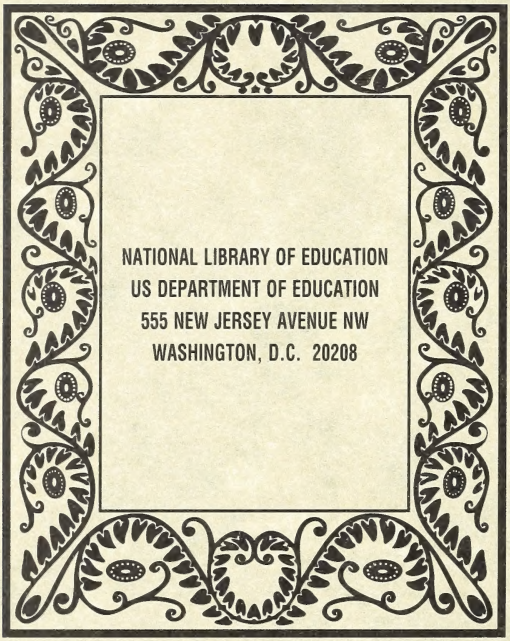

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# REPORT

OF THE

# COMMISSIONER OF EDUCATION

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## THE YEAR 1880.

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CORRIGENDA.

Page 185. In explanation of the large increase of receipts for public schools reported for Missouri in 1879–'80, it should be mentioned that the sum given, $832,371, includes a balance on hand from the previous year.



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United States. Bureau of Education.

Report of the Commissioner of Education made to the

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# REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
*Washington, D. C., November,* 1880.

SIR: I have the honor to submit my eleventh annual report, covering the year 1880.

The important relation which the Office sustains to the interests of education becomes constantly more apparent. The present year has been marked by a great increase in the amount and value of the information received at the Office with reference to the conduct of education in our own and in foreign countries and by a corresponding increase in the public demand for the distribution of information. The appropriations allowed the Office for carrying on the interchange of intelligence are entirely inadequate, whether regard be had to specific inquiries or to information which should be published in the general interest of this department of public affairs.

The matter at the disposal of the Office relates to an indefinite number of topics bearing upon the education of the young, and its publication would tend to promote the intelligence, virtue, and liberty of every individual and every community in the nation. The citizen draws from the nation the final guarantee of his rights and privileges; to his character the nation confides its peace, prosperity, and perpetuity, but leaves the legal control over the education which largely determines that character to the State in which he lives; and the State in turn leaves much of the responsibility to the community of which he forms a part. Each agency has its part to do in this great work, though each may omit to exercise some portion of its powers.[1]

The nation contributes to this general enlightenment as a liberal patron of literature, science, and culture; the great school funds of most of the States, the endowments of State universities and agricultural colleges, have come from the beneficence of the national hand; copyrights for literary productions and patents for useful inventions bear the national stamp; and the largest sums for the promotion of geographical, geological, and ethnological research come from the national treasury. If it be allowed that these are right and expedient measures, certainly then the right and expediency of furnishing all the information demanded of the Office cannot be questioned. However the funds are applied, whether for clerical work, for research, or for printing, they contribute directly and exclusively to the purpose specified in the act creating the Office.[2]

[1] The memorable words of Bishop Doane, in 1838, to the people of New Jersey, are as true now as when they were uttered, and as surely applicable to the nation as to the State or the community:

We say that *knowledge is the universal right of man;* and we need bring no clearer demonstration than that intellectual nature capable of it, thirsting for it, expanding and aspiring with it, which is God's own argument in every living soul. We say that the assertion for himself of this inherent right, to the full measure of his abilities and opportunities, is *the universal duty of man;* and that whoever fails of it thwarts the design of his Creator, and in proportion as he neglects the gift of God dwarfs and enslaves and brutifies the high capacity for truth and liberty which he inherits. And all experience and every page of history confirm the assertion, in the close kindred which has everywhere been proved of ignorance and vice with wretchedness and slavery. And we say further, that the security of this inherent right to every individual, and its extension in the fullest measure to the greatest number, is *the universal interest of man;* so that they who deny or abridge it to their fellows, or who encourage or from want of proper influence permit them to neglect it, are undermining the foundations of government, weakening the hold of society, and preparing the way for that unsettling and dissolving of all human institutions which must result in anarchy and ruin, and in which they who have the greatest stake must be the greatest sufferers.

[2] The statute establishing the Bureau says its duties and purpose "shall be to collect statistics and facts showing the condition and progress of education in the several States and Territories, and to diffuse such information respecting the organization and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems and otherwise promote the cause of education throughout the country."

The issue of circulars of information has continued. The following, prepared during the year, have been printed and distributed:

No. 1, 1880. College libraries as aids to instruction.
No. 2, 1880. Proceedings of the Department of Superintendence of the National Educational Association at its meeting at Washington, D. C., February 18–20, 1880.
No. 3, 1880. Legal rights of children.
No. 4, 1880. Rural school architecture, illustrated.
No. 5, 1880. English rural schools, illustrated.
No. 6, 1880. A report on the teaching of chemistry and physics in the United States, by Frank Wigglesworth Clarke, S. B., professor of chemistry and physics in the University of Cincinnati.
No. 7, 1880. The spelling reform.

During the current year I have deemed it advisable to issue a series of publications in a less elaborate form than the circulars of information. The following, prepared at the dates mentioned, have been printed and distributed:

August 3, 1880. Progress of western education in China and Siam.
August 7, 1880. Vacation colonies for sickly school children.
August 9, 1880. The Indian school at Carlisle Barracks.
October 18, 1880. Educational tours in France.
October 20, 1880. Industrial education in Europe.
October 25, 1880. Medical colleges in the United States.

The number of documents sent out has more than doubled during the year. The Office has supplied to correspondents at home and abroad 87,304 pieces of mail matter, of which 18,634 were letters, circulars, and inquiries, and 68,670 documents (packages); and has received from its correspondents about 19,654 pieces of mail matter, of which 17,278 were letters, circulars, receipts, and replies, and 2,378 documents.

### AMERICAN CORRESPONDENTS OF THE OFFICE.

The following summary gives the number of correspondents of the Office at the head of systems and institutions of education in our country, who furnish the information contained in these reports:

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

| | 1871. | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. |
|---|---|---|---|---|---|---|---|---|---|---|
| States and Territories | 37 | 44 | 48 | 48 | 48 | 48 | 48 | 48 | 48 | 48 |
| Cities | 249 | 325 | 533 | 127 | 241 | 239 | 241 | 258 | 333 | 351 |
| Normal schools | 65 | 98 | 114 | 124 | 140 | 152 | 166 | 179 | 242 | 252 |
| Business colleges | 60 | 53 | 112 | 126 | 144 | 150 | 157 | 163 | 191 | 197 |
| Kindergärten | ..... | ..... | 42 | 55 | 95 | 149 | 177 | 217 | 322 | 385 |
| Academies | 638 | 811 | 944 | 1,031 | 1,467 | 1,550 | 1,650 | 1,665 | 1,848 | 1,869 |
| Preparatory schools | ..... | ..... | 86 | 91 | 105 | 114 | 123 | 125 | 138 | 146 |
| Colleges for women | 136 | 175 | 205 | 209 | 249 | 252 | 264 | 277 | 294 | 297 |
| Colleges and universities | 290 | 298 | 323 | 343 | 385 | 381 | 385 | 389 | 402 | 402 |
| Schools of science | 41 | 70 | 70 | 72 | 76 | 76 | 77 | 80 | 86 | 88 |
| Schools of theology | 94 | 104 | 140 | 113 | 123 | 125 | 127 | 129 | 146 | 156 |
| Schools of law | 39 | 37 | 37 | 38 | 42 | 42 | 45 | 50 | 53 | 53 |
| Schools of medicine | 82 | 87 | 94 | 99 | 104 | 102 | 106 | 112 | 125 | 126 |
| Public libraries | 180 | 306 | 377 | 676 | 2,200 | 2,275 | 2,440 | 2,578 | 2,678 | 2,874 |
| Museums of natural history | ..... | 50 | 43 | 44 | 53 | 54 | 55 | 55 | 57 | 57 |
| Museums of art | ..... | ..... | 22 | 27 | 27 | 31 | ..... | ..... | 37 | 37 |
| Art schools | ..... | ..... | ..... | 26 | 29 | 30 | ..... | ..... | 37 | 38 |
| Training schools for nurses | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 11 | 15 |
| Institutions for the deaf and dumb | 36 | 37 | 40 | 40 | 42 | 43 | 45 | 52 | 57 | 62 |
| Institutions for the blind | 26 | 27 | 28 | 28 | 29 | 29 | 30 | 31 | 31 | 31 |
| Schools for the feeble-minded | 8 | ..... | 7 | 9 | 9 | 11 | 11 | 11 | 13 | 13 |
| Orphan asylums, &c | ..... | 77 | 180 | 269 | 408 | 533 | 540 | 638 | 641 | 651 |
| Reform schools | 20 | 20 | 34 | 56 | 67 | 63 | 63 | 78 | 79 | 83 |
| Total | 2,001 | 2,619 | 3,449 | 3,651 | 6,085 | 6,449 | 6,750 | 7,135 | 7,869 | 8,231 |

## STATISTICS OF EDUCATION.

Why do we seek to know the condition of education? In the answer to this question will be found the reasons for the elaborate statistical record which forms a feature of all official school reports. We take an account of education that we may know whether it is sufficient in amount and good in quality. For the full determination of these conditions it would be necessary to wait until the education of each individual had been tested by his life work.

The present methods of statistical computation can only approximate the final result. They deal with the school period and leave the rest to be inferred from the results thus far ascertained. How shall we know fully and accurately what is accomplished in the school period? We must have clearly before us all subjects taught and studied, beginning with the first formal work under the teacher and ending with the highest instruction imparted in whatever profession or specialty. We must know the number of pupils pursuing each branch, the length of time devoted to it, the proficiency attained, and the ages of the pupils. As a general rule it may be expected that these ages will bear some relation to the grade of study; the first year of legal school age will be likely to be occupied with the first year's grade of school work; afterwards the indefiniteness increases.

In some quarters a considerable approach to the desired result is seen in the statistical statements. Ohio is able to give the number in each of the branches taught in 1880, as follows:

| | | | |
|---|---|---|---|
| Alphabet | 98,769 | Geometry | 3,951 |
| Reading | 630,695 | Trigonometry | 1,349 |
| Spelling | 648,972 | Surveying | 188 |
| Penmanship | 559,738 | Chemistry | 1,737 |
| Arithmetic | 543,102 | Geology | 972 |
| Geography | 267,618 | Botany | 3,205 |
| English grammar | 194,973 | Astronomy | 1,317 |
| Composition | 142,323 | Book-keeping | 2,672 |
| Drawing | 124,019 | Natural history | 575 |
| Vocal music | 151,407 | Mental philosophy | 447 |
| Map drawing | 65,131 | Moral philosophy | 134 |
| Oral lessons | 213,413 | Rhetoric | 1,818 |
| United States history | 31,171 | Logic | 175 |
| Physiology | 5,790 | Latin | 7,140 |
| Physical geography | 20,388 | Greek | 448 |
| Natural philosophy | 5,177 | French | 418 |
| German | 40,813 | General history | 2,054 |
| Algebra | 19,433 | | |

In Alabama, Arkansas, Georgia, South Carolina, Tennessee, and West Virginia there is an approach to this result. In California the number in each grade is given. In the city of Newcastle, Del., the branches taught are enumerated; but this is not done for the State. Florida enumerates those in studies above the primary; Michigan and Minnesota, pupils in some of the higher branches; New Jersey is expected to have the number in each study for 1881. In Pennsylvania the number in special studies and higher branches is given, and in Baltimore the number in different grades. In Virginia the number in graded schools and in higher branches is given.

There is a commendable effort to present the statistics in this full and satisfactory form; but it requires time for legislation and to change the manner of keeping records and making reports.

Increased attention recently bestowed upon courses of study has resulted in the elaboration of several in which great consideration has been shown to psychological conditions and the necessities of pupil life; they have therefore decided pedagogical

merit. The diversity of nomenclature in these best arranged courses as yet greatly reduces their value for purposes of philosophical study and comparison; and when the inquirer passes out of their range and endeavors to find out what is accomplished where no definite course is attempted, he finds himself entirely baffled in his endeavor to determine the precise educational value of these statistics. I believe the removal of this difficulty may be left appropriately to superintendents and teachers, who know the practical value of the result desired and need only to agree upon a settled meaning for the terms employed. I have pointed out this desideratum from time to time, but have not felt called upon to press it urgently, since it has been evident that all who understand the real value of correct educational information recognize the importance of a change in this respect.

When the assignment of studies for each year of school life has been made in each of the several States it will be comparatively an easy task to report the number and the ages of pupils in attendance upon each year of the course, the time of entrance, continuance, and promotion for each, and the number whose school days end in each stage of the series. It will be seen that there is herein no suggestion that every system should be the same or that all localities should have an unvarying programme; but simply that all shall agree as to the terms employed and the methods of reporting, so as to facilitate a comparative study of the respective systems.

*Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, from* 1871 *to* 1880.

| | 1871. | | | 1872. | | |
|---|---|---|---|---|---|---|
| | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. |
| City schools | (*a*) | 19,448 | 1,417,172 | (*b*) | 26,194 | 1,215,897 |
| Normal schools | 65 | 445 | 10,922 | 98 | 773 | 11,778 |
| Commercial and business colleges | 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 *c* | | | | | | |
| Institutions for the superior instruction of women | 136 | 1,163 | 12,841 | 175 | 1,617 | 11,288 |
| Universities and colleges | 290 | 2,962 | 49,827 | 298 | 3,040 | 45,617 |
| Schools of science | 41 | 303 | 3,303 | 70 | 724 | 5,395 |
| Schools of theology | 94 | 369 | 3,204 | 104 | 435 | 3,351 |
| Schools of law | 39 | 129 | 1,722 | 37 | 151 | 1,976 |
| Schools of medicine, of dentistry, and of pharmacy | 82 | 750 | 7,045 | 87 | 726 | 5,995 |
| Training schools for nurses | | | | | | |
| Institutions for the deaf and dumb | 38 | 242 | 3,539 | 36 | 267 | 4,337 |
| Institutions for the blind | 26 | 388 | 2,032 | 27 | 513 | 1,856 |
| Schools for feeble-minded children | 9 | | 886 | | | |
| Orphan asylums, industrial schools, and miscellaneous charities. | | | | 77 | 852 | 10,324 |
| Reform schools | 20 | | 5,897 | 26 | 331 | 4,230 |

*a* 266 cities were included in 1871; their aggregate population was 7,901,821.

*b* 326 cities were included in 1872; their total population according to the census of 1870 was 8,036,937.

*c* In 1871 and 1872 this class of schools was included in the table of institutions for secondary instruction.

*Statistical summary of institutions, instructors, and students, &c.*—Continued.

| | 1873. | | | 1874. | | |
|---|---|---|---|---|---|---|
| | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. |
| City schools | (*a*) | 27,726 | 1,564,663 | (*b*) | 16,488 | 976,837 |
| Normal schools | 114 | 887 | 16,620 | 124 | 966 | 24,405 |
| Commercial and business colleges | 112 | 514 | 22,397 | 126 | 577 | 25,892 |
| Kindergärten | ..... | ..... | ..... | 55 | 125 | 1,636 |
| Institutions for secondary instruction | 944 | 5,058 | 118,570 | 1,031 | 5,466 | 98,179 |
| Preparatory schools | 86 | 690 | 12,487 | 91 | 697 | 11,414 |
| Institutions for the superior instruction of women | 205 | 2,120 | 24,613 | 209 | 2,285 | 23,445 |
| Universities and colleges | 323 | 3,106 | 52,053 | 343 | 3,783 | 56,692 |
| Schools of science | 70 | 747 | 8,950 | 72 | 609 | 7,244 |
| Schools of theology | 110 | 573 | 3,838 | 113 | 597 | 4,356 |
| Schools of law | 37 | 158 | 2,112 | 38 | 181 | 2,585 |
| Schools of medicine, of dentistry, and of pharmacy | 94 | 1,148 | 8,681 | 99 | 1,121 | 9,095 |
| Training schools for nurses | ..... | ..... | ..... | ..... | ..... | ..... |
| Institutions for the deaf and dumb | 40 | 289 | 4,534 | 40 | 275 | 4,900 |
| Institutions for the blind | 28 | 545 | 1,916 | 29 | 525 | 1,942 |
| Schools for feeble-minded children | 9 | 213 | 758 | 9 | 312 | 1,265 |
| Orphan asylums, industrial schools, and miscellaneous charities. | 178 | 1,484 | 22,107 | 269 | 1,678 | 26,360 |
| Reform schools | 34 | 579 | 6,858 | 56 | 693 | 10,848 |

| | 1875. | | | 1876. | | |
|---|---|---|---|---|---|---|
| | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. |
| City schools | (*c*) | 22,152 | 1,180,880 | (*d*) | 23,504 | 1,343,487 |
| Normal schools | 137 | 1,031 | 29,105 | 151 | 1,065 | 33,921 |
| Commercial and business colleges | 131 | 594 | 26,109 | 137 | 599 | 25,234 |
| Kindergärten | 95 | 216 | 2,809 | 130 | 364 | 4,090 |
| Institutions for secondary instruction | 1,143 | 6,081 | 108,235 | 1,229 | 5,999 | 106,647 |
| Preparatory schools | 102 | 746 | 12,954 | 105 | 736 | 12,369 |
| Institutions for the superior instruction of women | 222 | 2,405 | 23,795 | 225 | 2,404 | 23,856 |
| Universities and colleges | 355 | 3,999 | 58,894 | 356 | 3,920 | 56,481 |
| Schools of science | 74 | 758 | 7,157 | 75 | 793 | 7,614 |
| Schools of theology | 123 | 615 | 5,234 | 124 | 580 | 4,268 |
| Schools of law | 43 | 224 | 2,677 | 42 | 218 | 2,664 |
| Schools of medicine, of dentistry, and of pharmacy | 106 | 1,172 | 9,971 | 102 | 1,201 | 10,143 |
| Training schools for nurses | ..... | ..... | ..... | ..... | ..... | ..... |
| Institutions for the deaf and dumb | 41 | 293 | 5,087 | 42 | 312 | 5,209 |
| Institutions for the blind | 29 | 498 | 2,054 | 29 | 580 | 2,083 |
| Schools for feeble-minded children | 9 | 317 | 1,372 | 11 | 318 | 1,560 |
| Orphan asylums, industrial schools, and miscellaneous charities. | 278 | 1,789 | 54,204 | 385 | 3,197 | 47,439 |
| Reform schools | 47 | 678 | 10,670 | 51 | 800 | 12,087 |

*a* 533 cities, towns, and villages were included in 1873, which had a population of 10,042,892.

*b* 127 cities, containing 10,000 inhabitants or more, were included in 1874; their aggregate population was 6,037,905.

*c* 177 cities, each containing 7,500 inhabitants or more, reported in 1875; their aggregate population was 8,804,654.

*d* 192 cities, of 7,500 inhabitants or more, reported in 1876; their aggregate population was 9,128,955.

*Statistical summary of institutions, instructors, and students, &c.*—Continued.

| | 1877. | | | 1878. | | |
|---|---|---|---|---|---|---|
| | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. |
| City schools | (*a*) | 23,830 | 1,249,271 | (*b*) | 27,944 | 1,556,974 |
| Normal schools | 152 | 1,189 | 37,082 | 156 | 1,227 | 39,669 |
| Commercial and business colleges | 134 | 568 | 23,496 | 129 | 527 | 21,048 |
| Kindergärten | 129 | 336 | 3,931 | 159 | 376 | 4,797 |
| Institutions for secondary instruction | 1,226 | 5,963 | 98,371 | 1,227 | 5,747 | 100,374 |
| Preparatory schools | 114 | 796 | 12,510 | 114 | 818 | 12,538 |
| Institutions for the superior instruction of women | 220 | 2,305 | 23,022 | 225 | 2,478 | 23,639 |
| Universities and colleges | 351 | 3,998 | 57,334 | 358 | 3,885 | 57,987 |
| Schools of science | 74 | 781 | 8,559 | 76 | 809 | 13,153 |
| Schools of theology | 124 | 564 | 3,965 | 125 | 577 | 4,320 |
| Schools of law | 43 | 175 | 2,811 | 50 | 196 | 3,012 |
| Schools of medicine, of dentistry, and of pharmacy | 106 | 1,278 | 11,225 | 106 | 1,337 | 11,830 |
| Training schools for nurses | ..... | ..... | ..... | ..... | ..... | ..... |
| Institutions for the deaf and dumb | 43 | 346 | 5,743 | 52 | 372 | 6,026 |
| Institutions for the blind | 30 | 566 | 2,179 | 30 | 547 | 2,214 |
| Schools for feeble-minded children | 11 | 355 | 1,781 | 11 | 422 | 1,981 |
| Orphan asylums, industrial schools, and miscellaneous charities. | ..... | ..... | ..... | 389 | 3,688 | 67,082 |
| Reform schools | ..... | ..... | ..... | 68 | 996 | 13,966 |

| | 1879. | | | 1880. | | |
|---|---|---|---|---|---|---|
| | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. |
| City schools | (*c*) | 28,903 | 1,669,899 | (*d*) | 29,264 | 1,710,461 |
| Normal schools | 207 | 1,422 | 40,029 | 220 | 1,466 | 43,077 |
| Commercial and business colleges | 144 | 535 | 22,021 | 162 | 619 | 27,146 |
| Kindergärten | 195 | 452 | 7,554 | 232 | 524 | 8,871 |
| Institutions for secondary instruction | 1,236 | 5,961 | 108,734 | 1,264 | 6,009 | 110,277 |
| Preparatory schools | 123 | 818 | 13,561 | 125 | 860 | 13,239 |
| Institutions for the superior instruction of women | 227 | 2,323 | 24,605 | 227 | 2,340 | 25,780 |
| Universities and colleges | 364 | 4,241 | 60,011 | 364 | 4,160 | 59,594 |
| Schools of science | 81 | 884 | 10,919 | 83 | 953 | 11,584 |
| Schools of theology | 133 | 600 | 4,738 | 142 | 633 | 5,242 |
| Schools of law | 49 | 224 | 3,019 | 48 | 229 | 3,134 |
| Schools of medicine, of dentistry, and of pharmacy | 114 | 1,495 | 13,321 | 120 | 1,660 | 14,006 |
| Training schools for nurses | 11 | 51 | 298 | 15 | 59 | 323 |
| Institutions for the deaf and dumb | 53 | 379 | 6,391 | 56 | 418 | 6,657 |
| Institutions for the blind | 30 | 599 | 2,213 | 30 | 532 | 2,032 |
| Schools for feeble-minded children | 13 | 491 | 2,234 | 13 | 486 | 2,472 |
| Orphan asylums, industrial schools, and miscellaneous charities. | 411 | 4,004 | 75,020 | 430 | 4,217 | 59,161 |
| Reform schools | 67 | 1,066 | 14,216 | 68 | 1,054 | 11,921 |

*a* 195 cities, of 7,500 inhabitants or more, reported in 1877; their aggregate population was 9,099,025.
*b* 218 cities, of 7,500 inhabitants or more, reported in 1878; their aggregate population was 10,224,270.
*c* 240 cities, of 7,500 inhabitants or more, reported in 1879; their aggregate population was 10,801,814.
*d* 244 cities, of 7,500 inhabitants or more, reported in 1880; their aggregate population was 10,700,800.

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 | 7-21 | 388,003 | ..... | 179,490 | 117,978 | 80 |
| Arkansas | 6-21 | 247,547 | ..... | 70,972 | ..... | ..... |
| California | 5-17 | 215,978 | ..... | 158,765 | 100,966 | 146.6 |
| Colorado | 6-21 | 35,566 | 26,969 | 22,119 | 12,618 | *a*89 |
| Connecticut | 4-16 | 140,235 | *b*116,860 | 119,694 | *c*78,421 | 179.02 |
| Delaware | 6-21 | 35,459 | ..... | 27,823 | ..... | *d*158 |
| Florida | 4-21 | 88,677 | ..... | 39,315 | 27,046 | ..... |
| Georgia | 6-18 | *a*433,444 | ..... | 236,533 | 145,190 | ..... |
| Illinois | 6-21 | 1,010,851 | ..... | 704,041 | 431,638 | 150 |
| Indiana | 6-21 | 703,558 | ..... | 511,283 | 321,659 | 136 |
| Iowa | 5-21 | 586,556 | *b*375,356 | 426,057 | 259,836 | 148 |
| Kansas | 5-21 | 340,647 | 254,953 | 231,434 | 137,667 | 121 |
| Kentucky | *e*6-20 | 545,161 | ..... | 265,581 | *b*193,874 | 102 |
| Louisiana | 6-18 | 273,845 | ..... | 68,440 | 45,626 | 118 |
| Maine | 4-21 | 214,656 | ..... | 149,827 | 103,113 | 120 |
| Maryland | 5-20 | *f*330,590 | ..... | 162,431 | 85,778 | *g*176 |
| Massachusetts | 5-15 | 307,321 | ..... | 306,777 | 233,127 | 177 |
| Michigan | 5-20 | 506,221 | ..... | 362,556 | *b*213,898 | 141 |
| Minnesota | 5-21 | *h*271,428 | ..... | 180,248 | *b*117,161 | 94 |
| Mississippi | 5-21 | 426,689 | ..... | 236,704 | 156,761 | 77.5 |
| Missouri | 6-20 | 723,484 | ..... | 476,376 | *b*219,132 | *a*100 |
| Nebraska | 5-21 | 142,348 | ..... | 92,549 | *b*60,156 | 109 |
| Nevada | 6-18 | 10,592 | ..... | 9,045 | 5,401 | 142.8 |
| New Hampshire | 5-15 | *b*71,132 | ..... | 64,341 | 48,966 | 105.3 |
| New Jersey | 5-18 | 330,685 | 281,283 | 204,961 | 115,194 | 192 |
| New York | 5-21 | 1,641,173 | ..... | 1,031,593 | 573,089 | 179 |
| North Carolina | 6-21 | 459,324 | ..... | 225,606 | 147,802 | 54 |
| Ohio | 6-21 | *a*1,043,320 | *a*770,070 | 747,138 | 476,279 | 150 |
| Oregon | 4-20 | 59,615 | ..... | 37,533 | 27,435 | 89.6 |
| Pennsylvania | 6-21 | *f*1,370,000 | ..... | 937,310 | 601,627 | 147 |
| Rhode Island | 5-15 | 52,273 | ..... | 44,780 | 29,065 | 184 |
| South Carolina | 6-16 | *i*228,128 | *i*228,128 | 134,072 | ..... | 77 |
| Tennessee | 6-21 | 544,862 | ..... | 290,141 | 191,461 | 68 |
| Texas | 8-14 | 230,527 | ..... | 186,786 | ..... | *g*73 |
| Vermont | 5-20 | *h*92,831 | ..... | 75,238 | 48,606 | 125 |
| Virginia | 5-21 | 555,807 | 383,979 | 220,736 | 128,404 | 113 |
| West Virginia | 6-21 | 210,113 | 160,392 | 142,850 | 91,704 | 99 |
| Wisconsin | 4-20 | 483,229 | ..... | 299,258 | 197,510 | 162.5 |
| Total | ..... | 15,351,875 | 2,597,990 | 9,680,403 | 5,744,188 | ..... |
| Arizona | 6-21 | 7,148 | ..... | 4,212 | 2,847 | 109 |
| Dakota | 5-21 | 12,030 | ..... | 8,042 | 3,170 | 88 |
| District of Columbia | 6-17 | 43,558 | 40,654 | 26,439 | 20,637 | 193 |
| Idaho | 5-21 | ..... | ..... | 6,758 | ..... | ..... |
| Montana | 4-21 | 7,070 | ..... | 3,970 | 2,506 | 96 |
| New Mexico | *j*7-18 | *f*38,260 | ..... | *j*5,151 | ..... | *j*132 |

*a* In 1879.
*b* Estimated.
*c* For the winter.
*d* For white schools only.
*e* For whites; for colored, 6-16.
*f* Estimated by the Bureau.
*g* In the counties.
*h* In 1878.
*i* In 1877.
*j* In 1875.

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

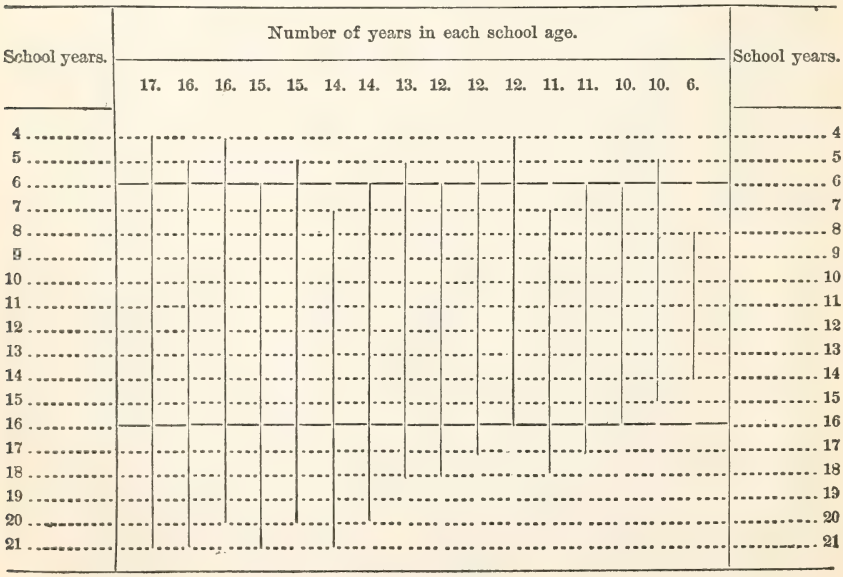
| Territories. | School age. | School population. | Number between 6 and 16 years of age. | Number enrolled in public schools. | Average daily attendance. | Average duration of school in days. |
|---|---|---|---|---|---|---|
| Utah | 6–18 | 40,672 | ..... | 24,326 | 17,178 | 128 |
| Washington | *a*5–21 | *a*24,223 | ..... | *a*14,032 | *a*9,585 | *a*87.5 |
| Wyoming | *a*7–21 | ..... | ..... | *a*2,090 | *a*1,287 | ..... |
| Indian: | | | | | | |
| Cherokees | ..... | 5,413 | ..... | 3,048 | 1,845 | ..... |
| Chickasaws | ..... | ..... | ..... | *a*650 | *b*426 | ..... |
| Choctaws | ..... | 2,600 | ..... | *a*1,400 | *ab*921 | ..... |
| Creeks | ..... | 3,431 | ..... | *a*800 | *ab*582 | ..... |
| Seminoles | ..... | ..... | ..... | *a*200 | *a*170 | ..... |
| Total | ..... | 184,405 | 40,654 | 101,118 | 61,154 | ..... |
| Grand total | ..... | 15,536,280 | 2,638,644 | 9,781,521 | 5,805,342 | ..... |

*a* In 1879. *b* Estimated.

### SCHOOL AGES IN THE UNITED STATES.

The following diagram shows that there are sixteen different school ages in the States and Territories; the longest, extending from four years of age to twenty-one, covers a period of seventeen years, and the shortest, from eight years of age to fourteen, a period of six years only.

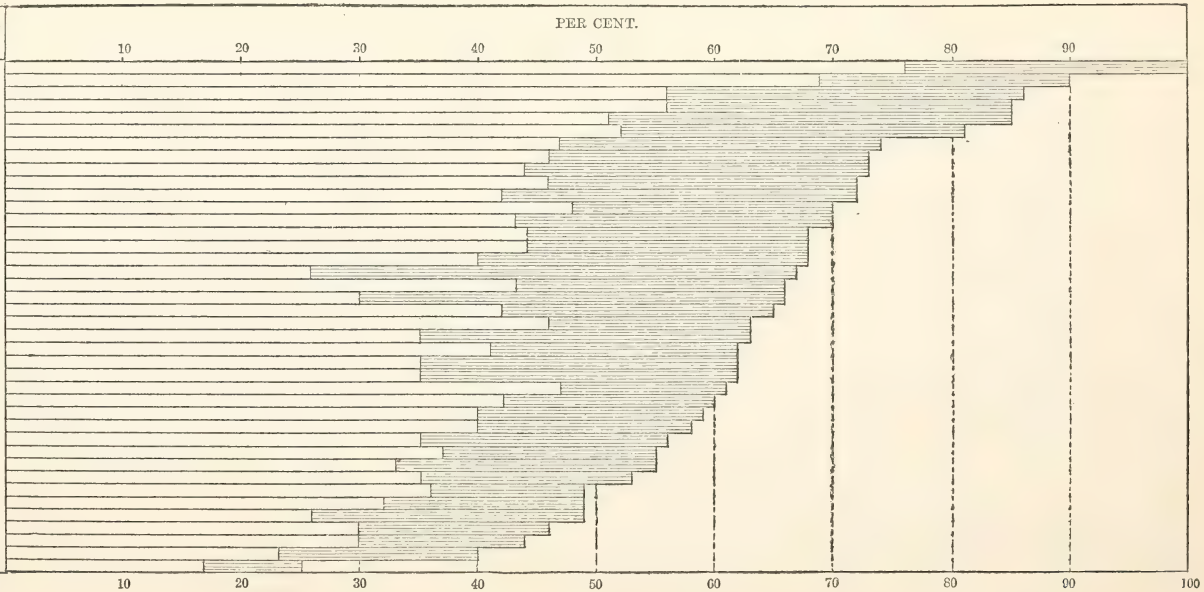
*Diagram No.* 1, *showing the different school ages in the States and Territories during* 1880.



# Diagram No. 2,

*Showing the relation of average attendance and enrolment to school population in certain States and Territories for the year 1880.*

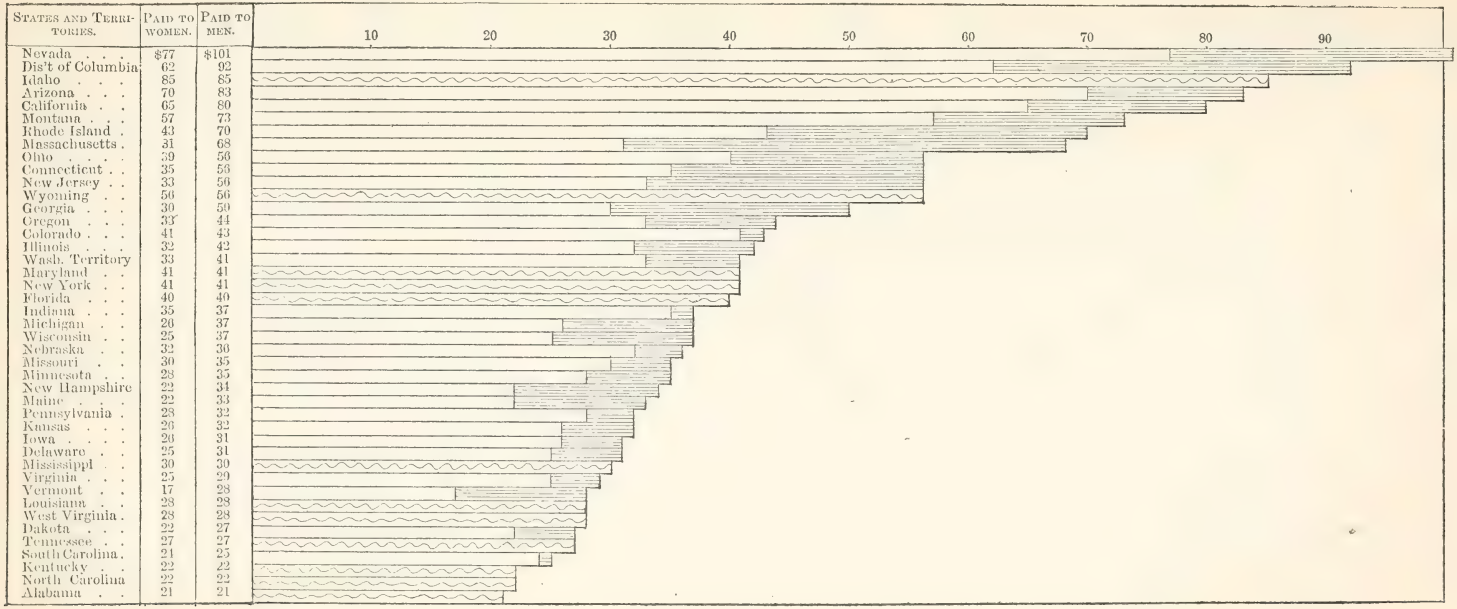
| States and Territories. | Av'ge attendance. | Enrolment. |
|---|---|---|
| Massachusetts | 76 | 100 |
| New Hampshire | 69 | 90 |
| Rhode Island | 56 | 86 |
| Connecticut | 56 | 85 |
| Nevada | 51 | 85 |
| Vermont | 52 | 81 |
| California | 47 | 74 |
| Indiana | 46 | 73 |
| Iowa | 44 | 73 |
| Ohio | 46 | 72 |
| Michigan | 42 | 72 |
| Maine | 48 | 70 |
| Illinois | 43 | 70 |
| Pennsylvania | 44 | 68 |
| West Virginia | 44 | 68 |
| Kansas | 40 | 68 |
| Dakota | 26 | 67 |
| Minnesota | 43 | 66 |
| Missouri | 30 | 66 |
| Nebraska | 42 | 65 |
| Oregon | 46 | 63 |
| New York | 35 | 63 |
| Wisconsin | 41 | 62 |
| Colorado | 35 | 62 |
| New Jersey | 35 | 62 |
| Dis't of Columbia | 47 | 61 |
| Utah | 42 | 60 |
| Arizona | 40 | 59 |
| Wash. Territory | 40 | 58 |
| Montana | 35 | 56 |
| Mississippi | 37 | 55 |
| Georgia | 33 | 55 |
| Tennessee | 35 | 53 |
| Kentucky | 36 | 49 |
| North Carolina | 32 | 49 |
| Maryland | 26 | 49 |
| Alabama | 30 | 46 |
| Florida | 30 | 44 |
| Virginia | 23 | 40 |
| Louisiana | 17 | 25 |




Explanation.—If the population of school age in Louisiana be put at 100, the public school enrolment of that State is 25 and the average attendance on public schools is 17; so of the other States. Full statistics have not been received from Arkansas, Delaware, South Carolina, Texas, Idaho Territory, Indian Territory, or New Mexico; therefore they are not included in this diagram.

# Diagram No. 3,

*Showing the average monthly pay of male and female teachers in the public schools of the States and Territories.*




| States and Territories. | Paid to women. | Paid to men. |
|---|---|---|
| Nevada | $77 | $101 |
| Dis't of Columbia | 62 | 92 |
| Idaho | 85 | 85 |
| Arizona | 70 | 83 |
| California | 65 | 80 |
| Montana | 57 | 73 |
| Rhode Island | 43 | 70 |
| Massachusetts | 31 | 68 |
| Ohio | 59 | 56 |
| Connecticut | 35 | 55 |
| New Jersey | 33 | 56 |
| Wyoming | 56 | 56 |
| Georgia | 30 | 50 |
| Oregon | 33 | 44 |
| Colorado | 41 | 43 |
| Illinois | 32 | 42 |
| Wash. Territory | 33 | 41 |
| Maryland | 41 | 41 |
| New York | 41 | 41 |
| Florida | 40 | 40 |
| Indiana | 35 | 37 |
| Michigan | 20 | 37 |
| Wisconsin | 25 | 37 |
| Nebraska | 32 | 36 |
| Missouri | 30 | 35 |
| Minnesota | 28 | 35 |
| New Hampshire | 22 | 34 |
| Maine | 22 | 33 |
| Pennsylvania | 28 | 32 |
| Kansas | 26 | 32 |
| Iowa | 20 | 31 |
| Delaware | 25 | 31 |
| Mississippi | 30 | 30 |
| Virginia | 25 | 29 |
| Vermont | 17 | 28 |
| Louisiana | 28 | 28 |
| West Virginia | 28 | 28 |
| Dakota | 22 | 27 |
| Tennessee | 27 | 27 |
| South Carolina | 24 | 25 |
| Kentucky | 22 | 22 |
| North Carolina | 22 | 22 |
| Alabama | 21 | 21 |

Explanation.—The average pay of female teachers is shown in the left or white part of the column; the excess of the average pay of male teachers by the right or gray part of the column. Where the average pay is not reported by sex, the column is distinguished by a waved line.

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

| States. | Number of teachers. | | Average monthly salary. | |
|---|---|---|---|---|
| | Male. | Female. | Male. | Female. |
| Alabama | 2,944 | 1,671 | (*a*$20 96) | |
| Arkansas | 1,432 | 395 | *b*$50 00 | *b*$40 00 |
| California | 1,208 | 2,387 | 80 26 | 64 73 |
| Colorado | 247 | 431 | *c*42 84 | *c*40 87 |
| Connecticut | *d*746 | *d*2,354 | 56 43 | 35 45 |
| Delaware | (594) | | *a*30 83 | *a*24 79 |
| Florida | 675 | 420 | (*b*40 00) | |
| Georgia | (6,000) | | 50 00 | 30 00 |
| Illinois | 8,834 | 13,421 | 41 92 | 31 80 |
| Indiana | 7,802 | 5,776 | 37 20 | 35 20 |
| Iowa | 7,254 | 14,344 | 31 16 | 26 28 |
| Kansas | 3,506 | 4,274 | 32 47 | 25 98 |
| Kentucky | 4,418 | 2,346 | (*e*21 75) | |
| Louisiana | (2,025) | | (27 50) | |
| Maine | *f*2,325 | *f*4,609 | 32 97 | 21 68 |
| Maryland | 1,330 | 1,795 | (41 06) | |
| Massachusetts | 1,133 | 7,462 | 67 54 | 30 59 |
| Michigan | 4,072 | 9,877 | 37 28 | 25 73 |
| Minnesota | 1,874 | 3,341 | 35 29 | 27 52 |
| Mississippi | 3,411 | 2,158 | (30 05) | |
| Missouri | 6,068 | 4,379 | *gh*35 00 | *gh*30 00 |
| Nebraska | 1,670 | 2,430 | 36 12 | 31 92 |
| Nevada | 92 | 105 | 101 47 | 77 00 |
| New Hampshire | 580 | 2,880 | 34 12 | 22 23 |
| New Jersey | 991 | 2,486 | 55 82 | 32 90 |
| New York | 7,992 | 22,738 | (41 40) | |
| North Carolina | 3,040 | 1,090 | (21 75) | |
| Ohio | 11,326 | 12,358 | 56 00 | 39 00 |
| Oregon | 635 | 679 | 44 19 | 33 38 |
| Pennsylvania | 9,732 | 11,643 | 32 36 | 28 42 |
| Rhode Island | 294 | 1,001 | 70 24 | 42 99 |
| South Carolina | 1,887 | 1,284 | 25 24 | 23 89 |
| Tennessee | 4,707 | 1,247 | (26 66) | |
| Texas | 3,083 | 1,278 | ..... | ..... |
| Vermont | 725 | 3,601 | 27 84 | 17 44 |
| Virginia | 3,009 | 1,864 | 29 20 | 24 65 |
| West Virginia | 3,104 | 1,030 | (28 19) | |
| Wisconsin | 2,918 | 7,197 | *i*37 14 | *i*24 91 |
| Total number of teachers in States | (280,034) | | ..... | ..... |

*a* For white teachers.
*b* In 1878.
*c* In ungraded schools; in graded schools the average salary of men is $101.75; of women, $64.39.
*d* Estimated.
*e* In cities and towns organized as one district the average salary of men is $98; of women, $43.
*f* Number of males employed in winter; number of females in summer.
*g* In 1879.
*h* In graded schools the average salary of men was $87; of women, $40.
*i* In the counties; in the independent cities the average salary of males is $85.74; of females, $35.06.

TABLE I.—PART 1.—*Summary of the number of teachers employed, &c.*—Continued.

| Territories. | Number of teachers. | | Average monthly salary. | |
|---|---|---|---|---|
| | Male. | Female. | Male. | Female. |
| Arizona | 48 | 53 | $83 00 | $70 00 |
| Dakota | 134 | 152 | 26 70 | 21 90 |
| District of Columbia | 34 | 399 | 90 16 | 62 24 |
| Idaho | (*a*160) | | 85 00 | ..... |
| Montana | 62 | 99 | 71 64 | 56 41 |
| New Mexico | *b*132 | *b*15 | ..... | ..... |
| Utah | 282 | 235 | *c*35 00 | *c*22 00 |
| Washington | *d*236 | *d*324 | *d*41 14 | *d*33 34 |
| Wyoming | *e*20 | *e*29 | (*e*55 94) | |
| Indian: | | | | |
| Cherokees | | | ..... | ..... |
| Chickasaws | | | ..... | ..... |
| Choctaws | (*e*196) | | *d*50 00 | *d*50 00 |
| Creeks | | | ..... | ..... |
| Seminoles | | | *d*50 00 | *d*50 00 |
| Total number of teachers in Territories | (2,610) | | ..... | ..... |
| Grand total | (282,644) | | ..... | ..... |

*a* Number necessary to supply the schools; actual number of schools, 155.
*b* In 1875. *c* In 1878. *d* In 1879. *e* In 1877.

In 1870 the correspondents of the Office included the public school officers of thirty-seven States and Territories. At present all of the thirty-eight States and eleven Territories are represented in the list. A comparison of Table I with the corresponding table of 1870 will show marked increase in the amount and greater uniformity in the character of the information furnished to the Office from the several States. Table I has, in consequence, been increased by the addition of a number of headings under which no returns were possible ten years ago; such are those relating to the duration of the school year, the distribution of school population as regards sex and age, and the sources of revenue.[1]

The expression "State systems," generally employed with reference to the free schools in the United States, indicates the perfect independence of each State in the management of its educational affairs. For obvious reasons the different practices growing out of such independence will never entirely disappear, nor is it desirable that they should; nevertheless the last ten years have witnessed an approach towards uniformity in the general outlines of the systems which seems remarkable in view of the diversity of educational conditions in the several States prior to 1870, the opposite theories which prevailed in different sections, and the great contrast between the newly settled States and the older Commonwealths in social conditions and available resources. The agreement in the systems as now reported is not so apparent in the increase of intelligence or the decline of illiteracy as in particulars which admit of tabulated representation, the machinery, as it is sometimes termed, of education. It cannot be denied, however, that this machinery, this order of procedure, which gives rise to different ranks, progression of exercises, grades, &c., furnishes convenient, indeed necessary, means for the systematic conduct and examination of the work of public instruction. It is this fact which gives significance to Table I. There are brought into comparative view the conditions of intelligence comprehended in the public school

[1] For detailed statements of the changes and growth in public school systems since 1870, see the heading State School System, under the respective States, in the abstracts following.

systems of the States. The results, as manifested in the development of individuals and the increase of knowledge, must be learned from other sources.

In all the States public instruction is provided (1) in rural schools, which are in general ungraded, and (2) in city schools, which are graded from primary to high, inclusive. All the States contemplate and most of them have some provision for the special training of teachers and some prescribed mode for ascertaining their qualifications and regulating their appointment.

In 1870 Delaware and Oregon had no State executive school officer. Now every State system includes a department of supervision, whose chief officer is elected by the people in 21 States, appointed by the governor in 8, elected by the legislature in 3, and appointed by the State board of education in 6. However much the duties and authority of this officer vary in the several States, he is in every instance required to make reports. Every agency promoting the improvement of schools is affected by these reports. It is hardly possible to overestimate their value.

## RURAL SCHOOLS.

The difficulties in the way of any particular exhibit of the condition of rural schools have been plainly stated in my previous reports. Within the last two years information concerning these schools has been somewhat fuller and more explicit, and as a consequence their deficiencies and their wants are more clearly perceived. From what has been accomplished during the last two years, there is good ground for belief that the improvement of this class of schools will be steady and rapid. To realize the important relation they bear to the public welfare, we have only to remember that upwards of two-thirds of our youth must look to them for instruction. By means of rural schools the whole tone of life in agricultural districts may be elevated and a more uniform standard of intelligence maintained throughout the various sections of our country.

The district system as it exists in a considerable number of the States is a great hindrance to the efficiency of the rural schools. Its disastrous effects are summed up in reports from every section: small schools, short terms, meagre salaries, poor teachers, incessant change, multiplicity of irresponsible officers, and instruction devoid of spirit and lacking the conditions necessary to steady progression.

Hon. N. A. Luce, State superintendent of common schools in Maine, thus graphically illustrates the situation:

> Statistics on file in this office collected * * * last year from 292 towns show 702 summer terms of school, in which the average attendance ranged from two to twelve pupils. Assuming like conditions to exist in the towns not reporting, there were at least 1,200 out of 4,000 school districts in the State in which the schools were thus small and short, and poor necessarily. The story in regard to very many of these is told in the following extract from the annual report of the school committee of one of our towns:
>
> "District No. 27.—Number of scholars in district, 3; number registered in summer school, 3; average attendance, 2; length of term, 5 weeks. The two pupils attending regularly made fair progress considering the brief length of the term. No winter term."

The township system is universally recommended as a substitute for the district, and the time seems to have come when the legislatures of the States should meet the demand.

## GRADED COURSES OF STUDY IN RURAL SCHOOLS.

The efficiency of these schools would be greatly increased by proper attention to the order and continuity of studies; on this point the experience of other countries will be found suggestive. The Austrian school law of April 18, 1869, makes provision for graded elementary schools and ungraded elementary schools, the former being intended for cities and towns and the latter for villages. Both the graded and the ungraded schools admit children between the ages of six and fourteen, which is the obligatory school age. In the graded schools there is a teacher for every class, the

number of pupils in a class seldom exceeding 50. In the ungraded schools, however, there is, as a rule, only one teacher, who has to instruct from 100 to 150 pupils. The law of 1869 fixes the maximum number of pupils to one teacher at 80, but the majority of communities are too poor to provide for more than one teacher. The following are the courses of instruction prescribed for ungraded schools:

*School of three divisions.*

| Branches of instruction. | First division. | Second division. | Third division. |
|---|---|---|---|
| | First school year. | Second, third, and fourth school years. | Fifth, sixth, seventh, and eighth school years. |
| | *Hours.* | *Hours.* | *Hours.* |
| Religious instruction | 2 | 2 | 2 |
| Mother tongue | 12 | 10 | 10 |
| Arithmetic | 4 | 4 | 4 |
| Natural history | | 2 | 2 |
| Geography and history | | | 2 |
| Writing | | 2 | 2 |
| Drawing and elementary geometry | | 2 | *a*3 |
| Singing | 1 | 1 | 1 |
| Gymnastics | | 2 | 2 |
| Total number of hours a week | 19 | 25 | 28 |

*a* For girls, 1 hour.

*School of two classes, each having two divisions.*

| Branches of instruction. | First class. | | Second class. | |
|---|---|---|---|---|
| | First division. | Second division. | First division. | Second division. |
| | First school year. | Second and third school years. | Fourth, fifth, and sixth school years. | Seventh and eighth school years. |
| | *Hours.* | *Hours.* | *Hours.* | *Hours.* |
| Religious instruction | 1 | 1 | 2 | 2 |
| Mother tongue | 12 | 12 | 10 | 10 |
| Arithmetic | 4 | 4 | 4 | 4 |
| Natural history | | | 2 | 2 |
| Geography and history | | | 2 | 2 |
| Writing | | 2 | 2 | 2 |
| Drawing and elementary geometry | | 1 | *a*3 | *a*3 |
| Singing | 1 | 1 | 1 | 1 |
| Gymnastics | | 1 | 2 | 2 |
| Total number of hours a week | 18 | 22 | 28 | 28 |

*a* For girls, 1 hour.

Besides the above branches, girls receive instruction in needlework in all the ungraded schools.

In our own country, graded courses of study, wherever adopted, have accomplished excellent results. Hon. J. P. Wickersham, State superintendent of public instruction of Pennsylvania, bears testimony to this effect.

George A. Walton, agent of the Massachusetts board of education, says:

The examinations which were made last year in two grades of the schools of Norfolk County, and of which a report was published in the appendix to the forty-third annual report of the board, originated in an effort to find a proper basis for a course of studies which, so far as the leading branches of study were concerned, should be uniform for the county. So different were the theories of what the schools should aim to accomplish and so diverse the methods and various the means for carrying out the theories, it would be hardly possible to make out a course which would be generally accepted throughout the county. No detailed report was at first contemplated, but simply a statement of the general result upon the basis assumed. But the examinations revealed such a diversity of attainments in these fundamental branches that it seemed advisable to present to the school officers of the county a statement of the results in detail, if for no other reason than that their study might lead to greater uniformity in the aims and methods of the schools.

Mr. Walton again says:

Observations in the schools show that where there is no well arranged course of studies the schools are very imperfectly graded. They also show that the schools are well graded in proportion to the vigilance of school officials in holding the teachers to the prescribed course through their examinations and through the examination of the several classes in passing over the course prescribed. And actual results demonstrate that at least one year in six is saved in completing the ordinary branches of study by even an imperfect grading of the schools.

Hon. F. M. Campbell, State superintendent of public instruction of California, regrets that under the new provisions "the power to adopt a county course of study is vested nowhere."

Hon. Leon. Trousdale, State superintendent of public schools of Tennessee, has addressed a circular to teachers through county superintendents setting forth a flexible system of grading.

At the meeting of the State Teachers' Association of Colorado in January, 1880, a committee was appointed to prepare a course of study for ungraded schools. In recommending to teachers and officers throughout the State the course adopted. Hon. J. C. Shattuck, State superintendent, says:

Believing that our country schools will be controlled in the future, as they have been in the past, by a shifting procession of inexperienced teachers, this effort to assist them by furnishing an outline of the work they are expected to do commends itself to me as reasonable and important. Within the limits of this course there is room enough for the full exercise of the invention and individuality of such as have them, while the less gifted will find these suggestions a daily help and guide.

Upon county superintendents, more than all others, depends the introduction or use of this course of study. It will not introduce itself. It will require the patient, persistent labor of years. Is not the end worth the effort?

Hon. J. L. Denton, State superintendent of public instruction of Arkansas, in his annual report recommends the course of study for ungraded schools prepared for Illinois.

Hon. W. C. Whitford, State superintendent of public instruction of Wisconsin, reports very encouraging progress in the introduction of the "graded system" into rural districts.

There seems to be no excuse for delay in the universal application of a plan at once so simple and effective. The branches taught in the country schools are few in number (being in general only orthography, reading, writing, grammar, geography, and arithmetic), and it requires but little thought to systematize the instruction or to adjust a model scheme to the requirements of particular schools.

### SELECTION AND APPOINTMENT OF TEACHERS.

Great complaint is made of the lack of competent teachers in the rural schools. This arises from the insufficient number of trained teachers, bad modes of appointment, low salaries, short school years, and uncertain tenure of office. Facts bearing upon the first named condition are given in Table I and under the head of State School System in the abstracts. The township system has a favorable effect upon the other conditions, but will not of itself accomplish complete reform.

The present modes of appointment are open to severe criticism. In most of the States the matter rests virtually with county superintendents or local trustees; but, as no standards of qualification obtain for these officers, their judgment of teachers is exceedingly unreliable. Efforts have recently been made in certain of the States to place this matter of appointment on a better basis. In Connecticut the council of education recommends to the legislature the passage of an act in regard to the examination of teachers. In Vermont the association of teachers has prepared a plan to be submitted to the legislature looking to improved methods of appointing and licensing teachers. It must be admitted that with all defects in training and in modes of appointment the teachers are better than their wages.

By reference to Table I, Part 1, columns of average duration of school in days and of average monthly salaries, the current rates in the several States can be readily ascertained.

### METHODS OF COMPUTING AVERAGE MONTHLY SALARIES.

The methods of computing the average monthly salaries of teachers have not been uniform. Special attention was called to this by a letter received from State Superintendent Slade, of Illinois, containing the following statement and inquiry:

In making up statistics in this office my attention has been called to two ways of reaching averages of teachers' wages. For instance, if two teachers are employed in a township, one at $60 a month and the other at $100, the average may be stated to be $80 a month. Or, the first, being employed six months, receives $360; the second, being employed ten months, receives $1,000; making a total payment for sixteen months of $1,360, an average of $85 a month.

This last is the average that has heretofore been sought in this State. It occurs to me to ask you whether this is the practice in other States. If the practice is not uniform throughout the States, comparison of averages cannot be fairly made; for since, as a rule, the teachers who receive the higher wages are employed for the longer terms, the second way stated will give a higher average than the first.

A copy of this letter was forwarded to the State and territorial superintendents and to several city superintendents, with a request that they should inform this Office of the method of computation employed in their respective offices. The answers received which make a definite reply to the inquiry describe the practices of a large number of offices. The first method mentioned by Superintendent Slade is employed in Colorado, Florida, Indiana, Maine, Minnesota, Nebraska, South Carolina, Tennessee, Wisconsin (?), and Washington Territory; methods essentially like the first are used in Connecticut and in New Hampshire; the first is the commoner method employed by county officials in Missouri. The second method is employed in Alabama, Illinois, Louisiana (in counties), Michigan, New Jersey, North Carolina, Rhode Island, Virginia (in counties), and West Virginia; methods similar to the second, in Iowa and Dakota.

In the cities the teachers are employed an equal number of months usually, and therefore the varying element of time does not enter into the computation of teachers' wages. The same is true in Maryland and the District of Columbia.

Answers which do not fall readily into the above classification have been received from New York, Ohio, South Carolina, and Vermont.

Superintendent Gilmour, of New York, reports that average yearly and average weekly wages are computed. "The first is ascertained by dividing the whole amount expended for teachers' wages by the number of duly qualified teachers employed for the full legal term of school, 28 weeks; the second, by dividing the average yearly

salary by the average number of weeks schools were taught." Hon. J. J. Burns, State school commissioner of Ohio, says: "We divide the whole amount expended for tuition by the aggregate of the number of months taught." In Vermont, township averages are obtained by dividing the whole amount paid teachers by the aggregate number of weeks taught in town; county averages, by dividing the sum of the several township averages by the number of towns in the county; State averages, by dividing the sum of county averages by the number of counties.

Several superintendents gave opinions worthy of consideration. Hon. J. G. Baird, assistant secretary of the Connecticut board of education, says:

It is not easy to give a perfectly accurate statement of the average wages per month of teachers. That could be obtained only by having certain data which the average school committee cannot always be relied upon to give: (1) the exact aggregate length of time which the schools of a particular town, in any given year, have been taught by male teachers; (2) the exact amount of compensation received by these teachers in the aggregate; (3) the exact amount of time that the schools, as aforesaid, have been taught by female teachers; (4) the exact amount of their total compensation. The first two, properly used, give the average per month of male teachers; the last two, of female teachers for the town in question. Then to obtain the average for any county it is necessary to add together all the several lengths of time in all the towns of the county, for male teachers, and to obtain in the same way the grand total of their compensation; then, to use these totals in the proper way. In the same manner for female teachers.

Then, further, to ascertain the average wages per month for the State the total amount of time taught by all the male teachers in the State must be found by adding up the totals of all the counties; and the total of all their wages must be found in like manner. And so of female teachers.

Superintendent Smart, of Indiana, makes the following remarks in his letter:

I believe that the second method will not produce the average *wages* of teachers, but that it will produce the average *cost of a month's tuition*, which is a very different thing.

If we wish to find the average compensation of teachers in any State, we must find how many teachers are employed at a specific price per month, and how many are employed at another specific price per month, and so on, and make the average from the primary statement.

Superintendent Newell, of Maryland, closes his letter with the following remark:

In connection with this subject there is another point to which I think the attention of statisticians should be directed, namely, the number of months for which the salary is paid during the year; for a school that pays $60 a month for 10 months is better in every respect than one which pays $70 for 8 months; yet by the tables the latter would seem the best. The substitution of actual yearly earnings for monthly salary would remove this source of false inference.

Superintendent Beadle, of Dakota, says:

We find the total number of months taught by all the teachers reported and the total amount paid them for wages as reported in the same divisions, being careful to observe that the average is taken only from those reports which give both items. We then divide the latter aggregate amount by the former total number and treat the quotient as the average rate of wages sought.

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

| States. | 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 | $388,013 | ..... | $11,872 | $362,593 | $1,000 | $375,465 | $130,067 |
| Arkansas | 256,190 | $16,196 | ..... | 192,665 | 10,347 | *a*238,056 | 198,608 |
| California | 3,573,108 | 256,659 | *b*47,286 | 2,207,044 | 400,868 | 2,864,571 | 6,914,303 |
| Colorado | 522,580 | 115,922 | ..... | 186,426 | 93,179 | 395,527 | 682,410 |
| Connecticut | 1,481,701 | 96,494 | 26,441 | 1,011,730 | 273,710 | 1,408,375 | ..... |
| Delaware | 183,313 | ..... | 2,300 | 138,819 | 64,472 | *c*207,281 | *d*440,788 |
| Florida | 139,710 | ..... | 8,021 | 97,115 | 3,557 | *a*114,895 | 132,729 |
| Georgia | 471,029 | ..... | ..... | ..... | ..... | 471,029 | ..... |
| Illinois | 7,836,952 | 709,695 | ..... | *e*4,587,015 | 2,235,232 | 7,531,942 | 15,875,566 |
| Indiana | 4,402,850 | 410,782 | ..... | 3,365,046 | ..... | *a*4,491,850 | 11,817,955 |
| Iowa | 5,254,268 | 879,979 | ..... | *e*2,901,948 | 1,139,321 | 4,921,248 | 9,432,359 |
| Kansas | 2,160,507 | 389,116 | 12,178 | 1,088,504 | 328,589 | 1,818,387 | 4,633,044 |
| Kentucky | 1,031,565 | 16,698 | 36,074 | 736,890 | 13,828 | 803,490 | 2,188,407 |
| Louisiana | 480,320 | ..... | ..... | ..... | ..... | 480,320 | *f*700,000 |
| Maine | 1,047,715 | 74,801 | 25,489 | *g*948,096 | ..... | *h*1,047,681 | 2,995,131 |
| Maryland | 1,483,862 | 148,750 | 34,986 | 1,141,753 | 218,878 | 1,544,367 | ..... |
| Massachusetts | *i*4,622,609 | 610,586 | 54,920 | *g*4,491,225 | ..... | 5,156,731 | ..... |
| Michigan | 3,002,032 | 725,722 | ..... | 1,909,941 | 474,252 | 3,109,915 | 10,000,000 |
| Minnesota | 1,582,011 | 157,897 | 54,500 | 993,205 | 500,512 | 1,706,114 | 3,156,210 |
| Mississippi | 740,036 | ..... | 9,088 | 669,393 | ..... | *a*830,704 | ..... |
| Missouri | 4,020,860 | 137,894 | ..... | 2,218,637 | 678,820 | *a*3,152,178 | 7,353,401 |
| Nebraska | 1,121,795 | 193,035 | 46,274 | 532,304 | 366,382 | 1,137,995 | 2,064,768 |
| Nevada | 158,947 | 51,905 | ..... | 83,706 | 9,580 | *j*144,245 | 275,274 |
| New Hampshire | 562,116 | 38,372 | 14,125 | 414,590 | 98,252 | 565,339 | 2,329,913 |
| New Jersey | 1,928,374 | 193,999 | 34,406 | 1,446,178 | 253,791 | 1,928,374 | 6,244,139 |
| New York | 10,412,363 | 1,176,230 | 115,400 | 7,638,922 | 1,481,826 | 10,412,378 | 30,747,509 |
| North Carolina | 399,290 | 16,132 | 15,116 | 318,453 | 3,181 | 352,882 | 179,561 |
| Ohio | 7,185,420 | 798,736 | 96,681 | 5,017,542 | 1,254,004 | 7,166,963 | 21,851,718 |
| Oregon | 303,162 | 87,043 | 7,185 | 210,429 | 9,360 | 314,017 | 567,863 |
| Pennsylvania | 8,046,116 | 952,695 | 79,331 | 4,510,197 | 1,906,790 | 7,449,013 | 25,467,097 |
| Rhode Island | 558,451 | 57,338 | 9,835 | 405,605 | 71,422 | 544,200 | 1,894,122 |
| South Carolina | 440,110 | 13,010 | 18,612 | 287,403 | 5,604 | 324,629 | 351,016 |
| Tennessee | 799,217 | 41,077 | 17,355 | 596,680 | 69,750 | 724,862 | 1,066,995 |
| Texas | 891,235 | 27,565 | 12,648 | 674,869 | 38,264 | 753,346 | ..... |
| Vermont | 417,491 | ..... | 11,239 | 360,320 | 82,726 | 454,285 | ..... |
| Virginia | 1,290,288 | 91,106 | 39,210 | 714,783 | 101,010 | 946,109 | 1,177,545 |
| West Virginia | 791,083 | 74,109 | 9,311 | 522,483 | 110,961 | 716,864 | 1,670,535 |
| Wisconsin | 2,697,800 | 245,843 | 59,655 | 1,568,692 | 356,582 | 2,230,772 | 5,303,298 |
| Total | 82,684,489 | 8,805,386 | 909,538 | 54,551,201 | 12,656,050 | 78,836,399 | 177,842,331 |

*a* Items not fully reported.
*b* Paid out of the general fund of the counties and therefore not included in State expenditure.
*c* Includes $1,690 expended for colored schools outside of Wilmington.
*d* For white schools only.
*e* Includes salaries of superintendents.
*f* In 1878.
*g* Includes miscellaneous expenditures.
*h* So reported, though the items given amount to $1,048,386.
*i* Total of reported items.
*j* So reported, though the items given amount to $145,191.

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

| Territories. | Annual income. | Annual expenditure. | | | | | Estimated real value of sites, buildings, and all other school property. |
|---|---|---|---|---|---|---|---|
| | | Sites, buildings, furniture, libraries, and apparatus. | Salaries of superintendents. | Salaries of teachers. | Miscellaneous. | Total. | |
| Arizona | $67,028 | ..... | ..... | ..... | ..... | $61,172 | $113,074 |
| Dakota | 124 903 | $41,031 | ..... | $64,318 | $19,134 | 124,483 | *a*133,952 |
| Dist. of Columbia | 476,957 | 46,349 | $10,860 | 277,012 | 104,346 | 438,567 | 1,206,355 |
| Idaho | 51,530 | ..... | ..... | 33,844 | 4,968 | 38,812 | ..... |
| Montana | 78,730 | ..... | ..... | ..... | ..... | 59,463 | 118,912 |
| New Mexico | *b*25,473 | ..... | ..... | *b*15,432 | *b*3,458 | *b*18,890 | ..... |
| Utah | 132,194 | 25,816 | 1,500 | 100,343 | 4,535 | 132,194 | 372,723 |
| Washington | *a*105,520 | *a*14,592 | *a*2,883 | *a*94,019 | *a*2,885 | *a*114,379 | *a*220,405 |
| Wyoming | *a*7,056 | ..... | ..... | *a*22,120 | ..... | *a*22,120 | *a*61,675 |
| Indian: | | | | | | | |
| Cherokees | 60,803 | ..... | ..... | ..... | ..... | 60,803 | ..... |
| Chickasaws | 58,000 | ..... | ..... | ..... | ..... | 58,000 | ..... |
| Choctaws | 31,700 | ..... | ..... | ..... | ..... | 31,700 | ..... |
| Creeks | 28,356 | ..... | ..... | ..... | ..... | 28,356 | ..... |
| Seminoles | 7,500 | ..... | ..... | ..... | ..... | 7,500 | ..... |
| Total | 1,255,750 | 127,788 | 15,243 | 607,088 | 139,326 | 1,196,439 | 2,227,096 |
| Grand total | 83,940,239 | 8,933,174 | 924,781 | 55,158,289 | 12,795,376 | 80,032,838 | 180,069,427 |

*a* In 1879. *b* In 1875.

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

| States and Territories. | Expenditure in the year per capita of the school population. | Expenditure in the year per capita of pupils enrolled in public schools. | Expenditure in the year per capita of average attendance in public schools. | Expenditure in the year per capita of population between 6 and 16. | Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property. |
|---|---|---|---|---|---|
| Massachusetts | *a*$14 91 | *a*$14 93 | *a*$19 66 | ..... | ..... |
| California | *b*12 44 | *b*17 17 | *b*27 35 | ..... | ..... |
| Montana | *b*11 51 | *b*17 07 | *b*24 15 | ..... | ..... |
| Colorado | 11 07 | 17 80 | 31 38 | $14 60 | ..... |
| Connecticut | 9 39 | 11 01 | 17 91 | 11 28 | ..... |
| District of Columbia | 9 06 | 14 87 | 19 14 | 9 74 | $11 52 |
| Rhode Island | 9 03 | 11 63 | 17 35 | ..... | ..... |
| Iowa | *a*8 17 | *a*11 25 | *a*18 45 | *a*12 77 | *a*14 14 |
| Nebraska | 7 99 | 12 29 | 18 91 | ..... | ..... |
| Arizona | *c*6 92 | *c*8 00 | *c*24 03 | ..... | ..... |

*a* Estimated. *b* In 1879. *c* In 1878.

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. |
|---|---|---|---|---|---|
| Illinois | $6 70 | $9 61 | $15 68 | ..... | ..... |
| Delaware | *a*6 39 | *a*8 12 | ..... | ..... | ..... |
| New York | 6 34 | 10 09 | 18 16 | ..... | ..... |
| Ohio | 6 15 | 8 59 | 13 47 | $8 33 | $9 97 |
| Vermont | 5 93 | ..... | 9 18 | ..... | ..... |
| Indiana | 5 80 | 7 96 | 12 72 | ..... | ..... |
| Michigan | *b*5 70 | *b*8 11 | ..... | ..... | ..... |
| Kansas | 5 33 | 7 85 | 13 20 | 7 67 | 8 00 |
| Oregon | 5 27 | 8 37 | 11 44 | ..... | ..... |
| Maryland | 5 00 | 8 64 | 16 37 | ..... | ..... |
| Washington | *b*4 72 | *b*8 15 | *b*11 92 | ..... | ..... |
| Wisconsin | 4 65 | 7 51 | 11 37 | 9 79 | 11 33 |
| Maine | 4 56 | 6 53 | 9 48 | ..... | ..... |
| Utah | *c*3 33 | *c*5 25 | *c*7 63 | *c*3 33 | ..... |
| New Jersey | 3 23 | 9 48 | 16 82 | 6 21 | 8 08 |
| West Virginia | 3 01 | 4 43 | 6 90 | ..... | ..... |
| Louisiana | *b*1 59 | *b*6 74 | ..... | ..... | ..... |
| Mississippi | 1 56 | 2 70 | 4 01 | ..... | ..... |
| Virginia | 1 52 | 3 82 | 6 57 | 2 20 | 2 38 |
| South Carolina | 1 42 | 2 42 | ..... | ..... | ..... |
| Kentucky | 1 29 | 3 85 | 5 97 | ..... | ..... |
| Georgia | 1 08 | 1 99 | 3 31 | ..... | ..... |
| North Carolina | 98 | 1 12 | 2 34 | ..... | ..... |
| Alabama | 96 | 2 09 | 3 17 | ..... | ..... |
| Minnesota | ..... | *b*8 42 | ..... | ..... | ..... |
| Pennsylvania | ..... | *c*7 61 | *c*11 81 | ..... | ..... |

*a* Does not include expenditure for books. *b* In 1879. *c* In 1878.

Table I, Part 2, shows that there is great inequality between the States in respect to school funds. Complaints of meagre salaries are not confined to States having the smallest funds, but where State and local resources are extremely limited it is difficult to see how the evil can be remedied without some degree of national aid.

The suggestion made by Governor George B. McClellan, in his report for the year as president of the State board of education of New Jersey, is applicable to every State:

It is suggested as a fit subject for the earnest consideration of the legislature whether there should not be a thorough examination of the whole system and the determination of a course of education; of the location, number, and grade of schools; of the minimum salaries of teachers of the various grades; the duties, salaries, and allowances of the county superintendents and all other officials connected with the working of the system, as well as of all other subjects of expense that can be foreseen, and thus establish at least the minimum of outlay, which, under the letter and spirit of the constitution, should be provided for by general taxation. This being done, it would seem proper to fix the rate of the State school tax each year so that it would produce the required sum.

### TEACHERS' TENURE OF OFFICE.

It has not escaped attention that rural schools suffer from the frequent change of teachers. The practice of employing men for winter and women for summer terms prevails in many places, and where the same teachers serve through both terms engagements are seldom made for more than a single school year. This arrangement appears to have resulted from the voluntary principle, which has operated freely in public school affairs. As soon as the evil consequences of the uncertain tenure attracted attention, like every other established custom, it found defenders. Thus, it has been urged that the annual appointment affords an easy means of ridding the schools of incompetent teachers. The assertion would have weight, did not the facts offer abundant evidence to the contrary.

In some States the school committee have no power under the school law to hire teachers for more than a year. This restriction, it would seem, ought to be removed; or, if it be impossible to secure local school committees who can be trusted to exercise a reasonable discretion in the matter, that fact would afford an additional argument for a State board of education qualified and empowered to act in the selection, appointment, and continuance of teachers.

### SCHOOL SUPERVISION.

The theory of school supervision has received much attention in the United States, but we are not able as yet to report satisfactory progress in many practical results from its application to rural schools. Two States that adopted county supervision have abandoned the policy. On the other hand, the number of cities and towns in charge of superintendents has very greatly increased. In the West and South, where the county instead of the town is the important civil unit, county supervision is accepted as a fixed fact. In a few States county superintendents have sufficient pay and are selected with due reference to their qualifications and fitness for the management of country schools. Some States have shown a disposition to associate with the State superintendent a board of education having the same relation to the school affairs of the entire State that municipal boards have to those of individual cities. The members of the boards of education (whether State or city) perform their duties without compensation; but members of State boards sometimes are reimbursed for expenses incurred in the discharge of their duties.

### WOMEN AS VOTERS AND SCHOOL OFFICERS.

Women's opportunities to influence education as voters and school officers have been greatly enlarged. They may vote at school meetings in Kansas, Nebraska, New Hampshire, Vermont, Dakota, and Wyoming; at school elections in Colorado and Minnesota; and for members of school committees in Massachusetts. They can vote at school meetings in Michigan and New York if they are taxpayers; in Washington Territory, if they are liable to taxation. Widows and unmarried women in Idaho may vote as to special district taxes if they hold taxable property. In Oregon widows having children and taxable property may vote at school meetings. In Indiana "women not married nor minors, who pay taxes and are listed as parents, guardians, or heads of families, may vote at school meetings." In Kentucky any white widow having a child of school age is a qualified school voter; if she has no child, but is a taxpayer, she may vote on the question of taxes. Women are eligible to school offices generally in Illinois, Iowa, Kansas, Louisiana, Massachusetts, Michigan, Minnesota, Pennsylvania, Vermont, and Wyoming; to school district offices in Colorado; to any office except State superintendent in Wisconsin. They may serve on school committees in New Hampshire and Rhode Island, as school trustees in New Jersey, and as school visitors in Connecticut. Some offices are open to them in Maine and all offices in California, unless specially forbidden by the constitution. In Utah no discrimination on the ground of sex is made as to voting in general.

Carefully considering the position of woman in the work of education, what she has done and may do as a teacher, what her nature and experience may fit her to do better than man as an officer, inspector, or superintendent, as facts have illustrated these points in this and other countries, I have favored the extension of suffrage to her in all matters relating to education and the opening of appropriate offices to her in connection with institutions and systems of instruction. These annual reports show from time to time how far this view has been justified in the course of events. I regret to say that women have shown more indifference to this opportunity than I expected.

### PERMANENT SCHOOL FUNDS.

These funds are generally managed with scrupulous honesty and with the greatest advantage to the public, but in several States the condition and management of school funds have occasioned serious complaint. It is asserted that sufficient guarantees are not required from those to whom school moneys are intrusted, that funds are not wisely invested, and the school lands not properly managed. These interests are very large in all of the newer States. The mistakes that have been made are serious and afford instructive lessons to all administering these trusts.

In three States the State superintendent may bring suit for the recovery of misapplied school funds; in three, the State board of education has charge of school funds and lands. In general, however, the officers of education can only act with reference to finances as advisers and disbursers. This limitation has proved unwise. The entire system of reporting school finances needs careful revision in some of the States. In several instances State superintendents have pointed out the evils and their remedies with precision; thus Hon. S. R. Thompson, State superintendent of public instruction of Nebraska, says:

> The blanks for directors' reports for next year have been changed so as to specify more particularly the classes of things for which money is paid out by district boards and to diminish the amounts reported under the indefinite designation of "all other purposes."
>
> When it is remembered that these accounts are kept by more than three thousand different officers, many of whom are unaccustomed to keeping accounts, it is easy to see that absolutely accurate and reliable reports cannot in all cases be secured. As it is, the reports are in the main substantially accurate. It is an excellent practice of many county superintendents to call upon the school officers once a year, look over their accounts, and make suggestions towards improvement where needed. Instances have come to the knowledge of this department where a county superintendent, by giving careful attention to the financial management of the district officers, has saved the districts of his county more than the whole amount of his annual salary.

Hon. N. A. Luce, State superintendent of common schools of Maine, reports:

> Illegal wastage in the way of diversion of these revenues to other than their legitimate uses has been practically stopped by requiring the municipal officers to render to the State superintendent detailed accounts of the school resources and expenditures of their several towns, in the form of fiscal returns made under oath, and in such shape that all such diversions are at once apparent, and by giving the governor and council power to order suspension of payment of State funds, in case of such diversions, till restitution is made.

Sometimes excellent results have been secured by the personal examination of the accounts in the several counties by the State superintendent, as has been done in Maryland.

### EDUCATIONAL LAND GRANTS BY THE UNITED STATES TO PUBLIC-LAND AND OTHER STATES.

I have stated elsewhere in this report that the chief source of the permanent public school funds in many States has been the Federal Government. In order to present the facts on which this statement is based in a form capable of wide diffusion and permanent preservation, I here reprint Chapter XIII of Mr. Thomas Donaldson's valuable monograph on The Public Domain, which has just been published as part of the report of the public land commission.

GRANTS AND RESERVATIONS.

The lands granted in the States and reserved in the Territories for educational purposes by acts of Congress from 1785 to June 30, 1880, were:

*For public or common schools.*

Every sixteenth section of public land in the States admitted prior to 1848, and every sixteenth and thirty-sixth section of such land in States and Territories since organized—estimated at 67,893,919 acres.

*For seminaries or universities.*

The quantity of two townships, or 46,080 acres, in each State or Territory containing public land, and in some instances a greater quantity, for the support of seminaries or schools of a higher grade—estimated at 1,165,520 acres.

*For agricultural and mechanical colleges.*

The grant to all the States for agricultural and mechanical colleges by act of July 2, 1862, and its supplements, of 30,000 acres, for each representative and senator in Congress to which the State was entitled, of land "in place" where the State contained a sufficient quantity of public land subject to sale at ordinary private entry at the rate of $1.25 per acre, and of scrip representing an equal number of acres where the State did not contain such description of land, the scrip to be sold by the State and located by its assignees on any such land in other States and Territories, subject to certain restrictions. Land in place, 1,770,000 acres; land scrip, 7,830,000 acres; total, 9,600,000 acres.

In all, 78,659,439 acres for educational purposes under the heads above set out to June 30, 1880.

The lands thus ceded to the several States were disposed of or are held for disposition, and the proceeds used as permanent endowments for common school funds. (See Reports of the Commissioner of Education, Hon. John Eaton, to June 30, 1880; land and auditors' reports of the several land States; Kiddle & Schem's Dictionary of Education, and also Ninth Census, F. A. Walker, Superintendent, for details of endowments of the several States for common schools resulting from sales of United States land grants for education.) As an illustration, the State of Ohio has a permanent endowment for education, called the "irreducible State debt," the result of sale of all granted lands for education, of $4,289,718.52.

EARLY EDUCATIONAL INTEREST.

The importance attached to education by the founders of the Republic is shown by the provisions they made for its permanent endowment. Indeed, in the earliest settlements on this continent of the Anglo-Americans, measures were adopted in the cause of education, not only as essential to morals, social order, and individual happiness, but as necessary to new and liberal institutions. Every immigrant ship had its schoolmaster on board, each settlement erected its school-house, and the cultivation of the mind advanced with the culture of the soil from the landing of the Mayflower through our colonial history.

Prior to the Revolution, in the different colonies the subject of popular education had attracted attention, and provision had been made for its practical realization. The theory of *general* education found no basis in the aristocratic social constitution of the mother country, while in the colonies themselves were to be found influences decidedly hostile to it. The injustice and persecution, however, which had caused the immigration to this country, especially to the northern colonies, wonderfully neutralized the religious and political prejudices of our forefathers and prepared them to accept doctrines of very opposite tendency. The comparative feebleness of aristocratic prestige in the forests of the New World permitted the development of the sentiment of independent manhood. The establishment of democracy was followed by the natural development of its principles, especially in the direction of popular education.

After the erection of the States into an independent republic, and before the adoption of the Constitution, the Continental Congress, by the ordinance of 20th May, 1785, respecting the disposition of lands in the Western Territory, prepared the way for the advance of settlements and education as contemporaneous interests.

THE FIRST RESERVATION FOR SCHOOL PURPOSES—THE SIXTEENTH SECTION.

Mr. Jefferson, Mr. Dane, Mr. Madison, and other statesmen of that day assumed without question that a government, as the organ of society, enjoys the right and is vested

with the power to meet the necessity of public education. So the question of the endowment of educational institutions by the Government in aid of the cause of education seems to have met no serious opposition in the Congress of the Confederation, and no member raised his voice against this vital and essential provision relating to it in the ordinance of May 20, 1785, "for ascertaining the mode of disposing of lands in the Western Territory." This provided: "There shall be reserved the lot No. 16 of every township for the maintenance of public schools within said township."

This was an endowment of 640 acres of land (one section of land one mile square) in a township 6 miles square, for the support and maintenance of public schools "within said township." The manner of establishment of public schools thereunder, or by whom, was not mentioned. It was a reservation by the United States, and advanced and established a principle which finally dedicated one thirty-sixth part of all public lands of the United States, with certain exceptions as to mineral, &c., to the cause of education by public schools.

July 23, 1787, in the report from a committee consisting of Messrs. Carrington, King, Dane, Madison, and Benson, reporting an ordinance of "Powers to the Board of Treasury" to contract for the sale of western territory, in the Continental Congress, it was ordered, "That the lot No. 16 in each township or fractional part of a township be given perpetually for the purpose contained in said ordinance" (the ordinance of May 20, 1785, above referred to). This additional legislation made the reservation of the sixteenth section perpetual.

In the Continental Congress, July 13, 1787, according to order, the ordinance for the government of the "territory of the United States northwest of the river Ohio" came on, was read a third time, and passed. It contained the following:

"Art. 3. Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

The provision of the ordinance of May 20, 1785, relating to the reservation of the sixteenth section in every township of public land, was the inception of the present rule of reservation of certain sections of land for school purposes.

The endowment was the subject of much legislation in the years following. The question was raised that there was no reason why the United States should not organize, control, and manage these public schools so endowed. The reservations of lands were made by surveyors and duly returned.

This policy at once met with enthusiastic approval from the public, and was tacitly incorporated into the American system as one of its fundamental organic ideas. Whether the public schools thus endowed by the United States were to be under national or State control remained a question, and the lands were held in reservation merely until after the admission of the State of Ohio in 1802.

The movement in the cause of education was not confined to the legislative department, for at an early period the public mind was aroused to the importance of the subject by elaborate papers emanating from eminent men, among whom stands conspicuous Dr. Benjamin Rush, one of the signers of the Declaration of Independence, who in 1786 memorialized the legislature of Pennsylvania in favor of a thorough system of popular instruction, maintaining that it was favorable to liberty, as freedom could only exist in the society of knowledge; that it favors just ideas of law and government; that learning in all countries promotes civilization and the pleasure of society; that it fosters agriculture, the basis of national wealth; that manufactures of all kinds owe their perfection chiefly to learning; that its beneficial influence is thus made coextensive with the entire scope of man's being, mortal and immortal, individual and social. At a later period, 1790, the same great man addressed a congressional representative from Pennsylvania, declaring that "the attempts to perpetuate our existence as a free people by establishing the means of national credit and defense" are "feeble bulwarks against slavery compared with the habits of labor and virtue disseminated among our people;" adding, "Let us establish schools for that purpose in every township in the United States, and conform them to reason, humanity, and the state of society in America," and then will "the generations which are to follow us realize the precious ideas of the dignity and excellence of republican forms of government."

### RESERVATION OF THE THIRTY-SIXTH SECTION IN ADDITION TO THE SIXTEENTH.

The reservation of a section (or one mile square) of 640 acres in each township for the support of public schools was specially provided for in the organization of each new State and Territory up to the time of the organization of Oregon Territory.

April 30, 1802, Congress, in the act authorizing the formation of a State government in the eastern portion of the Northwestern Territory (Ohio), enacted the following three propositions, which were offered for the acceptance or rejection of the convention to form the constitution of Ohio. (Up to this time no transfers by the United

States of title or control of the sixteenth section of reserved school lands had taken place.)

By section 7:

First. That the section number sixteen in every township (and where such section has been sold, granted, or disposed of, other lands equivalent thereto and most contiguous to the same) shall be granted to the inhabitants of such townships for the use of schools.

The second was a saline reservation, and the third related to a moiety of the net proceeds of the sales of public lands, for the laying out of roads, &c.

The three conditions above set out were in consideration of the non-taxation of the public domain, for a period after sale, about which there was serious discussion as to who should tax, or whether it should be taxed at all, prior to or after purchase. The non-taxation compensation was that no tax on the land sold by the United States should be laid by the authority of the State, county, or townships therein for the term of five years after the date of sale. The object of this stipulation was to prevent any person from obtaining a tax title under the authority of the State before the United States had received the full amount of the purchase money. Lands were then sold on credit by the United States of one, two, three, four, and five years, at two dollars per acre. The people of Ohio complied with the above stipulations November 29, 1802, and were admitted into the Union.

The act of Congress of March 3, 1803, in addition to the above act of April 30, 1802, provided—

"That the following several tracts of land in the State of Ohio be, and the same are hereby, appropriated for the use of schools in that State, and shall, together with all the tracts of land heretofore appropriated for that purpose, be vested in the legislature of that State in trust for the use aforesaid, and for no other use, intent, or purpose whatever."

Thus Congress transferred the reserved school lands, section 16 in each township, and provided an indemnity for such sections as had already been sold or taken prior to survey, to the State of Ohio, in trust for the United States and the people of the State for schools. Prior to this, laws were silent as to how the proceeds of these reserved lands were to be applied or by whom.

Congress thus made the State its trustee. Compacts between the United States on the admission of the States of Indiana, Illinois, and Louisiana, and all the States admitted into the Union prior to 1820, also contained the provisions above set out.

### THE SIXTEENTH SECTION.

To each organized Territory after 1803 was and now is reserved the sixteenth section (until after the Oregon Territory act reserved the thirty-sixth as well) for school purposes, which reservation is carried into grant and confirmation by the terms of the act of admission of the Territory or State into the Union—the State then becoming a trustee for school purposes.

These grants of land were made from the public domain and to States only which were known as public-land States. Twelve States, known as public-land States, received the allowance of the sixteenth section from March 3, 1803, to August 14, 1848. (See table, page xxxi.)

### OTHER SCHOOL GRANTS.

Congress, June 13, 1812, and May 26, 1824, by the acts ordering the survey of certain towns and villages in Missouri, reserved for the support of schools in the towns and villages named all town lots, outlots, or common field lots included in the survey not owned by individuals or held as commons or for military purposes; provided that the whole amount reserved should not exceed one-twentieth part of the whole lands included in the general survey of such town or village. These lots were reserved and sold for the benefit of the schools. St. Louis received a large fund from this source. These acts benefited the towns and villages of St. Louis, Portage des Sioux, St. Charles, St. Ferdinand, Villa à Robert, Carondelet, Ste. Genevieve, New Madrid, New Bourbon, Little Prairie, in the Territory (now State) of Missouri, and Arkansas, in the Territory of Arkansas. The act of May 26, 1824, extended the benefits of both acts to the village of Mine à Burton.

### THE THIRTY-SIXTH SECTION.

In the act for the organization of the Territory of Oregon, August 14, 1848, Senator Stephen A. Douglas inserted an additional grant for school purposes of the thirty-sixth section in each township, with indemnity for all public-land States thereafter to be admitted, making the reservation for school purposes the sixteenth and thirty-sixth sections, or 1,280 acres in each township of six miles square reserved in the

public-land States and Territories, and confirmed by grant in terms in the act of admission of such State or Territory into the Union.

From March 3, 1853, to June 30, 1880, seven States have been admitted into the Union having a grant of the sixteenth and thirty-sixth sections, and the same area has been reserved in eight Territories. (See table, page xxxi.)

### UNIVERSITIES.

July 23, 1787, Congress, in the "Powers to the Board of Treasury to contract for the sale of Western Territory," ordered "That not more than two complete townships be given perpetually for the purpose 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."

This related to lands now in the State of Ohio, in the Symmes and Ohio Company purchases. This inaugurated the present method of taking from the public lands, for the support of seminaries or schools of a higher grade, the quantity of two townships at least, and in some instances more, to each of the States containing public lands, and special grants have also been made to private enterprises.

In the legislation relating to the admission of the public-land States into the Union, from the admission of Ohio, in 1802, to the admission of Colorado, in 1876, grants of two townships of public lands, viz, 46,080 acres each, for university purposes, are enumerated. Ohio, Florida, Wisconsin, and Minnesota are the exceptions, each having more than two townships in area. Nineteen States have had the benefit of this provision, and the two townships are reserved in the Territories of Washington, New Mexico, and Utah. These will be granted and confirmed to them upon their admission into the Union. These reservations in each case require a special act. All school, university, or agricultural college lands granted are sold by the legislatures of the several States or leased, and the proceeds of sale or lease applied to education. A table annexed gives the States and Territories and areas, with dates of laws making reservations or grants of university lands.

### MANNER OF SELECTING SCHOOL LANDS.

As soon as, in running the lines of the public surveys, the school sections "in place" 16 and 36 are fixed and determined, the appropriation thereof for the educational object is, under the law, complete, and lists are made out and patents issued to the States therefor.

When sections 16 and 36 are found to be covered with prior adverse rights, such as legal occupancy and settlement by individuals under settlement laws, prior to survey of the lands, or deficient in area, because of fractional character of the townships, or from other causes, selections for indemnity are made.

### INDEMNITY SELECTIONS.

Selections from other public lands as indemnity for deficiencies in sections 16 and 36 and fractional townships under acts of May 20, 1826, and February 26, 1859, are made by agents appointed by the respective States, which selections are filed in the local offices of the district in which the land is situated, and if found to be correct are certified to the General Land Office by the register of the local office where filed. If upon examination by the Commissioner the same are found to inure to the State, a list is made out and certified to the Secretary of the Interior for his approval. When approved, a certified copy of the same is transmitted to the governor of the State in which the selections are made, and a copy thereof transmitted to the local office from which the selections are received, to be placed on file, and the approvals to be noted on its records.

By the approval of the Secretary, the fee is passed to the State. (See sec. 2449, Revised Statutes.)

The same course is pursued in making selections under the grants for internal improvements and agricultural colleges.

### ACREAGE OF SIXTEENTH AND THIRTY-SIXTH SECTIONS.

The following statement shows the number of acres estimated to be embraced in the grant of section 16 in some of the States and sections 16 and 36 in others for school purposes; also, the number of acres estimated to be embraced in sections 16 and 36 reserved for the same purposes in the organized Territories by acts of Congress, the dates of which are given in the proper column:

*Statement of the grants to States and reservations to Territories for school purposes.*

| States and Territories. | Total area. | Dates of grants. |
|---|---|---|
| SECTION 16. | *Acres.* | |
| Ohio | 704,488 | March 3, 1803. |
| Indiana | 650,317 | April 19, 1816. |
| Illinois | 985,066 | April 18, 1818. |
| Missouri | 1,199,139 | March 6, 1820. |
| Alabama | 902,774 | March 2, 1819. |
| Mississippi | 837,584 | March 3, 1803; May 19, 1852; March 3, 1857. |
| Louisiana | 786,944 | April 21, 1806; February 15, 1843. |
| Michigan | 1,067,397 | June 23, 1836. |
| Arkansas | 886,460 | Do. |
| Florida | 908,503 | March 3, 1845. |
| Iowa | 905,144 | Do. |
| Wisconsin | 958,649 | August 6, 1846. |
| SECTIONS 16 AND 36. | | |
| California | 6,719,324 | March 3, 1853. |
| Minnesota | 2,969,990 | February 26, 1857. |
| Oregon | 3,329,706 | February 14, 1859. |
| Kansas | 2,801,306 | January 29, 1861. |
| Nevada | 3,985,428 | March 21, 1864. |
| Nebraska | 2,702,044 | April 19, 1864. |
| Colorado | 3,715,555 | March 3, 1875. |
| Washington Territory | 2,488,675 | March 2, 1853. |
| New Mexico Territory | 4,309,368 | September 9, 1850; July 22, 1854. |
| Utah Territory | 3,003,613 | September 9, 1850. |
| Dakota Territory | 5,366,451 | March 2, 1861. |
| Montana Territory | 5,112,035 | February 28, 1861. |
| Arizona Territory | 4,050,347 | May 26, 1864. |
| Idaho Territory | 3,068,231 | March 3, 1863. |
| Wyoming Territory | 3,480,281 | July 25, 1868. |
| Total | 67,893,919 | |

No grants to Indian and Alaska Territories.
Lands in sixteenth and thirty-sixth sections in Territories not granted, but reserved.
Lands in place and indemnity for deficiencies in sections and townships, under acts of May 20, 1826, and February 26, 1859, included in above statement.

UNIVERSITY GRANTS.

The following statement shows the number of acres granted to the States and reserved in the Territories of Washington, New Mexico, and Utah for university purposes by acts of Congress, the dates of which are given in proper column:

*Grants and reservations for universities.*

| States and Territories. | Total area. | Under what acts. |
|---|---|---|
| | *Acres.* | |
| Ohio | 69,120 | April 21, 1792; March 3, 1803. |
| Indiana | 46,080 | April 19, 1816; March 26, 1804. |
| Illinois | 46,080 | March 26, 1804; April 18, 1818. |
| Missouri | 46,080 | February 17, 1818; March 6, 1820. |
| Alabama | 46,080 | April 20, 1818; March 2, 1819. |
| Mississippi | 46,080 | March 3, 1803; February 20, 1819. |
| Louisiana | 46,080 | April 21, 1806; March 3, 1811; March 3, 1827. |
| Michigan | 46,080 | June 23, 1836. |
| Arkansas | 46,080 | Do. |
| Florida | 92,160 | March 3, 1845. |
| Iowa | 46,080 | Do. |
| Wisconsin | 92,160 | August 6, 1846; December 15, 1854. |
| California | 46,080 | March 3, 1853. |
| Minnesota | 82,640 | March 2, 1861; February 26, 1857; July 8, 1870. |
| Oregon | 46,080 | February 14, 1859; March 2, 1861. |
| Kansas | 46,080 | January 29, 1861. |
| Nevada | 46,080 | July 4, 1866. |
| Nebraska | 46,080 | April 19, 1864. |
| Colorado | 46,080 | March 3, 1875. |
| Washington Territory | 46,080 | July 17, 1854; March 14, 1864. |
| New Mexico Territory | 46,080 | July 22, 1854. |
| Utah Territory | 46,080 | February 21, 1855. |
| Total | 1,165,520 | |

Lands in the Territories not granted, but *reserved.*

AGRICULTURAL AND MECHANICAL COLLEGE GRANTS.

July 2, 1862, Congress enlarged the national educational endowment system by the donation to each State of 30,000 acres of public land not otherwise reserved (no mineral lands could be selected, and selections must be of quarter sections) for each senator and representative to which such State was entitled under the apportionment of 1860 for the support of colleges for the cultivation of agricultural and mechanical science and art. It was championed in the Senate by Hon. Justin S. Morrill, of Vermont.

The law contained a provision for location in place and an issue of scrip in lieu of place locations. The Commissioner of the General Land Office, in 1875, in the case of the new State of Colorado, ruled that the grant attaches to a new State without further legislation.

"In place" means that the States having public lands in their limits were to take such lands in satisfaction of their allowance under this law.

"In scrip" means an issue of redeemable land scrip, assignable, which might be located according to law and stipulations in the act, to States which had no public lands within their limits from which their allowance could be satisfied.

Special certificates with printed forms of selections were furnished States making selections from public lands within their limits. The scrip was issued by the Commissioner of the General Land Office (see Regulations of General Land Office, May 4, 1863, June 17, 1864, September 16, 1874, and July 20, 1875, and subsequently) to registers and receivers.

This scrip can be located upon land subject to sale at ordinary private entry, at $1.25 per acre, or used in the payment of preëmption claims and the commutation of homestead entries. Circular from the General Land Office of date July 20, 1875, gives full details as to methods of location and entry.

The lands entered "in place" were sold by the several States, and the proceeds thereof used to endow agricultural colleges. The "scrip" was sold by the several States (in most cases) and the proceeds from the same used for the same purpose.

The following statement shows the number of acres granted for agricultural and mechanical colleges by acts of Congress, the dates of which are given, to such of the States as had sufficient public land within their limits subject to sale at ordinary private entry at $1.25 per acre, inclusive of the scrip provided to be issued to the other States of the Union by the act of Congress of July 2, 1862, and supplemental acts:

*States having land subject to selection in place under act of July 2, 1862, and acts amendatory thereof.*

| | Acres. |
|---|---|
| Wisconsin | 240,000 |
| Iowa | 240,000 |
| Oregon | 90,000 |
| Kansas | 90,000 |
| Minnesota | 120,000 |
| Michigan | 240,000 |
| California | 150,000 |
| Nevada (also under act of July 4, 1866) | 90,000 |
| Missouri | 330,000 |
| Nebraska (also under act of July 23, 1866) | 90,000 |
| Colorado | 90,000 |
| Total | 1,770,000 |

*States to which scrip was issued and amount.*

| | |
|---|---|
| Rhode Island | 120,000 |
| Illinois | 480,000 |
| Kentucky | 330,000 |
| Vermont | 150,000 |
| New York | 990,000 |
| Pennsylvania | 780,000 |
| New Jersey | 210,000 |
| New Hampshire | 150,000 |
| Connecticut | 180,000 |
| Massachusetts | 360,000 |
| Maine | 210,000 |
| Maryland | 210,000 |
| Virginia | 300,000 |
| Tennessee | 300,000 |

| | Acres. |
|---|---|
| Delaware | 90,000 |
| Ohio | 630,000 |
| West Virginia | 150,000 |
| Indiana | 390,000 |
| North Carolina | 270,000 |
| Louisiana | 210,000 |
| Alabama | 240,000 |
| Arkansas | 150,000 |
| South Carolina | 180,000 |
| Texas | 180,000 |
| Georgia | 270,000 |
| Mississippi | 210,000 |
| Florida | 90,000 |
| Total | 7,830,000 |
| Total in place and scrip | 9,600,000 |

AGRICULTURAL COLLEGES.

The following statement shows the names and locations of agricultural colleges, with the number of acres of scrip or land in place given to the several States, and the amounts realized therefrom:

*Agricultural colleges located by the several States under the act of July 2, 1862.*

| Name and location. | Amount derived from sale of United States land or scrip. | Number of acres received from the United States in land in place, or scrip in lieu, by the several States. |
|---|---|---|
| Agricultural and Mechanical College of Alabama, Auburn, Ala | $216,000 | 240,000, scrip. |
| Arkansas Industrial University, Fayetteville, Ark | 135,000 | 150,000, scrip. |
| University of California, Berkeley, Cal | 750,000 | 150,000, place. |
| Agricultural College of Colorado, Fort Collins, Colo *a* | ..... | 90,000, place. |
| Sheffield Scientific School of Yale College, New Haven, Conn | 135,000 | 180,000, scrip. |
| Delaware College, Newark, Del | 83,000 | 90,000, scrip. |
| State Agricultural College, Eau Gallie, Fla. (location questionable; college not yet organized). | 110,806 | 90,000, scrip. |
| Georgia State College of Agriculture and the Mechanic Arts, Athens, Ga. (department of University of Georgia). | 243,000 | ..... |
| North Georgia Agricultural College, Dahlonega, Ga *b* | ..... | 270,000, scrip. |
| Illinois Industrial University, Urbana, Ill | 319,494 | 480,000, scrip. |
| Purdue University, La Fayette, Ind | 212,238 | 390,000, scrip. |
| Iowa State Agricultural College, Ames, Iowa | 500,000 | 240,000, place. |
| Kansas State Agricultural College, Manhattan, Kans | 290,000 | 90,000, place. |
| Agricultural and Mechanical College of Kentucky, Lexington, Ky | 165,000 | 330,000, scrip. |
| Louisiana State Agricultural and Mechanical College, Baton Rouge, La. *c* | ..... | 210,000, scrip. |
| Maine State College of Agriculture and the Mechanic Arts, Orono, Me. | 116,359 | 210,000, scrip. |
| Maryland Agricultural College, College Station, Md | 112,500 | 210,000, scrip. |
| Massachusetts Agricultural College, Amherst, Mass | 157,538 | 360,000, scrip. |
| Massachusetts Institute of Technology, Boston, Mass | 78,769 | |
| Michigan State Agricultural College, Lansing, Mich | 275,104 | 240,000, place. |
| University of Minnesota, Minneapolis, Minn | *d*178,000 | 120,000, place. |
| Agricultural and mechanical department of Alcorn University, Rodney, Miss. | 113,400 | 210,000, scrip. |
| Agricultural and Mechanical College of the State of Mississippi, Starkville, Miss. | 115,000 | |
| University of the State of Missouri: | | |
| Agricultural and Mechanical College, Columbia, Mo | 5,000 | 330,000, place. |
| School of Mines and Metallurgy, Rolla, Mo | ..... | |

*a* Prospective endowment is the congressional grant to agricultural colleges, amounting in Colorado to 90,000 acres; not yet in the market.

*b* Receives annually from the University of Georgia $3,500, part interest of the land scrip fund.

*c* $327,000 of State bonds scaled to $196,200 of new State bonds.

*d* Estimated.

*Agricultural colleges located by the several States, &c.*—Continued.

| Name and location. | Amount derived from sale of United States land or scrip. | Number of acres received from the United States in land in place, or scrip in lieu, by the several States. |
|---|---|---|
| University of Nebraska, Lincoln, Nebr | ..... | 90, 000, place. |
| University of Nevada, Elko, Nev | $90, 000 | 90, 000, place. |
| New Hampshire College of Agriculture and the Mechanic Arts, Hanover, N. H. | 80, 000 | 150, 000, scrip. |
| Rutgers Scientific School of Rutgers College, New Brunswick, N. J. | 116, 000 | 210, 000, scrip. |
| Cornell University, Ithaca, N. Y | 602, 792 | 990, 000, scrip. |
| University of North Carolina, Chapel Hill, N. C | 125, 000 | 270, 000, scrip. |
| Ohio State University, Columbus, Ohio | 507, 913 | 630, 000, scrip. |
| State Agricultural College, Corvallis, Oreg | ..... | 90, 000, place. |
| Pennsylvania State College, State College, Pa | 439, 186 | 780, 000, scrip. |
| Brown University, Providence, R. I | 50, 000 | 120, 000, scrip. |
| South Carolina Agricultural College and Mechanics' Institute, Orangeburg, S. C. | ..... | 180, 000, scrip. |
| Tennessee Agricultural College, Knoxville, Tenn | 271, 875 | 300, 000, scrip. |
| Agricultural and Mechanical College of Texas, College Station, Tex. | 209, 000 | 180, 000, scrip. |
| University of Vermont and State Agricultural College, Burlington, Vt. | 122, 626 | 150, 000, scrip. |
| Virginia Agricultural and Mechanical College, Blacksburg, Va | 190, 000 | 300, 000, scrip. |
| Hampton Normal and Agricultural Institute, Hampton, Va | 95, 000 | |
| West Virginia University, Morgantown, W. Va | 90, 000 | 150, 000, scrip. |
| University of Wisconsin, Madison, Wis | 244, 805 | 240, 000, place. |

Total of 9,600,000 acres. In place, 1,770,000 acres; scrip, 7,830,000 acres.

## EXAMINATION OF SCHOOLS.

The excellent effects of the periodical examination of country schools by qualified officers cannot be questioned. The examination in Norfolk County, Massachusetts, presented so fully in the State report for 1879, illustrates a simple and practical method of testing the results of elementary training. From the general interest manifested in the publication it might have been expected that the present year would have afforded information of similar exercises in many other places; but in fact no efforts in this direction are reported save from Massachusetts, Pennsylvania, and Cook County, Illinois.

With a similar work throughout the State of Pennsylvania in view, Hon. J. P. Wickersham sent out copies of this report of the examination in Norfolk County, Massachusetts, with a circular by which superintendents were requested:

(1) To read the report carefully; (2) to provide tests similar to those used in Norfolk County, confining themselves at first to reading, writing, and arithmetic; (3) to apply these tests fairly on their visits to schools; (4) to tabulate the results and preserve the manuscripts; (5) to report the results if called upon.

In counties it may be impractical to do more than to examine in this way a single class in each school, but from one the whole can be judged. The age of the pupils should be taken in all cases. A superintendent had better omit the general examination of the school at his visit this year, if it is necessary, in order to make the test now to be applied.

One of the most concise and complete reports of the year is that from Cook County, Illinois, which well illustrates the excellent effect of systematic and harmonious arrangement in the various departments of public education. All the village schools of this county are graded, and in most of the ungraded district schools a systematic course of study has been followed. Applicants for teachers' certificates are examined by the county superintendent, great care being exercised to make the examinations fair tests; liberal salaries are paid, averaging over $63 per month for gentlemen and $40 for ladies, and teachers are employed for a year. For three successive years an examination of the county schools has been held under the direction of the Illinois Principals' Association. These examinations have been written and the papers col-

lected in book form and retained in the office of the superintendent. The Cook County Teachers' Association has had an excellent effect in maintaining enthusiasm and stimulating effort. Applicants for admission to the Cook County Normal School must sign a declaration of their intention to teach in the State public schools and to give those of Cook County the preference.

### INSTRUCTION IN MORALS.

The necessity of systematic instruction in morals is generally admitted, though the subject finds as yet very vague expression in the majority of school reports.

As to social and civic duties, there is considerable provision in the school laws of California, Maine, Massachusetts, Minnesota, New Hampshire, New Jersey, North Carolina, Oregon, Rhode Island, South Carolina, Vermont, West Virginia, and Montana. In California, for instance, it is required that "instruction in morals and manners shall be given in all grades and classes through the entire school course;" in Maine, that "all instructors shall use their best endeavors to impress on the youth committed to them the principles of morality, justice, a sacred regard for truth, love of country, humanity, and universal benevolence, sobriety, industry, frugality, chastity, temperance, &c.;" in Massachusetts, essentially the same; in Minnesota, that there shall be instruction in civil government, social science, good morals, and patriotism; in New Hampshire (in the constitution prefixed to the school code), that religion, piety, and morality are to be encouraged, also humanity, general benevolence, public and private charity, industry, economy, honesty, punctuality, sincerity, sobriety, and all social affections and generous sentiments; in New Jersey, that habitual disobedience, profanity, or obscenity shall be a ground of dismissal from the schools; in North Carolina, that teachers are to encourage neatness, industry, and morality in their respective schools; in Oregon, that with morality and cleanliness they are also to promote politeness; in Rhode Island, that they shall aim to implant and cultivate in the minds of all children committed to their care the principles of morality and virtue; in South Carolina, that teachers must instruct their pupils, as far as practicable, in morals and good behavior and in the principles of the Constitution and laws of the United States and of their own State; in Vermont, that they are to be competent to teach good behavior, the history and Constitution of the United States and of Vermont; in West Virginia, that there is to be moral training to secure good behavior and good manners, and to furnish the State with exemplary citizens; in Montana, that there is to be instruction in manners and morals during the entire school course, and that teachers must endeavor to impress on their pupils the principles of morality, truth, justice, and patriotism, teach them to avoid idleness, profanity, and falsehood, and train them to a comprehension of the rights and duties of citizenship.

How the instruction thus provided for is to be given is not in any State prescribed by law, but is left to the discretion of teachers. Probably in most cases the moral teaching is through familiar talks, moral mottoes being occasionally hung on the walls, and by such a text book used as Gow's Good Morals and Gentle Manners, a work that has had a wide circulation. The teaching of social and civic duties may come in also in connection with the study of the constitutions of the State and of the United States and of history, which is prescribed in some States and is provided for in many more. In several the Bible is brought before pupils, either through the prescribed daily reading of it, as in Massachusetts and the District of Columbia, or by the express legalization of such reading, as in Florida, Georgia, Indiana, Iowa, Kansas, and Mississippi; to which may be added also Pennsylvania and Rhode Island, where, though the law is silent on the subject, the interpretation of the text book clause in one case and of the absence of prohibition in the other is that it may be used.

In most of the States it is rather to be understood that such things, in common with branches to be taught and text books to be used, are left to the discretion of the local school boards; in others, that they are intrusted to the natural desire of teachers to make their pupils as good, courteous, pleasant, and reliable as possible. That the

outcome of such a trust is likely to be good among people so generally moral as ours are is shown by the fact that in Pennsylvania, where the acts of the legislature say nothing explicitly as to any moral influences, the Bible is read in more than 13,000 schools, and that in Rhode Island, where there is the same silence in the general law, the local regulations call for the reading of it in a large number of the towns, while the State board sanctions such reading, provided it be not forced on children whose parents have any objection whatever to it.

In the Massachusetts report, it is affirmed "there is no reason to suppose that our public schools are fulfilling their office in this respect any less effectively than they have ever done at any period of our history. They are more efficient now than in the past, and the influence they are exerting for good is beyond all reckoning." Renewed efforts, it is stated, are being made to extend and deepen the moral influence of the school. Prominence is given to the subject in discussions in teachers' institutes, and forms of inquiry for returns by school committees are framed with a view of drawing attention to the subject. The report further suggests a statute directing that school committees shall make special mention in their reports of morals and behavior and that it shall be required that the subject shall be treated in the yearly local conferences of teachers called by committees.

### EDUCATIONAL ACTIVITY.

The reports coming to the Office for the last ten years show how closely administrative activity in education has corresponded with the condition of public opinion on the one hand and the financial condition of the people on the other. The years 1871 and 1872 were notable for large expenditures and lavish private benefactions for educational purposes; the panic and financial distress of 1873 were shown at once in diminished expenditures, reduced benefactions, and a revival of old objections to the public school system or some of its details. In the South, where school affairs were in a less advanced condition, the reaction retarded development also, so that the lowest state was reached as late as 1876. Since that time the school systems of the North and West have recovered all the ground lost, and those of the South are recuperating, though sorely hampered by inadequate resources, public ignorance, and much individual hostility. To the praise of the better classes of every section and of both races, be it said that the necessity for public instruction was never more urgently or skilfully presented to the public mind. Amidst all the discouragements that selfishness, stupidity, and demagogism could create, the educators of the nation worked steadily forward for the public good, and were gratified to discover that neither the public school nor any of its necessary adjuncts or modifications was misunderstood or disliked by the chief part of the public. On the contrary, the most trying struggles showed that both educators and people had clear ideas of the essential objects and characteristics of these institutions and of their importance to citizenship and to the perpetuity of our national life. The lessons of this great struggle, now passing into a triumph of the friends of education, would fill a volume.

In every section of the country public interest in education has become more than usually active during the present year. City and country papers have given a place in their columns to the subject, and the discussions in periodicals have been characterized by a stricter regard to facts than heretofore.

In the Pacific coast States the agitation has repeated the phases through which it had previously passed in the Eastern States. The points of attack have been (1) high schools, (2) the extended curriculum, (3) the literary character of the schools, and (4) their expense. Without doubt the final settlement of these questions will correspond with that farther east. High schools will be strengthened, courses of study will be modified simply as thoroughness requires, the demand for industrial training met without undue encroachment upon mental training, and the question of expense treated in the spirit of the message of Governor Long, of Massachusetts:

The impulsive outcry just now wrung out by annual municipal statements of the great cost of our common schools will only do their cause good if met with discrimina-

tion. While it is time to recognize that there is no spare money to be wasted in extravagant architecture and external appointments, on the other hand, when it comes to essentials, the last dollar to be economized in Massachusetts is that which gives the poorest public scholar free access to the best public education. * * * Take care that no fundamental attack be made upon our common school system under cover of a criticism of its cost. The relation that intelligence holds to public virtue and thrift is afresh attracting the most thoughtful attention.

The importance of the public agitation of all subjects bearing upon popular education is illustrated in the difficulties encountered in the South in the endeavor to carry the statutory provisions into operation. Public apathy and ignorance are the worst obstacles. So clearly is this recognized that the representative men of the South affirm the necessity of bringing the educational interests prominently forward by means of public addresses. Fortunately the race prejudices, which at one time made it exceedingly difficult to secure any fair consideration for measures affecting the two races equally, have lost much of their virulence. Occasionally peculiar complications do still arise from a disposition to evade equal school privileges for both and from the necessity of duplicating schools for the accommodation of the two races in districts where there are neither scholars enough nor funds enough to justify the maintenance of more than one school.

### TEXT BOOKS.

The cost of text books and the mode of supplying the same are subjects annually agitated. No uniform plan prevails throughout the country. In some cities the matter is left to the parents, arrangements being made for supplying books to children whose parents are too poor to purchase them; in other cities text books are included in the expenditures covered by the school tax or income; and in others the school boards make contracts with publishers for the purchase of the books and they are sold to the children at a small profit.

Hon. J. O. Wilson, superintendent of schools of the District of Columbia, in his annual report for 1879–'80, presents an estimate of the cost of text books absolutely required for the use of a pupil who passes regularly through the prescribed course of study for eight years. The total is $13.47, which gives as the average cost per annum $1.68. The cost of copy books and drawing books is not included, but is estimated at an average of thirty cents a year. These estimates, it should be remembered, give no margin for loss or wear and tear.

### GENERALIZATIONS BY YEARS AND BY TOPICS WITHOUT REFERENCE TO STATES.

*Statistical summary showing the school population, enrolment, attendance, income, expenditure, &c., for ten years, from* 1871 *to* 1880, *inclusive, 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 | 117,085 |
| | 1876 | 37 | 8 | 14,121,526 | 101,465 |
| | 1877 | 38 | 9 | 14,093,778 | 133,970 |
| | 1878 | 38 | 9 | 14,418,923 | 157,260 |
| | 1879 | 38 | 9 | 14,782,765 | 179,571 |
| | 1880 | 38 | 8 | 15,351,875 | 184,405 |

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

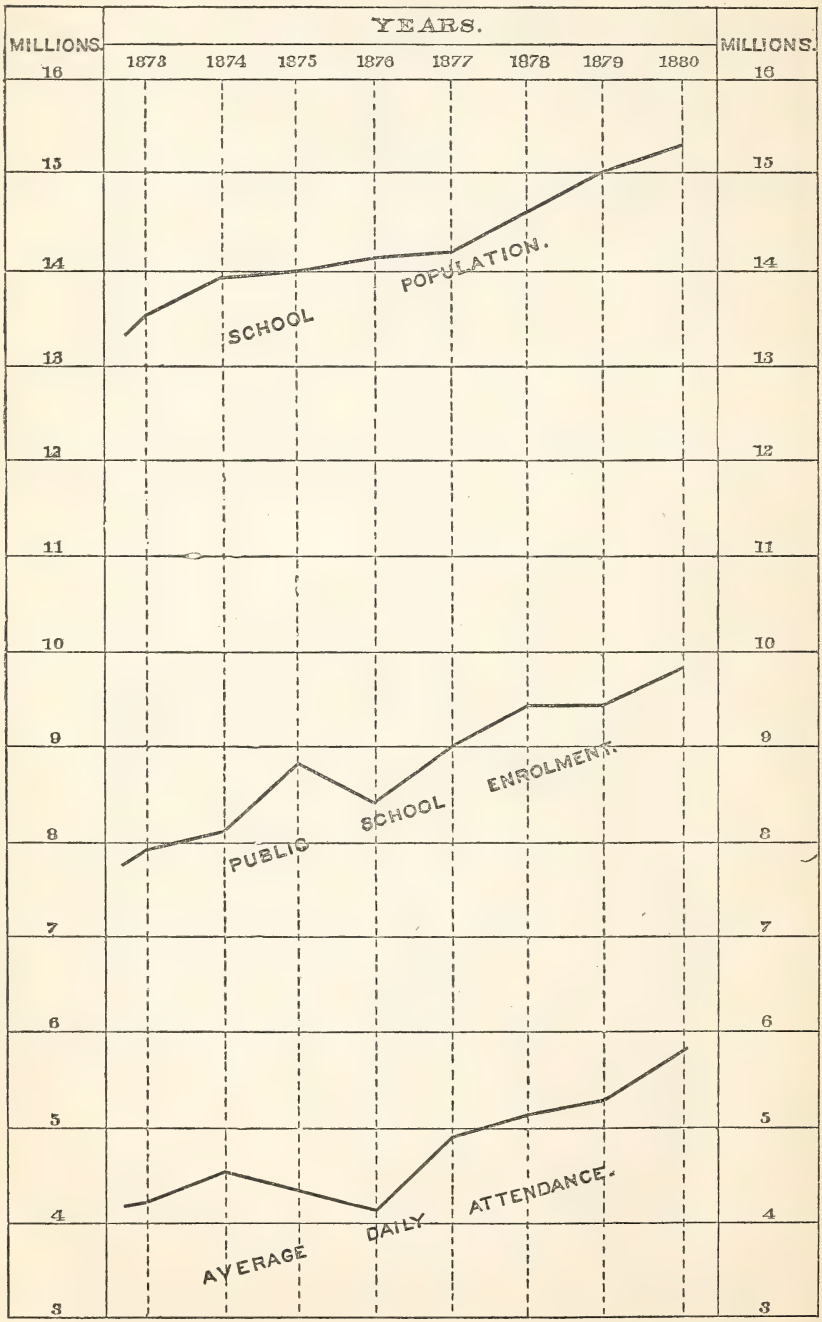
| | Year. | Number reporting. | | In States. | In Territories. |
|---|---|---|---|---|---|
| | | States. | Territories. | | |
| Number enrolled in public schools | 1871 | 28 | ..... | 6,393,085 | ..... |
| | 1872 | 34 | 7 | 7,327,415 | 52,241 |
| | 1873 | 35 | 10 | 7,865,628 | 69,968 |
| | 1874 | 34 | 11 | 8,030,772 | 69,209 |
| | 1875 | 37 | 11 | 8,678,737 | 77,922 |
| | 1876 | 36 | 10 | 8,293,563 | 70,175 |
| | 1877 | 38 | 10 | 8,881,848 | 72,630 |
| | 1878 | 38 | 10 | 9,294,316 | 78,879 |
| | 1879 | 38 | 10 | 9,328,003 | 96,083 |
| | 1880 | 38 | 10 | 9,680,403 | 101,118 |
| 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 |
| | 1877 | 31 | 4 | 4,886,289 | 33,119 |
| | 1878 | 31 | 5 | 5,093,298 | 38,115 |
| | 1879 | 32 | 8 | 5,223,100 | 59,237 |
| | 1880 | 34 | 8 | 5,744,188 | 61,154 |
| 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 |
| | 1877 | 12 | 4 | 203,082 | 6,088 |
| | 1878 | 12 | 4 | 280,492 | 6,183 |
| | 1879 | 19 | 4 | 358,685 | 7,459 |
| | 1880 | 21 | 4 | 561,209 | 6,921 |
| 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 |
| | 1877 | 37 | 9 | 257,454 | 1,842 |
| | 1878 | 38 | 9 | 269,132 | 2,012 |
| | 1879 | 38 | 9 | 270,163 | 2,523 |
| | 1880 | 38 | 10 | 280,034 | 2,610 |
| 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 | 490 |
| | 1875 | 31 | 8 | 97,796 | 656 |
| | 1876 | 32 | 9 | 95,483 | 678 |
| | 1877 | 33 | 9 | 97,638 | 706 |
| | 1878 | 34 | 8 | 100,878 | 789 |
| | 1879 | 34 | 8 | 104,842 | 985 |
| | 1880 | 35 | 8 | 115,064 | 948 |

*Statistical summary of the school population, enrolment, &c.*—Continued.

| | Year. | Number reporting. | | In States. | In Territories. |
|---|---|---|---|---|---|
| | | States. | Territories. | | |
| 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 | 893 |
| | 1877 | 33 | 9 | 138,228 | 986 |
| | 1878 | 34 | 8 | 141,780 | 1,027 |
| | 1879 | 34 | 8 | 141,161 | 1,342 |
| | 1880 | 35 | 8 | 156,351 | 1,306 |
| 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 |
| | 1877 | 37 | 9 | 85,959,864 | 906,298 |
| | 1878 | 38 | 10 | 86,035,264 | 942,837 |
| | 1879 | 38 | 10 | 82,767,815 | 1,020,259 |
| | 1880 | 38 | 10 | 82,684,489 | 1,255,750 |
| Public school expenditure | 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 |
| | 1877 | 37 | 8 | 79,251,114 | 982,344 |
| | 1878 | 38 | 10 | 79,652,553 | 877,405 |
| | 1879 | 38 | 10 | 77,176,354 | 1,015,168 |
| | 1880 | 38 | 10 | 78,836,399 | 1,196,439 |
| 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 |
| | 1877 | 26 | 2 | 100,127,865 | 2,106,961 |
| | 1878 | 32 | 1 | 106,138,348 | 1,506,961 |
| | 1879 | 30 | 2 | 110,264,434 | 2,776,593 |
| | 1880 | 33 | 2 | 119,184,029 | 3,694,810 |

## Diagram No. 4,

*Showing school population, the enrolment in public schools, and the average attendance thereon, in the Union, from 1873 to 1880.*



## BRIEF SUMMARY OF THE EDUCATIONAL CONDITION OF THE UNION.

### NEW ENGLAND STATES—MAINE.

The exceptional increase in youth of school age that was noted here in 1878–'79 was more than lost in 1879–'80, the number of them falling off 1,068, with a corresponding decrease in enrolment and average attendance in State schools. Funds for the support of schools being $31,168 less, the already low average rate of teachers' pay was reduced, fewer school-houses were repaired and put into good condition, and the average time of school was 1 day less. Almost the only points of increase were 46 more school-houses, a higher cost by $2,625 of the new ones built during the year, and an advance of $47,476 in the estimated value of school property.

For the decade ending 1879–'80 the record is much more encouraging. Youth of the age for free instruction were indeed fewer by 10,852 than in 1870–'71, but better teachers made the public schools so much more attractive that about 11,000 more pupils in summer and 2,000 more in winter were drawn into them and about 14,000 more in summer and 4,500 more in winter were kept in average attendance. To meet this increase, there were 392 more school-houses, the condition of 625 was bettered, and good high schools in good buildings were more numerous. Valuation of school property hence went up $506,608. The permanent school fund, too, had $129,178 added to it, and the receipts for schools were in the last year of the decade $196,353 greater than in the first. All this goes to show a higher interest in education.

### NEW HAMPSHIRE.

Loss meets us here in 1879–'80 as respects youth to be instructed, enrolment in the public schools, the number of such schools, the buildings for them, the teachers in them, the receipts and expenditures for their support, and, as a consequence of these last, the pay of women teaching. On the other side appears a gain in average attendance, in graded schools and high schools, in teachers engaged for successive terms, in schools supplied with maps and globes, and in the valuation of school property.

For the ten years ending June, 1880, there was also loss at some points with gain in others. Ninety-two school districts died out, and 93 poor school-houses went with them; but on the whole there were in 1880 more State schools by 155, and a greatly larger number had needful apparatus for instruction, with better teachers to impart it. Only 32 more teachers were reported, showing that continuous employment for the year was much more frequent towards the close, as was the engagement of the same teachers for successive years. The annual school term was lengthened 35.3 days, school property was rated $828,901 higher, income for school purposes was $143,571 greater, and average attendance was increased by 2,788, although both youth of school age and youth enrolled had fallen off, the former by 4,363 and the latter by 4,622. This last increase was probably due to improved graded school and high school instruction, with a higher proportion of teachers from normal schools.

### VERMONT.

Receipts for public schools in 1879–'80 were less by $110,628 and expenditures for them less by $41,884 than in the previous year. Hence, probably, came a reported decline in teachers' pay, in the number teaching in the public schools, and in the number of pupils; private and church schools enrolled, seemingly, most of the pupils who were thus lost.

For the ten years ending with 1879–'80, 8,568 more free pupils were gathered into the State schools, with 244 more pupils in other schools; the teachers in State schools increased by 175, although the schools were only 21 more, the quality of the teaching being probably greatly improved through the introduction of 228 more teachers trained in normal schools. The available State school fund, which seems to be the United States deposit fund, apparently remained the same throughout.

### MASSACHUSETTS.

In any other State than this an enrolment of 306,777 in public schools when there were only 307,321 children of school age (which in Massachusetts, however, extends

only from 5 to 15) would be considered excellent, especially when the average daily attendance reached 89 per cent. of the average membership and when 10,360 pupils in evening schools, 1,081 in charitable and reformatory, and 26,289 in private and church schools swelled the total under instruction (not including those in colleges) to 37,186 more than the whole number of school age. Yet this splendid record for 1879–'80 was in some respects a falling off from that of the preceding year, there having been then 4,751 more in the public schools, with 171 more in evening schools, though the number in private and church schools was 2,459 less. The difference seems largely due to the transfer of many Roman Catholic children from the public schools to church schools.

For the ten years from 1870–'71 almost the only falling off was in the State charitable and reformatory schools, of which there were 3 less at the close of the decade than at the beginning, with 9 fewer teachers and 450 fewer youths in them; for, though private and church schools numbered 55 less, the attendance on them was 10,901 greater. The public schools were 494 more in number, with an average term 8 days longer; they had 33,116 more pupils enrolled and 31,377 more in average daily attendance. There were 65 more evening schools, the average attendance in them being 1,024 greater. Aside from collegiate and scientific students, there were about 45,000 more children under instruction in 1880 than in 1870–'71.

RHODE ISLAND.

With a growth of 2,711 in youth of school age for 1879–'80 we find 1,206 fewer day school pupils here under the public system, though evening schools had 286 more enrolled. The average number in the day schools, however, was 111 greater and the average daily attendance was 278 greater. Receipts for schools fell off $41,757; the pay of male teachers was reduced $3.60 a month on an average, and, notwithstanding 7 new buildings provided, school property was rated $760,026 less than in the previous year.

For the ten years closing with 1879–'80 the increase of 13,485 in children to be taught was well met by an increased enrolment in public schools of 12,240, but not quite as well by an addition of 4,773 to the average daily attendance. The public day schools numbered 412 more, and many of the additional ones were graded; the school term was lengthened by 14 days; 406 more teachers were employed; the average pay of these had been considerably increased; receipts for schools were $44,411 greater, and expenditures for them $83,041 more.

CONNECTICUT.

Receiving an increase of $90,729 in income for its schools and expending for them $32,495 more in 1879–'80 than in 1878–'79, this State gathered into its public and other schools almost twice as many as the additional youth of school age, and held more than half this added number in average attendance in its public schools alone. To meet this increase of pupils there was an increase of teachers employed and of departments in public schools, with an apparent improvement in the methods and quality of teaching.

For the ten years from 1870–'71 the record is also excellent, the increased enrolment in public, private, and church schools coming within 515 of the whole increase in youth of school age, while in public schools the increased average attendance was brought almost to an equality with the increase of school youth. The instruction given in the public schools was also made more efficient by steady annual additions to the teaching corps of State normal school graduates, of whom there were at least 300 or 400 in the decade. And yet, with all the increase of pupils and trained teachers, with 83 more graded schools and 304 more departments, the schools were so economically managed that the expenditure on them at the end of the ten years was $88,606 less than at the beginning.

MIDDLE ATLANTIC STATES—NEW YORK.

Progress during 1879–'80 is shown by an increase in the public school revenues and in the valuation of public school property, by the employment of 300 more teachers

for the full term, and by the fact that 177 more had diplomas from normal schools. Still, out of 12,446 more children of school age, only 1,552 more attended public schools; while in church schools there were 5,893 fewer. An increase appears of students attending normal schools, academies, colleges, and professional schools; but there is a decrease of 3,346 in the whole number under instruction.

Since 1870–'71 there has been a great advance in the number and value of public school buildings and sites, in the number of teachers employed, and in those trained in normal schools, institutes, and academic teachers' classes; there was a corresponding increase in the number teaching continuously throughout the year. But, with 138,489 more youth of school age and a decrease of 26,866 in attendance on private and church schools, the enrolment in public schools increased only 3,483, though the average attendance was 79,441 more, the number in academies and colleges also increasing by 986.

NEW JERSEY.

With an increase here over 1878–'79 of only 2,867 in youth of school age, 4,222 more pupils attended public, private, and church schools; and in public schools the increased average attendance was 1,731 greater than the increased enrolment. There was more than a corresponding advance in the number of teachers employed, a slight decrease in the average length of term, and a considerable increase in public school income, although the average pay of teachers was diminished. More districts reported good and very good school-houses; 27 new ones were built (some of them large and expensive), while others were refurnished or remodelled, all indicating that school property must have really increased in value, although the estimate of it was less than in 1878–'79.

During the last ten years the number of public schools has increased, while that of private and church schools has diminished; but the enrolment in both classes has greatly advanced, making a total increase of 48,955 against that of 64,727 in youth of school age. The average daily attendance, too, has largely increased, keeping pace with improvement of teachers, for whose training provision is made in a State normal school, 4 city normals, and required annual county institutes.

PENNSYLVANIA.

There are here reported for 1879–'80 more public schools than in the previous year by 269, with 219 more graded; also, an increase of 1,570 in public school enrolment and of 13,955 in average daily attendance. Attendance on private and church schools also advanced 3,486. In public schools 152 more teachers were employed, all but 25 of them men; notwithstanding nearly 500 more of them were trained in normal schools, there was a decrease in their pay, as well as in the total income for public school purposes.

During the ten years ending with 1879–'80 there was an increase of 102,696 in enrolment and of 34,439 in average daily attendance on public schools; also, an increased attendance on private and church schools. The number of public school teachers employed, of schools sustained, and of those in which drawing and vocal music were taught increased by about 3,000 in each case and the estimated value of school property by more than $8,000,000. The teaching force was greatly improved by the addition of more than 2,000 normal school graduates, as well as of many students in those schools who did not wait to graduate, and also by the training of the whole force in county and district institutes. Still, the average monthly pay of teachers decreased during the period, that of men by $8.58, that of women by $4.44, and the income for public schools was only slightly increased.

DELAWARE.

The report for 1879–'80 shows encouraging advance in most respects: an increased enrolment in public schools, a greater number of school districts, schools, and teachers; but a decrease in the pay of teachers and in public school income. The schools for colored youth (not in the public system, but under the care of the Delaware

Association for the Education of the Colored People) also increased considerably in number, enrolment, and average attendance.

The earliest report in the decade available for comparison is for 1871–'72. Since then there was an increase of 4,715 in the number of white youth of school age and of 6,263 in public school enrolment; also, an increase in school districts, schools, and teachers. In 1875 a new era in the school system was begun. To the white schools was given a State superintendent, whose duty it is to visit schools, examine teachers, and hold annual teachers' institutes, the result being a great improvement in teachers, schools, and other important points. Colored people were then first granted the right of being taxed to support schools for their children, the expenditure for such schools and their supervision being committed to the Association for the Education of the Colored People above mentioned.

MARYLAND.

Although the public school enrolment here for 1879–'80 was about 3,000 less than the previous year, the average daily attendance was greater by 1,533; but while more schools were taught and more teachers employed, teachers' pay was less, corresponding to a decrease in the income for public school purposes. Great improvement is not expected in the schools until public sentiment shall justify a larger expenditure of money for them.

Since 1870–'71 there has been an increase of 46,748 in public school enrolment, of 29,343 in average attendance, of 535 in public schools, of 856 in teachers, of $252,240 in school income, and of $590,859 in the amount of public school fund, the only item of decrease being $4.77 in teachers' pay. In the counties, excluding Baltimore, while the population increased only about 17½ per cent., public school enrolment was 47½ per cent. greater and expenditure 21 per cent. greater; the cost per capita on enrolment was 18 per cent. less.

VIRGINIA.

The year 1879–'80 was the best for public school work ever known in the State. The serious falling off caused by lack of funds in 1878–'79 was more than repaired. With 72,106 more of school population, enrolment increased by 112,662; average attendance, by 62,663; number of schools, by 2,363; graded schools, by 77; and the average term, by 6 days. Of school buildings owned by districts there were 363 more, and school property increased in value by $88,588. With an increased expenditure for public schools there was a decided reduction in the per capita cost of education and also in the pay of teachers, the latter being paid less than in any previous year, although the instruction given was believed to be better. More than half the increase in school population was of colored youth; but a comparatively small proportion of them were in public schools; there was a creditable increase, however, in the enrolment and average attendance of this class also.

Since 1870–'71, the beginning of free schools in this State, there has been a decided and steady improvement in their character and the public appreciation of them. With 144,703 more youth of school age, there was an increase of 92,448 in enrolment, of 52,682 in average attendance, of 1,990 in schools taught, of 20 days in the average term, and of 2,205 school-houses owned by districts. Attendance on private and church schools also advanced somewhat.

SOUTHERN ATLANTIC STATES—NORTH CAROLINA.

In 1880, with an increase of 33,135 in youth of school age, there appears a decrease of 13,143 in enrolment and of 2,986 in average attendance, due to the fact, however, that out of 90 counties only 78 report enrolment, 74 the average attendance of whites, and 72 that of colored. Many more school districts and school teachers are noticed. Valuation of school property decreased $13,232, though 309 more school-houses were reported, many counties failing to give the valuation. With an apparent decrease of about $94,000 in receipts, the balance on hand, notwithstanding increased expenditure, would leave about $171,000 towards the expenses of 1880–'81.

During the decade a marked advance is noticed: in youth of school age, of 191,387; in enrolment, of 119,926; in public school-houses, of 2,139; in teachers, of 1,998; in receipts, of $188,051; and in expenditure, of $195,825. A State summer normal school was established by a law of 1877, and provision was made for training colored pupils continuously in a normal seminary of their own. Several private secondary institutions, too, have done good normal work. The State university, within the last five years, has added legal, medical, and engineering courses, and an agricultural school is flourishing.

SOUTH CAROLINA.

An increased enrolment of 11,609 pupils for 1880 is reported, the proportion being over three times as many colored as white. More school districts, public schools, and teachers are found, but, with 74 more school-houses, a falling off in the value of school property. The receipts for school purposes were largely increased, and there was marked progress in the efficiency and qualification of teachers.

Increase all along the line is noticeable from 1870 to 1880: 1,334 more schools, with 68,016 more pupils and 1,273 more teachers, the monthly wages paid these decreasing, however, about $10. The 1,271 more school buildings added $161,502 to the value of school property, and the receipts for school purposes went up from $241,000 to $440,111. Although the closing of the State normal school in 1877 was a blow to progress, there is hope of this being offset somewhat by institute work started in 1880. That and the normal training given in divers secondary schools and through the aid of the Peabody fund at the Normal College, Nashville, Tenn., have helped towards improvement of both schools and teachers, so that a foundation has been laid for future development.

GEORGIA.

The increase in the number of public schools, in the enrolment and attendance, and in the pupils at private elementary and secondary schools all indicate that progress continues to be made in education in this State. Including the collegiate institutions, there were 605 more schools of all grades and 28,705 more pupils in 1880 than in 1879. Reports from the chief cities indicate that three times as many children are now taught in the public schools for a less sum of money than one-third of these formerly cost in the private schools. But among things still required to give a longer school term and a better education, are a larger school fund and fuller training of teachers through county and State institutes.

A thorough system of general education was required by the constitution of 1868, but not till 1871 were the public schools established, and not till 1873 had sufficient funds been accumulated to maintain them for three months. In 1874 there were schools in operation in 125 counties, and by 1876 a school debt of $300,000 had been paid off. Since 1873 a continuous advance is noticed in the number of public schools, in enrolment, and in average attendance, so that, considering the limited means, the results achieved have been remarkable. During the decade 5 schools of agriculture and the mechanic arts were established, as branches of the State university, in different parts of the State. The State Teachers' Association and that of Middle Georgia were also aids to progress.

FLORIDA.

A decided improvement in school affairs is reported in 1879–'80, notwithstanding a diminished revenue. In many cases private contributions kept the schools open, and as a result the reports show 81 more schools, 127 more teachers, an increased enrolment of 2,281, and an average daily attendance greater by 1,445. Since 1878 school property had advanced $16,000, in most counties the patrons of the schools furnishing the school buildings; yet even this was not in proportion to the increased attendance and number of schools.

For the ten years the schools were greatly aided by the sums given from the Peabody fund. Much of this was used for training teachers, and through them its effects were felt in the schools. In 1870–'71 only about one-fifth of the children of the State received

educational benefits. In 1873 private citizens in several counties gave money, lands, and school buildings to aid the school system. Within the last four years 25 per cent. more school-houses have been built, 50 per cent. more schools taught, a greatly increased enrolment of the school population secured, and more efficient teachers provided. Up to 1875 there were few schools outside the larger towns, while in 1880 nearly 600 were scattered through the rural districts. Little was done in the way of superior, scientific, and professional instruction. Attempts were made to start an agricultural college as the beginning of a State university, but the outgrowth amounted to almost nothing.

GULF STATES—ALABAMA.

An increase here of 4,905 in public school enrolment and of 5,604 in average attendance, out of 11,354 additional youth of school age in 1879–'80, shows more progress than could well have been expected, in view of the facts that there were 74 fewer public schools reported, with 60 fewer teachers, and a decreased expenditure of $1,568 for school purposes. That there was any gain at all in average attendance under such circumstances seems remarkable, and the fact that it was so great goes to show at once growing eagerness for education and improvement in the teaching in the schools.

During the first four years of the decade ending in 1880 there was a continual struggle in order to maintain public schools. The laws were objectionable to the people, who refused to pay the local taxes; the school funds were soon exhausted; the treasury declined to cash warrants, and private contributions had to be solicited to keep the schools open. From 1874–'75 greater confidence was manifested in the school system, and marked advance was noticeable in the number of schools taught and in the enrolment therein. Six normal schools and departments were established during the decade. Provision was made for teachers' institutes and for a State association. The State university added to its schools, and the Agricultural and Mechanical College, organized in 1872, made considerable progress.

MISSISSIPPI.

An increase over 1879 of 64,319 in youth of school age, of 18,951 in enrolment, of 17,788 in average daily attendance, of 202 teachers with salaries increased between two and three dollars, and an advance both in receipts and expenditures indicate an onward tendency in 1880, though by no means as great as might be wished. Normal training was given to 431 students during the year, more than double the number reported in the previous year. Teachers' institutes, too, were held in different parts of the State through aid furnished from the Peabody fund, and these doubtless prepared the way for greatly better teaching. The Agricultural and Mechanical College opened with 200 students in October, 1880.

For the decade, an increase of 121,927 youth of school age, of 125,018 enrolled, of 71,431 in average daily attendance, and of 2,913 teachers was presented. The wages of teachers were such that an apparent decrease in pay of $28.40 a month is noticeable. Teachers' warrants, however, formerly much below par, are now at par, so that in reality they receive more pay than ten years ago. Since 1878 private academies and colleges (having suitable school buildings, proper faculties, and libraries of over 200 volumes) are reckoned qualified to fit students for the university as if they were public high schools. The opening of Alcorn University in 1872 added to the schools for superior instruction; the establishment of an agricultural and mechanical college at Starkville, under a charter of February 28, 1878, gave opportunity for scientific training, and many students availed themselves of it.

LOUISIANA.

There is such a dearth of statistics here for both 1879 and 1880 that but little can be gleaned as to the state of school affairs; but as the constitution of 1879 provided very small support for the common schools and as its restriction of local taxation influenced matters greatly, educational progress was necessarily checked, while a large emigration of colored people was begun. A diminution in youth of school age, in

enrolment and attendance, in receipts and in the available fund, and an increase in teachers are reported. The schools of New Orleans suffered by the restrictions of the constitution, but, owing to an appropriation made by the city, were taught, although with small pay to teachers.

From 1870 to 1880 the youth of school age increased 11,202; the enrolment, 16,004; the average daily attendance, 25,039; teachers, 894. The receipts, however, were less by $74,654 and the available school fund by $62,633. Various changes in school laws were made, for which see the abstract of the State, p. 118. Reorganizations of the school system took place in 1870–'71 and in 1877; in the latter year the schools were graded, the studies indicated, and the public schools designated as elementary, academic, and normal. Including the year 1870 the decade furnished the following steps toward progress: Kindergarten training begun; 2 normal schools and a normal department opened; teachers' institutes provided for; additional high schools reported; the Louisiana State University and Agricultural and Mechanical College reorganized and newly chartered; theological and legal training undertaken; a school for the blind opened; and a teachers' association started, although that and the institutes failed of late years to hold regular meetings.

### TEXAS.

The reports from this State for 1880 are not particularly encouraging, as, with an increase of 26,925 youth of school age, the enrolment decreased 5,868 and the number of schools fell off 280. Fewer school-houses were built and school property diminished in value $23,210. With 890 fewer teachers, the monthly wages of men were increased and those of women decreased. Considerable falling off in the income for public schools was apparent, and a corresponding decrease in expenditure. This state of things arose in part from the want of active State and county supervision, of provision for local taxation, and of normal training for teachers, which last was remedied somewhat by the opening of 2 State normal schools in 1879; in 1880 the subject of carrying out the provisions of the constitution of 1876 in regard to a State university was fully discussed and the first steps were taken.

Various changes in school officers; the dropping of the State superintendency in 1875; the changing of the school age from 6–18 to 8–14; the revision of the school system in 1876, which, among other things, did away with compulsory attendance; the shortening of the ordinary time for free schooling from 12 to 6 years, with provision made for only a 4 months' annual term, all came in the ten years ending in 1880. Still, the records of the first few years showed substantial gains in many respects, and 1876 opened with a wholly new system, which reached its highest point in 1878–'79, and then ceased to meet public expectation. During the last six years the Peabody fund trustees gave about $50,000 towards the formation and maintenance of graded schools. Additional opportunities for superior instruction, also, were presented by the opening of two more colleges during the decade, and the State Agricultural and Mechanical College (organized in 1876) helped on the work.

### SOUTHERN CENTRAL STATES — ARKANSAS.

Reports from many counties in this State were so imperfect previous to 1880 as to make all totals doubtful. But, as far as can be ascertained from a much improved general report, there was in 1879–'80 an even greater educational progress than that noted in 1878–'79; for, with an increase of only 10,946 educable youth, there was an enrolment in the public schools reaching 6,977 beyond this, so that, unless many duplicate enrolments were reported, there must have been a considerable inroad made into the ranks of those previously untaught. To meet this increase of enrolment, there were 77 more school-houses owned or rented, 369 more teachers, and an expenditure of $32,607 more for schools. All this has come largely from the active efforts of an energetic and efficient superintendent, aided at some important points with allowances from the Peabody fund.

When 1879–'80 is compared with 1870–'71, the record is much less encouraging, and goes to show the ill effect of the changes in the school system made in the middle of the decade, when the county superintendency was abolished, local taxation restricted to 5 mills on $1 for school purposes, and the holding of a school in any district made optional in any year in which the revenue from State apportionment and this small tax rate would not make possible a 3 months' term. Hence, with an increase of 51,310 in youth to be instructed, only 975 more were reported in the State schools at the close of the ten years than at the beginning, with 301 more teachers. All else, with one doubtful exception, indicates loss: fewer school-houses built, 806 fewer in all the State, a diminished valuation of school property, and $296,271 less annual income for school purposes.

KANSAS.

Progress at almost all points marks 1879–'80 as compared with the preceding year: 28,416 more persons of school age, 23,000 more in the State schools, and 13,952 more in average daily attendance, with provision for this increase in 310 more school-houses. There were 858 more teachers engaged at somewhat higher pay and an addition of $291,944 to the current school revenue. Still further evidence of progress appears in 163 more districts with uniform text books, 673 more with graded courses of study, and a rise of $225,908 in the valuation of school property.

For 1880, as compared with 1870–'71, there are like tokens of a healthy ten years' growth: of the 198,289 more educable youth, 141,657 were brought into the schools and 84,776 held in habitual attendance. In 3,422 more school-houses instruction was given by 4,702 more teachers, most of the later ones trained in normal schools and normal institutes to a much higher and more effective style of teaching. School income rose in the same period $1,085,561 and the valuation of school property $2,444,345. Almost the only show of falling off is in the pay of teachers; another, of 9 days in the average length of school term, given in a return, being made doubtful by the printed report for 1880, which presents an increase of 5 days.

MISSOURI.

Growth meets us here again for both 1879–'80 and for the decade which then closed, the enrolment in the public schools in 1879–'80 exceeding by 26,594 that of the year before and by 5,263 the increase of youth entitled to free schooling, while 11,710 more children were in average attendance daily in 546 more schools, under teachers better trained and changed less frequently than in former years. Permanent school funds increased by $1,408,580, though school property was rated $1,646,599 less in value and current school income fell off $62,671.

For the whole decade there was great advance at every point, the additional public school enrolment including at the close 57,265 more youth than had meantime come of school age, making thus a deep inroad into the mass of the previous illiteracy, while an average of 32,108 more of the enrolled were in the schools each day. This, with an increase of 1,699 public schools, of 1,631 teachers for them, of $2,333,287 in receipts for schools, and of $4,261,383 in the permanent funds for the support of them, is a record of which the State may well be proud.

KENTUCKY.

Statistics from this State for 1879–'80 were received so late that comparatively few of them appear in the ten years' table on pages 108 and 109. As finally settled, they may be found in Table I of the appendix. They indicate an increase in youth of school age of 5,318, of which increase 1,727 were white and 3,591 colored pupils. From the absence of all figures for 1878–'79, except on these points, no other comparison with that year can be made.

From 1870–'71 to 1879–'80 the few figures available show that youth to be educated had increased by 155,325; those enrolled in public schools, by 87,124; those in average attendance, by about 73,000, including in the last year colored youth, who were not

reported in the first. Beyond this, from the imperfection of the statistics for the first year, there are no means of telling progress.[1]

TENNESSEE.

The statistics of 1879–'80 show an increase over 1878–'79 of 30,219 in youth of school age, of 25,454 in the number of these in public schools, and of 5,299 in the average attendance in such schools. Including private with public schools, the additional enrolment was 31,515, and the additional average attendance 9,917. The number of public school-houses was 252 more; of private schools, 163 more; of the teachers in these, 198 more; and the pay of teachers in the public schools was 99 cents more a month, with a little over $14,000 more in receipts and expenditures for public schools. The permanent school fund remained the same. All other figures for the year indicate loss: there was a diminution of 90 in public schools, of 35 in the number of these graded, of 8 in the consolidated schools, of 48 in number of State teachers, and of $95,690 in the estimated value of State property in schools; but these last may come from imperfect reports.

For the ten years covered in other States there are no data sufficient to indicate accurately the decennial growth, reports for the first three years being exceedingly imperfect. From 1875–'76 to 1879–'80 there was a growth of 110,731 in school population, of 95,961 in enrolment in the public schools, and of 65,553 in average attendance in these, with a like growth in the provision for this increase; such as 1,625 more public schools, 889 more buildings for them, 1,744 more teachers in them, and $26,642 more expenditure for their support, though receipts fell off $39,518.

WEST VIRGINIA.

Progress at almost every point appears in this young State in 1879–'80 as compared with 1878–'79, there being 3,990 more youth of school age, 6,324 more in the public schools, and an increase of 1,436 in average daily attendance. Provision for these greater numbers is found in 86 more public schools, 84 more school-houses, $3,562 more income for school purposes, and $7,793 more disbursed, giving larger pay for teachers on the whole, the permanent school fund also being increased by $23,915. Items of decrease, comparatively slight, were 2 fewer graded schools, 2 days less of average school term, 28 fewer male teachers, and a somewhat smaller rating of school property.

When we come to a comparison of 1870–'71 with 1879–'80, there are difficulties in the arithmetical results at several points, growing out of imperfection in the reports of the former year, especially as to youth of school age; some counties then reported such youth without distinction of white and colored, so that the sum of these, as far as they are distinguished, does not make the total of all youth 6 to 21 years old. Comparison of the relative increase of the races is hence impossible. Comparing totals only, we find in the ten years an increase of 43,364 in educable youth, an enrolment in the public schools exceeding by 22,887 this increase, and an average daily attendance almost equalling the whole number of school age. To meet this increase there were reported 1,498 more school-houses, at least 1,468 more schools, 1,666 more teachers, $159,014 more of annual school fund, and $194,689 more of permanent fund. School

[1] After the present statement and the other statistics elsewhere given in reference to Kentucky were in type, a report for 1880 was received, from which the following figures are taken:

Number of children of school age, white and colored, 545,118; highest number of white children attending school, 245,358, of whom 158,218 were in daily average attendance; total number of teachers in schools for whites, 6,776—4,418 males and 2,358 females; average monthly pay of white male teachers, $21.71 in counties and $90.07 in cities; white female teachers, $21.71 in counties and $66.77 in cities; number of school districts, 6,950—6,177 for whites and 773 for colored; teachers' insitutes for whites held during the year, 144; normal schools taught, 11; number of private schools, 831; private academies or high schools, 155; colleges, 55; universities, 3; amount apportioned by the State for common schools for whites, $598,193; for white school commissioners, $36,014; for colored schools, $31,950; for commissioners of same, $2,344; amount raised by district tax, subscriptions, &c., for white schools, $379,739; which items make a total of $1,048,240, the total expenditure for schools for whites being $803,203; amount of permanent fund, $1,755,682; estimated real value of sites, buildings, &c., $2,119,407 for whites and $41,000 for colored; number of school-houses built during the year, 122, at a total cost of $31,498; total average from State appropriation, local taxation, subscription, &c., for each white child of school age, $2.04; for each colored child, from State apportionment only, 48 cents.

property, from the increased number and better quality of buildings, was valued $657,262 higher, and the average school term was 13 days longer than in 1870–'71, nothing showing any diminution but the average pay of teachers.

STATES ON THE PACIFIC SLOPE—NEVADA.

The work of education was systematically advanced in 1879–'80 in the larger school communities; new school buildings of good architectural design were put up at Eureka and Reno. Much improvement in the grading of schools was manifested in the last two years, and the schools throughout the State were considered to be in a fair condition. Provision was made in 1879 for Kindergarten departments as a part of the public school system, and considerable educational zeal was reported at Gold Hill and Virginia City. Against an increase of only 297 in youth of school age, an increased enrolment of 1,611 in public and private schools is reported. The valuation of school property was larger by $53,980, the number of teachers by 13, and the pay of men by $17.01, while that of women was diminished by $6.09. The amount of permanent school fund was $35,000 more, the current expenditure for support of schools $35,035 less, while schools sustained without rate bills were fewer by 35.

For the decade there was progress at all points: a school fund larger by $357,000; more teachers by 123; more pupils by 7,156 in all schools; greater average length of term, more school districts and more high schools; an enhanced value of $218,189 in public school property; and a better attendance by 616 at private schools. Special taxes were levied in 9 more districts and in 75 more no rate bills were required. Of the 126 additional schools, 88 were graded. The laws from 1873 provided for the compulsory attendance of children 8 to 14 years of age for at least 16 weeks in the year. An act was passed forbidding discrimination in the salaries of teachers on account of sex. Another provided for the control and maintenance of a State university, to be at Elko, which must, however, take some time to grow to collegiate rank.

CALIFORNIA.[1]

The advance in educational condition here in 1880 was evidenced in 64 additional school districts, 88 more State schools with good accommodations, 137 more with good sized grounds, and many more with well ventilated and well furnished buildings; perhaps still better evidenced by the fact that, although school youth were fewer by 426, there was a growth of 4,079 in enrolment and of 2,498 in average attendance in the public schools; while private schools lost 479 pupils. With more holders of life diplomas, more teachers, and more schools of second grade, there was, on the other hand, decrease in schools of first and third grade, as well as in new school-houses; in teachers holding educational diplomas, or first, second, and third grade certificates; in teachers who were graduates of normal schools; in receipts and expenditures for public schools: the former of $80,691, the latter of $146,336. A part of this last came from a reduction of the average pay of teachers, $1.87 a month for men and $1.64 a month for women.

Since 1870 the reports indicate an increase of 85,862 youth of school age, of 65,257 in enrolment, and of 36,680 in average daily attendance in the public schools, though 571 fewer pupils were reported in private schools. The public schools increased by 1,253; school property, by over three and one-half millions; the income and expenditure for public schools, by $1,688,521 in the former case and $1,151,140 in the latter. The average monthly pay of both sexes also advanced. The State school tax went up from 10 cents on $100 in 1870 to 26 cents in 1879; the county tax, from 35 cents on $100 of taxable property during 1870–1874, to 50 cents as an allowed maximum in 1880. Kindergärten were first opened in the State in 1876; in 1880 many, both free and otherwise, were located in the different cities. Higher instruction, too, was aided by the establishment of 3 new colleges; normal training, by means of 2 new schools and 3 departments.

[1] The Office is specially indebted to Mrs. S. B. Cooper for data in regard to education in California.

OREGON.

This State presents indications of progress since 1878–'79. The graded schools increased by 9 from the preceding year. Teachers were more interested in their work, were attending institutes and subscribing for educational journals, and county superintendents were giving more attention to the work of supervision. A more rigid examination of applicants for first grade certificates was indicated by a decrease of 18 in the number attaining such grade. Increase in youth of school age reached 3,151, in enrolment in public schools 4,815, and in average daily attendance 6,595, with increase, too, of 55 in districts reporting, of nearly two days in the average length of school term, of 94 in the number of teachers, of 112 in those holding second grade certificates, and of $46,900 in the value of school property. Fewer private schools, and a diminished attendance at such, a decrease in the pay of women teachers, and in both receipts and expenditures, are also reported.

For the decade there was an increase of 25,560 in youth of school age, of 16,533 in enrolment, of 371 in organized districts, of $3.38 in the monthly salary of women teachers, of $185,381 in the receipts for public schools, and of $236,933 in the expenditure for them. The average term of public schools was, however, nearly half a day less in 1879–'80 than in 1870–'71, and male teachers were paid $5.81 less a month. Steps toward further progress were the founding of a State agricultural college in 1872 and of a State university in 1876, with provision in 1878 for making high schools a part of the State school system and for making all public schools entirely free to resident youth 6 to 21 years of age, more being done in the later years for the improvement of the teaching force through institutes and normal schools.[1]

NORTHERN CENTRAL STATES—OHIO.

An advance during 1879–'80 is reported here in nearly all important respects. With only 2,905 more youth of school age, public school enrolment increased by 12,487 and average attendance by 16,289, while 442 new school-houses were built at a cost of $711,835 and 360 more teachers were permanently employed; all strongly confirming other evidence of improvement in methods of instruction, in school accommodations, and in the qualifications of teachers. Almost the only offsets to this progress are a diminution in teachers' pay—that of men by 25 cents a month, that of women by $2—and a decrease in public school income.

Similar educational activity is noted during other years of the decade. With only 11,823 more youth of school age in 1879–'80 than in 1870–'71, public school enrolment increased by 15,016 and average attendance by 43,827, while attendance on private and church schools increased by 21,736, making a total of 36,752 more children under instruction. There were 1,577 more teachers employed, but at reduced pay, and 572 more public school-houses were added, with 2,061 more rooms, making accommodations for 61,830 more children; the income for public schools was increased by $160,232.

MICHIGAN.

An increase of 19,228 in youth of school age during 1879–'80 was met with one of 20,418 in public school enrolment. This advance, particularly noticeable in ungraded schools, was attributed to the better character of those schools in the rural districts, an improvement ascribed to the influence of county institutes and better local supervision. In 75 new public school-houses 4,738 more sittings were furnished; women were paid on an average $2.25 more a month, and the value of school property advanced $988,546. Nine more teachers' institutes were held; 13,803 volumes were added to public school libraries; graded and high schools increased in number; standards of admission to professional schools were raised somewhat and their courses lengthened; and the work of the normal school and the university was unusually successful. There was, on the other hand, a decrease of 9 days in the average school term, of $1.41 in the average monthly pay of men teaching, and of $110,193 in the income for public schools.

[1] Rev. George H. Atkinson has placed this Office under obligations for valuable educational data regarding Oregon and Washington Territory.

During the decade there was substantial progress in public school affairs, commencing with the abolition of rate bills in 1869 and the passage of a compulsory attendance law in 1870. With an increase during the ten years of 112,026 in youth of school age, there were 70,090 more enrolled in public schools; 1,100 additional school-houses provided 71,269 sittings; of 1,053 more school districts, 123 had graded schools; the average school term was a day longer; and teachers' institutes increased by 49. Although the qualifications of teachers must have greatly improved, their pay decreased by $12.64 for men and $1.48 for women, the income for public schools also decreasing.

INDIANA.

With a decrease here during 1879–'80 of 4,543 in youth of school age, there were 7,391 more enrolled in public schools and 9,516 more in average daily attendance. The average term of school was 4 days longer, and, indeed, reached a higher point than ever before. School property increased in value by $30,250, and the number of school districts by 98. Graded school districts, however, decreased by 46, the income for public schools by $24,820, the number of teachers by 12, and the average monthly pay of men by $1.40, while that of women was 20 cents more.

During the decade there was an increase of 61,226 in enrolment and of 26,588 in average attendance on public schools, with 80,830 more youth of school age. There were 393 more school districts and 54 fewer without schools; the average term of schools increased by 31½ days, the number of graded schools by 255, of school-houses by 658, and the valuation of property by $4,436,115. The character of school-houses improved greatly, even those in the rural districts being reported good, and only 75 of them log cabins, against 1,100 such in 1865. More teachers by 1,745 were employed, 641 men and 1,104 women, the men being paid $1.40 less a month and the women $4.80 more.

ILLINOIS.

Here the record shows that fewer schools by 29 were taught in 1879–'80 than in the previous year, that fewer districts by 81 reported, and that 18 more of those reporting were without schools. Still there was an increase of 10,707 in public school enrolment and of 27,159 in average daily attendance, against only 10,157 more youth of school age. There were also 12,776 more attending private schools, the increase in attendance on all schools being thus more than twice as great as that of school population. The average length of school term increased by 6 days, the number of graded schools by 61, of districts reporting libraries by 52, of volumes in the latter by 10,037, the value of school property by $1,027,144, and the public school income by $1,695,613. The average monthly pay of male teachers rose 47 cents, while that of women declined $2.38.

During the decade fair educational progress was made, although not as great proportionally as for the last year. The increase of 32,260 in public school enrolment was indeed far below that of 132,434 in school population, but counting the increased private school attendance of 25,557, gives a total of 57,817 more under instruction, while the average daily attendance increased by 89,952. More districts reported by 487 and 113 fewer were without schools; 808 more schools were taught, 270 more being graded and 19 more high. The average term increased by 3 days, school-houses by 905, value of property by $2,498,314. Income for public schools increased by $367,271, but the pay of teachers fell off $7.08 for men and $5.20 for women, although a much greater proportion were professionally trained.

WISCONSIN.

With 483,229 youth of school age, this State during 1879–'80 enrolled in public schools 299,258 pupils and in private schools 25,938, making 325,196 in all, besides nearly 2,000 in State normal schools, over 3,000 in colleges and academies, and 1,648 in benevolent and reformatory institutions, giving an increase for the year of 10,182. A large proportion of this advance was in public school enrolment, which increased by 7,972, while, according to the figures, youth of school age decreased by 224. There were added 18 graded and 7 high schools; 41 new buildings provided 3,947 more seats

and increased the value of school property by $127,700. The average school term in cities decreased by about 3 days, while in the counties it increased by 9. Public school income was greater by $476,647, while the average pay of teachers was slightly less.

During the decade a steady and substantial progress in school affairs is noted, though in some respects not in proportion to the growth of the State. With an increase of 62,281 in youth of school age, the number enrolled in public schools increased by only 33,973, and that in private schools by 8,671. Students in State normal schools increased steadily during the entire period; the number of graded schools also increased; both facts indicating a probable improvement in teachers, yet their average monthly pay declined by $19.56 for men and $1.64 for women in cities and by $4.26 for men and $2.71 for women in counties. Public school-houses increased by 734, and seats furnished by 50,841; the value of property by $1,306,812 and the income for public schools by $781,276.

MINNESOTA.

During 1879–'80 public school enrolment increased by 8,303; average daily attendance, by 3,971; number of school districts, by 243; and of graded districts, by 22; public school-houses, by 277; value of public school property, by $72,189; income, by $133,273, and average length of school term, by 2 days. The average monthly pay of teachers remained nearly the same, that of men being 49 cents less, that of women 29 cents more.

Since 1870–'71 a steady increase in public schools, school-houses, pupils enrolled, and in average attendance met the equally constant increase in youth of school age. The number of youth has not been reported later than for 1877–'78, when it was 271,428, the enrolment in that year being 167,825, an increase since 1870–'71 of 102,411 in school population and of 53,842 in enrolment. During the decade there was an in, crease of 1,512 organized school districts, of 61 districts with graded schools, of 1,383 school-houses, and of $1,398,077 in value of school property. The average monthly pay of men teaching decreased by $2.39 and that of women increased by $2.07. The most serious loss seems to have been in average length of school term, which decreased 39 days.

IOWA.

The school population increased during 1879–'80 by 9,203; public school enrolment fell off 5,260, and average attendance 4,866. The percentage of public school enrolment on school population was 2.06 less; that of average attendance on enrolment, 0.39 less. Attendance on private schools also declined. The number of public schools taught, however, increased, as did the number of school-houses and value of property; but the average monthly pay of teachers slightly decreased and public school income was $28,772 less.

The record for the ten years is much more favorable. With an increase of 125,927 in school population, 84,119 more were enrolled in public schools and 48,274 more were in average attendance, besides an increase of 10,693 attending private schools, making 94,812 additional pupils under private and public training. The average school term was 18 days longer; school-houses increased by 3,439; the value of school property was more by $2,374,333, and income for public schools more by $1,997,964. The average monthly pay of teachers slightly increased during the first half of the decennial period, but decreased after 1875–'76, till in 1880 it was $4.84 less for men and $1.52 less for women than in 1870, although there was great improvement in the teaching.

NEBRASKA.

Here school population increased during 1879–'80 by 18,937 and public school enrolment by 15,593, the number enrolled being 65 per cent. of the school population, against 62 per cent. in 1878–'79. Private school attendance was not reported. Of 356 new school districts, 8 more had graded schools, 109 more furnished free text books, and 152 more had terms lasting at least six months, while the average term increased

by 2 days. Public school-houses increased by 212; the value of property, by $254,680; public school income, by $240,486; the average monthly pay of teachers, by $2.87 for men and $2.37 for women.

The increase during the ten years has been striking, youth of school age advancing by 101,285 and public school enrolment by 69,284, the enrolment having gained 16 per cent. on school population, an advance of 1.6 for each year. The average school term increased by 37 days, the number of school-houses by 2,143, and value of school property by $1,643,831. The only offset to these indications of progress is a decrease in teachers' pay, that for men being $2.38 and that for women $4.68 a month less, while their qualifications, it is stated, have been much improved through the influence of normal schools and teachers' institutes.

COLORADO.

With 5,828 more youth of school age, public school enrolment increased by 3,348, and average daily attendance by 1,699, more than half the increased enrolment being in graded schools. There was also an increase of 37 in school-houses, of $185,519 in value of school property, of 382 in volumes in libraries, and of $213,082 in income for public schools. Still, the per cent. of enrolment on school population was only 62 against 63 the year before, and that of average attendance on enrolment only 57 against 58, showing a slower rate of increase. The country schools suffered from short terms, frequent changes of teachers, and inefficient teaching, resulting partly from a lack of school funds and an insufficiency of provision for the training of teachers, though school funds on the whole were large for so young a State.

In ten years the youth of school age increased from 7,742 to 35,566; public school enrolment, from 4,357 to 22,119; and average attendance, from 2,611 to 12,618. School districts increased by 254, school-houses by 212, value of school property by $599,836, and school income by $441,307. The average length of school term was not reported for the last two years, but in 1877–'78 it was only 91 days—17 less than the year before, and even 1 less than in the first year of the decade. The average monthly pay of the teachers decreased somewhat during the period, but there has been a tendency toward equalizing the pay of men and women doing the same grade of work.

THE TERRITORIES—ALASKA.

Alaska shows encouraging progress in educational matters during the year. The day and boarding school at Fort Wrangell averaged 100 day and 22 boarding pupils, and another school was opened late in the year. At the Sitka schools about 200 Indian children were reported. Still another school, for the Chilkut tribe, is spoken of, and on Prince of Wales Island a school-house was to be erected.

For the decade there is marked advance, notwithstanding the drawbacks occasioned by the absence of law or any form of government. Schools were established by the Alaska Commercial Company on the islands of St. Paul and St. George, averaging 18 to 20 pupils, respectively, up to 1877. Since then the Presbyterians have helped much in the educational work. Teachers sent out by them have established schools at Fort Wrangell and Sitka, and, as nearly as can be ascertained, have given instruction to 300 or more children, with most encouraging results.

ARIZONA.

Arizona presents increase in youth of school age, enrolment, and average attendance, in rooms for study and in teachers, in the value of school property, and in both receipts and expenditures. Female teachers averaged $2 more in monthly salary; male teachers, $1 less. Short sessions in the rural school districts produced a decrease in the average length of term, although city and village schools were taught from 150 to 200 days.

State and county taxes were increased during the decade, the former from 10 to 15 cents on each $100 of taxable property; the latter varied somewhat, but, from a maximum of 50 cents in 1871, reached 80 cents in 1879. Frequent changes in teachers

and county superintendents hindered progress in a measure, yet so marked was the advance that an increase has taken place since 1872–'73 of 5,488 in youth of school age, of 3,879 in enrolment, of $106,602 in the estimated value of school property, of $61,179 in receipts, and of $55,643 in expenditure for school purposes.

### DAKOTA.

Dakota statistics are so imperfect for 1879–'80 that fair comparisons can scarcely be made. Some of the largest counties failed to report; others sent only partial returns. As the figures stand, there was decrease in everything except receipts and expenditures. In these, notwithstanding the decrease in 1879 from 3 to 2 mills on the dollar in the general school tax, the increase stood $43,261 in receipts and $48,524 in expenditure. From this it is probable that full reports would have shown growth instead of decline, as at present indicated.

Taking the imperfect statistics of 1879–'80 as a basis, there was, since 1871–'72, an advance of 8,084 in youth of school age, of 6,069 enrolled, of 174 teachers, of $90,700 in receipts, and of $90,280 in expenditures. The average monthly pay of men decreased, however, $28.30; that of women, $10.10. Little has been done to further secondary and superior instruction. A high school at Yankton reported a 4 years' course, 49 pupils enrolled, and 11 pupils, the fourth graduating class, receiving diplomas in 1880. No attempt has yet been made to establish colleges, universities, or professional schools.

### DISTRICT OF COLUMBIA.

The District of Columbia had in 1879–'80 an increase of 1,309 in public school enrolment over the previous year and one of 1,149 in average attendance, to meet which were 23 more school-rooms seating 1,100 more pupils, and 31 more teachers. The sum of $96,957 was added to the school income, 4 days were added to the school term, and $21,641 to the value of school property.

For the ten years ending in 1880, there was an additional enrolment only 605 short of an increase of school youth reaching 11,887, and an additional average attendance only 1,511 short of the same. The number of sittings increased by 8,526; the teachers, by 202; the expenditure for public schools, by $65,032; the value of school property, by $456,355; but the school term was shortened 7 days. Private schools only barely held their own, but charitable and special schools took in and trained almost all that the public schools did not, while normal, collegiate, and professional education flourished. A college for deaf-mutes and a school for nurses, among others, gained large favor.

### IDAHO.

Idaho, with only 404 more school youth in 1879–'80, enrolled 1,162 more pupils in public schools, and expended $18,812 more upon these, increasing the number of its public schools considerably.

From 1870–'71 to 1879–'80 it gathered into its schools 1,444 more than the additional 4,408 youth of school age, had 127 more schools, raised $33,235 more for school purposes, and expended $19,809 more.

### INDIAN TERRITORY.

The Five Nations, though with better organized schools than previously, either had not as many youth in school or made less perfect report of those enrolled, showing 152 less than in 1878–'79 and giving no indication of the number of the teachers, unless 29 more day schools implied so many more to teach them. The other regions inhabited by the red race showed 47 more youth enrolled and 163 more ordinarily present in 3 more schools with 62 more teachers. Among these schools were several in the West and at least 4 in the East where youth of both sexes, separated from the reactionary influences of their homes, were trained by teachers of the highest skill in useful industries and ordinary studies, with the happiest results on their mental, moral, and physical condition.

For the ten years from 1870–'71 there was among all Indians outside of Alaska an increased attendance of 3,580 in schools of some kind under 118 more teachers, the organization of the schools in general improving and the instruction becoming apparently more practical, more interesting, and hence more useful.

MONTANA.

While the number of youth of school age was greater by 1,185 in 1879–'80 than the previous year, only 61 more were enrolled in public schools and 298 fewer were in average attendance. The value of school property and number of houses and of schools (including graded schools) fairly increased, but there was a decrease of 9 days in the average length of term, a consequence of insufficient school funds. These, however, increased considerably during the year, as did the pay of teachers, men receiving $5.50 a month more and women $4.21 more.

The showing is much better for the eight years beginning in 1872–'73, prior to which statistics do not reach. Since then there has been a large and constant increase in most points indicating progress; school population and enrolment more than doubled, while the average attendance nearly trebled. The number of teachers employed and of schools taught was nearly double, and the value of school property more than five times as much as in 1872–'73. The school term was 13 days longer; the average monthly pay of men teaching, $3.23 greater, but that of women less by $12, while the income for public schools more than doubled, going from $33,161 to $78,730.

NEW MEXICO.

New Mexico made no report to the Bureau for 1879–'80, and it seems doubtful whether any was made, according to its school law, to the poorly paid school officer who is required to make such reports, through its board of education, to the governor and territorial legislature.

For the whole decade ending with that year there were, indeed, but 3 different reports of schools presented to the outside world through the voluntary action of the territorial secretary, except the statistics of the United States census of 1870, which showed that in that year only about 1 youth in 16 of school age was attending school at all, and that only 188 of these were in the 5 schools termed public schools. The remaining 1,610 under instruction were all in 39 private or church schools. In 1874 the schools reputed public (though most of these were really church schools) had come to be 116, with 4,694 pupils, 39 other schools enrolling 1,158. In 1875 the first named reported 5,151 pupils; the others, 1,359. In 1876 the pupils in the former were 6,285; in the latter, 1,544.

UTAH.

Utah, whose schools, like those of New Mexico, take very much the cast of the religion dominant in the Territory, throughout the decade furnished full reports. These showed for 1879–'80 a total of 1,202 more pupils (out of 5,743 more of school age) in territorial schools, the average attendance coming close up to the enrolment. The term of instruction, however, was shorter by 11 days; school property decreased $21,262 in value.

For the whole decade there was an additional enrolment of 7,334 in territorial schools and an additional average attendance of 4,359 out of 11,935 more of school age, the teachers in these schools (which alone reach through the ten years) being 159 more. The school term was 24 days shorter. The income and expenditure for schools, about $5,000 more in the ten years, did not quite keep pace with the advance in school attendance.

WASHINGTON.

Washington Territory presents for the first and last years of the decade only the imperfect statistics of census takers, who, in a wide and sparsely settled region, evidently reached only a part of the population and the schools. As far as these show anything, they indicate an increase of some 16,000 in youth to be instructed, of from

5,000 to 7,000 in school attendance, of perhaps 300 in the number of the territorial schools, and of about as many in the number of the teachers in these, with proportionate increase in funds for all school purposes.

### WYOMING.

Wyoming meets us with like difficulties of comparison, increased by wider blanks in the reports presented and the absence of a school report of any kind for 1879–'80 up to the time at which this goes to press. All that can be said, in these circumstances, can be only general in character, and amounts to only this: that public school enrolment has increased within the decade by somewhere about 2,000; that, through the excellence of schools in the well settled districts, average attendance appears to have increased in larger ratio; and that the foundations of a good school system are said to have been well laid.

## COMPARATIVE STATISTICS OF EDUCATION IN THE SOUTH.

*Table showing comparative population and enrolment of the white and colored races in the public schools of the recent slave States, with total annual expenditure for the same in* 1880.

| States. | White. | | | Colored. | | | Total expenditure for both races. *a* |
|---|---|---|---|---|---|---|---|
| | School population. | Enrolment. | Percentage of the school population enrolled. | School population. | Enrolment. | Percentage of the school population enrolled. | |
| Alabama | 217,590 | 107,483 | 49 | 170,413 | 72,007 | 42 | $375,465 |
| Arkansas | *b*181,799 | *c*53,229 | 29 | *b*54,332 | *c*17,743 | 33 | 238,056 |
| Delaware | 31,505 | 25,053 | 80 | 3,954 | 2,770 | 70 | 207,281 |
| Florida | *b*46,410 | *c*18,871 | 41 | *b*42,099 | *c*20,444 | 49 | 114,895 |
| Georgia | *d*236,319 | 150,134 | 64 | *d*197,125 | 86,399 | 45 | 471,029 |
| Kentucky | *e*478,597 | *c*241,679 | 50 | *e*66,564 | *c*23,902 | 36 | 803,490 |
| Louisiana | *c*139,661 | *d*44,052 | 32 | *c*134,184 | *d*34,476 | 26 | 480,320 |
| Maryland | *f*213,669 | 134,210 | 63 | *f*63,591 | 28,221 | 44 | 1,544,367 |
| Mississippi | 175,251 | 112,994 | 64 | 251,438 | 123,710 | 49 | 830,704 |
| Missouri | 681,995 | 454,218 | 67 | 41,489 | 22,158 | 53 | 3,152,178 |
| North Carolina | 291,770 | 136,481 | 47 | 167,554 | 89,125 | 53 | 352,882 |
| South Carolina | *g*83,813 | 61,219 | 73 | *g*144,315 | 72,853 | 50 | 324,629 |
| Tennessee | 403,353 | 229,290 | 57 | 141,509 | 60,851 | 43 | 724,862 |
| Texas | *h*171,426 | 138,912 | 81 | *h*62,015 | 47,874 | 77 | 753,346 |
| Virginia | 314,827 | 152,136 | 48 | 240,980 | 68,600 | 28 | 946,109 |
| West Virginia | 202,364 | 138,779 | 68 | 7,749 | 4,071 | 53 | 716,864 |
| District of Columbia | 29,612 | 16,934 | 57 | 13,946 | 9,505 | 68 | 438,567 |
| Total | 3,899,961 | 2,215,674 | ..... | 1,803,257 | 784,709 | ..... | 12,475,044 |

*a* In Delaware and Kentucky the school tax collected from colored citizens is the only State appropriation for the support of colored schools; in Maryland there is a biennial appropriation by the legislature; in the District of Columbia one-third of the school moneys is set apart for colored public schools; and in the other States mentioned above the school moneys are divided in proportion to the school population without regard to race.

*b* Several counties failed to make race distinctions.

*c* Estimated.

*d* In 1879.

*e* For whites the school age is 6–20; for colored, 6–16.

*f* Census of 1870.

*g* In 1877.

*h* These numbers include some duplicates; the actual school population is 230,527.

*Statistics of institutions for the instruction of the colored race for* 1880.

| Name. | Location. | Religious denomination. | Instructors. | Students. |
|---|---|---|---|---|
| NORMAL SCHOOLS. | | | | |
| Rust Normal Institute | Huntsville, Ala | Meth | *a*3 | *a*235 |
| State Normal School for Colored Teachers | Huntsville, Ala | | 3 | 125 |
| Lincoln Normal University | Marion, Ala | | 5 | 234 |
| Emerson Institute | Mobile, Ala | Cong | 6 | 304 |
| Alabama Baptist Normal and Theological School | Selma, Ala | Bapt | 6 | 200 |
| Normal department of Talladega College | Talladega, Ala | Cong | 2 | 50 |
| Southland College and Normal Institute | Near Helena, Ark | | 14 | 239 |
| State Normal School for Colored Students | Pine Bluff, Ark | | 1 | 126 |
| Normal department of Atlanta University | Atlanta, Ga | Cong | | 224 |
| Haven Normal School | Waynesboro', Ga | Meth | 2 | 200 |
| Normal department of Berea College | Berea, Ky | Cong | (*b*) | (*b*) |
| Normal department of Straight University | New Orleans, La | Cong | 5 | 232 |
| Peabody Normal School | New Orleans, La | | 2 | 43 |
| Baltimore Normal School for Colored Teachers | Baltimore, Md | | *a*4 | *a*190 |
| Centenary Biblical Institute | Baltimore, Md | M. E | *c*4 | *c*118 |
| Natchez Seminary | Natchez, Miss | Bapt | (*d*) | (*d*) |
| Tougaloo University and Normal School | Tougaloo, Miss | Cong | 4 | 197 |
| Lincoln Institute | Jefferson, Mo | | 4 | 97 |
| State Normal School for Colored Students | Fayetteville, N. C | | 3 | 106 |
| Bennett Seminary | Greensboro', N. C | M. E | 4 | 125 |
| Whitin Normal School | Lumberton, N. C | | 3 | 55 |
| St. Augustine's Normal School | Raleigh, N. C | P. E | *a*4 | *a*81 |
| Shaw University | Raleigh, N. C | Bapt | *a*5 | *a*192 |
| Normal School | Wilmington, N. C | | 4 | 128 |
| Institute for Colored Youth | Philadelphia, Pa | Friends | | 291 |
| Avery Normal Institute | Charleston, S. C | Cong | 9 | 440 |
| Normal department of Brainerd Institute | Chester, S. C | Presb | 3 | 20 |
| Claflin University, normal department | Orangeburg, S. C | M. E | *a*3 | *a*167 |
| Fairfield Normal Institute | Winnsboro', S. C | Presb | 4 | 360 |
| The Warner Institute | Jonesboro', Tenn | | 3 | 154 |
| Knoxville College | Knoxville, Tenn | Presb | 14 | 82 |
| Freedmen's Normal Institute | Maryville, Tenn | Friends | 13 | 211 |
| Le Moyne Normal Institute | Memphis, Tenn | Cong | 8 | 254 |
| Central Tennessee College, normal department | Nashville, Tenn | M. E | 6 | 173 |
| Nashville Normal and Theological Institute | Nashville, Tenn | Bapt | 6 | 205 |
| Normal department of Fisk University | Nashville, Tenn | Cong | 6 | 166 |
| Tillotson Collegiate and Normal Institute | Austin, Tex | | *a*3 | *a*158 |
| State Normal School of Texas for Colored Students | Prairie View, Tex | | *a*3 | *a*49 |
| Hampton Normal and Agricultural Institute *e* | Hampton, Va | Cong | *c*30 | *c*354 |
| St. Stephen's Normal School | Petersburg, Va | P. E | 8 | 370 |
| Storer College | Harper's Ferry, W. Va | | 5 | 245 |
| Miner Normal School | Washington, D. C | | *a*5 | *a*19 |
| Normal department of Howard University | Washington, D. C | Non-sect | 4 | 95 |
| Normal department of Wayland Seminary | Washington, D. C | Bapt | 6 | 94 |
| Total | | | 227 | 7,408 |

*a* In 1879.

*b* Included in university and college report.

*c* For all departments.

*d* No separate report for this department; see under institutions for secondary instruction, next page.

*e* In addition to the aid given by the American Missionary Association, this institute is aided from the income of Virginia's agricultural college land fund.

*Statistics of institutions for the instruction of the colored race for* 1880—Continued.

| Name. | Location. | Religious denomination. | Instructors. | Students. |
|---|---|---|---|---|
| INSTITUTIONS FOR SECONDARY INSTRUCTION. | | | | |
| Trinity Normal School | Athens, Ala | Non-sect | 2 | 216 |
| Lowery's Industrial Academy | Huntsville, Ala | | | |
| Talladega College | Talladega, Ala | Cong | 6 | 142 |
| Walden Seminary | Little Rock, Ark | M. E | 2 | 60 |
| Cookman Institute | Jacksonville, Fla | M. E | 4 | 175 |
| Florida Institute | Live Oak, Fla | Bapt | 2 | 91 |
| Clark University | Atlanta, Ga | M. E | 6 | 169 |
| Storrs School | Atlanta, Ga | Cong | *a*5 | *a*528 |
| Howard Normal Institute | Cuthbert, Ga | Cong | *a*3 | *a*66 |
| La Grange Seminary | La Grange, Ga | M. E | *a*4 | *a*140 |
| Lewis High School | Macon, Ga | Cong | 3 | 150 |
| Beach Institute | Savannah, Ga | Non-sect | 5 | 229 |
| La Têche Seminary | La Têche, La | M. E | 3 | 100 |
| Day School for Colored Children | New Orleans, La | R. C | | 80 |
| St. Augustine's School | New Orleans, La | R. C | 3 | 30 |
| St. Mary's School for Colored Girls | New Orleans, La | R. C | | 60 |
| St. Francis' Academy | Baltimore, Md | R. C | | *a*50 |
| Meridian Academy | Meridian, Miss | M. E | 2 | 100 |
| Natchez Seminary | Natchez, Miss | Bapt | 6 | 112 |
| Scotia Seminary | Concord, N. C | Presb | 7 | 181 |
| Washington School | Raleigh, N. C | Cong | *a*3 | *a*149 |
| Williston Academy | Wilmington, N. C | Cong | | |
| Albany Enterprise Academy | Albany, Ohio | Non-sect | 3 | 65 |
| Polytechnic and Industrial Institute | Bluffton, S. C | Non-sect | 8 | 266 |
| High School for Colored Pupils | Charleston, S. C | P. E | | |
| Wallingford Academy | Charleston, S. C | Presb | *a*6 | *a*433 |
| Brainerd Institute | Chester, S. C | Presb | 5 | *b*306 |
| Benedict Institute | Columbia, S. C | Bapt | 10 | 196 |
| Brewer Normal School | Greenwood, S. C | Cong | 1 | 75 |
| West Tennessee Preparatory School | Mason, Tenn | Meth | 2 | 104 |
| West Texas Conference Seminary | Austin, Tex | M. E | 3 | 101 |
| Wiley University | Marshall, Tex | M. E | 3 | 216 |
| School of the Bluestone Mission | Abbyville, Va | U. Presb | 4 | 245 |
| Thyne Institute | Chase City, Va | U. Presb | 3 | 251 |
| Richmond Institute | Richmond, Va | Bapt | 4 | 94 |
| Indian University | Tahlequah, Ind. Ter | Bapt | 2 | 57 |
| Total | | | 120 | 5,237 |
| UNIVERSITIES AND COLLEGES. | | | | |
| Atlanta University | Atlanta, Ga | Cong | *c*12 | 48 |
| Berea College | Berea, Ky | Cong | *c*13 | *ab*180 |
| Leland University | New Orleans, La | Bapt | *c*5 | *c*148 |
| New Orleans University | New Orleans, La | M. E | *a*5 | *a*92 |
| Straight University | New Orleans, La | Cong | 7 | 28 |
| Shaw University | Holly Springs, Miss | M. E | 5 | 223 |
| Alcorn University | Rodney, Miss | Non-sect | 9 | 123 |
| Biddle University | Charlotte, N. C | Presb | 8 | 140 |
| Wilberforce University | Wilberforce, Ohio | M. E | *a*15 | *ac*150 |
| Lincoln University | Lincoln University, Pa | Presb | 13 | 161 |
| Claflin University and College of Agriculture | Orangeburg, S. C | M. E | *a*10 | *a*165 |

*a* In 1879. *b* Includes normal students. *c* For all departments.

*Statistics of institutions for the instruction of the colored race for* 1880—Continued.

| Name. | Location. | Religious denomination. | Instructors. | Students. |
|---|---|---|---|---|
| UNIVERSITIES AND COLLEGES—Continued. | | | | |
| Central Tennessee College | Nashville, Tenn | M. E | 5 | 139 |
| Fisk University | Nashville, Tenn | Cong | 7 | 87 |
| Hampton Normal and Agricultural Institute | Hampton, Va | Cong | (*a*) | (*a*) |
| Howard University *b* | Washington, D. C | Non-sect | 5 | *b*33 |
| Total | | | 119 | 1,717 |
| SCHOOLS OF THEOLOGY. | | | | |
| Alabama Baptist Normal and Theological School | Selma, Ala | Bapt | 1 | 50 |
| Theological department of Talladega College | Talladega, Ala | Cong | 1 | 15 |
| Institute for the Education of Colored Ministers | Tuscaloosa, Ala | Presb | 1 | ..... |
| Atlanta Baptist Seminary | Atlanta, Ga | Bapt | *c*3 | *c*72 |
| Theological department of Leland University | New Orleans, La | Bapt | 1 | 41 |
| Theological department of Straight University | New Orleans, La | Cong | 1 | 23 |
| Centenary Biblical Institute | Baltimore, Md | M. E | *d*4 | *d*118 |
| Theological department of Shaw University | Holly Springs, Miss | M. E | 1 | 25 |
| Natchez Seminary | Natchez, Miss | Bapt | 4 | 18 |
| Theological department of Biddle University | Charlotte, N. C | Presb | 4 | 10 |
| Bennett Seminary | Greensboro', N. C | M. E | 1 | 5 |
| Theological department of Shaw University | Raleigh, N. C | Bapt | *c*2 | *c*59 |
| Theological Seminary of Wilberforce University | Wilberforce, Ohio | M. E | *c*7 | *c*16 |
| Theological department of Lincoln University | Lincoln University, Pa | Presb | *c*5 | *c*22 |
| Benedict Institute | Columbia, S. C | Bapt | ..... | 43 |
| Baker Theological Institute (Claflin University) | Orangeburg, S. C | M. E | *c*2 | *c*28 |
| Nashville Normal and Theological Institute | Nashville, Tenn | Bapt | 6 | 44 |
| Theological course in Fisk University | Nashville, Tenn | Cong | 2 | 15 |
| Theological department of Central Tennessee College. | Nashville, Tenn | M. E | 4 | 50 |
| Richmond Institute | Richmond, Va | Bapt | *d*4 | 60 |
| Theological department of Howard University | Washington, D. C | Non-sect | 4 | 50 |
| Wayland Seminary | Washington, D. C | Bapt | 7 | 36 |
| Total | | | 65 | 800 |
| SCHOOLS OF LAW. | | | | |
| Law department of Straight University | New Orleans, La | | 4 | 23 |
| Law department of Central Tennessee College | Nashville, Tenn | | 3 | 2 |
| Law department of Howard University | Washington, D. C | | 3 | 8 |
| Total | | | 10 | 33 |
| SCHOOLS OF MEDICINE. | | | | |
| Meharry Medical Department of Central Tennessee College. | Nashville, Tenn | | 8 | 22 |
| Medical department of Howard University | Washington, D. C | | 9 | 65 |
| Total | | | 17 | 87 |
| SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND. | | | | |
| Institution for Colored Blind and Deaf-Mutes | Baltimore, Md | | 3 | 32 |
| North Carolina Institution for the Deaf and Dumb and the Blind (colored department). | Raleigh, N. C | | *dc*15 | *e*90 |
| Total | | | 18 | 122 |

*a* Reported with normal schools.
*b* This institution is open to both races, and the figures are known to include some whites.
*c* In 1879.
*d* For all departments.
*e* For the years 1877–1879.

*Summary of statistics of institutions for the instruction of the colored race for* 1880.

| States and Territories. | Public schools. | | Normal schools. | | | Institutions for secondary instruction. | | |
|---|---|---|---|---|---|---|---|---|
| | School population. | Enrolment. | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. |
| Alabama | 170,413 | 72,007 | 6 | 25 | 1,148 | 3 | 8 | 358 |
| Arkansas | 54,332 | 17,743 | 2 | 15 | 365 | 1 | 2 | 60 |
| Delaware | 3,954 | 2,770 | ..... | ..... | ..... | ..... | ..... | ..... |
| Florida | 42,099 | 20,444 | ..... | ..... | ..... | 2 | 6 | 266 |
| Georgia | 197,125 | 86,399 | 2 | 2 | 424 | 6 | 26 | 1,282 |
| Kentucky | 66,564 | 23,902 | 1 | ..... | ..... | ..... | ..... | ..... |
| Louisiana | 134,184 | 34,476 | 2 | 7 | 275 | 4 | 6 | 270 |
| Maryland | 63,591 | 28,221 | 2 | 8 | 308 | 1 | ..... | 50 |
| Mississippi | 251,438 | 123,710 | 2 | 4 | 197 | 2 | 8 | 212 |
| Missouri | 41,489 | 22,158 | 1 | 4 | 97 | ..... | ..... | ..... |
| North Carolina | 167,554 | 89,125 | 6 | 23 | 687 | 3 | 10 | 330 |
| Ohio | ..... | ..... | ..... | ..... | ..... | 1 | 3 | 65 |
| Pennsylvania | ..... | ..... | 1 | ..... | 291 | ..... | ..... | ..... |
| South Carolina | 144,315 | 72,853 | 4 | 19 | 987 | 6 | 30 | 1,276 |
| Tennessee | 141,509 | 60,851 | 7 | 56 | 1,245 | 1 | 2 | 104 |
| Texas | 62,015 | 47,874 | 2 | 6 | 207 | 2 | 6 | 317 |
| Virginia | 240,980 | 68,600 | 2 | 38 | 724 | 3 | 11 | 590 |
| West Virginia | 7,749 | 4,071 | 1 | 5 | 245 | ..... | ..... | ..... |
| District of Columbia | 13,946 | 9,505 | 3 | 15 | 208 | ..... | ..... | ..... |
| Indian Territory | ..... | ..... | ..... | ..... | ..... | 1 | 2 | 57 |
| Total | 1,803,257 | 784,709 | 44 | 227 | 7,408 | 36 | 120 | 5,237 |

| States. | Universities and colleges. | | | Schools of theology. | | | Schools of law. | | |
|---|---|---|---|---|---|---|---|---|---|
| | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. |
| Alabama | ..... | ..... | ..... | 3 | 3 | 65 | ..... | ..... | ..... |
| Georgia | 1 | 12 | 48 | 1 | 3 | 72 | ..... | ..... | ..... |
| Kentucky | 1 | 13 | 180 | ..... | ..... | ..... | ..... | ..... | ..... |
| Louisiana | 3 | 17 | 268 | 2 | 2 | 64 | 1 | 4 | 23 |
| Maryland | ..... | ..... | ..... | 1 | 4 | 118 | ..... | ..... | ..... |
| Mississippi | 2 | 14 | 346 | 2 | 5 | 43 | ..... | ..... | ..... |
| North Carolina | 1 | 8 | 140 | 3 | 7 | 74 | ..... | ..... | ..... |
| Ohio | 1 | 15 | 150 | 1 | 7 | 16 | ..... | ..... | ..... |
| Pennsylvania | 1 | 13 | 161 | 1 | 5 | 22 | ..... | ..... | ..... |
| South Carolina | 1 | 10 | 165 | 2 | 2 | 71 | ..... | ..... | ..... |
| Tennessee | 2 | 12 | 226 | 3 | 12 | 109 | 1 | 3 | 2 |
| Virginia | 1 | ..... | ..... | 1 | 4 | 60 | ..... | ..... | ..... |
| District of Columbia | 1 | 5 | 33 | 2 | 11 | 86 | 1 | 3 | 8 |
| Total | 15 | 119 | 1,717 | 22 | 65 | 800 | 3 | 10 | 33 |

*Summary of statistics of institutions for the instruction of the colored race for* 1880—Cont'd.

| States. | Schools of medicine. | | | Schools for the deaf and dumb and the blind. | | |
|---|---|---|---|---|---|---|
| | Schools. | Teachers. | Pupils. | Schools. | Teachers. | Pupils. |
| Maryland | ..... | ..... | ..... | 1 | 3 | 32 |
| North Carolina | ..... | ..... | ..... | 1 | 15 | 90 |
| Tennessee | 1 | 8 | 22 | ..... | ..... | ..... |
| District of Columbia | 1 | 9 | 65 | ..... | ..... | ..... |
| Total | 2 | 17 | 87 | 2 | 18 | 122 |

*Table showing the number of schools for the colored race and enrolment in them by institutions without reference to States.*

| Class of institutions. | Schools. | Enrolment. |
|---|---|---|
| Public schools | *a*16,669 | 784,709 |
| Normal schools | 44 | 7,408 |
| Institutions for secondary instruction | 36 | 5,237 |
| Universities and colleges | 15 | 1,717 |
| Schools of theology | 22 | 800 |
| Schools of law | 3 | 33 |
| Schools of medicine | 2 | 87 |
| Schools for the deaf and dumb and the blind | 2 | 122 |
| Total | 16,793 | 860,113 |

*a* To these should be added 412 schools, having an enrolment of 21,457, in reporting free States, making total number of colored public schools 17,081, and total enrolment in them 806,166; this makes the total number of schools, as far as reported, 17,205, and total number of the colored race under instruction in them 821,570. The colored public schools of those States in which no separate reports are made, however, are not included.

## EDUCATION OF THE COLORED RACE.

From the census of 1870 it appeared that in the recent slave States there were some two and a half millions of colored people above fifteen years of age who were classed as illiterate, and less than 150,000 of school age who up to that date had attended school.

The final report of General O. O. Howard, Commissioner of the Bureau of Refugees, Freedmen, and Abandoned Lands, brought the account of colored schools under his supervision to July 1, 1870. The funds for the support of these schools were supplied by the National Government, benevolent societies, churches, and individuals; and the enrolment in schools of all classes was set down in his estimates at 247,000.

Although the former slave States, excepting Kentucky and Delaware, guaranteed school privileges to all children irrespective of race, the want of funds, existing prejudices, the paralyzing effects of civil war, and the general lack of experience in the organization of schools had prevented as yet satisfactory results from the statutory provisions. In the report of the Freedmen's Bureau it was estimated that a million and a half of the children of the colored race had never been brought under instruction, and the closing of that office excited gloomy apprehensions among those specially devoted to the education of the colored race. In the light of these facts the record of the decade must be regarded as affording a remarkable example of the growth of in-

telligent public sentiment, capacity, and effort in an untried field. The general progress in the work through the successive years from 1870 to 1880, inclusive, may be gathered from the statistical summary and from the review of this period under the respective States in the abstracts. By reference to the table it will be seen that in all the States, except Delaware, Kentucky, and Maryland, school funds were divided in proportion to school population without regard to race.

The enrolment in the colored public schools of the States which report the schools of the two races separately is 784,709, a larger number than heretofore reported. The enrolment in the schools of higher grade increases the total to 800,113.

The number of colored teachers has increased from year to year, and their qualifications have steadily improved. Indeed, the most striking feature in the progress of the work is the multiplication of normal schools and of normal departments for colored students, a result due to the harmony in opinion and intelligent foresight of the various agents concerned in the elevation of the freedmen. The amount of State aid extended to these institutions is at present $37,500.[1] Their main sources of revenue are contributions from religious societies and the appropriations from the Peabody fund. The amount realized from the latter source for 1880 was $31,500, including $600 for model schools and $16,600 for scholarships at the Nashville Normal School.

In addition to the normal schools, normal institutes for colored teachers are conducted in nearly all of the States, as noticed somewhat in detail in the abstracts. These teachers manifest great interest in the opportunities for improvement thus afforded, and the zeal displayed by superintendents and school officers in organizing the institutes is evidence of the impartial spirit with which they administer the trust committed to them. This work also depends very largely on the appropriations from the Peabody fund, which amounted in 1880 to $10,400.

It is impossible to ascertain the amount of money contributed by religious societies to the education of the colored people of the South, as the estimates are included in totals with other disbursements. Some idea of the extent to which these people have been aided in the work may be formed by an examination of the summary of institutions for the instruction of the colored race. Of the normal schools included in that table, 29 are under the auspices of religious denominations, 31 of the 36 institutions for secondary instruction, 13 of the 15 universities and colleges, and all of the schools of theology.

The following details are from reports for 1880 which have come to hand:

The American Missionary Association reports 8 chartered institutions, 12 high and normal schools, and 31 common schools established or aided by its funds. These numbered during the year 180 teachers, 20 matrons, clerks, &c., and 8,052 pupils. The most important single donation received during the year was $150,000 from Mrs. Valeria G. Stone, of Malden, Mass., to be applied to buildings for Fisk, Atlanta, Straight, and Tougaloo Universities and Talladega College.

The Freedmen's Aid Society of the Methodist Episcopal Church reports 6 chartered institutions, 3 theological schools, 1 medical college, and 10 institutions not chartered, having in all a total of 87 teachers and 2,970 pupils. The entire number of pupils who have been taught in its schools is estimated at 63,000, and the number taught by its pupils at 550,000. The estimated value of permanent school property is $250,000.

The American Baptist Home Missionary Society reports 8 institutions for the year 1880, having 1,191 students.[2]

It is generally asserted that the freedmen have made greater progress in education

[1] This sum does not include appropriations to Hampton Normal and Agricultural Institute and the normal department of Claflin University from the proceeds of the national land grant, or the appropriation to the normal department of Atlanta University, included in the $8,000 which the university receives annually from the State in lieu of a portion of the proceeds of the national land grant.

[2] It is estimated that the appropriations of the American Missionary Association, the Freedmen's Aid Society, the Baptist Home Missionary Society, and the Presbyterian Home Missionary Society for educational work in the South, chiefly for the negro race, together with the portion of the Peabody fund devoted to the same purpose, have amounted since the war to nearly $10,000,000.

during the decade than the whites previously deprived of education. While this result is partially due to the greater desire for improvement on the part of the freedmen, it should not be forgotten that their education has not been left to local ability, but has been substantially aided by constant contributions from the people of all the States. Nor should it be forgotten that, while the education of the colored people, as viewed from the standpoint of 1870, is very encouraging, the present provision for the work falls far short of the requirements.

In his last report, that of 1879, the late Dr. Barnas Sears, agent of the Peabody fund, stated that there were about two million children in the Southern States without instruction. Of these probably about one-half were colored.

The percentage of the white school population not enrolled in the schools is nearly as great as that of the colored, and in both cases these percentages represent a class of people who are able to contribute very little to the public revenues. In the present impoverished condition of nearly all the States under consideration, it seems impossible for them to bear even the burden of elementary education for the entire school population. The facts of the case will be understood by an examination of Table I, Part 2, pages xx–xxii.

Taking the States in which the Peabody fund has been disbursed, it will be seen that the per capita expenditure during the year ranges from 79 cents to $3.05, the average for the seven States which report under the heading being $1.91. In the remaining nineteen States which report, the expenditure per capita ranges from $4.75 to $15.26, the average being $7.26. Again, in eight States aided by the Peabody fund, the expenditure per capita of pupils enrolled in public schools averages $3.40. In twenty-three remaining States the average is $9.50.

Evidently the different sections of the country must continue to present very unequal school facilities unless something is done to bring the expenditures nearer a common standard.

Reference has been made to the work of training colored teachers, but it must be remembered that the number of those who receive the benefits of the better instruction is a very small fraction of the entire number employed, so that to all the other disadvantages must be added an unusually large proportion of incompetent teachers. They have zeal, but it is without knowledge.

In the rural districts the houses occupied by these schools are chiefly the churches of the colored people. This lack of well fitted buildings and appliances adds another special embarrassment to the progress of these schools.

Industrial training is as necessary for these people as mental and moral culture, while common humanity suggests the need of the immediate increase of the means for instruction in domestic economy, in the care of the sick, and in the theory and practice of public and private hygiene.

The conditions thus briefly enumerated give emphasis to the plea for national aid for elementary education, based upon the responsibility of the Government with reference to the freedmen.

The committee of the trustees of the Peabody fund, to which was referred the subject of the special needs of education in the South, presented a report at the annual meeting February 13, 1880, and offered the following resolution:

*Resolved*, That it is expedient that this board should present a memorial to Congress, praying that it may grant such aid as may be required to secure to the colored population of the Southern States the education which is necessary to fit them for the discharge of their duties as citizens of the United States.

In accordance with the report, a memorial was presented to both houses of Congress on the 8th of March of the same year, invoking national aid for the education of the colored population of the Southern States. Two bills were offered in Congress, the one in the Senate, the other in the House, each providing that the proceeds of the public lands shall be set apart for education, and that for the first ten years the apportionment among the States shall be made on the basis of the illiterate population over ten years of age.

PEABODY FUND.

*Table showing the amount and disposition of the sums disbursed from the Peabody fund from 1868 to 1880, inclusive.*

| | 1868. | 1869. | 1870. | 1871. | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | a1880. | Total. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *Dolls.* | *Dolls.* | *Dolls.* | *Dolls.* | *Dolls.* | *Dolls.* | *Dolls.* | *Dolls.* | *Dolls.* | *Dolls.* | *Dolls.* | *Dolls.* | *Dolls.* | *Dollars.* |
| Va.. | 4,750 | 12,700 | 10,300 | 15,950 | 29,700 | 36,700 | 31,750 | 23,350 | 17,800 | 18,250 | 15,350 | 9,850 | 6,800 | 233,250 |
| N. C | 2,700 | 6,350 | 7,650 | 8,750 | 8,250 | 9,750 | 14,300 | 16,900 | 8,050 | 4,900 | 4,500 | 6,700 | 3,050 | 101,850 |
| S. C. | 3,550 | 7,800 | 3,050 | 2,500 | 500 | 1,500 | 200 | 100 | 4,150 | 4,300 | 3,600 | 4,250 | 2,700 | 38,200 |
| Ga.. | 8,562 | 9,000 | 6,000 | 3,800 | 6,000 | 13,750 | 6,500 | 9,750 | 3,700 | 4,000 | 6,000 | 6,500 | 5,800 | 89,362 |
| Fla. | ..... | 1,850 | 6,950 | 6,550 | 6,200 | 7,700 | 9,900 | 1,800 | 1,000 | 6,500 | 3,900 | 3,000 | 2,600 | 57,950 |
| Ala. | 1,000 | 5,700 | 5,950 | 5,800 | 9,900 | 6,000 | 9,700 | 2,200 | 5,500 | 3,700 | 1,100 | 3,600 | 1,200 | 61,350 |
| Miss | 1,338 | 9,000 | 5,600 | 3,250 | 4,550 | 6,800 | 6,700 | 5,400 | 9,950 | 5,990 | 600 | 4,000 | 4,200 | 67,378 |
| La.. | 8,700 | 10,500 | 5,000 | 12,400 | 11,500 | ..... | 2,750 | 1,000 | 2,000 | 2,000 | 8,000 | 7,650 | 4,200 | 75,700 |
| Tex. | ..... | ..... | 1,000 | ..... | ..... | ..... | 1,000 | 1,350 | 4,450 | 10,800 | 8,550 | 7,700 | 16,000 | 50,850 |
| Ark. | ..... | 4,300 | 11,050 | 9,200 | 12,250 | 11,400 | 3,600 | 1,500 | 1,000 | 6,300 | 6,000 | 5,600 | 4,700 | 76,900 |
| Tenn | 4,800 | 11,900 | 15,050 | 22,650 | 23,250 | 27,800 | 33,100 | 27,150 | 10,100 | 15,850 | 14,600 | 12,000 | 1,900 | 220,150 |
| W.Va | ..... | 10,900 | 13,000 | 9,150 | 17,900 | 15,750 | 15,100 | 10,500 | 8,600 | 6,810 | 5,050 | 4,000 | 2,000 | 118,760 |
| Total. | 35,400 | 90,000 | 90,600 | 100,000 | 130,000 | 137,150 | 134,600 | 101,000 | 76,300 | 89,400 | 77,250 | 74,850 | 55,150 | 1,191,700 |

a The figures for 1880 are taken from the report of the general agent, dated February 17, 1880, which report covers a period of but four and a half months; the appropriations, however, appear to be those for the entire year, though the report is not specific on this point.

From the table it will be seen that the total disbursements from the Peabody fund since 1868 amount to $1,191,700. The sum distributed in 1880 was $55,150. The decrease in the appropriations during 1879 and 1880 resulted from the reduction of interest on United States Government bonds and changes in other securities. Prior to 1878 the money was chiefly applied to the support of elementary schools. During the last two years the amounts thus expended have been comparatively small, the fund being chiefly employed in the support of teachers' institutes, normal schools, and scholarships for students preparing to become teachers. A judicious use has been made of the Peabody medals as a means of stimulating pupils in the schools no longer needing substantial aid.

With reference to the policy recently pursued, Dr. Sears said in his report:

The school year has opened auspiciously; and our new policy of concentrating our efforts mainly on normal schools is received with great favor, proving that we were not mistaken in supposing that the public mind was prepared for the change we have made. The qualification of teachers is now a topic of absorbing interest in all the States. Scarcely a public meeting is held or an article written on the subject of education in which this point is not discussed. Attention is drawn to it in legislative bodies also, and the result begins to appear in their action.

The death of Dr. Barnas Sears,[1] which occurred on the 6th of July, 1880, deprived the South of a wise, zealous, and devoted friend and counsellor. Happily for the country, the views which he entertained and the plans which he elaborated in connection with his associates, the trustees of the Peabody fund, had been so fully set forth in his reports that the fruits of his experience are not sacrificed in his death.

[1] See obituary notice, p. 332.

TABLE II.—*Summary of school statistics of*

| | Cities. | Total population (census of 1880). | Legal school age. | School population. | Number of school buildings. | Number of sittings for study. | Number of teachers. | Number of days schools were taught. | Pupils. | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Whole number enrolled. | Average daily attendance. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | Mobile, Ala* | 29,132 | 7–21 | ..... | ..... | ..... | *a*125 | 172 | 4,659 | 4,014 |
| 2 | Selma, Ala | 7,529 | 7–21 | 1,757 | 2 | ..... | 14 | .... | 882 | 717 |
| 3 | Little Rock, Ark | 13,185 | 6–21 | 6,169 | 5 | 1,750 | 33 | 170 | 2,503 | 1,655 |
| 4 | Los Angeles, Cal* | 11,180 | 5–17 | 2,981 | 10 | ..... | 27 | 193 | 1,776 | 1,161 |
| 5 | Oakland, Cal | 34,556 | 5–17 | 8,108 | 19 | 6,200 | 129 | 202 | 5,996 | 5,067 |
| 6 | Sacramento, Cal* | 21,420 | 5–17 | 4,943 | 11 | ..... | 75 | 194 | 3,895 | ..... |
| 7 | San Francisco, Cal | 233,953 | 6–17 | 53,892 | 68 | ..... | 686 | 211 | 38,320 | 28,150 |
| 8 | Stockton, Cal | 10,287 | 5–17 | 2,182 | 8 | 1,954 | 33 | 198 | 2,031 | 1,298 |
| 9 | Denver, Colo. (⅝ of city) | 35,629 | 6–21 | 5,700 | 7 | 2,600 | 65 | 186 | 3,210 | 1,953 |
| 10 | Bridgeport, Conn | 29,148 | 4–16 | 6,641 | 18 | 4,318 | 91 | 199 | 5,229 | 3,529 |
| 11 | Danbury, Conn | 11,669 | 4–16 | 2,588 | ..... | ..... | 44 | .... | 2,271 | *e*1,554 |
| 12 | Greenwich, Conn | 7,892 | 4–16 | 1,887 | *d*19 | ..... | 29 | .... | 1,552 | 856 |
| 13 | Hartford, Conn | 42,553 | 4–16 | 9,652 | *d*17 | ..... | 140 | .... | 7,612 | *e*4,886 |
| 14 | Meriden, Conn | 18,340 | 4–16 | 4,179 | ..... | 2,544 | 48 | 194 | 3,148 | *e*1,868 |
| 15 | New Britain, Conn* | 13,978 | 4–16 | 3,118 | *d*11 | ..... | *e*39 | .... | 2,342 | *e*1,567 |
| 16 | New Haven, Conn | 62,882 | 4–16 | 13,897 | 26 | 9,596 | 230 | 198 | 11,897 | 7,931 |
| 17 | New London, Conn* | 10,529 | 4–16 | 2,037 | ..... | ..... | *e*41 | .... | 1,963 | *e*1,393 |
| 18 | Norwalk, Conn* | 13,956 | 4–16 | 3,141 | *d*12 | *d*3,200 | *e*48 | .... | 2,575 | *e*1,723 |
| 19 | Norwich, Conn*f* | 21,141 | 4–16 | 1,507 | 6 | 1,259 | 33 | 196 | 1,251 | 951 |
| 20 | Stamford, Conn | 11,298 | 4–16 | 2,549 | ..... | ..... | 32 | .... | 1,666 | *e*1,181 |
| 21 | Waterbury, Conn | 20,269 | 4–16 | 4,338 | *d*21 | ..... | 53 | .... | 3,506 | *e*2,525 |
| 22 | Wilmington, Del | 42,499 | 6–21 | ..... | 18 | 5,704 | 115 | 200 | 7,043 | 4,472 |
| 23 | Jacksonville, Fla* | 7,648 | 6–21 | 1,011 | 3 | 950 | 17 | 166 | 806 | ..... |
| 24 | Key West, Fla*i* | *j*9,890 | 6–21 | 3,415 | 5 | ..... | 17 | 165 | 1,168 | 828 |
| 25 | Atlanta, Ga | 37,409 | 6–18 | 10,500 | 12 | 3,650 | 68 | 175 | 4,100 | 2,609 |
| 26 | Augusta, Ga | 23,023 | 6–18 | 9,366 | *19 | ..... | *32 | 183 | 4,027 | ..... |
| 27 | Columbus, Ga | 10,123 | 6–18 | *d*2,863 | 7 | 1,160 | 23 | 182 | 1,359 | 1,086 |
| 28 | Macon, Ga*k* | *j*12,748 | 6–18 | 7,909 | 25 | 2,200 | 59 | 177 | 3,349 | 2,001 |
| 29 | Belleville, Ill | 10,682 | 6–21 | *d*4,532 | 4 | 2,000 | 40 | 197 | 1,961 | 1,780 |
| 30 | Chicago, Ill | 503,305 | 6–21 | 137,035 | 58 | 47,986 | 886 | 198 | 59,562 | 42,375 |
| 31 | Danville, Ill | 7,735 | 6–21 | 3,030 | 5 | 1,520 | 32 | 192 | 1,860 | 1,230 |
| 32 | Decatur, Ill* | 9,548 | 6–21 | 3,456 | ..... | ..... | 29 | .... | 1,786 | 1,347 |
| 33 | Elgin, Ill | 8,789 | 6–21 | 2,546 | 7 | 1,120 | 23 | 198 | 1,320 | 831 |
| 34 | Freeport, Ill* | 8,516 | 5–21 | ..... | 5 | 2,000 | 28 | 197 | 1,750 | 1,350 |
| 35 | Galesburg, Ill | 11,446 | 6–21 | 4,254 | 7 | 1,875 | 35 | 175 | 2,035 | 1,414 |
| 36 | Jacksonville, Ill* | 10,928 | 6–21 | 3,700 | 7 | 1,610 | 35 | 188 | 1,868 | 1,279 |

* From Report of the Commissioner of Education for 1879.
*a* Average number.
*b* Amount paid for teaching only.
*c* Assessed valuation.
*d* In 1878.
*e* For the winter term.

*cities containing 7,500 inhabitants and over.*

| Pupils. | | | | | Expenditures. | | | Average expenses per capita of daily average attendance 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 expenditures. | Instruction and supervision. | Incidental expenses. | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| ..... | $14,639,000 | $81,000 | 1 | $40,719 | ..... | $34,613 | $40,607 | ..... | ..... | 1 |
| ..... | ..... | 10,250 | ..... | 1,818 | ..... | 1,510 | *b*1,510 | ..... | ..... | 2 |
| 400 | *c*5,435,000 | 59,800 | 7 | 33,334 | $3,500 | 16,711 | 28,264 | $11 00 | $3 21 | 3 |
| 366 | *c*6,879,144 | 84,500 | .8 | 41,924 | 3,835 | 22,000 | 31,541 | 20 24 | 3 62 | 4 |
| 800 | 43,037,415 | 365,325 | 2.8 | 178,041 | 17,757 | 117,466 | 167,705 | 22 93 | 4 68 | 5 |
| 4,800 | *cd*12,000,000 | 221,500 | ..... | 96,923 | 8,633 | 51,148 | 76,899 | 23 00 | 11 00 | 6 |
| 6,652 | *c*217,487,074 | 3,060,000 | 2.46 | 967,732 | 42,276 | 562,109 | 875,448 | 22 70 | 4 53 | 7 |
| 117 | *c*6,000,000 | 135,236 | 1.7 | 66,343 | 400 | 29,118 | 37,120 | 23 12 | 5 85 | 8 |
| 500 | 32,000,000 | 403,000 | 8 | 107,435 | 43,500 | 30,000 | 107,352 | 16 89 | 5 56 | 9 |
| 525 | *c*11,720,503 | 163,950 | 3.25 | 66,066 | 454 | 42,566 | 61,337 | 12 68 | 4 57 | 10 |
| 124 | *c*5,185,300 | ..... | ..... | 35,469 | 1,810 | 18,208 | 27,604 | ..... | ..... | 11 |
| 143 | *c*3,590,067 | ..... | ..... | 12,580 | ..... | 10,810 | 12,580 | ..... | ..... | 12 |
| 1,706 | *c*45,558,490 | ..... | ..... | 184,474 | 1,434 | 107,577 | 155,932 | ..... | ..... | 13 |
| 700 | 8,938,214 | 173,759 | ..... | 32,000 | ..... | 26,010 | 30,640 | 14 48 | 2 18 | 14 |
| 470 | *c*4,619,659 | ..... | ..... | 26,271 | 644 | 18,689 | 26,271 | ..... | ..... | 15 |
| *1,500 | *60,000,000 | 650,000 | 3.5 | 218,485 | 28,502 | 134,148 | 193,586 | 17 44 | ..... | 16 |
| 40 | *c*6,567,581 | ..... | ..... | 25,066 | 200 | 18,756 | 25,066 | ..... | ..... | 17 |
| 139 | *c*6,034,499 | ..... | ..... | 31,194 | 69 | 23,029 | 30,557 | ..... | ..... | 18 |
| 140 | 9,095,890 | 95,150 | 2.5 | 28,841 | 135 | 17,381 | 28,841 | 20 37 | 6 14 | 19 |
| 626 | *c*6,648,145 | ..... | ..... | 29,040 | 7,992 | 16,733 | 29,041 | ..... | ..... | 20 |
| 399 | *c*7,810,731 | ..... | ..... | 53,178 | 10,430 | 23,106 | 46,761 | ..... | ..... | 21 |
| ..... | 23,000,000 | 268,000 | 2.5 | 75,104 | ..... | 48,758 | 65,540 | 11 26 | 3 39 | 22 |
| ..... | ..... | 22,200 | ..... | *g*14,200 | *g*100 | *gh*12,500 | *g*16,239 | ..... | ..... | 23 |
| 500 | 1,000,000 | 17,000 | ..... | 9,140 | 700 | 8,011 | 9,564 | 8 00 | ..... | 24 |
| 1,000 | 20,000,000 | 175,000 | ..... | 50,988 | ..... | ..... | 51,073 | ..... | ..... | 25 |
| 1,236 | 23,428,516 | 24,200 | 1.8 | 36,598 | 148 | 20,384 | 24,977 | ..... | ..... | 26 |
| 200 | 4,250,000 | 26,500 | 1.98 | 12,732 | 300 | 8,327 | 11,704 | 8 50 | 1 61 | 27 |
| 300 | *c*8,000,000 | 33,000 | 2 | 19,290 | 179 | 17,056 | 20,126 | ..... | ..... | 28 |
| 700 | 5,589,603 | 72,000 | 18.3 | 38,535 | 806 | 18,052 | 38,362 | 10 47 | 3 57 | 29 |
| 22,600 | *c*117,133,726 | 2,502,887 | 7.58 | 1,099,742 | 284,651 | 523,037 | 1,084,811 | 13 75 | 3 21 | 30 |
| 355 | 5,000,000 | 69,700 | 13.5 | 35,155 | 2,171 | 13,738 | 21,972 | 11 33 | 1 76 | 31 |
| ..... | ..... | ..... | ..... | ..... | 97 | *h*16,104 | 28,609 | 11 80 | ..... | 32 |
| 546 | 3,715,428 | 15,763 | 6.5 | 19,286 | 30 | 9,315 | 12,827 | 12 41 | 2 99 | 33 |
| 200 | 3,824,220 | 73,000 | 13 | 33,926 | 300 | *h*14,770 | 24,129 | ..... | ..... | 34 |
| ..... | 5,124,480 | 102,200 | 6.25 | 20,829 | ..... | 15,021 | 22,949 | 11 40 | 2 43 | 35 |
| 600 | 3,000,000 | 149,700 | 10.2 | 37,432 | 782 | 18,000 | 30,348 | 15 24 | 3 11 | 36 |

*f* The report here given, exclusive of population, is for the central school district only, which comprises about one-half of the city.
*g* Includes returns from entire county.
*h* Includes cost of supervision.
*i* Including Monroe County.
*j* For the city only.
*k* Including Bibb County.

TABLE II.—*Summary of school*

| | Cities. | Total population (census of 1880). | Legal school age. | School population. | Number of school buildings. | Number of sittings for study. | Number of teachers. | Number of days schools were taught. | Pupils. | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Whole number enrolled. | Average daily attendance. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 37 | Joliet, Ill | 11,659 | 6–21 | 3,600 | 7 | 1,784 | 41 | 197 | 2,038 | 1,604 |
| 38 | Ottawa, Ill* | 7,834 | 6–21 | 3,168 | 8 | 1,680 | 29 | 197 | 1,737 | 1,658 |
| 39 | Peoria, Ill | 29,319 | 6–21 | 9,670 | 10 | 4,150 | 76 | 195 | 4,761 | 3,386 |
| 40 | Quincy, Ill | 27,275 | 6–21 | 9,541 | 9 | 3,211 | 55 | 197 | 3,723 | 2,377 |
| 41 | Rockford, Ill | 13,136 | 6–21 | 3,884 | 11 | 2,500 | 57 | 196 | 2,105 | 1,833 |
| 42 | Rock Island, Ill | 11,661 | 6–21 | 3,426 | 10 | 2,220 | 37 | 178 | 2,166 | 1,587 |
| 43 | Springfield, Ill* | 19,746 | 6–21 | ..... | ..... | ..... | 54 | .... | 2,776 | 2,114 |
| 44 | Fort Wayne, Ind | 26,880 | 6–21 | 13,539 | 9 | 3,788 | 93 | 192 | 3,541 | 2,817 |
| 45 | Indianapolis, Ind | 75,074 | 6–21 | 26,789 | 28 | 10,925 | 219 | 194 | 13,936 | 8,925 |
| 46 | Logansport, Ind | 11,198 | 6–21 | 3,673 | 6 | 1,545 | 29 | 194 | 1,795 | 1,206 |
| 47 | Madison, Ind* | 8,945 | 6–21 | 5,400 | 7 | 1,800 | 42 | 200 | 1,745 | 1,218 |
| 48 | Richmond, Ind | 12,743 | 6–21 | 4,845 | 9 | 2,003 | 51 | .... | 2,219 | 1,627 |
| 49 | South Bend, Ind | 13,279 | 6–21 | 4 267 | 7 | 2,385 | 34 | 178 | 1,936 | 1,227 |
| 50 | Terre Haute, Ind | 26,040 | 6–21 | 8,096 | 11 | 3,681 | 78 | 195 | 4,138 | 2,975 |
| 51 | Vincennes, Ind* | 7,680 | 6–21 | 2,326 | 4 | ..... | 18 | 197 | 1,187 | ..... |
| 52 | Burlington, Iowa* | 19,450 | 5–21 | 6,350 | 12 | 3,724 | 67 | 194 | 3,339 | 2,331 |
| 53 | Clinton, Iowa | 9,052 | 5–21 | 3,200 | 8 | 1,375 | 28 | 188 | 1,819 | ..... |
| 54 | Council Bluffs, Iowa | 18,059 | 5–21 | 5,662 | *10 | ..... | 34 | 195 | 1,807 | 1,325 |
| 55 | Davenport, Iowa | 21,834 | 5–21 | 9,245 | 12 | 4,204 | 94 | 190 | 4,931 | 3,382 |
| 56 | Des Moines, west side, Iowa. | *e*22,408 | 5–21 | 3,576 | 5 | ..... | 41 | 184 | 2,322 | 1,562 |
| 57 | Dubuque, Iowa | 22,254 | 5–21 | 9,476 | 10 | 3,469 | 71 | 196 | 3,686 | 2,555 |
| 58 | Keokuk, Iowa* | 12,117 | 5–21 | 4,606 | 9 | 2,200 | 50 | 190 | 2,469 | 1,906 |
| 59 | Ottumwa, Iowa | 9,004 | 5–21 | 2,500 | 3 | 1,360 | 26 | 189 | 1,600 | 1,400 |
| 60 | Lawrence, Kans | 8,511 | 5–21 | 3,095 | *10 | 1,525 | 25 | 178 | 1,829 | 1,222 |
| 61 | Leavenworth, Kans | 16,550 | 5–21 | 6,257 | 8 | 2,800 | 34 | 179 | 3,060 | 2,154 |
| 62 | Topeka, Kans* | 15,451 | 5–21 | 2,816 | ..... | 1,692 | 30 | 180 | 1,935 | 1,607 |
| 63 | Covington, Ky | 29,720 | 6–20 | 10,094 | 5 | ..... | 60 | .... | 3,286 | 2,485 |
| 64 | Lexington, Ky* | 16,656 | *f*6–20 | 5,299 | 9 | *g*2,000 | 31 | 183*h* | 2,262 | 1,615 |
| 65 | Louisville, Ky | 123,758 | 6–20 | 46,587 | 30 | ..... | 325 | 204 | 19,990 | 13,498 |
| 66 | Newport, Ky | 20,433 | 6–20 | 6,780 | 5 | 2,510 | 44 | 204 | 2,692 | 2,032 |
| 67 | Paducah, Ky | 8,036 | 6–21 | *i*1,980 | *j*4 | *j*900 | *j*15 | 213 | *j*882 | *j*698 |
| 68 | New Orleans, La | 216,140 | 6–18 | 56,947 | *69 | ..... | 407 | 182 | 17,886 | 15,190 |
| 69 | Auburn, Me | 9,556 | 4–21 | 3,078 | 35 | 3,400 | 40 | 174 | 2,742 | 1,376 |
| 70 | Augusta, Me | 8,666 | 4–21 | 2,233 | 29 | 1,800 | 46 | .... | 1,200 | 945 |
| 71 | Bangor, Me | 16,857 | 5–21 | 5,479 | 35 | *3,624 | 71 | 188 | 3,120 | *k*2,458 |
| 72 | Biddeford, Me | 12,652 | 4–21 | 3,911 | 21 | 1,700 | 33 | .... | 2,380 | *k*1,292 |

* From Report of the Commissioner of Education for 1879.

*a* Includes pay of janitors and salaries of secretaries and other officers.

*b* Assessed valuation.

*c* Includes cost of supervision.

*d* Including State taxes.

*statistics of cities, &c.*—Continued.

| Pupils. | | | | | Expenditures. | | | Average expenses per capita of daily average attendance 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 expenditures. | Instruction and supervision. | Incidental expenses. | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 676 | $5,915,340 | $66,062 | 6.6 | $29,387 | $830 | *a*$16,489 | $23,498 | ..... | ..... | 37 |
| ..... | *b*1,465,511 | 80,050 | 16 | 32,518 | 1,700 | 13,750 | 26,922 | $12 00 | $2 25 | 38 |
| 1,677 | 21,428,000 | 217,700 | 6 | 57,986 | 15,046 | 34,176 | 63,831 | ..... | ..... | 39 |
| 1,800 | 16,000,000 | 200,700 | 4.68 | 40,785 | ..... | 25,502 | 38,274 | 11 29 | 2 80 | 40 |
| 500 | 3,861,005 | 121,500 | 5.9 | 25,674 | ..... | 18,286 | 25,873 | 10 00 | 2 00 | 41 |
| 410 | 7,744,221 | 102,300 | 10 | 32,811 | 250 | 15,720 | 31,562 | 11 35 | 4 53 | 42 |
| ..... | ..... | ..... | ..... | 30,446 | ..... | *c*25,279 | 28,070 | ..... | ..... | 43 |
| 3,000 | 11,809,110 | 224,650 | 3.3 | 138,490 | 3,037 | 39,405 | 60,608 | 16 81 | 3 63 | 44 |
| *1,597 | *b*50,255,000 | 968,782 | 1.8 | 268,171 | 61,005 | 122,877 | 244,637 | 14 74 | 4 65 | 45 |
| 745 | *b*3,723,330 | 145,850 | 2.5 | 51,658 | 940 | 13,647 | 49,295 | 12 55 | 3 24 | 46 |
| 1,000 | 5,500,000 | 88,000 | ..... | 51,150 | 3,425 | 18,541 | 40,007 | ..... | ..... | 47 |
| 665 | *10,600,000 | 80,300 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 48 |
| *600 | 9,000,000 | 107,000 | 14 | 38,970 | 770 | 13,027 | 21,130 | 9 90 | 5 49 | 49 |
| 972 | *25,000,000 | 226,558 | *d*3.7 | 70,658 | 1,087 | 41,388 | 53,683 | 14 75 | 2 69 | 50 |
| 594 | ..... | 75,000 | ..... | 11,450 | ..... | 9,900 | 15,372 | ..... | ..... | 51 |
| 1,200 | 10,000,000 | 150,000 | 8 | 62,043 | 4,504 | 35,655 | 51,727 | 16 00 | 4 25 | 52 |
| 350 | ..... | 83,500 | 13 | 22,032 | 0 | 12,642 | 21,876 | ..... | ..... | 53 |
| 200 | 10,000,000 | 138,500 | 13 | 68,052 | 14,904 | 18,804 | 41,361 | 15 69 | 4 66 | 54 |
| ..... | 16,000,000 | 291,200 | 10 | 100,788 | 556 | *c*55,036 | 64,798 | 16 68 | 2 82 | 55 |
| 600 | 6,500,000 | 168,300 | 13 | 65,618 | 6,805 | 24,516 | 55,271 | 16 65 | 6 53 | 56 |
| 1,750 | 12,885,310 | 160,000 | 7.5 | 50,440 | 3,128 | 35,347 | 49,662 | 14 22 | 4 37 | 57 |
| 200 | 6,000,000 | 100,000 | 6.5 | 49,000 | 300 | 21,700 | 34,700 | 12 50 | ..... | 58 |
| 150 | *3,522,960 | 57,700 | ..... | *28,016 | ..... | ..... | *35,692 | *14 02 | *3 29 | 59 |
| 200 | *b*1,556,583 | *100,000 | ..... | 20,423 | 155 | 11,788 | 18,932 | ..... | ..... | 60 |
| 883 | 8,000,000 | 177,500 | 5 | 40,423 | ..... | *a*19,009 | 35,455 | 8 73 | 1 67 | 61 |
| ..... | 2,430,181 | 111,000 | 8 | 21,259 | ..... | 14,252 | 19,682 | 11 24 | ..... | 62 |
| 3,000 | 18,000,000 | 201,000 | 2.5 | 55,604 | 4,000 | 32,987 | 56,317 | ..... | ..... | 63 |
| 600 | 5,000,000 | 29,000 | 1.5 | 14,658 | ..... | ..... | 18,319 | ..... | ..... | 64 |
| ..... | 66,208,000 | 866,390 | 4.5 | 213,760 | 0 | 133,697 | 197,699 | 12 19 | 2 45 | 65 |
| ..... | 12,000,000 | 133,500 | 2.5 | 30,144 | 0 | 19,634 | 27,898 | 10 40 | 1 87 | 66 |
| 300 | 4,000,000 | *j*52,050 | 3.5 | *j*8,936 | 0 | *j*6,750 | *j*8,696 | *j*9 67 | *j*2 79 | 67 |
| *12,000 | *b*97,350,470 | 635,000 | ..... | 218,844 | 2,480 | 198,199 | 250,444 | 12 80 | 3 03 | 68 |
| ..... | 5,180,000 | 143,000 | ..... | 16,880 | 646 | 13,207 | 17,164 | 9 60 | 2 95 | 69 |
| 100 | 4,768,828 | 80,000 | 2.25 | 19,667 | 500 | 10,000 | 17,372 | 12 00 | ..... | 70 |
| *300 | *12,000,000 | 150,000 | ..... | 28,207 | ..... | ..... | 30,564 | 9 17 | ..... | 71 |
| 200 | *b*5,682,000 | 70,000 | ..... | 19,445 | ..... | 13,000 | 19,500 | ..... | ..... | 72 |

*e* For the entire city.
*f* For colored children, 6 to 16.
*g* In 1878.
*h* In colored schools, 160.
*i* Whites only.
*j* For white schools only.
*k* For the winter term.

TABLE II.—*Summary of school*

| | Cities. | Total population (census of 1880). | Legal school age. | School population. | Number of school buildings. | Number of sittings for study. | Number of teachers. | Number of days schools were taught. | Pupils. | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Whole number enrolled. | Average daily attendance. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 73 | Lewiston, Me* | 19,083 | 4–21 | 5,974 | 29 | ..... | 76 | (*a*) | 3,558 | 2,061 |
| 74 | Portland, Me | 33,810 | 4–21 | 10,660 | 15 | 5,981 | 128 | 200 | 6,797 | 4,347 |
| 75 | Rockland, Me | 7,599 | 4–21 | 2,168 | 11 | 1,700 | 31 | 138 | 1,336 | 1,102 |
| 76 | Baltimore, Md | 332,190 | 6–21 | 86,961 | 64 | ..... | 822 | 180 | 48,066 | 29,961 |
| 77 | Cumberland, Md* *d* | *c*10,693 | 6–21 | 8,000 | ..... | ..... | 130 | .... | 6,883 | ..... |
| 78 | Frederick, Md* | 8,659 | 6–20 | ..... | 4 | ..... | 19 | 154 | 1,234 | 825 |
| 79 | Boston, Mass | 362,535 | 5–15 | 57,703 | 161 | 55,646 | 1,201 | 203 | 59,768 | 46,130 |
| 80 | Brockton, Mass | 13,608 | 5–15 | 2,278 | 20 | 2,748 | 43 | 197 | 2,431 | 1,960 |
| 81 | Brookline, Mass* | 8,053 | 5–15 | 1,303 | ..... | ..... | 36 | .... | 1,473 | ..... |
| 82 | Cambridge, Mass | 52,740 | 5–15 | 9,390 | 29 | 9,124 | 182 | 197 | 8,537 | 6,614 |
| 83 | Chelsea, Mass* | 21,785 | 5–15 | 3,313 | ..... | ..... | 69 | .... | 3,901 | 2,699 |
| 84 | Chicopee, Mass | 11,325 | 5–15 | 2,186 | 14 | 1,569 | 35 | 196 | 1,657 | 923 |
| 85 | Fitchburg, Mass | 12,405 | 5–15 | 2,344 | 19 | 3,253 | 58 | 190 | 2,701 | 1,818 |
| 86 | Gloucester, Mass | 19,329 | 5–15 | 4,008 | 24 | 4,032 | 89 | 200 | 4,126 | 3,223 |
| 87 | Haverhill, Mass | 18,475 | 5–15 | 3,600 | ..... | 3,045 | 88 | 198 | 3,346 | 2,364 |
| 88 | Holyoke, Mass | 21,851 | 5–15 | 4,267 | 12 | 2,273 | 82 | 198½ | 3,741 | 1,789 |
| 89 | Lawrence, Mass | 39,178 | 5–15 | 6,865 | 20 | *4,600 | 118 | .... | 4,800 | 4,232 |
| 90 | Lowell, Mass | 59,485 | 5–15 | 9,121 | *g*39 | *g*7,802 | 160 | .... | 12,211 | 6,045 |
| 91 | Lynn, Mass* | 38,284 | 5–15 | 5,792 | 31 | 5,575 | 109 | 205 | 6,233 | 4,711 |
| 92 | Malden, Mass | 12,017 | 5–15 | 2,082 | 11 | 2,504 | 54 | 201 | 2,924 | 1,963 |
| 93 | Marlborough, Mass | 10,126 | 5–15 | 2,121 | 13 | 2,100 | 42 | 178 | 2,267 | 1,654 |
| 94 | Milford, Mass* | 9,310 | 5–15 | 2,138 | ..... | ..... | 42 | .... | 2,349 | 1,695 |
| 95 | New Bedford, Mass* | 26,875 | 5–15 | *g*4,208 | 23 | ..... | 106 | .... | 4,500 | 4,207 |
| 96 | Newburyport, Mass* | 13,537 | 5–15 | 2,461 | ..... | 2,241 | 46 | .... | 2,295 | 1,530 |
| 97 | Newton, Mass | 16,995 | 5–15 | 3,182 | 17 | 3,000 | 80 | 195 | 3,397 | 2,571 |
| 98 | Northampton, Mass | 12,172 | 5–15 | 2,089 | 25 | 2,300 | 54 | 160*h* | 2,176 | 1,656 |
| 99 | Pittsfield, Mass | 13,367 | 5–15 | 2,521 | 27 | 2,313 | 67 | 188 | 2,716 | 1,774 |
| 100 | Quincy, Mass* | 10,529 | 5–15 | 1,900 | 7 | ..... | 45 | 197 | 1,910 | 1,461 |
| 101 | Salem, Mass* | 27,598 | 5–15 | 4,673 | 17 | 4,431 | 101 | 205 | 4,272 | 2,936 |
| 102 | Somerville, Mass | 24,985 | 5–15 | 5,054 | 18 | 4,944 | 92 | 188 | 5,540 | 4,003 |
| 103 | Springfield, Mass | 33,340 | 5–15 | 5,865 | 25 | 5,707 | 120 | 200 | 6,292 | 4,462 |
| 104 | Taunton, Mass | 21,213 | 5–15 | 3,464 | 31 | 3,801 | 84 | 195 | 3,931 | 2,898 |
| 105 | Waltham, Mass | 11,711 | 5–15 | 2,146 | 12 | 2,238 | 49 | 195 | 2,306 | 1,653 |
| 106 | Weymouth, Mass* | 10,571 | 5–15 | 2,012 | ..... | ..... | 60 | .... | 2,102 | 1,762 |
| 107 | Woburn, Mass | 10,938 | 5–15 | 2,399 | 23 | 2,503 | 50 | 200 | 2,280 | 1,834 |
| 108 | Worcester, Mass | 58,295 | 5–15 | 10,988 | 38 | 9,834 | 218 | 189 | 11,452 | 7,913 |
| 109 | Adrian, Mich | 7,849 | 5–20 | ..... | 5 | 1,613 | 29 | .... | 1,393 | 1,000 |
| 110 | Ann Arbor, Mich | 8,061 | 5–20 | 2,483 | 6 | 1,200 | 35 | 198 | 1,877 | 1,419 |
| 111 | Bay City, Mich* | 20,693 | 5–20 | 4,211 | 7 | 2,000 | 45 | 194 | 2,814 | 1,594 |

* From Report of the Commissioner of Education for 1879.

*a* Rural schools, 167 days; primary and intermediate, 180; grammar, 184; high, 181.

*b* Assessed valuation.

*c* Includes cost of supervision.

*statistics of cities, &c.*—Continued.

| Pupils. | | | | | Expenditures. | | | Average expenses per capita of daily average attendance 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 expenditures. | Instruction and supervision. | Incidental expenses. | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 260 | *b*$9, 152, 121 | $176, 200 | 2. 5 | $32, 498 | $2, 765 | *c*$25, 323 | $32, 444 | $12 05 | $3 38 | 73 |
| 1, 330 | 31, 153, 656 | 350, 000 | 2. 5 | 94, 144 | 13, 432 | 59, 415 | 94, 144 | 13 72 | 4 38 | 74 |
| 0 | 3, 616, 962 | 50, 000 | 3. 8 | 11, 243 | ..... | 8, 811 | 11, 147 | 8 22 | 1 89 | 75 |
| *14, 000 | 250, 000, 000 | 1, 208, 367 | 1. 7 | 617, 153 | 7, 638 | 481, 310 | 617, 152 | 16 21 | 4 13 | 76 |
| ..... | *b*18, 000, 000 | 250, 000 | ..... | 53, 240 | ..... | ..... | ..... | ..... | ..... | 77 |
| 300 | ..... | 19, 000 | ..... | 7, 296 | 85 | 5, 668 | 7, 296 | 6 87 | 1 87 | 78 |
| *6, 722 | 613, 322, 691 | 7, 466, 650 | ..... | 1, 702, 082 | 136, 878 | 1, 108, 579 | 1, 693, 165 | 24 61 | 9 12 | 79 |
| 0 | *b*6, 300, 000 | 90, 725 | ..... | 27, 854 | 1, 100 | 19, 936 | 27, 707 | ..... | ..... | 80 |
| ..... | *b*22, 493, 900 | 116, 500 | ..... | 36, 290 | ..... | ..... | ..... | ..... | ..... | 81 |
| 1, 748 | *b*49, 629, 060 | 590, 000 | 3. 2 | 163, 048 | 7, 936 | 128, 816 | 163, 348 | 19 88 | 3 56 | 82 |
| 443 | *b*15, 377, 402 | ..... | ..... | 47, 491 | ..... | *f*47, 491 | 49, 491 | ..... | ..... | 83 |
| 1, 030 | 6, 534, 368 | 75, 600 | 6. 2 | 28, 403 | 770 | 15, 938 | 29, 501 | 19 00 | ..... | 84 |
| 30 | *b*9, 132, 844 | 170, 243 | 3. 7 | 36, 003 | 2, 924 | 26, 080 | 38, 458 | 15 74 | 4 32 | 85 |
| 35 | 12, 151, 725 | 116, 150 | 4. 26 | 69, 332 | 21, 300 | 31, 143 | 67, 912 | 10 82 | 3 63 | 86 |
| 125 | 9, 861, 955 | 269, 275 | 4. 56 | 46, 327 | 2, 700 | 37, 764 | 52, 728 | 15 98 | 5 19 | 87 |
| 1, 566 | 13, 344, 921 | 141, 818 | 4. 26 | 36, 432 | 8, 160 | 26, 100 | 46, 121 | 17 72 | 6 54 | 88 |
| 1, 200 | 30, 000, 000 | 300, 000 | 2. 5 | 69, 663 | ..... | 55, 632 | 69, 663 | ..... | ..... | 89 |
| 700 | *b*41, 102, 017 | *g*492, 300 | ..... | 183, 546 | 34, 017 | 102, 749 | 168, 971 | ..... | ..... | 90 |
| 115 | 22, 487, 864 | 493, 500 | 4 | 86, 817 | 1, 200 | *c*62, 887 | 90, 701 | 13 71 | 4 19 | 91 |
| 154 | 14, 000, 000 | 204, 100 | 3. 5 | 38, 513 | 500 | 26, 966 | 39, 374 | 15 30 | 5 34 | 92 |
| 300 | *b*3, 562, 563 | 48, 100 | 5. 61 | 21, 238 | 191 | 14, 887 | 21, 074 | 9 47 | 3 27 | 93 |
| 90 | *b*4, 375, 096 | ..... | ..... | 22, 594 | ..... | 15, 952 | 23, 404 | ..... | ..... | 94 |
| 230 | *b*25, 772, 718 | ..... | ..... | 75, 000 | ..... | *f*76, 404 | 78, 832 | ..... | ..... | 95 |
| 193 | *b*7, 409, 588 | ..... | ..... | 25, 331 | ..... | *f*26, 066 | 26, 815 | ..... | ..... | 96 |
| 150 | 30, 000, 000 | 467, 500 | 3. 32 | 84, 113 | 0 | 61, 688 | 83, 613 | 22 95 | 5 84 | 97 |
| 160 | 7, 131, 900 | 96, 000 | 3. 3 | 23, 615 | 0 | 17, 796 | 23, 475 | 11 35 | 2 82 | 98 |
| 175 | 7, 414, 405 | 78, 300 | 3. 34 | 31, 201 | 395 | 21, 675 | 31, 267 | 12 95 | 4 45 | 99 |
| 54 | ..... | 119, 000 | ..... | 42, 065 | 8, 000 | 23, 244 | 38, 666 | ..... | ..... | 100 |
| 950 | 26, 000, 000 | 326, 530 | 5. 5 | 81, 076 | 14, 262 | 57, 920 | 81, 077 | 20 58 | 5 93 | 101 |
| 540 | *b*20, 458, 100 | 312, 000 | 3. 93 | 80, 000 | ..... | 60, 715 | 79, 624 | 15 61 | 4 27 | 102 |
| 475 | *b*31, 148, 675 | 553, 500 | 2. 8 | 90, 521 | 1, 599 | 67, 104 | 90, 550 | 15 71 | 4 58 | 103 |
| 113 | 20, 291, 797 | 220, 000 | 3 | 46, 380 | 300 | 35, 251 | 46, 680 | 14 21 | 3 98 | 104 |
| 103 | *b*8, 827, 150 | 196, 800 | 3. 8 | 34, 228 | 22, 600 | 24, 636 | 54, 849 | ..... | ..... | 105 |
| 40 | *b*5, 293, 032 | ..... | ..... | 25, 908 | 50 | *f*24, 500 | 26, 350 | ..... | ..... | 106 |
| 50 | 8, 258, 033 | 94, 500 | 3. 3 | 34, 201 | 244 | 22, 587 | 31, 185 | 13 29 | 3 57 | 107 |
| 1, 600 | 45, 000, 000 | 892, 743 | 3. 57 | 144, 207 | 24, 569 | 112, 597 | 167, 559 | 14 97 | 3 60 | 108 |
| ..... | ..... | 109, 500 | ..... | 32, 163 | ..... | 12, 198 | 31, 800 | ..... | ..... | 109 |
| 200 | 4, 712, 760 | 140, 500 | 1. 3 | 28, 522 | 1, 471 | 16, 151 | 28, 428 | 11 90 | 2 91 | 110 |
| 540 | 7, 651, 130 | 145, 000 | 2. 25 | 51, 687 | 6, 048 | 18, 886 | 44, 356 | 12 60 | 6 91 | 111 |

*d* Includes Alleghany County.
*e* For the city only.
*f* Includes some incidental expenses.
*g* In 1878.
*h* In high school, 195.

TABLE II.—*Summary of school*

| | Cities. | Total population (census of 1880). | Legal school age. | School population. | Number of school buildings. | Number of sittings for study. | Number of teachers. | Number of days schools were taught. | Pupils. | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Whole number enrolled. | Average daily attendance. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 112 | Detroit, Mich | 116,342 | 5-20 | 39,467 | 28 | 13,208 | 250 | 196 | 15,719 | 10,818 |
| 113 | East Saginaw, Mich | 19,016 | 5-20 | 5,885 | 11 | 2,843 | 54 | 178 | 3,011 | 2,239 |
| 114 | Flint, Mich* | 8,410 | 5-20 | 2,441 | 6 | 1,699 | 34 | 196 | 1,823 | 1,163 |
| 115 | Grand Rapids, Mich | 32,015 | 5-20 | 9,784 | 16 | 4,485 | 106 | 195 | 5,727 | 3,590 |
| 116 | Muskegon, Mich | 11,262 | 5-20 | 3,807 | 7 | 1,400 | 33 | 197 | 1,786 | 1,018 |
| 117 | Port Huron, Mich | 8,883 | 5-20 | ..... | ..... | ..... | ..... | 197 | ..... | ..... |
| 118 | Saginaw, Mich | 10,525 | 5-20 | 3,245 | 6 | 1,616 | 34 | 195 | 1,776 | 1,265 |
| 119 | Minneapolis, Minn | 46,887 | 6-21 | 12,806 | 14 | 5,618 | 120 | 194 | 6,142 | 4,248 |
| 120 | St. Paul, Minn | 41,498 | 6-21 | ..... | 14 | 3,728 | 96 | 198 | 4,338 | 3,030 |
| 121 | Stillwater, Minn | 9,054 | 5-21 | ..... | 4 | 1,100 | 20 | 176 | 1,100 | 800 |
| 122 | Winona, Minn | 10,208 | 5-21 | ..... | 3 | ..... | 31 | 198 | 1,713 | 1,166 |
| 123 | Vicksburg, Miss* | 11,814 | 5-21 | 3,000 | 2 | ..... | 21 | .... | 1,196 | ..... |
| 124 | Hannibal, Mo* | 11,074 | 6-20 | 3,304 | 8 | 1,630 | 28 | 176 | 1,967 | 1,323 |
| 125 | Kansas City, Mo* | 55,787 | 6-20 | 11,325 | 9 | 4,600 | 62 | 195 | 5,259 | 3,140 |
| 126 | St. Joseph, Mo | 32,461 | 6-20 | 8,908 | 19 | 3,140 | 58 | 198 | 3,820 | 2,579 |
| 127 | St. Louis, Mo | 350,522 | 6-20 | 106,372 | 108 | 47,099 | 1,044 | 197 | 55,780 | 36,449 |
| 128 | Sedalia, Mo* | 9,561 | 6-20 | 2,877 | 6 | 1,515 | 21 | 179 | 1,843 | 1,210 |
| 129 | Omaha, Nebr | 30,518 | 5-21 | 7,381 | 10 | 3,700 | *e*57 | 197 | 3,716 | ..... |
| 130 | Virginia City, Nev*f*. | 10,917 | 6-18 | 2,559 | 5 | 1,545 | 32 | 202 | 2,260 | 1,276 |
| 131 | Dover, N. H | 11,687 | 5-15 | 2,350 | 22 | 2,015 | 46 | 175 | 1,880 | 1,436 |
| 132 | Manchester, N. H | 32,630 | 5-15 | *g*4,774 | 24 | 3,754 | 86 | 188 | 4,350 | 2,818 |
| 133 | Nashua, N. H | 13,397 | 5-15 | *b*2,072 | 16 | 2,140 | 52 | 176 | 2,526 | 1,630 |
| 134 | Portsmouth, N. H | 9,690 | 5- | 2,251 | 13 | ..... | 35 | 198 | 1,891 | ..... |
| 135 | Camden, N. J | 41,659 | 5-18 | *g*12,637 | 16 | 10,000 | 140 | 200 | 7,935 | 7,291 |
| 136 | Elizabeth, N. J | 28,229 | 5-18 | 7,710 | 5 | 2,686 | 50 | 204 | 3,426 | 2,241 |
| 137 | Jersey City, N. J | 120,722 | 5-18 | 41,226 | 20 | 14,324 | 328 | 204 | 22,776 | 12,905 |
| 138 | Newark, N. J* | 136,508 | 5-18 | 41,935 | 31 | 15,047 | 270 | 205 | 19,478 | 11,100 |
| 139 | New Brunswick, N. J. | 17,166 | 5-18 | 6,145 | 6 | 2,175 | 48 | 198 | 2,565 | 1,780 |
| 140 | Orange, N. J | 13,207 | 5-18 | 3,792 | 4 | 1,329 | 32 | 201 | 1,682 | 983 |
| 141 | Paterson, N. J | 51,031 | 5-18 | 13,672 | 11 | 5,537 | 142 | 200 | 7,901 | 4,750 |
| 142 | Plainfield, N. J | 8,126 | 5-18 | 2,019 | ..... | 1,000 | 24 | .... | 1,258 | 937 |
| 143 | Trenton, N. J | 29,910 | 5-18 | 7,281 | 12 | 2,700 | 67 | 205 | 3,583 | 2,255 |
| 144 | Albany, N. Y | 90,903 | 5-21 | 35,411 | 26 | 11,485 | 229 | 203 | 14,049 | 9,175 |
| 145 | Auburn, N. Y | 21,924 | 5-21 | 6,079 | 11 | 3,116 | 66 | 195 | 3,049 | 2,232 |
| 146 | Binghamton, N. Y | 17,315 | 5-21 | 4,837 | 9 | 2,933 | 58 | 205 | 3,147 | 2,166 |
| 147 | Brooklyn, N. Y | 566,689 | 5-21 | *g*181,083 | 60 | 64,228 | 1,315 | 205 | 96,663 | 52,677 |
| 148 | Buffalo, N. Y | 155,137 | 5-21 | *g*56,000 | 42 | ..... | 439 | 199 | 18,606 | 14,555 |
| 149 | Cohoes, N. Y | 19,418 | 5-21 | 7,991 | 8 | 2,110 | 50 | 204 | 2,674 | 1,601 |
| 150 | Elmira, N. Y | 20,541 | 5-21 | 6,717 | 6 | 4,296 | 76 | 196 | 4,253 | 3,032 |

* From Report of the Commissioner of Education for 1879. *b* In 1878.
*a* Assessed valuation. *c* Includes cost of supervision.

*statistics of cities, &c.*—Continued.

| Pupils. | | | | | | Expenditures. | | | Average expenses per capita of daily average attendance 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 expenditures. | Instruction and supervision. | Incidental expenses. | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 6,514 | $84,363,790 | $864,000 | 2.15 | $310,547 | $20,625 | $151,186 | $214,036 | $12 92 | $3 65 | 112 |
| 476 | 7,516,635 | 177,500 | 5.2 | 43,154 | 1,506 | 26,055 | 42,545 | 12 00 | 4 87 | 113 |
| 259 | 4,386,186 | 125,000 | 5.8 | 30,809 | 500 | 13,096 | 27,853 | ..... | ..... | 114 |
| 1,000 | 25,000,000 | 349,000 | 8.1 | 95,424 | 8,823 | 45,995 | 79,052 | 13 36 | 3 03 | 115 |
| 500 | *a**1,214,755 | 81,309 | ..... | 28,075 | 1,102 | 11,792 | 26,319 | 12 05 | 3 62 | 116 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 117 |
| 500 | 4,000,000 | 100,000 | 6.96 | 33,115 | 200 | 12,406 | 25,690 | 10 73 | 2 38 | 118 |
| 1,000 | 35,123,599 | 378,762 | 3 | 117,016 | 5,131 | 68,729 | 108,444 | 16 18 | 3 04 | 119 |
| 1,800 | *a*23,000,000 | 251,000 | 2.5 | 154,298 | 7,500 | 53,344 | 133,399 | 18 26 | 5 28 | 120 |
| 600 | 4,000,000 | 100,500 | 2.6 | 27,991 | 998 | 9,234 | 24,120 | 12 79 | 9 20 | 121 |
| 500 | 4,512,984 | 137,500 | ..... | 45,476 | ..... | 14,956 | 28,974 | ..... | ..... | 122 |
| ..... | *a*3,000,000 | 8,650 | 3 | 10,500 | ..... | 9,000 | 9,945 | ..... | ..... | 123 |
| 325 | *a*2,780,000 | 38,700 | 4 | 17,690 | ..... | 12,520 | 18,882 | 9 73 | 2 37 | 124 |
| ..... | *a*8,100,000 | *b*200,000 | 4 | 112,075 | 12,040 | 35,744 | 78,141 | ..... | ..... | 125 |
| 730 | 12,000,000 | 133,280 | 4 | 58,244 | 3,049 | 32,241 | 48,522 | 12 02 | 3 88 | 126 |
| 19,000 | 214,144,813 | 2,844,209 | 5 | 894,814 | 26,487 | *c*594,410 | 848,152 | *d*15 60 | *d*2 04 | 127 |
| 240 | *a*1,870,147 | 73,600 | 7 | 28,880 | ..... | 9,025 | 16,736 | ..... | ..... | 128 |
| 300 | 16,500,000 | 422,833 | 9 | 79,113 | 15,895 | 36,990 | 80,304 | ..... | ..... | 129 |
| 447 | 3,000,000 | 71,500 | 5 | 97,699 | 1,000 | 33,026 | 44,437 | 25 88 | 8 93 | 130 |
| 90 | 11,052,909 | 141,050 | 1.3 | 22,599 | 320 | 16,394 | 22,535 | 13 14 | 3 17 | 131 |
| 2,100 | 25,000,000 | 286,200 | 3.07 | 58,109 | 6,383 | 37,583 | 57,832 | 13 93 | 4 32 | 132 |
| 20 | *a*8,940,480 | 232,891 | ..... | 29,574 | ..... | 21,542 | 29,912 | ($11 84) | | 133 |
| 160 | 10,000,000 | 82,100 | ..... | 23,370 | 300 | 17,066 | 23,296 | ..... | ..... | 134 |
| 1,527 | 22,000,000 | 500,000 | 4.5 | 96,914 | 7,445 | 53,192 | 96,825 | ..... | ..... | 135 |
| 2,300 | 12,000,000 | 79,600 | 3 | 38,941 | 828 | 22,400 | 35,841 | 12 01 | 3 60 | 136 |
| 9,000 | 90,000,000 | 658,150 | 2 | 186,349 | 4,926 | 102,600 | 187,409 | ..... | ..... | 137 |
| 6,596 | *a*82,140,700 | 898,000 | ..... | 204,905 | 2,969 | 126,858 | 207,868 | 14 08 | 3 66 | 138 |
| 1,200 | 10,792,000 | 135,200 | 4.6 | 48,968 | 42 | 19,259 | 48,480 | 12 78 | 2 09 | 139 |
| 1,000 | 7,000,000 | 125,000 | 2.5 | 45,791 | 15,737 | 15,528 | 39,805 | 19 86 | 4 63 | 140 |
| *1,500 | *19,169,609 | 257,100 | ..... | 83,983 | 2,100 | *c*54,155 | 76,022 | 11 40 | 3 03 | 141 |
| 310 | ..... | 60,000 | ..... | 25,780 | ..... | ..... | ..... | ..... | ..... | 142 |
| 2,604 | *20,000,000 | 143,265 | 15 | 51,882 | ..... | 29,800 | 41,744 | 14 81 | 3 65 | 143 |
| 4,841 | 74,170,850 | 817,250 | 3.9 | 272,968 | 16,573 | 141,209 | 196,186 | 15 62 | 3 95 | 144 |
| 1,200 | 11,515,420 | 152,300 | 3.94 | 53,971 | 16,427 | 26,350 | 52,790 | 12 61 | 3 68 | 145 |
| 575 | 8,964,300 | 196,800 | 4.6 | 45,530 | 7,354 | 28,615 | 43,947 | 12 75 | 2 12 | 146 |
| 50,000 | 400,000,000 | 5,087,052 | ..... | 1,306,669 | 83,975 | *c*732,378 | 985,340 | 14 81 | ..... | 147 |
| 9,628 | 89,237,320 | 810,100 | ..... | 351,095 | 3,785 | 282,927 | 347,204 | 19 75 | 3 63 | 148 |
| 500 | 10,982,664 | 100,000 | 7.2 | 42,250 | 441 | 22,027 | 34,381 | 14 25 | 6 94 | 149 |
| 300 | *13,730,918 | 275,307 | 4.6 | 70,570 | 10,500 | *c*39,960 | 70,845 | 13 00 | 3 68 | 150 |

*d* Based on average number belonging.
*e* Average number.
*f* Exclusive of Gold Hill, a separate district.
*g* Estimated.

TABLE II.—*Summary of school*

| | Cities. | Total population (census of 1880). | Legal school age. | School population. | Number of school buildings. | Number of sittings for study. | Number of teachers. | Number of days schools were taught. | Pupils. | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Whole number enrolled. | Average daily attendance. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 151 | Hornellsville, N. Y.... | 8,195 | 5-21 | 2,439 | 3 | 1,296 | 25 | 197 | 1,433 | 807 |
| 152 | Hudson, N. Y ..... | 8,670 | 5-21 | 2,975 | 3 | ..... | 21 | .... | 1,158 | ..... |
| 153 | Ithaca, N. Y ..... | 9,105 | 5-21 | 2,680 | 6 | 1,613 | 32 | 193 | 1,975 | 1,384 |
| 154 | Kingston, N. Y*a ..... | *b*8,780 | 5-21 | 2,704 | 5 | 1,671 | 32 | 200 | 1,889 | 1,083 |
| 155 | Lockport, N. Y ..... | 13,522 | 5-21 | 4,185 | 7 | 2,664 | 44 | 198 | 2,624 | 1,585 |
| 156 | Long Island City, N.Y* | 17,129 | 4-21 | 5,533 | 7 | ..... | 48 | 206 | 3,644 | 2,258 |
| 157 | Newburgh, N. Y ..... | 18,049 | 5-21 | 5,897 | 6 | 2,500 | 58 | 204 | 3,348 | 2,219 |
| 158 | New York, N. Y ..... | 1,206,577 | 5-21 | 385,000 | 127 | 142,790 | 3,357 | 204 | 270,176 | 132,420 |
| 159 | Ogdensburg, N. Y..... | 10,341 | 5-21 | 4,044 | 9 | 2,500 | 30 | 199 | 2,070 | 1,114 |
| 160 | Oswego, N. Y ..... | 21,117 | 5-21 | 8,677 | 15 | 3,860 | 67 | 197 | 4,192 | 2,739 |
| 161 | Poughkeepsie, N. Y... | 20,207 | 5-21 | *e*6,002 | 11 | 2,930 | 59 | 201 | 3,129 | 2,020 |
| 162 | Rochester, N. Y..... | 89,363 | 5-21 | 37,000 | 27 | 13,030 | 230 | 196 | 13,869 | 8,250 |
| 163 | Rome, N. Y* ..... | 12,194 | 5-21 | 2,995 | 7 | 1,332 | 28 | 193 | 1,759 | 1,017 |
| 164 | Saratoga Springs, N. Y | 10,820 | 5-21 | 2,528 | 12 | 1,712 | 33 | 206 | 1,797 | 1,061 |
| 165 | Schenectady, N. Y .... | 13,655 | 5-21 | 4,500 | 9 | ..... | 42 | .... | 2,288 | ..... |
| 166 | Syracuse, N. Y..... | 51,791 | 5-21 | 18,282 | 18 | 8,643 | 179 | 196 | 9,276 | 7,426 |
| 167 | Troy, N. Y..... | 56,748 | 5-21 | 18,464 | 17 | 6,500 | 142 | 201 | 9,351 | 5,613 |
| 168 | Utica, N. Y ..... | 33,913 | 5-21 | 11,812 | 18 | 4,694 | 102 | 196 | 5,491 | 3,727 |
| 169 | Watertown, N. Y ..... | 10,697 | 5-21 | 3,128 | 9 | ..... | 52 | .... | 2,154 | ..... |
| 170 | Wilmington, N. C*.... | 17,350 | 6-21 | 4,921 | ..... | ..... | ..... | 144 | 866 | ..... |
| 171 | Akron, Ohio ..... | 16,512 | 6-21 | 4,719 | 8 | 2,927 | 56 | 195 | 3,055 | 2,487 |
| 172 | Canton, Ohio..... | 12,258 | 6-21 | 3,761 | 7 | 2,350 | 49 | 190 | 2,627 | 1,925 |
| 173 | Cincinnati, Ohio ..... | 255,130 | 6-21 | 87,618 | 53 | 36,381 | 671 | 205 | 36,121 | 27,279 |
| 174 | Cleveland, Ohio ..... | 160,146 | 6-21 | 49,256 | 41 | 20,416 | 396 | 195 | 24,262 | 16,867 |
| 175 | Columbus, Ohio..... | 51,665 | 6-21 | 14,662 | 26 | 7,288 | 149 | 198 | 7,902 | 5,953 |
| 176 | Dayton, Ohio..... | 38,677 | 6-21 | 11,660 | 13 | 6,149 | 125 | .... | 6,114 | 4,527 |
| 177 | Fremont, Ohio ..... | 8,451 | 6-21 | 2,358 | 7 | 1,100 | 21 | 185 | 1,017 | 680 |
| 178 | Hamilton, Ohio ..... | 12,122 | 6-21 | 4,990 | 5 | 2,000 | 32 | 195 | 2,020 | 1,495 |
| 179 | Ironton, Ohio ..... | 8,857 | 6-21 | 2,720 | 5 | 1,600 | 29 | 185 | 1,807 | ..... |
| 180 | Mansfield, Ohio *h* ..... | 9,859 | 6-21 | 2,848 | 6 | 2,148 | 34 | 177 | 1,932 | 1,350 |
| 181 | Newark, Ohio*..... | 9,602 | 6-21 | 3,715 | 6 | 1,990 | 40 | 180 | 1,854 | 1,338 |
| 182 | Portsmouth, Ohio..... | 11,321 | 6-21 | 3,734 | 7 | 1,970 | 41 | 198 | 2,150 | 1,603 |
| 183 | Sandusky, Ohio..... | 15,838 | 6-21 | 6,166 | 10 | 2,750 | 43 | 196 | 2,649 | 1,873 |
| 184 | Springfield, Ohio*..... | 20,729 | 6-21 | 5,683 | 8 | 2,733 | 57 | 187 | 2,683 | 2,066 |
| 185 | Steubenville, Ohio* ... | 12,093 | 6-21 | 4,373 | 6 | 2,032 | 40 | 197 | 2,458 | 1,854 |
| 186 | Tiffin, Ohio ..... | 7,879 | 6-21 | 2,944 | 5 | 1,456 | 28 | 191 | 1,315 | 928 |
| 187 | Toledo, Ohio* ..... | 50,143 | 6-21 | 14,898 | 23 | 6,500 | 125 | 195 | 7,615 | 4,739 |
| 188 | Zanesville, Ohio* ..... | 18,113 | 6-21 | 5,497 | 18 | ..... | 69 | .... | 3,103 | ..... |
| 189 | Portland, Oreg..... | 17,578 | 4-20 | 4,669 | 4 | 2,060 | 46 | 200 | 2,650 | 1,956 |

* From Report of the Commissioner of Education for 1879.

*a* These statistics are for the Kingston school district only.

*b* Estimated.

*statistics of cities, &c.*—Continued.

| Pupils. | | | | | Expenditures. | | | Average expenses per capita of daily average attendance 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 expenditures. | Instruction and supervision. | Incidental expenses. | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 350 | $6,000,000 | $35,695 | 5.2 | $14,568 | $9,062 | $9,475 | $21,873 | $13 47 | $2 39 | 151 |
| 700 | ..... | 25,000 | ..... | 21,158 | 6,237 | 8,705 | 15,647 | ..... | ..... | 152 |
| 75 | 6,000,000 | 56,500 | 5.7 | 24,977 | 5,279 | 13,910 | 24,889 | 11 35 | 2 89 | 153 |
| 197 | 5,475,440 | 148,500 | 3.28 | 25,823 | 196 | 15,149 | 22,472 | 15 11 | 1 35 | 154 |
| 500 | 8,250,000 | 105,000 | 3.2 | 37,822 | 2,074 | 22,267 | 32,419 | 14 68 | 4 47 | 155 |
| 205 | *c*4,681,847 | 65,000 | 7.5 | 41,492 | 575 | *d*30,120 | 41,223 | 14 57 | 4 86 | 156 |
| 244 | 17,000,000 | 185,000 | 3.6 | 44,139 | 7,898 | 28,567 | 44,135 | 13 55 | 2 27 | 157 |
| 45,000 | 1,906,276,212 | 11,700,000 | ..... | 3,847,063 | 214,906 | 2,651,161 | 3,415,882 | 20 26 | 3 90 | 158 |
| 570 | ..... | 45,000 | ..... | 15,117 | 3,000 | 10,800 | 21,263 | ..... | ..... | 159 |
| 1,249 | *c*8,701,599 | 168,380 | 3 | 41,083 | 5,540 | 25,018 | 38,931 | 9 42 | 2 40 | 160 |
| 712 | *c*11,518,865 | 122,600 | 2 | 50,049 | 3,175 | 24,965 | 37,835 | 12 95 | 4 20 | 161 |
| 3,500 | 85,000,000 | 501,039 | 3.58 | 177,458 | 16,915 | 119,162 | 169,976 | 14 66 | 3 89 | 162 |
| 400 | 4,398,205 | 71,500 | 3.2 | 22,690 | 2,576 | 11,559 | 21,674 | 12 15 | 2 55 | 163 |
| 159 | 19,594,667 | 71,000 | 3.6 | 32,477 | 2,501 | 12,561 | 21,004 | 12 70 | 3 18 | 164 |
| 450 | ..... | 72,000 | ..... | 23,092 | 1,360 | 18,774 | 23,092 | ..... | ..... | 165 |
| 1,691 | 27,915,938 | 779,900 | 3 | 129,842 | 24,580 | *f*85,553 | 129,842 | 12 35 | 2 56 | 166 |
| 1,200 | 46,492,376 | 243,800 | ..... | 106,399 | ..... | 80,396 | 106,399 | 14 69 | 4 25 | 167 |
| 1,100 | 22,321,500 | 688,477 | 3 | 125,086 | 17,106 | 48,767 | 84,589 | 13 97 | 4 40 | 168 |
| 100 | ..... | 95,000 | ..... | 39,373 | 4,766 | 17,991 | 29,373 | ..... | ..... | 169 |
| 936 | 4,844,218 | 9,600 | ..... | 18,270 | 2,101 | 8,999 | 11,486 | ..... | ..... | 170 |
| 540 | 9,973,792 | 105,000 | 6 | 75,795 | 9,641 | 27,508 | 75,528 | 11 86 | 3 97 | 171 |
| 450 | *c*5,185,426 | 152,200 | 5 | 48,424 | 9,997 | 19,590 | 39,056 | 10 95 | 3 10 | 172 |
| 16,435 | *c*170,000,000 | 2,000,000 | 3.2 | 685,256 | 81,780 | 461,944 | 707,893 | 20 17 | 2 12 | 173 |
| 11,056 | 220,941,582 | *g*1,663,035 | 4.7 | 390,452 | 47,124 | 256,226 | 386,638 | 15 83 | 3 51 | 174 |
| 1,927 | 44,000,000 | 707,584 | 5.5 | 205,304 | 65,901 | 95,656 | 209,670 | 16 94 | 4 69 | 175 |
| 1,701 | *g*30,000,000 | 346,700 | ..... | 189,262 | ..... | *f*89,906 | 151,818 | 19 57 | ..... | 176 |
| 400 | 3,000,000 | 60,000 | 7 | 15,950 | 100 | 9,392 | 13,889 | 16 00 | 4 26 | 177 |
| 1,000 | 7,250,000 | 125,000 | 5 | 52,057 | ..... | 17,642 | 34,513 | 12 87 | 4 03 | 178 |
| 300 | 3,535,420 | 39,200 | 2.88 | 20,748 | 2,151 | 13,666 | 21,162 | 10 65 | 2 44 | 179 |
| 220 | 16,830,000 | 140,500 | 5 | 34,007 | ..... | 13,897 | 26,346 | 11 50 | 4 08 | 180 |
| 280 | ..... | 95,300 | 5 | 45,902 | ..... | 17,000 | 22,830 | ..... | ..... | 181 |
| 200 | 5,000,000 | 180,000 | 5 | 49,108 | 342 | 18,590 | 31,397 | 12 40 | 2 60 | 182 |
| 900 | 10,062,562 | 204,000 | 7 | 56,978 | ..... | 19,662 | 47,627 | 11 56 | 3 53 | 183 |
| 800 | 15,000,000 | 119,819 | 5.5 | 66,063 | 2,620 | 29,291 | 48,364 | 15 14 | 3 57 | 184 |
| 400 | *c*5,344,420 | 125,900 | 4.5 | 46,703 | ..... | 18,149 | 29,082 | 10 73 | 2 92 | 185 |
| ..... | ..... | 30,000 | 5.5 | 28,674 | 2,100 | 11,092 | 18,365 | 13 24 | 4 28 | 186 |
| 2,000 | *c*18,687,955 | 551,000 | 6 | 189,642 | 251 | 57,298 | 139,131 | 12 53 | 2 78 | 187 |
| 600 | ..... | 175,000 | 3.5 | ..... | ..... | 35,311 | 49,467 | 17 24 | 5 53 | 188 |
| 500 | 13,500,000 | 159,050 | 4.5 | 68,490 | 10,978 | 36,042 | 68,412 | 19 34 | 5 60 | 189 |

*c* Assessed valuation.
*d* Includes some incidental expenses.
*e* Enumeration of 1877.
*f* Includes cost of supervision.
*g* In 1878.
*h* From a return for 1879.

TABLE II.—*Summary of school*

| | Cities. | Total population (census of 1880). | Legal school age. | School population. | Number of school buildings. | Number of sittings for study. | Number of teachers. | Number of days schools were taught. | Pupils. | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Whole number enrolled. | Average daily attendance. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 190 | Allegheny, Pa | 78,681 | 6-21 | ..... | 21 | 10,500 | 202 | 193 | 11,610 | 8,287 |
| 191 | Allentown, Pa | 18,063 | 6-21 | 4,500 | 8 | 3,200 | 53 | 168 | 3,429 | 2,432 |
| 192 | Altoona, Pa | 19,716 | 6-21 | ..... | 15 | 2,675 | 47 | 188 | 2,712 | 2,176 |
| 193 | Carbondale, Pa | 7,714 | 6-21 | *c*3,000 | 7 | 1,350 | 22 | 196 | 1,869 | 1,087 |
| 194 | Chester, Pa | 14,996 | 6-21 | ..... | 7 | 2,050 | 51 | 197 | 2,475 | 1,693 |
| 195 | Danville, Pa | 8,346 | 6-21 | ..... | 7 | 1,794 | 28 | 160 | 1,638 | 1,233 |
| 196 | Easton, Pa* | 11,924 | 6-21 | ..... | 9 | ..... | 51 | .... | 2,348 | 1,710 |
| 197 | Erie, Pa | 27,730 | 6-21 | 8,319 | 18 | 3,700 | 100 | 196 | 4,244 | 2,911 |
| 198 | Harrisburg, Pa | 30,762 | 6-21 | ..... | *22 | 5,304 | 107 | 204 | 5,473 | 3,817 |
| 199 | Lebanon, Pa | 8,778 | 6-21 | 2,000 | 8 | ..... | 30 | 187 | 1,375 | 1,050 |
| 200 | Meadville, Pa | 8,860 | 6-21 | ..... | 4 | 1,908 | 35 | 173 | 1,800 | 1,483 |
| 201 | New Castle, Pa* | 8,418 | 6-21 | ..... | 5 | ..... | 27 | .... | 1,305 | 1,138 |
| 202 | Norristown, Pa | 13,063 | 6-21 | 3,850 | 6 | 2,260 | 44 | 202 | 2,296 | 1,503 |
| 203 | Philadelphia, Pa | 846,984 | 6-21 | ..... | *472 | ..... | 2,295 | 207 | 105,541 | 94,145 |
| 204 | Pittsburgh, Pa* | 156,381 | 6-21 | ..... | 55 | ..... | 526 | .... | 26,937 | 17,387 |
| 205 | Reading, Pa* | 43,280 | 6-21 | 8,100 | 24 | 7,150 | 142 | 195 | 7,531 | 6,357 |
| 206 | Scranton, Pa | 45,850 | 6-21 | 19,800 | 30 | 8,000 | 169 | 220 | 10,174 | 6,861 |
| 207 | Shamokin, Pa | 8,184 | 6-21 | 3,300 | 5 | ..... | 24 | 186 | 1,653 | 950 |
| 208 | Shenandoah, Pa | 10,148 | 6-21 | *c*3,500 | 5 | ..... | 31 | 190 | 2,413 | 1,492 |
| 209 | Titusville, Pa | 9,046 | 6-21 | ..... | 4 | 1,666 | 34 | 190 | 1,835 | 1,180 |
| 210 | Williamsport, Pa | 18,934 | 6-21 | *c*4,700 | 25 | 3,490 | 61 | 165 | 3,376 | 2,216 |
| 211 | York, Pa | 13,940 | 6-21 | 2,635 | 9 | 2,425 | 47 | 176 | 2,435 | 1,762 |
| 212 | Lincoln, R. I | 13,765 | 5-15 | 2,963 | 12 | ..... | 41 | .... | 2,200 | 1,204 |
| 213 | Newport, R. I | 15,693 | 5-16 | 3,419 | 11 | 2,241 | 53 | 195 | 2,580 | 1,808 |
| 214 | Pawtucket, R. I | 19,030 | 5-15 | 3,292 | 18 | 2,710 | 47 | .... | 3,699 | 1,902 |
| 215 | Providence, R. I | 104,852 | 5-16 | 19,108 | 49 | ..... | 289 | .... | 13,993 | 9,630 |
| 216 | Warwick, R. I | 12,163 | 5-15 | 2,463 | 18 | ..... | 43 | .... | 1,837 | 1,096 |
| 217 | Woonsocket, R. I | 16,053 | 5-15 | 4,110 | 20 | ..... | 33 | 190 | 2,795 | 1,487 |
| 218 | Charleston, S. C | 49,999 | 6-16 | 12,727 | 5 | ..... | 91 | 190 | 7,284 | ..... |
| 219 | Chattanooga, Tenn | 12,892 | 6-21 | 3,061 | 7 | ..... | 30 | 158 | 2,185 | 1,382 |
| 220 | Knoxville, Tenn* | 9,693 | 6-21 | 2,100 | 4 | 4,560 | 26 | 192 | 1,509 | 930 |
| 221 | Memphis, Tenn | 33,593 | 6-21 | *9,011 | 10 | 3,780 | 63 | 149 | 4,105 | 2,389 |
| 222 | Nashville, Tenn | 43,350 | 6-21 | 12,460 | 12 | 4,760 | 96 | 184 | 6,098 | 4,299 |
| 223 | Houston, Tex | 16,513 | 8-14 | 2,746 | *14 | *1,147 | 23 | 157* | *1,756 | *1,172 |
| 224 | San Antonio, Tex | 20,561 | 8-14 | 3,022 | 5 | 1,100 | 22 | 200 | 1,584 | 934 |
| 225 | Burlington, Vt | 11,364 | 5-20 | ..... | ..... | ..... | 32 | .... | 1,566 | ..... |
| 226 | Rutland, Vt | 12,149 | 5-20 | ..... | ..... | ..... | 64 | .... | 2,395 | ..... |
| 227 | Alexandria, Va | 13,659 | 5-21 | 4,582 | 4 | 1,000 | 17 | 197 | 1,048 | 804 |
| 228 | Danville, Va | 7,526 | 5-21 | 2,126 | 2 | 500 | 15 | 160 | 1,059 | 724 |
| 229 | Lynchburg, Va | 15,959 | 5-21 | 4,907 | 6 | 1,075 | 31 | 194 | 1,815 | 1,070 |

* From Report of the Commissioner of Education for 1879.

*a* Assessed valuation.

*b* Includes cost of supervision.

*statistics of cities, &c.*—Continued.

| Pupils. | | | | | Expenditures. | | | Average expenses per capita of daily average attendance 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 expenditures. | Instruction and supervision. | Incidental expenses. | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| *3,500 | *a*$46,000,000 | $927,855 | 4.25 | $260,837 | $58,602 | $106,375 | $252,527 | $12 85 | $1 58 | 190 |
| 500 | 9,500,000 | 415,000 | ..... | 62,637 | ..... | *b*17,828 | 53,549 | 7 33 | ..... | 191 |
| 900 | 5,598,000 | 101,620 | 15 | 28,464 | 9,424 | 15,573 | 32,480 | 7 62 | 2 01 | 192 |
| 200 | 2,500,000 | 25,000 | 9 | 8,293 | 146 | 6,037 | 7,596 | 5 83 | 1 02 | 193 |
| 350 | *a*6,543,292 | 100,000 | 6 | *49,948 | ..... | *20,000 | *50,200 | ..... | ..... | 194 |
| 75 | 2,090,883 | 75,000 | 10 | 8,968 | ..... | 6,826 | 9,444 | ..... | ..... | 195 |
| ..... | *a*9,201,624 | 255,200 | ..... | 42,095 | ..... | ..... | 39,564 | ..... | ..... | 196 |
| 1,500 | 25,000,000 | 293,200 | 4 | 66,799 | 11,509 | 35,353 | 68,425 | 12 80 | 3 83 | 197 |
| 425 | 15,770,262 | 395,721 | 13 | 83,065 | 745 | 44,694 | 80,014 | 12 05 | 2 81 | 198 |
| 250 | 2,000,000 | 85,000 | 10 | 21,820 | 90 | 9,401 | 19,057 | 9 43 | 2 10 | 199 |
| 200 | 3,425,575 | 136,000 | 11 | 26,816 | 1,651 | 15,151 | 24,440 | 11 90 | 1 84 | 200 |
| 35 | 4,910,568 | ..... | ..... | 11,118 | ..... | ..... | 11,518 | ..... | ..... | 201 |
| ..... | *a*6,433,882 | 166,600 | 7 | 51,184 | 19,296 | 19,616 | 48,733 | 13 05 | 4 90 | 202 |
| ..... | *a*536,667,834 | 6,033,303 | ..... | 1,523,943 | 60,146 | 1,008,641 | 1,420,688 | 10 16 | 3 54 | 203 |
| 12,000 | *a*110,404,698 | 1,900,000 | ..... | 556,207 | 35,925 | 279,235 | 487,788 | ($17 10) | | 204 |
| 800 | *a*18,000,000 | 273,510 | 3 | 123,059 | 23,065 | 43,806 | 95,579 | 8 35 | 3 70 | 205 |
| 1,500 | 30,000,000 | 300,000 | 6 | 101,075 | 4,610 | 58,111 | 83,624 | 9 60 | 3 07 | 206 |
| 300 | 5,000,000 | 40,000 | ..... | 13,229 | 3,220 | 7,236 | 13,204 | 8 46 | ..... | 207 |
| ..... | 3,400,000 | 61,500 | 10 | 32,278 | 9,623 | 8,009 | 32,268 | 6 37 | 2 30 | 208 |
| ..... | ..... | 64,275 | ..... | 3,980 | ..... | ..... | ..... | ..... | ..... | 209 |
| 765 | 12,000,000 | 141,150 | 5.5 | 37,595 | 500 | 23,271 | 31,758 | 10 50 | 3 87 | 210 |
| 200 | *8,561,833 | 125,000 | 3.5 | 34,485 | ..... | 16,436 | 34,485 | 9 33 | ..... | 211 |
| 277 | *a*8,586,023 | 69,000 | 1.4 | 27,158 | 8,000 | 15,110 | 24,912 | ..... | ..... | 212 |
| 555 | 29,473,550 | 208,008 | 1.2 | 44,791 | 2,023 | 32,032 | 44,751 | 18 25 | 2 59 | 213 |
| 150 | *a*17,839,212 | 176,000 | ..... | 51,000 | ..... | 24,066 | 35,598 | ..... | ..... | 214 |
| 3,738 | *a*168,547,726 | *1,450,000 | ..... | 240,193 | 15,880 | 181,069 | 240,193 | ..... | ..... | 215 |
| ..... | *a*11,002,963 | 29,100 | ..... | 13,232 | 875 | 11,063 | 12,909 | ..... | ..... | 216 |
| 649 | *a*8,827,565 | 124,650 | ..... | 18,272 | 5,508 | 17,319 | 27,829 | ..... | ..... | 217 |
| ..... | *a*26,422,000 | 125,000 | 3 | 65,142 | ..... | *d*50,902 | 62,840 | ..... | ..... | 218 |
| 350 | 4,942,488 | 37,000 | 7 | 19,828 | 7,898 | 12,086 | 25,621 | 9 61 | 1 87 | 219 |
| 90 | ..... | 28,200 | ..... | 13,660 | ..... | *b*12,256 | 13,241 | (13 18) | | 220 |
| ..... | *a*12,624,440 | 139,050 | 1 | 35,388 | ..... | ..... | 49,000 | 13 16 | ..... | 221 |
| 400 | 13,700,000 | 193,600 | 5 | 89,342 | 169 | 53,729 | 89,342 | 13 38 | 1 88 | 222 |
| *300 | *6,000,000 | 31,100 | ..... | *17,591 | ..... | ..... | 15,346 | ..... | ..... | 223 |
| 1,000 | 12,000,000 | 45,000 | ..... | 22,550 | 4,875 | 10,050 | 17,639 | 12 37 | 1 27 | 224 |
| 1,000 | ..... | ..... | ..... | *e*19,170 | 86 | *e*14,752 | *e*19,259 | ..... | ..... | 225 |
| 490 | ..... | ..... | ..... | ..... | ..... | 13,152 | 32,643 | ..... | ..... | 226 |
| 1,094 | 3,500,000 | 26,000 | 1.9 | 12,616 | 225 | 8,352 | 11,131 | 10 82 | 2 55 | 227 |
| 336 | 2,718,620 | 20,100 | ..... | 5,999 | 0 | 5,070 | 5,999 | 7 14 | 1 14 | 228 |
| 590 | *a*7,750,780 | 34,000 | 1.4 | 19,252 | 474 | 13,819 | 19,525 | 13 88 | 2 97 | 229 |

*c* Estimated.

*d* Includes salaries of secretaries and other officers.

*e* These statistics are for the year 1879.

TABLE II.—*Summary of school*

| | Cities. | Total population (census of 1880). | Legal school age. | School population. | Number of school buildings. | Number of sittings for study. | Number of teachers. | Number of days schools were taught. | Pupils. | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Whole number enrolled. | Average daily attendance. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 230 | Norfolk, Va | 21,966 | 5–21 | 6,695 | 7 | 1,320 | 26 | 191 | 1,613 | 1,117 |
| 231 | Petersburg, Va* | 21,656 | 5–21 | 7,417 | 5 | 1,808 | 28 | 172 | 1,985 | 1,494 |
| 232 | Portsmouth, Va | 11,390 | 5–21 | 3,210 | ..... | ..... | 14 | .... | 1,010 | 611 |
| 233 | Richmond, Va | 63,550 | 5–21 | 21,536 | 12 | 5,840 | 129 | 188 | 5,821 | 4,778 |
| 234 | Appleton, Wis | 8,005 | 4–20 | 2,897 | 8 | 1,800 | 28 | 178 | 1,638 | 1,490 |
| 235 | Fond du Lac, Wis | 13,091 | 4–20 | 5,482 | 17 | 2,800 | 46 | 200 | 2,321 | 1,515 |
| 236 | Janesville, Wis | 9,018 | 4–20 | 3,386 | 10 | 1,801 | 36 | 178 | 1,727 | 1,318 |
| 237 | La Crosse, Wis | 14,505 | 4–20 | 4,070 | 10 | 2,100 | 42 | 199 | 2,559 | 2,482 |
| 238 | Madison, Wis | 10,325 | 4–20 | 3,517 | 9 | 1,750 | 34 | 180 | 1,939 | 1,745 |
| 239 | Milwaukee, Wis | 115,578 | 4–20 | 37,742 | 25 | 12,978 | 239 | 200 | 17,085 | 11,149 |
| 240 | Oshkosh, Wis | 15,749 | 5–20 | 5,874 | 10 | 3,500 | 53 | 200 | 2,217 | 2,017 |
| 241 | Racine, Wis | 16,031 | 4–20 | 5,858 | 8 | 2,500 | 46 | 200 | 2,302 | 1,620 |
| 242 | Watertown, Wis | 7,883 | 4–20 | 3,483 | 5 | 1,200 | 22 | 198 | 1,138 | 740 |
| 243 | Georgetown, D. C *d* | 159,885 | 6–17 | 27,142 | 57 | 13,260 | 259 | 193 | 15,728 | 12,508 |
| 244 | Washington, D. C *d* | | | | | | | | | |
| | Total | 10,700,800 | ..... | 2,661,498 | 4,042 | 1,029,616 | 29,264 | .... | 1,710,461 | 1,105,763 |

* From Report of the Commissioner of Education for 1879.

*a* In 1878.

*b* Assessed valuation.

*c* Includes cost of supervision.

*statistics of cities, &c.*—Continued.

| Pupils. | | | | | Expenditures. | | | Average expenses per capita of daily average attendance 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 expenditures. | Instruction and supervision. | Incidental expenses. | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 550 | $9,674,451 | $59,000 | ..... | $19,546 | $734 | $12,825 | $16,214 | ..... | ..... | 230 |
| 1,000 | ..... | 59,500 | ..... | 14,571 | ..... | 11,836 | 14,568 | ..... | ..... | 231 |
| 819 | *a*2,948,478 | *a*10,500 | ..... | 9,690 | 451 | 7,520 | 9,640 | ..... | ..... | 232 |
| 3,500 | 39,766,706 | 259,603 | 17.25 | 108,441 | 8,947 | 45,671 | 83,802 | $10 95 | $2 21 | 233 |
| 316 | ..... | 60,800 | ..... | 22,886 | 1,115 | 11,927 | 16,492 | ..... | ..... | 234 |
| 500 | *b*3,412,120 | 125,110 | 6 | 23,363 | 771 | 16,825 | 22,499 | 11 36 | 2 77 | 235 |
| 250 | 3,000,000 | 96,500 | 5 | 21,059 | 125 | 12,543 | 18,651 | 10 13 | 4 05 | 236 |
| 500 | 6,000,000 | 83,400 | 8.9 | 31,675 | 3,600 | *c*23,000 | 26,600 | ..... | ..... | 237 |
| ..... | 6,000,000 | 103,500 | 4 | 21,613 | 655 | *c*15,658 | 23,305 | ..... | ..... | 238 |
| 7,392 | *b*56,857,854 | 696,588 | 3.3 | 301,638 | ..... | *c*170,331 | 234,706 | 15 70 | 2 40 | 239 |
| 1,000 | *b*4,686,310 | 130,600 | ..... | 43,052 | 10,376 | 20,255 | 35,785 | ..... | ..... | 240 |
| 1,034 | 7,911,330 | 80,820 | 3 | 35,805 | 7,338 | 20,425 | 32,574 | 13 12 | 2 46 | 241 |
| 770 | 2,000,000 | 37,500 | 5.5 | 16,311 | 625 | 9,053 | 11,785 | 12 22 | 2 84 | 242 |
| 5,481 | 81,377,253 | 860,150 | ..... | *e*428,936 | 45,502 | 164,647 | *e*391,294 | 13 94 | 5 63 | 243 244 |
| 406,685 | 8,221,237,390 | 88,914,413 | ..... | 27,489,304 | 2,121,639 | 16,340,131 | 25,074,360 | ..... | ..... | |

*d* These statistics are for white schools only; for those in which colored schools are included, see Table I, pp. 406–413.

*e* Includes proportion paid to colored schools.

TABLE II.—*Average expenses per capita of daily average attendance in city public schools.*

| Cities. | For instruction and supervision. | For incidental expenses. | Cities. | For instruction and supervision. | For incidental expenses. |
|---|---|---|---|---|---|
| Virginia City, Nev | $25 88 | $8 93 | Terre Haute, Ind | $14 75 | $2 69 |
| Boston, Mass | 24 61 | 9 12 | Indianapolis, Ind | 14 74 | 4 65 |
| Stockton, Cal | 23 12 | 5 85 | Troy, N. Y | 14 69 | 4 25 |
| Sacramento, Cal | 23 00 | 11 00 | Lockport, N. Y | 14 68 | 4 47 |
| Newton, Mass | 22 95 | 5 84 | Rochester, N. Y | 14 66 | 3 89 |
| Oakland, Cal | 22 93 | 4 68 | Long Island City, N. Y | 14 57 | 4 86 |
| San Francisco, Cal | 22 70 | 4 53 | Meriden, Conn | 14 48 | 2 18 |
| Salem, Mass | 20 58 | 5 93 | Cohoes, N. Y | 14 25 | 6 94 |
| Norwich, Conn | 20 37 | 6 14 | Dubuque, Iowa | 14 22 | 4 37 |
| New York, N. Y | 20 26 | 3 90 | Taunton, Mass | 14 21 | 3 98 |
| Los Angeles, Cal | 20 24 | 3 62 | Newark, N. J | 14 08 | 3 66 |
| Cincinnati, Ohio | 20 17 | 2 12 | Ottumwa, Iowa | 14 02 | 3 29 |
| Cambridge, Mass | 19 88 | 3 56 | Utica, N. Y | 13 97 | 4 40 |
| Orange, N. J | 19 86 | 4 63 | Georgetown, D. C | 13 94 | 5 63 |
| Buffalo, N. Y | 19 75 | 3 63 | Washington, D. C | | |
| Dayton, Ohio | 19 57 | ..... | Manchester, N. H | 13 93 | 4 32 |
| Portland, Oreg | 19 34 | 5 60 | Lynchburg, Va | 13 88 | 2 97 |
| Chicopee, Mass | 19 00 | ..... | Chicago, Ill | 13 75 | 3 21 |
| St. Paul, Minn | 18 26 | 5 28 | Portland, Me | 13 72 | 4 38 |
| Newport, R. I | 18 25 | 2 59 | Lynn, Mass | 13 71 | 4 19 |
| Holyoke, Mass | 17 72 | 6 54 | Newburgh, N. Y | 13 55 | 2 27 |
| New Haven, Conn | 17 44 | ..... | Hornellsville, N. Y | 13 47 | 2 39 |
| Zanesville, Ohio | 17 24 | 5 53 | Nashville, Tenn | 13 38 | 1 88 |
| Columbus, Ohio | 16 94 | 4 69 | Grand Rapids, Mich | 13 36 | 3 03 |
| Denver, Colo | 16 89 | 5 56 | Woburn, Mass | 13 29 | 3 57 |
| Fort Wayne, Ind | 16 81 | 3 63 | Tiffin, Ohio | 13 24 | 4 28 |
| Davenport, Iowa | 16 68 | 2 82 | Memphis, Tenn | 13 16 | ..... |
| Des Moines, west side, Iowa | 16 65 | 6 53 | Dover, N. H | 13 14 | 3 17 |
| Baltimore, Md | 16 21 | 4 13 | Racine, Wis | 13 12 | 2 46 |
| Minneapolis, Minn | 16 18 | 3 04 | Norristown, Pa | 13 05 | 4 90 |
| Fremont, Ohio | 16 00 | 4 26 | Elmira, N. Y | 13 00 | 3 68 |
| Burlington, Iowa | 16 00 | 4 25 | Pittsfield, Mass | 12 95 | 4 45 |
| Haverhill, Mass | 15 98 | 5 19 | Poughkeepsie, N. Y | 12 95 | 4 20 |
| Cleveland, Ohio | 15 83 | 3 51 | Detroit, Mich | 12 92 | 3 65 |
| Fitchburg, Mass | 15 74 | 4 32 | Hamilton, Ohio | 12 87 | 4 03 |
| Springfield, Mass | 15 71 | 4 58 | Allegheny, Pa | 12 85 | 1 58 |
| Milwaukee, Wis | 15 70 | 2 40 | Erie, Pa | 12 80 | 3 83 |
| Council Bluffs, Iowa | 15 69 | 4 66 | New Orleans, La | 12 80 | 3 03 |
| Albany, N. Y | 15 62 | 3 95 | Stillwater, Minn | 12 79 | 9 20 |
| Somerville, Mass | 15 61 | 4 27 | New Brunswick, N. J | 12 78 | 2 09 |
| St. Louis, Mo | *a*15 60 | *a*2 04 | Binghamton, N. Y | 12 75 | 2 12 |
| Malden, Mass | 15 30 | 5 34 | Saratoga Springs, N. Y | 12 70 | 3 18 |
| Jacksonville, Ill | 15 24 | 3 11 | Bridgeport, Conn | 12 68 | 4 57 |
| Springfield, Ohio | 15 14 | 3 57 | Auburn, N. Y | 12 61 | 3 68 |
| Kingston, N. Y | 15 11 | 1 35 | Bay City, Mich | 12 60 | 6 91 |
| Worcester, Mass | 14 97 | 3 60 | Logansport, Ind | 12 55 | 3 24 |
| Trenton, N. J | 14 81 | 3 65 | Toledo, Ohio | 12 53 | 2 78 |
| Brooklyn, N. Y | 14 81 | ..... | Keokuk, Iowa | 12 50 | ..... |

*a* Based on average number belonging.

TABLE II.—*Average expenses per capita of daily average attendance, &c.*—Continued.

| Cities. | For instruction and supervision. | For incidental expenses. | Cities. | For instruction and supervision. | For incidental expenses. |
|---|---|---|---|---|---|
| Elgin, Ill | $12 41 | $2 99 | Steubenville, Ohio | $10 73 | $2 92 |
| Portsmouth, Ohio | 12 40 | 2 60 | Saginaw, Mich | 10 73 | 2 38 |
| San Antonio, Tex | 12 37 | 1 27 | Ironton, Ohio | 10 65 | 2 44 |
| Syracuse, N. Y | 12 35 | 2 56 | Williamsport, Pa | 10 50 | 3 87 |
| Watertown, Wis | 12 22 | 2 84 | Belleville, Ill | 10 47 | 3 57 |
| Louisville, Ky | 12 19 | 2 45 | Newport, Ky | 10 40 | 1 87 |
| Rome, N. Y | 12 15 | 2 55 | Philadelphia, Pa | 10 16 | 3 54 |
| Muskegon, Mich | 12 05 | 3 62 | Janesville, Wis | 10 13 | 4 05 |
| Harrisburg, Pa | 12 05 | 2 81 | Rockford, Ill | 10 00 | 2 00 |
| Lewiston, Me | 12 05 | 3 38 | South Bend, Ind | 9 90 | 5 49 |
| St. Joseph, Mo | 12 02 | 3 88 | Hannibal, Mo | 9 73 | 2 37 |
| Elizabeth, N. J | 12 01 | 3 60 | Paducah, Ky | 9 67 | 2 79 |
| East Saginaw, Mich | 12 00 | 4 87 | Chattanooga, Tenn | 9 61 | 1 87 |
| Ottawa, Ill | 12 00 | 2 25 | Scranton, Pa | 9 60 | 3 07 |
| Augusta, Me | 12 00 | ..... | Auburn, Me | 9 60 | 2 95 |
| Ann Arbor, Mich | 11 90 | 2 91 | Marlborough, Mass | 9 47 | 3 27 |
| Meadville, Pa | 11 90 | 1 84 | Lebanon, Pa | 9 43 | 2 10 |
| Akron, Ohio | 11 86 | 3 97 | Oswego, N. Y | 9 42 | 2 40 |
| Decatur, Ill | 11 80 | ..... | York, Pa | 9 33 | ..... |
| Sandusky, Ohio | 11 56 | 3 53 | Bangor, Me | 9 17 | ..... |
| Mansfield, Ohio | 11 50 | 4 08 | Leavenworth, Kans | 8 73 | 1 67 |
| Paterson, N. J | 11 40 | 3 03 | Columbus, Ga | 8 50 | 1 61 |
| Galesburg, Ill | 11 40 | 2 43 | Shamokin, Pa | 8 46 | ..... |
| Fond du Lac, Wis | 11 36 | 2 77 | Reading, Pa | 8 35 | 3 70 |
| Rock Island, Ill | 11 35 | 4 53 | Rockland, Me | 8 22 | 1 89 |
| Ithaca, N. Y | 11 35 | 2 89 | Key West, Fla | 8 00 | ..... |
| Northampton, Mass | 11 35 | 2 82 | Altoona, Pa | 7 62 | 2 01 |
| Danville, Ill | 11 33 | 1 76 | Allentown, Pa | 7 33 | ..... |
| Quincy, Ill | 11 29 | 2 80 | Danville, Va | 7 14 | 1 14 |
| Wilmington, Del | 11 26 | 3 39 | Frederick, Md | 6 87 | 1 87 |
| Topeka, Kans | 11 24 | ..... | Shenandoah, Pa | 6 37 | 2 30 |
| Little Rock, Ark | 11 00 | 3 21 | Carbondale, Pa | 5 83 | 1 02 |
| Canton, Ohio | 10 95 | 3 10 | Pittsburgh, Pa | ($17 10) | |
| Richmond, Va | 10 95 | 2 21 | Knoxville, Tenn | (13 18) | |
| Gloucester, Mass | 10 82 | 3 63 | Nashua, N. H | (11 84) | |
| Alexandria, Va | 10 82 | 2 55 | | | |

About one-sixth of the whole school population, one-tenth of all the teachers, and more than one-fourth of all the annual school expenditure reported for the entire country are included in the cities represented in Table II. The student of civil administration finds the municipal systems of the United States more defective, more assailed, and doubtless requiring greater efforts to reform them than any other part of our civil machinery. Fortunately, and to the credit of school officers, our city school affairs are in the main well systematized, the department of education forming an important feature in municipal administration. The department includes primarily a board of education, which is variously constituted in different cities. In some cases the members of the board are elected directly by the people or by ward school directors, who are themselves elected by the people. In a few cities the boards are

appointed by the mayor, and in the District of Columbia, by the Commissioners. The powers of the school boards are in some instances restricted to the care and management of the public schools, while in others they extend to the charge of school funds. In a considerable number of cities where the principles of the so-called Akron school law have been adopted, the board or committee determine the amount of school tax to be levied within the limit of the rate fixed by law.

### WOMEN ON SCHOOL BOARDS.

The election of women as members of city school boards is a noteworthy feature of the history of the decade. In 1873, four women having been elected by the citizens of Boston to serve upon the school committee, the question of their eligibility was raised, and continued to excite discussion for more than a year. The supreme court finally deciding that they were not eligible under existing statutes, the legislature passed an act removing the disability. As a result, women not only have a place upon the Boston committee, but also upon numerous other local school committees in the State. The division of the boards into subcommittees, with specific duties, gives opportunity for directing the influence of women to those particulars of government and instruction for which they are best adapted; so that their presence is the introduction of a new force; in other words, it is in the line of progress.

### SERVICE AND QUALIFICATIONS OF SCHOOL BOARDS.

The members of the school boards serve without salaries, but expenses incurred in the discharge of their trusts are met by appropriations from the public school funds. The qualifications for membership in the boards of education or school committees have not been considered with sufficient care throughout the country. Here and there the standard of qualification is high, and the result is the selection of members eminently fit for their important responsibilities; but information collected at this centre makes evident the fact that too many persons seek positions in these boards who have neither proper qualifications for the office nor a just appreciation of its responsibilities; they are animated by the desire of securing some selfish end regardless of the good of the school children or the public welfare. It is essential that the friends of the schools and of good order in every city should understand the importance of the trust committed to boards of education. To their lack of capacity, information, or good purpose may be traced the erection of unsuitable buildings, the introduction of faulty or imperfect systems of ventilation and heating, the selection of inferior superintendents, the employment of poor teachers, or the interference with teachers and superintendents who may be most fit and worthy. If school expenditures are extravagant or misdirected, the evil, as a rule, may be traced to some unworthiness in the school board or committee. No man is too able, too eminent, or too good to assume these responsibilities.

### SUPERINTENDENTS.

The executive officer of education in nearly all the cities represented in Table II is the superintendent, who is generally appointed by the board of education. The superintendents are salaried officers, and it is a cause of congratulation that, with few exceptions, they are men of superior ability and special adaptation to the work of school supervision.

The growth of the idea of supervision (or, as it is termed in other countries, inspection) has been frequently considered in these reports. Undoubtedly the duties of supervision require a person of the rarest excellence. How much does he need to know (1) of the subjects taught; (2) of the nature of the child and of child growth, physical, mental, moral; and (3) of the relation of school work to all other instrumentalities which affect the life of school children? How necessary that he should be able to come fully up to his responsibilities and not go beyond them? How thoroughly must he understand the lessons that come from the personal and general

experience of his own city, and be able by breadth of observation and study in his own and other countries to avail himself of the hints and suggestions from the experience of others? He must, moreover, in this world of mutual responsibility, by his reports and otherwise, be able to make contributions for the benefit of other cities and other educators. On no question touching school affairs can he be considered an outsider. If the engineer, or the architect, or the physician, or the lawyer, or any other professional man needs special qualifications and encounters responsibilities in his vocation, the same is true of the superintendent in a preëminent degree.

Twelve cities report one or more assistant superintendents. In a number of cities which do not report such assistants the grammar masters, or supervising principals as they are sometimes called, perform the duties of supervision, teaching in their school rooms but a few hours each week. No assistant superintendent is reported for Boston, but the committee employ a corps of supervisors, who so far have not been subject to the direction of the superintendent, thus presenting the mischievous anomaly of a double headed supervision.

Philadelphia is the only large city in the United States having no superintendent. In reference to this deficiency Hon. Edward T. Steel, the able president of the board, pointedly observes:

Why the city of Philadelphia has referred its schools to the spontaneous sagacity of a management coming and going at the caprice of ward nominating conventions, is a question for the citizens to consider.

Again he justly says, recalling his emphatic statement of the pressing need of superintendence in his report for 1879:

I feel constrained to call your attention again to this subject, inasmuch as such supervising aid is absolutely essential in the method of uniting the schools for vigorous and harmonious work.

The employment of superintendents by so large a majority of the cities indicates general agreement as to the necessity of the office. The expense causes a delay in the creation of the office in some of the smaller cities where its importance is fully recognized. An examination of the column of cost of supervision, Table II, appendix, will show how small this item is as compared with total expense. When it is considered further that in all human affairs returns from investments increase in proportion to the wisdom, skill, and integrity with which the affairs are systematized and controlled, an argument for the immediate employment of superintendents may be based on the score of economy.

Qualifications for the office will naturally vary somewhat with local conditions. Nearly all city superintendents are graduates of institutions for superior instruction, and a large number have acquired in active service the special training which is demanded. Experience has thus supplied us with a standard of qualification for this office. It requires (1) that liberal education which by common consent is the basis of professional training; (2) instruction and training directed to the special duties of the office, which in other departments of applied knowledge are furnished by professional schools and courses.

### ATTENDANCE AND SCHOOL POPULATION.

Comparing the whole school population in the summary of Table II with the entire enrolment in public schools and the estimated enrolment in private schools, it appears that 21 per cent. of the school population are not under instruction. The proportion of these who are in danger of growing up in ignorance and vice is greatly reduced by the number above six years of age, who are yet, in the opinion of their parents, too young to be sent to school, and the number above twelve who are necessarily put to work to aid in the support of the family. By reference to Table II in the appendix it will be seen that the vast majority of those enrolled in the public schools are in the primary and grammar grades. If the figures could be extended into these details it would appear that the enrolment and average attendance between the

ages of six and twelve approach much nearer the school population between those ages than is the case for the years between twelve and sixteen. With all proper allowance, however, there is enough truancy and absenteeism in the cities to excite alarm.

### CONDUCT OF ELEMENTARY INSTRUCTION.

The reports show remarkable uniformity in the conduct of elementary instruction, namely, that which precedes the high school. It comprises generally eight grades, each grade corresponding to one year. Four of the grades are classified as primary and four as grammar school.[1]

The programmes of studies for these grades do not differ materially in the principal cities. They include reading, writing, English language, arithmetic, geography, history and Constitution of the United States, grammar and composition, physics or physiology, music, drawing, and oral or object lessons. In addition to these branches English history or outlines of general history and elements of algebra are included in some cities. Sewing is a regular exercise in the fourth, fifth, and sixth grades of the girls' grammar school in Boston, and in a number of western cities German is taught to those children whose parents desire it. "English language," as used in the programmes, is a comprehensive expression, including spelling, word analysis, definitions, and practice in the correct use of oral and written language. Oral or object lessons cover a variety of subjects pursued in a somewhat desultory manner in some cities and in others according to a well devised plan. The branches thus provided for may be classified under the heads of natural science, morals, and behavior.

The average age at which pupils complete the course of study here outlined appears to be fourteen years, which is the age at which compulsory attendance terminates in German-speaking countries.

Examinations of all these schools are held at stated times, annually, semiannually, or quarterly, and in many cases the examinations are set forth in the reports with sufficient fulness to enable any one who will study them to form a correct judgment as to the instruction imparted.

The most important fact in the recent history of city schools is the increased attention given to the primary classes. The disposition is everywhere manifest to fix a reasonable limit to the number of children assigned to one teacher, to appoint and retain teachers for these primary grades who can adapt themselves easily to the child's nature, to impose less constraint upon the natural activities of childhood, to retain pupils fewer hours in confinement (in some of the best systems not more than three hours a day), to cultivate the perceptive faculties, and to unfold the intuitions.

The average number of children to one teacher is about sixty, but it is generally conceded that the number should not exceed fifty. The committee of Boston allow an assistant in the fifth and sixth classes whenever the number of pupils exceeds fifty-six, the intention being to have no more than fifty pupils to a teacher.

Temporary expedients are employed in other cities for the accomplishment of the same purpose.

In the revision of the Boston schools in 1879 the same grade of certificates of qualification was fixed for the assistants of the primary as for those of the grammar schools. In Philadelphia, the same year, the term of service was made the basis of compensation. Both of these measures operate to the advantage of the lower grades. In some cities special care is taken to furnish primaries with teachers of the rarest and best qualifications.

Hon. J. W. Taylor, superintendent of schools, San Francisco, Cal., says, in his report for 1880:

Since the board of education has adopted the unwise plan of increasing the teachers' salaries according to the grade taught, the highest salary being paid to the highest grade, the teachers, and especially the good ones, no longer having any inducement to remain in the lower grades, are striving for promotion to the higher grades on ac-

[1] In some western cities the terms "district school" and "intermediate school" are employed.

count of the higher wages. This will deprive the primary schools of their best teachers and tend to throw the talent of the department into the grammar grades, where it is least needed.

### HIGH SCHOOLS.

The number of city high schools is a little above that represented in the table, as a few cities in which schools of this grade are maintained failed to report. Massachusetts reports the largest number in any single State and Boston the largest number in any city.

The course of study in the Boston high schools covers a period of four years, and comprises English language and literature; history, ancient, mediæval, and modern; mathematics, algebra, plane and solid geometry, and plane trigonometry; science, botany, zoölogy, physics, chemistry, and astronomy; foreign languages, French, German, or Latin; music; drawing; electives. Book-keeping or experimental physics may be substituted for zoölogy and drawing or a foreign language for plane trigonometry. Of the twenty-five school hours in a week, two are given either to calisthenics or a military drill.

Substantially the same course is presented in the high schools of the other cities reporting.

Both Latin and Greek are included where the high-school course is intended to lead directly to college entrance examinations; but this is unnecessary in the Boston English High School, since the two Latin schools of that city are college preparatories.

The most important event in the history of public schools of secondary grade during the last ten years was the opening of the Boston Latin School for Girls in January, 1878.

The extent to which special teachers are employed in the cities and the cost of such service may be seen by reference to Table II, pages 442–448 of the appendix.

### DISCIPLINE.

Great improvement has been made during the decade in methods of discipline. It is, however, generally admitted that corporal punishment is still too frequently administered.

At a meeting of the Boston school committee, April 13, 1880, it was ordered: "That a committee of three be appointed to consider the whole subject of corporal punishment in our schools, and report to this board what means can be adopted to remedy the existing evils."

Majority and minority reports were subsequently submitted, which form a complete summary of the arguments pro and con on the subject. The majority recommended changes in the regulations which would reduce the possibility of a resort to corporal punishment to the minimum. The minority advised that no change be made in the existing regulations. By failure of action the matter remains in statu quo.

### TRUANT SERVICE.

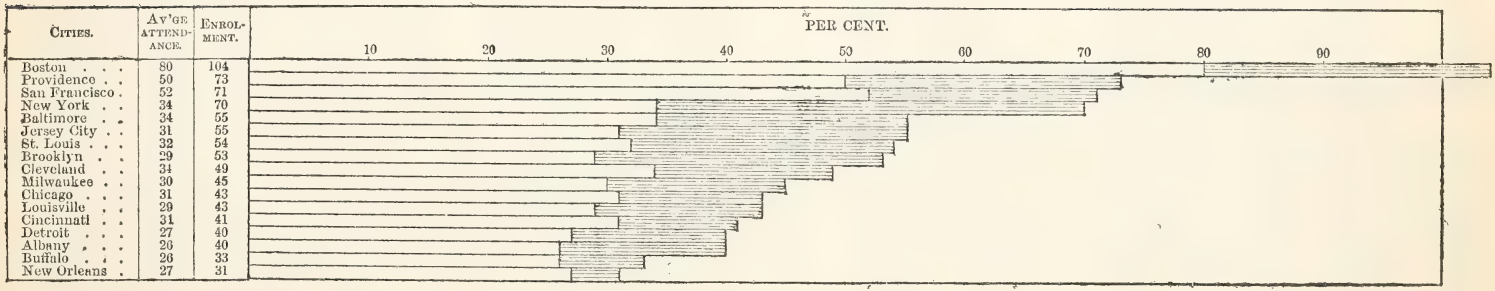
The habitual absence of scholars in nominal membership is so serious a hindrance to class work and ultimately so injurious to society that educators and legislators find a common cause in measures for the repression of the evil.

In many cities, chiefly those of New England, truant officers are appointed to look after this class of offenders; in some cases this duty is intrusted to the police, who report regularly to the school authorities. Wherever and however organized the truant service has proved beneficial.

The report of the school committee of Boston for 1880 contains an important statement on this branch of the public school service, which is admirably managed in that city. It has grown gradually and naturally out of the compulsory school laws of the State and the city ordinances concerning truant children and absentees from school. The city authorities fully recognize the necessity of adequate provision for the protection and education of neglected children and for the proper trial and restraint of juvenile offenders. On this and all other conditions relative to the truant service the report mentioned will be found replete with suggestion and information.

## Diagram No. 5,

*Showing the relation of average attendance and enrolment to school population in cities of over 75,000 inhabitants.*




NOTE.—As full statistics have not been received from all cities of more than 75,000 inhabitants, all are not included in this diagram.

### SCHOOL-HOUSES.

Notwithstanding the numerous complaints of poorly constructed buildings, defective ventilation, &c., the last ten years have been marked by progress in all the sanitary conditions of school-houses.

In many cities the care of these buildings is intrusted to special officers, and many reports include a representation of the actual condition of school buildings.

The lack of competent architects, the indifference of the public, and the want of funds are the main obstacles in the way of the perfect adaptation of city school buildings to the convenience of the work and the requirements of health.

### SCHOOLS MAINTAINED BY PRIVATE EFFORT.

In addition to organized efforts in our leading cities for the care of neglected children, much is done in the same direction by various agencies in the smaller cities and rural districts. It is impossible at present to give any adequate report of these desultory efforts; nevertheless they occupy a very important place among the agencies which are operating against the spread of illiteracy.

The following account of a work in progress in Wilmington, N. C., affords an important example:[1]

Miss Amy M. Bradley, who has become widely known on account of her success in the education and advancement of the poor white children of Wilmington, N. C., determined to undertake this missionary work at the suggestion of Mrs. Susan L. Sohier, of Boston. Miss Bradley reached Wilmington in December, 1866, and found an abandoned building, very much out of repair, which had been erected for the use of a free school by some northern gentlemen just before the war. She opened here the Union School January 9, 1867, with three children, two girls and a boy; but when the term closed in late June or early July the number of pupils had increased to 100. These children were extremely poor, and their clothing was partially furnished by ladies in Boston.

The work in this building continued under Miss Bradley for five years. At the close of the second year (1869) the Hemenway school-house was built under her direction at the other end of the city, and the two schools together furnished instruction for 300 pupils. Three years later the county purchased the Hemenway school, and both schools are now supported by the county and supplied with native teachers.

The American Unitarian Association and the Soldiers' Memorial Society expended up to June 30, 1872, over $21,000 in these schools.

Mrs. Hemenway was influenced to help this work by hearing a sermon preached by Rev. Geo. L. Chaney at the Hollis Street Mission, Boston. She went to Wilmington in 1871, bought an acre and a half of ground, and erected the Tileston school-house, a large building, well lighted, heated, and ventilated, containing ample school room for 250 children and a hall comfortably seating 600 persons. This was opened in October, 1872, with 160 pupils. The entire cost of the building and grounds was a little over $30,000. Mrs. Hemenway has given $5,000 annually to the school, and has expended altogether over $75,000.

The Tileston school is divided into six grades, Kindergarten, primary, middle, grammar, high, and normal, requiring the services of nine teachers. Each division has about forty pupils arranged in two classes.

### TABLE III.—NORMAL SCHOOLS.

The following is a comparative summary of normal schools, instructors, and pupils reported to the Bureau for the years 1871 to 1880, inclusive:

| | 1871. | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of institutions | 65 | 98 | 113 | 124 | 137 | 151 | 152 | 156 | 207 | 220 |
| Number of instructors | 445 | 773 | 887 | 966 | 1,031 | 1,065 | 1,189 | 1,227 | 1,422 | 1,466 |
| Number of students | 10,922 | 11,778 | 16,620 | 24,405 | 29,105 | 33,921 | 37,082 | 39,669 | 40,029 | 43,077 |

[1] Dr. W. G. Eliot, president of Washington University, St. Louis, who has personally observed this work, writes: "Miss Bradley's school is a model institution, one of which Boston or Philadelphia might be proud."

TABLE III.—PART 1.—*Summary of*

| States and Territories. | Number of schools in each State. | Number of instructors. | Number of students. | | | | | Graduates in the last year. | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Total. | Number of normal students. | | Number of other students. | | Whole number. | Number who have engaged in teaching. |
| | | | | Male. | Female. | Male. | Female. | | |
| Alabama | 3 | 16 | 560 | 174 | 156 | 128 | 102 | 16 | 14 |
| Arkansas | 2 | 2 | 210 | 111 | 28 | 37 | 34 | ..... | ..... |
| California | 2 | 17 | 686 | 77 | 500 | 57 | 52 | 172 | 42 |
| Colorado | 1 | ..... | 9 | 3 | 6 | ..... | ..... | ..... | ..... |
| Connecticut | 1 | 8 | 132 | 14 | 118 | 0 | 0 | 37 | 30 |
| Florida | 1 | 6 | 127 | 27 | 12 | 43 | 45 | ..... | ..... |
| Georgia | 1 | 7 | 78 | 67 | 11 | ..... | ..... | ..... | ..... |
| Illinois | 4 | 33 | 1,461 | 267 | 538 | 377 | 279 | 47 | 12 |
| Indiana | 3 | 19 | 481 | 197 | 284 | ..... | ..... | 44 | 41 |
| Iowa | 4 | 9 | 372 | 129 | 239 | 4 | ..... | 30 | 28 |
| Kansas | 2 | 7 | 234 | (60) 19 | 33 | 54 | 68 | 11 | 10 |
| Maine | 6 | 23 | 467 | 134 | 313 | 5 | 15 | 122 | 114 |
| Maryland | 2 | 18 | 441 | 232 | 69 | 40 | 100 | 50 | 44 |
| Massachusetts | 9 | 81 | 1,273 | (199) 91 | 983 | ..... | ..... | 270 | 139 |
| Michigan | 2 | 13 | 460 | 24 | 45 | (391) | | 55 | ..... |
| Minnesota | 3 | 27 | 783 | 161 | 273 | 187 | 162 | 85 | 53 |
| Mississippi | 2 | 7 | 417 | 177 | 74 | 92 | 74 | 8 | 8 |
| Missouri | 6 | 51 | 1,388 | (60) 698 | 630 | ..... | ..... | 205 | 95 |
| Nebraska | 1 | 9 | 276 | 124 | 152 | ..... | ..... | 40 | 38 |
| New Hampshire | 1 | 5 | 30 | 8 | 22 | ..... | ..... | 21 | ..... |
| New Jersey | 1 | 24 | 519 | 134 | 57 | 150 | 178 | 37 | 35 |
| New York | 10 | 158 | 6,514 | (1,298) 451 | 2,364 | (695) 287 | 1,419 | 643 | 392 |
| North Carolina | 2 | 37 | 347 | 161 | 127 | 28 | 31 | 9 | 4 |
| Ohio | 3 | 17 | 166 | 1 | 165 | ..... | ..... | 116 | 94 |
| Pennsylvania | 11 | 144 | 4,617 | (479) 1,388 | 1,924 | 452 | 374 | 474 | 373 |
| Rhode Island | 1 | 9 | 145 | (145) | | ..... | ..... | 19 | ..... |
| Tennessee | 1 | 8 | 142 | 54 | 88 | ..... | ..... | 31 | ..... |
| Texas | 2 | 9 | 168 | (49) 61 | 46 | 12 | ..... | 40 | 39 |
| Vermont | 3 | 19 | 429 | 129 | 267 | 23 | 10 | 92 | 65 |
| Virginia | 1 | 30 | 354 | ..... | ..... | ..... | ..... | 48 | ..... |
| West Virginia | 6 | 20 | 435 | (113) 143 | 90 | (54) 19 | 16 | 44 | 32 |
| Wisconsin | 5 | 60 | 1,887 | (128) 349 | 575 | (243) 298 | 294 | 118 | 108 |
| District of Columbia | 2 | 7 | 39 | ..... | 39 | ..... | ..... | 39 | 19 |
| Utah | 1 | 3 | 55 | 28 | 27 | ..... | ..... | 17 | ..... |
| Washington Territory | 1 | ..... | 21 | (21) | | ..... | ..... | 3 | ..... |
| Total | 106 | 903 | [b]25,723 | (2,552) 5,633 | 10,255 | (1,383) 2,293 | 3,253 | 2,943 | 1,829 |

[a] Classification of 354

*statistics of public normal schools.*

| Volumes in libraries. | | Number of schools in which drawing is taught. | Number having collections of models, casts, &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. | Increase in the last school year. | | | | | | | | | | |
| 2,550 | 50 | 1 | 0 | 3 | 3 | 2 | 2 | 1 | 0 | 2 | 3 |
| 20 | 4 | 1 | ..... | 2 | 2 | 1 | 1 | 1 | ..... | 1 | 2 |
| 3,400 | ..... | 2 | 2 | 2 | 0 | 2 | 2 | 1 | ..... | 1 | 2 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1,400 | 100 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 |
| ..... | ..... | 0 | 0 | 0 | 0 | ..... | ..... | 0 | 0 | 1 | 1 |
| 100 | 20 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 |
| 10,258 | 1,224 | 3 | 3 | 3 | ..... | 3 | 3 | 3 | 1 | 2 | 3 |
| 2,200 | ..... | 3 | 2 | 3 | 0 | 1 | 2 | 1 | 0 | 3 | 3 |
| 1,830 | 500 | 2 | ..... | 1 | 1 | 1 | 2 | 1 | ..... | ..... | 2 |
| 200 | ..... | 1 | ..... | 2 | 1 | 2 | 1 | ..... | 1 | 1 | 2 |
| 3,718 | 251 | 5 | 3 | 3 | ..... | 3 | 3 | 1 | ..... | 4 | 5 |
| 2,812 | ..... | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 2 |
| 11,291 | 299 | 8 | 7 | 7 | ..... | 5 | 5 | 5 | 1 | 4 | 8 |
| 2,375 | 610 | 1 | 1 | 1 | ..... | 1 | 1 | 1 | ..... | 1 | 1 |
| 1,386 | 446 | 3 | 2 | 3 | 0 | 3 | 2 | 2 | 0 | 3 | 3 |
| 800 | 310 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 0 | 1 | 2 |
| 3,386 | 365 | 6 | 3 | 5 | 4 | 4 | 5 | 5 | 1 | ..... | 6 |
| 1,600 | 200 | 1 | 1 | 1 | ..... | 1 | 1 | 1 | ..... | 1 | 1 |
| 400 | 100 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| 550 | 50 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| 11,082 | 473 | 9 | 5 | 9 | 4 | 9 | 9 | 5 | 4 | 9 | 9 |
| 300 | 50 | 1 | ..... | 2 | ..... | 1 | 2 | 1 | 1 | 1 | 2 |
| 455 | ..... | 3 | 0 | 3 | ..... | 0 | 1 | 0 | 0 | 2 | 2 |
| 16,178 | 1,920 | 11 | 7 | 11 | 10 | 8 | 10 | 5 | 4 | 11 | 11 |
| 1,000 | 30 | 1 | 1 | 1 | ..... | 1 | 1 | 1 | 0 | ..... | 1 |
| ..... | ..... | 1 | 1 | 1 | 0 | 1 | 1 | ..... | 0 | 0 | 1 |
| 140 | 140 | 1 | ..... | 1 | ..... | ..... | 1 | ..... | ..... | 1 | 1 |
| 950 | 30 | 3 | ..... | ..... | 2 | 3 | 3 | 1 | ..... | ..... | 3 |
| 900 | ..... | 1 | 0 | 1 | 1 | 1 | 1 | ..... | 0 | 1 | 1 |
| 850 | 27 | 1 | ..... | 2 | 5 | ..... | 1 | ..... | 1 | 1 | 5 |
| 3,557 | 242 | 5 | 4 | 5 | 1 | 3 | 4 | 4 | 1 | 5 | 5 |
| 450 | 50 | 2 | 1 | 2 | ..... | ..... | 1 | 1 | ..... | 2 | 2 |
| ..... | ..... | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 86,138 | 7,491 | 82 | 48 | 82 | 39 | 63 | 72 | 46 | 17 | 62 | 94 |

not reported.

TABLE III.—PART 2.—*Summary of*

| States. | Number of schools in each State. | Number of instructors. | Number of students. | | | | | Graduates in the last year. | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Total. | Number of normal students. | | Number of other students. | | Whole number. | Number who have engaged in teaching. |
| | | | | Male. | Female. | Male. | Female. | | |
| Alabama | 4 | 17 | 789 | 177 | 190 | 170 | 252 | *a*3 | *a*20 |
| Arkansas | 1 | 14 | *b*239 | ..... | ..... | ..... | ..... | ..... | ..... |
| California | 2 | 8 | *c*4 | ..... | *c*4 | ..... | ..... | 8 | 8 |
| Colorado | 1 | ..... | 15 | 9 | 6 | ..... | ..... | ..... | ..... |
| Georgia | 2 | 2 | 424 | (224) 30 | 20 | 75 | 75 | ..... | ..... |
| Illinois | 7 | 39 | *b*856 | 175 | 124 | 240 | 110 | 34 | 33 |
| Indiana | 10 | 85 | *b*3,589 | (48) 558 | 485 | ..... | ..... | 240 | 149 |
| Iowa | 7 | 34 | 620 | 198 | 192 | 112 | 118 | 28 | 15 |
| Kansas | 1 | 5 | 150 | (150) | | ..... | ..... | 15 | 12 |
| Kentucky | 6 | 29 | 395 | (40) 106 | 160 | 36 | 53 | 28 | 23 |
| Louisiana | 3 | 11 | 352 | (43) 44 | 95 | (138) ..... | 32 | 31 | 18 |
| Maine | 2 | 2 | 53 | 26 | 27 | ..... | ..... | 4 | 4 |
| Maryland | 3 | 6 | *b*272 | ..... | 4 | ..... | ..... | 4 | 2 |
| Massachusetts | 1 | 6 | 23 | ..... | 23 | ..... | ..... | 23 | 21 |
| Michigan | 1 | 3 | 23 | ..... | 23 | ..... | ..... | 19 | 14 |
| Mississippi | 2 | ..... | 9 | ..... | 9 | ..... | ..... | ..... | ..... |
| Missouri | 2 | 3 | 86 | 8 | 12 | 30 | 36 | 6 | 4 |
| Nebraska | 1 | 8 | 87 | 1 | 2 | 50 | 34 | ..... | ..... |
| New York | 3 | 5 | 27 | ..... | 27 | ..... | ..... | 21 | 16 |
| North Carolina | 6 | 22 | *b*633 | 204 | 120 | 57 | 43 | 3 | 3 |
| Ohio | 11 | 74 | *b*3,271 | (159) 768 | 351 | 336 | 150 | 72 | 39 |
| Oregon | 2 | 8 | 48 | 22 | 26 | ..... | ..... | ..... | ..... |
| Pennsylvania | 8 | 34 | 1,591 | 369 | 252 | 514 | 456 | 59 | 39 |
| South Carolina | 4 | 19 | 987 | (20) 146 | 152 | 307 | 362 | 54 | 5 |
| Tennessee | 11 | 71 | 1,528 | (130) 406 | 323 | (75) 305 | 289 | 48 | 23 |
| Texas | 4 | 18 | 398 | 51 | 70 | 134 | 143 | 2 | 2 |
| Vermont | 1 | ..... | 6 | 3 | 3 | ..... | ..... | 6 | 0 |
| Virginia | 2 | 8 | 370 | 9 | 11 | 150 | 200 | 3 | ..... |
| West Virginia | 1 | 5 | 245 | 100 | 103 | 22 | 20 | 13 | ..... |
| Wisconsin | 2 | 15 | 64 | 49 | 15 | ..... | ..... | 8 | ..... |
| District of Columbia | 3 | 12 | 200 | 137 | 57 | 3 | 3 | 20 | 10 |
| Total | 114 | 563 | *b*17,354 | (814) 3,596 | 2,886 | (213) 2,541 | 2,376 | 752 | 460 |

*a* Rust Normal Institute reports 18 graduates as engaged in teaching, but makes no report of the number graduating at last commencement.

*statistics of private normal schools.*

| Volumes in libraries. | | Number of schools in which drawing is taught. | Number having collections of models, casts, &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. | Increase in the last school year. | | | | | | | | | | |
| 1,500 | 260 | 2 | 1 | 4 | 3 | 1 | 2 | 0 | 0 | 1 | 4 |
| 2,000 | 50 | 1 | ..... | 1 | 1 | 1 | 1 | ..... | ..... | ..... | ..... |
| 150 | 20 | 2 | 1 | 1 | 1 | ..... | 1 | 1 | ..... | 2 | 2 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 200 | ..... | ..... | ..... | 2 | 2 | ..... | 1 | ..... | ..... | ..... | 1 |
| 2,517 | 227 | 2 | 2 | 5 | 5 | 3 | 4 | 4 | 1 | 1 | 4 |
| 7,540 | 1,250 | 8 | 3 | 9 | 6 | 6 | 7 | 4 | ..... | 5 | 8 |
| 2,411 | 590 | 7 | 3 | 6 | 5 | 4 | 5 | 3 | 1 | 2 | 7 |
| 600 | 150 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 |
| 1,600 | 300 | 4 | ..... | 5 | 4 | 4 | 5 | 1 | ..... | 2 | 5 |
| 750 | 10 | 1 | 1 | 2 | 1 | ..... | ..... | ..... | ..... | 1 | 3 |
| 400 | 7 | 2 | ..... | ..... | 1 | 1 | 2 | 1 | ..... | ..... | 2 |
| ..... | ..... | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| ..... | ..... | 1 | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | 1 |
| ..... | ..... | 1 | ..... | 1 | 0 | ..... | ..... | ..... | ..... | 1 | 1 |
| ..... | ..... | 1 | 1 | 2 | 1 | 1 | 1 | ..... | ..... | 1 | 2 |
| ..... | ..... | 2 | ..... | 2 | 2 | 1 | 1 | ..... | ..... | ..... | 2 |
| ..... | ..... | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| ..... | ..... | 1 | ..... | 1 | ..... | ..... | ..... | 1 | 1 | 1 | 1 |
| 1,700 | 100 | 2 | ..... | 4 | 2 | ..... | ..... | ..... | ..... | 1 | 4 |
| 9,050 | 510 | 7 | 5 | 8 | 9 | 10 | 10 | 6 | 2 | 3 | 10 |
| ..... | 25 | 1 | 1 | 2 | 2 | 1 | 1 | ..... | ..... | ..... | 2 |
| 4,542 | 626 | 6 | 1 | 5 | 3 | 2 | 2 | ..... | ..... | 5 | 5 |
| 1,460 | ..... | 4 | 3 | 4 | 3 | 2 | 2 | ..... | ..... | 2 | 3 |
| 6,000 | 500 | 7 | 1 | 9 | 7 | 3 | 5 | 2 | ..... | 6 | 9 |
| 250 | 50 | 2 | 2 | 3 | 2 | 1 | 2 | 1 | 1 | 1 | 3 |
| 100 | 100 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 |
| ..... | ..... | 2 | ..... | 2 | 2 | ..... | ..... | ..... | ..... | ..... | 1 |
| 3,200 | ..... | 1 | 0 | 1 | 1 | 0 | ..... | 0 | 0 | 0 | 1 |
| 200 | ..... | 2 | ..... | 2 | 1 | 1 | 1 | ..... | 1 | ..... | 1 |
| 100 | ..... | 2 | ..... | 2 | 1 | ..... | 1 | 1 | ..... | 2 | 2 |
| 46,270 | 4,775 | 75 | 26 | 89 | 68 | 45 | 57 | 27 | 8 | 40 | 88 |

*b* Classification not reported in all cases.
*c* Only one institution reporting this item.

TABLE III.—*General summary of statistics of public and private normal schools.*

| States and Territories. | 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.[a] | Number of schools. | Number of instructors. | Number of students.[a] | Number of schools. | Number of instructors. | Number of students.[a] |
| Alabama | 3 | 16 | 330 | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 17 | 367 |
| Arkansas | 2 | 2 | 139 | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 14 | ..... |
| California | 1 | 15 | 468 | ..... | ..... | ..... | 1 | 2 | 109 | 2 | 8 | 4 |
| Colorado | 1 | ..... | 9 | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | 15 |
| Connecticut | 1 | 8 | 132 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Florida | 1 | 6 | 39 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Georgia | [b]1 | 7 | 78 | ..... | ..... | ..... | ..... | ..... | ..... | 2 | 2 | 274 |
| Illinois | 2 | 25 | 605 | 1 | 8 | 200 | 1 | ..... | ..... | 7 | 39 | 299 |
| Indiana | 1 | 10 | 454 | ..... | ..... | ..... | 2 | 9 | 27 | 10 | 85 | 1,091 |
| Iowa | 2 | 7 | 337 | ..... | ..... | ..... | 2 | 2 | 31 | 7 | 34 | 390 |
| Kansas | 2 | 7 | 112 | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 5 | 150 |
| Kentucky | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6 | 29 | 306 |
| Louisiana | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | 11 | 182 |
| Maine | 4 | 21 | 439 | ..... | ..... | ..... | 2 | 2 | 8 | [c]2 | 2 | 53 |
| Maryland | 2 | 18 | 301 | ..... | ..... | ..... | ..... | ..... | ..... | 3 | 6 | 4 |
| Massachusetts | 6 | 68 | 1,149 | ..... | ..... | ..... | 3 | 13 | 124 | 1 | 6 | 23 |
| Michigan | 2 | 13 | 69 | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 3 | 23 |
| Minnesota | 3 | 27 | 434 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Mississippi | 2 | 7 | 251 | ..... | ..... | ..... | ..... | ..... | ..... | 2 | ..... | 9 |
| Missouri | 5 | 43 | 1,226 | ..... | ..... | ..... | 1 | 8 | 162 | 2 | 3 | 20 |
| Nebraska | 1 | 9 | 276 | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 8 | 3 |
| New Hampshire | 1 | 5 | 30 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| New Jersey | 1 | 24 | 191 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| New York | 8 | 119 | 2,867 | ..... | ..... | ..... | 2 | 39 | 1,246 | 3 | 5 | 27 |
| North Carolina | 2 | 37 | 288 | ..... | ..... | ..... | ..... | ..... | ..... | 6 | 22 | 324 |
| Ohio | ..... | ..... | ..... | ..... | ..... | ..... | 3 | 17 | 166 | 11 | 74 | 1,278 |
| Oregon | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2 | 8 | 43 |
| Pennsylvania | 10 | 117 | 2,776 | ..... | ..... | ..... | 1 | 27 | 1,015 | 8 | 34 | 621 |
| Rhode Island | 1 | 9 | 145 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| South Carolina | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 19 | 318 |
| Tennessee | 1 | 8 | 142 | ..... | ..... | ..... | ..... | ..... | ..... | 11 | 71 | 859 |
| Texas | 2 | 9 | 156 | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 18 | 121 |
| Vermont | 3 | 19 | 396 | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | 6 |
| Virginia | [b]1 | 30 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2 | 8 | 20 |
| West Virginia | [d]6 | 20 | 346 | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 5 | 203 |
| Wisconsin | 4 | 55 | 1,038 | ..... | ..... | ..... | 1 | 5 | 14 | 2 | 15 | 64 |
| District of Columbia | ..... | ..... | ..... | ..... | ..... | ..... | 2 | 7 | 39 | 3 | 12 | 194 |
| Utah | [e]1 | 3 | 55 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Washington Territory | [e]1 | ..... | 21 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total | 84 | 764 | 15,299 | 1 | 8 | 200 | 21 | 131 | 2,941 | 114 | 563 | 7,296 |

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

[b] Partially supported from the proceeds of the national grant of land to agricultural colleges, this normal school being part of an institution so endowed.

[c] Receive an allowance from the State.

[d] No appropriation for 1879–'80.

[e] Territorial appropriation.

*Appropriations for normal schools.*

| Name of school and location. | Appropriation, 1880. | State appropriation per capita of pupils in the last year.[a] |
|---|---|---|
| State Normal School, Florence, Ala | $7,500 | $32 23 |
| Normal School for Colored Teachers, Huntsville, Ala | 2,000 | 160 89 |
| Lincoln Normal University, Marion, Ala | 4,000 | 17 10 |
| Normal department of Arkansas Industrial University, Fayetteville, Ark | (*b*) | (*b*) |
| Branch Normal College of Arkansas Industrial University, Pine Bluff, Ark | *c*12,000 | 20 00 |
| Normal department of Girls' High School, San Francisco, Cal | *d*4,000 | ..... |
| California State Normal School, San José, Cal | *e*33,300 | 68 00 |
| Connecticut State Normal School, New Britain, Conn | 12,000 | 90 00 |
| Normal department of Atlanta University, Atlanta, Ga | (*b*) | (*b*) |
| Southern Illinois Normal University, Carbondale, Ill | 20,290 | 48 20 |
| Illinois State Normal University, Normal, Ill | 22,494 | 52 45 |
| Cook County Normal and Training School, Normalville, Ill | *f*15,000 | *g*48 23 |
| Indianapolis Normal School, Indianapolis, Ind | *d*5,000 | ..... |
| Southern Indiana Normal College, Mitchell, Ind | *d*2,500 | ..... |
| Indiana State Normal School, Terre Haute, Ind | 17,000 | 37 50 |
| Iowa State Normal School, Cedar Falls, Iowa | 6,750 | 20 00 |
| Kansas State Normal School, Emporia, Kans | *h*25,800 | ..... |
| Peabody Normal School for Colored Students, New Orleans, La | *i*1,300 | ..... |
| Peabody Normal Seminary, New Orleans, La | *j*3,700 | *j*15 50 |
| Eastern State Normal School, Castine, Me | 6,000 | 24 00 |
| State Normal and Training School, Farmington, Me | 6,000 | 38 21 |
| Madawaska Training School, Fort Kent and Van Buren, Me | 1,000 | ..... |
| State Normal and Training School, Gorham, Me | 6,000 | 50 00 |
| Normal department of Maine Central Institute, Pittsfield, Me | 600 | ..... |
| Normal department of Oak Grove Seminary, Vassalboro', Me | 600 | ..... |
| Baltimore Normal School for Colored Teachers, Baltimore, Md | 2,000 | 20 00 |
| Maryland State Normal School, Baltimore, Md | 10,500 | 41 83 |
| Massachusetts Normal Art School, Boston, Mass | 16,925 | 67 00 |
| State Normal School, Bridgewater, Mass | 12,750 | ..... |
| State Normal School, Framingham, Mass | 10,300 | 100 00 |
| Gloucester Training School for Teachers, Gloucester, Mass | *d*2,500 | ..... |
| State Normal School, Salem, Mass | 14,579 | 47 50 |
| Westfield State Normal School, Westfield, Mass | 10,300 | 89 57 |
| Massachusetts State Normal School at Worcester, Mass | 10,300 | ..... |
| Michigan State Normal School, Ypsilanti, Mich | 17,500 | 30 00 |
| State Normal School at Mankato, Minn | 12,000 | ..... |
| State Normal School at St. Cloud, Minn | 9,000 | 49 00 |
| State Normal School at Winona, Minn | 12,000 | 35 00 |
| Mississippi State Normal School, Holly Springs, Miss | 3,000 | 13 64 |
| Tougaloo University and State Normal School, Tougaloo, Miss | 2,000 | 10 00 |
| Missouri State Normal School, Cape Girardeau, Mo | 7,500 | 40 00 |

*a* Exclusive of appropriations for permanent objects.

*b* Appropriation in common with other departments of the university.

*c* Of this $10,000 is a special appropriation for a new building.

*d* City appropriation.

*e* $1,300 is a special appropriation for apparatus.

*f* County appropriation.

*g* County appropriation per capita.

*h* Also $2,000 from county, all of which is a special appropriation for building.

*i* From Peabody fund.

*j* From local contributions and Peabody fund; the amount per capita being the amount of these two funds.

*Appropriations for normal schools*—Continued.

| Name of school and location. | Appropriation, 1880. | State appropriation per capita of pupils in the last year. *a* |
|---|---|---|
| Normal College of the University of the State of Missouri, Columbia, Mo | (*b*) | ..... |
| Lincoln Institute, Jefferson City, Mo | *c*$15,000 | ..... |
| Missouri State Normal School, Kirksville, Mo | 7,500 | $14 66 |
| St. Louis Normal School, St. Louis, Mo | *d*10,684 | ..... |
| State Normal School, Warrensburg, Mo | 7,500 | 20 16 |
| Nebraska State Normal School, Peru, Nebr | 15,000 | ..... |
| New Hampshire State Normal School, Plymouth, N. H | *e*5,000 | 166 66 |
| New Jersey State Normal and Model School, Trenton, N. J | 15,000 | ..... |
| New York State Normal School, Albany, N. Y | 18,000 | ..... |
| State Normal and Training School, Brockport, N. Y | 18,000 | ..... |
| State Normal School, Buffalo, N. Y | 17,599 | ..... |
| State Normal and Training School, Cortland, N. Y | 18,000 | 45 23 |
| State Normal and Training School, Fredonia, N. Y | 18,000 | 30 00 |
| State Normal School, Geneseo, N. Y | 18,000 | ..... |
| Normal College, New York, N. Y | *d*95,000 | ..... |
| State Normal and Training School, Oswego, N. Y | 18,000 | 40 55 |
| State Normal and Training School, Potsdam, N. Y | 17,872 | 33 45 |
| University Normal School, Chapel Hill, N. C | 2,000 | 8 00 |
| State Colored Normal School, Fayetteville, N. C | 2,000 | ..... |
| Cincinnati Normal School, Cincinnati, Ohio | *d*7,600 | ..... |
| Geneva Normal School, Geneva, Ohio | *f*1,300 | *f*13 00 |
| Pennsylvania State Normal School, sixth district, Bloomsburg, Pa | 5,000 | ..... |
| Southwestern State Normal School, California, Pa | 10,000 | 10 00 |
| Northwestern State Normal School, Edinboro', Pa | 5,000 | 11 00 |
| Keystone State Normal School, Kutztown, Pa | 10,000 | 21 00 |
| Central State Normal School, Lock Haven, Pa | 5,000 | ..... |
| Pennsylvania State Normal School, fifth district, Mansfield, Pa | 2,775 | 9 19 |
| Pennsylvania State Normal School, second district, Millersville, Pa | 5,902 | ..... |
| Philadelphia Normal School for Girls, Philadelphia, Pa | *d*25,000 | ..... |
| Cumberland Valley State Normal School, Shippensburg, Pa | 2,250 | 12 71 |
| West Chester State Normal School, West Chester, Pa | 6,933 | 15 35 |
| Rhode Island State Normal School, Providence, R. I | 10,500 | ..... |
| Fairfield Normal Institute, Winnsboro', S. C | *g*600 | 2 50 |
| Warner Institute, Jonesborough, Tenn | *h*150 | ..... |
| Sam Houston Normal Institute, Huntsville, Tex | *i*14,500 | 100 00 |
| American Normal School, Kellyville, Tex | 235 | 3 90 |
| State Normal School of Texas for Colored Students, Prairie View, Tex | 6,000 | ..... |
| Yorktown Normal School, Yorktown, Tex | 432 | 4 00 |
| State Normal School, Castleton, Vt | 2,000 | ..... |
| Johnson State Normal School, Johnson, Vt | 2,000 | 15 00 |
| State Normal School, Randolph, Vt | 3,278 | ..... |
| Hampton Normal and Agricultural Institute, Hampton, Va | (*j*) | ..... |

*a* Exclusive of appropriations for permanent objects.

*b* Appropriation in common with other departments of the university.

*c* For two years.

*d* City appropriation.

*e* Also $1,200 from city.

*f* County appropriation; the amount per capita being the amount of county appropriation.

*g* Also $250 from county.

*h* From State, county, and town.

*i* Also a special appropriation from Huntsville of a building valued at $12,000.

*j* The institute receives annually about $10,000 from the State, being its share of the income from the congressional grant of land to agricultural colleges.

*Appropriations for normal schools*—Continued.

| Name of school and location. | Appropriation, 1880. | State appropriation per capita of pupils in the last year. *a* |
|---|---|---|
| Milwaukee Normal School, Milwaukee, Wis | *b*$4,000 | ..... |
| State Normal School, Oshkosh, Wis | 15,717 | $22 54 |
| Wisconsin State Normal School, Platteville, Wis | 17,390 | 32 00 |
| State Normal School, River Falls, Wis | 18,521 | 50 00 |
| Washington Normal School, Washington, D. C | *b*2,000 | ..... |
| Normal department of University of Deseret, Salt Lake City, Utah | *c*2,500 | *c*62 50 |

*a* Exclusive of appropriations for permanent objects.
*b* City appropriation.
*c* Territorial appropriation.

The training of teachers is provided for in (1) normal schools or normal departments, in (2) normal institutes, and (3) by chairs or lectureships in universities or colleges.

Table III presents a summarized view of normal schools and departments. The former are independent institutions, established for the express purpose of imparting instruction in the theory and art of teaching; the latter are connected with State universities or other colleges. In some instances these departments have scarcely more than a nominal existence, differing from the other departments of the institutions to which they belong simply by the omission of a portion of the regular course and the substitution of a course of lectures on education.

In the earlier years of the decade, returns from normal schools did not furnish sufficient data to serve the purposes of extended comparison. In the appendix to my report of 1870 will be found an article on normal schools by Prof. S. H. White, the able principal of the county normal school, Peoria, Ill., who was well qualified to give the subject accurate and comprehensive presentation. The result of his endeavor serves to show how imperfect and inadequate were the means of obtaining information in regard to these institutions before the series of tables embodied in the report was undertaken. An examination of Table III in the successive reports will show still further that the art of systematic and specific reporting has been of slow development on the part of the schools themselves. The increase in the number of institutions, instructors, and students in the successive years is set forth in the table. Of the number now reported, 106 are public institutions, i. e., supported or aided by State, county, or city appropriations or forming departments of State universities. The course of instruction in these schools embraces from one to four years, three or four years being the full period in the majority. The model schools reported in connection with 62 of the normals are schools of elementary grade in which the normal students are exercised in teaching under the observation of experienced teachers and subject to their criticism and approval. In a few cities the same end is sought by sending normal students to act as substitutes in the lower grades of public schools.

Libraries, cabinets, laboratories, &c., are, if possible, more useful in normal schools than in other institutions. Here they not only facilitate the acquisition of knowledge but they familiarize the teacher with the aids which he must constantly employ in his chosen vocation. Appliances reported by the normal schools must then be included in any comparative estimate of facilities offered for the preparation of teachers.

In 1872 Table III was extended so as to include substantially the same details as at present. It is worthy of note that the increase in the number of schools in which

drawing and vocal music are taught and in the number possessing collections of models, casts, &c., laboratories, and all the various appliances included in the table, bears a fair proportion to the increase in the number of schools.

The supervision and general care of public normal schools is intrusted in some States to the State board of education or other general officers of education and in others to a normal school board. In a few States normal schools have a permanent endowment fund, as in Wisconsin, where the fund is nearly $1,000,000. In general the schools are supported by annual appropriations.

By reference to Table III of the appendix, it will be seen that apart from the schools for training Kindergarten teachers, 13 public normal schools have a course of a single year. In the case of city normal schools it is comparatively easy to give a strictly professional character to the year's work. Candidates for admission must have completed the ordinary high school course or must show upon examination equivalent attainments; they are required to present testimonials of character and generally to give some pledge of their intention to teach. These requirements secure to the school a number of students of substantially equal development and well prepared for special training.

The normal schools of Washington and Boston are good examples of those which give a strictly pedagogical training during a single year's course. They pursue nearly the same plan, which will be understood by an examination of the programme published in the annual report of the Boston school. The work of the school is grouped under five heads: (1) physiological study; (2) psychological study; (3) special reviews; (4) methods of instruction; (5) teaching under criticism. The course of training exercises laid out for the year and rigidly pursued is as follows:

*First exercise* (*time, one week*): *Observing and reporting.*—One section of the normal pupils, accompanied by their teacher, visit a class in the training school daily; they witness the regular work of the room twenty or thirty minutes, return, and report orally to the teacher accompanying them. This report is merely an orderly statement of what is done and said in the room visited, the teacher making the statement complete and calling attention to such excellences as she deems best. These visits are made at the same hour on successive days, so that the same lesson is seen each day during the week. The other section of the normal pupils, under the direction of another of their teachers, do the same thing at the same time.

*Second exercise* (*time, one week*): *Teaching before the normal class for criticism.*—Normal pupils teach classes from the training school, following the regular programme of the room from which the children come. One section teach a class of twelve children twenty or thirty minutes daily, under the direction of one of the normal teachers, the same subject being taught at the same hour, to the same pupils, for a week. After the teaching the rest of the hour is devoted to criticisms by the normal pupils and their teacher. Special preparation for these lessons is made at another hour. The other section do the same under the direction of another normal teacher.

*Third exercise* (*time, one week*): *Observing and reporting single lessons.*—Repeating number one.

*Fourth exercise* (*time, one week*): *Observing the work of a room for two whole days.*—One section is distributed through the grammar department of the training school, three or four being sent to a room. They remain in the same room two entire days. Each pupil reports the programme of the room in which she observes the first day; the second day she reports the programme and one lesson. The report of the lesson shows (1) the object of the lesson and (2) the steps by which this object was attained, as the normal pupils gathered it from their observation. The next two days the other section do the same. The normal teachers see their pupils in the rooms as far as practicable.

*Fifth exercise* (*time, one week*): *Teaching before the class.*—Repetition of number two.

*Sixth exercise* (*time, two weeks*): *Teaching in the training school.*

*Seventh exercise* (*time, one week*): *Teaching before the class.*—Repetition of number two.

*Eighth exercise* (*time, two weeks*): *Observing and teaching in the public schools.*

*Ninth exercise* (*time, three weeks*): *Model lessons in teaching.*—All the normal pupils go to the primary school hall, for an hour and a quarter every day for three weeks, to witness model lessons in teaching and for criticism of these lessons. Part of the lessons are given by the normal teachers and part by the pupils, one lesson every day by each. About half the time is spent in teaching and half in criticism.

The object of these lessons was to give the normal pupils the best type of teaching, especially by beginners.

In other than city normal schools it is difficult to give definite character to a single year's course. The classes are large and represent various degrees of preparation. Oftentimes the chief need is instruction in the elementary branches pursued in the common schools; and all exercises in methods and all general consideration of the teaching office, its bearing upon life and society, the relation between mental processes and results, are omitted or made secondary to the mastery of simple branches of knowledge in which the future teacher must be proficient. Fortunately efforts are being made to free these schools from the conditions which interfere with their special work. This purpose can be furthered by proper entrance examinations and a systematized course of study and training exercises.

The normal schools having more than a year's course include a number of thoroughly organized and efficient institutions maintained by liberal appropriations. Many of this class, however, included in Table III, are affected by the untoward conditions previously noted. Candidates are admitted at too early an age and without adequate or sufficiently uniform preparation, and in the course of instruction too little provision is made for special training in the theory and art of teaching.

The disposition is everywhere manifest to examine into these institutions, to ascertain what changes and regulations are needed for the maintenance of their character as training schools, and to hold them more strictly to their requirements. It is worthy of note that every investigation of normal schools ordered during the decade has resulted in fuller appreciation of their value.

In the general summary of Table III, page xcii, normal schools are classified into those supported by States, by counties, by cities, and by other agencies. The first three classes represent support by public funds; the fourth, support by private enterprise, benefactions, or endowments. For convenience, then, the four classes may be reduced to two. Considering the States by geographical sections the summary of normals under the two classes respectively is as follows:

| | First class. | Second class. | Total. |
|---|---|---|---|
| New England States (6) | 21 | 4 | 25 |
| Middle Atlantic States (6) | 25 | 16 | 41 |
| South Atlantic States (4) | 4 | 12 | 16 |
| Gulf States (4) | 7 | 13 | 20 |
| Southern Central States (6) | 17 | 22 | 39 |
| Northern Central States (9) | 26 | 40 | 66 |
| States of the Pacific Slope (3) | 2 | 4 | 6 |
| Territories (3) | 4 | 3 | 7 |

The twelve States in which the Peabody fund has been distributed, viz, Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Arkansas, Tennessee, and West Virginia, report a total of 61 normal schools, 21 of the first class and 40 of the second. The total for the remaining States and Territories is 159, of which 85 belong to the first class and 74 to the second; that is, 65 per cent. of all the normals in the twelve States aided by the Peabody fund are supported by other than public agencies and 46 per. cent. of those in the remaining States and Territories. These statements may, however, be misleading unless modified by conditions presented in other parts of the table.

It will be seen from the notes to the general summary of Table III, page xcii, that of the normal schools of the first class in the twelve States just enumerated 2 are partially supported from the proceeds of the national grant of land in aid of colleges of agriculture and the mechanic arts and 6 received no appropriation in 1879–'80.

On a close examination of the work done by these institutions, it appears that some of them adopt the term normal rather as a declaration of their purposes than as an indication of their exclusive devotion to the training of teachers in methods.

The amount of State, city, and county appropriations for 1880 to normal schools and departments in the twelve States specified is, as nearly as can be ascertained, $68,667. This amount includes $10,000 special appropriation for building in Arkansas and omits appropriations to the normal departments of Atlanta University, Atlanta, Ga., and the Arkansas Industrial University, Fayetteville, Ark., which are reported in common with other departments of these universities. An approximate estimate may be made of the ratio between the appropriation and the amount which would suffice to provide normal training for the entire body of teachers. Allowing sixty pupils to each teacher, the school population of the twelve States under consideration would employ upwards of 65,000 teachers, and if 70 per cent. of this number should continue from year to year in their places 30 per cent., or about 20,000 new teachers, must be provided annually. In the article previously mentioned, Mr. White stated that the annual expense of a normal school which sends out 250 pupils (not necessarily graduates) is from $15,000 to $20,000. The estimate was carefully made and gives a fair basis for our present calculation. It will be seen that 80 such schools would meet the demand for 20,000 teachers annually, at an expense of about one and a quarter million of dollars. No State has yet made provision on so liberal a scale for the training of its teachers; and the appropriation for this department of public school work in the South falls far below the sums appropriated in other sections, as will be seen by a detailed examination of the table. It is estimated that not more than 4 per cent. of the new teachers annually appointed throughout the country have had normal training. In Massachusetts, where the proportion is comparatively large, more than one-fourth of the teachers employed have attended normal schools and above one-fifth are graduates. These considerations lead to certain obvious conclusions. Graduates of normal schools represent but a small proportion of public school teachers, and should be employed where they can most effectually direct and stimulate teachers who have had inferior opportunities for preparation. The ordinary law of supply and demand must be depended on to furnish the majority of teachers. Some system of graded normal schools must be adopted or the greater number of the schools will be left to inexperienced or altogether untrained teachers.

Normal institutes and summer normal schools offer a ready means for accomplishing this gradation. It is only necessary that they should be organized and conducted upon some rational plan, and that their support should be included as a constant item in estimates of expenses.

Teachers' or normal institutes are already authorized by law and provision made for defraying their expenses in the following States: Colorado, Illinois, Indiana, Iowa, Kansas, Massachusetts, Michigan, Minnesota, Nebraska, Nevada, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, and Wisconsin. In the following States institutes are authorized, but no specific appropriations are made for the purpose: California, Kentucky, Maryland, Oregon, South Carolina, Tennessee, Virginia, and West Virginia.

In the States in which there is no enactment on the subject, institutes are held under the auspices of State and county superintendents or other school officers. The expenses are met by voluntary contributions from teachers and officers. The institutes continue from three to six days, under the direction of able instructors. The day sessions are occupied in giving instruction in the methods of teaching elementary branches and the details of school management; the evening sessions are generally devoted to conferences and lectures. The summer normal schools continue in session from two to six weeks. Teachers are formed into classes. The time is divided between methods of teaching and the branches to be taught.

The course of instruction and training represented by chairs of pedagogics differs somewhat from that to which the term normal is applied, which, as we have seen,

includes drill in methods of teaching. The scope of the former is indicated by the expression "philosophy or science of education," a comprehensive subject which in our country has heretofore been confined within very narrow limits. Such chairs are reported by the Universities of Michigan, Missouri, and Iowa. The presidents of Harvard, Yale, Columbia, and Johns Hopkins have given repeated expression to their views upon the importance of including the subject in the university curriculum and there is reason to hope that it may ere long be introduced in the institutions which they represent. It cannot be doubted that an endowed chair of pedagogy in a university rich in men and resources would be a powerful influence in the educational affairs of a State.

The efforts made from time to time under the auspices of Johns Hopkins and Harvard Universities to afford special instruction to teachers have been noted in my reports. Teachers' classes in early English and in the theory of numbers were maintained at Johns Hopkins during the year. The president and fellows of Harvard University have voted to maintain in the scientific school, for the benefit of male graduates of the State normal schools, scholarships of the annual value of $150 each, not exceeding eight in number at any one time. These scholarships are to be divided among the normal schools as the State board of education may from time to time determine, and the appointments are to be made in the first instance for one year, on the recommendation of the principals of the schools. Reappointments are to be made by the scientific faculty.

The value of this and of every other endeavor to bring scientific knowledge and correct methods of scientific study to the attention of the teachers of our common schools cannot be overestimated. Such knowledge finds its application in all arts and industries and in all measures for the preservation of health and life, and it offers the only means of dissipating the fears and superstitions and correcting the foolish practices arising from ignorance of the phenomena and laws of nature. Whatever may be the comparative merits of different courses of study in a scheme of liberal education, it must be admitted that nothing is more useful in the condition of life for which the majority of our youth are preparing than this "lore of common things."

It is to be feared that those who conduct our normal schools do not fully appreciate the responsibility which rests upon them with reference to this phase of public intelligence. It is in their power to determine the character of our public school instruction, and the interest which is manifested by the liberal appropriations for their work is undoubtedly due in part to the conviction in the public mind that common school instruction should at a certain stage diverge from that which is the accepted basis for prolonged study or for professional training, and should therefore be intrusted to teachers specially prepared for the high service. Graduates of normal schools ought to have that understanding of our history and institutions which will enable them to impart notions of public law and obligation to the future citizens, and that familiarity with our resources, products, and industries which may be acquired in laboratory practice and among the collections of museums of natural history and technology.

It is from a deep conviction of the importance of these institutions that I have endeavored from time to time to call the attention of those in charge of our normal schools to the means of increasing their illustrative material and of keeping constantly informed of new discoveries in science. In 1876 there was prepared under my direction a manual of a limited number of the common native trees of the northern United States, which was intended to give concise descriptions of these species of trees, together with some account of their uses and their range of growth in different parts of the country; to accompany this were prepared sets of dried botanical specimens of the leaves and flowers, together with sections of the wood of each species. These specimens and the accompanying manual the Office proposed to use as loans to those normal schools giving assurance of interest and coöperation. It was hoped through this initiative that the teachers throughout the country would become familiar with the information so greatly needed among the people in regard to the planting, cultivation, and uses of trees, and the protection of our forests.

I have repeatedly urged attention to the explorations, surveys, and similar enterprises conducted by the General Government, and I am of opinion that it would be a wise measure to establish weather stations at all permanent normal schools, and thus put them in direct correspondence with the national meteorological bureau, and to train all normal pupils in the rudiments of theoretical and practical weather science. In pursuance of the ideas here advanced, I have expected that normal schools would derive a great benefit from the pedagogical library and museum of this Office. Here the teacher may learn as nowhere else in the country how far appliances have been devised in aid of the instruction in the several branches, and here, too, obtain some idea of the variety and extent of the literature relating to the subject of his profession.

TABLE IV.—COMMERCIAL AND BUSINESS COLLEGES.

The following is a comparative exhibit of colleges for business training, 1871–1880:

| | 1871. | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of institutions | 60 | 53 | 112 | 126 | 131 | 137 | 134 | 129 | 144 | 162 |
| Number of instructors | 168 | 263 | 514 | 577 | 594 | 599 | 568 | 527 | 535 | 619 |
| Number of students | 6,460 | 8,451 | 22,397 | 25,892 | 26,109 | 25,234 | 23,496 | 21,048 | 22,021 | 27,146 |

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 year. |
|---|---|---|---|---|---|---|---|
| | | | Total number of students, excluding duplicate enrolments. | In day school. | In evening school. | | |
| Alabama | 2 | 5 | 126 | 126 | ..... | 1,200 | 75 |
| California | 6 | 38 | *a*1,012 | 811 | 63 | 3,750 | 150 |
| Georgia | 2 | 5 | *b*303 | 262 | ..... | 75 | 75 |
| Illinois | 18 | 69 | *c*3,973 | 2,927 | 1,022 | 10,700 | 6,004 |
| Indiana | 8 | 33 | 1,670 | 1,176 | 532 | 300 | 200 |
| Iowa | 11 | 32 | *d*1,705 | 1,432 | 377 | 360 | ..... |
| Kansas | 2 | 3 | 132 | 103 | 40 | ..... | ..... |
| Kentucky | 3 | 11 | 518 | 465 | 53 | ..... | ..... |
| Louisiana | 2 | 12 | 371 | 278 | 103 | 1,695 | 5 |
| Maine | 3 | 3 | 256 | 221 | 35 | 104 | ..... |
| Maryland | 2 | 22 | *e*956 | ..... | ..... | ..... | ..... |
| Massachusetts | 4 | 22 | 838 | 780 | 58 | ..... | ..... |
| Michigan | 9 | 26 | 1,104 | 853 | 339 | ..... | ..... |
| Minnesota | 4 | 15 | *f*813 | 216 | 125 | 217 | 28 |
| Mississippi | 1 | 14 | 90 | 90 | ..... | 1,050 | ..... |
| Missouri | 6 | 41 | 1,490 | 1,274 | 216 | 2,480 | 10 |
| Nebraska | 1 | 1 | 70 | 40 | 35 | ..... | ..... |
| New Hampshire | 4 | 7 | 150 | 115 | 35 | ..... | ..... |
| New Jersey | 5 | 28 | 758 | 479 | 279 | 925 | 60 |
| New York | 18 | 75 | 4,305 | 3,440 | 1,148 | 2,965 | 5 |
| North Carolina | 1 | 1 | ..... | ..... | ..... | ..... | ..... |
| Ohio | 14 | 49 | 2,074 | 1,613 | 461 | *g*14,558 | 50 |

*a* Not reported of 138 whether they are in day or evening school.
*b* Not reported of 41 whether they are in day or evening school.
*c* Not reported of 500 whether they are in day or evening school.
*d* Not reported of 76 whether they are in day or evening school.
*e* Not reported whether in day or evening school.
*f* Not reported of 544 whether they are in day or evening school.
*g* Includes the library of St. Xavier College, Cincinnati, which is reported with commercial department.

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

| States and Territories. | Number of schools. | Number of instructors. | Number of students. | | | Number of volumes in libraries. | Increase in the last year. |
|---|---|---|---|---|---|---|---|
| | | | Total number of students, excluding duplicate enrolments. | In day school. | In evening school. | | |
| Pennsylvania | 13 | 43 | *a*1,777 | 991 | 422 | 1,183 | 206 |
| Rhode Island | 2 | 11 | 467 | 345 | 122 | 155 | 5 |
| Tennessee | 4 | 4 | 185 | 120 | 65 | 459 | ..... |
| Texas | 4 | 7 | 175 | 139 | 36 | ..... | ..... |
| Virginia | 1 | 1 | 45 | 26 | 19 | 541 | 5 |
| West Virginia | 2 | 6 | 224 | 194 | 30 | ..... | ..... |
| Wisconsin | 8 | 29 | *b*1,257 | 699 | 223 | 795 | 41 |
| District of Columbia | 1 | 3 | 283 | 160 | 123 | ..... | ..... |
| Washington Territory | 1 | 3 | 19 | 19 | ..... | ..... | ..... |
| Total | 162 | 619 | *c*27,146 | *d*19,394 | *d*5,961 | 43,512 | 6,929 |

*a* Not reported of 364 whether they are in day or evening school.
*b* Not reported of 366 whether they are in day or evening school.
*c* Not reported of 2,985 whether they are in day or evening school.
*d* 1,194 students attended both day and evening schools.

TABLE V.—KINDERGÄRTEN.

The following is a comparative summary of Kindergärten, instructors, and pupils reported to the Bureau from 1873 to 1880, inclusive:

| | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. |
|---|---|---|---|---|---|---|---|---|
| Number of institutions | 42 | 55 | 95 | 130 | 129 | 159 | 195 | 232 |
| Number of instructors | 73 | 125 | 216 | 364 | 336 | 376 | 452 | 524 |
| Number of pupils | 1,252 | 1,636 | 2,809 | 4,090 | 3,931 | 4,797 | 7,554 | 8,871 |

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

| States. | Number of schools. | Number of teachers. | Number of pupils. | States. | Number of schools. | Number of teachers. | Number of pupils. |
|---|---|---|---|---|---|---|---|
| Alabama | 1 | 1 | ..... | Missouri | 23 | *a*90 | *a*2,640 |
| California | 9 | 15 | 340 | Nebraska | 1 | 1 | 12 |
| Connecticut | 4 | 6 | 71 | New Hampshire | 1 | 1 | 16 |
| Delaware | 1 | 1 | 15 | New Jersey | 16 | 37 | 717 |
| Florida | 1 | 1 | 20 | New York | 42 | 101 | 1,348 |
| Georgia | 1 | 1 | 12 | North Carolina | 3 | 6 | 55 |
| Illinois | 15 | 23 | 538 | Ohio | 12 | 28 | 285 |
| Indiana | 5 | 12 | 108 | Pennsylvania | 27 | 57 | 622 |
| Iowa | 2 | 8 | 88 | Rhode Island | 1 | 6 | 64 |
| Kansas | 2 | 3 | 65 | South Carolina | 1 | 1 | 67 |
| Kentucky | 1 | 2 | 15 | Tennessee | 1 | 1 | 12 |
| Louisiana | 1 | 1 | 23 | Virginia | 2 | 3 | 15 |
| Maine | 2 | 2 | 80 | Wisconsin | 12 | 23 | 452 |
| Maryland | 5 | 9 | 83 | District of Columbia | 9 | 19 | 254 |
| Massachusetts | 20 | 41 | 627 | Total | 232 | 524 | 8,871 |
| Michigan | 6 | 10 | 119 | | | | |
| Minnesota | 5 | 14 | 108 | | | | |

*a* Includes some teachers and pupils in primary schools.

The article on Kindergarten culture by Miss Elizabeth P. Peabody, published in my report for 1870, was one of the earliest contributions to the literature of that subject in the United States. At the time the report was published there was one Kindergarten normal school in the United States, namely, a private institution in Boston in charge of Mrs. Kriege and daughter, both of whom had been under the immediate influence of the Baroness Marenholtz-Bülow. In the same year (1870), an endeavor was made to form a Kindergarten department in the model school connected with the Normal College, New York. The experiment was abandoned after a short trial and was not resumed until 1874. September 26, 1870, a public Kindergarten was opened in a primary school building in Boston under the charge of Mrs. C. B. Thomas, a graduate of Mrs. Kriege's training school. Several private Kindergärten were reported in that year.

The arrival of Miss Marie Boelte in New York, on invitation from Miss Haines, of Gramercy Park, New York, was an important event in the history of Kindergärten in America. She had studied three years with Fröbel's widow and had achieved a high reputation as a teacher of the system in England. She conducted a Kindergarten in Miss Haines's school until 1872, when, in connection with her husband, Prof. John Kraus, an early and ardent supporter of Kindergärten, she established the Normal Training School for Kindergartners, Model Kindergarten, and School Garden.

My report for 1871 contained a second article by Miss Peabody setting forth with more detail than the first the aims and methods of the Kindergarten. The subject was presented to public attention by lectures and essays, and in 1873 Miss Peabody began the Kindergarten Messenger as the regular medium for the discussion of the system. This publication was replaced in 1877 by the New Education, edited by Mr. Hailmann.[1] Mr. E. Steiger has made a specialty of Kindergarten literature to the material advantage of the cause. In 1873 the first tabular presentation of the subject was made in the Bureau report. Forty-two schools, with 73 teachers and 1,252 children, were then reported. The table for the present year includes 232 schools, with 524 teachers and 8,871 pupils.

The schools may be divided into three classes: (1) private schools, (2) departments of public schools, and (3) schools in connection with public charitable institutions. The progress of the last two classes has been so fully noticed in my reports that only a brief outline seems advisable at this time.

The public Kindergarten opened in Boston in 1870 was discontinued at the close of the school year 1879. The first public Kindergarten opened in St. Louis in 1873 was under the gratuitous supervision of Miss Susan E. Blow. Through the intelligent efforts of this lady, supported by Hon. W. T. Harris, the work has been extended and perfected beyond all expectation. The number of pupils reported as receiving Kindergarten instruction only during the current year is 3,759; the number receiving primary and Kindergarten, 4,069; or a total of 7,828.

The Kindergarten opened in connection with the training department of the Normal College in New York in 1874 continues in successful operation.

Kindergärten are also reported in connection with the following State or municipal institutions: Institution for the Deaf and Dumb, Berkeley, Cal.; Boston Orphan Asylum, Boston, Mass.; New York Foundling Asylum, New York; Western New York Institution for Deaf-Mutes, Rochester, N. Y.; Institution for the Blind, Columbus, Ohio; Institution for the Deaf and Dumb, Columbus, Ohio; Home for the Friendless, Columbus, Ohio; Orphans' Home, Columbus, Ohio; Cincinnati Orphan Asylum, Cincinnati, Ohio; Home for Friendless Children, Lancaster, Pa.; Pennsylvania Training School for Feeble-Minded Children, Media, Pa.; Charleston Orphan House, Charleston, S. C.

Free Kindergärten supported by private individuals, by churches, and benevolent associations are rapidly multiplying. It is difficult to give a summarized statement either of the number of such schools, the number of pupils instructed in them, or the influence they are exercising upon the moral well being of society. The names of in-

[1] Still edited by Mr. Hailmann and published by C. W. Bardeen, Syracuse, N. Y.

dividuals who have made large contribution either of means or of personal service to this cause will come readily to mind. There are many Kindergärten sustained by individual churches in various cities and towns and in a few cities societies have been formed without regard to denominational lines for the express purpose of maintaining Kindergärten for the children of the poorest and lowest classes; such are the society known as the United Relief Works of the Society for Ethical Culture, New York, and the Public Kindergarten Society of San Francisco[1] and Mrs. Cooper's Bible class, in the same city.

So far as information received at the Office has made it possible, these schools are all reported in Table V, appendix.

The efforts to introduce Fröbel's system in our country have not resulted simply in the establishment of a certain number of Kindergärten. Principles which Fröbel emphasized and which had been practically ignored in conventional systems of instruction have been revived and promise to work a transformation in elementary schools. The increased use of illustrative material and of graphic representations in the lower grades is in accordance with the truth inculcated by Fröbel, that thought is excited by an object of thought—a truth patent to every mind, but entirely overlooked in the processes of memorizing and rote recitation which were so long the bane of many of our primary schools. The schemes of study and the practical suggestions prepared for teachers give evidence of a growing disposition to regard the moral nature as the proper object of rational and systematic methods of training equally with the intellectual faculties, an opinion which has, at least, been brought into prominence through the discussion of Fröbel's ideas. The natural relation between the activities and the development of the child was long overlooked in the conduct of primary schools. Even here a change is perceptible; the appalling stillness, the automaton stiffness, which were imposed upon children to their injury, are giving place to orderly movements and to exercises which impart strength and suppleness to the muscles or promote artistic skill.

The opinion seems to be gaining ground in the United States that the instruction in form, color, and design and the manual training which are provided for in the Kindergarten afford a simple and practical foundation for industrial education.

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[1] The Silver Street Kindergarten, which is in charge of Miss Kate Smith (a graduate of the training class conducted by Miss Marwedel in Los Angeles), is supported by the society at San Francisco. The history of this school illustrates the good results which seem everywhere to have attended these benevolent enterprises. The children who were gathered into it were street arabs of the wildest type, but under its influence they became orderly and teachable. Miss Smith has been unremitting in her efforts to win the mothers of the children to a sympathetic interest in her work. She has endeavored to make herself their friend, confidant, and adviser, and working little by little upon their better natures has in time effected a great improvement in their habits and ideas.

*General statistical summary of pupils receiving secondary instruction.*

| States and Territories. | In city high schools (Table II).[a] | In normal schools (Table III).[b] | 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 | ..... | 652 | 1,041 | ..... | 163 | 32 | 79 | 1,967 |
| Arkansas | ..... | 71 | 673 | ..... | ..... | 528 | ..... | 1,272 |
| California | 1,592 | 109 | 3,662 | 528 | 46 | 1,205 | 34 | 7,176 |
| Colorado | ..... | ..... | 170 | ..... | ..... | 239 | ..... | 409 |
| Connecticut | 454 | ..... | 2,027 | 849 | 20 | ..... | ..... | 3,350 |
| Delaware | ..... | ..... | 487 | ..... | 37 | ..... | ..... | 524 |
| Florida | ..... | 88 | 1,081 | ..... | ..... | ..... | ..... | 1,169 |
| Georgia | ..... | 150 | 8,075 | 160 | 505 | 224 | 944 | 10,058 |
| Illinois | 1,589 | 1,006 | 4,690 | 485 | 221 | 2,616 | 131 | 10,738 |
| Indiana | 908 | ..... | 2,661 | 25 | 36 | 1,376 | 117 | 5,123 |
| Iowa | 816 | 234 | 4,395 | 54 | 240 | 1,670 | 45 | 7,454 |
| Kansas | ..... | 122 | 295 | ..... | 98 | 772 | ..... | 1,287 |
| Kentucky | 887 | 89 | 3,603 | ..... | 627 | 692 | ..... | 5,898 |
| Louisiana | 267 | 170 | 464 | ..... | 157 | 585 | ..... | 1,643 |
| Maine | 685 | 20 | 1,917 | 802 | ..... | 70 | ..... | 3,494 |
| Maryland | ..... | 140 | 2,261 | 263 | 55 | 254 | ..... | 2,973 |
| Massachusetts | 5,040 | ..... | 2,584 | 2,782 | 42 | 110 | ..... | 10,558 |
| Michigan | 1,894 | 391 | 1,003 | 97 | ..... | 950 | ..... | 4,335 |
| Minnesota | ..... | 349 | 2,041 | ..... | 25 | 288 | ..... | 2,703 |
| Mississippi | ..... | 166 | 2,382 | ..... | 378 | 683 | ..... | 3,609 |
| Missouri | 960 | 66 | 2,636 | 379 | 639 | 694 | 232 | 5,656 |
| Nebraska | ..... | 84 | 185 | ..... | ..... | 548 | 1 | 818 |
| Nevada | ..... | ..... | ..... | ..... | 15 | 48 | ..... | 63 |
| New Hampshire | 285 | ..... | 1,741 | 699 | 164 | ..... | ..... | 2,889 |
| New Jersey | 958 | 328 | 3,723 | 447 | 22 | ..... | ..... | 5,478 |
| New York | 2,855 | 2,401 | 19,765 | 2,213 | 817 | 3,054 | ..... | 31,105 |
| North Carolina | ..... | 159 | 2,657 | ..... | 177 | 328 | ..... | 3,321 |
| Ohio | 4,466 | 486 | 3,450 | 679 | 230 | 3,073 | 93 | 12,477 |
| Oregon | 129 | ..... | 1,469 | ..... | 35 | 554 | ..... | 2,187 |
| Pennsylvania | 1,288 | 1,796 | 6,346 | 1,063 | 268 | 1,906 | 80 | 12,747 |
| Rhode Island | 143 | ..... | 362 | 647 | ..... | ..... | ..... | 1,152 |
| South Carolina | ..... | 669 | 1,614 | 150 | 163 | 408 | ..... | 3,004 |
| Tennessee | 261 | 669 | 5,852 | 146 | 383 | 1,264 | ..... | 8,575 |
| Texas | ..... | 289 | 2,746 | ..... | 207 | 567 | ..... | 3,809 |
| Vermont | ..... | 33 | 2,413 | 198 | 94 | ..... | ..... | 2,738 |
| Virginia | 382 | 350 | 1,950 | 211 | 256 | 38 | 43 | 3,230 |
| West Virginia | ..... | 131 | 921 | ..... | 54 | 133 | ..... | 1,239 |
| Wisconsin | 571 | 835 | 1,985 | 362 | 154 | 647 | ..... | 4,554 |
| District of Columbia | 179 | 6 | 1,385 | ..... | ..... | 340 | ..... | 1,910 |
| Indian Territory | ..... | ..... | 237 | ..... | ..... | ..... | ..... | 237 |
| New Mexico | ..... | ..... | 915 | ..... | ..... | ..... | ..... | 915 |
| Utah | ..... | ..... | 2,282 | ..... | ..... | 159 | ..... | 2,441 |
| Washington Territory | ..... | ..... | 108 | ..... | ..... | 83 | ..... | 191 |
| Wyoming | ..... | ..... | 23 | ..... | ..... | ..... | ..... | 23 |
| Total | 26,609 | 12,059 | 110,277 | 13,239 | 6,378 | 26,138 | 1,799 | 196,499 |

[a] In ninety-six cities. [b] Strictly normal students not included.

Secondary instruction is an expression of somewhat vague meaning in the United States, comprehending all instruction in other than elementary schools and that given in the collegiate departments of universities, colleges, and professional schools. The several classes of institutions to which the term applies are tabulated as follows in the report: city high schools, Table II; normal schools having an academic course, Table III; institutions for secondary instruction, Table VI; preparatory schools, Table VII; preparatory departments of institutions for superior instruction, Tables VIII, IX, and X.

The difficulties in the way of obtaining satisfactory information with reference to this grade of instruction are very great. With the exception of public high and normal schools and the preparatory departments of State universities and of colleges endowed by the national land grant, the schools are not under State supervision and do not uniformly report to any public officer. Some do not even print circulars or catalogues. Under these circumstances the Office is obliged to resort to special correspondence as the means of obtaining the desired information. The work of collecting the statistics was begun in 1871; in 1873, an endeavor was made to tabulate the information under separate heads corresponding with the two distinct relations which these schools sustain to education, namely, as finishing schools of their grade and as schools preparatory to a higher grade. The amount of information has increased from year to year, and the Office has been rewarded for its effort in this direction by assurances that it has materially assisted in exposing the defects of secondary instruction in our country and in promoting efforts for the improvement of the work and the increase of endowments. The endeavor to distinguish between the finishing and the preparatory work of the schools has done little more than indicate that the two are inseparable; thus Table VI includes schools which are fitting a large number of their pupils for college and Table VII some which are fitting a small proportion.

In this connection it should be remembered that the Office has no authority and seeks to have none either to fix or to change grades, but aims to report institutions precisely as they are, relying upon the fidelity of their own statements; it is believed that an intelligent examination of the details of the expanded tables in the appendix will, as a rule, enable the student to form a correct estimate of the character of each institution. From the statistical summary of pupils receiving secondary instruction in the several classes of institutions it appears that the majority of all such pupils are reported in schools classified in Table VI. In twenty-five States they number more than half the total of scholars in the secondary grade. The statistics for high schools are not sufficiently complete to justify final generalizations. It is noticeable that they report a large proportion of all the pupils under secondary instruction in Ohio and Michigan and nearly half the whole number in Massachusetts. The statistics in this table are made up from returns to special inquiries sent out from the Office. They should be studied in connection with the statements under the head of Secondary Instruction in the abstracts of State reports. So far it has been found impracticable to include in the table of cities those containing a population of less than 7,500 inhabitants.

TABLE VI.—SECONDARY INSTRUCTION.

The following is a comparative summary of the number of institutions for secondary instruction (exclusive of high schools, preparatory schools, and departments of normal schools and of institutions for superior instruction) making returns from 1871 to 1880, inclusive:

| | 1871. | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. |
|---|---|---|---|---|---|---|---|---|---|---|
| No. of institutions.. | 638 | 811 | 944 | 1,031 | 1,143 | 1,229 | 1,226 | 1,227 | 1,236 | 1,264 |
| No. of instructors.. | 3,171 | 4,501 | 5,058 | 5,466 | 6,081 | 5,999 | 5,963 | 5,747 | 5,961 | 6,009 |
| No. of students .... | 80,227 | 98,929 | 118,570 | 98,179 | 108,235 | 106,047 | 98,371 | 100,374 | 108,734 | 110,277 |

TABLE VI.—*Summary of statistics 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 | 13 | *a*26 | 21 | *a*1,041 | 474 | 425 | 727 | 233 | 66 |
| Arkansas | 9 | *a*12 | 11 | *a*673 | 249 | 369 | 448 | 71 | 22 |
| California | 26 | 82 | 115 | 3,662 | 1,713 | 1,949 | 2,404 | 369 | 632 |
| Colorado | 4 | 3 | 9 | 170 | 22 | 148 | 115 | 25 | 38 |
| Connecticut | 41 | 60 | 111 | 2,027 | 794 | 1,233 | 1,083 | 384 | 328 |
| Delaware | 9 | 27 | 12 | 487 | 308 | 179 | 303 | 195 | 60 |
| Florida | 8 | 12 | 22 | 1,081 | 400 | 681 | 927 | 83 | 53 |
| Georgia | 116 | *a*165 | 105 | *a*8,075 | 3,918 | 3,466 | 4,924 | 1,067 | 374 |
| Illinois | 34 | *a*83 | 208 | *a*4,690 | 1,416 | 3,171 | *b*2,134 | 318 | 681 |
| Indiana | 18 | 18 | 37 | *a*2,661 | 755 | 1,443 | 823 | 127 | 21 |
| Iowa | 42 | 68 | 77 | *a*4,395 | 2,002 | 2,010 | 2,537 | 381 | 324 |
| Kansas | 3 | 4 | 18 | *a*295 | 6 | 74 | 15 | 65 | 6 |
| Kentucky | 49 | *a*91 | 149 | *a*3,603 | 1,302 | 2,141 | 2,225 | 569 | 375 |
| Louisiana | 11 | *a*15 | 20 | *a*464 | 136 | 228 | 238 | 4 | 62 |
| Maine | 22 | 37 | 41 | *a*1,917 | 1,052 | 760 | 851 | 198 | 135 |
| Maryland | 34 | 95 | 57 | 2,261 | 1,289 | 972 | 1,590 | 348 | 771 |
| Massachusetts | 47 | 80 | 135 | 2,584 | 1,033 | 1,551 | 1,624 | 525 | 884 |
| Michigan | 8 | 22 | 37 | 1,003 | 366 | 637 | 604 | 116 | 122 |
| Minnesota | 17 | *a*45 | 42 | *a*2,041 | 1,025 | 888 | 1,309 | 172 | 233 |
| Mississippi | 26 | 29 | 54 | 2,382 | 1,118 | 1,264 | 1,681 | 322 | 112 |
| Missouri | 24 | *a*63 | 69 | 2,636 | 1,329 | 1,307 | 1,712 | 461 | 254 |
| Nebraska | 3 | 8 | 5 | *a*185 | 49 | 41 | 74 | 16 | ..... |
| New Hampshire | 27 | 40 | 41 | 1,741 | 949 | 792 | 1,091 | 405 | 173 |
| New Jersey | 50 | 120 | 124 | *a*3,723 | 1,969 | 1,649 | 2,060 | 617 | 1,457 |
| New York | 194 | 527 | 671 | *a*19,765 | 9,847 | 8,848 | 13,036 | 3,387 | 4,003 |
| North Carolina | 33 | 53 | 49 | *a*2,657 | 1,474 | 1,108 | 1,858 | 566 | 202 |
| Ohio | 45 | *a*84 | 133 | *a*3,450 | 1,333 | 1,889 | 1,512 | 365 | 181 |
| Oregon | 14 | 21 | 47 | *a*1,469 | 444 | 823 | 690 | 161 | 82 |
| Pennsylvania | 88 | 226 | 337 | 6,346 | 3,553 | 2,793 | 3,873 | 965 | 1,207 |
| Rhode Island | 6 | 12 | 33 | 362 | 136 | 226 | 260 | 111 | 150 |
| South Carolina | 10 | 21 | 22 | *a*1,614 | 629 | 523 | 1,158 | 111 | 40 |
| Tennessee | 63 | 100 | 119 | *a*5,852 | 2,809 | 2,772 | 3,991 | 684 | 323 |
| Texas | 24 | *a*66 | 49 | *a*2,746 | 1,336 | 1,209 | 1,418 | 206 | 681 |
| Vermont | 31 | *a*61 | 88 | *a*2,413 | 930 | 1,212 | 2,014 | 538 | 444 |
| Virginia | 30 | 52 | 71 | 1,950 | 928 | 1,022 | 1,388 | 354 | 261 |
| West Virginia | 9 | 4 | 25 | *a*921 | 186 | 645 | 311 | 53 | 12 |
| Wisconsin | 22 | *a*81 | 82 | 1,985 | 838 | 1,147 | 1,144 | 379 | 814 |
| District of Columbia | 26 | 50 | 59 | *a*1,385 | 460 | 718 | 933 | 166 | 186 |
| Indian Territory | 3 | 3 | 7 | 237 | 89 | 148 | 160 | 28 | ..... |
| New Mexico | 7 | 27 | 7 | 915 | 502 | 413 | 644 | 16 | 130 |
| Utah | 15 | 15 | 68 | *a*2,282 | 983 | 1,126 | 1,306 | 90 | 122 |
| Washington Territory | 2 | 3 | 11 | 108 | 18 | 90 | 105 | 27 | 2 |
| Wyoming | 1 | ..... | ..... | *a*23 | ..... | ..... | ..... | ..... | ..... |
| Total | 1,264 | 2,611 | 3,398 | *a*110,277 | 50,169 | 54,030 | 67,300 | 15,273 | 16,018 |

*a* Sex not reported in all cases.

*institutions for secondary instruction.*

| 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 of volumes 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. |
| 31 | 1 | 25 | 6 | 6 | 9 | 9 | 6,150 | 635 | $99,000 | ..... | ..... | $10,757 |
| 14 | ..... | 26 | 6 | 1 | 2 | 5 | 40 | 20 | 23,000 | $4,000 | $500 | 4,000 |
| 486 | 403 | 31 | 27 | 20 | 16 | 18 | 10,970 | 710 | 521,200 | 15,000 | 1,050 | 99,075 |
| 13 | ..... | ..... | ..... | 2 | 2 | 2 | 400 | 16 | 120,000 | ..... | ..... | 2,070 |
| 122 | 25 | 24 | 6 | 26 | 21 | 30 | 11,606 | 410 | 512,700 | 257,500 | 3,240 | 57,686 |
| 72 | 27 | 9 | ..... | 8 | 7 | 8 | 1,800 | 180 | 88,700 | 7,000 | 400 | 16,700 |
| 40 | 11 | 4 | 3 | 5 | 5 | 3 | 2,120 | 88 | 64,000 | 83,400 | 4,400 | 3,500 |
| 477 | 196 | 85 | 23 | 25 | 39 | 50 | 6,400 | 195 | 292,525 | 75,000 | 4,760 | 58,039 |
| 44 | 26 | 23 | 13 | 17 | 19 | 19 | 11,992 | 842 | 942,585 | 32,000 | 5,177 | 124,222 |
| 99 | 107 | 30 | 12 | 7 | 7 | 5 | 3,220 | 65 | 147,500 | 41,400 | 4,196 | 14,235 |
| 278 | 234 | 115 | 36 | 21 | 25 | 21 | 7,956 | 651 | 318,150 | 46,876 | 1,640 | 33,212 |
| ..... | ..... | ..... | ..... | 2 | 2 | 2 | 550 | 110 | 32,000 | ..... | ..... | 11,500 |
| 249 | 150 | 54 | 12 | 20 | 32 | 38 | 10,450 | 630 | 364,250 | 12,600 | 1,996 | 75,407 |
| 8 | 10 | 42 | ..... | 3 | 6 | 5 | 2,057 | 40 | 15,500 | ..... | ..... | 2,186 |
| 109 | 41 | 23 | 11 | 10 | 8 | 15 | 7,993 | 206 | 222,000 | 85,642 | 5,561 | 20,157 |
| 113 | 83 | 58 | 7 | 21 | 19 | 20 | 26,865 | 566 | 1,218,520 | 709,000 | 42,340 | 26,610 |
| 132 | 27 | 27 | 2 | 34 | 31 | 23 | 30,451 | 288 | 886,500 | 758,702 | 47,499 | 55,578 |
| 39 | 18 | 40 | ..... | 5 | 7 | 5 | 5,649 | 385 | 143,000 | 28,000 | 2,263 | 24,846 |
| 77 | 81 | 48 | 16 | 8 | 12 | 13 | 4,247 | 219 | 262,750 | 20,940 | 1,865 | 17,137 |
| 244 | 211 | 26 | 6 | 8 | 13 | 14 | 7,253 | 536 | 144,000 | 30,000 | 2,500 | 23,261 |
| 94 | 109 | 6 | 3 | 12 | 19 | 19 | 14,148 | 1,673 | 238,500 | 32,000 | 5,295 | 71,745 |
| 16 | ..... | ..... | ..... | 2 | 3 | 3 | 600 | 600 | 21,500 | 13,973 | ..... | 1,500 |
| 120 | 14 | 15 | 19 | 11 | 12 | 12 | 11,210 | 341 | 188,700 | 146,027 | 19,608 | 15,183 |
| 265 | 103 | 63 | 21 | 32 | 32 | 30 | 17,933 | 1,256 | 688,459 | 57,500 | 3,615 | 98,267 |
| 1,228 | 492 | 290 | 97 | 136 | 120 | 121 | 126,095 | 13,525 | 3,433,311 | 426,631 | 21,915 | 470,962 |
| 328 | 100 | 55 | 14 | 12 | 16 | 17 | 10,375 | 741 | 178,550 | 3,600 | 1,550 | 34,710 |
| 139 | 93 | 61 | 20 | 17 | 27 | 27 | 21,230 | 1,038 | 419,200 | 108,250 | 6,774 | 25,010 |
| 67 | 86 | 14 | 7 | 5 | 10 | 9 | 5,450 | 95 | 120,000 | 18,870 | 1,770 | 16,458 |
| 299 | 38 | 74 | 14 | 68 | 54 | 56 | 53,761 | 1,525 | 4,644,900 | 6,049,000 | 728,048 | 115,421 |
| 41 | 10 | 7 | 1 | 3 | 3 | 4 | 8,858 | 1,069 | 410,000 | 100,000 | 12,000 | 21,000 |
| 37 | 8 | 23 | 1 | 4 | 4 | 4 | 2,480 | 510 | 79,900 | ..... | ..... | 5,448 |
| 254 | 175 | 110 | 14 | 18 | 38 | 41 | 7,635 | 295 | 249,750 | 27,000 | 1,700 | 44,130 |
| 131 | 117 | 61 | 3 | 12 | 12 | 12 | 5,940 | 215 | 122,050 | 10,000 | 500 | 29,357 |
| 207 | 65 | 56 | 22 | 19 | 20 | 25 | 13,223 | 288 | 383,825 | 96,700 | 5,333 | 26,145 |
| 85 | 26 | 36 | 6 | 13 | 14 | 14 | 13,275 | 650 | 238,200 | 4,000 | 4,540 | 28,134 |
| 20 | ..... | ..... | ..... | 4 | 6 | 6 | 3,600 | ..... | 51,500 | 10,000 | 500 | 1,350 |
| 27 | 23 | 53 | 5 | 12 | 12 | 11 | 13,232 | 361 | 349,300 | 28,000 | 600 | 20,765 |
| 63 | 4 | 5 | ..... | 16 | 16 | 15 | 6,620 | 56 | 86,100 | ..... | ..... | 11,986 |
| ..... | ..... | 3 | ..... | 1 | 2 | 1 | 600 | ..... | 30,000 | ..... | 18,223 | ..... |
| 26 | 40 | 100 | 4 | 2 | 3 | 4 | 3,030 | 130 | 51,000 | ..... | ..... | 10,450 |
| 41 | 105 | 4 | 25 | 7 | 12 | 8 | 2,466 | 371 | 102,425 | 96,927 | 5,040 | 22,030 |
| 3 | ..... | ..... | ..... | 2 | 2 | 2 | 1,200 | 740 | 10,700 | ..... | ..... | 5,160 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,000 |
| 6,138 | 3,259 | 1,726 | 462 | 657 | 719 | 746 | 501,132 | 32,271 | 18,515,750 | 9,435,588 | 966,498 | 1,765,689 |

*b* 150 of these are in both English and classical courses.

The number of institutions for secondary instruction included in Table VI is 1,264. These include endowed academies, institutions under the patronage of religious denominations (managed generally by boards of trustees), and private schools whose conduct and studies are at the discretion of the principals and whose income is usually wholly derived from tuition fees. Productive funds of $10,000 and upwards are reported from 93 institutions. The totals of productive funds and of volumes in libraries for the various sections of the country are as follows:

| | Productive funds. | Volumes in libraries. |
|---|---|---|
| Middle Atlantic States | $7,253,181 | 239,729 |
| New England States | 1,444,571 | 83,341 |
| Northern Central States | 319,439 | 68,526 |
| Southern Atlantic and Gulf States | 202,000 | 42,777 |
| Southern Central States | 85,600 | 36,423 |
| Pacific States | 33,870 | 16,420 |

Receipts from tuition fees represent the chief support of schools in Table VI, and it is worthy of note that the total from this source for 1880, viz, $1,765,689, is nearly as great as the amount reported for universities and colleges, Table IX, viz, $1,881,360.

The institutions differ as widely in curriculum as they do in endowments, income, and appliances, some being engaged largely in primary work, while others embrace collegiate studies in their course.

The number of teachers reported in the schools of Table VI in 1880 was 6,009, of whom 3,398, or more than one-half, were women. A like proportion is noticeable in Tables I and II so far as the sex of teachers is specified; whence it appears that the education of American youth in the elementary and secondary stages, both in public and private schools, is mainly imparted by women. In this respect the United States differs from every other nation, and the question naturally arises, and has already been discussed by some of the most thoughtful educators, whether the continuance of this excess of female teachers will not involve the sacrifice of some of the conditions essential to the development of strong, self reliant characters and that early knowledge of affairs which is especially important in the case of boys.

The number of students reported in the schools of Table VI was 110,277, of whom 50,169 were males and 54,030 females, the sex of 6,078 not being given. Coeducation, it will be seen, is a characteristic of this class of schools.

The proportion of students in the modern languages increases a little from year to year, which probably is due to the increase of students fitting for the higher scientific courses and for active business pursuits. About one-tenth of the pupils are nominally preparing for college, but judging from the record of previous years a much smaller proportion will enter college.

It would appear from this collection of data that these secondary schools complete the education of upwards of 90 per cent. of their scholars. Whether then the relation of secondary schools to the whole scheme of education or the amount of money expended on them be considered, it seems evident that there should be some means of arriving at a better understanding of what they actually contribute to public intelligence.

It would be neither possible nor desirable to bring them all to one uniform standard; but it is proper to look to them for the development of a scheme of instruction which shall accomplish the best results for those going thence to the active duties of life. In the early years of instruction the perception of principles is feeble and the range of attainments limited. It is the province of secondary schools to form intellectual tastes, to excite vigorous mental action, and to awaken intelligent interest in

all subjects of knowledge. It must be acknowledged that this is the weakest part of our system of education and that which in the nature of things it is most difficult to improve. Parents are too often indifferent to the evils; incompetent teachers are opposed to all restrictions, and the able teachers engaged in the secondary schools are too much burdened with their immediate responsibilities and too widely scattered to coöperate readily in any plan for the protection and elevation of their work. Our people are beginning to realize the folly of exposing professional training to the uncertainties of individual caprice and pretension, and we can but hope that something of the same jealous care which is now exercised with reference to the schools of law and medicine may be extended to the secondary schools.

Guarantees of excellence can with propriety be required from all chartered institutions. If this were done and the incorporated schools in each State held to definite standards, those of merely private character would, as a consequence, cease to exist or would conform to the same requirements.

The Harvard examination for women, instituted in 1873, was an important measure directed to the improvement of secondary education for girls. It has been limited, however, in its effects, and has not been followed by similar action on the part of other institutions.

TABLE VII.—PREPARATORY SCHOOLS.

Detailed statistics of preparatory schools will be found in Table VII of the appendix. The following is a comparative statement of the statistics of these schools as reported to the Bureau from 1873 to 1880, inclusive:

| | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. |
|---|---|---|---|---|---|---|---|---|
| Number of institutions | 86 | 91 | 102 | 105 | 114 | 114 | 123 | 125 |
| Number of instructors | 690 | 697 | 746 | 736 | 796 | 818 | 818 | 869 |
| Number of students | 12,487 | 11,414 | 12,954 | 12,369 | 12,510 | 12,538 | 13,561 | 13,239 |

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 close of last academic year. | Entered scientific school since close of last academic year. |
| California | 6 | 43 | *a*295 | 51 | 182 | 33 | 24 |
| Colorado | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| Connecticut | 5 | 44 | 234 | 44 | 571 | 31 | 13 |
| Georgia | 2 | 6 | 7 | 3 | 150 | 86 | 3 |
| Illinois | 6 | 39 | *a*253 | 79 | 153 | 12 | 20 |
| Indiana | 1 | 4 | 15 | 10 | ..... | ..... | ..... |
| Iowa | 2 | 9 | 2 | ..... | 52 | 2 | ..... |
| Maine | 6 | 20 | *a*584 | ..... | 218 | 25 | 2 |
| Maryland | 3 | 15 | 16 | 10 | 237 | 7 | 3 |
| Massachusetts | 23 | 167 | *a*1,408 | 174 | 1,200 | 192 | 39 |
| Michigan | 1 | 6 | 5 | 13 | 79 | 7 | ..... |
| Missouri | 1 | 18 | 35 | 40 | 304 | 10 | 6 |
| New Hampshire | 6 | 39 | 443 | 53 | 203 | 74 | 8 |
| New Jersey | 5 | 38 | *a*148 | 41 | 258 | 18 | 8 |
| New York | 22 | 169 | *a*944 | 257 | 1,012 | 113 | 34 |
| Ohio | 5 | 60 | 276 | 41 | 362 | 59 | 8 |

*a* Includes preparatory-scientific and other students.

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

| 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 close of last academic year. | Entered scientific school since close of last academic year. |
| Pennsylvania | 11 | 66 | *a*573 | 60 | 430 | 34 | 21 |
| Rhode Island | 4 | 41 | *a*369 | 21 | 257 | 20 | 4 |
| South Carolina | 1 | 4 | 20 | ..... | 130 | 1 | 1 |
| Tennessee | 2 | 9 | *a*146 | ..... | ..... | 20 | 28 |
| Vermont | 2 | 7 | 16 | 12 | 170 | 3 | ..... |
| Virginia | 5 | 18 | *a*177 | 14 | 20 | 37 | 3 |
| Wisconsin | 5 | 38 | 128 | 69 | 165 | 6 | 2 |
| Total | 125 | 860 | *a*6, 094 | 992 | 6, 153 | 790 | 227 |

*a* Includes preparatory-scientific and other students.

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. |
| California | 5, 850 | 150 | $227, 000 | ..... | ..... | $15, 880 |
| Colorado | ..... | ..... | ..... | ..... | ..... | ..... |
| Connecticut | 6, 300 | 200 | 325, 000 | $34, 000 | $400 | 5, 950 |
| Georgia | 100 | ..... | 55, 000 | 50, 000 | 3, 500 | 3, 000 |
| Illinois | 5, 650 | 50 | 56, 500 | ..... | 16, 287 | 15, 795 |
| Indiana | ..... | ..... | ..... | ..... | ..... | ..... |
| Iowa | 2, 400 | ..... | 80, 000 | 4, 250 | 750 | 1, 130 |
| Maine | 1, 450 | ..... | 61, 000 | 38, 333 | 2, 026 | 3, 286 |
| Maryland | 2, 000 | 100 | 25, 000 | ..... | ..... | 13, 300 |
| Massachusetts | 49, 800 | 1, 050 | 1, 251, 257 | 617, 547 | 29, 143 | 103, 537 |
| Michigan | 500 | 150 | 50, 000 | ..... | ..... | ..... |
| Missouri | ..... | ..... | 65, 000 | ..... | ..... | 25, 000 |
| New Hampshire | 8, 581 | 308 | 345, 000 | 345, 588 | 19, 651 | 10, 719 |
| New Jersey | 3, 100 | 600 | 216, 000 | 20, 000 | 1, 200 | 5, 200 |
| New York | 15, 350 | 1, 214 | 1, 246, 904 | 65, 000 | 8, 033 | 41, 619 |
| Ohio | 25, 800 | 140 | 225, 000 | ..... | ..... | 17, 500 |
| Pennsylvania | 4, 825 | 295 | 324, 800 | 60, 000 | 3, 600 | 42, 700 |
| Rhode Island | 1, 650 | 50 | 217, 000 | 100, 000 | 6, 000 | 21, 518 |
| South Carolina | 50 | ..... | 5, 000 | ..... | ..... | 250 |
| Tennessee | 511 | 300 | 5, 500 | ..... | ..... | 2, 000 |
| Vermont | 800 | ..... | 20, 000 | ..... | ..... | 1, 675 |
| Virginia | 7, 400 | 415 | 23, 000 | ..... | ..... | 1, 000 |
| Wisconsin | 4, 400 | 125 | 192, 200 | 10, 000 | ..... | 5, 100 |
| Total | 146, 517 | 5, 147 | 5, 016, 161 | 1, 344, 718 | 90, 590 | 336, 159 |

The institutions embraced in Table VII are of a more uniform grade than those in Table VI, and have in general more definite aims and courses of study and more exact standards. The 125 schools reported are distributed as follows: in the six New England States, 46; in the six Middle Atlantic States, 46; in the four South Atlantic States, 3; in the four Gulf States, none; in the six Southern Central States, 3; in the nine Northern Central States, 21; and in the three States of the Pacific coast, 6. Eight of the schools reported from the New England States are public high or Latin schools, and of the remainder the greater number are endowed schools, having ample teaching force, libraries, laboratories, &c. It will be observed that 44 per cent. of the property value, 84 per cent. of the productive funds, and 63 per cent. of the income from productive funds represented in the table are from the six New England States. New York and Pennsylvania make up the larger proportion of the remaining property value and productive funds. There is reason to believe that if the figures should be made complete for the country nearly the same ratios would obtain.

From an examination of the statistical summary of students in classical and scientific preparatory courses it appears that they are distributed as follows in the various sections:

| | New England States. | Middle Atlantic States. | Southern Atlantic States. | Gulf States. | Southern Central States. | Northern Central States. | States of the Pacific Slope. |
|---|---|---|---|---|---|---|---|
| Secondary schools | 913 | 2,831 | 1,197 | 753 | 1,065 | 1,314 | 1,042 |
| Preparatory schools | 3,358 | 2,240 | 30 | ..... | 221 | 891 | 346 |
| Preparatory departments of universities and colleges. | 60 | 2,625 | 1,271 | 1,066 | 1,870 | 6,108 | 563 |

This shows that in the New England States more than three-fourths of the students reported as preparing for college are in schools classed in Table VII. In the Middle Atlantic States they are nearly equally divided between the three classes of institutions; in the Southern Atlantic, Gulf, and Southern Central States more than half the whole number of such students are in the preparatory departments of universities and colleges; while in the Northern Central States nearly three-fourths are thrown upon the institutions for superior instruction. It will be found that where the preparatory grade of instruction has been committed to schools specially devoted to the work it has been most thoroughly systematized, shows a better coördination of studies and closer coöperation with the aims of advanced institutions. Preparatory work, when performed by the college professors and paid for out of college revenues, becomes a heavy burden upon the college itself. The foregoing analysis of these tables points clearly to the greater need of endowments for secondary instruction, especially in the West and South.

### CONNECTION OF HIGH SCHOOLS WITH STATE UNIVERSITIES.

In 1871 the experiment was instituted of admitting to the University of Michigan the graduates of the State high schools without other examination than an inspection and approval by the faculty of the course and methods of instruction in these schools. The immediate object of this measure was to bring the various departments of public education into complete harmony with each other in order to prevent waste by the duplication of instruction in different grades or by breaks between the grades. Since the adoption of the policy in Michigan it has been generally extended in the Northwestern States.

The extension of university privileges to women has resulted in the establishment of a number of excellent preparatories for girls. Of these the Girls' Latin School, Boston, Mass., should be particularly mentioned. It is a public school organized in

1879 for the purpose of affording girls the opportunity of thorough and complete preparation for college, the course of study and the examinations being identical with those of the Latin School for Boys.

The following courses of study, republished from the catalogues of four of the oldest preparatories, show the kind and degree of preparation which meet the requirements of the leading colleges in our country:

PHILLIPS ACADEMY, ANDOVER, MASS., CLASSICAL DEPARTMENT.

*Preparatory year.*— First term (16 hours a week): Latin grammar (Allen and Greenough); Latin lessons (Jones); arithmetic (Eaton); English grammar. Second term (16 hours a week): Latin grammar and lessons; exercises in writing Latin; arithmetic; English analysis. Third term (16 hours a week): Cæsar, Gallic War, Books II, III; exercises in writing Latin; arithmetic completed; algebra begun; English composition.

*Junior year.*— First term (16 hours a week): Cæsar, Gallic War, Books I, IV; Latin composition (Jones); Latin at sight; Greek grammar (Hadley); Greek lessons (Coy's Mayor); algebra, through simple equations; Roman history, ancient geography, twice a week. Second term (16 hours a week): Cæsar, Gallic War, Books V, VI, VII; Latin composition, to exercise XXI; Greek grammar and lessons; algebra, to quadratics; Roman history, ancient geography, twice a week. Third term (16 hours a week): Cicero, in Catilinam, I, II, III; Anabasis (Goodwin's Reader), Book I, cap. 1–8; Greek at sight; algebra completed; Roman history completed, twice a week.

*Middle year.*— First term (16 hours a week): Cicero, four orations, Latin at sight; Anabasis, Book II; Greek at sight; Goodwin's Greek Moods and Tenses; French grammar (Otto); Latin composition; Greek composition; Greek history; English authors, once a week. Second term (17 hours a week): Virgil, Æneid, Books I, II; prosody; Goodwin's Greek Reader, to page 91; French prose authors; Greek history, Greek composition, once a week. Third term (16 hours a week): Virgil, Æneid, Books III, IV; Eclogues; Greek reader, to page 112; reviews at sight; French, prose authors; higher algebra; physics (Arnott), parts I and II; Greek history, Greek composition, once a week.

*Senior year.*— First term (17 hours a week): Virgil, Æneid, Books V–X; Div. I, Herodotus, Farrar's Greek Syntax; Div. II, Xenophon, Greek etymology reviewed; geometry; Greek composition, Latin composition, once a week. Second term (16 hours a week): Div. I, Virgil, Georgics; Sallust, Catiline; Div. II, Cicero, De Senectute, Epistolæ, at sight; Homer, Iliad (Div. I, five books; Div. II, three books); algebra, review begun; Greek composition, Latin composition, once a week. Third term (16 hours a week): Cicero, completed; Greek reader, completed; algebra, review completed; Latin and Greek reviewed; arithmetic and geometry reviewed.

*Elocution and art of composition.*— One recitation a week in each class is devoted either to elocution, English composition, or written translations.

PHILLIPS EXETER ACADEMY, EXETER, N. H., CLASSICAL COURSE.

*Preparatory class.*— First term: Latin, Allen and Greenough's grammar, Leighton's Latin Lessons, Pennell's Latin Subjunctive; mathematics, Wentworth and Hill's arithmetic; history, Barnes's United States. Second term: Latin, grammar and lessons, Cæsar's Gallic War (Books II, III), exercises in writing Latin, Bennett's First Latin Writer; mathematics, arithmetic finished; history finished. Third term: Latin, Cæsar's Gallic War (Books I, IV, V, VI), Bennett's First Latin Writer to page 116; mathematics, Hill's Geometry for Beginners; English, Lamb's Tales from Shakespeare.

*Junior class.*— First term: Latin, Cæsar's Gallic War (Book VII), Civil War (Book I), reading at sight and writing Latin through the course; Greek, Goodwin's grammar, White's lessons; mathematics, Wentworth's Elements of Algebra; ancient history, Pennell's Greece; ancient geography. Second term: Latin, Virgil (Æneid, Book I); Greek, grammar and lessons continued; mathematics, algebra continued; ancient history, Pennell's Greece, finished; ancient geography. Third term: Latin, Virgil (Æneid, Book II), Bennett's First Latin Writer finished; Greek, Anabasis (Book I), exercises in writing Greek begun and continued through the course; mathematics, algebra finished; ancient history, Pennell's Greece; English, Goldsmith.

*Middle class.*— First term: Latin, Virgil (Æneid, Books III and IV), Eclogues; Greek, Anabasis (Books II, III, and IV), Greek Testament; mathematics, Wentworth's Plane Geometry (Books I, II, III, and IV), Wentworth's Geometrical Exercises; physics, Arnott's; English, Shakspeare. Second term: Latin, sight reading, Virgil (Æneid, Books V and VI); Greek, extracts from Hellenica, Greek Testament; mathematics, plane geometry finished, geometrical exercises; physics, Arnott's, to page 195; history reviewed; English, Goldsmith. Third term: Latin, Cæsar and Virgil reviewed; Greek, Xenophon at sight; mathematics, arithmetic, algebra, and geometry reviewed; physics reviewed; history reviewed; English, Scott.

*Senior class.*— First term: Latin, Cicero (orations against Catiline, oration for the poet Archias), Virgil (Æneid, VII, VIII); Greek, Herodotus (Book VII); mathematics, Wentworth's Solid Geometry; French, Otto's Grammar, Brette's French Principia (Part II); German, progressive German course, MacMillan's (Parts I, II), German Principia (Part II), Eugene Fasnacht (Parts I, II); physics, Arnott's. Second term: Latin, Ovid, Virgil, Æneid (IX, X, XI, XII); Greek, Homer (Books I, II, III); mathematics, Wheeler's Plane Trigonometry, Pierce's Logarithms; French, reading, Le Français; German, prose selections; chemistry, Nichols's Abridgment of Eliot and Storer; physics, Arnott's, to part IV, section III; English, themes. Third term: Latin reviewed; Greek, Herodotus and Homer at sight; mathematics, Halstead's Mensuration; French, prose selections; German, prose selections; chemistry finished; physics reviewed; English, themes.

NOTE.— The branches above indicated for the first three years are required of all. In the senior year, some choice of electives will be allowed. The Odes of Horace and two books of Livy may be read by those who are able to do work in addition to what is included in the course of study for the senior year.

COLUMBIA GRAMMAR SCHOOL, NEW YORK, CLASSICAL DEPARTMENT.

The object is the preparation of pupils for any college. The period assigned for such preparation is five years, over which (after a year spent in the preparatory department) the studies are thus distributed:

*Second classical form.*— Latin grammar; translation of easy sentences from Latin into English and vice versa; English grammar; history; geography; spelling and defining; reading; arithmetic, mental and written; writing; dictation; English composition; declamation.

*Third classical form.*— Latin grammar; Latin prose composition; Cæsar's commentaries, to the end of the third book; Greek grammar; Jacob's Greek Reader (Anthon's edition); arithmetic; algebra; English grammar; geography; history; spelling and defining; writing; English composition; declamation; reading; dictation.

*Fourth classical form.*— Cæsar, to the end of the seventh book; Virgil's Æneid, to the end of the fourth book; Latin grammar; Latin prose composition; Latin prosody; Greek reader; Xenophon's Anabasis, to the end of first book, or the first book of Homer's Iliad; Greek grammar; arithmetic; algebra; geometry, to the end of third book of Davies' Legendre; ancient history; ancient geography; writing; spelling; English composition; declamation.

*Fifth classical form.*— Six orations of Cicero; Virgil's Æneid, to the end of the sixth book; Horace; Latin prosody; Latin prose composition; Greek grammar; Xenophon's Anabasis, to the end of the fourth book; Homer's Iliad, to the end of the third book; Greek prosody; Greek prose composition; the general laws of language; ancient geography; modern geography; antiquities; geometry, to the end of the fifth book of Davies' Legendre; algebra; arithmetic; rhetoric; ancient history; English composition; English declamation composed by the pupils; declamations in Greek and Latin; writing.

LATIN SCHOOLS, BOSTON, MASS.

*Sixth class.*— Latin: (1) Regular forms; Latin into English, with some unprepared translation; (2) writing Latin from dictation; (3) vocabulary; English into Latin, oral and written exercises. English: (1) Reading aloud from (*a*) Hawthorne's Wonder Book and True Stories; (*b*) either Tom Brown's School Days at Rugby or Charles and Mary Lamb's Tales from Shakespeare; and (*c*) history of United States; (2) reading aloud, and recitation of, some of Whittier's and Longfellow's poems; (3) language lessons, including (*a*) the study of the principles of English grammar; (*b*) oral and written abstracts of the history and other reading lessons; and (*c*) spelling in connection with the written exercises. Geography and history: (1) Physical and political geography, with map drawing of (*a*) the United States; (*b*) the countries of Europe; (*c*) the remaining countries of North America. [(2) History of United States read. *See English.*] Natural or physical science (to begin March 1): Physiology and hygiene (oral instruction). Mathematics: Arithmetic, oral and written, (1) review; (2) metric system; (3) percentage, including commission, profit and loss, and other simple applications; oral geometry, forms and simple truths. Miscellaneous: Writing; gymnastics or military drill for boys; calisthenics and vocal music for girls.

*Fifth class.*— Latin: (1) Translation of easy Latin and of Cæsar's Gallic War, Books I and II; unprepared translation; (2) writing Latin from dictation; committing passages to memory; (3) vocabulary; English into Latin, including sentences like those of Cæsar. English: (1) Reading aloud from (*a*) Hawthorne's Tanglewood Tales; (*b*) Autobiography of Franklin, Familiar Letters of John and Abigail Adams, &c.; and (*c*) history of England; (2) reading aloud, and recitation of, some of Holmes's, Bryant's, and parts of Scott's poems; (3) language lessons of Class VI to be continued. Geography and history: (1) Physical and political geography, with map drawing, of (*a*) the countries of South America; (*b*) the West Indies, &c.; (*c*) the countries of Asia

and of Africa; (*d*) Australia, Malaysia, and other islands of the Pacific. [(2) History of England read. *See English.*] Natural science: Zoölogy (oral instruction). Mathematics: Arithmetic, oral and written; (1) percentage continued, including simple interest, discount, "problems" in interest, partial payments, and compound interest; (2) compound numbers; (3) ratio and proportion; (4) powers and roots; (5) mensuration, with oral geometry. Miscellaneous: Writing; gymnastics or military drill for boys; calisthenics and vocal music for girls.

*Fourth class.*—Latin: (1) Cæsar's Gallic War (Books III and IV); Ovid, about 1,000 lines, and Virgil's Æneid, Book I, including some study of prosody; unprepared translation; (2) writing from dictation; committing passages to memory; (3) vocabulary; English into Latin, including retranslation of passages from Cæsar. English: (1) Reading aloud from (*a*) Church's Stories from Homer; (*b*) either Dana's Two Years before the Mast or Irving's Sketch-Book; (*c*) Plutarch's Lives of Famous Greeks; (2) reading aloud, and recitation of, some of Lowell's, Gray's, and parts of Goldsmith's poems; (3) oral and written exercises, including (*a*) abstracts of Plutarch's Lives and (*b*) compositions, chiefly narratives or descriptions, on subjects drawn from reading lessons. French or German: (1) Pronunciation; forms of regular verbs, &c.; oral reading and translations of easy French and German; unprepared translation; (2) writing French or German from dictation; (3) vocabulary; English into French or German, oral and written exercises. Geography and history: (1) General reviews of geography, with special attention to (*a*) astronomical and physical phenomena, and (*b*) the political and commercial relations of different countries; (2) [(*a*) Plutarch's Lives of Famous Greeks read. *See English.*] (*b*) history of Greece, with historical geography. Natural science: Zoölogy (oral instruction). Mathematics: algebra, including the generalizations of arithmetic. Miscellaneous: Gymnastics or military drill for boys; calisthenics and vocal music for girls.

*Third class.*—Latin: (1) Æneid (Books II–IV); Sallust's Catiline; easy passages from Cicero's works; unprepared translation; (2) committing passages to memory; (3) vocabulary; English into Latin, including retranslation of passages from Sallust and Cicero. Greek: (1) Forms; Greek into English, including the translation of about 25 pages from Xenophon's Anabasis; unprepared translation; (2) writing Greek from dictation; (3) vocabulary; English into Attic Greek, oral and written exercises. English: (1) Reading aloud from (*a*) Plutarch's Lives of Famous Romans; (*b*) Addison's papers in the Spectator; (*c*) one of Scott's novels; (2) reading aloud, and recitation of, Macaulay's Lays of Ancient Rome, and some of Tennyson's, Emerson's, and Wordsworth's poems; (3) writing abstracts, compositions, and translations from a foreign language. French or German: (1) Oral reading; oral and written translation of some modern prose work; unprepared translation; (2) writing from dictation; committing passages to memory; (3) vocabulary; English into French or German; oral and written exercises. Geography and history: [(*a*) Plutarch's Lives of Famous Romans; (*b*) Macaulay's Lays of Ancient Rome. *See English.*] (*c*) History of Rome, with historical geography. Natural or physical science: Either botany or physics. Mathematics: Algebra, including the generalizations of and applications to arithmetic. Miscellaneous: Gymnastics or military drill for boys; calisthenics and vocal music for girls.

*Second class.*—Latin: (1) Cicero, four orations; Virgil's Bucolics, and review of Æneid (Books I–IV); translation at sight; (2) committing passages to memory; (3) vocabulary; English into Latin, including oral and written exercises based upon passages from Cicero. Greek: (1) Anabasis (Books I–IV, or an equivalent); sight translation of easy passages from Xenophon's works; (2) writing Greek from dictation; committing passages to memory; (3) vocabulary; English into Attic Greek, including sentences like those of Xenophon. English: (1) Reading and study of (*a*) one play of Shakespeare, and (*b*) a part of the English required for admission to college; (2) recitation of prose and poetry; (3) writing translations from a foreign language; and compositions. French or German: (1) Oral reading; oral and written translation of some modern prose and poetry; translation at sight; (2) committing passages to memory; (3) oral and written exercises in French or German composition. History and geography: History and geography of Greece and Rome completed. Natural or physical science: Either botany or physics. Mathematics: Algebra through quadratic equations; algebra and arithmetic reviewed; plane geometry. Miscellaneous: Gymnastics or military drill for boys; calisthenics and vocal music for girls.

*First class.*—Latin: (1) Æneid (Books V–IX); Cicero, three orations; translation at sight; (2) committing passages to memory; (3) vocabulary; English into Latin, including oral and written exercises based upon passages from Cicero. Greek: (1) Herodotus, selections, and sight translations of ordinary passages; Homer's Iliad (Books I–III), or an equivalent, with study of prosody; (2) committing passages to memory; (3) Greek composition, oral and written. English: (1) Reading and study of the English required for admission to college; (2) recitation of prose and poetry; (3) writing translations and compositions. French or German: (1) Prepared and sight translations, oral and written, of one or more French or German classics; reading a history of France or Germany; (2) committing passages to memory; (3) oral

and written exercises in French or German composition. Mathematics: Plane geometry completed. Miscellaneous: Gymnastics or military drill for boys; calisthenics and vocal music for girls.

NOTES.—To meet the special needs of those pupils who propose to enter college with the maximum requirements in mathematics and science instead of the maximum in Latin and Greek, they will be allowed—if the circumstances of the school permit and the principal consent—(1) to take the maximum either in mathematics or in science, in place of either the Latin or the Greek of the first class; or (2) to take the maximum both in mathematics and in science, in place of the Latin and the Greek of the first class.

In studying a foreign language, ancient or modern, emphasis is to be given to the oral reading of it, especially in the early part of the course. The main objects to be accomplished are ability (1) to translate readily and correctly into English; (2) to understand the language from reading it, without the necessity of translating it into English.

Not less than three hours a week are to be given to the English language and literature throughout the course.

Of the twenty-five school hours in a week, two hours are to be given to gymnastics or military drill for the boys and to calisthenics and vocal music for the girls, and at least five hours—one each day—to study.

### THE ROUND HILL SCHOOL IN 1826.

The courses of study given above may be contrasted with that of the Round Hill School at Northampton, Mass., fifty-four years ago. This preparatory school was established by Messrs. Joseph G. Cogswell, afterwards the first superintendent of the Astor Library in New York City, and George Bancroft, since known and honored everywhere as the greatest of American historians. These principals employed ten assistant teachers. At the time referred to in The American Journal of Education for 1826, which is my authority for these statistics, there were 112 boys in attendance. Some of the studies pursued were as follows: Greek: 33 in seven classes, using Buttmann's Grammar, Jacobs' Reader, the Græca Majora, Homer, and the tragedians. Latin: 95 in twelve classes, using Adams' Grammar, Jacobs' Reader, Cornelius Nepos, Livy, Cicero, Virgil, Tacitus, and Sallust, other works from the wide range of the literature of Rome being selected whenever thought proper. French: 110 in thirteen classes, the text books being Wanostrotht's Grammar and Hentz's Reader and Manual, with selections from Molière, Bossuet, Voltaire, and other writers of eminence. The upper classes were trained to speak and write the language. Spanish: 54 in ten classes, using Sales' translation of Josse's Grammar, the Coleccion Española, Don Quijote, Gil Blas, the Cartas Morueccas, and Comedias de Moratin. German: 12 in two classes, chiefly using Schiller's Thirty Years' War. Italian: one class. Mathematics: Arithmetic, six classes; the rest of the school pursuing algebra, geometry, trigonometry, and the application of algebra to geometry. English: obligatory for all students; grammar, reading, declamation, and composition in twenty-four classes. Gymnastics: daily for all pupils. Special courses in history, moral philosophy, Roman antiquities, mercantile arithmetic, and higher mathematics were also afforded.

The recitations and studies seem to have occupied from 7 to 8½ hours daily, according to the age of the pupils. The younger pupils retired at 8, the others at 9 o'clock, all arising at 5 in the morning. The small classes and the numerous instructors were admirable, though doubtless expensive, parts of the training.

Dr. Cogswell, distinguished as a scientist, a literary man, and a librarian, rests from his labors in an honored grave; Mr. Bancroft is still with us, now a resident of this city, and a diligent and methodical worker in his chosen field of labor. Though the Round Hill School was closed long ago, its example and its work are not lost.[1]

[1] The following extracts from the announcement of this excellent academy for the year 1826 are worthy of fresh and frequent perusal, both as expressing the opinions of distinguished men on important topics and as showing a sobriety and width of culture unhappily too seldom found at any time in the work of education:

Education acknowledges a twofold object: the culture of the human powers and preparation for actual life. If the last is made the sole object, education neglects its most exalted office and becomes subservient to worldly prudence. * * * The knowledge which is to be of daily use has unquestionably the first claim. But we are not to stop there. * * *

We consider the study of the English language of the first importance. One instructor is exclusively devoted to elocution. * * * The art of declamation may be taught as well as any other, and

COURSES PREPARATORY TO HIGHER SCIENTIFIC STUDY.

The requirements for admission to the scientific departments of colleges and to schools of science are not so great as those for admission to classical collegiate courses. The applicant must pass an examination in common English branches and in a certain amount of history, algebra, geometry, and miscellaneous subjects. This amount may best be shown by stating the higher studies which must have been pursued by applicants for admission to several leading institutions. The Towne Scientific School of the University of Pennsylvania examines applicants in ancient as well as modern geography, in algebra through quadratic equations, and in the first four books of Chauvenet's geometry. The Rensselaer Polytechnic Institute, Troy, N. Y., requires an equal quantity of mathematics. The Stevens Institute of Technology, Hoboken, N. J., examines in a slightly increased amount of algebra and geometry, in the definitions and elementary problems of trigonometry, and in universal history. The conditions of admission to the Massachusetts Institute of Technology, Boston, Mass., include algebra through equations of the second degree, plane geometry, and French grammar through irregular verbs, and the reading of two books of Charles XII or an equivalent. The requirements of the Lawrence Scientific School of Harvard University are unusually rigid. In addition to the customary mathematics, plane and analytical trigonometry is expected of all applicants, and advanced algebra and solid geometry are also required for admission to two of the more mathematical courses. The elements of physics and chemistry, four books of Cæsar, and four of Virgil, and the translation at sight of easy German or French make up the requirements in science and the languages.

Preparatory schools do not rest content with preparing their pupils to pass the average examination for admission to a scientific school. Branches are taught which enable students to pursue with ease and advantage the higher courses upon which they intend to enter. The elements of natural science, the rudiments of French and German, and subjects which afford general culture are given prominence. Frequently the scientific course is the classical course, with Latin and Greek omitted and the time required for its completion shortened. Sometimes the most elementary studies

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each individual soon attains that degree of excellence which his genius allows. Exercises in writing English are early commenced and never relinquished.

Connected with the school there are native teachers of the four most important continental languages, the French, Spanish, German, and Italian. * * *

We do not mean to carry a just admiration of the classics to an excess. Of the boys who have thus far been offered us, there are some to whom we have taught no Latin, and more who have no Greek. Yet we have provided the means of pursuing classic learning to any extent that may be desired.

The question respecting the relative advantage of literary and scientific pursuits has been much agitated. We favor the former, because they exercise intimate and direct influence on morals; but education would be imperfect without the latter. A very considerable proportion of time is assigned to the mathematics. We consider the study of them in connection with the languages as essential to the best discipline of the mind. * * * Each individual is to be educated according to his powers, and fitted to serve his country in some useful station. But where an opportunity is offered, more must be attempted than merely to prepare for the ordinary duties of society; the stores of ancient and modern learning are to be opened, and according to the talents of the individual the various branches of knowledge, such as may improve the mind, or confer valuable skill, or impart useful information, or furnish the materials of thought, are to be pursued.

Yet the great end of general education is to inculcate those principles which may be the guide of life and conduct. * * * Acquaintance with a particular science may prepare for a particular station; but the principles of virtue and prudence are of universal value, and, in connection with habits of intellectual action and a taste for intellectual pleasures, form the characteristics of liberal education. These principles are universally the same in whatever age they may have been uttered, in whatever language they may have been expressed. Here is the reason why the ancient orators, poets, and philosophers are still to be read. Moral truths are eternal ones. The aspect of every science is changing as fast as new discoveries are made, and new investigations render ancient treatises obsolete. Both Homer and Herodotus cannot become antiquated until simplicity and moral feeling change their nature, nor the works of men like Sophocles and Demosthenes lose their dignity till the laws of finished beauty and eloquence, till reason and sentiment, become differently modified. Nor will these and some few other ancient writers cease to be of practical value till the number of powerful writers shall have grown so large as to hide them in the crowd, or the light of genius have shed abroad its bright beams so abundantly as to outshine their lustre. * * *

We are deeply impressed with the necessity of uniting physical with moral education. * * * The whole subject of the union of moral and physical education is a great deal simpler than it may at first appear. And here, too, we may say that we were the first in the new continent to connect gymnastics with a purely literary establishment. * * *

To be spared the necessity of punishing is one great object in discipline, and that can be done only by preventing faults. Hence the superiority of precautionary discipline for boys, for whom, indeed, no other is suited. For how can you expect the hard virtues of industry and self denial to be exercised by those who have as yet neither fixed habits nor established principles, unless they are assisted in doing what is right and defended against all temptations which they are not prepared to resist? * *

are introduced. It is not necessary in describing courses to mention the more elementary studies when they occur, or even algebra, plane geometry, physical geography, English composition, and United States history, which are common to all. The scientific department of the Columbia Grammar School, in which preparation is made for the School of Mines of Columbia College, New York City, provides instruction in chemistry, physics, geology, physiology, astronomy, logic, English literature, and political economy. The Berkeley Gymnasium, a school preparatory to the University of California, has a scientific course four years in length. The first two years are devoted to the usual studies, with chemistry and geology added. The remaining years of the course are divided as follows:

Second class: First term, German or French and algebra throughout the term; United States history and Roman history, half a term each. Second term, German or French throughout the term, rhetoric and geometry four-fifths of the term, Roman history one-half of the term, history and arithmetic one-fifth of the term. Essays are required throughout the year.

First class: First term, algebra and German or French throughout the term; United States, Grecian, and Roman history, each one-half term. Second term, German or French and grammar of grammars throughout the term, rhetoric four-fifths of the term, geometry three-fifths, algebra and arithmetic two-fifths, and historical review one-fifth. Original speeches continue throughout both terms.

The preparation for higher scientific education receives much attention in Williston Seminary, Easthampton, Mass. The junior class in its scientific department pursues only elementary branches. The studies of the other classes are as follows (the figures denote the number of hours occupied weekly in class room exercises):

*Junior middle class.*—First term: Algebra (Loomis), 5; anatomy and physiology (Hitchcock), 5; ancient history (Swinton), or Latin with junior class, 5; free hand drawing, 2; English readings, with spelling, 1. Second term: Algebra, continued, 5; zoölogy (Dana), 5; modern history, or Latin with junior class, 5; outline drawing, 2; English readings, with spelling, 1. Third term: Algebra, completed, 5; botany (Gray), 5; Constitution and Government of the United States, or Latin with junior class, 5; perspective drawing, 2; English readings, with spelling, 1.

*Middle class.*—First term: Geometry (Wentworth), 5; physical geography (Guyot), 4; lectures on physics, 1; rhetoric, or Latin with junior middle class,[1] 5; drawing from models, 3; English readings, 1. Second term: Geometry, continued, 5; physics (Avery), with lectures, 5; English literature, or Latin with junior middle class,[1] 5; geometrical drawing, 3; English readings, 1. Third term: Plane and spherical trigonometry (Chauvenet), 5; physics, with lectures, 5; English literature, or Latin with junior middle class,[1] 5; projections, 3; English readings, 1.

*Senior class.*—Seniors will select from this schedule, at the beginning of the year, the course to be pursued, taking not less than 20 hours of work a week: First term: Spherical trigonometry, astronomy (Loomis), 5; descriptive geometry (Church), 5; chemistry (Roscoe's elementary), 5; political economy,[1] 5; Latin, with middle classical class,[1] 5; architectural drawing, 4; English readings, 1. Second term: Astronomy, surveying (Gillespie), 5; analytical geometry (Peck), 5; chemistry, with laboratory practice, 8; psychology (Hopkins),[1] 5; Latin, with middle classical class,[1] 5; mechanical drawing, 4; English readings, 1. Third term: Surveying, with field practice, 8; mechanics (Todhunter), 5; geology (Dana), 5; ethics (Haven),[1] 5; Latin, with middle classical class,[1] 5; plotting and topography, 4; English readings, 1.

*All classes.*—English composition once a month and declamation twice a term.

TABLE VIII.—SUPERIOR INSTRUCTION OF WOMEN.

Statistics in detail of schools for the superior instruction 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 1880, inclusive:

| | 1870. | 1871. | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| No. of institutions | 33 | 136 | 175 | 205 | 209 | 222 | 225 | 220 | 225 | 227 | 227 |
| No. of instructors | 378 | 1,163 | 1,617 | 2,120 | 2,285 | 2,405 | 2,404 | 2,305 | 2,478 | 2,323 | 2,340 |
| No. of students | 5,337 | 12,841 | 11,288 | 24,613 | 23,445 | 23,795 | 23,856 | 23,022 | 23,639 | 24,605 | 25,780 |

[1] In the place of these subjects a two years' course in French or German is open to members of the middle and senior classes. Partial course pupils can take French or German at any period of their course that may be necessary.

TABLE VIII.—*Summary of statistics of institu*

| States. | Number of institutions. | Corps of instruction. | | | Number of instructors in preparatory department. | Students. |
|---|---|---|---|---|---|---|
| | | Total. | Male. | Female. | | Number in preparatory department. |
| Alabama | 10 | 80 | 19 | 61 | 11 | 163 |
| California | 2 | 32 | 6 | 26 | 5 | 46 |
| Connecticut | 2 | 9 | 4 | 5 | 1 | 20 |
| Delaware | 1 | 9 | 3 | 6 | 2 | 37 |
| Georgia | 17 | *b*126 | 38 | 75 | 17 | 505 |
| Illinois | 12 | *b*88 | 18 | 58 | 7 | 221 |
| Indiana | 2 | 11 | 3 | 8 | 2 | 36 |
| Iowa | 3 | 33 | 7 | 26 | 7 | 240 |
| Kansas | 1 | 14 | 3 | 11 | 4 | 98 |
| Kentucky | 19 | 152 | 51 | 101 | 20 | 627 |
| Louisiana | 5 | 19 | 4 | 15 | 15 | 157 |
| Maine | 2 | *b*20 | 7 | 5 | ..... | ..... |
| Maryland | 5 | 53 | 9 | 44 | ..... | 55 |
| Massachusetts | 10 | 190 | 48 | 142 | 1 | 42 |
| Michigan | 1 | 10 | 1 | 9 | ..... | ..... |
| Minnesota | 2 | 18 | 3 | 15 | ..... | 25 |
| Mississippi | 9 | 59 | 14 | 45 | 8 | 378 |
| Missouri | 16 | 181 | 26 | 155 | 21 | 689 |
| Nevada | 1 | 6 | 2 | 4 | ..... | 15 |
| New Hampshire | 4 | 29 | 8 | 21 | 3 | 164 |
| New Jersey | 2 | 24 | 10 | 14 | 8 | 22 |
| New York | 16 | 216 | 43 | 173 | 29 | 817 |
| North Carolina | 9 | 60 | 16 | 44 | 6 | 177 |
| Ohio | 13 | *b*146 | 34 | 107 | 15 | 230 |
| Oregon | 1 | 12 | 1 | 11 | 0 | 35 |
| Pennsylvania | 14 | 142 | 45 | 97 | 5 | 268 |
| South Carolina | 3 | 26 | 7 | 19 | 4 | 163 |
| Tennessee | 15 | 107 | 20 | 87 | 21 | 383 |
| Texas | 9 | 53 | 15 | 38 | 12 | 207 |
| Vermont | 1 | 10 | 5 | 5 | ..... | 94 |
| Virginia | 13 | 114 | 41 | 73 | 8 | 276 |
| West Virginia | 3 | 22 | 6 | 16 | 2 | 54 |
| Wisconsin | 4 | *b*35 | 5 | 23 | ..... | 154 |
| Total | 227 | *b*2,106 | 522 | 1,539 | 234 | 6,378 |

*a* Classification not reported in all cases.

*tions 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 volumes 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. |
| 453 | 35 | 6 | *a*994 | 9 | 7,650 | 30 | $408,000 | ..... | ..... | $12,000 |
| 51 | ..... | 0 | *a*247 | 1 | 5,057 | 350 | 22,000 | ..... | ..... | 16,500 |
| ..... | ..... | 7 | *a*285 | ..... | 2,100 | ..... | 68,000 | ..... | ..... | 4,500 |
| 37 | 0 | 0 | 74 | 1 | 1,500 | 0 | 24,000 | $0 | $0 | 3,000 |
| 1,195 | 125 | 6 | *a*2,072 | 14 | 7,978 | 155 | 493,600 | 25,000 | 1,500 | 44,338 |
| 429 | 163 | 18 | *a*1,426 | 8 | 27,650 | 175 | 695,100 | 12,000 | 960 | 33,245 |
| 55 | 7 | ..... | 98 | 1 | 2,000 | ..... | 55,000 | ..... | 1,000 | 7,670 |
| 91 | 28 | 3 | *a*442 | 2 | 1,971 | 121 | 40,000 | ..... | ..... | 2,000 |
| 56 | 12 | 3 | 169 | 1 | 1,000 | 50 | 130,000 | 0 | 0 | 10,000 |
| 1,109 | 61 | 4 | *a*1,990 | 15 | 15,990 | 1,169 | 516,000 | ..... | ..... | 64,746 |
| 246 | 2 | 13 | 418 | 4 | 1,750 | 20 | 120,000 | 20,000 | 1,600 | 13,200 |
| 59 | 286 | 3 | 348 | 2 | 3,131 | 46 | 93,000 | 47,000 | 1,700 | 5,100 |
| 251 | ..... | ..... | *a*356 | 2 | 7,920 | 20 | 76,700 | ..... | ..... | 3,200 |
| 823 | 201 | 21 | *a*1,370 | 2 | 47,645 | 3,120 | 1,065,500 | 406,486 | 34,350 | 67,948 |
| ..... | ..... | ..... | *a*44 | ..... | 640 | ..... | 50,000 | ..... | ..... | 7,490 |
| 47 | 5 | ..... | *a*160 | 1 | 850 | 10 | 42,000 | ..... | ..... | 2,400 |
| 590 | 11 | 5 | *a*1,054 | 9 | 5,303 | 278 | 231,000 | ..... | ..... | 38,497 |
| 939 | 66 | 16 | *a*1,977 | 13 | 10,870 | 900 | 687,000 | 72,000 | 1,000 | 65,333 |
| 30 | 5 | 0 | 50 | ..... | 300 | 15 | 30,000 | 0 | 0 | ..... |
| 162 | 10 | 14 | *a*359 | 3 | 2,200 | ..... | 125,000 | 100,000 | 6,100 | 11,890 |
| 224 | 40 | 13 | 299 | 2 | 2,650 | 150 | 110,000 | ..... | ..... | 6,000 |
| 396 | 534 | 25 | *a*3,277 | 5 | 27,636 | 523 | 1,461,259 | 62,968 | 2,274 | 82,725 |
| 382 | 23 | ..... | *a*711 | 6 | 6,660 | 10 | 232,000 | ..... | ..... | 14,000 |
| 528 | 198 | 6 | *a*1,198 | 5 | 18,596 | 614 | 894,000 | 32,400 | 360 | 51,929 |
| ..... | ..... | ..... | *a*160 | 0 | 600 | 25 | 35,000 | ..... | ..... | ..... |
| 365 | 238 | 7 | *a*1,236 | 7 | 17,300 | 225 | 575,000 | 11,950 | 700 | 59,906 |
| 256 | 2 | 2 | 423 | 3 | 750 | 50 | 26,000 | ..... | ..... | 1,200 |
| 1,011 | 72 | 11 | *a*1,612 | 13 | 12,150 | 124 | 362,000 | 30,000 | 1,800 | 34,600 |
| 427 | 3 | ..... | *a*775 | 7 | 1,423 | ..... | 74,000 | ..... | ..... | 7,520 |
| 91 | ..... | 4 | 189 | 1 | 1,000 | ..... | 95,000 | ..... | ..... | ..... |
| 780 | 14 | 12 | *a*1,255 | 11 | 3,400 | 50 | 419,500 | ..... | ..... | 31,000 |
| 208 | 11 | 4 | 277 | 2 | ..... | ..... | 15,000 | ..... | ..... | 4,250 |
| 131 | 48 | 1 | *a*435 | 1 | 5,925 | 25 | 240,250 | 10,190 | ..... | 30,800 |
| 11,422 | 2,200 | 204 | *a*25,780 | 151 | 251,595 | 8,255 | 9,510,909 | 829,994 | 53,344 | 736,987 |

*b* Sex not reported in all cases.

*Degrees conferred by institutions for the superior instruction of women.*

| States. | Number of degrees. | States. | Number of degrees. |
|---|---|---|---|
| Alabama | 52 | Missouri | 50 |
| Delaware | 2 | New Hampshire | 18 |
| Georgia | 140 | New Jersey | 24 |
| Illinois | 53 | New York | 36 |
| Indiana | 2 | North Carolina | 4 |
| Iowa | 21 | Ohio | 15 |
| Kansas | 6 | Pennsylvania | 51 |
| Kentucky | 97 | South Carolina | 16 |
| Louisiana | 12 | Tennessee | 87 |
| Maine | 6 | Texas | 13 |
| Maryland | 13 | Vermont | 9 |
| Massachusetts | 50 | Virginia | 46 |
| Minnesota | 10 | Wisconsin | 4 |
| Mississippi | 31 | Total | 868 |

In 1870 the Office received reports from 33 institutions for the superior instruction of women and from 77 which admitted both sexes, and had knowledge of 20 others from which no definite information was received. Of the number reporting, 81 were under the auspices of religious denominations; of the remainder the larger proportion were maintained by private enterprise. These institutions did invaluable work, but wanted some of the essentials that make up the scheme of liberal education for men. Five institutions which in 1870 admitted both sexes were endowed wholly or in part from the sale or lease of university lands. These, together with Vassar College, were in a position, if endowment only be considered, to maintain the standards which give character to the leading colleges for men. The State universities, however, from their location in the newer States, were subject to many influences which lowered their standards for the time being. They have proved the familiar saying that colleges and universities are a growth. Several colleges in which coeducation was allowed fair trial in 1870 were not fully committed to the superior instruction of women, as they offered partial, special, or ladies' courses, not unlike the popular courses in ladies' seminaries. Bates College, Maine, required an entrance examination upon the studies which are regarded as furnishing the best preparation for liberal culture, and maintained one uniform obligatory course for both sexes, but the number of women then on the roll was too small to give this example much weight in the discussion of collegiate education for women. All things considered, of the various colleges open to women in 1870 Vassar was most thoroughly equipped for a high order of work. It had ample resources and a sure promise of large patronage.

The progress during the decade in the provisions for the superior instruction of women has been marked and satisfactory. In 1870 Michigan University and the Illinois Industrial University were opened to women; in 1872, Cornell and the University of Vermont. Boston University, which completed the organization of the College of Liberal Arts in 1873, admitted both sexes on the same conditions. Smith College and Wellesley were organized in 1875. In 1879 the Harvard Annex went into operation.

The position taken by several well established colleges in admitting women to their curriculum on an equality with young men has operated to raise the standard as well as to modify past theories of woman's education.

Table VIII presents the summarized statistics of 227 institutions, variously designated as colleges, institutes, seminaries, &c. Probably they do not present greater

diversity in standards, curriculum, and equipment than the institutions for men reported in Table IX. A comparison of the items reported, property valuation, source of income, &c., shows that the colleges for women have not been aided to so great an extent as those for men. The total number of students in the colleges for women is 25,780, distributed as follows: 6,378 in preparatory departments, 11,422 in regular courses, 2,200 in special or partial courses, 204 graduate students, and 5,576 students the classification of whom was not reported. The number of degrees conferred is 868, of which very few, it will be noticed, are reported from the New England States. It should be remembered that the five colleges for women in the State of New York included in the report of the regents of the university of the State are not embraced in this summary. The statistics of these will be found in Table IX. A noticeable feature of the leading colleges for women is the development of the departments of art and music. The course pursued places these branches in their true rank as essential parts of a liberal education.

## REQUISITES FOR ADMISSION TO COLLEGES FOR WOMEN.

The following are the requisites for admission in several colleges and the Harvard Annex for women:

### VASSAR COLLEGE, POUGHKEEPSIE, N. Y.

Applicants for admission to the college must be at least sixteen years of age, of good health, and must present satisfactory testimonials of character. None will be received for a shorter period than the current academic year.

Candidates for the freshman class are examined in the following studies (equivalents will be accepted for the text books or au hors named):

English grammar, including analysis of sentences; Hart's Rhetoric; geography: history of the United States; arithmetic, including the metric system; Olney's University Algebra, through quadratic equations; Chauvenet's Geometry, first three books. Besides English and Latin, one other language is required; this may be Greek, French, or German, according to the student's choice. In Latin, grammar, with a thorough knowledge of etymology and of the general rules of syntax and prosody, including hexameters; Cæsar, four books; Virgil, six books of the Æneid and six Eclogues; Cicero, six orations; pronunciation after the Roman method. In Greek (elective), Curtius's Grammar; Xenophon's Anabasis, two books. In German (elective), grammar, Fischer-Ahn's First Course and Henn-Ahn's Synopsis, Lessing's Minna von Barnhelm, and Schiller's Wilhelm Tell. In French (elective), grammar, La Fontaine's Fables, Follet's Les Princes de l'Art, Bôcher's College Plays.

### SMITH COLLEGE, NORTHAMPTON, MASS.

To enter the first class the applicant must pass a satisfactory examination in English grammar and orthography; the Latin and Greek grammars (Harkness and Goodwin preferred); Harkness's Latin Prose, first and second parts; the Catiline of Sallust; seven orations of Cicero; the first six books of Virgil's Æneid; four books of Xenophon's Anabasis; three books of Homer's Iliad; Jones's Greek Prose, first eighteen exercises; arithmetic; Loomis's Algebra (or any standard university algebra), through quadratic equations; and four books of geometry. Equivalents will be accepted.

Students are also advis d to study the first half of Otto's French grammar, or its equivalent, before entering the college, although this will not be insisted upon at present as a requisite for admission.

### WELLESLEY COLLEGE, WELLESLEY, MASS.

Latin grammar, including prosody; Jones's Exercises in Latin Prose Composition, or an equivalent in Abbott, Arnold, Allen and Greenough, or Harkness; Cæsar, Gallic War, Books I–IV; Cicero, seven orations; Virgil, Æneid, Books I–VI (equivalents in Latin will be accepted); Greek grammar; Jones's Greek Prose Composition, with the accents; Xenophon, Anabasis, three books; Iliad, three books;[1] arithmetic, including the metric system of weights and measures; Olney's Complete School Algebra (with additional examples from Olney's University Algebra), through involution, evolution, radicals, quadratic equations, ratio, proportion, arithmetical and geometrical progression.

[1] Preparation in Greek for 1880 is advised but not required. In September, 1881, it will be required from all candidates for the general college course, but not from candidates for the scientific course.

HARVARD ANNEX, CAMBRIDGE, MASS.

(Private collegiate instruction for women.)

Any one will be admitted to the instruction here offered who presents herself at the Harvard University preliminary examination for women and passes satisfactorily in the following subjects: English; physical geography; elementary botany or physics; elementary arithmetic, algebra through quadratic equations, plane geometry; history; and any two of the four languages, French, German, Latin, and Greek, at least one of the two chosen being a modern language.

## OTHER OPPORTUNITIES FOR HIGHER EDUCATION.

The preceding summary does not exhibit the total provision for the higher education of women. Many of the institutions reporting in Table IX admit both sexes. The number of women in these cannot be exactly determined, as the sex of students is not specified in all returns. So far as reported, the number of female students embraced in Table IX is 8,295: 5,545 in preparatory departments, 1,618 in the classical, and 1,132 in the scientific courses.

Women are also admitted to many schools of science (Table X), but the number is not stated, save for the preparatory departments, which show a total of 367. So far, then, as specified in the returns received at the Office, the total of female students in mixed colleges in 1880 was 8,662, of which number 5,912 were in preparatory departments.

The Massachusetts Society for the University Education of Women (incorporated in 1877) is actively engaged in promoting the object for which it was created. It extends aid, interest, and sympathy into all the departments of any university in the State which offers its educational privileges to women. The following are the classes of beneficiaries to whom loans or gifts may be made by the executive committee:

(1) Young women who are pursuing the regular course of study as candidates for the degree of bachelor of arts in any university in Massachusetts; (2) young women who, having received a degree from any Massachusetts university, desire to pursue in any place additional courses of study; (3) young women who, having been honorably graduated from any college or university in any State, desire to pursue in Massachusetts professional or higher liberal studies as candidates for professional or the higher academic degrees; (4) young women, not graduates of any college or university, who may be pursuing professional studies in any university in Massachusetts.

The society brings a powerful influence to bear upon every proposed measure for extending the means of higher education for women, as was illustrated in its efforts in behalf of the Boston Latin School for Girls. It labors to excite and maintain interest in the cause by discussion in social meetings and by the publication of information. Much of the work accomplished is necessarily such as cannot be represented in a report, but the record of collegiate education for women would be incomplete without reference to this valuable auxiliary.

The Society to Encourage Studies at Home published its seventh annual report the present year. For details, the reader is referred to page 152 of the abstracts.

## TABLE IX.—UNIVERSITIES AND COLLEGES.

The following is a statement of the aggregate number of this class of institutionss with instructors and students, as reported to this Bureau each year from 1871 to 1880, inclusive:

| | 1871. | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of institutions | 290 | 298 | 323 | 343 | 355 | 356 | 351 | 358 | 364 | 364 |
| Number of instructors | 2,962 | 3,040 | 3,106 | 3,783 | 3,999 | 3,920 | 3,998 | 3,885 | 4,241 | 4,160 |
| Number of students | 49,827 | 45,617 | 52,053 | 56,692 | 58,894 | 56,481 | 57,334 | 57,987 | 60,011 | 59,594 |

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 with four years' course. | Number with three years' course. | Number with courses over four years. | Number having only elective courses. |
| Alabama | 4 | 4 | 0 | 0 | 3 | 1 | 0 | 1 | 0 | 2 | 0 | 2 | 0 |
| Arkansas | 4 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 3 | 0 | 1 | 0 |
| California | 13 | 12 | 1 | 0 | 10 | 2 | 1 | 4 | 4 | 9 | 0 | 0 | 0 |
| Colorado | 3 | 3 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 3 | 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 | 1 | 0 | 2 | 1 | 6 | 0 | 0 | 0 |
| Illinois | 28 | 27 | 1 | 0 | 25 | 3 | 0 | 3 | 1 | 24 | 0 | 3 | 0 |
| Indiana | 14 | 13 | 1 | 0 | 13 | 1 | 0 | 0 | 1 | 10 | 0 | 3 | 0 |
| Iowa | 19 | 18 | 1 | 0 | 18 | 1 | 0 | 2 | 0 | 17 | 0 | 2 | 0 |
| Kansas | 8 | 8 | 0 | 0 | 8 | 0 | 0 | 1 | 1 | 6 | 0 | 1 | 0 |
| Kentucky | 15 | 14 | 1 | 0 | 12 | 3 | 0 | 3 | 1 | 9 | 1 | 3 | 1 |
| Louisiana | 8 | 8 | 0 | 1 | 5 | 1 | 1 | 1 | 2 | 4 | 0 | 2 | 0 |
| Maine | 3 | 3 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 |
| Maryland | 9 | 8 | 1 | 0 | 9 | 0 | 0 | 1 | 1 | 6 | 0 | 1 | 1 |
| Massachusetts | 7 | 7 | 0 | 0 | 7 | 0 | 0 | 2 | 0 | 7 | 0 | 0 | 0 |
| Michigan | 9 | 9 | 0 | 0 | 9 | 0 | 0 | 0 | 1 | 8 | 0 | 0 | 0 |
| Minnesota | 6 | 5 | 1 | 0 | 5 | 0 | 1 | 4 | 1 | 4 | 0 | 1 | 0 |
| Mississippi | 4 | 4 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 1 |
| Missouri | 14 | 14 | 0 | 1 | 8 | 3 | 2 | 1 | 1 | 9 | 0 | 3 | 1 |
| Nebraska | 4 | 4 | 0 | 0 | 3 | 1 | 0 | 2 | 0 | 3 | 0 | 1 | 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 | 3 | 1 | 0 | 1 | 0 | 3 | 1 | 0 | 0 |
| New York | 29 | 25 | 4 | 0 | 27 | 2 | 0 | 6 | 2 | 19 | 0 | 8 | 0 |
| North Carolina | 8 | 7 | 1 | 0 | 8 | 0 | 0 | 0 | 0 | 6 | 0 | 1 | 1 |
| Ohio | 35 | 35 | 0 | 3 | 31 | 1 | 0 | 2 | 2 | 32 | 0 | 1 | 0 |
| Oregon | 8 | 8 | 0 | 2 | 4 | 2 | 0 | 1 | 0 | 7 | 0 | 1 | 0 |
| Pennsylvania | 27 | 26 | 1 | 1 | 25 | 1 | 0 | 4 | 1 | 23 | 0 | 3 | 0 |
| Rhode Island | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| South Carolina | 8 | 8 | 0 | 1 | 6 | 0 | 1 | 1 | 1 | 6 | 0 | 1 | 0 |
| Tennessee | 20 | 19 | 1 | 0 | 18 | 2 | 0 | 4 | 0 | 15 | 1 | 2 | 2 |
| Texas | 9 | 8 | 1 | 0 | 8 | 1 | 0 | 2 | 1 | 6 | 1 | 1 | 0 |
| Vermont | 2 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| Virginia | 8 | 8 | 0 | 0 | 5 | 1 | 2 | 1 | 0 | 3 | 1 | 0 | 4 |
| West Virginia | 4 | 4 | 0 | 1 | 3 | 0 | 0 | 1 | 1 | 3 | 0 | 0 | 0 |
| Wisconsin | 8 | 8 | 0 | 0 | 8 | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0 |
| Dist. of Columbia | 5 | 5 | 0 | 1 | 4 | 0 | 0 | 0 | 0 | 4 | 0 | 1 | 0 |
| Utah | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Washington | 2 | 1 | 1 | 0 | 2 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | |
| Total | 364 | 346 | 18 | 13 | 315 | 28 | 8 | 52 | 26 | 280 | 5 | 42 | 11 |

TABLE IX.—*Summary of statistics of*

| States and Territories. | No. of universities and colleges. | No. of instructors. | Preparatory department. | | | | | Number of students unclassified. | Collegiate department. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 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 | 32 | 32 | ..... | 10 | ..... | .... | 51 | 417 | ..... | ..... | ..... | ..... |
| Arkansas | 4 | 9 | *a*528 | 255 | 166 | 22 | ..... | .... | 32 | 291 | 156 | 64 | 10 | ..... |
| California | 13 | 21 | *a*1, 205 | 994 | 56 | 45 | 89 | .... | 145 | 800 | *b*275 | 57 | 162 | 51 |
| Colorado | 3 | 4 | *a*239 | 50 | 30 | *c*80 | ..... | .... | 25 | 57 | *d*18 | *d*4 | 1 | ..... |
| Connecticut | 3 | ... | ..... | ..... | ..... | ..... | ..... | .... | 73 | 951 | 832 | 9 | 3 | ..... |
| Delaware | 1 | ... | ..... | ..... | ..... | ..... | ..... | .... | 5 | 59 | ..... | ..... | ..... | ..... |
| Georgia | 7 | 10 | 224 | 148 | 76 | 40 | 5 | .... | 45 | 469 | *d*317 | 27 | ..... | ..... |
| Illinois | 28 | 80 | *a*2, 616 | 1, 654 | 595 | *c*639 | 567 | 76 | 202 | 2, 081 | *de*690 | *d*135 | 254 | 128 |
| Indiana | 14 | 32 | *a*1, 376 | 828 | 404 | 384 | 593 | .... | 105 | 1, 169 | *df*523 | 69 | 140 | 50 |
| Iowa | 19 | 43 | *a*1, 670 | 977 | 524 | *c*606 | 366 | 95 | 156 | 1, 296 | *g*403 | 127 | *h*222 | 121 |
| Kansas | 8 | 13 | 772 | 555 | 217 | 93 | 56 | .... | 59 | 323 | *d*118 | *d*57 | 32 | 12 |
| Kentucky | 15 | 22 | 692 | 472 | 220 | 136 | 127 | .... | 117 | 1, 224 | 141 | 88 | 127 | 66 |
| Louisiana | 8 | 30 | *a*585 | 481 | 92 | 140 | 95 | .... | 38 | 92 | 46 | ..... | 19 | 8 |
| Maine | 3 | 4 | 70 | 50 | 20 | ..... | ..... | .... | 40 | 431 | *i*413 | 17 | ..... | ..... |
| Maryland | 9 | 17 | 254 | 243 | 11 | 126 | 10 | 36 | 109 | 1, 146 | *d*306 | 28 | 4 | ..... |
| Massachusetts | 7 | 3 | 110 | 110 | ..... | *c*60 | ..... | .... | 156 | 1, 809 | *d*1, 673 | 34 | 11 | ..... |
| Michigan | 9 | 22 | *a*950 | 547 | 328 | 160 | 108 | 171 | 116 | 1, 111 | *d*120 | *d*40 | 82 | 99 |
| Minnesota | 6 | 1 | *a*288 | 157 | 76 | 90 | 104 | 183 | 62 | 351 | 118 | 20 | 78 | 52 |
| Mississippi | 4 | 9 | 683 | 635 | 48 | 222 | 165 | .... | 26 | 284 | 95 | 1 | 107 | ..... |
| Missouri | 14 | 23 | *a*694 | 567 | 31 | 105 | 291 | .... | 178 | 1, 735 | *d*269 | *d*49 | 14 | 1 |
| Nebraska | 4 | 13 | 548 | 432 | 116 | *c*110 | 89 | .... | 24 | 117 | 32 | 14 | 18 | 12 |
| Nevada | 1 | 1 | *a*48 | 22 | 26 | ..... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... |
| New Hampshire | 1 | ... | ..... | ..... | ..... | ..... | ..... | .... | 15 | 247 | 247 | ..... | ..... | ..... |
| New Jersey | 4 | ... | ..... | ..... | ..... | ..... | ..... | .... | 71 | 688 | 477 | ..... | ..... | ..... |
| New York | 29 | 85 | *a*3, 054 | 2, 408 | 324 | *c*850 | 282 | 59 | 439 | 3, 512 | *d*2, 009 | *d*387 | 508 | 53 |
| North Carolina | 8 | 10 | 328 | 318 | 10 | 153 | 29 | .... | 70 | 894 | 296 | ..... | 39 | ..... |
| Ohio | 35 | 85 | *a*3, 073 | 2, 184 | 794 | 896 | 592 | .... | 263 | 2, 621 | *dj*1, 227 | *d*102 | 369 | 336 |
| Oregon | 8 | 18 | 554 | 309 | 245 | 228 | 157 | ... | 37 | 502 | *d*108 | *d*58 | 4 | 3 |
| Pennsylvania | 27 | 54 | 1, 906 | 1, 443 | 463 | *c*661 | 573 | 54 | 300 | 2, 454 | *d*1, 472 | *d*87 | 265 | 19 |
| Rhode Island | 1 | ... | ..... | ..... | ..... | ..... | ..... | .... | 17 | 247 | *d*244 | ..... | ..... | ..... |
| South Carolina | 8 | 8 | *a*408 | 257 | ..... | 55 | 45 | .... | 40 | 256 | *d*218 | ..... | 21 | 2 |
| Tennessee | 20 | 32 | 1, 264 | 1, 031 | 233 | 375 | 433 | 103 | 146 | 1, 920 | 368 | 32 | 221 | 38 |
| Texas | 9 | 15 | 567 | 406 | 161 | 251 | 104 | 50 | 52 | 865 | 169 | 24 | 84 | 12 |
| Vermont | 2 | ... | ..... | ..... | ..... | ..... | ..... | .... | 18 | 102 | 94 | 8 | ..... | ..... |
| Virginia | 8 | 3 | 38 | 38 | ..... | ..... | ..... | .... | 65 | 793 | 128 | ..... | ..... | ..... |
| West Virginia | 4 | 5 | 133 | 110 | 23 | ..... | ..... | .... | 19 | 200 | 115 | 23 | 46 | ..... |
| Wisconsin | 8 | 6 | 647 | 452 | 195 | 142 | 195 | 76 | 95 | 678 | 258 | 57 | 170 | 69 |
| Dist. of Columbia | 5 | 6 | 340 | 340 | .... | 251 | 10 | .... | 44 | 154 | 94 | ..... | ..... | ..... |
| Utah | 1 | 3 | 159 | 98 | 61 | ..... | ..... | .... | 3 | ..... | ..... | ..... | ..... | ..... |
| Washington | 2 | 5 | *a*83 | ..... | ..... | ..... | ..... | .... | 8 | 117 | ..... | ..... | ..... | ..... |
| Total | 364 | 694 | *a*26, 138 | 18, 603 | 5, 545 | *c*6, 930 | 5, 085 | 903 | 3, 466 | 32, 553 | *ad*14, 569 | *d*1, 618 | *h*3, 011 | 1, 132 |

*a* Sex not reported in all cases.
*b* Includes 148 sex not given.
*c* Classification not reported in all cases.
*d* A small number of scientific students included here.
*e* Includes 57 sex not given.
*f* Includes 155 sex not given.

*universities and colleges*—Continued.

| Collegiate department. | | Volumes in libraries. | | | Property, income, &c. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Special or optional students. | Number of graduate students. | 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. |
| ..... | 6 | 7,200 | 300 | 2,450 | $370,000 | $302,000 | $24,000 | $6,000 | ..... | ..... |
| 45 | ..... | 2,360 | 350 | 300 | 114,000 | 12,000 | 1,000 | 10,300 | $11,000 | ..... |
| 189 | 13 | 46,950 | 305 | 8,100 | 1,367,400 | 1,771,204 | 106,216 | 68,814 | 36,597 | ..... |
| 34 | ..... | 9,200 | 7,000 | ..... | 190,000 | ..... | 20,518 | 471 | 7,000 | $2,450 |
| 74 | 33 | 147,651 | 6,366 | 22,500 | 472,884 | 1,954,023 | 126,973 | 102,912 | ..... | 220,000 |
| ..... | 7 | 6,500 | ..... | 2,000 | 75,000 | 83,000 | 4,980 | 540 | ..... | ..... |
| 16 | 2 | 31,100 | 6,900 | 15,850 | 966,000 | 478,170 | 35,263 | 12,100 | 8,198 | 20,300 |
| 273 | 5 | 115,372 | 3,030 | 22,150 | 2,303,600 | 1,419,910 | 124,896 | 107,719 | ..... | 144,017 |
| 134 | 17 | 56,207 | 2,087 | 15,341 | 1,020,000 | 1,022,000 | 64,970 | 29,488 | 23,000 | 24,755 |
| 124 | 8 | 53,672 | 1,582 | 7,085 | 1,173,908 | 796,620 | 47,300 | 43,758 | 20,000 | 23,280 |
| 7 | 2 | 22,175 | 2,875 | 2,855 | 540,000 | 165,755 | 11,800 | 6,450 | 32,000 | 500 |
| 73 | 13 | 39,597 | 2,044 | 11,149 | 773,000 | 585,400 | 32,661 | 56,466 | ..... | ..... |
| ..... | 3 | 50,800 | 400 | 4,900 | 418,000 | 328,313 | 15,155 | 15,327 | 20,000 | ..... |
| 1 | ..... | 41,771 | 431 | 14,700 | 805,000 | 611,000 | 35,700 | 19,251 | ..... | 112,150 |
| 27 | 60 | 42,650 | 1,438 | 4,350 | 520,500 | 3,027,600 | 181,734 | 13,572 | 30,065 | ..... |
| 53 | 30 | 272,528 | 6,330 | 40,070 | 1,150,000 | 5,666,321 | 425,958 | 159,335 | ..... | 295,000 |
| 162 | 12 | 56,731 | 3,041 | 7,050 | 1,353,442 | 1,081,392 | 78,420 | 81,760 | 67,918 | 115,000 |
| ..... | 2 | 17,441 | 2,116 | 570 | 327,650 | 609,853 | 35,834 | 7,265 | 22,000 | 7,386 |
| 4 | 4 | 10,700 | 415 | 3,600 | 625,000 | 652,061 | 39,443 | 7,100 | 2,000 | ..... |
| 184 | 31 | 101,605 | 5,879 | 9,600 | 1,125,220 | 1,062,400 | 66,110 | 73,765 | 27,000 | 134,550 |
| 41 | ..... | 3,900 | 600 | ..... | 188,000 | 25,000 | 2,250 | 1,800 | 25,000 | 200 |
| ..... | ..... | ..... | ..... | ..... | 25,000 | 90,000 | ..... | ..... | 6,000 | ..... |
| ..... | ..... | 54,000 | 1,600 | ..... | 125,000 | 500,000 | 25,000 | 16,000 | 1,000 | 100,000 |
| 11 | 41 | 60,500 | 2,000 | 21,800 | 1,150,000 | 1,386,369 | 83,625 | 21,136 | ..... | 116,616 |
| 254 | 47 | 237,224 | 7,831 | 40,950 | 7,266,773 | 9,247,881 | 710,164 | 474,229 | 504 | 321,265 |
| 65 | 3 | 29,543 | 700 | 37,113 | 539,000 | 274,000 | 10,000 | 27,500 | ..... | 11,120 |
| 414 | 18 | 312,572 | 4,936 | 31,150 | 3,091,421 | 2,009,711 | 232,435 | 120,948 | ..... | 212,000 |
| 13 | 1 | 9,520 | 208 | 1,200 | 255,000 | 247,000 | 21,500 | 15,750 | 2,500 | 50,620 |
| 289 | 25 | 145,266 | 12,304 | 71,989 | 5,135,626 | 3,937,390 | 199,368 | 179,932 | ..... | 143,000 |
| ..... | 3 | 53,000 | 2,163 | ..... | ..... | 643,637 | 36,128 | 30,869 | ..... | 70,306 |
| 15 | ..... | 18,050 | 625 | 9,325 | 250,000 | 492,000 | 25,600 | 5,820 | ..... | 32,000 |
| 33 | 14 | 46,963 | 3,982 | 10,775 | 1,451,500 | 1,232,375 | 80,550 | 46,810 | ..... | 12,000 |
| ..... | 10 | 13,287 | 140 | 2,050 | 295,000 | 61,000 | 1,900 | 30,630 | ..... | ..... |
| ..... | ..... | 31,552 | 361 | ..... | 340,000 | 275,000 | 16,368 | 4,990 | 8,130 | 16,700 |
| *d*70 | ..... | 89,200 | 2,116 | 31,500 | 1,465,000 | 338,460 | 21,518 | 16,279 | ..... | 5,200 |
| 16 | ..... | 5,550 | 735 | 300 | 307,000 | 138,653 | 8,469 | 5,912 | 10,600 | ..... |
| 123 | 1 | 48,250 | 5,133 | 2,400 | 798,500 | 783,022 | 52,542 | 62,676 | 43,897 | 17,500 |
| 13 | ..... | 47,411 | 250 | 4,200 | 1,150,000 | 116,000 | 2,200 | 1,186 | *k*10,000 | 18,000 |
| ..... | ..... | 2,968 | 80 | ..... | ..... | ..... | ..... | 3,000 | 2,500 | ..... |
| ..... | ..... | 1,800 | 1,400 | ..... | 100,000 | 5,000 | 500 | 2,500 | 1,250 | ..... |
| 2,757 | 411 | 2,342,766 | 100,053 | 459,372 | 39,623,424 | 43,431,520 | 3,014,048 | 1,881,360 | 418,159 | 2,225,915 |

*g* Includes 24 sex not given.
*h* Includes 20 sex not given.
*i* Includes 149 sex not given.
*j* Includes 243 sex not given.
*k* Congressional appropriation.

*Summary of college entrance examinations in* 1880.

| 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. |
| | | | | Latin. | Greek. | Mathematics. | History and geography. | | | | | |
| University of Alabama* | Tuscaloosa, Ala | 105 | 79 | ... | ... | ... | ... | ... | ... | ... | ... | 26 |
| Arkansas Industrial University. | Fayetteville, Ark | 475 | 440 | 15 | 5 | 5 | 10 | 11 | 0 | 15 | 5 | 8 |
| College of St. Augustine | Benicia, Cal | 17 | 17 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Wesleyan University* | Middletown, Conn | 77 | 11 | 32 | 36 | 60 | 15 | 5 | 3 | 5 | 1 | 5 |
| Illinois Wesleyan University. | Bloomington, Ill | 28 | 28 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Knox College | Galesburg, Ill | 30 | 18 | 5 | 1 | 0 | 0 | 2 | 2 | 0 | 0 | 2 |
| Lombard University | Galesburg, Ill | 14 | 14 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Lake Forest University* | Lake Forest, Ill | 44 | 28 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Monmouth College | Monmouth, Ill | 80 | 50 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Augustana College | Rock Island, Ill | 28 | 23 | ... | ... | 1 | ... | ... | ... | ... | ... | 4 |
| Illinois Industrial University. | Urbana, Ill | 146 | 101 | 1 | ... | 34 | 1 | 0 | 0 | 0 | 0 | 8 |
| Concordia College | Fort Wayne, Ind | 45 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Franklin College | Franklin, Ind | 9 | 8 | 1 | ... | ... | ... | ... | ... | ... | ... | ... |
| Hartsville University | Hartsville, Ind | 16 | 16 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Butler University* | Irvington, Ind | 68 | 57 | 5 | 6 | ... | ... | ... | ... | ... | ... | ... |
| Union Christian College. | Merom, Ind | 13 | 12 | 1 | ... | ... | ... | ... | ... | ... | ... | ... |
| Earlham College | Richmond, Ind | 13 | 7 | 4 | 4 | 1 | 3 | ... | ... | 0 | 0 | ... |
| Griswold College | Davenport, Iowa | 4 | 3 | 1 | ... | 1 | ... | ... | ... | ... | ... | ... |
| Parsons College | Fairfield, Iowa | 42 | 30 | 10 | 5 | 12 | 4 | ... | ... | ... | ... | ... |
| Upper Iowa University | Fayette, Iowa | 25 | 18 | 5 | 1 | 0 | 0 | ... | ... | 0 | 0 | ... |
| German College | Mt. Pleasant, Iowa | 51 | 51 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Central University of Iowa. | Pella, Iowa | 36 | 28 | ... | ... | ... | ... | 8 | 8 | ... | ... | ... |
| Tabor College | Tabor, Iowa | 35 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Western College* | Western, Iowa | 57 | 49 | 4 | 4 | ... | ... | ... | ... | ... | ... | ... |
| St. Benedict's College* | Atchison, Kans | 13 | 9 | 1 | ... | 1 | ... | 2 | ... | ... | ... | ... |
| Concord University* | New Liberty, Ky | 96 | 24 | 3 | ... | ... | 6 | ... | ... | ... | ... | ... |
| St. Charles College* | Grand Coteau, La | 13 | 12 | a1 | ... | ... | ... | ... | ... | ... | ... | ... |
| Jefferson College* | St. James Parish, La. (Convent P. O.) | 74 | ... | 29 | 22 | 67 | 69 | 0 | 0 | 0 | 5 | ... |
| Bates College* | Lewiston, Me | 50 | 43 | 2 | ... | 2 | ... | ... | ... | ... | ... | 3 |
| Loyola College | Baltimore, Md | 25 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| St. Charles College | Ellicott City, Md | 40 | 40 | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Western Maryland College.* | Westminster, Md | 113 | 94 | 7 | 9 | 5 | ... | ... | ... | ... | ... | ... |
| Amherst College | Amherst, Mass | 101 | 41 | 14 | 11 | 32 | 10 | ... | ... | ... | ... | 2 |
| Boston College | Boston, Mass | 40 | 0 | 31 | 31 | ... | 0 | 9 | 9 | 0 | 0 | 8 |
| Tufts College | College Hill, Mass | 24 | 15 | 3 | 4 | 4 | 2 | ... | ... | 1 | ... | ... |
| Williams College | Williamstown, Mass | 98 | 67 | 14 | 15 | 10 | ... | ... | ... | ... | ... | 9 |

* From Report of the Commissioner of Education for 1879.

*a* Conditioned in Latin, Greek, and mathematics.

*Summary of college entrance examinations in* 1880—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. |
| Hope College | Holland, Mich | 18 | 17 | .... | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Kalamazoo College | Kalamazoo, Mich | 24 | 12 | 7 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 1 |
| Carleton College | Northfield, Minn | 15 | 2 | 4 | 4 | 5 | 8 | 0 | 0 | 0 | 0 | 1 |
| University of Mississippi.* | Oxford, Miss | 267 | 254 | 6 | ..... | ..... | *a*7 | ..... | ..... | ..... | ..... | ..... |
| Lincoln College | Greenwood, Mo | 26 | 26 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Washington University | St. Louis, Mo | 29 | 13 | 3 | 4 | 4 | 2 | 1 | 1 | 2 | 2 | 2 |
| Drury College | Springfield, Mo | 20 | 6 | 7 | 4 | 5 | 3 | ..... | ..... | ..... | ..... | ..... |
| Nebraska Wesleyan University. | Osceola, Nebr | 12 | 12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Rutgers College | New Brunswick, N.J | 42 | 17 | 5 | 5 | 20 | 6 | ..... | ..... | ..... | ..... | 2 |
| College of New Jersey. | Princeton, N. J | 161 | 65 | 28 | 29 | 41 | 19 | 2 | 2 | 2 | 1 | 3 |
| St. Stephen's College | Annandale, N. Y | 12 | 10 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hobart College | Geneva, N. Y | 21 | ..... | 7 | 9 | 2 | ..... | 2 | 2 | 0 | 0 | 2 |
| Madison University | Hamilton, N. Y | 31 | 21 | 2 | 2 | 8 | 2 | 2 | 1 | 2 | ..... | 2 |
| Cornell University | Ithaca, N. Y | 148 | 61 | 8 | 0 | 43 | 10 | ..... | ..... | 15 | 0 | 24 |
| Vassar College* | Poughkeepsie, N. Y | 45 | 39 | 0 | 0 | 3 | 1 | 1 | 0 | 6 | 0 | 2 |
| Union College | Schenectady, N. Y | 67 | ..... | 4 | 5 | 18 | *b*4 | ..... | ..... | ..... | ..... | ..... |
| University of North Carolina.* | Chapel Hill, N. C | 61 | 45 | 12 | 3 | 15 | ..... | ..... | ..... | ..... | ..... | ..... |
| Trinity College* | Trinity College, N.C. | 42 | 15 | 10 | 6 | 8 | ..... | 12 | 5 | ..... | ..... | ..... |
| Wake Forest College | Wake Forest, N. C | 171 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Baldwin University | Berea, Ohio | 40 | 20 | 6 | 3 | 4 | 3 | 3 | 2 | 3 | 3 | 4 |
| Capital University | Columbus, Ohio | 27 | ..... | 2 | 2 | 4 | ..... | ..... | ..... | ..... | ..... | ..... |
| Denison University | Granville, Ohio | 27 | 19 | 3 | 5 | 3 | ..... | ..... | ..... | ..... | ..... | 3 |
| Marietta College | Marietta, Ohio | 28 | 11 | 5 | 8 | 10 | 0 | 0 | 2 | 3 | 0 | 1 |
| Rio Grande College | Rio Grande, Ohio | 7 | 6 | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| Scio College | Scio, Ohio | 120 | 50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Heidelberg College | Tiffin, Ohio | 30 | 19 | ..... | ..... | ..... | ..... | 0 | 0 | 0 | 0 | 0 |
| Urbana University | Urbana, Ohio | 4 | 2 | ..... | ..... | ..... | ..... | 2 | ..... | ..... | ..... | ..... |
| Wilmington College* | Wilmington, Ohio | 20 | 10 | 3 | 0 | 0 | 0 | ..... | 0 | ..... | 0 | 3 |
| McMinnville College* | McMinnville, Oreg | 50 | 21 | 0 | 0 | 1 | 0 | 2 | 1 | 2 | 3 | 3 |
| Christian College | Monmouth, Oreg | 80 | 80 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Philomath College | Philomath, Oreg | 17 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Willamette University. | Salem, Oreg | 8 | 8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Pennsylvania College | Gettysburg, Pa | 40 | 33 | 4 | 5 | 4 | 2 | ..... | ..... | ..... | ..... | ..... |
| Haverford College | Haverford College, Pa. | 27 | 16 | 4 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 2 |
| Monongahela College | Jefferson, Pa | 38 | 38 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| University at Lewisburg.* | Lewisburg, Pa | 28 | 11 | 4 | 3 | 9 | 5 | 2 | 2 | 1 | 0 | 2 |

*From Report of the Commissioner of Education for 1879.

*a* Of these, 2 were conditioned in several studies, 2 in mathematics and English, and 2 in English alone.

*b* Number admitted conditioned in English.

*Summary of college entrance examinations in* 1880—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. |
| St. Francis College | Loretto, Pa | 20 | 20 | | | | | | | | | |
| Allegheny College | Meadville, Pa | 39 | 24 | 7 | 8 | 0 | 7 | 0 | 0 | 0 | 0 | 0 |
| Westminster College | New Wilmington, Pa | 35 | 24 | 5 | 7 | 6 | | 2 | | 2 | | 3 |
| Western University of Pennsylvania. | Pittsburgh, Pa | 43 | 21 | 3 | 2 | 3 | 3 | 0 | 0 | 1 | 1 | 9 |
| Lehigh University* | South Bethlehem, Pa | 51 | 5 | 0 | 3 | 28 | 17 | 2 | 2 | 6 | 0 | 4 |
| Swarthmore College | Swarthmore, Pa | 73 | 29 | 10 | | 9 | 8 | 5 | | 21 | 17 | 26 |
| Brown University | Providence, R. I | 101 | 29 | 36 | 13 | 39 | | 1 | 1 | 3 | | 2 |
| Erskine College | Due West, S. C | 18 | 12 | 3 | 5 | 4 | | | 1 | 1 | | |
| Newberry College | Newberry, S. C | 26 | 18 | 2 | 5 | 3 | | | | | | |
| East Tennessee Wesleyan University.* | Athens, Tenn | 200 | 90 | 40 | 30 | 20 | 20 | 10 | 6 | | | 20 |
| Maryville College | Maryville, Tenn | 3 | | | | | | | | | | |
| Mosheim Institute | Mosheim, Tenn | 60 | | 10 | 5 | 50 | | 0 | 0 | 0 | 0 | 0 |
| Central Tennessee College. | Nashville, Tenn | 6 | 0 | 4 | 5 | 0 | 4 | 1 | 1 | 0 | 0 | |
| Fisk University | Nashville, Tenn | 8 | 6 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Greeneville and Tusculum College.* | Tusculum, Tenn | 70 | 30 | 3 | 2 | 9 | 4 | 7 | 3 | 8 | 4 | 13 |
| Southwestern University.* | Georgetown, Tex | 63 | | 36 | 19 | 63 | 27 | | | | | |
| Baylor University | Independence, Tex | 35 | 0 | 4 | 9 | 9 | 9 | 4 | 9 | 4 | 4 | |
| Marvin College | Waxahachie, Tex | 231 | 147 | 12 | 2 | 20 | 0 | 2 | 1 | 5 | 0 | 0 |
| University of Vermont and State Agricultural College. | Burlington, Vt | 25 | 20 | 1 | 3 | 2 | 0 | 2 | 1 | 0 | 0 | 2 |
| Middlebury College* | Middlebury, Vt | 15 | 12 | 2 | 2 | 3 | | | | | | |
| Randolph Macon College. | Ashland, Va | 127 | | | | | | | | | | |
| Roanoke College | Salem, Va | 50 | | | | | | | | | | |
| Lawrence University | Appleton, Wis | 34 | 14 | 11 | 1 | 8 | 6 | 3 | 1 | 0 | 0 | 1 |
| Beloit College | Beloit, Wis | 24 | 14 | 5 | 3 | 4 | 9 | 0 | 0 | 0 | 0 | 0 |
| University of Wisconsin. | Madison, Wis | 140 | | | | | | | | | | |
| Racine College | Racine, Wis | 15 | 14 | 1 | 1 | 0 | 0 | | | | | |
| Ripon College* | Ripon, Wis | 29 | 14 | 6 | 0 | 1 | 1 | 3 | | 2 | 2 | 2 |
| Howard University | Washington, D. C | 4 | 3 | | | 1 | | | | | | |
| National Deaf - Mute College. | Washington, D. C | 12 | 4 | 4 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 5,505 | 2,994 | 530 | 383 | 740 | 310 | 110 | 67 | 112 | 49 | 219 |

* From Report of the Commissioner of Education for 1879.

*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 | 31 | ..... | 10 | 1 | ..... | ..... | 79 | 121 |
| Arkansas | 14 | ..... | 22 | ..... | ..... | ..... | ..... | 36 |
| California | 486 | 295 | 45 | 403 | 51 | 89 | 34 | 1,403 |
| Colorado | 13 | ..... | 80 | ..... | ..... | ..... | ..... | 93 |
| Connecticut | 122 | 234 | ..... | 25 | 44 | ..... | ..... | 425 |
| Delaware | 72 | ..... | ..... | 27 | ..... | ..... | ..... | 99 |
| Florida | 40 | ..... | ..... | 11 | ..... | ..... | ..... | 51 |
| Georgia | 477 | 7 | 40 | 196 | 3 | 5 | 944 | 1,672 |
| Illinois | 44 | 253 | 639 | 26 | 79 | 567 | 131 | 1,739 |
| Indiana | 99 | 15 | 384 | 107 | 10 | 593 | 117 | 1,325 |
| Iowa | 278 | 2 | 606 | 234 | ..... | 366 | 45 | 1,531 |
| Kansas | ..... | ..... | 93 | ..... | ..... | 56 | ..... | 149 |
| Kentucky | 249 | ..... | 136 | 150 | ..... | 127 | ..... | 662 |
| Louisiana | 8 | ..... | 140 | 10 | ..... | 95 | ..... | 253 |
| Maine | 109 | 584 | ..... | 41 | ..... | ..... | ..... | 734 |
| Maryland | 113 | 16 | 126 | 83 | 10 | 10 | ..... | 358 |
| Massachusetts | 132 | 1,408 | 60 | 27 | 174 | ..... | ..... | 1,801 |
| Michigan | 39 | 5 | 160 | 18 | 13 | 108 | ..... | 343 |
| Minnesota | 77 | ..... | 90 | 81 | ..... | 104 | ..... | 352 |
| Mississippi | 244 | ..... | 222 | 211 | ..... | 165 | ..... | 842 |
| Missouri | 94 | 35 | 105 | 109 | 40 | 291 | 232 | 906 |
| Nebraska | 16 | ..... | 110 | ..... | ..... | 89 | 1 | 216 |
| New Hampshire | 120 | 443 | ..... | 14 | 53 | ..... | ..... | 630 |
| New Jersey | 265 | 148 | ..... | 103 | 41 | ..... | ..... | 557 |
| New York | 1,228 | 944 | 850 | 492 | 257 | 282 | ..... | 4,053 |
| North Carolina | 328 | ..... | 153 | 100 | ..... | 29 | ..... | 610 |
| Ohio | 139 | 276 | 896 | 93 | 41 | 592 | 93 | 2,130 |
| Oregon | 67 | ..... | 228 | 86 | ..... | 157 | ..... | 538 |
| Pennsylvania | 299 | 573 | 661 | 38 | 60 | 573 | 80 | 2,284 |
| Rhode Island | 41 | 369 | ..... | 10 | 21 | ..... | ..... | 441 |
| South Carolina | 37 | 20 | 55 | 8 | ..... | 45 | ..... | 165 |
| Tennessee | 254 | 146 | 375 | 175 | ..... | 433 | ..... | 1,383 |
| Texas | 131 | ..... | 251 | 117 | ..... | 104 | ..... | 603 |
| Vermont | 207 | 16 | ..... | 65 | 12 | ..... | ..... | 300 |
| Virginia | 85 | 177 | ..... | 26 | 14 | ..... | 43 | 345 |
| West Virginia | 20 | ..... | ..... | ..... | ..... | ..... | ..... | 20 |
| Wisconsin | 27 | 128 | 142 | 23 | 69 | 195 | ..... | 584 |
| District of Columbia | 63 | ..... | 251 | 4 | ..... | 10 | ..... | 328 |
| New Mexico | 26 | ..... | ..... | 40 | ..... | ..... | ..... | 66 |
| Utah | 41 | ..... | ..... | 105 | ..... | ..... | ..... | 146 |
| Washington | 3 | ..... | ..... | ..... | ..... | ..... | ..... | 3 |
| Total | 6,138 | 6,094 | 6,930 | 3,259 | 992 | 5,085 | 1,799 | 30,297 |

*Statistical summary 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 | 417 | 150 | 831 | 1,398 |
| Arkansas | 291 | 18 | ..... | 309 |
| California | 800 | 169 | 201 | 1,170 |
| Colorado | 57 | 114 | ..... | 171 |
| Connecticut | 951 | 190 | 265 | 1,406 |
| Delaware | 59 | ..... | 37 | 96 |
| Georgia | 469 | 142 | 1,567 | 2,178 |
| Illinois | 2,081 | 303 | 1,205 | 3,589 |
| Indiana | 1,169 | 86 | 62 | 1,317 |
| Iowa | 1,296 | 218 | 202 | 1,716 |
| Kansas | 323 | 276 | 71 | 670 |
| Kentucky | 1,224 | 182 | 1,363 | 2,769 |
| Louisiana | 92 | ..... | 261 | 353 |
| Maine | 431 | 110 | 348 | 889 |
| Maryland | 1,146 | 430 | 301 | 1,877 |
| Massachusetts | 1,899 | 668 | 1,328 | 3,895 |
| Michigan | 1,111 | 234 | 44 | 1,389 |
| Minnesota | 351 | ..... | 135 | 486 |
| Mississippi | 284 | 240 | 676 | 1,200 |
| Missouri | 1,735 | 259 | 1,288 | 3,282 |
| Nebraska | 117 | 8 | ..... | 125 |
| Nevada | ..... | ..... | 35 | 35 |
| New Hampshire | 247 | 94 | 195 | 536 |
| New Jersey | 688 | 242 | 277 | 1,207 |
| New York | 3,512 | 2,165 | 2,460 | 8,137 |
| North Carolina | 894 | 24 | 534 | 1,452 |
| Ohio | 2,621 | 124 | 968 | 3,713 |
| Oregon | 502 | 60 | 125 | 687 |
| Pennsylvania | 2,454 | 2,334 | 968 | 5,756 |
| Rhode Island | 247 | ..... | ..... | 247 |
| South Carolina | 256 | 66 | 260 | 582 |
| Tennessee | 1,920 | ..... | 1,229 | 3,149 |
| Texas | 865 | 144 | 568 | 1,577 |
| Vermont | 102 | 38 | 95 | 235 |
| Virginia | 793 | 602 | 999 | 2,394 |
| West Virginia | 200 | ..... | 223 | 423 |
| Wisconsin | 678 | 95 | 281 | 1,054 |
| District of Columbia | 154 | ..... | ..... | 154 |
| Washington | 117 | ..... | ..... | 117 |
| Total | 32,553 | 9,785 | 19,402 | 61,740 |

Table IX presents the statistical summary of 364 colleges or universities. The two words are used interchangeably in the United States; and it will be observed that most of the institutions designated as universities in the table differ in no respect from colleges, while some of the colleges have the characteristics generally implied in the term "university." Thirteen of the institutions reported in the table are not at present doing any work above the preparatory grade. Some, indeed, are not as well equipped and do not maintain as high standards of scholarship as the leading preparatories, yet, by the act of incorporation, they have the power of conferring degrees. This looseness in the use of names and in classification makes it exceedingly difficult to estimate the agencies available for superior instruction in our country, and in each case it is safe to take into consideration all the items noted. The decade has been marked by an increase in the number and by the vigorous growth of institutions which are plainly of the first order.

An examination of my successive annual reports shows a constantly increasing disposition on the part of the institutions to respond to the inquiries of the Office. Of the 364 which appear in the table this year, 18 do not report the date of their charters, 28 do not report the classification of students, 8 do not report the number of students, and 26 do not report the number of years in course. In each instance the number failing to report bears a very small ratio to the whole number. The most incomplete columns in Table IX are those relating to endowments and income, a matter of especial regret, as these items afford a better conception of the provision for liberal education and, by inference, of the comparative advantages offered by the several States than any other data which can be graphically expressed.

## PREPARATORY DEPARTMENTS.

The number of scholars reported in the preparatory departments of universities and colleges is 26,138, of whom 6,930 are preparing for the subsequent classical course and 5,085 for the subsequent scientific course. The entire number of preparatory students is only 6,415 less than the number in the collegiate departments.

From the New England States, 180 students are reported in preparatory departments; from the Middle States, 5,214; leaving 20,744 as the number of preparatory students in the colleges and universities of the Southern, Central, and Western States. It would seem that an institution whose professors and funds are employed wholly or chiefly in preparatory work ought not to be allowed the prerogatives of a college. Many allowances, however, are to be made for the irregularity.

The pioneers in the western territory have been ambitious to secure appropriations, endowments, and charters which would place the institutions of the new States on an equality with those of the older States as soon as circumstances should favor the establishment of the requisite standards of scholarship. In other words, the collegiate character of many of these institutions is prospective; meanwhile, they meet the demands of the moment. In many instances the zeal which has led to the establishment of institutions nominally of superior order has not been accompanied by an adequate understanding of the conditions essential to their maintenance. Colleges have been founded where there was no possibility of sufficient patronage from the surrounding population and no prospect of students drawn from distant localities, or where the lack of secondary schools has forced the work of preparation upon the colleges. The disproportion between colleges and preparatory schools in certain sections will be seen by comparisons of Tables VII and IX. For instance, Tennessee has 21 colleges and universities; Massachusetts, with a larger population, reports 7. The former State reports 2 preparatory schools; the latter, 23. When the resources necessary to meet the demands of modern education are considered, it seems that the concentration of means upon a few institutions for superior instruction and the establishment of a sufficient number of vigorous preparatories, both public and corporate, secure to a State the best conditions for liberal education. The disproportion between the several grades of institutions noticeable in many States indicates the necessity for caution

and discrimination on the part of State legislatures in granting charters of incorporation. The multiplication of institutions may be carried to such an excess as to create an unseemly strife for patronage, to the great detriment of scholarly standards and influence.

### RELATION OF COLLEGES OR UNIVERSITIES TO PUBLIC HIGH SCHOOLS AND PREPARATORY SCHOOLS.

Michigan University has exercised a marked influence upon the discussions of educational policies through its system of coeducation and its intimate relation to the public schools of the State, both of which features were introduced during the decade. Its action with reference to the former has been noticed under Table VIII. Of the latter the president says, in his report for 1880:

The continuity of the studies in the local schools of the State and in the university suggests a remark on the working of the plan of school visiting and inspection adopted by the literary faculty ten years ago and usually called "the diploma system." According to this plan candidates for admission to the literary department holding the diploma of any Michigan high school which has been visited on the request of the school board by an examining committee of the faculty and approved are admitted to the university without examination. This innovation on old customs, like all innovations and chiefly because it was an innovation, was met at once with severe criticism, and especially by some distinguished educators in the older colleges, fearing, as was alleged, that such a system would bring down the standard of scholarship. Experience, however, just as in the case of the admission of women to the university, an innovation made at the same period, has proved that there was no ground for fear, except that the thing was new and not practised in the mother colleges. Two facts are to be noted among the results: first, the standard of preparation in the high schools, if affected at all, has been elevated rather than lowered; second, the State system of education has become a reality. It is obvious that there can be no system, properly so called, without an actual and living connection and communication among its members. By calling for the visiting or examining committees of the faculty, the high schools have been brought into that vital connection with the university which makes them parts of an actual organism, and, so far as concerns these schools, our State system no longer exists merely on paper.

There are now sixteen of the most flourishing and important high schools of the State holding this relation to the university; and no one can look into the condition of these schools without feeling satisfied that this connection has had the effect both to animate their students to more earnest effort and to encourage and strengthen the teachers, while it has brought about a more perfect unity of plan and method in the schools of the State in general. In short it gives to our schools, otherwise isolated, a bond of union and a centre of life. We are convinced, as the result of an experiment of ten years, that this coöperative plan, especially if entered into by the few remaining schools and thus perfected, will give a character of consistency, solidity, strength, and efficiency to the educational work of the State which will leave nothing further to be desired but the uninterrupted operation and movement of the system.

The following text of the conditions indicates how carefully the system is guarded:

A committee of the faculty will visit, once every year, any public high school in Michigan, on request of its school board, and report its condition to the faculty.

If the faculty shall be satisfied from such report that the school is taught by competent instructors and is furnishing a good preparation for any one or more of our regular courses, then the graduates from such preparatory course or courses will be admitted to the freshman class of the university without examination and permitted to enter on such undergraduate course or courses as the approved preparatory work contemplated.

They must present to the president, within three months after their graduation, the diplomas of their school board, certifying that they have sustained their examinations in all the studies prescribed for admission to one of the three courses, classical, scientific and engineering, or Latin and scientific. They will also be required to appear at once in their classes; otherwise they can be admitted only after examination.

The privilege of admission on diploma is limited to public schools in Michigan, and their school boards must make the application annually.

Since Michigan took the initiative the policy has been generally adopted in the Northwestern States.

The following announcement is made in the register of the University of California for 1880–'81:

The University of California is an integral part of the public educational system of the State. As such it aims to complete the work begun in the public schools. It now desires to place itself in even closer relations and coöperation with the public schools of the State than formerly by receiving, under certain conditions, graduates from high schools without examination.

In 1878, the faculty of Yale College announced the acceptance of the final examination at the Hopkins Grammar School of New Haven in place of the usual preliminary examination by officers of the college for admission to the freshman class. The experiment was made with great caution; a written record of the scholarship of each candidate for his last school year and the papers passed in by him at the last examination, with the marks put upon them by the examiners of the school, were required to be submitted to the faculty. The report of the executive committee of the society of the alumni for 1878 says with reference to this experiment: "It has not been made entirely clear to the judgment of the faculty that it will be wise to adopt this as a permanent policy toward any school, but it has some obvious advantages, and will be tried again the present summer."

The policy continues so far as the Hopkins Grammar School is concerned, but has not been extended to other preparatories.

In 1876, it was announced in the catalogue of Dartmouth College that "students from such fitting schools as have a regular and thorough course of preparation for college of at least three years will be admitted without examination, on the certificate of their respective principals that they have completed the curriculum of the senior year and have regularly graduated, and that, in addition to the proper moral qualifications, they have mastered the entire requisites for admission, or their equivalents, as set forth in the catalogue."

### ADMISSION REQUIREMENTS AND COLLEGE CURRICULA.

The standards of admission in the older colleges have materially changed during the decade. So far as the leading branches of the former requirements, Latin, Greek, and mathematics, are concerned, the changes have been directed rather to improving the quality than to increasing the amount of preparatory work. The principal additional requirements are English language, composition, and literature and elementary science.

The advantages which would accrue to the colleges and the preparatory schools if uniform admission requisites were adopted by the faculties of the leading colleges are recognized, and many conferences have been held in the hope of bringing about this result. With reference to the attitude of the New England colleges on this subject, President Robinson, of Brown University, says, in his annual report for 1880:

The diversities both in kind and amount of requirements for admission to the freshman class existing among colleges have long been a source of annoyance to the preparatory schools, a cause of vexation to students and their parents, and of more than doubtful value to the colleges maintaining them. At the suggestion of Brown University, the Association of Colleges in New England has been discussing the question whether uniformity in these requirements among the ten colleges composing the association[1] be not now both practicable and desirable. After careful discussion and conferences of various committees on the several departments of study, some approach toward the desired end has been made, and it is now hoped that a practicable degree of uniformity will soon be reached. The real difficulties in the way of uniformity are fewer and less formidable than they at first sight appear. The diversities in the requirements have had their origin in no essential difference of views as to what constitutes a liberal education or as to what the colleges ought to do in their efforts to provide it. But they are numerous and serious enough in their influence on the preparatory schools, to say nothing of the colleges themselves, to make it worth while, if possible, to remove them.

[1] Harvard, Yale, Brown, Dartmouth, Williams, Boston, Amherst, Wesleyan, Trinity, and Tufts.

Changes corresponding to those noted in entrance requirements have taken place in the courses and the conduct of college studies. The course in the classics and mathematics has been made more thorough and comprehensive, and the curriculum has been greatly extended in the direction of philosophy, physics, natural science, history, and political economy. These changes are in a measure the natural result of advancing civilization and national importance, but it is also easy to discern in them the effects of the great increase of knowledge in the department of physical science and of the application of such knowledge to important industries.

As a means of bringing this wide range of studies within the ordinary term of college life the system of electives has displaced to a great extent the uniform obligatory course. It is noticeable, however, that the leading colleges do not favor entire freedom in the choice of studies; they offer several equivalent courses leading alike to the bachelor's degree, and the liberty of choice is restricted to these groups, an adjustment which secures thoroughness, unity, and completeness in the course selected.

### COLLEGE GOVERNMENT.

The general character of college government has been modified in consequence of changes in public sentiment with reference to the exercise of authority and the advanced age of students resulting from the elevation of standards. In the majority of our colleges discipline and instruction are still regarded as equally binding upon the faculty. They are not only expected to provide the means of knowledge, but to see that the student avails himself of the provision and to keep watch and restraint upon his conduct.

A few institutions afford examples of peculiar modes of government. That of the Illinois Industrial University, known as the students' government, is described as follows by the regent, Dr. John M. Gregory:

> The Illinois State University—known as the Illinois Industrial University, founded on the congressional grant of lands—was chartered in 1867, and received its first classes of students in March, 1868. About two years later, one morning in chapel the president, with the concurrence of the faculty, proposed to the students the organization of a students' government.
>
> * * * * * * *
>
> A committee of some of the older and more experienced students was appointed to confer with the president and to prepare the draught for a constitution and by laws for the new government. This constitution, finally adopted, provided for the election of a president, vice president, secretary, and treasurer by the body of students, and the appointment of a marshal and three judges by the president. These judges constituted the college court; and all violations of the laws were to be tried by them without jury. The law-making power was vested in the general assembly of the students, but an absolute veto was reserved to the president, or, as he is here called, regent of the university. Laws were made for the preservation of quiet and good order in the dormitory buildings; against gambling, drinking, and keeping intoxicating drinks in the dormitories; against violations of sundry rights of students; and against injury of college property. The penalties consisted of fines varying in amount from a few cents to five dollars. Obstinate culprits and those who refused to pay the fines were to be reported to the faculty, who retained all power to suspend or to expel a student.
>
> * * * * * * *
>
> Two or three years later, a new main building and other buildings having been erected and new departments having been established, the work of the university was greatly extended, and the students, now numbering nearly three hundred and fifty, were widely scattered through the neighboring city. The general assembly of the students became too numerous to meet and deliberate on proposed laws; also questions of jurisdiction on and off the college grounds became troublesome. In this juncture a new constitution was formed, providing for the election of a senate of twenty-one members, one-third of whom, after the first election, were to be chosen each term or trimester, the term of service to be one college year. All legislative power was vested in this senate, subject to the veto of the regent and faculty. Amendments of the constitution must be proposed by the senate, but could only be adopted by the general assembly of the students. It was also provided that the authority of the government should extend over all attending students of the university, whether upon the college territory or elsewhere, during term time; and a distribution of the territory into districts for

judicial purposes was made. In the senate all projects for laws were to be introduced as bills, and were required to pass the customary legislative readings. A room, set apart by the faculty, was fitted up by the students as a senate chamber and court room, and regular weekly sessions of both these bodies were ordered. The judges license those students who desire it, and who pass the requisite examination in the constitution and laws, to practise as attorneys in the college court; but no student is debarred from appearing and pleading in his own cause. All officers, except the senators, hold their offices during a single college term. A week before the election, which is held the second Friday of the term, the student-president puts in nomination two candidates for each office and vacancy to be filled. Ballots with these nominations are printed at the public expense, and the voters erase the names which they reject. Independent nominations may be made by any one; and frequently several tickets are in the field. The contests are sometimes warm and exciting, and call out as much electioneering skill and energy as the elections in larger bodies. As a rule, the government candidates are elected; but sometimes popular opposition leaders are carried into power. In few political communities is the ballot more honestly or more wisely used. The best interests of the government are sought, and good officers, if not always the best, are generally chosen.

The experiment introduced into Amherst College during the year is set forth in the following statement:

The whole marking system, as lately in vogue, has been abolished. There is an assignment of rank in the award of diplomas, but the old scale of 100, with its 94 plus, its third, second, and first class, and so on, has utterly disappeared.

No longer is there any such thing as suspension from college or expulsion. The same result is gained in another way, but no punishment is inflicted as such. When the student enters college, so says the new theory, he becomes a party to a contract. He signs the college laws and engages to keep them. It is a promise made voluntarily as one of the conditions upon which he enters college. He makes it as a man knowing what he is doing and intending to keep it honorably, as he would any other pledged word. If this contract is broken by misdemeanor, it is as in the case of other contracts. The relations of the contracting parties cease. The offending student is no longer regarded as a member of college. He made a contract; he broke it. Ipso facto, his connection with college is ended. There is no faculty meeting, no vote of expulsion, no censure. He simply ceases to be a student, and has no more connection with the college than any civilian. He can attend college recitations if he chooses, for they are free to visitors; but he would come only as a visitor; he would never be called upon to recite. He broke the contract, and the parties are as they were before it was made. The case is very simple, and any student can see at once the wholly new relations in which he stands to the faculty.

### UNIVERSITIES.

The term university, though used in the United States synonymously with college, is also here as elsewhere the expression of an ideal differing from the college in organization, in methods, and in ultimate purpose. A university in this sense of the word makes provision for the continuance of general culture and also for directing culture to its application in some intellectual pursuit. It is, says Prof. Le Conte, "a collection of the highest professional schools gathered about and united to a system of highest general culture."

Certain of our older colleges, by virtue of their rich endowments, accumulated resources, and relation to the professional schools grouped around them, are prepared to assume the new character, and during the decade a few institutions have been created with distinctive university characteristics. The development of the university in the United States has not followed any single plan, nor does it promise to repeat exactly in any instance the features of either the English or the German system. The several institutions in our country which may properly be regarded as universities in the higher sense of the word present in the main two fundamental plans: (1) the unmixed university; (2) the university and college proper in one organization. The ideal of the unmixed university is an institution the resources of which are wholly devoted to professional training and to a grade of general culture in natural sequence to that represented by the bachelor's degree. By the strict requirements of the ideal its matriculates would be graduates of colleges studying for the second degrees or special students pursuing their studies without reference to degrees. Circumstances have not yet rendered possible an exact adherence to this normal idea.

Institutions of the second order fall again into two classes. The first comprehends the college proper, whose course leads to the degree of bachelor of arts; one or more scientific schools, leading to the degree of bachelor of science; a higher department of general culture, leading to the degrees of master of arts, doctor of philosophy, and doctor of science; and a group of professional schools. The second class comprehends a group of colleges with distinct faculties and courses of study, leading to the bachelors' degrees, and each having its complement in a post graduate and professional school or course leading to a corresponding second degree. Here again it is proper to observe that circumstances have not permitted the complete realization of the ideal, which would require, as pointed out by Professor Le Conte, that the courses of professional study should be strictly post graduate.

With reference to government it is noticeable that as institutions develop more and more the university character the exercise of authority over students is proportionally relaxed. Presumably the student who is a proper subject for university privileges is of an age to be controlled by the customary restraints of society and law; if these are not sufficient he is left to suffer the ordinary consequences.

The growth of universities here briefly outlined has not only increased the means and advanced the standards of higher education in our country, but it has given a great impulse to the work of research and the publication of results. The larger knowledge contributes in many ways to our material and intellectual improvement. Its advantages are seen in the application of science to the development of the natural resources of our country, and its influence is felt in the shaping of public policy and in the general conduct of social life.

In order that this progress may be maintained, liberal benefactions are necessary for the endowment of chairs and of scholarships and the creation of funds for the work of research and for the accumulation of material aids to instruction. In the last direction much has been accomplished during the decade, but the information has not yet been supplied for even an approximate summary under this head.

### 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 each year from 1870 to 1880, inclusive. The numbers under 1873, 1874, 1875, 1876, 1877, 1878, 1879, and 1880 include the National Military and Naval Academies:

| | 1870. | 1871. | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of institutions | 17 | 41 | 70 | 70 | 72 | 74 | 75 | 74 | 76 | 81 | 83 |
| Number of instructors | 144 | 303 | 724 | 749 | 609 | 758 | 793 | 781 | 809 | 884 | 953 |
| Number of students | 1,413 | 3,303 | 5,395 | 8,950 | 7,244 | 7,157 | 7,614 | 8,559 | 13,153 | 10,919 | 11,584 |

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

| States. | Number of schools. | Preparatory department. | | | Scientific department. | | | | Number of State scholarships. | Number of other free scholarships. |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Instructors. | Students. | | Corps of instruction. | Students. | | | | |
| | | | Male. | Female. | | In regular course. | In partial course. | Number of graduate students. | | |
| Alabama | 1 | 2 | 79 | ..... | 9 | 145 | 5 | ..... | ..... | ..... |
| Arkansas | 1 | (a) | (a) | (a) | 3 | 18 | ..... | 0 | 661 | ..... |
| California | 1 | 0 | 0 | 0 | 26 | 70 | 31 | ..... | ..... | ..... |
| Colorado | 1 | ..... | ..... | ..... | 3 | 39 | 12 | ..... | ..... | ..... |
| Connecticut | 1 | ..... | ..... | ..... | 25 | 161 | 9 | 20 | 27 | 3 |
| Delaware | 1 | (a) | (a) | (a) | (a) | (a) | ..... | ..... | 30 | ..... |
| Florida | b0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Georgia | 5 | c15 | d704 | d240 | 17 | 142 | ..... | ..... | 469 | ..... |
| Illinois | 1 | 2 | 109 | 22 | 23 | 259 | 36 | 8 | 0 | 0 |
| Indiana | 1 | 2 | 78 | 39 | 9 | 76 | 8 | 2 | 0 | 0 |
| Iowa | 1 | ..... | 37 | 8 | 23 | 196 | 15 | 7 | ..... | ..... |
| Kansas | 1 | ..... | ..... | ..... | 12 | 273 | 1 | 2 | 0 | 0 |
| Kentucky | 1 | 2 | ..... | ..... | 13 | e182 | ..... | ..... | 300 | ..... |
| Louisiana | 1 | ..... | ..... | ..... | 13 | ..... | ..... | ..... | ..... | ..... |
| Maine | 1 | 0 | 0 | 0 | 8 | 103 | 4 | 3 | 0 | 0 |
| Maryland | 1 | ..... | ..... | ..... | 7 | e75 | ..... | ..... | ..... | ..... |
| Massachusetts | 2 | ..... | ..... | ..... | 44 | 240 | 208 | 19 | 0 | 20 |
| Michigan | 1 | 0 | 0 | 0 | 12 | 209 | 12 | 6 | 0 | 0 |
| Minnesota | 1 | ..... | (a) | (a) | (a) | (a) | ..... | ..... | 0 | 0 |
| Mississippi | 2 | ..... | ..... | ..... | 11 | e240 | ..... | ..... | ..... | ..... |
| Missouri | 2 | 2 | 10 | 12 | 15 | 72 | 129 | ..... | ..... | ..... |
| Nebraska | 1 | 4 | 1 | ..... | 10 | 8 | (a) | ..... | ..... | ..... |
| Nevada | 1 | (a) | (a) | (a) | ..... | ..... | ..... | ..... | ..... | ..... |
| New Hampshire | 1 | ..... | ..... | ..... | 13 | 43 | 1 | 0 | 12 | 22 |
| New Jersey | 1 | ..... | ..... | ..... | 13 | 33 | 9 | ..... | 40 | 0 |
| New York | 1 | 0 | 0 | 0 | 49 | 339 | ..... | (a) | 128 | 0 |
| North Carolina | 1 | 0 | 0 | 0 | 7 | 16 | 8 | ..... | 98 | 3 |
| Ohio | 1 | 7 | 74 | 19 | 13 | 60 | 62 | 2 | ..... | ..... |
| Oregon | 1 | 1 | ..... | ..... | 3 | 60 | ..... | ..... | 60 | ..... |
| Pennsylvania | 1 | 5 | 61 | 19 | 10 | 52 | 8 | 4 | ..... | ..... |
| Rhode Island | 1 | ..... | ..... | ..... | (a) | (a) | ..... | (a) | 46 | ..... |
| South Carolina | 2 | ..... | ..... | ..... | 5 | 66 | ..... | ..... | ..... | ..... |
| Tennessee | 1 | (a) | (a) | 0 | (a) | (a) | ..... | ..... | 275 | 0 |
| Texas | 1 | 0 | 0 | 0 | 9 | 144 | ..... | 0 | 0 | 0 |
| Vermont | 1 | 0 | 0 | 0 | 9 | 16 | 2 | 0 | 0 | 17 |
| Virginia | 2 | 1 | 12 | ..... | 35 | 446 | 4 | ..... | 300 | 44 |
| West Virginia | 1 | (a) | (a) | 0 | (a) | (a) | ..... | ..... | 60 | ..... |
| Wisconsin | 1 | ..... | ..... | ..... | (a) | 95 | (a) | ..... | 0 | 10 |
| Total | 46 | 43 | 1,165 | 359 | 449 | 3,878 | 564 | 73 | 2,506 | 119 |
| U. S. Military Academy | 1 | 0 | 0 | 0 | 51 | 230 | 0 | 0 | 0 | 0 |
| U. S. Naval Academy | 1 | 0 | ..... | 0 | 62 | 355 | 0 | 0 | 0 | 0 |
| Grand total | 48 | 43 | 1,16[illegible] | 359 | 562 | 4,463 | 564 | 73 | 2,506 | 119 |

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

*b* College not yet established.

*c* Includes some instructors in the scientific department.

*d* Includes some students in the scientific department.

*e* Includes some students in the preparatory department.

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

| | 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 | 2,000 | ..... | 1,000 | $100,000 | $253,500 | $20,280 | $0 | $0 |
| Arkansas | 125 | 50 | ..... | 150,000 | 130,000 | 10,400 | (a) | (a) |
| California | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) |
| Colorado | 116 | ..... | ..... | 20,000 | ..... | ..... | ..... | 13,000 |
| Connecticut | 5,000 | ..... | ..... | 100,950 | 265,775 | 28,157 | 15,850 | ..... |
| Delaware | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) |
| Florida | ..... | ..... | ..... | ..... | 121,400 | 10,004 | ..... | ..... |
| Georgia | 2,500 | 500 | ..... | 165,000 | 242,202 | 17,914 | 250 | 4,000 |
| Illinois | 12,517 | 730 | 0 | 400,000 | 319,000 | 21,398 | 10,619 | 19,314 |
| Indiana | 2,000 | 250 | 0 | 250,000 | 337,000 | 16,850 | 1,648 | 4,500 |
| Iowa | 6,000 | ..... | ..... | 498,000 | 500,000 | 41,000 | ..... | 14,000 |
| Kansas | 3,000 | ..... | 300 | 90,000 | 290,000 | 18,089 | 0 | 12,500 |
| Kentucky | ..... | ..... | ..... | 85,000 | 165,000 | 9,900 | 1,500 | 17,000 |
| Louisiana | 12,000 | ..... | ..... | ..... | 318,313 | 14,555 | ..... | 10,000 |
| Maine | 4,105 | 131 | ..... | 143,000 | 132,500 | 7,950 | 0 | 3,000 |
| Maryland | ..... | ..... | 1,500 | 100,000 | 112,500 | 6,800 | 12,000 | 6,000 |
| Massachusetts | 2,500 | ..... | 300 | 522,842 | 504,785 | 36,695 | 43,764 | ..... |
| Michigan | 6,250 | 328 | 300 | 274,380 | 327,284 | 20,517 | 0 | 12,040 |
| Minnesota | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) |
| Mississippi | ..... | ..... | ..... | 105,000 | 115,000 | ..... | ..... | 85,000 |
| Missouri | 1,700 | 22 | ..... | 45,960 | ..... | 5,630 | 1,078 | 7,500 |
| Nebraska | (a) | (a) | ..... | 25,000 | ..... | ..... | ..... | 8,000 |
| Nevada | ..... | ..... | ..... | (a) | (a) | ..... | ..... | (a) |
| New Hampshire | 1,200 | ..... | ..... | 63,000 | 100,000 | 6,000 | ..... | 3,000 |
| New Jersey | (a) | (a) | (a) | (a) | (a) | (a) | (a) | 6,960 |
| New York | (a) | (a) | (a) | b253,509 | (a) | (a) | (a) | (a) |
| North Carolina | 2,000 | ..... | ..... | (a) | 130,000 | 7,500 | (a) | ..... |
| Ohio | 1,600 | ..... | ..... | 500,000 | 559,628 | 33,923 | 3,798 | 20,573 |
| Oregon | (a) | ..... | (a) | 10,000 | 60,000 | 5,000 | ..... | ..... |
| Pennsylvania | 3,000 | ..... | ..... | 532,000 | 500,000 | 30,000 | 0 | 0 |
| Rhode Island | (a) | (a) | (a) | ..... | 50,000 | ..... | ..... | ..... |
| South Carolina | 26,500 | ..... | ..... | 10,000 | ..... | 11,508 | ..... | ..... |
| Tennessee | (a) | (a) | (a) | (a) | 396,000 | 23,760 | ..... | ..... |
| Texas | 1,090 | ..... | ..... | 212,000 | 209,000 | 14,280 | 4,752 | 7,500 |
| Vermont | (a) | (a) | ..... | (a) | (a) | 8,130 | (a) | (a) |
| Virginia | 3,000 | 77 | 50 | 362,320 | 115,238 | 24,228 | 100 | 10,329 |
| West Virginia | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) |
| Wisconsin | (a) | (a) | (a) | (a) | (a) | (a) | (a) | (a) |
| Total | 98,203 | 2,088 | 3,450 | 5,017,961 | 6,554,125 | 450,468 | 95,359 | 264,216 |
| U. S. Military Academy | 28,208 | 458 | ..... | c2,500,000 | ..... | ..... | ..... | d319,547 |
| U. S. Naval Academy | 20,878 | 692 | 0 | 286,490 | 0 | 0 | 0 | (d) |
| Grand total | 147,289 | 3,238 | 3,450 | 8,804,451 | 6,554,125 | 450,468 | 95,359 | 583,763 |

*a* Reported with classical department (Table IX).
*b* Value of equipment.
*c* Value of grounds and buildings.
*d* Congressional appropriation.

TABLE X.—PART 2.—*Summary of statistics of schools of science.*

| States. | Number of schools. | 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. | | |
| California | 1 | 2 | 26 | 8 | 5 | 48 | 20 | ..... | ..... | ..... |
| Colorado | 2 | ..... | ..... | ..... | 8 | 7 | 56 | ..... | ..... | ..... |
| Georgia | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Indiana | *a*1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Massachusetts | 5 | ..... | ..... | ..... | 103 | 172 | 27 | 2 | 20 | 7 |
| Michigan | 1 | ..... | ..... | ..... | 3 | 7 | ..... | ..... | ..... | ..... |
| Missouri | 1 | 6 | *b*210 | ..... | (*c*) | (*c*) | 58 | ..... | ..... | ..... |
| New Hampshire | 2 | ..... | ..... | ..... | 16 | 50 | 0 | 0 | 0 | 20 |
| New Jersey | 2 | ..... | ..... | ..... | 28 | 197 | 1 | 2 | 0 | 15 |
| New York | 5 | ..... | ..... | ..... | 66 | 1,518 | 45 | 33 | ..... | 61 |
| Ohio | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Pennsylvania | 6 | ..... | ..... | ..... | 84 | 2,252 | 15 | 3 | ..... | ..... |
| Vermont | 1 | ..... | ..... | ..... | 8 | 20 | ..... | ..... | ..... | ..... |
| Virginia | 4 | 1 | 31 | ..... | 15 | 150 | 2 | ..... | 50 | 17 |
| District of Columbia | *a*1 | ..... | ..... | ..... | 3 | ..... | ..... | ..... | ..... | ..... |
| Total | 35 | 9 | *b*267 | 8 | 339 | 4,421 | 224 | 40 | 70 | 120 |

| 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. |
| California | 300 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Colorado | 500 | 75 | ..... | $15,000 | ..... | ..... | ..... | $10,000 |
| Georgia | ..... | ..... | ..... | ..... | ..... | ..... | ..... | (*c*) |
| Indiana | 900 | ..... | ..... | 135,000 | $250,000 | $15,000 | ..... | ..... |
| Massachusetts | 5,500 | 300 | ..... | 175,000 | 1,619,373 | 83,501 | $5,973 | ..... |
| Michigan | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) |
| Missouri | (*c*) | (*c*) | ..... | 129,000 | ..... | ..... | ..... | ..... |
| New Hampshire | 2,000 | 100 | ..... | *d*1,700 | 200,000 | 11,000 | 2,160 | 0 |
| New Jersey | 5,000 | 100 | ..... | 650,000 | 610,000 | 43,450 | 19,780 | 0 |
| New York | 7,600 | 231 | ..... | 2,490,000 | 150,000 | *e*43,902 | 36,500 | ..... |
| Ohio | ..... | ..... | ..... | 100,000 | 1,250,000 | ..... | ..... | ..... |
| Pennsylvania | 41,879 | 1,066 | ..... | 625,000 | ..... | 22,023 | ..... | ..... |
| Vermont | 3,000 | ..... | ..... | 3,000 | ..... | ..... | ..... | ..... |
| Virginia | 6,430 | 250 | 1,500 | 405,000 | 20,000 | 1,200 | 7,950 | 25,000 |
| District of Columbia | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total | 73,109 | 2,122 | 1,500 | 4,728,700 | 4,099,373 | 220,076 | 72,363 | 35,000 |

*a* Not yet organized.
*b* Includes a number of female students.
*c* Reported with classical department (Table IX).
*d* Value of apparatus.
*e* Includes receipts from other sources.

## RECENT HISTORY OF AGRICULTURAL COLLEGES.

The multiplication and growth of schools of science has been a marked feature in the recent history of education in America. The stimulus which was given to them by the national aid seems not to have expended its force in creating a class of schools for the promotion of agriculture and the mechanic arts. Either that stimulus or the popular sentiment which impelled Congress to give help to higher education has carried forward and deepened the interest in industrial, scientific, and technical instruction. Students are now more frequently choosing lines of study which lead to a life of business activity or to prominent position in industrial pursuits. Colleges that a few years since held strictly to a rigid classical course are feeling the new impulse, and are striving to add to their efficiency by making provision for special instruction preparatory to definite occupations. Men of wealth are endowing schools of science and technology more richly than other institutions; for they believe that the practical education which has now come to the front will do more than anything else to promote the industry and prosperity of individuals and to utilize the resources of the nation. A brief sketch of the field occupied by schools of science ten years ago and a review of prominent changes and additions which have occurred since in connection with them will furnish evidences of their advance.

Colleges of agriculture have greatly increased in number, in favor with the people, and in efficiency. In 1871 there were 31 institutions aided by the national land grant of 1862. Five of these have no longer a place among the aided institutions; these have been superseded by some school created for the exact purpose of the grant or by some other school which seemed to be better fitted to supply the instruction contemplated. Among those which have continued to the present time were State universities planned on a scale so large as to have seemed visionary, but which have proved none too great for the demands made upon them, schools for practical instruction in manufactures and engineering, and colleges of agriculture then possessing definite courses of instruction and farms and gardens for illustration. The University of California had just opened its doors to students, and six colleges had been organized; of these, four were scientific in character; agriculture, mechanic arts, mining, and engineering each claimed one. Cornell University was equally in its infancy. Like the University of California, it offered many courses of study; but its "colleges" were not integral subdivisions of the university, through some one of which the student must pass to obtain a degree, but rather departments of instruction, in several of which the student must be taught before graduation. Special courses could be pursued in a single "college;" elective and general courses carried the undergraduate through many. Large and costly buildings, extensive libraries and collections, and a suitable farm were already the property of Cornell University, and its career was well begun. Another great university was to be found in Illinois; it was more industrial in its purpose than the former institutions, and therefore was named the Industrial University. It had colleges of agriculture, mechanics and engineering, chemistry and natural history, and literature, science, and art. The college of agriculture had two courses, one in agriculture distinctively, embracing plant and animal husbandry, the other in horticulture, including ordinary garden culture, nursery work, orcharding, forestry, and the care of greenhouses. The department of mechanics was not fully equipped. In the Massachusetts Institute of Technology courses had been established in mechanical engineering, civil and topographical engineering, chemistry, mining engineering, building and architecture, and science and literature.

Several of the colleges in existence in 1870 were chiefly devoted to agriculture. Such was the case with those located in Pennsylvania, Maryland, Iowa, Massachusetts, and Michigan. The first three and the last were organized as colleges of agriculture previous to the land grant of 1862, and continued their special work after receiving aid. The Iowa State Agricultural College was reorganized in 1869, with courses of study in agriculture, horticulture, stock breeding, nursery work, engineering (civil, mechanical, and mining), and architecture. There were also normal and

ladies' courses. Extensive farms, commodious buildings, varied collections, and enthusiastic teachers were the noticeable possessions of the agricultural colleges of both Massachusetts and Michigan. Agricultural instruction was the sole aim of each, and manual labor was required of their students. Other institutions were doing work similar to that accomplished by the universities and colleges which have been enumerated. Enough has been said to enable the reader to enter understandingly upon the subsequent history of colleges of agriculture and mechanics.

The years immediately preceding 1870 witnessed great activity among agricultural colleges. New institutions were being organized, but not without heated controversies over their location, character, and internal arrangement. Organized institutions were bending before the storm of popular opposition and endeavoring to strengthen themselves by remodelling their courses and modifying their methods and kinds of instruction. The year 1870 was one of quiet growth. A few colleges moved into new quarters, and commenced a more vigorous life on account of their better facilities for receiving and educating youth. Others either adopted new industrial courses or introduced important changes. The admission of women and the organization and reorganization of institutions made the history of the following year important and interesting. It was by no concerted plan, but rather in accordance with the popular sentiment, sustained by the views of prominent educators and the actual results of coeducation, that at this time many institutions opened their doors to women. In the autumn of 1870, the Illinois Industrial University had received for the first time female students, and united its voice in favor of coeducation with that of the colleges which had already admitted women. Vermont and Pennsylvania next came into rank, and New York, a little behind the others, received women early in 1872; but it was during 1871 that the committee who were to report on the proposal of Henry W. Sage to provide an endowment for a college for women were weighing the arguments for and against coeducation, searching for the truth as to to actual results in institutions in which it had been adopted and arriving at conclusions in its favor.

The institutions which came into being at this time were located in Arkansas, Missouri, and Nebraska. Arkansas established an industrial university, which soon after possessed classical, agricultural, engineering, commercial, and normal courses, and a preparatory department; it was attended by hundreds of students, for most of whom tuition was free. Nebraska likewise provided a State university. It was to contain six colleges, two of which were specially industrial, namely, the college of agriculture and the college of practical science, mechanics, and civil engineering. The university was opened in September, and with it a Latin school, in which preparatory work could be done. Missouri was already in possession of a State university at Columbia, and after a bitter and long continued controversy it was decided to devote the proceeds of the land grant to the establishment of an agricultural and mechanical college in immediate connection with the university, and a school of mines and metallurgy to be located at Rolla, in the midst of the mineral regions of the State, also under the supervision of the university. A farm and $30,000 were given to the agricultural college by the town and county in which it was situated. A faculty was organized and lecturers upon agriculture, horticulture, and mechanics engaged; and at the beginning of 1871 the college was well under way, with some thirty students in attendance. The school of mines was given a location "beautiful for situation," and while its buildings were being erected occupied rooms in the public school building of Rolla, where the director of the school and two assistants gave instruction to twenty-eight students.

Among other changes during 1871 were the rearrangement of the studies in the Maine College of Agriculture and the Mechanic Arts, so that they should supply agricultural, mechanical engineering, civil engineering, and elective courses; the extension of the course in the Rutgers Scientific School from three to four years; the incorporation and endowment of Alcorn University, Mississippi, for the general and scientific education of the colored people of that State; and the erection of a building and

the purchase of an excellent farm for the New Hampshire College of Agriculture and the Mechanic Arts. The farm has proved to be eminently adapted to the purposes for which it was procured, and the experiments which have been conducted upon it under the supervision of an able and practical farmer have been of great value.

In 1872 two independent colleges of agriculture and mechanics were organized, two agricultural departments inaugurated, and many schools added to their means of instruction by an increase of the number of professors and the erection and furnishing of buildings. The new institutions were the Agricultural and Mechanical College of Alabama and the Virginia Agricultural and Mechanical College. The former superseded the East Alabama College, receiving its buildings, property, lands, and students. A general course of study, three years in length, and three higher courses, each two years in length, were arranged. The higher courses were in agriculture, civil and mining engineering, and literature and science. The agricultural course was full and well arranged; a farm was provided and utilized for purposes of illustration and experiment. The college in Virginia received two-thirds of the land grant to that State, and was opened in October. It was an aim of the institution to give students opportunities for labor for the purposes of self help and practice; yet this was secondary to instruction for mental discipline and growth. A course three years in length was adopted. For two years it was to be pursued by all students; in the third, optional studies were provided, which were designed to be preparatory to either farming or mechanics. None of them were of a grade higher than is often found in the public schools. The attendance exceeded one hundred in the first session.

Departments of agriculture were organized in 1872 in Corvallis College, Oregon, and in Claflin University, South Carolina. The latter institution was established a few years before for the education of colored people, and its charter required that the course of instruction should include the usual scientific and general studies, and also such special branches as animal and vegetable anatomy, rural and household economy, horticulture, agriculture, and engineering. It required no change of plan to adapt the teaching of the university to the requirements made by Congress of institutions receiving the land grants. Corvallis College was largely a classical school, and the agricultural department was created by introducing instruction in agriculture itself and its allied sciences. Other occurrences worthy of note were the erection and equipment of shops for the Illinois Industrial University, the closing of the University of North Carolina on account of the failure of the State to furnish promised support, and the organization of a class in practical designing in the Massachusetts Institute of Technology. The course embraced original design, variation of patterns, the making of working drawings, and technical manipulations.

In 1873 the Ohio Agricultural and Mechanical College was organized; a branch agricultural college established in the northern part of Georgia and connected with the State university; the Kansas State Agricultural College reorganized; the courses of study in the Nebraska State University revised; a shop for wood-working and equipments for farm and machine shop provided by Cornell University; a large and commodious building erected as a home for the Hampton Normal and Agricultural Institute; and the University of California removed to its permanent quarters at Berkeley.

The Ohio college was established on a basis purely industrial. Nine out of ten professorships were directly connected with agriculture or the mechanic arts. Every effort was put forth to have them filled with men of eminent ability and experience. An excellent farm of 320 acres at the capital of the State was provided, the erection of buildings commenced, and in September the first session opened with seven professors and thirty students. In the reorganization of the Kansas Agricultural College the industrial departments were given great prominence. The farm had been enlarged to more than four hundred acres, and was ready to furnish opportunities for practical instruction in agriculture and to afford chances for remunerative manual labor. A nursery had been established. Plans were laid for the organization, as time and money would permit, of other departments, in which carpentry, blacksmithing,

painting, wagon making, turning, carving and engraving, stenography, photography, sewing, and printing should be taught. Three additional professorships were established.

The history of agricultural colleges in 1874 is marked by many changes, and a few new schools were organized. Purdue University, the institution to which the land grant in Indiana was given, was opened provisionally in March and formally in September. It was divided for purposes of instruction into schools of natural science, engineering, agriculture, and military science. The student in the school of natural science might choose a course in which either physics and industrial mechanics or chemistry or natural history should predominate. The three courses in the school of engineering were preparatory to civil engineering, mining engineering, and architecture; those in the school of agriculture, to horticulture, agriculture, and veterinary science. Among the buildings erected were a boarding house, dormitory, laboratory, military hall and gymnasium, and a temporary workshop. A farm had already been provided. The funds of the university, which included the land grant fund, $150,000 donated by the founder of the institution, and over $100,000 given by the State and county, were ample to insure success.

Agricultural colleges were also organized in Louisiana and Nevada. Early in the year the legislature of Louisiana made provision for an institution to receive the benefit of the land grant and to carry out its purposes. A battleground owned by the State was set apart for the location of the college, and plans were made for the erection of buildings. Meanwhile the college was opened in the Louisiana University, and students, nearly all preparatory, were received. The college was organized on a military basis. The organization of a university in Nevada was beset by many difficulties. The unsettled condition of the State and the migratory character of its inhabitants caused the postponement of the scheme from year to year. In 1874 the university was opened as a preparatory school, and received a class of bright and earnest students. The Michigan State Agricultural College enjoyed the benefit of many minor improvements during this year. Its grounds were beautified, its buildings repaired, a greenhouse completed, houses for the president and two professors erected, and the appliances of the farm increased. With the general improvement of the farm, the educational features of the manual labor system were more nearly perfected. The Illinois Industrial University established a fine art gallery, continued to improve its facilities for instruction, and formally opened its school of domestic science.

Very few changes were reported for the year 1875. A shop was provided for the mechanical department of the Virginia Agricultural and Mechanical College and furnished with benches and tools, machines, and a steam engine. Plans for two college buildings were adopted, and their erection commenced, the corner stone of one of them being laid on the occasion of the graduation of the first class from the institution. The Kansas State Agricultural College was removed to its new buildings and its industrial departments, sixteen in number, were all in operation. In connection with the Arkansas Industrial University, several minor improvements were made and a branch normal department was opened. The University of North Carolina was reorganized and reopened, as the proceeds of the land grant had been made available for purposes of education.

In 1876 a school was started in connection with the Massachusetts Institute of Technology, which differed materially from any school of mechanics in the country. It offered a two years' course of study and shop work for persons desiring to become master mechanics. The studies of the first year were algebra, plane geometry, rhetoric, and composition and drawing; of the second year, algebra, solid geometry, English literature, French, and drawing. Twelve hours of shop work a week were required of each class. Practice and instruction were to be had in carpentry and joinery, wood turning, pattern making, vise work, forging, foundry work, and machine tool work.

The year witnessed also the establishment of the State Agricultural and Mechanical

College of Texas. An enactment of 1871 had required this, but sufficient appropriations had not been granted. The legislature of 1876 was friendly to the college and appropriated $40,000 for putting it into immediate and successful operation. In the autumn it was opened, but with few students. Four courses of study were determined upon, viz, agriculture, mechanics and engineering, languages and literature, and military tactics. In North Carolina a station for agricultural experiments and an office for the control of commercial fertilizers was created.

The current of change for 1877 was turned toward the revision of courses of study; five institutions at least either modified existing courses or added new ones. The Maine State College of Agriculture and Mechanic Arts modified its courses so as to equalize the amount of work required of students in each. For two years the studies in all were essentially the same; afterward they were divided into courses in agriculture, civil engineering, mechanical engineering, chemistry, and science and literature. This course in science and literature was adapted to the needs of those who desired practical education for other employments. The East Tennessee University, at the time of receiving the land grant, adopted agricultural, scientific, and classical courses of study. Those courses were enlarged in 1877 and received the name of colleges, the colleges being equal in rank, but having their own course of study and corps of instructors. The University of Wisconsin established for the first time a course in practical mechanics and fitted up a machine shop for illustration and practical work. Ten hours' labor was required each week. The method of instruction was modelled after that of the best eastern institutions. The Ohio Agricultural and Mechanical College established and equipped a department of mining and metallurgy. The outfit was furnished by an ample appropriation from the State. All the facilities of a well equipped mining school were provided and a course was laid out which included mining, preparation of the ore, and its metallurgical treatment as its principal subjects. In the Illinois Industrial University the school of domestic science, which had been organized three years before, was first given rank among the regular schools in the college of natural science. Another school, organized about this time, was intended to give instruction in the principles of art and design and in art composition. In the Iowa Agricultural College a course in cookery was established as an outgrowth of the course of lectures which had been given on matters in housekeeping to the ladies in the junior class during the five previous years.

The Agricultural and Mechanical College of Louisiana was this year united with the State University, so that the State might have a single central institution offering instruction in all kinds and grades of university study. General instruction in literature, science, art, and industrial and professional pursuits, and special instruction for the professions of agriculture, the mechanic arts, mining, military science and art, civil engineering, law, medicine, commerce, and navigation, were required to be given.

In 1878 the Agricultural and Mechanical College of Kentucky was detached from the State University. It was agreed between the two institutions upon separation that the college should have control of the buildings and apparatus which had been used by it when a department of the university, that it should receive a generous share of the land surrounding it, and that the students in the department of arts and sciences in the university should be allowed free tuition in the agricultural college, and vice versa. A classical course was added to the scientific previously existing and commercial and normal departments were established.

The extension of the educational privileges of Hampton (Va.) Normal and Agricultural Institute to Indian youth is worthy of notice. Previous to this time its efforts had been directed to the instruction of colored youth of both sexes in agriculture and the mechanic arts, in elementary branches, and in normal work. A three years' course of study and instructive manual labor had been provided. The girls were taught housework; the boys, farming and mechanical pursuits. The Indian youth were entirely ignorant, and were taught the most elementary branches by the simplest methods. Reading, speaking, arithmetical studies, and simple forms of labor occupied the greater part of their time.

Other events of the year were the extension of laboratory privileges to women by the Massachusetts Institute of Technology, and the establishment of a farmers' course in the Agricultural College of Vermont, for the purpose of teaching, during the winter months, agricultural chemistry, entomology, stock breeding, dairying, fruit culture, and similar subjects.

The Colorado State Agricultural College was opened in 1879. It had a single course, covering five years, which included no studies but those pertaining directly to a practical education. Three professors were appointed; the farm was made ready for experimental and illustrative work, and a series of farmers' institutes planned, by which the benefits of the college could be extended to others than the students in attendance.

During the year Tennessee adopted, as a State institution, the East Tennessee University, of which the Agricultural College had been a part. A board of visitors was provided in which all parts of the State are represented in the administration of the university. The faculty was reorganized and increased and nine courses of study were determined upon, of which two were general, five special, and two partial. Normal, business, and graduate courses have also been established.

It was the policy of the State of Georgia to distribute the benefits of the land grant fund; accordingly it had, for several years, given aid to three institutions. In 1878 it added three more. Two of these were opened in 1879; the other, in 1880. All were made branches of the State University and received a share of the income. Their instruction was secondary and preparatory, rather than collegiate; teachers, rather than farmers or professional men, were to be educated in them.

The Massachusetts Agricultural College was reorganized on a less expensive basis, the number and salaries of the professors being reduced and their work increased.

During the current year (1880) two agricultural colleges have been opened. One of them is in Mississippi, the other in South Carolina; both are for whites only. The Agricultural and Mechanical College of Mississippi, located at Starkville, opened its doors to students in October; a month afterward 240 students were in attendance, all portions of the State being represented. A single course of study, covering two preparatory and four collegiate years, was adopted. Agriculture, rather than mechanics, was the subject of practical instruction. A farm of 800 acres has been procured and is being prepared for use in illustrating instruction and making experiments. A school of mechanics will be organized as soon as funds will permit.

The legislature of South Carolina, in 1878, provided for a State University, to be composed of Claflin College, the institution for colored people which received aid from the land grant, and the South Carolina College of Agriculture and Mechanics. The control of the two institutions was committed to a board of trustees, consisting of State officers and persons chosen by the legislature. The latter institution opened in the autumn of 1880 with a good number of students in attendance. The faculty had four members, including the president and excluding the foremen of shop and farm. A single course of studies, mostly elementary, was arranged to cover three years. The education to be obtained within its walls is decidedly industrial. Not only there, but in several other institutions, shops have been equipped during the year, and mechanics have received no small stimulus in this and other directions.

The changes of the past ten years may be briefly summed up as follows: Twenty-one departments, schools, and colleges have been organized to carry out the objects of the land grant of 1862 and to receive the aid which it renders. The departments are four in number. Of the schools and colleges about one-half are independent institutions and the remainder branches of universities, generally located apart from the central institution. Six of the separate schools are distinctively industrial; the others give preference to general education. Greater advances have been made in mechanical than in agricultural instruction. Eight institutions have either provided and equipped shops or greatly enlarged and improved those already in use. Work in them is conducted upon systematic principles, and both practice and instruction vary more in amount than in kind. Uninstructive manual labor is encouraged only when the circumstances of the student compel it. The number of instructors has more than

doubled, and the students have increased nearly fourfold. The property of many institutions has been greatly augmented by donations, bequests, and appropriations. Graduates have multiplied, and those who have gone forth have generally entered upon industrial pursuits or engaged in teaching.

At present there are 46 institutions aided by the national land grant. They have nearly 500 instructors, of whom about one-fifth give instruction in agriculture, mechanics, chemistry, and allied sciences. About one-third of the 4,515 students in attendance are pursuing courses of study which deal with the industries. Nine institutions have single fixed courses of study. Six of these courses are four years in length and three cover three years. Usual studies in the first year are algebra, geometry, drawing, botany, agriculture, history, and English studies; in the second year, trigonometry, surveying, mechanics, agriculture, chemistry, and natural sciences; in the third year, chemistry, agriculture, horticulture, mechanics, physics, geology, physiology, and entomology; in the fourth year, mental science, logic, constitutional law, political economy, history, astronomy, engineering, veterinary science, and agriculture.

Of the institutions which offer several different courses, 21 have courses in agriculture, 14 in practical mechanics, 11 in chemistry, 7 in either mining and metallurgy or both, and 3 in architecture; horticulture, veterinary science, and industrial art are given full courses in one or two institutions. The courses in agriculture are similar to those prescribed for the scientific departments of colleges. In them agriculture is substituted for such general or technical studies as may be omitted without impairing the industrial value of a course. History, literature, mathematics, modern languages, and natural sciences are retained as forming a substantial part of the education which prepares for intelligent agriculture. No relation seems to have been discovered between one branch of agricultural study and another, upon which to base a classification of them for the purpose of consecutive study. Subjects pursued in the freshman year in one college are found in the senior year of another. This is a glaring defect in agricultural education, and the best method of remedying it is a question which may well occupy the minds of those administering agricultural colleges.

It would be of interest to outline the theoretical and practical instruction afforded in chemistry, mining, mechanics, and branches connected with industrial work. The first subject has been treated at length in a circular of information recently issued by the Office. Equal space would need to be given to the other subjects if they should be exhaustively presented. This cannot be done in an annual report; neither would such a statement be necessarily included in a historical sketch of colleges of agriculture and the mechanic arts.

### RECENT HISTORY OF SCHOOLS OF SCIENCE NOT ENDOWED BY THE NATIONAL LAND GRANT.

The schools of science have much the same history as the colleges of agriculture and the mechanic arts. Relatively fewer changes have occurred in existing institutions and more new schools have been established. When once established, there is not so much cause for deviation from original plans. They are endowed, not by money under governmental control, but by the generosity of individuals. Their course is laid, not to suit the general demand, but to advance education in special lines. Their trustees are not men elected by the people or appointed by public authority, but persons in sympathy with the ends and aims of the institution under their control. Several institutions were organized at so early a date that they had ceased to be experiments and had assumed a permanent character. The Rensselaer Polytechnic Institute had been in successful operation more than forty years at the commencement of the last decade, and other scientific schools had been pointing out the best methods and demonstrating the value of educational efforts in the field of science. Though these schools do not change frequently or materially, they continue to grow. A few exceptions may have occurred, as where a more richly endowed institution has over-

shadowed one of earlier beginning or where the industrial development of a section of country has not progressed as rapidly as the pioneers of education anticipated. In most institutions, departments of study have been added; faculties have larger numbers, more experience, and better education; appliances have been increased, and facilities for instruction improved. The organization of eight institutions for special scientific and technical instruction has been effected during the last ten years, and several others have been chartered. Each one has been established for a particular purpose, and no two seem to be identical in plan or entirely similar in their courses of study and methods of instruction.

The John C. Green School of Science, Princeton, N. J., was organized in 1873, in order that the students at Princeton College might have opportunities for thorough training in the methods and principles of modern science. Two courses of study were adopted at the outset, one of three years for the candidates for the degree of bachelor of science, the other for those studying with a master's degree in view. Two years later a department of civil engineering was added. Its course was similar to the undergraduate course in science during the first year, but nearly half of the time during the last two years was set apart for engineering work. In 1876, a department of architecture was established. Its special studies included mechanical and free hand drawing, perspective and coloring, history of architecture and art, orders and composition in them, and lectures upon æsthetics and art; landscape gardening, roads, and draining were among the practical branches. All the undergraduate courses are now four years in length. The museums and laboratories are well equipped, and an elegant and commodious building was erected the same year the school opened and enlarged in 1877.

The Bussey Institution, at Jamaica Plain, Mass., is a school of agriculture and horticulture, which was established as a department of Harvard University in 1871. Professorships of horticulture, agricultural chemistry, and applied zoölogy were founded, and instructors in farming and entomology appointed. The course of study was to cover three years, a part of the instruction being given in the Lawrence Scientific School of Harvard University. It is intended to prepare young men to become practical farmers, gardeners, florists, or landscape gardeners, or to become instructors in the subjects presented in the school, or to be made familiar with some special branch of agriculture, horticulture, or applied zoölogy.

In 1872 the Towne Scientific School was organized as a department of the University of Pennsylvania. Scientific instruction had been given previously, but the existence of a department of science seemed necessary to the completeness of a university located in the midst of mining and manufacturing interests. Courses of study were arranged in analytical and applied chemistry and mineralogy, geology and mining, civil engineering, and mechanical engineering. Each was four years in length, but the studies of the first two years of each course were the same. Two courses of study have since been added, one in drawing and architecture, the other preparatory to medical studies. Post graduate instruction is given in chemistry and metallurgy, geology, civil engineering, dynamic engineering, physics, and architecture. All means of instruction and illustration are at hand; and the extent of its endowment, the reputation of its faculty, and the number of its students have indicated its success.

Another recently organized technical school is the Stevens Institute of Technology, at Hoboken, N. J. Its sole object is the training of mechanical engineers. For this purpose it has a course of study and shop practice four years in length. The studies are those which give general instruction and prepare for professional training. Of the former class are rhetoric, literature, and the modern languages; of the latter, mathematics, physics, chemistry, and natural sciences. Mechanical drawing forms a department of its own. Mechanical engineering is taught theoretically and practically. The character, methods of production, and the uses of the materials of construction, the principles of mathematical and physical science in their applications, the theory and practice of the design and construction of machinery, and the methods

of operation, preservation, and repair are subjects considered in the lecture room and illustrated in the laboratories. A machine and carpenter shop, an iron and brass foundry, and a blacksmith shop enable the student to obtain a knowledge of existing appliances, methods, and processes, and a fair degree of skill in the same.

It is little more than a year since the Manual Training School of Washington University, St. Louis, Mo., was established. In it mental work and manual labor occupy about equal shares of the student's time. The course of instruction covers three years. Mathematics (including surveying and mechanics), drawing, book-keeping, physics, physical geography, literature, history, and political economy are the principal studies. The practical instruction in shop work includes carpentry, wood turning, pattern making, iron clipping and filing, forge work, brazing and soldering, and the use of machine shop tools. The construction and management of the steam engine is also carefully studied. All the shop work is done for the training it affords. A few articles are made for the use of the school or the university; none are manufactured for the market. A carpenter shop, a pattern shop, a blacksmith shop, and a machine shop have been provided and so thoroughly furnished that the student may become acquainted in them with all the fundamental operations of practical mechanics.

### 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 1880, inclusive, with the number of professors and number of students:

| | 1870. | 1871. | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| No. of institutions | 80 | 94 | 104 | 110 | 113 | 123 | 124 | 124 | 125 | 133 | 142 |
| No. of instructors | 339 | 369 | 435 | 573 | 579 | 615 | 580 | 564 | 577 | 600 | 633 |
| No. of students | 3,254 | 3,204 | 3,351 | 3,838 | 4,356 | 5,234 | 4,268 | 3,965 | 4,320 | 4,738 | 5,242 |

*Statistical summary of schools of theology.*

| Denomination. | Number of schools. | Number of professors. | Number of students. |
|---|---|---|---|
| Roman Catholic | 21 | 124 | 1,146 |
| Baptist | 21 | 88 | 956 |
| Presbyterian | 16 | 78 | 675 |
| Lutheran | 16 | 51 | 494 |
| Protestant Episcopal | 15 | 65 | 278 |
| Methodist Episcopal | 13 | 52 | 555 |
| Congregational | 11 | 69 | 361 |
| Christian | 5 | 9 | 131 |
| Unsectarian | 3 | 19 | 133 |
| Cumberland Presbyterian | 3 | 10 | 122 |
| Reformed | 3 | 8 | 52 |
| Universalist | 2 | 11 | 49 |
| United Presbyterian | 2 | 7 | 69 |
| Methodist Episcopal (South) | 2 | 7 | 63 |
| Free-Will Baptist | 2 | 7 | 46 |
| New Church | 2 | 4 | 4 |
| African Methodist Episcopal | 1 | 7 | 16 |
| Unitarian | 1 | 6 | 12 |
| Reformed (Dutch) | 1 | 5 | 35 |
| Moravian | 1 | 3 | 28 |
| United Brethren | 1 | 3 | 17 |
| Total | 142 | 633 | 5,242 |

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

| States. | Number of schools. | Corps of instruction. | Endowed professorships. | Students. | | | | Library. | | Property, income, &c. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Present number. | Resident graduates. | Present students who have received a degree in letters or science. | Graduates at commencement of 1880. | Number of volumes. | Increase in the last school year. | Value of grounds and buildings. | Amount of productive funds. | Income from productive funds. |
| Alabama | 3 | 3 | .... | 61 | 4 | ..... | 8 | 900 | 125 | $12,500 | ..... | $2,370 |
| California | 2 | 10 | 3 | 14 | .... | 2 | 8 | 7,600 | 50 | 95,000 | $55,000 | ..... |
| Connecticut | 3 | 32 | 10 | 141 | 7 | 118 | 33 | 33,300 | ..... | 415,000 | 307,756 | 27,659 |
| Georgia | 2 | 5 | .... | 122 | .... | ..... | ... | 600 | ..... | 10,000 | ..... | ..... |
| Illinois | 17 | 58 | 22 | 532 | 8 | 137 | 88 | 48,634 | 2,165 | 572,000 | 868,704 | 47,206 |
| Indiana | 3 | 7 | .... | 60 | 14 | ..... | 11 | ..... | ..... | ..... | ..... | ..... |
| Iowa | 4 | 12 | 4 | 68 | 4 | 1 | 3 | 1,200 | ..... | 13,862 | ..... | 5,772 |
| Kansas | 1 | 2 | .... | 2 | 0 | ..... | 2 | 3,550 | 0 | 25,000 | ..... | ..... |
| Kentucky | 5 | 21 | 5 | 193 | 7 | 24 | 22 | 27,800 | 550 | 94,000 | 227,000 | 14,500 |
| Louisiana | 3 | 3 | .... | 64 | .... | ..... | ... | ..... | ..... | ..... | ..... | ..... |
| Maine | 2 | 9 | 5 | 48 | .... | 13 | 4 | 17,200 | 200 | 85,000 | 186,000 | 12,500 |
| Maryland | 5 | 35 | .... | 381 | .... | ..... | .... | 66,000 | 8,500 | 80,000 | ..... | ..... |
| Massachusetts | 7 | 55 | 14 | 262 | 12 | 173 | 76 | 85,750 | 925 | 706,000 | 1,501,710 | 90,226 |
| Michigan | 1 | 3 | 1 | 26 | .... | 4 | 2 | 5,000 | 200 | ..... | 20,000 | 1,800 |
| Minnesota | 3 | 13 | .... | 67 | .... | ..... | 3 | 1,000 | ..... | 25,000 | ..... | ..... |
| Mississippi | 3 | 8 | .... | 46 | 1 | ..... | 1 | 1,500 | 200 | 5,000 | ..... | ..... |
| Missouri | 3 | 13 | .... | 144 | 1 | ..... | 24 | 9,650 | 70 | 60,000 | 40,000 | ..... |
| Nebraska | 2 | 4 | 1 | 7 | .... | ..... | ... | ..... | ..... | 10,000 | 5,000 | 500 |
| New Jersey | 5 | 37 | 16 | 303 | 10 | 192 | 76 | 80,416 | 3,011 | 1,015,000 | 1,300,000 | 75,219 |
| New York | 12 | 69 | 24 | 662 | 34 | 290 | 126 | 111,021 | 5,230 | 970,000 | 1,891,002 | 119,558 |
| North Carolina | 4 | 10 | .... | 87 | .... | 8 | 2 | 5,000 | 275 | 63,000 | ..... | ..... |
| Ohio | 14 | 56 | 14 | 281 | 27 | 102 | 36 | 37,642 | 200 | 765,867 | 265,400 | 38,895 |
| Pennsylvania | 15 | 77 | 23 | 599 | 19 | 221 | 92 | 101,589 | 263 | 570,378 | 1,333,111 | 80,356 |
| South Carolina | 3 | 6 | .... | 97 | .... | ..... | .... | 22,295 | 1,372 | 30,000 | ..... | 21,236 |
| Tennessee | 7 | 25 | 5 | 212 | .... | 2 | 26 | 13,200 | 200 | 215,000 | 220,000 | 15,500 |
| Texas | 2 | 8 | .... | 25 | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... |
| Virginia | 4 | 16 | 9 | 163 | .... | 50 | 35 | 25,000 | 305 | 90,000 | 262,000 | 17,900 |
| Wisconsin | 5 | 25 | 1 | 340 | 1 | 3 | 31 | 17,496 | 152 | 254,000 | 55,000 | 5,700 |
| District of Columbia | 2 | 11 | 1 | 86 | .... | 5 | 10 | 1,800 | ..... | 40,000 | ..... | ..... |
| Total | 142 | 633 | 158 | 5,093 | 149 | 1,345 | 719 | 725,143 | 23,993 | 6,221,607 | 8,537,683 | 576,897 |

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 1880, inclusive, with the number of instructors and number of students:

| | 1870. | 1871. | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of institutions | 28 | 30 | 37 | 37 | 38 | 43 | 42 | 43 | 50 | 49 | 48 |
| Number of instructors | 99 | 129 | 151 | 158 | 181 | 224 | 218 | 175 | 196 | 224 | 229 |
| Number of students | 1,653 | 1,722 | 1,976 | 2,174 | 2,585 | 2,677 | 2,664 | 2,811 | 3,012 | 3,019 | 3,134 |

TABLE XII.—*Summary of statistics of schools of law.*

| States. | Number of schools. | 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 1880. | 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 | 1 | 3 | 20 | ..... | 12 | ..... | ..... | ..... | ..... | ..... | ..... |
| California | 1 | 3 | 181 | ..... | 0 | ..... | ..... | ..... | $100,000 | $7,000 | $1,500 |
| Connecticut | 1 | 17 | 64 | 34 | ..... | 8,200 | ..... | ..... | 10,000 | 564 | 6,785 |
| Georgia | 2 | 8 | 8 | ..... | 4 | 600 | ..... | ..... | ..... | ..... | 420 |
| Illinois | 3 | 13 | 151 | 27 | 45 | ..... | ..... | ..... | ..... | ..... | 7,180 |
| Indiana | 1 | 3 | ..... | ..... | 3 | ..... | ..... | ..... | ..... | ..... | ..... |
| Iowa | 3 | 13 | 193 | 20 | 134 | 2,500 | ..... | ..... | ..... | ..... | 6,161 |
| Kansas | 1 | 14 | 18 | 0 | 8 | ..... | ..... | ..... | ..... | ..... | 325 |
| Kentucky | 3 | 10 | 50 | 10 | 28 | 2,590 | 25 | ..... | ..... | ..... | 2,300 |
| Louisiana | 2 | 8 | 59 | ..... | 9 | 26,000 | ..... | $10,000 | ..... | ..... | 3,000 |
| Maryland | 1 | 4 | 60 | 50 | 33 | ..... | ..... | 25,000 | ..... | ..... | ..... |
| Massachusetts | 2 | 20 | 307 | 164 | 52 | 18,000 | 500 | ..... | 55,457 | 5,528 | 23,700 |
| Michigan | 1 | 5 | 371 | 51 | 175 | 4,037 | 100 | ..... | ..... | ..... | ..... |
| Mississippi | 1 | 6 | 20 | ..... | 19 | 1,000 | ..... | ..... | ..... | ..... | 650 |
| Missouri | 2 | 12 | 119 | 31 | 35 | 3,500 | ..... | 20,000 | ..... | ..... | 7,120 |
| New York | 4 | 23 | 661 | 304 | 263 | 14,045 | 823 | 20,000 | ..... | ..... | 55,591 |
| North Carolina | 3 | 5 | 27 | ..... | 5 | 1,200 | ..... | ..... | ..... | ..... | ..... |
| Ohio | 2 | 8 | 124 | 35 | 51 | 2,100 | 250 | ..... | ..... | ..... | 6,000 |
| Pennsylvania | 2 | 5 | 140 | ..... | 49 | ..... | ..... | ..... | ..... | ..... | 9,000 |
| Tennessee | 3 | 9 | 88 | 4 | 39 | 500 | ..... | ..... | ..... | ..... | 6,800 |
| Virginia | 3 | 10 | 133 | ..... | 24 | 3,000 | ..... | ..... | ..... | ..... | 10,065 |
| West Virginia | 1 | 1 | 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Wisconsin | 1 | 7 | 72 | 11 | 33 | 1,226 | ..... | ..... | ..... | 3,000 | 1,812 |
| District of Columbia | 4 | 22 | 263 | 17 | 68 | 214 | 14 | 20,000 | ..... | ..... | 3,984 |
| Total | 48 | 229 | 3,134 | 758 | 1,089 | 88,712 | 1,712 | 95,000 | 165,457 | 16,092 | 152,393 |

The summary of statistics shows that those who are preparing for the legal profession are resorting largely to schools in preference to studying in the offices of attorneys; in many instances, students advantageously combine office work and instruction in a law school. This tendency is to be expected and encouraged. In schools systematic training is received. Less opportunity is afforded for desultory and spasmodic reading. Regular habits of study are required. Examinations to be passed give steadiness and thoroughness to the work. Companions awake emulation. The desire for the respect of the professors, who are oftentimes men of influence at the bar, is a further stimulus to faithfulness, and they are ready to aid in the understanding of intricate questions. The underlying principles of law are given an attention which corresponds with their relative importance. Actual practice is illustrated in the moot court which is found in each school. And it is a source of pleasure to be associated in study with those who will be associates at the bar.

### WORK OF LAW SCHOOLS.

The conditions of admission to most law schools are very few. Ability to pursue the studies is expected. Progressive and thorough schools know that the difficulties of

law study cannot be mastered by untrained minds, and therefore are requiring at least a good English education of applicants. Admission to the Columbia College Law School is granted only after a successful examination in Greek, Roman, English, and United States history, Latin, and rhetoric. At Harvard French, or, at the discretion of the faculty, some other language, may be substituted for Latin. A collegiate education is always accepted as a sufficient preparation for law study. The average amount of time which the student is expected to spend in attendance upon lectures and recitations *in course* occupies three hours each day, and five hours each week are given in addition to special lectures and the moot court. In many law schools lectures are preferred to recitations. This seems to be the case in those schools which have able faculties who devote themselves wholly or chiefly to the work of instruction. Where the professors have not time or opportunity to present subjects as well as they are presented by the standard writers, a lesson in a text book is assigned and an examination of the student's knowledge of it made. This gives opportunity for the students to ask questions and the professor to make comments. A combination of lectures and recitations is adopted by the majority of schools. For instance, in the Boston University School of Law, the junior and middle classes each have a recitation and lecture daily; the senior class, only a lecture. Students are usually allowed to attend free of expense the exercises of classes less advanced than that to which they belong.

Schools of law are departments of universities or colleges. Sometimes they are not located at the same places as the institution with which they are connected. The Albany Law School is a department of Union College, located at Schenectady, N. Y. Hastings College of the Law, San Francisco, is a department of the University of California, which is established at Berkeley, in an adjacent county. The law schools of Washington, D. C., are in the central part of the city, while the universities are in the suburbs. By such a difference of location the schools are more accessible to students, and give them a better chance to attend the courts, which are almost constantly in session in large central cities. Opportunities are thus offered for the student to obtain work in law offices and to observe actual practice, both of which are valuable supplements to his course of studies. When the university and its school of law are at the same place, the members of the latter are allowed many general privileges, such as free admission to lectures in other departments and the use of libraries. The catalogue of the law department of Yale College says: "Members of either class can attend the lectures of professors to undergraduates in other departments of the college, whenever it is compatible with their other engagements;" and, with a few exceptions only, without charge. Similar privileges are known to exist, to a greater or less extent, in Mercer University, Macon, Ga.; Chicago University, Chicago, Ill.; Northwestern University, Evanston, Ill.; University of Notre Dame, Notre Dame, Ind.; University of Louisville, Louisville, Ky.; Harvard University, Cambridge, Mass.; Columbia College, New York City; Cincinnati College, Cincinnati, Ohio; and University of Pennsylvania, Philadelphia, Pa.

The text books used in the leading subjects of study do not vary greatly in different schools. Blackstone is the central figure in nearly all. Kent is commonly used. Robinson's Notes on Elementary Law and Walker's American Law are being introduced somewhat. The favorite authors seem to be, on torts, Bigelow and Cooley; criminal law, Bishop and Wharton; domestic relations, Schouler; corporations, Angell and Ames; real property, Washburne and Williams (the former being much more generally used); contracts, Bishop and Parsons; mercantile law, Smith; agency, Story; bills, Byle, Parsons, and Story; equity, Bispham and Story (the former being in more common use); pleading, Stephen; evidence, Greenleaf and Stephen (preference being given to Greenleaf); constitutional law, Cooley; international law, Woolsey; admiralty, Conkling and Parsons. In a few instances one or more of the professors prepare text books on the subjects they teach. These are especially adapted to the laws of the State and the requirements of the students.

The examination of students for graduation is usually much more severe than any

other they are called upon to pass, and sometimes is the only one. Several schools give prizes to the persons passing the best final examination; others, to those averaging best in all examinations; and still others, to those presenting the best thesis. The giving of prizes for excellence of examination or in writing a thesis is a favorite method of stimulating both school work and collateral studies.

All the schools give the degree of bachelor of laws, LL. B. Generally this admits to the bar. Such is not the case in Massachusetts, New York, some other States, and the District of Columbia. Advanced courses of study are given in the law department of Yale College, the law department of the State University of Iowa, the Boston University School of All Sciences, Columbian University Law School, law department of Georgetown University, and the law department of the National University. In the last three schools a year of study added to the usual course and successful examination in the subjects considered entitle the student to the degree of master of law. The advanced course in the law department of the State University of Iowa is one year in length, and no degree is given to those completing it. The graduate course in the law department of Yale College occupies two years, and is open to those having the degree of LL. B. in course. A year of study on subjects supplementary to those pursued in the undergraduate course is required of candidates for the degree of M. L. Candidates for the degree of D. C. L. must pursue another year of study, and only those bachelors of law are admitted as candidates for this degree who have received the degree of bachelor of arts, of philosophy, or who ranked in the first quarter of their class according to their average marks at their final examination for the degree of LL. B. at Yale College. Candidates for the degrees of master of laws and doctor of civil law in Boston University must already have received the degrees of bachelor of arts and of laws. The candidate for the degree of doctor of civil law must present himself at not less than four annual examinations, and pass in the science and history of jurisprudence, Roman law, international law, constitutional law, origin and science of government, and history of institutions, and present an original thesis. The equivalent of half these requirements is necessary to be accomplished by candidates for the degree of master of law.

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 1880, inclusive, with the number of instructors and students:

| | 1870. | 1871. | 1872. | 1873. | 1874. | 1875. | 1876. | 1877. | 1878. | 1879. | 1880. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of institutions | 63 | 82 | 87 | 94 | 99 | 106 | 102 | 106 | 106 | 114 | 120 |
| Number of instructors | 588 | 750 | 726 | 1,148 | 1,121 | 1,172 | 1,201 | 1,278 | 1,337 | 1,495 | 1,660 |
| Number of students | 6,943 | 7,045 | 5,995 | 8,681 | 9,095 | 9,971 | 10,143 | 11,225 | 11,830 | 13,321 | 14,006 |

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

| States. | Number of schools. | Corps of instruction. | Students. | | | Libraries. | | Property, income, &c. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Present number. | Present students who are graduate students. | Graduates at the commencement of 1880. | 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 | 70 | 2 | 24 | 500 | ..... | $125,000 | ..... | ..... | $3,500 |
| Arkansas | 1 | 16 | 22 | ..... | 10 | ..... | ..... | 10,000 | ..... | ..... | 1,500 |
| California | 2 | 26 | 94 | ..... | 7 | ..... | ..... | 60,000 | ..... | ..... | 9,794 |
| Connecticut | 1 | 18 | 25 | 6 | 4 | ..... | ..... | ..... | $29,102 | $4,251 | 3,855 |
| Georgia | 4 | 54 | 330 | 5 | 92 | 10,600 | 250 | 94,000 | ..... | ..... | 15,323 |
| Illinois | 3 | 79 | 774 | 189 | 192 | ..... | ..... | 136,000 | ..... | ..... | 60,500 |
| Indiana | 5 | 65 | 330 | 5 | 170 | 1,200 | 400 | 12,200 | 1,000 | 50 | 15,554 |
| Iowa | 2 | 24 | 389 | ..... | 100 | 300 | ..... | 50,000 | ..... | 4,250 | 14,750 |
| Kentucky | 4 | 42 | 578 | 12 | 139 | 4,000 | ..... | 67,000 | ..... | ..... | 25,678 |
| Louisiana | 1 | 7 | 193 | ..... | 50 | 2,000 | ..... | 75,000 | ..... | ..... | 14 489 |
| Maine | 2 | 25 | 119 | 17 | ..... | 4,500 | ..... | 25,000 | ..... | ..... | ..... |
| Maryland | 2 | 35 | 509 | ..... | 146 | 2,000 | ..... | 80,000 | ..... | ..... | ..... |
| Massachusetts | 2 | 58 | 241 | 115 | 45 | 2,100 | 100 | ..... | 112,804 | 62,052 | 51,986 |
| Michigan | 3 | 35 | 500 | 38 | 120 | 500 | ..... | 30,000 | ..... | ..... | 6,771 |
| Missouri | 5 | 69 | 561 | 2 | 163 | 1,255 | 5 | 105,000 | 1,000 | 100 | 37,101 |
| New Hampshire | 1 | 15 | 89 | 8 | 26 | 1,500 | ..... | 40,000 | ..... | ..... | 5,506 |
| New York | 8 | 210 | 2,137 | 239 | 610 | 5,055 | ..... | 273,970 | 5,000 | ..... | 13,241 |
| North Carolina | 1 | 3 | 9 | 1 | 9 | 400 | ..... | ..... | ..... | ..... | ..... |
| Ohio | 7 | 94 | 1,039 | 20 | 198 | 5,000 | 100 | 185,000 | ..... | ..... | 30,370 |
| Oregon | 1 | 9 | 33 | ..... | 13 | 10 | 2 | ..... | 400 | ..... | 2,900 |
| Pennsylvania | 3 | 84 | 1,066 | 91 | 300 | 5,000 | 230 | 300,000 | 50,000 | 3,000 | 43,466 |
| South Carolina | 1 | 10 | 72 | ..... | 25 | ..... | ..... | 40,000 | 0 | 0 | 6,000 |
| Tennessee | 4 | 50 | 283 | ..... | 108 | 550 | ..... | 90,000 | ..... | ..... | 12,300 |
| Texas | 1 | 7 | ..... | ..... | 6 | ..... | ..... | ..... | ..... | ..... | ..... |
| Vermont | 1 | 19 | 145 | 5 | 53 | ..... | ..... | 20,000 | ..... | ..... | 10,000 |
| Virginia | 2 | 29 | 110 | 10 | 32 | 2,500 | ..... | 60,000 | ..... | 6,000 | 4,000 |
| Dist. of Columbia | 3 | 34 | 158 | 11 | 31 | ..... | ..... | 51,000 | ..... | ..... | 4,206 |
| Total | 72 | 1,131 | 9,876 | 776 | 2,673 | 48,970 | 1,087 | 1,929,170 | 199,306 | 79,703 | 392,784 |
| 2. *Eclectic.* | | | | | | | | | | | |
| California | 1 | 11 | 48 | 1 | 13 | 0 | 0 | 20,000 | ..... | ..... | 4,000 |
| Illinois | 1 | 12 | 136 | 50 | 52 | ..... | ..... | 60,000 | ..... | ..... | 7,000 |
| Missouri | 1 | 9 | 35 | 15 | 41 | 150 | ..... | 1,000 | ..... | ..... | 5,864 |
| New York | 2 | 25 | 299 | 28 | 32 | 2,025 | ..... | 60,000 | ..... | ..... | 3,871 |
| Ohio | 1 | 8 | 315 | ..... | 50 | ..... | ..... | 80,000 | 0 | 0 | 12,000 |
| Total | 6 | 65 | 833 | 94 | 188 | 2,175 | ..... | 221,000 | ..... | ..... | 32,735 |
| 3. *Homœopathic.* | | | | | | | | | | | |
| Illinois | 2 | 31 | 400 | 32 | 120 | ..... | ..... | 100,000 | ..... | ..... | 18,500 |
| Iowa | 1 | 7 | 46 | 2 | 5 | 320 | 120 | 10,000 | ..... | ..... | 700 |
| Massachusetts | 1 | 33 | 109 | 7 | 36 | ..... | ..... | ..... | ..... | ..... | ..... |
| Michigan | 1 | 3 | 89 | 5 | 21 | ..... | ..... | ..... | ..... | ..... | ..... |
| Missouri | 1 | 14 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

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

| States. | Number of schools. | Corps of instruction. | Students. | | | Libraries. | | Property, income, &c. | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Present number. | Present students who are graduate students. | Graduates at the commencement of 1880. | 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. |
| *Homœopathic*—Con. | | | | | | | | | | | |
| New York | 3 | 54 | 204 | ..... | '66 | 100 | 25 | ..... | ..... | ..... | ..... |
| Ohio | 2 | 26 | 174 | 6 | 57 | ..... | ..... | $45,000 | ..... | ..... | ..... |
| Pennsylvania | 1 | 20 | 198 | 31 | 75 | 2,000 | ..... | 30,000 | ..... | ..... | $14,058 |
| Total | 12 | 188 | 1,220 | 83 | 380 | 2,420 | 145 | 185,000 | ..... | ..... | 33,258 |
| II. DENTAL. | | | | | | | | | | | |
| California | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Indiana | 1 | 10 | 21 | ..... | 3 | ..... | ..... | 600 | ..... | ..... | 2,293 |
| Maryland | 1 | 18 | 97 | 13 | 53 | 1,000 | ..... | ..... | ..... | ..... | 11,107 |
| Massachusetts | 2 | 42 | 74 | ..... | 24 | 60 | ..... | 15,000 | ..... | ..... | 9,348 |
| Michigan | 1 | 10 | 86 | ..... | 34 | 125 | ..... | 12,000 | ..... | ..... | 3,000 |
| Missouri | 3 | 9 | 13 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,369 |
| New York | 1 | 24 | 99 | 10 | 19 | ..... | ..... | 5,000 | ..... | ..... | 6,929 |
| Ohio | 1 | 8 | 81 | ..... | ..... | ..... | ..... | 20,000 | ..... | ..... | 6,500 |
| Pennsylvania | 3 | 69 | 235 | 9 | 126 | 5,150 | ..... | 80,000 | $1,500 | ..... | 34,694 |
| Tennessee | 2 | 29 | 24 | 17 | 7 | ..... | ..... | 3,000 | ..... | ..... | 16,000 |
| Total | 16 | 219 | 730 | 49 | 266 | 6,335 | ..... | 135,600 | 1,500 | ..... | 91,240 |
| III. PHARMACEUTICAL. | | | | | | | | | | | |
| California | 1 | 4 | 67 | ..... | 8 | ..... | ..... | ..... | ..... | ..... | 1,633 |
| Illinois | 1 | 5 | 98 | ..... | 18 | 2,000 | ..... | ..... | ..... | ..... | ..... |
| Kentucky | 1 | 3 | 42 | ..... | ..... | 200 | 7 | 5,000 | ..... | ..... | ..... |
| Louisiana | 1 | ..... | ..... | ..... | 18 | ..... | ..... | ..... | ..... | ..... | ..... |
| Maryland | 1 | 4 | 68 | ..... | 20 | ..... | ..... | 8,000 | 0 | $0 | ..... |
| Massachusetts | 1 | 4 | 60 | ..... | 20 | 1,300 | ..... | 6,000 | 3,000 | 300 | 3,000 |
| Michigan | 1 | 12 | 88 | 3 | 24 | ..... | ..... | ..... | ..... | ..... | ..... |
| Missouri | 1 | 4 | 94 | ..... | 16 | ..... | ..... | 3,500 | ..... | ..... | 3,500 |
| New York | 1 | 5 | 335 | 0 | 43 | 1,351 | 173 | 49,000 | 0 | 0 | 12,724 |
| Ohio | 1 | 3 | 91 | ..... | ..... | 151 | 28 | 500 | 600 | ..... | 3,165 |
| Pennsylvania | 2 | 6 | 366 | 11 | 11 | 1,238 | 200 | 68,800 | ..... | ..... | 3,000 |
| Tennessee | 1 | 4 | 12 | 0 | 2 | ..... | ..... | ..... | ..... | ..... | ..... |
| Dist. of Columbia | 1 | 3 | 26 | 0 | 6 | ..... | ..... | ..... | 0 | 0 | 820 |
| Total | 14 | 57 | 1,347 | 14 | 186 | 6,240 | 408 | 140,800 | 3,600 | 300 | 27,842 |
| TOTALS. | | | | | | | | | | | |
| Medical and surgical: | | | | | | | | | | | |
| Regular | 72 | 1,131 | 9,876 | 776 | 2,673 | 48,970 | 1,087 | 1,929,170 | 199,306 | 79,703 | 392,784 |
| Eclectic | 6 | 65 | 833 | 94 | 188 | 2,175 | ..... | 221,000 | ..... | ..... | 32,735 |
| Homœopathic | 12 | 188 | 1,220 | 83 | 380 | 2,420 | 145 | 185,000 | ..... | ..... | 33,258 |
| Dental | 16 | 219 | 730 | 49 | 266 | 6,335 | ..... | 135,600 | 1,500 | ..... | 91,240 |
| Pharmaceutical | 14 | 57 | 1,347 | 14 | 186 | 6,240 | 408 | 140,800 | 3,600 | 300 | 27,842 |
| Grand total | 120 | 1,660 | 14,006 | 1,016 | 3,693 | 66,140 | 1,640 | 2,611,570 | 204,406 | 80,003 | 577,859 |

The condition of medical education for the quarter century ending with 1870 was depicted in an article contributed by Dr. Charles Warren to my annual report for that year. In 1874 and 1876 I issued two pamphlets of an historical character, by Dr. J. M. Toner and Dr. N. S. Davis, respectively, giving information respecting medical education from the foundation of the colonies to the centennial year of national independence. From time to time in my annual reports I have discussed such topics or mentioned such facts as would serve to convey a correct idea of the progress and condition of medical training in this country. The improvement has been gradual, but some progress has been made in the right direction. Ten years ago only one medical school in the United States had a course of instruction extending over three years; now there are several. Then more than half the schools really required no more than attendance on one course of lectures; now only a small number venture to announce such laxity, however low their real standard may be. Then preliminary education and entrance examination, though much talked about, were not insisted on except in a very few instances; now several schools require a better preparation and encourage educated men by special inducements to enter their walls. Then graded courses of instruction were hardly heard of; now they are common and commonly advised if a choice of course is afforded. Special opportunities for graduate study have arisen at several points. The profession has been roused to some self activity by these and other events, which is, perhaps, the most hopeful sign of all I have mentioned.

The profession has been overcrowded to such an extent for so many years, chiefly because of the scandalous ease with which men imperfectly educated, or not educated at all, have been able to assume its titles and attempt its duties, that I do not know whether the increased admission of women during the last decade is to be considered as an advance in the right direction or not. It is encouraging to note that many women who have entered the profession are conspicuous examples of all that every physician should aspire to be; there cannot be too many such women in any occupation or too many such physicians in any country.

Legislation in medical and sanitary matters has made some very satisfactory progress in several States. Conspicuous among other events during the decade is the establishment of State boards of health in Michigan, Illinois, New Jersey, and Iowa, and of the National Board of Health, all following the formation of the State board of Massachusetts. The good done by these organizations cannot be estimated, and the influence of their work should be increasingly felt in every public enterprise and on public intelligence in all parts of the country.

### TABLE XIV. — UNITED STATES MILITARY AND NAVAL ACADEMIES.

In Table XIV of the appendix will be found the statistics of the examinations of candidates for admission to the United States Naval and Military Academies for the year 1880.

### TABLE XV. — DEGREES.

The following summary exhibits the number of degrees of each kind conferred by institutions in the several States and the total of the same for all the States, the District of Columbia, and Washington Territory. The number of degrees of all classes conferred in course was 10,114; honorary, 372. They were distributed as follows: In letters, 3,766 in course, 121 honorary; in science, 923 in course, 9 honorary; in philosophy, 280 in course, 30 honorary; in art, 42 in course, 3 honorary; in theology, 266 in course, 134 honorary; in medicine, 3,501 in course, 10 honorary; in law, 1,041 in course, 65 honorary.

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

| | All courses. | | 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 | a10,114 | 372 | 3,766 | 121 | 923 | 9 | 280 | 30 | 42 | 3 | b266 | 134 | 3,501 | 10 | 1,041 | 65 |
| Total in classical and scientific colleges. | c6,704 | 359 | 3,081 | 121 | 904 | 9 | 280 | 30 | 12 | 3 | 169 | 129 | 1,201 | 2 | 905 | 65 |
| Total in colleges for women. | d867 | 1 | 675 | .... | 19 | .. | .... | .. | 30 | .. | .... | 1 | ..... | .. | ..... | .... |
| Total in professional schools. | 2,543 | 12 | 10 | .... | .... | .. | .... | .. | .... | .. | b97 | 4 | 2,300 | 8 | 136 | .... |
| ALABAMA | 139 | 4 | 85 | 1 | 18 | .. | .... | .. | .... | .. | .... | 2 | 24 | .. | 12 | 1 |
| Classical and scientific colleges. | 63 | 4 | 33 | 1 | 18 | .. | .... | .. | .... | .. | .... | 2 | ..... | .. | 12 | 1 |
| Colleges for women | 52 | .... | 52 | .... | .... | .. | .... | .. | .... | .. | .... | .... | ..... | .. | ..... | .... |
| Professional schools | 24 | .... | ..... | .... | .... | .. | .... | .. | .... | .. | .... | .... | 24 | .. | ..... | .... |
| ARKANSAS | 36 | 6 | 17 | .... | 9 | .. | .... | .. | .... | .. | .... | 3 | 10 | .. | ..... | 3 |
| Classical and scientific colleges. | 36 | 6 | 17 | .... | 9 | .. | .... | .. | .... | .. | .... | 3 | 10 | .. | ..... | 3 |
| CALIFORNIA | e125 | 3 | 24 | .... | 19 | .. | 28 | .. | .... | .. | 8 | .... | 28 | .. | ..... | .... |
| Classical and scientific colleges. | e97 | 3 | 24 | 3 | 19 | .. | 28 | .. | .... | .. | .... | .... | 8 | .. | ..... | .... |
| Professional schools | 28 | .... | ..... | .... | .... | .. | .... | .. | .... | .. | 8 | .... | 20 | .. | ..... | .... |
| CONNECTICUT | 232 | .... | 124 | .... | .... | .. | 42 | .. | .... | .. | 24 | .... | 4 | .. | 38 | .... |
| Classical and scientific colleges. | 232 | .... | 124 | .... | .... | .. | 42 | .. | .... | .. | 24 | .... | 4 | .. | 38 | .... |
| DELAWARE | 10 | 1 | 7 | .... | .... | .. | 3 | 1 | .... | .. | .... | .... | ..... | .. | ..... | .. |
| Classical and scientific colleges. | 8 | 1 | 5 | .... | .... | .. | 3 | 1 | .... | .. | .... | .... | ..... | .. | ..... | .... |
| Colleges for women | 2 | .... | 2 | .... | .... | .. | .... | .. | .... | .. | .... | .... | .... | .. | ..... | .... |
| GEORGIA | f328 | 6 | 171 | 4 | 6 | 1 | 3 | .. | 7 | 1 | .... | .... | 82 | .. | 4 | .... |
| Classical and scientific colleges. | g142 | 6 | 50 | 4 | 6 | 1 | 3 | .. | .... | 1 | .... | .... | 36 | .. | 4 | .... |
| Colleges for women | h140 | .... | 121 | .... | .... | .. | .... | .. | 7 | .. | .... | .... | ..... | .. | ..... | .... |
| Professional schools | 46 | .... | ..... | .... | .... | .. | .... | .. | .... | .. | .... | .... | 46 | .. | ..... | .... |
| ILLINOIS | e865 | 34 | 236 | 14 | 82 | .. | 31 | 1 | 14 | .. | 32 | 14 | 385 | 1 | 67 | 4 |
| Classical and scientific colleges. | i437 | 29 | 208 | 14 | 82 | .. | 31 | 1 | .... | .. | 4 | 10 | 38 | .. | 67 | 4 |
| Colleges for women | j53 | .... | 28 | .... | .... | .. | .... | .. | 14 | .. | .... | .... | .... | .. | ..... | .... |
| Professional schools | 375 | 5 | ..... | .... | .... | .. | .... | .. | .... | .. | 28 | 4 | 347 | 1 | ..... | .... |

*a* Includes 295 degrees not specified.
*b* There were also 312 graduates, upon whom in most cases diplomas were conferred.
*c* Includes 152 degrees not specified.
*d* Includes 143 degrees not specified.
*e* Includes 18 degrees not specified.
*f* Includes 55 degrees not specified.
*g* Includes 43 degrees not specified.
*h* Includes 12 degrees not specified.
*i* Includes 7 degrees not specified.
*j* Includes 11 degrees not specified.

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

| | ALL COURSES. | | 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. |
| INDIANA | a243 | 18 | 91 | 3 | 38 | 1 | 7 | .. | .. | .. | .... | 5 | 101 | 5 | 3 | 4 |
| Classical and scientific colleges. | a201 | 14 | 90 | 3 | 37 | 1 | 7 | .. | .. | .. | .... | 5 | 61 | 1 | 3 | 4 |
| Colleges for women | 2 | ... | 1 | .. | 1 | .. | .... | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |
| Professional schools | 40 | 4 | ..... | ... | .. | .. | .... | .. | .. | .. | .... | .... | 40 | 4 | ..... | .... |
| IOWA | b454 | 12 | 80 | 3 | 71 | .. | 22 | 1 | .. | .. | 5 | 5 | 147 | 1 | 125 | 2 |
| Classical and scientific colleges. | 317 | 11 | 67 | 3 | 67 | .. | 22 | 1 | .. | .. | 5 | 5 | 31 | .. | 125 | 2 |
| Colleges for women | b21 | .... | 13 | .... | 4 | .. | .... | .. | .. | .. | .... | .. | ..... | .. | ..... | .... |
| Professional schools | 116 | 1 | ..... | ... | .... | .. | .... | .. | .. | .. | .... | .... | 116 | 1 | ..... | .... |
| KANSAS | 36 | 5 | 15 | 1 | 13 | .. | .... | 1 | .. | .. | .... | 3 | ..... | .. | 8 | ... |
| Classical and scientific colleges. | 31 | 4 | 10 | 1 | 13 | .. | .... | 1 | .. | .. | .... | 2 | ..... | .. | 8 | .... |
| Colleges for women | 5 | 1 | 5 | .... | .... | .. | .... | .. | .. | .. | .... | 1 | ..... | .. | ..... | ... |
| KENTUCKY | c316 | 2 | 120 | .... | 20 | .. | 1 | .. | .. | .. | 8 | 1 | 123 | 1 | 25 | .... |
| Classical and scientific colleges. | 85 | 1 | 32 | .... | 20 | .. | 1 | .. | .. | .. | 8 | 1 | 24 | .. | ..... | .... |
| Colleges for women | c97 | .... | 78 | .... | .... | .. | .... | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |
| Professional schools | 134 | 1 | 10 | .... | .... | .. | .... | .. | .. | .. | .... | .... | 99 | 1 | 25 | .... |
| LOUISIANA | 24 | 1 | 15 | .. | .... | .. | .... | .. | .. | .. | .... | 1 | ..... | .. | 9 | .... |
| Classical and scientific colleges. | 12 | 1 | 3 | .... | .... | .. | .... | .. | .. | .. | .... | 1 | ..... | .. | 9 | ... |
| Colleges for women | 12 | .... | 12 | ... | .... | .. | .... | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |
| MAINE | 95 | 7 | 68 | 4 | 23 | .. | .... | .. | .. | .. | 4 | 2 | ..... | .. | ..... | 1 |
| Classical and scientific colleges. | 89 | 7 | 62 | 4 | 23 | .. | .... | .. | .. | .. | 4 | 2 | ..... | .. | ..... | 1 |
| Colleges for women | 6 | .... | 6 | .... | .. | .. | .... | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |
| MARYLAND | d343 | 2 | 49 | .. | 2 | .. | 5 | .. | .. | .. | .... | 2 | 249 | .. | 33 | .... |
| Classical and scientific colleges. | 48 | 2 | 41 | .. | 2 | .. | 5 | .. | .. | .. | .... | 2 | ..... | .. | ..... | ... |
| Colleges for women | d13 | .... | 8 | .... | .... | .. | .... | .. | .. | .. | .... | .... | ..... | .. | ..... | ... |
| Professional schools | 282 | .... | ..... | .... | .... | .. | .... | .. | .. | .. | .... | .... | 249 | .. | 33 | .... |
| MASSACHUSETTS | e729 | 31 | 428 | 14 | 45 | .. | 10 | 3 | 12 | .. | 44 | 8 | 125 | .. | 53 | 6 |
| Classical and scientific colleges. | 617 | 31 | 390 | 14 | 45 | .. | 10 | 3 | 12 | .. | 21 | 8 | 86 | .. | 53 | 6 |
| Colleges for women | e50 | .... | 38 | .... | .... | .. | .... | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |
| Professional schools | 62 | .... | ..... | .... | .... | .. | .... | .. | .. | .. | 23 | .... | 39 | .. | ..... | .... |

*a* Includes 3 degrees not specified.
*b* Includes 4 degrees not specified.
*c* Includes 19 degrees not specified.
*d* Includes 5 degrees not specified.
*e* Includes 12 degrees not specified.

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

| | All courses. | | 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. |
| MICHIGAN | a524 | 12 | 79 | 6 | 27 | .. | 34 | 2 | .. | .. | 7 | 2 | 196 | .. | 175 | 2 |
| Classical and scientific colleges. | a497 | 12 | 79 | 6 | 27 | .. | 34 | 2 | .. | .. | 7 | 2 | 169 | .. | 175 | 2 |
| Professional schools | 27 | .... | ..... | .... | .... | .. | .... | .. | .. | .. | .... | .... | 27 | .. | ..... | .... |
| MINNESOTA | 73 | .... | 49 | .... | 14 | .. | .... | .. | .. | .. | 10 | .... | ..... | .. | ..... | .... |
| Classical and scientific colleges. | 63 | .... | 44 | .... | 9 | .. | .... | .. | .. | .. | 10 | .... | ..... | .. | ..... | .... |
| Colleges for women | 10 | .... | 5 | .... | 5 | .. | .... | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |
| MISSISSIPPI | b61 | 3 | 28 | .... | 2 | .. | .... | .. | .. | .. | .... | 3 | ..... | .. | 19 | .... |
| Classical and scientific colleges. | 30 | 3 | 9 | .... | 2 | .. | .... | .. | .. | .. | .... | 3 | ..... | .. | 19 | .... |
| Colleges for women | b31 | .... | 19 | .... | .... | .. | .... | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |
| MISSOURI | c352 | 2 | 117 | 1 | 26 | .. | 7 | .. | 1 | .. | 5 | .... | 147 | .. | 36 | 1 |
| Classical and scientific colleges. | c164 | 2 | 71 | 1 | 23 | .. | 7 | .. | .. | .. | 5 | .... | 9 | .. | 36 | 1 |
| Colleges for women | 50 | .... | 46 | .... | 3 | .. | .... | .. | 1 | .. | .... | .... | ..... | .. | ..... | .... |
| Professional schools | 138 | .... | ..... | .... | .... | .. | .... | .. | .. | .. | .... | .... | 138 | .. | ..... | .... |
| NEBRASKA | 12 | .... | 7 | .... | 4 | .. | 1 | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |
| Classical and scientific colleges. | 12 | .... | 7 | .... | 4 | .. | 1 | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |
| NEW HAMPSHIRE | c124 | 16 | 64 | 7 | 21 | .. | .... | 4 | .. | .. | .... | 2 | 26 | .. | ..... | 3 |
| Classical and scientific colleges. | 106 | 16 | 59 | 7 | 21 | .. | .... | 4 | .. | .. | .... | 2 | 26 | .. | ..... | 3 |
| Colleges for women | c18 | .... | 5 | .... | .... | .. | .... | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |
| NEW JERSEY | 247 | 10 | 200 | 1 | 41 | .. | 1 | 3 | .. | .. | 5 | 3 | ..... | .. | .... | 3 |
| Classical and scientific colleges. | 218 | 10 | 176 | 1 | 41 | .. | 1 | 3 | .. | .. | .... | 3 | ..... | .. | ..... | 3 |
| Colleges for women | 24 | .... | 24 | .... | .... | .. | .... | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |
| Professional schools | 5 | .... | ..... | .... | .... | .. | .... | .. | .. | .. | 5 | .... | ..... | .. | ..... | .... |
| NEW YORK | d1,453 | 40 | 472 | 15 | 148 | .. | 35 | 4 | .. | 1 | 26 | 14 | 546 | .. | 199 | 6 |
| Classical and scientific colleges. | e1,036 | 40 | 443 | 15 | 148 | .. | 35 | 4 | .. | 1 | 21 | 14 | 170 | .. | 199 | 6 |
| Colleges for women | f36 | .... | 29 | .... | .... | .. | .... | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |
| Professional schools | 381 | .... | ..... | .... | .... | .. | .... | .. | .. | .. | 5 | .... | 376 | .. | ..... | .... |
| NORTH CAROLINA | 86 | 13 | 59 | 3 | 5 | .. | 1 | 1 | .. | .. | 7 | 5 | 9 | .. | 5 | 4 |
| Classical and scientific colleges. | 82 | 13 | 55 | 3 | 5 | .. | 1 | 1 | .. | .. | 7 | 5 | 9 | .. | 5 | 4 |
| Colleges for women | 4 | .... | 4 | .... | .... | .. | .... | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |

*a* Includes 6 degrees not specified.
*b* Includes 12 degrees not specified.
*c* Includes 13 degrees not specified.
*d* Includes 27 degrees not specified.
*e* Includes 20 degrees not specified.
*f* Includes 7 degrees not specified.

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

| | ALL COURSES. | | 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. |
| OHIO | *a*849 | 49 | 257 | 13 | 59 | 5 | 11 | 4 | .... | .... | 26 | 22 | 439 | 1 | 51 | 4 |
| Classical and scientific colleges. | 399 | 48 | 248 | 13 | 59 | 5 | 11 | 4 | .... | .... | 13 | 22 | 68 | .... | .... | 4 |
| Colleges for women | *a*15 | .... | 9 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| Professional schools | 435 | 1 | .... | .... | .... | .... | .... | .... | .... | .... | 13 | .... | 371 | 1 | 51 | .... |
| OREGON | 50 | .... | 5 | .... | 32 | .... | .... | .... | .... | .... | .... | .... | 13 | .... | .... | .... |
| Classical and scientific colleges. | 50 | .... | 5 | .... | 32 | .... | .... | .... | .... | .... | .... | .... | 13 | .... | .... | .... |
| PENNSYLVANIA | *b*1 085 | 34 | 392 | 10 | 81 | .... | 20 | 4 | 4 | .... | 21 | 13 | 488 | .... | 49 | 7 |
| Classical and scientific colleges. | *c*675 | 34 | 372 | 10 | 81 | .... | 20 | 4 | .... | .... | 14 | 13 | 136 | .... | 49 | 7 |
| Colleges for women | *d*51 | .... | 20 | .... | .... | .... | .... | .... | 4 | .... | .... | .... | .... | .... | .... | .... |
| Professional schools | 359 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 7 | .... | 352 | .... | .... | .... |
| RHODE ISLAND | 82 | 2 | 77 | 2 | .... | .... | 5 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| Classical and scientific colleges. | 82 | 2 | 77 | 2 | .... | .... | 5 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| SOUTH CAROLINA | 89 | 2 | 64 | .... | .... | .... | .... | .... | .... | .... | .... | 2 | 25 | .... | .... | .... |
| Classical and scientific colleges. | 48 | 2 | 48 | .... | .... | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... |
| Colleges for women | 16 | .... | 16 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| Professional schools | 25 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 25 | .... | .... | .... |
| TENNESSEE | 452 | 22 | 153 | 8 | 23 | 1 | 5 | .... | .... | .... | 16 | 7 | 218 | 1 | 37 | 5 |
| Classical and scientific colleges. | 365 | 22 | 66 | 8 | 23 | 1 | 5 | .... | .... | .... | 16 | 7 | 218 | 1 | 37 | 5 |
| Colleges for women | 87 | .... | 87 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| TEXAS | *e*44 | 9 | 25 | .... | 3 | .... | 5 | .... | .... | .... | .... | 7 | .... | .... | .... | 2 |
| Classical and scientific colleges. | 31 | 9 | 23 | .... | 3 | .... | 5 | .... | .... | .... | .... | 7 | .... | .... | .... | 2 |
| Colleges for women | *e*13 | .... | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| VERMONT | 87 | 2 | 25 | 2 | 3 | .... | 2 | .... | 4 | .... | .... | .... | 53 | .... | .... | .... |
| Classical and scientific colleges. | 78 | 2 | 20 | 2 | 3 | .... | 2 | .... | .... | .... | .... | .... | 53 | .... | .... | .... |
| Colleges for women | 9 | .... | 5 | .... | .... | .... | .... | .... | 4 | .... | .... | .... | .... | .... | .... | .... |
| VIRGINIA | 180 | 10 | 72 | 2 | 39 | .... | .... | .... | .... | .... | .... | 5 | 35 | .... | 31 | .... |
| Classical and scientific colleges. | 109 | 10 | 32 | 2 | 33 | .... | .... | .... | .... | .... | .... | 5 | 10 | .... | 24 | 3 |
| Colleges for women | 46 | .... | 40 | .... | 6 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| Professional schools | 25 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 25 | .... | .... | .... |

*a* Includes 6 degrees not specified.
*b* Includes 30 degrees not specified.
*c* Includes 3 degrees not specified.
*d* Includes 27 degrees not specified.
*e* Includes 11 degrees not specified.

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

| | ALL COURSES. | | 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. |
| WEST VIRGINIA | a50 | .... | 9 | .... | 6 | .. | .... | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |
| Classical and scientific colleges. | a50 | .... | 9 | .... | 6 | .. | .... | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |
| WISCONSIN | b151 | 7 | 66 | 2 | 41 | 1 | .... | .. | .. | .. | 8 | 3 | ..... | .. | 32 | 1 |
| Classical and scientific colleges. | 139 | 7 | 66 | 2 | 41 | 1 | .... | .. | .. | .. | .... | 3 | ..... | .. | 32 | 1 |
| Colleges for women | c4 | .... | ..... | .... | .... | .. | .... | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |
| Professional schools | 8 | .... | ..... | .... | .... | .. | .... | .. | .. | .. | 8 | .... | ..... | .. | ..... | .... |
| DISTRICT OF COLUMBIA | b86 | 7 | 16 | 2 | .... | .. | 1 | 1 | .. | 1 | 10 | .... | 28 | .. | 27 | 3 |
| Classical and scientific colleges. | b53 | 7 | 16 | 2 | .... | .. | 1 | 1 | .. | 1 | 10 | .... | 22 | .. | ..... | 3 |
| Professionol schools | 33 | .... | ..... | .... | .... | .. | .... | .. | .. | .. | .... | .... | 6 | .. | 27 | .... |
| WASHINGTON TERRITORY | 2 | .... | ..... | .... | 2 | .. | .... | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |
| Classical and scientific colleges. | 2 | .... | ..... | .... | 2 | .. | .... | .. | .. | .. | .... | .... | ..... | .. | ..... | .... |

*a* Includes 35 degrees not specified. *b* Includes 4 degrees not specified. *c* Degrees not specified.

## SALE OF COLLEGIATE AND PROFESSIONAL DEGREES.

For several years I have called attention in these annual reports to the increasing sale of diplomas conferring degrees in arts, sciences, and the learned professions by certain persons controlling charters of educational institutions. For example, I mentioned the "American University of Philadelphia" and "Richmond College" of Richmond, Ohio, in my report for 1876, page cxxii; in that for 1877, page cvii, I alluded to the conferring of honorary degrees as a practice very liable to abuse and discountenanced by some of the best colleges because "it is quite easy for unscrupulous and designing men to be corporators of a 'college' or 'university,' or they can become the possessors by purchase of the charter of some decaying corporation with a sounding name. When a charter is secured by either of these methods an imposing series of diplomas certifying to the conferring of various degrees is prepared; advertisements are published which inform the public that, for a specified sum of money and the presentation of a satisfactory thesis, the applicant will be given the degree he desires. The thesis is unimportant; the fee is the principal reason for conferring the distinction. Many foreigners have obtained degrees from such schools, to the scandal and disgrace of our country. It may be set down as an invariable rule that any 'college' or 'university' or professional school which grants degrees in absentia on the payment of certain 'fees' is a fraud. Fortunately, the number of such institutions is not large."

In my report for 1878, page cxvii, I said that "the Federal Government did not create the corporations which are causing this scandal and has no power to cancel their charters. It is for the authorities of the States to move in the matter, and thus vindicate the honor of the nation and of American scholars." And last year (p. cli) I remarked that "the thorough exposure of this base imposition will do much to vindicate the character of our superior instruction, and the leading universities and colleges are taking efficient measures to restore and preserve the full significance of their honors."

It was with great interest that I received the letter of March 12 last from the honorable the Secretary of State which you were pleased to send me. You will doubtless remember that Mr. Evarts transmitted a letter from the Hon. Andrew D. White, United States minister at Berlin, reciting the attempt made by the possessor of a diploma from the "American University of Philadelphia" to obtain the official recognition of the legation, and the reference of another diploma from the same alleged institution by the judicial authorities of the Empire for certification as to its genuineness and as to the standing of the institution granting it, as it was a question whether the possessor of the diploma could be allowed to practise his profession under it. Mr. White then continued as follows:

After looking through the correspondence on record in this legation and seeking in vain for the name of the institution in the list of colleges and universities published by the Bureau of Education in the Department of the Interior, at Washington, my answer was unfavorable to Volland's claim.

Requesting further information from this Office, Mr. White closed his letter thus:

That such cases as these have brought disgrace upon the American system of advanced education and upon the American name in general is certain. This has been recently revealed to me incidentally in a curious way: In a very successful play now running at the Royal Theatre in this city, a play written, strangely enough, by a judge of one of the highest tribunals in the Empire, one of the characters, in casting a reflection upon another who is dignified with the title of doctor, declares a belief that the latter had simply bought his degree in America; and in a recent novel, by a popular author here, the scoundrel of the book, having escaped justice in Germany, goes to America, and is at last advices very comfortably settled and practising medicine with a sham diploma which he has bought for money.

All this, of course, is of no especial significance in this case, save as it shows that the fair name of our country has been and can be injured in the minds of a large number of people even by such contemptible transactions as those herein referred to.[1]

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[1] In order that the materials for estimating the extent, boldness, and impudence of this sale may be preserved in some permanent form for the information of the public in the future, as well as the present, I subjoin an exact copy of the diploma submitted by the German authorities. The words written in the original are printed here in italics.

Omnibus ad quos literæ præsentes pervenerint, præses, curatores professoresque Universitatis Americanæ Philadelphiæ, Reipublicæ Pennsylvaniæ legibus constitutæ, salutem,

Quum in omnibus academiis rite legitimeque constitutis, aut hic aut ubique gentium, usus laudabilis et antiquus fuerit, ut viri, qui vel literis vel artibus ingenuis, vel quibuslibet studiis liberalibus, non minus diligenter quam feliciter operam dederunt, interea recte atque honeste se gerentes, aliquo eximio honore adornarentur, et ad meritam dignitatem attollerentur, et quum nos, secundum leges reipublicæ nostræ, amplissimam potestatem insigniendi decorandique titulis academicis, et promovendi ad gradus in sacra theologia, legibus, artibus liberalibus ac medicina viros bene merentes teneamus, nos igitur, hac auctoritate prædíti, usúsque antiqui haud immemores, decrevimus virum egregium, studiis optimis deditum, *Paul Christoph Erdmann Volland*, de cujus eruditione in *chirurgia dentaria arte* et probis moribus satis compertum exploratumque habemus, dignum atque idoneum qui honoretur, ut *vir doctus* altissimo dignitatis gradu; quare uno animo et creavimus et feccimus eum *chirurgiæ dentariæ doctorem*, eique omnia jura et privilegia quæ ad illum gradum attinent dedimus et concessimus.

In quorum fidem, has literas signo magno universitatis literariæ nostræ communiri jussimus, hoc *decimoquarto* die mensis *Octoberis* annoque Domino nostri millesimo octingentesimo *septuagesimo nono*.

JOHN BUCHANAN, M. D.
JOHN J. FULMER, M. D.
ROBT. DEBEUST, M. D.
RICHARD FORBES, M. D.
CHARLES G. POLK, M. D.
C. H. KEHNROTH, M. D.
JAMES COCHRAN, M. D.
J. K. BOWERS, M. D.

SEAL: { Eclectic Medical College and American University, Philadelphia, 1850. }

A. P. BISSELL, LL. D.
JAMES ROBINSON.

This diploma was fortified by the following certificates:

I, Philip A. Cregar, a notary public for the Commonwealth of Pennsylvania residing in the city of Philadelphia, do hereby certify that the diploma hereto annexed from the "American University of Philadelphia" is the regular diploma of that institution; that the university is a regularly incorporated institution in good standing, and that the signatures on said diploma are genuine and were acknowledged before me in due form of law.

Witness my hand and notarial seal this fourteenth day of October, A. D. 1879.

[SEAL.] PHILIP A. CREGAR, *Notary Public.*

STATE OF PENNSYLVANIA, *County of Philadelphia,* } *ss:*

I, William B. Mann, prothonotary of the courts of common pleas of the county of Philadelphia, do hereby certify that Philip A. Cregar, esquire, by whom the annexed certificate was made, was at the time of so doing, and now is, a notary public in and for said county, duly authorized to take acknowledgments and administer oaths, &c., and that I am well acquainted with the handwriting of the said Philip A. Cregar, notary public, and verily believe the signature thereto is genuine.

In witness whereof I have hereunto set my hand and affixed the seal of the said courts this 16th day of October, 1879.

[SEAL.] WILLIAM B. MANN, *Prothonotary.*

Impressed with the importance of the opportunity, I prepared and printed a circular letter, containing Mr. Evarts's communication and the papers accompanying it, copies of which were sent to institutions conferring degrees in arts, sciences, medicine, law, dentistry, and pharmacy, as well as to prominent medical men of every school of practice. Special copies of the circular were sent to the Hon. J. P. Wickersham, superintendent of public instruction for the State of Pennsylvania, so that he might lay the matter before his excellency the governor and obtain the coöperative action of the State's attorney general, Hon. Henry W. Palmer. Dr. Wickersham, on the 30th of March, laid the whole matter before the governor, who promptly communicated with Attorney General Palmer. Meanwhile great interest was manifested by persons and institutions that had received the circular from this Office, and many hearty offers of coöperation were received. Several of these communications contained letters from persons desiring to purchase degrees.[1]

Meanwhile, a few public spirited men in Philadelphia had determined to devote time and money, if necessary, to put down this disgraceful traffic. The proprietors of the Record, a daily paper of the city, and Mr. John Norris, one of its editors, assumed this responsibility. The first thing to be done was to obtain sure evidence of

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[1] For example, Doctor Bettmann, of Gray, Haute-Saône, France, says, under date of May 9, 1879: "Please inform me whether I can procure a diploma from your university, and at what price. I sell many, and have some of a university of Philadelphia." John Neuzerling, claiming to be a dental student at Lohr-on-Main, Bavaria, says, January 2, 1880: "I would be willing to send in my examination in writing as you may require, and also to appear in person, under the condition that you would give me the diploma as soon as I arrive there, so that I could travel home by the next steamer. Or, if you prefer, you could send me the diploma dated four weeks in advance; I would then travel to ——; this way I would give the preference." M. van Gelderen, jr., surgeon dentist, writing from No. 517 Heerengracht, Amsterdam, Holland, remarks: "The possibility of passing in much less time than one whole semester will suit me still better, and will induce me more to undertake the journey very soon. The college able to offer me the easiest way is the one I shall choose." Luigi Rebolla, physician and surgeon dentist, of Naples, Italy, would consider it a high honor and ornament to himself if he were in possession of the title of doctor in dental surgery conferred by the university he addressed. Perhaps, however, the most interesting of these examples is the following, not only on account of the writer's subsequent connection with the diploma selling of the so-called Richmond College, in Ohio, but also with the notorious transactions of the Philadelphia degree vendors:

[Confidential memorandum from Dr. E. A. Sturman, PH. D., &c., principal, Packington College, 145 Packington street, N.]

LONDON, 2, 11, 1869.

HONOURED SIR: Will you kindly let me know by *next* mail whether you could grant me degrees (*honorary* or *otherwise*) for gentlemen I could introduce to you as qualified, they proving themselves proficient by writing a suitable petition in Latin (including their biography) and forwarding their testimonials and manuscript or printed works; or, further, by passing (if you desire it) an examination at this college, the questions being proposed by yourself. If you would oblige me by doing this I will guarantee £1,000 a year, or £8 or £10 for each diploma. Let me have your kind reply at once.

Yours, very faithfully, EDWARD ALBERT STURMAN,
M. A., PH.D., LL.D., M. R. C. P., F. S. A., F. A. S. L., M. S. R. A., F. E. T. S., &C., &C.

P. S.—What degrees could you grant? I should like a B. A. or M. A. for myself, so that I could show the kind of diploma to my friends and pupils.

Another example must suffice. It was written by a man who since has moved to London, where he became identified with the sale of diplomas, false titles, and pretended offices.

[From Dr. Med. S. Olschowsky.]

BERLIN, S. W., *Zimmer-Strasse* 52, 13, 6, '78.

DEAR SIR: I am sorry you did not yet answer my letter from April 26th, the more as it is my own interest to treat the affair with greatest precaution and discretion. Perhaps you would prefer to receive directly every proposal of promotion, and to send me the diploma after having proved my proposal. I therefore request you to specify your conditions for it, although I believe this way is a little troublesome and you do better by giving me blanco-diplomas, what is in no wise dangerous for you, but the most prosperous for you and me, as, by my experience of many years, I understand to treat the affair with the greatest circumspection, so that the reputation of your university will be preserved.

I therefore hope you will enter into connection with me, either by sending, me to you, single proposals of promotion, or—and this is better—by sending, you to me, half a dozen blanco-diplomas.

In every case I hope to get a prosperous and detailed answer, or, better, the diplomas, for we lose so much time by a long correspondence in account of the great distance.

I remain, dear sir, yours truly, DR. OLSCHOWSKY.

This person has been advertising in the German paper Kladderadatsch as "Dr. O., 8 Ravendon street, London, S. E.," and was thoroughly exposed in the Pharmaceutische Centralblatt of February 8, 1878.

Other recent advertisers for the custom of the vain and unscrupulous are C. W. Howard, presumably of London, England; E. Gies, of No. 238 Brixton, London, S. W.; Discretie, Keizerstraat 1, Amsterdam; Discretie Annoncen-Bureau, Dam 15, Amsterdam; and Central Annoncen-Bureau, Carlsstrasse 1, Breslau, Germany.

some unlawful act by the officers of each suspected corporation, and Mr. Norris had already begun the necessary operations against "The Philadelphia University of Medicine and Surgery," of which Thomas B. Miller, M. D., a minister of the Methodist Episcopal church, was dean. The arrival of the papers from the Berlin legation caused Mr. Norris, who was already in communication with the Hon. H. W. Palmer, to come here with proper letters of introduction from the State Department; the matter of investigating and exposing the practices of John Buchanan and his associates was intrusted to him, the Federal Government having no fund out of which the expenses of such a proceeding could be paid.

The sale of diplomas, if proved, was an offence against the statutes of Pennsylvania; but it was probable that Buchanan was using the postal facilities of the United States to forward his fraudulent wares and receive pay for them. If some evidence of such use could be procured, a warrant of arrest from the Federal courts might be obtained, and the collusion between Buchanan, certain notaries, and other small State officials broken up.

Thirty years ago Buchanan is reported to have been a porter in an oil cloth factory. When the eclectic system of medical practice arose out of the Thompsonian and botanic methods of medication and began to excite public attention, he seems to have adopted its dogmas as a means of improving his personal position and fortunes. He became connected with the Eclectic Medical College of Pennsylvania, which was chartered in 1850, and finally, in 1858, obtained the control of it, the principal men who founded the school having retired from its management. Whether the practice of selling diplomas was begun before or after this rupture is not known to me; it is certain, however, that Buchanan speedily became known for this traffic after he obtained the mastery of the corporation. The confusion caused by the war of 1861–1865 covered his illegal actions effectually, and in 1867 he was emboldened to extend his operations outside of degrees in medicine by obtaining, under the general incorporation law of the State, a charter for the American University of Philadelphia. His scandalous practices increased to such an extent that the provost and faculty of the University of Pennsylvania and other distinguished friends of sound learning tried, and with success, to have the last named charter repealed by the legislature. This was accomplished in 1873, but the supreme court of the State decided that the legislature could not in this way put an end to the corporation. The only effect was to advertise the business, and Buchanan continued selling diplomas as before. Practices like this had been expressly condemned by formal resolution of the National Eclectic Medical Association at its annual meeting in 1871. He revenged himself in 1879 by taking its name for another corporation which he established under the laws of Pennsylvania. The real association was already chartered, March 27, 1871, by the New York legislature. He also, under the name of James Murray, D. D., obtained a charter from the legislature of West Virginia, for the "Livingston University of America." He also organized a "College of Pharmacy" in the Philadelphia University. He proceeded to organize local medical societies, subordinate to but represented in his association; and finally his pupils or correspondents began to establish diploma machines in other places. Thus a formidable combination of ignorant but cunning and unscrupulous men, furnished with corporate powers of indefinite extent and various origin, had been formed and was on the point of spreading from Philadelphia and Pennsylvania into other cities and States.

The situation was further complicated by the existence and loose practices of other educational corporations which, not venturing perhaps to follow Buchanan's example literally, gave diplomas after insufficient or partial instruction or pretence of instruction. Among these appear to have been the Philadelphia University of Medicine and Surgery, of which T. B. Miller, M. D., has been dean; its unauthorized corporate partner, the Quaker City Business College; the Penn Medical University or College, and the Philadelphia Electropathic Institution.

Against these, in addition to Buchanan's three corporations, Mr. Norris, as has been stated, began his well devised and successful plan of exposure. For $25 he obtained

from Dean Miller a certificate of scholarship in the Philadelphia University of Medicine and Surgery,[1] a matriculation ticket for the session which ended last spring (1879–'80), 7 "professor's tickets," dated October 6, 1879, which admitted him to the lectures of that term, and a certificate which states that the bearer (Mr. Norris) was "entitled to practise medicine from this date," i. e., February 27, 1880. Under the name of John William Fanning he obtained a medical doctorate from the Eclectic Medical College of Pennsylvania, dated April 20, 1878, as well as a certificate of same date from Buchanan's "National Eclectic Medical Association" as to said Fanning's membership therein and to his eminent qualifications in medicine, surgery, and obstetrics. As "George Austin Dawson," Mr. Norris purchased a doctorate of laws from the American University of Philadelphia, dated January 1, 1878; under the name of Henry Dawson, he bought a doctorate of sacred theology from the last named school and a doctorate of civil law from the Livingston University of America, both dated May 26, 1878; as "John N. McLean" he purchased the degree of "master in electro-therapeutics," dated June 1, 1880, from the Philadelphia Electropathic Institution, not, however, without being obliged to attend six or seven lectures on the medical virtues of electricity. Some of these diplomas were procured by mail, and thus afforded the opportunity to arrest their vendor, John Buchanan, and seize his place of operations in Philadelphia. This was done, and the authorities obtained detailed and abundant proofs of the extensive sales he had carried on, and ample justification for the repeal of the charters controlled by him. He was promptly indicted, and measures were taken before the proper court to have the two charters issued in Pennsylvania annulled.

Buchanan's courage gave way in this state of his affairs, and he determined to relieve himself from his embarrassment by his usual expedient, flight. On more than one occasion he has escaped the hand of the law by running away, till his confederates could quash indictments or otherwise dispose of indictments and bail bonds. To fly he must be free; to be free he must be bailed; to be bailed he must give his sureties ample security for the amount of his bail by mortgaging his property. He mortgaged it accordingly, and was released on bail; but he found that his former tactics would be of no avail on this occasion. He therefore determined to rescue his bondsmen from liability and his property from forfeiture by feigning suicide. He employed some one to personate him; the supposed Buchanan, a skilful swimmer, jumped at night from a ferry-boat plying between Camden and Philadelphia, while the real Buchanan fled to Canada, supplied with a number of diplomas, by the sale of which he hoped to procure the necessities if not the luxuries of life during his exile. The

[1] Originally chartered February 26, 1853, as the "American College of Medicine in Pennsylvania," and again, February 15, 1860, as the "American Medical College of Pennsylvania and the Eclectic Medical College of Philadelphia." The present designation was authorized by the legislative act of March 21, 1865. This much named school or alleged school, under its founder, Dr. William Payne, was highly esteemed by the eclectic physicians of the country (Outline History of Eclectic Medicine, by Dr. Alex. Wilder, in Transactions of the National Eclectic Medical Association, 1875, p. 48). Under the management of Miller it seems to have degenerated to Buchanan's level in public esteem. The dean already named and William Major, secretary of the corporation, have been disciplined by their church for fraud, the former being expelled and the second suspended.

The Philadelphia University of Medicine and Surgery has also a "department of arts," which to the outer world is known as the "Quaker City Business College," chartered March 14, 1865, by the legislature with "power to teach all branches of learning necessary for the thorough theoretical education of young men for the various duties and employments of life, and to impart instruction in such other literary and scientific knowledge as may from time to time be deemed expedient," and with "power to confer degrees of merit on such persons as shall have completed the prescribed course of study," &c. In November, 1868, this commercial school with its university charter joined hands with Dr. Miller's medical school, the trustees artlessly designing "to build up a free and untramelled institution of learning in which young men and women could receive a collegiate education at the lowest possible cost to the students, and to break down the exclusive and aristocratic monopoly existing in the older and illiberal institutions." ("Exposure of the conspiracies against the Philadelphia University of Medicine and Surgery," pp. 1–5.)

authorities were not deceived, however; he was discovered in his hiding place, enticed over the border into the State of Michigan, arrested, and brought back to jail. He has entered a plea of guilty to three several indictments, but for certain reasons sentence has not been passed on him as yet. The proceedings against the charters have not been resisted seriously, and finally the court of common pleas No. 3, for the county of Philadelphia, has abolished the corporations. The "American University of Philadelphia" and the "Eclectic Medical College of Pennsylvania" have had no legal existence since the 30th of September, 1880.

Dr. T. B. Miller, whose name I have mentioned more than once in this account, was also arrested last August on complaint of Mr. Norris, but has been bailed. The persons now controlling the charter of the Philadelphia University of Medicine and Surgery claim that they have never authorized any of his irregular practices and that he is no longer a member of the corporation.

The "Washington Medical Institution" of the District of Columbia is doubtless a similar instrumentality for diploma-selling. One Selden W. Crowe, M. D., has been the manager of it; but on the 12th of the present month his death was advertised in the New York Herald. Whether he is really dead or not remains to be proved. I would urge that some suitable measures be taken so that educational corporations created in the District of Columbia under the general statute shall be subject to some oversight or liable to some penalty if they misuse the powers given them.

A pupil and imitator of Buchanan has been trying for some years to establish this traffic in the New England States. He succeeded in getting a charter for "the New England University of Medicine and Surgery" from the New Hampshire legislature; but it was repealed at the next session. The founder, one H. C. Stickney, however, has shown some originality in his proceedings, in that, since the repeal, he has continued to sell degrees as before. Some of these purport to be from the medical corporation already mentioned, and others from a "New England University of Arts and Sciences," which never had any existence outside the brain of its concocter.

I do not wish to say much more about this distressing and disgusting affair; but I wish to emphasize the fact that most of the rascals who have disgraced their country in this way are still at large. Even if John Buchanan should die in jail, the others will, sooner or later, return to the practices out of which they have profited so largely in the past. Old charters will be bought up, new charters will be procured, and the same specious cant which has hidden the iniquities in Philadelphia will be used to conceal their revival in other places. The only way to anticipate and circumvent these attempts is to declare all educational charters heretofore issued and not now in active and reputable use by responsible corporations void and defunct after a specified time; to enact laws forcing persons who wish to obtain charters for institutions of collegiate or professional character to give heavy bonds for their proper use; and, finally, to discourage the practice of conferring honorary degrees, save under careful restrictions.

TABLE XVI.—*Summary of statistics of additional public libraries for* 1880.

| States and Territories. | Number of libraries. | Number of volumes. | Volumes added during last library year. | Volumes issued during last library year. | Amount of permanent fund. | Total yearly income. | Yearly expenditures. | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | Books, periodicals, and binding. | Salaries and incidentals. |
| Arkansas | 1 | 2,000 | 50 | ..... | ..... | ..... | ..... | ..... |
| California | 2 | 33,300 | *a*700 | *a*216,129 | ..... | *a*$24,000 | *a*$13,372 | *a*$18,908 |
| Colorado | 4 | 10,241 | *a*51 | *a*7,800 | ..... | *a*97 | ..... | ..... |
| Connecticut | 3 | 1,700 | *b*1,050 | *a*320 | ..... | ..... | ..... | ..... |
| Georgia | 1 | 2,000 | 2,000 | ..... | ..... | ..... | ..... | ..... |
| Illinois | 9 | 7,057 | *c*955 | *b*4,400 | *b*$775 | *d*1,007 | *b*62 | *e*332 |
| Indiana | 2 | 984 | ..... | ..... | ..... | ..... | ..... | *a*141 |
| Iowa | 2 | 3,300 | 800 | ..... | ..... | *a*600 | *a*25 | *a*45 |
| Kansas | 2 | 1,315 | *a*40 | ..... | ..... | ..... | ..... | ..... |
| Kentucky | 1 | 1,500 | ..... | ..... | ..... | ..... | ..... | ..... |
| Maine | 1 | 1,569 | 196 | ..... | ..... | ..... | ..... | ..... |
| Maryland | 2 | 700 | 100 | ..... | ..... | ..... | ..... | ..... |
| Massachusetts | 5 | 9,027 | *d*2,452 | *e*75,023 | *d*16,725 | 6,106 | *d*2,820 | 1,889 |
| Michigan | 1 | 1,009 | 300 | ..... | ..... | ..... | ..... | ..... |
| Mississippi | 4 | 2,927 | *c*500 | ..... | ..... | ..... | ..... | ..... |
| Missouri | 1 | 6,000 | ..... | ..... | ..... | ..... | ..... | ..... |
| Nebraska | 1 | 600 | 600 | ..... | ..... | ..... | ..... | ..... |
| New Hampshire | 2 | 2,212 | *a*100 | ..... | ..... | *a*50 | *a*100 | 55 |
| New Jersey | 4 | 2,602 | *a*25 | *a*4,172 | ..... | *a*596 | ..... | *a*489 |
| New York | *f*11 | *f*35,636 | *g*876 | *e*32,898 | *a*5,000 | *c*15,675 | *c*6,042 | *d*3,638 |
| Ohio | 2 | 800 | 73 | *a*500 | ..... | ..... | ..... | ..... |
| Pennsylvania | 5 | 2,577 | 999 | *b*1,900 | ..... | *e*254 | *b*54 | *b*57 |
| Rhode Island | 3 | 8,044 | *b*630 | *b*30,427 | ..... | *a*1,200 | ..... | ..... |
| Texas | 2 | 1,791 | *a*20 | ..... | ..... | ..... | ..... | ..... |
| Wisconsin | 3 | 2,552 | 330 | ..... | ..... | ..... | ..... | ..... |
| District of Columbia | 1 | 300 | 150 | ..... | ..... | ..... | ..... | ..... |
| Utah | 1 | 300 | 100 | ..... | ..... | ..... | ..... | ..... |
| Total | *f*76 | *f*142,043 | *h*13,097 | *i*373,569 | *j*22,500 | *k*49,585 | *l*22,475 | *m*25,554 |

*a* 1 reporting.
*b* 2 reporting.
*c* 5 reporting.
*d* 4 reporting.
*e* 3 reporting.
*f* 1 failed to make any report.
*g* 6 reporting.
*h* 49 reporting.
*i* 17 reporting.
*j* 7 reporting.
*k* 23 reporting.
*l* 16 reporting.
*m* 20 reporting.

Adding the totals of the preceding summary to those of the statistics of 1879, 1878, 1877, 1876, and of the special report on public libraries published by this Bureau in 1876 (see also the Report of the Commissioner of Education for 1875, p. cvii), we have the following aggregates for the libraries now reported:

| | |
|---|---|
| Total number of public libraries reported, each having 300 volumes or upwards | 3,917 |
| Total number of volumes | 12,711,493 |
| Total yearly additions (1,690 libraries reporting) | 482,617 |
| Total yearly use of books (853 libraries reporting) | 9,700,464 |
| Total amount of permanent fund (1,759 libraries reporting) | $6,818,496 |
| Total amount of yearly income (972 libraries reporting) | 1,460,648 |
| Total yearly expenditure for books, periodicals, and binding (891 libraries reporting) | 619,479 |
| Total yearly expenditures for salaries and incidental expenses (753 libraries reporting) | 774,403 |

It should be noted, however, that the figures for these items are but approximately true for the libraries of the country, inasmuch as they do not include the very considerable increase of the 3,647 libraries embraced in the Special Report on Public Libraries or the increase of the 195 libraries embraced in the Commissioner's Reports for 1876, 1877, 1878, and 1879, from the dates thereof to the present time.

TABLE XVII.—*Summary of statistics of training schools for nurses.*

| | Name. | Number of instructors. | Present number of pupils. | Graduates in 1880. | Total number of pupils since organization. | Graduates since organization. |
|---|---|---|---|---|---|---|
| 1 | Connecticut Training School for Nurses | 4 | 24 | 8 | 116 | 43 |
| 2 | Illinois Training School for Nurses | ..... | ..... | ..... | ..... | ..... |
| 3 | Boston City Hospital Training School for Nurses | 16 | 42 | 17 | 79 | 19 |
| 4 | Boston Training School for Nurses | ..... | 42 | 16 | 247 | 73 |
| 5 | Training School for Nurses (New England Hospital) | 1 | 16 | 6 | 83 | 40 |
| 6 | Missouri School of Midwifery | 3 | 16 | 21 | 180 | 173 |
| 7 | Brooklyn Training School for Nurses | 1 | 10 | 0 | 10 | 0 |
| 8 | New York State School for Training Nurses | 8 | 7 | 5 | 66 | 47 |
| 9 | Charity Hospital Training School | ..... | 40 | 28 | 120 | 57 |
| 10 | Training School for Nurses (Bellevue Hospital) | 6 | 63 | 29 | 209 | 148 |
| 11 | Training School of New York Hospital | 4 | 26 | 14 | 52 | 14 |
| 12 | Training School for Nurses (House of the Good Shepherd) | 8 | 10 | ..... | ..... | ..... |
| 13 | Nurse Training School of the Woman's Hospital | 1 | 17 | 10 | 117 | 46 |
| 14 | Philadelphia Lying-in Charity and Nurse School | ..... | ..... | ..... | ..... | ..... |
| 15 | Washington Training School for Nurses | 7 | 10 | 3 | 24 | 3 |
| | Total | 59 | 323 | 157 | 1,303 | 663 |

The history of nurse training schools in America belongs chiefly to the last decade, although two or three schools were chartered and established at earlier dates. More than half the existing schools were incorporated or organized in 1872 and 1873. Several new schools are reported for the current year, and others are contemplated. Increase in the number of schools is not the only sign of progress in this work. The attendance upon the schools is greater than in former years, and the applicants for admission are more generally persons of education and refinement and physically qualified for the task undertaken.

Reasons for the growth and increasing number of training schools for nurses are many and apparent. A certain routine of action and certain dispositions and exercises of the mind are necessary in all attendance upon the sick. The habit of obedience, patience, careful observation, and the exercise of judgment are indispensable in the nurse's vocation; obedience, because the physician is the responsible chief whose directions the nurse must follow with scrupulous exactness; patience, because the unreasonable whims and requirements of the sick have to be met, when irritation at their caprices and compliance with their whims may prove fatal; observation, because symptoms must be closely watched and reported; judgment, because many minor details pertaining to the care of the patient must be left to the management of the nurse.

The schools are in charge of teachers who understand these conditions, and no pupil is retained or allowed a graduate's diploma in whom the training fails to develop the qualities demanded. Hospitals afford peculiar facilities for systematic training, and consequently nearly all nurse training schools are more or less intimately connected with these institutions. In them competition with other nurses, sub-

jection to established rules, experience with many varieties of injuries and diseases, and service under numerous eminent physicians and surgeons contribute to the efficiency of the training. The advantages offered by hospitals to nurse pupils are only on a par with the benefits received from the pupils themselves. Hospitals must have nurses. Persons having aptitude for nursing are not always to be found. Good wages alone will not create such a conscientious love for the work as will cause it to be well done. Higher incentives are needed. They are found in the fact that their work is a preparation for an honorable and remunerative life calling. Thus hospitals are recompensed for the instruction given, by the services of women of good character and assured fitness and capacity.

Private families have reaped equal benefits from nurse training schools. Two quotations from recent reports will indicate the extent and excellence of the work done by pupils as private nurses and the constant demand for it.

A recent report of the Connecticut Training School for Nurses says:

We have been able to respond this year to thirty-six applications for the services of trained nurses, and in each case the one sent has returned to us with a certificate from the patient or the attending physician, which testified to her efficiency and the value of the school as an educator.

The report of the Bellevue Hospital Training School says:

The demand for nurses in private families has increased far beyond the ability of the school to supply. One hundred and forty persons have been attended by nurses from the school, and twenty-nine graduated nurses have been fully employed during the year in New York and the vicinity. The managers have been much gratified by the satisfactory reports which the nurses have brought back from physicians and employers.

TABLE XVIII.—INSTITUTIONS FOR THE DEAF AND DUMB.

The establishment of the Wisconsin Phonological Institute and the New England Industrial School for Deaf-Mutes, the discussion of methods of instruction in language, and the increase of industrial work are noticeable movements recently made in behalf of the deaf and dumb.

Distinctive features introduced into recently organized schools are the exclusive use of articulation and lip reading as methods of communication and the combination of the care and employment of adults with the education of the young. The institution established for the purpose of carrying into effect the former of these ideas is the Wisconsin Phonological Institute. It was founded by a society of philanthropic citizens of Milwaukee in 1878. The principal part of its expenses are met by the fees and contributions of members of the society. The intention of its founders is to create a public sentiment in favor of the system of articulation adopted by them, so that the State will introduce the same method of instruction in the institution it supports.

A small legacy bequeathed to the New England Gallaudet Association suggested to its president, Mr. William B. Swett, the establishment of an institution where adult deaf-mutes who were without means of support could find a home and be taught a trade, and where at the same time children could be instructed and employed. The outline of a plan was submitted to many gentlemen who were in a position to judge of the probable success of such a school and home, and it met their approval. Consequently the New England Industrial School for Deaf-Mutes was organized. It received inmates in 1879. The school was formally opened in February, 1880. Of its industrial work the superintendent says:

The selection of trades will include only such as are remunerative and steady in every community, not forgetting instruction in cooking, housework, and sewing for the female pupils. I should adopt the Kindergarten system for the younger, which the size and location of the school will render possible. We shall keep on enlarging and improving the buildings as long as means will permit. Shoemaking, carpentry, type-setting and printing, the trades of machinist and blacksmith, especially those of farming and gardening, will be taught as soon as practicable. So that in carrying out this plan the school will be made in a great measure self supporting.

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

| States and Territories. | Number of institutions. | 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 | *a*6 | 0 | *a*60 | *a*40 | *a*20 | *a*200 | *a*2 |
| Arkansas | 1 | 4 | 0 | 77 | 45 | 32 | 160 | 1 |
| California | 1 | 6 | 0 | 111 | 67 | 44 | 222 | 4 |
| Colorado | 1 | 3 | ..... | 38 | ..... | ..... | 53 | ..... |
| Connecticut | 2 | 19 | 1 | 262 | 160 | 102 | 2,264 | 28 |
| Georgia | 1 | 4 | 2 | 70 | 36 | 34 | 300 | 3 |
| Illinois | 2 | 31 | 1 | 610 | 393 | 217 | 1,480 | 15 |
| Indiana | 1 | 18 | 3 | 392 | 213 | 179 | 1,271 | ..... |
| Iowa | 1 | 12 | 3 | 198 | 117 | 81 | 600 | 0 |
| Kansas | 1 | 7 | 0 | 142 | 74 | 68 | 240 | ..... |
| Kentucky | 1 | 9 | 2 | 124 | 67 | 57 | 756 | ..... |
| Louisiana | 1 | 3 | ..... | 43 | 23 | 20 | ..... | ..... |
| Maine | 1 | 3 | 0 | 19 | 11 | 8 | 21 | 0 |
| Maryland | 3 | *a*15 | 1 | 150 | 86 | 64 | 263 | 3 |
| Massachusetts | 3 | 22 | 1 | 186 | 91 | 95 | 373 | 1 |
| Michigan | 3 | *a*20 | 1 | *a*397 | *a*224 | *a*173 | 850 | ..... |
| Minnesota | 1 | 8 | 4 | 134 | 83 | 51 | 258 | 2 |
| Mississippi | 1 | 4 | 1 | 56 | 28 | 28 | 123 | ..... |
| Missouri | 2 | 13 | 3 | 281 | 161 | 120 | 773 | 3 |
| Nebraska | 1 | 5 | 0 | 68 | 44 | 24 | 111 | 0 |
| New York | 6 | 79 | 12 | 1,322 | 738 | 584 | 4,038 | 87 |
| North Carolina | 1 | 7 | 4 | 102 | 49 | 53 | ..... | 8 |
| Ohio | 2 | 28 | 7 | 468 | 255 | 213 | 1,886 | 40 |
| Oregon | 1 | 2 | 0 | 15 | 8 | 7 | 43 | ..... |
| Pennsylvania | 5 | 30 | 5 | 528 | 304 | 224 | 2,088 | 12 |
| Rhode Island | 1 | 4 | 0 | 19 | 11 | 8 | 19 | 0 |
| South Carolina | 1 | 5 | 3 | 38 | 15 | 23 | *a*164 | ..... |
| Tennessee | 1 | 5 | 0 | 110 | 65 | 45 | ..... | 0 |
| Texas | 1 | 5 | 0 | 89 | 53 | 36 | 202 | ..... |
| Virginia | 1 | 8 | 1 | 98 | 60 | 38 | 501 | 8 |
| West Virginia | 1 | 5 | 2 | 65 | 43 | 22 | 167 | 1 |
| Wisconsin | 3 | 16 | 0 | 248 | 143 | 105 | 658 | ..... |
| District of Columbia | 2 | 11 | 2 | 132 | 124 | 8 | 420 | 31 |
| Dakota | 1 | 1 | 1 | 5 | 4 | 1 | ..... | ..... |
| Total | 56 | 418 | 60 | *b*6,657 | 3,835 | 2,784 | 20,504 | 249 |

*a* Including the department for the blind.
*b* Sex of 38 not given.

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

| States and Territories. | Libraries. | | Property, income, &c. | | | |
|---|---|---|---|---|---|---|
| | Number of volumes. | Increase in the last year. | Value of grounds, buildings, and apparatus. | State appropriation for the last year. | Income for the year from tuition fees. | Expenditure for the year. |
| Alabama | *a*600 | *a*100 | *a*$84,750 | *a*$15,000 | $0 | *a*$13,500 |
| Arkansas | 75 | 0 | 30,000 | *b*4,000 | 0 | 14,676 |
| California | ..... | ..... | *a*300,000 | *a*36,000 | 900 | *a*38,374 |
| Colorado | 70 | ..... | 20,000 | *c*16,935 | 0 | 15,835 |
| Connecticut | 2,750 | 50 | 256,000 | 36,649 | 3,006 | 45,789 |
| Georgia | 1,000 | 50 | 40,000 | 15,000 | 0 | 14,241 |
| Illinois | 4,000 | 500 | 300,000 | 95,000 | ..... | 83,544 |
| Indiana | 3,003 | ..... | 457,510 | 58,000 | 0 | 55,855 |
| Iowa | 482 | 0 | 200,000 | 57,280 | 0 | 50,280 |
| Kansas | 500 | 100 | 54,000 | 19,500 | 0 | 19,500 |
| Kentucky | 800 | 200 | 150,000 | 24,000 | 600 | 24,000 |
| Louisiana | 350 | ..... | 50,000 | ..... | ..... | ..... |
| Maine | ..... | ..... | ..... | 2,200 | ..... | ..... |
| Maryland | 4,150 | 270 | 330,000 | 30,450 | 450 | 29,046 |
| Massachusetts | 896 | ..... | 102,000 | 12,680 | 4,236 | 25,282 |
| Michigan | 1,500 | 330 | *a*370,000 | *a*40,000 | *a*900 | *a*40,000 |
| Minnesota | 850 | 10 | 200,000 | 24,000 | 0 | 24,000 |
| Mississippi | 600 | ..... | 100,000 | 9,500 | 0 | 10,000 |
| Missouri | 800 | 300 | 135,000 | *d*91,000 | ..... | *d*94,452 |
| Nebraska | 400 | 50 | 38,000 | 19,600 | 0 | ..... |
| New York | 5,336 | 237 | 710,806 | 295,045 | 53,503 | 337,590 |
| North Carolina | 600 | ..... | 50,000 | ..... | ..... | *a*47,105 |
| Ohio | 2,000 | 200 | 500,000 | 86,000 | ..... | 84,000 |
| Oregon | 0 | ..... | ..... | *d*6,000 | ..... | ..... |
| Pennsylvania | 5,120 | 125 | 520,000 | 63,054 | 2,207 | 147,246 |
| Rhode Island | 280 | ..... | ..... | ..... | 0 | ..... |
| South Carolina | ..... | ..... | *a*35,000 | *a*7,800 | ..... | *a*7,166 |
| Tennessee | 175 | 25 | 125,000 | 25,000 | ..... | 25,100 |
| Texas | 108 | ..... | 90,000 | ..... | ..... | 7,700 |
| Virginia | 500 | 0 | *a*175,000 | *a*35,000 | 0 | *a*32,302 |
| West Virginia | 542 | 60 | *a*75,000 | *a*25,000 | 0 | *a*26,342 |
| Wisconsin | 1,000 | ..... | 114,000 | 30,000 | ..... | 48,476 |
| District of Columbia | 2,300 | ..... | 650,000 | *e*56,000 | ..... | 52,290 |
| Dakota | ..... | ..... | 4,000 | 2,000 | ..... | ..... |
| Total | 40,787 | 2,607 | 6,266,066 | 1,237,693 | 65,802 | 1,413,691 |

*a* Including the department for the blind.
*b* For salaries; $125 per capita for support.
*c* Total receipts from all sources.
*d* For two years.
*e* Congressional appropriation.

The circumstances attending the founding and early days of many of these institutions are worthy of being called into notice, even though years have elapsed since they occurred. The South Carolina institution furnishes an example of unusual interest. Its originator and first principal was Newton P. Walker. He had obtained a substantial education in the common schools and by independent effort, and became the teacher of a neighborhood school. His wife had two brothers and a sister who were

deaf-mutes. One of these brothers brought to school one day a manual alphabet that had found its way there from the parent institution at Hartford, and seemed to have a dim idea that it was something for him. Mr. Walker was surprised to see the boy bringing to him the means by which he could instruct his unfortunate relatives. A species of supplemental class was formed. The sympathetic teacher applied his industry and inventive genius to its instruction. His success was complete. Other deaf-mutes connected themselves with the class. Soon the State lent its aid by paying for their tuition the same sum which it was paying for the tuition of those whom it was sending to the American Asylum at Hartford, Conn. In 1848 Mr. Walker spent several months in the Georgia institution. During the ensuing year the number of his deaf-mute pupils increased greatly. He dismissed his hearing pupils and devoted himself exclusively to his special field of labor. His interest in the school continued unabated till death. His last words were: "I love the deaf and dumb and the blind, and wish to stay with them. God calls me and I must go, but I will be buried close by."

The methods of enabling deaf-mutes to communicate with others without the use of writing form important parts of the instruction they receive. They are signs and lip reading. The sign language was commonly adopted at an early period in the history of deaf-mute teaching, because signs are the earliest and most natural mode of exchanging thoughts. The valuable treatise of Mr. Darwin "On the Expression of the Emotions in Man and Animals," and the elaborate investigations lately begun by Col. Garrick Mallery, of the Bureau of Ethnology, respecting the use of signs and gestures by the North American Indians, are valuable contributions to the scientific study of signs as a mode of communication natural in its origin and capable of extraordinary development whenever needful. Deaf-mute children will devise and employ signs whenever they have an opportunity to be with each other, and other methods of conversing will not prevent them from using signs whenever excited or interested about anything. Other reasons for using the sign language in teaching deaf-mutes are given by the principal of the institution at Hartford, Conn., as follows:

The sign language we use as a means, never as an end. We use it in conveying instruction because it is a time-saving and labor-saving machine, and the school life of mutes is so short that it renders the use of the most expeditious method imperative. We use it because the mutes understand it readily, and, when instruction is conveyed through it, can give their whole attention to the facts stated, and are not confused and hindered by an imperfect acquaintance with the medium used in imparting those facts. By the use of this language all the mental powers are stimulated and are better fitted for progress in whatever direction they may be turned. * * * There is a class of mutes who never acquire a sufficient knowledge of spoken language to enable them to take in through it ideas of any breadth, who yet, through the sign language, may receive moral and religious instruction, may become well informed on all ordinary subjects, may be taught to reason well, and may be fitted to become respected and useful members of society.

The system of articulation and lip reading opens up a natural communication between speaking and speechless people. It places the deaf-mute again in the family circle, gives him a share in the conversation, and relieves the solitude which otherwise falls to his lot. This system is also favored because it teaches the orderly use of language. Other methods of expression convey thoughts arranged to conform to the signs they use, and not according to good grammatical usage; this enables the deaf-mute to acquire, by a natural process, the conversational style of his friends and teachers, and gives him constant practice in the use of that skill which he has obtained.

The majority of American schools use a combined system. The idea which underlies the combination was recently expressed by Dr. Peet, of New York, as follows:

My thought is that in the combined method we can teach them [deaf-mutes] language by means of writing and the manual alphabet until they have acquired gradually, from day to day, a good knowledge of the English language; and that after that, or in addition to that, they can learn systematically and thoroughly the different methods of expressing the English language. One will be the use of a manual alphabet; another will be articulation; another will be writing. But when they thoroughly know

the English language on the one hand, and thoroughly understand the means of expressing the English language in articulate speech on the other, it is the simplest thing in the world, it seems to me, to combine those so that the deaf-mute who is well educated in the English language can take any form of expressing the English language and go out into the hearing world and communicate with others, either by writing or by speech.

Two great gatherings of persons interested in deaf-mute instruction have been held during the year. A noticeable feature of each was the interest taken in the progress and advancement of articulation and lip reading. The earlier convention was the Fourth Annual Conference of Principals of American Institutions for the Deaf and Dumb, held at Northampton, Mass., in May. Among the subjects considered were the advisability of combining articulation and the use of signs in the same institution, the relation of the National Deaf-Mute College to preparatory schools, and the necessity that applicants for admission to it should be skilled in the use of verbal language, familiar with the rules and principles of arithmetic, and established in character and means of employment adapted to deaf-mutes.

The Second International Congress for the amelioration of the condition of deaf-mutes was held at Milan, Italy, in September. The sentiments of the meeting were expressed in resolutions which were adopted by a large majority. Among them were declarations that, in consideration of the incontestable superiority of speech over signs for restoring the deaf-mute to society and giving him a more perfect knowledge of language, the oral method should be preferred to that of gestures for the education of the deaf and dumb; that the deaf-mutes taught by the pure oral method do not forget after leaving school the knowledge they have there acquired, but on the contrary increase it by conversation and reading; that governments should adopt the measures necessary for providing the means of instruction for all deaf-mutes; that the most favorable age at which the deaf-mute can be admitted into a school is from eight to ten years; and that the period of instruction should be at least seven years and preferably eight. The congress gave an enthusiastic and almost unanimous support to the purely and exclusively oral method of teaching the deaf-mute. This method has not been generally accepted by the most eminent instructors of this class of people in England and America. The reflections which the results of the congress elicited from thoughtful men in these countries deserve a wide reading and careful attention. E. M. Gallaudet, LL. D., president of the National Deaf-Mute College, Washington, D. C., in a note to the London Times, remarks as follows:

That the acquisition of the power of speech and the ability to read from the lips of others is an inestimable boon to a deaf-mute none are more ready to concede than the advocates of the combined system of education; and it must be understood that this system does not forbid the existence of schools in which the pure oral method may be employed. The supporters of the combined system are satisfied, however, that a large proportion of the deaf and dumb cannot succeed in speech, and they contend that with these the most beneficial results can be obtained by making a very considerable use of signs and dactylology.

The instruction of deaf-mute children at home has much to do with their success in mastering studies and language after they are sent to the schools conducted for their especial benefit. The finger alphabet can be learned and the little child initiated into family and social life. Pictures, with names connected, aid greatly. Obedience, industry, and other qualities essential to success in labor should be acquired early in life. The more technical studies should be left for the special teacher. They can be properly taught only by experienced teachers specially educated for their work. The ends of home instruction are accomplished if the child is given the memory of things which brighten and satisfy life, the ready use of written language and the manual alphabet, and habits of patience and labor. The work of the school grafted upon such a preparation will bear its best possible fruits.

The importance of industrial training for deaf-mutes is more recognized than ever. Trades and occupations suitable for the deaf and dumb are taught in most schools, and no institution is properly equipped until it has means for giving instruction in

them. They are an education in themselves, and may become a means of support. Each individual can choose an occupation for which his natural talents well qualify him from among the many lines of activity which may be pursued advantageously notwithstanding defective speech and hearing. The mechanical arts, gardening, painting, printing, and in general those occupations which depend on a skilful hand and an accurate eye may be undertaken with every probability of success. Lithography has been introduced into the Pennsylvania Institution for the Deaf and Dumb, and several students have shown marked excellence in their work. The variety of occupations upon which educated deaf-mutes enter may be inferred from the record of the persons who have gone out from the National Deaf-Mute College, as given by President Gallaudet:

Thirty-two who have gone out from the college have been engaged in teaching; two have become editors and publishers of newspapers; three others have taken positions connected with journalism; three have entered the civil service of the Government (one of these, who had risen rapidly to a high and responsible position, lately resigned to enter upon the practice of law in patent cases in Cincinnati); one, while filling a position as instructor in a western institution, has rendered important service to the Coast Survey as a microscopist; one has become an accomplished draughtsman in the office of a New York architect; one has for several years filled the position of recorder's clerk in a large western city; two have taken places in the faculty of their alma mater, and are rendering a valuable return as instructors where they were students but a short time since; some have gone into mercantile and other offices; some have undertaken business on their own account; while not a few have chosen agricultural and mechanical pursuits in which the advantages of thorough mental training will give them a superiority over those not so well educated.

TABLE XIX.—*Summary of statistics of schools for the blind.*

| States. | Number of schools. | 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 | (a) | ..... | (a) | (a) | (a) | (a) |
| Arkansas | 1 | 13 | 4 | 32 | 139 | 750 | ..... |
| California | 1 | 3 | 0 | 30 | 103 | 150 | ..... |
| Colorado | (b) | ..... | ..... | ..... | ..... | ..... | ..... |
| Georgia | 1 | 6 | 4 | 58 | 182 | 600 | 100 |
| Illinois | 1 | 40 | ..... | 132 | 605 | ..... | ..... |
| Indiana | 1 | 25 | 3 | 127 | 666 | 2,100 | 200 |
| Iowa | 1 | 35 | 10 | 113 | 420 | 1,000 | 100 |
| Kansas | 1 | 6 | 2 | 52 | 139 | 340 | 40 |
| Kentucky | 1 | 23 | 7 | 78 | 417 | 1,200 | 100 |
| Louisiana | 1 | 3 | 6 | 23 | 57 | 250 | 40 |
| Maryland | 2 | 19 | 6 | 72 | 278 | 275 | 50 |
| Massachusetts | 1 | 46 | 30 | 129 | 981 | 2,842 | 398 |
| Michigan | 1 | (a) | ..... | (a) | ..... | ..... | ..... |
| Minnesota | 1 | 10 | 2 | 27 | 48 | 400 | ..... |
| Mississippi | 1 | 7 | 12 | 32 | ..... | 427 | 40 |
| Missouri | 1 | 20 | 3 | 98 | 469 | 1,200 | 100 |
| Nebraska | 1 | 9 | 1 | 22 | 39 | 225 | 65 |
| New York | 2 | 100 | 11 | 382 | 1,760 | 1,920 | 108 |

*a* Reported with statistics for the deaf and dumb (see Table XVIII and summary).
*b* School not yet opened.

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

| States. | Number of schools. | 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. |
| North Carolina | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| Ohio | 1 | 61 | 9 | 180 | 1,043 | 500 | ..... |
| Oregon | 1 | ..... | ..... | ..... | 30 | ..... | ..... |
| Pennsylvania | 1 | 37 | 26 | 168 | 1,011 | 1,000 | 50 |
| South Carolina | 1 | 2 | 1 | 15 | 45 | ..... | ..... |
| Tennessee | 1 | 11 | 3 | 30 | 222 | 1,141 | 46 |
| Texas | 1 | 24 | 3 | 84 | 485 | 701 | 20 |
| Virginia | 1 | 6 | 2 | 35 | 240 | 100 | 10 |
| West Virginia | 1 | 4 | 0 | 24 | 56 | 200 | 30 |
| Wisconsin | 1 | 22 | 1 | 89 | 296 | 1,100 | 60 |
| Total | 30 | 532 | 146 | 2,032 | 9,731 | 18,431 | 1,557 |

TABLE XIX.—*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 last year. | Receipts from other States and individuals for the last year. | Total receipts for the last year | Total expenditure for the last year. |
| Alabama | (*a*) | (*a*) | ..... | ..... | (*a*) |
| Arkansas | $20,000 | $9,500 | ..... | $9,615 | $10,027 |
| California | (*a*) | (*a*) | $2,648 | *b*38,648 | (*a*) |
| Colorado | ..... | ..... | ..... | ..... | ..... |
| Georgia | 80,000 | 13,500 | 125 | 10,250 | 9,802 |
| Illinois | 114,713 | 28,318 | 1,697 | 30,016 | 33,282 |
| Indiana | 374,644 | 30,000 | 301 | 30,300 | 28,781 |
| Iowa | 300,000 | 21,200 | 648 | 27,128 | 24,293 |
| Kansas | 100,000 | 11,140 | 0 | 11,140 | 9,640 |
| Kentucky | 100,000 | 19,289 | ..... | 30,648 | 22,578 |
| Louisiana | *c*3,000 | *d*10,000 | 0 | 6,600 | 7,200 |
| Maryland | 250,000 | 18,200 | 5,800 | 31,312 | 30,158 |
| Massachusetts | 305,637 | 30,000 | 11,560 | 67,094 | 65,029 |
| Michigan | (*a*) | (*a*) | ..... | ..... | (*a*) |
| Minnesota | 30,000 | 8,000 | ..... | 8,000 | 8,000 |
| Mississippi | 6,000 | 8,400 | 0 | ..... | 8,000 |
| Missouri | 250,000 | 33,000 | 0 | 33,000 | 30,800 |
| Nebraska | 15,000 | 8,200 | 0 | 8,200 | 6,765 |
| New York | 725,447 | 85,159 | 11,829 | 149,635 | 146,500 |

*a* Reported with statistics for the deaf and dumb (see Table XVIII and summary).
*b* For both departments.
*c* Value of furniture.
*d* Actual receipts on same, $6,600.

TABLE XIX.—*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 last year. | Receipts from other States and individuals for the last year. | Total receipts for the last year. | Total expenditure for the last year. |
| North Carolina | ..... | ..... | ..... | ..... | (*a*) |
| Ohio | $500,000 | $33,000 | $3,694 | $36,694 | $40,235 |
| Oregon | ..... | ..... | ..... | ..... | ..... |
| Pennsylvania | 205,000 | *b*43,500 | 21,246 | 53,871 | 54,626 |
| South Carolina | (*a*) | (*a*) | *c*534 | *c*8,334 | (*a*) |
| Tennessee | 110,000 | 17,000 | 0 | 17,224 | 16,569 |
| Texas | 75,000 | 18,710 | 0 | 18,710 | 19,910 |
| Virginia | (*a*) | (*a*) | 0 | *c*35,782 | (*a*) |
| West Virginia | (*a*) | (*a*) | ..... | *c*27,163 | (*a*) |
| Wisconsin | 155,000 | *d*19,200 | ..... | 18,200 | 18,144 |
| Total | 3,719,441 | 465,316 | 60,082 | 707,564 | 590,339 |

*a* Reported with statistics for the deaf and dumb (see Table XVIII and summary).
*b* Actual receipts on same, $32,625.
*c* For both departments.
*d* Includes special appropriation for building purposes.

It is scarcely half a century since schools for the blind were first opened in this country. Their management and the methods of instruction employed in them have ceased to be matters of experiment, consequently their progress has come to be marked by growth rather than by change; each year is showing advance. Attendance is increasing, larger appropriations are being made, better facilities for obtaining apparatus and books are being enjoyed, new buildings are being erected or old ones adapted more closely to the needs of their occupants, and the means and methods of teaching are showing the improvement which is naturally due to the attention which has been bestowed upon them.

In Oregon the school for the blind, which was closed in May, 1879, has not been reopened. The legislature of Colorado has appropriated $20,000 for additional buildings and furnishing for the school, which has hitherto received only the mute; hereafter the blind will share the benefits of this institution. Several institutions have been enlarged recently in capacity and usefulness by the erection of buildings. In California a refectory and a girls' home are being built, in accordance with a plan for a series of cottages that was adopted after the disastrous fire which visited them in 1875. A new building has been erected in the girls' department of the Massachusetts school. It will be occupied by school, music, sewing, and knitting rooms, the library, and the collections of specimens of natural history, and various educational appliances. At the Pennsylvania institution a gymnasium has been built and furnished. The buildings of the North Carolina school have been enlarged by the addition of a wing to the principal building and the erection of a workshop for the colored department. Extensive repairs have been made in several other institutions.

The apparatus for the use of the blind has received a valuable addition in the invention of a point writer, which enables a blind person to write with the face of the page upward. This allows the operator to read the portion of the page which he has written, as is often desirable, without removing the sheet from the instrument and turning it over. Few appliances, other than books, have as yet been provided by the

American Printing House for the Blind, at Louisville, Kentucky, which was endowed by Congress last year. Its work in the early part of the year was confined for the most part to stereotyping books that were out of print and were still in demand.

In August, the board of trustees, composed of the superintendents of the several schools in the country and several citizens of Kentucky, met at Louisville, accepted their trust, empowered the members resident in the State to manage the property and direct the financial affairs of the printing house, and recommended the appointment of a committee to present annually a list of books to the superintendents of the several institutions, from which each superintendent might choose one. Books receiving the greatest number of votes are to be printed in such type as the majority may designate. The following list of books has been made out: A series of readers in the New York point style of print; Swinton's Outlines of History; Boys of Other Countries, by Bayard Taylor; Macaulay's Essay on Clive; Motley's Essay on Peter the Great; Hill's Principles of Rhetoric; Steele's New Chemistry; Dana's Geological Story; Hill's Elementary Geometry; Robinson's Algebra; Lockyer's Primer of Astronomy; Lawrence's Primer of American Literature; Selections from Bryant; Macaulay's Lays of Ancient Rome; and Nichol's Fireside Science.

Any institution may designate what books shall be printed for itself, up to the full amount of its share of the proceeds of the national endowment fund, and the style of type that shall be used, and it may make a requisition for books or apparatus not provided by the American Printing House to an amount not exceeding 20 per cent. of its share. The amounts assigned in the division of the income ($10,000) of the national grant varied in 1880 from $50.46 to the Oregon and South Carolina institutions to $1,045.87 to the New York City school, or $4.59 to each pupil connected with the various schools on the first Monday of January of the year previous. This enumeration in 1880 showed 2,245 blind pupils, and the per capita allowance for 1881 is placed at $4.45. The amount of this aid and the manner in which it is provided make it of inestimable value.

The establishments which have been engaged in printing for the blind have devoted themselves chiefly to the production of text books, and have avoided the publication of religious literature. This work is about to be undertaken by a society organized for the purpose in Philadelphia. Leading ministers of the several denominations are upon its board of trustees, and no book is to be printed without the unanimous approval of the board.[1]

Admission to the several institutions is usually free to persons of suitable age and condition residing in the State in which the institution is located, if their sight is so defective as to render it impossible for them to be educated in the public schools. In some States, as, for instance, Maryland, Massachusetts, and Virginia, only the indigent blind are educated at public expense.

The suitable age for children to enter a school for the blind varies with their circumstances. The suggestion on this point offered to the parents of blind children in Ohio is, "If they can be under good influences at home, can have the care of mothers and sisters, can take exercise in the open air, can be taught the use of words, can learn to count and to perform some of the operations in arithmetic, and commence learning to read, it is unquestionably better for them to remain at home until they are ten or perhaps twelve years old." Many schools have inferior and superior limits fixed as to the ages at which youth may be admitted. The inferior limit varies from 6 to 10 years, and the superior from 18 to 25 years. Oftentimes the latter limit does

[1] In connection with this subject, I would invite special attention to Dr. William Moon's Embossed Alphabet and the numerous books for the blind prepared in those characters. The alphabet is based on the ordinary "Roman" letters, eight of which are retained unaltered, fourteen others having parts left out, and five being replaced by new but very simple forms; it is easily learned by the aged and by those whose fingers have become hardened by work. It is therefore specially calculated to favor home reading and private study by the blind, but is not intended to antagonize any other effort for their enlightenment or improvement by public or private agencies already established. Dr. Moon's particular desire is to establish free lending libraries for the adult blind in the chief cities and towns of the world, and to organize a system of instruction by Bible-readers, district visitors, and other agents, so that the darkened life of the many who are too old for school and too poor for idleness may be cheered and sustained by this introduction of elevating thought and emotion. Dr. Moon's publications are in more than two hundred languages and dialects, and are distributed to all parts of the world.

not apply to the workshops, so that all who may be benefited by training in them are received. A child is of suitable condition for attendance when he is possessed of sufficient physical soundness and vigor and mental capacity to be benefited by the teaching afforded and is not confirmed in vicious habits. The interrogatories that are sent to persons who wish to place children in these schools inquire not only as to the matters already mentioned, but also as to the duration, cause, and extent of the blindness, and the habits, conditions, and relations of parents and other relatives, in order that light may be thrown upon the cause of this grievous calamity. Superintendents of these schools are urging parents of blind children to give close attention to preparing them for school work. They may be prevented from acquiring habits that will seriously hinder their future progress, and may be aided in gaining information, making advances along the line of school training, and forming habits of study and usefulness. Fondness for music should be cultivated, and physical activity encouraged and required.

The typical institution for the education of the blind has three departments, viz, the literary, the musical, and the industrial. The literary department is devoted to instruction in the studies pursued in the primary and intermediate grades of public schools, and occasionally in branches commonly found in high schools. The methods employed are much the same as in other schools. Kindergarten instruction and object teaching are producing good results. The superintendent of the Massachusetts school says: "The introduction of the Kindergarten in our primary classes proves to be as important an era in the development and progress of education for the blind as in schools for the seeing." Some schools have a definite course, which must be passed over before the pupil is entitled to a diploma. Most studies are as easily mastered by blind as by seeing scholars. Geography seems to give greater trouble. The report of the committee that examined the scholars in the Kansas institution gives testimony to the capacities of the blind for learning as well as to the efficient work of teachers in that special school. It says: "The literary training and education which the blind are receiving in the Kansas institution is as good as that which pupils are receiving in any of the public schools of the State."

The musical department supplies instruction in vocal and instrumental music and in the tuning of pianos and organs. The experiences of the year have furnished additional proof that through this musical instruction a few blind become eminent in their calling, a larger number attain a proficiency sufficient to make their accomplishment a means of livelihood, and still more obtain a knowledge and expertness which enable them to be a pleasure to their friends and a solace to themselves. The tuning and repairing of musical instruments continues to be one of the most available and profitable industries open to the blind, and instruction in it has been recently introduced into several institutions.

The principal trades which are taught the blind are cane seating of chairs and the making of brooms, brushes, and mattresses for the boys, and hand and machine sewing and fancy work for the girls. The comparative value of the different industries and the prominence given them by the several schools depend much on the locality. In the institution in New York City preference is given to mattress making; at the New York State school and the schools in Ohio and Wisconsin, to broom making; and in the Minnesota school, to cane seating. The school in Ontario, Canada, follows basket making as the chief industry.

The superintendent of the Pennsylvania school says:

Our institution * * * has attempted to instruct in every branch that we have heard of suitable for the blind; basket making was introduced, and may, possibly, be renewed. In some places it has succeeded. Of the branches taught for some years, broom making is the prominent one. * * * We make brushes to a limited extent, and also teach carpet weaving, mattress making, and cane seating. * * * We find that broom making can be most successfully followed in after life.

Of work for female pupils, he says:

They become skilful operators of the sewing machine. We teach them to sew and to knit, also crocheting. We have introduced the beautiful Indian basket work.

After some trouble, an Indian woman was engaged to teach the pupils. We get the material already prepared, and the work is satisfactory, and nearly supersedes the bead work.

The shops usually pay a little more than current expenses, not including teaching. Among the reasons why they are not more profitable are the competition of machinery, the amount of imperfect work done by the blind learners, and the waste incident to the employment of unskilled laborers. In Arkansas, any surplus remaining after current expenses are paid may be used in aiding indigent graduates to set up in business.

Other States make provision for giving the poor who go out of their institutions the tools necessary to the successful conduct of the trades they have learned. Pennsylvania has established two industrial homes for needy graduates of her school and other adult blind.

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

| | 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 | 25 | 47 | 31 | 78 | ..... | ..... | ..... |
| 2 | Illinois Asylum for Feeble-Minded Children. | 70 | 238 | 193 | 431 | 289 | $60,000 | $60,000 |
| 3 | Indiana Asylum for Feeble-Minded Children. | 44 | 45 | 27 | 72 | ..... | 12,000 | 12,000 |
| 4 | Iowa State Asylum for Feeble-Minded Children. | 27 | 98 | 62 | 160 | 10 | 24,000 | 24,000 |
| 5 | Kentucky Institution for the Education and Training of Feeble-Minded Children. | 29 | 71 | 63 | 134 | 73 | 33,964 | 29,561 |
| 6 | Private Institution for the Education of Feeble-Minded Youth, Barre, Mass. | 7 | 46 | 18 | 64 | 140 | ..... | 36,500 |
| 7 | Massachusetts School for Idiotic and Feeble-Minded Youth. | 21 | 67 | 53 | 120 | ..... | 18,000 | 18,000 |
| 8 | Hillside School for Backward and Feeble Children, Fayville, Mass. | 9 | 6 | 3 | 9 | 15 | ..... | ..... |
| 9 | Minnesota School for Idiots and Imbeciles | 8 | 14 | 8 | 22 | 0 | 6,000 | 5,050 |
| 10 | Idiot Asylum, Randall's Island | ..... | 119 | 92 | 211 | ..... | ..... | ..... |
| 11 | New York Asylum for Idiots | 54 | ..... | ..... | 289 | 750 | 55,696 | 53,305 |
| 12 | Ohio Institution for the Education of Imbecile Youth. | 114 | 348 | 218 | 566 | 201 | 92,945 | 92,945 |
| 13 | Pennsylvania Training School for Feeble-Minded Children. | 78 | 199 | 117 | 316 | 458 | 62,116 | 63,143 |
| | Total | 486 | 1,298 | 885 | *a*2,472 | 1,936 | 364,721 | 394,504 |

*a* Sex of 289 not reported.

The interest in the education of feeble-minded children is extending, and efforts for their improvement are largely successful. The table shows an increase in the force of teachers and officers and in the attendance of pupils. No new school appears on the list. An attempt has been made in Maryland to establish an institution of this class; a bill in its favor passed the house of delegates but failed in the senate. A corporation styled the Maryland Institution in Baltimore County for the Feeble-Minded was formed and is endeavoring to obtain funds sufficient to warrant the opening of a school. The condition of established schools is shown not only by their statistics, but also by many facts in their recent experiences.

The difficult task of adapting the lessons of the school room to the capacities and eccentricities of the pupils has received continued attention. In Illinois the pupils are divided into ten classes. The three highest are regularly graded; the others are instructed according to the needs of individual pupils. Abundant testimony to the general success of school room work exists. When the Minnesota school opened last year one child only could read; the remainder had received no instruction. At the end of a year, during which twenty children were admitted, two had written letters home, seven used writing books, three read in the primer, seven sang, and about half joined in the physical exercises of the school room. At the private school in Barre, Mass., five day schools have been in operation. The sessions are from 9 to 12 o'clock and from 2.30 to 5 o'clock. The great variety of exercises devised serves to secure attention, and to prevent undue weariness amusements are largely used in arousing the children's dormant powers. Kindergarten methods have been introduced, and have proved of great advantage as a means of imparting instruction and of developing general capacity for industrial training.

The shops in which pupils have been employed have contributed somewhat to the maintenance of the schools. In some instances extended repairs have been made and much painting and carpentry done by inmates. Farm labor is still recognized as the best work that can be provided. Wherever there is little or no land the wish is expressed either for a larger area or for a change of location that will place the institution upon an extensive farm. Work upon the grounds and gardens is found conducive to the health and improvement of the inmates, as well as profitable to the institution.

The superintendent of the Iowa State asylum says:

More than two-thirds of all our institution work is performed by the pupils who, three years ago, were utterly incapable of performing any kind of duties whatever. In kitchen, dining room, laundry, and household duties our girls assist, and in sewing many have become quite efficient.

In the Massachusetts school for feeble-minded girls the sum saved by the work in the sewing school more than equals the salary of the teacher.

The results of these schools for feeble-minded children confirm the opinion given by a committee of the Charity Organization Society of England "that a small proportion may be made self supporting; that a further larger proportion may be trained to do some useful work; and that as a general rule the habits of the remainder can be improved so as to make their lives happier to themselves and less burdensome to others." Thus the dictates of policy unite with feelings of sympathy and the demands of philanthrophy in urging the establishment and liberal maintenance of these schools. Other nations recognize the necessity and value of similar institutions. Great Britain has seven within its territory; France, four; Germany, fourteen. In no country has provision yet been made for the education or care of more than a small portion of the feeble-minded.

Accurate statistics taken for the sole purpose of showing the proportion of feeble-minded in certain counties in Illinois proved that they existed there in the ratio of one to every six hundred of the population.

Investigations are being made by Dr. Isaac N. Kerlin, superintendent of the Pennsylvania Training School, for the purpose of ascertaining the causes of idiocy, in order that means may be used for its prevention. He has examined already into the antecedents of 100 feeble-minded children. Of these, 56 were descended from consumptive stock, 38 from the intemperate, 35 from those nervously disordered, 18 from weak-minded persons, 16 from epileptics, 10 from the insane, 7 from consanguineous parents, 6 from the paralyzed, and 2 from the syphilitic. It is the intention to continue these investigations until 1,000 cases have been considered, and it is believed that results will be reached which will aid legislation and individual prudence in limiting the number of feeble-minded and lessening the burden of caring for and educating them which morally rests upon the state.

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

| States. | No. 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. |
| California | 1 | 19 | 2 | ..... | ..... | 107 | 62 | ..... | ..... |
| Connecticut | 2 | 15 | 28 | 219 | 162 | 307 | 160 | *a*144 | *a*16 |
| Illinois | 4 | 15 | 44 | 141 | 97 | 343 | 301 | *a*220 | *a*19 |
| Indiana | 3 | 17 | 30 | 148 | 202 | 330 | 176 | *a*141 | *a*7 |
| Iowa | 2 | 14 | 14 | 62 | 50 | 180 | 62 | 215 | 27 |
| Kansas | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Kentucky | 1 | 12 | 6 | 85 | 66 | 180 | 42 | 164 | 58 |
| Louisiana | 1 | 7 | 4 | 92 | 89 | 99 | ..... | 34 | 65 |
| Maine | 1 | 8 | 8 | 44 | 46 | 120 | ..... | 116 | 4 |
| Maryland | 4 | 32 | 42 | 233 | 212 | 426 | 248 | 497 | 177 |
| Massachusetts | 13 | 45 | 45 | 533 | 628 | 900 | 98 | *a*658 | *a*23 |
| Michigan | 4 | 42 | 17 | 2,637 | 2,790 | 1,215 | 90 | *b*1,751 | *b*150 |
| Minnesota | 1 | 2 | 4 | 43 | 40 | 109 | 10 | *a*106 | *a*3 |
| Missouri | 1 | 13 | 7 | 177 | 194 | 174 | 72 | 194 | 52 |
| New Hampshire | 1 | 5 | 5 | 29 | 33 | 100 | 15 | 114 | 1 |
| New Jersey | 4 | 20 | 23 | 184 | 210 | 409 | 64 | 422 | 51 |
| New York | 10 | 107 | 80 | 1,614 | 1,560 | 1,813 | 358 | *a*1,919 | *a*118 |
| Ohio | 6 | 63 | 66 | 688 | 621 | 1,163 | 319 | *a*721 | *a*73 |
| Pennsylvania | 3 | 38 | 47 | 479 | 519 | 647 | 164 | 598 | 213 |
| Rhode Island | 1 | 6 | 8 | 121 | 113 | 199 | 40 | ..... | ..... |
| Vermont | 1 | 7 | 8 | 22 | 28 | 103 | 19 | 120 | 2 |
| Wisconsin | 2 | 27 | 31 | 167 | 140 | 452 | 86 | 523 | 15 |
| District of Columbia | 1 | 12 | 9 | 63 | 53 | 159 | ..... | 79 | 80 |
| Total | 68 | 526 | 528 | 7,781 | 7,853 | 9,535 | 2,386 | *a*8,736 | *a*1,154 |

| States. | Present inmates. | | Number committed since establishment. | Libraries. | | Annual cost of institution. | Total annual earnings of institution. |
|---|---|---|---|---|---|---|---|
| | Nativity. | | | Number of volumes. | Increase in the last school year. | | |
| | Native. | Foreign. | | | | | |
| California | ..... | ..... | 3,121 | 400 | ..... | $50,000 | ..... |
| Connecticut | *a*155 | *a*5 | 3,506 | 3,000 | 120 | 42,082 | $2,000 |
| Illinois | *a*206 | *a*32 | 2,755 | 1,678 | 340 | 52,072 | 21,851 |
| Indiana | *a*133 | *a*15 | 2,192 | 300 | 100 | 66,991 | 8,833 |
| Iowa | *a*155 | *a*25 | 917 | 400 | ..... | 18,000 | ..... |
| Kansas | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Kentucky | 206 | 16 | 1,064 | 375 | ..... | 27,294 | 6,476 |
| Louisiana | 99 | ..... | ..... | ..... | ..... | 12,500 | 314 |
| Maine | 115 | 5 | 1,653 | 1,525 | 34 | 18,600 | 4,000 |
| Maryland | *a*454 | *a*30 | 3,826 | 1,600 | 150 | 115,859 | 46,653 |
| Massachusetts | *a*584 | *a*84 | 10,647 | 5,745 | 119 | 151,568 | 21,195 |
| Michigan | *c*1,785 | *c*985 | 31,007 | 4,109 | 800 | 394,111 | 356,459 |

*a* This distinction not reported in all cases.

*b* Includes report of race of whole number committed during the year in the House of Correction at Detroit.

*c* Includes report of nativity of whole number committed during the year in two institutions.

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

| States. | Present inmates. | | Number committed since establishment. | Library. | | Annual cost of institution. | Total annual earnings of institution. |
|---|---|---|---|---|---|---|---|
| | Nativity. | | | | | | |
| | Native. | Foreign. | | Number of volumes. | Increase in the last school year. | | |
| Minnesota | a100 | a9 | 469 | 900 | 30 | $37,679 | ..... |
| Missouri | ..... | ..... | 4,187 | 600 | ..... | 33,883 | $7,476 |
| New Hampshire | 40 | 75 | 1,021 | 280 | 50 | 12,000 | 5,000 |
| New Jersey | a208 | a7 | 1,454 | 1,110 | 35 | 51,764 | 15,409 |
| New York | a640 | a377 | 33,280 | 7,431 | 634 | 306,323 | 122,040 |
| Ohio | a478 | a60 | 9,747 | 4,459 | 300 | 143,424 | 86,595 |
| Pennsylvania | 643 | 168 | 17,313 | 30,195 | ..... | 108,565 | 20,620 |
| Rhode Island | ..... | ..... | 2,967 | 400 | ..... | 23,166 | ..... |
| Vermont | ..... | ..... | 619 | 380 | ..... | 18,369 | 3,709 |
| Wisconsin | a399 | a45 | 2,067 | 1,275 | 700 | 51,181 | 600 |
| District of Columbia | ..... | ..... | ..... | 885 | ..... | 28,892 | ..... |
| Total | a6,400 | a1,938 | 133,812 | 67,047 | 3,412 | 1,764,323 | 729,230 |

a This distinction not reported in all cases.

The work carried on by the reform schools of the country is worthy of particular attention. When the scope and value of these schools are correctly understood they will be liberally supported, improvements in them will be provided for and appreciated, and similar institutions will be established in States where none now exist.

The reformatory schools of the United States, not including those under denominational control, may be classed as reform schools proper, industrial schools for girls, and supplementary institutions. A reform school proper is an institution maintained by a State or city, or other civil organization, for the protection, education, and discipline of juvenile offenders. According to the decision of a Pennsylvania court, it "is not a prison, but a school; its object is reformation by training its inmates to industry, by imbuing their minds with principles of morality and religion, by furnishing them with means to earn a living, and above all by separating them from the corrupting influence of improper associates." A contrary decision has been rendered by the supreme court of Illinois, to the effect that the reform school of that State is a *prison* for juvenile offenders.

The schools which are to be classed under the first head are about thirty in number. They often receive youth of both sexes. The grounds for the commitment of offending youths to reform schools differ in the various States. In some instances the statutes require that the culprit should be convicted in court of some crime punishable by imprisonment. This is the only ground of commitment in the case of six institutions, and a sufficient ground in seventeen others.

The examination of the offender before a justice of the peace or other designated officer suffices for admission to nine institutions. Offences for which the law provides no penalty, as idleness, vagrancy, or decidedly mischievous propensities, are accepted causes for commitment in fourteen instances, and determined rebellion against parental authority in thirteen.

Seven reform schools receive children who are neglected or deserted by parents, and therefore peculiarly exposed to temptations, and five, children committed by parents without reason specified. In nearly all cases the persons committed must be less than sixteen years old. The lower limit of age is not so uniform, and varies from seven, or even less, to eleven years. In New Hampshire the governor and in New Jersey judges

of superior courts can transfer from prison to the reform school such minors of suitable age as will be likely to be benefited by the change. In several States alternate sentences are given, so that the guilty party may be moved from the reform school to prison if he proves unmanageable. The term of confinement usually extends to the time when the offender shall have attained his majority or until he is reformed. Shorter sentences have not been found beneficial. When reformation is effected the end for which commitment was made is accomplished. Further seclusion would decrease the opportunities to meet and prepare for actual life. If reformation is made a condition of discharge the best youth only go out; and they leave the society of persons inferior to themselves in manliness and character. For these and other reasons indefinite sentences terminating at reformation are looked upon with favor.

When a youth is received into a reform school he is to a large extent deprived of opportunities to do mischief and removed from injurious influences. It is then the work of the school to make this deprivation and removal as complete as possible; to accustom each inmate to the restraints, duties, and amenities of social life; to form in him habits of correct deportment; to instruct him in studies adapted to his age and capacity; and to require of him such labor as shall be advantageous to himself and the institution. The possibility of harm being done or received is reduced to a minimum in a majority of institutions by classifying, employing, and watching the inmates. A classification is often made so as to bring those of similar moral development into relations with each other. For instance, in the Massachusetts State Reform School at Westboro', those who are received are assigned to classes according to their personal characteristics. The comparatively mild tempered and well disposed are placed in trust houses, where they have home influences and surroundings. Those who are older and more hardened in their evil habits are assigned to the industrial department. In about one-third of the institutions the family plan has been adopted, which permits the division of the inmates into companies usually of forty or fifty, on the basis of character or age, or both. The primary object of such division is to secure to the individual personal attention, home restraints and associations, and that freedom which cannot be allowed where large numbers are congregated. Its successful operation, as was said in a report of the Rhode Island board of State charities, depends largely upon, "first, the pleasantness of the home made for the boys; second, the influence and personal ascendency of the officers placed over them; third, the use of all legitimate means for quickening their aspiration and stimulating a desire for honorable distinction; and lastly, what is of very great importance and with the right men for officers and teachers is entirely possible, the creation of a public sentiment under whose influence the good boys will assist in restraining and controlling the bad." The theory of giving parental attention to the comfort and wants of inmates is being generally carried into practice. Appeals are made more frequently to the nobler impulses. Manliness and generosity are awakened. In the New Jersey Reform School much good has been done by paying the boys for overwork and allowing them to spend the money for approved objects. The report says:

Sometimes a small sum goes to cheer the heart of a widowed mother, sometimes to purchase a present for a fellow pupil, sometimes for a book or personal want. A deputation recently called on the superintendent for permission to contribute to the travelling expenses of a classmate about to be released whose family resides in Illinois. The pupils of the No. 2 house purchased a cabinet organ and presented it to the family, and afterward ornamented the school room with a series of pictures. This system under its careful supervision has proved satisfactory. It is but justice to the boys, is a great gratification and encouragement to them, and aids in making careful, efficient workmen.

At the Western House of Refuge, at Rochester, N. Y., special opportunities for boyish sports are given. Large and suitable playgrounds are provided. Marbles and kites, balls and bats, sleds and skates, are furnished in their season, and a gymnasium has been fitted up and opened. Similar opportunities are offered by other schools, and many innocent pleasures and pastimes are devised for the purpose of allaying evil and arousing good in hearts where kindness triumphs oftener than force.

The methods of government employed in reform schools are tempered with mercy. Mild measures are preferred to corporal punishment. Military drill has been found to contribute to discipline. In Colorado the principal penalty for misconduct is standing erect on a line with arms folded during all other than work, school, and sleeping hours. The common method of securing good conduct is allowing the scholar to earn promotion through regular prescribed grades until a discharge is merited. The general plan has various modifications in the several institutions, but remains essentially the same. A newcomer is placed in a specified grade. He may be degraded for misconduct to lower grades or promoted to higher. Each day he earns a prescribed number of merits if his conduct be good; if it is bad, he receives demerits varying in number with the offence committed. When demerits exceed merits by a certain number, degradation ensues. When the merits are sufficiently in excess, advancement comes. Usually the merits and demerits are balanced at the end of the month or other definite period. The number of merits that can be obtained, the number required for promotion, and the number of promotions before discharge have such relations to each other that from twelve to eighteen months must be spent in the institution, and so much good conduct shown as will warrant a presumption that the person in question has reformed. The results of this system have been excellent. A report of the reform school in Connecticut says: "While many boys who have left the school on expiration of sentence have been again returned for offences committed, not a single boy has thus far been returned who went away upon his 'honor' or because he was considered a reformed boy."

The youth who find their way into reform schools are surprisingly ignorant of the subjects upon which instruction is given in the schools. They oftentimes have more than ordinary intellectual powers and they are of an age when mental acquisition is easy. Consequently there are many instances of remarkable educational progress and the general results of instruction are good. Reading, writing, and arithmetic are the leading studies. Geography has a prominent place. Composition and letter writing are encouraged; the reading of essays was this year made a prominent feature of the closing exercises with the Detroit (Mich.) House of Correction. Of the study of history the superintendent of the Indiana House of Refuge says: "Recognizing the impossibility of fitting these boys for citizenship without their acquiring a knowledge of the history of their own country and of its institutions, I require it to be taught in the families during the evenings, and on Saturday evenings all the boys assemble after supper in chapel and recite the lesson to myself. This course in history promises to be one of the most interesting and profitable features of our educational work." Vocal music is quite generally taught, and bands are organized in many institutions. Much is done in this way toward entertaining the boys and softening their natures. Much attention is paid to making the libraries of the most possible advantage.

The industries pursued in the reform schools should, so far as possible, be adapted to the capacity of individual scholars, and should be systematically pursued as a means of training. When admitted the boys are wholly untaught, and they are not easily transformed into skilled laborers. Sometimes the necessary mental qualities are absent. Oftener moral defects hinder improvement. On account of this lack of skill and disposition, simple forms of labor, gardening, the seating of chairs, and like employments, are more frequently provided. The profitableness of the work depends much on its being adapted to those who perform it. Other factors enter into the account. The location of the school, the industries followed in its neighborhood, and the pursuits that have been and will most naturally be familiar to those who are being prepared for usefulness need to be considered. Some superintendents claim that the moral influence of certain kinds of labor entitles them to special notice. The gardener of the Connecticut State Reform Schools says: "I find also among the boys of this institution, no matter how rough they may be, that to let them work among the flowers will surely tone them down and make better boys of them." The healthfulness of pursuits is not forgotten in choosing them. Some schools are careful to furnish work which fits those who do it to earn a living by it in the future. By so doing they are

rendering greatest service to the States in which they are located. Ignorance of a legitimate trade or calling is the open door to crime. That ignorance ought to be removed early in life. If not done then it should be attempted later. The prisons of some foreign countries are conducted on this principle. It is said that in Bavarian prisons "it is made a special object to impart a trade, and so to teach the art of self help to all prisoners who have the necessary capabilities and whose terms of sentence are long enough to permit it." This practice is commendable in prison administration, and much more so in reformatory institutions, for their inmates are of the ages at which preparation for active life is the natural occupation, and their purposes are more educational than punitive. Only that labor which occupies the mind, increases the intelligence, and arouses the ambition is suited to the ends of reformatory education. By this rule should the work of the reform schools and houses of industry be selected and designed. The Minnesota State Reform School, among others, is conducted with regard to this idea. A recent report speaks of its industrial department as follows:

These shops are part of our educational equipment, as much so as the school room. The education which leaves a youth destitute of the knowledge of any branch of business or labor by which he might earn a living is so far defective. This defect we aim to supply, so far as in our power, by supplementing the knowledge of the school room with a knowledge of some branch of skilled labor. Our aim has not been simply to make money out of the boys, but to teach them to be workmen at trades in which there is something to develop their mechanical powers. We deem it our first duty, as guardians of these youth, to seek to promote their best future welfare, and, in our judgment, this is most likely to be secured by the cultivation of their minds and hands, making them intelligent and skilful.

As to the practical results of reformatory education, a late authority says:

Of the estimated twelve thousand in reformatories, strictly so termed, 60 per cent. at least will be trained into good citizens. Some would claim more than this, say 75 or 80 per cent., but there are no statistics that bear out this claim. Perhaps the percentage of worthy citizens trained up among the whole twenty-five thousand in preventive and reformatory schools would be as high as 75.

Of 179 released from the Massachusetts State Reform School on probation, 156 have been spoken of as doing well, working steadily and earning good pay. Twelve were reported as doing poorly and eleven decidedly bad. In the New Jersey report is the following remark, which is suggestive to those who would aid in continuing the reformatory work which is necessarily only commenced in school:

The prospect of permanent reformation on the part of many of our pupils would be greatly increased could we secure for them, when prepared to leave the institution, desirable homes, where the instructions they have received will be continued and enforced. Selfishness is perhaps inseparable from human nature, but from masters who aim only at selfish ends we endeavor to protect them. We think that many of our boys are deserving of good homes, and would, by willing and effective service, well repay considerate Christian usage on the part of persons disposed to take them into their families.

The institutions which may be classed as industrial schools for girls are usually private charities, incorporated and employed by the State for the custody, guardianship, discipline, and instruction of girls viciously inclined. These include, first, the stubborn, unruly, and disobedient; second, truants, vagrants, and beggars; third, those manifestly tempted toward vice and immorality; fourth, those who have committed any offence punishable by fine or imprisonment, or both, other than imprisonment for life. Most of the girls received belong to the second class. Few of those of any class are accustomed to self control or submission to authority. Time, skill, and perseverance are required to bring them to an honorable and useful womanhood. All the inducements to a noble and pure life which morality and religion hold out must be used.

Constant employment is furnished the girls during their reformatory course. For example, in the Massachusetts school the girls work from 8 to 11.45 A. M. and from 12.45 to 2.45 P. M. They are in the school room from 6 to 6.45 A. M. and from 3.15 to 5.30 P. M. The remainder of the time from 5.30 A. M. to 8 P. M. is spent in eating,

recreation, and miscellaneous work and exercises. Most of those who enter these schools have little or no education. Out of 26 who entered the House of Refuge at Baltimore, Md., during the past year, only about one-third could read or write, and were quite contented with their attainments, finding their chief objection to the place the school work required. Much better reports come from other sources. In the Illinois Industrial School the earnestness of the pupils was so great that they objected to a vacation which would suspend study for a few weeks during warm weather. The usual aim is to give each pupil a common school education. Some schools give prominence to special branches. Thus in the Massachusetts schools compositions are expected once in two weeks. During the long evenings of the autumn and winter the members of the girls' department of the Iowa Reform School keep up an excellent literary society. The training of the ear and the eye by means of music and drawing is recommended as having an important influence on physical, mental, and moral culture. Housework and special industries employ the working hours of the inmates. In the Wisconsin school an entire change is made in the allotment of housework every three months, so as to relieve monotony and teach to all the work of different departments. No girl is allowed to leave the Iowa school until she has become proficient in every department of household labor. Objections are raised to teaching industries connected with machinery, on the ground that the pursuit of such callings exposes girls to the temptations which ought to be most carefully avoided.

Whenever the proper officers of an industrial school know of a suitable opening, it is customary for them to bind out trustworthy girls. The officers retain supervision over them, and they are returned to the institution if the terms of the indenture are broken. Great care is being exercised in the selection of homes, and close attention is paid to those who have gone out from the influence, but not from the control, of the several institutions.

The results of training in industrial schools are very encouraging, except in the case of girls who were confirmed in vice when received. Of 124 who have been in the Maryland House of Refuge, 77 are reported as doing well, 31 as having returned to evil practices, and 16 as hopeful. Of the 37 sent out during the past year from the Ohio Industrial Home, 34 are giving promise of leading useful lives.

The institutions which supplement the work of the reform schools proper are those which receive neglected and dependent children and those which occupy a place nearer the prison. There are between thirty and forty institutions of the latter class, usually styled either houses of correction or workhouses. Most of them allow inmates few or no educational opportunities. Several have evening schools. The report of the director of the school in the New York State Reformatory presents many important facts and thoughts. The school was organized in October, 1879. The evenings were spent by the inmates alternately at the school and in the preparation of lessons. Six classes were formed, according to the attainments of the pupils. There were therefore in each about eighty men between sixteen and thirty years of age. The instruction was made to depend on three things, viz, the previous scholarship of the men, the practical bearing on their future life, and the variety of subjects necessary to prepare them for citizenship. Common school studies and lessons on the laws of health, the elementary truths of mechanics and the rudiments of ethics, occupy their attention. Written examinations occur once a month. The general improvement is remarkable. A fact that has surprised the teachers is that the prisoners are "singularly weak in mathematical ability," even though they are capable of understanding and appreciating literature, history, and science.

The industrial training obtained in houses of correction is principally that which is incidentally acquired by working at the remunerative industries carried on in the several institutions.

TABLE XXII.—*Summary of statistics of homes and asylums for orphan or dependent children, infant asylums, and industrial schools.*

| 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.—*Homes and asylums, &c.* | | | | | | | | | | |
| Alabama | 4 | 17 | 449 | 142 | 54 | 88 | 775 | 2 | $8,136 | $7,843 |
| California | 9 | 103 | 1,520 | a1,367 | 643 | 426 | 850 | ..... | 117,180 | 123,379 |
| Connecticut | 6 | 40 | 2,320 | 405 | 232 | 173 | 1,600 | 70 | 40,086 | 40,084 |
| Delaware | 1 | 6 | 634 | 60 | 36 | 24 | 350 | ..... | 4,772 | 4,756 |
| Georgia | 9 | 31 | 1,183 | 359 | 164 | 195 | 1,250 | 110 | 112,562 | 117,005 |
| Illinois | 11 | 113 | 6,514 | 1,129 | 601 | 528 | 1,921 | 20 | 123,188 | 111,503 |
| Indiana | 11 | 77 | 5,359 | 717 | 402 | 315 | 615 | 85 | 42,115 | 54,931 |
| Iowa | 2 | 28 | 1,570 | 175 | 94 | 81 | 1,260 | 10 | 38,005 | 41,819 |
| Kansas | 1 | 4 | 1,950 | 82 | 50 | 32 | 250 | 25 | 4,200 | 4,100 |
| Kentucky | 12 | 67 | 3,315 | 774 | 294 | 480 | 1,556 | 156 | 69,613 | 72,042 |
| Louisiana | 8 | 69 | 12,842 | 1,096 | 292 | 804 | 875 | 101 | 38,797 | 34,605 |
| Maine | 4 | 22 | 1,819 | 439 | 182 | 257 | 1,000 | 250 | 16,309 | 15,619 |
| Maryland | 13 | 98 | 6,485 | a929 | 313 | 491 | 3,459 | 368 | 47,791 | 68,311 |
| Massachusetts | 21 | 197 | 54,855 | a1,593 | 907 | 651 | 3,265 | 313 | 198,298 | 190,063 |
| Michigan | 9 | 88 | 8,623 | a687 | 401 | 246 | 1,394 | 124 | 57,448 | 57,062 |
| Minnesota | 1 | 4 | 340 | 30 | 20 | 10 | ..... | ..... | 3,000 | 3,000 |
| Mississippi | 2 | 18 | 748 | 123 | 50 | 73 | 800 | 300 | 8,316 | 8,462 |
| Missouri | 14 | 164 | 7,353 | 1,305 | 492 | 813 | 1,530 | 73 | 61,325 | 66,685 |
| Nevada | 1 | 5 | 215 | 71 | 45 | 26 | 730 | ..... | ..... | 17,000 |
| New Hampshire | 3 | 15 | 317 | 90 | 39 | 51 | 625 | 25 | 7,203 | 7,030 |
| New Jersey | 12 | 69 | 6,234 | 827 | 355 | 472 | 1,390 | 20 | 40,766 | 49,806 |
| New York | 72 | 894 | 140,787 | 9,867 | 5,114 | 4,558 | 20,747 | 1,262 | 1,213,658 | 1,199,713 |
| North Carolina | 2 | 17 | 578 | 200 | 88 | 112 | 200 | ..... | 13,362 | 13,216 |
| Ohio | 34 | 419 | 36,266 | a3,150 | 1,800 | 1,259 | 7,652 | 631 | 335,522 | 307,485 |
| Oregon | 1 | 2 | 220 | 14 | 6 | 8 | 20 | 0 | 1,752 | 1,177 |
| Pennsylvania | 49 | 509 | 27,243 | a5,508 | 3,176 | 1,756 | 24,932 | 2,363 | 1,287,254 | 801,356 |
| Rhode Island | 5 | 31 | 2,937 | 339 | 177 | 162 | 570 | 32 | 29,614 | 26,493 |
| South Carolina | 3 | 44 | 5,334 | 394 | 277 | 117 | 3,075 | 133 | 34,884 | 52,077 |
| Tennessee | 4 | 12 | 1,800 | 198 | 71 | 127 | 504 | 40 | 10,500 | 10,500 |
| Texas | 1 | 18 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Vermont | 2 | 20 | 1,815 | 165 | 90 | 75 | 150 | 8 | 10,000 | 10,000 |
| Virginia | 8 | 29 | 987 | 199 | 68 | 131 | 150 | 65 | 12,650 | 11,832 |
| West Virginia | 1 | 8 | ..... | 52 | 0 | 52 | ..... | ..... | 7,602 | 8,438 |
| Wisconsin | 12 | 58 | 3,425 | 563 | 281 | 282 | 1,090 | 191 | 30,426 | 27,385 |
| District of Columbia | 4 | 41 | 3,846 | 363 | 177 | 186 | 775 | 35 | 16,982 | 16,982 |
| Indian Territory | 2 | 10 | 438 | 130 | 63 | 67 | 60 | ..... | 22,000 | 14,386 |
| New Mexico | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total | 355 | 3,347 | 350,321 | a33,542 | 17,054 | 15,128 | 85,420 | 6,812 | 4,065,316 | 3,596,136 |

*a* Sex not reported in all cases.

TABLE XXII.—*Summary of statistics of homes and 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 2.—*Infant asylums.* | | | | | | | | | | |
| California | 1 | 3 | ..... | 38 | 18 | 20 | ..... | ..... | $5,969 | $5,274 |
| Connecticut | 1 | ..... | ..... | *a*11 | ..... | ..... | ..... | ..... | ..... | 760 |
| Illinois | 1 | 30 | 3,000 | 40 | 17 | 23 | ..... | ..... | 6,279 | 6,279 |
| Louisiana | 1 | 14 | ..... | *a*200 | ..... | ..... | ..... | ..... | ..... | ..... |
| Massachusetts | 4 | 26 | 1,644 | *a*179 | 75 | 57 | ..... | ..... | 21,162 | 20,143 |
| Michigan | 2 | 12 | 2,251 | 41 | 26 | 15 | ..... | ..... | 3,800 | 3,791 |
| New York | 8 | 227 | 35,086 | *a*2,685 | 1,151 | 872 | ..... | ..... | 471,598 | 446,479 |
| Pennsylvania | 3 | 7 | 230 | *a*102 | ..... | ..... | ..... | ..... | 4,277 | 3,127 |
| Rhode Island | 1 | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Wisconsin | 1 | 9 | ..... | *a*39 | ..... | ..... | ..... | ..... | 2,966 | 2,966 |
| District of Columbia | 1 | 11 | ..... | 85 | 57 | 28 | ..... | ..... | ..... | ..... |
| Total | 24 | 342 | 42,211 | *a*3,420 | 1,344 | 1,015 | ..... | ..... | 516,051 | 488,819 |
| PART 3.—*Industrial schools.* | | | | | | | | | | |
| Connecticut | 1 | 40 | ..... | 103 | ..... | 103 | 300 | ..... | 18,004 | 14,347 |
| Illinois | 4 | 54 | 327 | 677 | 52 | 625 | 253 | ..... | 3,355 | 3,355 |
| Indiana | 1 | 22 | 560 | 80 | 25 | 55 | ..... | ..... | 25 | 24 |
| Kentucky | 1 | 16 | 962 | 80 | 0 | 80 | ..... | ..... | ..... | ..... |
| Louisiana | 3 | 22 | ..... | 265 | 25 | 240 | ..... | ..... | ..... | ..... |
| Maine | 2 | 13 | 1,613 | 212 | ..... | 212 | 950 | 125 | 5,203 | 629 |
| Maryland | 3 | 27 | 1,927 | 424 | 379 | 45 | 1,524 | 50 | 42,723 | 65,464 |
| Massachusetts | 3 | 19 | 212 | 109 | ..... | 109 | ..... | ..... | 25,028 | 14,904 |
| Michigan | 1 | 1 | ..... | 52 | 30 | 22 | ..... | ..... | 5,251 | 5,251 |
| Minnesota | 1 | 3 | ..... | 40 | 0 | 40 | 150 | ..... | ..... | ..... |
| Missouri | 1 | 35 | 32,511 | 30 | 0 | 30 | ..... | ..... | ..... | ..... |
| New York | 17 | 236 | 115,564 | *a*19,236 | 3,961 | 5,526 | 6,982 | 330 | 501,753 | 435,225 |
| Ohio | 4 | 11 | 1,450 | 235 | 75 | 160 | 176 | ..... | 1,000 | 8,434 |
| Pennsylvania | 3 | 16 | 1,696 | 265 | 56 | 209 | ..... | ..... | 2,352 | 2,598 |
| Tennessee | 2 | ..... | 69 | ..... | ..... | ..... | ..... | ..... | 963 | 931 |
| Virginia | 2 | 8 | 264 | 260 | 160 | 100 | ..... | ..... | 58,450 | 46,547 |
| Wisconsin | 1 | ..... | ..... | 50 | 0 | 50 | ..... | ..... | 6,136 | ..... |
| District of Columbia | 1 | 5 | 936 | 81 | 51 | 30 | 300 | 150 | 5,682 | 4,402 |
| Total | 51 | 528 | 158,091 | *a*22,199 | 4,814 | 7,636 | 10,635 | 655 | 675,925 | 602,111 |
| Total, Part 1 | 355 | 3,347 | 350,321 | *a*33,542 | 17,054 | 15,128 | 85,420 | 6,812 | 4,065,316 | 3,596,136 |
| Total, Part 2 | 24 | 342 | 42,211 | *a*3,420 | 1,344 | 1,015 | ..... | ..... | 516,051 | 488,819 |
| Total, Part 3 | 51 | 528 | 158,091 | *a*22,199 | 4,814 | 7,636 | 10,635 | 655 | 675,925 | 602,111 |
| Grand total | 430 | 4,217 | 550,623 | *a*59,161 | 23,212 | 23,779 | 96,055 | 7,467 | 5,257,292 | 4,687,066 |

*a* Sex not reported in all cases.

TABLE XXIII.—STATISTICS OF ART INSTRUCTION.

In Table XXIII of the appendix will be found statistics of institutions affording art instruction and of museums of art for 1879–'80.

TABLE XXIV.—*Statistical summary of benefactions for* 1880, *by States.*

| States and Territories. | Total. | Universities and colleges. | Schools of science. | Schools of theology. | Schools of law. | Schools of medicine. | Institutions for the superior instruction of women. | Preparatory schools. | Institutions for secondary instruction. | Institutions for the deaf and dumb and the blind. | Training schools for nurses. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Alabama | $8,300 | ..... | ..... | $4,000 | ..... | ..... | ..... | ..... | $4,300 | ..... | ..... |
| Arkansas | 4,852 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4,852 | ..... | ..... |
| California | 199,000 | $87,000 | ..... | 57,000 | ..... | ..... | ..... | ..... | 50,000 | $5,000 | ..... |
| Colorado | 5,000 | 5,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Connecticut | 485,450 | 478,000 | ..... | ..... | ..... | ..... | ..... | $5,200 | ..... | ..... | $2,250 |
| Florida | 4,272 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4,272 | ..... | ..... |
| Georgia | 23,660 | 3,617 | $4,900 | 893 | ..... | ..... | $750 | ..... | 13,500 | ..... | ..... |
| Illinois | 164,239 | 67,909 | ..... | 83,866 | $175 | $10000 | ..... | ..... | 2,289 | ..... | ..... |
| Indiana | 65,968 | 31,338 | 33,630 | ..... | ..... | ..... | 1,000 | ..... | ..... | ..... | ..... |
| Iowa | 89,865 | 64,650 | ..... | ..... | ..... | ..... | ..... | ..... | 25,215 | ..... | ..... |
| Kansas | 20,500 | 10,500 | ..... | ..... | ..... | ..... | 10,000 | ..... | ..... | ..... | ..... |
| Kentucky | 83,472 | 18,808 | ..... | 52,000 | ..... | ..... | 1,164 | ..... | 11,500 | ..... | ..... |
| Louisiana | 1,560 | 310 | ..... | ..... | ..... | ..... | ..... | ..... | 1,250 | ..... | ..... |
| Maine | 102,300 | 90,250 | 250 | 1,800 | ..... | ..... | ..... | ..... | 10,000 | ..... | ..... |
| Maryland | 25,171 | ..... | ..... | 24,000 | ..... | ..... | ..... | 164 | ..... | 1,007 | ..... |
| Massachusetts | 674,581 | 293,632 | 13,500 | 230,400 | ..... | ..... | 71,112 | 28,500 | ..... | 4,737 | 32,500 |
| Michigan | 36,967 | 36,967 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Minnesota | 47,197 | 39,647 | ..... | ..... | ..... | ..... | ..... | ..... | 7,550 | ..... | ..... |
| Mississippi | 573 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 573 | ..... | ..... |
| Missouri | 115,420 | 104,820 | ..... | ..... | ..... | 200 | 2,000 | 1,000 | 7,400 | ..... | ..... |
| Nebraska | 22,300 | 4,800 | ..... | ..... | ..... | ..... | ..... | ..... | 17,500 | ..... | ..... |
| New Hampshire | 76,260 | 70,000 | 100 | ..... | ..... | ..... | 1,100 | ..... | 5,060 | ..... | ..... |
| New Jersey | 452,458 | 138,500 | 10,600 | 300,238 | ..... | ..... | ..... | 700 | 2,420 | ..... | ..... |
| New York | 649,555 | 510,144 | ..... | 37,607 | ..... | 200 | ..... | 75,000 | 11,433 | 9,036 | 6,135 |
| North Carolina | 24,227 | 14,517 | ..... | 40 | ..... | ..... | 2,000 | ..... | 7,670 | ..... | ..... |
| Ohio | 1,420,674 | 141,895 | 1,250,000 | 24,938 | 250 | ..... | 3,246 | ..... | 345 | ..... | ..... |
| Oregon | 12,500 | 8,500 | ..... | ..... | ..... | ..... | ..... | ..... | 4,000 | ..... | ..... |
| Pennsylvania | 219,605 | 194,750 | ..... | 2,752 | ..... | 1,000 | ..... | ..... | 18,500 | 2,803 | ..... |
| Rhode Island | 40,000 | 38,000 | ..... | ..... | ..... | ..... | ..... | ..... | 2,000 | ..... | ..... |
| South Carolina | 12,475 | 2,175 | ..... | ..... | ..... | ..... | ..... | ..... | 10,300 | ..... | ..... |
| Tennessee | 92,160 | 86,350 | ..... | 3,767 | ..... | ..... | ..... | 1,000 | 1,043 | ..... | ..... |
| Texas | 245 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 245 | ..... | ..... |
| Vermont | 22,778 | 8,150 | ..... | ..... | ..... | ..... | ..... | ..... | 14,628 | ..... | ..... |
| Virginia | 91,048 | 30,854 | 58,465 | 1,669 | ..... | ..... | ..... | ..... | 60 | ..... | ..... |
| West Virginia | 570 | 70 | ..... | ..... | ..... | ..... | ..... | ..... | 500 | ..... | ..... |
| Wisconsin | 97,485 | 82,965 | ..... | ..... | ..... | ..... | ..... | 20 | 14,500 | ..... | ..... |
| Dist. Columbia | 5,339 | 2,453 | ..... | 2,886 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Indian Ter | 223 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 223 | ..... | ..... |
| New Mexico | 2,400 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,400 | ..... | ..... |
| Utah | 112,852 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 112,852 | ..... | ..... |
| Total | 5,513,501 | 2,666,571 | 1,371,445 | 827,856 | 425 | 11,400 | 92,372 | 111,584 | 368,380 | 22,583 | 40,885 |

TABLE XXIV.—*Statistical summary of benefactions for* 1880—Continued.

| Institutions. | Total. | Endowment and general purposes. | Grounds, buildings, and apparatus. | Professorships. | Fellowships, scholarships, and prizes. | Aid for indigent students. | Libraries and museums. | Objects not specified. |
|---|---|---|---|---|---|---|---|---|
| Universities and colleges. | $2,666,571 | $990,758 | $375,417 | $585,200 | $320,025 | $83,978 | $68,423 | $242,770 |
| Schools of science | 1,371,445 | 1,302,665 | 21,629 | ..... | 16,260 | 7,132 | 750 | 23,009 |
| Schools of theology | 827,856 | 402,978 | 65,805 | 259,600 | 14,257 | 740 | 68,200 | 16,276 |
| Schools of law | 425 | ..... | ..... | ..... | 425 | ..... | ..... | ..... |
| Schools of medicine | 11,400 | 11,000 | 100 | ..... | ..... | ..... | ..... | 300 |
| Institutions for the superior instruction of women. | 92,372 | 2,650 | 37,676 | ..... | 45,000 | 2,496 | 4,150 | 400 |
| Preparatory schools | 111,584 | 103,500 | 1,500 | ..... | 20 | ..... | 700 | 5,864 |
| Institutions for secondary instruction. | 368,380 | 174,546 | 145,111 | ..... | 3,000 | 17,024 | 1,660 | 27,039 |
| Institutions for the deaf and dumb and the blind. | 22,583 | 11,343 | 300 | ..... | 1,000 | ..... | ..... | 9,940 |
| Training schools for nurses. | 40,885 | ..... | 2,250 | ..... | ..... | ..... | ..... | 38,635 |
| Total | 5,513,501 | 2,999,440 | 649,788 | 844,800 | 399,987 | 111,370 | 143,883 | 364,233 |

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

| Number of firms in— | | Number of works on— | |
|---|---|---|---|
| Connecticut | 4 | Archæology, fine arts, and music | 63 |
| Illinois | 14 | Bibliography and literature | 78 |
| Indiana | 4 | Dictionaries and encyclopædias | 22 |
| Maine | 1 | Education | 75 |
| Maryland | 1 | General science | 39 |
| Massachusetts | 26 | Geography | 7 |
| Michigan | 4 | History | 79 |
| Missouri | 5 | Language | 63 |
| New Jersey | 1 | Law | 33 |
| New York | 68 | Mathematics | 36 |
| Ohio | 7 | Mechanics and physics | 20 |
| Pennsylvania | 25 | Medicine and surgery | 69 |
| Rhode Island | 1 | Natural history | 25 |
| Wisconsin | 1 | Philosophy and logic | 14 |
| District of Columbia | 1 | Political and social science | 21 |
| | | Theology | 40 |
| Total | 163 | Total | 684 |

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

The following summary shows the patents granted by the Government for inventions of school furniture and appliances during the year:

| | | | |
|---|---|---|---|
| From California | 2 | From New York | 44 |
| Connecticut | 4 | Ohio | 11 |
| Illinois | 12 | Pennsylvania | 8 |
| Indiana | 5 | Rhode Island | 3 |
| Iowa | 2 | South Carolina | 1 |
| Maryland | 2 | Texas | 1 |
| Massachusetts | 9 | Vermont | 2 |
| Michigan | 3 | Virginia | 1 |
| Minnesota | 2 | West Virginia | 1 |
| Missouri | 2 | Wisconsin | 1 |
| Nebraska | 1 | District of Columbia | 3 |
| Nevada | 1 | Foreign | 9 |
| New Hampshire | 1 | | |
| New Jersey | 5 | Total | 136 |

| Improvements in— | | | |
|---|---|---|---|
| Accountant instrument, mechanical | 1 | Erasive rubber | 1 |
| Adding machine | 1 | Exercising and gymnastic apparatus, combined portable health | 1 |
| Amusement and instruction, device for | 1 | Galvanic battery, portable | 2 |
| Arm rest for writers | 1 | Gymnastic and other performances, apparatus for use in | 1 |
| Binder for books, metallic self | 1 | Heat regulator | 1 |
| Binder for sheet music | 1 | Ink fountain | 2 |
| Blackboard | 1 | Ink well | 1 |
| Blotter | 2 | Inking pad | 1 |
| Blotter, rule, and paper-cutter, combined | 1 | Inkstand | 6 |
| Blotting pad | 1 | Inkstand, calendar | 1 |
| Book, copy | 2 | Lead and crayon holder | 15 |
| Book cover | 1 | Mucilage stand, reservoir | 1 |
| Book cover protector | 1 | Music, apparatus for illustrating the principles of | 1 |
| Book covers, metallic guard for | 1 | Music chart | 2 |
| Book for holding blank forms | 1 | Music chart for key-board instruments | 1 |
| Book holder | 3 | Music holder | 1 |
| Book rack | 1 | Musical chart | 1 |
| Calculator | 3 | Paper, blank music | 1 |
| Calculator, interest | 1 | Pen | 2 |
| Card, geographical game | 1 | Pen-fountain | 1 |
| Clamp for carrying school books | 1 | Pen, fountain | 5 |
| Clock dial, geographical | 1 | Pen, hand ruling | 1 |
| Compasses, dividing | 1 | Penholder | 1 |
| Compasses, telescope attachment to surveyors' | 1 | Penholder, fountain | 1 |
| Crayon sharpener | 1 | Penholder, guide for | 1 |
| Desk and seat, school | 1 | Pen wiper | 1 |
| Desk, school | 2 | Pens, fountain attachment for writing | 1 |
| Drawing, apparatus for assisting in | 1 | Pencil and crayon holder | 1 |
| Drawing, apparatus for illustrating the rules of perspective | 1 | Pencil case | 2 |
| Dwelling, &c., ventilator | 1 | Pencil holder | 1 |
| Ellipsograph | 2 | Pencil holder, combination | 1 |
| Eraser, blackboard | 1 | Pencil, lead | 1 |
| | | Pencil sharpener | 3 |
| | | Pencil sharpener, slate | 1 |

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

| | | | |
|---|---|---|---|
| Pencil sharpening guide | 1 | Tablet, erasive | 1 |
| Pencil sharpening machine | 1 | Tablet holder and hand stamp, combined | 1 |
| Penmanship instructing chart | 1 | Tablet, writing | 3 |
| Puzzle block, geometrical | 1 | Teaching arithmetic, apparatus for | 1 |
| Rule and scale, combined | 1 | Teaching penmanship, hand guide for use in | 1 |
| Rule, graduated measuring | 1 | Tellurian | 1 |
| Ruler and pencil case, combined | 1 | Time, instrument for computing | 1 |
| Ruler, parallel | 3 | Transit instruments, meridian attachment to | 1 |
| Scale beam, multiplying | 1 | Triangle, draughtsman's | 1 |
| Slate, book | 1 | | |
| Slate frame | 3 | Total | 136 |
| Slate frame, noiseless | 1 | | |
| Slate, hinged | 2 | | |
| Slate, reversible | 1 | | |
| Slate, school | 2 | | |

## EDUCATION IN FOREIGN COUNTRIES.

### I.—EUROPE.

AUSTRIA-HUNGARY.— *a.* AUSTRIA,[1] constitutional monarchy: Area, 115,903 square miles; population, 21,565,435. Capital, Vienna; population, 1,020,770. Minister of public instruction, Conrad von Eybesfeld.

The examination of recruits in 1880 shows that 69 per cent. of the young men were able to read and write, 4 per cent. could read only, and 17 per cent. could neither read nor write. In 1873 only 51 per cent. of the recruits could read and write.

Austria is rich in museums and collections of objects of science, art, and curiosities. Among the libraries the richest are the library of the court in Vienna, the university libraries, and the libraries of the secondary schools, including each a library for teachers and another for pupils. Worthy of particular notice are also many collections of antiquities, natural history, and arts, besides the celebrated gallery of the Belvedere, in Vienna. Picture galleries are very numerous in the provincial towns.

The charitable institutions receive great attention. There are 497 hospitals, providing for about 200,000 patients. In 22 lunatic asylums, 7,925 patients are attended to. The 15 institutions for deaf-mutes have 985 inmates, and the 8 schools for the blind, 346.

The school law of 1868, which made primary education obligatory for eight years, has always been favorably received in the cities, while in the rural districts it has met with violent opposition. The farmers wanted compulsory school attendance reduced to six years, and they urged the establishment of half time schools for the summer months. The question was brought before the chambers in 1880. The lower house adopted the farmers' proposition by a large majority, but the bill failed to pass in the house of lords because the government promised to allow the children of farmers to absent themselves during the busy season.

The Ladies' Industrial Association of Vienna has one of the best industrial schools for young women. It is divided into eleven departments, viz, commerce, French, English, stenography, drawing, artistic sewing, plain sewing, cutting out, point lace work, telegraphy, and general improvement. The fees range from $5 to $20 a year. For those who desire it situations are found at the end of the course.

The Ladies' Industrial Association of Prague has two schools; in one are the schools for commerce, dress making, telegraphy, and educating teachers for the Kindergarten; in the other, machine knitting, cutting out, and sewing are taught. The number of pupils of the two schools is 200.

[1] The latest official statistics are given in the Report of the Commissioner of Education for 1878.

*Technical high schools.*—Austria has six technical high schools: 1 in Vienna, 2 in Prague (the language of instruction in one being German, in the other Bohemian, on account of the objection of the Bohemians to be taught in German), and 1 each in Grätz, Brünn, and Lemberg, the language of instruction in the last being Polish. The total number of students of the six institutions is 3,250, viz: Vienna, 1,509; Prague (German institute), 476; Prague (Bohemian institute), 622; Grätz, 265; Lemberg, 220; and Brünn, 158. The state grant for the technical high schools is about $350,000 a year. The Imperial Technical High School of Vienna affords a thorough theoretical and practical education in the four divisions of engineering, architecture, mechanical engineering, and chemistry. There is also a general division for history, natural history, languages, literature, and the plastic arts.

*b.* HUNGARY,[1] constitutional monarchy: Area, 118,172 square miles; population, 15,666,000. Capital, Buda-Pesth; population, 359,821. Minister of public instruction, A. von Trefort.

A high school for girls was opened in 1880 at Klausenburg. This is the first female high school in Hungary. According to a pamphlet by Baron Zichy, Hungary has 600,000 children of school age who do not go to school at all. At least one-half of the children nominally at school attend during the winter months only. In 1873, 300,000 of the school-going children had no books. There are 212 large parishes, each having a population exceeding 5,000, wholly without elementary schools. Fully 7,000 new schools are wanted to meet the bare necessities of the case. One-third of the teachers in the existing schools are not qualified for their office.

The Hungarian government encounters a great many difficulties in its endeavor to promote education. One of these difficulties consists in the diversity of languages spoken in the provinces. As the law now stands, the government is bound to furnish teachers for every language spoken by the various nationalities, although the number of their children is frequently very small. If the government prescribed only one language for all the public schools, the expenses would be far less and the results better.

BELGIUM, constitutional monarchy: Area, 11,373 square miles; population, 5,336,636. Capital, Brussels population, 384,848. Minister of public instruction, P. van Humbeeck.

The total number of institutions of learning in Belgium is 10,560, of which 6,528 are public and 4,032 private. The 6,528 public institutions consist of 4,157 communal primary schools, 268 communal infant schools, 1,623 communal adult schools, 63 communal apprentice schools, 101 reform and prison schools, 60 athenæums and other secondary state schools, 34 communal colleges, 2 state universities (Liége and Ghent), 10 schools of midwifery, 8 primary normal schools, 5 secondary normal schools, 5 military schools, 2 schools of civil engineering, mines, arts, and manufactures, 1 provincial school of commerce, industry, and mines, 31 subsidized industrial schools, 1 superior institute of commerce (Antwerp), 2 state navigation schools, 1 elementary navigation school, 1 agricultural institute, 1 school of veterinary surgery, 2 schools of horticulture and arboriculture, 1 academy of fine arts, 76 academies and schools of drawing, 2 royal conservatories of music, and 71 subsidized conservatories and schools of music. The 4,032 private institutions consist of 1,430 primary schools, 661 infant schools, 992 adult schools, 367 apprentice schools, 270 primary boarding schools, 104 secondary boarding schools, 2 universities (Louvain and Brussels), 1 faculty of theology, 6 theological seminaries, 30 primary normal schools, 24 academies and schools of design, and 145 conservatories and schools of music.

An educational museum has been established at Brussels by decree of December 20, 1879. It is divided into two sections: the first contains the publications and school apparatus exhibited by the Belgian and foreign governments; the second contains objects exhibited by private persons and by institutions of learning. An educational library is connected with the museum.

[1] The latest official statistics are given in the Report of the Commissioner of Education for 1879.

The minimum salary of elementary school teachers has been raised to $200 and a compensation for a dwelling. This salary is increased every five years until it reaches the maximum of $320.

Count Royer has donated 500,000 francs to the city of Brussels for the purpose of erecting a house on the seashore for the reception of sickly children.

In 1880 the Belgian normal schools granted diplomas to 378 graduates, of whom 178 were males and 200 females.

*Education in Brussels.*—The public day schools of Brussels were attended by 13,154 pupils in 1880, which shows an increase of 203 pupils over the previous year. The adult schools had 3,852 pupils, or 405 more than in 1879. Brussels has lately introduced the Fröbel Kindergarten, which admits gratuitously all children between the ages of three and six. At the latter age the pupils pass to the primary school, where they remain until the age of fourteen. All the public primary schools are also gratuitous. In some schools apprentice classes have been established for the industrial training of boys. Poor pupils receive clothing and books free of charge, and in winter they are furnished with a warm meal at noon. Instruction to adults is given in all communal schools from 8 to 9.30 P. M. The school savings banks are doing excellent work. In 1880 the amount deposited in the boys' schools was 54,878 francs; in the girls' schools, 3,500 francs; in the male adult schools, 3,530 francs, and in the female adult schools, 3,530 francs. The two city normal schools have recently been ceded to the state.

*The industrial school at Verviers.*—Verviers and the district around it are noted for the manufacture of broadcloth. The industrial school at Verviers is, therefore, specially intended for the training of chemists and dyers and for machine constructors. Instruction is given in the evening, and to qualify for admission the students, who number about 300, must be more than 12 years of age, write correctly, and know the first four rules of arithmetic. The course of instruction lasts three years. Students who attend the school three years and pass the final examination receive diplomas. Should any one distinguish himself sufficiently, he receives a travelling scholarship, which enables him to visit other countries and become acquainted with their industries, and on his return he has to give an account of what he has seen and the special industries he has visited. The school is supported by state, provincial, and communal grants and by tuition fees. It is the intention of the government to establish similar schools in other industrial districts.

*Industrial education for women.*—An association for the advancement of women's education was established in Brussels in 1865 and a school opened for this purpose in April of the same year. On opening day the number of pupils was 70; in October of the same year it had risen to 137, and at present this school has 500 pupils, while another school, with a similar purpose, has about 200 girls. The needlework executed at these schools attracted the attention of every visitor at the recent national exposition at Brussels. As a large number of prominent families have all their sewing done at these schools, they are not only self supporting, but are enabled to pay a fair compensation to the pupils for their work.

*The International Educational Congress at Brussels.*—From August 22 to 29, 1880, there met at Brussels an international congress of educators and friends of education. The occasion of the congress was found in the celebration of Belgian independence, the fiftieth anniversary of which occurred October 4 of the same year. The congress was called by the Belgian Education League, an influential organization, the object of which is to establish gratuitous and unsectarian schools in every part of the country. The congress, under the honorary presidency of the Belgian minister of public instruction, aimed to explain and popularize the social and educational questions relating to all grades of instruction. It was divided into the following six sections:

(1) Crèches, Kindergärten, infant schools, primary instruction.
(2) Secondary instruction.
(3) Superior instruction.

(4) Instruction in special subjects, professional, technical, agricultural, and commercial.
(5) Popular instruction, lecture courses, conventions, libraries, museums, and societies for the promotion of knowledge.
(6) School hygiene.

The manner in which the important questions laid before the congress were treated will be best seen from the following closing address by M. Buls, the secretary general of the congress:

LADIES AND GENTLEMEN: We have reached the close of the work of the congress; and before we separate it will be well, in a rapid sketch, to give you an approximate idea of the questions that have been discussed and of the solutions that have been proposed.

This résumé will certainly be very incomplete and very insufficient. Our sittings have just closed, and months would be required to prepare a report which should present in a condensed form all the ideas which have been stirred during this week; but we have thought that it would be agreeable to the members of the congress to carry away from this last meeting a general view of their labors.

Section I, Primary Instruction: The different questions placed on the programme of this section have given rise to earnest and animated debate, in the course of which the speakers have for the most part taken very high ground. In Division B the discussions have mostly turned upon the first question proposed, that relating to the value of Fröbel's method; eminent specialists, both of our own and of foreign countries, have made known what has been actually done with a view to spreading Fröbel's doctrine and the various ways in which the system of the illustrious German educator has been understood and applied.

This earliest infant culture has excited so much interest, even outside the sittings of the congress, that groups of members have met to seek complementary explanations on what had been said at the meetings. Again and again the subject came up in relation to other points under discussion. The Fröbel school tends, indeed, to become the basis of all education; schools properly so called will be obliged to study its method. This was made evident in after discussions, so often as they related to the adoption of intuitive methods of teaching and to the exercises most fit to cultivate the memory. While Division B was thus occupied with the best methods of teaching, Division A was considering the general organization of popular instruction and the great problems raised by the questions of freedom of teaching, the creation of school museums, the training of teachers, the education of girls, gratuitous instruction, and due distribution of scholastic work. All these points, which touch some of the gravest social questions, gave rise to earnest debate, in the course of which the speakers brought forward important theories, supported by well ascertained facts of organizations already in action in the countries of Europe and America, whose representatives addressed the meeting.

It results from these discussions that, if all are not agreed concerning the best scholastic organization to be established or the methods to be employed, the differences of opinion bear mostly on matters of practice. The purpose everywhere is the same, and, as a speaker from the north said in explaining the admirable scholastic system of his own country, "a breath of liberalism is wafted now over our modern world, and moves it to spare no sacrifice, to grudge no care that will tend to raise by means of the school (rationally conducted and open to all) the moral, intellectual, and material level of the populations."

Section II, Secondary Instruction: The principal question on the programme for this section was that relating to the organization of secondary instruction. Should schools of this grade furnish complete general instruction or special teaching with a view to the future career of the pupils? Both sides of the question found supporters. The difficulty of formulating any programme of studies that should satisfy modern requirements of knowledge was made use of as an argument in favor of special schools; on the other hand, the impossibility of determining at ten years of age the aptitudes of children was the argument used by opponents; certain members strove to satisfy both parties by maintaining that instruction might be given which should be at once general and special.

The debate grew more animated and excited the extreme interest of the audience when the partisans of classical studies and of science and modern languages were brought face to face. On both sides the different opinions were exposed and defended with a degree of ability and breadth of view which proved that the defenders of Latin and Greek were also men of science and that the advocates of exact science and of modern languages were likewise men familiar with the humanities. All agreed at least on one point: the necessity of the moral influence of the school and of the teacher upon the pupil. Most of the speakers pronounced themselves in favor of preparatory schools to be attached to secondary schools.

The simultaneous use of strict grammatical study and of the exercises used in

teaching modern languages was advocated by almost all the speakers. Some criticised the grammatical method generally adopted now; some averred that the study of language should be founded on the principle of the evolution of languages; and others, again, that the teaching should go from the simple to the more complex, and should bring out clearly the affinity of languages.

The best system of forming professors for secondary instruction is, according to some, to place the candidates in a special school, similar to the École Normale Supérieure in Paris; according to others, to let them enter a university in which they will go through a course of general study.

Finally, the second section devoted a morning's sitting to the question of the best method of education and the best course of studies in secondary schools for girls. The discussion was both brilliant and fruitful. It gave to several women, whose names are well known, the opportunity of proving how well they deserve their reputation. It was by common consent recognized that secondary schools for girls are absolutely indispensable, and that the establishment of them is a duty of the state. The only difference of opinion was concerning the direction of such schools, and, although the majority seemed in favor of women directors, the opposite view was maintained with ability and found partial approval.

Section III, Higher Culture: This section examined and discussed successively almost all the questions that had been prepared for it by the executive committee, and moreover a proposition was brought before it by one of its members concerning the establishment of institutions for higher instruction in commercial matters.

Freedom of higher teaching, freedom in laying down courses of study, also the freedom of professors as regards new opinions in opposition with the religious ideas of their country, were treated from various points of view. The necessity of an entrance examination for universities was unanimously recognized, and no one advocated fixing a minimum of age from the moment the candidate had reached the standard required.

The question of granting academic degrees was the subject of a serious debate, as also that of admitting women to university studies and examinations.

Finally, the general assembly of the congress devoted a long sitting to the examination of the possible means of joining to the preparatory studies for all liberal professions a knowledge of the essential principles of all the sciences. This question could not be exhaustively treated without a supplementary sectional sitting.

Section IV, Special and Industrial Schools and Classes: The result of the discussion in this section, which was devoted to special schools, is that the organization of industrial schools should depend on the nature of the prevailing industry in the province or district to which the institutions belong. The diminished skill of workmen (on which much stress has been laid of late) seemed to the section more apparent than real. The apprehension manifested on this subject arises from the changes which have taken place in the relation of production to the special skill of the artisans concerned in it. Production has made rapid strides, while the means of apprenticeship have lessened rather than increased.

The tendency at present is to connect elementary schools with workshops, to organize a real apprenticeship, and to establish industrial schools through the help of trade organizations. The growing importance of industrial training for women suggests the necessity of giving it an official organization. Institutions for the purpose would train pupils for trades fitted to the strength and special aptitudes of their sex.

Turning to a wholly different subject, the section next considered the best methods to be adopted for teaching gymnastics. The opinion that finally prevailed is that any apparatus is good so long as the purpose with which it is used is to give harmonious development to the body. Manuals were not condemned, on condition that they should not be considered obligatory. The section then laid down certain principles to be observed in teaching gymnastics to girls, and also in normal schools, in popular societies, and in the Army.

The report on musical teaching excited no opposition.

The section was satisfied that great progress had been made in the teaching of the deaf and dumb, in the sense that it goes far beyond enabling them to correspond by signs.

A learned and admirable report on the teaching of drawing was discussed in the general assembly, but it cannot be said to have resulted in any conclusions concerning the organization of such teaching. Some speakers considered that the difficulty arose from the confusion which seemed to exist in the minds of certain members between plastic and geometrical drawing.

Section V, Instruction for Adults: The organization of adult schools was the subject of a very animated debate. Sundry speakers explained what was done in different countries of Europe and in America. All were agreed as to the distinction to be made between the absolutely ignorant adults and those who have some small beginnings of knowledge; also with regard to the great difference between classes in the country and in towns, where the exigencies of trade and various forms of industry may make a different programme of studies desirable. Some speakers insisted on the necessity of giving prizes to the pupils at the end of the year.

The question of the organization of workmen's societies was thoroughly investigated, and the conclusions given in the public report were, for the most part, adopted by the assembly, which was, however, divided with regard to the remuneration to be given to the teachers who devote themselves to maintaining and spreading these useful associations.

A most animated debate in the general assembly was raised by the examination of the reciprocal services that might be rendered by schools to the army and by the army to general instruction. Most speakers were of opinion that some military exercises should be introduced into schools which would tend to prepare boys for the service and would instil the spirit of order and discipline so indispensable in the army.

The complete suppression of the army was put forward as desirable by one speaker, and another doubted if schools could in any way prepare for military service. All, however, are of opinion that bodily exercise should be especially provided for by all schoolmasters.

Section VI, Hygiene in Schools.[1]

DENMARK, constitutional monarchy: Area, 14,553 square miles; population, 1,903,000. Capital, Copenhagen; population, 250,000. Minister of public instruction, A. C. P. Linde.

Elementary education is widely diffused in Denmark, the attendance at school being obligatory from the age of seven to fourteen. In conformity with article 85 of the constitution, education is afforded gratuitously in the public schools to children whose parents cannot afford to pay for their teaching. Besides the University of Copenhagen, there are 13 gymnasia in the principal towns of the kingdom which afford a classical education, and under them are a large number of middle class schools for the children of the working classes. All the schools in Denmark are sectarian.

*Education in Iceland:* Iceland is a Danish colony, with an area of 39,756 square miles and a population of 69,763. According to Dr. Vouga's statement in the Allgemeine Bibliothek, Iceland has no illiterates. All the children can read, write, and cipher at the age of seven. It is the duty of the mothers to instruct their children. The pastor exercises a general supervision over this home education, and he excludes from the confirmation ceremony all those who have not received sufficient training. It is very remarkable that Iceland has no prisons, no police, no army, no thieves.

FINLAND, a dependency of Russia: Area, 144,222 square miles; population, 2,028,021. Capital, Helsingfors; population, 43,142. Director of educational affairs, Dr. L. Lindelöf.

The following is an abstract of the Statistisk Årsbok för Finland, 1881:

*The university at Helsingfors.*—The University of Finland has four faculties: theology, law, medicine, and philosophy. The total number of professors is 67, viz: 3 for theology, 4 for law, 13 for medicine, and 47 for philosophy. The total number of students is 694, of whom 131 are in theology, 168 in law, 60 in medicine, and 335 in philosophy. The faculty of philosophy has admitted one female student to the lectures. Besides the 694 regular students there are 471 hearers. The total income of the university in 1880 was 936,000 marks, viz, 585,000 marks from the state and 351,000 marks from endowments and fees. The total expenditure in 1880 was 909,000 marks.[2]

*Secondary schools.*—For secondary education Finland possesses 14 lyceums (11 state and 3 private) with an 8 years' course and 9 lyceums (3 state and 6 private) with a four years' course—total, 23. Of these 12 are taught in Swedish, 10 in Finnish, and 1 in German. The total number of teachers is 297, and the total number of pupils 3,348, of whom 2,515 are in state and 833 in private schools. Besides the lyceums there are 4 so-called preparatory schools (förskolor), with 14 teachers and 215 pupils, and 21 Realschulen (non-classical secondary schools), with 150 teachers and 978 pupils. Of the 21 Realschulen, 9 are taught in Swedish and 12 in Finnish; 19 are state and 2 private institutions. The total number of secondary schools for boys is, therefore, 48, and the total number of boys attending these schools is 4,541. For girls there are 38 secondary schools (31 Swedish, 4 Finnish, and 3 German), with 378 teachers and 2,818 pupils; 7 are state and 31 private schools.

[1] A summary of the action of the congress on this subject will be found under the head of Sanitation and Education in this report, pages ccxlviii and ccxlix.

[2] The Finnish mark is the equivalent of the French franc and is worth 19.3 cents

*Elementary schools.*—The total number of elementary schools is 578, viz: 150 for boys, 136 for girls, and 292 for both sexes; 431 schools are taught in Finnish, 134 in Swedish, 11 in Finnish and Swedish, and 2 in Russian. The number of teachers is 720 (329 males and 391 females), and the total number of pupils 26,963—15,186 boys and 11,777 girls—or 37 pupils for every teacher. Of the 578 schools 156 are in the towns and 422 in rural districts, and of the 26,963 pupils 10,133 are in city schools and 16,830 in country schools.

The number of criminals in state prisons is 1,505.

The population of Finland is 2,028,021, of whom 1,989,226 are Lutherans, 38,231 Greeks, and 564 Roman Catholics. The capital, Helsingfors, has a population of 43,142.

The Finns are a saving people. Their savings banks have increased from 15 in 1850 to 104 in 1880 and the deposits from 7,196,797 marks in 1870 to 16,381,437 marks in 1880.

The state expenditure for education in 1880 was:

| | Marks. |
|---|---|
| For science and fine arts | 99,500 |
| For university at Helsingfors | 579,946 |
| For secondary education | 1,360,524 |
| For technical education | 492,299 |
| For primary education | 624,884 |
| Total | 3,157,153 |

or $631,430.

The expenses of the military establishment of the Grand Duchy in 1879 were 3,225,747 marks.

*Miscellaneous notes.*—The fact that only 26,963 pupils attend the elementary schools out of a school population of 342,286 shows sufficiently that much remains still to be done in Finland to educate the masses. The severe climate makes rapid progress almost impossible. At the capital of the country, Helsingfors, on the south coast, the average temperature of the year is only 39.4°. The ground is covered with snow and all waters are frozen during five or six months of the year. The government of Finland has recently sanctioned the establishment of a commercial institute at Brahestad, in the north of Finland. This is the first institution of this kind in Finland, and its establishment is due to Mr. John Fellman, a citizen of Brahestad, who donated $200,000 for the purpose. Professor Felix Heikel, whose visit to this country will be recalled by many educators, has been appointed director of the school.

All the public schools of Finland are either wholly or in part supported by the state. Ambulatory village schools are of private character and receive no state aid. The towns supply the higher institutions of learning, and the university at Helsingfors belongs to the state. It is organized after the German plan, the instruction being given by lectures and not by recitations, and there is perfect liberty of teaching and o earning.

FRANCE, republic:[1] Area, 201,900 square miles; population, 36,905,788. Capital, Paris; population, 1,988,806. Minister of public instruction, Jules Ferry.

*Miscellaneous educational items.*—France is making every effort to be no longer behind in education. The present republican government may evince now and then perhaps a little too much zeal, and thereby injure its own cause; but there can be no doubt that so far it has been successful and made great progress. Compulsory and gratuitous elementary education, the abolition of the letters of obedience (episcopal certificates entitling the holder to teach in public and private schools without having received suitable training), the establishment of separate elementary schools and of higher schools for girls, a higher standard for the examinations of teachers, the introduction of new text books—these are some of the chief measures carried in the year

[1] For the latest official statistics of education in France, see the report of the Commissioner of Education for 1878, and for those relating to the city of Paris, the report for 1879.

1880. Another important measure, a bill to make all the elementary schools unsectarian, was introduced in 1880, but went over to the session of 1881 on account of the great opposition manifested in almost all parts of the country. The law of 1850 gave ministers of religion a right to enter the school and to teach catechism during the regular school hours. It is quite natural that the clergy should make earnest endeavors to defeat the government bill. Many leading republicans of the liberal school, as Jules Simon, Senators Waddington and Laboulaye, are, in this particular case, siding with the ultramontanes.

From a report furnished to the prefect of the Seine by the bureau de l'assistance publique, it appears that during the year 1880 1,672 children deserted or having no home were brought up by the police, of whom 1,033 were charged with being beggars and vagabonds; and of this number 80 were girls. It is significant that only 124 were given up to their parents and friends. Out of 219,000 children between 6 and 14 years of age living in Paris, there are about 7,000 who attend no school. The report concludes with the statement that each year 600 children are sent into the provinces and placed with different employers who give them elementary instruction and teach them a trade.

The minister of public instruction has caused Herbert Spencer's work on education to be translated and published for gratuitous distribution in all the public schools of France.

On the occasion of the annual assembly of the Sociétés Savantes in 1880, the directors and directresses of normal schools and a section of primary school inspectors had been invited by the minister of public instruction to participate in the educational conferences. At this meeting the following questions were discussed: (1) the organization of primary schools under a single teacher; (2) the means of securing the best supply of students for normal schools. The government defrayed all the expenses of the conference, the results of which have been so satisfactory to the minister that he has decided to call a meeting every year.

On the 22d of November, 1880, the French senate passed the bill authorizing the government to establish secondary state schools for girls. An amendment to make religious instruction a regular branch of study in these schools was rejected by a vote of 142 against 126. The new institutions will be situated at Paris, Bordeaux, Dijon, Grenoble, Lille, Lyons, Marseilles, Nancy, Nantes, Rheims, and Rouen. The following branches constitute the obligatory course of instruction: The French language, the history of the French language and literature, philosophy, natural history, a synopsis of general history, national history, geography, arithmetic, the elements of physical and natural sciences, hygiene, the elements of nursing, domestic economy, German, English, Italian, Spanish (two of the three latter languages optional), elements o fcommon law, and needlework. The optional branches of instruction will be determined for each school by its director, with the approval of the minister of public instruction. A course of pedagogy is to be attached to each school for such pupils as desire to prepare themselves for the school service. The teaching staff consists of male and female teachers, but whenever a lesson is given by a male teacher the presence of a female teacher is obligatory. The schools are to admit boarders and day scholars.

School savings banks are making very rapid progress in France, as is shown by the following table:

*Statistics of school savings banks.*

| Year. | Number of banks. | Number of books issued. | Amount deposited in francs. |
|---|---|---|---|
| January 1, 1877 | 8,043 | 143,273 | 2,984,352 |
| January 1, 1879 | 10,440 | 177,574 | 3,602,621 |
| January 1, 1881 | 14,273 | 307,452 | 6,228,560 |

*Education and crime.*—The official education report published in 1880 contains the following: The criminal court statistics have served as a means of ascertaining the condition of primary education, but the information derived from that source has sometimes led to false conclusions concerning the influence of education upon morals. The causes which lead man to crime are so complex that it is impossible to draw any reliable conclusion from comparisons between literates and criminals or between literate and illiterate criminals. If ignorance and vulgarity push man toward crime, the violent passions, the vices of human nature, and the temptations arising from the accumulation of wealth and the centralization of population exercise, in certain cases, still greater influence. When we study the French criminal statistics by departments, we find that crimes against the person are especially numerous in the southern sections; crimes against property especially frequent in the wealthy regions; and one is led to attribute the frequent occurrence of the former crimes to the violence of the passions, and that of the latter crimes to the temptations of wealth.

The judiciary statistics furnish, however, some evidence which must not be undervalued. The criminals are recruited to a large extent from the lower strata of society. If primary education were sufficiently spread it would have penetrated those lower quarters, and all the criminals would at least be able to read and write, like the rest of the population. The following table shows the percentage of literate and illiterate criminals from 1828 to 1878:

| Years. | Of 100 criminals. | | |
|---|---|---|---|
| | Were illiterate. | Could read and write, or at least read. | Had received a higher education. |
| 1828 to 1830 | 61 | 37 | 2 |
| 1831 to 1835 | 58 | 39 | 3 |
| 1836 to 1840 | 57 | 40 | 3 |
| 1841 to 1845 | 53 | 45 | 3 |
| 1846 to 1850 | 51 | 46 | 3 |
| 1851 to 1855 | 46 | 50 | 4 |
| 1856 to 1860 | 43 | 52 | 5 |
| 1861 to 1865 | 39 | 56 | 5 |
| 1866 to 1870 | 37 | 59 | 4 |
| 1871 to 1875 | 36 | 61 | 3 |
| 1876 to 1878 | 31 | 65 | 4 |

It is evident, then, that the number of criminals destitute of all education diminishes, and that, consequently, the number of literate criminals increases. This is a necessary consequence of the general diffusion of education in France. If education were spread, as it is to be desired, all Frenchmen would at least be able to read and write and all French criminals could be counted as literates.

It is interesting in this connection to consider the statistics of illiteracy in France. According to the census of 1872 the total population of France was 36,102,921. Of this number, 13,324,801, or 36.9 per cent. (including 3,540,101 infants under six years of age), could neither read nor write; 3,772,603, or 10.5 per cent., could read only; 18,682,749, or 51.7 per cent., could read and write; and of 322,768, or 0.9 per cent., the degree of education was not known.

*Progress of education under the republic.*—In 1872 the number of schools of all kinds was 70,179 and the number of pupils 4,722,754, or 19.4 schools and 1,203 pupils for every 10,000 inhabitants. In 1877 the number of schools of all kinds was 72,217 and the number of pupils 4,918,890, or 19.6 schools and 1,320 pupils for every 10,000 in-

habitants. The number of pupils receiving gratuitous instruction has increased from 54 per cent. in 1872 to 57.4 per cent. in 1877, and in 1880 a law was passed making elementary education gratuitous for all pupils in the public schools. The total expenses for primary education have risen from 53,622,425 francs in 1871 to a little over 80,000,000 francs in 1880.

The educational budget of the city of Paris, which amounted to 1,604,346 francs in 1852 and 6,513,195 francs in 1870, amounts at present to 14,572,641 francs. Paris spends as much for education as the kingdom of the Netherlands.

The minister of public instruction has submitted a bill to the Chambers intended to regulate private secondary education. According to this bill, every Frenchman proposing to open a private school must produce (1) a diploma of bachelor of letters or bachelor of science; (2) a certificate of aptitude for teaching, to be awarded after examination by a specially appointed jury; (3) the names of his assistant teachers, who must show similar qualifications; (4) a plan of buildings and premises, and a programme of studies. In introducing the bill the minister said:

The state, that is, society itself, is as much interested in regulating the practice of teaching as that of medicine, and against the stringent guarantees imposed in the latter case no protest has ever been raised.

The new school regulations prescribed by the minister of public instruction make important changes in the government of primary schools. In the first place, corporal punishment of any kind is altogether and unreservedly abolished, and this being the case the striking of any pupil will not only be an offence against the official regulations, but will render the offending teacher amenable to prosecution for cruelty. In the next place, the right of the father to decide whether his son is to receive religious instruction or not is distinctly recognized, and it is provided that he shall always be consulted before the pupil is permitted to participate in devotional teaching. It is furthermore provided that children shall not be sent to church except out of school hours, and that no teacher shall be bound to conduct them to church or to watch over them there.

Of the 15,462 candidates for primary school teacherships examined in 1880, 9,383, or 61 per cent., received their diplomas of capacity. The female candidates were more successful than their male colleagues. Of 6,153 male candidates, 3,095, or 52 per cent., passed, and of 9,309 female candidates, 6,298, or 67 per cent., were successful.

In consequence of the increasingly numerous cases of myopia developed in French schools through bad arrangement of seats and distribution of light, the minister of public instruction has appointed a commission whose duty it will be to study the influence of the material conditions of school arrangement on the progress of myopia, and to discover the means of counteracting the evil.

There has been for several years a private school of political science in Paris. As a great deal of good has been accomplished by this institution, the government has decided to adopt it. The school provides the final instruction for those who have already received a liberal education. Each of the great divisions in its courses of instruction furnishes a complete preparation for any one of the following careers, and for the competitive examinations which open the way to them: Diplomacy, council of state, administration and inspection of finances. Courses of lectures are given in each branch once a week. The course lasts two years. Diplomas are granted to students who pass a successful examination at the end of the second year. The teaching staff consists of a director and twenty professors. The school receives students, without examination, upon application, and at the recommendation of the council of the school.

*Education in the colonies.*—The following table shows the number of schools now in operation in the French colonies:

| Colonies. | Number of schools. | | |
|---|---|---|---|
| | Lay. | Religious. | Total. |
| Senegal and Goree | 2 | 6 | 8 |
| Gaboon | ..... | 2 | 2 |
| Island of Ste. Marie de Madagascar | ..... | 2 | 2 |
| Mayotta | ..... | 2 | 2 |
| Nos-Beh | ..... | 2 | 2 |
| Island of Reunion | 94 | 65 | 159 |
| Pondicherry | 2 | 23 | 25 |
| Chandernagore | ..... | 2 | 2 |
| Yanaon | ..... | 1 | 1 |
| Mahé | 1 | 1 | 2 |
| Cochin China | 19 | 14 | 33 |
| New Caledonia | 6 | 16 | 22 |
| Saint Pierre and Miquelon | 1 | 6 | 7 |
| Guadeloupe | 18 | 54 | 72 |
| Martinique | 65 | 71 | 136 |
| Guiana | 4 | 5 | 9 |

GERMANY, constitutional empire: Area, 212,091 square miles; population (in December, 1880), 45,149,172, divided among the following 26 states constituting the German Empire: Prussia, kingdom, 27,251,067; Bavaria, kingdom, 5,271,516; Saxony, kingdom, 2,970,220; Württemberg, kingdom, 1,970,132; Baden, grand duchy, 1,570,189; Hesse-Darmstadt, grand duchy, 936,944; Mecklenburg-Schwerin, grand duchy, 576,827; Mecklenburg-Strelitz, grand duchy, 100,269: Saxe-Weimar, grand duchy, 309,503; Saxe-Meiningen, duchy, 270,147; Saxe-Altenburg, duchy, 155,062; Saxe-Coburg Gotha, duchy, 194,479; Schwarzburg-Rudolstadt, principality, 80,149; Schwarzburg-Sondershausen, principality, 71,083; Reuss Schleiz, principality, 50,782; Reuss-Greiz, principality, 101,265; Oldenburg, grand duchy, 337,454; Brunswick, duchy, 349,429; Anhalt, duchy, 232,747; Waldeck, principality, 56,548; Schaumburg-Lippe, principality, 35,332; Lippe-Detmold, principality, 120,216; Lübeck, free city, 63,571; Bremen, free city, 156,229; Hamburg, free city, 454,041; and Alsace-Lorraine, annexed from France in 1871, 1,571,971. Capital of empire, Berlin; population, 1,122,385.

*Illiteracy of German recruits.*—Württemberg has the smallest number of illiterate recruits; only 2 recruits were discovered during the last five years who could neither read nor write. Next in rank comes Baden, where only 4 illiterates were found during the same period. In Bavaria the number of illiterate recruits is also very small. Five years ago 1.79 per cent. of the young men examined could neither read nor write, while in 1880 there were only 0.47 per cent. In the various smaller principalities about 1 per cent. of the recruits are illiterate, while in Alsace-Lorraine this number amounts to 2.23 per cent. against 3.45 per cent. five years ago. For Prussia the percentage of illiteracy of recruits is 2.27 against 3.19 per cent. five years ago.

*Educational periodicals.*—There are at present 83 educational journals published in the German Empire. Of these 2 are dailies, 34 weeklies, and the rest monthlies and semimonthlies. Ten of the 83 journals are published at Berlin, 6 at Leipzig, and the rest in various provincial towns. The Allgemeine Deutsche Schulzeitung is the oldest educational periodical published in Germany. It was started by Dr. Zimmermann at Darmstadt in 1824. Its present editor is Professor Stoy, at Jena.

*Spelling reform.*—Nearly all the German states have introduced a new spelling system into their schools. The new systems are, however, not uniform, and this causes great confusion and general dissatisfaction. About five years ago there was but one spelling system in all Germany; at present there are nearly as many as there are states and ministers of public instruction. Prince Bismarck, seeing the confusion that

would arise from such a change, has strictly forbidden all officials of the imperial government under his jurisdiction to use the new spelling.

*Statistics of German universities in* 1880.

| Universities. | Number of professors. | Number of students in the faculties of— | | | | Number of hearers. | Total number of students and hearers. |
|---|---|---|---|---|---|---|---|
| | | Theology. | Jurisprudence. | Medicine. | Philosophy. | | |
| Berlin | 219 | 197 | 1,315 | 475 | 1,621 | 1,593 | 5,201 |
| Bonn | 118 | 131 | 231 | 132 | 457 | 36 | 917 |
| Braunsberg | 10 | 10 | ..... | ..... | ..... | ..... | ..... |
| Breslau | 108 | 136 | 356 | 209 | 608 | 15 | 1,324 |
| Erlangen | 63 | 198 | 52 | 138 | 93 | ..... | 481 |
| Freiburg | 56 | 43 | 81 | 185 | 83 | 67 | 459 |
| Giessen | 58 | 25 | 107 | 73 | 148 | 8 | 361 |
| Göttingen | 116 | 125 | 183 | 146 | 511 | 9 | 974 |
| Greifswald | 62 | 53 | 68 | 248 | 162 | 5 | 536 |
| Halle | 102 | 270 | 103 | 144 | 581 | 32 | 1,130 |
| Heidelberg | 107 | 21 | 181 | 105 | 195 | 30 | 532 |
| Jena | 77 | 74 | 81 | 81 | 215 | 30 | 481 |
| Kiel | 64 | 44 | 27 | 75 | 96 | 105 | 347 |
| Königsberg | 85 | 66 | 177 | 122 | 372 | 8 | 745 |
| Leipzig | 206 | 423 | 1,057 | 423 | 1,324 | 118 | 3,345 |
| Marburg | 71 | 62 | 77 | 141 | 272 | 16 | 568 |
| Munich | 132 | 92 | 642 | 562 | 510 | 34 | 1,840 |
| Münster | 32 | 81 | ..... | ..... | 164 | 8 | 253 |
| Rostock | 41 | 55 | 30 | 37 | 76 | ..... | 198 |
| Strassburg | 86 | 58 | 208 | 149 | 337 | 62 | 814 |
| Tübingen | 83 | 381 | 301 | 145 | 167 | 10 | 1,004 |
| Würzburg | 76 | 120 | 103 | 419 | 206 | 59 | 907 |

*Deaf-mute schools.*—The German Empire has 96 deaf-mute schools, viz: 53 in Prussia, 14 in Bavaria, 7 in Württemberg, 4 in Saxony, 3 in Alsace-Lorraine, 2 in Baden, 2 in Hesse-Darmstadt, and 11 in the other states.

*Myopia in German schools.*—Prof. Hermann Cohn, of the University of Breslau, has examined the eyes of 42,619 pupils in various grades of schools in Germany. He declares that myopia is seldom found in village schools; that it increases from grade to grade; and that the principal causes are defective light in school rooms, the small type in text books, and especially the large amount of home study. In the lower classes from 1 to 25 per cent. were affected; in the higher classes the rate increased to 60 and 80 per cent. At the Heidelberg gymnasium every student was more or less affected. At the school of theology, Heidelberg, 79 per cent. of the students were short-sighted. In 25 secondary schools, with 9,096 pupils, 22 per cent. were short-sighted in the lower classes and 53 per cent. in the higher ones. In 5 village schools, with 1,486 pupils, only 1.5 per cent. were short-sighted; in 20 elementary city schools, with 4,978 pupils, 1.8 per cent.

*Trades in schools.*—The leading German educational journals pronounce themselves against the introduction of trades into the elementary schools. They hold that the short time devoted to the intellectual training of the pupils should not be shortened by the introduction of novelties. Thus far no official steps have been taken in the matter, except that Prussia has sent a commission to Sweden and Denmark, charged with the study of the system introduced in those countries by Mr. Clauson-Kaas, an ex-major

of the Danish army. The major never wrote a word on his system. He travels from city to city, explains his methods, and in case it suits the local authorities he is allowed to establish workshops in the boys' schools. The Prussian commission has pronounced itself against an official introduction of the system in the public schools, and it is not very likely that any other system will be tried for the present.

The same may be said concerning school savings banks. The larger majority of teachers condemn the system as unpedagogic. The school authorities do not seem to be against the establishment of banks, since they allow the school inspectors to superintend them in case the teachers are willing to coöperate.

*Course of study in business colleges.*—The following table shows the subjects of instruction and lessons a week in three leading German business colleges:

| Subjects. | Dresden. | Leipzig. | Chemnitz. |
|---|---|---|---|
| Commercial law | 2 | 1 | 1 |
| National economy | 1 | 1 | 1 |
| Book-keeping and office work | 3 | 2 | 4 |
| Correspondence | 3 | 2 | 4 |
| German language and literature | 3 | 3 | 3 |
| French language and correspondence | 3 | 3 | 4 |
| Commercial arithmetic | 4 | 4 | 3 |
| Mathematics | 3 | 3 | 2 |
| Physics | 3 | 3 | 2 |
| Chemistry | 2 | 4 | 2 |
| Technology | 2 | 3 | 6 |
| History | 2 | 2 | 2 |
| Geography | 2 | 2 | 3 |
| Penmanship | 1 | 1 | 1 |
| Drawing | 2 | 4 | 4 |
| Gymnastics | ..... | 1 | 1 |
| Italian language and correspondence | 2 | 2 | 2 |
| Stenography | 2 | 3 | 3 |
| English language and correspondence | 4 | 4 | 4 |
| Total | 44 | 48 | 52 |

*a.* Alsace-Lorraine, imperial territory (Reichsland): Area, 5,580 square miles; population, 1,571,971.

It is a singular fact that while the French Government is making the public schools unsectarian the governor general of Alsace-Lorraine, whose only duty is to execute orders sent from Berlin, not only upholds the sectarian character of schools in existence, but also converts all unsectarian institutions into church schools. Recent school statistics have not been received from Alsace-Lorraine, but it appears from the educational periodicals that great progress has been made within the last few years. The schools are now all organized on a German basis, and have nearly all been provided with teachers trained in Germany proper.

*b.* Baden, grand duchy: Area, 5,851 square miles; population, 1,570,189; capital, Carlsruhe; population, 42,895; minister of public instruction, Dr. G. Nokk.

Baden has not published any educational statistics since 1873. In that year the school population numbered 243,567, the number of elementary schools was 1,937, the number of pupils 245,369, and the number of teachers 3,603.

Baden has one of the best polytechnic schools in the world. It was opened at Carlsruhe in 1865. The course of instruction is arranged with a view to perfecting engineers, mechanical engineers, architects, chemists, and forest officers in general education and in special sciences necessary to them. Instruction is also given in finance and pharmacy.

*c.* BAVARIA, constitutional monarchy: Area, 29,293 square miles; population, 5,271,516; capital, Munich; population, 198,829; minister of public instruction, Dr. von Lutz.

Bavaria, like many other German states, publishes very few educational reports. The latest official statistics are ten years old, and there is, at present, no indication that new statistics will be published in the near future. In 1870 Bavaria had 7,184 elementary schools, with 841,304 pupils and 11,921 teachers. It is generally admitted that the Bavarian schools are doing excellent work, but there seems to be a strong opposition against publishing frequent reports.

The Bavarian technical high school at Munich, which occupies a palatial building of immense proportions, is in all respects equal to a university in organization and standing. It has a general section, a school of engineering, a school of architecture, a mechanical technical school, a chemical technical school, and a school of agriculture. The school has 44 professors and 27 assistants and about 1,000 students. The students have at their disposal 30 collections and laboratories and an unusually rich library. As the Bavarian university is situated at Munich, the students of the technical high school have an opportunity to attend lectures in certain specialties at that institution. The school depends immediately on the minister of public instruction, and the governing body consists of a rector and vice rector, who are appointed by the King.

*d.* BREMEN, free city: Area, 106 square miles; population, 156,229.

For latest educational statistics, see the Report of the Commissioner of Education for 1879.

*e.* HAMBURG, free city: Area, 148 square miles; population, 454,041.

The official school report for 1879–'80 shows that Hamburg has in all 226 schools. Of these, 51 are public, 28 subsidized by the public treasury, and 147 are private. The total number of classes in these schools is 1,458 and the total number of pupils 50,768. All the schools are pay schools; poor pupils are, however, admitted free of charge.

The following statement exhibits the condition of the public school buildings of Hamburg as regards lighting and heating: 59.3 per cent. of the school rooms receive the light from the left side, 4.9 per cent. from the right side, 2.7 per cent. from the front, 0.3 per cent. from the rear, and 32.8 per cent. from several sides. Only 10 per cent. of the school-houses have furnaces and 90 per cent. have stoves.

*f.* HESSE-DARMSTADT, grand duchy: Area, 2,866 square miles; population, 936,944; capital, Darmstadt; population, 44,107. Director general of schools, H. Knorr.

Hesse-Darmstadt has 988 elementary schools, with 1,697 teachers and 138,818 pupils, viz: 69,119 boys and 69,699 girls; 12 advanced elementary schools, with 80 teachers and 3,082 pupils, viz: 1,497 boys and 1,585 girls; 797 review schools for boys, with 1,336 teachers and 18,563 pupils; and 84 private elementary schools, with 644 teachers and 6,489 pupils, viz: 2,480 boys and 4,009 girls. For secondary education there are 21 Gymnasien and Realschulen, with 266 teachers and 6,365 pupils. The polytechnic school at Darmstadt continues to do excellent work. It has five divisions, viz: architecture, civil engineering, machine construction, industrial chemistry, and mathematical and physical sciences. Hesse-Darmstadt is one of the states most advanced in education in Germany. All the children of school age attend school and few adults are found unable to read and write well.

*g.* PRUSSIA, constitutional monarchy (the King of Prussia is at the same time Emperor of Germany): Area, 137,066 square miles; population, 27,251,067; capital, Berlin; population, 1,122,385. Minister of public instruction, von Gossler.

The latest official statistics of elementary schools date from 1871. In that year the number of these schools was 34,988, with 4,007,776 pupils. In Prussia all children of school age attend school, although they are frequently so uncomfortably crowded in the school rooms that parents would do better to keep them at home. Hundreds of village schools have from 100 to 300 pupils for every teacher. The school-house contains often but two or three rooms, one of which is used as a class room, one is occupied by the teacher and his family, and one by his servant and a cow or a couple

of goats. In the cities and towns the elementary schools are almost all very good, but the village schools are bad.

A warm controversy is going on in Prussia as to the relative merits of the Realschulen and the Gymnasien. Public opinion is beginning to pronounce itself very decidedly in favor of the Realschulen, to the great indignation of the defenders of the classical system. The progressive Realschulen, with their non-classical character, seem to suit the times better than the too conservative Gymnasien.

*Overcrowded schools.*—The following table shows the number of overcrowded schools in each Prussian province:

| Provinces. | Number of overcrowded schools. | Number of teachers wanted to remedy the evil. |
|---|---|---|
| East Prussia | 669 | 669 |
| West Prussia | 448 | 448 |
| Brandenburg | 552 | 556 |
| Pomerania | 500 | 500 |
| Posen | 869 | 953 |
| Silesia | 1,509 | 1,689 |
| Saxony | 761 | 779 |
| Schleswig-Holstein | 106 | 106 |
| Hanover | 555 | 654 |
| Westphalia | 827 | 861 |
| Hesse-Nassau | 414 | 415 |
| Rhine Province | 825 | 838 |
| Hohenzollern | 12 | 12 |
| Total | 8,047 | 8,280 |

In 919 classes there are more than 150 pupils to each teacher; 119 of these 919 classes have more than 200 pupils to each teacher. From 1873 to 1879 the number of teachers' places has increased by 6,975.

The minister of public instruction has inserted in the budget of his department for 1881 $300,000 against $100,000 in 1880.

Since the resignation of Dr. Falk from the ministry of public instruction, the educational authorities have laid more stress on the teaching of religion, as will be seen from the following ministerial ordinance, published September 27, 1880:

*To the provincial school boards:*

Among the children who reach school age during the coming school year, there will be, for the first time, a number who have not received the sacrament of baptism, although their parents belong to the Christian denominations. It is the duty of the school to prevent the evil consequences which might arise from the neglect of the religious training of these children. The provincial school authorities are therefore requested to see that the teachers ascertain on admitting the children to what denomination their parents belong and enforce their attendance at the instruction in the religion of their parents.

*A school of statistics.*—A statistical seminary was opened in November, 1880, in connection with the Royal Statistical Bureau at Berlin in order to offer young men an opportunity to acquire a more thorough knowledge of statistics than the universities usually afford. Lectures and practical exercises are given by Dr. Engel, the director of the bureau, and a number of prominent professors.

*Needlework.*—The minister of public instruction has decided that needlework is an obligatory branch of instruction in all girls' schools, and that communes which are too poor to employ a teacher for this purpose may apply for state aid.

*Gratuitous education.*—Elementary education is gratuitous in sixteen cities only. These are Berlin, Breslau, Königsberg, Dantzig, Altona, Elberfeld, Crefeld, Posen, Erfurt, Kiel, Gladbach, Flensburg, Remscheid, Königshütte, Hagen, and Nordhausen.

*Education in Berlin.*—Berlin has 14 Gymnasien, with 7,247 pupils; 7 Realschulen, with 3,946 pupils; 2 industrial schools, with 1,083 pupils; 6 high schools for girls, with 4,007 pupils; 2 teachers' seminaries, with 158 male and 158 female students; 1 preparatory seminary, with 103 male pupils; 3 advanced elementary schools, with 379 male and 126 female pupils; 19 preparatory schools for the Gymnasien, with 3,787 pupils; 107 communal elementary schools, with 42,777 boys and 44,429 girls; 1 school for the blind, with 18 male and 13 female inmates; 4 boys' schools, under the control of societies, with 223 pupils; 2 girls' schools, under the same control, with 204 pupils; 5 mixed schools, with 489 boys and 472 girls; 2 Jewish schools, with 1,040 pupils; 9 higher private schools for boys, with 2,815 pupils; 10 middle class private schools for boys, with 3,312 pupils; 47 private high schools for girls, with 9,554 pupils; 15 private middle class and elementary schools for girls, with 3,644 pupils; and 5 mixed, with 1,401 boys and 1,392 girls. There are, therefore, 262 institutions of learning, with nearly 133,000 pupils.

The Royal Library of Berlin celebrated in September, 1880, the one hundredth year of its existence in its present domicile, although as a library it is 221 years old. It was founded in 1659 and located in the residence of the Great Elector, at whose death it included 1,168 manuscripts and about 20,000 volumes. In 1735 the number of volumes was estimated at 72,000. In 1774 Frederick the Great began the present building, which was finished in 1780. At present the library contains over 800,000 volumes and over 15,000 manuscripts.

Besides the Royal Library and the libraries of the university and other institutions, Berlin has about 100 popular libraries.

The government has published the results of the examination of candidates for professorships of modern languages in the secondary schools from 1877 to 1881. The following table shows the number of candidates examined at each of the ten centres, and the numbers furnished by the two rival institutions, the Gymnasium and the Realschule:

| Centres. | Number of candidates graduated from the— | | Total. |
|---|---|---|---|
| | Gymnasien. | Realschulen. | |
| Königsberg | 8 | 7 | 15 |
| Berlin | 18 | 13 | 31 |
| Greifswald | 12 | 12 | 24 |
| Breslau | 4 | 5 | 9 |
| Halle | 15 | 12 | 27 |
| Göttingen | 29 | 17 | 46 |
| Münster | 32 | 4 | 36 |
| Marburg | 21 | 10 | 31 |
| Bonn | 32 | 5 | 37 |
| Kiel | 6 | 6 | 12 |
| Total | 177 | 91 | 268 |

From this table it appears that two-thirds of the candidates had graduated from the Gymnasien before entering the university, while only one-third came from the Realschulen. The government has openly declared itself in favor of the Gymnasien and this induces a great many young men to enter these schools in order to be sure of a position after the completion of their university course.

*Secondary schools for girls.*—The Prussian minister of public instruction has pub-

lished his first report on secondary schools for girls. The report is not complete, a number of schools having failed to send in returns, but it shows that the government is beginning to pay more attention to these institutions than in former years.

The following table gives the number of secondary schools for girls and the number of teachers and pupils in the different provinces and government districts:

| Provinces and districts. | Number of schools. | Number of classes. | Number of teachers. | | | Number of pupils. |
|---|---|---|---|---|---|---|
| | | | Males. | Females. | Total. | |
| East Prussia: | | | | | | |
| District of Königsberg | 14 | 79 | 74 | 25 | 99 | 3,084 |
| District of Gumbinnen | 4 | 38 | 30 | 17 | 47 | 1,627 |
| Total for the province | 18 | 117 | 104 | 42 | 146 | 4,711 |
| West Prussia: | | | | | | |
| District of Dantzig | 6 | 40 | 37 | 16 | 53 | 1,542 |
| District of Marienwerder | 11 | 78 | 71 | 23 | 94 | 3,771 |
| Total for the province | 17 | 118 | 108 | 39 | 147 | 5,313 |
| The city of Berlin | 5 | 78 | 83 | 49 | 132 | 1,935 |
| Brandenburg: | | | | | | |
| District of Potsdam | 31 | 228 | 218 | 50 | 268 | 8,227 |
| District of Frankfort | 15 | 121 | 95 | 46 | 141 | 4,155 |
| Total for the province | 46 | 349 | 313 | 96 | 409 | 12,382 |
| Pomerania: | | | | | | |
| District of Stettin | 9 | 44 | 44 | 26 | 70 | 1,547 |
| District of Köslin | 2 | 16 | 16 | 6 | 22 | 520 |
| District of Stralsund | 2 | 25 | 29 | 8 | 37 | 963 |
| Total for the province | 13 | 85 | 89 | 40 | 129 | 3,030 |
| Posen: | | | | | | |
| District of Posen | 8 | 44 | 48 | 19 | 67 | 1,484 |
| District of Bromberg | 5 | 34 | 29 | 17 | 46 | 332 |
| Total for the province | 13 | 78 | 77 | 36 | 113 | 1,816 |
| Silesia: | | | | | | |
| District of Breslau | 10 | 58 | 52 | 44 | 96 | 1,038 |
| District of Liegnitz | 12 | 123 | 129 | 37 | 166 | 4,360 |
| District of Oppeln | 3 | 17 | 13 | 9 | 22 | 426 |
| Total for the province | 25 | 198 | 194 | 90 | 284 | 5,824 |
| Saxony: | | | | | | |
| District of Magdeburg | 15 | 130 | 125 | 55 | 180 | 5,367 |
| District of Merseburg | 10 | 58 | 38 | 28 | 66 | 1,591 |
| District of Erfurt | 8 | 92 | 86 | 34 | 120 | 3,520 |
| Total for the province | 33 | 280 | 249 | 117 | 366 | 10,478 |
| Schleswig-Holstein: | | | | | | |
| District of Schleswig | 19 | 122 | 110 | 32 | 142 | 3,961 |
| Hanover: | | | | | | |
| District of Hanover | 7 | 64 | 69 | 21 | 90 | 2,572 |
| District of Hildesheim | 9 | 59 | 49 | 22 | 71 | 1,685 |
| District of Lüneburg | 4 | 31 | 24 | 14 | 38 | 831 |
| District of Stade | | | | | | |

| Provinces and districts. | Number of schools. | Number of classes. | Number of teachers. | | | Number of pupils. |
|---|---|---|---|---|---|---|
| | | | Males. | Females. | Total. | |
| Hanover—Continued. | | | | | | |
| District of Osnabrück | 6 | 34 | 30 | 14 | 44 | 1,227 |
| District of Aurich | 6 | 31 | 21 | 17 | 38 | 684 |
| Total for the province | 32 | 219 | 193 | 88 | 281 | 6,999 |
| Westphalia: | | | | | | |
| District of Münster | ..... | ..... | ..... | ..... | ..... | ..... |
| District of Minden | 6 | 17 | 14 | 8 | 22 | 462 |
| District of Arnsberg | 28 | 123 | 105 | 52 | 157 | 3,860 |
| Total for the province | 34 | 140 | 119 | 60 | 179 | 4,322 |
| Hesse-Nassau: | | | | | | |
| District of Cassel | 12 | 79 | 77 | 23 | 100 | 2,472 |
| District of Wiesbaden | 8 | 75 | 70 | 19 | 89 | 3,048 |
| Total for the province | 20 | 154 | 147 | 42 | 189 | 5,520 |
| Rhine Province: | | | | | | |
| District of Coblentz | 7 | 29 | 18 | 16 | 34 | 574 |
| District of Düsseldorf | 42 | 180 | 162 | 106 | 268 | 4,297 |
| District of Cologne | 7 | 34 | 39 | 10 | 49 | 526 |
| District of Treves | 1 | 1 | ..... | 1 | 1 | 14 |
| District of Aix-la-Chapelle | 4 | 16 | 10 | 16 | 26 | 337 |
| Total for the province | 61 | 269 | 229 | 149 | 378 | 5,748 |
| Hohenzollern | ..... | ..... | ..... | ..... | ..... | ..... |
| GENERAL SUMMARY. | | | | | | |
| East Prussia | 18 | 117 | 104 | 42 | 146 | 4,711 |
| West Prussia | 17 | 118 | 108 | 39 | 147 | 5,313 |
| City of Berlin | 5 | 78 | 83 | 49 | 132 | 1,935 |
| Brandenburg | 46 | 349 | 313 | 96 | 409 | 12,382 |
| Pomerania | 13 | 85 | 89 | 40 | 129 | 3,030 |
| Posen | 13 | 78 | 77 | 36 | 113 | 1,816 |
| Silesia | 25 | 198 | 194 | 90 | 284 | 5,824 |
| Saxony | 33 | 280 | 249 | 117 | 366 | 10,478 |
| Schleswig-Holstein | 19 | 122 | 110 | 32 | 142 | 3,961 |
| Hanover | 32 | 219 | 193 | 88 | 281 | 6,999 |
| Westphalia | 34 | 140 | 119 | 60 | 179 | 4,322 |
| Hesse-Nassau | 20 | 154 | 147 | 42 | 189 | 5,520 |
| Rhine Province | 61 | 269 | 229 | 149 | 378 | 5,748 |
| Hohenzollern | ..... | ..... | ..... | ..... | ..... | ..... |
| Total for Prussia *a* | 336 | 2,207 | 2,015 | 880 | 2,895 | 72,039 |
| Of these are— | | | | | | |
| In cities | 321 | 2,152 | 1,966 | 871 | 2,837 | 69,577 |
| In rural districts | 15 | 55 | 49 | 9 | 58 | 2,462 |

*a* If all the schools were reported, their number would be about 400, and the number of pupils about 100,000.

*Expenditure for girls' high schools.*—The total expenditure for the schools reported in the foregoing list amounts to 3,812,851 marks (1 mark = 23.8 cents). This amount is covered by school fees amounting to 2,448,676 marks and by municipal and state grants amounting to 1,364,165 marks.

One hundred and ten former teachers of secondary schools for girls receive a pension amounting to about $218 each per annum.

*Courses of instruction.*—As nearly all the girls' high schools are municipal institutions, the courses of study are prepared to suit local wants. The following is the course of study prepared by Dr. Erkelenz, director of the girls' high school at Cologne in the province of the Rhine:

*Course of study of the girls' high school at Cologne.*

| | Subjects. | Lessons a week. | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | First class (highest). | Second class. | Third class. | Fourth class. | Fifth class. | Sixth class. | Seventh class (lowest). |
| 1 | German: | | | | | | | |
| | Reading, grammar, composition, &c | 1 | 2 | 2 | 3 | 3 | 4 | 4 |
| | Literature, poetry, &c | 2 | 2 | 2 | ..... | ..... | ..... | ..... |
| 2 | History | 2 | 2 | 2 | 2 | 2 | 1 | 1 |
| 3 | Geography | 1 | 2 | 2 | 2 | 2 | 2 | 2 |
| 4 | French | 2 | 3 | 3 | 4 | 4 | 5 | 5 |
| 5 | English | 2 | 3 | 4 | 4 | ..... | ..... | ..... |
| 6 | Natural sciences | 1 | 2 | 2 | 2 | 2 | 1 | 1 |
| 7 | Hygiene | 1 | 1 | ..... | ..... | ..... | ..... | ..... |
| 8 | Arithmetic, algebra, and geometry | ..... | 3 | 3 | 3 | 3 | 3 | 3 |
| 9 | Drawing | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 10 | Penmanship | ..... | ..... | ..... | ..... | 2 | 2 | 2 |
| 11 | Singing | ..... | 1 | 1 | 1 | 1 | 1 | 1 |
| 12 | Needlework | ..... | 3 | 3 | 3 | 3 | 3 | 3 |
| 13 | Gymnastics | ..... | 2 | 2 | 2 | 2 | 2 | 2 |
| 14 | Pedagogy | 2 | ..... | ..... | ..... | ..... | ..... | ..... |
| 15 | History of art | 2 | ..... | ..... | ..... | ..... | ..... | ..... |
| | Total | 18 | 28 | 28 | 28 | 26 | 26 | 26 |

NOTE.—Religious instruction is given every morning before the regular school hours.

For the sake of comparison, the course of instruction of the girls' high school at Leipzig is added here:

| | Subjects. | Lessons a week. | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | First class (highest). | Second class. | Third class. | Fourth class. | Fifth class. | Sixth class. | Seventh class. | Eighth class. | Ninth class. | Tenth class (lowest). |
| 1 | Religion | 2 | 2 | 2 | 3 | 3 | 3 | 4 | 2 | 2 | 2 |
| 2 | German | 4 | 4 | 4 | 4 | 4 | 4 | 6 | 8 | 8 | 8 |
| 3 | French | 5 | 5 | 5 | 5 | 5 | 4 | 2 | ..... | ..... | ..... |
| 4 | English | 4 | 4 | 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 5 | History | 2 | 2 | 2 | 2 | 2 | 2 | 1 | ..... | ..... | ..... |
| 6 | Geography | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | ..... |
| 7 | Natural sciences | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 1 | ..... |
| 8 | Arithmetic | 2 | 2 | 2 | 2 | 3 | 3 | 4 | 4 | 4 | 4 |
| 9 | Penmanship | ..... | ..... | ..... | 1 | 1 | 2 | 3 | 4 | 4 | 4 |
| 10 | Drawing | 2 | 2 | 2 | 2 | 2 | 2 | ..... | ..... | ..... | ..... |
| 11 | Singing | 1 | 1 | 1 | 2 | 2 | 2 | 2 | ..... | ..... | ..... |
| 12 | Gymnastics | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | ..... | ..... |
| 13 | Needlework | 2 | 2 | 2 | 3 | 2 | 2 | 4 | 2 | 2 | ..... |
| | Total | 30 | 30 | 30 | 30 | 30 | 30 | 30 | 24 | 22 | 18 |

*h.* SAXONY, constitutional monarchy:[1] Area, 6,777 square miles; population, 2,970,220. Capital, Dresden; population, 197,295. Minister of public instruction, Dr. von Gerber.

*i.* WÜRTTEMBERG, constitutional monarchy:[1] Area, 7,675 square miles; population, 1,970,132. Capital, Stuttgart; population, 107,273. Director of the education department, von Roemer.

The director of the education department has decreed that corporal punishment in schools may be rendered more severe than heretofore and that pupils may be kept in school from 1 to 12 hours after the close of the regular session.

Württemberg has one of the best industrial schools for girls in Germany. It is situated at Reutlingen. It was opened a few years ago, with 6 pupils; there are now more than 200. The school is assisted by the town and the state. It has five divisions, viz, plain sewing, making dresses and clothes, machine sewing, embroidery, and making of fancy woollen goods.

GREAT BRITAIN AND IRELAND, constitutional monarchy: Area, 121,305 square miles; population, 35,246,633.

*a.* ENGLAND AND WALES. Capital, London; population, 3,832,441.

The following is the condition of elementary education, according to the report of the committee of council on education, signed by Lord Spencer and Mr. Mundella:

*Day schools.*—In the year ending August 31, 1880, the inspectors visited 17,614 day schools in England and Wales to which annual grants were made, containing 25,601 departments under separate teachers and furnishing accommodation for 4,240,753 scholars, or about one-sixth of the estimated population. There were on the registers the names of 3,895,824 children, of whom 1,235,427 were under 7 years of age, 2,465,460 were between 7 and 13, 150,579 were between 13 and 14, and 44,358 were above 14.

These figures show a considerable improvement upon the returns quoted in the last report. The accommodation has increased by 98,529 school places, or 2.38 per cent.; the scholars on the registers, by 184,941, 4.98 per cent.; and the average attendance, by 155,921, 6.01 per cent. The annual government grants to elementary day schools rose in the year from 1,981,720*l.* to 2,130,009*l.*

*Night schools.*—The night schools examined during the year were 1,363 in number; 46,069 scholars above 12 years of age were, on an average, in attendance each night.

*Training colleges.*—The 41 training colleges were attended in 1880 by 3,112 students.

The following table shows the rate of progress since the passage of the elementary education acts in 1870 and 1876:

*England and Wales.*

| | Year ending August 31 — | | | |
|---|---|---|---|---|
| | 1870. | 1874. | 1876. | 1880. |
| Estimated population | 22,090,163 | 23,648,609 | 24,244,010 | 25,480,161 |
| I. SCHOOLS IN GENERAL. | | | | |
| Number of schools inspected | 8,281 | 13,163 | 14,368 | 17,743 |
| Number of departments: | | | | |
| 1. Day | 12,061 | 17,646 | 20,782 | 25,601 |
| 2. Night | 2,504 | 1,432 | 1,474 | 1,363 |
| Accommodation: | | | | |
| 1. Day schools | 1,878,584 | 2,861,319 | 3,426,318 | 4,240,753 |
| 2. Night schools | | 10,507 | 14,810 | 14,051 |
| Present at examination: | | | | |
| 1. Day scholars | 1,434,766 | 2,034,007 | 2,412,211 | 3,268,147 |
| 2. Night scholars | 77,918 | 36,720 | 41,133 | 40,602 |

[1] For latest educational statistics, see the Report of the Commissioner of Education for 1879.

*England and Wales*—Continued.

| | Year ending August 31— | | | |
|---|---|---|---|---|
| | 1870. | 1874. | 1876. | 1880. |
| I. Schools in general—Continued. | | | | |
| Average attendance: | | | | |
| 1. Day scholars | 1,152,389 | 1,678,759 | 1,984,573 | 2,750,916 |
| 2. Night scholars | 73,375 | 48,690 | 49,858 | 46,069 |
| Number of teachers: | | | | |
| Certificated | 12,467 | 18,714 | 23,053 | 31,422 |
| Assistant | 1,262 | 2,489 | 3,173 | 7,652 |
| Pupil | 14,304 | 27,031 | 32,231 | 33,733 |
| Studying in training colleges | 2,097 | 2,982 | 3,007 | 3,112 |
| II. Voluntary schools. | | | | |
| Number of schools | 8,281 | 11,341 | 12,677 | 14,181 |
| Number of departments | 12,061 | 16,357 | 18,057 | 19,809 |
| Accommodation | 1,878,584 | 2,626,318 | 2,870,168 | 3,158,119 |
| Average attendance | 1,152,389 | 1,540,466 | 1,656,502 | 1,981,664 |
| III. Board schools. | | | | |
| Number of schools | ..... | 826 | 1,596 | 8,433 |
| Number of departments | ..... | 1,299 | 2,725 | 5,792 |
| Accommodation | ..... | 245,508 | 556,150 | 1,082,634 |
| Average attendance | ..... | 138,293 | 328,071 | 769,252 |

*School supply.*—During the last nine years (1871 to middle of 1880) the population between the ages of 3 and 15 is estimated to have increased by 756,699, or 12 per cent., while additional accommodation has been provided in efficient day schools for 2,228,074 pupils, being an increase of 110.7 per cent.

*School attendance.*—In regard to school attendance the report says: "Two and a half millions of children between the ages of 7 and 13, as appears from the tables of the registrar general, might be found in elementary schools, and might be reasonably expected to make the number of attendances required to earn a grant. * * * Much, it is plain, remains to be done to secure the regular attendance at school of a large number of children who ought to be, but are not, daily under instruction. * * * We are sorry to find on examining the school returns that the education of so many children of 10 years of age and upwards is discontinued as soon as, by passing the fourth standard, they are freed from the obligation to attend school, and become entitled to go to work. Out of 231,485 children presented in that standard in 1879, as many as 92,258 disappeared from our schools in 1880; while the 115,011 pupils in standard 5 of 1879 fell in the year to 52,625."

*Drill.*—It appears from the reports of the inspectors that military drill, which (as distinguished from the ordinary school drill practised in every good school) was introduced by the new code, is systematically taught with more or less satisfactory results to the boys attending 1,203 day schools.

Cookery is taught in 276 schools. Savings banks have been established in 1,087 and school libraries in 2,092 schools. Out of 25,508 departments of schools in which singing is taught, the instruction is given by ear in 21,718, or 85.14 per cent.

*Pensions.*—The education department has received during the school year 98 applications on behalf of teachers in England and Wales. Since the practice of granting pensions was resumed, in 1875, the department has dealt with 437 applications, and has awarded 16 pensions of 30*l.*, 99 of 25*l.*, and 151 of 20*l.*, and 41 gratuities to the amount of 1,770*l.*

*Compulsory education.*—The act of 1880, passed just ten years after the principle of direct compulsion was first somewhat timidly introduced, completes the work, so far as legislation is concerned. By it direct compulsion is made universal, and the whole population now comes under the operation of compulsory by laws.

*Education in London.*—The following is an abstract of the annual address on the board's work, read by Sir Charles Reed, chairman of the school board for London, at the regular meeting, September 30, 1880:

The school board for London was constituted in the autumn of 1870, so that ten years have now elapsed; and the completion of the decade affords a suitable opportunity for a comparison between the state of elementary education in the metropolis now and its condition at the time of the passing of the elementary education act. The population of the elementary school class, between the ages of 3 and 13, is at present 740,577, besides 65,640 children between the ages of 13 and 14, many of whom may be compelled to attend school under the act of 1876. In 1871 there was accommodation in all for 262,259 children, or 39.4 per cent. of the estimated population of school age. At midsummer last the denominational schools had provision for 269,469 children, or 8,000 more than in 1871, while we had provided for 225,236, giving a total accommodation for 494,705 out of a present child population of 740,577, or 66.8 per cent. Thus we have now seats for two out of every three children needing elementary education. The average attendance has risen in the voluntary schools from 173,406 at the end of 1871 to 180,706 at midsummer last, at which latter date our schools showed a daily average attendance of 192,995. This average daily attendance in the efficient elementary schools of London of 373,701 children, as compared with the 174,301 at the end of 1871, has been attained through the exercise of our compulsory powers.

Instruction in cookery is now given in 10 elementary schools under the control of the school board for London. The cookery lessons are all well attended. Both parents and children continue to appreciate the cooking instruction. The cooked food has sold well; 869 pupils finished a complete course during the term ending September, 1880.

*Science and art schools.*—The numbers of persons who during 1879 attended the various schools of science and art, in connection with the science and art department, were as follows: In science, 59,519 attended science schools, as against 57,230 in 1878. The numbers of schools examined were 1,355, comprising 4,564 different classes, from which 34,111 students came up for examination. The numbers receiving instruction in art were 795,444, being an increase upon the previous year of 67,570. At the National Art Training School, South Kensington, the number of students was 824. The total number of schools of art in the United Kingdom was 146, and the number of students in these schools and other branch classes was 29,191. In elementary day schools drawing was taught in 4,489 schools to 725,129 children, and 541,729 were examined in 1879. The total amount of grants in aid of instruction in drawing in elementary schools was 34,057*l*.

*Women's colleges and schools.*—Examinations (higher, local, and degree) are provided for the purpose of testing the attainments of women over 18 years of age by the Universities of Oxford, Cambridge, Durham, London (which admits women to all its degrees), Edinburgh, St. Andrews, and Dublin. The following colleges are expressly intended for the education of women: Girton College, Cambridge, founded in 1873; Newnham Hall, Cambridge, founded in 1875; Alexandra College, Dublin; Queen's College, London, and Bedford College, London.

*Universities in the United Kingdom granting degrees.*—(1) University of Oxford, first charter granted by Henry III; number of colleges, 25; number of professors, 43; members of convocation, 5,212; undergraduates, 2,814; members on books, 9,986.

(2) University of Cambridge, founded in the twelfth century, though its first authentic charter dates from the time of Henry III; number of colleges, 17; number of professors, 36; number of the senate, 6,066; undergraduates, 2,497; members on books, 10,593.

(3) University of Durham, founded 1832. The number of professors, readers, and lecturers is 7; number of students, 204.

(4) University of London, founded 1837. The University of London is of a thoroughly

cosmopolitan and unsectarian character, and grants degrees in art, medicine, law, and science to all candidates who can pass the requisite examinations. Certificates for degrees are received from all medical schools and all other universities and colleges. There are 51 examiners and 12 assistant examiners.

(5) Victoria University, founded 1879. The centre of this newly formed northern university is Owens College, Manchester, founded 1851 and incorporated 1871; but other colleges, such as Firth College, Sheffield, and the Yorkshire College of Science, at Leeds, also belong to the university.

(6) University of Edinburgh, founded 1582. Degrees are granted by this ancient university in the faculties of theology, law, medicine, and arts. The number of students was 3,172 in 1880.

(7) University of Glasgow, founded in 1451. Degrees are granted in the faculties of theology, law, and medicine. The number of professors is 28, and the number of students, 2,292.

(8) University of Aberdeen, incorporated in 1860, although the foundations of the colleges constituting the university are of ancient date. Degrees are granted in arts, divinity, and medicine. The number of students is 714.

(9) University of St. Andrew's, founded in 1411. There are two colleges comprised within the university, viz, the United College and St. Mary's College. The senatus academicus consists of 15 professors. The number of the general council is 1,568, and of students 167 in the faculty of arts and 30 in that of divinity. Degrees are granted in arts, medicine, and divinity.

(10) University of Dublin, founded in 1591. Trinity College, Dublin, is the representative of this university, which grants degrees in the faculties of divinity, arts, law, medicine, and engineering. The constitution of Trinity College is represented by a provost, 7 senior fellows, 24 junior fellows, 70 scholars, 10 non-foundation scholars, and 30 sizars. The university senate consists of 418 masters and doctors. There are over 30 professors, and the number of students is 1,730.

(11) The Royal University of Ireland, founded in 1880. The charter gives power to examine for, and after examination to confer, all such degrees as can be conferred in or by any other university in the United Kingdom, degrees or other distinctions in theology excepted. Degrees are open to women as well as to men. Within two years after the date of charter of this university the Queen's University in Ireland is to be dissolved, its property being transferred to the Royal University.

(12) The Queen's University in Ireland, founded in 1850, consists of the three Queen's Colleges at Belfast, Cork, and Galway, and grants degrees to members of these colleges. Queen's College, Belfast, has 18 professors and 500 students; Galway, 6 professors and 167 students; and Cork, 17 professors and 285 students.

(13) Catholic University, Dublin, founded in 1854, includes faculties of medicine, law, theology, philosophy, letters, and science.

*Colleges not authorized to grant degrees.*— Of this class there are in the United Kingdom 7 general colleges, 125 theological colleges, belonging to 20 different denominations, and a large number of medical, military, and higher technical schools.

*b.* SCOTLAND: Population, 3,661,292. Capital, Edinburgh; population, 215,146.

Following is an abstract of the report of the committee of council on education in Scotland for the year 1880:

*Elementary schools.*— In the year ending September, 1880, the inspectors visited 3,056 day schools to which annual grants were made, containing 3,377 departments under separate teachers and furnishing accommodation for 602,054 pupils, or about one-sixth of the estimated population. There were on the registers of these schools the names of 534,428 children, of whom 113,213 were under 7 years of age, 380,928 were between 7 and 13, 25,419 were between 13 and 14, and 14,868 were above 14. Of these pupils, 470,581 were present on the day of examination, while 404,618 were, on an average, in daily attendance throughout the year.

The following table shows the rate of progress in the period which has elapsed since the passing of the act of 1872:

| | Years. | | | |
|---|---|---|---|---|
| | 1872. | 1878. | 1879. | 1880. |
| Estimated population | 3,495,214 | 3,593,929 | 3,628,065 | 3,661,292 |
| Number of schools inspected | 1,979 | 3,011 | 3,019 | 3,064 |
| Departments: | | | | |
| Day | 2,133 | 3,290 | 3,313 | 3,377 |
| Night | 68 | 251 | 271 | 277 |
| Accommodation: | | | | |
| Day schools | 281,688 | 563,481 | 585,629 | 602,054 |
| Night schools | | 3,257 | 2,724 | 1,361 |
| Present at inspection: | | | | |
| Day scholars | 225,306 | 439,021 | 447,801 | 470,581 |
| Night scholars | 2,641 | 12,911 | 13,743 | 14,809 |
| Average attendance: | | | | |
| Day scholars | 213,549 | 377,257 | 385,109 | 404,618 |
| Night scholars | 3,653 | 13,123 | 13,799 | 14,297 |
| Number of teachers: | | | | |
| Certificated | 2,566 | 4,953 | 5,148 | 5,330 |
| Assistant | | 288 | 357 | 444 |
| Pupil | 3,642 | 4,883 | 4,648 | 4,582 |
| Studying at training colleges | 729 | 1,039 | 970 | 892 |

*c.* IRELAND: Population, 5,317,416. Capital, Dublin; population, 314,666.

The number of primary schools is on the increase, there being 7,590 schools in operation in 1880, showing an increase of 68 schools over the previous year. The pupils on the rolls of these schools numbered 1,083,020; the daily average attendance was 468,557. The average attendance for 1880 exceeded that for 1879 by 33,503 pupils. The total number of schools showing a mixed attendance of Roman Catholics and Protestants and solely under Protestant teachers was 1,273, attended by 153,051 pupils; 2,804 schools, with a mixed attendance of 401,688 pupils, were solely in charge of Roman Catholic teachers; and 98 schools, with a mixed attendance of 22,503 pupils, were in charge conjointly of Protestant and Roman Catholic teachers. Of 3,331 schools showing an unmixed attendance, 552 were in charge of Protestant teachers and 2,779 were in charge of Roman Catholics.

GREECE, constitutional monarchy: Area, 19,941 square miles; population, 1,679,775. Capital, Athens; population, 68,677.

Following is a brief abstract of L'instruction publique chez les Grecs, par G. Chassiotis, Paris, 1881:

The total number of public elementary schools in Greece was 1,172 in 1878–'79. Of this number, 1,035 were for boys and 137 for girls. The total number of teachers was 1,292, viz, 1,117 males and 175 females, and the total number of pupils 79,448, viz, 67,108 boys and 12,340 girls. The total expenditure for these schools was $322,400. The total number of private elementary schools was 276, viz, 164 for boys and 112 for girls. The number of teachers was 295, and the number of pupils 11,092, viz, 6,740 boys and 4,352 girls. Besides the public and private elementary schools, there are 110 lower elementary schools, with 110 teachers and 3,500 pupils; 6 industrial schools (3 for boys and 3 for girls), with 23 teachers and 510 pupils; and 11 adult schools, with 36 teachers and 1,000 pupils.

For secondary education there were, in 1878–'79, 167 Hellenic schools, with 358 teachers and 8,728 pupils; 22 gymnasia, with 162 teachers and 3,214 pupils; 11 non-

classical secondary schools, with 29 teachers and 269 pupils; and 30 private secondary schools (22 for boys and 8 for girls), with 1,310 pupils, viz, 850 boys and 460 girls.

For superior education Greece has a university (at Athens), with 54 professors and 1,352 students, and a polytechnic school, with 23 professors and 582 students.

ITALY, constitutional monarchy: Area, 114,296 square miles; population, 28,209,620. Capital, Rome; population, 233,663. Minister of public instruction, F. De Sanctis.

The comprehensive scheme, submitted in 1879 by the minister of public instruction, of founding schools for girls of the same order as the lyceums for boys has fallen to the ground for the present, owing partly to want of funds in the impoverished condition of many of the municipalities, and still more to the lack of a sufficient number of pupils. It is probable that the project was premature, the ordinary school education not being as yet sufficiently spread to create the want for more advanced study. Italy has the very best intentions, but limited means. In the mean time the Pope is rapidly increasing the Catholic schools with the millions sent from all parts of the world. Fifty papal schools have been founded within one year in the city of Rome.

The Italian Liberal Education Society has established a social science school at Florence, whose object it is to prepare young men for the diplomatic service and for other higher positions in the state administration. The school is liberally supported by donations from wealthy citizens. One of the graduates of the school has gained the first place in the diplomatic examination at Rome.

The following statement of the condition of education in Italy is based on recent official and other authentic sources:

*Introductory remarks.*—Numerous contradictory newspaper reports have been published from time to time concerning the true condition of education in the kingdom of Italy. Some writers have gone so far as to assert that Italy has not only made no progress in education since the establishment of the Italian union, but that the schools formerly prospering under the several smaller governments of the peninsula have either been closed or are in a lamentable condition. Official reports have been published from time to time, but they failed to give a comparative view of educational affairs. This omission has at last been supplied. The Bureau has received an elaborate and concise report prepared by the Direzione della statistica generale del regno, and entitled "Statistica della istruzione elementare pubblica e privata in Italia, Roma, 1881."

A brief statement concerning Italy in general, and her school legislation in particular, will not be out of place here, and will serve as an introduction to the abstract of the above-named statistical report.

Italy has long been the cradle of the fine arts, and she possessed universities long before the other countries of Europe. The University of Bologna was founded in 1119, and that of Modena in 1160. Florence and Rome are celebrated for their galleries of sculptures and paintings. Florence is the native city of Dante, Giotto, Macchiavelli, Amerigo Vespucci (after whom America was named), Michael Angelo, and Cellini.

The present constitution of Italy is an expansion of the Statuto fondamentale del regno, granted on March 4, 1848, by King Charles Albert to his Sardinian subjects. According to this charter the executive power of the state belongs to the King and is exercised by him through responsible ministers, while the legislative authority rests in the King and Parliament, the latter consisting of two chambers, an upper one, the senate, and a lower one, called the chamber of deputies. The educational affairs of the kingdom are under the control of the minister of public instruction. The Catholic religion is the religion of the state. The Roman Catholic church is, nominally, the ruling state religion; but many acts of the legislature, passed since the establishment of the kingdom, have subordinated the power of the church and clergy entirely to the authority of the civil government and secured perfect religious freedom to the adherents of all creeds without exception. About thirty million dollars are voted annually by Parliament for educational purposes.

The law of November 13, 1859, is still to-day the fundamental law of public instruction, although some amendments have been made from time to time. In 1877 (July 17) a law was passed making primary education obligatory for all children between the ages of 6 and 10. Each commune is compelled to establish public primary schools. Instruction is gratuitous in nearly all the public schools. Religious instruction is optional. This provision has induced the Pope to compel the priests to establish separate church schools in every parish. He himself has established 50 church schools in Rome within one year.

The salaries of Italian teachers are very low. They range between $110 and $260 a year. Female teachers receive about two-thirds as much as male teachers. In 1876 the average salary for male and female teachers was $120. Several of the rapidly succeeding ministers of public instruction (there have been thirty-eight ministers since November 30, 1847) have promised a reform in this respect, but nothing has been done yet. The Italian finances are in a lamentable condition, and, even with the large amounts of money derived from the sale of convents and other church property, the public treasury seems to remain empty. A large standing army absorbs the best part of the public moneys, and as long as this has to be continued it will be difficult to obtain money for schools and teachers. The educational expenditure per capita of the population amounts to 11 cents, while the military expenditure amounts to $1.56 per capita.

The budget of the ministry of public instruction for the year 1881 amounts to 27,927,212 lire (1 lira=19.3 cents). Of this amount, the minister and his staff get 592,426 lire, the school inspectors 110,000 lire, the 17 royal universities 7,421,681 lire, the royal libraries 553,362 lire, the scientific academies 654,497 lire, the schools of music 268,454 lire, the art galleries 727,608 lire, the classical secondary schools 3,829,393 lire, the technical schools 3,076,702 lire, the primary schools only 2,690,892 lire, the normal schools 1,017,780 lire, the female high schools 72,225 lire, and the rest is absorbed by miscellaneous items.

From the foregoing it appears that primary education seems to be considered of subordinate value, and that more liberal provisions are made for the universities, the schools of music, the secondary and technical schools, and the art galleries. It is evident that the small amount of 2,690,892 lire is not sufficient to provide a suitable primary education for a school population of nearly 5,000,000.

*Statistics.*—Illiteracy in Italy in 1861 and 1871, according to the official censuses, is shown in the following tables:

*Table A, showing the number of illiterates in* 1861.

| Age. | Census of 1861. | | | | | |
|---|---|---|---|---|---|---|
| | Population. *a* | | | Illiterates. | | |
| | Males. | Females. | Total. | Males. | Females. | Total. |
| Under 5 years | 1,494,564 | 1,465,127 | 2,959,691 | 1,486,842 | 1,459,145 | 2,945,987 |
| From 5 to 12 years | 1,638,787 | 1,589,450 | 3,228,237 | 1,296,214 | 1,358,022 | 2,654,236 |
| From 12 to 19 years | 1,397,924 | 1,458,209 | 2,856,133 | 938,137 | 1,102,710 | 2,040,847 |
| Five years and more | 9,402,672 | 9,414,971 | 18,817,643 | 6,402,396 | 7,651,318 | 14,053,714 |
| Twelve years and more | 7,763,885 | 7,825,521 | 15,589,406 | 5,106,182 | 6,293,296 | 11,399,478 |
| Nineteen years and more | 6,365,981 | 6,367,311 | 12,733,292 | 4,168,045 | 5,190,586 | 9,358,631 |
| Various ages | 10,897,236 | 10,880,098 | 21,777,334 | 7,889,238 | 9,110,463 | 16,999,701 |

*a* Exclusive of the present province of Rome and of Venice.

*Table B, showing the number of illiterates in* 1871.

| Age. | Census of 1871. | | | | | |
|---|---|---|---|---|---|---|
| | Population. *a* | | | Illiterates. | | |
| | Males. | Females. | Total. | Males. | Females. | Total. |
| Under 5 years | 1, 570, 775 | 1, 525, 674 | 3, 096, 449 | 1, 566, 153 | 1, 521, 865 | 3, 088, 018 |
| From 5 to 12 years | 2, 020, 865 | 1, 955, 677 | 3, 976, 542 | 1, 540, 455 | 1, 590, 630 | 3, 131, 085 |
| From 12 to 19 years | 1, 801, 842 | 1, 821, 206 | 3, 623, 048 | 1, 071, 589 | 1, 238, 678 | 2, 310, 267 |
| Five years and more | 11, 901, 438 | 11, 803, 218 | 23, 704, 656 | 7, 465, 683 | 9, 000, 091 | 16, 465, 774 |
| Twelve years and more | 9, 880, 573 | 9, 847, 541 | 19, 728, 114 | 5, 925, 228 | 7, 409, 461 | 13, 334, 689 |
| Nineteen years and more | 8, 078, 731 | 8, 026, 335 | 16, 105, 066 | 4, 853, 639 | 6, 170, 783 | 11, 024, 422 |
| Various ages | 13, 472, 213 | 13, 328, 892 | 26, 801, 154 | 9, 031, 836 | 10, 521, 956 | 19, 553, 792 |

*a* Population of the whole kingdom after the annexation of the papal states.

*Proportion of illiteracy in* 1861 *and* 1871.

| Age. | Census of 1861. | | | Census of 1871. | | |
|---|---|---|---|---|---|---|
| | Number of illiterates for every 100 inhabitants. | | | Number of illiterates for every 100 inhabitants. | | |
| | Males. | Females. | Both sexes. | Males. | Females. | Both sexes. |
| From 5 to 12 years | 79 | 85 | 82 | 76 | 81 | 79 |
| From 12 to 19 years | 67 | 76 | 71 | 59 | 68 | 64 |
| Nineteen years and more | 65 | 81 | 73 | 60 | 77 | 68 |
| Various ages | 72 | 84 | 78 | 67 | 79 | 73 |

*Illiterate conscripts.*—The following table shows the percentage of illiteracy among each 100 conscripts born between 1845 and 1858:

| Born in the year— | According to the examination— | | On leaving the army. | |
|---|---|---|---|---|
| | Before the recruiting board. | On entering the army. | | |
| 1845 | ..... | 66 | 40 | Period during which education was optional. |
| 1846 | 68 | 62 | 40 | |
| 1847 | 69 | 61 | 35 | |
| 1848 | 66 | 58 | 15 | Period during which education was obligatory. |
| 1849 | 65 | 57 | 9 | |
| 1850 | 64 | 54 | 7 | |
| 1851 | 61 | 53 | 7 | |
| 1852 | 60 | 53 | 7 | |
| 1853 | 57 | 54 | 7 | |
| 1854 | 57 | 52 | 6 | |
| 1855 | 55 | 54 | 7 | |
| 1856 | 55 | 53 | 7 | |
| 1857 | 54 | 53 | 7 | |
| 1858 | 53 | ..... | | |

The following table shows the number of persons unable to sign the marriage contract:

| Years. | Of every 100 persons married were unable to sign the marriage contract— | | |
|---|---|---|---|
| | Both sexes. | Males. | Females. |
| 1866*a* | 69.46 | 59.96 | 78.97 |
| 1867*a* | 69.51 | 59.93 | 79.09 |
| 1868*a* | 68.67 | 58.91 | 78.43 |
| 1869*a* | 70.24 | 61.01 | 79.46 |
| 1870*a* | 68.01 | 58.54 | 77.48 |
| 1871*a* | 67.23 | 57.73 | 76.73 |
| 1872 | 65.75 | 56.22 | 75.28 |
| 1873 | 66.22 | 56.56 | 75.88 |
| 1874 | 64.43 | 54.48 | 74.37 |
| 1875 | 64.54 | 54.32 | 74.76 |
| 1876 | 62.65 | 52.35 | 72.95 |
| 1877 | 62.23 | 51.78 | 72.69 |
| 1878 | 59.28 | 48.49 | 70.07 |
| 1879 | 59.16 | 48.07 | 70.24 |

*a* Exclusive of the province of Rome.

*Increase in the number of pupils.*—The following table shows the increase in the number of pupils in elementary schools since 1861:

| School year. | Number of pupils. | | |
|---|---|---|---|
| | Total. | Males. | Females. |
| 1861–'62*a* | 1,008,674 | 579,550 | 429,124 |
| 1862–'63*a* | 1,109,224 | 626,589 | 482,635 |
| 1863–'64*a* | 1,174,743 | 654,568 | 520,175 |
| 1865–'66*a* | 1,213,870 | 686,298 | 527,572 |
| 1866–'67*b* | 1,409,407 | 824,676 | 584,731 |
| 1867–'68*b* | 1,484,532 | 869,477 | 615,055 |
| 1869–'70*b* | 1,573,359 | 890,208 | 683,151 |
| 1870–'71*c* | 1,604,978 | 908,622 | 696,358 |
| 1871–'72*c* | 1,722,947 | 960,487 | 762,460 |
| 1872–'73*c* | 1,797,796 | 993,320 | 804,476 |
| 1873–'74*c* | 1,841,980 | 1,009,157 | 832,823 |
| 1874–'75*c* | 1,895,754 | 1,038,695 | 857,059 |
| 1875–'76*c* | 1,931,617 | 1,054,469 | 877,148 |
| 1877–'78*c* | 2,002,709 | 1,079,927 | 922,782 |
| 1878–'79*c* | 2,057,977 | 1,112,270 | 945,707 |

*a* Without Venice and Rome. *b* Inclusive of Venice and without Rome.
*c* The whole kingdom.

*Proportion of pupils to the population.*

| School year. | Number of every 100 inhabitants attending school. | Number of every 100 children between the ages of 6 and 12 attending school. |
|---|---|---|
| 1861–'62 | 4.63 | 36.85 |
| 1862–'63 | 5.09 | 40.52 |
| 1863–'64 | 5.39 | 42.92 |
| 1865–'66 | 5.57 | 44.35 |
| 1866–'67 | 5.43 | 43.01 |
| 1867–'68 | 5.72 | 45.30 |
| 1869–'70 | 6.06 | 48.02 |
| 1870–'71 | 5.98 | 47.58 |
| 1871–'72 | 6.43 | 51.08 |
| 1872–'73 | 6.71 | 53.30 |
| 1873–'74 | 6.87 | 54.61 |
| 1874–'75 | 7.07 | 56.21 |
| 1875–'76 | 7.21 | 57.27 |
| 1877–'78 | 7.47 | 59.36 |
| 1878–'79 | 7.68 | 61.01 |

The following table shows the number of different grades of public and private day schools and the number of teachers and pupils of these schools from 1861–'62 to 1878–'79:

| School years. | Infant schools. | | | Elementary day schools. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Public. | | | | Private. | | | |
| | Number. | Number of teachers. | Number of pupils. | Number. | Number of teachers. | Number of pupils. | | Number. | Number of teachers. | Number of pupils. | |
| | | | | | | Males. | Females. | | | Males. | Females. |
| 1861–'62 *a* | ..... | ..... | ..... | 21,353 | 21,050 | 527,729 | 357,423 | 7,137 | 7,123 | 51,821 | 71,701 |
| 1862–'63 *a* | ..... | ..... | ..... | 23,340 | 23,680 | 574,421 | 408,915 | 6,082 | 7,741 | 52,168 | 73,720 |
| 1863–'64 *a* | ..... | ..... | ..... | 24,999 | 25,009 | 597,202 | 440,627 | 6,805 | 9,254 | 57,366 | 79,548 |
| 1864–'65 *a* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1865–'66 *a* | ..... | ..... | ..... | 25,682 | 26,019 | 630,230 | 468,491 | 5,435 | 6,371 | 56,068 | 59,081 |
| 1866–'67 *b* | ..... | ..... | ..... | ..... | ..... | 766,117 | 515,320 | ..... | ..... | 58,559 | 69,411 |
| 1867–'68 *b* | ..... | ..... | ..... | 29,909 | 30,430 | 806,349 | 543,717 | 6,414 | 7,571 | 63,128 | 71,338 |
| 1868–'69 *b* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1869–'70 *b* | ..... | ..... | ..... | 31,225 | 32,132 | 825,249 | 602,910 | 7,075 | 8,159 | 64,959 | 80,211 |
| 1870–'71 *c* | ..... | ..... | ..... | 32,782 | 33,290 | 843,734 | 614,850 | 6,876 | 7,684 | 64,888 | 81,506 |
| 1871–'72 *c* | ..... | ..... | ..... | 33,556 | 34,309 | 881,371 | 664,419 | 8,157 | 9,114 | 79,116 | 98,041 |
| 1872–'73 *c* | 1,098 | ..... | 130,801 | 34,786 | 35,462 | 913,073 | 708,846 | 7,392 | 8,968 | 80,247 | 95,630 |
| 1873–'74 *c* | ..... | ..... | ..... | 35,683 | 36,398 | 931,911 | 725,877 | 7,637 | 9,198 | 77,246 | 106,946 |
| 1874–'75 *c* | ..... | ..... | ..... | 38,062 | 36,995 | 949,939 | 743,861 | 8,952 | 9,764 | 88,756 | 113,198 |
| 1875–'76 *c* | ..... | ..... | ..... | 38,255 | 37,623 | 967,317 | 755,352 | 9,156 | 9,462 | 87,152 | 121,796 |
| 1876–'77 *c* | 1,287 | ..... | 147,978 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1877–'78 *c* | 1,543 | 3,729 | 175,518 | 39,702 | 39,702 | 1,006,418 | 824,331 | 7,906 | 7,906 | 73,509 | 98,451 |
| 1878–'79 *c* | 1,566 | 3,752 | 183,809 | 41,108 | 41,108 | 1,048,801 | 853,479 | 7,422 | 7,422 | 63,469 | 92,228 |

*a* Without Venice and the province of Rome. *b* Without the province of Rome.
*c* The whole kingdom.

*Adult schools.*—The following table shows the number of adult schools in 1877–'78 and in 1878–'79:

| | School years. | |
|---|---|---|
| | 1877–'78. | 1878–'79. |
| Week day adult schools: | | |
| Number | 10,577 | 11,633 |
| Number of teachers | 10,577 | 11,633 |
| Number of pupils: | | |
| Males | 421,046 | 439,624 |
| Females | 11,755 | 16,063 |
| Sunday adult schools: | | |
| Number | 5,792 | 6,571 |
| Number of teachers | 5,792 | 6,571 |
| Number of pupils: | | |
| Males | 20,321 | 21,194 |
| Females | 175,310 | 191,245 |

The following table shows the number of female boarding schools (convitti femminili):

| | School years. | |
|---|---|---|
| | 1877–'78. | 1878–'79. |
| Number of schools | 817 | 848 |
| Number of teachers | 4,049 | 4,328 |
| Number of pupils | 49,551 | 52,925 |

MALTA, British colony: Area, 115 square miles; population, 119,084. Capital, Valetta; population 90,000.

The following is an abstract of an official report published in 1880:

In 1838 only three elementary schools were supported by the government, one at Valetta, one at Senglea, and one at Gozo. There were 728 children at the schools of Valetta and Senglea, and at Gozo the attendance was reported to be inconsiderable. The total amount spent at that time upon elementary education was 400*l.* a year. In 1844 there were 24 government primary schools in Malta and 4 in Gozo, besides a night school for adults in Zabbar and an industrial school for poor orphans in Florian, 30 schools in all. In 1880 the government institutions consisted of 1 university, with 168 students; 2 lyceums, with 474 pupils; 1 secondary school for girls, with 137 pupils; 1 secondary school for boys at Gozo, with 40 pupils; 63 primary schools in Malta, with 7,006 pupils (3,347 boys and 3,659 girls), and 16 primary schools in Gozo, with 740 pupils (356 boys and 384 girls)—total, 84 institutions, with 8,565 pupils, 4,385 boys and 4,180 girls.

Besides the educational establishments of the government, there are in Malta and Gozo 125 private schools or seminaries, attended by about 2,710 pupils. These private institutions comprise the archbishop's ecclesiastical seminary; the bishop's seminary at Gozo; the Jesuit seminary at St. Julian; a few intermediate schools at Valetta; three boarding and day schools under the Sisters of Charity, the Sisters of St. Joseph, and the Sisters of the Good Shepherd, respectively; a large primary school under the Augustinian Fathers in Valetta; and about 100 "adventure" schools, with an average attendance of 18 pupils each.

The course of instruction in the public elementary schools for boys includes reading

in Maltese, Italian, and English, writing, arithmetic, catechism and sacred history, geography, elements of practical geometry, elements of botany, vocal music, and gymnastics. In the girls' schools the course embraces reading in Maltese, Italian, and English, writing, arithmetic, catechism and sacred history, geography, needlework, and vocal music. The total number of teachers and assistants in public primary schools is 246.

NETHERLANDS, constitutional monarchy: Area, 20,527 square miles; population, 4,037,010. Capital, The Hague; population, 114,936. Minister of the interior, W. Six.

The Verslag van den staat der hooge-, middelbare en lagere scholen in het Koningrijk der Nederlanden over 1879–1880 gives the following account of the condition of education in the Netherlands in 1879–'80:

*Universities.*—Important changes in the management of the universities have not taken place during the year. Among the three state universities Leyden leads in the number of students, with 485; Utrecht follows, with 403; and Groningen comes last, with 202. In the newly created University of Amsterdam, which is a provincial and municipal institution receiving a limited state subsidy, the number of students was 577 in 1879–'80, or 92 more than the highest number of students in a state university.

*Table showing the number of students in each faculty in* 1879.

| Universities. | Faculties of— | | | | | |
|---|---|---|---|---|---|---|
| | Protestant theology. | Law. | Medicine. | Natural sciences. | Philosophy and philology. | Total. |
| Universities entirely supported by the state: | | | | | | |
| Leyden | 29 | 224 | 158 | 35 | 39 | 485 |
| Utrecht | 180 | 87 | 89 | 37 | 10 | 403 |
| Groningen | 25 | 55 | 80 | 22 | 20 | 202 |
| Total | 234 | 366 | 327 | 94 | 69 | 1,090 |
| Provincial and municipal university: | | | | | | |
| Amsterdam | 22 | 45 | 343 | 90 | 77 | 577 |
| Grand total | 256 | 411 | 670 | 184 | 136 | 1,667 |

Since the above statistics were published the number of students has increased considerably, as will be seen from the following table:

*Statistics of Dutch universities in* 1880–'81.

| Faculties. | Number of students. | | | | |
|---|---|---|---|---|---|
| | Amsterdam. | Leyden. | Utrecht. | Groningen. | Total. |
| Law | 90 | 448 | 155 | 95 | 788 |
| Medicine | 310 | 187 | 136 | 124 | 757 |
| Theology | 19 | 35 | 190 | 28 | 272 |
| Literature | 41 | 54 | 20 | 25 | 140 |
| Mathematics and natural sciences | 80 | 45 | 49 | 28 | 202 |
| Total | 540 | 769 | 550 | 300 | 2,159 |

From the foregoing table it appears that the faculties of law and medicine draw the largest number of pupils in the Netherlands, while in nearly all the other countries of Europe the faculties of philosophy and natural sciences have the largest attendance. In the Netherlands there is a great demand for physicians and lawyers for the numerous colonial possessions of that country, and this induces many young men to choose these professions in preference to others which are overcrowded.

*Schools of theology.*—The total number of special schools of theology is 13, of which 5 are Protestant, 6 Roman Catholic, 1 Old Catholic, and 1 Israelitish. The number of students is not given.

*Secondary schools.*—Under this heading the Hollanders class the gymnasia, the progymnasia, the burgher schools, the higher burgher schools, the higher industrial schools, the secondary schools for girls, the agricultural schools, the polytechnic school, the naval schools, the deaf-mute schools, the school of midwifery, and the school of veterinary surgery.

*Gymnasia and progymnasia.*—The number of gymnasia is 24, and that of progymnasia 5. These 29 institutions had 308 teachers and 1,676 pupils in 1879–'80. About one-half of the expenditure of these schools is derived from state subsidies and the other half from tuition fees.

*Burgher schools.*—The number of these schools is 36, the majority of which have been established since 1864. Nearly all these schools are gratuitous evening schools for young men engaged during the day. In December, 1879, these schools had 4,380 pupils against 4,313 in December, 1878. Of the 4,380 pupils in 1879, 4,078 had already selected a trade.

*Higher burgher schools.*—In December, 1879, the total number of higher burgher schools was 55, of which 18 belonged to the state and 37 to the municipalities. Of these 55 institutions, 33 had a course of five or six years, 3 of four years, and 19 of three years. The tuition fees range between $15 and $30 a year. The total number of pupils of these schools was 4,140 and the number of professors 614.

*Secondary schools for girls.*—The existing secondary schools for girls have all been established since 1867. They are all communal institutions receiving subsidies from the state and the provinces. The total number of these schools is 11. Their course of instruction extends over five years, and the tuition fees range between $25 and $30 a year. The number of pupils was 852 in December, 1879, against 769 in the previous year. The subjects of instruction are religion, mathematics, arithmetic, natural sciences, chemistry, botany, zoölogy, science of government, geography, history, Dutch, German, French, English, book-keeping, drawing, æsthetics, needlework, and psychology.

*Schools of agriculture.*—For agricultural education Holland has a state school of agriculture, at Wageningen, with 67 students, a private school of horticulture, at Watergraafsmeer, with 22 students, and several other institutions established by agricultural and horticultural societies.

*The polytechnic school.*—The polytechnic school had 314 pupils in 1879–'80, of whom 9 were females.

*Naval schools.*—A naval power like Holland has naturally a number of good naval schools for the training of officers and seamen. In 1879–'80 the number of these schools was 11, with 27 professors and 441 students. Five of these schools belong to the state and 6 to municipalities receiving state aid.

*Deaf-mute and blind schools.*—The deaf-mute schools are situated at Groningen (established in 1790), with 195 inmates; Rotterdam, with 115 inmates; and Gestel, with 138 inmates. For the education of the blind there is an institution at Amsterdam, with 65 inmates.

*Elementary schools.*—The total number of elementary schools was 3,852 in 1879–'80, against 3,826 in the preceding year. Of the 3,852 schools in 1879–'80, 2,750 were public, 114 private receiving subsidies, and 988 private receiving no subsidies. The private schools were under the control of the various religious denominations which do not approve of the unsectarian public schools established by law of August 17, 1878.

The total number of teachers employed in public and private elementary schools was 13,298 in 1879–'80, viz, 10,397 males and 2,901 females. As the total number of pupils of elementary schools is 540,995, there are 41 pupils for every teacher. Of the 540,995 pupils, 286,369 are boys and 254,626 girls. The total population in December, 1879, was 4,037,010, viz, 2,000,902 males and 2,036,108 females. The estimated number of children of school age (6–12) in the same year was 517,654, viz, 259,201 boys and 258,453 girls. From these figures it appears that a considerable number of children in the elementary schools are under six or over twelve years of age. The official report estimates that 79,941 children of school-age—32,005 boys and 47,936 girls—did not attend school in December, 1879. One-half of the pupils in the elementary schools (268,386) received gratuitous instruction, viz, 230,750 in the public schools and 37,636 in the private schools.

*Cost of education.*—The following table shows the total expenditure for education in 1879–'80:

| Expenditure for— | Contributed by the— | | | Total. |
|---|---|---|---|---|
| | State. | Provinces. | Communes. | |
| | *Florins.*[1] | *Florins.* | *Florins.* | *Florins.* |
| Universities | 1,175,011.33 | 10,000.00 | 259,170.06 | 1,444,181.39 |
| Higher secondary schools | 103,279.64 | ..... | 431,678.56 | 534,958.20 |
| Lower secondary schools | 1,005,604.83 | 30,401.50 | 1,089,375.38 | 2,125,381.71 |
| School of veterinary surgery | 96,813.72 | ..... | ..... | 96,813.72 |
| School of midwifery | 11,886.16 | ..... | ..... | 11,886.16 |
| Elementary schools | 1,228,357.30 | 334,959.03 | 6,903,705.14 | 8,467,021.38 |
| Total | 3,620,952.90 | 375,360.53 | 8,683,929.15 | 12,680,242.58 |

[1] Florin = 40.2 cents.

The total amount derived from tuition fees amounted to 1,819,343 florins in 1879–'80, viz: in the universities, 257,011 florins; in the elementary schools, 1,079,862 florins; and the rest in secondary and special schools.

*Normal schools.*—There are in the Netherlands two kinds of normal schools, viz: normal schools of the first order and normal schools of the second order. The former train teachers for the cities and the latter for rural districts. The course of instruction includes the Dutch language, history, geography, arithmetic, elementary geometry, natural sciences, horticulture, singing, pedagogy, drawing, gymnastics, German, French, hygiene, physiology, anatomy, and needlework for girls.

In 1879–'80 there were five state institutions for the training of teachers, viz: 's Hertogenbosch, with 146 students; Haarlem, with 107 students; Groningen, with 115 students; Middelburg, with 80 students; Deventer, with 80 students; and Nijmegen, with 20 students; total, 548 students. These five schools cost the state 328,262 florins in 1879. Besides the state normal schools, there are provincial normal courses, which were attended by 2,384 male and 733 female students in 1879–'80. The total number of students preparing for the profession of teacher was, therefore, 3,665 in 1879–'80.

*Prison schools.*—In 1879–'80 instruction was given in 39 prisons to 20,131 inmates, nearly all of whom were between the ages of 20 and 40. At the end of the course all except 686 inmates were able to read and write. Libraries are connected with all the prisons. In 1879–'80, 15,990 volumes were issued to 12,064 readers.

*Crèches and infant schools.*—The total number of crèches and infant schools was 771 in 1879–'80, viz: 102 public and 669 private. The public institutions had 18,964 children (9,637 boys and 9,327 girls) and the private institutions 66,340 (30,469 boys and 35,880 girls), which gives a total of 85,304, against 83,718 in the previous year. The

total number of teachers was 2,503, viz: 506 in public and 1,997 in private institutions.

*Miscellaneous educational items.*—The Dutch association for the promotion of unsectarian education counts at present 413 local committees. The collections in 1879 in aid of existing schools amounted to about $20,000.

The first chamber of the states general has granted the amount of money required by the government for the execution of the elementary education act of August 17, 1878. This law has been the cause of violent discussions. The question was whether the public schools should retain the unsectarian character which they have had since 1857, or whether they should be changed to denominational schools. The provision of the old law that the public school, though unsectarian, shall at the same time train the pupils to the practice of every social and Christian virtue is retained in the new law.

The educational budget for 1881 amounts to nearly $2,200,000.

It is calculated that among the strictly rural population of the kingdom one-fourth of the grown-up men and one-third of the women can neither read nor write.

Nearly all the elementary schools in some agricultural districts are deserted every year as soon as the work in the fields begins. Efforts have been made to retain the children until the end of the school year by arranging school festivals for them, but the out door work seems to suit them better than the school routine. The only remedy for this evil is a compulsory school law.

PORTUGAL, constitutional monarchy: Area, 36,510 square miles; population, 4,745,124. Capital, Lisbon; population, 233,389.

The university of Coimbra has at present five faculties, viz: theology, with 11 professors; law, with 21 professors; medicine, with 18 professors; mathematics, with 11 professors; philosophy, with 11 professors; total, 72 professors. The total number of students is 766, viz: 41 in theology, 364 in law, 51 in medicine, 116 in mathematics, 194 in philosophy.

The government proposes to submit to the chambers a bill to exclude Jesuits from all grades of schools. The Jesuits possess at present a large number of higher institutions of learning, chiefly boarding schools.

RUSSIA, absolute monarchy:[1] Area, 8,444,766 square miles; population, 85,685,945. Capital, St. Petersburg; population, 667,926. Acting minister of public instruction, Saburoff.

*Miscellaneous educational items.*—The number of students of Russian military schools is 11,300, of whom 8,800 are boarders. The expenditure of these schools amounts to $4,000,000 a year.

The minister of public instruction has decreed that no university under his jurisdiction shall henceforth admit a student who is married and that students who get married after matriculation shall be expelled.

The Neue Freie Presse, of Vienna, extracts from a Russian journal, called the Elementary School Teacher, some interesting statistics of elementary education in Russia. It appears that of all children in St. Petersburg who are of fit age for school only 41 per cent. are actually being taught. There are 30,000 children in St. Petersburg who go to no school whatever. The government of St. Petersburg—that is, the district of which St. Petersburg is the centre—is still worse off. Not quite 25 per cent. of the children go to school. In the Moscow government the percentage is only 15, while in the city of Moscow itself it falls as low as 12. In the Tambow government the figures are 7½ per cent.; in that of Poltowa, 7 per cent., and the same in that of Samana. In only a few governments is the percentage apparently higher. In Bessarabia 40 per cent. of the children go to school; in Kazan, 30 per cent.; in Penza, 28 per cent.

[1] For the latest educational statistics, see the Reports of the Commissioner of Education for 1878 and 1879.

SPAIN, constitutional monarchy:[1] Area, 182,758 square miles; population, 16,625,860. Capital, Madrid; population, 397,690.

The metric system of weights and measures will be obligatory in Spain from July 1, 1881. The school authorities have therefore requested all the teachers of the country to double their zeal in familiarizing their pupils with this system at once.

Very little progress appears in the education of the masses.

SWEDEN, constitutional monarchy: Area, 170,979 square miles; population, 4,578,901. Capital, Stockholm; population, 173,433.

Sweden has 613,424 pupils in 8,706 schools, or 79 pupils for each school.

The lower chamber has requested the government to abolish Latin as an obligatory branch of instruction in all the secondary schools. Eighty-five members voted for the change and thirty-eight against it. The government has not yet complied with the request of the chamber.

The fourth meeting of the Northern Teachers' Association was held at Stockholm in August, 1880. About 5,000 educators were present. The King himself attended the opening meeting and the meeting on the following day.

A report on the present condition of education in the kingdom is in course of preparation and will doubtless be published in 1881. The last education report was published in 1876 and translated into English, in view of its use at the International Exhibition in Philadelphia.

SWITZERLAND, federal republic:[2] Area, 15,233 square miles; population, 2,808,493. Capital, Berne; population, 36,000.

*Miscellaneous educational items.*—In view of the opinion lately expressed by eminent oculists that the reading of German characters is injurious to the eyes, the Bernese government has resolved to discourage its use as much as possible, and all its official announcements and reports will henceforth be printed exclusively in Roman characters.

The expenses for education in the canton of Berne amount to 1,809,681 francs, of which 357,398 francs are for the university, 261,594 francs for secondary education, and the rest for primary education.

In the new University of Geneva, formerly the Academy of Geneva, the number of students is fast increasing. It has at present 391 students, viz: 21 in the faculty of theology, 70 in the faculty of law, 94 in that of medicine, 11 in philosophy, and 195 in sciences and letters.

A movement is on foot to reorganize the polytechnic school at Zürich. This institution was established by the federal government in 1856, and although its success has been brilliant there are many educators and other prominent men who wish a reorganization. They hold that, as the Zürich school has the rank of a university, it should have no preparatory department; they further hold that the minimum age of admission should be 18 instead of 17, as heretofore. The school has at present, besides the preparatory department, a section of architecture, of civil engineering, of technical mechanics, of technical chemistry, of agriculture and sylviculture, of pedagogy, and of philosophy and political science.

Professor Rambert, of the polytechnic school, states in a recent report that the majority of candidates for admission to that institution come insufficiently prepared. They have received a one-sided training, have read little, and are not able to write an essay on a given subject. In a class of 17 students only one had heard of Franklin, and he did not know that Franklin was the inventor of the lightning rod. Eleven students had never heard of Cæsar, Charlemagne, Charles XII, or Frederick the Great.

[1] Primary and secondary education statistics have not been published since 1870. For the statistics of superior education, see the Report of the Commissioner of Education for the year 1879.

[2] For latest educational statistics, see the Report of the Commissioner of Education for 1879.

The following list shows how much the different Swiss cantons spend each year for every pupil in the public schools:

| | Francs. | | Francs. |
|---|---|---|---|
| 1. Basle (city) | 54.50 | 14. Soleure | 17.90 |
| 2. St. Gall | 33.80 | 15. Freiburg | 14.60 |
| 3. Neuchatel | 30.20 | 16. Basle (country) | 13.50 |
| 4. Zürich | 28.73 | 17. Grisons | 12.80 |
| 5. Schafthausen | 27.70 | 18. Appenzell (Outer Rhodes) | 12.10 |
| 6. Aargau | 25.00 | 19. Schwytz | 11.40 |
| 7. Geneva | 24.50 | 20. Ticino | 10.60 |
| 8. Vaud | 24.30 | 21. Unterwalden, Lower | 9.30 |
| 9. Glarus | 21.30 | 22. Unterwalden, Upper | 8.50 |
| 10. Berne | 20.50 | 23. Appenzell (Inner Rhodes) | 6.86 |
| 11. Thurgovia | 20.20 | 24. Uri | 5.80 |
| 12. Lucerne | 20.00 | 25. Wallis | 4.50 |
| 13. Zug | 18.50 | | |

The following table shows the average number of years of service of male and female teachers in the different cantons:

| | Cantons. | Male teachers. | Female teachers. |
|---|---|---|---|
| 1 | Zürich | 19.1 | 14.6 |
| 2 | Berne | 17.1 | 9.4 |
| 3 | Lucerne | 17.0 | 10.8 |
| 4 | Uri | 14.8 | 10.6 |
| 5 | Schwytz | 11.1 | 11.8 |
| 6 | Unterwalden, Upper | 9.9 | 7.5 |
| 7 | Unterwalden, Lower | 14.3 | 8.6 |
| 8 | Glarus | 15.8 | ..... |
| 9 | Zug | 11.9 | 9.1 |
| 10 | Freiburg | 15.2 | 8.8 |
| 11 | Soleure | 15.6 | 9.3 |
| 12 | Basle (city) | 20.0 | 6.8 |
| 13 | Basle (country) | 17.5 | ..... |
| 14 | Schafthausen | 17.8 | 1.5 |
| 15 | Appenzell (Outer Rhodes) | 15.7 | ..... |
| 16 | Appenzell (Inner Rhodes) | 15.2 | 10.0 |
| 17 | St. Gall | 14.8 | 8.4 |
| 18 | Grisons | 10.5 | 6.9 |
| 19 | Aargau | 16.0 | 10.7 |
| 20 | Thurgovia | 18.3 | 3.0 |
| 21 | Ticino | 12.3 | 11.0 |
| 22 | Vaud | 16.7 | 9.8 |
| 23 | Wallis | 8.4 | 6.2 |
| 24 | Neuchatel | 10.9 | 6.1 |
| 25 | Geneva | 12.9 | 12.9 |
| | Average for Switzerland | 15.5 | 8.7 |

## II.—Asia.

British India: Area, 1,472,854 square miles; population, 237,395,498.

The factories bill has passed the Indian legislature. A clause has been inserted allowing the Bengal government to place factories under the inspection of the magistrate of the district instead of under a regular inspector, and the lowest age for the employment of a child in a factory has been changed to seven instead of eight years.

Mr. Johnston, of Bridge of Allen, said, at the social science congress held at Edinburgh in 1880, that the population of India was calculated at 240,000,000, and of that number some 190,000,000 were to be found in British India. In the schools and colleges under direct government control there were 400,000 pupils; in aided schools, 800,000; and in unaided schools, native institutions of a most unsatisfactory character, there were 350,000 pupils on the rolls. Of the total, 90,000 received education of a comparatively high order. This is what had been accomplished in twenty-five years under the education act of 1854. But to bring the population of India under instruction at that rate of progress would take five hundred years, even if it remained stationary. At present the treasury spends for educational purposes less than 750,000*l.*; and of this sum only some 85,000*l.* are devoted to the lower class.

The present condition of Madras University compares favorably with that reported in previous years. Of the 3,309 candidates who presented themselves for the matriculation examination, 1,094 passed. Of the successful candidates about two-thirds came from non-government schools, and it appears that the schools managed by natives are considerably on the increase. The majority of the 85 candidates who out of the 175 that presented themselves passed the B. A. examination were Brahmins.

An institution that promises to become an important adjunct to the educational forces at work for the revivification of the ancient people is the new high school for boys, established by the American missionaries of the Methodist Episcopal Church, at Ivy Park, Naini Tal, one of the Indian government sanitary stations. Rev. J. Walter Waugh, D. D., who was for several years principal of the Memorial School at Cawnpore, and who succeeded in placing that institution on a firm basis, was detailed to found this school at Naini Tal. He has laid broad foundations and under his management the school has opened with every indication of success.

*Education in British Burmah.*—Following is an abstract of the report on public instruction in British Burmah for the year 1880–'81.

The more important educational statistics for the whole province, with a population of 3,704,353, were as follows:

| | 1879–'80. | 1880–'81. |
|---|---|---|
| Total number of government schools | 48 | 48 |
| Total number of scholars at school | 2,176 | 2,777 |
| Total number of aided and private schools | 3,097 | 3,219 |
| Total number of scholars at these schools | 78,198 | 85,930 |
| Proportion of school-going children to the whole population, per thousand | 22 | 24 |
| Number of boys who passed the matriculation or entrance examination of the Calcutta University, per thousand | 7 | 6 |
| Number of children who passed the provincial examinations by the— | | |
| Middle school standard | (*a*) | 49 |
| Upper primary standard | (*a*) | 157 |
| Lower primary standard | (*a*) | 207 |
| Total expenditure on education, rupees *b* | 410,067 | 413,079 |
| Total expenditure on government schools, rupees | 134,935 | 162,039 |
| Total expenditure on results, grants, and other assistance to indigenous primary schools, rupees | 25,126 | 23,410 |

*a* Examinations not instituted in the year 1879–'80. *b* 1 rupee = 39 cents

As compared with the figures for the preceding years, 8,261 more children are returned as attending school, the total expenditure for education has very slightly increased, the cost of government schools has largely increased, and a smaller sum than last year has been devoted to the encouragement and improvement of indigenous primary schools.

Nearly every Burman man or boy comes under instruction of some sort for a part of

his life at a kyoung, and it is partly by reason of the religious and secular teaching imparted at the kyoungs that these institutions have acquired and retain so strong a hold on the veneration of all Burmans. The education given at kyoungs is according to our ideas susceptible of improvement in breadth and in the manner of teaching. The results of the recent census will show whether or not in Burmah a larger proportion of the people can read and write than in other parts of India, but the volume of statistics issued by the government of India this year shows that a far larger proportion of the population go to school in Burmah than in any other part of India. This result is entirely due to the national system of monastic education. It is a drawback, inseparable indeed from the system, but still a drawback, that girls cannot be admitted to monastic schools. The circumstance that lay schools admit girls as well as boys probably contributes greatly to the success of these institutions; but orthodox Buddhists have been heard to deplore the growing popularity of lay schools, where "the law" and religion are rarely taught.

The following are the numbers of pupils to each 1,000 of the population: In Madras, 8.5; Bombay, 12.2; Bengal, 13.5; Northwest Provinces and Oudh, 5.1; Punjab, 5.7; Central Provinces, 7.8; British Burmah, 25.4; Assam, 8.8; Berar, 12.5; Ajmere, 7.8; Coorg, 14; average for all British India, 10.2.

JAPAN, absolute monarchy:[1] Area, 156,604 square miles; population, 34,338,479. Capital, Tokio; population, 811,510. Minister of education, Fukuoka Takachika.

*The Japanese code of education.*—The following is a summary of the Japanese code of education promulgated September 29, 1879, and revised December 28, 1880:

Educational affairs throughout the empire shall be under the control of the minister of education. The schools shall be elementary schools, middle schools, universities, normal schools, special schools, and other institutions of learning. All wards (in cities or towns) or villages shall severally or conjointly establish public elementary schools. A school committee shall be organized in each ward or village for the management of its school affairs, and this committee shall be elected by the people. The period of 8 years, from 6 to 14 years of age, shall be fixed as the school age of every child. Parents or guardians shall be responsible for the school attendance of their children. Where children have the means of receiving elementary instruction in any other way than by attending schools, such instruction shall be recognized to the extent that it is equivalent to that of the public schools. In any localities where the means are inadequate for establishing and maintaining schools, it shall be lawful to organize a system of itinerary instruction for teaching children. Public normal schools shall be established in each fu or ken. Teachers of either sex shall be over 18 years of age. Every school, public or private, shall be open to inspection by the officers sent out by the minister of education. Pupils of both sexes shall not be taught in the same room, except in the elementary classes. A school fee shall be charged or remitted according to the circumstances of the schools. No corporal punishments shall be inflicted on the pupils in the schools. Parents or guardians shall be permitted to attend any and all examinations that may be held in the schools.

*University of Tokio.*—The university embraces departments of law, science, and literature. All the courses in the departments of law, science, and literature extend through four years, and there are four corresponding grades of students. In the department of law the students all pursue the same course. In the department of science six courses have been established, and in the department of literature two courses.

The intention is ultimately to use the Japanese language in all the departments, but for the present instruction is given mainly in the English language. The student is also taught either the French or German language, but in the department of law he must study the French language.

The teaching staff consists of a president, a vice president, and 62 professors: 9 of law, 30 of science, and 23 of literature.

[1] For latest educational statistics, see the Report of the Commissioner of Education for 1879.

*Number of students in* 1880.—The total number of students was 205 in 1880, viz: 52 in the department of law, 110 in the department of science, and 43 in the department of literature. The number of graduates in the same year was 92, viz: 21 in law, 63 in science, and 8 in literature. During the year, 15 students were sent abroad at the expense of the government, viz: 10 to England, 4 to France, and 1 to Germany.

Students are admitted at the beginning of the academic year. Applicants for admission to the first year must be at least 16 years of age and have completed a course in the secondary schools.

The educational auxiliaries of the university include (1) the library, (2) the zoölogical cabinet, (3) the botanical cabinet, (4) the mineralogical cabinet, (5) the geological and paleontological cabinet, (6) the civil and mechanical engineering cabinet, (7) the mining and metallurgical cabinet, (8) the chemical technology cabinet, (9) the archæological cabinet, (10) the collection of scientific apparatus, (11) the laboratories, and (12) the botanical garden.

## III.—Africa.

Cape of Good Hope, British colony: Area, 347,855 square miles; population, 1,420,162.

The following is an abstract of the report of the superintendent of education for 1879–'80:

Under the education acts of 1865 and 1874 and supplementary regulations approved by both houses of Parliament, grants are authorized to be made in promoting the elementary school instruction of the children of all classes, without distinction of creed or color, and for the superior instruction in literature and science of those who wish to avail themselves of the higher public schools or colleges. General industrial training and special instruction in trade schools are provided for a certain number of native lads, and the practical domestic training of native girls is also encouraged. The system thus comprehends: (1) Colleges under the higher education act of 1874; (2) public schools, three grades, and district boarding schools among the farmers; (3) mission schools; (4) aborigines' day and trade schools. During the year 1879–'80 there have been in operation 5 colleges, with 309 pupils; 57 public schools of class 1, with 4,846 pupils, 105 of class 2, with 5,024 pupils, and 73 of class 3, with 2,781 pupils; 40 boarding schools for the agricultural and pastoral population, with 624 pupils; 368 mission schools, with 41,122 pupils; and 268 aborigines' schools, with 18,506 pupils. In addition to these institutions, there is the normal college with its model school in Cape Town, attended by 180 pupils. In the 918 institutions which have been in operation, 73,338 pupils have received instruction, elementary, superior, or industrial, during some portion of the year. The highest number of pupils on the rolls for a quarter was 54,134, the highest daily attendance for a quarter was 43,976, and the ordinary daily attendance was 36,718. The government expenditure for education in 1879–'80 was 79,648*l*.

In concluding, the superintendent recommends the appointment of a minister of public instruction and the abolition of the office of superintendent general of education.

Egypt, a dependency of Turkey: Area, 1,406,250 square miles; population, 16,952,000. Capital, Cairo; population, 349,883.

For the latest educational statistics, see the Report of the Commissioner of Education for 1879.

Natal, British colony: Area, 18,750 square miles; population, 325,512.

The schools under the supervision of the Natal council of education comprise high and primary schools. There are two of the former class situated at Pietermaritzburg and Durban. The primary schools are in general small. The model schools in the two towns before mentioned, however, each have about 400 pupils in attendance. As Natal offers fine opportunities in business it is difficult to induce boys to become teachers.

## IV.—North America and South America.

Dominion of Canada, British possession: Area, 3,483,952 square miles; population, 3,686,013. Capital, Ottawa; population, 21,545.

*a.* British Columbia: Area, 213,000 square miles; population, 10,586. Capital, Victoria; population, 4,540. Superintendent of education, C. C. McKenzie.

According to the report of the superintendent of education for 1879–'80, British Columbia had, in that year, 2,462 pupils on the rolls, viz, 1,343 boys and 1,119 girls. The average daily attendance was 1,293. The number of pupils attending the high school was 82, viz, 51 boys and 31 girls. The total number of school-houses was 53, and the number of teachers 66. Cost of education for the year, $47,006.

*b.* Nova Scotia: Area, 18,660 square miles; population, 387,800. Capital, Halifax; population, 29,582. Superintendent of education, David Allison.

The following is an abstract of the superintendent's report for 1880:

Number of school sections, 1,807; number of sections without schools, 469 in winter and 330 in summer; number of schools in operation, 1,687 in winter and 1,811 in summer; number of registered pupils, 73,978 in winter and 78,808 in summer; number of teachers and assistants, 1,757 in winter and 1,861 in summer. The total cost of public schools was $557,765.

*c.* Ontario: Area, 107,780 square miles; population, 1,620,851. Capital, Toronto; population, 46,092. Minister of education, Adam Crooks.

The following is an abstract of the minister's report for the year 1879:

The total receipts for all public school purposes for 1879 amounted to $3,226,730. The population of school age (5 to 16) was 494,424. The number of pupils between the ages of 5 and 16 years attending the schools was 467,845; number of children of other ages attending the schools, 19,167. The total number of pupils attending school was 487,012, viz, 259,056 boys and 227,956 girls. The number reported as not attending any school for four months during the year was 27,409. The average daily attendance was 219,442. In the 5,123 schools reported, 6,596 teachers have been employed, of whom 3,153 were males and 3,443 females. The highest salary paid to a teacher in a county is $900, the lowest $130; in a city, the highest $1,000, the lowest, $250. The total number of certificated teachers reported was 6,596.

*Religious exercises.*—The public schools act provides that "No person shall require any pupil in any public school to read or study from any religious book or to join in any exercise of devotion or religion objected to by his or her parents." Notwithstanding this provision of the act, the daily exercises were opened and closed with prayers in 4,477 of the 5,123 schools reported.

*High schools.*—The number of high schools was 104 in 1879 and the number of pupils 12,136, which shows an increase of 1,562 over the preceding year.

*Expenditure.*—The amount paid for the support of the public schools has been increased from $1,473,188 in 1867 to $2,833,084 in 1879.

*The educational museum.*—The educational museum forms a valuable part of the Ontario system of popular education. It consists of a collection of school apparatus for public and high schools. It also contains many objects of improved school appliances and architecture, as well as collections for promoting art, science, and literature.

*d.* Prince Edward Island: Area, 2,173 square miles; population, 94,021. Capital, Charlottetown; population, 8,807. Chief superintendent of education, D. Montgomery.

For latest educational statistics, see the Report of the Commissioner of Education for 1879.

*e.* QUEBEC: Area, 193,355 square miles; population, 1,191,516. Capital, Quebec; population, 59,695. Superintendent of public instruction, Gédéon Ouimet.

The following is an abstract of the superintendent's report for 1879–'80:

In comparing the statistics for the last four school years the following is the result:

| | 1876–'77. | 1877–'78. | Increase. | 1878–'79. | Increase. | 1879–'80. | Increase or decrease. |
|---|---|---|---|---|---|---|---|
| Municipalities | 949 | 967 | 17 | 970 | 3 | 988 | 18 increase. |
| Districts | 4,193 | 4,233 | 40 | 4,291 | 58 | 4,318 | 27 increase. |
| School-houses | 3,826 | 3,945 | 119 | 3,948 | 3 | 4,013 | 65 increase. |
| Schools | 4,115 | 4,209 | 94 | 4,282 | 73 | 4,310 | 28 increase. |
| Pupils | 232,765 | 234,828 | 2,063 | 239,808 | 4,980 | 234,705 | 5,104 decrease. |
| Average attendance | 178,621 | 180,294 | 1,673 | 183,740 | 3,446 | 180,315 | 3,425 decrease. |

The pension act passed in 1879 has been very well received by the majority of the teachers. It gives all the members of the body of teachers good securities for the future.

*f.* NEW BRUNSWICK: Area, 27,322 square miles; population, 285,594. Capital, Fredericton. Chief superintendent of education, Dr. Theodore Rand.

The chief superintendent gives the following account of the condition of education in 1879–'80:

The number of schools was in the summer term 1,404, increase 59; the number of teachers and assistants 1,433, increase 47; the number of pupils in attendance 56,716, increase 1,338. In the winter term the number of schools was 1,283, decrease 22; the number of teachers and assistants 1,333, decrease 15; the number of pupils at school 50,308, decrease 3,435. One hundred and forty-eight students were in attendance on the normal department, increase 12.

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 Jamaica education report for 1869, 1879, and 1880:

| | 1869. | 1879. | 1880. |
|---|---|---|---|
| Schools inspected | 286 | 646 | 681 |
| Pupils on books | 19,764 | 52,243 | 56,382 |
| Pupils in average attendance | 12,216 | 28,661 | 32,871 |
| Percentage in average attendance of number on books | 61.81 | 54.86 | 58.30 |
| First class schools | 1 | 64 | 70 |
| Government grants, including building grants | £2,978 | £18,477 | £20,492 |

ARGENTINE CONFEDERATION, federal republic: Area, 515,700 square miles; population, 2,400,000. Capital, Buenos Ayres; population, 200,000.

The government contributes one-third of the sum required to support the schools of the provinces or districts. Primary education is obligatory in some of the provinces, but the local obstacles arising from the nature of the country and the sparseness of the population in some places render this not always practicable. For the training of teachers there are 5 male normal schools, with 300 students, and 3 female normal schools, with 175 students.

BRAZIL, constitutional empire: Area, 3,287,964 square miles; population, 9,448,253. Capital, Rio de Janeiro; population, 274,972.

For latest educational statistics, see the Report of the Commissioner of Education for 1875.

CHILI, republic: Area, 132,606 square miles; population, 2,068,447. Capital, Santiago; population, 129,807.

The following is an abstract of the report of the minister of public instruction for 1880:

The National University, located at Santiago, has 724 students, viz, 323 in the faculty of law and political sciences, 220 in the faculty of medicine, 32 in the faculty of physical and mathematical sciences, 68 students of pharmacy, and 81 of fine arts. The university library has 10,000 volumes.

The National Institute at Santiago (an establishment resembling a German Gymnasium) has 890 students, viz, 97 boarders and 793 day scholars. This shows a decrease of 232 students since 1879. The library of the National Institute contains a large number of valuable books on all subjects of study. Besides the National Institute, there are 15 other secondary schools, styled lyceums, with 1,880 pupils. They are located at Capiapo, with 204 pupils; Serena, with 261 pupils; San Felipe, with 217 pupils; Valparaiso, with 335 students; Rancagua, with 52 pupils; San Fernando, with 82 pupils; Curicó, with 85 pupils; Cauquenes, with 67 pupils; Chillan, with 142 pupils; Linares, with 45 pupils; Anjeles, with 91 pupils; Concepcion, with 227 pupils; Valdivia, with 46 pupils; Ancud, with 76 pupils; and Melipulli, with 50 pupils.

For special education there is an agricultural institute, of which the number of students is not reported, and a school of arts and trades, with 83 students.

The National Library has 58,697 volumes, which shows an increase of 16,697 volumes since 1872.

For primary education there are 1,175 schools, viz, 793 public and 382 private. The public schools have 51,545 pupils, viz, 23,121 boys and 28,424 girls. The private schools have in all 14,044 pupils, of whom 977 are boarders and 13,067 day scholars. The total number of pupils in public and private primary schools is, therefore, 65,589.

For the training of teachers there is a normal school, with 110 pupils.

The total expenditure for educational purposes was $460,587 in 1880, against $780,418 in 1878.

## V.—AUSTRALASIA.

NEW SOUTH WALES, British colony: Area, 323,437 square miles; population, 693,743. Capital, Sidney; population, 187,381.

The following is an abstract of the report of the minister of public instruction in New South Wales for the year 1880:

The public instruction act received the royal assent on April 16, 1880, and in accordance with the provisions contained in section 40 came into operation on May 1 following. One of the most important clauses of that measure provided for the dissolution of the council of education (which, since the passage of the public schools act of 1866, had been charged with the duty of administering the system of primary instruction as established in the colony by law) and for the transfer to a minister of public instruction of all the powers and authorities hitherto exercised by that body. In pursuance of these provisions, Hon. John Robertson was appointed minister of public instruction by the governor and executive council on the 1st of May, 1880, and the necessary steps were taken to establish a ministerial department under his control. The council of education retired from office on April 30, and handed over to the minister 1,265 schools of all classes, which, as shown by the returns for the quarter ending March 31, 1880, were attended in the aggregate by 101,534 pupils.

*General statistics.*—The schools and pupils above mentioned were classified as follows:

| | Number. | Pupils. |
|---|---|---|
| Public schools | 705 | 68,823 |
| Provisional schools | 313 | 8,312 |
| Half time schools | 97 | 1,683 |
| Denominational schools | 150 | 22,716 |
| Totals | 1,265 | 101,534 |

At the end of the year the number of schools in operation and the number of pupils in attendance were the following:

| | Number. | Pupils. |
|---|---|---|
| Public schools | 872 | 84,045 |
| Provisional schools | 218 | 5,177 |
| Half time schools | 98 | 1,695 |
| Evening public schools | 24 | 695 |
| Denominational schools | 145 | 23,199 |
| Totals | 1,357 | 114,811 |

From this statement it will appear that during eight months the number of schools in operation was raised from 1,265 to 1,357, a net increase of 92. Provisional schools diminished and public schools increased considerably in number (95), and denominational schools exhibit a slight decline (5).

It may further be seen that the number of pupils enrolled rose from 101,534 to 114,811, the increase being 13,277, or slightly above 13 per cent. But for the general prevalence of epidemics among children during the latter portion of the year, the enrolment of pupils would doubtless have been considerably higher; and, in fact, during the quarter ending September 30, the number of pupils enrolled amounted to 115,071. The causes which led to the increased attendance were principally the reduction in the rate of school fee from an average of 6*d.* to 3*d.* weekly and the belief that the provisions of the act rendering attendance at school obligatory would at once be put in force. The moral effect of the law has, so far, proved to be in a very high degree beneficial.

The total expenditure for the eight months during which the new act was in force was 274,639*l.* 9*s.* 7*d.*, the principal items being those enumerated below:

| | £. | *s.* | *d.* |
|---|---|---|---|
| General management | 6,621 | 1 | 1 |
| Inspection | 10,634 | 6 | 5 |
| Training of teachers | 3,458 | 17 | 4 |
| Public schools: | | | |
| Buildings | 64,490 | 10 | 11 |
| Salaries | 131,615 | 5 | 1 |
| Sundries | 4,895 | 0 | 4 |
| | 201,000 | 16 | 4 |
| Provisional schools: | | | |
| Salaries | 12,424 | 2 | 10 |
| Sundries | 943 | 3 | 5 |
| | 13,367 | 6 | 3 |

| | £. | s. | d. |
|---|---|---|---|
| Half time schools: | | | |
| Salaries | 4,117 | 1 | 7 |
| Sundries | 435 | 9 | 1 |
| | 4,552 | 10 | 8 |
| Denominational schools: | | | |
| Salaries | 33,554 | 12 | 0 |
| Sundries | 1,376 | 8 | 11 |
| | 34,931 | 0 | 11 |
| Evening public schools: | | | |
| Salaries | 70 | 6 | 9 |
| Sundries | 3 | 3 | 10 |
| | 73 | 10 | 7 |

A balance of the appropriation, amounting to 6,226*l.* 15*s.* 10*d.*, had not been expended at the close of the year.

QUEENSLAND, British colony: Area, 678,600 square miles; population, 210,510. Capital, Brisbane; population, 32,012. Secretary for public instruction, A. H. Palmer.

At the beginning of 1879 there were 290 schools in operation and at the beginning of 1880 there were 317, an increase of 27. At the end of 1880 there were 338 schools in operation, 24 more than at the end of 1879. The number of teachers employed was 975 in 1880, against 924 in 1879. The annual enrolment was 43,305—1,925 more than in 1879—and the average daily attendance was 23,818; increase, 2,400.

TASMANIA, British colony: Area, 26,215 square miles; population, 109,947. Capital, Hobart Town; population, 19,092. Chairman of the board of education, Henry Butler.

During the year 1880 there were 171 schools in operation. The total number of different children on the rolls for the year was 12,286. The average number on the rolls from month to month was 8,352 and the average attendance 6,002. The total expenditure for public schools amounted to 16,512*l.*

VICTORIA, British colony: Area, 88,198 square miles; population, 879,442. Capital, Melbourne; population, 256,477. Minister of public instruction, W. Collard Smith.

The following is an abstract of the minister's report for the year 1879–'80: The number of day schools in operation in December, 1879, was 1,533 and the number of night schools 180. The total number of children enrolled was 227,775, viz, 119,237 boys and 108,538 girls, and the number of children in average attendance during the year was 119,259, viz, 62,466 boys and 56,793 girls. Victoria has 94 penny savings banks in connection with schools. The number of depositors is 13,458 and the total amount deposited 3,131*l.*

## INDUSTRIAL EDUCATION.

The discussion of industrial education antedates the present decade. The arguments advanced in favor of public appropriations for this purpose have not materially changed, but they are employed with greater discrimination as the conditions which give rise to them are more carefully analyzed. The conditions are, in brief, (1) the disappearance of apprenticeship; (2) the increase through the growth of cities of the struggling poor, whose family life does not afford opportunity for training their children in the habits or arts of industry, and of the pauper and vagrant classes; (3) the industrial necessities of the freedmen of the South; (4) the multiplication of what have been termed "industrial fine arts—those industries in which the superiority of the product consists in the excellence of its model or pattern, the taste of its design, or the beauty of its colors."

These conditions have caused the adoption of various educational expedients, which are intended to make up existing deficiencies, to supply industrial training suitable to

the capacity of the pupils, and to furnish a gradually increasing quantity of labor trained for the uses of the community. Some of these efforts have been personal and private; others have been undertaken by the governments of States and cities in more or less close connection with their systems of public education, and still others for special and higher art training by universities, museums, and other agencies.[1] The healthy self activity of our people is thus manifest in the various methods adopted to attain the several objects desired.

### INSTRUCTION IN DRAWING.

In 1870 the legislature of Massachusetts enacted that "any city or town having more than ten thousand inhabitants shall annually make provision for giving free instruction in industrial or mechanical drawing to persons over fifteen years of age either in day or evening schools under the direction of the school committee." The progress under this law has been noticed in my reports. The results are thus briefly summed up by Walter Smith, State director of art, in his annual report for 1880:

It has taken several years of time and much observation to gradually unfold and develop the scheme of industrial art education for the schools of all grades which is now in operation in Massachusetts. Its application is practical, though not yet general, in all parts of the State; for local option and opinion control education in this as in other subjects. But the public opinion concerning drawing has much changed during the past decade, and the subject is both better understood and more generally taught now than it has ever been before.

The chain of separate links, showing the work from the lowest class in the primary schools to the highest graduating class in the Normal Art School, is now complete, and in this report it may be seen in its connection and completeness, at once a record and a chart. The agencies at work to carry out this plan are as follows: (1) The Normal Art School, for training special instructors; (2) the normal schools and the normal classes in cities and towns, for the instruction of regular teachers; (3) the free evening drawing schools, for the instruction of mechanics and of teachers; (4) the public day schools, for instruction of children. The steady working of these agencies, each having its distinct stage of the work, though closely related to the rest by being a link in the same chain and having a common purpose with them, must in time affect the education of every person in the State. Indeed, this time is rapidly approaching. Industrial taste has been elevated during recent years to an extent that is both astonishing in some directions and observable on all sides; and no other influence could have been powerful enough to accomplish this, even if it had initiated the improvement, unassisted by the cultivation of taste in the public schools. The same results have followed the employment of similar agencies in other countries; and the success which our scheme of instruction has already attained has already attracted the attention and been recognized by the most competent authorities in other lands.

The State of New York by the act of 1875 required that industrial and free hand drawing should be included in the courses of the normal schools and in some depart-

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[1] In an address in behalf of the trustees at the annual commencement of the Worcester Free Institute of Industrial Science, July 10, 1878, Hon. George S. Boutwell said:

Important inventions have been made by persons not carefully educated in the technics of the art to which the inventions related, but I am not aware that any valuable contribution has been made in this department by any one who could be placed properly in the uneducated class. But, however this may be, there can be no doubt that careful general and technical training is a most important if not an absolutely necessary preparation for progress in any art or pursuit. England, France, Germany, and Austria have entered systematically upon the work of furnishing technical education to large numbers of young men.

This education includes scientific and practical training, and in what I say in favor of similar training in America I include the practical as well as the scientific. In Austria there are one hundred technical schools; in Germany, three hundred. In England there are fine art schools, with an average of one hundred and ninety pupils for every million inhabitants, and in France there are nearly four thousand "science classes," with more than forty thousand pupils.

The means of education with us are (1) the public schools now existing and (2) schools in which technical scientific instruction shall be given.

The public schools, including high schools, are adapted to furnish an education which may well form the basis of a technical training in the practical sciences. They have contributed essentially to the development of the inventive and organizing faculties of our countrymen, and to those schools we are indebted largely for the achievements already made. In this respect we have laid a foundation for further attainments and progress such as does not exist in England or France. On this foundation, and at a comparatively small cost, we can erect a system of schools for technical training possessing advantages better than are possible in any other country, if, perhaps, Germany be excepted. The schools for technical training should be established first in the manufacturing cities and principal towns, and the school in each with propriety might be designed to promote local interests and to advance the trades and branches of industry with which the citizens and laborers are best acquainted.

ment of each city school. The State of Vermont in 1876 added free hand drawing to the studies required in its public schools. The committee appointed in 1877 to revise the course of study for the public schools of Philadelphia included drawing in the programme for all grades, beginning with the primary. The course has been adopted and carried into operation. In 1879 a special art instructor, a proficient in the system employed in the public schools of Boston, was engaged to instruct teachers of all grades in the elements of drawing, design, and decoration.

The extent to which drawing has been introduced as a branch of public school instruction in other cities and towns may be ascertained by examining the details of Table II, statistics of city school systems, in the appendix to this report, as well as the various allusions to the subject in the abstracts of educational reports of the several States and Territories. Institutions for special training in industrial and high art are enumerated in Table XXIII of the appendix. This table has been prepared with great care, to accompany the Special Report on Drawing and Art Education in the United States.[1]

The progress made in producing and improving objects of art and beauty by American artists and artisans since the Centennial Exhibition of 1876 is manifest on every hand and in every household. Indeed, the importance of preserving and increasing the means of the best culture in art, not only for its own sake but on account of its undoubted bearing upon the quality of manufactures and the harmonious and happy pursuit of other labor, is becoming more generally appreciated, and the legislator and political economist, as well as the manufacturer and the artist, are forced to take cognizance of the new and increasing demand made by the public that instruction in the schools shall be modified and enlarged in the direction of preparation for practical affairs.

### HANDICRAFT IN SCHOOLS.

The report of an experiment in industrial education at Gloucester, Mass., gives information of the efforts made there to combine manual training with the ordinary instruction of the common schools. The money for this experiment was placed at the disposal of the school committee of Gloucester in 1878 by Miss Marian Hovey, one of the trustees of the estate of George O. Hovey.

A shop was fitted up with benches to accommodate twelve workmen, and, in addition to the vise and bench hub, the following set of tools was furnished for every member of the class: a rule, try square, hammer, jack plane, jointer, smoothing plane, bit stock, bit, mortise gauge, mallet, one-half inch mortising chisel, one and one-quarter inch paring chisel, chalk reel, panel saw, screw driver, brad awl, oil can, oil stone, bench hook.

The plan of instruction provides for forty lessons each school year, which are given in the afternoon sessions four days of the week. Eight classes, numbering 96 pupils,

[1] This report, the preparation of which was referred to in the annual reports for 1875 and 1876, has been carefully brought down to the present time, with such additions as the development of the several older institutions and the founding of new ones have made necessary, and is still waiting an appropriation which will enable it to be sent to the printer. The present statistics of the art training schools and classes are brought down to August 1, 1880.

This Office regrets its inability to print the material of this and other special circulars and reports of great interest to educators, which have been in careful preparation, but which have been kept from publication for lack of sufficient appropriation for printing.

The Special Report on Drawing and Art Education is still in charge of I. Edwards Clarke, A. M. It will be kept in hand, and the statistical tables and the text will be brought down as closely as possible to the date of going to press. The report aims to include a full and authentic history of all the public art museums, collections, and academies from their foundation, a general view of the development of art education in the United States, a careful showing of the industrial applications of art, with especial reference to its economic value to a country, and a statement of what foreign countries have done and are doing in the way of encouraging and developing industrial art training.

The possibility of teaching the elements of drawing in every public school is shown, and the importance of this training as a means of fitting pupils for the duties of practical life is illustrated in many ways. Although this report is not yet in print, the extensive and continuous correspondence undertaken in connection with its preparation has not been without influence upon the development of the art educational movement in its many relations.

have received instruction during the present year; 6 girls were permitted to join one of the classes in 1878; there are now two full classes of girls and one class composed of both sexes. The work of the girls is said to be fully equal to that of the boys. The following approximate estimate of the expense of such education is from the special report of L. H. Marvel, superintendent of the Gloucester schools:

A room similar to the one at Gloucester can be fitted up for a carpentry class at an expense not exceeding $500. In such a shop, thoroughly and completely equipped for the purpose, one teacher can instruct four classes each day, twenty classes each (school) week, and do his work efficiently. Sixteen members may be permitted to attend each class without detriment to the progress of individual pupils. Allowing forty weeks for the academic year and making the salary of the teacher $20 per week, the annual cost of instruction would be $800. The expense of stock would not exceed 50 cents per annum for each pupil. Upon this basis the per capita expense of instructing 320 pupils would be about $3 a year. Probably the cost of instruction in forging, filing, &c., would be greater—just how much there are now no reliable data for determining.

In 1879 the subject of industrial education was brought before the city council of Boston by an intelligent and influential body of petitioners. The matter was referred to the school committee, who appointed a select committee to consider and report upon it. Their report adopted in the main the plan proposed by the petitioners, which was that a free industrial institute should be established, "consisting of a developing school and school shops, to be supported by the city, at least in part, and permanently ingrafted on our school system." The proposition, however, was defeated in the city council.

The course thus far taken by the States actively interested in the subject of industrial training agrees with the opinion expressed by Charles O. Thompson, PH. D., principal of the Worcester Free Institute, in an address before the Massachusetts State Teachers' Association held at Boston, December 29, 1879:

We reach the conclusion, then, that the union of handicraft and school must be committed to special schools of technology, founded by private munificence and directed by permanent boards of management.

Sound philosophy and the fixed policy of at least all the New England States demand that grants of money from the public treasury in aid of all institutions for special education—schools of theology, law, medicine, and technology, as well as colleges—should be based upon two conditions: (1) That the class of men mainly interested should prove their own faith in the enterprise by securing its foundation, and (2) that the institution should demonstrate its value by some recognized and assured success. Every municipality ought to insist upon these conditions before listening to any appeals; for the expense of maintaining a thoroughly administered school of technology is very great, and the conservative restraint of personal risk is absolutely indispensable in preventing wasteful outlay of money. The advantage to the State of schools of technology, though indirect, warrants a prudent grant in aid, to confirm and broaden and secure the results of private munificence.

A manual training school was established in 1879 as a separate and independent department of Washington University, St. Louis, Mo., and opened for the admission of pupils September 6, 1880. Candidates for admission must be fourteen years of age and must pass an examination in the elementary English branches. The course of instruction covers three years, and the school time of the pupils is about equally divided between mental and manual exercises. The former comprise the following branches: mathematics, physical geography, English language and literature, history, practical ethics, and political economy. Special attention is paid to both free hand and mechanical drawing. The manual training involves the use of the hand tools and the typical machine tools. The shops are four in number, viz: a carpenter shop, pattern shop, blacksmith shop, and machine shop. The programme arranges for two hours' shop work and one hour of drawing, daily, for each division.

Before receiving a diploma of the school, each student must execute a project satisfactory to the faculty of the polytechnic school. The project consists of the actual construction of a machine. The finished machine must be accompanied by a full set of the working drawings according to which the machine is made and the patterns used for the castings. Both drawings and the patterns must be the work of the stu-

dent. The project remains the property of the school. The diploma entitles the holder to enter the sophomore class of the polytechnic school of the university without further examination.

Excellent results have attended the various efforts for training girls in household industries.

### SEWING IN PUBLIC SCHOOLS.

The special report of the committee on sewing in the Boston grammar schools states that the work has been going on satisfactorily during the year and that public interest in the exhibitions of the work increases. The total of pieces accomplished during the year is 70,948. Statements of similar instruction in other cities will be found in the abstracts following.

### SCHOOLS OF HOUSEHOLD ECONOMY.

The establishment of cookery schools and of schools for instruction in other branches of domestic industry is a feature of the decade which was set forth in detail in Circular of Information No. 4, 1879. The support which these schools receive where they seek the patronage of the wealthier classes and the appreciation which they excite where they assume the character of benevolent enterprises for the benefit of the dependent classes indicate that they meet a general demand.

Peculiar interest attaches to the conduct of kitchen gardens, i. e., schools for instructing children in domestic industries according to the system invented by Miss Emily Huntington. Young girls in danger of becoming vagrants are gathered in classes, and by a course of training adapted to interest as well as to instruct they are prepared for domestic service. The need of these schools is apparent when we consider that such children have no other means of becoming familiar with the most ordinary appliances of a well ordered household.[1]

The various endeavors which have been made in the direction of industrial education prove the possibility of giving the training to a number of young persons simultaneously—in other words, of economizing time and material by means of class organization—but it seems impossible that such instruction should be maintained upon a scale large enough to meet the needs of the poorer classes in our cities or of the freedmen of the South without public appropriations. The land act of 1862 endowed institutions which to some extent make provision for industrial education; but, so far from supplying the elementary training which is the subject of the present consideration, they rather make the need of such training more apparent.

### POPULAR SCIENCE TEACHING.

There are a number of organizations in the larger cities which maintain courses of lectures designed to promote scientific knowledge among artisans. Such are the Lowell Institute, Boston, Mass.; the Cooper Union for the Advancement of Science and Art, New York City; Franklin Institute and the Wagner Free Institute of Science, Philadelphia; and the Maryland Institute for the Promotion of Mechanic Arts, Baltimore.

In addition to its free lectures, the Cooper Union maintains two classes of schools, viz, the evening schools of science and art and the art school for women, as fully described in my report for 1879. From the report for the year ending May 29, 1880, it appears that the year's expenses were $44,573. The day and evening schools have been open eight months, affording instruction in the rudiments of science and art to pupils as follows: Free art school for women, 250; free school for women in wood engraving, 43; free school of telegraphy for woman, 50; free night school of science, 1,362; free night school of art, 1,656. All the classes are in charge of able instructors. With reference to a special feature of the schools the report says:

It is worthy of note that the purpose of giving such instruction in practical art and applied science as will put an independent employment in the hands of every student is in many instances commenced while the pupil is still under instruction in

[1] For notices of individual schools, see Training in Household Industries, under the heading Special Instruction, in the abstracts.

the institution. This is especially the case in the Art School for Women. The amount reported as earned for themselves by pupils in the different departments of the Woman's Art School this year is $12,740.

The Maryland Institute for the Promotion of Mechanic Arts, since its reorganization, has taken the lead in the advancement of drawing as a branch of popular education in the State of Maryland. During the present year it has afforded instruction in drawing to 358 pupils: 233 in the night school and 125 in the day school. A committee, appointed by the managers of the institute, addressed a memorial to the general assembly of Maryland, at the last session of that body, to invite its attention to the policy of adopting—

(1) Preliminary measures to establish a systematic course of free hand and mechanical drawing in the public schools of the State, by granting to the Maryland Institute an annual appropriation to train and educate art teachers for said schools, and (2) to grant said institute an appropriation for the purpose of organizing and establishing an art industrial museum in connection with its schools of art and design.

The memorialists submitted the following proposition:

That the Maryland Institute will (in consideration of the payment of the annual sum of $10,000) receive annually in its schools of art and design twenty-five pupils selected by the State board of education, and will train and educate them to become teachers in the public schools of the State.

## EVENING SCHOOLS.

It may be said that evening schools have become a permanent feature of city school systems. It is true that they are not maintained in all even of the principal cities, and in some cities in which they have been established they are regarded as of doubtful advantage; but a careful study of their history for successive years warrants the conclusion that where they have failed of good results they have been poorly conducted or not adapted to local conditions.

Where primary schools are efficient and have maintained for a number of years a high percentage of average attendance evening primary schools are not so much in demand as those of advanced grade. Cities having large foreign population must, however, be excepted from this statement. In communities distinguished alike for intelligence and business enterprise evening high schools are especially appreciated, the most promising artisans and clerks looking to them for the means of continuing their studies. Efforts are in progress in a number of cities to extend the province of the evening high schools and to adapt their courses of study and training to the wants of special classes of pupils.

The following extracts from several reports will serve to indicate the drift of discussion respecting evening schools and their general character and operation.

*Boston (Mass.) High School.*—This school opened two weeks later than the time fixed by the regulations. A thoroughly radical change was here attempted:

(1) Examination for admission was required this year for the first time. Examinations are dreaded by all, both old and young. In the case of this school, where a large number of the applicants are adults, a peculiar terror seized them in many instances and they staid away.

The examination was by no means difficult. By most of the applicants it was easily passed, and but few were rejected. It consisted of reasonable questions, and was intended to make the school serve those for whom it was designed. It was confined to reading, writing, arithmetic, and geography. We believe, under the circumstances, that it should be continued, but with proper judgment and care, and in such a manner as not to deter any one from attending whose only fault is lack of opportunity in youth. Should it hinder such from attending, better it would be to entirely discontinue it. We therefore approve, with some reservation, feeling that it is very possible that a good intention is often spoiled in the execution. It requires great care and discretion on the part of the examiner. In all cases, especially in adults, rust should be carefully distinguished from ignorance.

(2) The elimination from the branches taught of the foreign languages, history, physiology, English literature, and elocution.

Under the new rules the branches allowed to be taught were confined to commercial arithmetic, penmanship, book-keeping, English composition, algebra, and geom-

etry in an elementary form (and, under certain conditions, in advanced form). It will be readily seen that this action had in reality taken away the grade distinction of an advanced or high school. None saw this quicker than those who sought its benefits. They came, but found algebra and geometry were all that remained of a high school. No account was kept of the number of applicants for admission who would not remain under these circumstances, and such account, if required, would have been but imperfect. We know from consultation with the principal that it was numbered by the hundreds. The result was that the average attendance for the first month was 213; second month, 157; while for the corresponding months of the previous year the average attendance was 510 and 376, respectively.

There was nothing left to the committee to do but to await the time when they would be obliged to close the doors for want of pupils or take some vigorous action which should look to the continuance of the school.

A personal knowledge of the pupils and a firm belief that they were in most cases able to judge for themselves had long before convinced the committee of the error made by the change in the course of study. While our liberality in higher education had tended most generously in treating with other pupils of advanced grade, the action here was towards restricted conservatism. To the committee it seemed bordering strongly on injustice. An order was therefore introduced, which passed without a dissenting voice, replacing the languages and hygiene on the authorized list of branches taught. A marked change was noted in the general character of the school. Especially in the classics and modern languages an element was added which was decidedly beneficial. Many of these pupils were persons of refinement and culture, and their presence was felt by those who came in contact with them.

With reference to elementary schools the committee says:

Two subjects at least require constant attention and prompt action:

(1) Ready acknowledgment of all excellence in acquirement attained and deportment evinced by the pupils; also, untiring attention to place the schools in good, orderly condition, removing all disturbing influences firmly and promptly.

(2) It should be constantly in the minds of instructors that quality, not increased attendance, is the standard by which results are to be determined in any educational institution; most decidedly so in elementary evening schools.

The regulations specify that there shall be fifteen pupils under the care of each teacher. It has been very difficult to enforce this regulation, for the reason that the tables which have been provided accommodated not more than ten or twelve pupils, and the result was great inconvenience to teachers and pupils. It is thought that as these schools are to be accommodated in the day school buildings the difficulty as to classification will be removed. Your committee call the attention of the board to the necessity of furnishing proper facilities for the safe keeping of books and material used in the evening schools.

*Cambridge, Mass.*—Last year the evening schools, with the exception of the one in ward three, were not opened on account of the lack of interest in them which formerly existed. They have not been opened this year for the same reason. But the chairman of the committee on evening schools, who had special charge of the one in ward three last winter, says:

There can be no doubt of the benefit of such schools. My experience has been that the men especially take great interest in the work of the school, attend regularly, and make considerable progress. A certain class of boys or young men, obliged by circumstances to leave school young, attend evening schools, and do so, I believe, with an honest purpose to make the best possible use of such opportunities as it affords. * * * If close supervision is exercised over the evening schools and their work, I am confident that under the management of competent and interested teachers they will secure in the popular esteem that degree of favor to which the nature of their good works is entitled.

The evening drawing schools were continued for the autumn and winter of 1879–'80 under the instruction of Messrs. E. Rose and G. E. Woodman, as during the previous year, with marked success. The character of the work merits high commendation. The attendance was as follows: Mechanical class—whole number, 70; average attendance, 35. Class in free hand drawing—whole number, 80; average attendance, 36.

*Worcester, Mass.*—In this city the evening schools took the place of the apprentice schools. These apprentice schools were opened for the benefit of young men who had been indentured, and on the condition that they be sent to school a certain part of each year. In the course of time the apprentice system fell into disuse. There are, however, many young men and women of little or no education who need to study,

and many of whom are glad to spend the winter evenings in this way. A part of them have moved into the State, and have not, therefore, had the privilege of the day school; others have left school at a very early age, and before the law for compulsory attendance was so strict or so well executed as now. Besides these—for whom the evening schools were established—there is a class of lawless idlers who flock into these schools without advantage to themselves and to the injury of the schools and of those who really wish to learn. This last class have made trouble in the schools; they are found also in Boston and other cities. In order to meet this difficulty and conquer it, the committee on evening schools issued the following circular, which both states the case for those intending to be pupils and serves as a ticket of admission to the schools and a receipt for the deposit made:

The evening schools have cost the city more than $2,000 each winter the past few years. They are kept for the benefit of persons over fifteen years old who have not had a good chance to go to school when young; but a great many boys and girls who do not care to learn have flocked in. They have taken up the time of the teachers and of the scholars who try to learn, and they have dropped out as soon as they found they could not go to school for fun. Others have begun to go to school and have fallen out as soon as good skating or some other amusement comes along.

In order to protect those who give their time and really wish to learn and to save the cost of keeping school without profit to the scholars, the committee now require a deposit of $1 from each pupil when he receives his ticket of admission. If he is studious and orderly and is not absent except when he is absolutely obliged to be, the money will be refunded at the end of about one month, or December 24. He can then renew his certificate for another month. The school will, therefore, cost nothing to those pupils who go regularly and make a business of it. Those who go once in a while for amusement will lose the money deposited, and thus pay the city part of the cost incurred on their account.

On the above terms this admits —— ——, No. —— —— street, to the —— Street Evening School till December 24, 1880, unless he is sooner dismissed for misconduct. He has made the deposit of $1.

WORCESTER, *November*, 1880.

"—— ——, *Supt. of Schools.*

December 24, 1880. This ticket is renewed till ——, 188–. This ticket is renewed till ——, 188–.

On the first evening the attendance in each of the schools opened was as large as the average of last year; the number steadily increased, and there was not the least disorder or disturbance. The school has gone on from the first as well as it used to by the old plan after three or four weeks of irregularity. With scarcely an exception, the pupils have taken hold with a will and shown a disposition to improve their opportunities. The plan has eliminated all the idle and indifferent. In very few cases has the deposit been forfeited. It seems from the experience thus far that the difficulty solves itself, and with no hardship to any one.

With reference to evening drawing schools Mr. Marble, the city superintendent, says:

The classes are five in number: beginners and advanced class in free hand drawing and beginners and two advanced classes in instrumental drawing. The pupils of the advanced classes are largely from the classes of previous years; the interest is steady and continuous and the progress of the classes as a whole is very satisfactory. The advanced class has had lessons in perspective and in drawing from life.

*Paterson, N. J.*—Superintendent Rogers, referring to evening schools in his report for 1880, says:

From information obtained from the several principals, in addition to their monthly reports, the general conclusion reached in regard to these schools is that the results attained are by no means commensurate with the labor and money expended upon them. While some of the causes of this want of adequate success seem to baffle investigation, others are quite apparent. The principal one is, undoubtedly, irregular attendance, as will be seen by referring to the tabulated statement.

The blame of this most discouraging feature must rest almost entirely upon the pupils and parents. If there have been other causes of failure, they were not in the plan of organization. Teachers of varied and successful experience were employed, well lighted and comfortable rooms were furnished, everything essential in the way of materials was supplied; in fact, everything that experience or foresight could suggest was done to make these schools successful; yet the result is by no means what was expected.

We turn with pleasure to the evening high school. The work in drawing performed this year has well borne out the promise of the previous one, and the interest in this very useful branch of education is increasing.

With reference to the evening high school, William L. Bamber, president of the board, also says:

The evening high school is an established feature in this city. The great advancement and proficiency made by the pupils attending this school since its organization have exceeded the most sanguine expectations, and it is not necessary to again call the attention of the board of education to give this school the proper support and encouragement that it demands, as the school speaks well for itself without further comment.

*New York City.*—In speaking of the evening high school, Mr. Walker, president of the board of education, says:

The school opens every year on the first Monday evening in October and continues for one hundred and twenty nights, exclusive of all holidays. This institution furnishes instruction to a very large class of young and middle aged men who desire and need a knowledge of the more advanced studies. The students come from all parts of the city and represent almost every trade, profession, and calling. A very large majority of them devote their time to some study which will be of practical use to them in their business, many of them having learned in the hard school of business experience to know their wants.

* * * * * * *

The average attendance [for the session of 1880] was 1,054. The average age of the students was twenty years, the oldest being fifty and the youngest fourteen. There were seventy-six students who were present every evening during the term.

* * * * * * *

Students who make satisfactory improvements in study and who are not absent more than fifteen nights are entitled to certificates, and those who receive three annual certificates are entitled to diplomas. Four hundred and fifty certificates and forty-five diplomas were awarded at the close of the term.

*Detroit, Mich.*—The report for 1880 states that the results of the evening schools have fully justified their establishment. Many boys and young men whose circumstances prevented their attendance on the day schools have attended year after year and made excellent progress in securing the advantages of a good English education. Hereafter special and ample provision should be made for them, it is urged, in the yearly estimates of the board, and they should be regarded as a well established part of the educational system.

*San Francisco, Cal.*—A glance at the tabulated reports, Superintendent Taylor says, will show that hundreds of young men and women who are occupied in various vocations during the day resort regularly to these classes, and strive earnestly to obtain knowledge which will increase their working power and will help to elevate them in the world.

Speaking of the introduction of Spanish he adds:

The establishment of classes for the teaching of the Spanish language in the evening classes seems cordially to have met the public approval. The comparatively small expenditure involved will be returned to the city in the near future a thousand fold. The great interest which has arisen with regard to our commercial relations with Mexico and the other Spanish-American republics, the increasing facilities of travel and transportation in that direction, the growing feeling in Mexico in favor of more extended intercourse with the United States, all warrant the hope and expectation that in a few years our city will control a much larger proportion of the trade with these republics than is now apportioned to the whole United States.

Further particulars with reference to the number and location of evening schools will be found under City School Systems in the abstracts.

## UNITED STATES ARMY POST SCHOOLS.

In 1866 General Garfield proposed a new section to the Army bill, then pending, as follows:

*And be it further enacted*, That whenever troops are serving at any post, garrison, or permanent camp, there shall be established a school, where all enlisted men may be

provided with instruction in the common English branches of education, and especially in the history of the United States; and the Secretary of War is authorized and directed to detail such commissioned and non-commissioned officers as may be necessary to carry out the provisions of this section.

In the speech by which he supported this proposition General Garfield dwelt upon the evil effects of the idleness in which soldiers pass the time spent in camps and at posts and garrisons and expressed the conviction that the pursuit of knowledge and the interests to which it leads would prove the most effectual remedy. The proposed section was added to the bill, and became a law July 28, 1866, forming the substance of section 1231 of the Revised Statutes.

Action in accordance with this law was postponed until 1877, when, by order of the Secretary of War, a board of officers, consisting of the Quartermaster General, the Adjutant General, and the Judge Advocate General, was convened to devise some plan for carrying out its provisions. Their report was approved by the Secretary, and announced to the Army in General Orders No. 24, issued from the Adjutant General's Office May 18, 1878.

The following is the report of the work up to date, as furnished by the honorable Secretary of War through your office:

HEADQUARTERS ARMY OF THE UNITED STATES,
*Washington, D. C., November* 4, 1880.

SIR: * * * In compliance with General Orders No. 24, Headquarters of the Army, Adjutant General's Office, Washington, May 18, 1878, immediate measures were taken at nearly all the permanent military posts toward the establishment of schools for the purpose of promoting the intelligence of the enlisted men and of affording education to the children of officers, enlisted men, and civilians at the remote frontier posts, where facilities in that direction had not been provided. Requisitions for the construction of suitable buildings for chapel, school, and library were at once forwarded by post commanders and approved by the War Department whenever funds for the purpose were available.

Since the promulgation of General Orders No. 24 of 1878, the construction of buildings for school and religious purposes was authorized by the honorable Secretary of War as follows:

| Posts. | Designation. | Estimated cost. |
|---|---|---|
| Little Rock, Ark | Reading room | $1,000 00 |
| Fort Wingate, N. Mex | Reading room, &c | 572 00 |
| Fort Monroe, Va | School room | 3,000 00 |
| Fort Walla Walla, Wash | School-house | 300 00 |
| Fort Washakie, Wyo | School room | 2,440 00 |
| Fort Bayard, N. Mex | Reading room, &c | 707 00 |
| Fort Townsend, Wash | School room, &c | 983 00 |
| Fort Keogh, Mont | School room, &c | 548 00 |
| Fort McHenry, Md | Reading room, &c | 1,350 00 |
| Fort Grant, Ariz | Reading room, &c | 1,500 00 |
| Fort Meade, Dak | Reading room, &c | 958 00 |
| Fort Mackinac, Mich | Reading room, &c | 1,200 00 |
| Fort Brady, Mich | School-house | 1,000 00 |
| Fort Reno, Ind. Ter | School room, &c | 775 00 |
| Fort Preble, Me | School-house, &c | 1,546 00 |
| Fort Hall, Idaho | School-house, &c | 1,000 00 |
| Presidio, Cal | School-house | 1,589 00 |
| Fort Bowie, Ariz | School-house, &c | 977 00 |
| Fort Verde, Ariz | School-house, &c | 1,500 00 |
| Camp Huachuca, Ariz | School-house | 236 00 |
| Fort Elliott, Tex | School room, &c | 1,090 00 |
| Fort Brown, Tex | School room and library | 1,500 00 |
| Fort Boisé, Idaho | School room and library | 1,355 00 |
| Fort Marcy, N. Mex | School-house | 800 00 |
| Fort Cœur d'Alêne, Idaho | Chapel, school, and library | 1,500 00 |
| Fort Halleck, Nev | School, reading room, and library | 404 84 |
| Fort Sisseton, Dak | School-house | 375 00 |
| Fort Custer, Mont | Chapel and reading room | 1,179 00 |
| Fort Supply, Ind. Ter | Chapel, school, and reading room | 2,323 00 |

Great difficulty has been experienced in the selection of enlisted men suitable to perform duty as teachers, and at numerous posts schools could not be established, and, if so, were discontinued on account of having no men available to teach. Enlisted

men detailed as teachers receive 35 cents per diem extra pay. They are subject to military discipline as other soldiers, and are liable to be called upon to perform active service at any time. Normal schools for the preparation as teachers of enlisted men possessing the inclination and necessary qualifications to become such are in operation at Columbus Barracks, Ohio, and David's Island, N. Y., depots of the general recruiting service. Men selected for teachers in the post schools should understand the rudiments of common school education, be conversant with reading, writing, and arithmetic, and possess a fair knowledge of geography, grammar, and history. They must be able to demonstrate clearly and in plain language the subjects before them.

Newspapers and periodicals are furnished by the Quartermaster's Department on the application of post commanders, each post receiving a pro rata share in accordance with its strength of garrison. School books are furnished in lieu of periodicals.

On my request Chaplain George G. Mullins, Twenty-fifth Infantry, assistant in charge of education in the Army, was directed to visit the posts in the department of Texas, with the view of inspecting the Army schools. His reports are in general favorable, but a number of schools are retarded by the absence of suitable teachers.

The following exhibit shows the average attendance during the fiscal years 1878–'79 and 1879–'80:

| Posts. | 1878–'79. | | 1879–'80. | |
|---|---|---|---|---|
| | Enlisted men. | Children. | Enlisted men. | Children. |
| Fort A. Lincoln, Dak | 40 | 25 | 40 | 26 |
| Fort Adams, R. I | 27 | ..... | 27 | ..... |
| Alcatraz Island, Cal | 30 | 8 | 16 | 9 |
| Angel Island, Cal | .... | 24 | .... | 19 |
| Atlanta, Ga | .... | 27 | .... | ..... |
| Fort Barrancas, Fla | .... | ..... | .... | 9 |
| Fort Bayard, N. Mex | .... | 14 | 10 | 12 |
| Fort Bennett, Dak | .... | 15 | .... | ..... |
| Fort Bowie, Ariz | 5 | 9 | .... | 7 |
| Fort Brown, Tex | 8 | 23 | 5 | 12 |
| Fort Buford, Dak | .... | 5 | 26 | 30 |
| Fort Cameron, Utah | 9 | 16 | 8 | 17 |
| Fort Canby, Wash | .... | 7 | .... | 6 |
| Fort Clarke, Tex | .... | 76 | .... | 80 |
| Fort Cœur d'Alêne, Idaho | .... | ..... | .... | 7 |
| Columbus Barracks, Ohio | .... | ..... | 10 | 19 |
| Fort Columbus, N. Y | 30 | 20 | 60 | 22 |
| Fort Concho, Tex | 42 | 37 | 70 | 35 |
| Fort Custer, Mont | .... | 23 | .... | 25 |
| Fort D. A. Russell, Wyo | .... | 36 | .... | ..... |
| David's Island, N. Y | 30 | 7 | 40 | 9 |
| Fort Davis, Tex | 68 | 12 | .... | 13 |
| Fort Dodge, Kans | .... | ..... | .... | ..... |
| Fort Douglas, Utah | .... | 25 | 6 | 28 |
| Fort Duncan, Tex | 54 | 3 | 45 | 10 |
| Fort Fred Steele, Wyo | .... | 26 | .... | 29 |
| Fort Gaston, Cal | 4 | 8 | 3 | 8 |
| Fort Hale, Dak | .... | 16 | .... | 16 |
| Fort Halleck, Nev | 13 | 2 | 13 | 4 |
| Fort Hamilton, N. Y | .... | 23 | 14 | 27 |
| Fort Harney, Oreg | 11 | 10 | 8 | 10 |
| Jefferson Barracks, Mo | 15 | 25 | 21 | 33 |
| Fort Klamath, Oreg | 17 | ..... | 8 | ..... |
| Fort Lapwai, Idaho | .... | 11 | .... | 11 |
| Fort Laramie, Wyo | .... | ..... | 9 | 29 |
| Fort Leavenworth, Kans | 12 | 27 | 10 | 25 |
| Fort Lewis, Colo | .... | ..... | 14 | 5 |
| Little Rock Barracks, Ark | 7 | 1 | 9 | ..... |
| Fort Logan, Mont | .... | 8 | .... | 8 |
| Fort Lowell, Ariz | .... | ..... | 10 | 7 |
| Fort Lyon, Colo | .... | 14 | .... | 6 |
| Fort Mackinac, Mich | 10 | 18 | 14 | 8 |
| Madison Barracks, N. Y | .... | ..... | 4 | 8 |
| Fort McDermit, Nev | .... | 8 | .... | ..... |
| Fort McHenry, Md | .... | ..... | .... | 10 |
| Fort McIntosh, Tex | .... | ..... | .... | ..... |
| Fort McPherson, Nebr | 5 | ..... | 8 | ..... |
| Fort Meade, Dak | .... | ..... | 30 | 30 |
| Fort Missoula, Mont | 17 | ..... | 10 | ..... |
| Fort Monroe, Va | 40 | 80 | 40 | 82 |
| Newport Barracks, Ky | .... | ..... | .... | 9 |
| Fort Niagara, N. Y | 6 | ..... | 10 | 10 |
| Fort Omaha, Nebr | .... | ..... | 29 | ..... |
| Fort Ontario, N. Y | .... | ..... | 10 | ..... |
| Fort Pembina, Dak | 10 | ..... | 19 | ..... |
| Plattsburg Barracks, N. Y | 16 | 15 | 17 | 15 |
| Point San José, Cal | .... | 19 | .... | ..... |
| Fort Preble, Me | .... | 14 | 11 | 12 |
| Presidio, Cal | .... | ..... | .... | 17 |
| Fort Point, Cal | .... | 4 | .... | 14 |
| Fort Randall, Dak | 30 | 33 | 20 | 33 |
| Fort Reno, Ind. Ter | .... | 16 | .... | 17 |
| Fort Riley, Kans | .... | 9 | 1 | 10 |
| Fort Ringgold, Tex | .... | 30 | 2 | 35 |
| San Diego, Tex | .... | 1 | .... | 4 |
| Fort Shaw, Mont | .... | ..... | .... | 12 |
| Camp Sheridan, Nebr | 12 | 4 | 15 | 4 |
| Fort Sidney, Nebr | .... | ..... | .... | ..... |
| Fort Sill, Ind. Ter | 15 | 20 | 15 | 24 |
| Fort Sisseton, Dak | 12 | 3 | 9 | 3 |
| Fort Stanton, N. Mex | 12 | 5 | 13 | 2 |
| Fort Stevens, Oreg | .... | 11 | .... | ..... |
| Fort Stevenson, Dak | 30 | 6 | 6 | 6 |
| Fort Stockton, Tex | 60 | 3 | 60 | 2 |
| Fort Sully, Dak | 3 | 13 | 10 | 21 |
| Fort Totten, Dak | .... | 11 | 11 | 12 |
| Fort Townsend, Wash | .... | 5 | .... | 5 |
| Fort Trumbull, Conn | 1 | 9 | 1 | 9 |
| Fort Vancouver, Wash | 5 | 26 | 14 | 34 |
| Fort Wadsworth, N. Y | 11 | 8 | 12 | 13 |
| Fort Warren, Mass | .... | 15 | 4 | 15 |
| Fort Washakie, Wyo | 20 | 1 | 17 | 6 |
| West Point, N. Y | .... | ..... | 31 | 168 |
| Fort Wingate, N. Mex | 8 | 18 | 10 | 17 |
| Willet's Point, N. Y | .... | 36 | .... | 40 |
| Fort Yates, Dak | 9 | 15 | 20 | 20 |
| Total average | 754 | 1,039 | 955 | 1,340 |

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

A. McD. McCOOK,

*Colonel and Aide-de-Camp in charge of education in the Army.*

Honorable SECRETARY OF WAR, *Washington, D. C.*

SPECIAL SCHOOLS FOR INDIANS.

In the winter of 1878–'79, a letter from Martin B. Anderson, LL. D., the eminent president of Rochester University, who had been sojourning in Florida for his health, called my attention to certain educational facts connected with the imprisonment of 74 Indians, under Lieutenant Pratt, at Fort Augustine. These were the most savage and brutal criminals, selected from various Indian tribes that had been committing depredations upon the whites of the frontier. They were taken away from their savage associations and brought to this remote fort for punishment and to separate them from any further evil influences upon their people. Their treatment in the course of imprisonment by Lieutenant Pratt and its results impressed Dr. Anderson as specially deserving the consideration of educators and students of the Indian question. No better opinion upon such a subject could be secured, and I sought to obtain all the facts and observe the results.

It appeared that before the Indians were withdrawn from Fort Sill, Lieutenant Pratt had suggested that the period of imprisonment should be employed to introduce processes of training which might result in changing the character of the Indians before their release.

When located at Fort Augustine, in the absence of soldiers, Lieutenant Pratt began to make use of the Indians for labor and guard duty, and they showed a measure of aptitude. Step by step he introduced them to new service and their interest increased. He began to trust them, and they responded with evidences of fidelity. In addition to training them in the various duties that offered about the fort he undertook to teach them letters. Miss Mather and other excellent persons joined in the effort. Abstract methods were avoided as far as possible. In the course of time there were various odd jobs and minor articles for which people were found willing to pay. This work gave the Indians another idea of reward. The lieutenant advised them in the use of their little earnings for their own benefit and taught them to save, thus training them in the notion of property. As the time for the end of their imprisonment drew near, Lieutenant Pratt began to talk with them about their return and their future, and a desire was manifested on their part to stay still longer among white men and learn more of civilized life, that they might thus go back to be of better service to their people.

Various offers were made for their instruction, but that of General Armstrong at Hampton was accepted for those who decided to remain. Their introduction among the colored pupils of Hampton Institute created less shock than many anticipated. They were taught in letters, but also and specially in all the industries in which any training is afforded at the institute. The effort commending itself to the Commissioner of Indian Affairs and the honorable Secretary of the Interior, additional pupils have been secured for Hampton, and Lieutenant Pratt himself has occupied the barracks formerly in the possession of the Army at Carlisle, Pa., with a school of more than 150 boys and girls.[1]

There is also under consideration the opening of a similar school in Oregon, on grounds owned by the Pacific University, under the care of Captain Wilkinson.

SUMMER SCHOOLS, &C.

The record of educational progress would be incomplete without reference to the various classes of summer schools and courses of study. Many colleges and universities make provision for classes during the season, an arrangement of special advantage to teachers who are occupied with their school duties the rest of the year.

The scientific expeditions and stations for investigation maintained by universities during the summer should be regarded as a regular part of their work. Each season offers to the student of science phenomena peculiar to itself; hence this department of study must be continuous if it is to be complete. Scientists other than those belonging to the university corps who desire to profit by the facilities which the uni-

[1] See the bulletin "The Indian School at Carlisle Barracks," Bureau of Education, 1880.

versities are able to provide for the work of investigation are often able to avail themselves of the summer arrangement. Thus the Chesapeake Zoölogical Laboratory of Johns Hopkins University, in its session of 1880, was supplied with working accommodations for six investigators, which were used by three of the members of the academic staff of the university and three other gentlemen representing the Wisconsin State Normal School.

The Chautauqua Literary and Scientific Circle reports a numerous membership and much work accomplished since its organization in 1878. The Concord School of Philosophy is a school for discussion rather than instruction, for the exercise of minds already trained rather than for the training of minds. As such it has given evidence of its power to stimulate thought and to excite and direct inquiry. Its hold upon public support and interest is already sufficient to give it an assured position among the agencies for the promotion of philosophy.

### ORGANIZED CHARITIES.

Societies for organizing charitable relief connect themselves with the work of public education through the efforts made to gather the children of the dependent classes into the schools, to maintain Kindergärten for those below the legal school age, and to provide industrial training for those who are old enough to be prepared for self support.

The protection of children through the agency of incorporated societies and the summer care of children have become prominent features of our public charities.

The history of these several agencies was briefly outlined in my report for 1879. Information received since that date does not enable me to add materially to that statement. It can only be said that these efforts for the amelioration and elevation of the destitute classes have given new evidence during the year of wisdom, energy, and success in dealing with some of the most difficult problems of social life.

### SANITATION AND EDUCATION.

School hygiene and the construction of hygienic school buildings are subjects which have justly attracted much attention during the year. So far as rural school architecture is concerned, Circular of Information No. 4 of this Office for the present year contains a succinct and simple statement of the best and latest results of study and practice. When school-houses for city schools are to be erected the problem becomes much more complicated. The increased value of land, the density of population, the artificial gradings of the surface, the presence of gas pipes, sewers, and imperfect water pipes, the vicinity of noisy or noxious factories, all serve as complications of the situation in each case. The architect and the school board must contend against these as well as the funds at their disposal and the resources of their arts will permit. Little is to be gained by a niggardly use of money or by a short sighted compliance with entirely unsuitable conditions.

A very interesting incident in the history of the year is the result of the competition in school-house plans organized by The Plumber and Sanitary Engineer in the latter part of 1879, under the following conditions:

The designs are to be for a public school building to accommodate eight hundred pupils (400 boys and 400 girls), from six to fifteen years of age.

The building is to be erected on a lot fronting north, of 100 feet front by 100 feet deep, and inclosed by buildings on adjoining lots at the sides and rear (of average city height, say four stories).

It is to be constructed of brick, with floors of timber, and to have fire proof staircases.

Provision is to be made for *one* exhibition or assembly room, to have seating capacity for the whole school, independent of platform space; also, for a master's or principal's room, occupying not less than 150 square feet, and for a retiring room for female teachers, occupying not less than 150 square feet.

There are to be separate entrances and class rooms for each sex.

Each class room is to accommodate from 54 to 56 scholars, and each scholar is to

have a separate desk. The position of teacher's desk is to be shown on plans; also, the direction in which scholars face.

No provision is to be made for the janitor's family in the school building.

The features which will have weight with the committee of award to whom the designs will be submitted will be (1) convenience of arrangement for school purposes, (2) security against fire and facility for egress, (3) distribution of light, (4) ventilation and heating, and (5) drainage and other sanitary appointments.

The American Architect and Building News, reviewing these conditions, remarks as follows:

The number of scholars for whom accommodation is reqrired by the programme seems to us altogether too large. No doubt this and the size of the lot were fixed upon as answering to the ordinary conditions of school-houses in great cities. But this is just one of the points where the ordinary conditions of school-houses want overhauling. No one thing in our school system, we believe, leads to greater immediate danger in case of disaster, or indirectly to more evils in association and management, than the hiving together of whole townfuls of children in a single building. Half the proposed number is as many as ought to be cast together in one city schoolhouse; and we should say fewer rather than more. As far as we can judge without actual study of the problem, we should say that half the number was as many as the proposed lot would comfortably provide for. A hall to accommodate eight hundred scholars, with room for a stage and some visitors, should have an area of about five thousand feet, and this, in whichever story it was placed, would cover half the lot. With this must be fifteen or sixteen class rooms of, say, twenty-five by thirty feet, pretty high, with their long sides open to the light, besides teachers' rooms, cloak rooms, &c., and separate corridors and stairways for boys and girls. The children need exercising yards, and for school rooms in an inclosed lot the width of an ordinary street — forty or fifty feet — is not too much open space to have before the windows in the lower story of a high building. The conditions, then, seem to require no less than three stories of class rooms, and probably an additional one for the exhibition hall. But a school exhibition room should not, any more than a theatre or concert hall, be lifted three or even two stories into the air, nor should scholars who have already climbed one or two stories be sent up twenty-five feet higher to find their rooms above it. We make a point of this, because we are convinced that the skying of children in the upper stories of high buildings, and crowding them by hundreds in close quarters, is one of the follies of our present system, to which public attention ought to be persistently directed, and against which such papers as the Sanitary Engineer and the American Architect should lift up their voices. It would, in our opinion, have been wiser, instead of assuming the habitual conditions of over population in a city school-house and requiring the competitors to conform to them, to have made it one of the points in the problem to determine for how many children it was well to build a school-house on such a lot as was assumed. The perennial feat of putting a quart into a pint pot was essayed in the tenement house competition, and proved, as usual, impracticable.

The committee of award, consisting of Messrs. Post and Ware, architects, Billings and Agnew, physicians, and Philbrick, educator, after assigning the prizes offered, remarked as follows:

But the committee feel that if they were to stop with this they would not be doing their whole duty; and they are compelled to declare that none of the plans submitted fulfil the requirements of a sanitary school building.

The conditions imposed on the competitors were of such a character that it is probably impossible to produce a plan which should be recommended as one to be constructed.

The committee then proceeded to present the qualifications they believed to be necessary for a public school building "in a large and densely populated city:"

(1) At least two adjoining sides of the building should be freely exposed to light and air, for which purpose they should be not less than 60 feet distant from any opposite building.

(2) Not more than three of the floors should be occupied for class rooms.

(3) In each class room not less than fifteen square feet of floor area should be allotted to each pupil.

(4) In each class room the window space should not be less than one-fourth of the floor space, and the distance of the desk most remote from the window should not be more than one and one-half times the height of the top of the window from the floor.

(5) The height of a class room should never exceed fourteen feet.

(6) The provisions for ventilation should be such as to provide for each person in a class room not less than thirty cubic feet of fresh air per minute, which amount must be introduced and thoroughly distributed without creating unpleasant draughts

or causing any two parts of the room to differ in temperature more than 2° F., or the maximum temperature to exceed 70° F. This means that for a class room to contain fifty-six pupils twenty-eight cubic feet of air per second should be continuously furnished, distributed, and removed during school sessions. The velocity of the incoming air should not exceed two feet per second at any point where it is liable to strike on the person.

(7) The heating of the fresh air should be effected either by hot water or by low pressure steam.

(8) The fresh air should be introduced near the windows; the foul air should be removed by flues in the opposite wall.

(9) Water closet accommodation for the pupils should be provided on each floor.

(10) The building should not occupy more than half the lot.

In regard to the first point, Dr. J. C. Lundy, of Detroit, Mich., is of the opinion that school buildings should be on spacious lots, separated from other buildings by a distance equal to twice the height of any building in the vicinity. Respecting the number of floors occupied, it is believed that for daily class work two stories are better than three. In connection with the third recommendation of the committee it may be mentioned that Dr. F. Winsor recommends 20 square feet for older pupils, and not less than 14 square feet for the youngest children, the room being 12 feet high.

The proportionate size of the windows, when compared with the floor, should of course be greater in city buildings than is found necessary in country school-houses. In these last one-sixth of the floor area is considered quite enough. Dr. Lundy recommends for city schools from three-tenths to one-half the floor area, according to the usual state of the atmosphere, the vicinity of buildings, &c. He believes that the windows should have square heads and that they should reach or nearly reach the ceiling. In this opinion the editor of the Architect coincides, saying that window sills should be at least four feet from the floor, rather than three feet, and that they should touch the cornice. The last mentioned writer also says that windows should be so placed as to promote, in due order, the lighting and ventilation of the building, its constructive convenience, and its architectural effect.

Mr. Carl Pfeiffer, of New York City, says that ventilating apparatus should be used to drive pure air into rooms, as this is much more successful than drawing foul air out of them. Dr. H. T. Legler has pointed out the fact that forced ventilation does not require so much vertical height in school rooms for successful use as draught ventilation does. Dr. Winsor is of opinion that the entire volume of air in a room should be changed five or six times in every two hours, and that the outlet openings should measure seven square inches for every seat in the room. If draught ventilation be adopted he favors the heating of the air in the draught shaft sufficiently to withdraw air from rooms at the rate of two and a half feet a second. Nor does he think it usually necessary to keep the rooms at a temperature higher than 64° to 68° Fahrenheit. Mr. A. C. Martin would carry the ventilating shaft well up above the building.

It is to be hoped that the impulse given by this report will not be lost or wasted, and that sanitarians, architects, and educators will continue united efforts until all necessary problems in the construction of city school buildings are solved and the public is made familiar with the subject.

The sanitation and hygienic management of schools received attention at the International Congress on Education in Brussels and at the International Congress on Hygiene at Turin in 1880. The action taken by the sixth section of the Brussels Congress may be summarized as follows: School rooms in day time should be lighted unilaterally and from the left; a school room for fifty pupils (the maximum number) should be 30 by 24 feet; single desks and seats were emphatically approved; for lighting evening schools lamps seem to have been preferred to other means, which is not to be wondered at when Faÿa has announced, as the result of experiments, that while an ordinary coal-oil lamp produces as much carbonic acid gas as the respiration of three human beings an ordinary flat gas jet produces as much as five men and an argand gas burner as much as eight men. The congress also considered the now common practice in many European cities of inspecting the schools by properly trained medi-

cal men, and expressed a wish that the teaching corps should be placed under similar supervision; indeed the opinion seemed general that a medical officer would be an admirable adjunct to every superintendent's office. Finally, with regard to the statistical researches which government should institute in order to ascertain the influence of schools on the physical development of children, the section concluded to petition: (1) That the Belgian government should take the initiative in establishing all over the country (according to the example set in Brussels) statistics of health in schools that shall bring to light the influence of the public schools on the health of children; (2) that the recent establishment of medical commissions in Belgium, and especially the appointment of correspondents of those commissions, should be so organized that they may become so many centres of methodical research into the hygienic statistics of schools. (3) The section recommends a permanently established interchange of information and of documents relating to scholastic hygiene between different countries.

The fourth section of the Turin Congress was equally explicit in its opinion, the first resolution adopted as a result of Dr. Roth's paper on "Obligatory medical inspection of schools" being "that periodical medical visits to all schools are indispensable." The same gentleman, at a later session, read another effective paper on instruction in hygiene in primary, secondary, and higher schools. Respecting the employment of minors in factories, &c., the section resolved "that in all countries the age of admission of children to work should be uniform, and that under no pretext whatever should any age less than twelve years be fixed as the minimum; that in all countries the same number of working hours should be fixed by international treaties, in the interest of public health as well as of the intellectual development of children; and that persons under sixteen years of age should not be permitted to work at night in any country." Dr. Javal, the distinguished French scientist, read a paper on the "Construction of school rooms with special regard to the sight of children," treating particularly of astigmatism as a cause of short sight, recommending that school books be printed with large letters on yellowish paper (as first suggested by the late Mr. Charles Babbage), and advocating the lighting of school rooms from the east or west. The section approved the recommendation as to the printing and tinted paper of text books; did not favor school work by children in the evening; advocated instruction in domestic, private, and school hygiene in normal schools by competent physicians; adopted a proposition that school studies and examinations should be discontinued during the hot weather, and also another on the necessity for nurses' training schools, which will be more fully discussed at the next congress.

In connection with the general subject of sanitation, allusion must be made to the outbreak of enteric or typhoid fever at Princeton, N. J., among some of the students of the college who were lodging or taking meals in certain unsanitary houses and buildings. The earliest cases of illness were developed in April; during this and the three following months, about forty cases and eight deaths occured. The State board of health, the citizens of Princeton, and the authorities of the college coöperated in correcting the hygienic faults which were the immediate cause of the outbreak. I am happy to be able to report that since the reassembling of the college after the summer vacation no new cases have been observed.

### COLOR BLINDNESS AND MYOPIA.

The following statement is from the report of Dr. B. Joy Jeffries to the mayor and the school board of the city of Boston, relative to the work of testing the public school children of that city for color blindness. The tests were applied during the years 1879 and 1880, and the final report was submitted March 20, 1880:

Schools for male students:

| | |
|---|---|
| Normal art school<br>Latin school<br>English high school<br>All the high and grammar schools<br>Schools for deaf-mutes | 14,469 in number; of these 608 were color blind, or 4.202 per cent. |

Schools for female students:

Normal art school
Normal school
Latin school for girls
Girls' high school
All the high schools
All the grammar schools
School for deaf-mutes

} 13,458 in number; of these 9 were color blind, or 0.066 per cent.

W. H. Fitch, A. M., M. D., and F. H. Kimball, B. S., M. D., appointed to examine the eyes of the school children of Rockford, Ill., report as follows:

There were 900 boys examined; 429 of them were of American and the remaining 471 of foreign parentage. There were 968 girls examined, with 531 of the number of American and 437 of foreign parentage.

* * * * * * *

We have divided all the scholars into five classes, depending upon age: Class 1, including those of 7 and 8 years; class 2, those of 9 and 10 years; class 3, those of 11 and 12 years; class 4, those of 13 and 14 years; and class 5, those of 15 and 16 years and those over. Each class is made to include two years, instead of one, in order to secure a greater number of cases and a consequent better average. Here we have arranged in a tabular form the results of this examination:

| Classes. | Boys. | | | Girls. | | |
|---|---|---|---|---|---|---|
| | Per cent. of all myopic. | Per cent. of Americans myopic. | Per cent. of foreigners myopic. | Per cent. of all myopic. | Per cent. of Americans myopic. | Per cent. of foreigners myopic. |
| Class 1 | 0.8 | 0.0 | 1.3 | 3.1 | 2.0 | 4.2 |
| Class 2 | 3.5 | 3.8 | 3.3 | 5.9 | 7.3 | 4.3 |
| Class 3 | 2.5 | 5.4 | 0.0 | 5.5 | 6.7 | 4.7 |
| Class 4 | 6.3 | 6.3 | 6.3 | 13.0 | 15.0 | 9.8 |
| Class 5 | 17.7 | 18.5 | 16.6 | 16.8 | 15.8 | 21.0 |

The general results of the examination showed that among all the boys the percentage of myopic was 3.8; girls, 8.3; boys of foreign parentage, 3; girls, 6.6; boys of American parentage, 5.4; girls, 9.6; boys and girls of American parentage, 7.7; boys and girls of foreign parentage, 4.7.

In the leading nations of Europe and in our own country, attention has been drawn to the evil effects of defective vision and color blindness among railroad employés and sea-going men. Many European governments and railroad corporations have enacted laws and adopted rules of control. Several railroad companies in the United States have appointed medical experts to apply the tests of color blindness to their employés. Our Government has recognized the importance of the subject, as shown by the action of the three departments, Army, Navy, and Marine Hospital Service, in ordering the application of the tests of the color sense and visual power. The duty is intrusted to the medical officers of these several departments, who are provided with the manual published by B. Joy Jeffries, A. M., M. D. Dr. Jeffries recommends the method of testing originated by Professor Frithiof Holmgren, of Upsala, Sweden, and the use of the material which that gentleman employs in his examinations. Dr. Jeffries also recommends that a "systematic process of giving instruction in color, its names and shades, should be introduced in our primary schools."

### PHYSIOLOGY OF READING AND WRITING.

In recent numbers of the Revue Scientifique, Dr. Javal, of Paris, has given an abstract of his forthcoming work on the physiology of reading and writing. Dr. Javal is an esteemed writer, who has already made considerable contributions to this somewhat obscure but very important subject. Recognizing as a fact the unprece-

dented growth of myopia among school children and others, he distrusts the explanations of it commonly given; for, while he does not approve the forms of school furniture in general use or the arrangements of school buildings in respect to lighting and does not ignore the influence of heredity, he thinks these afford an inadequate explanation of the increase in visual infirmity which is unquestionably going on. Neither does he think it established that the degree of civilization of a people is to be measured by the number of nearsighted inhabitants, as has been maintained in Germany.

Most of the authors who have written about school furniture have bestowed too much attention upon the regulations in regard to school furniture that have been officially promulgated; instead of insisting upon a centimetre more or less in the height of a seat or a degree or two in the slant of a desk, they should have perceived years ago that the principal causes of myopia are poorly printed books and bad methods of writing, and that scoliosis, or lateral curvature of the spine, is chiefly attributable to penmanship taught on principles contrary to physiology.

Researches extending over a number of years have led him to seek in writing and typography (chiefly, of course, in typography) the real explanation of the growth of myopia, and he has accordingly undertaken in one of the articles alluded to an examination of the different kinds of types in general use and considered their availability from a hygienic standpoint. After a concise account of the efforts of early type makers, he investigates the modus operandi of reading.

"In reading," he says, "there is no time to examine each letter in all its parts; so far is this from being the case that the eye travels along a perfectly horizontal line which cuts all the short letters (such as a, c, e, &c.) at a point just below the top, the other parts of the letters being seen indirectly and striking regions of the retina more or less distant from its centre. This fact is of importance in determining the shape to be adopted for type."

Dr. Javal cites a number of proofs in support of this proposition, the easiest of application being the following: Cover with a piece of paper the upper half of the short letters in a line of print and it will be found nearly impossible to read it, but if the upper half is left exposed and the lower concealed scarcely any difficulty will be experienced. Moreover, taking into account the capitals and accented letters, there are out of 100 at least 85 letters rising above the upper portion of the short letters and only 15 falling below the line. This being the case it is desirable to give the letters such shapes that they may differ from one another as much as possible in the parts along which the line of vision travels. For more than a century there has been a strongly marked tendency among type founders to do just the reverse of this; to secure a uniform appearance, the round letters a, c, e, o, and s have been flattened laterally, and the square letters rounded.

Dr. Javal next makes a detailed examination of the form of all the letters of the alphabet and suggests modifications of them which he thinks it would be well to introduce. We need not follow him into this portion of the discussion, but it is sufficient to say that the letters which project above and below the line may advantageously be shortened; that the spaces between the letters and between the different parts of letters like m and n may well be widened, and that various discriminations between letters that are characteristic of old types and that have been weakened in later times may properly be restored. It is to be remarked that there is a great difference in respect of legibility between French types and those in use in England and America, the former being narrower and therefore much harder to read. Putting spaces between the lines Dr. Javal thinks a question of looks only, as no increase of legibility is the result of this expensive practice. He thinks therefore that leaded type should be used only in books in which the consideration of elegance has taken precedence of that of cost.

Increasing the spaces between the letters, however, is of the greatest importance, as will be perceived from these lines, in which a piece of paper has been placed between each letter.

After describing the types now in use and showing the influence of the cost of composition in producing the present objectionable forms, Dr. Javal offers a specimen of the type which he thinks most nearly meets the requirements of the case, which is to increase legibility without diminishing the number of letters contained on a page.

The type in which this is printed is as close an imitation of that specimen as we can give.

In the other article of Dr. Javal, to which allusion has been made, there is a brief account of the influence of the instruments used in writing on its present condition. A summary is here presented in a translation.

Any methodical study of the principles of writing should be preceded by a historical account. We cannot give here even a brief summary of that history, which we have sketched elsewhere, but we will review the material causes which, independent of the changes in taste and systematic returns to antiquity, appear to us to have exerted a preponderating influence on the development of penmanship. These causes are the changes in the cost of paper, the improvements in the pen, and the use of spectacles.

The price of paper has played an important part in the transformations of penmanship. Thus at the same epoch the running hand was used on the papyrus of charters while the parchment of the codices contained only uncials very compactly pressed together, without projections, in order to bring the lines closer to one another. Abbreviations of all kinds were adopted to economize the precious skin and every means was used to profit by all the space.

The invention of rag paper does not extend back beyond the thirteenth century, so, with rare exceptions, the practice of separating the words came into vogue later. For the same reason projecting letters, with long loops and stems, are of comparatively recent date; nobody was rich enough to indulge in the luxury of the long letters which characterized the writing done in the office of the pontifical chancellor.

There is nothing the price of which has fallen so much as paper. The result is that no attention is paid to the space occupied in writing. But while in the nineteenth century the waste of paper is nothing to the writer, it is quite different with the publisher. The waste is here multiplied by the number of the edition, and this circumstance is enough to explain how it is that since the invention of printing, while writing constantly has become larger, the size of type has gradually diminished, so that the identity in size between written and printed characters survived Gutenberg's invention only a few years.

The pen has had a notable influence on the appearance of writing. The goose quill appeared towards the middle of the seventh century; at first this innovation hardly modified the appearance of writing. Indeed, like the reed, the quill was fashioned similarly to those still used in writing the Gothic or round hand; its elasticity served alike for shading the top of the straight strokes (as may be seen in certain English manuscripts of the seventh century) and for rounding the heavy parts of the shaded letters, thus making them resemble Roman capitals; but essentially the general appearance remained that of the manuscripts written with the reed of the ancients.

The broad points of the reed and of the quill led to the shading of uncial letters and afterwards of Roman capitals. Indeed, to write faster, the copyist of antiquity and the monk of the middle ages tried to write the characters with a continuous stroke; moreover, to avoid the ungraceful slope of the running hand, it was necessary to hold the elbow far away from the side. In this position, if you write an M, you will notice that the fine lines are made in going up and the heavy lines in coming down; if you write an O, you will be very likely to make the first shading too low, and the second too high for symmetry. Nothing is easier than to multiply examples of this.

It is the square shape of the nib of the pen which brought about Gothic writing. To be convinced of this it is only necessary to attempt to make Gothic letters with a brush, a pencil, or an ordinary pen. In spite of the writer's efforts the result will be greatly inferior to that obtained by means of a stub pen.

The use of a coarse quill, cut obliquely, resulted in the appearance of the chirography known as running hand and bastard hand.

In the round the heavy strokes are exactly vertical. According to penmen, in taking as unity the breadth of the point of the pen, the letter u should be written in a square the sides of which measure five points, so that the blank between the strokes measures three points. Scarcely any difference is made between u and n, the upright strokes, equally square at the top, being a little more rounded at the bottom for the u than for the n.

The running hand differs from the round only by the inclination or slope, which in the handsomest models is such that the shading forms the diagonal of a rectangle whose breadth is three points and height four points, from which it results that the length of the straight lines is $\sqrt{3^2+4^2}=\sqrt{25}=5$. It is evident, therefore, that the upright strokes in a running hand written between parallels four millimetres apart are equal to those of a round hand written between parallels five millimetres apart. [The millimetre is .03937 of an inch.]

The bastard hand differs principally from the running hand in the arrangement of the round parts, which, instead of always being at the bottom of the strokes, are distributed as in the small letters of the italic or in the modern English.

The pointed shape of the goose quill, in fact, produced the English style so universally used in our time; it is distinguished by the length of the looped letters and by the absence of ascending shaded strokes, which our fine steel pens do not enable us to make. The general adoption of the English style is a result of the use of steel pens.

The invention of spectacles, which dates from the end of the thirteenth century, greatly contributed to the rapid decrease of the size of handwriting that has taken place; the growth of shortsightedness, especially among literary people, necessarily made itself felt in the same way, so that the nearsightedness of some, which permitted them to write smaller than was proper, has brought on nearsightedness among those who are obliged to read their writing.

It may be that this double action of shortsightedness and of convex spectacles has reached its maximum; for the use of convex glasses has become a fixed habit with us, and shortsighted people, in writing, are beginning to use concave glasses to counteract their defect.

Dr. Javal next inquires whether modern chirography should be accepted as it is. He thinks not, and suggests a number of changes that he thinks may be easily made which would render writing at once more rapid and more legible than it is now. His principal suggestion in the interest of legibility is that children should be taught to "preserve the individuality of each letter," that is, the interval between the letters should be made greater than the width of the letters themselves. He also advises that the dots for the i's, the crosses for the t's, and accents should be added after the entire matter is written.

"By omitting points and accents it is easy to take (currente calamo) notes of a lecture or an abstract of the liveliest discussion, and these signs may be added at leisure when the matter is revised. This system has the advantage of enabling us to tell at a glance whether a page of our writing has been revised or not; we write with regularity and rapidity, and later we increase legibility without the loss of time, when we read the matter over, by the addition of the points and accents."

Analyzing the movements of a rapid writer, Dr. Javal finds that "he places his elbow on the edge of the table, so that while he uses a narrow sheet the elbow is at rest and the line of writing is not a straight line, but the arc of a circle having for radius the length of the forearm increased by that of the hand and of the part of the pen which extends beyond the fingers. * * * This immovability of the elbow is favorable to rapid writing, for the rotation of the forearm takes place gradually, without requiring the least time, while a stoppage necessarily occurs when the whole arm is shifted to carry the pen over the entire length of the line. Another advantage of this plan is that the straightness of the line is preserved automatically; with the elbow well supported nothing is easier than to write perfectly straight with one's eyes closed. When the line is long it is impossible to fill it without changing the position of the arm at

least once, and the necessity for a repetition of these changes is proportionate to the length of the paper and the shortness of the forearm. It is perhaps on this account that we find fashion gradually diminishing the size of writing papers and ladies preferring a paper smaller than that used by men."

Resting the forearm on the edge of the table involves a particular position of the paper, namely, nearly perpendicular to the table. Dr. Javal concedes that objection may be made to this on the ground of the position of the body. "It allows us to write with our eyes closed, it is true; but we prefer to write with them open, and in putting in the points and accents we necessarily use them. Now, for very complex physiological reasons our eyes are disinclined to run along oblique lines, so that the people who write as we suggest continually bend the head down toward the left in order to get the writing and their eyes into the same line." This he thinks is but a slight drawback for adults, in whom malformations of the body are scarcely any longer to be feared. In view of the prevalence among certain classes of what is known as "authors' stoop," it may be doubted whether the doctor has not underestimated the evil effects on grown persons of this habit of writing; and he advises something entirely different for children.

With the child the facts are different, and we shall try to set forth the results. It must be first noticed that, because of the need of having children write large letters, very wide copy-books must be given them, as, because the forearm of the child is much shorter than that of the adult, the elbow cannot be used as a pivot, and there is no reason for inclining the paper. Then let us place the copy-book parallel to the edge of the table. At once the movements of the wrist and fingers will produce a writing without appreciable slope; we do not see that this is objectionable, and we accept absolutely in relation to this Fahrner's opinion, which has been successively adopted by Dr. Gross and Dr. Cohn. On the contrary, for children we reject the oblique position of the copy-book, advocated in 1870 by Dr. Ellinger, and since by Dr. Dally, for Fahrner has proved that the oblique position of the lines involves the inclination of the head, which reacts gradually on the position of the whole body. The copy-book held obliquely to the left, as we have just explained, causes the head to lean to the left except in the case of people blind in one eye. The rest of the body follows this movement so as to avoid craning the neck and to bring the centre of gravity to the right. The copy-book held obliquely, therefore, tends to produce a lateral curvature of the spine, with the concavity on the left side, as it was observed thirty years ago.

What is called the English style produces a curvature the opposite of the preceding, its mechanism being quite different; indeed, in requiring slanting writing on a copy-book held straight, the teacher requires a thing which is contrary to nature; it is not enough to put the elbow against the body, it is necessary to put it *into* the body, and the unhappy scholar is obliged to push in his right side to lodge his elbow, which leads him to lower his right shoulder, and rest the entire weight of his body on his left side. These two things, a straight copy-book and slanting writing, are mutually exclusive; a choice must be made under penalty of spinal curvature.

In some neighboring countries, to avoid spinal curvature, the children are required to write a part of the day with the left hand; it seems to us that the adoption of the straight hand will encounter fewer obstacles. As to the children who are afflicted by the modern spinal curvature with a concavity on the right, it will be sufficient in most cases to have them write on a copy-book greatly slanted, to cure them rapidly; it is probably thus that most men involuntarily correct the deviations from nature that they contracted on the school benches in their youth.

In discussing the question of the age at which the change should be made from one system to the other, Dr. Javal thinks it may generally be left to individual experience; only, if it is forbidden to young children, he then believes scoliosis will no longer be acquired in school and that the number of shortsighted persons will be decreased.

Referring, as he concludes, to the use of pencils, either for slates or paper, Dr. Javal says:

In making characters that are less legible and give a reflection, in making the hand heavy and permitting a position in writing which must be abandoned when a pen begins to be used, the pencil is to be avoided. Shall we mention the angle to be given to the desk? This is a trifle in comparison with the capital question of the slope to be given to the writing. We repeat, perpendicular writing on a copy-book held straight up is for scholars an absolute specific against scoliosis, and is very favorable to the preservation of sight; for an adult, sloped writing on paper inclined at an angle of about 45° alone permits rapidity, and should be allowed when the use of ruled paper is given up.

### SCHOOL-HOUSE GROUNDS.

In cities land is dear and school moneys do not come by magic. As a consequence space is economized at the sacrifice of hygienic conditions. A lofty structure wedged in between other high buildings is no unusual model of a city school-house. In such houses the health of pupils, especially of girls, is endangered by the daily strain of mounting the stairs, and the eyes are injured by unfavorable lights; play grounds are small or entirely wanting, and the street becomes the substitute. Fortunately some cities early selected lots, or entire squares, and secured them prospectively for school purposes. Their economy and wisdom are above all praise.

In country districts, where land is cheap and where large, healthful, and beautiful sites can be readily secured, ignorance or criminal indifference frequently leads to the selection of unsuitable locations for school purposes. The country school-house is often built too near the highway to allow space for free play or is placed in marshy lands perilous to the health of pupils and of teachers.

Public attention has in some measure been aroused to these evils, and parents are on the alert to see that school-house grounds are healthful and attractive. Why should not every country school-house have an acre of ground? This would allow the house to be placed at a suitable distance from the street, the outhouses to be properly located and protected, ample play-grounds to be arranged for the girls and boys, and space for the cultivation of flowers, shrubs, and trees.[1]

Trees should not be planted too near the building to interrupt the free access of the sunlight to the school-house and to the soil in close proximity to it. The grounds should offer no opportunity for standing pools of water, and if necessary should be underdrained.

If every country school-house answered these conditions of health and taste, how much more beneficent would be their influence upon the young! The intelligent teacher would find in the trees, shrubs, and flowers adorning the grounds subjects for interesting lessons, and the children would share with enthusiasm the care and cultivation of these objects of beauty and delight.

### EXEMPTION OF SCHOOL PROPERTY FROM TAXATION.

The exemption of school property is either determined by the constitution of each State or else impliedly or expressly delegated by it to the legislative body. The States whose constitutions prescribe the rule of exemption are Arkansas, California, Kansas, Louisiana, Minnesota, Missouri, Ohio, and Pennsylvania. The property which is exempted is, in Pennsylvania, public property used for public purposes, which includes schools aided by the Commonwealth; in Ohio, public school-houses, by which is meant "such as belong to the public and are designed for schools established and conducted under public authority." The term has been made to cover not only the houses themselves but their furniture and the books properly belonging with them.

[1] Hon. B. G. Northrop, secretary of the board of education of the State of Connecticut, has given special attention to the beautifying of country villages, including the embellishment of the grounds of the village school-house. The Michigan State Pomological Society, in their report for 1879, devote considerable space to the embellishment of country school-house grounds. See also the chapter on "Surroundings of country school-houses," in Rural School Architecture, Bureau of Education Circular of Information No. 4, 1880.

In California property used exclusively for public schools is required to be exempted. In Missouri, lots in incorporated cities or towns, or within one mile of the limits of any such city or town, to the extent of one acre, and lots of one mile or more distant from such cities or towns, to the extent of five acres, with the buildings thereon, may be exempted from taxation when the same are used exclusively for religious worship, for schools, or for purposes purely charitable. In Minnesota, public school-houses, academies, colleges, universities, and all seminaries of learning are exempted from taxation; in Arkansas, school buildings and apparatus, libraries, and grounds used exclusively for school purposes; and in Kansas and Louisiana, all property used exclusively for educational or school purposes. The constitution of Colorado exempts lots, with the buildings thereon, used exclusively for schools, "unless otherwise provided by general law;" and that of South Carolina requires the general assembly to enact laws for the exemption of public schools, colleges, and institutions of learning, provided the exemption shall not extend beyond the buildings and premises actually occupied. In the other States the exemption of school property is a matter for independent legislative action, though many constitutions give special permission to legislatures to exempt property of certain kinds or property used for specific purposes.

The latest compilations of the statutes of the several States show substantially the laws regulating the exemption of school property as they now exist. There may have been a few changes, but it is not a subject upon which there has been much fluctuating legislation. In Illinois, Maine, Maryland, Massachusetts, Mississippi, North Carolina, Oregon, South Carolina, and West Virginia, all school property, with some few limitations, has been exempted. In Maine and Maryland all the property of literary institutions is designated as exempt. In Illinois this broad exemption is limited by the provision that it shall not extend to real estate leased or otherwise used with a view to profit. In Massachusetts exemption of real estate does not extend beyond that occupied by the educational institutions and their officers for corporate purposes. In Mississippi it extends, not only to property used for the benefit and support of institutions for the education of youth, but also to that held and occupied by the trustees of schools and school lands for the use of public schools. The statute which was enacted in South Carolina in obedience to the requirement of the constitution previously mentioned exempts the following:

All public schools and the grounds actually occupied by them, not exceeding in any case three acres; all incorporated public colleges, academies, and institutions of learning, with the funds provided for their support and the grounds and buildings actually occupied by them and not used with a view to pecuniary profit; but this provision shall not extend to leasehold estates held by others under the authority of any college or other institution of learning; all real and personal property the rents, issues, incomes, and profits of which have been given or shall be given to any city, town, village, school district, or subdistrict in this State exclusively for the endowment or support of public schools therein, so long as such property or the rents, issues, income, or profits thereof shall be used or applied exclusively for the support of free education in said schools by such city, town, village, district, or subdistrict.

The exemption of school property is almost as general in Iowa, Kentucky, Michigan, Minnesota, Nebraska, Nevada, New Jersey, New York, and Texas as in the States previously mentioned. In all of them, buildings, grounds, and furniture are exempt so far as they are actually necessary for the use and enjoyment of the institutions owning them. Books or libraries are expressly included in the exempt property in all these States except Nevada, New Jersey, and New York; and apparatus, equipments, or other general terms are used in all these States to designate personal property commonly found in schools, and which is usually exempted by direct words or by implication. The exemption of these kinds of property is on condition oftentimes that they be used for strictly educational purposes and be not in excess of specified amounts. The real estate exempted is limited to three acres in Nebraska and five acres in Kentucky and New Jersey. In Minnesota, Nevada, and New York it must be immediately connected with the buildings of the institution to which it belongs. In Connecticut, Georgia, New Hampshire, and Vermont it is known that the buildings of educational institu-

tions are exempt, and it is to be presumed that the term "buildings" includes the lots upon which they are erected. In Florida and Indiana public school property is exempted. The laws in Rhode Island and Wisconsin have peculiar features which will best be understood by presenting them verbatim. The law of Rhode Island exempts "buildings for free public schools, buildings for religious worship, and the land upon which they stand and immediately surrounding the same to an extent not exceeding one acre, so far as said buildings and land are occupied and used exclusively for religious or educational purposes; the estates, persons, and families of the president and professors, for the time being, of Brown University, for not more than ten thousand dollars for each such officer, his estate, person, and family included."

In Wisconsin exemption extends to "personal property owned by any religious, scientific, literary, or benevolent association, used exclusively for the purposes of such association, and the real property, if not leased or not otherwise used for pecuniary profit, necessary for the location and convenience of the buildings of such association and embracing the same, not exceeding ten acres, and the lands reserved for grounds of a chartered college or university, not exceeding forty acres."

### LITIGATION IN SCHOOL MATTERS.

The amount of litigation in which school officials are involved is not large compared with the persons over whom they exercise authority or considered with regard to the property in their care or the money which passes through their hands. The greater part of the questions in controversy are settled by school authorities, to whom judicial powers are oftentimes given. In Maryland the decisions of the board of education are final and conclusive. Usually the decisions of such bodies on questions within their jurisdiction, though not final, have great weight with courts and will not be overruled unless clearly contrary to law; consequently only a small proportion of the cases actually arising appear in court in States where school questions can be decided by school officials. Yet a sufficient number are found in the reports of the courts of the various States to show the causes for which suits are brought.

The most common action is for breach of contract with teachers, builders, or others. It is not remarkable that these actions are frequent, for the officers of school districts are oftener chosen from among the laboring classes than from those who have made a study of the intricate law of contracts and its application to school affairs. The intentional misapplication of funds is rarely before the courts. This is substantial testimony to the integrity of school officers. Committees and boards of education are more liable to commit errors by exceeding their powers than in any other way. This is often the result of circumstances. They have the oversight of all the interests in education not specially delegated to other officers. In cases of emergency it is they who must act. It is impossible for legislators to foresee all exigencies which may arise or direct what may be or may not be done on their occurrence. Much must be left to personal discretion. The enforcing of a rule for the conduct of scholars, the dismissal of a teacher, failure to repair a school-house, or an unusual expenditure of money may involve questions which only courts can decide, though no school officer can be blamed.

Legislatures may go beyond their powers in attempting to regulate these matters, but the legislative acts most frequently reviewed by courts are those which interfere with established districts, provide a school fund in excess of the requirements of the constitution, or direct an expenditure of school moneys for purposes collateral to those specified.

Teachers are brought into suits on account of negligence in obtaining licenses to teach and bring suits for the recovery of wages in cases where the contract for services has not been carried out as they expected. The cases which grow out of the infliction of corporal punishment usually appear in justices' courts or are confined to unreported criminal proceedings. Some are carried to the superior courts. The opinions rendered there indicate that a failure to exercise discretion in chastising is liable to result in

serious consequences to the teachers. This is not the usual outcome of such suits. It is oftener found that the person bringing suit is acting under a misconception of the punishment inflicted and the injury done.

There are causes of litigation peculiar to States or sections. In Maine, and in fact in most of the older States, the alteration and division of school districts are prolific sources of contention. In Pennsylvania many questions about the levying of taxes have arisen. In New Jersey the failure of district meetings to comply with the rigid formalities required by statute has opened the way for numerous disputes. In Indiana each civil township and each incorporated town or city is a distinct municipal corporation for school purposes. The interposition of the courts has been necessary in order to tell in what respects these civil and school townships, occupying the same territory and having a portion of their officers in common, are distinct. In the extreme West school lands have been objects of contention. In Virginia all recent cases affecting school matters involve questions connected with the State debt. Elsewhere in the South there has been almost no litigation on educational affairs since the war.

Suits involving school officials seem to increase with the interest taken in schools. They have been especially numerous in Iowa, Illinois, Michigan, and Massachusetts. On the other hand, a few States which stand in the front rank educationally have been almost free from these evidences of school troubles.

Incomplete, defective, or exacting laws are principal causes of litigation, and when any part of the school law is frequently before the courts the presumption is that it is either unequal, or oppressive, or unintelligible, and should be amended or repealed. By changing such statutes much may be done to lessen individual grievances and popular complaint and to make it easier for those administering educational affairs to maintain that peace with all men which is necessary to the prosperity and usefulness of the schools whose interests are in their keeping.

## INSTRUCTION IN FORESTRY.[1]

In the report of this Office for 1879 attention was called to the growing importance of the subject of forestry, and reasons were stated justifying a belief that it would ere long attract the notice of educators as a subject to be taught in our schools, or at least in our higher institutions of learning and in colleges, at no distant day.

This result is already beginning to be realized, and in several of our agricultural colleges practical arboriculture is receiving attention. The State Agricultural College at Lansing, Mich., has a labelled arboretum well started and a large number of native and exotic trees under cultivation.

We cannot too strongly urge upon those intrusted with the care of these higher institutions the great advantages that would be derived from having planted upon their grounds, and in groups arranged according to their natural orders, properly labelled specimens of growing trees, including as wide a range of species as the soil and climate would allow.

Such plantations would serve a double purpose; for while they afford a convenient means for rendering the students familiar with the names and the characteristic forms and habits of particular species, and for fixing in their minds the distinctive differences between them, they would, at the same time, be adding to our knowledge of the range of possible cultivation of the various species and the regions where they can be grown with most profit.

In any system of experimental researches that may hereafter be undertaken by the Government with a view of acclimatizing exotic trees and plants, the coöperation of our American colleges, and especially of those that have gardens and farms connected with them, will undoubtedly be asked, and they can thus contribute to the success of these inquiries in a manner at once pleasant and profitable.

In European countries, a certain degree of instruction in forestry, at least to the

[1] See Report on Forestry (Agricultural Department), by Dr. F. B. Hough, one of the most thorough students of this subject and entirely conversant with the facts in this country and Europe.

extent of imparting correct ideas on the importance of woodlands and the rights and duties of the citizen in their protection, is given in the public schools. In a country like ours, where the land belongs to private owners and where the future supplies of timber must be grown upon these lands, a time must come when these duties will become of far greater importance than we now realize. If the call for this instruction were now made, the first difficulty felt would be the want of teachers competent to instruct. The subject, therefore, claims the notice of those having charge of our normal schools.

The greatest difficulty in the beginning, even there and in our colleges, would be to find professors who are themselves qualified for teaching this science. Until special provision could be made for supplying this want, courses of lectures might be secured by persons who have taken special care to fit themselves for this service and who thoroughly understand the question in all its bearings.

### SCHOOLS OF FORESTRY IN EUROPE.

Instruction in forestry is given in special schools of forestry and in forestry departments connected with universities and higher technical schools. The following schools and departments are in operation at present:

(1) *Prussia.*—(*a*) The Royal Forest Academy at Neustadt-Eberswalde: This school was established in 1830. The course of study covers two years and a half. Every candidate for admission to the academy must be in possession of a graduation certificate from a Gymnasium or a Realschule of the first order, and not be over 25 years of age. The school has a director, 14 professors, and a number of assistants. In 1876 the number of students was 57.

(*b*) The Royal Forest Academy at Münden: This school was established in 1868. The teaching corps consists of a director, 10 professors, and several assistants. The number of students was 78 in 1876.

(*c*) The Forestry School at Gross-Schönebeck and the forestry courses to the Forester-Battalion in the army: This school and these courses are intended for the training of lower forest officials. At Gross-Schönebeck instruction is given by 4 professors, and the courses to the Forester-Battalion are given by 11 professors, nearly all of whom are practical foresters.

(2) *Bavaria.*—Bavaria has a Forest Academy at Aschaffenburg, with a director and 7 professors. In addition to the academy, Bavaria has created six chairs of forestry in connection with the University of Munich.

(3) *Saxony.*—Saxony has one of the best schools of forestry in existence—the Royal Saxon Forest Academy at Tharand. This school was established in 1811. The course of studies covers two years and a half. The teaching corps consists of a director, 10 professors, and several assistants. The conditions of admission are the same as those at Neustadt-Eberswalde, Prussia.

(4) *Württemberg.*—In Württemberg instruction in forestry is given at the Royal Agricultural Academy at Hohenheim and the University of Tübingen.

(5) *Baden.*—The department of forestry connected with the polytechnic school at Carlsruhe has about forty students. Other schools or departments of forestry do not exist in Baden.

(6) *Hesse-Darmstadt.*—Hesse-Darmstadt has an excellent forestry institute in the University of Giessen, with 3 professors.

(7) *Saxe-Weimar.*—The Grand Duchy of Saxe-Weimar established a forestry school as early as the year 1808. The school (which was first the private property of Dr. König) was adopted by the state in 1829. The course of instruction lasts two years. The teaching corps consists of a director and 4 professors.

(8) *Austria.*—(*a*) The Imperial High School of Agriculture and Forestry at Vienna: This school was established in 1872. The number of professors of forestry is 6 and the number of forestry students 329.

(*b*) The School of Forestry at Eulenberg: This school was established in 1852 by the Moravia-Silesia Forest School Society. The course of instruction lasts two years. The number of professors is 6 and the number of students about fifty.

(*c*) The School of Forestry at Weisswasser: Course of study lasts two years; number of professors, 5; number of students, 80.

(*d*) The School of Forestry at Lemberg: Number of professors, 12; number of students, 40.

(*e*) The course of forestry in the technical high school at Grätz: Number of professors, 1.

(*f*) The School for Forest Culture, at Aggsbach, near Melk: Number of professors, 2; number of students, 24.

(*g*) The Vorarlberg course of forestry: This course lasts six weeks.
(*h*) The School of Forest Culture in Styria: The course of instruction covers two years; number of professors, 3; number of students, 26.
(*i*) The School of Forest Culture in Carinthia: The course of instruction covers two years.
(9) *Switzerland.*—The department of forestry forms the fifth division of the Federal Polytechnic School at Zürich. The forestry course lasts two years and a half. The number of students is about thirty.
(10) *France.*—(*a*) School of Forestry at Nancy: This school was established in 1825. The course of instruction lasts two years.
(*b*) School of Forest Guards at Barres.
(11) *Italy.*—School of Forestry at Vallombrosa: This school was established in 1869.
(12) *Spain.*—Spain has a special school of forest engineers at San Lorenzo del Escorial, near Madrid.
(13) *Denmark.*—On the 22d of January, 1869, a department of forestry was annexed to the Royal Veterinary and Agricultural High School at Copenhagen.
(14) *Russia.*—(*a*) The Agricultural and Forestral Academy of Pétrovsk, near Moscow.
(*b*) The Agronomic Institute at St. Petersburg, with courses in sylviculture.
(*c*) The Forest School at Lissino.
(*d*) The Forest Division of the Agricultural Institute at New Alexandria.
(15) *Sweden.*—The Royal Forest Institute at Stockholm: This school was established in 1828. In 1870 there were 13 private elementary schools.

### SCIENTIFIC INVESTIGATIONS.

Cities, States, and the General Government are doing more and more in pushing scientific tests and investigations and in publishing data bearing on the relation of science to the condition and pursuits of the people. This is especially true of the General Government. No other agency, indeed all other agencies combined do not equal in expenditure that of the nation in behalf of science. The extent to which this work shall ultimately benefit the people, at whose expense it is conducted, depends largely upon the diffusion of information with reference to its progress and results. Institutions of learning and those engaged in the work of instruction may aid in the extension of this knowledge by obtaining for themselves and communicating to their students what is published on the subject. The manner in which these reports facilitate such an endeavor has been frequently pointed out. They present annually extensive lists of institutions, libraries, teachers, and educational officers, forming a convenient reference for those who control the distribution of official documents. Complaint is frequently heard of the waste of Government publications. This Office has done what it could to aid in the distribution of all valuable publications, so that they might be best preserved and used for the information of the people.

### GRAPHIC METHODS OF EXHIBITING EDUCATION IN MUSEUMS, &C.

What the engraving and the wood-cut are to the text of a book the museum is to the library. The picture, the model, the specimen, supplement the best description that words can give. Indeed, the life, manners, habits, food, and raiment of human beings in many countries and for long periods have been reconstructed in great measure solely from the scanty remains of their former possessions, found where last used, preserved by natural processes, and now stored and studied with anxious care by archæologists of every clime. The eye can teach us much without the book, yet we are disposed to overlook the power of objects in illustrating and illuminating subjects usually considered abstruse and uninviting. This Office, as a central and national agency, has had an extremely gratifying connection with the advancing use of visual aids to education during the ten years now closing.

I have advocated the representation of American education in the various international exhibitions which have occurred during the last decade. That the need of international comparison is widely felt is shown by the fact that many thousands of persons visited the French Exposition Universelle held in the year 1867 chiefly for the purpose of inspecting the "department of social science," of which educa-

tional systems and methods formed a subdivision. American education was hardly represented on this occasion, but the displays of other nations were admirably described and discussed by Dr. John W. Hoyt, one of the honorary commissioners from this country. Feeling that the United States should not be unrepresented at the Vienna Welt-Ausstellung of 1873, I prepared a circular of information, which was published in November, 1872, containing translations of the educational sections of the programmes, the general plan adopted at the meeting of superintendents and other educators held in this city during that month, and a blank form for a chart designed for inscription of the public and private educational institutions contained in an American city. The educators of the country made great efforts to procure and forward statistical and graphic material, models, furniture, appliances, &c., arranged and catalogued by Dr. Hoyt, whose experience and knowledge a second time added to the honor of his country. This exhibition excited positive enthusiasm. Forty-eight diplomas and medals were distributed among the 285 separate exhibitors from this country in the educational group, while those in all the other twenty-five groups obtained only 30.

Of the exhibition of education at Philadelphia in 1876 I need say little. The kind and quantity of material offered was so great and the local patriotism of States, cities, and communities so absorbing that rigid classification and unified localization had to be abandoned. The collections exhibited in the United States Government building by this Office, in the special pavilion of Pennsylvania, in the gallery of the main building by Massachusetts, and in scores of other places by other authorities will not be forgotten. Nor need I recite the list of valuable collections exhibited by almost every civilized nation, from Russia in the east to Japan in the west, wherein the methods, appliances, and peculiarities of their education were shown. The educator might well adopt as the expression of his thought the strangely simple words that commemorate Sir Christopher Wren in the most grandiose of his creations — "Si monumentum requiris, circumspice" — so entirely did the vast panoramic field of Fairmount Park seem to be and form a part of the education of the world.

The Paris Exposition of 1878 is too recent to have been forgotten or much obscured in the minds of our people. Though Director-General McCormick was able to set apart but a small sum for the representation of American education among the other more ostentatious displays of American life, character, and achievement, yet by the enthusiasm and experience of our educators and the trained wisdom of Dr. John D. P[illegible]brick the little fund and the narrow space afforded were so used that the section gained 120 prizes — 28 gold medals, 44 silver medals, 23 bronze metals, and 25 honorable mentions — and excited the profound admiration of all who examined it.

This Office also sent small but well selected collections illustrating our education to the exhibitions in Chili, during 1875, and in Australia (Melbourne), the early part of the present year.

During the last few years the Office has been collecting and preserving objects relating to education at home and abroad, with special reference to the public information and guidance. So far as the limited appropriations at its command will justify, I propose to use this museum in every suitable way for the information of the public; but the important instrumentality of loan collections cannot be undertaken as it should be, however productive of good in England or elsewhere, till Congress is pleased to afford the necessary means of defraying their cost and of adding yearly to their variety and value.

## RECOMMENDATIONS.

I have had the honor to recommend in previous reports that provision be made for the publication of fifteen thousand copies of the report of the Commissioner immediately on its completion. This is done for this report by a resolution of Congress.

I have also recommended that provision be made for the organization of an educational museum in connection with this Office. This has been provided for by a small

appropriation. A larger annual appropriation would soon bring all objects of sufficient importance into a single collection here at the capital of the nation for the study of American educators.

The remaining recommendations I have the honor most earnestly to renew.

(1) I recommend that the office of superintendent of public instruction for each Territory be created, to be filled by appointment by the President, the compensation to be fixed and paid as in the case of other Federal appointees for the Territories.

(2) 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 be set aside as a special fund, the interest of said fund to be divided annually pro rata among 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.

(3) I recommend 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.

(4) I recommend 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.

## CONCLUSION.

I take pleasure in acknowledging my indebtedness to the faithful laborers in the Office and to all others elsewhere who have contributed to its success.

I have the honor to be, very respectfully, your obedient servant,

JOHN EATON,
*Commissioner.*

Hon. C. SCHURZ,
*Secretary of the Interior.*

# ABSTRACTS

OF 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, and scientific and professional schools, dependence is placed 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, the printed catalogues and reports being chiefly used for this purpose, though sometimes an item of interesting information from other than official sources may be given, with a reference to the quarter from which it is derived. In such cases, however, the effort is always made to verify the statement before it is committed to the press.

The matter derived from the various sources above indicated is formulated, in the abstracts of education for each State, substantially in accordance with the schedule given below.

## GENERAL PLAN OF THE ABSTRACTS.

| | |
|---|---|
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| 2. STATE SCHOOL SYSTEM | (*a*) Officers. |
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| | (*c*) General condition, marking specially anything new and noteworthy. |
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| 7. SCIENTIFIC AND PROFESSIONAL INSTRUCTION. | (*a*) Training in scientific schools and agricultural colleges. |
| | (*b*) Training in theology. |
| | (*c*) Training in law. |
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| 9. EDUCATIONAL CONVENTIONS | (*a*) Meetings of State associations. |
| | (*b*) Special meetings of teachers, school principals, and superintendents. |
| 10. NOTEWORTHY BENEFACTIONS. | |
| 11. OBITUARY RECORD | (*a*) Brief memorials of teachers, superintendents, and other promoters of education who have died during the year. |
| 2. CHIEF STATE SCHOOL OFFICERS | (*a*) State board of education or State superintendent. |

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The statistics furnished the Bureau in answer to its circulars of inquiry, for convenience of reference and comparison, are given in tables at the conclusion of this volume, while summaries of these statistics may be found under their appropriate heads in the report of the Commissioner preceding.

For the general courtesy with which his circulars have been answered, 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 here tenders his cordial thanks to all concerned.

## SUMMARY OF EDUCATIONAL STATIS

| | 1871. | 1871–'72. | 1872–'73. | 1873–'74. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| White youth of school age | 181,787 | ..... | 235,600 | 233,333 |
| Colored youth of school age | 161,156 | ..... | 169,139 | 172,506 |
| Whole number of school age *a* | 342,943 | ..... | 404,739 | 405,839 |
| Whites enrolled in public schools | 86,976 | 61,942 | ..... | ..... |
| Colored enrolled in public schools | 54,336 | 41,673 | ..... | ..... |
| Whole enrolment | 141,312 | 103,615 | ..... | ..... |
| Average attendance of whites | 66,358 | 45,521 | ..... | ..... |
| Average attendance of colored | 41,308 | 28,406 | ..... | ..... |
| Whole average attendance | 107,666 | 73,927 | ..... | ..... |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of school districts | ..... | ..... | ..... | ..... |
| Public schools for whites | 2,399 | 1,746 | ..... | ..... |
| Public schools for colored | 922 | 817 | ..... | ..... |
| Number of public schools reported | 3,321 | 2,563 | ..... | ..... |
| Pupils in spelling | 122,838 | 92,175 | ..... | ..... |
| Pupils in reading | 76,358 | 61,050 | ..... | ..... |
| Pupils in writing | 52,093 | 39,459 | ..... | ..... |
| Pupils in arithmetic | 43,646 | 34,812 | ..... | ..... |
| Pupils in geography | 22,080 | 15,308 | ..... | ..... |
| Pupils in grammar | 15,294 | 11,201 | ..... | ..... |
| Average length of schools in days | 66½ | 71 | ..... | ..... |
| TEACHERS AND THEIR PAY. | | | | |
| White teachers in public schools | 2,497 | 1,820 | ..... | ..... |
| Colored teachers in public schools | 973 | 830 | ..... | ..... |
| Whole number of teachers | 3,470 | 2,650 | ..... | ..... |
| White male teachers | 1,573 | 1,176 | ..... | ..... |
| White female teachers | 924 | 644 | ..... | ..... |
| Colored male teachers | 745 | 620 | ..... | ..... |
| Colored female teachers | 228 | 210 | ..... | ..... |
| Average monthly pay of teachers | $42 60 | $40 00 | ..... | ..... |
| INCOME AND EXPENDITURE. *b* | | | | |
| Total receipts for school purposes | $590,605 | $640,628 | $490,604 | $474,345 |
| Total expenditures for school purposes | ..... | 560,000 | 490,604 | ..... |
| SCHOOL FUND. | | | | |
| Amount of available fund | ..... | ..... | ..... | ..... |

*a* The school age was 5–21 until 1876–'77, then 7–21; the number of youth for the year 1871 is taken from the census of 1870, which included children from 5 to 18.

*b* The receipts and expenditures here given are taken from returns made to this Bureau. In some cases the figures differ from the amounts afterwards reported by the State superintendent. This is

## TICS OF ALABAMA—1871 TO 1879-'80.

| 1874-'75. | 1875-'76. | 1876-'77. | 1877-'78. | 1878-'79. | 1879-'80. | Increase or decrease since 1878-'79. | Increase or decrease for 10 years. |
|---|---|---|---|---|---|---|---|
| 233,733 | 236,520 | 214,279 | 214,720 | 214,098 | 217,590 | I. 3,492 | I. 35,803 |
| 172,537 | 168,706 | 155,168 | 155,525 | 162,551 | 170,413 | I. 7,862 | I. 9,257 |
| 406,270 | 405,226 | 369,447 | 370,245 | 376,649 | 388,003 | I. 11,354 | I. 45,060 |
| 91,202 | ..... | 88,622 | 96,799 | 106,950 | 107,483 | I. 533 | I. 20,507 |
| 54,595 | ..... | 54,949 | 63,914 | 67,635 | 72,007 | I. 4,372 | I. 17,671 |
| 145,797 | 126,893 | 143,571 | 160,713 | 174,585 | 179,490 | I. 4,905 | I. 38,178 |
| 67,024 | ..... | 62,796 | 57,466 | 65,936 | 67,794 | I. 1,858 | I. 1,436 |
| 43,229 | ..... | 40,222 | 41,659 | 46,438 | 50,184 | I. 3,746 | I. 8,876 |
| 110,253 | 104,414 | 103,018 | 99,125 | 112,374 | 117,978 | I. 5,604 | I. 10,312 |
| 1,696 | ..... | 1,700 | ..... | 1,741 | 1,741 | ..... | ..... |
| 2,610 | ..... | 2,760 | 3,335 | 3,177 | 3,085 | D. 92 | I. 686 |
| 1,288 | ..... | 1,415 | 1,461 | 1,494 | 1,512 | I. 18 | I. 590 |
| 3,898 | 3,088 | 4,175 | 4,796 | 4,671 | 4,597 | D. 74 | I. 1,276 |
| 127,563 | ..... | ..... | 152,538 | 163,984 | 168,295 | I. 4,311 | I. 45,457 |
| 21,343 | ..... | ..... | 111,947 | 116,870 | 128,020 | I. 11,150 | I. 51,662 |
| 49,032 | ..... | ..... | 74,332 | 80,870 | 80,167 | D. 703 | I. 28,074 |
| 59,293 | ..... | ..... | 58,478 | 65,324 | 65,016 | D. 308 | I. 21,370 |
| 81,943 | ..... | ..... | 27,677 | 31,176 | 32,974 | I. 1,798 | I. 10,894 |
| 16,520 | ..... | ..... | 18,357 | 20,699 | 22,423 | I. 1,724 | I. 7,129 |
| 86 | 80 | 81½ | 84⅔ | 84 | 80 | D. 4 | I. 13½ |
| 2,675 | ..... | 2,786 | 3,338 | 3,179 | 3,094 | D. 85 | I. 597 |
| 1,286 | ..... | 1,439 | 1,462 | 1,496 | 1,521 | I. 25 | I. 548 |
| 3,961 | 3,771 | 4,225 | 4,800 | 4,675 | 4,615 | D. 60 | I. 1,145 |
| 1,669 | ..... | 1,766 | 2,176 | 2,037 | 1,864 | D. 173 | I. 291 |
| 1,006 | ..... | 1,020 | 1,162 | 1,142 | 1,230 | I. 88 | I. 306 |
| 1,002 | ..... | 1,067 | 1,102 | 1,089 | 1,080 | D. 9 | I. 335 |
| 284 | ..... | 372 | 360 | 407 | 441 | I. 34 | I. 213 |
| $27 20 | $22 00 | $22 65 | $17 44 | $18 70 | $21 08 | I. $2 38 | D. $21 52 |
| $553,014 | $337,276 | $417,243 | $377,188 | $387,704 | $388,013 | I. $309 | D. $202,592 |
| 523,779 | 337,276 | 392,493 | 358,697 | 377,033 | 375,465 | D. 1,568 | ..... |
| ..... | ..... | ..... | ..... | $2,523,253 | $2,524,811 | I. $1,558 | ..... |

due to the use of later and fuller returns by subordinate school officers, the retention of school moneys, &c. The school revenues, as tabulated in the report for 1880 of the State superintendent, are: For 1871, $581,389; 1872, $604,978; 1873, $522,811; 1874, $474,347; 1875, $484,215; 1876, $348,891; 1877, $367,243; 1878, $377,560; 1879, $387,764; 1880, $392,388.

## STATE SCHOOL SYSTEM.

### OFFICERS.

The constitution of 1867 placed educational matters in this State in charge of a board of education consisting of a superintendent of public instruction and two members from each congressional district, the board holding office four years and having full power of legislation for the schools. It also acted as a board of regents of the university. The superintendent of public instruction, elected for two years, could appoint one superintendent for each county, and these officers were authorized to appoint three trustees in each township. The county superintendent had two school directors associated with him, their duties being to examine teachers and to supervise the general interests of the county schools. The constitution of December 6, 1875, did away with the State board of education and placed the State University and Agricultural and Mechanical College under the management of a board of trustees. The school officers in 1880 consisted of State and county superintendents of education, township superintendents of public schools (taking the place of the township trustees, but with greater powers), and county boards of education, composed of the county superintendent and two persons associated with him for the purpose of examining teachers and conducting teachers' institutes.—(Constitutions and laws.)

### OTHER FEATURES OF THE SYSTEM.

The constitution of 1867, which placed the schools under the management of a board of education, required the formation of a permanent school fund, to be appropriated to educational purposes alone, while one-fifth of the State revenue, with certain specified taxes, was to be added to the income of the fund and to be used for school purposes. The constitution of 1875 took the organization and maintenance of schools and educational institutions from the board of education and placed all legislative power respecting them in the general assembly. It also did away with the apportionment of one-fifth of the State revenue for the schools and substituted an annual appropriation of not less than $100,000, with the proceeds of a State tax of $1.50 per capita and such further increase of the school fund as the condition of the treasury and the State resources might permit. Children between 5 and 21 years of age were admitted to the schools free of charge until 1876–'77, when the legal school age was made 7–21. The constitution of 1875 also forbade the appropriation of school moneys to denominational or sectarian schools and by its provisions separation of the races was enforced from that date. Normal schools, a State university, and an agricultural and mechanical college were early provided for. A revision of the school laws, approved February 7, 1879, establishes the system as follows: The schools are sustained by money supplied from the State treasury, by an optional local tax for each county, except Mobile, of not over 10 cents on the $100 (half the proceeds to be for the pay of teachers, the remainder for incidental expenses), and by a poll tax of not over $1.50 on each male 21 to 45 years of age. Denominational schools are not to receive school moneys, and separate schools for the races are continued. The basis of apportionment is according to the enumeration of children between 7 and 21 years of age in each county. Teachers are required to make quarterly reports, to hold certificates from the county boards, to be members of the county institute for their race, and to attend it at least once annually. Failure in any of these particulars causes forfeiture of pay. Public examinations are to be held at least once a year, and certificates are given by the educational board to pupils who are qualified in the required branches. The school month is 20 days of not less than six hours each.—(School laws and constitutions.)

### GENERAL CONDITION.

The superintendent of education reports the present school system a good one in the main, comparing favorably with the systems in other States. He says that with the present small appropriation for school purposes the system is adapted, as far as practicable, to the wants of the people. He refers to the gradually increasing usefulness of the schools and to their popularity and efficiency, which he ascribes to the good average attendance of pupils and to the thoroughness of the teachers. However, there is room for improvement. An amendment to the school law providing an earlier date for the meeting of school patrons (the number and location of schools coming in their jurisdiction), and through that an earlier opening of the schools, is suggested. As seen by a glance at the statistical table, there was an increase in the enrolment and attendance, in the number of children of school age, and in pupils studying reading, spelling, geography, and grammar, with a diminution in the students of arithmetic and writing. While the number of school districts remained the same, there was a decrease of 74 in the schools taught, although the greater number of colored children desiring educational advantages caused the opening of 18 more schools for that race, with a corresponding increase in teachers for them.—(State report, 1879–'80.)

### RÉSUMÉ FOR TEN YEARS.

To maintain the schools in the earlier part of this decennary required a continual struggle. The public school law passed in 1868 was repugnant to the feelings of the people. The clothing of the State board of education with legislative powers had a disastrous effect on the system, as the general assembly, which was jealous of its authority, almost constantly opposed the measures of the board by exercising its constitutional veto powers. The laws permitted local taxation for school purposes; the people refused to pay such taxes; so that while the State was unable to raise money enough by a general tax to keep the schools open and the people would not supplement the State funds, the schools were only kept open by private contributions; county superintendents were unable to balance their accounts with those of the State superintendent, as large warrants in their hands remained unpaid. The failure of the treasury to cash warrants in some years had a depressing effect upon township schools, and the impossibility of carrying on the schools in a satisfactory manner with an annual deficit of nearly $400,000 was a matter of complaint. The schools were kept open in 1871 by private contributions after the school fund became exhausted, while in 1872–'73 they were only taught from October to January. The following year they were discontinued, and it was not until 1874–'75 that sufficient funds had accumulated to give every person of school age the privilege of attending the free public schools. In that year, in nearly every school district in the State, schools were kept open longer than in any other year since the constitution of 1867 took effect. In 1875–'76 a decrease of 40 per cent. in the school revenues over the previous year was noticeable, and the adoption of a new constitution (December 6, 1875), with consequent changes in the provisions for the support of the public schools caused a delay in the opening of the schools, which delay accounts for the falling off in enrolment and attendance; yet it is said that, even with these disadvantages, there was advancement in the schools in 1874, 1875, 1876, and that the people had acquired greater confidence in the system. The position attained after so many trials seems to have been kept up during the two following years (1877 and 1878) as marked advance is seen in the number of schools taught, the number of pupils enrolled, and the average length of session. The increase for the ten years stands as follows: white youth of school age 35,803, colored 9,257, total 45,060; enrolment, 38,178 (whites 20,507, colored 17,671); average attendance 10,312 (whites 1,436, colored 8,876); public schools, 1,276, of these 590 for colored pupils; average length of school in days, 13½; public school teachers, 1,145 (597 whites, 548 colored). The increase of pupils studying orthography was 45,457; studying reading, 51,662; writing, 28,074; arithmetic, 21,370; geography, 10,894; and grammar, 7,129.—(Reports of the State superintendents.)

### KINDERGÄRTEN.

A Kindergarten class was reported in 1878–'79 as connected with the Judson Female Institute at Marion. No later information has been received.—(Catalogue, 1879.)

There are other Kindergärten in different sections of the State, but from these no direct information is at hand.

### AID FROM THE PEABODY FUND.

The funds received by the State of Alabama from this source during the past ten years amount to about $50,000. The total amounts distributed in the towns and cities most needing assistance varied from year to year. In 1877–'78 the sum of $1,100 only was given; in 1873–'74, to aid in recovering from the financial embarrassments of the preceding years, $10,000 were contributed. The trustees of the fund decided in 1879 to give their assistance in future more especially to the normal schools, so that by training a better class of teachers the system of education might be advanced more rapidly. In 1880 donations from the Peabody fund were asked by the city of Montgomery to aid in carrying on the schools.—(Reports of the trustees of the Peabody education fund.)

## CITY SCHOOL SYSTEMS.

### OFFICERS.

The following towns or cities have superintendents of public schools: Birmingham, Eufaula, Huntsville, Mobile, Montgomery, Opelika, and Selma. Eufaula and Montgomery have also city boards of education; Mobile, a combined city and county board of school commissioners; Opelika, a board of trustees.

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Number of schools taught. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|---|
| Mobile | 31,254 | 23,865 | 147 | 5,575 | 5,104 | 147 | ..... |
| Montgomery | 16,714 | 3,793 | 14 | 849 | 645 | 14 | ..... |
| Selma | 7,529 | 1,757 | 6 | 882 | 717 | 14 | ..... |

### ADDITIONAL PARTICULARS.

*Mobile* (including both city and county schools) reports 41 school districts; 102 schools for whites and 45 for colored; a general average of 104 school days taught; an apportionment for 1879–'80 of $14,937 made to the schools; 5,303 pupils studying orthography; 5,336, reading; 5,441, writing; 5,432, arithmetic; 2,950, geography; and 946, grammar.—(State report, 1879–'80.)

*Montgomery* had 8 white and 6 colored schools in the district. The teachers received $3,229 during 1879–'80. The average number of pupils enrolled to a teacher was 46 white and 80 colored. The schools were open on an average 160 days.—(State report.)

*Selma* reported 2 school buildings valued at $7,500, and the school furniture and apparatus worth $2,750. The six schools were under the charge of 14 teachers, whose pay averaged, in the colored schools, $60.83 a month; in the white schools, $78.55.—(State report.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

Prior to the opening of the normal schools, normal classes were in successful operation at Huntsville, Portersville, Evergreen, and Mobile. Nine classes in all, aggregating 300 pupils of both sexes, were taught between 1868 and 1870.—(Report of the Commissioner of Education for 1870.)

The *State Normal School*, Florence, was established by law December 15, 1872, and commenced its work in September, 1873. Its first object was to prepare young men for teaching in the public schools of the State; this was, however, amended so as to extend like privileges to women. Both preparatory and academic departments are connected with the school, the latter for students desiring a liberal education but not intending to become teachers. There were 201 pupils in 1879–'80, of whom 79 were normal students. A gradual increase in the number of students is noticed from year to year, and additional sittings were required for the coming term. A chair of natural science has been added to the school, two assistants employed in the literary department, and a special teacher of vocal and instrumental music also.—(Catalogue of 1877–'78 and State report for 1879–'80.)

The *Huntsville Colored Normal School*, established by the board of education in 1871 to provide for training teachers of colored schools, reported 77 normal pupils in 1879–'80 and 48 other students. The course of study occupies 4 years and there were 4 graduates in the last scholastic year, all teaching.—(Return.)

The *Lincoln Normal University*, Marion, established for the education of colored teachers and students in 1873, was reported to be in a flourishing condition in June, 1880. In 1879–'80 there were 174 normal and 60 other students in the institution while 6 students had graduated and accepted positions as teachers. An enlargement of the building was required on account of the steady increase of pupils, but this can only be accomplished by the aid of an additional appropriation.—(Return and State report, 1879–'80.)

### OTHER NORMAL SCHOOLS AND DEPARTMENTS.

The *Rust Normal Institute*, Huntsville, which was organized in 1866 and is under the charge of the Freedmen's Aid Society of the Methodist Episcopal Church, reported 235 normal pupils in 1878–'79 pursuing the 3 years' course of study. Later information gives 112 students, under 3 instructors, in 1879–'80.

The *Emerson Institute*, Mobile, was opened in January, 1873, and in 1876 was reported thoroughly organized as a normal and academic school under the charge of the American Missionary Association. In 1879–'80 there were 52 normal and 252 other students reported under the charge of 6 instructors. Of the 3 graduates, 2 were engaged in teaching.—(Catalogue of 1876 and return for 1880.)

The *Alabama Baptist Normal and Theological School*, Selma, which was opened January 1, 1878, was the first school of its class established and managed by the colored Baptists in America. It aims to educate persons to become teachers and to supply the Baptist churches with an educated ministry. In 1879–'80 there were 30 normal and 170 other students pursuing the 3 years' course. Six resident instructors are mentioned.—(Catalogue and return.)

The *normal department of Talladega College* was organized in 1871, two years after the establishment of the college. In 1879–'80 there were 50 normal students in the 4 years' course and 17 of the graduates were engaged in teaching.—(Circular and return.)

### TEACHERS' INSTITUTES.

The law of 1871 made provision for the annual holding of county conventions of teachers, and in 1872 such meetings were held in nearly all the counties of the State. In 1874 reference was made to the formation of similar meetings in the cities. These conventions were evidently held in different parts of the State during the following

years, but it was not until 1879 that boards of education were required to organize and maintain teachers' institutes in their respective counties. There are to be separate institutes for colored and white persons, provided not less than ten licensed teachers of the race are found in the county. Every licensed teacher must be a member of such institute and must attend at least one of the three annual meetings. The county superintendent is president, the members of the board are vice presidents. Whether many of these meetings were held in 1879–'80 is unknown.—(Laws and State reports.)

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The laws of 1871 provided for four grades of schools, the fourth to embrace the branches usually taught in high schools. That such schools were in existence during the earlier part of this decennary is seen by a glance at the different reports. In 1871 the number stood 251 for white and 2 for colored pupils. In 1872 there were 162 for the white and 2 for the colored race. In the next two years mention is made of similar schools, while in 1875 there were 215 for white and 3 for colored pupils, but whether all were of this high grade is somewhat uncertain. In 1876 there were 166 reported, 12 of them for colored students. In 1877 only 2 in Mobile—1 for boys and 1 for girls—were referred to. The latest laws contain no provision for this grade of school, and the State report for 1879–'80 gives no clew to the present number of high schools in the different counties, if there are any.—(Laws and State reports.)

### OTHER SECONDARY SCHOOLS.

For information concerning business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, IX, and X of the appendix, and the summaries thereof in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Alabama*, Tuscaloosa, chartered in 1821 and organized in 1831, was placed by the constitution of 1867 under the control of the State board of education, acting as regents of the university, and by the constitution of 1875 under charge of a board of trustees. From the first this institution seems to have been organized, like other southern universities, on the plan of independent schools. In 1872–'73, in addition to the schools of the academic department, there were in the professional department normal and legal courses of 3 and 1½ years, respectively, while a preparatory department was spoken of, but not apparently established. In 1874–'75 and the following years law and civil engineering were included in the professional department; in 1878–'79 two schools of law were referred to, but civil engineering was evidently dropped. In 1879–'80 the academic and professional departments were organized as follows: schools of Latin language and literature, Greek, English, modern languages, chemistry, geology and natural history, natural philosophy and astronomy, mathematics, and mental and moral philosophy and political economy, the last including schools of international and constitutional law, common and statute law, and equity jurisprudence. The military department was also continued. The total number of students for the year was 160.—(Catalogues.)

The other colleges and universities reporting to this Bureau were Southern University, Greensboro (Methodist Episcopal South); Howard College, Marion (Baptist); Lincoln University, Marion (non-sectarian); and Spring Hill College, Mobile (Roman Catholic). Southern University had in 1879 nine schools, including preparatory, classical, and scientific courses, and instruction in theology, law, and medicine. It offered the degrees of A. B., PH. B., and A. M., as well as those of the professional schools. Howard College continued its 11 schools, preparing students for the degrees of B S., A. M., and C. E. Lincoln University, for the colored race, commenced as a preparatory institution in 1870. It reached actual collegiate instruction in 1879, and had 5 collegiate students in 1879–'80, besides 30 preparatory and 105 normal. Spring Hill College, when last reported (in 1878–'79), had grammar, classical, and commercial courses of 3 years each.—(Catalogues.)

For full statistics of reporting colleges, see Table IX of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Thirteen such colleges reported for 1879. For the statistics of these or of any other similar institution reporting for 1880, see Table VIII of the appendix; for their summaries, see the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The Alabama Agricultural and Mechanical College, Auburn, chartered and organized in 1872, aims to teach those branches mainly which relate to agriculture and the mechanic arts, the object being to furnish to the industrial classes a liberal and practical education without excluding other scientific and classical courses and including military tactics. A preparatory course leads to courses in agriculture, literature, science, engineering, surveying, building, and architecture. Commercial branches are also taught. Since the opening of this institution 750 young men have received instruction and 42 have graduated (14 each from literary and engineering courses, 7 each from scientific and agricultural courses). The number of students in 1879–'80 was 228, and 74 of these were in the preparatory department. The faculty consists of the president and commandant (who is also professor of engineering), 5 professors, and 3 instructors.—(Catalogue, 1878–'79, and letter from the president.)

### PROFESSIONAL.

*Theological* instruction is given in the Alabama Baptist Normal and Theological School, Selma, which was organized in 1878. Its object is to educate colored Baptists for teachers and ministers. There were 50 theological students in 1879–'80 pursuing the 3 years' course. Talladega College reported 14 students in the theological course in 1879–'80. In 1879 theological instruction was also given in the Southern University in the School of Biblical Literature. Whether that formerly given in Howard College was continued does not appear.—(Catalogues and returns.)

*Legal* training is given in three terms of 4½ months each in the University of Alabama. Students applying for admission to the higher classes are examined and then graded according to their proficiency. There were three divisions of the law department of the university in 1879–'80: a school of international and constitutional law, a school of common and statute law, and a school of equity jurisprudence. Twenty law students and 12 graduates were reported in 1879–'80.

From the department of law connected with the Southern University at Greensboro it was stated in 1879 that certificates of proficiency from this school admitted to practice in any of the courts of the State.—(Catalogue.)

For any reported statistics of 1879–'80, see Table XII of the appendix.

*Medical* instruction is provided in the Southern University, Greensboro, which in 1879 required for graduation three years of study under a suitable instructor, with attendance on 2 full courses of lectures of 9 months each or a reputable practice of 4 years and 1 full course of lectures. The final examination is to be conducted in writing and to be satisfactory to the faculty.

The Medical College of Alabama, Mobile, has the usual 3 years' course of study under an instructor and 2 courses of lectures of 20 weeks each. There were 70 students and 8 instructors in 1879–'80. A knowledge of medical botany is essential before a student may receive a diploma, and an examination for admission is required.—(Catalogue, 1879, and return, 1880.)

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Alabama Institution for the Deaf and Dumb and the Blind, Talladega, was first established for deaf-mutes in 1860, and in 1867 provision was made for the education of the blind. In 1879–'80 there were 60 pupils reported. The average number of years spent in the institution is 5. The total number of pupils since the foundation is reported as 200. The usual common school branches were taught; also, shoemaking, cane seating, printing, gas fitting and plumbing, wood work, &c.—(Report of the Commissioner of Education for 1876 and return for 1879–'80.)

## EDUCATIONAL CONVENTION.

### STATE TEACHERS' ASSOCIATION.

A State association of teachers was organized in July, 1871, as an auxiliary to the teachers' conventions. Many leading educators took part in the addresses and debates of the 3 days' session. It is impossible to determine whether such meetings were held each year, but mention is made of such a meeting at Opelika in July, 1875. Since that date the State reports are silent on the subject.

## CHIEF STATE SCHOOL OFFICER.

Hon. H. CLAY ARMSTRONG, *State superintendent of education, Montgomery.*

[Term, November 28, 1880, to November 28, 1882.]

Preceding incumbents in the ten years have been Col. Joseph Hodgson, November, 1870, to November, 1872; Hon. Joseph H. Speed, 1872–1874; Hon. John M. McKleroy, 1874–1876; and Hon. Le Roy F. Box, 1876–1880.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. |
|---|---|---|---|---|
| **POPULATION AND ATTENDANCE.** | | | | |
| White youth of school age[a] | 128,641 | 96,149 | 107,000 | No report |
| Colored youth of school age | 48,655 | 16,417 | 37,293 | made for |
| Total youth of school age | 196,237 | 194,314 | 148,128 | this year. |
| White youth in public schools | 56,787 | 20,363 | ..... | ..... |
| Colored youth in public schools | 13,210 | 2,500 | ..... | ..... |
| Total enrolled | 69,997 | 32,863 | ..... | ..... |
| Percentage of school age enrolled | 36 | 17 | ..... | ..... |
| Average daily attendance | ..... | ..... | ..... | ..... |
| **SCHOOLS.** | | | | |
| Number of public schools | 1,744 | ..... | ..... | ..... |
| Length of school term | ..... | ..... | ..... | ..... |
| School-houses built during the year | 302 | 187 | 114 | ..... |
| Total school-houses in the State | 1,591 | 1,778 | ..... | ..... |
| Value of school property | $199,132 | $255,045 | ..... | ..... |
| **TEACHERS.** | | | | |
| Number of men teaching | 1,101 | *d*1,095 | 1,161 | ..... |
| Number of women teaching | 336 | *d*318 | 320 | ..... |
| Total number of teachers | 2,128 | *d*2,035 | 1,481 | ..... |
| Average annual pay of teachers | $199 45 | $174 75 | $161 88 | ..... |
| Average monthly pay of men | 60 00 | ..... | ..... | ..... |
| Average monthly pay of women | 40 00 | ..... | ..... | ..... |
| **INCOME AND EXPENDITURE.** | | | | |
| Receipts for public schools | $552,461 | $405,464 | $258,456 | ..... |
| Expenditure for public schools | ..... | 441,537 | 318,998 | ..... |
| **SCHOOL FUND.** | | | | |
| Available school fund | ..... | $55,000 | ..... | ..... |
| Permanent school fund | ..... | ..... | ..... | ..... |

*a* The school age was 5–21 up to 1874, when it was made 6–21.
*b* The races not reported in several counties.
*c* Less than half the counties reported attendance.

## OF ARKANSAS—1870-'71 TO 1879-'80.

| 1874-'75. | 1875-'76. | 1876-'77. | 1877-'78. | 1878-'79. | 1879-'80. | Increase or decrease since 1878-'79. | Increase or decrease since 1870-'71. |
|---|---|---|---|---|---|---|---|
| ..... | 106,352 | *b*143,949 | *b*137,247 | ..... | ..... | ..... | ..... |
| ..... | 27,574 | *b*43,518 | *b*46,017 | ..... | ..... | ..... | ..... |
| 184,692 | 189,130 | *b*203,567 | *b*216,475 | 236,601 | 247,547 | I. 10,946 | I. 51,310 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 73,878 | *c*15,890 | 33,370 | 33,747 | 53,049 | 70,972 | I. 17,923 | I. 975 |
| 40 | ..... | 11 | 16 | 22 | ..... | ..... | ..... |
| 42,680 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 2,134 | ..... | ..... | ..... | ..... | 3,100 | ..... | I. 1,356 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | 25 | 38 | 80 | 188 | 190 | I. 2 | D. 112 |
| 1,625 | 1,399 | 610 | 480 | 708 | 785 | I. 77 | D. 806 |
| $355,000 | $365,315 | $166,793 | $118,514 | $151,565 | $198,608 | I.$47,043 | D. $ 524 |
| 1,582 | *d*329 | 639 | 710 | 1,143 | 1,432 | I. 289 | I. 331 |
| 740 | *d*96 | 187 | 165 | 315 | 395 | I. 80 | I. 59 |
| 2,322 | *d*461 | 826 | 875 | 1,458 | 1,827 | I. 369 | D. 301 |
| ..... | $163 55 | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | $50 | ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | 40 | ..... | ..... | ..... | ..... |
| *e*$789,536 | $194,446 | $226,005 | $170,335 | $261,088 | $256,190 | D. $4,898 | D.$296,271 |
| *e*750,000 | 119,403 | 143,331 | 148,393 | 205,449 | 238,056 | I. 32,607 | ..... |
| $135,000 | $161,352 | ..... | $11,200 | $136,070 | ..... | ..... | ..... |
| *e*1,222,500 | ..... | ..... | 191,097 | 190,186 | ..... | ..... | ..... |

*d* The sex of teachers not fully reported.
*e* Partially in state scrip.

## STATE SCHOOL SYSTEM.

### OFFICERS.

The first provision made for free schools was by the State constitution of 1868, under which the school officers were as follows: A State superintendent of public instruction, elected by the people for four years; a board of commissioners of the common school fund, comprising the governor, the secretary of state, and the State superintendent of public instruction; a State board of education, composed of the State and circuit superintendents, which had power to legislate on educational questions, but subject to the approval of the general assembly; circuit superintendents of public instruction, one for each judicial district, appointed for four years by the governor, with consent of the senate; and school district trustees, one for each district, holding office one year.

### OTHER FEATURES OF THE SYSTEM.

The proceeds of all school lands and other educational funds, of escheats, sales of estrays, unclaimed dividends, fines, penalties, forfeitures, grants, or gifts, were to constitute a common school fund. The income, together with $1 per capita on male citizens over 21 and so much of the ordinary annual revenue of the State as should be set apart by law, was to be devoted to the maintenance of free common schools and only to be applied to payment of teachers. School revenues were apportioned according to the number of persons 5 to 21. In order to share in the apportionment a district was required to have at least one school taught not less than 3 months in the year by a qualified teacher having a certificate from the circuit superintendent. It was made the duty of teachers to keep a daily register of pupils attending, to see that no sectarian books were used, to attend the public examinations for teachers held semi-annually in each county by circuit superintendents as well as the teachers' institutes, and they were not to be charged for loss of time while necessarily absent for such purpose. Each circuit superintendent was required to hold a teachers' institute in the several counties of his district whenever he could assemble 10 teachers for that purpose. Teachers' certificates issued by circuit superintendents were of 3 grades: the first valid in the district for two years; the second, in the county for one year; the third, in the county for six months.

### CHANGES IN THE SCHOOL LAW.

In 1869 provision was made for graded schools in cities and towns. In 1871 the Arkansas Industrial University, with a normal department therein, was organized. In 1873 district taxation was limited to 5 mills on the dollar; county superintendents, elected by an annual convention of school trustees, were substituted for circuit superintendents; and the trustees of the Arkansas University were made the State board of education, whose legislative functions were discontinued. In 1874 a new constitution was adopted, which established a State school tax not to exceed 2 mills on the dollar in any year. In 1875 a law was passed changing the term of the State superintendent from 4 years to 2 and substituting county examiners for county superintendents, while district trustees were succeeded by district school directors, 3 for each school district, who were to hold office 3 years, 1 being changed each year. Public funds were to be apportioned to the counties in proportion to the number of resident persons 6 to 21, instead of 5 to 21. The State superintendent was given power to grant State teachers' certificates on examination, good during the life of the holder unless revoked for cause, and county examiners were to issue three grades of certificates, the first valid in the county for 2 years, the second for 1 year, and the third for 6 months. District taxation was left with its former restriction of 5 mills on the dollar and the old poll tax of $1 on each citizen was continued.—(School laws, 1868–1876.)

### KINDERGÄRTEN.

No institutions of this class are known at this Bureau to have existed in Arkansas in 1879–'80.

### AID FROM PEABODY FUND.

The assistance afforded by the Peabody fund to public schools in the impoverished Southern States was in none more appreciated or more stimulating to home effort than here, beginning as it did soon after the school system authorized by the constitution of 1868 went into operation. In 1870, aid amounting to $9,300 was given the public schools in 14 towns and cities; 10 towns and cities shared in 1871 the sum of $8,600, the Journal of Education receiving $200 and the Colored Asylum of Clarendon $600, a total for the year of $9,450; in 1872, 12 towns received $10,250 and the Journal of Education $200, making $10,450 for the year; in 1873, 7 towns received $9,500; and in 1874, 7 towns received $8,400. In 1875, most of the public schools being suspended, little if any aid could be afforded. In 1876, 2 cities received $2,800; in 1877, 7 received

$6,300; in 1878, 10 received $6,000; in 1879, 9 received $5,600; and in 1880 there is a record of $2,500 given in aid of normal institutes, making a total expenditure from the fund since 1870 of $70,300 in aid of education in this State.—(Peabody trustees' reports.)

## CITY SCHOOL SYSTEM.

### LITTLE ROCK.

*Officers.*—A board of school directors of 6 members elected for three years (2 going out each year) and a superintendent appointed by the board.

*Statistics.*—Estimated population of the city in 1879–'80, 18,000; children of school age (6–21), 6,169; enrolled in public schools, 2,503; average daily attendance, 1,655; number of teachers employed, 33; total expenditures for public schools, $28,264.

A graded system of schools was first adopted here in 1869. Since then the number of pupils in attendance has increased from 960 to 2,503. The establishment of the system at that time was disapproved by a large number of the taxpayers and prominent citizens, but all such opposition has disappeared. The schools are in a flourishing condition, and are becoming more efficient and popular every day. They are classed as primary, grammar, and high, each embracing 4 grades or years. In the high schools Latin and German form a part of the course, but are optional. The Sherman High School (for whites) graduated 12 pupils in 1880; the Union High School (for colored pupils), 5.—(City report and return.)

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

Provision was made for training teachers in a normal department of the Arkansas Industrial University on the first organization of that institution in 1872, and in 1875 a branch normal school was opened at Pine Bluff for the benefit of colored students. In each of these schools there are 237 State scholarships, entitling the holder to 4 years' free tuition. The normal course in both schools covers 4 years; there is one preparatory year in the school for whites, and in that for colored, 3 preparatory years. In the latter the grade is being gradually raised, and the advancement of the students is said to be considerable; the attendance during 1879–'80 was 126. The students in the normal department of the university were not distinguished from the others in either the catalogue or return for 1879–'80. Here, in addition to the branches taught, students are trained in methods of teaching and of leading pupils to think and investigate for themselves, and in the organization, grading, and government of schools; they are also taught the duties of teachers as prescribed by law.

Judson University, Judsonia, reports as part of its curriculum a normal course from which there were 5 graduates in 1879, and at St. John's College, Little Rock, there is a summer normal school of three weeks.—(Catalogues and returns.)

### TEACHERS' INSTITUTES.

Statistics of the institutes held during 1879–'80 have not been received, but an official circular of the State superintendent, issued in September, 1880, announces such meetings to be held in 4 different judicial districts during the 3 months following. The superintendent also says that the 16 institutes already held since the beginning of his official term (November, 1878) had been a powerful agency in removing public apathy in respect to the schools, in disarming opposition to them, and in inspiring teachers with a nobler conception of their vocation.—(Arkansas School Journal, November, 1880.)

### SCHOOL JOURNAL.

In November, 1880, appeared the first number of a new educational publication, intended to promote a warmer interest in the school system of the State. It is called the Arkansas School Journal, presents a fair appearance, and is earnest in its advocacy of good schools, thorough teaching, and reasonable remuneration for teachers.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The Sherman High School (for whites), Little Rock, reports for 1879–'80, through its principal, an improvement in its teaching force and a good moral tone among the pupils. The principal defect mentioned is the low standard for admission. Statistics of attendance show an average enrolment of 77, an average belonging of 71, and an average attendance of 67, under 3 teachers, the graduates for the year numbering 12.

The Union High School (for colored pupils), Little Rock, opened for the year with an enrolment of 29, increased to 55 during the fall term, and added 3 in the spring term, making the entire enrolment for the year 58. Of this number 40 remained at the close of the year and 5 were graduated.—(City report for 1879–'80.)

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, IX, and X of the appendix. For summaries of the statistics of such for the State, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### UNIVERSITIES AND COLLEGES FOR BOTH SEXES.

The five institutions of collegiate rank reporting are open equally to both sexes. They are the *Arkansas Industrial University*, Fayetteville; *Arkansas College*, Batesville; *Cane Hill College*, Boonsboro'; *Judson University*, Judsonia; and *St. John's College*, Little Rock. All have preparatory departments of from 2 to 5 years, and have collegiate courses marked out, although at Cane Hill College no students were reported for 1878–'79 except in the preparatory department, and at Judson University all not in preparatory were pursuing special scientific and normal studies. In 1879–'80, however, there were 16 in college classes in the former and 17 in the latter. All but Arkansas College included some provision for scientific study, 2 (the State University and Cane Hill) presented courses in engineering, and 3 had commercial courses; all taught music, and Cane Hill College (which offered a special 3 years' course for women) added painting and drawing.

Three of these institutions have been organized during the last 10 years: the Arkansas Industrial University in 1871, Arkansas College in 1872, and Judson University in 1875. The Arkansas Industrial University, established in response to the congressional grant of 1862 for the benefit of agriculture and the mechanic arts, was opened in January, 1872, in temporary frame buildings capable of accommodating about 100 students, and such was the rapid increase in attendance that before the close of the first year it was necessary to erect additional temporary buildings. The permanent ones were not completed till 1875. During the first year of the university there was a freshman class of 16 young men and women, a normal class of 15, and 221 in the preparatory department. For the year 1879–'80 the total number of students enrolled was 420, of whom 148 were in collegiate classes. The plan of organization adopted in 1873 included 4 distinct colleges in the university proper (with 13 subordinate schools), viz: (1) the college of agriculture, (2) the college of engineering, (3) the college of natural science, and (4) the college of general science and literature, the last including schools of English and other modern languages and literatures, of ancient languages and literature, and of mathematics. A musical department has since been added, including instruction on the piano, violin, and guitar; also, a school of drawing and painting, provision for graduate study, and, in 1879–'80, a medical department.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *Arkansas Industrial University* has from its first organization in 1872 presented courses of 3 years in general science, in agriculture, and in engineering. The same amount of preparatory study is required for each: students must pass an examination in the common English branches, in algebra to equations of the second degree, and in French and German, as taught in the last two years of the preparatory department. *Judson University* and *St. John's College* gave instruction in 1879–'80 in general scientific studies, the former in a course of 3, the latter in one of 4 years, while at *Cane Hill College* there was a 3 years' course in engineering.—(Catalogues.)

### PROFESSIONAL.

The medical department of the Arkansas Industrial University, at Little Rock, organized in 1879–'80, is the only school for professional instruction reporting. Commodious and comfortable buildings have been secured for the use of the school, and a public hospital affords ample material for clinical instruction in medicine and surgery. The requirements for graduation are those insisted on by the American College Association, 3 years' study of medicine, including 2 courses of lectures. There is also a voluntary graded course of 3 years, which students are advised to take instead of the other.—(Catalogue, 1879–'80.)

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Arkansas Deaf-Mute Institute, Little Rock, was established by the State in 1868. Pupils are received here between 9 and 30 years of age and are provided for at public expense, with the exception of clothing and travelling expenses. The instruction is given principally by the sign method; articulation and lip reading are taught

incidentally to those who retain some speech after losing hearing. The common English branches are taught; also, coopering, shoemaking, outdoor work, domestic work, and sewing and dressmaking. Eighty pupils were under instruction during the 2 years 1879 and 1880, of whom 48 were boys and young men.—(Sixth biennial report.)

### EDUCATION OF THE BLIND.

The Arkansas Institution for the Blind, Little Rock, was established by the State in 1859. Sustained by public funds, the institution is neither an asylum for paupers nor a hospital, but a school where the young blind of the State are received for a term of years and carefully instructed and trained in the hope of making them useful and self sustaining citizens. The studies of the literary department embrace the common English branches, natural philosophy, algebra, and geometry. Music is taught, both vocal and instrumental, the latter including the use of the piano and organ. There is also a class in piano tuning. In the industrial department better work was done during 1879 and 1880 than ever before and the training was more thorough. The employments are broom and mattress making, cane seating, fancy work, and sewing. According to law, all the blind of the State of suitable character and capacity between 6 and 26 are entitled to the privileges of the institution, including tuition, board, washing, medical attention when sick, and the use of books without charge. Practically, however, the number received is limited by a lack of funds for their support. Not more than 36 were in attendance at any one time during the last 2 years, the average number being 33. In September, 1880, there were 32, making 139 since the opening of the school. Many others sought admittance, but could not be received because the legislative appropriation was not sufficient for more than 33.—(Tenth biennial report.)

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATION.

The State Teachers' Association held an interesting and successful session of three days, beginning June 29, 1880, at Little Rock, about 200 representatives from all parts of the State being present. After an address of welcome by Superintendent Fisher, of Little Rock, and reply by I. L. Burrow, Professor W. P. Gates, the president, delivered the opening address. Mr. Jesse Peoples, of Quitman, gave an address on "What are the relations, powers, and duties of teachers to their pupils?" Professor N. Johnson, of Little Rock, a paper on "What shall our children study?" which was discussed by a number of persons. Professor J. C. Corbin, of Pine Bluff, read a paper on "The relation of the State normal school to the public school system;" Professor H. C. Hammond, one on "Deaf-mute education;" Professor Gordon, of Fayetteville, one on "Teaching without text books;" and Miss Ida J. Brooks one on "Woman as an educator." In the evening of the second day, Superintendent J. C. Greenwood, of Kansas City, addressed the association on "Ungraded schools;" and Rev. Dr. Fitzgerald, of Nashville, read a paper on "Education in the South." The next day, Professor Gordon's paper on teaching without text books was discussed; an address was delivered by Dr. W. T. Harris, of St. Louis, on "The press as an educator;" also, one by Professor Joynes, on "The study of English;" and after closing remarks by Hon. J. L. Denton the association adjourned.—(New-England Journal of Education, July 22, 1880.)

## OBITUARY RECORD.

### PROFESSOR JOHN B. GORDON.

According to the New-England Journal of Education of October 28, 1880, Professor Gordon, a civil engineer and bachelor of science of the University of Virginia and for two years preceding his decease professor of mathematics and engineering in the Industrial University at Fayetteville, died at that place September 12, 1880. No further particulars have been received.

## CHIEF STATE SCHOOL OFFICER.

Hon. JAMES L. DENTON, *State superintendent of public instruction, Little Rock.*

[First term, November 2, 1878, to November 2, 1880; second term, November 2, 1880, to November 2, 1882.]

Preceding incumbents were Hon. Thomas Smith, 1868–1872; Hon. Joseph C. Corbin, 1872–1874; Hon. B. B. Beavers, secretary of state and acting superintendent of public instruction, 1874–1875; Hon. George W. Hill, first by choice of the general assembly, December 18, 1875, and by election, November 2, 1876, to November 2, 1878.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Youth of school age *a* | 130,116 | 137,351 | 141,610 | 159,717 | 171,563 |
| Number of these in public schools. | 83,628 | 92,784 | 97,681 | 105,890 | 116,896 |
| Number between 5 and 21 enrolled. | 91,332 | 94,720 | 107,593 | 120,240 | 130,930 |
| Average daily attendance | 64,286 | 65,700 | 69,461 | 72,283 | 78,027 |
| Enrolled in private schools | 15,524 | 13,787 | 12,507 | 14,149 | 15,021 |
| Not attending any school | 29,459 | 30,780 | 31,422 | 39,678 | 39,646 |
| DISTRICTS AND SCHOOLS. | | | | | |
| Number of school districts | 1,326 | 1,395 | 1,462 | 1,512 | 1,579 |
| With good accommodations | ..... | ..... | ..... | 1,146 | 1,320 |
| With sufficient grounds | ..... | ..... | ..... | 1,370 | 1,509 |
| With well ventilated schools | ..... | ..... | ..... | 1,443 | 1,553 |
| With well furnished schools | ..... | ..... | ..... | 531 | 621 |
| Well supplied with apparatus | ..... | ..... | ..... | 296 | 382 |
| Number of first grade schools | 246 | 318 | 465 | 718 | 875 |
| Number of second grade schools | 546 | 643 | 761 | 737 | 770 |
| Number of third grade schools | 725 | 693 | 642 | 550 | 545 |
| Whole number of schools | 1,550 | 1,654 | 1,868 | 2,005 | 2,190 |
| New school-houses built | 125 | 124 | 126 | 99 | 175 |
| Average time of school in days | 123 | 128 | 123 | 127 | 149 |
| Valuation of school property | $3,362,580 | $3,822,663 | $4,057,415 | $4,436,142 | $5,068,678 |
| TEACHERS AND THEIR PAY. | | | | | |
| Male teachers in public schools | 820 | 881 | 882 | 957 | 1,033 |
| Female teachers in same | 1,232 | 1,420 | 1,454 | 1,495 | 1,660 |
| Whole number of teachers | 2,052 | 2,301 | 2,336 | 2,452 | 2,693 |
| Number holding life diplomas. Holding educational diplomas. Number with first grade State certificates. | ..... | ..... | ..... | 1,287 | 1,485 |
| Number with second grade | ..... | ..... | ..... | 763 | 802 |
| Number with third grade | ..... | ..... | ..... | 402 | 406 |
| Teachers who are graduates of normal schools. | ..... | ..... | ..... | 512 | 516 |
| Average monthly pay of men | $74 58 | $80 82 | $84 28 | $83 82 | $84 93 |
| Average monthly pay of women | 60 69 | 66 33 | 63 37 | 65 20 | 68 01 |
| INCOME AND EXPENDITURE. | | | | | |
| Whole income of public schools *b* | $1,884,587 | $2,131,785 | $2,551,779 | $2,510,670 | $3,390,359 |
| Whole expenditure for them | 1,713,431 | 1,881,333 | 2,113,356 | 2,111,155 | 2,658,241 |
| STATE SCHOOL FUND. | | | | | |
| Amount of available fund | ..... | ..... | ..... | ..... | ..... |

*a* School age 5–15 until 1874, when it was changed to 5–17. Under the amended law of 1880 the public schools are free to youth between 6 and 21, but the basis of apportionment remains the number annually returned as from 5–17.

## OF CALIFORNIA—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | | Increase or decrease since 1870–'71. | |
|---|---|---|---|---|---|---|---|---|
| 184,787 | 200,067 | 205,475 | 216,404 | 215,978 | D. | 426 | I. | 85,862 |
| 126,220 | 135,335 | 138,597 | 144,806 | 148,885 | I. | 4,079 | I. | 65,257 |
| 140,468 | 142,658 | 154,064 | 156,769 | 158,765 | I. | 1,996 | I. | 67,433 |
| 83,391 | 89,539 | 94,696 | 98,468 | 100,966 | I. | 2,498 | I. | 36,680 |
| 14,625 | 15,344 | 15,310 | 15,432 | 14,953 | D. | 479 | D. | 571 |
| 43,023 | 49,035 | 50,674 | 56,369 | 52,140 | D. | 4,229 | I. | 22,681 |
| 1,742 | 1,828 | 1,929 | 1,999 | 2,063 | I. | 64 | I. | 737 |
| 1,410 | 1,414 | 1,510 | 1,631 | 1,719 | I. | 88 | ..... | ..... |
| 1,529 | 1,636 | 1,732 | 1,763 | 1,900 | I. | 137 | ..... | ..... |
| 1,594 | 1,060 | 1,723 | 1,845 | 1,899 | I. | 54 | ..... | ..... |
| 804 | 785 | 946 | 977 | 1,000 | I. | 23 | ..... | ..... |
| 488 | 488 | 446 | 590 | 646 | I. | 56 | ..... | ..... |
| 964 | 914 | 1,003 | 999 | 958 | D. | 41 | I. | 712 |
| 817 | 983 | 972 | 1,081 | 1,241 | I. | 160 | I. | 695 |
| 556 | 627 | 619 | 663 | 604 | D. | 59 | D. | 121 |
| 2,336 | 2,485 | 2,578 | 2,743 | 2,803 | I. | 60 | I. | 1,253 |
| 99 | 112 | 126 | 122 | 73 | D. | 49 | D. | 52 |
| 144 | 145 | 144.2 | 149 | 146.6 | D. | 2.4 | I. | 23.6 |
| $5,631,496 | $5,933,244 | $6,343,370 | $6,857,389 | $6,914,303 | I. | $56,914 | I. | $3,551,723 |
| 1,129 | 1,184 | 1,192 | 1,236 | 1,208 | D. | 28 | I. | 388 |
| 1,853 | 1,983 | 2,101 | 2,217 | 2,387 | I. | 170 | I. | 1,155 |
| 2,982 | 3,167 | 3,293 | 3,453 | 3,595 | I. | 142 | I. | 1,543 |
| | | 336 | 476 | 635 | I | 159 | ..... | ..... |
| 1,814 | 1,088 | 417 | 489 | 446 | D. | 43 | ..... | ..... |
| | | 657 | 690 | 622 | D. | 68 | ..... | ..... |
| 753 | 281 | 299 | 410 | 329 | D. | 81 | ..... | ..... |
| 309 | 138 | 113 | 153 | 44 | D. | 109 | ..... | ..... |
| 526 | 610 | 490 | 596 | 463 | D. | 133 | ..... | ..... |
| $85 00 | $83 78 | $83 95 | $82 13 | $80 26 | D. | $1 87 | I. | $5 68 |
| 68 15 | 69 68 | 68 24 | 66 37 | 64 73 | D. | 1 64 | I. | 4 04 |
| $3,302,605 | $3,610,163 | $3,820,661 | $3,653,799 | $3,573,108 | D. | $80,691 | I. | $1,688,521 |
| 2,858,601 | 2,749,729 | 3,155,815 | 3,010,907 | 2,864,571 | D. | 146,336 | I. | 1,151,140 |
| ..... | ..... | $2,011,800 | ..... | $2,006,800 | ..... | | ..... | |

*b* Includes balance on hand generally.

## STATE SCHOOL SYSTEM.

### OFFICERS.

These, for the ten years, have consisted of a State superintendent of public instruction; a State board of education, which has the superintendent as secretary and which acts as a State board of examination; county superintendents of schools, with county boards of education acting as county boards of examination; city superintendents, city boards of education and of examination; and school district trustees, 3 for each rural district, serving each for three years, with annual change of 1. State and county boards of examination existed until 1880; now the boards of education act as such. While it was formerly obligatory to have a city board of examination, now the matter is optional. By act of March 12, 1874, women were made eligible to all school offices except those from which they may be debarred by the constitution.

### OTHER FEATURES OF THE SYSTEM.

To sustain the public schools there is State, county, and district taxation; the State school tax increased from 10 cents on each $100 in 1870 to 25 cents in 1879; the county school tax, which from 1870 to 1874 was not to exceed 35 cents on each $100 of taxable property, had for its maximum 50 cents in 1880; the district tax (maximum 70 cents for building purposes and 30 cents for other school purposes) remained unchanged. The State school funds employed for schools of first, second, and third grade are now used for the primary and grammar grades, the higher schools allowed by law being sustained by their respective communities. Until July 1, 1875, no school district was to receive its apportionment of school moneys unless the schools were maintained at least 3 months during the preceding school year; from that date 6 months is the minimum. The schools are required to be non-sectarian; the text books, selected by the State board of education from 1870 to 1879, are now chosen by local boards; the course of instruction continues to include the elements of book-keeping, industrial drawing, manners and morals, and physical exercise; the teachers, who were always required to be properly licensed, must, by the law of 1880, be 18 years of age or over, the examination of local teachers being now transferred from the State board to local boards. The education of Indian children and those of African descent was provided for in separate schools, but whether this law remains in force is not clear. The number of school children is determined by an annual census. In 1870 the schools were free to children 5–21 years of age, while the basis of apportionment was 5–15. In 1874 the basis of apportionment was changed to 5–17, and a law of 1880 changed the school age to 6–21 (all between these ages to be admitted to the schools free). The legislature of 1873–'74 passed an act to enforce the educational rights of children, but this has remained little more than a dead letter. From 1874 male and female teachers were to receive the same compensation when holding like grades of certificates, but the plan does not seem to have been fully carried out. The public school system in 1880 includes primary, grammar, high, evening, technical, and normal schools. A State university, free from all political or sectarian influences and open to both sexes on equal terms, complete the system. At least one college of agriculture and mechanic arts is to be sustained by the revenue from the agricultural college grant. District libraries are, as heretofore, supported by a percentage of the State school fund.—(School laws.)

### GENERAL CONDITION.

A comparison of the statistics for 1878–'79 and 1879–'80 shows that with a decrease in school population there was an increase in enrolment and attendance, as well as a diminution in the number of children out of school or in private schools. There were more school districts, more schools surrounded by ample grounds, more with well ventilated buildings, more supplied with good apparatus. With the larger number of schools there was a decrease in those of first and third grade, the second grade increasing by 160. An increase in the number of teachers was noticed, but a slight decrease in the average salary paid. There were more holders of life diplomas, but fewer teachers holding educational diplomas, or first, second, and third grade certificates. While the schools were taught on an average 2.4 fewer days than in the previous year, they were kept open longer than for ten years, except the years 1874–'75 and 1878–'79. Reports from the different county superintendents indicate progress generally in school matters, yet in some cases the new law is a source of grievance to these county officers. Others are giving the law a fair trial, but are not yet certain of its effect on the schools of their counties.—(State report for 1879–'80.)

### RÉSUMÉ OF THE SCHOOL SYSTEM FOR TEN YEARS.

In 1870–'71, a just and liberal administration of public school affairs was reported, and as a result of voluntary taxation voted by the people an enormous amount was added to school property. The educational development of the State was also said to keep pace with the growth in wealth and population. Yet while in the centres of wealth and population the children had the advantage of a full school year's instruction, with the best facilities for learning, the school system did not meet the wants of the more remote and sparsely settled districts, many of these only maintaining schools from 3 to 6 months in the year. To remedy this evil the taxation of all property in the State for educational purposes was proposed. In 1873 it was noted that the attendance at private schools had decreased 21.08 per cent. in the eight years previous, a total of 15,294 children being transferred from private schools to public schools during that period. There was, however, trouble from non-attendance and truancy, the non-attendance in 8 years being reduced only 3.38 per cent., while truancy increased 7.35 per cent. Complaints were made of the school revenue law in 1872–'73, as, with an increase over 1870–'71 of 9 per cent. in census children, the school fund increased only 1.5 per cent. The liberality of communities alone kept up the schools, the citizens taxing themselves 10.48 per cent. more in 1872–'73 than in 1870–'71, the State raising 12.94 per cent. more. The reports from 1873 to 1875 were as follows: A great advance in the number of high and grammar schools and of schools where high grades of studies were taught in addition to those of lower grades; more teachers holding high grade certificates; better salaries paid to lady teachers; a greater amount of funds spent for school apparatus, one-half of the districts being partly supplied; the school terms lengthened; many new school districts; new school-houses; and more schools maintained from 6 to 8 months. A steady decrease in the number of children attending private schools was also noticed, the percentage going down from 29.92 in 1866 to 8.75 in 1875. In the year 1874, for the first time in the history of the State, every district received funds for at least a 6 months' school, and all but 34 districts kept them open at least that length of term. Previous to this, short school terms were the rule, while in 1875 about 50 per cent. of the districts maintained an 8 months' school. The amount of school money raised by State tax was quadrupled and the manner of apportionment was also changed, the needs of the district being taken into consideration rather than the number of children. The evils of non-attendance and truancy still continued, but a compulsory education act, which went into effect in July, 1874, was said at the time to exert a great moral influence, yet it was later proved to be inefficient. From 1875 to 1877 better qualified teachers and these more earnest in their work than at any time in the history of the State were reported. From those years on, general progress in school affairs is noticed.—(State reports.)

### KINDERGÄRTEN.

The first Kindergarten in this State was established by Miss Emma Marwedel, at Los Angeles, in 1876. This school was afterwards removed to Oakland, then to Berkeley, and in the summer of 1880 to San Francisco. In 1877 there were 3 Kindergärten reported, at Brooklyn, Los Angeles, and Santa Barbara. This last was afterwards closed. In 1878 the number increased to 5, among them a free school in San Francisco. In 1879 there were 7 schools at Berkeley, Los Angeles, and San Francisco, 2 in the latter city being free.[1] In 1880 the number had increased, as there were 5 free Kindergärten in San Francisco in addition to regular schools of this grade there and elsewhere, the names and statistics of which will be found in Table V of the appendix. A free Presbyterian Kindergarten was reported at Oakland, and the school board of San Francisco had established an "experimental" free public Kindergarten. Instruction in the Fröbel method has also been given in the Little Sisters' Infant Shelter at San Francisco and in the Institution for the Deaf and Dumb at Berkeley.—(Returns, Kindergarten Messenger, and Pacific School and Home Journal.)

## CITY SCHOOL SYSTEMS.

### OFFICERS.

Each city of the State has a board of education, with a superintendent of public schools, and each one may have a board of examination. In San Francisco the superintendent is allowed a deputy, who does a large part of the supervisory work.—(Laws, 1880.)

[1] The first charity Kindergarten in this city was established in 1878. It is conducted by Miss Katharine D. Smith, and is said to be a marvel of systematic discipline. Out of this grew a second free school, established in the poorest part of the city. It is under the immediate charge of Miss Mary Kilridge (Miss Reed teacher until March, 1880), assisted by Mrs. S. B. Cooper's Bible class of young ladies. This Kindergarten also shows earnest and successful work.

STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Los Angeles | 11,311 | *a*2,612 | 1,522 | ..... | ..... | ..... |
| Oakland | 34,556 | *a*8,108 | 5,828 | 5,025 | 129 | $167,705 |
| Sacramento | 21,420 | ..... | 3,530 | ..... | 86 | ..... |
| San Francisco | 233,956 | 53,894 | *b*36,163 | *c*27,438 | *d*655 | 875,448 |
| San José | 12,567 | ..... | ..... | ..... | ..... | ..... |
| Stockton | 10,287 | 2,182 | 2,031 | 1,298 | 33 | 37,120 |

*a* Between 5 and 17 years of age.
*b* Exclusive of 2,157 in evening schools.
*c* Exclusive of 712 in evening schools.
*d* Exclusive of 31 in evening schools.

ADDITIONAL PARTICULARS.

*Los Angeles* also reported 385 pupils in private schools and 1,289 in no school; the schools in a prosperous condition; school property valued at $101,200; primary, grammar, and high school divisions, the course covering 11 years in all; and the majority of the teachers possessors of first grade certificates.—(Pacific School and Home Journal.)

*Oakland* reports primary, grammar, high, and evening schools; 19 school buildings, with 6,200 sittings for study; special teachers of music and drawing; school property valued at $36,600; the schools taught 202 days; 800 pupils enrolled in private schools; and 1 evening school, with 2 rooms for both study and recitation and 83 sittings for study.—(Returns.)

*Sacramento* reports its public school system on a firm foundation and under the management of experienced officers. The 13 school buildings range in value from $1,500 to $90,000, their aggregate worth being estimated at $280,000. The schools consist of 1 high, 2 grammar, and a number of ungraded schools. Ten out of the 13 schools are controlled entirely by women. An evening school is open about 5 months in the year. There are also 7 private schools reported.—(Pacific School and Home Journal.)

*San Francisco* reports 2 high, 14 grammar, 39 primary, and 4 evening schools; 64 school buildings owned by the school department, and contracts for five frame buildings entered into; total valuation of school property, $3,073,000; special teachers in drawing, music, book-keeping, and the languages; 13,678 volumes of miscellaneous books in the school libraries; and 19,713 text books. The new course of study includes physiology in the grammar grades and gives 2½ hours a week to book-keeping in the first grade. An experimental Kindergarten was inaugurated in connection with the public school system during the year, the teaching therein to be preparatory to the lowest primary grades. For the first time in years a separate examination was required for admission to the high schools, the result of which was to send in a better junior class than for some time previous. The normal class,[1] organized in 1876 to prepare high school graduates for teaching, is said to have reached a point where a regular training school of at least four classes ought to be established. The cosmopolitan schools, in which French or German (or both) is taught were for the year 6 in number. They had a total of 2,065 pupils studying German and 438 French. The evening schools enrolled 2,157 pupils; average attendance, 712; teachers, 31. Spanish was introduced during the year; drawing and book-keeping were continued.—(City report, 1880.)

*San José* reports a school-going population of 4,000 and upwards, many of them, however, in private schools. The public school buildings are said to be exceptionally well built, large, and handsome, with spacious grounds. In some of the ward schools there are half day classes, the same teachers giving their attention to one grade in the morning and to another in the afternoon. There were 7 private schools reported, all in good condition.—(Pacific School and Home Journal.)

*Stockton* reports 8 school buildings, valued, with sites, furniture, and apparatus, at $135,236; primary, grammar, and high schools; 31 rooms in all, and 1,954 sittings; special teachers of music and penmanship; 198 school days taught; and 117 pupils in private or parochial schools.—(Return.)

[1]The daily attendance of one or more members of this normal class at Miss K. D. Smith's Kindergarten is a noticeable feature. They assist in the teaching and learn the Fröbel system. A course of lectures on Kindergarten work is also given to the class by Miss Smith.

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOL.

This school (established on its present basis in 1870 at San José after having been from its foundation in 1862 at San Francisco) reported in 1879–'80 a slight diminution in attendance, mainly in the lower classes. There were, however, 468 pupils enrolled, 200 of these new pupils admitted on examination. A class of 45 was presented for graduation with full diplomas, and a class of 44 became entitled to elementary diplomas. The loss of the school building (February 10, 1880), now well repaired, only caused one day's interruption in school work, although there was a loss of two months' practical work in the training school. The full course, which was 2 years until 1876–'77, now occupies 3 years.—(State reports and catalogues.)

### NORMAL SCHOOL FOR KINDERGARTEN TEACHING.

The Pacific Kindergarten Normal School, for the training of primary teachers, was first established by Miss Emma Marwedel at Los Angeles. It was in 1880 in San Francisco, where a large class of young ladies, 70 in all, were preparing to be teachers. It reports 1 resident teacher, with 6 non-resident instructors and lecturers, and 8 graduates for 1879–'80, all these last engaged in teaching.—(Return and San Francisco report for 1880.)

### OTHER NORMAL TRAINING.

A normal class was organized in 1876 in connection with the Girls' High School in San Francisco. In 1879–'80 there were 98 enrolled, 76 examined, and 70 graduated from this class. Special courses for ladies and gentlemen desiring to adopt the profession of teaching were found in 1879 and in 1880 in the Pacific Methodist College, Santa Rosa, and in Hesperian College, Woodland.—(Reports and catalogues.)

### TEACHERS' INSTITUTES.

Teachers' institutes seem to have been held in some of the counties in 1870–'71, but an act passed in 1871 or 1872 did away with these meetings. The law of 1874, however, required the annual holding of at least one institute in every county with ten or more school districts. Such institutes were doubtless held from year to year, but full particulars were not reported before 1878. In 1879–'80 favorable accounts were received of the meetings held in 31 counties. The institutes averaged 3 days; 4 counties lengthened their sessions to 5 days, and 6 counties to 4 days. There were 1,586 teachers present, and $2,180 were drawn from the unapportioned county fund for these meetings.—(State reports and school laws.)

### EDUCATIONAL JOURNALS.

The California Teacher was conducted under the auspices of the State Educational Association from its establishment in 1863 until 1873. From that time until 1876 it was the organ of the State superintendent. The journal depended largely on a State subscription, the withdrawal of which in 1876 caused its issue to cease in April of that year. During 1875 the Los Angeles Schoolmaster touched upon the educational interests of Southern California. Nothing further is known of this paper. In March, 1877, the Pacific School and Home Journal was started in San Francisco as a monthly publication. It continues to give efficient aid to the educational interests of the Pacific coast.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

There was in this year an enrolment of 4,855 pupils in the high school or advanced grade. This was a diminution of 16 from the number reported in 1879. The number of high schools is not given. Oakland graduated 46 pupils from its high school in 1879–'80. This school is said to have matriculated more pupils into the State University than any other on that coast. The Sacramento High School reported some 90 pupils in attendance during the year.

The Girls' High School in San Francisco graduated 205 pupils in 1880; more than two-thirds of the pupils in this school prepare for teachers' positions. In the boys' school of this grade the classical course was lengthened one year, and the study of technical English grammar was dropped from the English course. The courses then stood: English, 3 years; classical, 4 years. The graduates were, from the former course,

22; from the latter, 13. The school at Los Angeles graduated 15; the Stockton school, which takes a high rank, graduated 5 pupils in 1879–'80.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges or universities, see Tables IV, VI, VII, and IX of the appendix following, and the summaries thereof in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of California*, Berkeley, organized in September, 1869, was in 1870–'71 composed of 5 colleges, 4 of arts and 1 of letters. A preparatory class was spoken of in 1871–'72, but this was discontinued in July, 1872. The colleges of letters, science (including agriculture, engineering, and chemistry), and medicine were in full operation in 1873. The College of Mining was organized in 1874–'75, and the California College of Pharmacy, which entered on its third year of existence in 1875, seems to have been affiliated with the university at about that date. The law school was organized in 1878 and a school of dentistry in 1879–'80. There were 268 students in the colleges of science and letters in 1879–'80. The classical and literary courses, 4 years each, embrace a liberal course of instruction in language, literature, and philosophy. A course of industrial drawing is given in the sophomore, junior, and senior classes. German, French, and Anglo-Saxon enter into the college course; Spanish, Hebrew, Chaldaic, and Syriac are optional. Special instruction, by means of lectures and laboratory practice, in the subject of petrography (rock texture, rock morphology, &c.) is soon to be given. For the scientific and professional schools connected with the university, see the appropriate headings. By a deed between H. D. Cogswell, founder of the dental college, and the regents of the university, the sum of $3,600 a year is to be used for the maintenance of the "Cogswell chair of moral and intellectual philosophy,"[1] and a certain sum is to form the "Cogswell students' relief fund," for the benefit of students unable to support themselves during the collegiate course.—(State reports and university register.)

In June, 1879, Ex-Governor Downey, I. W. Hellman, and O. W. Childs gave 300 city lots in Los Angeles to be sold and the proceeds invested as an endowment fund for the University of Southern California. This university was incorporated August, 1880, under the law of this State, with a full university course of studies, degrees to be conferred on graduates. The university and corporation are to be under the control and management of the Methodist Episcopal conference of Southern California, but not to be sectarian in teaching. The building must be completed within three years.—(Semi-Tropic California.)

In September, 1880, Mr. R. H. McDonald, of San Francisco, proposed to give $100,000 in gold for the endowment of a "Christian University" in that city, provided a like sum be raised by five, four, or three other Protestant denominations. Whether this plan will be carried out remains to be seen.—(Daily Evening Bulletin, September 22, 1880.)

All the other colleges reporting were in existence in 1870, except California College, Vacaville, incorporated in 1871; Washington College, Washington, opened July, 1872; and Pierce Christian College, College City, opened in 1874. The latest information received indicated collegiate courses in all, commercial departments in several. Hesperian had a normal course and Pacific Methodist College reported a department of pedagogics in 1878–'79; while the University of the Pacific added to its regular courses a Latin-scientific course of 3 years and had a theological department in prospect.

For fuller information, see Table IX of the appendix, and the summary thereof in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the opportunity for the instruction of women in 5 of the colleges referred to above (the State University, California College, Pierce Christian College, University of the Pacific, and Washington College), there are various institutions for this sex alone. For information as to these, reference is made to Table VIII and its summary in the report of the Commissioner preceding.

[1] More recent news comes that Mr. D. O. Mills has also offered $75,000 to endow a professorship of mental and moral philosophy and civil polity.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The University of California initiates the student in the principles of modern science in its colleges of agriculture, mechanics, mining, engineering, and chemistry. About the same course of study is included in the first two years of instruction in each of these; in the third and fourth years particular attention is paid to the special studies of the college elected by the student. Special course students are received in the colleges of agriculture and chemistry and are not forbidden in the other colleges.

Particular attention to industrial drawing (the construction of machinery being the principal object) is given in the college of mechanics. In the college of mining a 2 years' graduate course leads to the degree of M. E.; a similar course in the college of engineering entitles to C. E. The graduate degrees of M. S. and PH. B. are also given to students completing the appropriate courses.—(University Register.)

Scientific courses are found in the majority of the other colleges of the State; the University of the Pacific adds a 3 years' Latin-scientific course to its curriculum.

### PROFESSIONAL.

*Theological* instruction is given in the Bible department of Pierce Christian College, College City; in the Pacific Theological Seminary, Oakland, chartered in 1868, which has a 3 years' course and requires a collegiate education or like attainments for admission; and (with the same course and requirement) in the San Francisco Theological Seminary, chartered in 1872, which received in the latter part of 1880 the sum of $50,000 from Mr. R. L. Stuart, of New York City, as an endowment fund. In the University of the Pacific steps have also been taken towards the formation of a theological class, which is to be instructed by semi-weekly lectures on appropriate themes.—(Catalogues and The Pacific, December 1, 1880.)

*Legal* instruction was given in 1879–'80 to 159 students in the Hastings College of Law connected with the University of California. A 3 years' course is found in this college, and regular attendance on the exercises of the senior class is required to insure the receiving of a diploma. Applicants for admission to the first class must show sufficient knowledge to enable them to profit by the course of study, and a satisfactory examination is also a prerequisite to entering either of the other classes.—(University Register.)

*Medical* instruction in 3 years graded courses of five months in each year is to be had in the Medical College of the Pacific, and in the medical department[1] of the University of California, both "regular" schools in San Francisco. A matriculating examination is required in the former from 1880; graded studies and yearly examinations are found in both from 1879. In connection with the medical department of the university Dr. H. D. Cogswell establishes 4 chairs, viz, of anatomy, physiology, chemistry, and surgery.—(University Register and announcements for 1880.)

The *California College of Pharmacy*, at San Francisco, which is affiliated with the University of California although retaining its own organization, had 51 students in 1879–'80. The candidate for graduation must have had at least 3½ years' practical experience, but he is not to receive a diploma until the completion of 4 years' service. Attendance on two full courses of lectures is also required.—(University Register.)

The *Cogswell Dental College*, connected with the University of California, was founded and endowed by Dr. H. D. Cogswell, of San Francisco, in 1879. The design is to have complete courses of instruction in the theory and practice of dentistry, the degree of doctor of dental surgery to be given at the termination of the course. Chairs of operative dentistry, mechanical dentistry, and regional anatomy and surgery are to be established. Women are to be admitted as well as men. Twelve free scholarships are to be endowed and a system of free dental operations is to be organized for those too poor to pay.—(University Register.)

For statistics of scientific and professional instruction, see Tables X, XI, XII, XIII of the appendix; for summaries of them, like tables in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The California Institution for the Education of the Deaf and Dumb and the Blind, Berkeley, was founded in 1860; in 1865 it was placed under State control, and in 1873

[1] The Toland Medical College was donated, in 1872–'73, to the State University, and became the medical department of that university.

it was reported that the inmates were clothed, as well as fed and taught, at State expense. The building was burned in January, 1875, and in reconstructing the institution a new plan was adopted, that of separate fire proof "homes" for from 40 to 50 persons each. Two such buildings were constructed. The pupils are trained in English branches, in Scripture lessons, and drawing; also in printing and gardening, sewing, and general housework. The statistics for 1880 are 111 pupils, 107 of them remaining in December, and 8 instructors.—(Reports and American Annals of the Deaf and Dumb, January, 1881.)

### EDUCATION OF THE CHINESE.

The report for 1880 of the Woman's Union Mission of San Francisco seems to indicate that good work has been done in the 11 years since this mission was organized for the educating of Chinese women and children, yet lack of statistics renders it impossible to show to what point their success has extended. The report of the Presbyterian Mission indicates that all branches of the work have been continued as reported in the previous year. A day school in San Francisco numbered from 18 to 20. The average attendance in the evening school ranged from 65 to 80, and 3 teachers were employed besides the missionaries. The branch missions reported as follows: San José, whole number enrolled 110, average attendance, 18; Santa Rosa, 30 scholars, with an average attendance of 15 to 20. The Mission of the Methodist Episcopal Church had a large and efficient school and a home and reformatory for Chinese women. The American Missionary Association and the Baptist Chinese Mission both report schools in different sections of the State.

### INDUSTRIAL TRAINING.

The San Francisco City and County Industrial School, which was organized in 1859, was turned over to the city of San Francisco in 1872. It admits persons under 18 years of age, and trains them in the elements of a common school education and in various industries. In 1879–'80 there were 474 inmates in the institution. In June, 1880, there were 105 boys and 60 girls remaining.—(Reports.)

### TRAINING IN ART.

The San Francisco School of Design was organized in 1873, under the auspices of the San Francisco Art Association. Instruction is given in painting and drawing. No pupils under 14 years of age are admitted; those entering pay tuition fees, and any deficiency is made up by the art association. In 1879–'80 there were 65 pupils in attendance.

## EDUCATIONAL CONVENTION.

### STATE ASSOCIATION.

The first convention of this kind was held in San Francisco December 26–28, 1854, with about 100 persons present. In August, 1856, a similar meeting was held at Benicia, only about 60 members present. From that date until 1861, no mention is made of such meetings. On May 27, 1861, a State Teachers' Institute was organized in San Francisco. This institute discussed measures for the improvement of teachers in school methods and school work. Annual sessions were held until 1871, when, owing to the failure of the legislature to make suitable appropriations, there was a cessation of these meetings. In June, 1875, a State Teachers' Association was formed at San José. This body continues to hold annual sessions, the one for 1880, which met December 28–30, at San Francisco, being unusually successful. The attendance, while not particularly large, included many representative teachers. The president, Professor Norton, addressed the audience on "Joints in our armor;" Rev. C. C. Stratton, of the University of the Pacific, lectured on "Christian higher education," pleading for moral as well as intellectual culture; Ex-Superintendent A. L. Mann delivered an able address on Horace Mann; Professor Towle, of the Vallejo High School, read a paper on "Honest work in the essentials;" State Superintendent Campbell, one on "The State and higher education;" Miss Kate Fisher, of Oakland, one on "Proper reading for school libraries;" Miss Kate Smith replied to the enemies of the Kindergarten; Professor Sill, of the University of California, argued in favor of free high schools; and Mr. F. P. Perkins, in a paper on "Reading and libraries," showed the public library to be an important and proper piece of the great machine of education. Other papers were read, on "Needed reform in education" and on "The duties of teachers," and a lecture was given by Mr. John Muir, on "Alaska and its glaciers." Among the resolutions which were unanimously adopted were the following: That the legislature be requested to fix the salaries of county superintendents at a figure enabling them to devote their whole time to such frequent supervision of schools as is needed to secure the highest efficiency and economy; that only persons of the highest character and

capacity be selected to act as school teachers and members of boards of education; that in large cities members of boards of education be appointed rather than elected; and that a chair of the science and art of teaching be established in the State University of California.—(Pacific School and Home Journal, January and May, 1881.)

## CHIEF STATE SCHOOL OFFICER.

Hon. FRED. M. CAMPBELL, *State superintendent of public instruction, Sacramento.*

[Term, 1880–1884.]

Other superintendents in the ten years have been Rev. O. P. Fitzgerald, 1868–1872; Hon. H. N. Bolander 1872–1876; Hon. Ezra S. Carr, 1876–1880.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age *a* | 7,742 | 10,133 | 14,417 | 19,309 |
| Enrolled in graded schools | ..... | ..... | ..... | ..... |
| Enrolled in ungraded schools | ..... | ..... | ..... | ..... |
| Total number enrolled | 4,357 | 5,389 | 7,456 | 11,276 |
| Average daily attendance | 2,611 | 3,042 | 4,172 | 6,508 |
| Percentage of enrolment on school population. | ..... | 53 | 52 | ..... |
| Percentage of average attendance on enrolment. | ..... | 56 | 56 | ..... |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of districts | 160 | 198 | 243 | 290 |
| Number of school-houses | 80 | 105 | 125 | 157 |
| Number of schools | 120 | 138 | 180 | 253 |
| Volumes in school libraries | 652 | 1,259 | 1,566 | ..... |
| Valuation of public school property | $82,574 | $103,266 | $260,183 | $337,895 |
| Average time of school in days | 92 | 106 | 111 | 97 |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 80 | 78 | 107 | 139 |
| Women teaching in public schools | 84 | 101 | 134 | 169 |
| Whole number employed | 164 | 179 | 241 | 308 |
| Average monthly pay of men | $69 00 | $68 00 | $62 00 | $60 00 |
| Average monthly pay of women | 54 00 | 51 00 | 51 00 | 50 00 |
| INCOME AND EXPENDITURE. | | | | |
| Total receipts for public schools | $81,274 | $75,927 | $138,803 | $205,765 |
| Whole expenditure for them | 67,395 | 101,682 | 141,374 | 199,765 |
| STATE SCHOOL FUND. | | | | |
| Amount arising from land sold | ..... | ..... | ..... | ..... |
| Amount paid in | ..... | ..... | ..... | ..... |
| Interest on available fund | ..... | ..... | ..... | ..... |

*a* The school age was 5–21 until 1876, then 6–21.

## OF COLORADO—1870-'71 TO 1879-'80.

| 1874–'75. | 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|---|
| 23,274 | 21,962 | 21,612 | 26,473 | 29,738 | 35,566 | I. 5,828 | I. 27,824 |
| ..... | ..... | ..... | ..... | 8,508 | 10,377 | I. 1,869 | ..... |
| ..... | ..... | ..... | ..... | 10,263 | 11,742 | I. 1,479 | ..... |
| 12,552 | 14,364 | 14,085 | 16,641 | 18,771 | 22,119 | I. 3,348 | I. 17,762 |
| 7,343 | ..... | 8,141 | 9,699 | 10,919 | 12,618 | I. 1,699 | I. 10,007 |
| ..... | ..... | 65 | 63 | 63 | 62 | D. 1 | ..... |
| ..... | ..... | 58 | 58 | 58 | 57 | D. 1 | ..... |
| 329 | 341 | 313 | 372 | 389 | 414 | I. 25 | I. 254 |
| 172 | 217 | 219 | 249 | 255 | 292 | I. 37 | I. 212 |
| 280 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | ..... | 1,583 | 2,883 | 3,260 | 3,642 | I. 382 | I. 2,990 |
| $414,009 | $504,248 | $472,983 | $474,771 | $496,891 | $682,410 | I. $185,519 | I. $599,836 |
| 116 | 100 | 108 | 91 | ..... | ..... | ..... | ..... |
| 172 | 176 | 233 | 226 | 255 | 247 | D. 8 | I. 167 |
| 205 | 225 | 297 | 341 | 338 | 431 | I. 93 | I. 347 |
| 377 | 401 | 530 | 567 | 593 | 678 | I. 85 | I. 514 |
| $60 00 | $60 00 | $56 10 | $49 90 | $57 27 | *b*$42 84 | D. $14 43 | D. $26 16 |
| 48 00 | 48 00 | 51 45 | 46 95 | 52 88 | 40 87 | D. 12 01 | D. 13 13 |
| $247,179 | $270,856 | $245,145 | $281,674 | $309,499 | $522,581 | I. $213,082 | I. $441,307 |
| 210,814 | 233,298 | 215,225 | 243,850 | 264,371 | 395,227 | I. 130,856 | I. 327,832 |
| ..... | ..... | ..... | $40,000 | ..... | $36,000 | ..... | ..... |
| ..... | ..... | ..... | 12,541 | ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | 5,600 | $5,918 | 9,765 | I. $3,847 | ..... |

*b* In ungraded schools; in graded schools men teaching received $101.75 and women $64.39.

## STATE SCHOOL SYSTEM.

### OFFICERS.

From the year 1861 there was a superintendent of common schools, the territorial treasurer serving ex officio as such, although the separate office of territorial superintendent of public instruction was not created till 1869. Formerly nominated and appointed by the governor with the consent of the council, since 1877 he has been elected by the qualified voters. County superintendents, elected by the people, have existed from the beginning of the school system. The constitution of 1876, when Colorado became a State, provided a State board of education, with a board of land commissioners for management of the school lands, and allowed women[1] the right to vote at school elections and to hold school offices in districts. It also provided that an educational qualification for electors might be prescribed after 1890. District boards of directors (up to that time composed of only 3 persons) were in the same year allowed to be composed of 6 for a population over 1,000, and a law was passed allowing the appointment of a committee of 3 members to attend to union high schools. The system, as thus constituted, includes the following officers: a State superintendent of public instruction, a State board of education, a State board of land commissioners, county superintendents of schools, district boards of directors of 3 to 6 members, and committees of 3 members (with the county superintendent as president) to attend to union high school districts. Women may hold school district offices and vote at school elections.—(School laws and constitution, 1876.)

### OTHER FEATURES OF THE SYSTEM.

Prior to the entrance of this State into the Union, in 1876, the school laws differed in some minor details from the more complete arrangements growing out of the laws and constitution of that year. To that date the school age was 5–21; thereafter, 6–21. Union high schools were first established in that year. The school funds, from taxation,[2] fines, penalties, forfeitures, &c., were apportioned among the districts according to the children of school age enumerated. A law of February 12, 1876, however, gave one-half of the general school fund according to the aggregate attendance at school; the other half, according to the children of school age enumerated. The basis of apportionment from March 22, 1877, has been according to the number of children 6 to 21 years of age. According to the law of February 12, 1876, after September, 1877, districts would forfeit their share of the general school fund unless the schools were maintained 120 days in the preceding year. The constitution of March, 1876, changed this to three months (60 days), which still remains the rule. Teachers were and are required to have certificates of qualification or licenses from the proper authorities to entitle them to compensation for their services. As the law stands now, the counties, to receive their share of the public school funds, must have made the proper report to the State superintendent; the districts, as above stated, must have taught school at least 60 days during the preceding year, except that in new districts a year is allowed to pass before this provision goes into effect. Districts may vote to raise special funds for school-houses and other purposes, which must be kept separate from the State school moneys. The constitution forbids the teaching of any sectarian tenets or doctrines in the public schools and the making of any distinction or classification of pupils on account of race or color.[3] It also prohibits the use of public funds to sustain any educational institution of a sectarian character, and prohibits the requirement of any religious test or qualification as a condition of admission, either as teacher or student, to any such institution. Provision is made for high schools, for a State university, and for a State agricultural college. If teachers' institutes are held ($100 annually being allowed therefor in each judicial district), teachers attending receive their pay, even if their schools should be closed by order of the board of directors.

### GENERAL CONDITION.

The State superintendent of public instruction, in his report for 1879–'80, indicates his belief that the best citizens are taking such an active interest in the public schools that no step backward will ever be taken; but that, in number and excellence, the schools will keep pace with the growth of the communities, and that, in the future, as in the present, in most Colorado towns, the most costly edifice will be the school building, the most precious institution the public school. Reports from the different counties indicate a general improvement in the buildings and grounds, and that many school buildings are in process of erection. The statistical tables show also decided advancement. There was an increase in youth of school age, in enrolment both in graded

[1] The question of female suffrage was decided as above by a direct vote of the people at the general election after the admission of this State into the Union.

[2] County taxation was, from 1870, 2 to 10 mills on the dollar; in 1880 it stands not less than 2 mills nor more than 5.

[3] Separate schools for colored children are found, however, through all these years.

and ungraded schools, in the average daily attendance, in the number of districts and school-houses, in the valuation of school property, in teachers, and in both receipts and expenditures for school purposes. Yet, with all this apparent progress, there are elements of weakness in the country schools which are due to the short terms, frequent changes of teachers, and inefficient teaching. These troubles are traced in the main to financial difficulties in the districts, caused by the small amount of the levy for school purposes and the failure to collect the levy; to carelessness or lack of interest of school officers and patrons, some schools not being visited from one year to another; to the few candidates from whom to select teachers; and to the distance of many children from school, which naturally prevents their regular attendance. Superintendent Shattuck thinks there can be no material change for the better in these country schools till the lands become more thickly settled, unless the change should come through the raising of the legal minimum mill tax levied by the counties for school purposes. This increase of the county levy would cause cities and villages to give more than they receive, but the poorer schools would be aided and the schools of the county would be supported mainly by the general fund instead of by special taxation. He also says that in the past the teachers have come in from other States, while now the graduates of the Colorado schools seek these places, and they need the training procured at normal institutes. Then he would have county superintendents more particular as to the reports sent in by the district secretaries, who, working without pay, are oftentimes very neglectful of the duties imposed upon them. A step in advance in the examination of teachers has been made since August, 1877, the questions for the quarterly examinations of teachers being now sent from the State superintendent's office to the different county superintendents. The results of this uniformity of examination seem to be satisfactory.—(State report.)

### RÉSUMÉ OF THE SCHOOL SYSTEM FOR TEN YEARS.

The separate office of territorial superintendent of public instruction was created in 1869; previously, the territorial treasurer served ex officio in this capacity. In the earlier years reports from the county superintendents were frequently retarded or not sent in at all, but during 1870–'71 the people commenced to manifest much interest in the common schools and in a greater length of term, while as early as that year graded schools were in successful operation in Denver, Central, Blackhawk, and several other towns in the Territory. In 1872–'73 a great increase in school population, a growing interest in popular education, several costly school buildings in process of erection, and a tendency towards equality in teachers' wages were noticeable, in some districts the men even receiving less than the women. Still there was neglect of the school advantages offered, as only about 50 per cent. of the school children were in attendance during the 111 days of the school year. During the first five years of this decennary several schools for secondary instruction were instituted; the first regularly organized high school in the Territory was established at Denver (apparently in 1873–'74); two colleges, outgrowths of missionary labor, came into existence; the University of Colorado[1] became a fixed fact; the Territorial School of Mines, which, with these other colleges, admitted both sexes, was created; a theological school (St. Matthews Hall) began its work; and the deaf-mute institute at Colorado Springs was established. Moreover, the Territory was entirely free from debt, with a large surplus in the treasury, and it was stated in 1875 that the most ardent educational enthusiast ought to be satisfied with the progress made in the five years. In 1876 the standard of qualification required of teachers was raised, the value of school property materially increased, and the year was marked by a healthy growth of the school system. From that year on the public schools continued prosperous, and there was an evident desire to establish even more schools. Teachers' wages decreased somewhat from 1876 to 1878, but the tendency to equalize the salaries of men and women continued, the pay to be fixed rather by the amount and kind of labor than by the sex of the laborer. Reference to the statistical table shows a decided growth in enrolment, attendance, districts, teachers, volumes in school libraries, valuation of school property, and in receipts and expenditures for school purposes during the ten years.

### KINDERGARTEN.

A Kindergarten was established in 1877 at Denver, with an attendance of 8 pupils. In 1879 it ceased to exist.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

The public school system of Denver is under the control of a board of education of 6 members elected by the people for 3 years, 2 to be changed each year. The board chooses annually a city superintendent of schools.

[1] Although it did not open until 1877, land was secured in 1871, and in 1874 an appropriation of $15,000 from the legislature was received towards the erection of a building.

Leadville has also a board of education of 6 members, and a city superintendent.

The Golden school district is under the management of a board of directors. The principal of one of the schools acts as superintendent of the district schools.

STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Denver | 35,630 | 5,700 | 3,210 | 1,953 | 65 | $107,352 |
| Leadville | 14,820 | *a* 1,200 | 1,000 | ..... | 18 | ..... |

*a* In December, 1879.

ADDITIONAL PARTICULARS.

*Denver* reports 2,600 sittings for study in its 7 public school buildings, valued, with sites and furniture, at $403,000. Besides the enrolment in public schools, there were believed to be 500 in private and parochial schools.

*Leadville* reports progress from year to year in the schools, which were opened for the first time in July, 1877. Until within a few months one school building and a few rented rooms housed all the pupils, but in 1880 a fine central building, to cost $41,000, was erected for school purposes. In the summer and fall of 1879 five teachers were reported, which number increased to nine before the close of the school year. Eighteen teachers, one a special teacher of music, and 1,000 pupils were reported at the close of 1880. A general standard of excellence was also noticeable.—(Weekly Democrat, Leadville, January 1, 1881.)

*Golden* reports progress in school matters worthy of mention. The total enrolment in 1880 was 501 out of a school population of about 1,600; average belonging, 355; average attendance, 337. The directors report ample facilities for school work, schools approaching a high standard of excellence, good discipline in all departments, a schoolhouse costing $7,000 erected during the year, and a system of grading undertaken.—(Report of board of directors.)

## TRAINING OF TEACHERS.

### NORMAL COURSES.

Normal courses are found in the University of Colorado, Boulder, which reported 31 normal pupils in 1879–'80; in Colorado College, which had 4 classes in the normal school and required a knowledge of English grammar, geography, arithmetic, and orthography of those desiring admission; and in the high school at Denver, where teachers are trained for the city schools.—(Catalogues and reports.)

### TEACHERS' INSTITUTES.

The school law provides for a teachers' institute in each judicial district, and that such meetings must originate in the expressed desire of twenty-five or more teachers, each institute to receive State aid to the extent of $100 annually. The State superintendent says that "no such institute has ever been held or ever will be." He gives as a reason that the county seats of any two counties are too far apart and the cost of travel too great to expect the teachers of such counties to unite in an institute.[1] He states, however, that the need of normal institutes increases from year to year, as graduates from the schools of Colorado are now seeking positions as teachers which used to be occupied by experienced instructors from other parts of the Union. Endeavors were made in 1878 to form such associations, and one institute was held in Leadville in September 1878, with 18 teachers present.—(Laws and State report.)

### EDUCATIONAL JOURNAL.

In 1872 an act was passed naming the Colorado Monthly (published at Denver from the preceding year) as the official organ of the department of public schools of the Territory. This act took effect February 8, 1872, but the publication of the journal does not seem to have extended beyond 1873.—(Law, 1872.)

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

A table of statistics in the State report enumerates 166 graded schools in 12 counties, and Superintendent Shattuck states that all the graded schools have a high school

[1] Attempts seem to have been made to establish these meetings, for in 1870–'71 successful institutes were held in Arapahoe and Boulder Counties, and in 1875 one was held in Weld County.

course. Denver is, however, the only place of sufficient population to require a school of this grade with a full and entirely distinct faculty. This school offers 3 courses of 4 years each: a general course, an English classical, and a classical.

The Leadville high school reported a principal and an assistant teacher in the latter part of 1880 and an enrolment of 94 pupils. Good attendance and rapid advancement of pupils were mentioned. In Golden the high school course occupies 3 years and aims to give thorough instruction in the English branches, but does not include the study of languages.—(State and city reports and Leadville Weekly Democrat.)

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and summaries of these in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### UNIVERSITIES AND COLLEGES FOR BOTH SEXES.

The *University of Colorado*, Boulder, became an institution of the State under the constitution of 1876, and was placed under the control of six regents elected by the people. The act to establish this institution was passed in 1862, but it was only in 1877 that sufficient funds were placed to the credit of the university to allow a commencement to be made. The intention is to include classical, philosophical, normal, scientific, and legal courses in the instruction, and to have a department of physical sciences. In 1879–'80 there were 72 pupils in the preparatory classes, 31 in the normal, and 18 in the university proper — total, 121. The whole expenses for the two years ending October 1, 1880, were $23,899, the teachers receiving $15,290 of this amount.—(Catalogues and State report, 1879–'80.)

*Colorado College*, Colorado Springs, dates its organization from 1874. It has already established 3 general courses of study: an English normal, a preparatory classical, and a collegiate. There is also a mining and metallurgical course. Graduates of the Denver high school are received without examination; graduates of the preparatory school enter the freshman class without further examination. The establishment of a professorship of the English Bible is provided for in the endowment, and certain biblical exercises even now enter into the course.—(Circular for 1880.)

*Denver University* was incorporated in 1864, but after a few years' existence was closed. It was reëstablished in 1880, with two preparatory courses of 3 years each, a full collegiate course leading to the degrees of B. S. and B. A., special courses, and schools of painting and music; book-keeping, telegraphy, French, and German were taught. This first term was a successful one, and there were between 80 and 90 pupils under instruction.—(Prospectus and Western Christian Advocate, December 29, 1880.)

*Evans University*, Evans, a Presbyterian institution open to both sexes, was reported in 1874 and 1875. In the latter year it had 20 male and 15 female students in its preparatory department, but none in collegiate classes. Whether it is still in existence or has ever reached collegiate rank is unknown.

For detailed statistics, reference is made to Table IX of the appendix; for a summary thereof, to the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

This sex has equal opportunities with the men in the universities and colleges reporting. For any other institutions of collegiate rank especially adapted to women, reference is made to Table VIII of the appendix, and to a summary thereof in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *State Agricultural College*, Fort Collins, was established by an act of the legislative assembly February 11, 1870. In 1876 its affairs were said to have been successfully managed, but it was not fully organized until 1878–'79, its initial or preparatory term closing November 28, 1879. It has a 4 years' course, opens its doors to women, and requires for admission an examination in common school branches.—(Reports of the Commissioner of Education for 1878 and 1879 and circular for 1880.)

The *State School of Mines*, Golden, dates its charter from 1870 and its organization from 1874. It was reported to be in a flourishing condition in 1876, with 6 students in the school and 20 attending lectures. In 1877 it was reorganized as a free scientific school, and after January 17, 1878, it was to be supported by a State tax of one-tenth

of a mill on the dollar. In 1880 the legislature increased the regular appropriation, a new building was erected, and a complete reorganization and equipment were to follow. There are now two regular courses of study, in mining engineering and metallurgy, each covering 3 years. A satisfactory examination at the termination of either course entitles to a State diploma. No special examination for admission is to be required until 1880–'81.—(Circulars.)

*Colorado College*, Colorado Springs, has added to its other courses a mining and metallurgical department. There are also special courses, the finishing of which entitles to a certificate of competency. The regular course, leading to M. E., includes instruction in descriptive and theoretical metallurgy, mining engineering, historical and practical chemistry, analysis, assaying, geology, and mineralogy.—(Circular, 1879–'80.)

#### PROFESSIONAL.

There are no professional schools in this State. In 1870, Matthews Hall, a theological school of the Protestant Episcopal Church, was started at Golden. In 1875 it reported a 3 years' course, 3 instructors, and 2 students. In 1877 it was suspended, and on April 6, 1878, the building was destroyed by fire. No legal or medical schools have been established.

## SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Institute for the Education of the Mute and Blind, Colorado Springs, was founded in 1874, and the legislature then appropriated $5,000 for its immediate use and levied a tax of one-fifth of one mill for its second year's maintenance. In January, 1876, the institution took possession of a new building erected on grounds donated by the Colorado Springs Company. The institute is supported by the State, and it offers free instruction to all deaf-mute or blind residents of the State between 4 and 21 years of age. The course of instruction covers 7 years and embraces the common English branches, United States history, drawing, articulation, and lip reading. The girls learn dressmaking and plain sewing; the boys, printing. A return for 1880 reports 3 instructors, 38 pupils (all mutes), and 53 mutes admitted since 1874. Lack of room had prevented the admission of the blind, but the legislature appropriated $20,000 for additional buildings and furnishings, so that hereafter the blind will be admitted.—(Return and former reports to this Bureau.)

## EDUCATIONAL CONVENTIONS.

#### STATE ASSOCIATION.

On December 28, 1875, the first State Teachers' Association was organized in Denver by about 150 superintendents, teachers, and others. The sixth annual session took place in the same city on December 28–29, 1880. It was reported to be a very successful meeting. President J. H. Baker, in the opening address, referred to the great need of zeal in school work. Mr. W. S. Thomas, of Leadville, dwelt on the importance of a teacher's work. Superintendent Gove discussed Richard Grant White's attack on the school system, Messrs. Sewall and Haskill continuing the subject. The afternoon session was occupied by President E. E. Edwards, of Fort Collins, on "Education and the state," and by Miss Forbes, of Larimer City, on "The development of the faculties in primary work." In the evening, Rev. Mr. Herbert lectured on the benefits of culture to mankind. The subjects for the following day were: Methods of teaching elementary algebra, the education of women, and the development of faculties in primary work. Resolutions were adopted favoring the consolidation of the State University, the School of Agriculture, and the School of Mines into one institution, as by a concentration of the funds the cause of higher education would be benefited; suggesting the establishment of a chair of pedagogics in connection with the university, as more thorough normal training is needed; urging that the granting of State diplomas be placed in the hands of a committee to prepare questions for county boards and for examinations for State diplomas; and that the sciences be struck off the third class certificates; also demonstrating the need of a State reform school for boys. After the election of officers, the meeting adjourned.—(New-England Journal of Education and other sources.)

#### TEACHERS' CONVENTION.

An association of teachers met at Boulder April 1–2, 1880, but whether this was the State Teachers' Association or a more local assemblage does not appear. Papers were read on "Methods of teaching," "Methods of teaching percentage," "The Bible in our public schools," "The coöperation of parents in school work," "Cultivation of a literary taste," "A method in grammar," and "Method of teaching orthography and reading." Superintendent Cornell gave a lecture on "Our schools and school work."

Prof. J. A. Sewall spoke on "How to teach natural sciences." Mr. M. Bagly read a paper on "How shall we teach?" and an illustration of primary work in numbers was given by a class in charge of Miss Westover. The exercises were interspersed with music and recitations.— (New York School Journal.)

## CHIEF STATE SCHOOL OFFICER.

Hon. JOSEPH C. SHATTUCK, *State superintendent of public instruction, Denver.*

[First term, 1876–1879; second term, 1879–1881.]

Preceding superintendents in the ten years were: Hon. W. C. Lathrop, February, 1870, to July, 1873, and Hon. Horace M. Hale, July, 1873, to November 13, 1876.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Children of school age (4–16).. | 128,468 | 131,748 | 132,908 | 133,528 | 134,976 |
| Enrolled in public schools..... | 113,588 | 114,805 | 114,857 | 119,298 | 119,489 |
| Average attendance, winter... | 67,018 | 67,599 | 67,172 | 71,433 | 71,935 |
| Average attendance, summer.. | 58,349 | 58,113 | 60,905 | 63,052 | 65,251 |
| Per cent. enrolled in public schools. | 88.50 | 87.14 | 86.41 | 89.34 | 88.53 |
| Per cent. in all schools..... | 95.23 | 93.99 | 92.83 | 95.65 | 95.30 |
| Pupils in other than public schools. | 8,754 | 9,029 | 8,529 | 8,422 | 9,145 |
| Children of school age in no school. | 11,947 | 13,512 | ..... | 13,030 | 12,970 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | | |
| School districts in the State... | 1,535 | 1,521 | 1,502 | 1,495 | 1,506 |
| Public schools..... | 1,630 | 1,638 | 1,648 | 1,642 | 1,650 |
| Departments in public schools. | 2,200 | 2,348 | 2,405 | 2,458 | 2,499 |
| Graded schools..... | 225 | 232 | 236 | 260 | 264 |
| Average time of school in days. | 8 m. 12½ d. | 8 m. 13½ d. | 174.18 | 176.29 | 176.26 |
| School-houses in good condition. | 893 | 873 | 920 | 934 | 899 |
| In fair condition..... | 502 | 520 | 499 | 504 | 531 |
| In poor condition..... | 256 | 254 | 240 | 218 | 224 |
| TEACHERS AND THEIR PAY. | | | | | |
| Teachers in winter public schools. | 2,420 | 2,477 | 2,521 | 2,601 | 2,631 |
| Teachers in summer public schools. | 2,380 | 2,438 | 2,492 | 2,561 | 2,596 |
| Men teaching in winter..... | 699 | 715 | 711 | 704 | 721 |
| Men teaching in summer..... | 186 | 198 | 246 | 258 | 272 |
| Women teaching in winter.... | 1,721 | 1,762 | 1,810 | 1,897 | 1,910 |
| Women teaching in summer... | 2,194 | 2,240 | 2,246 | 2,303 | 2,324 |
| Average monthly pay, men.... | $66 56 | $67 01 | $69 03 | $71 48 | $70 05 |
| Average monthly pay, women. | 32 69 | 34 09 | 36 05 | 36 67 | 37 35 |
| INCOME AND EXPENDITURE. | | | | | |
| Total income for public schools. | $1,503,618 | $1,442,669 | $1,542,489 | $1,612,940 | $1,592,858 |
| Total expenditure for public schools. | 1,496,981 | 1,528,440 | 1,477,443 | 1,697,574 | 1,552,584 |
| STATE SCHOOL FUND. | | | | | |
| Amount of available fund..... | $2,043,376 | $2,043,376 | $2,044,191 | ..... | ..... |

## OF CONNECTICUT—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | | Increase or decrease since 1870–'71. | |
|---|---|---|---|---|---|---|---|---|
| 135,189 | 137,099 | 138,407 | 138,428 | 140,235 | I. | 1,807 | I. | 11,767 |
| 119,106 | 119,208 | 119,828 | 119,382 | 119,694 | I. | 312 | I. | 6,106 |
| 74,369 | 75,732 | 77,218 | 75,678 | 78,421 | I. | 2,743 | I. | 11,403 |
| 66,621 | 68,588 | 69,832 | 69,707 | 68,672 | D. | 1,035 | I. | 10,323 |
| 88.10 | 86.95 | 86.56 | 86.24 | 85.35 | D. | 0.89 | D. | 3.15 |
| 95.36 | 94.38 | 94.60 | 94.34 | 94.37 | I. | 0.03 | D. | .86 |
| 9,816 | 10,180 | 11,109 | 11,215 | 13,900 | I. | 2,685 | I. | 5,146 |
| 12,297 | 13,865 | 13,474 | 14,112 | 13,565 | D. | 547 | I. | 1,618 |
| 1,493 | 1,487 | 1,500 | 1,498 | 1,473 | D. | 25 | D. | 62 |
| 1,628 | 1,629 | 1,647 | 1,638 | 1,630 | D. | 8 | ..... | ..... |
| 2,499 | 2,530 | 2,564 | 2,571 | 2,594 | I. | 23 | I. | 304 |
| 270 | 277 | 286 | 300 | 308 | I. | 8 | I. | 83 |
| 178.13 | 177.52 | 178.47 | 178.60 | 179.02 | I. | 0.42 | ..... | ..... |
| 883 | 922 | 896 | 909 | 893 | D. | 16 | ..... | ..... |
| 556 | 524 | 555 | 555 | 543 | D. | 12 | I. | 41 |
| 212 | 201 | 213 | 192 | 211 | I. | 19 | D. | 45 |
| 2,656 | 2,676 | 2,711 | 2,741 | 2,771 | I. | 30 | I. | 351 |
| 2,638 | 2,659 | 2,678 | 2,721 | 2,746 | I. | 25 | I. | 366 |
| 767 | 753 | 752 | 773 | 746 | D. | 27 | I. | 47 |
| 321 | 305 | 349 | 377 | 392 | I. | 15 | I. | 206 |
| 1,889 | 1,923 | 1,959 | 1,968 | 2,025 | I. | 57 | I. | 304 |
| 2,317 | 2,354 | 2,329 | 2,344 | 2,354 | I. | 10 | I. | 160 |
| $67 43 | $64 55 | $61 03 | $57 19 | $56 43 | D. | $0 76 | D. | $10 13 |
| 37 16 | 36 20 | 36 50 | 35 27 | 35 45 | I. | 18 | I. | 2 76 |
| $1,560,565 | $1,506,219 | $1,509,159 | $1,390,972 | $1,481,701 | I. | $90,729 | D. | $21,917 |
| 1,529,181 | 1,510,223 | 1,506,477 | 1,375,880 | 1,408,375 | I. | 32,495 | D. | 88,606 |
| $2,791,993 | $2,000,000 | $2,000,000 | $2,020,000 | $2,020,346 | I. | $346 | D. | $23,030 |

## STATE SCHOOL SYSTEM.

### OFFICERS.

From 1865 a board of education of 4 persons appointed by the general assembly, with the governor and lieutenant governor and a secretary chosen by the board, has had general supervision of the educational interests of the State. The board has an assistant secretary, for office work, and a general agent, to superintend the execution of the compulsory school laws. The local officers since 1856 have been town boards of school visitors of 3, 6, or 9 members; district school committees of not more than 3 members, with clerk, treasurer, and tax collector; and in school districts which succeeded former school societies, boards of education of 6 or 9 members.

### OTHER FEATURES OF THE SYSTEM.

Public schools have been sustained in this State (although, up to 1868, with the aid of rate bills) since the establishment of the first one in New Haven in 1639. The first free public school law was passed in 1868. It abolished rate bills and required each town to raise by taxation the funds necessary to make its schools free, not less than six-tenths of a mill on the dollar. In 1869 the amount was fixed at not less than one mill on the dollar. In 1871 an annual appropriation was made from the State treasury of a sum equal to $1.50 for each person between 4 and 16, to be paid to the several towns with the dividends of the school fund. The other moneys applied to the support of public schools are the income of town deposit funds and school society funds. In order to receive their proportion of public money, districts must sustain schools at least 30 weeks in the year, when there are 24 or more children of school age therein; 24 weeks, when the number is under 24; and 36 weeks, when it is 110 or more. There must also be school-houses and outbuildings satisfactory to the school visitors, and each committee must make a full report of school statistics, including the names of all persons in the district 4 to 16 years old and the place, year, and month of their last attendance at school, with the names of their parents, guardians, or employers.

All children 8 to 14, unless physically or mentally disabled, must attend some school at least 3 months in each year, of which 6 weeks must be consecutive, or else be instructed at home for an equal length of time in the common school branches; and such children may not be employed in any business unless they have been taught for at least 60 days during the year preceding. A penalty of $100 is imposed on employers who disobey this law; school visitors are required to examine into the subject and report violations of the law, and it is also the special duty of the agent of the State board to see that the law is obeyed. Towns and cities may make regulations concerning truants under which youth growing up in habits of idleness or immorality may be committed to institutions for reformation, boys to the State Reform School or to some local house of correction, and girls to the State Industrial School for Girls.

Teachers cannot be legally employed in schools receiving any portion of their support from public money unless they have certificates of qualification from the proper officers, and no teacher may receive pay unless he has filled out his school register in the manner required by law.

Provision is made for public school libraries, graded and high schools, teachers' institutes, and a State normal school.—(School laws.)

### GENERAL CONDITION.

The statistics for 1879–'80 show an increase in the number of children 4 to 16; in that of pupils registered in public and other schools; in the number of teachers employed and the number who continued to teach the same school; in the monthly wages of women teaching; the amount received and expended for public schools; the number of graded schools and departments therein; also of departments in all public schools, although there were not quite so many separate schools taught. With the increase in permanency of teachers there was a decrease in the number who never taught before, as well as in the number of districts and separate schools; consequently an improvement in the grading and a slight increase in length of term. There was a small decrease in the percentage of public school pupils enrolled as compared with the enumeration, owing, the report says, to the organization of additional private and parochial schools.

The report notes an increased approval by the public of the laws governing the employment of children. Employers have been more careful to require evidence before giving children work that they have attended school the 60 days commanded by law,

and most of those employed in large establishments were so arranged in divisions that they could attend school the 60 days required without seriously interfering with their work. The agent of the board visited parents, employers, and schools in 32 towns, receiving in all the coöperation of school visitors and other officers. Only one complaint was entered against an employer; 4 parents were arrested, of whom only one was fined, the others being released on promising to comply with the law. It was thought better to prosecute too little than too much, and that more good could be done by means of admonition and advice than by appeals to law.—(Report, 1879–'80.)

### RÉSUMÉ OF THE SCHOOL SYSTEM FOR TEN YEARS.

Since the adoption of the free school law in 1868 the system has steadily gained in favor, as shown by the increased burden of taxation the people have chosen to bear in order to support it. The amount raised in 1868 was $628,152; ten years later it was $1,252,248.63, or nearly double; and in 1880 it had reached $1,276,646.66, considerably more than twice as much as when the free school law was first enacted.

During the decennial period, 1870–'71 to 1879–'80, there was an increase of 11,767 in the number of children 4 to 16; of 6,106 in that of all ages enrolled in public schools, and of 5,146 in that of those attending other schools, making a total increase of 11,252 children and youth in schools of all classes, while there were 1,618 more of legal school age who were not in any school. There was a decrease in the number of public school districts, that of separate schools remaining the same; but the departments in them increased, as did the number of graded schools. More school-houses by 41 were reported in "fair" condition and there was a decrease of 45 in those returned as "poor," while the number of "good" remained the same. The total receipts and expenditures for public schools decreased, as did the school fund; while, as before mentioned, local taxation for them greatly increased.

### NEW LEGISLATION.

The school laws were amended in 1880 to maintain and increase free public libraries; to make the pay of acting school visitors $2 a day for the time spent in the performance of their duties; to require school terms of at least 36 weeks yearly in districts with 110 or more inhabitants; to secure the instruction of all children at least 60 days in each consecutive 12 months, unless physical or mental conditions of the children made this impracticable (6 weeks of this time, at least, to be consecutive); to make this amount of instruction, with a certificate of it from the teacher, visitor, or committee, a prerequisite to employment in any business; to appoint district committeemen or janitors of public school buildings special constables, with power to arrest on criminal process for disturbance of schools or school meetings, damage to school property, and truancy; to provide for children in adjoining districts where their own are too small to support a school; and to provide checks against illegal voting at school meetings.—(State report.)

### KINDERGÄRTEN.

One of these useful preparatives for school training was established in Bridgeport in 1872, and still continued its work in 1879. Another, opened in New Haven in 1874, seems to have ceased to exist. From the two begun at New Milford and Stamford in 1878 and 1879 no late reports have been received.

For any schools of this class reporting for 1879–'80, see Table V of the appendix. For a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

The public school systems of cities are administered by boards of school visitors of 6 to 9 members, boards of education of 9 to 12, and city superintendents. The boards are elected by the people, the city superintendents usually by the boards.

STATISTICS. *a*

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. *b* |
|---|---|---|---|---|---|---|
| Bridgeport | 29,148 | 6,641 | 5,114 | 3,559 | 88 | $61,560 |
| Danbury | 11,669 | 2,588 | 2,271 | 1,524 | 44 | 27,604 |
| Greenwich | 7,892 | 1,887 | 1,552 | 860 | 29 | 12,580 |
| Hartford | 42,553 | 9,652 | 7,612 | 4,694 | 140 | 155,932 |
| Meriden | 18,340 | 4,043 | 2,918 | 1,836 | 47 | 35,653 |
| Middletown | 11,731 | 2,601 | 2,041 | 1,375 | 47 | 28,435 |
| New Britain | 13,978 | 3,298 | 2,265 | 1,579 | 40 | 37,553 |
| New Haven | 62,882 | 14,236 | 11,556 | 8,353 | 232 | 195,701 |
| New London | 10,529 | 2,089 | 2,067 | 1,333 | 41 | 24,209 |
| Norwalk | 13,956 | 3,110 | 2,493 | 1,522 | 44 | 29,275 |
| Norwich | 21,141 | 4,999 | 4,297 | 2,826 | 95 | 60,166 |
| Stamford | 11,298 | 2,549 | 1,666 | 1,035 | 32 | 29,041 |
| Waterbury | 20,269 | 4,338 | 3,506 | 2,447 | 53 | 46,761 |

*a* For uniformity, the figures of the State report are used throughout.
*b* Including buildings, libraries, and apparatus.

In *Bridgeport* the enrolment and average daily attendance increased during 1879–'80; there was also an improvement in punctuality, the cases of tardiness being less than one-third as many as the previous year. Cases of truancy were looked up by officers of the regular police force when they could find time to attend to it, there being no regular truant officer. Sixty-nine pupils were returned to school and 17 were arrested for truancy, of whom 2 were sent to the State Reform School. The two evening schools (for men) had an aggregate enrolment of 115, but the attendance was so irregular and the results so meagre that it is considered of doubtful expediency to continue them. There was an evening mechanical drawing school, with elementary and advanced classes, the former enrolling 50 pupils. The high school, with 79 pupils enrolled, had a larger average membership than in 1878–'79, and the training school connected with it, after a year of trial, proved to be all that was expected.—(Report, 1879–'80.)

*Greenwich* reports a falling off of 14 in the enumeration and of 13 in the enrolment, with an increase of 67 in the average attendance. The apparent decrease in the number of youth of school age is accounted for on the supposition that not all were found by the enumerators. Of the 1,887 reported, 232, or about 12 per cent., were not attending any school.—(Report, 1879–'80.)

The *Hartford* schools report a year of good work: the pupils made satisfactory progress; the changes in teachers were few and the district committees harmonious. The schools are classed as primary, intermediate, grammar, and high; the last, with classical and English courses, had an enrolment of 526 pupils, of whom 63 were graduated. Two evening schools were taught as usual, and were successful and useful. The larger one, wholly under the charge of the town, was placed in a central position and graded. The result was a more rapid advancement on the part of the pupils and greater regularity of attendance. Truancy is faithfully looked after and is decreasing; the number of cases reported was 380, less by more than 100 than during 1878–'79.—(Report of board, 1879–'80.)

*Meriden*, with 4,043 children of legal school age and 12 public school buildings, had 2,918 attending, besides 936 in private schools, a decrease for the year in public school enrolment of 349, while the number in average attendance was 99 more. The town is without a high school, but Latin, Greek, geometry, book-keeping, and other higher branches are taught in the grammar schools.—(Printed report, 1879–'80.)

*New Britain* had, for 3,298 children of school age, 10 public schools, with 34 departments, under 40 teachers, of whom 3 were men; 35 had been continuously employed and 2 were beginners. The schools have suffered from a tendency to pass slightly over the elementary branches and enter too soon on higher studies.—(State report, 1879–'80.)

The *New Haven* schools report a year of satisfactory work, notwithstanding the prevalence of contagious diseases and the withdrawal of pupils to engage in employments (caused by increased activity of business), which reduced the average attendance. Pupils made good progress; parents showed an increased interest in the schools; teachers endeavored to govern more by mild means, and to inform themselves as to methods of instruction and government by attending teachers' meetings and by investigating and testing the famous Quincy system. Vocal music has been one of the regular studies during the past 15 years, and drawing has been successfully taught since 1868. The high school, offering classical and English courses of 4 years, prepares pupils for college or for business, and, in its training department, for teaching. It had 512 pupils enrolled in 1879–'80, with 297 in average daily attendance, and

graduated a class of 35 in the summer of 1880, of whom 23 were young women. Truant or ungraded schools have been an important feature of the system since 1871. In them truants and ungovernable children receive a special training in habits of punctuality and obedience. Those who improve (including the great majority) are in time promoted to the schools to which they formerly belonged, while the few who prove incorrigible are sent to the State Reform School at Meriden.—(Report of board of education, 1879–'80.)

In *Norwich* complaint is made of irregular attendance, the average being only about 83 per cent. of the school population. Teachers have shown a deep interest in their schools and have endeavored to inform themselves as to the best methods of teaching, but the pay of women is so small that they cannot afford to attend the normal school or teachers' institutes. Another obstacle to the usefulness of the schools is a want of coöperation with teachers on the part of parents, who seldom visit the schools, but rely wholly on report as to their usefulness.—(State report.)

The *Waterbury* public schools increased during 1879–'80 in enrolment and average attendance, the latter being 13 per cent. above the figures of the previous year, which, again, were 12 per cent. beyond those of 1877–'78. The system includes 11 graded school buildings (one for the high school), 3 ungraded and 5 evening schools. The high school enrolled 325 pupils; the evening schools, 146, a decrease of 92 for the year.—(Report of board of education in Waterbury American.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOL.

The State Normal School, New Britain, organized in 1850, offers free tuition to pupils who declare their intention of teaching in the schools of the State, and none others are admitted. Text books also are furnished without charge. The course, which covers 2 years, embraces the common school and higher English branches, but special attention is paid to the former and to methods of teaching. Latin and French may be taken as optional studies, but not to the detriment of the English course. Pupils, to be admitted, must be at least 16 and must pass an examination in common school branches. There were 150 attending during the year and 28 graduates in the summer of 1880, besides 13 in the January preceding.—(Catalogue, 1879–'80.)

### OTHER NORMAL TRAINING.

Training classes and departments are a part of the public school system in Hartford, New Haven, Bridgeport, and perhaps other cities. In other towns teachers' meetings are held for training and improvement in methods, and are found useful.

### TEACHERS' INSTITUTES.

Four institutes lasting each two days were held during 1879–'80 under the direction of the secretary of the board of education. They awakened an unusual degree of interest, were generally attended by the public, and many of the ablest teachers and most progressive school officers participated in the proceedings. The aggregate attendance was 826.—(State report, 1878–'79.)

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The State report for 1879–'80 gives no high school statistics. The public school system embraced 308 graded schools, with 1,275 departments, but how many of these are high schools cannot be stated. Bridgeport, Hartford, New Haven, and most of the other important places in the State have such schools, as appears from their school reports. Those of the three cities mentioned had an aggregate attendance of 1,117 pupils in 1879–'80 and graduated 106.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and preparatory schools reporting, see Tables IV, VI, and VII of the appendix, and summaries of these in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Yale College, New Haven; Trinity College, Hartford; and Wesleyan University, Middletown, are the institutions for superior instruction in Connecticut.

*Yale College*, organized in 1701, has 4 distinct departments, theology, law, medicine, and philosophy and the arts. The last includes undergraduate academical, scientific, and art departments, as well as courses for graduate instruction in letters and science. In the graduate department graduates of colleges and other persons of liberal education are received, with or without reference to a degree. The course for doctor of philosophy is completed in about 2 years by persons who have spent 4 years in undergraduate study; but the degree is not given without a satisfactory final examination. The courses for undergraduate study are included in the undergraduate academical department, the undergraduate section of the Sheffield Scientific School, and the school of the fine arts, each having a distinct organization. In the academical department the course of study for the first two years is prescribed. Since 1876 the senior and junior classes have had a number of optionals, one of which, however, must be taken. Another change in the policy of the college during the decennial period closing 1879–'80 is the admittance to the academical department without examination of the graduates of an approved secondary school. Among other evidences of growth, it appears that the interest of beneficiary funds used annually to pay the tuition of needy students increased from $2,900 in 1869–'70 to $12,000; the total number of students attending increased from 764 to 1,003; the percentage of these who were in regular undergraduate classes, from 67.80 to 79.26; while the standard both for admission and graduation has been considerably raised.

*Trinity College* (Protestant Episcopal), organized in 1826, presents the regular classical collegiate course of 4 years and also a number of optional studies, including modern languages, chemistry, and natural science. The degrees of A. B., B. S., and M. A. are conferred in course. A large number of scholarships are provided for the benefit of young men in indigent circumstances, most of these giving preference to such as have the ministry in view; excellence in scholarship is encouraged by the offer of 10 prizes ranging from $20 to $70, and including the branches of chemistry, philosophy, English literature, Greek, Latin, and oratory. The number of students during 1879–'80 was smaller by 7 than in 1869–'70; that of the graduating class was greater by 4. The library increased during this period from 10,000 to 18,500 volumes, and a new and imposing college edifice has recently been completed.

*Wesleyan University* (Methodist Episcopal), organized in 1831, was, up to the date of this report, the only one of the three institutions above mentioned which admitted women. Three regular collegiate courses of 4 years are provided here, classical, scientific, and Latin-scientific. In each course all studies of the freshman year are required, and in the scientific all studies of the sophomore year also, but in the last 2 years of the latter course and in the last 3 of the classical and the Latin-scientific a part of the studies are elective. The degrees conferred in course are bachelor of arts, of philosophy, and of science, with the usual master of arts. There were 164 students in 1879–'80 against 153 ten years ago; the library increased from 18,000 volumes to 30,000, and large additions have been made to the apparatus for illustration in the various branches.—(Catalogues.)

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of this class of institutions, see Table VIII of the appendix, and for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *Sheffield Scientific School of Yale College* bears the name of its chief founder, Mr. Joseph E. Sheffield, of New Haven, who furnished its buildings, apparatus, models, library fund, and an instruction fund of $50,000. The school was begun in 1847, reorganized in 1860, and in 1863 received the share of the State in the congressional endowment for the promotion of scientific education, thus becoming the college of agriculture and the mechanic arts of Connecticut. Courses of study are arranged to suit the wants of college graduates and other persons of liberal education as well as of undergraduates. For the latter there are a number of 3 years' courses, those most distinctly marked out being in chemistry, civil engineering, dynamic engineering, agriculture, natural history, biology (preparatory to medical studies), and studies preparatory to mining and metallurgy.—(Catalogue, 1879–'80.)

The scientific and Latin-scientific courses of *Wesleyan University*, covering 4 years, are designed to afford, with a liberal training in other branches, a good preparation for advanced courses of scientific study.

### PROFESSIONAL.

Provision for *theological* instruction in courses of study covering 3 years is made at the theological department of Yale, the Berkeley Divinity School, Middletown, and the Hartford Theological Seminary. In the Berkeley Divinity School the requirements for admission are those established by the Protestant Episcopal Church. The other two—under Congregational influence—demand essentially the same, viz, a collegiate or substantially equivalent training. Tuition and room rent are free in all, and some provision is made for the assistance of indigent students.

The *law department of Yale College* provides a graduate and an undergraduate course, each of 2 years. Applicants for admission to the junior class of the undergraduate department must be 18 years old, and, if not college graduates, must pass an examination in the outlines of the history of the United States and of England, and in the Constitution of the United States. The graduate course is open to graduates from any law school. Its studies for the first year supplement the undergraduate course; those of the second are designed to afford a thorough acquaintance with jurisprudence and its affiliated branches.

The *medical department of Yale College* has since 1879 provided and required a 3 years' graded course of instruction. The only exception is made in the case of students who are graduates in science or arts and have shown distinguished proficiency in their studies. The faculty may at their discretion receive the diplomas of such in lieu of one year's study. Persons who have studied medicine elsewhere, in any recognized medical school or under private preceptors of good standing, may enter an advanced class on passing the required examination. In order to graduate, students must in all cases have spent one continuous year here and must pass an examination in all the studies of the 3 years' course. Candidates for admission who are not graduates of a college or scientific school must pass an examination in mathematics, Latin, and physics.—(Catalogue, 1879–'80.)

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The American Asylum for the Education of the Deaf and Dumb, Hartford, organized in 1816, receives and educates the deaf and dumb of Connecticut and also many from the other New England States. In 1867 this was the only institution for the education of deaf-mutes in New England, but in 1880 there were at least 2 others, besides 3 day schools. Pupils must be between 8 and 25 years old, of sound mind and body, of good character, and capable of forming and joining letters with a pen legibly and correctly. Tuition, board, and all other expenses amount to $175 annually. The ordinary common school branches are taught, besides cabinet making, shoemaking, and tailoring. There were 249 pupils in attendance during 1879–'80, against 282 in 1869–'70.—(Report for 1879–'80.)

### EDUCATION OF THE BLIND.

Connecticut having no institution of her own for training of the blind, provides for their instruction in the schools of other States.

### EDUCATION OF THE FEEBLE-MINDED.

The Connecticut School for Imbeciles, Lakeville, established in 1858, provides for feeble-minded children a system of mental and physical training which has resulted in the improvement of about 35 per cent. of those under instruction since the beginning. Besides articulation, reading, spelling, writing, drawing, arithmetic, and geography, the exercises embrace Kindergarten work, sewing, fancy work, singing, dancing, and gymnastics.—(Return and report.)

### REFORMATORY AND INDUSTRIAL TRAINING.

The Connecticut State Reform School, Meriden, established in 1854, has since then had 2,928 youth under instruction and training, its great object being to bring those who have been neglected and corrupted under influences that will inspire them with better motives and prepare them for useful and honorable lives. Besides the common English branches, the boys are taught farming, the cane seating of chairs, and the manufacture of overalls. There are 195 acres of land in the farm, embracing meadow, plow, pasture, and wood land. Boys between 7 and 16 may be sent here by the courts for crime or truancy, their term to be not less than 9 months and not more than during minority. Boarders are also received from parents or guardians for a period of three months or longer. The number attending during 1879–'80 was 268.—(Report and return.)

## EDUCATIONAL CONVENTION.

### STATE ASSOCIATION.

The thirty-fourth annual meeting of the Connecticut Teachers' Association was held at New Haven, October 14–16, 1880. It was one of the most successful ever held by the association, the audiences being large and the teachers much interested in the exercises. These embraced the usual addresses and papers with discussions on them, besides music and the reading of selections by competent musicians and elocutionists. The only criticism on the programme given by the report is that too little time was allowed for the discussion of the various topics presented in the papers.

The opening address by Rev. N. J. Burton, D. D., of Hartford, was on "The influence of one's reading upon the life and character." Professor J. W. Weir, of Yale College, read a paper on "Art education and the teaching of drawing in the public schools," and Mr. F. F. Barrows, of Hartford, one containing suggestions to teachers concerning school visiting. On the second day, Mrs. L. W. Betts, of Stamford, gave an instructive "Talk about numbers in the primary school," illustrating on the blackboard her method of teaching the four fundamental rules of arithmetic. An animated discussion followed, showing that there was a difference in the views of those present on the best method of teaching this branch. Hon. Henry Barnard, of Hartford, spoke on "The progress of school work in Connecticut during the past fifty years;" Professor D. N. Camp, of New Britain, continued the subject, and Professor W. G. Sumner, of Yale College, paid a handsome tribute to Dr. Barnard as the father of the public schools of Connecticut. In the evening, President Buckham, of the University of Vermont, made an address on "The dependence of mental upon moral considerations;" after which remarks were made by Rev. Storrs O. Seymour, of Litchfield, and Hon. Henry Barnard. Mortimer A. Warren, of Greenwich, read the first paper of the third day, on "The place of authority in a system of instruction." After a discussion of this subject by a number of teachers who advocated "the law of love," R. C. Hitchcock, of Thompsonville, presented his paper on "Sunshine in the school room." The committee on necrology made a report on the death of Mr. Corbin, of Hartford, an ex-president of the association, officers for the ensuing year were elected, and the association adjourned.—(New-England Journal of Education, October 21 and 28, 1880.)

### COUNCIL OF EDUCATION.

The Council of Education, an association which was first organized in 1879 for the purpose of advancing the educational interests of the State, met at Hartford, November 26 and 27, 1880, with a full attendance. Mr. Charles Northend presented a plan for a State board of examiners, to consist of 9 members to be elected by the legislature on nomination of the State board of education. A special committee, of which Mr. Northend was chairman, was appointed to petition the legislature for the appointment of such a board. The movement is not intended to have reference to teachers now employed, but only to those desiring to commence the work. The plan is to issue grades of certificates good for one, two, and three years (the normal school diploma to be equal to the latter) and also life certificates.—(New-England Journal of Education, February 5, and Teachers' Guide, December.)

## OBITUARY RECORD.

### PROFESSOR DAVID E. BARTLETT.

The report for 1879 should have contained some notice of this most faithful and beloved teacher in the American Asylum for the Education of the Deaf and Dumb, at Hartford, who died at the asylum November 30, 1879. Born September 29, 1805, at East Windsor, Conn., he entered Yale College in 1824 and passed through its collegiate course. The morning after his graduation he was offered the position of teacher in the institution where he died, accepted it after some hesitation, and thenceforth made the teaching of deaf-mutes his life work, attaining high success and reputation in it. After four years in Hartford, he removed, in 1832, to the New York Institution for Deaf-Mutes, where he taught 20 years; then for eight more years had a private school for the same class at Poughkeepsie, N. Y., to demonstrate the advantage of beginning the instruction of mutes at an earlier period than was then common. In 1860 he was persuaded to return to the Hartford institution, where, loved and venerated, he worked most usefully till a few days before his decease.—(American Annals of the Deaf and Dumb, January, 1880.)

### REV. HENRY B. CAMP.

Mr. Camp was for some years a colleague of Mr. Bartlett. A native of Durham, Conn., where he was born January, 1810, he graduated at Yale College, 1831; studied then 3 years for the ministry at New Haven and Princeton, and when licensed to preach

was settled over the Congregational church in North Brandford, Conn. His ministry there is said to have been highly popular and useful; but within a year from his settlement his voice became impaired, and in a few months more so failed that, much to the grief of a united and devoted people, he had to ask a dismission from his charge. Soon after, an important place of usefulness was opened to him in the American Asylum for the Deaf and Dumb, Hartford, which he entered and filled with patient fidelity for 33 years, retiring then to spend the calm evening of his days in his home at Hartford, where he died February 16, 1880.—(Report of the asylum, 1879–'80, and American Annals of the Deaf and Dumb, January, 1881.)

## CHIEF STATE SCHOOL OFFICER.

Hon. Birdsey Grant Northrop, *secretary of State board of education, Hartford.*

Mr. Northrop has served in this capacity most usefully and continuously since January 1, 1867, under successive elections by the board.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| White youth of school age | 32,393 | 26,790 | 24,363 | 23,534 |
| Colored youth of school age | 7,414 | ..... | ..... | ..... |
| Whole number of school age | 39,807 | ..... | ..... | ..... |
| Whites enrolled in free schools | 19,018 | 18,790 | 19,490 | 18,814 |
| Colored in schools for them | 1,040 | 950 | 1,022 | 1,460 |
| Average attendance of colored youth | 791 | 834 | 866 | 1,146 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| School districts reported | 383 | 381 | 382 | 380 |
| Free schools for whites in these | 348 | 349 | 355 | 357 |
| Average time of white schools in days | 132 | 140 | 144 | 145 |
| Valuation of school property for whites | ..... | ..... | ..... | ..... |
| Schools for colored youth | 22 | 20 | 21 | 27 |
| TEACHERS AND THEIR PAY. | | | | |
| Teachers in free schools for whites | 388 | ..... | ..... | ..... |
| Average monthly pay of men in these | ..... | ..... | ..... | ..... |
| Average monthly pay of women in them | ..... | ..... | ..... | ..... |
| Teachers in schools for colored youth | 26 | 23 | 24 | 31 |
| INCOME FOR PUBLIC SCHOOLS. | | | | |
| Whole receipts for free schools for whites | $143,509 | $192,398 | $159,374 | $173,056 |
| Receipts for schools for colored youth | 10,000 | 5,000 | 9,000 | ..... |
| STATE SCHOOL FUND. | | | | |
| Amount of permanent school fund | $448,999 | $448,999 | $448,999 | $448,999 |
| Amount annually allowed the schools | 26,960 | 26,960 | 26,960 | 26,960 |

[1] The statistics for 1870–'71 are largely those of 1870 because of lack of information for 1870–'71. Youth of school age and teachers in schools for whites, under this head, are from the United States census for 1870, which, however, took 5–18 as the general school age, while it was then in Delaware 5–21; in 1880, 5–21. Statistics of schools for colored youth are from reports of the Delaware Association for

## OF DELAWARE—1870-'71 TO 1879-'80.

| 1874–'75. | 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|---|
| 26,988 | 28,090 | 31,849 | 31,849 | 31,849 | 31,505 | D. 344 | ..... |
| ..... | ..... | 3,800 | 3,800 | 3,800 | 3,954 | I. 154 | ..... |
| ..... | ..... | 35,649 | 35,649 | 35,649 | 35,459 | I. 190 | ..... |
| 19,881 | 21,587 | 22,398 | 23,830 | 23,830 | 25,053 | I. 1,223 | I. 6,035 |
| 1,459 | 1,664 | 2,068 | 2,834 | 2,717 | 2,770 | I. 53 | I. 1,730 |
| 1,046 | 1,127 | 1,391 | 1,980 | 1,944 | 2,074 | I. 130 | I. 1,283 |
| 383 | 381 | 381 | 393 | 393 | 409 | I. 16 | I. 26 |
| 368 | 369 | ..... | 505 | 505 | 510 | I. 5 | I. 162 |
| 151.2 | 151.2 | 157.5 | 157.5 | 158 | 158 | ..... | I. 26 |
| ..... | ..... | $450,957 | $450,957 | $484,361 | $440,788 | D. $43,573 | ..... |
| 29 | 30 | 32 | 48 | 54 | 51 | D. 3 | I. 29 |
| 456 | 527 | 501 | 513 | 402 | 536 | I. 134 | I. 148 |
| $28 28 | $30 75 | $33 08 | $33 08 | $33 08 | $30 83 | D. $2 25 | ..... |
| 28 28 | 30 75 | 26 19 | 26 19 | 26 19 | 24 79 | D. 1 40 | ..... |
| 32 | 34 | 36 | 52 | 60 | 58 | D. 2 | I. 32 |
| $192,735 | $216,225 | $216,539 | $216,550 | $216,540 | $177,652 | D. $38,888 | I. $34,143 |
| ..... | ..... | 1,963 | 1,048 | 1,577 | 3,361 | I. 1,784 | D. 6,639 |
| $448,999 | $448,999 | $448,999 | $448,999 | $448,999 | $448,999 | ..... | ..... |
| 26,960 | 26,960 | 26,960 | 26,960 | 26,960 | 26,960 | ..... | ..... |

the Education of the Colored People, united with those of the city of Wilmington, kindly furnished by Superintendent D. W. Harlan. There being 1 school for colored children in that city from 1873 to 1876, and 2 from that time on, these are here subtracted from the numbers previously given of schools for whites.

## STATE SCHOOL SYSTEM.

### OFFICERS.

For the first four years of the ten under review the regular educational officers were (1) a superintendent of free schools in each county, appointed annually by the governor to correspond with school committees, aid them with advice, supply them with proper forms, collect from them needful information, and make report to the general assembly; (2) a school committee for each district, composed of a clerk and two commissioners, elected by the people at the annual district meeting to provide a school, employ a teacher, and levy the taxes and rate bills required for school expenses. These committees, which up to 1867 had been chosen for one year's service only, were from that year elected with a view to a service of 3 years, one to be changed each year. In 1875 the county superintendents (first authorized in 1829) were dropped, and a law was passed for the appointment by the governor of a State superintendent of free schools, who has been since annually recommissioned. With him, by the same law, were associated the president of Delaware College, the secretary of state, and the State auditor, all four to form a State board of education and to meet annually as a court of appeal in school controversies, with power to determine the text books to be used in the free schools. These officers throughout were for the schools for whites alone.

### OTHER FEATURES OF THE SYSTEM.

The means for sustaining the free schools for white youth have come for many years from a State school fund and from local taxes, with fees for licenses and sometimes the addition of temporary rate bills. The interest of the State school fund has been divided in part equally among the counties and in part according to their white population. To receive its share of this interest, each district must have raised somehow at least $25 for its school, and from 1861 to 1875 must also within the year have raised by tax enough to make, with this $25, in New Castle County $75 for the year, in Kent County $50, and in Sussex County $30. In 1875 this was required to be made $100 in the two first named counties and $60 in the third. More might be raised by tax levy or by rate bill, on a vote of the district meeting to that effect. The teachers in the schools thus sustained, except in Wilmington, were not required to undergo examinations, to have a license, or to attend institutes for their improvement till 1875. Then all these were made imperative.

Schools for colored youth had no recognition from the State till 1875. Then, on petition of the colored people, a tax of 30 cents on each $100 of their property was authorized to be levied for the support of schools for them and in 1877 this tax was required to be collected annually. It is, under the law, paid by the county treasurers to the treasurer of the Delaware Association for the Education of the Colored People, and by him is disbursed through the agent of the association and accounted for. No share of the interest of the State fund, however, has yet come to the schools for colored pupils, save in Wilmington, where 2 such schools share equally with those for whites all ordinary privileges. In 1881–'82 and after, the colored people are to have $2,400 annually as an appropriation for their schools.

### GENERAL CONDITION.

From what has been said above, it may be seen that in 1875 came a new era in the State system. The old and bad one, that had ignored the education of the colored race and that too generally outside of Wilmington had been content with miserable schoolhouses, unvisited schools, and unexamined teachers, then reached its end. Not only were the colored people granted the right of being taxed to support schools for their children, but the supervision of the expenditure of taxes thus assessed and of the schools sustained by them was committed to a most respectable association, composed of intelligent and proven friends of the race to be instructed. The schools for whites, too, in the same year, were given, in place of the unvisiting county superintendents, a State superintendent, whose duty it was made to visit every free school, note its condition, advise with teachers as to discipline and instruction, examine them at appointed times and places as to their qualifications and capacity to teach, and license only such as should be found competent. He was also to hold in each of the three counties an annual institute of at least three days' session, to instruct existing teachers in their work, and to prepare others for effective teaching. From all these things has come a great improvement. School-houses, once comfortless and bare, have parted with their old slab benches, and have seats on which the scholars can sit easily, with good blackboards and illustrative maps and pictures on the walls. Teachers, aroused by examination and inspection, have largely ceased to just "hear lessons," and are in many

cases trying faithfully to impart ideas and to fix these indelibly upon the mind. Nothing in all the country presents sharper contrasts than the biennially published reports of the State superintendent, one for 1875–'76, another for 1877–'78: the former shows school conditions nearly akin to chaos; the latter, a new school world, where light and growth and the beginnings of a better order meet one at every turn. The report for 1879–'80 shows also an encouraging advance.

#### KINDERGÄRTEN.

For any training after Fröbel's methods reported from this State for 1879–'80, see Table V of the appendix. The introduction of the system into the State seems to have been in a private school in Wilmington in 1879.

## CITY SCHOOL SYSTEM OF WILMINGTON.

#### OFFICERS.

The general charge of the city schools has been from the beginning committed to a board of education, composed, till 1876, of 3 members chosen by the people from each ward; since then of 2 from each ward; in both cases with annual change of 1 out of the 2 or 3. The president of this board gave the schools the only general supervision they had till January 1, 1871, when Mr. David W. Harlan was made city superintendent, and has continued such to the date of this report.

#### STATISTICS.

The population of the city grew from 30,841 in 1870 to 42,499 in 1880; the youth of school age (6–21) not indicated for either year; the school buildings, from 14 to 18; the sittings, from 3,850 to 5,704; the enrolment, from 3,734 to 6,963; the average attendance, from 3,039 to 4,427; the teachers, from 71 to 113; the expenditure, from $39,776 to $65,541.

#### FURTHER PARTICULARS.

Besides the day schools, which alone are included in the statistical statement, night schools for youth who could not attend during the day have been maintained since 1854, at first by voluntary association of citizens with the coöperation of the city board, subsequently (apparently from 1871) under the care of the board itself. The term is 13 weeks during the winter; the age for admission is 14 and upward; the studies are English only; enrolment, 80 in 1879–'80; average attendance, 65. Drawing has entered into the instruction in the day schools from 1871. A city normal school for the preparation and improvement of teachers has been in operation from 1871, at first with Saturday sessions only, but since 1877 with sessions 4 evenings each week. One of the city schools is used as a training or practice school for the younger members of the normal class, who act as pupil teachers under due supervision. A monthly institute has also aided in the improvement of the teaching force, which has been almost wholly composed of women from the first.

## TRAINING OF TEACHERS.

#### NORMAL CLASSES.

The normal school connected with the school system of Wilmington has since 1872 prepared the teachers for the city schools. Originally only a weekly school, it now holds its sessions every Monday, Tuesday, Wednesday, and Thursday evening during the school year, under the charge of the city superintendent, and is open to all the teachers. Persons desiring to be appointed teachers, as well as teachers that have not obtained permanent certificates, are expected to attend. The full course covers 2 years. Those who pass the examination at the close of the first year, attaining an average of less than 80 per cent. in elementary studies, receive certificates good for a year; those with fully 80 per cent., for 2 years. Those who pass with like success a second examination, with at least 70 per cent. in some higher studies also, receive permanent certificates.—(City reports.)

At Delaware College, Newark, there was made in 1873 provision for a free normal course of 3 years for 10 pupils from each county, if so many should present themselves, as designated by members of the legislature, to be instructed in the studies which prepare for teaching, and should bind themselves to teach in the free schools of the State for not less than a year. But not more than about 20 in all appear to have availed themselves of the privilege thus offered, and the catalogue for 1879–'80 shows not one. An offer of summer instruction for teachers engaged in their schools during the colle-

giate term was made by circular in 1878, but met with like slender encouragement, and does not seem to have been renewed.

### TEACHERS' INSTITUTES.

The institutes for teachers required by law of March 25, 1875, to be held by the State superintendent of free schools annually in each county, with sessions of at least 3 days, have been held since that time, with the aid of the president of Delaware College or a professor from the same, of the city superintendent of Wilmington, and others. The attendance has been good and the results encouraging.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

These have been hitherto confined to Wilmington and Lewes. In Wilmington there have for many years been 2, one for boys the other for girls, the course in each being 3 years. The standard of admission, as shown by the questions, has been high and the size of the classes consequently comparatively small. The pupils in the boys' school in 1879–'80 numbered 58; in the girls', 39; the graduates of 1880 were 5 boys and 8 girls.

### PRIVATE SECONDARY SCHOOLS.

For the titles, location, and statistics of business colleges, private academic schools, and preparatory schools reporting for 1879–'80, see Tables IV, VI, and VII of the appendix to this volume.

## SUPERIOR INSTRUCTION.

### COLLEGES.

*Delaware College*, Newark, and *Wesleyan Female College*, Wilmington, continued to be in 1879–'80, as for many preceding years, the only institutions for full collegiate instruction in the State. Delaware (originally Newark) College was adopted as the State college in 1867 and reincorporated as such in 1869. It admits both sexes, and offers them, besides a scientific agricultural course, the customary 4 years' classical course and a literary course of the same length, but with a larger proportion of English and other modern language studies, omitting Greek entirely and making Latin optional after the junior year. Professors, 5; students, classical, literary, and eclectic, including 6 resident graduates in these lines, 34, with 24 in the scientific course and 1 resident graduate, 59 in all. Wesleyan Female College has also a 4 years' classical course, with an English one of 3 years, training students for both from primary elements up through a 3 years' secondary course. For number of instructors and students in collegiate courses, see Table IX.—(Catalogues, 1879–'80.)

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The scientific department of Delaware College, which is the State medium of instruction in agriculture and the mechanic arts, has a 4 years' course, embracing studies in field and garden culture, the natural sciences which bear on these, mathematics, mechanics, engineering, &c. Undergraduates in this department, as before stated, 24 in 1879–'80, with 1 resident graduate.—(Catalogue.)

### PROFESSIONAL.

No information has been received of the institution of any theological, legal, or medical instruction in this State up to 1880.

## SPECIAL INSTRUCTION.

### EDUCATION OF DEAF-MUTES, OF THE BLIND, AND OF THE FEEBLE-MINDED.

Youth of these classes dependent on the State received in 1879–'80 as before the training needful for their several cases in the special schools of Pennsylvania or the District of Columbia.

## EDUCATIONAL CONVENTION.

### STATE TEACHERS' ASSOCIATION.

An organization of private and public school teachers of the State under the above title having been formed in 1879, it held an annual meeting at Rehoboth Beach in the last week of August, 1880, at which papers on "Development of character in the school room," "Keeping teachers longer in school," "The public schools a preparation for citizenship," and others were read and resolutions passed in favor of additional provision for training teachers.—(State report, 1880.)

## CHIEF STATE SCHOOL OFFICER.

Hon. JAMES H. GROVES, *State superintendent of free schools, Smyrna.*

[The term of this officer is by law one year. He has been annually reappointed since 1875.]

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (4–21) | 62,869 | ..... | 74,828 | a67,000 |
| Enrolled in public schools | 14,000 | 16,258 | 18,000 | 21,196 |
| Average daily attendance | ..... | ..... | 14,400 | 15,897 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of school districts | ..... | ..... | ..... | ..... |
| Number of public schools | 331 | 444 | 500 | 557 |
| Number of school-houses | ..... | ..... | ..... | ..... |
| Average time of school in days | 103 | ..... | 102 | ..... |
| Value of school property | ..... | ..... | ..... | ..... |
| TEACHERS AND THEIR PAY. | | | | |
| Male teachers in public schools | ..... | ..... | 150 | ..... |
| Female teachers in public schools | ..... | ..... | 350 | ..... |
| Whole number employed | 331 | ..... | 500 | 590 |
| Average monthly pay | $30 | ..... | $35 | $35 |
| INCOME AND EXPENDITURE. | | | | |
| Whole receipts for public schools | $129,431 | $101,820 | $116,219 | $103,774 |
| Whole expenditure for them | ..... | ..... | 111,389 | 139,870 |
| STATE SCHOOL FUND. | | | | |
| Amount of available school fund | ..... | ..... | $101,820 | $286,745 |
| Amount of permanent school fund | $311,740 | ..... | 281,785 | ..... |

*a* Estimated. *b* Enumeration of 1876.

## TICS OF FLORIDA—1870-'71 TO 1879-'80.

| 1874–'75. | 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|---|
| 94,522 | 74,828 | 72,985 | *b*72,985 | *b*72,985 | 88,677 | ..... | I. 25,808 |
| 32,371 | 26,052 | 31,133 | 36,961 | 37,034 | 39,315 | I. 2,281 | I. 25,315 |
| 28,306 | 16,720 | 21,782 | 23,933 | 25,601 | 27,046 | I. 1,445 | ..... |
| 39 | 39 | 39 | 39 | 39 | *b*39 | ..... | ..... |
| 508 | 671 | 887 | 992 | 1,050 | 1,131 | I. 81 | I. 800 |
| ..... | 438 | ..... | 634 | ..... | 961 | ..... | ..... |
| 132 | ..... | 79.6 | 105.8 | 82 | 74 | D. 8 | D. 29 |
| ..... | ..... | ..... | $116,934 | ..... | $132,729 | ..... | ..... |
| ..... | 375 | 511 | 635 | 646 | 675 | I. 29 | ..... |
| ..... | 182 | 317 | 335 | 322 | 420 | I. 98 | ..... |
| 795 | 557 | 828 | 970 | 968 | 1,095 | I. 127 | I. 764 |
| (*c*) | $44 23 | Ab't $40 | Ab't $40 | ..... | ..... | ..... | ..... |
| $188,952 | $94,104 | $171,742 | $183,311 | ..... | ..... | ..... | ..... |
| ..... | 101,722 | 139,340 | 134,880 | $140,703 | $114,895 | D.$25,808 | ..... |
| $219,400 | ..... | $229,900 | $243,500 | $243,900 | $246,900 | I. $3,000 | ..... |
| 229,400 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

*c* Average pay of male teachers, $50; of female teachers, $30.

## STATE SCHOOL SYSTEM.

### OFFICERS.

The officers of the department of public instruction were in 1870, as in 1880, a State superintendent of public instruction, a State board of education, a board of public instruction for each county, a county superintendent of schools, and local school trustees, treasurers, and agents.—(Laws.)

### OTHER FEATURES OF THE SYSTEM.

The laws of to-day vary but little from those promulgated in 1869. The public schools were then, as now, sustained by the proceeds of a common school fund, by a special State tax of 1 mill on the dollar, and by a county tax at first not less than half the amount apportioned to the county from the school fund; then, from 1874 to 1879, specifically, 5 mills on $1; subsequently, 2½ mills.[1]

From 1869 the superintendent of public instruction was to apportion, by May 1 of each year, all school moneys subject to disbursement and to notify the proper officers of such apportionment. By an amendment of January 27, 1871, he was to apportion annually the interest on the common school fund and the fund raised by the 1 mill tax among the counties in proportion to the number of children in each between 4 and 21 years of age. The schools are free to all between 6 and 21 years. The apportionment in each county is in proportion to the average attendance of pupils. The school day is 6 hours; school month, 22 days; school term, 3 school months; and the school year, 3 terms. The schools must be maintained at least 3 months in each county under penalty of forfeiture of its proportion of the common school fund. Any funds forfeited were in 1869 to constitute a reserve fund for institutes or for the higher instruction of teachers, but by act of January 27, 1871, these forfeited moneys were, at the next annual apportionment, to be distributed among the counties. The school census of children between 6 and 21 and 4 and 21 years must be taken at the time of assessing county taxes. Teachers, licensed by State or county authorities, must teach deportment and morals and must inculcate the principles of truth, honesty, and patriotism and the practice of every christian virtue, and they may give instruction one-half day in each week in some branches of needle-work and manual labor. Measures have been taken to establish a university and an agricultural college, but the former has never been organized and the latter was still struggling for existence in 1880.—(Constitution and laws.)

### GENERAL CONDITION.

The superintendent of public instruction, in reviewing the condition of the public schools of the State for the past two years, refers to a decided improvement in school matters, notwithstanding the difficulties under which the schools were operated. With a diminished revenue there was an increase in the number of schools, while public sentiment had become more favorable to them. In many cases private contributions supplemented the appropriations so as to keep the schools in operation. In 1878–'79 there was an increase in both the number of schools kept and in the number of pupils enrolled, but a slight falling off in the average length of term. This was partly owing to the reduction of the county school tax; as more schools were needed, the limited fund made shorter terms unavoidable. School property advanced $16,000 since the last biennial report. Even this was not in proportion to the increased attendance and number of schools, but in most of the counties the patrons of the schools furnish the school buildings. Of the school lands, 4,310.12 acres were sold during the two years, and two counties did not report as to the matter. The common school fund was apportioned according to the basis of the census of 1876, and amounted to 19.5 cents per annum for each youth between 4 and 21 years of age. The next apportionment will be according to the census of 1880. A retrospective glance over the four years just closed shows that 25 per cent. more school-houses were built, 50 per cent. more schools operated, a greatly increased enrolment of the school population secured, and more efficient teachers provided. The outstanding indebtedness in many counties was also cancelled.—(Report of the superintendent of public instruction for 1879 and 1880.)

### RÉSUMÉ OF THE SCHOOL SYSTEM FOR TEN YEARS.[2]

School affairs progressed in 1870–'71 in spite of checks and hindrances. Private schools were merged into the free schools, many doubling, others quadrupling their

[1] From 1881 this county tax is to be 2½ to 4 mills on $1.

[2] In certain cases the progress herein reported differs from the figures given in the statistical table. Belated reports from county officers give authority to these statements made by the different superintendents of public instruction.

attendance. Though the rate of taxation was limited to 1 mill on the dollar, in several counties a tax of 1½, 2, and even 2½ mills was assessed and cheerfully paid by the people to further educational interests. Yet, owing to the sparseness of the population in some parts, only about one-fifth of the children of the State received educational benefits. In the following year an advance was made in the number of schools, in the aggregate of pupils, and in the number and qualification of the teachers employed, yet three-fourths of the youth of the State lacked school advantages. In 1873 so much interest was manifested in the school system that in several counties private citizens gave money, land, and school buildings. In 1874 an apparent decrease in the number of schools was reported, as, owing to the failure of county officers to report, out of 39 counties, only 25 were heard from. Lack of teachers of both races, competent to teach other than the elementary branches, was referred to, the wages offered not being sufficient to call in those of more extended culture. Better schoolhouses were also needed. Yet real progress in school matters was manifest from year to year. Half a decade ago, the superintendent says, there were few schools outside of the larger towns, while in 1880 nearly 600 were scattered throughout the State, and out of a population of 200,000 some 20,000 children attended school.

### AID FROM THE PEABODY FUND.

During the past ten years the sums given to Florida by the trustees of this fund amounted to $52,650. In the last year $300 each went to the Lincoln Academy, at Tallahassee, and to the Union Academy, at Gainesville. It is the purpose of the school department to make these two schools, for the present, normal schools for the training of colored teachers, and as such they receive a part of the fund which is to be hereafter used more especially for normal schools. The sum of $2,000 was paid for ten scholarships at the Nashville University, normal department, and $400 were used at the State agency. Provision was made for these scholarships in 1877, three places being then offered to Florida and two filled. In 1879 three additional scholarships were granted, but twenty-eight applicants caused an increase to eight scholarships. One resignation and three more places bring the number to ten at $200 per annum in 1880. Of the first two pupils one was awarded the highest honors, the other is principal of a graded school and is doing good work. Of the eight sent in 1879 five received honorable mention as members of the junior class, while one received the highest prize awarded to the class.— (State report and reports of the Peabody trustees.)

## CITY SCHOOL SYSTEMS.

### OFFICERS.

Here, in each case, the county board of instruction and county superintendent of education have control, with a local board of trustees appointed by the county board for each district. There is really no city system, and the only statistics at present to be had include county as well as city schools.

### STATISTICS.

| Cities. | Population, census of 1880. | Youth of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Jacksonville | 7,648 | 4,478 | 2,216 | 1,418 | 64 | ..... |
| Key West | 9,890 | 3,416 | 870 | 675 | 17 | ..... |

### ADDITIONAL PARTICULARS.

All the statistics now obtainable beyond the population of the two cities refer to the whole county in each case.

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS.

The East Florida Seminary, which was located at Ocala in 1853 and at Gainesville since 1866, is now known as the East Florida Seminary State Normal School. The normal course extends through three years, and a diploma of this school is equivalent to a State certificate. The model school is arranged upon the plan of the best graded schools, and allows pupils to elect between the strictly English and the classical course. The normal course furnishes a foundation for any of the learned professions.—(Circular and announcement for 1880.)

For other normal training, see "Aid from the Peabody Fund."

### TEACHERS' INSTITUTES.

As far back as 1869 the superintendent of public instruction was required "to assemble teachers in institutes and employ competent instructors to impart information on improved methods of teaching and conducting schools and other relevant matters." However, little progress was made till 1879, when, with aid from the Peabody fund, the superintendent endeavored to initiate teachers' institutes in most of the leading counties. In that and the following year the results were better than had been anticipated. The meetings were well attended by school officers, teachers, and many leading citizens, and much interest seems to have been awakened.—(Laws and State report for 1879 and 1880.)

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The law provides for the establishing of higher grades of instruction where the advancement and number of pupils require them. That such schools were found in different parts of the State during the ten years is evident from the references in the reports made to the trustees of the Peabody fund. In 1870–'71 the West Florida Seminary at Tallahassee was converted into a city and county high school, while in 1872 a school of high grade was winning confidence at Jacksonville. From 1876 to 1878 fifteen such schools were reported, all graded and offering the instruction usually given in these schools. In 1878–'79 there were 3,358 and in 1879–'80 some 4,890 pupils studying the higher branches, but the number of high schools is not given. Superintendent Haisley recommends the limiting of instruction in schools operated at the public expense to the common school branches. He would leave the high schools to private enterprise, and would have special charters granted to the cities, so that by a majority vote of the citizens a tax could be imposed for the support of high schools. By this plan he thinks the other grades would be benefited, the funds then admitting of longer terms, better teachers, &c.—(Laws and State reports.)

### OTHER SECONDARY SCHOOLS.

For statistics of any business colleges or other academic schools, see Tables IV and VI of the appendix, and the summaries thereof in the report of the Commissioner preceding.

## SUPERIOR, SCIENTIFIC, AND PROFESSIONAL INSTRUCTION.

By the constitution of Florida of 1868 provision was made for a university, but the financial condition of the State has not, as yet, admitted of its organization. By an act of the Florida legislature approved February 17, 1872, measures were taken looking to the establishment of the Florida State Agricultural College on the basis of the congressional land grant for the benefit of agriculture and the mechanic arts. The first plan was to locate the college in Alachua County, and there seemed to be in 1873 a fair prospect that the college would commence operations. However, a question arising as to the constitutionality of investing the endowment fund in State bonds led to the cessation of active operations and at last to changing the location to Eau Gallie, where, in 1876, buildings were erected. A new board of trustees was provided in March, 1877, and the legislature authorized the removal of the college, if desirable. No information later than November 15, 1878, has reached this Bureau. At that date the decision was for removal.—(Laws and reports.)

No institutions for professional or special instruction are known to be in existence in the State up to 1880.

## CHIEF STATE SCHOOL OFFICER.

Hon. E. K. FOSTER, *State superintendent of public instruction, Tallahassee.*

[Term, January 1, 1881, to January 1, 1885.]

Preceding superintendents in the ten years have been Hon. Chas. Beecher (successor to C. Thurston Chase, who died September 22, 1870, about 2 years before the expiration of his term), 1871–1873; Hon. Jonathan C. Gibbs, 1873–1874; Hon. S. B. McLin (acting) 1874–'75. Hon. Wm. Watkins Hicks, 1875–1877; Hon. William C. Haisley, 1877–1881.

## SUMMARY OF EDUCATIONAL STA

| | 1871. | 1873. | 1874. | 1875. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| White youth of school age *b* | ..... | 198,516 | 218,733 | *c*218,733 |
| Colored youth of school age *b* | ..... | 150,198 | 175,304 | *c*175,304 |
| Whole number of school age *b* | 425,000 | 348,714 | 394,037 | *c*394,037 |
| Whites in public schools | 42,914 | 63,922 | 93,167 | 105,990 |
| Colored in public schools | 6,664 | 19,755 | 42,374 | 50,358 |
| Whole number in public schools | 49,578 | 83,677 | 135,541 | 156,394 |
| Average daily attendance | 31,377 | 36,749 | 85,839 | 105,766 |
| Youth in elementary private schools | 37,851 | 23,597 | 25,745 | 26,653 |
| Youth in academic private schools | ..... | 5,450 | 4,957 | 5,379 |
| Youth in collegiate schools | ..... | 2,198 | ..... | 2,029 |
| SCHOOLS. | | | | |
| Public schools for whites | 893 | 1,392 | 2,223 | 2,790 |
| Public schools for colored | 124 | 360 | 699 | 879 |
| Public schools under local laws *d* | ..... | ..... | 117 | 137 |
| Total number of public schools | 1,017 | 1,752 | 3,039 | 3,806 |
| Public schools reported as graded | 74 | ..... | 50 | 70 |
| Public schools reported as high schools | ..... | ..... | 10 | 9 |
| Private elementary schools | 1,039 | 576 | 617 | 820 |
| Private academic schools | ..... | 100 | 86 | 104 |
| Private and State collegiate schools *e* | ..... | 18 | 11 | 17 |
| Average duration of school in days | ..... | 66 | 65 | ..... |
| TEACHERS AND THEIR PAY. | | | | |
| Male teachers in public schools | 795 | ..... | ..... | ..... |
| Female teachers in public schools | 318 | ..... | ..... | ..... |
| Whole number employed | 1,113 | ..... | 3,500 | ..... |
| Average monthly salary of men | $56 20 | ..... | ..... | ..... |
| Average monthly salary of women | 38 40 | ..... | ..... | ..... |
| Teachers in private elementary schools | 1,129 | 713 | 678 | 903 |
| Teachers in private academic schools | ..... | 167 | 155 | 171 |
| Teachers in collegiate schools | ..... | 104 | 55 | 96 |
| INCOME AND EXPENDITURE. | | | | |
| Receipts for public schools | $292,000 | $260,432 | $265,000 | $435,319 |
| Expenditure for public schools | ..... | 223,667 | 265,000 | ..... |
| SCHOOL FUND. | | | | |
| Permanent school fund | $350,000 | ..... | $350,000 | ..... |

*a* In 1872 no public schools were taught beyond those under local laws.
*b* School age 5–21 in 1871, then 6–18.
*c* Census of 1874.

## TISTICS OF GEORGIA—1871 TO 1880.*a*

| 1876. | 1877. | 1878. | 1879. | 1880. | Increase or decrease since 1879. | Increase or decrease since 1871. |
|---|---|---|---|---|---|---|
| *c*218,733 | 236,319 | 236,319 | 236,319 | ..... | ..... | ..... |
| *c*175,304 | 197,125 | 197,125 | 197,125 | ..... | ..... | ..... |
| *c*394,037 | 433,444 | 433,444 | 433,444 | ..... | ..... | ..... |
| 121,418 | 128,296 | 137,217 | 147,192 | 150,134 | I. 2,942 | I. 107,220 |
| 57,987 | 62,330 | 72,655 | 79,435 | 86,399 | I. 6,964 | I. 79,735 |
| 179,405 | 190,626 | 209,872 | 226,627 | 236,533 | I. 9,906 | I. 186,955 |
| 108,646 | 119,160 | 130,605 | 132,000 | 145,190 | I. 13,190 | I. 113,813 |
| 24,657 | 23,302 | 26,089 | 22,819 | 35,115 | I. 12,296 | D. 2,736 |
| 5,601 | 4,621 | 5,223 | 4,068 | 9,052 | I. 4,984 | ..... |
| 2,006 | 2,133 | 2,810 | 2,766 | 4,285 | I. 1,519 | ..... |
| 3,157 | 3,580 | 3,774 | 4,001 | 4,066 | I. 65 | I. 3,173 |
| 1,075 | 1,120 | 1,405 | 1,509 | 1,603 | I. 94 | I. 1,479 |
| 143 | 164 | 162 | 225 | 247 | I. 22 | ..... |
| 4,375 | 4,864 | 5,341 | 5,735 | 5,916 | I. 181 | I. 4,899 |
| 58 | 61 | 62 | 94 | 115 | I. 21 | I. 41 |
| 13 | 12 | 11 | 14 | 16 | I. 2 | ..... |
| 814 | 822 | 824 | 733 | 1,083 | I. 350 | I. 44 |
| 104 | 86 | 85 | 67 | 131 | I. 64 | ..... |
| 20 | 18 | 27 | 22 | 32 | I. 10 | ..... |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | 3,267 | 3,654 | ..... | ..... | ..... | ..... |
| ..... | 1,633 | 1,826 | ..... | ..... | ..... | ..... |
| ..... | 4,900 | 5,480 | ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 877 | 861 | 889 | 813 | 1,174 | I. 361 | I. 45 |
| 176 | 150 | 148 | 138 | 274 | I. 136 | ..... |
| 126 | 126 | 161 | 155 | 232 | I. 77 | ..... |
| $434,046 | $400,153 | $411,453 | $465,748 | ..... | ..... | ..... |
| ..... | ..... | 411,453 | ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... |

*d* Includes graded, ungraded, and high schools in cities and counties under local laws.
*e* Includes the State University and its affiliated schools, also medical colleges.

## STATE SCHOOL SYSTEM.

### OFFICERS.

In 1870 the system of public instruction was organized with the following officers: a State board of education, composed of the governor, attorney general, secretary of state, comptroller general, and the State school commissioner, who, appointed by the governor and confirmed by the senate, serves as the chief executive officer of the board; a county board of education for each county, composed of one person from each militia district, one person from each ward in any city in the county, and one from each incorporated town, elected by the legal voters for two years, the secretary of this board becoming county school commissioner; 3 school trustees in each subdistrict, elected, one each year, by the legal voters for 3 years.

In 1872 the county boards of education were made up of 5 freeholders in each county, selected by the grand jury, three being elected for two years and two for four years at the first election, thereafter all for a 4 years' term. The secretary serves ex officio as county commissioner of education, his term being 4 years. The school laws of 1872 and 1875 omit any mention of the continuance of district trustees, but in 1877 these officers were found serving in terms of the length heretofore referred to, their appointment, however, being by the county boards. Their duties were, as before, to look after the interests of the schools in the subdistricts, to supervise school operations, choose teachers, &c. A few cities and their respective counties are under local laws; otherwise the school officers are as above.—(Laws, 1870, 1872, 1875, 1877.)

### OTHER FEATURES OF THE SYSTEM.

Comparatively few changes are found in the school laws since 1870. Provision was made by the law of 1870 for graded schools from primary to high, for evening, ambulatory, and manual labor schools. The ambulatory schools were established where not less than 15 children of school age were to be found in 3 contiguous militia districts. They were to be kept open 2 months annually (while the regular term of the public schools is 3 months), failure to keep them open this length of time causing forfeiture of school money. White and colored children are to be taught in separate schools. No books of a sectarian or sectional character are to be introduced into the schools. Teachers of proven good character are to be licensed by the county commissioners with first, second, or third grade certificates, good for 1, 2, or 3 years, according to the grade. The schools are supported by a poll tax; by special taxes on shows and exhibitions and on the sale of liquors; by the proceeds arising from the commutation of military services; by endowments, gifts, and bequests; by certain sums received from the Western and Atlantic Railroad, and such other amounts as the State may see fit to raise by general taxation. District taxation is also allowed for the buying, renting, and furnishing of school-houses. The school age was 6–21 in 1870; by law of 1872 it was made 6–18, and the basis of distribution was to be according to the enumeration of children of school age in each county. The law limiting this apportionment to the children in each subdistrict was repealed in 1876. The enumeration was an annual one until 1874; since then quadrennial. The State board of education provided the text books in 1870; in 1872 this duty was relegated to the county boards, and it so remains. The State school commissioner has to make an annual report to the assembly, the subordinate school officers to him, and the teachers, at the end of each term, to the county commissioner, failure to do so causing forfeiture of pay. Principals of private schools and of elementary, academic, and collegiate institutions having public pupils must also report. The constitution of 1877 seems to do away with high schools, as the studies are limited to the elementary branches. Any city with a population of over 2,000 or any county may organize an independent system of schools and yet draw the pro rata share of all educational funds.—(School laws, 1870, 1872, 1875, 1877, and constitution.)

### GENERAL CONDITION.

Progress continues to be made in education in this State, as is seen by the increase in enrolment and attendance at the public schools for 1879–'80, in the number of these schools, and in the larger number of pupils in private elementary and secondary schools. Including the collegiate institutions, there are 605 more schools and 28,705 more pupils, though the increase in the public schools was only 9,906. There was doubtless an increase in public school teachers, but, with the exception of 20 additional instructors in 4 counties and cities, no report is made. In the private and collegiate institutions, however, 574 more teachers are found. To show still further the value of the public school system, the State school commissioner says that in the counties of Chatham, Richmond, and Bibb and in the cities of Atlanta and Columbus three times as many children are now taught in the public schools for a less sum of money than one-third of these formerly cost in the private schools. Yet he indicates the need of a sufficient corps of thoroughly prepared teachers, of teachers' institutes, and of

a larger school fund, to give a longer school term and to educate all. To show that more general taxation is requisite, Mr. Orr gives the number of illiterates in 1878 (whites, 20,839; colored, 148,494; total, 169,333), nearly one-half of these voters. He also refers to the unfortunates in the penitentiary, among whom not one in fifty of the blacks can either read or write, and not more than one in twenty of the whites. He would give by taxation (say of one mill on the dollar of all taxable property) better opportunities for a more general education and for a more thorough school system.—(Report of the State school commissioner.)

### RÉSUMÉ OF THE SCHOOL SYSTEM FOR TEN YEARS.

The constitution of 1868 required the establishment of a thorough system of general education, to be forever free to all the children of the State, but laws to that effect were not enacted till 1870, and in 1871 the State school commissioner proceeded to establish public schools. The inexperience of school officers, the absence of records of educational work, the want of system and familiarity with records and reports on the part of teachers and school officers, prevented any great measure of success in obtaining correct statistics the first school year. In 1871 the school funds for 1872 were appropriated to other purposes by the legislature, so that the schools were not fully established till 1873, when sufficient funds had accumulated to maintain school for three months. At the close of the school year 1874, a decided advance in public sentiment in favor of public schools was reported, and 125 counties had schools in operation during the year. In 1876 the entire school debt of 1871 (amounting to about $300,000) had been paid in almost every county, no new debt had been created, and a constant increase in enrolment, in average attendance, and in the number of public schools had been going on since 1873. The progress noticeable thus far continued in the following years, and, although in 1878 it was stated that the work done in advancing educational affairs was inadequate, the results achieved, considering the limited means, were astonishing. In the counties and cities, under local laws, the schools were in operation from six to ten months; in the State at large, only three months; and when the State funds did not suffice for this, supplementary funds were given by the school patrons.—(Reports of the State school commissioners.)

### AID FROM THE PEABODY FUND.

The schools have been aided very greatly by the trustees of this fund since 1870, the amount of $65,700 having been sent to different sections of the State. The sum received in 1879–'80 was $5,800, the scholarships in the normal college at Nashville taking $4,000, those at Atlanta University $1,000, while $800 went to the State agency to aid in conducting an educational canvass of the State. In addition to this, the promotion of popular education was aided by the awarding of Peabody medals, 75 in number, to the pupils having the best records in first class public schools, both white and colored children being included in the award.—(Reports of the trustees and State report.)

### KINDERGARTEN.

The only school of this class reported in the State is the one established by Miss Anna E. Mills, at Atlanta, in the year 1876. The number of pupils at that time was 7; age of admission, between 3 and 7. This school was moved to Macon in 1878, and its usefulness has increased from year to year, as is seen by the larger number of pupils, increased length of term, &c.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

All the cities have superintendents, who act as executive officers of their boards. Atlanta has 12 members in its board of education; Columbus, 11 members in the board of trustees; Augusta and Savannah, combining both city and county systems, have members on their boards from city wards and country and village districts; Bibb County, including Macon, has 3 ex officio and apparently 12 elective members on its board of education.—(City reports and laws.)

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Atlanta | 37,409 | ..... | 3,759 | 2,609 | 54 | $51,073 |
| Augusta | 34,569 | 9,366 | 4,027 | ..... | ..... | 24,829 |
| Columbus | 10,123 | 2,863 | 1,359 | 1,086 | 23 | 11,704 |
| Macon | 12,748 | 3,339 | 1,617 | 1,042 | 30 | 19,958 |
| Savannah | 30,709 | *a*10,917 | 3,110 | 2,290 | 56 | ..... ..... |

*a* In the county.

### ADDITIONAL PARTICULARS.

The public schools under local laws heretofore referred to are found in the county of Bibb, including the city of Macon; of Chatham, including Savannah; of Glynn and of Richmond, including Augusta; and in the cities of Atlanta, Americus, Columbus, Griffin, and West Point. In 1870 preparations were made in Atlanta for a thorough system of graded schools, while Columbus had then, in addition to its graded schools for whites, some provision for colored children, and Savannah dated its graded system from March 21, 1866. In 1873 the counties of Bibb, Chatham, Glynn, and Richmond and the cities of Atlanta and Columbus had schools in operation under special laws. In the following year 4 counties and 3 cities reported 57 ungraded, 50 graded, and 10 high schools. The reports have varied from year to year in regard to the number of these schools, but in 1880 the system of schooling is reported as follows in cities of over 7,500 inhabitants:

*Atlanta* has its graded schools classified as grammar and high, 2 of the latter and 7 of the former, 3 of these for colored pupils. The school property is valued at $100,000; although a new school building was erected during the year, great want of accommodation was still felt, especially for the colored pupils.—(City report.)

*Augusta* reported school property valued at $14,200; the schools (which were taught 183 days) divided into primary, grammar, and high; a special teacher of penmanship; and 1,236 pupils in private schools.—(Return.)

*Columbus* continues its graded schools in 7 buildings, containing 1,160 sittings for study, and valued, with grounds and sites, at $25,500. Out of 195 school days, 182 were taught. About 200 pupils were enrolled in private and parochial schools. The superintendent, without extra pay, gives instruction to the teachers, as there is no normal school.—(Return.)

*Macon* reports steady advancement from year to year in its schools, the annual examinations in 1879–'80 showing the best work ever done. For the first time in several years the city schools had a full nine months' term; country schools were in session, white, nine months, colored, six. Although the year was one of great prosperity, a great lack of room for the pupils desiring admission was constantly felt. Two school buildings were erected during the year, but still more room was required for the coming term. City and county statistics include 25 different school-houses, with 2,200 sittings for study and 3,349 pupils enrolled. The value of school property was $33,000; the number of school days taught, 177.—(Eighth annual report and return.)

*Savannah* also reports overcrowding, so that many pupils have been pushed too early into the higher grades. Financial embarrassment required the closing of the schools one month earlier than usual, a nine instead of ten months' term being the result. The departments of modern languages and calisthenics were abolished, and various changes in the corps of teachers were made during the year. The city schools occupy 7 school buildings, while in the country there are 7 white and 14 colored schools. The total enrolment for city and county was 4,235; average daily attendance, 3,177; per cent. of daily attendance, 90.—(Fifteenth annual report.)

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS AND NORMAL CLASSES.

The endeavor to establish a State normal college in Georgia has been thwarted for the present. Through the aid of the Peabody fund some twenty scholars received instruction in the normal college at Nashville, Tenn., during the year.—(State report.)

The *North Georgia Agricultural College*, at Dahlonega, which organized a normal department in 1877, reported 67 male and 11 female students in the normal course in 1879–'80. The course of study occupies 4 years.—(Return.)

The *Haven Normal School*, at Waynesboro', which was organized in 1868, reports 50 normal and 150 other students in 1879–'80. Of the graduates, 25 have engaged in teaching. The course of study occupies 4 years. This is a colored school assisted by the Freedman's Aid Society of the Methodist Episcopal Church.—(Return.)

In *Atlanta University* two normal courses were reported in 1879–'80, the higher normal occupying 4 years; the lower normal, 4 grades. In the former there were 77 students; in the latter, 147. A certificate of graduation is given on completion of the course.—(Catalogue, 1879–'80.)

### TEACHERS' INSTITUTES.

The State school law makes no provision for the holding of teachers' meetings.

### EDUCATIONAL JOURNAL.

There is no educational journal published in this State. The Eclectic Teacher, of Kentucky, has a Georgia department, not always filled, however; while in the Journal of Education, published in Boston, Mass., there is sometimes valuable information respecting Georgia school affairs.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

By the laws of 1872 high schools were made a part of the State system, but ceased to be so under the constitution of 1877, which provided for instruction in elementary branches only. In 1873 there were 10 reported in the counties and cities under local laws, the enrolment and attendance not being given. In 1875 the number had increased to 13, in 1879 to 14, and in 1880 to 16. Doubtless there were other schools of this grade in different sections of the State, but their numbers and enrolment are not stated. In Atlanta in 1879–'80 there were 110 seats reported in the boys' high school and 216 in the girls' school. In Macon 74 pupils were admitted to the central high school, and the average attendance was 48. The Savannah schools of this grade graduated 11 girls and 8 boys.—(School laws and State and city reports.)

### OTHER SECONDARY SCHOOLS.

There are many private high schools making annual report to the State school commissioner. One hundred of these were reported in 1873, with a total enrolment of 5,450 pupils. In 1880 the number had increased to 131, with 274 instructors and 9,052 pupils.

For statistics of commercial schools, academies, special preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and the summaries thereof in the report of the Commissioner preceding.

Among these schools will be found Clark University, Atlanta, an institution for the colored race, which is attaining collegiate rank. It had a large new building erected for it in 1880, costing $30,000. Students in 1879–'80, 176; instructors, 7.—(Thirteenth annual report of the Freedman's Aid Society.)

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Georgia, Athens, which was chartered in the year 1800, reported preparatory, academic, and professional departments in 1871. The academic department included 7 schools: those of ancient and modern languages, belles lettres, metaphysics and ethics, mathematics, natural philosophy and astronomy, chemistry, and mineralogy. French and German were the only modern languages taught at that time. In 1872 the Georgia State College of Agriculture and Mechanic Arts was opened in connection with the university; in 1873 the preparatory school seems to have been dropped, and a branch agricultural college was established at Dahlonega; in 1874 and 1875 a commercial course was referred to, and in 1875 Spanish became a part of the modern language course. In the same year geology was added to the school of chemistry and mineralogy, while the school of ancient languages was expanded into two, the one for Latin, the other for the Greek language and literature. In 1876 there were 10 academic schools; the ninth including history and political science; the tenth, English literature. In 1877 the studies of natural history and geology formed an eleventh school. In 1878 the school of English literature was consolidated with that of belles lettres; the chancellorship was dispensed with, the professor of metaphysics and ethics assuming the duties; and the chair of natural history and geology was abolished, other professors teaching these branches. Law, medicine, and civil engineering were also taught during these years. In 1880 there were 10 academic schools, out of which were formed the classical, scientific, and literary courses of 4 years each, the courses being similar the first two years. In the State college, agriculture, engineering, and applied chemistry were taught. For a change of course in the law department in 1880 and for the addition to the university of several branch agricultural colleges, reference is made to the proper headings.—(Catalogues.)

Of the other colleges reporting, Atlanta University, Bowdon College, and Gainesville College are non-sectarian; Mercer University, Baptist; Pio Nono, Roman Catholic; and Emory College, Methodist Episcopal South. All have classical courses, all except Mercer preparatory instruction, and all except Bowdon and Gainesville scientific courses. Pio Nono reported a class in civil engineering and graduate courses in ethics and some branch of scientific study; also, a commercial course connected with the scientific course. Atlanta University gives normal, theological, and agricultural instruction. Emory College has biblical study in both classical and scientific courses. At Mercer University theological and legal departments are found. Clark University (for colored students), Atlanta, reports 176 students and 7 instructors, as will be seen by reference to Secondary Instruction.—(Catalogues and thirteenth annual report of the Freedman's Aid Society.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Three of the above colleges give equal privileges to this sex. For the names, location, and statistics of schools especially for this class, see Table VIII of the appendix; for a summary thereof, see a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The following schools for scientific instruction have been established since 1870 in connection with the University of Georgia: the Georgia State College of Agriculture and the Mechanic Arts, Athens, 1872, which has 4 years' courses in agriculture, engineering, and chemical science, with a special higher course in civil engineering and a course in building and architecture; the North Georgia Agricultural College, Dahlonega, 1873, which (with preparatory, normal, and military departments and a 4 years' scientific course) had 325 students of both sexes in 1880; the South Georgia College of Agriculture and the Mechanic Arts, Thomasville, 1879, which offers preparatory, academic, and collegiate departments, and had 170 male students in 1879–'80; the Southwest Georgia Agricultural College, Cuthbert, 1879, with primary, preparatory, and collegiate departments, in which were 178 students, and the Middle Georgia Military and Agricultural College, Milledgeville, 1880, which, in addition to military training, prepares for the higher classes at Athens, for practical farm life and mining, and for teaching. This branch had 310 students of both sexes in its first session, January to June, 1880.—(Catalogues.)

### PROFESSIONAL.

*Theological* instruction is given the in Atlanta Baptist Seminary (under the auspices of the American Baptist Home Mission Society), which, founded in 1870 as the Augusta Institute and removed to Atlanta in 1879, reports 60 students for the ministry in 1880 and 3 instructors; in the Atlanta University, in which a class of 4 theological students was reported in 1879–'80; and in the theological department of Mercer University. At Emory College, Oxford (Methodist Episcopal South), Hebrew is taught in connection with the collegiate studies of the junior and senior years, as a means of preparation for the ministry, 10 ministerial students being reported in 1879–'80. The course and requirements in these remain somewhat indefinite.—(Baptist Year Book, 1881, and college catalogues.)

*Legal* instruction has been given since 1867 in the department of law of the University of Georgia. The course was 1 year (two terms of 5 months each) until 1880, when it was changed to 2 years (two terms of 10 months each). Mercer University, Macon, continued its course of law, covering the collegiate year. Diplomas and the degree of B. L. are conferred. One student was reported in 1879–'80.—(Catalogues.)

*Medical* instruction is given in the Atlanta Medical College, organized in 1855; in the Southern Medical College, at Atlanta, which closed its first course of lectures in February, 1880, with 64 students, graduating 8; and in the Medical College of Georgia (medical department of the University of Georgia), organized in 1829. All these require the usual 3 years of study and attendance on 2 lecture courses of about 5 months each. The first mentioned, since 1878, offers also an optional 3 years' graded course.

The Savannah Medical College, opened in 1853, was suspended in 1876–'78, reopening the latter part of 1878 with the same requirements: a thesis, 3 years of study, and attendance on 2 lecture courses of 4 months each.—(Announcements.)

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Georgia Institution for the Education of the Deaf and Dumb, Cave Spring, which was first started in 1846, has educated about 370 students since that date, 70 of these being under instruction in 1880. The English language, geography, grammar, natural philosophy, natural history, arithmetic, and penmanship are taught; also shoemaking and gardening. There were 5 instructors in 1880.—(Report and American Annals of the Deaf and Dumb.)

### EDUCATION OF THE BLIND.

The Georgia Academy for the Blind, Macon, was founded in 1852 and is under the control of the State. Training is given in the ordinary branches and music. Boys are taught certain mechanical employments. Girls receive instruction in beadwork, crocheting, and domestic duties. In 1879 there were 6 instructors reported, 4 blind employés or workmen, 58 pupils, and 182 pupils since the opening of the institution. No later information was received at date of going to press.

## EDUCATIONAL CONVENTIONS.

### TEACHERS' ASSOCIATIONS.

The State Teachers' Association was an organized body prior to 1870, and it was at a special meeting of this association, held at Macon in November, 1869, that a report on a system of public schools for the State was unanimously adopted. The sessions for 1880 were held May 4–6 at Macon, the vice president, Mr. Charles Lambdin, reading an inaugural address on the "Dignity of the teacher's profession." Mr. Gannon, of Savannah, opened a discussion on "Latin in preparatory schools." The afternoon of the first day was devoted to a Mallon memorial meeting, this being the first meeting ever held without Mr. Bernard Mallon's presence. A committee of necrology was named to collect accounts of noted Georgia teachers who have passed away. On the second day an excellent paper on "Written work," by Miss L. A. Haygood, of Atlanta, was read. She wishes the limit of written work to be according to the ability of the teacher to examine and grade it. All vital points should be discussed in writing, the scholar to feel that any recitation may be a written one. "Spelling and how to teach it" and "The useful and theoretical in education" were the next papers. Hon. E. R. Dickson in this latter paper showing that too many text books are used. "True culture" was shown to be where the education is thorough and genuine of its kind; all other blunts the intellectual and moral manhood. The other papers were: "A natural way of teaching languages" and "How to teach spelling and reading to beginners." After passing the usual resolutions, appointing officers, &c., the meeting adjourned.—(New-England Journal of Education and report of the association.)

The third convention of the Middle Georgia Teachers' Association was held at Tompson December 16–17, 1880. An address was delivered by State Superintendent Orr and papers were read by Professor H. C. White, of Athens; Rev. E. R. Caswell, of Augusta, and by Messrs. W. B. Fambrough, Otis Ashmore, E. W. Butler, and V. E. Orr.—(Teachers' Institute, January, 1881.)

## OBITUARY RECORD.

### HON. AMOS T. AKERMAN.

This much respected lawyer and statesman, born February 23, 1821, at Portsmouth, N. H., died at his home in Elbert County, Georgia, December 21, 1880. Graduating from Dartmouth College in 1842, he spent several succeeding years in teaching in North Carolina, Virginia, Illinois, and Georgia. In this last State he was a tutor in the family of Senator George M. Berrien while a student in his law office. Profiting much from Mr. Berrien's excellent instructions, as well as from his own collegiate training and experience in teaching, Colonel Akerman, on his admission to the bar, soon attained high reputation. Adhering to the confederacy during the rebellion, at its close he gave his firm support to the Union and did his utmost to secure for the enfranchised slaves the enjoyment of their rights. In 1868, as a member of the constitutional convention of his State, he aided greatly in perfecting the judicial and educational articles of the constitution of that year. Two years afterwards his abilities and services were rewarded by his appointment as Attorney-General of the United States; but the atmosphere of Washington was not found to be congenial, and he retired within a year to his quiet Georgia home, where the remainder of his days were spent in the peaceful prosecution of his former legal work.

## CHIEF STATE SCHOOL OFFICER.

Hon. GUSTAVUS J. ORR, *State school commissioner, Atlanta.*

[Fourth term, January 1, 1881, to January 1, 1883.]

The only preceding incumbent of the office was Hon. J. R. Lewis, 1870–1872.

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Youth of school age (6–21) | 878,417 | 882,693 | 909,994 | 938,878 | 958,003 |
| Enrolled in public schools | 672,787 | 662,049 | 654,309 | 671,775 | 685,676 |
| Average daily attendance | 341,686 | 329,799 | 351,504 | 383,334 | ..... |
| Pupils in private schools | 34,883 | 34,784 | 34,701 | 51,022 | 51,296 |
| SCHOOLS AND DISTRICTS. | | | | | |
| Reporting school districts | 11,112 | 11,231 | 11,361 | 11,285 | 11,460 |
| Number with full legal school term or more.[a] | 10,538 | 10,767 | 10,989 | 11,011 | 11,255 |
| Number with less than this | 356 | 275 | 213 | 157 | 116 |
| Number that had no school | 218 | 189 | 142 | 126 | 111 |
| Number reporting libraries | 1,092 | 830 | 877 | 843 | 785 |
| Volumes in these libraries | 51,133 | 54,286 | 54,133 | 52,747 | 46,721 |
| Public school-houses | 10,978 | 11,289 | 11,323 | 11,434 | 11,447 |
| New ones built within the year | 470 | 528 | 376 | 341 | 333 |
| Whole number of public free schools. | 11,156 | 11,396 | 11,648 | 11,646 | 11,797 |
| Number of these graded, excluding high schools. | 651 | 611 | 762 | 754 | 785 |
| Number of high schools | 91 | 88 | 106 | 116 | 133 |
| Average time of public schools in days. | 147 | 151 | 145 | 151 | 152 |
| Valuation of public school property. | $18,373,880 | $19,876,708 | ..... | $22,894,116 | $17,073,752 |
| Private schools reported | 460 | 436 | 420 | 541 | 478 |
| TEACHERS AND THEIR PAY. | | | | | |
| Male teachers in public schools | 8,826 | 9,094 | 8,767 | 9,036 | 9,288 |
| Female teachers in public schools. | 11,459 | 11,830 | 11,992 | 12,093 | 12,320 |
| Whole number, male and female. | 20,285 | 20,924 | 20,759 | 21,129 | 21,608 |
| Average monthly pay of men | $49 00 | $50 00 | $47 44 | $48 19 | $48 21 |
| Average monthly pay of women | 37 00 | 39 00 | 32 56 | 33 46 | 33 32 |
| Teachers in private schools | 653 | 895 | 894 | 1,355 | 1,357 |
| INCOME AND EXPENDITURE. | | | | | |
| Whole receipts for public schools. | $7,470,682 | $7,500,123 | $7,694,075 | $7,893,591 | $7,860,554 |
| Whole expenditure for them | 7,153,287 | 7,480,889 | 7,655,268 | 7,865,682 | 7,389,209 |
| SCHOOL FUNDS. | | | | | |
| Reported amount of permanent State funds. | $6,157,052 | $6,382,248 | $6,382,000 | $6,573,804 | ..... |

[a] For the first two years, 6 months; for the others, 5 months, except in

## TICS OF ILLINOIS—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|
| 973,589 | 992,354 | 1,002,421 | 1,000,694 | 1,010,851 | I. 10,157 | I. 132,434 |
| 687,446 | 694,489 | 706,733 | 693,334 | 704,041 | I. 10,707 | I. 32,260 |
| ..... | 420,031 | 423,638 | 404,479 | 431,638 | I. 27,159 | I. 89,952 |
| 49,375 | 59,375 | 41,406 | 47,674 | 60,440 | I. 12,766 | I. 25,557 |
| 11,563 | 11,581 | 11,714 | 11,680 | 11,599 | D. 81 | I. 487 |
| 11,204 | 11,285 | 11,438 | 11,422 | 11,419 | D. 3 | I. 881 |
| 113 | 64 | 55 | 171 | 76 | D. 95 | D. 280 |
| 94 | 94 | 101 | 87 | 105 | I. 18 | D. 113 |
| 1,091 | 886 | 899 | 928 | 980 | I. 52 | D. 112 |
| 46,722 | 48,189 | 49,310 | 47,689 | 57,726 | I. 10,037 | I. 6,593 |
| 11,693 | 11,743 | 11,874 | 11,889 | 11,883 | D. 6 | I. 905 |
| 283 | 211 | 212 | 135 | 265 | I. 130 | D. 205 |
| 11,905 | 10,808 | 12,286 | 11,993 | 11,964 | D. 29 | I. 808 |
| 822 | 973 | 810 | 860 | 921 | I. 61 | I. 270 |
| 110 | 103 | 128 | 109 | 110 | I. 1 | I. 19 |
| 150 | 152 | 154 | 144 | 150 | I. 6 | I. 3 |
| $18,058,386 | $17,783,929 | $16,105,870 | $16,902,710 | $15,875,566 | D. $1,027,144 | D. $2,498,314 |
| 527 | 548 | 582 | 660 | 661 | I. 1 | I. 201 |
| 9,295 | 9,162 | 9,475 | 8,973 | 8,834 | D. 139 | I. 8 |
| 12,826 | 12,836 | 12,817 | 12,737 | 13,421 | I. 684 | I. 1,962 |
| 22,121 | 21,998 | 22,292 | 21,710 | 22,255 | I. 545 | I. 1,970 |
| $47 96 | $46 17 | $54 07 | $41 45 | $41 92 | I. $0 47 | D. $7 08 |
| 33 30 | 32 23 | 30 89 | 34 18 | 31 80 | D. 2 38 | D. 5 20 |
| 1,276 | 1,317 | 1,017 | 1,125 | 1,497 | I. 372 | I. 844 |
| $8,448,467 | $8,020,534 | $7,815,693 | $6,142,340 | $7,836,953 | I. $1,694,613 | I. $366,271 |
| 8,268,539 | 7,702,525 | 7,526,109 | 6,190,733 | 7,531,942 | I. 1,341,209 | I. 378,655 |
| $5,752,565 | ..... | $5,337,858 | $6,577,892 | $9,049,302 | I. $2,471,410 | I. $2,892,250 |

incorporated cities and villages, where 6 months is still the minimum.

## STATE SCHOOL SYSTEM.

### OFFICERS.

For the ten years embraced in this review, the public free schools have been under the following officers: a superintendent of public instruction for the State, a superintendent of schools for each county, three trustees of schools for each township, and three directors for each school district;[1] the trustees have the custody of schoolhouses and sites; the directors, the supervision and control of schools, under the oversight of the State and county superintendents. These officers are all elected by the people, those for the State and counties for 4 years' terms; those for townships and districts, after the first election, for 3 years' terms, one being subject to change annually. Women duly qualified are by law of 1879 eligible to any school office, though the constitutionality of the law has been questioned.

### OTHER FEATURES OF THE SYSTEM.

The full State system includes, besides the public free schools, 2 State normal universities, an industrial university, schools for the blind, for the deaf and dumb, for the feeble-minded, and for soldiers' orphans, with a reform school for boys and an industrial school for girls. These all receive attention under the heads Training of Teachers, Superior Instruction, Scientific Instruction, and Special Instruction.

The public schools have from the beginning been free to all resident white youth of school age, which age till 1866 was 5 to 21; since then, 6 to 21. From 1870 they have also been free to colored children of such age, and since 1874 none of this race could be excluded from any public school on account of color. Gradation up to high schools is provided for by law, and in addition to the high schools there are State normal schools and a State Industrial University. The former offers free instruction to certain qualified students who engage to teach in the State schools, the latter to all qualified residents of the State. The direction of studies to be pursued and text books to be used is given to the local school boards. Besides the common English branches, instruction in German, French, music, and drawing has been long allowed, and since 1872 teachers have been required to be able to teach physiology and the laws of health, a requirement limited from 1879 to those above the lowest grade. Each teacher in a State free school must have from the proper officer a certificate of qualification covering the whole school time to be engaged for, and must return to the clerk of the school board the required schedules of attendance before he can draw his pay. This pay for teachers is derived from a State allowance of $1,000,000 annually[2] and from local taxes, which must not exceed 2 per cent. for current and 3 per cent. for building purposes. The school month throughout the ten years has been practically 22 days, though in the earlier and later years of that period made the calendar month less Saturdays and legal holidays. The school year, for the statistics of State schools, was in 1879 changed to end June 30 instead of September 30. For school sessions, it is in ordinary districts 110 days of actual teaching; in cities and incorporated villages, 6 to 10 school months.

### GENERAL CONDITION.

The record for 1879–'80 is encouraging. Though the districts reporting were 81 less than in the previous year, the number of pupils enrolled in public and private schools was more than twice as great as the additional youth of school age; the average daily attendance in free schools alone, almost three times as great. The public schools embraced in the returns were 29 less; but the number of these graded, including one high school, was 62 greater, and 130 more than in 1878–'79 had the benefit of fresh new school-houses; 52 more had libraries to aid and supplement the school work, and the increase in the number of volumes in the libraries was 10,037. The increase of teachers, 545, was in fair proportion to the increase of enrolment and average attendance in the public schools; while in private and church schools the number of new teachers, 372, was about 1 to every 34 new pupils. The receipts for public schools were $1,695,613 greater than those of the preceding year; the expenditures for them, $1,341,209 greater; the State school funds, including some new elements, $2,790,589 more.

### RÉSUMÉ FOR TEN YEARS.

For the whole ten years the increase shown is proportionately less than for the last year; partly because, for the first four years of the ten, a State superintendent of eminent ability, holding the chair for a long time, had brought the schools up to a point

[1] The only exceptions to this statement as to directors may be found under the head of City School Systems, following.

[2] This sum, made in 1873 the fixed product of State taxes and school funds and since regularly continued, is distributed on the basis of the number of children under 21 years of age in each school district.

which it was hard to pass, and partly because four of the following years were filled with disheartening financial troubles, which threw great hindrances in the way of progress. Still there was growth. The number of children brought into the schools did not, indeed, begin to meet the steady increase of scholastic population, but the average daily attendance materially improved. Then, the reporting districts and the number with full school terms increased most encouragingly; there were 808 more public free schools, 289 more of these graded, including 19 more high schools; 1,970 more teachers, of whom a greater proportion had been specially trained for school work; and, although the receipts and expenditures for schools and the valuation of school property do not seem greatly larger, they represent a higher value, owing to appreciation in the currency.

### CHANGES IN THE SCHOOL LAW.

In 1872 the basis of apportionment of school funds, which had been threefold, was unified and made to be the number of children under 21 years of age; the school month was made 22 days actually taught, instead of the calendar month less holidays, which was again restored in 1879; elections of school trustees were changed from the second Monday in April to the second Saturday, to secure a fuller attendance; township treasurers were declared to be the only lawful custodians of district and township funds and were required to be residents of their respective townships; division of districts was restricted; the district school tax was limited to 2 per cent. for the support of schools and 3 per cent. for building purposes. District bonded indebtedness, too, which previously might be added to at the rate of 5 per cent. on the district property each year, was limited to 5 per cent. as a whole. Township high schools and elective city boards of education were also then provided for, and all incorporated institutions of learning were required to report to the State superintendent. In 1873, the eligibility of women to all school offices was declared; in 1874, the right of colored children to the full privileges of the public schools, secured in general terms by the constitution of 1870, was explicitly stated and very firmly emphasized; in 1875, the visitatorial powers of the State superintendent were made to extend to the charitable institutions of the State, which were also ordered to report to him, as the literary institutions had been before required to do. In 1879, the dates for reports from all minor school officers were made earlier, to give more time for preparation of the State report; the old school month was, as before stated, restored; and a general law for cities incorporated under earlier charters, which made members of the common council ex officio members of the school boards, required that such boards should thereafter be constituted by the mayor nominating to the council in the first year 2 members from each ward to serve respectively for 1 and 2 year terms, while in subsequent years one only from each ward should be nominated, in place of the outgoing one, for a 2 years' term. These boards were to organize by electing one of their number president and another secretary for a year.

### KINDERGÄRTEN.

The first one in this State known to the Bureau was the West Side Kindergarten of Miss Sara Eddy, in Chicago, established in 1871. The next, the University Square Kindergarten of Mrs. John Ogden, established in 1874. In 1879, there were 13 on the list of the Bureau, of which number 10 reported. For those reporting for 1880, see Table V of the appendix to this volume.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

Cities incorporated since 1872 have, under a general law, boards of education of 6 members for populations ranging from 2,000 to 12,000, with 3 additional members on reaching 12,000 and 3 for every 10,000 beyond that. The members are elected by the people for 1, 2, and 3 year terms at first, and afterwards each for 3 years, one-third going out each year. Cities previously chartered, in which, by general or special law, members of the common council had been made ex officio members of the school board, have been required since July, 1879, to have boards of education composed of 2 members from each ward, appointed by the mayor with consent of council, one member from each ward to be subject to change yearly. Cities with 100,000 or more inhabitants have boards limited to 15 members, appointed by the mayor with consent of council, one-third to be annually changed. City superintendents of schools act in most cases as executive agents of the boards. Chicago has, also, an assistant superintendent.

STATISTICS.

| Cities. | Reported population. *a* | Youth of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Alton | 8,978 | | | | | |
| Aurora | 11,825 | | | | | |
| Belleville | 10,682 | 4,532 | 1,961 | 1,614 | 40 | $38,362 |
| Bloomington | 17,184 | 5,395 | 3,581 | 2,386 | 65 | 60,689 |
| Chicago | 503,305 | 137,035 | 59,562 | 42,275 | 898 | 1,000,003 |
| Danville | 7,735 | 3,030 | 1,860 | 1,230 | 34 | 14,938 |
| Decatur | 9,548 | 3,438 | 1,751 | 1,373 | 29 | 25,559 |
| Elgin | 8,789 | 2,546 | 1,320 | 831 | 21 | 12,827 |
| East St. Louis | | | | | | |
| Freeport | 8,516 | | 1,700 | 1,350 | 28 | |
| Galesburg | 11,446 | 4,257 | 2,075 | 1,474 | 35 | 18,821 |
| Hyde Park | 15,716 | | | | | |
| Jacksonville | 10,927 | | | | | |
| Joliet | 11,659 | 4,165 | 2,038 | 1,604 | 41 | 23,498 |
| Ottawa | | | 1,737 | | | 18,962 |
| Peoria | 29,319 | 9,670 | 4,761 | 3,386 | 76 | 64,870 |
| Quincy | 27,275 | 9,541 | 3,723 | 2,377 | 55 | 38,274 |
| Rockford *b* | 13,136 | 3,884 | 2,105 | 1,833 | 57 | 25,874 |
| Rock Island | 11,661 | 3,426 | 2,166 | 1,587 | 37 | 31,562 |
| Springfield | 19,746 | | | | | |

*a* The populations here given are either from the census of 1880 or from enumerations made under municipal or State direction in the same year.
*b* The statistics are for 1878–'79.

ADDITIONAL PARTICULARS.

*Belleville* reports 700 pupils in private or parochial schools, besides the 1,961 in public schools, making 2,661 in all, or about 59 per cent. of the number of youth of school age. The public school buildings for the year were 4, with 40 rooms and seats for 2,000 pupils; the valuation of school property (one additional building having been added), $72,000; the grades in the schools, 8. In the hope that shortening the course would induce a larger number to complete it, the ninth grade was dropped; but the result showed fewer in the higher grammar grades. German was among the studies and was thought to be an element of strength.—(Report and return.)

*Bloomington*, under a lady superintendent, presents the very creditable record of 103 pupils in the public schools neither absent nor tardy for the year, an average daily attendance nearly 94.5 on the average number belonging, 2 new brick school buildings erected at an expense of about $15,000, and the extinction of nearly $24,000 of indebtedness.—(Report.)

*Chicago*, besides the 59,562 youth in public schools, had 22,506 in private or church schools,[1] a total of 82,068, leaving 54,967 of school age out of school, of whom 30,080 are said to have been at work for wages or to have left school not to return. The city school buildings for the year (including 5 newly built and 17 rented ones) numbered 73, giving seats for 44,639 pupils, and valued, with furniture and apparatus, at $1,543,650. The elementary instruction was given, as before, in 4 primary and 4 grammar grades, the secondary in 4 high school grades. There was one ungraded school with 69 pupils, the remainder of the 59,562 enrolled being 47,174 in primary grades, 10,859 in grammar grades, and 1,460 in high. No mention is made of the 10 evening schools, which in 1878–'79 enrolled 2,360 pupils in a session of ten weeks. A school for deaf-mutes established in January, 1875, proved so successful that in 1879 the State legislature appropriated $15,000 for the extension of its work, and through this aid the city board was enabled to establish a branch school in each of the 3 divisions of the city, retaining the first established as a central school for the more advanced pupils. The enrolment in these schools for 1879–'80 was 46; the number of teachers, 5. The principal of the central school had general charge of all 4. In the general school course, drawing, vocal music, and German maintained their place, music being begun in the first year, drawing in the second, German in the fifth. The number of pupils taking German in 1879–'80 was 3,004, an increase of 696, although, under a rule that there must be 20 pupils to form a class, 350 who desired to study it were unable to do so. From the crowding in the lower grades, there had to be by the close of the year 101 half day divisions of city schools, with a membership of 5,716. The average daily membership by grades throughout the city was: primary, 34,469; grammar, 9,399; high, 1,179; of which last 242 were in the Central High School.—(Report of board of education.)

*Danville* reported 12 years in its school course, 8 below the high school and 4 in that school, which had both a classical and a general course, each of 4 years.

*Decatur* presents for the year 1879–'80 only a brief report, embodying little beyond

[1] At the close of the year, it appears from the school census of 1880 that there were 28,635.

statistics, the chief items of which are given in the table. In the high school noticed last year were 5 teachers; in the ward schools, 24. The average daily attendance to each high school teacher was 30.4; to each ward school teacher, 50.9.

*Elgin* reports 7 school buildings, with 24 rooms and 1,120 sittings for study, all valued (with sites, furniture, and apparatus) at $15,763. The schools included primary, grammar, and high divisions, the first enrolling 1,130, the second 166, the third 24. In private and parochial schools there were 546 more.—(Return.)

*Freeport's* statistics, which appear to be for 1880–'81 rather than for 1879–'80, indicate primary, grammar, and high schools, housed in 6 buildings, with 2,000 sittings for study; besides 3 private or church schools, with 25 rooms.—(Return and printed slip.)

*Galesburg* had in 1879–'80 seven school buildings, all of brick save one; the schools furnished ample accommodation, and were generally supplied with globes, charts, and maps and had grounds planted with trees. A high school, with 3 years of study, scientific and Latin-scientific, was at the head of the school system, 8 lower grades leading up to this. The plan is to promote from grade to grade whenever classes or single pupils have finished the prescribed work, without constrained limitation to any fixed time. Drawing enters into the school course, but was not as successful during the year as could be wished. A special teacher of penmanship was employed for a part of the year, with marked improvement, the pupils paying for the lessons.—(Report.)

*Joliet* reports 7 school buildings, with sittings for 1,784 pupils, valued, with sites, furniture, and apparatus, at $66,062.

*Ottawa* makes only a brief newspaper report, containing nothing beyond the statistics given in the table, except that the average monthly enrolment was 1,329.8; the average of that enrolment to each teacher, 47½; the cost per pupil on total enrolment, $10.91, and on average monthly enrolment, $14.25. In 1879 it had 8 school buildings, with an average of 4 rooms each and with sittings for 1,680 pupils. Sites, buildings, furniture, and apparatus were then valued at $80,050.

*Peoria* appears to have condensed its school accommodations, as in place of the 16 buildings reported in 1878 it reports 10 for 1879–'80, one of these a large new one, heated by steam, well lighted from the rear and left side of the pupils, with good arrangements for ventilation. This last was built at a cost of $16,046. All the school buildings, with sites, furniture, and apparatus, were valued at $217,700, and afforded sittings for 2,300 primary, 1,600 grammar, and 250 high school pupils. The whole number of pupils enrolled in the year is said to have been about 68 per cent. of the school population between 6 and 16 years of age, while the average daily attendance was 96 per cent. of the average enrolment, a fair indication of attractive teaching. In the high school the attendance was much increased by the adoption, at the beginning of the year, of an English and commercial course running parallel with the classical. Of 200 pupils, 69 took the English course. There were 2 evening schools, attendance not given. Fourteen private and church schools had 1,800 pupils.—(Report and return.)

*Quincy* in 1879–'80 had 9 school buildings owned by the city and 1 rented, 53 class rooms, 5 recitation rooms, and seats for 3,211 pupils; all, with sites, furniture, and apparatus, valued at $200,700. Although the youth of school age numbered more than the preceding year, the enrolment and average attendance in public schools were smaller, owing, the superintendent says, to measles in 3 districts and to dissatisfaction with the school arrangements in another. Still, including 1,800 in private and parochial schools, there were 5,523 children under instruction out of the 9,541 entitled to it. In the public schools the enrolment was 3,178 in primary, 428 in grammar, and 117 in high school grades. The instruction appears to have been good and the results in most of the studies encouraging. Drawing, however, is still said to have been rather unsatisfactory, from want of sufficient preliminary training of the regular teachers, a hindrance to success which it was hoped would be partially removed ere long. Grammar was taught orally in the primary grades; reading, by the word and phonic method; German, only in the grammar and high schools.—(Report and return.)

*Rockford* had in 1878–'79 (the date of the latest report) 11 school buildings, with 40 rooms for both study and recitation and 13 for recitation only; 2,500 sittings for study; value of sites, furniture, and apparatus, $121,500. Besides the 2,105 children in public schools there were about 500 in church or private schools, making 67 per cent. of the school population under training. A special teacher of music was employed in the public schools.

*Rock Island* presents 10 school buildings, with 38 rooms for united study and recitation, besides 5 for recitation only; sittings for 1,365 primary, 735 grammar, and 120 high school pupils; valuation of all school property, $102,300. In private and parochial schools there were 410 pupils. A table accompanies the report which shows a gain since 1873 of 35⅜ per cent. in enrolment in the public schools, of 57½ per cent. in average belonging, and of 60 per cent. in average attendance. The grades presented are 3 primary, 2 intermediate, 4 grammar, and 4 high, the English department of the high school, however, having only 3.—(Report and return.)

## TRAINING OF TEACHERS.

### STATE AND COUNTY NORMAL SCHOOLS.

There were 2 State normal schools in 1879–'80, the *Illinois State Normal University*, at Normal, near Bloomington, and the *Southern Illinois Normal University*, Carbondale, and 1 county normal school, the *Cook County Normal School*, Normalville, the *Peoria County Normal School*, established in 1868, having been discontinued in the spring of 1879. All have courses of 3 years in English studies; the Southern Illinois, a classical course also, covering one preparatory and 3 normal years. All had schools connected with them, which served in some measure as preparatory schools while used as model schools for observation and practice. The 2 State schools had, during the year, 25 instructors, 605 normal students, and 25 graduates; the Cook County school, 8 instructors, 200 normal students, and 22 graduates.— (Reports and returns.)

### OTHER NORMAL SCHOOLS AND NORMAL COURSES.

Six private or church schools for training teachers report in some way for the year as follows: *Evangelical Lutheran Teachers' Seminary*, Addison, 7 teachers and 130 normal students, with 22 graduates from its 5 years' course; *normal department of Eureka College*, Eureka, 5 teachers, 40 students in a 3 years' course, no graduates; *Northwestern German-English Normal School*, Galena, 5 teachers, 78 students in a 3 years' course, and 3 graduates; *Morris Normal and Scientific School*, Morris, 11 teachers, 80 students in a 4 years' normal course, and 9 graduates; *Teachers' Training School and School of Individual Instruction*, Oregon, 3 instructors, 60 students in normal courses, but no graduates; and *Westfield College Teachers' Course*, 4 students, teachers and graduates not indicated. Total reported instructors in the 6 schools, 31; normal students, 292; graduates, 34. *Northern Illinois College and Normal School*, Fulton, and *McKendree College*, Lebanon, had also in the year arrangements for normal training, and probably *Rock River University*, Dixon, which had a 2 years' normal course in 1878–'79. *Hedding College*, Abingdon, and *Lake Forest University*, Lake Forest, announced in 1879–'80 normal instruction for the following year. In the State report appear 2 other schools offering normal training, but without indication of normal students: Teachers' Institute and Classical Seminary, East Paw Paw, and Normal College, Grayville.

### TEACHERS' INSTITUTES.

Superintendent Slade says that the reports for the year ending July 1, 1880, show 225 institutes held by county superintendents and 147 by other persons, or 372 in all, and that they were in session 1,865 days, an average of 5 days each, with a total enrolment of 8,424, being 38 per cent. of the number teaching in the schools that year and an average of 32 teachers attending each institute. These figures and those of 11 preceding years (omitting one fractional year) show him that only from 24 to 38 per cent. of the teachers in the public schools attend any of the institutes held for their improvement in about three-fourths of the counties of the State each year. Pursuing his inquiries further, he has found that in 25 counties, in which well arranged institutes were held under good leadership, 64 per cent. of all the teachers attended, and that in some others where the institutes were exceptionally good all or nearly all the teachers were enrolled, while in 67 other counties (more than three-fourths of all in the State) at least 76 teachers out of every hundred did not attend any institute at all. He therefore adopts and urges a plan, proposed by Superintendent Bateman in 1872, for having the State engage a set of State institute instructors, who, by their skill and eloquence, may bring out a far greater proportion of the teachers, and enlighten, influence, and improve them.

### EDUCATIONAL JOURNALS.

The Educational Weekly continued at Chicago during 1880, together with the following monthlies: Barnes's Educational Monthly, published simultaneously in Chicago and New York; Western Educational Journal, begun at Chicago January, 1880; Educational News Gleaner (in its fifth volume), Chicago and Normal; and the Normal Worker, begun at Morris in the beginning of the year.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The statistical table at the opening of this abstract shows 110 public high schools, a smaller number than in some preceding years. The seeming diminution, Superintendent Slade says, is due to the fact that in his circular to school officers he requested them to return as high schools only those which had a regular course of 3 or 4 years' duration actually taught to pupils in the school. Hence, one county that in 1878 reported 7 high schools, in 1880 reported none; another changed from 12 to 3; a third,

from 7 to 2. He thinks from the returns received that probably there were more real high schools and more pupils receiving true high school instruction in them than at any previous time. Still, the imperfections and errors of some of the returns received made it impossible to determine absolutely as to these points. He could only estimate that there were in the 110 high schools reported about 8,000 pupils under real high school training. The graduates reported for the year numbered 924. The schools themselves, as respects management, he classed as follows: Managed by boards of education under special charter, 33; by boards under the general school law for cities and villages, 47; by township boards, 6; by directors of county school districts, 24. As respects courses, there were 63 with 4 years' courses and 47 in which the course was 3 years.

The Central High School at Chicago was dropped in 1880 on the elevation of its honored principal, Mr. George P. Howland, to the superintendency of the city schools. Its work was devolved on the 3 division high schools, the courses in which were extended to meet the need.

### OTHER SECONDARY SCHOOLS.

For information respecting business colleges, academic and preparatory schools, see Tables IV, VI, and VII of the appendix; for preparatory departments of colleges and schools of science, see Tables IX and X; for summaries of the statistics of each class of schools, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Illinois Industrial University* (founded 1867 and opened to students 1868) presents in its college of literature and science the State provision for a liberal education after the older form. This college includes a school of English and modern languages and a school of ancient languages and literature. The course in each of these is 4 years, the latter embracing the usual Latin, Greek, and other studies of what is commonly called the classical course in colleges; the former embracing Latin, but not Greek, with larger preparation in physical sciences and a general survey of British and American literature, and answering to Latin-scientific courses elsewhere. For both, as well as for the other more specifically scientific courses, some aids to preparation were still offered in 1879–'80 (as in other years since 1877) in a preliminary year of study at the university; but the examined and approved high schools of the State had come to be mainly relied on for this work, which, on the whole, they were found to do successfully. This preparatory work will be dropped by the university as soon as the high schools can do it all well.

Of the other 28 recognized colleges in the State, one, the Swedish-American Ansgari College, Knoxville, held no session for 1879–'80, being in course of reorganization. Two others, Rock River University, Dixon, and Lincoln University, Lincoln, have furnished no catalogues since 1877. The remaining 25 report, mostly for 1879–'80, preparatory courses of 1, 2, or 3 years and classical courses of 4 years.[1] All but 6 report also scientific courses of 2, 3, or 4 years, differing from the classical in the substitution of modern for ancient languages and in giving more attention to physical sciences, though 2 (Northwestern University, Evanston, and Mt. Morris College, Mt. Morris) showed Latin-scientific besides the ordinary scientific; 1 (Northwestern College, Naperville) had both Latin-scientific and Greek-scientific; Lake Forest University and the University of Chicago, philosophical courses also. Eureka College, Eureka, and Knox College, Galesburg (the latter presided over by a former State superintendent of instruction, Dr. Newton Bateman), had special courses for ladies; Lombard University, at the same place, a literary course. Illinois Wesleyan, Bloomington, offered to graduates and non-residents 5 courses, and almost all gave opportunities for the pursuit of special studies (such as music, drawing, painting, penmanship, book-keeping, French, and German) either aside from or in connection with the chosen course. Ten offered theological instruction, 6 of them in 3 years' courses; 5 had law schools, with 2 years' courses, and 1 a medical school, in which the requirements of the American Medical Association were imposed and a 3 years' graded course recommended.

Both at the State Industrial University and at Shurtleff College, Upper Alton, a system of students' government prevailed, with the approval of the faculties, and, it is said, with a most beneficial influence on the students themselves.

For the titles, location, and statistics of all the colleges for young men or for both sexes reported to the Bureau, see Table IX of the appendix. A summary of statistics of all the reporting colleges may be found in Tables IX and X of the report of the Commissioner preceding.

[1] The only exceptions are the Evangelical Lutheran College, at Mendota, which is itself little more than a fair preparatory school for the theological seminary connected with it, and 2 Roman Catholic colleges, St. Viateur's, Bourbonnais Grove, and St. Joseph's, Teutopolis, which include in their nominally 6 years' collegiate courses 2 years of studies elsewhere held to be preparatory.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

All the above mentioned colleges, including the State University, admit young women to full privileges, except 3 under Roman Catholic and 3 under Lutheran influences. Besides these coeducational colleges, there may be found in Table VIII of the appendix the statistics of some 13 schools of high class for young women only, presenting fair collegiate courses, with facilities for instruction in modern languages, music, art, &c.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

In the colleges of agriculture, engineering, and natural science connected with the *Illinois Industrial University* is presented the highest scientific instruction that the resources of the State command. The first embraces the elements of farming, gardening, veterinary science, and rural economy; the second, mechanical, mining,[1] and civil engineering, with architecture; the third, chemistry, natural history, and domestic science. In each college and each school in it the course is of 4 years. Besides these collegiate schools there are 3 independent schools: one of military science, with a programme for 4 years; one of commerce, with a full 2 years' course, and one of art and design, with 4 stages, which may cover as many years or terms, according to the preparation and capacity of students for the work.

Then, as before said, opportunities for scientific training are afforded in most of the chartered colleges, though with inferior advantages to those provided by the State. For statistics, see Tables IX and X of the appendix; for a summary of them, corresponding tables in the report of the Commissioner preceding.

### PROFESSIONAL.

The *theological* schools, with 3 years' courses and more or less preliminary examination of candidates for admission without collegiate training, appear to have been in 1879–'80 the following: Bible department of Abingdon College, Abingdon (Christian); theological department of Blackburn University, Carlinville (Presbyterian); Chicago Theological Seminary (Baptist) and Presbyterian Theological Seminary of the Northwest, both at Chicago; Garrett Biblical Institute, of Northwestern University, Evanston (Methodist Episcopal); theological department of Lincoln University, Lincoln (Cumberland Presbyterian); Wartburg Seminary, Mendota, and the Preachers' Seminary, Springfield (both Evangelical Lutheran), with the Baptist Union Theological Seminary, Morgan Park, near Chicago, in which were 3 good and full 3 years' courses, the first for graduates of colleges or persons with substantially equivalent training, the second a special course for worthy candidates without great educational advantages, the third for training missionaries to work among the Scandinavians of the Northwest or Europe.

The theological department of Northwestern German-English Normal School, Galena (German Methodist Episcopal), had a 3 years' course, but no examination for admission, and the same appears to have been the case with the theological department of Shurtleff College, Upper Alton. The Bible course in Eureka College, Eureka (Christian), was of only 2 years; the theological, in Augustana College, Rock Island (Evangelical Lutheran), also of 2 years; while in Carthage College, Carthage (Lutheran), was a German theological course, and in McKendree College, Lebanon (Methodist Episcopal), an apparently English theological, to which no definite time was assigned. The training in theology formerly offered at the Illinois Wesleyan University, Bloomington (Methodist), was not mentioned in the catalogue for 1879–'80.

For statistics, see Table XI of the appendix; for a summary of them, a corresponding table in the report of the Commissioner preceding.

The *law* schools for the year were: Bloomington Law School, Illinois Wesleyan University, Bloomington; Union College of Law of the University of Chicago and Northwestern University, Evanston; and law department of McKendree College, Lebanon, all with 2 years' courses,[2] covering 9 months, or 36 weeks, in each year. The last alone had any examination for admission to the course. The statistics were, for 1879–'80, in the Bloomington school, professors 6, students 38, graduates 10; in the Evanston school, professors 5, students 102 (of whom 27 had received degrees in letters or science), graduates 32; in the Lebanon school, professors 2, students 11, graduates 3.—(Catalogues and returns.)

The recognized *medical* schools, all at Chicago, were as follows: "Regular," Rush Medical College, Woman's Medical College (formerly Woman's Hospital Medical College), and Chicago Medical College (connected with Northwestern University, Evans-

[1] Mining engineering formed a separate course till 1879–'80. Then, from want of a special professor for it, its studies were made optional alternates in the school of civil engineering.

[2] A return from McKendree makes the course there 3 years, but the college catalogues for 1879–'80 and 1880–'81 show arrangements for only 2 years.

ton); eclectic, Bennett College of Eclectic Medicine and Surgery; homœopathic, Chicago Homœopathic College and Hahnemann Medical College and Hospital. These all had in 1879–'80 the usual requirements of three years of study under a special preceptor and attendance on two full courses of lectures of 21 to 28 weeks each; but Rush College, the Woman's Medical College, and the Chicago Homœopathic College offered and strongly urged a 3 years' graded course, Rush College so steadily pressing this as to induce most of its students to take the recommended course. In the 2 homœopathic colleges women were admitted to full privileges; but at the Rush College separate provision was made for them.

Only one other medical institution appears—the Chicago College of Pharmacy—which had the usual requirements, 4 years' experience in apothecary work, attendance on 2 lecture courses of 5 months each, and the passage of a final examination, both oral and written. Laboratory work and a summer course in botany were optional.

For full statistics (all reporting them), see Table XIII of the appendix; for a summary of these statistics, see a corresponding table in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The *Illinois Institution for the Education of the Deaf and Dumb*, Jacksonville, reports for the years 1878–'79 and 1879–'80, pupils remaining on rolls at date of previous report, 516; since admitted or readmitted, 197; graduated, died, or discharged, 154; remaining on the rolls September 30, 1880, 559; present at that date, 481. The whole number during the fiscal year 1879–'80 was 564; average for the school term, 456; for the entire year, including the vacation, 307. In former years the effort had been to impart to the pupils a knowledge of language and the rudiments of a good English education in 8 terms, beginning with their eleventh year. This being found too short for full instruction, the course of study has been increased to 10 years. Even with this extension of the course, it is said that those who complete it will not be able to enter the National College for Deaf-Mutes, Washington, D. C. In addition to common school studies, articulation is taught to such as are susceptible of it, with drawing, painting, farming, gardening, cabinet making, shoemaking, printing, wood turning, and sewing. There were 9 additional teachers.

The *Chicago School for Deaf-Mutes*, which had been, from January, 1875, carried on as a day school by Mr. P. A. Emery, under the auspices of the city school board, having received in 1879 an appropriation of $15,000 from the State, was in 1879–'80 expanded into 4, a central school for the more advanced pupils and a branch school for each of the 3 divisions of the city, all under Mr. Emery, with a special teacher for each school; 46 pupils were enrolled in these schools, 29 of them boys and 17 girls. At the opening of the next school term, in September, the number rose to 52, making it necessary to open another school and employ another teacher. The ordinary English branches were taught.—(Chicago school report.)

### EDUCATION OF THE BLIND.

The Illinois Institution for the Education of the Blind, Jacksonville, had for 1878–'79 a total attendance of 133, an average attendance of 108; for 1879-'80, total 138, average 117. The school embraced 3 departments, literary, musical, and mechanical. The literary—divided into 4 sections, preparatory, intermediate, junior, and senior—gives a fair common school training. The musical receives all who show musical taste and instructs in both vocal and instrumental music. The mechanical teaches brush and broom making and the cane seating of chairs.

### EDUCATION OF THE FEEBLE-MINDED.

The Illinois Asylum for Feeble-Minded Children, Lincoln, reports for the 2 years from September 30, 1878, pupils present at that date, 200; admitted or readmitted during the succeeding year, 169; died, 5; temporarily absent or discharged at the close, 103, leaving 261; average daily attendance in that school year, 233. To the 261 present September 30, 1879, were added in 1879–'80 by first admission 73, by readmission 84, while 3 were lost by death and 119 were either discharged or temporarily absent at the close of the year, leaving 296 present September 30, 1880. Average daily attendance in that school year, 286. For school instruction the pupils were divided into 10 classes, the 3 highest of which were duly graded. The teaching in the others was necessarily largely individual. The higher pupils were also exercised in vocal music, singing by rote, and calisthenics; girls were taught sewing and embroidery. Out of school hours all were under the care of attendants, the girls being exercised in household duties and the boys in gardening and such other things as might tend to develop a capacity for useful occupation. The results in the development of latent capacities—intellectual, moral, and industrial—are deemed highly encouraging.

### INSTRUCTION OF ORPHANS.

In the Illinois Soldiers' Orphans' Home, Normal, 343 were enrolled in 1878–'79 and 302 were in average attendance on school exercises; in 1879–'80, the enrolment was 354, the average attendance 317. The school included in 1878–'79 six departments, one of them a Kindergarten, all under 6 teachers. The next year there were 7 teachers to meet the increased number of pupils. At the close of that year, the Kindergarten was discontinued and a principal and 6 teachers were engaged for 1880–'81, with a better grading of the course of study.

For other schools for orphans, see Table XXII of the appendix, and for a summary of the same the report of the Commissioner preceding.

### REFORMATORY AND INDUSTRIAL TRAINING.

The *Illinois State Reform School*, Pontiac, in the 2 years ending September 30, 1880, received 170 boys, of whom 30 could not read, 104 could not write, 102 had never studied arithmetic, 147 knew nothing of geography, and 164 nothing of grammar. It discharged in the same 2 years 164 boys who could all read intelligibly, write legibly and in many cases well, and do fair work in arithmetic and geography, while 49 had made some progress in language, 40 in natural philosophy, 8 in algebra, and 4 in Latin. The boys attended school 4 hours a day and worked 6 hours at shoemaking, tailoring, cane seating, farming, gardening, or household vocations, the remaining time being devoted to recreation, meals, devotional exercises, &c. A large proportion of those that have been subjected to this training are said to have been reclaimed from evil habits, many have done well in the world, and some have reached positions of honor and trust.

From the *Chicago House of Correction* there is no report at the date at which this goes to press.

The *Illinois Industrial School for Girls*, South Evanston, first opened November 1, 1877, reports for 1879–'80, pupils, 50; teachers, 3. The subjects of its care are dependent girls, who, from lack of proper guardianship, are in danger of falling into vicious ways. They are committed to it by State authority, and are trained in household industries and other means of self support, as well as in the essentials of an ordinary education. The evidences of benefit from this training are reported to be very clear.

For statistics of other industrial schools reporting for the same year, see Table XXII of the appendix, and for a summary of the same the report of the Commissioner preceding.

### TRAINING IN ART AND LITERATURE.

As stated under the head of Superior Instruction, the Illinois Industrial University and many of the independent colleges and institutions for the higher instruction of young women provide facilities for training in music, drawing, and painting. Besides these, a special school for instruction in these arts and in the German, French, and Italian languages and literature has been established at Evanston.

The Chicago Academy of Design, at the last account from it, had classes in drawing and painting, with lectures on art and architecture, but statistics for 1879–'80 are wanting. This academy is not to be confounded with a fictitious school of design in the same city, the nominal head of which, J. B. Gaylord, is included among the "frauds" of the United States Postal Guide.

### TRAINING FOR INDUSTRIAL OCCUPATIONS.

Following the lead of the Manual Training School of Washington University, St. Louis, Mo., some public spirited citizens of Chicago in the autumn of 1880 started a school for technical instruction under the same title. Its aim was to afford its pupils good training in the use of tools, in mechanical and free hand drawing, and in applied mathematics, to fit them for becoming mechanical engineers or for managing railway, mining, and manufacturing industries.

## EDUCATIONAL CONVENTION.

### STATE ASSOCIATION.

The State Teachers' Association met at Springfield in the winter vacation, December 28–30, 1880. The county superintendents held a short preliminary meeting in the State House, with Hon. James A. Slade, State superintendent, in the chair. In this meeting Mr. Slade urged on the county superintendents the duty of examining according to law the accounts of township treasurers and township school trustees, to see that they were duly kept, that the schools might receive no damage. Mr. Slade was warmly seconded in this by the supervisors present, some of whom bore testimony to the loose way in which the books of treasurers were sometimes kept.

In the teachers' association proper, Mr. Rourke opened the discussion in the first morning on "Increased efficiency of school directors," apparently defending the directors as a rule, opposing any tinkering with the law respecting them, and holding that for men receiving no compensation they did generally as good work as could be ex-

pected. The afternoon was occupied partly by General John Eaton, United States Commissioner of Education, in a review of the aspects of public school training as revealed by the reports received at his Bureau. After this President Cook delivered a lively address, in which he held that, as parents gave little time to inspection of the schools, they should provide for them able superintendents. The county supervision especially should be improved in efficiency. Superintendents should be chosen for their high literary qualifications as well as for their tact and executive ability, not for their party politics; and, being so chosen, they should be better paid to make it worth the while of good men to accept the office and give to it due attention. Superintendent A. M. Brooks, of Springfield, took essentially the same view, only holding that better service could probably be secured from superintendents not chosen by the people but appointed by a State board of education.

In the evening Colonel F. W. Parker, of Boston, discoursed upon the methods in the schools of Quincy, Mass., attacking the programme and regulation system of instruction and urging that teachers be allowed to study the character and capacity of pupils and to adapt their instructions to these as perceived. He held that it was not the amount of text book learning driven into a child that determined the improvement made, but the amount of really useful information that was comprehended, digested, and appropriated. The one aim should be to induce mental development, and whatever methods were found to conduce to this should be allowed.

On the second day there was an extended discussion of Colonel Parker's propositions by Superintendent Slade, President Hewitt, of the State Normal University, and others, but with what result is not stated. In the afternoon, Mr. O. S. H. White, of Peoria, read a carefully prepared paper on "School systems," outlining the system presented at Washington the preceding February by Hon. J. H. Smart, of Indiana, and saying that it would secure freedom from politics, fitness for service, and permanency of administration. He gave, too, an interesting sketch of the school system of the province of Ontario, Canada, expressing the belief that in the ungraded country schools better results were secured under this than in the United States, though probably in the latter the city schools would carry off the palm. Mrs. E. C. Larned, superintendent of Champaign County, introduced a resolution pledging the teachers present to use their best endeavors to inculcate temperance principles in their schools, which, after spirited discussion, passed by a vote of 62 to 20. In the evening Superintendent Peaslee, of Cincinnati, Ohio, delivered a lecture on "Gems of literature in our public schools," making an earnest appeal for more thorough teaching of the choice parts of English literature, both through reading books and recitations. In the morning hour of the last day Prof. A. F. Nightingale followed with a plea for due presentation of the ancient classical literature in the higher grades of schools. Then, after the usual routine work and an animated discussion of the means of remedying truancy, the meeting adjourned, having exchanged friendly greetings with 3 other State associations in session at the same time.—(Educational Weekly, January 13, 1881.)

## OBITUARY RECORD.

### PROFESSOR W. H. WOODYATT, M. D.

On the 31st of January, 1880, this promising young surgeon, who had early attained high reputation, passed to his final rest at the age of 34. Born September 12, 1846, at Brandford, Ontario, after private study there he came to the United States, pursued medical studies at the Hospital College, Cleveland, Ohio, graduating with distinction in 1869 and subsequently spending two years in close study of diseases of the eye and ear in the hospitals of New York, performing operations and gaining the reputation of being one of the most expert operators in the city. In 1871 he removed to Chicago, and was soon after appointed lecturer on his specialties at the Hahnemann Medical College there, giving his first course in the spring term of 1871. During the winter session following he delivered the regular lectures on ophthalmology and otology so acceptably that he was unanimously appointed professor in these subjects. Four years of continuous instruction confirmed the first impressions of his ability and thoroughness, clear method, and scientific accuracy, while his earnestness inspired his students with zeal kindred to his own. On the establishment of the Chicago Homœopathic College in 1876, he was offered a like place, which he accepted, serving with constantly increasing reputation till his death and leaving then an immense amount of material for a treatise on his specialties, to be possibly digested and published by some other hand.—(United States Medical Investigator, June 1, 1880.)

## CHIEF STATE SCHOOL OFFICER.

Hon. JAMES P. SLADE, *State superintendent of public instruction, Springfield.*

[Term, January 13, 1879, to January 10, 1880.]

Preceding superintendents in the ten years have been Dr. Newton Bateman (who served in all 15 years, 1858–1862 and 1864–1875) and Hon. S. M. Etter (1875–1879).

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| White youth 6–21 | 614,400 | 622,430 | 631,149 | 645,279 | 657,948 |
| Colored youth 6–21 | 8,328 | 9,119 | 9,183 | 9,460 | 9,788 |
| Whole number of school age | 622,728 | 631,549 | 640,332 | 654,739 | 667,736 |
| White youth in public schools | ..... | ..... | ..... | ..... | 495,711 |
| Colored in public schools | ..... | ..... | ..... | ..... | 6,651 |
| Enrolment, white and colored | 450,057 | 459,451 | 463,204 | 489,044 | 502,362 |
| Average daily attendance | 295,071 | 295,125 | 293,851 | 311,272 | 300,743 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | | |
| Districts in which schools were taught. | 8,936 | 9,030 | 8,918 | 9,105 | 9,130 |
| Districts in which no schools were taught. | 96 | 70 | 72 | 53 | 52 |
| Total number school districts | 9,032 | 9,100 | 8,990 | 9,158 | 9,182 |
| Districts in which colored schools were taught. | 91 | 89 | 90 | 96 | 132 |
| District graded schools | 181 | 164 | 166 | 161 | 290 |
| Township graded schools | 56 | 81 | 62 | 110 | 106 |
| Average time of schools, days | 98½ | 116 | 105 | 113 | 120 |
| Public school-houses | 8,989 | 9,080 | 9,302 | 9,135 | 9,307 |
| Valuation of school property | $7,381,840 | $9,199,480 | $9,404,040 | $10,373,693 | $10,870,338 |
| School-houses built in the year | 415 | 393 | 465 | 499 | 382 |
| Private schools in public buildings. | ..... | 956 | 1,103 | 1,122 | 949 |
| Male teachers in such schools | ..... | 464 | 230 | 300 | 267 |
| Female teachers in such schools | ..... | 827 | 658 | 131 | 693 |
| Pupils in such schools | ..... | ..... | 18,017 | 25,523 | 18,956 |
| Average daily attendance in such schools. | ..... | ..... | 9,478 | 15,759 | 11,675 |
| TEACHERS AND THEIR PAY. | | | | | |
| Male teachers in public schools | 7,161 | 7,630 | 7,594 | 7,586 | 7,670 |
| Female teachers in public schools. | 4,672 | 4,931 | 5,190 | 5,419 | 5,463 |
| Total in public schools | 11,833 | 12,561 | 12,784 | 13,005 | 13,133 |
| Average monthly pay of males *a* | $38 60 | $39 00 | $41 80 | $45 60 | $42 40 |
| Average monthly pay of females. *a* | 30 40 | 29 80 | 34 80 | 36 60 | 38 20 |
| INCOME AND EXPENDITURE. | | | | | |
| Whole receipts for the public schools. *a* | ..... | $3,589,742 | $3,938,589 | $3,283,359 | $5,041,517 |
| Whole expenditure for them *a* | ..... | 3,559,899 | 3,886,045 | 4,359,214 | 4,530,204 |
| SCHOOL FUND. | | | | | |
| School fund, in part available | ..... | $8,437,593 | $8,590,239 | $8,711,317 | $8,799,192 |

*a* Specially furnished by Mr. John W. Holcombe, chief

## TICS OF INDIANA—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | | Increase or decrease since 1870–'71. | |
|---|---|---|---|---|---|---|---|---|
| 668,969 | 683,519 | 687,304 | 695,324 | 689,010 | D. | 6,314 | I. | 74,610 |
| 10,261 | 11,187 | 11,849 | 12,777 | 14,548 | I. | 1,771 | I. | 6,220 |
| 679,230 | 694,706 | 699,153 | 708,101 | 703,558 | D. | 4,543 | I. | 80,830 |
| 509,307 | 491,975 | 505,054 | 496,066 | 503,267 | I. | 7,201 | ..... | ..... |
| 6,963 | 6,751 | 7,481 | 7,826 | 8,016 | I. | 190 | ..... | ..... |
| 516,270 | 498,726 | 512,535 | 503,892 | 511,283 | I. | 7,391 | I. | 61,226 |
| 314,168 | 298,324 | 315,893 | 312,143 | 321,659 | I. | 9,516 | I. | 26,588 |
| 9,259 | 9,289 | 9,346 | 9,294 | 9,383 | I. | 89 | I. | 447 |
| 51 | 36 | 34 | 33 | 42 | I. | 9 | D. | 54 |
| 9,310 | 9,325 | 9,380 | 9,327 | 9,425 | I. | 98 | I. | 393 |
| 115 | 110 | 130 | 124 | 104 | D. | 20 | I. | 13 |
| 271 | 344 | 396 | 358 | 339 | D. | 19 | I. | 158 |
| 127 | 164 | 151 | 180 | 153 | D. | 27 | I. | 97 |
| 129 | 128 | 129 | 132 | 136 | I. | 4 | I. | 37½ |
| 9,434 | 9,476 | 9,545 | 9,637 | 9,647 | I. | 10 | I. | 658 |
| $11,548,994 | $11,376,730 | $11,536,647 | $11,787,705 | $11,817,955 | I. | $30,250 | I. | $4,436,115 |
| 454 | 413 | 411 | 394 | 359 | D. | 35 | D. | 56 |
| 757 | 732 | 618 | 635 | 509 | D. | 126 | ..... | ..... |
| 229 | 223 | 238 | 242 | 200 | D. | 42 | ..... | ..... |
| 536 | 543 | 436 | 436 | 392 | D. | 44 | ..... | ..... |
| 13,764 | 12,306 | 13,516 | 14,434 | 12,112 | D. | 2,322 | ..... | ..... |
| 9,215 | 8,602 | 9,087 | 8,867 | 8,218 | D. | 649 | ..... | ..... |
| 7,852 | 8,109 | 8,039 | 8,016 | 7,802 | D. | 214 | I. | 641 |
| 5,559 | 5,465 | 5,742 | 5,574 | 5,776 | I. | 202 | I. | 1,104 |
| 13,411 | 13,574 | 13,781 | 13,590 | 13,578 | D. | 12 | I. | 1,745 |
| $42 40 | $39 20 | $40 00 | $38 60 | $37 20 | D. | $1 40 | D. | $1 40 |
| 39 00 | 37 60 | 36 40 | 35 00 | 35 20 | I. | 20 | I. | 4 80 |
| $5,083,327 | $4,873,131 | $4,591,968 | $4,427,670 | $4,402,850 | D. | $24,820 | ..... | ..... |
| 4,921,085 | 4,673,766 | 4,651,911 | 4,476,729 | 4,491,850 | I. | 15,121 | ..... | ..... |
| $8,870,872 | $8,924,570 | $8,974,456 | $9,013,062 | $9,065,255 | I. | $52,193 | ..... | ..... |

clerk of the Indiana department of public instruction.

## STATE SCHOOL SYSTEM.

### OFFICERS.

Since 1869 the officers have been as follows: A State superintendent of public instruction, elected biennially by the qualified voters, and a State board of education, of 7 members until 1875, thereafter of 8; for each county, a school examiner, appointed triennially by the board of county commissioners—a county superintendent, appointed biennially by the assembled township trustees, taking his place since 1873, while county boards of education are found since that date; for each incorporated city and town, 3 school trustees, elected biennially until 1873, thereafter for 3 years' terms, with annual change of one; for each township, a township trustee, elected biennially; for each district, a school director, elected annually by the school voters. By act of March, 1871, one school commissioner was to be elected each year by the qualified electors of each school district in cities of 30,000 or more inhabitants. He was to serve as member of the board of school commissioners of such city. By law of 1877 the trustees constitute the school board of the city or town wherein elected.—(School laws.)

### OTHER FEATURES OF THE SYSTEM.

To sustain the public schools there are two sources of revenue: the interest on the school funds and the proceeds of the tax levied by the State and by local authorities. The common school fund is made up of the surplus revenue fund, the saline fund, the bank tax fund, the county seminary funds, fines assessed for breaches of the penal laws of the State, all forfeitures, all escheated lands and estates, the proceeds of sales of swamp lands, and the fund arising from the 114th section of the charter of the State Bank of Indiana. There is also a congressional township fund. The special taxes for school purposes have varied somewhat during the ten years, but are now as follows: A State tax of 16 cents on each $100 and 50 cents on each poll for schools, with the income from liquor licenses; a local tax, for tuition not to exceed 30 cents on $100, for school-houses, furniture, &c., not to exceed 50 cents on $100. The school funds are distributed to the counties in proportion to the number of children of school age (6 to 21) reported in the annual census made by the trustees of townships, towns, and cities. Graded schools, in which were taught the common school branches and good behavior, were early provided for. The German language could also be introduced if required by the parents or guardians of 25 or more children. A school week is 5 days; school month, 20 days; school year, 3 months. Teachers are required to be licensed and to report regularly to the proper authorities; it is also expected that they will attend the monthly institutes.—(School laws, 1869, 1873, 1875, 1877, and acts of 1879.)

### GENERAL REVIEW OF THE SCHOOL SYSTEM.

Superintendent Smart, in making his third and last biennial report, places on record the results of his study of the school system of the State. He finds this system to be the result of a growth of less than twenty-five years, the fruit of the constitution adopted in 1852. He further states that "from the date of the adoption of these fundamental laws the growth of the school system has been very rapid. A large school fund has been created and made productive; a grand system has been organized and perfected; public sentiment has been aroused and moulded aright; school-houses have been built by the thousand; schools have been opened within convenient distance of almost every child in the State; cities and villages have maintained high schools and training schools; a State normal school has been established; colleges and universities have been founded, and the whole educational machinery of the State has been adjusted and adapted to the wants of a great Commonwealth." Various diagrams and comparative tables in illustration of his statements are given by Mr. Smart. In one of the latter he shows that the number of children is increasing proportionately faster than the school fund, the per capita being $13.84 in 1870 and $12.88 in 1880; in another table the length of school term since 1868 is given, the number of days the schools were in session in 1880 being larger than any previous year, 136 against 87 in 1868. There were but two counties in 1880 in which the average was less than 100 days. School architecture has also improved much; in 1865 there were more than eleven hundred log cabins used; now only 75. Substantial and tasteful structures, brick predominating, take their places. Even in the rural districts most of the houses are models of excellence, although there is still complaint everywhere of inadequate ventilation. In 5½ years there has been an increase of 445 teachers, of 35,822 enumerated youth of school age, of 8,921 enrolled in public schools, of 20,916 in average attendance, and of $266,063 in the school fund. The number of districts in which no schools were taught was 162 in 1869–'70 and 42 in 1880. Colored schools were taught in 91 districts in 1871 and in 104 districts at the present date.—(Report of the superintendent of public instruction for 1879 and 1880.)

### KINDERGÄRTEN.

The first school of this class seems to have been established in 1875 at Indianapolis. In 1880 there were three reported in that city, one in Franklin, and one in Marion. For full information relative to these schools, see Table V of the appendix, and a summary thereof in the report of the Commissioner preceding.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

Cities and incorporated towns are governed by school boards composed of 3 trustees elected by the common council[1] for 3 years' terms, with the annual change of one. Each city has also a superintendent elected by the board. Indianapolis has a board of 11 members, elected by popular vote, a superintendent, 2 assistant superintendents, and a superintendent of school buildings and grounds.

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Evansville | 29,280 | | | | | |
| Fort Wayne | 26,880 | 13,539 | 3,541 | 2,817 | 93 | $60,608 |
| Indianapolis | 75,074 | 26,789 | 13,936 | 8,925 | 219 | 244,637 |
| Jeffersonville | 9,359 | | | | | |
| Laporte | | | 1,133 | 829 | 22 | 18,743 |
| Logansport | 11,198 | 3,673 | 1,795 | 1,206 | 29 | 49,295 |
| Madison | 8,945 | | | | | |
| New Albany | 16,423 | | | | | |
| Richmond | 12,743 | 4,845 | 2,219 | 1,627 | 51 | |
| South Bend | 13,279 | 4,267 | 1,936 | 1,227 | 34 | 19,334 |
| Terre Haute | 26,040 | 8,096 | 4,138 | 2,975 | 78 | 53,683 |
| Vincennes[a] | 7,680 | 2,326 | 1,187 | | 18 | 15,372 |

[a] Statistics of 1879.

### ADDITIONAL PARTICULARS.

*Evansville* makes no return and sends no report to the Bureau up to the time of going to press.

*Fort Wayne* reports 9 different school buildings, valued at $224,650; 3,788 sittings for study; the schools subdivided into primary, intermediate, grammar, and normal; special teachers of music, drawing, and penmanship; and 3,000 pupils in the private and parochial schools.—(Return.)

*Indianapolis* valued its school buildings and grounds at $968,782; kept its schools open 194 days; had 10,925 sittings for study; employed one teacher in the normal school, which had 15 sittings; and reported evening schools and special teachers of music and drawing.—(Return.)

*Logansport* reports 6 school-houses, containing 1,545 sittings for study and valued at $145,850; a special teacher of music; a constantly increasing proportion of pupils attending school during the entire year, and satisfactory improvement in regard to tardiness and truancy; colored pupils admitted to the white schools since 1878; and 745 pupils in the church schools.—(Return and city report.)

*Richmond* reports 43 schools (1 high, 14 grammar, 25 primary, and 3 colored) in 9 buildings, 8 of them owned by the city; 2,003 sittings for study; 665 pupils in the church schools; an increase of 2 primary schools; a new building opened for the English-German schools, the pupils pursuing the regular English course of study, with German, music, and drawing taught.—(City report for 1879–'80.)

*South Bend* reports 7 school buildings, with 935 sittings, worth $107,000; an overcrowded condition of the primary and lower intermediate departments; the school buildings in good condition, fitted with modern school furniture and better provided with apparatus than ever before; a special teacher of German employed, and both music and drawing taught.—(Return and report.)

*Terre Haute* reports the schools kept open 195 days; school property valued at $226,558; 11 school buildings, with 3,681 sittings for study; a special teacher of music; 972 pupils in private and parochial schools; a revision of the course of study and syllabuses at the beginning of the year; and ten general meetings of the teachers held

[1] The exceptions to this rule are to be cities with 30,000 or more inhabitants, where the people elect a school commissioner for each ward, who together form a board of school commissioners. The common councils of smaller cities may also adopt this system by a majority vote.

during the year, at which lectures, papers, discussions, readings, and music were given.—(Return and report.)

*Vincennes* reports a period of 12 years required for the whole course of study in the public schools; the schools subdivided into primary, grammar, and high grades; vocal music compulsory; German and book-keeping optional.

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOL.

By an act approved December 20, 1865, a State normal school was to be established and maintained, the object of which should be the preparation of teachers for the common schools of Indiana. On January 5, 1870, the Indiana State Normal School, at Terre Haute, was opened for instruction. The full course occupies $2\frac{2}{3}$ years; yet it is allowable for students to attend one or more terms, to teach a term or so, and then return to the school. In 1879–'80 there were 454 students and 17 graduates, 15 of them engaged in teaching.

### OTHER NORMAL TRAINING.

Since the organization of this school other schools for normal training have been established in different sections of the State. Of these the *Central Normal College and Commercial Institute*, organized at Danville in 1875, reports 710 normal students in 1879–'80 and 78 graduates; the *Elkhart County Normal and Classical School*, established in 1874, at Goshen, reports a 5 years' course of study and 110 students; the *Central Indiana Normal College and Business Institute*, organized in 1875, at Ladoga, has 9 different departments (including college preparatory and a new scientific course), with 182 pupils in the teachers' course; *Lagrange County Normal School*, at Lagrange, dating from 1874, reports a 3 years' course of study; *Northern Indiana Normal School and Business Institute*, Valparaiso, established in 1873, reports 1,138 normal students and an increased enrolment in the 6 years from 61 to 1,723 pupils a term. A new school, the *Southern Indiana Normal College*, was opened at Mitchell on April 6, 1880; in August of the same year 115 students were reported as attending the 3 years' course. The *Indiana Normal Kindergarten*, Indianapolis, dating from 1875, reports 3 graduates engaged in teaching. In addition to these schools the following colleges have made more or less provision for normal training: Bedford College, Bedford, in a summer normal; Wabash College, Crawfordsville, in an English and normal course of 1 year (22 students, 1879–'80); Fort Wayne College, Fort Wayne, in a 3 years' normal course (250 students, 1879–'80); Hartsville University, Hartsville, in a teachers' course of 2 years (no students indicated); Moore's Hill College, Moore's Hill (20 normal students); Earlham College, Richmond, in a normal class which apparently follows 3 years of English study (10 normal students); Ridgeville College, Ridgeville, in a normal course of 2 years, which the catalogue of 1879–'80 speaks of as a recent addition.—(Catalogues and returns of 1880.)

### TEACHERS' INSTITUTES.

The law requires county superintendents to hold at least one institute each year in their respective counties. It also provides for township institutes or model schools for the improvement of teachers, to be held at least one Saturday in each month. Private normal institutes are also held from time to time in the different counties. Attendance on county institutes is encouraged by allowing the closing of schools during the sessions of the institute. One day's pay must be forfeited for each day's absence from township institutes. In 1879 there were 12,232 persons attending the 5 days' sessions of the 92 county institutes. In 1879 there were 4,719 township institutes, and in 1880 a few less, 4,530. Normal institutes were held in 73 counties. In all, 92 such meetings were reported, with an enrolment of 4,688 persons and an average attendance of 3,511. The number of instructors was 225.—(Laws and State report.)

### EDUCATIONAL JOURNALS.

The Indiana School Journal, of Indianapolis, dating from 1855; the Common School Teacher, established at Bedford in 1875; the Normal Teacher, issued at Danville since 1877; and School Education, Terre Haute, dating from 1880, promote the educational interests of this State.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Graded schools are authorized by law and provision is made for admission into the higher departments of such schools, but there is no distinct provision for the establishment of high schools in the different cities and towns of the State. In 1879 there were 33 approved high schools reported as preparing students for the State university. In 1880 our information is limited to the reports from a few cities and towns.

In Frankfort the work of the high school was very satisfactory, and 54 pupils were in attendance. In Indianapolis there were 11 teachers for this grade, 600 sittings, 576 enrolled, and 458 in average attendance. La Porte reported a graduating class of 11 pupils, 2 from the college preparatory course, the others from the English and Latin course. Logansport had a 4 years' English course and a Latin-English course; this is one of the schools issuing certificates of admission to the freshman class of the State university. Richmond has 3 courses of study of 4 years each: an English and Latin, an English and German, and an English and business course. South Bend reported 104 pupils in this grade. Terre Haute has had 1,124 pupils enrolled since the first organization of the school; the average number for the year was 217. Vincennes reports a 4 years' course and an enrolment of 146 pupils.—(City reports and returns.)

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX of the appendix, and the summaries of these in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

There are two institutions for superior instruction under the control of the State, viz: the State University at Bloomington and Purdue University at Lafayette. The former is a school of literature and science, the latter a school for practical industries. The Indiana State University, established on a non-sectarian basis in 1828 and giving free tuition to both sexes, reported classical, scientific, legal, and medical departments in 1870–'71. In 1872–'73 arrangements for a preparatory department were made, and this became an established fact in the following year. No special variation in the studies and courses is noticed until 1878, when the law department was discontinued and the medical department, united with the College of Physicians and Surgeons, became a part of Butler University. In 1879–'80 there were 2 classical courses (ancient and modern) of 4 years each, a scientific course of the same length, and a preparatory department. Since 1874 pupils are admitted without examination on showing certificates of graduation from approved high schools, of which there were 33 in 1879–'80. There were in the same year 349 students in the university, 183 of these collegiate.—(Catalogues.)

The other universities are Butler, Hartsville, Indiana Asbury, and Notre Dame; the colleges, Bedford, Concordia, Fort Wayne (mainly engaged in preparatory and normal work), Franklin, Earlham, Hanover,[1] Moore's Hill, Ridgeville, St. Meinrad, Union Christian, and Wabash. All have preparatory and classical courses, the latter generally of 4 years, and all except Concordia scientific courses. Commercial courses were found in 4, Butler University having apparently dropped this course; normal courses in 9; philosophical, in 4; biblical instruction, in 6, Hartsville not reporting any theological students; while French, German, and music are very generally taught.—(Catalogues.)

For statistics of these universities and colleges, reference is made to Table IX of the appendix; for a summary of these statistics, to the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Full opportunity is given for the higher education of women in 12 of the universities and colleges reporting. Statistics of the institutions for women alone are found in Table VIII of the appendix. A summary thereof may also be found in the report of the Commissioner preceding.

[1] Hanover College admits women for the first time in 1879–'80.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

Purdue University, La Fayette, reports a rapidly increasing enrolment, 64 students in its first year, 1874–'75, and 203 in 1879–'80. The university has 3 departments: (1) the academy, which prepares students for admission to the college of general science and serves as a school of review to those who cannot extend their education beyond; (2) the college of general science, which has 3 courses of study occupying 3 years each, with a fourth optional. These courses are a scientific course, aiming to offer a thorough scientific education, but with unusual prominence given to industrial art; an agricultural course, giving systematic training in agriculture and horticulture; and a mechanical course, which adds to the branches of study in the scientific course (Latin and German excepted) two years' instruction and practice in the use of hand and machine tools. (3) The special schools are those of agriculture and horticulture, opened in September, 1879, and occupying 3 years; of mechanics, requiring 2 years; of industrial art, including 2 courses of 2 years each, the one in industrial design, the other in mechanical drawing; of chemistry, a 3 years' course; and of natural history, including 2 years' courses in botany, zoölogy, and geology. Students holding the degree of A. B. or B. S. can complete any of these courses in 2 years.—(Sixth annual register.)

Sixteen of the other colleges and universities have scientific courses. Indiana Asbury instructs in mathematics, natural science, and military science and tactics. Wabash College sends some of its students out on geological expeditions annually under the care of a professor.

### PROFESSIONAL.

*Theological* instruction was given in 6 colleges or universities. Bedford College (Christian) had a ministerial course similar to its classical course, save that the higher mathematics were replaced by the Scriptures during the junior and a part of the sophomore year. Concordia College (Evangelical Lutheran) had a regular theological department, with a 3 years' course following the collegiate. Butler University (Christian) had a school of biblical literature extending through 2 years. Union Christian College (Christian) opened a theological department in September, 1880. St. Meinrad's College (Roman Catholic) reports a 3 years' theological course. This college reports 34 theological students in 1879–'80. In the biblical department of Indiana Asbury University, theological training for the ministry appears to be given to students preparing for that profession throughout the collegiate course.

*Legal* instruction is given in a 2 years' course at Notre Dame University. A complete English education is required for admission and a classical one is desired.—(Catalogue, 1879–'80.)

*Medical* instruction according to the "regular" standard is given in 3 institutions in this State. The Medical College of Evansville requires for graduation 3 years of study, 2 courses of lectures of 5 months each, 2 courses of practical anatomy, and at least one in practical chemistry; the Medical College of Fort Wayne, 3 years of study, 2 courses of lectures of 21 weeks each, dissections, and hospital practice, didactic and clinical examinations (a 3 years' graded course optional); the Medical College of Indiana, Indianapolis, 3 years of study, attendance on 2 full lecture courses of 20 weeks each, a thesis, and a satisfactory final examination in all branches.

The Central College of Physicians and Surgeons, Indianapolis, established July 8, 1879, has the customary course of 3 years of study under a preceptor of the regular school, with 2 years of required attendance on lecture courses of 5 months each; but offers and recommends a 3 years' graded course, with annual examinations.—(Second annual announcement.)

A new institution, the Indiana Eclectic Medical College, Indianapolis, was organized in the autumn of 1880. Whether it is recognized by the National Eclectic Medical Association is not yet known.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Indiana Institution for Educating the Deaf and Dumb, Indianapolis, which was founded in 1844, reports 390 students for 1879–'80. The mute language, English branches, the Scriptures, history (ancient and modern), physiology, chemistry, natural philosophy, rhetoric, and algebra are taught. Shoemaking, cabinet making, and

chair caning are the principal employments. There were present in December, 1880, 321 students; instructors, 19.—(Reports and American Annals of the Deaf and Dumb.)

### EDUCATION OF THE BLIND.

The Indiana Institute for the Education of the Blind, Indianapolis, was founded in 1847. In 1879–'80 it reports 127 pupils enrolled, 22 of these new pupils. In the literary department there are five divisions, the fifth including chemistry, geology, mental philosophy, political economy, astronomy, trigonometry, and international law. In the musical department instruction is given in the elements of music, voice building, harmony, and on the piano and organ. In the industrial department, beadwork, crocheting, and plain sewing are taught to the girls and broom making to the boys. A tuning class, organized during the year, was quite successful. A class in calisthenics was also formed and was of great benefit.—(Report.)

### REFORMATORY AND INDUSTRIAL TRAINING.

The only information at date of going to press is that in 1878–'79 the *Indiana House of Refuge*, Plainfield (established in 1867), received 107 new inmates and 21 returned ones, making 511 at the close of the year, all taught half of each day in 4 schools and trained in useful industries the other half; and that, in the *Indiana Reformatory Institution for Women and Girls*, 140 of the 272 inmates in the same year were enrolled in school and 111 of them were in average attendance in 4 classes. Housework, laundry work, knitting, sewing, and seating of chairs formed part of the instruction out of school hours.—(Reports.)

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATION.

The twenty-seventh annual convention of the Indiana State Teachers' Association met at Indianapolis December 28–30, 1880, and was called to order by the retiring president, J. T. Merrill. After the address of welcome and the response thereto, the president elect, John Cooper, gave a brief history of the association from its organization in 1854 to the present time. The remainder of the day was taken up with miscellaneous business, appointment of committees, &c. On the following day papers were read on "Analytical reading," on "Lessons from the life of Shelley," and on "Educational exhibits at international expositions," in which the most graphic presentation of statistics of schools and school work and uniformity in size of the same kinds of articles in different collections were considered requisite; these subjects were discussed. An address in behalf of the Women's Christian Temperance Association, recommending a text book for use in schools, and "An essay to define and encourage professional education" followed. In the evening an address by Rev. O. C. McCulloch on the "Science of childhood" was listened to with interest. The closing day's sessions were occupied by the election of officers; by a paper on "The advantages and disadvantages of our school system compared with that of Canada," wherein the suggestion was made to have text books chosen by the State boards instead of by local ones; by a paper on "Anticipative work in teaching," and by addresses of Governor A. G. Porter and Hon. John M. Bloss, State superintendent elect.

Hon. James H. Smart, in a paper on "Reading for children," made a condensed statement in regard to the lists of books printed in his annual report. "Under the surface" exposed many of the faults and weaknesses of the working of schools that present a fair exterior. The superintendent of the Indianapolis schools read a paper on "Special schools for juvenile delinquents." A committee was appointed to see as to the organization of a tri State educational gathering in 1881, the States of Indiana, Ohio, and Michigan to take part. The feasibility of a mutual benefit association among teachers was reported upon, but it was not considered practicable at present. Resolutions were adopted as to securing an elementary education for each child by compulsory measures, as to the relieving of experienced teachers from repeated examinations, and as to the passage of the Senate bill providing national aid for education.—(Indiana School Journal, February, 1881.)

### STATE CONVENTION OF COUNTY SUPERINTENDENTS.

This meeting was held in Indianapolis June 22–23, 1880, with superintendents from 35 counties present. The first subject for consideration was "A syllabus of work for county institutes" which was proposed at a previous meeting of this body. The plan reported was discussed, but final decision was deferred until the next annual meeting. State Superintendent Smart spoke of the practical unanimity between the State board and county superintendents, and referred to county superintendency as the right arm

of the school system. In discussing "Uniformity of school work throughout the State," W. E. Bailey, of Marshall County, stated that each locality must adapt its work to suit its condition, but this was not agreed to by the majority. In "How to secure prompt and regular attendance," the revoking of licenses to teachers whose schools have run down and the employment of good teachers would produce the desired result, said Superintendent Vigo. On the report of the committee on "Grading teachers' licenses," it was agreed that for the next year each superintendent should fix his own scale. The next subject was "Diplomas for pupils completing the course of study in the district schools," discussed by J. C. Macpherson, of Wayne. These diplomas are given after an examination and serve as stimulus to good work. The general plan of giving the diplomas or certificates was approved by all taking part in the discussion. Many persons appointed to speak failed to appear, and after the election of officers the meeting adjourned.—(Indiana School Journal, July, 1880.)

### SOUTHERN INDIANA TEACHERS' ASSOCIATION.

The fourth annual session of this body was held at Bloomington, March 17–19, 1880. Remarks were made by Mayor Dodds, of Bloomington, by Superintendent Smart, and by Superintendent J. W. Caldwell, of Seymour, as president elect. On the second day the "Duty of parents to the Commonwealth, physically, mentally, and morally considered" was discussed by W. R. Halstead, president of De Pauw College. He spoke of the obligation to make the community fit for the child to live in and to make the child fit to live in the community. "The parent should have intelligence, a knowledge of the reliable and organized laws of human society. Teach the children the grand problem of social ethics from their teens till their twentieth year, and the result will be well for the country." The subjects of "Visual teaching," "Non-professional reading," "Mathematical teaching," and "How may the high school be strengthened and built up in popular favor?" were next in order. Teachers, it was urged, must make the high school so effectual that it will become a public necessity. An evening lecture, illustrated by a calcium light stereopticon, was given. The third day was devoted to a paper on "How may the pupils of our district schools be interested in standard and current literature?" by a general discussion on "The educational outlook, or the demand for more practical work;" by reports from the committee on the nomination of officers;" by a paper on "Should the school year of our district school be divided into two distinct sessions?" which was discussed pro and con; and by a lecture on "Science, the experimenter in the school room," in which J. P. Patterson, of Washington, Ohio, stated that science should be taught even in the district schools, as through it children learn to observe and are prepared for systematic work in the future. After the usual vote of thanks, &c., the meeting adjourned.—(Indiana School Journal, April, 1880.)

### INDIANA COLLEGE ASSOCIATION.

This association met December 26–27, 1880, at Indianapolis. The first address, "Liberal education," by Dr. A. R. Benton, of Butler University, made various suggestions as to training all the powers of the mind so as to give sovranty over all things knowable. Committees were appointed; the constitution was so changed as to admit into the discussions such distinguished educators present as were awarded that privilege by ballot. Prof. John M. Coulter, of Wabash College, read a paper on "Science in our colleges," which was discussed by others. Dr. J. C. Ridpath, of Asbury, followed with "The beech tree in history;" and Prof. Catherine Merrill dwelt on "The exiles of Salzburg." After an examination into the financial condition of the association, an address by President D. W. Fisher, of Hanover College, on "The limits of science" was next listened to. Science is limited, the speaker said, by the number and range of the faculties of the human mind and by certain ultimate truths. The design of the paper was to distinguish between the possible and the impossible and to direct the search after knowledge into regions where it can succeed. The discussion of the foregoing paper was opened by Prof. A. McTaggart and continued by other gentlemen. After the reading of reports and the election of officers the meeting adjourned.—(Addresses and proceedings.)

## OBITUARY RECORD.

### LEWIS PRUGH.

Professor Prugh, principal of Vincennes University, died of erysipelas at Vincennes, November 28, 1880. He was born in Summerfield, Ohio, March 5, 1840, and graduated from Antioch College in 1861. Taking charge of the university in 1872, he filled this position with great honor. As an educator, he had few superiors in the State; as a scholar, few peers. He was remarkable for his devotion to his profession, his loving spirit, and his eminent christian character.—(Indiana School Journal, December, 1880.)

## CHIEF STATE SCHOOL OFFICER.

Hon. JOHN M. BLOSS, *State superintendent of public instruction, Indianapolis.*

[Term, March 15, 1881, to March 15, 1883.]

Preceding superintendents in the decennial period have been Hon. Milton B. Hopkins, March 15, 1870, to August 16, 1874, when he died in the midst of his second term; Hon. A. C. Hopkins, son of the deceased superintendent, appointed to fill his place, August 20, 1874, to March 15 1875; then Hon. James H. Smart, for three successive terms, extending to March 15, 1881.

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Youth of school age (5–21) | 460,629 | 475,499 | 491,344 | 506,385 | 533,571 |
| Enrolled in public schools | 341,938 | 340,789 | 347,572 | 367,095 | 384,012 |
| Per cent. enrolled on school population. | 74.23 | 71.66 | 70.73 | 72.49 | 71.97 |
| Average attendance | 211,562 | 214,905 | 204,204 | 215,656 | 225,415 |
| Per cent. of attendance on enrolment. | 61.87 | 63.06 | 58.75 | 58.75 | 58.69 |
| Number attending private schools. | 2,031 | 6,163 | 12,132 | 15,089 | 13,350 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | | |
| District townships | 1,260 | 1,317 | 1,266 | 1,195 | 1,134 |
| Independent districts | 344 | 400 | 1,270 | 2,026 | 2,536 |
| Subdistricts | 7,716 | 8,438 | 7,814 | 7,316 | 7,062 |
| Public graded schools | 289 | 403 | 419 | 375 | 407 |
| Ungraded schools | 7,823 | 8,156 | 8,397 | 8,797 | 9,203 |
| School-houses of brick or stone | 847 | 883 | 894 | 917 | 909 |
| Whole number of school-houses. | 7,598 | 8,253 | 8,856 | 9,228 | 9,528 |
| Average time of school in days | 130 | 130 | 130 | 134 | 136 |
| Value of school-houses | $6,868,910 | $7,495,926 | $8,164,325 | $8,232,935 | $8,617,956 |
| Number of private schools | 125 | 78 | 121 | ..... | 131 |
| TEACHERS AND THEIR PAY. | | | | | |
| Men teaching in public schools | 5,483 | 5,901 | 6,091 | 6,273 | 6,500 |
| Women teaching in public schools. | 8,587 | 9,320 | 10,193 | 10,729 | 11,645 |
| Whole number of teachers | 14,070 | 15,221 | 16,284 | 17,002 | 18,145 |
| Average monthly pay of men | $36 00 | $36 00 | $36 28 | $35 95 | $36 68 |
| Average monthly pay of women. | 27 80 | 28 66 | 27 68 | 27 67 | 28 34 |
| Teachers in private schools | ..... | 246 | 364 | 522 | 459 |
| Teachers' institutes held | 78 | 85 | 84 | 92 | 97 |
| INCOME AND EXPENDITURE. | | | | | |
| Total receipts for public schools. | $3,256,304 | $4,242,979 | $4,519,689 | $4,827,288 | $5,035,498 |
| Total expenditures | 3,269,190 | 4,065,666 | 4,229,454 | 4,443,482 | 4,605,749 |
| STATE SCHOOL FUND. | | | | | |
| Amount of permanent fund | $3,191,483 | ..... | $3,294,743 | ..... | $3,363,961 |

## TICS OF IOWA—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|
| 553,920 | 567,859 | 575,474 | 577,353 | 586,556 | I. 9,203 | I. 125,927 |
| 398,825 | 421,163 | 428,362 | 431,317 | 426,057 | D. 5,260 | I. 84,119 |
| 72.00 | 74.16 | 74.43 | 74.70 | 72.64 | D. 2.06 | D. 1.59 |
| 229,315 | 251,372 | 256,913 | 264,702 | 259,836 | D. 4,866 | I. 48,274 |
| 57.49 | 59.66 | 59.97 | 61.37 | 60.98 | D. 0.39 | D. 0.89 |
| 12,856 | 12,383 | 12,265 | 13,698 | 12,724 | D. 974 | I. 10,693 |
| 1,099 | 1,086 | 1,119 | 1,140 | 1,162 | I. 22 | D. 98 |
| 2,933 | 3,138 | 3,117 | 3,139 | 3,192 | I. 53 | I. 2,848 |
| 7,017 | 7,015 | 7,266 | 7,543 | 7,668 | I. 125 | D. 48 |
| 405 | 476 | 483 | 494 | ..... | ..... | ..... |
| 9,454 | 9,948 | 10,218 | 10,457 | 10,590 | I. 133 | I. 2,767 |
| 915 | 928 | 894 | 936 | 927 | D. 9 | I. 80 |
| 9,908 | 10,296 | 10,566 | 10,791 | 11,037 | I. 246 | I. 3,439 |
| 136 | 145 | 146 | 147 | 148 | I. 1 | I. 18 |
| $9,375,833 | $9,044,973 | $9,161,701 | $9,066,145 | $9,243,243 | I. $177,098 | I. $2,374,333 |
| 126 | 127 | 136 | 154 | 129 | D. 25 | I. 4 |
| 6,830 | 7,348 | 7,561 | 7,573 | 7,254 | D. 219 | I. 1,771 |
| 12,222 | 12,518 | 13,023 | 13,579 | 14,344 | I. 765 | I. 5,757 |
| 19,052 | 19,866 | 2,058 | 21,057 | 21,598 | I. 541 | I. 7,528 |
| $37 27 | $34 88 | $33 98 | $31 71 | $31 16 | D. $0 55 | D. $4 84 |
| 28 09 | 28 69 | 27 84 | 26 40 | 26 28 | D. 12 | D. 1 52 |
| 463 | 471 | 435 | 493 | 474 | D. 19 | ..... |
| 98 | 99 | 99 | 99 | 99 | ..... | I. 21 |
| $5,387,524 | $5,349,029 | $4,840,856 | $5,283,040 | $5,254,268 | D. $28,772 | I. $1,997,964 |
| 4,957,774 | 5,197,428 | 5,103,399 | 5,051,478 | 4,921,249 | D. 130,229 | I. 1,652,059 |
| ..... | $3,462,000 | ..... | $3,484,411 | $3,484,411 | ..... | $292,928 |

## STATE SCHOOL SYSTEM.

### OFFICERS.

A State superintendent of public instruction, elected by the people for 2 years, a board of regents for the State University, and a board of directors for the State normal school, both elected by the legislature, have general charge of the educational interests of the State.

The local officers are county superintendents of public instruction, elected by the people for 2 years; township, district, and subdistrict boards of school directors, also elected by the people; and boards of 6 high school trustees for county high school districts (where such exist), appointed by county boards of supervisors for 3 years, the county superintendent being ex officio president. Township district boards are formed from those of subdistricts and comprise 3 or more members, the number being dependent on that of the subdistricts included. Independent district boards number 3 or 6 members, according to the population of the district.

### OTHER FEATURES OF THE SYSTEM.

The system of education provided by the State comprises district, graded, and high schools, a normal school, normal institutes, a State university, reform schools, an institution for the blind, one for the deaf and dumb, and one for feeble-minded children, the last established in 1876. The public schools are free to all persons of school age residing in the districts. One or more must be taught in each subdistrict for at least 120 days in the year. They are to be closed during the sessions of the teachers' institutes, which must be held annually in each county; and all teachers and persons desiring teachers' certificates are required to attend the institutes. Teachers cannot legally be employed in public schools without having received a certificate of qualification. They must keep a daily register and make report at the close of the year to the board; the secretary must report the statistics therein to the county superintendent annually and he to the State superintendent. In the case of county superintendents, the law imposes $50 fine for failure to report, and also whatever damages may be caused by the neglect. The Bible is not to be excluded from any school, nor are pupils required to read it contrary to the will of parents or guardians.

Public schools are sustained by the income of a State school fund, by a county tax of not less than 1 nor more than 3 mills on the dollar, and by district taxes, of which that for school-houses is limited to 10 mills on the dollar; that for contingent fund was in 1872 limited to $5 a scholar and that for teachers' fund to $15. Each district is, however, allowed to raise $75 for its contingent fund and $270 for its teachers' fund, the latter including the semiannual apportionment from county and State funds. In 1872 it was made unlawful to use public money for institutions under sectarian control. Changes in text books oftener than once in 3 years were prohibited and it was provided that teachers' certificates should not be revoked till opportunity for a hearing had been granted. The same law authorized the formation of independent districts from the subdistricts of a township whenever desired by a majority of the electors. In 1876 provision was made for the substitution of the township system for that of independent districts at the will of a majority of voters in the civil township. In the same year women were made eligible to any school office in the State.—(School laws, 1872–1876, 1880.)

### GENERAL CONDITION.

The youth of school age in the State increased during 1879–'80 by 9,103; but the number of pupils in public schools fell off 5,260, the average attendance 4,866, and the number attending private schools 974. The percentage of public school enrolment on school population was 2.06 less, and that of average attendance on enrolment 0.39 less. There was an increase in the number and value of public school-houses, also in the number of public schools taught and of teachers in them, while the average monthly pay of the latter slightly decreased and there was a decrease in the total receipts and expenditures for public schools.

### RÉSUMÉ FOR TEN YEARS.

During the 10 years ending 1879–'80 the school population increased by 125,827, the public school enrolment by 84,119, and the average attendance by 48,274; the proportion of enrolment to population and of average attendance to enrolment was, however, slightly less. There was an increase in the number of public school-houses, teachers, and schools taught; also, in the money received and expended on them and in the average length of term. The pay of teachers, which slightly increased during the first half of the decennial period, has been gradually decreasing since 1875–'76, the average monthly wages of men being $4.84 less in 1879–'80 than it was 10 years previous and that of women $1.52 less.

KINDERGÄRTEN.

One of these means of early training was established at Des Moines in 1876; another, at Cedar Rapids in 1877; a third, at Boone at a date that does not yet appear. For statistics of such as report for 1879–'80, see Table V of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

## CITY SCHOOL SYSTEMS.

OFFICERS.

Boards of directors of 6 members, elected by the people for 3 years, have the management of public schools, except in those cities which have special charters. Nearly all the larger cities have superintendents, appointed by the boards.

STATISTICS.

| Cities. | Estimated population. | Youth of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Burlington | 19,450 | ..... | ..... | ..... | ..... | ..... |
| Cedar Rapids | 10,104 | 3,181 | 2,080 | 1,524 | 37 | $36,629 |
| Clinton | 9,052 | 3,200 | 1,749 | ..... | 28 | 21,451 |
| Council Bluffs | 18,059 | 5,662 | 1,807 | 1,325 | 34 | 41,461 |
| Davenport | 21,834 | 9,245 | 4,497 | 3,382 | 94 | 35,990 |
| Dubuque | 22,254 | 9,476 | 3,686 | 2,555 | 71 | 49,662 |
| Iowa City | ..... | ..... | 1,319 | 1,074 | ..... | ..... |
| Keokuk[a] | 12,117 | 4,606 | 2,469 | 1,966 | 50 | 34,700 |
| Ottumwa | 9,004 | 2,500 | 1,600 | ..... | 26 | ..... |
| West Des Moines | 15,000 | 3,570 | 2,322 | ..... | 41 | 55,271 |

[a] Statistics of 1879.

ADDITIONAL PARTICULARS.

*Cedar Rapids*, from a statement of President Burton, appears to have begun the grading of its schools in 1856; but it was not till 1867 that a definite course of study was prepared, nor till 1870 that a superintendent seems to have been engaged. In 1879–'80 the superintendent was the executive officer of the city board of education, the principals of each school acting as local superintendents of their respective schools under his direction. The schools were 8 in number; the classes graded as primary, grammar, and high, each of these divisions having 4 grades, making the full course 12 years. Buildings, sites, furniture, and apparatus were valued at $95,800; the studies were well arranged, and the superintendent endeavored to have the work done well, so as to promote habits of thoroughness in both teachers and pupils. Monthly institutes were held during the greater part of the year, with class exercises in the various subjects of the course, as well as with work in model schools, for which special preparation had been previously made.—(Report, 1879–'80.)

*Clinton* reports primary, grammar, and high schools, taught in 26 rooms by 28 teachers, all women, whose pay ranged from $50 to $70 a month. There was a superintendent, who received $1,600 a year. The high school had 70 pupils enrolled, 63 in average attendance, and graduated a class of 2 boys and 10 girls in the summer of 1880. Pupils attending private or parochial schools (estimated), 350.—(Return and Iowa Normal Monthly.)

*Council Bluffs* reports primary schools, taught in 25 rooms, grammar in 5, and a high school in 1 room for study with 3 for recitation. Teachers in the high school (all men), 3; attendance not given. A class of 9 graduated in 1880. There was a city superintendent at $1,600 a year. Estimated attendance in private schools, 200.—(Return and Iowa Normal Monthly.)

The *Davenport* public school system comprises primary, grammar, high, normal, and evening schools. The high school, with 82 boys and 135 girls enrolled, was taught by 1 principal at $1,500 a year and 4 assistants at $1,100 (the latter being women), and graduated 11 pupils. There was a city superintendent at $1,800 a year and a special teacher of drawing at $1,000. The evening schools had 217 enrolled and 106 in average attendance.—(Return, report, and Iowa Normal Monthly.)

*Dubuque* reports primary, secondary, grammar, and high schools, the last with 175 pupils enrolled and 128 in average attendance, under 6 teachers (3 men and 3 women); 6 boys and 12 girls were in the graduating class; the principal of the school received $1,800 a year. There was a special teacher of German,[1] but no city superintendent.

[1] In all, 4 teachers of German were employed; for, although German is not in the regular course, it is taught as an optional study to pupils from the twelfth to the sixteenth grades, both included, four days in the week, after school hours.—(Report.)

The high school offers 3 courses, a classical, Latin-scientific, and business, the last covering 2 years, the others 4. Estimated enrolment in private and parochial schools, 1,750.—(Return and circular.)

The *Muscatine* public schools comprise primary, intermediate, grammar, and high grades. The high school is provided with good convenient rooms and apparatus for illustration in physics, chemistry, astronomy, botany, and natural history. There are 2 courses, one of 3 years and one of 4.—(Circular.)

*Ottumwa* reports primary, grammar, and high schools, taught in 24 rooms by 26 women, who were paid from $35 a month, as assistants in primary schools, to $1,000 a year, as principal of the high school. There was a special teacher of music at $600 a year; also, a city superintendent, whose maximum annual salary was $1,800. The estimated enrolment in private and parochial schools was 150.—(Return.)

*West Des Moines* had primary, grammar, and high schools, the last with 3 teachers, 1 man and 2 women, and 100 pupils, of whom 75 were girls. There was a city superintendent at $1,500 a year. Enrolled in private schools, 600. The report shows that 34.4 of all the enrolled pupils in the public schools were in the first grade and 74.8 in the 4 primary grades, indicating the importance of the work done in the lower grades. As one means of keeping pupils longer in the schools, semiannual promotions were tried during the year. The result was satisfactory, but so many pupils went up to the high school that it was found difficult to provide for them.—(Report and return.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOL AND NORMAL DEPARTMENT.

The *Iowa State Normal School*, Cedar Falls, presents 3 courses of study, arranged in accordance with the views of advanced educators, the cardinal features being thorough scholarship and professional training. The elementary or lowest course covers 2 years and fits for teaching in all grades below the high school; the didactic course extends over 3 years and fits for teaching in high schools; and the scientific, of 4 years, qualifies for the offices of school superintendent and principal in high schools, academies, and normal schools. Applicants for admission to the lowest course must pass an examination which shows them to be qualified for a teacher's certificate of the lowest grade; if boys, they must be over 17; if girls, over 16. Tuition is free to such as intend to teach in the public schools.

The buildings have the modern improvements and accommodate 100 students as boarders. There were 337 attending in 1879–'80, 210 women and 127 men, 289 being in the first year's work; 40 in the second, of whom 33 were women; 8 in the third, 4 men and 4 women; and only 2 in the fourth, both women.—(Catalogue for 1879–'80 and return.)

The *course in didactics* at the State University, Iowa City, is designed to prepare teachers for advanced schools. The need for such a course has been demonstrated by the fact that graduates of the collegiate department during the last 10 or 12 years have engaged in teaching, and that more than 30 hold principalships and superintendencies in the public schools. Collegiate seniors who intend to become teachers and special students who may be qualified to be classed with them are expected to avail themselves of this means of professional training. The exercises include text book recitations, readings from standard works on education and discussions of them; observations in public school; examination of text books in use, with lectures on various subjects relating to the history, systems, and methods of education; the organizing, grading, and governing of schools, and the duties of principals and superintendents. On completion of the course a certified testimonial of qualification to teach is given, in addition to the collegiate degree; and, after two years of successful teaching, the degree of bachelor of didactics.—(Catalogue, 1879–'80.)

### OTHER NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *Eastern Iowa Normal School*, Grandview, besides scientific and business departments, offers 2 normal courses, an elementary of 2 years beyond the preparatory and an advanced course of 4 years, the elementary being equivalent to a good academic, the advanced to a full collegiate course. There is a model school for illustration of the best methods of teaching. During 1879–'80, 100 students were enrolled (60 men and 40 women). A normal institute of 4 weeks is held in connection with the school, beginning March 17, which affords an opportunity of preparing for the county superintendents' spring examinations.—(Catalogue and return.)

The *Southern Iowa Normal School and Commercial Institute*, Bloomfield, presents normal, scientific, classical, musical, and commercial departments. The normal, in its course of 1 year, aims to give opportunity for a thorough review of the common school branches, and also a knowledge of the latest and most approved methods of teaching. The scientific department of 2 years and the classical of 1 are intended to supplement the normal for those who desire a more thorough education. There were

200 normal students attending during 1878–'79, of whom 97 were men and 103 women. (Catalogue and return.)

The *Iowa City Academy* opened in 1878 a normal department with a 4 years' course. It had 60 students in 1879–'80, 20 men and 40 women.—(Return.)

The *Teachers' Seminary*, of the German Evangelical Synod of Iowa and other States, Waverly, also organized in 1878, presents a 3 years' course and had 12 students in 1879–'80, all of them men.—(Return.)

*Whittier College and Normal Institute*, Salem, had 78 students, 36 men and 42 women, attending its 3 years' normal course in 1879–'80.—(Return.)

There are normal departments or teachers' courses of 1, 2, or 4 years in connection with Amity, Parsons, Cornell, Oskaloosa, Penn, Whittier, and Tabor Colleges, the Iowa Wesleyan University, and the Central University of Iowa.

Two normal schools additional to the above are mentioned in the Iowa Normal Monthly for September, 1879, Moulton Normal School and a new normal at Dexter, but no information respecting them is given.

#### TEACHERS' INSTITUTES.

During 1879–'80 normal institutes were held as the law requires in all the counties of the State. In 26 counties the session lasted 4 weeks, in 36 counties 3 weeks, in 33 counties 2 weeks, in 2 counties 6 weeks, and in 1 county 9 weeks. There was a total attendance of 12,073 teachers, 2,847 men and 9,226 women.

A correspondent of the Iowa Normal Monthly says the general report from the institutes was favorable. In Decatur County the discussions aroused great interest in the philosophy of education, and the teachers present determined to make the science of mind a careful study. The institute of Delaware County adopted a course of study for ungraded schools; it was also voted to hold teachers' associations in every town in the county and to conduct educational columns in at least two of the county papers. (State report and Iowa Normal Monthly.)

#### EDUCATIONAL JOURNALS.

Two educational monthlies in this State give important aid to teachers and school officers, the Iowa Normal Monthly, published at Dubuque, which is the official journal of the State superintendent, and the Central School Journal, published at Keokuk, under the auspices of the county superintendents of Southeastern Iowa.

## SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

Full statistics of public high schools in this State are wanting. It is known, however, that such schools form a part of the system in all the larger cities as well as in many of the smaller ones. The former have been noticed under City School Systems; and that high schools are sustained in at least 21 other cities and towns of the State appears from the Iowa Normal Monthly for June and July, 1880, which gave notices of their commencements. The graduating classes, in all, numbered 182 students. In 19 of them which report the number of each sex graduated, there were 139, of whom 42 were boys and 97 girls.

Guthrie County High School, Panora (included in the above summary of 21 cities), opened in 1874, is the only county high school yet established in accordance with the law of 1870 permitting the people of any county to establish a county high school and vote taxes on the property of the county for its support. A school building worth $10,000 was erected in 1874 out of funds belonging to the county, and the ordinary expenses of the school are defrayed by a special tax of one-fourth of a mill. The school prepares for college, for teaching, and for business. It is doing a good work for the educational interests of the county, the standard of schools and of teachers having noticeably improved since its establishment.—(Iowa Normal Monthly.)

For an account of the high school oratorical contest of 1880, see Educational Conventions and Associations, following.

#### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and the summaries of them in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *State University of Iowa*, organized in 1857, has a collegiate, a legal, and 2 medical departments, one regular and one homœopathic. The collegiate embraces classical, philosophical, scientific, and engineering courses, all of 4 years. No prepara-

tory work is done, the public high schools being chiefly depended on for this. Graduates of the high schools, as well as of academies and private schools, are admitted to the university without examination whenever the faculty is satisfied that the preparatory work is thoroughly done by such schools. The total number of students in all departments of the university in 1879–'80 was 557; of these, 246 belonged to the collegiate, 1 being a resident graduate, 2 special students, and the others in the 4 regular classes.

Besides the State University, there were 19 colleges in 1879–'80 for young men or for both sexes, not including Algona College, then suspended, or Burlington University, which had not advanced beyond its preparatory stage. All the 19 had preparatory courses covering generally 2 years, only Griswold College, Davenport, Parsons College, Fairfield, and Humboldt College, Humboldt, having 3 years. The preparatory course of St. Joseph's College, Dubuque, embraced only elementary English studies. All, except this and Whittier College, Salem, appear to have had classical collegiate courses of 4 years; while 15 had also scientific courses of 3 or 4 years; 5 offered ladies' courses and select English or literary courses of like length; 1 other, an English course of 2 years; 2, courses in English of indefinite extent. Six had commercial or business courses; 13, arrangements for instruction in music; 4, some provision for training in drawing and painting also; 5 provided instruction in theology; 2, in law, and 1, some training in medicine and pharmacy.

For the statistics of all these, see Table IX of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

All the colleges above mentioned admit young women to their privileges in common with young men, except Griswold College, Davenport, Norwegian Luther College, Decorah, and St. Joseph's College, Dubuque, the principal object of these three being to prepare young men for the ministry. Besides those admitting young women, there are 4 intended especially for their higher training, for statistics of which, see Table VIII of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The chief institution for scientific instruction is the *Iowa Agricultural College*, Ames, established by State law in 1858 for the purpose of giving a higher education to the industrial classes. It afterward received the State's share of the congressional endowment for colleges of agriculture and the mechanic arts. The courses of study are distinguished as general and technical; the first, embracing the sciences related to the industries, aims to give a liberal culture in those branches which underlie them without regard to any special pursuit; the technical courses, while giving a broad and liberal culture, direct it toward some particular pursuit or profession. Those which have been fully established are courses in agriculture, in mechanical engineering, in civil engineering, and in veterinary science, the first 3 courses covering 4 years, the last, 2 years. The course in sciences related to the industries is adapted to the wants of both sexes by the arrangement of practical work in domestic economy for the young women, and in agriculture, horticulture, &c., for the men. There were 263 students in 1880, viz: 241 undergraduates, of whom 53 were women; 7 resident graduates, 1 of them being a woman; 9 men in the veterinary school, and 6 special students, all but one of the latter being women.—(Catalogue, 1880.)

The *School of Science of the State University*, besides a general science course of 4 years, offers a course of equal length in civil engineering, including drawing, surveying, and mechanics, pure and applied. Military science and tactics are also taught.

*Cornell College*, Mt. Vernon, also presents a 4 years' course in civil engineering, besides a general scientific course; and 13 other colleges and universities have courses in general science.—(Catalogues.)

For statistics, see Table X of the appendix, and summary of this in the report of the Commissioner preceding.

### PROFESSIONAL.

*Theology* is taught in 3 years' courses (meant to follow collegiate courses) in the theological department of Griswold College, Davenport (Protestant Episcopal); in the German College school of theology, Mt. Pleasant, and in the Bible department of Oskaloosa College (Christian), the first reporting 9 students in 1879–'80, the second 13, the third 10. Some provision is also made for theological study in connection with the college course at the Central University of Iowa, Pella (Baptist), which has arranged a partial course for the benefit of those whose age or other circumstances prevent them from taking a full one, and at Wesleyan University, Mt. Pleasant (Methodist Episcopal), the latter closely connected in instruction with German College. The

catalogues of these two colleges do not, however, show that there were any students of theology therein during 1879–'80 beyond those already mentioned in the German College connected with Wesleyan University.

For statistics of theological schools reporting, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

Instruction in *law* is given in the Iowa College of Law, Des Moines, which is a department of Simpson Centenary College, at Indianola, and in the law department of the Iowa State University. The course of study in each covers only one year, but in the State University an optional advanced course of an additional year is provided. During 1879–'80 the latter school numbered 139 students, of whom 134 were in the undergraduate course and 5 in the advanced. The Iowa College of Law had 50 students and 14 graduates.

A law course is mentioned in connection with the Iowa Wesleyan University, but no particulars regarding it are given in the catalogue and it does not appear whether there are any students in it.

*Medical* training is given in the College of Physicians and Surgeons, Keokuk, in the medical department of the State University, and in the homœopathic medical department of that institution.

The College of Physicians and Surgeons, chartered in 1849, requiring for graduation 3 years of medical study, including 2 courses of lectures, promises to indorse any movement towards lengthening the course; and to that end has established a 3 years' graded course of study, which, in 1879–'80, was still optional. The students that year numbered 266, of whom 116 were graduated.—(Catalogue.)

The regular medical department of the State University was opened in 1870, the homœopathic in 1877. Both admit women on equal terms with men; both require an admission examination in English branches from applicants not graduates of a college, high school, or academy; and both offer 2 courses of study, the regular school of 3 years, including 2 courses of lectures, and the homœopathic school a 3 years' graded course. Students may choose between these, but the faculty specially advise the graded course. It was taken by 47 of the 127 students in the "regular" medical department and by 7 out of 39 in the homœopathic.—(Catalogue of State University, 1879–'80.)

## SPECIAL INSTRUCTION.[1]

### EDUCATION OF THE DEAF AND DUMB.

The Iowa Institution for the Deaf and Dumb, Council Bluffs, organized by the State in 1855, is open free of charge to all proper subjects between 10 and 25, and they are entitled to remain 7 years. The common English branches are taught, with articulation, and also such employments as shoe and broom making, cabinet work, farming, and carpentry for boys, with dress making and domestic work for girls. Boys also work in the garden and on the farm. There were 198 pupils in December, 1880, of whom 81 were girls. A new building, to cost $25,000, had been provided for by the legislature. It is believed that not one-half of the deaf-mute school population of the State has at any time enjoyed the benefits of the institution, that a compulsory law would bring in as many as 400 pupils, and that their welfare would be promoted by a removal of the limit of age, 7 years being too short.—(Catalogue.)

### EDUCATION OF THE BLIND.

The Iowa College for the Blind, Vinton, founded by the State in 1853, has since then given instruction to 409 pupils. Besides the literary department, in which the common English branches are taught, there are musical and industrial departments. Instruction is given in vocal music and in the use of the organ, piano, violin, guitar, and other instruments. Broom and mattress making and the cane seating of chairs are taught boys, while girls learn beadwork, sewing, and basket making. There were 89 pupils September 30, 1879.

A law passed in 1872 provides that district secretaries and county superintendents shall annually report statistics of the deaf and dumb and blind in the State, but the president of the college for the blind considers the information thus furnished very unsatisfactory. He says that the census shows many more blind in the State than are returned by county superintendents.—(Catalogue and return.)

### TRAINING OF THE FEEBLE-MINDED.

In 1876 the State opened an asylum for feeble-minded children at Glenwood. They are taught the elementary English branches and the simpler Kindergarten methods, special attention being bestowed on their physical health and development. There were 144 pupils in 1879, of whom 98 were boys and 46 girls.—(Return.)

[1] This being a State in which biennial reports are made, and the last having been for 1878 and 1879, the only statistics of the following special schools available in most cases at the time of going to press are those for the latter year.

### REFORM SCHOOLS.

The *Iowa Reform School*, for boys, Eldorado, established by the State in 1868, has since had 772 boys under training. Seventy-five per cent. of those discharged are known to have become orderly and useful members of society. Boys admitted must be of sound mind and body and 5 to 16 years old. They are taught the common English branches during 4 hours of the day, and for 4 more are employed in shoemaking, tailoring, and farming, the farm comprising 700 acres. The main building was unfinished at the date of the last report. The 3 family buildings in use were designed to accommodate 50 pupils each, but are overcrowded, the total number of boys being 204.—(Report and return.)

The *girls' department* of the Iowa State Reform School (removed from Mt. Pleasant to Mitchellville in January, 1880) was formally opened at Mt. Pleasant in 1873, since when, up to November, 1879, there had been 122 girls in the institution. They receive 4 hours' instruction daily in school studies and 4 in household work, the aim being to fit them for self support. The school room is made attractive and study pleasant. It is positively known that as many as 70 per cent. of those committed are permanently reformed.—(Catalogue, 1880, and return.)

### ART INSTRUCTION.

A conservatory of art was opened in February, 1879, at Burlington, in which is taught everything that comes under the head of drawing and painting. It is designed to offer instruction to all in the highest branches of art as well as the simplest, and it is held that all can learn who desire to do so.—(Circular.)

## EDUCATIONAL CONVENTIONS AND ASSOCIATIONS.

### STATE TEACHERS' ASSOCIATION.

The twenty-fifth annual meeting of the State Teachers' Association, held at Des Moines, December 28–31, 1880, was a pleasant and profitable one, the attendance being larger than at any previous session. After the address of welcome, by Mr. C. A. Dudley, of Des Moines, and response by Superintendent Saunderson, of Burlington, the association listened to an address by Rev. A. L. Frisbee, on "The teacher as an ally of good government." Dr. E. Poppe, of Burlington, presented a paper on "The right uses of text books;" Superintendent Sabin, one on "The Quincy methods," and Miss S. Blackburn, superintendent of Benton County schools, one on "The wants of the country schools." President Saunderson's inaugural address followed, in which he discussed the relation of the State Teachers' Association to the educational work of the State, expressing the belief that the time had come for more active work on the part of the association. A committee designated to consider it advised the appointment of a permanent committee of counsel to work in concert with the State superintendent for the advancement of educational interests in the State. The committee appointed consisted of President Pickard, of the State University, on public instruction; President King, of Cornell College, on private schools and colleges; Professor Bessey, of the Agricultural College, on industrial education; Professor Bartlett, of the State Normal School, on normal schools; Superintendent Frost, of Cass County, on county superintendents, and Superintendent H. H. Seerley, of Oskaloosa, on city superintendents and principals.

Addresses were delivered by Professor L. F. Parker, of the State University, on "Education in England;" by Professor Piper, of Chicago, on "Normal schools;" by Superintendent H. H. Seerley, on "The relation of superintendents to teachers," and by Superintendent L. T. Weld, of Cresco, on "Waste in teaching language in our schools." The evening address of the third day was by Hon. John Eaton, United States Commissioner of Education, on "Education and sanitation." On the fourth day the topics "A graded course of study for normal institutes" and "Should teachers be exempt from examination on account of attendance at normal institutes?" were discussed by a large number of members.—(Iowa Normal Monthly.)

### SOUTHWESTERN EDUCATIONAL ASSOCIATION.

The Southwestern Iowa Educational Association, organized January 22, held its first annual meeting at Red Oak, July 14–16, 1880. It comprises 25 counties in that portion of the State, and has for its object the discussion of plans for the improvement of the schools and the fostering of fraternal feeling among its members. That it is succeeding in this was evident from the quality of the papers read and from the enthusiasm and good will which characterized the discussions.—(Iowa Normal Monthly, August, 1880.)

### ORATORICAL ASSOCIATION.

The second annual contest of the Eastern Iowa High School Oratorical Association was held at Iowa City April 16, 1880, the judges being Rev. C. H. Kellogg, Superintend-

ent H. Sabin, and Professor Tyndale Palmer, with President J. L. Pickard, of the State University, as referee. There were eleven well prepared and evenly matched contestants. The prizes were awarded to Charles Gillis, of Iowa City, and Miss Fannie Savage, of Cedar Falls, the former obtaining 2,759 credit marks out of a possible 3,000 and the latter 2,708. The candidates are selected by preliminary competition in each school, and it is stated in the Iowa Normal Monthly that in the local contest at Des Moines a negro boy ranked highest and would have been sent as the representative of that school to Iowa City had it not been ruled that he was excluded because he did not take the full high school course.—(Central School Journal, May, 1880; Iowa Normal Monthly, April, May and June; and Educational Weekly, April 29, 1880.)

### INTER STATE ORATORICAL CONTEST.

No account is at hand of the State collegiate oratorical contest for the selection of a contestant to represent the State at the inter State oratorical contest held at Oberlin, Ohio, June 5, 1880; but it appears that an Iowa man, Mr. L. C. Harris, of Iowa College, took the highest prize in that contest.—(Iowa Normal Monthly, June, 1880.)

## OBITUARY RECORD.

### J. H. THOMPSON.

J. H. Thompson, ex-superintendent of public schools, Des Moines, died September 22, 1879. Born at Senecaville, Ohio, he taught school in that State several years, afterwards teaching as principal and superintendent for about 5 years in the schools of Illinois. In 1872 he was appointed superintendent of the West Des Moines schools, and continued in that work till the fall of 1878, when his health became so seriously impaired that he was obliged to discontinue his labors. Superintendent Thompson is said to have been an excellent man and a most faithful teacher, with an unusual sympathy for children and capacity for understanding them.—(Iowa Normal Monthly, October, 1879.)

## CHIEF STATE SCHOOL OFFICER.

Hon. C. W. von Coelln, *State superintendent of public instruction, Des Moines.*

[Third term, January 5, 1880, to January 4, 1882.]

Other superintendents in the last ten years have been Hon. Abraham S. Kissell, January 28, 1869, to January 1, 1872, and Hon. Alonzo Abernethy, January 1, 1872, to September, 1876, when he resigned in the middle of his third term, to take the presidency of the University of Chicago. Mr. von Coelln has since occupied the chair, first by appointment to succeed Mr. Abernethy and then by two successive elections.

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Youth of school age (5–21) | 142,358 | 165,982 | 184,957 | 199,010 | 199,986 |
| Enrolled in public schools | 89,777 | 106,663 | 121,690 | 135,598 | 142,606 |
| Average daily attendance | 52,891 | 61,538 | 71,062 | 77,386 | 85,580 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | | |
| School districts | 2,647 | 3,419 | 4,004 | 4,395 | 4,560 |
| School districts reporting | 2,438 | 3,171 | 3,847 | 4,181 | 4,280 |
| Districts with graded courses | ..... | ..... | ..... | ..... | 3[illegible]2 |
| Districts with uniform text books. | ..... | ..... | ..... | ..... | 1,357 |
| Districts owning text books | ..... | ..... | ..... | ..... | 338 |
| Districts with three months' school or more. | ..... | ..... | ..... | ..... | ..... |
| Number of school-houses | 1,820 | 2,437 | 3,133 | 3,543 | 3,715 |
| Number built during the year | 445 | 669 | 696 | 399 | 211 |
| Valuation of all school property. | $2,188,699 | $3,124,390 | $3,722,892 | $4,029,783 | $4,140,090 |
| Average time of school in days | 116 | 108 | 107 | 110 | 102 |
| School rooms for study and recitation. | ..... | ..... | 4,004 | 4,578 | 4,319 |
| School rooms for recitation only. | ..... | ..... | ..... | 47 | 39 |
| TEACHERS AND THEIR PAY. | | | | | |
| Teachers of grade A | ..... | ..... | ..... | ..... | ..... |
| Teachers of grade one (one year). | ..... | ..... | ..... | ..... | ..... |
| Teachers of grade two (six months). | ..... | ..... | ..... | ..... | ..... |
| Men teaching in public schools | 1,453 | 1,747 | 2,206 | 2,360 | 2,448 |
| Women teaching in public schools. | 1,625 | 2,048 | 2,469 | 2,683 | 2,935 |
| Whole number in public schools | 3,078 | 3,795 | 4,675 | 5,043 | 5,383 |
| Average monthly pay of men | $41 54 | $40 20 | $38 43 | $37 24 | $33 98 |
| Average monthly pay of women | 31 75 | 31 50 | 30 64 | 28 69 | 27 25 |
| INCOME AND EXPENDITURE. | | | | | |
| Receipts for public schools | $1,074,946 | $1,049,592 | $1,863,098 | $1,868,903 | $1,042,298 |
| Expenditure for public schools | 904,323 | 714,198 | 1,464,816 | 1,323,998 | 1,020,101 |
| STATE SCHOOL FUND. | | | | | |
| Amount of available fund | ..... | $745,212 | $3,017,589 | $1,083,426 | $2,304,309 |
| Whole prospective fund | ..... | ..... | ..... | 5,779,144 | ..... |

TICS OF KANSAS—1870-'71 TO 1879-'80.

| 1875-'76. | 1876-'77. | 1877-'78. | 1878-'79. | 1879-'80. | Increase or decrease since 1878-'79. | Increase or decrease since 1870-'71. |
|---|---|---|---|---|---|---|
| 212,977 | 232,874 | 266,575 | 312,231 | 340,647 | I. 28,416 | I. 198,289 |
| 147,224 | 158,075 | 177,806 | 208,434 | 231,434 | I. 23,000 | I. 141,657 |
| 89,896 | 94,009 | 106,932 | 123,715 | 137,667 | I. 13,952 | I. 84,776 |
| 4,658 | 4,865 | 5,136 | 5,622 | 6,134 | I. 512 | I. 3,487 |
| 4,442 | 4,536 | 5,002 | 5,471 | 5,927 | I. 456 | I. 3,489 |
| 556 | ---------- | 681 | 1,193 | 1,866 | I. 673 | ---------- |
| 1,552 | ---------- | 1,731 | 4,631 | 4,794 | I. 163 | ---------- |
| 370 | ---------- | 568 | 578 | 505 | D. 73 | ---------- |
| ---------- | ---------- | 4,584 | 4,916 | 5,233 | I. 317 | ---------- |
| 3,881 | 4,157 | 4,520 | 4,932 | 5,242 | I. 310 | I. 3,422 |
| 195 | 246 | 354 | 414 | 413 | D. 1 | D. 32 |
| $4,600,259 | $4,277,094 | $4,527,227 | $4,407,136 | $4,633,044 | I. $225,908 | I. $2,444,345 |
| 103.5 | 108 | 113 | 124 | 107 | D. 17 | D. 9 |
| 4,257 | 4,580 | 5,145 | 5,626 | 5,900 | I. 274 | ---------- |
| 119 | 285 | 81 | 94 | 81 | D. 13 | ---------- |
| 219 | 345 | 458 | 582 | 651 | I. 69 | ---------- |
| 1,717 | 2,136 | 2,402 | 2,694 | 3,322 | I. 628 | ---------- |
| 3,004 | 3,582 | 3,499 | 3,650 | 3,805 | I. 155 | ---------- |
| 2,402 | 2,784 | 2,861 | 3,161 | 3,506 | I. 345 | I. 2,053 |
| 3,174 | 3,279 | 3,498 | 3,761 | 4,274 | I. 513 | I. 2,649 |
| 5,576 | 6,063 | 6,359 | 6,922 | 7,780 | I. 858 | I. 4,702 |
| $33 66 | $32 12 | $33 68 | $31 65 | $32 47 | I. $0 82 | D. $9 07 |
| 27 03 | 25 85 | 27 10 | 25 30 | 25 98 | I. 68 | D. 5 77 |
| $1,244,688 | $1,570,755 | $1,803,303 | $1,868,563 | $2,160,507 | I. $291,944 | I. $1,085,561 |
| 1,198,437 | 1,328,376 | 1,541,417 | 1,590,794 | 1,818,387 | I. 227,593 | I. 914,064 |
| $2,262,559 | $2,036,000 | $1,449,223 | $1,601,632 | ---------- | ---------- | ---------- |
| 10,482,991 | 10,000,000 | 10,000,000 | 10,000,000 | ---------- | ---------- | ---------- |

## STATE SCHOOL SYSTEM.

### OFFICERS.

For the State, a superintendent of public instruction, elected every two years; a board of education, first organized in 1873, whose duty it is to examine teachers for State diplomas; and a board of commissioners of the school funds. For each county, a superintendent of public instruction, elected biennially by the people, and boards of examiners for the examination of teachers (a duty that devolved on the county superintendent prior to 1869). For each district, a district board composed of 3 members, one member elected annually by the people. Women are allowed to vote at school meetings and are eligible to election as school officers. As far back as 1873 they held the position of county superintendent, although not expressly allowed to do so till 1876.—(Laws.)

### OTHER FEATURES OF THE SYSTEM.

From the first organization of Kansas as a Territory free schools have been the rule. By the constitution of 1859, under which it entered the Union as a State, a system of such schools, ascending by gradations to normal, collegiate, and university departments, was required to be established and encouraged. The income for their support, as far as the State was concerned, was to come from the proceeds of the sale or rent of lands given by the United States for the support of schools, and from such other means as the legislature should provide by tax or otherwise; while in counties moneys paid for exemption from military duty, with the proceeds of estrays and fines for breaches of penal laws, were to go to the county schools. The State moneys (to be apportioned according to the number of youth of school age in each district) could, from the beginning, only go to schools taught at least 3 months by duly licensed teachers and under entirely unsectarian influences. District taxes, to aid in procuring school-houses, paying teachers, and providing necessary apparatus, were authorized by the first State school law; these at first not to exceed 1¼ per cent. in all, since 1873 not to exceed 2¼ per cent., since 1876 not to exceed 2 per cent., the item for apparatus having been dropped. An additional tax not to exceed 2 mills on the dollar for a district library appears in 1876. A State tax of 1 mill on the dollar for the schools, levied at least from 1862, was dropped in 1879. Uniform text books in each branch of study have since 1869 been required in each school district, such books, since 1879, not to be changed within 5 years from the date of their introduction. By laws of 1874 children between 8 and 14 are required to attend school at least 12 weeks in a year, unless otherwise taught, and the district schools are free to all between 5 and 21. Though no sectarian teachings are allowed in the schools, the Bible may be read, but it is not obligatory. Union and county institutes for the improvement of teachers are aided from the school funds, provided 50 teachers attend and share in the expense. The school month is 4 weeks of 5 days each. By the laws of 1873 a uniform series of text books is to be used in each separate branch of study in each school.—(Laws, 1873, 1879.)

### GENERAL CONDITION.

As the statistics indicate, a general improvement in nearly all matters appertaining to the schools is observable in 1880. With an increase in school population, there was also decided increase in enrolment and attendance. The larger number of school districts is partly explained by the settlement and organization of new counties, although most of the older counties showed a disposition to divide their territory for school purposes which the State superintendent deprecates as injurious to educational interests. From 1876 to 1880 Kansas invested $1,048,974 in 1,402 new school buildings, showing greater activity in the construction of school-houses than at any previous time. Most of these buildings were put up in country districts. Although the enrolment has steadily increased from year to year, there were still 109,213 children not in school during 1879–'80. Such is the statement from the figures given; but Mr. Lemmon says that, as many district clerks fail to give the items of enrolment and attendance, he thinks that a deduction of 10 per cent. may be made. The average term for the year was shortened somewhat, as many of the western settlements failed to keep school over three months. That the people are interesting themselves in the schools is shown by the increased expenditure. The number of districts owning their text books in the year under review increased 156; the number of visits of county superintendents, 1,229; the number of districts having uniform text books, 163; the number having a graded course of study, 673; number having record books, 1,229; number having an unabridged dictionary, 68. The value of school libraries increased $7,869;

of school apparatus, $9,758. The county normal institutes, too, did a good work as short training schools for teachers. In this, his last report as State superintendent, Mr. Lemmon treats at length the subjects of school land management, the text book law, school fund investment, &c.; and, referring to the repeal of the 1 mill tax, he says that this action will reduce the school fund to a mere pittance, so that hereafter it will not amount to more than 60 cents per capita of the school population. This lack of funds will be especially felt in the frontier counties, as only short terms under poorly paid teachers can be held. A lengthy report of the best system of schools for a State is included in the report, as also county maps and county statistics, giving a clear insight into the condition of the schools in different sections. The superintendent indicates the weak points of the school system, and then states that the outlook for the future is encouraging on account of (1) the rapidly increasing school fund, (2) the deeply rooted educational sentiment of the people, (3) the benefits accruing from the normal institute system adopted four years ago, and (4) the aid to the common schools which will come from the educational journals recently established.—(Biennial report.)

### REVIEW OF SCHOOL MATTERS FOR THE TEN YEARS.

In 1870 graded schools were reported in every city and village with more than one instructor. In the same year the number of school districts had risen from 986 in 1866 to 2,068; the enrolment had doubled; the annual school fund increased to $139,957 from $31,054, the value of school property to $1,520,041 from $315,898, and the permanent school fund to $441,125 from $30,071. The interest of the school fund, together with the 1 mill tax, amounted to $1.50 for every person of school age in the State in 1870. The issue of district bonds for building school-houses permitted the erection of many fine school buildings from year to year, and these were fitted up with furniture and apparatus of the best quality. By an act of 1869 county superintendents were given better pay, with the proviso that in the more populous counties they should spend their entire time on the schools. Good work was done by these officials and educational progress was much aided until a law of 1874 or 1875 crippled the county superintendency by reducing the salaries and leaving the duties undefined. A course of study for district schools, issued in 1873 by Superintendent H. D. McCarty, brought good results; able teachers and nine to ten months' terms were reported, and the school system was said to be well organized. From 1874 to 1876 the progress was less marked, owing to legislation prejudicial to school interests, to the failure of crops, &c. Still there was an increase in enrolment and attendance. From 1876 on, something creditable was accomplished in almost every department of school work.—(State reports.)

### KINDERGARTEN.

A Kindergarten was reported at Lawrence in 1878, but no definite information has reached this Bureau as to the date of its organization or continuance.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

In cities containing less than 15,000 inhabitants there are city boards of education of 2 members from each ward; in cities of over 15,000 population, boards of 3 members from each ward, with annual change of 1 member after the first election. These boards have control of the schools and school property, but usually delegate these duties to a superintendent chosen by themselves. There are also committees (consisting of 2 persons and the superintendent in the smaller cities, and 4 in all in the larger ones), selected by the boards, who examine teachers for city schools.—(Laws.)

### STATISTICS. *a*

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Atchison | 15,106 | 5,385 | 1,846 | 1,048 | 27 | $18,755 |
| Lawrence | 8,511 | 3,095 | 1,829 | 1,222 | 23 | 23,038 |
| Leavenworth | 16,550 | 6,257 | 3,060 | 2,154 | 34 | 20,048 |
| Topeka | 15,451 | 4,728 | 2,937 | 1,676 | 39 | 55,748 |

*a* These statistics, for the sake of uniformity, are taken from the State report.

### ADDITIONAL PARTICULARS.

*Atchison* reports school property valued at $66,000; an average yearly cost of tuition, based on average attendance, of $12.59; the length of school term, 9½ months; the average monthly salary of teachers, $50.49. A slight decrease in attendance over the year 1879 is noticeable, but there was an increase in enrolment and in youth of school age.—(State report.)

*Lawrence* reports primary, grammar, and high school departments, 1,525 sittings in all; an evening school (with 2 rooms and 2 teachers) connected with the public school system, but receiving aid from the Freedman's Aid Society; the schools taught 178 days; the discipline good; fewer cases of tardiness, and a steady decrease in withdrawals from school. The half day plan adopted 2 years ago is still continued in the lower grades and will probably be a permanent feature of the school system. The work in map drawing and language referred to in the previous report is still carried on with unabated interest and success. The number of regular promotions for the year was 100 in excess of the last year and the schools throughout are in a prosperous condition.—(Report and return.)

*Leavenworth* reports 8 different school buildings, with 2,800 sittings for study; school property valued at $177,500; the schools taught 179 out of 180 days; drawing introduced in the third grade through a series of graded exercises; and a marked improvement noticeable in reading, writing, and arithmetic. The half time sessions, in operation in five buildings, are favorably spoken of, although the branches are limited to the three "R's" and to short conversational exercises. In private and parochial schools there were 883 pupils enrolled.—(Report and return.)

*Topeka* reported an increase in youth of school age, in enrolment and attendance, in the number of teachers, in the aggregate amount paid for instruction, and in the value of school property. While the expenditure for school purposes in 1879 was $20,846, in 1880 it ran up to $55,748. The school property was rated at $150,500; the average yearly cost of tuition at $8.81.—(State report.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

Four such schools were in existence during the earlier part of the decennial period: the State normals at Leavenworth and Concordia, organized respectively in 1869–'70 and 1873–'74 and suspended in 1876 for want of legislative appropriation; the Quindaro State Normal School, for colored pupils, in operation during 1872 and 1873; and the State Normal School organized in 1865 at Emporia. This last was aided by the State until 1876, when, the legislative appropriation failing, it was continued on the basis of tuition fees. The main building was burned in October, 1878, but was rebuilt in a new and commodious form by means of a State appropriation of $25,800 and a county appropriation of $2,000. It was still, however, without appropriation from the State for much needed improvements and for current work. The report for 1879–'80 gives 199 students in the normal, academic, preparatory, and model departments; 3 courses of study, of 2, 3, and 4 years, respectively; an entire change of faculty; and 1 academic and 10 normal graduates.—(Reports and returns.)

### OTHER NORMAL TRAINING.

The Kansas Normal College and Business Institute, Fort Scott (formerly the Southeastern Normal), was organized in 1879. It reports 5 resident instructors, 150 students, 15 graduates (12 of them engaged in teaching), and a 4 years' course of study. In this college there are preparatory, classical, scientific, and business courses; also a teachers' course and a teachers' training class. The Kansas Normal School and Business Institute, Paola, reports its normal course of study as including preparatory, scientific, and classical years. There is also a business course. A Normal High School is reported at Chetopa. Students are allowed any regular course of study, preparatory, normal, or collegiate. The intention is, however, to make the institution chiefly normal. Phonography and music are included in the 3 years' course.—(Reports, returns, and circular.)

Normal courses of 2 to 3 years are found in Baker, Highland, Lane, and Ottawa Universities and in the University of Kansas. In this last the normal department was opened by legislative requirement on the 3d of April, 1876. The preparatory department serves as a practice school. In the 3 years' course of the higher normal there were 60 students in 1879–'80.—(Catalogues.)

### TEACHERS' INSTITUTES.

The first teachers' institute of Kansas was held at Emporia in 1863. In that year such meetings were held in six counties. A law approved February 29, 1864, provided that the superintendent of public instruction, with the county superintendent, should organize and hold a teachers' institute annually in each senatorial district. The school laws of 1869 provided for the holding also of normal district institutes annually in each judicial district. In 1873, in addition to these normal institutes, county meetings (from 2 to 5 days in length) were to be held annually in each county maintaining fifteen schools. The laws of 1877 required the holding of 4 weeks' normal institutes in each county (in the thinly settled portions of the State in two or more counties) for the instruction of teachers and of persons desiring to teach. In 1879 such institutes were held in 66 counties, with an enrolment of 6,050. In 1880 the enrolment was 5,574; the expenditure, $17,325; the receipts, $19,373.—(Laws and State report, 1879–1880.)

### EDUCATIONAL JOURNALS.

The Kansas Educational Journal was started in 1864 as the organ of the State Teachers' Association. It was edited by Prof. H. D. McCarty, of Leavenworth. When it ceased to exist is unknown to this Bureau. In 1878 the Kansas Collegiate and the University Courier (published by students of the State university) and The Industrialist, published weekly at Manhattan as the organ of the Kansas Agricultural and Mechanical College, were reported. The Educationist, a monthly school journal, was started at Emporia in January, 1879; Our Schools, another monthly, at Lawrence at the same time; and the Cowley County Teacher at Winfield in October, 1879. Nothing further is known of these last three. The Educationist, published monthly at Topeka as the organ of the department of public instruction, and The Industrialist give information as to the educational interests of the State.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Under the general law for incorporated towns and cities, provision is made for the establishment of graded schools. In 1871 the grammar and high school had one year for each grade. In 1873 high school departments were reported in connection with the graded schools of 5 towns and cities. This number increased from year to year, until, in 1878, about 60 schools of this class were reported. Of these 5 only were recognized as having a 3 years' course conformable to the preliminary requirements of the State university. These were the high schools of Atchison, Emporia, Junction City, Lawrence, and Peabody. Others, however, were in correspondence with the university as to coming on the list. The high school at Lawrence takes up in its full course English and modern languages and sciences, also such courses in the ancient languages and sciences as may be compatible with the 3 years' course. Leavenworth reports 4 classes in its high school, 153 pupils enrolled, and 7 graduates in 1879–'80.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges and private academic schools in this State, see Tables IV and VI of the appendix following, and for summaries of their statistics, the corresponding tables in the report of the Commissioner preceding. For preparatory departments of colleges, see Tables IX and X of the appendix.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Kansas, Lawrence, heads the list of such institutions, alike from its educational advantages and its relation to the State. Opened in 1859 under Presbyterian auspices and called the University of Lawrence, it was soon reorganized under Protestant Episcopal control as the Lawrence University of Kansas, in honor of Mr. Amos Lawrence, of Boston, Mass., who had given $10,000 towards its endowment. Under that title it received its charter January 29, 1861. But on the same day the Congress of the United States set apart 72 sections of public lands for the use and support of a State university in Kansas, and the city of Lawrence, wishing to have the State university there, offered the State 40 acres of land for a campus, with

all its rights and interests in Lawrence University. The offer was accepted, and in 1863, dropping Lawrence from its title, the school became in name the University of Kansas. The next year it received its charter as such. At the first meeting of the regents to whom its management was committed, Rev. Robert W. Oliver was chosen chancellor, and arrangements were made for a beginning of instruction in 1865–'66. At the close of that collegiate year Mr. Oliver resigned the chancellorship, to be succeeded in 1867 by Gen. John Frazer, then president of the Agricultural College of Pennsylvania, who continued in charge till January, 1875, when he became superintendent of public instruction for the State by election of the people. His successor was Rev. James Marvin, D. D., who still occupies the chair.

By its charter, the university was to consist of 6 departments: (1) of science, literature, and the arts; (2) of law; (3) of medicine; (4) of the theory and practice of elementary instruction; (5) of agriculture; and (6) of higher normal instruction. These have all come into being in the following order: the first from the beginning in 1865, with steadily increasing expansion of scope and courses; the agricultural, as a separate college at Manhattan, in 1868; the normal, in both departments, in 1876; the legal, in a 2 years' course, in 1878; the medical, in a 3 years' graded course, in 1880. The statistics of the university for 1879–'80, exclusive of the Agricultural College, were: officers, 16; students, 438, 2 of these being resident graduates.

The 7 other collegiate institutions were St. Benedict's College, at Atchison, and St. Mary's College, St. Mary's (both Roman Catholic); Baker University, Baldwin (Methodist Episcopal); Highland University, Highland (Presbyterian); Lane University, Lecompton (United Brethren); Ottawa University, Ottawa (Baptist); and Washburn College, Topeka (Congregationalist). These all, in their latest reports, present preparatory studies covering 2 to 3 years and classical collegiate courses of 4 years; all, except the two Roman Catholic colleges, scientific courses, also of 4 years; Baker University and Ottawa University, normal courses of 3 years; Lane, one of 2 years, and Highland, one less definite, with a literary course of 4 years; St. Benedict's and Washburn, business courses of 3 and 4 years, and the last, a ladies' course of 4 years, begun in 1880.

For statistics of all these, see Table IX of the appendix; for a summary of them, the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The State University and other institutions above mentioned, except the Roman Catholic, admit young women. Besides these, only one collegiate institution especially for them appears in 1880, the College of the Sisters of Bethany (Protestant Episcopal), the courses in which continued to be as before reported, primary, preparatory, and collegiate, the last of 3 years. For statistics, see Table VIII of the appendix.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *Kansas State Agricultural College*, Manhattan, was established in 1863, under the act of Congress approved July 2, 1862, giving to each State certain public lands for education. In 1873, the college was completely reorganized on a thoroughly industrial basis, with prominence given to practical agriculture and related sciences. In a 4 years' course the sciences applied to the various industries of farm, shops, and home are taught; chemistry, botany, entomology, zoölogy, mechanics, the study of minerals, agriculture, horticulture, civil engineering, political economy, mathematics, the English language, history, and philosophy are included in the course, as also printing, telegraphy, sewing, cookery, carpentry, iron work, and other industrial arts.

The report for the two years ending June 30, 1880, indicates that the standard of admission is still adapted to ordinary requirements in common schools. The industrial arts have been taught as heretofore, with slightly improved facilities and steadily developing methods. The debt reported two years ago has been somewhat reduced, while the current expenses were covered. An increasing attendance is noticed, and that, with the enlarged demand for experiment and means of illustration, makes an increase of income necessary from year to year. An enlargement of the college building will also be needed within the next two years.

Reports from the professors to the board of regents show gratifying progress in their different departments; the farm department paid current expenses; that of industrial drawing reported the plan of instruction for the past 3 years as based upon the admirable system of Prof. Walter Smith, while 15 students had also taken up the principles of projection. In the mechanical department for 2 years young ladies have been employed at scroll sawing. At the beginning of the year there was only 1 advanced

student in the telegraph department; the ending thereof found 6 (3 gentlemen and 3 ladies) working on the lines of different telegraph companies. Since 1877, 633 pupils have been enrolled, 276 of these in 1879–'80.—(Catalogues, 1877–1880, and biennial report of the superintendent of public instruction.)

Scientific courses are also found in the University of Kansas and in 5 other colleges of the State. For the number of students in these courses reference is made to Table IX of the appendix.

#### PROFESSIONAL.

The *Kansas Theological School*, Topeka, which was chartered in 1872 and organized in 1873, reports 2 resident professors and instructors, 2 undergraduate students, 2 graduates at the commencement of 1880, a 3 years' course of study, and an examination for admission. This school is under the auspices of the Protestant Episcopal Church.—(Return.)

The *law department* of the University of Kansas, formally opened November 6, 1878, furnishes a complete course of legal instruction for persons intending to practise in any State. The course includes two annual terms of 7 months each. Graduates of literary colleges are admitted without the examination as to fitness required from all others. There were 8 seniors and 10 juniors reported in 1879–'80.—(Catalogue of university, 1879–'80.)

A preparatory *medical* course is announced in the University of Kansas in 1879–'80. This is intended to be the first year of a 3 years' medical course, such as is accepted by the Ohio Medical College, Cincinnati, and the Rush Medical College, Chicago. As a preparation for this course, a full collegiate course is recommended for all professional students and a knowledge of English studies is required.—(Catalogue of university.)

## SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB.

The Kansas Institution for Educating the Deaf and Dumb, Olathe, under control of the State board of charities, was founded in 1866. Instruction is given in the elementary branches and in cabinet making, shoemaking, and printing. This institution is said to be steadily growing in public favor. In September, 1880, there were 107 students, and there were indications of an attendance of 127 for the year 1880–'81. This was said to be an increase over the number for 1879–'80.—(Report of the Commissioner of Education for 1879 and The Industrialist, October 2, 1880.)

#### EDUCATION OF THE BLIND.

The Kansas Institution for the Education of the Blind, Wyandotte, founded in 1867, reports both literary and industrial departments. In the former there is a full course of English studies, with reading in Boston elevated type, and both reading and writing in New York point; in the latter broom and brush making and the weaving of palm leaf hats are taught. The enrolment of pupils the last two years has been 69. Of these 25 entered during the term ending June 17, 1880. About 60 pupils were in the literary department and 34 in the musical course.—(Reports.)

#### REFORMATORY AND INDUSTRIAL TRAINING.

The legislature in 1879 made provision for a State reform school and appropriated $35,000 for a building, on condition that the citizens of Shawnee County should give 160 acres of land for it within 5 miles of the State capital. This was done, and a building costing $39,000 was erected for the school. By a subsequent act, to take effect March 5, 1881, provision was made for the organization and government of the institution, which was to be opened for pupils June 1, 1881. Boys under 16 years of age convicted of offences against the laws or leading vagrant lives and in danger of falling into crime are to be the subjects of its training.—(Letter and report of superintendent.)

## EDUCATIONAL ASSOCIATIONS AND CONVENTIONS.

#### STATE TEACHERS' ASSOCIATION.

This association met at Topeka June 22–24, 1880. First organized September 29, 1864, at Leavenworth, with 39 members, its sessions have been held annually ever since. The inaugural address of the session of 1880 discussed the weakness and strength of the public school system. "Language culture in our schools" led to a debate in which

it was agreed that, while the study of grammar is necessary for syntactical accuracy, yet elegance, readiness, and force must be gathered from writing and other sources. "Moral culture in the schools" was recognized as important if the teacher desired to help in educating honest and upright citizens. During the session "Reading," "Botany in normal institutes," "The practical teacher," "Our State reform school," and other topics were discussed. Mr. Robert Hay, of Cherokee, gave an address on "Education in England;" Prof. Geo. M. Stearns, of Washburn College, one on "The Quincy method, or personality in teaching;" and Mr. Porter Sherman, of the Wyandotte schools, a paper on the "Philosophy of history." Resolutions were adopted asking the legislature to make provision for a thorough geological survey of the State, &c.—(The Educationist and biennial report.)

### COUNTY SUPERINTENDENTS' CONVENTION.

On June 23, 1880, the superintendents, some 15 in number, organized at Topeka. The first topic for consideration was grading district schools. It was generally agreed that additional legislation is required. A resolution was adopted asking the next legislature to provide that women over 21 in cities of the first and second class be allowed to vote on all school questions.—(The Educationist.)

### SOUTHEASTERN TEACHERS' ASSOCIATION.

The fourth annual meeting of this association was held at Parsons, December 28–30, 1880. Although the weather was unfavorable, there was a decided improvement in the attendance, teachers being present from 7 counties. The address of welcome was by Mr. McPhersons, of Parsons. Mr. Hay, of Cherokee, gave a lecture on "The growth of the English language." Hon. Geo. W. Hoss, editor of The Educationist, and formerly State superintendent in Indiana, spoke of "Oratory and orators." The programme also included the following papers: "Education in the South," "Advanced geography," "Tree planting in school grounds," "Geology," "Objects of common school education," and "School government." Professor Chedester was reëlected president of the association.—(Journal of Education, January 13, 1881.)

### KANSAS ACADEMY OF SCIENCE.

The thirteenth annual session of this association was held at Topeka in November, 1880. The attendance was large, the meeting successful, and many names were added to the roll of members. The first evening's lecture, by President Fairchild, of the State Agricultural College, was on the bearings of science on every day life. He considered science not as the servant of mankind, but as the daily companion or leader of the people. The second evening's lecture was by Professor Lovewell on "Science in schools." It included hints as to improving the instruction in natural sciences. Papers were read on the "North American species of Conops," on "Kansas reptiles," and on "Modes of working in vogue among fish breeders," in which Hon. D. B. Long called attention to the availability of German carp for stocking Kansas waters. The Kansas weather service, its objects, needs, and the results of its work were also dwelt upon. Dr. John Fee, of Kansas City, opened a discussion on color blindness, illustrating his paper by a series of test colors. Hon. F. G. Adams, in a paper on "Irrigation," detailed the attempts to reclaim portions of the Arkansas Valley to profitable agriculture. The success of this undertaking, he thought, called for a careful survey of the river valleys of the western plains, considerable areas of which might become the seat of an important agricultural interest. A paper of kindred interest on "Rainfall in its relation to Kansas farming" followed. Thirty-seven papers in all were on the programme; most of these were read and discussed. The academy is said to be on a better footing than at any time in its history.—(The Industrialist, November 20, 1880.)

### STATE NORMAL INSTITUTE.

To aid in improving the work of county institutes, a State Normal Institute was held under the auspices of the State board of education at Topeka from December 29, 1879, to January 3, 1880. This was said to be the most largely attended and the most valuable educational meeting ever held in the State. About 300 of the most progressive teachers were present. A course of study for normal institutes was adopted, the careful grading of such institutes and the adapting of the work of each section to the needs of the grade being heartily indorsed. Three sessions were held each day, in each of which there were papers or addresses on educational topics. All the members of the State board of education were present almost the entire time of this meeting.—(Biennial report.)

## CHIEF STATE SCHOOL OFFICER.

Hon. ALLEN B. LEMMON, *State superintendent of public instruction, Topeka.*

[Second term, January 13, 1879, to January 10, 1881.]

Preceding superintendents in the 10 years were Hon. Peter McVicar, 1867–1871; Hon. H. D. McCarty, 1871–1875; Hon. John Frazer, 1875–1877.

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| White youth of school age (6–20). | ..... | ..... | ..... | ..... | 437,000 |
| Colored youth of school age (6–16). | ..... | ..... | ..... | ..... | ..... |
| Total of school age reported | 389,836 | 416,763 | 427,523 | 427,526 | 437,000 |
| White youth enrolled | ..... | ..... | ..... | ..... | 228,000 |
| Colored youth enrolled | ..... | ..... | ..... | ..... | ..... |
| Total enrolment | 178,457 | ..... | 240,000 | 191,112 | ..... |
| Average attendance | 120,866 | ..... | ..... | 114,603 | 159,000 |
| Pupils in private schools | ..... | ..... | ..... | ..... | ..... |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | | |
| School districts for whites | ..... | ..... | ..... | ..... | 5,963 |
| School districts for colored | ..... | ..... | ..... | ..... | 494 |
| Total school districts | 5,177 | 5,381 | ..... | ..... | 6,457 |
| School-houses | ..... | ..... | ..... | ..... | 4,894 |
| Schools taught | 5,068 | ..... | 5,521 | ..... | 5,967 |
| Average time of schools in days | ..... | ..... | 110 | ..... | *a*100 |
| Estimated value of property | ..... | ..... | ..... | ..... | *a*$1,624,000 |
| Private schools | ..... | ..... | ..... | ..... | 700 |
| TEACHERS AND THEIR PAY. | | | | | |
| Men teaching in public schools | ..... | ..... | ..... | 2,656 | 4,236 |
| Women teaching | ..... | ..... | ..... | 1,017 | 1,732 |
| Colored men teaching | ..... | ..... | ..... | ..... | 216 |
| Colored women teaching | ..... | ..... | ..... | ..... | 122 |
| Total number of teachers | ..... | ..... | 5,521 | 3,673 | 5,968 |
| Average monthly pay of men | ..... | ..... | ..... | ..... | *b*$49 40 |
| Average monthly pay of women | ..... | ..... | ..... | ..... | *b*49 40 |
| INCOME AND EXPENDITURE. | | | | | |
| Total receipts for public schools | ..... | $968,177 | $963,121 | $717,350 | $1,438,147 |
| Total expenditure for public schools. | ..... | 941,304 | 963,121 | ..... | 1,559,452 |
| SCHOOL FUND. | | | | | |
| Amount of public school fund | ..... | $1,350,492 | $1,628,123 | $1,628,123 | ..... |

*a* Schools for whites.

TICS OF KENTUCKY—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1879–'80. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|
| 459,253 | 459,395 | ..... | 476,870 | 478,597 | I. 1,727 | ..... |
| 53,555 | 53,126 | ..... | 62,973 | 66,564 | I. 3,591 | ..... |
| 512,808 | 512,521 | ..... | 539,843 | 545,161 | I. 5,318 | I. 155,325 |
| 228,000 | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | 19,107 | ..... | ..... | ..... | ..... | ..... |
| ..... | 208,500 | ..... | ..... | 265,581 | ..... | I. 87,124 |
| 160,000 | 125,000 | ..... | ..... | ..... | ..... | ..... |
| ..... | 35,000 | ..... | ..... | ..... | ..... | ..... |
| ..... | 5,836 | ..... | ..... | ..... | ..... | ..... |
| ..... | 620 | ..... | ..... | ..... | ..... | ..... |
| ..... | 6,456 | ..... | ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 110 | ..... | ..... | ..... | 102 | ..... | ..... |
| $2,300,000 | $2,300,000 | ..... | ..... | ..... | ..... | ..... |
| 700 | 700 | ..... | ..... | ..... | ..... | ..... |
| ..... | 4,000 | ..... | ..... | 4,418 | ..... | ..... |
| ..... | 2,000 | ..... | ..... | 2,346 | ..... | ..... |
| ..... | 331 | ..... | ..... | ..... | ..... | ..... |
| ..... | 199 | ..... | ..... | ..... | ..... | ..... |
| 4,300 | 6,000 | ..... | ..... | 6,764 | ..... | ..... |
| $40 | $40 | ..... | ..... | $21 75 | ..... | ..... |
| 35 | 35 | ..... | ..... | | ..... | ..... |
| $1,827,575 | $1,827,575 | ..... | ..... | $1,031,565 | ..... | ..... |
| 1,130,000 | 1,130,000 | ..... | ..... | 803,490 | ..... | ..... |
| ..... | $1,600,000 | ..... | ..... | $1,755,682 | ..... | ..... |

*b* White teachers.

## STATE SCHOOL SYSTEM.

### OFFICERS.

The officials having general charge of public school interests are (1) a State superintendent of public instruction, elected by the people for 4 years; (2) a State board of education, consisting of the superintendent, the secretary of state, the attorney general, and 2 professional teachers chosen by them; and (3) a State board of examiners, composed of the superintendent and 2 professional educators chosen by him.

County school officers are (1) commissioners elected by the court of claims for 2 years, and (2) county boards of examiners, comprising the commissioner and two persons appointed by him. For districts there are boards of trustees of 3 members holding office 3 years, those for white schools being elected by the white voters of the district and those for colored schools appointed by the county commissioners.

### OTHER FEATURES OF THE SYSTEM.

The schools for white children are supported from the income of a State fund which must be used only in payment of teachers; from a State tax of 20 cents on the $100 valuation of property, with an optional district tax of 25 cents on the $100 of taxable property in ordinary districts and 30 cents in graded school districts, and from a capitation tax of 50 cents on persons sending children to school. The schools for colored children are supported from taxes on property owned or held by colored persons; from a capitation tax of $1 on each colored man over 21; from taxes on dogs kept by colored persons and on deeds, suits, or licenses for them; and from the proceeds of fines, penalties, &c., collected from them. These schools, according to a provision in the law, are to be aided before those for whites by any congressional donation which may hereafter be made to the State in money or lands for the benefit of education, such funds to be applied exclusively to the support of colored schools until their funds shall be as great, in proportion to the population of school age, as are those for white schools.

To be entitled to aid from public funds, schools must be kept by qualified teachers for 5 months during the year, or for 3 months if in districts containing less than the minimum number of children. Teachers must have certificates of qualification from either the county or State board of examiners. The branches prescribed for free common schools embrace "the elements of a plain education in English, including grammar, arithmetic, geography, and history," only 2 departments, primary and elementary, being provided for. Intermediate and high school departments may be organized and tuition charged in them, but this must not interfere with the thorough teaching of the elementary branches. The State makes provision for teachers' institutes, public school libraries, a State university, and institutions for the education of the deaf and dumb, the blind, and the feeble-minded. Any non-sectarian college, academy, or high school may be accepted by the county commissioner as a State school, and, as such, share in the school funds, if all the white children of the district 6 to 20 years old be admitted to it without charge for 5 months of the year. Trustees must make reports annually to county commissioners on penalty of a fine of not less than $20 and the damages resulting from neglect; county commissioners must report annually to the State superintendent and he to the legislature. Superintendents of institutions for the blind, deaf and dumb, and feeble-minded are also required to report annually to the State superintendent. White widows having children of school age may vote for school trustees, and those without children, but having taxable property, may vote on the question of district tax.

The most important changes in the law since 1870 (when the State tax was increased from 2 to 20 cents on the $100, county boards of examiners instituted, and provision made for county teachers' institutes) are the appointment of a State board of examiners and the increase of district taxation from 5 to 30 cents on the $100 in 1873 and the establishment of a system of public schools for colored children in 1874.— (Laws.)

## CITY SCHOOL SYSTEMS.

### OFFICERS.

The officers having charge of public school interests are boards of trustees and usually city school superintendents. Boards of examiners are appointed in some cities, under special charters. Newport has a board of education of 12 members. All cities, towns, and villages may make such regulations for the government of their public schools as are deemed judicious, provided they do not conflict with the constitution and general statutes.

STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Covington | 29,720 | 10,094 | 3,518 | 2,485 | 60 | $56,316 |
| Lexington | 16,656 | | | | | |
| Louisville | 123,758 | 46,587 | 19,990 | 13,498 | 325 | 197,699 |
| Newport | 20,433 | 6,780 | 2,692 | 2,032 | 44 | 27,898 |
| Paducah | 8,036 | 1,982 | 822 | 698 | 15 | 8,697 |

ADDITIONAL PARTICULARS.

*Covington*, with 5 public school buildings, containing 80 rooms for study, had 3,279 pupils enrolled therein, besides about 3,000 in private or parochial schools. The public schools are classed as primary, grammar, intermediate, and high, the first two covering each 3 years, the intermediate 2, and the high 4. There is no city school superintendent, the office having been abolished. German is taught in the first five years of the course, a special teacher being employed for it. The high school had 157 pupils enrolled, under 6 teachers.—(Return and report.)

*Louisville* had 19,990 public school pupils enrolled during 1879–'80, in 30 school buildings. The schools were classed as primary, secondary, intermediate, grammar, and high, there being two of the latter, one for boys and one for girls, with an enrolment of 613 pupils, under 16 teachers, and 529 in average attendance. Since 1872 the assessed valuation of city property has steadily diminished, the result being a large deficit in school revenues, while at the same time the number of children to be educated has greatly increased. As a measure of relief, the city tax for public schools was increased during the summer of 1880 from 25 cents on the $100 to 30 cents. This, it is hoped, will add about $31,500 to the school revenues.—(Return and Eclectic Teacher.)

*Newport* has 5 public school buildings, with 43 rooms for study (30 primary, 12 grammar, and 1 high), furnishing 2,520 sittings, a city superintendent, and a special teacher of drawing and penmanship. The enrolment and average number belonging were slightly more in 1879–'80 than the previous year. A small decrease in the per cent. of attendance is accounted for by the fact that an unusual amount of disease prevailed. The actual tardiness both in the number of cases and amount of time lost was less, and there were fewer cases of corporal punishment. A rule was adopted by the board in 1879 requiring teachers to report all cases of such punishment, and this, as was expected, caused a reduction of the number. Sixty pupils were enrolled in the high school, 43 were in average attendance, and 7 (of whom 6 were girls) were graduated from the 3 years' course of study.—(Report and return.)

*Paducah* reported 900 sittings in her public schools for white children, in 9 primary school rooms, 4 grammar, and 1 high. No statistics for colored schools are reported. There is a superintendent of public schools, who is elected each year by the board of trustees. About 300 pupils were enrolled in private or parochial schools, making a total of 1,122 under instruction.—(Return,)

## TRAINING OF TEACHERS.

NORMAL SCHOOLS AND DEPARTMENTS.

The *normal department* of the State Agricultural College, to be opened at Lexington in 1881, is intended to provide the best facilities for the training of teachers. It offers free tuition to 3 persons (men or women) from each county of the State, and even as many as 6 may be admitted on the same terms. Students in this department have the privilege of studying any branch taught in the college.—(Eclectic Teacher, September, October, 1880, and letter from principal.)

The *Kentucky Normal School*, Carlisle, sends no report for 1880, but from the Eclectic Teacher for June it appears that 14 pupils were graduated from it; also that the usual summer term was not to be held, the principal being engaged in county institute work.

*Glasgow Normal School*, Glasgow, first opened in 1874, presents a course of study covering 3 years, of 48 weeks each, known as preparatory, scientific, and classical years. Graduates from the last 2 receive diplomas which are by law equivalent to a life certificate in the public schools of the State. There were in 1879–'80, 210 students, of whom 14 were graduated and 12 engaged in teaching.—(Return.)

*West Kentucky Normal School*, of Murray Institute, Murray, opened in 1871, had 30 or 40 students in 1879–'80 in the normal course of study covering 3 years. The diploma of this school is by statute interchangeable for a certificate of the State board of examiners.—(Return.)

*Bellewood Seminary and Kentucky Presbyterian Normal School*, Anchorage, first opened

in 1876, reports a normal course of 4 years, but only 2 students pursuing it during 1879-'80.— (Return.)

*Kentucky Female Orphan School*, Midway, was opened in 1849 by benevolent persons of the denomination of Disciples for the education of their orphan girls as teachers, but eligible applicants of other denominations are received as far as the capacity of the school will admit. They remain 4 years. Girls must be over 14, of good character and health, able to read fluently, to write, and to understand at least the four elementary rules of arithmetic. There were 54 pupils in 1879-'80 and 11 graduates, of whom 9 engaged in teaching.

A 6 weeks' summer term was held at *Germantown Normal Academy*, Germantown, beginning July 20, 1880.— (Eclectic Teacher.)

Normal instruction was given to some extent in departments of Berea and Georgetown Colleges and Murray Institute. Georgetown College offers tuition on a credit of 3 years, or till they can pay, to such young men as are preparing to teach.— (Catalogues.)

### TEACHERS' INSTITUTES.

County institutes for the training of teachers must be held, according to the school law; but information in regard to the work done in them during 1880 is almost entirely lacking. One exception is a notice in the Eclectic Teacher for November of the institute in Jefferson County, which is said to have been very successful, teachers, patrons, and friends having attended with unusual faithfulness.

### EDUCATIONAL JOURNALS.

An important aid to school work in the encouragement of teachers, as well as in the educational information published, is the Eclectic Teacher, a monthly edited by T. C. H. Vance and George A. Chase. It is now published in Lexington, having been removed to that place in September, 1880, from Louisville.

Other school journals published are Our School Friend, by the Girls' High School, Louisville; Different Kinds of People, by the Classical and Business College, North Middletown, and Hamilton College Monthly, Lexington, edited by the young ladies of that college.— (Eclectic Teacher, December, 1880, January, 1881.)

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

No complete information can be given as to the work done in the State by the high schools in 1879-'80, the only sources available being 3 city school reports and the Eclectic Teacher for that year. From the latter it appears that the question of the advisability of public taxation for secondary instruction was agitating the minds of the people somewhat, the newspapers having taken it up. The assertion in one of them to the effect that nearly every girl attending the high school at Louisville had parents who could afford to send her to a private school led to an examination of the principal's books. The careful record kept since 1862 showed that the greater number were quite unable to pay tuition fees. It was observed, too, that in the lower and higher grades the relative proportion of parents' occupations remained unchanged. The usefulness of this school appears to some extent in the fact that 62 per cent. of the white women teaching English branches in the city had been students in it and that 99 had graduated from it.

The two high schools in Louisville (one for each sex) are in a prosperous condition. The buildings and furniture are valued at $69,000. The school for girls enrolled 361 pupils during the month of December, 1879. The school for boys in October of the same year numbered 231, and the total enrolment in both for the year was 613. Covington had 157 pupils enrolled in a high school, under 6 teachers; Newport had 60 enrolled, 43 in average attendance, and graduated 7, of whom 6 were girls. Paducah, Owensboro', and possibly other cities sustain high schools, but send no statistics of them for 1880. At Maysville a new high school building has recently been erected and classes commenced.— (City reports and Eclectic Teacher.)

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

*Kentucky University*, Lexington (Christian), opened at Harrodsburg in 1859, was removed to Lexington in 1865 and organized with three departments, a college of arts, of the Bible, and of law, a commercial college being soon after added. In 1866 the State Agricultural and Mechanical College was opened as one of its colleges, but this and the college of the Bible were detached from it in 1878, and are now entirely separate in management, although they still remain on the grounds of the university and their students are free to enter the classes in the university college of arts, those

of the latter also being admitted without charge to the agricultural college and the college of the Bible. The college of arts comprises 10 separate schools, which include classical and scientific studies, also French, Spanish, Italian, and German, the latter being optional. There were 66 students attending in 1879–'80, besides 23 in preparatory studies and 105 in the commercial department.—(Catalogues and return, 1880.)

There are 14 other universities and colleges from which information is at hand as late as for 1878–'79, all but 3 of them sending reports for 1879–'80. All, at date of their last reports, had preparatory courses, some even giving instruction in primary studies; all had collegiate departments, with 4 years' courses in classical studies, the arrangement sometimes being that of independent schools; in 6 there is more or less provision for the study of scientific branches, although in some only the natural sciences are taught; 10 give a business training; 2, Berea and Eminence, offer biblical instruction in connection with college classes; 3, Berea and Georgetown Colleges and Murray Institute, have normal courses, and nearly all courses in music, drawing, and other branches of art; 5 admit both sexes, while Eminence College, Eminence, and Murray Male and Female Institute, Murray, make a special feature of coeducation; the charter of the latter has been recently amended, providing that diplomas given to graduates of the normal course shall entitle them to certificates from the State board of examiners allowing them to teach in the public schools.

The only collegiate institutions organized in this State within the past 10 years are Kentucky Classical and Business Institute, North Middletown, chartered in 1878, and Union College, Barboursville, chartered in 1880. The institute is under the influence of the "Christian" church, admits both sexes, and in its collegiate department offers classical, Latin-scientific, business, and English courses. There are also preparatory and special courses in literature, music, drawing, and painting. The college has a capital of $20,000 for building purposes, expects to have room for 350 students, and was to open in September, 1880.

For statistics of all the colleges reporting, see Table IX of the appendix, and a summary in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of schools of this class, see Table VIII of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *Agricultural and Mechanical College of Kentucky*, first organized in 1866 as a college of the State university, but detached from it in 1878, was chartered anew by the legislature in 1880 and permanently established at Lexington. Commodious buildings are to be erected, intended to accommodate 500 students, the city having contributed $30,000 for this purpose and Fayette County $20,000. For its support the legislature has established a State tax of 5 mills on each $100 of taxable property, which, with the present income, will give the college about $27,000 a year. Work on the new buildings was begun in October, 1880, at which time it appeared probable that they would be completed in the summer of 1881. Meantime the college has been reorganized and some 15 courses of instruction opened with a separate professor for each. Besides the provision for free normal instruction already mentioned, tuition without charge is offered to one student from each representative district of the State. The number of students attending in 1879–'80 is estimated by the Eclectic Teacher at about 250. No official report for the year has been received.—(Eclectic Teacher, June, September, October, November, 1880.)

Six of the collegiate institutions reporting, viz, Bethel, Centre, and Georgetown Colleges, the Kentucky University, Military Institute, and the Classical and Business College, give more or less scientific instruction. Bethel presents a course in natural science leading to the degree of B. S.; Georgetown College also has a course leading to this degree; the Kentucky Military Institute offers a course in natural science and one in engineering. The scientific course in the State University leading to the degree of B. S. is the same as the classical in the first 3 years, except that Greek and Latin are omitted, French and German being substituted for them in the first 2 years, while in the senior year a course in practical chemistry and physics is added.—(College catalogues.)

### PROFESSIONAL.

*Theological* instruction is given in the Theological Seminary of the Presbyterian Church, at Danville, the Southern Baptist Theological Seminary, Louisville, the College of the Bible, Lexington, and to a limited extent in 3 of the colleges, as before mentioned.

The Theological Seminary of the Presbyterian Church presents a strictly professional course of study covering 3 years. Applicants for admission, if not college grad-

nates, must pass an examination in collegiate branches of study; exceptions may be made, but in all cases such scholarship is required as will enable students to successfully pursue theological study. Eight students are reported for 1879–'80.

The Southern Baptist Theological Seminary, established in 1859 by Southern Baptists, divides its course of study into eight schools, any one of which can be taken separately and completed in a year, with the exception of Hebrew and Greek. The whole course requires 3 or 4 years, according to circumstances. A special 8 months' course is arranged for pastors on leave of absence. There were 92 undergraduate students in 1879–'80, besides 2 graduates.

The College of the Bible provides a 4 years' course of study, not intended to be professional, but to give systematic instruction in the Bible, together with the higher branches of English literature and philosophy. The departments are (1) English language, (2) sacred history, (3) sacred literature, and (4) philosophy. The college had 51 undergraduate and 3 graduate students during 1879–'80.—(Catalogue and return.)

In Berea College special biblical instruction is given in connection with the college course as occasion requires, and at Eminence College a department of biblical literature forms a part of the college course. Georgetown and Bethel Colleges recognize the claims of this profession, at least to the extent of giving free tuition to young men who are preparing for it.

*Legal* study in 1879–'80 is represented only by the law department of the University of Louisville, which had 45 students, of whom 10 had received a degree in letters or science, and graduated 25 in 1880. The course of study covers 2 years. No examination for admission to it is required.—(Return.)

The College of Law of Kentucky University, although still reported in the curriculum of that university, has been suspended since June, 1879.

The law department formerly connected with Central University, Richmond, does not appear in its catalogue for 1880–'81.

Four *medical* schools, all in Louisville, report for 1879–'80, viz: Kentucky School of Medicine, chartered in 1850; Louisville Medical College, chartered in 1868; the medical department of the University of Louisville, chartered in 1837; and Hospital College of Medicine, chartered in 1873, the last being a department of Central University. All require for graduation the usual 3 years' study of medicine, including two regular courses of lectures, but none demands any examination for admission. The Kentucky School of Medicine has established an optional graded course of 3 years. It had 150 students in attendance and graduated 44 in 1880; the Hospital College of Medicine enrolled 75 (of whom 12 had received a degree in letters or science) and graduated 25; Louisville Medical College had 131 students and graduated 56.

The Louisville College of Pharmacy is one of the 9 pharmaceutical schools in the United States which confer the title of graduate only on those students who, in addition to theoretical knowledge, have had practical experience in the business. An apprenticeship of at least 4 years is required, with attendance on 2 courses of lectures, the last of which must be at this college. A practical laboratory course has been opened, which is still optional, but is to be made compulsory.—(Catalogue, 1879.)

For further statistics, see Table XIII of the appendix, and a summary of it in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE BLIND.

The Kentucky Institution for the Education of the Blind, Louisville, gave instruction during 1879–'80 to 67 blind youth, an increase of 5 over the number of the previous year, but still, as the report says, only a small proportion of the number that ought to be in the institution. Thirty of the 67 were from Louisville, a proportion of 1 blind child to 4,300 of the city's population; and if this proportion of blind to seeing children holds good outside of the city, it is estimated that there are 400 blind in the State who should be in the institution. There are accommodations for 100; and renewed efforts are to be made by the institution to give information of the opportunities therein offered to all the blind in the State. As heretofore, the course of instruction comprises, besides the elementary English branches of study, natural history, physiology, and physics, with special instruction in vocal and instrumental music to those whose abilities warrant it. Boys are taught to make brooms and mattresses, cane chairs, and do simple upholstery; girls, to sew by hand and machine, to cut and fit, and use the knitting machine. Physical exercise, bathing, &c., are not neglected.—(Report, 1880.)

### EDUCATION OF THE DEAF AND DUMB.

Instruction and training for the deaf and dumb in the branches of a common school education and in employments are given at the Kentucky Institution for the Deaf

and Dumb, Danville, where all deaf-mutes of the State are received without charge for a term of 7 years. Statistics for 1879–'80 are not reported.

### TRAINING OF THE FEEBLE-MINDED.

The Kentucky Institution for the Education and Training of Feeble-Minded Children, Frankfort, established in 1860, besides giving instruction in the elementary school branches and in useful employments, devotes special attention to physical training. The use of the gymnasium and Kindergarten instruction are combined and all possible means used for the education of the powers of observation, such as maps, charts, frames, cases, figures, blocks, and colored cards. There is no report for 1879–'80.

### REFORMATORY TRAINING.

The Louisville House of Refuge, established in 1865, is intended for the reformation, education, and industrial training of neglected youth. It receives both white and colored boys and girls, and gives them instruction in the common school branches and in a number of employments besides gardening and other out door work. The school rooms are made attractive and are furnished with improved desks and other equipments; but still greater importance is attached to the work department, skill in labor and industrial habits being considered the great desideratum for these children. During 1879–'80 there were in the refuge 204 white youth, of whom 149 were boys, and 83 colored youth, all from 6 to 18 years of age.—(Report, 1879–'80.)

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATION.

The meeting of the State Teachers' Association at Lexington, August 10–13, 1880, was not a great success, if judged by the number of members present. The programme was not carried out, because several who were to have participated were absent. Such papers and addresses, however, as were presented were of a high order, and elicited spirited discussion, and altogether the meeting was an interesting and enthusiastic one and productive of good results. The first remarks made were by Prof. J. D. Pickett, superintendent of public instruction, who expressed some thoughts as to the objects of the association, and was followed by Prof. J. J. Rucker with suggestions as to how to increase interest in it. After an expression of views on these points by a number of members, the association listened to an address on "Education," by Hon. A. S. Berry, of Newport. Papers were read during the second day on "Compulsory education," by Prof. J. R. Day; on "The extent of taxation for education," by Prof. W. H. Lockhart, and on "Normal schools," by Prof. A. W. Mell. In the evening Maj. W. J. Davis, of Louisville, gave a lecture on "The story of the rocks." The papers of the third day were on "Curriculum of common schools," by Supt. A. T. Wiles, of Newport, and on "Graded schools," by W. J. McConathy; the latter was not discussed for want of time.

Among the resolutions adopted was one expressing the opinion that a meeting of the Southern Educational Association should be held during the Christmas holidays of 1880; also one appointing a committee to memorialize the legislature on the subject of establishing a State normal school.—(Eclectic Teacher, September, 1880.)

### OTHER ASSOCIATIONS.

There is no information of any meeting having been held during 1879–'80 by the Colored State Teachers' Association or the Central Kentucky Teachers' Association.

## CHIEF STATE SCHOOL OFFICER.

Hon. JOSEPH DESHA PICKETT, *State superintendent of public instruction, Frankfort.*

[Term, September 9, 1879, to September 15, 1883.]

Other superintendents in the decennial period under review were Hon. Zechariah F. Smith, 1867–1871, and Hon. Howard A. M. Henderson, 1871–1879.

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71.*a* | 1871–'72.*a* | 1872–'73. | 1873–'74. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (6–21) *b* | 262,643 | 280,384 | 272,334 | 280,387 |
| Enrolment in public schools | 52,436 | 49,106 | 57,433 | 74,309 |
| Average daily attendance | 20,587 | 26,009 | 33,927 | ..... |
| Scholars in private schools | 21,674 | 23,340 | 18,078 | 22,306 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of school districts | ..... | ..... | 483 | 474 |
| Number of public schools | 457 | 610 | 864 | 1,039 |
| Public school-houses | ..... | ..... | ..... | ..... |
| School-houses built during the year | 32 | ..... | 101 | 77 |
| Average time of school in days | ..... | ..... | ..... | ..... |
| Value of public school property | ..... | $748,135 | $661,962 | $881,446 |
| Number of private schools | 272 | 367 | ..... | ..... |
| TEACHERS AND THEIR PAY. | | | | |
| Teachers in public schools | 1,131 | 941 | 1,476 | 1,494 |
| Average monthly pay of men | $62 69 | $55 64 | $42 50 | $40 00 |
| Average monthly pay of women | | | | |
| Teachers in private schools | 842 | 834 | 707 | 846 |
| RECEIPTS AND EXPENDITURES. | | | | |
| Total receipts for public schools | $554,974 | $616,878 | $678,374 | $789,069 |
| Total expenditures for public schools | 531,834 | 531,361 | 723,826 | 795,201 |
| SCHOOL FUND. | | | | |
| Amount of available fund | $1,193,500 | ..... | ..... | ..... |

*a* The statistics for these two years are somewhat imperfect, on account of incomplete reports from the six divisions into which the State is divided. Only 4 divisions (in 1870–'71) reported the number of public schools; only 3, full private school statistics; and only 3, the number of school-houses built. In 1871–'72 the fifth division did not report, and the other divisions only incompletely with respect to certain items.

*b* By the constitution of 1879 changed to 6–18.

## TICS OF LOUISIANA—1870-'71 TO 1879-'80.

| 1874–'75. | 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|---|
| 274,688 | 274,688 | 266,033 | 274,406 | 330,930 | 273,845 | D. 57,085 | I. 11,202 |
| 74,846 | 74,307 | 85,000 | 83,047 | 78,528 | 68,440 | D. 10,088 | I. 16,004 |
| ..... | 52,315 | 54,390 | ..... | *c*50,248 | 45,626 | D. 4,622 | I. 25,039 |
| 21,711 | ..... | 20,693 | *d*2,688 | *d*4,404 | ..... | ..... | ..... |
| | | | | | | | |
| 473 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1,032 | ..... | 1,044 | ..... | ..... | ..... | ..... | ..... |
| ..... | ..... | 323 | ..... | ..... | ..... | ..... | ..... |
| 35 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | 97 | 135 | *e*80 | ..... | 118 | ..... | ..... |
| $896,100 | $803,062 | $736,575 | $700,000 | ..... | ..... | ..... | ..... |
| ..... | ..... | 306 | ..... | ..... | ..... | ..... | ..... |
| | | | | | | | |
| 1,557 | 1,615 | 1,507 | 2,122 | 1,949 | 2,025 | I. 76 | I. 894 |
| $37 00 | $31 00 | $45 00 | *f*$40 00 | $27 00 | ..... | ..... | ..... |
| | | 35 00 | *f*37 00 | 25 00 | ..... | ..... | ..... |
| 832 | ..... | 638 | ..... | 247 | ..... | ..... | ..... |
| | | | | | | | |
| $699,665 | $776,009 | $467,368 | $546,466 | *g*$613,453 | $480,320 | D.$133,133 | D.$74,654 |
| 699,665 | 776,009 | *h*369,829 | 558,231 | *h*529,065 | ..... | ..... | ..... |
| | | | | | | | |
| ..... | $82,921 | $82,921 | ..... | $1,130,867 | $1,130,867 | ..... | D.$62,633 |

*c* Estimated.
*d* Excluding New Orleans.
*e* In rural Louisiana.
*f* Exclusive of New Orleans, in which the average salaries are: men, $76.72; women, $39.58.
*g* Including balance on hand from preceding year.
*h* Including amount paid on debts of preceding years.

## STATE SCHOOL SYSTEM.

### OFFICERS.

From 1870 to 1877 the educational officers of the State (under a law conformed to the constitution of 1868) were (1) a State superintendent of public education, elected by the people for 4 years; (2) a division superintendent for each of the 6 divisions into which the State was divided for school purposes, appointed by the governor, with consent of senate, for a term of 3 years, all forming, with the State superintendent, a State board of education to select text books and make regulations for the public schools; (3) boards of school directors,[1] of five or more persons for each parish, except Orleans[2] and Jefferson, appointed by the State board every 2 years for general care of school matters in their parishes; (4) boards of district school directors for each jury ward in each parish, consisting of 3 persons appointed by the parish board every 2 years to visit and report on local schools. In 1877 the division superintendents were dropped, the other officers being continued and the State board being composed of the governor and other State executive officers, with the State superintendent and 2 citizens appointed by the governor for 4 years' terms. From the failure to pass in 1880 an act based on the provisions of the constitution of 1879, the law of 1877, with all the officers provided for under it, holds till the legislative session of 1882, save in the clauses modified by the express words of that constitution. Under these words women are made eligible to any office of control or management created by the school laws of the State.

### OTHER FEATURES OF THE SYSTEM.

The constitution of 1868 provided for the admission into the public schools of all children between 6 and 21 years of age, without distinction of race, color, or previous condition of servitude. This still holds good as to the main point of the free education of all of school age, but distinctions are not abolished, and in 1879 the limit of school age was made 18 instead of 21. To maintain the schools, a State tax of 2 mills on the dollar of all taxable property was authorized in 1869, also what further local taxes the directors of each school district might deem necessary for building, hiring, and furnishing school-houses, this tax not to exceed 5 mills on the dollar. By act of March 16, 1870, parishes were to levy an annual tax of 2 mills in addition to the State tax. One year later an act rendered it obligatory for the parish authorities to raise annually a tax of not less than 1 mill on the dollar nor more than 2, for the lease, purchase, furnishing, &c., of school-houses, while in any parish where the board of school directors failed to establish schools within 60 days after their appointment the division superintendent was authorized to establish and maintain them out of the school funds of the parish, city, or town. On April 9, 1873, school boards were empowered to demand of the local authorities the levy of an extra tax for that and succeeding years for the improvement and extension of the school system. The laws of 1877 changed the taxation somewhat: the parish taxes were not to exceed 1 per cent. on the assessed valuation; the special taxes were to be levied by the general assembly; and a poll tax of $1 on all men over 21 was to be levied (only 90 per cent. of this to be used for school purposes). There was also interest on the United States deposit fund and on the school fund to be used for schools. The constitution of 1879 made the following provisions for the support of schools: (1) the proceeds of a State school fund, declared to be $1,130,867, bearing interest at the rate of 4 per cent., to be paid annually to the several townships; (2) a poll tax of $1 to $1.50 on each male over 21, which is to be retained in the parishes where collected; (3) a State tax on property, not to exceed 1 mill on the dollar; (4) a permissible parish tax, which, combined with all other parish taxes, must not make more than 10 mills on the dollar. Elementary, academic, and normal schools were early provided for, but no private institution of learning was to receive any school moneys. The teachers, to be legally employed, must have passed an examination and have received certificates from parish boards. The schools of all grades under this system are to be taught at least twelve weeks of 5 days each, one or more schools to be kept open in each district. All the general exercises of the schools (except in parishes where French predominates) are to be in English. The elementary branches in such parishes may be taught in the French language. No school funds are to be used for sectarian schools.— (School laws and constitutions.)

### GENERAL CONDITION.

The very small support provided by the State for its common schools under the constitution of 1879 and the close restriction of local taxation for them proved a serious

[1] The boards may appoint superintendents for their schools, who shall be also ex officio secretaries of their respective boards, but the pay for both offices is not to exceed $200 annually.

[2] For the school officers of New Orleans, see City School Systems, further on.

check to educational progress, and, unless private liberality come to the help of the local school boards, short terms and poorly paid teachers must for some time be the rule. The schools of New Orleans appeared at first to be threatened with extinction by the restrictions of the constitution; but a comparatively liberal appropriation for them on the part of the city administrators saved them and enabled the school authorities to keep them open during a large part of 1879–'80, though the pay of teachers was seriously curtailed.

For the State at large, the statistics of 1880 are too meagre to afford any fair basis of comparison with preceding years, many of the school officers having failed to send in their returns and many treasurers having failed to give official information of the amount of poll tax and other funds collected for the maintenance of public schools. The reduction of the school age by 3 years has naturally reduced the number of enrolled pupils, especially in schools for colored youth, but this may eventually prove an advantage to the ones enrolled, as the smaller the enrolment the further will the slender State funds go in continuing the sessions of the schools that may be held. But the outlook is certainly not an encouraging one on the whole.

### GENERAL REVIEW FOR THE TEN YEARS.

In the year 1870–'71 a general reorganization of the whole school work was undertaken. The amended laws were the means of a most encouraging advance during the nine months of the year following. Still, for two years there was considerable trouble in getting full and accurate accounts of educational affairs, owing to the negligence of some of the division superintendents. Those who sent in the reports required by law gave evidence of a large increase in the number of schools in their districts and a corresponding advance in their efficiency. In the four years ending in the latter part of 1872 there were 700 schools established (outside of New Orleans) where none existed before. This was nearly six times as many as were ever in operation in any one year preceding in the history of the State, yet the amount of money expended for them in 1872 was less than half what was expended in 1859. Limited school accommodations were frequently referred to in the earlier years. In the year 1874 the free school system was more prosperous than before. The endeavors to educate white and colored children in the same school met with great resistance in the high schools of New Orleans, but this difficulty was solved by the opening of separate schools for this race throughout the State, and in 1877 it was stated that the colored children attended school in much larger numbers than the white youth; also, that better qualified teachers were provided for them than in former years. In 1877 another reorganization of the school system took place under a new superintendent; the schools were graded; the studies indicated, and the public schools designated as elementary, academic, and normal. Greater proficiency was attained by the pupils as a result, and only the breaking out of yellow fever prevented marked advance. For the normal schools and universities opened during the ten years, see the proper headings.—(State reports.)

### AID FROM THE PEABODY FUND.

During the ten years the trustees of this fund have aided the Louisiana schools to the amount of $64,230. While in the earlier years the amounts were distributed among the different towns and to the various districts of New Orleans, in the later years they were given to special schools and normal schools, or, where particularly needed, to certain towns, as formerly. In 1879–'80 there were $4,100 donated from the fund. Of this amount, $2,300 went to the Peabody Normal Seminary (white), $1,300 to the Peabody Normal (colored), $300 to Guion Academy (a graded free public school, to enable it to extend its session to 10 months), and $200 to the Louisiana Journal of Education.—(Reports of the trustees for the different years.)

### KINDERGARTEN.

The Kindergarten of Locquet-Leroy Institute, New Orleans, reports regularly. It was established in 1877 and admits pupils between 4 and 7 years of age. Any further information will be found in Table V of the appendix.

## CITY SCHOOL SYSTEM.[1]

### NEW ORLEANS.

*Officers.*—A board of 20 directors, of whom 8 were appointed by the former State board of education and 12 elected by the municipal administrators, and a superintendent of schools appointed by the board.

*Statistics.*—Population, 216,140; youth of school age, 56,947; enrolled in public schools, 17,886; average daily attendance, 15,190; teachers, 407; expenditures, $250,444.

*Additional particulars.*—Four hundred school rooms, in which pupils are seated for both study and recitation, are reported. Of these 280 were for the primary grade, 118 for the grammar, and 2 for the high school. The number of school days in the year was 208, and 182 were taught. The grounds, buildings, and sites for school property were valued at $567,000, the furniture at $65,000, and the apparatus at $3,000.

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS AND DEPARTMENT

As early as 1870 opportunity for the training of teachers was found in one normal school and in one normal department.[2] In 1873 another normal department was opened, and in 1877 a school for colored students.

The *Peabody Normal Seminary for Louisiana*, established in New Orleans in 1870, offers a course of professional training to graduates of the city academies or high schools and other institutions. There are junior and senior classes in the normal course, in which branches taught in the elementary schools are reviewed. Lectures are also given on the methods of teaching and disciplining children. A tuition fee of $2 a month is charged in the preparatory department, while the normal department is supported by the Peabody fund.

The *Peabody Normal School for Colored Students*, also at New Orleans, was first opened in 1877. It aims, in a 2 years' normal course, to fit graduates and advanced scholars over 17 years of age for the profession of teaching. A letter from the late superintendent, Hon. R. M. Lusher, to the trustees of the Peabody fund in 1880, states that "these two normal schools have continued their mission of usefulness in providing well qualified and methodical teachers for the State public schools, and that the two model schools, in which their graduates and the senior students have been exercised in practical teaching and discipline, have also been of invaluable assistance to the children taught therein."

The *normal department of Straight University*, New Orleans, dating from 1870, reported 94 students in 1879–'80.

A *normal class* is formed in the last term in New Orleans University every year.

### TEACHERS' INSTITUTES.

An act of March 16, 1870, made provision for the holding of teachers' institutes. Four of these were held in the year 1871, the one in New Orleans continuing 3 days. They were said to be not only of benefit to the teachers but to increase the interest in educational matters in every place where they exist. It is not ascertainable whether such meetings were held every year according to the law, but in 1874 the teachers of the second division organized into local teachers' institutes, and although only three or four regular meetings were spoken of they were fruitful in good results. The report of 1876 alludes to 5 of these institutes, 4 of which were permanently established. As the law of 1877 is silent upon this subject, it is thought that these meetings were allowed to die out.—(Laws and State reports.)

### EDUCATIONAL JOURNAL.

The Louisiana Journal of Education made its appearance in April, 1879. It is published once a month at New Orleans, and is under the editorship of Hon. Robert M. Lusher, late State superintendent of public instruction. It bids fair to be of great assistance to the teachers of the State with its many valuable items of educational information and articles on right modes of teaching.

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[1] The town of Shreveport has 11,017 inhabitants, but it has not yet reported to this Bureau.

[2] A State Normal School was in existence from 1859 to 1862, and the New Orleans Normal School in 1868–'69. The Peabody Normal Seminary was the successor of this last.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

This grade of school existed in New Orleans from an early day. In 1874 a high school was established at Baton Rouge, and in 1875 such a school was also reported in the parish of Iberville. In 1879 there were 3 public high schools at New Orleans, the central for boys, the central for girls, and one for colored pupils. A 2 years' course of study embraces mathematics, English literature, rhetoric, mental and moral philosophy, natural science, book-keeping, and French. In 1879–'80 there were 9 teachers reported. The enrolment was 267; the average daily attendance, 239.—(State reports and returns.)

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools for preparing students for college, see Tables IV, VI, VII, and IX of the appendix, and summaries of these in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Louisiana State University and Agricultural and Mechanical College*, Baton Rouge, was chartered as such January 2, 1877, by the uniting of the Louisiana State Seminary and Military Academy with the Louisiana Agricultural and Mechanical College. The former was chartered in 1855 and went into operation January 2, 1860. The State University was founded on grants of the public lands made in 1806 and 1811 "for the use of a seminary of learning." The Agricultural and Mechanical College was founded under the act of Congress of 1862 donating public lands to education. The former became so burdened with debt that, by a law of 1876, the latter was united with it. The funds of the institution are the Agricultural and Mechanical College fund, $182,313, at 5 per cent; the seminary fund, $136,000, at 4 per cent.; and an annual appropriation of $10,000 from the State, all yielding a yearly income of $24,556. Under the new organization of 1877–'78, there were to be schools of literature, of science, of the useful and fine arts, and of military science and art, of medicine, of law, and such other schools as the supervisors might establish. In December, 1880, four courses were reported, viz, classical and scientific of 5 years each (including 1 year of preparatory teaching) and agricultural and mechanical courses of 3 years each (also including a similar preparatory year). The degrees to be given are bachelor of arts, graduate in agriculture, and graduate in mechanics. There were 49 students at the close of 1880 in the college, and the faculty numbered 13. No female students are admitted and no tuition fees are charged. The institution is non-sectarian, and military discipline (according to act of 1862) is still adhered to.—(Letter of the president and his report to the board of supervisors.)

The other colleges reporting are Jefferson, St. Charles, Centenary, and College of the Immaculate Conception; the universities, Leland, New Orleans, Straight, and the University of Louisiana. All report preparatory and classical courses; 4 (St. Charles, Centenary, Leland, and New Orleans) had scientific departments when last heard from. New Orleans and Straight Universities had normal and theological courses; the former a medical, the latter a legal course. Jefferson College (St. Mary's) and the College of the Immaculate Conception reported commercial departments.

The University of Louisiana, New Orleans, a quasi State institution, but not to be confounded with the State University, was provided for in the constitution of 1845.[1] Its medical department was then in operation; its law department was afterwards organized; and its academical department held its first session in 1878–'79. A non-sectarian institution, it is divided into the following schools: Latin, Greek, English (language, history, and literature), mathematics, physics and mechanics, chemistry, French, German, and a commercial course. The degrees conferred by the academical department are those of B. A. and M. A.

Article 231 of the new constitution makes it the duty of the general assembly to establish in New Orleans a university for the education of persons of color, to provide for its proper government, and to appropriate annually from five to ten thousand dollars for its maintenance and support.—(Catalogues and constitution of 1879.)

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Leland, New Orleans, and Straight Universities admit women. Statistics of schools especially for this sex are to be found in Table VIII of the appendix.

[1] It is again recognized as a State university in the constitution of 1879, and provision for its support is directed to be made.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The Agricultural and Mechanical College connected with the State University at Baton Rouge reports a 3 years' agricultural and mechanical course, including 1 year preparatory. It also has a scientific course, which, with preparatory, amounts to 5 years. These are more fully described under Superior Instruction. Scientific courses appear in 4 others, St. Charles and Centenary Colleges and Leland and New Orleans Universities.

### PROFESSIONAL.

*Theological* instruction is given in a 3 years' course in Straight University, which, organized in 1870 under Congregational influences, reports 35 students for the year 1879–'80. No examination for admission is required. A theological department connected with Leland University (Baptist) had 27 students in the autumn of 1880; in one in New Orleans University (Methodist Episcopal) they were not distinguished from the 200 other students for that year in the only account at hand.—(Return, catalogues, and reports of missionary associations.)

For full statistics of reporting schools, see Table XI of the appendix.

*Legal* training is given in the law department of Straight University, organized in 1870. Twenty-three law students and 9 graduates were reported in 1879–'80. The course is 2 years of 5 months each and there is no examination for admission. The law department of the University of Louisiana was organized in 1847. The degree of B. L. is conferred on students attending 2 full courses of lectures of 5 months each, or 1 full course after studying twelve months with a counsellor-at-law or in some institution having power to confer the degree of B. L., provided that on examination he is found worthy of the honor.—(Return and report.)

For statistics, see Table XII of the appendix.

The *medical department of the University of Louisiana*, at New Orleans, established in 1835, requires 3 years of study under a regular practitioner, with attendance on 2 full courses of lectures of 20 weeks each year. To graduate, the student must have attended dissections, written a thesis, and passed a satisfactory final examination. The institution is also authorized to grant diplomas in pharmacy.—(Circular of 1879–'80.)

For statistics, see Table XIII of the appendix.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Louisiana Institution for the Deaf and Dumb, Baton Rouge, was opened in 1852. Training is given here in the literary branches usually taught in such schools. Type setting and presswork were taught in 1876, but lack of means prevented the introduction of other employments, and it is not known whether others have been attempted since then. In 1880 there were 43 pupils (23 males and 20 females) in the institution, and at date of December 1, 1880, some 35 pupils remaining. The number of instructors was 3.—(Former reports and American Annals of the Deaf and Dumb, January, 1881.)

### EDUCATION OF THE BLIND.

The Louisiana Institution for the Education of the Blind, Baton Rouge, was founded in 1871, although it has only been effectively organized since 1877. Lack of a permanent home adapted to its special work is complained of. The studies are reading, spelling, defining words, point writing, arithmetic, descriptive and physical geography, English grammar and literature, history, algebra, and the elements of astronomy. Only the younger pupils are received into the school; adults are taught broom and mattress making. Music and piano tuning are also taught. Statistics are wanting for 1880.—(Reports.)

## EDUCATIONAL CONVENTIONS.

### TEACHERS' ASSOCIATIONS.

By an act of March 16, 1870, the division superintendents were expected to "encourage and assist at teachers' associations, to be convened four times each year, if practicable, on the last Saturday of some month in each quarter, in each parish or in several parishes united, urging the attendance of the teachers of the same, for the purpose of mutual conference and instruction in their duties." In the year 1871 the State superintendent of public instruction (Hon. Thomas W. Conway) reported that the first germ of a State teachers' association, as auxiliary to teachers' institutes, was found in the second division, where the teachers of two parishes had formed a society for mutual improvement. In the following year a report was made of the first State educational convention which had been held in Louisiana since the war. It com-

menced on the 23d of May, 1872, and continued three days. Many prominent school workers of the State were present as well as those engaged in other departments. Interesting discussions took place and the meeting was considered very successful. No further mention is made of similar meetings, and, like teachers' institutes, they seem to have been neglected of late years.—(Laws and reports.)

## CHIEF STATE SCHOOL OFFICER.

Hon. EDWIN H. FAY, *State superintendent of public education, New Orleans.*

[Term, January, 1880, to January, 1884.]

Other superintendents in the ten years have been Hon. Thomas W. Conway, 1868–1872; Hon. Wm G. Brown, 1872–1876; then Hon. Robert M. Lusher, 1876–1880.

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Youth of school age (4–21) | 225,508 | 226,751 | 225,179 | 225,219 | 221,477 |
| In summer schools | 112,813 | 118,222 | 116,750 | 122,458 | 117,821 |
| In winter schools | 126,147 | 126,311 | 128,134 | 132,333 | 130,343 |
| Average attendance in summer | 87,290 | 92,750 | 92,526 | 98,744 | 95,058 |
| Average attendance in winter | 101,177 | 102,443 | 103,548 | 108,478 | 105,626 |
| Per cent. of average attendance on registration. | 79 | 80 | 80 | 81 | 81 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | | |
| Towns and plantations in the State. | 486 | 500 | 500 | 493 | 500 |
| Number of these reporting | 425 | 460 | 476 | 488 | 486 |
| School districts reported | 3,853 | 3,861 | 3,967 | 4,043 | 3,953 |
| Parts of districts | 350 | 310 | 347 | 361 | 368 |
| Districts with graded schools | 420 | 462 | | | |
| Public school-houses | 3,917 | 3,863 | 4,083 | 4,199 | 4,180 |
| Number in good condition | 2,234 | 2,279 | 2,397 | 2,591 | 2,689 |
| Number built within the year | 119 | 121 | 122 | 122 | 104 |
| Cost of those built | $117,364 | $131,799 | $153,695 | $150,220 | $110,725 |
| Valuation of all school property | 2,488,523 | 2,644,264 | 2,939,236 | 3,079,311 | 3,019,549 |
| Average time of schools in days | 107 | 106 | 112 | 117 | 117 |
| TEACHERS AND THEIR PAY. | | | | | |
| Male teachers employed in summer. | 119 | 145 | 140 | 161 | 171 |
| Male teachers employed in winter. | 1,801 | 1,870 | 1,904 | 1,928 | 1,984 |
| Female teachers employed in summer. | 3,790 | 3,959 | 4,094 | 4,366 | 4,426 |
| Female teachers employed in winter. | 2,180 | 2,213 | 2,327 | 2,367 | 2,475 |
| Teachers graduates of normal schools. | 264 | 270 | 284 | 294 | 297 |
| Average pay of men a month, excluding board. | $32 44 | $33 17 | $34 28 | $36 17 | $36 96 |
| Average pay of women a month, excluding board. | 13 72 | 14 40 | 15 16 | 16 20 | 17 16 |
| Average cost of board a month | 2 30 | 2 32 | 2 31 | 2 32 | 2 38 |
| INCOME AND EXPENDITURE. | | | | | |
| Whole receipts for public schools. | $851,362 | $868,582 | $1,179,712 | $1,318,580 | $1,313,303 |
| Whole expenditure for them | 858,662 | 849,278 | 962,565 | 1,268,173 | 1,313,303 |
| STATE SCHOOL FUND. | | | | | |
| Available permanent school fund. | $309,109 | $317,902 | $319,273 | $369,883 | $400,558 |

## TICS OF MAINE—1870-'71 TO 1879-'80.

| 1875-'76. | 1876-'77. | 1877-'78. | 1878-'79. | 1879-'80. | Increase or decrease since 1878-'79. | | Increase or decrease since 1870-'71. | |
|---|---|---|---|---|---|---|---|---|
| 218,490 | 217,417 | 214,797 | 215,724 | 214,656 | D. | 1,068 | D. | 10,852 |
| 126,482 | 125,455 | 127,087 | 125,640 | 123,729 | D. | 1,911 | I. | 10,916 |
| 129,103 | 132,865 | 132,692 | 128,880 | 128,346 | D. | 534 | I. | 2,199 |
| 99,106 | 100,982 | 102,805 | 101,443 | 101,554 | I. | 111 | I. | 14,264 |
| 105,976 | 107,653 | 108,940 | 105,302 | 104,676 | D. | 626 | I. | 3,499 |
| 80 | 80 | 82 | 81 | 82 | I. | 1 | I. | 3 |
| 511 | 513 | 498 | 498 | 497 | D. | 1 | I. | 11 |
| 496 | 505 | 487 | 495 | 493 | D. | 2 | I. | 68 |
| 3,972 | 4,039 | 4,005 | 4,053 | 3,930 | D. | 123 | D. | 77 |
| 350 | 354 | 344 | 354 | 353 | D. | 1 | I. | 3 |
| 4,261 | 4,222 | 4,215 | 4,263 | 4,309 | I. | 46 | I. | 392 |
| 2,802 | 3,014 | 2,943 | 2,971 | 2,859 | D. | 112 | I. | 625 |
| 86 | 86 | 82 | 70 | 67 | D. | 3 | D. | 52 |
| $164,399 | $62,766 | $92,746 | $72,176 | $74,801 | I. | $2,625 | D. | $42,563 |
| 3,005,290 | 3,022,722 | 3,063,418 | 2,947,655 | 2,995,131 | I. | 47,476 | I. | 506,608 |
| 118 | 117 | 118 | 121 | 120 | D. | 1 | I. | 13 |
| 209 | 228 | 274 | 333 | 311 | D. | 22 | I. | 192 |
| 2,351 | 2,253 | 2,280 | 2,325 | 2,325 | ..... | | I. | 524 |
| 4,284 | 4,553 | 4,540 | 4,527 | 4,609 | I. | 82 | I. | 819 |
| 2,351 | 2,361 | 2,389 | 2,349 | 2,421 | I. | 72 | I. | 241 |
| 290 | 314 | 334 | 385 | 415 | I. | 30 | I. | 151 |
| $35 45 | $32 76 | $32 63 | $29 55 | $25 57 | D. | $3 98 | D. | $6 87 |
| 17 04 | 16 56 | 15 92 | 15 32 | 14 28 | D. | 1 04 | I. | 56 |
| 2 34 | 2 27 | 2 20 | 2 07 | 1 85 | D. | 22 | D. | 45 |
| $1,090,445 | $1,067,104 | $1,140,914 | $1,078,883 | $1,047,715 | D. | $31,168 | I. | $196,353 |
| 1,248,762 | 1,170,668 | 1,050,709 | 1,084,691 | 1,047,681 | D. | 37,010 | I. | $189,019 |
| $400,558 | $400,500 | $437,987 | $437,987 | $438,287 | I. | $300 | I. | $129,178 |

## STATE SCHOOL SYSTEM.

### OFFICERS.

For the State, the chief school officer since 1868 has been a superintendent of common schools, appointed by the governor and council for a term of 3 years or during the pleasure of the executive. For each county there was from 1869 to 1872 a county supervisor of public schools, appointed by the governor and council, on the recommendation of the State superintendent, for a 3 years' term. For each town there is either a superintending school committee of 3 members, chosen all together at the first annual town meeting and afterwards one chosen each year to replace an outgoing one, or a supervisor, whose election terminates the offices of all existing members of the committee. For each school district there is a school agent, chosen either by the town or by the district voters at the annual meeting, to look after the school-houses, provide them with fuel and other necessaries, take the census of school children, and engage teachers if this should not be done by the town committee.

### OTHER FEATURES OF THE SYSTEM.

The State schools are sustained from the proceeds of a State school fund, of special local funds, of a State tax of 1 mill on $1 of all property and 5 mills on $1 of deposits in savings banks, and of local taxes,[1] which must not be less than 80 cents on each inhabitant. Thus sustained they are not only free to every child 4 to 21 years of age residing in the districts where they are taught, but children between 9 and 15 must be sent to them for at least 12 weeks in each year, unless excused for cause or instructed elsewhere. Still further to secure attendance, manufacturers are forbidden to employ children without a certificate under oath from the teacher of such children that they have attended school from 3 to 4 months of the preceding year. Persons proposing to teach in any public school must present a certificate of qualification from the school officer or officers by whom they have been examined, and then, before receiving pay for teaching, must deposit with the school committee, or its agent, a school register properly filled up and signed. Only the common English branches of study are required to be taught, but free high schools for higher branches are provided for, and any city or town is allowed to make annual provision for free instruction in industrial or mechanical drawing for persons over 15 years of age.

### CHANGES IN THE SYSTEM.

In 1870 a law was passed authorizing towns to abolish the school districts and conduct the schools on the township plan, but it does not seem to have been extensively acted on, the district system still largely prevailing. In the same year 5½ days were made the legal school week and 4 such weeks the school month, a rule which still held in 1880. Towns, cities, and plantations were also empowered to raise money by taxation to purchase school books for their schools, either loaning them to the pupils for use or furnishing them at cost. In 1871 the provision above noticed for introducing drawing into town or city schools was made; town committees were authorized to sign (and thus make valid for their schools) a certificate of qualification for teaching given by a normal school, a county supervisor, or the State superintendent; towns, too, were allowed to decide by vote whether the town committee or district agents should employ the teachers. In 1872 the law of 1869 establishing county supervision of schools was repealed, and the still existing tax rates of 1 mill on the dollar of all property and 5 mills on the dollar of all deposits in savings banks throughout the State, with 80 cents for each inhabitant of cities, towns, and plantations, were adopted for the support of schools. In 1873 there came a law for aiding free high schools established in the towns to the extent of one-half the amount expended for instruction in them, not, however, to exceed $500 annually to any town—a law which, in the political convulsions of 1879, was suspended for a year and then reënacted, with a reduction of the State aid by one-half and with a prohibition of teaching ancient or foreign languages at State expense, except where the high school forms part of a graded school system. In 1875 the compulsory law requiring at least 3 months' attendance from every unexcused child between 9 and 15 years of age was passed; but teachers' institutes were abolished, after an existence dating first from 1847 to 1860, and again from 1869 to 1875. Since 1875 no noteworthy changes have been made; however, acts were passed for the establishment of a training school for teachers in the Madawaska territory in 1878 and of a third State normal school at Gorham in 1879; the free high school act was temporarily suspended and then subsequently changed, as above noted, and the law for securing to children the benefits of at least elementary instruction was improved.

[1] These taxes are imperative; failure to raise the 80 cents on each inhabitant is visited with a penalty of two to four times the amount of deficiency, and the State apportionment is withheld from the failing district. Other taxes, for graded schools, for free high schools, for libraries and apparatus, and for purchase and supply of free text books to pupils, are optional. The tax of 80 cents on each inhabitant is a reduction from $1 in 1872, made possible by the 1 mill State tax and tax on savings banks imposed that year.

### GENERAL CONDITION.

By comparison of 1879–'80 with the preceding year there may be seen a decrease of 1,068 in the number of youth to be instructed and a still greater decrease in the public school enrolment; but the ratio of average attendance to registration rose 1 per cent. The school districts reported fell off by 123. School-houses, some being taken down and 67 new ones built, were 46 more in number, but 112 less were reported in good condition. The number of male teachers fell off, that of female teachers somewhat increased, and the pay of teachers was considerably reduced. There was also a decrease of $31,168 in receipts for public schools and of $37,010 in expenditures. Everything tends to show that the gradual diminution in the population and resources of the State is telling on the general condition of the schools.

### RÉSUMÉ FOR TEN YEARS.

The first two years of the ten under review had the benefit of the county supervision established in 1869 and of the teachers' institutes reëstablished in that year; both these, with the aid of an active superintendent, showed their effects in a steadily increasing enrolment in the schools, in a better and larger average attendance, in more judicious arrangement of school classes, in the building and renewing of very many school-houses, and, it is said, in a considerable improvement of the teaching in the schools. And when, in 1872, the supervisorship and institutes were both abolished in the interest of a false economy and of some ignorant opposition to new ways, the benefit resulting from an increase of current school funds (through the 1 mill tax on property and 5 mills on the dollar of all savings in the banks, permitting an increase of teachers' pay) did much to counterbalance the evils that might otherwise have come from the destruction of the former agencies for good. But money, without close local supervision and means of training the great mass of teachers for good work, was insufficient to keep up the progress that was being made in the rural schools, though those in villages and cities continued to improve. The free high school act of 1873, however, when once its machinery was put into good working order, imparted a new stimulus to education in the lower schools by giving intelligent and studious youth a prospect of promotion at the end of the ordinary school course. And thus, notwithstanding the great check in 1879 and a decrease of 10,852 in youth entitled to free schooling, we find in the ten years an increase of about 11,000 in public school enrolment, of about 15,000 in average attendance, of 456 in the number of public school-houses, of 625 in the number of these in good condition, and of $506,608 in the estimated value of school property.

### KINDERGÄRTEN.

In 1874, from the large number of young children entering the lowest primary classes in Lewiston, it was thought expedient to prepare these for full subsequent school work by Kindergarten training. Two classes were formed accordingly, and were found so useful that they have been since continued, one of them giving an opportunity for training young ladies of the city normal practice school in Kindergarten methods. There were 2 semi-Kindergärten in the school system of the same city in 1877, but they are not noticed in later reports. A Kindergarten was also reported in 1878 at Biddeford, but could not be found the next year.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

No uniform rule respecting these prevails in Maine. Augusta had in 1880 the supervisor who is allowed by the State law in place of a superintending school committee. Biddeford had the regular superintending committee of 3 persons, one being subject to change each year; Bangor, one of 5, with a school agent; Lewiston, one of 14, with a superintendent; Portland, one of 7, representing the 7 city wards, with the mayor as chairman ex officio, and a superintendent; other cities, in their latest reports, show still other variations.

### STATISTICS.[a]

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Auburn | 9,556 | 3,078 | 2,500 | 1,376 | 40 | $17,165 |
| Augusta | 8,666 | 2,233 | 1,195 | 993 | 39 | 19,057 |
| Bangor | 16,857 | 5,479 | 3,120 | 2,426 | 71 | 28,522 |
| Bath | 7,875 | 3,100 | 1,956 | 836 | 37 | 17,941 |
| Biddeford | 12,652 | 3,911 | 1,802 | 1,129 | 33 | 17,547 |
| Lewiston | 19,083 | 5,974 | 3,149 | 2,043 | 71 | 32,444 |
| Portland | 33,810 | 10,660 | 6,708 | 4,347 | 78 | 94,144 |
| Rockland | 7,599 | 2,164 | 1,419 | 1,143 | 31 | 11,147 |

[a] The figures, except for population, are for 1879–'80, and as far as may be from returns and the tables of the State report.

ADDITIONAL PARTICULARS.

*Auburn* reports 35 public school buildings, with 58 rooms and 3,400 sittings for study, all valued, with sites, furniture, and apparatus, at $143,000. The schools are classified as primary, grammar, and high. One new school-house was built during the year at a cost of $1,959.—(State report and return.)

*Augusta*, though the State capital, had what the supervisor called in 1880 "a vicious system" of city and country district schools, the former graded as primary, grammar, and high; the district schools having very slender connection with the others and little pride in themselves, though the districts number 27, each with its school agent. Yet his report of these last shows that good work has been done in several of the schools and excellent work in some.—(City report.)

*Bangor*, besides the 3,120 in its public schools, reports 3,210 in private and parochial schools. Those of the city occupied 35 buildings, generally in good condition, and with 61 rooms for both study and recitation; valuation of them in a return, $70,000; in State report, $150,000. The classification is primary, intermediate, grammar, and high, with ungraded suburban schools. The teaching is said to have been generally very good, the high school supplying many of the teachers and doing its work so well that 9 of its graduates entering Yale, Harvard, Bowdoin, and Colby were admitted without conditions.—(Return and city school report.)

*Bath* reported to the State superintendent 16 school buildings, all in good condition, and rated, with grounds, furniture, and apparatus, at $50,000.—(State report.)

*Biddeford* had 21 school buildings, including 20 rooms for primary classes, 5 for intermediate, 5 for grammar, and 3 for high, all affording 1,700 seats, besides those of an additional high school room for recitation only. Estimated enrolment in private and parochial schools, 200.—(Return.)

*Lewiston*, under the superintendency of a former State school agent of Massachusetts, reported 1 high school, with 5 teachers; 1 grammar school, with 10; 9 intermediate, each with 1 teacher; 25 primary, with 29; an ungraded school, with 1 male teacher; 15 rural schools, with as many female teachers; a singing master and a normal practice teacher; in all, 52 schools, with 4 male and 67 female teachers. The school-houses numbered 28, valued at $180,000. A diminished attendance of 271, notwithstanding an increase of 144 in the number entitled to free schooling, is accounted for partly by the greater demand for juvenile labor and partly by a growing disposition on the part of the numerous French Canadians to have their children taught in a French school under a priest of their own faith. The instruction in the city schools is said to have been generally excellent, most of the new teachers for ten years past consisting of graduates of the city high school, who have spent a year after their graduation in a practice school under the instruction and supervision of a highly qualified lady. This practice school includes the elements of Kindergarten training, 2 Kindergarten classes having been maintained by the city since 1874. Free evening classes were opened November 24, 1879, and continued till April 1, meeting a need that has existed for several years. The enrolment was 242; the average attendance, 130.—(City report, 1879–'80.)

*Portland*, grading its schools as primary, grammar, and high, housed them in 15 buildings (one of them built within the year), containing 101 rooms for study and recitation under 1 teacher, 13 under 2 teachers, and 15 for recitation only, all affording 5,981 seats for study and valued, with sites, &c., at $350,000. Music, drawing, and penmanship were taught by specialists, and the city school for deaf pupils had also 3 special teachers, who used the articulation method. A city practice school for the training of teachers is maintained.—(Report of 1879 and return for 1880.)

*Rockland* appears to have had the instruction of its children entirely under its own control, reporting no enrolment in either private or parochial schools. For its public schools it had 11 buildings, with about 1,700 sittings. Only 4 of these buildings, however, were said to be in good condition. The schools were classed as primary, grammar, and high, and were under a school committee with no superintendent.—(State report and return.)

## TRAINING OF TEACHERS.

### STATE NORMAL AND TRAINING SCHOOLS.

Strictly speaking, there are only 3 institutions known as State normal schools, two of them in the western part of the State, at Farmington and Gorham, first opened in 1864 and 1879, and one in the eastern part, opened at Castine in 1867. But besides these, normal departments at the Maine Central Institute, Pittsfield, and at Oak Grove Seminary, Vassalboro', have been aided by the State since 1871; and in 1878 a training school for teachers was opened under State authority among the Acadian French of the Madawaska territory in the remote northeast. All these are subject to the general direction of a State board of normal school trustees, composed of 5 members appointed by the governor and council for terms of 3 years, with the governor and State superintendent of common schools as ex officio members.[1]

[1] In each case the town in which a normal school is situated furnishes the necessary grounds and buildings without expense to the State.

The State schools at Farmington and Castine have had courses of two years each; that at Gorham began with a one year's course and maintained it in 1880. The auxiliary normal departments at Pittsfield and Vassalboro' have three years' courses. The Madawaska school grants diplomas after one year of study and the passing of a satisfactory examination. In the first 5 the attendance of normal students for 1879–'80 was 644; the number graduated, 147. The Madawaska school had an attendance of 96 pupils[1] in its two sessions at Fort Kent and two at Van Buren, but apparently no graduates, though its work is said to have greatly improved the schools of the region in which it operates.—(State reports for 1876, 1879, and 1880.)

#### OTHER NORMAL TRAINING.

Portland and Lewiston have, as before mentioned, practice schools for training graduates of their high schools who desire to teach. The course in each appears to require a year. At Lewiston 8 were under training in 1879–'80; at Portland 13 in 1878–'79.

#### TEACHERS' INSTITUTES.

Teachers' institutes, abandoned in 1875 from lack of attendance and interest on the part of those for whose improvement they were designed, had not been reëstablished up to 1880.

#### EDUCATIONAL JOURNAL.

The Maine Journal of Education—successor from 1867 to 1875 of such preceding papers as the Scholars' Leaf, the Common School Advocate, the Maine Teacher, and the Maine Normal—was in the latter of those years absorbed, with other educational papers of the New England States, in the New-England Journal of Education, in which the State has still a department, usually cared for by the State superintendent.

## SECONDARY INSTRUCTION.

#### FREE HIGH SCHOOLS.

The act of 1873, which proffered State aid not to exceed $500 annually to each town that should have established and maintained a free high school for at least 10 weeks in any year, developed in the first year after its passage 150 such schools in 134 towns and districts, with a total enrolment of 10,286 pupils. The number of both schools and pupils was subsequently increased and a great impulse given to secondary training. The suspension of the act from February 27, 1879, to February 28, 1880, cut off for that year the State aid which had been offered and broke up very many of the schools. When its operation was renewed the State aid was reduced from $500, the former maximum, to $250 annually. Hence only 86 towns sustained such schools during the remainder of that school year, the teachers in them numbering 385, the pupils registered 6,215, the average attendance 5,192. The State expenditure for these schools was only $13,813; that of the towns and districts aided, $54,459.

#### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools especially devoted to preparing students for college, see Tables IV, VI, and VII of the appendix. For summaries of the statistics of each class of schools, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Excluding the State Agricultural College, to be found under Scientific Instruction, further on, there are only 3 institutions of this class in the State: (1) *Bowdoin College*, Brunswick, chartered under that title in 1794, in honor of Governor James Bowdoin, of Massachusetts; (2) *Colby University*, Waterville, chartered as the Maine Literary and Theological Institution in 1813 and as Waterville College in 1820; (3) *Bates College*, Lewiston, chartered as the Maine State Seminary in 1855 and under its present title in 1864, in honor of Hon. Benjamin E. Bates, of Boston, a liberal benefactor. The first is under Congregational influences; the second under regular Baptist; the third, Free Baptist. The latter 2 admit both sexes to collegiate privileges, Bates having done so from the beginning, leading the New England colleges in this respect, while Colby has done it since 1871. All have had high standards throughout the past ten years. Bowdoin began with a division of its course into classical and scientific and closed with a readjustment which made the regular course again a single one, giving large place to scientific studies and after the second year allowing a liberal range of electives, with much attention to modern languages. A 4 years' course in engineering will hereafter be rewarded with the degree of B. S.; the regular

[1] These are the figures in the State report, p. 68. A return says 32 normal pupils, 20 others.

course, except for those who entered as scientific students, with that of B. A. Arrangements for post graduate instruction have existed for some years. A new plan of admitting students, resembling somewhat that of Michigan University but with more guards upon it, was also adopted. Considerable additions to its funds were made by generous benefactors in 1880. Bates and Colby have maintained throughout the ten years only one course, that leading to the B. A. degree, Colby allowing also students who desire it to take specially selected partial courses. At Bowdoin in 1870–'71 the collegiate faculty numbered 9; at Colby, 7; at Bates, 8; in 1879–'80, at the first, 13; at the second, 8; at the third, 7. Collegiate students in 1870–'71 numbered 128 at Bowdoin, 52 at Colby, and 78 at Bates; in 1879–'80, 149 at Bowdoin, 157 at Colby, and 141 at Bates.—(Reports and returns.)

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of any such schools reporting for 1879–'80, see Table VIII of the appendix; for a summary of their statistics, the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

The *Maine State College of Agriculture and the Mechanic Arts*, Orono, chartered in 1863 and partially organized in 1868, has been the special agency for this form of instruction in the State. In 1870 it presented but one course, though this had the elements of several. In 1871 came 4 courses: agriculture, civil engineering, mechanical engineering, and one composed of several elective studies. In 1874 a course in chemistry was added, and in 1876 one in science and literature, the former elective course spreading out meantime into several allowed courses of that class, which are still continued, but which lead to no degrees. The regular courses, numbering 5 in 1880, are of 4 years; the special may be shorter. The college seems to have been open to young women from the first, though very few feminine names appear upon its lists. Faculty of instruction, 11 in 1870–'71 and 8 in 1879–'80; students in the former year, 31; in the latter, 102, including 4 special and 2 graduate students.—(Reports from 1870–'71 to 1879–'80.)

*Bowdoin College*, which in 1870–'71 instituted a separate scientific course, dropped this in 1880, embracing, however, in its reconstructed regular course a fair amount of scientific study, with considerable freedom of choice.—(Report of 1880–'81.)

#### PROFESSIONAL.

*Theological* instruction in 3 years' courses was given in 1879–'80, as previously, at the Bangor Theological Seminary, Bangor (Trinitarian Congregational), under 5 instructors, and at the theological school of Bates College, Lewiston (Free Baptist), under the same number. Both aim to have college bred students and require a preliminary examination when others present themselves. At Bates there is an English course, as well as one that embraces Hebrew and New Testament Greek. Students in 1879–'80 at Bangor, 28; at the Bates school, 18.—(Reports and return.)

No *law* school appears in 1879–'80.

*Medical* training after the "regular" form is given in the Medical School of Maine, at Brunswick, a department of Bowdoin College there, and at the Portland School for Medical Instruction, Portland. The former requires a good English education, 3 years of study under a regular practitioner, and attendance on 2 courses of lectures of at least 16 weeks each, with a thesis and satisfactory final examination, which last, however, may be partially anticipated by an examination in certain specified studies at the close of the first lecture course. The Portland school does not confer degrees, but aims to furnish a much higher grade of preliminary instruction in medical science than can, in any ordinary circumstances, be obtained under a private instructor. It, like the other, requires for entrance a good English education, and also some knowledge of Latin and natural science. The faculty of instruction in the Brunswick school appears to have consisted of 9 professors in 1880, under whom were 98 students for the session of 1879–'80. At the Portland school the faculty numbered 11; the students, 16.—(Reports and return.)

## SPECIAL INSTRUCTION.

#### EDUCATION OF DEAF-MUTES, BLIND, AND FEEBLE-MINDED.

The Portland School for the Deaf continued in 1879–'80 the only institution in the State for the training of any of these classes, the blind and feeble-minded being provided for in other States. In this school, which was established in 1876 and forms a part of the city system, instruction was given in the articulation method in 1879–'80 by 3 special teachers (all females) to 20 pupils, some of them from other parts of the State. The work done and the beneficial effects of it on the pupils are spoken of by the city school authorities in terms of high praise.—(Return for 1879–'80 and report for 1879.)

### EDUCATION OF ORPHANS.

In Bangor, Lewiston, and Portland, at least, perhaps in other cities of the State, are orphan asylums or homes in which children are trained in the elements of an English education, as well as in such household industries as may prepare them for future self support. There were reported in 1879–'80 in such homes or asylums 387 children, under 13 instructors.

### REFORMATORY AND INDUSTRIAL TRAINING.

The *Maine State Reform School*, Cape Elizabeth, receives boys from 8 to 16 committed to it for minor crimes and endeavors to train them in the principles of morality, in the branches of a fair common school education, and in such work as farming, gardening, baking, cane seating of chairs, &c., with a view to making them productive industrialists. It received 44 inmates in 1879–'80 and discharged 46, leaving 120 on its roll. The whole number since its first establishment in 1850 was 1,653.—(Past reports and return for 1880.)

The *Maine Industrial School for Girls*, Hallowell, which reported 34 upon its roll at the close of 1879 and 35 at the close of 1880, averaged during the year 34 under training in school studies and household industries. Its aims are essentially the same with those of the reform school above noticed, only most of its inmates are girls in danger of falling into vice and crime rather than real criminals.

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATIONS.

The State Teachers' Association, which has existed since 1859, has been for some years endeavoring to organize itself on a more strictly professional basis. In April, 1880, a call was issued for a meeting to be held May 6 and 7, at Waterville, with a view to effecting this more fully. A plan for such an organization was presented with the call for the meeting, this plan being that the Educational Association and the Teachers' Association should merge themselves in a newly organized one to embrace two classes only. The first of these was to consist of (1) college graduates or instructors; (2) principals of normal schools; (3) principals of secondary schools; (4) principals of high schools in towns having a complete system of graded schools; (5) persons recommended for admission by an advisory committee of 7 members appointed by the association, a sine qua non in the case of such persons, as of the others, being ten years' experience in teaching. The second class was to include (1) teachers lacking only the requisite experience for eligibility to the first class; (2) graduates of normal schools; (3) graduates of high schools and other secondary schools which certify, by a diploma, the completion of a course of at least 3 years, a year's successful experience in teaching to come after graduation in this case; (4) non-graduates with 3 years' successful experience in teaching in schools not lower than the grammar grade; (5) any other teachers of 3 years' successful experience in teaching who should be recommended by the committee.

It was further stated that all members of the association and those proposing to become such would be expected to read professional works treating of the history, the principles, and the methods of education, and of the school system and school laws of Maine, and that, in considering applications for membership, this condition would be especially emphasized.

Singularly enough, no account of this meeting or of its results has since appeared in any journal coming to the Bureau; but as the State report for 1880 says that in May of the year 1880 a new State association was organized under the name of the Maine Pedagogical Society, it is taken for granted that this was the outcome of the deliberations at Waterville. It is supposed that the State Teachers' Association was merged in this, according to the proposed plan, the features of which are embodied in the constitution of the new society; although the same page of the State report tells of two interesting and fully attended meetings of the Pedagogical Society "in connection with the older State Educational Association."

The new society proposes to devote itself to the consideration and discussion of all questions relating to the organization and government of schools, methods of instruction, professional standards, and the principles which should control the policy and legislation of the State in respect to education.

## CHIEF STATE SCHOOL OFFICER.

Hon. N. A. Luce, *State superintendent of common schools, Augusta.*

[Term, February 6, 1880, to apparently the same date, 1883.]

Preceding superintendents in the ten years have been Hon. Warren Johnson, first appointed in 1868, and twice successively reappointed for terms of 3 years each, resigning towards the latter part of his third term, in 1876; Hon. William J. Corthell, October, 1876, to December 31, 1878; Hon. N. A. Luce, December 31, 1878, to April 16, 1879; Hon. E. R. Morris, April 16, 1879, to February 6, 1880.

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Youth of school age (5–20) *a* | 276,120 | 276,120 | 276,120 | 276,120 | 276,120 |
| Enrolled in public schools | 115,683 | 114,974 | 130,324 | 135,874 | 142,992 |
| Average daily attendance | 56,435 | 55,168 | 59,001 | 65,168 | 69,259 |
| Colored pupils enrolled | ..... | ..... | 14,171 | 18,464 | 22,469 |
| SCHOOLS AND SCHOOL-HOUSES. | | | | | |
| Schools in operation | 1,509 | 1,520 | 1,742 | 1,802 | 1,846 |
| Average duration in days | 183 | 184 | 183 | ..... | 187 |
| Schools for colored children | ..... | ..... | 225 | 260 | 322 |
| TEACHERS AND THEIR PAY. | | | | | |
| Men teaching in public schools | 1,020 | ..... | 1,079 | ..... | 1,129 |
| Women teaching in public schools. | 1,249 | ..... | 1,476 | ..... | 1,594 |
| Total number of teachers | 2,269 | 2,333 | 2,555 | 2,689 | 2,723 |
| Teachers in colored schools | ..... | ..... | ..... | 331 | 392 |
| Average monthly pay of teachers. | $45 83 | ..... | $39 86 | ..... | $41 73 |
| RECEIPTS AND EXPENDITURE. | | | | | |
| Total receipts for public schools. | $1,231,622 | ..... | $1,398,608 | $1,338,908 | $1,376,046 |
| Total expenditure for public schools. | 1,214,729 | $1,238,101 | 1,354,066 | 1,462,891 | 1,641,047 |
| SCHOOL FUND. | | | | | |
| Permanent school fund | $315,370 | ..... | $315,370 | $350,370 | $350,370 |

*a* Census of 1870.

## TICS OF MARYLAND—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|
| 276,120 | 276,120 | 276,120 | 276,120 | 276,120 | ..... | ..... |
| 146,198 | 150,276 | 156,274 | 165,486 | 162,431 | D. 3,055 | I. 46,748 |
| 73,069 | 75,726 | 81,829 | 84,245 | 85,778 | I. 1,533 | I. 29,343 |
| 23,083 | *b*25,644 | 26,216 | 27,457 | 28,221 | I. 764 | ..... |
| 1,872 | 1,956 | 1,989 | 2,009 | 2,044 | I. 35 | I. 535 |
| 182 | 184 | 182 | 189 | ..... | ..... | ..... |
| 320 | 344 | 372 | 391 | 399 | I. 8 | ..... |
| ..... | ..... | 1,295 | 1,280 | 1,330 | I. 50 | I. 310 |
| ..... | ..... | 1,776 | 1,811 | 1,795 | D. 16 | I. 546 |
| 2,850 | 2,906 | 3,071 | 3,091 | 3,125 | I. 34 | I. 856 |
| 407 | 441 | 472 | 491 | 508 | I. 17 | ..... |
| $41 65 | $41 95 | $40 43 | $43 49 | $41 06 | D. $2 43 | D. $4 77 |
| $1,633,490 | $1,637,583 | $1,540,861 | $1,611,769 | $1,483,862 | D. $127,907 | I. $252,240 |
| 1,623,349 | 1,637,583 | 1,593,260 | 1,551,558 | 1,544,366 | D. 7,192 | I. 329,637 |
| $906,229 | $906,229 | $906,229 | $906,229 | $906,229 | ..... | I. $590,859 |

*b* The Baltimore statistics are for 14 months.

## STATE SCHOOL SYSTEM.

### OFFICERS.

A State board of education has general care and supervision of public education. The principal of the State Normal School is a member and the executive officer of the board and ex officio State superintendent of public instruction.

County educational affairs are under the control of boards of county school commissioners, numbering 3 members in counties having less than 100 schools, appointed for 3 years by judges of the circuit courts. District school affairs are under the management of boards of district school trustees of 3 persons, appointed annually by the county school commissioners. The county board elects a person not a member to serve as its secretary, treasurer, and examiner.

### OTHER FEATURES OF THE SYSTEM.

The funds for public schools are derived from the income of a public school fund, from a State school tax of 10 cents on the $100, and, when these are not sufficient, from county taxes not to exceed 10 cents on $100 of property, unless the county commissioners approve a higher rate. The system embraces primary, grammar, and high schools, a State normal school, and teachers' institutes. District libraries are encouraged by an appropriation of $10 a year to each district that is willing to raise an equal amount for the purpose; and district, county, and State teachers' associations are recommended by the school law as important means of elevating the standard of public education. One or more schools, free to white youth 6 to 21, must be taught in each district, for 10 months in each year if possible; and if in any county the term be less than 7 months that county forfeits its share of the public funds. Free public schools for colored children 6 to 20 years old must be established in each election district and kept open as long as the other public schools of the county, provided the average attendance at each be not less than 15 pupils. They are under the supervision of special boards of school trustees appointed by the boards of county school commissioners, are subject to the same laws as schools for white children, and furnish instruction in the same branches. All the school taxes paid by colored people go to support their schools, as well as an appropriation of $100,000 from the proceeds of the State school tax. Teachers are required to make quarterly reports of school statistics to county school commissioners, the penalty for failure being forfeiture of pay, and county commissioners must make annual report to the State board of education. A teacher cannot be legally employed in a public school unless he has a certificate of qualification from the county examiner, the principal of the State Normal School, or the State board of education, or a diploma as graduate of the State Normal School.—(State school laws, 1874.)

### RÉSUMÉ OF THE SCHOOL SYSTEM FOR TEN YEARS.

Since 1870 no essential change has been made in the school law; slight additions and amendments were introduced in 1872 and 1874 which made the machinery work more smoothly, but the organic law was substantially unaltered during the decade. The income of the white schools, however, was seriously affected in 1878 by a provision of law making the $100,000 appropriated for colored schools payable out of the tax (10 cents on $100) which was imposed in 1878 for the benefit of white schools exclusively. With this exception the public school system has had 10 years' trial under very favorable circumstances—encouragement from the legislature, sympathy from the people, and careful supervision by the various boards of direction.

Comparing the statistics of 1879–'80 with those of 1870–'71, we find an increase in enrolment and average attendance, in the number of schools and teachers, in the amount of money received and expended for public schools, and in the amount of school fund, the only item showing decrease being that of teachers' pay. A similar comparison of the county school statistics, excluding Baltimore, shows that while the population has increased about 17½ per cent. since 1870, the number of children enrolled in public schools was 47½ per cent. greater, the expenditure for public schools only 21 per cent. greater, and the cost per capita on enrolment 18 per cent. less.—(State report, 1880.)

### GENERAL CONDITION.

The statistics of 1879–'80 show a decrease in the number of pupils enrolled in public schools, an increase in the average daily attendance, in the number of schools taught, and in that of teachers; with a decrease in the pay of teachers and in the receipts and expenditure for public schools. No comparison can be made as to the number of youth of school age, for the reason that a census of school population is taken only once in 10 years and that for 1880 has not been reported. Great improvement in the schools is not expected until public sentiment shall justify a larger expenditure of

money for them; while at the same time it is believed that much good would result from a more rigorous execution of the school law in certain particulars, among others in respect to the supervision and grading of the schools and the holding of teachers' institutes.

### KINDERGÄRTEN.

The first Kindergarten in this State appears to have been established in 1872 by Mrs. Wilhelmine O'Donnell, at Mount Vernon Place, Baltimore; the second, by Mrs. E. Otis Williams, 190 North Eutaw street, in the same city. The latter still continued in 1879 at 206 North Howard street, and there are 2 others. For any reporting statistics of 1879–'80, see Table V of the appendix.

## CITY SCHOOL SYSTEM OF BALTIMORE.

### OFFICERS.

The Baltimore public schools were still in 1880 under the control of a board of commissioners of 20 members elected by the city council for 4 years, one-fourth going out each year, the board electing a president, secretary, superintendent, and assistant superintendent.

### STATISTICS.[1]

The population, according to the census of 1880, is 332,190; youth of school age, 86,961; number enrolled, 48,066; average attendance, 29,961; number of teachers, 822; expenditure, $617,153.

### ADDITIONAL PARTICULARS.

Baltimore reports 125 schools under the supervision of the board, viz: Baltimore City College, 2 high schools for girls, 38 grammar, 59 primary, 5 English-German, and 14 colored day schools, 1 white and 4 colored evening schools, and 1 normal school. Of the total number attending (36,337), 236 were non-residents, 12,496 were pay pupils, and 23,841 free; 4,920 were colored and 31,417 white. Of the teachers employed, 104 were men and 718 women; 634 were educated at high schools or academies, 88 at normal schools, and 38 at colleges or universities.

Substantial progress was made in the work of the schools during 1879–'80, though there was not the usual annual increase in the number of pupils, and the attendance was not so satisfactory as during the previous year. Special attention was given to the primary and grammar grades, only about 4 per cent. of the pupils ever passing beyond the latter. The grammar schools made considerable progress during the year; the primary improved in attendance, methods of instruction, character of the work accomplished, discipline, the inculcation of habits of study, punctuality, neatness, and morality. Music, drawing, and German form a part of the course of study. Music and drawing are taught by regular and special teachers; music in the primary and grammar and high schools for girls, and drawing in all the schools. The colored schools give the same grade of instruction as those for whites; the houses for them are as comfortable, and there is no discrimination against them. The 5 evening schools taught during the early part of the year were not reopened in October, partly from a lack of funds and also because it was thought the results had not been commensurate with the cost. Baltimore City College (the high school for boys) had 560 pupils, with 13 teachers. The graduating class increases every year, showing that the addition of a year to the course has not made it less popular. Pupils are prepared here for admission to Johns Hopkins University. The two girls' high schools had 846 pupils under 22 teachers. The Saturday normal class was suspended in order to give time and opportunity to reconstruct it on a new basis.—(Report, 1879–'80.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOL.

The Maryland State Normal School, Baltimore, organized in 1866, had its 200 free seats filled during 1879–'80, the total enrolment being 251, of whom 222 were men and 29 women, besides 25 teachers who attended a special summer class. Every county in the State was represented, some by more, others by fewer than the legal quota, which is fixed by the representation of each county in the State legislature. Students must file a declaration that their object in entering is to qualify themselves to teach in the public schools of the State; and if they fail to engage in teaching, as pledged, they forfeit $30 for each session they have attended. This normal has sent nearly 600

[1] Except in Baltimore, the school statistics of Maryland cities are not reported apart from those of the counties.

teachers into the public schools, and two-thirds of them are still in the service. The graduates in 1879–'80 numbered 45, of whom all but 5 engaged in teaching. Besides the annual appropriation of $15,000 the school received in 1879–'80 $1,000 for the repair of its building.— (State report and return.)

### OTHER NORMAL SCHOOLS.

The Baltimore Colored Normal School, organized in 1864 and in 1879 having 50 normal students, sends no report for 1880.

A normal Kindergarten training school was opened in September, 1879, by Anna W. Barnard, and had 4 students during the year, all of whom were graduated, the course of study covering only one year.— (Return.)

### TEACHERS' INSTITUTES.

According to the school law a normal institute for teachers must be held in each county every year and continue in session 5 days. The report of the board of education gives no information regarding the institute work in 1879–'80 beyond mentioning that in Baltimore County the interest in institutes, associations, and normal classes was reviving, and that many who never before gave them a thought were beginning to realize their importance as valuable helps in the every day work of the school room. No institute was held in Kent County, but there were 5 well attended meetings of the teachers' county association.— (State report.)

### EDUCATIONAL JOURNAL.

The Maryland School Journal, established September, 1874, and edited by the State superintendent, appears to have ceased with the end of the sixth volume, June, 1880.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

It is the duty of county school commissioners to establish high schools when buildings for the purpose are presented by districts, "if in their judgment there be any necessity therefor." The number in operation does not appear, but the report of the board of education gives that of public school pupils in the various counties who are pursuing studies above those of the common school grades as follows: In book-keeping, 961; algebra, 2,877; philosophy, 2,054; geometry, 1,353; physiology, 2,207; Latin, 701; Greek, 17; French, 61; German, 608; botany, 25. Besides these, there were in Baltimore attending the 2 high schools for girls and the city college a total of 1,406 pupils, of whom 112 were graduated in the regular courses and 17 in the one year's course of the college. In the girls' high schools the number of studies was reduced with advantage, the committee and the superintendent believing that the pressure was too great for the health of the pupils. The same trouble exists in the city college, and similar action will probably be taken with reference to the course there.

### OTHER SECONDARY SCHOOLS.

Of 18 academies receiving donations from public funds, 13 report to the State board of education an attendance of 628 pupils under 27 teachers. Thirty of the pupils studied Greek; 133, Latin; 27, French; 16, German; 95, algebra; 64, geometry; 22, trigonometry; 67, natural philosophy; 18, chemistry; 63, physiology; 17, botany; 41, rhetoric; and 36, English literature.

For statistics of these and other academic schools reporting, also of business colleges and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and summaries in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Four of the 8 colleges and universities reporting for 1879–'80, viz, St. John's College, Annapolis; Washington College, Chestertown; Frederick College, Frederick; and Western Maryland College, Westminster, receive annual donations from the State, which amounted in 1879–'80 to a total of $33,800. In return for this assistance the colleges issue an aggregate of 143 free scholarships (including tuition, board, and other expenses) to students who are selected by the county boards of commissioners after a competitive examination. Holders of these scholarships must pledge themselves to teach school in the State for 2 years after graduation. All the colleges above men-

tioned are non-sectarian, except Western Maryland College, which is under the influence of the Methodist Protestant Church. This is also the only one of the 4 which admits young women as well as men. Of the remaining 4 institutions, viz, Johns Hopkins University and Loyola College, Baltimore, and Rock Hill and St. Charles Colleges, at Ellicott City, all are under the management of the Roman Catholic Church except the first, which is non-sectarian. That university, being devoted principally to the needs of graduate students and specialists of high acquirements, is the only one of the 8 that makes no provision for preparatory instruction, a number of them beginning as low as grammar grades. All have classical courses, one adds a scientific course, and 2 have commercial courses; nearly all give instruction in French and German, 2 adding music, and 1 also drawing and painting.

Johns Hopkins University, organized in 1876 (the only one of the collegiate institutions referred to which was opened during the last decade), completed in October, 1880, its fourth year of instruction, having had during that time a total of 475 students, of whom 254 were graduates of other colleges and 221 were undergraduates. The number attending in 1879–'80 (159) comprised 80 undergraduates and 79 graduates (including fellows), all taught by 33 professors and assistants. Students are divided into 2 classes, collegiate and university. For the former there is a rigid matriculation examination, after which a liberal choice is allowed among the studies usually pursued at college, and when one of the linguistic, scientific, or philosophical courses has been prosecuted for at least three years, a student is entitled to be examined for the degree of A. B. University students are those who have already received a collegiate training here or elsewhere and desire to prosecute advanced courses of literary and scientific work. While encouraged by personal counsel and the use of libraries and laboratories, &c., 20 fellowships, valued at $500 each, are annually awarded to this class of students. In addition to the usual classes there have been in successive years Saturday classes for teachers in physiology and natural history, in Anglo-Saxon and English, in mathematics, and in Latin. Special demonstrations and lectures for medical students connected with other institutions have been given, also public lectures, which were attended by ladies and gentlemen interested in the subjects announced. It has been the aim of the authorities to advance human knowledge by careful investigations and research, and at the same time to diffuse among the people the latest and most useful results of university work.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

For information respecting the schools devoted to the higher education of women, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

Scientific instruction is given in this State chiefly in the Maryland Agricultural and Mechanical College, near College Station, Johns Hopkins University, Baltimore, and the United States Naval Academy, Annapolis.

The *Agricultural and Mechanical College* is reported in a satisfactory condition, with a full faculty and about the same number of students as in 1878–'79. Its curriculum is divided into 7 departments, viz: (1) civil engineering and astronomy; (2) English literature, mental science, and history; (3) pure mathematics; (4) physics and applied mathematics; (5) agriculture, architecture, and drawing; (6) chemistry and natural history; (7) ancient and modern languages. Military instruction also forms a part of the course. The degrees conferred are A. B., B. S., and A. M., and graduate in agriculture. The college farm contains 286 acres; the soil, being of various qualities and conditions, affords good opportunity for experiments.—(State report and catalogue.)

In the *United States Naval Academy* the course of study is largely scientific, including, besides the literary and linguistic branches, all the higher mathematics, physics, astronomy, chemistry, dynamics, navigation, surveying, and steam engineering. There is a department for the special training of engineers, another for training midshipmen. The course in each covers 4 years at the academy and 2 at sea.

*Johns Hopkins University* furnishes facilities for the most advanced study and investigation in scientific branches, more particularly in its graduate department, the undergraduate presenting the usual scientific studies of a collegiate course. There are 3 laboratories, devoted, respectively, to chemistry, physics, and biology. For the guidance of advanced students various plans of study have been devised, differing both from lectures and classes. Special students in mathematics, physics, and other studies meet at stated times, under the direction of professors, for the presentation and discussion of papers on the subjects under investigation and for the reading of scientific journals. Five associations have met frequently for the presentation of scientific and

literary papers, and 4 scientific journals are published under the auspices of the university. During the warm months, a zoölogical station has been maintained on the seaboard; it was stationed during 1878 and 1879 on the Chesapeake, but in 1880 at Beaufort, N. C., while another for beginners was established on the Chesapeake.—(Catalogue, 1879–'80.)

PROFESSIONAL.

*Theological* instruction is given at Baltimore in the Theological Seminary of St. Sulpice and St. Mary's University; in Ilchester, at Mount St. Clement's College; and in Woodstock, at the Woodstock College of Baltimore County, all three institutions being Roman Catholic. They enrolled a total of 263 students, under 19 instructors. In the first, the course of study extends over 5 years and 3 months, of which 2 years are preparatory; the other two report courses of 6 and 7 years, respectively, but the proportion of this time devoted to theological study is not stated. The Centenary Biblical Association, Baltimore, devoted to the biblical education of colored students, sends no report for 1879–'80. For statistics of theological schools reporting, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

*Legal* training may be obtained in the school of law of the University of Maryland, Baltimore, which presents a course of study covering 2 years of 35 weeks each and requires an examination of applicants for admission. Of the 60 students attending in 1879–'80, 50 had received degrees in letters or science.—(Return.)

The *medical* schools of most importance in this State are the School of Medicine of the University of Maryland and the College of Physicians and Surgeons, both at Baltimore. Both require for graduation the usual 3 years of medical study, including 2 courses of lectures of 5 months each, or attendance on an optional graded course of 3 years. The first named school had 173 students in 1879–'80, under 23 instructors, and graduated 66 doctors of medicine.—(Return.)

Dentistry is taught in the Baltimore College of Dental Surgery, which claims to be the oldest dental college in the world. It was chartered in 1849 and opened for instruction in 1840, having since then graduated 841 students. The course of instruction embraces pathology and therapeutics, anatomy and physiology, chemistry and materia medica, mechanical dentistry and metallurgy, dental surgery, and infirmary practice, all covering 5½ months each year of the 2 years in the course. Graduates of this college desiring to graduate in medicine are required to give only one year's study at the College of Physicians and Surgeons, Baltimore. There were 97 dental students in 1879–'80, of whom 13 had received a degree in letters or science.—(Catalogue and return.)

The Maryland College of Pharmacy, Baltimore, requires for graduation attendance on 2 courses of lectures of 5 months each, with a course of analytical instruction and an apprenticeship of 4 years in the business. There were about 68 students in 1879–'80, of whom 20 were graduated.—(Catalogue and return.)

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The *Maryland School for the Deaf and Dumb*, Frederick City, was established in 1867 under the name of an Asylum for the Deaf and Dumb of the State of Maryland. Its name was changed by the last legislature to prevent a misapprehension of the objects and character of the school, which has nothing in common with asylums and reformatories, but does a purely educational work and admits only such pupils as can profit by the course of study. This embraces, besides certain employments, the common school branches of study, and in special cases the higher mathematics and other advanced studies. All, on entering, are examined by the special teacher of lip reading and articulation, and such as give promise of being benefited receive daily instruction. Drawing has recently been added to the course. Shoemaking, cabinet working, and printing are taught to the boys, housework and sewing to the girls.—(State report, 1879–'80.)

*F. Knapp's Institute*, Baltimore, a school for the education of the deaf and dumb, opened in 1876, reports 32 pupils under 3 instructors in 1880.

### EDUCATION OF THE BLIND.

The *Maryland Institution for the Blind*, intended to give instruction in literature and the mechanic arts, admits pupils between 9 and 18 years of age on payment of $300, which defrays all expenses except for clothing; but pupils whose friends are unable to pay that amount may be educated at the expense of the State on consent of the governor. The school is divided into primary, intermediate, and higher classes. The musical course gives thorough rudimentary instruction, embracing vocal culture, piano, organ, and violin, with thorough-bass and counterpoint. Piano tuning receives

special attention, as being the most successful and profitable employment in which the blind can engage. Broom and mattress making are taught in the shops.—(Catalogue and State report.)

The *Institution for the Colored Blind and Deaf-Mutes*, Baltimore, established in 1872, had 32 pupils in 1879–'80, of whom 14 were blind and 18 deaf-mutes. The instruction given is the same as in the institution for white children.—(Catalogue.)

### INSTRUCTION IN ART.

The Maryland Institute for the Promotion of the Mechanic Arts, Baltimore, is said to have taken the lead in this State in teaching drawing, a study which lies at the foundation of all constructive work and every mechanical or partly mechanical occupation. More than 300 pupils are receiving instruction here in day and evening classes, and there are accommodations for as many more. As the report of the State board of education suggests, the resources of the institute might be utilized so as to make it serve as the normal art school of the State, and thus supply, to a great extent, the need for skilled teachers in drawing. Among the branches of the subject taught are pencil, charcoal, and crayon drawing, painting in water colors and in oil, sketching, ornament and design, also mechanical and architectural drawing.—(State report.)

The report of the *Peabody Institute*, Baltimore, for the later months of 1880 shows that besides the instruction given in the Conservatory of Music 4 lectures on art (classic, early Christian, mediæval, and religious) were delivered in its hall from November 9 to November 18.

In the classes of the *Decorative Art Society*, Baltimore, there were in 1880 3 teachers and 47 pupils.

## CHIEF STATE SCHOOL OFFICER.

Hon. M. A. NEWELL, *State superintendent of public instruction, Baltimore.*

[Term, January, 1880, to January, 1882.]

Mr. Newell has served since the reconstruction of the school system in 1878, in successive terms of 2 years each.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Children of school age (5–15).. | 278,249 | 282,485 | 287,090 | 292,481 | 294,708 |
| Youth of all ages in public schools. | 273,661 | 276,602 | 283,872 | 297,025 | 302,118 |
| Number over 15 attending..... | 21,973 | 23,211 | 23,905 | 24,687 | 32,986 |
| Average daily attendance..... | 201,750 | 205,252 | 202,882 | 210,248 | 216,861 |
| Average membership for the year. | ..... | ..... | ..... | ..... | ..... |
| Per cent. of attendance on membership. | ..... | ..... | ..... | ..... | ..... |
| Number attending evening schools. | ..... | ..... | 8,713 | 10,794 | 16,368 |
| Average attendance in evening schools. | 3,479 | 5,000 | 4,577 | 5,534 | 6,474 |
| Attendance in high schools.... | ..... | ..... | ..... | ..... | ..... |
| In charitable and reformatory schools. | 1,531 | 1,148 | 1,304 | 1,219 | 1,240 |
| In academies and private schools. | 15,388 | 17,952 | 22,001 | 17,887 | 24,244 |
| SCHOOLS. | | | | | |
| Number of public schools ..... | 5,076 | 5,193 | 5,305 | 5,425 | 5,551 |
| Average length of term in days. | 169 | 168 | 168 | 168 | ..... |
| Number of evening schools.... | 51 | ..... | 85 | 89 | 99 |
| Number of high schools..... | 181 | 176 | 190 | 209 | 208 |
| Charitable and reformatory schools. | 20 | 18 | 18 | 18 | 12 |
| Academies and private schools. | 478 | 521 | 473 | 471 | 432 |
| TEACHERS AND THEIR PAY. | | | | | |
| Men teaching in public schools. | 1,049 | 1,024 | 1,028 | 1,078 | 1,169 |
| Women teaching in public schools. | 7,186 | 7,419 | 7,421 | 7,637 | 8,047 |
| Total number teaching..... | 8,235 | 8,443 | 8,449 | 8,715 | 9,216 |
| Average monthly pay of men.. | $76 44 | $85 09 | $93 65 | $94 33 | $88 37 |
| Average monthly pay of women | 31 67 | 32 39 | 34 14 | 34 34 | 35 35 |
| Number of teachers in high schools. | ..... | ..... | ..... | ..... | ..... |
| Teachers in evening schools... | ..... | 360 | 373 | 444 | 525 |
| In charitable and reformatory schools. | 30 | 25 | 23 | 21 | 19 |
| INCOME AND EXPENDITURE. *a* | | | | | |
| Receipts for public schools.... | $3,473,131 | $5,663,930 | $4,206,054 | $4,522,491 | $6,410,514 |
| Expenditures for public schools | 3,520,510 | 5,663,930 | 6,241,239 | 6,050,507 | 7,000,000 |
| STATE SCHOOL FUND. | | | | | |
| Amount of school fund..... | ..... | ..... | $2,127,653 | $1,711,480 | $2,065,238 |
| Income of school fund..... | ..... | $87,356 | 180,000 | 88,133 | 177,227 |

*a* The receipts and expenditures for educational purposes are very inadequately reported;

## OF MASSACHUSETTS—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|
| 300,834 | 296,375 | 297,202 | 303,836 | 307,321 | I. 3,485 | I. 29,072 |
| 305,776 | 307,832 | 310,181 | 311,528 | 306,777 | D. 4,751 | I. 33,116 |
| 27,213 | 28,190 | 27,404 | 27,603 | 25,020 | D. 2,583 | I. 3,047 |
| 218,903 | 222,704 | 228,447 | 234,249 | 233,127 | D. 1,122 | I. 31,377 |
| ..... | ..... | ..... | ..... | 261,247 | ..... | ..... |
| ..... | ..... | ..... | ..... | 89 | ..... | ..... |
| 9,337 | 11,529 | 11,717 | 10,531 | 10,360 | D. 171 | ..... |
| 4,424 | 5,305 | 5,552 | 3,348 | 4,503 | I. 1,155 | I. 1,024 |
| 15,826 | 19,160 | 19,514 | 19,311 | 18,758 | D. 553 | ..... |
| 1,308 | 1,541 | 1,219 | 1,230 | 1,081 | D. 149 | D. 450 |
| 20,289 | 19,167 | 23,994 | 23,830 | 26,289 | I. 2,459 | I. 10,901 |
| 5,542 | 5,556 | 5,730 | 5,558 | 5,570 | I. 12 | I. 494 |
| 176 | 175 | 176 | 175 | 177 | I. 2 | I. 8 |
| 114 | 92 | 94 | 88 | 116 | I. 28 | I. 65 |
| 212 | 216 | 216 | 216 | 215 | D. 1 | I. 34 |
| 18 | 18 | 19 | 17 | 17 | ..... ..... | D. 3 |
| 413 | 429 | 463 | 444 | 423 | D. 21 | D. 55 |
| 1,201 | 1,176 | 1,118 | 1,212 | 1,133 | D. 79 | I. 84 |
| 7,650 | 7,544 | 7,390 | 7,537 | 7,462 | D. 75 | I. 276 |
| 8,851 | 8,720 | 8,508 | 8,749 | 8,595 | D. 154 | I. 360 |
| $84 78 | $82 22 | $75 64 | $67 44 | $67 54 | I. $0 10 | D. $8 90 |
| 35 25 | 34 20 | 33 04 | 33 50 | 30 59 | D. 2 91 | D. 1 08 |
| 582 | 594 | 595 | 494 | 494 | ..... | ..... |
| 364 | 445 | 457 | 423 | 389 | D. 34 | ..... |
| 18 | 18 | 19 | 16 | 21 | I. 5 | D. 9 |
| $6,105,536 | $5,481,598 | $4,535,635 | $4,399,801 | $4,622,609 | I. $222,808 | I. $1,149,478 |
| 6,105,536 | 5,582,519 | 5,166,988 | 4,994,824 | 5,156,731 | I. 161,907 | I. 1,636,221 |
| $2,066,866 | $2,067,000 | $2,067,000 | $2,075,540 | $2,086,886 | I. $11,346 | ..... |
| 152,704 | 140,861 | 140,862 | 139,818 | 138,016 | D. 1,802 | ..... |

the real amounts collected and disbursed are generally much larger than those here given.

## STATE SCHOOL SYSTEM.

### OFFICERS.

A State board of education (which includes the governor, lieutenant governor, and 8 others appointed by the governor with consent of council, to hold office 8 years, 1 going out each year) has had general charge of the school system since 1837. The board appoints a secretary, who acts as State superintendent, and who has had, since 1850, agents to assist him in visiting the schools. A State director of art education has since 1871 had supervision of drawing in the public schools of cities with 10,000 or more inhabitants, and was still serving at the close of 1880. Under the town system the local officers are school committees of 3 members or some multiple of 3, and under the district system prudential committees of 1 member. There are also superintendents of public schools in cities and towns which provide for them.

Women are eligible to school committees and may vote for school officers. One is serving as a member of the State board of education.

### OTHER FEATURES OF THE SYSTEM.

The system comprises common, high, and normal schools (the latter including a normal art school), also evening, industrial, truant, and State charitable schools. The public schools are sustained by local taxation and by the income of the State school fund, one-half of which is for general educational purposes, the remainder for specific appropriations. Towns and cities cannot receive their share of this income unless they have raised by tax for general school purposes the previous year at least $3 for each resident between 5 and 15 years of age; have provided enough schools to instruct all children of this age; have kept these open at least 6 months, and have made provision for the enforcement of the truancy laws. If the inhabitants number over 10,000, arrangements must also have been made for the free instruction in industrial or mechanical drawing of persons over 15 either in day or evening schools, and in towns containing 500 families a high school must have been established. Towns which refuse or neglect to provide for the support of schools as required by law not only lose their share of State funds, but forfeit a sum equal to twice the highest amount ever voted therein for the support of schools. Neglect to elect school committees causes towns to forfeit from $500 to $1,000. The city council of any town may establish one or more industrial schools and raise and appropriate the money necessary to render them efficient, and any town may establish additional schools either in the day or evening for persons over 12. Teachers cannot be employed in public schools till they have received certificates of qualification from the school committee, and are not to receive pay for services till they have made to the committee the report of school attendance, &c., required by law. Children under 16 cannot be employed in factories, unless the employer holds a certificate from the school committee stating their age, place of birth, and that they have attended school 20 weeks the preceding year. Children who can neither read nor write may not be employed in any manufacturing, mechanical, or mercantile establishment while the schools are in session. No discrimination is to be made in the schools as to race, color, or religious opinions. The Bible is to be read in them without note or comment, but no child may be made to read it in a version of which the parent or guardian disapproves. School committees direct the text books to be used in their schools and prescribe the courses of study to be pursued. Very few changes have been made in the school laws since 1870–'71, and these relate chiefly to the employment of children within the school age in manufacturing establishments. In 1873 the term of school attendance on which depended permission to engage in employments was extended from 12 to 20 weeks, and in 1874 the 20 weeks were made consecutive. In 1876 it was enacted that no child under 10 should be employed in any manufacturing, mechanical, or mercantile establishment on penalty of from $20 to $50 fine, and that when children under 14 were so employed their employer must have a certificate from the school authorities showing that the law requiring a school attendance of 20 weeks has been complied with. In 1878 the law of 1866, which had merely authorized cities and towns to make suitable provision for the training of neglected children, was made imperative for cities and towns of 5,000 or more inhabitants.

A law of 1876 provided that school committees should furnish school books free to pupils. Another authorized committees to have sewing taught in the public schools whenever they saw fit. In 1879 women were permitted to vote for school officers. They were already eligible to serve on school committees.

### GENERAL CONDITION.

The statistics for 1879–'80 show an increase of 3,485 in the enumeration of children 5 to 15 and a decrease of 4,751 in the number of those of all ages enrolled in public schools, while the number in average daily attendance was only 1,122 less than the

previous year. For the first time in several years the enrolment in public schools failed to exceed the enumeration of children of school age. In 1878–'79 the number of all ages attending public schools was 7,692 greater than the number of persons 5–15, while in 1879–'80 it was 544 less, making a difference of more than 8,000. Usually from 25,000 to 30,000 pupils under 5 or over 15 attend public schools; but this year the number attending over 15 was 2,500 less than in 1878–'79 and there was a slight increase in the attendance on private and parochial schools. These items taken together are thought to be sufficient to account for the decrease of 1,122 in average attendance, but not for the very large decrease in the number reported as enrolled. This is accounted for by the fact that until the last year many pupils have been registered twice, owing to change of residence during the year, while in 1879–'80 this error was avoided by the adoption of new rules regulating enrolment. The average attendance during the year was 89 per cent. of the average membership. The latter item, which has been secured this year for the first time, gives, it is claimed, a more correct idea of the regularity of attendance than can be obtained by a comparison of the average attendance with enrolment. There was a slight increase of schools taught and in the length of term; also in the number of evening schools and the average attendance in them. The number of teachers, both men and women, was less than in 1878–'79; the average monthly pay of men increased 10 cents, while that of women was $2.91 less.

The secretary of the board, in his report for 1879–'80, gives considerable space to a consideration of the question whether the public schools are producing such results as justify the State in compelling their support. He maintains that they are; that the mass of children in the State are educated in them; that the work done is good and thorough, and that the education given trains to good citizenship. Only about two-fifths of 1 per cent. of the native population of the State are illiterate, the proportion having decreased one-fifth of 1 per cent. since 1850, when three-fifths of 1 per cent. of natives were illiterate. The average quality of the school work is shown by a reference to examinations held in Norfolk County, the schools of which are considered to be fairly representative of those throughout the State. These examinations were held in 1878 by a special committee appointed for the purpose, consisting of disinterested gentlemen skilled in school affairs. The average of perfect work shown by the papers was 57 per cent.—"an amount of perfection," the secretary remarks, "7 per cent. higher than is required for a diploma in some of our best colleges." He says the examination has confirmed him in the opinion that "the schools, with all their imperfections, are, on the whole, doing creditable work; that trained teachers accomplish by far the best results, and that an efficient superintendence is the agency to which we must look for the conditions of good schools."

Progress in educational affairs during the past decade has been made in many directions which cannot be indicated by any statistical exhibit. The figures show an increase of 29,072 in school population, of 33,166 in the total number enrolled, of 3,047 in the number of these over 15 years old, and of 31,377 in average daily attendance. The number of public day schools, including high schools, increased 528; their average length of term, 8 days. More evening schools were taught in the later years, with a generally larger enrolment but somewhat reduced average attendance. There were 360 more teachers employed at the close than at the beginning, 84 more men and 276 more women. The average monthly pay of men fell off $8.90 and that of women $1.08.

Among the evidences of progress which do not appear in the above figures may be mentioned an increased determination to bring all the youth of school age under the influence of the public schools, as shown in the various amendments of the law relating to the employment of children, in the machinery for preventing truancy, and in the establishment of schools for the reformation of truants and neglected children. Another important point is the increased interest in industrial and mechanical drawing and the improvement in it throughout the State, which has already made its influence felt in the industrial arts and is still making progress in that direction. Educators are turning their attention towards the introduction of the industrial element into education. The problem how to combine it with the common school studies has not yet been solved, but such occupations as sewing and knitting have been introduced with success in some places and the elements of some mechanical industries in others.

A decided advance has taken place in the art of teaching. Educators have turned their attention from mere mechanical practice to the principles on which the art is founded, and as a result radical changes have been made in some towns in courses of study and methods of instruction. More attention is given to primary teaching; there is a growing sentiment in favor of putting the best teachers into the elementary schools and paying them somewhat in proportion to the difficult and delicate nature of their work. A more humane style of school government also prevails. The rod has been largely displaced by appeals to higher principles of action than the fear of punishment. The school-houses are improved in respect to convenience and taste and better supplied with books, maps, and other illustrative apparatus. There is a more prevalent sentiment in favor of school superintendence; and in towns that are too small to employ a

special superintendent it is a common thing for the school committee to appoint one of their number to give so much of his time as is necessary to the work of supervision.—(State report, 1878–'79.)

KINDERGÄRTEN.

Of the 16 Kindergärten in different sections of this State reporting to this Bureau in 1879 all have been established since 1870. For statistics of these and any others reporting for 1880, reference is made to Table V of the appendix.

## CITY SCHOOL SYSTEMS.

OFFICERS.

There are school committees of 3 members, or some multiple of 3, elected annually, one-third going out each year, and usually a superintendent chosen by the committee. Boston has also a board of supervisors of 6 members, who, with the superintendent, hold office 2 years.

STATISTICS.

| Towns and cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Attleborough | 11,111 | 1,679 | 1,934 | 1,288 | 59 | ..... |
| Beverly | 8,445 | 1,388 | 1,381 | 1,104 | 36 | ..... |
| Boston | 362,535 | 64,766 | 56,667 | 45,496 | 1,124 | $1,693,165 |
| Brockton | 13,608 | 2,107 | 2,304 | 1,795 | 45 | 27,707 |
| Brookline | 8,053 | 1,352 | 1,473 | 971 | 36 | ..... |
| Cambridge | 52,740 | 8,885 | 8,500 | 6,385 | 189 | 163,048 |
| Chelsea | 21,785 | 3,461 | 3,969 | 2,815 | 68 | ..... |
| Chicopee | 11,325 | 2,104 | 1,467 | 1,041 | 44 | 29,501 |
| Clinton | 8,030 | 1,579 | 1,521 | 1,179 | 28 | ..... |
| Fall River | 49,006 | 9,585 | 9,155 | 5,650 | 158 | ..... |
| Fitchburg | 12,405 | 2,239 | 2,466 | 1,834 | 59 | 38,458 |
| Gloucester | 19,329 | 4,050 | 4,042 | 3,008 | 91 | 67,912 |
| Haverhill | 18,475 | 2,748 | 2,783 | 2,087 | 67 | 52,728 |
| Holyoke | 21,851 | 3,587 | 2,503 | 1,571 | 50 | 46,122 |
| Lawrence | 39,173 | 6,836 | 5,866 | 4,232 | 131 | 69,663 |
| Lowell | 59,485 | 8,393 | 9,118 | 6,102 | 174 | 168,971 |
| Lynn | 38,284 | 5,792 | 6,183 | 4,667 | 127 | ..... |
| Malden | 12,017 | 2,153 | 2,688 | 1,844 | 61 | 39,374 |
| Marlborough | 10,126 | 2,066 | 2,068 | 1,611 | 49 | 21,074 |
| Medford | 7,573 | 1,279 | 1,265 | 1,029 | 34 | ..... |
| Milford | 9,310 | 2,082 | 2,353 | 1,678 | 49 | ..... |
| Natick | 8,480 | 1,597 | 1,624 | 1,307 | 44 | ..... |
| New Bedford | 26,875 | 4,208 | 4,375 | 3,438 | 99 | 61,770 |
| Newburyport | 13,537 | 2,450 | 2,049 | 1,406 | 47 | ..... |
| Newton | 16,995 | 3,028 | 3,397 | 2,541 | 85 | 83,613 |
| North Adams | 10,192 | 2,160 | 2,035 | 1,443 | 38 | ..... |
| Northampton | 12,172 | 2,026 | 2,197 | 1,600 | 64 | 23,475 |
| Peabody | 9,028 | 1,730 | 1,802 | 1,276 | 38 | ..... |
| Pittsfield | 13,367 | 2,353 | 2,605 | 1,805 | 72 | 31,267 |
| Quincy | 10,529 | 1,704 | 1,910 | 1,467 | 59 | ..... |
| Salem | 27,598 | 4,673 | 3,858 | 2,807 | 103 | 84,589 |
| Somerville | 24,985 | 4,500 | 5,162 | 3,902 | 92 | 79,625 |
| Springfield | 33,340 | 5,524 | 5,636 | 4,192 | 118 | 90,551 |
| Taunton | 21,213 | 3,246 | 3,529 | 2,535 | 72 | 46,381 |
| Waltham | 11,711 | 1,808 | 2,227 | 1,639 | 52 | 32,249 |
| Westfield | 7,587 | 1,430 | 1,590 | 1,140 | 55 | ..... |
| Weymouth | 10,571 | 2,075 | 2,179 | 1,770 | 62 | ..... |
| Woburn | 10,938 | 2,424 | 2,238 | 1,790 | 47 | 31,185 |
| Worcester | 58,295 | 9,827 | 10,029 | 7,170 | 200 | 167,559 |

ADDITIONAL PARTICULARS.

The *Boston* public system in the spring of the school year 1879–'80 embraced primary schools in 110 buildings, grammar in 49, high in 9 (with a fine central high school then nearly completed), and normal in 1, besides 3 special schools (including a Horace Mann school and 2 schools for licensed minors), 6 evening drawing schools, 1 evening high and 16 evening elementary schools. The average number belonging June, 1880, is given as 20,730 in primary grades, under 406 teachers; 27,734 in grammar, under 589 teachers; 1,971 in high schools, under 75 teachers; and 2,833 in special and evening schools, under 148 teachers. A radical change was begun in the primary schools in 1879 by the adoption of a method of instruction and management known to educational experts as the Quincy method. No doubt is expressed as to its good results; indeed, they had already become apparent at date of the report. In the grammar schools home lessons were cut down and confined to the two higher classes. A new central high school building, capable of seating more than 1,600 pupils, was completed in the latter half of 1880, making 10, including the 6 in the suburbs, sometimes called branch high schools. The

the committee recommend that some of these be suspended and the pupils admitted to the central school. The city normal school for girls, with 73 pupils, is said to have done good work; occupying part of a grammar school building, it had 12 grammar and 8 primary classes for a practice school. It is questioned whether the evening schools have been productive of as much good as the outlay for them should command. An endeavor has been made, and with some success, to better their condition and secure the best results by preventing the attendance of such as are not eager to learn; but still stricter measures are required to enforce regular attendance and application. Considering that justice towards the artisan class requires an industrial school to be provided as a complement to the grammar schools, the committee in February, 1880, recommended the establishment of one. Last year an estimate of $15,000 for the purpose was submitted, but the city council, which has charge of the matter, declined to act favorably on it. Corporal punishment is to be administered in future but sparingly. After devoting a large amount of labor to the investigation of the question, the committee passed resolutions restricting this form of punishment within very narrow limits. It was decided in April, 1880, to appoint a special instructor in hygiene for the public schools, but the position was not filled during the year. The city truant officers reported 18,435 cases of truancy, of which 2,473 were habitual; 759 of the truants were placed in school; 140 were complained of as habitual truants, 47 as absentees, and 63 as neglected children; 136 were sent to the house of reformation for juvenile offenders and 52 to the almshouse.—(Reports.)

*Brockton* provided 2,748 public school sittings for study in 45 rooms, including 18 for primary pupils, 25 for grammar, and 2 for high. There was no city school superintendent, and no private or parochial schools are reported.—(Return.)

*Brookline* reports 1,457 sittings for study in 11 school buildings, one erected during the year. Music, drawing, and sewing were taught by special teachers. There were 14 pupils graduated from the high school in June, 1880, of whom 6, after completing the classical course, passed the Harvard examination. An evening school was taught 4 evenings in the week during 3 months, and was then discontinued for want of funds. Among the changes of the year were a consolidation of some of the schools and the appointment of a superintendent.—(Report, 1880.)

In *Cambridge* the system as reported included 20 primary schools, 8 grammar, 1 high, 1 training school for teachers, 1 evening school, and 2 evening drawing schools, besides a city almshouse school. Public school attendance increased during the year by 156, not including the pupils of a portion of the town of Belmont, which has been annexed to Cambridge, bringing with it 2 schools and making the total increase of pupils 286. A decided improvement in regularity of attendance is attributed to excellent work of the truant officers; and the general efficiency of the schools is ascribed largely to the influence of the superintendent. The high school, with classical and English courses, had 462 pupils under 12 teachers, of whom 5 were men. The training school for teachers had a class larger than the previous year, and graduated 8 in July, 1880. Two evening drawing schools enrolled a total of 150 pupils, of whom 70 were in mechanical and 80 in freehand drawing; average attendance in both, 71. At the beginning of the term there were more applicants than could be accommodated, and an effort was made to receive only those who would be most regular in attendance. Music was taught in all the schools as thoroughly as any other branch. The almshouse school had 32 pupils, 21 of them sent to it for truancy and vagrancy; the others were poor children who found a home there. Besides the public, there were 20 private schools reported, with 1,748 pupils.—(City report, 1880.)

*Chicopee* reports a high average of punctual attendance in public schools, which comprise primary, grammar, intermediate, high, and ungraded schools. In the 14 primary schools were enrolled over half the pupils, showing that a large number reach no higher grade. Music and drawing were taught. Truant officers visited the schools daily and rendered efficient service. Two high schools had an attendance of 82 pupils under 5 teachers. Besides the number in public schools, there were 580 attending convent and French schools.—(Report.)

The *Fitchburg* schools comprised primary, secondary, intermediate, grammar, high, ungraded, evening common, and evening drawing schools. The graded course below the high covered 9 years. The primary schools were held to be the most important and to demand the best teaching talent. They were in session but two hours each half day, and during that time there was a recess of 15 minutes. As a further precaution against weariness, pupils were not generally kept engaged on one lesson more than 15 minutes at a time. In the lowest grade the child learned to read script, which was taught even before the printed word. The old a b c method is not used, but each word is learned as a whole. Music and drawing were carefully taught in all the schools, the course in drawing being graded and in the high school embracing mechanical and freehand. The evening drawing school had 37 pupils, with an average attendance of 28; the evening common schools, with 39 enrolled, had only 19 in average attendance. Extensive repairs and alterations were made during the year in many of the school buildings. A voluntary teachers' association met once a month during term time and

did good service. The estimated enrolment in private and parochial schools was only 30, out of a school population of over 2,000.—(City report, 1880.)

*Gloucester*, in 24 public school buildings, had 22 primary, 37 grammar, and 2 high school rooms, affording 2,205 sittings for study, all under the charge of a city superintendent at a salary of $2,000 a year. A city normal school had 26 pupils, all women. In the high school were enrolled 220, under 5 teachers.—(Return, 1880.)

*Haverhill* reports 3,045 sittings for study in the public schools, which included primary, grammar, and high grades, besides evening schools. The high school enrolled 150 pupils, in charge of 6 teachers. The evening school had 460 enrolled and 127 in average attendance. Estimated enrolment in private schools, 125.—(Return, 1880.)

*Holyoke* had, of its 4,267 school children, 2,134 pupils in public, 1,078 in parochial, and 188 in other schools; 520 of school age were in mills and 341 at home. There was an increase for the year of about 700 in the school population, but not more than a third of these sought admission to the schools; a large proportion of the remainder obtained certificates for labor, many of which, from French Canadian schools, were given to pupils not knowing a word of English. Twenty-six per cent. of pupils enrolled withdrew before the close of the term, chiefly to engage in labor. Truancy greatly decreased during the year, a result of systematic work by truant officers. There is a growing sentiment against corporal punishment, and during the past few years there has been a quiet but successful effort to dispense with it. Music and drawing are among the studies taught. The high school graduated 16 in 1880. Evening schools were in session 40 evenings, 578 pupils being enrolled and 265 in average attendance.—(City report.)

In *Lawrence* the system includes primary, grammar, and high schools, a training school for teachers, evening elementary and drawing schools, and an evening high school. Music and drawing were taught in all the schools by special teachers. The training school opened in 1869 is said to have done much toward the improvement of the teachers. Of the 106 employed in 1879–'80, there were 46 graduates of the training school and high school, 1 of the training school only, 17 of normal schools, and 4 of institutions of collegiate grade. The high school, with an increased number of pupils during the year, had improved accommodations and grading, while changes in its course of study were projected in deference to demands of business and manufacturing interests. The course covers 4 years, an allowed 3 years' course having been abolished in 1879. It graduated a class of 32 in 1880. The evening common schools had a larger attendance than in 1879 and were taught 3 evenings in the week in 15 rooms, each having an average of 30 pupils. The evening high school had 35 attending; the evening drawing schools, 100. The industrial school was a powerful aid in suppressing truancy.—(Report, 1880.)

The *Lowell* schools report good progress made during 1879–'80, among the causes of which were new text books, a new course of study, and new methods. The system includes 1 high school, 8 grammar, 1 intermediate, 2 mixed, and 79 primary schools, besides the evening common and evening drawing schools taught in winter, mill schools in the summer vacation, and a reform school at the city farm. The truant officers were faithful and efficient; 1,843 cases were investigated, of which 1,217 were of absenteeism, 466 of truancy, and 78 of working without certificates. The city farm school enrolled 146 during the year and numbered 60 at the date of the report. Of 57 committed, 34 were for truancy and 8 for vagrancy. The two mill schools were well taught, remained in session 6 weeks, and had a total of 120 attending. The high school was not so crowded as in the previous year, partly because of an elevation of the standard for admission; average membership for the year, 316; average attendance, 300. There were graduated from the 4 years' course 24; from the 3 years' course, 39.

*Lynn* for 1879–'80 reported 104 schools, probably reckoning as such all classes under 1 teacher or more; 89 per cent. of attendance in these on the average number enrolled; 49 teachers that had attended normal schools, and 33 that had graduated from such schools; its grades running up to a high school, with 5 teachers and 210 pupils.—(State report.)

The *Malden* school committee report improvements made during the year in school grounds and buildings; ample school accommodations furnished; faithful and enthusiastic work done by teachers; an average of 2,021 pupils belonging and of 1,825 in daily attendance; 126 cases of truancy; an evening drawing school established during the year, which had 86 pupils enrolled; a high school, with 3 courses, having 175 pupils registered, 107 in average attendance, and 16 graduates.—(Report.)

*Marlborough* has no city school superintendent. The school committee report faithful teaching done, the attendance satisfactory, and good progress made. There was no truant school, and as some provision for the education of truants was much needed, it was proposed to send such to the school in Lowell, or some other already established. The high school enrolled 101 pupils, of whom 89 per cent. were in average attendance; 17 graduates received diplomas, all but 2 of them being girls.—(Report.)

*New Bedford* reports 23 schools, comprising 1 high, 3 grammar, 11 primary, 6 country, 1 mill, and 1 farm school, besides evening schools, all in 24 school buildings, with 106

rooms. There was a decided improvement in attendance, especially in the grammar schools. The truant officer sent 14 boys to the truant school, made over 200 visits to families, and used all persuasive means before committing to the school. This numbered 13 at date of report and was doing good service. The mill school numbered 90, with 83 in average attendance. The committee were pleased with its condition and work and recommended the establishment of another in a more convenient locality. An evening drawing school was sustained, but its usefulness has been crippled by the fact that it was inconveniently situated for the class who should attend. There were 25 attending the elementary evening schools and 81 in average attendance, the number of each sex being about equal. The high school enrolled 250 pupils; average membership, 237; average attendance, 227; graduating class, 33. An effort was made to do without corporal punishment in the schools, the result being an improvement in order as well as in good feeling.

*Newton* had 18 public day schools in operation, comprising primary, grammar, high, and 1 evening school, taught in 18 school buildings furnishing 3,376 sittings, a number beyond the immediate wants of the city. The percentage of attendance was 91.5; cases of truancy were few and looked after with more than ordinary care. An important step taken during the year was the establishment of a course of lectures on natural history. Free, and largely attended by teachers, pupils, and citizens, they were the means of arousing an active interest in the subject among the school children. Music and drawing were among the school studies of the year, and in the latter very satisfactory progress is reported. The work of the special teacher was mainly confined to the high school, in which each year better work is done because of a better preparation in the lower grades. Pupils now enter well prepared in geometrical, freehand, and elementary model drawing. This year modelling in clay was introduced, and the work done was much commended by the judges at the annual exhibition. The enrolment at this high school was 319 (a gain of 37 for the year), of whom 93 pursued the college course, 37 the mercantile, and 145 the general. Of the 39 graduates, 21 took the full course of 4 years, and 18 a 3 years' course. The evening school (taught about 4 months for 3 evenings each week) enrolled 50 pupils and had 18 in average attendance.— (City report, 1880.)

*Northampton* reports 49 public schools, 1 high, 1 high and grammar, 13 grammar, 26 graded primary, and 8 ungraded or mixed; the per cent. of attendance on average number belonging, 92; on the number enrolled, 73. In the graded primaries, which are attended by 60 per cent. of the pupils, some advance is reported in methods of instruction. In the high school better work than usual was done; 17 were graduated, 3 from the classical and 14 from the English department.— (Report, 1880.)

*Pittsfield* had, in 27 public school buildings, 2,313 sittings for study, the schools comprising primary, grammar, high, ungraded, and evening schools, under the charge of a superintendent at $1,000 a year. There was an estimated enrolment in private or parochial schools of 175.— (Return.)

At *Quincy* the methods introduced by Colonel Parker appear to have been carried forward by his successor, Superintendent Sylvester Brown. They include a large freedom from the usual restraint as to school exercises; free use of illustrative objects in instruction; the attempt to draw out the ideas of the children, in order to improve and develop them; the practice of requiring the children to set down these ideas on the blackboard in their view, that all may see whether they are correct and full or whether they need amendment; and, with all this, a large amount of practical elementary work in reading, writing, spelling, map making, and the like. The school is made to resemble in its liberty a family busied in educational work. It is out of school that the discipline appears, the pupils marching forth at noon in ordered columns, keeping step by drum-tap till dismissed when out of doors.— (Observer in New-England Journal of Education.)

In *Salem* the system comprised primary, grammar, high, ungraded, and evening schools, the latter including elementary and drawing schools, in charge of a school committee, superintendent, regular and special teachers, and a truant officer. Besides the number in public schools there were 1,210 in private institutions, including collegiate, normal, and charitable. In the evening elementary schools 202 were enrolled, with 108 in average attendance. The evening drawing school was in a flourishing condition, having an increase of 170 scholars. In the high school there were 176 enrolled, 162 in average membership, 158 in average attendance, and 24 graduates.— (Report, 1880.)

*Somerville* reports 18 public school buildings and 82 schools, of which 1 was high, with 245 pupils; 46 grammar, with 2,072, and 35 primary, with 1,919. The per cent. of attendance on average belonging was 93.6, a result probably due in some measure to the fact that of the 92 teachers 12 were graduates of normal schools and 36 of the city high school. Estimated enrolment in private and parochial schools, 540.— (Report for 1880.)

*Springfield* reports 27 public schools, including 1 high, 6 grammar, 12 primary, 8 ungraded, 2 evening, and 1 drawing school, the last 3 well organized and doing

thorough work. There was an increase in school population, enrolment, and average attendance. Music and drawing were taught efficiently by special teachers. The graduating class of the high school numbered 58, the largest in its history; number enrolled, 405; average belonging, 354; average attendance, 340. In 10 years the schools have increased 25 per cent. in attendance, while their expenses have become only 12 per cent. greater. Truancy, which was increasing, has been checked by the establishment of a county truant school in the city. The truant officer visited the schools 3,840 times and investigated 508 cases of absence, of which 127 were found to be truants; 22 of these were arrested and 16 convicted. Employers in the city very generally cooperated with the school officers in securing the enforcement of the law.—(City report.)

*Taunton* reports primary, grammar, high, and evening schools in 34 public school buildings; an average attendance in the graded schools of 92¼ per cent. on the average membership; 57 enrolled in the evening school, with 35 in average attendance; 195 in the drawing school, with 190 average membership and 134 average attendance. The interest in the drawing school was maintained. Attendance on the evening school was diminished by the enforcement of the law regulating attendance on the public schools. The high school enrolled 161 and graduated 24.—(Report, 1880.)

In *Waltham* the system comprises primary, grammar, high, and evening schools, taught in 12 buildings, having 2,238 sittings, under the supervision of a city superintendent. The high school had 4 teachers, 2 men and 2 women, and was capable of accommodating 110 pupils; statistics of attendance not given. Estimated enrolment in private and parochial schools, 103.—(Return.)

From *Weymouth* nothing has been received in time for the present report.

*Woburn* reports 23 public school buildings, 13 of them for primary schools, 9 for grammar, and 1 for high; 2,503 sittings for study; a city school superintendent; a special teacher of music; 99 pupils enrolled in the high school, and 85 in average attendance. Estimated enrolment in private and parochial schools, 50.—(Return.)

The *Worcester* public school system included primary, grammar, high, suburban, evening elementary, and evening drawing schools, taught in 36 school buildings capable of seating 9,834 pupils (502 in high school seats, 4,677 in grammar, 4,238 in primary, and 417 in suburban schools), a number less than that of pupils enrolled, but greater than the average belonging for the year, which was 8,419. For the last six years the school population has increased faster than school room could be provided, and the school superintendent says a more liberal policy must be adopted or the half time system introduced into the lower grade schools. Drawing is one of the regular studies, is satisfactorily taught, and occupies about 20 minutes a day. The free evening drawing school (open to persons over 15 not in the day schools) had 5 classes in freehand and instrumental drawing, with 129 attending. In the evening elementary schools there were 436 registered and 390 in average membership. This remarkable attendance for evening schools was secured by excluding the class that formerly came chiefly for amusement, through a plan which required a deposit of $1 from each pupil on entering, to be returned to those who proved studious and orderly and were not absent except when necessary; otherwise to be forfeited. The forfeiture occurred in very few cases, for the pupils generally took hold with a will to improve their opportunities. The truant officers spent their time in visiting the school-houses and looking up absent pupils. Out of 3,500 cases of absence investigated they took 1,000 to school and sent 10 to the truant school, to which there are commitments for no cause but truancy. Here, if trustworthy, they are allowed to work about the house and in the garden; and each boy can, by good conduct, reduce his sentence a month in the year. The sentence is usually for a year, but is sometimes for 6 or 18 months. The graduates of this school are usually reformed from truancy; but its influence is even greater as a restraining power. Owing to this and other means, the percentage of attendance is as great as it should be, and very few children are out of school. In the high school there were 601 pupils enrolled, with 399 in average attendance and 57 graduates. The course here is 5 years for those who are preparing for college; for others, 4 years.—(Report, 1880.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

The five State normal schools at Salem, Worcester, Framingham, Bridgewater, and Westfield, additional to the art school, have continued to do an important work for the public schools; their graduates have found ready and constant employment and have met with gratifying success. Two of them, Framingham and Salem, are for women only; the others admit both sexes. In the latter, the total number attending during the year was 435 (39 men and 396 women); graduates, 102, of whom 25 were men. The total attendance in the 5 schools was 841; graduates, 178. Most of these normals have schools of observation, where students may gain a practical knowledge of the best methods of instruction. The standards for admission and for graduation are gradually

rising. The courses have been slightly changed with reference to uniformity in the schools and to the general requirements of public instruction.

During the year a proposal was made by the officers of Harvard College to maintain in the Lawrence Scientific School 8 scholarships, covering tuition fees for the benefit of male graduates of the normal schools to be appointed on the recommendation of the principals. The offer was thankfully accepted, and a graduate of the Westfield school entered on one of the scholarships.

The Massachusetts Normal Art School, Boston, opened in 1872, is meant to prepare teachers of drawing for the public schools and for the industrial drawing schools. The necessity for such a school was seen as soon as the attempt was made to carry out the law of 1870 requiring the teaching of industrial drawing in cities and towns with 10,000 or more inhabitants. Its success has been marked, the number under instruction and the efficiency of the work increasing from year to year. The report for 1879–'80 indicates satisfactory results: marked improvement in the work done, greatly increased facilities in respect to books, models, diagrams, and apparatus, an attendance of 169 in day classes and of 96 in evening classes. Total number instructed, 245, of whom 65 obtained certificates and 6 diplomas of graduation as master of arts. A grant of land on which to place a building for the school has been made by the legislature. Meanwhile, the board has leased for 3 years buildings on Washington street.—(State report, 1879–'80.)

### OTHER NORMAL TRAINING.

The Boston City Normal School (for girls) had 73 pupils in 1879–'80 and graduated 43. Pupils entering are placed on a probation of 6 months and are retained only when they are found to have the qualifications necessary to success. A practice school for them is composed of 12 grammar and 8 primary classes. During the year a graduate class formed was entered by about 40 graduates of the 1 year's course.

Normal training schools are also provided by the public school authorities of Cambridge, with an attendance of 19; Gloucester, with 26; and Lawrence, with 18. At Cambridge 8 were graduated.

At Wellesley College, a normal collegiate department was opened in 1878 for the benefit of ladies who were already teachers but desired opportunities for advanced studies, such to enter the college as special students without examination The plan has been a success. Through the liberality of Mrs. Valeria G. Stone, who gave $100,000 for this purpose, a normal college building has been erected, which provides room for 100 teachers.—(New-England Journal of Education and Calendar of Wellesley College.)

### TEACHERS' INSTITUTES.

Thirteen teachers' institutes were held during the year under the direction of the State board of education, having a large attendance of teachers and citizens and arousing great enthusiasm among the people. They were held, as for several years past, in the smaller towns of the State, in order that they might reach that class of teachers and people who most needed their influence. Instruction was given during the day by Secretary Dickinson, Mr. Walton (agent of the board), Mr. Osbun, of the Salem State Normal School, and others. The evening lectures were for the most part by the secretary and Rev. A. D. Mayo.

### SCHOOL COMMITTEE ASSOCIATIONS.

Since 1877 nine organizations of this kind have been formed for consultation as to courses of study, methods of instruction and school government, the disposition to be made of truants, the means of securing good teaching and efficient superintendence in the smaller towns, and other practical matters belonging to the work of school committees. The meetings of these associations are attended by the secretary of the State board of education or by one of its agents. The results reported are the preparation of 4 new courses of study (3 of which had been put on trial), greater care in the selection of teachers, more attention to right methods of teaching, an increase of attendance on the schools under the care of the committees, and an intelligent spirit of progress.

### EDUCATIONAL JOURNALS.

The New-England Journal of Education,[1] established at the beginning of 1875, absorbing the educational journals of Maine, Massachusetts, Rhode Island, Connecticut, and several other States, is a weekly publication coming from Boston. It is the educational organ of the teachers of the New England States, but gives valuable information from the different States of the Union, besides discussing all prominent school topics.

The Primary Teacher (dating from October, 1877) was issued once a month from the same office to the close of 1880.

Good Times, also a monthly publication, closed its fourth year with September, 1880.

[1] Title changed in 1881 to Journal of Education.

It is published at Boston; its pages furnish matter for school exercises and exhibitions in week day and Sunday schools.

Education, an international magazine published bimonthly in Boston, was commenced in September, 1880, under the same editorship as the Journal of Education. It deals more especially with general topics relating to improvements in educational matters, rather than with items pertaining to the common schools.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

There are reported 215 public high schools, having 18,758 students and 494 teachers. Of these, 2,090 pupils and 83 teachers were in Boston, attending the 9 Latin and English high schools of that city. "The warmest friend of these high schools," says the report of the Boston school committee, "must be satisfied with the prospect before them in their new location on Warren avenue." The reference is to a palatial building which was completed about the close of 1880 at a cost of $418,000, including site and furniture. This will accommodate 1,645 pupils with study rooms and rooms for gymnasium, laboratory, drawing, libraries, reception, and other purposes, besides a room for military drill (a branch which forms a part of the course of the Boys' Latin School and the English High School). The Girls' Latin School, established in 1877 on the ground that in the education of youth no difference should be made between the sexes, commencing with 28 pupils, numbered 146 in 1880. The course of study extends over 6 years. The course in the Latin school for boys was revised in 1880 and made to cover 6 years.

These Latin schools are the subject of much comment by some citizens, who think them an expensive educational luxury, and in other portions of the State there appears to be a similar disposition to criticise the classical departments of the high schools, which are devoted to preparing pupils for college. The superintendent of the Lowell schools says the question of the relative importance of different studies is continually discussed, and especially whether a young man on graduation from the high school should be qualified for the practical duties of life. The superintendent at Lawrence speaks of an increasing feeling in his city and throughout the State that, owing to the demands of business, the old classical course, while still as important as ever, no longer meets the demands of higher public education. On the other hand a complaint comes from Cambridge of a lack of proper interest in any except the classical course. This, it is said, is held to a high standard by the requirements of the collegiate examination at Harvard, in which pupils uniformly succeed; but it is difficult to maintain the same standard in the English department, as the pupils have no definite end in view. The shorter course of English study had been shortened from 3 years to 2 in the hope of keeping boys in school until the end of the second year.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory schools for colleges, see Tables IV, VI, and VII of the appendix, and summaries of them in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

*Harvard College*, Cambridge (non-sectarian), reports for 1879–'80, in the undergraduate classes of the college proper, 813 students, against 608 in 1870–'71; in its scientific, professional, graduate, and fellowship courses, 543, against 569 in 1870–'71, not counting, in either year, the mere attendants upon lectures or summer schools, nor the students in the Episcopal Theological School at Cambridge, which has had some connection with the Harvard corporation. During the ten years there has been a considerable advance in the standards of admission and graduation, with a large addition to the means of instruction[1] and illustration; the courses have been made more flexible and popular by the introduction of a wide system of elective studies; and the former rigorous discipline as to attendance on recitations, lectures, and other college exercises, at least as respects the higher classes, has been materially relaxed. Worthy students in the upper classes are now allowed to work alone or in small companies, or to attend such lectures and recitations only as they find interesting and profitable, presenting at certain times, in written papers or in oral examinations, the evidence of the progress they have made; especially presenting this at the conclusion of each year and of the course, to show their fitness for promotion or graduation. This latter mingling of the American and European systems seems to have worked well, the better class of students

[1] Besides a steady increase of the teaching force in all these years, many new subjects of instruction, such as Hebrew, Arabic, Sanscrit, and Chinese, were added in the latter portion of the decade, a special native instructor for this last being employed.

making greater progress under it and covering in some cases a much wider field of study; while professors and instructors, finding that only the most interesting and instructive exercises attract this better class of students to their halls, have been stimulated to make their different exercises as profitable and as attractive as they can. Then too the college has, within these years, widened its field of influence by having examinations for admission not only at Cambridge, but also in New York and the chief cities of the West; since 1874, also, annual examinations have been provided for women pursuing studies preparatory to college; finally in 1878 separate but substantially collegiate training was offered to women under the college professors and within the college precincts.—(Catalogues and annual reports of president, &c.)

Of the other colleges existing at the beginning of the decade, *Amherst College*, Amherst, and *Williams College*, Williamstown (both Congregational), seem to have made most progress, raising their standards, broadening their instruction, increasing their attractions in various ways, and thus enlarging their lists of students, in the former college, from 261 to 339; in the latter, from 141 to 227. *Boston College*, Boston, and the *College of the Holy Cross*, Worcester (both Roman Catholic), appear to have maintained throughout essentially the same course. The students at Boston reported as collegiate increased from 22 in 1870–'71 to 184 (besides 2 graduate students) in 1879–'80; but 102 of these would have been classified as preparatory in a college with the usual 4 years' course. At Holy Cross those reckoned as collegiate fell off from 134 to 84. *Tufts College*, College Hill (Universalist), beginning the decade with a liberal set of courses that underwent little change, about maintained its collegiate enrolment, having 62 in 1870–'71 and 58, with 5 graduate students, in 1879–'80. *Boston University*, Boston (Methodist Episcopal), did not begin its collegiate instruction, except in music, till 1873, when it started with a course well up in its requirements, which it has since considerably improved and is going on further to improve. The regular students in its college of liberal arts rose from 18 in 1874 to 90 in 1880; the special, from 4 to 19; while 18 graduate students made the whole number in the latter year 127, besides 28 in a college of music and 355 in other schools,[1] 510 in all.—(Catalogues and returns.)

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Table VIII of the appendix following gives the statistics of schools that claim to be of this class. Of these, two at least stand prominently forth as of full collegiate rank and character, *Smith College*, Northampton, and *Wellesley College*, Wellesley, both organized in 1875; while approximating the same rank, with some very special advantages, come *Mt. Holyoke Female Seminary*, South Hadley, and *Lasell Seminary*, Auburndale, the former organized in 1837, the latter in 1851. The last two give much attention to instruction in domestic industries.—(Catalogues.)

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

The scientific schools in the State from 1870 to 1880 were the *Massachusetts Agricultural College*, Amherst; *Massachusetts Institute of Technology*, Boston; *Worcester County Free Institute of Industrial Science*, Worcester (all recipients of endowments from the State, in whole or in part); with the *Lawrence Scientific School* and the *Bussey Institution*, departments of Harvard University, Cambridge, and the *School of All Sciences* of Boston University, Boston. This last aimed at graduate instruction only in philosophy, mathematics, physics, &c.; the Bussey Institution, at thorough training in agriculture, horticulture, and their related sciences. The titles of the others sufficiently indicate their aims. In the Agricultural College, Institute of Technology, and Lawrence Scientific School, the courses covered 4 years; in the Worcester Free Institute 3 and 3½ years. At Harvard there was also instruction in natural science at the Museum of Comparative Zoölogy and in the summer schools, with instruction in practical astronomy at the Observatory. At the Institute of Technology and Worcester Free Institute there were special schools for training apprentices and others in the elements of practical mechanic arts; in the former, on the plan of the Imperial Technical School of Moscow, Russia, with aid in practical design from the trustee of the Lowell Institute; in the latter, in a machine shop provided by Hon. Ichabod Washburn in 1866. The attendance in all these schools in 1880, including the summer classes at Harvard, was 672. For their separate statistics, as far as reported, see Table X of the appendix, parts 1 and 2.

#### PROFESSIONAL.

*Theology* has been taught from 1870–'71 to 1880 (with brief intermission in one case) in the following schools: Andover Theological Seminary, Andover (Congregational); Boston University School of Theology, Boston (Methodist Episcopal); Divinity School of Harvard University, Cambridge (formerly Unitarian, now non-sectarian); Episcopal Theological School, Cambridge (Protestant Episcopal); Tufts College Divinity

[1] Among these were 18 students in the Massachusetts Agricultural College, Amherst.

School, College Hill (Universalist); Newton Theological Institution, Newton Centre (Baptist); and New Church Theological School, Waltham. All had in 1880 courses covering 3 years of study meant to supplement a collegiate or at least a high school training, and appear to have had such courses during the 9 preceding years. Most of them endeavor to secure the full preliminary preparation presupposed, but all seem to remit a requirement of it in specially exceptional cases. Tufts had a 4 years' course to meet the needs of such cases. Students in 1879–'80 in the regular courses of these schools, 267; unclassified, special, or "general" students, 26; resident graduates or resident licentiates, 7; total, 296. For special statistics of each school, see Table XI of appendix.

Instruction in *law* was given in the Boston University School of Law, Boston, organized in 1872, and in the law school of Harvard University, Cambridge, organized in 1817, each with a 3 years' course[1] supposed to follow a collegiate training, without which there must be an examination for admission. This, at Harvard, covers Blackstone's Commentaries and selections from the Latin of Cæsar, Cicero, and Virgil; French and other foreign languages may be offered as equivalents. At Boston University, only English appears to have been required. Students in 1879–'80, at Harvard, 165; at Boston, 149, including 10 graduate students and 2 candidates for advanced degrees; in the autumn of 1880, at the former, 156; at the latter, 151.—(Catalogues.)

*Medicine*, after the "regular" system of practice, was prepared for in 1880 at the Harvard University School of Medicine, organized in 1782, and at the College of Physicians and Surgeons, organized in 1880, both in Boston; after the homœopathic system, but without limitation to it, at the Boston University School of Medicine, in Boston, organized in 1873. The required course in Harvard and Boston University schools had been since 1877 a graded one of 3 years, with preliminary examination of all applicants not graduates of collegiate or secondary schools, and with annual examination in order to advance a student to a higher class or admit him to graduation.[2] The year for instruction covered in both cases the collegiate 9 months. The new College of Physicians and Surgeons started with substantially the same requirements as to course and graduation, but set its standard for admission lower, demanding only "a thorough English education." It and the Boston University admitted women. Students in the 2 older schools, 364 in 1879–'80; 273 in all the 3 in the fall of 1880. For separate statistics of each, see Table XIII of the appendix.

*Dentistry* was taught in the Boston Dental College and the Dental School of Harvard University, both organized in 1868, both working in Boston, and both having required courses of 2 years beyond a year of pupilage, the lecture year in the former, however, being only 17 weeks and in the latter 9 months. The latter course is also graded. Students in the Boston School, 56 in 1879–'80; in that of Harvard, 15.

*Pharmacy* was systematically taught at the Massachusetts College of Pharmacy, Boston, organized in 1867, where the course (a fairly graded one) appears to have covered 2 years with about 6 months' study in each year, besides 2 other years of apprenticeship to a reputable pharmacist. For all matriculates not graduates of a grammar or high school a preliminary examination was required. Students, 60 in 1879–'80.—(Catalogues and returns.)

## SPECIAL INSTRUCTION.

### SOCIETY FOR PROMOTING STUDY AT HOME.

The seventh annual report of this society shows that 2,597 different names have been entered during the seven terms and that 22 who were originally regular students are now on the staff, where the results of their studies can be put to practical use. Two others were to be advanced the next year (1881). During the first four terms very rapid growth was reported, then came a period of uniformity, in which the society was able to improve its organization and develop new details of work. The departments of history (252 students), science (115), art (86), German and French (45 and 33 respectively), and English literature (318) are continued, the total of students therein for the year being 849. Of the 887 names entered for the term, 76½ per cent. persevered sufficiently to be classified. There were 8,211 letters written to students and 6,513 received from them during the year. At the examinations in history, outline maps were attached to the questions, the students being required to fill them in for illustration of political changes and important events. Arrangements have been made to adapt the methods of study to the needs of deaf-mutes, and circulars have been distributed to the heads of most of the schools of this kind. Two regular deaf-mute students are now members of the society. The lending library has grown steadily in size and use-

[1] Each has also an honor course, to pass in which, cum laude, required at Harvard the reaching of 75 per cent. of the maximum in the examination on the 3 years' course; at Boston University, 85 per cent.

[2] Harvard instituted its graded course in 1871, but did not require the completion of it as a condition of graduation till 1873, nor its preliminary examination till 1877. The Boston University School presented from its opening in 1873 the 3 years' graded course, which it made imperative in 1877, and from the first required the preliminary examination of non-graduates. Both have optional 4 years' courses, as well as provision for graduate instruction.

fulness. Coming into existence in the middle of the second term by the purchase of 29 volumes, it now possesses 920. A set of rules has been adopted by which additional privileges are given to the readers in the different sections of the country. Hygiene is still attended to, each member being presented with a tract on health, while some copies are sold; number of copies distributed gratuitously, 1,550.—(Report for 1880.)

### TRAINING IN THE ARTS AND TRADES.[1]

Connected with the Museum of Fine Arts in Boston there are schools of drawing and painting and of pottery and painting on porcelain. The former was opened January 2, 1877; the latter was founded under the auspices of the Society of Decorative Art in 1878. The *School of Drawing and Painting* offers a complete scheme of elementary instruction and affords an exceptional artistic training. There are 3 classes or divisions in the school; in the first, or elementary, the pupil learns to handle his materials in representing various objects in various ways; after an examination he passes into the middle class, where he devotes himself to the life, the portrait, drapery, still life, &c.; another examination comes prior to entering the third class, or class of painters. Lectures are given on anatomy, shades and shadows, perspective, architecture and architectural history, the history of ornament, the theory of color, mythology, history of painting and sculpture, &c., as accompaniments to the daily instruction in drawing.

The *School of Pottery and Painting on Porcelain* had a large attendance during its first year and matters progressed favorably. The second year was not as satisfactory, and the continuance of the school was in question at the date of the report.

The *School of Carving and Modelling* (now at the Art Museum) was established in 1877 in Boston by the Woman's Education Association. It was at first intended for women only, but, in response to numerous applications, an evening class for young men, to which women also were admitted, was held during the winters of 1878 and 1879. The course of instruction includes drawing, modelling in clay, casting and carving in plaster, and carving in wood. The demand for carvers has been so great that in the summer of 1880 some earned $60 a week. This school was conducted in 1879–'80 in the same manner as heretofore. There were 13 pupils in the day school, and two courses of evening lectures were held.

The *Society of Decorative Art*, the *Lowell Institute*, and the *Massachusetts Institute of Technology* also furnish opportunities for artistic instruction.—(American Architect and Building News, and letter.)

In the *Massachusetts Institute of Technology* there are practical exercises connected with the scientific and literary studies, courses in building and architecture, instruction in free hand and mechanical drawing, and in the shops opportunities for the student to acquire a knowledge of the nature of metals and woods, and some manual skill in the use of tools.

In the *Worcester Free Institute* special prominence is given to the elements of practice in technical training. In the machine shop the use of tools and the management of machines are taught; in the wood room, bench work, wood turning, machine sawing, and planing; in the iron room, drilling, planing, tool making, work with speed lathe, engine lathe, screw machine, &c. The designing and construction of machines also enter into the course.—(Catalogues, 1880.)

In Springfield a firm of machinists has introduced a novel system of apprenticeship. It combines the practical education of the shop with the theoretical education of the school; that is, it is an industrial school in which more time is devoted to practice than to theory. Fifty-eight hours a week are given to the work of the shop and nine hours to study. The term of apprenticeship for those beginning to learn a trade, who are under twenty years of age, is to be six years. Those over twenty finish in five years, and those who have worked in a shop are advanced according to proficiency. The beginner draws from sketches, then takes up projection and diagram, and so on; one year here is thought to qualify him to work from drawings as well as four or five ordinarily. For the first year's labor from 5 to 7 cents an hour is paid, this being regulated according to the age; for the following years, 6 to 12 cents. Two cents an hour, additional, goes into a reserve fund which is paid to those apprentices who finish their full term of service.—(Louisiana Journal of Education, December, 1880.)

Cambridge, Gloucester, and Manchester also had successful schools in industrial art in 1879.

### INSTRUCTION IN LANGUAGES.

Dr. L. Sauveur, with several assistants, continued the instruction in the "natural" method of acquiring languages which he has been giving for some years in a summer school of languages at Amherst College, Amherst, as well as in several permanent schools in Boston and elsewhere. In the Boston University School of All Sciences, also, there were extensive and varied language courses under different instructors.

[1] For the New England Industrial School for Deaf-Mutes, see Education of the Deaf and Dumb.

### TRAINING IN ELOCUTION.

A *School of Elocution and Expression* was opened in October, 1879, in Boston, with the avowed purpose of carrying out the system of the late Prof. L. B. Monroe, of the Boston University School of Oratory. The course of instruction includes physical training, artistic respiration, vocal development, articulation, phrasing, rhythm, emphasis, melody, æsthetic gymnastics, gesture, philosophy of expression, and art criticisms. The full course, entitling the pupil to a diploma of graduation, is to occupy 2 years of $6\frac{1}{2}$ months each.—(Announcement.)

Several kindred schools advertise in the New-England Journal of Education for 1880.

### TRAINING IN MUSIC.

As in former years, instruction in music was given in 1880 in the New England Conservatory of Music, Music Hall, Boston, under Prof. E. Tourgee; in Carlyle Petersilea's Academy of Music, Boston; in the College of Music of Boston University, and in the 5 years' musical course of Wellesley College.

### TRAINING IN HOUSEHOLD INDUSTRIES.

In connection with *Lasell Seminary*, Auburndale, *Northfield Young Ladies' Seminary*, Northfield, *Mt. Holyoke Female Seminary*, South Hadley, and *Wellesley College*, Wellesley, students are taught things outside of the regular literary curriculum. At Lasell dress cutting, millinery, cookery, china painting, and art needlework have been added to the course. At Northfield the young women do their own work, including washing. At Mt. Holyoke and Wellesley one hour a day is given to instruction and practice in the details of domestic work.—(Catalogues and circular.)

At the *Newbury Street School*, Boston, a cookery class was to be formed in 1879–'80.—(Circular.)

The *Boston Cooking School* reports 978 practice lessons given during the term; 1,000 different dishes made by the pupils; Saturdays devoted to girls from the public schools, the afternoons to girls from the deaf-mute school; and that one of the classes consists of women from the training schools for hospital nurses.—(Literary Notes.)

The *Kitchen Garden Association*, a society which aims to instruct school children, shop girls, and others in methods of household economy, made its first experiments in 1877 with New York City as a centre. There are normal classes connected with this charity, and, as the kitchen garden is merely the application of the methods of the Kindergarten to the teaching of housework, normal instruction is needed. In 1880 there were 3 classes in Boston, 1 of deaf-mutes.—(First annual report.)

In the 39 public schools of Boston where sewing is taught, 70,948 pieces were made or worked upon during 1880. The sewing exhibitions of the different schools are still kept up and the interest in them is said to increase from year to year. This department of school work (introduced in 1876) moves on satisfactorily and many graduates report that they owe their skill in fine needlework to the teaching received at school.—(Report of committee on sewing, 1880.)

### TRAINING SCHOOLS FOR NURSES.

Three training schools for nurses in Boston reported to this Bureau in 1879. The *Boston City Hospital Training School for Nurses* was organized in 1878, the *Boston Training School for Nurses* (Massachusetts General Hospital) in 1873 but incorporated in 1875, and the *Training School for Nurses* (New England Hospital) in the Roxbury district in 1872. For statistics, conditions of admission, &c., see Table XVII of the appendix.

### EDUCATION OF THE DEAF AND DUMB.

The *Horace Mann School for the Deaf*, Boston, founded in 1869, reported 79 pupils in 1879–'80, twelve of them new ones. Of those present 18 were semi-mutes. Nine instructors make up the corps. Special instruction in articulation and lip reading is given daily to all the pupils. Sewing is taught regularly, and 6 girls took a course of lessons during the year at the Boston Cooking School; 2 classes (12 pupils each) were also provided with "kitchen garden" instruction.

The *Clarke Institution for Deaf-Mutes*, Northampton, founded in 1867, is especially adapted to the education of semi-deaf and semi-mute pupils although others are admitted. The average number of pupils for the year was 81; the primary school contained 62 pupils in 6 classes; the grammar and high school, 20 pupils in 3 classes. Articulation and visible speech are used as means of instruction.—(State report, 1879–'80.)

The *New England Industrial School for Deaf-Mutes*, Beverly, a new institution, was incorporated in 1879. It is under the control of a board of 10 trustees and has 2 professors and instructors. The organization dates from 1876, and the plan originally included a home, where adult deaf-mutes deprived of means of subsistence could find a home and be taught a trade; schooling was also given. Later the home was merged into a school. The school is divided into two departments, one for adults, who find a home and employment, the other for children who receive instruction under competent

teachers. The trades include only such as are remunerative and steady in every community. The women receive instruction in cookery, housework, and sewing. The "combined method" is used in the school.—(Return and first annual report.)

### EDUCATION OF THE BLIND.

The Perkins Institution and Massachusetts School for the Blind, Boston, reports its work carried on with good results and all its departments well appointed. Founded in 1829, it has given instruction in primary, grammar, and high school studies to 981 pupils. A thorough course of musical instruction and the teaching of various industries enter into the course. The Kindergarten system was introduced during the year in the primary classes, and diplomas were awarded for the first time to the members (6 in number) of the graduating class. The school possesses a printing press and the means of making electrotype plates from which the embossed page can be struck.—(State report, annual report, and return.)

### EDUCATION OF THE FEEBLE-MINDED.

Three institutions, the Massachusetts School for Idiotic and Feeble-Minded Youth, South Boston, the Private Institution for Feeble-Minded Youth, Barre (both established in 1848), and the Hillside School, Fayville (dating from May 1, 1870), report for 1879–'80. All teach the elementary branches. In the Massachusetts school, Kindergarten work and simple trades are taught; at the Hillside school, music, drawing, painting, fret sawing, and physical exercises; at Barre, music, calisthenics, and sometimes the higher branches.—(Returns and reports.)

### BOSTON SCHOOL FOR LICENSED MINORS.

The 2 schools for licensed minors reported as follows in June, 1880: 2 teachers, 63 average number of pupils belonging, 52 average attendance, 80 per cent. of attendance, and 83 pupils at date of report.—(Boston school report.)

### STATE CHARITABLE AND REFORM SCHOOLS.

For the reformation of juvenile offenders ample opportunity is furnished in this State. In addition to the Truant Schools of Boston and Cambridge, the Boston City Almshouse School, and the House of Industry, Boston, there are the Marcella Street Home, Boston, established in 1877; the State Industrial School for Girls, Lancaster, established in 1857; the Lawrence Industrial School, Lawrence, in 1874; the House of Employment and Reformation for Juvenile Offenders, Lowell, in 1851; the Plummer Farm School, Salem, in 1870; the Hampden County Truant School, Springfield (established in the spring of 1880); the Massachusetts State Reform School, Westborough, in 1847; and the Worcester Truant School, in 1863. Some of these are under State authority, the others (with the exception of the Plummer school, which is a private affair, and the Hampden County, which is under county control), under municipal authority. The common school branches and some industrial employments are taught in all but two of these schools. The Lawrence Industrial School and the Hampden County Truant School report no trades taught. For statistics, conditions of admission, &c., see Table XXI of the appendix, and a summary thereof in the report of the Commissioner preceding.

### HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.

At date of going to press information has been received from 13 out of the 21 institutions usually reporting to this Bureau. Four of these are in Boston, the others scattered throughout the State. All report the elementary branches taught to the children either in the institution or at the public schools; nine teach domestic work or some industry, such as sewing, fancy work, or embroidery. The State Primary School, Monson, reports its system somewhat modified, the school separated into four divisions, a woman appointed principal (she to teach the advanced school and have supervision over the other classes), and a Kindergarten started for those too young to attend the school.—(Returns and report of State Primary.)

For names, location, and statistics, see Table XXII of the appendix, and a summary thereof in the report of the Commissioner preceding.

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATION.

The annual meeting of the State Teachers' Association was held at Worcester December 27–29, 1880. Although not so large a gathering as at some previous dates, the most earnest representative teachers and superintendents of the State were present. The time allotted to the reading of papers was limited, so that there remained ample opportunity for discussion. Many very valuable suggestions were made and the evening lectures were of special interest. After the organization the first evening Mr. Wm. A.

Mowry, of Providence, R. I., gave an interesting sketch of "Our possessions in Oregon: how we secured them and how we retained them." His lecture was preceded and followed by the reading of selections by Mr. George Riddle, teacher of elocution at Harvard. At the general meeting of the association, after the appointment of committees, a paper on "Teaching morals" was read by L. H. Buckingham. He believes that whatever the teacher would have the children do he must first do himself. This subject was ably discussed, all agreeing that by example pupils are trained in good manners. In the discussion on "Backward pupils" the need of gaining the sympathy of the scholar was shown. A plea for noble character and manly culture among the boys of America was made by Mrs. Mary A. Livermore in her lecture on "The boy of to-day." A report of the formation and formal organization of the "Council of Education" at Chautauqua was made by D. B. Hagar, of Salem; papers were read on "Means and methods in elementary physics;" on "Text books: their merits, defects, use, and supply;" on "Technical grammar;" and on "The study of pedagogy." This last paper, by Hon. John D. Philbrick, explained what is included under the term pedagogy, and defined the true student of pedagogy as "a man well versed in knowledge relating to education." In the different sections the following subjects were under discussion: in the high school section, "The practical side of history" and the "Aim and method of teaching foreign languages in high schools;" in the grammar school section, "Arithmetic: what to teach and what not to teach" and "The critics of our schools;" in the primary school section, "Discipline: its principles and methods in relation to the control and management of the schools and the training of the pupil's mind and character" and "Concerning a science of education."—(Journal of Education, January 6, 1881.)

### CLASSICAL AND HIGH SCHOOL TEACHERS' ASSOCIATION.

The thirteenth annual meeting of this association took place in Boston, April 9–10, 1880, the president, Moses Merrill, in the chair. The opening day of the session was taken up with arguments in favor of the study of language "as the threshold of all other knowledge," in favor of a uniformity of requirements for admission to college, and by an interesting account of every day life in German schools. During the second day, in a paper on "The college, the public high school, and the academy," an eloquent plea was made for special courses in high schools, all tending to the development of the pupil in the course or career selected, colleges also to coöperate in this movement by adjusting the requirements for admission to such courses. This was followed by a paper on "The best method of teaching the ancient languages," in which essay the use of oral and colloquial methods was urged by Prof. J. B. Sewall. This subject was discussed by several gentlemen, President Eliot querying why a method which was successful for modern languages should not be equally so with the older tongues. President Andrews, of Marietta College, Ohio, reviewed the history of the reading of Latin and Greek during the last fifty years, suggesting that it had deteriorated in quantity, if not in value. The reports of the committees on the study of natural and physical sciences and on English literature were referred for discussion to the next meeting, and after the election of officers the association adjourned.—(New-England Journal of Education.)

## OBITUARY RECORD.

### MRS. MARY PORTER COLBURN.

This model Christian teacher was born in Duxbury, Mass., in June, 1827, and died in South Boston, February 2, 1880. Besides some experience elsewhere, she taught 22 years in the Hawes Hall Primary School, Boston, where she instructed more than forty classes of little children. Her qualities of body, mind, and heart made her a natural teacher. Her school governed itself. Her school room was a children's church, yet she knew no sectarianism, no narrow system. Every event was a lesson and every occasion had its teaching. She was in the truest sense the loving friend of children, their guardian, and almost a mother in respect to their social, intellectual, and spiritual needs.—(New-England Journal of Education.)

### MISS PHEBE FULLER M'KEEN.

This member of a household of educators was born at Bradford, Vt., July 21, 1831, and died June 3, 1880, while going from Baltimore to her home in Andover. She first became a teacher at Haverhill, N. H., afterwards in the Academy at Peacham, Vt., then at Mt. Holyoke Seminary, where she was associated with one of her sisters, later with another at the Western Female Seminary at Oxford, Ohio, and from 1859 on she was first assistant teacher in the Abbot Academy at Andover, Mass. She early developed a genius for her work, and in the school room she was distinguished for her clear thought and definite expression. An enthusiast in study, the power of imparting that enthusiasm was given her. Her versatile and active mind was shown in the various essays contributed to secular and religious papers and in the three volumes published from 1872 to 1876.—(Introduction to history of Abbot Academy.)

PROF. FRANK EUSTACE ANDERSON.

Born in November, 1844, at Goff's Falls, N. H., he died at Leipzig, Germany, July 15, 1880. Graduating from Harvard College in 1865 with an exceptional record for Greek scholarship, he entered Trinity College, Cambridge, England, his talents having a marked influence on the methods used by the Hellenists of that country. As assistant professor of Greek at Harvard, his teaching gave a new and powerful impulse to Greek, which, as taught by him, became a living language. His activity outside of the class room in forming and carrying out intelligent schemes for increasing the usefulness of the college was also very noticeable.—(Boston Daily Advertiser.)

PROF. LEVI S. BURBANK, A. M.

Professor Burbank, one of the oldest and said to be one of the best teachers of science in Massachusetts, died at his home in Woburn, August 20, 1880, aged 51 years. He filled various positions in educational institutions at the South from 1859 until the war; thenceforward he was connected with various high schools and academies of New England until he settled down (from 1872 to 1877) as principal of Warren Academy, Woburn, which he made a preparatory school for the Massachusetts Institute of Technology and other scientific schools. After the cessation of his duties at this academy he became a lecturer on geology and mineralogy before different institutes and schools of science. In 1871 he wrote on the subject of eozoönal limestones, and at the time of his death was engaged on an exhaustive article on the Eozoon Canadense. He was a member of the Boston Society of Natural History and of the American Association for the Advancement of Science. Thoroughness, frankness, hatred of shams, and scrupulous adherence to duty were his marked characteristics.—(New-England Journal of Education.)

PROF. BENJAMIN PEIRCE, LL. D.

This eminent teacher, author, investigator, and practical worker in the broadest field of mathematical research was born at Salem, Mass., in 1808, and died in Boston, October 6, 1880. For nearly fifty years he filled the position of professor of astronomy and mathematics at Harvard College. A born mathematician, he was a thinker and writer on such subjects from his youth up. The mathematical works issued by him between 1836 and 1846 had a permanent influence on the teaching of that science in this country. The introductory volume to his Celestial Mechanics (published later) is considered one of the most profound and thorough works of the century. A more recent work is his Linear Associative Algebra. Professor Peirce rendered a very important service to astronomy through his labors on Saturn's rings, by the establishment of certain facts pertaining to the planet Neptune, as consulting astronomer to the American Ephemeris and Nautical Almanac, and through his calculations of the occultations of the Pleiades. He was for a time an assistant of Professor Bache in the Coast Survey, and ultimately became superintendent of it (from 1867 to 1874). As a lecturer he showed close scientific reasoning, bold speculation, poetic fancy, vivid ideality, and profound religious faith and reverence. The degree of doctor of laws was conferred on him by the University of North Carolina in 1847 and by Harvard in 1867. In 1857 he was elected a fellow of the Royal Society of London. He was also a member of many learned societies in this country and Europe.—(Various authorities.)

## CHIEF STATE SCHOOL OFFICER.

Hon. JOHN W. DICKINSON, *secretary of the State board of education, Boston.*[1]

[Mr. George A. Walton and Mr. E. A. Hubbard have been for some years associated with Mr. Dickinson as agents of the board for holding institutes, observing schools, conferring with teachers and committees, and giving advice and instruction in the principles and methods of education.]

[1] Mr. Dickinson has been the chief executive officer since 1876. From 1861 till the close of 1876, Hon. Joseph White was the incumbent.

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Youth of school age (5–20) | 394,195 | 405,026 | 421,322 | 436,694 | 449,181 |
| Number in primary school districts. | ..... | ..... | ..... | ..... | ..... |
| Number in graded school districts. | 145,239 | 155,740 | 166,540 | 178,204 | 177,875 |
| Number enrolled in the public schools. | a292,466 | 316,006 | 324,615 | 327,506 | 343,981 |
| Of these in primary school districts. | ..... | ..... | ..... | ..... | ..... |
| Of these in graded school districts. | 102,399 | 110,096 | 118,616 | 121,919 | 124,467 |
| Percentage of enrolment on whole number. | 76½ | 78 | ..... | 75 | 79 |
| Pupils in private or church schools. | ..... | 8,189 | 6,761 | 5,845 | 7,934 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | | |
| Number of school districts | 5,299 | 5,375 | 5,521 | 5,571 | 5,706 |
| Districts with ungraded schools | 5,033 | 5,083 | 5,210 | 5,244 | 5,411 |
| Districts with graded schools | 266 | 292 | 311 | 327 | 295 |
| Number of public school-houses | 5,300 | 5,418 | 5,572 | 5,702 | 5,787 |
| Number of sittings in public schools. | 374,760 | 382,107 | 399,067 | 407,072 | 414,060 |
| Volumes in public school libraries. | 150,230 | 158,025 | 164,622 | 170,449 | 187,951 |
| Average time of school in days. | 140 | 150 | 140 | 140 | 138 |
| Number of private or church schools. | ..... | 142 | 133 | 166 | 178 |
| Valuation of public school property. | $7,155,995 | $7,470,339 | $8,105,391 | $8,912,698 | $9,115,354 |
| TEACHERS AND THEIR PAY. | | | | | |
| Men teaching in public schools. | 2,971 | 3,035 | 3,010 | 3,156 | 3,287 |
| Women teaching in the public schools. | 8,303 | 8,624 | 8,940 | 9,120 | 9,191 |
| Whole number teaching | 11,274 | 11,659 | 11,950 | 12,276 | 12,478 |
| Average monthly pay of men | $49 92 | $49 11 | $51 94 | $52 45 | $51 29 |
| Average monthly pay of women | 27 21 | 26 72 | 27 13 | 27 01 | 28 19 |
| State teachers' institutes held | 16 | 17 | 7 | 13 | 1 |
| Enrolment at these institutes | 1,432 | ..... | 705 | 890 | 37 |
| Average enrolment at each institute. | ..... | 75 | ..... | ..... | ..... |
| INCOME AND EXPENDITURE. | | | | | |
| Total receipts for public schools | $3,330,472 | $3,563,479 | $3,743,353 | $4,107,584 | $4,168,064 |
| Total expenditure for public schools. | 3,356,635 | 3,563,479 | 3,743,353 | 4,107,584 | 4,168,064 |
| SCHOOL FUND. | | | | | |
| Amount of permanent fund available. | $2,819,782 | $2,968,272 | $3,124,472 | $3,148,231 | $3,130,911 |

a Over 300,000 were said to be enrolled, 533 districts having failed to report.

## TICS OF MICHIGAN—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|
| 459,808 | 469,444 | 476,806 | 486,993 | 506,221 | I. 19,228 | I. 112,026 |
| ..... | ..... | 283,042 | 287,818 | 292,509 | I. 4,691 | ..... |
| 202,454 | ..... | 193,764 | 199,115 | 213,712 | I. 14,597 | I. 68,473 |
| 345,096 | 357,139 | 359,702 | 342,138 | 362,556 | I. 20,418 | I. 70,090 |
| ..... | ..... | 227,834 | 207,881 | 221,403 | I. 13,522 | ..... |
| 125,849 | ..... | 131,868 | 134,137 | 141,153 | I. 7,016 | I. 38,754 |
| 75 | 76 | 75.4 | 70.2 | 71.6 | I. 1.4 | D. 4.9 |
| 8,033 | 8,958 | 10,634 | 18,253 | 18,854 | I. 601 | ..... |
| 5,834 | 5,947 | 6,094 | 6,252 | 6,352 | I. 100 | I. 1,053 |
| 5,531 | 5,652 | 5,744 | 5,895 | 5,963 | I. 68 | I. 930 |
| 303 | 295 | 350 | 353 | 389 | I. 36 | I. 123 |
| 5,931 | 6,078 | 6,159 | 6,325 | 6,400 | I. 75 | I. 1,100 |
| 426,611 | 431,707 | 435,071 | 441,291 | 446,029 | I. 4,738 | I. 71,269 |
| 197,353 | 222,095 | 243,779 | 248,190 | 261,993 | I. 13,803 | I. 111,763 |
| 146 | 148 | 150 | 150 | 141 | D. 9 | I. 1 |
| 170 | 181 | 211 | 208 | 264 | I. 56 | ..... |
| $9,257,094 | $9,190,175 | $8,937,091 | $9,011,454 | [b]$10,000,000 | I. $988,546 | I. $2,844,005 |
| 3,548 | 3,781 | 3,916 | 3,954 | 4,072 | I. 118 | I. 1,101 |
| 9,286 | 9,220 | 9,467 | 9,662 | 9,877 | I. 215 | I. 1,574 |
| 12,834 | 13,001 | 13,383 | 13,616 | 13,949 | I. 333 | I. 2,675 |
| $48 50 | $42 54 | $41 41 | $38 69 | $37 28 | D. $1 41 | D. $12 64 |
| 28 28 | 27 45 | 26 16 | 23 48 | 25 73 | I. 2 25 | D. 1 48 |
| 8 | 21 | 46 | 56 | 65 | I. 9 | I. 49 |
| 599 | ..... | 2,852 | 4,144 | 4,482 | I. 338 | I. 3,050 |
| ..... | ..... | 62 | 74 | 69 | D. 5 | ..... |
| $4,067,802 | $3,792,122 | $3,240,486 | $3,112,225 | $3,002,032 | D. $110,193 | D. $328,440 |
| 3,457,860 | 3,179,976 | 3,116,519 | 2,775,640 | 3,109,915 | I. 334,275 | D. 246,720 |
| $3,147,918 | $3,151,418 | ..... | $2,762,162 | $2,880,942 | I. $118,780 | I. $61,160 |

*b* From a written return.

## STATE SCHOOL SYSTEM.[1]

### OFFICERS.

For the ten years under review the school system has been administered by a State superintendent of public instruction (elected by the people for two years), a State board of education (having control of the State Normal School and of the examination of teachers for State certificates),[2] and a board of 8 regents of the University of Michigan (elected by the people for terms of 8 years). The local officers have been as follows: county superintendents to 1875, from that time township superintendents, township boards of school inspectors, and district boards (each board of 3 members elected by the people, those of the district boards for 3 years with annual change of one), and boards of 6 trustees (whose election is optional) in districts having over 100 school children. Women have been in these years eligible to district offices and are now employed as school inspectors and superintendents.— (School laws.)

### OTHER FEATURES OF THE SYSTEM.

The school system is composed of all grades, from the lowest district school through the union high school to the State university. There are also a State normal school, a State agricultural college, a special State public school, a State reform school, and a State institution for deaf-mutes and the blind, these special schools being supported by legislative appropriations. For the support of the ordinary public schools there has been a permanent State school fund yielding an interest of nearly a quarter of a million, a 2 mill township tax (changed to 1 mill in 1879); also district taxes levied by district boards to provide school-houses, sites, &c., and to prolong schools. By act of April 3, 1869, districts have been required to maintain free schools for 3, 5, or 9 months, according to population; those having less than 30 children of school age, 3 months; those with 30 to 800, 5 months; above that number, 9 months. In April, 1872, a compulsory school law was passed, which requires the attendance at public schools for at least 12 weeks yearly of all between 8 and 14 years of age not otherwise taught. The township tax and interest of the permanent fund are apportioned to school districts on the ratio of the number of children of school age (5–20), the money to be used for teachers' wages only, incidental expenses being defrayed from district taxes. To obtain State aid, the schools must be non-sectarian, must be kept open at least three months, and must be taught by regularly licensed teachers. Normal school graduates receive diplomas from the State board of education, which authorize them to teach in any primary school of the State. Approved high schools send graduates passing a good examination into the freshman class of the university. Township and district libraries were early provided for; also, teachers' institutes and a State teachers' association. Teachers are required to have certificates of qualification from the township superintendent or other lawful authority before they can draw pay from the public fund.— (Laws, 1869, 1873, 1879, and constitutions.)

### GENERAL CONDITION.

The statistics in the general summary indicate a healthy and progressive condition of both the graded and ungraded schools of the State. An increase over the previous year is visible wherever such increase is of value and a decrease wherever decrease is a sign of progress. The increased attendance, however, which is particularly noticeable in the ungraded schools, still falls nearly 5 per cent. below that reported two years ago, and is attributed to the better character of the schools maintained in the rural districts. These ungraded or primary schools are said to be finally improving, through the influence of county institutes and the better sentiment prevailing in regard to local supervision. The number of libraries remains about the same as in the previous year, but the number of volumes has largely increased, and the total amount paid for their support is larger by $12,573. Graded and high schools have increased, and in their courses for the last few years more attention has been paid to their place in the general school work. The standards of admission to the professional schools have been raised somewhat and the courses lengthened. The work of the normal school, of the university, and of the various incorporated institutions seems to have been unusually successful. A series of farmers' institutes, held in different sections of the State by the faculty of the Agricultural College, benefited school officers and through them benefited the schools. As a whole, gratifying progress in educational matters was felt.—(State report.)

### RÉSUMÉ FOR THE TEN YEARS.

By act of April 3, 1869, the public schools of the State were made free to all pupils within the limit of the district, and the assessing of rate bills was abolished. Notwithstanding this law, many children never entered a school-house, so the demand was made to either repeal the free school law or enact a compulsory one. This last was done, and although it was not to take effect till the close of the school year 1871

[1] The State school system is here presented as it existed under the laws of 1879. The changes in the laws made in 1881 will be presented in the report for that year.

[2] The right to examine candidates for State certificates dates from 1879.

good results were felt prior to that date. In 1870, the average length of the schools increased from 6.2 months, which had been the uniform average for several years, to 6.9 months. In 1871 more fine school buildings were erected than in any previous year and better internal arrangements and more suitable apparatus were also found, all showing an increasing interest in the school system. In 1872 it was reported that constant progress had been going on for eight years and that the amount invested in school buildings and school property had nearly quadrupled during that period. Of the 125 graded schools which made full reports in 1874, there were 76 sustaining four departments (primary, secondary, grammar, and high school), 32 that had 3 departments (primary, intermediate, and higher), and 17 that were divided into primary and higher. The diplomas issued by eight of the first class schools were recognized by the State university. In 1875 there was advance in nearly every item in school matters: 128 new districts were organized and school-houses, teachers, attendance, receipts, and expenditures for schools all were increased. This, in the midst of financial distress and general depression in business, augured well for the growing popularity of the schools. In this year, when the change from county to township superintendents took place, 3,722 visits to the schools were made by the former and 5,467 by the latter. The directors' visits numbered 14,117. Township and district libraries too increased in these years proportionately to the increase in population. From 1866 to 1876 there was a growth of nearly 125,000 in the school population, while the attendance on the schools was almost 75 per cent. of the number enumerated in the census. Including the number attending select and denominational schools, 80 per cent. of the children of school age were in school during each year. In 1876 it was stated that the policy inaugurated four years before, of bringing the high schools into a closer relation with the university, had proved a wise one and had given increasing satisfaction from year to year. The university, too, had modified its plan of admission. Previously it had received students from a few approved high schools on diploma. From 1876 it has approved any good high school which thoroughly prepares students for the university classes. In 1878 a large decrease in the amount of school district indebtedness, added interest in building up township and district libraries, and an increase in the average length of schools gave evidence of progress.—(State reports.)

### KINDERGÄRTEN.

The Kindergarten of the German-American Seminary, Detroit, was established in 1869, with a conductor, 2 assistants, and 40 pupils. In 1874 there were 4 of these schools, all under private management: one at Flint, one at Kalamazoo, the one at Detroit, and one at Grand Rapids. Still another was referred to at Detroit, but no definite knowledge was obtainable; arrangements were also made in that year to open another at St. Joseph. In 1875 the one at Kalamazoo was given up. In 1876 and 1877 2 were reported at Grand Rapids and 1 at Detroit. The number in 1880 was 6: 4 in Detroit, 1 at Grand Rapids, and a new one at Ionia.—(Special returns.)

## CITY SCHOOL SYSTEMS.

### OFFICERS.

In certain cities, covered by a general law for graded school districts, there are boards of 6 trustees, elected by the people for terms of 3 years each. In some others there are different arrangements according to special laws.[1] Ordinarily a city superintendent of schools chosen by the board has charge of school matters.

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Adrian | 7,849 | 2,122 | 1,393 | 1,000 | 29 | $31,801 |
| Ann Arbor | 8,061 | 2,483 | 1,877 | 1,419 | 35 | 28,428 |
| Bay City | 20,693 | 5,411 | 2,007 | 1,660 | 45 | 31,080 |
| Detroit | 116,342 | 39,467 | 15,719 | 10,818 | 250 | 214,036 |
| East Saginaw | 19,016 | 5,885 | 3,011 | 2,239 | 54 | 42,545 |
| Flint | 8,410 | 2,360 | 1,783 | 1,149 | 35 | 33,884 |
| Grand Rapids | 32,015 | 9,784 | 5,390 | 3,464 | 99 | 79,052 |
| Jackson | ..... | 2,315 | 1,762 | ..... | 37 | 47,976 |
| Kalamazoo | 11,937 | 3,007 | 2,139 | 1,448 | 45 | 34,386 |
| Lansing | 8,319 | 2,271 | 1,577 | 961 | 29 | 21,704 |
| Muskegon | 11,262 | 3,807 | 1,786 | 1,018 | 33 | 26,319 |
| Port Huron | 8,883 | 3,003 | ..... | ..... | ..... | 22,425 |
| Saginaw | 10,525 | 3,245 | 1,776 | 1,265 | 34 | 25,690 |

[1] By act of March, 1881, relative to free schools, there is in Detroit a school board of 12 instead of 26 elected members, 6 to serve for 2 years and the remaining 6 for 4 years, these to be elected from the city at large, instead of 2 from each ward as formerly.

ADDITIONAL PARTICULARS.

*Adrian* divides her schools into primary, grammar, and high; has 5 school buildings valued at $109,500; reports an additional grammar school formed during the year, and also increased attendance in the high school (this in part owing to the introduction of a commercial course). Marked improvement in penmanship is reported.—(City report, 1880.)

*Ann Arbor* reports high, grammar, and primary grades in 6 buildings containing 1,200 sittings; value of buildings, with sites, furniture, and apparatus, $140,500. The schools were in a prosperous condition, with the enrolment and attendance a little higher than in 1878–'79. Drawing received more than the customary attention, the teachers of grades 3 to 6 inclusive meeting the special teacher every third week for instruction in methods of teaching it. Music and penmanship were taught by special teachers. The high school enrolment was above that of the preceding year, the graduating class also larger.—(Report and return.)

*Bay City* reports school property valued at $145,000; the average monthly wages of men, $164.44; of women, $37.04; special instruction given in vocal music; 270 pupils studying German, 27 French, and 30 Latin.—(State report.)

*Detroit* reports school property worth $864,000; 28 school buildings, with 13,208 sittings; 12 grades in the high, grammar, and primary schools; and graduate students admitted to the high school. During 1879–'80 two school-houses were completed and opened, yet more accommodation was required, the schools being crowded and children waiting for seats. Special teachers of music, drawing, reading, and penmanship were employed. The night school enrolled 414 to December, 1880, with an average nightly attendance of 158, and most of the time 6 teachers were employed. The number of subjects taught in the high school was reduced in August, 1880, and a steady and encouraging advance was reported in this grade. Enrolled in private schools, 6,514; the public schools were taught 196 days.—(Report and return.)

*East Saginaw* reports 11 school buildings, valued, with sites, &c., at $177,500; 2,843 sittings for study, which, with the 400 sittings in private and church schools, made a grand total of 3,243 sittings; the schools divided into primary, grammar, and high; special teachers in music, drawing, and penmanship; school taught 178 days; and 3 private or parochial schools, enrolling 476 pupils.—(Return.)

*Flint* reports 4 grades in the primary and 4 in the grammar department; also, a high school, with a principal and 3 assistant teachers. Of the 35 teachers, 2 were specially employed for writing, drawing, and music. The receipts for the school year to March, 1880, were $33,860. During the last half of the year the work in arithmetic for the primary grades was diminished, to make room for exercises calculated to develop the observing powers of children. Botany was introduced in the spring; fine boxes of geometrical forms were also placed in the hands of teachers; and similar plans to arouse the interest of pupils are to be tried from time to time.—(Brief reports.)

*Grand Rapids* reports an increase of 95 per cent. in the population of the city in the last decade, a corresponding growth in the membership of the schools and in the number of teachers employed, and a gradual change in the character of the schools, owing to the immigration of a large laboring class and to the rapid growth of manufacturing interests. The modifications in the course of study during that time were such as to make the daily work in the schools eminently practical. In 1879–'80 there were 16 schools (divided into primary, grammar, and high), with 4,485 sittings for study. Two new buildings were in readiness at the commencement of the last school year, and another was to be ready at the opening of the winter term. An industrial school for girls, opened in the year, accomplished much, but was soon discontinued on account of the expense. The evening schools enrolled 337 scholars, who were under the charge of 7 teachers. In the day schools 2 special teachers were employed, one for drawing and penmanship, the other for music. Private and parochial schools enrolled 1,000 pupils.—(Report and return.)

*Jackson* had school property in district No. 1 (alone reported in the "city statistics") worth $75,000.—(State report.)

*Kalamazoo* reports primary, grammar, and high school departments; school property worth $80,000; total cost per capita for education, $14.20; 2 special teachers, in addition to the 45 regular teachers; and the average monthly belonging, 1,570.—(State report.)

*Lansing* had 1,033 pupils as the average number belonging; 30 teachers, including 1 special teacher; 37 pupils as the average to each teacher; vocal music, Latin, and German taught; school property worth $106,000; and the average monthly wages of men, $80.36; of women, $44.—(State report.)

*Muskegon* reports 7 school buildings, with 1,400 sittings; school property worth $81,309; and additional school room required. A comparative table shows an increase in the last eight years of 1,190 in the number of children of school age and of 407 in average daily attendance. The schools are divided into primary, grammar, and high, 4 years in each grade. The work in arithmetic in the primary grades was said to be very thorough; penmanship as taught from copybooks was changed to more practical drill

through exercises set on the blackboard. Much attention was also paid to composition and the general use of language in the higher grades. The enrolment in private and parochial schools was 500.—(Report and return.)

*Port Huron* reports, in addition to the number of youth of school age and the total expenditures, only the value of its school property ($87,400) and the average monthly wages of teachers (men $75, women $32.54). The amount paid for superintendence and instruction during 1879–'80 was $9,310; the number of school days taught, 197.—(State report and return.)

*Saginaw* reports 6 different school buildings, with 1,616 sittings for study; school property valued at $100,000; the schools taught 195 days; special teachers in music, drawing, and penmanship; and an enrolment of 500 in private and parochial schools.—(Return.)

## TRAINING OF TEACHERS.

### STATE PROVISION FOR NORMAL INSTRUCTION.

The *Michigan State Normal School*, Ypsilanti, organized in 1852, is made by the constitution a part of the educational system of the State, and is under the control of the State board of education. Its sole aim is to prepare teachers for their work in all departments of the district and graded schools, and since its establishment more than 10,000 persons have attended its instructions, of whom (it is said in the State report for 1880) 843 completed one or other of its courses, graduating and teaching on an average more than three years each. The report for 1880 showed 404 in the model school, 71 in normal courses, and 58 graduates. Up to 1876 the school did much academic work, but in that year began to admit students on their diplomas of graduation from the public high schools. In 1878 there was a rearrangement by which its school of observation and practice was to represent all the departments of the best graded schools, so that applicants for admission to the normal school, if found deficient in their preparation for it, could have the means for such preparation there. This school, moreover, while under the charge of a principal and two skilled assistants, was to be taught by the normal school students in the main, under the direction and inspection of their professors. The normal courses, too, which had been 2 years for common branches, 3 for full English, 4 for modern languages, and 4 for classical, were compressed and remodelled so as to give a common school course, an advanced English, and a language course of 1 year each, to be taken either singly or in succession as "normal professional courses." With these newly arranged courses the school entered on more thoroughly professional work in a fine new building erected for it by the State. But either the 4 years' language courses were not given up or they have been reintroduced in a modified form, for in the catalogue of 1879–'80 they appear again in connection with a 4 years' English course, all termed "normal academic courses."—(State reports and catalogues.)

The *course in the science and the art of teaching* organized in the University of Michigan in September, 1879, offered two courses of instruction for 1879–'80. The first inclined to the practical and included school supervision, grading, courses of study, examinations, the art of instructing and governing, school architecture, school hygiene, school law, &c. The second semester took in the historical, philosophical, and critical, embracing the history of education, comparison, and criticism of the systems of different countries, the outlines of educational science, the science of teaching, and a critical discussion of theories and methods. One instructor is reported at date of July 1, 1880, and 71 students, 47 of whom had already received academic degrees. In order to teach in the public schools, graduates, although college bred, are required to pass an examination.—(Announcement for 1880–'81 and return for 1879–'80.)

### OTHER NORMAL TRAINING.

Mr. and Mrs. Hailmann's Training Class for Kindergartners, which was opened in 1875 at Milwaukee, Wis., now reports from Detroit, where it had, June 24, 1880, 3 resident instructors and 23 normal students. Nineteen pupils had graduated in the last scholastic year, and 14 were already engaged in teaching. The course of study can be completed in one year; a model school is attached to the institution. A preliminary diploma is given on completion of the course and a final diploma after two years' experience in teaching.—(Return.)

Teachers' courses are reported in 5 colleges. At Adrian there was a 2 years' course; at Albion, 2 courses of 3 and 4 years; at Battle Creek, a 4 years' course and at the opening of each college year an 8 weeks' drill for teachers; at Hillsdale, a normal course lasting 2 years; and at Olivet College, a ladies' course of 4 years.—(Catalogues.)

### TEACHERS' INSTITUTES.

The State superintendent says that until some four years ago teachers' institutes, being considered an expensive luxury, were only held, for the twenty years preceding, at the rate of about ten a year. The institute law of 1877 inaugurated a definite system, embracing an institute each year in every county of the State and a State institute

for the conductors and instructors in these local institutes. The result has been to bring to the service of the State a well trained corps of instructors, who have carried the best methods of teaching and discipline to the teachers of the primary schools, and so have done much to awaken public sentiment to the need of improvement in the rural districts. Training classes in connection with the larger city systems of schools have latterly become an established feature of their work. Public interest in the work of the institutes has steadily increased since 1877, and the interest in the newer northern counties has been especially marked. The whole number held during 1879–'80 was 65; total attendance, 4,482; average at each institute, 69. The State institute was not held in 1880, as the institute of 1879 went over the ground of two years and prepared a syllabus of work for the series of 1879–'80 and 1880–'81.—(State report.)

#### EDUCATIONAL JOURNALS.

The Michigan Teacher, published at Niles (and for a short time at Ypsilanti), dated from January, 1866. The School, published at Ypsilanti, dated from 1872. Both of these monthlies became a part of the Chicago Educational Weekly in January, 1877.

## SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

The establishment of a practicable scheme of secondary education was the work of more than a score of years. Union and high schools were not ingrafted into the Michigan system of education until ten years after the State had an existence. To-day the graded schools are educating nearly one-half of the school population of this State, and they furnish secondary education of a more or less extended character to about 400 communities. The number of graded and high schools reported in 1879–'80 by the township inspectors was 389, an increase of 36 over the previous year; the number of pupils studying Latin was 1,671, Greek 194, French 417, and German 2,332. During the past few years the relation of the high school to the normal school and the university has been more clearly defined by the admission of their graduates to the latter since 1871 and to the former since 1876 on a diploma from any approved school. The feeling has also grown up, says the State superintendent, that the work for the schools of the smaller villages is quite distinct from that of the high schools of the large villages and cities, and he thinks that with the adoption of a ten years' course of study a new era will dawn for the schools of the smaller villages. Some of the cities report as to their high schools as follows: Adrian, a Latin-scientific and a scientific course of 4 years, a Latin and English course of 3 years, and a commercial course of 2 years; Ann Arbor, classical, Latin, English, scientific, and commercial courses; Detroit (by return), 718 pupils enrolled in the high school and 591 in average daily attendance; East Saginaw, 190 enrolled and 145 in average daily attendance; Grand Rapids, English, classical, Latin-scientific, scientific, and engineering, French, and German courses; Muskegon, 2 courses, Latin and English-scientific, of 4 years each; and Saginaw, 89 sittings, 2 teachers, 102 enrolled, with 88 in average daily attendance.—(State and city reports and returns.)

#### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Michigan*, Ann Arbor, chartered in 1836 and organized in 1841, is a non-sectarian institution which, through aid from the State and from the proceeds of United States land grants, offers tuition at very low rates to all who are qualified for admission. It is governed by a board of regents who are elected for 8 years' terms. The university comprises a department of literature, science, and the arts, schools of medicine and surgery, law, pharmacy (dating from 1868, but not recognized as a separate organization until December, 1876), dentistry (dating from 1874), and a homœopathic medical college (from 1875). Women were first admitted to the university in 1870–'71. The admission of pupils from certain accredited high schools without further examination was first tried in 1871–'72; in 1880 there were 16 high schools holding this relation to the university. In 1875 a school of mines was established, and in 1876 a school of architecture, but these were partially discontinued in 1876–'77, owing to a failure of appropriations. Temporary arrangements were made, however, in 1878–'79 for a continuance of the school of mines through that year, but instruction in the school of architecture was still suspended. In the department of literature, science, and the arts different courses lead to the degrees of B. A., B. S., PH. B., B. L.,

C. E., and M. E., but after 1881 the PH. B. will not be conferred and C. E. and M. E. will be given only as second degrees.

Modifications were made in 1878 in the literary and scientific department: elective studies were allowed in all save the engineering courses; a certain number of persons were permitted to take special subjects without studying for a degree; those desiring degrees were required to take a certain number and kind of studies, and any one was permitted to take his degree when the preparation for it was complete, even if in advance of the ordinary time. An English course in continuation of that in some high schools was also introduced. These changes are said to have given a great impetus to the literary department, so that in the following year the number of students was increased about 20 per cent. A professorship of the science and art of teaching was established in 1879, so as to give systematic instruction in pedagogy in this institution. The report for 1880 shows a steady advancement in the great work for which the university was organized. The year was distinguished by largely increased attendance, by decided improvement in the standard of scholarship in all departments, and by order and harmony in the internal working of the university. The total of students in 1870 was 1,110; in 1879–'80 it was 1,427, of whom 448 were in the college proper, the others in the professional schools. This increase is very gratifying, especially as the requirements for admission and graduation were much more stringent in the latter year. There were 138 women attending during the year, and 59 of those in the literary department were candidates for degrees. Since 1841 about 8,000 students have been under instruction here.— (Reports of the university since 1870 and president's report for 1880.)

The other colleges reporting (all giving instruction to women) are Adrian, Albion, Battle Creek, Hillsdale, Hope, Kalamazoo, and Olivet, Grand Traverse having been suspended in 1879 for repairs and completion of buildings. All report preparatory and classical courses; all, except Hope, scientific courses (Albion adding a Greek-scientific and a Latin-scientific course in 1878–'79). Normal courses were found in all but Hope and Kalamazoo; while Battle Creek had a 4 years' normal, with a 4 years' minim department composed of children under 14 and forming a practice school for the normal students to work in. Battle Creek had also a commercial course, and Hillsdale a commercial and telegraphic course. Adrian and Hillsdale Colleges had philosophical courses, while music, drawing, painting, and some of the modern languages enter into the curriculum of the majority. All these colleges were organized before 1870, except Battle Creek, which dates from 1874. For statistics, see Table IX of the appendix; for a summary of them, the report of the Commissioner.

### SUPERIOR INSTRUCTION OF YOUNG WOMEN.

As heretofore stated, coeducation of the sexes is very general in the colleges throughout the State. For institutions especially devoted to young women, see Table VIII of the appendix, and a summary of this in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The Michigan State Agricultural College, Lansing, the first of the existing agricultural colleges of the country, chartered in 1855, was opened to students in May, 1857. The regular course is 4 years, and there are also select and graduate courses. The endeavor is to give students the benefits of daily manual labor, to prosecute experiments for the promotion of agriculture and horticulture, to afford instruction in such courses of study as apply to science in its relations to military pursuits and the various arts of life, and to offer a general education to the farming classes. Horticulture, agricultural chemistry, stock breeding, building, mechanics as applied to implements, surveying, levelling, and the laying out of grounds are taught in the course. The professors take part in winter institutes which are held in various portions of the State under the auspices of the State board of agriculture. The degree of B. S. is conferred on students completing the full college course and passing the proper examinations; that of M. S., on graduates of 3 years' standing who have been engaged for 2 years in scientific studies and have presented an acceptable thesis.—(Catalogue, 1880–'81.)

The University of Michigan and 6 of the colleges report scientific courses. The university course comprises civil, mechanical, and mining engineering, also special and advanced courses in palæontology, zoölogy, botany, physics, astronomy, and chemistry.

For statistics of scientific schools, courses, and departments, see Tables IX and X of the appendix, and the summaries of them in the report of the Commissioner preceding.

### PROFESSIONAL.

*Theological* courses are found in Adrian (Methodist Protestant), Battle Creek (Seventh Day Adventist), and Hillsdale (Free Will Baptist) Colleges. In the first the length of course is not given, but the studies indicate a 3 years' course; in the second there is a

3 years' course, with two years biblical preparatory; in the third, a 3 years' course and a preparatory class. A fair acquaintance with English studies must be shown by all desiring admission to these schools.—(College catalogues.)

A *legal* education is furnished by the law department of Michigan University. The course is 2 years, one term of 6 months each year. A good English education is required for entrance. The students have class recitations and examinations daily in addition to the usual course of lectures. The faculty was strengthened during the year by the addition of a new chair. Students in 1879–'80, 395; graduates, 175.—(Catalogue and return.)

*Medical* instruction is given in the Department of Medicine and Surgery and the Homœopathic Medical College, both connected with the University of Michigan, and in the Detroit Medical College. The first and last are "regular" schools. In these, as also in the pharmacal and dental schools of the State University, there are preliminary examinations for non-graduates. The two schools of the university have had 3 years' graded courses of 9 months each year since 1877 and made these obligatory for 1880–'81. The Department of Medicine and Surgery has also 2 optional courses in physiological and pathological chemistry and in toxicology. Both medical schools report an increased attendance during 1879–'80. In the Detroit Medical College, after the session of 1880–'81, there will be a preliminary examination, an increase of the regular term to six months, obligatory attendance on three regular terms instead of two, the grading of both practical and didactic studies, largely increased practical work during the first two courses, daily clinical work during the entire last course, and a division of students into three distinctly graded classes.—(Announcement, 1880–'81.)

A new medical school, the Michigan College of Medicine, at Detroit, is reported for 1880. Its rank is yet unknown.

The *Dental College* of the University of Michigan, organized in 1875, reports for 1879–'80 a 2 years' graded course, with one of 3 years strongly recommended. The requirements in 1880 were as follows: attendance on 2 full lecture courses of 6 months each, with 3 years of study; a thesis; and satisfactory specimens of dental work, operative and mechanical.

The *School of Pharmacy*, also connected with the university, reported as requirements for graduation a graded course, 2 years of 9 months each; daily recitations and lectures, with daily work in the laboratories of 4 to 5 hours during 3 semesters in analytical chemistry, one semester in micro-botany, and one in pharmacy.—(Announcements, 1879–'80 and 1880–'81.)

For statistics of the above professional schools, reference is made to Tables XI, XII, and XIII of the appendix, and summaries of these in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Michigan Institution for Educating the Deaf and Dumb and the Blind*, Flint, was founded in 1854. Commencing in that year with 12 pupils (11 deaf and dumb and 1 blind), the number has increased until an annual average attendance of 250 has been reached. From 1854 to the close of 1879–'80, the whole number under instruction was 832. Of these, 659 were deaf and dumb and 173 blind. In 1879–'80 there were 243 pupils reported. For several years the attendance has been such as to greatly crowd the institution, so that by an act of the legislature in 1879 provision was made for the removal of the blind. This removal was to Lansing, where in September, 1880, a school was opened with the title of "Michigan School for the Blind." Notwithstanding the withdrawal of this class of unfortunates, the autumn of 1880 found as many deaf and dumb in the institution as would equal the combined numbers of both classes present one year before. The common school branches, including the elements of natural philosophy, chemistry, physiology, astronomy, &c., are taught. The usual industries are continued, except that at the opening of the term in 1880–'81 the broom and basket shops were removed, with the other effects belonging to the blind department.—(Biennial report and return.)

The *Evangelical Lutheran Deaf and Dumb Institution*, Norris, which is under the control of the aid society of that denomination, was founded in 1873. Since that period 70 pupils have been instructed in religion and the common branches, while in 1879–'80 there were 36 pupils and 3 instructors. The average number of years spent in the institution is six; articulation and lip reading are taught.—(Return, and report of the board of corrections and charities.)

The *Class in Articulation for the Deaf*, founded in Aurora, N. Y., in 1871, and removed to Marquette, Mich., in 1879, is under private control. The usual public school branches were taught by one instructor to 3 pupils in 1879–'80.—(Return.)

### EDUCATION OF POOR AND NEGLECTED CHILDREN.

The *State Public School for Dependent Children*, Coldwater, was incorporated in 1871 and organized in 1874. The system in this school is the family and congregate com-

bined. The children work, eat, and attend school together in the main building, but in all other respects form separate families of 25 to 30 members. Since the opening of the school 944 dependent children have been admitted and over 500 have been placed in homes. The average number annually placed in families is about a hundred. Children are admitted between the ages of 3 and 12 years. They are instructed in shoemaking, sewing, knitting, farming, and general housework, in addition to studies equivalent to those from the first primary through the third intermediate grade. All but the youngest attend school 4½ hours each day. In the lowest rooms the instruction is largely oral, with the aid of object lessons. Industrial employments occupy about 3 hours daily. Telegraphy is also taught by one of the boys.—(Report and return.)

The *Detroit Industrial School*, incorporated in 1859, is a private institution in which poor children are taught the common English branches, also to sew and knit and to assist in making their own clothing. The school session is from 9 to 3, and at noon a warm dinner is furnished.—(Report of the board of corrections and charities.)

The *Home of the Friendless*, Detroit, established in 1861, affords temporary shelter to destitute women and girls till they can find employment. It also provides a home and teaching for destitute and homeless children between 2 and 12 years of age. During 1880 there were 155 children instructed and clothed.—(Report of the board of corrections and charities.)

The *Protestant Orphan Asylum*, Detroit, provides, as far as possible, homes in good families for orphan and homeless chilren, whom it prepares for such homes by instruction in the ordinary English branches, as well as in sewing and general housework. Inmates, 40 in 1880.—(Report of the board of corrections and charities.)

*St. Vincent's Orphan Asylum*, also at Detroit, was organized in 1851, but was not incorporated until 1871. Good homes are provided for many children; to those in the asylum various branches of an English education and vocal music are taught. Instruction is also given in sewing, embroidery, knitting, cookery, and general housework.—(Return, and report of the board of corrections and charities.)

*St. Vincent's Male Orphan Asylum*, Detroit, has been in operation twelve years. Its advantages are restricted to boys between the ages of 5 and 12 years, and it is designed to obtain for them homes, for which they are prepared by such education as time will permit to be given.—(Report of the board of corrections and charities.)

### REFORMATORY AND INDUSTRIAL TRAINING.

The *Michigan State Reform School*, at Lansing, opened for the reception of inmates September 2, 1856, had committed to it from that date to September 30, 1880, 2,312 persons, 316 of these being present in 1879–'80. The age of commitment was 7 to 16 up to 1867; subsequently, 10 to 16. By an act of April 28, 1877, the boys were to be kept until their eighteenth year, unless discharged earlier by reason of good conduct. The importance of self control and self respect is impressed on them, and, with the possibility of discharge before them, they seem disposed to conduct themselves well. The institution has gradually changed since 1856 from a prison to a school with no prison-like surroundings. During 1879–'80 the boys made good progress in the school and work rooms, and the institution was in a prosperous condition in every department. Military drill was introduced a few years ago, and the boys are said to have attained great proficiency in the manual of arms and in soldierly bearing.—(Report and history of the institution.)

*Reform School for Girls, Adrian.*—By act of 1879 the sum of $30,000 was appropriated for a site and building for this school. The site chosen was near Adrian, and a building was commenced in the summer of 1880. The institution will probably be opened in the autumn of 1881. The general supervision and government are to be invested in a board of control to consist of four women and two men.—(Report of the board of corrections and charities.)

The *Detroit House of Correction* reported 2,155 inmates in 1880. Among these were 327 who could neither read nor write and 135 who could read but not write. The elementary English branches are taught and several industries. The inmates showed zeal and earnestness in their allotted tasks, and at the closing exercises of the school a number of well written and thoughtful essays were prepared for reading in public. The industries, such as chair, cradle, and bedstead manufacture, were pushed forward with energy, and the articles were reported to be well made.—(Report.)

The *Michigan State House of Correction and Reformatory*, established in 1877 at Ionia, was for males from 16 to 25 years of age. By act of 1879 all limitations as to age were removed and some changes were made as to the class of persons to be admitted. Since 1877, 2,384 persons have been committed to the institution. Of the 886 inmates received during 1879–'80, the justices' courts sent 496 between the ages of 26 and 77. The elementary branches, cigar making, shoemaking, tailoring, and baking are taught, and all who are able are expected to perform some manual labor.—(Return and report of the board of corrections and charities.)

In the *State Prison* at Jackson a department of education was instituted during 1880.

The schedule of studies includes the elementary branches, United States history, bookkeeping, civil government, natural philosophy, physiology and hygiene, and mental and moral philosophy. The regular course will extend over 3 years, and sessions will be held each evening, Sundays excepted.—(Educational Weekly, January 6, 1881.)

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATION.

By act of February 12, 1857, the formation of teachers' associations became a part of the law, yet these gatherings were evidently instituted prior to that date, as the session held at Lansing December 28–30, 1880, is called the thirtieth annual meeting. The opening address for the year 1880 was by Dr. Malcolm MacVicar, the new principal of the State Normal School, on "The teacher and his work." The object of this discourse was to show that the teacher should aim to produce in his pupil three results: power, or the ability "to bring to pass," habit, and knowledge. President C. B. Thomas considered "The association and the educational interests of the State." He said an association should be the heart, to quicken the educational pulse in the remotest district; the ear, to gather notes of progress from every point of the compass; the voice, to cry that the paths of educational progress be made straight. The next subjects discussed were "The proper sphere of the village high school;" "Text books versus better methods in the school room;" "Methods in history;" and "The place of technical grammar in the schools of to-day," in which Prof. I. N. Demmon maintained that grammar cannot be dispensed with if accurate linguists are to be produced. Hon. C. A. Gower, State superintendent of public instruction, chairman of the committee on "needed legislation," presented a number of educational topics, which were largely discussed. The discussion resulted in a general expression of the desire of the association to have the best kind of supervision and much of it; to have a board to examine teachers, this board to be a central State board composed of specialists; to have a different examining and supervising power; and to have the province of the State superintendent enlarged, his pay increased, &c. The evening's session was occupied by Wm. I. Marshall with an illustrated lecture on the Yellowstone National Park. The topics of the last day were "The new botany," by Prof. W. J. Beal, Agricultural College, Lansing; "Primary errors," by W. N. Hailmann, Detroit; and "To what extent do the strictures of Mr. Charles Francis Adams, in the November Harper's Monthly, apply to Michigan superintendents?" by Prof. W. H. Payne, of the University of Michigan. A paper by H. N. French, of Kalamazoo, on the university diploma system, caused animated discussion. The intention of the paper was to show that the diploma system works injustice to those schools not enjoying this privilege. The last paper read, "A study in natural science," was accompanied with practical illustrations. An address on "School boards: their responsibilities to the people and their duties to the schools," by Judge Thomas A. Cooley, of Ann Arbor, appears in the transactions of the association. After the election of officers the meeting adjourned.—(Laws, State report, and Educational Weekly.)

## OBITUARY RECORD.

### PROF. JAMES CRAIG WATSON, LL. D.

This eminent astronomer was born in Elgin County, Canada West, January 28, 1838, of American parents, who soon afterward settled in Michigan. Graduating at the University of Michigan in 1857, he became teacher of mathematics there and assistant in the observatory. He was appointed professor of astronomy, 1859; of physics and mathematics, 1860; and from 1863 to 1878 was director of the Ann Arbor Observatory. In the course of his connection with the university he added 23 new planetoids to the list of those already known, and also discovered the planet Vulcan. He was the author of a number of astronomical works and a valued contributor to many scientific journals. Professor Watson was often called on to take charge of Government expeditions for astronomical observation; he was in this way sent to Mount Pleasant, Iowa, in 1860, and to Wyoming Territory in July, 1878, to observe solar eclipses; to Carlentini, Sicily, in 1870, also to observe an eclipse of the sun; and to Pekin, China, in 1874, to observe the transit of Venus. For his different discoveries and contributions to the world's knowledge he received, in 1870, the award of the gold medal of the French Academy of Sciences; was made member of the National Academy of Sciences, in 1867; of the American Philosophical Society, in 1877; of the Royal Academy of Sciences of Italy, in 1870; and in 1875 Knight Commander of the Imperial Order of the Médjidié, of Turkey and Egypt. The University of Leipzig, in 1870, and Yale College, in 1871, conferred on him the degree of PH. D.; and Columbia College, in 1877, the degree of LL. D. In 1879 he left Ann Arbor to take charge of the new observatory of the Wisconsin State University, at Madison, where he was engaged in astronomical experiments at the time of his death, November 23, 1880, at the age of 43.—(Scientific American, Journal of Education, Teachers' Guide, and Educational Weekly.)

## CHIEF STATE SCHOOL OFFICER.

Hon. CORNELIUS A. GOWER,[1] *State superintendent of public instruction, Lansing.*

[Term, by appointment, from September 3, 1878, to January 1, 1879; by election, from January 1, 1879, to January 1, 1881.]

Other superintendents in the ten years have been Hon. Oramel Hosford, 1865–1873; Hon. Daniel B. Briggs, 1873–1877; Hon. Horace S. Tarbell, 1877–1879, Mr. Tarbell resigning before the expiration of his term.

[1] Mr. Gower has been succeeded by Hon. Varnum B. Cochran; term, 1881–1883.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Youth of school age (5–21) .... | 169,017 | 180,020 | 196,065 | 210,194 | 218,641 |
| Whole enrolment in public schools. *a* | 157,507 | 179,528 | 172,705 | 181,623 | 137,809 |
| Number of these in graded schools. | 17,681 | 13,925 | 23,676 | 23,255 | 34,308 |
| Different pupils in public schools. | 113,983 | 120,352 | 124,583 | 128,902 | 130,280 |
| Average daily attendance in them. *a* | 101,377 | 110,711 | 109,780 | 126,605 | 71,292 |
| Average attendance in graded schools. | ..... | ..... | ..... | ..... | 18,808 |
| Pupils in schools other than public. | 2,622 | 2,900 | 2,724 | 3,814 | ..... |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | | |
| Number of school districts .... | 2,732 | 2,933 | 3,137 | 3,266 | 3,362 |
| Number of these reporting .... | 2,646 | 2,836 | 2,881 | 3,114 | ..... |
| Districts with graded schools.. | 24 | 23 | 42 | 49 | 35 |
| Number of such schools ..... | 251 | 214 | 369 | 151 | 222 |
| Public school-houses reported . | 2,310 | 2,470 | 2,568 | 2,758 | 2,975 |
| Number built within the year . | 228 | 229 | 228 | 276 | 242 |
| Cost of these as completed .... | $170,186 | $150,156 | $203,712 | $253,554 | $208,030 |
| Valuation of all public school property. | 1,758,133 | 1,783,326 | 2,089,201 | 2,338,700 | 2,808,156 |
| Number of different public schools. | 3,803 | 4,207 | 4,356 | 4,610 | 3,085 |
| Average time of such schools in days. | 133 | 132 | 132 | 133 | 120 |
| Schools other than public reported. | 20 | 19 | 28 | 36 | ..... |
| TEACHERS AND THEIR PAY. | | | | | |
| Men teaching in the public schools. *a* | 1,482 | 1,656 | 1,639 | 1,834 | 1,604 |
| Women teaching in the same *a*. | 2,903 | 3,056 | 3,567 | 3,648 | 3,096 |
| Whole number employed *a* .... | 4,385 | 4,712 | 5,206 | 5,482 | 4,700 |
| Average monthly pay of men.. | $37 68 | $37 39 | $37 84 | $41 46 | $41 36 |
| Average monthly pay of women | 25 51 | 24 57 | 26 84 | 28 91 | 28 91 |
| Teachers in schools other than public. | 85 | 93 | 76 | 106 | 564 |
| INCOME AND EXPENDITURE. | | | | | |
| Whole income for the public schools. | $1,112,113 | $1,066,598 | $1,093,706 | $1,254,100 | $1,861,158 |
| Whole expenditure for them .. | 1,011,657 | 990,936 | 942,333 | 1,155,542 | 1,158,447 |
| STATE SCHOOL FUND. | | | | | |
| Amount of such fund available. | $2,544,076 | $2,773,098 | $2,907,624 | $3,030,127 | $3,200,127 |

*a* Including number in both winter and summer

## OF MINNESOTA—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | | Increase or decrease since 1870–'71. | |
|---|---|---|---|---|---|---|---|---|
| 228,362 | 238,362 | 271,428 | ..... | ..... | ..... | | ..... | |
| 203,278 | 231,397 | ..... | 242,480 | ..... | ..... | | ..... | |
| 23,748 | 30,506 | 35,078 | 31,916 | 36,700 | I. | 4,784 | I. | 19,019 |
| 151,866 | 162,551 | 167,825 | 171,945 | 180,248 | I. | 8,303 | I. | 66,265 |
| 130,768 | ..... | ..... | 153,099 | 157,070 | I. | 3,971 | I. | 55,693 |
| 14,094 | 19,519 | 22,779 | 20,448 | 24,372 | I. | 3,924 | ..... | ..... |
| ..... | 9,500 | 10,000 | ..... | ..... | ..... | | ..... | |
| 3,581 | 3,700 | 3,811 | 4,001 | 4,244 | I. | 243 | I. | 1,512 |
| ..... | ..... | ..... | ..... | ..... | ..... | | ..... | |
| 31 | 61 | 78 | 63 | 85 | I. | 22 | I. | 61 |
| ..... | ..... | ..... | ..... | ..... | ..... | | ..... | |
| 3,119 | 3,141 | 3,280 | 3,416 | 3,693 | I. | 277 | I. | 1,383 |
| ..... | ..... | ..... | ..... | ..... | ..... | | ..... | |
| $157,512 | ..... | $399,835 | ..... | ..... | ..... | | ..... | |
| 2,763,463 | $2,999,424 | 3,382,352 | $3,084,026 | $3,156,210 | I. | $72,184 | I. | $1,398,077 |
| 3,329 | ..... | ..... | ..... | ..... | ..... | | ..... | |
| 100 | 84 | 88 | 92 | 94 | I. | 2 | D. | 39 |
| ..... | ..... | ..... | ..... | ..... | ..... | | ..... | |
| 1,487 | 1,711 | 1,757 | 1,797 | 1,874 | I. | 77 | I. | 392 |
| 2,916 | 3,031 | 3,115 | 3,210 | 3,341 | I. | 131 | I. | 438 |
| 4,403 | 4,742 | 4,872 | 5,007 | 5,215 | I. | 208 | I. | 830 |
| $34 80 | $36 75 | $37 52 | $35 78 | $35 29 | D. | $0 49 | D. | $2 39 |
| 29 19 | 28 31 | 28 12 | 27 23 | 27 52 | I. | 29 | I. | 2 01 |
| 410 | ..... | ..... | ..... | ..... | ..... | | ..... | |
| $1,982,642 | $1,181,327 | $1,452,656 | $1,394,738 | $1,528,011 | I. | $133,273 | I. | $415,898 |
| 1,530,883 | 1,181,327 | 1,494,685 | 1,394,738 | 1,706,114 | I. | 311,376 | I. | 694,457 |
| $3,191,042 | $3,278,569 | $3,850,964 | $4,050,730 | $4,449,728 | I. | $398,998 | I. | $1,905,652 |

schools, and consequently many duplicates.

## STATE SCHOOL SYSTEM.

### OFFICERS.

For the common schools of the State there has been during the 10 years included in this report a State superintendent of public instruction appointed by the governor, with consent of the senate, for a 2 years' term. Under him have been county superintendents of schools, appointed in the earlier years of the decade by the county commissioners and from 1877 elected by the people, in each case for a term of 2 years.[1] In common school districts there have been 3 trustees elected by the people for 3 years' terms after the first election, one to be changed each year. In independent districts (which have been allowed since 1865) there have been boards of education composed of 6 directors chosen by the people for terms of 3 years after the first election, one-third to be changed yearly. These boards may elect a superintendent for their schools, who, when chosen, becomes a member of the board ex officio, but without a vote in it. Women may vote for school officers and may hold school offices.— (School laws.)

### OTHER FEATURES OF THE SYSTEM.

The means for the support of the State common schools have come from the proceeds of a State school fund and of a State tax, which was 2 mills on $1 till 1875 and was then made 1 mill; from an optional district tax, not to exceed 9 mills on $1 for schools or $10 for school-houses, in any ordinary case; and from the proceeds of fines, estrays, and liquor licenses. To receive the State money, schools must be free to all resident youth 5 to 21 years of age, must be taught by a duly licensed teacher, must be kept open at least 3 months yearly, and must have had the enrolment of State scholars in them reported to the proper officers. The teachers in them must be duly licensed and must keep and present to the county superintendent and district clerk a register of the scholars taught before they can draw pay for services. Since 1877 the text books for use in them have been furnished by the State at a certain stipulated price.—(Laws of 1869, 1873, and 1877.)

### GENERAL CONDITION FOR TEN YEARS.

During the whole decade a steady stream of population has been flowing into the State, and the increase in public schools, school-houses, and enrolment seems to have fairly met the demand for elementary instruction thus created. The better and fuller education given in systematically graded schools seems also to have kept fair pace with the growth of organized communities, though fluctuating somewhat in the middle period from the financial disturbances of that time.

A high school law, with some features of resemblance to the one which did much to increase secondary training in the State of Maine from 1873 to 1879, was passed in this State in 1877, with a view to preparing students for the State university. Although somewhat defective, it materially stimulated instruction in high school studies, 42 schools receiving aid from it in 1878–'79, against apparently only 20 in the previous year, and these 42 having 1,706 pupils in high school work. But the schools that perhaps most of all need encouragement and stimulus—those of the small districts, with correspondingly small means—have been consigned to short school terms, with ill paid teachers, by the reduction of the State tax for schools from 2 mills on $1 to 1 mill in 1875, a mistake not rectified up to 1880. Before this reduction a great improvement was reported in the general qualifications of the teachers in State schools, and this improvement had secured, as may be seen, a corresponding increase in the average rate of pay. After the lowering of the tax rate the average pay of male teachers went down considerably, and the number of such teachers correspondingly decreased, that of females also falling off considerably. It was not till the last year of the decade that the pay of teachers approximated what it had been in 1873–'74, while the number of both sexes remained less than in that year, though the number of children to be taught and of those actually taught in public schools had meanwhile greatly increased. More pupils to a teacher, with less pay for instruction of this greater number, would hardly seem to indicate as good results, upon the whole, in the last six of the ten years as in the earlier four.

### KINDERGÄRTEN.

As early as 1869 a Kindergarten was established at St. Paul, which, at the last advices, still survived. In 1880, 6 appear to have been in operation at St. Paul, Minneapolis, and Winona, 1 having been established at the last named place in the autumn of that year in connection with the model department of the State Normal School there, with a view to the instruction of the normal pupils in Fröbel's methods. For those reporting, see Table V of the appendix, and a summary of it in the report of the Commissioner preceding.

[1] The county superintendents appointed by the commissioners were to be persons of high moral character and literary attainments, as well as bearers of first class teachers' certificates. For those since elected by the people no qualification, moral or literary, is prescribed.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

Cities organized under the general school law as independent districts must have boards of education composed of 6 directors, 2 of whom, after the first election, are chosen annually by the people for terms of 3 years. Those under special laws (of which there are at least 4) vary as to their school boards—Minneapolis, from 1878, having a board of 7 members; St. Paul, from 1879, one of 12; Stillwater, from 1863, one of 4, with the mayor as president ex officio; and Winona, from 1878, one of 8 members. All these boards delegate to superintendents chosen by themselves the chief executive authority over the city schools.

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Minneapolis | 46,887 | 12,806 | 6,142 | 4,248 | 120 | $108,444 |
| St. Paul | 41,498 | ..... | 4,338 | 3,030 | 96 | 133,399 |
| Stillwater | 9,054 | ..... | 1,006 | 800 | 20 | 24,120 |
| Winona | 10,208 | ..... | 1,713 | 1,166 | 31 | 28,974 |

### ADDITIONAL PARTICULARS.

*Minneapolis* reports for 1879–'80 the possession of 14 school buildings, with 123 rooms for study and recitation and 24 for recitation only, the sittings for study numbering 5,618. These buildings, with their sites, furniture, and apparatus, were valued at $378,762. Instruction in music, drawing, and penmanship was given by special teachers. The pupils in the high school numbered 264, of whom 5 were reported as studying Greek, 219 Latin, and 8 German; class for graduation, 27.—(Return and State report.)

*St. Paul* had 14 school buildings, with 86 rooms and 3,728 sittings for study. Twelve of the buildings were owned by the board. The 14 buildings accommodated 75 schools, and were valued, with other school property, at $251,000. Schools were classified as primary, intermediate, grammar, and high, the whole course covering 12 years, of which 4 belonged to the high school. Each of the 8 grades below this was divided into 2 classes 20 weeks apart in their work, so that promotions were made twice in each year. Several of the Quincy and other approved methods of instruction were adopted during the year; while lessons in botany, zoölogy, physiology, and natural philosophy were arranged for every grade and class, accompanied with as much object teaching as possible. Drawing was taught in the first three grades by the instructor in penmanship, and arrangements were made for teaching music by a specialist in the sixth, seventh, and eighth grades from the beginning of the school year 1880–'81 and for preparing the existing teachers to aid in the instruction to be given in this branch. For the preparation of young persons proposing to teach, a practice class was formed in April, 1880, from graduates of the high school and others possessing certificates of literary qualifications, and by recitations, discussions, practice, and observation they were prepared to some extent for positions in 1880–'81. No less than 30 of the teachers in the city schools in 1879–'80 were said by the superintendent to be graduates of the high school; in which school were, for that year, under 9 teachers, 186 pupils, 15 of them studying Greek, 117 Latin, 54 German. There were 24 in its graduating class.—(State and city reports and return.)

*Stillwater* had four public school buildings, with 11 rooms for primary classes, 6 for grammar, and 2 for high, all affording 1,100 seats for study, and valued, with sites, furniture, and apparatus, at $100,500. Music was taught in them by a special teacher in 1880. Its high school had 53 pupils, 24 of them studying Latin, and was to graduate 7. Its principal served also as city superintendent, but had two assistants. Besides the public schools there were 4 private or church schools, with seats for 600 pupils, with about that number enrolled and about 400 in average daily attendance. (Return and State report.)

*Winona* reported 3 school buildings, with 12 rooms for primary, 12 for grammar, and apparently 5 for high school grades or classes. It employed a special teacher of penmanship. In its high school, under 5 teachers, were 105 pupils, 4 of them in Greek, 44 in Latin, 38 in German, and 13 expecting to graduate. The city school property was valued at $137,500. Besides the public schools, there were 4 private or parochial, but the enrolment and attendance in these are not given.—(Return and State report.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

The 3 State schools for preparing teachers continued in 1880 their work at Mankato, St. Cloud, and Winona under the same general direction of the State normal school board reported in 1879, and with the same 3 years' courses at the first two named and a 4 years' course at Winona.[1] In each of the schools there is an elementary course meant to prepare for teaching in the lower grades of schools, with an advanced course to prepare for teaching in the higher grades, and each has a model school. At Winona, a private Kindergarten in the normal school building formed an additional advantage. The instructors in 1879–'80 at the 3 schools numbered 28; the normal students, including preparatory, 453; model school pupils, 273; graduates of the year, 78. In the autumn of 1880, with like teaching force, the normal students at Winona and Mankato, including preparatory, were 342; model school, 192. St. Cloud did not report these for that time separately.[2]—(First biennial report of normal school board, with circulars of schools.)

### OTHER NORMAL TRAINING.

In the State report for 1878–'79 and 1879–'80 appear statements from the Minneapolis Academy, Minneapolis, and Rochester English and Classical School, Rochester, that the former had a teachers' course, the length of which is not given, and that the latter forms at the beginning of each term a teachers' class for instruction in methods of teaching and for special drill in all the branches required by law. Normal courses were offered also in High Forest Methodist Episcopal Seminary, High Forest; at Wesleyan Methodist Seminary, Wasioja; and at Gustavus Adolphus College, St. Peter; those at the last two being of 3 years.

### TEACHERS' INSTITUTES.

Since 1869 it has been the duty of the State superintendent to organize and hold each year teachers' institutes in such counties as he could. Since March 7, 1873, the requirement has been that in the sparsely settled counties he shall hold as many such institutes as he shall find practicable, each to continue one week at least, and that in the thickly settled ones he shall annually hold as many normal training schools as he shall deem advisable for the benefit of teachers who desire such training but are unable to attend a full course at the State normal schools. In the former case he is to invite the aid and coöperation of the county superintendent within whose county the institute is held, and in all cases is to employ such instructors and lecturers as, with other expenses, will not bring the cost above $100 for a session of one of the first mentioned or $100 a week for the sessions of the second. Since 1876 the superintendent has had in these meetings the aid of instructors from the State normal schools. Sixteen to 20 meetings are held yearly and about 20 per cent. of the teachers are reached. (Laws and State report for 1880.)

### EDUCATIONAL JOURNALS.

From 1867 to 1875 the Minnesota Teacher served as the educational paper of the State and did a useful work. In the latter year it was consolidated with the Chicago Teacher, the title of which was changed to Western Journal of Education. The Northwestern Teacher, started by one of the editors of the former paper at the same place (St. Paul) in 1875, seems to have had a brief life, only one number having reached this Bureau.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Previous to 1877, high schools existed but as higher grades in graded school systems. In that year an act was passed to encourage the formation of high schools and raise their standard, with a view to making them feeders of the university. The report of the State superintendent (who was president of the high school board) for 1880 estimated that there were then "probably some 30" graded schools that had "fixed a definite point of attainment as the beginning of a line of study to be continued through 2 or 3 years as a high school course." But these were not so indicated as to enable any person unacquainted with them to get at their statistics in his table of graded schools. In 5 schools, however, it appears that 27 pupils were studying Greek; that in 46 were 996 studying Latin; that in 11 were 784 studying German; and that in 1, at St. Paul, 38 were studying French.

[1] Mankato and Winona had also preparatory classes.

[2] The school at Mankato secured as principal in 1880 Hon. Edward Searing, long the State superintendent of Wisconsin. The St. Cloud school in 1881 lost its principal through his elevation to the office of State superintendent of Minnesota.

### OTHER SECONDARY TRAINING.

In Tables IV, VI, and IX of the appendix may be found the statistics of business colleges, private academic schools, and preparatory departments of colleges; in corresponding tables of the report of the Commissioner preceding, summaries of the same.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Minnesota*, Minneapolis (non-sectarian), is the State college for classical and scientific training. It organized in 1867 a preparatory department, and in 1869–'70 collegiate work, the latter on a plan including two preparatory and two collegiate years. Beyond this, in 1871–'72, two collegiate years were added to complete the advanced education begun in either a college of science, literature, and the arts, a college of the mechanic arts, or a college of agriculture; eventually also in colleges of law and medicine. These arrangements continued up to 1880, except that in 1874 the lower preparatory year was dropped, as the high schools of the State were thought able to afford the instruction that had been given in it. The professors and instructors in 1870–'71 numbered 10; in 1879–'80, 17. Students in 1870–'71, 321, of whom, however, only 32 were collegiate; in 1879–'80, 308, of whom 159 were collegiate.

Of the other chartered colleges in the State, *Hamline University*, Hamline (Methodist Episcopal), founded 1854, reports collegiate work for the first time in a freshman class of 5, entered for 1880–'81; *Macalester College*, Minneapolis (Presbyterian), chartered in 1874, survived only as to its preparatory department in 1880; and *St. John's College*, Collegeville (Roman Catholic), continued its previously reported course, which, beyond primary and elementary classical studies, had only 2 to 3 years that could well be termed collegiate. *Augsburg Seminary*, Minneapolis (Evangelical Lutheran), opened 1874, appears to have been giving in 1880 essentially the moderate collegiate training which it was established to give to the Norwegian and Swedish youth of that region. *Carleton College*, Northfield (Congregational), organized in 1867, maintained the high standard of admission and instruction that it has had for years, comparing well in this with any college of its means.

All the above mentioned institutions that have gone into collegiate work had in 1880 some preparatory training, and all except St. John's had classical collegiate courses of 4 years. The State University and Carleton College provided a choice between a classical course and a "modern" or "literary" course of equal length, substituting studies in modern languages and literature for Greek. Carleton College had also a 4 years' course wholly English; the university, graduate courses leading to the degree of master of arts, of science, or of literature.—(Catalogues and returns.)

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The University of Minnesota, Carleton College, and Hamline University, all above referred to, admitted young women to their privileges as well as young men. For 2 or 3 other schools offering young women a training substantially collegiate, see Table VIII of the appendix.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The University of Minnesota, Minneapolis, has offered its students, since the beginning of the decade, a scientific collegiate course of 4 years, in which modern languages take the place of Greek, and elementary instruction in natural sciences replaces certain literary studies. Somewhat kindred courses existed in 1880 in Hamline University, Hamline, Augsburg Seminary, Minneapolis, and Carleton College, Northfield. The university, however, in its College of Mechanic Arts, also had what these had not, courses in mechanical and civil engineering and in architecture; in its College of Agriculture, courses of scientific preparation for farming and gardening; all covering with their specific instructions the last 2 years of the collegiate departments after 2 previous years of general collegiate study. For the preparatory class and the first 2 collegiate classes, there was instruction in military science. For statistics, see Tables IX and X of the appendix.

### PROFESSIONAL.

*Theological* instruction, meant to follow an academic or collegiate course, was given in courses of 3 years at St. John's College, Collegeville (Roman Catholic); at Seabury Divinity School, Faribault (Protestant Episcopal); and at Augsburg Seminary, Minneapolis (Evangelical Lutheran). In all 3 some preparatory training was provided for. The first had 29 students under (apparently) 7 professors; the second, 26, under 5; the third, 23, under 3.—(Catalogue, circulars, State report, and return.)

The colleges of *law* and *medicine* that have entered from the first into the plan of the

University of Minnesota had not been organized in 1880; but a "College of Medicine," with 10 professors and a lecture course of nearly 9 months, appeared in the State school report for 1879 and 1880 as existing at St. Paul. Inquiry respecting it indicated that it was termed the St. Paul Medical College and was of the "regular" school. It has since, by union with another organization of the same school, become the Minnesota College Hospital, at Minneapolis, with only 20 weeks of annual course, an examination in high school studies for admission, and an application pending for admission to the American Medical College Association.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND OF THE BLIND.

The Minnesota Institution for the Education of the Deaf and Dumb and the Blind, Faribault, in 1863 began to provide training for the deaf-mutes of the State in school learning and industries, and in 1866 the work was extended to the blind. Of the former class, 258 had been admitted at the date of the report for 1879–'80; of the latter, 53. The total of the deaf for 1878–'79 was 118; for 1879–'80 it was 134; for the two years it appears to have been 140. The blind in 1878–'79 numbered 29; in 1879–'80, 33; total for the two years, apparently, 35. For the deaf there were 7 instructors besides the superintendent; for the blind, 3; the instruction for both being in the common English studies and in such industries as were suited to their several conditions, with lessons in articulation to those of the deaf that could be taught it (33 in all), and lessons in vocal and instrumental music to the blind. The course of study for the deaf, which had been five years, was lengthened to 6 in 1880, with the privilege of 2 years more for such as should be specially approved.—(State report for 1879 and 1880, with biennial report of directors for the same years.)

### EDUCATION OF THE FEEBLE-MINDED.

In the neighborhood of the school for the deaf and the blind, at Faribault, there was established in 1879, under State auspices, the Minnesota School for Idiots and Imbeciles, to instruct those previously sent to the State asylum for the insane. The superintendent and his 8 assistants in 1880 had 20 children under training, physical and mental, in the hope that through it they might be made useful citizens. The results, in respect to improved deportment, the use of articulate speech and written language, are said to have been such as to justify the hope that if the State continues its care these unfortunates may become comforts to their parents and helpers in house and farm work.—(State report.)

### REFORMATORY AND INDUSTRIAL TRAINING.

The Minnesota State Reform School, St. Paul, up to November 30, 1880, had received 467 youth for discipline and training since it opened in January, 1868. Of these, 191 had been connected with it in the preceding 2 years, 83 being received in those years, 67 discharged, 1 released by court, and 3 escaped; present in 1880, 119. The kindly family government of the institution is apparent from the cheerful appearance of the inmates, who are taught the common school branches 4 hours of each week day, and during 4 other hours are engaged in gardening, carpentry, cabinet making, tin smithing, painting, sewing, and such other occupations as may train them to useful industry and honest self support.—(Report and return.)

## EDUCATIONAL CONVENTION.

### STATE ASSOCIATION.

The fifth annual session of the State Educational Association was held at St. Paul December 28–31, 1880, and, though slenderly attended the first evening, was afterwards full and animated. The president's address went to show that steady growth had marked the educational history of the State, and that its teachers and school officers had no reason to be ashamed of the record. But when, soon afterwards, a report from Professor Kieble, of the State Normal School, St. Cloud, brought up a discussion of the Quincy system, although the president denied that the state of things which brought about that reformation existed in Minnesota, there were assertions from several educators of much influence that reformed methods were greatly needed in many sections of the State, and pertinent examples given seemed to prove these assertions to be warranted. A subsequent paper on "Our common schools, courses, and records" detailed shortcomings which the reader had perceived and suggested several improvements, among which was the keeping of a uniform record of intellectual condition in the graded and high schools of the State. Again, several speakers corroborated the views expressed as to the need of large improvements, only one appearing to take the opposite side and favor the system as it was and had been. Then came an address from Professor Pike, of the university, on the industrial education given

there, which he illustrated by exhibiting specimens of mechanical work done by the students under his direction, somewhat after the Russian system. This called forth a commendatory resolution, speaking highly of the work and favoring the system. "The need of better supervision" was harmoniously discussed, many agreeing that, under the law of 1877, which requires no moral or literary qualifications from a county superintendent, unqualified persons too often get into a place which only men of high character and training ought to occupy. Other papers related to "Instruction in governmental ideas," "The Kindergarten the basis of all subsequent instruction," and "The State high school question," on which last a committee appointed the year before made a report in favor of a new and better high school law. The subject was referred to a new committee, with instructions to seek improved legislation on the subject.—(Journal of Education and Educational Weekly, both of January 13, 1881.)

## CHIEF STATE SCHOOL OFFICER.

Hon. D. L. KIEHLE, *State superintendent of public instruction, St. Paul.*

[Term, 1881 to 1883.]

Preceding superintendents in the ten years were Hon. Horace B. Wilson, 1870–1875, and Rev. David Burt, D. D., 1875–1881.

## SUMMARY OF EDUCATIONAL STATIS

| | 1871. | 1872. | 1873. | 1874. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (5–21), white. | ..... | ..... | ..... | ..... |
| Youth of school age (5–21), colored. | ..... | ..... | ..... | ..... |
| Whole number of school age ..... | 304,762 | 317,264 | ..... | 349,813 |
| Whites enrolled in public schools.. | 66,257 | ..... | ..... | ..... |
| Colored enrolled in public schools. | 45,429 | ..... | ..... | ..... |
| Whole enrolment for the year..... | 111,686 | 148,780 | 80,000 | 223,089 |
| Average monthly enrolment, white.. | ..... | ..... | ..... | ..... |
| Average monthly enrolment, colored. | ..... | ..... | ..... | ..... |
| Whole average monthly enrolment. | ..... | ..... | ..... | ..... |
| Average daily attendance, white... | 49,290 | ..... | ..... | ..... |
| Average daily attendance, colored. | 36,040 | ..... | ..... | ..... |
| Whole average daily attendance... | 85,330 | 125,000 | 50,500 | 109,792 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Civil school districts..... | 75 | 76 | 79 | ..... |
| Schools taught..... | 3,450 | 4,650 | 2,000 | 3,486 |
| Average time of schools in days, cities. | ..... | ..... | ..... | ..... |
| Average time of schools in days, country. | ..... | ..... | ..... | ..... |
| General average time..... | 110 | 165 | 110 | 100 |
| TEACHERS AND THEIR PAY. | | | | |
| White teachers employed ..... | 2,256 | ..... | ..... | ..... |
| Colored teachers employed..... | 400 | ..... | ..... | ..... |
| Number of men teaching..... | 1,828 | ..... | ..... | 1,800 |
| Number of women teaching ..... | 828 | ..... | ..... | 2,700 |
| Whole number in public schools... | 2,656 | 4,800 | 1,800 | 4,500 |
| Average monthly pay of men..... | $58 90 | $51 32 | $50 00 | $55 00 |
| Average monthly pay of women... | | | | |
| INCOME AND EXPENDITURES. | | | | |
| Whole receipts for public schools.. | $1,213,248 | $1,242,308 | ..... | $940,000 |
| Whole expenditures for same..... | 869,766 | 1,136,986 | ..... | 1,014,200 |
| STATE SCHOOL FUND. | | | | |
| Amount of permanent fund held .. | $1,950,000 | $1,950,000 | ..... | $1,400,000 |
| Amount of available fund ..... | ..... | ..... | ..... | 700,000 |

## TICS OF MISSISSIPPI—1871 TO 1880.

| 1875. | 1876. | 1877. | 1878. | 1879. | 1880. | Increase or decrease since 1879. | Increase or decrease since 1871. |
|---|---|---|---|---|---|---|---|
| 141,514 | 171,062 | 150,504 | 155,679 | 156,434 | 175,251 | I. 18,817 | ..... |
| 176,945 | 184,857 | 174,485 | 190,211 | 205,936 | 251,438 | I. 45,502 | ..... |
| 318,459 | 355,919 | 324,989 | 345,890 | 362,370 | 426,689 | I. 64,319 | I. 121,927 |
| 78,404 | 76,026 | 84,374 | 101,201 | 105,957 | 112,994 | I. 7,037 | I. 46,737 |
| 89,813 | 90,178 | 76,154 | 104,777 | 111,796 | 123,710 | I. 11,914 | I. 78,281 |
| 168,217 | 166,204 | 160,528 | 205,978 | 217,753 | 236,704 | I. 18,951 | I. 125,018 |
| 65,065 | 65,384 | 63,943 | 82,566 | 88,750 | ..... | ..... | ..... |
| 74,265 | 68,580 | 55,814 | 88,660 | 91,809 | ..... | ..... | ..... |
| 139,330 | 133,964 | 119,757 | 171,226 | 180,559 | 184,888 | I. 4,329 | ..... |
| 40,381 | ..... | 52,672 | 64,318 | 66,381 | 72,881 | I. 6,500 | I. 23,591 |
| 66,514 | ..... | 44,627 | 71,658 | 72,592 | 83,880 | I. 11,288 | I. 47,840 |
| 106,895 | ..... | 97,299 | 135,976 | 138,973 | 156,761 | I. 17,788 | I. 71,431 |
| ..... | ..... | ..... | 77 | 83 | ..... | ..... | ..... |
| 5,550 | 3,170 | 4,041 | *a*4,763 | *a*5,365 | ..... | ..... | ..... |
| 200 | 175 | 200 | 154 | 131 | 77.5 | D. 53.5 | ..... |
| 100 | 80 | 77 | 79.3 | 77.5 | ..... | ..... | ..... |
| 140 | 100 | ..... | 79 | ..... | ..... | ..... | ..... |
| 2,859 | 1,773 | 2,669 | 2,948 | 3,255 | ..... | ..... | ..... |
| 2,109 | 1,005 | 1,459 | 1,813 | 2,112 | ..... | ..... | ..... |
| 2,989 | 1,761 | ..... | 2,746 | 3,577 | 3,411 | D. 166 | I. 1,583 |
| 1,979 | 1,017 | ..... | 2,015 | 1,790 | 2,158 | I. 368 | I. 1,330 |
| 4,968 | 2,778 | 4,128 | 4,761 | 5,367 | 5,569 | I. 202 | I. 2,913 |
| $55 47 | $39 87 | $29 19 | $27 00 | $28 35<br>27 15 | $30 50<br>30 50 | I. $2 15<br>I. 3 35 | D. $28 40<br>D. 28 40 |
| $1,110,249 | $441,422 | $496,987 | $626,268 | $739,915 | $740,036 | I. $121 | D. $473,212 |
| 1,040,600 | 417,760 | 481,215 | 592,805 | 641,548 | 830,704 | I. 189,156 | D. 39,062 |
| $2,068,359 | ..... | ..... | $815,229 | $815,229 | ..... | ..... | ..... |
| 1,068,359 | ..... | ..... | ..... | 287,000 | ..... | ..... | ..... |

*a* Estimated.

## STATE SCHOOL SYSTEM.

### OFFICERS.

A State superintendent of public instruction, elected for 4 years, is president of the State board of education; county superintendents of education are appointed by the State board, after examination by the county board. For each school 3 trustees must be elected annually, except in towns of 1,000 or more inhabitants, where the mayor, aldermen, and county superintendent have control.

### OTHER FEATURES OF THE SYSTEM.

Public schools are sustained from the proceeds of the public school fund, of the sale of lands forfeited to the State, of liquor licenses and fines, with those from poll taxes, not to exceed $2 a head, and district taxes, not to exceed 3 mills on the dollar. White and colored youth must have equal advantages, but must be taught in different schools. Teachers must hold certificates from the county superintendents and be paid according to the grade of their certificates and number of children attending, though not to exceed a certain sum. Text books, agreed upon by the teachers and board of supervisors of each county, cannot be changed within 5 years. The school fund must be apportioned to each county according to the number of children of school age (5–21) therein, provided schools have been taught in these counties for the legal time (4 months).

### GENERAL CONDITION.

The statistics of 1880, so far as we have them, indicate a general improvement over those of 1879, showing an increase of 64,319 in youth of school age, of 18,951 in enrolment, of 4,329 in average monthly enrolment, and of 17,788 in daily attendance. The number of male teachers employed in the public schools decreased 166; that of females increased 368; making a total increase of 202 teachers. Monthly wages paid to men were $2.15 more than in 1879; to women, $3.35 more; both sexes received $30.50 in 1880.

### RÉSUMÉ FOR TEN YEARS.

So far as received, the statistics of the last ten years show a large general improvement: an increase of 121,927 in youth of school age and of 125,018 in yearly enrolment, with 2,913 more teachers employed in the public schools, who received, however, nominally, $28.40 a month less than in 1871. Up to 1879 the female teacher had been paid the same as the male. Then came an increase to men of $1.35 and to women of 15 cents. The disparity in the wages in 1871 and 1880 is accounted for by the fact that formerly payments were made in warrants, which were very much below par, but which are now at par; so that, although their pay is nominally less than it was, they really receive more. The decrease in the public school income of 1880 from that of 1870 is $473,212. The falling off began in 1876, the income of that year being $441,422, against $1,213,248 for 1870 and $1,110,249 for 1875, the year preceding the change.[1] Since 1876 the increase has been gradual, making that of 1880 over that of 1876 $298,614.

### PEABODY FUND.

During the last ten years there was paid from the Peabody fund for the benefit of the public schools of this State the sum of $54,490. This, in the earlier years of this benefaction, was mainly for the benefit of graded school instruction, but in the later years, and especially in the last year, was largely for the training of teachers.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

Under the law of 1878, a town of 1,000 or more inhabitants constitutes a school district, if the mayor and aldermen so choose; and they, acting in conjunction with the county superintendent, constitute a board of appointment, to select from the patrons of each school 3 persons as a board of trustees for such school, who hold office for one year and look after all school interests. In such cases, the county superintendent retains his supervisory powers. Vicksburg (which, according to the census of 1880, is the only city the population of which exceeds 7,500) has 2 trustees of schools for each ward, who hold office 2 years.

### STATISTICS.

Statistics from Vicksburg have not been attainable at the date of going to press. In 1879 there were 2 school buildings, with 21 rooms, valued at $8,650.

[1] During the year 1876 there were three different superintendents, which, with other depressing causes, produced this change in the income of that year.

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

The *Mississippi State Normal School*, Holly Springs, designed for those only who intend to teach, reports 3 resident instructors, 220 students, a 4 years' course, standard of school rising and attendance increasing, attendance being 113 above that reported in 1879. Diplomas were given to 11, and nearly 400 of it pupils are or have been teaching. No charge is made to students, except those from other States, to whom it is $2 a month.—(Catalogue and return.)

*Tougaloo University and State Normal School*, Tougaloo, reports 4 resident instructors, 197 pupils, a 5 years' course, marked improvement in every direction, and an increase in attendance of 101 over that of 1879, largely in the higher grades.[1]—(Catalogue and return.

### OTHER NORMAL TRAINING.

*Whitworth College and Normal School for Young Ladies*, Brookhaven, had a 3 years' normal course, but gives no enumeration of normal students in 1880.

The *normal department of Natchez Seminary*, Natchez, had 14 students in 1879–'80. The course of general instruction is open to all. Those who have the ministry in view or wish to become teachers in the public schools receive special training.

### TEACHERS' INSTITUTES.

The State superintendent, in a letter to the Commissioner, says that, although the school law makes no provision for these means of improving teachers, he has, through aid from the Peabody fund, held meetings annually at such points as would be likely to gather the most teachers, and that several of the county superintendents have done the same for their respective counties. In each case, such help from experienced educators as could be obtained has been secured and has been used to give interest and life and profit to the meetings. It is to be hoped that ere long the State will lend its aid to these efforts to secure a better teaching force.

### EDUCATIONAL JOURNALS.

So far as known, no educational serial has been published in this State since 1876. In February, 1871, a useful monthly, called the Mississippi Educational Journal was established by Capt. H. T. Fisher, at Jackson. In October of that year it passed into the hands of Hon. H. R. Pease, then State superintendent, and was continued by him to the conclusion of volume 1 in February, 1872; whether beyond that does not appear from any information in possession of this Bureau. It was succeeded in the early part of 1874 by the Mississippi Teacher, also a monthly, under the editorship of State Superintendent T. W. Cardozo, which reached the close of its second volume in February, 1876, when it ceased with Mr. Cardozo's superintendency. Both papers, during their brief life, did excellent service, and their loss proves a serious blow to the educational interests of the State.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Since 1878, the law has recognized private academies and colleges having suitable school buildings, libraries of not less than 200 volumes of good literature, and a faculty of good standing as substantially public high schools, qualified to prepare students for the university, and for such students makes an allowance equal to the estimated cost of their instruction in the public schools. Academies and colleges are to make a full monthly report of such students to the county superintendent, and, upon this report, they receive for the month reported $2 for each student. All expenses beyond this must be met by parents or guardians. Such schools and colleges must have a course and text books preparatory to those of the University of Mississippi, so that students may pass from these schools into any class in the university without loss of time or text books. While there are probably public high schools in the cities and large towns, they are not separately reported.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

[1] The State superintendent in his report to the governor says: "This institution, under the care of the American Missionary Association, is doing a most excellent work in the education of the co'ored youth of the State. The management is admirable, its teachers superior, and everything connected with it in excellent condition, as I have had occasion to learn from personal observation."

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Mississippi*, Oxford (non-sectarian), is divided into three departments, namely, a department of preparatory education, one of science, literature, and the arts, and one of professional education. These remain as heretofore reported, the second department including 5 courses of study, 3 of them undergraduate and 2 graduate courses. The college of liberal arts had 212 pupils in 1879–'80; the preparatory, 202. The degree of bachelor of philosophy is given to students who shall have obtained department diplomas or certificates of proficiency in any 7 of the existing departments. Women are not admitted to the university.

*Mississippi College*, Clinton (Baptist), chartered in 1831, reports a preparatory department of 6 years, consisting of a 2 years' primary course and a 4 years' grammar. Its collegiate organization consists of 8 schools, graduation in which depends on attainment, not on time—an arrangement not uncommon in the South. In April, 1881, it had 160 students in its preparatory department, 73 in its collegiate, and 2 graduate students, all men.

*Shaw University*, Holly Springs (Methodist Episcopal), chartered and organized in 1870, admitting both sexes, and *Alcorn University*, Rodney (non-sectarian), organized in 1871, admitting only men, report preparatory courses of from 1 to 3 years, classical and scientific, each 4 years; Shaw, a normal and a law of 3 years each, and a theological course of indefinite time.

*Jefferson College*, Washington, having reached only academic rank, has for several years been reported under its proper class.

### SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Shaw University gives the same advantages to women as to men. Besides this, there were reported several schools devoted to the higher education of young women in 1879. For statistics of such schools reporting in 1880, see Table VIII of the appendix, and a summary of this in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

Scientific courses or equivalent schools are reported in the four institutions before mentioned.

The *Agricultural and Mechanical College of Mississippi*, Starkville, was transferred from the State University under a new charter of February 28, 1878. October 6, 1880, the college opened with over 200 students in a 4 years' course of study.—(Circular, October 27, 1880.)

*Alcorn University*, Rodney, reports a 4 years' agricultural course, with a preparatory one of 2 years. The engineering course noted in 1873–'74 does not appear in the catalogue of 1880–'81.—(Catalogue and return, 1880–'81.)

### PROFESSIONAL.

*Theological* instruction was given, to some extent, in the Shaw University, Holly Springs (Methodist Episcopal); in the Natchez Seminary, Natchez (Baptist); and in the Bishop Green Associate Mission and Training School, Dry Grove (Protestant Episcopal). In the first, 25 students are reported as looking to the ministry; in the second, 31; in the third, 4, and 1 graduate. In none is there a distinct theological course, but instruction is given intended to prepare for ministerial work or for regular seminary courses.—(Catalogue and return, 1879–'80.)

A *school of law* connected with the University of Mississippi reported 20 students in 1880. In 1872, the 2 years' attendance heretofore required was reduced to 1 year. A legal course of 3 years is given by the Shaw University, and 6 students are reported for 1880.

No *medical* school is reported in the State. In 1877–'78, however, 2 students received medical instruction in Shaw University; but no later information respecting it has been received.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Institution for the Education of the Deaf and Dumb, Jackson, reëstablished in 1871, reports a prosperous condition, with 56 pupils. Since its foundation, 123 have received instruction. The usual English branches are taught, with carpentry, vege-

table and ornamental gardening, and farming. No special instruction is given in articulation.— (Return, 1880.)

### EDUCATION OF THE BLIND.

The Mississippi Institution for the Education of the Blind, Jackson, founded in 1852, reports 32 pupils, 12 blind workers employed, and a prosperous condition. The usual English branches are taught; also, broom and mattress making, chair seating, and upholstering.— (Return, 1880.)

## CHIEF STATE SCHOOL OFFICER.

Hon. J. A. SMITH, *State superintendent of public education, Jackson.*

[Term, January 7, 1878, to January 3, 1882.]

The other superintendents since 1870 have been Hon. H. R. Pease, January, 1870, to January, 1874; Hon. T. W. Cardozo, from January, 1874, to March 22, 1876, when he was removed; Hon. T. S. Gathright, April 4 to August 4, 1876, when he resigned; Hon. Joseph Bardwell, for the remainder of the unexpired term of Mr. Cardozo to January, 1878.

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74.*a* | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| White youth of school age | 597,270 | 636,524 | 667,574 | 669,907 | 678,270 |
| Colored youth of school age | 37,173 | 36,969 | 38,243 | 38,447 | 41,916 |
| Total youth of school age *b* | 634,443 | 673,493 | 705,817 | 708,354 | 720,186 |
| White youth in public schools | 325,712 | ..... | ..... | ..... | 379,948 |
| Colored youth in public schools | 4,358 | ..... | ..... | ..... | 14,832 |
| Whole number attending school | 330,070 | 389,956 | 371,440 | ..... | 394,780 |
| Average daily attendance | 187,024 | 208,880 | 210,692 | ..... | 192,904 |
| SCHOOLS AND SCHOOL PROPERTY. | | | | | |
| Schools for white youth | 6,730 | 6,994 | 7,547 | ..... | 7,061 |
| Schools for colored youth | 212 | 227 | 282 | ..... | 326 |
| Total number of schools | 6,942 | 7,221 | 7,829 | ..... | 7,387 |
| Buildings used for school purposes. | 6,387 | 6,608 | 7,224 | ..... | 7,610 |
| Average time of school in days | 90 | 100 | ..... | ..... | 99 |
| Estimated value of school property. | ..... | ..... | $6,774,506 | ..... | $6,771,163 |
| TEACHERS AND THEIR PAY. | | | | | |
| Men teaching in public schools | 5,755 | 5,756 | 6,281 | ..... | 5,904 |
| Women teaching in public schools. | 3,061 | 3,106 | 3,395 | ..... | 3,747 |
| Total number of teachers | 8,816 | 8,862 | 9,676 | ..... | 9,651 |
| Average monthly pay of men | $41 00 | $42 50 | $39 87 | ..... | $38 00 |
| Average monthly pay of women | 30 00 | 31 50 | 30 36 | ..... | 29 50 |
| INCOME AND EXPENDITURE. | | | | | |
| Total receipts for public schools | $1,687,573 | $1,854,180 | $2,117,662 | $2,189,861 | $3,013,595 |
| Total expenditures for public schools. | 1,749,049 | 1,904,997 | 1,638,353 | ..... | ..... |
| SCHOOL FUNDS. *d* | | | | | |
| Estimated amount of permanent school funds. | $4,689,423 | ..... | $3,222,891 | ..... | $7,248,535 |

*a* Statistics not reported, owing to radical changes in the system brought about by the school laws of March, 1874.

*b* School age, 5–21 until 1875–'76; thereafter, 6–20.

*c* Estimated.

## TICS OF MISSOURI—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | | Increase or decrease since 1870–'71. | |
|---|---|---|---|---|---|---|---|---|
| ..... | 520,867 | 650,368 | 663,135 | 681,995 | I. | 18,860 | I. | 84,725 |
| ..... | 32,411 | 37,880 | 39,618 | 41,489 | I. | 2,471 | I. | 4,316 |
| 725,728 | 553,278 | 688,248 | 702,153 | 723,484 | I. | 21,331 | I. | 89,041 |
| ..... | 349,685 | 428,975 | 428,992 | 454,218 | I. | 25,226 | I. | 128,506 |
| ..... | 14,504 | 19,208 | 20,790 | 22,158 | I. | 1,368 | I. | 17,800 |
| *c*394,848 | 364,189 | 448,183 | 449,782 | 476,376 | I. | 26,594 | I. | 146,306 |
| *c*181,432 | ..... | ..... | *c*207,422 | *c*219,132 | I. | 11,710 | I. | 32,108 |
| 7,257 | 7,371 | 7,849 | 7,645 | 8,149 | I. | 504 | I. | 1,419 |
| 338 | 369 | 434 | 450 | 492 | I. | 42 | I. | 280 |
| 7,595 | 7,740 | 8,283 | 8,095 | 8,641 | I. | 546 | I. | 1,699 |
| ..... | 7,914 | 8,266 | 8,010 | 8,547 | I. | 537 | I. | 2,160 |
| 60 | ..... | 99 | 100 | ..... | ..... | ..... | ..... | ..... |
| ..... | ..... | $8,321,399 | $9,000,000 | $7,353,401 | D. | $1,646,599 | ..... | ..... |
| 5,904 | 5,760 | 6,239 | ..... | 6,068 | ..... | ..... | I. | 313 |
| 3,747 | 3,700 | 5,060 | ..... | 4,379 | ..... | ..... | I. | 1,318 |
| 9,651 | 9,460 | 11,299 | 11,268 | 10,447 | D. | 821 | I. | 1,631 |
| $30 00 | ..... | $36 36<br>28 09 | $35 00<br>30 00 | ..... | ..... | ..... | ..... | ..... |
| $1,773,465 | ..... | $3,424,408 | $3,188,489 | $4,020,860 | I. | $62,671 | I. | $2,333,287 |
| 2,374,961 | ..... | 2,406,133 | 3,069,454 | 3,152,178 | I. | 82,724 | I. | 1,403,129 |
| $7,300,804 | ..... | $7,278,503 | $7,542,226 | $8,950,806 | I. | $1,408,580 | I. | $4,261,383 |

*d* The amounts given in the table are such as were reported to this Bureau for the years indicated. A table in the State report for 1880 gives somewhat different figures from 1874 on, the preceding years not being tabulated: in 1874, $5,703,425; in 1875, $7,414,279; in 1876, $7,352,337; in 1877, $7,215,414; in 1878, $7,778,659; in 1879, $7,592,707.

## STATE SCHOOL SYSTEM.

### OFFICERS.

In 1870 the school system was administered by a State superintendent of public schools, elected for 4 years, and a State board of education, with the same term; by county superintendents, elected for 2 years; by township, city, and village boards of education; and by 3 school directors in each subdistrict, serving for 1 year terms. In 1875 county superintendency was abolished, but the incumbents of the office were to report as county commissioners; township boards were done away with; and each school district was made a body corporate, the district clerk reporting to the county officers; and the term of office of the local directors was changed from one year to three years. In 1879–'80 the officers were a State superintendent of public schools and a State board of education, with 4 years' terms; county commissioners, elected for 2 years; boards of school directors, 3 for each country district; and boards of education for cities and villages, 6 in number, elected by popular vote for terms of 3 years, with change of one-third each year.— (Laws.)

### OTHER FEATURES OF THE SYSTEM.

By the constitution of 1865 all children of school age (5–21) were entitled to free instruction in the public schools, and although separate schools for children of African descent were allowed, it was required that "funds provided for the support of public schools" should be "appropriated in proportion to the number of children, without regard to color."[1]

A public school fund was formed, the annual income of which, with so much of the ordinary revenue of the State as should be necessary (the limit is 25 per cent. since 1875), was to be appropriated for the establishment and maintenance of free schools. If this fund was insufficient to maintain schools at least 3 months, and possibly 4 (4 to 6 months being the limit from 1870 to 1875,) local taxes were authorized. These taxes since 1875 were not to exceed 40 cents on the $100 valuation, except that by a majority vote of the taxpayers 65 cents are allowed in certain districts and $1 in districts composed of cities and towns. Taxes (not to exceed 2 per cent. in 1870 and 1 per cent. in 1879) were to be allowed also for building purposes in the different districts. The apportionment of the school fund is made to the different counties according to the enumeration of school population therein. The school age was 5–21 until 1875–'76. Then the new constitution made it 6–20, but, under the laws of 1879, the apportionment continues to be based on the annual returns of youth between 5 and 21 years. By the constitution of 1875, school moneys are forfeited if the schools are not taught three months, but the State superintendent says that the law now requires the public schools to be maintained for at least 4 months every year, although there is no forfeiture of money if they are taught only 3 months. The school month is considered to be 4 weeks, 5 days each week, 6 hours each day. Teachers are required to hold certificates from the proper authorities as to their qualifications and to report all required statistics every month or forfeit their pay. County uniformity of text books has been secured for the schools since 1875 by the selection of a list of such books every five years at a convention of the several school boards within the county.— (Constitutions and laws.)

### GENERAL CONDITION.

Superintendent Shannon reports the schools much improved, public sentiment in their favor very healthy, and the educational outlook good. He says that this improvement has been continuous for several years, and that it may be maintained and increased by a few changes in the school law. The county commissioners report their counties supplied with a better class of teachers than formerly, and that greater interest in the schools is manifested by the patrons and communities at large. In cities and towns an advance from a 4 or 5 months' school term to one of 8 or 9 months is reported. In place of old school-houses and rented rooms, substantial buildings are going up. The number of institutes has been materially increased within two years, and the papers and speeches of different persons at the State teachers' associations indicate marked interest in school affairs in the various sections of the State. Notwithstanding the advance noted above, the superintendent states that Missouri has not yet been able to so utilize her means and opportunities as to reap the largest possible advantages therefrom. There is still great conflict on many points between the laws and the constitution. This and the lack of properly qualified county officers, superadded to neglect to report of such as there are, cause a somewhat chaotic state of things. The law requires county officers to furnish their reports for the school year in April, while normal schools report to June, and institute work is reported to December. All this tends to prevent a true knowledge of the real progress in school matters throughout the State, while it naturally creates great distrust of school statistics. The superintendent adds that, with a certain school year agreed upon for all divisions

[1] Since 1870 separate schools for colored youth have been required whenever more than 15 children of school age are found in city, village, or district, and contiguous districts may unite for such advantages.

of educational affairs and with the proper supervisory control in each county, the educational condition of each county, and consequently of the State, will be easily ascertainable.—(State report.)

GENERAL REVIEW OF THE SCHOOL SYSTEM.

The school system of Missouri dates from 1824, with a revision of the statutes in 1835; but after the war, the slaves having been emancipated and raised to the rank of citizens, a new constitution was formed. This constitution of 1865 and the statutes of 1866 paved the way for good schools for both white and colored, with a preference given to colored teachers in the schools for that race. Incorporated cities, towns, and villages were also allowed to organize for school purposes, with special privileges, under boards of education of 6 directors. 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 to be free to the children of residents of the district. Provision was made for the organization and support of the university, and for the reorganization, support, and maintenance of schools for all children of school age. From a school population in 1867 of 476,192 and an enrolment of 169,270 under charge of 6,262 teachers in 4,840 schools, the numbers became, in 1870, children of school age, 609,259; enrolled, 280,472; teachers, 7,881; schools, 7,547. In 1867 there were 4,135 school-houses, valued at $1,480,720; in 1870, 6,954 buildings, valued at $3,441,411. A normal school law was enacted in 1870, by which the establishment of 2 State normal schools north and south of the Missouri River was aided; the Lincoln Institute was also constituted a State normal school for the training of colored teachers. In 1871 and 1872 the reports of county superintendents indicated that the common schools had almost universally increased in strength, and had grown in favor with the people. The reports from the colored schools showed that where they had been efficiently conducted the children displayed a commendable eagerness and ability to learn. From 212 schools for this race in 1871, the number increased to 282 in 1873. A rapid spread of graded schools was referred to in 1873, accompanied by a corresponding improvement in public instruction. The subject of compulsory attendance agitated the people in this year, but as 308,215 of the school population were unprovided for it was thought advisable to build school-houses before compelling children to seek schooling when there were no accommodations for them. Very little can be said of the schools in 1874, as the formation of a new constitution and the creating of new laws interfered with the reports. These laws made features mandatory which were formerly permissive. Better schools grew out of this; yet, although much was accomplished in the years following, the school laws have seemed to be inefficient and unsatisfactory and the means of executing these laws quite inadequate.—(State reports for the years indicated.)

KINDERGÄRTEN.

In 1879–'80 there were 226 Kindergarten teachers in St. Louis, 7,828 pupils on the rolls, with an average daily attendance of 3,760. Since April, 1880, children have been admitted to these schools at the age of five. A Kindergarten was begun in 1880 in connection with the Elizabeth Aull Female Seminary, at Lexington. For statistics of all reporting, see Table V of the appendix, and a summary in the report of the Commissioner preceding.

## CITY SCHOOL SYSTEMS.

OFFICERS.

A general law for cities, towns, and villages provides for the election of 6 directors of public schools, who choose a president, secretary, and treasurer of their own number, and thus organized form a corporate board of education. Certain cities, however, are under special laws, and in these the number of the board varies; in St. Louis it is composed of 1 member from each ward and in St. Joseph of 2 from each ward. A city superintendent of schools is chosen by the board, which officer at St. Louis selects 2 assistants.—(School laws.)

STATISTICS. *a*

| Cities and towns. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Hannibal | 11,074 | 3,549 | 2,018 | 1,329 | 29 | $16,583 |
| Kansas City | 55,787 | 15,275 | 6,593 | 3,739 | 73 | 101,964 |
| Sedalia | 9,561 | 2,877 | 1,843 | 1,210 | 23 | 16,255 |
| St. Joseph | 32,461 | 8,908 | 3,820 | 2,579 | 58 | 48,522 |
| St. Louis | 350,522 | 106,372 | 51,241 | 34,319 | 953 | 848,153 |

*a* For the sake of uniformity these statistics are taken as far as possible from the State report. The expenditures are, however, from city reports and returns, except in the case of Sedalia.

ADDITIONAL PARTICULARS.

*Hannibal* reports its graded schools, 29 in number, housed in 11 buildings (2 of them rented) valued at $38,700. An increase over the previous year in enrolment, attendance, length of school term, and number of teachers is reported. In the 6 colored schools there were 420 pupils.—(State report.)

*Kansas City* reports 9 schools for white and 1 for colored pupils in 11 buildings, 10 of them belonging to the district and valued at $160,000. Of the 73 school rooms 8 were added during the year to accommodate the 1,284 additional pupils enrolled. The schools were taught 200 days; 3,300 pupils were reported as not tardy and 155 neither absent nor tardy. The schools are said to grow in favor from year to year; the percentage of attendance is larger; the changes in text books produced beneficial results; and considerable attention was given during the year by a number of teachers to the formation of a correct taste by reading the best authors. Evening schools were attempted, but, although rapid and satisfactory progress was reported in two of these schools, the experiment was not on the whole a success.—(State and city reports.)

*Sedalia* had 1,501 white and 342 colored pupils enrolled in 3 schools for the former and 1 for the latter race. The 6 school buildings, 2 of them rented, held 1,265 sittings. The value of school property was $65,000.—(State report.)

*St. Joseph* reports 20 school-houses occupied by high, district, and colored schools. Of this number 11 are owned by the board and these are valued (with furniture, books, and apparatus) at $131,260. Two special teachers were reported in 1879–'80, the one for penmanship, the other as supervisor of primary instruction. The school term was 198 days. In the private and parochial schools were 730 pupils. Since 1870 the uniformity in the percentage of attendance on the average number belonging has been remarkable. In 1870 it was 92 per cent.; in 1871, 91 per cent.; in 1872, 1873, and 1874, 90 per cent.; in 1875, 89 per cent.; in 1876 and 1877, 91 per cent.; in 1878 and 1879, 92 per cent.; and in 1880, 91 per cent.—(City report and return.)

*St. Louis* reports an increase in enrolment and attendance over the previous year and an average yearly increase in enrolment since 1867 of about 2,500; 61 white and 12 colored schools in 103 buildings (10 of which are rented), valued at $2,844,209; the average salary of teachers a year, $661.93; the highest salary paid, $2,600; the lowest, $125. The number of sittings for study is 47,099, and of these 4,539 were in 29 evening schools, at which there was an average nightly attendance of 2,128, and 200 in a city normal school. Since April, 1880, no child under 6 can be admitted to the primary grades. Music, drawing, penmanship, and German are taught by special teachers. School was taught 197 days. A gradual decrease in tardiness has been noted for several years, the highest standard of punctuality being reached in 1879–'80. In the private and parochial schools an enrolment of 19,000 is reported.—(State and city report and return.)

## TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

This State has shown her appreciation of the connection between skilled teachers and good schools by establishing and maintaining 5 professional or normal schools, one a department of the University at Columbia (established in 1849), one each at Kirksville (in 1867), Warrensburg (in 1871), and Cape Girardeau (in 1873), and the Lincoln Institute, at Jefferson City (in 1866). The three schools at Cape Girardeau, Kirksville, and Warrensburg are organized and managed on the same basis. Their boards of regents agreed upon a plan of admission, course of study, examinations, and graduation, and have followed it harmoniously and successfully for several years. The graduates are much sought after, and when once employed are retained by the same school boards as long as possible. On completion of the full course of 4 years in these 3 schools—the courses include both elementary and advanced departments, as fully described in the Report of the Commissioner of Education for 1879—diplomas are given which permit the holders, at the option of the State superintendent, to teach in any of the schools of the State without further examination.

The normal school of the University of the State of Missouri reports a 6 years' course corresponding, until the senior year, with the four academic courses; in the last year pedagogics is added. A summer normal has been also held. The Lincoln Institute, for the education of colored teachers, organized in 1866, requires 8 years to finish its full course in both preparatory and normal departments. This school was a private one in which the State maintained a normal department until the general assembly paid off its debt in 1879. It is now a State institution and is in a prosperous condition. (State report, catalogues, and returns.)

OTHER NORMAL TRAINING.

The *St. Louis City Normal School*, founded in 1857, is a special school established for the specific purpose of training lady teachers for the St. Louis schools, and it is

said that more than four-fifths of all the city teachers are graduates therefrom. The length of course was 2½ years until recently; it is now reduced to one year, but 4 years of successful high school work are required as a preparation for admission.

The *Female Orphan School*, Camden Point, has no normal department, though it reported last year that its main object was to prepare students to be teachers.

The *Newton County Normal School* was to be opened at Granby on March 15, 1880, its object being to elevate the standard of education in the county.

The *Northwest Normal*, a private school organized in 1876 at Oregon, was reported in a prosperous condition in 1879–'80.—(State report, return, and circular.)

Normal courses were also reported in 1879–'80 at La Grange College, La Grange; Drury College, Springfield; Stewartsville College, Stewartsville; and Central Wesleyan College, Warrenton.—(Catalogues.)

### TEACHERS' INSTITUTES.

The law requiring attendance at county institutes was abolished in 1874, and although repeated attempts to organize and maintain these meetings have since been made, they still continue to be voluntary associations, except in Jasper County. In 1880 there were 91 institutes held in 52 counties, some counties holding both township and county institutes. The length of these meetings varied from one day to four weeks. In some counties, where there were short sessions of two or three days, normal institutes are to be held in 1881.—(State report.)

### EDUCATIONAL JOURNALS.

The State superintendent reports that the teachers of the State, as a class, are reading educational news and literature more than formerly. He gives, as a list of educational journals published in Missouri, the American Journal of Education, St. Louis (the oldest and most widely circulated); the Missouri Teacher, edited by Professor Barnard, of the First District Normal, at Kirksville; the Normal Worker, at Cape Girardeau; the School and Scholar, at East Lynne, Cass County; Our School, edited by the principal of the Charleston (Mississippi County) graded school; and The Western, a bimonthly, "devoted to the interests of literature, art, and education," edited by H. H. Morgan, of the St. Louis Central High School.—(State report.) This last, however, has usually contained little educational matter.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The laws of 1877 authorized the establishment in city, town, or village of an adequate number of primary schools, and also a suitable number of schools of a higher grade; this to be done by the boards of directors as soon as the means permitted. This law is still in force, but the number of such schools is not reported in 1879–'80. The high school departments of the different cities are reported as follows: Kansas City, a 4 years' general course and a 4 years' classical course; St. Joseph, 1 high school, with 158 pupils enrolled. St. Louis reports 1,390 sittings, an enrolment of 960 high school pupils, and an average daily attendance of 724. In 1879–'80 for the first time 2 classes were graduated, 29 pupils in January, 61 in June. The relation of the branch schools to the central school was changed for the session of 1880–'81, the branches being reduced from 6 to 3 and placed under the supervision of the principal of the central school. The principals of the branch schools rank as first assistants and while responsible for the conduct of the separate schools adopt the policy of the central school. The promotions in the branch schools are as in the central school: a satisfactory examination, with 60 per cent. as a minimum in each study.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix following; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### UNIVERSITIES AND COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of the State of Missouri, at Columbia, was chartered in 1839 and organized in 1840. Founded under the constitution of 1820, the work went on at considerable disadvantage—partly from the lack of State aid—until, by the constitution of 1865 and the subsequent laws of 1865, provision was made for such a State university as was needed. In 1867 aid was first given by the State. Between that date and 1871, the land grant fund for a college of agriculture and mechanic arts was united to the university fund. The agricultural and mechanical college was connected with the

State university by act of February 24, 1870. To facilitate reorganization and a new arrangement and classification of studies, all chairs of instruction (except that of president) were declared vacant on July 1, 1871. From this reorganization a measurably complete system was developed, so that in 1873 the university consisted of the college proper (the studies of which were adjusted in 4 courses, of arts, science, letters, and philosophy) and the following professional schools: the normal college (opened September, 1868), the agricultural and mechanical college (opened September, 1870), the school of mines and metallurgy, at Rolla (November, 1871), the college of law (October, 1872), the medical college, "regular" (February, 1873), and the department of analytical and applied chemistry (May, 1873). The governing power of the university was early invested in a board of curators. This board, which in the first part of the decade consisted of from 22 to 24 members, was reduced to 9 in 1875–'76. Other minor changes were noted from year to year, until 1876–'77, when 10 academic schools (including 5 in science and 5 in languages) and 7 professional schools were reported. These last were of agriculture, pedagogics, law, medicine, mining and metallurgy, civil engineering, and art. In 1879–'80, a school of military science and tactics was added to the other schools and a spacious observatory was erected on the college campus and furnished with a fine telescope. The number of students in 1879–'80 was greater than at any other period since the organization of the university. The increase at Columbia was from 204 in 1870 to 484 in 1880, with 71 additional at Rolla.[1] The number of graduates of the professional schools increased from 3 in 1870 to 52 in 1879; of the academic schools, from 8 in 1870 to 17 in 1879.—(Reports of curators for the different years.)

Of the 15 other colleges in this State (most of which report for 1879–'80) all were in existence prior to 1870, except Lincoln College, chartered and organized in 1870, and Drury College, chartered and organized in 1873. St. Joseph College (which reports 177 pupils preparing for the scientific course and 3 graduates as master of accounts) was organized in 1867, but not chartered until 1872, while Stewartsville College dates its organization from 1863, although it was not chartered until 1879. Many of the Missouri colleges and universities are arranged in schools; nearly all have classical and scientific courses; all have preparatory courses, which often descend to primary branches; Christian, St. Louis, and Washington Universities and St. Vincent's, La Grange, Stewartsville, and Central Wesleyan Colleges have commercial courses. Lewis College and Pritchett School Institute were consolidated in June, 1880, but separated, to continue on their former basis, prior to the opening of the fall term. St. Louis University reported, in addition to the regular college courses, a graduate course of lectures (in mental and moral philosophy, anthropology, and history) introduced in October, 1879. Washington University reported 4 years' courses in arts and philosophy, 5 courses of 4 years each in the polytechnic school, and a 3 years' course in the manual training school.[2] The school of art and design is said to be developing itself into a St. Louis School of Fine Arts, although as a department of the university. In the special classes of the art school were 120 pupils in addition to those from the academy and polytechnic school.—(Catalogues and returns.)

For further information in regard to these colleges and universities, see Table IX of the appendix, and a summary thereof in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Ten of the colleges and universities enumerated above give equal privileges to both sexes. For institutions especially designed for women, see Table VIII of the appendix. For a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *Missouri Agricultural and Mechanical College* (connected with the University of Missouri), Columbia, reports a course of study comprising 10 semesters. The first 2 semesters are occupied by the preparatory course; the next 4, by the course in horticulture; the course in agriculture includes that of horticulture and covers 2 more years. Completion of the course in horticulture is evidenced by a certificate from the faculty; that of agriculture leads to B. AG., while, by a special regulation, any student of the university can enter any of the classes of the agricultural college for the study of any particular subject and be excused when that subject is finished. Such students receive testimonials of standing from the dean of the college.

The *Missouri School of Mines and Metallurgy*, at Rolla, gives instruction preparatory to the regular technical course and has 3 years' courses in civil and mining engineering. A course of 3 years also leads to PH. B., and an optional course includes book-keeping, Latin, Greek, English, and German, land surveying, &c.

[1] Forty-one students of the normal institute do not seem to be included in this number.
[2] See Industrial Training, under Special Instruction.

The *Polytechnic School of Washington University*, St. Louis, reports courses in civil and mechanical engineering, chemistry, mining and metallurgy, building and architecture, and in science and literature. These courses extend through 4 years; similar during the first two years, they then diverge more or less. All the shops of the Manual Training School are open to students of the polytechnic classes, and systematic instruction is given in the use of the more common hand and machine tools.—(Catalogues, 1879–'80.)

For statistics, see Table X of the appendix, and a summary in the report of the Commissioner preceding.

### PROFESSIONAL.

*Theological* instruction is given in Christian University (Christian), St. Vincent's College (Roman Catholic), Central College (Methodist Episcopal South), Lewis College (Methodist Episcopal), La Grange College (Baptist), William Jewell College (Baptist), Central Wesleyan College (Methodist Episcopal), and a course of biblical studies is found in Pritchett School Institute. The regular theological schools of the State are the Jeremiah Vardeman School of Theology, Liberty (connected with William Jewell College), and the Concordia College Seminary, an Evangelical Lutheran school at St. Louis. Both of these have 3 years' courses, while the latter requires the students to show their qualifications for admission as students for the ministry prior to entering.—(Catalogues and returns.)

*Legal* instruction is given to candidates who pass the proper examinations in the Law School of the Missouri University and in the St. Louis Law School. Both report courses of 2 years; in the former, of 31 weeks a year; in the latter, of 36 weeks. The graduates in 1880 of this department of the State University were 12; of this department of Washington University, 23.—(Catalogues and returns.)

*Medical* instruction is given in the following 5 "regular" schools: the medical department of the Missouri University, which has a required graded course with 2 terms of 9 months each and requires an examination in English prior to entering the junior class; the Kansas City College of Physicians and Surgeons, which requires 3 years of study and attendance on 2 lecture courses of 21 weeks each year; the St. Joseph Hospital Medical College, which offers a 3 years' graded course and requires 3 years of study and attendance on 2 courses of lectures of 20 weeks each; the Missouri Medical College, St. Louis, offering a 3 years' graded course and requiring 3 years of study and attendance on 2 lecture courses of 5 months each; and the St. Louis Medical College, which also requires 3 years of study in a graded course and attendance on 2 lecture courses of 6 months each, students also being obliged to pass an examination prior to entering the middle or senior class.—(Catalogues and returns.)

The American Medical College of St. Louis (eclectic) requires 3 years of study and attendance on 2 full lecture courses of 5 months each, or the reading of medicine 2 years and attendance on 4 courses of lectures, with intermediate reading.

The St. Louis College of Homœopathic Physicians and Surgeons began its first annual course of lectures September 28, 1880, admitting women and offering an optional 3 years' graded course. It requires 3 years of study and attendance on 2 courses of lectures of 5 months each. An examination prior to entering the scientific (second) class is announced.

The Missouri Dental College, St. Louis, offered a 3 years' graded course in 1878–'79 and announced that this would be required of all students entering after that session, but seems to have receded from this position, and in 1879–'80 required (after passing a preliminary examination) attendance only on a 2 years' lecture course of 5 months each year.— (Circulars and returns.)

Two other dental colleges, the Kansas City Dental College, Kansas City, and the Western College of Dental Surgeons, St. Louis, are referred to in the Dental Cosmos as existing in 1879–'80.

The St. Louis College of Pharmacy requires 4 years' service with an apothecary and attendance on 2 graded lecture courses of 5 months each.

For statistics of the professional schools, see Table XI, XII, and XIII of the appendix, and summaries of these in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The *Missouri Institution for the Education of the Deaf and Dumb*, Fulton (founded in 1851), reports 291 pupils in 1879–'80, of whom 39 had completed the 8 years' term prescribed by law. Articulation, lip reading, the common English branches, printing, cabinet making, shoemaking, and dressmaking are taught. Since the foundation 714 pupils have been taught here. Four years ago the age of admission was from 7 to 30, with ten years of instruction allowed; since then the limit is 9 to 21, and the course 8 years. The average number of years spent in the institution is, however, six.—(Return and report).

The *St. Louis Day School for Deaf-Mutes* (which was opened December 2, 1878, and is under the control of the board of public schools) reports 59 pupils received since the foundation and 40 under instruction in 1879–'80.

### EDUCATION OF THE BLIND.

The Missouri School for the Blind, St. Louis (founded in 1852), reported 98 pupils in 1880, who were taught sewing, fancy work, broom, box, and brush making, cane seating, mattress making, and doubtless the common branches, though no report is made as to this. The number of instructors and other employés was 20, 3 of them blind. (Return.)

### TRAINING OF NURSES.

The Missouri School of Midwifery, St. Louis, was incorporated and organized in 1875. In 1880 there were 3 instructors and 16 pupils. Since 1875 there have been 180 persons trained here, while 143 have graduated.—(Return.)

### INDUSTRIAL TRAINING.

The *Manual Training School of Washington University*, St. Louis (fully described in the Report of the Commissioner of Education for 1879), has a course of instruction covering 3 years, and the school time of the pupils is about equally divided between mental and manual exercises.—(University catalogue.)

Two industrial schools, the *Blind Girls' Industrial Home* and the *Girls' Industrial Home*, both in St. Louis, are in existence, but have not yet reported for 1879–'80.

### HOMES FOR ORPHAN OR DEPENDENT CHILDREN.

Information has been received up to date from 7 such institutions. They are as follows: the Catholic Protectorate of St. Louis, Glencoe, reporting 36 inmates; the Home of the Friendless, St. Joseph, 31; St. Joseph's Convent of Mercy, St. Louis, 30 girls "in industrial school;" Episcopal Orphans' Home, St. Louis, 50 in number; St. Joseph's Male Orphan Asylum, St. Louis, 280 boys; St. Bridget's Half Orphan Asylum, St. Louis, 120 girls; and the German St. Vincent's Orphan Asylum (or association), also at St. Louis, reporting 126 inmates. All teach reading, writing, and arithmetic. Sewing and housework are generally taught, and in the Episcopal Orphans' Home Kindergarten instruction is given. Drawing is taught at St. Bridget's; drawing and music at St. Vincent's.—(Returns.)

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATIONS.

The superintendent of public schools states that 5 distinct associations of teachers of the white schools have been established. These are the State association proper and four auxiliaries in different sections of the State. The last are for the purpose of accommodating teachers who are too far away from the general association. The auxiliary meetings were instituted 3 years ago, and they are found to be especially beneficial to teachers of the different localities. Inasmuch as they know more of the condition and educational needs of their districts, the teachers, by means of these meetings, are stimulated to a healthful rivalry in institutes and associations. In addition to the five associations above named, the colored teachers have established one for the State, which meets annually. Many white teachers and educators attend these meetings and participate in the proceedings. These associations are all largely attended by instructors from the leading private and denominational schools, and the former estrangement between public and private school interests seems to have nearly disappeared.

The *Missouri State Teachers' Association* met at Columbia June 22–24, 1880, with Dr. Morrison, president of Drury College, in the chair, and Miss Grace C. Bibb as secretary. The meeting throughout was said to be characterized by the introduction of the most practical topics for discussion. The results showed harmonious and brotherly feeling in every department of education, from the district school to the university, from the academy to the college. Many of the prominent educators of the State were present, as also many well known citizens. Among the addresses of the occasion was to be one by Wm. T. Harris, LL. D., on "The press as an educator." Reports are lacking as to the subjects treated, but the following recommendations to the legislature were made: to reëstablish the office of county superintendent of schools; to make the minimum school term 6 months; to establish a system of county normal institutes, regulated and controlled by law; to provide for the maintenance of normal schools and the State university; and to see that the course of study be so adjusted that the student, by easy examination, may pass from the primary, through the high school, to the normal, the college, or the university.—(State report, 1880; American Journal of Education, May, June, July, 1880; and Ohio Educational Monthly.)

The *Northeast Missouri State Teachers' Association* was advertised to be held at Kirks-

ville December 27–29, 1880. The programme embraced various educational topics, including "What prominence should be given the natural sciences in our public schools?" "Should the State support free high schools?" "Comparative philology," "Text book legislation," &c.—(New-England Journal of Education.)

The *Inter State Teachers' Association* was to hold a meeting at Trenton, Mo., on June 22–25, 1880. No further information is at hand.—(Iowa Normal Monthly.)

The *Southeast Missouri Teachers' Association* met at Cape Girardeau, December 28–30, 1880. The programme of exercises contained lectures, addresses, and speeches for the evening sessions. Among the topics of the day sessions were "Our educational status differentiated," "Relative value of male and female teachers," "The ethics of compulsion," "Utilitarianism *vs.* the æsthetic," "Reciprocal duties of parents and teachers," "County supervision," "The spelling reform," &c.—(Our School.)

Information as to the other associations is lacking.

## CHIEF STATE SCHOOL OFFICER.

Hon. Richard D. Shannon, *State superintendent of public schools, Jefferson City.*

[Second term, January 13, 1879, to January 8, 1883.]

Preceding superintendents in the ten years were Hon. T. A. Parker, 1867–1871; Hon. Ira Divoll, 1871; and Hon. John Monteith, 1871–1875.

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Youth of school age (5–25) | 41,063 | 51,123 | 63,108 | 72,991 | 80,122 |
| Enrolled in public schools | 23,265 | 28,786 | 37,872 | 47,718 | 55,423 |
| Per cent. of enrolment to whole number. | 49 | 56 | 60 | 60 | 69 |
| Average daily attendance | | | | 46,833 | |
| Attending private schools | 1,169 | 767 | 737 | 863 | |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | | |
| Public school districts | 1,028 | 1,410 | 1,863 | 2,215 | 2,405 |
| Districts having 6 months or more school. | | | 603 | 749 | |
| Districts having no schools | | | | | |
| Graded schools | | | 21 | 32 | 38 |
| Districts having graded schools | | | | | |
| Districts furnishing free text books. | | | | | |
| Public school-houses | 558 | 787 | 1,138 | 1,516 | 2,018 |
| Houses built during the year | | 229 | 371 | 378 | 502 |
| Houses having no blackboard | | | | 246 | |
| Estimated value of school property. | $420,937 | $817,164 | $1,167,104 | $1,553,929 | $1,848,240 |
| Average duration of school in days. | 72 | 74 | 83 | 82 | 96 |
| Number of private schools | 40 | 45 | 21 | 30 | |
| TEACHERS AND THEIR PAY. | | | | | |
| Male teachers in public schools | 510 | 773 | 1,046 | 1,252 | 1,504 |
| Female teachers in public schools | 482 | 739 | 1,176 | 1,483 | 1,587 |
| Whole number of teachers | 992 | 1,512 | 2,222 | 2,735 | 3,091 |
| Average days taught by males | 41,411 | 55,996 | 75,996 | 90,430 | 111,393 |
| Average days taught by females | 36,024 | 55,901 | 82,796 | 106,472 | 121,723 |
| Average monthly pay of males | $38 50 | $38 50 | $39 60 | $37 98 | $38 60 |
| Average monthly pay of females | 36 60 | 33 48 | 33 80 | 32 12 | 33 10 |
| INCOME AND EXPENDITURES. | | | | | |
| Whole income for schools | $371,889 | $537,680 | $798,660 | $834,595 | $928,188 |
| Whole expenditures for schools | 365,520 | 534,096 | 751,901 | 882,806 | 928,189 |
| STATE SCHOOL FUND. | | | | | |
| Permanent available fund | | | | $1,217,496 | $1,848,239 |
| Estimated eventual amount | | | $18,914,308 | 18,914,308 | 15,000,000 |

TICS OF NEBRASKA—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1879–'80. | | Increase or decrease since 1870–'71. | |
|---|---|---|---|---|---|---|---|---|
| 86,191 | 92,161 | 104,030 | 123,411 | 142,348 | I. | 18,937 | I. | 101,285 |
| 59,966 | 56,774 | 62,785 | 76,956 | 92,549 | I. | 15,593 | I. | 69,284 |
| 70 | 61 | 60 | 62 | 65 | I. | 3 | I. | 16 |
| ..... | ..... | ..... | ..... | 60,156 | ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 2,513 | 2,496 | 2,690 | 2,776 | 3,132 | I. | 356 | I. | 2,104 |
| ..... | ..... | 1,168 | 1,242 | 1,394 | I. | 152 | ..... | ..... |
| ..... | ..... | ..... | 173 | 210 | I. | 37 | ..... | ..... |
| 56 | 61 | 60 | 62 | 70 | I. | 8 | ..... | ..... |
| ..... | ..... | 48 | 62 | 70 | I. | 8 | ..... | ..... |
| ..... | ..... | 72 | 137 | 246 | I. | 109 | ..... | ..... |
| 2,195 | 2,212 | 2,231 | 2,489 | 2,701 | I. | 212 | I. | 2,143 |
| 77 | 17 | 19 | 191 | 195 | I. | 4 | ..... | ..... |
| ..... | ..... | ..... | 269 | 301 | I. | 32 | ..... | ..... |
| $1,069,694 | $1,862,386 | $1,806,467 | $1,810,088 | $2,064,768 | I. | $254,680 | I. | $1,643,831 |
| 96 | 127 | 92 | 107 | 109 | I. | 2 | I. | 37 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1,468 | 1,571 | 1,609 | 1,607 | 1,670 | I. | 63 | I. | 1,160 |
| 1,893 | 2,153 | 2,121 | 2,211 | 2,430 | I. | 219 | I. | 1,948 |
| 3,361 | 3,724 | 3,730 | 3,818 | 4,100 | I. | 282 | I. | 3,108 |
| 109,577 | 121,403 | 109,347 | 125,332 | 140,822 | I. | 15,490 | I. | 99,411 |
| 135,971 | 160,011 | 145,546 | 173,669 | 202,125 | I. | 28,456 | I. | 166,101 |
| $37 14 | $35 46 | $34 65 | $33 25 | $36 12 | I. | $2 87 | D. | $2 38 |
| 32 84 | 31 80 | 25 75 | 29 55 | 31 92 | I. | 2 37 | D. | 4 68 |
| $865,274 | $633,211 | $665,068 | $881,308 | $1,121,794 | I. | $240,486 | I. | $749,905 |
| 919,344 | 861,264 | 750,520 | 948,729 | 1,137,995 | I. | 189,266 | I. | 772,475 |
| $1,318,044 | $1,615,021 | $2,120,183 | $2,325,624 | $3,323,217 | I. | $997,593 | ..... | ..... |
| 15,000,000 | 18,229,687 | 18,734,849 | 20,329,684 | 20,754,810 | I. | 425,126 | ..... | ..... |

## STATE SCHOOL SYSTEM.

### OFFICERS.

A State superintendent of public instruction, elected by the people every 3 years; a superintendent of public schools for each county, elected every 2 years; a board of 3 trustees for each ordinary district, elected for 3 years, one to be changed each year; a board of 6 trustees, with change of one-third annually, for any district having more than 150 children of legal school age (5–21); a board of 6 regents of the State University, to hold office 6 years, with annual change of two; a normal school board of 5, appointed by the governor for 5 years, with 2 ex officio members; and a board of school lands, composed of the chief officers of the State, are the educational officers in the State. The district trustees and regents of the university are chosen by the people.

### OTHER FEATURES OF THE SYSTEM.

To draw public money, schools must be taught 3 months, if there are less than 75 pupils; 6 months, if less than 200; and 9 months, if more than 200. Schools are sustained (1) from a local tax, which in cities may not exceed 10 mills on the dollar and 25 mills in other districts; (2) from a State tax, not to exceed 1½ mills on the grand assessment of the State, to be used only in the payment of teachers; (3) from the interest on the permanent school fund; (4) from lease or sale of school lands and interest on unpaid principal of school lands sold; and (5) from certain fines and licenses. The State tax and income from the school fund and lands are divided equally among the counties in proportion to the number of children of school age. The county superintendent adds to the amount thus apportioned the proceeds of fines imposed and licenses taken in the county, and divides one-fourth of this equally among the districts and three-fourths pro rata according to the children of school age. To receive their wages teachers must hold certificates from the examining officers or a graduate's diploma from the State Normal School, and must send to the proper officers monthly reports. Provision is made for graded or high schools. No sectarian instruction is allowed in any public school.

### GENERAL CONDITION.

In 1879–'80, as compared with 1878–'79, the educational statistics indicate an encouraging advance at almost all important points, youth of school age increasing 18,937, the public schools absorbing nearly this whole increase, and the private and church schools probably taking most of the remainder; while in 356 more school districts, 8 more graded schools, and 212 new school-houses, ample provision for the increased demand for education seems to have been made, especially as the $254,680 additional valuation of school property indicates that many of the new school buildings must have been large and commodious ones. Then, too, an increase of school term by an average of 2 days and the employment of 282 more teachers show a fair growth of educational advantages; a considerable increase in the average pay of teachers indicates, too, the probable employment of a large number of higher class than previously. Visitation of schools by the county superintendents, if not quite as frequent, seems to have been upon the whole more thorough, as 232 more days were devoted to the inspection made. And as the valuation of all property is much enhanced, a fair basis for a large increase of school revenue, and thus of the extension of these various increased advantages, seems to have been laid.

### REVIEW FOR THE TEN YEARS.

Compared with 1870–'71, the increase is very striking, youth entitled to free schooling being over 100,000 more, those in the public schools falling only about 30,000 short of this whole increase, and the thoroughness of the enrolment in the 10 years advancing an average of 1.6 per cent. each year. Then, to meet the increase of school population, 2,104 more school districts, with 2,143 more school-houses, were organized, the valuation of the additional accommodations thus provided being put at $1,643,831. And with 3,108 more teachers in this vastly widened field, it is encouraging to read that the qualifications of these teachers have been much improved through the influence of normal schools and teachers' institutes.

## CITY SCHOOL SYSTEM OF OMAHA.

### OFFICERS.

The educational officers here are a city board of 12 members, 2 from each ward, one-half changed annually, and a city superintendent.

### STATISTICS.

In 1879–'80 there were 10 school buildings and 55 school rooms, with 3,700 sittings, all valued (with sites, furniture, and apparatus) at $102,833. The schools appear to have been in 3 divisions—primary, grammar, and high—having 3,517 pupils, with 55 female and 2 male teachers, and sessions were held on 197 days, at a cost of $80,304. The enrolment for the year exceeded by 3½ per cent. the increase of school youth (which last was 16 per cent. higher than that of 1878–'79) and the increase of average daily attendance was fairly proportional to this. The percentage of attendance on average enrolment reached the high rate of 93⅛; that of scholarship at the annual examination was 76. Below the high school there were 8 grades, the promotions being based on mid-term and term examinations. Singing, drawing, and instruction in morals were daily exercises in all the schools. There were 10 private and parochial schools, with 2 male teachers and 8 females; number of pupils, estimated at 300.—(Return, June, 1880, and report of 1879.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOL.

The State Normal School, Peru, organized in 1867, for 1880 reports 9 resident instructors, 276 students, and 40 graduates, 38 of whom engaged in teaching. The school had a 5 years' course, divided into elementary and higher courses, the former of 3 years the latter of 3 additional years in the higher branches, to include professional instruction in the laws of mental development with their application to teaching, and also school gradation, supervision, and management.—(Report and return, 1880.)

### OTHER NORMAL TEACHING.

The *Central Normal School*, Genoa, organized in 1878, reports 4 resident instructors (including the principal), 71 students, and a 5 years' course of study in the normal department; also common school and classical courses of 5 years each. Music, drawing, and German were taught, and much attention was given to the moral and religious influence of the school.—(Catalogue.)

*Lancaster County Normal Institute*, Lincoln, organized in 1876, reports 5 resident teachers, including the principal, and gave normal instruction almost exclusively.—(Prospectus, 1881.)

*Santee Normal Training School*, Santee Agency, first opened for school purposes in 1870, under the care of the American Board of Commissioners for Foreign Missions, and taking something of a normal shape in 1880, reports for that year 5 resident teachers, including the principal, and 87 students, 3 of them normal. The Indian vernacular was used in teaching. Although hardly in shape as a normal school, it was working up to it, its original intent being the cultivation of native teachers, preachers, business men, and model mothers for the Dakota Nation. A large number of its former pupils are filling important places as pastors, teachers, government clerks, and Christian mothers.—(Return and catalogue, 1880.)

*St. Paul's Boarding School*, Yankton Reserve, organized in 1873 (under the care of the Protestant Episcopal Church, Rt. Rev. William H. Hare, Bishop of Niobrara, president), reports 4 resident teachers. For 8 years this school has been doing substantially the same work as above, including instruction in useful industries as well as in useful studies.—(Spirit of Missions.)

There were teachers' courses in 1880 in Doane College, Crete, and Nebraska Wesleyan University, Osceola; that in the former of 4 years, in the latter of 2 years.

### TEACHERS' INSTITUTES.

The school law provides that two kinds of teachers' institutes shall be held in the State, viz, normal institutes, to be organized by the State superintendent, and county institutes, to be organized by county superintendents. The State superintendent shall locate the former, fix the length of term, designate what counties shall be included, and provide competent teachers. The county superintendents belonging to such districts are required to attend, at least for one week, for the purpose of comparing notes on the best methods of school work, the sessions lasting from 2 to 6 weeks. The county institute—a gathering of teachers for conference in regard to school management, ways and means of instruction—usually holds a session of from 2 to 5 days. The first institute held in the State was in 1872, and for several years only two or three a year were held. But during the two years of 1879 and 1880 there were 35 held; and in 1880, in different parts of the State, 19, probably including State, county, and private ones.—(School laws and State report for 1880.)

### EDUCATIONAL JOURNALS.

The Nebraska Teacher, begun July 1, 1872, and issued monthly, at Beatrice, served as the State educational journal until the close of 1876, when, with other monthlies

of the Northwest, it was sold to the projector of the Educational Weekly, which began in January, 1877.

The Literary and Educational Notes, begun February 15, 1878, and published at Kearney, continued through 1880 to give in its semimonthly issues educational items for the State.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The State superintendent reports for 1880 a total of 20 high schools, having 1,040 pupils. Teachers of this high grade were not reported separately.

There is no earlier report of high schools in the State than the one for 1874. Then there were 6 schools, with 424 pupils, showing, as compared with 1880, an increase in 4 years of 14 schools and of 616 pupils.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Nebraska*, Lincoln (non-sectarian), open to both sexes and all races, erected during 1879 and 1880 a university boarding hall, which met the demand for additional accommodations. The university was opened in 1871, beginning with but one of 6 schools authorized by law, the college of literature, science, and the arts. In 1873, a college of agriculture was added. In this no change has been made, nor in the courses of study originally adopted.— (State report for 1880 and catalogue.)

The other collegiate institutions were Doane College, Crete (Congregational), opened in 1872; Nebraska College, Nebraska City (Protestant Episcopal), opened in 1878; Creighton University, Omaha (Roman Catholic), opened in 1878, and Nebraska Wesleyan University, Osceola (Methodist), opened in 1879. All these had preparatory courses of 2 to 6 years and classical collegiate of 4 years, with scientific of 4 years in all but Creighton. Nebraska Wesleyan had also a 3 years' scientific course; Doane, an English one of like length, with provision for additional German, French, and Anglo-Saxon instruction; and in 1880, a literary course of 5 years and teachers' course of 4. Nebraska Wesleyan in the same year had also a teachers' course and a course of music, each of 2 years, with a course for non-residents, of 1 year.

For full statistics of such colleges as report to this Bureau for 1880, see Table IX of the appendix to this volume; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

There were in 1880 no institutions reported as colleges exclusively for young women; but Brownell Hall, Omaha, opened in 1863, may fairly claim equality with many classed as such. Doane College, the State University, and the Nebraska Wesleyan offer the same advantages to women as to men.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The University of Nebraska, in its Industrial College, reports scientific, Latin-scientific, engineering, and agricultural courses, with preparatory ones of 2 years each for the three first and 1 year for the last; there is also a shorter agricultural course of 2 years, with one year preparatory. During the first 3 collegiate years, all male students are trained in military science and tactics. Doane and Nebraska Colleges report scientific courses of 4 years each. For statistics, see Tables IX and X of appendix to this volume.

### PROFESSIONAL.

*Nebraska Divinity School*, Nebraska City (Protestant Episcopal), opened in 1866, under the personal instruction of the bishop of the diocese and one of his presbyters, and the *German Theological School*, Crete (Congregational), opened in 1878, gave theological instruction in 1880. In both a course of 4 years of academic and one of 3 years of theological instruction are in all ordinary cases required.

No schools of *law* or of *medicine* are reported. Those provided for in the scheme of the State University were still unorganized in 1880.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

Nebraska Institute for the Deaf and Dumb, Omaha, organized in 1869, reported in 1880 a principal, with 4 teachers, a matron, foreman, and 81 pupils. The aim is to give a fair English education. Articulation was taught only to a limited extent, as no special teacher was provided. The audiphone had been used with benefit only in cases where the auditory nerve was sound and the teeth good. During 1880, a workshop was built, in which 8 were learning carpentry and 10 learning to print. Girls were taught general housework, needle and fancy work.—(State report, 1880.)

### INSTRUCTION OF THE BLIND.

The Nebraska Institute for the Blind, Nebraska City, opened in 1875, reported in 1880 a principal, 3 teachers, 28 pupils enrolled, and 22 in average attendance; instruction was given in branches ordinarily taught in the best graded schools, in vocal and instrumental music, and in some of the industrial arts. On completion of the full course, the pupils are graduated as from other institutions of learning.—(State report, 1880.)

### STATE REFORM SCHOOL.

A bill passed the legislature in 1880 to establish a State Reform School at Kearney, and $10,000 were appropriated for buildings and to support the school for two years. A building was erected, but the school could not be opened till further legislation could be had. This building is on a farm of 320 acres, donated by the citizens of Kearney, far away from the large towns. It is provided that the institution must be a school, not a prison. Every scholar must be taught a trade or some means of earning a livelihood.—(State report, 1880.)

## EDUCATIONAL CONVENTIONS.

### STATE CONVENTION OF COUNTY SUPERINTENDENTS.

Two meetings of this kind were held in 1880; one at Lincoln, January 7, the other at Wisner, in the following week. Papers were read on the following topics: "The superintendent's relation to the normal institutes and hints for the management of the same," "Conventions of school officers," "How to assist school boards in the management of their business," "A course of study for country schools," "The evils arising from a diversity of text books," "How the work of county superintendents may be made useful and profitable," "The means of obtaining fuller and more correct reports from district officers." The attendance was large, the discussions able, and the results are said to have been highly beneficial. Committees were appointed to prepare work for future meetings of the kind.—(State report, 1880.)

### STATE TEACHERS' ASSOCIATION.

The annual meeting of this association was held at Seward, March, 1880. Papers were presented on the following topics: "A course of study from real life," "Grading the public schools," "Requisites to successful teaching," "Industrial drawing," "Aims and principles of study," "Oral instruction as tested by experience," and "The State as an educator." The attendance was large and the exercises were varied and interesting.—(State report, 1880.)

## CHIEF STATE SCHOOL OFFICER.

Hon. W. W. W. JONES, *State superintendent of public instruction, Lincoln.*

[First term, January 4, 1881, to January 4, 1883.]

Preceding superintendents for the ten years past were Hon. S. D. Beals, 1869 to 1871; Hon. J. M. McKenzie, 1871 to 1877; Hon. Samuel R. Thompson, 1877 to 1881.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (6 to 18) | 4,409 | 4,950 | 5,675 | 6,315 |
| Enrolled in public schools | 2,505 | 2,844 | 3,848 | 3,864 |
| Average number belonging | ---------- | 2,372 | 2,701 | 3,285 |
| Average daily attendance | ---------- | 2,080 | 2,390 | 2 884 |
| Attending private schools | 354 | 439 | 519 | 680 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of districts | 54 | 58 | ---------- | 71 |
| Number of districts reporting | 38 | 38 | ---------- | 68 |
| Number which voted district tax | 3 | 5 | ---------- | 8 |
| Number of public schools | 68 | 76 | ---------- | 108 |
| Number sustained without rate bill | 32 | 49 | ---------- | 68 |
| Number of school-houses | 43 | 50 | ---------- | 59 |
| Number unfit for use | 4 | 8 | ---------- | 5 |
| Ungraded schools | 45 | 52 | ---------- | 69 |
| Graded schools | 23 | 24 | ---------- | 39 |
| High schools | 1 | 1 | ---------- | 2 |
| Average length of term in days | 142 | 190 | ---------- | 151 |
| Volumes in school libraries | 1,134 | 1,152 | ---------- | 983 |
| Value of school property | $57,085 | $70,480 | ---------- | $121,011 |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching | 24 | 26 | 29 | 35 |
| Women teaching | 50 | 47 | 47 | 80 |
| Total number of teachers | 74 | 73 | 76 | 115 |
| Average pay of men | ---------- | $116 53 | $116 53 | $100 56 |
| Average pay of women | ---------- | 88 73 | 88 73 | |
| INCOME AND EXPENDITURE. | | | | |
| Whole receipts for public schools | ---------- | ---------- | ---------- | $146,181 |
| Whole expenditure for public schools | ---------- | $98,469 | $98,468 | 124,301 |
| SCHOOL FUND. | | | | |
| Amount of State school fund | $58,000 | $104,000 | $104,000 | ---------- |

## STATE SCHOOL SYSTEM.

### OFFICERS.

A State superintendent of public instruction, elected by the people for 4 years, and a State board of education, composed of the governor, superintendent, and surveyor general, have the management of public school affairs in the State. The local officers are county superintendents elected by the people for 2 years, county boards of examiners appointed by the county superintendents, and district boards of trustees numbering 3 or 5 members, according to population.

OF NEVADA—1870-'71 TO 1879-'80.

| 1874-'75. | 1875-'76. | 1876-'77. | 1877-'78. | 1878-'79. | 1879-'80. | Increase or decrease since 1878-'79. | Increase or decrease since 1870-'71. |
|---|---|---|---|---|---|---|---|
| 7,538 | 8,475 | 9,364 | 9,922 | 10,295 | 10,592 | I. 297 | I. 6,183 |
| 5,082 | 5,521 | 7,353 | 7,612 | 7,590 | 9,045 | I. 1,455 | I. 6,540 |
| 3,745 | 4,142 | 5,366 | 5,127 | ..... | ..... | ..... | ..... |
| 3,286 | 3,832 | 4,800 | 4,666 | 5,108 | 5,401 | I. 293 | ..... |
| 700 | 931 | 849 | 1,061 | 814 | 970 | I. 156 | I. 616 |
| ..... | ..... | 89 | 82 | 109 | 109 | ..... | I. 55 |
| 68 | 72 | 75 | 77 | 103 | ..... | ..... | ..... |
| 4 | 7 | 8 | 6 | 9 | 12 | I. 3 | I. 9 |
| ..... | ..... | 143 | 185 | ..... | ..... | ..... | ..... |
| 101 | 83 | 89 | 94 | 142 | 107 | D. 35 | I. 75 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | ..... | 9 | ..... | ..... | ..... |
| ..... | ..... | 20 | 54 | 39 | 81 | I. 42 | I. 36 |
| ..... | ..... | 123 | 131 | 117 | 111 | D. 6 | I. 88 |
| ..... | 3 | 3 | 5 | 4 | 3 | D. 1 | I. 2 |
| 168 | 154 | 150 | 152 | 147.6 | 142.8 | D. 4.8 | I. 0.8 |
| 1,082 | 1,281 | 754 | 665 | ..... | ..... | ..... | ..... |
| ..... | ..... | $253,306 | $283,338 | $221,294 | $275,274 | I. $53,980 | I. $218,189 |
| ..... | 36 | 49 | 45 | 49 | 92 | I. 43 | I. 68 |
| ..... | 77 | 106 | 124 | 135 | 105 | D. 30 | I. 55 |
| ..... | 113 | 155 | 169 | 184 | 197 | I. 13 | I. 123 |
| ..... | $112 63 | $106 13 | $106 00 | $84 46 | $101 47 | I. $17 01 | ..... |
| ..... | 85 20 | 89 53 | 84 00 | 83 09 | 77 00 | D. 6 09 | ..... |
| $188,117 | $195,535 | $256,902 | $236,491 | ..... | $158,947 | ..... | ..... |
| 161,299 | 162,761 | 231,339 | 205,147 | a$179,279 | a144,244 | D. $35,035 | ..... |
| ..... | $274,500 | ..... | ..... | $380,000 | $415,000 | I. $35,000 | I. $357,000 |

a Exclusive of balance on hand.

OTHER FEATURES OF THE SYSTEM.

The public schools are sustained by the income of the State school fund, a State tax of half a mill on the dollar annually,[1] county taxes of 15 to 50 cents on the $100 of taxable property, and, where the State and county funds are inadequate to maintain schools 6 months in the year, a district tax sufficient for the purpose. Rate bills may be levied at the discretion of trustees for the purpose of prolonging schools which have been maintained 6 months in the year by public funds and have been free to all pupils. State and county school funds raised by taxation are apportioned as follows: 25 per cent. to each district, according to the number of teachers assigned it, reck-

[1] With apparently 5 per cent. of all State taxes collected.

oning one to each 100 census children or fraction thereof; the remainder, in proportion to the number of persons 6 to 18 in the district. The interest accruing from the irreducible school fund is apportioned semiannually to the counties according to the number of census children in each. To receive their share of the public funds, districts must maintain at least 3 months in the year schools taught by a qualified teacher. No sectarian books may be used or doctrines taught, but a uniform series of text books prescribed by the State board of education must be used. Teachers cannot receive pay from public funds unless they have a certificate of qualification from the State or county board of examination and have made the reports of school statistics required by law. County superintendents are required to make annual reports to the State superintendent, failing in which they forfeit $200 of salary. The State superintendent reports biennially. Teachers' institutes of 5 days each may be held by the county superintendent, by arrangement with the State superintendent, when 25 teachers express a readiness to attend and $100 of the general county funds are appropriated for their expenses, provided the institutes are approved by the board of commissioners—a complication of arrangements that has made the holding of institutes almost impossible.

#### GENERAL CONDITION.

The statistics show a small increase in population 6–18 and a much larger one in the total number enrolled in public schools, with a corresponding increase in the average daily attendance. There were 36 more schools taught by 13 more teachers (43 more men and 30 fewer women), the average monthly pay of men having been increased by $17.01 and that of women decreased by $6.09. While the State school fund increased during the year by $35,000 the expenditure for public school purposes decreased by about the same amount.

The State superintendent considers the schools to be in as good condition as they can be considering the large area covered by the State, the few facilities for travel and the sparsely settled districts necessitating in many cases small schools. In the larger school communities the work of education has been systematically advanced. Special attention has been paid to the work of grading during the last two years, and the result has been a marked improvement. Notwithstanding the hard times, which have made the burden of the support of public schools hard to bear, the sentiment has prevailed that they must be maintained, and in many instances extraordinary sacrifices have been cheerfully made for them. Among other improvements during the two years covered by the superintendent's report 2 new school buildings are mentioned—one erected in Reno, the other in Eureka, both being large, well adapted to their purpose, and pleasing specimens of architectural design.—(State report, 1880.)

#### PROGRESS DURING TEN YEARS.

A comparison of the statistics of 1870–'71 with those of 1879–'80 shows improvement in nearly every point. The school population and number enrolled in public schools have increased, the latter in much higher proportion than the former; the average daily attendance also shows a most healthful growth and has kept pace with the average belonging in the years in which both are reported. There are 55 more districts reporting; 9 more levy a special tax; schools are maintained without rate bills in 75 more; there are 126 more schools sustained, of which 88 are graded and 2 high; and 123 more teachers are employed, of whom 68 are men and 55 women.

#### CHANGES SINCE 1870.

The most important additions to the school law made during the last ten years have been a provision for compulsory attendance on public schools of children 8 to 14 for at least 16 weeks in the year, an act forbidding discrimination in the salaries of teachers on account of sex, and an act to locate the State University at Elko and provide for its control and maintenance—all adopted in 1873. The only change made in 1879 was a provision for Kindergarten departments as a part of the public school system. This was done at Carson City, where such a department was established and is said to have been successfully carried on.—(State report for 1879 and 1880.)

## CITY SCHOOL SYSTEMS.

#### OFFICERS.

Each village, town, or incorporated city forms one school district, the schools of which are under the control of trustees. In such cities as number more than 1,500 registered voters there must be 5 trustees; in those with smaller number, 3.

#### VIRGINIA CITY.

A return from Virginia City gives the following statistics: Estimated population, 13,705; number of school age, 2,559; enrolled in public schools, 2,260; average attendance, 1,276; estimated number attending private and parochial schools, 447; value of

public school property, $71,500; number of school rooms for study, 31, of which 22 were for primary, 7 for grammar schools, and 2 for the high school, all affording 1,545 sittings for study. There were 32 teachers, of whom 29 were women; average attendance for each teacher, 42. Total expenditures for public school purposes, $44,437.

The course of study embraces 11 years. Four days are allowed teachers annually for the purpose of visiting other schools. The necessity for special taxation to support the schools has been felt here as elsewhere throughout the State, the school funds being insufficient, owing to a decrease in the yield of bullion. One result of the lack of funds was a reduction in the number and pay of teachers; another, the adoption of the half time system in the lowest grade of primary schools. The latter measure is reported a success. An increased interest in primary school instruction is also reported.—(Pacific School and Home Journal, April, May, September, 1880.)

### GOLD HILL.

Gold Hill has not yet sufficient population to entitle it to notice, on that account; but, for its zeal in education, it may be said that it had in 1880 a course of study covering 12 years, a special tax of $12,500 voted for the schools, and the half time system for primary schools in operation. Teachers are allowed three days each year to visit other schools and observe their methods. There was a movement to secure a uniform grading of this and Virginia City—contiguous cities forming really one community—but the effort did not succeed.

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS.

There is no indication of the existence of any normal school either public or private in the State.

### TEACHERS' INSTITUTE.

Institutes, State and county, seem to be the only means provided for the training of teachers, and the holding of these is optional with the State and county superintendents. The State superintendent, with the consent of the board of education, is authorized to convene annually a State institute for a session of 5 to 10 days and to engage such instructors for it as he may consider advisable. County superintendents are authorized to call one or more institutes annually on the application of 25 teachers willing to attend. The sum of $100 is appropriated out of the general funds for the expenses of each institute.

Information respecting institutes held in 1880 is wanting.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

There are reported a total of 3 high schools in the State, an increase since 1870 of 2. The school in Virginia City reports 43 sittings for study and two teachers of each sex, the principal receiving $160 a month, the assistant $125. There was only 1 pupil in the graduating class for 1880. The school in Gold Hill graduated a class of 10. Military training is given the boys in the latter school to some extent. They are furnished with United States regulation muskets.

### OTHER SECONDARY SCHOOLS.

For statistics of any private secondary schools reporting, see Tables IV, VI, and VII of the appendix, and summaries in the report of the Commissioner preceding.

## SUPERIOR, PROFESSIONAL, AND SPECIAL INSTRUCTION.

### STATE UNIVERSITY.

The State University, at Elko, organized in 1874, is still simply a preparatory school. It reports buildings and grounds valued at $25,000, an appropriation from the State of $6,000 in 1880, and 48 students enrolled, of whom 23 were men and 25 women.—(Return.)

There are no scientific or professional schools reporting from Nevada.

The State sustains no institution for the benefit of her deaf and dumb and blind, but makes provision for their education at the school in Berkeley, California.

## CHIEF STATE SCHOOL OFFICER.

Hon. D. R. Sessions, *State superintendent of public instruction, Carson City.*

[Term, January 6, 1879, to January 1, 1883.]

Preceding superintendents in the ten years past: Hon. A. N. Fisher, 1867 to 1875, and Hon. Samuel P. Kelly, 1875 to 1879.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Youth of school age (5–21) *a* | 75,495 | 77,364 | 76,167 | ..... | 76,272 |
| Enrolled in public schools | 69,016 | 72,762 | 69,874 | 69,178 | 68,751 |
| Average daily attendance | 46,178 | 49,293 | 46,759 | 47,275 | 48,288 |
| Attending private schools | ..... | ..... | 2,613 | ..... | 3,357 |
| Youth 5–15 out of school | 3,907 | 4,602 | 3,680 | 2,593 | 4,164 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | | |
| Organized school districts | 2,102 | 2,284 | 2,183 | 2,148 | ..... |
| Number of public schools | 2,373 | 2,452 | 2,496 | 2,502 | 2,499 |
| Graded schools | ..... | 325 | 392 | 330 | 403 |
| High schools | ..... | ..... | 27 | 31 | 39 |
| Average length of term in days | 70 | 98½ | 106 | 100 | 100 |
| Number of school-houses | ..... | ..... | ..... | ..... | 2,223 |
| School-houses unfit for use | 385 | 431 | 402 | 390 | 388 |
| Built during the year | ..... | ..... | ..... | ..... | 25 |
| Having maps and globes | ..... | ..... | ..... | ..... | 649 |
| Estimated value of school property. | $1,467,907 | $1,885,435 | $1,944,970 | $2,232,080 | $2,258,059 |
| TEACHERS AND THEIR PAY. | | | | | |
| Men teaching | 518 | 585 | 527 | 482 | 503 |
| Women teaching | 2,910 | 3,241 | 3,296 | 3,330 | 3,166 |
| Whole number of teachers | 3,428 | 3,826 | 3,823 | 3,812 | 3,669 |
| Teaching successive terms | ..... | 1,108 | 1,135 | 1,262 | 1,189 |
| Teachers from normal school | ..... | ..... | ..... | ..... | 237 |
| Average monthly pay of men | $36 95 | $37 56 | $40 78 | $44 87 | $42 61 |
| Average monthly pay of women | 22 03 | 24 33 | 23 84 | 24 90 | 25 54 |
| RECEIPTS AND EXPENDITURES. | | | | | |
| Total income for public schools | $418,545 | $468,528 | ..... | $492,864 | $621,649 |
| Total expenditure for public schools. | ..... | ..... | $507,446 | 488,104 | 742,854 |

*a* The law respecting the enumeration of youth of school age is very imperfectly attended to, and

OF NEW HAMPSHIRE—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | | Increase or decrease since 1870–'71. | |
|---|---|---|---|---|---|---|---|---|
| 74,747 | 73,418 | 73,785 | 72,102 | 71,132 | D. | 970 | D. | 4,363 |
| 66,699 | 68,035 | 66,023 | 65,018 | 64,394 | D. | 624 | D. | 4,622 |
| 48,857 | 47,921 | 48,410 | 48,910 | 48,966 | I. | 56 | I. | 2,788 |
| ..... | 1,493 | 3,782 | 3,066 | 3,076 | I. | 10 | ..... | ..... |
| 4,156 | 3,890 | 3,980 | 3,988 | 3,715 | D. | 273 | D. | 192 |
| ..... | 2,062 | 2,049 | 2,007 | 2,010 | I. | 3 | D. | 92 |
| 2,498 | 2,562 | 2,560 | 2,535 | 2,528 | D. | 7 | I. | 155 |
| 458 | 424 | 485 | 474 | 489 | I. | 15 | ..... | ..... |
| 39 | 37 | 49 | 44 | 47 | I. | 3 | ..... | ..... |
| 93.7 | 91.85 | 96.65 | 101.5 | 105.3 | I. | 3.8 | I. | 35.3 |
| 2,237 | 2,231 | 2,261 | 2,256 | 2,248 | D. | 8 | ..... | ..... |
| 417 | 361 | 300 | 291 | 292 | I. | 1 | D. | 93 |
| ..... | 12 | 28 | 26 | 25 | D. | 1 | ..... | ..... |
| ..... | 699 | 852 | 921 | 1,175 | I. | 254 | ..... | ..... |
| $2,248,970 | $2,383,144 | $2,336,547 | $2,280,709 | $2,296,808 | I. | $16,099 | I. | $828,901 |
| 553 | 591 | 600 | 628 | 580 | D. | 48 | I. | 62 |
| 3,107 | 2,955 | 3,026 | 2,954 | 2,880 | D. | 74 | D. | 30 |
| 3,660 | 3,546 | 3,626 | 3,582 | 3,460 | D. | 122 | I. | 32 |
| 1,125 | 1,127 | 1,279 | 1,220 | 1,378 | I. | 158 | ..... | ..... |
| ..... | 295 | 396 | 376 | 377 | I. | 1 | ..... | ..... |
| $41 93 | $38 37 | $37 12 | $34 09 | $34 12 | I. | $0 03 | D. | $2 83 |
| 25 72 | 24 71 | 24 26 | 22 83 | 22 23 | D. | 60 | I. | 0 20 |
| $652,714 | $609,733 | $583,441 | $587,412 | $562,116 | D. | $25,296 | I. | $143,571 |
| 668,046 | 604,654 | 636,655 | 609,588 | 565,340 | D. | 44,248 | ..... | ..... |

the figures as to the number of such children here given are probably much below the truth.

## STATE SCHOOL SYSTEM.

### OFFICERS.

The State school officers are a superintendent of public instruction, appointed by the governor for 2 years, and a board of trustees of the State Normal School, composed of the governor, the State superintendent, and 5 persons appointed by the governor to serve 2 years. Up to 1879 the number was 15.

Town school affairs are in charge of committees elected by ballot or appointed by the selectmen. Town or city superintendents may be elected when the people choose.

District officers are a moderator, a clerk, and a prudential committee of from 1 to 3 persons. School districts comprising the whole town must and certain others may elect a board of education of 3, 6, or 9 members, who have the powers of school and prudential committees.

Women may vote in school meetings and are eligible to all school offices.

### OTHER FEATURES OF THE SYSTEM.

The public schools are supported by the proceeds of the State literary fund and by a town tax on polls and ratable estate of $350 for school purposes for every dollar in the $1,000 of State tax which such towns are required to raise for general purposes. Towns may raise a larger sum. The State fund is distributed in proportion to the number of scholars not less than 5 years old last reported as attending the public schools not less than 2 weeks. The town fund is apportioned according to the valuation of each district for the year. To be legally employed, teachers must have certificates showing them to be not only competent from an educational point of view and of good moral character, but also of suitable temper and disposition for teaching. Any town or any district with not less than 100 children between 6 and 16 may by vote establish a high school and become a high school district; and two or more districts in the same or in different towns may unite by a two-thirds vote in the support of a high school and form a high school district. Ten per cent. of school moneys may be applied for the conveyance to and from school of scholars who live more than a mile and a half distant.

Since 1871 all persons having charge of children 8 to 14 years old have been required to have them instructed in a public or private school, or otherwise, for at least 12 weeks of each year, 6 of the weeks to be consecutive. Any town or district may make by laws relative to truancy and non-attendance of children 6 to 16, and compel their attendance. The employment of children under 15 in manufacturing establishments is forbidden unless such children shall have attended some school at least 12 weeks during the year preceding, and children under 12 must have attended 6 months or during the entire term of the public school in their district. Employers must have a certificate from the school committee as to such attendance. For violation of this law there is a penalty imposed on employers not to exceed $20 for each offence; also one on parents and guardians of $10 for the first and $20 for every subsequent offence. A later law of 1879 absolutely forbids the employment of children under 10 and imposes on violators a penalty not to exceed $100 nor to be less than $20.—(General laws of New Hampshire, 1878.)

### CHANGES SINCE 1870.

Among the more important changes in the laws bearing on education made during the last ten years have been, besides the compulsory school law of 1871 above referred to, enactments in 1874 for the abolition of the State board of education and the repeal of the provisions for holding teachers' institutes; in 1879 to prohibit the employment in factories of children under 10 and to permit probate judges to put neglected or abandoned children less than 14 years old under the guardianship of the New Hampshire Society for the Prevention of Cruelty to Children; also a joint resolution to establish in the State Reform School means of industrial training to prepare the inmates for self support.

### GENERAL CONDITION.

The statistics for 1879–'80 show a continued decrease for the year of youth 5–21 years of age and in the total number enrolled in public schools, in the number of schools taught, in the number and pay of teachers, and in the receipts and expenditure for public schools. There was, on the other hand, an increase in the average daily attendance on public schools, in the number of high and of graded schools taught and of school-houses supplied with maps and globes, in the value of school property, in the number of teachers employed in the same school during successive terms, and in the average length of term taught throughout the State, while in the ten years this term was lengthened on an average 35.3 days.

The returns since 1871–'72 indicate a decrease of the enrolment in public schools and an increase in the average daily attendance. This decrease of scholars is attributed by the superintendent to an increase of private and sectarian schools. The loss in public school enrolment was not so great, however, in 1879–'80 as in the previous year; the number attending private schools was about the same, while that of children 5–15 not attending any school was less by 273. The falling off in the in-

come and expenditure for public schools was considerable from 1875, but 155 more such schools were taught at the close of the ten years than at the beginning; the income for them was greater by $143,570; 32 more teachers were employed, and the proportion of men to women was considerably increased, 62 more of the former and 30 less of the latter being on the roll, while the average of qualifications was doubtless higher from the greater number that had been trained in normal schools. Although, unlike the new and commercial States, the population of this State does not increase, the character of the schools is improving and coming into harmony with the educational movements of the age.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

Towns and cities elect school committees or boards of education for the management of their public schools; they may also make provision for the election or appointment of a superintendent. Manchester has a committee comprising the mayor, the president of the common council, and 1 member for each ward. Dover has 13. Nashua and Portsmouth have each committees of 12 members, and all the above, except Portsmouth, have superintendents.

### STATISTICS.

| | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Concord | 13,521 | ..... | 2,347 | 1,812 | 83 | $35,775 |
| Dover | 11,673 | 2,350 | 1,946 | 1,388 | 51 | 23,210 |
| Manchester | 32,458 | 5,640 | 4,236 | 2,773 | 91 | 47,877 |
| Nashua | 13,453 | ..... | 2,244 | 1,734 | 51 | 28,479 |
| Portsmouth | 9,732 | 2,251 | 1,905 | 1,549 | 39 | 22,935 |

### ADDITIONAL PARTICULARS.

*Dover* reports 18 public school-houses, with 2,015 sittings for study; the schools were classed as ungraded, primary, grammar, high, and evening; the day schools were taught an average term of 177.3 days; music was a part of the course in all the grades. During the year 1879–'80 the Grube method of teaching numbers and the script word method of teaching reading were introduced. The progress in the evening schools was all that could be desired; average attendance, 75. The high school had 110 enrolled, of whom 40 were boys and 70 girls, graduating a class of 14, of whom all but 2 were girls. There was an estimated attendance of 90 in private and parochial schools. (Report and return.)

*Manchester* furnished in 24 public school buildings 3,500 sittings for study, the property, including furniture and apparatus, being valued at $286,200. The day schools, classed as ungraded, primary, grammar, and high, were taught 188 days. Evening schools were taught during 5 months of the year, having 214 enrolled and 91 in average attendance. The high school had 175 enrolled, of whom 82 were boys and 93 girls, under 5 teachers. The estimated number attending private and parochial schools was 2,100.—(Return.)

In *Nashua* 16 public school-houses afforded 56 rooms for study, all school property, including furniture and apparatus, being valued at $232,891. The amount expended for school purposes, including repairs, was greater than the year before, but increased attendance reduced the per capita amount from $12.69 to $11.84. Besides the day schools (classed as suburban primary, middle, grammar, and high), 3 evening schools were taught, with an enrolment of 347, of whom 245 were in average attendance. Over 100 were attending for the second or third year. These schools have ceased to be an experiment; they are considered a most valuable feature of the system; and it is said that no money expended for educational purposes brings better returns than that which is paid for them. The high school course was materially changed during the year, a commercial course of 2 years established, and a more practical character given to the other departments. The attendance was 186, of whom 109 were girls. It is estimated that only 20 pupils are attending private or parochial schools.—(City report and return.)

*Portsmouth* reports in 13 public school buildings 36 rooms for study; school property, including furniture and apparatus, valued at $22,100; a term of 198 days taught; the schools classed as primary, intermediate grammar, and high, the latter having 147 pupils enrolled (79 girls and 68 boys) and 105 in average attendance.—(Report and return.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOL, PLYMOUTH.

The State has but one normal school, for which it appropriates annually $5,000, to be expended as the trustees may direct. It was established in 1870 as a professional school

for the training of teachers for the common and high schools. The full course is 2 years, but students preparing to teach in primary schools may upon satisfactory completion of studies required in such schools receive certificates covering those branches. A training school connected with the institution affords students ample opportunity for practice under the supervision of professors. The school is reported to be thoroughly professional according to advanced methods, and is growing in public favor. Its attendance increases from year to year, and its graduates are quickly absorbed into the schools of the State.

#### TEACHERS' INSTITUTES.

The law makes no provision for institutes; but teachers in different parts of the State have organized and held institutes of a high order at their own expense.—(Statement of State superintendent.)

#### EDUCATIONAL JOURNAL.

No journal of education is published in this State; but information regarding the public schools is found in the New-England Journal of Education for 1879–'80.

## SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

The State superintendent reports 47 district and town high schools, an increase of 3 over the number in 1878–'79. In the 24 which report statistics of attendance there were 952 boys and 1,085 girls enrolled, a total of 2,037, of whom 1,827 were residents of the State. There were 560 studying ancient languages and 271 modern. Thirteen of the schools report libraries containing from 20 to 1,200 volumes and aggregating 4,444.

#### PRIVATE SECONDARY SCHOOLS.

The statistics of private schools of higher grades from 33 towns, as given in the superintendent's report for 1881, show a total attendance of 2,748 pupils, of whom 1,558 were boys and 1,190 girls. Of these 813 were studying ancient and 272 modern languages. One hundred and twenty-seven teachers were employed, of whom 67 were men and 60 women.

For statistics of such schools reporting to this Bureau, see Tables IV, VI, and VII of the appendix, and for summaries of them, the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

#### DARTMOUTH COLLEGE.

Dartmouth College, Hanover, organized in 1770, is under the influence of the Orthodox Congregational Church, and is exclusively for young men. Its departments are academic, medical, agricultural, and scientific, the latter including the Chandler Scientific School and Thayer School of Engineering. In the academical department, besides a 4 years' classical course with the modern languages, a Latin-scientific course has been established, differing from the classical only in the omission of Greek and the substitution of an additional amount of mathematics, sciences, and modern languages, and leading to the degree of bachelor of letters. Graduates of approved preparatory schools since 1877 have been admitted to the academical department on the certificates of their principals without examination. In the 10 years from 1870–'71 to 1879–'80 there was a moderate advance in the requirements for admission, with more written exercises; the number of the general faculty rose from 32 to 33, but the number of students in all departments fell from 438 to 396.—(Catalogues.)

For statistics of the academical department in the latter year, see Table IX of the appendix, and the summary in the report of the Commissioner preceding.

#### SUPERIOR INSTRUCTION OF WOMEN.

For statistics of institutions devoted to the higher education of women, see Table VIII of the appendix, and summary of it in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

Instruction in scientific and related branches is given in the State College of Agriculture and the Mechanic Arts (organized in 1866), in the Chandler Scientific School (organized in 1852), and in the Thayer School of Engineering (organized in 1871), all departments of Dartmouth College.

The Chandler Scientific School was established for the purpose of giving instruction in the practical and useful arts of life, but chiefly in mechanics, civil engineering, machinery, carpentry, masonry, architecture and drawing, together with the modern languages and English literature, book-keeping, and other practical branches. The course covers 4 years and leads to the degree of bachelor of science. That of master was still given in course in 1880 to bachelors of 3 years' standing.

In the Agricultural College the course covers 3 years and includes the English portion of a regular college course, together with such additional studies as meet the necessities of the farmer. Candidates for admission are examined in arithmetic, algebra to quadratics, English grammar, geography, United States history, and orthography.

The Thayer School provides an exclusively professional training in civil engineering in a 2 years' course. The Latin-scientific course at Dartmouth and the Chandler Scientific School give an exceptionally good preparation for the Thayer School.

For statistics, see Table X of the appendix, and a summary in the report of the Commissioner preceding.

### PROFESSIONAL.

The only school for professional instruction reported is the medical department of Dartmouth College, which requires for admission of applicants who are not graduates of some college, academy, or high school, an examination to test their fitness for medical study, and, for the degree of M. D., 3 full years of medical study under a preceptor, attendance on 2 full courses of lectures of 16 weeks each year, and practice in dissection. For statistics, see Table XIII of the appendix, and a summary of it in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The State supported 12 children during the year 1879–'80 in the Perkins Institution and Massachusetts School for the Blind, at Boston; in the Institution for Deaf-Mutes at Hartford it had 20, in the institution at Northampton 2, and in the Massachusetts School for Idiotic and Feeble-Minded Youth, Boston, 3.—(Communication from State superintendent.)

### REFORMATORY AND INDUSTRIAL TRAINING.

The *State Industrial School*, Manchester, had 173 pupils under instruction and training during the year 1879–'80, the number at date of the report being 115, all boys but 15. The common school branches are taught, and some of the higher ones, as philosophy, algebra, and history. The boys are taught shoemaking, chair seating, and farming; the girls are employed in sewing and general housework. Measures have recently been taken for the introduction of other and more profitable employments or trades; the legislature has appropriated money for the erection of a building and the purchase of machinery, and it is expected soon to establish the manufacture of chair frames. The discipline of the school is parental, and the training in a large majority of cases results in reformation.—(Report for 1880 and return.)

The *New Hampshire Orphans' Home*, Franklin, a private and non-sectarian home organized in 1871 that is supported by voluntary contributions, reports 24 boys and 21 girls under instruction in 1879–'80.

The *Orphans' Home*, Concord, organized in 1866, under Protestant Episcopal influence, reports 7 boys and 20 girls. In both the pupils are taught the common school branches, with the addition of farming and gardening for the boys and housework for the girls.—(Returns.)

## EDUCATIONAL CONVENTION.

### STATE ASSOCIATION.

The annual meeting of the State Teachers' Association held at Keene was fully attended. The papers and discussions were of a high order, and all related to questions of great practical importance to school teachers. Among those who participated prominently in the exercises were Hon. Charles A. Downs, ex State superintendent; Professor Hiram Orcutt; Hon. B. G. Northrop, secretary of the board of education of Connecticut; Rev. W. W. Hayward, Miss S. C. Eastman, of Henniker; Professors Henry E. Parker and E. R. Ruggles, of Dartmouth College; Principal Perkins, of Exeter; Professors F. W. Hooper, E. B. Powers, C. P. Hall, and H. P. Warren; Hon. J. W. Patterson, State superintendent; Col. T. W. Parker, of Quincy, Mass., and others.

Among the topics considered were objects of study in the common schools, value of high schools, the proper pronunciation of Latin, the metric system, natural sciences in the schools, and the needs and methods of the common schools. These and other subjects were discussed with great earnestness and ability, and the meeting was thought to be one of special interest and value.

## CHIEF STATE SCHOOL OFFICER.

Hon. JAMES W. PATTERSON, *State superintendent of public instruction, Concord.*

[Term, July 8, 1880, to July 7, 1882.]

Preceding superintendents since 1870: Hon. Anthony C. Hardy, 1869 to 1871; Hon. John W. Simonds, 1871 to 1873; Hon. Daniel S. Beede, August, 1873, to February, 1874; Hon. John W. Simonds again, 1874 to 1876; and Hon. Charles A. Downs, 1876 to 1880.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Youth of school age (5–18) | 265,958 | 279,149 | 286,444 | 298,000 | 312,694 |
| Enrolled in public schools | 169,430 | 178,826 | 179,443 | 186,392 | 191,731 |
| Average monthly enrolment | ..... | ..... | ..... | ..... | ..... |
| Average daily attendance | 86,812 | 99,444 | 87,840 | 96,224 | 98,089 |
| Enrolled in private or church schools. | 30,106 | 35,305 | 36,163 | 36,527 | 42,434 |
| Total enrolment in all schools. | 199,536 | 234,749 | 215,606 | 222,919 | 234,165 |
| Children in no school | 62,718 | 63,330 | 69,229 | 71,895 | 76,168 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | | |
| Townships and cities | 247 | 248 | 254 | 258 | 259 |
| School districts | 1,390 | 1,378 | 1,367 | 1,369 | 1,371 |
| Public school buildings | 1,501 | 1,486 | 1,480 | 1,493 | 1,539 |
| Departments in these | 2,462 | 2,597 | 2,641 | 2,835 | 2,948 |
| Unsectarian private schools | 357 | 357 | 308 | 253 | 240 |
| Church schools | 118 | 147 | 124 | 101 | 106 |
| Districts with poor school-houses. | 255 | 171 | 152 | 147 | 116 |
| Districts with passable ones | 267 | 265 | 256 | 299 | 285 |
| Districts with good ones | 420 | 452 | 477 | 429 | 473 |
| Districts with very good ones. | 208 | 273 | 323 | 353 | 372 |
| Number of new school-houses | 82 | 85 | 83 | 51 | 40 |
| Schools refurnished or remodelled. | 84 | 99 | 96 | 82 | 73 |
| Average value of school-houses. | $2,495 | ..... | $4,822 | $4,020 | $4,085 |
| Valuation of all public school property. | 4,246,998 | $4,966,788 | 5,554,828 | 6,000,732 | 6,287,267 |
| Districts with less than 6 months' school. | ..... | 45 | ..... | ..... | ..... |
| Districts with 6 to 9 months' school. | ..... | 138 | ..... | ..... | ..... |
| Districts with 9 months' school or more. | ..... | 1,195 | ..... | ..... | ..... |
| Average time of school in days. | 178 | 190 | 193 | 192 | 194 |
| TEACHERS AND THEIR PAY. | | | | | |
| Male teachers in public schools. | 952 | 955 | 907 | 960 | 946 |
| Female teachers in same | 1,979 | 2,120 | 2,224 | 2,256 | 2,307 |
| Whole number | 2,931 | 3,075 | 3,131 | 3,216 | 3,253 |
| Average monthly pay of men | $57 34 | $62 11 | $65 92 | $65 77 | $67 65 |
| Average pay of women | 32 43 | 34 66 | 36 61 | 38 00 | 37 75 |
| Teachers in private or church schools. | ..... | ..... | ..... | 551 | ..... |
| INCOME AND EXPENDITURES. | | | | | |
| Whole receipts for public schools. | $2,375,642 | $2,263,070 | $2,497,068 | $2,304,398 | $2,311,466 |
| Whole expenditure for them | 2,375,642 | 2,471,343 | 2,471,343 | 2,219,686 | 2,340,985 |
| STATE SCHOOL FUND. | | | | | |
| Permanent school fund | $550,784 | $550,784 | $805,033 | $857,436 | $1,210,882 |

## OF NEW JERSEY—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1879–'80. | | Increase or decrease since 1870–'71. | |
|---|---|---|---|---|---|---|---|---|
| 314,826 | 318,378 | 322,166 | 327,818 | 330,685 | I. | 2,867 | I. | 64,727 |
| 196,252 | 198,709 | 202,634 | 203,568 | 204,961 | I. | 1,393 | I. | 35,531 |
| ..... | ..... | 145,837 | 123,710 | 125,059 | I. | 1,349 | ..... | ..... |
| 103,520 | 107,961 | 113,604 | 112,070 | 115,194 | I. | 3,124 | I. | 28,382 |
| 41,964 | 42,208 | 42,017 | 40,701 | 43,530 | I. | 2,829 | I. | 13,424 |
| 238,186 | 240,917 | 244,651 | 244,269 | 248,491 | I. | 4,222 | I. | 48,955 |
| 73,733 | 72,389 | 72,067 | 80,369 | 81,117 | I. | 748 | I. | 18,399 |
| 262 | 263 | 265 | 268 | 271 | I. | 3 | I. | 24 |
| 1,368 | 1,367 | 1,367 | 1,370 | 1,371 | I. | 1 | D. | 19 |
| 1,532 | 1,546 | 1,551 | 1,558 | 1,585 | I. | 27 | I. | 84 |
| 3,046 | 3,081 | 3,182 | 3,259 | 3,486 | I. | 227 | I. | 1,024 |
| 235 | 198 | 227 | 218 | 129 | D. | 89 | D. | 228 |
| 103 | 88 | 98 | 102 | 107 | I. | 5 | D. | 11 |
| 102 | 178 | 166 | 148 | 171 | I. | 23 | D. | 84 |
| 259 | 252 | 274 | 287 | 291 | I. | 4 | I. | 24 |
| 490 | 464 | 451 | 433 | 545 | I. | 112 | I. | 125 |
| 451 | 469 | 469 | 497 | 567 | I. | 70 | I. | 359 |
| 47 | 26 | 24 | 34 | 26 | D. | 8 | D. | 56 |
| 66 | 35 | 39 | 40 | 65 | I. | 25 | D. | 19 |
| $4,209 | $5,099 | $4,967 | $4,960 | $4,108 | D. | $852 | I. | $1,613 |
| 6,449,516 | 6,518,504 | 6,300,398 | 6,401,603 | 6,244,139 | D. | 157,464 | I. | 1,997,141 |
| ..... | 13 | 11 | 14 | 10 | D. | 4 | ..... | ..... |
| ..... | 80 | 84 | 81 | 73 | D. | 8 | ..... | ..... |
| ..... | 1,275 | 1,271 | 1,275 | 1,288 | I. | 13 | ..... | ..... |
| 192 | 184 | 194 | 194 | 192 | D. | 2 | I. | 14 |
| 978 | 954 | 993 | 977 | 991 | I. | 14 | I. | 39 |
| 2,306 | 2,356 | 2,436 | 2,355 | 2,486 | I. | 131 | I. | 507 |
| 3,284 | 3,310 | 3,429 | 3,332 | 3,477 | I. | 145 | I. | 546 |
| $66 42 | $63 78 | $60 50 | $56 94 | $55 82 | D. | $1 12 | D. | $1 52 |
| 37 39 | 37 04 | 36 14 | 33 73 | 32 90 | D. | 83 | I. | 47 |
| 360 | ..... | 333 | 540 | 572 | I. | 32 | ..... | ..... |
| $2,154,415 | $2,079,907 | $2,004,049 | $1,889,475 | $1,928,374 | I. | $38,899 | D. | $447,268 |
| 2,154,415 | 1,929,902 | 2,004,049 | 1,889,475 | 1,928,374 | I. | 38,899 | D. | 447,268 |
| $1,241,819 | $1,650,350 | $1,365,284 | $2,425,172 | $2,515,785 | I. | $90,613 | I. | $1,965,001 |

## STATE SCHOOL SYSTEM.

### OFFICERS.

Since 1867 the system of officers for the State has remained substantially the same as now. There is a State board of education, with a board of trustees of the normal school, a superintendent of public instruction appointed by the State board for the term of three years, a board of examiners for teachers who desire State certificates, and a board of "trustees for the support of the public schools," who have charge of the State school fund. The State superintendent is ex officio member and secretary of the State board of education, president of the State Association of School Superintendents, and member of the State, county, and city boards of examiners.

For each county there is a superintendent of public schools appointed by the State board for a term of 3 years, subject to the approval of the county board of freeholders, with a board of examiners, composed of the superintendent and one to three teachers chosen by him from among those who hold county or State certificates.

For each school district a board of 3 trustees is chosen by the voters of the district, at the first annual meeting after its establishment, for terms of 1, 2, and 3 years; and at each subsequent annual meeting one is elected for three years to replace the outgoing one. The district trustees of each township together constitute a township board of trustees, and, as such, meet the county superintendent semiannually to hear from him suggestions and submit to him questions as to the management of the schools.—(School law, edition of 1878.)

### OTHER FEATURES OF THE SYSTEM.

The income for the public schools was derived in 1880 from the proceeds of a State school fund, of a State tax of two mills on the dollar,[1] of the surplus revenue fund of each county, and of township, district, and city taxes. The State funds were apportioned on the basis of the reported number of youth of school age. Each district, to obtain its share, must have suitable school buildings and must have maintained a free school at least 9 months of the preceding school year; while teachers must hold certificates of qualification and present a duly kept school register for the time for which pay is asked.

Teachers may suspend disorderly scholars, reporting their action to the school trustees for confirmation or rejection, but are not allowed to inflict corporal punishment. They are required to attend the annual institute held in the county where they teach unless excused by the superintendent, their pay continuing during such attendance. Free instruction in the public schools is given to all children from 5 to 18 years of age, and those from 8 to 14 must be sent to some school at least 12 weeks yearly, unless instructed at home or excused because of bad mental or physical condition. The State encourages the formation of district libraries by giving $20 if the like sum is raised by the district, and a further sum of $10 annually to increase and improve the library if the district will do the same. Instruction in the metric system is encouraged, and every public school applying for it may receive from the State a simple set of apparatus for aiding such instruction.

Under the old rules for authorizing teachers it was found that the terms for State and high grades of county certificates were too short to induce those qualified for these grades to secure them and that a large number of this class held third grade certificates. To make the higher grades more desirable, the board of education, in 1880, changed the terms as follows: second grade State certificates, 10 years; third grade, 7 years; first grade county certificates, 5 years; second grade, 3 years—the change to apply to all subsequent certificates.—(School law, edition of 1878, and report, 1880.)

### CHANGES IN THE SCHOOL LAWS.

By an amendment to the school law adopted May 6, 1871, the public schools were made entirely free, and a tax of 2 mills on the dollar was authorized to enable them to be held as such 9 months of the year, with an allowance of an additional township tax for this purpose if found necessary. On March 27, 1874, the compulsory law before referred to was passed; it was amended April 9, 1875, so as to require parents and guardians to secure the attendance of children 8 to 14 years of age at least 12 weeks in each year, 6 of these weeks to be consecutive, or to have them instructed at home for the same time in branches commonly taught in the public schools; for every week during which, after due notice from the district clerk, there should be a failure to comply with the conditions of this law a penalty of $3 was imposed. On April 5, 1878, the State superintendent was authorized and directed, with the approval of the State board of education, to place in every public school in the State applying for the same

[1] In 1881 the State tax will be $4 a child instead of 2 mills on the dollar, giving a greater uniformity of revenue for schools.

a simple set of apparatus to teach the metric system of weights and measures, and the sum of $2,000 was appropriated for this purpose.—(School laws, edition of 1878, and Report of the Commissioner of Education for 1876.)

GENERAL CONDITION.

The State report for 1880 shows advance at many points, which, if not all that could be wished, is yet enough to be exceedingly encouraging. Against an increase of 2,867 in youth of school age, there was, indeed, only an addition of 1,393 to the public school enrolment; but probably most of the remaining 1,474 were absorbed by the 5 additional church schools reported. The increase of daily attendance in the public schools exceeded by 1,775 the increase of the average monthly enrolment in them. The increase of teachers in public schools (145) was more than sufficient to care for all the additional children to be taught, providing an additional teacher for every 9 additional scholars actually brought under State instruction. Then 27 new State school buildings, many of them large ones, with 227 new departments, made ample provision for the additional enrolment and secured greater comfort for many of those previously enrolled. There was an increase of 112 districts with good school-houses and of 70 with those rated "very good," but a decrease of $157,464 in the valuation of school property. The receipts for schools were $38,899 more and the capital of the State school fund was increased by $90,613.

REVIEW FOR THE TEN YEARS.

Comparing 1880 with 1871, we find the State schools fast gaining on the private and parochial ones, the former increasing by 1,024 in 84 additional school buildings, while the latter diminished by 239. The buildings for the State schools, too, improved in quality, those in 125 more districts being rated "good," in 359 more "very good," while those with "poor" school-houses were 84 less in number. The enrolment in the State schools (35,531 more) united with that in the private and church schools (13,424 more) came within 15,772 of reaching the increase in youth of school age (64,727), and thus nearly provided for the education of all the youth that had a right to claim it. Through the training given at the excellent State Normal School, at kindred schools in at least 4 of the cities and at the required annual county institutes, the teaching force has been also steadily improved, and the 3,477 teachers in the public schools in 1880 probably much more than doubled in effectiveness the 2,931 of the year 1870–'71, of which the 28,382 increase in average attendance of the pupils is one clear proof. Much of all this improvement probably is due to the steady employment throughout these ten years of a well chosen superintendent, backed by the advice and aid of an excellent State board of education.—(State reports for these years.)

ABSENTEEISM.

Absenteeism has been yearly receiving more attention. In one county it has been almost entirely overcome, the daily attendance reaching 98 per cent. of enrolment. Nearly all the children in the State between the ages of 7 and 10 years attend, for a longer or shorter time, public or private schools. The reports show that but 1 per cent. between these ages are entirely out of school.—(State report.)

SCHOOL-HOUSES, APPLIANCES, AND TEACHERS.

Increased attention has been yearly given to the comfort and supplies of the school rooms by improvement in their ventilation, in the desks used, and in the supply of blackboards, maps, and globes. By the authority of the State 1,257 schools have been provided with Webster's Unabridged Dictionary, 875 with a pronouncing gazetteer, 147 districts with text books, 140 schools with libraries, and 475 with sets of metric apparatus.

Permanency of teachers is a remarkable feature in the growth of the school system of the State. Few teachers remain in the same school less than 1 year, while one-fourth of the number employed had the same school for more than 5 years, 312 for more than 10, 41 for more than 20, and 14 for more than 25 years. The approximate average experience of all the teachers is 7 years and 4 months each; that of teachers in cities is 8 years.—(State report.)

KINDERGÄRTEN.

For any schools of this class reporting from this State for 1880, see Table V of the appendix, and a summary of it in the report of the Commissioner preceding.

## CITY SCHOOL SYSTEM.

OFFICERS.

For each city there is a board of education elected by the people, a superintendent of schools chosen by this board, and a board of examiners composed of the superintendent and such other members as the city may elect.

STATISTICS. *a*

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Bridgeton | 8,729 | 2,308 | 1,592 | ..... | 28 | $11,031 |
| Camden | 41,659 | 12,637 | 7,935 | 6,661 | 140 | 96,825 |
| Elizabeth | 28,229 | 7,710 | 3,426 | 2,241 | 50 | 35,841 |
| Hoboken | 30,999 | 9,889 | 5,168 | 3,259 | 94 | 67,349 |
| Jersey City | 120,722 | 41,226 | 22,776 | 12,905 | 328 | 187,409 |
| Millville | 7,660 | 2,428 | 2,150 | ..... | 33 | 14,651 |
| Newark | 136,400 | 41,935 | 18,626 | 12,145 | 281 | 207,920 |
| New Brunswick | 17,166 | 6,145 | 2,565 | 1,780 | 48 | 48,480 |
| Orange | 13,207 | 3,792 | 1,682 | 983 | 32 | 39,805 |
| Paterson | 51,031 | 13,672 | 7,901 | 4,700 | 150 | 76,022 |
| Plainfield | 8,126 | 2,019 | 1,258 | 937 | 24 | 10,556 |
| Trenton | 29,910 | 7,281 | 3,583 | 2,255 | 67 | 41,744 |

*a* The statistics of population are from the earlier census returns of 1880; the others are from the State report and returns of 1880.

ADDITIONAL PARTICULARS.

*Bridgeton* reports a corps of 28 teachers. A commendable feature in the government of the schools is the orderly manner in which the pupils assemble and leave. The first and second ward schools were organized by the legislature more than 30 years ago, during which time tuition, books, and stationery have been free.

*Camden* had 16 school buildings, 12 of which are modern, with furniture and appliances in keeping, with a seating capacity of 10,000, exceeding by 2,065 the enrolment. There were in private schools 1,527 and 1,715 in no school. Progress has been made in the training for industrial occupations. No report was made as to evening schools.

*Elizabeth* reported 5 schools under the care of the board, with 3 general departments of high school, grammar, and primary; 5 school buildings, with seating capacity of 2,686, being 740 less than enrolment; an increase in children of school age of 530 over 1878–'79, of 291 in enrolment, and over 32 per cent. in attendance 10 months or more. There were 18 graduates from the high school. The State appropriation having been applied to other purposes than those prescribed by law, the city was ordered by mandamus to make good the amount thus used, on the ground that the funds received from the State are held by the city treasurer in trust only for the payment of teachers and fuel bills. The evening schools were suspended during the year.

*Hoboken* had 5 school buildings, 4 public schools with 3 departments (grammar, primary, and annex to No. 1), a high school including a normal department, and an evening school. The high school had an enrolment of 136, an average attendance of 121, 4 teachers, and graduated 87. The normal school is held every Saturday from 9 to 12. German is taught in the grammar and high school classes. The evening schools, taught 3½ months, had 6 teachers, an enrolment of 393, and 141 in average attendance.

*Jersey City* reported 20 school buildings, 17 belonging to the city and 3 rented, 21 schools classified and subdivided into a high school, a training school attached to the high school, a grammar school with 3 departments, primary schools, and annex of schools Nos. 3 and 11, with 327 teachers, providing in the higher departments instruction in Latin, Greek, German, French, and drawing. The number annually refused admission to the schools had for several years been nearly 2,000; in 1879 there were 1,753. The opening of a new building last year reduced the refusals to 988. The high school had increased its average attendance from 397 in 1879 to 423 and improved the character of its scholarship.

*Newark* reported 31 school buildings, with 15,500 sittings; unusual interest in public schools was manifested by frequent visits of the board and citizens. The primary schools were fairly prosperous, though suffering from lack of room, from the large proportion of young and inexperienced teachers, and from the large number of children requiring instruction, this last evil being lessened by reducing the larger classes. There were 11 grammar schools, with two intermediate, 1 colored, and 1 primary, all doing grammar grade work, with a 4 years' course — discipline and instruction improving. The high school, including a normal, graduated 29 with high standing, who were sought for by those desiring trained teachers; it admitted 240 of the 305 examined. In all the schools there were 26 male and 244 female teachers, whose work evinced increasing thoroughness of training and devotion. A teacher of drawing was appointed at the beginning of school year, resulting in new interest in drawing as an educational force. In private or church schools there were 6,500; in no school, 16,993. Evening schools were open 57 days, enrolled 955, average attendance 526, with 27 teachers.

*New Brunswick* had the same classification of schools and high percentage of attendance reported in 1879. Evening schools were continued 3 months, with enrolment of

123 and average attendance of 47. The enrolment in all departments of the public schools was 2,589, average daily attendance 1,896, of whom 918 were present during 10 months of the year. Tardiness was nearly banished, in the cases of 1,246 pupils the loss of time being only 31½ hours. At close of school in June, 357 had not missed a day during the year; and in the 14 of the graduating class 2 had not missed a day in 10 years, 1 in 9 years, 1 in 5, 1 in 4, and 2 in 3 years. A teachers' meeting of 1 hour is held every Wednesday afternoon. Evening schools, open 58 days, enrolled 123 and had 47 in average attendance under 3 teachers.

*Orange* had 4 school buildings, with 29 departments and a seating capacity of 1,329, with school population of 3,792; enrolment, 1,682; average attendance, 983; enrolled in private or church schools, 900; attending no school, 1,496; no evening schools reported. The arrangement and classification of schools were substantially the same as in 1879.

*Paterson* reported 11 school buildings, with 103 departments and seating capacity of 5,537; 1,500 attending private or church schools, 100 more than reported in 1879, and 2,950 attending no school, 192 less than last year. Evening schools were open 67 days; enrolment, 1,590; average attendance, 490; teachers, 33.

*Trenton* had 12 school buildings, with 65 departments and 2,700 sittings, and in the schools a course of study covering 10 years, each 2 years constituting a special department: primary or Kindergarten, "a department for the introduction of study," a grammar, and 2 departments of the high school. Industrial drawing enters into the course throughout. In 1877 the first class of 9 graduated; in 1878, the second, of 15; in 1879, the third, of 11; in 1880, the fourth, of 14; most of whom were engaged in teaching. In private or church schools there were 2,604; in no school, 1,094. No evening schools reported.

## TRAINING OF TEACHERS.

### NEW JERSEY STATE NORMAL SCHOOL, TRENTON.

This school in 1880 reached its twenty-sixth year, during which time it had enrolled 2,520 students, had graduated 800, and had furnished to the State 378 trained teachers, being nearly 11 per cent. of the entire number employed in the State. There are 2 normal courses, an elementary and advanced, the former of 2 years, the latter of 3, the first year in both being the same. There were 234 pupils enrolled in 1880, with an average attendance of 191, an increase of 25 over last year; attendance in the model department, 328. The school employed 25 teachers and graduated 37 pupils, of whom 24 finished the advanced course and 35 were teaching.

### FARNUM PREPARATORY SCHOOL, BEVERLY.

This continued to act in conjunction with the State Normal School in furnishing teachers for the public schools, and provided besides for the citizens of Beverly and vicinity, as far as possible, a first class graded school. As preparatory to the State institution, it continued to receive appropriations from the legislature; it had 4 departments, primary, intermediate, preparatory, and senior, with an average attendance of 110.

### OTHER NORMAL TRAINING.

Normal classes for the preparation of teachers for the city schools and improvement of the younger teachers continued in 1879–'80 at Hoboken, Jersey City, Newark, and Paterson. Teachers' associations were held, with an increase of number and interest over 1879, in Bergen, Burlington, Gloucester, and Salem Counties. The association in Hunterdon County was reorganized, having been suspended for several years.

### TEACHERS' INSTITUTES.

Institutes are established by law and teachers are required to attend them, with no reduction of salary while attending. In 1879–'80 institutes were held in 15 of the 21 counties and were well attended. The subjects treated were of the most practical nature, mainly the fundamental branches taught in the public schools.—(State report, 1880.)

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Such schools in 1879–'80 appear, as in 1878–'79, to have been at Elizabeth, Hoboken, Jersey City, Newark, New Brunswick, Orange, Paterson, Phillipsburg, Rahway, and Trenton. At Trenton and Beverly studies are pursued preparatory for the State Normal School. The superintendent at Atlantic City introduced a course of high school studies which allows the students to graduate fully qualified as teachers.—(Report.)

As the statistics of this class of schools are not given in the State report and as reports of some of the cities are lacking or defective, the full number of students and graduates cannot be given for 1879–'80; the courses, however, appear to be from 3 to 4 years.

### OTHER SECONDARY SCHOOLS.

For the statistics of business colleges, private academic schools, and those specially preparatory to college, see Tables IV, VI, and VII of the appendix; and for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR MEN.

The *College of New Jersey*, Princeton (non-sectarian), appears from many unofficial notices to have retained in 1880 its classical, scientific, elective, and graduate courses, with the high standard of preceding years, but its failure to furnish a catalogue prevents a comparison with other years.

*Rutgers College*, New Brunswick (Protestant Reformed), had in 1879–'80 essentially the same arrangements as Princeton in respect to classical, scientific, special, and graduate courses, with high standards of admission and graduation. Its students for the year numbered 143, of whom 99 were in the classical department, 38 in the scientific, and 2 were resident graduates, against a total of 181 in 1870–'71.

The two other institutions designed to furnish collegiate instruction are *St. Benedict's College*, Newark, and *Seton Hall College*, South Orange, founded in 1856, both Roman Catholic. While collegiate in name, the courses of study in these institutions scarcely entitle them to rank with Princeton and Rutgers, especially in the case of the former. The latter, Seton Hall, had 3 departments of study, classical, preparatory with 3 classes, and commercial.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For the statistics of the 5 or 6 schools of this class, see Table VIII of the appendix, and for universities and colleges, see Table IX of the appendix. For summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The collegiate institutions of this character in the State in 1879–'80 were *Rutgers Scientific School*, New Brunswick, which forms the scientific department of Rutgers College, is the State College of Agriculture and the Mechanic Arts, and is the recipient of the United States land grant; the *John C. Green School of Science*, which forms the scientific department of Princeton College, Princeton, endowed by John C. Green, and has a 4 years' course covering a broad scientific field; and the *Stevens Institute of Technology*, Hoboken. All have 4 years' courses of full collegiate standard, with ample instructing forces and means of illustration of the branches taught in each.

For statistics of these scientific schools, see Table X of the appendix, and a summary of it in the report of the Commissioner preceding.

### PROFESSIONAL.

The only professional schools in the State in 1879–'80 were theological, viz, the German Theological School of Newark, N. J., Bloomfield (Presbyterian); Drew Theological Seminary, Madison (Methodist Episcopal); the Theological Seminary of the Reformed Church in America, New Brunswick; the Theological Seminary of the Presbyterian Church, Princeton; and the Ecclesiastical Seminary of Seton Hall, South Orange (Roman Catholic). The course in this last covers 1 year in philosophy and 4 in theology; that of the others is of 3 seminary years, meant to follow a collegiate or academic course, in the absence of which an examination is required for admission. The library of Princeton Seminary, containing about 32,000 volumes, was removed during the year to the new and elegant building lately erected for it by James Lenox, LL.D., of New York. Both this and Drew Seminary continued, as heretofore, to receive valuable gifts. Drew was thus enabled through the year to aid its students to the amount of $3,000.—(Catalogues and returns.)

For statistics of theological schools, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF DEAF-MUTES AND OF THE BLIND.

As reported in 1878–'79, New Jersey continued through 1879–'80 to send her youth of these classes to reputable schools in other States, 153 deaf-mutes being educated in 7 such schools, at a cost of $44,824, and 34 blind in 2 schools, at a cost of $9,934.

### EDUCATION OF THE FEEBLE-MINDED.

At the Pennsylvania Training School for Feeble-Minded Youth 50 pupils from New Jersey were under instruction, at a cost of $12,453.

### REFORMATORY AND INDUSTRIAL TRAINING.

The *New Jersey State Reform School*, for boys, Jamesburg, continued through 1879–'80 to train its inmates in the elements of a good English education in its school room, in farming and making brick on the farm, in making and laundering shirts and tailoring in the shop; the principles of morality and religion were also inculcated. Since the establishment of this institution in 1874, 1,051 have been committed, 70 per cent. of whom have been discharged and become orderly and useful members of society. During the year 104 were committed and 138 discharged; inmates, 258. Many of those dismissed are visited by the superintendent and others.—(Return.)

The *State Industrial School for Girls*, Trenton, established in 1871, had, at date of return for 1880, 31 white and 10 colored inmates; 23 had been committed, 6 discharged, and 8 indentured. The inmates are instructed in the common English branches, in household work, and plain sewing. Fifteen of the girls had learned to read and 12 to write. The aim of the managers is to prepare them for domestic life, either in families or in their own homes. The whole number committed was 148, about 90 of whom had become orderly and useful members of society.—(Return.)

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATIONS.

Of the meetings of the State Teachers' Association and the State Association of School Superintendents no account has reached the Bureau at date of going to press.

## CHIEF STATE SCHOOL OFFICER.

Hon. ELLIS A. APGAR, *State superintendent of public instruction, Trenton.*

[Fifth term, February 28, 1879, to March, 1882.]

Mr. Apgar has served by successive reëlections since 1867.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Youth of school age (5-21) | 1,502,684 | 1,521,953 | 1,560,820 | 1,596,846 | 1,583,064 |
| In common schools | 1,028,110 | 1,024,130 | 1,030,779 | 1,044,364 | 1,059,238 |
| Av. daily attendance | 493,648 | 494,850 | 499,469 | 515,225 | 531,835 |
| Attending private or church schools. | 135,433 | 131,761 | 135,956 | 137,840 | 134,644 |
| Attending academies | 30,370 | 31,421 | 27,887 | 31,421 | 29,983 |
| Attending normal schools | 5,807 | 6,377 | 6,319 | 6,515 | 6,348 |
| Attending colleges | 3,194 | 4,012 | 3,414 | 2,675 | 2,921 |
| In medical or law schools | ..... | ..... | ..... | 1,506 | 2,135 |
| Whole number under instruction. | 1,202,914 | 1,197,701 | 1,204,355 | 1,224,321 | 1,235,269 |
| SCHOOLS AND DISTRICTS. | | | | | |
| School districts *a* | 11,350 | 11,367 | 11,327 | 11,299 | 11,291 |
| Public school-houses | 11,728 | 11,743 | 11,739 | 11,781 | 11,788 |
| Log | 127 | 121 | 113 | 107 | 90 |
| Frame | 9,914 | 9,941 | 9,939 | 9,969 | 10,004 |
| Brick or stone | 1,687 | 1,681 | 1,687 | 1,705 | 1,694 |
| Av. school term in days | 176 | 175 | 175 | 175 | 176 |
| Volumes in district school libraries. | 926,316 | 874,193 | 856,555 | 831,554 | 809,141 |
| Valuation of public school property. | $23,468,266 | $24,516,250 | $27,196,420 | $29,216,149 | $29,928,626 |
| TEACHERS. | | | | | |
| Men teaching in public schools. | 6,481 | 6,670 | 7,097 | 7,187 | 7,428 |
| Women in the same | 21,773 | 21,987 | 22,367 | 22,435 | 22,585 |
| Whole number | 28,254 | 28,657 | 29,464 | 29,622 | 30,013 |
| Teachers licensed thro' normal schools. | 533 | 543 | 632 | 643 | 728 |
| By State superintendent | 1,054 | 1,095 | 1,163 | 1,176 | 1,153 |
| By local officers | 26,667 | 27,019 | 27,669 | 27,803 | 28,132 |
| Employed for full term | 17,871 | 18,056 | 18,295 | 18,605 | 19,073 |
| Teachers' institutes held | 58 | 55 | 55 | 58 | 58 |
| Teachers attending institutes. | 10,413 | 8,683 | 9,864 | 11,478 | 10,933 |
| Av. attendance at each | 180 | 158 | 179 | 198 | 188 |
| Average annual pay of teachers. | $372 86 | $385 33 | $405 31 | $408 57 | $411 55 |
| Average monthly pay | 42 32 | 44 08 | 46 32 | 46 68 | 46 88 |
| INCOME AND EXPENDITURES. *b* | | | | | |
| Whole receipts for public schools. | $9,707,966 | $10,472,420 | $10,954,206 | $11,246,036 | $11,558,607 |
| Whole expenditure | 9,607,904 | 10,416,588 | 10,946,007 | 11,088,982 | 11,459,353 |
| STATE SCHOOL FUND. | | | | | |
| Permanent school fund *c*. | $2,978,577 | $3,004,514 | $3,029,514 | $3,054,772 | $3,080,108 |

*a* City districts, which would make some 700 more annually, are not here included.
*b* For the sake of uniformity the figures for receipts and expenditures are all as given in successive State reports, less balances on hand at the beginning and close of each year.

## OF NEW YORK—1870-'71 TO 1879-'80.

| 1875-'76. | 1876-'77. | 1877-'78. | 1878-'79. | 1879-'80. | Increase or decrease since 1878-'79. | | Increase or decrease since 1870-'71. | |
|---|---|---|---|---|---|---|---|---|
| 1,585,601 | 1,586,234 | 1,615,256 | 1,628,727 | 1,641,173 | I. | 12,446 | I. | 138,489 |
| 1,067,199 | 1,023,715 | 1,032,052 | 1,030,041 | 1,031,593 | I. | 1,552 | I. | 3,483 |
| 541,610 | 559,537 | 577,606 | 570,382 | 573,089 | I. | 2,707 | I. | 79,441 |
| 134,404 | 117,154 | 113,864 | 114,460 | 108,567 | D. | 5,893 | D. | 26,866 |
| 30,175 | 29,519 | 30,072 | 30,377 | 30,909 | I. | 532 | I. | 539 |
| 6,352 | 6,200 | 5,522 | 5,616 | 5,753 | I. | 137 | D. | 54 |
| 3,011 | 3,102 | 3,089 | 3,468 | 3,641 | I. | 173 | I. | 447 |
| 2,135 | 2,705 | 2,218 | 3,079 | 3,232 | I. | 153 | ..... | ..... |
| 1,243,276 | 1,182,395 | 1,186,817 | 1,187,041 | 1,183,695 | D. | 3,346 | D. | 19,219 |
| 11,285 | 11,287 | 11,270 | 11,280 | 11,263 | D. | 17 | D. | 87 |
| 11,824 | 11,833 | 11,824 | 11,862 | 11,899 | I. | 37 | I. | 171 |
| 93 | 87 | 84 | 90 | 83 | D. | 7 | D. | 44 |
| 10,025 | 10,031 | 10,021 | 10,050 | 10,077 | I. | 27 | I. | 163 |
| 1,706 | 1,715 | 1,719 | 1,722 | 1,739 | I. | 17 | I. | 52 |
| 175.5 | 178.5 | 179 | 179 | 179 | ..... | ..... | I. | 3 |
| 804,802 | 765,546 | 751,534 | 755,380 | 735,653 | D. | 19,727 | D. | 190,663 |
| $31,017,904 | $30,386,248 | $30,147,589 | $30,012,579 | $30,747,509 | I. | $734,930 | I. | $7,279,243 |
| 7,687 | 7,850 | 7,978 | 8,164 | 7,992 | D. | 172 | I. | 1,511 |
| 22,522 | 22,311 | 22,589 | 22,505 | 22,738 | I. | 233 | D. | 965 |
| 30,209 | 30,161 | 30,567 | 30,669 | 30,730 | I. | 61 | I. | 2,476 |
| 746 | 835 | 863 | 891 | 1,068 | I. | 177 | I. | 535 |
| 1,169 | 1,108 | 1,043 | 1,128 | 1,083 | D. | 45 | I. | 29 |
| 28,294 | 28,218 | 28,661 | 28,650 | 28,579 | D. | 71 | I. | 1,912 |
| 19,342 | 19,738 | 19,948 | 20,297 | 20,597 | I. | 300 | I. | 2,726 |
| 59 | 59 | 73 | 78 | 79 | I. | 1 | I. | 21 |
| 10,991 | 11,892 | 13,354 | 14,569 | 15,404 | I. | 835 | I. | 4,991 |
| 187 | 201 | 182 | 186 | 195 | I. | 9 | I. | 15 |
| $411 83 | $401 04 | $388 85 | $374 45 | $369 56 | D. | $4 89 | D. | $3 30 |
| 46 92 | 44 92 | 43 44 | 41 80 | 41 40 | D. | 40 | D. | 92 |
| $11,453,272 | $10,908,761 | $10,657,985 | $10,156,572 | $10,412,363 | I. | $255,791 | I. | $704,397 |
| 11,439,039 | 10,976,234 | 10,626,506 | 10,349,118 | 10,296,977 | D. | 52,141 | I. | 689,073 |
| $3,105,389 | $3,130,763 | $3,156,063 | $3,226,285 | $3,251,286 | I. | $25,001 | I. | $272,709 |

*c* This does not include the United States deposit fund, $25,000 of the income of which goes annually to increase the school fund principal, while $165,000 more of this income is annually appropriated to the State schools. The deposit fund has thus become substantially part of the school fund.

## STATE SCHOOL SYSTEM.

### OFFICERS.

The officers intrusted with the supervision of common school interests are a State superintendent of public instruction, elected since 1854 by joint ballot of the State senate and assembly for a term of 3 years; a district school commissioner for a commissioner district composed of a county or part of a county, elected by the people every third year since 1856; district trustees, 1 or 3 for each ordinary school district, chosen by the voters of the district for 1 or 3 years' terms; and boards of education of union school districts, chosen for 3 years' terms after the first election, these boards to be of 3 or 9 members, according to the choice of the people.

For academic and collegiate training, including medical and law schools, there has been since 1784, and more effectively since 1787, a board of regents of the University of the State of New York, composed of the governor and 3 other State officers, with 19 appointed members, these last without limitation of term.

### OTHER FEATURES OF THE SYSTEM.

The common schools of the State are free to every child 5 to 21 years of age residing in the districts in which they are held. To aid in keeping them thus free, the State furnishes from taxes and school funds more than $3,000,000 yearly, distributing this sum (partly on the basis of school population, partly on that of average attendance) to such districts as have reported free schools held under qualified teachers the full legal time. The people raise by voluntary taxation for these schools about $7,000,000 additional to what the State provides, making an annual total of above $10,000,000. Most of this great sum is used for the pay of teachers and school officers; about $2,300,000 for sites, buildings, furniture, apparatus, school libraries, and other incidental expenses; about $200,000 for training teachers in institutes, academies, and normal schools under State direction; the remainder to encourage academic and higher training under State auspices, and to meet the expenses of a few schools for the Indians still residing in the State. Teachers for the State schools must hold diplomas from a State normal school, from the State superintendent of public instruction, from the school commissioner of the district in which they intend to teach, or from the corresponding officer of a village or city that has a school system of its own. To those without such evidence of qualification no employment can lawfully be given, nor any State money lawfully be paid. They may attend the institutes held for their improvement without loss of pay for the time so spent. School libraries have been provided, and since 1838 $50,000 have annually been appropriated for them by the State, districts being allowed to supplement their portions with $50 annually for the purchase of books and whatever might be necessary for the purchase of bookcases. Diversion of the State money to other purposes is permitted when 100 to 125 books have been secured, and this has greatly impaired the efficiency of the libraries. The minimum school term for the State schools has long been 28 weeks of 5 school days each, inclusive of legal holidays. In the absence of any statutory provision for a legal school month, a calendar month is held to be such by the State department of education.

### GENERAL CONDITION.

The showing for 1879–'80, as compared with the preceding year, is not as good as one interested in educational progress could desire. There was, indeed, an increase of $255,791 in the revenue for the State schools, the usual $25,000 addition to the capital of the permanent school fund, so great a rise in the valuation of school property[1] as indicates great increase of provision for housing pupils and giving them seats, blackboards, and other needful advantages, while 300 more teachers than before so commended themselves by their work and deportment as to be employed for the full term, 177 more having also diplomas from the normal schools. Yet, with all these good indications of the State's readiness to do its duty by the schools, only 1,552 more pupils were gathered into them for the year out of the 12,446 more children of school age and out of 5,893 besides that appear to have dropped out of private and church schools. Even an increase of 532 in academic classes, of 137 in the normal schools, of 173 under collegiate instruction, and of 153 under training in law and medicine, did not so bring up the whole enrolment as to prevent a decrease of 3,346 in the number reported as pursuing some line of education. The only offsets to this considerable falling off are (1) an increase of 2,707 in average daily attendance in the State schools, and (2) a continually growing number in the city of New York and elsewhere who do not come into the State educational purview, but who attend drawing schools, music schools, cookery schools, and other means of preparation for life's duties and for a useful and profitable life work.

[1] The increased valuation of all school property for the year was $734,930, half a million of which may be taken as representing new or improved school-houses.

### RÉSUMÉ FOR TEN YEARS.

As respects laws, the changes from 1871 to 1880 in matters touching the State school system were, in 1872, an act to appropriate annually for the benefit of academies and academical departments of union schools $125,000, or so much thereof as might be derived from a tax of $\frac{1}{6}$ of a mill on each $1 of taxable property; in 1874, an act "to secure to children the benefits of elementary education;" in 1875, an act to make instruction in industrial drawing obligatory in the State normal schools, in the schools of cities, and in union schools incorporated by special acts; in 1876, an act to secure supervision of the schools in incorporated villages with 5,000 or more inhabitants, by paying towards such supervision $800 annually in each case; in 1877, an act to give boards of education in cities and villages and annual school meetings in ordinary districts the right and duty of selecting text books for their schools, such books, however, once adopted not to be changed in less than five years except by a three-fourths vote; and finally, in 1880, an act to authorize duly qualified women to vote at school meetings and to hold school offices and another act to restrict the practice of medicine and surgery to duly graduated persons. There was also in 1874 a constitutional change (section 10, article VIII of the constitution of 1846) by which a door was opened for an appropriation of State school moneys to private and denominational school corporations or associations.—(Code of public instruction, 1879, and annual reports.)

As respects the actual working of the State system, the figures show that there has been a great advance in the value of grounds and buildings devoted to the public schools, the old log school-houses gradually disappearing and convenient, often elegant, ones of frame, brick, or stone coming in their place; that the whole number of buildings occupied by the State schools was 171 greater in 1880 than in 1870–'71, and the quality in general so much improved as to increase the valuation by $7,279,243; that the teaching in them was also improved through the presence of 4,991 more instructors trained in institutes and of 535 more graduates of normal schools, besides great numbers from the teachers' classes in academies and from partial courses in the normal schools; while, on the whole, 2,476 more teachers were employed at the close of the 10 years than at the beginning, and 2,726 more were retained continuously through the year. As one consequence of this better housing and better teaching, we find an increase of 79,441 in the average daily attendance in State schools, though private and church schools fell off 26,866 in their attendance.

But it is discouraging that with a growth 138,489 in the number of youth entitled to instruction only 3,483 more pupils were on the State school rolls; that under all forms of instruction reported there were 19,219 fewer pupils in 1880 than in 1870–'71; that there were 190,663 fewer volumes in the district school libraries; and that, with a great improvement in the quality of teaching, the pay of teachers had diminished on an average $3.30 a year.

Very much of the progress noted is in the numerous city and village districts of the State, where good school boards and liberal pay of teachers are the general rule. To improve the unsatisfactory educational condition of the country districts, the chief teachers of the State have for years been urging the introduction of the township system, in the hope of thus securing intelligent supervision, better teaching, and more remunerative pay.

### INDIAN SCHOOLS.

The remnants of several tribes of Indians still hold reservations in the northern section of the State, and of the 1,590 youth of school age among these, 1,164 were enrolled in 1879–'80 in the State schools held for them, the average daily attendance being 625. This was not quite as good as in 1870–'71, when out of 1,774 Indian school youth and 1,192 enrolment, there were 706 pupils in average daily attendance.

### KINDERGÄRTEN.

Only 3 Kindergärten appear to have existed in this State in 1871; 11 were reported in 1873, and 26 in 1878, while for 1880 there were 42 presenting their statistics out of a list of 52, two of them important normal training schools for Kindergarten teachers and several others free Kindergärten for the children of the poor.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

For the care of the interests of public schools there is in each city a board, varying in number and in title, each city usually having a superintendent chosen by the board. In New York City the board consists of 21 commissioners from the city at large, appointed by the mayor. He also appoints 3 inspectors for each of the 8 school districts into which the city is divided. The commissioners and inspectors serve for terms of 3 years, one-third being liable to change each year. Every 2 years the board elects a city superintendent of schools and 7 assistant superintendents; and, having first appointed 5 trustees of schools for each ward, changes or reappoints 1 of the 5 each year, securing thus a union of fresh life and tried experience.

STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Albany | 90,903 | 35,411 | 14,049 | 9,175 | 259 | $196,186 |
| Auburn | 21,924 | 6,079 | 3,049 | 2,232 | 66 | 52,791 |
| Binghamton | 17,315 | 4,852 | 3,147 | 2,166 | 58 | 43,947 |
| Brooklyn | 566,689 | 181,083 | 96,663 | 52,677 | 1,315 | 985,340 |
| Buffalo | 155,137 | 56,000 | 18,606 | 14,555 | 439 | 347,205 |
| Cohoes | 19,418 | 7,991 | 3,769 | 1,601 | 43 | 33,382 |
| Elmira | 20,541 | 6,207 | 4,253 | 3,032 | 77 | 70,845 |
| Hudson | 8,670 | 2,975 | 1,158 | ..... | 21 | 15,647 |
| Ithaca | 9,105 | 2,680 | 1,975 | 1,384 | 32 | 24,889 |
| Kingston | 8,780 | 2,704 | 1,889 | 1,083 | 32 | 22,472 |
| Lockport | 13,522 | 4,000 | 2,640 | 1,585 | 44 | 32,419 |
| Long Island City | 17,129 | 5,656 | 3,742 | ..... | 50 | ..... |
| Newburgh | 18,050 | 5,897 | 3,348 | 2,219 | 58 | 44,135 |
| New York | 1,206,577 | 385,000 | 177,611 | 113,198 | 3,292 | 3,415,822 |
| Ogdensburg | 10,341 | 4,044 | 2,070 | 1,114 | 30 | 21,263 |
| Oswego | 21,117 | 8,677 | 4,192 | 2,739 | 67 | 38,931 |
| Poughkeepsie | 20,207 | 6,002 | 3,129 | 2,020 | 59 | 37,835 |
| Rochester | 89,363 | 37,000 | 12,871 | ..... | 250 | ..... |
| Rome | 12,194 | ..... | ..... | ..... | ..... | ..... |
| Saratoga Springs | 10,820 | 2,528 | 1,742 | 1,061 | 33 | 21,004 |
| Schenectady | 13,655 | 4,500 | 2,288 | ..... | 42 | 23,092 |
| Syracuse | 51,791 | 18,282 | 9,276 | 7,426 | 179 | 129,843 |
| Troy | 56,594 | 18,464 | 9,351 | 5,613 | 142 | 106,399 |
| Utica | 33,931 | 11,812 | 5,491 | 3,727 | 102 | 84,589 |

ADDITIONAL PARTICULARS.

*Albany* during 1879–'80 improved 4 of its public school buildings in the direction of health, increased accommodations, and teaching facilities, adding seating capacity nearly equal to that of a new building. One new building was nearly completed at date of report, and the erection of several others, to take the place of old ones, was contemplated. The public school enrolment was 583 less than the year before, average daily attendance less by 18, while in punctuality there was a gain of 1 per cent. As compared with 1871, the increase in enrolment was 3,110, and in average daily attendance, 2,996. The arrangements, classification, and standard of admission of the high school appear to have been the same as reported in 1878–'79. The 3 evening schools, in the report of the year before regarded as of questionable utility, seem to have been discontinued. In the high school there was an attendance of 595. The condition of all the schools was reported as highly satisfactory.—(City report, 1879–'80.)

*Auburn* continued to class her public schools as primary, grammar, and high, the last having English and classical departments. In 1879–'80 there was an increase of 104 in enrolment, of 45 in average daily attendance, and of 10 teachers. The high school graduated 28. New and enlarged school buildings had been erected during the year before, and a general improvement of the old ones had put all in good condition, especially as to light, heat, and ventilation. Nearly 83 per cent. of pupils registered attended more than the 14 weeks required by the compulsory law, while over 76 per cent. attended more than 20 weeks. The report is silent as to the evening school heretofore reported. Comparing 1870–'71 with 1879–'80, the increase in school population was 1,487; in teachers, 26; in enrolment, 206; in average attendance, 662; in attendance in private schools, 500; and 13 of the 40 teachers employed 10 years ago were still connected with the schools. The high school during the 10 years had graduated 136. The most important modification of the course of study was the introduction of systematic training in vocal music and industrial drawing in all the grades, the last in 1875. One feature of the school work which proved very valuable was the punctually attended teachers' monthly meetings.—(City report, 1879–'80.)

*Binghamton* continued to class her public schools as primary, grammar, and high, the course covering 12 years. The high school had 4 courses, English, scientific, Latin-scientific, and classical, each, except the English, extending over 4 years. This course of study for the first time became uniform and definite in 1878; vocal music and industrial drawing are included. In 1879–'80 the number of youth of school age not in school was 2,672 more than the daily attendance, an increase over the previous year of 1,230, showing that the compulsory law had not secured in this place the desired result.—(Return.)

The *Brooklyn* board of education in 1880 had under its care 58 separate school organizations, conducted in 60 buildings, with seating capacity for 64,228, under the supervision of 53 local committees, besides having the direction of the courses of study in several benevolent institutions, only 3 of which receive any portion of the public fund. It is the duty of the superintendent to inspect them and decide whether they

may participate in the distribution of the 10 per cent. of the excise fees for selling alcoholic beverages. In place of the 11 industrial schools mentioned in report of 1879 only 3 appear in report of 1880, and 6 orphan asylums. In these 3 industrial schools 604 children were taught who otherwise would have received no instruction. The teachers see that these children have shoes, then a breakfast for such as have had none, and that they are washed and furnished with at least one comfortable garment, and at noon a dinner. In the 6 orphan asylums instruction is given in the common branches, and during the year 1,583 were taught, making a total in both classes of institutions of 2,187. It is estimated that about 50,000 attend private and parochial schools, an increase of 30,000 over 1879. Brooklyn classes her schools as central grammar (with 3 divisions and 6 grades), intermediate, and primary (each having 6 grades). The 29 schools were in session 206 days, during which there were taught in them, during some portion of the year, 93,923; adding to these the number in the industrial and orphan schools, 2,187, and the 50,000 in private and parochial schools, a grand total of 146,110 is reached. In the 412 sessions held there was a decrease of 615 in number taught and of 181 in average attendance, attributed to the prevalence of contagious diseases during the 4 months preceding vacation. The 11 evening schools were in session 11 weeks, with an improvement in discipline and usefulness secured by the employment of a higher grade of teachers than heretofore engaged. An additional evening high school was established and held a session of 7 weeks, with an enrolment of 572 and an average attendance of 308; the other, with a session of 11 weeks, enrolled 817, and had an average attendance of 391. The total enrolment in the 13 evening schools was 7,871, with an average attendance of 4,421, employing 195 teachers. In the school buildings now occupied there are sittings for 8,500 additional pupils, while there were 6,500 in the schools below the statutory age of 5 years. The estimated value of school property was $5,087,053. Music, drawing, and penmanship entered into the instruction for the year.—(City report and return.)

*Buffalo* in 1879–'80 had 42 school buildings, containing 228 rooms; there was a decrease in enrolment of 6,110 and in daily attendance of 252; increase in teachers, 3. Music, drawing, penmanship, and German were taught by special teachers. There was an estimated enrolment in private and parochial schools of 9,628. At last date of information in regard to the schools they were arranged under 3 departments, primary, grammar, and high, the 2 former having 10 grades, the last 4 courses, business, English, scientific, and classical. Buffalo claims the honor of establishing the first free schools in the State supported by a tax on the property of the city.

*Cohoes* reported 8 school buildings, 49 school rooms, with 2,110 sittings; increase in enrolment, 173; decrease in daily attendance, 164. Evening schools were taught and special instruction given in music and industrial drawing in all the grades. The city classes her schools as primary, intermediate, grammar, and high, each department consisting of 3 grades and each grade occupying 1 year. There was an estimated enrolment in private and parochial schools of 500, and an estimated value of school property of $100,000.—(City return.)

*Elmira* in 1879–'80 had 6 school buildings, containing 33 rooms; number of sittings not given. The city arranges her public schools in 4 departments, primary, intermediate, advanced, and academic, each having three divisions covering 1 year. The academy has junior, middle, and senior classes, one school year being allotted to the work of each class. There was an increase in enrolment of 139; a decrease in daily attendance of 48 and of 4 in teachers, with an enrolment in private and parochial schools of 300. Evening schools appear to have been taught and special instruction given in music. Teachers are required to meet on the last Saturday of every month, under the direction of the superintendent, for such drill and exercise as may fit them to secure unity and efficiency in their work.—(City report and return.)

*Ithaca* in 1879–'80 built a new school-house, giving to the city a total of 6 buildings, containing 23 rooms, with 1,613 sittings. For private and parochial schools there were 3 buildings, with an enrolment of 75. The public schools were classed as primary, intermediate, and high, covering 12 years of study, of which 4 were devoted to the high school. In this, after the first year, there are 4 courses, English, scientific, Latin-scientific, and classical. This school had an enrolment of 192, and reported to the regents 102 as having pursued higher studies for at least 4 months, a number greater than for any previous year. In enrolment of all the schools there was an increase of 144; in daily attendance, of 115. Comparing 1879–'80 with 1870–'71 there was an increase in school population of 522; in average attendance, of 712, and in expenditure, of $15,687. In 1874–'75 the present graded system was established, under which the schools have attained a high position.—(Report and return.)

*Kingston* in 1879–'80 had in its special school district 5 school buildings, containing 29 rooms, with 1,671 sittings. All the houses, with their outbuildings, fences, and grounds, were improved during the summer recess. The board classed its schools as primary, high, and academic. In all the schools below the academy there was a decrease of 94 in enrolment and of 100 in daily attendance, and, including the 91 in the academy, the decrease was 117 as compared with 1878–'79. This falling off was largely

caused by local circumstances which were unusual and are not likely to recur. The number of days lost by absence and tardiness was 1,347 below that of 1878–'79. In the primary school there was a marked improvement, the pupils promoted to the grade above being not only better scholars, but in their average age below those of any previous year. Special instruction was given in music and industrial drawing. The estimated enrolment in private and parochial schools was 197, being 3 less than in the previous year.—(City report and return.)

*Lockport* in 1879–'80 had 7 school buildings containing 33 rooms with 2,664 sittings, and continued to arrange its schools under 4 departments, primary, intermediate, grammar, and academic, divided into 11 grades, each grade below the academic comprising the work of one year, except the first, which required about 5 months. The system of gradation was thus that of yearly grades, with half yearly divisions, so that in nearly all classes there might be 2 divisions of pupils, one a half year in advance of the other. In the academic department there were 2 optional courses of 4 years each, English or classical. French or German could be taken in the place of Latin in the English course. Special instruction was given in music, industrial drawing, penmanship, German, and French. There was the same number of teachers as in the previous year, with but a slight variation in enrolment and daily attendance, while there was an estimated enrolment of 500 in private and parochial schools. The estimated value of school property was $105,000.—(City report and return.)

At *Long Island City* the training in correct expression as the basis of grammatical instruction was begun with the primary grades, and afterwards technical grammar was made practical by combining it with composition writing. In teaching arithmetic, principles were explained first, and then practical examples based on these principles were given the pupils to solve, the teacher making explanations to those that failed after an earnest effort to succeed. United States history was taught with special aim to place before the pupils examples worthy of imitation, with such philosophy of history as they could comprehend. And as one teacher held a State certificate and 8 others diplomas from normal schools, while 27 pupils passed so good an examination as to receive licenses to teach, it may be presumed that much of the teaching for the year was very good.—(Report.)

*Newburgh* in 1879–'80 continued to arrange its schools under 3 departments, primary, grammar, and academic, with increased thoroughness in all the grades of study. The enrolment was 617 more than in 1878–'79, the daily attendance 21 less, and 2 more teachers were employed. There were 6 school buildings, having 58 rooms, with 2,500 sittings. Industrial drawing, which by the law of 1875 was then introduced into the primary schools, was in 1879–'80 for the first time taught in all the grades. Truancy had been much lessened. The half day system had been advantageously introduced in the lowest grade. An improved method of teaching arithmetic was also introduced, in which 2 text books, instead of 5, were used, dropping much that was regarded as useless and drilling thoroughly in what was practical. The results obtained were quite satisfactory. The evening schools were poorly attended. There were 244 enrolled in private and parochial schools. The estimated value of school property was $185,000.—(City report and return.)

*New York* in 1879–'80 had under the management of her board of education 114 primary schools and departments; 103 grammar schools, besides 5 grammar and primary schools for colored children; 24 evening schools for the common branches, 2 for colored children, and 1 evening high school for males; a normal college for females; training department of the normal college, and 1 nautical school; in all, 252 public schools and departments, besides 16 corporate schools which participate in the school fund, making a total of 268. The whole number taught, including 1,359 colored, 18,472 in evening schools, 191 in the nautical and 23,061 in corporate schools, amounted to 267,944, an increase of 3,771; while the average attendance was 133,096; cost of teachers' wages $2,550,000, as against $2,497,947 in 1878–'79, an increase of $52,053. There were 127 school buildings, 4 of which were built in 1880, with accommodations for 144,413. Of the 3,169 teachers in the day schools, 222 were men and 2,947 women; while 245 were in evening schools and 273 were teachers of special subjects: music, drawing, French, and German. There were 1,500 sittings added, and 5,600 new sittings were to be completed by May 1, 1881. The large decrease of attendance at the colored schools since 1878 and the presence of many colored children in the other schools indicated the gradual absorption of a large part, if not the whole, of this separate class of schools. The evening high school continued to furnish instruction to a large class of young and middle-aged men, a great majority of whom devote their time to some study which will be of most practical use to them. The number admitted was 1,176, with an average attendance of 1,054, of whom 76 were present every evening during the term; 450 received certificates, and 45 diplomas. In both the evening schools the average attendance during the term of 90 nights was 6,619, of whom 4,189 were males and 2,357 females. Important changes were made in the classification, time of commencing instruction, appointment of teachers, courses of study, and location of these schools. The Normal College, including the training department, had in 1880 an aver-

age attendance of 2,147, and graduated 361; making since 1870 a total of 2,263 graduates, of whom more than three-fourths have taught in the public schools; at date of report, 100 were employed. Thorough training is given in the theory and practice of teaching, from the Kindergarten to the highest grammar grades, the school being not only the largest of the kind, but the best equipped for the work it was established to do. The nautical school on board the ship St. Mary's continued to do satisfactory work. The number of boys at the examination, April, 1880, was 97, there being an average monthly attendance of 105. The usual summer cruise began in May, and after visiting several ports in Europe and the eastern coast of the United States the ship returned in October, having made a cruise of 8,000 miles, when 46 of the boys graduated and soon found employment. The boys in this school are thoroughly trained in navigation and seamanship, and some of its graduates have become officers of ships and are highly esteemed in the service. The College of the City of New York, an institution sustained by city taxation and offering tuition free, had in February, 1880, an enrolment of 1,138, being 122 less than in the preceding year, due to a change in the standard of admission. The recent adoption of a graded course of music throughout was giving general satisfaction. The gradual introduction of the Normal College graduates as teachers of music contributed largely to the improvement. In nearly every department, male as well as female, music had grown to be an interesting feature in class room exercises. In drawing much creditable work was done. Of the 2,415 classes examined, 1,673 were marked excellent, 689 good, 52 fair; making an average proficiency of 92 per cent. The discipline of the schools, previously reported as highly commendable, continued to receive increased attention with encouraging results. The severest punishment allowed by law was suspension. During the year only 150 were suspended, 87 from the male grammar school, 1 from the female, 60 from the primary departments, and 2 from colored schools, being 40 less than during the previous year; of these, 36 were restored. The total appropriation for the support of the common schools from 1871 to 1880 was $34,093,283.—(City report, 1880.)

*Ogdensburg* arranges her schools as primary and grammar, each having a four years' course; had 9 school buildings, containing 14 rooms with 2,500 sittings; estimated enrolment in private and parochial schools, 570. The schools were taught 199 of the 200 school days. The estimated value of school property was $45,000.—(City return.)

*Oswego* had 15 school buildings, containing 21 school rooms with 3,860 sittings. She classes her schools as primary, with a three years' course, and grammar, with a junior and senior course of three years each. There were also an unclassified school with no prescribed course of study and an arithmetic school for winter only. The estimated enrolment in private and parochial schools was 1,246. Schools were taught 197 of the 198 school days in the year. Estimated value of school property, $168,380.—(City return.)

*Poughkeepsie* in 1879–'80 arranged her schools under four departments, introductory, primary, grammar, and high, covering 12 years, 3 to each of the first two, 2 to the grammar, and 4 to the high, all taught in 12 schools, 11 of which are below the high, occupying 11 school-houses, with 53 rooms and 2,930 sittings. There were 12 private and parochial schools, with an estimated enrolment of 712. Special instruction was given in music. In enrolment there was a decrease of 782, in average attendance of 166, and in teachers of 9. The progress of the schools in all the departments was reported to exceed that of any previous year as shown in the percentage of attendance to enrolment, in thoroughness and fairness of examinations, and in promptness in reporting. Estimated value of school property, $122,600.—(City report and return.)

*Rochester's* school system includes five departments, primary, intermediate, industrial, free academy, and corporate. Statistics beyond those given in the table are not reported at date of going to press.

In *Saratoga Springs* the public schools were classed as primary, junior, grammar, and academic, occupying 12 buildings, with 15 rooms and 1,712 sittings. In private and parochial schools there was an estimated enrolment of 159. Instruction in music by a special teacher and in drawing by the regular teachers was given in all the departments. An evening school was in session under two teachers, with an enrolment of 89. The enrolment and average daily attendance were about the same as in 1879. Estimated value of school property, $71,000.—(City report and return.)

The public schools of *Schenectady* were classed as primary, intermediate, grammar, and high, each having 4 courses of 3 years, with a supplementary course of 1 year for young ladies. Estimated enrolment in private and parochial schools, 450; estimated value of school property, $72,000.—(City report and return.)

*Syracuse* had 18 school buildings, with 94 rooms with 8,643 sittings. The schools were classed as high, senior, junior, and primary, employing 169 regular and 2 special teachers. In average daily attendance there was a gain of 92; percentage on enrolment, 96. The curriculum in some departments was much improved. Great improvement in writing was made, a special teacher being introduced into the primary schools, who used the pencil instead of the pen. Drawing and music were taught in all the grades by special teachers. The ungraded and evening schools were discon-

tinued. A training school to fit young ladies to teach was established. Sewing schools were opened in all the wards but one by the ladies of an employment society. Estimated value of school property, $779,900.—(City report and return.)

*Troy* in 1879–'80 had 17 school buildings, containing 45 school rooms with 6,500 sittings. The schools were classed as primary, intermediate, grammar, and high, with an enrolment of 446 beyond that of the previous year; but there was a loss of 46 in attendance and of 9 in teachers. Besides these, 2 orphan asylums are under the supervision of the board of education and participate in the school fund: the Troy Orphan Asylum, with a daily attendance of 71, and Troy Male Orphan Asylum, with a daily attendance of 175. There were 13 private and parochial schools; estimated enrolment, 1,200. The high school had a monthly attendance of 137. Special instruction was given in vocal music. For a good part of the year, meetings were held on Saturdays for normal training of teachers. The school-houses were in bad condition, yet the work of the year was progressive. The examinations for admission to the high school indicated better work in all the grades than in any previous year. Writing in some form was a daily exercise from the day a child entered on to the end of the course. In discipline there was a pleasing improvement, indicating a better governing power at work, the suspensions being only 26. Estimated value of school property, $243,800.—(City report and return.)

*Utica* reported 18 school buildings, with 40 rooms and 4,694 sittings. The schools were classed as primary, intermediate, advanced, and academic, the first 3 having courses of 3 years each, while the academic included a normal course of 2 years and an academic of 4, the studies of the first 2 years being the same as those of the normal. There was an increased enrolment of 235 over previous year; average per cent. of attendance on enrolment, 74. The ungraded and evening schools seem to have been successful, the former having an enrolment of 77 and the latter of 235. The annoyances occasioned by having boys and girls together in the evening schools have been avoided by giving to them each 2 separate evenings. The various improvements of school property begun in 1878–'79 were completed, and the buildings were all in good repair, with remodelled and enlarged rooms, new furniture, and a general improvement in sanitary condition. Still more repairs were going on and the erection of two large houses was progressing. Special instruction was given in music, drawing, and penmanship. Encouraging progress was made in discipline and arresting truancy, and the year was one of prosperity. Estimated enrolment in private and parochial schools, 1,100; estimated value of school property, $688,479.—(City report and return.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

By the laws of 1875, the State superintendent has general supervision of the State normals at Brockport, Buffalo, Cortland, Fredonia, Geneseo, Oswego, and Potsdam, as well as of any other State normals established hereafter. The regents of the university are associated with the State superintendent in the management of the Albany school. All these schools were in active operation prior to 1870, except those at Buffalo and Geneseo, which were organized in 1871. Appointments for admission are made by the State superintendent, subject to a required examination. There are three courses of study: an elementary English, an advanced English, and a classical, covering, respectively, two, three, and four years of 40 weeks each. Academical departments were maintained until June, 1877, in 7 of the schools (the one at Albany alone excepted); since then only the normals at Brockport and Fredonia retain such departments. There were, however, so-called academic pupils at some of the schools, yet no separate classes, except at Geneseo, where there was one separate recitation daily for this class of pupils. These normals are reported to be growing in usefulness and favor. In 1870–'71 there was an aggregate attendance of 2,301 pupils and 196 were graduated. In 1879–'80 the number of pupils was 5,753; number of graduates, 271. For detailed statistics of pupils in the training schools and normal departments, see Table III of the appendix. For a fuller description of these schools, see the Report of the Commissioner of Education for 1879.—(State reports and circulars.)

### OTHER NORMAL SCHOOLS.

The *Normal College of the City of New York* opened on February 15, 1870, with 1,068 students admitted by competitive written examination and 37 by private examination, 1,105 in all. The college was then organized in 3 divisions—introductory, sophomore, and senior—and a 3 years' course was maintained until 1879, when it was extended to 4 years for all new students. The standard of admission has been gradually raised during these years, and yet in 1880 (though the questions for admission were more difficult than ever before) 650 candidates passed a successful examination. The number of graduates in 1870 was 96; in 1880 it was 361, there being then 2,378 students.—(City report for 1870, tenth annual report, and return.)

A training school for young ladies intending to teach was organized at Syracuse in 1879–'80.—(City report.)

A *Normal Training School for Kindergarten Teachers*, organized in 1872 in New York City, is under the charge of Prof. John Kraus and Mrs. Kraus-Bölte. The course is 2 years. In 1879 there were 27 pupils attending. Another, with a course of 9 months in ordinary cases, is in charge of Miss Emily M. Coe, of the American Kindergarten, in the same city.

### TEACHERS' CLASSES IN ACADEMIES AND COLLEGES.

In 1877 the regents of the university were authorized to designate academies and academical departments of union schools in the several counties of the State to give instruction "in the science and practice of common school teaching." The annual appropriation for this work was made from the United States deposit fund, but for several years the income of this fund has been insufficient to meet the appropriations made. Recently notice was given by the comptroller to the regents that after allowing apportionments for instruction given during the winter and spring terms of 1878–'79 payments would be withheld until further action by the legislature. Owing to this, the regents decided that no appointments to give such instruction could be legally made until the requisite fund should be provided. The legislature, however, appropriated $27,832 for teachers' classes in academies in 1880, and it was hoped that like appropriations for this purpose would be continued. Instruction was also given in methods of teaching, school discipline, &c., towards the close of the summer term at Alfred University, Alfred, and Hamilton College, Clinton; but at Hamilton this appears to have ceased with 1880.—(State report and catalogues.)

### TEACHERS' INSTITUTES.

Under the general school law each school commissioner is to organize in his own district, or in concert with the other commissioners in his county to organize for the combined districts, a teachers' institute, and to secure the attendance of all the teachers thereat, if possible. The act relating to institutes does not apply to the county of New York, and the territory of Hamilton County is so situated that the teachers are better accommodated in the institutes of adjoining counties. In 1871 institutes were held in the other 58 counties, with an attendance of 10,413 teachers, at an average expense of $1.65 per capita; in 1880 there were 79 institutes, 15,404 in attendance; expense, $1.01 per capita. The usual institute was organized in 1880 for the benefit of the Allegany and Cattaraugus Indian reservations. The institutes are reported to be of far greater value now than they were a few years ago and to have grown steadily in favor with commissioners, teachers, and the public.—(State report.)

### EDUCATIONAL JOURNALS.

These were in 1880 Barnes' Educational Monthly, published simultaneously in New York and Chicago, and then in its sixth volume; the School Bulletin, Syracuse (organ of the State Teachers' Association), entering its seventh volume that year; the Teachers' Institute, then in its third year; the American Kindergarten Magazine, dating from 1878, published monthly in New York City; the New York School Journal, a weekly, which sent out its twelfth volume in 1880. These journals were devoted more especially to the school interests of the State, from Kindergarten instruction upwards. In addition there were the Industrial Monthly and the Industrial News, the latter published by the Inventors' Institute, Cooper Union, New York City, both monthlies commenced in 1880, and giving sometimes valuable information in reference to technical education. Within the decade came the University Monthly, a journal of school and home education published in New York City in 1871 and 1872, and the Journal of Education, published in Brooklyn in 1875 and 1876. Arrangements were made at the close of 1880 to transfer to the office of the School Bulletin at Syracuse the Kindergarten monthly published for some years at Milwaukee, Wis., under the title of the New Education, with which had been connected the Kindergarten Messenger, formerly published at Boston. The Sanitary Engineer contained in 1880 much information as to sanitary arrangements.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

According to the report of the regents of the University of the State of New York for 1870, the academies of the State consisted of 2 classes, those incorporated by the regents and subject to visitation by them, and high schools or free academies, which are a part of the free school system of the State. The number of academies subject to the visitation of the regents in 1870 was 144; free or unincorporated academies, 82; whole number of students, 30,000. In 1880 there were 30,909 pupils under instruction, while the number of academies by the latest regents' report (that for 1879) was 250. The standard in this class of schools is said to be well kept up, and is gradually raised by means of questions issued to each school by the regents, these

questions forming the basis of the examinations for admission, standing, and graduation. The preliminary examinations continue to be conducted as in former years, while the advanced academic examinations, as required by law of 1877, have been in operation since June, 1878, with very satisfactory results. These last include a graduating course, revised by a committee of the University Convocation in 1879, and a college entrance course, which embraces subjects recommended by the University Convocation in 1865.—(State and regents' reports.)

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and for summaries of these, see the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The colleges of this State recognized by the State board of regents and reporting to it, with the recognized schools of law and medicine, form the *University of the State of New York*, for which the academies under the supervision of the regents are the preparatory schools. There is no other State university than the one thus constituted. Its standard, as determined by the amount of academic preparation for admission to it and by the courses of the greater part of the colleges that compose it, is fairly up to the requirements of the day, and is in quiet and steady process of advancement through an increasing thoroughness in the examinations for admission from the 250 academies which receive their examination papers from the regents. Of the 27 literary colleges chartered or recognized as parts of the university and still surviving, one, the University of Albany, exists thus far only in its departments of law and medicine, which have become connected with Union University, Schenectady; another, the University of Buffalo, exists only in its medical department; a third, Genesee College, Lima (better known as the Genesee Wesleyan Seminary), appears to have settled down into a mere popular secondary school; a fourth, Martin Luther College, Buffalo, has, from poverty, not been able to organize itself upon a fair collegiate basis, and asks to be taken from the collegiate list. The remaining 23 were, in 1880, in the order of their charters and with the dates of these: (1) Columbia College, New York (Protestant Episcopal), 1754, known till 1874 as King's College; (2) Union College, Schenectady (Union Church), 1795, rechartered in 1873 as Union University; (3) Hamilton College, Clinton (Presbyterian), 1812; (4) Hobart College, Geneva (Protestant Episcopal), 1824, and called until 1852 Geneva College; (5) University of the City of New York, N. Y. (non-sectarian), 1831; (6) Madison University, Hamilton (Baptist), 1846; (7) St. John's College, Fordham (Roman Catholic), 1846; (8) University of Rochester, Rochester (Baptist), 1846; (9) Elmira Female College, Elmira (Presbyterian), 1855; (10) St. Lawrence University, Canton (Universalist), 1856; (11) Alfred University, Alfred (Seventh-Day Baptist), 1857; (12) Ingham University, Le Roy (Presbyterian), 1857; (13) St. Stephen's College, Annandale (Protestant Episcopal), 1860; (14) College of St. Francis Xavier, New York (Roman Catholic), 1861; (15) Vassar College, Poughkeepsie (non-sectarian), 1861; (16) Manhattan College, New York (Roman Catholic), 1863; (17) Cornell University, Ithaca (non-sectarian), 1865; (18) College of the City of New York, N. Y. (non-sectarian), 1866; (19) Rutgers Female College, New York (non-sectarian), 1867; (20) Syracuse University, Syracuse (Methodist Episcopal), 1870; (21) Wells College, Aurora (Presbyterian), 1870; (22) St. Bonaventure's College, Allegany (Roman Catholic), 1875; (23) Cooper Union for Advancement of Science and Art, New York (non-sectarian), 1875, largely devoted to preparation for industrial work.[1]

Besides these, the Brooklyn Collegiate and Polytechnic Institute, Brooklyn, gives some instruction called collegiate, but consisting mainly of studies usually considered preparatory, while St. Francis and St. John's Colleges, in the same city, Canisius and St. Joseph's Colleges, Buffalo, St. Louis College, New York, and the Seminary of Our Lady of Angels, Suspension Bridge (all Roman Catholic), have courses that would hardly carry students beyond the entrance to the junior class of the better sort of colleges.—(Regents' reports, 1874, 1879, 1880, with catalogues of colleges and returns for 1880.)

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of the colleges above mentioned, Alfred, St. Lawrence, Cornell, and Syracuse admit women in common with young men, as does Cooper Union. Elmira, Ingham, Vassar, Rutgers, and Wells are for women only. For the statistics of classical and scientific departments in these and other colleges, see Tables IX and X of the appendix. For

[1] Eight of the above mentioned universities and colleges, St. Stephen's, Wells, St. Lawrence, Hobart, Madison, Rochester, Union, and Syracuse, received in 1879–'80 donations amounting to $449,144 for their educational work.—(Returns.)

the statistics of schools not here named that provide superior instruction for young women, see Table VIII of appendix. Summaries of the statistics of these different tables may be found in the report of the Commissioner preceding.

SCIENTIFIC.

Under this class may be first mentioned, because of its national importance, the *United States Military Academy*, at West Point, which embraces in its 4 years' course engineering, chemistry, mathematics, and mineralogy, besides military, literary, and legal branches of study.

*Cornell University*, the agricultural and mechanical college of the State, and hence in receipt of the congressional grant for the benefit of agriculture and the mechanic arts, presents, besides a number of literary and special courses of study, 5 technical 4 years' courses leading to appropriate degrees in (1) agriculture, (2) architecture, (3) chemistry and physics, (4) mechanic arts, and (5) civil engineering, with another engineering course of 5 years, besides several shorter courses leading to no degree. The degree of civil engineer is only given on completion of the 5 years' course. In this the studies of the first and second years are the same as in the shorter course for bachelor of engineering, the last 3 years comprising additional literary and linguistic as well as technical studies. Among the shorter courses taken by those who are not working for a degree are one of 3 years in agriculture, one of 2 years preparatory to the study of medicine, and one of equal length in history and political science.

The *School of Mines of Columbia College*, established in 1864 for the purpose of furnishing thorough instruction in those branches of science which form the basis of industrial pursuits, in 1880 presented 5 parallel courses of study, each covering 4 years, viz: (1) mining engineering, (2) civil engineering, (3) metallurgy, (4) geology and paleontology, and (5) analytical and applied chemistry. There is also an advanced course for graduates. The academical degrees are engineer of mines, civil engineer, and bachelor of philosophy. Graduates of the School of Mines may, after a year of additional study under direction of the faculty, receive the degree of PH. D.

The *Department of Science of the University of the City of New York* in 1880 offered 2 scientific courses of study, one leading to the degree of bachelor of science, the other to that of civil engineer. The courses in this department are said to be equal to the other collegiate courses of the university and to cover 4 years, but one of these years appears to be preparatory.

*Cooper Union for the Advancement of Science and Art* maintains free day classes in various branches of art pertaining to the industries and in telegraphy, free evening classes in science and art, and free evening lectures on science and art, open to the public as well as to the students, besides a free reading room and library. There were 3,018 pupils under instruction during 1879–'80 in day and evening classes, and in the evening school of science, 1,362, of whom 388 received certificates of proficiency indicating that they had passed an examination in some one subject. The diploma of the school is obtained by but few, as it is given only on completion of the full course of 5 terms. The curriculum begins with a thorough course in mathematics and includes mechanics, natural philosophy, elementary geology, and astronomy.—(Twenty-first annual report and circulars.)

*Rensselaer Polytechnic Institute*, Troy, provided in 1880 a 4 years' course in civil engineering, offering superior facilities, kindred branches of study having been discontinued to concentrate the resources of the school on this. The course includes mechanical, road, bridge, hydraulic, steam, and mining engineering, and leads to the degree of civil engineer. A supplemental course in assaying had also been introduced.

Besides the above schools especially devoted to scientific study, a majority of the Protestant colleges and universities in the State provide general scientific courses which usually extend over 4 years, but in a few cover only 3 years, and in one only 2 years. The last, however (Madison University), announces a 3 years' course after 1880–'81. At Hamilton, Hobart, and Vassar Colleges, also at Union University and the University of Rochester, the study of astronomy is facilitated by well equipped observatories.

For statistics of scientific schools, see Table X of the appendix, and a summary of it in the report of the Commissioner preceding. For scientific departments of colleges, see Table IX.

PROFESSIONAL.

*Theological* instruction was given for 1879–'80 in 12 schools, of which 8 sent reports. The regular course in all extends over 3 years, usually meant to follow a collegiate training; some report a longer one, but in these preparatory instruction is apparently included. The Union Theological Seminary, at New York (Presbyterian), has a course covering an additional year for graduates, and reports 12 students in it, besides 2 fellows. Rochester Theological Seminary (Baptist) also makes provision for graduate study, but reports no students engaged in it. In nearly all these schools applicants

for admission to the full course who are not college graduates must pass an examination, and in 3 at least (the Union and Auburn seminaries, both Presbyterian, and the General Seminary of the Protestant Episcopal Church, New York) this examination was on branches taught in colleges. Hamilton Theological Seminary (Baptist) provides a special course for those not fitted to enter on the full one; the Rochester seminary also offers a partial course to those who desire it, and a special one of 4 years for Germans. A gift was received during 1879–'80 by the Lutheran seminary at Hartwick of about $5,000, to found a professorship, and another by the General Theological Seminary of the Protestant Episcopal Church of $6,000, for purposes not specified.—(Catalogues and returns.)

For statistics of theological schools reporting, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

The *law* schools reporting, as in 1878–'79, are 4, 2 of them situated in New York City, 1 in Albany, and 1 in Clinton. Up to 1880 only 2 of them (that of Columbia College and that of the University of the City of New York) had courses of study covering 2 years, but after 1880 the law school of Hamilton College is to be added to the list. The Albany Law School adheres to its long established course of 1 year, but requires a previous extensive course of reading. The law school of the University of New York grants its diploma after 1 year's study to college graduates who, in their course, have studied the theory and general principles of jurisprudence and the historical development of constitutional law.

For statistics, see Table XII of the appendix, and a summary of it in the report of the Commissioner preceding.

Of the *medical* colleges reporting for 1879–'80 (all but 5 of them in New York City) 9 are regular, 2 homœopathic, and 3 eclectic.

The course of study for the medical degree in all but 3 of the regular schools was that prescribed by the medical association: 3 years of medical study under a reputable and "regular" practitioner, including 2 courses of lectures of 20 weeks each, except at Columbia College, which numbered 28 weeks in its course. The 3 exceptions referred to are the College of Medicine of Syracuse University, the Albany Medical College (a department of Union University), and the Woman's Medical College of the New York Infirmary. These have gone beyond the requirements of the medical association and insist on a 3 years' graded course; the school at Albany advanced thus for the first time in 1880, but still retained its 20 weeks' lecture course, while in the school at Syracuse and the Woman's Medical College of the New York Infirmary 36 and 32 weeks, respectively, were included in the course. The Bellevue Hospital Medical College adopted a graded course of study for 1880, but has since receded from it and returned to the old plan. The medical department of the University of the City of New York makes provision for graduate study and foreshadows the establishment in the future of a "systematic graduated scheme of tuition." No preliminary examination is required for admission to this school, but one is provided for in case students desire a diploma from the Royal College of Surgeons, England. With the two exceptions of the school at Columbia College and the medical department of the University of Buffalo all the regular colleges insist on a preliminary examination for admission. The school at Buffalo announces distinctly that it places the responsibility for the preparatory training of its students on the preceptors of their first year's study. There is a strict examination previous to graduation, not only by the faculty but by a board of examination outside of it, in the schools of Syracuse University and Columbia College, as well as in the Woman's Medical College of the New York Infirmary.

The New York Homœopathic Medical College and the New York Medical College and Hospital for Women, both homœopathic, insist on an examination for admission and a 3 years' graded course of study, but make this only 20 weeks in the former case and 24 weeks in the latter. In this latter there is, besides a greater length of term, an examination previous to graduation by an examining board apart from the college, as well as by the faculty.

In the 3 eclectic schools the old course is presented (3 years of medical study, including 2 terms of lectures of 20 weeks each) and an examination for admission is required. One of them, the College of Physicians and Surgeons, Buffalo, offers its advantages to women on equal terms with men.

The *College of Pharmacy of the City of New York* reports a 2 years' graded course of study, but no preliminary examination for admission "as yet."

The *New York College of Dentistry*, New York City, receives students who have had 2 years of private tutelage or have attended 2 infirmary courses, and graduates them after 2 regular courses of study of 5 months each, with one course in practical anatomy, satisfactory dental work, and a written and oral examination.—(Catalogues and returns.)

For statistics of medical, pharmaceutical, and dental colleges, see Table XIII of the appendix, and a summary of it in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

There were 1,335 pupils instructed during 1879–'80 in the 6 institutions for deaf-mutes under the supervision of the department of public instruction. This was an increase of 47 over 1878–'79. The State pupils numbered 640; county pupils, 479; New Jersey State pupils, 117; while 99 were supported by parents, guardians, or friends. The pupils were distributed as follows: Le Couteulx, Buffalo, 130; St. Joseph's Institute, Fordham, 234; Institution for the Improved Instruction of Deaf-Mutes, New York, 119; New York Institution for the Instruction of the Deaf and Dumb, New York, 553; Western New York Institution for Deaf-Mutes, Rochester, 131; and the Central New York Institution for Deaf-Mutes, Rome, 168. The common school branches were taught in all these institutions; articulation and lip reading, in most. The two schools in New York City include higher branches; all, except the New York Institution for the Improved Instruction of Deaf-Mutes, teach various industries; and the school at Rochester includes Kindergarten work. For a more extended description of these institutions, see the Reports of the Commissioner of Education for 1878 and 1879.—(State report and returns.)

### EDUCATION OF THE BLIND.

The *New York State Institution for the Blind*, Batavia, opened in 1868, reports 454 pupils admitted since that date and 182 present in 1879–'80. The general plan of instruction includes 3 departments: the literary, which includes the common branches, natural sciences, and higher mathematics; the musical, including instruction on the pipe and cabinet organs, piano, violin, and other instruments, vocal music, harmony, and piano tuning; and the industrial department, in which the men make corn brooms and the girls receive instruction in bead work, knitting, sewing by hand and machine. Kindergarten work is also taught.—(Twelfth annual report and returns.)

The *New York Institution for the Blind*, New York City, reported no change in the course of instruction in the academical, musical, and industrial departments; 200 pupils present at the beginning of the year and 32 admitted since. The dismissal of 29 left 203 in September, 1880. The branches taught are those essential to a good English education. The industries include various branches of handiwork. A musical education is also given, and the more advanced scholars are required to give regular instruction in music to the less advanced pupils.—(State report and forty-fifth annual report.)

### EDUCATION OF FEEBLE-MINDED CHILDREN.

The New York Asylum for Idiots, Syracuse, established in 1851, reports an average of 289 inmates in 1879–'80. Simple elementary studies and industrial occupations are taught.—(Return.)

### TRAINING IN SEAMANSHIP.

The Nautical School of the Port of New York, on the schoolship St. Mary's, reported a monthly average of 105 boys under instruction in the various departments of seamanship. The graduating class numbered 46.—(State report.)

### EDUCATION FOR POLITICAL LIFE.

Two of the colleges of the State—Columbia, New York, and Cornell, Ithaca—have recognized and provided for a pressing need by establishing schools of political science to train young men for intelligent performance of the duties of public life. The course at Columbia is meant to cover three years after graduation from the usual college course.

### EDUCATION IN MUSIC.

The *New York College of Music* reported 134 pupils in 1879. Later information is lacking.

The *Baxter University of Music*, Friendship, established in 1853, reports four graduating courses for church, society, orchestral, and band musicians, each course being complete in itself. There are also two undergraduate courses. Lectures on musical subjects are given and a series of progressive concerts aid the students.—(Report.)

### ART EDUCATION.

The opportunities for obtaining instruction in the various departments of art increase from year to year in New York. The *Society of Decorative Art* furnished, in 1880, an elementary training in its specialty, with a view to industrial use; the *Ladies' Art Association* had classes of a like character; the *Art Students' League* taught composition, drawing from the antique, perspective, and had portrait and life classes; *Cooper Union* had evening schools of science and art, an art school for women (in

which system of day and evening schools 3,355 pupils were taught in 1879); the *National Academy of Design* included instruction in high art; the *Art Classes of the Brooklyn Art Association* furnished similar opportunities; *Cornell University* had a thorough course in architecture; Syracuse University, in its *College of the Fine Arts*, taught the history, theory, and practice of the fine arts; and there was a *School of Design* connected with Vassar College. The *Metropolitan Art Museum*, in the winter of 1879–'80, opened night classes for workers in wood and metal. The chief aim of this school was to develop good designers. The experiment was so successful that an "Industrial School of Art" was established, with both day and night classes. Two departments were to be opened, one of painting, in which the principles of coloring as well as form were to be taught, the other to be devoted to technical instruction in woodwork and working in iron and stone. In December, 1880, a technical trade school, to teach carriage draughting and construction, was also opened in connection with the classes of the same museum. A school for instruction in tapestry painting is reported in New York City, and another branch of art—the painting of dresses in imitation of embroidery—attracts much interest. A new feature in industrial education was to be introduced in the *Industrial School of the United Relief Works of the Society for Ethical Culture*, also in New York City. Children from 6 to 8 years of age were to receive instruction in the rudimentary principles of mechanical operations and to work in clay, as the chiselling of wood required too great strength. This school is a charitable organization which takes its pupils from the free Kindergarten of the same society. A movement was projected in Brooklyn to establish a free school of technology, with library and reading room attached, these to be for the purpose of stimulating young persons to choose practical pursuits.—(Scientific American, American Architect and Building News, New York School Journal, &c.)

### TRAINING IN ORATORY.

The College of Oratory (Prof. J. E. Frobisher), New York City, is a development from special and private instruction in schools and colleges. It reports a plan which includes general instruction, lectures, reading, and acting—a stage being arranged for these last—and a gymnasium to aid in strengthening the muscles.—(New York School Journal.)

Information as to kindred schools is desired.

### TRAINING IN HOUSEHOLD INDUSTRIES.

The *Kitchen Garden Association*, first started in 1877, is a means of applying the methods of the Kindergarten to teaching housework. Taking New York City as a centre, an incorporated association has been established, with branches in different cities. The 29 classes in the city include shopgirls, public school children, and those of wealthy parentage. In all, 990 children were taught in 1880. Normal classes have also been formed. In addition to the city classes, Brooklyn had 6, Albany and Troy 2 each, and there were others at Elmira, Poughkeepsie, and Rochester.—(First annual report.)

The *New York Cooking School* (Miss Juliet Corson secretary and superintendent), established in 1876, instructed in marketing, carving, serving, and cooking, familiarizing pupils with the chemistry of food and the physiology of nutrition, and training ladies in all branches of domestic economy, so that they may in turn teach others. It is open during the winter only, as the superintendent is called upon to establish schools elsewhere during the remainder of the year. The intention is to establish graded schools of cookery, which are to include schools for the training of children of the working class for plain cooks, for high class cookery, and for the theory and practice of domestic economy.—(Circular.)

### TRAINING OF NURSES.

The schools established for this purpose are the New York State School for Training Nurses, Brooklyn (organized in 1873); the Charity Hospital Training School, Blackwell's Island, 1875; the New York Training School for Nurses, Bellevue Hospital, New York City, 1873; and the Training School of New York Hospital, New York, 1877. The school connected with Bellevue Hospital reports 209 pupils since the organization, 63 in 1880, 45 pupils sent to private nursing in the same year, and 29 graduates; total number of graduates, 148; course of study, 2 years. The House and Hospital of the Good Shepherd at Syracuse also trains nurses. Ten pupils were reported in 1880 and 30 cases had been attended.—(Returns.)

Information from the Free Training School for Nurses and Governesses mentioned in the report for 1879 is wanting, and also from one projected in 1879 in connection with Long Island College Hospital.

### REFORMATORY AND INDUSTRIAL TRAINING.

New York, through its State board of charities, reports 8 classes of charitable institutions receiving money from the public funds, among which are four previously re-

ferred to, those for the blind, deaf and dumb, and the feeble-minded, viz: (1) Those under charge of the commissioners of public charities and correction, which contained 8,466 inmates on December 31, 1879, and had appropriated to them $860,000 for the year 1880. (2) Those which include institutions receiving for each inmate admitted an allowance sufficient to support such inmate. These are the Nursery and Child's Hospital, the New York Infant Asylum, the Foundling Asylum, the New York Infirmary, and various church institutions. (3) The Children's Aid Society (which reported 21 day and 11 night industrial schools in 1880, with 89 teachers and 9,662 inmates), the American Female Guardian Society, and the Shepherd's Fold, all receiving a fixed sum per annum, secured by special acts of the legislature, and thus not liable to forfeiture by any abuse of trust without repeal of act. (4) The Society for Befriending Children and Young Girls and the Five Points House of Industry, which receive a per capita allowance for each inmate of only $1 a week, a sum not sufficient to support them without private contributions or personal labor. (5) Thirteen institutions of different religious denominations, that receive $2 a head from the city for children committed by the police and civil justices. (6) The Colored Home, supported principally by New York City, according to special act. (7) The House of Refuge, which draws an income from the licensing of theatres, &c., and is thus indirectly aided by public funds. (8) There are also about 100 societies mainly supported by private funds, yet receiving a yearly donation from the excise fund. These include hospitals, infirmaries, and dispensaries. Seventy-three institutions of these different classes reported for the two years ending September 30, 1880, a constant population of 22,000, and they received $4,000,000 from the public funds and $2,400,000 from private sources.—(Boston Medical and Surgical Journal and New York School Journal.)

For statistics of the institutions referred to above and of any other similar ones, see Tables XXI and XXII of the appendix. For their summaries, see corresponding tables in the report of the Commissioner preceding.

## EDUCATIONAL CONVENTIONS.

### MEETINGS OF STATE AND NATIONAL ASSOCIATIONS.

During the year 1880 many meetings of teachers were held in the State of New York. These were the University Convocation, which held its seventeenth annual meeting at Albany July 13–15, 1880; the New York State Teachers' Association; the Convention of School Commissioners and City Superintendents; also many voluntary associations in the various counties, besides the usual teachers' institutes, which meet once or more each year. In addition to these regular gatherings of New York teachers, the Ohio State Teachers' Association and the National Association of Teachers held their conventions at Chautauqua Lake, while the American Institute of Instruction convened at Saratoga.—(State report.)

### ASSOCIATION OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS.

Meeting at Utica December 28–30, 1880, with President Sidney G. Cooke in the chair, the opening session was devoted to papers on "Improved methods of instruction," "Essentials of the reports of teachers and school officers," and "The press and the pulpit, or two of the teaching forces of the time." Then resolutions and reports were adopted (1) to secure some uniform system of blanks for the rural schools which should embrace the essentials for reports of teachers and school officers; (2) to change the school year from September 30 to July 31. A resolution which aimed to secure a change of the school age from 5–21 to 6–18 was lost. A paper was then read on the "Relation of teachers' institutes to common schools," and different gentlemen gave their opinions as to the number of such meetings that should be held, the length of their sessions, and the methods to be employed. Following this was a discussion on normal schools, in which their relation to the rural schools was defined. The need of a department of pedagogy in colleges was broached, the establishment of some organic relations between academic and union schools and the normal schools was suggested, and the necessity of a higher standard of examination at the normal schools, so as to prepare students for entering at once on professional work, was shown.—(Teachers' Institute.)

### STATE TEACHERS' ASSOCIATION.

The thirty-fifth anniversary was held at Canandaigua July 20–22, 1880. The tendency of the papers was toward a better and more practical education of the masses, this to be done by reforming the methods of elementary instruction. President Johonnot's inaugural discussed State, county, and city supervision, town organizations, method in teaching, and courses of study. This address was the keynote to the proceedings of the entire session. The resolutions adopted were that no one should serve as school commissioner unless he holds a college or normal school diploma or State certificate, or has held such office; and that each commissioner should select two

teachers holding college or normal diplomas or State licenses to act with him in conducting his examinations. A report was made in regard to the need of better teachers and a longer school term for the rural districts of the State. This was followed by the report of the committee on drawing in the public schools. Rev. A. D. Mayo then addressed the association on "Country schools and country life." He dwelt upon the need of a revival in the common schools, so that by means of object teaching and observation of nature these schools might be a university of real knowledge of common things. Gen. John Eaton, Commissioner of Education, spoke of the need of improvement in methods of teaching, and said that the educator should be something more than a routine teacher of ordinary attainments. Other topics discussed were "The physical basis of mind," "Education and insanity," "Home study and culture for teachers," "The relation of scholarship to culture," and "The curriculum of study." This last paper pleaded for physical development and culture and for practical schools, in which breadmaking should be taught as well as literature, science, and the arts. These were followed by "The relations of education and crime," "An outside view of education" (a new education with more brains and less machinery being desired), and "Examinations, their use and abuse."—(Teachers' Institute, New York School Journal, New-England Journal of Education.)

### UNIVERSITY CONVOCATION.

The convocation which met at Albany July 13–15, 1880, was not largely attended. The first paper was on intellectual education; Professor Barnard, of Cornell, urged a more general introduction of zoölogical education; Ex-President Sampson, on secondary education, followed; subsequently, Professor Dealy, on "Education in the Early and Middle Ages." In a paper on "Ends and means in education" President Gaines, of St. Lawrence University, recommended that the perceptive faculties be mainly relied on till the pupil is 12 years of age; that mathematics be made prominent from 12 to 18; and that, for dealing with relations and inferences, the classical languages should be held indispensable. "Historical methods in education" and "What is the best education?" were also discussed. Other topics treated were "Quantity as an element in English verse," "Rhetoric, its methods," "The downward tendency of early Aryan civilization," "The study of the Indo-European languages," and the "Decline of the study of metaphysics." The contests for 1880 of the Inter Academic Union took place at the same time at the Albany High School. There were 27 institutions competing for honors, and prizes were divided among 11 schools.

At the commencement exercises President Potter, of Union College, delivered the oration on the relation of the board of regents to the education of the State.—(School Bulletin.)

## OBITUARY RECORD.

### JAMES LENOX.

This liberal founder of the Lenox Library, donor also of a fine library for the Theological Seminary at Princeton, N. J., and benefactor of many worthy charities, died February 17, 1880, in New York City. For forty years Mr. Lenox devoted himself to collecting rare books and works of art, and his collections of manuscripts, books, engravings, maps, statuary, paintings, drawings, and other works of art are said to have been without equals among private collections in America. The works on early American history, biblical bibliography, and Elizabethan literature are especially noteworthy. Although not, strictly speaking, an educator, Mr. Lenox did so much towards aiding education by means of his library that it is not out of place to speak of him in this connection. His gifts to the Presbyterian Home for Aged Women, the Philipps Memorial Church, the Presbyterian Hospital, and the Lenox Library amounted to over $2,000,000.

### SAMUEL B. WOOLWORTH, LL. D., PH. D.

Dr. Woolworth, secretary of the regents of the University, was born in Bridgehampton December, 1800, and died June 30, 1880, in Brooklyn. His life was given to education, and he was one of its most earnest and intelligent expounders. For many years he was at the head of the academy at Homer, then principal of the State Normal School at Albany, lastly secretary of the board of regents, in which position he became general superintendent of all the academies, academical departments, and colleges in the State. He filled the position of secretary for a quarter of a century, and then became honorary secretary.—(School Bulletin, Teachers' Institute.)

### HON. ERASTUS C. BENEDICT, LL. D.

While chancellor of the board of regents of the University of the State of New York Mr. Benedict died of apoplexy, October 22, 1880. Born at Branford, Conn., March 19, 1800; graduating at Williams College in 1821; and being admitted to the New York bar in 1824, he took much interest in the common school system, and was

one of the first trustees elected in the city. A member of the New York board of education from 1850 to 1853, of the common council in 1840, of the legislature in 1848, 1864, and 1873, he was chosen in 1855 to fill the office of regent of the University; subsequently he became vice chancellor and in 1878 chancellor. In 1865 Rutgers College conferred on him the degree of LL. D. He was for many years chairman of the executive committee of the New York Historical Society, manager of the Association for the Improvement of the Condition of the Poor, governor of the State Woman's Hospital, a trustee of Williams College, and manager of the American Art Union. He published several educational works. — (The School Bulletin and Teachers' Institute.)

DR. EDWARD SEGUIN.

Born at Clamecy, France, 68 years ago, and educated at the Colleges of Auxerre and of St. Louis in Paris, Dr. Seguin, soon after the completion of his studies, turned his attention to the education of idiots, and in 1839 opened an institution which has been the model for 75 similar establishments organized in various countries. In 1848 he came to this country and practised medicine for ten years in Ohio; then returned to France, afterwards settling in New York, from whence he aided in the establishment of 11 schools for idiots in the United States. Dr. Seguin did much to place elementary education on a reasonable and thoroughly scientific basis. He wrote many important works on the training of idiots and on other subjects. He was also an enthusiastic advocate of the universal adoption of the metric system, and identified himself particularly with the subject of medical thermometry and human temperature as an indication of health or disease. He closed his useful life in New York City October 28, 1880. — (Boston Medical and Surgical Journal, The Scientific American.)

REV. WILLIAM ADAMS, D. D.

The New York Institution for the Instruction of the Deaf and Dumb met with a serious loss during the year in the death of Dr. Adams, who was for thirty-two years connected with the institution, first as a director and afterwards as president. He died August 31, 1880. — (State report and report of institution.)

PROF. JACOB VAN NOSTRAND.

Professor Van Nostrand, for 41 years engaged in teaching in the New York Institution for the Instruction of the Deaf and Dumb, died in December, 1879. — (State report and report of institution.)

## CHIEF STATE SCHOOL OFFICERS.

Hon. NEIL GILMOUR, *State superintendent of public instruction, Albany.*

[Third term, April 6, 1880, to April 3, 1883.]

ADDISON A. KEYES, *deputy superintendent, State House, Albany.*

[From December 16, 1875.]

The only other superintendent of public instruction during the ten years was Hon. Abram B. Weaver, 1868–1874. Other deputy superintendents were Edward Danforth, January 9, 1869, to August 1, 1874, and Jonathan Tenny, August 1, 1874, to December 16, 1875.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1871–'72. | 1872–'73. | 1873–'74. | 1875–'76. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| White children of school age | 182,698 | 233,751 | 242,768 | 257,521 |
| Colored children of school age | 85,239 | 114,852 | 127,192 | 136,968 |
| Whole number of school age (6–21) | 267,937 | 348,603 | 369,960 | 394,489 |
| White children enrolled | ..... | 106,309 | 119,083 | ..... |
| Colored children enrolled | ..... | 40,428 | 55,000 | ..... |
| Whole enrolment | 105,680 | 146,737 | 174,083 | 198,760 |
| Average attendance of white youth | ..... | 70,872 | ..... | ..... |
| Average attendance of colored youth | ..... | 26,958 | ..... | ..... |
| Whole average attendance | ..... | 97,830 | ..... | ..... |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of districts | ..... | ..... | ..... | 4,074 |
| Public school-houses | 1,627 | ..... | ..... | 3,305 |
| Schools for white children | ..... | 2,565 | 2,820 | ..... |
| Schools for colored children | ..... | 746 | 1,200 | ..... |
| Whole number of schools taught | ..... | 3,311 | 4,020 | ..... |
| Average length of term in days | ..... | 50 | ..... | ..... |
| Estimated value of school property | ..... | ..... | ..... | ..... |
| TEACHERS AND THEIR PAY. | | | | |
| White men teaching | 1,261 | 2,160 | 1,495 | 1,294 |
| White women teaching | 413 | | 613 | 783 |
| Colored men teaching | 317 | 530 | 515 | 529 |
| Colored women teaching | 141 | | 252 | 288 |
| Whole number of teachers | 2,132 | 2,690 | 2,875 | 2,894 |
| Average monthly pay | ..... | ..... | ..... | ..... |
| INCOME AND EXPENDITURES. | | | | |
| Whole receipts for public schools | $211,239 | $408,831 | $496,405 | $501,008 |
| Whole expenditure for them | 157,057 | 191,675 | 297,595 | 335,663 |
| STATE SCHOOL FUND. | | | | |
| Amount of available school fund | ..... | ..... | ..... | ..... |
| Amount of permanent school fund (including portion not now available). | $1,959,380 | $2,187,564 | ..... | ..... |

*a* Exclusive of large quantities of swamp

## OF NORTH CAROLINA—1871-'72 TO 1879-'80.

| 1876-'77. | 1877-'78. | 1878-'79. | 1879-'80. | Increase or decrease since 1878-'79. | | Increase or decrease since 1871-'72. | |
|---|---|---|---|---|---|---|---|
| 267,265 | 273,767 | 271,348 | 291,770 | I. | 20,422 | I. | 109,072 |
| 141,031 | 148,613 | 154,841 | 167,554 | I. | 12,713 | I. | 82,315 |
| 408,296 | 422,380 | 426,189 | 459,324 | I. | 33,135 | I. | 191,387 |
| 128,289 | 146,631 | 153,534 | 136,481 | D. | 17,053 | ..... | ..... |
| 73,170 | 81,411 | 85,215 | 89,125 | I. | 3,910 | ..... | ..... |
| 201,459 | 228,092 | 238,749 | 225,606 | D. | 13,143 | I. | 119,926 |
| 62,628 | 82,054 | 93,951 | 90,512 | D. | 3,439 | ..... | ..... |
| 41,545 | 50,499 | 56,837 | 57,290 | I. | 453 | ..... | ..... |
| 104,173 | 132,553 | 150,788 | 147,802 | D. | 2,986 | ..... | ..... |
| 5,718 | 6,218 | 5,944 | 6,392 | I. | 448 | ..... | ..... |
| ..... | 3,342 | 3,457 | 3,766 | I. | 309 | I. | 2,139 |
| 2,885 | 3,388 | 3,605 | 3,523 | D. | 82 | ..... | ..... |
| 1,550 | 1,761 | 1,898 | 1,789 | D. | 109 | ..... | ..... |
| 4,435 | 5,149 | 5,503 | 5,312 | D. | 191 | ..... | ..... |
| 60 | 46 | 46 | 54 | I. | 8 | ..... | ..... |
| $225,000 | $157,921 | $192,793 | $179,561 | D. | $13,232 | ..... | ..... |
| 1,193 | 1,844 | 1,771 | 2,006 | I. | 235 | I. | 745 |
| 376 | 642 | 652 | 721 | I. | 69 | I. | 308 |
| 535 | 875 | 627 | 1,034 | I. | 407 | I. | 717 |
| 278 | 361 | 321 | 369 | I. | 48 | I. | 228 |
| 2,382 | 3,722 | 3,371 | 4,130 | I. | 759 | I. | 1,998 |
| $30 | $23 18 | $22 14 | $21 75 | D. | $0 39 | ..... | ..... |
| $406,447 | $452,516 | $493,381 | $399,290 | D. | $94,091 | I. | $188,051 |
| 289,213 | 324,287 | 337,541 | 352,882 | I. | 15,341 | I. | 195,825 |
| $91,500 | $112,000 | $204,500 | $200,000 | D. | $4,500 | ..... | ..... |
| 2,289,139 | ..... | *a*652,500 | *a*531,555 | D. | 120,945 | D. | $1,427,825 |

lands, the value of which is not reported.

## STATE SCHOOL SYSTEM.

### OFFICERS.

Within the decade the public school officers have been, for the State, a board of education, with a superintendent of public instruction who was ex officio a member of the board; for counties, boards of education composed of the county commissioners, elected by the people for 2 years' terms and having general oversight of free school interests, with examiners[1] for testing the qualifications of teachers (one for each county, except from 1873 to 1877, when there were 3), chosen by the county board at first for 2 years' terms, but from 1872 for 1 year only; for townships, till 1877, school committees of 3 persons, elected by the people biennially; afterwards such committees appointed by the county boards for the school districts into which the counties had been from the first divided.

### OTHER FEATURES OF THE SYSTEM.

The schools, which are free to all youth between 6 and 21 years of age as enumerated annually, are to be taught at least 4 months of 20 days each. Separate schools for the two races are required, the funds for them to be kept apart. To sustain the schools the law has appropriated annually 75 per cent. of the State and county capitation taxes, a property tax of 8⅓ cents on the $100 of property and credits in the State,[2] with 20 cents on each poll[3] since 1872, when the taxes were 6⅔ cents on the $100 and 25 cents on each poll. If these amounts are not sufficient to maintain a 4 months' school special taxes are allowed in the county should the qualified voters so elect. To receive pay, teachers must be licensed by the proper officers, must be of good character, and must make the required reports. No sectarian or political text books are allowed to be used, and the text books and course of study are recommended by the State board of education, which till 1872 prescribed both studies and text books.—(Laws, 1869, 1872, 1873, and 1877.)

### GENERAL CONDITION.

An increase over the previous year of 33,135 youth of school age was reported in 1880, but a decrease in enrolment and attendance. It may be stated, however, that the enrolment is only reported from 78 counties out of 90, and the average attendance of whites from 74 counties; that of colored, from 72 counties. Consequently these figures hardly give a fair estimate for the State. A larger number of school districts and school-houses is reported, but a diminished valuation of school property, which seems to indicate dilapidation and decay in many parts. Still, as reports of the value of property for colored schools only came from 63 counties and for white schools from 68 counties, the total given doubtless falls below the real valuation. Public schools (5,312) exist in 81 counties, while the average term is as reported by only 75, and the average salary of the increased number of teachers examined and approved during the year is from the reports of 73 counties. Although a decrease in receipts during the year is reported, if the balance on hand September 1, 1879, be added, the total amount of school fund for the year would be $523,555. The disbursements for the year were only $352,882, so that again there remained on hand, September 1, 1880, a balance of $170,673.—(State report and return.)

### RÉSUMÉ FOR THE TEN YEARS.[4]

A system of public instruction was provided for by act of April 12, 1869; a board of education was appointed and 1,398 public schools were organized. Only 250 of the 800 townships in the State had reported up to October, 1870; but it was estimated that there were in the State 1,415 schools, with 49,000 pupils, taught by 1,400 teachers in 709 frame and log school-houses. The average monthly pay was $20.21; the total revenue for the year, $115,043. There was no report to this Bureau for 1870–'71, but it may be seen by a glance at the statistical table that in the two years ending in 1872 a marked increase in youth of school age, enrolment, school-houses, and teachers was

[1] The office of county examiner is to be abolished from June, 1881, and county superintendents are to be elected biennially.

[2] To be made 12½ cents in 1881.

[3] To be made 37½ cents on each poll in 1881.

[4] Although there has been a system of public schools in the State since 1840, the census of 1860 placed North Carolina in the front rank of illiteracy.

apparent. New school laws went into effect in 1872 and 1873, and as a result of the changes made by these laws it was said that if the school districts were properly laid off, the school-houses properly located and built, and if the people of each district had the right to tax themselves and elect the officers to manage the schools, most of the districts of the State would maintain a free public school from 4 to 10 months in every year. In 1874 the people in many counties were organizing educational associations and were taking more interest in public schools than formerly. In 1874–'75 there is again a lack of statistics, while prior to that date many counties failed to report in full, but the new constitution and laws of 1876 and 1877 met with such favor that the county officers, with but few exceptions, sent in reports. A general awakening among the people on the subject of public schools was then apparent, and a State normal school was established in connection with the University of North Carolina by laws of 1876–'77. From 1876–'77 through 1878–'79 there was a gradual increase in youth of school age, enrolment, attendance, school districts, schools, and teachers. The available school fund also largely increased during that period.—(State reports and laws.)

#### AID FROM THE PEABODY FUND.

During the decade the schools have been aided by the trustees of this fund to the amount of $91,400, the largest sums being given in the first five years. The amount given in 1880, $2,700, was divided between the normal schools for white and colored and Fayetteville and Morehead City.—(Reports of trustees of fund.)

#### KINDERGÄRTEN.

There were five schools of this class in 1879–'80. They are 1 at Charlotte (connected with Charlotte Female Institute), 1 at Pittsboro', 2 at Raleigh (in connection with Peace Institute and St. Mary's School), and 1 at Warrenton.

## CITY SCHOOL SYSTEMS.

#### LEGAL PROVISIONS.

Townships with cities of 5,000 or more inhabitants were allowed by act of 1877 to levy an annual tax for the support of graded public schools. This tax, if levied, is not to exceed one-tenth of 1 per cent. on the value of school property and 30 cents on each poll. The townships which include the cities of New Berne, Goldsborough, Charlotte, and Wilmington are excepted from the operation of the act.—(Laws of 1877.)

#### CITY SCHOOL STATISTICS.

Raleigh and Wilmington, according to the census of 1880, have respectively populations of 9,265 and 17,350. Further information is lacking in 1879–'80 in regard to these two cities. In 1878–'79 Wilmington reported a school population of 4,921 and an enrolment of 866, and its schools were taught 144 days. In private or parochial schools there were 936 pupils.

Fayetteville and Morehead City each reported one graded white school in 1880. The former received from the Peabody fund $600, the latter $200, indicating, under the rules, an attendance of at least 300 pupils in the former case and of at least 100 in the latter. A graded school at Salisbury, also for white pupils, was mentioned.

## TRAINING OF TEACHERS.

#### STATE NORMAL SCHOOLS.

By an act ratified March 9, 1877, provision was made for the establishment of a normal school for white pupils in connection with the State University and for a State normal for colored pupils, where teachers for that race might be trained for the common schools of the State. These schools were to be helped for 2 years at the rate of $2,000 a year. The general assembly at its session of 1879 continued this appropriation.

The *University Normal School* is a summer school lasting six weeks. Its sessions have been successful from the beginning, and although a slight decrease in attendance was noticed in 1880 a manifest increase of enthusiasm and industry was perceptible, while the work accomplished is said to have been of a better character than formerly. In 1879–'80 it reported 241 normal students present; a model school organized; lectures

delivered to the whole school on school discipline, laws, organization, &c., advanced classes organized and conducted in the study of Latin, algebra, geometry, natural philosophy, physiology, and Shakespeare; and a Kindergarten department successfully carried on.

The *State Colored Normal School*, Fayetteville, also organized in 1877, has had a regular 3 years' course of study and adds a 3 years' preparatory course since 1879. In 1879–'80 9 students completed the course of study prescribed for the senior class, 14 the course for the middle, and 18 that for the junior year. Of the whole number in the normal and preparatory departments, 35 have been engaged in teaching during the vacation or since leaving school. The matter of including another year in the course of instruction has been laid before the board of education. This is not to increase the length of course, but simply to take in higher branches (as Latin, algebra, rhetoric, &c.), to enable the graduates to teach in large towns, where a higher grade of teacher is required.—(State report, catalogues, returns.)

### OTHER NORMAL TRAINING.

At Bennett Seminary, Greensboro', and at the Whitin Normal School, Lumberton, there are 4 years' normal courses, and at the latter a preparatory class. Ray's Normal Institute, Kernersville, had a 2 years' normal course in 1879, but no further information is at hand. In connection with Trinity College a summer normal was started in 1878; the catalogue of 1879–'80 makes no mention of its continuance. Shaw University reported a 3 years' normal course in 1878–'79. Later information respecting it is lacking.

### TEACHERS' INSTITUTES.

A law was passed in 1872 authorizing the holding of teachers' institutes, and 6 were held in that year, with an average attendance of 37 to 50 persons. This law was repealed in 1873 and so remained through 1880, but was to be again in operation in improved form in 1881.

### EDUCATIONAL JOURNAL.

In 1872 and 1873 endeavors were made to establish an organ of the department of education, but the attempt failed for want of the requisite funds. Arrangements were, however, completed in 1880 for the issue in January, 1881, of a monthly paper to be devoted to the furtherance of school interests and to be called the North Carolina Educational Journal.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Although a university has long formed a part of the State system of instruction, the preparation of students for it through the common schools has not been encouraged. Even the right of local taxation for the lengthening of school terms beyond the 4 months minimum and for securing instruction in something more than elementary studies was wholly withheld till a late day. In the session of 1872–'73 a bill was introduced in the legislature to make provision for graded schools in cities and towns of more than 2,000 inhabitants. At first it met with some favor; but the agitation of a civil rights bill about that time and the fear of some that this bill if passed might inure to the benefit of whites and blacks alike, led its friends to withdraw the measure at the next session, 1873–'74. Two years later it was revived and passed, with the modification that "townships having within their limits cities of 5,000 or more inhabitants be authorized to levy taxes for the support of graded schools." This change shut off more than half of the dozen or more towns that would have been included under the previous bill, and left only 5 with the needed population for voluntary self taxation (of which small number 2 were especially excepted from its provisions), with another that might have come in after some years. How far the 3 cities left—Fayetteville, Raleigh, and Wilmington—have availed themselves of the permission given by the law does not appear; but from the State report of 1878 it appears that 14 graded schools, 8 of them in these 3 cities, were to have aid from the Peabody fund for the school year 1878–'79. After that these schools were cast on their home resources by the withdrawal of Peabody aid, with what result is not yet known. The only high schools absolutely known about are 12 private schools, bearing that title in a list published by the State superintendent at the close of his report for 1878, the last list of the kind that appeared.

### OTHER SECONDARY SCHOOLS.

For statistics of private secondary schools, such as business colleges, academies, and preparatory departments of colleges, see Tables IV, VI, and IX of the appendix to this report. For a summary of the statistics of each class, see corresponding tables in the report of the Commissioner preceding. One of these schools, the Kinston Collegiate Institute, which has not yet come on the Bureau lists, had in 1879–'80 an attendance of 112 pupils in academic, collegiate, and music departments, and gave instruction in anatomy, physiology, hygiene, and calisthenics. Another, the Bingham School, Mebanesville, has been in operation nearly 90 years.—(North Carolina Educational Journal.)

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of North Carolina, Chapel Hill, was chartered in 1789 and opened its doors to students in 1795. Its greatest prosperity was said to be in 1858–'59, when it had 456 students. The plan of the university includes 8 colleges, and in 1869–'70 the college of literature and the arts and the college of philosophy (both with 4 years' courses) were in operation, and there was a preparatory class. In 1872 the university was suspended, but reopened in September, 1875. The courses included the arts, sciences, and agriculture, also an optional course entitling to certificate of proficiency. A summer normal, a law school, and a 3 years' course in engineering were reported in 1877–'78, and a school of medicine in 1878–'79. In 1879–'80 the schools were so arranged as to lead to the degrees of B. A., B. S., and PH. B., and graduate instruction was offered leading to PH. D., M. A., and M. S. There were 171 students in 1879–'80.—(Catalogues, return, North Carolina Educational Journal.)

The other colleges reporting (all in existence prior to 1870, except Biddle and Rutherford) were Davidson, Rutherford, North Carolina, Trinity, and Wake Forest Colleges, and Biddle University. Rutherford (dating from 1871), Trinity, and Wake Forest arrange their work in schools, the first having 6, the second 11, and the third 7. All report preparatory, classical, and scientific courses. Biddle University (organized in 1867 and incorporated in 1877) has an English course of 4 years; Davidson, eclectic and graduate courses; while Trinity and Wake Forest include commercial instruction. Shaw University last reported in 1878–'79. Weaverville College, which was chartered in 1873, has not reported since 1875–'76.

For statistics of these colleges, see Table IX of the appendix, and a summary in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Rutherford College, Shaw University, and Weaverville College, when last heard from, gave instruction to both sexes. For statistics of colleges especially for young women, see Table VIII of the appendix; for a summary of these statistics, see a corresponding table in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The University of North Carolina Agricultural and Mechanical College, founded in 1875 under the national land grant, has a regular 4 years' course which leads to the degree of B. S. A shorter optional course in agriculture is arranged for students whose time is limited. In the schools of chemistry and physics and the college of natural history there is also opportunity for scientific study. The agricultural experiment station, created by act of March 12, 1877, tests soils, fertilizers, and chemicals, determines the quality and germinating power of seeds, and examines and reports on the means of exterminating insects that are injurious to vegetation. In 1879–'80 there were 24 students reported in the scientific department, 8 of them pursuing a partial course.—(College catalogue and returns.)

Rutherford, Trinity, and Wake Forest Colleges report schools of natural science; the other colleges, scientific courses.

### PROFESSIONAL.

*Theological* instruction is given at Biddle University, Charlotte (Presbyterian), in a 3 years' course; at Bennett Seminary, Greensboro' (Methodist Episcopal), in one of

4 years; at Shaw University, Raleigh (Baptist), which reported a 4 years' course in 1879 and an entrance examination; in the biblical department of Trinity College, Trinity (Methodist Episcopal South), which course taken exclusively is completed in 2 years, but when other studies are added requires 3 years; and in the School of the Bible of Wake Forest College (Baptist), which lays down no specific course and gives no certificate of proficiency.

For statistics of these schools, see Table XI of the appendix, and a summary in the report of the Commissioner preceding.

*Legal* instruction is given in the law departments of the University of North Carolina and of Trinity College. Neither of these schools requires an examination for admission. The former, with a 2 years' course of 9 months each year, reported 13 students in 1879–'80; the latter, a 3 years' course of 40 weeks each year and 14 students. The law department of Rutherford College was suspended in 1879.—(Catalogues and returns.)

*Medical* instruction is furnished in the medical school connected with the University of North Carolina. A 2 years' course of 9 months yearly is reported, in which instruction is given in part by lectures and special attention is paid to the study of anatomy. There were 9 students in 1879–'80 and 9 graduates, besides several in special optional studies.—(College catalogue and returns.)

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The North Carolina Institution for the Deaf and Dumb and the Blind, Raleigh, was opened in 1845. Special attention is paid to the instruction of colored deaf-mutes and blind, and in 1880 all the rooms devoted to this race were reported filled and more accommodation needed. In the literary department, which is said to be well officered and managed, the common school branches are taught. In the mechanical department both blind and deaf are instructed in broom, mattress, and shoemaking, cane seating, sewing, knitting, bead, and fancy work. Two new features were introduced into the institution in 1880: cookery as a science and articulation. In lip reading the pupils already display such proficiency as to remove all doubts concerning its practicability.

For statistics of this school, see Tables XVIII and XIX of the appendix; for summaries, see corresponding tables in the report of the Commissioner preceding.

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATION.

The law of 1872 authorized the organization of teachers' associations, and any meeting held for one month with an average attendance of twenty or more teachers was to be aided to the extent of $50 a year. In 1873 a State educational association was formed at Raleigh, a constitution adopted, and 44 members enrolled. In 1874 a session of this same body was held at Raleigh and many important educational topics were discussed. From that date to 1877 no mention is made of the continuance of these meetings, but as the organization seemed to be a permanent one there were probably annual sessions. In 1877 a convention of colored people met at Raleigh and a series of resolutions was adopted, in which that race were urged to think and act for themselves. In 1878 the teachers in attendance at the University Normal took steps to organize a North Carolina teachers' association, as well as various county associations throughout the State. On July 29, 1880, a meeting of this association was held at Chapel Hill, at which a memorial was drawn up to be presented to the general assembly, specifying certain changes of law which would give a better system of education to the State. The topics discussed are not reported.—(State reports and North Carolina Educational Journal.)

## OBITUARY RECORD.

### ROBERT HARRIS.

Mr. Harris, a colored man, was one of the first of his race to engage in teaching in the South. Born at Fayetteville in 1839 of free parents, who settled in his earliest years at Cleveland, he enjoyed excellent educational advantages, and at the close of the war began teaching in Virginia, under the auspices of the Freedman's Bureau. A year or so afterward he went to Fayetteville, where for ten years he was at the head of the Howard Grammar School, and from 1877 principal of the State Colored Normal School. He died October 24, 1880.—(State report).

## CHIEF STATE SCHOOL OFFICER.

Hon. JOHN C. SCARBOROUGH, *State superintendent of public instruction, Raleigh.*

[Second term, January 1, 1877, to January 1, 1881.][1]

Other superintendents during the ten years were Rev. S. S. Ashley, 1869–1872; Hon. Alexander McIver, 1873–1875; Hon. Stephen D. Pool, 1875–1877.

[1] Mr. Scarborough was again elected in 1881 for a 4 years' term.

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Whites of school age (6–21) | 1,031,765 | 1,046,971 | 968,688 | 963,548 | 995,128 |
| Colored of school age (6–21) | 26,283 | 26,303 | 23,020 | 22,399 | 22,598 |
| Whole number of school age | 1,058,048 | 1,073,274 | 991,708 | 985,947 | 1,017,726 |
| Whites in public schools | ---------- | 702,345 | 698,068 | 701,812 | 703,583 |
| Colored in public schools | ---------- | 6,455 | 5,950 | 6,131 | 8,546 |
| Whole number enrolled | 732,122 | 708,800 | 704,018 | 707,943 | 712,129 |
| Average monthly enrolment | ---------- | ---------- | 480,489 | 526,904 | 532,473 |
| Average daily attendance | 432,452 | 408,538 | 407,917 | 429,630 | 435,449 |
| Pupils in private schools | 6,914 | 8,386 | 5,937 | 13,066 | 10,652 |
| DISTRICTS AND SCHOOLS. | | | | | |
| Township districts | 1,346 | 1,344 | 1,342 | 1,337 | 1,337 |
| Subdistricts in these | 10,686 | 10,695 | 10,662 | 10,623 | 10,433 |
| City, village, and special districts. | 496 | 549 | 558 | 582 | 605 |
| District divisions in these | 693 | 669 | 713 | 728 | 701 |
| School-houses in township districts. | 10,622 | 10,687 | 10,687 | 10,664 | 10,695 |
| School-houses in city, village, and special districts. | 949 | 978 | 1,007 | 1,024 | 1,139 |
| Public school-houses | 11,571 | 11,665 | 11,694 | 11,688 | 11,834 |
| Public school rooms | 14,186 | 14,201 | 14,543 | 14,768 | 14,868 |
| Rooms for elementary schools | 13,876 | 13,838 | 14,193 | 14,356 | 14,418 |
| Rooms for high schools | 310 | 363 | 350 | 412 | 450 |
| School-houses built | 578 | 566 | 542 | 579 | 544 |
| Cost of school-houses built | $1,025,077 | $893,422 | $1,008,786 | $1,164,104 | $1,010,786 |
| Value of public school-houses and grounds. | 14,988,612 | 17,168,196 | 17,659,276 | 18,829,586 | 19,876,504 |
| Average time of schools in days. | 165 | 152 | 140 | 145 | 150 |
| TEACHERS AND THEIR PAY. | | | | | |
| Male teachers in public schools. | 9,563 | 9,718 | 9,789 | 9,911 | 10,186 |
| Female teachers in same | 12,544 | 12,343 | 12,110 | 12,464 | 12,306 |
| Whole number employed | 22,107 | 22,061 | 21,899 | 22,375 | 22,492 |
| Teachers permanently employed. | 7,580 | 7,085 | 7,248 | 7,198 | 7,762 |
| Teachers in primary and grammar schools. | 21,607 | 21,573 | 21,401 | 21,664 | 21,851 |
| Teachers in high schools | 500 | 488 | 498 | 711 | 641 |
| Teachers in colored schools | 145 | 163 | 167 | 160 | 210 |
| Teachers in private schools | 143 | 184 | 123 | 265 | 211 |
| Average monthly pay of men. | $65 00 | $60 50 | $61 75 | $59 50 | $60 50 |
| Average monthly pay of women | 40 00 | 40 25 | 40 00 | 45 00 | 44 00 |
| INCOME AND EXPENDITURES. | | | | | |
| Receipts for public schools | $7,365,992 | $7,420,338 | $7,705,605 | $11,060,340 | $11,749,361 |
| Expenditure for public schools. | 7,254,729 | 6,817,358 | 6,973,403 | 8,072,168 | 8,170,960 |

## TICS OF OHIO—1870-'71 TO 1879-'80.

| 1875-'76. | 1876-'77. | 1877-'78. | 1878-'79. | 1879-'80. | Increase or decrease since 1878-'79. | Increase or decrease since 1870-'71. |
|---|---|---|---|---|---|---|
| 1,002,702 | 1,004,145 | 1,018,789 | 1,018,795 | 1,022,571 | I. 3,776 | D. 9,194 |
| 22,933 | 23,103 | 23,174 | 24,525 | 23,654 | D. 871 | D. 2,629 |
| 1,025,635 | 1,027,248 | 1,041,963 | 1,043,320 | 1,046,225 | I. 2,905 | D. 11,823 |
| 715,771 | 715,405 | 730,365 | 725,210 | 737,627 | I. 12,417 | ..... |
| 7,192 | 6,835 | 9,829 | 9,441 | 9,511 | I. 70 | ..... |
| 722,963 | 722,240 | 740,194 | 734,651 | 747,138 | I. 12,487 | I. 15,016 |
| 552,299 | 554,933 | 574,535 | 571,880 | 585,335 | I. 13,455 | ..... |
| 447,139 | 448,100 | 465,372 | 459,990 | 476,279 | I. 16,289 | I. 43,827 |
| 9,141 | 10,767 | 23,121 | 28,861 | 28,650 | D. 211 | I. 21,736 |
| 1,347 | 1,347 | 1,347 | 1,346 | 1,346 | ..... | ..... |
| 10,627 | 10,721 | 10,769 | 10,842 | 10,872 | I. 30 | I. 186 |
| 616 | 632 | 651 | 666 | 684 | I. 18 | I. 188 |
| 715 | 714 | 743 | 759 | 753 | D. 6 | I. 60 |
| 10,732 | 10,744 | 10,791 | 10,874 | 10,888 | I. 14 | I. 266 |
| 1,148 | 1,172 | 1,188 | 1,269 | 1,255 | D. 14 | I. 306 |
| 11,880 | 11,916 | 11,979 | 12,143 | 12,143 | ..... | I. 572 |
| 14,951 | 15,504 | 15,671 | 16,045 | 16,247 | I. 202 | I. 2,061 |
| 14,464 | 14,949 | 15,139 | 15,515 | 15,680 | I. 165 | I. 1,804 |
| 487 | 555 | 532 | 530 | 567 | I. 37 | I. 257 |
| 549 | 490 | 481 | 437 | 442 | I. 5 | D. 136 |
| $1,159,350 | $803,146 | $843,822 | $580,801 | $711,835 | I. $131,034 | D. $313,242 |
| 20,969,557 | 21,145,527 | 21,329,864 | 21,103,255 | 21,851,718 | I. 748,463 | I. 6,863,106 |
| 155 | 155 | 155 | 150 | 150 | ..... | D. 15 |
| 10,493 | 10,855 | 11,099 | 11,456 | 11,326 | D. 130 | I. 1,763 |
| 12,353 | 12,148 | 12,292 | 12,031 | 12,358 | I. 327 | D. 186 |
| 22,846 | 23,003 | 23,391 | 23,487 | 23,684 | I. 197 | I. 1,577 |
| 8,151 | 8,336 | 8,525 | 9,028 | 9,388 | I. 360 | I. 1,808 |
| 22,179 | 22,292 | 22,680 | 22,781 | 22,986 | I. 205 | I. 1,379 |
| 667 | 711 | 711 | 706 | 698 | D. 8 | I. 198 |
| 188 | 180 | 262 | 238 | 225 | D. 13 | I. 80 |
| 135 | 182 | 225 | 272 | 247 | D. 25 | I. 104 |
| $59 75 | $57 50 | $59 00 | $56 50 | $56 25 | D. $0 25 | D. $8 75 |
| 36 00 | 37 25 | 41 50 | 41 25 | 39 25 | D. 2 00 | D. 75 |
| $8,605,135 | $7,875,904 | $7,841,911 | $7,747,485 | $7,526,224 | D. $221,261 | I. $160,232 |
| 8,462,758 | 8,036,621 | 7,995,125 | 7,711,325 | 7,704,449 | D. 6,876 | I. 449,720 |

## STATE SCHOOL SYSTEM.

### OFFICERS.

For supervisory and executive work there is a State commissioner of common schools, elected triennially by the people, with boards of education of 3 members or some multiple of 3, elected by the people in cities, villages, special districts, township districts, and the subdistricts into which townships are usually divided.[1]

For examination of teachers for the State schools there are 3 State examiners, appointed triennially by the State commissioner; 3 examiners for each county, appointed by the county probate judge; and 3 for each city or village of not less than 2,500 inhabitants,[2] appointed by their boards of education, all for 3 years' terms.

These arrangements as to officers have been substantially the same for many years. City boards usually employ superintendents for their schools.

### OTHER FEATURES OF THE SYSTEM.

The State common schools may be of any grade from primary to high. They are free to all unmarried youth 6 to 21 years of age residing in the districts where they are, but separate schools may be established for colored youth. Attendance for at least 12 weeks in each school year is required of all children 8 to 14 years of age, unless excused because of sickness, distance from school, or instruction elsewhere. Without a certificate of compliance with this rule, no child of these years may be lawfully employed during the established school hours. To ascertain who are entitled to the privileges of the schools and to a share in the State funds for the support of them, an annual census must be taken of the unmarried youth of school age. Failure to take this subjects a delinquent district to loss of its share of the State funds, though the district may compel the officer whose duty it was to take the census to make up this loss. The funds conditioned on this census taking are those derived from the interest at 6 per cent. of a permanent fund created out of United States land grants and from an annual State tax of 1 mill on $1 of all taxable property. They are distributed on the basis of the number of youth of school age and status shown by the last enumeration, must go towards the pay of teachers, and must be met in each school district by a supplementary tax not to exceed 7 mills on $1 of valuation; in Cincinnati, not to exceed 5 mills. No one may be employed as a teacher to receive the benefit of these funds without a certificate of qualification from either the State examining board or that of the county or city in which the teaching is to be done; and no one employed can receive pay for services, except in certain specialties, without the presentation of such a certificate and the required reports. Text books and courses of study for the schools are prescribed by the local school boards. The teaching of the German language is allowed when duly petitioned for; and there is legal provision for evening schools, school libraries, and teachers' institutes, for a sufficiency of schools for all school children, and for a school term of 24 to 44 weeks each year.

### GENERAL CONDITION.

The school report for 1879–'80 shows that there was a fair advance on 1878–'79 in at least the better parts of the school system. Against an increase of only 2,905 in youth of school age, appears an increase of 12,487 in the enrolment in public schools, and of 16,289 in average daily attendance; the additional enrolment thus exceeding by 9,582 and the average of pupils in the schools each day by 13,384 the increase in youth of school age. This certainly indicates activity on the part of school officers and teachers, greater attractiveness in the instruction, and better accommodations in the schools. There were 442 school-houses built, at a cost of $711,835. Evidence of improved and still improving methods of instruction comes from the reports of the many cities that are always in the lead in this respect. Indeed, the close examinations of teachers in this State by carefully chosen examining boards, with the lively work of some excellent normal schools, have brought the teaching to a higher standard than might be anticipated in a State without any normal school system of its own. And in this year 360 more teachers than before (9,388 in all) proved so efficient as to remain in the schools in which they were employed. Almost the only offset to these improvements is a diminution of the pay of teachers, on an average, 25 cents a month for men and $2 a month for women.

### RÉSUMÉ FOR TEN YEARS.

Something of the same educational advance noticed for 1879–'80 appears when this year is compared with 1870–'71. The increase in the number of children of school age

[1] Except in the larger cities, where there are 1 or 2 members for each ward, and in divided townships.

[2] Cities with 10,000 or more inhabitants may have 3, 6, or 9 examiners.

in all that interval was only 11,823, yet 15,016 more were brought into the public schools and 43,827 more were held in average attendance. And this gain did not come from crushing out private and church schools, for these had 21,736 more pupils at the close of the decade than at the beginning, making in all 36,752 additional children brought under instruction. Deducting the number that reached school age within the decade (11,823), there was evidently a gain of 24,929 for schools of some kind from the ranks of the schoolable children that had been previously untaught. This is a good record. Whether an increase of 374 in the number of school districts was or was not an advantage on the whole, it certainly was one in respect to facilities for school attendance, and so for gathering more children into the schools. And then provision for this fuller attendance appears to have been fairly made in 572 more school-houses, with 2,061 more rooms; for, giving an average of only 30 pupils to a room, there was thus accommodation for 61,830 more children; while, of course, these more modern structures afford better light, ventilation, and warmth, seats greatly easier, and other comforts and advantages once hardly thought of. Besides this, an increase of 1,577 in the number of teachers implies smaller classes and closer supervision of their work. As the years advance we find a considerably larger proportion of men than women teaching, the average monthly pay of men falling off $8.75 and that of women 75 cents during the decade, although the whole expenditure for education by the State was $449,720 more in 1879–'80 than in 1870–'71. The record stands, then, less paid to teachers, more put into the schools, an improvement in these as respects comfort and accommodations, attendance enlarged much beyond the increase of school children, and for this attendance enough more teachers to meet all demands, besides a larger average of proven capacity and skill.

In laws, the changes as to school matters have not been great, but have, upon the whole, been good; the chief being improvements in the organization of city and village school systems made in 1873 and 1880, with a compulsory enactment in 1877 as to school attendance for at least 12 weeks in each school year affecting every child from 8 to 14 years of age.

### KINDERGÄRTEN.

This form of training for young children has found considerable favor in the State. Within the decade the number of Kindergärten reported has grown from 2, in 1873, to 19, in 1880; and, although the public school systems of the cities have not adopted Fröbel's plans to any appreciable extent, these have found foothold in private and church schools, in normal schools, and in one or two corporate institutions.

At Cincinnati an association of ladies for the promotion of free Kindergarten instruction in that city was formed in December, 1879, and through the favor which it found from liberal citizens was enabled to establish and carry on (apparently from March 1, 1880), under the charge of a pupil of Miss Blow, from St. Louis, a school that began with 6 children and rose ere long to 60, averaging thenceforth 50 in attendance daily. To aid in the care of it 4 assistant teachers were selected from among many applicants, on the condition that they should give their time and service for a year for the benefit of the training which this service would secure them in kindergartening. The results were so satisfactory that at the expiration of the year arrangements to open another Kindergarten in another section of the city were in progress, and were only delayed to await the necessary funds.—(Reports of the Commissioner of Education and first report of Cincinnati Kindergarten Association.)

## CITY SCHOOL SYSTEMS.

### OFFICERS.

All cities in this State have boards of education elected by the people, with opportunity for changing part of their membership at the annual elections. Those with 10,000 or more inhabitants have had boards of one or two members from each ward, with liberty to change from the smaller to the larger number; those with less than 10,000, boards of three or six members, with like liberty of change or of a change to one member from each ward. But in 1880 began the operation of laws meant to secure for cities of the first class boards uniformly of 2 from each ward, except in Cincinnati and Cleveland, which will have composite boards, partly from the city as a whole, partly from the several wards, the former to hold for 3 years, the latter for 2. These boards may (and usually do) appoint superintendents for the schools of their several cities, and must appoint boards of examiners to test the qualifications of persons purposing to teach or seeking higher positions as teachers. They also determine the text books and courses of study for their schools.

STATISTICS. *a*

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Akron | 16,512 | 4,719 | 3,055 | 2,425 | 56 | $75,528 |
| Bellaire | 8,025 | 2,808 | 1,595 | 905 | 21 | 13,598 |
| Canton | 12,260 | 4,363 | 2,627 | 1,925 | 49 | 39,131 |
| Chillicothe | 10,938 | 3,387 | 1,903 | 1,509 | 45 | 33,537 |
| Cincinnati | 255,608 | 85,882 | 32,110 | 26,050 | 633 | *b*687,194 |
| Cleveland | 160,146 | 49,263 | 24,262 | 16,867 | 447 | 386,638 |
| Columbus | 51,377 | 14,662 | 7,792 | 5,953 | 143 | 209,670 |
| Dayton | 38,721 | 11,225 | 5,902 | 4,675 | 125 | 151,818 |
| Fremont | 8,451 | 2,369 | 1,041 | 688 | 20 | 13,789 |
| Hamilton | 12,122 | 5,058 | 2,020 | 1,494 | 35 | 34,514 |
| Ironton | 8,857 | 2,861 | 1,925 | 1,391 | 30 | 19,037 |
| Lima | 7,569 | 2,426 | 1,402 | 1,037 | 23 | 14,466 |
| Mansfield | 9,893 | 2,983 | 1,905 | 1,350 | 37 | 26,526 |
| Newark | 9,602 | 3,649 | 1,812 | 1,322 | 39 | 22,628 |
| Portsmouth | 11,320 | 3,734 | 2,150 | 1,603 | 42 | 31,397 |
| Sandusky | 15,949 | 6,166 | 2,649 | 1,873 | 48 | 47,628 |
| Springfield | 20,729 | 5,739 | 2,964 | 2,275 | 60 | 82,258 |
| Steubenville | 12,093 | 5,973 | 2,345 | 1,726 | 44 | 30,509 |
| Tiffin | 7,882 | 2,944 | 1,315 | 928 | 29 | 18,307 |
| Toledo | 50,143 | 15,536 | 7,616 | 4,935 | 139 | 168,246 |
| Youngstown | 15,431 | 5,199 | 2,262 | 1,647 | 40 | 22,205 |
| Zanesville | 18,113 | 5,782 | 3,144 | 2,283 | 74 | 46,187 |

*a* The figures given are from the State report for 1879–'80. Those for population are in some cases from the first count of the census takers.

*b* The expenditures given for Cincinnati are those for school purposes alone; taking in $20,699 for library purposes makes a total of $707,893.

ADDITIONAL PARTICULARS.

*Akron* had 8 school buildings, containing 40 rooms, with 2,927 sittings, and classed her schools as primary, grammar, and high; with a session of 200 days, there was an increase in enrolment of 229, of 228 in average attendance, and a gain in the quality of the work done. In an average attendance of 2,425, there were but 1,223 cases of tardiness, 321 of truancy, and 159 of corporal punishment. Modifications of the courses of study in the elementary and high schools were under consideration. Special teachers in music, industrial drawing, and penmanship were employed, the former 2 days in the week and the others all the time. Estimated value of school property, $105,000; estimated enrolment in private and parochial schools, 450.—(City report and return.)

*Bellaire* reported 5 school-houses, containing 21 rooms; a school session of 190 days; 91 per cent. of average daily attendance on monthly enrolment, and school property valued at $48,850.—(State report, 1880.)

*Canton* had 7 school-houses, containing 40 rooms, with 2,350 sittings; classed its schools as high, grammar, primary, ungraded, and German, with a session of 190 days; reported an increase of 8 teachers, including 3 special, and of 312 in average enrolment over previous year; 88 per cent. of average daily attendance on monthly enrolment; 174 in night schools; 148 fewer cases of tardiness, while 1,904 had a clean record. Special instruction was given in music and penmanship. Estimated value of school property, $152,200; estimated enrolment in private and parochial schools, 450.—(City report and return.)

*Chillicothe* reported a school session of 190 days, 5 school-houses, and 39 rooms; an increase of 105 in enrolment and of 76 in daily attendance; in the primary 93 per cent. of average daily attendance on average monthly enrolment and 99 per cent. in the high school. In the high school 403 had studied German. Estimated value of school property, $150,000.—(State report.)

*Cincinnati* had 54 school-houses, 562 rooms for study, with 36,381 sittings, and classed its 42 schools as district, intermediate, and high, 33 of which were in the district department, 6 in the intermediate, and 3 in the high. Of these, 6 of the district, 2 of the intermediate, and 1 of the high were for colored pupils. A normal school, one for deaf-mutes with 128, and 7 night schools with 2,467 pupils, made the total enrolment in public schools 36,121. The district schools were divided into 6 grades, the intermediate into 3, and the high into 4, making a course of 13 years. There was an increase in enrolment of 1,261, while in the primary schools the per cent. of average daily attendance on average monthly enrolment was 90; in the high, 95. It was estimated that 15,857 children between 6 and 14 years of age were in no school of any kind. There was a decrease of 6 in the number of night schools and of 726 in enrolment. Of these 7 night schools, 5 were for white pupils and 2 for colored, classed as district and high, from the last of which 36 graduated. The annual normal institute had English and German departments, with high grades of study, while in the monthly

meeting of the teachers' association questions as to courses of study and methods of instruction were considered. Exercises in "gems of literature," teaching the pupils beautiful extracts from the best authors, had been introduced in the district and intermediate schools with gratifying results. Excellent work in composition is said to have been done. Primary reading by a combination of the word and phonic methods was taught with fine effect. Spelling was taught from reading and other lessons, not from the spelling book, which was laid aside. Primary arithmetic, taught by a new and free method without books, produced remarkable results in the rapidity and accuracy with which the children of the first and second school years could add and subtract. Special instruction in music, drawing, and penmanship was given in all departments, while in the schools where German and English were taught more than half studied German. From the Hughes and Woodward High Schools 111 graduated. Gaines High School for colored pupils enrolled 64 and graduated 7. In the City University changes were made in the course leading to the degree of A. B. reducing the number of elective studies and requiring 3 full years in the classical languages, while a new course of 4 years leading to the degree of L. B. was established. The estimated value of school property was $2,000,000. Private and parochial schools occupied 25 school-houses, with 285 rooms, and had an enrolment of 14,195 in church schools and 1,640 in private; in both, 15,835.—(City report and return.)

*Cleveland* had 42 school-houses, 361 rooms, with 20,416 sittings; classed its 41 schools as normal, high, grammar, and primary, with a 3 years' course for each. There was an increase of 1,521 for the year in enrolment and more than twice that increase over 1870. The growth of the high and first grade grammar schools was still more remarkable. The per cent. of average daily attendance on average monthly enrolment was in the primary grades 94, in the high 95. There was an increase of 38 teachers, while 5 special teachers gave instruction in music, drawing, penmanship, German, and bookkeeping or were employed in unclassified schools. School property was valued at $1,800,000. There was an enrolment in private and parochial schools of 11,056, an increase of 521 over the previous year.—(State report and return.)

*Columbus* reported 1 high school, a Saturday normal, 45 grammar and 75 primary schools, 26 school buildings, 161 rooms, 7,288 sittings; an increase of 1 house, 251 sittings, also of 6 teachers and 363 in enrolment over previous year. The per cent. of average daily attendance on monthly enrolment was 93 in primary grades, 94 in grammar, and 95 in high. School property was valued at $707,584. Notwithstanding the prevalence of infectious diseases, there was gain in punctuality and discipline, 5,095 pupils not being tardy during the year and only 17 suspended. The Saturday normal school enrolled 110, a gain of 31 over last year. There were 20,317 visits made by friends and patrons and 3,624 by the superintendent to the different schools; their condition was eminently satisfactory. The high school maintained its excellent character under a new organization, enrolling 559 and graduating 72. The study of German was more than ever popular, while good progress was made in music and drawing. The school library had 5,324 volumes, 614 of which were German, and added 513. Estimated enrolment in private and parochial schools, 1,927.—(City report and return.)

*Dayton* had 1 high school, 1 normal, 1 intermediate, and 10 district schools; 13 school-houses, 118 rooms, 6,149 sittings; an increase of 2 in teachers and of 428 in enrolment; a per cent. of average daily attendance on average monthly enrolment of 95, and on enumeration of 84 per cent., leaving only 16 per cent. of children of school age in no school. In 6 night schools there was an average attendance of 223. The exhibitions of free hand drawing introduced into these schools were witnessed by a large number of citizens and highly commended, showing striking improvement over last year. A recently revised course of study, in which elementary algebra was substituted for arithmetic in the intermediate schools, worked well. The normal school began the year with 14 pupils and graduated 8, the work done comparing well with any previous year. The progress in music under a special teacher was satisfactory. Intelligent cultivation of the memory received careful attention, while in penmanship there was a steady improvement. School property was valued at $346,700. There was an enrolment of 235 in private and 1,466 in church schools.—(City report and return.)

*Fremont* had $60,000 in public school property, $10,000 more than previous year; had 7 school-houses, 14 rooms for study and recitation, with 1,100 sittings; a per cent. of average daily attendance on monthly enrolment of 84 in primary grades and 87 in high, with an enrolment same as year before, and a gain of 1 teacher. Special instruction was given in music and German, 150 studying the latter. There were 400 enrolled in private and parochial schools.—(State report and city return.)

*Hamilton* closed the year of its public schools with a general improvement in studies and discipline; classed them as high, intermediate, primary, and colored; had 5 school-houses and 31 rooms. There was a decrease of 3 in teachers from previous year; an increase of 113 in enrolment; a per cent. of average attendance on average monthly enrolment of 95, and school property valued at $125,000. The chief work of the schools

was in the elementary grades, including special instruction in music and drawing. In the high school, with an enrolment of 82, the work was exceptionally good, 9 graduating with honor, only 1 of whom was a boy. Since its organization in 1866 it has graduated 100, mostly girls, as few boys finish the course. Tardiness was reduced. Estimated enrolment in private and church schools, 100.—(City report.)

*Ironton* classed its schools as primary, grammar, and high; had 9 school buildings, 27 rooms (exclusive of those used only for recitation), with 1,600 sittings, and school property (including buildings, grounds, furniture and apparatus) at estimated value of $39,200. There was an increase of 318 in enrolment, a per cent. of average daily attendance on monthly enrolment of 90 in the primary grades and 98 in the high. Schools were in session 185 days. Special instruction was given in German. Private and church schools were taught in 2 houses, with an enrolment of 300.—(State report and return.)

*Lima*, in making its first appearance on our records, reported 2 school buildings, with 22 rooms (exclusive of those used only for recitation), and school property, including grounds, buildings, furniture, and apparatus, valued at $75,000. Schools were in session 190 days, with an average monthly enrolment of 1,019 in the primary grades and 104 in the high.—(State report.)

*Mansfield* rated its whole school property at $140,000; had in 6 school buildings 38 rooms, with seats for 2,148 pupils; classed its schools as primary, secondary, grammar, and high, and gave 8 years to the studies of the first three; to those of the last, 1 to 3 years. Other things being equal, those were held to be the choice teachers that could maintain the best discipline with the use of the mildest measures and gentlest influences. For music, drawing, and penmanship, there were special teachers. Three schools other than public had sittings for 350 pupils and an enrolment of 220.—(Return and manual.)

*Marietta*, rating its school property at $44,300, had in 7 buildings 24 school rooms (2 of them for recitation only) and sittings for 1,360 children, or enough for 239 more than the average attendance in 1879–'80. A special teacher of German was employed. Only 1 private school was reported, having seats for 40, an enrolment of 30, and an average attendance of 21.—(Return.)

*Portsmouth*, with 6 buildings for primary and grammar schools and 1 for high, had 40 rooms for school and but 1 for recitation only, all containing 1,970 sittings and valued (with grounds, furniture, and apparatus) at $180,600. Three schools other than public had 4 rooms, 250 sittings, an enrolment of 200, and an average attendance of 165. In the public schools—which were classed as primary, grammar, and high—German was taught by a special teacher; drawing (through all the grades except the high) from tablets and blackboard copies, apparently by the ordinary teachers. The school course covered 4 years in primary, 4 in grammar, and 4 in high school studies. Promotions from grade to grade were made on a general average of 70 for a year in three leading studies, none to go up, however, whose general average in any study was less than 60.—(Return and manual.)

*Sandusky* estimated its public school property at $204,000, including in this estimate 10 buildings with their grounds, furniture, and apparatus. These buildings had 51 rooms, of which 10 were used for recitation only, and afforded sittings for 2,750 scholars, 2,000 of them for primary grades, 600 for grammar, and 150 for high. In private and church schools there were sittings for 750 more, making a total of 3,500 seats, about enough for the whole enrolment and rather more than enough for the whole average attendance, but still not providing for the whole school population. In the public schools, music and German were under the charge of special teachers.—(Return.)

*Springfield* erected 1 school building at a cost of $16,000 during 1879–'80, repaired and enlarged another, and purchased a third at a further cost of $9,422, and reported at the close of the school year 9 in all, with 2,951 sittings, 56 rooms for study and recitation, and 4 for recitation only, estimating all at $127,819. The enrolment, increased by 282 over that of the preceding year, somewhat exceeded this seating capacity of the schools, and reached 51.6 on the enumeration of school youth. The per cent. of average attendance on monthly enrolment reached 91.6. The general work in the schools is said to have been good, but "in a few, positively bad." Tardiness on the part of some was more frequent than in 1878–'79, and formed a serious hindrance to success, though the per cent. of pupils neither absent nor tardy was larger than for 2 years before. German, which is optional, was taught in only 2 of the 9 school buildings, beginning with the third primary grade and continuing throughout the course. Music, drawing, and writing were taught by special teachers.—(Report.)

*Steubenville* repaired and improved 2 of its 6 school-houses, in all which were 34 rooms and which were valued at $125,900. It classed its schools as primary, grammar, and high, giving 4 years to each of the 2 former and 3 to the high, making an 11 years' course for all. The per cent. of daily attendance on the number of pupils registered was 74; on monthly enrolment, 91; but there were 1,199 cases of tardiness in this attendance.—(City and State reports.)

*Tiffin* in 5 school buildings had 16 rooms for primary, 7 for grammar, and 2 for high

school grades, valued the buildings at $30,000, and assigned to the grades a course of 12 years. One of these years was, for the first time, given to a junior high school, meant for pupils that have been wont to drop away at the conclusion of the grammar course instead of taking a 4 years' high school course, and also for such as have sometimes been admitted to the full high school course without due preparation. The change met a real need: in the junior high school course and in the advanced course of 3 years instead of 4 beyond it there were 102 pupils, against a previous maximum of 70. Another change was the gradation of all pupils as to scholarship on the record of daily recitations as well as on their examination papers at the end of each 10 weeks — the intent of this being to encourage continuous carefulness in study rather than mere fitful effort. The first result was the relegation of about 30 crammers to lower grades, some others being put on probation; the next was the stimulation of the better class of those deposed to such extra studiousness as brought them up again, while for all the way was made clear to a more healthful and sure advance by well regulated study.—(Return and report.)

*Toledo*, reporting to the State superintendent 25 school-houses, with 111 rooms for school, exclusive of rooms used for recitation only, valued its school property at $570,000. It built 1 school-house within the year at a cost of $8,000; had in its high school 208 pupils, in lower grades 7,408. Per cent. of average daily attendance on monthly enrolment, 95 for high school, 91 for lower grades.—(State report.)

*Youngstown* had 7 school-houses, with 38 rooms, exclusive of those used for recitation only, and valued all at $190,000. The superintendent received as much as the superintendent in Toledo, which is three times as large. One result of such well paid superintendence, with the cheerful and hearty work it secured, was an advance of the average daily attendance in all grades below the high to 95 per cent. of the average monthly enrolment.—(State report.)

*Zanesville*, with 19 school-houses, seems to have purchased in the year a site for another one, and valued all at $171,000. In the grades below its high school were 2,971 pupils; in the high school, 173. Per cent. of average daily attendance on average monthly enrolment, 86; in the high school, 91.—(State report.)

## TRAINING OF TEACHERS.

### PUBLIC NORMAL SCHOOLS.

No public provision is made for the training of teachers except by the cities of Cincinnati, Cleveland, and Dayton, which have normal departments in connection with the public school system. That in Cincinnati, established in 1868, reports 80 students in 1880, all but 1 of them women; there was a course of 1 year for graduates of high schools and of 2 for others. In the Cleveland department 72 women attended the course, which was of 2 years. Dayton reports 14 women attending its course of 1 year. The school system of Columbus provides a Saturday normal class, which was attended in 1879–'80 by 110.

The State commissioner, remarking on the importance of provision by the State for normal training, suggests that the private normals now in operation be recognized by the State, brought up to a prescribed standard, and placed under a State board of managers, the diplomas of which should be valid as State certificates. The diplomas of city normal schools are valid only in the cities in which they are given.

### PRIVATE NORMAL SCHOOLS.

Seven normal schools reported to the State superintendent in 1879–'80, having 60 regular instructors and 2,902 students, of whom 2,057 were men and 845 women. Five of the 7 reported 170 graduates for the year. Of the 9 private normal schools and departments reporting to this Office for the same year, 8 gave the number of students in strictly normal studies as 2,379, the 6 which reported the sex of pupils having 793 men and 376 women. All but 3 of these schools have been opened during the past decade and a majority of them during the latter half of it.

The Northwestern Ohio Normal School, Ada, besides a normal course of 2 years, provided literary, fine arts, and musical departments; Ashland College Normal School, Ashland, had a course of 4 years, embracing all the higher English branches; Geneva Normal School, Geneva, 2 normal courses of 3 and 4 years; the National Normal, Lebanon, besides its teachers' department and an annual summer institute of 8 weeks, had preparatory, collegiate, business, musical, art, and engineering courses; Mansfield Normal College, Mansfield, besides 2 normal courses, an elementary and an advanced, gave instruction in preparatory, business, musical, and scientific studies; Western Reserve Normal School, Milan, and Millersburg Normal School, Millersburg, had 3 years' courses; the Ohio Central Normal School, Worthington, had normal courses of 1, 2, and 3 years and an annual 6 weeks' normal institute, as well as a Kindergarten training school, presided over by Mrs. A. B. Ogden; and the Ohio Free Normal School, Yellow Springs, a department of Antioch College, provides a 2 years' course

of study and gives free tuition to such as pledge themselves to teach for at least a year after leaving school.

Besides those already mentioned, normal departments or teachers' courses exist in connection with Buchtel, Hiram, Mt. Union, Franklin, Muskingum, Rio Grande, Scio, and Geneva Colleges, also the Ohio University, the Ohio Wesleyan, the University of Cincinnati, and Baldwin and Wilberforce Universities.

For statistics of normal schools reporting, see Table III of the appendix, and a summary of it in the report of the Commissioner preceding.

### TEACHERS' INSTITUTES.

The law permits the organization of a teachers' institute in any county, when not less than 30 practical teachers therein declare their intention to attend; but the State commissioner may hold an institute without such declaration in any county which has not had one for 2 years. Examination fees paid by teachers go to make up a fund for the support of institutes. Teachers of county schools are allowed to dismiss their schools for the purpose of attending institutes; city school teachers have this privilege only by permission of their boards of education. Associations of teachers of several adjacent counties are also authorized for the specific purpose of providing for the professional instruction of the teachers of the graded schools in such counties.

During 1879–'80 there were 87 county institutes held in 86 counties, having 10,972 members in attendance, taught by 423 instructors, who received $14,969, the average cost for each session being $172. The State commissioner thinks these institutes are useful in a high degree, but that it is possible for the good they do to be much increased, in some cases by securing more experienced instructors, in others, by a better attendance of the teachers in the county.

### EDUCATIONAL JOURNALS.

These aids to the improvement of the teaching force of the State were in the earlier months of 1880 the same as in 1879, viz: the Ohio Educational Monthly, Salem, organ of the State Teachers' Association from 1860; Teachers' Guide, Mallet Creek, begun January, 1874; Educational Notes and Queries, Salem, begun January, 1875, and the Library and School, Columbus, begun February, 1879. All these were monthlies, and all went on into 1881, except the last, which seems to have expired at the close of its first volume, March, 1880.

One weekly, the Mutes' Chronicle, published at the State institution for deaf-mutes, Columbus, although not designed for teachers, contained considerable educational information useful to the class for whose benefit it is published. It was in its twelfth volume in 1880.

The National Normal, a monthly, published at Cincinnati from 1868, was at the close of its tenth number, October, 1874, absorbed by the Ohio Educational Monthly, and so, at the close of its fifth volume, December, 1875, was the National Teacher, which, though substantially the same with the Monthly, had been published under this other title from January, 1871.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Public high schools were taught during 1879–'80 in 567 rooms, 37 more than were used the previous year, having 698 teachers (489 men and 209 women), a decrease for the year of 8. There were 30,111 pupils enrolled and 21,028 in average daily attendance, an increase for the year of 425 enrolled and 654 in average attendance. The number studying Latin was 7,140; Greek, 448; and French, 418: an increase of 1,023 in Latin, of 95 in Greek, and of 73 in French.

### OTHER SECONDARY SCHOOLS.

For statistics of private academic schools, preparatory schools, or preparatory departments of colleges, see Tables VI, VII, and IX, and for business colleges, Table IV of the appendix. For summaries of such statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Ohio State University*, organized in 1873, makes provision for 7 courses leading to degrees, besides a number of special or partial courses. Three of the 7 are general, extend over the 4 collegiate years, and lead to the degrees of B. A., PH. B., and B. S. The remaining 4, being scientific courses, will be described under the appropriate head. An unprecedented increase is reported in the number of students entering in 1879–'80, and they were better prepared than in any former year. Graduates of high

schools in the State that have efficient courses are from 1880 to be admitted to the freshman class without examination. The large increase in the number of students is ascribed to the impulse given to industrial education; and, as a further advance in this direction, the art department, under a thoroughly trained instructor, is to include designing, modelling, and engraving, with a view to preparation for all mechanical industries.

The School of Design of the University of Cincinnati, after 1880, is to have a thoroughly graded course in the various departments of art, the intention being that graduates shall be well qualified to pursue as a profession the branch of art they have chosen.

Of the 36 or more colleges and universities in this State 31 send reports for the year 1879–'80, of which all but 6 are open to both sexes alike. Their courses of instruction remained nearly the same as reported in 1878–'79. All but 1 had preparatory departments; all had classical courses of 4 years; and all but 5 general scientific courses, which in only two cases were less than four years in extent; 2 added courses in civil engineering; 9 had commercial or business courses; 15 normal or teachers' courses, either in collegiate or preparatory departments; 11 gave more or less theological or biblical instruction, and 2 had schools of medicine. Six offered electives in collegiate study, usually in the junior and senior years. Nearly all gave instruction in music, drawing, and painting, 2 having conservatories of music and 2 schools of design.

For statistics of the colleges reporting, see Table IX of the appendix, and a summary of it in the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Besides the equal opportunities afforded young women in 28 of the colleges and universities above mentioned, there are a number of institutions exclusively for them, of which 5 confer collegiate degrees. For statistics, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

The *Ohio State University*, Columbus, in 1879–'80, presented 4 distinct courses of scientific study, viz: In agriculture and related branches, and in civil, mechanical, and mining engineering. That in agriculture extended over the 4 collegiate years; the others covered only 3, but led to the degree of engineer. Within the year facilities for instruction were increased by the completion and equipment of an excellent mechanical laboratory and the enlargement of the scope of the art department so as to include such forms of industrial drawing, modelling, &c., as would make skilful artisans. In the mathematical department preparation was made for more effective work by ordering a superior equatorial telescope. Measures were also undertaken to increase the efficiency of the instruction in agriculture, and the second of a series of free lectures on this subject for the benefit of the farmers of the State was delivered in a 3 weeks' course, begun January 13, that embraced many practical topics. Military drill, which had been made optional in 1878, was again made compulsory for the freshman and sophomore years.—(Report for 1880 and Ohio Educational Monthly, February, 1880.)

General courses in science, most of them 4 years in length, are offered by 29 of the colleges reporting. The University of Cincinnati presents also a course in civil engineering.—(Year books.)

The facilities for scientific culture in this State are likely to be much increased by the establishment at Cleveland of the *Case School of Applied Sciences*, in accordance with the wish of Mr. Leonard Case of that city, who, though he died intestate, had made arrangements with his agent to devote to this purpose property worth $1,500,000. Mathematics, mechanics, engineering, mining, chemistry, &c., all with a view to their practical and useful applications, are to be taught in the new school. To give fuller completeness to the plan and to establish a fair basis for a university, the Western Reserve College, an institution of high character and standard, is to be removed to Cleveland and form the literary college of the Case School, taking the title of *Adelbert College*, in memory of a deceased son of Mr. Amasa Stone, of Cleveland, who gives $500,000 to enable it to remove and establish itself handsomely in its new quarters.

For statistics of the State University and of the scientific departments of colleges, see Tables IX and X of the appendix; for summaries of these statistics, corresponding tables in the report of the Commissioner preceding.

#### PROFESSIONAL.

*Theological* courses or some provision for biblical teaching appear in connection with 12 of the colleges and universities reporting, besides a number of institutions especially for theological instruction. Of the last, reports for 1879–'80 are received from 7, 2 of them being Roman Catholic schools, 2 Brethren, and 1 each Reformed, Lutheran, and Presbyterian. The courses of study in most of them were at least 3 years in extent,

only 1 (Heidelberg Theological Seminary, Tiffin) reporting a shorter one of 2¾ years. The 2 Roman Catholic schools report courses of 5 and 10 years, respectively, but this is due to the fact that they include much besides purely professional study. An examination for admission is required in 4 of these schools of all applicants who are not college graduates; 1 reports having no such provision, and 2 are silent on this point. One, the Union Presbyterian Theological Seminary, Xenia, made provision for graduate study and had 1 student in such a course.

For statistics of theological schools reporting, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

*Legal* instruction is given in the law school of Cincinnati College, where there is a course of 2 terms of 7 months each for the degree of B. L. No preliminary examination is required for admission. A graduate course is to be opened when a large enough class desiring such instruction can be formed.—(Catalogue and return.)

A law department is reported in connection with Wilberforce University, Xenia (for colored students), but there were no students in it in 1879–'80.

For statistics of the law school of the Cincinnati College, see Table XII of the appendix.

Ten *medical* schools report for 1879–'80, 5 of them in Cincinnati, 3 in Cleveland, and 2 in Columbus, 7 of them being "regular," 1 eclectic, and 2 homœopathic.

Four of the 7 regular schools are in Cincinnati, 2 in Cleveland, and 1 in Columbus. All have the old 3 years' course of medical study, including 2 courses of lectures, but in all save 1 the lecture terms embrace more than the minimum of 20 weeks required by the American Medical Association, while 1 (the medical department of Wooster University, Cleveland) has a course of 36 weeks. Four offer graded courses, and 1 (the Starling Medical College, Columbus) will require such a course of all candidates for the medical degree after 1882–'83. Only 1 (the Cleveland Medical College) insists on an examination for admission; but in 2 (the medical department of Wooster University and Columbus Medical College) students before graduation must pass an examination by a board of censors outside the faculty.

The Eclectic Institute at Cincinnati supplements its regular lecture session of 20 weeks by another in the same year of equal length; it also presents an optional graded course of 3 years. Women are admitted.

The homœopathic medical schools are the Pulte Medical College, Cincinnati, and the Homœopathic Hospital College, Cleveland. In the former, which admits both sexes, the lecture term comprises only 20 weeks; the latter has 22 weeks in its term, requires an examination in English studies for admission, and offers an optional graded course of 3 years, which is "urgently recommended," and which, it is said, is pursued by "quite a proportion" of the students.

The *College of Pharmacy*, Cincinnati, requires for graduation the usual 4 years of practice with a qualified pharmacist and attendance during this time on 2 lecture terms of 24 weeks each. Laboratory practice is optional.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Ohio Institution for the Education of the Deaf and Dumb*, Columbus, founded in 1827, has given instruction to 1,820 pupils since that date. In 1880 a total of 420 pupils, in charge of 25 instructors, 6 of them semimutes, is reported. As the institution is only arranged for 350 children, there was great overcrowding, and, with 60 applications on file, more room was imperatively needed. Articulation is taught, and the course of instruction in common school branches, 10 years in all, extends through 3 departments, primary, grammar, and academic. The shops were reported in a state of healthful activity, bookbinding, shoemaking, and printing going on as usual, while carpentry was added during the year.—(Report and return.)

The *Cincinnati Day School for Deaf-Mutes*, founded in 1875, has instructed 66 pupils since that date in the common school branches. The course occupies 4 years, and the school is under the control of the board of education. It had 48 pupils in 1879–'80. (Return and city report.)

The *Ohio Institution for the Education of the Blind*, Columbus, has admitted 1,043 pupils since its foundation in 1837, while the total number of pupils in 1880 was 180. The common and higher English branches, Latin, and music are taught; there is also Kindergarten instruction. Broom making, cane seating, piano tuning, beadwork, knitting, and sewing are the employments taught and practised.—(Report and return.)

### EDUCATION OF THE FEEBLE-MINDED.

The Ohio Institution for the Education of Idiotic and Imbecile Youth, Columbus, established in 1857, reported 508 inmates in 1879 and 613 in 1880, with 566 in the institution in November, 1880. Such an overcrowding of the institution existed in 1879 that wings had to be added to accommodate those desiring admission, and in 1880 still more room was required. Children 6 to 15 are admitted and instructed in the common school branches and in the more practical matters of everyday life. (Report and return.)

INDUSTRIAL AND REFORMATORY TRAINING.

The *Girls' Industrial Home*, Delaware, established in 1869, reports 632 commitments since that date, and 249 inmates in 1880; of these, 61 were committed during that year. They are taught the common branches, housework, and dressmaking.

The *Protestant Industrial Association*, of Cincinnati, reported last in 1877; the *Industrial School and Home*, Cleveland, provided for 132 children in 1879; *St. Luke's Sewing School* and the *Warren Street Mission Sewing School*, both at Marietta, had respectively 38 and 54 girls under charge in 1879, and the *Toledo Industrial School*, 52 inmates in the same year.—(Returns.)

The *Cincinnati House of Refuge* was by a law of the last legislature opened to homeless children rather than to those charged with misdemeanor or crime, so that now the refuge is a compulsory educational institution. Since the opening, in 1850, there have been 4,355 inmates; there were 486 in 1880 and 249 at the close of the year. The children are in school 3 hours each day. The majority of the boys work at shoemaking, others at tailoring, printing, baking, carpentry, &c. The girls are taught domestic work and sewing.—(Report for 1880.)

The *House of Refuge and Correction*, Cleveland, dating from 1871, added a home for wayward girls in 1879. In December of that year 106 inmates of both sexes were reported.—(Report for 1879.)

The *State Reform School for Boys*, Lancaster, established in 1856, reports 11 schools, with an average enrolment of 50 to each school. After 4 or 5 hours' schooling each day, the boys go to the shops, bakery, out on the farm, or to learn telegraphy. Military drill is also reported. In November, 1880, there were 572 boys in this school.—(Report, 1880.)

The *House of Refuge and Correction*, Toledo, established in 1870, averaged 177 inmates for the year 1880, who were committed between the ages of 10 and 16. The ordinary branches, the science of government, farming, gardening, and manufacturing of brushes and stockings are taught.—(Return.)

HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.

Information was received from 22 such institutions, representing an aggregate of 2,230 inmates, 593 of them in the Ohio Soldiers' and Sailors' Orphan Home at Xenia. Included in this number were the Franklin County Children's Home, Columbus, and the Knox Children's Home, Troy, which were first opened in 1880.—(Returns.)

For statistics of these and any other like institutions reporting, see Table XXII of the appendix, and a summary in the report of the Commissioner preceding.

EDUCATION IN ART.

Instruction in art in its various forms is given at Cincinnati in the School of Design of the University of Cincinnati, in connection with the Women's Art Museum Association, and at the School of Design of the Ohio Mechanics' Institute; at Columbus, in the Columbus Art School; and at Toledo, in the Toledo University of Arts and Trades. According to a newspaper report the School of Design at Cincinnati had 434 pupils, 243 of them women. They were distributed through the various departments as follows: In drawing, 256 men and 95 women; in sculpture, 13 men and 10 women; in woodwork, 138 women and 17 men. A private wood carving school was also reported at Cincinnati, which was said to be very successful; and the Pottery Club, consisting entirely of women, was largely attended. The Columbus Art School reported 250 members for the year ending June 19, 1880, and the Columbus Normal Art Institute, a summer school especially for the training of teachers, gave instruction in the different branches from the elements upwards. No information is at hand in regard to the school at Toledo. It is stated that the Art Museum in Cincinnati, to which Mr. Charles W. West offered $150,000 on condition that the citizens raise as much more, is assured of the receipt of his gift, as $163,532 have been so raised.—(Teachers' Institute, Educational Voice, The Watchman, Educational Weekly, Ohio Educational Monthly, and New-England Journal of Education.)

EDUCATION IN MUSIC.

The College of Music of Cincinnati reports an academic department and a general music school, the former for pupils desiring to become professionals and for amateurs who enter for graduation, the latter for general or special instruction for students entering for a number of terms. Elocution in all its branches is taught in the college, and lectures are given on hygiene of the throat, anatomy of the ear and larynx, the history of music, &c. Every opportunity for thorough and practical instruction in all departments of music seems to be furnished at this college, and this instruction is extended to a training school for the opera and concert stage.—(Circulars.)

## EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

For the purpose of meeting in close connection with the National Educational Association the State Teachers' Association met at Chautauqua Lake, New York, July 7–9, 1880, the first instance of a State association holding its annual session in a State not

even adjacent to its own. The attendance reached 700 to 800 persons; the papers were fully up to the average. In the superintendents' section the opening address on industrial education was delivered by Superintendent C. W. Bennett, of Piqua, acting president. He spoke of the need of industrial training, not in the public schools, but in special technical schools established for the purpose. Many of the industries might be made a part of home training, yet certain elementary principles underlying industrial training should be a part of the child's school education. The subject was ably discussed by different members. Hon. J. J. Burns took for his theme "On supervision depends the success of our schools," and showed that with money to pay for the right kind of teachers there would be less need of supervision, but that until such provision is made one and possibly two superintendents for each county seem to be required. In discussing "The teacher's tenure of office," Prof. C. W. Super argued that nothing would conduce more to the elevation of the school than to give teachers generally a firmer hold on their positions. In the general association, after the usual preliminaries, the inaugural, &c., a lengthy paper on "Culture and character" was read by Prof. Judson Smith, of Oberlin. This was followed by "The place and time for elementary science in our schools," in which Prof. John Mickleborough advocated a course of lessons in elementary science for the common schools from the lower grades upwards, and urged teachers to aid children to use their senses, to state their observations in well chosen language; in short, to teach children to think. The work of normal schools and institutes was then discussed. The last day's sessions were occupied by discussions on "Literature for school youth" and "The Quincy method not new." Dr. John B. Peaslee objected to so much arithmetic in the public schools, and urged the need of more study of English literature and composition. Dr. Peaslee and E. S. Cox, of West Virginia, held that children should not alone be taught to read, but should be guided as to what they read. Resolutions were passed regarding the establishment of a thorough system of professional instruction and training for teachers of Ohio; that a committee be appointed to present a plan for institute and normal work which may obtain recognition from local associations, boards of education, and the general assembly; that the legislature add to the studies required for a common school certificate for 24 months United States history and physics or elements of natural philosophy, and for a 36 months' certificate, these two branches, together with physiology; also, that the general assembly authorize the respective counties of the State to employ superintendents of schools with definite duties and fixed salaries.

The ungraded school section held a meeting; officers for that and the main section were chosen, and the meeting adjourned.—(Ohio Educational Monthly.)

### OTHER TEACHERS' ASSOCIATIONS.

The several inter-county associations were held as follows: The Central Ohio, at Columbus; the Northwestern, at Sidney; the Tri-State, at Toledo; the Scioto Valley, at Chillicothe; the Eastern, at Zanesville; the Southeastern, at Parkersburg, W. Va.; the Southwestern, at Hamilton; and the Northeastern, holding bimonthly meetings, at Cleveland and elsewhere.—(State report.)

### COLLEGE ASSOCIATION.

The twelfth annual session of the association of the colleges of Ohio, held at Marietta December 27–28, 1880, was attended by 22 college presidents and professors, representing 13 colleges. The association aims to promote uniformity of requirement in the courses of study leading to the various degrees conferred by the colleges which are members of it, and to raise the standard in those which are now conferring degrees on insufficient grounds. Especial interest was taken in the discussion of papers relating to courses of study and degrees. In respect to elective studies the general opinion seemed to be that while they may be introduced to some extent their use should be restricted.—(Journal of Education, January 20, 1881.)

## OBITUARY RECORD.

### MRS. ESTHER RAYMOND SHIPHERD.

Born at Ballston, N. Y., September 10, 1797, and dying at Cleveland, Ohio, December 5, 1879, the good work of Mrs. Shipherd deserves the notice here she failed to receive in the report preceding this. She came to Ohio in 1830 with her husband, Mr. John J. Shipherd, under the auspices of the Congregational Home Missionary Association, to aid in doing missionary and educational work. In 1832, at the suggestion of Mr. P. P. Stewart, another agent of the board then assisting Mr. Shipherd, an effort was entered on by these three to establish a college for the students whom they had in training. The plan for such a college was marked out on the liberal basis which has since been substantially maintained; the title, Oberlin Collegiate Institute, afterwards made simply Oberlin College, in honor of the great Alsatian pastor, Oberlin, was chosen. A tract of 6,000 unoccupied acres of land to furnish a site and an endowment for it was secured the same year from its owner in Connecticut; and during the winter of 1832–'33 a colony was formed at the east by Mr. Shipherd, pledged under

what was called the "Oberlin covenant," to form on this land a Christian community in the interests of religion and education. The first settler pitched his tent April 19, 1833, and the school that was to form the nucleus of the college opened the next autumn with 44 pupils from 9 different States. The next year advantage was taken of a trouble about antislavery agitation at Lane Seminary, Cincinnati, to secure for the new school two excellent professors and about twenty students, whom the opponents of such agitation had virtually driven from the seminary, and they, with the Rev. Charles G. Finney, a noted revivalist of New York, went to Oberlin in 1835. Thenceforth its future was assured, and after laboring a few years longer to further its financial interests Mr. and Mrs. Shipherd turned their steps, with a newly collected colony from Oberlin, towards the wilderness of Michigan to found a second college on essentially the same principles. Hence, following Oberlin, came Olivet; the former the alma mater of nearly 20,000 students and about 2,000 graduates up to 1880; the latter with upwards of 200 students at the date of Mrs. Shipherd's death. In all the work of establishing both these institutions she was his active coadjutor, rendering cheerful aid often at the expense of great self-sacrifice.—(From material furnished by Rev. Charles T. Collins, Cleveland, Ohio.)

DR. JAMES DASCOMB, M. D.

This thorough and conscientious teacher was born February 21, 1808, at Wilton, N. H., but moved to Oberlin in 1834, and connected himself as professor of chemistry with Oberlin College, then in its infancy. Educated at the common schools, with, perhaps, a term or two at an academy, he received his medical training at Dartmouth College, taking the degree of M. D. in 1833. An intensely earnest man and a thorough investigator in all matters pertaining to the laboratory and to his lectures, he conducted one class after another through the elements of the sciences for 44 years, while during the winters he lectured in the Ohio Agricultural College, in Hillsdale College, Michigan, and for 10 years held the chair of chemistry and toxicology in Charity Hospital Medical College, Cleveland. Lack of strength at last compelled him to relinquish this vacation work, and two years ago he closed his labors at Oberlin. He died in April, 1880.—(Cleveland Leader.)

PROF. WM. K. KEDZIE.

Professor Kedzie, who was the incumbent of the chair of chemistry and physiology at Oberlin at the time of his death, April 14, 1880, was born at Kalamazoo, Mich., July 5, 1851. A graduate of the Michigan State Agricultural College, he became assistant professor of chemistry at that institution when 19 years of age. In 1873 he received a call to the chair of chemistry and physics in the Kansas State Agricultural College, and in 1874 was elected chemist to the State board of agriculture. In 1875 he visited the principal laboratories of the continent and England, and on his return, by means of the ideas obtained in his travels, he made the laboratory of the Agricultural College one of the best equipped and most convenient for work in the West. From 1878 he was connected with Oberlin College, where, as elsewhere, his brilliant scholarly attainments and his manly traits of character were much admired. As a collector of birds and birds' eggs, as one of the originators of the Natural History Society of the Michigan Agricultural College, and as a writer on the geology of Kansas and on other scientific subjects, he was well known.—(Kansas City Review of Science and Industry.)

EDWARD D. MANSFIELD, LL. D.

This son of the distinguished mathematician and engineer, Col. Jared Mansfield, was born August 17, 1801; entered West Point, where his father was professor, in 1815, and graduated fourth in his class in 1819. Declining an appointment in the Army, he pursued a classical course at Princeton, graduating with honors in 1822; studied law at Litchfield, Conn., and was admitted to the bar in 1825. Removing to Ohio about that time, he practised law for a while and then became professor of constitutional law and history in the Cincinnati College in 1836, which position he held only for a short period, when he abandoned legal practice and became editor of the Cincinnati Chronicle. He filled this position 13 years, and was then for years a member of the staff of various newspapers in different sections of the country. He was commissioner of statistics for Ohio from 1857 to 1867, a member of the French Société de statistique universelle, author of treatises on American education, Political Grammar, the utility of mathematics, the legal rights of women, &c., and he printed numerous addresses on education, politics, and literature. He died in the latter part of October, 1880.—(Daily Evening Telegraph.)

## CHIEF STATE SCHOOL OFFICER.

Hon. JAMES J. BURNS, *State commissioner of common schools, Columbus.*[1]

[Term, January 14, 1878, to January 10, 1881.]

Other commissioners in the ten years were Hon. Wm. D. Henkle, 1869–1871; Hon. Thomas W. Harvey, 1871–1875; and Hon. Charles S. Smart, 1875–1878.

[1] Mr. Burns was succeeded in January, 1881, by Hon. D. F. De Wolf.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age *a* | 34,055 | 36,512 | 38,670 | 40,808 |
| Enrolled in public schools | 21,000 | ..... | ..... | 20,680 |
| Average daily attendance | ..... | 15,000 | 15,329 | 15,166 |
| Attending private or church schools | ..... | ..... | 912 | 2,926 |
| Number presumably not in school | ..... | ..... | ..... | 17,202 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Organized districts | 636 | 659 | 642 | 680 |
| Districts reporting | ..... | ..... | ..... | ..... |
| Number of graded schools | ..... | ..... | ..... | ..... |
| Average term of public schools in days | 90 | 90 | 90 | 90 |
| Number of private schools | ..... | ..... | ..... | ..... |
| Value of public school property | ..... | ..... | $322,440 | $332,764 |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching | ..... | ..... | ..... | ..... |
| Women teaching | ..... | ..... | ..... | ..... |
| Whole number of teachers | ..... | 580 | 607 | 860 |
| Teachers with first grade certificates | ..... | ..... | ..... | ..... |
| Teachers with second grade certificates | ..... | ..... | ..... | ..... |
| Average monthly pay of men | $50 00 | $50 00 | $47 54 | $45 92 |
| Average monthly pay of women | 30 00 | 40 00 | 43 70 | 34 46 |
| RECEIPTS AND EXPENDITURE. | | | | |
| Whole receipts for public schools | $153,699 | ..... | $230,611 | $204,760 |
| Whole expenditure for public schools | 70,098 | ..... | 193,272 | 222,553 |
| STATE SCHOOL FUND. | | | | |
| Amount of available fund | $400,000 | ..... | $452,724 | $504,216 |

*a* The age for admission to the public schools was apparently 4 to 20 till 1878, then

## OF OREGON—1870-'71 TO 1879-'80.

| 1874–'75. | 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|---|
| 44,587 | 48,473 | 50,379 | 53,462 | 56,464 | 59,615 | I. 3,151 | I. 25,560 |
| 24,854 | 27,426 | 26,091 | 26,992 | 32,718 | 37,533 | I. 4,815 | I. 16,533 |
| 18,005 | 15,565 | 14,387 | 21,464 | 20,840 | 27,435 | I. 6,595 | ..... |
| ..... | 3,441 | 4,341 | 3,287 | 4,669 | 3,744 | D. 925 | ..... |
| ..... | 17,606 | 19,947 | 23,183 | 19,077 | 18,338 | D. 739 | ..... |
| 755 | 795 | 750 | 904 | 978 | 1,007 | I. 29 | I. 371 |
| ..... | 769 | ..... | 865 | 905 | 960 | I. 55 | ..... |
| ..... | ..... | ..... | ..... | 36 | 45 | I. 9 | ..... |
| 82½ | 98 | 86⅔ | 93.6 | 88 | 89.6 | I. 1.6 | D. .4 |
| ..... | ..... | ..... | ..... | 144 | 142 | D. 2 | ..... |
| $304,737 | $442,540 | $395,563 | $483,058 | $520,963 | $567,863 | I. $46,900 | ..... |
| 496 | 619 | 720 | 539 | 652 | 635 | D. 17 | ..... |
| 457 | 407 | 502 | 460 | 568 | 679 | I. 111 | ..... |
| 953 | 1,026 | 1,222 | 999 | 1,220 | 1,314 | I. 94 | ..... |
| ..... | ..... | ..... | ..... | 697 | 679 | D. 18 | ..... |
| ..... | ..... | ..... | ..... | 523 | 635 | I. 112 | ..... |
| $45 68 | $49 20 | $47 24 | $45 25 | $43 90 | $44 19 | I. $0 29 | D. $5 81 |
| 33 64 | 34 73 | 34 87 | 34 33 | 33 80 | 33 38 | D. 42 | I. 3 38 |
| $86,673 | $269,822 | $308,373 | $258,786 | $351,673 | $339,080 | D. $12,593 | I. $185,381 |
| ..... | 233,963 | 241,893 | 275,107 | 316,618 | 307,031 | D. 9,587 | I. 236,933 |
| $564,000 | ..... | ..... | ..... | $562,830 | ..... | ..... | ..... |

6 to 21; but school funds were ordered to be distributed on the basis of youth 4 to 20.

## STATE SCHOOL SYSTEM.

### OFFICERS.

The officials having general control of public school interests are a State superintendent of public instruction, elected by the legislature in 1872 and by the people every 4 years since 1874, and a State board of education, composed of the governor, secretary of state, and superintendent of public instruction since 1872.

Local school officers are county superintendents of common schools, elected by the people for 2 years, and district boards of 3 directors, elected by the qualified voters of districts for 3 years' terms, one going out each year.

### OTHER FEATURES OF THE SYSTEM.

The schools are supported by the interest of an irreducible school fund, a county tax of 3 mills on the dollar on taxable property, and a district tax on real and personal property, when a majority of the legal voters decide to levy one. Women liable to taxation may vote on the question of this levy. The income from the school fund is apportioned to the several counties in proportion to the children 4 to 20 years old therein, but the legal age for attendance has been 6 to 21 since 1878. Districts are not entitled to their proportion of this fund unless they make report to the county superintendent by the first Monday of March in each year nor unless they shall have had a school taught for 60 days in each year. Schools supported by a tax on the district are free to all residents therein 6 to 21 years old. Teachers may not receive pay from the public funds for services unless they have certificates of qualification from their county superintendent or from the State board of education. The latter is authorized to issue life diplomas, State certificates, and other certificates of the same force as those issued by county superintendents. In districts containing 1,000 persons 4 to 20 years old a high school must be taught at least 6 months during the year.

### GENERAL CONDITION.

The statistics show an increase since 1878–'79 of 3,151 (or 5½ per cent.) in the school population, of 4,815 (or 15 per cent.) in public school enrolment, and of 6,595 (or 31 per cent.) in the average daily attendance. There was a corresponding reduction in the per capita cost of education in the public schools; based on school population, it was 40 cents less; on the number enrolled, $1.44 less; on average attendance, $3.94 less. The average term of school was more than a day longer; estimated value of public school property, $46,900 more, and average monthly pay of men teaching, 29 cents more. The average monthly pay of women decreased by 42 cents, the receipts for public schools by $12,593, the expenditure for them by $9,587, and the number of pupils in private schools by 925. The decrease in receipts is ascribed by the State superintendent mainly to hard times, occasioned by a partial failure of crops. He thinks, too, that a reported decrease of 18 in the number of first grade certificates held by teachers indicates that there was a more rigid examination of applicants rather than that fewer teachers were well qualified. The increase of 55 in districts reporting (only 29 new ones having been organized) shows that 26 old ones that sustained no schools in 1879, and therefore did not report, had established schools in 1880.

Superintendent Powell visited many of the graded schools during the year, and found most of them doing good work, while in some it was excellent. Other evidences noted by him of the efficiency of the public schools were, that teachers were taking more interest in the work and were availing themselves of such means of improvement as educational journals and books and attendance on teachers' institutes; also, that county superintendents were giving more attention to the work of supervision. The first essential in further improvement of the schools he considers to be better teachers. While many of them were found to be excellent, a majority were far below the proper standard in qualifications and many lacked experience. To secure better teachers, he suggests the establishment of schools for their professional training and payment of higher wages.—(State report, 1880.)

### PROGRESS DURING TEN YEARS.

Since 1870–'71 the population of legal school age has increased by 25,560 and the total number enrolled in public schools by 16,533. The average monthly pay of women is $3.38 greater, the income for public schools $185,381 more, and the expenditure for them $236,933 more. The only item reported which shows material decrease is the average monthly pay of men engaged in teaching, which is $5.81 less than in 1870–'71.

### CHANGES IN SCHOOL LAWS.

The following are the principal amendments that have been made to the school law since 1870: In 1872 it was provided that a State superintendent of public instruction should be elected by the people every 4 years, that office having been previously

filled by the governor; a State board of education was established; the county tax increased from 2 mills on the dollar to 3; provision was made for the establishment under certain circumstances of German schools, for an annual State teachers' association to be held at the capital, and for a teachers' institute in each judicial district. In 1876 arrangements were made for the instruction of the deaf and dumb and the blind. In 1878 the schools were made free to all residents 6 to 21 years of age; provision was made for the establishment of high schools in districts with 1,000 or more inhabitants; and women, residents of the district, being 21 years old and owning taxable property, were made eligible to vote in district school meetings. Previous to this the privilege was restricted to resident women who were widows with children to educate and who owned taxable property. An amendment passed in 1880 increased the number on boards of directors in cities of 10,000 inhabitants, and made other regulations for city schools, including provision for the union of districts.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

An amendment to the school law adopted in 1880 increased the number of directors in cities of 10,000 and more inhabitants from 3 to 7, the mayor of the city to be chairman of the board, which is to employ a city superintendent. There is also to be a board of examiners for the examination of teachers, of which the city superintendent is to be a member and the county superintendent ex officio chairman.

### STATISTICS OF PORTLAND SCHOOLS.

In 4 public school buildings 8 schools were taught during 1879–'80, of which 4 were primary, 3 grammar, and 1 high. There were enrolled in public schools 2,513, out of a school population of 4,302, or about 58 per cent., and it is estimated that about 500 attended private or parochial schools. The average number belonging in public schools was 1,859; the average daily attendance, 1,775, or 95.4 per cent. In the high school, taught by 2 men and 3 women, 140 pupils were enrolled (86 boys and 54 girls), the average number belonging being 123 and the average daily attendance 120. The teachers in all the public schools were 41 women and 4 men, including the superintendent and a teacher of drawing. The total expenditure on public schools during the year was $68,412. There were 57 cases of corporal punishment and 18 of suspension. During the year a school building was erected to replace one destroyed by fire in May, 1879. The new building cost $18,695, will accommodate 600 pupils, is handsomely finished in Oregon ash, well lighted, and thoroughly ventilated. The completion of this building gives 46 rooms for the public schools, of which all but 2 were at once occupied, and the rapid growth of the city was expected soon to fill these. Four years ago 27 rooms accommodated the whole school-going population, the average daily attendance being 1,186. The rooms in 1880 had increased nearly 59 per cent. and the pupils nearly 50 per cent. A correspondent notes a steady improvement in the school buildings in respect to methods of heating, lighting, and other points; the side lighting from large windows makes desks and blackboards plainly visible without injuriously taxing the eyesight.—(Return and report, 1880, with letter from Rev. G. H. Atkinson.)

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS.

*Ashland College and Normal School*, Ashland, organized in 1878, has a 3 years' course of study for normal pupils, and had 48 in attendance in 1879–'80, of whom 22 were men and 26 women.—(Return.)

*Oregon Normal School*, which is a department of Christian College, Monmouth, organized in 1879, reported a 4 years' course of study in that year, but sends no report for 1880.

### NORMAL COURSES OR DEPARTMENTS.

The University of Oregon had in 1879–'80 a 2 years' normal course in its collegiate department; Blue Mountain University, La Grande, had a course of normal lectures in its preparatory department; and Willamette University, Salem, gave in its academical department a 3 years' teachers' course to those not wishing to take a college course but desiring to fit themselves for teaching in the public schools.—(Catalogues.)

### TEACHERS' INSTITUTES.

In pursuance of the law which makes it the duty of the State superintendent to hold institutes in the judicial districts, 15 were held by him during 1880, with 740 teachers in attendance, against 314 the previous year. The institutes were generally characterized by great earnestness on the part of teachers attending and by a lively interest on the part of the community. Superintendent Powell regards the institute

as an important factor in the educational system of Oregon, since it must, as far as possible, supply the place of a State normal school. The enactment of a law is therefore recommended authorizing county institutes of from 1 to 4 weeks, to be held under the supervision of the State board of education or of county superintendents and under the tuition of competent conductors, all the teachers being required to attend under penalty of having their certificates revoked.—(State biennial report, 1879, 1880.)

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

As already stated, the high school became by legal enactment a part of the public school system in 1878. In that year 22 such schools were reported, an increase of 5 on the number given in the previous biennial report. The number taught in 1880 is not given in the report for that year, but there were 45 graded schools, an increase of 9 over the number taught in 1879, with 7,824 pupils attending, against 6,967 in 1879.

The establishment of these schools will be greatly facilitated, according to an opinion expressed by an active educator of the State, by an amendment to the school laws adopted in 1880 providing for the union of school districts in all cities of 10,000 and more inhabitants. The Portland high school, having 140 pupils enrolled, is reported to be gaining in power and value. Special facilities are afforded by the large building recently erected for its use, mentioned elsewhere.

### OTHER SECONDARY SCHOOLS.

For statistics of private secondary schools reporting and preparatory departments of colleges, see Tables VI and IX of the appendix, and summaries of them in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES AND UNIVERSITIES FOR BOTH SEXES.

Seven institutions for the superior instruction alike of young men and women report for 1879–'80. Three of these claim to be non-sectarian in management; 2 of the remaining 4 were under the influence of the Methodist Episcopal Church, and one each under that of the Christians and United Brethren. All report preparatory, classical, and scientific courses, the latter extending over the full 4 years' collegiate term, in all except one institution, the Pacific University. In this, as in Philomath College, ladies' courses of 3 years are arranged for those who prefer them, while Willamette University has established a new department, "the Woman's College;" this movement, it is said, being a modification but not a surrender of the principle of coeducation. The plan embraces training in social and æsthetic directions, decorative art and design, and music, in addition to the collegiate studies. A teachers' course of 3 years is provided in the University Academy. In 3 other colleges more or less provision is made for the training of teachers, either in their preparatory or collegiate departments; 1 reports a theological course, 1 a commercial, and 1 a college of medicine.

The *University of Oregon*, Eugene City, included in the above summary, was organized in 1876, and offers in its collegiate department classical, scientific, and normal courses. Its appropriation from the State for the year 1879–'80 was $2,500; income from tuition fees, $4,150. There are 113 free scholarships offered, 1 for each county and 1 for each member of the legislative assembly. In the collegiate department there were 114 students enrolled, of whom 40 were women; and 9 degrees of A. B. and B. S. were conferred in June, 1880, 6 on men and 3 on women. In the preparatory department, having an attendance of 69, the number of young men and women was about equal.—(Catalogue and returns.)

*McMinnville College*, McMinnville (Baptist), not included in the above summary, reports to the State superintendent 102 pupils in primary and academic studies, but none in collegiate.—(State report.)

For statistics of all the colleges reporting, see Table IX of the appendix, and for a summary of them, a corresponding table in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Women enjoy equal privileges with men in all the collegiate institutions of this State, and only one institution for their exclusive instruction (St. Helen's Hall, Portland) has been established. For statistics of this seminary, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

Besides the scientific courses belonging to the curricula of the collegiate institutions already mentioned, the only provision made in the State for scientific study is that afforded by the State Agricultural College, Corvallis, a department of Corvallis College, organized in 1872. The law provides for the free tuition of 60 young men over 16 years of age, who may be admitted into all the departments of Corvallis College. The course of study covers 4 to 6 years, embracing among other branches the general principles of agriculture, mineralogy, geology, and zoölogy.—(Catalogue and return.)

### PROFESSIONAL.

For *theological* study no provision appears to be made, except in McMinnville College (Baptist), which presents in its catalogue for 1879 a course of study covering 1 to 5 years, for the benefit of students who wish to prepare for the ministry, but it does not appear whether any are engaged in the course or not.

*Medical* instruction is given in the medical department of Willamette University, Portland, first opened in 1867. The regular course of study required by the American Medical College Association (3 years under a medical practitioner and 2 full lecture courses of at least 20 weeks each) is the one provided here, and the requirements for graduation are such as are insisted on by that association. The annual term of lectures extends over the minimum 20 weeks. Candidates for admission, unless matriculates of the university or graduates of a college, academy, or high school, must pass an examination to test their acquaintance with the fundamental branches of an English education, their general intelligence, and their capacity to profit by professional instruction. Women are admitted to this, as to other departments of the university, on equal terms with men. There were 33 students attending during 1880 and 13 graduates who received the degree of M. D.—(Catalogue and return.)

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Oregon School for Deaf-Mutes, Salem, founded in 1870, is still but partially organized, having no lands, buildings, library, or apparatus. It is under State control and received from the State an appropriation of $6,000 for the two years 1879 and 1880. There were 15 pupils under instruction during 1880, and since the beginning of the school 43 have been taught there. The studies comprise the common English branches only, and there is as yet "no settled system of employments."—(Return, 1880.)

### EDUCATION OF THE BLIND.

The Oregon Institute for the Blind, Salem, was closed in 1879; no later information concerning it has reached this Office.

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATION.

As has been already mentioned, the law requires that a State teachers' institute be held by the superintendent at least once in each year, as well as an institute in each judicial district. The State institute or association was held in Salem, August 25, 1880, but no account of its proceedings has reached this Bureau.

## CHIEF STATE SCHOOL OFFICER.

Hon. L. J. POWELL, *State superintendent of public instruction, Salem.*

[Term, September 1, 1878, to September 13, 1882.]

The first State superintendent, Hon. Sylvester C. Simpson, was chosen for a 2 years' term by the legislature in 1872, when the office of superintendent was detached from that of governor. Following superintendents were elected by the people for terms of 4 years. Dr. L. L. Rowland, the first in this new line, was so elected in 1874.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| ATTENDANCE. | | | | | |
| Enrolled in public schools *a* | 834,614 | 834,313 | 834,020 | 850,774 | 890,073 |
| Average attendance | 567,188 | 536,221 | 511,418 | 543,026 | 551,848 |
| Per cent. of average attendance on enrolment. | 68 | 64 | 61 | 67 | 62 |
| Pupils in private and church schools. *b* | 19,394 | 27,824 | 22,408 | 26,332 | 26,507 |
| Children in no schools (estimated). | ..... | 17,756 | 26,088 | 31,098 | 25,741 |
| SCHOOLS AND DISTRICTS. | | | | | |
| Public school districts | 2,023 | 2,029 | 2,050 | 2,071 | 2,089 |
| Districts with libraries *b* | ..... | 54 | 60 | 52 | 62 |
| Public schools reported | 15,700 | 15,999 | 16,305 | 16,641 | 17,092 |
| Graded public schools | 4,634 | 4,998 | 5,307 | 5,586 | 5,625 |
| Schools with uniform text books. *b* | 11,536 | 10,599 | 11,206 | 12,154 | 12,530 |
| Schools with Bible reading. *b* | 11,716 | 10,856 | 11,418 | 12,129 | 12,690 |
| Schools teaching drawing. *b* | ..... | 1,364 | 1,642 | 1,860 | 2,079 |
| Schools teaching music *b* | ..... | 2,215 | 2,803 | 3,064 | 3,215 |
| Schools teaching higher branches. *b* | ..... | 1,356 | 1,423 | 1,534 | 1,601 |
| Separate schools for colored youth. *b* | ..... | 73 | 70 | 73 | 71 |
| Average time of public schools in days. | 140 | 141 | 147 | 148 | 151 |
| Private ungraded schools *b* | 346 | 414 | 258 | 324 | 313 |
| Private academies and seminaries. *b* | 161 | 202 | 160 | 193 | 295 |
| Value of school property. | $16,889,624 | $18,689,624 | $21,750,209 | $22,569,668 | $24,260,789 |
| TEACHERS AND THEIR PAY. | | | | | |
| Male teachers in public schools. | 7,720 | 7,753 | 7,944 | 8,807 | 8,585 |
| Female teachers in same | 10,301 | 10,615 | 11,145 | 11,240 | 11,295 |
| Whole number of teachers | 18,021 | 18,368 | 19,089 | 20,047 | 19,880 |
| Average monthly pay of men. | $41 04 | $41 71 | $42 69 | $42 95 | $41 07 |
| Average pay of women | 32 86 | 34 60 | 34 92 | 35 87 | 34 09 |
| Teachers in private and church schools. | 720 | 1,721 | 833 | 948 | 812 |
| SCHOOL FINANCES. | | | | | |
| Income for public schools. | $7,694,357 | $7,622,420 | $8,248,149 | $9,327,030 | $8,798,816 |
| Expenditure for same | 8,479,918 | 8,233,073 | 8,235,120 | 8,737,930 | 9,254,656 |
| Expenditure, including pay of superintendents. | 8,580,918 | 8,345,073 | 8,345,836 | 8,847,940 | 9,363,927 |
| Expenditure, including State orphan and State normal schools. | 9,100,918 | 8,859,003 | 8,812,969 | 9,408,819 | 9,950,761 |

*a* No census of the youth entitled to free schooling is taken in Pennsylvania.

## OF PENNSYLVANIA—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|
| 902,345 | 907,412 | 936,780 | 935,740 | 937,310 | I. 1,570 | I. 102,696 |
| 578,718 | 575,597 | 603,825 | 587,672 | 601,627 | I. 13,955 | I. 34,439 |
| 78 | 74 | 64 | 63 | 77 | I. 14 | I. 9 |
| 27,565 | 26,240 | 33,709 | 24,066 | 27,552 | I. 3,486 | I. 8,158 |
| 34,197 | 37,979 | 40,695 | 36,414 | 38,470 | I. 2,056 | ..... |
| 2,103 | 2,145 | 2,187 | 2,169 | 2,193 | I. 24 | I. 170 |
| 108 | 69 | 323 | 96 | 166 | I. 70 | ..... |
| 17,497 | 17,783 | 18,067 | 18,386 | 18,655 | I. 269 | I. 2,955 |
| 5,957 | 6,290 | 6,432 | 4,748 | 4,967 | I. 219 | I. 333 |
| 12,867 | 13,198 | 13,217 | 12,768 | 13,368 | I. 600 | I. 1,832 |
| 12,539 | 12,927 | 12,756 | 13,802 | 13,277 | D. 525 | I. 1,561 |
| 2,659 | 3,191 | 3,302 | 3,232 | 4,223 | I. 991 | ..... |
| 3,605 | 4,099 | 3,760 | 4,225 | 4,230 | I. 5 | ..... |
| 1,889 | 2,074 | 1,956 | 2,100 | 2,158 | I. 58 | ..... |
| 73 | 68 | 65 | 69 | 68 | D. 1 | ..... |
| 150 | 149 | 145 | 149 | 147 | D. 2 | I. 7 |
| 345 | 338 | 473 | 700 | 354 | D. 346 | I. 8 |
| 207 | 187 | 187 | 213 | 185 | D. 28 | I. 24 |
| $26,265,926 | $25,460,762 | $24,839,821 | $24,063,138 | $25,467,097 | I. $1,403,959 | I. $8,577,473 |
| 8,953 | 9,096 | 9,319 | 9,605 | 9,732 | I. 127 | I. 2,012 |
| 11,239 | 11,556 | 11,572 | 11,618 | 11,643 | I. 25 | I. 1,342 |
| 20,192 | 20,652 | 20,891 | 21,223 | 21,375 | I. 152 | I. 3,354 |
| $39 76 | $37 38 | $35 58 | $33 62 | $32 36 | D. $1 26 | D. $8 68 |
| 33 60 | 32 30 | 31 32 | 29 69 | 28 42 | D. 1 27 | D. 4 44 |
| 1,060 | 929 | 1,241 | 947 | 953 | I. 6 | I. 233 |
| $9,526,547 | $9,022,669 | $8,180,000 | $8,210,084 | $8,046,116 | D. $163,968 | I. $351,759 |
| 9,063,929 | 8,483,379 | 8,087,977 | 7,635,787 | 7,369,682 | D. 266,105 | D. 1,110,236 |
| 9,163,929 | 8,583,379 | 8,187,977 | 7,747,787 | 7,482,578 | D. 265,209 | D. 1,098,340 |
| 9,624,459 | 8,964,036 | 8,710,725 | ..... | ..... | ..... | ..... |

*b* Not including Philadelphia.

## STATE SCHOOL SYSTEM.

### OFFICERS.

There is in Pennsylvania no State board of education. The schools have been from 1834 under the general charge of an officer called, till 1857, superintendent of public schools; then, till 1873, superintendent of common schools, and since that year superintendent of public instruction. During the first period the secretary of state acted as superintendent. Since 1857 a separate officer has been appointed by the governor, with consent of senate, at first for a term of 3 years, but made 4 years by the constitution of 1873. He is allowed to devolve his duties upon one of his clerks, who acts as deputy superintendent when necessary, and for full security a second deputy superintendent has been for some years designated to act in case of need.

The schools of each county, except Philadelphia, are under the supervision of a county superintendent chosen every third year since 1854 by a convention of the subordinate county school officers, which officers are boards of 3 or 6 directors[1] for each school district, elected by the people of the districts for 3 years' terms, one-third to be changed or reëlected annually. The boards of cities and boroughs with more than 7,000 inhabitants since 1871 have been authorized to appoint superintendents for their schools; before that year only those with more than 10,000 inhabitants could do so; a still further reduction of the required number is said to be contemplated. City, borough, and county superintendents are all required to be of literary and scientific attainments and of skill and experience in the art of teaching. By the constitution of 1873 women are made eligible to any office of control or management under the school laws of the State.

### OTHER FEATURES OF THE SYSTEM.

There is no permanent State school fund, but the constitution of 1873 directs that an appropriation of not less than $1,000,000 annually shall be made by the legislature for the maintenance of public schools; and this since 1874 has been regularly made, but not exceeded up to 1881. To meet the excess of the cost of public instruction over the $1,000,000 appropriated, there must be an annual district tax, which, under legal decisions, must be at least 13 mills on $1, and must equal in each county the county's share of the State appropriation. With the State and district funds united, the schools are to be kept open from 5 to 10 months each school year, and are to be free to all resident youth 6 to 21 years of age.[2] Those intending to teach in them must offer evidence of legal qualification before they can be engaged, and while engaged must file monthly, with their directors, reports of pupils attending, books used, and studies pursued. The directors (who prescribe the books and studies) must exercise a general supervision over the schools of their district, and, by one or more of their number, visit each school at least once a month, entering their observations on the books of the board. A system of State normal instruction prepares teachers for the public schools, and a system of district and county institutes continues this instruction in practical directions. Philadelphia and Pittsburgh, as independent city districts, have special normal school and institute systems of their own. Separate schools for colored children have been required to be established whenever such schools could be so placed as to accommodate 20 or more pupils; such schools to have ordinarily the same term as those for whites, but from July 4, 1881, all distinctions of race or color in the public school system are to end. A school for a remnant of an Indian tribe, maintained by the State at an annual cost of $300, is, however, for special reasons to be continued at least till 1885. Night schools and half-time schools are authorized, as well as schools for deaf-mutes, these last in any school district having 20,000 inhabitants and 8 or more deaf-mute children of proper age for attending school.

### GENERAL CONDITION.

In many important things the schools of the State in 1880 stood in advance of those in 1879. The number open was greater by 269, 219 of this increase being graded; nearly 500 more had teachers trained in normal schools; 600 more had uniform text books; 991 more gave instruction in drawing; 5 more taught vocal music, and 58 more included some higher branches than the elements required by law in all.

The schools thus increased in number employed 152 more teachers, or about 1 for every 10 of the 1,570 additional pupils enrolled, while from the increased advantages and the improved quality of the teaching there were 13,955 more in average daily attendance. This advance was effected in spite of the fact that many districts failed to come up to the standard of the previous year in taxation for their schools, the receipts

[1] There are some old districts in which the board is of 2 members only, elected for 3 years; in certain cities, for 4 years.

[2] Youth 13 to 16 may not be employed in factory work without 3 months' preceding attendance at school within the year.

falling off $163,968, and the expenditure more than $266,000. As usual, the teachers had to pay the penalty of the reduction in receipts, their pay being cut down, on an average, nearly $1.27 a month.

### RÉSUMÉ FOR TEN YEARS.

The record for the decade covered by the table given, while not as good proportionally as that for the last year of it, or for 1877–'78, is good in the main, showing an increase of 170 organized school districts (largely through growth of cities and fuller settlement of the mountainous sections of the State); of 2,955 State schools, 333 of them graded, 1,832 more of them with uniform text books, and 1,561 more opening with Bible reading, while some 3,000 more taught drawing and vocal music, and nearly 1,000 more some higher branches. In the same period the school buildings were so greatly multiplied and their quality so much improved that the estimated value of public school property went up $8,577,473. Then, more than 2,000 graduates of the State and city normal schools, with many besides that had studied in these schools without waiting to graduate, came in to improve the teaching force during the decade, almost the whole of that body, moreover, being brought under substantial normal training annually or oftener in the county and district institutes. The additional efficiency thus imparted to the teaching must have been very great. The increase in number of teachers (3,354) was fairly proportionate to the increase of enrolment (102,696), being about 1 teacher to every 30 new pupils on the rolls. The school term was lengthened, on an average, 7 days within the 10 years. Upon the whole, then, the quantity of instruction was increased and extended, its quality considerably improved, and it was given towards the close in better school-houses, with much ampler means of illustration and attraction. An increase of 34,439 in average attendance during the decade was one visible result of these increased advantages, and probably a higher standard of scholarship in the graduates from every graded school system in the State was also a result from them, although less easily made visible. Yet, with all the increase of enrolment and average attendance reached and with all the improvements in the teaching given, less money was spent on the State schools at the close than at the beginning of these ten years, the expenditure in 1880 being $1,110,236 under that of 1870–'71.

### CHANGES OF SCHOOL LAW.

In 1871 changes of text books in a school or district, previously unrestricted, were required to be limited to once in 3 years. In 1872 the limits of the annual public school term were made 5 to 10 months, instead of the former 4 to 10. In 1873, by the new constitution of that year, school districts were forbidden to incur a debt for building beyond 7 per cent. of the valuation of taxable property within them, except cities already owing 7 per cent., which might raise this to 10, if so authorized by law, the people in each case to have a free vote on the question. The term of the superintendent of public instruction was made 4 years, instead of 3, and the State appropriation for public schools, which had been indeterminate, was required to be at least $1,000,000 annually. In 1874 property owned by any school authorities and in use for school purposes was exempted from taxation; provision was made for a partial biennial change in the school boards of cities with 12 or more wards, and all city school authorities were required to make arrangements for liquidation of bonds and funded debts. In 1875 modifications of the laws respecting the governing bodies of State normal schools were enacted with a view to improving their management. School homes for friendless children, not denominational nor sectarian, were in the same year allowed to become participants of county school funds on specified conditions, and were then to become instructors for the county of such children 4–16 years of age as should be committed to them. In 1878 the salaries of county superintendents were made $800 to $2,000 a year, with liberty of increase if the electing county school conventions should vote such increase from their school funds. In 1879 an early provisional election of county superintendents for each new county was directed to be made; in the same year high buildings used for school and other purposes in their upper stories were ordered to be provided with permanent, safe, external means of escape from such stories in case of fire, on penalty of $300 fine.

### KINDERGÄRTEN.

Although the State authorities have not adopted Fröbel's methods of instruction for the public schools, these methods have, within the decade, found much favor with the people. From 2 schools in 1873, the number reached 22 in 1878 and 35 in 1880, with fair prospects of continuous increase. For those reporting in the year last mentioned, see Table V of the appendix, and for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

Cities and boroughs with 7,500 or more inhabitants had, with few exceptions, in 1880, as previously, boards of school controllers composed of 1, 2, or 3 directors chosen by the people in each ward or district. The chief exceptions were Philadelphia and Pittsburgh, where were central boards termed "boards of education," not including the ward boards; in the former case chosen by the judges of two city courts, in the latter by the subboards. In all the boards there is a partial annual change of membership. The ward boards generally choose the teachers; the central or composite ones direct the course of study, select text books, and, except in Danville, Philadelphia, and Wilkes-Barre, appoint superintendents for their schools.—(School laws, 1879, and State report, 1880.)

### STATISTICS. *a*

| Cities and boroughs. | Population, census of 1880. | Public schools *b* | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Allegheny | 78,681 | 200 | 9,803 | 8,278 | 204 | $252,527 |
| Allentown | 18,063 | 53 | 3,429 | 2,410 | 55 | 53,549 |
| Altoona | 19,716 | 46 | 2,809 | 2,172 | 47 | 32,481 |
| Carbondale | 7,714 | 22 | 1,869 | 1,087 | 24 | 8,608 |
| Chester | 14,996 | 47 | 2,475 | 1,702 | 47 | 41,506 |
| Columbia | 8,312 | 22 | 1,478 | 1,056 | 23 | 11,783 |
| Danville | 7,845 | 26 | 1,692 | 1,048 | 27 | 10,080 |
| Easton | 11,924 | 44 | 2,267 | 1,763 | 51 | 32,588 |
| Erie | 27,730 | 95 | 4,244 | 2,910 | 95 | 70,777 |
| Harrisburg | 30,762 | 90 | 5,259 | 3,661 | 107 | 80,014 |
| Lancaster | 25,769 | 65 | 3,473 | 2,665 | 65 | 39,736 |
| Lebanon | 8,778 | 30 | 1,466 | 1,122 | 30 | 15,863 |
| Meadville | 8,860 | 32 | 1,746 | 1,366 | 32 | 23,590 |
| Newcastle | 8,418 | 25 | 1,587 | 1,175 | 29 | 12,732 |
| Norristown | 13,064 | 43 | 2,276 | 1,511 | 43 | 48,734 |
| Philadelphia | 846,984 | 2,070 | 167,061 | 92,381 | 2,075 | 1,641,540 |
| Pittsburgh | 156,381 | 463 | 24,325 | 16,297 | 463 | 335,144 |
| Pottsville | 13,253 | 47 | 2,801 | 1,878 | 48 | 51,496 |
| Reading | 43,280 | 142 | 6,474 | 5,277 | 142 | 90,454 |
| Scranton | 43,800 | 80 | 7,553 | 5,519 | 160 | 84,889 |
| Shamokin | 8,184 | 21 | 1,643 | 950 | 24 | 13,204 |
| Shenandoah | 10,148 | 31 | 2,413 | 1,492 | 33 | 32,268 |
| Titusville | 9,054 | 28 | 1,835 | 1,180 | 34 | 25,782 |
| Wilkes-Barre | 23,339 | 32 | 1,738 | 1,242 | 32 | 29,248 |
| Williamsport | 18,986 | 61 | 3,376 | 2,216 | 61 | 34,409 |
| York | 14,000 | 47 | 2,435 | 1,762 | 47 | 34,465 |

*a* The figures here, except for population, are taken from the State report for 1880.

*b* The schools (which here come in place of youth of school age, not given in Pennsylvania) are believed to be in all cases exclusive of evening schools, of which Philadelphia had 220, Pittsburg, apparently, 32.

### ADDITIONAL PARTICULARS.

*Allegheny* reported 21 school buildings, 17 of which were brick or stone first class houses, well supplied with suitable furniture and apparatus. There were 185 well classified schools, including 1 for colored children, in all which books were uniform, the Bible read, and music taught, while in 50 drawing was taught, and in 8 the higher branches. Of the 202 teachers employed, 187 were females. The per cent. of average attendance on enrolment was 88; on population, 18. School property valuation, $927,855; estimated enrolment in private and parochial schools, 3,500.—(State report and city return.)

*Allentown* classed its schools as primary, advanced primary, secondary, grammar, and high; had 8 brick or stone buildings, with 3,200 sittings, on well improved grounds, with suitable furniture and apparatus, holding in them 53 graded and well classified schools, in 8 of which the higher branches were taught. The per cent. of average attendance on enrolment was 90; on population, 24. School property valuation, $415,000; estimated enrolment in private and parochial schools, 500.—(State report and city return.)

*Altoona* had 8 frame and 6 brick or stone school buildings, 1 built during the year and 5 reported as first class, affording in all 2,675 sittings. In all the schools books were uniform and drawing was taught, and in 43 the Bible was read. The per cent. of average attendance on enrolment was 84; on population, 27. Schools were classed as primary, grammar, and high, and were in session 188 days. School property valuation, $101,620; estimated enrolment in private and parochial schools, 900.—(State report and city return.)

*Carbondale* had 8 frame school buildings, in 4 of which there was suitable furniture, while in the other 4 it was unsatisfactory. In these buildings there were 20 graded rooms or schools and 10 well classified, affording 1,350 sittings. Text books were uniform throughout, while in none of the schools was the Bible read or either music or drawing taught. The per cent. of average attendance on enrolment was 84; on population, 19. Schools were in session 196 days. School property valuation, $25,000. In private and parochial schools there were enrolled 200, held in 2 rooms with 200 sittings.—(State report and city return.)

*Chester* valued its school property at $100,000; had 8 first class brick or stone school buildings on grounds of sufficient size and suitably improved; 7 were well supplied with furniture and apparatus. In these buildings were held 47 graded and well classified schools; in all, books were uniform, the Bible was read, and drawing and higher branches were taught. The per cent. of average attendance on enrolment was 92. Night schools were held in 6 rooms, while private and parochial schools occupied 6 houses, with an estimated enrolment of 350.—(State report and city return.)

*Columbia* reported 23 graded schools, taught in 3 first class brick or stone buildings, surrounded by suitably improved grounds, and in all the text books were uniform, the Bible was read, and drawing, music, and higher branches were taught, while 3 houses were supplied with apparatus, 2 with suitable furniture, and 1 with a library. The per cent. of average attendance on enrolment was 93; 200 children attended no school. School property was valued at $26,100. There was an enrolment of 50 in 1 ungraded private school.—(State report and city return.)

*Danville* reported 7 school buildings, with 27 rooms for study, 1 of which had been used for a night school; employed 27 teachers, 23 of whom were females; had a per cent. of average attendance on enrolment of 77; had school property valued at $60,000, and private ungraded schools taught in 2 rooms, with an enrolment of 75.—(State report and city return.)

*Easton* reported 7 stone or brick school buildings and 2 frame, all well furnished and 4 ranked as first class. Of these 6 had grounds of sufficient size and 4 grounds suitably improved. There were 45 graded and well classified schools; in all a uniform series of text books and Bible reading; in 14 drawing was taught, and in 2 instruction was given in higher branches. The per cent. of average attendance on enrolment was 87; on population, 20. School property was valued at $182,380.—(State report.)

The school system of *Erie* had the usual course of graded schools in cities, with German in every grade as an optional study, which, under special teachers, was taken by nearly 60 per cent. of the pupils. The high school, with its 3 courses, fits for the most exacting college. There was also a special school for deaf-mutes, in which the articulation method was used. There were 95 well classified schools in which text books were uniform, in 18 the Bible was read, music and drawing taught, and in 4 the higher branches; the schools occupied 14 first class stone or brick houses and 5 frame ones, all supplied with suitable furniture, and 18 with apparatus. Of the 95 teachers employed, 86 were females, 50 had taught more than five years, and 90 intended to teach as a permanent business. The per cent. of average attendance on enrolment was 93; income, $67,152; value of school property, $293,200; enrolment in private and parochial schools, 1,500.—(State report, letter, and city return.)

*Harrisburg* reported 2 high schools, 9 grammar, 12 intermediate, 22 secondary, and 2 ungraded German schools, 8 of which were for colored pupils, 1 in the grammar, 1 in the intermediate, 2 in the secondary, and 4 in the primary grades. Of the 107 teachers employed, 79 were females, while 65 had taught more than 5 years. Within the last few years large additions to the school rooms have been made, and during the last year a new building with rooms for 12 schools was completed, which, with other recent improvements, largely increased the average attendance and the efficiency of school work. There were 90 graded and well classified schools, in all which there was a uniform series of text books, the Bible was read, and music was taught, while drawing and the higher branches were taught in 75. There were 17 stone or brick school buildings and 6 frame ones, all well furnished. The per cent. of average attendance on enrolment was 81; income, $83,065; value of school property, $413,195; enrolment in private and parochial schools, 425.—(State report, letter, and city return.)

*Lancaster* had 65 schools open, an average session of 220 days, with 67 teachers, 58 of them women, paid an average of $35.38 a month, men being paid $72.78. Per cent. of average attendance on enrolment, 86; on population, 17. Income for public schools, $46,213; value of school property, $143,750.—(State report.)

*Lebanon* had 8 brick or stone buildings, with 30 rooms for study, all well supplied with furniture valued at $75,250. There were 30 graded and well classified schools, in which text books were uniform and the Bible was read; in 10 music was taught and in 2 the higher branches. There were 10 male and 20 female teachers; 12 had taught more than 5 years, while 27 intended to make teaching a permanent business. The per cent. of average attendance on enrolment was 91; on population, 22. There

were 3 private ungraded schools, with 6 teachers and 300 pupils.—(State report and city return.)

*Meadville*, in 3 brick or stone school-houses and 1 frame building, had 32 graded and well classified schools, including 1 for colored children. The higher branches were taught in 4 schools, while in all drawing was taught, the Bible was read, and text books were uniform. Of the 32 teachers, all women, 30 had taught more than 5 years, while all intended to make teaching a permanent business. Per cent. of average attendance on enrolment, 95; school property valuation, $20,614. There were 6 private ungraded schools, with 6 teachers and 250 pupils.—(State report.)

*New Castle* reported 2 private ungraded schools, with 3 teachers and 60 pupils, an increase of 1 school, 1 teacher, and 25 pupils over the previous year. There were 25 graded and well classified rooms, 2 used for high school studies, while in all the Bible was read and text books were uniform. There were 4 brick or stone buildings and 1 frame, all well furnished, valued with their sites at $45,000. Per cent. of average attendance on enrolment, 92; on population, 25.—(State report.)

*Norristown*, by the completion during the year of a first class three story high school building, had fully supplied the wants of the borough for school room, making 6 brick or stone buildings, well supplied with furniture and apparatus, with 2,260 sittings, and affording rooms for 23 graded and well classified schools. In all these there was a uniform series of text books, the Bible was read, and music and drawing were taught. The only change in the course of study from previous year was in giving more attention to recitations, declamation, and select readings. Of the 43 teachers employed, 39 were females, 36 had taught more than 5 years, and 35 were teaching as a permanent business. The monthly institutes were doing a good work, increasing in the teachers a professional interest in their work and an ambition to keep pace with the spirit of the age. There was an increase of 73 in enrolment and of 53 in average attendance over the previous year. Monthly reports to parents were doing much to check the evil of truancy. School property was valued at $125,000.

*Philadelphia* reported progress in the grading of its schools, advancing the standard of scholarship for the higher grades and of qualification of teachers and improving its school buildings. Of these last there were 471—5 built during the year and 3 nearly completed, at a cost of $122,742—the entire school property being valued at $6,033,303. These houses afforded rooms for 2,078 day schools, classed as primary, secondary, grammar, boys' high, and girls' normal high and training school combined. There were also numerous consolidated schools embodying several grades and having an average attendance of 5,794. Then in 220 night schools for children, taught by 25 male and 195 female teachers at the same average pay of $7.50 a week, the enrolment reached 8,617. In addition to these there was an advanced night school for artisans prosecuting any of the numerous industries of the city, where special instruction was given in arithmetic, geometry, mensuration, penmanship, mechanical drawing, and natural philosophy, with an average attendance during 30 nights of 161. A number of the men were present every evening and others were absent only one or two nights during the session. None under 18 were admitted to this school, and it is said that there are no scholars who better repay their instruction than those who attend it. In the schools at large a new step was taken regarding the industrial art training adopted as a part of the revised school course in 1878. It consisted in subjecting teachers of all grades to the special instruction of an expert from Boston in the elements of drawing, designing, and decoration. This instruction given throughout 1879–'80 was to be continued in 1880–'81, and thereafter it is proposed that no certificate of competency to teach be given to any one who cannot present evidence of ability to instruct in drawing in the grade or grades for which such certificate is to be allowed. Additional to this effort to improve the drawing, there was instruction in sewing in 39 schools, and the reports of the committees on that subject as to its beneficial results made so favorable an impression as to make the continuance of this teaching probable. The city employed in its day schools 2,075 teachers, of whom 1,998 were women. In enrolment there was a decrease of 1,801, but in average attendance an increase of 627. The per cent. of average attendance on enrolment was 55, on school population 21, at this point falling 4 per cent. below that of the previous year. The population of the city increases annually at the rate of 25,000, and owing to the want of school accommodations during the year there were 8,000 children of school age in no school or in rented rooms so bad as to be little better than no school. The central boys' school had so much increased in number and importance that additional rooms were needed, while the girls' normal school called for a new building for the accommodation of its practice classes. This school began in January, 1880, with 975 pupils; in September there were 1,013, and 776 of these remained December 31, while during the year 108 received certificates and 131 were appointed teachers. Under the revised course of studies extending to all the grades, pupils whose acquirements were sufficient passed at any time from one grade to another in any of the departments without being obliged to wait for the slower ones to come up. Colored schools are mentioned in connection with night schools, but in regard to them and pri-

vate schools no statistics were given. The amount of tax levied for school and building purposes was $1,469,808; total income, $1,641,540.—(State and city reports and return.)

*Pittsburgh* reported 43 brick or stone and 12 frame school buildings, accommodating 468 well classified schools, with uniform series of text books throughout; in 467 schools the Bible was read and drawing and music were taught, and in 20 instruction was given in the higher grade of studies. Of the 467 teachers employed, 416 were women, at an average monthly salary of $48.50; pay of men, $121. There was an increase of 1,128 in enrolment and of 410 in average attendance; per cent. of average daily attendance on enrolment, 84; on population, 28. The school income was $341,000, being $215,267 less than the previous year; value of school property, including furniture, $2,000,000. The schools made healthy progress under some changes in methods of teaching, the main idea being to teach the children to understand principles instead of memorizing facts. Written recitations by the topical method were found to be a valuable aid in teaching spelling, penmanship, composition, and grammar, extending the exercise to letter writing and business forms. Examination by questions and answers was abandoned and the topical method adopted; in addition to these changes, teachers had entered upon the work of teaching not only *how* but *what* to read—one of the most important changes made. For the high school the year had been one of extraordinary success, there having been an average monthly enrolment of 484 and an average daily attendance of 445 in the academic, normal, commercial, and industrial departments. The study of literature, under the title of "authors' day," recently added to the course in all the schools, gave promise of the most satisfactory results, each alternate Friday afternoon being devoted to the reading and study of the writings of some standard author designated in a circular from the superintendent. Evening schools were taught 65 nights, with an average attendance of 470, at a cost for salaries of $2,022. Their discontinuance was advised, as they were accomplishing little, while the evening mechanical schools were doing a good work. It was recommended that provision be made for the establishment of 5 of these schools, with a term of 6 months each year. In accordance with law, the teachers' institute held its annual session in this city under the direction of the city superintendent. The law provides that the funds necessary for its support be drawn from the treasury of the county.—(State report.)

*Pottsville* in 1879–'80 built a two story school-house at a cost of $5,155, with four spacious rooms, each having its own separate entrance and opening on a level with the ground. This gives the city 11 well furnished school buildings, 9 of them of brick or stone and 2 of frame. There were 47 well graded and classified schools, in all of which text books were uniform, the Bible was read, and drawing was taught, while in 10 music was taught, and in 1 the higher branches. Of the 48 teachers 41 were women. A change which relieved the superintendent from teaching in the high school gave great satisfaction, while another experiment was made in doing away with the district institutes for one year. At the end of the year all were convinced that it was a mistake, and they were resumed. School income, $55,414; value of school property, $186,000. In 3 private schools there were 200 pupils.—(State report.)

*Reading*, under a new superintendent, in 1879–'80 erected 3 school-houses, divided a number of rooms in each of which heretofore 2 schools had been taught, and abandoned 2 houses as no longer fit for use. The city now has 24 brick or stone school buildings, well supplied with suitable furniture, affording rooms for 142 well graded and classified schools, in all which text books were uniform and the Bible was read; in 8 drawing and the higher branches were taught. By increasing the number of rooms a reduction in the number of pupils under one teacher was effected, the result of which was gratifying progress in all the grades, especially the primary. In the lowest grades writing on paper took the place of printing on slates. In the high school, mechanical drawing, book-keeping, and study of the United States Constitution were introduced. The per cent. of average attendance on the enrolment was increased from 80 to 87 over previous year. There were 2 private schools and 6 academies, with 12 teachers and 542 pupils.—(State report.)

*Scranton* in 1879–'80 built 1 frame and 2 brick school-houses, at a cost of $12,050, making in all 29 structures, 17 brick or stone and 12 frame, affording in all 8,000 sittings. These buildings were well supplied with furniture and apparatus and gave ample room for 82 well graded and classified schools, all having a uniform series of text books and special instruction in drawing; in 60 the Bible was read, in 4 music was taught, and in 7 instruction was given in the higher branches. There were 15 evening schools, with an enrolment of 1,328 and an average attendance of 939. Under a new grading, the schools were classed as high, preparatory, grammar, intermediate, and primary. Special instruction was given in elocution in the third grammar, preparatory, and high schools, and also to the teachers at their semimonthly institutes. Instead of continuing to hold these institutes separately in each of the 4 districts, one district comprising all the teachers was organized, and both institute and school work have been carried on with a harmony and efficiency hitherto unknown. In 12 private schools and 3 academies, taught by 30 teachers, there was an estimated enrolment of from 800 to 1,500. Per cent. of average attendance on enrol-

ment, 88; school income, $118,031; value of school property, $300,000.—(State report and city return.)

*Shamokin* in 1879–'80 reported general improvement in its public schools beyond any previous year, chiefly due to an improved system of grading and uniformity of text books. During the year there was built one brick structure, making in all 5 brick or stone school buildings. In these there were 21 graded and classified schools, with a uniform series of text books, daily Bible reading, and special instruction in drawing and music; in 1 school the higher branches were taught. During parts of the year 1 night school was held, attended by 20 young men who work through the day. The teachers' institute was well attended by both teachers and citizens. There were 10 male and 14 female teachers employed at an average monthly pay for men of $39; for women, $31.07. There were 2 private ungraded schools taught by 7 women teachers, with from 300 to 350 pupils. School income, $13,230; value of school property, $40,000.—(State report and city return.)

*Shenandoah* reported, for 1879–'80, unusual progress in the presence of great difficulties. The schools had awakened an interest among all the good citizens. There were 25 well classified schools, with uniform text books throughout, while in 24 instruction was given in drawing and in 1 in the higher branches. There were 5 school-houses with suitable furniture, one of which, a frame two story building, was erected during the year for the high school at a cost, exclusive of ground, of $9,500. In this the high school had reached a creditable position, having graduated and given diplomas to its second class. In enrolment there was an increase of 509 and in average attendance of 330 over previous year, while the per cent. of average daily attendance on enrolment was 84. Much importance was attached to the night schools, as a majority of the boys over 8 years of age were compelled to work during the day. There were taught during some parts of the year 4 of these schools, with an enrolment of 430 boys. School income, $32,279; value of school property, $61,500.—(State report and city return.)

*Titusville* estimated its 3 frame and 2 brick or stone school buildings as worth, exclusive of grounds and furnishings, $80,000. In the 28 well classified schools instruction was given in drawing and music and text books were uniform; in 1 the higher branches were taught. There was an increase of 345 in enrolment; per cent. of average attendance on enrolment, 87; on population, 21. No private or evening schools reported; school income, $30,006.—(State report.)

*Wilkes-Barre* reported 32 schools in 1879–'80, being a gain of 2, and an increase of 61 in enrolment, while in attendance there was a decrease of 64. Percentage of average attendance on enrolment, 93; on population, 17. The 32 schools were in session 220 days. Of the 32 teachers employed, 25 were women, whose average monthly salary was $46.96; pay of men, $77.35. Estimated value of school property, $59,000; total receipts for school purposes, $29,957.—(State report.)

*Williamsport* completed a new three story brick building, the third floor affording the high school a well furnished room with seats for 150 and 3 large recitation rooms. Although for 10 years suffering for want of suitable rooms, this school had nevertheless graduated 71, more than one-third of whom had been employed as teachers in the city schools, while during the last 2 years it had an attendance of 130. With the completion of this building the city had supplied its population with school room, having 12 houses with 3,490 sittings, supplying 61 well classified schools. Value of school property, $140,000, free of debt; per cent. of attendance on enrolment, 89. Six private schools and 1 academy enrolled 690 pupils.—(State report and return.)

*York* records with pride the progress of its school system in the last decade. Ten years ago its school buildings were poor, schools ungraded, no course of study adopted, no high school in existence, and no superintendency established. In 1879–'80, 4 new structures had supplanted 4 old ones, giving to the city 9 brick or stone buildings, with ample and well furnished rooms for its 41 schools, classified as high, 2 grammar grades, secondary, and 3 primary grades. In all these special instruction was given in music and drawing, the Bible was read, and text books were uniform. In all the grades there was an increase of 127 in enrolment; per cent. of average daily attendance on enrolment, 88; on population, 21. With a liberal course of study gradually revised to meet the wants of the schools, the advance of the last two years was unprecedented. Special efforts to prevent truancy had reformed 40 truants and secured the regular attendance of 86 who had attended less than half the days in any previous year. The usefulness of the semimonthly institutes, which all the teachers are required to attend, was steadily increasing. There was 1 colored school, with 66 pupils; 3 night schools; and 5 private schools and 2 academies, with an enrolment of from 200 to 250. School income, $34,486; value of school property, $125,000.—(State report and city return.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

The 10 State normal schools reported for 1879–'80 an attendance of 2,900 in normal studies (1,734 of them men) and 262 graduates from the elementary course of study,

of whom 145 were men. The scientific course had only 1 graduate. State aid was given to 1,978 students, 258 also receiving aid as graduates, of whom 115 were women. This assistance is given students who agree to teach in the common schools, the amount in ordinary cases being 50 cents a week. Students who upon graduating will sign an agreement to teach in the State schools 2 full school years receive $50. Nearly all the graduates, as well as many who do not complete the course of study, enter the schools as teachers. In the 7 schools which report on this point for 1879–'80, out of 196 graduates, 186 immediately engaged in teaching. The principal of the West Chester school says the demand for experienced graduates is always greater than the supply and is increasing from year to year as the merits of trained teachers become better known.

Uniform courses of study are arranged for all the State schools, the law providing that meetings of the principals shall be held in Harrisburg from time to time to decide on such modifications as may be considered necessary. At the last one, held January 27, 1880, some additions were made in the elementary course to the study of English literature and classics, and the outlines of mental philosophy were introduced, the scientific course remaining substantially as arranged at the revision made in 1878.

Five of these schools have been established since 1870; of the remaining 5, the first was recognized by the State in 1859, and the other 4 within the succeeding 10 years. Since their organization 43,156 pupils have attended the 10 schools and 2,026 have been graduated from them (1,125 men and 901 women), of whom 1,952 pursued the elementary course, 71 the scientific, and 3 the classical.

### OTHER NORMAL TRAINING.

The Philadelphia Normal School for Girls, organized in 1848, had 1,015 pupils in 1879–'80 and graduated 201, of whom 135 engaged in teaching. The course of study covers 4 years. Its students are the cream of the city schools, who here enjoy large advantages for thorough and effective training.

Three county normal schools or institutes, 2 in Lycoming County and 1 in Snyder, report 142 students attending. A letter from Deputy State Superintendent Houck says there are probably 15 or 20 of these county schools in the State, but that they are not required to report to the school department; that in nearly all cases they are made up of young teachers or those preparing to teach, numbering from 20 to 75; are conducted by the county superintendent, and remain in session from 4 weeks to 2 months. The State superintendent has decided that county superintendents can have no pecuniary interest in these classes, and in some counties school directors have demanded that they shall have nothing to do with them, it having been charged that in some cases superintendents were partial to their own students in the examinations.

Three private normal schools reporting are Pine Grove Normal Academy, Pine Grove; Sheakleyville Normal Academy, Sheakleyville; and the Institute for Colored Youth, Philadelphia, with a total attendance of 400 pupils, 230 men and 170 women. Only one of these was organized during the past decade, the academy at Sheakleyville in 1878, which has no course marked out yet. The institute at Philadelphia has a 5 years' course; the academy at Pine Grove, one of 4 years.

There are 2 Kindergarten training schools in Philadelphia, one organized in 1878, the other in 1876; the latter reported 15 students for 1879–'80 and 13 graduates from its 1 year's course.

### TEACHERS' INSTITUTES.

Each county superintendent is required by law to hold an annual institute in his county of at least 5 days' duration. District institutes, to be held on 2 Saturdays of each month, are authorized, each city being considered a district. These are optional with boards of directors, but when held the 2 days are to be counted in to make the teacher's month. The cities of Philadelphia, Pittsburgh, and Altoona have special laws on the subject of institutes, and in 12 counties teachers are allowed by special laws the time spent in them without reduction of salary.

Besides 60 district institutes held in 14 cities and boroughs, county institutes were held in the 69 counties of the State, with sessions of from 4 to 15 days, the whole number of days being 347, an average of about 5 for each institute. There were 16,847 actual members present, of whom 13,398 were employed in the common schools of the counties in which they were held. The average attendance was 12,573; lecturers and instructors, 450; amount expended, $22,222, of which $10,835 were received from county treasuries, the remainder from members and other sources.

### EDUCATIONAL JOURNALS.

The Pennsylvania School Journal, the recognized organ of the department of education, was in its twenty-eighth volume in 1879–'80, giving in its monthly issues a large amount of valuable instruction for the teachers of the State, much general educational information, and full reports of the State association, with announcements of official decisions and new laws. The Allegheny Teacher and the Educational Voice,

monthly organs of the educational authorities of Allegheny City and Pittsburgh, were in their second and fifth volumes; the Teachers' Advocate[1] (Mercer), Teachers' Journal (Wilkes-Barre and Pittston), and The Teacher (Philadelphia), all private enterprises, were in their first and second volumes, the Teachers' Journal apparently expiring with number 6 of volume 2.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The higher branches were taught in 2,158 public schools outside of Philadelphia, an increase since 1878–'79 of 58. Of these 117 were in the schools of cities and boroughs. Extracts from reports of city superintendents found in the State report give favorable accounts of the condition and progress of the high schools of those cities. At Hazleton a higher standard for admission and graduation was adopted during the year; at Reading and at Corry a business course was added to the others; in Shenandoah and Williamsport efficiency was increased by the erection of new buildings; the Altoona high school was becoming a great power in the system; at Easton the number attending the high school was over 8 per cent. of the entire enrolment. The superintendent of Meadville says, in reply to the objection that high schools are for the benefit of the rich rather than the poor, that of 118 families represented in the high school of that city, 72 paid a tax less than $2 each, 15 paid from $2 to $10 each, while only 26 paid more than $10. The president of the Philadelphia school board reports of the 2 schools in that city ranked as high (the boys' central and the girls' normal) that they have stimulated and infused vigor into the other departments and thus more than repaid their annual cost. In the boys' central there was an average attendance during the year of 502 pupils, with 71 graduates; in the girls' normal, a total attendance of 1,015.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix, and summaries of them in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Of 28 colleges and universities reporting for 1879–'80, all but 3 had preparatory departments; all had classical courses of 4 years, though 1 (St. Joseph's College, Philadelphia) had no students above the preparatory; all but 9 had scientific courses of 3 or 4 years, 4 adding engineering, military science, and other technical branches; 5 report normal, 7 commercial, 11 theological or biblical, 2 legal, 1 a medical, and 2 graduate courses; 11 gave instruction in music, 9 in painting or drawing, 22 in German, 16 in French, 12 in Hebrew, 6 in Anglo-Saxon, 3 in Spanish, 1 in Italian, and 1 in Bohemian. Women are admitted to 7 of the 28 colleges; 2 provide special courses for them; 1 (the University at Lewisburg) has an institute for them under the same board, but with different teachers; and in another (the University of Pennsylvania), while women cannot be regular matriculates, they are admitted to certain courses of the Towne Scientific School and to the department of music. Palatinate, New Castle, and Waynesburg Colleges send no report for 1879–'80, and are not included in the above summary. Two of the 28 are reported this year for the first time under this head, one, the Pittsburgh Catholic College (organized in 1878), having preparatory, classical, and commercial courses, and the other, Pennsylvania State College (State College P. O.), which, besides a number of technical courses (including agriculture and civil engineering), presents 2 regular collegiate courses of 4 years in classical studies as well as in the general scientific branches that have been mentioned under the head of scientific instruction for some years.

Gifts and bequests amounting to $2,135,800 were announced during 1879–'80 to 8 of the colleges reporting, namely, Muhlenberg College ($30,000), Haverford College ($7,500), Lincoln University ($70,000), Allegheny College ($5,000), Mercersburg College ($2,200), Westminster College ($15,000), Lehigh University ($2,000,000), and Swarthmore College ($6,100). The purpose of these gifts was, in most cases, to erect buildings and defray general expenses, but the bequest to Lehigh University from its founder, Hon. Asa Packer, was to go towards endowment and library, and the larger portion of the gift to Lincoln University was for the purpose of founding 2 professorships.

The *University of Pennsylvania* (successor of the College of Philadelphia, which was established in 1757) now offers 7 different departments of instruction, that of the arts, organized in the beginning; those of medicine and law, in 1765 and 1789, respectively; the auxiliary faculty of medicine, in 1865; the Towne Scientific School, in 1872; the de-

[1] This and the two preceding were consolidated as the Educational Review, Pittsburgh, 1881.

partment of music, in 1877; and the dental school, in 1878. The department of arts comprises a course of 4 years, that in the Towne Scientific School has been recently extended from 4 to 5 years, while the age for admission has been lowered from 16 to 15. The number of pupils in regular undergraduate courses was 245, against 160 for 1870–'71; of these, 127 were in classical and 108 in scientific courses of study, whereas ten years ago the classical students numbered 125 and the scientific only 35.

*Lafayette College*, Easton, organized in 1832, had 464 pupils in 1879–'80, against 232 in 1870–'71. The greater proportion of this increase (of 100 per cent.) was in pupils studying scientific branches, only 177 of the 464 pupils for 1880 belonging to the classical course. The efficient scientific department of this college was organized in 1866, and was due to a munificent donation from Ario Pardee, esq., of Hazleton, Pa., after whom it was named. Further donations from Mr. Pardee increased the endowment to $200,000 and provided for the erection of a building, which was completed in 1873 at a cost of about $300,000. This was burned in June, 1879, but was immediately rebuilt on the same site and of the same dimensions, the new building being ready for use in November, 1880. A general scientific course of 4 years is provided in this department, besides 5 technical courses. The college also offers a classical course of 4 years, courses for graduate study, and a law department.

*Lehigh University*, South Bethlehem, was organized in 1866, through the generosity of Hon. Asa Packer, of Mauch Chunk, who gave $500,000 and a site of 115 acres. In 1880, by his last will, he bequeathed $1,500,000 more for endowment, besides $500,000 for the library. With the ample endowment the trustees were able, in 1871, to declare tuition free. The university is open to young men of suitable ability and training from any part of the world. No preparatory department is provided, but there are classical and general scientific courses of 4 years, besides courses in mining and metallurgy, civil and mechanical engineering, and several graduate courses. The number of students in 1879–'80 was 75; the number in 1872–'73, the earliest date for which statistics are obtainable, was 73.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Seven of the colleges and universities reporting for 1880 admitted women on equal terms with men, and 2 others, which do not now report, were open to them when last heard from. There are also a large number of collegiate institutions exclusively for women, about half of which are authorized to confer collegiate degrees. For statistics of these, see Table VIII of the appendix, and for a summary of their statistics, see the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The *Pennsylvania State College*, State College P. O., formerly called the Agricultural College of Pennsylvania, was organized in 1859. Being one of the colleges receiving aid from the congressional land grant of 1862, its leading object is the promotion of the liberal and practical education of the industrial classes. The courses of study are (1) agricultural, (2) classical, (3) scientific, and (4) graduate. The college has a farm of 24 acres, besides 3 experimental farms of about 100 acres each in different sections of the State. The whole number of students attending in 1879–'80 was 159, of whom 43 were women; the number in collegiate classes was 65, against 59 in 1870. Women have been admitted since June, 1872.

Courses in general science are reported by 18 of the other colleges and universities, and are supplemented in the case of 4 by a number of technical courses.

The *Towne Scientific School of the University of Pennsylvania* offers facilities for technical and professional training in chemistry, with its many applications to the industrial arts, metallurgy and assaying, mineralogy and geology, civil, mechanical, and mining engineering, mechanical drawing, architecture, and preparatory medical studies. These undergraduate courses (6 in number) have recently been increased in length from 4 to 5 years. They may be followed by 6 corresponding graduate courses of 2 years. In 1881 a school of finance and political economy is to be added.

*Pardee Scientific Department of Lafayette College*, besides a general course in science, has 3 technical courses, (1) in engineering, civil, topographical, and mechanical, (2) in mining engineering and metallurgy, and (3) in chemistry, besides graduate courses to correspond with them.

*Lehigh University*, South Bethlehem, presents a general scientific course of 4 years and courses of equal length in civil and mechanical engineering, mining and metallurgy, and chemistry; also, 3 graduate courses of 1 year each for the degrees of civil, mechanical, and mining engineer.

The *Polytechnic College of Pennsylvania*, Philadelphia, makes no report for 1880.

*Franklin Institute*, Philadelphia, an association for the promotion of the mechanic arts, sustains a course of lectures, which are now practically free to the public, and an evening drawing school, with a progressive course of 3 years in mechanical, archi-

tectural, and topographical drawing, both free hand and instrumental. There were 96 pupils in 1880, an increase for the year of about 33 per cent. A monthly journal of proceedings is published, a magazine of about 80 pages of scientific investigations and information.

*Spring Garden Institute*, Philadelphia, founded in 1850 for the benefit of young men who desired industrial training, supports a free course of lectures, night schools in free hand, mechanical, and architectural drawing, mechanical handwork classes, classes in cookery, a library and free reading room. The number of pupils during 1879–'80 was 358, an increase of 124 over that of the previous year. The average attendance was 211, against 154 in 1878–'79.

The *Wagner Free Institute of Science*, Philadelphia, gives essentially the same instruction as the Spring Garden Institute, but no specific report from it for 1880 has reached the Bureau.

For detailed statistics of all reporting schools of science, see Table X of the appendix; for a summary of these statistics, see a corresponding table in the report of the Commissioner preceding.

PROFESSIONAL.

Ten *theological* schools out of 13 in the State send reports for 1879–'80, of which 3 were Roman Catholic, 2 Lutheran, and 1 each Unitarian, Presbyterian, Reformed, Baptist, and Protestant Episcopal. All were organized previous to 1870. The 8 which report attendance had a total of 264 pupils; 6 report 180 pupils, of whom 135 had received a degree in letters or science, and 49 were graduated in the summer of 1880. All had courses of 3 years, except the Theological Seminary of Villanova, Villanova, and that of St. Charles Borromeo, Overbrook (both Roman Catholic), which report 7 and 9 years, respectively, that include preparatory training. A preliminary examination for admission is required of those who are not graduates of a college or academy by the Western Theological Seminary, Allegheny (Presbyterian), the 2 seminaries of the Evangelical Lutheran Church (one at Gettysburg, the other at Philadelphia), by the Theological Seminary of the Reformed Church, Lancaster, the Divinity School of the Protestant Episcopal Church, Philadelphia, and Meadville Theological School, Meadville (Unitarian). The last insists only on preparation in the common English branches, although preferring also some knowledge of Greek and Latin. In Crozer Theological Seminary, Upland (Baptist), the examination for admission seems to include only christian character. The 3 institutions not reporting are the Moravian Theological Seminary, Bethlehem (United Brethren), St. Vincent's Seminary, Philadelphia (Roman Catholic), and Missionary Institute, Selinsgrove (Lutheran). Theological or biblical courses of study of from 2 to 3 years are also found in connection with 12 universities and colleges.

For statistics of theological schools reporting, see Table XI of the appendix, and a summary of this in the report of the Commissioner preceding.

The *law* department of the University of Pennsylvania, Philadelphia, organized in 1790, reports 141 students in 1879–'80, about one-half of whom had received a degree in letters or science. The course of study covers 2 years of 36 weeks each. There is no examination for admission, unless the student desires to use his diploma to secure admission to the bar in Philadelphia. No provision for advanced standing is made; students to receive the degree must actually attend 2 full years. They are allowed the benefit of lectures in the other departments of the university free of charge, with full use of the library.

A law department was organized in connection with Lafayette College in 1874, but there is no late information respecting it. In Lehigh University law lectures form a part of the classical course, and in Dickinson College, Carlisle, although no course in law is reported, there is a professor of law in the faculty.

Of 4 *medical* schools reporting (all in Philadelphia), 3 were "regular" and 1 was homœopathic. The 3 regular schools, viz, the medical department of the University of Pennsylvania (organized in 1765), Jefferson Medical College (in 1825), and the Woman's Medical College of Pennsylvania (in 1850), report a total of 1,058 students in 1879–'80.

Jefferson Medical College required the old medical course of 3 years, including 2 courses of lectures of 5 months each (to be made 6 months in 1881), also offering and commending a 3 years' graded course. No examination is required for admission.

The medical department of the University of Pennsylvania has required a 3 years' graded course since 1877, but the year, as at Jefferson, consists of only 5 months. From 1880 a preliminary examination in English is to be required of applicants for admission who are without evidence of suitable literary qualifications. An auxiliary department of medicine was organized as a distinct department in 1865, to supplement the ordinary winter course by lectures during the spring months. This is essentially a graduate course and is entirely optional.

The Woman's Medical College offered and after 1880 was to require a 3 years' graded course of 5 months each year. There is also a spring session of 10 weeks, attendance on which is optional. New apparatus for illustrating and investigating animal physi-

ology was added during the year. A preliminary examination was required only of holders of scholarships.

Hahnemann Medical College, organized in 1848, had 198 pupils in 1879–'80 and graduated 75. The course insisted on was the old one of 3 years' study, including 2 terms of lectures of 20 weeks each. A graded course of 3 years was, however, provided and strongly commended to pupils. A supplementary course during the spring months embraced all the special lectures of the graded course, and thus afforded students taking the 2 years' course opportunity for completing the full course of instruction. There was also a graduate course. There is no examination for admission, but students must have certificates from preceptors as to their fitness for the study of medicine.

*Dentistry* was taught in 3 institutions, all in Philadelphia, viz: the department of dentistry of the University of Pennsylvania (organized in 1878), the Pennsylvania College of Dental Surgery (in 1855), and the Philadelphia Dental College (in 1863). In the department of the University of Pennsylvania the regular course is graded and extends over 2 sessions of 5 months each. Study under a private preceptor is also required during the entire term, unless students prefer to attend the spring and fall lectures, which are otherwise optional; an examination is to be required for admission after October, 1881, of students not collegiate or high school graduates. The Pennsylvania College of Dental Surgery reported 45 students in 1879–'80 and 5 graduates. In this and in the Philadelphia Dental College the course extended over two years. During this time private study under a preceptor and attendance on the two winter courses of 5 months each were required. Spring and fall lectures were also provided, attendance on them being optional. The Philadelphia Dental College accepts attendance on the optional lectures as a substitute for the required study under a preceptor. No preliminary examination has been required by either, but the last named will insist on one after 1881.

Two colleges of *pharmacy* report, 1 in Philadelphia having 350 pupils, the other in Pittsburgh, the former organized in 1821, the latter in 1878. The course required for graduation covered, in 1880, 2 lecture sessions of 20 weeks each and 4 years' apprenticeship in the drug business.

For statistics of medical, dental, and pharmaceutical schools, see Table XIII of the appendix, and for a summary, the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The *Pennsylvania Institution for the Deaf and Dumb*, Philadelphia, organized in 1821, reported 324 pupils in December, 1880. Of these, 288 were supported by the State, 23 by New Jersey, 2 by Delaware, the others by friends, the city, &c.; average number of years spent here, $5\frac{1}{4}$; total number of pupils receiving a common school education since the organization, 1,896. In addition to their schooling, which includes articulation for semimutes, the inmates are taught shoemaking, tailoring, lithography, dressmaking, and general sewing. The legislature failed again in 1880 to make an appropriation for this institution, but the directors assumed the responsibility of carrying it on; in other respects the report for the year is favorable.—(Report and return.)

The *Western Pennsylvania Institution for the Instruction of the Deaf and Dumb*, Turtle Creek, which was founded in 1876, reports 162 pupils since that date, and 112 remaining in 1880. About $2\frac{1}{2}$ years are spent in the institution in learning articulation, the common branches, natural sciences, &c. No trades were taught, but instruction in gardening was given to some extent.—(Return.)

Connected with the public school systems of Erie and Scranton are deaf-mute schools in which the common branches are taught. The Erie school, dating from 1875, had 13 students in 1880, who were taught by the articulation method; the Scranton school, dating from August 24, 1880, had 12 students.—(Returns.)

### EDUCATION OF THE BLIND.

The *Pennsylvania Institution for the Instruction of the Blind*, Philadelphia, organized in 1833, reported 210 pupils in December, 1880, most of them State pupils, New Jersey sending 9, Delaware 1, other places 2. The financial embarrassment from which the institution has been suffering for a year or two seemed to be somewhat diminished, and the managers felt encouraged for the year 1881. This institution has literary, musical, and industrial departments, with special prominence given to the second. The trades taught are those which will be of use in after life, such as carpet weaving, mattress making, cane seating, manufacturing of brooms, sewing by machine and hand, piano tuning and repairing, &c. A gymnasium was erected during the year to provide means for physical exercise.—(Report.)

In West Philadelphia are situated the *Pennsylvania Working Home for Blind Men* and the *Pennsylvania Industrial Home for Blind Women*. At each of these, various industrial pursuits are taught by which this class may become self-supporting.—(Report of board of public charities.)

### EDUCATION OF THE FEEBLE-MINDED.

The *Pennsylvania Training School for Feeble-Minded Children*, Media, which dates from 1852, had 323 inmates in 1880, varying in age from infancy to 52 years. In the school department were 7 teachers and 164 children. The classes were: 1 training, 2 Kindergarten, and 4 common school. In the industrial department 86 inmates were engaged in domestic or laundry work or in the shops.—(Report of board of public charities.)

### EDUCATION OF ORPHANS.

A bill was prepared in 1864 providing for the organization of a system of schools for the children of deceased and disabled soldiers. This bill failed to pass, but laws were subsequently enacted on the subject, and since 1871 the duties of the superintendent of soldiers' orphans devolve on the superintendent of public instruction. The legislature of 1878 directed that no more children be admitted to these schools after June 1, 1882, and that they be finally closed June 1, 1885. If this plan should be carried out, the record will show that at least 12,000 orphans have been supported and educated at an expenditure of $8,000,000. The number of institutions in which there were soldiers' orphans in 1880 was 18, a reduction of 26 since 1871; number of orphans in September, 1880, 2,457; number since the system went into operation, 11,306; applications on file September 1, 1880, 904; cost of system for the year, $351,432; cost since commencement to May, 1880, $6,313,527. For requirements for admission, &c., see the Report of the Commissioner of Education for 1879.—(Pennsylvania School Journal.)

The *Girard College for Orphans*, Philadelphia, reports 2,559 inmates since 1848 and 870 in 1880. Admitted between the ages of 6 and 10 years, they are required to leave the institution between 14 and 18 years of age, at which time they are indentured to trades. This college was reported in 1880 as enlarging its capacity by means of a new building with accommodations for 160 boys and a dining hall for 1,000.—(Return and National Baptist.)

The *Educational Home* and *Lincoln Institution*, both in Philadelphia, report, the former, 174 pupils in January, 1880; the latter, 100 for the year 1880. At the first mentioned, children from 2 years of age upwards are taken and at the age of 12 or 13 years they are transferred to the Lincoln Institution.—(Report of board of public charities.)

The *Burd Orphan Asylum*, Philadelphia (Protestant Episcopal), founded and endowed by the late Mrs. Eliza Howard Burd, receives the orphan daughters of deceased clergymen and respectable laymen, and gives them, in excellent buildings, a good English education, with instruction in French, music, drawing, embroidery, sewing, housework, and in whatever will make them useful and self-helpful women. They can remain till 17 or 18 years of age. Instructors, 9 in 1880; pupils, 60.

### INDUSTRIAL AND REFORMATORY TRAINING.

Twenty-three homes for orphan or dependent children report for 1880. Eleven of these are in Philadelphia, including 2 for colored children; the others are scattered throughout the State. In all, 1,723 children received instruction in the elementary branches during 1880. Thirteen of these homes report domestic work or some industries taught. The Burd Asylum, above mentioned, was one of these.—(Returns.)

The *House of Refuge*, Philadelphia, established its white department in 1828 and its colored department in 1850. December 31, 1880, there were 499 inmates—328 white and 171 colored. During the year the two departments were placed under charge of one superintendent, with a view to greater efficiency as well as to a diminution in expenditure. About 3 hours daily are spent in the school room and 7 hours in the workshops.—(Report of board of managers.)

The *Pennsylvania Reform School*, Morganza, opened in 1872 for both sexes, reports much usefulness attained by the "family system," a large amount of work done in the male department in farming, grading, roadmaking, quarrying, draining, &c., and by the girls in their special pursuits, and considerable progress made during the year in the school, especially in geography and arithmetic, as also in map and industrial drawing. The number of inmates in 1880 was, males, 277; females, 52.—(Report for 1880.)

### TRAINING OF INDIANS.

The Training School for Indians, Carlisle Barracks, which is under the control of the General Government, was established on October 5, 1879. In 1880 there were nearly three hundred children under instruction, 88 of them girls. Although many of these Indians had been less than 18 months in the school, they were reported to be rapidly acquiring the ability to read, write, draw, and spell, while many had advanced beyond the branches usually taught in an elementary school. All are taught to work; the girls learn sewing and all branches of housekeeping; the boys, shoemaking, tailoring, tinsmithing, carpentry, harness and wagon making, &c.—(Pennsylvania School Journal and Eadle Keatah Toh.)

### TRAINING OF NURSES.

The Nurse Training School of the Woman's Hospital, Philadelphia, had 17 students in 1879 and graduated 10 that year. Forty-six graduates are reported since 1873, and 117 students since the organization. The charter of the institution was obtained in 1860, but the organization seems to have been in 1863. The records indicate that from the first nurses were trained, that from 1872 there was a settled course, and that from 1876 there has been hospital practice.—(Return for 1879 and report of 1878.)

In connection with the Protestant Episcopal Hospital, Philadelphia, some training of the same kind is given.

For statistics of training schools for nurses, see Table XVII of the appendix, and a summary of it in the report of the Commissioner preceding.

### ART EDUCATION.

Philadelphia affords instruction in art in the Pennsylvania Academy of Fine Arts, which trains in all forms of art culture; in the Franklin Institute Drawing Classes, the Philadelphia School of Design for Women, and the Pennsylvania Museum and School of Industrial Art, all of these training to improvement in the industrial arts. An art school was to be opened in 1880 in Meadville, in which modelling in clay was to be a prominent branch. Pittsburgh reports a School of Design for Women. For more detailed information regarding these schools, see the report of the Commissioner for 1879. Information as to Franklin Institute, and as to the Spring Garden Institute, with its classes in mechanical handiwork, will be found in the present report under Scientific Instruction. For an account of the special art training given to Philadelphia teachers, see page 270.

### TRAINING IN ORATORY.

The National School of Elocution and Oratory, Philadelphia, reported 112 ladies and 107 gentlemen studying in 1880; graduates in oratory, 7; in elocution, 67. Although this school was commenced in 1866, its present status dates from September 1, 1873. Since the commencement of the work not less than 3,000 students have been under instruction. The course in elocution occupies two terms of 9 weeks each; the course in oratory, 2 years. Additional are post-junior and post-senior courses, summer and evening courses, also an afternoon course and a Saturday graduating course.—(Catalogue, 1880–'81.)

### TRAINING IN MUSIC.

The *Musical College and Pennsylvania Normal School of Music*, at Freeburg, trains both sexes in the science and art of music, teaching all branches of vocal and instrumental music.

*Madame Seiler's School of Vocal Art and Instrumental Music*, Philadelphia, was first chartered October 2, 1878, and opened with 9 pupils; at its fourth session 135 pupils were in attendance. The original design was to limit the work to the cultivation of the voice and singing, but the fall season for 1880–'81 will open with additional departments.—(Circular and catalogue.)

The *Philadelphia Conservatory of Music* is believed to have essentially the same aims and scope as the two above mentioned, but no report from it has been received.

## EDUCATIONAL CONVENTIONS.

### STATE ASSOCIATION.

The twenty-sixth annual session of the State Teachers' Association was held at York, July 27–29, 1880. After the address of welcome and the response thereto, President Shaub in his inaugural address gave a few points in regard to the educational record of the State, comparing the present record with the past. His remarks were favorable to the school system of to-day, yet he would have teachers impress more fully upon the minds of their pupils the idea of usefulness and helpfulness. There should be more cultivation of the moral nature, and a spirit of duty and of manly and womanly achievement should be inculcated. This subject was continued by others until the adjournment to the evening session, at which a paper by Miss J. V. Johnston on "Moral training" was read and discussed. The following day was given to "Teachers' studies and degrees;" "Use and abuse of examinations"; "Nature and extent of the teacher's responsibility;" "Women vs. men as teachers," in which was shown the need of the coöperation of both sexes to make the perfect school, scholar, and citizen. At the evening session, in "Star study," a paper illustrated by means of the oxyhydrogen lantern, an outline of elementary astronomy desirable for the common schools was presented. On the last day the first paper, "Esthetics in the school room," pointed out the influence of surroundings on the development of thought and the formation of character, indicated the need of comfortable school buildings ornamented within and without, advocated the cultivation of the imagination and the

inculcation in the child of a love for the beautiful, &c. This subject and that of the introduction of the natural sciences in the common schools were considered by several present. A paper on the "Merits and defects of our system of county institutes" was discussed; memorial addresses on Prof. Fordyce A. Allen and Prof. Jacob W. Shoemaker were read, and resolutions were adopted indicating the importance of a consideration of the subject of industrial education and recommending the introduction each year in the schools of elementary instruction in some one or more of the branches of natural science.—(Pennsylvania School Journal.)

### CONVENTION OF SUPERINTENDENTS.

A meeting of superintendents, including county, city, and borough officers, was held at Harrisburg April 20-22, 1880. The attendance was very large and the convention a success in every way. The papers were said to be brief, practical, and to the point, and the educational discussions on these essays of unusual value. The afternoon session of the first day was devoted to discussions on teachers' examinations and county institutes; the evening session to questions relating to school law and policy, to a paper on the necessity of new legislation, one on free school books, and on high schools. On the following morning the convention was divided into two sections, the city and borough superintendents and the county superintendents. The first division discussed matters appertaining to city institutes, their object, the means of securing additional interest, &c.; the other division took up the subjects of certificates, summer and winter schools, graded schools and their course of study, and local institutes. At the general meeting in the afternoon, among the different papers discussed were "Examinations at close of term," "Periodical reviews during term," "Duty of superintendents as to the methods of teaching each branch of study," and "What can a superintendent do to improve public sentiment in reference to the schools?" In the evening session the usual miscellaneous business was transacted prior to the opening of discussions on unpaid warrants, requisite legislation, teachers' certificates, the relation of normal graduates to the profession, &c. The last day of the session, in the divisions and in the general convention, similar subjects were broached by various members, such as the Quincy method, district supervision, school visitation, literary societies in connection with common schools, and a graded course for city schools being among the number. Among the resolutions adopted were those calling for a revision of the school law by immediate legislation, for the enforcing of prompt payment to all the school districts in the State of the amounts annually appropriated thereto, for the passage of a bill authorizing the various boards of school directors to purchase text books for use in the schools of their respective districts, to be paid for out of the funds of the districts, &c.—(Pennsylvania School Journal.)

## EDUCATIONAL BENEFACTIONS.

Under the head of Superior Instruction, preceding, may be found a detailed statement of gifts and bequests for collegiate instruction bestowed or received in 1880.

## OBITUARY RECORD.

### PROF. FORDYCE ALMON ALLEN.

On the 12th of February, 1880, this genial and pleasing principal of the Mansfield State Normal School rested in death from educational labors that had covered 40 years and had made him popular in a large part of the United States. Born July 10, 1820, in Hampshire County, Massachusetts, he went early with his parents first to the town which proved his final resting place, Mansfield, Tioga County, Pennsylvania, thence, after some years, to Ohio, back again to Massachusetts, and then into New York, where, at 19 years of age, he began life on his own account as clerk. The next year, 1840, he began teaching, and from that date made this his main life work, combining with it editorship from 1854. Through steady improvement of large natural capabilities he rose rapidly in his profession from country common schools to village graded ones, then to the principalship of an academy, to the superintendency of the schools of McKean County, Pennsylvania, and in 1857 to a joint proprietorship with two distinguished teachers in the West Chester Normal School, of which he soon became the principal, conducting it successfully for 7 years; then, in 1864, the Mansfield Normal School being established, he accepted the principalship, and, with an interval of a few years in which he turned aside to perhaps equally important work, continued to be its principal till his death. During nearly all the years that he was engaged in teaching, Professor Allen spent much of his vacation periods in conducting or aiding in the management of institutes, his geniality, quick wit, clear comprehension of great principles of education, and a peculiarly happy faculty of presenting these securing him ample occupation in this line, not only in Pennsylvania, but also in many other States. Probably no one man has done more than he to popularize this method of

improving teachers, while as the founder of a great State orphan school he also did good service.—(Pennsylvania School Journal, September, 1880.)

PROF. JACOB W. SHOEMAKER.

Professor Shoemaker, born April 18, 1842, in West Overton, Pa., died in Atchison, Kans., May 15, 1880, from the effects of overwork in teaching while engaged in the foundation of the National School of Oratory, Philadelphia. Trained in one of the State normal schools for the profession of a teacher and practising that profession in the ordinary schools and in schools for freedmen for some time, he quickly saw how much a lucid method of expression aided his pupils' comprehension of whatever subjects he presented and how much the proper vocalization of his teachings went to impress them on the minds that he addressed. He therefore gave himself increasingly to the study of the principles of rhetoric and elocution, taught these extensively in institutes throughout the State, and from 1866 labored in Philadelphia to build up a school that should embody and present these principles with full effect. His enthusiasm and persistence gradually attracted enough pupils and assistants to enable him to carry out his plans, and in the autumn of 1873 the National School of Elocution and Oratory was established. In 1874 its first catalogue was issued, showing an enrolment of 88 students for that year. In 1875 its scope and course were much extended, and a charter was secured for it from the legislature of the State. It is said that not less than 3,000 students have come under its instruction, that at least 600 lectures and readings have been given before educational bodies and lyceums, and that in 12 States of the Union students from the school have been engaged as teachers. Its founder died, worn out with the labor his great enterprise involved, but the school lives on, and probably will live, to extend and to perpetuate the effects of his good work.—(Pennsylvania School Journal, September, 1880, and catalogue for 1880–'81.)

PROF. SAMUEL STEHMAN HALDEMAN.

Dr. Haldeman, naturalist and professor of comparative philology in the University of Pennsylvania, died September 10, 1880, at Chickies, Pa., in which State he was born, at Locust Grove, Lancaster County, August 12, 1812. As a boy, he developed great fondness for investigation, and formed a small museum of specimens (in mineralogy, geology, and aborginal stone implements) in his own home. He studied at Dickinson College, Carlisle, but did not graduate; in 1836 became attached to the geological survey of New Jersey and in 1837 to that of Pennsylvania. From 1851 to 1855 he held the chair of natural history in Delaware College, and was for many years professor of geology and chemistry to the Agricultural Society of Pennsylvania. In 1869 a chair of comparative philology in the University of Pennsylvania having been provided, he was chosen to fill the position, and in 1876 the University conferred upon him the degree of LL. D.

Dr. Haldeman was a prolific writer; his work on "Analytic Orthography" took the highest Trevelyan prize in 1858, in England, over 18 competitors. On the natural sciences alone he contributed about 100 papers to periodicals and the publications of learned societies; but as a learned and distinguished philologist his labors will be best remembered. He was a sound and thorough worker, and Agassiz once said of him, "That man Haldeman has an idea behind every word he utters."—(Proceedings of Numismatic and Antiquarian Society of Philadelphia.)

## CHIEF STATE SCHOOL OFFICER.

Hon. JAMES P. WICKERSHAM, *State superintendent of public instruction, Harrisburg.*

Dr. Wickersham came into office in 1866, held place by successive reappointments for 3 years' terms as superintendent of common schools till 1873, when the new constitution of that year changed his title to that above given and extended his term to 4 years. He entered his fifth term May 5, 1880, but on doing so expressed a readiness to resign the office so long held if a suitable successor could be found to take his place. Information has since come that Dr. Elnathan E. Higbee was appointed to succeed him in the spring of 1881.

The two deputy superintendents in the greater part of the decade (1870–1877) were Robert Curry and Henry Houck; during the later years (i. e., from 1877), Henry Houck and W. A. Lindsey.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Youth of school age (5–15 inclusive). | 38,788 | 42,000 | ..... | 43,800 | 53,316 |
| Different pupils enrolled | 28,364 | 27,720 | 28,245 | 39,401 | 38,554 |
| Average number belonging | ..... | ..... | ..... | 30,165 | 30,102 |
| Per cent. of this on enrolment | ..... | ..... | ..... | 77 | 78 |
| Average daily attendance | 22,444 | 22,176 | 22,435 | 24,434 | 26,163 |
| Per cent. of this on average belonging. | ..... | ..... | ..... | 81 | 86 |
| Enrolled in evening schools | ..... | 2,195 | 4,400 | 6,083 | 4,600 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | | |
| Towns in the State | 36 | 36 | 36 | 36 | 36 |
| School districts | 423 | 424 | 423 | 429 | 430 |
| Public school buildings | ..... | ..... | ..... | ..... | 426 |
| Graded schools | ..... | ..... | ..... | ..... | 436 |
| Ungraded schools | ..... | ..... | ..... | ..... | 301 |
| Public day schools | 412 | 727 | 719 | 732 | 737 |
| Schools visited by school committee. | ..... | ..... | ..... | ..... | ..... |
| Schools visited by school trustees. | ..... | ..... | ..... | ..... | 128 |
| Average time of school in days *a* | 170 | 172 | 179 | 179 | 178 |
| Evening schools | ..... | 8 | 38 | 52 | 39 |
| Value of public school property. | ..... | ..... | ..... | ..... | $2,360,017 |
| TEACHERS AND THEIR PAY. | | | | | |
| Men teaching in public schools. | 178 | 177 | 112 | 201 | 195 |
| Women teaching in public schools. | 533 | 579 | 646 | 821 | 861 |
| Total of teachers in day schools. | 711 | 756 | 758 | 1,022 | 1,056 |
| Total of teachers in evening schools. | ..... | 11 | 131 | 198 | 192 |
| Teachers trained in normal schools. | ..... | ..... | ..... | ..... | ..... |
| Average monthly pay of men | $36 81 | $39 72 | $75 72 | $83 65 | $85 18 |
| Average monthly pay of women. | 36 81 | 39 72 | 41 97 | 43 86 | 46 17 |
| INCOME AND EXPENDITURE. | | | | | |
| Total receipts for public schools. | $514,040 | $496,906 | $601,361 | $745,770 | $761,797 |
| Total expenditure on them | 461,159 | 465,624 | 602,811 | 690,852 | 764,644 |
| STATE SCHOOL FUND. | | | | | |
| Available State fund | ..... | ..... | ..... | ..... | $250,376 |

*a* These numbers are

OF RHODE ISLAND—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|
| ..... | ..... | ..... | 49,562 | 52,273 | I. 2,711 | I. 13,485 |
| 39,328 | 39,959 | 41,093 | 41,810 | 40,604 | D. 1,206 | I. 12,240 |
| 30,516 | 30,816 | 30,117 | 30,001 | 30,112 | I. 111 | ..... |
| 78 | 77 | 73 | 72 | 74 | I. 2 | ..... |
| 27,021 | 27,562 | 26,644 | 26,939 | 27,217 | I. 278 | I. 4,773 |
| 89 | 89 | 88 | 90 | 90 | ..... | ..... |
| 3,179 | 3,736 | 4,536 | 3,890 | 4,176 | I. 286 | ..... |
| 36 | 36 | 36 | 36 | 36 | ..... | ..... |
| 430 | 431 | 431 | 431 | 432 | I. 1 | I. 9 |
| 430 | 442 | 443 | 446 | 453 | I. 7 | ..... |
| 466 | 496 | 506 | 525 | 530 | I. 5 | ..... |
| 291 | 292 | 295 | 294 | 294 | ..... | ..... |
| 757 | 788 | 801 | 819 | 824 | I. 5 | I. 412 |
| ..... | ..... | 422 | 397 | 640 | I. 243 | ..... |
| ..... | ..... | 210 | 245 | 177 | D. 68 | ..... |
| 180 | 181 | 182 | 182 | 184 | I. 2 | I. 14 |
| 28 | 28 | 36 | 33 | 40 | I. 7 | ..... |
| $2,456,674 | $2,644,541 | $2,634,941 | $2,654,148 | $1,894,122 | D. $760,026 | ..... |
| 211 | 212 | 217 | 212 | 226 | I. 14 | I. 48 |
| 869 | 892 | 897 | 885 | 891 | I. 6 | I. 358 |
| 1,080 | 1,104 | 1,114 | 1,097 | 1,117 | I. 20 | I. 406 |
| 150 | 177 | 198 | 166 | 178 | I. 12 | ..... |
| ..... | ..... | 161 | 155 | 158 | I. 3 | ..... |
| $81 49 | $80 69 | $75 00 | $73 84 | $70 24 | D. $3 60 | I. $33 43 |
| 46 73 | 45 91 | 45 85 | 42 37 | 42 99 | I. 62 | I. 6 18 |
| $734,116 | $730,422 | $709,444 | $600,208 | $558,451 | D. $41,757 | I. $44,411 |
| 709,467 | 725,963 | 679,771 | 597,747 | 544,200 | D. 53,547 | I. 83,041 |
| $244,325 | $240,376 | $240,376 | $240,376 | $240,376 | ..... | ..... |

for day schools only.

## STATE SCHOOL SYSTEM.

### OFFICERS.

The general care of the State schools since 1870 has been intrusted to a State board of education, composed of the governor and lieutenant governor as ex officio members, with 6 others chosen by the legislature to represent the several counties, one-third of these last changed annually. This board chooses a commissioner of public schools as its secretary and executive officer, with liberty of annual change. He and the board act as trustees of the State Normal School. For each town there is a school committee of not less than 3 members, chosen by the people for 3 years' terms, with yearly change of one-third; for each school district, 1 or 3 trustees, also chosen by the people, who may change or reëlect the same each year, to care for school property and visit and report upon the schools. Adjoining primary school districts, uniting to establish a school of higher grade, may elect 1 member from each of the districts so uniting, to constitute a board of trustees for the union school. Towns and cities may elect superintendents for their schools; if they fail to do so, the school committees must appoint them. Women are eligible to school offices.

### OTHER FEATURES OF THE SYSTEM.

From the income of a permanent school fund and from the proceeds of State taxes $90,000 are annually appropriated for free day schools and over $3,000 for free evening schools, $63,000 of the former sum going to the several towns in proportion to the number of children under 15 years of age and $27,000 in proportion to the number of school districts.[1] All this is to aid in paying teachers, and no town may receive its share unless it raise for its own schools at least as much as the State apportionment to it. Should this not be done by July of any year, the apportionment for the delinquent town is turned into the permanent State school fund. The teachers, who are to be paid out of the State and town school moneys, have been largely trained since 1871 in the State Normal School at Providence. To be employed they must produce evidence of good moral character and certificates of qualification either given or signed by the school committee of the town in which they propose to teach or by its authorized agent. The schools under their charge are to be always subject to visitation and examination, both by the State school authorities and those of the town or city within which they are, and the trustees of school districts and the school committees are to make such visitation, at least twice in each school term, personally or by some suitable agent. The direction of the course of studies, text books, and works of reference is given to the school committees, under advice of the State school commissioner; no text book, however, is to be changed oftener than once in 3 years without consent of the State board of education. Not only are the State schools free to all children 5 to 15 years of age residing in any school district where they exist, but some degree of compulsion to attend is found in a law forbidding the employment of children under 15 in any manufacturing establishment unless they have attended school at least three months in the preceding year. Exclusion from a State school because of race or color is forbidden; but a separate school for Indians is, for special reasons, supported by the State. The education of deaf-mute and blind youth is also provided for.

### GENERAL CONDITION.

Although 1879–'80 was esteemed a prosperous year throughout the Union, $41,757 less than in the year before were raised in this State for the public schools and $53,547 less were expended on them. It is not, therefore, a matter for surprise that, with 2,711 more children of school age, 1,206 fewer pupils[1] were gathered into the State day schools.[2] Still, the high character of many of the schools so far counterbalanced this as to increase the average monthly enrolment by 111 and the average daily attendance by 278. The night schools aided by the State, too (7 more in number and better in some places), enrolled 286 more pupils. The number of public day schools was increased by 5, all graded; the number of school buildings, by 7, with improvements, of course, in others; yet, for some reason unexplained, the valuation of school property was $760,026 less than the year before. Teachers in evening schools numbered 12 more; in day schools, 20 more;[3] and of the latter 3 more (158 in all) had been trained in the normal school. Of the 824 schools reported, 640 (or 243 more than in the preceding

[1] One-half of this sum of $63,000 is apportioned among the school districts in proportion to their number, the other half on the basis of average attendance.

[2] It is only fair to say that the State commissioner ascribes this apparent diminution partly to a more careful elimination of duplicate enrolments; a large loss, however, is admitted.

[3] The increase of teachers is regarded by the commissioner with disfavor, as indicating many changes within the year.

year) had been visited according to law by the school committees in charge of them; but in the same period there was a falling off of 68 in the number visited by school trustees.

Besides the pupils reported by the census takers as attending public schools, there was a total of 6,708 reported in private and church schools, an increase of 552. There were also reported 12,279 of school age not in any school, an increase of 1,730.

### RÉSUMÉ FOR TEN YEARS.

With $44,411 more receipts for the State schools in 1879–'80 than in 1870–'71, there was an expenditure for them $83,041 greater. This seems a fair additional provision for the 13,485 more youth of school age, of whom 4,773 more were in average daily attendance out of 12,240 more enrolled. For the accommodation and training of these there were 412 more public day schools, with 406 more teachers; how many more of these from normal schools does not appear. It is satisfactory to learn, too, that in these ten years the services of teachers had grown to be more highly valued, and that with the improvement wrought in them by normal school and institute instruction there had come an average increase of $33.43 in monthly pay of men and of $6.18 in that of women—a noteworthy exception to the general rule throughout the States.

### CHANGES OF SCHOOL LAWS DURING THE DECADE.

March 8, 1870, an act was passed to require of towns, as a condition of receiving public money for their schools, that they should raise for them by tax a sum equal to their share of the State appropriation; March 14, of the same year, one to establish a State normal school, which was an outgrowth from a successful school for training teachers that had been for some time conducted under private auspices; March 24, same year, one to require in towns an election by school committee of a superintendent for their schools that had previously been only authorized; apparently in the next year, one to change the term of school committeemen from 1 to 3 years, with change of one-third each year; and May 28, 1874, one to require an annual election of school district officers.[1] May 28, 1875, came an act requiring school committees to report to the State school commissioner, in such form as he should prescribe, and authorizing him to refuse to draw his order for the town's share of the State school money until such report was made to him. June 25 of the same year he was further authorized to withhold such order until he should receive from the town treasurer a certificate of the sum voted to be raised by tax for public schools the current year, and also a statement of the amount paid out for such schools to order of the school committee the preceding school year. April 12, 1878, a census of the number of youth of school age (5–15 inclusive) residing in each town was required to be taken annually, in January, and its results to be deposited with the school committee before April 1.

### KINDERGÄRTEN.

No Kindergarten classes appear to have found footing in this State, except in Providence in 1873.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

These are city superintendents and boards of school committees, the latter varying in number in the different cities, but numbering 3 for each town.

### STATISTICS.[2]

| Cities and towns. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Lincoln | 13,765 | 2,963 | 2,164 | 1,178 | 39 | $24,912 |
| Newport | 15,639 | 2,843 | 2,097 | 1,429 | 44 | 44,584 |
| Pawtucket | 19,030 | 3,292 | 2,995 | 1,902 | 54 | 34,598 |
| Providence | 104,852 | 19,108 | 13,261 | 9,659 | 289 | 236,417 |
| Warwick | 12,163 | 2,463 | 1,822 | 1,086 | 42 | 12,909 |
| Woonsocket | 16,053 | 4,110 | 2,403 | 1,353 | 44 | 27,830 |

[1] A law of April 3, 1874, to punish and reform habitual truants failed of its effect, owing to the want of an institution to receive such truants.

[2] These statistics are from the State report for 1879–'80, except the figures giving population, which are from census returns for 1880.

ADDITIONAL PARTICULARS.

*Lincoln* reports no new departures in the system, but education advancing. The district system was an obstacle to the selection of good teachers. There was an attendance of 277 in private and parochial schools.

*Newport* had more pupils attending public schools in 1879–'80 than ever before, the average exceeding that of the previous year by 150. The methods of teaching were improved, routine being shunned and individuality encouraged. The superintendent complains that while the primary schools are the most important and most difficult to manage the teachers in them were paid less than in any other grades, and he thinks teachers should be paid to remain at the post of honor in the primary school. The evening school was more successful than ever before; 350 pupils were enrolled and 164 were in average attendance. Although the average attendance was not so large as formerly, attendance was more regular and more was accomplished. All showed an earnest desire to learn. The high school had 5 teachers, 143 pupils enrolled, and 122 in average attendance. There were 555 pupils attending private and parochial schools.—(State report and return.)

At *Pawtucket* attendance was reduced through the prevalence of scarlet fever and diphtheria. School-houses, as a general thing, were in fair condition, but nearly all the primaries were overcrowded and the ventilation in them was "abominable." Four evening schools were taught, instead of 2 as formerly; attendance on them was large and of a class that cannot be reached by the other schools.

The *Providence* schools were in a satisfactory condition; some noticeable defects in them had been remedied, so that there was less routine and more vivacity in the teaching. In the grammar schools more attention was given to the quality of the work than to the amount accomplished. The primary and intermediate schools suffered from the prevalence of diseases among the pupils, but the high and grammar schools were as efficient as ever. The revival of business brought a large number of children into the city, but did not materially increase the number attending school, many of them being engaged in work. The evening schools, in discipline, order, and improvement, compared well with those of former years. Examinations for the high school showed a marked improvement; while the questions were more difficult and practical, the percentage of scholarship was larger. The report complains of imperfect ventilation in many of the school-houses. The crowded condition of some of the primaries was deplorable; in a hundred rooms there were from 4 to 8 times as many pupils as the supply of fresh air furnished reasonably warranted.—(State report.)

*Warwick* reports schools generally prosperous. The district system, however, was a hindrance. Another difficulty was lack of rooms for primary pupils, making it necessary to push the classes forward too rapidly. New school-houses are imperatively needed.

In *Woonsocket* the district system was an obstacle to efficiency and harmony, as well as more expensive than the town system. Free text books and stationery have been furnished gratuitously by the town for 3 years, and in some cases this has been an inducement to parents to send children to school. Evening schools were taught and good advancement made by the pupils. About 650 pupils attended private and parochial schools.

## TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The Rhode Island Normal School was, by act of March 14, 1871, established on its present basis and placed under the management of the State board of education and the commissioner of public schools. The course of study and training was further developed during 1879–'80 and much improved, especially in the direction of preparing the teacher to lead his pupils to study the phenomena of nature. A new series of lessons on form was introduced, the course in geography was revised, additions were made to apparatus used in elementary instruction, and valuable reference works were added to the library, some of them being on hygiene and sanitation, to which subjects great attention is given throughout the course. One of the specific objects of the school is to aid pupils and prepare them to aid others in securing sound physical health. Physiology is studied by all, with the aid of apparatus, and each pupil is instructed to make the preservation of health a primary duty. Both sexes are admitted, but by far the greater number attending are young women. The attendance in 1879–'80 was 145, against 130 in 1870–'71.

The course of study extends over two years, but graduates of high schools usually finish it in less time. There is also an advanced or graduate course, which includes Latin, Greek, French, German, mathematics, and natural science.

TEACHERS' INSTITUTES.

The commissioner is authorized by law to hold institutes for the instruction of teachers and $500 are annually allowed by law to pay instructors and lecturers. The

institute work of 1879–'80 was unusually satisfactory, both as to immediate results and promise for the future. The commissioner was assisted by Hon. B. G. Northrop, secretary of the Connecticut State board, Prof. W. G. Sumner, of Yale College, Prof. W. H. Niles, of the Massachusetts Institute of Technology, and a number of other distinguished persons. Four institutes were held, the first being in session 3 days, the others 2 days each. About 300 teachers from the State were present, and the attendance during all the sessions was much more regular than is usually the case.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The number of public high schools in 1879–'80 is not given by the State superintendent in his report for that year, but there were 530 graded schools in the State, an increase of 5 during the year. From city reports and returns it appears that the Providence high school had 515 pupils enrolled, under 16 teachers; that at Newport, 143 enrolled and 122 in average attendance, under 5 teachers; and that at Pawtucket, 81 enrolled, with 62 in attendance, and 3 teachers. In the Providence school the course of study was somewhat shortened, more time being given to a thorough review of grammar school studies and to those branches that fit for mechanical or mercantile pursuits. In the Newport school no changes had been made, but a feeling is reported on the part of teachers that the course in English should be made more prominent. Warren reports the incorporation of political economy into the high school course and other changes in the direction of adaptation to the needs of the majority.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and schools preparatory to college, see Tables IV, VI, and VII of the appendix, and for summaries, the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### BROWN UNIVERSITY.

Brown University, Providence, organized in 1765, presents three 4 years' courses of undergraduate study, 1 for the degree of A. B. and 2 for PH. B.; the latter, embracing a large number of electives, are simply outlined and are subject to modifications. There are also departments of physical science for students who wish to prepare themselves for such pursuits as require a knowledge of the mathematical and physical sciences and their application to the industrial arts. From an attendance of 220 students in 1870–'71 the number rose to 260 in 1879–'80, and the number of resident graduates in the same time increased from 2 to 16, with, it is believed, a corresponding advance in standard of instruction. Work was continued during the year on a new hall for the university, commenced in 1879, for which funds were given by Hon. Wm. F. Sayles. Its completion was looked for early in 1881, when it will take the place of the hall that has been in use more than a century. Improvements were made in the college grounds. Bequests and gifts were received amounting to $38,000, of which the greater portion was from the late Stephen Olney, who, besides his microscopes and botanical books, the latter numbering 712 volumes, left $25,000 for the endowment of a professorship of natural history and $10,000 to constitute a fund for the purchase of plants and botanical books. Rev. Alva Woods, D. D., gave $1,000 to add another to the 5 scholarships previously founded by him; Mrs. Caswell, widow of the late president, and Newton May, esq., another $1,000 each.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The departments of practical science in Brown University include (1) a course in chemistry applied to the arts; (2) a four years' course in civil engineering, which, however, may be made longer or shorter according to the wants of students; (3) physics; (4) botany; (5) zoölogy and geology, and (6) agriculture. The last includes preparatory study in chemistry and physics, botany, physiology, zoölogy, and comparative anatomy. There are special lectures on agriculture, relating to the study of soils and applied economic zoölogy, illustrated by specimens from the museum of natural history and by field excursions.

### PROFESSIONAL.

No schools for theological, legal, or medical instruction report from this State.

## SPECIAL INSTRUCTION.

### SCHOOL FOR THE DEAF, PROVIDENCE.

This school was founded April 2, 1877, and is under the control of the State board of education. The pupils receive instruction in reading, writing, and speaking the English language, also in arithmetic and drawing. More advanced pupils take up the higher branches, but the actual use of the English language is of first importance. Special attention was paid in 1880 to art work, regular instruction being given in free hand, mechanical, and map drawing; inventing and coloring designs for tiles, oil cloth, and wall paper; copying pen and ink and crayon sketches, and painting with water colors on silk and other material. Even the youngest pupils—4 to 6 years of age—are under instruction in some of this work. The number of pupils from April 2, 1877, to January 1, 1880, was 13; entered in 1880, 15; left, 5; remaining in December, 1880, 12 males, 11 females.—(Report and return.)

### EDUCATION OF THE BLIND.

In 1879–'80 Rhode Island paid $3,150 to the Perkins Institution and Massachusetts School for the Blind, South Boston, for the training of blind children sent from the State.

### ART EDUCATION.

The Rhode Island School of Design, Providence, pays great attention to mechanical and architectural drawing, designing for patterns of jewelry, wall papers, print cloths, and such other things as art culture demands. The chief purpose of the school is to teach a knowledge of such art as is connected with business and manufactures. The annual exhibitions show improvement from year to year. There are day and evening classes, and the two courses—elementary and advanced—extend over 2 years. A school of embroidery is to be added; children over nine years of age have drawing lessons once a week; a course of lectures for teachers is reported for the fall of 1881; and daily instruction is given in painting in oil and water colors, crayon drawing, modelling in clay and wax, &c.—(Circular, Journal of Education.)

### EDUCATION IN MUSIC.

Reporting in 1879 was a musical institute connected with Greenwich Academy, East Greenwich. Its courses were arranged with a view to graduation in piano, organ, and vocal music, and a diploma is accorded at completion of a full course; partial courses entitle to certificates. Instruction was also given in painting, drawing, crayons, &c., as many students desire also to teach these branches. Information for 1880 is wanting.—(Circular.)

### REFORMATORY AND INDUSTRIAL TRAINING.

The State Reform School, Providence, established November 1, 1850, and changed from city to State control in July, 1880, reports the ages of commitment as 10 to 21. In 1880 the 14 instructors, teachers, and employés had charge of 239 inmates, 121 of them entering during the year. Since the foundation 2,903 inmates have been received. The common school branches, writing, and singing are taught, as also such industrial employments as tailoring, cane seating, domestic duties, &c.—(Report and return.)

### HOMES FOR ORPHANS OR DEPENDENT CHILDREN.

Rhode Island reports 6 such asylums: (1) the Bristol Home for Destitute Children, Bristol, incorporated in 1867, 5 inmates in 1880; (2) St. Mary's Orphanage, East Providence, incorporated March 18, 1879; (3) Home for Friendless and Destitute Children, Newport, dating from 1867; (4) Providence Association for the Benefit of Colored Children, incorporated 1846, 29 inmates in 1880; (5) Providence Children's Friend Society, sending its forty-fifth annual report in 1880, which indicated that 1,237 children had been cared for up to that time, 161 of them in 1880; and (6) the Rhode Island Roman Catholic Orphan Asylum, Providence, organized in 1861 and reporting 211 inmates in 1880. Reading, writing, arithmetic, &c., are taught where the children do not attend the public schools. Generally some industrial employments are taught.—(Reports and returns.)

For statistics, see Table XXII of the appendix, and a summary of it in the report of the Commissioner preceding.

## EDUCATIONAL CONVENTION.

### RHODE ISLAND INSTITUTE OF INSTRUCTION.

The thirty-fifth annual meeting was held January 15–17, 1880. On the first day, in the grammar and primary department, "Primary school occupations" and "Our free

schools from the standpoint of a business man" were discussed, while in the higher department the papers were "The study of natural history as a mental discipline," and "Suggestions on teaching English literature," in which a thorough and systematic study of the text of a few great classics was advocated as the true method. At the evening session Rev. E. G. Robinson, president of Brown University, addressed the meeting on "What constitutes an education?" The second day's proceedings opened with the election of committees, after which Mr. Wm. E. Foster, of the Providence Public Library, presented a paper on "The relation of the libraries to the school system," in which, after explaining the functions of the school system, he showed how the library, by its collections and resources, may be supplementary to them. The subject of "Supplementary reading in primary and grammar schools" was next considered, and in this, too, the need of school libraries was maintained, the libraries to contain books of an instructive and substantial character, the pupils of these grades to be trained to read such works. Papers on "Oral instruction" and on "The present condition of the study of the English language" were next in order, while the evening session was devoted to short addresses on educational subjects. The last day was given up to business, such as the reports of the committee on necrology, on resolutions, and on finance, at the termination of which the meeting adjourned.—(Report of proceedings.)

## CHIEF STATE SCHOOL OFFICER.

Hon. Thomas B. Stockwell, *State commissioner of public schools, Providence.*

Mr. Stockwell has been annually reëlected since 1874. During the earlier years of the decade Hon. Thomas W. Bicknell served.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Number of white youth of school age (6–16). | 84,204 | ..... | 84,204 | ..... | 85,678 |
| Number of colored youth of school age (6–16). | 125,172 | ..... | 145,127 | ..... | 152,293 |
| Total school population (6–16). | 209,376 | ..... | 230,102 | ..... | 237,971 |
| Whites enrolled in the public schools. | 32,222 | 37,687 | 37,218 | 45,774 | 47,001 |
| Colored enrolled in the public schools. | 33,834 | 38,635 | 46,535 | 58,964 | 63,415 |
| Total enrolment | 66,056 | 76,322 | 83,753 | 104,738 | 110,416 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | | |
| Number of school districts | 460 | 462 | 463 | 429 | 428 |
| Free public schools | 1,639 | 1,919 | 2,081 | 2,353 | 2,580 |
| Number of school-houses | 1,478 | 1,870 | 2,017 | 2,209 | 2,347 |
| Schools built during the year | 104 | 226 | 109 | 192 | 118 |
| School-houses owned by districts. | 143 | 239 | 384 | 576 | 701 |
| Cost of new school-houses | $13,254 | $11,506 | $8,559 | $22,341 | $13,486 |
| Valuation of school-houses | 189,514 | 220,448 | 242,086 | 272,986 | 313,290 |
| TEACHERS AND THEIR PAY. | | | | | |
| Men teaching in public schools | 1,185 | 1,363 | 1,439 | 1,625 | 1,773 |
| Women teaching in public schools. | 713 | 822 | 935 | 1,002 | 1,082 |
| Whole number of teachers | 1,898 | 2,185 | 2,374 | 2,627 | 2,855 |
| Number of white teachers | 1,451 | 1,687 | 1,684 | 1,772 | 1,876 |
| Number of colored teachers | 447 | 498 | 690 | 855 | 979 |
| Average monthly pay of men | $35 00 | $32 55 | $33 78 | $32 81 | $31 64 |
| Average monthly pay of women | 35 00 | 31 25 | 32 06 | 30 39 | 29 21 |
| INCOME AND EXPENDITURE. | | | | | |
| Total receipts for the public schools. | $241,000 | $411,956 | $420,254 | $478,767 | $489,543 |
| Total expenditure for the same | ..... | 282,451 | 369,433 | 431,500 | 426,463 |

## OF SOUTH CAROLINA—1870-'71 TO 1879-'80.

| 1875-'76. | 1876-'77. | 1877-'78. | 1878-'79. | 1879-'80. | Increase or decrease since 1878-'79. | Increase or decrease since 1870-'71. |
|---|---|---|---|---|---|---|
| ..... | 83,813 | ..... | ..... | ..... | ..... | ..... |
| ..... | 144,315 | ..... | ..... | ..... | ..... | ..... |
| ..... | 228,128 | ..... | ..... | ..... | ..... | ..... |
| 52,283 | 46,444 | 54,118 | 58,368 | 61,219 | I. 2,851 | I. 28,997 |
| 70,802 | 55,952 | 62,121 | 64,095 | 72,853 | I. 8,758 | I. 39,019 |
| 123,085 | 102,396 | 116,239 | 122,463 | 134,072 | I. 11,609 | I. 68,016 |
| 427 | 437 | 437 | 445 | 479 | I. 34 | I. 19 |
| 2,776 | 2,483 | 2,922 | 2,901 | 2,973 | I. 72 | I. 1,334 |
| 2,465 | 2,084 | 2,552 | 2,675 | 2,749 | I. 74 | I. 1,271 |
| 118 | 25 | 56 | 81 | 77 | D. 4 | D. 27 |
| 819 | 597 | 589 | 618 | 713 | I. 95 | I. 570 |
| $12,773 | $2,775 | $3,884 | $5,556 | $8,059 | I. $2,503 | D. $5,195 |
| 326,063 | 294,907 | 340,615 | 357,602 | 351,016 | D. 6,586 | I. 161,502 |
| 1,914 | 1,639 | 1,844 | 1,934 | 1,887 | D. 47 | I. 702 |
| 1,154 | 1,035 | 1,273 | 1,232 | 1,284 | I. 52 | I. 571 |
| 3,068 | 2,674 | 3,117 | 3,166 | 3,171 | I. 5 | I. 1,273 |
| 1,981 | 1,725 | 2,091 | 2,090 | 2,048 | D. 42 | I. 597 |
| 1,087 | 949 | 1,026 | 1,076 | 1,123 | I. 47 | I. 676 |
| $30 40 | $28 32 | $28 22 | $25 54 | $25 24 | D. $0 30 | D. $9 76 |
| 28 86 | 26 87 | 25 42 | 23 84 | 23 89 | I. 05 | D. 11 11 |
| $457,260 | $189,353 | $316,197 | $304,167 | $440,111 | I. $135,944 | I. $199,111 |
| 423,871 | 226,021 | 319,030 | 319,320 | 324,629 | I. 5,309 | ..... |

## STATE SCHOOL SYSTEM.

### OFFICERS.

The only elective school officers within the decade have been a State superintendent of education (chosen for 4 years' terms till 1878 and since that time for 2 years' terms) and a school commissioner for each county (chosen throughout the decade for two years' terms). Appointed officers have been, throughout, 2 persons in each county, to be associated with the county commissioner as a county board for examination of teachers, and 3 persons in each school district, appointed biennially by these county boards to manage local educational affairs. Since 1878 there have been 4 persons appointed biennially by the governor to form, with the State superintendent, a State board of examination, which has taken the place of an unwieldy State board of education composed previously of the State superintendent and all the county school commissioners. This board of examination has since its institution appointed the two associates of each county school commissioner, whom he previously himself appointed to aid him in examining teachers.

### OTHER FEATURES OF THE SYSTEM.

The school age recognized is 6 to 16, and, till 1878, a census of children of this age was taken. Since then there has been no provision for it, and there appears to be no restriction of school attendance to persons of this age. In the earlier years of the decade a tax was required to be levied in every school district, to be added to a State poll tax of $1 on each voter and to a further State levy for the support of public schools. Since January, 1878, this district tax has not been called for,[1] and the State schools have had to depend upon the proceeds of a State school tax of 2 mills on $1 and of the poll tax now retained and to be used in the county in which it is collected. In Charleston the tax is 1 mill on $1 since 1878; previously it was 1½ mills. By the constitution of 1868 all State schools were made free to all youth of the State without regard to race or color, but practically there has been no ability to enforce this rule, and separate schools for white and colored pupils have been maintained, as in the other southern States. Their courses of study and the text books to be used in them have been prescribed by the State board of examiners since 1878, no text book, however, to be changed within five years from its adoption except with consent of the legislature. Teachers for them must have certificates of qualification from either the State board of examiners or that of the county in which they intend to teach;[2] in Charleston, from the city school authorities. To receive their pay they must make monthly school reports of attendance and studies according to the prescribed State forms. The basis for the distribution of State school funds is, according to the constitution, the number of attendants so reported; by law of 1878, the average number. Visitation of the schools with a view to the stimulation and improvement of them is required of the State superintendent, county school commissioners, and district trustees.

### GENERAL CONDITION.

In what proportion the youth in need of training were brought into the State schools cannot be told at present, no State census of such youth having been taken since 1877 and the figures of the tenth United States census not having become available as this goes to press. But the State superintendent's report for 1880 shows an absolute increase of 2,851 in the enrolment of whites and of 8,758 in enrolment of colored pupils, 11,609 in all, more than twice as large a gain as in Connecticut, New Jersey, New York, and Pennsylvania combined. This plainly shows how highly even the slender education given in the brief school terms of only about four months has come to be appreciated, and how eagerly both the white and colored parents are hastening to secure it for their children. If the State tables showed also the average attendance, the amount of educational benefit received would be much more perceptible. But that much increase of such benefit must have come from so many thousands more being busy with their studies instead of either idling or working in the fields is evident enough. And from what is said by Superintendent Thompson of the increased efficiency and qualification of the teachers, through the closer and more rigid examinations of late years, there is ground for believing that the education given now is better than at any former period, whatever improvement it may still require. One great step toward better teaching was taken in 1880 by holding (through generous

[1] Winnsboro and Chester have by special petition secured permission to levy local taxes for their schools.

[2] In the earlier years, from the State superintendent or county board.

aid from the Peabody fund trustees) an animated State teachers' institute, in which the philosophy and the methods of the improved instruction of the day were presented by competent professors. Then, too, the teachers in 1880 worked with more encouragement, because, through an increase of receipts for schools, old debts for teaching were in many cases paid and the current pay made surer than for years before.

### RÉSUMÉ FOR TEN YEARS.

The only absolute increase in the decade of youth that ought to be in the schools has been, as shown by the State censuses up to August, 1877, all on the colored side. The figures of the latest of these numberings (somewhat doubtful as to accuracy) even indicate a decrease of some hundreds of white youth; but the colored at that date numbered 19,143 more than in 1870–'71, making the reported growth of school population in seven years 18,752. Perhaps 10,000 more would cover the further growth to 1880. But such has been the zeal for education in the free schools, that the attendance in them of the whites alone exceeded this whole increase of youth of school age of both races, while the attendance of colored youth advanced so rapidly as to make the total enrolment in free schools 39,264 more in 1880 than the estimated increase of young people to be instructed. Allowing for very many duplicate enrolments, this shows how much the schools have grown in favor and how eagerly the poor whites and the colored people are availing themselves of the new advantages for the young members of their families. And as the increase of teachers (1,273) has been well proportioned to the increase of attendance in State schools, as the qualifications of many of these teachers have been much advanced, and as public interest has been more and more directed toward improvement of both schools and teachers, there appears to be good ground for the belief that fair foundations for future development have been laid. This much may be said, though there was in 1877 a great step backward in the breaking up of the State Normal School at Columbia, thus leaving all training of teachers to mere private enterprise or to the heavily tasked resources of the Peabody fund aid. This aid has come in to train specially good teachers from the State at the Normal College, Nashville, Tenn., and in 1880 to give institute instruction, as before detailed, and private or church enterprise has done useful work; but a revival of the State school for normal training under legislative auspices is still desirable, as is a special State institution for training colored teachers.

### CHANGES OF SCHOOL LAWS.

The main changes in the school laws of the State within the decade have been already included under the preceding heads.

### AID FROM THE PEABODY FUND.

The trustees of Mr. Peabody's munificent donation for the improvement of southern public schools have granted to South Carolina, in the 10 years up to and including 1879–'80, a total of $24,050, used, in the earlier years, for advancing graded school instruction; in the later ones, for improving the qualification of teachers. The annual sums thus granted have ranged from $200 to $5,000, the latter amount in 1875.

### KINDERGÄRTEN.

Only 2 of these excellent means of preparing young children for further education appear to have been established in this State, one in connection with the Williamston Female College, Williamston, in 1876, the other in the Charleston City Orphan House, apparently in 1879.

## CITY SCHOOL SYSTEM.

### CHARLESTON.

*Officers.*—The officers of the school board consist of a commissioner from each ward, elected by the people, and a superintendent, elected by the board.

*Statistics.*—Taxable property valuation, $26,422,000; amount raised for schools by a tax of 1 mill on a dollar, $21,703; school population, 12,727 children—5,873 white and 6,854 colored. The city had 1 frame and 4 brick school buildings valued at $125,000, containing 91 classes, with an attendance of 7,284 (an increase of 509), taught by 91 teachers, 86 of whom were females, 85 white southern, and 6 colored, of whom 1 was from the North; 17 were third grade, 51 second, and 23 first grade teachers. The 5 male teachers were paid an average monthly salary of $126.66; the females, $38.70. Income, $65,142; expenditures, $62,811.

Comparing the statistics of 1879–'80 with those of 1870–'71 there was an increase of 1,043 in population, of 2,216 in enrolment, and of 23 in teachers, while in receipts there was a gain of $43,285 and in expenditures of $22,358.—(State reports.)

For high school, see Secondary Instruction.

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

From 1874 to June, 1877, the State trained teachers for its schools in a normal school of its own at Columbia. At that time this training was discontinued from lack of legislative appropriation for it, and up to 1880 it had not been resumed. The only normal training continued throughout the decade has been in the Avery Normal Institute, founded at Charleston, in 1865, under the auspices of the American Missionary Association. Claflin University, Orangeburg, gave such instruction during the earlier and later years, first in a 2 years' course, and later in one of 4 years, in which were 86 normal students in 1880, with an indeterminate number in higher normal and preparatory studies.

The *Avery Normal Institute* (for colored pupils), at date of July 1, 1880, reported 3 resident instructors and 6 non-resident teachers and lecturers, 60 male and 87 female normal students, 103 male and 190 female other students in attendance during the year, and 18 graduates, 4 of whom had engaged in teaching. The whole course of study, beginning with primary elements, required 11 years of 40 weeks each. Drawing and vocal and instrumental music were taught. There was a library of 200 volumes and a small collection of models, casts, apparatus, and examples for free hand drawing.—(Return.)

*Fairfield Normal Institute* (for colored pupils), Winnsboro', founded in 1869, reported on June 4, 1880, an appropriation of $600 from the State and $250 from the county, 4 resident instructors, 70 normal students, and 270 other students during the year, 35 graduates who received certificates for teaching, and 70 previous graduates who had engaged in teaching. The full course of study, beginning with primary elements, covered 6 years, with an annual session of 40 weeks. A model school attached to the institution, supplied with models, casts, apparatus, and examples for free hand drawing, afforded instruction in drawing. Vocal and instrumental music were taught, and students on completion of the course received certificates. Of its pupils 100 were preparing to be teachers and 20 to be ministers. A class in geometry was reported by the principal to compare favorably with any he ever taught before among white or colored.—(Return and Presbyterian Record, May, 1880.)

The *Normal Department of Brainerd Institute* (for colored pupils), Chester, founded in 1874, had on June 30, 1880, 3 resident teachers, 20 normal students, and 120 others in attendance during the year, as well as primary scholars; a course of 2 years, each of 36 weeks; a library of 60 volumes; 1 educational journal; and a small chemical laboratory. Instruction was given in vocal music and drawing. Much had been done to supply the region with teachers and with better facilities; the outlook was encouraging.—(Return and report of Presbyterian committee of missions for freedmen, May, 1880.)

### TEACHERS' INSTITUTES.

Under the head of General Condition, reference has been made to a State institute held through aid from the Peabody fund trustees. Held at Wofford College, Spartanburg, for white teachers, it was largely attended by both citizens and teachers, and seems to have inaugurated a new era in State school teaching. The exercises, August 3–27, were under the charge of Principal F. Louis Soldan, of the St. Louis Normal School, Mo., assisted by Prof. E. S. Joynes, of the State Normal College, Nashville, Tenn., and 4 other skilled instructors, with addresses from several college presidents and from the State school commissioner of Georgia. The teachers present, 197 in all, were divided into classes, and had instruction in the science of education, in the English language, and in methods of teaching grammar, arithmetic, geography, singing, and reading, more general topics being discussed in afternoon and evening lectures. The effects of the institute appear to have been of the most healthful kind. A new interest in the studies gone over and an eager zeal to test the improved methods of instruction in them were widely excited in the teachers present, some of them prolonging throughout the session an attendance that had been meant to be only temporary.

A county institute for colored teachers was held in Charleston in October, 1880. This lasted for a week, under the leadership of the commissioner of Charleston County, with the aid of the principals of two Charleston City schools and of a professor in Charleston College. The attendance reached 62, and from the excellent instruc-

tion given it was hoped that valuable results would manifest themselves in the school sessions of 1880–'81.

Superintendent Thompson had some hope of obtaining from the legislature permission to use a small special school fund for the continuance, in another year, of this institute instruction for both races.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The State superintendent reported 3,989 pupils in branches higher than those prescribed, but makes no allusion to any high school except that at Charleston. This school had been removed to a commodious building, fitted with new and improved furniture, sufficient to meet all the requirements of such a school. With the possession of its new house, the school was thoroughly reorganized, extending the course of studies through 4 years, prescribing the qualifications of admission and graduation, and assigning each teacher to one branch which he should teach in all the classes, and to which he should be confined. The studies prescribed by the board of supervisors were compulsory, except that French and German might be taken in the place of Greek. It was intended to establish a gymnasium in charge of a competent teacher. (State report and high school report.)

### OTHER SECONDARY SCHOOLS.

For private academies and preparatory departments of colleges, see Tables VI, VII, and IX, in the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Of 7 universities and colleges reporting, 6 had a total of 260 students in collegiate departments during 1879–'80, under 36 professors and instructors. One of the 7, Furman University, Greenville, reports 83 students in preparatory studies, but does not give the number in collegiate. All but the College of Charleston (which depends on the city high school for its pupils) have preparatory courses of 2 or 3 years, and all have collegiate courses of 4 years leading to the degree of A. B., though in Furman University the arrangement is that of independent schools rather than the ordinary classical course. Scientific courses of 3 or 4 years are found in 4; commercial, in 3; philosophical, in 1; normal and theological, in 1. German was taught in 6 and French in 5. All but 1 are under denominational influence, this being in 2 cases Presbyterian, in 2 Methodist, in 1 Baptist, and in 1 Lutheran. Only 2 of them were organized during the last decade, Claflin University and Adger College.

*Claflin University and South Carolina Agricultural College*, Orangeburg, was organized in 1870 under the name of Claflin University, and the agricultural department was added in 1874. The courses are classical, agricultural, scientific, theological, normal, and preparatory. There is also a grammar school of 2 years, which, it is said, will be necessary until the common schools shall improve. The number of students attending in 1880, in all departments, was 388. Of these, 20 were undergraduates, 126 were in normal and preparatory departments, and the remainder were in the grammar school.—(Catalogue, 1880.)

*Adger College*, Walhalla (Presbyterian), organized in 1877, presents a collegiate classical course of 4 years, a commercial and scientific course of 3, a partial course, and a preparatory department.

The *University of South Carolina* (non-sectarian), organized in 1805, was closed in 1877 through failure of legislative appropriation for its maintenance, and remained closed in 1880.

For statistics of colleges and universities reporting, see Table IX of the appendix; and for a summary, the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Four colleges for young women report from this State, situated respectively at Due West, Walhalla, Greenville, and Williamston, all being authorized by law to confer collegiate degrees. For statistics, see Table VIII of the appendix, and a summary in the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

In the South Carolina Agricultural College and Mechanics' Institute of Claflin University, Orangeburg, there is a scientific and agricultural course of 4 years, which is especially adapted to the wants of those who desire a higher education for industrial pursuits. The college has an experimental farm of 116 acres, which, with other lands under the control of the Claflin board, contains about 150 acres of choice land, mostly under cultivation. There is a carpenter shop for practical instruction, and other mechanical departments will be opened as means shall warrant. Students are paid for labor, and can thus aid materially in their own support during the collegiate term. About $5,000 annually are appropriated from the agricultural land grant fund to sustain this institution, which is for colored students and admits both men and women.

A similar institution for whites was established in 1880 at Columbia, but no detailed information regarding it is at hand.

### PROFESSIONAL.

*Theological* instruction was given in the Theological Seminary of the Presbyterian Church, Columbia, and in Baker Theological Institute, Methodist Episcopal, a department of Claflin University. The former had 26 students during 1879–'80, but in the fall of 1880 it was suspended on account of loss of funds and teachers, to be reopened, it is hoped, in 1882.—(Return.)

The *Medical College of the State of South Carolina*, Charleston ("regular"), reports 72 students in 1879–'80 and 25 graduates, but conferred the medical degree on 30 and a degree in pharmacy on 2. The course is of 3 years, including 2 lecture terms of 20 weeks each. No preliminary examination was required for admission.—(Return.)

## 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, Cedar Spring, founded in 1855, reported 56 pupils admitted in 1880, with an average attendance of about 46. Instruction is given in the English branches and Latin, also in broom and brush making and in bead work. A teacher of articulation was employed for the first time in 1880.—(Report and return.)

### EDUCATION OF ORPHANS.

In answer to inquiries respecting homes and asylums for orphan or dependent children information was received from the Holy Communion Church Institute, Charleston, which was incorporated in 1876 but organized in 1867; it had admitted 2,100 pupils, between 10 and 18 years of age since the foundation, and reported 125 resident and 81 day scholars in 1880, who were taught the ordinary English branches and linear drawing. Workshops are to be added in a year or two. The Thornwell Orphanage, Clinton, incorporated in 1872 and organized in 1876, reported 41 inmates between 5 and 13 years of age since the foundation and 28 in 1880. They are taught, in addition to the common branches and instrumental and vocal music, farming, printing, house painting, bracket sawing, sewing, cookery, and laundry work. The Charleston Orphan House reported for 1879 as follows: Inmates, 235; Kindergarten and common school instruction given; also, teaching of sewing, laundry, and kitchen work.—(Returns and reports.)

## EDUCATIONAL CONVENTIONS.

### TEACHERS' ASSOCIATIONS.

The school laws throughout the decade have required the county school commissioners to encourage the formation of associations of the teachers for mutual improvement, and also have required them to attend the meetings of such associations and give such advice and instruction as to their management as might contribute to their efficiency. But with the exception of 6 held in 1875, with an attendance of 60, of 4 in 1876, of 5 in 1878, of 24 in 1879, with unknown numbers, and of the 2 teachers' institutes in 1880, with an association meeting growing out of one of these, there is no note in the State reports of either county or State associations.

## CHIEF STATE SCHOOL OFFICER.

Hon. HUGH S. THOMPSON, *State superintendent of education, Columbia.*

[Second term, January 1, 1879, to January 1, 1881.]

Hon. J. K. Jillson was superintendent from 1868 to 1876; since then Mr. Thompson has filled the place and was again reëlected in 1880 for the term from January 1, 1881, to January 1, 1883.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1873–'74. | 1874–'75. | 1875–'76. |
|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | |
| White youth of school age *a* | 316,528 | ..... | 325,312 |
| Colored youth of school age *a* | 103,856 | ..... | 108,819 |
| Whole number of school age *a* | 420,384 | 426,612 | 434,131 |
| Whites in public schools | ..... | ..... | ..... |
| Colored in public schools | ..... | ..... | ..... |
| Whole public school enrolment | 258,577 | 199,058 | 194,180 |
| Average daily attendance | 161,089 | 136,805 | 125,908 |
| Enrolment in private schools | ..... | ..... | *d*31,416 |
| Average daily attendance in the same | ..... | ..... | *d*17,820 |
| Pupils in public and private schools | ..... | ..... | ..... |
| Average daily attendance in both | ..... | ..... | ..... |
| SCHOOLS AND SCHOOL PROPERTY. | | | |
| Public schools for white youth | 4,227 | ..... | 3,070 |
| Public schools for colored youth | 923 | ..... | 827 |
| Whole number of public schools | 5,150 | 3,942 | 3,897 |
| Graded public schools | ..... | ..... | 152 |
| Consolidated schools | ..... | 174 | 156 |
| Public school-houses | ..... | ..... | 3,156 |
| Value of same with sites, furniture, &c | ..... | ..... | $1,048,944 |
| Average time of public school, in days | 85 | 74 | 72 |
| Private schools reported | ..... | ..... | *d*1,083 |
| TEACHERS AND THEIR PAY. | | | |
| White teachers in public schools | 4,630 | 3,384 | 3,396 |
| Colored teachers in public schools | 921 | 781 | 814 |
| Whole number in public schools | 5,551 | *c*4,210 | 4,210 |
| Average monthly pay of teachers | $33 03 | $30 85 | $32 18 |
| Teachers in private schools | ..... | ..... | *d*1,251 |
| Whole number in private and public schools | ..... | ..... | ..... |
| INCOME AND EXPENDITURE. | | | |
| Whole income for public schools | $998,459 | $740,316 | $838,735 |
| Whole expenditure for public schools | 977,376 | 703,358 | 698,220 |
| STATE SCHOOL FUND. | | | |
| Amount of permanent fund | $2,512,500 | $2,512,500 | $2,512,500 |

*a* The school age was 6–21 till 1879, when it was made 6–18.
*b* From 13 out of 94 counties there was no report for white pupils; from 2, none for colored.
*c* A later number returned from 89 counties.

## OF TENNESSEE—1873-'74 TO 1879-'80.

| 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | | Increase or decrease since 1875–'76. | |
|---|---|---|---|---|---|---|---|
| 330,935 | 336,817 | 388,355 | 403,353 | I. | 14,998 | I. | 78,041 |
| 111,523 | 112,100 | 126,288 | 141,509 | I. | 15,221 | I. | 32,690 |
| 442,458 | 448,917 | 514,643 | 544,862 | I. | 30,219 | I. | 110,731 |
| *b*171,535. | 206,810 | 208,858 | 229,290 | I. | 20,432 | ..... | ..... |
| *b*43,043 | 54,342 | 55,829 | 60,851 | I. | 5,022 | ..... | ..... |
| *c*227,643 | 261,152 | 264,687 | 290,141 | I. | 25,454 | I. | 95,961 |
| 142,266 | 172,198 | 186,162 | 191,461 | I. | 5,299 | I. | 65,553 |
| 28,291 | 31,730 | 35,077 | 41,068 | I. | 5,991 | ..... | ..... |
| 17,213 | 22,060 | 23,789 | 28,407 | I. | 4,618 | ..... | ..... |
| ..... | 292,882 | 299,694 | 331,209 | I. | 31,515 | ..... | ..... |
| ..... | 194,258 | 209,951 | 219,868 | I. | 9,917 | ..... | ..... |
| 3,640 | 4,205 | 4,385 | 4,334 | D. | 51 | I. | 1,264 |
| 964 | 1,141 | 1,227 | 1,188 | D. | 39 | I. | 361 |
| 4,604 | 5,346 | 5,612 | 5,522 | D. | 90 | I. | 1,625 |
| 196 | 243 | 267 | 232 | D. | 35 | I. | 80 |
| 171 | 257 | 275 | 267 | D. | 8 | I. | 111 |
| 3,388 | 3,575 | 3,793 | 4,045 | I. | 252 | I. | 889 |
| $1,045,266 | $1,051,399 | $1,162,685 | $1,066,995 | D. | $95,690 | I. | $18,051 |
| 70 | 77 | 69 | 68 | D. | 1 | D. | 4 |
| 1,025 | 988 | 1,287 | 1,450 | I. | 163 | ..... | ..... |
| 4,013 | 4,457 | 4,735 | 4,707 | D. | 28 | I. | 1,311 |
| 988 | 1,135 | 1,267 | 1,247 | D. | 20 | I. | 433 |
| 5,001 | 5,592 | 6,002 | 5,954 | D. | 48 | I. | 1,744 |
| $28 53 | $28 12 | $25 67 | $26 66 | I. | $0 99 | D. | $5 52 |
| 1,147 | 1,162 | 1,467 | 1,665 | I. | 198 | ..... | ..... |
| ..... | ..... | 7,469 | 7,619 | I. | 150 | ..... | ..... |
| *f*$718,423 | $904,428 | $785,051 | $799,217 | I. | $14,166 | D. | $39,518 |
| *f*699,513 | 794,232 | 710,652 | 724,862 | I. | 14,210 | I. | 26,642 |
| $2,512,500 | $2,512,500 | $2,512,500 | $2,512,500 | ..... | ..... | ..... | ..... |

*d* Reported from 66 counties.
*e* Includes 45 unclassified.
*f* Returns to Bureau of Education.

## STATE SCHOOL SYSTEM.

### OFFICERS.

A State superintendent of public schools, nominated biennially by the governor and confirmed by the senate, has general supervision of the school system. Since 1875, he has been aided by a State board of education, composed of the governor and six civilians appointed by him, with change of two biennially. Each county court chooses biennially "a person of literary and scientific attainments and, if practicable, of skill and experience in teaching" as county superintendent. His duties have been increased since 1879 by imposing upon him the chief responsibility for the management of county school finances, &c. Three school directors are chosen in each school district by the voters for three years' terms, with change of one each year. Until 1873, three district commissioners, elected for two years' terms and acting as a board of education, fulfilled duties similar to those of the district directors.—(Laws of 1870, 1871, 1873, 1875, and 1879.)

### OTHER FEATURES OF THE SYSTEM.

The schools, which are separate for whites and blacks, are sustained by the proceeds of a State school fund of $2,512,500, bearing interest at 6 per cent., by a poll tax of $1 annually (50 cents until 1873) on each male citizen; by a State tax, since 1873, of 1 mill on the $1 of all taxable property, and, if necessary in order to keep the schools open five months, by another county tax, the whole sum not to exceed the entire State tax. Until 1875, a district tax for purchasing school furniture, building school-houses, &c., was allowed. The distribution of the school fund is according to the last annual enumeration of children of school age, which age was 6 to 18 until 1879, then 6 to 21. Teachers to be employed and to receive pay must have duly authorized certificates. The studies required in the public schools were orthography, reading, writing, arithmetic, grammar, geography, elementary geology of Tennessee, and history of the United States. Vocal music may also be taught. In 1879, instruction in the elementary principles of agriculture was added and further provision for industrial training was urged.—(Laws of 1870, 1871, 1873, 1875, and 1879.)

### GENERAL CONDITION.

The statistics for the year ending August 31, 1880, are for 91 counties, the superintendents of 3 counties failing to report. An advance of 25,454 in public school enrolment and of 5,299 in attendance over the preceding year is noticed, and it is thought that the present system, improved by certain changes made by the law of 1879, will continue to show progress in years to come. Although a slight decrease (of 90) in the number of schools was noted, 252 more buildings for school purposes were reported. The average monthly salary of teachers also increased 99 cents. The income for public schools, minus balances on hand, was larger by $14,166. Where the public schools do not show advance, traces of a desire for schooling may be seen in the reports from private schools. In these schools a marked increase in enrolment and attendance and in the number of schools was noticed, and, although the public school teachers diminished in number, so great was the increase of those employed in private schools that the total for the State increased by 150. The State superintendent says that, while the school system is not yet what it should be, its benefits are increasing continuously, and it bids fair to override opposition and to extend its advantages to all who may stand in need of them. Higher standards are being instituted for teachers, and they seem to be trying to gain through institutes and other means a knowledge of the best methods of imparting information. The people too are manifesting great interest in education, and suggestions of Superintendent Trousdale in regard to grading district schools and in regard to holding normal institutes have been adopted in part, so that the future outlook is promising.[1]—(State report.)

### RÉSUMÉ FOR TEN YEARS.

The system of public schools in this State attempted to be established by act of 1870, although it contained many excellent features, virtually failed because of its inherent weakness as a whole. It was neither a State nor a county system distinctively, but drew its leading characteristics from both; consequently, wanting a general head, it lacked unity and vitality. The law embodied the essential elements of an efficient general system of elementary schools, but it needed to be supported by corresponding action on the part of the people, as there was no general or county leadership of school interests provided for and as even the existence of schools in any county was left wholly to the people's choice. In 1872, when the State was canvassed by the State agent of the Peabody fund, there was not a single school to be found in some of the

[1] These suggestions were made with special reference to the year 1880–'81, and will be more fully noticed in the report of the Commissioner for that year.

counties, nor were any efforts made by the citizens to remedy the deficiency. His report was the means of the passage of the law of 1873 restoring State and county supervision. Prior to that, only 29 counties levied any school tax and in some of these the tax was merely nominal. The reorganization aroused some of the counties to supplement the State tax, but in 1873 there were 25 counties not levying an additional tax, and in 1874 some 27 failed to raise one. Since then the march of progress has been slow but steady, and 84 out of 94 counties have by levying a tax endeavored to further the educational movement. A glance at the statistical table will show where the advance is most apparent. What is now most needed seems to be a strongly supporting public sentiment and capable and efficient teachers, so that, through harmonious coöperation, one system will be formed from the primary school to the university.—(Laws, 1873; State report, 1880; address of H. M. Doak, at the Nashville centennial, &c.)

### AID FROM THE PEABODY FUND.

During the decade the trustees of this fund have given $187,000 towards the permanent establishment of a good school system in this State. Starting out with $22,000 in 1870, the largest amount, $36,800, was furnished in 1873–'74. Since that date, the schools being on a firmer basis, the annual help has been less, and in 1880 was only $1,900, besides what was given to the normal college. That amount was divided as follows: Congressional district institutes, $1,000; colored institutes, $300; Jackson City graded schools, $600. This last grant to the city schools was to aid in the continuance of the graded system which had just been organized and which was liable to suffer from a deficit of the school fund. Forty bronze medals were also supplied by the general agent to be offered as an incentive and reward to meritorious scholars in grammar and secondary schools. No medal was to be awarded on less than 90 per cent. general average. The recipients were to be placed on the Peabody roll of medalists.—(Reports of trustees of Peabody fund and State report for 1880.)

### KINDERGÄRTEN.

Two of these schools were reported in 1878 and in 1879, one connected with a Young Ladies' School at Memphis, the other a part of Nashville Academy, Nashville. Nothing has been heard of them for 1880. For statistics of former reports, see Table V of the appendix, and a summary in the report of the Commissioner preceding.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

For cities there are boards of education, their number and constitutions being determined by special laws; the members are elected by the people, with partial changes each year. The boards elect superintendents not of their own number.

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Chattanooga | 12,692 | 3,061 | 2,185 | 1,390 | 30 | $25,621 |
| Knoxville | 9,712 | 2,751 | 1,759 | 1,253 | 29 | 14,922 |
| Memphis | 33,593 | ..... | 4,105 | 2,389 | 63 | 49,000 |
| Nashville | 43,543 | 12,460 | 6,098 | 4,299 | 96 | 89,343 |

### ADDITIONAL PARTICULARS.

*Chattanooga* had a school population of 1,961 whites and 1,100 colored; owned 3 and rented 7 buildings for its public schools, affording 27 rooms for study and recitation and 3 for recitation only. The schools were classed as primary, grammar, and high, with an increased enrolment of 298 and 285 more in average daily attendance, reaching a per cent. of such average attendance on average belonging of 95. There were 6 male and 24 female teachers employed through 158 of the 180 days of school year. School property was valued at $37,000; in private and parochial schools there were 350 enrolled. Notwithstanding many disadvantages, there is said to have been creditable progress.—(City report and return.)

*Knoxville* in 1879–'80 had for its 2,751 children of school age 4 school buildings, with 29 rooms, valued, with furniture, at $26,600, but insufficient in sittings, except by dividing the first and second grades into morning and afternoon classes. The population had increased 692; children of school age, 521; enrolment, 250; and average daily attendance, 323. The per cent. of average daily attendance on number belonging was 94, a gain of 2 per cent. The second year of the new superintendency continued the general improvement in the schools noticed in 1879. Of the new methods introduced

as a result of sending an agent to gather from the model schools of the nation the best methods of instruction and discipline, not one had failed, but had been improved in the hands of apt and skilful teachers. During the year a good building was completed and occupied by colored children as a "free industrial school," an account of which is given under Special Instruction.—(City report.)

*Memphis* in 1879–'80 had for its school population 10 school buildings, with 63 rooms for study and 3,780 sittings. The schools were classed as primary, grammar, and high; the graded course in the two former covered 8 years; in the high school, 3. Of the 63 teachers 58 were females, the 5 male teachers including the principals of the higher grades. The schools were taught 149 of the 151 days of school year. In the city population there was a decrease of 11,407 as compared with previous year; while the other statistics remained the same, except in expenditure, which increased $19,778.—(Return.)

*Nashville.*—In the absence of a city report for 1879–'80 we can note only the facts stated in a return. These indicate a general progress, under the continued classification of the schools as primary, intermediate, grammar, and high, the course in the first covering 3 years, in the second and third 2 each, and in the last 3, making in all 10 years. Promotion from grade to grade is allowed only at the end of each school year, as the result of examination at that time. There were 12 school buildings, with 53 rooms, affording sittings for 4,760, and valued, with sites, furniture, and apparatus, at $193,600. The reported population increased 15,583; children of school age, 3,414; enrolment, 1,876; and average daily attendance, 1,108. There was a gain in teachers of 15. Special instruction was given in music, drawing, and penmanship. Private and parochial schools had 8 buildings, with 1,200 sittings and an enrolment of 400.—(Return.)

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *Normal College* in 1879–'80 continued to occupy the buildings of the University of Nashville and to prosecute its work of preparing teachers for the schools. This was done without aid from the State, county, or city, as such, but from the Peabody fund, with $4,000 from citizens of Nashville and vicinity; while the students had the advantage not only of the buildings of the university, but also of its library of 10,000 volumes, chemical laboratory, apparatus for illustrating physics, and museum of natural history. Under the presidency of Eben S. Stearns, D. D., there were 7 instructors and 137 normal students—62 of them from Tennessee—while at the close of the school year 7 baccalaureates and 61 seniors were graduated. Of the baccalaureate class 6, of the senior 14, of the middle 16, and of the junior 6, had maintained an average of 90 per cent. in their studies. The diploma of the university is given to those only that have completed the 3 years' undergraduate course, who receive the degree of licentiate of instruction, the possession of which renders such graduates eligible as teachers in any county of the State without the examination otherwise required by law; while the degree of B. A. is given to such as go through the advanced or baccalaureate course, involving an additional year of study.—(Catalogue of University of Nashville.)

At the *University of Tennessee*, Knoxville, there was a normal school of 4 weeks in the summer of 1880, under 6 instructors and 3 lecturers, with an attendance of 99 pupils, the originator of this movement being Prof. S. H. Lockett, of the university; attendance was free to all.

Of the 13 others reporting in 1879, all but 3 report again in some form for 1880, the East Tennessee University, Athens (1867), and Vanderbilt University, Nashville (1875), showing the same arrangements for normal instruction, but without note of any normal students; Humboldt Normal Institute, Humboldt, a teachers' training course of no specified duration, with 6 students; Knoxville College, Knoxville (1875), a 2 years' preparatory normal course and a 4 years' normal and scientific, with 69 students in the main school and 55 in the East Knoxville branch; Maryville College, Maryville, a normal class organized every year, and 21 normal students; Le Moyne Normal Institute, Memphis (1871), a 2 years' course for teaching, with 122 pupils; Fisk University, Nashville (1866), a normal department of 4 years for the common school course and a 3 years' higher normal, with 166 students in the two, of whom 13 graduated; Central Tennessee College, Nashville (1866), a normal class of 170 in its 3 years' course; Nashville Normal and Theological Institute, Nashville (1866), a 3 years' normal course, with 130 students; and Winchester Normal, Winchester, 249 students, and a normal course which followed Ogden's Outlines of Pedagogical Science.

Besides these, the following presented some report for 1879–'80: Freedmen's Normal Institute, Maryville (1872), with a teachers' elementary course of 2 years and a teachers' advanced course of 1 year, 57 students, and 9 graduates; Warner Institute, Jonesboro' (1877), meant to carry pupils from the alphabet into studies preparatory to college, with 31 normal students up to 1879, but no note of those for 1879–'80; and finally Maryville Normal School, Maryville (1878), presenting courses of study covering 3 years, in which were 75 normal students.—(Catalogues and returns.)

### INSTITUTES FOR TEACHERS.

Superintendent Trousdale reports for 1879–'80 that much of the success attending the growth of sound sentiment among the people is due to the congressional district institutes held under his supervision by means of aid from the Peabody fund. Twelve were held during the year at as many given points in the State, being attended by many of the ablest teachers. Twelve others were held for colored teachers, under the auspices and direction of the State Teachers' Institute, also aided by the Peabody fund, resulting in a large measure of improvement of the 266 teachers who attended them. Besides these general institutes there were 254 county institutes or meetings of teachers for conference and mutual improvement.

From accounts given in papers received at this Bureau, the exercises of these institutes seem to have embraced a wide range of practical topics, at once varied and useful.—(State report.)

### EDUCATIONAL JOURNALS.

The Tennessee department in the American Journal of Education, at St. Louis, Mo., ceased in 1880 from the death of the editor, W. F. Shropshire, superintendent of Obion County; that in the Eclectic Teacher, at Louisville, Ky., was continued till February, 1880, when, with other information as to State systems, it came to a sudden close.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

Schools of this class appear in 1879–'80 in the reports and returns from Chattanooga, Knoxville, Memphis, and Nashville; but the first and third show only the employment of a principal and assistants, without note of pupils or studies for that year;[1] the second shows only studies reaching a respectably high grade in English and Latin; while the last presents distinctly a school with a principal and 6 assistants, 261 pupils, and a good 3 years' Latin and English course.

### OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, VIII, IX, and X of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

Many academic schools in this State, under a law allowing what are called consolidated schools, receive public pupils as free scholars so far as relates to pay from themselves or their parents, receiving for their tuition in common school branches a certain rate of pay from the public school officers of the district. The contract with such schools or the teachers in them may also include higher branches if the trustees choose. Some high school instruction is probably thus secured without any specific presentation either of the course, the number of pupils, or the measure of advance.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Of the 21 colleges and universities in this State from which recent information has been received, 10 were for both sexes, while 11 were exclusively for men. Six report themselves as non-sectarian and 5 as under Presbyterian, 4 under Methodist, and 2 under Baptist influence, while the Roman Catholic, Lutheran, Protestant Episcopal, and Christian churches were each represented by 1. Five were organized during the last decade and 8 during the previous one; 1 was opened in 1853; 4 dated from 1840 to 1850; 1 was organized in 1808; 1 in 1819, and the oldest, Greeneville and Tusculum College, Tusculum, in 1794. Woodbury College, Woodbury, organized in 1859, is not included in the above summary, no information having been received from it since 1877. The colleges and universities opened during the last 10 years are Mosheim Institute, Mosheim (1870), Christian Brothers' College, Memphis (1871), Vanderbilt University, Nashville, and Southwestern University, Jackson (1875), and Winchester Normal, Winchester (1878). The last seems intended especially to train teachers, but it embraces a fair collegiate curriculum and gives collegiate degrees, the plan being that of independent schools, of which there are 10. Special importance is attached to the principle of coeducation. Mosheim Institute also admits women, but the other 3 organized during the decade are exclusively for men. Vanderbilt University, the most important of these, owes its foundation to Cornelius Vanderbilt, of New York, who, desiring to aid education in the South and West, in 1873 gave $500,000 and subsequently an equal sum for its establishment. Only half of this million could be used for buildings, furniture, &c.; the other half was invested and the income reserved to carry on the institution. Departments of literature and science, of theology,

[1] Memphis, in a report for 1880–'81, presents a high school course of 3 years, with 81 pupils enrolled.

law, and medicine were opened in the fall of 1875; those of dentistry and pharmacy have since been added. The Southwestern Baptist University was opened during the same year, in the buildings of the West Tennessee College, with property valued at $70,000, $68,000 in productive funds, and a department of literature and science and one of law. The Christian Brothers' College, opened at Memphis in 1871, gives instruction in preparatory, classical, scientific, and commercial studies, and had 60 undergraduate pupils in 1879–'80 against 37 in 1873.

The 19 colleges and universities which report the number of students attending in 1879–'80 had a total of 1,996 undergraduates. All had preparatory departments, 11 beginning with primary studies and generally having low standards for collegiate work; all had classical courses, usually of four years, for the degree of A. B., although in 7 the plan was that of independent schools, 11 also made provision for scientific study, 4 for graduate, and 6 for normal, 9 prepare for business, 11 give more or less instruction in theology, 3 have departments of law, and 3 of medicine.

*Carson College*, Mossy Creek, received a gift of $15,000 in real estate to aid in the education of theological students; Central Tennessee College, Nashville, $300 in small amounts for the same purpose; and the University of the South, Sewanee, 2,000 books and 1,500 pamphlets from Rev. Theo. Nole.

The *University of Tennessee*, Knoxville, was formerly known as East Tennessee University and chartered as such in 1808. In 1879 the name was changed, and the university, united with the agricultural college, became fully a State institution. The governor was authorized to appoint a board of visitors on behalf of the State, whose duty it is to visit the university at least once a year and report to him. The law also makes it the duty of school superintendents to hold annual competitive examinations of applicants for appointment as State cadets. The course of study has been materially modified, greatly enlarged, and its flexibility increased by the further adoption of the elective principle, though under careful supervision; the enlargement being mainly in the sciences relating to agriculture and the mechanic arts. The departments remain as before, viz: collegiate, subcollegiate, and medical. In the collegiate department, besides 2 general courses for the degree of B. A. and B. S., are 5 technical courses also of 4 years, and 2 special ones of 2 years each, which will be further noted under scientific instruction. As a further step in the direction of practical education a business course has been arranged, also a normal course of 2 years. There were in the collegiate department of the university 154 students and in the preparatory 131, a total of 285 in 1879–'80 against 300 in 1875–'76. It appears, from a careful comparison of the statistics for 5 years, that while the whole number of students decreased very slightly there was a considerable increase in the proportion of collegiate to preparatory students. The results show not only a steady progress within the university, but also the growing ability of the schools (in large part, it is claimed, through the agency of the university) to prepare their pupils for collegiate work. In only one point has the university failed to show the progress which its friends hoped for: the number of State students in 1875–'76 was 65 per cent. of that allowed by law, while in 1878–'79 it was only 63 per cent. The proportion in 1879–'80 is not given.

For statistics of colleges reporting, see Table IX of the appendix; and for a summary of these statistics, the report of the Commissioner preceding.

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Out of 16 colleges and seminaries exclusively for women recently reporting from this State (all but 2 of them authorized by law to confer collegiate degrees), 11 report a total attendance of 1,248 students in all departments during 1879–'80. A large majority were denominational institutions. Three only were organized during the decade. Of the 11 reporting, all teach French, all but 1 both French and German, while 2 add Italian and 1 Spanish. For further statistics, see Table VIII of the appendix, and for a summary, the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

Provision is made for instruction in a variety of scientific and technical branches in the State University, Knoxville. There are 5 technical courses of 4 years, viz: (1) in civil engineering, (2) in mechanical engineering, (3) in mining engineering, (4) in agriculture, and (5) in applied chemistry. There are also 2 partial courses, each of 2 years, for students whose time or means may not allow a full one. One is a course in practical agriculture; the other, a surveyor's course in applied mathematics. In the former students work on the farm and study on alternate days, being paid for work according to a fixed scale of prices, and are thus enabled to pay their board by the proceeds of their labor. Tuition is free to all State appointees; and it is hoped by means of this short course to bring the advantages of the university within the reach of the largest number of the farming community. General courses in science are found

in 10 of the other universities and colleges, some of them also having courses in civil engineering.

For statistics of scientific schools reporting, see Table X of the appendix, and for a summary of it, the report of the Commissioner preceding.

### PROFESSIONAL.

The *theological* schools reporting are the Theological School of Cumberland University, Lebanon (Cumberland Presbyterian), Nashville Normal and Theological Institute (Baptist), Fisk University Theological School, Nashville (Congregational), the theological departments of Central Tennessee College and of Vanderbilt University, Nashville (both Methodist Episcopal), the theological department of the University of the South, Sewanee (Protestant Episcopal), and the theological department of Burritt College, Spencer (Christian). All but Burritt College report courses of theological study covering 2 or 3 years; in this, the length of course is not given. No examination for admission beyond the common English branches is required by any, as far as can be ascertained. Three were organized since 1870, that of Vanderbilt University in 1875, that of the University of the South in 1878, and that of Burritt College in 1879. The Nashville Normal and Theological Institute (organized in 1866) is an unincorporated missionary training school for preachers and teachers. It had 50 students in 1879–'80. The other 6 institutions reported an attendance for the year of 167. Besides the colleges mentioned, 3 others give theological or biblical instruction in connection with the collegiate course.

*Legal* training is given in courses of 2 years in the law school of Cumberland University, Lebanon, in that of Vanderbilt University, Nashville, and at Central Tennessee College, Nashville. The last is reported now for the first time, and appears to have been recently established, but the date of its opening is not given. There were in Vanderbilt University 53 students of law during 1879–'80; in Cumberland, 38, of whom 27 were graduated in 1880, and in Central Tennessee College, 2 students in the junior class. A fine building has recently been erected for the law department of Cumberland University, in great part through the munificence of Judge Robert L. Caruthers, after whom the hall is called.

The "regular" *medical* schools are the Nashville Medical College (a department of the University of Tennessee, Knoxville), organized in 1876; Meharry Medical Department of Central Tennessee College, Nashville; the medical department of Vanderbilt University, Nashville (1874); and the medical department of the University of Nashville (1855). The faculty of the last named seems to be identical with that of the Vanderbilt Medical School, as also is the length of lecture course, which covers only about 19 weeks, a week less than the minimum course prescribed by the American Medical Association. Students must attend 2 such courses in order to graduate, besides having spent "at least 33 months" in medical study. A year at Vanderbilt University in the schools of chemistry, physics, and natural history is accepted as an equivalent for one year of medical study. A 3 years' graded course is recommended, but not required. The medical department of Tennessee University presents a 2 years' course of 24 weeks, besides 1 year of previous medical study. There is no preliminary examination for admission. Meharry Medical Department, one of the two institutions in the United States for the medical education of colored students, presents the ordinary 3 years' course, the 2 lecture sessions being of 20 weeks each, and proposes soon to require a 3 years' graded course, in which no extra charge will be made for the last year. A new building for the school, completed in 1880, was erected principally through the generous donations of members of the Meharry family.

Departments of *dentistry* and of *pharmacy*, as has been already noted, now form a part of the course in Vanderbilt University; provision is also made for dental training in the medical department of the University of Tennessee. The dental training in both schools requires attendance on 2 lecture courses of 5 months each, with approved dental work, both operative and mechanical; the pharmaceutical, at Vanderbilt, a like attendance, with 3 hours of practical work daily in the laboratory and pharmaceutical manipulations one afternoon each week, in place of the usual 4 years' apprenticeship. The Tennessee College of Pharmacy, formerly at Nashville, has temporarily suspended.

For statistics of the above schools, see Table XIII of the appendix, and a summary of it in the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Tennessee School for the Deaf and Dumb, Knoxville, dating from 1845, had 114 inmates in 1880 and 111 remaining in December of that year. The instructors were 7 in number. The biennial report for 1879 and 1880 has not reached this Bureau as this goes to press, but it is presumed that the common school branches and the industrial employments heretofore reported are continued.—(Annals of the Deaf and Dumb.)

### EDUCATION OF THE BLIND.

The Tennessee School for the Blind, Nashville, dating from 1846, reports that the remodelling of the building, which has been in progress for several years, has now resulted in a large, convenient, and well planned establishment, and that while these repairs involved a diminution in the number of inmates received, there were 67 pupils under training in 1879 and 1880, while in December, 1880, there were 35 present. The act by which an appropriation was made for the enlargement of the building limited the applications for admission by specifying a certain age. The hope is expressed that in order not to exclude many worthy persons, scattered throughout the State, such limitation will be removed and sufficient funds appropriated to admit all. The common and some of the higher branches were taught; also, calisthenics, music (on different instruments), piano tuning, and various industrial employments.—(Biennial report.)

### INDUSTRIAL TRAINING.

The *Girls' Industrial Home*, Knoxville, was first organized in December, 1873, as the Knoxville Benevolent Association, and received its present name in April, 1874. Sixty-nine girls have been under training in sewing and domestic work since the organization and 19 were present in the latter part of 1879. These girls attend the public schools.

In connection with the public school system of Knoxville, Miss Emily L. Austin has established a free industrial school for the colored race. Aided by contributions from that race and from others in northern cities, a fine building has been erected, and in 1879–'80 it was opened as the *Knoxville Industrial School*. Sewing is taught, and a "kitchen garden" (that is, regular Kindergarten instruction in relation to domestic work) is a part of the system. Instruction in cookery will also be given in the near future.—(Circulars and Knoxville report.)

### EDUCATION OF ORPHANS.

Memphis reports the Canfield Orphan Asylum, chartered December 25, 1878, and the Church Orphans' Home, founded in 1867; Nashville, the St. Mary's Orphan Asylum and the Nashville Protestant Orphan Asylum, which last was incorporated and organized in 1845. These four institutions are sustained by appropriations and contributions. The Canfield Home does not yet give instruction to the inmates. The others teach reading, writing, arithmetic, and sewing and housework. Singing is also taught at the Church Home and at the St. Mary's Asylum.—(Returns.)

For any other like institutions reporting and for statistics of those mentioned above, see Table XXII of the appendix.

## EDUCATIONAL CONVENTIONS.

### TENNESSEE STATE TEACHERS' ASSOCIATION.

This association met at Pulaski August 26–27, 1880. The following subjects were discussed: "Agriculture in our public schools," by Hon. T. B. Harwell; "Reading and writing in primary schools," Prof. Frank Goodman; "School discipline," Prof. R. P. Yancey; "The press and popular education," S. T. G. Doak; "Penmanship," Dr. Wm. Austin Smith; "Method of teaching history," Capt. W. R. Garrett; "How can the elements of natural science be taught in our public schools?" W. Le Roy Broun; and "Practical education," Capt. John S. Wilkes. Resolutions of respect were passed touching the death of W. F. Shropshire, president of the association, and of Dr. Barnas Sears, general agent of the Peabody fund. A resolution favoring the introduction of elementary scientific instruction in the public schools received the approbation of the association.—(State report.)

### CENTENNIAL EDUCATIONAL CONVENTION.

In connection with the celebration of Nashville's centennial, a teachers' convention was held, the afternoon and evening of May 7, 1880, being set apart for this meeting. Many persons connected with the various public and private schools of the city were present, as well as numerous visitors from different sections of the country. Dr. T. A. Atchison, president of the centennial board of directors, in his speech of welcome, referred to the important part that would have been omitted in the celebration had the schools not been preëminently recognized. The board fortunately considered the subject, an educational committee was appointed, a grand display of school work was made at the exhibition, and a meeting of teachers was called together. General John Eaton, United States Commissioner of Education, demonstrated the importance of the normal school, refuted the popular objections to higher and special education, indicated the varied relations of statecraft to education, and pictured the future of the State under just and proper educational facilities. Rev. O. P. Fitzgerald, in "Education in the South," spoke of the importance of good local officers, the need of well trained, progressive, and enthusiastic teachers, and advocated religious teachers

for the whole country. Hon. W. T. Harris, in "The press as an educator," referred to the important functions of the school in teaching technical expressions, in giving a broader knowledge of human life and moral civilization, &c., but said that where the dictum of the teacher was accepted as final there could be no independent thought. Then came the press to open the way to a knowledge of events occurring at different points of the globe: the daily newspaper chronicles the events of the world's life and doings; the periodical holds up the mirror of nature to man and pictures the customs of all times and all peoples, &c. Prof. E. S. Joynes spoke on "Educational progress." He referred to the achievements of the century and to the immense amount of progress made, but felt that the educational results had not been equal to the advancement of society, and that there was danger of education becoming superficial, unless there should be better teachers and more of them. He considered industrial education the most important problem of the age.—(The Daily American, Nashville, May 8, 1880.)

## OBITUARY RECORD.

### W. F. SHROPSHIRE.

A member and president of the State Teachers' Association and for the last seven years superintendent of public instruction in Obion County, Mr. Shropshire was truly a friend of education. A gentleman of cultured mind, he labored hard and faithfully to make the system popular in his county, and was in a measure successful. Reckoned one of the most efficient and energetic superintendents in the State, he was also a writer on educational subjects, being for several years associate editor of the American Journal of Education and directing his efforts in this department to the improvement of the public schools and of the teachers in them. He died August 3, 1880, aged about 45 years.—(American Journal of Education.)

## CHIEF STATE SCHOOL OFFICER.

Hon. LEON. TROUSDALE, *State superintendent of public schools, Nashville.*

[Third term, March 25, 1879, to March 25, 1881.]

Other superintendents in the decade were Hon. William Morrow, State treasurer, who, with Mr. J. B. Killibrew as visiting assistant, served from 1870 to 1873. Next came Hon. John M. Fleming, 1873 to 1875. Since that date Mr. Trousdale has filled the office, but is to be succeeded by Hon. W. S. Doak.

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Counties reporting | 139 | 123 | ---- | ---- |
| Youth of school age *c* | 229,568 | 228,355 | 280,000 | 269,451 |
| Whites of school age in public schools. | ---- | ---- | ---- | ---- |
| Colored of school age in same | ---- | ---- | ---- | ---- |
| Whole public school enrolment | 63,504 | 127,672 | 129,542 | 129,989 |
| Average attendance daily | ---- | 81,653 | 83,082 | ---- |
| Number in private schools | 1,701 | 4,976 | ---- | 4,381 |
| Number reported as in no school | ---- | ---- | ---- | ---- |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| School districts or communities | ---- | 200 | 422 | ---- |
| Public schools organized | 1,324 | 2,067 | 1,874 | 2,129 |
| Schools for colored youth in these | ---- | ---- | ---- | ---- |
| School-houses built in the year | ---- | 76 | ---- | 29 |
| Valuation of these | ---- | $78,815 | ---- | ---- |
| Average time of school in days | ---- | ---- | 210 | 120 |
| Private schools reported | ---- | 82 | ---- | 132 |
| TEACHERS AND THEIR PAY. | | | | |
| White male teachers in public schools | ---- | ---- | ---- | ---- |
| White female teachers | ---- | ---- | ---- | ---- |
| Colored male teachers | ---- | ---- | ---- | ---- |
| Colored female teachers | ---- | ---- | ---- | ---- |
| Whole number of public school teachers. | 1,578 | 2,233 | 2,207 | 2,834 |
| Average monthly pay of men | } ---- | ---- | $57 00 | $63 00 |
| Average monthly pay of women | } ---- | ---- | | 47 00 |
| Teachers in private schools | ---- | 158 | ---- | ---- |
| INCOME AND EXPENDITURE. | | | | |
| Whole income for public schools | ---- | $1,217,101 | $1,444,536 | $1,046,984 |
| Whole expenditure for them | ---- | 1,222,221 | 1,228,244 | 903,960 |
| STATE SCHOOL FUND. | | | | |
| Amount of permanent school fund reported. | $2,267,972 | $2,474,593 | $2,541,703 | $2,631,673 |

*a* There is no report for the year 1875–'76, owing to the change then made in the State school system of Texas.

## TICS OF TEXAS—1870-'71 TO 1879-'80.

| 1874–'75. | a1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1876–'77. |
|---|---|---|---|---|---|---|
| 97 | 135 | 137 | b145 | b132 | D. 13 | D. 3 |
| 210,922 | 164,294 | 194,353 | 215,102 | 242,027 | I. 26,925 | I. 77,733 |
| ..... | 102,981 | 111,048 | 142,324 | 138,912 | D. 3,412 | I. 35,931 |
| ..... | 30,587 | 35,898 | 50,330 | 47,874 | D. 2,456 | I. 17,287 |
| 124,567 | 133,568 | 146,946 | 192,654 | 186,786 | D. 5,868 | I. 53,218 |
| 84,415 | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | 20,962 | 23,963 | 47,411 | 46,657 | D. 754 | I. 25,695 |
| ..... | ..... | ..... | 6,140 | 5,837 | D. 303 | ..... |
| 2,924 | 3,901 | 4,633 | 6,193 | 5,913 | D. 280 | I. 2,012 |
| ..... | 678 | 905 | 1,410 | 1,322 | D. 88 | I. 644 |
| 158 | 159 | 243 | 231 | 196 | D. 35 | I. 37 |
| $43,339 | $34,913 | $54,267 | $62,876 | $39,666 | D. $23,210 | I. $4,753 |
| 78 | 66 | 88 | 73.7 | 71.7 | D. 2 | I. 5.7 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | 2,439 | 2,895 | 3,264 | 2,266 | D. 998 | D. 173 |
| ..... | 697 | 760 | 1,024 | 1,079 | I. 55 | I. 382 |
| ..... | 370 | 562 | 781 | 817 | I. 36 | I. 447 |
| ..... | 77 | 113 | 182 | 199 | I. 17 | I. 122 |
| 3,100 | 3,583 | 4,330 | 5,251 | 4,361 | D. 890 | I. 778 |
| $53 00 | $42 50 | $42 00 | $42 35 | $48 51 | I. $6 16 | I. $6 01 |
| | 26 50 | 33 00 | 31 94 | 28 13 | D. 3 81 | I. 1 63 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | $631,830 | $859,484 | $1,082,386 | $891,235 | D. $191,151 | I. $259,405 |
| $726,236 | 501,691 | 747,534 | 941,404 | 753,346 | D. 188,058 | I. 251,655 |
| $2,726,888 | $3,256,970 | $3,385,571 | ..... | ..... | ..... | ..... |

b Cities and towns that have assumed control of their schools are included.
c School age, 6–18 till 1876; afterwards, 8–14.

## STATE SCHOOL SYSTEM.

### OFFICERS.

From 1870 (the beginning of the reconstruction school system) to 1876 there was a State superintendent of public instruction appointed by the governor till the first general election, then chosen by the people for a term of 4 years. His aids were, for the first year, a board of school directors (the members of the county court to serve as such) for each organized county, and a board of examiners for teachers, with 3 trustees for each school subdistrict into which the county might be divided, both examiners and trustees to be appointed by the directors. The next year, 1871, the governor and attorney general, by a law of April 24, were associated with the State superintendent as a State board of education, and the superintendent, with the approval of the governor, was directed to appoint for each judicial district a supervisor of education, these districts then numbering 35. November 29 of the same year came a change of law by which, instead of the 35 supervisors, 13 were appointed, as before, for 13 educational districts into which the State was to be divided by the State board, these supervisors to subdivide the counties in their jurisdiction into school districts and appoint for each 5 directors. May 22, 1873, another law provided, instead of the county court, 5 elective school directors for each county, who should choose one of their number as president and county superintendent, should divide their county into convenient school districts, and should cause to be elected in each district yearly, in September, 3 school trustees. In 1875 a new constitution dropped the State superintendency; reorganized the State board of education to make it include the governor, comptroller, and secretary of state; and left other school officers to be determined by new laws. Such laws in 1876 and 1879 made the county judge in each county substantially the chief school officer there, with 3 examiners of teachers for the county and 3 trustees for each community school allowed to be organized within it, except in cities and towns that had assumed or should assume control of the public free schools within their limits, examiners and trustees to be appointed by the judge.

### OTHER FEATURES OF THE SYSTEM.

The age for free schooling was 6 to 18 from 1870 to the autumn of 1876; thereafter, 8 to 14, a shorter period than in any other State. During the earlier years mentioned, attendance was compulsory for all children of school age in good health not taught elsewhere or excused because of distance from a public school, danger from Indians, or prevalence of infectious disease. Since 1876 it has been so entirely voluntary that some county judges think there must be a return to the compulsory system to secure a fair attendance. The schools for white and those for colored pupils have been kept separate since the institution of the State system, and from 1875 have been required to be so; teachers have been obliged to hold certificates of qualification from the proper officer, and, up to 1876–'77, received pay according to the grade of certificate held; since that time, according also to the number of pupils in attendance. The studies prescribed are only the elementary English ones; but towns and cities that have assumed control of their own schools, as they are allowed by law to do, may have what grades and studies they think fit. Local taxes for the support of schools are not authorized under the later school laws, except in such towns and cities, and are there restricted to 5 mills on $1, to be voted only by the taxpayers as an addition to the pro rata of the available school fund received from the State. This fund (which is distributed on the basis of children of school age in each community)[1] is derived from a poll tax of $1 on each male citizen, from the interest on a permanent fund now of more than $4,000,000, and from appropriations, not to exceed ¼ of the State revenue, made biennially by the legislature.

### GENERAL CONDITION.

The revised school system of 1876, which came in with many plaudits, reached the height of its influence in 1878–'79. The zest of novelty by that time was gone, and such great inherent defects as want of active State and county supervision, of normal training for the teachers, and of provision for local taxation for the schools began to show their influence; hence in 1879–'80 the slenderly remunerated county judges, who had been put in place of county superintendents of free schools, in many cases failed to send reports to the State board of education. Thus, although a census showed that there were 26,925 more children entitled to free schooling, and although 5 more counties and apparently 5 more towns or cities had organized school communities, the whole number of these communities reported was 303 less than in the year before; the number of public schools reported, 280 less; and the reported enrolment in these

[1] The school community, which answers here substantially to a school district elsewhere, is a voluntary association of persons living in the same neighborhood in any county for the establishment and maintenance of a school for their children. When recognized by the county judge, it is entitled to a share of the State funds.

schools, instead of rising to meet the increase of school children, decreased by 5,868. Partly from the same cause, too, the receipts for schools, as reported, show an apparent falling off of $191,151; the expenditures for them, a diminution of $188,058; while the already short school term (only 73.7 days in 1878–'79) seems to have been further shortened by 2 full days upon an average for the whole State. For these and other reasons going to demonstrate the defectiveness of the existing system, the State board of education in 1880 recommended to the legislature the restoration of the State superintendency and local taxes in aid of the State funds for schools, with fuller provision for State normal training, while from several of the county judges came expressions of the need of restoring also county superintendency and even compulsory attendance on the schools, some also calling for a restoration of the fixed school district instead of the uncertain and shifting school community.

### RÉSUMÉ FOR TEN YEARS.

The free school system instituted in 1870 under the constitution of 1868 encountered the strong prejudices then prevailing in the South against northern methods and laws that bore traces of their northern stamp. These prejudices were especially intense against including the negro population among those entitled to free schooling by the State and against local taxes for the maintenance of any schools. Hence, there were in the first years, besides the burning of the school-houses for colored people and a social ostracism of the teachers, efforts to prevent by legal processes the collection of the local tax for educating either white or colored youth. In spite of these hindrances the new school officers worked on. A better feeling on the part of many of the people soon came to aid their efforts, and the record of the first three years showed a substantial gain. For the next two years there was a superintendency more of the soil, and hence in better favor with the people, under which some advance was made. But opposition was not silenced, and in 1875, 1876, and afterwards it showed its strength by breaking down the reconstruction constitution of 1868, by the obliteration of the school system founded on it, and by the institution of a wholly new one, which made the opening of schools in any community entirely voluntary; made attendance on them, if established, likewise wholly so; did away with the supervision of educated officers; shortened from 12 years to 6 years the ordinary time for free schooling by the State; allowed this to be shortened still more by permitting communities to use a year's school funds for a school-house, instead of for teaching; and, except in cities and towns, made no provision for allowing even those who wished to do so to tax themselves for the extension of their educational advantages beyond mere elementary studies and a 4 months' annual term of school. This is the system that in 1880 still existed, but which had so demonstrated its inherent weaknesses that the chief State officers were urging its improvement.—(Printed and manuscript reports, State constitutions, and laws.)

Owing to the comparative fulness with which educational statistics have been reported since the inauguration of the present State system, a comparison has been made between the figures for 1876–'77 and those for 1879–'80, instead of attempting to show the educational movement for the whole decennial period.

### AID FROM THE PEABODY FUND.

The agents of the Peabody fund have granted from 1874 to 1880 inclusive $49,850 for the improvement of the schools of Texas, in the earlier years chiefly to encourage the formation and maintenance of graded schools, in the later ones largely for the fuller preparation of trained teachers.

## CITY SCHOOL SYSTEMS.

### STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of public schools. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|---|
| Houston | 16,513 | 2,746 | 1,601 | 1,066 | 23 | 23 | $15,346 |
| San Antonio | 20,597 | 3,022 | 1,584 | 934 | 20 | 22 | 17,632 |

### ADDITIONAL PARTICULARS.

*Houston* reported 2 brick and 9 frame school buildings in 1879–'80, all in good order, having purchased during the year 1 with grounds at a cost of $10,000. Of its school population 1,528 were white and 1,218 colored, of whom 688 whites and 457 colored had not attended school, being 42 per cent. of the whole school population. Of the 23 teachers employed 14 were white females and 6 colored females, leaving but 1 white male and 2 colored male teachers. All were paid an average monthly salary of $41.50

The schools continued to be classed as 1 high, 3 grammar, 10 primary, and a city normal school, and were taught 8 months. There was a decrease in number of school age of 222 from previous year, of 155 in enrolment, of 106 in average daily attendance, and of 8 in teachers, while in schools there was an increase of 9.—(City return.)

*San Antonio* in 1879–'80 had 5 school buildings, mostly of stone, with 22 rooms for study and recitation, and 1,100 sittings. The public schools consisted of a high school and 19 different graded schools, one of them for colored pupils, and were classed as primary, grammar, and high, this last having a 4 years' course, while below it there were 8 grades of 1 year each, 4 being primary and 4 grammar. Of the 22 teachers employed 18 were females. In children of school age there was an increase of 892; in enrolment, of 160; in average daily attendance, of 178; in schools, of 14, and in teachers, of 3. The estimated value of school property remained $45,000. This city is considered as one school district, and the schools are free to all between the ages of 6 and 18 inclusive. Educationally San Antonio is said to be the richest city in the State. In private and parochial schools there was an enrolment of about 1,000.—(City return.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

Two such institutions were opened in the autumn of 1879 to prepare teachers for the free schools, one of them for colored pupils.

The Sam Houston Normal Institute (for whites), Huntsville, was established in October, under an act approved April 21, 1879, Dr. Barnas Sears, the agent of the Peabody fund, having offered $6,000 a year for two years in aid of such a school (with the expectation of continuing the gift annually) if the State would provide an equal amount. The legislature responded by the passage of a bill appropriating $14,000 annually for the school and providing for its installation in the buildings formerly used by Austin College, Huntsville, if these should be conveyed by valid title to the State with their grounds. The bill was promptly approved by the governor. An efficient principal, eminent for educational services in Georgia, was engaged, with 2 assistants, since increased to 5, and the first session began on Friday, October 10. Two courses of a year each, an elementary and an advanced, were established, with arrangements for a model practice school. Students were to be admitted only on proof of their acquaintance with the studies prescribed for the free schools, the aim not being to train them in these studies, but in the philosophy of human culture and in the best methods of organizing and governing a school. They were all to pledge themselves beforehand to teach in the public free schools of their legislative districts at least a year after leaving the institute. The principal, Mr. Bernard Mallon, died October 21, only 11 days after the opening exercises, but another of proved skill was immediately chosen, and in the first year 107 students were enrolled, of whom 40 graduated and 39 engaged in teaching. A summer session was subsequently held for teachers already engaged in school work.—(State report, return, catalogue, &c.)

The school for colored students, Prairie View, commencing October 6, 1879, was organized by legislative enactment approved April 19 of that year, with a principal and 2 assistants. There were 60 pupils in the first 5 months, with an average of 49 attending, of whom all but 10 were State students whose entire expenses were paid. An hour and a half of labor a day in farm and garden was required of each one. Some embarrassment resulted from the fact that the students were generally lacking in preparatory attainments, but commendable progress was made. The law requires the admission of at least 1 student from each congressional district and 3 from the State at large.

### OTHER NORMAL SCHOOLS AND DEPARTMENTS.

These for 1880 were Tillotson Collegiate and Normal Institute, Austin (1876); American Normal School, Kellyville (1878); Yorktown Normal School, Yorktown (1878), and Whitesboro' Normal, Whitesboro' (1880).

Tillotson Institute, one of the chartered schools of the American Missionary Association, is for the colored race. It and the 2 following were so far recognized by the State as to receive State funds for educating pupils in common school studies. It had 178 under instruction in 1879–'80, of whom 120 were present in the last term, while 50 taught in the schools of their race within the year. It began to occupy an excellent new building near the State capitol in 1880. The school at Kellyville reported 101 normal pupils, under 5 instructors, and graduated 2, both engaging in teaching. Yorktown Normal, with 3 instructors, had 139 pupils in English and German studies, without indication as to how many of these were normal. That at Whitesboro', opening in the autumn of 1880, presented no list of pupils for that year, but offered instruction under 5 teachers in 6 years of primary and grammar school studies, with the option, beyond that, of either a commercial or a semicollegiate course, the latter arranged in 6 schools. Its specifically normal instruction was not to begin till 1881.—(Reports and returns.)

### TEACHERS' INSTITUTES.

Teachers' institutes are not required by law to be held, and no information of any county institutes which may have been held during 1879–'80 is at hand. In San Antonio institutes or teachers' meetings were held nearly every Saturday, in which instruction was given with gratifying results in the theory and practice of teaching.

### EDUCATIONAL JOURNAL.

The teachers of Texas now have the valuable assistance in their work of the Texas Journal of Education, a monthly issued at Austin and edited by Hon. O. N. Hollingsworth, secretary of the board of education, assisted by Mrs. Hollingsworth. The first number was issued in August, 1880. Its aim is to keep teachers informed as to official proceedings of the State board of education, to discuss the various school systems and methods of progressive educators, and to give the mature thoughts of experienced and distinguished educators.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

There is very little definite information relating to the high schools for 1879–'80, but from such as has come relating to that and former years it is known that such schools have been sustained in Brenham, Denison, Houston, and San Antonio. In Sherman there was added in 1879–'80 to the public graded course a class in the first high school year. The school in San Antonio had a 4 years' course and employed 2 teachers, but the number in attendance was not given. The Brenham high school in 1877 hoped soon to fit pupils for college; in 1878 classical and scientific courses were established.

### OTHER SECONDARY SCHOOLS.

For information as to business colleges, private academies, and preparatory departments of colleges reporting, see Tables IV, VI, and VII of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The universities and colleges which send reports for 1879–'80 or for a later year are Southwestern University, Georgetown; Baylor University, Independence; Austin College, Sherman; Trinity University, Tehuacana; Waco University, Waco, and Marvin College, Waxahachie. Two of them were under Methodist Episcopal control; 2 Baptist, and 2 Presbyterian. The 5 first mentioned had a total of 412 undergraduate students in 1879–'80; Marvin College did not report statistics of attendance for that year; most of them had primary as well as preparatory courses of study, all had classical courses of 4 years, and 4 had scientific courses of equal length; 5 gave instruction in commercial and business studies; 1 had a department of law, 1 a department of theology, and another a special theological course; all gave instruction in 1 or more modern languages, and 2 in Hebrew; French is taught in all but 1, and German in all but 1; Spanish, in 3; Italian, in 1. Four make provision for teaching music, and 3 for instruction in artistic and ornamental branches also, the latter admitting both sexes.

From Salado College, Salado; Mansfield Male and Female College, Mansfield; St. Joseph's College, Brownsville, and Henderson College, Henderson, no late information has been received. Texas Military Institute was closed in 1880, not to be reopened.

Of the 6 institutions reporting, 2 have been organized since 1870: Marvin College in 1872 and the Southwestern University (under its present name) in 1873. The latter reports a steady increase in attendance since opening under its new charter. Austin College was moved from Huntsville to Sherman in 1878, its former buildings at Huntsville being occupied by the State Normal School for whites.

The State board of education, in its report for 1879–'80, and the State Teachers' Association, at its meeting in 1880, recommended to the legislature the immediate establishment of the State University provided for by the constitution of 1876, which directs the legislature to inaugurate the university as soon as practicable, and sets aside a million acres of land for its endowment.[1]

For statistics of universities and colleges reporting, see Table IX of the appendix and a summary in the report of the Commissioner preceding.

[1] Later information shows that definite measures have been taken for the establishment of the university.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Women were, at last accounts, admitted on equal terms with men in 6 of the 9 colleges and universities above mentioned. There were also 8 institutions exclusively for women, of which all but 1 were authorized by law to confer collegiate degrees.

The 5 which report for 1880 had a total of 298 students in collegiate courses. These extended over 4 years in all, except Bryan Female Institute, Bryan, organized in 1873, but not chartered as a college. Another of the 8 referred to was organized since 1870, the Young Ladies' School of the Southwestern University, Georgetown (1875). This school is operated under the same charter, trustees, curator, and faculty as the university, but has a schedule of studies entirely distinct.

For statistics of colleges for women, see Table VIII of the appendix, and for a summary, see the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

Scientific and industrial instruction, as well as literary training, is provided for in the State Agricultural and Mechanical College of Texas. Organized in 1876 on the basis of the congressional land grant, the college has a domain of 2,416 acres, about equally divided into woodlands and rolling prairie. The schools are (1) mathematics, (2) English language and literature, (3) ancient languages, (4) modern languages, (5) agriculture and chemistry, (6) moral philosophy, and (7) applied mathematics. There were 114 students in 1879–'80 against 6 in 1876. The president and faculty recommend in the report to the governor for 1879–'80 that the present system of elective schools be abolished and a well arranged curriculum of 4 years' study be substituted, allowing the Latin and Spanish languages as optional studies, but excluding Greek and French, and making a certain amount of daily labor on farm or in shop compulsory.

### PROFESSIONAL.

*Theological* instruction is given in a department of Trinity University, Tehuacana (Cumberland Presbyterian), and in Baylor University, Independence (Baptist), which presents a special theological course for students preparing for the ministry. The former reports 14 undergraduate students during 1878–'79, the latter 11.

There was no school for *legal* training, the law department of Trinity University having been suspended in 1878–'79.

The only *medical* school reporting is the Texas Medical College and Hospital, Galveston. In this the requirements for graduation are those prescribed by the American Medical Association: 3 years of medical study, including 2 terms of lectures, the latter extending over 20 weeks. The student must also have attended the hospital clinics and dissected during 2 courses.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Texas Institution for the Deaf and Dumb, Austin, founded in 1856, reported for the year ending March 1, 1880, good order, discipline, and harmony prevailing in all the departments; pupils advancing rapidly in the acquisition of the English language; new studies introduced, philosophy being added in three classes; and articulation and lip reading taught to 21 out of the 64 pupils present. Work in the shoe shops and practical lessons in farming and gardening entered into the instruction for boys; the girls were taught to sew and to do housework.—(Report.)

### EDUCATION OF THE BLIND.

The Texas Institution of Learning for the Blind, Austin, founded in 1858, reports 485 inmates since September, 1874 (no records prior to that), and 84 in June, 1880. Fourteen instructors, 3 of them blind, and 10 employés were also connected with the institution in 1880. Although additional accommodations were provided in 1878–'79, there was still great overcrowding of the building, and the need of sufficient room to domicile the sexes apart was felt. This institution has 3 departments, literary, musical, and mechanical. In the first the common branches, ancient and modern history, natural philosophy, and natural history were taught; in the second, vocal and instrumental music; in the third, broom, mattress, and pillow making, cane seating, piano and organ tuning and repairing. Special attention is paid in this (as in other similar institutions) to the study of music, over one-half of the pupils studying this branch. Piano tuning, introduced in 1877–'78, has been taught with some success, and the intention is, with suitable rooms and appliances, to graduate first class tuners and repairers.—(Report and return.)

## EDUCATIONAL CONVENTIONS.

### TEXAS STATE EDUCATIONAL ASSOCIATION.

This association was in session at Mexia from June 29 to July 1, 1880. A union with the Texas State Teachers' Association was effected, the body to be called by the title used above. After the calling of the meeting to order and an introductory address by Dr. R. C. Burleson, of Waco University, Governor O. M. Roberts reviewed the policy of his administration in reference to public education and dwelt upon the importance of perfecting a thorough system of public instruction in the State; Hon. O. N. Hollingsworth spoke on taxation for school purposes; Dr. W. C. Crane, on the best method of securing a regular attendance of pupils; Prof. O. H. Cooper, on the establishment of a Texas University. A lecture on "English grammar" by Prof. Smith Ragsdale, an essay on the "English language," and the adoption of resolutions favoring the organization of the University of Texas at an early date were also reported. Memorials were drawn up to be presented to the legislature in regard to changes in the school law and in regard to securing donations for the various colleges and universities of the State. The subjects of music, depth of mind, and elocution were treated by Miss Lay, Dr. Crane, and Professor Hudson in the order named. A prolonged discussion on changes in the public school laws was participated in by different members, and after the business of the association was attended to the meeting adjourned, to assemble at Corsicana in June, 1881.—(Texas Journal of Education.)

### EAST TEXAS TEACHERS' ASSOCIATION.

A semiannual meeting of this association seems to have been in session at Dangerfield in January, 1880. The proceedings reported below are those of a meeting at Kellyville in 1880, month not given. Here, too, the subject of a State university was discussed, and steps were taken towards the establishment of an educational journal, which appeared subsequently, August, 1880, as the Texas Journal of Education. At the evening session the topic under discussion was "The duty of the State to educate her citizens." During the debate the different speakers favored, on one side, "a liberal system of popular education;" on the other, "education in the elementary branches only." The second day's proceedings were marked especially by a report of a committee on the public free school system. The committee recommended the adoption of the following resolutions: That, in the opinion of the association, the system of public schools now prevailing in Texas, involving the community system and the plan of general appropriation instead of local taxation, should not be changed in any essential particular until, after fair and full trial, it had been found to be inefficient; that private schools in different neighborhoods be made as far as possible the community schools, and that their teachers be allowed by law to charge pupils within the scholastic age tuition fees for studies other than those which are free by law; that the school authorities have the privilege of paying to teachers of well known skill and experience, under some circumstances, more than is now permitted; and that the legislature at its next session be asked to take the matter of a wise system of supervision for the public schools into serious consideration, and to make such enactments as the premises may require. The association adjourned to meet at Marshall in July, 1881.—(Texas Journal of Education.)

## CHIEF STATE SCHOOL OFFICER.

Hon. O. N. HOLLINGSWORTH, *secretary of State board of education, Austin.*

Hon. J. C. DeGress was State superintendent of public education from April, 1871, until the latter part of 1873; Mr. Hollingsworth the same from 1874 to 1876; since then, secretary of State board.

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Youth of school age (5–20) | 76,375 | 84,946 | 88,706 | 89,541 | 87,451 |
| Youth 5–20 in common schools | 65,384 | 70,904 | 83,485 | 70,918 | 72,093 |
| Whole enrolment in public schools. | 72,713 | 76,643 | 89,475 | 78,139 | 74,069 |
| Average daily attendance | | | | 50,023 | 50,023 |
| Per cent. of enrolment on youth of school age. | 95 | 90 | | 87 | 85 |
| Per cent. of average attendance on youth of school age. | | | | 55 | 57 |
| Youth 5–20 in other than common schools. | 6,879 | 4,913 | | | 5,888 |
| Youth 5–20 in all schools | 72,263 | 75,817 | | | 77,981 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | | |
| Number of school districts | 2,174 | 2,160 | 2,168 | 2,224 | |
| Number of public schools | 2,576 | 2,503 | 2,637 | 2,782 | 2,545 |
| Average time of school in days | 116 | 119 | 118 | 112 | 122 |
| Towns using the town school system. | | | | | |
| TEACHERS AND THEIR PAY. | | | | | |
| Men teaching in the public schools. | 684 | 671 | 601 | 667 | |
| Women teaching in the public schools. | 3,467 | 3,544 | 3,513 | 3,739 | |
| Whole number of public school teachers. | 4,151 | 4,215 | 4,114 | 4,406 | |
| Number who have attended a Vermont normal school. | 316 | 317 | 375 | 393 | |
| Average monthly pay of men | | | | $45 62 | |
| Average monthly pay of women | | | | 25 65 | |
| INCOME AND EXPENDITURE. | | | | | |
| Whole receipt for public schools | | $532,111 | | $516,253 | |
| Whole expenditure for them | $486,408 | 575,275 | $548,815 | 625,057 | $599,498 |
| STATE SCHOOL FUND. | | | | | |
| Amount of State fund available | | | | | |

## TICS OF VERMONT—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | | Increase or decrease since 1870–'71. | |
|---|---|---|---|---|---|---|---|---|
| 92,577 | 92,925 | 92,831 | ..... | ..... | ..... | | ..... | |
| 69,013 | 69,708 | 71,366 | 74,269 | 73,952 | D. | 317 | I. | 8,568 |
| 71,325 | 73,353 | 73,081 | 77,521 | 75,238 | D. | 2,283 | I. | 2,525 |
| 39,474 | 45,318 | 48,638 | 49,231 | 48.606 | D. | 625 | ..... | |
| 77 | 79 | 79 | ..... | ..... | ..... | | ..... | |
| 43 | 49 | 42 | ..... | ..... | ..... | | ..... | |
| 6,175 | 6,183 | 4,796 | 5,078 | 7,123 | I. | 2,045 | I. | 244 |
| 75,188 | 75,891 | 76,162 | 79,347 | 81,075 | I. | 1,728 | I. | 8,812 |
| 2,371 | 2,373 | ..... | 2,350 | 2,359 | I. | 9 | I. | 185 |
| 2,519 | 2,545 | ..... | 2,573 | 2,597 | I. | 24 | I. | 21 |
| 121 | 122 | 124 | 126 | 125 | D. | 1 | I. | 9 |
| ..... | 7 | ..... | 7 | 7 | ..... | | ..... | |
| 671 | 720 | ..... | 783 | 725 | D. | 58 | I. | 41 |
| 3,688 | 3,608 | ..... | 3,669 | 3,601 | D. | 68 | I. | 134 |
| 4,359 | 4,328 | ..... | 4,452 | 4,326 | D. | 126 | I. | 175 |
| ..... | 434 | ..... | 446 | 544 | I. | 98 | I. | 228 |
| $37 24 | $34 44 | $30 44 | $29 12 | $27 84 | D. | $1 28 | ..... | |
| 22 48 | 21 60 | 20 00 | 19 04 | 17 44 | D. | 1 60 | ..... | |
| $480,158 | $548,253 | $516,893 | $528,119 | $417,491 | D. | $110,628 | ..... | |
| 565,045 | 537,153 | 511,101 | 496,169 | 454,285 | D. | 41,884 | D. | $32,123 |
| ..... | $669,087 | ..... | $669,087 | $669,087 | ..... | | ..... | |

## STATE SCHOOL SYSTEM.

### OFFICERS.

The chief officer is a State superintendent of education, who is elected by the legislature at each biennial session.

Town school officers are town superintendents, elected annually by the people, and, where the district system has been abolished, boards of 3 or 6 school directors, elected for 3 years, one-third going out each year. A county examining board for the examination of teachers is appointed by the town superintendents at their annual meeting.

Districts have a moderator, a clerk, a collector of taxes, a treasurer, 1 or 3 auditors, and a prudential committee of 3, elected by the voters for 1 year. Women may vote in school meetings and have been eligible to the offices of town clerk and town superintendent of schools since 1880.

### OTHER FEATURES OF THE SYSTEM.

Each town must sustain one or more schools in which are taught the common school branches, free hand drawing, history, the Constitution of the United States, and good behavior; and any town may establish one or more higher schools if a majority of the voters so desire. Text books are furnished by the town or district to children whose parents are unable to buy them. Public schools are supported by district taxation, the income of town school funds and of the United States deposit funds. The interest on the last is distributed to towns and gores of land on the basis of population. One-half of the district and town school moneys is apportioned according to the number of children attending public school, the other half without regard to the school population; but when the sum to be apportioned reaches $1,200 or more two-thirds of it are apportioned on the basis of attendance. If the selectmen of any town neglect or refuse to assess, collect, or appropriate the tax for the support of schools, such town forfeits to the county a sum equal to double the amount required to be raised by the tax, with costs. Teachers of district schools must have certificates of qualification and must make report of school statistics or forfeit pay. County teachers' institutes must be held by the State superintendent on the written application of a specified number of teachers, and less formal meetings of like character may be held in counties that do not call for institutes.

Attendance on public schools of children between 8 and 14 is required for at least 3 months in the year unless they have been otherwise instructed. The employment in factories of children who have not complied with this law is forbidden, and a penalty of from $10 to $20 is imposed on parents, guardians, or employers who violate the law.

### CHANGES IN THE SYSTEM.

The most important changes in the school system made by law within the decade are these: In 1870–'71 towns were authorized to abolish their school districts and place their schools under a town board of school directors, whose chairman should be substantially town superintendent. In 1874 the State board of education, which had existed from 1856 and had done much good work, was abolished, as well as its executive secretaryship, and the office of State superintendent of education was created, with powers less extensive. In 1876 an amendment to the law of 1870 allowed town school directors (for whose chairmen only pay had been provided) to receive such pay as their town might vote them at the time of their election. Another authorized towns that had abolished the district system to restore it after 5 years. Provision was made too for county boards to examine teachers; the establishment of schools for training teachers in connection with any graded school with no normal school adjacent was allowed, and free hand drawing was added to the list of subjects to be taught in common schools. In 1878 the holding of brief educational meetings of a day and evening each in counties that should not call for teachers' institutes was authorized and entered on, and the continuance of the 3 State normal schools till 1890, on certain conditions, was assured. In 1880 women were made voters in school meetings and eligible to town and district school offices; the Vermont College of Teachers was incorporated, to give greater ability for working out its aims, which were to raise the standard of efficiency in schools, to encourage more thorough preparation for school teaching, and to make teaching a more permanent profession. School districts, too, were required to make their 20 weeks of school consecutive for 10 weeks in the early part and 10 in the later part of every year.

### GENERAL CONDITION.

No census of youth of school age having been taken for the last two years of the decade, it is impossible to say whether the number of children in the public schools maintained the comparatively high proportion (nearly 79 per cent. on youth of school age) reported in 1877–'78. A considerable increase of youth in private and church schools made up in large measure for the lessened number in the public schools, and,

on the whole, there were 1,728 more under instruction; but the average attendance on the public schools fell off by 625, and against this there is no recorded offset. With the diminution of public school pupils there appears also a decrease in the number of teachers in State schools, notwithstanding an increase of 9 districts and of 24 schools; but if this was a real falling off it probably was fully made up by the higher average quality of those employed, as 98 more, 544 in all, a much larger proportion of the whole number than in any previous year, had been instructed in the normal schools.

#### RÉSUMÉ FOR TEN YEARS.

The showing for the decade is better than for the last year of it. If the number of youth entitled to free schooling continued the same as in 1877–'78, there was in the ten years then ending an increase of 16,456 such youth. Of these, somewhat more than half had been gathered into the State schools, besides 244 more in private and church schools. The additional State scholars (8,568) were taught in 185 more districts, by 175 more teachers, and on an average for 9 more days each year, the quality of the teaching, moreover, being doubtless better in the main, from the fact that in the last year 228 more teachers than in the first (544 in all) had been trained at the State normal schools. There were 21 additional public schools. On the whole, then, there seems to have been fair advance, notwithstanding a diminution in the funds for State school work and consequently in the wages of teachers, the disbursements of the former being $32,123 less in 1880 than in 1871, and the decrease in the latter $17.78 for males and $8.21 for females since 1874.

## CITY SCHOOL SYSTEMS.

#### OFFICERS.

There still appears to be no general provision in the law for officers of city school systems. In Burlington there is a board of school commissioners of 5, composed of one from each ward; in Rutland, a board of education of 9 members. Both have city superintendents of schools.

#### STATISTICS.

| Cities. | Population, census of 1880. | Children of schoolage.*a* | Enrolment in public schools. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|
| Burlington | 11,364 | 3,258 | 1,566 | 32 | $19,259 |
| Rutland | 12,149 | 3,432 | 2,395 | 64 | 32,643 |

*a* In 1878.

#### ADDITIONAL PARTICULARS.

*Burlington* in 1879–'80 reported 30 common schools, with 1 male and 31 female teachers, 3 of whom had attended a Vermont normal school. The schools were classed as high, grammar, intermediate, primary, and mixed grades, the last including 2 evening schools held through the winter and fall terms, with an enrolment of 130 and an average daily attendance of 81. A slight decrease in the general attendance was due to the prevalence of infectious diseases. Teachers' meetings were held on alternate Saturday forenoons during term time for the year.—(State and city reports.)

*Rutland* for 1879–'80 reported 42 common schools, with 7 male and 57 female teachers employed, the men at an average monthly pay of $60.60 and women receiving $26. There was an increase in enrolment of 729. The graded schools within the graded districts are classed as high (with a course of 3 years), grammar, intermediate, secondary, and primary (with a course of 2 years each). The enrolment was 1,059: the high school having 68, the grammar 126, the intermediate 151, secondary 268, and the primary 446.—(State report and catalogue.)

## TRAINING OF TEACHERS.

#### STATE NORMAL SCHOOLS.

The 3 State Normal Schools at Castleton, Johnson, and Randolph reported for 1879–'80 an encouraging progress, having had a total attendance of 697, an increase of 289, and having graduated 92, a gain of 8. By a system of scholarships established and provided for by the State, tuition in these schools was, under some conditions, free. In all there was an increasing demand for more aid from the State, as the schools were suffering in comparison with those of other States and many teachers were going elsewhere to find superior advantages.

The *Castleton* school had 4 instructors, 108 pupils, and graduated 25, having 2

courses of 1 year each. This school was reported as gaining ground in public favor, with encouraging prospects for the future.—(State report.)

The *Johnson* school had a principal and 4 assistants, with an enrolment of 364, and graduated 32. In the last two years the gain in attendance had been 22 per cent.; in number of graduates, 44 per cent., while the recipients of scholarships had been more widely distributed throughout the district, and their number increased. During the year the second course of study was extended by the addition of English literature and geometry. "Methods of teaching" had been added to both courses, and increased attention given to these. Each course of study extended through a year and a half and the demand for more thorough training would soon call for the addition of the other half year. Additions to the apparatus and working materials were made.—(State report and catalogue.)

The school at *Randolph* (1866) reported 7 instructors for 1879–'80, a special teacher of music, and a lecturer on constitutional law, with 225 different pupils and a total attendance of 493. Only 35 were graduated, as the number in the first course class had been reduced by the prevalence of measles and by the extension of the course of study, but the second course class was considered the finest ever graduated from the school. The attendance for the year was the largest since the establishment of the school, while the courses of study were extended and the standard of entrance and graduation was advanced. A complete set of the American Cyclopædia, with index and annals, was added to the library. The school property, including grounds, furniture, apparatus, and library, was valued at $9,700.—(State report.)

#### TEACHERS' INSTITUTES.

The school laws, as before said, require the State superintendent to hold annually an institute in every county on a written application of 25 teachers in most counties or of 15 in two sparsely settled ones. These are to be held at a time when the common schools are not in session and are not to cover more than 3 days each. There is provision for the employment of such assistants as may be necessary to give efficiency and interest to such institutes, the expenses incurred not to exceed $30 a day. Two were reported in 1880 and two in 1879, the same two counties, Orange and Windham, applying for them and the attendance in each reaching about 100 on an average.

In 1878 the legislature provided that, in counties where institutes were not called for before July 1 in any year, educational meetings of a day and evening each might be held, the number of such in a county not to be less than 3 nor more than 5 in any year, and the expense for assistants, &c., not to exceed $12 a meeting. In accordance with this law, 44 such meetings were held by the State superintendent, with various assistants, and 2 more in 1880, 1 of them in February, the other in July. The exercises were similar to those of institutes, the attendance considerable, and the results encouraging.

## SECONDARY INSTRUCTION.

#### PUBLIC HIGH SCHOOLS.

The law makes provision for instruction in the higher branches in districts sustaining more than one school, whenever a majority of the voters in such district shall decide to have them taught; and any town may by vote establish one or more central schools for advanced pupils, to be supported by tuition fees from pupils, and, when necessary, by a tax which prudential committees are authorized to assess. These committees may also make arrangements for the instruction of public school pupils in academies that are located in the district or in an adjoining district, if a majority of the voters so decide. All incorporated academies must report annually to the State superintendent. No statistics of graded schools can be given later than for 1878–'79, when 19 reported a total of 6,044 students, of whom 130 were in college preparatory courses.

#### OTHER SECONDARY SCHOOLS.

For business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix; for a summary of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

#### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Vermont*, which includes the State Agricultural College, is a non-sectarian institution at Burlington. The Agricultural College dates from 1865; the university proper was chartered in 1791, organized in 1800, and graduated its first class of 4 in 1804. Continuing through the next decade it turned out annually classes of about 11 persons, but during the war of 1812 the courses were suspended, and for several years thereafter there were only 4 or 5 members to a class. Just prior to the

civil war a period of great prosperity was reported. Again there was a decline for a few years, but latterly the classes have averaged good numbers, while the financial resources and capacity for instruction have gained wonderfully. There are now 27 professors reported for 1880 against the 13 of 20 years ago, and the course of instruction has been correspondingly improved and broadened. The university property was valued in 1880 at $285,000 and the yearly income (including $8,130 annual interest on the congressional fund for support of the Agricultural College) was about $21,661. The course of instruction has not varied much during the decade 1870–1880. A literary and scientific course was added in 1871–'72 and the degree of B. S. was after that date only given on completion of a 4 years' course, instead of the 3 years required before. Women were admitted to both academic and scientific departments in 1871. Three departments are reported: arts, applied science, and medicine. The first comprises the usual academic course; the second is subdivided into courses in agriculture and related branches, chemistry, engineering, and mining. The literary-scientific course (mentioned above) omits Greek and adds certain scientific branches. The degrees bestowed by the university are B. A., PH. B., C. E., and M. D. In all departments 1,565 students were reported within the decade, the numbers gradually increasing from 115 to 129.—(Catalogues and return.)

*Middlebury College*, Middlebury (Congregational), has a 4 years' classical course, but depends on academic and high schools for all preparatory work. In 1880 there were 39 students.—(Catalogue and return.)

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

As above stated, the university gives equal privileges to both sexes. Similar institutions, but of lower grade, for women only may be found in Table VIII. For the summary, see the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

The *State Agricultural College* (the department of applied science of the State University), Burlington, was organized in 1865 as one of the schools of science endowed with the national land grant. The courses are civil engineering, theoretical and applied chemistry, agriculture and related branches, metallurgy and mining engineering; also a literary-scientific course (as noted under Superior Instruction), and a winter course for farmers, in which agricultural chemistry, botany, physics, entomology, stock breeding, dairying, fruit and bee culture, road making, and farm accounts are treated. Since 1872 the 4 years' course entitles to B. S.; prior to that date 3 years only were required. Sixteen full course students were reported in 1879–'80 and 2 in a partial course.—(Catalogue and return.)

*Norwich University Scientific and Military College*,[1] Northfield, embraces the usual studies of a good scientific education and gives special attention to civil engineering and military science. Students desiring to go into business after graduating have the privilege of instruction in commercial law, book-keeping, and kindred studies. The regular course in this college is 4 years.—(Catalogue.)

#### PROFESSIONAL.

There is no provision in this State for *theological* or *legal* instruction.

The *medical department of the University of Vermont*, organized in 1823, continued to 1837, then suspended, and was again opened in 1854. As a "regular" school the requirements are 3 years of study, attendance on 2 full lecture courses (of only 17 weeks each, however), the final lecture course to be in this college, and a thesis. A graded course to cover 3 years is allowed. Statistics of 1880: 8 resident professors, 11 non-resident, 145 students (5 of them having already degrees in letters or science), and 49 graduates at the commencement in 1879. No examination for admission is required, chemical laboratory work is optional, and medical botany is not required for a diploma.—(Announcement and return.)

## SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

No institutions for such unfortunates are to be found in this State. The American Asylum at Hartford, Conn., had 6 pupils from Vermont in 1880; the Clarke Institution for Deaf-Mutes, Northampton, Mass., 4 pupils; and the Perkins Institution and Massachusetts School for the Blind, Boston, received $1,925 in 1880 from Vermont in payment for Vermont pupils.—(Reports.)

[1] The catalogue for 1881–'82 reports as from Lewis College, the name having been changed in honor of Charles H. Lewis, LL. D., an alumnus who gives to his alma mater a handsome endowment.

### REFORMATORY TRAINING.

The Vermont Reform School, at Vergennes, established in November, 1865, but first opened June 14, 1866, receives boys under 16 and girls under 15. The whole number of inmates since 1866 is 619; remaining in July, 1880, 122. Four hours a day are devoted to instruction in reading, writing, spelling, geography, history, arithmetic, and geometry; 6 hours to labor on the farm, in the shops, sewing room, and laundry. During the two years ending with July, 1880, the boys earned $6,276 in the shops, and it is stated that if the frames, for which the cane is prepared, could be made here, the income would be largely increased. Commendable improvement was reported in both school and work, as well as a generally prosperous state of the institution.—(Biennial report.)

### HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.

Two such institutions report for 1879–'80: the *Home for Destitute Children*, incorporated and organized in 1865, and the *Providence Orphan Asylum*, organized in 1854, but incorporated in 1866. Both are in Burlington. The former has had 450 inmates since the foundation (75 in 1879–'80), to whom reading, writing, and arithmetic, and cane seating and general work were taught; the latter, 1,365 inmates (90 in 1880), who also learned the three "R's," with sewing, washing, and cooking for girls, and farming for boys. The first mentioned admits children from 4 to 12 years of age and requires them to leave at 18; the last admits from 2 to 10 years and requires the boys to leave at 12 years of age and the girls at 15, but places them in good families.—(Returns.)

## EDUCATIONAL CONVENTIONS.

### VERMONT STATE TEACHERS' ASSOCIATION.

The thirtieth annual meeting was held August 4–6, 1880, at Bellows Falls. Among the topics treated were "Rights of the pupil;" "Home influence," in which Hon. G. A. Davis appealed to the parents for correct home principles and influences as an aid to the child's education; "The teacher's outfit;" and "Discipline," the need of self mastery and the importance of attention, diligence, and obedience being set forth in this last. Hon. Edward Conant addressed the meeting on the changes in the educational field during the last twenty-two years. The question "Ought teachers to be examined by teachers and ought licenses to be given for life?" was discussed by several members. In "Methods of classical study," H. H. Shaw, of Northfield, urged greater thoroughness in teaching the elements of a language. A report on normal schools, calling for needed enlargement and improvement through increased State appropriations and more effective State aid, was approved by the association. Mr. Bicknell, of the New-England Journal of Education, spoke on "Educational papers for teachers;" Prof. W. R. Shipman, of Tufts College, on "The personality of the teacher as a factor in education," in which the need of live, enthusiastic teachers was urged; J. S. Cilley, on "Language;" and a eulogy was delivered on the late Dr. Jacob S. Spaulding, of Barre. The committee appointed in 1879 to report on the formation of a pedagogic association of professional teachers was continued, with instructions to report at an early day, and after the usual business exercises the meeting adjourned.—(New-England Journal of Education.)

### VERMONT COLLEGE OF TEACHERS.

During 1880 the Vermont teachers endeavored to organize an association (with the above title) to which only educators of proved ability and experience were to be admitted. The chief object was to raise the standard of qualification among teachers and to improve the course of study and methods of instruction in all grades, from the primary to the completion of the high school or academic course.[1]—(New-England Journal of Education.)

## OBITUARY RECORD.

### PRINCIPAL JACOB S. SPAULDING, LL. D.

Mr. Spaulding was born in Wilmington, Mass., and was a graduate of Dartmouth College, in the class of 1841. His field of labor was at the academies of Bakersfield and Barre, in Vermont. At the latter place he was principal of Barre Academy for twenty-five years. A man of excellent judgment and a heart abounding in good feeling and good wishes, his great desire was to benefit those under his charge, and to that end he labored with earnest and unselfish devotion of purpose. He died on April 29, 1880, at Barre.—(Journal of Education.)

[1] The organization was completed at Montpelier, March 18, 1881, and the first public meeting was announced for August 9 of that year, at Northfield.

## CHIEF STATE SCHOOL OFFICER.

Hon. EDWARD CONANT, *State superintendent of education, Randolph.*[1]

[Third term, 1878–1880.]

Hon. John H. French was secretary of the State board of education from 1870 to 1874; Hon. Edward Conant, State superintendent of education from 1874 on.

[1] Mr. Conant's successor, Hon. Justus Dartt, will fill the office from December, 1880, to December, 1882.

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| White youth 5–21 | 229,608 | 247,002 | 253,411 | 259,509 |
| Colored youth 5–21 | 151,654 | 164,019 | 170,696 | 177,317 |
| Whole number of school age | a411,104 | 411,021 | 424,107 | 436,826 |
| Whites in public schools | 89,734 | 119,641 | 113,263 | 121,789 |
| Colored in public schools | 38,554 | 46,736 | 47,596 | 52,086 |
| Whole reported enrolment | 128,288 | 166,377 | 160,859 | 173,875 |
| Whites in average daily attendance | 52,270 | 69,116 | 64,709 | 69,929 |
| Colored in average daily attendance | 23,452 | 26,372 | 26,466 | 28,928 |
| Whole average daily attendance | 75,722 | 95,488 | 91,175 | 98,857 |
| Whites studying higher branches | c4,365 | 6,195 | ..... | ..... |
| Colored studying higher branches | ..... | ..... | ..... | ..... |
| Pupils supplied with free text books | ..... | 7,477 | 5,789 | 4,468 |
| Pupils in private schools | 25,948 | 20,477 | ..... | ..... |
| Number of these in high grades | ..... | 10,157 | ..... | ..... |
| SCHOOLS AND SCHOOL-HOUSES. | | | | |
| Schools for white pupils | ..... | 2,788 | 2,787 | 2,908 |
| Schools for colored pupils | ..... | 907 | 909 | 994 |
| Whole number of public schools d | 2,864 | 3,695 | 3,696 | 3,902 |
| Number of these graded | ..... | 107 | 123 | 155 |
| Average time of school in days | 93 | 114 | 104 | 108 |
| School-houses used | ..... | 3,559 | 3,414 | 3,638 |
| School-houses owned by districts | 190 | 504 | 764 | 1,034 |
| School-houses built during the year | ..... | ..... | 315 | 263 |
| Valuation of all public school property | ..... | $387,672 | $524,638 | $682,501 |
| TEACHERS AND THEIR PAY. | | | | |
| White teachers in public schools | 2,521 | 3,493 | 3,378 | 3,472 |
| Colored teachers in public schools | 493 | 360 | 379 | 490 |
| Whole number of teachers in public schools | 3,014 | 3,853 | 3,757 | 3,962 |
| Number of men teaching | 1,951 | 2,570 | 2,434 | 2,529 |
| Number of women teaching | 1,063 | 1,283 | 1,323 | 1,433 |
| Average monthly pay of men | $32 36 | $30 58 | $32 00 | $32 74 |
| Average monthly pay of women | 26 33 | 28 25 | 32 00 | 32 15 |
| Teachers in private schools | 1,365 | 1,479 | ..... | ..... |
| INCOME AND EXPENDITURE. | | | | |
| Whole income for public schools | ..... | $775,428 | $1,023,000 | $1,020,551 |
| Whole expenditure for public schools | ..... | 923,256 | 950,417 | 1,006,989 |
| STATE SCHOOL FUND. | | | | |
| Amount of permanent fund | ..... | $1,546,069 | $1,500,000 | ..... |

a This includes a school population of 29,842 in 3 cities where the races were not distinguished.
b Including 29,842 pupils in 1870–'71 not distinguished as to race.

## TICS OF VIRGINIA—1870-'71 TO 1879-'80.

| 1874-'75. | 1875-'76. | 1876-'77. | 1877-'78. | 1878-'79. | 1879-'80. | Increase or decrease since 1878-'79. | Increase or decrease since 1870-'71. |
|---|---|---|---|---|---|---|---|
| 280,149 | ..... | ..... | ..... | 280,849 | 314,827 | I. 33,978 | I. 85,219 |
| 202,640 | ..... | ..... | ..... | 202,852 | 240,980 | I. 38,128 | I. 89,326 |
| 482,789 | ..... | ..... | ..... | 483,701 | 555,807 | I. 72,106 | b I. 144,703 |
| 129,545 | 137,678 | 139,931 | 140,472 | 72,306 | 152,136 | I. 79,830 | I. 62,402 |
| 54,941 | 62,178 | 65,043 | 61,772 | 35,768 | 68,600 | I. 32,832 | I. 30,046 |
| 184,486 | 199,856 | 204,974 | 202,244 | 108,074 | 220,736 | I. 112,662 | I. 92,448 |
| 74,056 | 80,521 | 82,029 | 82,164 | 44,540 | 89,640 | I. 45,100 | I. 37,370 |
| 29,871 | 34,722 | 35,814 | 34,300 | 21,231 | 38,764 | I. 17,533 | I. 15,312 |
| 103,927 | 115,243 | 117,843 | 116,464 | 65,771 | 128,404 | I. 62,633 | I. 52,682 |
| 6,340 | 6,890 | 6,879 | 7,042 | 4,237 | 6,627 | I. 2,390 | ..... |
| 454 | 492 | 628 | 672 | 489 | 635 | I. 146 | ..... |
| 4,025 | 3,717 | 3,683 | 3,545 | 1,856 | 4,290 | I. 2,434 | ..... |
| 18,259 | ..... | ..... | ..... | ..... | 26,470 | ..... | I. 522 |
| 5,026 | ..... | ..... | ..... | ..... | 5,273 | ..... | ..... |
| 3,121 | 3,357 | 3,442 | 3,399 | 1,816 | 3,598 | I. 1,782 | ..... |
| 1,064 | 1,181 | 1,230 | 1,146 | 675 | 1,256 | I. 581 | ..... |
| 4,185 | 4,538 | 4,672 | 4,545 | 2,491 | 4,854 | I. 2,363 | I. 1,990 |
| 155 | 161 | 164 | 177 | 128 | 205 | I. 77 | ..... |
| 112 | 113 | 112 | 107 | 107 | 113 | I. 6 | I. 20 |
| 4,561 | 5,825 | ..... | 4,144 | ..... | ..... | ..... | ..... |
| 1,256 | 1,499 | ..... | 1,977 | 2,032 | 2,395 | I. 363 | I. 2,205 |
| 292 | 333 | ..... | 250 | 126 | 216 | I. 90 | ..... |
| $757,181 | $851,731 | $969,317 | $1,012,503 | $1,088,957 | $1,177,545 | I. $88,588 | ..... |
| 3,723 | 3,984 | 4,069 | 3,930 | 2,089 | 4,088 | I. 1,999 | I. 1,567 |
| 539 | 636 | 671 | 673 | 415 | 785 | I. 370 | I. 292 |
| 4,262 | 4,620 | 4,740 | 4,603 | 2,504 | 4,873 | I. 2,369 | I. 1,859 |
| 2,711 | 2,913 | 2,967 | 2,853 | 1,410 | 3,009 | I. 1,599 | I. 1,058 |
| 1,551 | 1,707 | 1,773 | 1,750 | 1,094 | 1,864 | I. 770 | I. 801 |
| $33 52 | $34 95 | $33 10 | $32 19 | $30 05 | $29 20 | D. $0 85 | D. $3 16 |
| 28 71 | 30 37 | 27 37 | 27 14 | 24 73 | 24 65 | D. 08 | D. 1 68 |
| 1,319 | ..... | ..... | ..... | ..... | 1,609 | ..... | I. 244 |
| $1,215,353 | $1,215,325 | $1,102,113 | $938,381 | $670,706 | $1,290,288 | I. $619,582 | ..... |
| 1,023,396 | 1,069,679 | 1,050,347 | 963,895 | 570,389 | 946,109 | I. 375,720 | ..... |
| $1,430,645 | $1,430,645 | $1,430,645 | $1,430,645 | $1,428,245 | $1,468,765 | I. $40,520 | ..... |

c This includes both races.
d Each grade of 1 teacher in a graded school is counted a school.

## STATE SCHOOL SYSTEM.

### OFFICERS.

The officers having general charge of school affairs are a State superintendent of public instruction, elected by the legislature for 4 years, and a State board of education, composed of the superintendent, the governor, and the attorney general.

Local officers are county school superintendents, appointed by the State board of education for 4 years and confirmed by the senate; county school boards, composed of the county school superintendent and district school trustees; school trustee electoral boards, composed of the county superintendent, county judge, and county attorney; district trustees,[1] appointed by the school trustee electoral board; and subdistrict directors, elected by the voters of subdistricts for three years or appointed by the district school board in case the subdistrict fails to elect.

### OTHER FEATURES OF THE SYSTEM.

The new State constitution of 1870 made provision for a uniform system of public free schools; it set apart for their support the annual interest on the literary fund, a capitation tax of $1 on all men over 21, and a State tax of not less than 1 nor more than 5 mills on the dollar, to be distributed on the basis of the number of youth 5 to 21, as determined by a census to be taken every 5 years. Counties and districts were allowed to raise additional sums by tax, not to exceed 5 mills on the dollar. Under advice of the State superintendent, however, county and district taxation has been restricted from the first to 10 cents on $100, except in the county of Alexandria, which may impose the full amount permitted by the constitution if three-fourths of the voters are willing. The amount of State tax levied, subject to the constitutional limit of 5 mills, is determined from time to time by the legislature. No State money is to be paid to a district that has not sustained a school at least 5 months. Schools are to be graded in all localities where the number of children is sufficient; they are free to all persons 5–21, but white and colored are not to be taught in the same school. The branches prescribed by law are orthography, reading, writing, arithmetic, grammar, and geography; no others may be admitted except by special regulations, one of these being that the plan must have the sanction of the county school board. Teachers are chosen by subdistrict directors, but are employed by the district trustees. To be thus employed and to receive pay from public funds, they must have certificates from county superintendents. These certificates are of two grades, good for 1 and 2 years respectively, the higher or professional certificate representing superior ability, experience, attainments, and success. Teachers are required to keep a daily register and are expected to attend their county institutes, suffering no loss of pay for time thus spent unless the session is longer than one week. Each county superintendent is required to hold at least one such institute during the scholastic year.

### CHANGES IN THE SYSTEM.

Few changes of importance have been made in the school law of 1870. In 1871–'72 it was enacted that preference should be given to graded schools in all localities where the number of children should be sufficient. In 1874–'75 provision was made for the introduction of higher branches into the schools when in accordance with the judgment of county and district boards, the purpose being to encourage a grade of instruction intermediate between the common school and college, and such branches were authorized as are necessary to qualify pupils to become teachers as well as to fit for college. In 1876–'77 the term of county superintendents was lengthened from 3 years to 4, and their pay, which had been in proportion to the population and schools of their respective counties, was increased for the larger counties and made to depend on population only. District boards of school trustees were required to be appointed by county school trustee electoral boards, instead of by the State board of education. In 1877–'78 arrangements were made to determine the boundaries of subdistricts for white and black schools, and to have each alternate school open for the first 5 months and the remaining ones for the second 5 months of the school year.

### GENERAL CONDITION.

The year that closed July 31, 1880, is reported by State Superintendent Ruffner to have been the best for the public schools since the organization of the new system in 1870. The number of such schools, the enrolment and average attendance, and the teachers employed were each about double that of the troublous year preceding; while 77 more schools were graded, 363 more buildings were owned by school districts, $88,588 were thus added to the value of school property, and the average school term for the State was lengthened by 6 days. Then, too, "an increased amount of State school money was turned over," and the districts seem to have come up encouragingly to the

[1] These are for magisterial districts, answering to northern townships.

help of the State by raising local funds. Yet, while there was a greatly larger outlay for teachers and school-house expenses, there was almost no increase in the cost of the administration of the system and a decided reduction in the per capita cost of education; this was due to a reduction in the pay of the teachers, their average monthly wages being now below the rate of any previous year. A census of youth of school age taken in 1880, the first since 1875, showed an increase in 5 years of 73,018, or 14,604 a year. More than half of this increase consisted of colored youth, from which class, as the preceding table shows, a comparatively small proportion is gathered into the schools. The percentage of colored enrolled and in average daily attendance in the last year, however, was fairly up to that of previous years. The teaching for the year through the influence of county and private institutes is believed to have been better than at any time before, while through 2 large State institutes held for white teachers at the university and for colored ones at Lynchburg in the vacation of 1880, with aid from the Peabody fund, a foundation for much improvement in future teaching has no doubt been laid.

### PROGRESS IN TEN YEARS.

During the first year of the decade, the first also of the public school system, the superintendent says Virginia had an attendance of white children in public schools 50 per cent. greater than had in any previous year been enrolled in all the schools, and twice as large, counting both white and colored pupils. The number increased steadily (except in 1873) up to 1877, when it reached 204,974. The failure of State funds caused a falling off of over 2,700 in 1878 and of nearly 97,000 in 1879; but, funds returning, in 1880 the schools and attendance doubled. The number of graded schools having more than 1 teacher has risen from 70 to 205, but there has been no material rise in the average length of school term, the highest average reached having been in the second year. The average pay of teachers scarcely held its own, but the tendency was upward until the financial embarrassments of 1878 and 1879 made it necessary to reduce expenditures. School-house building progressed fairly; there were 2,395 houses owned by the districts in 1880 against 190 in 1871. The style of buildings has varied greatly, the cost ranging from $100 and $200 to $25,000. Improved desks and seats are being gradually introduced; blackboards are general, though not universal; and other appliances, such as globes and wall maps, are found in the larger towns. The work of protecting and beautifying school premises by trees, paint, and good fences has only been begun. Superintendent Ruffner notes, as an important element, although one which cannot be tabulated, a decided and steady improvement in the character of the schools, as well as in the public appreciation of them. It is shown that attendance on private schools advanced somewhat, and that, therefore, the vast work done by the public schools was largely clear gain.

That the colored people of the State have not had their fair proportion of schools the superintendent shows by a comparison of the number sustained for the two races, with the population of each respectively; but he says that after looking into the matter carefully he cannot find any evidences of injustice on the part of school boards. The white people, he says, have an advantage over the colored in the greater density of their population, as well as in their superior wealth, which enables them to supplement the pay of teachers, to furnish their children proper clothing, and to dispense with their labor. The proportion of total and of average attendance from year to year between the races was singularly uniform, except that in 1873, a year of relapse with the whites, there was a gain in the attendance of colored pupils. The record for the 10 years is a creditable one for the State, and much of that credit, it may now be said, belongs to the superintending head of the school system, who with remarkable fidelity has piloted it through many difficulties, has courageously battled for it against all assaults, and will leave it to a successor in March, 1882, a splendid monument of what perseverance, bravery, and well directed skill can accomplish in twelve years.

### AID FROM THE PEABODY FUND.

Since 1870 a total of $206,000 has been given by the trustees of this fund to aid education in Virginia, because the people there and the authorities were ready to do their part. During the year 1880 the superintendent reported $5,200 received at his office, which was to be used "chiefly for the improvement of teachers." Of this sum $1,500 were appropriated to the support of schools, $200 to the Educational Journal of Virginia, $3,500 to teachers' institutes, nearly $3,000 of this sum being used at the 6 weeks' institutes at the university and Lynchburg already mentioned. Then, besides the $5,200 thus passed through the State office, $700 were given to the Hampton Normal and Agricultural Institute, and $1,600 for scholarships at the Nashville Normal College; in all, $7,300 for 1880.—(State report.)

### KINDERGÄRTEN.

Two of these schools report for 1880, the American Kindergarten, Lynchburg, and the Kindergarten connected with the Leache-Wood Seminary, Norfolk. For statis

ties, see Table V of the appendix; for a summary of them, see the report of the Commissioner preceding.

## CITY SCHOOL SYSTEMS.

### OFFICERS.

Public school boards, composed of not more than 3 trustees from each ward, or 3 for each school district in case there are no wards, attend to the school affairs of cities and towns. In cities of 10,000 or more inhabitants the State board of education appoints a city superintendent of schools.—(School laws.)

### STATISTICS. *a*

| Cities. | Population, census of 1880. | Children of school age. | Public schools. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|---|
| Alexandria | 13,659 | 4,582 | 20 | 1,048 | 804 | 17 | $11,131 |
| Danville | 7,526 | 2,126 | 14 | 1,059 | 519 | 14 | 5,999 |
| Lynchburg | 15,959 | 4,907 | 31 | 1,815 | 1,070 | 31 | 19,525 |
| Norfolk | 21,966 | 6,695 | 28 | 1,613 | 1,117 | 26 | 16,214 |
| Petersburg | 21,656 | 6,392 | 33 | 2,020 | 1,492 | 28 | *b*15,146 |
| Portsmouth | 11,390 | 3,210 | 14 | 1,010 | 611 | 14 | 9,640 |
| Richmond | 63,550 | 21,536 | 118 | 5,911 | 5,130 | 129 | 83,802 |

*a* The statistics, except in the case of population and expenditure, are taken from the State report.
*b* State report.

### ADDITIONAL PARTICULARS.

*Alexandria* reports school property worth $26,000 in 1880, with 1,150 sittings in the public and 1,200 in private and parochial schools; the primary and grammar the only grades in this city, the former having an attendance of 56 pupils a day to a teacher, the latter, 38; and the schools open 197 days. Institutes were held once a month, the teachers attending with great punctuality and profiting by the discussions. A table of enrolment and attendance for the decade presents an enrolment of 1,109 in 1871 to 1,049 in 1880, and an average attendance of 652 in 1871 to 804 in the latter year. Although no high school is reported, there are said to have been 121 pupils studying the higher branches.—(Report, return, and State report.)

*Danville* reports 500 sittings for study in 14 schools, located in 2 buildings, valued, with grounds and sites, at $20,100. The public schools were taught 160 days by teachers who received as average monthly salary, males, $63.95, females, $37.18. In the private and parochial schools 336 pupils were enrolled.—(Return and State report.)

*Lynchburg* had 20 primary school rooms, 7 grammar, and 4 high, in 6 buildings, valued at $34,000. An average daily attendance to a teacher of 37.35 pupils in the lowest and 21 in the highest grade is reported. There were 110 whites studying the higher branches. The schools, which held 1,075 sittings, were taught 194 days. Private and parochial schools enrolled 590 pupils.—(State report and return.)

*Norfolk* valued its 7 school buildings, with 1,320 sittings for study, at $59,000; had an average daily attendance of 43 pupils to a teacher, reporting no special teachers; kept the schools open 191 days; had 174 white and 85 colored pupils studying the higher branches; and reported 8 rooms in private and church schools, with an estimated enrolment of 550 pupils.—(Return and State report.)

*Petersburg* divided her 33 schools into 18 white and 15 colored, all taught by white teachers, at a salary of $75 for males and $46.01 for females. The average monthly enrolment to each teacher in 1879–'80 was 56; number supplied with text books at public expense, 104; number studying higher branches, all whites, 80. Of the 4,000 colored children in the city of school age not more than 1,200 were enrolled during the year in either private or public schools, and considerable irregularity on the part of white pupils was also reported, so that the superintendent fears that the advantages of education are not understood by all.—(State report.)

*Portsmouth* had 10 white schools and 4 colored, all taught by white teachers, at a salary of $72.50 a month for men and $38.50 for women. Twenty-eight white pupils were reported studying higher branches.—(State report.)

*Richmond* reported 12 different school buildings, valued, with furniture and grounds, at $259,603. The number of sittings for study in public schools was 5,840; in private schools, 3,500. There were 2 high school buildings, with 390 sittings, and the number of pupils studying the higher branches was 347 whites and 65 colored. The male teachers received $86.69 as average monthly salary; the women, $42.15. The average daily attendance to a teacher was, in primary grades 40, in grammar 36, in high 25; school days taught, 188.—(State report and return.)

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS.

Provision is made for the training of teachers by means of various normal institutes and of the following schools: The Valley Normal School, Bridgewater, organized in 1873; Hampton Normal Institute, Hampton, 1868; St. Stephen's Normal School, at Petersburg, 1871; and Shenandoah Valley Normal School, Strasburg, 1873. The first mentioned has reported in different past years primary (model school), intermediate, grammar, business, teachers', and classical departments. The Hampton Normal originated in 1861, a day school being opened under the auspices of the American Missionary Association. In April, 1868 (after purchasing and fitting up buildings), the normal school was opened, with 15 pupils, on the manual labor basis. The range of studies included little more than the common English branches, the purpose being to qualify the students for teaching primary schools; a portion of the time of each student was also to be devoted to manual labor. In June, 1870, the institution received a charter from the assembly, and in March, 1872, received one-third of the agricultural college land grant of the State. The property has grown to be so considerable that the number of students and employés upon the ground is 500 on an average. The course of study occupies 3 years and embraces the common branches, with methods of teaching, and also instruction in agriculture, horticulture, sewing, cookery, household work, and printing. Up to May 19, 1880, 1,429 pupils had been admitted; in 1879–'80 the enrolment was 354, of whom 68 were Indians. St. Stephen's Normal School reported 8 resident instructors, 20 normal students, 350 other students, 3 graduates in 1879–'80, and 50 graduates engaged in teaching. From the Shenandoah Valley Normal School no information was received.—(Reports, returns, School Moderator.)

### GENERAL TEACHERS' INSTITUTES.

The normal institutes, held at the University of Virginia and at Lynchburg for white and colored teachers respectively, constituted a very important feature of the year's work. The former enrolled 467 members, many of them public school teachers, who during the 6 weeks' session listened to the instruction given by the 3 regular professional instructors and to the lectures of prominent educators from different sections of the country. The institute for colored teachers was also open 6 weeks, with an enrolment of 240, and provided practical and thorough instruction. The best methods of teaching the primary branches were explained, as well as leading points in school organization and discipline. The university institute was the first effort on a large scale to give a systematic course of instruction to Virginia teachers and to test the demand for such instruction among the teachers themselves. Both these institutes were very successful.—(State report.)

### COUNTY INSTITUTES.

The law requires county superintendents to hold at least one teachers' institute each year in their respective counties. These important meetings are now becoming general, and in 1879–'80 there were 31 counties and cities holding more than 1. The more frequent sessions were in Alexandria City and County, Lynchburg, Petersburg, and Montgomery County.—(State report.)

### EDUCATIONAL JOURNAL.

The Educational Journal of Virginia, published monthly at Richmond, issued its eleventh volume in 1880. Throughout the period of publication it has afforded full information as to the State school system, and has done much for the improvement of teachers in methods of teaching.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The law provides for an intermediate grade of instruction between the common school and the college, the branches to be such as are needed for the qualification of pupils desiring to teach or to enter with advantage into any of the colleges or higher institutions of the State. The introduction of such branches in any school is to be sanctioned by the county school board and to be discontinued whenever said board shall deem it advisable. The State reports 7,262 pupils studying the higher branches in 1879–'80, but does not give the number of high schools. Of the different cities sending returns Danville reports 1 high school room in which pupils are seated for both study and recitation; Lynchburg, 4, with 111 pupils enrolled; Norfolk, 4, without note of pupils; Richmond, 390 sittings in the higher grades, with 271 enrolled and 188 in average daily attendance.—(School laws, State report, returns.)

### OTHER SECONDARY SCHOOLS.

For business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix. For summaries of their statistics, see the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### UNIVERSITIES AND COLLEGES FOR YOUNG MEN.

Eight colleges and universities, all exclusively for young men, report a total attendance during 1879–'80 of 936 students (569 residents of Virginia and 367 from other States), under 70 professors. The arrangement of studies is that of independent schools in Randolph Macon and Richmond Colleges, in the University of Virginia, and in Washington and Lee University; all, however, presented the usual studies of a classical course, nearly all added general scientific branches, while at least 2 had schools of engineering. French and German were taught in 7; 2 added Hebrew, Spanish, and Italian; 1 of the latter, Anglo-Saxon also. Commercial or business courses were offered by 2, law by 3, and medicine by 1. Two report themselves as non-sectarian, 2 were under Methodist Episcopal influence, while the Presbyterian, Lutheran, Protestant Episcopal, and Baptist denominations had 1 each. Gifts were received during the year by 3, the total amounting to $30,854, of which Hampden Sidney College (Presbyterian) had $11,854 from sundry persons to increase the endowment and library fund; Richmond College (Baptist), $5,000 for general purposes; and Roanoke College (Lutheran), $10,000 from the estate of Jacob Presinger, with $4,000 more from donors in Boston, New York, and Philadelphia. None of these colleges was organized during the last decade, the latest being Emory and Henry College (1838), and the oldest, William and Mary (1693). The latter had not recovered from the pecuniary embarrassment caused by the destruction of property during the war, but still maintained its organization and had 29 students during the year, though whether in collegiate or preparatory departments is not stated. Washington and Lee University was known as Washington College previous to 1871.

The University of Virginia, established in 1827, is a non-sectarian institution supported largely by the State. Tuition in the academic department is free to Virginians over 18; and there are 11 scholarships for non-residents, covering tuition and matriculation fees, 5 in the academic department and 2 each in those of law, of medicine, and of industrial chemistry, engineering, and agriculture. The undergraduate course of academic study comprises 11 independent schools, including classical and scientific studies; also, the French, German, Italian, Spanish, and Anglo-Saxon languages. There is a graduate department, and there are professional schools which will be noted further on. The undergraduate academic degrees given are those of proficient, graduate in a school, bachelor of arts, and master of arts. Doctor of philosophy is given after a certain course of graduate study. There were 328 students attending in 1879–'80, against 447 in 1870–'71.

For statistics of colleges reporting, see Table IX of the appendix and a summary of it in the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of 16 or more colleges and seminaries for young women, nearly all being authorized by law to confer collegiate degrees, 10 send some information for 1879–'80 and 9 of them report a total of 739 students in collegiate departments. All but 4 of them are under denominational influence: Baptist, 4; Methodist, 3; Lutheran, 2; Protestant Episcopal, 2; and Presbyterian, 1. Four of them were organized in 1870 or since that year, viz: Staunton Female Seminary, Staunton, in 1870; Farmville College, Farmville, in 1873; Episcopal Female Institute, Winchester, 1874; and Norfolk College for Young Ladies, 1880.

For full statistics of colleges reporting, see Table VIII of the appendix, and for a summary of it, the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

Opportunities for instruction in scientific and technical branches are found in 4 independent scientific schools, as well as in 3 of the colleges above mentioned. The University of Virginia, Washington and Lee University, and Emory and Henry College all offer courses in some branches of engineering, and the former in agriculture also.

The independent schools of science are the Virginia Agricultural and Mechanical College, Blacksburg; Virginia Military Institute, Lexington; Hampton Normal and Agricultural Institute, Hampton; and the Polytechnic Institute, New Market. The Agricultural and Mechanical College, organized in 1872, offers free tuition to about 200 students, possible holders of scholarships, but only had 92 attending during 1879–'80.

The course extends over 3 years, besides 1 preparatory year, and includes, besides literary, linguistic, and mathematical branches, military tactics, agriculture, and mechanics. A part of the congressional grant for the benefit of agriculture and the mechanic arts goes to this school and the remainder to the Hampton Normal and Agricultural Institute. The latter has been very successful in training colored and Indian youth in agricultural, mechanical, and other industries. The Virginia Military Institute had 129 students in its 4 years' undergraduate course, which includes architecture, civil engineering, machine work, mining, metallurgy, analytical and applied chemistry, and agriculture. The Polytechnic Institute appears to be not so much for scientific as for general training; the undergraduate department, which extends over 2 years, besides literary and mathematical branches, embraces a school of natural science.

#### PROFESSIONAL.

The 4 *theological* schools are Union Theological Seminary, Hampden (Presbyterian); Richmond Institute, Richmond (Baptist); Theological Seminary of the Evangelical Lutheran Church, Salem; and Protestant Episcopal Theological Seminary, Theological Seminary P. O., Fairfax County. All report an undergraduate course of 3 years. Richmond Institute, which is for colored students, precedes the professional course by six years of preparatory and academic study. The others require an examination of applicants for admission who have not had a collegiate training. All these schools were established before 1870; the Lutheran Seminary was, however, removed in 1872 from Lexington to Salem, its present seat. A gift of $15,000 was received by the Union Theological Seminary in November, 1880, under the will of Joseph B. Wilson, of Rockbridge County. For statistics, see Table XI of the appendix, and for a summary, the report of the Commissioner preceding.

*Legal* instruction is given in departments of Richmond College, the University of Virginia, and Washington and Lee University. The school at Richmond College, first opened in 1870, had 10 students during 1879–'80 and graduated 7. The course extends over 2 years, but students are allowed to complete it in 1, although earnestly advised to give 2. In Washington and Lee University the course is arranged with a view to its completion in 1 year, but students who prefer to devote 2 to it may do so and are thus able to pursue at the same time certain academic studies. There were 19 students in 1879–'80. The law department of the University of Virginia has a 2 years' course, but students are allowed to complete it in 1, although advised to spend 2 on it. There were 117 attending during the year. This university also presents a private summer course in law of 2 months, in which there are junior and senior classes. For statistics, see Table XII of the appendix, and for a summary of them, the report of the Commissioner preceding.

The 2 *medical* schools are the medical department of the University of Virginia and the Medical College of Virginia, Richmond. The former presents a graded course of 2 years (each of 9 months) and requires no examination for admission. Students who can pass an examination on the studies of the junior year may enter the senior class and graduate after attending 1 session. Sixty students attended during 1879–'80 and 12 were graduated. The college at Richmond had 50 students attending (of whom 19 had received degrees in letters or science) and graduated 20. The course extends over 3 years of 40 weeks each. An examination for admission is required "if considered necessary." For statistics, see Table XIII of the appendix; and for a summary, the report of the Commissioner preceding.

## SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Virginia Institution for the Education of the Deaf and Dumb and the Blind, Staunton, founded in 1839, has received since that date 501 deaf and dumb and 240 blind pupils. In 1879–'80 there were 98 of the former and 35 of the latter reported. The value of grounds, buildings, and apparatus for the two classes was $175,000; State appropriation for 1880, $35,000; expenditure, $32,302. The articulation method is employed in teaching the deaf and dumb, and they have instruction in such studies as reading, writing, arithmetic, geography, United States history, Scripture lessons, composition, drawing, oil painting, and familiar science, with such industries as printing, tailoring, carpentry, shoemaking, bookbinding, knitting, sewing, and crocheting. To the blind are taught the common branches, algebra, geometry, natural science, French, and music, with mattress and broom making, cane seating, knitting, &c. The average number of years spent in the institution is six; number of graduates who have become teachers in similar institutions, 68.—(Report and returns.)

#### INDUSTRIAL TRAINING.

The *Hampton Normal and Agricultural Institute* teaches various industries to its Indian and negro students. The girls learn housework and knitting; the boys work on

the farm, as carpenters, shoemakers, blacksmiths, tailors, printers, brickmakers, &c. A cookery class for negro and Indian girls was also established in 1879–'80, and for the next term a flower and a vegetable garden were planned, these to be worked by girls under good instruction.—(Report.)

The *Miller Manual Labor School*, for orphan and outcast children of Albemarle County, received its first pupils October 15, 1878; since that date 104 have been enrolled. Reading, spelling, arithmetic, geography, composition, dictation, history, geometry, trigonometry, algebra, philosophy, Latin, French, and German are to be taught, while book-keeping, penmanship, and free hand and mechanical drawing also enter into the course. In the intervals between their studies the boys work in the shop, in the printing office, on the farm, or in the garden.—(Catalogue.)

Information for 1879–'80 was received from 4 homes and asylums for orphan or dependent children, in which 104 children were reported for that year. Reading, writing, and arithmetic were taught in all. The St. Paul's Church Home, Petersburg, dating from 1875, trains its girls for servants; the Portsmouth Orphan Asylum (1856) teaches horticulture, care of stock, &c.; the Male Orphan Society, Richmond (1846), cigar making; and the St. Paul's Church Home, Richmond (1862), domestic work, sewing, knitting, and fancy needlework.—(Returns.)

## EDUCATIONAL CONVENTION.

### EDUCATIONAL ASSOCIATION OF VIRGINIA.

This association held its fifteenth annual session at Hollins Institute July 13–15, 1880. Although the attendance was very small those present were said to have profited much by the excellent papers and addresses. The first evening was occupied with an address of welcome from Prof. C. L. Cocke, superintendent of the institute, and with the organization. On the next day a report of the financial transactions of the year was followed by a paper on chemistry, by Prof. F. P. Dunnington; by one on the business features of educational establishments; on education in Virginia, its excellences, its defects, its future; on English language and literature, Prof. W. T. Thom directing attention to quite a number of recent works on English, which elicited from Prof. T. R. Price a capital outline of an English course. The third day's proceedings were opened by a paper on "The strong points in southern society: how they can be conserved;" then came a discussion on female education, growing out of papers on "Courses and standards in high schools for girls," and on the "School life of girls: with what aspirations shall it be stimulated?" An address by President J. D. Dreher on "Endowments: how shall capital be attracted in larger amounts?" contained valuable suggestions; "The profession of teaching: how can it be made more attractive, remunerative, and permanent?" followed; and resolutions in memory of Dr. Barnas Sears and of Prof. Harry Estill were adopted. The association adjourned to meet at Ocean View in July, 1881.—(Educational Journal of Virginia.)

## OBITUARY RECORD.

### PROFESSOR HARRY ESTILL, A. M.

Died, in Augusta County, May 16, 1880, in the thirty-seventh year of his age, Harry Estill, professor of natural philosophy at Washington and Lee University and former professor of mathematics at Randolph Macon College. Chosen to fill the chair of mathematics in the latter college at its reopening in 1868, Professor Estill's greatest delight was the ever widening expression of modern mathematics, the reduction into mathematical shape of other sciences, especially heat, optics, logic, and political economy. Noted for courage, truthfulness, and decision of character, he was a man born to be obeyed, so that as a teacher trouble was unknown in his classes. His well balanced character, love for his profession, and enthusiasm in his studies made him, even in his short life, a power in the cause of exact science and of scientific education.—(Educational Journal of Virginia.)

### BARNAS SEARS, D. D., LL. D.

Rev. Dr. Barnas Sears, who died at Saratoga, N. Y., July 6, 1880, was born at Sandisfield, Mass., November 19, 1802. He graduated at Brown University in 1825; studied theology in the seminary at Newton; was pastor of the First Baptist Church at Hartford for about 2 years; accepted in 1829 a professorship of languages in what is now Madison University, Hamilton, N. Y.; went to Europe in 1833 and studied for several years at Halle, Leipzig, and Berlin; returning, he was chosen professor and later president of the Baptist Theological Seminary at Newton. In 1842 he began to publish learned works, and was for several years editor of the Christian Review. From 1848 to 1855 he was secretary and executive agent of the Massachusetts board of education, and in that capacity did much to elevate the standard of teaching in the public schools. In 1855 he accepted the presidency of Brown University, filling that

place for nearly twelve years with exceptional ability. In March, 1867, Dr. Sears was selected to take charge of the Peabody educational fund, and as general agent of that fund for public education in the South he made Staunton, Va., his residence. His administration of the fund showed his marked ability, his aims being directed first to the encouragement of graded school instruction, and afterwards to the improvement of the character of southern teaching. Through such aid good school systems have been built up, and there is opportunity for still greater improvement by means of normal schools and institutes. Warm-hearted and sympathetic, his intellectual clearness, activity, and cultivation were remarkable, his love of learning insatiable, his habit of study continuous, and his judgment as to ends to be attained and means to reach them wonderfully sound. Dr. Sears received the degree of D. D. from Harvard in 1841, and that of LL. D. from Yale in 1862.—(State report, Virginia; Boston Daily Advertiser; Daily Saratogian.)

## CHIEF STATE SCHOOL OFFICER.

Hon. WILLIAM H. RUFFNER, *State superintendent of public instruction, Richmond.*

Mr. Ruffner was appointed to the office of superintendent in March, 1870; his third and last term was March 15, 1878, to March 15, 1882. Hon. R. R. Farr has been elected to succeed Mr. Ruffner.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| White youth of school age (6–21) | 113,091 | 62,699 | 129,196 | 164,567 |
| Colored youth of school age (6–21) | *a*4,705 | *a*1,409 | *a*4,180 | 5,540 |
| Whole number of school age | *a*166,749 | *a*170,035 | *a*171,793 | 170,107 |
| Whites enrolled in public schools | | | | 105,895 |
| Colored enrolled in public schools | | | | 4,461 |
| Whole public school enrolment | 76,599 | 85,765 | 81,100 | 110,356 |
| Average daily attendance, white | | | | 66,713 |
| Average daily attendance, colored | | | | 1,584 |
| Whole average daily attendance | 51,336 | 56,317 | 61,244 | 68,297 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| School districts (former townships) | 327 | 327 | 329 | 321 |
| Subdistricts in these | 2,567 | 2,567 | 2,411 | 2,845 |
| Public high schools | 3 | 3 | 2 | 2 |
| Public graded schools | 48 | 64 | 71 | 85 |
| Public ungraded schools | 2,272 | 2,412 | 2,784 | 2,936 |
| Whole number of public schools | 2,323 | 2,479 | 2,857 | 3,023 |
| Average time of school, in days | 77 | *b*1 | 79 | *c*82 |
| Frame and log school-houses | 1,986 | 2,133 | 2,509 | 2,749 |
| Brick and stone school-houses | 73 | 83 | 103 | 81 |
| Whole number of public school-houses | 2,059 | 2,216 | 2,612 | 2,830 |
| School-houses built during the year | 151 | 116 | 91 | 131 |
| Valuation of school property | $1,013,326 | $1,224,335 | $1,401,656 | $1,540,461 |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | 1,951 | 2,095 | 2,443 | 2,541 |
| Women teaching in public schools | 517 | 550 | 639 | 801 |
| Whole number of teachers employed | 2,468 | 2,645 | 3,082 | 3,342 |
| Average monthly pay of white men | *d*$34 95 | *d*$35 04 | *d*$34 00 | $35 70 |
| Average monthly pay of white women | *d*32 13 | *d*28 98 | *d*28 89 | *d*29 55 |
| Average monthly pay of colored men | | | | |
| Average monthly pay of colored women | | | | |
| RECEIPTS AND EXPENDITURES. | | | | |
| Whole receipts for public schools | $632,069 | $551,393 | $748,064 | $823,212 |
| Whole expenditure for public schools | 577,719 | 536,737 | 456,110 | 704,768 |
| STATE SCHOOL FUND. | | | | |
| Whole permanent fund reported | $229,300 | $284,717 | $284,717 | |

*a* Enumeration of colored race imperfectly reported. *b* Incomplete.

## OF WEST VIRGINIA—1870-'71 TO 1879-'80.

| 1874–'75. | 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|---|
| 173,917 | 178,339 | 185,683 | 201,237 | 198,844 | 202,364 | I. 3,520 | I. 89,273 |
| 5,980 | 6,421 | 6,923 | 8,295 | 7,279 | 7,749 | I. 470 | ..... |
| 179,897 | 184,760 | 192,606 | 209,532 | 206,123 | 210,113 | I. 3,990 | ..... |
| *b*96,933 | 120,098 | 121,810 | 126,233 | 132,751 | 138,779 | I. 6,028 | ..... |
| *b*2,847 | 3,397 | 3,522 | 3,951 | 3,775 | 4,071 | I. 296 | ..... |
| 117,845 | 123,495 | 125,332 | 130,184 | 136,526 | 142,850 | I. 6,324 | I. 66,251 |
| 73,395 | 70,112 | 81,092 | 83,356 | 87,638 | 89,022 | I. 1,384 | ..... |
| 1,905 | 2,166 | 2,377 | 2,628 | 2,630 | 2,682 | I. 52 | ..... |
| 75,300 | 72,278 | 83,469 | 85,984 | 90,268 | 91,704 | I. 1,436 | I. 40,368 |
| 310 | 356 | 347 | 352 | 361 | 363 | I. 2 | I. 36 |
| 2,634 | 3,124 | 3,144 | 3,227 | 3,383 | 3,529 | I. 146 | I. 962 |
| 8 | 5 | 5 | 9 | 8 | 8 | ..... | I. 5 |
| 64 | 67 | 65 | 82 | 105 | 103 | D. 2 | I. 55 |
| 2,734 | 3,269 | 3,320 | 3,419 | 3,612 | 3,680 | I. 68 | I. 1,408 |
| 2,806 | 3,341 | 3,390 | 3,510 | 3,725 | *c*3,811 | I. *c*86 | I. *c*1,488 |
| 84 | 86 | 83 | 88 | 92 | 90 | D. 2 | I. 13 |
| 2,866 | 3,037 | 3,125 | 3,197 | 3,377 | 3,458 | I. 81 | I. 1,472 |
| 93 | 90 | 91 | 100 | 96 | 99 | I. 3 | I. 26 |
| 2,959 | 3,127 | 3,216 | 3,297 | 3,473 | 3,557 | I. 84 | I. 1,498 |
| 117 | 141 | 126 | 81 | 176 | 152 | D. 24 | I. 1 |
| $1,605,627 | $1,660,468 | $1,714,600 | $1,688,349 | $1,676,872 | $1,670,588 | D. $6,284 | I. $657,262 |
| 2,677 | 2,797 | 2,818 | 2,822 | 3,142 | 3,104 | D. 38 | I. 1,153 |
| 784 | 896 | 971 | 925 | 989 | 1,030 | I. 41 | I. 513 |
| 3,461 | 3,693 | 3,789 | 3,747 | 4,131 | 4,134 | I. 3 | I. 1,666 |
| $35 03 | $34 89 | $37 70 | $29 54 | $28 21 | $27 70 | D. $0 51 | D. $7 25 |
| 30 77 | 32 09 | 29 22 | 26 19 | 26 19 | 29 28 | I. 3 09 | D. 2 85 |
| 32 28 | 30 83 | 30 00 | 26 85 | 28 11 | 29 22 | I. 1 11 | ..... |
| 25 45 | 15 97 | 28 51 | 23 36 | 26 64 | 28 72 | I. 2 08 | ..... |
| $753,477 | $860,644 | $860,644 | $835,175 | $787,521 | $791,083 | I. $3,562 | I. $159,014 |
| 715,161 | 793,272 | 793,272 | 687,275 | 709,071 | 716,864 | I. 7,793 | I. 139,145 |
| ..... | $340,411 | $354,811 | $392,232 | $400,074 | $423,989 | I. $23,915 | I. $194,689 |

*c* Including 20 union schools.

*d* Races not distinguished.

## STATE SCHOOL SYSTEM.

### OFFICERS.

From 1870–'71, there have been for the State at large (1) a superintendent of free schools, chosen by the people for a four years' term since 1872; (2) a State board of school fund, embracing the superintendent and other chief executive officers; (3) a board to examine candidates for State teachers' certificates, and license them if approved; (4) a board of regents of the Normal School; and (5) a board of regents of the State University.

For each county a superintendent of free schools has been chosen by the people in the alternate odd numbered years, and a county board of examiners is formed by associating with him annually 2 experienced teachers chosen by the presidents of district boards of education in the county.

For each school district (which embraces what up to 1873 was a township) there is a board of education of 3 members,[1] chosen by the people of the district at the same time at which the county superintendent is elected.

For each subdistrict into which a district may be divided, the district board of education chooses at the outset a board of 3 trustees, and annually afterward one to replace the outgoing one.

A high school may be formed by the concurrent action of 2 or more districts, the boards of education concerned either electing directors, removable at their discretion, or delegating the care of the school to the board within whose territory it is held.—(School laws of 1877.)

### OTHER FEATURES OF THE SYSTEM.

The State schools throughout the decade have been sustained and conducted essentially under the same general law as in 1871. The schools are free to all youth between 6 and 21 years of age in the districts in which they are established. There are to be enough of them in each district for primary instruction of all entitled to attend, those for whites and colored to be separate. The funds for the colored children can in no case be used for the whites. High schools, as well as graded schools leading up to them, are authorized in such districts as require them. For all there are to be duly licensed teachers, who must keep the prescribed registers of attendance and studies and make the required monthly and term reports to the secretary of their board of education in order to draw their pay. The schools are sustained from the proceeds of a permanent fund, a school tax of 10 cents on the $100, the fines and forfeitures of the previous year, and a capitation tax of $1 on each voter, while districts are required to raise for the same purpose annual taxes not to exceed 50 cents on each $100, and to maintain a primary school for at least 4 months each year or lose their share of the State apportionment, which is according to the number of youth of school age as ascertained by an annual census. For graded schools beyond the primary 15 cents more on the $100 may be raised and for a high school 30 cents; while for school-houses and all expenses beyond teachers' salaries 40 cents on the $100 may be levied. Plans for school-houses must be approved by the county superintendent before the building can be erected. The school month for teachers is 22 days, 20 of which are to be given to teaching and 2 to be carried to the account of the institutes which the teachers of State schools are required to attend not less than 8 days each year.—(School laws, edition of 1877.)

### GENERAL CONDITION.

The report for 1879–'80 shows gratifying progress. With only 3,990 more youth of school age, 6,324 more were in public schools and 1,436 more were held in average paily attendance, all but 52 of this last increase being whites. The per cent. of average daily attendance on number of children between 6 and 16, according to the State report, was 92. To accommodate the increased attendance, there were 86 more public schools, with 714 more licensed teachers; and although 38 fewer male teachers were employed, there were 45 more females, while there were 2 more school districts, 146 more subdistricts, and 84 more school-houses.

With all these items of important increase, to which, as the tables show, there were few offsets, the cost of the school system for the year was held at almost the same point as the year before, less than $8,000 covering the whole addition to it. Nor did the teachers generally have to suffer to secure this, for, except a slight reduction in the average pay of white males, the rate of monthly pay went up. The superintendent says, indeed, that the general growth was largely due to improvement in the quality of teachers and in their interest in school work, both which he thinks were brought about by a higher efficiency in the training at the normal schools and in the county and district institutes aided by funds from the Peabody trustees.

### RÉSUMÉ FOR TEN YEARS.

The statistics of 1879–'80, compared with those of 1870–'71, show even greater progress for the decade than that in the last year. The increase in school population,

[1] Consisting of 4 members until 1872–'73.

as reported, was 43,364; in enrolment, 66,251; and in average daily attendance, 40,368; showing that, with an increase in school population of only 26 per cent., the per cent. of increase in enrolment and average daily attendance nearly doubled. There were 36 more districts and 962 more subdistricts having schools; while of the schools 5 more were high schools, 55 more graded schools, and 1,488 more common schools; 1,498 more school-houses and 1,666 more teachers showed fair provision for increased school population. As to school property it is evident from an increase of $657,262 in value that there must have been a considerable improvement in the quality of the later buildings, the increase in the outlay for this improvement being about 58 per cent. The log houses were giving place to more commodious frame, brick, and stone buildings. It is also apparent that there was a corresponding growth of interest in the public schools from the fact that an increase of 25 per cent. in the school income came largely, if not wholly, from an increase of 75 per cent. in district levies, while the increase in expenditure (only 24 per cent.) and in average daily attendance (79 per cent.) indicates both an economical management of the funds and a greatly improved condition of the schools. The reports also show that this increase in provision for free instruction and in the number actually taught was about three times as great as the increase of youth entitled to the privileges of free schools. As to teachers it might have been hoped that with an increase in their quality and attractive teaching power there would be a corresponding increase in their wages; but instead of this must be recorded a decline of $7.25 in average monthly pay of white males and of $2.85 in that of white females.

#### PEABODY FUND.

The amount contributed to the State during the decade was $94,860. Of this amount $2,000 went toward the expenses of teachers' institutes during 1880. The remainder was used to sustain graded schools and an educational journal.

#### GRADUATING SYSTEM FOR COUNTRY SCHOOLS.

The system of graded studies, annual examinations, commencement exercises, and diplomas of graduation introduced by Superintendent A. L. Wade, of Monongalia County, in 1876, continued to be regarded with increasing favor; where introduced, it appeared to give new life to the country schools. Marion County reported in 1878 the introduction of this plan the previous year and its great success, having graduated from all its schools in two years 225 and formed classes for the future. In 1879–'80 there were 6 of these schools in this county in successful operation. In this year Tyler County reported the graduation of 57 from its primary schools, and that the system had done much to improve the public schools in that county. The State superintendent, in his report for 1879–'80, calls attention to his former recommendations on this subject, as there can be no question of the value and importance of this system. Further than this no information in regard to the system has reached this Bureau.—(State report and Commissioner's report, 1878.)

## CITY SCHOOL SYSTEM.

#### WHEELING.

*Officers.*—The officers here are a board of education of 3 members for each ward, with a superintendent of the city school district, appointed by the board and required to have had, before his appointment, at least 3 years of practice in graded school work.—(Act creating the district and State school laws, 1877.)

*Statistics.*—Population, 30,736; school population, 10,903; enrolment, 4,785; average daily attendance, 3,300; teachers, 93, teaching in 8 brick school buildings, which, including land, furniture, and apparatus, were valued at $236,680. There was a gain in school population of 579; in enrolment, of 97; in teachers, of 2; and in average daily attendance, a loss of 174.—(State report, 1879–'80.)

## TRAINING OF TEACHERS.

#### NORMAL SCHOOLS.

The West Virginia State Normal School, established under an act of 1867, in connection with Marshall College, Huntington, with its branches at Fairmont (1869), West Liberty (1871), Glenville and Shepherdstown (1873), continued in 1880 the work of training teachers for the schools. These institutions, established by the State, are under the control of a board of regents, with local executive committees for the direct supervision of each school, and are for the exclusive use of the white youth of the State. The course for each is the same, covering 3 years of instruction in the branches taught in the common schools, as well as in the art of teaching them and management in the school room. Upon completion of the course the regents confer diplomas with the title of normal graduate, which, up to 1880, authorized the holder to teach throughout the State, while those desiring to continue their studies may do so under appointment of the regents. Pupils who agree to teach in the free schools one year are admitted free of tuition and provided with books. All except the one at West Liberty report for 1879–'80, showing a total of 14 instructors, 261 normal students,

and 31 graduates for the year, 23 of whom engaged in teaching. A falling off of 2 instructors and 145 students resulted from the failure of State appropriation for 1880.

Besides these State normal schools, there is one at Harper's Ferry established in 1867 by friends of the colored people. At first this school was intended for training colored teachers, but afterwards, as it afforded opportunities for higher education, it was named Storer College, having preparatory, normal, and academic departments, with 3 and 4 years' courses of study. It reports for its third year 5 instructors, with 203 normal and 42 classical students, 13 graduates, 3,200 volumes in the library, and instruction in elementary drawing, with vocal and instrumental music.

### TEACHERS' INSTITUTES.

The State school laws make it the duty of each county superintendent to aid the teachers to improve themselves in their profession. With this in view he is to encourage the formation of county institutes for mutual improvement, to attend these himself whenever practicable, to give such advice and instruction as may contribute to their efficiency, and, in connection with superintendents of adjoining counties, to encourage the formation of union institutes, attend and participate in the exercises of the same, aiming throughout at the improvement of the teachers and thus at the elevation of their work and their profession. Public school teachers are required to attend the institutes held in their county or district for an average of 2 days in each month contracted for, or 8 days in the school year, during which attendance their wages continue.

The State appropriation in aid of these institutes being only $500 in 1880, or $9.26 for each county, the general agent of the Peabody fund directed that the whole appropriation made should that year be expended on institutes. With this aid 1 institute was held in every county and in some large ones 2 were held, none, however, being well attended. Besides these, 4 district institutes were held, conducted by Professor Ladd, who called to his aid the late Dr. Sears and Professor De Graff of New Jersey. The effect of these institutes was excellent.

## SECONDARY INSTRUCTION.

### FREE PUBLIC HIGH SCHOOLS.

The law authorizes this class of schools for the higher instruction of the advanced pupils of either a single district or of two or more districts uniting for the support of one school. In 1880 there were 8 reported, the same number as in previous years, but with no note of pupils in them, except as these may be included in 285 reported as studying German and 7,943 reported in other branches than those required by law.

### OTHER SECONDARY SCHOOLS.

For business colleges and private academic schools, see Tables IV and VI of the appendix to this volume; for preparatory departments of colleges, see Table IX; for full summaries of the statistics of each class of schools, corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *West Virginia University*, Morgantown, chartered in 1867, owed its establishment and partial endowment to the congressional land grant for the benefit of agricultural colleges. It was first opened as "The Agricultural College of West Virginia," but, in order to carry out a plan of having this a State institution on a university basis, the name was changed, in 1868, by legislative action. The courses in 1868 were preparatory, 2 years; literary, 4; scientific, 3; agricultural, 2; military tactics throughout a 3 years' course; normal classes during 1 or 2 terms each year; and an optional course leading to a certificate instead of a degree. In 1869 lectureships in civil and constitutional law, physiology, hygiene, and similar subjects were provided for;[1] in 1871 a department of engineering, the first 2 years like the general scientific course, the third devoted to this branch and kindred studies; in 1872 the scientific course was extended to 4 years, while that of engineering was correspondingly increased. The different departments were arranged in schools, the instruction given not varying much from year to year. In June, 1878, the first step was taken towards the establishment of regular departments of law and medicine. These will be treated under the proper headings. A total of 166 students was reported in 1870–'71; in 1879–'80 there were 132.—(Catalogues.)

The other colleges reporting are Bethany (Christian), organized in 1841; West Virginia, Flemington (Free Will Baptist), in 1870; Shepherd, Shepherdstown (non-sectarian), in 1873. Bethany has 3 separate, complete courses—classical, scientific, and ministerial—also special courses in engineering, physics, and chemistry; a preparatory class of 1 year is also reported, as well as a teachers' course in experimental philosophy occupying from 6 to 10 weeks. West Virginia announces preliminary, com-

[1] These seem to have been filled first in 1878–'79.

mercial, academic, normal, college preparatory, and collegiate courses. A return for 1880 gives 53 preparatory students, but reports "no permanent arrangements yet" in the college of liberal arts. Shepherd reports 55 students in the normal classes (including preparatory pupils and graduate students) and 45 in the collegiate.—(Catalogues and returns.)

#### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

West Virginia and Shepherd Colleges admit women to equal privileges with men. For similar institutions admitting only women, see Table VIII of the appendix; for a summary of their statistics, the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

#### SCIENTIFIC.

West Virginia University, as above stated, began as an agricultural college. Its scientific courses stood in 1880 as follows: (1) A regular 4 years' course, leading to the degree of B. S.; (2) 1 in engineering, the first 3 years of which are similar to the scientific, while the senior year includes civil and military engineering; (3) an agricultural 2 years' course. Those deficient in elementary studies must spend at least one year in preparatory work before entering the agricultural course. Bethany College had a 4 years' scientific course; a special course in engineering (entitling to certificate only); a teachers' course in natural philosophy of 6 to 10 weeks, in which, by experiment, physical laws are verified and illustrated; and a special course in practical chemistry.

For statistics of each college, see Table IX of the appendix; for a summary of the statistics of all that present them, see the report of the Commissioner preceding.

#### PROFESSIONAL.

The only *theological* instruction given in this State, so far as known, is in the 4 years' ministerial course at Bethany College. This course embraces 5 schools, viz: of sacred literature, ancient languages, mathematics and astronomy, natural science, mental philosophy, belles lettres, and political economy. The degree of B. L. is given at the close.—(Catalogue.)

The *law* department of West Virginia University was created in June, 1878. The full course includes common and statute law, mercantile law, equity and evidence, and constitutional and international law, these last, however, not required of ordinary students. Daily examinations and two general examinations are held during the collegiate year, and certificates of distinction are awarded at the end of it when the result of these examinations has been satisfactory.—(Catalogue.)

At date of June, 1878, a beginning was made of a *medical* department in the same university. A chair of anatomy, physiology, and hygiene was established (an advance upon a lectureship of physiology and hygiene reported in 1869). This course is to occupy two or three terms of the university year. In 1879–'80 much interest was reported on the part of the students, as seen by their punctuality of attendance at lectures, their evident comprehension of the topics treated, and their answers at the examinations.—(Catalogue.)

## SPECIAL INSTRUCTION.

#### EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The West Virginia Institution for the Deaf and Dumb and the Blind, Romney, since its foundation in 1870, has instructed 167 deaf and dumb and 56 blind. The common English branches are taught to both classes; the special ones for the deaf and dumb have been lip-reading, articulation, and drawing; for the blind, some higher studies, with music. The employments for the former were tailoring, shoemaking, carpentry; for the latter, mattress and broom making and chair caning. The average number of years spent in the institution is six; pupils in 1879–'80, deaf and dumb, 65; blind, 24. Within the decade 93 deaf-mutes and 31 blind pupils—in all, 124—have been graduated or regularly discharged, and many of them are now self-supporting. Articulation and lip-reading were first introduced in the fall of 1877; four classes of 5 to 6 pupils each were formed, and the instruction was continued until October, 1879, when the classes were discontinued. This was evidently only a temporary cessation, for the return for 1879–'80 reports articulation taught during that year.—(Biennial report and returns.)

## EDUCATIONAL CONVENTION.

#### WEST VIRGINIA EDUCATIONAL ASSOCIATION.

No information has reached this Bureau in reference to the holding of a meeting in 1880. The session of 1879 was at Charleston August 26–28.

## CHIEF STATE SCHOOL OFFICER.

Hon. W. K. PENDLETON, *State superintendent of free schools, Wheeling.*

[Term, March, 1877, to March, 1881.]

Other superintendents in the 10 years have been: Hon. C. S. Lewis, 1870–1872; Hon. W. K. Pendleton, 1872–1873 (filling a vacancy made by Mr. Lewis's resignation); Hon. B. W. Byrne, 1873–1877.

In October, 1880, Mr. B. L. Butcher was chosen to succeed Mr. Pendleton.

## SUMMARY OF EDUCATIONAL STATISTICS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Youth of school age (4–20) | 420,948 | 423,717 | 436,002 | 453,161 | 461,829 |
| Youth 4–20 in public schools | 262,947 | 266,789 | 281,708 | 276,878 | 277,884 |
| Total pupils in public schools | 265,285 | 270,192 | 283,722 | 278,768 | 279,854 |
| Youth in private schools | 17,267 | 18,020 | 9,581 | 10,873 | 10,733 |
| In State normal schools | a315 | 536 | 604 | 693 | 847 |
| In colleges and academies | 2,253 | 2,831 | 2,544 | 1,628 | 2,151 |
| In benevolent and reformatory institutions (estimated). | 1,150 | 1,200 | 1,225 | 1,125 | 1,150 |
| Total under instruction | 286,270 | 292,779 | 297,676 | 293,087 | 294,735 |
| SCHOOLS AND DISTRICTS. | | | | | |
| Districts, exclusive of independent cities. | 5,031 | 5,103 | 5,205 | 5,250 | 5,423 |
| Districts reporting | 4,976 | 4,989 | 5,130 | 5,197 | 5,365 |
| Districts purchasing text books | ..... | ..... | ..... | ..... | ..... |
| Districts lending books to pupils. | ..... | ..... | ..... | ..... | ..... |
| Districts that sold text books | ..... | ..... | ..... | ..... | ..... |
| Schools with two departments | 230 | 213 | 217 | 210 | 184 |
| Schools with three or more departments. | 155 | 199 | 163 | 172 | 210 |
| Graded schools | 385 | 412 | 380 | 382 | 394 |
| High schools aided by State | ..... | ..... | ..... | ..... | ..... |
| Average term in days—cities | ..... | ..... | ..... | ..... | 149 |
| Average term in days—counties | ..... | ..... | ..... | ..... | 195 |
| Public school-houses | 4,933 | 4,979 | 4,957 | 5,113 | 5,260 |
| Seats in same | 310,292 | 312,612 | 315,111 | 319,406 | 330,189 |
| School-houses of brick or stone | 605 | 656 | 693 | 686 | 663 |
| Value of public school property. | $3,990,867 | $4,212,164 | $4,602,536 | $4,321,133 | $4,979,169 |
| TEACHERS AND THEIR AVERAGE MONTHLY PAY. | | | | | |
| Different teachers employed | 9,168 | 9,267 | 8,903 | 9,332 | 9,451 |
| Pay of men in cities | $105 30 | $98 20 | $109 10 | $114 80 | $109 40 |
| Pay of women in cities | 36 70 | 37 60 | 37 70 | 37 10 | 39 40 |
| Pay of men in counties | 41 40 | 43 33 | 43 38 | 47 44 | 43 50 |
| Pay of women in counties | 27 62 | 27 04 | 27 52 | 32 13 | 27 13 |
| FINANCES. | | | | | |
| Total receipts for public schools | $1,916,525 | $2,047,050 | $2,628,027 | $2,225,003 | $2,258,287 |
| Total expenditures for public schools. | 1,932,539 | 2,004,155 | 2,093,412 | 1,985,791 | 2,066,375 |
| State school fund | $2,389,488 | $2,482,771 | $2,389,488 | $2,565,823 | $2,624,340 |

a This does not include the school at Whitewater.

## OF WISCONSIN—1870-'71 TO 1879-'80.

| 1875-'76. | 1876-'77. | 1877-'78. | 1878-'79. | 1879-'80. | Increase or decrease since 1878-'79. | | Increase or decrease since 1870-'71. | |
|---|---|---|---|---|---|---|---|---|
| 474,811 | 478,388 | 478,692 | 483,453 | 483,229 | D. | 224 | I. | 62,281 |
| 280,153 | 289,125 | 295,215 | 289,354 | 297,425 | I. | 8,071 | I. | 34,478 |
| 282,186 | 291,270 | 298,192 | 291,286 | 299,258 | I. | 7,972 | I. | 33,973 |
| 24,028 | 23,624 | 25,532 | 25,847 | 25,938 | I. | 91 | I. | 8,671 |
| 902 | 1,021 | 1,885 | 1,803 | 1,880 | I. | 77 | I. | b1,565 |
| 1,853 | 1,699 | 1,781 | 1,550 | 3,559 | I. | 2,009 | I. | 1,306 |
| 1,160 | 1,175 | 1,287 | 1,615 | 1,648 | I. | 33 | I. | 498 |
| 310,129 | 318,789 | 328,677 | 322,101 | 332,283 | I. | 10,182 | I. | 46,013 |
| 5,505 | 5,564 | 5,361 | 5,568 | 5,573 | I. | 5 | I. | 542 |
| 5,461 | 5,535 | 5,299 | 5,542 | 5,530 | D. | 12 | I. | 554 |
| 267 | 453 | 1,104 | 1,606 | 1,851 | I. | 245 | ..... | ..... |
| 137 | 244 | 427 | 437 | 619 | I. | 182 | ..... | ..... |
| 72 | 170 | 681 | 1,070 | 1,253 | I. | 183 | ..... | ..... |
| 183 | 194 | 207 | 208 | 201 | D. | 7 | D. | 29 |
| 202 | 211 | 225 | 225 | 250 | I. | 25 | I. | 95 |
| 385 | 405 | 432 | 433 | 451 | I. | 18 | I. | 66 |
| 20 | 57 | 85 | 88 | 95 | I. | 7 | ..... | ..... |
| 193 | 193 | 189 | 195.3 | 192 | D. | 3.3 | ..... | ..... |
| 153 | 149 | 161 | 154 | 163 | I. | 9 | ..... | ..... |
| 5,299 | 5,320 | 5,561 | 5,626 | 5,667 | I. | 41 | I. | 734 |
| 337,039 | 345,944 | 353,119 | 357,186 | 361,133 | I. | 3,947 | I. | 50,841 |
| 750 | 790 | 809 | 812 | 852 | I. | 40 | I. | 247 |
| $4,875,618 | $5,183,902 | $5,115,556 | $5,169,979 | $5,297,679 | I. | $127,700 | I. | $1,306,812 |
| 8,630 | 9,858 | 9,808 | 9,875 | 10,115 | I. | 240 | I. | 947 |
| $105 10 | $108 20 | $100 27 | $85 90 | $85 74 | D. | $0 16 | D. | $19 56 |
| 37 20 | 35 93 | 34 70 | 35 03 | 35 06 | I. | 03 | D. | 1 64 |
| 42 95 | 40 48 | 38 45 | 37 75 | 37 14 | D. | 61 | D. | 4 26 |
| 27 16 | 26 35 | 25 33 | 25 72 | 24 91 | D. | 81 | D. | 2 71 |
| $2,322,694 | $2,281,422 | $2,258,624 | $2,221,154 | $2,697,801 | I. | $476,647 | I. | $781,276 |
| 2,153,811 | 2,249,638 | 2,148,330 | 2,152,783 | 2,230,772 | I. | 77,989 | I. | 298,233 |
| $2,625,798 | $2,596,361 | $2,680,703 | $2,713,993 | $2,747,844 | I. | $33,851 | I. | $358,356 |

b The attendance of the school at Whitewater was not reported in 1870-'71.

## STATE SCHOOL SYSTEM.

### OFFICERS.

The general supervision of the common school system has been, throughout the decade, as for 20 previous years, under a State superintendent of public instruction, elected by the people for a term of 2 years. He has been allowed an assistant, of his own appointment, and other clerical aid.

The local supervision has been under (1) county superintendents, also chosen for terms of 2 years by the people, 2 being allowed in counties with more than 15,000 inhabitants, and (2) district school boards, consisting of a director, treasurer, and clerk for an ordinary school district, chosen all at once at the first district meeting, and afterwards one each year for a term of three years.[1] Free high schools, when not under the ordinary school boards, have also boards of 3 members, elected since 1875 at a called meeting of the district officers within the territory constituting the high school district.

In the comparatively few towns (26) that, up to 1880, had come under a township system, there are town boards of school directors, composed of the clerks of the subdistricts within the town, with those of joint subdistricts that have school-houses within it. The secretary of the board has supervision of its schools.

Boards of regents are appointed by the governor for the State normal schools and for the State university.

Since 1875 women have been eligible to all school offices below the State superintendency.

### OTHER FEATURES OF THE SYSTEM.

On the current plan of State aid to local effort, the income of the State school fund has been distributed annually to the proper local officers in the years under review on the basis of the number of youth 4 to 20 years of age, shown by an annual report from them to have been resident in towns, cities, and school districts that have had schools of at least 5 months' duration, that have raised for these schools as much as the State apportionment to them, and that have had them taught by duly licensed teachers. Persons over or under the school age, with consent of the school officers, may attend the public schools on payment of tuition, if such attendance should not interfere with the free pupils. Youth between 7 and 15 are, by law of 1879, required to be sent to school for at least 12 weeks in each school year, unless excused by the school board because of illness, distance from school, instruction elsewhere, or other sufficient cause. To make it easier for such children to attend, school boards are required to furnish needed text books for pupils of this class whose parents or guardians cannot supply them. They may, by authorization from their districts, furnish these also to other pupils. The determination of the text books to be used, of the discipline to be maintained, of the licensed teachers to be engaged, and of the annual length of school term beyond the 5 school months required, belongs by law to the school boards. The elementary studies to be pursued are prescribed by the State; but graded studies reaching beyond these, even to preparation for university work, have not only been allowed for many years, and especially since 1875, but also encouraged by express provision for them.

### CHANGES IN SCHOOL LAWS.

Although the school code has remained in general features essentially the same throughout the decade, modifications have been made at several points to remedy defects disclosed by experience.

In 1872, for instance, the requirement for voting in a school district of 10 days' residence therein was remitted to persons having the general qualifications for voting in the State; engagement of teachers in school districts was transferred from the clerk to a majority of the school board; the school month was made 20 days instead of 22; general election day was declared to be a legal holiday; districts that could show good reason for coming short of 5 months' school term were released from penalty; restrictions on alterations of the boundaries of joint school districts were imposed; counties reaching a population entitling them to 2 superintendents were ordered to have the second chosen by popular vote of half of the county, instead of being appointed, as before, by the State superintendent; provision was made for limited State teachers' certificates, and compensation of $2 to $3 daily for actual service was allowed to superintending secretaries of town school boards. In 1873 town supervisors were ordered to abolish any school district that should fail for two years to maintain a school; power was given district boards to purchase in any year school apparatus not costing more than $75, with consent of the State or county superintendent; districts

[1] For city officers, see City School Systems, further on.

were exempted from loss of State school money through mistake of any officer, and from penalty for failure to raise a school tax if the amount it would have reached was supplied from the general fund; and authority was given cities to establish schools for truants and place in them children 7 to 10 years of age found to be habitual absentees from school without cause. In 1875 school boards were authorized to purchase, with consent of their constituents, school books to be loaned or otherwise furnished to pupils; free high schools were allowed to be established, with boards for managing them, in any town, incorporated village, or city, by a majority vote of the people, and aid from the State was pledged to them; women were also made eligible to school offices. In 1877 school officers and teachers were forbidden to act as agents for sale of stationery or school books, persons 20 to 30 years of age were allowed to enter public schools for studies in English, with consent of school boards, and the free high school law of 1875 was modified. In 1879 a compulsory school law was passed, the high school law was further modified, and the annual district school tax was limited to 5 per cent. of the assessed valuation of the property in the district.

#### GENERAL CONDITION.

How effective the school system had come to be under good superintendency and many leading teachers from the normal schools is shown by the fact that, although 224 fewer youth of school age were reported in the last year of the decade than in the year before, there were 8,071 more in the public schools, these schools having 41 more buildings, 3,947 more seats, and 240 more teachers, with several more days of term and greatly improved facilities for cheapening text books or making them entirely free. How much the teaching in the schools had been improved, too, may be judged from the growth of schools with three or more departments, and of course with teachers of high quality in the upper grades at least, as also from the greatly increased number sent up from these grades to the State academies and colleges, at least 1,500 more within the year, making all possible allowance for those coming in from other States. An advance of $127,700 in the estimated value of school property and of $476,647 in receipts for maintenance of schools looks in the same direction, almost the only falling off being a reduction in the proportion of expenditure to receipts, which seems to have come in large measure from the unwise reduction of teachers' wages in country schools.

#### RÉSUMÉ FOR TEN YEARS.

Progress continuous and encouraging in almost everything but pay of teachers marks the record for the ten years covered by the table given, though the proportion of that progress is not shown to be as great for the whole decade as for the closing year of it. The ratio of districts making report of their statistics to the whole number known to exist was indeed greater for the ten years than the last year; but while these fuller reports show an increase of 62,281 in youth to be instructed, and show, too, that a fair proportion of this increase was gathered into State and private schools, with greater advantages for instruction in the former certainly and probably in the latter, we find no invasion of the region of non-attendance such as that in 1879–'80. The State schools enrolled only a little more than half of the additional youth of school age, and all schools together only a little more than two-thirds. The pay of teachers fell off somewhat during the decade, but their number increased by 947, or about 100 a year on an average, while the houses in which they taught were more numerous by 734, the seats for pupils by 50,841, the estimated increase in value in school buildings, sites, and furnishings being $1,306,812. The passage of a compulsory school law near the conclusion of the decade and the somewhat extensive institution of a system of gradation and graduation in country schools promise, if well administered, an era of still greater success and growth in years to come.

### CITY SCHOOL SYSTEMS.

#### OFFICERS.

The principal cities of the State are by charter independent districts, and elect each a board of education with defined powers and duties. This board in each city chooses generally a president, a clerk, and a superintendent; it establishes and organizes graded schools, determines the studies to be pursued in them beyond those prescribed by law, and decides what text books shall be used and what discipline be maintained. The superintendent, besides his supervisory duties, usually examines persons proposing to teach, sometimes with the aid of a committee.

STATISTICS.

| Cities. | Population, census of 1880. | Children of school age. | Enrolment in public schools. | Average daily attendance. | Number of teachers. | Expenditure. |
|---|---|---|---|---|---|---|
| Appleton | 8,005 | 2,897 | 1,638 | 1,490 | 28 | $16,492 |
| Eau Claire | 10,118 | | | | | |
| Fond du Lac | 13,091 | 5,482 | 2,321 | 1,515 | 46 | 22,499 |
| Green Bay | 7,476 | 2,301 | 1,182 | | 20 | 10,504 |
| Janesville | 9,018 | 3,386 | 1,727 | 1,318 | 36 | 18,651 |
| La Crosse | 14,505 | 4,070 | 2,559 | 2,482 | 42 | 26,600 |
| Madison | 10,325 | 3,517 | 1,939 | 1,745 | 34 | 23,305 |
| Milwaukee | 115,578 | 37,742 | 17,085 | 11,149 | 250 | 234,706 |
| Oshkosh | 15,749 | 5,874 | 2,217 | 2,017 | 53 | 35,785 |
| Racine | 16,031 | 5,858 | 2,302 | 1,620 | 46 | 32,575 |
| Watertown | 7,883 | 3,483 | 1,138 | 740 | 22 | 11,785 |

ADDITIONAL PARTICULARS.

*Appleton* reported a good condition of its schools, 8 commodious school buildings, 2 more required, and 1 built during the year (affording sittings for 1,800), only 1 properly ventilated, and 7 with separate outhouses for the sexes; valuation of all, with sites, $50,000. There was an increase of 297 children of school age and of 132 in enrolment, and the ratio of average daily attendance to enrolment was 91, showing a gain of ¼ of 1 per cent. on this ratio. The schools were conducted with one teacher less than in the previous year and there was a reduction of $6,273 in expenditure.—(State report and return.)

*Fond du Lac* reported 17 school buildings for its primary, grammar, and high schools, with 2,800 sittings, with a decline in the main. In school population there was a falling off of 418, in enrolment of 163, and in average daily attendance of 3 per cent. There was one teacher less employed; also, a saving in expenditure of $7,714. In private and parochial schools there were 500 enrolled, an increase of from 200 to 300, showing that these schools had drawn largely from the public schools.—(Return.)

*Green Bay* had 3 brick and 3 frame school-houses, with sittings for 1,020, valued, with sites, at $64,000, only 1 having a suitable outhouse in good condition. With an increase of 129 in school population, there was a loss of 25 in enrolment, but a gain of 4 per cent. in average daily attendance, due, perhaps, to the gain of 1 teacher; while in private and parochial schools there was an estimated enrolment of 450, a decrease of 160 from the previous year.—(State report.)

*Janesville* reported 10 school buildings for its primary, grammar, and high schools, with 1,801 sittings for study, which, with sites, furniture, and apparatus, were valued at $96,500. With a decrease of 172 in school population there was an increase of 32 in enrolment, of 4.3 per cent. in average daily attendance on enrolment, and the usual high standard of punctuality was maintained. The high school enrolled 161, while the private and parochial schools had an estimated enrolment of 250. The Grube method in arithmetic had proved satisfactory, while the advantages of loaning text books to the students were commended to all the districts in the State.—(State report and return.)

*La Crosse* reported that during the last eight years the public schools had gradually improved in their work. They were classed as primary, intermediate, grammar, and high, taught in 9 buildings, with sittings for 2,100, all having separate outhouses for the sexes in good condition. Although there was a loss of 109 in youth of school age, the schools gained 241 in enrolment, and 97 per cent. of those belonging were in average daily attendance. The high school enrolled 125 and graduated 30 males. Vocal music was introduced as an experiment into the intermediate and grammar schools during the spring of 1880, and after a trial of 3 months a special teacher of music was employed. It is estimated that there were 500 in private and parochial schools.—(State report.)

*Madison* had 9 school buildings, all well ventilated, with 1,750 sittings, with separate outhouses, valued, with sites, furniture, and apparatus, at $100,000. The schools had primary, grammar, and high departments, each with a 4 years' course and an addition of a term to the high school for the graduate class. This school has 5 courses of study, the completion of the first 3 admitting to the university without examination. It enrolled 244, with an average daily attendance of 92, graduating 27. In school population there was a loss of 494; in teachers, of 1; in expenditure, a reduction of $2,213; while in enrolment there was a gain of 37 pupils, and in average daily attendance of 1 per cent. Private and parochial schools had an estimated attendance of 650.—(State and city reports.)

*Milwaukee*, with 25 public school buildings, with 12,978 sittings, valued, including sites, furniture, and apparatus, at $696,588, had 726 more youth of school age, 628 more

enrolled, and 5 per cent. more in average daily attendance, with 68 more teachers. The schools are classed as district, primary, branch, and high, the last having enrolled 322, besides 23 in a normal department connected with it, being a gain in both of 137 over 1879 and of 188 over 1871. German, music, drawing, and calisthenics were taught in all the schools under 16 special German teachers and 1 for each of the other branches. Two new buildings were to be erected and others were contemplated, to meet the rapid increase of the primary grades. There were 48 private schools, with 7,392 pupils and 211 teachers, showing a decrease of 5 schools, 7 teachers, and 239 pupils, and, as compared with 1876, of 4 schools, 23 teachers, and 2,046 pupils.—(State and city reports.)

*Oshkosh*, with an increase of 178 in school population, had 10 public school-houses (adding 1 during the year), containing 59 rooms, mostly in good condition and suitably furnished, affording sittings for 3,500, and valued, with their appurtenances, at $128,000. There was an increase of 38 in enrolment, a falling off of 1 per cent. in average daily attendance, and an increase of 3 teachers. The schools are classed as primary, intermediate, grammar, and high; the whole course covers 12 years, giving to the primary and intermediate 6, to the grammar 2, and to the high 4. The private and parochial schools enrolled 1,000.—(State report and return.)

*Racine* had 8 public school buildings for its school population of 5,858, all but one in good condition, with 46 rooms for study, fully supplied with blackboards, and affording sittings for 2,500, while its school property was valued at $80,000. The enrolment and attendance were slightly less than during the previous year. Of the 46 teachers employed, 40 were females. The schools are classed as primary, grammar, and high, the latter having 114 enrolled, with 5 teachers. There were 9 buildings occupied by private and parochial schools, with an estimated enrolment of 1,034, taught by 35 teachers.—(State report and return.)

*Watertown* had 15 rooms for its primary department, 4 for its grammar, and 2 for its high school, all well supplied with suitable furniture and apparatus, in 5 substantial and commodious houses, properly ventilated, with separate outhouses in good condition; number of sittings, 1,200; valuation of school property, $37,500. In youth of school age there was a loss of 79, in enrolment of 172, while the expenditure increased $411. The free text book system received especial attention in the hands of an able committee, and after an experience of three years it was shown to be not only simple in its working but economical, the cost of the investment for the three years being less than $1.50 for each pupil and the loss of books only 2 cents a pupil. Private and parochial schools had an estimated enrolment of 770.—(State and city report and return.)

## TRAINING OF TEACHERS.

### STATE NORMAL SCHOOLS.

The report of the regents of the 4 State normal schools shows that a growing demand for professionally trained teachers has led to enlarged accommodations for the increasing number of students; that the professional element in the training of these students is assuming greater prominence; that the academical has also found a place in which it can aid the professional; and that each year a perceptible advance is made in the amount of time given to methods of teaching and to the philosophy of education. The pupil teachers practised in the training schools connected with these institutions are said to be widely called for and highly prized as teachers in the public schools. The board commends this important feature of a normal education, hopes that it may be fully perfected, and expresses the belief that, when it is, "to present a candidate for graduation will be to vouch for his professional skill."

The reports from the 4 schools show 958 normal students and 992 others, the latter number including 126 preparatory students at the Oshkosh and River Falls schools and 25 pupils in a Kindergarten connected with the practice department of the Oshkosh school. The remainder of the 992 were in the primary, intermediate, and grammar grades of the practice schools at all the 4 institutions. Of the 958 normal students—219 at Platteville, 279 at Whitewater, 332 at Oshkosh, and 128 at River Falls—65 completed the elementary course and received certificates; 13, the advanced course and were graduated. The whole number of pupils of all grades was 177 greater than in the preceding year; the number that received certificates or diplomas, 26 less.—(Report of regents in State report.)

### OTHER NORMAL TRAINING.

The Milwaukee City Normal School, organized in 1872, had 23 pupils in 1880 and an average daily attendance of 22. The full course occupies a year. The National German-American Teachers' Seminary, Milwaukee, organized in 1878, reported 29 normal students in 1880; the Catholic Normal School of the Holy Family, St. Francis, 35. At Galesville and Northwestern Universities and at Milton College there were normal departments or teachers' courses.—(City report, returns, and catalogues.)

### TEACHERS' INSTITUTES.

During 1880 the 62 institutes held were in session 104 weeks—that is, 1 for four weeks, 39 for two weeks, and 22 for one week. The attendance was 4,965 (men 1,335, women 3,630). A very large percentage of the teachers of the State avail themselves of the privileges afforded by this branch of normal instruction, and the institute work is steadily growing in favor. Its effect on the common schools was quite apparent in 1880. A general programme of instruction for the next three years was adopted, the session of 1879 having completed the 3 years' course formerly selected, and the work for the year was confined largely to primary teaching in the public schools.—(State report.)

### EDUCATIONAL JOURNAL.

The Wisconsin Journal of Education, published monthly at Madison under the editorship of the State superintendent and his assistant, continued to give valuable information on educational subjects throughout 1880, as for 9 preceding years.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

According to a law of 1875, as modified in 1879, any town, incorporated village, city, or school district that has within it an incorporated village, or that has a graded school of not less than two departments with at least 25 pupils prepared to begin a high school course, may establish and maintain one or two high schools, or adjoining towns may unite in establishing and maintaining such a school. High schools thus established are to be under a graduate of some university, college, or normal school, or of one that can pass an examination in the studies required to be taught; and they are to be free to all qualified pupils in their districts. Aid from the State, not to exceed $500 to any district in any year, was promised to such schools for 5 years from the establishment of each, on condition that they should be taught at least 3 months in each school year and comply with certain other requirements of the law. In 1880 there appear to have been 110 schools of this class, of which 91 reported to the State superintendent, as required, against 102 schools existing and 88 reporting in 1879, while at least 15 excellent high schools are said never to have organized under the free high school law. Of those reported, 20 had in 1880 received their full 5 years' apportionment from the State, and 3 new ones were to come in for annual aid in the school year 1880–'81. The statistics of the 91 reporting showed for 1879–'80 these figures: Whole number of pupils, 6,730; of these in common branches, 2,535; in natural sciences, 3,065; in modern languages, 1,023; in ancient languages, 1,128; in algebra or geometry, 2,449; graduates for the year, 114 males and 237 females, making a total of 1,702 graduated since the institution of this high school system. The State superintendent says that the advantages of the existing high school system are becoming more apparent as the years advance, this system of local establishment of such schools with State countenance and aid making it possible for many youth in different parts of the State to prepare themselves for college or for responsible positions in active life. He therefore urges still other villages and towns to avail themselves of the opportunity afforded them for the establishment of schools of this class, believing that, besides the direct advantages resulting to the youth instructed in them and to the State through the future influence of these youth, the schools will have a healthful stimulating influence on the lower rural schools around them.—(State report for 1879–'80.)

### OTHER SECONDARY SCHOOLS.

For information as to business colleges, private academic schools, and preparatory departments of colleges and universities, see Tables IV, VI, VII, and IX of the appendix. For summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The 8 colleges and universities in this State, 5 of them open to both sexes, reported a total attendance in 1879–'80 of 677 students in collegiate classes, of whom 130 were women. All had classical courses of 4 years, all but 1 offered scientific instruction in 4 years' courses, while 1 added agricultural and engineering branches, 3 gave normal and 3 business training, 2 instruction in music, 3 in drawing and painting, and 1 in law. All were organized previous to the present decade; all but the State University were under the influence of some religious denomination; the Presbyterians claiming 2, the Presbyterians and Congregationalists, united, 1; and the Methodists, Seventh Day Baptists, Episcopalians, and Lutherans, 1 each.

Gifts were received by 6 of these institutions during the year, aggregating $59,465.

Lawrence University, Appleton, was given $12,000 to cancel debt, half of it being part of a bequest made some time ago by Rev. Joseph Rork, of Appleton; the remaining $6,000 came in small sums. Beloit College received $13,000 from Rufus Dodge, S. C. Morgan, and others, for endowment, ministerial education, buildings, and current expenses; the University of Wisconsin, $10,000 from C. C. Washburn, Madison, for completion of the observatory; Milton College, $3,365 to pay current expenses; Ripon College, $18,000 from persons in Wisconsin, Chicago, and New England, principally for endowment; and the Northwestern University, Watertown, $3,000.

The University of Wisconsin, comprising colleges of arts, letters, and law, reports a generally satisfactory condition during 1879–'80. The college of arts offered 4 courses in science; that of letters, 2 classical courses, both requiring Latin, and the former Greek also. There were special courses and courses for graduate study; also, a course of 6 years for those who wished to take music or any similar pursuit in connection with a collegiate training. Within the year Washburn Observatory was considerably enlarged; the number of students increased; the standard of instruction raised; and preparatory work discontinued, with the exception of a class in Greek—a step in the interest of the high schools not taken without some solicitude, since these schools are not yet in a condition to do all the preparatory work required. The number attending in collegiate classes was 324, a gain of 44 per cent. in four years, made notwithstanding a considerable advance in the terms of admission. The growth for five years past is chiefly indicated by advance in scholarship and a steady increase of students in higher work. The attendance on the classical courses has gone up in that time from 65 to 149, and that in special studies from 49 to 91, owing partly to the many electives provided, while in the same time students in science have decreased from 135 to 82. The number of young women in attendance advanced somewhat, as also did that of students not residents of the State.

For statistics of colleges and universities reporting, see Table IX of the appendix, and for a summary of them, the report of the Commissioner preceding.

### INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Besides the colleges noted above, in which both sexes are received on equal terms, facilities for the higher instruction of young women are offered by 4 or more institutions exclusively for them. Three of these send reports for 1879–'80, viz: Wisconsin Female College, Fox Lake (Congregational), Milwaukee College (non-sectarian), and St. Clara Academy, Sinsinawa Mound (Roman Catholic). Kemper Hall, Kenosha, (Protestant Episcopal), the only one organized during the decade, sends no report for 1880.

For statistics of such as report, see Table VIII of the appendix, and for a summary of this table, see the report of the Commissioner preceding.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

The provision for scientific and technical instruction made in the college of arts of the University of Wisconsin embraces courses of 4 years in general science, agriculture, civil, mechanical, and mining engineering, mining, and metallurgy. Military science and tactics are prescribed by law, and all able-bodied students of the university must receive instruction in them. Students in the agricultural course are required to perform such labor on the farm as is necessary for educational purposes. Tuition is free to residents of the State.

Nearly all the other colleges in the State have 4 years' courses in general science leading to the degree of S. B. Statistics of attendance, &c., on these courses will be found in Table IX.

For statistics of scientific instruction, see Table X of the appendix, and for a summary, see the report of the Commissioner preceding.

### PROFESSIONAL.

*Theological* instruction is given in the Nashotah House, Waukesha County (Protestant Episcopal), and in the Seminary of St. Francis of Sales, Milwaukee (Roman Catholic). The former gives a 3 years' course of strictly theological study, the latter a course of 10 years, of which 5 are devoted to academic studies, 2 to philosophy, and 3 to theology. Statistics of theological schools reporting may be found in Table XI, and a summary of them in the report of the Commissioner preceding.

The one school of *law* is that of the University of Wisconsin, which had 64 students in 1880, under 8 professors. The course extends over 2 years, and graduates are entitled to practise in all courts of law in the State. Candidates for admission must be of good character and 20 years old if not college graduates. There is a preliminary examination in ordinary English branches.

No *medical* schools report from this State.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The *Wisconsin Institution for the Deaf and Dumb*, Delavan, founded in 1852, labored under great embarrassment at the commencement of 1879–'80, owing to the burning of the main building in September, 1879. Still the work of instruction was not interrupted or seriously impaired, the standard of scholarship was well sustained, and the way was prepared for a decided advance as the classes came into new school rooms. Since the foundation, 549 pupils had, in 1880, entered the institution, the average number of years spent in it being 6.42. In 1879–'80 there were 179 pupils in the primary, intermediate, and academic departments. Of these 55 were in the articulation classes. The common and some higher branches are taught. The employments include shoe and cabinet making, sewing, and the printing of an 8 page paper.—(Report and return.)

The *Wisconsin Phonological Institute*, Milwaukee, founded January 14, 1878, and under the control of a board of directors, reported 19 pupils in 1879–'80, under charge of 2 professors and instructors, who taught them the elementary branches and articulation. This school was established for the purpose of propagating the articulation method, and 25 pupils have been taught in the 3 classes since 1878. Satisfactory improvement is reported in all branches. Drawing, sewing, needlework, and light gymnastics enter into the course.—(Report and return.)

*St. John's Catholic Deaf-Mute Asylum*, St. Francis, founded in May, 1876, reports 88 pupils since that date, and 50 in 1879–'80. The average number of years spent in the institution is 3. Instruction is given in the common branches and in Christian doctrine. The articulation method is used. As employments they have knitting, hand and machine sewing, crocheting and other fancy work, housework, and agriculture.—(Return.)

### EDUCATION OF THE BLIND.

The Wisconsin Institution for the Education of the Blind, Janesville, has admitted 296 pupils since the foundation in 1850, and reports 89 in 1879–'80. In the literary department, in addition to the common branches, rhetoric, geometry, chemistry, geology, English literature and history, physical geography, and United States history were taught; in the musical department, piano, organ, and vocal classes, harmony, and orchestral playing were included; in the industrial department, one hour daily was given to some occupation, such as crocheting and other fancy work, sewing, knitting, beadwork, cane seating of chairs, and, instead of broom making, the weaving of rag carpets.—(Report and return.)

### REFORMATORY AND INDUSTRIAL TRAINING.

The *Wisconsin Industrial School for Boys*, Waukesha, was organized as a "House of Refuge" and opened in 1860. The name was afterwards changed to "State Reform School," and then to its present title. The arrangements include a main central and three family buildings, these last accommodating from 30 to 36 boys each. In October, 1879, there were 431 boys on the roll; one year later, 430; total since organization, 1,801. The boys attend school 4 hours each day; the classes in it are primary, intermediate, and senior, and there are promotions every 6 months on passing a written examination. Factories for making boots and shoes, socks and mittens, employ many of the boys; the tailor shop and mending room (this last a new feature), the bakery, laundry, and farm employ others. There is also a band composed of some 20 boys, membership in which is considered a special privilege.—(Report.)

The *Wisconsin Industrial School for Girls*, Milwaukee, established April, 1875, is under private control, and, although it is nominally a school for girls, boys under 10 years of age are admitted, as the State institution will not receive them. Since the opening 241 persons have been committed, and 109 remained on November 1, 1880. Since the completion of the new building (in 1879, apparently) the school sessions have been held in large, airy rooms; the discipline of the school is reported as improved, and the general progress is steady and satisfactory. The common branches, drawing, and composition are taught, also housework, laundry work, machine and hand sewing, knitting, crocheting, embroidery, gardening, milking, &c.—(Fourth annual report and return.)

Four homes and asylums for orphan or dependent children report instruction given in domestic duties, common needlework, &c., as well as in the common branches. These are the Cadle Home and Hospital, Green Bay, incorporated in 1872, whose inmates numbered 4 in 1879–'80; the Milwaukee Orphan Asylum (1852), inmates 80; St. Rose's Female Orphan Asylum, Milwaukee (1848), inmates 80; Taylor Orphan Asylum, Racine (1872), inmates 33. The Fond du Lac Relief Society also aids this class of children.—(Returns.)

## EDUCATIONAL CONVENTIONS.

### WISCONSIN STATE TEACHERS' ASSOCIATION.

The twenty-eighth annual session of the association took place July 6–8, 1880, at Madison. After the usual preliminaries, a lecture on "Some national experiments in education" was delivered by Prof. Joseph Emerson, of Beloit College. On the following morning Superintendent Viebahn read a paper on "The developing method," and President Stearns one on "Some incalculable elements of school work." A class from the Platteville Normal School presented an illustrative exercise in primary object teaching, and after some discussion of the subject the session closed. In the evening, Rev. Mr. Rose, of Milwaukee, delivered an address on the "Inabilities and disabilities of the teacher's profession." On the last day of the session, President G. S. Albee read a paper on "The province and function of a normal school." A discussion on the "Kindergarten" was opened by an essay from Rev. J. B. Pradt, and most of the speakers favored the introduction of Kindergarten methods into the school system. Several committees asked leave to report at the winter session. Prof. Samuel Colvin read a paper on "Natural science in our schools," and various business arrangements were concluded prior to adjournment.—(State report.)

### CONVENTION OF SUPERINTENDENTS.

In connection with the meetings of the State association the superintendents hold semiannual and annual meetings. They came together at Madison July 7 and December 29, 1880, the latter occasion being the regular annual session. The duties and qualifications of county superintendents, proper tests in teachers' examinations and how exercised, teachers' libraries, and superintendents' duty and action toward the course of study for ungraded schools were the subjects introduced at the first mentioned meeting. At the last, an address by State Superintendent W. C. Whitford, the relation of superintendent to the compulsory law, superintendents as institute and association workers, and aims and process of school visiting filled the programme.—(State report, Wisconsin Journal of Education.)

### PRINCIPALS' ASSOCIATION.

The fourth annual meeting of this body took place at Madison, December 27–28, 1880. The list of subjects included social science in graded and high schools, general history, language, English literature, what subjects in natural science should graded and high schools teach and what should be the general method of teaching? the model principal, and a general discussion on the function of the Wisconsin Principals' Association.—(Wisconsin Journal of Education.)

### MEETING OF INSTITUTE CONDUCTORS.

State Superintendent Whitford presided at the annual gathering at Madison July 5–6, 1880. The subjects of the first morning's exercises included teaching the first reader, primary arithmetic, and penmanship as taught to primary pupils. In the afternoon, United States history and government, primary geography, and spelling as taught to primary classes. In the evening, papers were presented on the introduction of the system of grading country schools and on the programme and records for grading country schools. These two papers drew forth complaints as to indefiniteness in the system and inadequacy of the records. Superintendent Whitford expressed an intention to prepare a circular on the subject and Superintendent Lunn gave a specimen page of a register which he had devised. On the following day the discussion was on teaching numbers and language to primary pupils and on drawing. A paper on school organization indicated that the basis of classification should not be size or age, but ability and attainments. A general exercise in teaching history to primary classes was presented by Professor Salisbury, who considered pictures of great value as a means of stimulating the imagination.—(State report.)

## OBITUARY RECORD.

### PROF. JAMES CRAIG WATSON, LL. D.

For an obituary notice of this eminent astronomer, see page 168, his observatory work having been done mainly in Michigan.

## CHIEF STATE SCHOOL OFFICER.

Hon. WM. C. WHITFORD, *State superintendent of public instruction, Madison.*

[Second term, 1880–1882.]

Other superintendents in the decade were Rev. Samuel Fallows, who, at the death of Hon. A. J. Craig, July 3, 1870, served out his unexpired term, and until January, 1874. He was followed by Prof. Edward Searing, who served for successive terms until the election of Mr. Whitford in 1878.

The assistant superintendent throughout the decade, as for 2 years previously, was Rev. J. B. Pradt.

## ALASKA.

### EDUCATIONAL CONDITION AND PROSPECTS.

Alaska was purchased from Russia for $7,200,000 on March 30, 1867; the purchase was ratified by the United States Senate May 28, and on October 18, 1867, the country became a part of the United States. With an area of 580,107 square miles—equal in extent to the territory north of Alabama, Georgia, and North Carolina and east of the Mississippi—the country may be divided into three sections, the Sitkan, beginning at the northern boundary of British Columbia, Dixon's Inlet, 54° 40′, and including southeastern Alaska; the Yukon, extending from the Alaskan range of mountains to the Arctic Ocean; and the Aleutian, embracing the Aliaskan Peninsula and islands west of the 155th degree of longitude. No census was ever undertaken before 1880, and estimates of population vary widely. At the time of the transfer the Russian officials reported the population as 66,000; a report made by Major-General Halleck in 1869 put down the Indian population at about 60,000; and Mr. W. H. Dall for 1867 gives 29,097, about 2,000 of them whites and half breeds. During the Russian rule this territory had a government and schools and was under the Greek religion, but, upon entering into the possession of the United States, the rulers, priests, and teachers were withdrawn, and the United States authorities sent no others in their place. In 1875 the condition of the inhabitants was said to be less favorable than under the Russian régime. During the decade under consideration various endeavors have been made to establish schools in the territory, but the chief hindrance to progress has been the absence of law and of recognized forms of government. According to a contract with the Alaska Commercial Company, an eight months' school was to be taught each year on the islands of St. Paul and St. George, and on the first mentioned a school was begun October 2, 1873, which reported an attendance of 7 pupils, who made commendable progress during the eight months. Three other classes were taught by natives, 2 in Russian, 1 in Aleutian; in all, 17 persons attended school. Dressmaking and sewing entered into the course. In 1877 the reports indicated that the schools at both St. George and St. Paul (on the Fur Seal Islands, over 1,000 miles from Kodiak) had an average attendance of 18 and 20 pupils, respectively. During the same year the Presbyterian Board of Home Missions placed Mrs. A. R. McFarland in charge of a school at Fort Wrangell, which had been commenced by the natives, and which, in December, 1877, was reported as very successful. In the spring of 1878 a school was opened at Sitka with 80 pupils, and in October measures were taken to establish at Fort Wrangell a home to preserve girls whose mothers desired to sell them for base purposes. In 1879 this school, the "Girls' Home and Industrial School," reported 13 pupils; a day school, 100 native pupils; a primary department, between 30 and 40; a day school at Sitka, 60 pupils; and the Aleutian population (on the islands) had schools and churches of their own. Such advancement was made as to prove that the people have good minds and are susceptible of a high state of culture, and they are said to be eager to learn. Rev. Sheldon Jackson, D. D., superintendent of Presbyterian missions, reported for 1880 as follows:

The schools have made encouraging progress. The day and boarding school at Fort Wrangell averaged 100 day and 22 boarding pupils. A new school building has been finished, and the pupils are already established therein. At Sitka the attendance averaged about 200 Indian children. Attendance at school was made compulsory by an order from Commander Glass, of the United States Ship Jamestown, punishing the parents for non-attendance of children. A school was opened at the head of Lynn Channel for the Chilcut tribe. As no white teacher could be found, an Indian woman took charge and had 80 in attendance. Preparations have been made to erect a school building on Prince of Wales Island and to send teachers to the Hydahs.

In a preliminary report of the special agent of the census, Ivan Petroff, it is stated that at least 20,000 natives are entirely without the remotest influence of church or school, and he urges the United States Government to provide the youth of Alaska with simple elementary education, and thus promote the progress of the people. He says that the natives are quickened into the appreciation of the benefits of an education as they observe the advantages which the scholars among them have over the others in matters of trade, keeping accounts, &c. He finds among the Innuits quickness of apprehension and a spirit of inquiry—they are brighter and more desirous of learning than the Aleutians themselves—and they would be much benefited by an intelligent system of educational labor. He speaks of the average attendance at two schools, at Oonalaska and Belkovsky, as less than 10 of both sexes, while among the 7,000 or 8,000 members of the Russian Church less than 400 are able to write in either the

Russian, the Aleutian, or Kodiak Innuit vernacular. Not one of the three missions of the Yukon, Nushegak, and Kenia possesses a school. The present bishop of the Russian Church has planned the establishment of a training school for native boys from all parts of the Territory at Oonalaska, but the English language will be ignored. Mr. Petroff suggests the training of some 15 or 20 youth at some of our Indian schools, and, if they show capacity, at some normal school, then sending them back to help to educate the masses in Alaska. His plan has since been adopted.

## SUMMARY OF EDUCATIONAL STATIS

| | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | |
| Youth of school age (6–21) | 1,660 | 2,584 | 2,508 |
| Enrolled in public schools | 333 | 343 | *a*568 |
| Average daily attendance | ---------- | ---------- | *a*419 |
| Attendance in private schools | 149 | ---------- | ---------- |
| SCHOOLS. | | | |
| Rooms for study | ---------- | 11 | 14 |
| Average duration of schools in days | ---------- | 180 | 180 |
| Estimated value of school property | $6,472 | $8,950 | $20,000 |
| TEACHERS. | | | |
| Men teaching in public schools | ---------- | 6 | 6 |
| Women teaching in public schools | ---------- | 5 | 8 |
| Total number of public school teachers | ---------- | 11 | 14 |
| Average monthly pay of men | ---------- | $100 | $100 |
| Average monthly pay of women | ---------- | 100 | 100 |
| INCOME AND EXPENDITURE. | | | |
| Total receipts | $5,849 | $11,417 | $28,760 |
| Total expenditure | 5,529 | ---------- | 24,152 |

*a* One county not reporting

TICS OF ARIZONA—1872-'73 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1872–'73. |
|---|---|---|---|---|---|---|
| 2,955 | ..... | 3,089 | 5,291 | 7,148 | I. 1,857 | I. 5,488 |
| 1,213 | 903 | 2,740 | 3,143 | 4,212 | I. 1,069 | I. 3,879 |
| 900 | 580 | 890 | 1,992 | 2,847 | I. 855 | ..... |
| ..... | 394 | 394 | ..... | ..... | ..... | ..... |
| 21 | 28 | ..... | 51 | 101 | I. 50 | ..... |
| ..... | 190 | 124 | 165 | 109 | D. 56 | ..... |
| ..... | $44,436 | $47,479 | $78,681 | $113,074 | I. $34,393 | I. $106,602 |
| 15 | 6 | 19 | 27 | 48 | I. 21 | ..... |
| 6 | 25 | 18 | 24 | 53 | I. 29 | ..... |
| 21 | 31 | 37 | 51 | 101 | I. 50 | ..... |
| $110 | $100 | $91 | $84 | $83 | D. $1 | ..... |
| 90 | 50 | 74 | 68 | 70 | I. 2 | ..... |
| $31,449 | $20,708 | $21,396 | $32,421 | $67,028 | I. $34,607 | I. $61,179 |
| 28,744 | 18,407 | 21,396 | 29,200 | 61,172 | I. 31,972 | I. 55,643 |

## TERRITORIAL SCHOOL SYSTEM.

### OFFICERS.

The chief school officer is a superintendent of public instruction, who was formerly the governor, but since 1879 has been appointed by him. With him has been associated from the first a board of education, including, besides the superintendent, the territorial secretary and treasurer till 1879; since then, the governor and treasurer. The probate judge of each county is ex officio county superintendent of public schools. To aid him in examining teachers for these schools the territorial superintendent appoints 3 persons to be associated with him as a board of examiners. For each school district there is a board of 3 trustees elected by the people, or, in case of their failure to elect, appointed by the county superintendent, subject to approval of the territorial superintendent.—(Laws of 1871, 1875, and 1879.)

### OTHER FEATURES OF THE SYSTEM.

Public school funds are derived from a territorial tax of 15 cents on the $100, a county tax of 50 to 80 cents, and a special district tax voted by residents of districts in case the other funds are not sufficient to keep the schools open 3 months, the apportionment of county funds being in proportion to the number of pupils attending school in each for 3 months. Districts, before receiving public money, must report according to law; and no school in which sectarian doctrines are taught or sectarian books used can receive any of the public school funds. It is the duty of the territorial board to provide a uniform series of text books for the schools. This board issues, on examination, life certificates to accomplished professional teachers of experience and ability. County boards of examiners grant teachers' certificates good for 2 years, their examinations being governed by rules prescribed by the territorial board.

### CHANGES IN THE SCHOOL LAW DURING THE DECADE.

The principal change was the provision made in 1879 for the appointment of a territorial superintendent of public instruction, the governor having previously been ex officio superintendent. The State tax of 10 cents on each $100 of taxable property, adopted in 1871, was in 1875 increased to 15 cents; the county tax of 1871, which then could not exceed 50 cents on $100, was decreased in 1875 to 35 cents, but in 1879 it was increased not to exceed 80 cents nor to be less than 50. The compensation of county superintendents was raised in 1879 from $100 a year to $250. In 1877 a compulsory school law was passed, embracing all children from 8 to 14 years of age, but it has been inoperative, owing to the lack of school accommodations.

### GENERAL CONDITION.

There was a decided increase during 1879–'80 in the number of youth of school age, the number enrolled in public schools and the average attendance thereon, in the number of school rooms used, the value of school property, the number of teachers employed, and in receipts and expenditures for public schools. The only important item of decrease is that of average length of school term. This average is kept low by the short sessions in all the rural districts. City and village schools were taught from 150 to 200 days, while the terms of country schools seldom exceeded 100 days and were sometimes as low as 40. There were some districts in which no school was opened. Notwithstanding the increase in number of pupils enrolled, the per cent. of enrolment on youth of school age remains about the same; large numbers never attend school; and yet the number seeking to attend is in excess of the accommodations afforded, the compulsory school law being, consequently, inoperative.

### RÉSUMÉ FOR TEN YEARS.

The first two years of the decade were mainly occupied in the laying of foundations. The progress in school affairs since then has been decided, notwithstanding the discouragements incident to the organization of a school system in a new community without aid from school funds other than those raised by taxation. The number of youth of school age was in 1879–'80 more than four times as great as in 1872–'73, the number enrolled more than twelve times as great, and the value of school property more than sixteen times as great, while public school income and expenditure increased in fair proportion to enrolment and attendance in the schools. The number of rooms for study increased during the last seven years from 11 to 101, and the number of teachers from 14 to 101; while, probably from a greater supply, the average monthly pay of teachers decreased from $100 for both sexes to $83 for men and $70 for women. Among obstacles to the usefulness of the schools mentioned by the superintendent are a lack of school funds and the frequent changes in teachers and county superintendents. Superintendent Sherman has endeavored, by correspondence with others interested in the subject, to arrange some plan by which the attention of Congress

might be brought to the necessity existing in the Territories for present aid from their public land funds; but his efforts have not met with success.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

There is no information for 1879–'80 respecting the public high schools of Arizona, though at least one is believed to have existed then.

## SUPERIOR INSTRUCTION.

### TERRITORIAL UNIVERSITY.

The school law provides for the establishment of a territorial university, to be sustained by the proceeds of congressional grants, territorial appropriations, and individual gifts, but it does not appear that definite steps have yet been taken for its organization.

## CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. MOSES H. SHERMAN, *territorial superintendent of public instruction, Prescott.*

[Term, February, 1879, to January 11, 1881.]

Hon. A. P. K. Safford was governor and ex officio superintendent from 1869 to 1878, when he was succeeded by Hon. J. C. Frémont, and afterwards by Hon. John P. Hoyt.

## SUMMARY OF EDUCATIONAL STATIS

| | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (5–21) | 3,946 | 7,500 | 6,312 | 8,343 |
| Enrolled in public schools | 1,973 | 3,500 | 4,006 | 4,428 |
| Average daily attendance | ..... | ..... | ..... | ..... |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Organized districts | 83 | ..... | 168 | 296 |
| Schools, or school rooms | ..... | 100 | ..... | 221 |
| Graded schools | ..... | ..... | ..... | ..... |
| Ungraded schools | ..... | ..... | ..... | ..... |
| Average term in days | ..... | ..... | ..... | ..... |
| Value of school property | ..... | ..... | $16,000 | $24,926 |
| TEACHERS. | | | | |
| Men teaching | 28 | ..... | ..... | 54 |
| Women teaching | 84 | ..... | ..... | 154 |
| Whole number of teachers | 112 | ..... | 100 | 208 |
| Average monthly pay of men | $55 00 | $30 00 | ..... | $35 00 |
| Average monthly pay of women | 32 00 | 30 00 | ..... | 25 00 |
| INCOME AND EXPENDITURE. | | | | |
| Receipts for public school purposes | $34,203 | $22,000 | *a*$12,361 | $32,603 |
| Expenditure for public schools | 34,203 | 22,000 | 21,747 | 32,603 |

*a* Amount apportioned by the Territory.

## TICS OF DAKOTA—1871-'72 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | b1879–'80. | Increase or decrease since 1878–'79. | | Increase or decrease since 1871–'72. | |
|---|---|---|---|---|---|---|---|---|
| 10,396 | 11,046 | 12,201 | 18,535 | 12,030 | D. | 6,005 | I. | 8,084 |
| 5,410 | 6,431 | 7,156 | 9,822 | 8,042 | D. | 1,780 | I. | 6,069 |
| ..... | ..... | 1,342 | 4,618 | 3,170 | D. | 1,448 | ..... | ..... |
| 328 | 369 | 401 | ..... | ..... | ..... | ..... | ..... | ..... |
| 215 | ..... | ..... | ..... | 237 | ..... | ..... | ..... | ..... |
| ..... | 5 | 14 | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | 235 | 273 | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | 75.6 | ..... | 97 | 88 | D. | 9 | ..... | ..... |
| $48,333 | $37,037 | $60,319 | $133,952 | $97,557 | D. | $36,395 | ..... | ..... |
| 85 | 100 | 141 | 210 | 134 | D. | 76 | I. | 106 |
| 181 | 154 | 189 | 254 | 152 | D. | 102 | I. | 68 |
| 266 | 254 | 330 | 464 | 286 | D. | 178 | I. | 174 |
| ..... | ..... | $37 16 | $36 00 | $26 70 | D. | $9 30 | D. | $28 30 |
| ..... | ..... | 26 54 | 25 00 | 21 90 | D. | 3 10 | D. | 10 10 |
| $52,008 | $37,668 | $72,950 | $81,642 | $124,903 | I. | $43,261 | I. | $90,700 |
| 50,002 | 37,668 | 57,793 | 75,959 | 124,483 | I. | 48,524 | I. | 90,280 |

b The statistics for 1879–'80 are very imperfect, some of the largest counties having failed to report and several others reporting only partially. The superintendent thinks the figures for each of the items given to be too small.

## TERRITORIAL SCHOOL SYSTEM.

### OFFICERS.

A territorial superintendent of public instruction has throughout the 10 years been appointed by the governor for terms of 2 years, subject to the approval of the legislature. From 1871 to 1877 he was allowed a deputy for the northern part of the Territory. There have been throughout county superintendents, elected by the people for 2 years, and district boards (comprising a director, clerk, and treasurer), elected for 3 years, 1 being changed each year.

### OTHER FEATURES OF THE SYSTEM.

The school funds are derived from a poll tax of $1 on each elector, a general school tax of 2 mills on the dollar (to be apportioned in proportion to the number of children over 5 and under 21), the proceeds from fines, forfeitures, &c., and special district taxes voted by the people. The last must not exceed 1 per cent. for school-houses and sites, 1½ per cent. for teachers' pay, fuel, and incidentals, ½ of 1 per cent. for apparatus and debts lawfully incurred, and $25 a year in each district for a library. Orthography, reading, writing, geography, arithmetic, and grammar are the branches taught. Teachers' certificates are given on examination by county superintendents, and remain in force not less than 3 months nor more than 1 year. Teachers must keep a register of school attendance, &c., or forfeit their pay. District boards furnish school books to children unable to pay for them. The law does not consider the Bible a sectarian book, and it must not be excluded from the schools. County teachers' institutes must be held by the territorial superintendent on the written request of one or more county superintendents; and if such request be not made he must hold annually 2 institutes in the third judicial district, 2 in the second, and 1 in the first.

### CHANGES DURING THE DECADE.

The principal changes in the school laws since 1870–'71 were made in 1879. The general school tax was then reduced from 3 to 2 mills on the dollar; district boards in connection with county superintendents were given power to decide what text books shall be used; teachers' institutes were provided for in the first, second, and third judicial districts in case county institutes were not held; and the qualifications of voters in district meetings were defined anew, taking in all residents of the district over 21 who are citizens of the United States or have declared their intention to become such. The pay of the territorial superintendent, changed several times during the decade, was in 1879 restored to $600 a year, the sum allowed in 1873. In 1875 it was made the duty of the territorial superintendent to hold a territorial teachers' institute annually, but as the law of 1879 is silent on this point the provision appears to be repealed.—(School laws, 1873, 1875, 1879.)

### GENERAL CONDITION.

The statistics show a decrease for the year 1879–'80 in all except financial items, but no fair comparison can be made between the two years, from the fact that the statistics of 1878–'79 are not entirely trustworthy. Seven large counties in that year made no report, and on some items 17 counties failed to send statistics. It may therefore be supposed that full reports would have shown increase instead of loss.

## CITY SCHOOL SYSTEM.

### YANKTON.

*Officers.*—Yankton has a board of education of 8 members, elected for 4 years, 2 going out each year, the secretary of the board being ex officio superintendent.

*Additional particulars.*— As the chief city of the Territory in 1880, Yankton seems entitled to notice, although its population (3,437 in that year against 737 in 1870) left it still below the limit to which such notice is usually restricted. Its school population (youth 5–21) in 1880 was 1,142, an increase for the year of 77. There were 789 pupils enrolled and 504 in average daily attendance in 10 school buildings, affording 545 sittings for study. Of the 10 schools (taught by 12 teachers) 1 was a high school, 3 were grammar, and 6 primary. The schools in 1880 completed the fifth year of their history. Beginning in April, 1875, they had during the year 1875–'76 an enrolment of 626 out of a school population of 867, an average attendance of 319, 9 teachers, and 8 schools, affording 442 sittings. The plan adopted by the board of education in 1877 of furnishing text books to pupils at cost or else renting them at an advance for each term of about one-fifth of their value, has resulted in a saving of more than 25 per cent. on the cost of material and has proved very satisfactory in all respects.— (City report.)

## TRAINING OF TEACHERS.

### TEACHERS' INSTITUTES.

The only provision in this Territory for the training of teachers is that afforded by teachers' institutes. As already mentioned, the law makes it the duty of the superintendent to hold county institutes if requested to do so by 1 or more county superintendents. If not so requested he must annually hold institutes in the three judicial districts of the Territory, 2 in the third, 2 in the second, and 1 in the first, the sessions to be not less than 6 days each. At least 11 were held in 1879–'80. For some years a territorial institute was also required.—(School laws, 1879

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

No information has come in respect to any high schools except that at Yankton. This had 46 sittings, 49 pupils enrolled, and 41 in average attendance, under 3 teachers. The course of study extends over 4 years, and, besides the higher English branches, includes Latin. The fourth graduating class of the school, numbering 11, received diplomas in June, 1880.—(City report, 1879–'80.)

### OTHER SECONDARY SCHOOLS.

For information as to any private academies or other schools of like grade that may report, see Table VI of the appendix.

## SUPERIOR INSTRUCTION.

### COLLEGES AND PROFESSIONAL SCHOOLS.

No steps appear to have been yet taken towards the establishment of colleges, universities, or professional schools in this Territory.

## SPECIAL INSTRUCTION.

### EDUCATION OF DEAF-MUTES, BLIND, AND DEPENDENT YOUTH.

As far as can be learned, no provision for special instruction in the Territory had been made up to the close of 1880.

## CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. WILLIAM H. H. BEADLE, *territorial superintendent of public instruction, Yankton.*

[Term, January 1, 1879, to January 1, 1881.]

Preceding superintendents within the decade have been Hon. James S. Foster, 1867–1871; Hon. J. M. Turner, 1871–1873; Hon. E. W. Miller, 1873–1875; Hon. J. J. McIntire, 1875–1877; Hon. W. E. Caton, 1877–1879.

## SUMMARY OF EDUCATIONAL STATISTICS OF THE

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Population of the District | *a*131,700 | ..... | ..... | ..... |
| Whole school population (6–17) | *a*31,671 | ..... | ..... | ..... |
| Colored school population | *a*10,494 | ..... | ..... | ..... |
| Enrolment in public schools | 15,157 | 15,555 | 16,770 | 17,839 |
| Colored enrolment in public schools | 5,633 | 5,435 | 6,200 | 6,327 |
| Total average daily attendance | 10,261 | 11,613 | 13,000 | 12,688 |
| Average daily attendance of colored pupils. | *d*2,775 | *d*3,261 | *d*3,385 | *d*3,710 |
| Estimated enrolment in private schools | 5,704 | 5,882 | 6,759 | 6,993 |
| SCHOOLS. | | | | |
| School rooms for study | 223 | 255 | 264 | 253 |
| Seats provided | 13,000 | 14,065 | 14,495 | 14,626 |
| Average duration of schools in days | 200 | 200 | 200 | 200 |
| Value of public school property | $750,000 | $951,700 | $1,005,407 | $1,006,807 |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | ..... | 26 | 26 | 20 |
| Women teaching in public schools | ..... | 237 | 245 | 256 |
| Whole number of teachers | 231 | 263 | 271 | 276 |
| Average monthly pay of men | ..... | $107 50 | $91 66 | $113 00 |
| Average monthly pay of women | ..... | 70 00 | 62 50 | 75 00 |
| INCOME AND EXPENDITURE. | | | | |
| Total receipts for public schools | ..... | $355,640 | $220,514 | $347,699 |
| Total expenditure for public schools | $373,535 | 479,996 | 298,281 | 280,071 |

*a* United States census of 1870.
*b* School census.

## DISTRICT OF COLUMBIA—1870-'71 TO 1879-'80.

| 1874–'75. | 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|---|
| ..... | ..... | ..... | *b*160,051 | ..... | *c*177,638 | ..... | I. 45,938 |
| ..... | ..... | ..... | *b*38,800 | ..... | *c*43,558 | ..... | I. 11,887 |
| ..... | ..... | ..... | *b*12,374 | ..... | *c*13,946 | ..... | I. 3,452 |
| 18,785 | 19,629 | 21,264 | 22,842 | 25,130 | 26,439 | I. 1,309 | I. 11,282 |
| 6,648 | 6,676 | 7,238 | 7,786 | 9,045 | 9,505 | I. 460 | I. 3,872 |
| 13,494 | 14,907 | 16,318 | 18,133 | 19,488 | 20,637 | I. 1,149 | I. 10,376 |
| *d*3,924 | *d*4,354 | *d*4,749 | *d*5,525 | *d*6,128 | *d*6,412 | I. 284 | I. 3,637 |
| 7,261 | 7,692 | 7,692 | 5,931 | 5,781 | 5,781 | ..... | I. 77 |
| 274 | 289 | 293 | 322 | 345 | 368 | I. 23 | I. 145 |
| 15,629 | 16,104 | 17,587 | 19,006 | 20,426 | 21,526 | I. 1,100 | I. 8,526 |
| 191 | 191 | 188 | 187 | 189 | 193 | I. 4 | D. 7 |
| $1,114,162 | $1,164,606 | $1,169,614 | $1,181,664 | $1,184,714 | $1,206,355 | I. $21,641 | I. $456,355 |
| 22 | 26 | 31 | 31 | 34 | 34 | ..... | ..... |
| 271 | 281 | 299 | 339 | 368 | 399 | I. 31 | ..... |
| 293 | 307 | 330 | 370 | 402 | 433 | I. 31 | I. 202 |
| $113 00 | $120 00 | $96 17 | $86 55 | $89 47 | $90 16 | I. $0 69 | ..... |
| 75 00 | 80 00 | 71 21 | 64 08 | 61 95 | 62 24 | I. 29 | ..... |
| $517,610 | $223,372 | $370,996 | $373,606 | $380,000 | $476,957 | I. $96,957 | ..... |
| 550,737 | 405,829 | 370,996 | 373,606 | 368,343 | 438,567 | I. 70,224 | I. $65,032 |

*c* United States census of 1880.
*d* For Washington and Georgetown only; those for the county not given.

## DISTRICT SCHOOL SYSTEM.

### OFFICERS.

From 1804 to 1874 the public schools of this District were under the charge of different school boards, which, in the order of their existence, were (1804) for the schools for whites in Washington, (1842) for like schools in Georgetown, (1864) for the schools for both races in the rural districts outside of both cities, (1873)[1] for the schools for colored youth in both cities. In 1874 these several boards were consolidated into one, at first meant to be composed of 15 members, but soon made 19 in number, with sub-boards corresponding to the former boards, the different parts of the District and the colored population having each a fair representation in the board. The members, formerly appointed by the mayor, then by the governor from 1871 to 1874, have been appointed by the District Commissioners since the spring of that year, provision being made for partial change of them annually.

The chief executive officer since 1869 has been a superintendent of public schools for whites in Washington and Georgetown and those for both races in the rural districts, his appointment coming first from the mayor till 1871, then depending on the governor till 1874, thenceforward on the District Commissioners. From 1873 there has been also a superintendent of public schools for colored children in the two cities, appointed at first by the governor of the District, and since 1874 dependent for reappointment on the Commissioners. The terms of both are without limit of time, and are substantially during good behavior and the pleasure of the ruling powers.

A board of examiners for teachers is annually formed of the 2 superintendents and others from the corps of supervising principals and principals chosen by the committee on teachers, to afford the trustees the means of determining who shall be employed or promoted.

Supervising principals, appointed annually by the school board, act under the superintendent as local supervisors in their respective divisions of the District.

### OTHER FEATURES OF THE SYSTEM.

The public schools are not only free to all resident children 6 to 17 years of age, but, by a law of 1864, those 8 to 14 are required to attend at least 12 weeks annually, unless taught elsewhere or excused because of bodily or mental infirmity. Want of sufficient school accommodation has made the law practically inoperative, but it has not been repealed. The schools for white and colored children are separate, but with like advantages, those for whites being taught by white teachers only and most of those for colored children by instructors of their own race.[2] There are normal schools to prepare both races for their work. The city schools are of 8 grades, with high school classes gradually rising beyond these, the studies of each grade covering a year. Vocal music and industrial drawing are among these studies. The rural districts have schools graded or ungraded, according to the degree of density in population in the different parts. The determination of text books for the schools belongs to the school board, which also appoints the teachers, determining the grade of these partly from the annual reports of the examining board, partly from the measure of their proved efficiency. Vaccination, or other protection against small-pox, is required in the case of both teachers and pupils. Teachers must attend all meetings to which they are called and all special classes organized for their improvement; and in order to receive their pay must make daily records and present such reports as are required.

### GENERAL CONDITION.

With a school population increased by about 2,300 in 1879–'80 from 1878–'79, the enrolment in the District schools was enlarged by 1,309, the increase of average daily attendance rising to almost the same number. To provide for this increase there were 23 more rooms for study, 1,100 more seats, and 31 more teachers, which gave nearly 1 additional seat for each pupil ordinarily present, and an additional teacher for each new group of 37 pupils. The school term was lengthened by 4 days, the valuation of school property increased by improvements $21,641, and, with $96,957 fuller income, it became practicable to raise the average pay of male teachers 69 cents a month, that of female teachers being also somewhat increased. Two new school buildings, with

[1] Before 1873 there was a board for the care of colored schools not connected with the District system, but appointed by the Interior Department from 1864.

[2] The funds for school purposes, derived from a tax of not more than 50 cents on each $100 of taxable property, go to white and colored schools in proportion to the number of youth of school age of each race.— (Revised Statutes, section 306.)

12 rooms each, came into use in Washington, with 2 other small ones in the county, and 2 additional for the city were begun. In the "advanced grammar" classes, commonly termed high schools, the standard is said to have been raised, additional assistants of high order were engaged, the foundations for a broader culture in English literature were laid, and in industrial drawing commendable progress was shown at the exhibitions of this work for the year. The normal schools and lower schools did well in the same direction.

### RÉSUMÉ FOR TEN YEARS.

The general excellence of the teaching in the District public schools and of the supervision they have had throughout the decade is shown by the fact that the increase of school population within that time has been almost wholly absorbed by these schools, and that nearly the whole number thus annually brought into school has been retained in average daily attendance. The increased enrolment came only 605 short of the whole 11,887 additional of school age, and the increased average attendance only 906 short of the 11,282 additional pupils enrolled, a difference fairly attributable to sickness and other good grounds of absence in both cases. One reason for this fine record may be found in an increase of 145 new school rooms, with accommodations for 8,526 new pupils, and a corresponding increase of 202 teachers for the instruction and care of these. Another reason has been that since 1873 the incoming teachers have had the benefit of normal training to fit them for their work in schools for whites and to some extent in those for colored youth; while from the same year the children and teachers in these latter have been stimulated by the presence and active supervision of a superintendent of their own race. The same stimulation for a longer time and to a greater extent has been felt in the schools for whites from the skilled supervision of an active superintendent and several able supervising principals throughout the decade. In the later years of it the Georgetown schools have had the advantage of an excellent library of useful and well chosen books, formed and sustained from the proceeds of a fund given by Mr. George Peabody in 1867; while youth of the same place unable to attend school during the day have had opportunities for good instruction in the evening at the Linthicum Institute of the same place, established from a fund left for that purpose by Mr. Edward Magruder Linthicum in 1869. The library and institute, both opened in 1875, are in the Curtis school building in Georgetown.

### KINDERGÄRTEN.

Kindergärten first appeared in Washington in 1872, when 2 were established, one by Mrs. Emma Marwedel, said to have been a pupil of Fröbel, the other by Miss Fannie Perley. In 1874 another was opened by Mrs. Louise Pollock, who still continues it, and a fourth in connection with the Washington Female Seminary. In 1876 there were 2 more; in 1880 the number was 8 in Washington and 2 in Georgetown. For information respecting them, see Table V of the appendix.

## TRAINING OF TEACHERS.

### NORMAL SCHOOLS.

Normal instruction is given in the Washington Normal School, organized in 1873; in the Miner Normal School (for colored pupils), in 1877; in the normal departments of Howard University and Wayland Seminary; and in the Kindergarten Normal Institute of Mrs. Louise Pollock, organized in 1875.

The *Washington Normal School*, with a course limited to one year, is organized on the theory that no candidate shall be eligible to membership who has not the scholastic qualifications requisite for a teacher. The year is to be devoted to professional work and the theory and practice of teaching; graduates who have taught in the city schools not less than one year, and have given satisfactory evidence of their ability to govern and instruct a school, are entitled to diplomas, which are equivalent to third class certificates. Since the establishment of this school 161 pupils have entered and 119 are now teaching; undergraduates in 1880, 20; average percentage attained at examination for admission, 67.3.—(Report of principal.)

The *Miner Normal School* is an outgrowth of an agreement made in 1877–'78 between the Commissioners of the District of Columbia and the trustees of the institution for the education of colored youth, by which this school might furnish yearly trained teachers for the public colored schools. Female graduates of the public high school for colored children, when duly recommended, are entitled to admission to the Miner Normal; on the successful completion of the usual 1 year course and the passing of a required examination, they are given preference over other candidates for the position of teachers in the primary grades. At the commencement of 1879–'80 certain articles of agree-

ment were drawn up which give the Miner School the same relation to the schools for colored children of the District as the Washington Normal bears to the schools for whites. The one year's course was undertaken by 19 pupils in 1879–'80. Special attention was paid to object lessons, phonetics, and elementary drawing, to music, and in the latter part of the year to elocution. In the practice school, practical illustrations of the theory of teaching were given.—(Report of principal.)

The *normal departments* of Howard University and Wayland Seminary have 3 years' courses and report 95 and 90 students, respectively.—(Return and report.)

The *Kindergarten Normal Institute* reports a course consisting of five lectures and lessons a week throughout 8 months, which is reckoned a year's course. The Kindergarten method and system of education are taught in the normal class, and by means of two model Kindergärten the advantages of daily observation and practice are given. The necessary requisites for entering the normal class are a good education in the English branches and a natural love of children. Statistics for 1879–'80: resident instructors, 2; normal students, 9; graduates, 9, of whom 8 have engaged in teaching.—(Circular and return.)

### TEACHERS' INSTITUTES.

A law defining the work of the superintendent of public schools and of the trustees makes it the duty of the latter, in conjunction with the superintendent, to establish a teachers' institute to meet semiannually, under such rules as they may deem best adapted to increase the efficiency of the public schools. More frequent meetings (not, however, called institutes) are held in substantial accordance with the law.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

The schools for whites are so graded that the high school part of the course commences with the ninth year and extends through two years. The high school for colored children, with a three years' course, was established some years ago, but it was first at the close of the year 1878–'79 that the school board substituted the name high school for advanced grammar school among the white population. The studies of this grade for whites are book-keeping, botany, English literature, general history, geometry, physical geography, rhetoric, trigonometry, and surveying. The high school for boys and that for girls (white) reported as follows for the year 1879–'80: 172 sittings for study, 4 teachers, 179 pupils enrolled, and 150 in average daily attendance. The school for colored of this grade reported 120 sittings, 94 pupils enrolled, and 80 in average daily attendance, under charge of 3 teachers. In this school only 19 males were enrolled, and it was possible to dispense with one of the teachers. The average per cent. of scholarship in the three classes was, first year, 59.4; second, 78.6; third, 70.5. The average per cent. for the entire school in 1878–'79 was 58.5; in 1879–'80, 67, or 8.5 per cent. greater. The graduates in June, 1880, were 16 in number from this school.—(Reports of superintendents.)

### OTHER SECONDARY SCHOOLS.

For information respecting business colleges, private academic schools, preparatory schools, or preparatory departments of colleges, see Tables IV, VI, VII, and IX of the appendix. For summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

*Georgetown College* was founded as a college in 1789, chartered as a university by act of March 1, 1815, and empowered by the Holy See to grant degrees in philosophy and theology on March 30, 1833. A medical department was established in May, 1851, and the law department in October, 1870. The entire course of studies, including preparatory classes, is completed in 7 years. The regular course leads to B. A., and a graduate course of ethics and natural philosophy to M. A. A 3 years' scientific course following such elementary studies as geography, history, grammar, and composition entitles to B. S. The students in 1870–'71 numbered 322; in 1880 there were 152.—(Catalogues and returns.)

*Gonzaga College* (formerly Washington Seminary) was reopened October 2, 1848, and raised to the rank of a university and incorporated May 1, 1858. Although it aims

to have a college course proper (including the Greek and Latin classics) and a non-classical course (embracing English language and literature, mathematics, and natural sciences), the studies pursued in 1880 indicate that it had not then advanced beyond a preparatory school.—(Catalogue.)

*Columbian University*, chartered and organized in 1821, reports 7 schools in 1880. These are schools of English, Greek, Latin, and mathematics, of 4 years each; schools of French and German, 3 years each; a school of natural science, 3 years; and one of philosophy, 2 years. Anglo-Saxon is reported among the elective studies, and a preparatory course of 4 years leads to these schools. The degrees of B. A., M. A., and B. S. are accorded after completion of the requisite courses. Since 1822 a medical school and since 1864 a law school[1] have formed part of the university. A theological department was reported for more than 20 years, but this seems to have been done away with at the commencement of the decade under consideration. There were 376 students in 1870–'71 to 312 in 1879–'80.—(Catalogues.)

*Howard University*, organized in 1868, reported in 1870, as in 1880, preparatory, normal, and classical courses, theological, legal, and medical departments. There were 566 students in 1870–'71 and 251 in 1879–'80. In addition to the 3 years' normal and the 4 years' classical course, a literary course of 5 years (including 2 preparatory and 3 collegiate years) is reported.—(Catalogues.)

The *National Deaf-Mute College* dates its collegiate department from April, 1864. The courses are preparatory, 2 years; collegiate, 4. Degrees of B. A., M. A., B. S., B. L., and PH. B. are given on completion of the required studies. About 200 youths have been connected with the college as students, and 32 of them have become teachers; students, 58 in 1879–'80.—(Catalogue.)

### INSTITUTIONS FOR SUPERIOR INSTRUCTION OF YOUNG WOMEN.

There are no public institutions of collegiate rank for women in the District, but Howard University gives equal privileges to this sex.

## SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

### SCIENTIFIC.

Scientific courses were reported in Georgetown College, Columbian University, and the National Deaf-Mute College. In connection with the National University there is to be a polytechnic department, which offers a 3 years' course embodying mathematics, surveying, civil engineering, geology, mineralogy, and mining. Special classes in chemistry, natural philosophy, botany, natural history, and mechanical drawing are also spoken of. According to the latest reports for 1880 this polytechnic department was not then fully organized.—(Catalogues, circular, return.)

### PROFESSIONAL.

The *theological* department of Howard University, organized in 1867, reported 50 undergraduate students, 5 of them having received a degree, 10 graduates in 1880, and a scholastic year of 35 weeks. Wayland Seminary, organized in 1864 and under Baptist influences, reports 36 students and 4 resident and 3 non-resident instructors. The scholastic year is 36 weeks. Both schools require an examination for admission and both have 3 years' courses.—(Returns.)

*Legal* instruction is given in the law departments of Columbian University, Georgetown University, Howard University, and the National University. All have regular courses of 2 years, covering 34 to 37 weeks each year, and all, to meet existing requirements in the courts of the District of Columbia, offer also a year of graduate instruction to those who are graduates of some known law school or who can produce a certificate of having studied law for 2 years under a competent instructor. Howard requires an examination for admission, and the National University law school a partial examination.—(Returns, college catalogues, and announcements.)

*Medical* instruction is given in the medical department of the University of Georgetown, of Columbian University, and of Howard University. All these have 3 years' graded courses; the first named, of 7 months each year; the other 2, of 5 months. Howard alone required in 1879–'80 a preliminary examination. The medical school of Columbian University is commonly known as the National Medical College.—(Catalogues, circulars, and returns.)

The *National College of Pharmacy* requires 4 years' service, 2 lecture courses of 5 months each, the writing of a thesis, and the passing of an examination prior to gradua-

[1] The law course was organized in 1826, then discontinued, and again reëstablished, as stated above.

tion. A spring course of 8 weeks in analytical chemistry must be attended by all students applying for a degree.—(Circular.)

For students and graduates in the legal, medical, and pharmacal schools, see Tables XII and XIII of the appendix.

## SPECIAL INSTRUCTION.

### EDUCATION OF THE DEAF AND DUMB.

The Columbia Institution for the Deaf and Dumb, Kendall Green, near Washington, was founded in 1857; the collegiate department (National Deaf-Mute College, see Superior Instruction), in 1864. Since July 1, 1879, 128 pupils have been under instruction, 79 of them in the collegiate department. The work continues with no essential changes, and the results of teaching by the articulation method are so encouraging that a second instructor will be required at no distant date. In 1880 the degree of B. A. was conferred on one person, 3 were graduated from the primary department with suitable diplomas, and 3 were promoted to the collegiate department.—(Report.)

### EDUCATION OF THE BLIND.

As there is no institution in the District for this class of unfortunates they are sent to the Maryland Institution for the Blind, where, in 1879–'80, there were 20 United States beneficiaries. Of this number 2 graduated at the close of the session, having completed the full course, including music. Two others withdrew after finishing a partial course.—(Report.)

### REFORMATORY AND INDUSTRIAL TRAINING.

The *Reform School of the District of Columbia*, organized in 1866, has received 683 boys during the 14 years of its existence. At the close of 1878–'79, they numbered 157; in 1879–'80 there were 220 under instruction. Good progress was reported in the school, and the propriety of adopting a higher standard of studies for the older inmates has been broached. More family buildings are urgently needed, as nearly 100 applications for admission have been refused, owing to lack of room. Workshops are also requisite, so that useful trades can be taught.—(Report.)

The *Industrial Home School*, Georgetown, has trained 936 children since its organization in 1867. In 1879–'80 there were 87 children under instruction in the common branches and drawing, in gardening, agriculture and horticulture, carpentry, shoemaking, making of tree-boxes, sewing, and general housework. On January 2, 1880, two new buildings (the one containing school rooms, dining room, kitchen, and laundry, the other, a workshop) were dedicated. Kindergarten training and lessons in cookery are to be given.—(Report and return.)

### CHILDREN'S HOMES AND ORPHAN ASYLUMS.

Those reporting in the District are the German Protestant Orphan Asylum, Uniontown, incorporated in 1879, and reporting 35 inmates in 1880; the Home for Destitute Colored Women and Children, organized in 1863, with 98 children in 1879–'80; St. Joseph's Asylum, in 1855, reporting 100 orphans and 80 day scholars; and St. Vincent's Female Orphan Asylum, which had 130 inmates in 1880. In all, the three "R's," and sometimes drawing and singing, are taught. St. Joseph's alone gives no industrial employments. The age of admission and dismissal varies in these institutions, but good homes are found for the children when leaving.—(Returns.)

### TRAINING IN ART AND MUSIC.

Instruction in these branches, so far as public institutions are concerned, has not reached a very high state of development in this District. There are, however, several private art classes, and there is a school under the auspices of the Washington Art Club; in music, the Washington Conservatory of Music and the National School of Music, as well as several private classes, seem to meet the growing demand for instruction. No statistics for 1879–'80 are at hand.

### TRAINING OF NURSES.

The Washington Training School for Nurses, incorporated December 14, 1877, admits candidates between the ages of 21 and 40, where general fitness for the work, a

common school education, good moral character, and good health are shown. The third course of lectures commenced November 1, 1880. At the close of the second year certificates or diplomas are given to those complying with all requirements.

## EDUCATIONAL CONVENTIONS.

### TEACHERS' ASSOCIATIONS.

A voluntary association of the graduates of the Normal School for whites meets once a month to compare experiences in government and teaching.

## CHIEF DISTRICT SCHOOL OFFICERS.

Hon. J. ORMOND WILSON has throughout the decade held the office of superintendent of public schools for whites in Washington and Georgetown and of the schools for both races in the rural districts.

Hon. GEORGE F. T. COOK has since 1873 been superintendent of the schools for colored pupils in Washington and Georgetown.

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age (5–21) *a* | 1,592 | 1,898 | 3,473 | 4,010 |
| Number of scholars enrolled | 906 | 1,416 | 2,170 | 2,030 |
| DISTRICTS AND SCHOOLS. | | | | |
| Number of school districts | 35 | 37 | 61 | 77 |
| Number of school-houses | 21 | 26 | 52 | 53 |
| Number of schools | 28 | 32 | 51 | ..... |
| TEACHERS AND THEIR PAY. | | | | |
| Number of male teachers | ..... | 26 | ..... | ..... |
| Number of female teachers | ..... | 34 | ..... | ..... |
| Whole number of teachers employed | ..... | 60 | ..... | ..... |
| Average monthly pay of public school teachers. | ..... | $162 50 | ..... | ..... |
| INCOME AND EXPENDITURE. | | | | |
| Receipts for public schools | $18,295 | $18,985 | $30,555 | $23,516 |
| Expenditure for public schools | 19,003 | 17,220 | 32,673 | 21,787 |

*a* Between 1875 and 1879 the school age was 5–18; before and after, 5–21.

## TICS OF IDAHO—1870-'71 TO 1879-'80.

| 1874–'75. | 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|---|
| 3,852 | 2,777 | 4,028 | 4,942 | 5,596 | 6,000 | I. 404 | I. 4,408 |
| 2,093 | 2,724 | 2,631 | 3,432 | 5,596 | 6,758 | I. 1,162 | I. 5,852 |
| 81 | 77 | 96 | 106 | ..... | 149 | ..... | I. 114 |
| ..... | ..... | 73 | 84 | ..... | ..... | ..... | ..... |
| ..... | ..... | 74 | 81 | ..... | 155 | ..... | I. 127 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| $20,572 | $20,058 | *b*$23,366 | *b*$33,347 | *c*$23,000 | $51,530 | ..... | I. $33,235 |
| 18,479 | 16,591 | 18,764 | 23,083 | 20,000 | 38,812 | I. $18,812 | I. 19,809 |

*b* Includes balance on hand at beginning of school year. *c* From county and local taxation only.

## TERRITORIAL SCHOOL SYSTEM.

### OFFICERS.

In the Territory there has been throughout the decade a territorial superintendent of public instruction, the territorial controller acting as such; for each county, a superintendent, who, up to 1877, was elected by the people for a 2 years' term; from that time on, the auditor of each county has acted as superintendent, except in two counties, where the probate judges have served instead. There has been in each school district a board of trustees, consisting of 3 members, with a 1 year term, except from 1871 to 1873, when there were 2 members with 2 years' terms. Since 1879 there has been a school examiner appointed by the board of commissioners to assist the county commissioner in the examination of teachers.— (School law.)

### OTHER FEATURES OF THE SYSTEM.

The schools have been dependent for support throughout the decade (1) on 1 per cent. of the gross proceeds of all franchises and moneys arising from breach of penal laws; (2) on the proceeds of a county tax, which was 1 to 5 mills on $1 till 1876, then 2 to 5 till 1877, then 5 to 8 till 1879, when it was made 2 to 8; (3) on a district tax, optional both as to levy and amount.

The basis for the distribution of this fund is the number of children of school age in each county; but as each county constitutes at least one district, irrespective of the number of children of school age therein, one-half is divided equally among the districts in the county complying with the requirements of the school law; the other half, in proportion to the number of school age enumerated, except in 2 counties, which have a different arrangement. For a district to receive its quota, at least 10 children must have been reported by the census marshal and the schools must have taught no political, sectarian, or denominational doctrines, nor have distributed such papers, tracts, or documents. Since 1876 teachers who fail to make, at the close of each session, the required report to the county superintendent, can draw no pay until such report shall have been received. In the years 1870 and 1871 teachers were examined and licensed by the county superintendents and so continued till 1876, from which time to 1879 district trustees, with any one they might choose to call in to assist, performed this duty; from that time to 1880, a person appointed by each board of county commissioners, with the county superintendent, constituted a board of school examiners. The school age throughout the decade has been 5–21, except from 1875 to 1879, when it was 5–18. A rate bill for repairs of school property and supplies, not to exceed $25, may be levied on the parents and guardians of children attending school; the children under such parents and guardians as are unable to pay are not, however, to be denied the privileges of the schools.— (School law.)

### GENERAL CONDITION.

The report of the governor of the Territory indicates commendable progress in the school system, considering the smallness of its school fund, the two sections in each town given for school purposes by the Government not being available till the Territory becomes a State. Under such circumstances, there was not a county in the Territory that could raise by taxation a sum sufficient to keep up the public schools during the year; while in some counties it was totally inadequate even for a few months, although no portion of what was raised was paid to either the territorial or county superintendents.— (Governor's report, 1880.)

For comparison with 1878–'79, the reports give only 4 items called for, which show an increase of 404 in school population; of 1,162 in enrolment; of $28,530 apparently in receipts for public schools, but really much less, since the territorial taxes were not reported in 1878–'79; and of $18,812 in expenditure. As compared with 1870–'71, there was a gain of 5,852 in enrolment, of 114 in school districts, and of 127 in schools, while in receipts there was an increase of $33,235 and in expenditure of $19,809. Only in 1871–'72 do any items appear as to teachers, when there were 26 male and 34 female teachers employed at an average monthly salary of $162.50.

## ADVANCED INSTRUCTION.

### NORMAL SCHOOLS, COLLEGES, &C.

There is no information from this Territory respecting any normal school, high school, college, scientific school, professional school, or special school.

## CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOSEPH PERRAULT, *territorial controller and ex officio superintendent of public instruction, Boisé City.*

Mr. Perrault appears to have held these positions since 1872, his only predecessor within the decade having been Hon. Daniel Cram, who held from 1866 to 1872.

## SUMMARY OF EDUCATIONAL STATISTICS OF

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | | |
| Indians in the United States, excluding Alaska. | 266,937 | 303,895 | 295,084 | 275,003 | 279,337 |
| Youth of school age in the Five Nations. | ..... | ..... | ..... | ..... | ..... |
| Youth of school age among tribal Indians (incompletely estimated). | ..... | ..... | ..... | ..... | ..... |
| Enrolled in schools of the Five Nations. | 3,592 | 4,394 | 4,300 | 4,300 | 4,399 |
| Enrolled in schools of tribal Indians. | 6,166 | 4,590 | 4,726 | 6,658 | 6,102 |
| Average attendance of Five Nations. | ..... | ..... | ..... | ..... | ..... |
| Average attendance of tribal Indians. | ..... | ..... | ..... | ..... | ..... |
| Number of Indians who can read, including the Five Nations. | ..... | ..... | ..... | 4,008 | 14,176 |
| Number of tribal Indians taught to read during the year. | ..... | ..... | 1,019 | 961 | 1,383 |
| SCHOOLS. | | | | | |
| Boarding schools of Five Nations. | 7 | 7 | 7 | 8 | 8 |
| Day schools of Five Nations | 139 | 138 | 146 | 156 | 161 |
| Boarding schools of tribal Indians. | ..... | ..... | ..... | ..... | ..... |
| Day schools of tribal Indians | *b*197 | *b*115 | *b*121 | *b*181 | *b*160 |
| Whole number of boarding schools. | ..... | ..... | ..... | ..... | ..... |
| Whole number of day schools | *b*336 | *b*253 | *b*267 | *b*337 | *b*321 |
| Expenditure for education of Indians. | ..... | ..... | ..... | ..... | ..... |
| TEACHERS. | | | | | |
| Teachers among the Five Nations. | 150 | 153 | 182 | 182 | 189 |
| Teachers among the tribal Indians. | 220 | 132 | 175 | 225 | 229 |
| Whole number of teachers | 370 | 285 | 357 | 407 | 418 |
| Missionaries not counted as teachers. | ..... | ..... | ..... | ..... | ..... |

*a* Only four nations reporting.
*b* Probably includes boarding schools.

## THE INDIAN TERRITORY—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|
| 266,151 | 250,809 | 250,864 | 252,897 | 256,127 | I. 3,230 | D. 10,810 |
| 7,528 | ..... | 17,000 | ..... | 13,177 | ..... | ..... |
| ..... | ..... | 32,213 | 34,443 | 34,541 | I. 98 | ..... |
| 5,106 | 5,496 | 5,993 | 6,250 | 6,098 | D. 152 | I. 2,506 |
| 6,222 | 6,019 | 6,229 | 7,193 | 7,240 | I. 47 | I. 1,074 |
| 3,151 | ..... | *a*2,801 | ..... | ..... | ..... | ..... |
| 3,943 | 3,598 | 4,142 | 4,488 | 4,651 | I. 163 | ..... |
| 25,622 | 40,397 | 41,309 | 44,731 | 46,330 | I. 1,599 | ..... |
| 980 | 1,206 | 1,532 | 1,717 | 1,744 | I. 27 | ..... |
| 11 | 12 | 11 | 12 | 12 | ..... | I. 5 |
| 173 | 168 | 187 | 183 | 212 | I. 29 | I. 73 |
| 52 | 48 | 49 | 52 | 60 | I. 8 | ..... |
| 108 | 102 | 119 | 107 | 110 | I. 3 | ..... |
| 63 | 60 | 60 | 64 | 72 | I. 8 | ..... |
| 281 | 270 | 306 | 290 | 322 | I. 32 | ..... |
| *c*$424,573 | *c*$371,329 | *c*$419,884 | *c*$435,347 | *c*$604,375 | I. $169,028 | ..... |
| 208 | 196 | 196 | ..... | ..... | ..... | ..... |
| 229 | 241 | 221 | 276 | 338 | I. 62 | I. 118 |
| 437 | 437 | 417 | ..... | ..... | ..... | ..... |
| 132 | 126 | 226 | 154 | 200 | I. 46 | ..... |

*c* In part from religious societies. In 1878 $3,500 were expended for freedmen.

## SCHOOL SYSTEMS IN THE INDIAN TERRITORY.

### OFFICERS.

By an amended law of 1880 the general charge of the educational work among the Cherokees is given to a board of education, to consist of 3 persons nominated by the principal chief and confirmed by the Senate, 1 at first for a year, 1 for 2 years, and 1 for 3; afterwards 1 each year for a term of 3 years. There is also a special board of trustees in charge of an asylum for the blind, deaf-mute, and feeble-minded youth.

The Choctaws by an amended law retain their board of 4 trustees, composed of a superintendent of public schools and a trustee from each of the 3 districts into which their territory is divided, electing these 4 by both houses of the general council in joint session, for terms of 2 (formerly 4) years. No provision for annual change of a part of this board appears in the law.

The Chickasaws and Creeks (or Muskogees) have superintendents of public instruction, who, by laws of 1878 in the former nation and of 1880 in the latter, are elected by their national legislative councils for 4 years among the Chickasaws and 2 among the Creeks. These superintendents appoint trustees for each school in their respective nations, the Chickasaw trustees numbering 1 for a school, the Creeks 3. Both nations have also examining boards for testing the qualifications of teachers.

The Seminoles, at date of the latest information, had also a superintendent and trustees for care of the general and local education of their youth; but, from want of any published laws, the mode of electing these and the term of their continuance cannot be now given.

Among the tribes and bands outside of the Five Nations all educational work appears to be under the charge of the missionary agents of the several religious societies authorized by the United States to labor for the improvement and civilization of these tribes and bands.

### OTHER FEATURES OF THE SYSTEMS.

The board of education in the Cherokee Nation, having entire control of educational interests, determines rules for the government of the primary schools, orphan asylums, and seminaries, for the admission of pupils, examination of teachers, selection of text books, and enforcement of courses of study. The 3 local trustees who help to form the board have especial supervision, each one of the district from which he is selected. Each is to ascertain and report, within a year from his entrance upon office, the number of children 7 to 21 years of age in his district and the number in each of the 3 minor districts of the school district under his superintendence. They are to visit semiannually all schools under their immediate supervision and report thereon, at the close of each school term, to the principal chief, who is to report to the national council. The schools are classed as primary and high schools; the full term of study in the former to be 3 years, that in the latter 4 years. Not only tuition, but also clothing, board, and lodging are furnished free to children in the primary schools, that the board may have fuller control of them during their whole period of study. To those in the higher schools or seminaries, tuition only is free, but board is provided for them at actual cost, they furnishing their bedding and clothing. The school month is 20 days, or 4 weeks of 5 days each.

In the other 4 tribes of the civilized Indians the superintendent is the chief general school officer, having the trustees as associate advisers with him in his visits to their districts. The primary schools among them are termed neighborhood schools, and for these among the Choctaws the district trustee in each district employs the teachers, appointing three representative and active school men near each school to approve their accounts, pay them $2 a month for each scholar in actual attendance, and encourage parents and guardians to send to school all children of proper age and condition for instruction. He also selects the scholars to be sent from the different neighborhood schools to the higher schools, being guided to this selection by promptness in attendance and capacity to learn on the part of the pupils to be chosen, as well as by regard to a pro rata representation from each school district.

Arrangements not differing much from these prevail also among the Creeks and Chickasaws, and apparently among the Seminoles.

The educational officers of all the Five Nations are authorized to extend their care and supervision, as far as may be needful, to pupils studying under the authority and at the cost of each nation in the academies and colleges of the United States.

Among the imperfectly civilized tribes under the general charge of the Commissioner of Indian Affairs, the only educational features until the year 1878 were that the United States Government should furnish schools and pay the teachers in them, encouraging attendance through its agents. In that year a great improvement was inaugurated by taking a number of Indian youth of both sexes away from their semi-savage associations at the West and placing them at good training schools in the East. This experiment, as first tried at the Hampton Institute, Virginia, in connection

with its schools for colored youth (1878), proved so successful that another school of kindred character for Indians alone was soon established at Carlisle, Pa. (1879), and a third at Forest Grove, Oreg. (1880), a few pupils being also placed in specially selected private schools in New York and Massachusetts. The training of these youth in the 3 schools first mentioned, and to some extent in the others also, has been not only in the elements of a fair literary education, but (for the boys) in mechanical and farming work as well, and (for the girls) in all needful domestic industries.—(Laws of Indian tribes and Reports of the Commissioner of Indian Affairs.)

RESULTS OF THESE SYSTEMS.

Among the Five Nations of the Indian Territory, notwithstanding many disadvantages from their still imperfect civilization and their remoteness from the educational and industrial influences of the States, a progress very encouraging in the circumstances may be perceived. Within the 10 years from 1870–'71 to 1879–'80 they have fairly met the increase of school children by establishing 73 more day schools and 5 more boarding schools, into which have been gathered 2,506 more pupils. And although the education given has not been all that could be wished, it has shown its influence in a vast improvement of their dwellings, their agriculture, their social condition, and their laws.

Among the other tribes the advance has been apparently less decided, because they have, during these 10 years, been more exposed to encroachments on their reservations; while many for this and other reasons have been compelled to go elsewhere and build up new homes. The number of their schools has thus rather diminished than increased, but apparently most of them are boarding schools, which are usually much more effective than the day schools, because the Indian youth are kept out of bad home associations and are held for long periods under the civilizing influences of good teaching. This is especially observable in the young Indians who, with the consent of their parents, are entirely separated from their wild people and trained in morals, manners, literary culture, and industrial pursuits at such good schools as those at Hampton, Va.; Carlisle, Pa.; Forest Grove, Oreg.; Northfield, Mass., and elsewhere. In all these, and especially at Carlisle, the civilizing, refining, elevating, and generally improving influence of a training carried through several years has been immense. From 300 to 400 Indian youth in 1880 were brought under these healthful influences, and there seems ground for the belief that through these youth, and through the steadily increasing number (3,000 to 4,000) trained at boarding schools on the reservations, a stronger stimulation than ever previously will be given to educational and civilizing processes.—(Reports of the Commissioner of Indian Affairs and others, 1879 and 1880.)

For schools of New York Indians, see page 221.

## SUMMARY OF EDUCATIONAL STATIS

| | 1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | |
| Youth of school age (4–21) *a* | 3,517 | 3,758 | 3,822 |
| Number enrolled in public schools | 1,818 | 1,935 | 2,215 |
| Average daily attendance | 909 | 1,700 | 1,710 |
| Attending private schools | 149 | ..... | 240 |
| SCHOOLS. | | | |
| Public school-houses | 51 | ..... | ..... |
| School rooms | ..... | 97 | 96 |
| Number of graded schools | 3 | ..... | 6 |
| Ungraded schools | 87 | ..... | ..... |
| Average term in days | 83 | 88 | 92 |
| Value of school property | $21,192 | ..... | $60,000 |
| TEACHERS AND THEIR PAY. | | | |
| Men teaching | 50 | 52 | 43 |
| Women teaching | 49 | 44 | 56 |
| Total number of teachers | 99 | 96 | 99 |
| Average monthly pay of men | $68 41 | $72 83 | $65 |
| Average monthly pay of women | 68 41 | 57 82 | 57 |
| INCOME AND EXPENDITURE. | | | |
| Receipts for public schools | $33,161 | $30,100 | $31,822 |
| Expenditure for public schools | 33,161 | 55,041 | 67,147 |

*a* Basis for distribution of school funds;

## TICS OF MONTANA—1872-'73 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1872–'73. |
|---|---|---|---|---|---|---|
| 4,238 | 4,892 | 5,315 | 5,885 | 7,070 | I. 1,185 | I. 3,553 |
| 2,734 | 4,597 | 3,277 | 3,909 | 3,970 | I. 61 | I. 2,152 |
| 2,000 | ..... | 2,384 | 2,804 | 2,506 | D. 298 | I. 1,597 |
| 186 | ..... | ..... | ..... | 211 | ..... | I. 62 |
| 83 | ..... | 88 | 99 | 119 | I. 20 | I. 68 |
| 83 | ..... | 110 | 136 | 153 | I. 17 | ..... |
| 4 | ..... | 5 | 25 | 34 | I. 9 | I. 31 |
| ..... | ..... | 98 | 107 | 119 | I. 12 | I. 32 |
| 100 | ..... | 88.12 | 105 | 96 | D. 9 | I. 13 |
| $56,080 | $80,000 | $88,285 | $99,335 | $118,912 | I. $19,577 | I. $97,720 |
| 64 | 36 | 57 | 65 | 62 | D. 3 | I. 12 |
| 46 | 64 | 59 | 80 | 99 | I. 19 | I. 50 |
| 110 | 100 | 116 | 145 | 161 | I. 16 | I. 62 |
| $75 | $64 32 | $70 44 | $66 14 | $71 64 | I. $5 50 | I. $3 23 |
| 50 | | 51 30 | 52 20 | 56 41 | I. 4 21 | D. 12 00 |
| $46,272 | $37,092 | $66,941 | $66,401 | $78,730 | I. $12,329 | I. $45,569 |
| 50,134 | 54,104 | 65,505 | 67,731 | 59,463 | D. 8,268 | I. 26,302 |

the age for admission to school is 5–21.

## TERRITORIAL SCHOOL SYSTEM.

### OFFICERS.

A territorial superintendent of public instruction is appointed for 2 years by the governor, with consent of the legislature. There are county superintendents, elected by the people for 2 years; district boards of 3 members holding office 3 years, 1 being elected each year; and district clerks who are the executive officers of the boards, 1 being elected annually for each board.

### OTHER FEATURES OF THE SYSTEM.

Public school funds are derived from a county tax of not less than 3 mills nor more than 5 on the dollar, district taxes voted by the people, fines arising from breach of penal laws, and proceeds of sales of town lots. All moneys derived from the sale of any school lands which may be granted by Congress are to constitute an irreducible school fund, the interest of which is to be used for public school purposes. School funds are apportioned to districts according to the number of youth therein 4 to 21; but the school age is from 5 to 21, and in the towns children under 6 may be excluded by trustees. A school census is taken annually by the district clerks. No apportionment can be made to districts which have not maintained a free public school at least 3 months during the school year; nor unless the teacher employed shall hold a legal certificate in full force; nor if sectarian or partisan books, tracts, papers, &c., have been used in the schools, nor if political or denominational doctrines have been taught in them. Reading, writing, orthography, arithmetic, geography, and grammar are prescribed studies, and such others may be added as are deemed expedient by trustees, who are also authorized to establish high schools. Teachers must make annual reports to their county superintendent and district clerk; or, failing to do so, forfeit pay for the last month employed. Trustees are required to report to the county superintendent, and county superintendents must report annually to the territorial superintendent or forfeit $100 of their salary. Since 1877 a teachers' institute may be held annually in all counties having 10 or more organized school districts.

### CHANGES DURING THE DECADE.

The school law of 1872, the second attempt to establish a public school system in the Territory, was the first which recognized fully the duty of providing for the education of the school population at public expense without the aid of rate bills. By the first law (1864) public funds were derived from a county tax of 1 mill on the dollar and from certain fines; the residue was made up from rate bills. The only school officers were county superintendents and district trustees; but a territorial superintendent was provided in a separate bill 2 years later. The provisions of the law adopted in 1872 are essentially the same as described above; for, although it was superseded by a new one in 1874, there appear to have been no changes of any consequence made, and the only addition of general importance noted since that date is an act of 1877 permitting superintendents to hold county teachers' institutes under certain circumstances.

### GENERAL CONDITION.

The statistics show a gain for 1879–'80 of 1,185 in the population of school age and of only 61 in the number enrolled in public schools, while the number in average attendance was less by 298. Another unfavorable indication was a decrease of 9 days in the average length of term. On the other hand, there were more public schoolhouses and rooms for study, more schools taught and more of them graded; more teachers employed and larger salaries paid both men and women. School property increased in value and the income for public school purposes was greater, although less was actually expended during the year. The superintendent says, in regard to the short school term, that the situation is really worse than it appears; for, as in order to make the average even what it is all the large graded schools with terms of twice the average length go into the calculation, a majority of the schools have the minimum term of 60 days. The remedy pointed out is to increase the county school tax. The average rate levied in 1879–'80 was 3.6 mills, the minimum allowed being 3 mills. Only 1 county levied the maximum of 5 mills, while 3 counties levied only 3 mills; and, as the superintendent remarks, "the minimum rate necessitates the minimum term." The gain of 21 in number of schools, although small compared with the large extent of territory, is yet 16 per cent. of the whole number reported in 1878–'79. A tendency is reported in those districts where public sentiment is most advanced to build better school-houses and to furnish them with the most approved seating, as well as to ornament the interior with pictures and other decorations.

### PROGRESS DURING THE DECADE.

No statistics of importance can be given previous to 1872–'73, when the new school law went into effect. The only official report previous to this is believed to be one issued in 1868, when only 4 counties reported, including 25 organized districts and a

school population of 1,359, of whom about half attended school. In 1872–'73 the school population had increased to 3,517 and enrolment to 1,818 (of whom 50 per cent. were in average attendance), the school revenues from about $12,000 to $33,161, and the value of school property from nearly nothing to $21,192. Since that year there has been a large and constant increase in most points, indicating progress; school population and enrolment have more than doubled, while the average attendance is nearly three times as great. The number of teachers employed and schools taught was nearly double, and the value of school property more than five times as much as in 1872–'73. The school term was 13 days longer in 1879–'80, but the increase in this point has not been so uniform as in the others, the highest years being 1875–'76 and 1878–'79. The average monthly pay of men teaching has increased by $3.23, but that of women has decreased by $12, though the income for school purposes has more than doubled.

## HELENA CITY SCHOOLS.

### OFFICERS.

In Helena, the largest city of the Territory, with 3,624 population, there is a board of education of 3 members, the officers of which are a president and secretary.

### ADDITIONAL PARTICULARS.

The schools, graded as primary, intermediate, grammar, and high, had 508 enrolled during 1879–'80, with an average attendance of 300, all under 10 teachers. They are well supplied with maps, charts, globes, and other apparatus, and a good beginning has been made toward collecting a library. The graded school building, erected in 1875 at a cost of $25,000, has a good piano, besides other necessary furnishing. Two brick school-houses were built in 1879 at a cost of about $6,000, making accommodations for about 500 pupils, 200 more than the average attendance during the year.—(City report.)

## TRAINING OF TEACHERS.

### TEACHERS' INSTITUTES.

The only provision made by law for the professional training of teachers was the act of 1877 already referred to, which permits county superintendents to hold an annual institute of 2 to 5 days' duration in counties containing 10 or more organized school districts, provided they believe such institutes will be beneficial to the educational interests of the county. It is made the duty of all teachers to be present at such institutes and participate in the proceedings, and their usual pay is allowed them during actual attendance. Less interest was shown in this subject in 1879–'80 than in former years. The only institute held was in Deer Lodge County, the place of meeting being Butte City, the second town in size, having a population of 3,363. There was a good attendance during the 5 days of the institute, the proceedings were spirited and profitable, and the evening sessions crowded. Such meetings in Deer Lodge County, the superintendent says, have always been well attended and enthusiastic, and to their influence he ascribes the fact that here alone was levied the maximum school tax of 5 mills on the dollar.

### NORMAL COURSE.

In the high school of Helena there is a normal course, which embraces the theory and practice of teaching, the necessary qualifications of teachers, school government, history of education, and the school laws of Montana.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS.

There were 34 graded schools in the Territory in 1879–'80, an increase of 9 for the year; but the number of higher departments in these is not reported. The high school in Helena had 16 pupils attending, besides 26 in a preparatory class. Classical, scientific, and normal courses are presented, each extending over 3 years.

## SUPERIOR, SCIENTIFIC, AND PROFESSIONAL INSTRUCTION.

Montana has no territorial university nor other institution for superior, scientific, or professional instruction, so far as information has been received.

## CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. W. Egbert Smith, *territorial superintendent of public instruction, Butte City.*

[Term, 1879–1881.]

Hon. Cornelius Hedges was territorial superintendent from the passage of the free school law in 1872 till 1877, when he was succeeded by Hon. Clark Wright. The present superintendent followed Mr. Wright.

## NEW MEXICO.

### EDUCATIONAL STATISTICS.

#### DEFICIENCY OF REPORTS.

From want of consecutive territorial reports as to public schools and from extreme scantiness of information as to other schools, no statistical table for the last ten years can be presented. The territorial officers charged by law with the duty of making annual report of the statistics of public education have not performed that duty or the legislatures to which the reports have been presented have not made them public. A statement made in 1875 (including, however, some statistics of 1874) by the secretary of the Territory and somewhat enlarged by him for 1876 remained in 1880 the only summary of the educational statistics of New Mexico presented to this Bureau during the decade under review. The figures thus secured, with those of the census of 1870, may be found under the head of General Condition.

### TERRITORIAL SCHOOL SYSTEM.

#### OFFICERS.

Under a law of January 28, 1863, amended January 9, 1874, a territorial board of education was created, to consist of the governor, secretary, judges of the supreme court, and the Roman Catholic bishop of New Mexico. This board still seems to have a nominal existence.

Under the same law, a territorial superintendent of schools was in 1863 required to be appointed by the governor, with consent of the legislative council, to hold office for two years, and in 1874 the duties of the office were transfered to the territorial librarian.

The only other educational officers provided for are county boards, termed supervisors and directors of public schools, composed of the county probate judge with 3 others, who must be heads of families, citizens of the United States, owners of real estate, and residents in the county for 5 years previous to their election.—(Laws of New Mexico, 1880.)

#### OTHER FEATURES OF THE SYSTEM.

The amended school law of 1874, which made the territorial librarian superintendent of schools, required him to visit the schools of each county once a year and to make to the governor annually, for the use of the legislative assembly, a report of the number of schools in the counties, the pupils taught, the teachers employed, and the pay given for their service, as well as the number of pupils in each precinct, the average attendance of these, and the branches in which they are instructed. To enable him to furnish such report, each county board of school supervisors and directors is required to make report to him at such times, of such things, and in such form as may be prescribed. These county boards receive the proceeds of a poll tax of $1 on each male citizen and one-fourth of a tax of $1 on each $100 of all taxable property, both to be applied to the maintenance of the public schools in their counties. They are to make annual report in the columns of some newspaper published in the county where the schools are held (or, if none be published there, then in the one published nearest to the county) of the funds thus received, the purposes for which they have been disbursed, the number of schools, and the attendance on these.—(Compiled laws of 1880.)

#### GENERAL CONDITION.

As may be seen from the preceding statement, the machinery for a school system has been long constructed; but, from want of a strong and general feeling in favor of good unsectarian public education, the educational movement has been comparatively slow. Seven years after the law of 1863 to create a board of education and have a superintendent of the territorial schools, the census takers in 1870 found that of about 29,000 youth of educable age only 1,798, or about 1 in 16, were attending schools of any kind, and that only 188 of these were in the 5 ungraded schools, each with 1 teacher, reported as public schools. The remaining 1,610 were in 6 parochial, 29 day and boarding schools, 3 academies for girls, and 1 college for the other sex. After that census a considerable immigration into the Territory began from regions where free school instruction was the rule, and hence we find in 1874 a report from the territorial secretary of 4,694 pupils in 116 schools reputed to be public, under 129 teachers, with 1,158 in 39 other schools, under 73 teachers. In 1875 the same gentleman reported, as the result of his inquiries, 5,151 pupils in this class of schools, which then had come to be 138, under 147 teachers; while in 12 Roman Catholic, 8 Prot-

estant, 6 private, and 7 Indian schools were 1,359 pupils, under 73 teachers. Additional information from some counties not reported or imperfectly reported previously was secured for 1876, which brought up the number of schools apparently public to 163, the pupils in them to 6,285; the schools other than public to 38, with 185 more pupils, making the whole number in these 1,544. The statistics of the United States census of 1880, except as to population, are not available as this goes to press, so that no comparison of 1880 with 1870 is possible.

As to the schools called public here, it must be said that many of them, from apparently trustworthy information, are private or sectarian schools, receiving and instructing public pupils through arrangements to that effect with county school boards. The fact that in 1875 only 5 of the 138 public schools reported were in buildings either owned or rented for that use, tends to confirm this information and to show how few purely public schools there are.

ACADEMIES.

No public high schools appear to be in existence, the public school instruction in most cases up to 1880 having been, by concurrent reports, of the most elementary kind. Of private or Protestant schools apparently academic there were 4 in 1880, at Albuquerque 1, at Las Vegas 2, and at Santa Fé 1; of Roman Catholic institutions, 3, which appeared to be of like rank, 2 of them entitled colleges.

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | *a*1872–'73. | 1873–'74. | 1874–'75. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Youth of school age *b* | 28,737 | 27,723 | 33,297 | 35,696 |
| Enrolled in district schools | 16,992 | 16,070 | 17,914 | 19,278 |
| Average daily attendance | 12,819 | 11,842 | 13,051 | 13,462 |
| Pupils in schools other than public | ..... | ..... | 1,264 | 3,542 |
| SCHOOL DISTRICTS AND SCHOOLS. | | | | |
| Number of school districts | 223 | 202 | 224 | 236 |
| Number of these reporting | 198 | 163 | 180 | 204 |
| Number of district schools | 268 | 251 | 262 | 296 |
| Average time of school in days | 152 | 147 | 134 | 140 |
| Valuation of school property | ..... | ..... | ..... | $438,665 |
| Private schools | ..... | ..... | ..... | 25 |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in district schools | 197 | 177 | 212 | 220 |
| Women teaching in district schools | 161 | 178 | 192 | 238 |
| Whole number of teachers reported | 358 | 355 | 404 | 458 |
| Average monthly pay of men | ..... | $47 59 | $40 00 | $47 00 |
| Average monthly pay of women | ..... | 24 14 | 16 00 | 23 00 |
| Teachers in schools other than public | ..... | ..... | ..... | 77 |
| INCOME AND EXPENDITURE. | | | | |
| Whole receipts for district schools | ..... | $127,477 | $109,837 | $130,800 |
| Whole expenditure for district schools | *d*$78,562 | 127,477 | *d*90,953 | 183,819 |

*a* No statistics for 1871–'72 reached the Bureau.
*b* School age 4–16 until 1876, then 6–16 until 1880, when it was changed to 6–18.

## TICS OF UTAH—1870-'71 TO 1879-'80.

| 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|
| 30,900 | 30,792 | 33,604 | 34,929 | 40,672 | I. 5,743 | I. 11,935 |
| 19,886 | 19,779 | 21,775 | 23,124 | 24,326 | I. 1,202 | I. 7,334 |
| 13,608 | 13,420 | 14,949 | 16,076 | 17,178 | I. 1,102 | I. 4,359 |
| ..... | 4,360 | ..... | *c*1,086 | 1,727 | ..... | ..... |
| 244 | 247 | 270 | 289 | ..... | ..... | ..... |
| 213 | 220 | 244 | 272 | ..... | ..... | ..... |
| 310 | 327 | 346 | 373 | ..... | ..... | ..... |
| 143 | 146 | 137 | 139 | 128 | D. 11 | D. 24 |
| $453,515 | $323,203 | $381,613 | $393,985 | $372,723 | D. $21,262 | ..... |
| ..... | ..... | ..... | *c*12 | 22 | ..... | ..... |
| 215 | 232 | 254 | 261 | 282 | I. 21 | I. 85 |
| 234 | 238 | 235 | 248 | 235 | D. 13 | I. 74 |
| 449 | 470 | 489 | 509 | 517 | I. 8 | I. 159 |
| $54 00 | $45 00 | $35 00 | ..... | ..... | ..... | ..... |
| 26 00 | 22 50 | 22 00 | ..... | ..... | ..... | ..... |
| ..... | 92 | ..... | *c*32 | 49 | ..... | ..... |
| $129,798 | $210,062 | $113,413 | $136,690 | $132,194 | D. $4,496 | ..... |
| 129,298 | 160,064 | 113,193 | 136,690 | 132,194 | D. 4,496 | ..... |

*c* Catholic, Episcopal, and Mormon schools not included.
*d* Teachers' salaries only.

## TERRITORIAL SCHOOL SYSTEM.

### OFFICERS.

These are a territorial superintendent of schools, elected annually until 1877, since then biennially; a superintendent for each county, elected biennially; and three trustees for each school district, elected biennially until 1880, since then at first for 1, 2, and 3 years' terms, and subsequently for 3 years. Each county court also appoints a board of examination of 3 persons, whose duty it is to examine teachers and grant certificates.—(Laws.)

### OTHER FEATURES OF THE SYSTEM.

According to the laws of 1878 and 1880, the school funds are made up from a tax of 3 mills on the dollar of all taxable property, from taxation of railroads, sales of estrays, and from a special district tax, which must not exceed 2 per cent. a year and is levied only by a two-thirds vote of taxpayers. The apportionment of these moneys is according to the number of youth of school age (6–18) reported annually by the county superintendents. The trustees employ teachers; provide and repair school-houses; furnish fuel, maps, charts, &c., and may collect tuition fees. Teachers are required to furnish quarterly reports to the trustees. The establishment of union schools in contiguous districts, to be supported out of the funds belonging to their respective districts, is allowed. Text books, chosen by territorial and county superintendents and the president of the University of Deseret, are to remain unchanged for 5 years, unless for special cause. Until 1878 a tax for school purposes of $\frac{1}{4}$ of 1 per cent. on all taxable property in each district was allowed, and if this was not enough to carry on the schools a sum not to exceed 3 per cent. was to be allowed, if voted for by two-thirds of the taxpayers; added to this was a sum not to exceed 1 per cent. a year on all taxable property, to pay teachers and for school furnishings, till 1876, when this last clause was repealed. By act of February, 1874, the sum of $15,000 was appropriated for the next two years for school purposes; in 1876 the amount was raised to $25,000, of which $20,000 were for the schools and $5,000 for the University of Deseret. The $20,000 were appropriated for the payment of teachers' wages, rated according to the average daily attendance of children. For both the quarter per cent. tax and the specific appropriation were substituted in 1878 the provisions as to taxation and apportionment first referred to. The apportionment of the different amounts has been in accordance with the enumeration of the youth of school age in the different districts, which was 4–16 until 1876, 6–16 until 1880, then 6–18.—(Laws.)

### GENERAL CONDITION.

From lack of a report for the year 1879–'80 (reports being published only biennially, and that being an off year), very little can be said as to progress in school matters. According to a written return from Superintendent Taylor, an increase over 1878–'79 was noticeable in the number of youth of school age (which the change in school age from 6–16 to 6–18 would in a measure account for), in the enrolment, and in the average attendance. There was a decrease in the number of school days taught, in the value of school property, and in the receipts and expenditures. With 13 fewer women teachers, the total was larger by 8. Information from the private schools of the Territory was furnished for 1879, but this list omitted certain Catholic, Episcopal, and Mormon schools, from which no information was obtainable. There were some 44 named in 1880, but in order to include those alone which present full statistics only 22 are reported in the table.

### REVIEW OF EDUCATION IN THE TERRITORY.

The University of Deseret was the so called "parent school." Incorporated in 1850, to the chancellor and board of regents was given the power of appointing a superintendent of primary schools. The superintendent was to be under the supervision and discretionary control of those officers. The enactments of different years, which constituted the school system, were nearly all repealed February 18, 1876, with changes again in 1878 and 1880. Still a gradual advance is reported at most points; the standard of teachers and of schools was raised; the adobe school-houses yielded to substantial brick and frame buildings, many of them well furnished; a normal department was added in 1875 to the university; and a Territorial Teachers' Association, organized in 1870, continued to hold sessions up to 1875, and perhaps later. An increase for the decade of 11,935 in youth of school age, of 7,334 in enrolment in public schools, of 4,359 in average daily attendance, and of 159 teachers was reported. The private and church schools, with Salt Lake Academy as an initial point, are also helping in the work by raising up teachers and educating children.—(Biennial reports, &c.)

## CITY SCHOOL SYSTEM.

### SALT LAKE CITY.

Salt Lake City has a population of 20,768, according to the census of 1880. Of the city schools and officers in charge nothing can be said for the year 1880, as no reports are on file.

## TRAINING OF TEACHERS.

### NORMAL COURSE.

As stated under the general review, a normal course has been connected since 1875 with the University of Deseret. The president of the university is the instructor in the theory and practice of teaching. On completion of the teachers' course, which occupies 1 year, a certificate of graduation is given. The statistics for 1879–'80 are: instructors, 3; students, 55; graduates, 17.—(Circular and return.)

## SECONDARY INSTRUCTION.

### HIGH SCHOOLS AND ACADEMIES.

Of public high schools nothing is known. Various academic schools report to this Bureau. Information concerning them will be found in Table VI. Of the number, St. Mark's Grammar School, Salt Lake City, founded in 1867, reports 2,207 pupils since that date, 539 in 1879–'80; St. Mark's School for Girls, founded in 1871, had 61 pupils in 1880; and Salt Lake Academy, organized in 1878, reported 138 students in the year 1879–'80, who were instructed in drawing, music, an English course, or in the classics.—(Register and return.)

## SUPERIOR INSTRUCTION.

### UNIVERSITY OF DESERET.

This institution, open to students of both sexes, was incorporated in February and organized in November, 1850. Owing to its financial condition and limited patronage, the school was soon discontinued, and until November, 1867, it had but a nominal existence. Reopened as a commercial college late in 1867, it was first fully organized in 1869 as an institution for scientific and classical instruction. The students, 223 in number, were divided among the commercial, preparatory, and scientific courses. The preparatory or model school had primary, intermediate, and academic grades. The second year 546 pupils were reported; the third, 580. In 1873 the primary and intermediate divisions were dropped; preliminary, scientific, and classical preparatory courses were carried on; and in 1875 the teachers' course of one year was added. In the academic department there were optional and special courses leading to certificates of graduation. In 1878–'79 the university was reported in a prosperous condition, which continued during 1880. The courses included teaching, English literature, history, politics, mathematics, natural history and science, chemistry, Latin, and Greek. There were 159 students in 1880 in the preparatory department, beyond which instruction does not seem to have gone.—(Biennial reports, return, and circular.)

## SCIENTIFIC, PROFESSIONAL, AND SPECIAL SCHOOLS.

### SCIENTIFIC COURSES.

No such schools report in the Territory, but at the University of Deseret there are courses in mathematics and physical and political sciences. The students seem, however, to be only in the preparatory department.

## EDUCATIONAL CONVENTIONS.

### TEACHERS' ASSOCIATION.

An association was formed in 1870, and at date of the biennial report for 1874 and 1875 was still in existence. Lack of information for 1880 precludes any report as to the work, if still continued.

## CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOHN TAYLOR, *territorial superintendent of district schools, Salt Lake City.*[1]

[Second term, August 4, 1879, to August 1, 1881.]

The previous superintendents have been Hon. Robert L. Campbell, 1862 to 1874; Hon. O. H. Riggs, 1874 to 1876.

[1] Hon. L. John Nuttall has been chosen to succeed Mr. Taylor.

## SUMMARY OF EDUCATIONAL STATISTICS OF

| | a1870. | 1871–'72. | 1872–'73. |
|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | |
| Youth of school age (4–21) | ..... | 8,306 | 9,949 |
| Public school enrolment | 4,760 | 3,820 | 5,928 |
| Average daily attendance | ..... | ..... | ..... |
| Attending private schools | 358 | ..... | ..... |
| SCHOOL DISTRICTS AND SCHOOLS. | | | |
| Districts | ..... | 222 | 248 |
| Public school-houses | ..... | 144 | 189 |
| Schools | 154 | 157 | 196 |
| School rooms | ..... | ..... | ..... |
| Average term in days | ..... | ..... | 120 |
| Estimated value of school property | ..... | ..... | ..... |
| TEACHERS. | | | |
| Men teaching | 75 | ..... | ..... |
| Women teaching | 83 | ..... | ..... |
| Whole number of teachers | 158 | ..... | ..... |
| Average monthly pay of men | ..... | ..... | ..... |
| Average monthly pay of women | ..... | ..... | ..... |
| INCOME AND EXPENDITURE. | | | |
| Total receipts for public schools | $33,746 | ..... | ..... |
| Total expenditure for public schools | ..... | ..... | $44,007 |

*a* The figures for 1870 are taken from the ninth United States census.
*b* No statistics could be obtained for the year 1877–'78.

## WASHINGTON TERRITORY—1870 TO 1880.

| 1873–'74. | 1874–'75. | 1875–'76. | 1876–'77. | *b*1878–'79. | *c*1880. | Increase or decrease from 1876–'77 to 1878–'79. | Increase or decrease from 1870 to 1880. |
|---|---|---|---|---|---|---|---|
| 11,937 | 8,350 | 11,000 | 13,187 | 24,223 | ..... | I. 11,036 | ..... |
| 7,592 | 6,669 | 7,500 | 7,182 | 14,032 | 9,827 | I. 6,850 | I. 5,067 |
| ..... | ..... | ..... | ..... | 9,585 | 7,166 | ..... | ..... |
| ..... | ..... | ..... | ..... | 181 | ..... | ..... | ..... |
| ..... | ..... | 321 | ..... | 378 | ..... | ..... | ..... |
| ..... | ..... | ..... | ..... | 326 | 329 | ..... | ..... |
| ..... | ..... | ..... | ..... | ..... | 415 | ..... | I. 261 |
| 225 | ..... | 219 | 262 | 531 | ..... | I. 269 | ..... |
| 165 | 70 | 104 | 89.2 | 87.5 | ..... | D. 1.7 | ..... |
| ..... | ..... | ..... | ..... | $220,405 | $103 078 | ..... | ..... |
| ..... | ..... | 120 | 126 | 236 | 148 | I. 110 | I. 73 |
| ..... | ..... | 100 | 143 | 324 | 202 | I. 181 | I. 119 |
| ..... | 220 | 220 | 269 | 560 | 350 | I. 291 | I. 192 |
| ..... | ..... | $38 50 | $40 | $41 14 | $41 11 | I. $1 14 | ..... |
| ..... | ..... | 38 50 | 30 | 33 34 | | I. 3 34 | ..... |
| ..... | ..... | $54,557 | $49,765 | $105,520 | $85,430 | I. $55,755 | I. $51,684 |
| ..... | $54,720 | 55,520 | ..... | 114,379 | 83,882 | ..... | ..... |

*c* The statistics, which are taken from the United States census of 1880, are incomplete, only 19 counties out of 25 reporting.

## TERRITORIAL SCHOOL SYSTEM.

### OFFICERS.

A territorial superintendent of public instruction was from 1872 till 1877 chosen biennially by the legislature; since then, by the governor, with consent of council. To aid him in selecting text books, prescribing rules, and examining candidates for territorial certificates, there has been since the latter year a territorial board of education composed of 1 person from each judicial district, appointed in like manner with himself for 2 years' terms, he being also a member ex officio.

For local educational interests there have been from the beginning county superintendents of schools, who, up to 1872, were elected by the people for 3 years' terms; since then for 2 years. Since 1877 each of these has associated with him 2 high grade teachers for examination of persons desiring to teach in the county. Also from the beginning there have been district boards of directors of 3 members for each district, at first chosen by the people for 1, 2, and 3 years' terms, and afterwards 1 each year for a term of 3 years. With them is associated a district clerk, chosen apparently for 3 years.—(School laws of 1854, 1871, 1873, and 1877.)

### OTHER FEATURES OF THE SYSTEM.

Public schools are supported from county taxes, which from 1871 to 1877 were of 4 mills on the dollar, since then 3 to 6 mills on the dollar, the proceeds from fines, licenses, &c., and special district taxes when voted by the people, but not to exceed 10 mills on the dollar since 1873. Public school funds are apportioned on the basis of the number of census youth 4–21, although the age for admission into school is 5–21. No sectarian, partisan, or infidel doctrine may be taught in the public schools. The studies prescribed are the elementary English branches, including physiology and history of the United States; others may be authorized by district directors. A union of districts for the establishment of graded schools is permitted, and such schools must be sustained in towns of more than 500 census children. District clerks must take an annual census of all youth 4–21. Failing to do this they are individually liable for the amount of money the district may thereby lose. School districts having more than 15 census scholars cannot receive their share of county school funds unless they have sustained a school for at least 3 months during the preceding school year. Teachers, to be legally employed, must hold certificates of fitness to teach, either from the territorial board of education or the county board of examiners. The former hold for 3 years; the latter, being of 3 grades, for 1, 2, and 3 years. Teachers must keep a register and report annually to the county superintendent or forfeit the last month of their pay, and county superintendents failing to make annual report to the territorial superintendent forfeit $100 of theirs. It is the duty of the board of education to adopt a uniform series of text books; that of the territorial superintendent, to hold annually a territorial institute; that of county superintendents, to hold annually county institutes.

### CHANGES IN THE DECADE.

The first school law of the Territory, passed in 1854, was succeeded in 1871 by another which raised the annual tax for school purposes from 2 to 4 mills on the dollar, provided for the choice of a territorial superintendent by the legislature, gave districts power to levy a special school tax, and required parents and guardians to send children 8–16 to school for at least three months each year under penalty of $100. A law of 1873 changed the positive requirement of a 4 mill tax to "not more than 4 mills," restricted the district tax to not more than 10 mills, and named the purposes for which alone the tax might be levied, required voters to be also taxpayers, and omitted the compulsory feature of the law. In 1877 followed the present law, whose chief provisions have been given above, its principal changes being the creation of a territorial board of education and of county boards for the examination of teachers, a provision for the appointment of a territorial superintendent by the governor instead of the legislature, and another making women eligible to vote in school meetings.

### GENERAL CONDITION.

The territorial reports being biennial, no statistics from them can be obtained for 1879–'80. A comparison between the figures for 1878–'79 and 1876–'77 shows fair educational progress, the only exception to this being in respect to the average length of school term, which was more than a day less. The enrolment in public schools in those two years exceeded by more than 12 per cent. the increase of youth entitled to attend; while the income for school purposes, number of school rooms used, and teachers employed more than doubled, and the average monthly pay of teachers advanced.

The foregoing figures from the United States census of 1880, being only those of the first count for 19 counties out of 25, cannot justly be compared with those of 1878–'79. They show, however, a greater number of school-houses, but a decrease in the value of school property. From the same authority it appears that high schools were taught in 4 public school buildings; that there were 13 buildings with more than 1 study room and 16 with 2 or more recitation rooms, the latter number probably indicating graded schools; also, that 125 of the 350 teachers were educated at high schools or academies, 19 at normal schools, and 65 at colleges.

### PROGRESS DURING NINE YEARS.

The first school report for this Territory was for the years 1871–'72 and 1872–'73. Since then, up to 1878–'79, the school population had become nearly three times as numerous, the number enrolled nearly four times as great, the number of school districts larger by 156, and that of school-houses larger by 182.

## TRAINING OF TEACHERS.

### NORMAL DEPARTMENT OF WASHINGTON UNIVERSITY.

A normal course of 2 years forms a part of the curriculum of the territorial university at Seattle. It includes the higher English branches, methods of instruction, and pedagogics. There were 21 students attending in 1879–'80 and 3 were graduated.

### TEACHERS' INSTITUTES.

In the absence of a territorial report for 1879–'80 no information can be given respecting the county institutes held during that year. According to law, institutes must be held annually in all counties containing 10 or more organized school districts and must remain in session from 1 to 5 days. It is made the duty of all teachers employed in the county to attend and to take part in the proceedings, and all having charge of schools must adjourn them for the purpose.

## SECONDARY INSTRUCTION.

### PUBLIC HIGH SCHOOLS AND OTHER SECONDARY SCHOOLS.

There is no information regarding public high schools beyond the fact reported in the census that such schools were taught in 4 public school buildings. For statistics of private academic schools reporting, see Table VI of the appendix, and for a summary, the report of the Commissioner preceding.

## SUPERIOR INSTRUCTION.

### UNIVERSITY OF WASHINGTON TERRITORY.

The University of Washington Territory, Seattle, is a part of the public school system and receives an annual legislative appropriation of $1,500. This affords free tuition to 30 pupils, who are appointed by members of the legislature. The courses of study are classical, scientific, normal, and commercial, the first and second covering 4 years and the others 2. There were 160 students attending during 1879–'80, of whom 83 were in preparatory studies, 19 in a commercial course, 21 in normal, 25 in scientific, and 12 in classical. Women are admitted on equal terms with men and are also members of the faculty.—(Catalogue, 1879–'80.)

## EDUCATIONAL CONVENTION.

### WASHINGTON TERRITORY TEACHERS' INSTITUTE.

The fifth annual meeting of the Territorial Teachers' Institute, held at Seattle August 17–20, 1880, was the most successful of the series. Intense interest was manifested, and the attendance was much larger than at any previous meeting, owing to the liberality of transportation companies throughout the Territory and the coöperation of the newspapers, which advertised the meeting gratuitously.

After an opening address by the secretary of the institute, Mr. J. E. Clark, an address of welcome was delivered by the territorial superintendent, Dr. J. S. Houghton. Among the addresses and papers presented, Prof. A. J. Anderson, of the Territorial University, contributed one on "Methods of teaching mental arithmetic" and one on "Graded schools;" Mr. J. E. Clark, one on the "Importance of normal training" and another in opposition to the text book system of teaching grammar; Charles McDermott, superintendent of Kitsap County, one on "Oral methods of teaching natural history;" Helen L. Pearce, one on "The relation of primary to other schools;" Mr. R. C. Kerr, one on "Word building" and another on "Morality in the schools;" Superintendent Houghton, one on "Teaching the elements of reading;" Mr. H. Jones, of Seattle, on "Teaching physiology;" Mr. B. L. Northup, on "How to keep pupils profitably employed;" Mr. E. S. Ingraham, on the "Quincy method." A paper by County Superintendent J. R. Thompson, of Thurston County, entitled "A history of education in ancient times," was read by Mr. F. E. Eldridge. Nearly all the topics treated in papers and addresses were earnestly discussed. Early in the session a resolution was passed tendering the thanks of the institute to its secretary, Mr. J. E. Clark, who gave each member a copy of a volume containing the proceedings of the 4 former meetings, prepared at his own expense. Another resolution adopted recommended the organization of an eastern division of the institute, in view of the difficulties of travel across the mountain ranges running through the Territory.—(Printed proceedings.)

## CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JONATHAN S. HOUGHTON, *territorial superintendent of public instruction, Olympia.*

[Term, November, 1879, to November, 1881.]

The first territorial superintendent was Rev. Nelson Rounds, D. D., appointed at the opening of 1872. In 1874 he was succeeded by Dr. John P. Judson, who served till the appointment of Dr. Houghton, and he, it is learned, is to be succeeded by Mr. Charles W. Wheeler.

## SUMMARY OF EDUCATIONAL STATIS

| | 1870–'71. | 1871–'72. | 1872–'73. | 1873–'74. |
|---|---|---|---|---|
| POPULATION AND ATTENDANCE. | | | | |
| Number of children of school age (5–20) | ..... | ..... | 1,100 | 1,100 |
| Enrolled in public schools | *a*175 | ..... | ..... | 1,000 |
| Average attendance in same | ..... | ..... | ..... | ..... |
| SCHOOL BUILDINGS AND SCHOOLS. | | | | |
| Public school buildings | ..... | ..... | ..... | 10 |
| Public schools taught | 4 | ..... | 8 | 20 |
| Valuation of buildings and furniture | ..... | ..... | ..... | $31,600 |
| TEACHERS AND THEIR PAY. | | | | |
| Men teaching in public schools | ..... | ..... | ..... | 5 |
| Women teaching in public schools | ..... | ..... | ..... | 15 |
| Whole number of teachers | 4 | ..... | ..... | 20 |
| Average monthly pay of male teachers | ..... | ..... | $150 00 | *b*$85 00 |
| Average monthly pay of females | ..... | ..... | 70 00 | ..... |
| INCOME AND EXPENDITURE. | | | | |
| Receipts from local tax for schools | $2,876 | ..... | $17,000 | $14,200 |
| Expenditure for pay of teachers | 2,876 | ..... | ..... | 14,200 |

*a* Taken from census report of 1870, when there were 5 private day and boarding schools, having 11 teachers, 130 pupils, and an income of $5,500 from tuition.
*b* Average of both sexes.

## TICS OF WYOMING—1870-'71 TO 1878-'79.

| 1874–'75. | 1875–'76. | 1876–'77. | 1877–'78. | 1878–'79. | 1879–'80. | Increase or decrease since 1878–'79. | Increase or decrease since 1870–'71. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 1,222 | | 2,041 | 2,151 | 2,090 | | | |
| | | 1,114 | 969 | 1,287 | | | |
| | | | | | | | |
| 13 | | 21 | 20 | 25 | | | |
| | | 28 | 33 | 36 | | | |
| $32,500 | | $21,378 | $26,826 | $61,675 | | | |
| | | | | | | | |
| 7 | | 21 | 14 | 20 | | | |
| 16 | | 27 | 35 | 29 | | | |
| 23 | | 48 | 49 | 49 | | | |
| | | *b*$71 96 | *b*$62 08 | *b*$55 94 | | | |
| | | | | | | | |
| | | | | | | | |
| | | $24,622 | $4,553 | $7,056 | | | |
| $16,400 | | 17,629 | 22,842 | 22,120 | | | |

NOTE.—After repeated efforts, it has been found impossible to secure any educational statistics for 1879–'80, and the comparisons given in other cases must therefore be omitted.

## TERRITORIAL SCHOOL SYSTEM.

### OFFICERS.

The territorial auditor was ex officio superintendent of public instruction up to December 14, 1871, at which time the office was discontinued and the governor received the reports of the county superintendents.

A law of December 12, 1873, slightly amended by one of December 11, 1875, renewed the territorial superintendency and made the territorial librarian ex officio superintendent. Up to 1880 he continued to act as such.

For counties there were throughout the decade superintendents elected by the people for biennial terms; and for school districts boards of trustees of 3 members elected for 3 years, 1 being changed each year.—(School laws of 1878.)

### OTHER FEATURES OF THE SYSTEM.

The public schools are sustained by a poll tax of $2 on each voter and a county tax which, up to December, 1875, was not to exceed 2 mills on the dollar, but since has been not less than 2 mills, with the proceeds of fines and forfeitures. The people at the annual district meeting may vote also a district tax to provide school-houses, buy text books for indigent pupils, meet other necessary contingent expenses, and supply deficiencies in funds for paying teachers. They may also vote $100 a year for a district library. Women may vote for and be elected to school offices, and as teachers receive the same pay as men, if equally qualified. Provision has existed for separate colored schools where there have been 15 or more children of school age in any district. The continuance of this is doubtful. A compulsory law has continued through the decade, requiring parents and guardians to see that their children between 7 and 16 attend school at least 3 months each year. Teachers must present certificates of qualification from the county superintendent authorizing them to teach in public schools, and must make reports of school statistics each term or forfeit their pay, at the discretion of the district boards; while the county superintendent who fails to report annually to the territorial superintendent forfeits $100. The law providing that an annual teachers' institute be held from 4 to 10 days, to be conducted by the territorial and county superintendents, makes it the duty of this institute to decide on a series of school books to be used and a system of education which shall be uniform throughout the Territory, allowing no change except by the unanimous vote of the institute. While this institute also settles the studies to be pursued in any high school, each county superintendent and district board of directors may decide whether a high school shall be established in the district and what number of teachers shall be employed.—(School laws of 1878.)

### GENERAL CONDITION.

The school system is reported one of the best; the schools, though not numerous, excellent in character and attendance, the larger towns having been able to enroll 90 per cent. of the children of school age. The public graded schools at Cheyenne and Laramie are among the best of their class, being well directed and admirably taught. School buildings are generally excellent, a new one at Laramie City being especially fine. Teachers are liberally paid, not on the basis of sex, but of merit.

As yet there is no institution of a higher grade than the high school department of the public schools.

In the absence of sufficient data for a satisfactory comparison, reference is made to the statistical summary for a review of the decade.

Enough is given to indicate the progress and culture of the people, beginning ten years ago with but 4 public and 5 private schools, in which were but 15 teachers and 305 scholars, only 175 of these being in the public schools.—(Governor Hoyt's reports, 1878 and 1880.)

## CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOHN SLAUGHTER, *territorial librarian and ex officio superintendent of public instruction, Cheyenne.*

Mr. Slaughter became superintendent in 1873, succeeding with an interval of two years Hon. J. H. Hayford, who was superintendent from 1869 to 1871.

# EDUCATIONAL ASSOCIATIONS AND CONVENTIONS.

## NATIONAL EDUCATIONAL ASSOCIATION.

### GENERAL ASSOCIATION.

This association held its nineteenth annual convention July 13–16, 1880, at Chautauqua, N. Y., the president, J. O. Wilson, of Washington, D. C., in the chair. The session was opened with prayer by Dr. Lemuel Moss, president of the Indiana State University. Rev. J. L. Hurlbut delivered the address of welcome, which was responded to by the president. Rev. A. D. Mayo, D. D., of Massachusetts, read a paper in which, after tracing the history of the reaction of twenty years ago against religious and moral training in the public schools and the demand of the people that the American school shall be a place for the training of character through moral instruction, he discussed a method of object training, in the centre of which stands the true teacher —the incarnation of what he would have his pupils become, a perpetual object lesson in gentle manners and good morals. Edward Spring, of Perth Amboy, N. J., urged the introduction of modelling in clay into the primary public schools, citing the Kindergarten, where it is taught with gratifying success. Fröbel saw its possibilities and introduced it into his system. Hon. James P. Wickersham, chairman of the committee to secure a bill incorporating the association, reported that the United States Senate passed the bill and sent it to the House, where it slept; so the committee was continued. Dr. E. E. White, of Indiana, reported an amendment to the constitution, admitting educational associations to a perpetual directorship on payment of $100, which was adopted. At the evening session, John Hitz, of Washington, D. C., consul general of Switzerland, gave a detailed account of the normal training of teachers for the girls' industrial schools in the canton of Aargau, Switzerland, in which he said that the first and essential thing is competent teachers, and that without them all attempts to introduce industrial training into the public schools will be premature. Supt. A. P. Marble, of Worcester, Mass., then read a paper on "The unattainable in public school instruction," which he discussed at length. At the Wednesday morning session the paper of Prof. W. H. Payne, of Michigan University, on "The domain of nature and art in the process of education," was read by Z. C. Spencer, of Michigan (the author being absent), in which it was held that education is neither the work of art alone nor of nature alone, but is a process based on nature and requiring the full resources of human art. Col. Francis W. Parker, one of the Boston school supervisors, formerly of Quincy, Mass., spoke at some length in defense of the "Quincy methods," holding that, far from being new, they are the outcome of the experience of the last century. Miss Grace C. Bibb, professor of pedagogics in Missouri University, read a paper on "Normal departments in State universities," which was followed in the evening session, after the election of officers for the ensuing year, by the reading of a paper on "The development of the superintendency," by Charles Francis Adams, jr., of Quincy, Mass. Hon. G. J. Orr, of Atlanta, Ga., then read an interesting paper on "The education of the negro: its rise, progress, and present status," which closed the session. The session of Thursday morning opened with a report from T. W. Bicknell, of Massachusetts, in favor of the organization of a "National Council of Education" in connection with and as a part of this association, and a constitution for the same was adopted and officers were chosen. The council consists of three members chosen by each of the five departments of the association, with twelve additional elected by the directors of the association, and twenty-four others elected by the twenty-seven thus created, making fifty-one in all, provision being made for annual change of seven and for annual meetings in connection with those of the general association.

J. W. Dickinson, secretary of the Massachusetts board of education, then read a paper on "Results of methods of teaching," in which he held that those who have no definite methods to use have generally no definite ends to obtain. Dr. W. T. Harris, of St. Louis, followed with a paper on "Text books and their uses," in which their abuse and proper use were set forth at length, quoting the words of Rousseau: "Reading is the great misery of children. The pedagogues teach children words, nothing but words, and no real knowledge." Edward A. Singer, of Philadelphia, opened the evening session with an instructive paper on "What constitutes a practical course of study;" at the close of which Supt. A. J. Rickoff, of Ohio, after indorsing the excellent paper read, said, "I do not hesitate to give it as my opinion that our course of study is gorged and must be diminished." Then followed a paper on the "New education," by W. N. Hailmann, of Detroit, Mich., explaining the theory and working of Kindergarten training and contrasting the theories of Pestalozzi and Fröbel.

At the opening of Friday morning session, the names of the National Council of Education were reported by W. D. Henkle, of Ohio, chairman of the committee to appoint such members. Dr. James McCosh, president of Princeton College, read a paper on "The importance of harmonizing the primary, secondary, and collegiate systems of

education," dwelling largely on the importance of an educational system in which the high and normal schools shall educate for and feed the colleges. This was followed by a paper on "The relation of educators to the spelling reform." Z. Richards, of Washington, D. C., read the report on necrology. Resolutions on the death of Rev. Barnas Sears, after appropriate remarks by G. J. Orr, of Georgia, were adopted. E. E. White, of Indiana, was requested to prepare a tribute to the memory of Bernard Mallon for publication in the report of the proceedings. Hon. J. D. Pickett made a report for Kentucky, when, after a few closing remarks by the president, the association adjourned.

### DEPARTMENT OF HIGHER INSTRUCTION.

This department (Rev. Lemuel Moss, president) met in the hall of philosophy and after the appointment of a committee of nomination of officers adjourned.

On the second day Professor Timayensis, in a brief address, explained and illustrated the modern pronunciation of the Greek language.

The third day was devoted to the reading and discussion of a paper by Prof. J. L. Packard on "Scholarships," which he said presented a problem of no easy solution. The discussion was continued by John Hancock, of Dayton, Ohio, President L. Moss, of Indiana, A. C. Hall, of New York, I. W. Andrews, of Marietta, Ohio, E. T. Tappan, of Kenyon College, Ohio, and L. S. Thompson, of Lafayette, Ind.

The department on the fourth day met in the amphitheatre, and was addressed by its president, Eli T. Tappan, on the "Complexity of causes," who was followed by W. T. Harris, of Missouri, with a paper on "Equivalents in a liberal course of study."

### NORMAL DEPARTMENT.

The normal department was called to order by its president, J. C. Gilchrist, of Cedar Falls, Iowa. The paper on "Object lessons in morals," read before the general association by Rev. A. D. Mayo, was discussed by several gentlemen.

The proceedings of the second day were discussions of the paper on "The domain of nature and art in the process of education," read by W. H. Payne; an address from the president of the department; a paper on "Subject matter in normal training," by G. L. Osborne, of the Warrensburg Normal School of Missouri, which elicited much discussion as to what was legitimate work in the school room; following which came an elaborate paper by George P. Brown, State Normal School, Indiana, on "The obstructions which resist the formation and growth of the pedagogic profession." The discussion which ensued showed a wide difference of opinion on the views expressed in the paper.

The third day was devoted to a review of the papers read before the general association, which showed a deep interest in the various topics presented.

After a brief session on the fourth day, the department adjourned.

### ELEMENTARY DEPARTMENT.

This department, presided over by J. H. Smart, superintendent of public instruction of Indiana, after electing officers for the ensuing year and attending to minor matters, devoted the third day to a paper on "The practical use of reference books," by Miss Mary W. Hinman, of La Porte, Ind., and to one by E. O. Vaile, of Chicago, on "What shall we seek to accomplish in the reading exercises?" These two papers were largely discussed, eliciting great interest and diversity of views. Then followed a paper by Miss Ellen Hyde, president of the normal school at Framingham, Mass., discussing the question "How can character be symmetrically developed?"

### DEPARTMENT OF INDUSTRIAL EDUCATION.

The department was opened with an address from President E. E. White, of Purdue University, Indiana, in which he presented the importance of "Technical training in American schools," arising from the steady decline of the apprenticeship system and the consequent danger that our artisans may be at the mercy of the skilled labor of Europe. This was followed by a paper on "Technical training in the land grant colleges," by Dr. J. M. Gregory, of Illinois, stating their origin, purpose, present difficulties, and his belief in their future popularity and success, as they will aid the arts by giving them trained investigators, inventors, and leaders and by bringing larger lights from science into workshops and fields.

### DEPARTMENT OF SUPERINTENDENCE.

The department was called to order by J. O. Wilson, and officers for the next year were chosen. A resolution on the life and death of Bernard Mallon, after some appropriate remarks by S. G. Brinkley, of Georgia, was adopted. At the second day's session J. P. Wickersham, J. O. Wilson, and A. J. Rickoff were chosen representatives of the department in the National Council of Education. The time and place of next meeting was left to the officers and the department adjourned.

## AMERICAN INSTITUTE OF INSTRUCTION.

The fifty-first annual meeting of the American Institute, held at Saratoga Springs, N. Y., July 6, 1880, was a notable gathering in the representative character of the persons attending, in the excellence of papers read, and in the eagerly improved opportunities for discussion. The death of Dr. Barnas Sears during the session, and before the hour assigned for the delivery of his paper, gave a sad and pathetic interest to the occasion when his paper was read by Dr. Ellis, of Boston.

Hon. Neil Gilmour, superintendent of public instruction in New York, gave an address of welcome, which was responded to by the president of the Institute, I. N. Carleton, of New Britain, Conn. The first paper was by Hon. B. G. Northrop, secretary of the Connecticut board of education, on "The Quincy method." It was discussed by Col. F. W. Parker, of Quincy, and W. T. Harris, of Missouri. H. P. Warren, of the New Hampshire Normal School, read a paper on "The spiritual side of the high school question," which was then discussed by A. P. Stone, of Massachusetts, Dr. Hoose, of Cortland, N. Y., W. A. Mowry, of Rhode Island, and others. R. C. Metcalf, of Boston, spoke in favor of the greater use of public libraries by the schools, and the subject was continued by Supt. Ariel Parish, of Connecticut, President Buckham, of the Vermont University, and others. A paper followed on "Private schools," by Thomas Cushing, late principal of the Chauncy Hall School, Boston. The history of the American Institute was given in a paper read by Elbridge Smith, of Boston, Mass., and at its close remarks were made by Dr. Henry Barnard, Dr. John Kneeland, of Boston, an ex-president of the Institute, and others. Dr. Kneeland referred to the admission of women to membership in 1868 as a step marking the progress of the period. Dr. Barnard said there had been no forward movement in education during the last fifty years which had not been discussed in the Institute. A congratulatory letter was read from Governor Cornell, of New York, and a letter from General H. K. Oliver, one of the two living founders of the association, regretting that the infirmities of fourscore years prevented his presence. The evening session of the second day was devoted to the paper by the late Dr. Barnas Sears. Before reading it Dr. Ellis made a statement of the circumstances under which it was completed by the writer, who believed it would be his last work and requested him to read it to the association. The subject was "Educational progress in the United States during the last fifty years." Beginning with a history of the condition of schools and colleges from the earliest settlement of the country, it concluded with a statement of the improvements in the methods and quality of instruction since the year 1837, when Horace Mann became secretary of the Massachusetts board of education, at which period the writer dated the beginning of real progress. At the conclusion of the paper the association adjourned, out of respect to the memory of the distinguished writer, and before the final adjournment resolutions were passed expressing great admiration for his character, life, and achievements in behalf of education, and profound sorrow for his death. The first paper of the third day was by Dr. John W. Philbrick, of Boston, on "Coeducation of the sexes," in which he insisted on the importance of higher education for women as well as for men, but wanted women to obtain it in separate institutions. Want of time prevented a full discussion of the question; only four gentlemen gave their views on it, one of them agreeing with the opinions expressed in the paper, the others favoring coeducation. A paper by Miss J. H. Stickney, of Boston, Mass., on the "Language element in education," was read by S. W. Mason, of Boston. After its discussion readings were given by Prof. Charles Roberts, jr., of the Union Theological Seminary, New York, and lessons in singing by Prof. H. E. Holt, musical instructor of the public schools of Boston, given to his class of sixteen girls who were present from the Boston schools. Reports from committees, the election of officers, and other business followed. From the report on necrology it appeared that eight members died during the year. The programme of the last evening began with recitations by Professor Roberts and singing by Professor Holt's class, and concluded with a lecture from Rev. Henry Ward Beecher on "The new profession."—(New-England Journal of Education, July 15, 1880.)

## NEW ENGLAND ASSOCIATION OF SCHOOL SUPERINTENDENTS.

### FIRST SESSION.

This body holds two meetings each year. The first session for 1880 convened on May 28, in Boston. Supt. W. H. Lambert, of Malden, Mass., in a paper on the best interests of the high school, suggested that the causes of the antagonism to the high school were narrowness in aim, absorption in classical to the detriment of other studies, comparative fewness of its pupils and consequent cost, and a course of study inelastic and overcrowded. He recommended that teachers be experts, the studies more practical, the high school be the end of the school course, and the curriculum arranged to fit pupils for the ordinary business of life. Then he would have special fitting schools for colleges. Dr. Harris, of St. Louis, pleaded eloquently for high schools.

Mr. G. A. Walton analyzed the new departure in educational affairs in New England, and instanced the benefit that accrued from it to both teachers and pupils. Gen. John Eaton, Commissioner of Education, spoke on the "Supervision of instruction by civil authority." He referred to the growth, present condition, and legal basis of such supervision, to the functions of this supervision and the character and qualifications of those who administer it, to the rigid inspection and examination of English schools, to the authoritative and non-authoritative functions of a superintendent, and to the need of special training for this position. A report on the definition of teaching, the word method in teaching, and on school discipline was submitted and recommitted, and a general discussion of the papers followed.

SECOND SESSION.

The fall meeting was also held in Boston, October 29, 1880. Supt. W. W. Waterman, of Taunton, discussed "What is the most satisfactory division of classes and apportionment of studies of graded schools?" He would have teachers continue long enough with a class to understand the individualities of the pupils and to produce permanent impressions; he would have both general and separate class work, short steps in the course of study, and all studies distributed so as to cultivate power of concentration and continuity of thought. A resolution that the State make provision for the uniform examination of teachers for all grades of schools was next discussed. Supt. O. B. Bruce, of Lynn, considered the expediency and feasibility of such an examination. He urged the right of the State to demand a certain high standard of its teachers after expending so much in training them. Superintendents Stone and Marble were heartily in favor of State examinations. The following resolution was adopted: That the interests of the public schools of New England require that they be committed to the care of efficient skilled supervision. After the election of officers, the meeting adjourned.—(New-England Journal of Education.)

## WESTERN PEDAGOGICAL ASSOCIATION.

An informal meeting of men interested in the professional education of teachers was held at Ann Arbor, Mich., January 2–3, 1880. The purpose of the meeting was to discuss some of the fundamental questions in normal instruction and to agree upon certain lines of doctrine and policy. The papers presented and discussed were as follows: "Diagnosis of the disease of the body educational," by G. P. Brown; "The Quincy system," by E. C. Hewitt; "Educational psychology," by W. H. Payne; "The doctrine of memory," by Daniel Putnam; "Pupil teaching," by Joseph Estabrook; and a sketch of the École Normale Centrale of Paris, by Professor Hennequin. The following resolutions were adopted: That in lectures in the class room and before the people the value of skilful supervision be enforced and the largest liberty in the exercise of supervisory duties advocated; that while formation or culture is the great purpose of scholastic training, the mind, as the instrument of thought, is best developed while being furnished with valuable knowledge; that an elementary and an advanced treatise on educational psychology and a compendious history of education are needed for the purposes of sound normal instruction; that a meeting of men especially interested in normal instruction be called, at Put-in Bay in the third week of July, 1880. At such meeting the following topics were to be brought forward for discussion: (1) The formation of a body of educational doctrine, (2) the unification of professional instruction in normal schools, (3) the relation of normal school work to the State, (4) the education of the public with reference to normal schools and their work, (5) the relation of academic to strictly professional work, and (6) the relation of model and training schools to normal schools. Whether this meeting was held is not known.— (Pennsylvania School Journal.)

## INTERNATIONAL SOCIETY FOR INVESTIGATING AND PROMOTING THE SCIENCE OF TEACHING.

The first meeting of this society was announced for August 16–21, 1880, at the Thousand Islands Park. It was the outgrowth of a preliminary meeting—the Normal Educational Conference—held in August, 1879, in the same place. The feeling among educators that the profession of teaching should have an association to promote the scientific advancement of the knowledge and experience of teaching is to be carried out by this society. Many of the most progressive and scholarly educators in Canada and the United States are already members, and it is thought that it will be one of the most profitable educational gatherings in the country. The following subjects are to be presented: "Intellectual education: its nature, province, and method;" "Laws of methods of teaching;" "Moral education in public schools: its nature, province, and method;" "Art education in public schools: its nature, province, and method;" "How children learn to read;" "School government: its nature, province, and method," &c. This body is said to be the only educational association of a purely scientific and professional character that has been organized in this country.—(Educational Weekly.)

## AMERICAN FRÖBEL UNION.

The first of a series of public conferences to be held by the American Fröbel Union took place in New York, beginning March 31, 1880. The object of these meetings is to review the work of the Kindergarten in America by means of lectures and discussions by prominent people most interested in the work, and through these meetings to help the Kindergarten work in this country. Miss Peabody, president of the union, recounted the history, present condition, and aims of the union. Thomas Cushing, late principal of the Chauncy Hall School, Boston, spoke of the operation of the Kindergarten in his school. Dr. Wm. T. Harris, superintendent of public instruction in St. Louis, explained the methods of the Kindergarten and advocated a place for it in the common school system. Prof. Felix Adler favored these schools for the poor. Professor Bachellor spoke on the "Analogies of tone and color," and E. A. Spring, sculptor, of Perth Amboy, N. J., on "Modelling as an occupation of the Kindergarten."—(New-England Journal of Education.)

## AMERICAN PHILOLOGICAL ASSOCIATION.

The twelfth annual meeting was held in Philadelphia July 13–15, 1880. Organized in 1868 for the pursuit of philological studies, in its membership are embraced nearly all the prominent students of languages in America. The president, Prof. C. H. Toy, of Harvard College, delivered the annual address; Prof. W. D. Whitney, of Yale College, read a paper on "Logical consistency in linguistic views;" Rev. R. F. Weidner, one on "Some points connected with the prophecy of Obadiah;" Dr. W. C. Cattell, president of Lafayette College, one on the "Etymologies of Lactantius;" Prof. M. W. Humphrey, of Vanderbilt University, "A contribution to infantile linguistics;" Prof. S. S. Haldeman, University of Pennsylvania, "Notes on the invention of words by children." These were followed by papers from Dr. Isaac H. Hall, on "The declination of the Cypriote article," and from Rev. R. F. Weidner, on the "Study of the Bible." The committee on the nomination of officers reported, and this closed the morning session of the second day. In the afternoon the following topics were presented: "The use of Anglo-Saxon particles," Prof. C. P. G. Scott, of Columbia College; "The beginning of written literature in Greece," Prof. Lewis R. Packard, of Yale College; "The battle of Mons Grampius," Prof. W. F. Allen. The last day's session was opened by Professor Toy, who read a paper on "Verbs ending in *un* in Hebrew as an indication of date." A paper from A. C. Merriam, PH. D., of Columbia College, on "An experiment of reading Greek at sight with volunteer classes in college," was read by Dr. Cattell. The last paper presented to the association was on Virgil and Plato. Ernest G. Sihler, PH. D., of New York, traced the analogy between the transcendental psychology of the sixth book of the Æneid and Plato's Metempsychosis, discussing the motive of this episode in the economy of the Roman epic. The association then adjourned to meet in Cleveland in 1881.—(Daily Evening Telegraph.)

## SPELLING REFORM ASSOCIATION.

The annual meeting was held at Chautauqua, N. Y., in connection with the National Educational Association, July 15–16, 1880. The president, Prof. F. A. March, of Lafayette College, delivered the introductory address, in which he reviewed the progress made in spelling reform during the year. He referred to the formation of the English Spelling Reform Association, and to the recent action of the Philological Association of England, by which a list of words is to be made out wherein the spelling suggests a false etymology. Dr. J. M. Gregory, president of the Illinois Industrial University, spoke on the spelling reform demanded by the nineteenth century. Mr. Z. Richards, of Washington, D. C., claimed to be the first spelling reformer, as he commenced in 1844. On the second day Mr. W. G. Ballantine, professor of Hebrew in Oberlin College, commenced the exercises with a paper entitled "The duty of our colleges to the spelling reform." Mr. E. O. Vaile, of Chicago, spoke on "Spelling reform and the press." A lively discussion followed, the speakers agreeing as to the necessity of prompt action in order to improve the schools and advance the interests of education. After the usual business arrangements, the association adjourned.—(New-England Journal of Education.)

## NATIONAL GERMAN-AMERICAN TEACHERS' ASSOCIATION.

This association held its eleventh annual convention at Newark, N. J., July 27–30, 1880. After listening to addresses of welcome of Mayor Fiedler and Mr. Barringer, superintendent of city schools, the following officers were elected: Prof. W. J. Eckoff, of Newark, president; Mr. H. H. Fick, superintendent of drawing in Cincinnati, vice president; Prof. A. Schumacher, of Cleveland, secretary, and Prof. G. H. Borger, of Cincinnati, treasurer. The chairman of the executive committee read a report on the activity of the association during the preceding year.

At the first session several papers of great interest were presented and ably discussed, to wit: "Gymnastics in the common school," by Prof. Geo. Wagner; "The claims of instruction in drawing," by Prof. H. H. Fick. This paper abounded in valuable information regarding the history of the study of drawing and led to a spirited discussion. Then the question of "Establishing special schools" was taken up. Mr. A. Schück, of Detroit, advocated the adoption of his motion: "The association considers the establishment of special (so-called ungraded or unclassified) schools necessary for such pupils as disturb and check the progress of the great majority either by reason of their moral depravity or intellectual poverty." The association adopted his motion in so far as it related to schools for "morally weak" pupils, but could only after a long discussion be brought to admit the necessity of establishing schools specially adapted for the "intellectually weak" ones. The convincing arguments of Prof. W. N. Hailmann, of Detroit, however, led to the adoption of the resolution, amended by Prof. I. Keller, of Milwaukee, to the effect that special classes in large school-houses might answer the purpose.

In the evening Prof. L. R. Klemm, of Cincinnati, delivered an address to a large audience in the Academy of Music on "Old truths in new garments." He discussed the province of the common school, holding it to consist chiefly in developing harmoniously the child's natural gifts. He quoted at length the "irrepressible business man," the statesman, the artist, the learned man, the journalist, and generally refuted their claims, showing that they measure the results of the schools by the needs of their vocations. He found but one fault with the common school as it is, namely, that it lays too much stress on the acquisition of knowledge instead of its application, which fault he illustrated very convincingly. The address was exceptionally well received.

The second session was occupied in discussing the relation of the association to the National Normal School in Milwaukee, its own creation, and to the turners' and the teachers' associations. Mr. Von der Heide, of Newark, then read an essay on "German spelling and script," which led to the appointment of a committee to act with the Spelling Reform Society in Germany. Mr. C. Wiedemann, of Newark, spoke with great earnestness of the necessity of more bodily exercise for girls. Dr. Lehlbach, of Newark, read a paper on "Hygiene in school," which led to a direction to the executive officers to prepare a pamphlet containing the results of actual researches regarding the health of school children. The committee on statistics, Professor Fick chairman, presented an interesting but incomplete report showing the extent of instruction in German in public, parochial, and private schools in this country. The committee was requested to continue its labors, and funds were appropriated for the purpose. Prof. I. Keller, principal of the normal school above mentioned, reported on the present and future state of the institution. New trustees were elected. Prof. W. J. Eckoff reported on the labors of his committee on "Selection of suitable matter for æsthetic culture." The chairman of the committee on Kindergärten, Professor Hailmann, also read a valuable report on the progress of the year. All the reports and papers were discussed.

The third session began with a paper by Mr. J. Reichhelm, of Hoboken, on "The citizen of the Union and his claim for proper education." After the transaction of routine business, a special committee laid before the association a carefully revised constitution, which was adopted without discussion.

There is no question that this eleventh convention was an improvement on the previous ones, owing to the high character of the discussions held at Newark. The following gentlemen were elected officers for the year 1880–'81: Prof. W. N. Hailmann, of Detroit, president; Prof. L. R. Klemm, of Cincinnati, secretary; Prof. G. H. Borger, of Cincinnati, treasurer. Davenport, Iowa, was selected as the place for holding the next convention.

## BUSINESS COLLEGE TEACHERS' AND PENMEN'S ASSOCIATION.

This body met in Chicago July 27–31, 1880, with delegates and pupils from the different institutions of these classes in attendance. About fifty persons, representing from 25,000 to 30,000 students, attended the meeting. Among the subjects discussed were banking, book-keeping, national finances, methods of detecting false entries to cloak embezzlement, and expert methods of discovering and identifying handwriting. Lectures were given on the German language as related to commercial education, phonography, the voice as a medium in business communications, the mission of a business college and its place among educational institutions, and on the value of a business college course as ascertained by the experience of a graduate who has pursued a successful business career. The usual business matters, drafting of resolutions, &c., preceded the adjournment.—(Proceedings of the convention, New-England Journal of Education.)

## INTER STATE ORATORICAL CONTEST.

The sixth annual inter State collegiate oratorical contest took place at Oberlin, Ohio, May 5, 1880. Hon. Thomas A. Hendricks, Judge S. N. Owen, and Rev. James

Brand acted as judges. L. C. Harris, of Grinnell College, Iowa, took the first prize, and Richard Yates, of Illinois College, the second.—(Ohio Educational Monthly, June, 1880.)

The association for this purpose covers the whole Northwest, each college connected with it having a contest among its students to determine which one of them shall represent it in a State contest, the victor in which last represents his State in the inter State contest for the year. The object of the association is of course the development of oratorical capacity among college students.

## AMERICAN ACADEMY OF ARTS AND SCIENCES.

The American Academy of Arts and Sciences celebrated the centennial of its corporate existence May 26, 1880, in the old South Church at Boston. About 300 were present, including fellows, associate fellows, and honorary members, besides members of sister academies at home and abroad and of other similar associations. Many learned societies unable to send delegates forwarded cordial greetings, among these being the Royal Danish Academy of Sciences, the academic consistory of the University at Lund, Sweden, and the Astronomical Society of Gotha and Strasburg, Germany. Among the foreign societies represented were the Philosophical Society of Cambridge, England, the Statistical Society of London, the Société de Géographie Commerciale, Bordeaux, the Société Géologique de France, the Accademia dei Lincei of Rome, the Academy of Sciences at Bologna, and the Zoölogical Society of Frankfort-on-the-Main. Delegates from thirteen learned societies of the United States were present, and there was a full attendance of fellows of the academy. Hon. Robert C. Winthrop presided and delivered the principal address. Dr. O. W. Holmes read a poem, and remarks were made by Professor Gray, formerly president of the academy, Very Rev. John S. Howson, Dean of Chester, Prof. W. B. Rogers, and others.

Founded in 1779 and chartered May 4, 1780, this academy is the oldest corporation of its kind in the country save one, the American Philosophical Society, of Philadelphia, which preceded it by a few months. The French Academy and the Royal Society were taken as models, but the American academy was well aware of its special needs and has always been a true academy, faithful to its objects. An independent society of learned men who are at the head of their branches of knowledge, it excludes the schools of medicine, theology, and law, as such, because the school which trains for a learned pursuit does not intend to discover the new but to guard the old. The academy means to keep on the heights of science; its memoirs and essays are neither popular adaptations nor learned manuals and digests; they avoid rhetoric and the academic dialect. By the charter it is provided that at least four meetings a year shall be held. The membership is confined to 200 fellows who must be residents of Massachusetts, 100 associate fellows, residents of the United States outside of Massachusetts, and 75 honorary members who live in foreign countries. The academy is so far an institution of Massachusetts and Boston as that the meetings and administration are conducted there.—(Boston Daily Advertiser, May 26, 27, 1880.)

## AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

This association held its twenty-ninth annual meeting in Boston August 25 to September 1, 1880, with the president elect, Hon. Lewis H. Morgan, of Rochester, N. Y., in the chair. The introductory address, by President Rogers, of the Massachusetts Institute of Technology, was followed by addresses of welcome by Mayor Prince and Governor Long. The deaths of members of the society for the year were reported; a committee was appointed to draft resolutions on the death of General Albert J. Myer, and another to cable greetings to the British Association on its fiftieth meeting. The general session was then adjourned, and the various sections and subsections organized. Prof. Asaph Hall, of Washington, reviewed the recent advances in the science of astronomy; Prof. John M. Ordway took up the latest achievements of practical chemistry, and discussed its methods. Maj. J. W. Powell, in the subsection of anthropology, spoke on the social organization and government of the Wyandotte Indians. In the evening the retiring president, Prof. George F. Barker, addressed the association on "Some modern aspects of the life question," basing his remarks on the theory that every action of the living body is, sooner or later, to be recognized as purely chemical or physical, the life that science has to deal with having no existence apart from matter. At the second day's meetings Prof. Alfred M. Thayer, in a eulogy on the late Professor Henry, dwelt particularly on his work as a discoverer in science. The practical side of that work was touched on in connection with the experiments which proved so beneficial to the light-house and fog-signal service. Prof. Alexander Agassiz followed with an address on "Paleontological and embryological development," choosing his illustrations from a limited group of marine animals having less than 300 living species and more than 2,000 known fossil species. A glance at the programme of the meeting shows that its proceedings were rich in varied interest and characterized mainly by a genuine scientific spirit. Among other noteworthy presentations was the

picturesque photographing of the Rocky Mountain flora by Professor Gray. Various entertainments were given to the members; certain hours were devoted to visiting museums, libraries, &c.; and one evening was given to the section of microscopy of the Boston Society of Natural History; members of the association were desired to participate by exhibiting instruments, accessory apparatus, and specimens. The association was largely attended, nearly 600 members being registered the first day, and fully 500 new members were elected during the first two days.—(Scientific American, New-England Journal of Education.)

## AMERICAN SOCIAL SCIENCE ASSOCIATION.

The Social Science Association met at Saratoga Springs, N. Y., September 8, 1880, Col. T. W. Higginson, of Massachusetts, presiding over the educational department. Mr. Higginson said that the so-called Quincy method of education was only a revival of a system advocated by the late Horace Mann. Mrs. Talbot, of Boston, read the report of William T. Harris on Kindergärten. Mr. Higginson thought that some modifications in Fröbel's method were made necessary in this country by the different climate and social conditions here. Miss A. Wiggens, who had observed Kindergärten in Germany, thought that less machinery is needed here. President Gregory, of Illinois (long at the head of the Industrial University), expressed the belief that children are sent to school when too young, and that better scholarship resulted when school life was not begun earlier than 9 or 10 years of age. Mr. Higginson said the best scholars he had known began school life young. Miss Edith Simcox, of the London school board, sent a paper on educational progress in England, in which was sketched the development of the educational system in England during the past fifty years, including the various steps to secure the higher education of women. Mr. Higginson alluded to the influence of an American, Moncure D. Conway, of London, in bringing about much of this progress, particularly in respect to the higher education of women. Mr. Conway, who was present, then gave some facts showing the progress made in that cause, and expressed the opinion that in a few years coeducation of the sexes in colleges would be an assured and common fact. Other papers followed: one on "The relation of the public library to the public schools," by S. S. Green, of Worcester, Mass.; one on "The treatment of insanity in its economic aspect," by Walter H. Channing, M. D., of Boston; one on "The American newspaper: its relation to American education," by Dr. J. M. Gregory, of Illinois; and one on "The adulteration of food, drugs, and domestic articles," by Prof. S. W. Johnson, of Yale College. The last was an exhaustive review of the past and present adulterations of food in England and the United States. It concluded, however, with the opinion that we are not suffering serious loss of goods or health from this cause. A communication was read from Leroy Parker, of the Michigan State board of health, recognizing the importance of the subject and urging the necessity of arousing public opinion to secure the enforcement of laws against the adulteration of food.—(New-England Journal of Education.)

## NATIONAL ACADEMY OF SCIENCES.

### FIRST MEETING.

Two sessions of this association are held each year; the first took place in Washington, D. C., April 20–23, 1880; the last in New York City, November 16–19, 1880. In a private session of the spring meeting an amendment to the constitution was adopted limiting the number of members in the future to 100. Professor Agassiz described the new species of sea urchins found by the Challenger expedition. Dr. Coues read Prof. A. S. Packard's paper on "The internal structure of the brain of the Limulus polyphemus, or horsefoot crab." Prof. O. C. Marsh reaffirmed his discoveries touching the law of brain growth. Mr. D. P. Todd presented a plan for the use of the electric telegraph by which observers of the eclipse of 1882 might telegraph their discoveries from station to station. F. M. Green read a paper on the telegraphic determinations of longitude by the United States Hydrographic Office. Prof. T. Sterry Hunt, in his paper on "The Taconic system in geology," reviewed the evidence of a great and widespread series of rocks, pre-Cambrian in age, and showed where they are to be found and of what they are composed. Prof. S. P. Langley explained experiments in the measurement of radiant heat and told of an improved thermo-electric apparatus due to a product of the American iron industry. Prof. William Harkness, in "The solar corona," summarized the amount and distribution of light in the corona of July 29, 1878, as follows: Total light of corona 3.8 times that of the full moon, or 0.0000069 that of the sun. Other papers were on the nebula of Orion and the distribution of Zeus conchifera, an early race of man in Japan.

### SECOND MEETING.

At the fall meeting Professor Agassiz read two papers, one a report of the dredging cruise of the United States steamer Blake, Commander Bartlett, during the summer of

1880, the other on the origin of the coral reefs of the Yucatan and Florida Banks. Prof. J. E. Hilgard read a paper on the basin of the Gulf of Mexico. These papers were said to add materially to the knowledge of the South Atlantic Coast, the Gulf of Mexico, and the Caribbean Sea. Prof. Henry Morton, of the Stevens Institute, gave two papers; the first, on some recent experiments in determining the electro-motive force of the Brush dynamo-electric generator; the second, on measurement of new forms of electric lamps operating by incandescence. These electrical papers, particularly the latter, on the Maxim incandescent lamp, awakened unusual interest. Important information was presented to the academy by Prof. Wolcott Gibbs's new method of analyzing metals by electrolysis. Prof. S. P. Langley read papers on the thermal balance and on the measurement of radiant energy. Prof. Elias Loomis followed with a report on the causes which determine the progressive movement of storms. Prof. O. N. Rood described an improvement in the Sprengel air pump. Prof. J. S. Newberry's papers were entitled "Antimony mines of Southern Utah" and "Deposits of crystalline ores in Utah." He regards Utah as one of the great mineral regions. Prof. Henry Draper spoke on the photographing of the nebula in Orion; Prof. G. F. Barker, on condensers of high potentiality; C. S. Peirce, on the ellipticity of the earth; Prof. O. C. Marsh, on the brain and spinal cord of some extinct reptiles.—(Scientific American, New-England Journal of Education.)

## CONFERENCE OF PRINCIPALS OF SCHOOLS FOR THE DEAF AND DUMB.

The fourth conference of principals and superintendents of American institutions for the deaf and dumb met at the Clarke Institution, Northampton, Mass., May 25–29, 1880. After a brief address of welcome by Miss Harriet B. Rogers, principal of the Clarke Institution, committees were appointed and officers elected. Rev. Thomas Gallaudet, D. D., who was elected president, addressed the conference, expressing increased faith in the practical value of articulation and lip-reading in the teaching of the deaf. Sister Mary Ann Burke, principal of Le Couteulx St. Mary's Institution, Buffalo, N. Y., gave her views on the combined method which is used in that institution. A very interesting discussion followed on the relative value of articulation and the sign language, and on the two combined, the weight of opinion appearing to be in favor of the combined plan. Dr. Gallaudet spoke in regard to the best preparation of students for admission to the National Deaf-Mute College at Washington, and replied to a number of questions from those present on the subject. Mr. Leonidas Poyntz, of Staunton, Va., read a paper entitled "A view of the paramount importance of primary education;" and at its conclusion Mr. Westervelt, of the Western New York Institution, was asked to describe the primary instruction there, in which the Kindergarten system is used with decided advantage. Miss Sarah Fuller, principal of the Horace Mann School, Boston, explained the aims and plans of the Society for the Encouragement of Study at Home with reference to aiding indigent mute young ladies in the pursuit of their studies after leaving school, stating that a special programme of reading and study had been prepared for them and a teacher placed in charge of the work. Dr. McIntire and Mr. Hammond spoke earnestly in favor of the plan as one likely to result in great benefit to deaf-mute girls. Mr. Woodbridge, principal of the Halifax Institution (Nova Scotia), read a valuable paper on "The art of drawing; its importance to deaf-mutes." Mr. H. A. Gudger, principal of the North Carolina Institution, Raleigh, N. C., read a suggestive paper by Mrs. Helen Campbell, superintendent of the Cookery School, Raleigh, N. C., on the importance of giving special training in cookery to deaf-mute girls. The usefulness of the audiphone as an aid in the instruction of deaf mutes was next discussed, a majority of the speakers considering it of no value in most cases. Further discussion on the "combined method" ensued, in the course of which some members expressed a decided objection to the term "dumb" in characterizing persons who cannot hear. After further consideration of the means of supplying material for object teaching in institutions, resolutions of thanks to various persons were adopted and the conference adjourned.—(American Annals for the Deaf and Dumb, July, 1880.)

## AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND.

Held biennially, this association met for the sixth time, at Louisville, Ky., August 17–19, 1880, the president, G. L. Smead, of Ohio, in the chair. The proceedings of the first day included the address of welcome by Dr. T. S. Bell, president of the board of trustees of the Kentucky Institution for the Blind, the reply by the president, and addresses by Mr. Chapin, of Philadelphia, and Hon. Albert S. Willis, of Kentucky. On the second day, after the reading of the treasurer's report, the committee appointed at the last convention to memorialize Congress in behalf of the education of the blind, submitted their report, which was adopted. The new education, or Kindergarten for the blind, was discussed in the afternoon, the art of printing for the blind occupying the rest of the morning session. The evening was given up to the arrang-

ing of business matters. During the third day's sessions, the subject of institutions for blind colored people was entered into. A committee was appointed to consider the need of a collegiate education for the blind. A discussion took place in regard to a more comprehensive system of industrial education in institutions for this class, a combination of the best features of British and American systems being aimed at. The board of trustees of the American Printing House for the Blind met also at Louisville in connection with the association. The need of extending the field of literature for this class was urged, and a report of what has been done was presented. On the afternoon of August 19, the convention adjourned to meet at Janesville, Wis., in August, 1882.—(Report of proceedings.)

## SOCIETY FOR POLITICAL EDUCATION.

There was established in October, 1880, a national society for education in political science non-partisan in character and national in scope. It has no president, but is controlled by an executive committee of 25 members from different sections of the country, many of them distinguished as students of political and social science and of all shades of political opinion. One-third of the members resign each year, their places being filled by the remaining two-thirds. A wide correspondence is carried on by five secretaries, living in as many different sections of the country, through whom courses of reading selected by the society are recommended. Books and tracts on economic and political topics are published and circulated, the details of printing being attended to by a committee of ways and means, whose headquarters are in New York. The course of reading selected for the first year comprised Nordhoff's Politics for Young America, Prof. A. L. Perry's Introduction to Political Economy, Johnson's History of American Politics, and McAdam's Alphabet in Finance.

There are two classes of membership, active and coöperating. Active members are such persons as will pledge themselves to read the books recommended by the society for the official year, included in its Library of Political Education, and will pay an annual fee of 50 cents. Any person may become a coöperating member on the annual payment of $5 or more, which entitles such member to receive all the tracts published by the society. There are no other conditions or obligations of membership. The number of tracts to be published annually will depend chiefly on the amount of subscriptions received. It is also desired to establish a fund for furthering the general work of the society and for facilitating the placing of books approved by the society in public and school libraries.—(Circulars and letter from Secretary R. L. Dugdale, 5 Morton street, N. Y.)

## AMERICAN PUBLIC HEALTH ASSOCIATION.

Dr. John S. Billings presided over the eighth annual meeting of this association, held in New Orleans, December 7–10, 1880. Over 400 members were present. A report of the advisory committee on national sanitary legislation was the forerunner of various papers on sanitation. Dr. G. B. Thornton, of Memphis, commenced with "The sanitation of Memphis;" Colonel Waring followed with "The value of sanitation from an economic standpoint;" Prof. Jno. Gamgee, with "The sanitary urgency of the Florida ship canal." Dr. A. L. Gihon read Dr. Turner's paper on sanitation of emigrant ships; Hon. John Eaton, Commissioner of Education, a paper on sanitation and education; and Dr. Scales, one on municipal sanitation as practised in Mobile. A resolution was adopted that the advisory and executive committees take under consideration the advisability of establishing a national museum of hygiene; also, one commending the organization of auxiliary sanitary associations. Various other papers were read on different subjects; among them was one on the relations of schools to diphtheria, by Dr. Baker, of Michigan. Several resolutions were presented and adopted. In one the association, recognizing that systematic sanitary surveys and inspection are essential aids to successful public health works and to the progress and application of sanitary science, urged upon local authorities the importance of such surveys and of the sanitary maps and records that pertain thereto.—(Southern Practitioner.)

## AMERICAN LIBRARY ASSOCIATION.

Various endeavors were made during the year 1880 to have a meeting of this association. The decision was at last arrived at that Washington, D. C., should be the city, and that the conference should be held in February, 1881. A review of the proceedings will be given in the Report of the Commissioner of Education for 1881.—(Library Journal.)

## AMERICAN ACADEMY OF MEDICINE.

On September 28–29, 1880, the fifth annual meeting of this body took place in Providence, R. I. The society consisted of 119 members, of whom 24 were present during the session. Dr. Frederick D. Lente, of New York, presided, and welcomed the members.

Several amendments to the constitution were adopted and the hand of fellowship was given to 26 gentlemen. The council was instructed to collect the laws of all the States in the Union and of the Dominion of Canada which pertain to physicians and to the practice of medicine, with a digest of the same, and to present them to the academy at its next annual meeting. In the evening Dr. Lente delivered the annual address on the higher education of medical men and its influence on the profession and the public. He stated that we have too many medical schools and too many physicians, there being one to every 600 persons; in European countries there is one to every 3,800. Better men should be induced to enter the profession and there should be a higher standard of requirements. The object of this society is to bring together the most highly educated men in the profession and to encourage thorough preparatory education. The best preliminary requirement at present available is that the student possess the degree of A. B. or A. M. from some respectable literary institution. A medical diploma should show that the holder has availed himself of all possible advantages. The reading of records, report of treasurer, &c., finished the proceedings.—(Boston Medical and Surgical Journal.)

## AMERICAN MEDICAL COLLEGE ASSOCIATION.

At the fourth annual meeting of this association, held in New York May 31, 1880, it was decided that all medical colleges belonging to the association should require of their students, conditional to graduation, attendance on three full courses of lectures instead of two as heretofore, a measure proposed and debated at the meeting held in 1879. This association, which professes as the great object of its existence the advancement of medical education in the United States, claims to have been already instrumental in greatly diminishing the number of diplomas that are bestowed without thorough study and examination, to have promoted uniformity in medical teaching and in the requirements for graduation, caused the disappearance of all schools having two terms in one year, and made it impossible for students (except at two schools) to complete a medical course within one year. The next step proposed is to add to the requirements a matriculation examination.—(Report of the American Medical College Association, 1880.)

## NATIONAL ECLECTIC MEDICAL ASSOCIATION.

The tenth meeting of this association was held in Chicago June 16–18, 1880, with an attendance of about 135. The annual address by the president, Dr. Milbrey Green, was on the subject of medical improvements, higher standard of education, organization of reformed physicians, necessity of thorough training, importance of hygiene and sanitary medicine, &c. A report on surgery was made by Dr. A. J. Howe, and papers were read on the influence of heredity in disease and on medical jurisprudence. The advantages and disadvantages of the plaster of Paris jacket in spinal troubles, &c., were set forth by different persons. A discussion of John Buchanan, bogus degrees, and "snide" diplomas followed. An address on otology, by Dr. Henry Olin, concluded by comparing the human ear to a telephone constantly charged with electric force and always ready to convey messages to the brain. The States reported, by delegate or otherwise, on the status of eclectic medicine therein. Reports were read on gynæcology, microscopy, tracheotomy, and on the influence of inebriety on criminal statistics. A resolution was adopted that the California Eclectic Medical College be recognized by the association, and after the election of officers, &c., the association adjourned.—(New York Medical Eclectic.)

# APPENDIX.

## STATISTICAL TABLES

RELATING TO

# EDUCATION IN THE UNITED STATES.

TABLE I.—PART 1.—*Statistics of the school systems of the States and Territories, showing &c.; from replies to inquiries by the*

| | 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 | 1879–'80 | Oct. 1 | Sept. 30 | 7–21 | 388,003 |
| 2 | Arkansas | 1879–'80 | July 1 | June 30 | 6–21 | *a*247,547 |
| 3 | California | 1879–'80 | July 1 | June 30 | 5–17 | 215,978 |
| 4 | Colorado | 1880 | Sept. 1 | Aug. 31 | 6–21 | 35,566 |
| 5 | Connecticut | 1879–'80 | Sept. 1 | Aug. 31 | 4–16 | 140,235 |
| 6 | Delaware | 1880 | Dec. 1 | Nov. 30 | 6–21 | 35,459 |
| 7 | Florida | 1879–'80 | Oct. 1 | Sept. 30 | 4–21 | 88,677 |
| 8 | Georgia | 1880 | Jan. 1 | Dec. 31 | 6–18 | *e*433,444 |
| 9 | Illinois | 1879–'80 | July 1 | June 30 | 6–21 | 1,010,851 |
| 10 | Indiana | 1879–'80 | Sept. 1 | Aug. 31 | 6–21 | 703,558 |
| 11 | Iowa | 1880 | Sept. 16 | Sept. 15 | 5–21 | 586,556 |
| 12 | Kansas | 1880 | Aug. 1 | July 31 | 5–21 | 340,647 |
| 13 | Kentucky | 1880 | July 1 | June 30 | *f*6–20 | 545,161 |
| 14 | Louisiana | 1880 | Sept. — | June — | 6–18 | 273,845 |
| 15 | Maine | 1879–'80 | Apr. 1 | Mar. 31 | 4–21 | 214,656 |
| 16 | Maryland | 1879–'80 | Sept. 1 | July 31 | 5–20 | *g*330,590 |
| 17 | Massachusetts | 1879–'80 | May — | Apr. — | 5–15 | 307,321 |
| 18 | Michigan | 1879–'80 | Sept. — | Sept. — | 5–20 | 506,221 |
| 19 | Minnesota | 1880 | Sept. 1 | Aug. 31 | 5–21 | *i*271,428 |
| 20 | Mississippi | 1880 | Jan. 1 | Dec. 31 | 5–21 | 426,689 |
| 21 | Missouri | 1879–'80 | Apr. — | Apr. — | 6–20 | 723,484 |
| 22 | Nebraska | 1880 | Apr. — | Apr. — | 5–21 | 142,348 |
| 23 | Nevada | 1879–'80 | Sept. 1 | Aug. 31 | 6–18 | 10,592 |
| 24 | New Hampshire | 1879–'80 | ..... | June — | 5–21 | *c*71,132 |
| 25 | New Jersey | 1880 | Sept. 1 | Aug. 31 | 5–18 | 330,685 |
| 26 | New York | 1879–'80 | Oct. 1 | Sept. 30 | 5–21 | 1,641,173 |
| 27 | North Carolina | 1879–'80 | Sept. 1 | Aug. 31 | 6–21 | 459,324 |
| 28 | Ohio | 1880 | Sept. 1 | Aug. 31 | 6–21 | *e*1,043,320 |
| 29 | Oregon | 1879–'80 | Mar. 3 | Mar. 2 | 4–20 | 59,615 |
| 30 | Pennsylvania | 1879–'80 | June — | June — | 6–21 | *g*1,370,000 |
| 31 | Rhode Island | 1879–'80 | May 1 | Apr. 30 | 5–15 | 52,273 |
| 32 | South Carolina | 1880 | Nov. 1 | ..... | 6–16 | *l*228,128 |
| 33 | Tennessee | 1879–'80 | Sept. 1 | Aug. 31 | 6–21 | 544,862 |
| 34 | Texas | 1879–'80 | Sept. 1 | Aug. 31 | 8–14 | 230,527 |
| 35 | Vermont | 1879–'80 | Apr. 1 | Mar. 31 | 5–20 | 492,831 |
| 36 | Virginia | 1880 | Aug. 1 | July 31 | 5–21 | 555,807 |
| 37 | West Virginia | 1879–'80 | Sept. 1 | Aug. 31 | 6–21 | 210,113 |
| 38 | Wisconsin | 1880 | Sept. 1 | Aug. 31 | 4–20 | 483,229 |
| 39 | Arizona | 1880 | Jan. 1 | Dec. 31 | 6–21 | 7,148 |
| 40 | Dakota | *m*1879–'80 | Apr. 1 | Mar. 31 | 5–21 | 12,030 |
| 41 | District of Columbia | 1879–'80 | July 1 | June 30 | 6–17 | 43,558 |
| 42 | Idaho | 1879–'80 | ..... | ..... | 5–21 | ..... |
| 43 | Montana | 1880 | Sept. 1 | Aug. 31 | 4–21 | 7,070 |
| 44 | New Mexico | 1875 | Jan. 1 | Dec. 31 | 7–18 | *g*38,260 |
| 45 | Utah | 1880 | July 1 | June 30 | 6–18 | 40,672 |
| 46 | Washington | 1878–'79 | Sept. 1 | Aug. 31 | 5–21 | 24,223 |
| 47 | Wyoming | 1879 | ..... | ..... | 7–21 | ..... |
| 48 | Indian: | | | | | |
| | Cherokees | 1880 | ..... | ..... | ..... | 5,413 |
| | Chickasaws | 1880 | ..... | ..... | ..... | ..... |
| | Choctaws | 1880 | ..... | ..... | ..... | 2,600 |
| | Creeks | 1880 | ..... | ..... | ..... | 3,431 |
| | Seminoles | 1880 | ..... | ..... | ..... | ..... |

*a* Several counties made no report of sex.
*b* Number under 5 years of age.
*c* Estimated.
*d* For the winter term.
*e* In 1879.
*f* For colored population the school age is from 6–16.
*g* Estimated by the Bureau.

*the school population, enrolment, attendance, duration of schools, number and pay of teachers, United States Bureau of Education.*

| SCHOOL POPULATION. | | | | | PUBLIC SCHOOLS. | | | |
|---|---|---|---|---|---|---|---|---|
| SEX. | | | | | | | | |
| Male. | Female. | Number under 6 years of age. | Number over 16 years of age. | Number between 6 and 16 years of age. | Number of pupils enrolled during school year. | Average monthly enrolment. | Average daily attendance. | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | |
| | | | | | 179,490 | | 117,978 | 1 |
| *a*116,612 | *a*108,168 | | | | 70,972 | | | 2 |
| 109,084 | 106,894 | *b*87,635 | | | 158,765 | 110,279 | 100,966 | 3 |
| 18,565 | 17,001 | | 8,597 | 26,969 | 22,119 | | 12,618 | 4 |
| | | *c*23,375 | | *c*116,860 | 119,694 | | *d*78,421 | 5 |
| | | | | | 27,823 | | | 6 |
| | | | | | 39,315 | | 27,046 | 7 |
| *e*222,150 | *e*211,294 | | | | 236,533 | | 145,190 | 8 |
| 512,871 | 497,980 | | | | 704,041 | | 431,638 | 9 |
| 361,923 | 341,635 | | | | 511,283 | | 321,659 | 10 |
| 299,353 | 287,203 | *c*73,408 | *c*137,792 | *c*375,356 | 426,057 | | 259,836 | 11 |
| 175,159 | 165,488 | 26,867 | 58,827 | 254,953 | 231,434 | | 137,667 | 12 |
| | | | | | 265,581 | | *c*193,874 | 13 |
| 147,798 | 126,047 | | | | 68,440 | | 45,626 | 14 |
| | | | | | 149,827 | | 103,113 | 15 |
| | | | | | 162,431 | | 85,778 | 16 |
| | | | | | 306,777 | | *h*233,127 | 17 |
| | | | | | 362,556 | | *c*213,898 | 18 |
| | | | | | 180,248 | | *c*117,161 | 19 |
| | | | | | 236,704 | 184,888 | 156,761 | 20 |
| | | | | | 476,376 | | *c*219,132 | 21 |
| 72,898 | 69,450 | | | | 92,549 | | *c*60,156 | 22 |
| 5,223 | 5,369 | | | | 9,045 | | 5,401 | 23 |
| | | | | | 64,341 | | 48,966 | 24 |
| 163,021 | 167,664 | 26,254 | 23,148 | 281,283 | 204,961 | 125,059 | 115,194 | 25 |
| | | | | | 1,031,593 | | 573,089 | 26 |
| 235,461 | 223,863 | | | | 225,606 | | 147,802 | 27 |
| *e*534,719 | *e*508,601 | | *e*273,250 | *e*770,070 | 747,138 | 585,335 | 476,279 | 28 |
| | | | | | 37,533 | | 27,435 | 29 |
| | | | | | 937,310 | | 601,627 | 30 |
| 26,463 | 25,810 | | | | *k*44,780 | *k*32,958 | *k*29,065 | 31 |
| *l*117,514 | *l*110,614 | | | *l*228,128 | 134,072 | | | 32 |
| | | | | | 290,141 | | 191,461 | 33 |
| | | | | | 186,786 | | | 34 |
| | | | | | 75,238 | | 48,606 | 35 |
| 282,528 | 273,279 | 49,911 | 121,917 | 383,979 | 220,736 | 169,510 | 128,404 | 36 |
| 110,356 | 99,757 | | 49,721 | 160,392 | 142,850 | | 91,704 | 37 |
| 246,083 | 237,146 | | | | 299,258 | 298,635 | 197,510 | 38 |
| | | | | | 4,212 | | 2,847 | 39 |
| | | | | | 8,042 | | 3,170 | 40 |
| 20,998 | 22,560 | | 2,904 | 40,654 | 26,439 | 21,600 | 20,637 | 41 |
| | | | | | 6,758 | | | 42 |
| 3,739 | 3,331 | | | | 3,970 | | 2,506 | 43 |
| | | | | | 5,151 | | | 44 |
| 20,884 | 19,788 | | | | 24,326 | | 17,178 | 45 |
| 13,486 | 10,737 | *b*6,953 | | | 14,032 | | 9,585 | 46 |
| | | | | | 2,090 | | 1,287 | 47 |
| | | | | | | | | 48 |
| | | | | | 3,048 | | 1,845 | |
| | | | | | *e*650 | | *c*426 | |
| | | | | | *e*1,400 | | *ce*921 | |
| | | | | | *e*800 | | *ce*582 | |
| | | | | | *e*200 | | *e*170 | |

*h* Average attendance.
*i* In 1878.
*j* In 1873.
*k* Includes evening school reports.
*l* In 1877.
*m* This report is only approximately correct, many counties omitting to make returns to the territorial superintendent.

TABLE I.—PART 1.—*Statistics of the school systems of the States and Territories, show*

| | 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 | | | 146.6 | | (*c*14, 953) | | |
| 4 | Colorado | | | *d*89 | | | | |
| 5 | Connecticut | 2, 594 | | 179.02 | | (*f*13, 900) | | |
| 6 | Delaware | *g*512 | *g*150 | *g*158 | | | | |
| 7 | Florida | | | | | | | |
| 8 | Georgia | | | | | (*c*48, 452) | | |
| 9 | Illinois | | | 150 | | (60, 440) | | |
| 10 | Indiana | *d*12, 111 | *d*338 | 136 | | (*i*12, 112) | | |
| 11 | Iowa | 12, 799 | | 148 | | (12, 724) | | |
| 12 | Kansas | 5, 819 | 81 | 121 | *d*2, 786 | *d*3, 357 | 44 | 18 |
| 13 | Kentucky | | | 102 | | | | |
| 14 | Louisiana | | | 118 | | (*dk*4, 404) | | |
| 15 | Maine | | | 120 | | | | |
| 16 | Maryland | | | *m*176 | | | | |
| 17 | Massachusetts | | | 177 | | (26, 289) | | |
| 18 | Michigan | | | 141 | | (18, 854) | | |
| 19 | Minnesota | | | 94 | | | | |
| 20 | Mississippi | | | 77.5 | | | | |
| 21 | Missouri | *d*9, 000 | | *d*100 | | | | |
| 22 | Nebraska | 2, 984 | 36 | 109 | | | | |
| 23 | Nevada | | | 142.8 | | (*o*970) | | |
| 24 | New Hampshire | | | 105.3 | | (*d*3, 066) | | |
| 25 | New Jersey | 3, 425 | 61 | 192 | 19, 939 | 22, 379 | 585 | 627 |
| 26 | New York | | | 179 | | (*p*139, 476) | | |
| 27 | North Carolina | | | 54 | | | | |
| 28 | Ohio | 16, 247 | | 150 | 13, 476 | 14, 057 | 581 | 536 |
| 29 | Oregon | | | 89.6 | (2, 356) | | (1, 388) | |
| 30 | Pennsylvania | | | 147 | | (*dq*24, 066) | | |
| 31 | Rhode Island | 824 | 65 | *r*184 | *f*2, 385 | *f*2, 620 | *f*795 | *f*876 |
| 32 | South Carolina | | | 77 | | | | |
| 33 | Tennessee | | | 68 | | (41, 068) | | |
| 34 | Texas | | | *m*73 | | | | |
| 35 | Vermont | | | 125 | | | | |
| 36 | Virginia | | | 113 | 10, 291 | 10, 906 | 1, 772 | 2, 723 |
| 37 | West Virginia | | | 99 | | | | |
| 38 | Wisconsin | | | 162.5 | | (25, 938) | | |
| 39 | Arizona | 101 | | 109 | | | | |
| 40 | Dakota | 237 | | 88 | | | | |
| 41 | District of Columbia | 368 | 11 | 193 | | (*f*5, 000) | | |
| 42 | Idaho | | | | | | | |
| 43 | Montana | 153 | 2 | 96 | | (211) | | |
| 44 | New Mexico | | | 132 | | (1, 259) | | |
| 45 | Utah | | | 128 | | | | |
| 46 | Washington | 531 | 14 | 87.5 | 86 | 95 | 167 | 103 |
| 47 | Wyoming | | | | | | | |
| 48 | Indian: | | | | | | | |
| | Cherokees | | | | | | | |
| | Chickasaws | | | | | | | |
| | Choctaws | | | | | | | |
| | Creeks | | | | | | | |
| | Seminoles | | | | | | | |

*a* For white teachers; for colored teachers the average salary is $23.62.
*b* In 1878.
*c* In private schools of all grades.
*d* In 1879.
*e* In ungraded schools; in graded schools the average salary of men is $101.75 of women, $64.39.
*f* Estimated.
*g* For white schools only.
*h* Includes 58 colored teachers; sex not reported.
*i* Private schools in public buildings.
*j* In cities and towns organized as one district the average salary of men is $98; of women, $43.
*k* Exclusive of New Orleans private schools.
*l* Number of males employed in winter; number of females employed in summer.
*m* In the counties.

*ing the school population, enrolment, attendance, duration of schools, &c.*—Continued.

| SCHOOLS OTHER THAN PUBLIC. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Teachers in said schools in all grades. | | 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. | | | | | | | | |
| Male. | Female. | Male. | Female. | Total. | | Male. | Female. | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| ..... | ..... | 2,944 | 1,671 | 4,615 | ..... | (*a*$20 96) | | 1 |
| ..... | ..... | 1,432 | 395 | 1,827 | ..... | *b*$50 00 | *b*$40 00 | 2 |
| ..... | ..... | 1,208 | 2,387 | 3,595 | ..... | 80 26 | 64 73 | 3 |
| ..... | ..... | 247 | 431 | 678 | ..... | *e*42 84 | *e*40 87 | 4 |
| (*f*512) | | *f*746 | *f*2,354 | *f*3,100 | 2,771 | 56 43 | 35 45 | 5 |
| ..... | ..... | *g*249 | *g*287 | *h*594 | *g*560 | *g*30 83 | *g*24 79 | 6 |
| ..... | ..... | 675 | 420 | 1,095 | ..... | (*b*40 00) | | 7 |
| (*c*1,680) | | (6,000) | | 6,000 | ..... | 50 00 | 30 00 | 8 |
| 622 | 875 | 8,834 | 13,421 | 22,255 | 18,000 | 41 92 | 31 80 | 9 |
| (*i*592) | | 7,802 | 5,776 | 13,578 | ..... | 37 20 | 35 20 | 10 |
| (474) | | 7,254 | 14,344 | 21,598 | 13,199 | 31 16 | 26 28 | 11 |
| (979) | | 3,506 | 4,274 | 7,780 | 6,889 | 32 47 | 25 98 | 12 |
| ..... | ..... | 4,418 | 2,346 | 6,764 | ..... | (*j*21 75) | | 13 |
| (*dk*247) | | (2,025) | | 2,025 | ..... | (27 50) | | 14 |
| ..... | ..... | *l*2,325 | *l*4,609 | 6,934 | 7,000 | 32 97 | 21 68 | 15 |
| ..... | ..... | 1,330 | 1,795 | 3,125 | 2,966 | (41 06) | | 16 |
| ..... | ..... | 1,133 | 7,462 | 8,595 | 7,264 | 67 54 | 30 59 | 17 |
| 221 | 482 | 4,072 | 9,877 | 13,949 | ..... | 37 28 | 25 73 | 18 |
| ..... | ..... | 1,874 | 3,341 | 5,215 | ..... | 35 29 | 27 52 | 19 |
| ..... | ..... | 3,411 | 2,158 | 5,569 | 5,569 | (30 05) | | 20 |
| ..... | ..... | 6,068 | 4,379 | 10,447 | ..... | *dn*35 00 | *dn*30 00 | 21 |
| ..... | ..... | 1,670 | 2,430 | 4,100 | *f*3,105 | 36 12 | 31 92 | 22 |
| ..... | ..... | 92 | 105 | 197 | ..... | 101 47 | 77 00 | 23 |
| ..... | ..... | 580 | 2,880 | 3,460 | ..... | 34 12 | 22 23 | 24 |
| 211 | 361 | 991 | 2,486 | 3,477 | 3,486 | 55 82 | 32 90 | 25 |
| ..... | ..... | 7,992 | 22,738 | 30,730 | 20,500 | (41 40) | | 26 |
| ..... | ..... | 3,040 | 1,090 | 4,130 | 6,392 | (21 75) | | 27 |
| 136 | 156 | 11,326 | 12,358 | 23,684 | 16,627 | 56 00 | 39 00 | 28 |
| 76 | 136 | 635 | 679 | 1,314 | 1,200 | 44 19 | 33 38 | 29 |
| (*dq*947) | | 9,732 | 11,643 | 21,375 | ..... | 32 36 | 28 42 | 30 |
| *f*98 | *f*110 | *s*294 | *s*1,001 | *s*1,295 | *s*1,057 | 70 24 | 42 99 | 31 |
| ..... | ..... | 1,887 | 1,284 | 3,171 | ..... | 25 24 | 23 89 | 32 |
| (1,665) | | 4,707 | 1,247 | 5,954 | ..... | (26 66) | | 33 |
| ..... | ..... | 3,083 | 1,278 | 4,361 | ..... | (*t*) | (*t*) | 34 |
| ..... | ..... | 725 | 3,601 | 4,326 | ..... | 27 84 | 17 44 | 35 |
| 477 | 1,132 | 3,009 | 1,864 | 4,873 | ..... | 29 20 | 24 65 | 36 |
| ..... | ..... | 3,104 | 1,030 | 4,134 | ..... | (28 19) | | 37 |
| (804) | | 2,918 | 7,197 | 10,115 | 6,961 | *u*37 14 | *u*24 91 | 38 |
| ..... | ..... | 48 | 53 | 101 | ..... | 83 00 | 70 00 | 39 |
| ..... | ..... | 134 | 152 | 286 | *f*600 | 26 70 | 21 90 | 40 |
| ..... | ..... | 34 | 399 | 433 | ..... | 90 16 | 62 24 | 41 |
| ..... | ..... | (*v*160) | | *v*160 | 160 | 85 00 | ..... | 42 |
| ..... | ..... | 62 | 99 | 161 | 161 | 71 64 | 56 41 | 43 |
| 41 | 40 | 132 | 15 | 147 | ..... | ..... | ..... | 44 |
| ..... | ..... | 282 | 235 | 517 | ..... | *b*35 00 | *b*22 00 | 45 |
| 13 | 18 | 236 | 324 | 560 | 524 | 41 14 | 33 34 | 46 |
| ..... | ..... | 20 | 29 | 49 | ..... | (55 94) | | 47 |
| | | | | | | | | 48 |
| ..... | ..... | ..... | ..... | } | { ..... | ..... | ..... | |
| ..... | ..... | ..... | ..... | } | { ..... | ..... | ..... | |
| ..... | ..... | ..... | ..... | } *w*196 | { ..... | *d*50 00 | *d*50 00 | |
| ..... | ..... | ..... | ..... | } | { ..... | ..... | ..... | |
| ..... | ..... | ..... | ..... | } | { ..... | *d*50 00 | *d*50 00 | |

*n* In graded schools the average salary of men was $87; of women, $40.
*o* Number between the ages of 6 and 18 attending private schools.
*p* In academies and private schools.
*q* Exclusive of Philadelphia.
*r* In evening schools, 61.
*s* Includes evening school reports.
*t* In the counties the average salary of white male teachers is $24; of white females, $28; in the cities the salaries are respectively $47 and $37; for colored males in the counties, $29; for colored females, $26; in the cities respectively, $33 and $32.
*u* In the counties; in the independent cities the average salary of males is $35.74; of females, $35.06.
*v* Number necessary to supply the schools; actual number of schools, 155.
*w* In 1877.

TABLE I.—PART 2.—*Statistics of the school systems of the States*

| | 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 | $130,000 | *a*$120,000 | $250,000 | $138,03 |
| 2 | Arkansas | *b*111,605 | 77,475 | 189,080 | |
| 3 | California | 1,318,209 | 1,393,572 | 2,711,781 | 180,99 |
| 4 | Colorado | | *g*336,333 | *g*336,333 | |
| 5 | Connecticut | 210,353 | 1,066,314 | 1,276,667 | 112,18 |
| 6 | Delaware | | 154,406 | 154,406 | 26,67 |
| 7 | Florida | (104,530) | | 104,530 | *b*17,90 |
| 8 | Georgia | 345,790 | 125,239 | 471,029 | |
| 9 | Illinois | 1,000,000 | 5,735,478 | 6,735,478 | 593,10 |
| 10 | Indiana | | | | |
| 11 | Iowa | 0 | 4,227,300 | 4,227,300 | 282,90 |
| 12 | Kansas | 0 | 1,276,786 | 1,276,786 | 454,60 |
| 13 | Kentucky | 535,354 | 379,538 | 914,892 | 114,17 |
| 14 | Louisiana | 356,000 | | *h*450,000 | 30,32 |
| 15 | Maine | 224,565 | 596,295 | 820,860 | 27,99 |
| 16 | Maryland | 491,406 | 721,571 | 1,212,977 | 52,11 |
| 17 | Massachusetts | | 4,372,286 | 4,372,286 | 138,01 |
| 18 | Michigan | | 2,453,831 | 2,453,831 | 226,95 |
| 19 | Minnesota | 257,689 | 1,073,837 | 1,331,526 | 250,48 |
| 20 | Mississippi | | 334,769 | 334,769 | 126,23 |
| 21 | Missouri | | 2,163,330 | 2,163,330 | *j*936,24 |
| 22 | Nebraska | 73,808 | 713,155 | 786,963 | 134,02 |
| 23 | Nevada | | 73,546 | 73,546 | *b*25,19 |
| 24 | New Hampshire | | | 518,052 | 22,33 |
| 25 | New Jersey | 1,017,785 | 724,413 | 1,742,198 | 100,00 |
| 26 | New York | 2,750,000 | 6,925,992 | 9,675,992 | 170,00 |
| 27 | North Carolina | (314,719) | | 314,719 | 8,00 |
| 28 | Ohio | 1,558,207 | 5,155,879 | 6,714,086 | 245,74 |
| 29 | Oregon | 133,478 | 79,562 | 213,040 | 36,91 |
| 30 | Pennsylvania | | 7,046,116 | 7,046,116 | *l*1,000,00 |
| 31 | Rhode Island | *m*80,800 | *m*414,852 | *m*495,652 | 12,44 |
| 32 | South Carolina | (440,110) | | 440,110 | |
| 33 | Tennessee | | | (698,776) | |
| 34 | Texas | *l*678,603 | | | 44,62 |
| 35 | Vermont | 113,173 | 304,318 | 417,491 | |
| 36 | Virginia | 596,516 | 665,459 | 1,261,975 | 8 |
| 37 | West Virginia | 212,753 | 490,432 | 703,185 | 15,32 |
| 38 | Wisconsin | *l*25,000 | 2,198,580 | 2,223,580 | 184,40 |
| 39 | Arizona | | | | |
| 40 | Dakota | | 123,643 | 123,643 | |
| 41 | District of Columbia | | 474,556 | 474,556 | 2,22 |
| 42 | Idaho | | 48,017 | 48,017 | |
| 43 | Montana | | 69,899 | 69,899 | |
| 44 | New Mexico | | | | |
| 45 | Utah | 63,041 | 43,337 | 106,378 | |
| 46 | Washington | 102,201 | 3,319 | 105,520 | |
| 47 | Wyoming | | 7,056 | 7,056 | |
| 48 | Indian: | | | | |
| | Cherokees | | | | |
| | Chickasaws | | | | |
| | Choctaws | | | | |
| | Creeks | | | | |
| | Seminoles | | | | |

*a* From poll tax.
*b* State apportionment.
*c* Items not all reported.
*d* Includes expenditure for repairs.
*e* Includes balance on hand at close of last year.
*f* Paid out of the general fund of counties, and therefore not included in State expenditure.
*g* District tax, county fines, &c.

*and Territories, showing the income, expenditure, &c.*—Continued.

| ANNUAL INCOME. | | | Increase of permanent fund in the school year. | ANNUAL EXPENDITURE. | | | |
|---|---|---|---|---|---|---|---|
| | | | | Permanent. | | Current. | |
| Revenue from other funds. | From other sources. | Total. | | Sites, buildings, and furniture. | Libraries and apparatus. | Salaries of superintendents. | |
| 34 | 35 | 36 | 37 | 38 | 39 | 40 | |
| ..... | ..... | $388,013 | $5,697 | ..... | ..... | $11,872 | 1 |
| ..... | $19,508 | *c*256,190 | ..... | (*d*$16,196) | | ..... | 2 |
| ..... | 104,825 | *e*3,573,108 | 5,000 | $190,270 | $66,389 | *f*47,286 | 3 |
| $94,938 | 53,695 | *e*522,580 | ..... | 115,922 | ..... | ..... | 4 |
| 54,855 | 37,991 | 1,481,701 | 1,695 | 87,047 | 9,447 | 26,441 | 5 |
| ..... | 2,300 | 183,313 | ..... | ..... | ..... | 2,300 | 6 |
| ..... | 17,218 | 139,710 | ..... | ..... | ..... | 8,021 | 7 |
| ..... | ..... | 471,029 | ..... | ..... | ..... | ..... | 8 |
| 0 | 508,355 | 7,836,952 | ..... | 682,144 | 27,551 | ..... | 9 |
| ..... | ..... | 4,402,850 | ..... | 410,782 | ..... | ..... | 10 |
| 0 | 744,066 | 5,254,268 | 22,411 | 863,726 | 16,253 | ..... | 11 |
| ..... | 429,113 | 2,160,507 | 213,976 | 359,269 | 29,847 | 12,178 | 12 |
| ..... | 2,500 | 1,031,565 | 4,568 | 16,698 | ..... | 36,074 | 13 |
| ..... | ..... | 480,320 | ..... | ..... | ..... | ..... | 14 |
| 89,663 | 109,197 | 1,047,715 | ..... | 74,801 | ..... | 25,489 | 15 |
| 0 | 218,769 | 1,483,862 | 0 | 148,750 | ..... | 34,986 | 16 |
| 105,207 | 7,100 | *i*4,622,609 | 11,346 | *d*610,586 | ..... | 54,920 | 17 |
| ..... | 321,246 | 3,002,032 | 118,780 | 690,238 | 35,484 | ..... | 18 |
| ..... | ..... | 1,582,011 | 398,998 | 157,897 | ..... | 54,500 | 19 |
| ..... | 279,034 | 740,036 | ..... | ..... | ..... | 9,088 | 20 |
| ..... | 151,585 | *e*4,020,860 | ..... | 121,511 | 16,383 | ..... | 21 |
| ..... | 200,807 | 1,121,795 | 997,593 | (193,035) | | 46,274 | 22 |
| ..... | 35,819 | *e*158,947 | ..... | *d*48,222 | 3,683 | ..... | 23 |
| 12,401 | 9,324 | 562,116 | ..... | *d*38,372 | ..... | 14,125 | 24 |
| 31,267 | 54,909 | 1,928,374 | 90,612 | 186,053 | 7,946 | 34,406 | 25 |
| 165,000 | 401,371 | 10,412,363 | 25,000 | 1,145,831 | 30,399 | 115,400 | 26 |
| ..... | 76,571 | 399,290 | ..... | 16,132 | ..... | 15,116 | 27 |
| 0 | 225,589 | *k*7,185,420 | ..... | 798,736 | ..... | 96,681 | 28 |
| 24,109 | 29,103 | 303,162 | ..... | 86,425 | 618 | 7,185 | 29 |
| ..... | ..... | 8,046,116 | ..... | 952,695 | ..... | 79,331 | 30 |
| 11,372 | *m*38,979 | *n*558,451 | 1,837 | 56,570 | 768 | 9,835 | 31 |
| ..... | ..... | 440,110 | ..... | 6,005 | 7,005 | 18,612 | 32 |
| ..... | 100,441 | 799,217 | ..... | 41,077 | ..... | 17,355 | 33 |
| ..... | 35,229 | *e*891,235 | ..... | 27,565 | ..... | 12,648 | 34 |
| ..... | ..... | 417,491 | ..... | ..... | ..... | 11,239 | 35 |
| ..... | 28,229 | 1,290,288 | 40,520 | 88,882 | 2,224 | 39,210 | 36 |
| 6,540 | 66,038 | 791,083 | 23,915 | 72,062 | 2,047 | 9,311 | 37 |
| ..... | 289,811 | 2,697,800 | 33,851 | 232,163 | 13,680 | 59,655 | 38 |
| ..... | ..... | 67,028 | ..... | ..... | ..... | ..... | 39 |
| ..... | 1,260 | 124,903 | ..... | 41,031 | ..... | ..... | 40 |
| 0 | 176 | 476,957 | 0 | 46,349 | 0 | 10,860 | 41 |
| 288 | 3,225 | 51,530 | ..... | ..... | ..... | ..... | 42 |
| 0 | 8,831 | 78,730 | ..... | ..... | ..... | ..... | 43 |
| ..... | ..... | 25,473 | ..... | ..... | ..... | ..... | 44 |
| 25,816 | ..... | 132,194 | ..... | (25,816) | | 1,500 | 45 |
| ..... | ..... | 105,520 | ..... | 14,292 | 300 | 2,883 | 46 |
| ..... | ..... | 7,056 | ..... | ..... | ..... | ..... | 47 |
| | | | | | | | 48 |
| ..... | ..... | *n*60,803 | ..... | ..... | ..... | ..... | |
| ..... | ..... | *n*58,000 | ..... | ..... | ..... | ..... | |
| ..... | ..... | *n*31,700 | ..... | ..... | ..... | ..... | |
| ..... | ..... | *n*28,356 | ..... | ..... | ..... | ..... | |
| ..... | ..... | *n*7,500 | ..... | ..... | ..... | ..... | |

*h* Estimated.
*i* Total of reported items only, and probably not the whole income for school purposes.
*j* Includes revenue from other funds.
*k* $340,805 were obtained from the sale of bonds, making the total receipts $7,526,225.
*l* State appropriation.
*m* Includes income for evening schools.
*n* Total income not reported; amount given is that reported as expenditure which, it is stated, was derived from tribal funds.

TABLE I.—PART 2.—*Statistics of the school systems of the States*

| | States and Territories. | ANNUAL EXPENDITURE. | | | |
|---|---|---|---|---|---|
| | | Current. | | Total. | Expenditure in the year per capita of the school population. |
| | | Salaries of teachers. | Miscellaneous or contingent (includes fuel, light, rent, repairs, &c.). | | |
| | 1 | 41 | 42 | 43 | 44 |
| 1 | Alabama | $362,593 | $1,000 | $375,465 | $0 96 |
| 2 | Arkansas | 192,665 | 10,347 | *b*238,056 | |
| 3 | California | 2,207,044 | 400,868 | 2,864,571 | *c*12 44 |
| 4 | Colorado | 186,426 | 93,179 | 395,527 | 11 07 |
| 5 | Connecticut | 1,011,730 | 273,710 | 1,408,375 | 9 39 |
| 6 | Delaware | 138,819 | 64,472 | *d*207,281 | *e*6 39 |
| 7 | Florida | 97,115 | 3,557 | *b*114,895 | |
| 8 | Georgia | | | *g*471,029 | 1 08 |
| 9 | Illinois | *h*4,587,015 | 2,235,232 | 7,531,942 | 6 70 |
| 10 | Indiana | *j*3,365,046 | | *b*4,491,850 | 5 80 |
| 11 | Iowa | *h*2,901,948 | 1,139,321 | 4,921,248 | *j*8 17 |
| 12 | Kansas | 1,088,504 | 328,589 | 1,818,387 | 5 33 |
| 13 | Kentucky | 736,890 | 13,828 | 803,490 | 1 29 |
| 14 | Louisiana | | | *k*480,320 | *c*1 59 |
| 15 | Maine | (948,096) | | *m*1,047,681 | 4 56 |
| 16 | Maryland | 1,141,753 | 218,878 | 1,544,367 | 5 00 |
| 17 | Massachusetts | (*n*4,491,225) | | 5,156,731 | *j*14 91 |
| 18 | Michigan | 1,909,941 | 474,252 | 3,109,915 | *c*5 70 |
| 19 | Minnesota | 993,205 | *n*500,512 | 1,706,114 | |
| 20 | Mississippi | 669,393 | | *b*830,704 | 1 56 |
| 21 | Missouri | 2,218,637 | 678,820 | *b*3,152,178 | |
| 22 | Nebraska | 532,304 | 366,382 | 1,137,995 | 7 99 |
| 23 | Nevada | 83,706 | 9,580 | *o*144,245 | |
| 24 | New Hampshire | 414,590 | *p*98,252 | 565,339 | |
| 25 | New Jersey | 1,446,178 | 253,791 | 1,928,374 | 3 23 |
| 26 | New York | 7,638,922 | 1,481,826 | 10,412,378 | 6 34 |
| 27 | North Carolina | 318,453 | 3,181 | 352,882 | 98 |
| 28 | Ohio | 5,017,542 | 1,254,004 | *q*7,166,963 | 6 15 |
| 29 | Oregon | 210,429 | 9,360 | 314,017 | 5 27 |
| 30 | Pennsylvania | 4,510,197 | 1,906,790 | 7,449,013 | |
| 31 | Rhode Island | *t*405,605 | *t*71,422 | *t*544,200 | 9 03 |
| 32 | South Carolina | 287,403 | 5,604 | 324,629 | 1 42 |
| 33 | Tennessee | 596,680 | 69,750 | 724,862 | |
| 34 | Texas | 674,869 | 38,264 | 753,346 | |
| 35 | Vermont | 360,320 | 82,726 | 454,285 | 5 93 |
| 36 | Virginia | 714,783 | 101,010 | 946,109 | 1 52 |
| 37 | West Virginia | 522,483 | 110,961 | 716,864 | 3 01 |
| 38 | Wisconsin | 1,568,692 | 356,582 | 2,230,772 | 4 65 |
| 39 | Arizona | | | 61,172 | *l*6 92 |
| 40 | Dakota | 64,318 | 19,134 | 124,483 | |
| 41 | District of Columbia | 277,012 | 104,346 | 438,567 | 9 06 |
| 42 | Idaho | 33,844 | 4,968 | 38,812 | |
| 43 | Montana | | | *v*59,463 | *c*11 51 |
| 44 | New Mexico | 15,432 | 3,458 | 18,890 | |
| 45 | Utah | 100,343 | 4,535 | 132,194 | *l*3 33 |
| 46 | Washington | 94,019 | 2,885 | 114,379 | 4 72 |
| 47 | Wyoming | 22,120 | | 22,120 | |
| 48 | Indian: | | | | |
| | Cherokees | | | 60,803 | |
| | Chickasaws | | | 58,000 | |
| | Choctaws | | | 31,700 | |
| | Creeks | | | 28,356 | |
| | Seminoles | | | 7,500 | |

*a* Value of school-houses, furniture, and apparatus.
*b* Items not fully reported.
*c* In 1879.
*d* Includes $1,690 expended for colored schools outside of Wilmington.
*e* Does not include expenditure for books.
*f* For white schools only.
*g* Amount received from the State and from local taxation for the support of the public schools; this amount is largely supplemented by patrons.
*h* Includes salaries of superintendents.
*i* Exclusive of the value of normal school property.
*j* Estimated.
*k* The returns as to expenditure were not complete for the year 1880; the figure above given is simply the estimated income for school purposes. *l* In 1878.

*and Territories, showing the income, expenditure, &c.*—Continued.

| ANNUAL EXPENDITURE. | | | | | | | |
|---|---|---|---|---|---|---|---|
| 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. | 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. | |
| 45 | 46 | 47 | 48 | 49 | 50 | 51 | |
| $2 09 | $3 17 | ..... | ..... | $2, 528, 950 | ..... | *a*$130, 067 | 1 |
| ..... | ..... | ..... | ..... | *c*144, 875 | *c*$190, 186 | 198, 608 | 2 |
| *c*17 17 | *c*27 35 | ..... | ..... | 2, 006, 800 | 2, 104, 465 | 6, 914, 303 | 3 |
| 17 80 | 31 38 | $14 60 | ..... | 36, 000 | ..... | 682, 410 | 4 |
| 11 01 | 17 91 | 11 28 | ..... | 2, 021, 346 | 2, 021, 346 | ..... | 5 |
| *e*8 12 | ..... | ..... | ..... | 448, 999 | ..... | *f*440, 788 | 6 |
| ..... | ..... | ..... | ..... | 246, 900 | ..... | 132, 729 | 7 |
| 1 99 | 3 31 | ..... | ..... | ..... | ..... | ..... | 8 |
| 9 61 | 15 68 | ..... | ..... | 9, 049, 302 | 9, 049, 302 | *i*15, 875, 566 | 9 |
| 7 96 | 12 72 | ..... | ..... | ..... | 9, 065, 255 | 11, 817, 955 | 10 |
| *j*11 25 | *j*18 45 | *j*12 77 | *j*$14 14 | 3, 484, 411 | ..... | 9, 432, 359 | 11 |
| 7 85 | 13 20 | 7 67 | 8 00 | 2, 297, 590 | 11, 815, 519 | 4, 633, 044 | 12 |
| 3 85 | 5 97 | ..... | ..... | ..... | 1, 755, 682 | 2, 188, 407 | 13 |
| *c*6 74 | ..... | ..... | ..... | ..... | 1, 130, 867 | *l*700, 000 | 14 |
| 6 53 | 9 48 | ..... | ..... | 438, 287 | ..... | 2, 995, 131 | 15 |
| 8 64 | 16 37 | ..... | ..... | 906, 229 | ..... | ..... | 16 |
| *j*14 93 | *j*19 66 | ..... | ..... | 2, 086, 886 | ..... | ..... | 17 |
| *c*8 11 | ..... | ..... | ..... | 2, 880, 942 | 3, 340, 949 | 10, 000, 000 | 18 |
| *c*8 42 | ..... | ..... | ..... | 4, 449, 728 | 15, 000, 000 | 3, 156, 210 | 19 |
| 2 70 | 4 01 | ..... | ..... | *c*815, 229 | ..... | ..... | 20 |
| ..... | ..... | ..... | ..... | 8, 950, 806 | ..... | 7, 353, 401 | 21 |
| 12 29 | 18 91 | ..... | ..... | 3, 323, 217 | *j*20, 754, 810 | 2, 064, 768 | 22 |
| ..... | ..... | ..... | ..... | 415, 000 | ..... | 275, 274 | 23 |
| ..... | ..... | ..... | ..... | ..... | ..... | 2, 329, 913 | 24 |
| 9 48 | 16 82 | 6 21 | 8 08 | 1, 454, 007 | 2, 515, 785 | 6, 244, 139 | 25 |
| 10 09 | 18 16 | ..... | ..... | *q*7, 265, 807 | ..... | 30, 747, 509 | 26 |
| 1 12 | 2 34 | ..... | ..... | 200, 000 | *r*531, 555 | 179, 561 | 27 |
| 8 59 | 13 47 | 8 33 | 9 97 | ..... | ..... | 21, 851, 718 | 28 |
| 8 37 | 11 44 | ..... | ..... | *c*562, 830 | ..... | 567, 863 | 29 |
| *l*7 61 | *l*11 81 | ..... | ..... | ..... | ..... | 25, 467, 097 | 30 |
| 11 63 | 17 35 | ..... | ..... | 240, 376 | 266, 950 | 1, 894, 122 | 31 |
| 2 42 | ..... | ..... | ..... | ..... | ..... | 351, 016 | 32 |
| ..... | ..... | ..... | ..... | *u*2, 512, 500 | *u*2, 512, 500 | 1, 066, 995 | 33 |
| ..... | ..... | ..... | ..... | ..... | *l*3, 385, 571 | ..... | 34 |
| ..... | 9 18 | ..... | ..... | *c*669, 087 | ..... | ..... | 35 |
| 3 82 | 6 57 | 2 20 | 2 38 | 42, 920 | 1, 468, 765 | 1, 177, 545 | 36 |
| 4 43 | 6 90 | ..... | ..... | 423, 989 | 423, 989 | 1, 670, 535 | 37 |
| 7 51 | 11 37 | 9 79 | 11 33 | 2, 747, 844 | 2, 995, 112 | 5, 303, 298 | 38 |
| *l*8 00 | *l*24 03 | ..... | ..... | ..... | ..... | 113, 074 | 39 |
| ..... | ..... | ..... | ..... | ..... | ..... | *c*133, 952 | 40 |
| 14 87 | 19 14 | 9 74 | 11 52 | 60, 385 | 60, 385 | 1, 206, 355 | 41 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | 42 |
| *c*17 07 | *c*24 15 | ..... | ..... | ..... | ..... | 118, 912 | 43 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | 44 |
| *l*5 25 | *l*7 63 | *l*3 33 | ..... | ..... | ..... | 372, 723 | 45 |
| 8 15 | 11 92 | ..... | ..... | ..... | ..... | 220, 405 | 46 |
| ..... | ..... | ..... | ..... | ..... | ..... | 61, 675 | 47 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | 48 |
| ..... | ..... | ..... | ..... | *w*799, 399 | ..... | ..... | |
| ..... | ..... | ..... | ..... | *x*1, 306, 696 | ..... | ..... | |
| ..... | ..... | ..... | ..... | *w*503, 162 | ..... | ..... | |
| ..... | ..... | ..... | ..... | *x*875, 168 | ..... | ..... | |
| ..... | ..... | ..... | ..... | 150, 000 | ..... | ..... | |

*m* So reported, though the items given amount to $1,048,386.
*n* Includes expenditure for apparatus and books.
*o* So reported, though the items given amount to $145,191.
*p* Includes amount paid for interest or to cancel debt.
*q* Includes the United States deposit fund, as reported in 1878, amounting to $4,014,521.
*r* Exclusive of large quantities of swamp lands.
*s* There was also paid $537,486 for interest on and redemption of bonds, making the grand total expenditure $7,704,449.
*t* Includes expenditure for evening schools.
*u* In 1877.
*v* Total apportioned.
*w* Including other tribal funds; the income thus derived is augmented from other sources when necessary.
*x* National fund, part of the interest of which is used for school purposes.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880; from replies to inquiries by the United States Bureau of Education.*

| | City. | Superintendent | Total population (census of 1880). | 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. | Whole number enrolled, excluding duplicate enrolments. | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 1 | Mobile, Ala* | E. R. Dickson | 29,132 | 7-21 | ..... | ..... | ..... | ..... | ..... | 4,659 | ..... | 172 | 172 |
| 2 | Selma, Ala | Hugh S. D. Mallory | 7,529 | 7-21 | ..... | ..... | 1,757 | ..... | ..... | 882 | ..... | ..... | ..... |
| 3 | Little Rock, Ark | J. M. Fish | 13,185 | 6-21 | ..... | 2,056 | 6,169 | ..... | 127 | 2,503 | 400 | 180 | 170 |
| 4 | Los Angeles, Cal* | Mrs. C. B. Jones | 11,180 | 5-17 | ..... | ..... | 2,981 | ..... | ..... | 1,776 | 366 | 200 | 193 |
| 5 | Oakland, Cal | H. J. Todd | 34,556 | 5-17 | ..... | ..... | 8,108 | ..... | *a*136 | 5,828 | 800 | 206 | 202 |
| 6 | Sacramento, Cal* | F. L. Landes | 21,420 | 5-17 | ..... | ..... | 4,943 | ..... | ..... | 3,895 | 4,800 | 200 | 194 |
| 7 | San Francisco, Cal | John W. Taylor | 233,953 | 6-17 | ..... | 3,479 | 53,892 | 0 | 2,119 | 38,320 | 6,652 | 211 | 211 |
| 8 | Stockton, Cal | S. P. Crawford | 10,287 | 5-17 | ..... | ..... | 2,182 | ..... | 485 | 2,031 | 117 | 200 | 198 |
| 9 | Denver, Colo. ($\frac{5}{6}$ of city) | Aaron Gove | 35,629 | 6-21 | ..... | ..... | 5,700 | ..... | ..... | 3,210 | 500 | 190 | 186 |
| 10 | Bridgeport, Conn | H. M. Harrington | 29,148 | 4-16 | ..... | ..... | 6,641 | ..... | 131 | 5,114 | 525 | 210 | 199 |
| 11 | Danbury, Conn | W. F. Taylor | 11,669 | 4-16 | ..... | ..... | 2,588 | ..... | ..... | 2,271 | 124 | ..... | ..... |
| 12 | Greenwich, Conn | Myron L. Mason, secretary | 7,892 | 4-16 | ..... | ..... | 1,887 | ..... | ..... | 1,552 | 143 | ..... | ..... |
| 13 | Hartford, Conn | John Henry Brocklesby, acting visitor | 42,553 | 4-16 | ..... | ..... | 9,652 | ..... | ..... | 7,612 | 1,706 | ..... | ..... |
| 14 | Meriden, Conn | J. H. Chapin | 18,340 | 4-16 | 398 | ..... | 4,179 | ..... | ..... | 3,148 | 700 | 200 | 194 |
| 15 | New Britain, Conn* | Charles Northend, acting visitor | 13,978 | 4-16 | ..... | ..... | 3,118 | ..... | ..... | 2,342 | 470 | *b*190 | ..... |
| 16 | New Haven, Conn | Ariel Parish | 62,882 | 4-16 | 2,453 | ..... | 13,897 | ..... | ..... | ..... | *1,500 | 200 | 198 |
| 17 | New London, Conn* | Ralph Wheeler, acting visitor | 10,529 | 4-16 | ..... | ..... | 2,037 | ..... | ..... | 1,963 | 40 | *b*200 | ..... |
| 18 | Norwalk, Conn* | Dr. M. B. Pardee | 13,956 | 4-16 | ..... | ..... | 3,141 | ..... | ..... | 2,575 | 139 | *b*203 | ..... |
| 19 | Norwich, Conn* | N. L. Bishop, principal | 21,141 | 4-16 | 257 | ..... | 1,507 | 243 | 23 | 1,211 | 140 | 200 | 196 |
| 20 | Stamford, Conn | W. H. Woodbury, secretary | 11,298 | 4-16 | ..... | ..... | 2,549 | ..... | ..... | 1,666 | 626 | ..... | ..... |
| 21 | Waterbury, Conn | E. A. Lum, secretary | 20,269 | 4-16 | ..... | ..... | 4,338 | ..... | ..... | 3,506 | 399 | ..... | ..... |
| 22 | Wilmington, Del | David W. Harlan | 42,499 | 6-21 | ..... | ..... | ..... | 0 | 227 | *d*6,963 | ..... | 207 | 200 |
| 23 | Jacksonville, Fla* | Albert J. Russell | 7,648 | 6-21 | ..... | ..... | 1,011 | ..... | ..... | 806 | ..... | 176 | 166 |
| 24 | Key West, Fla* | J. V. Harris | *f*9,890 | 6-21 | ..... | 1,138 | 3,415 | 100 | 100 | 1,168 | 500 | 240 | 165 |
| 25 | Atlanta, Ga | W. F. Slaton | 37,409 | 6-18 | ..... | ..... | 10,500 | ..... | ..... | 4,100 | 1,000 | 200 | 175 |
| 26 | Augusta, Ga | B. Neely | 23,023 | 6-18 | ..... | ..... | 9,366 | ..... | ..... | 4,027 | 1,236 | ..... | 183 |
| 27 | Columbus, Ga | George M. Dews | 10,123 | 6-18 | ..... | ..... | *g*2,863 | ..... | 15 | 1,359 | 200 | 195 | 182 |
| 28 | Macon, Ga | B. M. Zettler | *f*12,748 | 6-18 | ..... | ..... | 7,909 | ..... | ..... | 3,349 | 300 | 180 | 177 |
| 29 | Belleville, Ill | Henry Raab | 10,682 | 6-21 | ..... | ..... | *g*4,532 | 0 | ..... | 1,961 | 700 | 210 | 197 |
| 30 | Chicago, Ill | George P. Howland | 503,305 | 6-21 | 0 | 39,854 | 137,035 | 0 | 1,328 | 59,562 | 22,600 | 200 | 198 |
| 31 | Danville, Ill | J. W. Layne | 7,735 | 6-21 | ..... | ..... | 3,030 | 0 | ..... | 1,860 | 355 | 200 | 192 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 32 | Decatur, Ill* | E. A. Gastman, clerk | 9,548 | 6-21 | | | 3,456 | | | 1,786 | | | |
| 33 | Elgin, Ill | W. H. Brydges | 8,789 | 6-21 | | | 2,546 | 0 | | 1,320 | 546 | 200 | 198 |
| 34 | Freeport, Ill* | Charles C. Snyder | 8,516 | 5-21 | | | | | | 1,750 | 200 | 200 | 197 |
| 35 | Galesburg, Ill | M. Andrews | 11,446 | 6-21 | | 1,431 | 4,254 | 0 | 108 | 2,035 | | 180 | 175 |
| 36 | Jacksonville, Ill* | D. H. Harris | 10,928 | 6-21 | | 1,360 | 3,700 | | 218 | 1,868 | 600 | 190 | 188 |
| 37 | Joliet, Ill | Charles A. Hill, president | 11,659 | 6-21 | | | 3,600 | | | | 676 | 200 | 197 |
| 38 | Ottawa, Ill* | D. R. A. Thorp, acting | 7,834 | 6-21 | | | 3,168 | | | 1,737 | | 200 | 197 |
| 39 | Peoria, Ill | Newton C. Dougherty | 29,319 | 6-21 | | 2,640 | 9,670 | | | 4,761 | 1,677 | 200 | 195 |
| 40 | Quincy, Ill | T. W. Macfall | 27,275 | 6-21 | | 2,859 | 9,541 | | 63 | 3,723 | 1,800 | 200 | 197 |
| 41 | Rockford, Ill | A. W. McPherson<br>W. W. Stetson | 13,136 | 6-21 | | | 3,884 | | | 2,105 | 500 | 200 | 196 |
| 42 | Rock Island, Ill | J. F. Everett | 11,661 | 6-21 | | 1,142 | 3,426 | | 175 | 2,166 | 410 | 180 | 178 |
| 43 | Springfield, Ill* | Andrew M. Brooks | 19,746 | 6-21 | | | | | | 2,776 | | | |
| 44 | Fort Wayne, Ind | John S. Irwin | 26,880 | 6-21 | | 4,602 | 13,539 | | 157 | 3,541 | 3,000 | 195 | 192 |
| 45 | Indianapolis, Ind | H. S. Tarbell | 75,074 | 6-21 | 0 | 6,874 | 26,789 | 0 | 410 | 13,936 | *1,597 | 200 | 194 |
| 46 | Logansport, Ind | John K. Waltz | 11,198 | 6-21 | 0 | 917 | 3,673 | 0 | 72 | 1,795 | 745 | 200 | 194 |
| 47 | Madison, Ind* | Thomas V. Dodd | 8,945 | 6-21 | | | 5,409 | | | 1,745 | 1,000 | 200 | 200 |
| 48 | Richmond, Ind | John Cooper | 12,743 | 6-21 | | | 4,845 | | | 2,219 | 665 | | |
| 49 | South Bend, Ind | James Du Shane | 13,279 | 6-21 | | | 4,267 | 0 | | 1,936 | *600 | 180 | 178 |
| 50 | Terre Haute, Ind | William H. Wiley | 26,040 | 6-21 | 0 | | 8,096 | 0 | | 4,138 | 972 | 200 | 195 |
| 51 | Vincennes, Ind* | R. A. Townsend | 7,680 | 6-21 | | | 2,326 | | | 1,187 | 594 | 200 | 197 |
| 52 | Burlington, Iowa* | R. G. Saunderson | 19,450 | 5-21 | 1,125 | 930 | 6,350 | 578 | 102 | 3,339 | 1,200 | 200 | 194 |
| 53 | Clinton, Iowa | Henry Sabin | 9,052 | 5-21 | | | 3,200 | 175 | 47 | 1,749 | 350 | 190 | 188 |
| 54 | Council Bluffs, Iowa | George L. Farnham | 18,059 | 5-21 | | | 5,662 | | | 1,807 | 200 | 200 | 195 |
| 55 | Davenport, Iowa | J. B. Young | 21,834 | 5-21 | | | 9,245 | 408 | 172 | 4,497 | | 200 | 190 |
| 56 | Des Moines, west side, Iowa | L. W. Parish | i22,408 | 5-21 | | | 3,576 | 152 | 37 | 2,322 | 600 | 190 | 184 |
| 57 | Dubuque, Iowa | Thomas Hardie, secretary | 22,254 | 5-21 | | | 9,476 | 220 | 185 | 3,686 | 1,750 | 200 | 196 |
| 58 | Keokuk, Iowa* | W. W. Jamieson | 12,117 | 5-21 | | | 4,606 | | | 2,469 | 200 | 190 | 190 |
| 59 | Ottumwa, Iowa | A. W. Stuart | 9,004 | 5-21 | | | 2,500 | 200 | 50 | 1,600 | 150 | 190 | 189 |
| 60 | Lawrence, Kans | E. Stanley | 8,511 | 5-21 | | | 3,095 | | | 1,829 | 200 | 180 | 178 |
| 61 | Leavenworth, Kans | Frank A. Fitzpatrick | 16,550 | 5-21 | | | 6,257 | | | 3,060 | 883 | 180 | 179 |
| 62 | Topeka, Kans* | W. H. Butterfield | 15,451 | 5-21 | | | 2,816 | | | 1,935 | | 180 | 180 |
| 63 | Covington, Ky | Harvey Myers, clerk school board | 29,720 | 6-20 | 0 | | 10,094 | | | 3,279 | 3,000 | 198 | |
| 64 | Lexington, Ky* | J. O. Harrison | 16,656 | k6-20 | | | 5,299 | | | 1,700 | 600 | l195 | l183 |
| 65 | Louisville, Ky | George H. Tingley, jr | 123,758 | 6-20 | | | 46,587 | | | 19,990 | | 215 | 204 |
| 66 | Newport, Ky | Alva T. Wiles | 20,433 | 6-20 | 0 | | 6,780 | 0 | 20 | 2,692 | | 208 | 204 |
| 67 | Paducah, Ky | D. C. Culley | 8,036 | 6-21 | 0 | m548 | m1,980 | 0 | m33 | m882 | 300 | 220 | 213 |
| 68 | New Orleans, La | William O. Rogers | 216,140 | 6-18 | | | 56,947 | 23 | 180 | 17,886 | *12,000 | 208 | 182 |
| 69 | Auburn, Me | N. L. Jordan, secretary school committee | 9,556 | 4-21 | | | 3,078 | 400 | 100 | 2,500 | | 180 | 174 |
| 70 | Augusta, Me | G. T. Fletcher | 8,666 | 4-21 | | | 2,233 | | | 1,200 | 100 | | |
| 71 | Bangor, Me | S. P. Bradbury, school agent | 16,857 | 5-21 | 172 | | 5,479 | 172 | | 3,120 | *300 | 204 | 188 |
| 72 | Biddeford, Me | N. B. Walker | 12,652 | 4-21 | | | 3,911 | | | 2,380 | 200 | 195 | |
| 73 | Lewiston, Me* | Abner J. Phipps | 19,083 | 4-21 | 667 | 1,956 | 5,974 | 499 | 216 | 3,282 | 260 | 187.5 | (n) |
| 74 | Portland, Me | Thomas Tash | 33,810 | 4-21 | 1,604 | 2,846 | 10,660 | 715 | 335 | 6,708 | 1,330 | 200 | 200 |

* From Report of the Commissioner of Education for 1879.
*a* Estimated.
*b* Average duration of school in days.
*c* The report here given, exclusive of population, is for the central school district only, which comprises about one-half of the city.
*d* In day schools only.
*e* Including Monroe County.
*f* For the city only.
*g* Census of 1878.
*h* Including Bibb County.
*i* For the entire city.
*k* For colored children, 6–16.
*l* In colored schools, 172 and 160.
*m* Whites only.
*n* Rural schools, 167 days; primary and intermediate, 180; grammar, 184; high, 181.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &c.*—Continued.

| | City. | Superintendent. | Total population (census of 1880). | 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. | Whole number enrolled, excluding duplicate enrolments. | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 75 | Rockland, Me | F. W. Smith, secretary school board | 7,599 | 4–21 | | | 2,168 | | | 1,336 | 0 | 140 | 138 |
| 76 | Baltimore, Md | Henry E. Shepherd | 332,190 | 6–21 | | | 86,961 | | | 48,066 | *14,000 | 186 | 180 |
| 77 | Cumberland, Md*[a] | J. W. S. Cochrane, secretary | [b]10,693 | 6–21 | | | 8,000 | | | 6,883 | | 195 | |
| 78 | Frederick, Md* | Daniel T. Lakin, secretary | 8,659 | 6–20 | | | | | | 1,234 | 300 | 154 | 154 |
| 79 | Boston, Mass | Edwin P. Seaver | 362,535 | 5–15 | | | 57,703 | | | 59,768 | *6,722 | 206 | 203 |
| 80 | Brockton, Mass | | 13,608 | 5–15 | | | 2,278 | | | 2,431 | 0 | 200 | 197 |
| 81 | Brookline, Mass* | D. H. Daniels | 8,053 | 5–15 | | | 1,303 | | | 1,473 | | 200 | |
| 82 | Cambridge, Mass | Francis Cogswell | 52,740 | 5–15 | | | 9,390 | | | 8,537 | 1,748 | 200 | 197 |
| 83 | Chelsea, Mass* | J. Kimball | 21,785 | 5–15 | | | 3,313 | | | 3,901 | 443 | | |
| 84 | Chicopee, Mass | J. T. Clarke | 11,325 | 5–15 | | | 2,186 | | | 1,657 | 1,030 | 200 | 196 |
| 85 | Fitchburg, Mass | Joseph G. Edgerly | 12,405 | 5–15 | 287 | 0 | 2,344 | | | [c]2,625 | 30 | 195 | 190 |
| 86 | Gloucester, Mass | L. H. Marvel | 19,329 | 5–15 | 542 | | 4,008 | 542 | 69 | 4,126 | 35 | 200 | 200 |
| 87 | Haverhill, Mass | Charles H. Poor, secretary | 18,475 | 5–15 | | | 3,600 | | | 3,323 | 125 | [d]200 | 198 |
| 88 | Holyoke, Mass | Edwin L. Kirtland | 21,851 | 5–15 | | | 4,267 | 292 | 94 | [e]3,163 | 1,566 | 200 | 198.5 |
| 89 | Lawrence, Mass | John L. Brewster | 39,178 | 5–15 | 600 | | 6,865 | 200 | 200 | 4,800 | 1,200 | 200 | |
| 90 | Lowell, Mass | Charles Morrill | 59,485 | 5–15 | | | 9,121 | | | 12,211 | 700 | | |
| 91 | Lynn, Mass* | O. B. Bruce | 38,284 | 5–15 | 1,026 | | 5,792 | | | 6,183 | 115 | 205 | 205 |
| 92 | Malden, Mass | W. H. Lambert | 12,017 | 5–15 | 400 | | 2,082 | 210 | 125 | 2,731 | 154 | 205 | 201 |
| 93 | Marlborough, Mass | W. D. Burdett, chairman school board | 10,126 | 5–15 | | | 2,121 | | | 2,267 | 300 | 180 | 178 |
| 94 | Milford, Mass* | John W. Simonds | 9,310 | 5–15 | | | 2,138 | | | 2,349 | 90 | | |
| 95 | New Bedford, Mass* | Henry F. Harrington | 26,875 | 5–15 | | | [e]4,208 | | | 4,500 | 230 | | |
| 96 | Newburyport, Mass* | N. N. Withington, secretary school committee | 13,537 | 5–15 | | | 2,461 | | | 2,295 | 193 | | |
| 97 | Newton, Mass | E. Hunt | 16,995 | 5–15 | | | 3,182 | | | 3,397 | 150 | 200 | 195 |
| 98 | Northampton, Mass | George B. Drury | 12,172 | 5–15 | | | 2,089 | | | 2,176 | 160 | [f]165 | [f]160 |
| 99 | Pittsfield, Mass | W. B. Rice | 13,367 | 5–15 | 283 | | 2,521 | 330 | 127 | 2,716 | 175 | 190 | 188 |
| 100 | Quincy, Mass* | Sylvester Brown | 10,529 | 5–15 | | | 1,900 | | | 1,910 | 54 | 200 | 197 |
| 101 | Salem, Mass* | Aug. D. Small | 27,598 | 5–15 | | | 4,673 | | | 3,858 | 950 | 205 | 205 |
| 102 | Somerville, Mass | J. H. Davis | 24,985 | 5–15 | | | 5,054 | | | 5,540 | 540 | 200 | 188 |
| 103 | Springfield, Mass | A. P. Stone | 33,340 | 5–15 | 644 | | 5,865 | | | 6,292 | 475 | 200 | 200 |
| 104 | Taunton, Mass | W. W. Waterman | 21,213 | 5–15 | 283 | | 3,464 | | | [e]3,568 | 113 | 195 | 195 |
| 105 | Waltham, Mass | J. T. Prince | 11,711 | 5–15 | 287 | | 2,146 | 322 | 110 | 2,366 | 103 | 200 | 195 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 106 | Weymouth, Mass* | | 10,571 | 5-15 | | | 2,012 | | | 2,102 | 40 | |
| 107 | Woburn, Mass | E. H. Davis | 10,938 | 5-15 | 275 | | 2,399 | 253 | 87 | 2,280 | 50 | 200 | 200 |
| 108 | Worcester, Mass | A. P. Marble | 58,295 | 5-15 | 1,575 | | 10,988 | 1,350 | 601 | c10,887 | 1,600 | 200 | 189 |
| 109 | Adrian, Mich | W. J. Cocker, A. M | 7,849 | 5-20 | | | | | | 1,393 | | | |
| 110 | Ann Arbor, Mich | W. S. Perry | 8,061 | 5-20 | 203 | 609 | 2,483 | 88 | 420 | 1,877 | 200 | 200 | 198 |
| 111 | Bay City, Mich* | I. W. Morley | 20,693 | 5-20 | | | 4,211 | 612 | 160 | 2,814 | 540 | 200 | 194 |
| 112 | Detroit, Mich | John M. B. Sill | 116,342 | 5-20 | | | 39,467 | 0 | 419 | 15,719 | 6,514 | 200 | 196 |
| 113 | East Saginaw, Mich | Joseph C. Jones | 19,016 | 5-20 | 495 | 1,232 | 5,885 | 0 | 75 | 3,011 | 476 | 200 | 178 |
| 114 | Flint, Mich* | T. W. Crissey | 8,410 | 5-20 | | | 2,441 | | | 1,823 | 250 | 200 | 196 |
| 115 | Grand Rapids, Mich | A. J. Daniels | 32,015 | 5-20 | 1,214 | 1,943 | 9,784 | 356 | 318 | c5,330 | 1,000 | 200 | 195 |
| 116 | Muskegon, Mich | C. L. Houseman | 11,262 | 5-20 | | | 3,807 | | | 1,786 | 500 | 200 | 197 |
| 117 | Port Huron, Mich | | 8,883 | 5-20 | | | | | | | | 200 | 197 |
| 118 | Saginaw, Mich | C. B. Thomas | 10,525 | 5-20 | | | 3,245 | | 48 | 1,776 | 500 | 200 | 195 |
| 119 | Minneapolis, Minn | O. V. Tousley | 46,887 | 6-21 | | 5,649 | 12,806 | 720 | 352 | 6,142 | 1,000 | 200 | 194 |
| 120 | St. Paul, Minn | B. F. Wright | 41,498 | 6-21 | | | | 0 | 125 | 4,338 | 1,800 | 200 | 198 |
| 121 | Stillwater, Minn | E. P. Frost | 9,054 | 5-21 | | | | 40 | 90 | 1,006 | 600 | 180 | 176 |
| 122 | Winona, Minn | William F. Phelps | 10,208 | 5-21 | | | | 184 | 115 | 1,713 | 500 | 200 | 198 |
| 123 | Vicksburg, Miss* | R. D. Howe | 11,814 | 5-21 | | | 3,000 | | | 1,196 | | | |
| 124 | Hannibal, Mo* | W. H. Ide, secretary | 11,074 | 6-20 | 0 | 720 | 3,304 | | 65 | 1,967 | 325 | 180 | 176 |
| 125 | Kansas City, Mo* | J. M. Greenwood | 55,787 | 6-20 | | | 11,325 | | | 5,259 | | 200 | 195 |
| 126 | St. Joseph, Mo | Edward B. Neely | 32,461 | 6-20 | | 1,557 | 8,908 | | 189 | 3,820 | 730 | 200 | 198 |
| 127 | St. Louis, Mo | Edward H. Long | 350,522 | 6-20 | | 24,412 | 106,372 | | 5,780 | 55,780 | 19,000 | 200 | 197 |
| 128 | Sedalia, Mo* | D. R. Cully | 9,561 | 6-20 | | 326 | 2,877 | | | | 240 | 180 | 179 |
| 129 | Omaha, Nebr | George B. Lane | 30,518 | 5-21 | 866 | 681 | 7,381 | 96 | 80 | 3,716 | 300 | 200 | 197 |
| 130 | Virginia City, Nev *g* | William H. Hill, clerk school board | 10,917 | 6-18 | | 576 | 2,559 | | | 2,260 | 447 | 218 | 202 |
| 131 | Dover, N. H | Gilman C. Fisher | 11,687 | 5-15 | 250 | | 2,350 | 200 | 156 | 1,880 | 90 | 180 | 175 |
| 132 | Manchester, N. H | William E. Buck | 32,630 | 5-15 | *h*570 | | *h*4,774 | 399 | 306 | 4,350 | 2,100 | 190 | 188 |
| 133 | Nashua, N. H | S. Arthur Bent | 13,397 | 5-15 | | | *e*2,072 | 201 | 135 | 2,526 | 20 | 180 | 176 |
| 134 | Portsmouth, N. H | John Pender, secretary | 9,690 | 5- | 209 | 179 | 2,251 | 163 | 81 | 1,891 | 163 | 200 | 198 |
| 135 | Camden, N. J | H. L. Bonsall | 41,659 | 5-18 | *h*350 | *h*511 | *h*12,637 | 225 | 204 | 7,935 | 1,527 | 210 | 200 |
| 136 | Elizabeth, N. J | J. Aug. Dix | 28,229 | 5-18 | | | 7,710 | 173 | 90 | 3,426 | 2,300 | 210 | 204 |
| 137 | Jersey City, N. J | William L. Dickinson | 120,722 | 5-18 | | | 41,226 | | | 22,519 | 9,000 | 204 | 204 |
| 138 | Newark, N. J* | William N. Barringer | 136,508 | 5-18 | | | 41,935 | | | 19,478 | 6,596 | 210 | 205 |
| 139 | New Brunswick, N. J | Henry B. Pierce | 17,166 | 5-18 | *h*472 | *h*944 | 6,145 | 93 | 86 | 2,565 | 1,200 | 200 | 198 |
| 140 | Orange, N. J | U. W. Cutts | 13,207 | 5-18 | | | 3,792 | | | 1,682 | 1,000 | 203 | 201 |
| 141 | Paterson, N. J | Esmond V. De Graff | 51,031 | 5-18 | 1,269 | 921 | 13,672 | | | | *1,500 | 200 | 200 |
| 142 | Plainfield, N. J | C. H. Stillman | 8,126 | 5-18 | | | 2,019 | | | 1,258 | 310 | | |
| 143 | Trenton, N. J | J. R. Encke | 29,910 | 5-18 | | | 7,281 | 166 | 160 | 3,583 | 2,604 | 205 | 205 |
| 144 | Albany, N. Y | Charles W. Cole | 90,903 | 5-21 | 4,225 | 11,178 | 35,411 | 1,182 | 546 | 14,049 | 4,841 | 210 | 203 |
| 145 | Auburn, N. Y | B. B. Snow | 21,924 | 5-21 | 445 | 1,608 | 6,079 | 22 | 207 | 2,969 | 1,200 | 200 | 195 |
| 146 | Binghamton, N. Y | M. L. Hawley | 17,315 | 5-21 | 359 | 1,328 | 4,837 | 263 | 232 | 3,147 | 575 | 210 | 205 |
| 147 | Brooklyn, N. Y | Thomas W. Field | 566,689 | 5-21 | | | *h*181,083 | | | 96,110 | 50,000 | 205 | 205 |
| 148 | Buffalo, N. Y | Christopher G. Fox | 155,137 | 5-21 | | | *h*56,000 | | | 18,606 | 9,628 | 201 | 199 |
| 149 | Cohoes, N. Y | A. J. Robb | 19,418 | 5-21 | | | 7,991 | 1,008 | 58 | 2,674 | 500 | 205 | 204 |
| 150 | Elmira, N. Y | C. B. Tompkins | 20,541 | 5-21 | 851 | 1,793 | 6,717 | 386 | 519 | 4,253 | 300 | 197 | 196 |
| 151 | Hornellsville, N. Y | D. L. Freeborn | 8,195 | 5-21 | | | 2,439 | 70 | 101 | 1,433 | 350 | 198 | 197 |
| 152 | Hudson, N. Y | | 8,670 | 5-21 | | | 2,975 | | | 1,158 | 700 | | |
| 153 | Ithaca, N. Y | Luther C. Foster | 9,105 | 5-21 | | | 2,680 | | | 1,975 | 75 | 193 | 193 |

* From Report of the Commissioner of Education for 1879.
*a* Includes Alleghany County.
*b* For the city only.
*c* In day schools only.
*d* In high school, 240 days.
*e* In 1878.
*f* In high school, 200 and 195.
*g* Exclusive of Gold Hill, a separate district.
*h* Estimated.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1880, *&c.*—Continued.

| | City. | Superintendent. | Total population (census of 1880). | 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. | Whole number enrolled, excluding duplicate enrolments. | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 154 | Kingston, N. Y*a* | Charles M. Ryon | *b*8,780 | 5-21 | 221 | 744 | 2,704 | 189 | 118 | 1,889 | 197 | 210 | 200 |
| 155 | Lockport, N. Y | Arthur A. Skinner | 13,522 | 5-21 | ..... | ..... | 4,185 | 142 | 351 | 2,624 | 500 | 200 | 198 |
| 156 | Long Island City, N. Y* | Alanson Palmer | 17,129 | 4-21 | ..... | ..... | 5,533 | ..... | ..... | 3,644 | 205 | 217 | 206 |
| 157 | Newburgh, N. Y | R. V. K. Montfort | 18,049 | 5-21 | ..... | ..... | 5,897 | 174 | 95 | 3,348 | 244 | 204 | 204 |
| 158 | New York, N. Y | John Jasper | 1,206,577 | 5-21 | ..... | ..... | 385,000 | ..... | ..... | ..... | 45,000 | 204 | 204 |
| 159 | Ogdensburg, N. Y | N. W. Howard | 10,341 | 5-21 | ..... | ..... | 4,044 | ..... | ..... | 2,070 | 570 | 200 | 199 |
| 160 | Oswego, N. Y | Virgil C. Douglas | 21,117 | 5-21 | ..... | ..... | 8,677 | ..... | ..... | 3,919 | 1,249 | 198 | 197 |
| 161 | Poughkeepsie, N. Y | Edward Burgess | 20,207 | 5-21 | *c*390 | *c*1,807 | *c*6,002 | ..... | ..... | ..... | 712 | 204 | 201 |
| 162 | Rochester, N. Y | C. N. Simmons | 89,363 | 5-21 | ..... | ..... | 37,000 | ..... | ..... | 12,871 | 3,500 | 200 | 196 |
| 163 | Rome, N. Y* | O. C. Harrington | 12,194 | 5-21 | 190 | 983 | 2,995 | 146 | 131 | 1,759 | 400 | 200 | 193 |
| 164 | Saratoga Springs, N. Y | L. S. Packard | 10,820 | 5-21 | 203 | 709 | 2,528 | 134 | 480 | 1,797 | 159 | 206 | 206 |
| 165 | Schenectady, N. Y | ..... | 13,655 | 5-21 | ..... | ..... | 4,500 | ..... | ..... | 2,288 | 450 | ..... | ..... |
| 166 | Syracuse, N. Y | Edward Smith | 51,791 | 5-21 | 1,195 | 4,831 | 18,282 | 609 | 245 | 9,276 | 1,691 | 200 | 196 |
| 167 | Troy, N. Y | David Beattie | 56,748 | 5-21 | 1,258 | 4,691 | 18,464 | 895 | 132 | 8,944 | 1,200 | 201 | 201 |
| 168 | Utica, N. Y | A. McMillan | 33,913 | 5-21 | *b*2,220 | 2,671 | 11,812 | 0 | 764 | 5,491 | 1,100 | 200 | 196 |
| 169 | Watertown, N. Y | Fred Seymour | 10,697 | 5-21 | ..... | ..... | 3,128 | ..... | ..... | 2,154 | 100 | ..... | ..... |
| 170 | Wilmington, N. C* | J. E. Sampson, clerk board of education | 17,350 | 6-21 | ..... | ..... | 4,921 | ..... | ..... | 866 | 936 | ..... | 144 |
| 171 | Akron, Ohio | Samuel Findley | 16,512 | 6-21 | 0 | 767 | 4,719 | 0 | 139 | 3,055 | 540 | 200 | 195 |
| 172 | Canton, Ohio | J. H. Lehman | 12,258 | 6-21 | ..... | 1,037 | 3,761 | ..... | 258 | 2,627 | 450 | 200 | 190 |
| 173 | Cincinnati, Ohio | John B. Peaslee | 255,130 | 6-21 | ..... | 25,467 | 87,618 | ..... | 3,163 | 34,577 | 16,435 | 225 | 205 |
| 174 | Cleveland, Ohio | Andrew J. Rickoff | 160,146 | 6-21 | ..... | 10,445 | 49,256 | ..... | 833 | 24,262 | 11,056 | 196 | 195 |
| 175 | Columbus, Ohio | Robert W. Stevenson | 51,665 | 6-21 | ..... | 3,087 | 14,662 | ..... | ..... | 7,902 | 1,927 | 200 | 198 |
| 176 | Dayton, Ohio | John Hancock | 38,677 | 6-21 | ..... | ..... | 11,660 | ..... | ..... | *d*5,902 | 1,701 | ..... | ..... |
| 177 | Fremont, Ohio | W. W. Ross | 8,451 | 6-21 | ..... | 568 | 2,358 | ..... | ..... | 1,017 | 400 | 190 | 185 |
| 178 | Hamilton, Ohio | Le Roy D. Brown | 12,122 | 6-21 | 0 | 3,539 | 4,990 | 0 | 78 | 2,020 | 1,000 | 200 | 195 |
| 179 | Ironton, Ohio | Charles F. Dean | 8,857 | 6-21 | 0 | 714 | 2,720 | 0 | ..... | 1,807 | 300 | 185 | 185 |
| 180 | Mansfield, Ohio*e* | John Simpson | 9,859 | 6-21 | ..... | 637 | 2,848 | 0 | 82 | 1,905 | 220 | 180 | 177 |
| 181 | Newark, Ohio* | J. C. Hartzler | 9,602 | 6-21 | ..... | 1,116 | 3,715 | ..... | 118 | 1,854 | 280 | 180 | 180 |
| 182 | Portsmouth, Ohio | W. M. Friesner | 11,321 | 6-21 | 0 | 1,573 | 3,734 | 0 | 140 | 2,150 | 200 | 200 | 198 |
| 183 | Sandusky, Ohio | Alston Ellis | 15,838 | 6-21 | ..... | 2,080 | 6,166 | ..... | 104 | 2,649 | 900 | 200 | 196 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 184 | Springfield, Ohio* | W. J. White | 20,729 | 6-21 | | 1,612 | 5,683 | | 209 | 2,683 | 800 | 195 | 187 |
| 185 | Steubenville, Ohio* | H. N. Mertz | 12,093 | 6-21 | | 1,367 | 4,373 | | 153 | 2,458 | 400 | 200 | 197 |
| 186 | Tiffin, Ohio | J. W. Knott | 7,879 | 6-21 | 0 | 350 | 2,944 | 0 | 103 | 1,315 | | 200 | 191 |
| 187 | Toledo, Ohio* | A. A. McDonald | 50,143 | 6-21 | 0 | 3,144 | 14,898 | 0 | 373 | 7,615 | 2,000 | 200 | 195 |
| 188 | Zanesville, Ohio* | | 18,113 | 6-21 | | 1,769 | 5,497 | | | 3,103 | 600 | 200 | |
| 189 | Portland, Oreg | T. H. Crawford | 17,578 | 4-20 | | | 4,669 | | | 2,650 | 500 | 200 | 200 |
| 190 | Allegheny, Pa | L. H. Durling | 78,681 | 6-21 | | | | | | 11,610 | *3,500 | 193 | 193 |
| 191 | Allentown, Pa | G. H. Desh | 18,063 | 6-21 | | | 4,500 | | | 3,429 | 500 | 168 | 168 |
| 192 | Altoona, Pa | D. S. Keith | 19,716 | 6-21 | | | | 0 | 70 | 2,712 | 900 | 198 | 188 |
| 193 | Carbondale, Pa | D. N. Lathrop | 7,714 | 6-21 | | b500 | b3,000 | | 100 | 1,869 | 200 | 200 | 196 |
| 194 | Chester, Pa | | 14,996 | 6-21 | | | | 0 | 79 | 2,475 | 350 | 197 | 197 |
| 195 | Danville, Pa | M. C. Horine | 8,346 | 6-21 | | | | | 42 | 1,624 | 75 | 160 | 160 |
| 196 | Easton, Pa* | W. W. Cottingham | 11,924 | 6-21 | | | | | | 2,348 | | | |
| 197 | Erie, Pa | H. S. Jones | 27,730 | 6-21 | | 2,122 | 8,319 | | 139 | 4,244 | 1,500 | 200 | 196 |
| 198 | Harrisburg, Pa | L. O. Foose | 30,762 | 6-21 | | | | 0 | 133 | 5,473 | 425 | 204 | 204 |
| 199 | Lebanon, Pa | J. T. Nitrauer | 8,778 | 6-21 | | 100 | 2,000 | | 75 | 1,375 | 250 | 187 | 187 |
| 200 | Meadville, Pa | Samuel P. Bates | 8,860 | 6-21 | | | | | | 1,800 | 200 | 180 | 173 |
| 201 | New Castle, Pa* | Martin Gantz | 8,418 | 6-21 | | | | | | 1,305 | 35 | | |
| 202 | Norristown, Pa | Jos. K. Gotwals | 13,063 | 6-21 | | 1,250 | 3,850 | 0 | 127 | 2,296 | | 220 | 202 |
| 203 | Philadelphia, Pa | Henry W. Halliwell, secretary | 846,984 | 6-21 | | | | | | d105,541 | | 207 | 207 |
| 204 | Pittsburgh, Pa* | George J. Luckey | 156,381 | 6-21 | | | | | | 26,937 | 12,000 | | |
| 205 | Reading, Pa* | D. B. Brunner | 43,280 | 6-21 | 0 | 500 | 8,100 | 0 | 200 | 7,000 | 800 | 215 | 195 |
| 206 | Scranton, Pa | Joseph Roney | 45,850 | 6-21 | | 3,800 | 19,800 | | 2,300 | 8,000 | 1,500 | 220 | 220 |
| 207 | Shamokin, Pa | W. F. Harpel | 8,184 | 6-21 | 0 | 1,000 | 3,300 | 0 | 25 | 1,653 | 300 | 198 | 186 |
| 208 | Shenandoah, Pa | G. W. Bartch | 10,148 | 6-21 | | b1,100 | b3,500 | | 250 | 2,413 | | 190 | 190 |
| 209 | Titusville, Pa | R. M. Streeter | 9,046 | 6-21 | | | | 0 | 16 | 1,835 | | 190 | 190 |
| 210 | Williamsport, Pa | S. Transeau | 18,934 | 6-21 | | b750 | b4,700 | 0 | 151 | 3,376 | 765 | 168 | 165 |
| 211 | York, Pa | W. H. Shelley | 13,940 | 6-21 | 0 | 135 | 2,635 | 0 | 35 | 2,435 | 200 | 198 | 176 |
| 212 | Lincoln, R. I | James H. Lyon | 13,765 | 5-15 | | | 2,963 | | | 2,200 | 277 | | |
| 213 | Newport, R. I | Thomas H. Clarke | 15,693 | 5-16 | 572 | | 3,419 | 151 | 60 | 2,580 | 555 | 198 | 195 |
| 214 | Pawtucket, R. I | Andrew Jencks | 19,030 | 5-15 | | | 3,292 | | | 2,995 | 150 | 200 | |
| 215 | Providence, R. I | Daniel Leach | 104,852 | 5-16 | | | 19,108 | | | 13,993 | 3,738 | | |
| 216 | Warwick, R. I | J. T. Smith | 12,163 | 5-15 | | | 2,463 | | | 1,837 | | | |
| 217 | Woonsocket, R. I | E. E. Thomas | 16,053 | 5-15 | | | 4,110 | | | 2,795 | 649 | 200 | 190 |
| 218 | Charleston, S. C | Rev. J. Merceir Green | 49,999 | 6-16 | | | 12,727 | | | 7,284 | | 197 | 190 |
| 219 | Chattanooga, Tenn | H. D. Wyatt | 12,892 | 6-21 | | b650 | 3,061 | | b100 | 2,185 | 350 | 180 | 158 |
| 220 | Knoxville, Tenn* | R. D'S. Robertson | 9,693 | 6-21 | | | 2,100 | | | 1,509 | 90 | 200 | 192 |
| 221 | Memphis, Tenn | Charles H. Collier | 33,593 | 6-21 | | | *9,011 | | | 4,105 | | 151 | 149 |
| 222 | Nashville, Tenn | S. Y. Caldwell | 43,350 | 6-21 | | 3,570 | 12,460 | 0 | 463 | 6,098 | 400 | 190 | 184 |
| 223 | Houston, Tex | E. N. Clopper | 16,513 | 8-14 | | | 2,746 | | | *1,756 | *360 | *160 | *157 |
| 224 | San Antonio, Tex | W. C. Rote | 20,561 | 8-14 | | | 3,022 | | | 1,584 | 1,000 | 205 | 200 |
| 225 | Burlington, Vt | Charles J. Alger | 11,364 | 5-20 | | | | | | 1,566 | 1,000 | | |
| 226 | Rutland, Vt | J. J. R. Randall | 12,149 | 5-20 | | | | | | 2,395 | 490 | | |
| 227 | Alexandria, Va | Richard L. Carne | 13,659 | 5-21 | 352 | 1,048 | 4,582 | 31 | 17 | 1,048 | 1,094 | 201 | 197 |
| 228 | Danville, Va | George W. Dame | 7,526 | 5-21 | 155 | 518 | 2,126 | | | 1,059 | 336 | 200 | 160 |
| 229 | Lynchburg, Va | E. C. Glass | 15,959 | 5-21 | 337 | 1,371 | 4,907 | 25 | 98 | 1,815 | 590 | 198 | 194 |
| 230 | Norfolk, Va | R. L. Page | 21,966 | 5-21 | 442 | 2,015 | 6,695 | 20 | 26 | 1,613 | 550 | 210 | 191 |
| 231 | Petersburg, Va* | Richard E. Hardaway | 21,656 | 5-21 | | | 7,417 | | | 1,985 | 1,000 | 174 | 172 |

*From Report of the Commissioner of Education for 1879.
a These statistics are for Kingston school district only.
b Estimated.
c Enumeration of 1877.
d In day schools only.
e From a return for 1879

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1880, *&c.*—Continued.

| | City. | Superintendent | Total population (census of 1880). | 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. | Whole number enrolled, excluding duplicate enrolments. | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 232 | Portsmouth, Va | James F. Crocker | 11,390 | 5-21 | ..... | ..... | 3,210 | ..... | ..... | 1,010 | 819 | ..... | ..... |
| 233 | Richmond, Va | J. H. Peay, jr | 63,550 | 5-21 | 1,557 | 5,497 | 21,536 | 291 | 214 | 5,821 | 3,500 | 198 | 188 |
| 234 | Appleton, Wis | A. H. Conkey | 8,005 | 4-20 | ..... | ..... | 2,897 | ..... | ..... | 1,638 | 316 | ..... | 178 |
| 235 | Fond du Lac, Wis | C. A. Hutchins | 13,091 | 4-20 | ..... | ..... | 5,482 | ..... | ..... | 2,321 | 500 | 200 | 200 |
| 236 | Janesville, Wis | R. W. Burton | 9,018 | 4-20 | ..... | ..... | 3,386 | 100 | 267 | 1,727 | 250 | 180 | 178 |
| 237 | La Crosse, Wis | Albert Hardy | 14,505 | 4-20 | ..... | ..... | 4,070 | ..... | ..... | 2,559 | 500 | 200 | 199 |
| 238 | Madison, Wis | S. Shaw | 10,325 | 4-20 | ..... | ..... | 3,517 | ..... | ..... | 1,939 | ..... | 185 | 180 |
| 239 | Milwaukee, Wis | James MacAlister | 115,578 | 4-20 | ..... | ..... | 37,742 | ..... | ..... | 13,897 | 7,392 | ..... | 200 |
| 240 | Oshkosh, Wis | George H. Read | 15,749 | 5-20 | ..... | ..... | 5,874 | ..... | ..... | 2,217 | 1,000 | ..... | 200 |
| 241 | Racine, Wis | O. S. Westcott | 16,031 | 4-20 | ..... | ..... | 5,858 | ..... | ..... | 2,302 | 1,034 | 200 | 200 |
| 242 | Watertown, Wis | William H. Rohr | 7,883 | 4-20 | ..... | ..... | 3,483 | ..... | ..... | 1,138 | 770 | 198 | 198 |
| 243 | Georgetown, D. C *a* | J. Ormond Wilson | 159,885 | 6-17 | 0 | 1,863 | 27,142 | 0 | 377 | 15,728 | 5,481 | 203 | 193 |
| 244 | Washington, D. C *a* | | | | | | | | | | | | |

*a* These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1880, *&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 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| 1 | Mobile, Ala* | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 2 | Selma, Ala | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 3 | Little Rock, Ark | .... | .... | .... | .... | .... | 5 | .... | .... | .... | .... | .... | .... | .... | 1,750 | .... | .... | .... | .... | .... | .... | .... | .... |
| 4 | Los Angeles, Cal* | 7 | 2 | 1 | .... | .... | 10 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | 13 | 1 | 8 | 2 | 1 |
| 5 | Oakland, Cal | (17) | | 1 | .... | 1 | 19 | .... | .... | 3,621 | 2,138 | 358 | .... | 83 | 6,200 | .... | .... | .... | 78 | 6 | 36 | 3 | 6 |
| 6 | Sacramento, Cal* | 8 | 2 | 1 | .... | .... | 11 | 4 | 15 | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 46 | 3 | 20 | 2 | 2 |
| 7 | San Francisco, Cal | 49 | 16 | 3 | .... | .... | 68 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 12 | 330 | 22 | 215 | 11 | 20 |
| 8 | Stockton, Cal | .... | .... | .... | .... | .... | 8 | .... | .... | .... | .... | .... | .... | .... | 1,954 | .... | .... | .... | .... | .... | .... | .... | .... |
| 9 | Denver, Colo. (§ of city) | .... | .... | .... | .... | .... | 7 | .... | .... | .... | .... | .... | .... | .... | 2,600 | .... | .... | .... | .... | .... | .... | .... | .... |
| 10 | Bridgeport, Conn | 6 | 12 | .... | .... | .... | 18 | .... | .... | .... | .... | .... | .... | .... | 4,318 | .... | .... | .... | 54 | 2 | 30 | 1 | 2 |
| 11 | Danbury, Conn | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 12 | Greenwich, Conn | .... | .... | .... | .... | .... | *a*19 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 13 | Hartford, Conn | .... | .... | .... | .... | .... | *a*17 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 14 | Meriden, Conn | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2,544 | .... | .... | .... | .... | .... | .... | .... | .... |
| 15 | New Britain, Conn* | .... | .... | .... | .... | .... | *a*11 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 16 | New Haven, Conn | 17 | 8 | 1 | .... | .... | 26 | .... | .... | 7,210 | 1,793 | 379 | .... | 214 | 9,596 | .... | .... | 3 | 152 | 7 | 48 | 4 | 9 |
| 17 | New London, Conn* | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 18 | Norwalk, Conn* | .... | .... | .... | .... | .... | *a*12 | .... | .... | .... | .... | .... | .... | .... | *a*3,200 | .... | .... | .... | .... | .... | .... | .... | .... |
| 19 | Norwich, Conn*[b] | .... | .... | .... | .... | .... | 6 | .... | .... | 796 | 433 | .... | .... | 30 | 1,259 | .... | .... | .... | 19 | 1 | 11 | .... | .... |
| 20 | Stamford, Conn | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 21 | Waterbury, Conn | .... | .... | .... | .... | .... | *a*21 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 22 | Wilmington, Del | | (18) | | .... | .... | 18 | .... | .... | .... | .... | .... | .... | .... | 5,704 | .... | .... | *c*1 | *c*111 | .... | .... | .... | .... |
| 23 | Jacksonville, Fla* | .... | .... | .... | .... | .... | 3 | .... | .... | .... | .... | .... | .... | .... | 950 | .... | .... | .... | .... | .... | .... | .... | .... |
| 24 | Key West, Fla*[d] | .... | .... | .... | .... | .... | 5 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 25 | Atlanta, Ga | .... | .... | .... | .... | .... | 12 | .... | .... | .... | .... | .... | .... | .... | 3,650 | .... | .... | .... | .... | .... | .... | .... | .... |
| 26 | Augusta, Ga | .... | .... | .... | .... | .... | *19 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 27 | Columbus, Ga | .... | .... | .... | .... | .... | 7 | .... | .... | 800 | 360 | .... | .... | .... | 1,160 | .... | .... | 2 | 12 | 2 | 7 | .... | .... |

* From Report of the Commissioner of Education for 1879.
*a* In 1878.
*b* The report here given, exclusive of population, is for the central school district only, which comprises about one-half of the city.
*c* In primary, grammar, and high.
*d* Including Monroe County.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &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 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| 28 | Macon, Ga *a* | | | | | | 25 | | | | | | | | 2,200 | | | | | | | | |
| 29 | Belleville, Ill | | | | | | 4 | | | 1,400 | 600 | | | | 2,000 | | | 2 | 26 | 7 | 5 | | |
| 30 | Chicago, Ill | 22 | 33 | 3 | | | 58 | | | (46,447) | | 1,539 | | | 47,986 | | | 0 | 627 | 18 | 205 | 16 | 20 |
| 31 | Danville, Ill | | | | | | 5 | | | 1,000 | 420 | 100 | | | 1,520 | | | | | | | | |
| 32 | Decatur, Ill* | | | | | | | | | | | | | | | | | | | | | | |
| 33 | Elgin, Ill | 5 | 1 | 1 | 0 | 0 | 7 | 3 | 10 | 719 | 201 | 90 | | | 1,120 | 500 | 1,620 | 0 | 18 | 0 | 2 | 2 | 1 |
| 34 | Freeport, Ill* | | | | | | 5 | | | | | | | | 2,000 | | | | | | | | |
| 35 | Galesburg, Ill | | | | | | 7 | | | | | | | | 1,875 | | | | 20 | | 12 | 1 | 2 |
| 36 | Jacksonville, Ill* | 6 | 1 | | | | 7 | 7 | 14 | 1,050 | 430 | 130 | | | 1,610 | 800 | 2,410 | | 22 | 1 | 8 | 1 | 3 |
| 37 | Joliet, Ill | | | | | | 7 | | | | | | | | 1,784 | | | | | | | | |
| 38 | Ottawa, Ill* | 1 | 6 | 1 | | | 8 | 3 | 11 | | | | | | 1,680 | | | | | | | | |
| 39 | Peoria, Ill | 1 | 8 | 1 | | | 10 | | | 2,300 | 1,600 | 250 | | | 4,150 | 1,800 | 5,950 | | | | | | |
| 40 | Quincy, Ill | | | | | | 9 | | | | | | | | 3,211 | | | 1 | 43 | | 6 | 2 | 3 |
| 41 | Rockford, Ill | | | | | | 11 | | | | | | | | 2,500 | | | | | | | | |
| 42 | Rock Island, Ill | 6 | 3 | 1 | | | 10 | | | 1,365 | 735 | 120 | | | 2,220 | | | | 19 | 2 | 12 | 1 | 3 |
| 43 | Springfield, Ill* | | | | | | | | | | | | | | | | | | | | | | |
| 44 | Fort Wayne, Ind | *b*8 | 1 | | | | 9 | 14 | 23 | *b*3,524 | 258 | | 6 | | 3,788 | 3,100 | 6,888 | *b*5 | *b*79 | 2 | 4 | | |
| 45 | Indianapolis, Ind | (27) | | 1 | | | 28 | | | (10,310) | | 600 | 15 | | 10,925 | | | *c*10 | *c*197 | | | 6 | 5 |
| 46 | Logansport, Ind | (6) | | | | | 6 | | | 950 | 495 | 100 | | | 1,545 | | | 1 | 15 | 4 | 6 | 1 | 2 |
| 47 | Madison, Ind* | | | | | | 7 | | | | | | | | 1,800 | | | | | | | | |
| 48 | Richmond, Ind | | | | | | 9 | | | | | | | | 2,003 | | | | | | | | |
| 49 | South Bend, Ind | | 6 | 1 | | | 7 | | | 750 | 700 | 935 | | | 2,385 | | | 1 | 8 | 1 | 6 | 6 | 12 |
| 50 | Terre Haute, Ind | (10) | | 1 | | | 11 | | | (3,407) | | 274 | | | 3,681 | | | 2 | 37 | 11 | 22 | 2 | 4 |
| 51 | Vincennes, Ind* | | | | | | 4 | | | | | | | | | | | | | | | | |
| 52 | Burlington, Iowa* | (10) | | 1 | 1 | | 12 | | | (3,260) | | 320 | 144 | | 3,724 | | | *c*9 | *c*50 | | | 4 | 3 |
| 53 | Clinton, Iowa | 4 | 3 | 1 | | | 8 | | | | | | | | 1,375 | | | | 14 | | 11 | | 3 |
| 54 | Council Bluffs, Iowa | | | | | | *10 | | | | | | | | | | | 1 | 25 | 1 | 4 | 1 | 2 |
| 55 | Davenport, Iowa | 1 | 9 | 1 | | 1 | 12 | | | 2,530 | 1,204 | 256 | 18 | 196 | 4,204 | | | 1 | 45 | 10 | 29 | 1 | 4 |
| 56 | Des Moines, west side, Iowa | 2 | 2 | 1 | | | 5 | | | | | | | | | | | | 25 | 3 | 10 | 1 | 2 |
| 57 | Dubuque, Iowa | | | | | | 10 | | | | | 138 | | | 3,469 | | | | 34 | 6 | 25 | 3 | 3 |
| 58 | Keokuk, Iowa* | | | | | | 9 | | | | | | | | 2,200 | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 59 | Ottumwa, Iowa | | | | | | 3 | 2 | 5 | 730 | 540 | 90 | | | 1,360 | 180 | 1,540 | | 15 | | 9 | | 2 |
| 60 | Lawrence, Kans | | | | | | *10 | | | 1,200 | 225 | 100 | | | 1,525 | | | 2 | 15 | 2 | 2 | 1 | 1 |
| 61 | Leavenworth, Kans | | | | | | 8 | | | | | | | | 2,800 | | | | | | | | |
| 62 | Topeka, Kans* | | | | | | | | | | | | | | 1,692 | | | | | | | | |
| 63 | Covington, Ky | | (4) | | 1 | | 5 | | | | | | | | | | | | | c4 | c51 | 3 | 2 |
| 64 | Lexington, Ky* | | | | | | 9 | | | | | | | | d2,000 | | | | | | | | |
| 65 | Louisville, Ky | | (28) | | 2 | 0 | 30 | | | | | | | | | | | | (279) | | | 9 | 7 |
| 66 | Newport, Ky | | (5) | | | | 5 | | | 1,800 | 650 | 60 | 0 | 0 | 2,510 | | | 1 | 29 | 2 | 10 | 0 | 2 |
| 67 | Paducah, Ky | | | | | | e4 | | | | | | | | e900 | | | | | | | | |
| 68 | New Orleans, La | | | | | | *69 | | | | | | | | | | | | 280 | 18 | 100 | 4 | 5 |
| 69 | Auburn, Me | | | | | | 35 | | | | | | | | 3,400 | | | | | | | | |
| 70 | Augusta, Me | | | | | | 29 | | | | | | | | 1,800 | 200 | 2,000 | | | | | | |
| 71 | Bangor, Me | | | | | | 35 | | | | | | | | *3,624 | | | | | | | | |
| 72 | Biddeford, Me | | | | | | 21 | | | | | | | | 1,700 | | | | | | | | |
| 73 | Lewiston, Me* | 12 | 1 | 1 | f15 | | 29 | | | | | | | | | | | | | | | | |
| 74 | Portland, Me | | | | | | 15 | | | 3,879 | 1,598 | 474 | | g30 | 5,981 | | | 1 | 77 | 5 | 30 | 4 | 8 |
| 75 | Rockland, Me | | | | | | 11 | | | | | | | | 1,700 | | | | 15 | 2 | 11 | 1 | 2 |
| 76 | Baltimore, Md | | | | | | 64 | | | | | | | | | | | | | | | | |
| 77 | Cumberland, Md* h | | | | | | | | | | | | | | | | | | | | | | |
| 78 | Frederick, Md* | | | | | | 4 | 2 | 6 | | | | | | | | | 2 | 11 | 3 | 2 | | 1 |
| 79 | Boston, Mass | 100 | 50 | 10 | 1 | | 161 | | | 22,247 | 30,196 | 3,053 | 160 | | 55,646 | | | | 406 | 86 | 494 | 35 | 40 |
| 80 | Brockton, Mass | | | | | | 20 | | | | | | | | 2,748 | | | | | | | | |
| 81 | Brookline, Mass* | | | | | | | | | | | | | | | | | | | | | | |
| 82 | Cambridge, Mass | 20 | 8 | 1 | | | 29 | | | 4,500 | 4,100 | 500 | 24 | | 9,124 | | | | 75 | 7 | 87 | 7 | 5 |
| 83 | Chelsea, Mass* | | | | | | | | | | | | | | | | | | | | | | |
| 84 | Chicopee, Mass | 7 | 5 | 2 | | | 14 | | | 890 | 519 | 160 | | | 1,569 | | | | 17 | 2 | 11 | 2 | 3 |
| 85 | Fitchburg, Mass | | (18) | | 0 | 1 | 19 | 1 | 20 | | (3,078) | | 0 | 175 | 3,253 | 40 | 3,293 | 0 | 20 | 3 | 23 | 4 | 1 |
| 86 | Gloucester, Mass | 14 | 9 | 1 | | | 24 | 2 | 26 | 2,205 | 1,602 | 195 | 30 | | 4,032 | 50 | 4,082 | | 44 | 1 | 38 | 2 | 3 |
| 87 | Haverhill, Mass | | | | | | | | | 858 | 1,479 | 219 | i489 | | 3,045 | | | | 15 | 2 | 30 | 2 | 4 |
| 88 | Holyoke, Mass | 6 | 5 | 1 | | | 12 | 4 | 16 | 1,537 | 618 | 118 | | | 2,273 | 1,200 | 3,473 | 2 | 33 | 3 | 15 | 2 | 2 |
| 89 | Lawrence, Mass | | | | | | 20 | | | | | | | | *4,600 | | | | | | | | |
| 90 | Lowell, Mass | | | | | | d39 | | | | | | | | d7,802 | | | | | | | | |
| 91 | Lynn, Mass* | 23 | 7 | 1 | | | 31 | | | 2,750 | 2,600 | 225 | | | 5,575 | 125 | 5,700 | | 55 | 4 | 44 | 2 | 3 |
| 92 | Malden, Mass | 6 | 4 | 1 | | | 11 | | | 1,180 | 1,122 | 132 | | 70 | 2,504 | | | | 27 | | 20 | 1 | 4 |
| 93 | Marlborough, Mass | | | | | | 13 | | | | | | | | 2,100 | | | | 23 | 1 | 15 | 2 | 1 |
| 94 | Milford, Mass* | | | | | | | | | | | | | | | | | | | | | | |
| 95 | New Bedford, Mass* | | | | | | 23 | | | | | | | | | | | | | | | | |
| 96 | Newburyport, Mass* | | | | | | | | | | | | | | 2,241 | | | | | | | | |
| 97 | Newton, Mass | | (16) | | 1 | | 17 | | | | | | | | 3,000 | | | c9 | c56 | | | 4 | 4 |
| 98 | Northampton, Mass | | | | | | 25 | | | | | | | | 2,300 | | | | | | | | |
| 99 | Pittsfield, Mass | | | | | | 27 | | | | | | | | 2,313 | 175 | 2,488 | 0 | 19 | 5 | 27 | 1 | 3 |
| 100 | Quincy, Mass* | | | | | | 7 | | | | | | | | | | | | | | | | |
| 101 | Salem, Mass* | 10 | 5 | 1 | | 1 | 17 | | | 2,517 | 1,441 | 224 | | 249 | 4,431 | | | 0 | 48 | 4 | 26 | 2 | 6 |
| 102 | Somerville, Mass | | | | | | 18 | | | | | | | | 4,944 | | | | 35 | 6 | 44 | 2 | 5 |
| 103 | Springfield, Mass | 16 | 7 | 1 | | 1 | 25 | 8 | 33 | 2,765 | 2,285 | 422 | | 235 | 5,707 | 500 | 6,207 | 0 | 57 | 7 | 37 | 3 | 6 |
| 104 | Taunton, Mass | 24 | 5 | 1 | | 1 | 31 | 2 | 33 | 2,347 | 994 | 200 | | 260 | 3,801 | 160 | 3,961 | 0 | 45 | 8 | 19 | 2 | 2 |
| 105 | Waltham, Mass | 5 | 6 | 1 | 0 | | 12 | 1 | 13 | 952 | 1,176 | 110 | 0 | | 2,238 | | | 0 | 16 | 0 | 24 | 2 | 2 |

* From Report of the Commissioner of Education for 1879.
*a* Including Bibb County.
*b* In primary and intermediate grades.
*c* In primary and grammar schools.
*d* In 1878.
*e* For white schools only.
*f* For rural schools.
*g* For the Portland School for the Deaf.
*h* Includes Alleghany County.
*i* These are for union schools.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &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 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| 106 | Weymouth, Mass* | | | | | | | | | | | | | | | | | | | | | | |
| 107 | Woburn, Mass | 13 | 9 | 1 | | | 23 | 1 | 24 | 1,475 | 900 | 128 | | | 2,503 | 50 | 2,553 | | 28 | 4 | 14 | 1 | 3 |
| 108 | Worcester, Mass | 14 | 23 | 1 | | | 38 | | | 5,681 | 3,651 | 502 | | | 9,834 | | | | 109 | 8 | 74 | 6 | 7 |
| 109 | Adrian, Mich | | | | | | 5 | | | | | | | | 1,613 | | | | | | | | |
| 110 | Ann Arbor, Mich | 3 | 2 | 1 | | | 6 | 3 | 9 | 700 | 500 | | | | 1,200 | | | | 15 | | 11 | 4 | 5 |
| 111 | Bay City, Mich* | | | | | | 7 | | | 975 | 590 | 160 | 275 | | 2,000 | | | | 20 | 1 | 13 | | 4 |
| 112 | Detroit, Mich | 12 | 15 | 1 | 0 | 0 | 28 | | | | | 739 | | | 13,208 | | | 1 | 134 | 3 | 89 | 4 | 19 |
| 113 | East Saginaw, Mich | | | 1 | 0 | 0 | 11 | 3 | 14 | 1,883 | 785 | 175 | 0 | 0 | 2,843 | 400 | 3,243 | 1 | 32 | 1 | 15 | 2 | 3 |
| 114 | Flint, Mich* | | | | | | 6 | | | | | | | | 1,699 | | | | | | | | |
| 115 | Grand Rapids, Mich | 12 | 3 | 1 | | | 16 | | | 2,585 | 1,500 | 400 | | | 4,485 | | | 2 | 48 | 2 | 38 | 5 | 4 |
| 116 | Muskegon, Mich | | | | | | 7 | | | | | | | | 1,400 | | | | | | | | |
| 117 | Port Huron, Mich | | | | | | | | | | | | | | | | | | | | | | |
| 118 | Saginaw, Mich | (5) | | 1 | | | 6 | | | 827 | 700 | 89 | | | 1,616 | 400 | 2,016 | 1 | 19 | 2 | 9 | 1 | 2 |
| 119 | Minneapolis, Minn | | | | | | 14 | | | | | | | | 5,618 | | | | | | | | |
| 120 | St. Paul, Minn | 6 | 7 | 1 | | | 14 | | | | | | | | 3,728 | | | 2 | 54 | 7 | 24 | 4 | 5 |
| 121 | Stillwater, Minn | | | | | | 4 | 4 | 8 | | | | | | 1,100 | 600 | 1,700 | 0 | 11 | 0 | 6 | 1 | 2 |
| 122 | Winona, Minn | | | | | | 3 | | | | | | | | | | | | 16 | | 10 | 2 | 3 |
| 123 | Vicksburg, Miss* | | | | | | 2 | | | | | | | | | | | | | | | | |
| 124 | Hannibal, Mo* | 2 | 6 | | | | 8 | | | (1,630) | | | | | 1,630 | | | | 19 | 6 | 3 | | |
| 125 | Kansas City, Mo* | | | | | | 9 | | | | | | | | 4,600 | | | | | | | | |
| 126 | St. Joseph, Mo | 11 | 7 | 1 | | | 19 | | | 2,175 | 725 | 240 | | | 3,140 | | | 2 | 37 | 3 | 11 | 4 | 1 |
| 127 | St. Louis, Mo | 75 | | 4 | 1 | 28 | 108 | | | 32,543 | 8,427 | 1,390 | 200 | 4,539 | 47,099 | | | 18 | 618 | 72 | 206 | 15 | 15 |
| 128 | Sedalia, Mo* | | | | | | 6 | | | | | | | | 1,515 | | | | | | | | |
| 129 | Omaha, Nebr | 5 | 4 | 1 | | | 10 | | | 2,160 | 1,440 | 100 | | | 3,700 | | | | *a*34 | *a*1 | *a*20 | *a*1 | *a*1 |
| 130 | Virginia City, Nev | | | | | | 5 | | | 1,193 | 309 | 43 | | | 1,545 | | | | 23 | 2 | 5 | 1 | 1 |
| 131 | Dover, N. H | 7 | 4 | 1 | *c*10 | | 22 | | | 900 | 495 | 120 | *c*300 | 200 | 2,015 | 90 | 2,105 | | 18 | 1 | 10 | 1 | 2 |
| 132 | Manchester, N. H | 9 | 5 | 1 | *c*9 | | 24 | 8 | 32 | 1,899 | 1,147 | 288 | *c*420 | | 3,754 | 1,504 | 5,258 | | 35 | 5 | 19 | 2 | 3 |
| 133 | Nashua, N. H | | | | | | 16 | | | | | | | | 2,140 | | | | | | | | |
| 134 | Portsmouth, N. H | 3 | 9 | 1 | | | 13 | | | | | | | | | | | | 12 | 5 | 14 | 1 | 3 |
| 135 | Camden, N. J | | | | | | 16 | | | | | | | | 10,000 | | | | | | | | |
| 136 | Elizabeth, N. J | | | | | | 5 | | | | | | | | 2,686 | | | | 28 | | 14 | 3 | 5 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 137 | Jersey City, N. J | | | | | | 20 | | | 9,363 | 4,705 | 256 | 0 | 0 | 14,324 | | | 0 | 193 | 13 | 112 | 4 | 6 |
| 138 | Newark, N. J* | | | | | | 31 | | | | | | | | 15,047 | | | | | | | | |
| 139 | New Brunswick, N. J | 4 | 1 | 1 | | | 6 | | | 1,300 | 715 | 160 | | | 2,175 | | | | 27 | 1 | 14 | 3 | 3 |
| 140 | Orange, N. J | 3 | (1) | | | | 4 | | | 899 | 339 | 91 | | | 1,329 | | | | 21 | | 8 | 2 | 1 |
| 141 | Paterson, N. J | | | | | | 11 | | | 4,397 | 976 | 164 | | | 5,537 | | | 1 | 85 | 7 | 16 | 1 | 3 |
| 142 | Plainfield, N. J | | | | | | | | | | | | | | 1,000 | | | | | | | | |
| 143 | Trenton, N. J | 9 | 2 | 1 | | | 12 | | | 2,124 | 440 | 136 | | | 2,700 | | | | | | | | |
| 144 | Albany, N. Y | 11 | 14 | 1 | | | 26 | | | | | | | | 11,485 | | | | | | | | |
| 145 | Auburn, N. Y | 3 | 7 | 1 | | | 11 | 3 | 14 | 1,855 | 991 | 270 | | | 3,116 | 1,125 | 4,241 | | 35 | | 24 | 1 | 6 |
| 146 | Binghamton, N. Y | 3 | 5 | 1 | | | 9 | | | 1,980 | 760 | 193 | | | 2,933 | | | | 37 | 4 | 12 | 2 | 3 |
| 147 | Brooklyn, N. Y | | | | | | 60 | | | | | | | | 64,228 | | | | | | | | |
| 148 | Buffalo, N. Y | | | | | | 42 | | | | | | | | | | | | | | | | |
| 149 | Cohoes, N. Y | | | | | | 8 | 2 | 10 | 1,648 | 406 | 56 | | | 2,110 | | | | 31 | | 9 | 2 | |
| 150 | Elmira, N. Y | | 5 | 1 | | | 6 | | | | | | | | 4,296 | | | | | | | | |
| 151 | Hornellsville, N. Y | (2) | | 1 | | | 3 | | | (1,080) | | 216 | | | 1,296 | 350 | 1,646 | | 9 | 1 | 10 | 1 | 4 |
| 152 | Hudson, N. Y | | | | | | 3 | | | | | | | | | | | | | | | | |
| 153 | Ithaca, N. Y | 3 | 2 | 1 | | | 6 | 3 | 9 | 879 | 584 | 150 | | | 1,613 | 75 | 1,688 | | 15 | | 12 | 2 | 3 |
| 154 | Kingston, N. Y *d* | | | | | | 5 | 3 | 8 | 861 | 449 | 361 | | | 1,671 | 300 | 1,971 | | 11 | | 10 | 7 | 4 |
| 155 | Lockport, N. Y | 5 | 1 | 1 | | | 7 | | | 1,134 | 1,272 | 258 | | | 2,664 | | | | 18 | | 18 | 4 | 4 |
| 156 | Long Island City, N. Y* | | | | | | 7 | | | | | | | | | | | | | | | | |
| 157 | Newburgh, N. Y | | | | | | 6 | | | 1,500 | 600 | 250 | | 150 | 2,500 | | | | 38 | 3 | 9 | 2 | 3 |
| 158 | New York, N. Y | (127) | | | | | 127 | | | 87,236 | 55,554 | | | | 142,790 | | | | 1,553 | 216 | 1,089 | *e*193 | *e*4 |
| 159 | Ogdensburg, N. Y | | | | | | 9 | | | | | | | | 2,500 | | | | | | | | |
| 160 | Oswego, N. Y | 7 | 6 | 1 | | *f*1 | 15 | | | 860 | 2,300 | 600 | | *f*100 | 3,860 | | | | 26 | 1 | 34 | 1 | 3 |
| 161 | Poughkeepsie, N. Y | (10) | | 1 | | | 11 | 12 | 23 | 1,747 | 959 | 224 | | | 2,930 | | | | 30 | | 23 | 1 | 5 |
| 162 | Rochester, N. Y | 14 | 12 | 1 | | | 27 | | | 3,810 | 8,720 | 500 | | | 13,030 | | | | 120 | 11 | 90 | 5 | 4 |
| 163 | Rome, N. Y* | 3 | 3 | 1 | | | 7 | | | 690 | 352 | 290 | | | 1,332 | | | | 13 | | 8 | 1 | 6 |
| 164 | Saratoga Springs, N. Y | 8 | 3 | 1 | | | 12 | | | 1,412 | 180 | 120 | | | 1,712 | | | 1 | 20 | 4 | 3 | 3 | 2 |
| 165 | Schenectady, N. Y | | | | | | 9 | | | | | | | | | | | | | | | | |
| 166 | Syracuse, N. Y | | | | | | 18 | 13 | 31 | 6,114 | 1,940 | 589 | 0 | 0 | 8,643 | 1,860 | 10,503 | | 111 | 6 | 52 | 4 | 6 |
| 167 | Troy, N. Y | | | | | | 17 | | | | | | | | 6,500 | | | 6 | 105 | 7 | 19 | 3 | 2 |
| 168 | Utica, N. Y | 16 | 1 | 1 | | | 18 | 4 | 22 | 3,800 | 702 | 192 | 0 | 0 | 4,694 | 1,100 | 5,794 | 0 | 74 | 1 | 12 | 5 | 2 |
| 169 | Watertown, N. Y | | | | | | 9 | | | | | | | | | | | | | | | | |
| 170 | Wilmington, N. C * | | | | | | | | | | | | | | | | | | | | | | |
| 171 | Akron, Ohio | 6 | 1 | 1 | | | 8 | 3 | 11 | 1,826 | 906 | 195 | | | 2,927 | | | 0 | 32 | 0 | 17 | 0 | 5 |
| 172 | Canton, Ohio | | | | | | 7 | | | 1,640 | 420 | 96 | | *g*184 | 2,350 | | | 1 | 27 | 5 | 6 | | 3 |
| 173 | Cincinnati, Ohio | 47 | 4 | 2 | | | 53 | 25 | 78 | 28,464 | 4,112 | 1,225 | 80 | 2,500 | 36,381 | 17,000 | 53,381 | 65 | 453 | 33 | 41 | 14 | 14 |
| 174 | Cleveland, Ohio | 20 | 18 | 2 | 1 | 0 | 41 | | | 14,271 | 5,233 | 852 | 60 | 0 | 20,416 | | | 4 | 225 | 10 | 129 | 13 | 13 |
| 175 | Columbus, Ohio | 9 | 16 | 1 | | | 26 | | | 4,438 | 2,325 | 525 | | | 7,288 | | | 1 | 74 | 5 | 47 | 6 | 8 |
| 176 | Dayton, Ohio | | | | | | 13 | | | | | | | | 6,149 | | | | | | | | |
| 177 | Fremont, Ohio | | | | | | 7 | 3 | 10 | | | | | | 1,100 | | | 0 | 9 | 1 | 6 | 1 | 2 |
| 178 | Hamilton, Ohio | | | | | | 5 | | | 1,200 | 650 | 150 | | | 2,000 | | | 1 | 18 | 8 | 3 | | 2 |
| 179 | Ironton, Ohio | 2 | 3 | | | | 5 | 2 | 7 | | | 65 | | | 1,600 | | | | | | | 1 | 1 |
| 180 | Mansfield, Ohio *h* | | | | | | 6 | 1 | 7 | 1,480 | 512 | 156 | | | 2,148 | 350 | 2,498 | | 23 | | 8 | | 3 |
| 181 | Newark, Ohio* | | | | | | 6 | 2 | 8 | 1,400 | 420 | 130 | | 40 | 1,990 | 250 | 2,240 | 74 | 23 | | 11 | | 2 |
| 182 | Portsmouth, Ohio | (6) | | 1 | 0 | 0 | 7 | 3 | 10 | 1,350 | 470 | 150 | 0 | 0 | 1,970 | 250 | 2,220 | 1 | 25 | 1 | 10 | 1 | 2 |
| 183 | Sandusky, Ohio | 8 | 1 | 1 | 0 | 0 | 10 | 3 | 13 | 2,000 | 600 | 150 | 0 | 0 | 2,750 | 750 | 3,500 | 0 | 28 | 1 | 10 | 0 | 4 |

* From Report of the Commissioner of Education for 1879.
*a* Average number.
*b* Exclusive of Gold Hill, a separate district.
*c* For ungraded schools.
*d* These statistics are for the Kingston school district only.
*e* In corporate schools.
*f* For arithmetic school, held only during the winter.
*g* For ungraded and German schools.
*h* From a return for 1879.
*i* In primary, grammar, and high.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1880, *&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 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| 184 | Springfield, Ohio* | 2 | 5 | 1 | 0 | 0 | 8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,733 | ..... | ..... | 1 | 29 | 9 | 14 | 3 | 1 |
| 185 | Steubenville, Ohio* | ..... | (6) | ..... | ..... | ..... | 6 | ..... | ..... | 1,236 | 647 | 149 | ..... | ..... | 2,032 | ..... | ..... | 2 | 20 | 3 | 11 | 1 | 2 |
| 186 | Tiffin, Ohio | 1 | 3 | 1 | 0 | 0 | 5 | 2 | 7 | 924 | 394 | 138 | 0 | 0 | 1,456 | ..... | ..... | 2 | 16 | 2 | 5 | 1 | 2 |
| 187 | Toledo, Ohio* | 22 | 1 | ..... | ..... | ..... | 23 | 10 | 33 | 4,500 | 1,750 | 250 | ..... | ..... | 6,500 | ..... | ..... | 11 | 75 | 2 | 28 | 2 | 4 |
| 188 | Zanesville, Ohio* | ..... | ..... | ..... | ..... | ..... | 18 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 189 | Portland, Oreg | ..... | ..... | ..... | ..... | ..... | 4 | ..... | ..... | 1,200 | 700 | 160 | ..... | ..... | 2,060 | ..... | ..... | ..... | 26 | 2 | 13 | 2 | 3 |
| 190 | Allegheny, Pa | ..... | ..... | ..... | ..... | ..... | 21 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 10,500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 191 | Allentown, Pa | ..... | ..... | ..... | ..... | ..... | 8 | ..... | ..... | 1,860 | 1,210 | 130 | ..... | ..... | 3,200 | ..... | ..... | ..... | 29 | 10 | 12 | 1 | 1 |
| 192 | Altoona, Pa | 7 | 7 | 1 | ..... | ..... | 15 | ..... | ..... | 1,915 | 685 | 75 | ..... | ..... | 2,675 | ..... | ..... | 1 | 31 | 6 | 7 | 1 | 1 |
| 193 | Carbondale, Pa | ..... | ..... | ..... | ..... | ..... | 7 | ..... | ..... | 675 | 575 | 100 | ..... | ..... | 1,350 | 200 | 1,550 | 1 | 10 | 3 | 6 | 1 | 1 |
| 194 | Chester, Pa | ..... | ..... | ..... | ..... | ..... | 7 | 6 | 13 | 1,250 | 700 | 100 | ..... | ..... | 2,050 | 400 | 2,450 | ..... | 25 | ..... | 17 | 1 | 2 |
| 195 | Danville, Pa | ..... | ..... | ..... | ..... | ..... | 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,794 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 196 | Easton, Pa* | ..... | ..... | ..... | ..... | ..... | 9 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 197 | Erie, Pa | ..... | ..... | ..... | ..... | ..... | 18 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3,700 | ..... | ..... | (30) | | (65) | | 3 | 2 |
| 198 | Harrisburg, Pa | ..... | ..... | ..... | ..... | ..... | *22 | ..... | ..... | 3,916 | 1,109 | 279 | ..... | ..... | 5,304 | ..... | ..... | 14 | 57 | 11 | 13 | 3 | 7 |
| 199 | Lebanon, Pa | ..... | ..... | ..... | ..... | ..... | 8 | 3 | 11 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 200 | Meadville, Pa | 1 | 2 | 1 | 0 | 0 | 4 | 2 | 6 | 970 | 680 | 258 | 0 | 0 | 1,908 | 200 | 2,108 | 0 | 15 | 0 | 13 | 0 | 7 |
| 201 | New Castle, Pa* | ..... | ..... | ..... | ..... | ..... | 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 202 | Norristown, Pa | 2 | 3 | 1 | ..... | ..... | 6 | ..... | ..... | 1,250 | 760 | 250 | ..... | ..... | 2,260 | ..... | ..... | ..... | 24 | 4 | 12 | 1 | 3 |
| 203 | Philadelphia, Pa | ..... | ..... | ..... | ..... | ..... | *472 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | a57 | a1,977 | ..... | ..... | 17 | ..... |
| 204 | Pittsburgh, Pa* | ..... | ..... | ..... | ..... | ..... | 55 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 205 | Reading, Pa* | 23 | ..... | 1 | ..... | ..... | 24 | 8 | 32 | 6,212 | 650 | 288 | ..... | ..... | 7,150 | 950 | 8,100 | ..... | 121 | ..... | 13 | 3 | 5 |
| 206 | Scranton, Pa | ..... | ..... | ..... | ..... | ..... | 30 | ..... | ..... | 6,850 | 1,050 | 100 | ..... | ..... | 8,000 | ..... | ..... | 3 | 122 | 16 | 23 | 2 | 3 |
| 207 | Shamokin, Pa | ..... | ..... | ..... | ..... | ..... | 5 | 3 | 8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 7 | 6 | 5 | 1 | 1 |
| 208 | Shenandoah, Pa | ..... | ..... | ..... | ..... | ..... | 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 17 | ..... | 6 | 1 | 2 |
| 209 | Titusville, Pa | ..... | ..... | ..... | ..... | ..... | 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,666 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 210 | Williamsport, Pa | 13 | 11 | 1 | ..... | ..... | 25 | ..... | ..... | 1,725 | 1,620 | 145 | ..... | ..... | 3,490 | ..... | ..... | 2 | 25 | 11 | 19 | 1 | 3 |
| 211 | York, Pa | ..... | ..... | ..... | ..... | ..... | 9 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,425 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 212 | Lincoln, R. I | ..... | ..... | ..... | ..... | ..... | 12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 213 | Newport, R. I | 6 | 3 | 1 | ..... | 1 | 11 | ..... | ..... | 1,344 | 672 | 165 | ..... | 60 | 2,241 | ..... | ..... | ..... | 24 | 2 | 11 | 3 | 2 |

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 214 | Pawtucket, R. I | | | | | | 18 | | | | | | | | 2,710 | | | | | | | | |
| 215 | Providence, R. I | | | | | | 49 | | | | | | | | | | | | | | | | |
| 216 | Warwick, R. I | | | | | | 18 | | | | | | | | | | | | | | | | |
| 217 | Woonsocket, R. I | 13 | 6 | 1 | | | 20 | | | | | | | | | | | | 20 | 4 | 6 | 2 | 1 |
| 218 | Charleston, S. C | | | | | | 5 | | | | | | | | | | | | | | | | |
| 219 | Chattanooga, Tenn | | | | | | 7 | | | | | | | | | | | | | | | | |
| 220 | Knoxville, Tenn' | | | | | | 4 | | | | | | | | 4,560 | | | | | | | | |
| 221 | Memphis, Tenn | | | | | | 10 | | | | | | | | 3,780 | | | | | | | | |
| 222 | Nashville, Tenn | | | 1 | | | 12 | 8 | 20 | 3,160 | 1,300 | 300 | | | 4,760 | 1,200 | 5,960 | 5 | 58 | 9 | 17 | 3 | 4 |
| 223 | Houston, Tex | | | | | | *14 | | | | | | | | *1,147 | | | | | | | | |
| 224 | San Antonio, Tex | | | | | | 5 | | | | | | | | 1,100 | | | | | | | | |
| 225 | Burlington, Vt | | | | | | | | | | | | | | | | | | | | | | |
| 226 | Rutland, Vt | | | | | | | | | | | | | | | | | | | | | | |
| 227 | Alexandria, Va | (4) | | 0 | 0 | 0 | 4 | 34 | 38 | 800 | 200 | 0 | 0 | 0 | 1,000 | 1,100 | 2,100 | 1 | 10 | 3 | 3 | 0 | 0 |
| 228 | Danville, Va | | | | | | 2 | 2 | 4 | | | | | | 500 | 75 | 575 | | | | | | |
| 229 | Lynchburg, Va | | | | | | 6 | | | | | | | | 1,075 | | | 1 | 19 | 2 | 5 | 4 | |
| 230 | Norfolk, Va | | | | | | 7 | | | | | | | | 1,320 | | | | | | | | |
| 231 | Petersburg, Va* | | | | | | 5 | | | | | | | | 1,808 | | | | | | | | |
| 232 | Portsmouth, Va | | | | | | | | | | | | | | | | | | | | | | |
| 233 | Richmond, Va | (10) | | 2 | | | 12 | | | 4,050 | 1,400 | 390 | | | 5,840 | 3,500 | 9,340 | a15 | a96 | | | 3 | 15 |
| 234 | Appleton, Wis | | | | | | 8 | | | | | | | | 1,800 | | | | | | | | |
| 235 | Fond du Lac, Wis | 15 | 1 | 1 | | | 17 | | | 1,804 | 716 | 280 | | | 2,800 | | | 3 | 27 | 2 | 9 | 3 | 2 |
| 236 | Janesville, Wis | 6 | 3 | 1 | | | 10 | | | 1,325 | 346 | 130 | | | 1,801 | | | | 24 | | 8 | 1 | 3 |
| 237 | La Crosse, Wis | | | | | | 10 | | | | | | | | 2,100 | | | | | | | | |
| 238 | Madison, Wis | | | | | | 9 | | | | | | | | 1,750 | | | | | | | | |
| 239 | Milwaukee, Wis | 9 | 14 | 1 | 1 | | 25 | 48 | 73 | 3,198 | 9,450 | 300 | 30 | | 12,978 | | | (44) | | (185) | | (9) | |
| 240 | Oshkosh, Wis | | | | | | 10 | | | | | | | | 3,500 | | | | | | | | |
| 241 | Racine, Wis | (7) | | 1 | | | 8 | 9 | 17 | (2,293) | | 207 | | | 2,500 | | | a5 | 36 | | 1 | 1 | 3 |
| 242 | Watertown, Wis | 1 | | | | | 5 | 6 | 11 | | | | | | 1,200 | | | 1 | 14 | 1 | 3 | 2 | 1 |
| 243 | Georgetown, D C b | | | | | | | | | | | | | | | | | | | | | | |
| 244 | Washington, D. C b | | | | | 0 | 57 | | | 8,246 | 4,822 | 172 | 20 | 0 | 13,260 | | | 0 | 156 | 14 | 83 | 2 | 2 |

*From Report of Commissioner of Education for 1879.

a In primary and grammar schools.

b These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1880, *&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 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 |
| 1 | Mobile, Ala* | | | | | *a*38 | *a*87 | | | | | | | | | | | | | 4,659 | 4,014 |
| 2 | Selma, Ala | | | | | 2 | 12 | | | | | | | | | | | | | 882 | 717 |
| 3 | Little Rock, Ark | | | | | 9 | 24 | | | | | | | | | | | | | 2,503 | 1,655 |
| 4 | Los Angeles, Cal* | | | | | 5 | 22 | | | | | | | 90 | 70 | | | | | 1,776 | 1,161 |
| 5 | Oakland, Cal | | | | | 9 | 120 | | | 3,810 | 3,360 | 1,834 | 1,399 | 270 | 266 | | | 82 | 42 | 5,996 | 5,067 |
| 6 | Sacramento, Cal* | | | 1 | 1 | 6 | 69 | | | | | | | | | | | | | 3,895 | |
| 7 | San Francisco, Cal | | | 26 | 5 | *b*84 | *b*602 | | | 20,844 | | 14,087 | | 1,232 | | | | 2,157 | | 38,320 | 28,150 |
| 8 | Stockton, Cal | | | | | 7 | 26 | | | | | | | | | | | | | 2,031 | 1,298 |
| 9 | Denver, Colo. (⅔ of city) | | | | | 5 | 60 | | | | | | | | | | | | | 3,210 | 1,953 |
| 10 | Bridgeport, Conn | | | 2 | | 5 | 86 | | | | | | | | | | | 115 | | 5,229 | 3,529 |
| 11 | Danbury, Conn | | | | | 4 | 40 | | | | | | | | | | | | | 2,271 | *c*1,554 |
| 12 | Greenwich, Conn | | | | | 5 | 24 | | | | | | | | | | | | | 1,552 | 856 |
| 13 | Hartford, Conn | | | | | 19 | 121 | | | | | | | | | | | | | 7,612 | *c*4,886 |
| 14 | Meriden, Conn | | | | | 8 | 40 | | | | | | | | | | | | | 3,148 | *c*1,868 |
| 15 | New Britain, Conn* | | | | | *c*3 | *c*36 | | | | | | | | | | | | | 2,342 | *c*1,567 |
| 16 | New Haven, Conn | | | 7 | | 14 | *d*216 | | | | 5,952 | | 1,525 | | 454 | | | | | 11,897 | 7,931 |
| 17 | New London, Conn* | | | | | *c*3 | *c*38 | | | | | | | | | | | | | 1,963 | *c*1,393 |
| 18 | Norwalk, Conn* | | | | | *c*8 | *c*40 | | | | | | | | | | | | | 2,575 | *c*1,723 |
| 19 | Norwich, Conn* *e* | | | | 2 | 1 | 32 | | | 798 | 619 | 413 | 311 | | | | | 40 | 21 | 1,251 | 951 |
| 20 | Stamford, Conn | | | | | 8 | 24 | | | | | | | | | | | | | 1,666 | *c*1,181 |
| 21 | Waterbury, Conn | | | | | 4 | 49 | | | | | | | | | | | | | 3,506 | *c*2,525 |
| 22 | Wilmington, Del | | | 0 | 3 | 1 | 114 | | | *f*6,963 | *f*4,427 | | | | | | | 80 | 45 | 7,043 | 4,472 |
| 23 | Jacksonville, Fla* | | | | | 2 | 15 | | | | | | | | | | | | | 806 | |
| 24 | Key West, Fla* *g* | | | | | 5 | 12 | | | | | | | | | | | | | 1,168 | 828 |
| 25 | Atlanta, Ga | | | | | (68) | | | | | | | | | | | | | | 4,100 | 2,609 |
| 26 | Augusta, Ga | | | | | *22 | *10 | | | | | | | | | | | | | 4,027 | |
| 27 | Columbus, Ga | | | | | 4 | 19 | | | 930 | 748 | 429 | 338 | | | | | | | 1,359 | 1,086 |
| 28 | Macon, Ga *h* | | | | | 27 | 32 | | | | | | | | | | | | | 3,349 | 2,001 |
| 29 | Belleville, Ill | | | | | 9 | 31 | | | 1,397 | | 564 | | | | | | | | 1,961 | 1,780 |

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 30 | Chicago, Ill | | | | | 34 | 852 | | | 47,243 | 32,453 | 10,859 | 8,799 | 1,460 | 1,123 | | | | | 59,562 | 42,375 |
| 31 | Danville, Ill | | | | | 4 | 23 | | | | | | | | | | | | | 1,860 | 1,230 |
| 32 | Decatur, Ill* | | | | | 4 | 25 | | | | | | | | | | | | | 1,786 | 1,347 |
| 33 | Elgin, Ill | 0 | 0 | 0 | 0 | 2 | 21 | 12 | 35 | 1,130 | 735 | 166 | 83 | 24 | 13 | 0 | 0 | 0 | 0 | 1,320 | 831 |
| 34 | Freeport, Ill* | | | | | 2 | 26 | | | | | | | | | | | | | 1,750 | 1,350 |
| 35 | Galesburg, Ill | | | | | 1 | 34 | | | | | | | | | | | | | 2,035 | 1,414 |
| 36 | Jacksonville, Ill* | | | | | 2 | 33 | 30 | 65 | | | | | | | | | | | 1,868 | 1,279 |
| 37 | Joliet, Ill | | | | | 3 | 38 | | | | | | | | | | | | | 2,038 | 1,604 |
| 38 | Ottawa, Ill* | | | | | 3 | 26 | 11 | 40 | | | | | | | | | | | 1,737 | 1,658 |
| 39 | Peoria, Ill | | | | | 7 | 69 | | | | | | | | | | | | | 4,761 | 3,386 |
| 40 | Quincy, Ill | | | | | 3 | 52 | | | | | | | | | | | | | 3,723 | 2,377 |
| 41 | Rockford, Ill | | | | | 7 | 50 | | | | | | | | | | | | | 2,105 | 1,833 |
| 42 | Rock Island, Ill | | | | | 3 | 34 | | | 1,402 | 1,041 | 659 | 468 | 105 | 78 | | | | | 2,166 | 1,587 |
| 43 | Springfield, Ill* | | | | | (54) | | | | | | | | | | | | | | 2,776 | 2,114 |
| 44 | Fort Wayne, Ind | | 3 | | | 7 | 86 | 40 | 133 | *i*3,337 | *i*2,665 | 195 | 144 | | | 9 | 8 | | | 3,541 | 2,817 |
| 45 | Indianapolis, Ind | | 1 | | | 16 | 203 | | | *j*13,360 | *j*8,458 | | | 576 | 458 | | 9 | | | 13,936 | 8,925 |
| 46 | Logansport, Ind | | | | | 6 | 23 | | | 1,136 | 754 | 581 | 393 | 78 | 59 | | | | | 1,795 | 1,206 |
| 47 | Madison, Ind* | | | | | 2 | 40 | | | | | | | | | | | | | 1,745 | 1,218 |
| 48 | Richmond, Ind | | | | | (*b*51) | | | | | | | | | | | | | | 2,219 | 1,627 |
| 49 | South Bend, Ind | | | | | 8 | 26 | | | | | | | | | | | | | 1,936 | 1,227 |
| 50 | Terre Haute, Ind | | | | | 15 | 63 | | | *j*3,884 | *j*2,770 | | | 254 | 205 | | | | | 4,138 | 2,975 |
| 51 | Vincennes, Ind* | | | | | 3 | 15 | | | | | | | | | | | | | 1,187 | |
| 52 | Burlington, Iowa* | | 1 | | | 13 | 54 | | | *j*2,928 | *j*2,051 | | | 252 | 187 | 159 | 93 | | | 3,339 | 2,331 |
| 53 | Clinton, Iowa | | | | | | 28 | | | 990 | | 759 | | 70 | 63 | | | | | 1,819 | |
| 54 | Council Bluffs, Iowa | | | | | 3 | 31 | 5 | 39 | | | | | | | | | | | 1,807 | 1,325 |
| 55 | Davenport, Iowa | | 1 | 3 | | 15 | 79 | | | 3,178 | 2,180 | 1,303 | 901 | 217 | 187 | 11 | 8 | 217 | 106 | 4,931 | 3,382 |
| 56 | Des Moines, west side, Iowa. | | | | | 4 | 37 | | | 1,738 | | 482 | | 102 | | | | | | 2,322 | 1,562 |
| 57 | Dubuque, Iowa | | | | | 9 | 62 | | | | | | | 175 | 128 | | | | | 3,686 | 2,555 |
| 58 | Keokuk, Iowa* | | | | | 9 | 41 | | | | | | | | | | | | | 2,469 | 1,906 |
| 59 | Ottumwa, Iowa | | | | | | 26 | 5 | 31 | | | | | | | | | | | 1,606 | 1,400 |
| 60 | Lawrence, Kans | | | 1 | 1 | 6 | 19 | | | | | | | | | | | | | 1,829 | 1,222 |
| 61 | Leavenworth, Kans | | | | | 3 | 31 | | | | | | | | | | | | | 3,060 | 2,154 |
| 62 | Topeka, Kans* | | | | | 8 | 22 | | | | | | | | | | | | | 1,935 | 1,607 |
| 63 | Covington, Ky | | | | | 7 | 53 | | | *j*3,114 | *j*2,355 | | | 172 | 130 | | | | | 3,286 | 2,485 |
| 64 | Lexington, Ky* | | | | | 8 | 23 | | | | | | | | | | | | | 2,262 | 1,615 |
| 65 | Louisville, Ky | | | | | *b*36 | *b*289 | | | *j*19,377 | *j*12,969 | | | 613 | 529 | | | | | 19,990 | 13,498 |
| 66 | Newport, Ky | 0 | 0 | 0 | 0 | 3 | 41 | | | 1,899 | 1,422 | 733 | 567 | 60 | 43 | 0 | 0 | 0 | 0 | 2,602 | 2,032 |
| 67 | Paducah, Ky | | | | | *k*3 | *k*12 | | | *k*593 | *k*495 | *k*247 | *k*167 | *k*42 | *k*36 | | | | | *k*882 | *k*698 |
| 68 | New Orleans, La | | | | | 22 | 385 | | | 13,907 | 11,619 | 3,712 | 3,332 | 267 | 239 | | | | | 17,886 | 15,190 |
| 69 | Auburn, Me | | | | | 4 | 36 | | | | | | | | | | | | | 2,742 | 1,376 |
| 70 | Augusta, Me | | | | | 13 | 33 | 7 | 53 | | | | | | | | | | | 1,200 | 945 |
| 71 | Bangor, Me | | | | | (71) | | | | | | | | | | | | | | 3,120 | *c*2,458 |
| 72 | Biddeford, Me | | | | | 4 | 29 | | | | | | | | | | | | | 2,380 | *c*1,292 |
| 73 | Lewiston, Me* | | | | | 4 | 72 | | | 2,294 | 1,194 | 467 | 407 | 197 | 160 | *l*600 | *l*300 | | | 3,558 | 2,061 |

* From Report of the Commissioner of Education for 1879.
*a* Average number.
*b* Includes special teachers.
*c* For the winter term.
*d* Includes 21 training pupil teachers.
*e* The report here given, exclusive of population, is for the central school district only, which comprises about one-half of the city.
*f* In primary, grammar, and high schools.
*g* Including Monroe County.
*h* Including Bibb County.
*i* In primary and intermediate grades.
*j* In primary and grammar schools.
*k* In schools for the white.
*l* In rural and ungraded schools.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &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 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 |
| 74 | Portland, Me | ..... | ..... | ..... | *a*3 | 10 | 118 | ..... | ..... | 4,702 | 2,834 | 1,607 | 1,131 | 488 | 362 | ..... | ..... | ..... | *a*20 | 6,797 | 4,347 |
| 75 | Rockland, Me | ..... | ..... | ..... | ..... | 3 | 28 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,336 | 1,102 |
| 76 | Baltimore, Md | ..... | ..... | ..... | ..... | (822) | | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 48,066 | 29,961 |
| 77 | Cumberland, Md*b* | ..... | ..... | ..... | ..... | 67 | 63 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6,883 | ..... |
| 78 | Frederick, Md* | ..... | ..... | ..... | ..... | 5 | 14 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,234 | 825 |
| 79 | Boston, Mass | 1 | 2 | 45 | 92 | 167 | 1,034 | ..... | ..... | ..... | 17,890 | ..... | 24,987 | ..... | 1,783 | ..... | 71 | ..... | 1,399 | 59,768 | 46,130 |
| 80 | Brockton, Mass | ..... | ..... | ..... | ..... | 5 | 38 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,431 | 1,960 |
| 81 | Brookline, Mass* | ..... | ..... | ..... | ..... | 4 | 32 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,473 | ..... |
| 82 | Cambridge, Mass | ..... | 1 | ..... | ..... | 14 | 168 | ..... | ..... | 4,110 | 2,990 | 3,931 | 3,205 | 485 | 411 | 11 | 8 | ..... | ..... | 8,537 | 6,614 |
| 83 | Chelsea, Mass* | ..... | ..... | ..... | ..... | 5 | 64 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3,901 | 2,699 |
| 84 | Chicopee, Mass | ..... | ..... | ..... | ..... | 4 | 31 | ..... | ..... | 1,052 | ..... | 506 | ..... | 99 | ..... | ..... | ..... | ..... | ..... | 1,657 | 923 |
| 85 | Fitchburg, Mass | 0 | 0 | 3 | 4 | 10 | 48 | 1 | 59 | 1,190 | 807 | 1,265 | 826 | 170 | 138 | 0 | 0 | 76 | 47 | 2,701 | 1,818 |
| 86 | Gloucester, Mass | ..... | 1 | ..... | ..... | 3 | 86 | 2 | 91 | 2,040 | 1,562 | 1,840 | 1,477 | 220 | 163 | 26 | 21 | ..... | ..... | 4,126 | 3,223 |
| 87 | Haverhill, Mass | ..... | *c*13 | 3 | 18 | *d*8 | 80 | 2 | 90 | 1,099 | 722 | 1,323 | 1,152 | 150 | 145 | *c*314 | *c*218 | 460 | 127 | 3,346 | 2,364 |
| 88 | Holyoke, Mass | ..... | ..... | 9 | 16 | 16 | 66 | 19 | 101 | 2,172 | 956 | 886 | 483 | 105 | 85 | ..... | ..... | 578 | 265 | 3,741 | 1,789 |
| 89 | Lawrence, Mass | ..... | ..... | ..... | ..... | 6 | 112 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4,800 | 4,232 |
| 90 | Lowell, Mass | ..... | ..... | ..... | ..... | (160) | | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 12,211 | 6,045 |
| 91 | Lynn, Mass* | ..... | ..... | 1 | ..... | 7 | 102 | 4 | 113 | 3,315 | 2,399 | 2,648 | 2,105 | 210 | 163 | ..... | ..... | 60 | 44 | 6,233 | 4,711 |
| 92 | Malden, Mass | ..... | ..... | 1 | 1 | 2 | 52 | ..... | ..... | 1,535 | 1,053 | 1,126 | 730 | 173 | 107 | ..... | ..... | 90 | 73 | 2,924 | 1,963 |
| 93 | Marlborough, Mass | ..... | ..... | ..... | ..... | 3 | 39 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,267 | 1,654 |
| 94 | Milford, Mass* | ..... | ..... | ..... | ..... | 1 | 41 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,349 | 1,695 |
| 95 | New Bedford, Mass* | ..... | ..... | ..... | ..... | 7 | 99 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4,500 | 4,207 |
| 96 | Newburyport, Mass* | ..... | ..... | ..... | ..... | 6 | 40 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,295 | 1,530 |
| 97 | Newton, Mass | 0 | 0 | 1 | 3 | (*d*80) | | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3,397 | 2,571 |
| 98 | Northampton, Mass | ..... | ..... | ..... | ..... | 4 | 50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,176 | 1,656 |
| 99 | Pittsfield, Mass | ..... | *e*12 | ..... | ..... | 6 | 61 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,716 | 1,774 |
| 100 | Quincy, Mass* | ..... | ..... | ..... | ..... | 6 | 39 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,910 | 1,461 |
| 101 | Salem, Mass* | ..... | ..... | 4 | 11 | 10 | 91 | ..... | ..... | 2,331 | 1,576 | 1,318 | 1,053 | 164 | 157 | ..... | ..... | 459 | 150 | 4,272 | 2,936 |
| 102 | Somerville, Mass | ..... | ..... | ..... | ..... | 8 | 84 | ..... | ..... | ..... | 1,822 | ..... | 1,960 | ..... | 215 | ..... | ..... | ..... | ..... | 5,540 | 4,003 |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 103 | Springfield, Mass | .... | .... | 3 | 7 | 13 | 107 | 13 | 133 | 3,439 | 2,210 | 1,990 | 1,710 | 405 | 340 | ..... | ..... | 458 | 202 | 6,292 | 4,462 |
| 104 | Taunton, Mass | .... | .... | 8 | 0 | 18 | 66 | 5 | 89 | 2,479 | 1,708 | 1,039 | 875 | 161 | 146 | ..... | ..... | 252 | 169 | 3,931 | 2,898 |
| 105 | Waltham, Mass | 0 | 0 | 3 | 2 | 5 | 44 | 6 | 55 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,306 | 1,653 |
| 106 | Weymouth, Mass* | .... | .... | .... | .... | 10 | 50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,102 | 1,762 |
| 107 | Woburn, Mass | .... | .... | .... | .... | 5 | 45 | 1 | 51 | 1,420 | 1,138 | 761 | 611 | 99 | 85 | ..... | ..... | ..... | ..... | 2,280 | 1,834 |
| 108 | Worcester, Mass | .... | .... | 10 | 4 | 24 | 194 | ..... | ..... | 6,206 | 4,515 | 4,080 | 2,785 | 601 | 399 | ..... | ..... | 565 | 214 | 11,452 | 7,913 |
| 109 | Adrian, Mich | .... | .... | .... | .... | 3 | 26 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,393 | 1,000 |
| 110 | Ann Arbor, Mich | .... | .... | .... | .... | 4 | 31 | 6 | 41 | 880 | 677 | 548 | 436 | 449 | 306 | ..... | ..... | ..... | ..... | 1,877 | 1,419 |
| 111 | Bay City, Mich* | .... | 7 | .... | .... | 1 | 44 | ..... | ..... | *f* 2,694 | *f* 1,521 | ..... | ..... | 120 | 73 | ..... | ..... | ..... | ..... | 2,814 | 1,594 |
| 112 | Detroit, Mich | 0 | 0 | 0 | 0 | 8 | 242 | ..... | ..... | 11,128 | 7,127 | 3,873 | 3,100 | 718 | 591 | 0 | 0 | 0 | 0 | 15,719 | 10,818 |
| 113 | East Saginaw, Mich | 0 | 0 | 0 | 0 | 4 | 50 | 8 | 62 | 1,949 | 1,427 | 872 | 667 | 190 | 145 | 0 | 0 | 0 | 0 | 3,011 | 2,239 |
| 114 | Flint, Mich* | .... | .... | .... | .... | 2 | 32 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,823 | 1,163 |
| 115 | Grand Rapids, Mich | .... | .... | 6 | 1 | 15 | 91 | ..... | ..... | 3,327 | 1,937 | 1,734 | 1,285 | 329 | 242 | ..... | ..... | 337 | 126 | 5,727 | 3,590 |
| 116 | Muskegon, Mich | .... | .... | .... | .... | 3 | 30 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,786 | 1,018 |
| 117 | Port Huron, Mich | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 118 | Saginaw, Mich | .... | .... | .... | .... | 4 | 30 | ..... | ..... | ..... | 864 | ..... | 313 | ..... | 88 | ..... | ..... | ..... | ..... | 1,776 | 1,265 |
| 119 | Minneapolis, Minn | .... | .... | .... | .... | 5 | 115 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6,142 | 4,248 |
| 120 | St. Paul, Minn | .... | .... | .... | .... | 13 | 83 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4,338 | 3,030 |
| 121 | Stillwater, Minn | .... | .... | .... | .... | 1 | 19 | 8 | 28 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,100 | 800 |
| 122 | Winona, Minn | .... | .... | .... | .... | 2 | 29 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,713 | 1,166 |
| 123 | Vicksburg, Miss* | .... | .... | .... | .... | 2 | 19 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,196 | ..... |
| 124 | Hannibal, Mo* | .... | .... | .... | .... | 6 | 22 | ..... | ..... | ..... | 950 | ..... | 373 | ..... | ..... | ..... | ..... | ..... | ..... | 1,967 | 1,323 |
| 125 | Kansas City, Mo* | .... | .... | .... | .... | 7 | 55 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5,259 | 3,140 |
| 126 | St. Joseph, Mo | .... | .... | .... | .... | 9 | 49 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3,820 | 2,579 |
| 127 | St. Louis, Mo | 1 | 8 | 50 | 41 | 156 | 888 | ..... | ..... | 41,514 | 26,863 | 8,605 | 6,598 | 960 | 724 | 162 | 136 | 4,539 | 2,128 | 55,780 | 36,449 |
| 128 | Sedalia, Mo* | .... | .... | .... | .... | 6 | 15 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,843 | 1,210 |
| 129 | Omaha, Nebr | .... | .... | .... | .... | *g*2 | *g*55 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3,716 | ..... |
| 130 | Virginia City, Nev *h* | .... | .... | .... | .... | 3 | 29 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,260 | 1,276 |
| 131 | Dover, N. H | *e*2 | *e*8 | 1 | 3 | 5 | 41 | 3 | 49 | 917 | 745 | 471 | 380 | 110 | 90 | *e*227 | *e*147 | 155 | 74 | 1,880 | 1,436 |
| 132 | Manchester, N. H | .... | *e*9 | 3 | 10 | 10 | 76 | 28 | 114 | 2,534 | 1,550 | 1,110 | 805 | 175 | ..... | *e*317 | *e*194 | 214 | ..... | 4,350 | 2,818 |
| 133 | Nashua, N. H | .... | .... | .... | .... | 3 | 49 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,526 | 1,630 |
| 134 | Portsmouth, N. H | .... | .... | .... | .... | 6 | 29 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,891 | ..... |
| 135 | Camden, N. J | .... | .... | .... | .... | 8 | 132 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 7,935 | 7,291 |
| 136 | Elizabeth, N. J | .... | .... | .... | .... | 3 | 47 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3,426 | 2,241 |
| 137 | Jersey City, N. J | .... | .... | .... | .... | 17 | 311 | ..... | ..... | 15,219 | 8,472 | 7,000 | 4,000 | 557 | 433 | ..... | ..... | ..... | ..... | 22,776 | 12,905 |
| 138 | Newark, N. J* | .... | .... | .... | .... | 26 | 244 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 19,478 | 11,100 |
| 139 | New Brunswick, N. J | .... | .... | .... | .... | 4 | 44 | ..... | ..... | 1,587 | 1,082 | 776 | 555 | 202 | 143 | ..... | ..... | ..... | ..... | 2,565 | 1,780 |
| 140 | Orange, N. J | .... | .... | .... | .... | 2 | 30 | ..... | ..... | 1,199 | 668 | 395 | 262 | 88 | 53 | ..... | ..... | ..... | ..... | 1,682 | 983 |
| 141 | Paterson, N. J | .... | .... | 7 | 22 | 16 | 126 | ..... | ..... | 5,000 | 3,200 | 848 | 776 | 111 | 92 | ..... | ..... | 1,942 | 682 | 7,901 | 4,750 |
| 142 | Plainfield, N. J | .... | .... | .... | .... | 1 | 23 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,258 | 937 |
| 143 | Trenton, N. J | .... | .... | .... | .... | (67) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3,583 | 2,255 |
| 144 | Albany, N. Y | .... | .... | .... | .... | 25 | 204 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 14,049 | 9,175 |
| 145 | Auburn, N. Y | .... | .... | .... | .... | 1 | 65 | 16 | 82 | 1,989 | 1,426 | 810 | 619 | 250 | 187 | ..... | ..... | ..... | ..... | 3,049 | 2,232 |
| 146 | Binghamton, N. Y | .... | .... | .... | .... | 6 | 52 | ..... | ..... | 2,148 | ..... | 801 | ..... | 198 | ..... | ..... | ..... | ..... | ..... | 3,147 | 2,166 |
| 147 | Brooklyn, N. Y | .... | .... | .... | .... | 48 | 1,267 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 96,663 | 52,677 |
| 148 | Buffalo, N. Y | .... | .... | .... | .... | 42 | 397 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 18,606 | 14,555 |
| 149 | Cohoes, N. Y | .... | .... | .... | 8 | 2 | 48 | ..... | ..... | ..... | 1,178 | ..... | 279 | ..... | 44 | ..... | ..... | ..... | 100 | 2,674 | 1,601 |
| 150 | Elmira, N. Y | .... | .... | .... | .... | 5 | 71 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4,253 | 3,032 |

* From Report of the Commissioner of Education for 1879.
*a* In Portland School for the Deaf.
*b* Includes Alleghany County.
*c* These are in union schools.
*d* Includes special teachers.
*e* In ungraded schools.
*f* In primary and grammar schools.
*g* Average number.
*h* Exclusive of Gold Hill, a separate district.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &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 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 |
| 151 | Hornellsville, N. Y | | | | | 2 | 23 | | | | | | | | | | | | | 1,433 | 807 |
| 152 | Hudson, N. Y | | | | | 3 | 18 | | | | | | | | | | | | | 1,158 | |
| 153 | Ithaca, N. Y | | | | | 2 | 30 | 3 | 35 | 1,094 | 769 | 689 | 567 | 192 | 108 | | | | | 1,975 | 1,384 |
| 154 | Kingston, N. Y *a* | | | | | 7 | 25 | 3 | 35 | 969 | 606 | 708 | 291 | 212 | 186 | | | | | 1,889 | 1,083 |
| 155 | Lockport, N. Y | | | | | 4 | 40 | | | 1,433 | 784 | 824 | 607 | 367 | 194 | | | | | 2,624 | 1,585 |
| 156 | Long Island City, N. Y* | | | | | 4 | 44 | | | | | | | | | | | | | 3,644 | 2,258 |
| 157 | Newburgh, N. Y | | | 1 | 2 | 6 | 52 | | | | | | | | | | | | | 3,348 | 2,219 |
| 158 | New York, N. Y | 7 | 31 | 159 | 105 | 386 | 2,971 | | | 149,346 | 71,012 | 76,912 | 42,686 | *b*22,849 | *b*9,543 | 2,336 | 1,303 | 18,733 | 7,876 | 270,176 | 132,420 |
| 159 | Ogdensburg, N. Y | | | | | 1 | 29 | | | | | | | | | | | | | 2,070 | 1,114 |
| 160 | Oswego, N. Y | *c*2 | | | | 4 | 63 | | | 1,784 | 1,177 | 1,967 | 1,414 | 148 | 104 | *c*293 | *d*44 | | | 4,192 | 2,739 |
| 161 | Poughkeepsie, N. Y | | | | | 1 | 58 | | | 1,980 | 1,215 | 952 | 652 | 197 | 153 | | | | | 3,129 | 2,020 |
| 162 | Rochester, N. Y | | | | | 16 | 214 | | | 6,727 | 4,312 | 6,616 | 3,600 | 526 | 338 | | | | | 13,869 | 8,250 |
| 163 | Rome, N. Y* | | | | | 1 | 27 | | | 1,224 | 618 | 285 | 216 | 250 | 183 | | | | | 1,759 | 1,017 |
| 164 | Saratoga Springs, N. Y | | | | | 8 | 25 | | | | | | | | | | | | | 1,797 | 1,061 |
| 165 | Schenectady, N. Y | | | | | 2 | 40 | | | | | | | | | | | | | 2,288 | |
| 166 | Syracuse, N. Y | | | | | 10 | 169 | | | | 4,292 | | 2,829 | | 305 | | | | | 9,276 | 7,426 |
| 167 | Troy, N. Y | | | | | 16 | 126 | | | | | | | | | | | | | 9,351 | 5,613 |
| 168 | Utica, N. Y | | | 2 | 3 | *e*9 | *e*93 | 22 | 124 | 4,400 | 2,935 | 690 | 545 | 166 | 127 | 0 | 0 | 235 | 120 | 5,491 | 3,727 |
| 169 | Watertown, N. Y | | | | | 3 | 49 | | | | | | | | | | | | | 2,154 | |
| 170 | Wilmington, N. C* | | | | | | | | | | | | | | | | | | | 866 | |
| 171 | Akron, Ohio | | | | | 0 | *e*56 | | | 2,000 | 1,590 | 865 | 747 | 190 | 150 | | | | | 3,055 | 2,487 |
| 172 | Canton, Ohio | *f*3 | *f*1 | | | (*e*49) | | | | 1,715 | 1,298 | 421 | 341 | 72 | 58 | *f*245 | *f*132 | 174 | 96 | 2,627 | 1,925 |
| 173 | Cincinnati, Ohio | 2 | 1 | 28 | 20 | 142 | 529 | 355 | 1,026 | 29,530 | 22,665 | 2,819 | 2,262 | 1,225 | 1,047 | 80 | 76 | 2,467 | 1,229 | 36,121 | 27,279 |
| 174 | Cleveland, Ohio | 1 | 1 | 0 | 0 | 28 | 368 | | | 16,791 | 11,107 | 6,352 | 4,886 | 1,045 | 813 | 74 | 61 | 0 | 0 | 24,262 | 16,867 |
| 175 | Columbus, Ohio | 5 | 3 | | | 17 | 132 | | | 4,904 | 3,610 | 2,329 | 1,874 | 559 | 469 | 110 | | | | 7,902 | *g*5,953 |
| 176 | Dayton, Ohio | | | | | *h*21 | *h*104 | | | | | | | | | | | | | *h*6,114 | *h*4,527 |
| 177 | Fremont, Ohio | | | | | *e*4 | 17 | | | 585 | 362 | 354 | 260 | 78 | 58 | | | | | 1,017 | 680 |
| 178 | Hamilton, Ohio | | | | | 9 | 23 | | | 1,450 | 1,036 | 488 | 392 | 82 | 67 | | | | | 2,020 | 1,495 |
| 179 | Ironton, Ohio | | | | | 6 | 23 | | | | | | | 82 | 67 | | | | | 1,807 | |

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 180 | Mansfield, Ohio*i* | | | | | | 34 | 6 | 40 | 1,356 | 839 | 464 | 419 | 112 | 92 | | | | | 1,932 | 1,350 |
| 181 | Newark, Ohio* | | | | | 4 | 36 | 6 | 46 | 1,329 | 918 | 400 | 317 | 125 | 103 | | | | | 1,854 | 1,338 |
| 182 | Portsmouth, Ohio | 0 | 0 | 0 | 0 | 3 | *e*38 | 5 | 46 | 1,781 | | 252 | | 117 | | 0 | | 0 | | 2,150 | 1,603 |
| 183 | Sandusky, Ohio | 0 | 0 | 0 | 0 | 1 | 42 | 14 | 57 | 1,879 | 1,259 | 609 | 489 | 161 | 125 | 0 | 0 | 0 | 0 | 2,649 | 1,873 |
| 184 | Springfield, Ohio* | | | | | 13 | 44 | | | *j*2,538 | *j*1,947 | | | 145 | 119 | | | | | 2,683 | 2,066 |
| 185 | Steubenville, Ohio* | | | 1 | | 7 | 33 | | | 1,398 | 1,002 | 855 | 703 | 144 | 127 | | | 61 | 22 | 2,458 | 1,854 |
| 186 | Tiffin, Ohio | 0 | 0 | 0 | 0 | 5 | 23 | 7 | 35 | 856 | 579 | 357 | 271 | 102 | 78 | 0 | 0 | 0 | 0 | 1,315 | 928 |
| 187 | Toledo, Ohio* | | | | | *e*16 | *e*109 | | | 6,951 | 4,206 | 437 | 341 | 227 | 192 | | | | | 7,615 | 4,739 |
| 188 | Zanesville, Ohio* | | | | | 7 | 62 | | | | | | | | | | | | | 3,103 | |
| 189 | Portland, Oreg | | | | | 4 | 42 | | | 1,792 | 1,271 | 729 | 570 | 129 | 115 | | | | | 2,650 | 1,956 |
| 190 | Allegheny, Pa | | | | | 15 | 187 | | | | | | | | | | | | | 11,610 | 8,287 |
| 191 | Allentown, Pa | | | | | 11 | 42 | | | | | | | | | | | | | 3,429 | 2,432 |
| 192 | Altoona, Pa | | | | | 8 | 39 | | | 2,017 | 1,576 | 625 | 533 | 70 | 67 | | | | | 2,712 | 2,176 |
| 193 | Carbondale, Pa | | | | | 5 | 17 | | | | | | | | | | | | | 1,869 | 1,087 |
| 194 | Chester, Pa | | | | 6 | 1 | 50 | 13 | 64 | | | | | | | | | | | 2,475 | 1,693 |
| 195 | Danville, Pa | | | | | 4 | 24 | | | | | | | | | | | | | 1,638 | 1,233 |
| 196 | Easton, Pa* | | | | | 18 | 33 | | | | | | | | | | | | | 2,348 | 1,710 |
| 197 | Erie, Pa | | | | | (100) | | | | | | | | | | | | | | 4,244 | 2,911 |
| 198 | Harrisburg, Pa | | | | | (*e*107) | | | | 4,262 | 2,933 | 981 | 689 | 230 | 195 | | | | | 5,473 | 3,817 |
| 199 | Lebanon, Pa | | | | | 10 | 20 | 5 | 35 | | | | | | | | | | | 1,375 | 1,050 |
| 200 | Meadville, Pa | 0 | 0 | 0 | 0 | 0 | 35 | 4 | 39 | 984 | 752 | 644 | 578 | 172 | 153 | 0 | 0 | 0 | 0 | 1,800 | 1,483 |
| 201 | New Castle, Pa* | | | | | 3 | 24 | | | | | | | | | | | | | 1,305 | 1,138 |
| 202 | Norristown, Pa | | | | | 5 | 39 | | | 1,503 | 822 | 674 | 565 | 119 | 116 | | | | | 2,296 | 1,503 |
| 203 | Philadelphia, Pa | 3 | 21 | | | *e*102 | *e*2,193 | | | | | | | | | | | | | *k*105,541 | 94,145 |
| 204 | Pittsburgh, Pa* | | | 28 | 42 | 79 | 447 | | | | | | | | | | | | | 26,937 | 17,387 |
| 205 | Reading, Pa* | | | | | 3 | 139 | 19 | 161 | 6,711 | 5,587 | 572 | 535 | 248 | 235 | | | | | 7,531 | 6,357 |
| 206 | Scranton, Pa | | | | | 21 | 148 | | | 7,336 | 4,907 | 1,300 | 883 | 210 | 132 | | | 1,328 | 939 | 10,174 | 6,861 |
| 207 | Shamokin, Pa | | | | | 11 | 13 | 7 | 31 | 963 | 481 | 653 | 442 | 37 | 27 | | | | | 1,653 | 950 |
| 208 | Shenandoah, Pa | | | 4 | | 6 | 25 | | | 1,602 | 1,103 | 308 | 225 | 73 | 59 | | | 430 | *l*105 | 2,413 | 1,492 |
| 209 | Titusville, Pa | | | | | 1 | 33 | | | | | | | | | | | | | 1,835 | 1,180 |
| 210 | Williamsport, Pa | | | | | 14 | 47 | | | 1,701 | 1,158 | 1,546 | 952 | 129 | 106 | | | | | 3,376 | 2,216 |
| 211 | York, Pa | | | | | 9 | 38 | | | | | | | | | | | | | 2,435 | 1,762 |
| 212 | Lincoln, R. I | | | | | (41) | | | | | | | | | | | | | | 2,200 | 1,204 |
| 213 | Newport, R. I | | | 2 | 9 | 7 | 46 | | | 1,577 | 1,054 | 510 | 468 | 143 | 122 | | | 350 | 164 | 2,580 | 1,868 |
| 214 | Pawtucket, R. I | | | | | 5 | 42 | | | | | | | | | | | | | 3,699 | 1,902 |
| 215 | Providence, R. I | | | | | 17 | 272 | | | | | | | | | | | | | 13,993 | 9,630 |
| 216 | Warwick, R. I | | | | | (43) | | | | | | | | | | | | | | 1,837 | 1,096 |
| 217 | Woonsocket, R. I | | | | | 6 | 27 | | | | | | | | | | | | | 2,795 | 1,487 |
| 218 | Charleston, S. C | | | | | 5 | 86 | | | | | | | | | | | | | 7,284 | |
| 219 | Chattanooga, Tenn | | | | | 6 | 24 | | | | | | | | | | | | | 2,185 | 1,382 |
| 220 | Knoxville, Tenn* | | | | | 7 | 19 | | | | | | | | | | | | | 1,509 | 930 |
| 221 | Memphis, Tenn | | | | | 5 | 58 | | | | | | | | | | | | | 4,105 | 2,389 |
| 222 | Nashville, Tenn | | | | | 17 | 79 | 22 | 118 | 3,889 | 2,938 | 1,948 | 1,166 | 261 | 195 | | | | | 6,098 | 4,299 |
| 223 | Houston, Tex | | | | | 3 | 20 | | | | | | | | | | | | | *1,756 | *1,172 |

* From Report of the Commissioner of Education for 1879.
*a* These statistics are for the Kingston school district only.
*b* In corporate schools.
*c* In unclassified and arithmetic schools.
*d* In unclassified school.
*e* Includes special teachers.
*f* In ungraded and German schools.
*g* Exclusive of average attendance in normal school.
*h* In the night schools there were 6 teachers, an enrolment of 469, and an average attendance of 223.
*i* From a return for 1879.
*j* In primary and grammar schools.
*k* There was also an enrolment in the night schools of 8,617.
*l* Based on the number of months all the schools were open.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &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 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 |
| 224 | San Antonio, Tex | .... | .... | .... | .... | 4 | 18 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,584 | 934 |
| 225 | Burlington, Vt | .... | .... | .... | .... | 1 | 31 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,566 | ..... |
| 226 | Rutland, Vt | .... | .... | .... | .... | 7 | 57 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,395 | ..... |
| 227 | Alexandria, Va | 0 | 0 | 0 | 0 | 4 | 13 | 44 | 61 | 723 | 537 | 325 | 267 | 0 | 0 | 0 | 0 | 0 | 0 | 1,048 | 804 |
| 228 | Danville, Va | .... | .... | .... | .... | 5 | 10 | 12 | 27 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,059 | 724 |
| 229 | Lynchburg, Va | .... | .... | .... | .... | 7 | 24 | ..... | ..... | 1,261 | 740 | 443 | 245 | 111 | 85 | ..... | ..... | ..... | ..... | 1,815 | 1,070 |
| 230 | Norfolk, Va | .... | .... | .... | .... | 6 | 20 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,613 | 1,117 |
| 231 | Petersburg, Va* | .... | .... | .... | .... | 3 | 25 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,985 | 1,494 |
| 232 | Portsmouth, Va | .... | .... | .... | .... | 4 | 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,010 | 611 |
| 233 | Richmond, Va | .... | .... | .... | .... | 18 | 111 | ..... | ..... | 4,150 | 3,540 | 1,400 | 1,050 | 271 | 188 | ..... | ..... | ..... | ..... | 5,821 | 4,778 |
| 234 | Appleton, Wis | .... | .... | .... | .... | 5 | 23 | 8 | 36 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,638 | 1,490 |
| 235 | Fond du Lac, Wis | .... | .... | .... | .... | 8 | 38 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,321 | 1,515 |
| 236 | Janesville, Wis | .... | .... | .... | .... | 1 | 35 | ..... | ..... | 1,145 | ..... | 474 | ..... | 108 | ..... | ..... | ..... | ..... | ..... | 1,727 | 1,318 |
| 237 | La Crosse, Wis | .... | .... | .... | .... | 7 | 35 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,559 | 2,482 |
| 238 | Madison, Wis | .... | .... | .... | .... | 5 | 29 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,939 | 1,745 |
| 239 | Milwaukee, Wis | .... | .... | .... | .... | (239) | | 213 | 452 | 3,826 | 2,441 | 12,914 | 8,448 | 322 | 238 | 23 | 22 | ..... | ..... | 17,085 | 11,149 |
| 240 | Oshkosh, Wis | .... | .... | .... | .... | 7 | 46 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,217 | 2,017 |
| 241 | Racine, Wis | .... | .... | .... | .... | 6 | 40 | 35 | 81 | *a*2,161 | *a*1,514 | ..... | ..... | 141 | 106 | ..... | ..... | ..... | ..... | 2,302 | 1,620 |
| 242 | Watertown, Wis | .... | .... | .... | .... | 4 | 18 | 15 | 37 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,138 | 740 |
| 243 | Georgetown, D. C *b* | 0 | 2 | 0 | 0 | 16 | 243 | ..... | ..... | 10,498 | 8,341 | 5,031 | 3,997 | 179 | 150 | 20 | 20 | 0 | 0 | 15,728 | 12,508 |
| 244 | Washington, D. C *b* | | | | | | | | | | | | | | | | | | | | |

*a* In primary and grammar schools.

*From Report of the Commissioner of Education for 1879

*b* These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1880, *&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 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 |
| 1 | Mobile, Ala* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*$50 | *a*$50 | ..... | ..... | *a*$60 | *a*$60 |
| 2 | Selma, Ala | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 3 | Little Rock, Ark | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 51 | *b*$1,500 | ..... | ..... | *b*720 | *b*$900 | ..... | *ab*60 | *ab*60 |
| 4 | Los Angeles, Cal* | 366 | ..... | 2,142 | ..... | ..... | ..... | 35 | ..... | ..... | 43 | 1,500 | ..... | 825 | 875 | ..... | ..... | 900 | 900 |
| 5 | Oakland, Cal | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,400 | $900 | ..... | 1,215 | 1,800 | ..... | ..... | 895 |
| 6 | Sacramento, Cal* | 4,800 | ..... | 8,695 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *ab*150 | *ab*50 | ..... | *ab*100 | *a*162 | *a*$77 | ..... | *ab*80 |
| 7 | San Francisco, Cal | ..... | ..... | ..... | ..... | 49.5 | 43 | 39 | ..... | 23.7 | ..... | 4,000 | 3,000 | *a*113¾ | *a*113¾ | *a*187½ | *a*187½ | *a*77½ | *a*77½ |
| 8 | Stockton, Cal | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 42 | 900 | ..... | ..... | 675 | *b*1,200 | ..... | ..... | *ab*81 |
| 9 | Denver, Colo. (⅚ of city) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,700 | ..... | ..... | 1,000 | 1,200 | 1,000 | ..... | 800 |
| 10 | Bridgeport, Conn | ..... | ..... | ..... | ..... | 41.1 | 40.9 | 23 | ..... | ..... | ..... | 2,200 | ..... | ..... | 437½ | 1,300 | 612 | ..... | 475 |
| 11 | Danbury, Conn | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 12 | Greenwich, Conn | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 13 | Hartford, Conn | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 | Meriden, Conn | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 39 | 600 | ..... | ..... | ..... | 1,115 | ..... | *a*44 | *a*44 |
| 15 | New Britain, Conn* | 470 | ..... | 2,812 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 16 | New Haven, Conn | ..... | ..... | ..... | ..... | 46 | 41 | 25 | ..... | ..... | ..... | 2,700 | 600 | ..... | ..... | ..... | ..... | ..... | *b*750 |
| 17 | New London, Conn* | 40 | ..... | 2,003 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 18 | Norwalk, Conn* | 139 | ..... | 2,714 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 19 | Norwich, Conn* *c* | ..... | ..... | ..... | ..... | 33 | 26 | ..... | ..... | 10 | ..... | *d*2,000 | ..... | ..... | 450 | 1,500 | ..... | ..... | 580 |
| 20 | Stamford, Conn | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 21 | Waterbury, Conn | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 22 | Wilmington, Del | ..... | ..... | ..... | ..... | ..... | (40) | ..... | ..... | 15 | ..... | *b*1,600 | ..... | ..... | 368 | ..... | 700 | ..... | 490 |
| 23 | Jacksonville, Fla* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *b*720 | ..... | 307 |
| 24 | Key West, Fla* *e* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 48.7 | *f*400 | ..... | ..... | *b*450 | ..... | ..... | ..... | *b*450 |
| 25 | Atlanta, Ga | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 42 | *b*1,880 | ..... | (1,410) | | (1,410) | | (575) | |

* From Report of the Commissioner of Education for 1879.
*a* Monthly salaries.
*b* These are maximum salaries.
*c* The report here given, exclusive of population, is for the central school district only, which comprises about one-half the city.
*d* Salary of principal of schools.
*e* Including Monroe County.
*f* For county superintendent.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &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 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 |
| 26 | Augusta, Ga | | | | | | | | | | | 1,500 | | (*a*$60) | | (*a*$70) | | (*a*$60) | |
| 27 | Columbus, Ga | | | | | 53 | 37 | | | | | 1,500 | | | $360 | $1,050 | | | $405 |
| 28 | Macon, Ga*b* | | | | | | | | | | 33 | *c*1,800 | | | *c*360 | *c*700 | *c*$450 | | *c*405 |
| 29 | Belleville, Ill | | | | | 47 | 45 | | | | 46 | 1,500 | | | | | | | |
| 30 | Chicago, Ill | 22,596 | | 82,158 | | 60 | 50 | 40 | | | | 3,600 | 2,700 | | 935 | 1,622 | 1,410 | | 695 |
| 31 | Danville, Ill | | | | | | | | | | 37 | 1,200 | | 450 | 450 | 540 | | $405 | 360 |
| 32 | Decatur, Ill* | | | | | | | | | | | | | | | | | | |
| 33 | Elgin, Ill | | | | | 40.7 | 41.4 | 6.7 | 0 | 0 | 36.1 | 1,000 | | | 350 | | 450 | | |
| 34 | Freeport, Ill* | | | | | | | | | | | *c*1,600 | | | *ac*40 | | *ac*60 | | *ac*40 |
| 35 | Galesburg, Ill | | | | | | | | | | 42 | *c*1,600 | | | *c*475 | | | | *c*405 |
| 36 | Jacksonville, Ill* | | | | | | | | | | 37 | 1,500 | | | 445 | 700 | 700 | | 445 |
| 37 | Joliet, Ill | | | | | | | | | | 40 | | | | | | | | |
| 38 | Ottawa, Ill* | | | | | | | | | | 47.5 | | | | | | | | |
| 39 | Peoria, Ill | | | | | 56 | 40 | 35 | | | | 2,000 | | | 650 | 1,200 | 750 | 475 | |
| 40 | Quincy, Ill | | | | | | | | | | 46.6 | 1,400 | | | 576 | | 850 | | 462½ |
| 41 | Rockford, Ill | | | | | | | | | | 32 | | | 450 | 400 | 1,200 | | | 320 |
| 42 | Rock Island, Ill | 410 | | 2,576 | | 55 | 34 | 31 | | | 41 | 1,600 | | | 540 | 1,000 | | 450 | 475 |
| 43 | Springfield, Ill* | | | | | | | | | | | | | | | | | | |
| 44 | Fort Wayne, Ind | 3,000 | 2,200 | 6,541 | 5,017 | 45 | 27 | 24 | 8 | | 37 | 2,500 | | 600 | 419 | 1,300 | | 1,200 | 662 |
| 45 | Indianapolis, Ind | | | | | (40.8) | | 40 | 9 | | | *c*2,600 | *d*1,800 | (*c*1,900) | | (*f*570) | | | |
| 46 | Logansport, Ind | | | | | 47 | 39 | 20 | | | 42 | *c*1,500 | | 400 | 388 | 550 | | 550 | 410 |
| 47 | Madison, Ind* | | | | | | | | | | 30 | | | | *ca*50 | *ca*45 | | | *ca*40 |
| 48 | Richmond, Ind | | | | | | | | | | | | | | | | | | |
| 49 | South Bend, Ind | | | | | | | | | | | 1,200 | | *a*40 | 40 | *a*57½ | *a*50 | | |
| 50 | Terre Haute, Ind | | | | | | | | | | | *c*2,500 | | *c*475 | *c*550 | *c*1,000 | *c*800 | *c*575 | *c*575 |
| 51 | Vincennes, Ind* | | | | | | | | | | | 1,600 | | | *c*500 | | | | *c*500 |
| 52 | Burlington, Iowa* | 1,200 | 800 | 4,539 | 3,131 | (35) | | 27 | 93 | | 35 | 1,650 | | | 375 | 930 | 400 | | 360 |
| 53 | Clinton, Iowa | | | | | | | | | | | 1,600 | | | *a*50 | | *a*60 | | *a*50 |
| 54 | Council Bluffs, Iowa | | | | | | | | | | 29 | *c*1,600 | | *ca*50 | *ac*47 | 750 | *ac*53 | | |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 55 | Davenport, Iowa | | | | | 47 | 40 | 62 | 8 | 35 | 46 | 1,800 | | 500 | 436 | 1,066 | 833 | | 540 |
| 56 | Des Moines, west side, Iowa. | | | | | | | | | | 38 | *c*1,500 | | 607½ | *c*625 | *c*1,100 | *c*1,100 | 570 | |
| 57 | Dubuque, Iowa | | | | | | | 21 | | | 36 | | | | | 1,500 | | 600 | 400 |
| 58 | Keokuk, Iowa* | | | | | | | | | | 48 | 1,350 | | | *a*40 | | *a*40 | | *a*25 |
| 59 | Ottumwa, Iowa | | | | | | | | | | 50 | 1,500 | | | 550 | | 600 | | *a*40 |
| 60 | Lawrence, Kans | | | | | | | | | | | 1,000 | | 585 | | 585 | | | |
| 61 | Leavenworth, Kans | | | | | | | | | | | 2,100 | | | 500 | | 750 | | 450 |
| 62 | Topeka, Kans* | | | | | | | | | | 57 | 1,000 | | | | *c*595 | *c*595 | *c*450 | *c*450 |
| 63 | Covington, Ky | | | | | | | | | | | | | | | | | | |
| 64 | Lexington, Ky* | | | | | | | | | | 48 | 600 | | *g*1,000 | | | | | |
| 65 | Louisville, Ky | | | | | | (47) | | 33 | | 46 | 2,400 | 1,350 | (650) | | (1,350) | | (600) | |
| 66 | Newport, Ky | | | | | | | | 0 | 0 | 47 | 1,500 | | | 400 | 950 | | | 475 |
| 67 | Paducah, Ky | | | | | *h*55 | *h*42 | *h*18 | | | *h*38 | | | | *h*375 | *h*700 | | | |
| 68 | New Orleans, La | | | | | 41 | 28 | 26 | | | 38 | 3,000 | | | 570 | 825 | 690 | | 445 |
| 69 | Auburn, Me | | | | | | | | | | 35 | | | | *c*500 | | *c*800 | | |
| 70 | Augusta, Me | 100 | | 1,300 | | | | | | | 22.5 | *c*300 | | | | *c*1,400 | | | |
| 71 | Bangor, Me | | | | | | | | | | | *c*700 | | | *ac*34 | | | | |
| 72 | Biddeford, Me | | | | | | | | | | 45 | 650 | | | *c*350 | *c*1,050 | | | *c*425 |
| 73 | Lewiston, Me* | | | | | 35 | 41 | 32 | 20 | | | 1,500 | | | 289 | 1,500 | | | 414 |
| 74 | Portland, Me | | | | | 51 | 37 | 32 | | | | 2,250 | | | 500 | *c*1,440 | *c*750 | | *c*600 |
| 75 | Rockland, Me | | | | | | | | | | 36 | | | | *ac*28 | *c*900 | | | *ac*36 |
| 76 | Baltimore, Md | | | | | | | | | | | *c*2,500 | *c*1,800 | | *c*696 | *c*1,500 | *c*900 | *c*900 | *c*648 |
| 77 | Cumberland, Md*i* | | | | | | | | | | | 1,500 | | | | | | | |
| 78 | Frederick, Md* | | | | | | | | | | | | | 300 | 300 | 450 | 450 | 270 | 270 |
| 79 | Boston, Mass | | | | | 44 | 43 | 24 | 23 | 10 | | *c*4,200 | *cj*3,780 | | 624 | 2,730 | 1,800 | *c*2,280 | *c*1,080 |
| 80 | Brockton, Mass | | | | | | | | | | | | | | 318¾ | 700 | | | |
| 81 | Brookline, Mass* | | | | | | | | | | | 2,400 | | | | | | | |
| 82 | Cambridge, Mass | | | | | 39 | 34 | 35 | 8 | | | *c*2,700 | | | *c*600 | *c*1,900 | | | *c*620 |
| 83 | Chelsea, Mass* | 443 | | 4,344 | | | | | | | | | | | | | | | |
| 84 | Chicopee, Mass | | | | | | | | | | 30.7 | *c*1,600 | | | 380 | 1,000 | 600 | | 380 |
| 85 | Fitchburg, Mass | 30 | 24 | 2,731 | 1,842 | 39 | 32 | 28 | 0 | 8 | 32 | 1,800 | | | 350 | 933⅓ | | | 400 |
| 86 | Gloucester, Mass | 35 | 30 | 4,161 | 3,253 | 35 | 38 | 33 | 21 | | 36 | 2,000 | | | 350 | *c*1,500 | *c*1,050 | | 345 |
| 87 | Haverhill, Mass | | | | | | | | | | | | | | 490⅝ | 1,325 | *c*1,200 | | 488 |
| 88 | Holyoke, Mass | 1,566 | 1,064 | 5,307 | 2,853 | 39 | 28 | 21 | | 13 | | 1,660 | | | 440 | 1,100 | 440 | | 440 |
| 89 | Lawrence, Mass | | | | | | | | | | | | | | | | | | |
| 90 | Lowell, Mass | | | | | | | | | | | | | | | | | | |
| 91 | Lynn, Mass* | 115 | 95 | 6,348 | 4,806 | 51.8 | 43.5 | 33.8 | | 44 | 43.3 | 2,000 | | | 400 | 1,300 | 650 | | 400 |
| 92 | Malden, Mass | | | | | 39 | 36 | 27 | | 36 | | 2,000 | | | 500 | | 966⅔ | | 500 |
| 93 | Marlborough, Mass | | | | | | | | | | 40 | | | | 324 | 1,050 | 335 | | 360 |
| 94 | Milford, Mass* | 90 | | 2,439 | | | | | | | | | | | | | | | |
| 95 | New Bedford, Mass* | 230 | | 4,730 | | | | | | | | | | | | | | | |
| 96 | Newburyport, Mass* | 193 | | 2,488 | | | | | | | | | | | | | | | |
| 97 | Newton, Mass | | | | | | | | | | | *c*2,700 | | | 550 | *c*1,900 | *c*750 | (*c*750) | |
| 98 | Northampton, Mass | | | | | | | | | | 31 | *c*1,000 | | | *c*372 | | *c*309 | | |
| 99 | Pittsfield, Mass | | | | | | | | | | 29 | *c*1,000 | | | *c*400 | *c*1,000 | *c*800 | | *c*400 |

* From Report of the Commissioner of Education for 1879.
*a* Monthly salaries.
*b* Including Bibb County.
*c* These are maximum salaries.
*d* Salary of male assistant; female assistant, $1,200.
*e* Maximum salary of principals in primary and grammar schools.
*f* Maximum salary of assistants in primary and grammar schools.
*g* Maximum salary in white schools; $360 in colored schools.
*h* These statistics are for white schools only.
*i* Includes Alleghany County.
*j* Salary of supervisors.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &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 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 |
| 100 | Quincy, Mass* | | | | | | | | | | | $2,000 | | | *a*$500 | $1,000 | *a*$1,000 | | *o*$475 |
| 101 | Salem, Mass* | | | | | 33 | 35 | 19 | | 10 | 29 | 2,500 | | | 600 | 1,800 | 1,800 | | 600, 800 |
| 102 | Somerville, Mass | | | | | 52 | 40 | 31 | | | 44 | 1,800 | | | 495½ | 1,680 | 598 7/12 | | 241⅔ |
| 103 | Springfield, Mass | 475 | 360 | 6,767 | 4,822 | | | | | | 40 | 3,000 | | | 540 | 1,700 | 950 | | 545 |
| 104 | Taunton, Mass | 113 | 73 | 4,044 | 2,971 | 39 | 31 | 34 | | 32 | | 1,500 | | | 464 | 914 | 650 | | 415 |
| 105 | Waltham, Mass | | | | | | | | | | 33 | 1,700 | | | 400 | 1,400 | | | 450 |
| 106 | Weymouth, Mass* | 40 | | 2,142 | | | | | | | | | | | | | | | |
| 107 | Woburn, Mass | | | | | 41 | 34 | 21 | | | | 1,800 | | | 400 | 850 | 425 | | |
| 108 | Worcester, Mass | | | | | 42 | 43 | 33 | | 16 | 39 | 2,430 | | | 503 | 1,800 | 647½ | $900 | 546¼ |
| 109 | Adrian, Mich | | | | | | | | | | | | | | | | | | |
| 110 | Ann Arbor, Mich | 300 | | 2,177 | | 47 | 39 | 34 | | | 41 | 1,800 | | | 312½ | | 450 | | 362½ |
| 111 | Bay City, Mich* | | | | | | (45) | 18 | | | | 1,700 | | | 300 | 600 | 550 | | 325 |
| 112 | Detroit, Mich | | | | | 54 | 34 | 26 | | | 44 | *a*3,300 | | *a*$825 | 728 | *a*1,500 | 1,177 | | 511 |
| 113 | East Saginaw, Mich | 329 | | 3,340 | | 42 | 41 | 29 | 0 | 0 | | 2,200 | | 500 | 420 | 800 | 500 | | 445 |
| 114 | Flint, Mich* | | | | | | | | | | 36.3 | *a*1,600 | | | *a*340 | | | | *a*450 |
| 115 | Grand Rapids, Mich | | | | | 40 | 32 | 26 | | 21 | | 2,000 | | 500 | 508 | 1,300 | | 600 | 466 |
| 116 | Muskegon, Mich | | | | | | | | | | 36 | 1,200 | | | 425 | | 420 | | *a*300 |
| 117 | Port Huron, Mich | | | | | | | | | | | | | | | | | | |
| 118 | Saginaw, Mich | | | | | 49 | 41 | 28 | | | 46 | 1,600 | $900 | 750 | 350 | | 300 | | |
| 119 | Minneapolis, Minn | | | | | | | | | | | 2,500 | | | 575 | (850) | | (550) | |
| 120 | St. Paul, Minn | | | | | 41 | 27 | 25 | | | 38 | 2,000 | | | 900 | 1,450 | 1,200 | | 600 |
| 121 | Stillwater, Minn | 600 | 400 | 1,700 | 1,200 | | | | | | 42 | 1,500 | | | *b*50 | | | | 500 |
| 122 | Winona, Minn | | | | | | | | | | 39 | 1,600 | 600 | (450) | | (550) | | | |
| 123 | Vicksburg, Miss* | | | | | | | | | | | *c*180 | | | *a*315 | *a*630 | *a*495 | *a*405 | *a*405 |
| 124 | Hannibal, Mo* | | | | | 68 | 35 | | | | 47 | 350 | | | 420 | 765 | | | 420 |
| 125 | Kansas City, Mo* | | | | | | | | | | 50 | 2,000 | | | | | *ab*90 | | *ab*50 |
| 126 | St. Joseph, Mo | | | | | 53 | 43 | 31 | | | 50 | 2,000 | | | 575 | 800 | 800 | 500 | 500 |
| 127 | St. Louis, Mo | | | | | 46 | 33 | 30 | 17 | 31 | | 3,500 | 2,500 | | 1,000 | | 1,900 | 555 | 555 |
| 128 | Sedalia, Mo* | | | | | | | | | | 61 | 1,200 | | | *b*38 | *b*57 | | | *b*40 |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 129 | Omaha, Nebr | | | | | | | | | | 59 | 2,400 | | 900 | | 1,200 | 1,000 | 700 | |
| 130 | Virginia City, Nev*d* | | | | | | | | | | 42 | | | | *b*96 | *b*150 | *b*121⅔ | | *b*115 |
| 131 | Dover, N. H | 120 | 79 | 2,000 | 1,515 | 41 | 35 | 30 | 15 | 18 | 31 | 1,500 | | | 332½ | 1,000 | 400 | | 400 |
| 132 | Manchester, N. H | 2,050 | 1,250 | 6,400 | 4,068 | 41 | 35 | 35 | | 9 | 33 | 1,500 | | | 400 | 1,250 | | | 450 |
| 133 | Nashua, N. H | | | | | | | | | | | *a*1,000 | | | *a*390 | *a*1,200 | *a*450 | | *a*400 |
| 134 | Portsmouth, N. H | | | | | | | | | | | | | *a*325 | | *a*1,000 | | | *a*425 |
| 135 | Camden, N. J | | | | | | | | | | | 1,000 | | | 500 | 1,200 | 800 | | 500 |
| 136 | Elizabeth, N. J | | | | | | | | | | 47 | 450 | | | *a*650 | | *a*700 | | *a*500 |
| 137 | Jersey City, N. J | | | | | | | | | | | 2,100 | | (820) | | 1,500 | 820 | | 443 |
| 138 | Newark, N. J* | | | | | | | | | | 45 | 2,250 | | 1,050 | 700 | 1,700 | | 1,000 | 525 |
| 139 | New Brunswick, N. J | | | | | 40 | 39 | 29 | | | 39 | *e*2,500 | | | *f*560 | *f*1,000 | *f*550 | | 457 |
| 140 | Orange, N. J | | | | | 35 | 33 | 27 | | | 34 | *g*2,200 | | | 700 | | | | 525 |
| 141 | Paterson, N. J | | | | | 37 | 33 | 23 | | 17 | 31 | 2,000 | | 650 | 600 | 1,057 | | | 496⅞ |
| 142 | Plainfield, N. J | | | | | | | | | | | | | | | | | | |
| 143 | Trenton, N. J | 2,604 | | 4,859 | | 48 | 28 | 23 | | | | 500 | | | 600 | 1,000 | | | 450 |
| 144 | Albany, N. Y | | | | | | | | | | 41 | *a*2,500 | | 665 | | 1,630 | | | 475 |
| 145 | Auburn, N. Y | 1,200 | 830 | 4,249 | 3,062 | 41 | 28 | 27 | | | 35 | 1,800 | | | 425 | | 615 | | 407 |
| 146 | Binghamton, N. Y | | | | | | | | | | 37.3 | *a*1,500 | | | *a*462 | *a*1,000 | *a*800 | | *a*462 |
| 147 | Brooklyn, N. Y | | | | | | | | | | | *a*5,000 | *a*4,000 | (*a*1,500) | | *a*2,700 | *a*1,800 | *a*900 | *a*900 |
| 148 | Buffalo, N. Y | | | | | | | | | | 33 | 2,500 | 1,200 | 1,431 | 683 | 1,431 | 683 | | 556 |
| 149 | Cohoes, N. Y | 500 | | 3,174 | | 38 | 31 | 22 | | 20 | 33 | 1,500 | | | 481 | | 756¼ | | 553½ |
| 150 | Elmira, N. Y | | | | | | | | | | | 2,000 | | | 480 | 1,500 | | | 530 |
| 151 | Hornellsville, N. Y | | | | | | | | | | 32 | 1,800 | | | 325 | 850 | 500 | | 350 |
| 152 | Hudson, N. Y | | | | | | | | | | | | | | | | | | |
| 153 | Ithaca, N. Y | 90 | 65 | 2,065 | 1,449 | 51 | 42 | 21 | | | 43 | 1,800 | | | 420 | | 633 | | 410 |
| 154 | Kingston, N. Y*h* | 197 | 141 | 2,086 | 1,224 | | | | | | | | | | 400 | 825 | | | 400 |
| 155 | Lockport, N. Y | | | | | 43 | 34 | 39 | | | 39 | 1,000 | | | 600 | | 900 | | 411½ |
| 156 | Long Island City, N. Y* | | | | | | | | | | 47 | 500 | | | 700 | 1,300 | 700 | | 525 |
| 157 | Newburgh, N. Y | | | | | | | | | | 40 | 1,500 | | | 670 | 1,200 | | | 483 |
| 158 | New York, N. Y | | | | | | (43) | | | | | 5,225 | 4,038 | | 1,350 | 2,625 | 1,450 | 1,500 | 800 |
| 159 | Ogdensburg, N. Y | | | | | | | | | | | 1,200 | | | 350 | | 550 | | 350 |
| 160 | Oswego, N. Y | | | | | 45 | 39 | 26 | 44 | | 41 | 1,200 | | | 380 | 950 | 433⅓ | | 321⅜ |
| 161 | Poughkeepsie, N. Y | | | | | 40.2 | 28.3 | 25.5 | | | 31.3 | 1,200 | | | 375 | | 550 | | 373 |
| 162 | Rochester, N. Y | | | | | | | | | | 37.5 | 1,800 | | | 575 | 1,250 | 775 | | 400 |
| 163 | Rome, N. Y* | | | | | 47 | 27 | 26 | | | | *a*2,000 | | | *a*350 | | *a*700 | | *a*350 |
| 164 | Saratoga Springs, N. Y | | | | | 38.8 | 25 | 14 | | | | 1,300 | | | 400 | 750 | | | 400 |
| 165 | Schenectady, N. Y | | | | | | | | | | | | | | | | | | |
| 166 | Syracuse, N. Y | | | | | 41 | 40 | 38 | | | 39 | 1,800 | | | 567⅞ | 1,200 | 650 | | 400½ |
| 167 | Troy, N. Y | | | | | | | | | | 40 | *a*2,100 | | *a*750 | *a*550 | *a*1,350 | | | *a*425 |
| 168 | Utica, N. Y | 700 | 350 | 6,191 | 4,077 | 40 | 41 | 18 | 0 | 24 | 37 | 2,300 | | | 462 | 1,800 | 600 | | 475 |
| 169 | Watertown, N. Y | | | | | | | | | | | | | | | | | | |
| 170 | Wilmington, N. C* | 936 | | 1,802 | | | | | | | | | | | | | | | |
| 171 | Akron, Ohio | | | | | 51 | 44 | 30 | | | 47 | 2,000 | | | 535 | | 670 | | 440 |
| 172 | Canton, Ohio | | | | | 45 | 31 | 19 | | 24 | 42 | 1,500 | | 250 | 300 | 770 | 750 | | 430 |
| 173 | Cincinnati, Ohio | 16,435 | 14,953 | 52,556 | 42,232 | 48.9 | 43.5 | 50.5 | 38 | 25.2 | 47.6 | 3,500 | | 1,857 | | 2,100 | | 1,324 | 779 |
| 174 | Cleveland, Ohio | | | | | 52 | 40 | 30 | 31 | | 46 | *a*3,300 | *i*1,833 | | 519 | | 933 | | 578 |

* From Report of the Commissioner of Education for 1879.
*a* These are maximum salaries.
*b* Monthly salaries.
*c* Also county superintendent.
*d* Exclusive of Gold Hill, a separate district.
*e* The city superintendent is principal of all public schools.
*f* Salary of vice principals.
*g* The city superintendent is principal of high and grammar schools.
*h* These statistics are for the Kingston school district only.
*i* Salary of male assistants; female assistants, $1,200.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1880, *&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 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 |
| 175 | Columbus, Ohio | 1,927 | | 9,829 | | | | | | | | $3,000 | $2,200 | | $700 | $1,000 | $1,000 | $600 | $600 |
| 176 | Dayton, Ohio | | | | | | | | | | 38.4 | 2,500 | | | | | | | |
| 177 | Fremont, Ohio | | | | | 40 | 40 | 25 | | | 38 | *a*2,000 | | | 350 | | *a*650 | | *a*500 |
| 178 | Hamilton, Ohio | | | | | 52 | 44 | 34 | | | 48 | 1,600 | | $625 | 450 | 750 | | 650 | 600 |
| 179 | Ironton, Ohio | | | | | | | 33 | | | 46 | 1,200 | | | 403 | 570 | | | *b*50 |
| 180 | Mansfield, Ohio*c* | | | | | 56 | 47 | 38 | | | 47 | 1,620 | | | 350 | | 520 | | |
| 181 | Newark, Ohio* | 250 | 220 | 2,104 | 1,558 | 41 | 32 | 52 | | | 41 | 1,650 | | | 370 | | 450 | | 405 |
| 182 | Portsmouth, Ohio | 200 | 165 | 2,350 | 1,768 | | | | | | 40 | 1,300 | | 600 | | 680 | 492 | | |
| 183 | Sandusky, Ohio | 900 | 580 | 3,549 | 2,453 | 45 | 44.4 | 31 | | | 43.6 | 2,000 | | | 540 | 1,000 | | | 470 |
| 184 | Springfield, Ohio* | | | | | (38.8) | | 29.5 | | | | 2,000 | | 380 | 415 | 950 | | 605 | 512 |
| 185 | Steubenville, Ohio* | | | | | 45.5 | 50.2 | 42.3 | | | 48 | 1,600 | | | 500 | 875 | *a*600 | | 450 |
| 186 | Tiffin, Ohio | | | | | 36.2 | 45.2 | 26.2 | 0 | 0 | 37.1 | 1,200 | | | | 625 | 350 | | 400 |
| 187 | Toledo, Ohio* | | | | | | | | | | | *a*2,000 | | *a*600 | *a*600 | *a*700 | 600 | | *a*500 |
| 188 | Zanesville, Ohio* | | | | | | | | | | 35 | 1,200 | | | | 700 | 700 | | |
| 189 | Portland, Oreg | | | | | 48.8 | 38 | 22.9 | | | 42.5 | *a*1,800 | | 612 | 612 | 1,700 | 1,700 | 725 | 725 |
| 190 | Allegheny, Pa | | | | | | | | | | 45 | *a*1,800 | | *a*1,175 | *a*470⅓ | | | | |
| 191 | Allentown, Pa | | | | | | | | | | | | | | | *a*b54 | *a*b36 | | |
| 192 | Altoona, Pa | | | | | 49 | 41 | 34 | | | 46 | 1,000 | | | 328 | 517 | | 495 | 450 |
| 193 | Carbondale, Pa | | | | | | | | | | 51 | 300 | | 200 | 206 | 550 | 200 | | |
| 194 | Chester, Pa | | | | | | | | | | 47 | 500 | | | 377 | | 550 | | 500 |
| 195 | Danville, Pa | | | | | | | | | | | | | (*b*23½) | | *a*b50 | *a*b50 | | |
| 196 | Easton, Pa* | | | | | | | | | | | 1,500 | | | | | | | |
| 197 | Erie, Pa | | | | | | | | | | 42 | 2,000 | | | 350 | | 650 | | 410 |
| 198 | Harrisburg, Pa | | | | | 41 | 29 | 20 | | | 36 | *a*1,300 | | 505⅝ | 379⅓ | 628 | 507⅓ | | *a*370 |
| 199 | Lebanon, Pa | | | | | | | | | | 45 | 500 | | | *b*26 | *a*b58 | *b*54 | | |
| 200 | Meadville, Pa | 200 | 140 | 2,000 | 1,628 | | | | | | 43 | 1,200 | | | 391¼ | | 500 | | 393¾ |
| 201 | New Castle, Pa* | 35 | | 1,340 | | | | | | | | 1,000 | | | | | | | |
| 202 | Norristown, Pa | | | | | 35 | 35 | 29 | | | | 1,400 | | 700 | 420 | 700 | | | 482 |
| 203 | Philadelphia, Pa | | | | | (45) | | 29 | 40 | | 45 | | | (433⅜) | | 1,487⅓ | 844⅓ | (429) | |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 204 | Pittsburgh, Pa* | 12,000 | | 38,937 | | | | | | | | 1,200 | | | 320 | | 425 | | |
| 205 | Reading, Pa* | 800 | 655 | 8,331 | 7,012 | 46 | 41 | 29 | | | | 1,800 | | 350 | 350 | 500 | 400 | 400 | 400 |
| 206 | Scranton, Pa | | | | | 49 | 23 | 26 | | 25 | | 800 | | 278 | 278 | 345 7/12 | 315 | | 270 |
| 207 | Shamokin, Pa | 300 | 254 | 1,953 | 1,204 | 44 | 40 | 37 | | | | 1,500 | | *b*40 | *b*29 1/3 | | *b*32 1/3 | | |
| 208 | Shenandoah, Pa | | | | | 61 | 38 | 20 | | | | 1,750 | | | | | | | |
| 209 | Titusville, Pa | | | | | | | | | | 34 | 1,200 | | *a*306 | 283 | 600 | | (360) | |
| 210 | Williamsport, Pa | | | | | 39 | 32 | 27 | | | | 1,650 | | *a*324 | *a*324 | | *a*450 | | |
| 211 | York, Pa | | | | | | | | | | 45 | | | | | | | | |
| 212 | Lincoln, R. I | | | | | | | | | | | | | | | | | | |
| 213 | Newport, R. I | 795 | | 3,375 | | 46 | 39 | 33 | | 16 | | *a*2,000 | | | *a*440 | *a*1,200 | *a*800 | | |
| 214 | Pawtucket, R. I | | | | | | | | | | 41 | 800 | | | | | | | |
| 215 | Providence, R. I | | | | | | | | | | | *a*2,250 | | | *a*525 | *a*1,900 | | | *a*700 |
| 216 | Warwick, R. I | | | | | | | | | | | | | | | | | | |
| 217 | Woonsocket, R. I | | | | | | | | | | 42 | 500 | | | 400 | 700 | 450 | | |
| 218 | Charleston, S. C | | | | | | | | | | | 1,500 | | 1,200 | 1,200 | | | | |
| 219 | Chattanooga, Tenn | | | | | | | | | | | 1,200 | | (450) | | (800) | | (450) | |
| 220 | Knoxville, Tenn* | | | | | | | | | | 40 | 1,200 | | *b*45 | *b*45 | *b*60 | *b*60 | *b*40 | *b*40 |
| 221 | Memphis, Tenn | | | | | | | | | | | *a*1,500 | | *ab*60 | | (*ab*100) | | | *ab*60 |
| 222 | Nashville, Tenn | 400 | 360 | 6,498 | 4,659 | 47 | 46 | 28 | | | 40 | 2,000 | | 600 | 550 | 1,000 | 550 | 600 | 550 |
| 223 | Houston, Tex | | | | | | | | | | | | | | | | | | |
| 224 | San Antonio, Tex | | | | | | | | | | | *a*1,500 | | | *ab*50 | | *ab*60 | | *ab*60 |
| 225 | Burlington, Vt | | | | | | | | | | | | | | | | | | |
| 226 | Rutland, Vt | | | | | | | | | | | | | | | | | | |
| 227 | Alexandria, Va | 1,094 | 850 | 2,142 | 1,654 | 49 | 44 | | | | | 350 | | 325 | 390 | 750 | 550 | 700 | 450 |
| 228 | Danville, Va | | | | | | | | | | 48 | 100 | | *b*100 | *b*40 | | | | *b*45 |
| 229 | Lynchburg, Va | | | | | 37 | 35 | 21 | | | | 1,040 | | 500 | 355 | 550 | 600 | | 467 |
| 230 | Norfolk, Va | | | | | | | | | | 43 | 1,080 | | | 500 | 900 | 600 | | 600 |
| 231 | Petersburg, Va* | | | | | | | | | | | 960 | | | *b*43 | | | *b*50 | |
| 232 | Portsmouth, Va | | | | | | | | | | | | | | | | | | |
| 233 | Richmond, Va | | | | | 40 | 36 | 25 | | | | 1,485 | | 1,093 1/2 | 367 | 1,125 | | 382 1/2 | 388 |
| 234 | Appleton, Wis | 316 | | 1,954 | | | | | | | | | | | | | | | |
| 235 | Fond du Lac, Wis | | | | | | | | | | 34 | 500 | | 400 | 325 | 550 | | | 375 |
| 236 | Janesville, Wis | | | | | | | | | | | 1,500 | | | 290 | | *b*40 | | |
| 237 | La Crosse, Wis | | | | | | | | | | | 800 | | | 400 | 1,100 | | | 500 |
| 238 | Madison, Wis | | | | | | | | | | | 2,000 | | | 407 | | 555 | | 407 |
| 239 | Milwaukee, Wis | 7,392 | 6,681 | 24,477 | 17,830 | 51 | 51 | 30 | 22 | | | 3,000 | | (800) | | (1,450) | | (525) | |
| 240 | Oshkosh, Wis | | | | | | | | | | | | | | | | | | |
| 241 | Racine, Wis | 1,034 | 850 | 3,336 | 2,470 | (36) | | 27 | | | 35 | 333 | | 950 | 550 | 950 | 550 | | 400 |
| 242 | Watertown, Wis | | 500 | | 1,240 | | | | | | | 300 | | 500 | 350 | 800 | | | 450 |
| 243 | Georgetown, D. C *d* | | | | | 54 | 46 | 37 | 20 | | 51 | 2,430 | 1,650 | | 562 | 944 | 777 | | 330 |
| 244 | Washington, D. C *d* | | | | | | | | | | | | | | | | | | |

* From Report of the Commissioner of Education for 1879.
*a* These are maximum salaries.
*b* Monthly salaries.
*c* From a return for 1879.
*d* These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &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 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 |
| 1 | Mobile, Ala* | *a*$125 | *a*$125 | *a*$60 | *a*$60 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | $75,000 | ..... | $5,000 | $1,000 | $81,000 |
| 2 | Selma, Ala | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | $7,500 | (2,750) | | 10,250 |
| 3 | Little Rock, Ark | *b*900 | ..... | ..... | *b*600 | ..... | ..... | ..... | ..... | ..... | ..... | *b*$630 | ..... | ..... | ..... | ..... | 59,800 |
| 4 | Los Angeles, Cal* | ..... | ..... | 1,000 | 1,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15,000 | 65,000 | 3,500 | 1,000 | 84,500 |
| 5 | Oakland, Cal | 2,700 | ..... | 1,650 | 1,200 | ..... | ..... | $780 | ..... | $1,500 | $1,500 | ..... | 119,225 | 209,500 | (36,600) | | 365,325 |
| 6 | Sacramento, Cal* | *ab*250 | ..... | *ab*175 | *ab*100 | ..... | ..... | *ab*50 | *ab*$25 | ..... | ..... | ..... | ..... | (220,000) | ..... | 1,500 | 221,500 |
| 7 | San Francisco, Cal | *a*260 | *a*260 | *a*163¾ | *a*122½ | ..... | ..... | *a*50 | *a*50 | 135 | *a*135 | ..... | 1,930,000 | 920,000 | 185,000 | 25,000 | 3,060,000 |
| 8 | Stockton, Cal | *b*2,000 | ..... | *b*1,700 | *b*900 | ..... | ..... | ..... | ..... | *b*1,100 | ..... | *b*1,200 | 22,750 | 95,908 | 11,420 | *c*5,158 | 135,236 |
| 9 | Denver, Colo. (⅛ of city) | 2,000 | ..... | 1,000 | 1,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 403,000 |
| 10 | Bridgeport, Conn | 1,800 | ..... | ..... | 750 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 57,400 | 85,800 | 12,575 | 8,175 | 163,950 |
| 11 | Danbury, Conn | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 12 | Greenwich, Conn | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 13 | Hartford, Conn | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 | Meriden, Conn | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 28,965 | 129,739 | 15,055 | ..... | 173,759 |
| 15 | New Britain, Conn* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 16 | New Haven, Conn | *b*2,500 | ..... | 1,200 | ..... | ..... | ..... | ..... | ..... | 2,000 | 2,000 | ..... | 100,000 | 500,000 | 40,000 | 10,000 | 650,000 |
| 17 | New London, Conn* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 18 | Norwalk, Conn* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 19 | Norwich, Conn* *d* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,000 | ..... | ..... | 22,000 | 65,000 | 7,000 | 1,150 | 95,150 |
| 20 | Stamford, Conn | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 21 | Waterbury, Conn | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 22 | Wilmington, Del | 1,300 | 1,000 | ..... | 605 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | (250,000) | | (18,000) | | 268,000 |
| 23 | Jacksonville, Fla* | *b*1,000 | ..... | ..... | *b*480 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6,000 | 14,000 | 1,500 | 700 | 22,200 |
| 24 | Key West, Fla* *e* | *b*1,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,800 | 14,000 | 1,000 | 200 | 17,000 |
| 25 | Atlanta, Ga | (*b*1,692) | | (*b*850) | | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 175,000 |
| 26 | Augusta, Ga | 1,200 | ..... | 720 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 765 | 10,000 | 12,000 | 2,000 | 200 | 24,200 |
| 27 | Columbus, Ga | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5,000 | 17,500 | 2,500 | *c*1,500 | 26,500 |
| 28 | Macon, Ga *f* | *b*1,350 | ..... | ..... | *b*495 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5,000 | 25,000 | 3,000 | ..... | 33,000 |
| 29 | Belleville, Ill | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 20,000 | 45,000 | 6,000 | 1,000 | 72,000 |
| 30 | Chicago, Ill | 2,187½ | ..... | 1,315 | 990 | ..... | ..... | ..... | ..... | 1,500 | 1,500 | *g*1,500 | 956,237 | 1,443,650 | 100,000 | 5,000 | 2,502,887 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 31 | Danville, Ill | 1,000 | | | 495 | | | | | | | | 7,850 | 57,500 | 4,000 | 350 | 69,700 |
| 32 | Decatur, Ill* | | | | | | | | | | | | | | | | |
| 33 | Elgin, Ill | 800 | | | 500 | | | | | | | | 10,000 | 5,000 | 500 | 263 | 15,763 |
| 34 | Freeport, Ill* | *ab*80 | | | 60 | | | | | | | *abg*60 | | | | | 73,000 |
| 35 | Galesburg, Ill | | *b*630 | *b*600 | *b*450 | | | | | | | *b*600 | | (95,000) | 7,000 | 200 | 102,200 |
| 36 | Jacksonville, Ill* | *ab*100 | | *b*700 | 550 | | | | | | | | 18,900 | 120,000 | 10,000 | 800 | 149,700 |
| 37 | Joliet, Ill | | | | | | | | | | | | | | | | 66,062 |
| 38 | Ottawa, Ill* | *b*1,800 | | *b*1,000 | *b*675 | | | | | | | | | (80,000) | | 50 | 80,050 |
| 39 | Peoria, Ill | 1,500 | | 825 | 700 | | *a*35 | | | | | | 42,000 | 156,200 | 18,000 | 1,500 | 217,700 |
| 40 | Quincy, Ill | 1,400 | | 950 | 683⅓ | | | | | | | *g*450 | 75,000 | 115,700 | 9,000 | 1,000 | 200,700 |
| 41 | Rockford, Ill | 1,200 | | 600 | 600 | | | | | 800 | | | (118,000) | | 2,500 | 1,000 | 121,500 |
| 42 | Rock Island, Ill | 1,050 | | | 700 | | | | | | | | 30,000 | 65,000 | 6,500 | 800 | 102,300 |
| 43 | Springfield, Ill* | | | | | | | | | | | | | | | | |
| 44 | Fort Wayne, Ind | | | | | 700 | | | 1,200 | 1,200 | 800 | | 57,050 | 145,000 | 18,100 | 4,500 | 224,650 |
| 45 | Indianapolis, Ind | *b*1,750 | | (*b*950) | | *b*950 | | | 1,200 | 1,350 | | | 338,597 | 565,035 | (65,150) | | 968,782 |
| 46 | Logansport, Ind | *b*1,200 | | | 525 | | | | 550 | | | | 28,300 | 111,500 | 5,550 | 500 | 145,850 |
| 47 | Madison, Ind* | | *ab*90 | | *ab*60 | | | | | | | | 12,000 | 60,000 | 15,000 | 1,000 | 88,000 |
| 48 | Richmond, Ind | | | | | | | | | | | | | | | | 80,300 |
| 49 | South Bend, Ind | 1,000 | | | *a*45 | | | | | | | | 20,000 | (86,000) | | 1,000 | 107,000 |
| 50 | Terre Haute, Ind | *b*1,400 | | *b*700 | *b*800 | | | | *b*900 | | | | | (225,058) | | 1,500 | 226,558 |
| 51 | Vincennes, Ind* | | 750 | | 650 | | | | 650 | | *g*650 | | | | | | 75,000 |
| 52 | Burlington, Iowa* | 1,350 | | 1,050 | 580 | 800 | | | | | | | | | | | 150,000 |
| 53 | Clinton, Iowa | | *a*70 | | *ab*60 | | | | | | | *a*45 | | (79,000) | 4,000 | 500 | 83,500 |
| 54 | Council Bluffs, Iowa | | 1,200 | 750 | 600 | | | | | | | 800 | 18,500 | 114,000 | 5,000 | 1,000 | 138,500 |
| 55 | Davenport, Iowa | 1,500 | | | 900 | 1,050 | *a*36 | | | 1,000 | 1,000 | | 64,000 | 200,000 | 26,000 | 1,200 | 291,200 |
| 56 | Des Moines, west side, Iowa | *b*1,300 | | | *b*700 | | | | | | | | 20,000 | 140,000 | 8,000 | 300 | 168,300 |
| 57 | Dubuque, Iowa | 1,800 | | 1,000 | 466⅔ | | | | | | | *g*250 | | | | | 160,000 |
| 58 | Keokuk, Iowa* | 1,200 | | *a*80 | *a*60 | | | | 900 | | 900 | | | | | | 100,000 |
| 59 | Ottumwa, Iowa | | 1,000 | | 550 | | | | 600 | | | | 6,000 | 50,000 | 1,500 | 200 | 57,700 |
| 60 | Lawrence, Kans | 675 | | 585 | 585 | | | | | | | | | | | | *100,000 |
| 61 | Leavenworth, Kans | 1,350 | | 800 | 800 | | | | | | | | | (166,000) | 10,000 | 1,500 | 177,500 |
| 62 | Topeka, Kans* | *b*1,000 | | | *b*595 | | | | | | | | 10,000 | 90,000 | 10,000 | 1,000 | 111,000 |
| 63 | Covington, Ky | *b*1,500 | | | | | | | | | | *g*450 | 90,000 | 100,000 | 10,000 | 1,000 | 201,000 |
| 64 | Lexington, Ky* | | | | | | | | | | | | 4,500 | 22,000 | 2,500 | | 29,000 |
| 65 | Louisville, Ky | (2,000) | | 1,300 | 866 | | | | | | | *g*500 | 208,090 | | (658,300) | | 866,390 |
| 66 | Newport, Ky | | | | 700 | | | | | | (700) | | 70,000 | 60,000 | 3,000 | 500 | 133,500 |
| 67 | Paducah, Ky | *h*1,000 | | | *h*500 | | | | | | | | *h*5,000 | *h*46,000 | *h*1,000 | *h*50 | *h*52,050 |
| 68 | New Orleans, La | 1,125 | 1,125 | 960 | 750 | | | | | | | | | (567,000) | 65,000 | 3,000 | 635,000 |
| 69 | Auburn, Me | *b*1,200 | | | | | | | | | | | 38,000 | 75,000 | 10,000 | 2,000 | 143,000 |
| 70 | Augusta, Me | *b*1,500 | | | *b*500 | | | | | | | | 5,000 | 70,000 | 4,000 | 1,000 | 80,000 |
| 71 | Bangor, Me | *b*1,500 | | | | | | | | | | | | | | | 150,000 |
| 72 | Biddeford, Me | 1,300 | | *b*650 | | | | | | | | | | | | | 70,000 |
| 73 | Lewiston, Me* | 1,700 | | | 565 | *i*800 | | | 800 | | | | | (176,200) | | | 176,200 |
| 74 | Portland, Me | *b*2,000 | | *b*1,100 | *b*800 | *bj*$1,100 | *b*600 | | *b*1,100 | | (*b*1,400) | | | | | | 350,000 |
| 75 | Rockland, Me | *b*1,000 | | | *b*500 | | | | | | | | | | | | 50,000 |
| 76 | Baltimore, Md | *b*2,400 | | *b*2,000 | | | | | *b*1,200 | *b*500 | | | | 1,123,367 | 75,000 | 10,000 | 1,208,367 |

* From Report of the Commissioner of Education for 1879.
*a* Monthly salaries.
*b* These are maximum salaries.
*c* Apparatus and books.
*d* The report here given, exclusive of that of population, is for the central school district only, which comprises about one-half the city.
*e* Including Monroe County.
*f* Including Bibb County.
*g* For German teacher.
*h* These statistics are for white schools only.
*i* For principal of normal practice class.
*j* Salary of teacher in Portland School for the Deaf.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &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 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 |
| 77 | Cumberland, Md*[a] | | | | | | | | | | | | | | | | $250,000 |
| 78 | Frederick, Md* | | $450 | | | | | | | | | | $7,000 | $10,000 | $1,800 | $200 | 19,000 |
| 79 | Boston, Mass | [b]$3,780 | | $2,160 | [b]$1,800 | [b]$3,780 | | (c) | (c) | [b]$3,000 | [b]$3,000 | | (7,466,650) | | | | 7,466,650 |
| 80 | Brockton, Mass | [b]1,700 | [b]700 | | [b]550 | | | | | | | | 12,775 | 69,000 | 8,150 | 800 | 90,725 |
| 81 | Brookline, Mass* | | | | | | | | | | | | | | | | 116,500 |
| 82 | Cambridge, Mass | [b]2,800 | | [b]1,700 | [b]900 | | [b]$900 | | | [b]1,500 | | | 177,000 | 380,000 | 31,000 | 2,000 | 590,000 |
| 83 | Chelsea, Mass* | | | | | | | | | | | | | | | | |
| 84 | Chicopee, Mass | 1,370 | | | 615 | | | | | | (472) | | 6,750 | 63,600 | 3,450 | 1,800 | 75,600 |
| 85 | Fitchburg, Mass | 1,500 | | 933⅓ | 600 | | | | | 500 | 500 | $600 | (163,700) | | (6,543) | | 170,243 |
| 86 | Gloucester, Mass | [b]1,800 | | [b]1,000 | 575 | | [b]1,000 | | | | [b]600 | | 20,000 | 84,150 | 10,000 | 2,000 | 116,150 |
| 87 | Haverhill, Mass | 1,800 | | 1,100 | 756 | | | | | 900 | | | 71,875 | 197,400 | | | 269,275 |
| 88 | Holyoke, Mass | 1,600 | | 1,000 | 600 | | | | | 700 | (500) | | 97,559 | 87,870 | 7,710 | 8,679 | 141,818 |
| 89 | Lawrence, Mass | | | | | | | | | | | | 30,000 | 250,000 | 14,000 | 6,000 | 300,000 |
| 90 | Lowell, Mass | | | | | | | | | | | | | | | | [d]492,300 |
| 91 | Lynn, Mass* | 1,700 | | 1,100 | 700 | | | | | 750 | ([b]900) | | (466,500) | | 24,500 | 2,500 | 493,500 |
| 92 | Malden, Mass | 1,750 | | | 600 | | | | | 600 | | | 45,000 | 142,000 | 10,600 | 6,500 | 204,100 |
| 93 | Marlborough, Mass | 1,200 | | 750 | 540 | | | | | | | | 13,800 | 28,000 | 5,700 | 600 | 48,100 |
| 94 | Milford, Mass* | | | | | | | | | | | | | | | | |
| 95 | New Bedford, Mass* | | | | | | | | | | | | | | | | |
| 96 | Newburyport, Mass* | | | | | | | | | | | | | | | | |
| 97 | Newton, Mass | [b]2,700 | | [b]1,950 | [b]1,000 | | | | | | [b]900 | | (465,500) | | 2,000 | | 467,500 |
| 98 | Northampton, Mass | [b]1,600 | | [b]700 | [b]440 | | | | | [b]1,000 | | | 13,500 | 76,500 | 5,000 | 1,000 | 96,000 |
| 99 | Pittsfield, Mass | [b]1,500 | | | [b]500 | | | | | | [b]500 | | 13,400 | 57,900 | 6,000 | 1,000 | 78,300 |
| 100 | Quincy, Mass* | [b]1,400 | | | [b]600 | | | | | | | | 20,000 | 80,000 | 15,000 | 4,000 | 119,000 |
| 101 | Salem, Mass* | 2,500 | | 1,200 | 1,100 | | | | | 800 | | | (317,530) | | 8,400 | 600 | 326,530 |
| 102 | Somerville, Mass | 2,200 | | 1,400 | 830 | | | | | [b]1,000 | | | | | | | 312,000 |
| 103 | Springfield, Mass | 2,600 | | 1,600 | 720 | | | | | 900 | 700 | | | (550,000) | | 3,500 | 553,500 |
| 104 | Taunton, Mass | 1,500 | | 1,000 | 625 | | | | | 900 | | | (200,000) | | 19,000 | 1,000 | 220,000 |
| 105 | Waltham, Mass | 1,600 | | 1,000 | 725 | | | [e]$42 | [e]$12 | 900 | | | 50,000 | 140,000 | 6,000 | 800 | 196,800 |
| 106 | Weymouth, Mass* | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 107 | Woburn, Mass | *b*1, 800 | | | 600 | | | | | *b*400 | | | (80, 000) | | 12, 000 | 2, 500 | 94, 500 |
| 108 | Worcester, Mass | 2, 430 | | 1, 062½ | 792 | | | | | 1, 500 | 1, 350 | | 246, 417 | 598, 100 | 41, 280 | 6, 946 | 892, 743 |
| 109 | Adrian, Mich | | | | | | | | | | | | | 109, 500 | | | 109, 500 |
| 110 | Ann Arbor, Mich | 1, 300 | | 900 | 460 | | | | | 300 | 200 | 300 | 30, 000 | 100, 000 | 9, 000 | 1, 500 | 140, 500 |
| 111 | Bay City, Mich* | | 700 | | 425 | | 600 | | | | | | 35, 000 | 85, 000 | 20, 000 | 5, 000 | 145, 000 |
| 112 | Detroit, Mich | *b*2, 000 | | *b*1, 200 | *b*900 | | | | | *b*1, 200 | *b*1, 000 | | 400, 000 | 400, 000 | 60, 000 | 4, 000 | 864, 000 |
| 113 | East Saginaw, Mich | 1, 200 | | 650 | 585 | | | | | 400 | 375 | 420 | 30, 000 | 120, 000 | 25, 000 | 2, 500 | 177, 500 |
| 114 | Flint, Mich* | 800 | | | *b*600 | | | | | *b*400 | (*b*550) | | | | | | 125, 000 |
| 115 | Grand Rapids, Mich | 2, 000 | | 900 | 725 | | | | | 1, 000 | (1, 000) | | (325, 000) | | 20, 000 | 4, 000 | 349, 000 |
| 116 | Muskegon, Mich | 900 | | | 550 | | | | | | | 550 | | | | | 81, 309 |
| 117 | Port Huron, Mich | | | | | | | | | | | | | | | | |
| 118 | Saginaw, Mich | 900 | | | 500 | | | | | 400 | 280 | 280 | 75, 000 | 20, 000 | 4, 500 | 500 | 100, 000 |
| 119 | Minneapolis, Minn | 1, 500 | | | 675 | | | | | *b*1, 300 | *b*1, 000 | *b*1, 200 | 60, 000 | 304, 762 | 12, 000 | 2, 000 | 378, 762 |
| 120 | St. Paul, Minn | 1, 600 | | 1, 250 | 875 | | | | | 1, 200 | (1, 350) | | (236, 000) | | 14, 000 | 1, 000 | 251, 000 |
| 121 | Stillwater, Minn | | | | 625 | | | | | *b*400 | | | 15, 000 | 80, 000 | 5, 000 | 500 | 100, 500 |
| 122 | Winona, Minn | | 1, 000 | 700 | 600 | | | | | | | 600 | | | | | 137, 500 |
| 123 | Vicksburg, Miss* | | | | | | | | | | | | | 6, 000 | 2, 500 | 150 | 8, 650 |
| 124 | Hannibal, Mo* | | | | | | | | | | | | 7, 500 | 26, 200 | 4, 800 | 200 | 38, 700 |
| 125 | Kansas City, Mo* | *be*140 | | *be*140 | *be*80 | | | | | | | | 160, 000 | | | | *d*200, 000 |
| 126 | St. Joseph, Mo | 1, 300 | | 975 | 750 | | | | | | | | 28, 280 | 85, 000 | 18, 000 | 2, 000 | 133, 280 |
| 127 | St. Louis, Mo | 2, 500 | | 1, 600 | 1, 100 | 2, 500 | | 187 | 130 | 1, 350 | 700 | *f*555 | 773, 467 | 1, 903, 742 | 167, 000 | | 2, 844, 209 |
| 128 | Sedalia, Mo* | | | | *be*40 | | | | | | | | 4, 000 | 65, 000 | 3, 600 | 1, 000 | 73, 600 |
| 129 | Omaha, Nebr | 1, 800 | | | 1, 200 | | | | | | | | | | | | 422, 833 |
| 130 | Virginia City, Nev | *e*160 | | | *c*125 | | | | | | | | | (70, 000) | | *h*1, 500 | 71, 500 |
| 131 | Dover, N. H | 1, 500 | | | 800 | | | 300 | 100 | 400 | | | 5, 000 | 129, 150 | 6, 000 | 900 | 141, 050 |
| 132 | Manchester, N. H | 1, 800 | | 1, 000 | 566 | | | | | 800 | 600 | | (280, 000) | | (6, 200) | | 286, 200 |
| 133 | Nashua, N. H | *b*2, 000 | | | *b*600 | | | *be*40 | | *b*650 | | | | (227, 891) | | 5, 000 | 232, 891 |
| 134 | Portsmouth, N. H | *b*1, 500 | | | *b*800 | | | | | | | *b*600 | 13, 100 | 60, 000 | 6, 500 | 2, 500 | 82, 100 |
| 135 | Camden, N. J | | | | | 1, 000 | | 480 | 360 | | 1, 000 | 1, 000 | | | | | 500, 000 |
| 136 | Elizabeth, N. J | 1, 400 | | | *b*600 | | | | | | | | 12, 200 | 60, 400 | (7, 000) | | 79, 600 |
| 137 | Jersey City, N. J | 2, 500 | | 1, 150 | 738 | | | | | | | | | (623, 000) | 22, 070 | 13, 080 | 658, 150 |
| 138 | Newark, N. J* | 2, 000 | | 1, 200 | 750 | | 1, 000 | *be*30 | *be*25 | 250 | 850 | { *f*450 *i*450 | } 318, 000 | | (580, 000) | | 898, 000 |
| 139 | New Brunswick, N. J | 1, 000 | | 600 | 616⅔ | | | | | | | | 20, 000 | 110, 000 | 5, 000 | 200 | 135, 200 |
| 140 | Orange, N. J | | | 1, 300 | 650 | | | | | 650 | 600 | | | | | | 125, 000 |
| 141 | Paterson, N. J | 1, 800 | | | 683⅓ | | | | | | | | | | | | 257, 100 |
| 142 | Plainfield, N. J | | | | | | | | | | | | | | | | 60, 000 |
| 143 | Trenton, N. J | 1, 200 | | | 500 | | | | | | 475 | 475 | 47, 000 | 83, 000 | 12, 000 | 1, 265 | 143, 265 |
| 144 | Albany, N. Y | *b*2, 700 | | 1, 568 | 634 | | | | | *b*1, 485 | *b*1, 200 | { *j*400 *j*400 *j*760 | } 168, 250 | 621, 500 | 25, 000 | 2, 500 | 817, 250 |
| 145 | Auburn, N. Y | 1, 400 | | | 530 | | | | | 700 | 700 | | 21, 000 | 115, 000 | 13, 000 | 3, 300 | 152, 300 |
| 146 | Binghamton, N. Y | *b*1, 500 | | *b*1, 000 | *b*630 | | | | | | | | 53, 800 | 136, 500 | 5, 000 | 1, 500 | 196, 800 |
| 147 | Brooklyn, N. Y | *b*3, 000 | | *b*1, 800 | *b*1, 000 | | | | | *b*1, 200 | *b*1, 000 | | 588, 675 | 4, 354, 877 | 140, 000 | 3, 500 | 5, 087, 052 |
| 148 | Buffalo, N. Y | 2, 500 | 1, 500 | 1, 450 | 675 | | | | | *f*570 | 1, 100 | 500 | 1, 250 | 175, 850 | 584, 250 | (50, 000) | | 810, 100 |

* From Report of the Commissioner of Education for 1879.

*a* Includes Alleghany County.

*b* These are maximum salaries.

*c* In the evening high school the salary of principals is $50 a week; of assistants, $25 a week; in the elementary evening schools the salary of principals is $20 a week; of assistants, $10.

*d* In 1878.

*e* Monthly salaries.

*f* For German teacher.

*g* Exclusive of Gold Hill, a separate district.

*h* Apparatus and library.

*i* For teacher of book-keeping, commercial law, and correspondence.

*j* For chemistry, French, and German teachers respectively.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1880, *&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 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 |
| 149 | Cohoes, N. Y | $1,500 | | | $594½ | | | | | $750 | | | $29,000 | $61,000 | $9,000 | $1,000 | $100,000 |
| 150 | Elmira, N. Y | 2,000 | | | 800 | | | $200 | $100 | 420 | | | 25,000 | 220,000 | 30,307 | | 275,307 |
| 151 | Hornellsville, N. Y | *a*1,800 | | | 525 | | | | | | | | 8,000 | 25,000 | 2,035 | 660 | 35,695 |
| 152 | Hudson, N. Y | | | | | | | | | | | | 5,000 | 20,000 | | | 25,000 |
| 153 | Ithaca, N. Y | 1,000 | | | 566 | | | | | 300 | | | 18,000 | 30,000 | 7,000 | 1,500 | 56,500 |
| 154 | Kingston, N. Y *b* | 1,350 | | $1,000 | 500 | | | | | 300 | $300 | | 50,000 | 90,000 | 7,000 | 1,500 | 148,500 |
| 155 | Lockport, N. Y | 1,800 | | 1,200 | 600 | | | | *c*650 | 1,200 | 400 | $850 | 26,000 | 72,000 | 5,000 | 2,000 | 105,000 |
| 156 | Long Island City, N. Y* | | | | | | | | | | | | 10,000 | 55,000 | | | 65,000 |
| 157 | Newburgh, N. Y | 1,800 | | 1,300 | 700 | | | 500 | 400 | | | | 30,000 | 144,000 | 10,000 | 1,000 | 185,000 |
| 158 | New York, N. Y | | | | | $6,000 | | | | | | | 3,500,000 | 7,500,000 | 450,000 | 250,000 | 11,700,000 |
| 159 | Ogdensburg, N. Y | | | | | | | | | | | | 9,000 | 36,000 | | | 45,000 |
| 160 | Oswego, N. Y | 1,000 | | | 408⅓ | | | | | | | | 26,140 | 127,090 | (15,150) | | 168,380 |
| 161 | Poughkeepsie, N. Y | 1,800 | | | 540 | | | | | 700 | | | 23,600 | 99,000 | | | 122,600 |
| 162 | Rochester, N. Y | 1,710 | $950 | 1,160 | 680 | | | | | | | *d*900 | 114,750 | 353,289 | 30,000 | 3,000 | 501,039 |
| 163 | Rome, N. Y* | 1,500 | | | 525 | | | | | | (500) | | 21,000 | 45,000 | 5,000 | 500 | 71,500 |
| 164 | Saratoga Springs, N. Y | 750 | | | 575 | | | | | 800 | | | 33,000 | 35,000 | 2,500 | 500 | 71,000 |
| 165 | Schenectady, N. Y | | | | | | | | | | | | (72,000) | | | | 72,000 |
| 166 | Syracuse, N. Y | 2,000 | | 1,158 | 675 | | $700 | | | | 600 | 1,200 | 157,900 | 575,000 | 41,000 | 6,000 | 779,900 |
| 167 | Troy, N. Y | *e*1,900 | | *e*1,350 | *e*1,000 | | | | | *e*1,350 | | | 50,000 | 185,000 | 7,000 | 1,800 | 243,800 |
| 168 | Utica, N. Y | 2,000 | | 1,000 | 750 | | | 240 | 120 | 1,000 | 750 | 1,000 | 87,247 | 571,957 | 27,954 | 1,319 | 688,477 |
| 169 | Watertown, N. Y | | | | | | | | | | | | (95,000) | | | | 95,000 |
| 170 | Wilmington, N. C* | | | | | | | | | | | | (9,600) | | | | 9,600 |
| 171 | Akron, Ohio | | 1,200 | | 700 | | | | | 600 | (800) | | | | | | 105,000 |
| 172 | Canton, Ohio | | 1,000 | | 625 | | | | | 700 | | 600 | (140,000) | | 12,000 | 200 | 152,200 |
| 173 | Cincinnati, Ohio | 2,600 | | 1,820 | 1,123 | 2,200 | | | | 1,500 | 1,190 | *f*1,333 | | | | | 2,000,000 |
| 174 | Cleveland, Ohio | 2,200 | | 1,214 | 907 | 2,100 | | | | 2,000 | 1,850 | *g*1,500 | | | | | *h*1,663,035 |
| 175 | Columbus, Ohio | 2,200 | | 1,167 | 790 | | | | | 1,500 | 1,500 | | 197,500 | 474,684 | 32,400 | 3,000 | 707,584 |
| 176 | Dayton, Ohio | | | | | | | | | | | | 103,000 | 219,700 | 24,000 | | 346,700 |
| 177 | Fremont, Ohio | | *e*800 | *e*600 | *e*450 | | | | | *e*500 | | *ed*600 | 16,000 | 40,000 | 3,000 | 1,000 | 60,000 |
| 178 | Hamilton, Ohio | | 900 | | 800 | | | | | 700 | | | 20,000 | 100,000 | 4,900 | 100 | 125,000 |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 179 | Ironton, Ohio | | | | 522 | | | | | | | *d*700 | 18,000 | 18,700 | 2,000 | 500 | 39,200 |
| 180 | Mansfield, Ohio*i* | | 720 | | 675 | | | | | 540 | (450) | | 12,000 | 120,000 | 8,000 | 500 | 140,500 |
| 181 | Newark, Ohio* | 900 | | | 575 | | | | | | *d*900 | 900 | 11,200 | 75,000 | 8,800 | 300 | 95,300 |
| 182 | Portsmouth, Ohio | | 900 | 700 | 800 | | | | | | | *d*700 | 65,000 | 100,000 | 14,000 | 1,000 | 180,000 |
| 183 | Sandusky, Ohio | | 1,000 | | 525 | | | | | 700 | | *d*450 | 24,000 | 175,000 | 4,500 | 500 | 204,000 |
| 184 | Springfield, Ohio* | 1,200 | | 875 | 700 | | | | | 1,000 | 600 | 750 | 28,670 | 81,950 | 8,199 | 1,000 | 119,819 |
| 185 | Steubenville, Ohio* | 1,300 | | | 675 | | | *j*25 | | | | *j*40 | 17,500 | 100,000 | 8,000 | 400 | 125,900 |
| 186 | Tiffin, Ohio | | 700 | | 475 | | | | | 300 | | | | | | | 30,000 |
| 187 | Toledo, Ohio* | *e*1,000 | | | *e*800 | | | | | { *d*900<br>{ *k*500 | { *e*400 | *e*900 | 125,000 | 375,000 | 50,000 | 1,000 | 551,000 |
| 188 | Zanesville, Ohio* | 1,000 | | | 700 | | | | | 800 | 800 | 900 | | | | | 175,000 |
| 189 | Portland, Oreg | 1,700 | 1,700 | 1,050 | 1,050 | | | | | | 1,100 | | 60,000 | 90,000 | 8,500 | 550 | 159,050 |
| 190 | Allegheny, Pa | | | | | | | | | 900 | | | | | | | 927,855 |
| 191 | Allentown, Pa | *ej*63 | *ej*45 | | | | | | | | | | | | | | 415,000 |
| 192 | Altoona, Pa | 648 | | | 450 | | | | | | | | 29,545 | 67,265 | 4,560 | 250 | 101,620 |
| 193 | Carbondale, Pa | 700 | | | 260 | | | | | | | | 6,000 | 16,000 | 2,500 | 500 | 25,000 |
| 194 | Chester, Pa | 950 | | | 687 | | | | | | | | | | | | 100,000 |
| 195 | Danville, Pa | *ej*85 | | | *ej*40 | | | | | | | | | | | | 75,000 |
| 196 | Easton, Pa* | | | | | | | | | | | | | | | | 255,200 |
| 197 | Erie, Pa | *e*1,650 | 900 | 750 | 600 | | | | | 350 | 320 | | | | | | 293,200 |
| 198 | Harrisburg, Pa | *e*900 | *e*900 | 667½ | 543.7 | | | | | *e*650 | *e*500 | | (371,750) | | 21,431 | 2,540 | 395,721 |
| 199 | Lebanon, Pa | *ej*90 | *ej*85 | | | | | | | | | | 10,000 | 65,000 | 6,000 | 4,000 | 85,000 |
| 200 | Meadville, Pa | | 900 | | 500 | | | | | | | | 20,000 | 100,000 | 12,000 | 4,000 | 136,000 |
| 201 | New Castle, Pa* | | | | | | | | | | | | | | | | |
| 202 | Norristown, Pa | 1,400 | | | 400 | | | | | 300 | 250 | | 60,000 | 92,000 | 14,000 | 600 | 166,600 |
| 203 | Philadelphia, Pa | 2,190.4 | | 1,567.4 | | 2,007 7/12 | | *j*30 | *j*30 | | | | 1,611,103 | 4,068,700 | 313,500 | 40,000 | 6,033,303 |
| 204 | Pittsburgh, Pa* | 2,200 | | | | | | | | | | | | | | | 1,900,000 |
| 205 | Reading, Pa* | 1,220 | | 712 | 660 | | | | | | | | 11,400 | 242,700 | 18,910 | 500 | 273,510 |
| 206 | Scranton, Pa | 1,000 | 500 | 500 | 500 | | | *ej*20 | *oj*20 | *l*500 | | | 50,000 | 200,000 | 47,000 | 3,000 | 300,000 |
| 207 | Shamokin, Pa | 425 | | | 382½ | | | | | | | | 15,000 | 20,000 | 4,700 | 300 | 40,000 |
| 208 | Shenandoah, Pa | *j*75 | | | *j*37½ | | | *j*25 | | | | | 6,000 | 50,200 | 4,800 | 500 | 61,500 |
| 209 | Titusville, Pa | | 750 | | 575 | | | | | 400 | 350 | | | | | | 64,275 |
| 210 | Williamsport, Pa | 720 | | | 480 | | | | | | | | 30,500 | 98,500 | 10,000 | 2,150 | 141,150 |
| 211 | York, Pa | *e*1,150 | | *e*675 | *e*450 | | | | | | | | | | | | 125,000 |
| 212 | Lincoln, R. I | | | | | | | | | | | | | | | | 69,000 |
| 213 | Newport, R. I | 3,500 | | *e*2,200 | *e*1,200 | *e*1,200 | *e*500 | *e*100 | *e*150 | *e*900 | *e*900 | | 34,006 | | (174,002) | | 208,008 |
| 214 | Pawtucket, R. I | *e*1,200 | | | *e*700 | | | | | *e*800 | | | | | | | 176,000 |
| 215 | Providence, R. I | *e*2,100 | *e*1,400 | *e*1,900 | *e*1,000 | | | | | *e*1,700 | | *m*1,000 | | | | | *1,450,000 |
| 216 | Warwick, R. I | | | | | | | | | | | | | | | | 29,100 |
| 217 | Woonsocket, R. I | 1,200 | | 600 | 550 | | | | | | | | | | | | 124,650 |
| 218 | Charleston, S. C | | | | | 240 | | | | 900 | | | | | | | 125,000 |
| 219 | Chattanooga, Tenn | (800) | | (500) | | | | | | | | | (34,000) | | 3,000 | | 37,000 |
| 220 | Knoxville, Tenn* | *j*60 | *j*60 | *j*45 | *j*45 | | | | | | | | (26,000) | | (2,200) | | 28,200 |
| 221 | Memphis, Tenn | | | (*ej*75) | | | | | | | | | 31,500 | 96,000 | 11,400 | 150 | 139,050 |
| 222 | Nashville, Tenn | 1,650 | 650 | 1,250 | 650 | | | | | 1,050 | (1,000) | | 48,000 | 135,000 | 10,000 | 600 | 193,600 |

* From Report of the Commissioner of Education for 1879.
*a* The city superintendent is principal of high school.
*b* These statistics are for the Kingston school district only.
*c* For French and German teacher.
*d* For German teacher.
*e* These are maximum salaries.
*f* The principal of the school for deaf-mutes receives $1,200 and the male and female assistants $400 and $300 respectively.
*g* The average salary of German teachers is $650 and the salary of a teacher of book-keeping is $1,000.
*h* In 1878.
*i* From a return for 1879.
*j* Monthly salaries.
*k* For French teacher.
*l* For teacher of elocution.
*m* For teacher of sewing.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1880, *&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 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 |
| 223 | Houston, Tex | | | | | | | | | | | | | | | | $31,100 |
| 224 | San Antonio, Tex | *ab*$80 | | | | | | | | | | | | | | | 45,000 |
| 225 | Burlington, Vt | | | | | | | | | | | | | | | | |
| 226 | Rutland, Vt | | | | | | | | | | | | | | | | |
| 227 | Alexandria, Va | | | | | | | | | | | | $3,000 | $22,000 | $1,000 | $0 | 26,000 |
| 228 | Danville, Va | | | *b*$60 | | | | | | | | | 3,600 | 16,000 | 500 | | 20,100 |
| 229 | Lynchburg, Va | 1,100 | | 834 | | | | | | | | | | | | | 34,000 |
| 230 | Norfolk, Va | | | | | | | | | | | | 15,250 | 40,000 | 2,250 | 1,500 | 59,000 |
| 231 | Petersburg, Va* | *b*80 | | *b*60 | | | | | | | | *b*$75 | | | | | 59,500 |
| 232 | Portsmouth, Va | | | | | | | | | | | | | | | | *c*10,500 |
| 233 | Richmond, Va | 1,125 | $675 | 483½ | $456½ | | | | | | | | 40,000 | 200,860 | 17,063 | 1,680 | 259,603 |
| 234 | Appleton, Wis | | | | | | | | | | | | 15,000 | 45,000 | | 800 | 60,800 |
| 235 | Fond du Lac, Wis | 1,200 | | | 633⅓ | | | | | | | | 22,000 | 98,700 | 3,810 | 600 | 125,110 |
| 236 | Janesville, Wis | | *b*58⅓ | | | | | | | | | | 16,000 | 75,000 | 5,000 | 500 | 96,500 |
| 237 | La Crosse, Wis | *a*1,600 | | *a*800 | *a*500 | | | | | | | | 18,000 | 60,000 | 5,000 | 400 | 83,400 |
| 238 | Madison, Wis | 2,000 | | | 555 | | | | | $296 | | | 10,000 | 90,000 | 3,000 | 500 | 103,500 |
| 239 | Milwaukee, Wis | 2,250 | | (1,050) | | | *a*$1,200 | | *a*$800 | *a*1,200 | *a*$1,200 | *d*1,000 | 209,000 | 432,000 | 52,288 | 2,800 | 696,588 |
| 240 | Oshkosh, Wis | | | | | | | | | | | | 28,000 | 100,000 | | 2,600 | 130,600 |
| 241 | Racine, Wis | 1,900 | | 600 | 475 | | | | | | | | 15,000 | 57,000 | (8,820) | | 80,820 |
| 242 | Watertown, Wis | 1,200 | | 400 | 500 | | | $125 | | | | | 12,000 | 22,000 | 2,000 | 1,500 | 37,500 |
| 243 | Georgetown, D. C *e* | 1,300 | 1,200 | 750 | 750 | | 1,350 | | | 640 | 675 | | 181,225 | 610,050 | 68,875 | | 860,150 |
| 244 | Washington, D. C *e* | | | | | | | | | | | | | | | | |

* From Report of the Commissioner of Education for 1879.
*a* These are maximum salaries.
*b* Monthly salaries.
*c* In 1878.
*d* For teacher of calisthenics.
*e* These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1880, *&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 fund. | | | 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 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 | 105 |
| 1 | Mobile, Ala* | *a*$14, 639, 000 | | 1 | 1 | $112 | $14, 251 | $8, 765 | $15, 027 | $2, 564 | | | | $40, 719 | | | |
| 2 | Selma, Ala | | | | | | | | | | | | | 1, 818 | | | |
| 3 | Little Rock, Ark | | $5, 435, 000 | | 7 | 2, 026 | | | | | | | | 33, 334 | $3, 500 | | |
| 4 | Los Angeles, Cal* | | 6, 879, 144 | | .8 | 10, 874 | 0 | 0 | 0 | 17, 943 | $12, 953 | $154 | | 41, 924 | ($3, 608) | | $227 |
| 5 | Oakland, Cal | 43, 037, 415 | 28, 619, 610 | | 2.8 | 9, 191 | | | | 56, 287 | 109, 455 | 1, 219 | $1, 889 | 178, 041 | 15, 234 | 2, 456 | 67 |
| 6 | Sacramento, Cal* | | *b*12, 000, 000 | | | 22, 483 | | | | 27, 287 | 34, 088 | 500 | 11, 565 | 96, 923 | 8, 615 | | 18 |
| 7 | San Francisco, Cal | | 217, 487, 074 | | 2.46 | 45, 934 | | | | 432, 183 | 419, 691 | | *c*69, 924 | 967, 732 | 31, 932 | 9, 000 | 1, 344 |
| 8 | Stockton, Cal | | 6, 000, 000 | 1.7 | 1.7 | 22, 651 | 0 | 0 | 0 | 14, 240 | 25, 697 | 3, 755 | | 66, 343 | 0 | 304 | 96 |
| 9 | Denver, Colo. (⅛ of city) | 32, 000, 000 | 16, 000, 000 | 4 | 8 | | | | | | 107, 435 | | | 107, 435 | 40, 000 | 3, 000 | 500 |
| 10 | Bridgeport, Conn | | 11, 720, 503 | | 3.25 | 9, 471 | | | 642 | 15, 274 | 40, 500 | 52 | 127 | 66, 066 | | 245 | 209 |
| 11 | Danbury, Conn | | 5, 185, 300 | | | | | | | | | | | 35, 469 | 1, 604 | (*d*206) | |
| 12 | Greenwich, Conn | | 3, 590, 067 | | | | | | | | | | | 12, 580 | | | |
| 13 | Hartford, Conn | | 45, 558, 490 | | | | | | | | | | | 184, 474 | | (*d*1, 434) | |
| 14 | Meriden, Conn | 8, 938, 214 | 8, 938, 214 | | | | | | | | | | | 32, 000 | | | |
| 15 | New Britain, Conn* | | 4, 619, 659 | | | | 7, 483 | | 553 | | 17, 458 | | 777 | 26, 271 | 354 | (*d*290) | |
| 16 | New Haven, Conn | *60, 000, 000 | 47, 000, 000 | | 3.5 | 22, 192 | 11, 116 | | | 21, 392 | 160, 297 | 1, 705 | 1, 783 | 218, 485 | 26, 509 | *e*997 | *d*996 |
| 17 | New London, Conn* | | 6, 567, 581 | | | | 4, 889 | | 3, 183 | | 16, 894 | | 100 | 25, 066 | | (*d*200) | |
| 18 | Norwalk, Conn* | | 6, 034, 499 | | | | 7, 538 | | 685 | | 21, 562 | | 1, 409 | 31, 194 | | (*d*69) | |
| 19 | Norwich, Conn* *f* | 9, 095, 890 | 6, 821, 918 | 1.8 | 2.5 | | | | | 7, 923 | 17, 238 | | 3, 680 | 28, 841 | | | 135 |
| 20 | Stamford, Conn | | 6, 648, 145 | | | | | | | | | | | 29, 040 | 7, 992 | | |
| 21 | Waterbury, Conn | | 7, 810, 731 | | | | | | | | | | | 53, 178 | 10, 130 | (*d*300) | |
| 22 | Wilmington, Del | 23, 000, 000 | 23, 000, 000 | 2.5 | 2.5 | 29, 742 | 1, 543 | | | 664 | 42, 910 | | 245 | 75, 104 | 0 | 0 | 0 |
| 23 | Jacksonville, Fla* | | | | | 0 | | | | *g*1, 200 | *g*13, 000 | 0 | 0 | *g*14, 200 | 0 | 0 | *g*100 |

* From Report of the Commissioner of Education for 1879.

*a* The assessed valuation of personal property only is included.

*b* In 1878.

*c* Includes $69,418 from poll tax.

*d* For libraries and apparatus.

*e* For furniture.

*f* The report here given, exclusive of that of population, is for the central school district only, which comprises about one-half of the city.

*g* Includes returns from entire county.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &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 fund. | | | 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 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 | 105 |
| 24 | Key West, Fla* *a* | $1,000,000 | $1,200,000 | ..... | ..... | $0 | $797 | ..... | ..... | ..... | $6,543 | ..... | $1,800 | $9,140 | $700 | ..... | ..... |
| 25 | Atlanta, Ga | 20,000,000 | ..... | ..... | ..... | 732 | ..... | ..... | ..... | $3,708 | *b*45,872 | $522 | 154 | 50,988 | ..... | ..... | ..... |
| 26 | Augusta, Ga | 23,428,516 | 15,124,609 | 1.8 | 1.8 | 13,022 | ..... | ..... | ..... | 5,019 | 17,451 | 1,101 | 5 | 36,598 | ..... | $148 | ..... |
| 27 | Columbus, Ga | 4,250,000 | 4,102,072 | 1.91 | 1.98 | 535 | ..... | ..... | ..... | 1,226 | *b*8,774 | ..... | 2,197 | 12,732 | 250 | ..... | $50 |
| 28 | Macon, Ga *c* | ..... | 8,000,000 | ..... | 2 | 149 | ..... | ..... | ..... | 2,830 | 15,700 | 121 | 490 | 19,290 | ..... | 179 | ..... |
| 29 | Belleville, Ill | 5,589,603 | 1,863,201 | 6.1 | 18.3 | 9,806 | ..... | ..... | ..... | 5,253 | 23,231 | 215 | 30 | 38,535 | ..... | 806 | ..... |
| 30 | Chicago, Ill | ..... | 117,133,726 | ..... | 7.58 | 65,958 | ..... | ..... | $14,167 | 102,367 | 797,315 | 415 | 119,520 | 1,099,742 | 274,189 | 10,462 | ..... |
| 31 | Danville, Ill | 5,000,000 | 2,000,000 | 5.4 | 13.5 | 1,374 | 2,555 | ..... | 103 | ..... | 31,036 | 77 | 10 | 35,155 | 1,950 | (221) | |
| 32 | Decatur, Ill* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | (97) | ..... | ..... |
| 33 | Elgin, Ill | 3,715,428 | 1,857,714 | 3.25 | 6.5 | 6,419 | ..... | $35 | ..... | 2,601 | 10,221 | 0 | 0 | 19,286 | 0 | 30 | ..... |
| 34 | Freeport, Ill* | 3,824,220 | 1,529,688 | ..... | 13 | 3,245 | ..... | (3,713) | ..... | 3,757 | 29,915 | 295 | 26,671 | 33,926 | ..... | 300 | ..... |
| 35 | Galesburg, Ill | 5,124,480 | 2,562,240 | 3.13 | 6.25 | ..... | ..... | ..... | 360 | 4,198 | 16,176 | 95 | ..... | 20,829 | ..... | ..... | ..... |
| 36 | Jacksonville, Ill* | 3,000,000 | 2,398,530 | ..... | 10.2 | 2,646 | ..... | ..... | ..... | 3,701 | 28,917 | 120 | 2,048 | 37,432 | 599 | 183 | ..... |
| 37 | Joliet, Ill | 5,915,340 | 3,549,200 | ..... | 6.6 | 5,491 | 3,445 | ..... | ..... | ..... | 19,733 | 51 | 667 | 29,387 | 406 | 424 | ..... |
| 38 | Ottawa, Ill* | ..... | 1,465,511 | ..... | 16 | 1,897 | ..... | 2,774 | ..... | ..... | 27,767 | 80 | ..... | 32,518 | ..... | 1,700 | ..... |
| 39 | Peoria, Ill | 21,428,000 | 6,967,857 | 2 | 6 | 3,834 | ..... | ..... | ..... | 10,157 | 39,750 | 119 | 4,126 | 57,986 | 15,046 | ..... | ..... |
| 40 | Quincy, Ill | 16,000,000 | 6,400,000 | 1.87 | 4.68 | 555 | ..... | ..... | ..... | 10,064 | 28,793 | ..... | 1,373 | 40,785 | ..... | ..... | ..... |
| 41 | Rockford, Ill | 3,861,005 | 3,907,752 | 6 | 5.9 | ..... | 5,376 | ..... | ..... | ..... | 18,076 | 460 | 1,762 | 25,674 | ..... | ..... | ..... |
| 42 | Rock Island, Ill | 7,744,221 | 2,581,407 | 3.5 | 10 | 1,481 | ..... | ..... | ..... | 3,466 | 27,664 | ..... | 200 | 32,811 | 250 | ..... | ..... |
| 43 | Springfield, Ill* | ..... | ..... | ..... | ..... | ..... | ..... | 8,497 | ..... | (21,115) | | 687 | 147 | 30,446 | ..... | ..... | ..... |
| 44 | Fort Wayne, Ind | 11,809,110 | 11,809,110 | 3.3 | 3.3 | 59,529 | 4,334 | 2,234 | ..... | 32,453 | 33,106 | ..... | 6,834 | 138,490 | 1,478 | 1,284 | 275 |
| 45 | Indianapolis, Ind | ..... | 50,255,000 | ..... | 1.8 | 111,949 | ..... | ..... | ..... | 33,130 | 95,722 | ..... | 27,370 | 268,171 | 45,715 | 4,930 | 10,360 |
| 46 | Logansport, Ind | ..... | 3,723,330 | ..... | 2.5 | 10,183 | 7,000 | ..... | ..... | 6,349 | 26,845 | 109 | 1,172 | 51,658 | 776 | 114 | 50 |
| 47 | Madison, Ind* | 5,500,000 | 4,250,000 | ..... | ..... | 12,748 | ..... | ..... | ..... | (21,500) | | 16,902 | ..... | 51,150 | 3,425 | ..... | ..... |
| 48 | Richmond, Ind | *10,600,000 | *8,381,005 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 49 | South Bend, Ind | 9,000,000 | 4,873,270 | 7 | 14 | 17,378 | 13,695 | ..... | ..... | 7,897 | ..... | ..... | ..... | 38,970 | ..... | 650 | 120 |
| 50 | Terre Haute, Ind | *25,000,000 | *14,000,000 | ..... | *d*3.7 | 16,413 | ..... | ..... | ..... | 28,693 | 25,324 | 125 | 103 | 70,658 | 881 | 206 | ..... |
| 51 | Vincennes, Ind* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 11,450 | ..... | ..... | ..... |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 52 | Burlington, Iowa* | 10,000,000 | 4,000,000 | 3.2 | 8 | 5,977 | | | | 9,245 | 46,328 | 184 | 309 | 62,043 | | (4,504) | | |
| 53 | Clinton, Iowa | | | | 13 | | 3,500 | | | | 18,532 | | | 22,032 | 0 | 0 | 0 | |
| 54 | Council Bluffs, Iowa | 10,000,000 | 2,703,000 | 3.4 | 13 | 17,136 | | | | 5,037 | 20,575 | 4 | 25,300 | 68,052 | 13,308 | 1,596 | | |
| 55 | Davenport, Iowa | 16,000,000 | 4,270,895 | 2.67 | 10 | 29,675 | | (*e*11,467) | | | 58,866 | 524 | 256 | 100,788 | | 514 | 12 | |
| 56 | Des Moines, west side, Iowa. | 6,500,000 | 3,201,530 | 6.5 | 13 | 21,257 | | 3,570 | | | 37,588 | | 3,203 | 65,618 | 6,291 | 514 | | |
| 57 | Dubuque, Iowa | 12,885,310 | 7,731,186 | | 7.5 | 2,318 | 10,114 | | | | 38,000 | | 8 | 50,440 | | 3,128 | | |
| 58 | Keokuk, Iowa* | 6,000,000 | 4,000,000 | | 6.5 | | | | | | | | | 49,000 | | 200 | 100 | |
| 59 | Ottumwa, Iowa | *3,522,960 | *1,585,332 | | | | | | | | | | | *28,016 | | | | |
| 60 | Lawrence, Kans | | 1,556,583 | | | | | | | | | | | 20,423 | | 155 | | |
| 61 | Leavenworth, Kans | 8,000,000 | 3,220,000 | | 5 | | 7,021 | | | | 15,876 | 1,708 | *f*15,818 | 40,423 | | | | |
| 62 | Topeka, Kans* | 2,430,181 | | | 8 | 719 | | | | 1,830 | 18,710 | | | 21,259 | | | | |
| 63 | Covington, Ky | 18,000,000 | 14,000,000 | | 2.5 | | | | | 11,823 | 43,241 | 486 | 54 | 55,604 | 4,000 | | | |
| 64 | Lexington, Ky* | 5,000,000 | 4,152,875 | | 1.5 | | | | | 6,627 | 7,973 | 58 | | 14,658 | | | | |
| 65 | Louisville, Ky | 66,208,000 | 66,208,000 | | 4.5 | 0 | 0 | 0 | 0 | 50,966 | 160,979 | 1,815 | | 213,760 | 0 | 0 | 0 | |
| 66 | Newport, Ky | 12,000,000 | 6,800,000 | 1.4 | 2.5 | 248 | | | | 8,442 | 17,028 | 56 | 4,370 | 30,144 | 0 | 0 | 0 | |
| 67 | Paducah, Ky | 4,000,000 | 2,913,930 | | 3.5 | *g*1,296 | 0 | 0 | *g*230 | *g*3,140 | *g*4,200 | *g*70 | 0 | *g*8,936 | 0 | 0 | 0 | |
| 68 | New Orleans, La | | 97,350,470 | | | | | | | 35,714 | 183,130 | | | 218,844 | | 2,480 | | |
| 69 | Auburn, Me | 5,180,000 | 5,180,000 | | | | | | | 4,857 | 12,000 | 8 | 15 | 16,880 | | 646 | | |
| 70 | Augusta, Me | 4,768,828 | | | 2.25 | 0 | 0 | 0 | 0 | 3,252 | 16,115 | 300 | | 19,667 | 0 | 500 | | |
| 71 | Bangor, Me | *12,000,000 | *9,642,461 | | | | | | | | | | | 28,207 | | | | |
| 72 | Biddeford, Me | | *5,682,000 | | | | | | | 5,945 | 13,500 | 0 | | 19,445 | | | | |
| 73 | Lewiston, Me* | | 9,152,121 | | 2.5 | | | | | 9,424 | 23,000 | 71 | 3 | 32,498 | *h*2,765 | | | |
| 74 | Portland, Me | 31,153,656 | 31,153,656 | 2.5 | 2.5 | 0 | 0 | 0 | 0 | 15,773 | 76,991 | 1,380 | | 94,144 | 13,432 | | | |
| 75 | Rockland, Me | 3,616,962 | 3,616,962 | 3.8 | 3.8 | 47 | | | | | (11,196) | | | 11,243 | | | | |
| 76 | Baltimore, Md | 250,000,000 | 250,000,000 | | 1.7 | | | | | 147,304 | 366,518 | 46,163 | 130 | *i*617,153 | | 7,138 | 500 | |
| 77 | Cumberland, Md*j* | | 18,000,000 | | | 240 | | | | 18,000 | 35,000 | | | 53,240 | | | | |
| 78 | Frederick, Md* | | | | | | | | | (7,296) | | | | 7,296 | | 85 | | |
| 79 | Boston, Mass | 613,322,691 | 613,322,691 | | | 0 | | | 13,555 | | 1,652,245 | 10,446 | 25,836 | 1,702,082 | | (136,878) | | |
| 80 | Brockton, Mass | | 6,300,000 | | | | 303 | | 324 | 27,227 | | | | 27,854 | 1,100 | | | |
| 81 | Brookline, Mass* | | 22,493,900 | | | | | | 114 | (36,000) | | 176 | | 36,290 | | | | |
| 82 | Cambridge, Mass | | 49,629,060 | | 3.2 | | | | | | 161,724 | 556 | 768 | 163,048 | 7,936 | | | |
| 83 | Chelsea, Mass* | | 15,377,402 | | | | | | | | 47,491 | | | *k*47,491 | | | | |
| 84 | Chicopee, Mass | 6,534,368 | 4,900,775 | 4.5 | 6.2 | | 305 | | | | 26,675 | 259 | 1,164 | 28,403 | | 689 | 81 | |
| 85 | Fitchburg, Mass | | 9,132,844 | | 3.7 | 1,366 | 221 | 0 | 0 | 0 | 34,200 | 120 | 96 | 36,003 | 2,924 | | 0 | |
| 86 | Gloucester, Mass | 12,151,725 | 8,101,150 | 2.84 | 4.26 | | 0 | 0 | 0 | | 48,445 | | 20,887 | 69,332 | 20,000 | 900 | 400 | |
| 87 | Haverhill, Mass | 9,861,955 | 9,861,955 | 4.56 | 4.56 | 0 | 290 | | 430 | 45,500 | | 107 | | 46,327 | 2,700 | | | |
| 88 | Holyoke, Mass | 13,344,921 | 10,675,937 | 3.4 | 4.26 | 2,450 | | | | 313 | 33,000 | 33 | 636 | 36,432 | 7,148 | 1,012 | | |
| 89 | Lawrence, Mass | 30,000,000 | 24,000,000 | 2 | 2.5 | 623 | | | | | 60,000 | 220 | | *l*69,663 | | | | |
| 90 | Lowell, Mass | | 41,102,017 | | | | | | | | | | | 183,546 | 33,278 | (739) | | |
| 91 | Lynn, Mass* | 22,487,864 | 22,487,864 | 4 | 4 | | | | | | 83,000 | 33 | 3,784 | 86,817 | | 1,000 | 200 | |
| 92 | Malden, Mass | 14,000,000 | 10,747,905 | 2.69 | 3.5 | | | | | | 38,498 | 15 | | 38,513 | | 500 | | |
| 93 | Marlborough, Mass | | 3,562,563 | | 5.61 | | 830 | | 408 | | 20,000 | | | 21,238 | | 191 | | |
| 94 | Milford, Mass* | | 4,375,096 | | | | | | | | | | | 22,594 | | | | |
| 95 | New Bedford, Mass* | | 25,772,718 | | | | | | | | | | | 75,000 | | | | |
| 96 | Newburyport, Mass* | | 7,409,588 | | | | | | | | | | | 25,331 | | | | |

* From Report of the Commissioner of Education for 1879.
*a* Including Monroe County.
*b* From poll tax and city appropriation.
*c* Including Bibb County.
*d* Including State taxes.
*e* Amount received from temporary and permanent funds.
*f* Includes amount received from interest and other funds.
*g* For white schools only.
*h* Special appropriation; not included in either receipts or expenditures.
*i* Includes overdraft.
*j* Includes Alleghany County.
*k* Total of specified items only, and probably not the whole receipts for school purposes.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1880, *&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 fund. | | | 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 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 | 105 |
| 97 | Newton, Mass | $30,000,000 | $25,200,100 | ..... | 3.32 | ..... | $0 | $0 | $0 | $0 | $83,613 | $500 | $0 | $84,113 | $0 | $0 | $0 |
| 98 | Northampton, Mass | 7,131,900 | 6,612,270 | 3 | 3.3 | $918 | 198 | ..... | 54 | ..... | 22,000 | 118 | 327 | 23,615 | 0 | 0 | 0 |
| 99 | Pittsfield, Mass | 7,414,405 | 7,414,405 | 3.34 | 3.34 | ..... | ..... | ..... | ..... | ..... | 30,810 | 161 | 230 | 31,201 | ..... | 305 | 90 |
| 100 | Quincy, Mass* | ..... | ..... | ..... | ..... | 577 | ..... | ..... | 75 | 169 | 41,244 | ..... | ..... | 42,065 | 8,000 | ..... | ..... |
| 101 | Salem, Mass* | 26,000,000 | 22,937,077 | 3.1 | 5.5 | ..... | 0 | 1,224 | ..... | ..... | 79,346 | 400 | 106 | 81,076 | a11,000 | 1,516 | 1,746 |
| 102 | Somerville, Mass | ..... | 20,458,100 | ..... | 3.93 | ..... | ..... | ..... | ..... | ..... | 80,000 | ..... | ..... | 80,000 | ..... | ..... | ..... |
| 103 | Springfield, Mass | ..... | 31,148,675 | ..... | 2.8 | ..... | ..... | ..... | ..... | ..... | 90,000 | 455 | 66 | 90,521 | 1,210 | 389 | ..... |
| 104 | Taunton, Mass | 20,291,797 | 15,218,848 | 2.25 | 3 | 0 | 0 | 0 | 0 | 0 | 46,280 | 100 | 0 | 46,380 | 0 | 300 | 0 |
| 105 | Waltham, Mass | ..... | 8,827,150 | ..... | 3.8 | ..... | 197 | ..... | ..... | ..... | 33,885 | 146 | ..... | 34,228 | 22,500 | 100 | ..... |
| 106 | Weymouth, Mass* | ..... | 5,293,032 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 24,500 | ..... | 1,408 | b25,908 | ..... | (50) | |
| 107 | Woburn, Mass | 8,258,033 | 8,258,033 | 3.3 | 3.3 | 246 | 236 | ..... | ..... | ..... | 33,500 | 219 | ..... | 34,201 | ..... | 244 | ..... |
| 108 | Worcester, Mass | 45,000,000 | 41,006,862 | 3.19 | 3.57 | 0 | 0 | 0 | ..... | 0 | 143,828 | 27 | 352 | 144,207 | 23,732 | 837 | ..... |
| 109 | Adrian, Mich | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 32,163 | ..... | ..... | ..... |
| 110 | Ann Arbor, Mich | 4,712,760 | 1,570,920 | 4 | 1.3 | 1,950 | 1,166 | ..... | ..... | ..... | 20,111 | 4,814 | 480 | 28,522 | 1,209 | 210 | 52 |
| 111 | Bay City, Mich* | 7,651,130 | 7,651,130 | 2.25 | 2.25 | 13,737 | 2,139 | ..... | ..... | 16,115 | 19,279 | 96 | 321 | 51,687 | 6,048 | ..... | ..... |
| 112 | Detroit, Mich | 84,363,790 | 84,363,790 | 2.15 | 2.15 | 90,432 | 17,711 | 0 | 0 | 0 | 188,731 | 531 | 13,142 | 310,547 | 19,125 | 1,500 | ..... |
| 113 | East Saginaw, Mich | 7,516,635 | 7,516,635 | 5.2 | 5.2 | 692 | 2,503 | 144 | 0 | 0 | 39,134 | 119 | 561 | 43,154 | 0 | 803 | 703 |
| 114 | Flint, Mich* | 4,386,186 | 4,836,186 | ..... | 5.8 | 249 | 1,221 | ..... | ..... | 2,409 | 25,712 | 1,193 | 25 | 30,809 | ..... | ..... | 500 |
| 115 | Grand Rapids, Mich | 25,000,000 | 8,652,761 | ..... | 8.1 | 14,380 | 4,493 | ..... | ..... | ..... | 70,331 | 1,073 | 5,147 | 95,424 | 3,766 | 697 | 4,365 |
| 116 | Muskegon, Mich | ..... | *1,214,755 | ..... | ..... | 3,059 | ..... | ..... | ..... | 2,619 | 21,950 | 68 | 379 | 28,075 | | (1,102) | |
| 117 | Port Huron, Mich | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 118 | Saginaw, Mich | 4,000,000 | 4,000,000 | 6.96 | 6.96 | 8,365 | 1,269 | ..... | ..... | 9,097 | 14,000 | 192 | 192 | 33,115 | ..... | ..... | 200 |
| 119 | Minneapolis, Minn | 35,123,599 | 23,415,733 | 2 | 3 | 11,779 | 7,837 | ..... | ..... | 22,329 | 73,409 | 651 | 1,011 | 117,016 | 3,263 | 1,868 | ..... |
| 120 | St. Paul, Minn | ..... | 23,000,000 | ..... | 2.5 | 4,427 | 9,983 | ..... | ..... | ..... | 82,220 | 228 | 57,440 | 154,298 | 6,300 | 1,200 | ..... |
| 121 | Stillwater, Minn | 4,000,000 | 2,660,316 | ..... | 2.6 | 4,683 | ..... | ..... | ..... | 1,563 | 21,749 | 95 | ..... | 27,991 | 250 | 748 | ..... |
| 122 | Winona, Minn | 4,512,984 | 3,760,820 | 14 | ..... | 9,629 | 2,717 | ..... | ..... | 3,938 | 25,772 | 120 | 3,300 | 45,476 | ..... | ..... | ..... |
| 123 | Vicksburg, Miss* | ..... | 3,000,000 | ..... | 3 | ..... | ..... | ..... | ..... | 1,500 | 9,000 | 0 | 0 | 10,500 | ..... | ..... | ..... |
| 124 | Hannibal, Mo* | ..... | 2,780,000 | ..... | 4 | 4,019 | ..... | ..... | ..... | 3,178 | 10,493 | ..... | ..... | 17,690 | ..... | ..... | ..... |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 125 | Kansas City, Mo* | | 8,100,000 | | 4 | 18,079 | 7,701 | 4,196 | 82,099 | | | | | 112,075 | 10,732 | 1,308 | | |
| 126 | St. Joseph, Mo | 12,000,000 | 8,500,000 | 2.9 | 4 | 5,726 | | 2,731 | | 5,595 | 43,968 | 122 | 102 | 58,214 | 2,784 | 265 | | |
| 127 | St. Louis, Mo | 214,144,813 | 160,608,610 | 3.5 | 5 | 369 | | | 51,820 | 74,726 | 745,423 | 342 | 22,134 | 894,814 | 1,502 | 5,477 | 13,508 | |
| 128 | Sedalia, Mo* | | 1,870,147 | | 7 | 11,016 | 2,001 | 951 | | | 14,840 | 72 | | 28,880 | | | | |
| 129 | Omaha, Nebr | 16,500,000 | 5,500,000 | 3 | 9 | | | | | 8,824 | 47,102 | 80 | 23,107 | 79,113 | 5,138 | 10,757 | | |
| 130 | Virginia City, Nev*c* | 3,000,000 | 3,000,000 | | 5 | | | | | (97,699) | | | | 97,699 | | 940 | 60 | |
| 131 | Dover, N. H | 11,052,999 | 7,368,606 | 1.9 | 1.3 | 634 | 1,246 | | | | 20,662 | 57 | | 22,569 | | 300 | 20 | |
| 132 | Manchester, N. H | 25,000,000 | 17,825,116 | 2.19 | 3.07 | 1,462 | | | | 1,567 | 54,821 | 259 | | 58,109 | 6,000 | 383 | | |
| 133 | Nashua, N. H | | 8,940,480 | | | 1,585 | | | | 17,402 | 9,000 | 77 | 1,510 | 29,574 | | | | |
| 134 | Portsmouth, N. H | 10,000,000 | 6,370,000 | | | | | | | 705 | 22,640 | | 25 | 23,370 | | 300 | | |
| 135 | Camden, N. J | 22,000,000 | 12,000,000 | | 4.5 | 4,490 | | | | 40,312 | 50,000 | | 2,111 | 96,914 | 6,241 | 1,204 | | |
| 136 | Elizabeth, N. J | 12,000,000 | 12,000,000 | 3 | 3 | 2,941 | 2,190 | | | 22,039 | 11,756 | | 15 | 38,941 | | 828 | | |
| 137 | Jersey City, N. J | 90,000,000 | 59,405,602 | | 2 | 0 | 11,958 | | | 121,711 | 52,680 | 0 | 0 | 186,349 | | 3,926 | 1,000 | |
| 138 | Newark, N. J* | | 82,140,700 | | | 702 | | | | 140,449 | 63,500 | | 254 | 204,905 | 2,969 | | | |
| 139 | New Brunswick, N. J | 10,792,000 | 5,396,000 | 2.3 | 4.6 | 227 | | | | 18,628 | 29,015 | 611 | 486 | 48,968 | | 42 | | |
| 140 | Orange, N. J | 7,000,000 | 4,314,000 | | 2.5 | 1,926 | | | | 13,393 | 10,000 | 401 | 20,072 | 45,791 | 15,488 | 249 | | |
| 141 | Paterson, N. J | *19,169,609 | *19,169,609 | | | 0 | 4,242 | 0 | 0 | 42,241 | 37,500 | 0 | | 83,983 | 1,000 | 1,100 | | |
| 142 | Plainfield, N. J | | | | | | | | | | | | | 25,780 | | | | |
| 143 | Trenton, N. J | *20,000,000 | *12,933,083 | | 15 | | 2,845 | | | 29,537 | 19,500 | | | 51,882 | | | | |
| 144 | Albany, N. Y | 74,170,850 | 37,085,425 | 1.9 | 3.9 | 74,652 | | | | 48,172 | 145,478 | 1,100 | 3,566 | 272,968 | 13,876 | 1,512 | 1,185 | |
| 145 | Auburn, N. Y | 11,515,420 | 8,636,565 | 2.95 | 3.94 | 9,940 | 643 | | | 11,810 | 30,534 | 780 | 264 | 53,971 | 12,598 | 3,751 | 78 | |
| 146 | Binghamton, N. Y | 8,954,300 | 5,826,900 | 3 | 4.6 | 6,907 | | | | 10,620 | 27,000 | 952 | 50 | 45,530 | 6,760 | 87 | 507 | |
| 147 | Brooklyn, N. Y | 400,000,000 | | | | 182,792 | | | | 269,584 | 796,565 | | 57,728 | 1,306,669 | 70,235 | 13,740 | | |
| 148 | Buffalo, N. Y | 89,237,320 | 89,237,320 | | | | | | | 79,372 | 269,694 | 66 | 1,963 | 351,095 | 598 | 1,219 | 1,968 | |
| 149 | Cohoes, N. Y | 10,982,664 | 3,660,888 | 2.4 | 7.2 | 5,944 | | | | 10,196 | 26,054 | 22 | 34 | 42,250 | | 150 | 291 | |
| 150 | Elmira, N. Y | *13,730,918 | *13,730,918 | 4.6 | 4.6 | 6,000 | | | | 13,047 | 50,523 | 1,000 | | 70,570 | 10,189 | 311 | | |
| 151 | Hornellsville, N. Y | 6,000,000 | 1,793,100 | 1.5 | 5.2 | | | | | 4,691 | 9,596 | 89 | 192 | 14,568 | 8,000 | 1,000 | 62 | |
| 152 | Hudson, N. Y | | | | | | | | | | | | | 21,158 | (6,237) | | | |
| 153 | Ithaca, N. Y | 6,000,000 | 2,451,218 | 2.3 | 5.7 | 427 | *d*7,033 | 263 | | | 14,056 | 1,309 | 1,889 | 24,977 | 4,218 | 863 | 198 | |
| 154 | Kingston, N. Y*e* | 5,475,440 | 5,475,440 | 3.28 | 3.28 | | 388 | | 572 | 5,586 | 18,342 | 417 | 518 | 25,823 | | 178 | 18 | |
| 155 | Lockport, N. Y | 8,250,000 | 5,270,780 | 2.1 | 3.2 | 9,895 | 250 | | | 8,779 | 17,000 | 1,895 | 3 | 37,822 | 634 | 1,224 | 216 | |
| 156 | Long Island City, N. Y* | | 4,681,847 | | 7.5 | | | | | 9,752 | 31,740 | | | 41,492 | | 575 | | |
| 157 | Newburgh, N. Y | 17,000,000 | 8,591,859 | 1.8 | 3.6 | 1,439 | | | | 10,542 | 31,400 | 627 | 131 | 44,139 | 3,320 | 1,965 | 2,613 | |
| 158 | New York, N. Y | 1,906,276,212 | 1,143,765,727 | | | 431,181 | | | | | 3,415,882 | | | 3,847,063 | 183,846 | 31,060 | | |
| 159 | Ogdensburg, N. Y | | | | | 8,610 | | | | 6,507 | | | | *f*15,117 | | 3,000 | | |
| 160 | Oswego, N. Y | | 8,701,599 | | 3 | 1,014 | | | | 13,364 | 26,089 | 147 | 469 | 41,083 | 3,472 | 2,039 | 29 | |
| 161 | Poughkeepsie, N. Y | | 11,518,865 | 1.84 | 2 | 14,092 | | | | 12,270 | 23,687 | | | 50,049 | | 439 | 2,736 | |
| 162 | Rochester, N. Y | 85,000,000 | 35,840,869 | 1.51 | 3.58 | 0 | 0 | 0 | 0 | 46,113 | 128,632 | 1,287 | 1,426 | 177,458 | 11,994 | 3,991 | 930 | |
| 163 | Rome, N. Y* | 4,398,205 | 4,398,205 | 3.2 | 3.2 | 1,530 | 567 | | | 5,993 | 14,378 | 222 | | 22,690 | 1,977 | 599 | | |
| 164 | Saratoga Springs, N. Y | 19,594,667 | 3,916,934 | .75 | 3.6 | 12,356 | | | | 5,965 | 14,000 | 63 | 93 | 32,477 | 1,964 | 340 | 197 | |
| 165 | Schenectady, N. Y | | | | | | | | | | | | | 23,092 | (1,234) | | 126 | |
| 166 | Syracuse, N. Y | 27,915,938 | 27,915,938 | 3 | 3 | 5,500 | | | | 30,956 | 92,000 | 1,294 | 92 | 129,842 | 21,491 | 1,009 | 2,080 | |
| 167 | Troy, N. Y | 46,492,376 | 15,497,492 | 2.3 | | 13,520 | | | | 28,356 | 62,500 | 1,000 | 1,023 | 106,399 | 0 | | | |
| 168 | Utica, N. Y | 22,321,500 | 17,244,900 | 2.3 | 3 | 36,076 | | | | 20,091 | 66,800 | 432 | 1,687 | 125,086 | 14,129 | 2,236 | 741 | |
| 169 | Watertown, N. Y | | | | | | | | | | | | | 39,373 | (4,124) | | 642 | |
| 170 | Wilmington, N. C* | 4,844,218 | 4,844,218 | .8 | | 6,004 | | | | (11,874) | | | 392 | 18,270 | 2,101 | | | |
| 171 | Akron, Ohio | 9,973,792 | 7,473,792 | 4.5 | 6 | 26,432 | 429 | | | 6,697 | 35,954 | 1,283 | 5,000 | 75,795 | 9,641 | | | |

* From Report of the Commissioner of Education for 1879.

*a* Paid out of special appropriation for this purpose, and therefore not included in total.

*b* Total of specified items only, and probably not the whole receipts for school purposes.

*c* Exclusive of Gold Hill, a separate district.

*d* Including State tax.

*e* These statistics are for the Kingston school district only.

*f* Total of items reported.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &c.*—Continued.

| | City. | Total taxable property in the city. | | Tax for school purposes. | | Receipts. | | | | | | | | | Expenditures. | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Amount received from interest on permanent fund. | | | 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 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | 101 | 102 | 103 | 104 | 105 |
| 172 | Canton, Ohio | | $5,185,426 | | 5 | $10,910 | $454 | | | $5,642 | $25,927 | | $5,491 | $48,424 | $9,747 | $100 | $150 |
| 173 | Cincinnati, Ohio | | 170,000,000 | | 3.2 | 85,738 | 1,351 | | $12,462 | 134,483 | 438,322 | $6,407 | 6,493 | 685,256 | 46,617 | 14,463 | 20,700 |
| 174 | Cleveland, Ohio | $220,941,582 | 73,647,194 | 1.6 | 4.7 | 15,714 | | | | 73,069 | 293,438 | 568 | 7,663 | 390,452 | 35,998 | 11,126 | |
| 175 | Columbus, Ohio | 44,000,000 | 27,500,000 | 3.4 | 5.5 | 34,721 | 201 | | | 21,267 | 148,666 | 61 | 388 | 205,304 | 62,455 | 2,197 | 1,249 |
| 176 | Dayton, Ohio | a30,000,000 | a19,000,000 | | | | | | | | | | | 189,262 | | | |
| 177 | Fremont, Ohio | 3,000,000 | 2,000,000 | 4.6 | 7 | 3,112 | | | | 3,435 | 8,969 | 350 | 84 | 15,950 | 0 | 50 | 50 |
| 178 | Hamilton, Ohio | 7,250,000 | 6,509,151 | 4.5 | 5 | 11,499 | 539 | | | 7,752 | 32,063 | 53 | 151 | 52,057 | | | |
| 179 | Ironton, Ohio | 3,535,420 | 2,963,139 | 2.4 | 2.88 | 914 | 256 | | | 4,043 | 15,051 | 212 | 272 | 20,748 | 2,151 | | |
| 180 | Mansfield, Ohio b | 16,830,000 | 5,610,000 | | 5 | 5,615 | 234 | | | 4,299 | 23,655 | 204 | | 34,007 | | | |
| 181 | Newark, Ohio* | | | | 5 | 18,005 | | | | 5,481 | 21,884 | 192 | 340 | 45,902 | | | |
| 182 | Portsmouth, Ohio | 5,000,000 | 4,694,617 | | 5 | 16,209 | 116 | | | 5,228 | 25,337 | 542 | 1,677 | 49,108 | | 342 | |
| 183 | Sandusky, Ohio | 10,062,562 | 4,020,854 | 3 | 7 | 6,184 | 846 | | | 9,220 | 27,607 | 200 | 12,921 | 56,978 | | | |
| 184 | Springfield, Ohio* | 15,000,000 | 10,000,000 | | 5.5 | 9,687 | | | | 7,818 | 42,374 | 871 | 5,313 | 66,063 | 2,620 | | |
| 185 | Steubenville, Ohio* | | 5,344,420 | | 4.5 | 14,656 | 6,897 | | 63 | | 24,781 | 254 | 52 | 46,703 | | | |
| 186 | Tiffin, Ohio | | | | 5.5 | 10,066 | 39 | | | 4,374 | 14,011 | 70 | 114 | 28,674 | 300 | 1,800 | |
| 187 | Toledo, Ohio* | | 18,687,955 | | 6 | 39,460 | 662 | | | 23,184 | 90,721 | 554 | 35,061 | 189,642 | | 251 | |
| 188 | Zanesville, Ohio* | | | | 3.5 | | | | | | | | | | | | |
| 189 | Portland, Oreg | 13,500,000 | 9,500,000 | | 4.5 | 133 | 3,321 | $20,047 | | 0 | 41,797 | 1,348 | 1,844 | 68,490 | 9,072 | 1,906 | |
| 190 | Allegheny, Pa | | 46,000,000 | | 4.25 | 19,275 | 14,394 | | | | 178,889 | | 48,279 | 260,837 | 11,596 | (47,006) | |
| 191 | Allentown, Pa | 9,500,000 | | 5.5 | | 5,713 | | | 260 | (50,697) | | | 5,967 | 62,637 | | | |
| 192 | Altoona, Pa | 5,598,000 | 1,866,000 | 5 | 15 | 2,390 | | | | 3,312 | 22,379 | 383 | | 28,464 | 8,733 | 691 | |
| 193 | Carbondale, Pa | 2,500,000 | 815,602 | 3.3 | 9 | | | | | 1,591 | 6,702 | | | 8,293 | | 146 | |
| 194 | Chester, Pa | | *6,543,292 | | 6 | | | | | | | | | *49,948 | | | |
| 195 | Danville, Pa | 2,090,883 | | | 10 | 253 | 1,607 | | 7,108 | | | | | 8,968 | | | |
| 196 | Easton, Pa* | | 9,201,624 | | | | | | | | | | | 42,095 | | | |
| 197 | Erie, Pa | 25,000,000 | 14,100,000 | | 4 | 12,390 | 5,722 | | | | 48,617 | | 70 | 66,799 | 11,509 | | |
| 198 | Harrisburg, Pa | 15,770,262 | 5,256,754 | 4.3 | 13 | 425 | | | | | 71,376 | 13 | 11,251 | 83,065 | | 745 | |
| 199 | Lebanon, Pa | 2,000,009 | 1,250,000 | | 10 | 2,665 | | | | 1,868 | 17,136 | | 151 | 21,820 | | 90 | |
| 200 | Meadville, Pa | 3,425,575 | 2,055,355 | 7 | 11 | 437 | 0 | 0 | 0 | c2,491 | 23,003 | 885 | 0 | 26,816 | 815 | 836 | |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 201 | New Castle, Pa* | 4, 910, 568 | 1, 227, 642 | | | | | | | | | | | 11, 118 | | | | |
| 202 | Norristown, Pa | | 6, 433, 882 | | 7 | 3, 252 | | | | | 29, 450 | 1, 254 | 17, 228 | 51, 184 | 18, 986 | 310 | | |
| 203 | Philadelphia, Pa | | 536, 667, 834 | | | 696 | | | | | 1, 378, 093 | | 145, 154 | 1, 523, 943 | 48, 650 | 11, 496 | | |
| 204 | Pittsburgh, Pa* | | 110, 404, 698 | | | 159, 428 | c27, 000 | | | (361, 766) | | | 8, 073 | 556, 207 | (35, 925) | | | |
| 205 | Reading, Pa* | | 18, 000, 000 | | 3 | 33, 959 | 10, 354 | | | | 75, 081 | | 3, 665 | 123, 059 | 23, 065 | | | |
| 206 | Scranton, Pa | 30, 000, 000 | 10, 000, 000 | 4 | 6 | 16, 183 | | | | 8, 004 | 76, 888 | 0 | 0 | 101, 075 | 600 | 4, 010 | | |
| 207 | Shamokin, Pa | 5, 000, 000 | | | | | | | | 1, 840 | 11, 389 | | | 13, 229 | 3, 220 | | | |
| 208 | Shenandoah, Pa | 3, 400, 000 | 1, 517, 143 | | 10 | 5, 839 | 1, 469 | | | | 15, 900 | 82 | 8, 988 | 32, 278 | 8, 490 | 1, 133 | | |
| 209 | Titusville, Pa | | | | | 3, 696 | | | | | | 284 | | d3, 980 | | | | |
| 210 | Williamsport, Pa | 12, 000, 000 | 7, 250, 000 | 3 | 5 5 | 0 | c4, 646 | | | | 32, 781 | 168 | | 37, 595 | | 500 | | |
| 211 | York, Pa | *8, 561, 833 | | | 3. 5 | 1, 298 | | | | (19, 908) | | 348 | 12, 931 | 34, 485 | | | | |
| 212 | Lincoln, R. I | | 8, 586, 023 | | 1. 4 | | | | | | | | | 27, 158 | (8, 000) | | | |
| 213 | Newport, R. I | 29, 473, 550 | 25, 009, 300 | 1 | 1. 2 | 0 | 4, 722 | | 6, 560 | | 32, 039 | 397 | 1, 073 | 44, 791 | 1, 560 | 247 | 216 | |
| 214 | Pawtucket, R. I | | 17, 839, 212 | | | | | | | | | | | 51, 000 | | | | |
| 215 | Providence, R. I | | 168, 547, 726 | | | | | | | 23, 466 | 207, 158 | 562 | 9, 007 | 240, 193 | 12, 880 | 3, 000 | | |
| 216 | Warwick, R. I | | 11, 002, 963 | | | | | | | | | | | 13, 232 | (875) | | | |
| 217 | Woonsocket, R. I | | 8, 827, 565 | | | | | | | | 18, 000 | 272 | | 18, 272 | | (5, 508) | | |
| 218 | Charleston, S. C | | 26, 422, 000 | | 3 | | | | | | 59, 000 | | 6, 142 | 65, 142 | | | | |
| 219 | Chattanooga, Tenn | 4, 942, 488 | 3, 294, 992 | | 7 | | | | | (19, 218) | | 110 | 500 | 19, 828 | 7, 787 | 111 | | |
| 220 | Knoxville, Tenn* | | | | | 1, 544 | 0 | 0 | 0 | 3, 928 | 7, 500 | 580 | 108 | 13, 660 | 0 | | | |
| 221 | Memphis, Tenn | | 12, 624, 440 | | 1 | | | | | e19, 367 | 15, 621 | 400 | | 35, 388 | | | | |
| 222 | Nashville, Tenn | 13, 700, 000 | 13, 700, 000 | 5 | 5 | 0 | 0 | 0 | 0 | 3, 631 | 61, 002 | 0 | f24, 709 | 89, 342 | | 169 | | |
| 223 | Houston, Tex | *6, 000, 000 | *5, 000, 000 | | | | | | | | | | | *17, 591 | | | | |
| 224 | San Antonio, Tex | 12, 000, 000 | 8, 435, 556 | | | 5, 798 | 9, 022 | | 6, 530 | | | | 1, 200 | 22, 550 | 4, 500 | 375 | | |
| 225 | Burlington, Vt | | | | | | | | | | | | | b19, 170 | | b86 | | |
| 226 | Rutland, Vt | | | | | | | | | | | | | | | | | |
| 227 | Alexandria, Va | 3, 500, 000 | 3, 770, 330 | 2. 3 | 1. 9 | 30 | 0 | 0 | 0 | 5, 336 | 7, 200 | 0 | 50 | 12, 616 | 0 | 225 | 0 | |
| 228 | Danville, Va | 2, 718, 620 | 2, 718, 620 | | | 0 | 408 | 0 | 0 | 1, 171 | 2, 576 | 0 | 1, 844 | 5, 999 | 0 | 0 | 0 | |
| 229 | Lynchburg, Va | | 7, 750, 780 | | 1. 4 | 70 | | | | 5, 252 | 13, 630 | 300 | | 19, 252 | | 474 | | |
| 230 | Norfolk, Va | 9, 674, 451 | 9, 674, 451 | | | 553 | 0 | 0 | 0 | 7, 493 | 11, 500 | 0 | 0 | 19, 546 | 725 | 9 | 0 | |
| 231 | Petersburg, Va* | | | | | 51 | | | | 1, 854 | 12, 300 | | 366 | 14, 571 | | | | |
| 232 | Portsmouth, Va | a2, 948, 478 | a2, 948, 478 | | | | | | | | | | | 9, 690 | (451) | | | |
| 233 | Richmond, Va | 39, 766, 706 | 39, 766, 706 | 17. 25 | 17. 25 | 12, 622 | | | | 24, 905 | 70, 000 | | 914 | 108, 441 | 8, 610 | 337 | | |
| 234 | Appleton, Wis | | | | | | | | | | | | | 22, 886 | 731 | (384) | | |
| 235 | Fond du Lac, Wis | | 3, 412, 120 | | 6 | 187 | | | | 2, 171 | 20, 503 | 132 | 370 | 23, 363 | | (771) | | |
| 236 | Janesville, Wis | 3, 000, 000 | 2, 470, 785 | 4. 8 | 5 | 1, 303 | | | | 1, 423 | 17, 319 | 120 | 894 | 21, 059 | | 125 | | |
| 237 | La Crosse, Wis | 6, 000, 000 | 3, 188, 133 | 4. 8 | 8. 9 | | 1, 600 | | | | 30, 000 | 75 | | 31, 675 | 3, 200 | 400 | | |
| 238 | Madison, Wis | 6, 000, 000 | 4, 500, 000 | | 4 | 0 | 1, 950 | 0 | 0 | | 18, 775 | 678 | 210 | 21, 613 | 654 | 0 | 1 | |
| 239 | Milwaukee, Wis | | 56, 857, 854 | | 3. 3 | 111, 528 | | | | 14, 807 | 175, 303 | 0 | | 301, 638 | | | | |
| 240 | Oshkosh, Wis | | 4, 686, 310 | | | | | | | | | | | 43, 052 | g10, 376 | | | |
| 241 | Racine, Wis | 7, 911, 330 | 7, 911, 330 | 3 | 3 | 681 | 2, 182 | | | | 24, 025 | (8, 917) | | 35, 805 | 4, 800 | 2, 538 | | |
| 242 | Watertown, Wis | 2, 000, 000 | 1, 500, 000 | 4 | 5. 5 | 4, 532 | 1, 754 | | | | 9, 150 | 197 | 678 | 16, 311 | | 625 | | |
| 243 | Georgetown, D. C | 81, 377, 253 | 81, 377, 253 | | | 0 | 0 | 0 | 2, 225 | 0 | 426, 579 | 0 | 132 | 428, 936 | h43, 067 | h2, 435 | 0 | |
| 244 | Washington, D. C | | | | | | | | | | | | | | | | | |

* From Report of the Commissioner of Education for 1879.
*a* In 1878.
*b* From a return for 1879.
*c* From State appropriation.
*d* Total of items reported.
*e* From State and county.
*f* From a bank loan.
*g* For building and repairing.
*h* These statistics are for white schools only; for those in which colored schools are included, see Table I.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1880, *&c.*—Continued.

| | 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 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 1 | Mobile, Ala* | ..... | ..... | ..... | $34, 613 | ..... | $621 | $606 | $1, 925 | $304 | $1, 338 | ..... | $1, 200 | $40, 607 | ..... | ..... |
| 2 | Selma, Ala | ..... | ..... | ..... | 1, 510 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*1, 510 | ..... | ..... |
| 3 | Little Rock, Ark | ..... | $1, 234 | $1, 500 | 16, 711 | $529 | 708 | ..... | ..... | ..... | ..... | ..... | 4, 082 | 28, 264 | $11 00 | $3 21 |
| 4 | Los Angeles, Cal* | ..... | ..... | 1, 500 | 22, 000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *b*4, 206 | 31, 541 | 20 24 | 3 62 |
| 5 | Oakland, Cal | ..... | ..... | 8, 760 | 117, 466 | 900 | 8, 495 | 1, 747 | 1, 378 | 530 | 3, 778 | $673 | 6, 221 | 167, 705 | 22 93 | 4 68 |
| 6 | Sacramento, Cal* | ..... | ..... | ..... | 51, 148 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *b*17, 118 | 76, 899 | 23 00 | 11 00 |
| 7 | San Francisco, Cal | ..... | ..... | 77, 150 | 562, 109 | 7, 800 | 41, 205 | 7, 054 | 7, 998 | 216 | 39, 060 | 2, 411 | 21, 854 | *c*875, 448 | 22 70 | 4 53 |
| 8 | Stockton, Cal | ..... | ..... | 900 | 29, 118 | 600 | 3, 137 | 850 | ..... | 452 | 355 | 21 | 1, 287 | 37, 120 | 23 12 | 5 85 |
| 9 | Denver, Colo. ($\frac{5}{8}$ of city) | $20, 000 | ..... | 3, 000 | 30, 000 | 500 | 3, 000 | 2, 000 | 1, 500 | 500 | 1, 000 | ..... | 2, 352 | 107, 352 | 16 89 | 5 56 |
| 10 | Bridgeport, Conn | ..... | ..... | 2, 200 | 42, 566 | 125 | 2, 669 | 1, 898 | 615 | ..... | 9, 303 | 136 | 1, 371 | 61, 337 | 12 68 | 4 57 |
| 11 | Danbury, Conn | ..... | ..... | ..... | 18, 208 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *b*7, 587 | 27, 604 | ..... | ..... |
| 12 | Greenwich, Conn | ..... | ..... | ..... | 10, 810 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *b*1, 770 | 12, 580 | ..... | ..... |
| 13 | Hartford, Conn | ..... | ..... | ..... | 107, 577 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *b*46, 921 | 155, 932 | ..... | ..... |
| 14 | Meriden, Conn | ..... | ..... | 600 | 26, 010 | ..... | 2, 240 | 1, 480 | ..... | ..... | ..... | 310 | ..... | 30, 640 | 14 48 | 2 18 |
| 15 | New Britain, Conn* | ..... | ..... | ..... | 18, 689 | ..... | ..... | 941 | ..... | ..... | 995 | ..... | 5, 092 | 26, 271 | ..... | ..... |
| 16 | New Haven, Conn | *d*1, 365 | ..... | ..... | 134, 148 | 5, 175 | 8, 214 | 4, 558 | 1, 425 | 56 | 2, 873 | 557 | 6, 713 | 193, 586 | 17 44 | ..... |
| 17 | New London, Conn* | ..... | ..... | ..... | 18, 756 | ..... | ..... | 1, 123 | ..... | ..... | 1, 722 | ..... | 3, 265 | 25, 066 | ..... | ..... |
| 18 | Norwalk, Conn* | ..... | ..... | ..... | 23, 029 | ..... | ..... | 1, 980 | ..... | ..... | 1, 043 | ..... | 4, 436 | 30, 557 | ..... | ..... |
| 19 | Norwich, Conn* | 650 | 2, 832 | 2, 000 | 17, 381 | 25 | 1, 139 | 181 | ..... | 115 | 2, 806 | 38 | 1, 539 | 28, 841 | 20 37 | 6 14 |
| 20 | Stamford, Conn | ..... | ..... | ..... | 16, 733 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *b*4, 316 | 29, 041 | ..... | ..... |
| 21 | Waterbury, Conn | ..... | ..... | ..... | 23, 106 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *b*13, 225 | 46, 761 | ..... | ..... |
| 22 | Wilmington, Del | ..... | ..... | 1, 600 | 48, 758 | 650 | 2, 475 | 2, 718 | 925 | 411 | 2, 456 | 4, 427 | 1, 120 | 65, 540 | 11 26 | 3 39 |
| 23 | Jacksonville, Fla* | 0 | *f*2, 000 | (*f*12, 500) | | 0 | *f*216 | *f*200 | *f*148 | *f*600 | *f*475 | 0 | 0 | *f*16, 239 | ..... | ..... |
| 24 | Key West, Fla* | ..... | ..... | 400 | 8, 011 | ..... | 240 | ..... | ..... | ..... | ..... | ..... | 213 | 9, 564 | 8 00 | ..... |
| 25 | Atlanta, Ga | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 51, 073 | ..... | ..... |
| 26 | Augusta, Ga | ..... | ..... | 1, 597 | 20, 384 | 520 | ..... | 328 | 834 | ..... | 1, 166 | ..... | ..... | 24, 977 | ..... | ..... |
| 27 | Columbus, Ga | ..... | ..... | 1, 500 | 8, 327 | ..... | 180 | 256 | ..... | 66 | 431 | 609 | 35 | 11, 704 | 8 50 | 1 61 |
| 28 | Macon, Ga | ..... | ..... | 1, 800 | 17, 056 | ..... | 135 | 206 | 385 | 8 | 67 | ..... | 300 | 20, 136 | ..... | ..... |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 29 | Belleville, Ill | 12,506 | | 1,500 | 18,052 | | 1,417 | 275 | | 130 | 3,120 | 35 | 521 | 38,362 | 10 47 | 3 57 |
| 30 | Chicago, Ill | 80,955 | | 60,000 | 523,037 | 9,362 | 46,254 | 23,058 | 19,735 | 20 | 20,555 | 1,253 | 15,931 | 1,084,811 | 13 75 | 3 21 |
| 31 | Danville, Ill | (2,701) | | 1,200 | 13,738 | | | | | | | | *b*2,162 | 21,972 | 11 33 | 1 76 |
| 32 | Decatur, Ill* | 5,000 | | (16,104) | | | | | | | | | *b*7,408 | 28,609 | 11 80 | |
| 33 | Elgin, Ill | | | 1,000 | 9,315 | 75 | 730 | 872 | 0 | | 624 | | 181 | 12,827 | 12 41 | 2 99 |
| 34 | Freeport, Ill* | 3,960 | | (14,770) | | | | | | | | | *b*5,099 | 24,129 | | |
| 35 | Galesburg, Ill | | | 1,600 | 15,021 | | 1,395 | | | | 1,414 | | 3,519 | 22,949 | 11 40 | 2 43 |
| 36 | Jacksonville, Ill* | 3,434 | 2,000 | 1,500 | 18,000 | 400 | 900 | 402 | 0 | 171 | 2,059 | (700) | | 30,348 | 15 24 | 3 11 |
| 37 | Joliet, Ill | 1,080 | 0 | | | (16,489) | | *i*2,806 | | 49 | 2,244 | | | 23,498 | | |
| 38 | Ottawa, Ill* | 5,842 | 417 | | 13,750 | 100 | 2,220 | 576 | | | 1,432 | 99 | 786 | 26,922 | 12 00 | 2 25 |
| 39 | Peoria, Ill | | | 5,211 | 34,176 | 400 | 3,641 | 1,213 | 200 | 322 | 3,091 | | 531 | 63,831 | | |
| 40 | Quincy, Ill | 1,502 | 3,253 | 1,350 | 25,502 | 528 | 1,738 | 1,180 | 230 | 490 | 440 | 205 | 1,856 | 38,274 | 11 29 | 2 80 |
| 41 | Rockford, Ill | 256 | | 3,600 | 18,286 | 200 | (3,019) | | 250 | | 263 | | | 25,873 | 10 00 | 2 00 |
| 42 | Rock Island, Ill | 5,640 | 464 | 2,300 | 15,720 | 200 | 2,477 | 604 | 100 | 225 | 782 | | 2,800 | 31,562 | 11 35 | 4 53 |
| 43 | Springfield, Ill* | | 568 | (25,279) | | | | 760 | | | 109 | | 1,354 | 28,070 | | |
| 44 | Fort Wayne, Ind | | | 7,950 | 39,405 | 1,510 | 3,482 | 1,673 | 84 | 1,020 | 894 | | 1,553 | 60,608 | 16 81 | 3 63 |
| 45 | Indianapolis, Ind | 8,442 | | 10,750 | 122,877 | 2,945 | 8,930 | 4,786 | 720 | 863 | 10,576 | 500 | 12,243 | 244,637 | 14 74 | 4 65 |
| 46 | Logansport, Ind | 29,273 | | 1,500 | 13,647 | 300 | 1 180 | 1,070 | | | 365 | 150 | 870 | 49,295 | 12 55 | 3 24 |
| 47 | Madison, Ind* | | 12,438 | | 18,541 | 900 | 1,386 | 500 | | 200 | 2,000 | | 617 | 40,007 | | |
| 48 | Richmond, Ind | | | | | | | | | | | | | | | |
| 49 | South Bend, Ind | | | 600 | 13,027 | 300 | 1,040 | 1,300 | | 200 | 800 | | 3,093 | 21,130 | 9 90 | 5 49 |
| 50 | Terre Haute, Ind | 0 | 699 | 2,500 | 41,388 | 860 | 3,057 | 816 | | 405 | 1,137 | | 1,734 | 53,683 | 14 75 | 2 69 |
| 51 | Vincennes, Ind* | | | | 9,900 | 300 | 750 | | | | | | | *j*15,372 | | |
| 52 | Burlington, Iowa* | | | 1,650 | 35,655 | 400 | 3,207 | 1,294 | | 721 | 1,116 | 57 | 3,123 | 51,727 | 16 00 | 4 25 |
| 53 | Clinton, Iowa | 5,000 | | 1,600 | 12,642 | 125 | 1,272 | 496 | | 300 | 275 | 166 | | 21,876 | | |
| 54 | Council Bluffs, Iowa | | | 1,600 | 18,804 | 200 | 2,188 | 879 | 500 | 578 | 1,488 | | 220 | 41,361 | 15 69 | 4 66 |
| 55 | Davenport, Iowa | | | (55,036) | | 990 | 4,695 | 27 | | | 2,265 | 18 | 1,211 | 64,798 | 16 68 | 2 82 |
| 56 | Des Moines, west side, Ia | 12,169 | | 1,500 | 24,516 | 500 | 2,170 | 1,050 | | 170 | 4,116 | | 2,275 | 55,271 | 16 65 | 6 53 |
| 57 | Dubuque, Iowa | | 0 | | 35,347 | 1,483 | 3,429 | 2,697 | | 112 | 2,318 | | 1,149 | 49,662 | 14 22 | 4 37 |
| 58 | Keokuk, Iowa* | | | | 21,700 | 1,805 | 1,100 | | 560 | | | | | *i*34,700 | 12 50 | |
| 59 | Ottumwa, Iowa | | | | | | | | | | | | | *35,692 | *14 02 | *3 29 |
| 60 | Lawrence, Kans | | | 1,000 | 11,788 | 648 | 918 | 540 | | 213 | 2,602 | | 1,068 | 18,932 | | |
| 61 | Leavenworth, Kans | 12,875 | 782 | | | (19,009) | | 510 | | 567 | 518 | (1,194) | | 35,455 | 8 73 | 1 67 |
| 62 | Topeka, Kans* | | | 1,000 | 14,252 | 522 | 1,322 | 1,128 | 35 | 53 | 632 | 141 | 597 | 19,682 | 11 24 | |
| 63 | Covington, Ky | 5,869 | 4,098 | | 32,987 | 420 | 2,250 | 588 | 234 | 18 | 2,393 | | 3,460 | 56,317 | | |
| 64 | Lexington, Ky* | | | | | | | | | | | | | 18,319 | (*k*) | (*k*) |
| 65 | Louisville, Ky | | | 30,880 | 133,697 | 2,400 | 10,240 | | 881 | 6,167 | | (13,434) | | 197,699 | 12 19 | 2 45 |
| 66 | Newport, Ky | 2,920 | 54 | 1,500 | 19,634 | 275 | 1,625 | *i*968 | 0 | 0 | 544 | 0 | 378 | 27,898 | 10 40 | 1 87 |
| 67 | Paducah, Ky | 0 | 0 | 0 | *l*6,750 | *l*60 | *l*300 | *l*400 | 0 | *l*75 | | *l*10 | *l*1,101 | *l*8,696 | *l*9 67 | *l*2 79 |
| 68 | New Orleans, La | | | 3,310 | 198,199 | 3,000 | 11,789 | 2,524 | 9,572 | | 13,217 | | 6,353 | 250,444 | 12 80 | 3 03 |
| 69 | Auburn, Me | | | | 13,207 | | 609 | 843 | 36 | | 233 | 615 | 975 | 17,164 | 9 60 | 2 95 |
| 70 | Augusta, Me | 4,347 | | 425 | 10,000 | 0 | 550 | 800 | 0 | | 500 | 50 | 200 | 17,372 | 12 00 | |
| 71 | Bangor, Me | | | | | | 1,254 | 1,317 | | | | 247 | | 30,564 | 9 17 | |
| 72 | Biddeford, Me | | | | 13,000 | | | | | | | | | 19,500 | | |
| 73 | Lewiston, Me* | | | (25,323) | | | 1,406 | 1,666 | | | 1,020 | 1,991 | 1,038 | 32,444 | 12 05 | 3 38 |

* From Report of the Commissioner of Education for 1879.
*a* Amount paid for teaching only.
*b* For all incidental or contingent expenses.
*c* Includes $66,315 paid on account of fiscal year 1878–'79.
*d* For interest only.
*e* The report here given, exclusive of that of population, is for the central school district only, which comprises about one-half of the city.
*f* Total expenditure for county and city.
*g* Including Monroe County.
*h* Including Bibb County.
*i* Includes some other incidental expenses.
*j* Items not all reported.
*k* Average of entire expense per capita: for white schools, $14.08; for colored, $7.54.
*l* These statistics are for white schools only.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1880, *&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 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 74 | Portland, Me | ..... | ..... | $2,250 | $59,415 | $1,000 | $3,100 | $3,500 | ..... | ..... | $8,437 | $1,200 | $1,810 | $94,144 | $13 72 | $4 38 |
| 75 | Rockland, Me | $0 | $0 | 250 | 8,811 | ..... | 646 | 660 | ..... | ..... | 629 | ..... | 151 | 11,147 | 8 22 | 1 89 |
| 76 | Baltimore, Md | ..... | ..... | 4,300 | 481,310 | 3,600 | 21,000 | 12,625 | $29,762 | ..... | 7,477 | 33,336 | 16,104 | 617,152 | 16 21 | 4 13 |
| 77 | Cumberland, Md*[a] | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 78 | Frederick, Md* | ..... | ..... | ..... | 5,668 | ..... | 53 | 339 | 97 | $20 | 85 | 792 | 157 | 7,296 | 6 87 | 1 87 |
| 79 | Boston, Mass | ..... | ..... | 26,880 | 1,108,579 | 26,800 | 74,594 | [b]40,920 | [c]5,235 | ..... | [d]93,280 | 91,791 | 88,208 | 1,693,165 | 24 61 | 9 12 |
| 80 | Brockton, Mass | ..... | ..... | ..... | 19,936 | 700 | 1,400 | 1,600 | ..... | ..... | 2,296 | 75 | 600 | 27,707 | ..... | ..... |
| 81 | Brookline, Mass* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 82 | Cambridge, Mass | ..... | ..... | 2,700 | 128,816 | 300 | ([e]18,776) | | ..... | ..... | ..... | 3,451 | 1,369 | 163,348 | 19 88 | 3 56 |
| 83 | Chelsea, Mass* | ..... | ..... | 2,000 | [f]47,491 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | [g]49,491 | ..... | ..... |
| 84 | Chicopee, Mass | ..... | ..... | 1,600 | 15,938 | 378 | 1,250 | 761 | 30 | 10 | 6,664 | 33 | 2,067 | 29,501 | 19 00 | 12 72 |
| 85 | Fitchburg, Mass | 0 | 0 | 1,800 | 26,080 | 0 | 1,482 | 2,057 | 65 | 38 | 1,552 | 300 | 2,160 | 38,458 | 15 74 | 4 32 |
| 86 | Gloucester, Mass | 0 | 0 | 3,750 | 31,143 | ..... | 1,580 | 2,007 | 384 | ..... | 4,000 | 900 | 2,848 | 67,912 | 10 82 | 3 63 |
| 87 | Haverhill, Mass | 0 | 0 | ..... | 37,764 | 969 | 2,839 | 1,906 | ..... | 163 | 5,081 | 374 | 932 | 52,728 | 15 98 | 5 19 |
| 88 | Holyoke, Mass | ..... | ..... | 1,660 | 26,100 | 835 | 1,874 | 1,800 | ..... | ..... | 3,000 | 524 | 1,934 | [h]46,121 | 17 72 | 6 54 |
| 89 | Lawrence, Mass | ..... | ..... | 2,094 | 55,632 | 700 | 3,213 | 4,253 | ..... | ..... | ..... | ..... | 3,771 | 69,663 | ..... | ..... |
| 90 | Lowell, Mass | ..... | ..... | ..... | 102,749 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 168,971 | ..... | ..... |
| 91 | Lynn, Mass* | 9,000 | ..... | (62,887) | | 1,339 | 5,686 | 3,301 | 125 | ..... | 1,190 | 951 | 5,022 | 90,701 | 13 71 | 4 19 |
| 92 | Malden, Mass | ..... | ..... | 2,000 | 26,966 | ..... | 2,078 | 1,266 | ..... | 340 | 3,623 | 453 | 2,148 | 39,374 | 15 30 | 5 34 |
| 93 | Marlborough, Mass | ..... | ..... | 780 | 14,887 | 151 | 971 | 856 | ..... | ..... | 851 | 1,192 | 1,195 | 21,074 | 9 47 | 3 27 |
| 94 | Milford, Mass* | ..... | ..... | 1,500 | 15,952 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 23,404 | ..... | ..... |
| 95 | New Bedford, Mass* | ..... | ..... | 2,300 | [e]76,404 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 128 | [g]78,832 | ..... | ..... |
| 96 | Newburyport, Mass* | ..... | ..... | ..... | [e]26,066 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 26,815 | ..... | ..... |
| 97 | Newton, Mass | 0 | 0 | 2,700 | 61,688 | 300 | 4,105 | 4,169 | ..... | ..... | ..... | ..... | 10,651 | 83,613 | 22 95 | 5 84 |
| 98 | Northampton, Mass | 0 | 0 | 1,000 | 17,796 | ..... | 967 | 1,106 | ..... | ..... | 2,030 | 249 | 327 | 23,475 | 11 35 | 2 82 |
| 99 | Pittsfield, Mass | ..... | ..... | 1,300 | 21,675 | 100 | 1,418 | 1,592 | ..... | 102 | 1,597 | 1,466 | 1,622 | 31,267 | 12 95 | 4 45 |
| 100 | Quincy, Mass* | ..... | ..... | 2,000 | 23,244 | ..... | 1,662 | 1,125 | ..... | ..... | 2,321 | 314 | ..... | 38,666 | ..... | ..... |
| 101 | Salem, Mass* | ..... | ..... | 2,500 | 57,920 | ..... | 2,916 | 2,614 | 450 | ..... | 3,614 | 550 | 7,251 | 81,077 | 20 58 | 5 93 |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 102 | Somerville, Mass | | | 1,800 | 60,715 | | 3,268 | 3,249 | 843 | (6,276) | | 530 | 2,934 | 79,624 | 15 61 | 4 27 |
| 103 | Springfield, Mass | | | 3,000 | 67,104 | | 5,275 | 3,468 | | | 7,189 | 209 | 2,706 | 90,550 | 15 71 | 4 58 |
| 104 | Taunton, Mass | | | 1,600 | 35,251 | 375 | 2,357 | 1,494 | 300 | 250 | 2,500 | 500 | 1,753 | 46,680 | 14 21 | 3 98 |
| 105 | Waltham, Mass | | | 1,700 | 24,636 | | 1,460 | 1,314 | 193 | | 995 | 600 | 1,352 | 54,849 | | |
| 106 | Weymouth, Mass* | | | 1,630 | *e*24,500 | | | | | | | | 170 | *g*26,350 | | |
| 107 | Woburn, Mass | | | 1,800 | 22,587 | | 1,648 | 1,602 | | | 1,600 | 689 | 1,015 | 31,185 | 13 29 | 3 57 |
| 108 | Worcester, Mass | 0 | 0 | 2,673 | 112,597 | 2,670 | 5,587 | 5,953 | 1,229 | | 4,982 | 1,045 | 6,254 | 167,559 | 14 97 | 3 60 |
| 109 | Adrian, Mich | 7,323 | 7,643 | | 12,198 | | | | | | | | *i*4,636 | 31,800 | | |
| 110 | Ann Arbor, Mich | 4,900 | | 1,500 | 16,151 | 100 | 1,086 | 1,013 | | 169 | 806 | | 1,232 | 28,428 | 11 90 | 2 91 |
| 111 | Bay City, Mich* | 7,200 | | 1,200 | 18,886 | | 1,850 | 1,200 | | 200 | 2,000 | 30 | 5,742 | 44,356 | 12 60 | 6 91 |
| 112 | Detroit, Mich | 0 | 0 | 3,300 | 151,186 | 3,500 | 12,526 | 7,321 | 719 | 152 | 9,487 | 173 | 5,047 | 214,036 | 12 92 | 3 65 |
| 113 | East Saginaw, Mich | 759 | 0 | 3,320 | 26,055 | 850 | 3,543 | 278 | 200 | 622 | 3,247 | 100 | 2,066 | 42,545 | 12 00 | 4 87 |
| 114 | Flint, Mich* | 9,412 | | 1,400 | 13,096 | 400 | 1,635 | 345 | | 55 | 500 | 20 | 490 | 27,853 | | |
| 115 | Grand Rapids, Mich | 11,247 | | 2,000 | 45,995 | 300 | 3,795 | 1,200 | | 135 | 2,183 | 300 | 3,067 | 79,052 | 13 36 | 3 03 |
| 116 | Muskegon, Mich | 8,325 | | 1,200 | 11,792 | | | | | | | | *i*3,900 | 26,319 | 12 05 | 3 62 |
| 117 | Port Huron, Mich | | | | | | | | | | | | | | | |
| 118 | Saginaw, Mich | 7,200 | | 1,600 | 12,406 | 200 | 1,200 | 1,300 | | 200 | 331 | 53 | 1,000 | 25,690 | 10 73 | 2 38 |
| 119 | Minneapolis, Minn | 13,946 | | 2,800 | 68,729 | | 5,528 | 4,871 | 417 | 713 | 2,903 | 100 | 3,306 | 108,444 | 16 18 | 3 04 |
| 120 | St. Paul, Minn | (54,536) | | 2,000 | 53,344 | 500 | 5,100 | 2,745 | 1,700 | 820 | | | 5,154 | 133,399 | 18 26 | 5 28 |
| 121 | Stillwater, Minn | 5,525 | | 1,000 | 9,234 | 100 | 1,257 | 514 | 120 | 295 | 1,015 | | 4,062 | 24,120 | 12 79 | 9 20 |
| 122 | Winona, Minn | 8,714 | | 2,100 | 14,956 | 400 | 1,412 | 442 | | | 500 | | 449 | 28,974 | | |
| 123 | Vicksburg, Miss* | | | | 9,000 | | 495 | 300 | | | 150 | | | 9,945 | | |
| 124 | Hannibal, Mo* | 2,880 | | 350 | 12,520 | 225 | 630 | 528 | 81 | 234 | 866 | | 568 | 18,882 | 9 73 | 2 37 |
| 125 | Kansas City, Mo* | 18,250 | | 3,247 | 35,744 | | 2,914 | 1,178 | 328 | | (4,450) | | | 78,141 | | |
| 126 | St. Joseph, Mo | | $165 | 2,000 | 32,241 | | 2,709 | 1,405 | 1,906 | 519 | 2,777 | | 1,751 | 48,522 | 12 02 | 3 88 |
| 127 | St. Louis, Mo | 62,000 | | (594,410) | | 22,900 | 56,939 | 12,905 | 5,881 | 29 | 33,323 | 13,032 | 26,246 | 848,152 | *j*15 60 | *j*2 04 |
| 128 | Sedalia, Mo* | 3,936 | | 1,200 | 9,025 | 135 | 630 | 421 | 360 | | 1,029 | | | 16,736 | | |
| 129 | Omaha, Nebr | 15,000 | | 3,000 | 36,990 | 400 | 3,806 | 2,191 | | 384 | 1,218 | 516 | 904 | 80,304 | | |
| 130 | Virginia City, Nev*k* | | | | 33,026 | 120 | 3,070 | | | | | | 7,220 | 44,437 | 25 88 | 8 93 |
| 131 | Dover, N. H | | | 1,500 | 16,394 | | 1,300 | 700 | | | 1,299 | 260 | 761 | 22,535 | 13 14 | 3 17 |
| 132 | Manchester, N. H | | | 1,680 | 37,583 | 100 | 2,240 | 2,890 | | 100 | 5,038 | 440 | 1,377 | 57,832 | 13 93 | 4 32 |
| 133 | Nashua, N. H | | | 1,000 | 21,542 | | | | | | | | *i*7,370 | 29,912 | (11 84) | |
| 134 | Portsmouth, N. H | | | | 17,066 | 100 | 828 | 1,769 | 450 | 0 | 1,890 | 300 | 593 | 23,296 | | |
| 135 | Camden, N. J | 11,553 | 0 | 900 | 53,192 | 1,255 | 6,815 | 2,250 | 0 | 348 | 7,008 | 5,486 | 573 | 96,825 | | |
| 136 | Elizabeth, N. J | | | 4,527 | 22,400 | 330 | 2,250 | 1,876 | 1,100 | 173 | | 1,775 | 582 | 35,841 | 12 01 | 3 60 |
| 137 | Jersey City, N. J | | | 44,400 | 102,600 | 3,800 | 12,000 | 5,927 | 908 | | 5,436 | 5,651 | 1,761 | 187,409 | | |
| 138 | Newark, N. J* | | | 35,800 | 126,858 | 1,875 | 10,121 | 3,150 | 1,140 | 592 | 10,254 | 6,139 | 8,970 | 207,868 | 14 08 | 3 66 |
| 139 | New Brunswick, N. J | 5,580 | 16,378 | 3,500 | 19,259 | 200 | 1,700 | 745 | | 110 | 364 | 407 | 195 | 48,480 | 12 78 | 2 09 |
| 140 | Orange, N. J | | | 3,990 | 15,528 | (1,490) | | 770 | 755 | | 901 | 171 | 463 | 39,805 | 19 86 | 4 63 |
| 141 | Paterson, N. J | 5,350 | 0 | (54,155) | | 1,000 | 6,064 | | 250 | | 3,185 | 3,818 | | 76,022 | 11 40 | 3 03 |
| 142 | Plainfield, N. J | | | | | | | | | | | | | | | |
| 143 | Trenton, N. J | | | 3,700 | 29,800 | 200 | 2,040 | 904 | 512 | 73 | 1,863 | 138 | 2,514 | 41,744 | 14 81 | 3 65 |
| 144 | Albany, N. Y | | | 2,125 | 141,209 | 1,700 | 6,878 | 6,319 | 392 | | 12,538 | 3,004 | 5,448 | 196,186 | 15 62 | 3 95 |
| 145 | Auburn, N. Y | | | 1,800 | 26,350 | | 1,802 | 1,883 | | 30 | 3,250 | | 1,248 | 52,790 | 12 61 | 3 68 |
| 146 | Binghamton, N. Y | | | 1,500 | 28,615 | | 2,533 | 520 | 300 | 35 | 844 | 36 | 2,210 | 43,947 | 12 75 | 2 12 |
| 147 | Brooklyn, N. Y | | | (732,378) | | 24,649 | | 19,707 | 7,950 | (44,108) | | 68,786 | 3,787 | 985,340 | 14 81 | |

* From Report of the Commissioner of Education for 1879.
*a* Includes Alleghany County.
*b* Fuel, gas, and water.
*c* Rent and taxes.
*d* Repairs, furniture, apparatus, &c.
*e* Includes repairs.
*f* Includes board, fuel, care of fires and school rooms.
*g* Total of specified items only; probably does not include all expenditures.
*h* Includes incidental expenses of evening schools.
*i* For all incidental or contingent expenses.
*j* Based on average number belonging.
*k* Exclusive of Gold Hill, a separate district.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1880, *&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 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 148 | Buffalo, N. Y | ..... | $3,100 | $4,500 | $282,927 | ..... | $9,541 | $8,743 | $1,775 | $820 | $23,581 | $453 | $7,979 | $347,204 | $19 75 | $3 63 |
| 149 | Cohoes, N. Y | ..... | ..... | 800 | 22,027 | $600 | 2,277 | 2,043 | 250 | 377 | 2,063 | 200 | 3,303 | 34,381 | 14 25 | 6 94 |
| 150 | Elmira, N. Y | $9,205 | ..... | (39,960) | | 2,000 | 2,880 | 2,200 | ..... | 175 | 1,800 | 125 | 2,000 | 70,845 | 13 00 | 3 68 |
| 151 | Hornellsville, N. Y | ..... | ..... | 1,400 | 9,475 | 200 | 780 | 500 | ..... | 100 | 233 | 10 | 113 | 21,873 | 13 47 | 2 39 |
| 152 | Hudson, N. Y | ..... | ..... | ..... | 8,705 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*705 | 15,647 | ..... | ..... |
| 153 | Ithaca, N. Y | ..... | ..... | 1,800 | 13,910 | ..... | 925 | 653 | ..... | 144 | 333 | 721 | 1,124 | 24,889 | 11 35 | 2 89 |
| 154 | Kingston, N. Y *b* | 95 | ..... | 1,400 | 15,149 | 298 | 1,279 | 535 | ..... | ..... | 2,892 | ..... | 608 | 22,472 | 15 11 | 1 35 |
| 155 | Lockport, N. Y | ..... | ..... | 1,000 | 22,267 | 183 | 1,385 | 1,780 | 200 | 654 | 1,821 | 145 | 910 | 32,419 | 14 68 | 4 47 |
| 156 | Long Island City, N. Y* | ..... | ..... | 500 | *c*30,120 | ..... | ..... | 1,096 | 5,938 | (984) | | 1,641 | 369 | 41,223 | 14 57 | 4 86 |
| 157 | Newburgh, N. Y | 1,129 | ..... | 1,500 | 28,567 | ..... | 1,606 | 1,262 | ..... | 755 | 905 | 347 | 166 | 44,135 | 13 55 | 2 27 |
| 158 | New York, N. Y | ..... | ..... | 32,775 | *d*2,651,161 | 47,860 | 102,773 | 77,115 | 32,270 | ..... | 61,501 | 137,228 | 58,293 | 3,415,882 | 20 26 | 3 90 |
| 159 | Ogdensburg, N. Y | ..... | ..... | ..... | 10,800 | ..... | 700 | 1,698 | 25 | 400 | 1,500 | 61 | 3,079 | 21,263 | ..... | ..... |
| 160 | Oswego, N. Y | ..... | ..... | 800 | 25,018 | 400 | 3,006 | 2,447 | 125 | 186 | 93 | 141 | 1,175 | 38,931 | 9 42 | 2 40 |
| 161 | Poughkeepsie, N. Y | ..... | ..... | 1,200 | 24,965 | 250 | 1,800 | 1,189 | 177 | 0 | 2,866 | ..... | 2,213 | 37,835 | 12 95 | 4 20 |
| 162 | Rochester, N. Y | 0 | 0 | 1,800 | 119,162 | 600 | 6,210 | 5,920 | 211 | ..... | 13,005 | 881 | 5,272 | 169,976 | 14 66 | 3 89 |
| 163 | Rome, N. Y* | 4,138 | ..... | 800 | 11,559 | ..... | 845 | 692 | ..... | 1,064 | ..... | ..... | ..... | 21,674 | 12 15 | 2 55 |
| 164 | Saratoga Springs, N. Y | 1,172 | ..... | 1,300 | 12,561 | ..... | 961 | 836 | ..... | 80 | 725 | ..... | 868 | 21,004 | 12 70 | 3 18 |
| 165 | Schenectady, N. Y | ..... | ..... | ..... | 18,774 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*2,958 | 23,092 | ..... | ..... |
| 166 | Syracuse, N. Y | ..... | ..... | (85,553) | | 2,410 | 5,569 | 2,922 | 102 | 794 | 4,806 | 1,115 | 1,986 | 129,842 | 12 35 | 2 56 |
| 167 | Troy, N. Y | ..... | ..... | 2,100 | 80,396 | 1,225 | 6,583 | 3,067 | 1,350 | ..... | 5,801 | 526 | 5,351 | 106,399 | 14 69 | 4 25 |
| 168 | Utica, N. Y | ..... | ..... | 2,300 | 48,767 | 300 | 3,884 | 2,163 | 125 | 51 | 4,244 | 1,547 | 4,102 | 84,589 | 13 97 | 4 40 |
| 169 | Watertown, N. Y | ..... | ..... | ..... | 17,991 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*6,646 | 29,373 | ..... | ..... |
| 170 | Wilmington, N. C* | ..... | ..... | ..... | 8,999 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*586 | 11,486 | ..... | ..... |
| 171 | Akron, Ohio | 26,487 | ..... | 2,000 | 27,508 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*9,892 | 75,928 | 11 86 | 3 97 |
| 172 | Canton, Ohio | 1,995 | ..... | 1,560 | 19,590 | 150 | 2,900 | ..... | ..... | ..... | ..... | ..... | 2,924 | 39,656 | 10 95 | 3 10 |
| 173 | Cincinnati, Ohio | ..... | ..... | 72,570 | 461,944 | 31,515 | 26,225 | 1,528 | 2,537 | ..... | 11,614 | 659 | 17,521 | 707,893 | 20 17 | 2 12 |
| 174 | Cleveland, Ohio | 13,314 | ..... | 10,800 | 256,226 | 3,762 | 20,582 | 6,634 | 1,053 | 1,780 | 8,396 | 326 | 16,641 | 386,638 | 15 83 | 3 51 |
| 175 | Columbus, Ohio | ..... | 15,000 | 5,200 | 95,656 | ..... | 11,287 | 3,719 | 210 | 40 | 5,237 | 149 | 7,211 | 209,670 | 16 94 | 4 69 |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 176 | Dayton, Ohio | | | (89, 906) | | | | | | | | | a61, 912 | 151, 818 | 19 57 | |
| 177 | Fremont, Ohio | 0 | 0 | 1, 500 | 9, 392 | | | | | | | | a2, 897 | 13, 889 | 16 00 | 4 26 |
| 178 | Hamilton, Ohio | 9, 247 | | 1, 600 | 17, 642 | | | | | | | | a6, 023 | 34, 513 | 12 87 | 4 03 |
| 179 | Ironton, Ohio | | | 1, 200 | 13, 666 | 75 | 700 | 200 | | | | | 3, 170 | 21, 162 | 10 65 | 2 44 |
| 180 | Mansfield, Ohio e | 5, 178 | | 1, 620 | 13, 897 | | (5, 651) | | | | | | | 26, 346 | 11 50 | 4 08 |
| 181 | Newark, Ohio* | | | 1, 650 | 17, 000 | | | | | | | | a4, 180 | 22, 830 | | |
| 182 | Portsmouth, Ohio | 6, 987 | | 1, 300 | 18, 590 | 115 | 1, 499 | 309 | 150 | | 1, 153 | | 952 | 31, 397 | 12 40 | 2 60 |
| 183 | Sandusky, Ohio | 12, 452 | 6, 900 | 2, 000 | 19, 662 | 250 | 1, 900 | 1, 100 | | 240 | 2, 300 | 236 | 587 | 47, 627 | 11 56 | 3 53 |
| 184 | Springfield, Ohio* | 7, 055 | | 2, 000 | 29, 291 | | 3, 250 | | | | | | 4, 148 | 48, 364 | 15 14 | 3 57 |
| 185 | Steubenville, Ohio* | 3, 942 | | 1, 600 | 18, 149 | | | | | | | | a5, 391 | 29, 082 | 10 73 | 2 92 |
| 186 | Tiffin, Ohio | | | 1, 200 | 11, 092 | 100 | 975 | 631 | | | 1, 700 | | 567 | 18, 365 | 13 24 | 4 28 |
| 187 | Toledo, Ohio* | 66, 398 | | 2, 000 | 57, 298 | 700 | 3, 418 | 4, 981 | 420 | 778 | | | 2, 887 | 139, 131 | 12 53 | 2 78 |
| 188 | Zanesville, Ohio* | | | 2, 137 | 35, 311 | | | | | | | | a12, 019 | 49, 467 | 17 24 | 5 53 |
| 189 | Portland, Oreg | 8, 530 | | 1, 800 | 36, 042 | 2, 069 | 2, 828 | 1, 519 | | 221 | 1, 844 | | 2, 480 | 68, 412 | 19 34 | 5 60 |
| 190 | Allegheny, Pa | (74, 464) | | | 106, 375 | 1, 180 | 7, 389 | | | | | | 4, 516 | 252, 527 | 12 85 | 1 58 |
| 191 | Allentown, Pa | 27, 071 | 5, 572 | (17, 828) | | | | | | | | | a3, 078 | 53, 549 | 7 33 | |
| 192 | Altoona, Pa | 1, 725 | 384 | 1, 000 | 15, 573 | 145 | 1, 937 | 517 | 167 | 236 | 691 | | 681 | 32, 480 | 7 62 | 2 01 |
| 193 | Carbondale, Pa | | | 300 | 6, 037 | 366 | 110 | 208 | | 30 | 264 | | 135 | 7, 596 | 5 83 | 1 02 |
| 194 | Chester, Pa | | | 500 | *20, 000 | | | | | | | | | *50, 200 | | |
| 195 | Danville, Pa | 1, 190 | | | 6, 826 | 75 | | 935 | | | 418 | | | 9, 444 | | |
| 196 | Easton, Pa* | | | | | | | | | | | | | 39, 564 | | |
| 197 | Erie, Pa | 8, 405 | | 2, 000 | 35, 353 | 550 | 3, 674 | 2, 467 | | 376 | 873 | 218 | 3, 000 | 68, 425 | 12 80 | 3 83 |
| 198 | Harrisburg, Pa | 6, 447 | 16, 000 | 1, 300 | 44, 694 | 1, 380 | 3, 840 | 2, 412 | 229 | | 2, 187 | | 779 | 80, 014 | 12 05 | 2 81 |
| 199 | Lebanon, Pa | 6, 858 | | 500 | 9, 401 | 200 | 383 | 677 | | | 729 | | 219 | 19, 057 | 9 43 | 2 10 |
| 200 | Meadville, Pa | 3, 715 | | 1, 200 | 15, 151 | 200 | 1, 876 | 647 | | | | | | 24, 440 | 11 90 | 1 84 |
| 201 | New Castle, Pa* | | | | | | | | | | | | | 11, 518 | | |
| 202 | Norristown, Pa | 1, 654 | | 700 | 19, 616 | 1, 753 | 1, 584 | 739 | | 47 | 875 | 1, 472 | 997 | 48, 733 | 13 05 | 4 90 |
| 203 | Philadelphia, Pa | | | | 1, 008, 641 | 6, 520 | 104, 311 | 39, 262 | 27, 303 | 761 | 27, 101 | 89, 999 | 56, 644 | 1, 420, 688 | 10 16 | 3 54 |
| 204 | Pittsburgh, Pa* | (91, 183) | | 3, 000 | 279, 235 | 6, 767 | 25, 034 | 5, 857 | 1, 112 | 2, 789 | 19, 291 | | 17, 595 | 487, 788 | (17 10) | |
| 205 | Reading, Pa* | 5, 135 | | | 43, 806 | 2, 780 | 4, 361 | 1, 672 | 468 | 368 | 5, 387 | 353 | 8, 234 | 95, 579 | 8 35 | 3 70 |
| 206 | Scranton, Pa | | | 1, 800 | 58, 111 | 750 | 3, 904 | 1, 675 | 1, 020 | 225 | 2, 904 | | 8, 625 | 83, 624 | 9 60 | 3 07 |
| 207 | Shamokin, Pa | | | 800 | 7, 236 | | | | | | | | a1, 949 | 13, 204 | 8 46 | |
| 208 | Shenandoah, Pa | 9, 709 | | 1, 500 | 8, 009 | 1, 053 | 635 | 287 | 130 | 131 | 350 | 12 | 829 | 32, 268 | 6 37 | 2 30 |
| 209 | Titusville, Pa | | | | | | | | | | | | | | | |
| 210 | Williamsport, Pa | 182 | | | 23, 271 | 300 | 3, 000 | 1, 025 | | 200 | 3, 280 | | | 31, 758 | 10 50 | 3 87 |
| 211 | York, Pa | (11, 925) | | 500 | 16, 436 | 200 | 1, 144 | 731 | 220 | | 1, 112 | | 2, 217 | 34, 485 | 9 33 | |
| 212 | Lincoln, R. I | | | 300 | 15, 110 | | | | | | | | a1, 502 | 24, 912 | | |
| 213 | Newport, R. I | | | 2, 000 | 32, 032 | | 400 | 911 | 75 | | 2, 318 | 416 | 4, 576 | 44, 751 | 18 25 | 2 59 |
| 214 | Pawtucket, R. I | | | 800 | 24, 066 | 50 | 2, 000 | | | | | | | f35, 598 | | |
| 215 | Providence, R. I | | | 2, 250 | 181, 069 | 1, 061 | 11, 340 | 6, 934 | 2, 057 | 0 | 15, 416 | 2, 746 | 1, 440 | 240, 193 | | |
| 216 | Warwick, R. I | | | 230 | 11, 063 | | | | | | | | a741 | 12, 909 | | |
| 217 | Woonsocket, R. I | | | 500 | 17, 319 | | | | | | | | a4, 502 | 27, 829 | | |
| 218 | Charleston, S. C | | | | (50, 902) | | | g2, 932 | 413 | | 1, 701 | | 6, 887 | 62, 840 | | |
| 219 | Chattanooga, Tenn | 1, 965 | | 1, 200 | 12, 086 | | 444 | 270 | 1, 097 | 171 | 209 | | 281 | 25, 621 | 9 61 | 1 87 |
| 220 | Knoxville, Tenn* | | | (12, 256) | | | | | | | | | a985 | 13, 241 | (13 18) | |
| 221 | Memphis, Tenn | | | | | | | 800 | 2, 410 | 750 | 1, 500 | | 4, 340 | f49, 000 | 13 16 | |
| 222 | Nashville, Tenn | | 23, 756 | 3, 800 | 53, 729 | 120 | 3, 600 | 756 | 500 | | 550 | 350 | 2, 013 | 89, 343 | 13 38 | 1 88 |

* From Report of the Commissioner of Education for 1879.
a For all incidental or contingent expenses.
b These statistics are for the Kingston school district only.
c Includes pay of janitors.
d Including nautical and corporate schools.
e From a return for 1879.
f Items not all reported.
g Fuel, insurance, and incidentals.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1880, &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 | 106 | 107 | 108 | 109 | 110 | 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 223 | Houston, Tex | | | | | | | | | | | | | $15,346 | | |
| 224 | San Antonio, Tex | | | $1,500 | $10,050 | | $500 | $125 | | $200 | $389 | | | 17,639 | $12 37 | $1 27 |
| 225 | Burlington, Vt | | | *a*1,000 | *a*14,752 | | *a*820 | *a*703 | | *a*167 | *a*240 | | *a*1,317 | *ab*19,259 | | |
| 226 | Rutland, Vt | | | | 13,152 | | | | | | | | *c*2,644 | 32,643 | | |
| 227 | Alexandria, Va | $150 | $0 | 350 | 8,352 | $225 | 600 | 227 | $0 | 126 | 430 | $0 | 446 | 11,131 | 10 82 | 2 55 |
| 228 | Danville, Va | 0 | 0 | 100 | 5,070 | 35 | 100 | 402 | | 100 | 100 | 15 | 77 | 5,999 | 7 14 | 1 14 |
| 229 | Lynchburg, Va | | 1,005 | 1,040 | 13,819 | 150 | 395 | 503 | 876 | 180 | 495 | 70 | 518 | 19,525 | 13 88 | 2 97 |
| 230 | Norfolk, Va | 0 | 0 | | 12,825 | 450 | 300 | 184 | 300 | 200 | | | 1,221 | 16,214 | | |
| 231 | Petersburg, Va* | | | 960 | 11,836 | 250 | | 602 | 50 | | 357 | 217 | 296 | 14,568 | | |
| 232 | Portsmouth, Va | | | | 7,520 | 874 | | | | | | | 795 | 9,640 | | |
| 233 | Richmond, Va | | 8,122 | 10,485 | 45,671 | 3,135 | 2,613 | 959 | 200 | 591 | 2,236 | 201 | 642 | 83,802 | 10 95 | 2 21 |
| 234 | Appleton, Wis | 1,055 | | | 11,927 | | | | | | | | *c*2,395 | 16,492 | | |
| 235 | Fond du Lac, Wis | | | 500 | 16,825 | | | | | | 1,300 | | 3,103 | 22,499 | 11 36 | 2 77 |
| 236 | Janesville, Wis | 0 | 0 | 1,000 | 12,543 | 250 | 1,530 | 1,303 | | 400 | 750 | | 750 | 18,651 | 10 13 | 4 05 |
| 237 | La Crosse, Wis | | | (23,000) | | | | | | | | | | *d*26,600 | | |
| 238 | Madison, Wis | 0 | 0 | (15,658) | | 150 | 1,341 | 1,659 | 0 | 0 | 1,196 | 0 | 2,646 | 23,305 | | |
| 239 | Milwaukee, Wis | | | (170,331) | | 4,880 | 10,125 | 11,861 | | | 33,060 | | 4,449 | 234,706 | 15 70 | 2 40 |
| 240 | Oshkosh, Wis | | | | 20,255 | | | | | | | | *c*5,154 | 25,785 | | |
| 241 | Racine, Wis | | | 825 | 20,425 | 150 | 1,280 | 924 | | 500 | 1,132 | | | 32,574 | 13 12 | 2 46 |
| 242 | Watertown, Wis | | | | 9,053 | | 600 | 321 | | 40 | 345 | 391 | 410 | 11,785 | 12 22 | 2 84 |
| 243 | Georgetown D. C*e* | 0 | 0 | 7,380 | 164,647 | 900 | 11,301 | 4,716 | 23,848 | 145 | 15,733 | 2,962 | 9,826 | *f*391,294 | 13 94 | 5 63 |
| 244 | Washington, D. C*e* | | | | | | | | | | | | | | | |

* From Report of the Commissioner of Education for 1879.
*a* These statistics are for the year 1879.
*b* Includes cost of maintaining evening schools.
*c* For all incidental or contingent expenses.
*d* Total of items reported.
*e* These statistics are for white schools only; for those in which colored schools are included, see Table I.
*f* Includes proportion paid to colored schools.

*Cities containing 7,500 inhabitants and over from which no statistics have been received.*

| State. | City. |
|---|---|
| Alabama | Montgomery. |
| California | San José. |
| Colorado | Leadville. |
| Connecticut | Derby. |
| Do | Middletown. |
| Do | Windham. |
| Delaware | Dover. |
| Georgia | Savannah. |
| Illinois | Alton. |
| Do | Aurora. |
| Do | Bloomington. |
| Do | Cairo. |
| Do | East St. Louis. |
| Do | Hyde Park. |
| Indiana | Evansville. |
| Do | Jeffersonville. |
| Do | Lafayette. |
| Do | New Albany. |
| Iowa | Cedar Rapids. |
| Do | Muscatine. |
| Kansas | Atchison. |
| Louisiana | Shreveport. |
| Maine | Bath. |
| Massachusetts | Attleboro. |
| Do | Beverly. |
| Do | Clinton. |
| Do | Fall River. |
| Do | Medford. |
| Do | Natick. |
| Do | North Adams. |
| Do | Peabody. |
| Do | Westfield. |
| Michigan | Jackson. |
| Do | Kalamazoo |
| Do | Lansing. |
| Nebraska | Lincoln. |
| New Hampshire | Concord. |
| New Jersey | Bayonne. |
| Do | Bridgeton. |
| Do | Bridgewater. |
| Do | Hoboken. |
| Do | Millville. |
| Do | Randolph. |
| New York | Brookhaven. |
| Do | Flatbush. |
| Do | Huntington. |
| New York | New Lots. |
| Do | Plattsburgh. |
| Do | Yonkers. |
| North Carolina | Raleigh. |
| Ohio | Bellaire. |
| Do | Chillicothe. |
| Do | Lima. |
| Do | Youngstown. |
| Pennsylvania | Bradford. |
| Do | Columbia. |
| Do | Johnstown. |
| Do | Lancaster. |
| Do | McKeesport. |
| Do | Pottsville. |
| Do | Wilkes-Barre. |
| South Carolina | Columbia. |
| Texas | Austin. |
| Do | Dallas. |
| Do | Galveston. |
| West Virginia | Wheeling. |
| Wisconsin | Eau Claire. |
| Utah | Salt Lake City. |

TABLE III.—PART 1.—*Statistics of public normal schools for* 1880; *from replies to inquiries by the United States Bureau of Education.*

| | 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.[a] | | 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 | 1873 | S. P. Rice, A. M | $7,500 | ..... | ..... | $32 33 | 8 | 201 | 49 | 30 | 82 | 40 |
| 2 | Normal School for Colored Teachers | Huntsville, Ala | 1869 | William H. Councill | 2,000 | ..... | ..... | 160 80 | 3 | 125 | 35 | 42 | 18 | 30 |
| 3 | Lincoln Normal University | Marion, Ala | 1873 | William B. Paterson | 4,000 | ..... | ..... | 17 10 | 5 | 234 | 90 | 84 | 28 | 32 |
| 4 | Normal department, Arkansas Industrial University. | Fayetteville, Ark | 1872 | N. P. Gates, A. M | (*b*) | ..... | ..... | (*b*) | 1 | 84 | 71 | 13 | ..... | ..... |
| 5 | Branch Normal College of Arkansas Industrial University. | Pine Bluff, Ark | 1875 | Joseph C. Corbin, A. M | *c*12,000 | $0 | $0 | 20 00 | 1 | 126 | 40 | 15 | 37 | 34 |
| 6 | Normal department of Girls' High School | San Francisco, Cal | 1876 | John Swett | ..... | ..... | 4,000 | ..... | 2 | 109 | ..... | 109 | ..... | ..... |
| 7 | California State Normal School | San José, Cal | 1862 | Charles H. Allen, A. M | *d*33,300 | 0 | 0 | 68 00 | 15 | 577 | 77 | 391 | 57 | 52 |
| 8 | Normal department of University of Colorado. | Boulder, Colo | ..... | Joseph A. Sewall, M. D., LL. D., president. | ..... | ..... | ..... | ..... | ..... | 9 | 3 | 6 | ..... | ..... |
| 9 | Connecticut State Normal School* | New Britain, Conn | 1850 | Isaac Newton Carleton, A. M | 12,000 | 0 | 0 | 90 00 | 8 | 132 | 14 | 118 | 0 | 0 |
| 10 | East Florida Seminary | Gainesville, Fla | *e*1853 | Edwin P. Cater, A. M | ..... | ..... | ..... | ..... | 6 | 127 | 27 | 12 | 43 | 45 |
| 11 | Normal department of North Georgia Agricultural College. | Dahlonega, Ga | 1877 | David W. Lewis, A. M., president. | ..... | 0 | 0 | ..... | 7 | 78 | 67 | 11 | ..... | ..... |
| 12 | Southern Illinois Normal University | Carbondale, Ill | 1874 | Rev. Robert Allyn, D. D., LL. D | 20,290 | 0 | 0 | 48 20 | 11 | 421 | 93 | 86 | 155 | 87 |
| 13 | Chicago High School, normal department | Chicago, Ill | 1856 | Edward C. Delano | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 | Illinois State Normal University | Normal, Ill | 1857 | Edwin C. Hewett, LL. D., pres't | 22,494 | 0 | 0 | 52 45 | 14 | 729 | 133 | 293 | 164 | 139 |
| 15 | Cook County Normal and Training School | Normalville, Ill | 1867 | D. S. Wentworth | ..... | 15,000 | ..... | *f*48 23 | 8 | 311 | 41 | 159 | 58 | 53 |
| 16 | Training School Department of Public Schools. | Fort Wayne, Ind | 1867 | Miss Martha A. Jones | ..... | ..... | ..... | ..... | 3 | 8 | 0 | 8 | 0 | 0 |
| 17 | Indianapolis Normal School | Indianapolis, Ind | 1866 | Lewis H. Jones | ..... | ..... | 5,000 | ..... | 6 | 19 | 1 | 18 | ..... | ..... |
| 18 | Indiana State Normal School | Terre Haute, Ind | 1870 | Geo. P. Brown | 17,000 | 0 | 0 | 37 50 | 10 | 454 | 196 | 258 | 0 | 0 |
| 19 | Burlington City Training School | Burlington, Iowa | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 20 | ..... | 20 | ..... | ..... |
| 20 | Iowa State Normal School | Cedar Falls, Iowa | 1876 | J. C. Gilchrist, A. M | 6,750 | 0 | 0 | 20 00 | 6 | 341 | 127 | 210 | 4 | ..... |
| 21 | Training School for Teachers | Davenport, Iowa | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 11 | 2 | 9 | ..... | ..... |
| 22 | Chair of Didactics, State University of Iowa | Iowa City, Iowa | 1873 | Rev. Stephen N. Fellows, D. D | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 23 | Kansas State Normal School | Emporia, Kans | 1865 | R. B. Welch, M. A., president | g25,800 | g2,000 | | | 7 | 174 | 19 | 33 | 54 | 68 |
| 24 | Normal department of University of Kansas. | Lawrence, Kans | 1876 | Rev. James Marvin, D. D., president. | | | | | | 60 | | (60) | | |
| 25 | Eastern State Normal School | Castine, Me | 1867 | Roliston Woodbury | 6,000 | 0 | 0 | 24 00 | 6 | 170 | 63 | 107 | | |
| 26 | State Normal and Training School | Farmington, Me | 1864 | Charles C. Rounds | 6,000 | 0 | 0 | 38 21 | 7 | 117 | 32 | 85 | 0 | 0 |
| 27 | Madawaska Training School | Fort Kent and Van Buren, Me. | 1879 | Vetal Cyr, B. S | 1,000 | | | | 2 | 52 | 12 | 20 | 5 | 15 |
| 28 | State Normal and Training School | Gorham, Me | 1879 | Wm. J. Corthell | 6,000 | 0 | 0 | 50 00 | 6 | 120 | 27 | 93 | 0 | 0 |
| 29 | Normal Practice School | Lewiston, Me | 1869 | Eleanor E. Jones | 0 | 0 | | | 1 | 8 | 0 | 8 | | |
| 30 | Normal Training and Practice Class | Portland, Me | 1878 | Sarah M. Taylor | | | | | 1 | | | | | |
| 31 | Baltimore Normal School for Colored Teachers.* | Baltimore, Md (corner Courtland and Saratoga streets). | 1864 | S. H. Gamble | 2,000 | 0 | 0 | 20 00 | 4 | 190 | 10 | 40 | 40 | 100 |
| 32 | Maryland State Normal School | Baltimore, Md | 1866 | M. A. Newell | 10,500 | 0 | 0 | 41 83 | h14 | 251 | 222 | 29 | | |
| 33 | Boston Normal School* | Boston, Mass | 1852 | Larkin Dunton | | | | | 7 | 93 | | 93 | | |
| 34 | Massachusetts Normal Art School | Boston, Mass (1769 Washington street). | 1873 | Prof. Walter Smith, director | 16,925 | 0 | 0 | 67 00 | 11 | 250 | 68 | 182 | 0 | 0 |
| 35 | State Normal School | Bridgewater, Mass | 1840 | Albert G. Boyden, A. M | 12,750 | 0 | 0 | | 9 | 199 | | (199) | | |
| 36 | Training School for Teachers | Cambridge, Mass | | Anna C. Sullivan | | | | | 1 | 19 | | 19 | | |
| 37 | State Normal School | Framingham, Mass | 1839 | Ellen Hyde | 10,300 | 0 | 0 | 100 00 | 13 | 100 | | 100 | | |
| 38 | Gloucester Training School for Teachers | Gloucester, Mass | 1879 | Sarah E. Sprague | 0 | 0 | 2,500 | | 5 | 12 | | 12 | | |
| 39 | State Normal School | Salem, Mass | 1854 | Daniel B. Hagar, PH. D | 14,579 | | | 47 50 | 13 | 307 | 0 | 307 | 0 | |
| 40 | Westfield State Normal School | Westfield, Mass | 1839 | Joseph G. Scott | 10,300 | | | 89 57 | 7 | 115 | 16 | 99 | | |
| 41 | Massachusetts State Normal School at Worcester. | Worcester, Mass | 1874 | E. Harlow Russell | 10,300 | 0 | 0 | | 15 | 178 | 7 | 171 | 0 | 0 |
| 42 | Course in the Science and the Art of Teaching (University of Michigan). | Ann Arbor, Mich | 1879 | William H. Payne, M. A | | | | | 1 | | | | | |
| 43 | Michigan State Normal School | Ypsilanti, Mich | 1852 | Rev. Joseph Estabrook, M. A. i | 17,500 | 0 | 0 | 30 00 | 12 | 460 | 24 | 45 | (391) | |
| 44 | State Normal School at Mankato | Mankato, Minn | 1868 | Edward Searing, M. A | 12,000 | | | | 8 | 236 | 48 | 73 | 69 | 46 |
| 45 | State Normal School at St. Cloud | St. Cloud, Minn | 1869 | Rev. D. L. Kichle, A. M | 9,000 | | | 49 00 | 8 | 205 | 53 | 69 | 48 | 35 |
| 46 | State Normal School at Winona | Winona, Minn | 1860 | Irwin Shepard, A. M | 12,000 | | | 35 00 | 11 | 342 | 60 | 131 | 70 | 81 |
| 47 | Mississippi State Normal School | Holly Springs, Miss | 1870 | W. B. Highgate, A. M | 3,000 | 0 | 0 | 13 64 | 3 | 220 | 157 | 63 | | |
| 48 | Tougaloo University and State Normal School. | Tougaloo, Miss | 1869 | Rev. G. Stanley Pope | 2,000 | | | 10 00 | 4 | 197 | 20 | 11 | 92 | 74 |
| 49 | Missouri State Normal School, third district | Cape Girardeau, Mo | 1873 | R. C. Norton | 7,500 | 0 | 0 | 40 00 | 7 | 184 | 112 | 72 | 0 | 0 |
| 50 | Normal College of the University of the State of Missouri. | Columbia, Mo | 1849 | Miss Grace C. Bibb, dean | (b) | 0 | 0 | | 14 | 60 | | (60) | | |
| 51 | Lincoln Institute | Jefferson City, Mo | 1866 | Inman E. Page | j15,000 | | | | 4 | 97 | 66 | 31 | | |
| 52 | Missouri State Normal School, first district | Kirksville, Mo | 1867 | J. Baldwin | 7,500 | 0 | 0 | 14 66 | 11 | 513 | 330 | 183 | 0 | 0 |
| 53 | St. Louis Normal School | St. Louis, Mo | 1857 | F. Louis Soldan | 0 | 0 | 10,684 | | 8 | 162 | 0 | 162 | 0 | 0 |
| 54 | State Normal School, second district | Warrensburg, Mo | 1871 | Geo. L. Osborne | 7,500 | 0 | 0 | 20 16 | 7 | 372 | 190 | 182 | 0 | 0 |
| 55 | Nebraska State Normal School | Peru, Nebr | 1867 | Robert Curry, A. M., PH. D | 15,000 | | | | 9 | 276 | 124 | 152 | | |
| 56 | New Hampshire State Normal School* | Plymouth, N. H | 1871 | Henry P. Warren, A. B | 5,000 | 0 | 1,200 | 166 66 | 5 | 30 | 8 | 22 | | |
| 57 | New Jersey State Normal and Model School | Trenton, N. J | 1855 | Washington Hasbrouck, PH. D | 15,000 | | | | 24 | 519 | 134 | 57 | 150 | 178 |
| 58 | New York State Normal School | Albany, N. Y | 1844 | Rev. Joseph Alden, D. D., LL. D | 18,000 | | | | 12 | 508 | | (508) | | |

* From Report of the Commissioner of Education for 1879.

*a* Exclusive of appropriations for permanent objects.

*b* Appropriation in common with other departments of the university, see Table IX.

*c* Of this, $10,000 is a special appropriation for a new building.

*d* $1,300 is a special appropriation for apparatus.

*e* As East Florida Seminary; reorganized as State Normal School in 1880.

*f* County appropriation per capita.

*g* Special appropriation for building.

*h* Includes instructors in model school.

*i* Since resigned.

*j* For two years.

TABLE III.—PART 1.—*Statistics of public normal schools for* 1880, *&c.*—Continued.

| | 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.[a] | | Total. | Normal. | | Other. | |
| | | | | | | | | | | | Male. | Female. | Male. | Female. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 59 | State Normal and Training School | Brockport, N. Y. | 1867 | Charles D. McLean | $18,000 | ..... | ..... | ..... | 18 | 896 | 111 | 274 | 264 | 247 |
| 60 | State Normal School | Buffalo, N. Y. | 1871 | Henry B. Buckham, A. M. | 17,599 | ..... | ..... | ..... | 17 | 551 | (259) | | (292) | |
| 61 | State Normal and Training School | Cortland, N. Y. | 1869 | James M. Cassety, A. M | 18,000 | $0 | $0 | $45 23 | 13 | 421 | 150 | 248 | 8 | 15 |
| 62 | State Normal and Training School | Fredonia, N. Y. | 1868 | Francis B. Palmer, PH. D | 18,000 | 0 | 0 | 30 00 | 14 | 585 | (182) | | (403) | |
| 63 | State Normal School | Geneseo, N. Y | 1871 | William J. Milne, PH. D., LL.D | 18,000 | ..... | ..... | ..... | 17 | 349 | (349) | | ..... | |
| 64 | Normal College | New York, N. Y | 1870 | Thomas Hunter, PH. D | 0 | 0 | 95,000 | ..... | 38 | 2,378 | 0 | 1,235 | 0 | 1,143 |
| 65 | State Normal and Training School | Oswego, N. Y | 1861 | Edward A. Sheldon, A. M., PH. D. | 18,000 | ..... | ..... | 40 55 | 16 | 444 | 70 | 374 | ..... | ..... |
| 66 | State Normal and Training School | Potsdam, N. Y | 1869 | Henry L. Harter, A. M., vice principal. | 17,872 | 0 | 0 | 33 45 | 12 | 371 | 120 | 222 | 15 | 14 |
| 67 | Syracuse Training School | Syracuse, N. Y. | 1880 | Belle A. Thomas | ..... | ..... | ..... | ..... | 1 | 11 | ..... | 11 | ..... | ..... |
| 68 | University Normal School | Chapel Hill, N. C | 1877 | Hon. Kemp P. Battle, LL. D., president. | 2,000 | ..... | ..... | 8 00 | 34 | 241 | 132 | 109 | ..... | ..... |
| 69 | State Colored Normal School | Fayetteville, N. C | 1877 | Robert Harris | 2,000 | ..... | ..... | ..... | 3 | 106 | 29 | 18 | 28 | 31 |
| 70 | Cincinnati Normal School | Cincinnati, Ohio | 1868 | John Mickleborough | 0 | 0 | 7,600 | ..... | 9 | 80 | 1 | 79 | ..... | ..... |
| 71 | Cleveland City Normal School | Cleveland, Ohio (72 Prospect street). | 1874 | Oliver Arey | 0 | 0 | ..... | ..... | 4 | 72 | 0 | 72 | 0 | 0 |
| 72 | Dayton Normal and Training School | Dayton, Ohio | 1869 | Jane W. Blackwood | ..... | ..... | ..... | ..... | 4 | 14 | ..... | 14 | ..... | ..... |
| 73 | Pennsylvania State Normal School, sixth district. | Bloomsburg, Pa | 1869 | David J. Waller, jr | 5,000 | ..... | ..... | (*b*) | 9 | 250 | 56 | 57 | 69 | 68 |
| 74 | Southwestern State Normal School | California, Pa | 1874 | George P. Beard, A. M. | 10,000 | 0 | 0 | 10 00 | 10 | 486 | 159 | 150 | 86 | 91 |
| 75 | Northwestern State Normal School | Edinboro', Pa | 1861 | J. A. Cooper, A. M | 5,000 | ..... | ..... | 11 00 | 10 | 479 | (479) | | ..... | |
| 76 | State Normal School at Indiana* | Indiana, Pa | 1875 | John H. French, LL.D | ..... | ..... | ..... | (*b*) | 14 | 310 | 120 | 91 | 51 | 48 |
| 77 | Keystone State Normal School | Kutztown, Pa | 1866 | Rev. N. C. Schaeffer, PH. D | 10,000 | ..... | ..... | 21 00 | 13 | 417 | 250 | 62 | 66 | 39 |
| 78 | Central State Normal School | Lock Haven, Pa | 1877 | Albert N. Raub, PH. D | 5,000 | ..... | ..... | ..... | 9 | 270 | 140 | 70 | 17 | 43 |
| 79 | Pennsylvania State Normal School, fifth district.* | Mansfield, Pa | 1862 | Fordyce A. Allen | 2,775 | 0 | 0 | 9 19 | 7 | 291 | 151 | 133 | 3 | 4 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 80 | Pennsylvania State Normal School, second district. | Millersville, Pa | 1855 | Edward Brooks, A. M., PH. D. | 5,902 | 0 | 0 | | 22 | 594 | 350 | 175 | 46 | 23 |
| 81 | Philadelphia Normal School for Girls | Philadelphia, Pa | 1848 | George W. Fetter | 0 | 0 | 25,000 | | 27 | 1,015 | | 1,015 | | |
| 82 | Cumberland Valley State Normal School* | Shippensburg, Pa | 1873 | B. S. Potter | 2,250 | | | 12 71 | 10 | 237 | 115 | 92 | 17 | 13 |
| 83 | West Chester State Normal School | West Chester, Pa | 1871 | George L. Maris, M. A. | 6,933 | 0 | 0 | 15 35 | 13 | 268 | 47 | 79 | 97 | 45 |
| 84 | Rhode Island State Normal School | Providence, R. I | 1871 | James C. Greenough, A. M. | *10,500 | | | | 9 | 145 | (145) | | | |
| 85 | State Normal College, University of Nashville. | Nashville, Tenn | 1875 | Rev. Eben S. Stearns, D. D., president. | | | | | 8 | 142 | 54 | 88 | | |
| 86 | Sam Houston Normal Institute | Huntsville, Tex | 1879 | H. H. Smith, LL.D | 14,500 | | (c) | 100 00 | 6 | 119 | 61 | 46 | 12 | |
| 87 | State Normal School of Texas for Colored Students.* | Prairie View, Tex | 1879 | L. W. Minor | 6,000 | | | | 3 | 49 | (49) | | | |
| 88 | State Normal School | Castleton, Vt | 1869 | Judah Dana | 2,000 | | | | 4 | 85 | 23 | 29 | 23 | 10 |
| 89 | Johnson State Normal School* | Johnson, Vt | 1867 | William C. Crippen | 2,000 | 0 | 0 | 15 00 | 9 | 133 | 39 | 94 | 0 | 0 |
| 90 | State Normal School | Randolph, Vt | 1867 | Andrew W. Edson, A. B | 3,278 | | | | 6 | 211 | 67 | 144 | 0 | 0 |
| 91 | Hampton Normal and Agricultural Institute. | Hampton, Va | 1868 | Samuel C. Armstrong | (d) | | | | e30 | e354 | | (e354) | | |
| 92 | Concord State Normal School | Concord Church, W. Va. | 1875 | | (f) | | | | | | | | | |
| 93 | Fairmont State Normal School* | Fairmont, W. Va | 1869 | Miss Margaret L. Dickey | (f) | 0 | 0 | 0 | 5 | 160 | 100 | 60 | | |
| 94 | State Normal School | Glenville, W. Va | 1873 | T. Marcellus Marshall | (f) | | | 0 | 6 | 48 | 17 | 6 | 16 | 9 |
| 95 | Marshall College, State Normal School | Huntington, W. Va | 1867 | A. D. Chesterman, A. M. | (f) | | | | 4 | 104 | (75) | | (29) | |
| 96 | Shepherd College | Shepherdstown, W. Va | 1873 | Joseph McMurran, A. M | (f) | 0 | 0 | | 2 | 60 | 26 | 24 | 3 | 7 |
| 97 | West Liberty State Normal School | West Liberty, W. Va | 1871 | J. C. Gwynn, A. B | (f) | | | | 3 | 63 | (38) | | (25) | |
| 98 | Milwaukee Normal School | Milwaukee, Wis | 1872 | Lemira W. Hughes | 0 | 0 | 4,000 | 0 | 5 | 14 | 1 | 13 | 0 | 0 |
| 99 | State Normal School | Oshkosh, Wis | 1871 | G. S. Albee, president | 15,717 | | | 22 54 | 16 | 614 | 155 | 248 | 97 | 114 |
| 100 | Wisconsin State Normal School* | Platteville, Wis | 1866 | D. McGregor, A. M. | 17,390 | | | 32 00 | 12 | 438 | 104 | 123 | 102 | 109 |
| 101 | State Normal School | River Falls, Wis | 1875 | W. D. Parker | 18,521 | 0 | 0 | 50 00 | 13 | 371 | (128) | | (243) | |
| 102 | State Normal School | Whitewater, Wis | 1868 | J. W. Stearns | | | | | 14 | 450 | 89 | 191 | 99 | 71 |
| 103 | Miner Normal School* | Washington, D.C. (17th and Sampson streets). | 1877 | Martha B. Briggs | 0 | 0 | | | 5 | 19 | 0 | 19 | 0 | 0 |
| 104 | Washington Normal School | Washington, D. C | 1873 | Lucilla E. Smith | | | *2,000 | | 2 | 20 | | 20 | | |
| 105 | Normal department of University of Deseret. | Salt Lake City, Utah | 1875 | John R. Park, M. D | g2,500 | | | g62 50 | 3 | 55 | 28 | 27 | | |
| 106 | Normal department of University of Washington Territory. | Seattle, Wash. Ter | | A. J. Anderson, A. M., president. | | | | | | 21 | (21) | | | |

* From Report of the Commissioner of Education for 1879.
*a* Exclusive of appropriations for permanent objects.
*b* Fifty cents a week for normal pupils.
*c* Special appropriation of a building valued at $12,000.
*d* The institute receives annually about $10,000 from the State, being its share of the income from the congressional grant of land to agricultural colleges.
*e* For all departments.
*f* No appropriation for the year commencing September, 1879.
*g* Territorial appropriation.

TABLE III.—PART 1.—*Statistics of public normal schools for* 1880, *&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 or certificates 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 | 6 | 4 | 3 | 40 | *2,500 | 0 | 0 | 0 | *a*$0 | 0 | 0 | × | × | × | × | × | 0 | × | × | × | June 17. |
| 2 | Normal School for Colored Teachers | 4 | 4 | 4 | 36 | ..... | ..... | ..... | ..... | 0 | 0 | 0 | × | × | × | 0 | 0 | 0 | 0 | × | × | June 15. |
| 3 | Lincoln Normal University | 6 | 6 | 4 | 40 | 50 | 50 | ..... | ..... | 0 | × | 0 | × | × | × | × | 0 | 0 | × | × | × | June. |
| 4 | Normal department, Arkansas Indust'l Univ'y | 0 | ..... | 4 | ..... | ..... | ..... | 12 | 2 | 0 | 0 | ..... | × | × | × | ..... | × | ..... | 0 | × | 0 | |
| 5 | Branch Normal College, Ark. Indust'l Univ'y | 0 | ..... | 4 | 40 | 20 | 4 | .... | 7 | 0 | × | 0 | × | × | × | 0 | × | 0 | 0 | × | 0 | June, 3d Mond. |
| 6 | Normal department of Girls' High School | 76 | 10 | 1 | 40 | 900 | 0 | 50 | 4 | 0 | × | × | × | × | 0 | × | × | × | 0 | × | × | May. |
| 7 | California State Normal School | *b*96 | *c*32 | 2, 3 | 40 | 2,500 | ..... | 300 | 3 | 0 | × | × | × | × | 0 | × | × | ..... | ..... | × | ..... | June, first week. |
| 8 | Normal department of University of Colorado | ..... | ..... | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 9 | Connecticut State Normal School* | 37 | 30 | 2 | 40 | 1,400 | 100 | 100 | 1 | 0 | × | × | × | × | 0 | × | × | 0 | 0 | 0 | 0 | June, last week. |
| 10 | East Florida Seminary | ..... | ..... | 4 | 37 | ..... | ..... | ..... | ..... | *d*0 | 0 | 0 | 0 | 0 | ..... | ..... | 0 | 0 | × | × | × | |
| 11 | Normal department of North Georgia Agricultural College. | ..... | ..... | 4 | 48 | 100 | 20 | 30 | 3 | 10 | × | 0 | × | 0 | × | 0 | × | × | 0 | × | × | June, 2d Wed'y. |
| 12 | Southern Illinois Normal University | 10 | ..... | 3, 4 | 41 | 8, 858 | 1, 054 | 1800 | 19 | 14, 21 | × | × | × | 0 | × | × | × | 0 | 0 | × | 0 | May, last Thurs. |
| 13 | Chicago High School, normal department | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 14 | Illinois State Normal University | 15 | ..... | 3 | 40 | 1, 000 | 100 | 100 | 6 | *e*0 | × | × | × | 0 | × | × | × | 0 | × | × | 0 | May 25. |
| 15 | Cook County Normal and Training School | 22 | 12 | 3 | 40 | *400 | 70 | 25 | 4 | *f*0 | × | × | × | 0 | × | × | × | × | × | × | *g* × | June. |
| 16 | Training School Department of Public Schools | 8 | 8 | 1 | 40 | ..... | ..... | ..... | ..... | 0 | × | × | × | 0 | × | × | × | 0 | × | × | 0 | June 15. |
| 17 | Indianapolis Normal School | 19 | 18 | 1 | 40 | 200 | 0 | 150 | 0 | 0 | × | × | × | 0 | 0 | ..... | ..... | 0 | × | × | *h* × | June 16. |
| 18 | Indiana State Normal School | 17 | 15 | 2⅔ | 39 | 2, 000 | 0 | 50 | 5 | 0 | × | 0 | × | 0 | 0 | × | 0 | 0 | × | (*i*) | (*i*) | June 23. |
| 19 | Burlington City Training School | ..... | ..... | 1 | 42 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 20 | Iowa State Normal School | 30 | 28 | 4 | 40 | 1, 500 | 500 | .... | 10 | 0 | × | 0 | × | × | 0 | × | 0 | 0 | 0 | × | 0 | June 23. |
| 21 | Training School for Teachers | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 22 | Chair of Didactics, State University of Iowa | ..... | ..... | 4 | 37 | *330 | ..... | ..... | ..... | ..... | × | ..... | ..... | .. | × | × | × | ..... | ..... | ..... | (*j*) | |
| 23 | Kansas State Normal School | 11 | 10 | 2, 3, 4 | 38 | 200 | ..... | .... | 4 | *k*9 | × | 0 | × | 0 | × | .... | 0 | × | × | × | × | June 17. |
| 24 | Normal department of University of Kansas | ..... | ..... | 3 | 40 | ..... | ..... | ..... | ..... | *k*10 | ..... | ..... | × | × | × | × | ..... | ..... | ..... | × | × | |
| 25 | Eastern State Normal School | 29 | 28 | 2 | 38 | 900 | 50 | 50 | 3 | 0 | × | × | × | 0 | × | 0 | 0 | 0 | × | × | 0 | June 3. |

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 26 | State Normal and Training School | 37 | 32 | 3 | 38 | 1,225 | 0 | 100 | 1 | 0 | × | × | × | 0 | × | × | 0 | 0 | × | × | 0 | July 8. |
| 27 | Madawaska Training School | | | 4 | 41 | | | | | | × | 0 | | | 0 | 0 | 0 | 0 | 0 | × | × | |
| 28 | State Normal and Training School | 48 | 48 | 1 | 40 | 1,569 | 196 | 317 | 10 | 5 | × | × | × | 0 | × | × | × | 0 | × | × | 0 | June. |
| 29 | Normal Practice School | 8 | 6 | 1 | 37½ | 24 | 5 | 9 | 1 | 0 | × | 0 | 0 | 0 | 0 | 0 | 0 | 0 | × | × | 0 | |
| 30 | Normal Training and Practice Class | | | | | | | | | | | | | | | | | | | | | |
| 31 | Baltimore Normal School for Color'd Teachers* | 5 | 4 | | 40 | 1,000 | | | | 5 | × | 0 | × | × | 0 | 0 | 0 | 0 | × | × | 0 | May. |
| 32 | Maryland State Normal School | 45 | 40 | 3 | 39 | 1,812 | | 112 | 7 | (*l*) | × | × | × | × | × | × | × | × | × | × | × | May, last week. |
| 33 | Boston Normal School* | 51 | | 1 | 40 | | | | | 0 | × | | × | 0 | | | | | × | × | *h*× | June, last week. |
| 34 | Massachusetts Normal Art School | 6 | 4 | 4 | 36 | 175 | 5 | 0 | 4 | 10 | × | × | 0 | 0 | 0 | 0 | 0 | 0 | 0 | × | × | June 24. |
| 35 | State Normal School | 55 | 52 | 2, 4 | 40 | | | | | 0 | × | × | × | | × | × | × | × | | × | | June. |
| 36 | Training School for Teachers | 8 | | | | | | | | | | | | | | | | | | | | July. |
| 37 | State Normal School | 25 | 25 | 4 | 40 | 1,450 | 75 | 100 | 3 | | × | × | × | 0 | × | × | × | 0 | × | × | 0 | Jan. and June. |
| 38 | Gloucester Training School for Teachers | 24 | 19 | 1, 2 | 40 | 67 | 19 | 23 | 3 | 0 | × | × | × | 0 | 0 | 0 | 0 | 0 | × | × | | June. |
| 39 | State Normal School | 54 | | 2, 4 | 40 | 5,000 | | | 6 | 0 | × | × | × | 0 | × | × | × | 0 | 0 | × | 0 | Jan. and June. |
| 40 | Westfield State Normal School | 27 | 20 | 2, 4 | 40 | 3,000 | | 100 | 3 | 0 | × | × | × | 0 | × | × | × | 0 | × | × | 0 | June. |
| 41 | Massachusetts State Normal School at Worcester. | 20 | 19 | 2 | 38 | 1,599 | 200 | 60 | 3 | 0 | × | × | × | 0 | × | × | × | 0 | 0 | × | 0 | June 30. |
| 42 | Course in the Science and the Art of Teaching (University of Michigan). | | | | 36 | | | | | | | | | | | | | | | | 0 | |
| 43 | Michigan State Normal School | 55 | | 4 | 40 | 2,375 | 610 | 300 | 14 | *m*10 | × | × | × | 0 | × | × | × | 0 | × | × | × | June. |
| 44 | State Normal School at Mankato | 27 | | 3 | 32 | 386 | 321 | 25 | | 0 | × | × | × | 0 | × | × | × | 0 | × | × | 0 | April 15. |
| 45 | State Normal School at St. Cloud | 27 | 22 | 3 | 36 | 300 | 75 | 50 | 4 | 0 | × | 0 | × | 0 | × | 0 | 0 | 0 | × | × | 0 | April 29. |
| 46 | State Normal School at Winona | 31 | 31 | 4 | 32 | 700 | 50 | 100 | | 0 | × | × | × | 0 | × | × | × | 0 | × | × | 0 | May 8. |
| 47 | Mississippi State Normal School | 1 | 1 | 4 | 40 | 500 | 260 | 4 | 2 | *n*0 | × | × | × | × | × | × | 0 | 0 | 0 | × | 0 | June, 1st Thurs. |
| 48 | Tougaloo University and State Normal School | 7 | 7 | 3 | 33 | 300 | 50 | 10 | 2 | 8 | 0 | × | × | × | × | × | × | 0 | 0 | × | 0 | June 3. |
| 49 | Missouri State Normal School, third district | 16 | | 4 | 40 | 1,300 | | 50 | | *k*8 | × | 0 | × | × | × | × | × | 0 | 0 | × | (*o*) | June 2. |
| 50 | Normal College of the University of the State of Missouri. | 18 | | 6 | 39 | | | | | | × | | | | × | × | × | 0 | 0 | × | × | |
| 51 | Lincoln Institute | 4 | 3 | 4 | 36 | 900 | | 9 | | *p*3 | × | | × | × | | | | | | × | × | June 6. |
| 52 | Missouri State Normal School, first district | 70 | 56 | 4 | 40 | | 150 | 225 | | 20 | × | × | × | × | × | × | × | × | 0 | × | × | June. |
| 53 | St. Louis Normal School | 45 | | 1 | 40 | 221 | 0 | 24 | 5 | 0 | × | × | × | 0 | 0 | × | × | 0 | | × | × | June. |
| 54 | State Normal School, second district | 52 | 36 | 2, 4 | 40 | 965 | 215 | 35 | 3 | *k*16 | × | × | × | × | × | × | × | 0 | 0 | × | (*o*) | June. |
| 55 | Nebraska State Normal School | 40 | 38 | 5 | 38 | 1,600 | 200 | 50 | 6 | | × | × | × | | × | × | × | | | × | × | June. |
| 56 | New Hampshire State Normal School* | 21 | | 2 | 40 | 400 | 100 | 35 | | 0 | 0 | 0 | × | 0 | 0 | × | 0 | 0 | × | × | 0 | June, last Wed. |
| 57 | New Jersey State Normal and Model School | 37 | 35 | 3 | 40 | 550 | 50 | 10 | 6 | 0 | × | × | × | × | × | × | × | 0 | × | × | × | June, last Thurs. |
| 58 | New York State Normal School | 80 | | 2 | 40 | | | | | 0 | × | | × | | × | × | | | × | × | × | |
| 59 | State Normal and Training School | 24 | 20 | 4 | 40 | 1,047 | 116 | 4 | | 0 | × | 0 | × | × | × | × | × | 0 | × | × | × | June 22. |
| 60 | State Normal School | 17 | | | 40 | | | | | 0 | × | × | × | | × | × | × | | × | × | × | June. |
| 61 | State Normal and Training School | 38 | 34 | 2, 3, 4 | 40 | 1,809 | | 150 | 20 | 0 | × | 0 | × | 0 | × | × | × | 0 | × | × | × | June, last Tues. |
| 62 | State Normal and Training School | 20 | 12 | 2, 3, 4 | 40 | 2,000 | | | | 0 | × | | × | × | × | × | 0 | 0 | × | × | × | |
| 63 | State Normal School | 24 | 24 | 2, 3, 4 | 40 | 2,500 | | | | 0 | × | × | × | × | × | × | | × | × | × | × | |
| 64 | Normal College | 361 | 250 | 4 | 40 | 1,000 | 234 | 15 | 4 | 0 | × | × | × | 0 | × | × | × | × | × | × | *h*× | June, last Thurs. |
| 65 | State Normal and Training School | 63 | 40 | 4 | 40 | 450 | 50 | 30 | | | × | × | × | 0 | × | × | × | × | × | × | × | Jan. and June. |

* From Report of the Commissioner of Education for 1879.
*a* For normal students; $16 and $24 to others.
*b* Includes 45 graduates in 3 years' course and 51 in 2 years' course.
*c* This number of the 3 year course graduates.
*d* To State pupils; others, $10.
*e* To those pledged to teach in the State.
*f* To residents of the county; $30 to others.
*g* In schools of the county.
*h* In schools of the city.
*i* Receive diplomas after 16 months of successful teaching; they are then authorized by law to teach in the schools of the State without further examination.
*j* After two years of successful teaching they receive diplomas and the degree of "bachelor of didactics.
*k* Incidental fee.
*l* Free to 200 State students; others $50 a year.
*m* Each of the 132 representatives in the State legislature appoints two students free of tuition.
*n* Two dollars a month to students from other States.
*o* State certificates are issued at the option of the State superintendent.
*p* Matriculation fee.

TABLE III.—PART 1.—*Statistics of public normal schools for* 1880, *&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 or certificates 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 |
| 66 | State Normal and Training School | 16 | 12 | 2, 3, 4 | 40 | 2, 285 | 73 | 57 | 10 | 0 | × | × | × | × | × | × | 0 | × | × | × | × | June, last week. |
| 67 | Syracuse Training School | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 68 | University Normal School | .... | .... | .... | 6 | 100 | .... | .... | .... | 0 | 0 | .... | × | 0 | × | × | × | × | × | × | × | |
| 69 | State Colored Normal School | 9 | 4 | 3 | 36 | 200 | 50 | 40 | 2 | 0 | × | 0 | × | .... | 0 | × | 0 | 0 | 0 | × | 0 | June 23. |
| 70 | Cincinnati Normal School | 57 | 40 | 1, 2 | 42 | 100 | .... | 6 | 4 | *a* 0 | × | 0 | × | .... | 0 | × | 0 | 0 | × | × | 0 | June, last week. |
| 71 | Cleveland City Normal School | 51 | 48 | 2 | 40 | 220 | 0 | 20 | 2 | 0 | × | 0 | × | 0 | 0 | 0 | 0 | 0 | × | × | *b* × | June 24. |
| 72 | Dayton Normal and Training School | 8 | 6 | 1 | 40 | 135 | .... | 35 | 1 | .... | × | 0 | × | .... | 0 | 0 | 0 | 0 | × | × | *b* × | |
| 73 | Pennsylvania State Normal School, sixth dist. | 33 | 33 | 2 | 42 | 725 | 30 | 20 | 9 | 42 | × | × | × | × | × | × | 0 | 0 | × | × | × | February 22. |
| 74 | Southwestern State Normal School | 25 | 22 | 2 | 42 | .... | .... | .... | .... | 52½ | × | × | × | × | × | × | 0 | 0 | × | × | × | July 15. |
| 75 | Northwestern State Normal School | 23 | 23 | 2 | 42 | 4, 100 | 1, 600 | 600 | 22 | 42 | × | × | × | × | 0 | × | .... | 0 | × | × | × | June, last Thurs. |
| 76 | State Normal School at Indiana* | 19 | .... | 2, 4 | 42 | .... | .... | .... | .... | 50 | × | .... | × | × | × | × | .... | × | × | *c* × | × | July 8–10. |
| 77 | Keystone State Normal School | 21 | 19 | 2 | 42 | 2, 293 | .... | .... | .... | 40 | × | 0 | × | × | × | × | 0 | 0 | × | *c* × | × | June 23. |
| 78 | Central State Normal School | 44 | 42 | 2, 4 | 42 | 210 | 10 | 20 | 10 | 50 | × | 0 | × | × | × | × | 0 | × | 0 | × | × | July. |
| 79 | Pennsylvania State Normal School, 5th dist* | 34 | 32 | 3, 5 | 42 | 1, 100 | 70 | .... | 0 | 42 | × | 0 | × | × | 0 | × | 0 | 0 | × | × | × | June. |
| 80 | Pennsylvania State Normal School, 2d dist | 37 | 37 | 2 | 42 | 4, 000 | .... | 200 | .... | 55 | × | × | × | × | 0 | × | × | 0 | × | × | × | July. |
| 81 | Philadelphia Normal School for Girls | 201 | 135 | 4 | 42 | 1, 300 | 100 | 50 | .... | 0 | × | × | × | .... | 0 | × | × | 0 | × | × | *b* × | June. |
| 82 | Cumberland Valley State Normal School* | 24 | 20 | 3 | 42 | 900 | 60 | .. | 5 | 63 | × | × | × | × | 0 | × | × | 0 | × | × | × | July, 2d Thurs. |
| 83 | West Chester State Normal School | 13 | 10 | 3 | 42 | 1, 550 | 50 | 40 | 10 | 65 | × | × | × | × | × | × | × | × | × | × | × | July 1. |
| 84 | Rhode Island State Normal School | 19 | .... | 2, 4 | 40 | 1, 000 | 30 | 10 | 4 | 0 | × | × | × | .... | × | × | × | 0 | .... | × | 0 | |
| 85 | State Normal College, University of Nashville | 31 | .... | 3, 4 | 32 | .... | .... | .... | .... | 0 | × | × | × | 0 | × | × | .... | 0 | 0 | × | × | May, last Wed. |
| 86 | Sam Houston Normal Institute | 40 | 39 | 2 | 38 | 140 | 140 | 30 | 12 | *d* 0 | × | 0 | × | 0 | 0 | × | 0 | .... | × | × | × | June 15. |
| 87 | State Normal School of Texas for Colored Students.* | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 88 | State Normal School | 25 | 12 | 2 | 40 | .... | .... | .... | .... | 25 | × | .... | .... | × | × | × | .... | .... | .... | × | × | June. |
| 89 | Johnson State Normal School* | 28 | 21 | 3 | 40 | 550 | .... | 25 | .... | *e* 24 | × | 0 | 0 | 0 | × | × | × | 0 | 0 | × | × | June, last Frid'y. |
| 90 | State Normal School | 39 | 32 | 1½, 2 | 40 | 400 | 30 | 25 | .... | 24 | × | 0 | 0 | × | × | × | 0 | 0 | 0 | × | × | June. |

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 91 | Hampton Normal and Agricultural Institute. | 48 | ..... | 3 | 36 | 900 | ..... | .... | .... | 0 | × | 0 | × | × | × | × | .... | 0 | × | × | × | May 19. |
| 92 | Concord State Normal School | ..... | ..... | ... | ... | ..... | ..... | .... | .... | ..... | ... | ..... | ... | ... | ... | ... | .... | ... | ... | ... | ..... | |
| 93 | Fairmont State Normal School* | 13 | 7 | 3 | 40 | 75 | 12 | 5 | 12 | ..... | × | 0 | × | × | 0 | .... | 0 | 0 | × | × | × | June 24. |
| 94 | State Normal School | 2 | 2 | 3 | 40 | 50 | 0 | 30 | 0 | 20–32 | 0 | 0 | 0 | × | 0 | × | 0 | 0 | 0 | × | × | June 4. |
| 95 | Marshall College, State Normal School | 14 | 8 | 3 | 40 | 500 | ..... | ... | .... | 20, 24 | 0 | 0 | × | × | 0 | 0 | 0 | × | 0 | × | × | June 10. |
| 96 | Shepherd College | 15 | 15 | 4 | 42 | 225 | 15 | 5 | 3 | 30 | 0 | 0 | 0 | × | 0 | 0 | 0 | 0 | 0 | × | × | June 20. |
| 97 | West Liberty State Normal School | ..... | ..... | 3 | 40 | ..... | ..... | ... | .... | 20–32 | .... | ..... | .... | × | .... | .... | ..... | ..... | .... | × | × | June. |
| 98 | Milwaukee Normal School | 13 | 13 | 1 | 40 | 50 | ..... | 50 | .... | 0 | × | × | × | 0 | .... | .... | ..... | ..... | × | × | *b* × | July 2. |
| 99 | State Normal School | 34 | 32 | 4 | 40 | 925 | 44 | 71 | .... | 0 | × | × | × | × | × | × | × | 0 | × | × | *f* × | June, 3d Thurs. |
| 100 | Wisconsin State Normal School* | 19 | 18 | 4 | 40 | 910 | 50 | 900 | 10 | ..... | × | 0 | × | .... | .... | × | × | .... | × | × | *f* × | June, last Thurs. |
| 101 | State Normal School | 13 | 8 | 4 | 40 | 952 | 70 | 95 | 6 | 0 | × | × | × | 0 | × | × | × | × | × | × | *f* × | June 17. |
| 102 | State Normal School | 39 | 37 | 4 | 40 | 720 | 78 | 42 | 7 | 0 | × | × | × | 0 | × | × | × | 0 | × | × | *f* × | June 23. |
| 103 | Miner Normal School* | 19 | 19 | 1 | 40 | 200 | 50 | 10 | 3 | 0 | × | 0 | × | 0 | 0 | .... | 0 | 0 | × | × | × | June. |
| 104 | Washington Normal School | 20 | ..... | 1 | 40 | *250 | ..... | .... | .... | 0 | × | × | × | .... | .... | × | × | .... | × | × | × | June. |
| 105 | Normal department of University of Deseret | 17 | ..... | 1 | 40 | ..... | ..... | .... | .... | 5 | 0 | 0 | 0 | 0 | × | × | × | 0 | 0 | × | × | May 28. |
| 106 | Normal department of University of Washington Territory. | 3 | ..... | 2 | .... | ..... | ..... | .... | .... | ..... | .... | ..... | .... | .... | .... | .... | .... | .... | .... | × | ..... | June. |

* From Report of the Commissioner of Education for 1879.
*a* To residents; $60 to others.
*b* In schools of the city.
*c* Diplomas after two years of successful teaching.
*d* To those intending to teach; to others, $35.
*e* Paid by the State.
*f* After one year of successful teaching and indorsement of the diploma by State superintendent.

TABLE III.—PART 2.—*Statistics of private normal schools for* 1880; *from replies to inquiries by the United States Bureau of Education.*

| | Name. | Location. | Date of organization. | Principal. | Number of instructors. | Number of students. | | | | | Graduates in the last year. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Total. | Normal. | | Other. | | Whole number. | Number who have engaged in teaching. |
| | | | | | | | Male. | Female. | Male. | Female. | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 1 | Rust Normal Institute* | Huntsville, Ala | 1870 | J. F. Blunt | 3 | 235 | 120 | 115 | ..... | ..... | ..... | 18 |
| 2 | Emerson Institute | Mobile, Ala | 1873 | Rev. O. D. Crawford, supt | 6 | 304 | 17 | 35 | 85 | 167 | 3 | 2 |
| 3 | Alabama Baptist Normal and Theological School | Selma, Ala | 1878 | H. Woodsmall | 6 | 200 | 20 | 10 | 85 | 85 | ..... | ..... |
| 4 | Normal department of Talladega College | Talladega, Ala | 1869 | Ira M. Buell, PH. B | 2 | 50 | 20 | 30 | ..... | ..... | ..... | ..... |
| 5 | Southland College and Normal Institute | Helena, Ark | 1864 | Calvin Clark, president | 14 | 239 | | (239) | | | ..... | ..... |
| 6 | Pacific Kindergarten Normal School | San Francisco, Cal. (1711 Van Ness avenue). | 1876 | Miss Emma Marwedel | 7 | ..... | ..... | ..... | ..... | ..... | 8 | 8 |
| 7 | San Francisco Kindergarten Training Class | San Francisco, Cal | 1880 | Kate D. Smith | 1 | 4 | ..... | 4 | ..... | ..... | ..... | ..... |
| 8 | Normal school in Colorado College* | Colorado Springs, Colo | ..... | E. P. Tenney, president | ..... | 15 | 9 | 6 | ..... | ..... | ..... | ..... |
| 9 | Normal department of Atlanta University | Atlanta, Ga | 1867 | A. W. Farnham | ..... | 224 | (224) | | ..... | ..... | ..... | ..... |
| 10 | Haven Normal School | Waynesboro', Ga | 1868 | Charles P. Wellman | 2 | 200 | 30 | 20 | 75 | 75 | ..... | ..... |
| 11 | Evangelical Lutheran Teachers' Seminary | Addison, Ill | 1864 | E. A. W. Krauss | 7 | 125 | 43 | ..... | 82 | ..... | 22 | 21 |
| 12 | Normal department of Eureka College | Eureka, Ill | ..... | H. W. Everest, A. M., president. | 5 | 40 | 20 | 20 | ..... | ..... | 0 | ..... |
| 13 | Normal department of Northern Illinois College *a* | Fulton, Ill | ..... | A. M. Hansen, A. M., president | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 | Northwestern German-English Normal School | Galena, Ill | 1869 | Rev. Fr. Kopp | 5 | 87 | 64 | 12 | 8 | 3 | 3 | 3 |
| 15 | Normal College | Grayville, Ill | 1879 | Dimond & Harper | 8 | 207 | | (207) | | | ..... | ..... |
| 16 | Morris Normal and Scientific School | Morris, Ill | 1878 | Cook & Stevens | 11 | 312 | 31 | 49 | 132 | 100 | 9 | 9 |
| 17 | Teachers' Training School and School of Individual Instruction. | Oregon, Ill | 1879 | E. L. Wells | 3 | 85 | 17 | 43 | 18 | 7 | 0 | 0 |
| 18 | Central Normal College | Danville, Ind | 1875 | Frank P. Adams | 10 | 710 | 400 | 310 | ..... | ..... | 78 | 49 |
| 19 | Fort Wayne College, normal department | Fort Wayne, Ind | 1877 | W. F. Yocum, A. M. | ..... | ..... | ..... | ..... | ..... | ..... | 0 | ..... |
| 20 | Elkhart County Normal, Classical and Training School. | Goshen, Ind | 1874 | David Moury | 5 | 110 | 60 | 50 | 0 | 0 | 2 | 2 |
| 21 | Normal Kindergarten Training School | Indianapolis, Ind | 1875 | Alice Chapin | 1 | 6 | ..... | 6 | ..... | ..... | 4 | 3 |
| 22 | Central Indiana Normal College and Business Institute.* | Ladoga, Ind | 1876 | J. Vincent Coombs | 16 | 598 | | (598) | | | 13 | 10 |
| 23 | Lagrange Normal School* | Lagrange, Ind | 1873 | Samuel D. Crane | 5 | 102 | 53 | 49 | ..... | ..... | ..... | ..... |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 24 | Normal department of Union Christian College | Merom, Ind | 1875 | L. J. Aldrich, A. B | 4 | 9 | (9) | | | | | |
| 25 | Southern Indiana Normal College | Mitchell, Ind | 1880 | W. F. Harper | 11 | 115 | 45 | 70 | | | | |
| 26 | Normal department, Spiceland Academy *a* | Spiceland, Ind | | Clarkson Davis, A. M | | 39 | (39) | | | | | |
| 27 | Northern Indiana Normal School and Business Institute.* | Valparaiso, Ind | 1873 | H. B. Brown | 33 | 1,900 | (1,900) | | | | 143 | 85 |
| 28 | Southern Iowa Normal School and Commercial Institute. | Bloomfield, Iowa | 1878 | Jesse Summers | 10 | 373 | 97 | 103 | 78 | 95 | 13 | |
| 29 | Eastern Iowa Normal School | Grandview, Iowa | 1874 | Edwin R. Eldridge, president | 5 | 147 | 60 | 40 | 24 | 23 | 10 | 10 |
| 30 | Iowa City Academy, normal department | Iowa City, Iowa | 1878 | Amos Hiatt, A. M | *b*13 | 60 | 20 | 40 | | | 2 | 1 |
| 31 | Normal department of Oskaloosa College* | Oskaloosa, Iowa | 1874 | G. T. Carpenter, A. M., president | 4 | 15 | 6 | 9 | | | 3 | 3 |
| 32 | Normal department of Penn College | Oskaloosa, Iowa | | Benjamin Trueblood, A. M., pres | | 3 | 3 | | | | | |
| 33 | Whittier College and Normal Institute | Salem, Iowa | 1867 | J. W. Coltrane, A. B., president | (*c*) | (*c*) | | | | | | |
| 34 | Teachers' Seminary of the German Evangelical Lutheran Synod. | Waverly, Iowa | 1878 | George Grossmann | 2 | 22 | 12 | | 10 | | | 1 |
| 35 | Kansas Normal College and Business Institute | Fort Scott, Kans | 1879 | D. E. Sanders | 5 | 150 | (150) | | | | 15 | 12 |
| 36 | Kentucky Presbyterian Normal School | Anchorage, Ky | 1860 | Mrs. Daniel P. Young | *b*13 | 2 | | 2 | | | 3 | 2 |
| 37 | Normal department of Berea College | Berea, Ky | 1865 | Rev. E. H. Fairchild | (*d*) | (*d*) | | | | | | |
| 38 | Normal department of Columbus College *a* | Columbus, Ky | | | | | | | | | | |
| 39 | Glasgow Normal School | Glasgow, Ky | 1875 | A. W. Meil | 4 | 272 | 106 | 104 | 36 | 26 | 14 | 12 |
| 40 | Kentucky Female Orphan School | Midway, Ky | 1849 | Samuel P. Lucy, A. M | 5 | 81 | | 54 | | 27 | 11 | 9 |
| 41 | West Kentucky Normal School, Murray Institute | Murray, Ky | 1871 | Dean Babbitt, president | *b*7 | 40 | (40) | | | | | |
| 42 | Normal department of Straight University | New Orleans, La | 1869 | J. M. McPherron, A. M | 5 | 232 | 44 | 50 | (138) | | | |
| 43 | Peabody Normal School for Colored Students *e* | New Orleans, La | 1877 | Miss Julia Kendall | 2 | 43 | (43) | | | | 6 | 6 |
| 44 | Peabody Normal Seminary | New Orleans, La | 1870 | Robert M. Lusher | 4 | 77 | 0 | 45 | 0 | 32 | *25 | *12 |
| 45 | Normal department of Maine Central Institute | Pittsfield, Me | 1870 | Cyrus Jordan, A. M | 2 | 53 | 26 | 27 | | | 4 | 4 |
| 46 | Oak Grove Seminary, normal department *a* | Vassalborough, Me | | Edward H. Cook, A. B | | | | | | | | |
| 47 | Centenary Biblical Institute, normal department | Baltimore, Md. (44 Saratoga street). | 1872 | | *b*4 | *b*118 | (*b*118) | | | | | |
| 48 | St. Catherine's Normal Institute | Baltimore, Md. (corner Harlem and Arlington avenues). | 1874 | Sister Ferdinand, superior | | *b*150 | | *b*150 | | | | |
| 49 | Training Class for Kindergarten Teachers *f* | Baltimore, Md | 1879 | Miss Anna W. Barnard | 2 | 4 | 0 | 4 | 0 | 0 | 4 | 2 |
| 50 | Kindergarten Normal Class* | Boston, Mass. (52 Chestnut street). | 1872 | Mary J. Garland and Rebecca J. Weston. | 6 | 23 | | 23 | | | 23 | 21 |
| 51 | Mr. and Mrs. Hailmann's Training Class for Kindergartners. | Detroit, Mich | 1875 | W. N. Hailmann | 3 | 23 | | 23 | | | 19 | 14 |
| 52 | Whitworth College and Normal School | Brookhaven, Miss | 1859 | Rev. H. F. Johnson, A. M., D. D | | 9 | 0 | 9 | (*g*) | (*g*) | | |
| 53 | Normal department of Natchez Seminary *a* | Natchez, Miss | 1877 | Charles Ayer | | | | | | | | |
| 54 | Normal department of La Grange College | La Grange, Mo | 1859 | J. F. Cook, M. A., LL.D., president | (*c*) | (*c*) | | | | | | |
| 55 | Northwest Normal* | Oregon, Mo | 1876 | O. C. Hill, A. B | 3 | 86 | 8 | 12 | 30 | 36 | 6 | 4 |
| 56 | Santee Normal Training School | Santee Agency, Nebr | 1870 | Alfred L. Riggs, A. M | 8 | 87 | 1 | 2 | 50 | 34 | | |
| 57 | American Kindergarten Normal School | New York, N. Y. (Room 70 Bible House). | | Miss E. M. Coe | | | | | | | | |
| 58 | Normal Kindergarten Class | New York, N. Y. (W. 48th st., near 7th ave.). | | Mary L. Van Wagenen | | | | | | | | |
| 59 | Normal Training School for Kindergarten Teachers.* | New York, N. Y. (7 East 22d street.) | 1872 | Prof. John Kraus and Mrs. Maria Kraus-Bölte. | 5 | 27 | | 27 | | | 21 | 16 |

* From Report of the Commissioner of Education for 1879.
*a* No separate report for this department (see Table VI).
*b* For all departments.
*c* See Table IX.
*d* Included in report of preparatory department (see Table IX).
*e* From report of State superintendent for 1879.
*f* Closed with the session of 1879–'80.
*g* See Table VI.

TABLE III.—PART 2.—*Statistics of private normal schools for* 1880, *&c.*—Continued.

| | Name. | Location. | Date of organization. | Principal. | Number of instructors. | Number of students. | | | | | Graduates in the last year. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Total. | Normal. | | Other. | | Whole number. | Number who have engaged in teaching. |
| | | | | | | | Male. | Female. | Male. | Female. | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 60 | Bennett Seminary | Greensboro', N. C | 1874 | Rev. E. O. Thayer, M. A. | 4 | 125 | 30 | 20 | 45 | 30 | 0 | ..... |
| 61 | Ray's Normal Institute* | Kernersville, N. C | 1873 | John S. Ray | 2 | 52 | 48 | 4 | ..... | ..... | ..... | ..... |
| 62 | Whitin Normal School | Lumberton, N. C | 1876 | David P. Allen | 3 | 55 | 22 | 8 | 12 | 13 | 3 | 3 |
| 63 | St. Augustine's Normal School* | Raleigh, N. C | ..... | Rev. J. E. C. Smedes | 4 | 81 | ..... | ..... | ..... | ..... | ..... | ..... |
| 64 | Shaw University* | Raleigh, N. C | 1866 | Rev. H. M. Tupper, A. M., pres't | 5 | 192 | 104 | 88 | ..... | ..... | ..... | ..... |
| 65 | Normal School | Wilmington, N. C | ..... | Miss Isabel Phelps | 4 | 128 | ..... | ..... | ..... | ..... | ..... | ..... |
| 66 | Northwestern Ohio Normal School | Ada, Ohio | 1871 | H. S. Lehr, A. M. | 23 | 1,006 | 556 | 199 | 211 | 40 | 33 | 18 |
| 67 | Ashland College Normal School | Ashland, Ohio | 1879 | Elder R. H. Miller | 9 | 67 | 49 | 18 | ..... | ..... | ..... | ..... |
| 68 | Geneva Normal School | Geneva, Ohio | 1868 | Jay P. Treat, A. M. | 5 | 120 | 20 | 30 | 25 | 45 | 12 | 4 |
| 69 | National Normal School *a* | Lebanon, Ohio | 1855 | Alfred Holbrook | 17 | 1,507 | (1,507) | | ..... | ..... | ..... | ..... |
| 70 | Mansfield Normal College* | Mansfield, Ohio | 1878 | J. Fraise Richard | 7 | 200 | 45 | 35 | 75 | 45 | ..... | ..... |
| 71 | Western Reserve Normal School | Milan, Ohio | 1832 | B. B. Hall | 3 | 70 | 15 | 10 | 25 | 20 | 0 | 0 |
| 72 | Millersburg Normal School | Millersburg, Ohio | 1878 | W. E. Hoyer | 4 | 138 | 83 | 55 | ..... | ..... | ..... | ..... |
| 73 | Normal department of Mt. Union College *a* | Mt. Union, Ohio | 1846 | O. N. Hartshorn, LL. D., president | ..... | 159 | (159) | | ..... | ..... | ..... | ..... |
| 74 | Kindergarten Training School | Worthington, Ohio | ..... | Mrs. A. B. Ogden | ..... | ..... | ..... | ..... | ..... | ..... | 10 | ..... |
| 75 | Ohio Central Normal School | Worthington, Ohio | 1872 | John Ogden, A. M. | 6 | ..... | ..... | ..... | ..... | ..... | 17 | 17 |
| 76 | Ohio Free Normal School (Antioch College) | Yellow Springs, Ohio | 1876 | J. B. Weston | ..... | *b4* | ..... | *b4* | ..... | ..... | ..... | ..... |
| 77 | Ashland College and Normal School | Ashland, Oreg | 1873 | Rev. Lowell L. Rogers, A. M. | *c8* | 48 | 22 | 26 | (*d*) | (*d*) | 0 | ..... |
| 78 | Oregon Normal School *e* | Monmouth, Oreg | 1879 | T. F. Campbell, A. M., president | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 79 | Lycoming County Normal School | Montoursville, Pa | 1870 | John T. Reed | 2 | 103 | 12 | 3 | 48 | 40 | 0 | 0 |
| 80 | Lycoming County Normal School | Muncy, Pa | 1870 | C. S. Riddell | 12 | 293 | 95 | 32 | 92 | 74 | 12 | 12 |
| 81 | Centennial Kindergarten Training School for Teachers. | Philadelphia, Pa. (Filbert street, above 20th). | 1876 | Ruth R. Burritt | 1 | 15 | ..... | 15 | ..... | ..... | 13 | 10 |
| 82 | Institute for Colored Youth | Philadelphia, Pa. (Bainbridge st. west of 9th). | 1852 | Fanny M. Jackson | ..... | 291 | 13 | 20 | 93 | 165 | 10 | 7 |
| 83 | Philadelphia Training School for Kindergartners* | Philadelphia, Pa. (1333 Pine street). | 1878 | Mrs. M. L. Van Kirk | 5 | 24 | ..... | 24 | ..... | ..... | 24 | 10 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 84 | Pine Grove Normal Academy | Pine Grove, Pa. (Wolf Creek P. O.) | 1858 | Isaac C. Ketler | 9 | 707 | 187 | 136 | 236 | 148 | ..... | ..... |
| 85 | Snyder County Normal Institute | Selinsgrove, Pa | 1872 | O. H. Bakeless, B. E | 2 | 49 | 32 | 8 | 5 | 4 | ..... | ..... |
| 86 | Sheakleyville Normal Academy | Sheakleyville, Pa | 1878 | W. J. Palen | 3 | 109 | 30 | 14 | 40 | 25 | 0 | 0 |
| 87 | Avery Normal Institute | Charleston, S. C | 1865 | W. L. Gordon | 9 | 440 | 60 | 87 | 103 | 190 | 18 | 4 |
| 88 | Normal department of Brainerd Institute | Chester, S. C | 1874 | Rev. Samuel Loomis | 3 | 20 | (20) | | | | ..... | ..... |
| 89 | Claflin University, normal department* | Orangeburg, S. C | 1868 | Rev. Edward Cooke, A. M., D. D | 3 | 167 | 56 | 25 | 64 | 22 | 1 | 1 |
| 90 | Fairfield Normal Institute | Winnsboro', S. C | 1869 | Rev. Willard Richardson | 4 | 360 | 30 | 40 | 140 | 150 | 35 | ..... |
| 91 | Humboldt Normal Institute | Humboldt, Tenn | 1880 | John Neuhardt, A. M | 4 | 32 | 6 | ..... | 13 | 13 | 3 | 3 |
| 92 | The Warner Institute | Jonesborough, Tenn | 1876 | Julia B. Nelson | 3 | 154 | 18 | 13 | 69 | 54 | ..... | ..... |
| 93 | Knoxville College | Knoxville, Tenn | 1875 | Rev. J. S. McCulloch, D. D | 14 | 82 | 33 | 14 | 22 | 13 | ..... | ..... |
| 94 | Freedmen's Normal Institute | Maryville, Tenn | 1872 | William P. Hastings | 13 | 211 | 38 | 19 | 83 | 71 | 9 | ..... |
| 95 | Maryville Normal and Preparatory School | Maryville, Tenn | 1878 | Benjamin S. Coppock | 4 | 199 | 32 | 43 | 48 | 76 | 5 | 3 |
| 96 | Normal department of Maryville College | Maryville, Tenn | ..... | W. A. Cate, B. S | ..... | *f* 21 | *f* 9 | *f* 12 | ..... | ..... | ..... | ..... |
| 97 | Le Moyne Normal Institute | Memphis, Tenn | 1872 | A. J. Steele | 8 | 254 | 69 | 53 | 70 | 62 | 8 | 8 |
| 98 | Central Tennessee College, normal department | Nashville, Tenn | 1866 | Rev. J. Braden, D. D., president | 6 | 173 | 93 | 80 | ..... | ..... | 6 | 5 |
| 99 | Nashville Normal and Theological Institute | Nashville, Tenn | 1866 | Rev. Lyman B. Tefft, A. M. (act'g) | 6 | 205 | (130) | | (75) | | 3 | 3 |
| 100 | Normal department of Fisk University | Nashville, Tenn | 1866 | Anna M. Cahill | 6 | 166 | 93 | 73 | ..... | ..... | 13 | ..... |
| 101 | Winchester Normal* | Winchester, Tenn | 1878 | James W. Terrill | 7 | 31 | 15 | 16 | ..... | ..... | 1 | 1 |
| 102 | Tillotson Collegiate and Normal Institute* | Austin, Tex | 1876 | Mrs. E. M. E. Garland | 3 | 158 | 10 | 10 | 60 | 78 | 0 | ..... |
| 103 | American Normal School | Kellyville, Tex | 1878 | A. D. Wallace | 5 | 101 | 41 | 60 | 0 | 0 | 2 | 2 |
| 104 | Whitesboro' Normal | Whitesboro', Tex | 1880 | Jas. M. Carlisle, A. M., president | 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 105 | Yorktown Normal School | Yorktown, Tex | 1878 | William T. Eichholz, A. M | 3 | 139 | ..... | ..... | 74 | 65 | ..... | ..... |
| 106 | Bennington Training School | Bennington, Vt | ..... | Isaac W. Dunham, superintend't | ..... | 6 | 3 | 3 | ..... | ..... | 6 | 0 |
| 107 | Valley Normal School | Bridgewater, Va | 1873 | Rev. J. N. Fries, A. M | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 108 | St. Stephen's Normal School | Petersburg, Va | 1871 | Rev. Giles B. Cooke | 8 | 370 | 9 | 11 | 150 | 200 | 3 | ..... |
| 109 | Storer College | Harper's Ferry, W. Va | 1867 | Rev. N. C. Brackett, A. M | 5 | 245 | 100 | 103 | 22 | 20 | 13 | ..... |
| 110 | National German-American Teachers' Seminary | Milwaukee, Wis | 1878 | I. Keller | 9 | 29 | 14 | 15 | ..... | ..... | ..... | ..... |
| 111 | Catholic Normal School of the Holy Family | St. Francis, Wis | 1870 | Rev. John Friedl | 6 | 35 | 35 | ..... | ..... | ..... | 8 | ..... |
| 112 | Kindergarten Normal Institute | Washington, D. C | 1875 | Mrs. Louise Pollock and Miss Susie Pollock. | 2 | 11 | 0 | 9 | 0 | 2 | 9 | 8 |
| 113 | Normal department of Howard University | Washington, D. C | 1866 | Furman J. Shadd, A. M | 4 | 95 | 68 | 27 | ..... | ..... | 4 | 2 |
| 114 | Normal department of Wayland Seminary | Washington, D. C | 1865 | Rev. G. M. P. King, A. M | 6 | *g* 94 | 69 | 21 | 3 | 1 | 7 | ..... |

* From Report of the Commissioner of Education for 1879.
*a* These statistics are for the year 1879.
*b* This number have claimed the advantage of free tuition; other normal students are reported in Table IX.
*c* For all departments.
*d* See Table VI.
*e* Report for the year ending June, 1880, is included in that of Christian College, Table IX; the normal school was suspended for the session of 1880-'81
*f* Included also in report of college (see Table IX).
*g* Includes some students who are in more than one department of study.

TABLE III.—PART 2.—*Statistics of private normal schools for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | 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 or certificates on completion of course? | Graduates teach in State common schools without further examination? | Time of anniversary. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Number of volumes. | Increase in the last school year. | Number of volumes of pedagogical works. | | | | | Vocal. | Instrumental. | | | | | | | | |
| | 1 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 1 | Rust Normal Institute* | 3 | 40 | 250 | ..... | ..... | ..... | *a*$3 | × | × | × | × | 0 | 0 | 0 | 0 | .... | × | ..... | May 21. |
| 2 | Emerson Institute | ..... | 32 | 200 | ..... | 30 | 2 | *b*8 | 0 | 0 | × | 0 | 0 | 0 | 0 | 0 | 0 | × | 0 | May 27. |
| 3 | Alabama Baptist Normal and Theological School | 3 | 33 | 50 | 10 | 12 | 3 | 8 | × | 0 | × | × | 0 | × | 0 | 0 | 0 | × | ..... | May 28. |
| 4 | Normal department of Talladega College | 4 | 36 | 1,000 | 250 | 50 | 2 | 12 | 0 | 0 | × | × | 0 | × | 0 | 0 | × | × | 0 | June. |
| 5 | Southland College and Normal Institute | ..... | 36 | 2,000 | 50 | ..... | ..... | 9–13½ | × | ..... | × | × | × | × | ..... | ..... | ..... | ..... | ..... | |
| 6 | Pacific Kindergarten Normal School | ..... | 40 | 100 | 20 | 100 | 3 | 125 | × | × | × | 0 | 0 | × | × | .... | × | ..... | ..... | |
| 7 | San Francisco Kindergarten Training Class | 1 | 44 | 50 | ..... | .... | 3 | 100 | × | ..... | ..... | × | ..... | ..... | ..... | ..... | × | × | ..... | May 28. |
| 8 | Normal School in Colorado College* | 3 | 37 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | July 2. |
| 9 | Normal department of Atlanta University | 2, 4 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | .... | × | ..... | ..... | ..... | × | ..... | June. |
| 10 | Haven Normal School | 4 | 32 | 200 | ..... | .... | 6 | 8 | 0 | 0 | × | × | .... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 11 | Evangelical Lutheran Teachers' Seminary | 5 | 40 | 1,000 | ..... | .... | 7 | 0 | × | × | × | × | 0 | × | × | × | × | × | ..... | June 29 and 30. |
| 12 | Normal department of Eureka College | 3 | 40 | ..... | 0 | 0 | 0 | 34 | 0 | 0 | × | × | × | × | × | 0 | 0 | × | 0 | May 27. |
| 13 | Normal department of Northern Illinois College c | ..... | 40 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 14 | Northwestern German-English Normal School | 3 | 40 | ..... | ..... | ..... | ..... | 26–32 | 0 | 0 | × | × | × | × | × | 0 | 0 | × | 0 | June 9. |
| 15 | Normal College | ..... | *44 | 560 | ..... | ..... | ..... | 32 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 16 | Morris Normal and Scientific School | 4 | 40 | 857 | 207 | 25 | 20 | 36–48 | × | × | × | × | × | × | × | 0 | 0 | × | 0 | June 17. |
| 17 | Teachers' Training School and School of Individual Instruction. | ..... | 52 | 100 | 20 | 20 | 3 | 52 | 0 | 0 | × | × | 0 | .... | 0 | 0 | 0 | 0 | ..... | August 12. |
| 18 | Central Normal College | 3 | 46 | 3,000 | 200 | 50 | .... | 27 | × | × | × | × | × | × | × | 0 | .... | × | 0 | July 15. |
| 19 | Fort Wayne College, normal department | 3 | 42 | ..... | ..... | 50 | 3 | 32 | × | 0 | × | × | × | × | 0 | 0 | 0 | × | 0 | June 24. |
| 20 | Elkhart County Normal, Classical and Training School | 5 | 12 | 0 | 0 | 0 | 4 | 10 | 0 | 0 | × | × | 0 | .... | 0 | 0 | × | × | 0 | |
| 21 | Normal Kindergarten Training School | 1 | 36 | 40 | ..... | 32 | 1 | 100 | × | × | × | 0 | 0 | 0 | × | 0 | × | × | ..... | June 28. |
| 22 | Central Indiana Normal College and Business Institute.* | 4 | 48 | 1,000 | 250 | 21 | 18 | 32 | × | 0 | × | × | × | × | ..... | ..... | × | (*d*) | 0 | July 29. |
| 23 | Lagrange Normal School* | 3 | .... | 0 | ..... | 48 | .... | 7 | × | 0 | × | 0 | 0 | × | 0 | 0 | × | 0 | ..... | |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 24 | Normal department of Union Christian College | | | | | | | | | | | | | | | | | | |
| 25 | Southern Indiana Normal College | 3 | 48 | 300 | 300 | 50 | 8 | 36 | × | 0 | × | × | × | × | 0 | 0 | 0 | × | 0 | August 20. |
| 26 | Normal department, Spiceland Academy *c* | 3 | 40 | | | | | *b*28 | × | | × | | × | × | × | | × | × | |
| 27 | Northern Indiana Normal School and Business Institute.* | 4 | 50 | 3,200 | 500 | 100 | 10 | 32 | × | × | × | × | × | × | × | 0 | 0 | × | 0 | August 7. |
| 28 | Southern Iowa Normal School and Commercial Institute. | 1 | 44 | 1,000 | 500 | 500 | 5 | 32 | × | | × | × | × | × | × | | | × | 0 | June 24. |
| 29 | Eastern Iowa Normal School | 5 | 39 | 500 | 0 | 25 | 5 | 30 | × | × | × | × | × | × | 0 | 0 | × | × | 0 | June 30. |
| 30 | Iowa City Academy, normal department | 4 | 37 | 100 | | | 6 | 27 | × | 0 | × | 0 | 0 | × | 0 | 0 | 0 | × | 0 | June 18. |
| 31 | Normal department of Oskaloosa College* | 2, 4 | 40 | | 30 | 20 | 10 | 30 | × | × | × | × | × | × | × | | 0 | × | 0 | June 10. |
| 32 | Normal department of Penn College | 4 | | | | | | 30 | × | | | | | | | | | × | | |
| 33 | Whittier College and Normal Institute | 3 | 42 | 751 | | 21 | 4 | 24–27 | × | 0 | × | × | × | × | × | 0 | 0 | × | 0 | November 14. |
| 34 | Teachers' Seminary of the German Evangelical Lutheran Synod. | 3 | 40 | 60 | 60 | 10 | 2 | 20 | × | × | × | × | | | | | × | × | × | |
| 35 | Kansas Normal College and Business Institute | 4 | 48 | 600 | 150 | 15 | 10 | 33 | × | 0 | × | × | × | × | 0 | 0 | 0 | × | 0 | July 28. |
| 36 | Kentucky Presbyterian Normal School | 4 | 39 | | | | | 40 | × | 0 | × | × | × | × | 0 | 0 | | × | | June 1. |
| 37 | Normal department of Berea College | | | | | | | | × | | × | | × | × | | | | × | | |
| 38 | Normal department of Columbus College *c* | | | | | | | | | | | | | | | | | | | |
| 39 | Glasgow Normal School | 4 | 48 | 1,000 | 200 | 150 | 6 | 48 | × | 0 | × | × | × | × | 0 | 0 | × | × | × | July 10. |
| 40 | Kentucky Female Orphan School | 4 | 39 | 600 | 100 | 10 | 5 | 0–50 | 0 | 0 | × | × | 0 | × | × | | 0 | × | 0 | May, last Thurs. |
| 41 | West Kentucky Normal School, Murray Institute | 3 | 40 | | | | 1 | 50 | × | | × | × | × | × | 0 | | × | × | × | June 10. |
| 42 | Normal department of Straight University | 3 | 33 | | | 25 | 3 | 8 | × | 0 | × | × | 0 | 0 | 0 | 0 | 0 | × | 0 | June, first week. |
| 43 | Peabody Normal School for Colored Students *e* | | 40 | | | | | | | | | | | | | | | × | | |
| 44 | Peabody Normal Seminary | 2–3 | 42 | 750 | 10 | 385 | 4 | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 0 | × | × | 0 | |
| 45 | Normal department of Maine Central Institute | 2, 3 | 40 | 400 | 7 | | 5 | 22 | × | 0 | | × | × | × | × | 0 | 0 | × | 0 | June 16. |
| 46 | Oak Grove Seminary, normal department *c* | 3 | | | | | | | × | | | | | × | | | | × | | April. |
| 47 | Centenary Biblical Institute, normal department | | | | | | | | | | | | × | | | | | × | | |
| 48 | St. Catherine's Normal Institute | | | | | | | | × | × | × | × | × | × | × | × | × | × | | |
| 49 | Training Class for Kindergarten Teachers *f* | 1 | | | | | | | | | | | | | | | | | | |
| 50 | Kindergarten Normal Class* | | | | | | | 100 | × | | × | | | | | | | × | | June, first week. |
| 51 | Mr. and Mrs. Hailmann's Training Class for Kindergartners. | 1 | 36 | | | | | 0 | × | | × | 0 | | | | | × | (*g*) | | |
| 52 | Whitworth College and Normal School | 3 | 40 | | | | | 25–50 | × | × | × | × | × | 0 | 0 | × | × | 0 | | June 30. |
| 53 | Normal department of Natchez Seminary *c* | | | | | | | | | | × | | | | | | | × | | May 31. |
| 54 | Normal department of La Grange College | 3 | | | | | | | × | | × | × | × | × | | | | × | 0 | May 11. |
| 55 | Northwest Normal* | 4 | 40 | | | | 4 | 30 | × | 0 | × | × | 0 | 0 | 0 | 0 | 0 | × | 0 | June, 2d Thurs. |
| 56 | Santee Normal Training School | | 44 | | | | 2 | 0 | × | 0 | × | × | 0 | 0 | 0 | 0 | × | 0 | 0 | |
| 57 | American Kindergarten Normal School | | | | | | | | | | | | | | | | | | | |
| 58 | Normal Kindergarten Class | | | | | | | | | | | | | | | | | | | |
| 59 | Normal Training School for Kindergarten Teachers* | 2 | 38 | | | | | 200 | × | | × | | | | × | × | × | × | | June. |
| 60 | Bennett Seminary | 3 | 36 | 1,300 | 100 | | 3 | 3 | 0 | | × | × | | | | | | × | 0 | June, 1st Thurs. |
| 61 | Ray's Normal Institute* | 2 | 30 | | | | 10 | 15, 30 | | | × | | | | | | | × | | Oct., 2d Thurs. |
| 62 | Whitin Normal School | 4 | 24 | 400 | | | 2 | 10, 12 | × | 0 | × | 0 | | | | | 0 | × | 0 | |
| 63 | St. Augustine's Normal School * | | | | | | | | | | | | | | | | | | | |
| 64 | Shaw University* | 3 | | | | | | | × | | × | × | | | | | × | × | 0 | May. |
| 65 | Normal School | | | | | | | | | | | | | | | | | | | |
| 66 | Northwestern Ohio Normal School | 2, 3 | 47 | 3,200 | 260 | 43 | 20 | 37 | × | × | × | × | × | × | × | × | × | × | 0 | May, last Thurs. |
| 67 | Ashland College Normal School | 4 | 47 | | | | | 30 | × | 0 | × | × | × | × | × | 0 | 0 | × | 0 | |

* From Report of the Commissioner of Education for 1879.
*a* For incidentals.
*b* Average charge.
*c* No separate report for this department (see Table VI).
*d* Diplomas after one year of successful teaching.
*e* From report of State superintendent for 1879.
*f* Closed with the session of 1879–'80.
*g* Diplomas after two years of successful teaching.

TABLE III.—PART 2.—*Statistics of private normal schools for* 1880, *&c.*—Continued.

NOTE.—× indicates an affirmative answer; 0 signifies no or none; .... indicates no answer.

| | Name. | 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 or certificates on completion of course? | Graduates teach in State common schools without further examination? | Time of anniversary. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Number of volumes. | Increase in the last school year. | Number of volumes of pedagogical works. | | | | | Vocal. | Instrumental. | | | | | | | | |
| | 1 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 68 | Geneva Normal School | 3, 4 | 38 | 600 | 100 | 20 | 4 | 20 | 0 | 0 | × | × | × | × | 0 | 0 | 0 | × | 0 | June, 2d week. |
| 69 | National Normal School *a* | ..... | 40 | 4,000 | ..... | ..... | ..... | 38–48 | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 70 | Mansfield Normal College * | 4 | 50 | 300 | 50 | 25 | 6 | 37 | × | 0 | × | × | × | × | × | 0 | × | × | 0 | |
| 71 | Western Reserve Normal School | 3 | 40 | ..... | ..... | ..... | ..... | 30 | 0 | 0 | × | × | × | × | 0 | 0 | 0 | × | 0 | June 17. |
| 72 | Millersburg Normal School | 3 | 40 | 300 | 50 | 20 | 4 | 26 | × | × | × | × | × | × | 0 | 0 | 0 | × | 0 | June 10. |
| 73 | Normal department of Mt. Union College *a* | 3 | .... | ..... | ..... | ..... | ..... | 32–40 | × | × | × | × | × | × | × | .... | .... | × | ..... | July 22. |
| 74 | Kindergarten Training School | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 75 | Ohio Central Normal School | 1, 2, 3 | 44 | 650 | 50 | 100 | 12 | 38 | × | × | × | × | × | × | .... | .... | × | × | 0 | July 21 and 22. |
| 76 | Ohio Free Normal School (Antioch College) | 2 | 38 | (*b*) | ..... | ..... | ..... | *c*15 | 0 | 0 | 0 | 0 | (*b*) | (*b*) | (*b*) | (*b*) | 0 | × | 0 | June 23. |
| 77 | Ashland College and Normal School | 3 | 40 | ..... | 25 | 6 | 5 | 40 | × | × | × | × | × | × | 0 | 0 | 0 | × | 0 | May 25. |
| 78 | Oregon Normal School *d* | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | × | ..... | ..... |
| 79 | Lycoming County Normal School | ..... | 20 | 100 | 0 | 0 | 3 | 6–16 | 0 | 0 | 0 | × | 0 | 0 | 0 | 0 | × | *e*0 | (*e*) | |
| 80 | Lycoming County Normal School | 4 | 42 | 400 | 300 | 20 | 2 | 32 | × | × | × | × | × | × | 0 | 0 | × | × | (*f*) | June. |
| 81 | Centennial Kindergarten Training School for Teachers | 1 | 40 | ..... | ..... | ..... | 4 | 100 | × | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | × | ..... | May 1. |
| 82 | Institute for Colored Youth | 5 | 40 | 3,167 | 76 | 265 | 1 | 0 | × | 0 | 0 | 0 | × | × | .... | 0 | × | × | 0 | |
| 83 | Philadelphia Training School for Kindergartners* | ..... | 30 | ..... | ..... | ..... | ..... | 100 | × | 0 | × | ..... | 0 | 0 | 0 | .... | × | × | *g*× | May. |
| 84 | Pine Grove Normal Academy | 4 | 39 | 275 | 200 | .... | 6 | 24 | .... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | × | 0 | |
| 85 | Snyder County Normal Institute | ..... | 21 | 600 | 50 | 14 | 8 | 21 | × | 0 | × | 0 | 0 | 0 | 0 | 0 | 0 | × | 0 | |
| 86 | Sheakleyville Normal Academy | ..... | 25 | ..... | ..... | ..... | ..... | 15–18 | × | ..... | 0 | 0 | 0 | .... | 0 | 0 | 0 | 0 | 0 | |
| 87 | Avery Normal Institute | ..... | 40 | 200 | ..... | 4 | .... | 9 | × | × | × | × | 0 | × | 0 | 0 | 0 | × | 0 | March. |
| 88 | Normal department of Brainerd Institute | 2 | 36 | 60 | ..... | .... | 1 | ..... | × | ..... | × | ..... | 0 | ..... | ..... | ..... | ..... | ..... | 0 | June 30. |
| 89 | Claflin University, normal department* | 3 | 33 | 1,200 | ..... | .... | 15 | 0 | × | × | × | × | × | × | .... | .... | × | × | 0 | June 9. |
| 90 | Fairfield Normal Institute | ..... | 40 | 0 | 0 | 0 | 0 | 0 | × | × | × | × | 0 | 0 | 0 | 0 | × | × | *f*× | June. |
| 91 | Humboldt Normal Institute | 1, 2, 3 | 40 | 350 | ..... | 25 | 8 | 32 | × | × | × | × | × | 0 | 0 | 0 | × | × | 0 | June. |

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 92 | The Warner Institute | | 40 | | | 20 | | *h*6½ | × | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | June. |
| 93 | Knoxville College | 4 | 36 | 1,200 | 50 | 5 | 0 | 4½ | × | 0 | × | × | 0 | 0 | 0 | 0 | | × | 0 | | May 20. |
| 94 | Freedmen's Normal Institute | 3 | 38 | 1,500 | 250 | 20 | 10 | 5¾ | 0 | 0 | × | 0 | 0 | 0 | 0 | 0 | × | × | 0 | | May 21. |
| 95 | Maryville Normal and Preparatory School | 3 | 36 | | | 20 | 3 | 17 | × | | × | | | | | | × | × | 0 | | May 20. |
| 96 | Normal department of Maryville College | | | | | | | | | | | | | | | | | | | | |
| 97 | Le Moyne Normal Institute | 4 | 36 | 950 | 200 | 70 | 4 | 12 | × | 0 | × | × | 0 | × | × | 0 | × | × | 0 | | June 1. |
| 98 | Central Tennessee College, normal department | 3 | 36 | | | | 2 | 9 | 0 | 0 | × | × | × | × | 0 | 0 | 0 | × | 0 | | May 20. |
| 99 | Nashville Normal and Theological Institute | | 36 | 2,000 | | | | 8 | 0 | 0 | × | × | 0 | × | 0 | 0 | 0 | × | 0 | | May. |
| 100 | Normal department of Fisk University | 3, 5 | 40 | | | 50 | 2 | 10 | × | 0 | × | × | × | × | × | 0 | × | × | 0 | | May 26. |
| 101 | Winchester Normal* | 4 | 40 | | | 50 | 7 | 40 | × | 0 | × | × | 0 | 0 | 0 | 0 | × | × | 0 | | June 12. |
| 102 | Tillotson Collegiate and Normal Institute* | | 40 | 0 | 0 | 0 | 0 | 10, 15 | 0 | 0 | × | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | June. |
| 103 | American Normal School | 2 | 49 | 250 | 50 | 50 | 9 | 30 | × | × | × | × | × | × | × | 0 | × | × | 0 | | June 24. |
| 104 | Whitesboro' Normal | | | | | | | 20–50 | | | | | | | | | | × | | | |
| 105 | Yorktown Normal School | | 42 | | | | | 15–20 | × | × | × | × | 0 | × | 0 | × | | × | 0 | | |
| 106 | Bennington Training School | | 40 | 100 | 100 | 10 | 2 | 0 | × | 0 | × | 0 | × | × | × | 0 | × | × | × | | |
| 107 | Valley Normal School | | | | | | | | × | | × | × | | | | | | | | | |
| 108 | St. Stephen's Normal School | | 40 | 0 | | | | 0 | × | 0 | × | × | 0 | 0 | 0 | 0 | 0 | × | 0 | | |
| 109 | Storer College | 3, 4 | 40 | 3,200 | | | 2 | *i*10–18 | × | 0 | × | × | 0 | | 0 | 0 | 0 | × | 0 | | May 30. |
| 110 | National German-American Teachers' Seminary | | 40 | 200 | | | | 0 | × | | × | 0 | × | × | | | | | | | |
| 111 | Catholic Normal School of the Holy Family | 3 | | | | | 2 | *j*175–200 | × | 0 | × | × | | | | | × | | × | 0 | |
| 112 | Kindergarten Normal Institute | 1 | 36 | 100 | | 28 | 7 | 100 | × | 0 | × | × | 0 | 0 | × | | | × | × | 0 | June 11. |
| 113 | Normal department of Howard University | 3 | 36 | | | | | 12 | × | 0 | × | | 0 | × | 0 | 0 | × | × | 0 | | June 2. |
| 114 | Normal department of Wayland Seminary | 3 | | | | | | 50 | | | | | | | | | | | | | May, last Wed. |

* From Report of the Commissioner of Education for 1879.
*a* These statistics are for the year 1879.
*b* Has access to that of the college.
*c* Incidental expenses.
*d* Report for year ending June, 1880, is included in that of Christian College, Table IX; the normal school was suspended for the session of 1880–'81.
*e* County superintendent examines and gives certificate which authorizes the holder to teach in schools of the county.
*f* In schools of the county.
*g* Are authorized to conduct Kindergärten.
*h* Average charge.
*i* Includes room rent.
*j* Board and tuition.

## MEMORANDA.

Pacific Kindergarten Normal School, Berkeley, Cal., removed to San Francisco. Northern Illinois Normal College (Rock River University), Dixon, Ill., no information received. Normal and Business School, Dover, Ill., no information received. Peoria County Normal School, Peoria Ill., closed. Normal School of the Evangelical Lutheran Synod, Andrew, Iowa, see Teachers' Seminary at Waverly; identical. Kansas Normal School and Business Institute, Paola, Kans., no information received. Cadiz Normal School, Cadiz, Ky., closed. Kentucky Normal School, Carlisle, Ky. closed; this work transferred to the Agricultural and Mechanical College, at Lexington, in which a normal department will be opened September, 1881. Normal School, Morgantown, Ky., closed. Kentucky State Normal School, Farmdale, Ky., no session held in 1880. Normal department of New Orleans University, New Orleans, La., no information received. Training Class for Kindergarten Teachers, Baltimore, Md., closed with the session of 1879–'80. Cumberland Normal School, Cumberland, Md., no information received. Female Orphan School, Camden Point, Mo.; see Homes for Orphan or Dependent Children, Table XXII. Central Normal School, Genoa, Nebr., closed. Lumberton Normal School, Lumberton, N. C., name changed to Whitin Normal School. Trinity College Normal School, Trinity College, N. C., only a summer normal. Tileston Normal School, Wilmington, N. C., no information received. Normal College, Gallipolis, Ohio, no information received. Normal School, Perrysburg, Ohio, not in existence. Normal department of Wilberforce University, Wilberforce, Ohio, no information received. Riverview Normal and Classical Institute, Pittsburgh, Pa., closed. McNairy County Normal School, Purdy, Tenn., closed. Shenandoah Valley Normal School, Strasburg, Va., no information received.

TABLE IV.—*Statistics of commercial and business colleges for* 1880; *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 number of students, excluding duplicate enrolments. | 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 | Course in Commerce, State Agricultural and Mechanical College.* | Auburn, Ala | ..... | ..... | Rev. I. T. Tichenor, D. D., president. | .... | .... | 38 | 38 | 38 | ..... | ..... | ..... | ..... |
| 2 | Howard College Business School | Marion, Ala | 1842 | 1842 | James T. Murfee, LL. D., pres't. | 5 | 0 | 88 | 88 | 88 | 0 | 0 | 0 | 0 |
| 3 | Sacramento Business College | Sacramento, Cal | ..... | 1873 | E. C. Atkinson | 5 | 1 | 173 | 132 | 123 | 9 | 41 | 39 | 2 |
| 4 | Business department of St. Mary's College | San Francisco, Cal | 1872 | 1863 | Brother Bettelin | 6 | .... | 60 | 60 | 60 | ..... | ..... | ..... | ..... |
| 5 | Heald's Business College | San Francisco, Cal. | ..... | 1864 | E. P. Heald | 11 | 3 | 518 | 518 | 466 | 52 | ..... | ..... | ..... |
| 6 | Pacific Business College | San Francisco, Cal. (320 Post street). | ..... | 1865 | W. E. Chamberlain, jr | 4 | 1 | 123 | 101 | 100 | 1 | 22 | 22 | 0 |
| 7 | Garden City Commercial College* | San José, Cal | 0 | 1861 | Hermann B. Worcester | 3 | 3 | 135 | ..... | ..... | ..... | ..... | ..... | ..... |
| 8 | Commercial department of Pacific Methodist College. | Santa Rosa, Cal | ..... | ..... | W. A. Long | 1 | .... | 3 | ..... | ..... | ..... | ..... | ..... | ..... |
| 9 | Moore's Business University | Atlanta, Ga | ..... | 1858 | Benj. F. Moore, president | 3 | 0 | 262 | 262 | 262 | ..... | ..... | ..... | ..... |
| 10 | Cuthbert Commercial College | Cuthbert, Ga | ..... | 1879 | Prof. B. C. Adams | 2 | .... | a41 | ..... | ..... | ..... | 0 | 0 | 0 |
| 11 | College of Commerce, Illinois Wesleyan University. | Bloomington, Ill | 1856 | 1880 | J. Geo. Cross, A. M | .... | 2 | 156 | 156 | 127 | 29 | ..... | ..... | 0 |
| 12 | Evergreen City Business College | Bloomington, Ill | ..... | 1875 | Marquam & Baker | 3 | 1 | 275 | 200 | 165 | 35 | 75 | 60 | 15 |
| 13 | Athenæum Business School | Chicago, Ill | ..... | ..... | Wm. Pitt Browne | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 | Commercial course of St. Ignatius College | Chicago, Ill. (413 W. Twelfth street). | 1870 | 1870 | Rev. Thos. H. Miles, S. J., president. | 6 | .... | 77 | 77 | 77 | ..... | ..... | ..... | ..... |
| 15 | H. B. Bryant's Chicago Business College and English Training School.* | Chicago, Ill. (77, 79, and 81 State street). | ..... | 1856 | H. B. Bryant | 11 | 2 | 540 | 500 | 450 | 50 | 115 | 100 | 15 |
| 16 | Metropolitan Business College | Chicago, Ill. (149–153 State st) | ..... | ..... | ..... | 5 | 0 | 130 | ..... | ..... | ..... | ..... | ..... | ..... |
| 17 | Souder's Chicago Business College | Chicago, Ill. (278 W. Madison street). | ..... | 1872 | J. J. Souder | 4 | .... | 310 | 205 | 181 | 24 | 105 | 92 | 13 |
| 18 | Commercial department of Eureka College | Eureka, Ill | ..... | ..... | H. W. Everest, A. M., president | .... | .... | 33 | 33 | (33) | | ..... | ..... | ..... |
| 19 | Western Business College | Galesburg, Ill | 1862 | 1862 | J. M. Martin & Bro | 2 | .... | 117 | 72 | 67 | 5 | 45 | 31 | 14 |
| 20 | Jacksonville Business College and English Training School. | Jacksonville, Ill | ..... | 1866 | G. W. Brown | 5 | 1 | 571 | 409 | 348 | 61 | 162 | 123 | 39 |
| 21 | Joliet Business College and English Training School. | Joliet, Ill | 1866 | 1866 | Prof. Homer Russell | 3 | 4 | 800 | 800 | 600 | 200 | 400 | 300 | 100 |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 22 | Commercial department of McKendree College | Lebanon, Ill | | | F. F. Roose | 1 | | 53 | 53 | (53) | | | | | | |
| 23 | Commercial department of Mt. Morris College | Mt. Morris, Ill | | | M. G. Rohrbaugh | 1 | | | | | | | | | | |
| 24 | Onarga Commercial College | Onarga, Ill | 1865 | 1865 | Rev. J. B. Robinson, A. M., D. D., president. | 2 | 2 | 54 | 54 | 44 | 10 | 0 | 0 | 0 | | |
| 25 | Parish's Business College and Telegraphic Institute. | Peoria, Ill | | 1865 | A. S. Parish | 1 | 1 | 147 | 128 | 108 | 20 | 20 | 20 | 0 | | |
| 26 | Gem City Business College | Quincy, Ill. (508 Main street) | 0 | 1870 | D. L. Musselman | 4 | | 370 | | | | | | | | |
| 27 | Becker's Business College | Rockford, Ill | 0 | 1866 | E. C. A. Becker | 2 | 3 | 200 | 160 | 140 | 20 | 40 | 34 | 6 | | |
| 28 | Springfield Business College | Springfield, Ill | | | S. Bogardus | 3 | | 140 | 80 | 75 | 5 | 60 | 56 | 4 | | |
| 29 | Evansville Commercial College | Evansville, Ind. (cor. Third and Main streets). | | 1850 | G. W. Rank and E. J. Wright | 3 | | 283 | 214 | 193 | 21 | 69 | 69 | | | |
| 30 | Maumee Business College | Fort Wayne, Ind | | 1878 | Rev. Addis Albro, M. S | 3 | | 126 | 115 | 84 | 31 | 11 | 11 | 0 | | |
| 31 | Indianapolis Bryant & Stratton Business College and Telegraph Institute. | Indianapolis, Ind. (N. Pennsylvania street). | | 1858 | C. C. Koerner | 11 | 1 | 864 | 552 | 504 | 48 | 312 | 292 | 20 | | |
| 32 | Star City Business College | La Fayette, Ind | 0 | 1866 | P. W. Kennedy | 2 | 0 | 68 | 68 | 63 | 5 | 28 | 28 | 0 | | |
| 33 | Hall's Business College | Logansport, Ind | | 1867 | Prof. E. A. Hall | 2 | 1 | 90 | 61 | 45 | 16 | 29 | 23 | 6 | | |
| 34 | Commercial department of the University of Notre Dame. | Notre Dame, Ind | 1844 | 1842 | Rev. C. Kelley, C. S. C | 6 | | *b*21 | *b*21 | *b*21 | | | | | | |
| 35 | Terre Haute Commercial College | Terre Haute, Ind. (cor. Main and Sixth streets). | | 1862 | W. C. Isbell and H. C. Miller | 3 | 1 | 218 | 145 | 125 | 20 | 83 | 75 | 8 | | |
| 36 | Northern Indiana Commercial College*c* | Valparaiso, Ind | | 1873 | H. B. Brown, president | | | | | | | | | | | |
| 37 | Commercial Institute*c* | Bloomfield, Iowa | | | O. A. Shotts | | | | | | | | | | | |
| 38 | Clinton Business College | Clinton, Iowa | | 1870 | W. H. Pearce | 2 | | 120 | 100 | 85 | 15 | 32 | 28 | 4 | | |
| 39 | Davenport Business College | Davenport, Iowa | | 1865 | D. R. Lillibridge and W. H. H. Valentine. | 10 | | 684 | 684 | 617 | 67 | | | | | |
| 40 | Bowen's Business College and Academy* | Des Moines, Iowa | 0 | 1872 | B. W. Bowen | 3 | | 175 | 94 | 64 | 30 | 107 | 79 | 28 | | |
| 41 | Baylies' Commercial College | Dubuque, Iowa | 1859 | 1858 | C. Baylies | 8 | 2 | 275 | 200 | 160 | 40 | 175 | 125 | 50 | | |
| 42 | Hurd's National Business College of Upper Iowa University. | Fayette, Iowa | | 1867 | H. E. Hurd | 2 | 1 | 148 | 148 | 108 | 40 | | | | | |
| 43 | Iowa City Commercial College | Iowa City, Iowa | | | F. R. Williams | | | 76 | | | | | | | | |
| 44 | Commercial and telegraph department of Oskaloosa College.* | Oskaloosa, Iowa | | | M. P. Givens | 1 | | *d*130 | *d*130 | (*d*130) | | | | | | |
| 45 | Ottumwa Business College | Ottumwa, Iowa | | 1871 | W. D. Strong | 2 | | 52 | 46 | 37 | 9 | 23 | 16 | 7 | | |
| 46 | Mt. Pleasant Business College* | Richmond, Iowa | | 1878 | A. Marquam | 1 | 0 | 45 | 30 | 20 | 10 | 40 | 25 | 15 | | |
| 47 | Commercial department of Whittier College | Salem, Iowa | | | J. W. Coltrane, A. B., president | (*e*) | | (*e*) | | | | | | | | |
| 48 | Cruzen's Commercial College* | Leavenworth, Kans | | | J. H. Cruzen | 1 | 1 | 18 | 18 | 16 | 2 | 11 | 10 | 1 | | |
| 49 | Western Business College | Topeka, Kans | | 1867 | M. A. Pond | 1 | | 114 | 85 | 62 | 23 | 29 | 29 | | | |
| 50 | Commercial department of Kentucky Military Institute. | Farmdale, Ky | 1847 | 1875 | Prof. Robt. H. Wildberger | 3 | | 26 | 26 | 26 | | 0 | 0 | 0 | | |
| 51 | Commercial College of Kentucky University | Lexington, Ky | | | Wilbur R. Smith, president; E. W. Smith, principal. | 4 | | *f*145 | 130 | 130 | | 15 | 15 | 0 | | |
| 52 | Warr's Bryant & Stratton Business College* | Louisville, Ky. (80 Main st.) | | 1865 | W. T. Burks | 4 | | 347 | 309 | 302 | 7 | 38 | 38 | | | |
| 53 | J. W. Blackman's Commercial College | New Orleans, La. (131 Carondelet street). | | 1862 | J. W. Blackman | 4 | | 50 | 35 | 35 | | 25 | 25 | | | |
| 54 | Soulé's Commercial College and Literary Institute. | New Orleans, La. (cor. St. Charles and Lafayette sts.) | 1861 | 1856 | George Soulé | 8 | 0 | 321 | 243 | 243 | 0 | 78 | 78 | 0 | | |
| 55 | Dirigo Business College and Telegraph Institute | Augusta, Me. (Water street) | 1867 | 1865 | R. B. Capen | 2 | | *f*256 | 221 | 184 | 37 | 35 | 24 | 11 | | |

* From Report of the Commissioner of Education for 1879.

*a* There were also 90 students in penmanship only.

*b* Number of commercial graduates.

*c* No separate report of this school; see report of normal school with which it is associated, Table III, Part 2.

*d* Includes some irregular and some preparatory students.

*e* See Table IX.

*f* This number may include some duplicates.

TABLE IV.—*Statistics of commercial and business colleges for* 1880, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Number of male instructors. | Number of female instructors. | Number of students. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Total number of students, excluding duplicate enrolments. | 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 |
| 56 | Commercial College | Bucksport, Me | ..... | ..... | Rufus P. Gardner | 1 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 57 | Commercial College | Vassalborough, Me | ..... | ..... | Frank A. Appleton | (*a*) | (*a*) | (*a*) | (*a*) | (*a*) | (*a*) | ..... | ..... | ..... |
| 58 | Eaton & Burnett's Business College | Baltimore, Md | ..... | ..... | A. H. Eaton and E. Burnett | 10 | .... | 488 | ..... | ..... | ..... | ..... | ..... | ..... |
| 59 | Sadler's Bryant & Stratton Business College | Baltimore, Md. (6 and 8 N. Charles street). | ..... | 1864 | Warren H. Sadler | 12 | .... | 468 | ..... | ..... | ..... | ..... | ..... | ..... |
| 60 | Bryant & Stratton Commercial School* | Boston, Mass. (608 Washington street). | ..... | 1860 | H. E. Hibbard | 8 | 5 | 425 | 425 | 375 | 50 | ..... | ..... | ..... |
| 61 | French's Business College | Boston, Mass. (459 Washington street). | ..... | 1848 | Charles French, A. M | 4 | 0 | 234 | 195 | 180 | 15 | 39 | 30 | 9 |
| 62 | Sawyer's Commercial College | Boston, Mass. (161 Tremont street). | 0 | 1838 | George A. Sawyer | 3 | 0 | 136 | 136 | 104 | 32 | 0 | 0 | 0 |
| 63 | Carter's Comm'l College and School of Business | Pittsfield, Mass | 0 | 1861 | Benjamin Chickering | 2 | .... | 43 | 24 | 22 | 2 | *b*19 | *b*19 | .... |
| 64 | Aylworth's Commercial School* | Battle Creek, Mich | ..... | 1879 | L. Carlos Aylworth | 2 | 0 | 46 | 16 | 8 | 8 | 30 | 20 | 10 |
| 65 | Battle Creek Business College | Battle Creek, Mich | ..... | 1879 | C. W. Stone | 1 | .... | 42 | 42 | 34 | 8 | 38 | 30 | 8 |
| 66 | Bay City Business College* | Bay City, Mich | 0 | 1870 | Cyrus H. Devlin | 2 | 1 | 48 | 34 | 34 | .... | 14 | 14 | .... |
| 67 | Goldsmith's Bryant & Stratton Business University. | Detroit, Mich | ..... | 1850 | J. H. Goldsmith | 6 | .... | 300 | 194 | 183 | 11 | 106 | 101 | 5 |
| 68 | Mayhew Business College | Detroit. Mich. (156 Jefferson avenue). | ..... | 1859 | Ira Mayhew, LL. D | 4 | 2 | 120 | 105 | 92 | 13 | 45 | 38 | 7 |
| 69 | Grand Rapids Business College and Practical Training School. | Grand Rapids, Mich | ..... | 1866 | C. G. Swensberg | 2 | .... | 155 | 155 | 130 | 25 | ..... | ..... | ..... |
| 70 | Commercial and telegraphic department of Hillsdale College. | Hillsdale, Mich | 1855 | 1866 | Alexander C. Ridcout, LL. D | 2 | .... | 187 | 130 | (130) | | 57 | ..... | ..... |
| 71 | Jackson Business College | Jackson, Mich | ..... | 1871 | G. M. Devlin | 2 | 1 | 106 | 77 | 64 | 13 | 29 | 22 | 7 |
| 72 | Kalamazoo Business College and Telegraph Institute. | Kalamazoo, Mich | ..... | 1869 | W. F. Parsons | 1 | .... | 100 | 100 | 85 | 15 | 20 | 15 | 5 |
| 73 | Curtiss Business College | Minneapolis, Minn | ..... | 1875 | C. C. Curtiss, A. M., president | *c*7 | .... | *c*300 | ..... | ..... | ..... | ..... | ..... | ..... |
| 74 | Curtiss Business College *d* | St. Paul, Minn | ..... | 1879 | C. C. Curtiss, A. M., president | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 75 | St. Paul Business College and Telegraphic Institute.* | St. Paul, Minn | 0 | 1865 | William A. Faddis | 4 | .... | 269 | 216 | 203 | 13 | 125 | 119 | 6 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 76 | Winona Business College | Winona, Minn | | | Lambert & Drew | 4 | | 244 | | | | | | |
| 77 | St. Stanislaus Commercial College | Bay St. Louis, Miss | 1870 | 1855 | Brother Florimond, president | 14 | | 90 | 90 | 90 | | | | |
| 78 | Bryant's Business College | St. Joseph, Mo | | 1864 | Thomas J. Bryant, A. M., LL.B., president. | 2 | 0 | 219 | 171 | 128 | 43 | 48 | 48 | |
| 79 | St. Joseph Commercial College | St. Joseph, Mo | 1872 | 1867 | Brother Arthemian | 9 | 0 | 169 | 169 | 169 | | | | |
| 80 | Bryant & Stratton Business College | St. Louis, Mo | 1861 | 1854 | W. M. Carpenter, M. D | 8 | 2 | 434 | 360 | 305 | 55 | 74 | 73 | 1 |
| 81 | Commercial department of the St. Louis University. | St. Louis, Mo | 1832 | 1829 | Rev. Joseph E. Keller, S. J., president. | 7 | 0 | 151 | 151 | 151 | 0 | 0 | 0 | 0 |
| 82 | Jones' Commercial College | St. Louis, Mo | 1849 | 1841 | Jonathan Jones | 6 | 1 | 268 | 268 | 250 | 18 | (e) | (e) | (e) |
| 83 | Mound City Commercial College | St. Louis, Mo. (210 N. 4th street). | 1861 | 1859 | Thomas A. Rice, A. M., LL. B., president. | 6 | 0 | 249 | 155 | 155 | 0 | 94 | 94 | 0 |
| 84 | Great Western Business College | Omaha, Nebr | | 1873 | Prof. George R. Rathbun | 1 | | 70 | 40 | 35 | 5 | 35 | 35 | |
| 85 | School of Practice | Fisherville, N. H | | 1879 | J. H. Larry | 5 | | 70 | 70 | 40 | 30 | | | |
| 86 | Gaskell's Bryant & Stratton Business College | Manchester, N. H | | 1865 | William Heron, jr | 2 | | 80 | 45 | 30 | 15 | 35 | 18 | 17 |
| 87 | New Hampton Commercial College | New Hampton, N. H | | 1877 | Rev. A. B. Meservey, A.M., PH.D | (f) | (f) | (f) | | | | | | |
| 88 | Commercial College | Portsmouth, N. H | | 1873 | Lewis E. Smith | (g) | (g) | (g) | (g) | (g) | (g) | 0 | 0 | 0 |
| 89 | Elizabeth Business College | Elizabeth, N. J. (315-323 Jefferson avenue). | 1873 | 1872 | James H. Lansley, PH. D | 3 | 2 | 110 | 92 | 58 | 34 | 18 | 18 | |
| 90 | Gaskell's Jersey City Business College | Jersey City, N. J | | 1879 | Prof. G. A. Gaskell | 3 | | 100 | 40 | 38 | 2 | 60 | 60 | |
| 91 | Bryant & Stratton Business College | Newark, N. J | | 1863 | Arthur B. Clark | 11 | 2 | 315 | 180 | 161 | 19 | 135 | 108 | 27 |
| 92 | Business College | Salem, N. J | | | H. P. Davidson, A. M | | | 11 | 11 | 6 | 5 | | | |
| 93 | Capital City Commercial College | Trenton, N. J | | 1865 | Andrew J. Rider | 7 | 0 | 222 | 156 | 149 | 7 | 66 | 66 | |
| 94 | Folsom's Business College | Albany, N. Y | | 1857 | C. E. Carhart | 4 | 1 | 235 | 142 | 139 | 3 | 93 | 90 | 3 |
| 95 | Browne's Business College | Brooklyn, N. Y. (304 and 306 Fulton street). | | 1849 | T. R. Browne | 6 | | 456 | 302 | 273 | 29 | 154 | 123 | 31 |
| 96 | Claghorn's Bryant & Stratton Commercial School. | Brooklyn, N. Y. (40 Court street). | | 1861 | Charles Claghorn | 3 | 1 | 141 | 141 | 134 | 7 | 0 | 0 | 0 |
| 97 | French's Business and Telegraph College | Brooklyn, N. Y. (311 Fulton st., corner Johnson st.). | | 1868 | George W. French, LL. B | 3 | 1 | 116 | 75 | 38 | 37 | 41 | 37 | 4 |
| 98 | Wright's Business College* | Brooklyn, N. Y | 0 | 1873 | Henry C. Wright | 4 | 1 | 274 | 274 | 252 | 22 | 116 | 106 | 10 |
| 99 | Bryant's Buffalo Business College | Buffalo, N. Y. (corner Main and Seneca streets). | | 1852 | J. C. Bryant & Son | | | | | | | | | |
| 100 | Commercial department of St. Joseph's College | Buffalo, N. Y | | 1861 | Brother Idrastan | 4 | | 103 | 83 | 83 | | 20 | 20 | |
| 101 | Elmira Business College | Elmira, N. Y | 0 | 1858 | Augustus J. Warner | 2 | 0 | 90 | 90 | 90 | | | | |
| 102 | Geneva Business College | Geneva, N. Y | | 1880 | A. E. Mackey | 1 | | 20 | 10 | 10 | | 10 | 7 | 3 |
| 103 | Elmwood Seminary Commercial and Select School. | Glen's Falls, N. Y | | | James N. Whipple | (h) | (h) | (h) | (h) | (h) | (h) | | | |
| 104 | Cady & Walworth's Business College | New York, N. Y. (36 East Fourteenth street). | | 1873 | C. E. Cady | 3 | | 191 | 97 | 92 | 5 | 94 | 93 | 1 |
| 105 | Commercial department of the College of St. Francis Xavier. | New York, N. Y. (49 West Fifteenth street). | | 1847 | Rev. Samuel H. Frisbee, S. J., president. | 3 | | | | | | | | |
| 106 | Packard's Business College* | New York, N. Y. (805 Broadway). | | 1858 | S. S. Packard | 9 | 1 | 208 | 208 | 193 | 15 | 0 | 0 | 0 |
| 107 | Paine's Business College | New York, N. Y. (62 Bowery, cor. Canal st.). | 0 | 1849 | Martin S. Paine | 4 | 2 | 434 | 294 | 248 | 46 | 140 | 112 | 28 |

* From Report of the Commissioner of Education for 1879.
*a* This college is associated with Oak Grove Seminary; for report, see Table VI.
*b* Penmanship only.
*c* Including those in the branch at St. Paul.
*d* Branch of the Curtiss Business College at Minneapolis.
*e* Included in report of scholars in day school.
*f* This college is associated with New Hampton Literary Institution; for report, see Table VI.
*g* This college is associated with Smith's Academy; for report, see Table VI.
*h* Reported with academic department; see Table VI.

TABLE IV.—*Statistics of commercial and business colleges for* 1880, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Number of male instructors. | Number of female instructors. | Number of students. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Total number of students, excluding duplicate enrolments. | 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 |
| 108 | Paine's Up-town Business College | New York, N. Y. (1313 Broadway, cor. Thirty-fourth st. | 0 | 1872 | Martin S. Paine | 2 | 1 | 366 | 250 | 213 | 37 | 116 | 102 | 14 |
| 109 | Eastman National Business College | Poughkeepsie, N. Y. | ..... | 1859 | E. White | 12 | .... | 978 | 960 | 956 | 4 | 185 | 178 | 7 |
| 110 | Rochester Business University | Rochester, N. Y. (cor. W. Main and Exchange sts.). | 0 | 1863 | L. L. Williams | 5 | 0 | 493 | 364 | 332 | 32 | 129 | 98 | 31 |
| 111 | Troy Business College | Troy, N. Y. | 1871 | 1858 | Thos. H. Shields | 2 | .... | 200 | 150 | 145 | 5 | 50 | 40 | 10 |
| 112 | Commercial department of Wake Forest College | Wake Forest, N. C | 1835 | 1868 | L. R. Mills, A. M. | 1 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 113 | Akron Business College | Akron, Ohio | ..... | 1866 | O. S. Warner, A. M | 2 | .... | 60 | 20 | 17 | 3 | 40 | 40 | .... |
| 114 | Commercial department of Ashland College | Ashland, Ohio | 1880 | 1879 | Frank P. Foster | 1 | .... | 19 | 19 | 19 | ..... | ..... | ..... | ..... |
| 115 | Commercial department of St. Xavier College* | Cincinnati, Ohio | 1842 | 1831 | Rev. R. J. Meyer, S. J | 4 | 0 | 94 | 94 | 94 | 0 | 0 | 0 | 0 |
| 116 | Nelson's Business College | Cincinnati, Ohio (southeast cor. Fourth and Vine sts.). | ..... | 1856 | Richard Nelson, president | 7 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 117 | Nelson's Ladies' Business College | Cincinnati, Ohio | ..... | 1880 | Miss Ella Nelson | 3 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 118 | Queen City Commercial College | Cincinnati, Ohio (Northwest cor. Fifth and Walnut sts.). | ..... | 1874 | Henry A. Faber | 4 | .... | *a*174 | 104 | 98 | 6 | 70 | 70 | .... |
| 119 | Spencerian Business College | Cleveland, Ohio (cor. Superior and Seneca sts.). | ..... | 1852 | Platt R. Spencer | 6 | .... | 520 | 370 | 327 | 43 | 150 | 143 | 7 |
| 120 | Capital City Commercial College* | Columbus, Ohio | ..... | 1878 | McClenahan and Woodruff | 3 | 1 | 304 | 252 | 220 | 32 | 52 | 45 | 7 |
| 121 | Columbus Business College* | Columbus, Ohio (98 North High st.). | ..... | 1865 | E. K. Bryan | 3 | 1 | 230 | 230 | 200 | 30 | ..... | ..... | ..... |
| 122 | Business department of Mt. Union College *b* | Mt. Union, Ohio | ..... | ..... | O. N. Hartshorn, LL. D., pres't | 5 | .... | 231 | 231 | (231) | | ..... | ..... | ..... |
| 123 | Oberlin Commercial Institute | Oberlin, Ohio | ..... | 1880 | McKee & Frasier | 2 | 0 | 50 | 50 | 48 | 2 | 0 | 0 | 0 |
| 124 | Van Sickle's Business College | Springfield, Ohio | ..... | 1871 | J. W. Van Sickle, A. M., M. D., PH. D. | 1 | .... | 36 | 19 | 16 | 3 | 17 | 17 | 0 |
| 125 | Toledo Business College | Toledo, Ohio | 0 | 1868 | G. E. Detwiler | 4 | 1 | 246 | 139 | 96 | 43 | 107 | 98 | 9 |
| 126 | Zanesville Business College | Zanesville, Ohio | ..... | 1866 | F. M. Choguill and H. B. Parsons. | .... | .... | 110 | 85 | 77 | 8 | 25 | 25 | .... |
| 127 | Allentown Business College | Allentown, Pa | ..... | 1869 | William L. Blackman | 2 | .... | 75 | 63 | 63 | ..... | 12 | 12 | .... |
| 128 | Commercial course in St. Vincent's College | Beatty's P. O., Pa | 1870 | ..... | Rt. Rev. Boniface Wimmer, O. S. B., president. | .... | .... | 73 | 73 | 73 | ..... | ..... | ..... | ..... |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 129 | Commercial department in Trach's Academy | Easton, Pa | ..... | 1872 | R. H. Trach | (c) | (c) | (c) | ..... | ..... | ..... | ..... | ..... | ..... |
| 130 | Knauss' Business College | Easton, Pa | 0 | 1873 | Walter P. Gregory | 3 | .... | 130 | 78 | 71 | 7 | 52 | 47 | 5 |
| 131 | Commercial department of the State Normal School.* | Indiana, Pa | ..... | ..... | John H. French, LL. D | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 132 | Wyoming Commercial College | Kingston, Pa | 0 | 1863 | Rev. L. L. Sprague, A. M | 2 | .... | 94 | 84 | 82 | 2 | 10 | 10 | .... |
| 133 | Lancaster Commercial College | Lancaster, Pa | ..... | 1880 | H. C. Weidler | 2 | .... | 14 | 7 | 7 | .... | 7 | 5 | 2 |
| 134 | Bryant, Stratton & Smith Business College | Meadville, Pa | ..... | 1865 | A. W. Smith | 4 | 1 | 95 | 95 | 75 | 20 | ..... | ..... | ..... |
| 135 | Crittenden Philadelphia Commercial College* | Philadelphia, Pa. (1131 Chestnut street). | 1855 | 1844 | John Groesbeck | 9 | .... | 364 | ..... | ..... | ..... | ..... | ..... | ..... |
| 136 | Peirce's Union Business College | Philadelphia, Pa. (39 South Tenth street). | 0 | 1865 | Thomas May Peirce, M. A | 13 | .... | 572 | 338 | 293 | 45 | 234 | 228 | 6 |
| 137 | Select Commercial School | Philadelphia, Pa. (1432 Chestnut street). | ..... | 1875 | Chester E. Pond | 1 | .... | 45 | 25 | ..... | .... | 20 | ..... | ..... |
| 138 | Hinman's Pottsville Business College | Pottsville, Pa | 1875 | 1875 | James C. Kane | 1 | .... | 70 | 50 | 38 | 12 | 20 | 20 | .... |
| 139 | Williamsport Commercial College | Williamsport, Pa | 1866 | 1865 | F. E. Wood | 5 | .... | a245 | 178 | 158 | 20 | 67 | 60 | 7 |
| 140 | Providence Bryant & Stratton Business College. | Providence, R. I. (283 Westminster street). | 0 | 1863 | Theodore B. Stowell | 7 | 0 | 285 | 202 | 176 | 26 | 83 | 80 | 3 |
| 141 | Scholfield's Commercial College | Providence, R. I. (137 Westminster street). | ..... | 1846 | Albert G. Scholfield | 3 | 1 | 182 | 143 | 129 | 14 | 39 | 39 | .... |
| 142 | Behm's Chattanooga Commercial College | Chattanooga, Tenn | 0 | 1875 | Jeremiah Behm | 1 | .... | a57 | 26 | 25 | 1 | 31 | 30 | 1 |
| 143 | Leddin's Business College | Memphis, Tenn | 1867 | 1865 | T. A. Leddin | 2 | .... | a81 | 47 | 47 | 0 | 34 | 34 | 0 |
| 144 | Commercial department of Burritt College | Spencer, Tenn | ..... | 1880 | T. W. Comer | 1 | 0 | 47 | 47 | 44 | 3 | 0 | 0 | 0 |
| 145 | Commercial School in Winchester Normal* | Winchester, Tenn | ..... | ..... | James W. Terrill, president | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 146 | Island City Business College | Galveston, Tex | ..... | 1878 | John Joss and Jas. M. Benish | 3 | .... | 78 | 51 | 38 | 13 | 27 | 26 | 1 |
| 147 | Livingston's Galveston Business College | Galveston, Tex | 1877 | 1877 | Edward Livingston, A. M | 2 | 1 | 58 | 49 | 40 | 9 | 9 | 9 | 0 |
| 148 | Commercial School Southwestern University | Georgetown, Tex | ..... | ..... | R. F. Young, A. M | 1 | .... | 39 | 39 | 39 | ..... | ..... | ..... | ..... |
| 149 | Commercial College of Trinity University | Tehuacana, Tex | ..... | ..... | Rev. W. E. Beeson, D. D., president. | (d) | (d) | (d) | ..... | ..... | ..... | ..... | ..... | ..... |
| 150 | Old Dominion Business College | Richmond, Va | 1868 | 1867 | Geo. M. Nicol | 1 | .... | 45 | 26 | 26 | .... | 19 | 19 | .... |
| 151 | Great Southern Business College* | Parkersburg, W. Va | ..... | 1876 | A. J. M. Hosom | 1 | 1 | 114 | 114 | 102 | 12 | ..... | ..... | ..... |
| 152 | National Business College | Wheeling, W. Va | ..... | 1860 | J. M. Frasher & Co | 4 | .... | 110 | 80 | 70 | 10 | 30 | 30 | .... |
| 153 | Fond du Lac Commercial College | Fond du Lac, Wis | ..... | 1866 | S. D. Mann | 1 | 1 | 110 | 90 | 60 | 30 | 20 | 20 | 0 |
| 154 | Green Bay Business College | Green Bay, Wis | ..... | 1868 | Clarence A. Murch | 2 | 2 | 105 | 91 | 80 | 14 | 42 | 36 | 6 |
| 155 | Silsbee Commercial College | Janesville, Wis | 1877 | 1866 | J. B. Silsbee | 3 | 1 | 150 | 105 | 100 | 5 | 45 | 40 | 5 |
| 156 | La Crosse Business College | La Crosse, Wis | ..... | 1868 | J. L. Wallace | 2 | .... | 176 | ..... | ..... | ..... | ..... | ..... | ..... |
| 157 | Northwestern Business College | Madison, Wis | ..... | 1865 | R. G. Deming | 5 | .... | 190 | ..... | ..... | ..... | ..... | ..... | ..... |
| 158 | Spencerian Business College | Milwaukee, Wis | 1870 | 1863 | Robert C. Spencer | 3 | 1 | 256 | 179 | 167 | 12 | 77 | 72 | 5 |
| 159 | Oshkosh Business College | Oshkosh, Wis | ..... | 1867 | W. W. Daggett | 3 | .... | 235 | 196 | 161 | 35 | 39 | 36 | 3 |
| 160 | Pio Nono Business College | St. Francis Station, Wis | 0 | 1871 | Rev. Wm. New | 5 | 0 | 35 | 35 | 35 | ..... | ..... | ..... | ..... |
| 161 | Spencerian Business College* | Washington, D. C. (corner D and Ninth streets). | 0 | 1864 | Henry C. Spencer | 2 | 1 | 283 | 160 | 121 | 39 | 123 | 90 | 33 |
| 162 | Commercial department of the University of Washington Territory. | Seattle, Washington Territory. | ..... | ..... | C. M. Anderson | 3 | .... | 19 | 19 | 13 | 6 | ..... | ..... | ..... |

* From Report of the Commissioner of Education for 1879.
*a* This number may include some duplicates.
*b* These statistics are for the year 1879.
*c* See report of Trach's Academy and Commercial School, Table VI.
*d* Not separately reported, see Table IX.

TABLE IV.—*Statistics of commercial and business colleges for* 1880, *&c.*—Continued.

NOTE.—The branches taught are indicated by ×.

| | 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. | Drawing. | 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 | 38 |
| 1 | Course in commerce, State Agricultural and Mechanical College.* | .... | .... | .... | .... | .... | ..... | × | × | × | × | × | .... | .... | .... | .... | .... | .... | × | ..... | ..... | 24 | .... | .... | ..... |
| 2 | Howard College Business School | 0 | 0 | 12 | 15 | 0 | 17 | × | × | × | × | × | × | × | × | × | 0 | 0 | 0 | 1,200 | 75 | 8½ | 36 | 0 | $80 |
| 3 | Sacramento Business College | 5 | 27 | 2 | .... | .... | 17 | × | × | × | × | 0 | 0 | × | × | × | × | × | × | 650 | ..... | 12 | 52 | 12 | 75 |
| 4 | Business department of St. Mary's College | .... | .... | .... | .... | 20 | 18 | × | × | × | × | 0 | 0 | × | × | 0 | × | .... | .... | 3,000 | 150 | 40 | 43 | .... | ..... |
| 5 | Heald's Business College | 14 | 46 | 21 | 43 | 39 | 20 | × | × | × | × | × | × | × | × | × | × | × | × | ..... | ..... | 6–24 | 52 | 0 | 160 |
| 6 | Pacific Business College | 0 | 12 | 0 | 3 | 2 | 20 | × | × | × | 0 | × | × | × | × | × | 0 | × | × | 50 | 0 | 8 | 52 | 12 | 140 |
| 7 | Garden City Commercial College* | 5 | 22 | .... | 1 | 3 | 17 | × | × | .... | × | × | × | × | × | × | × | × | × | 50 | ..... | 6 | 46 | 6 | 115 |
| 8 | Commercial department of Pacific Methodist College. | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | .... | × | .... | .... | .... | .... | ..... | ..... | ..... | 40 | .... | 60 |
| 9 | Moore's Business University | 0 | 0 | 0 | 0 | 0 | 23 | 0 | × | 0 | × | × | 0 | × | × | × | 0 | 0 | 0 | ..... | ..... | 11½ | 50 | .... | *a*40, 60 |
| 10 | Cuthbert Commercial College | .... | .... | .... | 16 | .... | 17 | × | × | × | × | 0 | 0 | × | × | × | × | .... | .... | 75 | 75 | 10 | 38 | 0 | *b*30 |
| 11 | College of Commerce, Illinois Wesleyan University | 57 | .... | .... | .... | .... | ..... | × | × | × | × | .... | .... | × | × | .... | × | × | × | ..... | ..... | 9 | 40 | .... | 75 |
| 12 | Evergreen City Business College | 15 | .... | 31 | .... | .... | 17 | × | × | .... | × | × | .... | × | × | × | .... | × | .... | ..... | ..... | 12 | 52 | 6 | 45 |
| 13 | Athenæum Business School | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | .... | 65 |
| 14 | Commercial course of St Ignatius College | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | 42 | .... | 40 |
| 15 | H. B. Bryant's Chicago Business College and English Training School.* | 62 | .... | 55 | .... | .... | 18 | × | × | .... | × | × | × | × | × | × | × | × | 0 | ..... | ..... | 24 | 12 | 7 | 100 |
| 16 | Metropolitan Business College | .... | .... | .... | .... | .... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | .... | ..... |
| 17 | Souder's Chicago Business College | 15 | .... | 30 | .... | .... | 18 | × | × | .... | × | × | .... | × | × | .... | .... | × | .... | ..... | ..... | 24 | 52 | 8 | 75 |
| 18 | Commercial department of Eureka College | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | × | × | × | .... | .... | .... | ..... | ..... | 20 | 40 | .... | ..... |
| 19 | Western Business College | .... | 3 | .... | .... | .... | 18 | × | × | × | × | × | 0 | × | × | × | × | × | × | 150 | 4 | 10 | 48 | 6 | 60 |
| 20 | Jacksonville Business College and English Training School. | 16 | .... | 12 | .... | .... | 20.2 | × | × | × | × | × | .... | × | × | c× | × | × | × | 350 | ..... | 20 | 42 | 6 | *d*70 |
| 21 | Joliet Business College and English Training School. | .... | .... | .... | .... | .... | 16 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 10,000 | 6,000 | 24 | 50 | 11 | 50 |
| 22 | Commercial department of McKendree College | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | × | × | .... | .... | × | .... | ..... | ..... | ..... | ..... | .... | 40 |
| 23 | Commercial department of Mt. Morris College | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | × | × | × | .... | .... | .... | ..... | ..... | ..... | ..... | .... | ..... |
| 24 | Onarga Commercial College | 0 | 0 | 0 | 0 | 0 | 20 | × | × | .... | × | × | .... | × | × | .... | .... | .... | .... | ..... | ..... | 10 | 40 | .... | 35 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 25 | Parish's Business College and Telegraphic Institute. | 6 | 5 | .... | .... | .... | 18 | .... | × | .... | × | .... | .... | × | × | .... | .... | × | × | ..... | ..... | ..... | 50 | 4 | 50 |
| 26 | Gem City Business College | .... | .... | .... | .... | .... | ..... | × | × | × | × | .... | × | × | × | .... | .... | .... | .... | 100 | 0 | ..... | 50 | .... | 60 |
| 27 | Becker's Business College | 0 | 1 | 4 | 0 | 0 | 17 | × | × | 0 | × | × | 0 | × | × | 0 | 0 | 0 | × | 0 | ..... | 8–12 | 51 | 6 | *e*50 |
| 28 | Springfield Business College | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | × | × | .... | × | × | .... | 100 | ..... | 6 | 48 | 6 | 65 |
| 29 | Evansville Commercial College | .... | .... | .... | .... | .... | 19 | × | × | × | × | × | .... | × | × | × | .... | .... | .... | ..... | ..... | 6 | 52 | 9 | *e*40 |
| 30 | Maumee Business College | .... | .... | .... | .... | .... | 20 | × | × | 0 | × | 0 | 0 | × | × | × | 0 | 0 | .... | ..... | 50 | 6 | 42 | 6 | 35 |
| 31 | Indianapolis Bryant & Stratton Business College and Telegraph Institute. | 13 | 43 | 125 | 5 | .... | 19 | × | × | × | × | × | × | × | × | × | × | × | × | ..... | ..... | 4–18 | 52 | 12 | 40–150 |
| 32 | Star City Business College | 6 | 3 | 0 | 0 | 0 | 18 | .... | × | 0 | × | × | 0 | × | × | 0 | × | × | × | 0 | 0 | (*f*) | 48 | 7 | *g*50 |
| 33 | Hall's Business College | 0 | 0 | 0 | 0 | 0 | 18 | × | × | × | × | × | × | × | × | × | × | 0 | 0 | ..... | ..... | 6 | 36 | 6 | 40 |
| 34 | Commercial department of the University of Notre Dame. | .... | .... | .... | .... | .... | ..... | × | × | × | × | .... | .... | .... | × | .... | .... | .... | .... | ..... | ..... | 20 | 42 | .... | ..... |
| 35 | Terre Haute Commercial College | .... | 8 | .... | .... | .... | 20 | × | × | × | × | × | .... | × | × | .... | .... | .... | × | 300 | 150 | ..... | .... | 9 | *g*40 |
| 36 | Northern Indiana Commercial College*h* | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | × | × | .... | × | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... |
| 37 | Commercial Institute*h* | .... | .... | .... | .... | .... | ..... | × | × | × | × | .... | .... | × | × | .... | .... | .... | × | ..... | ..... | ..... | ..... | ..... | 32 |
| 38 | Clinton Business College | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | × | × | .... | × | .... | .... | 60 | ..... | 6 | 50 | 6 | 65 |
| 39 | Davenport Business College | 14 | .... | 8 | .... | .... | 18 | × | × | × | × | × | × | × | × | × | 0 | × | 0 | ..... | ..... | 12 | 52 | .... | 60 |
| 40 | Bowen's Business College and Academy* | 0 | 0 | 0 | 0 | 0 | 18 | × | × | × | × | × | 0 | × | × | × | 0 | 0 | 0 | 0 | 0 | 10, 20 | 52 | 12 | 40 |
| 41 | Bayliss' Commercial College | 22 | .... | 2 | .... | .... | 19 | × | × | × | × | × | 0 | × | × | × | × | × | × | 250 | ..... | 6 | 52 | 6 | 70 |
| 42 | Hurd's National Business College of Upper Iowa University. | .... | .... | 2 | .... | .... | 18 | × | × | × | × | .... | 0 | × | × | 0 | 0 | 0 | × | ..... | ..... | 6 | 40 | .... | *i*20–25 |
| 43 | Iowa City Commercial College* | .... | .... | .... | .... | .... | ..... | × | × | × | .... | .... | .... | × | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... |
| 44 | Commercial and telegraph department of Oskaloosa College.* | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | 0 | × | × | .... | .... | × | × | ..... | ..... | ..... | ..... | ..... | *i*35 |
| 45 | Ottumwa Business College | .... | .... | .... | .... | .... | 18 | × | × | × | × | × | .... | × | × | × | × | .... | .... | 50 | ..... | (*f*) | 40 | 4 | *g*40 |
| 46 | Mt. Pleasant Business College* | .... | .... | .... | .... | .... | 19 | .... | × | × | × | .... | .... | × | × | × | .... | .... | .... | ..... | ..... | 3 | .... | 9 | ..... |
| 47 | Commercial department of Whittier College | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | × | × | .... | .... | .... | .... | ..... | ..... | 3 | .... | .... | ..... |
| 48 | Cruzen's Commercial College* | 2 | 2 | .... | .... | .... | 19 | × | × | × | × | .... | × | × | .... | × | .... | × | × | 0 | ..... | 12 | 52 | 12 | 50 |
| 49 | Western Business College | .... | .... | .... | .... | .... | 19 | × | × | .... | × | .... | .... | × | × | × | .... | .... | .... | ..... | ..... | 6 | 46 | 6 | *b*35 |
| 50 | Commercial department of Kentucky Military Institute. | 0 | 0 | 0 | 0 | 0 | 19 | × | × | 0 | × | × | 0 | 0 | *j* × | × | 0 | 0 | 0 | ..... | ..... | 10 | 40 | .... | 100 |
| 51 | Commercial College of Kentucky University | 1 | .... | .... | .... | .... | 19 | × | × | .... | × | .... | .... | .... | .... | .... | .... | × | .... | ..... | ..... | 11 | 48 | 12 | *g*40 |
| 52 | Warr's Bryant & Stratton Business College* | .... | .... | .... | .... | .... | 17 | × | × | × | × | × | .... | × | × | .... | × | .... | .... | ..... | ..... | 12 | 51 | 8 | 50 |
| 53 | J. W. Blackman's Commercial College | .... | .... | .... | .... | .... | 17 | × | × | .... | × | × | .... | × | × | .... | .... | .... | .... | 125 | 5 | (*f*) | 52 | 12 | 100 |
| 54 | Soulé's Commercial College and Literary Institute. | 2 | 0 | 7 | 19 | 0 | 14 | × | × | × | × | × | 0 | × | × | × | × | × | 0 | 1, 570 | ..... | 12–48 | 52 | 12 | 100–150 |
| 55 | Dirigo Business College and Telegraph Institute. | 0 | 23 | .... | .... | .... | 18 | × | × | × | × | × | × | × | × | × | 0 | 0 | × | 104 | ..... | 6 | 43 | .... | *g*35 |
| 56 | Commercial College | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | × | × | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | (*k*) |
| 57 | Commercial College | 0 | 0 | 5 | 3 | 0 | 16 | × | × | × | × | × | 0 | × | × | × | 0 | 0 | 0 | (*l*) | 0 | ..... | (*l*) | .... | 30 |
| 58 | Eaton & Burnett's Business College | .... | .... | .... | .... | .... | ..... | × | × | .... | × | × | .... | × | × | .... | .... | × | × | ..... | ..... | 4–12 | 52 | 6 | *m*60 |
| 59 | Sadler's Bryant & Stratton Business College | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | .... | × | × | .... | × | × | .... | ..... | ..... | ..... | 50 | 6 | *m*60 |
| 60 | Bryant & Stratton Commercial School* | .... | .... | .... | .... | .... | 17 | × | × | .... | × | 0 | 0 | × | × | 0 | 0 | 0 | 0 | ..... | ..... | 10 | 44 | 0 | 160 |
| 61 | French's Business College | 23 | 0 | 1 | 1 | 1 | 18 | × | × | .... | × | × | × | × | × | × | × | × | × | ..... | ..... | 12 | 52 | 6 | 120 |
| 62 | Sawyer's Commercial College | 12 | 0 | 0 | 0 | 0 | 23 | × | × | × | × | × | × | × | × | × | 0 | × | 0 | ..... | ..... | ..... | 44 | 0 | 120 |
| 63 | Carter's Commercial Coll. and School of Business | 0 | 0 | 0 | 0 | 0 | 19 | × | × | 0 | × | × | 0 | × | × | × | 0 | 0 | 0 | ..... | ..... | 3–12 | 48 | 6 | 100 |

* From Report of the Commissioner of Education for 1879.
*a* For terms of 4 and 6 months.
*b* For scholarship.
*c* Also civil government.
*d* $20 for tuition in evening school.
*e* For membership.
*f* Time unlimited.
*g* For life scholarship.
*h* No separate report of this school; see report of normal school with which it is associated, Table III, part 2.
*i* For course.
*j* Also international law.
*k* $15 for the first term and $10 for any succeeding term.
*l* This college is associated with Oak Grove Seminary; for report, see Table VI.
*m* For six months in the day school.

TABLE IV.—*Statistics of commercial and business colleges for* 1880, *&c.*—Continued.

NOTE.—The branches taught are indicated by ×.

| | 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. | Drawing. | 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 | 38 |
| 64 | Aylworth's Commercial School* | | | | | | | | | | | | | | | | | | | | | | | | |
| 65 | Battle Creek Business College | 0 | 3 | 0 | 0 | 0 | 19 | × | × | 0 | × | 0 | 0 | × | × | 0 | 0 | 0 | × | | | 9 | 40 | 6 | $40 |
| 66 | Bay City Business College* | | | | | | | × | × | | × | | | | × | | | | | | | 10 | 42 | 9 | 75 |
| 67 | Goldsmith's Bryant & Stratton Business University. | | | | | | 19 | × | × | × | × | | 0 | × | × | × | 0 | 0 | 0 | | | 4–6 | 52 | 6 | *a*40–60 |
| 68 | Mayhew Business College | 8 | 10 | | | | 21 | × | × | | × | | | × | × | × | × | × | × | | | 10 | 44 | 6 | 85 |
| 69 | Grand Rapids Business College and Practical Training School. | | | | | | 20 | × | × | 0 | × | × | 0 | × | × | × | × | 0 | 0 | | | (*b*) | | | *c*50 |
| 70 | Commercial and telegraphic department of Hillsdale College. | | | | | | | × | × | × | × | | | × | × | × | × | | × | | | 3–8 | 38 | | *a*30–55 |
| 71 | Jackson Business College | | | | | | 19–20 | × | × | × | × | 0 | 0 | × | × | × | × | 0 | 0 | | | 10 | | 9 | 40 |
| 72 | Kalamazoo Business College and Telegraph Institute. | | | | | | 19 | × | × | | × | | | × | × | | | | | | | 10 | 44 | 6 | 50 |
| 73 | Curtiss Business College | | | | | | | × | × | | × | | | | × | × | | | | | | 6–12 | | | *d*40 |
| 74 | Curtiss Business College *e* | | | | | | | × | × | | × | | | | × | × | | | | | | 6–12 | | | *d*40 |
| 75 | St. Paul Business College and Telegraphic Institute.* | | 21 | | | | 21 | × | × | × | × | 0 | 0 | × | × | × | × | 0 | × | 217 | 38 | 8–12 | 50 | 6 | 80 |
| 76 | Winona Business College | | | | | | | × | × | | × | | | × | | | | | | | | | 50 | 6 | *f*5–10 |
| 77 | St. Stanislaus Commercial College | | | 10 | 30 | | 15 | × | × | | × | × | × | × | × | | × | | | 1,050 | | 40 | 40 | | 50 |
| 78 | Bryant's Business College | 0 | 0 | 0 | 0 | 0 | 18 | × | × | × | × | × | 0 | × | × | × | × | 0 | | 1,000 | | 12 | 52 | 6 | 30 |
| 79 | St. Joseph Commercial College | | | 40 | 6 | | 13 | × | × | × | × | × | × | × | × | × | × | 0 | 0 | 1,000 | | 10 | 42 | | 16–40 |
| 80 | Bryant & Stratton Business College | 13 | 68 | | | | 19 | × | × | | × | × | | × | × | | | × | × | | | 6 | 52 | 7 | *g*60 |
| 81 | Commercial department of the St. Louis University. | 0 | 20 | 43 | 20 | 0 | 14 | × | × | × | × | × | × | | | | | | × | (*h*) | | 10 | 40 | 0 | 60 |
| 82 | Jones' Commercial College | 0 | 0 | 0 | 0 | 0 | | × | × | 0 | × | 0 | 0 | × | × | × | × | 0 | 0 | 250 | | (*b*) | 52 | 8 | *a*50 |
| 83 | Mound City Commercial College | 3 | 0 | 0 | 0 | 0 | 17 | × | × | 0 | × | × | × | × | × | × | × | × | × | 230 | 10 | 4–12 | 52 | 6 | 30–90 |
| 84 | Great Western Business College | | | | | | $20\frac{2}{3}$ | × | × | × | × | × | 0 | × | × | × | 0 | × | 0 | | | 12 | 48 | 8 | 50 |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 85 | School of Practice | 4 | 12 | .... | 6 | .... | 17 | × | × | × | × | × | × | × | × | × | .... | × | × | ..... | ..... | (*b*) | 40 | .... | 40 |
| 86 | Gaskell's Bryant & Stratton Business College | ..... | ..... | ..... | ..... | ..... | 19 | × | × | .. | × | ..... | ..... | × | × | × | × | ..... | ..... | ..... | ..... | ..... | 52 | 6 | 100 |
| 87 | New Hampton Commercial College | ..... | ..... | ..... | ..... | ..... | ..... | × | × | .... | × | ..... | ..... | .... | × | ..... | ..... | ..... | × | ..... | ..... | ..... | 40 | .... | *a*30 |
| 88 | Commercial College | 0 | 0 | 0 | 6 | 0 | 16 | ½ | × | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | ..... | ..... |
| 89 | Elizabeth Business College | ..... | ..... | ..... | ..... | ..... | 17½ | × | × | × | × | × | 0 | × | × | × | × | × | 0 | 650 | 25 | (*b*) | 40 | 8 | 40–120 |
| 90 | Gaskell's Jersey City Business College | ..... | ..... | ..... | ..... | ..... | 18 | .... | × | ..... | × | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 52 | 6 | 100 |
| 91 | Bryant & Stratton Business College | ..... | ..... | 13 | 3 | .... | 17 | × | × | × | × | 0 | 0 | × | × | × | 0 | 0 | 0 | 225 | 35 | 11 | 47 | 5 | 75 |
| 92 | Business College | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | × | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 40 | .... | 50 |
| 93 | Capital City Commercial College | .... | 5 | .... | ..... | .... | 18 | × | × | 0 | × | 0 | 0 | × | × | × | × | 0 | × | 50 | ..... | 6–24 | 44 | 6 | 60 |
| 94 | Folsom's Business College | ..... | ..... | ..... | ..... | .. | 18 | × | × | .... | × | × | .... | × | × | × | ..... | ..... | ..... | ..... | ..... | 4–8 | 44 | 6 | *i*100 |
| 95 | Browne's Business College | ..... | ..... | ..... | ..... | ..... | 18 | × | × | 0 | × | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 300 | ..... | 12 | 48 | 12 | 55 |
| 96 | Claghorn's Bryant & Stratton Commercial School | 0 | 0 | 18 | 0 | 0 | 17 | .... | × | 0 | × | 0 | 0 | × | × | × | × | 0 | 0 | ..... | ..... | 10–15 | 40 | 0 | 120 |
| 97 | French's Business and Telegraph College | 16 | 40 | ..... | ..... | ..... | 18–20 | × | × | ..... | × | × | × | .... | × | ..... | ..... | ..... | × | × | ..... | ..... | 52 | 12 | 60–100 |
| 98 | Wright's Business College* | 14 | 0 | 32 | 4 | 0 | 16 | × | × | .... | × | × | × | × | × | × | 0 | × | 0 | 100 | ..... | 10 | 40 | 10 | 60, 80 |
| 99 | Bryant's Buffalo Business College | ..... | ..... | ..... | ..... | ..... | ..... | 0 | × | 0 | × | × | 0 | × | × | 0 | 0 | × | 0 | ..... | ..... | ..... | 52 | 6 | ..... |
| 100 | Commercial department of St. Joseph's College | 8 | 10 | 43 | 3 | .... | 16 | × | × | 0 | × | × | × | × | × | 0 | × | × | × | 2, 050 | ..... | 20 | 42 | 3 | 40 |
| 101 | Elmira Business College | 0 | 0 | 0 | 0 | 0 | 18 | × | × | × | × | × | .... | × | × | ..... | ..... | ..... | ..... | 40 | 0 | 4–6 | 48 | 6 | *j*10 |
| 102 | Geneva Business College | ..... | ..... | ..... | ..... | ..... | 22 | × | × | × | × | × | × | × | × | × | × | × | × | ..... | ..... | 3–5 | 40 | 6 | 65 |
| 103 | Elmwood Seminary Commercial and Select School. | ..... | ..... | ..... | ..... | ..... | ..... | × | × | × | × | × | .... | × | × | ..... | ..... | ..... | ..... | (*k*) | ..... | ..... | 30 | .... | *l*30 |
| 104 | Cady and Walworth's Business College | 50 | ..... | ..... | ..... | ..... | 18 | .... | × | ..... | × | ..... | ..... | × | × | × | ..... | × | ..... | ..... | ..... | 12 | 48 | 8 | *m*130 |
| 105 | Commercial department of the College of St. Francis Xavier. | .... | - | ..... | ..... | ..... | ..... | × | × | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3–4yrs | ..... | .... | 60 |
| 106 | Packard's Business College* | 18 | 0 | 16 | 32 | 18 | 17 | × | × | .... | × | 0 | 0 | × | × | × | .... | × | 0 | 400 | ..... | 10 | 44 | 0 | 170 |
| 107 | Paine's Business College | 27 | 0 | 8 | 0 | 5 | 20 | × | × | 0 | × | × | 0 | × | × | 0 | × | × | 0 | 0 | 0 | 12 | 52 | 12 | 80–150 |
| 108 | Paine's Up-town Business College | 5 | 0 | 5 | 0 | 0 | 19 | × | × | 0 | × | × | 0 | × | × | 0 | × | × | 0 | 0 | 0 | 12 | 52 | 12 | 80–150 |
| 109 | Eastman National Business College | 12 | 63 | ..... | ..... | ..... | 18½ | × | × | × | × | × | 0 | × | × | × | × | × | × | ..... | ..... | 3–4 | 52 | 5 | *n*50 |
| 110 | Rochester Business University | 0 | 0 | 0 | 0 | 0 | 20½ | × | × | 0 | × | × | 0 | × | × | × | × | 0 | 0 | 0 | ..... | 4–12 | 25 | 6 | 100 |
| 111 | Troy Business College | .... | 5 | .... | .... | .... | 17 | × | × | .... | × | × | .... | × | × | × | .... | .... | × | 75 | 5 | 12 | 52 | 6 | 75 |
| 112 | Commercial department of Wake Forest College | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | × | ..... | ..... | × | ..... | ..... | × | ..... | × | ..... | ..... | ..... | 40 | .... | 60 |
| 113 | Akron Business College | 3 | .... | .... | .... | .... | 21 | × | × | 0 | × | × | 0 | .... | × | × | 0 | × | 0 | ..... | ..... | 6 | 29 | 6 | 35–60 |
| 114 | Commercial department of Ashland College | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | × | ..... | .. | × | × | ..... | ..... | × | ..... | ..... | ..... | 3–9 | 39 | .... | *o*35 |
| 115 | Commercial department of St. Xavier College* | 0 | 10 | 110 | 31 | 0 | 16 | × | × | ... | × | ..... | ..... | ..... | ..... | × | ..... | ..... | ..... | *p*14,000 | ..... | 10 | 43 | 0 | 60 |
| 116 | Nelson's Business College | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | × | ..... | ..... | × | × | × | .... | × | ..... | ..... | ..... | 4–9 | .... | 7 | *o*50 |
| 117 | Nelson's Ladies' Business College | ..... | ..... | ..... | ..... | ..... | ..... | × | × | .... | × | ..... | ..... | × | × | × | .... | × | ..... | ..... | ..... | 4–9 | .... | 7 | ..... |
| 118 | Queen City Commercial College | ..... | ..... | ..... | ..... | ..... | ..... | .... | × | 0 | × | ..... | 0 | × | × | × | ..... | ..... | ..... | 158 | ..... | ..... | 52 | 6 | 50 |
| 119 | Spencerian Business College | 21 | .... | 5 | ..... | ..... | 17 | × | × | × | × | 0 | 0 | × | × | × | × | × | 0 | ..... | ..... | 12 | 52 | 9 | 50 |
| 120 | Capital City Commercial College* | 9 | 8 | ..... | ..... | ..... | 18 | × | × | × | × | × | 0 | × | × | × | × | × | × | 400 | 50 | 20 | 48 | 6 | 60 |
| 121 | Columbus Business College* | ..... | ..... | ..... | ..... | ..... | 18 | × | × | ..... | × | × | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 5–30 | 45 | 0 | 45 |
| 122 | Business department of Mt. Union College *q* | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | × | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *o*30 |
| 123 | Oberlin Commercial Institute | 0 | 0 | 0 | 0 | 0 | ..... | × | × | 0 | × | × | 0 | × | × | 0 | × | 0 | 0 | ..... | ..... | 10 | ..... | ..... | 36 |
| 124 | Van Sickle's Business College | ..... | ..... | ..... | ..... | ..... | 21 | × | × | 0 | × | 0 | 0 | × | × | × | 0 | 0 | 0 | ..... | ..... | 12 | 40 | 7 | 50 |
| 125 | Toledo Business College | ..... | ..... | 26 | 13 | ..... | 17 | × | × | × | × | × | × | × | × | × | 0 | 0 | 0 | ..... | ..... | 12 | 52 | 6 | 42½ |
| 126 | Zanesville Business College | ..... | ..... | ..... | ..... | ..... | ..... | × | × | × | × | ..... | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | 52 | 6 | ..... |

* From Report of the Commissioner of Education for 1879.
*a* For scholarship.
*b* Time unlimited.
*c* Average charge.
*d* For commercial course.
*e* Branch of Curtiss Business College at Minneapolis.
*f* Per month.
*g* In English department; other branches $50–$160 for 6 months.
*h* See report of classical department, Table IX.
*i* For life membership; evening students pay $38.
*j* Charge to each student a month.
*k* Reported with academic department; see Table VI.
*l* For course.
*m* In day school; $20 a quarter in evening school.
*n* For life scholarship.
*o* For full course.
*p* College library.
*q* These statistics are for the year 1879.

TABLE IV.—*Statistics of commercial and business colleges for* 1880, *&c.*—Continued.

NOTE.—The branches taught are indicated by ×.

| | 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. | Drawing. | 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 | 38 |
| 127 | Allentown Business College | 12 | | | | | 18 | × | × | × | × | × | 0 | × | × | × | × | × | 0 | 98 | 1 | 6–10 | 40 | 8 | $50 |
| 128 | Commercial course in St. Vincent's College | | | | | | | × | × | × | × | | × | | × | × | × | | × | | | 2 yrs | 42 | | |
| 129 | Commercial department in Trach's Academy | | | | | | | × | × | | × | | | | | × | × | × | | | | | 44 | 6 | 50 |
| 130 | Knauss' Business College | | | 4 | | | 18 | × | × | 0 | × | 0 | 0 | × | × | × | × | 0 | 0 | | | 12 | 52 | 6 | 50 |
| 131 | Commercial department of the State Normal School.* | | | | | | | × | × | | × | | | × | × | | | | | | | | | | 65 |
| 132 | Wyoming Commercial College | | 25 | | | | 20 | × | × | | × | | | × | × | × | | | × | | | 4 | 40 | 3 | a30 |
| 133 | Lancaster Commercial College | | | | | | | | × | | × | | | × | × | | | × | | | | 10 | 44 | 6 | 60 |
| 134 | Bryant, Stratton & Smith Business College | | | | | | 18 | × | × | × | × | × | × | × | × | × | | | | | | 11 | | 6 | |
| 135 | Crittenden Philadelphia Commercial College* | | | | | | | | | | | | | | | | | | | | | | 51 | 7 | 100 |
| 136 | Peirce's Union Business College | 15 | | | | | 18½ | × | × | | × | | | × | × | | | | | 85 | 5 | 10 | 42 | 6⅔ | 100 |
| 137 | Select Commercial School | | | | | | 21 | | × | | × | | | × | × | | | | | | | 6 | 52 | 12 | 90 |
| 138 | Hinman's Pottsville Business College | | | | | | 18 | × | × | × | × | × | | × | × | | × | | | | | 12 | 52 | 7 | 75 |
| 139 | Williamsport Commercial College | | | 20 | | | 18 | × | × | × | × | × | | × | × | × | × | | | 1,000 | 200 | 10 | 42 | 8 | 30 |
| 140 | Providence Bryant & Stratton Business College | | | | | | | × | × | 0 | × | 0 | 0 | × | × | × | 0 | × | 0 | | | 12 | 52 | 6 | 100 |
| 141 | Scholfield's Commercial College | | | | | | 19 | × | × | × | × | × | 0 | × | × | × | 0 | × | 0 | 155 | 5 | 11 | 48 | 8 | 108 |
| 142 | Behm's Chattanooga Commercial College | | | | | | | × | × | 0 | × | 0 | 0 | × | × | × | 0 | 0 | 0 | 50 | | (*b*) | | 12 | |
| 143 | Leddin's Business College | | | | | | 19 | | × | | × | | | × | × | × | | × | | 409 | | 12 | 52 | 7 | 50 |
| 144 | Commercial department of Burritt College | 0 | 0 | 0 | 0 | 0 | 18 | | × | × | × | | | × | × | | | 0 | 0 | | | 10 | 40 | 0 | 25–40 |
| 145 | Commercial School in Winchester Normal* | | | | | | | × | × | | × | | | | × | | | | | | | | | | |
| 146 | Island City Business College | | | 12 | | | 20 | × | × | × | × | × | | × | × | × | × | | | | | 3 | 52 | 12 | 160 |
| 147 | Livingston's Galveston Business College | | | 8 | | | 16 | × | × | | × | × | | × | × | | | | | | | | | | 40 |
| 148 | Commercial School, Southwestern University | | | | | | | × | × | | × | | | | × | | | | | | | | | | |
| 149 | Commercial College of Trinity University | | | | | | | × | × | | × | | | | | | | | | | | | 40 | | 54 |
| 150 | Old Dominion Business College | | | | | | 17 | × | × | | × | | | | | × | × | | | 541 | 5 | 6 | 26 | 6 | 50 |
| 151 | Great Southern Business College* | | | | | | | × | × | × | × | | | | | | | | | | | | | | |
| 152 | National Business College | | | | | | 17 | × | × | | × | | | × | × | × | × | | | | | | 52 | 12 | c40 |
| 153 | Fond du Lac Commercial College | 6 | | | | | 20 | × | × | × | × | × | × | × | × | × | × | × | 0 | 75 | | 6–12 | 50 | 5 | 40–50 |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 154 | Green Bay Business College | 14 | 6 | .... | .... | .... | 18 | × | × | × | × | × | 0 | × | × | × | 0 | × | × | 100 | 10 | 6–12 | 52 | 7 | 40 |
| 155 | Silsbee Commercial College | .... | 5 | 12 | .... | .... | 20 | × | × | × | × | × | 0 | × | × | × | × | 0 | × | ..... | ..... | 5 | 48 | 7 | 35, 40 |
| 156 | La Crosse Business College | .... | .... | .... | .... | .... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 300 | 21 | ..... | 52 | .... | ..... |
| 157 | Northwestern Business College | .... | .... | .... | .... | .... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | 52 | .... | 36 |
| 158 | Spencerian Business College | .... | .... | .... | .... | .... | 18 | .... | × | .... | × | .... | .... | × | × | × | × | .... | .... | 220 | ..... | 10 | 52 | 6 | 85 |
| 159 | Oshkosh Business College | 0 | 0 | 0 | 0 | 0 | 20 | × | × | .... | × | × | .... | × | × | .... | .... | .... | .... | 100 | 10 | 6 | 52 | 6 | 50 |
| 160 | Pio Nono Business College | .... | 6 | 30 | 0 | 0 | 14–15 | × | × | .... | × | × | 0 | × | × | 0 | × | 0 | × | ..... | ..... | 10 | 40 | .... | 180 |
| 161 | Spencerian Business College* | 4 | 0 | 0 | 0 | 0 | ..... | × | × | .... | × | .... | .... | .... | × | × | .... | .... | .... | ..... | ..... | 24 | 40 | 10 | 60 |
| 162 | Commercial department of the University of Washington Territory. | .... | .... | .... | .... | .... | ..... | × | × | .... | × | .... | × | .... | .... | .... | .... | .... | × | ..... | ..... | 2 yrs | .... | .... | 33, 39 |

* From Report of the Commissioner of Education for 1879. *a* For four months. *b* Time unlimited. *c* Life scholarship.

## TABLE IV.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| St. Viateur's College | Bourbonnais Grove, Ill. | The classical and business colleges are one; see Table IX. |
| Gregory Business College | Newark, N. J | Not found. |
| Buffalo Telegraph College | Buffalo, N.Y | Closed. |
| Claverack(Commercial)College | Claverack, N. Y. | Not properly a commercial college. |
| Hudson Business College | Hudson, N. Y. | Removed to Geneva and organized with name of Geneva Business College. |
| Oberlin Business College | Oberlin, Ohio | Succeeded by Oberlin Commercial Institute. |
| Knauss' Institute of Business and Finance | Easton, Pa | Name changed to Knauss' Business College. |
| Keystone Business College | Lancaster, Pa | Superseded by Lancaster Commercial College. |

*Commercial and business colleges from which no information has been received.*

| Name. | Location. | Name. | Location. |
|---|---|---|---|
| Commercial course in Spring Hill College | Near Mobile, Ala. | Parson's Commercial College | Louisiana, Mo. |
| Bloomington Business University | Bloomington, Ill. | Dolbear's Commercial College | New York, N. Y. |
| Commercial department of Ewing College | Ewing, Ill. | Bryant & Stratton Business College and Telegraphic Institute. | Syracuse, N. Y. |
| Allen's Business College | Burlington, Iowa. | Bryant & Stratton Utica Business College | Utica, N. Y. |
| Baylies' Mercantile College | Keokuk, Iowa. | Miami Commercial College | Dayton, Ohio. |
| Dolbear's Commercial College | New Orleans, La. | Buckeye Business and Telegraph College | Sandusky, Ohio. |
| Portland Business College | Portland, Me. | Bryant & Stratton Business College | Philadelphia, Pa. |
| Comer's Commercial College | Boston, Mass. | Iron City College | Pittsburgh, Pa. |
| Parson's Business College | East Saginaw, Mich. | Greenwich Commercial College | East Greenwich, R. I. |
| Lansing Business College | Lansing, Mich. | Dolbear's Commercial College. | Nashville, Tenn. |
| St. John's Commercial College | St. Joseph, Minn. | Frank Goodman & Co's Nashville Business College | Nashville, Tenn. |
| Spalding's Commercial College | Kansas City, Mo. | | |

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 | Kindergarten (Judson Female Institute).* | Marion, Ala | ..... | Mrs. M. E. F. Bioveno | .... | .... | 4–7 | .... |
| 2 | Kindergarten | Sacramento, Cal | ..... | Miss D. A. Curtis | .... | .... | ..... | .... |
| 3 | Mrs. Colgate Baker's Kindergarten. | San Francisco, Cal. (848 and 850 Van Ness avenue). | 1878 | Miss Woodbridge | 0 | 12 | 3–9 | 4 |
| 4 | Jackson Street Free Kindergarten. | San Francisco, Cal. (116 Jackson street). | 1879 | Miss May Kittredge | 1 | 55 | 2½–5 | 6 |
| 5 | Jackson Street Public Kindergarten. | San Francisco, Cal. (116 Jackson street). | 1880 | Flora van Den Bergh | 1 | 40 | 5, 6 | 5 |
| 6 | Kindergarten of the Little Sisters' Infant Shelter. | San Francisco, Cal. (512 Minna street). | 1879 | Miss Fannie Temple | .... | 40 | 2–6 | 4 |
| 7 | Kindergarten of Young Women's Christian Association. | San Francisco, Cal. (29 Minna street). | 1880 | Miss Lizzie Muther | 1 | 40 | 3–6 | 4 |
| 8 | Model Kindergarten | San Francisco, Cal. (1711 Van Ness avenue). | 1880 | Emma Marwedel | 1 | 40 | 3½–9 | 4 |
| 9 | Shipley Street Free Charity Kindergarten. | San Francisco, Cal. (Shipley street). | ..... | Mrs. M. Lloyd | .... | 35 | ..... | .... |
| 10 | Silver Street Kindergarten. | San Francisco, Cal. (Silver street). | 1879 | Miss Kate D. Smith | 2 | 78 | 3–6 | 4 |
| 11 | Kindergarten (Hartford Female Seminary). | Hartford, Conn | ..... | Miss M. E. Welch | .... | 24 | (*a*) | .... |
| 12 | Kindergarten in New Britain Seminary. | New Britain, Conn | ..... | ..... | 1 | 16 | ..... | .... |
| 13 | American Kindergarten.* | New Milford, Conn | 1878 | Miss Mamie C. Wells | 1 | 21 | 3–12 | 4 |
| 14 | Misses Alcott and Sherwood's Kindergarten.* | Stamford, Conn. (Prospect street). | 1879 | Misses Alice Alcott and Florence Sherwood. | .... | 10 | 3–7 | 3½ |
| 15 | Kindergarten* | Wilmington, Del. (730 Market street). | 1879 | Cora H. Rust | .... | 15 | 3–7 | 3 |
| 16 | Kindergarten* | Jacksonville, Fla | 1879 | Miss Sarah Brewster | .... | 20 | 3–7 | 4 |
| 17 | Kindergarten* | Macon, Ga. (Orange street). | 1878 | Anna E. Mills | 0 | 12 | 3–7 | 3 |

* From Report of the Commissioner of Education for 1879. *a* Under 10.

*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 |
| .... | .... | Block building, weaving, embroidering, song plays, calisthenics, &c. | Blocks, splits, paper, &c..... | The inventive faculties are developed, accuracy and patience in work acquired, and the finer sensibilities cultivated. |
| .... | .... | | | |
| 5 | 40 | All Fröbel's occupations, modelling, &c. | Fröbel's gifts, piano, blackboard, &c. | Develops the physical, moral, and intellectual faculties in perfect health and beauty, and forms the groundwork of a thorough education. |
| 5 | 46 | Regular Kindergarten occupations. | Usual appliances..... | Excellent. |
| 5 | 42 | Weaving, sewing, stick and tablet laying, paper folding, drawing, pricking, the gifts, and reading and writing. | Kindergarten benches and tables, an organ, pictures, books, slates, and blackboards. | Cultivates the perceptive faculties, tends to make the child attentive and observant, careful and obedient, awakens a desire for knowledge, and aids the physical development. |
| 6 | 44 | All Fröbel's occupations; sewing, weaving, drawing, perforating, paper folding, peas work, embroidery, block building, modelling, games, and songs. | Fröbel's gifts ..... | Very satisfactory. |
| 5 | 40 | Usual Kindergarten occupations and games. | Kindergarten gifts, tables, and material for occupations. | Harmonious training of mind and body. |
| 5 | 40 | Usual occupations, gardening, &c. | Usual apparatus and appliances. | Happiness, comfort, and justice create a healthy atmosphere of kindness and love, strengthening mind and body in a natural and harmonious development of good habits and an independent and responsible character, without injuring the individual powers. |
| .... | .... | | | |
| 5 | 44 | All Fröbel's occupations..... | All modern apparatus and appliances, aquarium, plants, piano, pictures, &c. | All that could be hoped for by the most sanguine disciples of Fröbel. |
| .... | .... | | | |
| .... | .... | | | |
| 5 | 40 | Making forms with blocks and sticks, weaving, classifying animals from pictures, reading, counting, drawing, and printing. | Blocks, colored mats, slats, checked slates, paper, low tables, and small chairs. | Marked physical and mental development. |
| 5 | 40 | Fröbel's occupations ..... | All Fröbel's gifts and materials. | |
| 5 | 35 | Modelling, weaving, sewing, pricking, painting, drawing, peas and cork work, paper folding and cutting, music, plays, and games. | Kindergarten tables and chairs, piano, blocks, rings, sticks, balls, slates, geometrical forms, colored charts, &c. | A superior preparation for the advanced departments of study. |
| 5 | 26 | | | |
| 5 | 32 | Block building, tablet, stick and ring laying, sewing, weaving, pricking, paper folding and cutting, peas work, clay modelling, and gardening. | All material necessary for Fröbel's occupations, blackboard, and globe. | Very favorable. |

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 18 | Belleville Kindergarten. | Belleville, Ill. (Jackson street). | 1874 | Miss Clara Miller | 2 | 116 | 3–7 | 4½ |
| 19 | Miss Brown's Kindergarten. | Chicago, Ill. (cor. Erie and Dearborn sts.). | ..... | Miss Brown | 1 | 21 | ..... | .... |
| 20 | Charity Kindergarten.* | Chicago, Ill. (corner Chicago avenue and La Salle street). | 1879 | S. E. Walker | 1 | 56 | 3–6 | 3 |
| 21 | Fröbel Kindergarten and School. | Chicago, Ill. (61 Twenty-second street). | 1878 | Mrs. A. B. Scott | 1 | 22 | 4–10 | 3 |
| 22 | Fröbel School and Kindergarten. | Chicago, Ill. (corner Bishop Court and Madison street). | ..... | Miss Sara Eddy | .... | 47 | ..... | .... |
| 23 | Kindergarten | Chicago, Ill. (1114 Milwaukee avenue). | ..... | Mrs. Busch | .... | 24 | ..... | .... |
| 24 | Kindergarten | Chicago, Ill. (s. e. cor. Wabash avenue and Harmon Court). | ..... | ..... | 1 | 30 | ..... | .... |
| 25 | Kindergarten* | Chicago, Ill. (375 North La Salle street). | 1878 | Misses Annie and Mary Howe. | .... | 30 | 3–7 | 2½ |
| 26 | Kindergarten | Chicago, Ill. (1605 Prairie avenue). | ..... | ..... | .... | 25 | ..... | .... |
| 27 | Kindergarten | Chicago, Ill. (122 South Morgan street). | ..... | ..... | 1 | 20 | ..... | .... |
| 28 | Kindergarten | Chicago, Ill. (1818 Indiana avenue). | 1879 | Miss Sherah R. Spike | .... | 13 | 3–7 | 3 |
| 29 | Park Institute Kindergarten. | Chicago, Ill. (103 Ashland avenue). | 1873 | Mrs. A. E. Bates | 3 | 64 | 4–8 | 3–4½ |
| 30 | Parish Kindergarten. | Danville, Ill. | 1880 | Rev. W. F. Taylor (rector). | .... | ..... | ..... | .... |
| 31 | Forrestville Public Kindergarten. | Hyde Park, Ill. (Forty-fifth street and St. Lawrence avenue). | 1878 | Miss Emma Hayward | 1 | 30 | 3–7 | 4 |
| 32 | La Grange Kindergarten. | La Grange, Ill. | 1877 | Mary F. Fox | .... | 40 | 4 | 6 |
| 33 | Franklin Kindergarten.* | Franklin, Ind. (cor. Adams and Young streets). | 1879 | Celia G. Turner | 0 | 10 | 3–8 | 3 |
| 34 | Indianapolis Kindergarten. | Indianapolis, Ind. (456 N. Meridian street). | 1875 | Alice Chapin | 4 | 35 | 3–10 | 3–5 |
| 35 | Meridian Hall Kindergarten.* | Indianapolis, Ind. (108 N. Meridian street). | 1879 | Auguste Steiger | 2 | 25 | 3–9 | 4 |
| 36 | North End Kindergarten. | Indianapolis, Ind. (s. e. cor. Illinois and Eighth streets). | 1880 | Mary L. Aughinbaugh | 1 | 20 | 3–8 | 3 |

*From Report of the Commissioner of Education for 1879.

*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 | Fröbel's gifts and occupations, declamations, singing, gymnastics, &c. | Usual apparatus and appliances. | A superior preparation for the more advanced grades. |
| 5 | 47 | Block building, tablet and staff laying, clay modelling, paper pricking, sewing, weaving, songs, games, and movement plays. | Worsted balls, boxes of blocks, match splints, rings, paper, needles, and clay. | Imparts dexterity and grace of movement, and cultivates the perceptive faculties and thinking powers. |
| 5 | 38 | All of Fröbel's gifts and occupations, songs and games. | Fröbel's | Develops physically and mentally. |
| 5 | 40 | Fröbel's occupations; block building, tablet, stick and ring laying, perforating, sewing, weaving, drawing, painting, modelling, care of plants, games, singing, marching, &c. | Fröbel's gifts from the 1st to the 10th, paints, worsteds, drawing books, aquarium, plants, piano, &c. | Strengthens the body, gives grace in movement, and develops the imaginative, inventive, and perceptive faculties and the powers of observation and concentration in a marked degree. |
| 5 | 40 | Sewing, weaving, stick and ring laying, drawing, folding, block building, &c. | Squared tables, chairs, blackboards, globes, &c. | Imparts grace of motion, develops the perceptive faculties, creates a love of the beautiful, and systematically trains mind and hand. |
| 5 | 40 | Usual occupations | Fully equipped | Most gratifying. |
| 5 | 40 | Fröbel's occupations, and reading, number, and object lessons for older pupils. | Fröbel's gifts, chairs, ruled tables, piano, blackboards, &c. | Develops the body and strengthens the mind. |
| 5 | 40 | Usual Kindergarten occupations and primary instruction. | | Superior preparation for the public school. |
| 5 | 36 | 1st, 2d, and 3d gifts, weaving, sewing, drawing, clay modelling, stick and ring laying. | Balls, parallel bars, and bean bags. | Improves the bodily condition, enlarges the scope of observation, stimulates the imaginative powers, and elevates the tone of the moral nature. |
| 5 | 40 | Those given by Fröbel, music, marching, care of plants, &c. | The gifts and material for the occupations, with wholesome well ventilated rooms and pleasant playground. | Imparts strength and grace, teaches self-control, trains the powers of perception and conception, and is an excellent groundwork for all subsequent mental culture. |
| 5 | 40 | Fröbel's 20 gifts, stick laying, drawing, perforating, pricking, weaving, block building, peas work, modelling, &c. | | Its tendency is to make children happy, healthy, and good natured. |
| 5 | 40 | Building with cubes, picture laying with squares and triangles, stick laying, drawing, pricking, sewing, weaving, paper cutting and folding, modelling, &c. | Balls, cubes, tablets, and other necessary material. | Develops the physique, gives manual skill, freedom and grace in motion, leads to habits of thought, brings out the inventive faculties and gives ease in the use of language. |

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 37 | Marion Kindergarten. | Marion, Ind. (Fifth street). | 1879 | M. J. Dwinnell | .... | 18 | 3–8 | 3, 4 |
| 38 | Cedar Rapids Kindergarten. | Cedar Rapids, Iowa (60 Iowa avenue). | 1877 | Mrs. C. F. Madeira and daughters. | 4 | 58 | 3½–10 | 3 |
| 39 | Des Moines Kindergarten.* | Des Moines, Iowa (Ninth street). | 1876 | Mrs. Lucy B. Collins | 2 | 30 | 3½–7 | 3 |
| 40 | Lawrence Kindergarten. | Lawrence, Kans | 1874 | Miss Georgina Coathupe. | 0 | 20 | 4–10 | 3 |
| 41 | Kindergarten. College of the Sisters of Bethany. | Topeka, Kans | 1880 | Miss N. F. Hanson | 1 | 45 | 2½–10 | 3½ |
| 42 | Miss E. D. Powell's Kindergarten.* | Louisville, Ky. (66 Breckinridge street). | 1870 | Miss E. D. Powell | 1 | 15 | 4–7 | 3 |
| 43 | Kindergarten of Locquet-Leroy Institute.* | New Orleans, La | 1877 | Mrs. N. Cooper | .... | 23 | 4–7 | .... |
| 44 | Bates Street Kindergarten. | Lewiston, Me. (34 Nichols street). | 1875 | Mary H. Irish | 0 | 80 | 4–7 | 5 |
| 45 | Kindergarten | Lewiston, Me | | Eleanor E. Jones | | | | |
| 46 | Kindergarten | Baltimore, Md. (139 W. Biddle street). | 1880 | Nannie Montgomery Johns. | .... | 11 | 3–7 | 3 |
| 47 | Normal Kindergarten. *a* | Baltimore, Md. (289 Carrollton avenue). | 1880 | Mrs. Annie Newell Tolson. | .... | .... | 4–7 | .... |
| 48 | Normal School Kindergarten. *b* | Baltimore, Md. (Lafayette Square). | 1879 | Anna W. Barnard | 0 | 22 | 3–7 | 3 |
| 49 | Patterson Park Kindergarten.* | Baltimore, Md. (322 East Baltimore street). | 1877 | Miss Kate S. French | 3 | 30 | 3–8 | 4 |

* From Report of the Commissioner of Education for 1879.
*a* Suspended at Christmas, 1880; will be reopened in the fall of 1881.

*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 | Sewing, weaving, working in clay, paper cutting and folding, drawing, stick laying, block building, with books for older pupils. | 1st, 3d, 4th, 5th, 8th, and 9th gifts, with tables, chairs, and cabinet. | Strengthens the body, awakens the mental faculties, particularly those of perception, and constantly stimulates a desire for information. |
| 5 | 40 | All of Fröbel's gifts and occupations, reading, &c., to the more advanced pupils, movement games, songs, and gymnastics. | All of Fröbel's gifts, piano, plants, birds, cabinet, and all other necessary apparatus for teaching advanced children. | Beneficial in the development of the physical and mental natures and a superior culture morally and socially. |
| 5 | 36 | 1st, 2d, 3d, 4th, 5th, 6th, 7th, 8th, and 9th gifts, pricking, sewing, weaving, folding, cutting and pasting, peas work, modelling, interlacing, and drawing. | Squared tables, blackboards, piano, &c. | Simultaneous development of head, heart, and hand. |
| 5 | .... | Worsted work, paper mat making, building, singing; and reading, writing, and learning the use of figures for older children. | Usual apparatus. | |
| 5 | 36 | Reading, spelling, arithmetic, writing, drawing, housework of all kinds in miniature, making artificial flowers, worsted work, mat making, &c. | Everything necessary for the work, kitchen utensils, tables, dishes, beds, blackboards, &c. | Greatly beneficial. |
| 5 | 40 | Singing, games, weaving, sewing, pricking, peas work, clay work, slate writing, designing with rings and blocks, and the elements of reading and arithmetic. | All the usual appliances, with blackboards, tables, chairs, rings, dumb bells, and materials for calisthenics. | |
| .... | .... | Fröbel's occupations ..... | Fröbel's gifts ..... | It appeals to the whole nature of the child, reaching at once his intellect, his emotions, and his physical activities, and contributes to produce a balanced development not attainable by any other system. |
| 5 | 37½ | Block building, tablet and staff laying, perforating, sewing, weaving, folding, reading, number games, singing, object lessons, &c. | Nearly all Kindergarten gifts and material. | Excellent. |
| 5 | 33 | Fröbel's occupations, weaving, sewing, pricking, building, laying of rings and sticks, drawing, modelling, folding paper, singing, &c. | The gifts and occupations arranged by Fröbel for developing the triune nature of the child, including blackboard and chalks for lessons in color and form, piano, arrangements for the growth of flowers, &c. | Its beneficial effect in the physical development of the child is evident to the most superficial observer, and its agency in the development of the mind is even more marked, awakening as it does the creative faculties, giving clearness of thought, correctness of perception, and laying the foundations for after training. |
| .... | .... | Fröbel's occupations ..... | Fröbel's materials. | |
| 5 | 40 | Building, stick and ring laying, weaving, pricking, drawing, sewing, gift exercises, games, plays, &c. | Fröbel's gifts ..... | An excellent development of the physical, mental, and moral nature. |
| 5 | 40 | All Fröbel's gifts and occupations, with movement songs, games, gymnastics, &c. | Squared tables, low chairs, all Fröbel's gifts, plants, pictures, ornaments, piano, &c. | Physical development is very marked, and the preparatory mental training for the advanced departments of study is superior to that of any other system. |

[b] These statistics are for the year ending June 10, 1880, at which date the Kindergarten was discontinued.

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 50 | Miss Williams' Kindergarten. | Baltimore, Md. (211 North Howard street). | 1874 | E. Otis Williams | 1 | 20 | 3–9 | 3 |
| 51 | Mrs. Brown's Kindergarten. | Boston, Mass. (Hotel Cluny, Boylston street). | 1879 | Mrs. A. K. Brown | 0 | 12 | 3–6 | 3 |
| 52 | Chauncy Hall School Kindergarten. | Boston, Mass. (259 Boylston street). | 1870 | Mrs. H. B. Cushing | 2 | 16 | 3–7 | 3 |
| 53 | Free Kindergarten | Boston, Mass. (29 Hanson street). | ..... | Lucy H. Symonds | .... | .... | ..... | .... |
| 54 | Kindergarten of Newbury Street School.* | Boston, Mass. (34 Newbury street). | 1878 | Miss Mary E. Ward | 2 | 15 | 3–7 | 3 |
| 55 | Kindergarten School at the North End Mission. | Boston, Mass. (201 North street). | 1879 | Mrs. E. L. Sparks | 1 | 79 | $2\frac{3}{4}$–6 | 3 |
| 56 | Parmenter Street Kindergarten No. 1. | Boston, Mass. (Cushman School). | 1878 | Mrs. Sarah S. Ropes | 1 | 60 | 2–5 | 3 |
| 57 | Parmenter Street Kindergarten No. 2. | Boston, Mass | ..... | Miss Mary E. Cotting | .... | .... | ..... | .... |
| 58 | Private Kindergarten | Boston, Mass. (52 Chestnut street). | 1872 | Miss Mary J. Garland and Miss Rebecca J. Weston. | 1 | 18 | 3–5 | 3 |
| 59 | Roxbury Kindergarten | Boston, Mass. (31 Moreland street). | 1877 | Miss C. R. Sandford | 1 | 8 | 3–7 | 3 |
| 60 | Brookline Free Kindergarten, Town Hall | Brookline, Mass. (Prospect street). | 1877 | Harriet B. Stodder | 1 | 50 | 3–7 | 3 |
| 61 | Kindergarten | Brookline, Mass. (corner Vermont street and Walker avenue). | 1879 | Mrs. Laura V. Wiggin | 0 | 25 | 4–6 | 3 |
| 62 | Kindergarten | Cambridge, Mass. (36 North avenue). | ..... | Misses Wilson and Colby. | 1 | 45 | 3–6 | 3 |
| 63 | Kindergarten | Cambridge, Mass. (near University Press works). | ..... | Miss Serena B. Frye | .... | .... | ..... | .... |
| 64 | Sparks Street Kindergarten. | Cambridge, Mass. (17 Lowell street). | 1877 | M. Florence Taft | 0 | 30 | $2\frac{1}{2}$–6 | 3 |

*From Report of the Commissioner of Education for 1879.

*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 | 36 | The usual Kindergarten occupations and plays as taught by Fröbel. | Usual Kindergarten material. | Develops physically, mentally, and morally, and trains the child for superior application to study in more advanced departments. |
| 5 | 40 | Building, weaving, working with tablets, the use of colors in various ways, designing and drawing with papers, rings, and sticks, pricking, embroidering, and modelling in clay. | All apparatus and appliances necessary for the mentioned occupations. | The child's body is developed by the games played, morals are taught, and the mental training lays the foundation for a systematic, scientific education, which will help him to become an expert and artistic workman in any occupation in which he may be engaged. |
| 5 | 38 | Weaving, sewing, &c ..... | Usual material for the manual occupations, boxes of blocks, balls, sticks, slats, &c. | |
| 5 | 34 | All Fröbel's occupations ..... | Fröbel's gifts ..... | Remarkably beneficial, giving a soundness and balance of mind not afforded by any other system, and preparing the child for future school work in an admirable manner. |
| 5 | .... | Building, laying of figures with planes or staffs, folding, weaving, sewing, painting, drawing, and modelling. | Tables, chairs, and abundant Kindergarten material. | The children attending this Kindergarten are from the worst class of people, and under the training soon grow orderly, cleanly, kind to others, physically stronger, and more graceful. |
| 5 | 40 | Usual Kindergarten occupations. | All necessary material ..... | It strengthens physically and makes the child intelligent and observant. |
| 5 | 36 | Fröbel's gifts in their proper sequence and the regular occupations, giving point, line, surface, and solid. | All necessary apparatus and appliances as given in Bradley's catalogue of Kindergarten materials. | The effect on the physical, mental, and moral nature is good. |
| 5 | 36 | Drawing, sewing, weaving, painting, singing, block building, stick and ring laying, bead, work, clay work, games, &c. | | |
| 5 | 40 | Pricking, sewing, weaving, drawing, modelling, block building, object lessons, number lessons, paper folding, marching, singing, &c. | Squared tables, small chairs, boxes of wooden cubes, sticks, steel rings, slates, and drawing books, patchwork, cardboard, &c. | Promotes bodily and mental growth, teaches the child self-control, and develops in him an ability to think and act for himself. |
| 5 | 40 | Sewing, weaving, games, marches, &c. | Balls, blocks, straws, tables, pictures, and the gifts. | Kindergarten children are better fitted for higher school work than those otherwise taught. |
| 5 | 40 | Paper weaving, sewing on cards, drawing, block building, stick laying, and work in clay. | ..... | Develops a capacity for quick and clear perception of form, size, and color; it trains all the senses, gives skill to the fingers, and health to the body, and is a superior preparation for higher education. |
| 5 | 43 | Fröbel's 1st, 2d, 3d, and 4th gifts, drawing, weaving, sewing, paper cutting, staff laying, &c. | All Kindergarten material .. | Harmonious development of all the physical, mental, and moral powers. |

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 65 | Cambridgeport Kindergarten No. 2. | Cambridgeport, Mass. (corner of Windsor and School streets). | 1879 | Mrs. Caroline C. Voorhees. | 1 | 55 | 3–5 | 3 |
| 66 | Moore Street Kindergarten. | Cambridgeport, Mass. (76 Moore street). | 1879 | Miss Caroline E. Carr.. | 1 | 55 | 3–5 | 3 |
| 67 | Kindergarten..... | Chelsea, Mass. (16 Everett avenue). | 1878 | Louise De Bacon..... | 1 | 17 | 3–9 | 3 |
| 68 | Florence Kindergarten. | Florence, Mass. (Pine street). | 1876 | Miss Carrie T. Haven. | 5 | 74 | 3–7 | 3 |
| 69 | Kindergarten department of Eaton Family School. | Middleborough, Mass. (Grove street). | 1878 | Miss M. P. Eddy ..... | .... | 8 | 2½–7 | 3 |
| 70 | Mrs. Shaw's Charity Kindergarten. | North Cambridge, Mass. (Reed street). | 1879 | Mrs. S. L. Cook and Miss L. O. Fessenden. | .... | 60 | 3–5 | 3 |
| 71 | Kindergarten..... | Detroit, Mich. (338 Jefferson avenue). | 1879 | Mrs. Eudora Hailmann | .... | 14 | 3–5 | 3 |
| 72 | Kindergarten..... | Detroit, Mich. (83 Second street). | 1880 | Maria C. Elder ..... | 0 | .... | 3–6 | 3 |
| 73 | Kindergarten of the German-American Seminary.* | Detroit, Mich. (251 Lafayette street). | 1869 | Miss Augusta E. Hinze | 2 | 40 | 3–6 | 3 |
| 74 | Private Kindergarten. | Detroit, Mich. (681 Cass avenue). | 1880 | Mrs. M. I. Leach ..... | 0 | 15 | 3–6 | 3 |
| 75 | The Misses Bacon's Kindergarten.* | Grand Rapids, Mich. (54 Jefferson avenue). | 1875 | E. E. Bacon..... | 2 | 30 | 3–8 | 3 |
| 76 | Ionia Kindergarten... | Ionia, Mich..... | 1880 | Lida A. Brooks..... | .... | 20 | 3–7 | 3 |
| 77 | Charity Kindergarten. | Minneapolis, Minn. (corner Third avenue and Second st.). | 1880 | Mrs. E. R. Holbrook ... | 1 | 20 | 3–7 | 3 |
| 78 | Fröbel Kindergarten.. | Minneapolis, Minn. (30 South Eighth st.). | 1879 | Elizabeth C. Stephenson. | .... | .... | 3–8 | 3½ |
| 79 | Kindergarten..... | Minneapolis, Minn. (227 South Sixth st.). | 1875 | Annie L. Couchman ... | 1 | 18 | 4–8 | 4 |
| 80 | St. Paul Kindergarten. | St. Paul, Minn. (36 Iglehart street). | 1869 | Mrs. M. W. Brown..... | 6 | 40 | 3–9 | 4 |
| 81 | Kindergarten department of State Normal School. | Winona, Minn..... | 1880 | Mrs. S. C. Eccleston ... | 1 | 30 | 4–7 | 3 |

* From Report of the Commissioner of Education for 1879.

*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 | Sewing, weaving, drawing, stick laying, ring laying, painting, singing, paper folding, pricking, object lessons, modelling in clay, &c. | Kindergarten tables and chairs, squared blackboard, 1st, 2d, 3d, and 4th gifts, weaving mats, sewing cards, planes, colored paper, counters, &c. | Improves the physical condition, makes the child bright, happy, and intelligent, and thoughtful and considerate for others. |
| 5 | 40 | Sewing, weaving, pricking, paper folding, painting, drawing, paper cutting, block building, modelling, stick and ring laying, parquetry, &c. | Chairs, tables, squared blackboards, all materials for the occupations, wooden beads, 1st, 2d, 3d, 4th, 7th, 8th, and 9th gifts, sponges, towels, handkerchiefs, &c. | Develops healthy, happy natures, increases the vitality, makes the mind receptive, the hand skilful, and greatly facilitates the ease with which the child advances in school work. |
| 5 | 40 | All the usual occupations and reading, writing, and arithmetic for advanced pupils. | | |
| 5 | 40 | Most of Fröbel's gifts and occupations, gardening, and for the advanced class lessons in reading, writing, and numbers. | A large building arranged with reference to the needs of the Kindergarten, with tables, chairs, piano, and all necessary material. | Satisfactory in every respect. |
| 5 | 38 | All the occupations of Fröbel.. | Everything necessary for the occupations. | Cultivates ear and voice, makes the child observant and attentive, eager for knowledge, and easy and ready in conversation. |
| 5 | 36 | Usual occupations, with instruction in sewing. | Usual apparatus and appliances. | |
| 5 | 40 | Usual occupations ..... | Usual apparatus and appliances. | |
| 5 | .... | Weaving, sewing, perforating, book mark work, folding, clay modelling, stick and peas work, ring laying, cutting and pasting, 1st, 2d, 3d, and 4th gifts. | Tables, chairs, pictures, &c .. | Tends to develop equally in all directions. |
| 5 | 44 | Twenty gifts of Fröbel and five of others, active bodily exercises, singing, speaking, and object lessons. | An open sunny playground, two large, well ventilated, and well lighted rooms, piano, pictures, plants, and all material necessary for the gifts. | The children are healthy and active, and the training is superior to any other as a preparation for the more advanced grades of study. |
| 5 | 40 | Building, weaving, sewing, perforating, drawing, stick, ring, and tablet laying, paper folding, mounting and interlacing, modelling, &c. | The usual appliances..... | Assists very materially in both physical and mental development. |
| 5 | 40 | The usual occupations ..... | Those furnished by Steiger.. | Excellent. |
| 5 | 6 | This Kindergarten was opened six weeks as an experiment, and as many of Fröbel's occupations were introduced as the time allowed. | ..... | Its tendency is to harmoniously develop the physical, mental, and moral powers. |
| 5 | 40 | All given by Fröbel ..... | All necessary for the occupations. | Good. |
| 5 | .... | Perforating, sewing, weaving, paper folding, interlacing, pasting, modelling, peas work, &c. | Balls, blocks, tablets, sticks, rings, &c. | Uniform development of mind and body. |
| 5 | 40 | Those embraced in Fröbel's system. | Those given by Fröbel ..... | Favorable in every way. |
| 5 | 40 | Fröbel's occupations, with gymnastic exercises, music, singing, marching, and plays. | Fröbel's gifts, a piano, clay, Prang's natural history series, and objects brought by the pupils. | The physique is developed, the perceptive faculties are quickened, and mind and body both benefited. |
| 5 | 40 | Fröbel's occupations ..... | All the apparatus and appliances needed in a completely furnished Kindergarten. | |

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 82 | Kindergarten of Elizabeth Aull Female Seminary. | Lexington, Mo. (Franklin and Pine streets). | 1879 | Miss M. H. Parks | 1 | 32 | 2–10 | 3 |
| 83 | Bates A. M. Kindergarten. | St. Louis, Mo. (928 Webster street). | 1876 | Mollie A. Clark | 2 | 96 | 4–7 | 3 |
| 84 | Bates P. M. Kindergarten.* | St. Louis, Mo | 1876 | | *a*2 | 89 | | 2½ |
| 85 | Clay A. M. Kindergarten. | St. Louis, Mo. (corner Tenth and Farrar streets). | 1876 | Irene F. Wilson | 5 | 132 | 6 | 3 |
| 86 | Divoll A. M. Kindergarten.* | St. Louis, Mo. (Dayton street). | 1875 | Susie M. Simmons | 4 | 98 | 5–7 | 3 |
| 87 | Divoll P. M. Kindergarten. | St. Louis, Mo. (2943 Dayton street). | 1875 | Miss Kate Sayers | 3 | 70 | 5–8 | 2½ |
| 88 | Eliot A. M. Kindergarten.* | St. Louis, Mo | | | *a*6 | *b*162 | | 3 |
| 89 | Eliot P. M. Kindergarten.* | St. Louis, Mo | | | *a*3 | *b*106 | | 2½ |
| 90 | Everett A. M. Kindergarten.* | St. Louis, Mo. (1410 North Eighth st.). | 1874 | | *a*4 | *b*132 | | 3 |
| 91 | Everett P. M. Kindergarten.* | St. Louis, Mo. (1410 North Eighth st.). | 1874 | | *a*4 | *b*154 | | 2½ |
| 92 | Franklin A. M. Kindergarten.* | St. Louis, Mo. (corner Eighteenth street and Christy avenue). | 1875 | | *a*4 | *b*162 | | 3 |
| 93 | Franklin P. M. Kindergarten.* | St. Louis, Mo. (corner Eighteenth street and Lucas avenue). | 1875 | | *a*2 | *b*109 | | 2½ |
| 94 | Hamilton A. M. Kindergarten.* | St. Louis, Mo. (Twenty-fifth and Davis sts.). | 1876 | Mary Louise Naugle | 4 | 70 | 5–7 | 3 |
| 95 | Humboldt A. M. Kindergarten.* | St. Louis, Mo. (corner Jackson and Trudeau streets). | | | *a*2 | *b*143 | | 3 |
| 96 | Humboldt P. M. Kindergarten.* | St. Louis, Mo. (corner Jackson and Trudeau streets). | | | *a*3 | *b*149 | | 2½ |
| 97 | Peabody A. M. Kindergarten.* | St. Louis, Mo. (corner Carroll and Second Carondelet avenue). | 1876 | | *a*4 | *b*89 | | 3 |
| 98 | Peabody P. M. Kindergarten. | St. Louis, Mo. (corner Carroll and Second Carondelet avenue). | | Mary D. Runyan | 5 | 86 | 5–7½ | 2 |
| 99 | Pope A. M. Kindergarten.* | St. Louis, Mo. (corner Laclede and Ewing streets). | 1877 | | *a*5 | *b*97 | | 3 |
| 100 | Pope P. M. Kindergarten.* | St. Louis, Mo. (corner Laclede and Ewing streets). | 1877 | | *a*3 | *b*50 | | 2½ |
| 101 | Webster A. M. Kindergarten.* | St. Louis, Mo. (corner Eleventh and Jefferson streets). | 1875 | | *a*5 | *b*185 | | 3 |
| 102 | Webster P. M. Kindergarten.* | St. Louis, Mo. (1905 Washington street, Carr Place). | 1875 | | *a*6 | *b*178 | | 2½ |

* From Report of the Commissioner of Education for 1879.

*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 | 35 | Study of shapes, colors, sounds, natural history, &c., fancy work, singing, and marching. | The usual appliances for the American system. | Good. |
| 5 | 40 | Weaving, sewing, slat work, peas work, folding, cutting, drawing, intertwining, and 1st, 2d, 3d, 4th, 5th, and 6th gifts. | Needles for weaving, perforating needles, and other apparatus used in Fröbel's system. | Harmonious development of the mental and physical powers, with a salutary effect on the moral. |
| 5 | 40 | Fröbel's gifts, Kindergarten games, perforating, sewing, drawing, &c. | Fröbel's gifts, small chairs, squared tables, &c. | Very beneficial. |
| 5 | 40 | Fröbel's occupations | Those given by Fröbel | Excellent in every way, strengthening and highly developing. |
| 5 | 40 | Those embraced in Fröbel's system. | All necessary for Fröbel's occupations. | |
| 5 | 40 | Those embraced in Fröbel's system. | All necessary for Fröbel's occupations. | Harmonious development of the physical, mental, and moral faculties. |
| 5 | 40 | Exercises with gifts and other Kindergarten occupations. | All necessary Kindergarten material and furniture. | |
| 5 | 40 | Exercises with gifts and other Kindergarten occupations. | All necessary Kindergarten material and furniture. | |
| 5 | 40 | Gift exercises and usual occupations. | Fröbel's materials | Good. |
| 5 | 40 | Fröbel's system | Fröbel's materials | Good. |
| 5 | 40 | Usual Kindergarten occupations. | All necessary for the occupations. | Admirable. |
| 5 | 40 | Modelling, peas work, perforating, weaving, sewing, drawing, and gift lessons. | Those necessary for the occupations. | It trains to habits of attention, of self-control, of action in concert, and of considerateness towards others. |
| 5 | 40 | | | |
| 5 | 40 | Fröbel's gift occupations, drawing, folding, modelling, &c. | Kindergarten furniture, tablets, building blocks, clay, &c. | Awakens thought and trains the eye and the mind to be servants of the will. |
| 5 | 40 | Fröbel's gift occupations, drawing, folding, modelling, &c. | Kindergarten furniture, tablets, building blocks, clay, &c. | Awakens thought and trains the eye and the mind to be servants of the will. |
| 5 | 40 | Those recommended by Fröbel | Those used by Fröbel | Excellent in every way, strengthening and highly developing. |
| 5 | 40 | Those belonging to Fröbel's system, folding, weaving, &c. | Those used by Fröbel | It calls into play and strengthens every muscle of the child's body and faculty of his mind. |
| 5 | 40 | Fröbel's occupations | Balls, cubes, angles, squares, sticks, &c. | Imparts vigor to mind and body. |
| 5 | 40 | Fröbel's occupations | Balls, cubes, angles, squares, sticks, &c. | Imparts vigor to mind and body. |
| 5 | 40 | Pricking, sewing, drawing, weaving, interlacing, folding, cutting, peas work, modelling, &c. | Paper, zephyr worsted, cardboard, needles, sticks, peas, clay, &c. | The muscles are harmoniously developed, and the child is brought into a sympathy with man and nature which early teaches him to think and act for himself. |
| 5 | 40 | Sewing, pricking, drawing, object lessons, games, &c. | Square tables, chairs, plates, rings, blackboards, &c. | The muscles are harmoniously developed, and the child is brought into a sympathy with man and nature which early teaches him to think and act for himself. |

*a* Whole number of teachers.

*b* Includes pupils in primary school.

TABLE V.— *Statistics of Kindergärten for* 1880; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 103 | Carondelet A. M. Kindergarten.* | South St. Louis, Mo. (corner Third and Hurck streets). | 1875 | ..... | *a*4 | 145*b* | ..... | 3 |
| 104 | Carondelet P. M. Kindergarten.* | South St. Louis, Mo. (corner Third and Hurck streets). | ..... | ..... | *a*2 | 106*b* | ..... | 2½ |
| 105 | Christ Church's Kindergarten. | Beatrice, Nebr ..... | 1880 | Miss Georgie M. Keith. | .... | 12 | 3–7 | 3½ |
| 106 | Private Kindergarten* | Nashua, N. H. (corner Main and Temple streets). | 1874 | Miss Anna Held ..... | 0 | 16 | 3–7 | 3 |
| 107 | Kindergarten of Wykeham Institute. | Bergen Point, N. J.... | ..... | Mrs. W. Townsend Ford, principal. | .... | .... | ..... | .... |
| 108 | Kindergarten department of public school. | Carlstadt, N. J ..... | 1875 | Miss A. Lawrenz..... | .... | 60 | 5–6 | 4–5 |
| 109 | Kindergarten of Martha Institute.* | Hoboken, N. J. (corner Sixth street and Park avenue). | 1873 | Mrs. Louise Menzel ... | ... | 30 | 5–7 | 5 |
| 110 | Kindergarten of the Academy of the Sacred Heart.* | Hoboken, N. J. (Washington street). | 1879 | Sister Clara Agnes.... | 1 | 35 | 4–7 | 5 |
| 111 | Kindergarten of the German, English, and French Academy. | Hoboken, N. J. (272 Bloomfield street). | 1872 | Miss Marie Koenitzer and Miss Anna Fischer. | 1 | 12 | 4–7 | 5 |
| 112 | Kindergarten of the Hoboken Academy. | Hoboken, N. J. (Fifth street corner of Willow street). | 1861 | Miss L. Luther..... | 2 | 40 | 4–8 | 5 |
| 113 | Miss M. S. Schmidt's Kindergarten. | Hoboken, N. J. (352 Bloomfield street). | 1875 | Mathilde Schmidt..... | .... | .... | ..... | .... |
| 114 | Fröbelscher Kindergarten. | Jersey City, N. J. (Central avenue, corner Franklin street). | 1876 | William L. Frankenbach, president of German-American School Association. | 1 | 30 | 4–7 | 5 |
| 115 | Kindergarten of St. Aloysius Academy.* | Jersey City, N. J ..... | 1879 | Sister Mary Esther.... | 1 | 40 | 4–7 | 5 |
| 116 | Miss Campbell's Kindergarten.* | Morristown, N. J. (South street). | 1875 | Miss E. F. R. Campbell. | 2 | 25 | 4–7 | 4 |
| 117 | Beacon Street School Kindergarten. | Newark, N. J. (10 Beacon street). | 1872 | Miss Annie Lawrenz.. | 2 | 90 | 4–7 | 5 |
| 118 | German-American Kindergarten. | Newark, N. J. (19 Green street). | 1871 | H. von der Heide, director. | 4 | 70 | 3–7 | 4½–5 |
| 119 | Kindergarten of the First German Presbyterian School. | Newark, N. J. (College Place). | 1878 | Elma C. Korb ..... | 2 | 70 | 3–7 | 5 |

*From Report of the Commissioner of Education for 1879.

*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 | Gift exercises and usual occupations. | Those given by Fröbel | Instructs in manners and polite habits, as well as habits of regularity, obedience, and self-control; and cultivates the imaginative and inventive powers. |
| 5 | 40 | Gift exercises and usual occupations. | Those given by Fröbel | Instructs in manners and polite habits, as well as habits of regularity, obedience, and self-control; and cultivates the imaginative and inventive powers. |
| 5 | 40 | The lessons connected with Fröbel's gifts. | Fröbel's gifts and materials | |
| 6 | 40 | Block building, games, weaving, drawing, stick and tablet laying, clay modelling, perforating, &c. | Blocks, tablets, sticks, slates, needles, balls, cylinders, cubes, &c. | Superior as a physical and mental training. |
| ..... | ..... | Object lessons, calisthenics, and needle work. | | |
| 5 | 43 | Fröbel's occupations, calisthenics, singing, object lessons, and preparatory exercises for writing, drawing, and reading. | Fröbel's gifts, squared slates, &c. | An excellent development of the physical, mental, and moral faculties, and a thorough preparation for elementary classes. |
| 5 | 40 | The usual Kindergarten occupations, with elementary branches. | Usual Kindergarten appliances, maps, pictures, and counting machines. | Accustoms the child to order and polite behavior, and makes him happy and intelligent. |
| 5 | 46 | Fröbel's occupations | All of Fröbel's gifts and materials. | |
| 5 | 44 | Fröbel's occupations, object lessons, writing, reading, and drawing. | Fröbel's gifts | Beneficial to mind and body. |
| 5 | 44 | All of Fröbel's occupations | Fröbel's apparatus and appliances. | Most beneficial. |
| ..... | ..... | Fröbel's occupations | Fröbel's apparatus and appliances. | |
| 5 | 44 | Fröbel's occupations, gymnastic exercises, exercises in memorizing, singing, and object lessons. | Fröbel's gifts, box for building, tablets, sticks, balls, weaving and perforating needles, materials for beading, sewing, &c., low tables and seats, and charts for object lessons. | Superior to other systems for making the child strong and well, and developing rapidly and logically its mental faculties. |
| 5 | 48 | Fröbel's occupations | All Fröbel's gifts and materials. | |
| 5 | 40 | Building, stick laying, weaving, embroidering, modelling, cutting and mounting, paper folding, drawing, printing, writing, &c. | All of Fröbel's gifts | Excellent. |
| 5 | 49 | Singing, counting, marching, gymnastic exercises, work with blocks and bristol board, &c. | Low tables and benches, piano, colored silks and worsted, bristol board, and boxes of blocks. | Most excellent, developing the young intellect, and making happy, healthy children. |
| 5 | 45 | Weaving, sewing, interlacing, drawing, writing, stick and ring laying, folding, modelling, peas work, paper intertwining, block building, cutting, pasting, &c. | Squared tables, slates, and blackboard, worsted balls, sticks, rings, cubes, cylinders, clay, building blocks, papers, card board, triangles, and pictures for object teaching. | Engenders correct habits of thought, induces manual skill, and has a tendency to make the child graceful, polite, self dependent, and eager for knowledge. |
| 5 | 47 | Singing, writing, drawing, ball playing, use of cylinder, cube, and triangle, building, stick and ring laying, weaving, folding, interlacing, embroidering, straw and paper work, &c. | All material necessary for the occupations. | It strengthens the muscles and makes the child observant and thoughtful. |

*a* Whole number of teachers. *b* Includes pupils in primary school.

TABLE V.— *Statistics of Kindergärten for* 1880; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 120 | Kindergarten of the Twelfth Ward German-English School. | Newark, N. J. (46 Niagara street). | 1874 | Miss Mary C. Beyer... | 0 | 50 | 3–7 | 4 |
| 121 | St. Peter's Kindergarten.* | Newark, N. J. (21 Livingston street). | 1871 | Sister Mary Magdalen. | 2 | 120 | 3–6 | 5 |
| 122 | American Kindergarten. | Paterson, N. J. (169 Market street). | 1876 | Miss S. M. Storey..... | 3 | 45 | 4–15 | 5 |
| 123 | Fröbel's Kindergarten | Albany, N. Y. (Elk street). | 1878 | Mary C. Peabody..... | .... | 8 | 4–7 | 3 |
| 124 | Kindergarten (Albany Female Academy.) | Albany, N. Y. (Pearl street). | ..... | Martha H. Vane..... | .... | 25 | 5–9 | 4 |
| 125 | American Kindergarten. | Brooklyn, N. Y. (Washington avenue). | 1877 | Annie W. Allen..... | 1 | 20 | 3–8 | 3½ |
| 126 | Brooklyn Fröbel Kindergarten. | Brooklyn, N. Y. (210 Clinton street). | 1877 | Misses Mary and Elizabeth P. Sharpe. | 1 | 30 | 3–8 | 3 |
| 127 | Fröbel Kindergarten On the Hill. | Brooklyn, N. Y. (46 Greene avenue). | 1879 | Anna I. Reeves..... | 3 | 18 | 3–8 | 3½ |
| 128 | Halsey American Kindergarten. | Brooklyn, N. Y. (180 Halsey street). | 1878 | Emily A. Tanner..... | 1 | 12 | 3–10 | 4 |
| 129 | Kindergarten..... | Brooklyn, N. Y. (360 State street). | 1874 | Miss Emily Christiansen. | 1 | 20 | 3–7 | 3 |
| 130 | Kindergarten of the Brooklyn Children's Aid Society. | Brooklyn, N. Y. (61 Poplar street). | 1876 | Misses E L. Fitch and M. H. Robinson. | 3 | 100 | 3–8 | 4 |
| 131 | Lafayette Avenue Kindergarten. | Brooklyn, N. Y. (246 Lafayette avenue). | 1877 | Lena Schroeder..... | 1 | 25 | 3–8 | 3–3½ |
| 132 | Mrs. R. Goodwin's Kindergarten. | Brooklyn, N. Y. (154 Montague street). | 1876 | Miss Nicoline Henningsen. | 2 | 25 | 4–8 | 4 |
| 133 | Kindergarten..... | Brooklyn, E. D., N. Y. (591 Lafayette avenue). | 1879 | Miss Minnie Loeb..... | .... | 16 | 3–7 | 3 |
| 134 | Jardin des Enfants ... | Buffalo, N. Y. (284 Delaware avenue). | 1877 | Katharine Chester .... | 1 | 38 | 3–8 | 3 |

*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 | 50 | Object lessons, movement plays, block building, tablet, staff and ring laying, drawing, perforating, intertwining, paper folding, embroidering, peas work, and modelling. | All Fröbel's gifts and materials. | Arouses and strengthens the intellectual faculties and makes the child gentle, obedient, and thoughtful. |
| 5 | 48 | All of Fröbel's occupations. | Rings, staffs, cubes, blocks, gymnastic apparatus, and all necessary material. | Beneficial. |
| 5 | 40 | Weaving, perforating, embossing, modelling, writing, printing, calisthenics, stick and ring laying, embroidering, drawing, pasting, paper folding, &c. | | |
| 5 | 36 | Building, drawing, sewing, stick and ring laying, weaving, &c. | ..... | Excellent. |
| 5 | 38 | | | |
| 5 | 40 | Designing with blocks, weaving with paper, stick laying, clay modelling, marching, plays, &c. | | |
| 5 | 34 | All Fröbel's gifts and occupations, musical exercises, gymnastics, games, &c. | Those necessary for carrying out the system. | Very pronounced in its development of mind and body. |
| 5 | 38 | Fröbel's gifts, games, gymnastics, and Kindergarten occupations which promote the physical, mental, and moral development of the child. | Fröbel's 1st, 2d, 3d, 4th, 5th, 6th, and 7th gifts, squared tables, low chairs, piano, slates, blackboard, cards, paper, books for drawing, &c. | Causes a natural growth of the muscles, develops the mental faculties in their natural order, and is eminently adapted to the wants of nervous and backward children. |
| 5 | 40 | Study of nature from specimens collected by the children, exercises with balls, weaving, cutting, pasting, perforating, embroidering, block building, modelling, drawing, &c. | Natural history specimens, pictures, color and form charts, balls, blocks, rings, modelling tools, squared tables, and blackboard, &c. | Renders the child quick of perception, strengthens his memory, awakens a love for the study of nature and science, teaches politeness and gentleness, promotes health and physical development. |
| 5 | 40 | Fröbel's Kindergarten occupations, learning of alphabet in English and German, and elementary writing lessons. | All Fröbel's gifts ..... | Healthy and natural development in every respect. |
| 5 | 40 | Fröbel methods, with American adaptations, with kitchen, garden work for older scholars, and singing. | Materials for weaving, perforating, drawing, stick laying, block building, &c. | Secures attention, quickens observation, awakens the powers of the mind, draws the child to more regular attendance, and fits him for more persistent effort in the work which follows. |
| 5 | 36 | Mat making, sewing, clay work, pricking, &c. | All the blocks, tablets, sticks, rings, &c., of the Fröbel system. | Renders the child thoughtful, attentive, and polite, and develops naturally his reasoning powers. |
| 5 | 38 | Fröbel's occupations ..... | Every gift of Fröbel ..... | Promotes physical health and strength, develops the several organs of sense, educates the moral nature, performing the great work of harmoniously developing body, mind, and soul. |
| 5 | 35 | Such as will produce harmonious development. | ..... | Superior to any other system as a preparation for more advanced classes. |
| 5 | 36 | Sewing, weaving, paper folding, drawing, cutting and pasting, clay modelling, peas work, and parquetry. | Fröbel's gifts, piano, pictures of animals, cabinet, mounted birds, tables, &c. | Improves the health, quickens the powers of observation, and is especially salutary in its effect on dull and unhappy children. |

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number. | Between the ages of — | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 135 | Kindergarten of the Poppenhusen Institute. | College Point, N. Y. | 1869 | Minnie Brehm | 1 | 120 | 3–6 | 5 |
| 136 | Harlem Kindergarten. | Harlem (New York), N. Y. (207 East 117th st.). | 1877 | Misses Mathilde Becker and Olga Jacobi. | 1 | 58 | 4–9 | 4 |
| 137 | Free Kindergarten of the Anthon Memorial Church. | New York, N. Y. (West 48th street between 6th and 7th avenues). | 1878 | Miss Mary L. Van Wagenen. | 4 | 65 | 2½–8 | 3½ |
| 138 | Free Kindergarten of the United Relief Works of the Society for Ethical Culture. | New York, N. Y. (1521 Broadway). | 1878 | Miss Fannie Schwedler | 10 | 100 | 3–6 | 6 |
| 139 | Kindergarten | New York, N. Y. (220 Clinton street). | 1879 | Mrs. S. E. Carpenter | .... | 16 | 3–7 | 3 |
| 140 | Kindergarten* | New York, N. Y. (East Mount Vernon.) | 1878 | Miss Sara Magonigle | .... | 15 | 3–7 | 3½ |
| 141 | Kindergarten | New York, N. Y. (165 West 53d street). | 1875 | Miss Jennie Bolwell | 2 | 25 | 3–12 | 4 |
| 142 | Kindergarten | New York, N. Y. (24th ward). | 1879 | Sister John Mary St. John. | 2 | 15 | 4–8 | 6 |
| 143 | Kindergarten | New York, N. Y. (56 and 58 West 55th st.). | ..... | Mrs. Leopold Weil | .... | .... | ..... | .... |
| 144 | Kindergarten of Mrs. Froehlich's School. | New York, N. Y. (28 East 50th street). | 1874 | Bellina Froehlich | 1 | 32 | 4–7 | 4 |
| 145 | Kindergarten of the Academy of the Holy Cross. | New York, N. Y. (343 West 42d street). | 1879 | Sister M. Helena | 2 | 20 | 3–7 | 3 |
| 146 | Kindergarten of the Foundling Asylum. | New York, N. Y. (East 68th st. and 3d ave.). | 1875 | Sister M. Irene | .... | 100 | 2½–6 | 4½ |
| 147 | Kindergarten of the New York Orphan Asylum. | New York, N. Y. (West 73d street and Broadway). | ..... | Miss Sadie E. Acker | .... | 15 | 2–7 | 3 |
| 148 | Kindergarten of the training department of Normal College. | New York, N. Y | ..... | Isabelle Parsels, superintendent. | .... | 32 | ..... | .... |
| 149 | Model Kindergarten and Training Class for Young Ladies. | New York, N. Y. (586 7th ave., bet. 41st and 42d streets). | 1880 | E. von Briesen | .... | 20 | 3–7 | 5 |
| 150 | Normal Training School for Kindergartners, Model Kindergarten and School Garden. | New York, N. Y. (7 East 22d street). | 1872 | Prof. John Kraus and Mrs. Maria Kraus-Bölte. | 5 | 66 | 3–10 | 3½–4 |

*From Report of the Commissioner of Education for 1879.

*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 |
| 5½ | 46 | Fröbel's occupations and gifts. | All usual Kindergarten material. | Very beneficial. |
| 5 | 48 | All occupations and gifts belonging to the Fröbel system. | All usually found in a true Kindergarten. | Excellent. |
| 5 | 40 | All the gifts and occupations of a true Kindergarten. | All necessary material as given by Fröbel. | Beneficial. |
| 5 | 40 | Usual occupations ..... | Usual apparatus and appliances. | Very satisfactory. |
| 5 | 40 | The gifts as far as the fifth tablet, stick and ring laying, peas work, slat interlacing, paper intertwining, drawing, mat weaving, sewing, and clay work. | Fröbel's materials. | |
| 5 | 40 | Fröbel's occupations ..... | Fröbel's gifts and materials. | |
| 5 | 40 | Singing, ball games, block building, ring and stick laying, pricking, sewing on card board, modelling, painting, drawing, paper cutting and folding. | | |
| 5 | 42 | All peculiar to the system..... | Full sets of gifts, materials for drawing, &c. | Most excellent in every respect, the children evincing superior habits of thought and brightened intellects. |
| .... | .... | | | |
| 5 | 39 | Lessons and occupations of the Fröbel system. | Fröbel's gifts, gymnastic apparatus, piano, plants, &c. | Children trained in the Kindergarten advance more rapidly, and show more power of observation and concentration, than older children otherwise trained. |
| 5 | 40 | Pricking, sewing, weaving, modelling, stick laying, paper folding, and all other occupations of the Fröbel system. | Gifts and materials for the occupations, natural history, charts, boards, &c. | Superior to any other system for educating young children, making them healthy and happy, anxious to do well, and eager in the acquisition of knowledge. |
| 5 | 52 | Paper folding and weaving, peas and wire work, drawing, perforating, embroidering, modelling in clay and wax, movement plays, gymnastics, and dancing. | Six worsted balls, sphere, cubes, and cylinder, wire, peas, cork, paper, slats, clay, and wax. | Develops physically and mentally, and renders the child graceful and polite. |
| 5 | 32 | Stick and ring laying, designing, dictation on ruled cards, perforating, embroidering, lessons in natural history, Scripture lessons, singing, gymnastics, finger exercises, &c. | Colored worsted balls, boxes of solids, perforators, cards, worsteds, silks, ruled slates, rings, scissors, tables, and chairs. | Tends to make children gentle and thoughtful, exercises without overtaxing their mental faculties, gives unusual dexterity in manual occupations, and rightly directs the spiritual nature. |
| .... | .... | | | |
| 6 | 40 | Fröbel's occupations ..... | Fröbel's materials. | |
| 5 | 38 | Fröbel's occupations ..... | Fröbel's gifts, seeds, plants, animals, and apparatus for teaching the metric system in the elementary and advanced classes. | Harmonious development. It teaches combination of knowing with doing, exerts a wholesome influence in the formation of character, engenders a love of nature, inculcates a love of work and a generous regard for others, and makes the child humane in his treatment of animals. |

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 151 | Mrs. Smuller's Kindergarten. | New York, N. Y. (2027 5th ave.). | 1873 | Miss A. M. Smuller.... | 2 | 24 | 3½–7 | 3 |
| 152 | Nyack Kindergarten.. | Nyack-on-Hudson, N. Y. (41 1st ave.). | 1878 | Miss Sarah C. Robinson. | 1 | 10 | 3–12 | 4 |
| 153 | Cook's Collegiate Institute Kindergarten. | Poughkeepsie, N. Y. (324 Mill street). | 1878 | Anna Marion Wilson.. | 1 | 16 | 3–7 | 3 |
| 154 | Kindergarten der Rochester Realschule. | Rochester, N. Y. (7 and 9 Mortimer street). | 1872 | Hermann Pfaefflin..... | 2 | 25 | 4–7 | 4½ |
| 155 | Kindergarten of Miss M. Cruttenden's Seminary. *a* | Rochester, N. Y. (27 N. St. Paul street). | 1878 | Miss Meta C. Brown... | .... | 23 | 3–10 | 3½ |
| 156 | Kindergarten, West'n New York Institution for Deaf-Mutes. | Rochester, N. Y..... | 1879 | Miss Mary E. Tousey and Miss Lucy W. McGill. | .... | .... | ..... | .... |
| 157 | Rochester Kindergarten. | Rochester, N. Y..... | 1880 | Misses Margaret Otten and Lisa Max. | .... | 15 | 3–7 | 3½–4 |
| 158 | The Rochester Kindergarten. | Rochester, N. Y. (Christ Church Chapel, East avenue). | 1880 | Miss Meta C. Brown... | 1 | 50 | 3–10 | 3½ |
| 159 | Rome Kindergarten... | Rome, N. Y. (Liberty street). | 1877 | Miss Mariette Wood .. | 2 | 34 | 3–11 | 3½ |
| 160 | Kindergarten of the Ossining Institute. | Sing Sing, N. Y. (Croton avenue). | 1878 | Miss Sarah F. Hartwell. | 0 | 15 | 3–7 | 3 |
| 161 | Cottage Kindergarten, Primary and Intermediate Classes. | Syracuse, N. Y. (74 James street). | 1876 | Mrs. M. C. Still ..... | 2 | 44 | 3–10 | 3, 4 |
| 162 | Fröbel Kindergarten*. | Syracuse, N. Y. (115 Cedar street). | 1877 | Mrs. M. Antoinette Hollister. | 0 | 12 | 3–7 | 3 |
| 163 | Kindergarten of the Home for Destitute Children of Seamen. | West New Brighton, N. Y. (Staten Island). | 1874 | Miss C. M. Thompson.. | .... | 24 | 3–7 | 3 |
| 164 | West New Brighton Charity Kindergarten. | West New Brighton, N. Y. (Staten Island). | 1880 | Miss Mary Boyle..... | .... | 20 | 3–7 | 4 |

* From Report of the Commissioner of Education for 1879.

*a* This Kindergarten was known as the Rochester Kindergarten until June, 1880, when an indepen-

*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 | All occupations of Fröbel's system. | Fröbel's gifts, Kindergarten tables, benches, blackboards, slates, charts, pictures, piano, plants, &c. | Tends to make children active, healthy, and happy; teaches them to be accurate and keen observers, independent in thought, clear in expression, and makes them courteous and unselfish in their conduct to each other. |
| 5 | 38 | Weaving, sewing, perforating, outlining, drawing, designing, moulding, embossing, pasting, study of pictures illustrative of animal and vegetable life, marching, dancing, gymnastics, &c. | Squared tables and slates, charts, paper for weaving, books, crayons, cardb oard, perforating needles, &c. | Children are notably healthy under Kindergarten influence, their perceptions are rendered more acute, powers of memory are strengthened, and they are better trained for more advanced grades of study. |
| 5 | 38 | Weaving, stick laying, perforating, embossing, drawing, modelling, building, designing, gymnastics, &c. | Piano, blackboard, and all the usual appliances. | It is a natural development, checking propensity to evil, forming a necessary step from the nursery to the school room, and awakening the imagination to the influence of the true, the beautiful, and the good. |
| 5 | 48 | Fröbel's occupations ..... | Fröbel's gifts, pictures, slates, blocks, toy tools, &c. | Physical, mental, and moral development. |
| 5 | 40 | All those used in Fröbel's system. | All necessary apparatus and appliances. | Eminently satisfactory in developing physically, mentally, and morally. |
| 5 | 40 | Fröbel's occupations, gymnastic games, songs, stories, garden work, &c. | Fröbel's gifts, plants, &c. | |
| 5 | 40 | All those used in Fröbel's system. | All the usual apparatus and appliances. | Perfectly satisfactory, and superior to any other method of training for young children. |
| 5 | 40 | Weaving, designing, modelling, stick laying, paper folding, perforating, embroidering, chain making, block building, drawing, games, and calisthenics. | Kindergarten tables and chairs, piano, blackboard, charts, maps, pictures, &c. | Satisfactory. |
| 5 | 40 | 1st, 2d, 3d, 4th, and 5th gifts, stick and ring laying, slat interlaying, peas and clay work, sewing, perforating, drawing, paper cutting and weaving, games, gymnastics, study of plants, animals, &c. | All necessary appliances and apparatus. | Imparts strength and grace, cultivates powers of observation and attention, develops the inventive faculties, fosters habits of industry and unselfishness, and is highly prized as a nursery of the institute. |
| 5 | 40 | 1st to 11th gifts inclusive, perforating, sewing, mat plaiting, drawing, paper interlacing, folding and cutting, peas work, and modelling. | Kindergarten material, tables, chairs, blackboards, &c. | Strengthens the body, imparts grace of motion, gives command of language, quickens powers of perception and comparison, and carefully nurtures the moral nature. |
| 5 | 40 | 1st, 2d, 3d, 4th, 5th, and 6th gifts, weaving, pasting, pricking, sewing, stick laying, modelling, sand work, drawing, &c. | Checked tables, blackboard, slates, drawing books, and other modern apparatus. | A development of the threefold nature of the child. |
| 5 | 48 | The first five gifts, stick and ring laying, slat work, mat plaiting, perforating, sewing, paper folding, &c. | Apparatus and appliances necessary for teaching Fröbel's system. | Beneficial to mind and body. |
| 5 | 44 | Fröbel's occupations, gymnastics, games, songs, stories, garden work, &c. | Fröbel's gifts, plants, animals, &c. | |

dent movement was made by its conductor, Miss Meta C. Brown, to which the name of "The Rochester Kindergarten" was given.

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 165 | Kindergarten (Charlotte Female Institute). | Charlotte, N. C. | ..... | Miss Amelia B. Wightman. | .... | a39 | ..... | .... |
| 166 | Kindergarten (Peace Institute). | Raleigh, N. C ..... | ..... | Mrs. Mary Foster, principal. | 1 | .... | ..... | .... |
| 167 | St. Mary's Kindergarten. | Raleigh, N. C. (Hillsboro' street). | 1879 | Kate McKimmon ..... | 2 | 16 | 5–10 | 5 |
| 168 | The Avondale Kindergarten.* | Avondale, Ohio (Main avenue). | 1879 | Ida M. Stevens..... | 1 | 18 | 3–7 | 3 |
| 169 | Cincinnati Free Kindergarten. | Cincinnati, Ohio (Front st. and Broadway). | 1880 | Sallie A. Shawk..... | 5 | 51 | 3½–6 | 3 |
| 170 | Kindergarten department of Miss Nourse's School. | Cincinnati, Ohio (166 West Seventh st.). | ..... | Miss Lizzie Beaman... | 2 | .... | 3–7 | 3 |
| 171 | Kindergarten of the Cincinnati Orphan Asylum. | Cincinnati, Ohio (Summit avenue, Mount Auburn). | 1878 | Louisa F. Davis..... | 1 | 30 | 3–7 | 3 |
| 172 | Seventh Street Kindergarten. | Cincinnati, Ohio (112 West Seventh st.). | 1876 | Helene Goodman..... | 3 | 32 | 3–8 | 3 |
| 173 | Brook's Kindergarten* | Cleveland, Ohio (corner Prospect and Huntington streets). | 1875 | Mary E. Garlick..... | 1 | 20 | 3–7 | 3 |
| 174 | Kindergarten in Jewish Orphan Asylum. | Cleveland, Ohio (Woodland avenue). | 1880 | Miss Mary A. Spencer. | .... | .... | 5–7 | 5–6 |
| 175 | Miss Whitmore's Kindergarten. | Cleveland, Ohio (126 Lake street). | 1877 | Miss S. H. Whitmore .. | .... | 10 | 3–7 | 3 |
| 176 | Kindergarten (Home for the Friendless).* | Columbus, Ohio ..... | 1878 | Miss M. H. Ross..... | .... | 40 | ..... | .... |
| 177 | Kindergarten (Institution for the Blind). | Columbus, Ohio ..... | 1878 | Miss Mary S. Redick.. | 1 | 48 | 6–10 | 2 |
| 178 | Orange Place Kindergarten. | Toledo, Ohio (corner Orange and Huron streets). | 1879 | Lily G. Lang ..... | 2 | 30 | 3–8 | 4 |
| 179 | Kindergarten of Ohio Central Normal School. | Worthington, Ohio.... | 1876 | Mrs. Anna B. Ogden... | .... | 6 | ..... | .... |
| 180 | Erie Academy Kindergarten.* | Erie, Pa. (Ninth st.) .. | 1878 | Miss Anna R. Kelsey.. | 1 | 35 | 5– | 3½ |

*From Report of the Commissioner of Education for 1879.

*inquiries by the United States Bureau of Education*—Continued.

| Number of school days in the week. | Number of weeks in the year. | Occupation of pupils. | Apparatus and appliances. | Effect of the system. |
|---|---|---|---|---|
| 9 | 10 | 11 | 12 | 13 |
| .... | .... | | | |
| .... | .... | Usual occupations, with study of reading, spelling, arithmetic, &c., according to Kindergarten methods. | Desks, chairs, charts, &c. | |
| 5 | 40 | Exercises in color and form, collection of specimens of various kinds, reading, writing, arithmetic, singing, calisthenics, &c. | All American Kindergarten material, charts, &c. | Very good. |
| 5 | 40 | Perforating, sewing, drawing, folding, weaving, cutting, modelling, peas work. | Blocks, tablets, rings, &c ... | Trains the eye and ear and makes the child responsive to whatever is beautiful and true in nature. |
| 5 | 40 | Those given by Fröbel, modelling, drawing, peas work, the gifts, mats, sewing, &c. | Small chairs and tables, blocks, slates, dishes, and paper materials for the occupations. | Promotes physical strength and mental vigor, developing strong characters, in which perseverance, judgment, self-dependence, and conscious power are prominent traits. |
| .... | .... | Fröbel's occupations..... | Fröbel's gifts and other necessary material. | |
| 5 | 49 | All of Fröbel's gifts and occupations. | Chairs, tables, piano, and other musical instruments. | |
| 5 | 38 | The usual gifts and occupations of Fröbel. | The necessary material for occupations and gift lessons, plants, piano, blackboard, pictures, small chairs, and low tables. | Harmonious development of the physical, mental, and moral natures. |
| 5 | 40 | Gift exercises, drawing, perforating, sewing, weaving, paper folding and cutting, cork work, modelling, games, &c. | Squared tables, chairs, blackboards, &c. | Gives physical, mental, and moral vigor. |
| .... | .... | Pricking, sewing, paper cutting and folding, weaving, drawing, modelling, &c. | All of Fröbel's gifts, slates, pencils, books for preserving work, &c. | |
| 5 | 40 | Fröbel's occupations ..... | Fröbel's gifts, squared tables, chairs, blackboard, and piano. | Excellent in every way. |
| .... | .... | | | |
| 5 | 40 | Games, use of geometrical forms, clay modelling, &c. | Spheres, cubes, and other solid forms, clay, tools for modelling, &c. | Trains the hand, gives ease in movements of the body, makes the child quick to think, and on the alert for impressions; and imparts to him a knowledge of many common things which he could not otherwise gain. |
| 5 | 40 | Pricking, sewing, weaving, folding, cutting, pasting, stick laying, modelling, and the first four gifts. | Chairs, tables, and all necessary apparatus. | Strengthens the body, awakens the powers of the mind, cultivating especially habits of observation and attention, and promoting harmonious development of the senses. |
| .... | .... | Building, tablet, stick and ring laying, paper folding and cutting, weaving, pricking, sewing, mounting, peas work, drawing, and modelling. | Tables, chairs, piano, birds, flowers, pictures, and all usual Kindergarten material. | Harmonious development of the threefold nature according to the natural tendencies and capacity of each child. |
| 5 | 39 | Occupations of the American Kindergarten system. | | |

*a* In primary and Kindergarten department.

TABLE V.— *Statistics of Kindergärten for* 1880; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number. | Between the ages of — | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 181 | Fröbel Kindergarten | Germantown, Pa. (5262 Main street). | 1878 | Naomi R. Walker | .... | 20 | 3–10 | 4 |
| 182 | Fröbel Kindergarten of the Germantown Infant School. | Germantown, Pa. (Haines street, near Main). | 1879 | Alice M. Barrett | 0 | 20 | 3–6 | 2 |
| 183 | Germantown Kindergarten. | Germantown, Pa. (corner Mill and Main streets). | 1874 | Miss Marianna Gay | 3 | 21 | 3–7 | 3 |
| 184 | Intermediate School and American Kindergarten. | Germantown, Pa. (Philadelphia, Chelton avenue, near Green street). | 1876 | Ada M. Smith | 3 | 50 | 3–12 | 4 |
| 185 | Lutheran Orphans' Home.* | Germantown, Pa. (5580 Main street). | 1879 | Miss Laura Hoagland | .... | 19 | 3–8 | 5 |
| 186 | Kindergarten of Lancaster County Home for Friendless Children. | Lancaster Pa | 1880 | Miss Orril R. Cole | 0 | 50 | 3–8 | 3 |
| 187 | Kindergarten (Pennsylvania Training School.)* | Media, Pa | 1876 | Alice G. Byers | 1 | 40 | 3–9 | 5 |
| 188 | Kindergarten of Hazzard Academy. | Monongahela, Pa | ..... | ..... | .... | 14 | ..... | .... |
| 189 | "Hope" Kindergarten.* | New Castle, Pa. (29 Elm street). | 1877 | Miss L. Ella Reeves | 0 | 16 | 3–12 | 5 |
| 190 | Miss Bennett's School and Kindergarten. | Philadelphia, Pa. (25 South Nineteenth street). | 1874 | Anna Bennett | 2 | 21 | 3-7 | 2–3½ |
| 191 | Charity Kindergarten | Philadelphia, Pa. (Twenty-second and Locust streets). | ..... | Miss Stevens | .... | .... | ..... | .... |
| 192 | Charity Kindergarten (Lombard Street Day Nursery). | Philadelphia, Pa. (430 Lombard street). | 1878 | Mary J. Fairchild | 1 | 39 | 2–8 | 3 |
| 193 | Charity Kindergarten (New street public school building). | Philadelphia, Pa | 1880 | Miss S. V. Dickey and Mrs. G. Gourlay. | .... | .... | ..... | .... |

*From Report of the Commissioner of Education for 1879.

*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 | Weaving, sewing, stick, tablet and ring laying, modelling, drawing, paper folding, first four gifts, conversational lessons, gardening, peas work, perforating, singing, physical exercises, games, &c. | All of Fröbel's Kindergarten material, squared tables, low chairs, blackboard, piano, stuffed birds, minerals, pictures, plants, musical triangle, aquarium, color chart, &c. | Most beneficial in every way, strengthening and developing without forcing. |
| 3 | 44 | Study of natural history and botany without books, lessons in form and color, drawing, weaving, sewing, block building, counting, staff laying, modelling, games, marching, and singing. | Tables, chairs, clay, balls, cubes, oblongs, squares, triangles, staves, slates, pencils, weaving mats, needles, cards, paper, and rings. | Children become strong and active, orderly and observing; they learn to love useful work, to be kind to one another, and to strive to do that which is right. |
| 5 | 40 | Lessons with Fröbel's first seven gifts, stick and ring laying, paper folding and cutting, weaving, sewing, drawing, peas work, and many other exercises for the cultivation of the senses and the training of the muscles. | All the apparatus used in a Fröbel Kindergarten, plants, pictures, stuffed animals, cabinets, piano, musical triangle, &c. | Command of powers of body and mind; strength, agility, and grace of body; accuracy in the use of senses; taste and power in design; clearness, conciseness, and readiness in the use of language and in analytic and synthetic discrimination. |
| 5 | 40 | Weaving, stick laying, pricking, paper folding, clay modelling, reading, writing, natural history, calisthenic exercises, &c. | Miss E. M. Coe's Kindergarten material, Prang's Natural History series, piano, dumb-bells, wands, cabinet of specimens, object lesson cards, &c. | Improves the physical condition, quickens the mental faculties, and inculcates a love of nature. |
| 5 | 43 | Building, drawing, perforating, embroidering, weaving, paper folding, clay modelling, reading, writing, spelling, and arithmetic. | Fröbel's Kindergarten gifts and materials, and Monroe's primary charts. | Develops vigor, agility, and grace of body, skill of manipulation, keenness of observation, readiness of language, taste in design, unselfishness, and delight in the good and beautiful. |
| 5 | 40 | Fröbel's gifts and occupations. | Material for the occupations, seats, squared tables, and blackboard. | |
| 5 | 40 | Fröbel's occupations, together with reading for the more advanced pupils. | Fröbel's gifts, pictures, and musical instrument. | Trains the muscles and senses, quickens the perceptive faculties, develops the powers of comparison and memory, and educates the child into order and obedience. |
| 5 | 30 | Block building, weaving, drawing, folding, interlacing, perforating, embroidering, peas and cork work. | Materials necessary for the occupations, chairs, tables, and a flower garden. | |
| 5 | 26 | All the occupations of the Fröbel Kindergarten, with reading, writing, and geography in the advanced Kindergarten. | All ordinarily found in the Fröbel Kindergarten. | Excellent. |
| 5 | 52 | Sewing, weaving, drawing, plaiting, perforating, stick and tablet laying, paper folding, block building, first five gifts, object lessons, singing, &c. | The necessary apparatus and appliances. | Makes the children healthy and happy, develops the powers of observation and a great fondness for industrial pursuits. |

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 194 | Elizabeth Y. Webb's Kindergarten. | Philadelphia, Pa. (1115 Callowhill street). | 1878 | Elizabeth Y. Webb.... | 0 | 7 | 3–7 | 3 |
| 195 | Free Kindergarten ... | Philadelphia, Pa. (Filbert street, above Twentieth street). | 1880 | Ruth R. Burritt..... | 1 | 18 | 3–5 | 3 |
| 196 | Friends' Kindergarten | Philadelphia, Pa. (Fifteenth and Race streets). | 1877 | Susan T. Comly..... | 2 | 25 | 3–7 | 3 |
| 197 | Kindergarten*..... | Philadelphia, Pa. (1419 North Seventeenth street). | 1878 | R. Emma Trego..... | 0 | 11 | 3–7 | 3 |
| 198 | Mrs. Van Kirk's Kindergarten. | Philadelphia, Pa. (1333 Pine street). | 1874 | Mrs. M. L. Van Kirk .. | 6 | 40 | 3–12 | 3–4 |
| 199 | West Chestnut Street Kindergarten. | Philadelphia, Pa. (1707 Chestnut street). | 1877 | Miss A. B. Johnson.... | 2 | 38 | 3½–7 | 4 |
| 200 | Pittsburgh Kindergarten. | Pittsburgh, Pa. (36 Sixth street). | 1875 | Misses M. M. Wilson and C. B. Morehouse. | .... | 35 | 3–7 | 3 |
| 201 | Sewickley Academy Kindergarten. | Sewickley, Pa..... | 1878 | John Way, jr., superintendent. | 2 | 25 | 3–7 | 3 |
| 202 | Sharon Hill Kindergarten.* | Sharon Hill, Pa ..... | 1879 | Miss Ida V. Hawkins . | 1 | 6 | 3–7 | 3 |
| 203 | Mrs. L. M. B. Mitchell's School and Kindergarten. | West Philadelphia, Pa. (315 North Thirty-fifth street). | 1877 | Miss Georgiana Morrison. | 1 | 15 | 3–7 | 3 |
| 204 | Locust Street American Kindergarten. | West Philadelphia, Pa. (4037 Locust street.) | 1880 | Miss Lucy Wurts..... | 2 | 17 | 3–10 | 3½ |
| 205 | West Philadelphia Kindergarten. | West Philadelphia, Pa. (202 South Forty-first street). | 1876 | Mary J. Rider .. ..... | 1 | 30 | 3–7 | 4 |
| 206 | Wilkes-Barre Kindergarten. | Wilkes-Barre, Pa ..... | 1880 | Miss Gretta Bevier.... | .... | 10 | 3–7 | 3½ |
| 207 | Alden Kindergarten .. | Providence, R. I. (Angell street). | 1878 | Caroline M. N. Alden.. | 5 | 64 | 3–8 | 4 |

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*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 | Weaving, sewing, drawing, paper folding, clay modelling, pricking, ring laying, physical exercises, singing, &c. | Squared tables, small chairs, blackboard, Fröbel's gifts, pictures, birds, &c. | Development of happy, hearty, children, sound both in body and mind. They are educated to think, to know, and to act. |
| 5 | 40 | All the first principles of Fröbel's gifts, occupations, games, and plays. | Those necessary for the health and development of body and mind. | The effect on the body is to make the child healthy, active, and graceful; on the mind, to make him attentive, quick, and accurate; on the heart, generous, kind, obedient, and loving. |
| 5 | 40 | All the occupations of Fröbel's system, movement plays, &c. | Fröbel's gift and occupation materials, plants, tables, chairs, blackboard, &c. | Harmonious development of the child's threefold nature. |
| 5 | 35 | Block building, stick laying, modelling, perforating, embroidering, weaving, interlacing, drawing, singing, physical exercises, games, plays, &c. | Gifts and occupations designed by Fröbel. | Children obtain intelligent control of the muscles of the body and powers of the mind; their perceptive faculties are awakened, and a desire for knowledge aroused. |
| 5 | 35 | Fröbel's occupations | The usual Kindergarten tables and chairs, with Fröbel's gifts. | Very satisfactory. |
| 5 | 34 | Weaving, perforating, moulding, singing, and games. | | |
| 5 | 35 | All Fröbel's gifts and occupations. | All of Fröbel's gifts, plants, animals, piano, &c. | The powers of mind and body are developed; the system especially cultivating habits of close observation and of concentrated and logical thought. |
| 5 | 38 | Usual Fröbel occupations, with much out-door exercise. | Usual Fröbel gifts, with fountain and exotics. | Restrains the forward, brings out the diffident, trains the observing faculties, and represses selfishness and conceit. |
| 5 | 36 | Sewing, weaving, pricking, modelling, drawing, paper cutting and folding, stick laying, and interlacing. | Squared tables, small chairs, balls, cylinder, cubes, oblongs, triangles, squares, paper, slates, pencils, needles, rings, &c. | Develops healthy activity of body, arouses the interest, quickens the perceptive faculties, and teaches the child to think and act for himself. |
| 5 | 35 | Weaving, sewing, drawing, modelling, stick laying, and card pricking. | Fröbel's gifts | Makes the child observant, self reliant, and eager for knowledge, and is a superior preparation for after educational training. |
| 5 | 36 | Weaving, perforating, embossing, singing, stick and ring laying, designing, calisthenics, games, lessons in color and form, elementary lessons in spelling, reading, writing, arithmetic, geography, &c. | Kindergarten tables and chairs, piano, blackboard, color and form charts, globe, slates, books, &c. | Strengthens physically, cultivates the memory, and develops the reasoning powers. |
| 5 | 40 | Fröbel's gift occupations | Tables, chairs, blackboard, globe, minerals, plants, flower cards, &c. | |
| 5 | 40 | Fröbel's occupations, gymnastic games, stories, songs, &c. | Fröbel's gifts, plants, &c. | |
| 5 | 40 | Weaving, plaiting, sewing, first seven gifts, exercises in numbers, reading and writing from board, pricking, stringing beads, peas work, tablet laying, folding; and for older children, drawing, wood carving, games, singing, lace making, stories and poetry, gymnastics, sewing, and instruction in French and the common English branches. | All Fröbel's gifts, and materials for the occupations, globes, maps, charts, text books, chairs, tables, blackboards, plants, gardens, aquarium, &c. | Harmonious development of all the powers. |

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 208 | Kindergarten (Charleston Orphan House).* | Charleston, S. C | ..... | Miss Irving, principal | .... | 67 | ..... | .... |
| 209 | Kindergarten (Young Ladies' School).* | Memphis, Tenn | 1877 | Mrs. E. C. James | .... | 12 | 3–7 | 3 |
| 210 | American Kindergarten. | Lynchburg, Va. (Church street). | 1876 | Miss Jannet Cleland | 1 | 15 | 4–10 | 4 |
| 211 | Kindergarten (Leache-Wood Seminary). | Norfolk, Va | ..... | Misses Leache and Wood, principals. | .... | .... | 3–8 | 3 |
| 212 | Kindergarten | Kenosha, Wis | ..... | ..... | 1 | 40 | ..... | .... |
| 213 | Kindergarten des Frauenvereins. | La Crosse, Wis. (Fifth street). | 1879 | Clara Muehlberg | .... | 30 | 3–7 | 5 |
| 214 | Kindergarten | Madison, Wis | ..... | ..... | .... | 40 | ..... | .... |
| 215 | Kindergarten of the German and English Academy. | Milwaukee, Wis. (637 Broadway). | 1874 | Miss A. Jeschka | 1 | 45 | 3–7 | 4 |
| 216 | Mrs. Dr. Max Doerffling's Kindergarten. | Milwaukee, Wis. (s. w. cor. Grand avenue and Twenty-fifth street). | ..... | Mrs. Therese Doerffling. | 0 | 8 | 3–7 | 3 |
| 217 | Milwaukee English Kindergarten. | Milwaukee, Wis. (687 Cass street). | 1874 | Mrs. C. H. Clarke | 1 | 20 | 4–8 | 4 |
| 218 | Milwaukee Kindergarten. | Milwaukee, Wis. (Tenth street). | ..... | Miss L. Pinckney | .... | 19 | 3–7 | 3 |
| 219 | Milwaukee Normal School Kindergarten. | Milwaukee, Wis. (cor. Seventh and Prairie streets). | 1880 | Miss Nellie Fisher | 5 | 70 | 4–7 | 3 |
| 220 | South Side Kindergarten. | Milwaukee, Wis. (Greenbush street). | 1873 | Sophia Holzhaeuser | 3 | 70 | 3–7 | 4 |
| 221 | Kindergarten department, State Normal School. | Oshkosh, Wis | 1880 | Laura Fisher | 2 | 30 | 3–7 | 3 |
| 222 | Kindergarten | Sheboygan, Wis | ..... | ..... | 1 | 40 | ..... | .... |
| 223 | Kindergarten | Watertown, Wis | ..... | ..... | 1 | 40 | ..... | .... |
| 224 | Georgetown Kindergarten. *a* | Georgetown, D. C | 1878 | ..... | .... | .... | ..... | .... |
| 225 | Kindergarten (Industrial Home School). | Georgetown, D. C | 1880 | Mary E. Hatch | .... | 25 | 4–8 | 3½ |
| 226 | Bethany Free Kindergarten. | Washington, D. C | 1880 | Emma L. Graves | 1 | 50 | 2–6 | 3½ |
| 227 | Capitol Hill Kindergarten. | Washington, D. C. (22 Third street s. e.). | 1877 | Cornelia F. Boyden | 2 | 35 | 3–8 | 3–4 |
| 228 | Fröbel Institute and Kindergarten. | Washington, D. C. (1127 Thirteenth st. n. w.). | 1875 | Misses Susie Pollock and Catherine Noerr. | 2 | 40 | 3½–10 | 3½ |

*From Report of the Commissioner of Education for 1879.

*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 | 28 | Singing, playing, block building, stick and ring laying, drawing, clay modelling, peas work, sewing, weaving, and other useful Kindergarten occupations. | Nine gifts and all material necessary for the occupations. | It forms the necessary link between the nursery and the school, developing the organs of the body, unfolding and strengthening the powers of the mind, and carefully nurturing the moral nature. |
| 5 | 39 | Weaving, chain making, block building, clay modelling, and other occupations of the American system. | Twenty gifts, mineral specimens, charts, pictures, and all other necessary material. | Superior to any other system for the training of little children. |
| ..... | ..... | The usual occupations, with singing and calisthenic exercises. | All necessary articles for Kindergarten instruction. | Culture of the physical, mental, and moral natures. |
| 6 | 42 | Fröbel's gifts and occupations, exercises and games. | Fröbel's gifts and materials for the occupations, tables and chairs. | Development of healthy, hearty children, sound both in body and mind. |
| 5 | 42 | Usual Fröbel occupations..... | Fröbel's first six gifts..... | Very satisfactory. |
| 6 | 52 | Building, tablet and ring laying, sewing, perforating, drawing, weaving, folding, peas work, interlacing, cutting and pasting, and all of Fröbel's gifts. | ..... | Uniform and gradual development of all the physical, mental, and moral faculties. |
| 5 | 40 | All of Fröbel's occupations... | All Kindergarten apparatus and appliances. | Harmonious development of the threefold nature. |
| 5 | 38 | All taught in the Fröbel system. | All the gifts, blackboard, piano, and rubber balls. | |
| 5 | 22 | Work with Fröbel's gifts and occupation material, Kindergarten games, singing, lunch, and practice with musical instruments. | Complete set of Fröbel's gifts and occupation material, tables, chairs, plates, mugs, piano, &c. | All that is claimed by the warmest advocates of the Kindergarten. |
| 5 | 40 | Fröbel's occupations, games, and plays. | Blocks, tables, staffs, materials for weaving and drawing, cardboard, &c. | Develops the mind, and makes the child obedient, industrious, and punctual. |
| 5 | 38 | All of Fröbel's occupations... | All the gifts and materials necessary for the occupations and a piano. | Not in existence long enough to afford clear results. |
| ..... | ..... | | | |
| ..... | ..... | | | |
| ..... | ..... | Gift exercises, weaving, sewing, peas work, clay modelling, stick laying, perforating, singing, and calisthenics. | Gifts, maps, charts, pictures, blackboard, squared tables, and dumb bells. | Trains the child to be systematic, thoughtful of others, and self dependent, stimulates his inventive faculties, and makes him eager in the acquisition of knowledge. |
| 5 | 40 | Weaving, sewing, block building, stick, tablet, and ring laying, paper folding, peas work, modelling, and drawing. | ..... | Creates a love for knowledge, an aptness in observing, and develops the reasoning powers. |
| 5 | 40 | Weaving, perforating, peas work, 3d and 4th gifts, tablet and ring laying, paper folding, sewing, &c. | ..... | Wonderful; changing in a short time those who have never known rule or guidance to orderly children. |
| 5 | 40 | All the usual Fröbel gifts and occupations. | Piano, blackboards, globes, numeral frames, and all the usual appliances. | Children are stronger and more healthy under its influence, and the mental development keeps pace with the physical. |
| 5 | 40 | Usual Kindergarten occupations. | Everything necessary for thorough training in the system. | Decidedly advantageous. |

*a* Suspended in 1880; to be resumed in 1881.

TABLE V.—*Statistics of Kindergärten for* 1880; *from replies to*

| | Name of Kindergarten. | Location. | When established. | Name of conductor. | Number of assistants. | Pupils. | | Number of hours taught daily. |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Number. | Between the ages of— | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 229 | Iowa Circle Graded School and Kindergarten.* | Washington, D. C. (936 P street n. w.). | 1879 | Dora N. Brown | 2 | 60 | 4–16 | 3–5 |
| 230 | Kindergarten | Washington, D. C. (807 H street n. e.). | 1879 | Mrs. S. A. Cavis | 1 | 20 | 4–12 | 4 |
| 231 | Metropolitan Seminary and Kindergarten. | Washington, D. C. (800 Eighteenth street, n. w.). | 1876 | B. C. Graves | (*a*) | (*a*) | | 3½ |
| 232 | National Kindergarten and Primary School. | Washington, D. C. (929 Eighth street.) | 1874 | Mrs. Louise Pollock | 2 | 24 | 3½–13 | 3, 5 |

*Kindergärten from which no*

| Name and location. | Name and location. |
|---|---|
| Kindergarten in the Institution for the Deaf and Dumb, Berkeley, Cal. | Private Kindergarten, Gloucester, Mass. |
| Zeitska's Institute Kindergarten, San Francisco, Cal. | Kindergarten, Jamaica Plain, Mass. |
| Kindergarten, Bridgeport, Conn. (287 Myrtle avenue). | Fröbel Kindergarten, North Cambridge, Mass. |
| Kindergarten, Chicago, Ill. (27 Aldine Square). | Kindergarten of Norwood Hall, St. Paul, Minn. |
| Kindergarten, Chicago, Ill. (2302 S. Park avenue). | Kindergarten, St. Charles, Mo. |
| Kindergarten, Chicago, Ill. (62 Langley avenue). | Ames A. M. and P. M. Kindergärten, St. Louis, Mo. |
| Miss Nellie C. Alexander's Kindergarten, Chicago, Ill. | Carroll A. M. and P. M. Kindergärten, St. Louis, Mo. |
| Kindergarten, Boone, Iowa. | Charless A. M. and P. M. Kindergärten, St. Louis, Mo. |
| Kindergarten of the Louisville Female Seminary, Louisville, Ky. | Clay P. M. Kindergarten, St. Louis, Mo. |
| Miss Mary Barton's Kindergarten, Louisville, Ky. | Clinton A. M. and P. M. Kindergärten, St. Louis, Mo. |
| Mt. Vernon Institute Kindergarten, Baltimore, Md. | Hamilton P. M. Kindergarten, St. Louis, Mo. |
| Kindergarten, Boston, Mass. (West Chester Park). | Irving A. M. and P. M. Kindergärten, St. Louis, Mo. |
| Kindergarten, Boston, Mass. (28 Mt. Vernon street). | Jackson A. M. and P. M. Kindergärten, St. Louis, Mo. |
| Kindergarten of the Boston Orphan Asylum, Boston, Mass. | Jefferson A. M. and P. M. Kindergärten, St. Louis, Mo. |
| South End Kindergarten, Boston, Mass. | Lafayette A. M. and P. M. Kindergärten, St. Louis, Mo. |
| Dunster Street Kindergarten, Cambridge, Mass. | Lincoln A. M. and P. M. Kindergärten, St. Louis, Mo. |
| Free Kindergarten, Cambridge, Mass. (Concord avenue). | Madison A. M. and P. M. Kindergärten, St. Louis, Mo. |
| Kindergarten (Miss Hutchinson), Cambridge, Mass. | Maramec A. M. Kindergarten, St. Louis, Mo. |
| Straw Charity Kindergarten, Cambridge, Mass. | O'Fallon A. M. and P. M. Kindergärten, St. Louis, Mo. |
| Kindergarten, Canton, Mass. | |

* From Report of the Commissioner of Education for 1879.

*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 | Lessons on the first eleven gifts, with perforating, sewing, drawing, weaving, paper twisting and folding, peas work, and modelling, games, marching, and gymnastics. | 1st, 2d, 3d, 4th, 5th, and 6th gifts, tables, chairs, slates, tablets, rings, and all materials necessary for the occupations. | Sympathetic and harmonious development of body, mind, and soul, forming a healthy basis for higher training. |
| 5 | 38 | Object lessons, plays, games, songs, and elementary instruction. | Fröbel's gifts | Develops the muscular system, improves the health, quickens the perception, and arouses the mind to activity. |
| ..... | 40 | All Kindergarten gifts and occupations. | Material for the different gifts and occupations, squared tables, blackboard, slates, dumb bells, wands, globes, maps, pictures, &c. | It appeals at once to the mental and moral faculties of the child, making him familiar with the forms of usefulness and beauty around him and cultivating in him a desire to investigate and create the same. |
| 5 | 40 | Building, weaving, interlacing, stick laying, drawing, paper folding and cutting, sewing, modelling, pricking, singing, marching, playing games, &c. | Balls, blocks, cubes, cylinder, tablets, parquetry papers, ruled slates, tables, blackboard, Prang's natural history cards, garden, plants, piano, &c. | Improved physical and nervous condition, habits of attention, observation, and thoughtfulness, of sociability, kindness, and cheerfulness; it is also a superior preparation for subsequent mathematical training. |

*information has been received.*

| Name and location. | Name and location. |
|---|---|
| Rock Spring A. M. and P. M. Kindergärten, St. Louis, Mo. | Kindergarten (Cleveland Female Seminary), Cleveland, Ohio. |
| Stoddard A. M. and P. M. Kindergärten, St. Louis, Mo. | Kindergarten in Miss Mittleberger's School, Cleveland, Ohio. |
| Blow A. M. and P. M. Kindergärten, South St. Louis, Mo. | Kindergarten (Miss M. H. Ross), Columbus, Ohio. |
| Miss Alston's Kindergarten, Newark, N. J. | Kindergarten of Trinity School, Toledo, Ohio. |
| Columbian Kindergarten, Brooklyn, N. Y. (209 Clinton avenue).[a] | Kindergarten (Miss K. P. Sharps), Germantown, Pa. |
| Kindergarten of Lockwood's New Academy, Brooklyn, N. Y. | Kindergarten (Miss Bromall), Media, Pa. |
| Miss Cora E. Mattice's Kindergarten, Buffalo, N. Y. | Miss Fannie M. Schleigh's Kindergarten, Philadelphia, Pa. |
| Kindergarten of Glen's Falls Academy, Glen's Falls, N. Y. | Kindergarten (Miss Anna Longstreth), Philadelphia, Pa. |
| Miss Jaudon's Kindergarten, New York, N. Y. | Kindergarten (Miss Lizzie W. Hunt), Philadelphia, Pa. |
| Kindergarten in St. Stephen's Church Home, New York, N. Y. | Kindergarten (Miss Lizzie Revere) Philadelphia, Pa. |
| Kindergarten of Moeller Institute, New York, N. Y. | Mt. Vernon Kindergarten, Philadelphia, Pa. |
| Kindergarten of Mrs. Frederic Jonson's School, New York, N. Y. | St. Agnes Kindergarten, Philadelphia, Pa. |
| Kindergarten of the German-American School of the Nineteenth Ward, New York, N. Y. | West Chester Fröbel Kindergarten, West Chester, Pa. |
| Nursery and Child's Hospital Kindergarten, West New Brighton (Staten Island), N. Y. | Williamston Female College Kindergarten, Williamston, S. C. |
| Kindergarten, Pittsboro', N. C. | Kindergarten (Nashville Academy), Nashville, Tenn. |
| Kindergarten, Warrenton, N. C. | Kindergarten der Nordwest Seite, Milwaukee, Wis. |
| The Mt. Auburn Kindergarten, Cincinnati, Ohio. | Washington Collegiate Institute Kindergarten, Washington, D. C. |
| East Cleveland Kindergarten, Cleveland, Ohio. | |
| Kindergarten (Cleveland Academy), Cleveland, Ohio. | |

[a] Reported in Table VI.

TABLE V.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| Model Kindergarten | Berkeley, Cal | Removed to San Francisco. |
| Kindergarten (Miss Emilie Kahle) | Los Angeles, Cal | Closed. |
| Free Public Kindergarten | San Francisco, Cal. (Silver street). | See Silver Street Kindergarten; identical. |
| Oakwood Kindergarten | Chicago, Ill. (34 Oakwood boulevard). | Removed; not found. |
| Kindergarten (Miss Gila) | Indianapolis, Ind | Closed. |
| Kindergarten of German and English Academy. | Louisville, Ky | Closed. |
| Kindergarten | Ellsworth, Me | Not in existence. |
| Normal School Kindergarten | Baltimore, Md | Closed June, 1880. |
| Lasell Seminary Kindergarten | Auburndale, Mass | No Kindergarten work done in 1880. |
| Cushman School Charity Kindergarten | Boston, Mass | Name changed to Parmenter Street Kindergarten. |
| Kindergarten of Waltham New Church School. | Waltham, Mass | Merely a modification of the old-fashioned infant school. |
| Kindergarten (Stella A. Morehouse) | Lansing, Mich | Opened in 1880 and held for two months only; conductor removed to Arizona. |
| Englewood Kindergarten | Englewood House, N. J | Closed. |
| Montclair Kindergarten | Montclair, N. J | Destroyed by fire in February, 1880. |
| St. Barnabas Day Nursery Kindergarten | New York, N. Y | Not in existence. |
| Kindergarten (English and Technical School). | Cincinnati, Ohio | Not found. |
| Kindergarten (Miss Spencer) | Cleveland, Ohio (Woodland avenue). | See Kindergarten in Jewish Orphan Asylum. |
| Prospect Street and Olivet Chapel Kindergärten. | Cleveland, Ohio | Closed. |
| Kindergarten of Mansfield Normal College | Mansfield, Ohio | Closed. |
| Miss Lily G. Lang's Kindergarten | Toledo, Ohio | See Orange Place Kindergarten; identical. |
| Meadville Kindergarten | Meadville, Pa | Not in existence. |
| Fröbel Kindergarten | Philadelphia, Pa. (626 North Fortieth st.). | Closed. |
| Parish Kindergarten of the Church of the Epiphany. | Philadelphia, Pa | Closed. |
| Kindergarten | Reading, Pa | Closed. |
| Kindergarten (Virginia S. Staples) | Portsmouth, Va | Only a primary school. |
| Kindergarten (Miss Gertrude Hall) | Washington, D. C. (1704 Fourteenth st.). | Removed; not found. |
| Kindergarten (Julia Hess) | Washington, D. C. (Mt. Pleasant). | Closed. |

TABLE VI.— *Statistics of institutions for secondary instruction for* 1880; *from replies to inquiries by the United States Bureau of Education.*

| | 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 |
| 1 | Andrews Institute | Andrews Institute, Ala | 1876 | 1872 | Wm. Houston, A. M. | M. E | 2 | 2 | 110 | 60 | 50 | 15 | 98 | 0 | .... | .... | .... | .... |
| 2 | Trinity Normal School | Athens, Ala | 0 | 1865 | Miss Mary F. Wells | Non-sect | 0 | 2 | 216 | 76 | 140 | 216 | 6 | 2 | 6 | .... | .... | 6 |
| 3 | Wilcox Female Institute | Camden, Ala | 1851 | 1851 | J. K. Thompson | Non-sect | 1 | 3 | 39 | 18 | 21 | 39 | 7 | 2 | .... | .... | .... | .... |
| 4 | Carrollton Male and Female Academy. | Carrollton, Ala | 1856 | 1856 | H. S. Whitfield | Non-sect | 1 | 1 | 48 | 21 | 27 | 48 | 14 | 5 | 6 | 0 | 7 | .... |
| 5 | Gaylesville High School | Gaylesville, Ala | 1877 | 1871 | Rev. S. L. Russell, A. M. | C. Presb | 3 | 5 | 137 | 74 | 63 | 105 | 29 | .... | .... | .... | 1 | .... |
| 6 | Greene Springs School | Greene Springs, Ala | 0 | 1847 | H. Tutwiler, LL. D | Non-sect | 1 | 2 | 26 | 22 | 4 | 26 | 20 | 12 | .... | 0 | 0 | 0 |
| 7 | Lowery's Industrial Academy | Huntsville, Ala | 1879 | 1876 | Samuel R. Lowery, president | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 8 | Hamner Hall | Montgomery, Ala | 1860 | 1861 | Rev. George M. Everhart, D. D. | P. E | 2 | 4 | 70 | 3 | 67 | 70 | 3 | 36 | .... | .... | .... | .... |
| 9 | William and Emma Austin College. | Stevenson, Ala | 1877 | 1878 | A. F. Dix, president | Non-sect | 3 | 2 | 101 | 48 | 53 | 101 | .... | .... | .... | .... | .... | .... |
| 10 | Talladega College | Talladega, Ala | 1869 | 1871 | George N. Ellis, A. B | Cong | (6) | | 142 | .... | .... | .... | .... | .... | 14 | .... | .... | .... |
| 11 | Talladega Male High School | Talladega, Ala | ..... | 1880 | W. M. Bethea | ..... | 3 | .... | 47 | 47 | .... | 47 | 11 | .... | 5 | 1 | 2 | .... |
| 12 | Mountain Spring High School | Trinity, Ala | ..... | 1874 | ..... | P. E | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 13 | Park High School | Tuskegee, Ala | ..... | 1859 | James F. Park, A. M., PH. D. | Non-sect | 4 | 0 | 105 | 105 | 0 | 60 | 45 | 9 | .... | .... | 15 | .... |
| 14 | Arkadelphia Baptist High School | Arkadelphia, Ark | 1876 | 1875 | Wm. A. Forbes, A. M. | Baptist | 2 | 1 | 90 | 40 | 50 | 60 | 30 | .... | .... | .... | .... | .... |
| 15 | Austin Institute | Austin, Ark | 1880 | 1873 | Rev. J. S. Willbanks | Non-sect | 1 | 2 | 130 | 70 | 60 | 118 | 12 | .... | .... | .... | 1 | 0 |
| 16 | El Dorado High School* | El Dorado, Ark | 1876 | 1876 | W. L. Hodge | Non-sect | 1 | 2 | 65 | 30 | 35 | 65 | 7 | .... | 10 | .... | 5 | 6 |
| 17 | Independent High School | El Dorado, Ark | ..... | ..... | Rev. J. G. Smyth, A. M. | Non-sect | ..... | ..... | 47 | 13 | 34 | 47 | .... | .... | .... | .... | .... | .... |
| 18 | Evening Shade College* | Evening Shade, Ark | 1873 | 1874 | W. P. McKie | Meth | 2 | 2 | 90 | 40 | 50 | 60 | 15 | 18 | 4 | 0 | 20 | .... |
| 19 | Lee High School | La Grange, Ark | ..... | 1879 | G. C. Woodson, A. B | ..... | 1 | 1 | 55 | (55) | | .... | .... | .... | .... | .... | .... | .... |
| 20 | Walden Seminary | Little Rock, Ark | ..... | ..... | ..... | M. E | *a*2 | .... | 60 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 21 | Searcy Female Institute | Searcy, Ark | ..... | ..... | J. F. Rives, sr., president | Meth | 1 | 1 | 42 | .... | 42 | 4 | .... | .... | .... | .... | .... | .... |
| 22 | Centennial Institute* | Warren, Ark | 1875 | 1875 | Rev. W. E. Paxton, A. M | Baptist | 2 | 2 | 94 | 56 | 38 | 94 | 7 | 4 | .... | .... | .... | .... |

* From Report of the Commissioner of Education for 1879. *a* Sex not reported.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 23 | Mills Seminary* | Brooklyn, Cal | 1876 | 1871 | Rev. C. T. Mills, D. D | Non-sect | 5 | 11 | 154 | 0 | 154 | 154 | 0 | 80 | 0 | 0 | 0 | 0 |
| 24 | Pacific College | Colusa, Cal | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 25 | Convent of Mary Immaculate* | Gilroy, Cal | 0 | 1871 | Sister Mencia Martarano | R. C | 0 | 4 | 54 | 22 | 32 | ..... | ..... | 20 | ..... | ..... | ..... | ..... |
| 26 | Gilroy Seminary | Gilroy, Cal | 0 | 1868 | Sarah M. Severance | Non-sect | 0 | 3 | 37 | 15 | 22 | 37 | 0 | 0 | ..... | ..... | ..... | ..... |
| 27 | College of Notre Dame | Marysville, Cal | 1869 | 1856 | Sister Aloysius | R. C | ..... | 6 | 140 | 40 | 100 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 28 | Napa Collegiate Institute | Napa City, Cal | 1870 | 1860 | A. E. Lasher, A. M | Meth | 5 | 4 | 158 | 83 | 75 | 93 | 25 | 20 | 30 | 40 | 4 | 4 |
| 29 | Miss Field's Home Institute | Oakland, Cal | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 30 | Golden Gate Academy | Oakland, Cal | ..... | 1871 | Rev. Henry E. Jewett, M. A | Cong | 4 | 5 | 40 | 40 | ..... | 25 | 15 | 3 | 10 | 10 | 6 | ..... |
| 31 | Sackett Academy | Oakland, Cal | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 32 | Placerville Academy | Placerville, Cal | ..... | 1861 | E. B. Conklin, A. M | Non-sect | 3 | 3 | 114 | 50 | 64 | 114 | 15 | 6 | 8 | 4 | 5 | 2 |
| 33 | Howe's High School and Normal Institute. | Sacramento, Cal. (6th st. between J and K sts.). | ..... | 1873 | Edward Payson Howe | Non-sect | 1 | ..... | 194 | 95 | 99 | 184 | 10 | ..... | 2 | 1 | 2 | 1 |
| 34 | Sacramento Institute* | Sacramento, Cal | ..... | 1876 | Brother Cianan | R. C | 12 | ..... | 313 | 313 | ..... | 313 | 12 | 21 | ..... | ..... | ..... | ..... |
| 35 | Sacramento Select School | Sacramento, Cal. (L near 6th street). | ..... | 1871 | Mrs. A. C. Curtis | M. E | ..... | 1 | 118 | 67 | 51 | 118 | ..... | ..... | 9 | 8 | 10 | 18 |
| 36 | St. Joseph's Academy | Sacramento, Cal. (corner 8th and G streets). | 1875 | 1857 | Sister Mercy | R. C | 0 | 7 | 370 | 0 | 370 | 370 | 0 | ..... | ..... | ..... | ..... | ..... |
| 37 | Young Ladies' Seminary* | Sacramento, Cal | 1862 | 1862 | William S. Hunt | Non-sect | 1 | 1 | 45 | 25 | 20 | 45 | 3 | 3 | 2 | 3 | 1 | 1 |
| 38 | Mrs. Colgate Baker's English, French, and German Boarding and Day School for Young Ladies. | San Francisco, Cal. (848 and 850 Van Ness ave.). | ..... | 1878 | Mrs. Colgate Baker | Non-sect | 0 | 6 | 60 | ..... | 60 | 58 | 2 | 52 | 1 | 0 | 0 | 0 |
| 39 | College of Notre Dame of San Francisco. | San Francisco, Cal | 1876 | 1866 | Sister Aloyse of the Cross | R. C | ..... | 23 | 450 | ..... | 450 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 40 | Sacred Heart College | San Francisco, Cal. (s. e. corner of Eddy and Larkin streets). | | 1874 | Bro. Genebern | R. C | 22 | | 700 | 700 | | 450 | 150 | 100 | 375 | 325 | | |
| 41 | University (City) College* | San Francisco, Cal. (Haight street). | 1859 | 1859 | Rev. James Matthews, D. D. | Presb | 4 | 4 | 52 | 38 | 14 | 52 | 19 | 17 | | | | |
| 42 | University Mound College | San Francisco, Cal | | | | | | | | | | | | | | | | |
| 43 | Urban Academy | San Francisco, Cal. (Mason and Geary sts.). | 0 | 1864 | Nathan W. Moore | Non-sect | 8 | 2 | 82 | 82 | | 15 | 67 | 70 | 41 | 12 | 3 | 1 |
| 44 | Miss West's School for Girls | San Francisco, Cal | | 1874 | Mary B. West | Non-sect | | 11 | 120 | 10 | 110 | | | | | | | |
| 45 | Madame Zeitska's Institute* | San Francisco, Cal. (922 Post street). | | 1863 | Madame B. Zeitska | Non-sect | 4 | 10 | 165 | | 165 | 165 | 8 | 165 | 8 | | | |
| 46 | Laurel Hall | San Mateo, Cal | | 1864 | Mrs. L. Manson-Buckmaster | Non-sect | 2 | 5 | 42 | | 42 | | | 40 | | | | |
| 47 | St. Matthew's Hall | San Mateo, Cal | 0 | 1866 | Rev. Alfred Lee Brewer, M. A | P. E | 11 | 2 | 134 | 133 | 1 | 91 | 43 | 35 | | | 0 | 0 |
| 48 | School of the Holy Cross | Santa Cruz, Cal | | 1862 | Sister Rose Genevieve Phelan. | R. C | | 7 | 120 | | 120 | 120 | | | | | | |
| 49 | Colorado Seminary | Denver, Colo | 1864 | 1864 | Rev. David H. Moore, A. M., D. D., president. | M. E | | 2 | (a) | | | | | | | | | |
| 50 | Wolfe Hall b | Denver, Colo | | 1868 | Mrs. Anna Palmer | P. E | 2 | 7 | 120 | | 120 | 75 | 15 | 30 | 3 | | | |
| 51 | Leadville Academy | Leadville, Colo | | 1880 | John Kershaw | Non-sect | 1 | | 50 | 22 | 28 | 40 | 10 | 3 | 10 | | | |
| 52 | Trinidad Academy | Trinidad, Colo | 1880 | | Henry E. Gordon | | | | | | | | | | | | | |
| 53 | Academy of the Holy Family | Baltic, Conn | | 1874 | Mother Mary Carola, superioress. | R. C | | | 27 | | 27 | | | | | | | |
| 54 | The Curtis School for Girls | Bethlehem, Conn | | 1875 | Frederick S. Curtis, PH. B | | 1 | 1 | 15 | 5 | 10 | | | | | | | |
| 55 | Commercial and Military Institute. | Bridgeport, Conn | 0 | 1862 | Benjamin B. Penfield, M. A | Non-sect | 1 | 0 | 23 | 23 | 0 | 23 | 3 | 0 | 0 | 0 | 1 | 0 |
| 56 | Golden Hill Institute and Family Boarding School. | Bridgeport, Conn | 0 | 1850 | Rev. Guy B. Day, M. A | Non-sect | 1 | 1 | 18 | 12 | 6 | 18 | 11 | 9 | 6 | 2 | 2 | 1 |
| 57 | Golden Hill Seminary | Bridgeport, Conn | | 1857 | Miss Emily Nelson | Non-sect | 3 | 8 | 65 | | 65 | 65 | 25 | 30 | | | | |
| 58 | Hillside Seminary* | Bridgeport, Conn | | 1876 | Mariana B. Slade | Non-sect | 1 | 8 | 72 | | 72 | 60 | 30 | 50 | 3 | | 1 | |
| 59 | Morgan School | Clinton, Conn | 1870 | 1872 | Dwight Holbrook, A. M | Non-sect | 2 | 6 | 251 | 134 | 117 | | | | | | | |
| 60 | Bacon Academy | Colchester, Conn | 1801 | 1803 | George H. Tracy, M. A | Non-sect | 1 | | 27 | 12 | 15 | 12 | 27 | 0 | 8 | 0 | 1 | |
| 61 | Durham Academy | Durham, Conn | | 1842 | Rev. Elwell A. Bishop, A. B. | Non-sect | 1 | 2 | 50 | 22 | 28 | 21 | 10 | 5 | 3 | | | |
| 62 | Glastonbury Academy | Glastonbury, Conn | 1869 | 1870 | F. H. Brewer | | 1 | 1 | 90 | 54 | 36 | 30 | 50 | 10 | 10 | 2 | 1 | 1 |
| 63 | Maple Grove Academy* | Green's Farms, Conn | | 1867 | Bessie R. Taylor | Cong | | 1 | 16 | 9 | 7 | 16 | 1 | | | | | |
| 64 | Greenwich Academy* | Greenwich, Conn | 1827 | 1827 | Frank Shepard, A. M | Non-sect | 3 | 2 | 58 | 33 | 25 | 58 | 25 | 1 | 15 | 2 | 3 | |
| 65 | Miss Haines's School for Young Ladies and Girls. | Hartford, Conn. (Wood-side). | | 1875 | Miss Elizabeth H. Haines | Non-sect | 3 | 5 | 60 | | 60 | 60 | 6 | 50 | | | | |
| 66 | Seminary of Mt. St. Joseph | Hartford, Conn | | 1873 | Sisters of Mercy | R. C | | | 51 | | 51 | | | | | | | |
| 67 | Rocky Dell Institute | Lime Rock, Conn | | 1864 | J. H. Hurlburt | P. E | 1 | 1 | 43 | 23 | 20 | 35 | 8 | | 4 | | | |
| 68 | Young Ladies' Seminary | Middletown, Conn | | 1876 | Rev. B. A. Smith | | 1 | 4 | 57 | 24 | 33 | | | | | | | |
| 69 | Mystic Valley English and Classical Institute. | Mystic Bridge, Conn | 1880 | 1868 | John K. Bucklyn, A. M., LL. D. | Non-sect | 2 | 1 | 69 | 37 | 32 | 45 | 24 | 15 | 2 | 2 | 1 | 1 |
| 70 | New Britain Seminary | New Britain, Conn | | 1870 | David N. Camp, A. M., and Miss Ellen R. Camp. | Non-sect | 1 | 4 | 46 | 20 | 26 | 40 | 6 | 10 | 3 | 3 | 1 | |
| 71 | The Elderage School | New Haven, Conn. (136 Sherman avenue). | | 1862 | Miss Elizabeth C. Bangs | Meth | 2 | 6 | 40 | | 40 | 40 | 9 | 9 | | | | |
| 72 | Miss Nott's English and French Family and Day School. | New Haven, Conn. (33 Wall street). | | 1873 | Miss Lydia P. Nott | Non-sect | 3 | 7 | 70 | 0 | 70 | 60 | 35 | 30 | | | | |
| 73 | West End Institute | New Haven, Conn. (99 Howe street). | | 1870 | Mrs. Sarah L. Cady | Cong | 1 | 5 | 68 | 0 | 68 | | | | | | | |

*From Report of the Commissioner of Education for 1879. a See report of preparatory department of University of Denver, Table IX. b These statistics are for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 74 | Bulkeley School* | New London, Conn | ..... | 1873 | Eugene B. Collester | Non-sect | 2 | 0 | 45 | 45 | 0 | .... | .... | 6 | 15 | 2 | 4 | ... |
| 75 | Waramang Academy | New Preston, Conn | 0 | 1852 | Gould C. Whittlesey | Cong | 1 | .... | 25 | 12 | 13 | 25 | 2 | 0 | 0 | 0 | 0 | 0 |
| 76 | Fitch's Home School for Young Ladies and Boys. | Noroton, Conn | 1864 | 1865 | Miss M. J. Davis | Non-sect | 4 | 5 | 99 | 43 | 56 | 80 | 12 | 1 | 0 | 2 | 1 | 1 |
| 77 | Hillside School for Boys* | Norwalk, Conn | ..... | 1868 | Dr. J. C. Fitch | Baptist | 2 | 2 | 52 | 40 | 12 | .... | .... | .... | .... | .... | .... | .... |
| 78 | Miss Meeker's School | Norwich, Conn (56 Washington street). | ..... | 1869 | Miss Henrietta Meeker | Cong | .... | 4 | 35 | .... | 35 | 35 | .... | 25 | .... | .... | .... | .... |
| 79 | Our Lady of Perpetual Help | Putnam, Conn | ..... | ..... | Sisters of Mercy | R. C | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 80 | Seabury Institute | Saybrook, Conn | ..... | 1865 | Rev. P. L. Shepard, A. M | P. E | 2 | 4 | 60 | 40 | 20 | 60 | 12 | 3 | 2 | 2 | 1 | 1 |
| 81 | Miss Aiken's School* | Stamford, Conn | ..... | 1855 | Miss Catharine Aiken | Presb | 1 | 6 | 40 | 0 | 40 | 40 | 9 | 36 | .... | .... | .... | .... |
| 82 | Day School for Boys | Stamford, Conn | ..... | 1875 | Hiram U. King | Cong | 4 | .... | 40 | 40 | .... | .... | .... | 4 | 20 | 5 | 1 | 1 |
| 83 | Select Boarding and Day School | Stamford, Conn | ..... | 1854 | George B. Glendining, A. M | P. E | 2 | .... | 30 | 30 | .... | 30 | 10 | 10 | 4 | .... | 2 | .... |
| 84 | English and Classical School | Stratford, Conn | ..... | 1847 | Frederick Sedgwick | Non-sect | 1 | 1 | 24 | 14 | 10 | 24 | 5 | .... | 2 | .... | 0 | 0 |
| 85 | Stratford Academy* | Stratford, Conn | ..... | ..... | E. E. Clark | Non-sect | 1 | 1 | 13 | 12 | 1 | 13 | 5 | 1 | 5 | .... | .... | .... |
| 86 | Stratford Institute for Young Ladies.* | Stratford, Conn | ..... | 1876 | Mrs. E. E. Clark | Non-sect | 1 | 3 | 18 | .... | 18 | 18 | 5 | 3 | .... | .... | .... | .... |
| 87 | The Gunnery | Washington, Conn | 1852 | ..... | Frederick W. Gunn | Non-sect | 2 | 4 | 56 | 50 | 6 | 29 | 27 | 16 | 10 | 3 | 2 | .... |
| 88 | St. Margaret's Diocesan 'School for Girls.* | Waterbury, Conn | 1875 | 1875 | Rev. Francis T. Russell, M. A. | P. E | 3 | 8 | 101 | .... | 101 | .... | .... | .... | .... | .... | .... | .... |
| 89 | Oak Hill Seminary* | West Haven, Conn | 0 | ..... | Charles C. Wetsell | Non-sect | 1 | 4 | 33 | 8 | 25 | 26 | 7 | 3 | 4 | .... | 1 | .... |
| 90 | Wilton Academy | Wilton, Conn | ..... | 1817 | Edward Olmstead | Non-sect | 1 | .... | 20 | 12 | 8 | 10 | 10 | 1 | 6 | .... | 1 | .... |
| 91 | Wilton Boarding Academy | Wilton, Conn | ..... | 1852 | Augustus Whitlock | Non-sect | 2 | 1 | 30 | 20 | 10 | 30 | .... | .... | .... | .... | .... | .... |
| 92 | Academy of St. Margaret of Cortona.* | Winsted, Conn | ..... | 1865 | Sister Celso | R. C | .... | 4 | 45 | .... | 45 | 45 | .... | .... | .... | .... | .... | .... |
| 93 | Parker Academy | Woodbury, Conn | 0 | 1851 | H. C. Talmage | ..... | 1 | 1 | 45 | 20 | 25 | 35 | 10 | .... | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 94 | Wilmington Conference Academy | Dover, Del | 1872 | 1873 | R. H. Skinner, A. M | M. E | 5 | 4 | 100 | 60 | 40 | 65 | 35 | 20 | 15 | .... | 1 | .... |
| 95 | Felton Seminary | Felton, Del | 1868 | 1866 | Rev. L. A. T. Iobe, A. M | Non-sect | 3 | 2 | 58 | 28 | 30 | .... | .... | .... | .... | .... | .... | .... |
| 96 | Milford Seminary | Milford, Del | 0 | ..... | R. E. Maranville, A. M | Non-sect | 1 | 1 | 59 | 22 | 37 | 59 | 29 | 0 | 6 | 0 | 0 | 0 |
| 97 | Milton Academy | Milton, Del | 1830 | ..... | Rev. Frederick Thompson, M. A | Non-sect | 2 | .... | 25 | 20 | 5 | 15 | 10 | 2 | 3 | 1 | 0 | 0 |
| 98 | St. John Baptist School | Milton, Del | ..... | 1880 | Rev. Frederick Thompson, M. A., rector. | P. E | 2 | .... | 5 | 5 | .... | 1 | 4 | 1 | 3 | 1 | 0 | 0 |
| 99 | Academy of Newark* | Newark, Del | 1769 | 1768 | Rev. J. L. Polk, A. M | Non-sect | 4 | 2 | 60 | 30 | 30 | 30 | 40 | 15 | 30 | 15 | 2 | .... |
| 100 | Academy of the Visitation | Wilmington, Del | ..... | ..... | Mother M. Clementine O'Connell. | R. C | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 101 | Rugby Academy | Wilmington, Del | ..... | 1872 | Dr. Samuel W. Murphy, A. M | | 8 | 0 | 92 | 92 | 0 | 92 | 45 | 7 | 12 | 10 | 5 | .... |
| 102 | Wyoming Institute of Delaware | Wyoming, Del | 1869 | 1867 | Rev. M. Heath, A. M | Baptist | 2 | 3 | 88 | 51 | 37 | 41 | 32 | 15 | 3 | .... | 1 | .... |
| 103 | Limetta Academy | Bay St. Joseph, Fla | 0 | 1878 | J. C. Craver, M. D | Non-sect | 2 | .... | 66 | 27 | 39 | 62 | 4 | 0 | 6 | 8 | 0 | 1 |
| 104 | Cookman Institute | Jacksonville, Fla | 0 | 1875 | Rev. Samuel B. Darnell, B. D | M. E | 3 | 1 | 175 | 76 | 99 | 166 | 9 | 0 | 15 | .... | 0 | 2 |
| 105 | Convent of Mary Immaculate | Key West, Fla | ..... | 1868 | Mother Mary Felicitas, superioress. | R. C | .... | 12 | 250 | .... | 250 | 250 | .... | 50 | .... | .... | .... | .... |
| 106 | Florida Institute | Live Oak, Fla | ..... | ..... | Rev. J. L. A. Fish | Baptist | 1 | 1 | 91 | 53 | 38 | .... | .... | .... | .... | .... | .... | .... |
| 107 | Santa Rosa County Graded Free School. | Milton, Fla | ..... | 1879 | J. T. Bennett | Non-sect | 2 | 2 | 200 | 100 | 100 | 150 | 25 | 0 | .... | .... | .... | 0 |
| 108 | West Florida Institute | Milton, Fla | 1878 | 1878 | A. O. Wright, A. M | | 2 | 2 | 150 | 76 | 74 | 150 | 25 | .... | 15 | .... | .... | .... |
| 109 | Christ Church School* | Pensacola, Fla | ..... | 1856 | Mrs. Mary G. Scott | P. E | .... | 2 | 45 | 22 | 23 | 45 | 10 | .... | .... | .... | 2 | .... |
| 110 | West Florida Seminary* | Tallahassee, Fla | 1851 | 1857 | Prof. James D. Wade | Non-sect | 2 | 2 | 104 | 46 | 58 | 104 | 10 | 3 | 4 | 3 | 2 | 0 |
| 111 | Home School | Athens, Ga | ..... | ..... | Miss C. Sosnowski | | | *a*6 | .... | 50 | .... | 50 | .... | .... | .... | .... | .... | .... |
| 112 | Atlanta Female Institute | Atlanta, Ga | ..... | ..... | Mrs. J. W. Ballard | | | *a*7 | .... | 115 | .... | 115 | .... | .... | .... | .... | .... | .... |
| 113 | Clark University | Atlanta, Ga | 1877 | 1869 | R. E. Bisbee | M. E | 3 | 3 | 169 | 89 | 80 | .... | .... | .... | .... | .... | .... | .... |
| 114 | Storrs School* | Atlanta, Ga | ..... | ..... | Miss Amy Williams | Cong | .... | 5 | 528 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 115 | Summerville Academy *b* | Augusta, Ga | ..... | 1878 | S. H. Owens | | 1 | 2 | 60 | 40 | 20 | 60 | 25 | 20 | .... | .... | .... | .... |
| 116 | Bairdstown Academy | Bairdstown, Ga | 0 | 1840 | John S. Callaway | Baptist | 1 | .... | 31 | 16 | 15 | 30 | 1 | 0 | 1 | 1 | 0 | .... |
| 117 | Gordon Institute | Barnesville, Ga | ..... | 1872 | Charles E. Lambdin, A. M | | 3 | 3 | 225 | 118 | 107 | 120 | 105 | 25 | 20 | .... | 3 | .... |
| 118 | Union Academy | Bartow County, Ga | ..... | ..... | James R. Glenn | | 1 | .... | 54 | 26 | 28 | .... | .... | .... | .... | .... | .... | .... |
| 119 | Jackson Academy | Bellevue, Ga | ..... | ..... | J. S. McDowell | Non-sect | 1 | .... | 35 | 21 | 14 | 23 | 12 | 12 | 4 | 1 | 3 | .... |
| 120 | Blackshear Academy *b* | Blackshear, Ga | 1873 | 1869 | H. H. Williams | Non-sect | 1 | 0 | 96 | 51 | 45 | 96 | 0 | 0 | 1 | 20 | 0 | 0 |
| 121 | Grooverville Academy | Boston, Ga | 0 | 1850 | E. J. Holmes | Non-sect | 1 | 1 | 25 | 15 | 10 | 21 | 6 | 0 | .... | .... | .... | .... |
| 122 | Buena Vista High School | Buena Vista, Ga | 0 | ..... | P. E. Davant, A. M., and J. L. Sanders. | Non-sect | 2 | 2 | 109 | 54 | 55 | 84 | 25 | 8 | .... | .... | 0 | .... |
| 123 | Peach Orchard Academy | Buena Vista, Ga | ..... | 1872 | Miss Ida Munro | Non-sect | 0 | 1 | 31 | 19 | 12 | 31 | 7 | 1 | .... | .... | 0 | 0 |
| 124 | Butler Female College and Male Institute. | Butler, Ga | 1875 | 1873 | William C. Monk | Non-sect | 1 | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 125 | Calhoun Academy | Calhoun, Ga | 1850 | 1850 | Rev. J. B. Hillhouse | Non-sect | 1 | 2 | 65 | 34 | 31 | 40 | 25 | .... | 4 | 2 | 1 | .... |
| 126 | Franklin Institute* | Carnesville, Ga | 1875 | 1876 | A. J. Morris | | 2 | .... | 53 | 25 | 28 | 53 | 0 | 0 | 0 | 0 | 1 | 0 |
| 127 | Carroll Masonic Institute* | Carrollton, Ga | 1872 | 1872 | W. F. Brown, A. M | | 1 | 2 | 60 | 45 | 15 | 40 | 4 | 2 | .... | .... | .... | .... |
| 128 | The African Methodist Episcopal High School. | Cartersville, Ga | ..... | 1870 | J. Q. Gassett | Af. M. E | 1 | 2 | 100 | 40 | 60 | 100 | 0 | 0 | 10 | 5 | 1 | 0 |
| 129 | Cartersville Female Academy | Cartersville, Ga | ..... | ..... | S. F. Brame | | | *a*3 | .... | 50 | 19 | 31 | .... | .... | .... | .... | .... | .... |
| 130 | Cartersville High School | Cartersville, Ga | ..... | 1871 | Ronald Johnston | | 1 | 1 | 44 | 25 | 19 | .... | 8 | .... | 8 | 8 | .... | .... |
| 131 | Erwin Street School | Cartersville, Ga | 0 | 1872 | L. B. Millican | Non-sect | *a*2 | .... | 45 | 20 | 25 | .... | .... | .... | .... | .... | .... | .... |
| 132 | Wofford Academy | Cass Station, Ga | ..... | ..... | Matthew Marshall | | | *a*2 | .... | 78 | 43 | 35 | .... | .... | .... | .... | .... | .... |
| 133 | Female Seminary | Cave Spring, Ga | ..... | 1852 | Miss Georgia Davis | Baptist | 0 | 1 | 15 | 0 | 15 | 10 | 5 | .... | 0 | 0 | 0 | 0 |
| 134 | Hearn Manual Labor School | Cave Spring, Ga | 1838 | 1838 | Palemon J. King, A. M | Baptist | 1 | .... | 42 | 42 | .... | 28 | 14 | .... | 3 | .... | 3 | .... |
| 135 | Chincapin Grove High School* | Chincapin Grove, Ga | 1876 | 1860 | T. L. Venable | Meth | 2 | .... | 60 | 35 | 25 | 57 | 3 | 0 | 4 | 0 | 0 | 1 |
| 136 | Plenitude Academy | Clinton, Ga | ..... | 1871 | H. D. McKay, jr | Non-sect | 1 | .... | 32 | 24 | 8 | 29 | .... | 3 | 4 | .... | .... | .... |

* From the Report of the Commissioner of Education for 1879.

*a* Sex not reported.

*b* These statistics are for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 137 | Slade's School for Boys | Columbus, Ga | 0 | 1866 | James J. Slade | Non-sect | 1 | .... | 47 | 47 | .... | 20 | 35 | .... | ..... | ..... | 5 | ..... |
| 138 | Conyers Female Seminary | Conyers, Ga | ..... | ..... | Miss C. A. Hansell | ..... | *a*2 | .... | 30 | .... | 30 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 139 | Conyers Male Academy | Conyers, Ga | ..... | ..... | R. A. Guinn | ..... | *a*2 | .... | 79 | 79 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 140 | Conyers Male and Female High School. *b* | Conyers, Ga | 0 | 1858 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 141 | Corinth School* | Corinth, Ga | 0 | ..... | John H. Covin | Non-sect | 1 | 0 | 46 | 26 | 20 | 46 | 3 | 0 | ..... | ..... | 0 | ..... |
| 142 | Crawford Academy | Crawford, Ga | ..... | 1868 | John F. Cheney | Non-sect | 1 | 1 | 62 | 39 | 23 | 62 | 5 | 0 | 5 | 0 | 0 | ..... |
| 143 | Grange Male and Female College | Cuthbert, Ga | ..... | 1880 | M. A. McNulty | Non-sect | 4 | 2 | 107 | 68 | 39 | 107 | 51 | 27 | 51 | 41 | ..... | ..... |
| 144 | Howard Normal Institute* | Cuthbert, Ga | 0 | 1876 | R. R. Wright | ..... | 2 | 1 | 66 | 32 | 34 | 66 | 0 | 0 | ..... | ..... | 0 | 0 |
| 145 | Crawford High School* | Dalton, Ga | ..... | 1871 | Jesse A. Holtzclaw | Baptist | 2 | 0 | 61 | 61 | 0 | 52 | 9 | 0 | 7 | 0 | 0 | 0 |
| 146 | Delhi High School | Danburg, Ga | 0 | 1870 | William P. Bradford | Non-sect | 1 | 0 | 25 | 17 | 8 | 25 | 3 | 0 | 0 | 0 | 0 | 1 |
| 147 | Dirt Town Academy | Dirt Town, Ga | ..... | 1849 | S. E. Jones | Non-sect | 2 | .... | 46 | 28 | 18 | 46 | 5 | 10 | 3 | 2 | ..... | ..... |
| 148 | Farmersville Academy | Dirt Town, Ga | 0 | 1856 | John C. Cochran | Non-sect | 1 | .... | 48 | 25 | 23 | 45 | 3 | .... | 0 | 0 | ..... | ..... |
| 149 | Eastman High School* | Eastman, Ga | 0 | 1876 | P. A. Jessup | Baptist | 1 | 1 | 65 | 38 | 27 | 62 | 3 | 0 | 3 | 0 | 0 | 0 |
| 150 | Elbert Male High School | Elberton, Ga | 0 | 1830 | Thomas C. Carlton | Non-sect | 2 | .... | 50 | 50 | .... | 50 | 20 | 0 | 10 | 10 | 2 | 10 |
| 151 | Elberton Female Collegiate Institute. | Elberton, Ga | 1853 | 1854 | Mrs. Louise S. Jones | Non-sect | 1 | 3 | 45 | 0 | 45 | 45 | 15 | 15 | 15 | 30 | 1 | 0 |
| 152 | Moss Hill Academy | Ellaville, Ga | ..... | 1859 | John M. Collum | ..... | 1 | .... | 41 | 22 | 19 | .... | 1 | 9 | 1 | 3 | .... | 2 |
| 153 | Mt. Paran Academy | Euharlee, Ga | 1858 | 1868 | Rev. Samuel W. Newell | Non-sect | 1 | 2 | 54 | 35 | 19 | 54 | 5 | .... | 5 | 0 | 0 | 0 |
| 154 | Fairburn Academy | Fairburn, Ga | 1876 | 1875 | T. N. Rhodes | ..... | 1 | 2 | 108 | 50 | 58 | .... | 20 | .... | 10 | ..... | ..... | ..... |
| 155 | Fairmount Academy | Fairmount, Ga | 1850 | 1850 | Miss S. S. Kingsbery | Meth | .... | 2 | 62 | 28 | 34 | 38 | 0 | 3 | 0 | 0 | 0 | 0 |
| 156 | Fayetteville Seminary | Fayetteville, Ga | ..... | ..... | Wm. S. Beadles | ..... | 1 | .... | 52 | 19 | 33 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 157 | Fort Valley Female Seminary | Fort Valley, Ga | ..... | ..... | Mrs. Mary B. Persons | ..... | *a*3 | .... | 42 | .... | 42 | 42 | ..... | ..... | ..... | ..... | ..... | ..... |
| 158 | Franklin Institute | Franklin, Ga | ..... | 1880 | Leonidas Jones | Non-sect | 3 | 2 | 120 | 60 | 60 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 159 | La Hatte's Select School | Gainesville, Ga | ..... | ..... | Rev. C. B. La Hatte | M. E. So. | *a*3 | .... | 113 | 66 | 47 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 160 | Miss Porter's High School | Griffin, Ga | | | Miss M. E. Porter | | a3 | | 50 | | 50 | | | | | | | | | |
| 161 | Samuel Bailey Male Institute | Griffin, Ga | 1870 | 1870 | Alanson B. Niles | | Non-sect | 2 | 2 | 83 | 83 | | 83 | 12 | 0 | 6 | 0 | 0 | | |
| 162 | Hawkinsville Institute* | Hawkinsville, Ga | 0 | 1877 | M. T. Hodge | | Non-sect | 1 | 4 | 120 | 60 | 60 | 75 | 40 | 10 | 16 | | 7 | | |
| 163 | Hephzibah High School | Hephzibah, Ga | 1860 | 1861 | James A. Carswell, A. M | | | 1 | 4 | 46 | 20 | 26 | 25 | 19 | | 19 | | 6 | | |
| 164 | Braswell Academy* | High Shoals, Ga | 0 | 1874 | John A. Saye | | Non-sect | 1 | 0 | 35 | 20 | 15 | 30 | 5 | 0 | 5 | 10 | 0 | 0 | |
| 165 | Martin Institute | Jefferson, Ga | | | John W. Glenn, A. M | | | a5 | | 120 | 53 | 67 | 120 | | | | | | | |
| 166 | Middle Georgia College | Jonesboro, Ga | | | G. C. Looney | | | a4 | | 196 | 103 | 93 | 196 | | | | | | | |
| 167 | Kingston High School | Kingston, Ga | | 1873 | Rev. James T. Lin | | Meth | 1 | | 47 | 25 | 22 | 47 | 6 | | 3 | | 1 | | |
| 168 | La Grange Seminary* | La Grange, Ga | 0 | 1877 | Rev. J. H. Owens | | M. E | 2 | 2 | 140 | 50 | 90 | 140 | | | | | | | |
| 169 | Meson Academy | Lexington, Ga | 1806 | 1807 | Thomas B. Moss | | | 1 | 1 | 50 | 21 | 29 | 50 | 12 | | 12 | 5 | 4 | 1 | |
| 170 | Liberty Hill High School | Liberty Hill, Ga | | | R. F. Jackson | | | | | 35 | 18 | 17 | | | | | | | | |
| 171 | Adams' Practical Normal School | Linton, Ga | | 1858 | Rev. Thomas J. Adams, A. M | | Baptist | | | 47 | 27 | 20 | 47 | 10 | | 10 | 10 | 3 | 4 | |
| 172 | Long Cane Academy* | Long Cane, Ga | 0 | 1850 | Wylie W. Arnold | | Non-sect | 1 | 0 | 19 | 14 | 5 | 11 | 3 | 0 | 2 | 0 | 2 | 0 | |
| 173 | Hunter's School for Boys | Macon, Ga | | 1876 | Benj. T. Hunter, A. M | | | 1 | 0 | 36 | 36 | 0 | 36 | 30 | | 10 | 2 | 4 | 0 | |
| 174 | Lewis High School | Macon, Ga | | 1868 | Miss Christene H. Gilbert | | Cong | 0 | 3 | 150 | 64 | 86 | | | | | | | | |
| 175 | Mount de Sales Academy | Macon, Ga | | | Sisters of Mercy | | R. C | | | | | | | | | | | | | |
| 176 | Forest Home Institute | Madison, Ga | | 1870 | Mrs. E. Nebhut | | Presb | | 3 | 18 | 4 | 14 | 18 | 5 | | | | 5 | | |
| 177 | Madison Male High School | Madison, Ga | 0 | 1875 | E. W. Butler, A. M | | Non-sect | 2 | 0 | 52 | 52 | 0 | 37 | 15 | 0 | 15 | 0 | 3 | 1 | |
| 178 | Temperance Hill High School | Madison, Ga | 0 | 1852 | W. H. Cocroft | | Non-sect | 1 | 0 | 25 | 10 | 15 | 18 | 7 | 0 | 3 | 5 | 1 | 1 | |
| 179 | Howard Institute | Marietta, Ga | | 1880 | G. F. Howard | | Non-sect | 1 | 1 | 65 | 35 | 30 | 65 | 50 | 65 | 10 | 10 | | | |
| 180 | Marietta Military Institute* | Marietta, Ga | 1855 | 1855 | H. D. Capers | | Non-sect | 4 | | 116 | 116 | | 116 | 41 | 116 | 41 | | | | |
| 181 | Marshallville High School | Marshallville, Ga | 1870 | 1870 | J. W. Frederick | | Non-sect | 1 | 1 | 68 | 40 | 28 | 50 | 18 | 0 | 8 | 2 | 3 | 0 | |
| 182 | Milner High School* | Milner, Ga | 0 | 1872 | John W. Rudisill | | Non-sect | 1 | 1 | 97 | 58 | 39 | 97 | 5 | 0 | 0 | 0 | 0 | 0 | |
| 183 | Montezuma High School | Montezuma, Ga | 0 | 1870 | C. W. Richter | | Non-sect | 1 | 1 | 40 | 24 | 16 | 40 | 13 | | 13 | 0 | 5 | 0 | |
| 184 | Spalding Seminary | Montezuma, Ga | 1869 | 1869 | George R. Briggs | | Baptist | 1 | 1 | 35 | 20 | 15 | 35 | 12 | 0 | 3 | 0 | 0 | | |
| 185 | Mountville Academy | Mountville, Ga | 0 | 1866 | W. E. Dozier | | | 1 | 1 | 46 | 18 | 28 | 12 | 19 | 2 | 19 | 12 | | | |
| 186 | Nacoochee Male and Female High School. | Nacoochee, Ga | | 1875 | Rev. J. J. Methvin | | M. E. So | a2 | | 66 | 31 | 35 | | | | | | | | |
| 187 | Brinkley Academy* | Norwood, Ga | | | Sterling G. Brinkley | | | 1 | 2 | 93 | | | | | | | | | | |
| 188 | Zion Academy | Oglethorpe, Ga | | 1838 | Joel W. Bledsoe | | Lutheran | 1 | 1 | 62 | 22 | 40 | 62 | 0 | | | | | | |
| 189 | Mercer High School | Penfield, Ga | 1879 | 1880 | J. W. Ellington | | Baptist | 1 | 2 | 83 | 41 | 42 | 71 | 12 | 4 | 0 | 0 | 0 | 0 | |
| 190 | Anthon School* | Perry, Ga | 1870 | 1870 | L. D. Smith | | Meth | 1 | | 35 | 20 | 15 | | | | 5 | 1 | 1 | | |
| 191 | Perry Male Academy | Perry, Ga | | 1874 | T. H. Thurmond, A. B | | Meth | 1 | | 26 | 26 | | | 8 | | | | | | |
| 192 | Pine Log Masonic Institute | Pine Log, Ga | | 1869 | | | | | | | | | | | | | | | | |
| 193 | Willis Institute | Pistol, Ga | | 1875 | Sallie J. Willis | | Baptist | | 2 | 48 | 21 | 27 | 43 | 5 | | | | | | |
| 194 | Powelton Male and Female School | Powelton, Ga | | | S. N. Chapman | | Non-sect | 2 | | 68 | 45 | 23 | 63 | 5 | | | | | | |
| 195 | Quitman Academy | Quitman, Ga | | | A. D. Smith | | | a2 | | 63 | 38 | 25 | | | | | | | | |
| 196 | Rabun Gap High School | Rabun Gap, Ga | 0 | 1873 | William A. Curtis | | Non-sect | 1 | 1 | 118 | 78 | 40 | | | | | | 0 | 0 | |
| 197 | Reynolds Academy | Reynolds, Ga | | 1855 | Charles A. Carson | | | 1 | 0 | 40 | | (40) | 30 | 9 | | | | | | |
| 198 | Mt. Vernon Institute | Riddleville, Ga | 1859 | 1858 | Rev. John J. Hyman | | Baptist | 1 | 2 | 37 | 15 | 22 | 33 | 4 | | | | | | |
| 199 | Masonic Literary Institute* | Ringgold, Ga | 1870 | 1871 | George B. Atkinson | | Non-sect | 1 | 1 | 71 | 34 | 37 | 71 | 5 | | 3 | | | | |
| 200 | Rome Male High School | Rome, Ga | | 1870 | J. M. Proctor | | Non-sect | 1 | | 55 | 55 | | 40 | 15 | | 5 | | 1 | | |
| 201 | Sandersville High School | Sandersville, Ga | | 1873 | Ivy W. Duggan, A. M | | Non-sect | 3 | 3 | 155 | 75 | 80 | 155 | 45 | 5 | | | | | |
| 202 | Beach Institute | Savannah, Ga | | 1866 | J. K. Cole | | Non-sect | 1 | 4 | 229 | 103 | 126 | 224 | 5 | | 3 | | | | |
| 203 | Scarboro' Academy | Scarboro', Ga | | | W. R. McConnell | | | a2 | | 38 | 21 | 17 | | | | | | | | |
| 204 | Sharon Business Institute | Sharon, Ga | | 1878 | N. E. Ware | | | 1 | 1 | 63 | 33 | 30 | 63 | 8 | 0 | 6 | 0 | 2 | 0 | |
| 205 | Smithville High School | Smithville, Ga | | | W. W. Kennerly | | Non-sect | 1 | | 44 | 24 | 20 | 36 | 8 | | 2 | | | | |
| 206 | Sparta Male and Female High School.* | Sparta, Ga | | | W. M. Slaton | | Meth | 1 | 1 | 75 | 35 | 40 | 20 | 20 | 0 | 10 | 0 | 0 | 0 | |
| 207 | Spring Place High School* | Spring Place, Ga | 0 | 1875 | J. F. Harris, jr | | Non-sect | 2 | | 56 | 29 | 27 | 56 | | | 1 | | | | |

*From Report of the Commissioner of Education for 1879. *a* Sex not reported. *b* No session held in 1880.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 208 | Stilesboro' Institute | Stilesboro', Ga | 1856 | 1859 | J. F. Marsh | | 1 | --- | 43 | 18 | 25 | | | | | | | |
| 209 | Sumach Seminary | Sumach, Ga | 0 | 1869 | E. I. F. Cheyne, A. M | C. Presb | 2 | 1 | 150 | 100 | 50 | 150 | 12 | 0 | 12 | 12 | 2 | 2 |
| 210 | Summerville Academy | Summerville, Ga | 0 | ----- | J. C. Loomis | Meth | 1 | --- | 43 | 25 | 18 | 43 | --- | --- | --- | --- | --- | --- |
| 211 | Sylvania Academy | Sylvania, Ga | ----- | 1875 | N. P. Pratt | Non-sect | a2 | --- | 64 | 29 | 35 | --- | --- | --- | --- | --- | --- | --- |
| 212 | Collinsworth Institute and Levert College. | Talbotton, Ga | ----- | 1840 | Rev. John T. McLaughlin, A. M. | Non-sect | 1 | 3 | 114 | 40 | 74 | 107 | 30 | 6 | 30 | --- | 2 | --- |
| 213 | Tazewell High School | Tazewell, Ga | 1851 | 1850 | J. L. Barker | Non-sect | 1 | 1 | 52 | 29 | 23 | 45 | 8 | 2 | 6 | --- | 1 | --- |
| 214 | Thomaston High School | Thomaston, Ga | 1876 | 1876 | George A. Harrison | | 1 | 2 | 166 | 83 | 83 | 125 | 40 | 3 | --- | --- | --- | --- |
| 215 | Thomson High School | Thomson, Ga | 0 | 1874 | William B. Fambrough, A. M. | Non-sect | 2 | --- | 85 | 42 | 43 | 76 | 3 | --- | 3 | 4 | 5 | --- |
| 216 | Thomson School for Boys and Girls* | Thomson, Ga | 0 | 1874 | J. W. Ellington | Baptist | 1 | 2 | 83 | 32 | 51 | 65 | 13 | 5 | --- | --- | 5 | --- |
| 217 | Fulton High School | Trickum, Ga | ----- | 1872 | George S. Fulton | | 1 | 0 | 40 | 25 | 15 | 20 | 4 | 0 | 0 | 0 | 2 | 0 |
| 218 | Union Point High School* | Union Point, Ga | ----- | 1865 | W. E. Reynolds, A. M | Non-sect | 1 | 1 | 60 | 28 | 32 | 60 | 20 | 0 | 3 | 0 | 0 | 0 |
| 219 | Walthourville Academy | Walthourville, Ga | 1823 | 1823 | Thomas S. Mallard | Non-sect | 1 | --- | 33 | 16 | 17 | 31 | 1 | --- | --- | --- | --- | --- |
| 220 | Warrenton Academy | Warrenton, Ga | 1829 | 1829 | A. S. Morgan | Non-sect | 1 | 3 | 82 | 40 | 42 | 82 | 20 | 15 | 20 | --- | --- | --- |
| 221 | Washington Female Seminary | Washington, Ga | ----- | ----- | Miss Fanny Andrews | Non-sect | 0 | 3 | 52 | 0 | 52 | 52 | 14 | 2 | --- | --- | --- | --- |
| 222 | Washington Male Academy | Washington, Ga | 1783 | 1827 | O. S. Barnett | | 1 | --- | 24 | 24 | --- | 19 | 5 | --- | --- | --- | --- | --- |
| 223 | Way Cross High School | Way Cross, Ga | 0 | 1874 | D. J. Dickerson | Non-sect | 1 | 1 | 80 | 42 | 38 | 80 | 0 | 0 | 0 | 0 | 0 | 0 |
| 224 | Bethel Academy | West Point, Ga | 0 | 1860 | Frank Ward | Non-sect | 1 | 0 | 32 | 17 | 15 | 32 | 4 | 2 | 4 | --- | 0 | 0 |
| 225 | Dawson Institute | White Plains, Ga | 0 | 1833 | J. M. Howell, M. D | Non-sect | 1 | 1 | 30 | (30) | | --- | --- | 1 | --- | --- | 0 | 0 |
| 226 | Philomath Institute | Woodville, Ga | ----- | ----- | John W. Poole | | 1 | --- | 40 | 20 | 20 | 40 | 4 | 1 | --- | --- | --- | --- |
| 227 | German Evangelical Lutheran School. | Addison, Ill | 1849 | 1849 | Rev. T. J. Grosse | Ev. Luth | 2 | 1 | 183 | 106 | 77 | 150 | --- | 183 | 3 | --- | --- | --- |
| 228 | Aledo Academy | Aledo, Ill | ----- | 1873 | J. R. Wylie, A. M | Non-sect | 2 | --- | 69 | 40 | 29 | 62 | 3 | 4 | 3 | 1 | 4 | 1 |
| 229 | Jennings Seminary | Aurora, Ill | 1854 | 1859 | Rev. Martin E. Cady, A. M | M. E | 3 | 4 | 133 | 81 | 52 | 102 | 18 | 13 | 5 | 2 | --- | --- |
| 230 | Institute of the Immaculate Conception.* | Belleville, Ill | 1860 | 1859 | Sister Mary Jerome | R. C | --- | 17 | 536 | 243 | 293 | 536 | --- | --- | --- | --- | --- | --- |

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 231 | Notre Dame Academy *b* | Bourbonnais Grove, Ill | 1874 | | Sister St. Marcelline, sup'r | R. C | | 8 | 150 | | 150 | | | | | | | | | | | |
| 232 | St. Joseph's Female Academy | Cairo, Ill | | | Sister Sophronia, superioress | R. C | | 8 | 110 | | 110 | | | | | | | | | | | |
| 233 | Chicago Ladies' Seminary | Chicago, Ill. (15 Sheldon st.) | | 1860 | Miss Charlotte A. Gregg | Cong | 5 | 7 | 90 | | 90 | 60 | 30 | 27 | 5 | 0 | 0 | 0 | | | | |
| 234 | Dearborn Seminary | Chicago, Ill. (985 Wabash avenue). | | 1856 | Zuinglius Grover, A. M | Non-sect | 1 | 10 | 180 | | 180 | | | 50 | | | | | | | | |
| 235 | German Institute | Chicago, Ill | | 1871 | J. C. Stoelke | | 2 | 1 | 180 | 120 | 60 | | | | | | | | | | | |
| 236 | Misses Grant's Seminary* | Chicago, Ill. (130 Dearborn avenue). | 0 | 1869 | Misses Grant | Non-sect | 4 | 15 | 120 | | 120 | 120 | 40 | 50 | 4 | 0 | 0 | 0 | | | | |
| 237 | Park Institute* | Chicago, Ill. (103 and 105 Ashland avenue). | | 1872 | Mrs. Alice E. Bates | Non-sect | 6 | 15 | 212 | 17 | 195 | 203 | 53 | 72 | | | | | | | | |
| 238 | St. Francis Xavier's Academy* | Chicago, Ill | 1847 | 1846 | Sister Mary Genevieve | R. C | | 30 | 217 | | 217 | 217 | | 40 | | | | | | | | |
| 239 | Danville Seminary | Danville, Ill | 1879 | | Emory Chilcoat, B. A | | *a*3 | | 242 | 123 | 119 | | | | | | | | | | | |
| 240 | Freie Deutsche Schule | Danville, Ill | | 1880 | Fritz Schaefer | Non-sect | 1 | | 42 | 20 | 22 | 42 | | 42 | | | | | | | | |
| 241 | Teachers' Institute and Classical Seminary. | East Paw Paw, Ill | 1869 | | J. H. Beitel, B. S | | *a*6 | | 100 | 57 | 43 | | | | | | | | | | | |
| 242 | Howe Literary Institute | East St. Louis, Ill | 1871 | 1874 | Rev. Spencer F. Holt, A. M | Baptist | 1 | 2 | 78 | 37 | 41 | 70 | 12 | 23 | | | | | | | | |
| 243 | Elgin Academy | Elgin, Ill | 1839 | | A. G. Sears, A. M | | *a*13 | | 242 | 129 | 113 | | | | | | | | | | | |
| 244 | Freeport Seminary | Freeport, Ill | | 1880 | J. W. Troger, A. M | | 3 | 3 | 65 | 28 | 37 | | | | 6 | 8 | | | | | | |
| 245 | Northern Illinois College | Fulton, Ill | 1866 | 1867 | A. M. Hansen, president | Non-sect | 5 | | 100 | 60 | 40 | | | | | | | | | | | |
| 246 | Monticello Ladies' Seminary | Godfrey, Ill | 1838 | 1838 | Miss Harriet N. Haskell | Non-sect | 0 | 13 | 150 | 0 | 150 | (150) | | 100 | | | | | | | | |
| 247 | The Young Ladies' Athenæum* | Jacksonville, Ill | 1867 | 1865 | Rev. William D. Sanders, D. D., superintendent. | Non-sect | 4 | 7 | 150 | 0 | 150 | 100 | 50 | 25 | | | | | | | | |
| 248 | St. Francis' Academy | Joliet, Ill | | | Mother Superior, O. S. F | R. C | | | | | | | | | | | | | | | | |
| 249 | St. Joseph's Seminary | Kankakee, Ill | 1874 | | Sr. St. John Baptist, sup'r | R. C | | 9 | 261 | | 261 | | | | | | | | | | | |
| 250 | McDonough Normal, Scientific, and Commercial College.* | Macomb, Ill | 1867 | 1865 | Daniel Branch | Non-sect | 2 | | | | | | | | | | | | | | | |
| 251 | Morgan Park Military Academy | Morgan Park, Ill. (Washington Heights). | 0 | 1873 | Capt. Ed. N. Kirk. Talcott and Henry T. Wright, A. M. | Non-sect | 6 | 1 | 33 | 33 | | 24 | 9 | 3 | 3 | 5 | 0 | 0 | | | | |
| 252 | Grand Prairie Seminary, Commercial College, and Conservatory of Music. | Onarga, Ill | 1863 | 1863 | Rev. John B. Robinson, A. M., D. D. | M. E | 8 | 3 | 225 | 120 | 105 | 154 | 60 | | | | 4 | | | | | |
| 253 | Edgar Collegiate Institute* | Paris, Ill | 1867 | 1841 | Josiah Hurty, A. M | Presb | 1 | 2 | 98 | 70 | 28 | 60 | 21 | 18 | 12 | 8 | 6 | 5 | | | | |
| 254 | German School of North Peoria | Peoria, Ill | 1878 | | Adolph Splittstösser | | *a*2 | | 46 | 30 | 16 | | | | | | | | | | | |
| 255 | St. Mary's Institute | Quincy, Ill | 1873 | 1873 | Sister Mary Boniface | R. C | 0 | 14 | 250 | 0 | 250 | | | | | | | | | | | |
| 256 | Bettie Stuart Institute | Springfield, Ill | 1869 | 1868 | Mrs. M. McKee Homes | Non sect | 1 | 12 | 123 | 5 | 118 | 68 | 14 | 25 | | | | | | | | |
| 257 | Lee's Academy* | Stockton, Ill. (Loxa P. O.) | 0 | 1871 | Thomas J. Lee, A. M | Non-sect | 1 | 0 | 117 | 77 | 40 | | | | 0 | 0 | 7 | 3 | | | | |
| 258 | Vermillion Academy | Vermillion Grove, Ill | | | John Chauner | Friends | | | 103 | | | | | | | | | | | | | |
| 259 | Institute of Our Lady of the Sacred Heart. | Washington Heights, Ill | | | Sister Pacifica, sup'r | R. C | | 24 | 65 | | 65 | | | | | | | | | | | |
| 260 | Todd Seminary for Boys | Woodstock, Ill | | 1852 | Rev. R. K. Todd, A. M | Non-sect | 1 | 2 | 20 | 20 | | 16 | 8 | 6 | 3 | 2 | 2 | 4 | | | | |
| 261 | Sand Creek Seminary | Azalia, Ind | | | Professor Parker | Friends | | | 65 | | | | | | | | | | | | | |
| 262 | Battle Ground Collegiate Institute | Battle Ground, Ind | 1858 | 1857 | George W. Rice, A. M | Non-sect | 4 | 2 | 150 | 80 | 70 | | | | | | | | | | | |
| 263 | Friends' Bloomingdale Academy* | Bloomingdale, Ind | | 1845 | Thomas Armstrong | Friends | 2 | | 100 | 47 | 53 | 100 | 1 | | | 2 | 3 | 0 | | | | |
| 264 | Spicewood School | Boxley, Ind | | | John Pennington, jr | Friends | | | 75 | | | | | | | | | | | | | |
| 265 | Barnett Academy* | Charlestown, Ind | | | Robert A. Sturgus, A. M | Presb | 1 | 3 | 58 | 32 | 26 | 10 | 19 | | | | 2 | | | | | |
| 266 | St. Augustine's School | Fort Wayne, Ind | 1846 | 1840 | Sister Superior | R. C | | 9 | 300 | | 300 | | | | | | | | | | | |
| 267 | German-English Independent School. | Indianapolis, Ind | 1859 | 1859 | Carl F. Pingpank | | 3 | 2 | 102 | 54 | 48 | | | | | | | | | | | |
| 268 | Hadley's Academy | Indianapolis, Ind. (410 N. Pennsylvania street). | | | Hiram Hadley | | | | | | | | | | | | | | | | | |

* From Report of the Commissioner of Education for 1879.

*a* Sex not reported.

*b* These statistics are for the year 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 269 | Rich Square School | Lewisville, Ind | ..... | 1871 | Gulia A. Hunnicutt | Friends | .... | 2 | 39 | 21 | 18 | 31 | 7 | 1 | 3 | 1 | 1 | 0 |
| 270 | Friends' School | Marion, Ind | ..... | ..... | William Russell | Friends | ..... | ..... | 100 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 271 | St. Mary's Academy *a* | Notre Dame, Ind | 1855 | 1845 | Mother Mary Angela, superioress. | R. C | ..... | ..... | 161 | ..... | 161 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 272 | Friends' School | Salem, Ind | ..... | ..... | Amos Sanders | Friends | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 273 | Spiceland Academy | Spiceland, Ind | 1872 | 1861 | Clarkson Davis, A. M | Friends | 4 | 4 | 370 | 205 | 165 | 86 | 44 | 5 | 12 | 4 | 2 | ..... |
| 274 | Stockwell Institute | Stockwell, Ind | 1860 | 1860 | John G. Laird | Meth | 1 | 3 | 220 | 120 | 100 | 200 | 20 | 0 | 75 | 100 | 18 | 12 |
| 275 | St. Paul's Academy* | Valparaiso, Ind | ..... | 1862 | Rev. M. O'Reilly | R. C | 1 | 5 | 280 | 131 | 149 | 280 | 9 | 15 | 3 | ..... | 1 | ..... |
| 276 | Academic department of Vincennes University.* | Vincennes, Ind | 1807 | 1813 | L. Prugh, A. M | Non-sect | 2 | 1 | 143 | 65 | 78 | 116 | 27 | ..... | 6 | ..... | 3 | ..... |
| 277 | St. Rose's Boarding and Day School | Vincennes, Ind. (box 303) | ..... | 1864 | Sisters of Providence | R. C | ..... | 6 | 275 | ..... | 275 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 278 | Union High School | Westfield, Ind | ..... | ..... | Absalom Rosenberger | Friends | ..... | ..... | 223 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 279 | Ackworth Institute* | Ackworth, Iowa | 1870 | 1870 | E. W. Beard | Non-sect | 2 | 1 | 188 | 88 | 100 | 182 | 6 | ..... | 5 | 4 | 2 | 2 |
| 280 | Albion Seminary | Albion, Iowa | 1874 | 1874 | Rev. W. F. Barclay, A. M | M. E | 2 | 1 | 108 | 63 | 45 | 92 | 9 | 7 | 3 | ..... | ..... | 2 |
| 281 | Jones County Academy | Anamosa, Iowa | ..... | 1871 | Mrs. Colonel Springer | Non-sect | ..... | ..... | 36 | ..... | ..... | ..... | ..... | 6 | ..... | ..... | ..... | ..... |
| 282 | Birmingham Academy and Boarding School. | Birmingham, Iowa | 1879 | 1864 | J. Wesley Wolf | Non-sect | 1 | 2 | 63 | 30 | 33 | 30 | 10 | ..... | 2 | 4 | 2 | ..... |
| 283 | First German Evangelical School | Burlington, Iowa | ..... | 1843 | Karl Fr. Grüninger | Evan | 1 | ..... | 95 | 50 | 45 | 80 | ..... | ..... | ..... | ..... | ..... | ..... |
| 284 | German Evangelical Zion School | Burlington, Iowa | 1864 | 1864 | F. G. Klein | Evan | 1 | 1 | 100 | 55 | 45 | 80 | ..... | 100 | ..... | ..... | ..... | ..... |
| 285 | The Gordon School | Burlington, Iowa | 0 | 1875 | William G. Gordon | Non-sect | 1 | 2 | 23 | 9 | 14 | ..... | 4 | 13 | ..... | ..... | ..... | ..... |
| 286 | Coe Collegiate Institute | Cedar Rapids, Iowa | ..... | 1875 | Rev. R. A. Condit | Presb | 2 | 2 | 70 | 30 | 40 | 60 | 10 | ..... | 5 | 7 | 1 | ..... |
| 287 | St. Joseph's Academy of the Sacred Heart. | Cedar Rapids, Iowa | ..... | 1875 | Sister Mary Isidore, superioress. | R. C | ..... | ..... | 120 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 288 | Evangelical Lutheran Parish School.* | Clayton Centre, Iowa | ..... | 1862 | Rev. F. W. Seifert | Lutheran | 1 | ... | 71 | 34 | 37 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 289 | Friends' Select School | Coal Creek, Iowa | ..... | 1876 | Mary Ward | Friends | .... | 1 | 20 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 290 | St. Francis' Academy for Young Ladies. | Council Bluffs, Iowa | ..... | 1872 | Sisters of Charity | R. C | .... | 10 | 175 | .... | 175 | .... | .... | .... | .... | .... | .... | .... | .... |
| 291 | Decorah Institute | Decorah, Iowa | ..... | 1874 | J. Breckenridge | | 3 | 1 | 207 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 292 | Denmark Academy* | Denmark, Iowa | 1843 | 1843 | George W. Bingham, A. M | Cong | 2 | 3 | 147 | 74 | 73 | 48 | 13 | 0 | 13 | .... | 0 | .... | .... |
| 293 | St. Joseph's Academy | Dubuque, Iowa | 1869 | 1868 | Sister Josephine, superioress | R. C | .... | .... | 120 | .... | 120 | .... | .... | .... | .... | .... | .... | .... | .... |
| 294 | Young Ladies' School | Dubuque, Iowa | ..... | 1873 | Miss Harriet H. Horr | Non-sect | 1 | 3 | 20 | .... | 20 | 11 | .... | 9 | .... | .... | .... | .... | .... |
| 295 | Boardman Seminary* | Durant, Iowa | ..... | 1877 | Charles Robert Stroh | P. E | 2 | 1 | 46 | 37 | 9 | 18 | .... | 37 | .... | .... | 1 | .... | .... |
| 296 | Eldora Academy *a* | Eldora, Iowa | ..... | 1872 | Susan A. Collins | Presb | 0 | 3 | 67 | 27 | 40 | 33 | 5 | 0 | 2 | 0 | 1 | 0 | .... |
| 297 | Danish High School | Elkhorn, Iowa | ..... | 1878 | Rev. H. J. Petersen | Luth | 2 | 1 | 16 | 16 | .... | 16 | .... | 16 | 0 | 0 | 2 | 0 | .... |
| 298 | Epworth Seminary | Epworth, Iowa | 1856 | 1857 | Rev. J. B. Albrook, A. M | M. E | 3 | 5 | 151 | 78 | 73 | 40 | 8 | 9 | 8 | 30 | 2 | 1 | .... |
| 299 | Academy of Iowa College* | Grinnell, Iowa | 1847 | 1848 | Jesse Macy, A. M | Cong | 2 | 2 | 147 | 87 | 60 | 55 | 92 | .... | 29 | 12 | 19 | .... | .... |
| 300 | Lenox Collegiate Institute | Hopkinton, Iowa | 1873 | 1864 | Rev. Samuel Hodge, D. D | Presb | 6 | 2 | 137 | 81 | 56 | 80 | 47 | 10 | .... | .... | .... | .... | .... |
| 301 | McLeod's Select School | Humboldt, Iowa | ..... | 1879 | John McLeod | Christian | 1 | 1 | 61 | 17 | 44 | 61 | .... | 4 | 0 | 0 | .... | .... | .... |
| 302 | Iowa City Academy | Iowa City, Iowa | ..... | 1868 | Amos Hiatt, A. M | Non-sect | 6 | 5 | 306*b* | 182 | 124 | 138 | .... | .... | 50 | 58 | 25 | 9 | .... |
| 303 | Preparatory and Normal School | Iowa City, Iowa | ..... | 1880 | A. Hull | Non-sect | 3 | 1 | 60 | 40 | 20 | 44 | 6 | 10 | 4 | 3 | .... | .... | .... |
| 304 | St. Joseph's Institute* | Iowa City, Iowa | 1872 | 1865 | Rev. Father William Emonds | R. C | 3 | 2 | 200 | 125 | 75 | 150 | 20 | 30 | 50 | 75 | 40 | 20 | .... |
| 305 | Jefferson Academy | Jefferson, Iowa | ..... | 1875 | J. S. Dunning | | 2 | 2 | 139 | 68 | 71 | 139 | 8 | 10 | 8 | .... | 5 | .... | .... |
| 306 | Kossuth Normal Academy | Kossuth, Iowa | 1867 | 1858 | G. T. Eldridge | Non-sect | 1 | 2 | 45 | 17 | 28 | 40 | 5 | .... | 2 | 3 | 3 | .... | .... |
| 307 | Friends' Academy | Le Grand, Iowa | 0 | 1872 | Morris P. Wright, A. B | Friends | 1 | 2 | 99 | 47 | 52 | 99 | .... | .... | 0 | 0 | .... | .... | .... |
| 308 | Lynnville Academy *c* | Lynnville, Iowa | ..... | 1876 | W. W. Gregg | Friends | 1 | 2 | 60 | 31 | 29 | 60 | 2 | .... | 1 | .... | .... | .... | .... |
| 309 | Riverside Institute | Lyons, Iowa | 1879 | 1875 | Rev. W. T. Currie, A. M | P. E | 2 | 4 | 80 | 51 | 29 | 67 | 9 | 5 | 4 | .... | .... | .... | .... |
| 310 | Hazel Dell Academy | Newton, Iowa | 0 | 1856 | Darius Thomas, A. M | Non-sect | 2 | 1 | 103 | 61 | 42 | 98 | 5 | .... | 5 | .... | 0 | 0 | .... |
| 311 | Oelwein Seminary* | Oelwein, Iowa | 0 | 1875 | Mrs. Mary E. McMillan | U. P | 0 | 1 | 37 | 20 | 17 | 37 | .... | .... | .... | .... | .... | .... | .... |
| 312 | Cedar Valley Seminary | Osage, Iowa | 1869 | 1863 | Rev. Alva Bush, LL. D., and David F. Call, M. A. | Baptist | 3 | 1 | 121 | 52 | 69 | 70 | 35 | 16 | 10 | 2 | .... | .... | .... |
| 313 | Ottumwa Seminary for Young Ladies.* | Ottumwa, Iowa | ..... | 1873 | Mrs. Mary Squire | Non-sect | .... | 2 | 19 | 8 | 11 | 19 | .... | .... | .... | .... | .... | .... | .... |
| 314 | Pleasant Plain Academy* | Pleasant Plain, Iowa | 1875 | 1876 | Nathan Rosenberger | Friends | 1 | 2 | 97 | 45 | 52 | .... | 5 | .... | .... | .... | 1 | .... | .... |
| 315 | German Evangelical Lutheran School. | Sherrill's Mount, Iowa | 0 | 1856 | Rev. A. Grafelmann | Ev. Luth | 1 | .... | 18 | 9 | 9 | 3 | .... | .... | .... | .... | .... | .... | .... |
| 316 | Troy Academy* | Troy, Iowa | 1853 | ..... | H. A. Field | | 1 | 1 | 59 | 34 | 25 | .... | .... | .... | .... | .... | .... | .... | .... |
| 317 | Tilford Collegiate Academy | Vinton, Iowa | 1871 | 1871 | T. Tobin, A. M | Non-sect | 3 | 3 | 402 | 250 | 152 | 359 | 43 | 30 | 50 | 30 | 6 | 2 | .... |
| 318 | Washington Academy | Washington, Iowa | 1872 | 1874 | W. P. Johnston | Non-sect | 2 | 2 | 179 | 83 | 96 | 150 | 29 | .... | 19 | .... | 5 | .... | .... |
| 319 | Ainsworth's Grammar and High School.* | West Union, Iowa | ..... | 1870 | G. G. Ainsworth, A. M | | 1 | .... | 83 | 51 | 32 | 78 | 5 | .... | 3 | .... | .... | .... | .... |
| 320 | Wilton Academy | Wilton Junction, Iowa | 1880 | 1880 | F. W. Robbins, A. B | Cong | 2 | 2 | 100 | 52 | 48 | 100 | 5 | 12 | 5 | 6 | 0 | .... | .... |
| 321 | Atchison Institute* | Atchison, Kans | ..... | 1870 | Mrs. Harriet E. Monroe | Non-sect | 4 | 9 | 215 | (215) | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 322 | Geneva Academy* | Geneva, Kans | 1866 | 1866 | W. H. Robertson | Presb | .... | .... | 15 | 6 | 9 | 15 | 0 | .... | 0 | 0 | 0 | 0 | .... |
| 323 | St. Ann's Academy* | Osage Mission, Kans | 1870 | 1870 | Mother Bridget Hayden | R. C | .... | 9 | 65 | .... | 65 | .... | 65 | 6 | 0 | 0 | 0 | 0 | .... |
| 324 | Bellewood Seminary and Kentucky Presbyterian Normal School. | Anchorage, Ky | 1876 | 1860 | Mrs. Daniel P. Young | Presb | (13) | | 100 | .... | 100 | .... | .... | .... | .... | .... | .... | .... | .... |
| 325 | Bracken Academy | Augusta, Ky | ..... | 1803 | Rev. D. Stevenson, D. D | M. E | 2 | 2 | 60 | 28 | 32 | .... | .... | .... | .... | .... | .... | .... | .... |
| 326 | Union College | Barbourville, Ky | 1880 | 1880 | A. H. Harritt | Non-sect | *d*2 | .... | 113 | 63 | 50 | .... | .... | .... | 39 | 30 | .... | .... | .... |
| 327 | Bardstown Male and Female Institute. | Bardstown, Ky | 1840 | 1835 | H. J. Greenwell, A. M | Baptist | 5 | 2 | 90 | 55 | 35 | 45 | 12 | 3 | 10 | 10 | 12 | 3 | .... |
| 328 | Nazareth Literary and Benevolent Institution. | Near Bardstown, Ky | 1829 | 1814 | Mother Helena | R. C | 0 | 24 | 160 | 0 | 160 | 160 | 0 | 140 | .... | .... | .... | .... | .... |
| 329 | Alexander College | Burkesville, Ky | 1872 | 1868 | Rev. James P. McMillan | Presb | 1 | 3 | 60 | 25 | 35 | 40 | 30 | 0 | 3 | 0 | 0 | 0 | .... |

* From Report of the Commissioner of Education for 1879.

*a* These statistics are for the year 1879.

*b* Includes 60 normal students reported in Table III.

*c* School suspended; these statistics are for 1879.

*d* Sex not reported.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 330 | Carroll County Academy* | Carrollton, Ky | 1860 | 1860 | John T. English, A. M | Non-sect | 1 | 2 | 100 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 331 | Columbus College* | Columbus, Ky | 1877 | 1877 | W. H. Campbell | Non-sect | 4 | 3 | 121 | 58 | 63 | .... | .... | .... | .... | .... | .... | .... |
| 332 | Eminence Male and Female Seminary.* | Eminence, Ky | 1862 | 1860 | Miss M. M. Porter | Baptist | 1 | 3 | 75 | 25 | 50 | 75 | 10 | .... | .... | .... | 1 | .... |
| 333 | Kalamont High School | Flemingsburg, Ky | 0 | 1876 | Rev. James P. Hendrick | Presb | 1 | 2 | 35 | 18 | 17 | 35 | 17 | 0 | 7 | .... | 2 | .... |
| 334 | Greenwood Female Seminary | Frankfort, Ky | ..... | 1846 | Mrs. Mary T. Runyan | Non-sect | 1 | 1 | 45 | 12 | 33 | .... | .... | .... | .... | .... | .... | .... |
| 335 | Kentucky Eclectic Institute | Frankfort, Ky | 1871 | 1871 | William Edgar Plumley, A. M | Non-sect | 2 | 3 | 54 | 23 | 31 | 54 | 3 | 5 | 3 | 0 | 1 | 0 |
| 336 | St. Aloysius Academy | Frankfort, Ky | 0 | 1870 | Sister Vincentia | R. C | .... | 7 | 170 | 75 | 95 | .... | .... | .... | .... | .... | 1 | .... |
| 337 | St. Joseph's Academy | Frankfort, Ky | | | | | | | | | | | | | | | | |
| 338 | United Schools of the Abbey of Gethsemani for Boys. | Gethsemane, Ky | 1868 | 1851 | Rt. Rev. B. M. Benedict, abbot. | R. C | 4 | .... | 41 | 41 | 0 | 20 | 0 | 0 | 0 | 0 | 6 | 0 |
| 339 | Owen College *a* | Harrisburg, Ky | 1868 | 1870 | Hon. C. W. Threlkeld, sec'y | Non-sect | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 340 | Hodgenville Seminary* | Hodgenville, Ky | 0 | 1847 | C. W. Matthis and James E. Wight. | Non-sect | 3 | 1 | 140 | 90 | 50 | 109 | 25 | 4 | 29 | 20 | 0 | 0 |
| 341 | Christian College | Hustonville, Ky | 1860 | 1860 | Hannah Burgin | Christian | 1 | 2 | 68 | 30 | 38 | 68 | .... | .... | .... | .... | .... | .... |
| 342 | Calvary Academy | Near Lebanon, Ky | 1831 | 1822 | ..... | R. C | .... | 8 | 44 | .... | 44 | .... | .... | 4 | .... | .... | .... | .... |
| 343 | Home School for Girls* | Lebanon, Ky | ..... | 1879 | Mrs. M. J. Thompson | Non-sect | .... | 3 | 20 | .... | 20 | .... | .... | .... | .... | .... | .... | .... |
| 344 | Sayre Female Institute | Lexington, Ky | 1854 | 1854 | H. B. McClellan, A. M | Presb | 5 | 7 | 171 | .... | 171 | 165 | 61 | 18 | .... | .... | .... | .... |
| 345 | Threlkeld Select School | Lexington, Ky | ..... | 1871 | W. L. Threlkeld | Non-sect | 3 | .... | 40 | 40 | .... | 40 | 30 | 25 | 30 | 10 | 8 | .... |
| 346 | Loretto Academy* | Loretto, Ky | 1839 | 1834 | Mother Dafrosa Smith | R. C | .... | 12 | 70 | .... | 70 | 60 | 0 | 7 | .... | .... | 0 | .... |
| 347 | German and English Academy | Louisville, Ky | ..... | 1866 | William Mueller | ..... | 2 | 2 | 77 | 40 | 37 | 77 | .... | .... | .... | .... | .... | .... |
| 348 | Hampton Institute | Louisville, Ky | ..... | 1878 | Miss L. D. Hampton | Non-sect | 2 | 9 | 100 | 0 | 100 | 100 | 50 | 20 | .... | .... | .... | .... |
| 349 | Holyoke Academy* | Louisville, Ky. (82 West Broadway). | 1869 | 1867 | Norman Robinson, A. M | Baptist | 4 | 5 | 60 | .... | 60 | .... | 14 | 12 | .... | .... | .... | .... |
| 350 | Home School* | Louisville, Ky | ..... | 1865 | Miss Belle S. Peers | P. E | 2 | 9 | 125 | .... | 125 | .... | .... | 38 | .... | .... | .... | .... |
| 351 | Louisville Rugby School | Louisville, Ky | 1876 | 1872 | W. N. and A. L. McDonald | ..... | 4 | 1 | 75 | 75 | .... | 45 | 57 | 22 | 30 | 15 | 9 | 3 |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 352 | Preparatory School for Girls | Louisville, Ky. (66 Breckenridge street). | | 1874 | Miss E. D. Powell | | | | | | | | | | | | | |
| 353 | High School | Manchester, Ky | | 1875 | S. A. Harris, A. M., PH. D | Non-sect | | | | | | | | | | | | |
| 354 | Marion Academy | Marion, Ky | 1867 | 1867 | J. J. Nall | Non-sect | 2 | 2 | 125 | 65 | 60 | 120 | 15 | 7 | 2 | 2 | 0 | 0 |
| 355 | Mayfield Seminary | Mayfield, Ky | | 1877 | C. M. Williams | Non-sect | 1 | 4 | | | | | | | | | | |
| 356 | Maysville Seminary* | Maysville, Ky | 1831 | 1822 | H. R. Blaisdell | Non-sect | 2 | 2 | 81 | 34 | 47 | 24 | 70 | 15 | 8 | | | |
| 357 | Union Academy* | Morganfield, Ky | 1832 | | W. O. Haynes | Non-sect | 1 | 2 | 65 | 35 | 30 | 41 | 14 | | 2 | | 1 | |
| 358 | Henry Male and Female College* | New Castle, Ky | 1851 | 1850 | Rev. Robert Ryland, D. D | Non-sect | 2 | 3 | 113 | 53 | 60 | 113 | 12 | | | | 1 | |
| 359 | Bethel Academy | Nicholasville, Ky | 1798 | 1790 | A. N. Gordon | Non-sect | 2 | | 27 | 27 | | 27 | 20 | | 27 | 27 | 4 | |
| 360 | Browder Institute | Olmstead, Ky | 1868 | 1866 | Hanson W. Browder | Non-sect | 1 | 1 | 51 | 26 | 25 | 51 | 2 | 8 | 4 | 1 | 1 | |
| 361 | Owenton High School* | Owenton, Ky | 1873 | 1874 | George C. Crowe | Non-sect | 1 | 2 | 80 | 40 | 40 | 80 | 10 | | 3 | 3 | 0 | 0 |
| 362 | Bath Seminary | Owingsville, Ky | 0 | 1840 | H. Turner, A. M | Christian | 2 | 1 | 55 | 30 | 25 | 35 | 15 | 5 | 3 | | 2 | 1 |
| 363 | Garth Female College*b* | Paris, Ky | 1875 | 1875 | Charles E. Young | Non-sect | 2 | 4 | 66 | 6 | 60 | 60 | 11 | 8 | | | | |
| 364 | Princeton College | Princeton, Ky | 1858 | 1859 | E. Lee Blanton | Non-sect | 2 | 2 | 74 | 35 | 39 | 74 | 15 | 0 | 15 | 5 | | |
| 365 | Madison Female Institute* | Richmond, Ky | 1856 | 1856 | B. J. Pinkerton | Christian | 1 | 3 | 50 | 10 | 40 | 50 | | | | | | |
| 366 | Bethlehem Literary Institution | St. John, Hardin County, Ky. | | | Mother Bertha, superioress | R. C | | | 50 | | 50 | | | | | | | |
| 367 | Sharpsburg Male and Female Academy. | Sharpsburg, Ky | 1875 | 1848 | Mrs. Fannie B. Talbot | Presb | | 3 | 77 | 31 | 46 | | | | | | | |
| 368 | Fairview Male and Female Seminary.* | Simpsonville, Ky | 1879 | 1869 | Rev. H. F. Jordan | Baptist | 1 | 2 | 41 | 20 | 21 | 41 | 2 | | 2 | | | |
| 369 | Spencer Institute* | Taylorsville, Ky | 1848 | 1849 | S. C. Humphreys | Non-sect | 1 | 1 | 60 | (60) | | 47 | 13 | 0 | | | | |
| 370 | Riverside Seminary* | Vanceburg, Ky | | 1872 | Rev. L. B. Piersel | M. E | 2 | 1 | 55 | 30 | 25 | 50 | 5 | | 5 | | | |
| 371 | West Liberty Male and Female Seminary. | West Liberty, Ky | | 1877 | W. R. Gibbs | Non-sect | 2 | 3 | 212 | 114 | 98 | 212 | 9 | 9 | 27 | 27 | 5 | 5 |
| 372 | Winchester Male and Female High School. | Winchester, Ky | 1877 | 1872 | E. G. Brownlee and A. Fleet | Non-sect | 3 | 2 | 107 | 48 | 59 | 107 | 47 | 25 | | | | |
| 373 | Collegiate Institute | Baton Rouge, La | | 1854 | W. H. N. Magruder | | | | | | | | | | | | | |
| 374 | Millwood Female Institute | Jackson, La | 1870 | 1866 | Miss M. B. McCalmont | M. E | | 4 | 42 | | 42 | | | | | | | |
| 375 | La Têche Seminary | La Têche, La | | | | M. E | (3) | | 100 | | | | | | | | | |
| 376 | Convent of the Presentation | Marksville, La | | 1856 | Sister Mary Alexis | R. C | | 4 | 52 | | 52 | 52 | | 40 | | | | |
| 377 | St. Hyacinth's Academy | Monroe, Ouachita Parish, La. | | 1865 | Sister Mary Seraphina | R. C | 0 | 4 | 60 | 0 | 60 | 60 | 0 | 13 | 0 | 0 | 0 | 0 |
| 378 | Christian Brothers' College | New Orleans, La. (334 Dryades street). | | | Brother Oliver, president | R. C | | | | | | | | | | | | |
| 379 | Commercial and Classical Academy for Boys. | New Orleans, La. (283 St. Charles street). | | 1865 | Robert M. Lusher | Non-sect | 2 | 1 | 80 | 80 | 0 | 61 | | | 4 | 10 | | |
| 380 | Locquet-Leroy Female Collegiate Institute. | New Orleans, La. (box 1130). | | 1871 | C. W. Moïse | | 3 | 7 | 65 | | 65 | | | | | | 35 | |
| 381 | McGrew Institute | New Orleans, La. (271 Harmony street). | | | | | | | | | | | | | | | | |
| 382 | St. Isidore's Institute | New Orleans, La. (third district). | | 1878 | Rev. J. Scherer, C. S. C | R. C | 5 | | 33 | 33 | | 33 | 0 | | | | | |
| 383 | Beechwood Academy | Tangipahoa, La | | 1879 | Charles W. Crossley | Non-sect | 2 | | 32 | 23 | 9 | 32 | 4 | 9 | 4 | | 7 | |
| 384 | Somerset Academy | Athens, Me | 1846 | 1846 | M. T. Newton | | 1 | 2 | 93 | 42 | 51 | 89 | 4 | 1 | 2 | | 1 | |
| 385 | Gould's Academy | Bethel, Me | 1836 | 1836 | D. T. Timberlake, A. B | Cong | 2 | 1 | 50 | 30 | 20 | 40 | 10 | | 6 | 4 | 4 | |
| 386 | East Maine Conference Seminary | Bucksport, Me | | 1851 | Rev. George Forsyth, A. M | M. E | 3 | 2 | 201 | 103 | 98 | | | | | | | |
| 387 | Corinna Union Academy | Corinna, Me | 1851 | 1851 | Wyman B. Piper | Non-sect | 2 | 2 | 120 | 68 | 52 | 83 | 17 | 9 | 15 | 0 | 0 | 1 |
| 388 | Greely Institute | Cumberland Centre, Me | | 1868 | David Blin Fuller | Non-sect | 2 | 1 | 176 | 125 | 51 | 65 | 34 | 7 | 13 | 8 | | |

*From Report of the Commissioner of Education for 1879. *a* No school for this year except the free term of five months. *b* These statistics are for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 389 | Westbrook Seminary and Female College.* | Deering, Me. (Stevens' Plains P. O.). | 1831 | 1833 | James P. Westen | Univ | 4 | 4 | 90 | 50 | 40 | .... | .... | .... | .... | .... | .... | .... |
| 390 | Abbott Family School for Boys at Little Blue. | Farmington, Me | 1870 | 1844 | A. H. Abbott | Non-sect | 2 | 1 | 25 | 25 | .... | 15 | 10 | 4 | 10 | .... | 2 | .... |
| 391 | Foxcroft Academy *a* | Foxcroft, Me | 1823 | 1823 | Edwin P. Sampson, A. B | Non-sect | 2 | 1 | 139 | 71 | 68 | .... | .... | .... | .... | .... | .... | .... |
| 392 | Freedom Academy | Freedom, Me | 1836 | 1837 | A. J. Whitney | Non-sect | 1 | 1 | 50 | 30 | 20 | 40 | 5 | 5 | 1 | 0 | 0 | 1 |
| 393 | Hallowell Classical and Scientific Academy.* | Hallowell, Me | 1872 | 1874 | Rev. Almon W. Burr, A. M | Cong | 2 | 5 | 112 | 52 | 60 | 38 | 22 | 18 | 22 | 2 | 6 | 0 |
| 394 | Hampden Academy | Hampden, Me | 1803 | 1805 | Rev. D. H. Sherman, A. M | Non-sect | 3 | 2 | 103 | 64 | 39 | 73 | 18 | 12 | 13 | 7 | 0 | .... |
| 395 | Hartland Academy | Hartland, Me | 1832 | 1857 | James Otis Bradbury, chairman board instruction. | Non-sect | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 396 | Limington Academy | Limington, Me | 1848 | 1851 | W. G. Lord | Non-sect | 1 | 2 | 125 | 75 | 50 | 125 | 12 | 6 | 4 | 1 | 1 | 2 |
| 397 | Mattanawcook Academy | Lincoln, Me | 1846 | 1847 | E. D. Pratt | .... | 1 | 1 | 55 | 30 | 25 | 45 | 5 | 5 | 4 | 6 | .... | .... |
| 398 | Litchfield Academy | Litchfield Corners, Me | .... | .... | F. A. Rogers, M. D | Cong | 1 | 2 | *a*50 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 399 | Lincoln Academy | New Castle, Me | 1801 | 1804 | G. M. Thurlow, A. M | Non-sect | 1 | 1 | 55 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 400 | Eaton Family and Day School | Norridgewock, Me | .... | 1856 | Hamlin F. Eaton, A. M | .... | 2 | 3 | 115 | 60 | 55 | 87 | .... | 28 | 0 | 10 | 0 | 4 |
| 401 | Patten Academy | Patten, Me | 1847 | 1848 | H. F. Shaw | Non-sect | 1 | 1 | 51 | 19 | 32 | 40 | 6 | 5 | 1 | 0 | 0 | 0 |
| 402 | City of Portland School | Portland, Me | 0 | 1877 | Daniel Dana Patten | Non-sect | 1 | 3 | 35 | 31 | 4 | 19 | 16 | 6 | 12 | 2 | 5 | 2 |
| 403 | Berwick Academy | South Berwick, Me | 1791 | 1793 | Orlando M. Lord, A. B | Non-sect | 1 | 2 | 150 | 100 | 50 | 80 | 30 | 15 | 3 | 0 | 3 | 0 |
| 404 | Franklin Family School | Topsham, Me | .... | 1857 | D. L. Smith | Non-sect | 2 | 2 | 27 | 17 | 10 | 12 | 4 | 6 | 3 | 1 | 1 | 1 |
| 405 | Oak Grove Seminary | Vassalboro', Me | 1857 | 1857 | Edward H. Cook, A. B | Friends | 2 | 2 | 95 | 60 | 35 | .... | .... | 8 | .... | .... | .... | .... |
| 406 | F. Knapp's German and English Institute.* | Baltimore, Md. (29, 31, and 33 N. Holliday st.). | 1864 | 1852 | F. Knapp | .... | 6 | 3 | 350 | 230 | 120 | 350 | .... | .... | .... | .... | 8 | .... |
| 407 | Mt. St. Agnes' Academy | Baltimore, Md. (Mt. Washington). | .... | .... | Sister M. Bonaventure Middleton, directress. | R. C | .... | .... | 52 | .... | 52 | .... | .... | .... | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 408 | Mt. Vernon Institute | Baltimore, Md. (46 Mt. Vernon place) | | 1859 | Mrs. Mary J. Jones and Mrs. B. Maitland. | P. E | 6 | 7 | 60 | | 60 | 60 | 35 | 58 | | | | |
| 409 | Newton Academy | Baltimore, Md. (798 W. Baltimore street). | | 1840 | Thomas Lester | | 3 | | 25 | 25 | | 25 | 5 | 10 | | | 6 | |
| 410 | Oxford School for Boys | Baltimore, Md. (McMechen street, near Madison avenue). | | 1873 | William C. Hynds, A. M | Non-sect | 3 | | 21 | 21 | | 21 | 10 | 5 | 10 | 5 | | |
| 411 | Patterson Park Seminary* | Baltimore, Md. (322 East Baltimore street). | | 1872 | Misses French and Randolph | | | 4 | 25 | | 25 | 25 | | | | | | |
| 412 | Roland Academy | Baltimore, Md. (253 Hoffman street). | | 1872 | Miss Rebecca McConkey | Non-sect | 1 | 7 | 70 | | 70 | 70 | 15 | 70 | | | | |
| 413 | St. Francis Academy* | Baltimore, Md | | | Sisters of Providence | R. C | | | 50 | | 50 | | | | | | | |
| 414 | St. Joseph's Academy (Calvert Hall). | Baltimore, Md. (79 Saratoga street). | | 1832 | Brother Gustavus | R. C | 8 | | 213 | 213 | | 213 | 14 | 115 | 30 | 45 | 15 | |
| 415 | School for Boys | Baltimore, Md. (Garden street, near Biddle). | | 1864 | George G. Cary, A. M | | 5 | | 41 | 41 | | 4 | 37 | 27 | | | 2 | |
| 416 | Southern Home School | Baltimore, Md. (197 N. Charles street). | | 1842 | Mrs. and Miss Cary | | 4 | 7 | | | | | | | 0 | 0 | | 0 |
| 417 | Zion School of Baltimore | Baltimore, Md. (North Gay street). | 1835 | 1836 | Rev. Henry Sheib | Non-sect | 7 | 1 | 348 | 209 | 139 | 348 | 0 | 348 | | | 6 | |
| 418 | Brookeville Academy* | Brookeville, Md | 1815 | 1814 | Edward M. Magruder | Non-sect | 1 | | 13 | 13 | | 8 | 4 | 1 | | | 1 | |
| 419 | Mount St. Joseph's College | Carroll P. O., Md | 1876 | | Brother Dominic, president | R. C | | | 35 | 35 | | | | | | | | |
| 420 | Mount de Sales Academy | Near Catonsville, Md | | | Mother M. Regina Neale, superioress. | R. C | | | 90 | | 90 | | | | | | | |
| 421 | Overlea Home School for Young Gentlemen. | Catonsville, Md | | 1861 | Rev. Geo. W. Ebeling, PH. D | Lutheran | 2 | | 24 | 24 | | 14 | 6 | 4 | 12 | 4 | | |
| 422 | Charlotte Hall School | Charlotte Hall, Md | 1774 | 1796 | William T. Briscoe | Non-sect | 3 | 0 | 53 | 53 | 0 | 53 | 37 | 18 | 23 | 23 | 10 | |
| 423 | Holy Trinity School | Churchville, Md | | 1869 | Rev. Edw'd A. Colburn, A. M | P. E | 1 | 1 | 24 | 13 | 11 | | | | | | | |
| 424 | College of St. James Grammar School. | College of St. James, Md | 1844 | 1842 | Henry Onderdonk, A. M | P. E | 5 | 1 | 34 | 34 | | 34 | 34 | 6 | | | | |
| 425 | West Nottingham Academy | Colora, Md | 1812 | 1812 | George K. Bechtel | Non-sect | 2 | 0 | 41 | 41 | 0 | 21 | 20 | | 6 | 0 | 3 | |
| 426 | Elkton Academy | Elkton, Md | 1812 | 1812 | Thomas L. Graham, A. M | Non sect | 2 | 1 | 81 | 40 | 41 | 81 | 16 | 5 | 10 | 6 | 1 | |
| 427 | Patapsco Institute | Ellicott City, Md | | | Miss Sarah N. Randolph | | | | | | | | | | | | | |
| 428 | Academy of the Visitation | Frederick, Md | | | Sisters of the Visitation, B. V. M. | R. C | | | 84 | | 84 | | | | | | | |
| 429 | St. John's Literary Institute | Frederick, Md | | 1819 | Rev. J. F. Holland | R. C | 2 | | 50 | 50 | | 50 | 5 | 1 | | | | |
| 430 | Glenwood Institute | Glenwood, Md | | 1865 | L. G. Mathews, A. M | | | | | | | | | | | | | |
| 431 | Hagerstown Female Seminary and Musical Institute. | Hagerstown, Md | 1852 | 1853 | Rev. C. L. Keedy, A. M., M. D | Lutheran | 6 | 10 | 110 | | 110 | | 15 | 25 | | | | |
| 432 | Mt. St. Clement's Preparatory College. | Ilchester, Md | | 1872 | Rev. Joseph Schwarz, C. SS. R. | R. C | 10 | | 100 | 100 | | | | | | | | |
| 433 | New Windsor College | New Windsor, Md | 1848 | 1840 | Rev. A. M. Jelly, D. D | Presb | 4 | 6 | 73 | 42 | 31 | 29 | 30 | 14 | 6 | | 2 | 7 |
| 434 | McDonogh School | Owings' Mills, Md | 0 | 1873 | William Allan, A. M | Non-sect | 3 | 0 | 50 | 50 | 0 | 50 | 0 | 20 | 0 | 0 | 0 | 0 |
| 435 | The Hannah More Academy | Reisterstown, Md | 1832 | 1834 | Rev. Arthur J. Rich, A. M., M. D., rector. | P. E | 4 | 4 | 38 | | 38 | 38 | 29 | 14 | | | | |
| 436 | St. George's Hall for Boys | Reisterstown, Md | 0 | 1876 | James C. Kinear, A. M | P. E | 3 | 0 | 30 | 30 | 0 | 20 | 10 | 10 | 4 | 0 | 3 | 0 |
| 437 | St. Mary's Female Seminary | St. Mary's City, Md | | 1844 | Mrs. James R. Thomas | Non-sect | | 3 | 20 | | 20 | 20 | | 12 | | | | |
| 438 | Rockland School for Girls | Sandy Spring, Md | | 1878 | Henry C. Hallowell, A. M | Non-sect | 2 | 2 | 31 | | 31 | 31 | 8 | 8 | | | 1 | |
| 439 | Pen Lucy School for Boys | Waverly, Md | | 1867 | Richard M. Johnston | R. C | 2 | | 25 | 25 | | 25 | 18 | | 12 | | | |
| 440 | Punchard Free School | Andover, Mass | 1851 | 1856 | William G. Goldsmith, A. M | Non-sect | 2 | 2 | 72 | 34 | 38 | 72 | 0 | 17 | 2 | 1 | 0 | 0 |
| 441 | Family School for Young Ladies | Belmont, Mass | | 1866 | Miss Mary C. Pratt | Non-sect | 2 | 4 | 17 | | 17 | 17 | 6 | 15 | 1 | 0 | | |

*From Report of the Commissioner of Education for 1879.

a These statistics are for the year 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 442 | Powers Institute | Bernardston, Mass | ..... | 1858 | Lewis McL. Jackson, A. M | Non-sect | 1 | 1 | 61 | 36 | 25 | 32 | 20 | 10 | 12 | .... | 0 | 0 |
| 443 | Howe School | Billerica, Mass | 1852 | 1852 | Samuel Tucker | Non-sect | 1 | 1 | 35 | 9 | 26 | 35 | .... | 10 | ..... | ..... | ..... | ..... |
| 444 | Houghton School | Bolton, Mass | ..... | 1849 | Harold C. Childs | ..... | 1 | .... | 35 | 19 | 16 | ..... | ..... | ..... | ..... | ..... | 2 | ..... |
| 445 | Day and Boarding School for Young Ladies and Children.* | Boston, Mass. (West Chester Park). | ..... | ..... | Miss Mary W. Mitchell and B. Pickman Mann. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 446 | Institute of Languages* | Boston, Mass. (Hotel Pelham). | ..... | 1870 | Arnold A. F. Züllig | ..... | 1 | 1 | 70 | 10 | 60 | ..... | ..... | 70 | (2) | | ..... | ..... |
| 447 | Newbury Street School* | Boston, Mass. (34 Newbury street). | ..... | ..... | Miss M. S. Devereux | Non-sect | 5 | 6 | 45 | .... | 45 | 40 | 10 | 36 | ..... | ..... | ..... | ..... |
| 448 | Otis Place School | Boston, Mass. (5 Otis place). | ..... | 1872 | Mrs. Clara Barnes Martin | ..... | 4 | 4 | 45 | .... | 45 | .... | 15 | 45 | ..... | ..... | ..... | ..... |
| 449 | Miss Putnam's English and Classical Family and Day School.* | Boston, Mass. (68 Marlboro' street). | ..... | 1866 | Miss M. L. Putnam | P. E | 1 | 8 | 36 | .... | 36 | 36 | 36 | 36 | ..... | ..... | ..... | ..... |
| 450 | Mrs. S. H. Hayes' Home and Day School.* | Boston, Mass. (68 Chester square). | ..... | 1872 | Mrs. S. H. Hayes | Cong | 3 | 7 | 40 | .... | 40 | 40 | 15 | 20 | ..... | ..... | ..... | ..... |
| 451 | St. Margaret's School | Boston, Mass. (5 Chestnut street). | 0 | 1875 | Sister Ruth Margaret | P. E | 1 | 10 | 65 | 2 | 63 | 54 | 11 | 65 | 0 | 0 | 0 | 0 |
| 452 | Union Park School for Young Ladies. | Boston, Mass. (18 Concord square). | ..... | 1856 | Henry Williams | Unit | 2 | 5 | 43 | 0 | 43 | 43 | 7 | 40 | 1 | .... | 1 | ..... |
| 453 | Thayer Academy | Braintree, Mass | 1879 | 1877 | J. B. Sewall, A. M | Non-sect | 5 | 1 | 62 | 20 | 42 | 50 | 12 | 50 | 12 | 0 | 1 | 0 |
| 454 | Hitchcock Free High School | Brimfield, Mass | 1855 | 1855 | Charles H. Cooper, A. M | ..... | 2 | 2 | 110 | 60 | 50 | 94 | 16 | 15 | 10 | .... | 2 | ..... |
| 455 | Deerfield Academy and Dickinson High School. | Deerfield, Mass | 1876 | 1878 | Joseph Y. Bergen, jr., A. M | Non-sect | 1 | 2 | 77 | 41 | 36 | 51 | 26 | 48 | 5 | 6 | 0 | 0 |
| 456 | Nichols Academy* | Dudley, Mass | 1822 | 1821 | Edmund P. Barker | Non-sect | 1 | 1 | 72 | 50 | 22 | 50 | 10 | 12 | 5 | ..... | ..... | ..... |
| 457 | Partridge Academy | Duxbury, Mass | 1829 | 1845 | Rev. Edward B. Maglathlin | Non-sect | 1 | 1 | 50 | 20 | 30 | 50 | 0 | 20 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 458 | Home School for Young Ladies*a | Everett, Mass | ..... | 1874 | Mrs. A. P. Potter | Baptist | 1 | 4 | 25 | .... | 25 | 10 | 15 | 15 | 0 | 0 | 0 | 0 |
| 459 | Lawrence Academy | Falmouth, Mass | 1833 | 1834 | Lucian Hunt, A. M | Non-sect | 1 | 1 | 24 | 10 | 14 | 22 | 6 | 3 | 2 | 0 | 1 | .... |
| 460 | Dean Academy | Franklin, Mass | 1865 | 1866 | L. L. Burrington, A. M | Univ | 3 | 5 | 80 | 42 | 38 | 71 | 9 | 13 | 5 | 1 | 0 | 0 |
| 461 | Sedgwick Institute* | Great Barrington, Mass | ..... | 1855 | Rev. H. J. Van Lennep, D. D., and E. J. Van Lennep. | Cong | 2 | 3 | 27 | 27 | .... | .... | .... | .... | 5 | 3 | .... | .... |
| 462 | Prospect Hill School*b* | Greenfield, Mass | ..... | 1869 | Rev. J. F. Moore | Unit | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 463 | "The Elms" | Hadley, Mass | ..... | 1866 | Misses Porter and Champney. | Cong. & P. E. | 2 | 3 | 12 | .... | 12 | .... | .... | .... | .... | .... | .... | .... |
| 464 | Hanover Academy | Hanover, Mass | 1862 | 1812 | J. G. Knight | Non-sect | 1 | .... | 50 | 20 | 30 | 40 | 7 | 3 | .... | 3 | .... | .... |
| 465 | Derby Academy | Hingham, Mass | 1797 | 1783 | James E. Thomas, A. B | Non-sect | 1 | 2 | 58 | 28 | 30 | .... | 58 | .... | 2 | 0 | 0 | 0 |
| 466 | Leicester Academy*c* | Leicester, Mass | 1784 | 1784 | Rev. Samuel May (ex. com.) | Non-sect | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 467 | St. Patrick's Female Academy* | Lowell, Mass | ..... | 1852 | Sister Agnes Aloysia | R. C | .... | 10 | 125 | .... | 125 | 125 | 32 | 75 | .... | .... | .... | .... |
| 468 | Tabor Academy | Marion, Mass | ..... | ..... | C. P. Howland | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 469 | Barstow School | Mattapoisett, Mass | ..... | 1870 | Miss Annie H. Delano | Non-sect | .... | 1 | 37 | 17 | 20 | .... | .... | .... | 3 | .... | .... | .... |
| 470 | Eaton Family School | Middleborough, Mass | ..... | 1854 | Amos H. Eaton | Non-sect | 1 | 2 | 30 | 25 | 5 | .... | .... | .... | 1 | 2 | .... | .... |
| 471 | Admiral Sir Isaac Coffin's Lancasterian School. | Nantucket, Mass | 1827 | 1827 | E. B. Fox | Non-sect | 1 | 3 | 84 | 41 | 43 | 60 | 24 | 20 | 0 | 0 | 0 | 0 |
| 472 | Friends' Academy* | New Bedford, Mass | 1708 | ..... | Andrew Ingraham | Friends | 2 | 1 | 29 | 15 | 14 | .... | .... | .... | 7 | .... | 7 | .... |
| 473 | Consolidated High and Putnam Schools. | Newburyport, Mass | 1838 | 1764<br>1843<br>1848 | Amos H. Thompson | ..... | 3 | 4 | 229 | 109 | 120 | 169 | 60 | 45 | 6 | 2 | 1 | .... |
| 474 | South Berkshire Institute | New Marlboro', Mass | 1855 | 1856 | Simeon Taylor Frost, A. M | Cong | 3 | 4 | 85 | 47 | 38 | 33 | 21 | 17 | 5 | 2 | 1 | 0 |
| 475 | New Salem Academy* | New Salem, Mass | ..... | ..... | William H. Smiley, A. B | Non-sect | 1 | .... | .... | .... | .... | 5 | 9 | 5 | .... | 3 | .... | .... |
| 476 | Northfield Seminary | Northfield, Mass | ..... | 1879 | Harriette W. Tuttle | Non-sect | 0 | 5 | 110 | 0 | 110 | 95 | 15 | .... | .... | .... | .... | .... |
| 477 | Sawin Academy | Sherborn, Mass | 1871 | 1874 | Edward A. H. Allen, C. E | Non-sect | 1 | 2 | 35 | 17 | 18 | 35 | 23 | 8 | .... | 1 | 0 | 0 |
| 478 | Dummer Academy* | South Byfield, Mass | 1782 | 1763 | Rev. Ebenezer G. Parsons, M. A. | Non-sect | 1 | 1 | 32 | 22 | 10 | 19 | 3 | 4 | 3 | 0 | 0 | 0 |
| 479 | Family and Day School for Young Ladies. | Springfield, Mass | ..... | ..... | Miss Catharine L. Howard | Unit | 1 | 6 | 50 | .... | 50 | .... | .... | .... | .... | .... | .... | .... |
| 480 | Hillside Home | Stockbridge, Mass | ..... | 1875 | Miss Adele Brewer | Cong | 1 | 3 | 23 | 2 | 21 | 23 | 3 | 3 | .... | .... | .... | .... |
| 481 | Waltham New Church School | Waltham, Mass | ..... | 1860 | Benjamin Worcester | N. Jer. C | *d*2 | *d*7 | *d*64 | *d*33 | *d*31 | .... | .... | .... | .... | .... | .... | .... |
| 482 | Wesleyan Academy | Wilbraham, Mass | 1824 | 1825 | Rev. George M. Steele, D. D., LL. D. | M. E | 7 | 4 | 291 | 196 | 95 | 170 | 40 | 80 | 40 | 3 | 7 | .... |
| 483 | English and Classical School | Williamstown, Mass | ..... | 1877 | Rev. N. H. Egleston | Cong | 2 | 1 | 8 | 8 | .... | .... | .... | .... | 3 | .... | 2 | .... |
| 484 | Highland Military Academy | Worcester, Mass | ..... | 1856 | C. B. Metcalf, A. M | Non-sect | 6 | .... | 50 | 50 | .... | 44 | 6 | 4 | .... | .... | .... | 2 |
| 485 | School of Modern Languages | Worcester, Mass | ..... | 1875 | Mrs. Minna V. Fitch | Non-sect | 0 | 3 | 61 | 23 | 38 | 9 | .... | 52 | .... | .... | .... | .... |
| 486 | Miss Williams' School | Worcester, Mass | ..... | 1873 | Miss Ava Williams | Non-sect | 3 | 4 | 30 | .... | 30 | 30 | 10 | 28 | .... | .... | 2 | .... |
| 487 | Raisin Valley Seminary* | Adrian, Mich | ..... | 1851 | Erastus Test, M. D | Friends | 2 | 1 | 99 | 60 | 39 | 88 | 11 | 18 | 1 | 2 | .... | .... |
| 488 | Detroit College | Detroit, Mich | ..... | 1877 | Rev. J. G. Walshe, S. J., president. | R. C | 8 | 0 | 140 | 140 | 0 | 45 | 80 | 35 | 30 | 16 | 40 | .... |
| 489 | Detroit Female Seminary* | Detroit, Mich | ..... | 1859 | Marcus H. Martin, A. M | Non-sect | 6 | 13 | 200 | .... | 200 | 175 | 15 | 35 | 6 | .... | 0 | .... |
| 490 | German-American Seminary | Detroit, Mich. (Lafayette street). | 1861 | 1861 | W. N. Hailmann | Non-sect | 3 | 4 | 185 | 96 | 89 | .... | .... | .... | .... | .... | .... | .... |
| 491 | The Misses Bacon's School | Grand Rapids, Mich. (28 Lafayette street). | ..... | 1874 | Misses Bacon | Non-sect | 2 | 3 | 60 | .... | 60 | 60 | 8 | 12 | .... | .... | .... | .... |
| 492 | St. Joseph's Academy* | Marquette, Mich | 0 | 1869 | Sister Mary De. Pazzi | R. C | .... | 8 | 220 | 70 | 150 | 220 | .... | .... | .... | .... | .... | .... |
| 493 | St. Mary's Academy | Monroe, Mich | ..... | 1845 | Sister M. Justina | R. C | .... | .... | 59 | .... | 59 | .... | .... | .... | .... | .... | .... | .... |
| 494 | Somerville School | St. Claire, Mich | 1880 | 1879 | Mrs. Caroline F. Ballentine | Non-sect | 1 | 8 | 40 | .... | 40 | 16 | 2 | 22 | 2 | .... | .... | .... |

* From Report of Commissioner of Education for 1879. *a* Since the date of these statistics, a department preparatory to college has been organized in this school. See Table VII.
*b* Suspended in 1879-'80 and reopened in September, 1880. *c* Temporarily suspended. *d* These statistics are for the year 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 495 | St. Croix Valley Academy | Afton, Minn | 0 | 1868 | Benjamin F. Stanley | Non-sect | 2 | 3 | 75 | 40 | 35 | 38 | 5 | .... | 5 | 19 | .... | .... |
| 496 | Bethlehem Academy and Parish School. | Faribault, Minn | ..... | 1865 | Sister M. Gertrude | R. C | .... | 7 | 300 | 130 | 170 | 300 | .... | .... | 10 | 15 | 2 | 6 |
| 497 | Shattuck School | Faribault, Minn | 1860 | 1865 | Rev. James Dobbin, A. M., B. D. | P. E | 8 | 1 | 123 | 123 | .... | 78 | 45 | 21 | 8 | 3 | 6 | 1 |
| 498 | Grove Lake Academy | Grove Lake, Minn | ..... | 1876 | D. J. Cogan | Non-sect | 3 | .... | 47 | 47 | .... | 47 | 8 | .... | 4 | 6 | 0 | 4 |
| 499 | St. Boniface Academy | Hastings, Minn | ..... | 1871 | Sister M. Gertrude | R. C | .... | 4 | 60 | .... | 60 | .... | .... | .... | .... | .... | .... | .... |
| 500 | High Forest Methodist Episcopal Seminary. | High Forest, Minn | ..... | ..... | Rev. L. Hall, A. M | M. E | *a*3 | .... | 48 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 501 | Convent of the Blessed Sacrament. | Hokah, Minn | 1859 | ..... | Sister M. C. Borromea | R. C | .... | 4 | 30 | .... | 30 | .... | .... | .... | .... | .... | .... | .... |
| 502 | School of the Holy Apostles | Mankato, Minn | ..... | 1873 | Rev. Peter Schnitzler | R. C | 3 | 6 | 375 | 175 | 200 | 375 | 12 | .... | 12 | .... | 28 | .... |
| 503 | Minneapolis Academy | Minneapolis, Minn | ..... | 1879 | Charles Davidson, A. M | ..... | (3) | | 80 | (80) | | .... | .... | .... | .... | .... | .... | .... |
| 504 | St. Olaf's School | Northfield, Minn | 1874 | 1875 | Thorbjorn Nilson Mohn | Lutheran | 3 | 1 | 92 | 68 | 24 | 83 | 9 | 27 | 9 | .... | .... | .... |
| 505 | Minnesota Academy | Owatonna, Minn | ..... | 1877 | Samuel H. Baker, A. M | Baptist | 2 | 3 | 210 | 97 | 113 | 110 | 32 | 40 | 4 | 28 | 2 | .... |
| 506 | Hague's College and Seminary | Red Wing, Minn | ..... | ..... | J. Eistunsen | ..... | 5 | .... | 70 | 70 | .... | .... | .... | .... | .... | .... | .... | .... |
| 507 | Rochester English and Classical School. | Rochester, Minn | 0 | 1876 | Sanford Niles | Non-sect | 3 | 2 | 167 | 107 | 60 | 167 | 20 | 10 | .... | .... | 4 | .... |
| 508 | St. Joseph's Academy | St. Paul, Minn | 1867 | 1850 | ..... | R. C | .... | .... | 118 | .... | 118 | .... | .... | .... | .... | .... | .... | .... |
| 509 | St. Paul Home School* | St. Paul, Minn. (36 Iglehart street). | ..... | 1856 | Mrs. M. W. Brown | P. E | 5 | 9 | 71 | 32 | 39 | 60 | 11 | 71 | 11 | .... | 2 | 4 |
| 510 | Gustavus Adolphus College | St. Peter, Minn | 1874 | 1876 | Rev. J. P. Nyquist | Ev. Luth | 3 | .... | 98 | 88 | 10 | .... | 8 | 60 | 8 | 0 | 2 | 1 |
| 511 | Wesleyan Methodist Seminary | Wasioja, Minn | 1873 | 1873 | E. G. Paine, A. M | Wes. Me | 2 | 2 | 77 | 48 | 29 | 51 | 22 | 4 | 6 | 10 | 2 | 0 |
| 512 | Methodist District High School | Black Hawk, Miss | 1873 | ..... | E. W. Tarrant, A. M | M. E. So | 2 | 3 | 128 | 57 | 71 | 79 | 22 | 7 | 12 | .... | 4 | .... |
| 513 | Booneville Institute *b* | Booneville, Miss | ..... | ..... | W. R. Davenport | ..... | 2 | 1 | 62 | 26 | 36 | 62 | 5 | .... | 3 | 1 | 2 | .... |
| 514 | Brandon Female College* | Brandon, Miss | 1845 | 1840 | Miss F. A. Johnson | Non-sect | .... | 3 | 80 | 20 | 60 | 15 | 10 | 4 | 1 | .... | .... | .... |
| 515 | Brookhaven Male Academy* | Brookhaven, Miss | ..... | 1879 | Gradnigo J. Young | ..... | 1 | .... | 50 | 40 | 10 | 25 | 10 | .... | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 516 | Waverly Institute | Byhalia, Miss | 1880 | 1880 | A. M. Moore | Non-sect | 1 | 4 | 160 | 60 | 100 | 160 | 20 | 8 | .... | .... | .... | .... |
| 517 | Carrollton Female College | Carrollton, Miss | 1880 | 1852 | T. C. Belsher | Non-sect | 1 | 3 | 60 | 0 | 60 | 50 | 2 | 8 | .... | .... | .... | .... |
| 518 | Mt. Hermon Female Seminary* | Clinton, Miss | 1873 | 1875 | Sarah A. Dickey | Non-sect | .... | 3 | c155 | c73 | c82 | .... | .... | .... | .... | .... | .... | .... |
| 519 | Corinth Female College* | Corinth, Miss | 1876 | 1875 | M. C. Connelly | Presb | .... | 3 | 60 | .... | 60 | 60 | .... | .... | .... | .... | .... | .... |
| 520 | Holly Springs Normal Institute | Holly Springs, Miss | 1837 | 1840 | T. C. Anderson | .... | 2 | 5 | 239 | 133 | 106 | 214 | 25 | 13 | .... | .... | 1 | .... |
| 521 | Iuka Female Institute | Iuka, Miss | ..... | 1866 | Rev. W. H. Armstrong | Meth | 1 | 2 | 85 | 25 | 60 | .... | .... | .... | .... | .... | .... | .... |
| 522 | Kosciusko Male and Female Institute.* | Kosciusko, Miss | 1877 | 1874 | T. A. S. Adams | M. E. So | 1 | 3 | 64 | 28 | 36 | 39 | 25 | 4 | 15 | 15 | 7 | .... |
| 523 | McComb City Academy | McComb City, Miss | ..... | 1872 | Miss E. Hamerton | Non-sect | 0 | 3 | 121 | 51 | 70 | 121 | .... | .... | .... | .... | .... | .... |
| 524 | Natchez Seminary | Natchez, Miss | ..... | 1877 | Rev. Charles Ayer | Baptist | 3 | 3 | 112 | 60 | 52 | 100 | 12 | .... | .... | .... | .... | .... |
| 525 | Oakland Male and Female College | Oakland, Miss | ..... | 1880 | A. H. Drake, president | Non-sect | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 526 | Okolona Female Institute | Okolona, Miss | 1856 | 1850 | J. G. Deupree | Non-sect | 2 | 4 | 132 | .... | 132 | 132 | 27 | 9 | .... | .... | .... | .... |
| 527 | Okolona Male Academy* | Okolona, Miss | 1872 | 1870 | G. W. Turner | Non-sect | 3 | .... | 112 | 112 | 0 | 112 | 19 | 0 | 15 | 27 | 3 | 2 |
| 528 | Pontotoc Male Academy* | Pontotoc, Miss | ..... | ..... | F. C. Austin | Non-sect | 2 | .... | 57 | 57 | .... | 42 | 15 | .... | 10 | 3 | 1 | .... |
| 529 | Sardis Institute | Sardis, Miss | ..... | ..... | Mrs. M. A. Thompson | Non-sect | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 530 | Sardis Male Institute | Sardis, Miss | 0 | ..... | J. A. Rainwater | Non-sect | 1 | 1 | 80 | 80 | .... | 60 | 20 | 11 | 20 | 11 | 5 | 3 |
| 531 | Starkville Female Institute | Starkville, Miss | 1872 | 1869 | T. G. Sellers, A. M | Baptist | 1 | 7 | 159 | 19 | 140 | 120 | 35 | 10 | .... | .... | .... | .... |
| 532 | Zion Hill High School | Union Church P. O., Miss. | ..... | ..... | J. E. Blankenship | Non-sect | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 533 | Vaiden Male and Female Institute | Vaiden, Miss | ..... | 1864 | J. E. Hopkins, A. M | Non-sect | 1 | 1 | 85 | 50 | 35 | 60 | 25 | 10 | 0 | 0 | 0 | 0 |
| 534 | North Mississippi Male and Female College.* | Verona, Miss | 1870 | 1870 | T. L. Carothers, president | Non-sect | 2 | 3 | 142 | 78 | 64 | 142 | 12 | 4 | 130 | 130 | 1 | .... |
| 535 | Walthall Male and Female High School. | Walthall, Miss | 0 | 1877 | S. L. Cooke, A. M | Non-sect | 1 | 2 | 174 | 84 | 90 | 43 | 18 | 24 | 18 | 24 | 2 | 1 |
| 536 | Jefferson College* | Washington, Miss | 1802 | 1811 | Joseph S. Raymond | Non-sect | 2 | .... | 65 | 65 | 0 | 45 | 20 | 0 | 20 | .... | 0 | 0 |
| 537 | Winona Female College | Winona, Miss | ..... | ..... | Milton E. Bacon | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 538 | Arcadia College and Academy of the Ursuline Sisters.* | Arcadia, Mo | ..... | 1877 | Mother Mary J. Rose | R. C | .... | 4 | 40 | .... | 40 | 40 | .... | .... | 25 | .... | .... | .... |
| 539 | Watson Seminary | Ashley, Mo | 1847 | 1855 | Joseph C. Watkins | Non-sect | 2 | .... | 67 | 36 | 31 | 51 | 16 | .... | .... | .... | .... | .... |
| 540 | Avalon Academy | Avalon, Mo | 1869 | 1873 | Rev. C. J. Kephart, A. M | U. B | 2 | 1 | 85 | 54 | 31 | 63 | 10 | .... | 7 | 9 | 6 | .... |
| 541 | The Kemper Family School | Boonville, Mo | ..... | 1844 | F. T. Kemper, A. M. *d* | Non-sect | 4 | 2 | 48 | 46 | 2 | 18 | 18 | 10 | .... | .... | .... | .... |
| 542 | Butler Academy | Butler, Mo | ..... | 1874 | James M. Naylor, A. M | Presb | 2 | .... | 105 | 43 | 62 | 75 | 20 | 18 | 2 | 2 | .... | .... |
| 543 | Bellevue Collegiate Institute | Caledonia, Mo | 1867 | 1867 | W. D. Vandiver, PH. B., president. | M. E. So | 2 | 3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 544 | Grand River College | Edinburg, Mo | ..... | 1859 | Thomas H. Storts, A. M | Baptist | 2 | 2 | 75 | 45 | 30 | 75 | 30 | 20 | 30 | 20 | .... | .... |
| 545 | Carleton Institute* | Farmington, Mo | 1859 | 1854 | Miss Eliza A. Carleton, A. M., president. | M. E | 2 | 3 | 100 | 55 | 45 | .... | .... | .... | 7 | .... | .... | .... |
| 546 | Kirkwood Seminary | Kirkwood, Mo | 1868 | 1861 | Miss Anna C. Sneed | .... | 2 | 7 | 90 | 15 | 75 | 90 | 24 | 12 | .... | .... | .... | .... |
| 547 | Louisiana College | Louisiana, Mo | 1866 | .... | A. Slaughter | Baptist | (9) | .... | 114 | 48 | 66 | 35 | 35 | .... | .... | .... | .... | .... |
| 548 | Marionville Collegiate Institute* | Marionville, Mo | 1872 | 1872 | Rev. Jasper A. Smith, A. M | M. E | 2 | 2 | 100 | 58 | 42 | 100 | 33 | .... | .... | .... | .... | .... |
| 549 | Morrisville Male and Female Collegiate Institute. | Morrisville, Mo | 1876 | 1872 | Rev. W. C. Godbey | M. E. So | 3 | 2 | 112 | 69 | 43 | 96 | 16 | 6 | .... | .... | .... | .... |
| 550 | Oak Ridge High School* | Oak Ridge, Mo | 1877 | 1874 | W. F. Carrington | .... | 2 | 2 | 128 | 70 | 58 | 128 | .... | .... | .... | 8 | .... | 3 |
| 551 | St. Paul's College* | Palmyra, Mo | 1852 | 1848 | Rev. J. A. Wainwright, A. M., M. D., president. | P. E | 4 | 3 | 64 | 39 | 25 | 50 | 10 | 16 | 20 | 2 | .... | .... |
| 552 | Park College | Parkville, Mo | 1878 | 1875 | Rev. John A. McAfee, A. M | Presb | 3 | 2 | 150 | 93 | 57 | 50 | 100 | .... | .... | .... | .... | .... |
| 553 | Pilot Grove Collegiate Institute | Pilot Grove, Mo | ..... | 1878 | Charles N. Johnson, A. B., M. S., B. E. | Non-sect | 3 | 3 | 110 | 50 | 60 | 40 | 60 | 10 | .... | .... | .... | .... |
| 554 | St. Charles College | St. Charles, Mo | 1838 | 1837 | B. S. Newland, A. M., pres't | M. E. So | 2 | 3 | 50 | 24 | 26 | 35 | 3 | 12 | 3 | 8 | .... | .... |
| 555 | Young Ladies' Institute | St. Joseph, Mo | ..... | 1869 | Rev. Charles Martin, M. D | Non-sect | 2 | 8 | 105 | .... | 105 | 105 | 10 | 28 | .... | .... | .... | .... |

* From Report of the Commissioner of Education for 1879.
*a* Sex not reported.
*b* These statistics are for year 1879.
*c* These are in the public school department.
*d* Since deceased.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 556 | Mrs. Cuthbert's Seminary for Young Ladies. | St. Louis, Mo. (cor. 16th and Pine streets). | ..... | 1865 | Mrs. Eugenia Cuthbert | Non-sect | 2 | 5 | 150 | .... | 150 | .... | 40 | 60 | .... | .... | .... | .... |
| 557 | German Institute* | St. Louis, Mo. (215 South Third street). | 1857 | 1856 | John Eyser | ..... | 4 | .... | 80 | 80 | .... | 80 | 20 | 50 | .... | .... | .... | .... |
| 558 | St. Patrick's Academy | St. Louis, Mo | ..... | 1868 | Brother Helemian, director | R. C | .... | .... | 200 | 200 | .... | .... | .... | .... | .... | .... | .... | .... |
| 559 | School of the Good Shepherd | St. Louis, Mo. (2029 Park avenue). | 1867 | 1874 | Sister Catharine | P. E | 2 | 11 | 79 | 7 | 72 | .... | .... | .... | .... | .... | .... | .... |
| 560 | Salem Academy | Salem, Mo | 0 | 1872 | William H. Lynch, A. M | ..... | 4 | 5 | 484 | 240 | 244 | 484 | 15 | 10 | 0 | 60 | .... | .... |
| 561 | Weaubleau Christian Institute | Weaubleau City (Hickory County), Mo. | 1869 | 1873 | Rev. Emerson Barber | Christ'n | 3 | 1 | 100 | 57 | 43 | 97 | 1 | 2 | .... | .... | .. | .... |
| 562 | Nebraska Baptist Seminary | Gibbon, Nebr | ..... | 1880 | George W. Read | Baptist | 2 | 2 | 90 | 49 | 41 | 74 | 16 | .... | 16 | .... | .... | .... |
| 563 | Pawnee City Academy | Pawnee City, Nebr | ..... | 1877 | A. K. Gowdy | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 564 | Nebraska Conference Seminary | York, Nebr | ..... | 1880 | Rev. E. Thomson, president | Meth | 6 | 3 | 95 | (95) | | .... | .... | .... | .... | .... | .... | .... |
| 565 | Atkinson Academy | Atkinson, N. H | 1791 | 1789 | B. H. Weston | Non-sect | 1 | 1 | 42 | 21 | 21 | 23 | 17 | 2 | 2 | 3 | .... | .... |
| 566 | Chester Academy | Chester, N. H | 1853 | 1853 | Charles A. Wilcourt, chairman executive committee. | Non-sect | 1 | 1 | 41 | 20 | 21 | 33 | 8 | .... | 3 | .... | 0 | .... |
| 567 | Stevens High School* | Claremont, N. H | 0 | 1868 | Arthur J. Swain, A. M | Non-sect | 1 | 2 | 111 | 47 | 64 | 71 | 40 | 16 | 8 | 1 | 2 | 0 |
| 568 | Gay's English and Classical School | Concord, N. H | ..... | 1878 | George E. Gay | Non-sect | 1 | 2 | 32 | 30 | 2 | 27 | 5 | .... | 4 | .... | .... | .... |
| 569 | Contoocook Academy | Contoocook, N. H | 1856 | 1856 | Miss Lillie M. Whitney | Swedenb | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 570 | Pinkerton Academy | Derry, N. H | 1814 | 1815 | Edmund R. Angell | Non-sect | 1 | 1 | 51 | 22 | 29 | 36 | 15 | 6 | 3 | 0 | 0 | 0 |
| 571 | Franklin Academy | Dover, N. H | 1818 | 1818 | John Scales, A. M | ..... | 1 | 1 | 55 | 30 | 25 | .... | 20 | .... | .... | .... | .... | .... |
| 572 | Francestown Academy | Francestown, N. H | 1819 | 1800 | Hervey S. Cowell, A. M | Non-sect | 3 | 3 | 132 | 75 | 57 | 98 | 18 | 16 | 9 | 1 | 0 | 0 |
| 573 | Gilmanton Academy* | Gilmanton, N. H | 1794 | 1797 | F. M. McCutchins, A. B | Cong | 1 | 2 | 34 | 17 | 17 | 18 | 14 | 2 | 11 | 0 | 2 | 0 |
| 574 | Brackett Academy | Greenland, N. H | 1823 | 1824 | Miss S. C. Merrill | Non-sect | 0 | 4 | 55 | 30 | 25 | 55 | 20 | 22 | 5 | 0 | 0 | 1 |
| 575 | Hillsborough Bridge Union School and Valley Academy.* | Hillsborough Bridge, N. H. | ..... | 1876 | Frank P. Newman | ..... | 2 | 1 | 60 | 32 | 28 | 54 | 6 | .... | .... | .... | .... | 10 |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 576 | Kingston Academy* | Kingston, N. H | | 1825 | F. W. Whitney | Non-sect | 1 | 1 | 46 | 25 | 21 | 30 | 7 | 4 | | | | |
| 577 | Lancaster Academy | Lancaster, N. H | 1828 | 1828 | Thomas Macomber, A. M. | Non-sect | 1 | 1 | 75 | 40 | 35 | 65 | 10 | 0 | | | | |
| 578 | Academy of the Sisters of Mercy | Manchester, N. H | | | Mother M. Frances Xavier Warde, superioress. | R. C | | | | | | | | | | | | |
| 579 | Milton Classical Institute* | Milton, N. H | 1866 | | Miss C. Augusta Clement | Non-sect | 0 | 2 | 48 | 19 | 29 | 36 | 12 | | 0 | 0 | 0 | 0 |
| 580 | New Hampton Literary Institution and Commercial College. | New Hampton, N. H | 1853 | 1853 | Rev. A. B. Meservey, A. M., PH. D. | F. W. B | 5 | 2 | 300 | 200 | 100 | 150 | 50 | 5 | 20 | | 5 | 2 |
| 581 | North Conway Academy | North Conway, N. H | 1823 | 1823 | Rev. S. G. Norcross | Cong | 1 | 1 | 91 | 47 | 44 | 68 | 17 | 7 | 3 | | 1 | 3 |
| 582 | Northwood Seminary* | Northwood Ridge, N. H | 1867 | 1867 | J. H. Hutchins, A. M | Fr. Bap | 1 | 1 | 33 | 14 | 19 | 15 | 18 | | 7 | | | |
| 583 | Pembroke Academy | Pembroke, N. H | 1818 | 1819 | Isaac Walker, A. M | Cong | 1 | 1 | 70 | 35 | 35 | | 9 | 8 | 9 | 0 | 0 | 0 |
| 584 | Pittsfield Academy* | Pittsfield, N. H | 1830 | 1830 | Daniel K. Foster | Cong | 1 | 1 | 55 | 30 | 25 | 50 | 30 | 10 | 3 | 5 | 1 | 2 |
| 585 | Miss Morgan's English, French, and German School for Young Ladies. | Portsmouth, N. H | | 1874 | Miss A. C. Morgan | Non-sect | 2 | 4 | 38 | | 38 | 38 | 6 | 38 | | | | |
| 586 | Smith's Academy and Commercial College. | Portsmouth, N. H | | 1873 | Lewis E. Smith | | 2 | 1 | 62 | 55 | 7 | | 22 | 9 | | | | |
| 587 | McGaw Normal Institute | Reed's Ferry, N. H | 1848 | 1849 | Elliot Whipple, A. M | Non-sect | 2 | 1 | 38 | 28 | 10 | 22 | 9 | 3 | 3 | 1 | 1 | 1 |
| 588 | New Hampshire Conference Seminary and Female College. | Tilton, N. H | 1852 | 1845 | Rev. Silas E. Quimby, A. M | M. E | 6 | 4 | 170 | 78 | 92 | 109 | 41 | 20 | 27 | 3 | 3 | |
| 589 | Simonds' Free High School* | Warner, N. H | 1871 | 1871 | William Goldthwaite, A. M | | 1 | 2 | 49 | 23 | 26 | 40 | 9 | 5 | 3 | | | |
| 590 | Tubbs' Union Academy | Washington, N. H | 1848 | 1848 | O. H. Hill | Non-sect | 1 | | 22 | 12 | 10 | 22 | 2 | | | | | |
| 591 | Kearsarge School of Practice* | Wilmot, N. H | 0 | 1876 | Herbert B. Dow | Non-sect | *a*3 | 1 | *a*31 | *a*19 | *a*12 | *a*31 | | | 0 | 0 | 0 | 0 |
| 592 | Wykeham Institute | Bergen Point, N. J | | 1867 | Mrs. W. Townsend Ford | | | | | | | | | | | | | |
| 593 | Blair Presbyterial Academy | Blairstown, N. J | | 1848 | Henry D. Gregory, A. M., PH. D. | Presb | 3 | 3 | 65 | 36 | 29 | 50 | 40 | 5 | 17 | 10 | 3 | 6 |
| 594 | South Jersey Institute | Bridgeton, N. J | 1868 | 1870 | Henry K. Trask, A. M | Bap | 5 | 5 | 150 | 100 | 50 | 85 | 65 | 37 | 31 | 7 | 7 | 3 |
| 595 | Brainerd Institute | Cranbury, N. J | 1865 | 1865 | Rev. Jos. S. Van Dyke | Presb | 2 | 1 | 45 | 20 | 25 | 45 | | | 5 | | 2 | |
| 596 | The Elizabeth Institute* | Elizabeth, N. J. (521 N. Broad street). | | 1861 | Miss N. C. Read | Presb | 2 | 5 | 45 | 10 | 35 | 45 | 5 | 7 | | | | |
| 597 | Misses Hayward's English and French School for Young Ladies. | Elizabeth, N. J | | 1869 | Misses Julia L. and Amy Hayward. | P. E | | 5 | 30 | | 30 | 30 | 5 | 27 | | | | |
| 598 | Jefferson Park Academy | Elizabeth, N. J. (315–323 Jefferson avenue). | 1873 | 1872 | James H. Lansley, PH. D | Non-sect | 2 | 2 | 100 | 70 | 30 | | 23 | | | | | |
| 599 | English and Classical School* | Flemington, N. J | 0 | 1870 | Isaiah N. Leigh | Presb | 1 | 1 | 50 | 30 | 20 | 45 | 5 | 0 | 3 | 0 | 0 | 0 |
| 600 | Freehold Institute | Freehold, N. J | 0 | 1844 | Rev. A. G. Chambers | Presb | 5 | 0 | 75 | 75 | 0 | 40 | 35 | | 25 | 10 | 5 | 2 |
| 601 | Hackensack Academy* | Hackensack, N. J | | 1870 | S. D. Brooks | | 1 | 2 | 49 | 23 | 26 | | | | | | | |
| 602 | Centenary Collegiate Institute | Hackettstown, N. J | 1869 | 1874 | Rev. George H. Whitney, D. D., president. | M. E | 6 | 4 | 186 | 126 | 60 | 59 | 90 | 52 | 70 | 15 | 10 | |
| 603 | St. Agnes' Hall | Haddonfield, N. J | | | Rev. T. Maxwell Reilly, B.D., rector. | | 3 | 2 | | | | | | | | | | |
| 604 | St. John's Academy | Haddonfield, N. J | | | Rev. William M. Reilly, B.D., rector. | | 4 | | | | | | | | | | | |
| 605 | The Home Seminary | Hightstown, N. J | 0 | 1864 | Rev. William M. Wells, A. M. | Presb | 1 | 3 | 43 | 13 | 30 | 35 | 8 | 0 | 0 | 0 | 0 | 0 |
| 606 | Academy of the Sacred Heart* | Hoboken, N. J | | | Sister Clara Agnes | R. C | | | 75 | | 75 | | | | | | | |
| 607 | German-American School | Hoboken, N. J. (148 Park avenue). | | 1871 | John A. von Duisburg | Non-sect | 1 | 1 | 65 | 40 | 25 | 55 | | 65 | | | | |
| 608 | German-American School in the Martha Institute.* | Hoboken, N. J. (cor. 6th street and Park ave.). | | 1867 | Rev. Leopold Mohn | Ref'm'd | 4 | 3 | 130 | 85 | 45 | | 12 | 36 | 8 | 3 | 2 | 1 |

* From Report of the Commissioner of Education for 1879.

*a* Number during winter term.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 609 | German, English, and French Academy. | Hoboken, N. J. (272 Bloomfield street). | 1873 | 1868 | Frederick H. W. Schlesier .. | Lutheran | 3 | 3 | 80 | 57 | 23 | 80 | .... | 80 | .... | .... | .... | .... |
| 610 | Hoboken Academy | Hoboken, N. J | 1860 | 1861 | Jos. Schrenk | ..... | 11 | 3 | 350 | 220 | 130 | 350 | .... | 350 | .... | 9 | .... | .... |
| 611 | Young Ladies' Institute | Hoboken, N. J. (352 Bloomfield street). | ..... | 1868 | Miss Mathilde Schmidt | ..... | 4 | 6 | 160 | .... | 160 | .... | .... | .... | .... | .... | .... | .... |
| 612 | Hopewell Seminary* | Hopewell, N. J | 0 | 1866 | Miss Elizabeth H. Boggs | Non-sect | 1 | 4 | 36 | 6 | 30 | 35 | 0 | 4 | 1 | 1 | 0 | 0 |
| 613 | Hasbrouck Institute | Jersey City, N. J. (109 Grand street). | ..... | 1856 | Charles C. Stimets | Non-sect | 8 | 2 | 230 | 180 | 50 | 120 | 75 | 50 | 50 | 20 | 10 | 4 |
| 614 | St. Aloysius Academy* | Jersey City, N. J | ..... | ..... | Sister M. Zita | R. C | .... | .... | 105 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 615 | St. Peter's College | Jersey City, N. J | ..... | ..... | Rev. John McQuaid, S. J., president. | R. C | 13 | .... | 125 | 125 | .... | .... | .... | .... | .... | .... | .... | .... |
| 616 | Classical and Commercial High School. | Lawrenceville, N. J | ..... | 1810 | Rev. Samuel M. Hamill, D. D. | Presb | 5 | .... | 40 | 40 | .... | 26 | 24 | .... | 12 | 8 | 8 | .... |
| 617 | Lawrenceville Young Ladies' Seminary. | Lawrenceville, N. J | ..... | 1835 | Rev. R. Hamill Davis, PH. D | Presb | 1 | 2 | 25 | .... | 25 | 25 | 3 | 1 | .... | .... | .... | .... |
| 618 | St. Elizabeth's Academy | Near Madison (Convent Station), N. J. | ..... | ..... | Mother M. Xavier, superior | R. C | .... | .... | 110 | .... | 110 | .... | .... | .... | .... | .... | .... | .... |
| 619 | Glenwood Institute | Matawan, N. J | 1855 | 1855 | Charles Jacobus, A. M | Non-sect | 2 | 2 | 92 | 42 | 50 | .... | .... | .... | 4 | .... | 2 | .... |
| 620 | Moorestown Academy* | Moorestown, N. J | ..... | 1878 | Edward Forsythe | Friends | 1 | 2 | 70 | 33 | 37 | 55 | 15 | .... | 3 | 1 | 1 | .... |
| 621 | English and French Boarding and Day School.* | Morristown, N. J | ..... | 1860 | Miss E. Elizabeth Dana | Non-sect | 2 | 8 | 60 | .... | 60 | 60 | 25 | 35 | .... | .... | .... | .... |
| 622 | Miss Longwell's Seminary* | Morristown, N. J | ..... | 1865 | Miss Susan A. Longwell | Non-sect | 1 | 8 | 40 | .... | 40 | .... | .... | .... | .... | .... | .... | .... |
| 623 | Morris Academy | Morristown, N. J | ..... | 1878 | Wayland Spaulding | ..... | 2 | .... | 23 | 23 | .... | .... | .... | .... | 3 | .... | .... | .... |
| 624 | Morris Classical Institute | Morristown, N. J | 0 | 1879 | Sidney H. Moore | Non-sect | 1 | .... | 7 | 7 | .... | 3 | 4 | 1 | 1 | 2 | .... | .... |
| 625 | Mt. Holly Academy* | Mt. Holly, N. J | 0 | 1875 | John M. Pfouts, M. A | Non-sect | 1 | 1 | 45 | 45 | .... | .... | 9 | 8 | .... | .... | 2 | .... |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 626 | Beacon Street German-American School. | Newark, N. J. (10 Beacon street). | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 627 | First German and English Presbyterian School. | Newark, N. J. (35 Morton street). | 1860 | 1860 | Rev. John U. Guenther ..... | Presb... | 3 | 4 | 320 | 200 | 120 | 200 | 80 | 320 | 10 | 12 | 8 | 4 |
| 628 | German-American Elementary and High Grammar School. | Newark, N. J. (19 Green street). | 1856 | 1856 | H. von der Heide ..... | Non-sect | 3 | 7 | 300 | 180 | 120 | 300 | .... | 300 | .... | .... | .... | .... |
| 629 | Mrs. Park's Seminary for Young Ladies. | New Brunswick, N. J. (13 Livingston avenue). | ..... | 1872 | Mrs. Martha S. Parks..... | Non-sect | 3 | 4 | 40 | .... | 40 | 40 | 10 | 38 | .... | .... | .... | .... |
| 630 | Newton Collegiate Institute ..... | Newton, N. J ..... | 1850 | 1848 | S. S. Stevens, A. M ..... | Non-sect | 2 | 3 | 55 | 40 | 15 | 30 | 25 | 2 | 3 | 2 | 2 | .... |
| 631 | Passaic Classical School *a*..... | Passaic, N. J ..... | ..... | 1871 | Charles W. Stickle, A. M..... | P. E..... | 1 | 1 | 22 | 19 | 3 | 17 | 5 | .... | 2 | .... | 1 | .... |
| 632 | Passaic Falls Institute..... | Paterson, N. J. (corner Market and Church sts.). | ..... | 1866 | Rev. J. C. Wyckoff..... | Non-sect | 2 | 7 | 45 | 11 | 34 | 45 | 16 | 2 | 2 | .... | .... | .... |
| 633 | Paterson Seminary ..... | Paterson, N. J. (cor. Van Houton and Auburn streets). | ..... | 1863 | A. B. Wiggin, A. M ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 634 | Pennington Institute..... | Pennington, N. J ..... | 0 | 1844 | Rev. A. P. Lasher..... | Non-sect | 2 | 1 | 23 | 15 | 8 | 23 | .... | .... | .... | .... | .... | .... |
| 635 | North Plainfield Seminary*..... | Plainfield, N. J..... | ..... | 1876 | Miss M. Helen Burrows..... | Non-sect | 1 | 5 | 25 | .... | 25 | 25 | 3 | 20 | 3 | .... | .... | .... |
| 636 | Seminary at Ringoes..... | Ringoes, N. J ..... | ..... | 1870 | Mrs. K. B. Larison ..... | ..... | 2 | 2 | 40 | 13 | 27 | 35 | 3 | 2 | .... | .... | .... | 1 |
| 637 | Collegiate Institute..... | Salem, N. J ..... | 0 | 1867 | H. Page Davidson, A. M..... | Non-sect | 1 | 4 | *b*48 | *b*26 | *b*22 | 37 | 11 | 4 | 3 | 0 | 0 | 0 |
| 638 | Union Academy ..... | Shiloh, N. J..... | 1849 | 1849 | Anna S. Davis ..... | ..... | .... | 1 | 29 | 15 | 14 | 29 | .... | .... | .... | .... | .... | .... |
| 639 | The Hights Academy..... | Short Hills, N. J ..... | ..... | 1880 | Rev. Julius D. Rosé, A. M., M. D., PH. D. | P. E..... | 2 | 3 | 25 | 15 | 10 | 25 | 15 | 11 | 4 | 2 | .... | .... |
| 640 | Miss Sarah B. Mathews's School*. | Summit, N. J ..... | ..... | 1878 | Miss Sarah B. Mathews..... | Non-sect | 0 | 4 | 25 | 9 | 16 | .... | .... | .... | .... | .... | .... | .... |
| 641 | Trenton Academy ..... | Trenton, N. J ..... | 1785 | 1782 | J. W. Fairley ..... | Non-sect | 2 | .... | 20 | 20 | .... | 20 | 6 | .... | 5 | 1 | .... | .... |
| 642 | Hungerford Collegiate Institute.. | Adams, N. Y..... | 1864 | 1865 | Albert B. Watkins, A.M., PH.D. | Non-sect | 5 | 5 | 157 | 83 | 74 | 63 | 18 | 13 | 18 | 3 | 2 | .... |
| 643 | Albany Academy..... | Albany, N. Y ..... | 1813 | 1815 | Merrill Edwards Gates, A. M., PH. D. | Non-sect | 11 | 4 | 303 | 303 | .... | 100 | 140 | 60 | 50 | 25 | 6 | .... |
| 644 | Albany Female Academy..... | Albany, N. Y ..... | 1821 | 1814 | Lucy A. Plympton ..... | Non-sect | 3 | 12 | 154 | *c*8 | 146 | 154 | 38 | 154 | .... | .... | .... | .... |
| 645 | Christian Brothers' Academy..... | Albany, N. Y ..... | 1870 | 1863 | Rev. Brother Leontine ..... | R. C..... | 7 | .... | 133 | 133 | .... | 133 | 54 | 54 | 17 | 15 | 9 | 5 |
| 646 | St. Mary's School for Girls..... | Albany, N. Y ..... | ..... | ..... | Sisters of Charity ..... | R. C..... | ..... | ..... | 64 | .... | 64 | .... | .... | .... | .... | .... | .... | .... |
| 647 | Albion Union School ..... | Albion, N. Y ..... | 1876 | 1876 | Freeman A. Greene, A. M ..... | ..... | 2 | 3 | 143 | 62 | 81 | 74 | 41 | 28 | 21 | 14 | 9 | 0 |
| 648 | Amenia Seminary ..... | Amenia, N. Y..... | 1834 | 1835 | E. C. Allen, A. M ..... | Baptist.. | 2 | 3 | 114 | 61 | 53 | 82 | 23 | 15 | 5 | 0 | .... | .... |
| 649 | Amsterdam Academy ..... | Amsterdam, N. Y ..... | 1839 | 1839 | George H. Taylor ..... | Non-sect | 3 | 3 | 95 | 43 | 52 | 40 | 55 | 18 | 23 | 8 | 2 | 4 |
| 650 | Argyle Academy ..... | Argyle, N. Y..... | 1841 | 1841 | Hiram W. Hunt, A. M..... | Non-sect | 1 | 2 | 50 | 20 | 30 | 40 | 12 | 10 | 6 | .... | 3 | .... |
| 651 | Cayuga Lake Academy..... | Aurora, N. Y ..... | 1801 | 1798 | Charles H. Ray ..... | Presb... | 3 | 2 | 45 | 25 | 20 | 20 | 25 | 18 | 18 | 0 | 2 | 0 |
| 652 | Bedford Academy ..... | Bedford, N. Y..... | 1809 | 1809 | James F. Williams, jr ..... | Non-sect | 1 | 1 | 35 | 21 | 14 | 29 | 6 | .... | 2 | 0 | 0 | 0 |
| 653 | Genesee Valley Seminary..... | Belfast, N. Y..... | 1857 | 1857 | F. M. Crandall ..... | Non-sect | 1 | 3 | 191 | 83 | 108 | 182 | 9 | 11 | 6 | .... | 2 | .... |
| 654 | Bridgehampton Literary and Commercial Institute. | Bridgehampton, N. Y.... | 1875 | ..... | Lewis W. Hallock, A. B..... | Non-sect | 3 | 1 | 42 | 26 | 16 | 25 | 13 | 4 | 3 | 0 | 2 | 0 |
| 655 | Brookfield Union School and Academy. | Brookfield, N. Y ..... | 1847 | 1847 | Lyman B. Blakeman ..... | Non-sect | 1 | 2 | 170 | 80 | 90 | 160 | 10 | .... | 4 | .... | 3 | .... |
| 656 | Academic department of Brooklyn Collegiate and Polytechnic Institute. | Brooklyn, N. Y ..... | 1854 | 1855 | E. C. Seymour, A. M..... | Non-sect | 19 | 2 | 524 | 524 | 0 | 309 | 215 | 60 | 35 | 95 | 19 | .... |
| 657 | Adelphi Academy ..... | Brooklyn, N. Y. (Lafayette avenue). | 1869 | 1869 | Stephen G. Taylor, A.M., PH.D. | Non-sect | 19 | 17 | 737 | 387 | 350 | 492 | 46 | 199 | 46 | 5 | 4 | 2 |
| 658 | Brooklyn Hill Institute..... | Brooklyn, N. Y. (350 Washington avenue). | ..... | 1879 | Mrs. S. C. Baker..... | Presb... | 3 | 4 | 23 | .... | 23 | 23 | 3 | 14 | .... | .... | .... | .... |

* From Report of the Commissioner of Education for 1879.

*a* The name of this school was changed to St. John's School, June 25, 1880.

*b* Includes students reported as being in Business College, Salem, N. J. (Table IV), an institution associated with Collegiate Institute.

*c* These are 8 boys in the Kindergarten.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 659 | Chênevière Institute | Brooklyn, N. Y. (153 Schermerhorn street). | ..... | 1865 | Misses Emmeline D. Longchamp and M. W. Mead. | ..... | 2 | 4 | 40 | .... | 40 | | (40) | | .... | .... | .... | .... |
| 660 | College Grammar School | Brooklyn, N. Y. (44 Court street). | ..... | 1849 | Rev. Levi Wells Hart, A. M. | Non-sect | 3 | .... | 25 | 25 | .... | 20 | 5 | 4 | 3 | 1 | 0 | .... |
| 661 | Professor Davison's Institute* | Brooklyn, N. Y. (424 Clermont avenue). | 0 | 1859 | Rev. I. S. Davison | Non-sect | 1 | 0 | 20 | 20 | 0 | 10 | 10 | 0 | 5 | 0 | 3 | 0 |
| 662 | Friends' Seminary* | Brooklyn, N. Y. (Schermerhorn street, near Boerum). | ..... | 1867 | Clara Lockwood | Friends | .... | 6 | 73 | 37 | 36 | .... | .... | 12 | .... | .... | .... | .... |
| 663 | German-American Boarding and Day School for Young Ladies and Children. | Brooklyn, N. Y. (154 Montague street). | ..... | ..... | Mrs. R. Goodwin | ..... | 2 | 10 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 664 | German, English, and French Institute. | Brooklyn, N. Y. (360 State street). | ..... | 1873 | Miss Emily Christiansen | Non-sect | 1 | 5 | 80 | 30 | 50 | 80 | .... | 25 | .... | .... | .... | .... |
| 665 | Juvenile High School* | Brooklyn, N. Y. (Livingston st., near Court). | ..... | 1854 | Misses A. S. Dobbin and S. E. Rogers. | Non-sect | 1 | 6 | 140 | 140 | 0 | 140 | 0 | 0 | 0 | 0 | 0 | 0 |
| 666 | Lafayette Academy | Brooklyn, N. Y. (149 Lafayette avenue). | ..... | 1877 | Rev. Dan Marvin, jr., A. M. | Non-sect | 1 | .... | 16 | 16 | .... | 15 | 1 | .... | 1 | .... | .... | .... |
| 667 | Miss Rounds's School for Girls | Brooklyn, N. Y. (525 Clinton avenue). | ..... | ..... | Christiana Rounds | ..... | 2 | 9 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 668 | State Street Academy | Brooklyn, N. Y. (247 State street). | ..... | 1864 | Mrs. E. Medler | P. E. | 1 | 2 | 55 | 35 | 20 | 55 | 12 | 40 | .... | .... | .... | 1 |
| 669 | Washington Avenue Institute for Young Ladies and Misses. | Brooklyn, N. Y. (394 Washington avenue). | ..... | ..... | Mrs. A. W. Longfellow | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 670 | Buffalo Practical School | Buffalo, N. Y. (23 West Swan street). | ..... | 1875 | Herman Poole | ..... | 1 | 1 | 49 | 43 | 6 | 49 | .... | .... | .... | 8 | 3 | 2 |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 671 | Heathcote School | Buffalo, N. Y | 0 | 1865 | Lester Wheeler, A. M | P. E | 2 | 1 | 40 | 40 | 0 | 28 | 12 | 6 | 7 | 1 | 1 | 1 |
| 672 | Canandaigua Academy | Canandaigua, N. Y | 1795 | 1795 | Noah T. Clarke, A. M., PH. D | Non-sect | 5 | .... | 111 | 106 | 5 | 90 | 40 | 15 | 23 | 8 | 4 | 2 |
| 673 | Canisteo Academy | Canisteo, N. Y | 1870 | 1871 | D. M. Estee, A. M | ..... | 1 | 4 | 104 | 46 | 58 | 73 | 25 | 6 | 5 | 7 | 2 | .... |
| 674 | Chappaqua Mountain Institute | Chappaqua, N. Y | ..... | 1870 | S. C. Collins, M. A | Friends | 3 | 5 | 77 | 46 | 31 | .... | .... | .... | .... | .... | .... | .... |
| 675 | Cincinnatus Academy | Cincinnatus, N. Y | 1857 | 1857 | Rev. Edson Rogers, A. M | Non-sect | 1 | 3 | 73 | 40 | 33 | 73 | 6 | 4 | 2 | .... | 0 | 0 |
| 676 | Parker Union School | Clarence, N. Y | ..... | 1869 | Jared Parker, M.D., president | Non-sect | 1 | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 677 | Clifton Springs Seminary | Clifton Springs, N. Y | 1868 | 1868 | Miss C. E. Hahn | P. E | 1 | 5 | 35 | .... | 35 | 30 | 5 | 10 | 1 | 1 | .... | .... |
| 678 | Foster School for Young Ladies | Clifton Springs, N. Y | ..... | 1876 | Rev. Geo. Loomis, D. D | Non-sect | 4 | 7 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 679 | Clinton Grammar School | Clinton, N. Y | 1815 | 1813 | Rev. Isaac O. Best, A. M | Non-sect | 3 | 3 | 98 | 98 | .... | 50 | 48 | 4 | 40 | 5 | 8 | .... |
| 680 | Dwight's Home School for Young Ladies.* | Clinton, N. Y | ..... | 1874 | Rev. Benj. W. Dwight | Presb | 1 | 5 | 13 | .... | 13 | .... | 13 | 12 | .... | .... | .... | .... |
| 681 | Houghton Seminary* | Clinton, N. Y | ..... | 1861 | John C. Gallup, A. M., M. D | Presb | 2 | 8 | 75 | .... | 75 | 75 | 47 | 23 | .... | .... | .... | .... |
| 682 | The Evening Classes of the Poppenhusen Association. | College Point, N. Y | 1868 | 1870 | Ferdinand Martens | Non-sect | 2 | .... | 76 | 70 | 6 | .... | .... | .... | .... | .... | .... | .... |
| 683 | Cornwall Heights School* | Cornwall-on-the-Hudson, N. Y. | ..... | 1866 | O. Cobb, A. M | ..... | 3 | .... | 20 | 20 | .... | 8 | 12 | 19 | 8 | .... | 2 | .... |
| 684 | Coxsackie Academy* | Coxsackie, N. Y | ..... | 1836 | W. F. Albrecht | ..... | 1 | 1 | 50 | 30 | 20 | 42 | 3 | 5 | 3 | .... | .... | .... |
| 685 | Dansville Seminary | Dansville, N. Y | 1858 | 1859 | G. W. Phillips | Non-sect | 2 | 3 | 115 | 45 | 70 | 70 | 25 | 20 | 3 | .... | .... | .... |
| 686 | Deansville Academy* | Deansville, N. Y | ..... | 1856 | W. L. Swan | ..... | 1 | 1 | 57 | 35 | 22 | .... | .... | .... | .... | .... | .... | .... |
| 687 | Delaware Academy | Delhi, N. Y | 1819 | 1819 | James O. Griffin | Non-sect | 2 | 3 | 133 | 58 | 75 | 117 | 12 | 4 | 4 | .... | 1 | .... |
| 688 | Aurora Academy | East Aurora, N. Y | 1833 | 1833 | Chas. W. Merritt | Non-sect | 2 | 3 | 179 | 98 | 81 | 166 | 13 | .... | 3 | .... | .... | .... |
| 689 | East Hamburgh Select School* | East Hamburgh, N. Y | ..... | 1879 | F. H. Briggs | ..... | 1 | 1 | 42 | 19 | 23 | 42 | .... | 3 | .... | .... | .... | .... |
| 690 | Rural Seminary* | East Pembroke, N. Y | 1856 | 1857 | James McFarland | Non-sect | 1 | 1 | 59 | 30 | 29 | 52 | 3 | 4 | 0 | 0 | 0 | 0 |
| 691 | Starkey Seminary | Eddytown, N. Y | 1848 | 1842 | Oscar F. Ingoldsby, A. M | Non-sect | 3 | 4 | 90 | 48 | 42 | 70 | 20 | 5 | 13 | 3 | .... | .... |
| 692 | Monroe Collegiate Institute | Elbridge, N. Y | 1837 | 1839 | Truman K. Wright, A. M., PH. D. | Non-sect | 2 | 3 | 101 | 53 | 48 | 93 | 11 | 6 | 11 | .... | 4 | .... |
| 693 | Fairfield Seminary* | Fairfield, N. Y | 1803 | 1803 | S. C. Tompkins (acting) | Non-sect | 4 | 2 | 172 | 94 | 78 | 6 | 10 | 12 | 3 | 1 | 1 | .... |
| 694 | Fergusonville Academy | Fergusonville, N. Y | 0 | 1848 | James Oliver | Non-sect | 2 | 2 | 64 | 45 | 19 | 61 | 5 | 9 | 4 | .... | .... | .... |
| 695 | Erasmus Hall Academy | Flatbush, N. Y | 1787 | 1786 | Rev. Robert Grier Strong | R. Dutch | 3 | 4 | 77 | 33 | 44 | 77 | .... | 5 | .... | .... | 0 | 0 |
| 696 | S. S. Seward Institute* | Florida, N. Y | 1846 | 1843 | Rev. Henry A. Harlow, A. M | Presb | 2 | 1 | 46 | 28 | 18 | 46 | 2 | 2 | 0 | 0 | 0 | 0 |
| 697 | Flushing Institute | Flushing, N. Y | ..... | ..... | E. A. Fairchild, A. M | Non-sect | 7 | .... | 77 | 77 | .... | 77 | 24 | 29 | 10 | 3 | .... | .... |
| 698 | St. Joseph's Academy | Flushing, N. Y | 1860 | ..... | Mother M. Teresa | R. C | 2 | 10 | 100 | .... | 100 | 100 | .... | 80 | .... | .... | .... | .... |
| 699 | Delaware Literary Institute | Franklin, N. Y | 1835 | 1836 | Chas. H. Verrill, A. M., PH. D | Non-sect | 4 | 4 | 228 | 108 | 120 | 138 | 60 | 30 | 12 | 0 | 5 | 0 |
| 700 | Friendship Academy | Friendship, N. Y | 1848 | 1848 | P. Miller, A. M | Non-sect | 1 | 3 | 120 | 55 | 65 | 80 | 25 | 15 | 6 | 2 | .... | .... |
| 701 | Falley Seminary | Fulton, N. Y | 1836 | 1834 | Rev. James Gilmour, A. M | Non-sect | 2 | 3 | 75 | 40 | 35 | 50 | 15 | 10 | 4 | 8 | 4 | 2 |
| 702 | St. Mary's (Cathedral) School | Garden City, N. Y | ..... | 1877 | Miss H. C. Bates | P. E | 4 | 3 | 32 | .... | 32 | 22 | 10 | 20 | .... | .... | .... | .... |
| 703 | St. Paul's (Cathedral) School | Garden City, N. Y | ..... | 1877 | A. C. Roberts, M. A | P. E | 8 | 1 | 75 | 75 | .... | 75 | 60 | 35 | 20 | 5 | 2 | .... |
| 704 | Gilbertsville Academy and Collegiate Institute. | Gilbertsville, N. Y | 1840 | 1839 | Rev. Abel Wood, A. M | Non-sect | 1 | 2 | 95 | 47 | 48 | 95 | 12 | 4 | 6 | .... | 1 | 0 |
| 705 | Elmwood Seminary, Commercial and Select School. | Glen's Falls, N. Y | ..... | ..... | J. N. Whipple | Non-sect | 2 | 3 | 140 | 80 | 60 | .... | .... | .... | .... | .... | .... | .... |
| 706 | Glen's Falls Academy* | Glen's Falls, N. Y | 1841 | 1841 | Daniel C. Farr, A. M | ..... | 1 | 6 | 250 | 100 | 150 | 200 | 30 | 20 | 5 | .... | 3 | .... |
| 707 | Goshen Institute* | Goshen, N. Y | 0 | 1840 | Joel Wilson | Non-sect | 2 | 5 | 80 | 35 | 45 | 50 | 2 | 20 | 2 | .... | .... | .... |
| 708 | Gouverneur Wesleyan Seminary | Gouverneur, N. Y | 1826 | 1829 | M. R. Sackett | Non-sect | 5 | 3 | 340 | 180 | 160 | 275 | 67 | 18 | 5 | 4 | 1 | 0 |
| 709 | Hartwick Seminary | Hartwick Seminary, N. Y | 1816 | 1815 | Rev. James Pitcher, A. M | Lutheran | 3 | 1 | 62 | 46 | 16 | 32 | 30 | .... | 4 | .... | 2 | .... |
| 710 | Mountain Institute | Haverstraw, N. Y | 0 | 1852 | Lavalette Wilson, A. M | Non-sect | 1 | 2 | 66 | 60 | 6 | 50 | 10 | 10 | 6 | 0 | 1 | 0 |
| 711 | Hempstead Institute | Hempstead, N. Y | 0 | 1837 | E. Hinds, A. M | Non-sect | 2 | 3 | 22 | 20 | 2 | 22 | .... | 6 | 0 | 0 | a1 | 0 |
| 712 | Hudson Academy | Hudson, N. Y | 1807 | 1809 | Rev. William D. Perry | Non-sect | 3 | 3 | 123 | 86 | 37 | 89 | 34 | 21 | 11 | .... | 1 | .... |
| 713 | Hudson Young Ladies' Seminary | Hudson, N. Y | 0 | 1848 | Elizabeth Peake and S. C. Peake. | Non-sect | .... | 5 | 20 | .... | 20 | 20 | 4 | 20 | .... | .... | .... | .... |

*From Report of the Commissioner of Education for 1879.
a Entered normal school.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 | The Misses Skinner's School for Young Ladies.* | Hudson, N. Y | ..... | 1867 | Sarah R. Skinner | ..... | .... | 3 | 41 | .... | 41 | .... | 15 | 7 | .... | .... | .... | .... |
| 715 | Jamestown Union School and Collegiate Institute. | Jamestown, N. Y | 1863 | 1865 | Samuel G. Love, A. M | Non-sect | 2 | 10 | 285 | 125 | 160 | 249 | 25 | 11 | .... | .... | .... | .... |
| 716 | Lansingburgh Academy* | Lansingburgh, N. Y | 1796 | 1797 | C. T. R. Smith, A. M | Non-sect | 2 | 2 | 78 | 33 | 45 | 72 | 6 | 0 | 2 | 0 | 0 | 0 |
| 717 | Lawrenceville Academy* | Lawrenceville, N. Y | 1861 | 1861 | Barney Whitney | Non-sect | 2 | 1 | 200 | 108 | 92 | 177 | 23 | 5 | 2 | .... | 3 | .... |
| 718 | Le Roy Academic Institute | Le Roy, N. Y | 1864 | 1862 | Frank M. Comstock | ..... | 2 | 4 | 120 | 66 | 54 | 100 | 22 | 10 | 8 | 4 | 1 | 3 |
| 719 | Liberty Normal Institute | Liberty, N. Y | 1849 | 1848 | John Dwyer | Non-sect | 2 | 0 | 65 | 25 | 40 | 65 | 0 | 0 | .... | .... | .... | .... |
| 720 | Genesee Wesleyan Seminary | Lima, N. Y | 1832 | 1830 | Rev. G. H. Bridgman, A.M., D.D | M. E | 6 | 5 | 190 | 100 | 90 | .... | .... | .... | .... | .... | .... | .... |
| 721 | Lisle Union School | Lisle, N. Y | 1868 | 1868 | A. W. Dyke, A. B | ..... | 1 | 3 | 130 | 70 | 60 | .... | 9 | 3 | 1 | .... | .... | 2 |
| 722 | Lowville Academy* | Lowville, N. Y | 1808 | 1808 | William R. Adams, A. M | Non-sect | 2 | 3 | 260 | 120 | 140 | 200 | 65 | 20 | 5 | 8 | 2 | .... |
| 723 | Macedon Academy | Macedon Centre, N. Y | 1842 | 1841 | Charles H. Boynton | M. E | 2 | 1 | 80 | 45 | 35 | 60 | 11 | 5 | 6 | .... | .... | .... |
| 724 | Franklin Academy | Malone, N. Y | 1832 | 1832 | M. E. McClary, A. B | Non-sect | 1 | 1 | 81 | 31 | 50 | 76 | 25 | 0 | 8 | 5 | 3 | 1 |
| 725 | St. John's School for Boys* | Manlius, N. Y | 1868 | 1868 | Rev. Theodore Babcock, D. D. | P. E | 7 | .... | 38 | 38 | .... | 7 | 31 | 8 | 15 | 2 | 4 | 2 |
| 726 | Marion Collegiate Institute* | Marion, N. Y | 1855 | 1856 | Charles E. Allen | Non-sect | 2 | 2 | 109 | 58 | 51 | 87 | 14 | 8 | 9 | 3 | 1 | 0 |
| 727 | Mechanicsville Academy | Mechanicsville, N. Y | 1861 | 1862 | Mrs. S. E. King Ames | Non-sect | 2 | 7 | 130 | 70 | 60 | 100 | 25 | 20 | 20 | 30 | 7 | .... |
| 728 | Select Family School | Mechanicsville, N. Y | ..... | 1874 | Rev. R. G. Williams | Presb | 1 | 3 | 27 | 11 | 16 | 27 | 2 | 8 | 1 | .... | .... | .... |
| 729 | Mexico Academy | Mexico, N. Y | 1826 | 1826 | John H. Butler, A. M | Non-sect | 2 | 3 | 150 | 86 | 64 | 150 | 39 | 10 | 17 | 10 | 2 | .... |
| 730 | Middleburgh English, French, and Classical Institute.* | Middleburgh, N. Y | ..... | 1878 | Jean Isidore Charlouis | ..... | 1 | 5 | 69 | 40 | 29 | 42 | 27 | 16 | 3 | 1 | .... | .... |
| 731 | Millbrook Academy | Millbrook, N. Y | ..... | ..... | William L. Swift | Friends | ..... | ..... | 40 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 732 | Montgomery Academy | Montgomery, N. Y | 1817 | 1818 | David L. Rouse | Non-sect | 1 | 0 | 30 | 18 | 12 | 21 | 9 | 0 | 2 | 0 | 0 | 0 |
| 733 | Nassau Academy | Nassau, N. Y | ..... | 1835 | George Hannay | P. E | 1 | 3 | 46 | 20 | 26 | 46 | .... | 15 | .... | .... | .... | .... |
| 734 | New Berlin Academy | New Berlin, N. Y | 1843 | 1843 | Alonzo Phelps | Non-sect | 1 | 2 | 118 | 65 | 53 | 85 | 32 | 8 | 2 | .... | .... | .... |
| 735 | Trinity School *a* | New Brighton, S. I., N. Y | 0 | 1867 | John M. Hawkins, A. M., PH. D | P. E | 4 | .... | 46 | 46 | .... | 21 | 25 | 10 | 25 | 11 | 8 | 4 |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 736 | Gormly Seminary | Newburgh, N. Y | | 1875 | Misses J. S. Lourie and M. Shiland. | | 2 | 6 | 40 | 1 | 39 | 40 | 6 | 2 | 7 | | | | | |
| 737 | New Paltz Academy* | New Paltz, N. Y | 1835 | 1835 | Dr. H. M. Bauscher | Reform'd | 2 | 2 | 60 | 35 | 25 | 45 | 15 | 25 | 3 | 4 | 1 | 1 | | |
| 738 | Academy of the Holy Cross | New York, N. Y. (343 West 42d street). | 1858 | 1858 | Sister M. Helena | R. C | 3 | 11 | 150 | 24 | 126 | 150 | | 50 | | | | | | |
| 739 | Miss Ballow's English and French School for Young Ladies. | New York, N. Y. (24 East 22d street). | | 1848 | Miss A. A. Ballow | | 7 | 12 | 80 | | 80 | 80 | | 80 | | | | | | |
| 740 | The Collegiate School | New York, N. Y. (2 East 60th street). | | 1820 | Rev. Henry B. Chapin, PH. D. | Non-sect | 8 | 1 | 72 | 72 | | 39 | 33 | 27 | 25 | 3 | 2 | | | |
| 741 | Duane S. Everson's Collegiate School for Boys. | New York, N. Y. (729 6th avenue). | | 1865 | Duane S. Everson, A. M., and W. McD. Halsey. | Non-sect | 7 | 1 | 125 | 125 | 0 | | | 65 | 49 | 3 | 7 | 2 | | |
| 742 | English, Classical, and Mathematical School for Boys.* | New York, N. Y. (1267 Broadway). | | 1868 | James H. Morse, A. M | | 4 | 2 | 25 | 25 | | | | | | | 6 | | | |
| 743 | The Fifth Avenue School for Boys | New York, N. Y. (578 5th avenue). | 0 | 1873 | E. A. Gibbens and D. Beach, jr. | Non-sect | 4 | | 85 | 85 | | | | | 30 | 5 | 5 | 3 | | |
| 744 | Fort Washington Franco-American College. *a* | New York, N. Y. (171st street and Kingsbridge Road). | | 1854 | Alfred M. Cotte, A. M | R. C | 10 | 1 | 51 | 51 | | 51 | 8 | 51 | 8 | 4 | 2 | 3 | | |
| 745 | French and English Boarding and Day School. | New York, N. Y. (22 West 56th street). | | | Mlle. Ruel and Miss Annie Brown. | | | | | | | | | | | | | | | |
| 746 | French Protestant Institution | New York, N. Y. (36 East 35th street). | | 1871 | Mlles. F. and M. Charbonnier | Non-sect | 3 | 14 | 65 | | 65 | 65 | | 65 | | | | | | |
| 747 | Friends' Seminary* | New York, N. Y. (cor. Rutherford Place and East 16th street). | 0 | 1860 | Benjamin Smith, A. M | Friends | 4 | 9 | 140 | 80 | 60 | 134 | 6 | 40 | 6 | 1 | 1 | 1 | | |
| 748 | Mrs. Froehlich's School* | New York, N. Y. (28 East 50th street). | | 1867 | Mrs. Bellina Froehlich | | 7 | 15 | 152 | 10 | 142 | *b*152 | | | | | | | | |
| 749 | Miss Jaudon's Boarding and Day School. | New York, N. Y. (348 Madison avenue). | | 1867 | Miss Lucy B. Jaudon | Non-sect | | | | | | | | | | | | | | |
| 750 | Dr. J. Sachs' Collegiate Institute | New York, N. Y. (121 West 49th street). | 0 | 1872 | Dr. Julius Sachs | Non-sect | 6 | 2 | 81 | 81 | | 60 | 21 | 80 | 15 | 6 | 6 | 0 | | |
| 751 | Mrs. Leopold Weil's School for Young Ladies. | New York, N. Y. (56 West 55th street). | | | Mrs. Leopold Weil | | | | | | | | | | | | | | | |
| 752 | Manhattan Academy | New York, N. Y | | 1864 | Brother Quintinian | R. C | 10 | | 196 | 196 | | 160 | 20 | 59 | | | 3 | | | |
| 753 | The Misses Marshall's School | New York, N. Y. (250 West 38th street). | | 1849 | Susanna C. Marshall | Non-sect | | 3 | | | | | | | | | | | | |
| 754 | Mt. Washington Collegiate Institute. *c* | New York, N. Y. | | 1843 | George W. Clarke, PH. D | Non-sect | | | | | | | | | | | | | | |
| 755 | Murray Hill Institute* | New York, N. Y. (1 West 39th street). | 0 | 1864 | Joseph D. Hull | Non-sect | 3 | 2 | 25 | 25 | 0 | 8 | 17 | 23 | 6 | 2 | 2 | 1 | | |
| 756 | New York Military Academy | New York, N. Y. (Fort Washington). | | 1854 | John B. Hays, M. D | Non-sect | 13 | | 80 | 80 | | 63 | 25 | 70 | 25 | 13 | 16 | 13 | | |
| 757 | Mrs. Roberts' and Miss Walker's English and French School for Young Ladies. | New York, N. Y. (148 Madison avenue). | | | Mrs. J. J. Roberts and Miss Walker. | Non-sect | 4 | 7 | 100 | | 100 | | | | | | | | | |
| 758 | Madame Roch's School | New York, N. Y. (713 Madison avenue). | | 1877 | Madame Adèle Roch | | 2 | 6 | 40 | | 40 | | | | | | | | | |
| 759 | St. Mary's School | New York, N. Y. (8 East 46th street). | | 1868 | Sister Agnes | P. E | 3 | 18 | 127 | | 127 | | 30 | 127 | | | | | | |

* From Report of the Commissioner of Education for 1879. *a* These statistics are for the year 1879. *b* Includes pupils in course in modern languages. *c* Temporarily suspended.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denominations. | 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 |
| 760 | St. Matthew's Academy | New York, N. Y. (corner Broome and Elizabeth streets). | ..... | ..... | Edmund Bohm | Ev.Luth. | 5 | 5 | 200 | .... | .... | 200 | 8 | 40 | 6 | .... | .... | .... |
| 761 | School for Girls* | New York, N. Y. (9 West 39th street). | ..... | 1872 | Anna C. Brackett | .... | .... | 8 | 109 | .... | 109 | 109 | 85 | 74 | 1 | .... | 0 | .... |
| 762 | Stern's School of Languages | New York and Brooklyn, N. Y. | ..... | 1879 | S. M. Stern, New York; Menco Stern, Brooklyn. | ..... | 8 | .... | 478 | (478) | | .... | .... | 478 | .... | .... | .... | .... |
| 763 | Suburban Seminary | New York, N. Y. (Morrisania). | ..... | 1878 | Rev. Edwin Johnson | ..... | 2 | 4 | 35 | 8 | 27 | 20 | 8 | 10 | .... | .... | .... | .... |
| 764 | Van Norman Institute | New York, N. Y. (316 West 58th street). | ..... | 1857 | Rev. D. C. Van Norman, LL. D. | Non-sect | *a*2 | 9 | 74 | 10 | 64 | 74 | 42 | 74 | .... | 0 | 0 | 0 |
| 765 | William W. Richards' School for Boys. | New York, N. Y. (110 West 42d street). | 0 | ..... | William W. Richards | ..... | 5 | .... | 24 | 24 | .... | 24 | 24 | 22 | 24 | .... | 1 | .... |
| 766 | Chili Seminary* | North Chili, N. Y. | 1869 | 1869 | Albert H. Stilwell | Fr. Meth | 2 | 3 | 91 | 44 | 47 | 70 | 21 | 5 | 3 | 0 | 0 | 0 |
| 767 | Granville Military Academy | North Granville, N. Y. | 1855 | 1856 | Rev. Charles F. Dowd, A. M. | Non-sect | 7 | .... | 71 | 71 | .... | 55 | 16 | 5 | 16 | 4 | 5 | 1 |
| 768 | Rockland College | Nyack-on-the-Hudson, N. Y. | 1878 | 1874 | W. H. Bannister, A. M. | Non-sect | 5 | 5 | 122 | 78 | 44 | 62 | 31 | 37 | 31 | .... | 4 | .... |
| 769 | Cary Collegiate Seminary | Oakfield, N. Y. | 1845 | 1843 | Rev. Henry M. Brown, A. B. | P. E. | 2 | 4 | 108 | 45 | 63 | 90 | 18 | 11 | 3 | 5 | .... | .... |
| 770 | Onondaga Academy | Onondaga Valley, N. Y. | 1813 | 1813 | Oliver W. Sturdevant | Non-sect | 3 | 5 | 138 | 80 | 58 | 76 | 29 | 22 | 16 | 0 | 4 | 0 |
| 771 | Oxford Academy | Oxford, N. Y. | 1794 | 1793 | James A. Brown | ..... | 2 | 4 | 120 | 64 | 56 | 96 | 8 | 16 | 8 | .... | 1 | .... |
| 772 | Villa de Sales, Academy of the Visitation. | Near Parkville, N. Y. | 186– | 1864 | Mother Mary Clotilda Smith, superior. | R. C. | .... | .... | 35 | .... | 35 | .... | .... | .... | .... | .... | .... | .... |
| 773 | Pawling Seminary | Pawling, N. Y. | 0 | 1880 | D. Young Hoyt | Non-sect | 1 | 1 | 51 | 24 | 27 | 51 | 2 | .... | 1 | 6 | 0 | 0 |
| 774 | Academy of Our Lady of Angels | Peekskill, N. Y. | ..... | ..... | Mother Superioress | R. C. | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 775 | Peekskill Academy | Peekskill, N. Y. | 1838 | 1838 | Charles J. Wright, A. M. | Non-sect | 5 | 1 | 104 | 102 | 2 | 54 | 25 | 25 | 15 | 15 | 7 | 3 |
| 776 | St. Gabriel's School | Peekskill-on-Hudson, N. Y. | ..... | 1872 | Sisters of St. Mary | P. E. | 3 | 10 | 60 | .... | 60 | .... | .... | .... | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 777 | Penn Yan Academy | Penn Yan, N. Y | 1859 | 1860 | Francis D. Hodgson, A. M | Non-sect | 3 | 8 | 481 | 226 | 255 | 406 | 75 | 20 | 4 | 2 | 2 | 1 |
| 778 | Evans Academy | Peterboro', N. Y | 1853 | 1853 | Willis A. Ingalls, B. S | Non-sect | 1 | 2 | 98 | 47 | 51 | .... | 4 | 2 | 3 | 2 | 2 | .... |
| 779 | Pike Seminary | Pike, N. Y | 1856 | 1856 | Irving B. Smith, A. M | Non-sect | 2 | 2 | 153 | 98 | 55 | 52 | 30 | 17 | 30 | 24 | 2 | 1 |
| 780 | Seymour Smith Academy | Pine Plains, N. Y | 1879 | 1879 | Rev. Abraham Mattice, A. M. | Non-sect | 2 | 3 | 90 | 50 | 40 | 70 | 20 | 6 | 10 | .... | 1 | 0 |
| 781 | Starr's Military Institute | Port Chester, N. Y | ..... | 1854 | O. Winthrop Starr, A. M | Non-sect | 5 | .... | 33 | 33 | .... | 28 | 5 | 5 | 5 | .... | .... | .... |
| 782 | Port Richmond Union School | Port Richmond, N. Y | ..... | ..... | J. W. Sturdevant, B. S | ..... | 1 | 6 | 354 | 173 | 181 | 354 | .... | .... | .... | .... | .... | .... |
| 783 | Mrs. Bockée's Seminary for Young Ladies.* | Poughkeepsie, N. Y | ..... | 1866 | Catharine W. Bockée | P. E | 2 | 3 | 34 | 2 | 32 | 34 | 6 | 15 | .... | .... | .... | .... |
| 784 | Brooks Seminary for Young Ladies* | Poughkeepsie, N. Y | ..... | 1871 | Mrs. M. B. White | Non-sect | 5 | 4 | 46 | .... | 46 | .... | .... | .... | .... | .... | .... | .... |
| 785 | Pelham Institute | Poughkeepsie, N. Y | 0 | 1864 | Stewart Pelham, A. M | Ref'med | 2 | 1 | 63 | 57 | 6 | 63 | 8 | 0 | 6 | 1 | 0 | 0 |
| 786 | Dr. Warring's Military Boarding School. | Poughkeepsie, N. Y | 0 | 1863 | C. B. Warring, PH. D | Non-sect | 3 | 2 | 42 | 40 | 2 | 42 | 21 | 3 | .... | .... | 0 | 0 |
| 787 | Franklin Academy and Union Free School. | Prattsburgh, N. Y | 1824 | 1824 | Frank E. Wells | ..... | 1 | 2 | 101 | 50 | 51 | 15 | 3 | 4 | 1 | .... | .... | .... |
| 788 | Pulaski Academy | Pulaski, N. Y | 1853 | 1855 | E. M. Wheeler | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 789 | Chamberlain Institute and Female College. | Randolph, N. Y | 1851 | 1849 | Rev. James T. Edwards, D.D. | Meth | 6 | 4 | 285 | 140 | 145 | 40 | 35 | 27 | 50 | 22 | 7 | 3 |
| 790 | Rensselaerville Academy | Rensselaerville, N. Y | 1844 | 1844 | Benjamin F. Eaton, A. M | Non-sect | 1 | 1 | 68 | 34 | 34 | 68 | 5 | 1 | 1 | .... | .... | .... |
| 791 | De Garmo Institute | Rhinebeck, N. Y | 0 | 1864 | James M. De Garmo, A. M., PH. D. | Non-sect | 4 | 6 | 139 | 68 | 71 | 60 | 61 | 18 | 5 | 0 | 1 | 0 |
| 792 | Academy of the Sacred Heart | Rochester, N.Y. (2 Prince street). | 1858 | 1855 | Amelia Fowler, superior | R. C | .... | 12 | 60 | .... | 60 | 60 | .... | 60 | .... | .... | .... | .... |
| 793 | Miss Cruttenden's English and French Boarding and Day School for Young Ladies.* | Rochester, N.Y. (27 North St. Paul street). | ..... | 1875 | Miss M. Cruttenden | Non-sect | .... | 9 | 80 | .... | 80 | 80 | 40 | 80 | .... | .... | .... | .... |
| 794 | Livingston Park Seminary* | Rochester, N. Y | ..... | 1858 | Mrs. C. M. Curtis | P. E | 1 | 7 | 65 | 0 | 65 | 60 | 12 | 30 | .... | .... | .... | .... |
| 795 | Nazareth Academy* | Rochester, N. Y | ..... | 1871 | Mary Stanislaus | R. C | .... | 9 | 100 | .... | 100 | 100 | 16 | 16 | .... | .... | .... | .... |
| 796 | Rochester Realschule | Rochester, N. Y. (7 and 9 Mortimer street). | ..... | 1855 | Hermann Pfaefflin | Non-sect | 2 | 5 | 101 | 50 | 51 | 101 | 5 | 101 | (2) | | 1 | .... |
| 797 | St. Andrew's Preparatory Seminary.* | Rochester, N.Y. (Broome street). | ..... | 1870 | Rev. H. DeRegge | R. C | 5 | .... | 19 | 19 | .... | 19 | 19 | 19 | .... | .... | 4 | .... |
| 798 | St. Peter's Academy | Rome, N. Y | ..... | 1865 | Mother M. Ignatius, superior. | R. C | .... | 10 | 218 | 61 | 157 | 215 | 3 | .... | 1 | .... | .... | .... |
| 799 | Rye Seminary | Rye, N. Y | ..... | 1869 | Rev. William Life, president | Presb | 2 | 7 | 94 | .... | 94 | .... | .... | .... | .... | .... | .... | .... |
| 800 | Sandy Creek Union School (academic department). | Sandy Creek, N. Y | ..... | 1872 | J. Edman Massee, A. M | Non-sect | 2 | 3 | 110 | 51 | 59 | 75 | 35 | .... | 6 | 0 | 1 | 0 |
| 801 | Saugerties Institute | Saugerties, N. Y | 1866 | 1866 | Albert B. Wiggin, A. M | Non-sect | 1 | 2 | 50 | 30 | 20 | 35 | 12 | 13 | 6 | .... | 2 | .... |
| 802 | Sauquoit Academy | Sauquoit, N. Y | 1847 | 1843 | T. H. Roberts, A. M | Baptist | 1 | 4 | 161 | 80 | 81 | 100 | 50 | 40 | 15 | 10 | 2 | 3 |
| 803 | Shushan Classical School | Shushan, N. Y | ..... | ..... | Andrew J. Qua | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 804 | Holbrook's Military School* | Sing Sing, N. Y | ..... | 1860 | Rev. D. A. Holbrook | Non-sect | 5 | .... | 30 | 30 | .... | 20 | 8 | 10 | 3 | 2 | 1 | 4 |
| 805 | Mt. Pleasant Military Academy* | Sing Sing, N. Y | 1832 | 1832 | Maj. W. W. Benjamin and J. H. Allen, A. M. | ..... | 7 | .... | 75 | 75 | .... | 40 | 35 | 56 | 18 | 11 | 6 | 3 |
| 806 | Ossining Institute for Young Ladies. | Sing Sing, N. Y | ..... | 1867 | Rev. C. D. Rice, A. M | Presb | 2 | 10 | 100 | .... | 100 | 75 | 20 | 25 | .... | .... | .... | .... |
| 807 | Vireün | Sing Sing, N. Y | 0 | 1870 | Col. H. C. Symonds | P. E | 2 | .... | 30 | 30 | .... | .... | .... | .... | 3 | .... | .... | .... |
| 808 | Sodus Academy | Sodus, N. Y | 1855 | 1857 | Elisha Curtiss, M. A | Non-sect | 2 | 3 | 150 | 80 | 70 | 90 | 20 | 40 | 4 | .... | 2 | .... |
| 809 | Rogersville Union Seminary* | South Dansville, N. Y | 1852 | 1851 | Lewis McHenry | Non-sect | 1 | 3 | 47 | 31 | 16 | 40 | 7 | .... | 1 | .... | 1 | .... |
| 810 | Southold Academy | Southhold, N. Y | ..... | 1867 | James R. Robinson, A. B | Presb | 1 | 2 | 46 | 32 | 14 | 23 | 15 | 8 | .... | .... | 1 | .... |
| 811 | Griffith Institute and Springville Union School. | Springville, N. Y | 1827 | 1830 | George W. Ellis, A. B | Non-sect | 1 | 8 | 352 | .... | .... | 311 | 41 | 10 | 8 | 0 | 4 | 0 |

* From Report of the Commissioner of Education for 1879.

*a* Also three lecturers.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 812 | German-American Institute* | Stapleton (Staten Island), N. Y. | ..... | 1878 | Dr. G. Odendall and H. Sterzing. | Non-sect | 3 | 1 | 70 | 36 | 34 | 70 | 0 | 70 | 0 | 6 | 0 | 0 |
| 813 | Syracuse Classical School | Syracuse, N. Y | 1867 | 1867 | Wesley C. Ginn, A. M | Non-sect | 2 | 3 | 46 | 34 | 12 | 22 | 24 | 20 | 7 | 7 | 6 | 5 |
| 814 | Miss Bulkley's School | Tarrytown, N. Y | ..... | 1859 | Miss H. L. Bulkley | Non-sect | 2 | 5 | 45 | .... | 45 | 45 | 20 | 45 | .... | .... | .... | .... |
| 815 | Irving Institute* | Tarrytown, N. Y | ..... | 1837 | A. Armagnac, A. M., and David A. Rowe, A. M. | Non-sect | 5 | .... | 35 | 35 | .... | 27 | 8 | 10 | 8 | 3 | 2 | .... |
| 816 | Trinity School* | Tivoli, N. Y | ..... | 1867 | Rev. James Starr Clark, S.T.D. | P. E | 6 | .... | 45 | 45 | .... | 10 | 35 | 25 | 20 | 7 | 4 | 2 |
| 817 | Troy Academy | Troy, N. Y | 1834 | 1835 | T. Newton Willson, A. M | Non-sect | 3 | 1 | 84 | 84 | 0 | 64 | 20 | 0 | 6 | 10 | 2 | 8 |
| 818 | Troy Female Seminary | Troy, N. Y | 1837 | 1814 | Emily T. Wilcox | Non-sect | 1 | 5 | 80 | .... | 80 | 80 | 18 | 15 | .... | .... | .... | .... |
| 819 | Unadilla Academy | Unadilla, N. Y | 1852 | 1850 | Emmet Belknap, A. B | Non-sect | 1 | 4 | 106 | 45 | 61 | 67 | 6 | 10 | 3 | .... | .... | .... |
| 820 | Hartwell's Family School for Boys.* | Unionville, N. Y | ..... | 1869 | Samuel S. Hartwell | Presb | 2 | 1 | 23 | 19 | 4 | 17 | 6 | 2 | 4 | 1 | 0 | 0 |
| 821 | Utica Female Academy* | Utica, N. Y | ..... | ..... | Mrs. J. C. G. Piatt | Non-sect | 3 | 11 | 95 | .... | 95 | 70 | 30 | 70 | .... | .... | .... | .... |
| 822 | Walton Union School | Walton, N. Y | 1854 | 1853 | Strong Comstock, A. M | Non-sect | 1 | 1 | 88 | 40 | 48 | 18 | 20 | 10 | 5 | .... | 3 | .... |
| 823 | Walworth Academy | Walworth, N. Y | 1842 | 1842 | J. Carlton Norris | Non-sect | 2 | 2 | 100 | 50 | 50 | 86 | 14 | .... | 4 | .... | .... | .... |
| 824 | Warrensburgh Academy | Warrensburgh, N. Y | 1860 | 1856 | W. S. Austin | Non-sect | 1 | 3 | 147 | 78 | 69 | 139 | 8 | 0 | 8 | 0 | 1 | 0 |
| 825 | Warsaw Union School and Academy. | Warsaw, N. Y | 1853 | 1853 | Alvin P. Chapin, A. M | Non-sect | 2 | 5 | 445 | 210 | 235 | 350 | 60 | 30 | 25 | 10 | 5 | 2 |
| 826 | Warwick Institute* | Warwick, N. Y | 1854 | 1854 | A. G. McAllister, A. M | ..... | 1 | 6 | 350 | 128 | 222 | 325 | 25 | .... | 4 | .... | 0 | 0 |
| 827 | Riverside Seminary | Wellsville, N. Y | 1879 | 1871 | Rev. A. W. Cummings, D. D., LL. D. | Non-sect | 2 | 2 | 113 | 55 | 58 | 96 | 17 | .... | 5 | .... | 1 | 0 |
| 828 | West Winfield Academy | West Winfield, N. Y | 1851 | 1851 | James B. McGiffert | Non-sect | 3 | 2 | 151 | 73 | 78 | 105 | 36 | 10 | 14 | 0 | .... | 3 |
| 829 | Alexander Institute | White Plains, N. Y | 0 | 1845 | Oliver R. Willis, A. M., PH. D | Presb | 5 | .... | 30 | 30 | .... | 20 | 10 | 9 | 3 | 2 | 2 | 2 |
| 830 | Whitestown Seminary | Whitestown, N. Y | 1845 | 1828 | M. Earl Dunham, D.D., PH.D. | F. W. Bap | 4 | 4 | 308 | 184 | 124 | 20 | 16 | 10 | 16 | 4 | 6 | 1 |
| 831 | Red Creek Union Seminary | Wolcott, N. Y | 1839 | 1840 | L. W. Baker | Baptist | 2 | 2 | 70 | 30 | 40 | 50 | 10 | 10 | 3 | .... | .... | .... |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 832 | Woodhull Academy and Union School.* | Woodhull, N. Y | 1868 | 1869 | E. L. Maxson, A. M | Non-sect | 1 | 2 | 145 | 79 | 75 | .... | 7 | 1 | 1 | 0 | 1 | 0 |
| 833 | Middlebury Academy | Wyoming, N. Y | 1816 | 1819 | Elbert Place, A. M | Non-sect | 1 | 2 | 57 | 26 | 31 | 53 | 2 | 2 | 2 | 1 | 0 | .... |
| 834 | Yates Academy | Yates, N. Y | 1840 | 1841 | F. A. Hamlin | Non-sect | 1 | 1 | 74 | 49 | 25 | 74 | .... | .... | 0 | 0 | 0 | 0 |
| 835 | School for Young Ladies and Children. | Yonkers, N. Y | ..... | 1876 | Mrs. K. T. Holbrook | Non-sect | .... | 5 | 46 | 6 | 40 | .... | 10 | 30 | .... | .... | .... | .... |
| 836 | Belvidere Academy | Belvidere, N. C | ..... | 1840 | George Wilson White | Friends | 1 | 1 | 52 | 34 | 19 | 48 | 5 | .... | 1 | 1 | 3 | .... |
| 837 | Cary High School | Cary, N. C | ..... | 1880 | Solomon Pool | Non-sect | 3 | 1 | 52 | 25 | 27 | 45 | 7 | .... | 5 | .... | .... | .... |
| 838 | Hughes' Academy | Cedar Grove, N. C | ..... | 1846 | S. W. Hughes | Presb | 1 | 1 | 36 | 34 | 2 | 15 | 21 | 0 | 7 | 1 | 2 | 1 |
| 839 | Charlotte Female Institute | Charlotte, N. C | 1857 | 1857 | Rev. Wm. R. Atkinson | Presb | 2 | 8 | 147 | 3 | 144 | 147 | 15 | 40 | .... | .... | .... | .... |
| 840 | Scotia Seminary | Concord, N. C | 1870 | 1870 | Rev. Luke Dorland, A. M | Presb | 1 | 6 | 181 | .... | 181 | 181 | .... | .... | .... | .... | .... | .... |
| 841 | Bethel Academy | Davidson College, N. C | ..... | 1876 | Rev. L. K. Glasgow, A. M | Presb | 1 | 1 | 44 | 24 | 20 | 25 | 12 | 6 | 5 | .... | .... | .... |
| 842 | Denver Seminary | Denver, N. C | 1874 | 1873 | D. Matt. Thompson, A. M | Non-sect | 2 | 1 | 112 | 63 | 49 | 108 | 4 | .... | .... | .... | .... | .... |
| 843 | East Bend Academy | East Bend, N. C | ..... | 1856 | J. M. Matthews | Non-sect | 1 | .... | 33 | 27 | 6 | 25 | 0 | .... | .... | .... | .... | .... |
| 844 | Fremont Institute | Fremont, N. C | ..... | 1868 | ..... | Non-sect | 1 | 1 | 78 | 45 | 33 | .... | .... | .... | 0 | 0 | .... | .... |
| 845 | St. Mary's College | Garibaldi, N.C | ..... | ..... | Rev. Stephen Lyons, O. S. B | R. C | 5 | .... | 50 | 50 | .... | .... | .... | .... | .... | .... | .... | .... |
| 846 | Woodland Academy | Goldsboro', N. C | ..... | 1878 | C. P. Frazier | ..... | 1 | 2 | 65 | 35 | 30 | 50 | 10 | .... | 12 | .... | 2 | .... |
| 847 | Graham High School | Graham, N. C | ..... | 1837 | Rev. D. A. Long, A. M | Non-sect | 3 | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 848 | Hayesville Academy | Hayesville, N. C | ..... | 1871 | N. A. Fessenden | ..... | 3 | 1 | 187 | 103 | 84 | .... | 7 | 1 | 4 | 0 | 0 | .... |
| 849 | Somerville Institute | Leasburg, N. C | ..... | 1840 | Rev. Solomon Lea, A. M | Meth. So | 1 | 1 | 34 | 20 | 14 | 34 | 0 | 0 | 0 | 0 | 1 | .... |
| 850 | Bingham School | Mebaneville, N. C | ..... | 1793 | Maj. Robert Bingham, A. M., superintendent. | Non-sect | .... | 0 | 247 | 247 | .... | 247 | 175 | 50 | 125 | 25 | 10 | 4 |
| 851 | Monroe High School | Monroe, N. C | 1875 | 1875 | W. J. Scroggs, A. M | Non-sect | 1 | 2 | 119 | 73 | 46 | 100 | 47 | 19 | 21 | 11 | 5 | .... |
| 852 | Mt. Airy Academy | Mt. Airy, N. C | 0 | 1858 | E. C. Foy | Non-sect | 1 | 1 | 75 | .... | .... | 30 | 7 | 1 | .... | .... | .... | .... |
| 853 | Mt. Pleasant Female Seminary | Mt. Pleasant, N. C | 1870 | 1858 | Lewis H. Rothrock | Luther'n | 1 | 2 | 53 | .... | 53 | 38 | 15 | .... | .... | .... | .... | .... |
| 854 | New Garden Boarding School | New Garden, N. C | 1833 | 1837 | L. Lyndon Hobbs, A. B | Friends | 2 | 2 | 48 | 32 | 16 | 40 | 6 | 4 | 8 | 4 | .... | .... |
| 855 | Catawba High School | Newton, N. C | 1853 | 1851 | Rev. J. C. Clapp, A. M | Ref. Ger | 3 | 4 | 135 | 85 | 50 | 135 | 30 | 10 | 20 | 10 | .... | .... |
| 856 | Pittsboro' Academy* | Pittsboro', N. C | ..... | ..... | James S. Manning | Non-sect | 1 | 0 | 39 | 25 | 14 | 37 | 6 | 5 | .... | .... | .... | .... |
| 857 | Princeton School | Princeton, N. C | ..... | 1880 | J. Wilson Lucas, A. B | F.W.Bap | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 858 | Raleigh Male Academy | Raleigh, N. C | ..... | 1878 | John J. Fray and Hugh Morson. | Non-sect | 2 | .... | 90 | 90 | 0 | 90 | 44 | 6 | .... | .... | 7 | .... |
| 859 | Washington School* | Raleigh, N. C | 0 | 1866 | Marcus W. Martin | Cong | .... | 3 | 149 | 43 | 106 | .... | .... | .... | .... | .... | .... | 2 |
| 860 | Reynoldson Male Institute | Reynoldson, N. C | ..... | 1855 | Thomas E. Waff | Baptist | 1 | .... | 41 | 41 | .... | 28 | 13 | .... | 12 | .... | 1 | .... |
| 861 | Vine Hill Academy | Scotland Neck, N. C | 1807 | 1807 | W. H. Ragsdale | Non-sect | 1 | 2 | 66 | 32 | 34 | 25 | 4 | 8 | 6 | 1 | 8 | 0 |
| 862 | Sylvan Academy | Snow Camp, N. C | ..... | 1866 | W. V. Marshburn, A. B | Friends | 1 | 1 | 65 | 35 | 30 | 50 | 15 | 0 | 20 | 5 | 1 | 4 |
| 863 | Summerfield High School | Summerfield, N. C | ..... | 1872 | F. S. Blair | Friends | 1 | 2 | 49 | 26 | 23 | 49 | 5 | .... | 1 | .... | 1 | .... |
| 864 | Trap Hill Institute | Trap Hill, N. C | 1877 | 1877 | C. W. White, A. M | Meth | 1 | 2 | 125 | 88 | 37 | 125 | 43 | 18 | 22 | 27 | 10 | .... |
| 865 | Rev. Daniel Morrelle's English and Classical School. | Wilmington, N. C | ..... | 1859 | Rev. Daniel Morrelle | P. E | 1 | 0 | 12 | 12 | 0 | 4 | 8 | 7 | 5 | 1 | 0 | 1 |
| 866 | Wilson Collegiate Institute | Wilson, N. C | 1872 | 1872 | Sylvester Hassel, A. M | Non-sect | 3 | 2 | 124 | 79 | 45 | 97 | 20 | 7 | 4 | 0 | 0 | 0 |
| 867 | The Grange High School | Woodland, N. C | 1878 | 1878 | Julien Henri Picot, A. M | Non-sect | 2 | .... | 70 | 50 | 20 | 30 | 20 | 10 | 20 | 4 | 4 | 2 |
| 868 | Yadkin College | Yadkin, N. C | 1868 | 1856 | Rev. Shadrach Simpson, A. M. | M. P | 4 | 1 | 78 | 53 | 25 | 55 | 27 | 10 | 30 | 10 | .... | .... |
| 869 | Albany Enterprise Academy | Albany (P. O. Lee), Ohio | 1863 | 1862 | Rev. T. J. Ferguson | Non-sect | 2 | 1 | 65 | 30 | 35 | 64 | 1 | 1 | 5 | 0 | 3 | 4 |
| 870 | Alum Creek Academy* | Ashley, Ohio | ..... | 1875 | R. Ella Levering, B. S | Friends | 0 | 2 | 32 | 10 | 22 | 26 | 5 | 0 | 5 | 1 | 1 | 0 |
| 871 | Grand River Institute | Austinburg, Ohio | 1832 | 1831 | J. Tuckerman, M. A., PH. D | Non-sect | 3 | 2 | 291 | 164 | 127 | 185 | 106 | 10 | 25 | .... | 4 | .... |
| 872 | Friends' Boarding School* | Near Barnesville, Ohio | 0 | 1876 | Barclay Stratton, sup't | Friends | a2 | 2 | a61 | a32 | a29 | 61 | 9 | .... | .... | .... | .... | .... |
| 873 | Beverly College | Beverly, Ohio | 1842 | 1842 | R. J. Smith | ..... | 2 | 1 | 45 | 28 | 17 | 35 | 10 | 0 | 5 | .... | .... | .... |
| 874 | Academy of Central College b | Central College, Ohio | ..... | 1840 | ..... | Presb | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 875 | Geauga Seminary c | Chester Cross Roads, Ohio | 1842 | 1842 | W. F. Thomas | ..... | 1 | 1 | 45 | 20 | 25 | 45 | .... | .... | .... | .... | .... | .... |

*From Report of the Commissioner of Education for 1879.
a During winter term only.
b Temporarily closed.
c Report is for six months of the year only, since which there has been no school.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 876 | Academy of the Sisters of Notre Dame. | Cincinnati, Ohio (East Sixth street). | 1843 | 1840 | Sister Louise, superior | R. C | .... | 15 | 160 | .... | 160 | .... | .... | .... | .... | .... | .... | .... |
| 877 | Mt. St. Vincent's Academy | Cincinnati, Ohio (Cedar Grove). | ..... | 1857 | Mother Regina Mattingly | R. C | .... | 25 | 60 | .... | 60 | 50 | 10 | 30 | .... | .... | .... | .... |
| 878 | Miss Nourse's Family and Day School. | Cincinnati, Ohio | ..... | ..... | Miss Nourse | ..... | 4 | 14 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 879 | St. Francis' Gymnasium | Cincinnati, Ohio (181 Bremen street). | ..... | ..... | Very Rev. Lucas Gottbehoede, O. S. F., president. | R. C | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 880 | Clermont Academy | Clermontville, Ohio | ..... | 1839 | James K. Parker | Baptist | 1 | 3 | 48 | 27 | 21 | .... | .... | .... | 2 | .... | .... | .... |
| 881 | Brooks School (for Girls) | Cleveland, Ohio (corner Euclid ave. & Perry st.). | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 882 | Cleveland Academy* | Cleveland, Ohio | 1865 | 1866 | Miss L. T. Guilford and Isaac Bridgman, A. M. | Non-sect | 1 | 3 | 57 | 25 | 32 | 40 | 17 | .... | 3 | 3 | 0 | 0 |
| 883 | St. Mary's Institute | Dayton, Ohio | 1878 | 1850 | Rev. George Meyer | R. C | 12 | 0 | 125 | 125 | 0 | 125 | 0 | 10 | 0 | 25 | .... | .... |
| 884 | Ewington Academy | Ewington, Ohio | ..... | 1857 | W. H. Bane | Non-sect | 2 | .... | 42 | 18 | 24 | 35 | .... | 7 | 3 | 6 | .... | .... |
| 885 | Fostoria Academy | Fostoria, Ohio | 1879 | 1879 | Rev. W. T. Jackson, PH. D. | U. B | 4 | 1 | 119 | 83 | 36 | 27 | 15 | 36 | .... | .... | 0 | 0 |
| 886 | Gallia Academy and Normal College.* | Gallipolis, Ohio | 1811 | 1810 | Henry Collins, A. M. | Non-sect | 1 | 4 | 288 | 159 | 129 | 288 | 46 | 23 | 20 | 29 | 0 | 3 |
| 887 | Harcourt Place Academy | Gambier, Ohio | ..... | 1851 | Jno. D. H. McKinley, A. M | P. E | 6 | .... | 26 | 26 | .... | 6 | 20 | 3 | 13 | 7 | 5 | .... |
| 888 | Goshen Seminary | Goshen, Ohio | ..... | 1861 | C. M. Riggs | ..... | 1 | .... | 56 | 30 | 26 | 56 | .... | 5 | .... | .... | .... | .... |
| 889 | Harlem Springs Academy | Harlem Springs, Ohio | ..... | 1857 | A. T. Aller, B. A | ..... | 1 | 1 | 50 | 35 | 15 | .... | .... | .... | 3 | .... | .... | .... |
| 890 | Hartford Academic Institute | Hartford, Ohio | 1872 | 1871 | C. B. Shaw, A. B | ..... | 1 | .... | 47 | 20 | 27 | .... | .... | .... | .... | .... | .... | .... |
| 891 | Vermillion Institute | Hayesville, Ohio | 1845 | 1846 | Rev. Sanders Diefendorf, D.D. | Presb | (8) | | 110 | .... | 110 | .... | 30 | 18 | .... | .... | .... | .... |
| 892 | Atwood Institute[a] | Lee, Ohio | ..... | 1855 | M. F. Parrish | F. W. Bap | 1 | 1 | 62 | 35 | 27 | .... | .... | .... | 3 | .... | .... | .... |
| 893 | Lexington Male and Female Seminary.* | Lexington, Ohio | 1860 | 1851 | Miss Jane Gailey | ..... | 1 | 1 | 81 | 40 | 41 | 81 | 10 | .... | 8 | 20 | 4 | 12 |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 894 | Madison Seminary | Madison, Ohio | 1846 | 1846 | E. B. Olmsted | | 1 | 2 | 52 | 27 | 25 | 42 | 10 | .... | 5 | .... | 2 | .... |
| 895 | Madison Academy* | Mt. Perry, Ohio | 1869 | 1870 | S. L. Rutledge, A. B | U. Presb. | 3 | .... | 40 | 25 | 15 | 10 | 30 | .... | 30 | .... | 20 | .... |
| 896 | New Hagerstown Academy | New Hagerstown, Ohio | 1837 | 1837 | J. Howard Brown | | .... | .... | 40 | 27 | 13 | .... | 5 | .... | .... | .... | .... | .... |
| 897 | Northwood Normal and Collegiate Institute. | Northwood, Ohio | ..... | ..... | | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 898 | Ursuline College | Nottingham, Ohio | ..... | ..... | Mother St. Mary | R. C | .... | .... | 53 | .... | 53 | .... | .... | .... | .... | .... | .... | .... |
| 899 | Poland Union Seminary | Poland, Ohio | 1861 | 1861 | Rev. William Dickson, D. D | Presb | 2 | 2 | 150 | 78 | 72 | 150 | 14 | 3 | 4 | .... | 2 | 1 |
| 900 | Ursuline Academy for Young Ladies. | St. Martins, Ohio | 1848 | 1845 | Sister M. Ursula | R. C | .... | 15 | 65 | .... | 65 | 65 | 4 | 35 | .... | .... | .... | .... |
| 901 | Savannah Academy | Savannah, Ohio | 1859 | 1856 | T. A. Sawhill | Non-sect | 1 | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 902 | Starr's Institute | Seven Mile, Ohio | ..... | 1861 | B. Starr, A. M | M. E | 1 | .... | 8 | 8 | .... | 7 | 1 | .... | 1 | 2 | .... | .... |
| 903 | Smithville High School | Smithville, Ohio | ..... | 1865 | J. B. Eberly, M. A | Non-sect | 3 | 1 | 173 | 115 | 58 | .... | .... | .... | .... | .... | 20 | .... |
| 904 | Northern Ohio Collegiate and Business Institute.* | South New Lyme, Ohio | ..... | 1879 | Rev. D. J. H. Ward, A. B | | 4 | 3 | 114 | 59 | 55 | 42 | 15 | .... | .... | .... | .... | .... |
| 905 | Springfield Seminary | Springfield, Ohio | 1874 | 1873 | Mrs. Ruth A. Worthington | Non-sect | 1 | 5 | 48 | .... | 48 | .... | .... | .... | 1 | .... | .... | .... |
| 906 | Steubenville Seminary | Steubenville, Ohio | ..... | 1829 | Rev. A. M. Reid, PH. D | Presb | 3 | 9 | 126 | .... | 126 | .... | .... | .... | .... | .... | .... | .... |
| 907 | College of Ursuline Sisters | Tiffin, Ohio | 1878 | 1863 | Sister Ignatius | R. C | .... | 7 | 85 | .... | 85 | .... | .... | .... | .... | .... | .... | .... |
| 908 | Ursuline Convent of the Sacred Heart. | Toledo, Ohio | 1873 | 1854 | Mother M. Amadeus, superioress. | R. C | .... | .... | 200 | .... | 200 | .... | .... | .... | .... | .... | .... | .... |
| 909 | Plains Seminary | Tupper's Plains, Ohio | ..... | 1860 | Morris Bowers | Non-sect | 1 | 1 | 54 | 29 | 25 | .... | .... | .... | .... | .... | .... | .... |
| 910 | Twinsburgh Institute* | Twinsburgh, Ohio | 0 | 1828 | Samuel Bissell | Presb | 1 | 1 | 79 | 58 | 21 | 72 | 7 | 0 | 3 | 0 | 0 | 0 |
| 911 | Western Reserve Seminary *b* | West Farmington, Ohio | 1855 | 1829 | Rev. E. B. Webster, A. M | M. E | *c*6 | 3 | 178 | | (178) | .... | .... | .... | .... | .... | .... | .... |
| 912 | Rayen High School* | Youngstown, Ohio | 1856 | 1867 | E. S. Gregory, A. M | Non-sect | 1 | 1 | 50 | | (50) | .... | .... | .... | .... | .... | .... | .... |
| 913 | Putnam Classical Institute | Zanesville, Ohio | 1836 | 1835 | D. J. Evans, A. M | Presb | 2 | 5 | 65 | .... | 65 | .... | .... | .... | .... | .... | .... | .... |
| 914 | Albany Collegiate Institute | Albany, Oreg | ..... | ..... | Elbert N. Condit | Presb | 2 | 3 | 90 | 40 | 50 | 63 | 27 | .... | 4 | 2 | .... | 1 |
| 915 | Ashland College and Normal School. | Ashland, Oreg | 1879 | 1873 | Rev. Lowell L. Rogers, A. M | M. E | 3 | 3 | *d*150 | 78 | 72 | 150 | 59 | 9 | 42 | 56 | 8 | 4 |
| 916 | Notre Dame Academy | Baker City, Oreg | 0 | 1875 | Sister Mary Perpetua, superioress. | R. C | 0 | 5 | 103 | 0 | 103 | .... | .... | .... | .... | .... | .... | .... |
| 917 | La Creole Academic Institute | Dallas, Oreg | 1856 | 1853 | S. A. Randle | | 2 | 4 | 202 | | (202) | .... | .... | .... | .... | .... | .... | .... |
| 918 | St. Mary's Academy for Young Ladies. | Jacksonville, Oreg | ..... | ..... | Sister M. Angel Guardian, superioress. | R. C | .... | 4 | 55 | .... | 55 | .... | .... | .... | .... | .... | .... | .... |
| 919 | Santiam Academy | Lebanon, Oreg | 1854 | 1854 | J. L. Gilbert | M. E | 1 | 2 | 98 | 50 | 48 | 98 | 0 | 0 | .... | 6 | 3 | .... |
| 920 | Bishop Scott Grammar School | Portland, Oreg | 1870 | 1870 | J. W. Hill, M. D | P. E | 6 | 2 | 78 | 78 | .... | 50 | 20 | 8 | 8 | 2 | 3 | 2 |
| 921 | Independent German School | Portland, Oreg | 1870 | 1870 | E. Stebinger | Non-sect | 1 | 1 | 45 | 25 | 20 | 45 | 0 | 45 | 0 | 0 | 0 | 0 |
| 922 | St. Mary's Academy | Portland, Oreg | 1866 | 1859 | Mother Dolores, superior provincial. | R. C | .... | .... | 165 | .... | 165 | .... | .... | .... | .... | .... | .... | .... |
| 923 | St. Michael's College | Portland, Oreg | ..... | 1871 | Rev. A. J. Glorieux | R. C | 4 | .... | 100 | 100 | .... | 100 | 10 | 10 | .... | .... | .... | .... |
| 924 | St. Paul's Academy | St. Paul, Oreg | ..... | ..... | Sister M. Margaret, superioress. | R. C | .... | 6 | 40 | .... | 40 | .... | .... | .... | .... | .... | .... | .... |
| 925 | Academy of the Sacred Heart | Salem, Oreg | ..... | ..... | Sister M. of the Assumption, superioress. | R. C | .... | 11 | 114 | .... | 114 | .... | .... | .... | .... | .... | .... | .... |
| 926 | Academy of Mary Immaculate* | The Dalles, Oreg | 1865 | 1864 | Sister Mary Justina | R. C | 0 | 4 | 80 | 0 | 80 | 80 | .... | 1 | 0 | 0 | 0 | 0 |
| 927 | Umpqua Academy* | Wilbur, Oreg | 1857 | 1854 | Henry L. Benson | M. E | 2 | 2 | 149 | 73 | 76 | 104 | 45 | 9 | 13 | 20 | .... | .... |
| 928 | School for Girls | Allegheny, Pa | ..... | 1872 | Miss Mary Maitland | Non-sect | .... | 3 | 16 | 2 | 14 | 16 | .... | .... | .... | .... | .... | .... |
| 929 | St. Xavier's Academy | Beatty, Pa | ..... | 1845 | Sister M. Liguori McCaffrey, directress. | R. C | .... | 17 | 90 | .... | 90 | .... | .... | .... | .... | .... | .... | .... |
| 930 | Beaver College and Musical Institute. | Beaver, Pa | 1853 | 1855 | Rev. R. T. Taylor, A. M., D. D | Meth | 4 | 6 | 150 | 30 | 120 | 53 | 48 | 18 | 6 | 2 | 1 | 0 |

* From Report of the Commissioner of Education for 1879.
*a* No school this year; these statistics are for 1879.
*b* These statistics are for the year 1879.
*c* Also two lecturers.
*d* Includes 48 normal students reported in Table III.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 931 | Mountain Seminary | Birmingham, Pa | 1853 | 1854 | L. G. Grier | Presb | 3 | 6 | 100 | 25 | 75 | 100 | 30 | 20 | .... | .... | .... | .... |
| 932 | Bristol Seminary | Bristol, Pa | ..... | 1875 | Miss Amelia Merriam | Non-sect | .... | 6 | 40 | .... | 40 | 36 | 4 | 7 | .... | .... | .... | .... |
| 933 | Witherspoon Institute* | Butler, Pa | 1849 | 1851 | P. S. Bancroft, A. M | Non-sect | 3 | 1 | 75 | 45 | 30 | 75 | 25 | 30 | 16 | .... | .... | .... |
| 934 | Penn's Valley Institute | Centre Hall, Pa | ..... | ..... | Henry F. Bitner and Calvin R. Neff. | ..... | 1 | .... | 45 | 25 | 20 | 35 | 5 | 4 | 3 | 1 | .... | .... |
| 935 | Chester Academy | Chester, Pa | ..... | 1862 | George Gilbert | ..... | 1 | 4 | 76 | 40 | 36 | 70 | 6 | 5 | 2 | .... | .... | .... |
| 936 | Maplewood Institute* | Concordville, Pa | 1870 | 1862 | Joseph Shortlidge, A. M | Friends | 5 | 3 | 45 | 25 | 20 | 40 | 10 | 8 | 2 | .... | .... | .... |
| 937 | Chester Valley Academy* | Downington, Pa | ..... | 1870 | F. Donleavy Long, A. M | Non-sect | 3 | 2 | 40 | 40 | .... | .... | 10 | 6 | 3 | 2 | 1 | 1 |
| 938 | Doylestown Seminary* | Doylestown, Pa | 1876 | 1868 | M. E. Scheibner | Non-sect | 3 | 3 | 90 | 50 | 40 | 58 | 25 | 6 | 6 | 3 | 2 | .... |
| 939 | Trach's Academy and Commercial School. | Easton, Pa | ..... | 1872 | R. H. Trach | ..... | 3 | 2 | 131 | 93 | 38 | 115 | 10 | 6 | 7 | 2 | 2 | 2 |
| 940 | Eldersridge Academy for Males and Females.* | Eldersridge, Pa | 1876 | 1847 | Rev. Alexander Donaldson, D. D. | Presb | 3 | 0 | 66 | 58 | 8 | 60 | 35 | 6 | 25 | 0 | 4 | 0 |
| 941 | Erie Academy* | Erie, Pa | 1817 | 1823 | H. A. Strong, A. M | Non-sect | 3 | 5 | 157 | 72 | 85 | 150 | 7 | 25 | .... | .... | .... | .... |
| 942 | St. Benedict's Academy | Erie, Pa | 1868 | 1856 | M. Dominica Rieder, O. S. B | R. C | .... | 17 | 45 | .... | 45 | 45 | .... | 45 | .... | .... | .... | .... |
| 943 | Keystone Academy | Factoryville, Pa | 1868 | 1869 | Rev. John H. Harris, A. M | Baptist | 7 | 2 | 154 | 87 | 67 | .... | .... | .... | .... | .... | 4 | .... |
| 944 | Collegiate Institute* | Germantown, Pa. (Philadelphia). | ..... | 1854 | George R. Barker, A. M | P. E | 3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 945 | Friends' School | Germantown, Pa. (Green and School streets). | ..... | 1861 | Sallie J. Ackley | Friends | .... | 2 | 45 | 23 | 22 | 45 | .... | 22 | .... | .... | .... | .... |
| 946 | Germantown Day College | Germantown, Pa | ..... | ..... | | R. C | .... | .... | 21 | 21 | .... | .... | .... | .... | .... | .... | .... | .... |
| 947 | Greensburgh Seminary for Young Ladies and Young Men. | Greensburgh, Pa | 1874 | 1875 | Rev. Lucian Cort, A. M | Reform'd | 3 | 5 | 90 | 40 | 50 | .... | 30 | 4 | .... | .... | 4 | .... |
| 948 | Hollidaysburgh Young Ladies' Seminary.* | Hollidaysburgh, Pa | 1866 | 1869 | W. P. Hussey, A. M | Presb | 2 | 8 | 65 | .... | 65 | .... | .... | 20 | .... | .... | .... | .... |
| 949 | Eclectic Institute | Jersey Shore, Pa | 1852 | 1852 | Rev. H. D. Patton, A. M | Presb | 2 | 2 | 50 | 22 | 28 | 50 | 10 | 3 | 7 | 2 | 3 | 2 |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 950 | Martin Academy* | Kennett Square, Pa | | 1873 | A. W. Potter | Friends | 1 | 2 | 70 | 36 | 34 | | | | 1 | | | |
| 951 | Pickering Institute | Kimberton, Pa | | 1880 | Rev. J. R. Dimm, A. M | Ev. Luth | 1 | 3 | 30 | 24 | 6 | 30 | 2 | | 2 | | | |
| 952 | Linden Hall Seminary* | Lititz, Pa | 1863 | 1794 | Rev. H. A. Brickenstein | Morav | 2 | 8 | 58 | | 58 | 15 | 2 | 13 | | | | |
| 953 | Lititz Academy | Lititz, Pa | 1837 | 1822 | F. D. Rickert and G. W. Hepp. | Morav | 3 | | 32 | 32 | | 32 | 5 | 7 | 3 | | 3 | |
| 954 | St. Aloysius Academy | Loretto, Pa | | 1850 | Mother M. de Sales Ihmsen, superior. | R. C | | 10 | 40 | | 40 | | | | | | | |
| 955 | Swithin C. Shortlidge's Media Academy for Boys. | Media, Pa | | 1866 | Swithin C. Shortlidge, A. M | Non-sect | 14 | | 100 | 100 | | 70 | 20 | 20 | 8 | 8 | | |
| 956 | Hazzard's Academy | Monongahela City, Pa | | 1866 | Thomas L. Hazzard, A.M., M. D. | Non-sect | 1 | 2 | 55 | 34 | 21 | 55 | 29 | 12 | 31 | | 6 | 2 |
| 957 | Western Pennsylvania Classical and Scientific Institute.* | Mt. Pleasant, Pa | 1873 | 1873 | Rev. Johnston E. Walter | Baptist | 1 | 5 | 59 | 35 | 24 | | 15 | 4 | 12 | | 2 | |
| 958 | Laird Institute | Murrysville, Pa | 0 | 1862 | Rev. George M. Spargrove | Non-sect | 2 | | 50 | 30 | 20 | 38 | 12 | | 12 | | | |
| 959 | Nazareth Hall | Nazareth, Pa | 1863 | 1785 | Rev. Eugene Leibert | Morav | 10 | | 66 | 66 | | 66 | 6 | 25 | 6 | | | |
| 960 | Union Seminary | New Berlin, Pa | 1880 | 1855 | Aaron E. Gobble | Ev. Asso | 2 | 2 | 71 | 55 | 16 | 43 | 7 | 8 | 4 | | 2 | |
| 961 | New Lebanon Institute | New Lebanon, Pa | 0 | 1880 | Erving L. Richardson, A. M | Non-sect | 3 | 1 | 55 | 34 | 21 | 47 | 9 | 0 | 3 | 0 | 0 | 0 |
| 962 | Oakland Female Institute | Norristown, Pa | | 1847 | | | | | | | | | | | | | | |
| 963 | Treemount Seminary | Norristown, Pa | | 1844 | John W. Loch, A. M., PH. D | Non-sect | 6 | 1 | 50 | 48 | 2 | 35 | 15 | 4 | 5 | 2 | 3 | 0 |
| 964 | Parkesburg Classical Institute* | Parkesburg, Pa | | 1857 | M. R. Alexander, A. B | | | | | | | | | | | | | |
| 965 | Academy of the Protestant Episcopal Church. | Philadelphia, Pa. (corner Locust and Juniper sts.). | 1787 | 1785 | Rev. James W. Robins, D.D., head master. | P. E | 11 | | 175 | 175 | | | | | | | | |
| 966 | Agnes Irwin's School | Philadelphia, Pa. (1834 Spruce street). | | 1866 | Agnes Irwin | | 3 | 7 | 50 | | 50 | | 45 | 50 | | | | |
| 967 | Aldine Institute | Philadelphia, Pa | | 1869 | Misses A. C. Webb and L. T. Scott. | | 2 | 9 | 40 | | 40 | 40 | 10 | 37 | | | | |
| 968 | Miss Anable's School for Young Ladies.* | Philadelphia, Pa. (1350 Pine street). | | 1850 | Misses I. and H. I. Anable | Baptist | 2 | 11 | 55 | | 55 | | | | | | | |
| 969 | Broad Street Academy* | Philadelphia, Pa. (337 S. Broad street). | | 1872 | Edward Roth, A. M | R. C | 8 | 5 | 95 | 95 | | 95 | 60 | 75 | | | | |
| 970 | Classical Institute* | Philadelphia, Pa. (247 S. 13th street). | | 1830 | Rev. J. W. Faires, D. D | Ref. P | 3 | 0 | 60 | 60 | 0 | 6 | 54 | 9 | 54 | 3 | 6 | 1 |
| 971 | East Walnut Street Female Seminary. | Philadelphia, Pa. (1221 Walnut street). | | 1867 | Mrs. Henrietta Kutz | Presb | 9 | 4 | 40 | | 40 | | | | | | | |
| 972 | Friends' Girard Avenue School | Philadelphia, Pa. (Girard avenue and 17th street). | 0 | 1872 | Lizzie Pratt | Friends | 0 | 5 | 113 | 50 | 63 | 113 | 0 | 0 | 0 | 0 | 0 | 0 |
| 973 | Friends' School* | Philadelphia, Pa. (4th and Green streets). | | | Martha Heacock | Friends | | 4 | 78 | 44 | 34 | 78 | | | | | | |
| 974 | Friends' Select School for Boys | Philadelphia, Pa. (820 Cherry street). | | 1833 | John H. Dillingham | Friends | 2 | 1 | 36 | 36 | | 25 | 11 | | 1 | 3 | | 1 |
| 975 | Friends' Select School for Girls | Philadelphia, Pa. (137 N. 7th street). | | 1834 | Margaret Lightfoot | Friends | | | 50 | | 50 | | | | | | | |
| 976 | Girard College for Orphans | Philadelphia, Pa | | 1848 | Wm. H. Allen, A. M., M. D., LL. D. | Non-sect | 6 | 25 | 870 | 870 | 0 | 870 | 0 | 180 | 0 | 0 | 0 | 0 |
| 977 | Institute for Young Ladies | Philadelphia, Pa. (2045 Walnut street). | | | Miss D. B. Burt | | | | | | | | | | | | | |
| 978 | Langton Select Academy | Philadelphia, Pa. (1613 Chestnut street). | | 1859 | T. B. Langton | | 4 | | | | | | | | | | | |
| 979 | Mt. St. Joseph Academy | Philadelphia, Pa. (Chestnut Hill). | 1858 | 1858 | Sisters of St. Joseph | R. C | | 12 | 60 | | 60 | 60 | | 60 | | | | |
| 980 | Philadelphia Seminary | Philadelphia, Pa. (1325 N. Broad street). | | 1871 | Rebecca E. Judkins | | 2 | 7 | 93 | | 93 | 93 | 21 | 90 | 1 | | | |

*From Report of the Commissioner of Education for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 981 | Rittenhouse Academy | Philadelphia, Pa. (northeast corner 18th and Chesnut streets). | 0 | 1854 | De Benneville K. Ludwig, A. M. | Non-sect | 5 | 0 | 50 | 50 | .... | 16 | 32 | 0 | .... | .... | 4 | .... |
| 982 | R. S. Ashbridge's School for Girls* | Philadelphia, Pa. (145 N. 20th street). | ..... | 1875 | Rachel S. Ashbridge ..... | Friends | 1 | 2 | 18 | .... | 18 | 13 | 5 | 18 | .... | .... | .... | .... |
| 983 | Schleigh Academy | Philadelphia, Pa. (18th street and Girard ave.). | ..... | 1877 | Miss F. M. Schleigh ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 984 | School for Young Ladies* | Philadelphia, Pa. (1733 Filbert street). | ..... | 1867 | Annie and Sarah Cooper .... | Friends | 3 | 5 | 58 | .... | 58 | 51 | 7 | 58 | .... | .... | .... | .... |
| 985 | Supplee Institute for Young Ladies | Philadelphia, Pa. (1713 Spruce street). | ..... | 1855 | Rev. Enoch H. Supplee, A. M. | P. E .... | 3 | 4 | 40 | .... | 40 | 40 | 30 | 35 | .... | .... | .... | .... |
| 986 | Ury House School | Philadelphia, Pa. (Fox Chase P. O.). | ..... | 1863 | Mrs. Jane Crawford ..... | P. E .... | 5 | 1 | 46 | 46 | 0 | 28 | 14 | .... | 10 | 6 | 5 | 2 |
| 987 | West Chestnut Street Institute... | Philadelphia, Pa. (4035 Chestnut street). | ..... | ..... | Mrs. J. A. Bogardus ..... | Presb ... | 1 | 6 | 40 | .... | 40 | .... | .... | .... | .... | .... | .... | .... |
| 988 | West Chestnut Street Seminary.. | Philadelphia, Pa. (1707 Chestnut street). | ..... | 1878 | Miss M. B. Cochran ..... | Meth ... | 2 | 7 | 53 | .... | 53 | 53 | .... | 40 | .... | .... | .... | .... |
| 989 | William Penn Charter School..... | Philadelphia, Pa. (8 S. 12th street). | 1711 | 1689 | Richard M. Jones, M. A ..... | Friends . | 2 | 5 | 110 | 110 | .... | .... | .... | .... | .... | .... | 8 | 2 |
| 990 | Young Ladies' Academy and Select School for Children. | Philadelphia, Pa. (1313 Poplar street). | ..... | 1851 | Miss Mary Ann Fisher ..... | P. E .... | 2 | 3 | 25 | 10 | 15 | 25 | .... | .... | .... | .... | .... | .... |
| 991 | The Bishop Bowman Institute.... | Pittsburgh, Pa ..... | 1866 | 1862 | Rev. Robert J. Coster, A. M .. | P. E .... | 3 | 4 | 92 | .... | 92 | 22 | 42 | 28 | .... | .... | .... | .... |
| 992 | St. Mary's Academy ..... | Pittsburgh, Pa ..... | ..... | ..... | Mother M. Stanislaus, directress. | R. C .... | .... | 6 | 120 | .... | 120 | .... | .... | .... | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 993 | St. Ursula's Academy | Pittsburgh, Pa | | | Mother M. Alphonse, superior. | R. C | | 9 | 45 | | 45 | | | | | | | | | | |
| 994 | Cottage Seminary for Young Ladies | Pottstown, Pa | | 1850 | George G. Butler, A. M. | Non-sect | 2 | 5 | 28 | | 28 | 28 | 4 | 10 | | | | | | | |
| 995 | Reid Institute | Reidsburg, Pa | 1862 | 1864 | C. A. Gilbert, A. M | Baptist | 1 | 2 | 65 | 30 | 35 | 61 | 4 | | 3 | | | | | | |
| 996 | Ridley Park Seminary | Ridley Park, Pa | | | Rev. John Wilson, A. M., PH. D. | Non-sect | | | | | | | | | | | | | | | |
| 997 | Clarion Collegiate Institute | Rimersburg, Pa | 1859 | 1858 | Rev. J. J. Pennepacker, A. M | Ref. Ger | 2 | 1 | 31 | 15 | 16 | | | | | | | | | | |
| 998 | Classical department of Missionary Institute. | Selin's Grove, Pa | 1858 | 1858 | Rev. P. Born, D. D | Luth | 3 | 1 | 95 | 75 | 20 | 55 | 40 | | 25 | | 5 | | | | |
| 999 | Sewickley Academy | Sewickley, Pa | 0 | 1838 | John Way, jr., sup't | | 4 | 5 | 118 | 49 | 69 | 46 | 14 | | | | | | | | |
| 1000 | Academy of the Holy Child Jesus | Sharon Hill, Pa | 1866 | 1864 | Mother Mary Walburga, superior. | R. C | | 9 | 41 | | 41 | 41 | | | | | | | | | |
| 1001 | Cheltenham Academy | Shoemakertown, Pa | 0 | 1871 | Rev. Dr. Samuel Clements, A. M. | P. E | 7 | 0 | 51 | 51 | 0 | | | | | | | | | | |
| 1002 | Stewartstown English and Classical Institute. | Stewartstown, Pa | | 1855 | Henry Thomas Dawson, PH. B | Non-sect | 1 | 1 | 60 | 32 | 28 | 56 | 4 | | 4 | | | | | | |
| 1003 | Toughkenamon Boarding School | Toughkenamon, Pa | | 1867 | Hannah M. Cope | Friends | | 4 | 40 | | 40 | | | | | | | | | | |
| 1004 | Susquehanna Collegiate Institute | Towanda, Pa | 1850 | 1854 | Edwin E. Quinlan, A. M | Presb | 3 | 5 | 244 | 181 | 63 | 170 | 44 | | 18 | | 3 | | | | |
| 1005 | Washington Hall Collegiate Institute. | Trappe, Pa | | 1830 | Abel Rambo, A. M | | 3 | 2 | 85 | 45 | 40 | 80 | 9 | 9 | 4 | | | | | | |
| 1006 | Unionville Academy | Unionville, Pa | 0 | 1834 | A. A. Meader | Non-sect | 1 | 0 | 25 | 11 | 14 | 25 | 4 | 2 | 0 | 0 | 0 | 0 | | | |
| 1007 | Trinity Hall | Washington, Pa | | 1879 | Rev. Samuel Earp, PH. D | P. E | 4 | 1 | 44 | 44 | | | | | | | | | | | |
| 1008 | Darlington Seminary for Young Ladies. | West Chester, Pa | | 1854 | Richard Darlington, jr | Friends | 1 | 5 | 60 | | 60 | 60 | 20 | 15 | 3 | | 2 | | | | |
| 1009 | Miss Smith's Family and Day School.* | West Chester, Pa | | 1876 | Miss Lydia V. Smith | Non-sect | 1 | 3 | 14 | | 14 | 14 | | 12 | | | | | | | |
| 1010 | Home School for Girls | West Philadelphia, Pa. (3511 Hamilton street). | | 1870 | Mrs. Annie M. Sutton | | 3 | 5 | 50 | | 50 | 50 | 10 | 50 | | | | | | | |
| 1011 | Mrs. Lucretia M. B. Mitchell's School for Girls. | West Philadelphia, Pa. (315 N. Thirty-fifth st.). | | 1877 | Mrs. Lucretia M. B. Mitchell | Friends | | 7 | 45 | 5 | 40 | | | 20 | | | | | | | |
| 1012 | Rawlins' West Philadelphia Academy. | West Philadelphia, Pa. (4039 Baltimore ave.). | | 1875 | James Morgan Rawlins, A. M | Presb | 1 | 1 | 6 | 5 | 1 | 2 | 3 | 1 | 2 | 1 | 1 | 1 | | | |
| 1013 | Westtown Boarding School* | Westtown, Pa. (Street Road Station). | 1799 | 1799 | Benjamin W. Passmore, sup't | Friends | 6 | 6 | *a*182 | *a*115 | *a*67 | 113 | 54 | | | | | | | | |
| 1014 | Williamsport Dickinson Seminary.* | Williamsport, Pa | 1848 | 1848 | Rev. Edward J. Gray, A. M | M. E | 7 | 4 | 158 | 92 | 66 | | 30 | 80 | 1 | 2 | | | | | |
| 1015 | York County Academy* | York, Pa | 1799 | 1788 | G. W. Ruby | Non-sect | 2 | | 65 | 65 | | 65 | 17 | | 9 | 1 | 3 | | | | |
| 1016 | School of St. John the Evangelist | Barrington Centre, R. I | | 1880 | Rev. William M. Chapin | P. E | 1 | | 20 | 10 | 10 | 16 | 4 | | | | | | | | |
| 1017 | Family and Day School for Girls | Newport, R. I | | 1874 | Mrs. Helena L. Gilliat | P. E | | 4 | 25 | | 25 | 25 | 15 | 25 | | | | | | | |
| 1018 | Island High School* | New Shoreham (Block Island), R. I. | | 1876 | Charles E. Perry | Non-sect | 1 | 0 | 28 | 12 | 16 | 28 | 4 | 0 | 1 | 0 | | | | | |
| 1019 | Female Academy of the Sacred Heart. | Providence, R. I | 1873 | 1872 | Ellen White, superior | R. C | | 14 | 47 | | 47 | 47 | | 47 | | | | | | | |
| 1020 | Friends' New England Boarding School. | Providence, R. I | 1823 | 1819 | Augustine Jones, A. M | Friends | 10 | 7 | 198 | 114 | 84 | 100 | 70 | 50 | 30 | 10 | 7 | 1 | | | |
| 1021 | St. Mary's Young Ladies' Seminary.* | Providence, R. I. (Bayview, box 866). | 0 | 1874 | Mother M. Leo | R. C | | 8 | 44 | | 44 | 44 | 18 | 28 | 10 | | | | | | |
| 1022 | Polytechnic and Industrial Institute. | Bluffton, S. C | 1880 | 1878 | Rev. J. Douglas Robertson | Non-sect | 5 | 3 | 266 | 156 | 110 | 266 | 5 | | 5 | | | | | | |
| 1023 | Wallingford Academy *b* | Charleston, S. C | 1868 | 1865 | Rev. Thomas A. Grove | Presb | 2 | 4 | 433 | 256 | 177 | 408 | 16 | 9 | 4 | 8 | 0 | 1 | | | |

* From Report of the Commissioner of Education for 1879.

*a* Attendance during winter.

*b* These statistics are for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 1024 | Brainerd Institute | Chester, S. C | ..... | 1871 | Rev. S. Loomis, A. M | Presb | 2 | 3 | *a*306 | ..... | ..... | 43 | 6 | .... | 5 | .... | 0 | .... |
| 1025 | Clinton High School | Clinton, S. C | ..... | ..... | W. S. Lee, A. M | Presb | 1 | 2 | 81 | (81) | | .... | .... | .... | .... | .... | .... | .... |
| 1026 | Benedict Institute | Columbia, S. C | 0 | 1870 | Rev. E. J. Goodspeed, D. D | Baptist | 5 | 5 | 196 | 100 | 96 | 184 | 12 | .... | .... | .... | .... | .... |
| 1027 | Gowensville Seminary | Gowensville, S. C | 0 | 1859 | Wilton Thruston | Non-sect | 1 | 1 | 78 | 42 | 36 | 78 | 1 | 0 | 1 | 0 | 0 | 0 |
| 1028 | Brewer Normal School | Greenwood, S. C | ..... | ..... | J. D. Backenstose | Cong | 1 | .... | 75 | ..... | ..... | .... | .... | .... | .... | .... | .... | .... |
| 1029 | Lexington High School* | Lexington, S. C | ..... | 1875 | W. D. Schoenberg | Non-sect | 2 | .... | 54 | 30 | 24 | 54 | 39 | 31 | 14 | .... | 3 | .... |
| 1030 | Reidville Female College* | Reidville, S. C | 1858 | 1857 | Robert P. Smith, A. M | Presb | 1 | 4 | 80 | .... | 80 | 80 | 25 | .... | 8 | .... | 20 | .... |
| 1031 | Male Academy | Williamston, S. C | ..... | 1848 | Walter W. Brown, A. M | Non-sect | 1 | .... | 45 | 45 | .... | 45 | 7 | 0 | .... | .... | .... | .... |
| 1032 | Masonic Male and Female Academy. | Alexandria, Tenn | 1857 | 1857 | H. L. W. Gross | Non-sect | 2 | 1 | 150 | 100 | 50 | 50 | 12 | .... | .... | .... | .... | .... |
| 1033 | Sullins Female College* | Bristol, Tenn | 1874 | 1868 | Rev. D. S. Hearon, A. M | Meth | 3 | 4 | 165 | 30 | 135 | 165 | 25 | 0 | .... | .... | .... | .... |
| 1034 | Enon Seminary *b* | Butler, Tenn | 1868 | 1869 | Rev. Joseph H. Crouch | Baptist | 2 | 2 | 60 | 35 | 25 | 50 | 10 | 0 | 2 | .... | 1 | .... |
| 1035 | Cairo Institute | Cairo, Tenn | ..... | ..... | Rev. M. T. Brown | Meth | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1036 | Centreville High School | Centreville, Tenn | 1842 | 1842 | William H. Gardiner | Non-sect | 1 | 1 | 22 | 10 | 12 | 22 | 1 | 0 | 1 | 0 | 0 | 0 |
| 1037 | Chapel Hill Academy | Chapel Hill, Tenn | ..... | 1855 | Simeon V. Wall | Non-sect | 1 | 2 | 67 | 36 | 31 | 40 | 28 | .... | .... | .... | .... | .... |
| 1038 | Charleston Academy* | Charleston, Tenn | 1874 | 1874 | J. M. Gurnaud and Watts Macpherson. | Non-sect | 2 | 0 | 56 | 30 | 26 | 56 | 15 | 0 | 0 | 0 | 1 | 0 |
| 1039 | Chatata Seminary | Chatata, Tenn | ..... | 1874 | W. L. Cate | Baptist | 1 | .... | 90 | 55 | 35 | 90 | .... | .... | 2 | .... | .... | .... |
| 1040 | Chattanooga Female Seminary* | Chattanooga, Tenn | ..... | 1879 | Rev. William A. Rogers, A. M | .... | 2 | 2 | 35 | .... | 35 | 27 | 8 | 6 | .... | .... | .... | .... |
| 1041 | Clarksville Female Academy | Clarksville, Tenn | 1846 | 1846 | Rev. J. R. Plummer, A. M | Meth | 2 | 8 | 80 | .... | 80 | 80 | .... | .... | .... | .... | .... | .... |
| 1042 | Flag Pond Seminary | Clear Branch, Tenn | ..... | 1866 | J. Q. Tilson | Baptist | 1 | 1 | 75 | 50 | 25 | 30 | 25 | 20 | 25 | 15 | 0 | 5 |
| 1043 | Cane Creek Academy | Cog Hill, Tenn | 1870 | 1869 | Rev. John H. Brunner | Non-sect | 2 | 2 | 135 | 75 | 60 | 130 | 10 | 30 | .... | .... | 10 | 2 |
| 1044 | Tipton Female Seminary | Covington, Tenn | 1852 | 1855 | George D. Holmes, A. M | Non-sect | 1 | 3 | 110 | 10 | 100 | 110 | 12 | 2 | .... | .... | .... | .... |
| 1045 | Culleoka Institute* | Culleoka, Tenn | 1868 | ..... | W. R. Webb, A. M., and J. M. Webb, A. M. | Meth | 3 | .... | 156 | 150 | 6 | 150 | 112 | 12 | 25 | 20 | 10 | .... |
| 1046 | Hatchie Academy | Durhamville, Tenn | 0 | 1880 | Isaac L. Case, A. M | Non-sect | 1 | .... | 23 | 11 | 12 | 20 | 3 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1047 | Masonic Institute | Fall Branch, Tenn | | 1879 | Lilbern Lee Dye | Non-sect | 1 | 2 | 93 | 60 | 33 | 93 | 50 | 15 | 12 | 10 | 4 | |
| 1048 | Friendsville Institute | Friendsville, Tenn | 0 | 1855 | Ervin G. Taber and Franklin Elliott. | Friends | 1 | 2 | 70 | 41 | 29 | 70 | 2 | | 2 | | 2 | |
| 1049 | Edwards Academy | Greeneville, Tenn | 1879 | 1877 | S. C. Hanson | U. Br | 1 | 3 | 82 | 52 | 30 | 29 | 1 | 6 | 1 | | 1 | |
| 1050 | Henderson Masonic Male and Female Institute. | Henderson, Tenn | | | G. M. Savage, chairman | | 4 | 6 | 149 | (149) | | | | | | | | |
| 1051 | West Tennessee Seminary | Hollow Rock, Tenn | 1879 | 1877 | Rev. J. E. Cole | M. E | 1 | 1 | 94 | 53 | 41 | 94 | | | | | | |
| 1052 | Odd Fellows' Male and Female College. | Humboldt, Tenn | 1871 | 1872 | J. W. Conger, A. B | Non-sect | 2 | 4 | 300 | 150 | 150 | | | | | | | |
| 1053 | Huntingdon High School* | Huntingdon, Tenn | | 1877 | E. E. Weir, A. B | Non-sect | 1 | 1 | 60 | 30 | 30 | 60 | | 3 | | | 2 | |
| 1054 | Sam Houston Academy | Jasper, Tenn | 1855 | 1856 | A. F. Moore | Non-sect | 3 | 1 | 210 | 98 | 112 | 198 | 12 | 0 | | | | |
| 1055 | Martin Academy | Jonesboro', Tenn | | 1879 | Rev. W. G. Barker | | 1 | 2 | 105 | 65 | 40 | 91 | 10 | 4 | 3 | | | |
| 1056 | Greenwood Seminary | Near Lebanon, Tenn | | 1852 | Mrs. N. Lawrence Lindsley | Non-sect | | 3 | 28 | | 28 | 28 | 5 | 10 | | | | |
| 1057 | Masonic Academy* | Liberty, Tenn | 1879 | 1869 | J. F. Turner | | 1 | 1 | 75 | 35 | 40 | 63 | 12 | | 4 | | | |
| 1058 | Savannah Grove Academy | Long Savannah, Tenn | | 1873 | William F. Anderson | Non-sect | 2 | | 80 | 50 | 30 | 80 | | | | | 6 | |
| 1059 | Lynchburg Male and Female Academy. | Lynchburg, Tenn | 1867 | 1867 | J. B. Miller | | 1 | 1 | 53 | 26 | 27 | | | 8 | 8 | 4 | | |
| 1060 | Waters and Walling College | McMinnville, Tenn | 1879 | 1870 | H. B. Northcut | Campb | 2 | 1 | 105 | 63 | 42 | 105 | 5 | 0 | | | 6 | 0 |
| 1061 | Martin Male and Female Academy | Martin, Tenn | 1875 | 1874 | W. E. Bowden | Non-sect | | 2 | 95 | 45 | 50 | 85 | 10 | 10 | 15 | 5 | 3 | |
| 1062 | West Tennessee Preparatory School. | Mason, Tenn | | 1877 | C. E. Alexander | Meth | 1 | 1 | 104 | 59 | 45 | 104 | | | | | 4 | |
| 1063 | Miss Higbee's School | Memphis, Tenn | | 1879 | Miss Jenny M. Higbee | Non-sect | 1 | 7 | 146 | 6 | 140 | 116 | 15 | 15 | 15 | | | |
| 1064 | Memphis Institute | Memphis, Tenn | | 1879 | L. G. Tyler, M. A | | 2 | | 60 | 60 | | | | | 4 | | | |
| 1065 | St. Mary's School | Memphis, Tenn | | 1873 | Sisters of St. Mary | P. E | 1 | 6 | 50 | | 50 | 50 | 25 | 50 | | | | |
| 1066 | Fairmount | Mont Eagle, Tenn | 1872 | 1873 | Mrs. H. B. Kells | P. E | 4 | 6 | 45 | | 45 | 45 | 7 | 45 | 7 | | | |
| 1067 | Morristown Female High School | Morristown, Tenn | | 1867 | Rev. T. P. Summers, A. M | | 2 | 2 | 80 | | 80 | | | | | | | |
| 1068 | Mt. Pleasant Male and Female Academy. | Mount Pleasant, Tenn | 1867 | | S. A. R. Swann | Non-sect | 1 | 3 | 61 | 25 | 36 | 50 | 10 | 2 | 0 | 0 | 0 | 0 |
| 1069 | Edgefield Male Academy* | Nashville, Tenn | 1880 | 1865 | James F. Lipscomb | Non-sect | 2 | | 50 | 50 | | 25 | 25 | 18 | | | | |
| 1070 | Montgomery Bell Academy | Nashville, Tenn | | 1866 | Joseph W. Yeatman, M. A | Non-sect | 3 | | 90 | 90 | | | | | | | | |
| 1071 | Nashville Academy* | Nashville, Tenn | | | M. M. O'Bryan | Presb | | | 75 | | 75 | | | | | | | |
| 1072 | Alpine Academy | Nettle Carrier, Tenn | | 1880 | J. M. Coulson, A M | | 3 | 3 | 142 | 94 | 48 | 142 | | | 8 | | | |
| 1073 | Southern Union Normal School* | Newbern, Tenn | 1873 | | S. L. Cockroft, A. M | Non-sect | 3 | 2 | 240 | 130 | 110 | 0 | 3 | 4 | 15 | 56 | | 2 |
| 1074 | Union Seminary | Newbern, Tenn | | | H. A. Dean | Non-sect | 1 | 4 | 140 | 65 | 75 | 120 | 20 | | 6 | 5 | | |
| 1075 | Holston Seminary | New Market, Tenn | 1838 | 1838 | S. P. Fowler, A. M | M. E | 3 | 2 | 130 | 72 | 58 | 115 | 15 | | 15 | 30 | 2 | |
| 1076 | Oak Hill Collegiate Institute* | Norris Creek, Tenn | 1868 | 1868 | P. Himebaugh | Non-sect | 1 | 2 | 150 | 80 | 70 | 140 | 10 | 10 | | 0 | 0 | 0 |
| 1077 | Bledsoe Institute | Orme's Store, Tenn | | 1873 | A. C. Muncie | | 1 | | 65 | 30 | 35 | 65 | | | | | 4 | |
| 1078 | Mrs. Dr. Milam's School for Girls | Paris, Tenn | 0 | 1878 | Mrs. Dr. Milam | Meth | 0 | 2 | 55 | 15 | 40 | 40 | 2 | 3 | 3 | | 2 | |
| 1079 | Paris Male High School | Paris, Tenn | 0 | 1840 | T. H. M. Hunter, A. B | Non-sect | 1 | 1 | 40 | 40 | | 40 | 7 | 0 | | | 2 | 0 |
| 1080 | The Mrs. S. H. Welch High School | Paris, Tenn | 1877 | 1869 | Mrs. S. H. Welch | Non-sect | 1 | 1 | 81 | 35 | 46 | 81 | 8 | | 12 | 20 | | |
| 1081 | People's College | Pikeville, Tenn | 1872 | 1872 | Rev. W. B. Stradley, A. M | M. E. So | 2 | 3 | 120 | 62 | 58 | 120 | 20 | 9 | | | | |
| 1082 | Arlington Academy | Powder Spring Gap, Tenn | 1880 | 1879 | George Patton | Non-sect | 1 | 0 | 50 | 30 | 20 | 50 | 10 | 0 | 0 | 0 | 4 | 0 |
| 1083 | Clear Spring Academy | Rheatown, Tenn | 1849 | 1849 | J. E. L. Seneker | C u m b. Presb. | 3 | | 71 | 46 | 25 | | 9 | 2 | 7 | | 5 | |
| 1084 | Sequatchie College* | Roberson's Cross-Roads, Tenn. | 1858 | 1858 | W. E. Stephens | Non-sect | 2 | 3 | 110 | 60 | 50 | 70 | 40 | 10 | 20 | 10 | 30 | 5 |
| 1085 | Madison Academy | Rutledge, Tenn | 1840 | 1840 | J. M. Davidson | Non-sect | 2 | 1 | 125 | 75 | 50 | 75 | 25 | 25 | 25 | | 10 | |
| 1086 | Hardin College | Savannah, Tenn | 1879 | 1879 | W. D. Wills, A. M., president | | 2 | 2 | 122 | (122) | | | | | | | | |
| 1087 | Collegiate Institute* | Shelbyville, Tenn | | 1852 | Rev. John H. Thompson | Non-sect | 1 | 5 | 100 | 20 | 80 | 100 | 30 | 4 | | | | |

* From Report of the Commissioner of Education for 1879.

*a* Includes normal students.

*b* School reopened February, 1880, after several years' suspension, and closed at the end of twenty weeks.

TABLE VI.— *Statistics of institutions for secondary instruction for* 1880, *&c.*— Continued.

| | 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 |
| 1088 | Fulton Academy | Smithville, Tenn | ..... | ..... | P. A. Pearson | ..... | 1 | 1 | 65 | 35 | 30 | 60 | 5 | .... | 15 | .... | .... | .... |
| 1089 | Nourse Seminary | Sparta, Tenn | 1853 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1090 | White Seminary | Sparta, Tenn | ..... | ..... | J. D. Hensley | M. E. So. | 1 | 1 | 65 | 30 | 35 | .... | 0 | 0 | 0 | 0 | 1 | 0 |
| 1091 | Tazewell College | Tazewell, Tenn | 1840 | ..... | B. G. Manard | Non-sect | 4 | 2 | 202 | 130 | 72 | 182 | 20 | .... | .... | .... | .... | .... |
| 1092 | Pleasant Grove Seminary* | Tyner's, Tenn | 1880 | 1874 | Perry A. Wall | Non-sect | 2 | 0 | 85 | 50 | 35 | 85 | 0 | 0 | 2 | 0 | .... | .... |
| 1093 | Washington College | Washington College, Tenn | 1796 | 1796 | Rev. J. E. Alexander | Presb | 2 | 2 | 45 | 25 | 20 | 35 | 10 | .... | .... | .... | .... | .... |
| 1094 | Woolsey's College | Woolsey's College, Tenn | 0 | 1875 | H. H. Ruble | ..... | 1 | 1 | 65 | 35 | 30 | 65 | .... | .... | .... | .... | .... | .... |
| 1095 | Texas German and English Academy. | Austin, Tex | ..... | 1877 | Jacob Bickler, A. M | Non-sect | 5 | .... | 92 | 92 | .... | 82 | 10 | 64 | 4 | 23 | .... | 1 |
| 1096 | West Texas Conference Seminary. | Austin, Tex | ..... | ..... | ..... | M. E | *a*3 | .... | 101 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1097 | Live Oak Seminary | Near Brenham, Tex | 0 | 1853 | Rev. J. W. Miller, D. D | Presb | 1 | 2 | 45 | 20 | 25 | 39 | 6 | 0 | 5 | 2 | 2 | .... |
| 1098 | Corpus Christi Military and Commercial Academy.* | Corpus Christi, Tex | ..... | 1878 | Capt. William H. Coit | Non-sect | 2 | 0 | 27 | 27 | 0 | 27 | 5 | 5 | 1 | 0 | .... | .... |
| 1099 | Corsicana Female College | Corsicana, Tex | ..... | 1879 | A. J. Robert, A. M., LL. B | ..... | 4 | 3 | 83 | .... | 83 | .... | .... | .... | .... | .... | .... | .... |
| 1100 | Gonzales Male and Female School. | Gonzales, Tex | 0 | 1855 | P. H. Hensley | Non-sect | 1 | 1 | 55 | 25 | 30 | 55 | 4 | 0 | 2 | .... | 0 | 0 |
| 1101 | Sabine Valley University* | Hemphill, Tex | 1879 | 1877 | Rev. W. M. Reese, president of board of trustees. | Non-sect | 5 | 2 | 119 | 65 | 54 | 20 | 12 | .... | 40 | 47 | 32 | .... |
| 1102 | Homer Male and Female High School. | Homer, Tex | ..... | 1880 | C. D. Snead | ..... | 1 | 2 | 100 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1103 | Lancaster Masonic Institute | Lancaster, Tex | ..... | 1876 | W. E. Clark and C. M. Lyon | Non-sect | 2 | .... | 60 | 20 | 40 | 58 | 2 | .... | 2 | .... | 20 | ... |
| 1104 | Ursuline Academy | Laredo, Tex | ..... | ..... | Madame de St. Claude, superior. | R. C | ... | .... | 101 | .... | 101 | .... | .... | .... | .... | .... | .... | .... |
| 1105 | Linn Flat Academy | Linn Flat, Tex | ..... | 1876 | George I. Watkins | ..... | 1 | 1 | 45 | 25 | 20 | 43 | 2 | .... | 2 | 4 | 2 | .... |
| 1106 | Wiley University | Marshall, Tex | 0 | 1873 | Rev. W. H. Davis | M. E | 2 | 1 | 216 | 109 | 107 | .... | .... | .... | .... | .... | .... | .... |
| 1107 | Mexia Polytechnic Institute | Mexia, Tex | 1880 | 1876 | Milton Park | Non-sect | 3 | 4 | 161 | 81 | 80 | 117 | 33 | 11 | 33 | 30 | 4 | 2 |
| 1108 | Hubbard College | Overton, Tex | ..... | 1880 | W. M. Crow, A. M | Non-sect | 2 | 2 | 170 | 90 | 80 | 170 | 10 | 4 | 12 | 10 | .... | .... |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1109 | Alamo German and English School | San Antonio, Tex | | 1874 | William Schuwirth | Non-sect | 1 | | 65 | 35 | 30 | 65 | | 65 | | | | |
| 1110 | Alamo Military and Commercial Academy. | San Antonio, Tex | | 1880 | Capt. W. H. Coit | | | | | | | | | | | | | |
| 1111 | German-English School | San Antonio, Tex | 1860 | 1857 | William Barbeck | | 3 | 3 | 210 | 110 | 100 | 210 | | 210 | | | | |
| 1112 | St. Mary's Hall | San Antonio, Tex | | 1880 | Philippa G. Stevenson | P. E | 2 | 5 | 42 | 0 | 42 | | 0 | 6 | 0 | 1 | 1 | 0 |
| 1113 | St. Mary's Institute | San Antonio, Tex | 0 | 1852 | Brother Charles Francis | R. C | 15 | 0 | 290 | 290 | 0 | | | 200 | 5 | | | |
| 1114 | Ursuline Convent | San Antonio, Tex | | 1851 | Mother Mary Magdalen | R. C | | 15 | 160 | | 160 | 150 | 20 | 100 | | | | |
| 1115 | Coronal Institute | San Marcos, Tex | 1879 | 1869 | R. O. Rounsavall, A. M | Meth | 3 | 5 | 232 | 92 | 140 | 232 | 47 | 2 | | | | |
| 1116 | Add Ran College | Thorp's Spring, Tex | 1873 | 1873 | A. Clark | | 7 | 3 | 297 | 180 | 117 | 120 | 40 | 12 | | | | |
| 1117 | East Texas University | Tyler, Tex | | 1878 | I. R. Dean | Non-sect | 3 | | 75 | 75 | | 30 | 15 | 2 | 25 | | | |
| 1118 | St. Joseph's College and Diocesan Seminary. | Victoria, Tex | | | Rev. F. Weyr, president | R. C | | | | | | | | | | | | |
| 1119 | McIndoes Falls Academy | Barnet, Vt | 1850 | 1857 | George W. Bailey, A. B | Cong | 3 | 3 | | | | | | | | | | |
| 1120 | Barre Academy | Barre, Vt | 1849 | 1852 | Jacob S. Spaulding, A. M., LL. D. | Cong | 4 | 3 | 166 | 105 | 61 | | | | 20 | 5 | 4 | 0 |
| 1121 | Goddard Seminary | Barre, Vt | 1863 | 1870 | Henry Priest | Univ | 5 | 6 | 93 | 49 | 44 | 24 | 10 | 15 | 10 | 6 | 4 | 2 |
| 1122 | Mt. Anthony Seminary | Bennington Centre, Vt | | 1830 | George W. Yates, A. M | Non-sect | 2 | 2 | 25 | 25 | 0 | 25 | 8 | 5 | | | | |
| 1123 | Bristol Academy* | Bristol, Vt | 1855 | 1855 | Leicester F. Benton, A. M | Non-sect | 1 | 2 | 103 | 47 | 56 | 103 | 18 | 0 | 5 | 0 | 3 | 0 |
| 1124 | Vermont Episcopal Institute | Burlington, Vt | 1857 | 1860 | Rev. Theodore A. Hopkins, A. M. | P. E | 3 | 1 | 40 | 37 | 3 | 40 | 36 | 2 | 4 | 8 | 1 | 3 |
| 1125 | Derby Academy | Derby, Vt | 1839 | 1839 | Charles A. Chase, A. B | Baptist | 2 | 4 | 140 | 64 | 76 | 105 | 35 | 5 | 8 | | | |
| 1126 | Essex Classical Institute* | Essex, Vt | 1854 | 1854 | William A. Deering, A. M | Non-sect | 2 | 3 | 245 | 120 | 125 | 45 | 30 | 5 | 2 | 28 | 4 | 2 |
| 1127 | New Hampton Institution | Fairfax, Vt | | 1825 | W. A. Buxton | | | | | | | | | | | | | |
| 1128 | Orleans Liberal Institute* | Glover, Vt | 1845 | 1845 | Henry Babcock | Univ | 1 | 2 | 63 | 18 | 45 | 63 | 2 | 0 | 0 | 0 | 0 | 0 |
| 1129 | Hardwick Academy* | Hardwick, Vt | 1860 | 1861 | J. H. McLoud | Non-sect | 1 | 2 | 135 | 70 | 65 | 129 | 6 | 0 | 2 | 0 | 2 | 3 |
| 1130 | Champlain Hall | Highgate, Vt | 0 | 1877 | Rev. Josiah Swett, D. D | P. E | 2 | 1 | 75 | 30 | 45 | 75 | 4 | 4 | 0 | 0 | 0 | 0 |
| 1131 | Lamoille Central Academy | Hyde Park, Vt | | | H. M. McFarland | Non-sect | 1 | 1 | 88 | 43 | 45 | 86 | 2 | 0 | 0 | 0 | 0 | 0 |
| 1132 | Jericho Academy *b* | Jericho Centre, Vt | | | Mrs. J. W. Hart | Non-sect | | 1 | 23 | 12 | 11 | 23 | 2 | 0 | 0 | 0 | 0 | 0 |
| 1133 | Black River Academy | Ludlow, Vt | 1834 | 1834 | Charles G. Farwell, A. M | Baptist | 1 | 5 | 143 | 71 | 72 | 30 | 12 | | 12 | | 2 | |
| 1134 | Lyndon Literary Institution | Lyndon Centre, Vt | 1867 | 1870 | | | *a*3 | | 96 | | | | | | | | | |
| 1135 | Montpelier Union School and Washington County Grammar School. | Montpelier, Vt | 1813 | 1814 | J. Raymond Brackett | Non-sect | 1 | 8 | 381 | 168 | 213 | 358 | 23 | 39 | 15 | 13 | 5 | 11 |
| 1136 | Montebello Institute* | Newbury, Vt | | 1873 | Mrs. Mary E. Bridgman | Cong | 1 | 2 | 30 | 16 | 14 | | | | 5 | | | |
| 1137 | Beeman Academy | New Haven, Vt | 1869 | 1869 | C. C. Gove, A. M | Non-sect | 2 | 2 | 90 | 50 | 40 | 60 | 24 | 6 | 15 | 2 | 4 | |
| 1138 | Caledonia County Grammar School. | Peacham, Vt | 1795 | 1797 | C. A. Bunker, A. M | Non-sect | 1 | 4 | 114 | 54 | 60 | 82 | 32 | 0 | 8 | 0 | 0 | 0 |
| 1139 | Troy Conference Academy | Poultney, Vt | 1834 | 1837 | Rev. C. H. Dunton, A. M | M. E | 5 | 6 | 175 | 90 | 85 | 105 | 48 | 22 | 35 | | 4 | |
| 1140 | Rural Home* | Pownal, Vt | | 1869 | Rev. J. M. Bacheldor, A. M | Non-sect | 1 | 1 | 8 | 8 | 0 | 8 | 2 | | 2 | 0 | 0 | 0 |
| 1141 | Villa Barlow Boarding and Select School of the Sisters of Notre Dame. | St. Albans, Vt | | 1870 | Sister St. Wilfrid | R. C | | 8 | 260 | | 260 | 200 | | 260 | | | | |
| 1142 | St. Johnsbury Academy | St. Johnsbury, Vt | 1842 | 1843 | Rev. Homer T. Fuller, PH. D | Non-sect | 5 | 6 | 232 | 115 | 117 | 102 | 130 | 25 | | | 15 | |
| 1143 | Vermont Academy | Saxton's River, Vt | | 1876 | Horace M. Willard, A. M | Baptist | 4 | 5 | 136 | 76 | 60 | 81 | 36 | 30 | 36 | | 4 | |
| 1144 | Shoreham Central High School | Shoreham, Vt | | 1811 | A. B. Cole | Non-sect | 1 | 2 | 125 | 50 | 75 | 80 | 20 | 25 | 2 | 0 | 0 | 0 |
| 1145 | Green Mountain Perkins Academy.* | South Woodstock, Vt | 1848 | 1848 | Norman P. Wood, A. M | Univ | 3 | 2 | 78 | 53 | 25 | 58 | 20 | 1 | 6 | 0 | 0 | 0 |
| 1146 | Thetford Academy and Boarding School. | Thetford, Vt | 1819 | 1819 | David Turner, A. M | Cong | 1 | 1 | 112 | 54 | 58 | | | | 8 | 1 | 0 | 0 |
| 1147 | Leland and Gray Seminary | Townshend, Vt | | | | | *a*3 | | 115 | | | | | | | | | |

* From Report of the Commissioner of Education for 1879.

*a* Sex not reported.

*b* These statistics are for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 1148 | Bell Institute | Underhill, Vt | 1852 | 1852 | Davis R. Dewey | C'ng &M | 1 | 1 | 72 | 40 | 32 | 72 | 30 | .... | 10 | 2 | 4 | 1 |
| 1149 | Glenwood Classical Seminary* | West Brattleboro', Vt. | 1876 | 1861 | Clarence E. Blake, A. M. | Non-sect | 1 | 4 | 60 | (60) | | 60 | 8 | 0 | 2 | 0 | 0 | 0 |
| 1150 | School of the Bluestone Mission | Abbyville, Va | ..... | 1880 | E. P. McLean, M. D | U. Presb | 1 | 3 | 245 | 104 | 141 | 245 | .... | .... | .... | .... | .... | .... |
| 1151 | Abingdon Male Academy | Abingdon, Va | 1823 | 1823 | R. P. Carson | Non-sect | 1 | 0 | 40 | 40 | 0 | 24 | 16 | 6 | 10 | 2 | 4 | .... |
| 1152 | Alexandria Academy | Alexandria, Va | ..... | 1880 | William H. Greenwell | ..... | 1 | 1 | 90 | 90 | .... | 90 | 3 | .... | 0 | 0 | 0 | 0 |
| 1153 | Belle Haven Institute | Alexandria, Va | ..... | 1859 | Giles A. Penick | Non-sect | 3 | 2 | 60 | .... | 60 | 40 | 25 | 15 | .... | .... | .... | .... |
| 1154 | Clarens Home School | Near Alexandria, Va | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1155 | Episcopal High School of Virginia | Near Alexandria, Va | 0 | 1839 | L. M. Blackford, M. A | P. E | 5 | 0 | 86 | 86 | 0 | ..... | ..... | ..... | 17 | 5 | 10 | 3 |
| 1156 | Potomac Academy | Alexandria, Va | ..... | 1869 | John S. Blackburn | ..... | 2 | .... | 38 | 38 | .... | 38 | 20 | 11 | .... | .... | .... | .... |
| 1157 | St. John's Academy | Alexandria, Va | 0 | 1833 | Richard L. Carne, A. M | R. C | 3 | .... | 77 | 77 | .... | 50 | 27 | .... | 4 | 1 | .... | 2 |
| 1158 | St. Mary's Academy | Alexandria, Va | ..... | 1869 | Sister Laocadia, superior | R. C | .... | 8 | 95 | .... | 95 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1159 | Mount Pisgah Academy | Aylett's, Va | ..... | 1871 | Miss F. Page Robinson | Non-sect | .... | 3 | 11 | .... | 11 | 11 | 8 | 10 | 3 | 4 | 2 | 1 |
| 1160 | Yeates' Lower Free School *a* | Belleville, Va | 1803 | 1731 | A. P. Gomer | Non-sect | 1 | 0 | 26 | 15 | 11 | 26 | ..... | ..... | ..... | ..... | ..... | ..... |
| 1161 | Yeates' Upper Free School *a* | Belleville, Va | 1803 | 1731 | ..... | Non-sect | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1162 | Bethel Classical and Military Academy. | Bethel Academy P. O., Va. | 0 | 1869 | Maj. A. G. Smith | Non-sect | 7 | .... | 65 | 65 | .... | 33 | 27 | 18 | 15 | .... | 7 | .... |
| 1163 | Pantops Academy | Near Charlottesville, Va | ..... | ..... | Rev. E. Woods | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1164 | Piedmont Female Institute* | Charlottesville, Va | ..... | 1855 | Rev. and Mrs. R. K. Meade | P. E | 1 | 6 | 50 | .... | 50 | 50 | 6 | 20 | .... | .... | .... | .... |
| 1165 | Thyne Institute | Chase City, Va | ..... | 1876 | J. J. Ashenhurst | U. Presb | 1 | 2 | 251 | 126 | 125 | 251 | ..... | ..... | ..... | ..... | ..... | ..... |
| 1166 | Elk Creek Academy *b* | Elk Creek, Va | ..... | 1869 | ..... | Meth. So | 1 | 1 | 60 | 35 | 25 | 55 | 5 | 0 | 3 | 0 | 2 | 0 |
| 1167 | Gordonsville Female Institute | Gordonsville, Va | 1878 | 1878 | W. R. Vaughan, A. M., M. D | ..... | 2 | 5 | 70 | .... | 70 | 70 | 17 | 19 | .... | .... | .... | .... |
| 1168 | Villanova Academy | Lewinsville, Va | ..... | 1878 | Andrew J. Shipman, A. B | R. C | 2 | .... | 19 | 10 | 9 | 13 | 5 | 7 | 2 | .... | 1 | .... |
| 1169 | Locust Dale Academy | Locust Dale, Va | ..... | 1858 | P. Major | ..... | 3 | .... | .... | .... | .... | 35 | 20 | 10 | 10 | 3 | 4 | .... |
| 1170 | Leache-Wood Seminary* | Norfolk, Va | 1880 | 1871 | Misses Leache and Wood | Non-sect | 2 | 9 | 125 | 0 | 125 | 25 | 75 | 60 | .... | .... | .... | .... |
| 1171 | St. Mary's Female Academy* | Norfolk, Va | 1852 | 1848 | Sisters of Charity | R. C | .... | 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1172 | Webster Military Institute | Norfolk, Va | 0 | 1869 | N. B. Webster | Non-sect | 3 | | 60 | 60 | | 60 | 25 | | | | | |
| 1173 | Academy of the Visitation, Monte Maria.* | Richmond, Va. (Grace street, bet. 22d and 23d). | 1868 | 1866 | Sister M. Baptista Hitselberger. | R. C | | 10 | 70 | | 70 | 70 | | 20 | | | | |
| 1174 | Richmond Institute | Richmond, Va | 1876 | 1867 | Rev. Charles H. Corey, A. M. | Baptist | 4 | | 94 | 94 | | | | | | | | |
| 1175 | Hoover's Select High School* | Staunton, Va | | | H. L. Hoover | | 4 | | | | | | | | | | | |
| 1176 | Suffolk Collegiate Institute | Suffolk, Va | 1872 | 1872 | P. J. Kernodle, A. M. | Christi'n | 3 | 2 | 106 | 53 | 53 | 24 | 18 | 8 | | | | |
| 1177 | Suffolk Female Institute* | Suffolk, Va | 1880 | 1869 | Sally A. Finney | Meth | | 6 | 87 | | 87 | 65 | 15 | 20 | | | | |
| 1178 | Fairfax Hall | Winchester, Va | | 1869 | Miss Mary E. Billings | Presb | 1 | 8 | 100 | 10 | 90 | 100 | 20 | 30 | 1 | 1 | | |
| 1179 | Prince Edward Academy* | Worsham, Va | 1874 | 1873 | James R. Thornton, A. B | Non-sect | 1 | | 25 | 25 | | 13 | 22 | 7 | 20 | 10 | 6 | 0 |
| 1180 | St. Mary's Academy | Charleston, W. Va | | 1871 | Sister Mary Vincent | R. C | | 4 | 45 | 22 | 23 | | | | | | | |
| 1181 | Academy of the Sisters of St. Joseph. | Clarksburg, W. Va | | 1873 | Mother M. Liguori, superioress. | R. C | | 5 | 90 | | | | | | | | | |
| 1182 | French Creek Institute | French Creek, W. Va | 1871 | 1871 | C. E. Bailey | | 1 | 1 | 28 | 13 | 15 | | | | | | | |
| 1183 | Academic department of Storer College. | Harper's Ferry, W. Va | 1868 | 1867 | N. C. Brackett | F. Bap | 2 | 3 | 206 | 101 | 105 | 206 | 39 | 2 | 20 | | | |
| 1184 | Morgantown Female Seminary | Morgantown, W. Va | | 1854 | Mrs. J. R. Moore | Non-sect | | 4 | 30 | | 30 | 30 | 8 | | | | | |
| 1185 | Wheeling Female Academy | Mt. de Chantal, near Wheeling, W. Va. | | 1848 | Sister Mary Agnes Gubert, directress. | R. C | | | c97 | | c97 | | | | | | | |
| 1186 | St. Alphonsus' School* | Wheeling, W, Va | | | Sisters of St. Joseph | R. C | 0 | 5 | 180 | 50 | 130 | | | | 0 | | | |
| 1187 | St. Joseph's Academy | Wheeling, W. Va | | | Sister M. St. John, directress | R. C | | | 170 | | 170 | | | | | | | |
| 1188 | Seguin Collegiate Institute | Wheeling, W. Va | | 1868 | Miss Pauline H. Seguin | Non-sect | 1 | 3 | 75 | | 75 | 75 | 6 | 10 | | | | |
| 1189 | Ecclesiastical College of St. Lawrence of Brundusium. | Calvary, Wis | | | Rev. P. Ægidius Halsband, O. M. C., rector. | R. C | | | 88 | 88 | | | | | | | | |
| 1190 | Elroy Seminary* | Elroy, Wis | 1873 | 1874 | Rev. F. M. Washburn, A. M | U. Breth | 2 | 2 | 90 | 49 | 41 | 82 | 8 | | 8 | 10 | 3 | |
| 1191 | Fox Lake Seminary (academy) | Fox Lake, Wis | | 1875 | S. O. Sheppard | | | | | | | | | | | | | |
| 1192 | College of the Mission House | Franklin, Wis | 1868 | 1860 | H. A. Muehlmeier | Ref | 6 | | 60 | 60 | | 10 | 40 | 50 | 7 | | 12 | |
| 1193 | Lake Geneva Seminary | Geneva, Wis | 1871 | 1869 | Mrs. Julia A. Warner | Non-sect | 3 | 5 | 93 | 31 | 62 | 74 | 19 | 9 | | | | |
| 1194 | Janesville English Academy | Janesville, Wis | | 1880 | J. B. Silsbee | | 4 | 2 | 35 | 20 | 15 | 35 | | | 6 | 10 | | |
| 1195 | Monona Academy | Madison, Wis | | 1876 | J. J. Anderson | Ev. Luth | *d*6 | | 76 | 33 | 43 | | | | | | | |
| 1196 | Dupont Academy | Marion, Wis | | | Julia F. Bliss | Cong | | 1 | | | | | | | | | | |
| 1197 | Marshall Academy | Marshall, Wis | | 1869 | F. W. Denison | Nor. L'th | *d*4 | | 32 | 18 | 14 | 14 | 11 | 7 | | | | |
| 1198 | German and English Academy | Milwaukee, Wis | 1849 | 1849 | I. Keller | Non-sect | 9 | 6 | 262 | 150 | 112 | 262 | 62 | 262 | | | | |
| 1199 | St. Mary's Day School *c* | Milwaukee, Wis | 1869 | 1850 | Sister Mary Ernesta, S.S. de N. D. | R. C | 2 | 16 | 220 | | 220 | 139 | 21 | 142 | | | | |
| 1200 | St. Mary's Institute | Milwaukee, Wis | 1869 | 1850 | Sister M. F. Seraphica, S. S., N. D. | R. C | 4 | 18 | 121 | 0 | 121 | 113 | 18 | 101 | | | | |
| 1201 | Oconomowoc Seminary* | Oconomowoc, Wis | 1856 | 1856 | Grace P. Jones | P. E | | 4 | 25 | | 25 | 25 | 3 | 10 | 0 | 0 | 0 | 0 |
| 1202 | College of the Sacred Heart | Prairie du Chien, Wis | | 1880 | Rev. William Becker, S. J | R. C | | | | | | | | | | | | |
| 1203 | St. Mary's Institute* | Prairie du Chien, Wis | 1877 | 1872 | Sister M. Patritia | R. C | | 16 | 240 | | 240 | | | | | | | |
| 1204 | The Home School | Racine, Wis | | 1877 | Mary S. McMurphy | P. E | *d*10 | | 63 | | 63 | 57 | 6 | 7 | | | | |
| 1205 | St. Catharine's Female Academy | Racine, Wis | 1874 | 1866 | Sister M. Hyacintha, O. S. D | R. C | 3 | 9 | 106 | | 106 | 25 | 10 | 40 | | | | |
| 1206 | Rochester Seminary | Rochester, Wis | 1867 | 1867 | A. E. Schaub, A. B | F. W. Bap | 2 | 2 | 107 | 59 | 48 | 29 | 7 | 16 | 1 | 3 | 3 | 5 |
| 1207 | Seminary of St. Francis of Sales | St. Francis Station, Wis | | 1856 | A. Zeininger | R. C | 12 | | 254 | 254 | | 170 | 170 | 170 | | | 35 | |
| 1208 | Sharon Academy | Sharon, Wis | | 1866 | O. W. Jack | Non-sect | 1 | | 35 | 25 | 10 | 35 | | | | | | |
| 1209 | Big Foot Academy | Walworth, Wis | 0 | 1857 | Prof. O. Eugene Larkin, A. B | S. D. Bap | 1 | 1 | 78 | 51 | 27 | 74 | 4 | 0 | 5 | | | |
| 1210 | College of Our Lady of the Sacred Heart. | Watertown, Wis | | | Rev. Christopher Kelly, C. S. C., president. | R. C | 12 | | | | | | | | | | | |
| 1211 | Academy of the Visitation* | Georgetown, D. C | | 1799 | | R. C | | | 117 | | 117 | | | | | | | |

* From Report of the Commissioner of Education for 1879.

*a* The Yeates' schools are about six miles apart; they have the same board of trustees and are supported by private endowment.

*b* Not in session after June, 1880; to be reopened September, 1881.

*c* These figures are for 1878–'79.

*d* Sex not reported.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 1212 | Georgetown Collegiate Institute | Georgtown, D. C | ..... | 1872 | Miss Lucy Stephenson | ..... | 3 | 4 | 70 | .... | 70 | 70 | 20 | 10 | .... | .... | .... | .... |
| 1213 | Academy of the Sacred Heart of Mary. | Washington, D. C. (8th and C streets S. W.). | ..... | ..... | Sisters of St. Dominic | R. C | .... | .... | 95 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1214 | Academy of the Visitation | Washington, D.C. (Conn. avenue and L street). | 1853 | 1850 | ..... | R. C | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1215 | The Archer Institute | Washington, D. C. (1401 Massachusetts ave). | ..... | 1878 | Mrs. M. R. Archer | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1216 | Arlington Academy | Washington, D. C. (505 7th street N. W.). | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1217 | Boys' English and Classical High School. | Washington, D. C. (lock box 535). | ..... | 1868 | John W. Hunt, A. M | Non-sect | 1 | .... | 29 | 29 | .... | 29 | 21 | .... | 12 | 3 | 4 | .... |
| 1218 | Miss Calkins's Select School | Washington, D. C. (209 Pa. avenue S. E.). | ..... | ..... | Miss R. N. Calkins | ..... | .... | 2 | 33 | 18 | 15 | .... | .... | .... | .... | .... | .... | .... |
| 1219 | Eclectic Seminary | Washington, D. C. (1434 Q street). | 0 | 1878 | Z. Richards | Non-sect | 1 | 2 | 64 | 50 | 14 | 64 | .... | .... | 0 | 0 | 0 | 0 |
| 1220 | Emerson Institute | Washington, D. C. (14th street, bet. I and K). | ..... | 1852 | Charles B. Young, jr | Non-sect | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1221 | German and English School | Washington, D. C. (505 Fourth street). | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1222 | Incarnation Church School | Washington, D. C. (1213 12th street N. W.). | ..... | 1869 | Miss Euphemia H. MacLeod | P. E | 1 | 3 | 34 | 6 | 28 | 34 | .... | 4 | .... | .... | .... | .... |
| 1223 | Metropolitan Seminary and Kindergarten. | Washington, D. C. (800 18th street N. W.). | ..... | 1876 | Miss B. C. Graves | ..... | 2 | 8 | 80 | 20 | 60 | 80 | .... | 10 | .... | .... | .... | .... |
| 1224 | Mt. Vernon Seminary* | Washington, D. C. (1100 M street). | ..... | 1875 | Mrs. J. Eddy Somers | Non-sect | 3 | 5 | 51 | .... | 51 | 38 | 9 | 29 | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1225 | Osborne Seminary | Washington, D. C. (943 M street). | | 1870 | Laura L. Osborne | P. E | 9 | 6 | 50 | | 50 | 50 | 6 | 10 | | | | |
| 1226 | Park Seminary | Washington, D. C. (506 5th street). | | 1869 | Mrs. G. M. Condron | Non-sect | | | | | | | | | | | | |
| 1227 | Rittenhouse Academy | Washington, D. C. (306 Indiana avenue). | | 1840 | O. C. Wight | | 3 | | 37 | 37 | | 10 | 27 | 4 | 7 | 1 | 1 | |
| 1228 | Roys's Classical and Mathematical Academy. | Washington, D. C. (321 Pa. ave. N. W). | 0 | 1859 | Chase Roys, A. M., M. D., LL. B. | Non-sect | 1 | | 20 | 20 | | 20 | 8 | 4 | 6 | | 0 | 0 |
| 1229 | St. Cecilia's Academy | Washington, D. C. (601 East Capitol street). | 1877 | 1868 | Sister Mary Ambrose | R. C | | 6 | 100 | | 100 | 100 | | | | | | |
| 1230 | St. John's Collegiate Institute | Washington, D. C. (Vermont avenue). | | 1880 | Brother Tobias, president | R. C | 8 | | 150 | 150 | | 150 | 25 | 50 | | | | |
| 1231 | St. Matthew's Academy | Washington, D. C. (15th street, near H). | | | Sister Mary of the Nativity, directress. | R. C | | | 112 | | | | | | | | | |
| 1232 | St. Matthew's Institute* | Washington, D. C. (K st., bet. 14th and 15th). | 1870 | 1869 | Brother Tobias | R. C | 8 | | 130 | 130 | | 130 | 20 | 25 | | | | |
| 1233 | Washington Collegiate Institute | Washington, D. C. (1023 12th street). | | 1874 | Mrs. Z. D. Butcher and Miss M. C. Douglas. | Non-sect | 6 | 11 | 91 | | 91 | 91 | 20 | 13 | 38 | | | |
| 1234 | Waverly Seminary | Washington, D. C. (1412 H street). | | 1878 | Miss S. A. Lipscomb | Non-sect | 4 | 6 | 67 | | 67 | 67 | 8 | 25 | | | | |
| 1235 | West End Seminary* | Washington, D. C. (1915 H street). | | 1873 | Miss Faust | | | 4 | 35 | | 35 | | 2 | 2 | | | | |
| 1236 | Young Ladies' Seminary | Washington, D. C. (1331 I street). | | 1856 | Miss M. J. Harrover | P. E | | 2 | 20 | | 20 | | | | | | | |
| 1237 | Spencer Academy* | Doaksville, Ind. Ter. (Choctaw Nation). | 1842 | 1842 | Rev. J. J. Read | O.S.Pres | 2 | 1 | 60 | 60 | | 60 | 8 | | | | 3 | |
| 1238 | Cherokee Female Seminary | Near Tahlequah, Ind. Ter. | 1847 | 1848 | Miss J. E. Gray | Non-sect | 0 | 5 | 120 | 0 | 120 | 100 | 20 | 0 | | | | |
| 1239 | Indian University | Tahlequah, Ind. Ter | | | A. C. Bacone | Baptist | 1 | 1 | 57 | 29 | 28 | | | | | | | |
| 1240 | The Albuquerque Academy | Albuquerque, N. Mex | 1879 | 1879 | Charles S. Howe, B. S. | Non-sect | 1 | 4 | 81 | 34 | 47 | 81 | | | | | | |
| 1241 | Las Vegas Academy | Las Vegas, N. Mex | 1880 | 1880 | W. H. Ashley | Non-sect | 1 | 1 | 159 | 85 | 74 | 159 | | | | | | |
| 1242 | Las Vegas College | Las Vegas, N. Mex | 0 | 1877 | Rev. Salvador Personé, S. J | R. C | 17 | | 193 | 193 | | 188 | 5 | 0 | 0 | 40 | 50 | 4 |
| 1243 | San Miguel County Educational and Literary Institute.* | Las Vegas, N. Mex | | | Miss L. P. Annin | Non-sect | | | | | | | | | | | | |
| 1244 | Academy of our Lady of Light | Santa Fé, N. Mex | 1874 | 1853 | Mother Magdalen Hayden | R. C | | | 250 | | 250 | | | | | | | |
| 1245 | Christian Brothers' College | Santa Fé, N. Mex | 1874 | 1859 | Brother Botulph | R. C | 7 | 0 | 132 | 132 | 0 | 126 | 0 | 130 | 20 | 0 | 50 | |
| 1246 | Santa Fé Academy | Santa Fé, N. Mex | 1877 | 1877 | Horatio O. Ladd | Cong | 1 | 2 | 100 | 58 | 42 | 90 | 11 | | 6 | | | |
| 1247 | Brigham Young College | Logan, Utah | 0 | 1878 | Miss Ida Ione Cook | Lat. D. S | 1 | 1 | 67 | 38 | 29 | 67 | | | | | | |
| 1248 | Cache Valley Seminary* | Logan, Utah | 0 | 1878 | Mrs. C. M. Parks | Presb | | 2 | 51 | | | | | | | | | |
| 1249 | St. John's School* | Logan, Utah | 1873 | 1873 | Inez D. Earle | P. E | | 1 | 55 | 30 | 25 | 55 | | | | | | |
| 1250 | Wahsatch Academy | Mt. Pleasant, Utah | 0 | 1875 | Rev. D. J. McMillan | Presb | 1 | 2 | 100 | 40 | 60 | 96 | 4 | | 2 | 1 | | |
| 1251 | Ogden Academy* | Ogden, Utah | | 1878 | H. L. Griffin | Meth | | | 40 | | | | | | | | | |
| 1252 | Sacred Heart Academy | Ogden, Utah | 0 | 1879 | Sister Frances | R. C | 0 | 12 | 170 | 70 | 100 | 170 | 0 | 40 | 0 | 20 | 0 | 25 |
| 1253 | School of the Good Shepherd | Ogden, Utah | | 1870 | Charles G. Davis | P. E | 2 | 3 | 165 | 80 | 85 | | 6 | | 3 | | | |
| 1254 | Presbyterian Mission School | Payson, Utah | | 1878 | Rev. G. W. Leonard | Presb | | 1 | 27 | 12 | 15 | | | | | | | |
| 1255 | Brigham Young Academy | Provo City, Utah | 1875 | 1876 | Karl G. Maeser | Lat. D. S | 5 | 2 | 371 | 170 | 201 | 3 | 11 | 4 | | | | |
| 1256 | St. Mark's Grammar School | Salt Lake City, Utah | | 1867 | Rev. G. D. B. Miller, A. M | P. E | 3 | 13 | 469 | 256 | 213 | 446 | 23 | 5 | 12 | | 2 | |
| 1257 | St. Mark's School for Girls | Salt Lake City, Utah | | 1871 | Mary E. Seymour | P. E | 0 | 3 | 63 | 21 | 42 | 54 | 9 | 7 | 5 | | | |
| 1258 | St Mary's Academy | Salt Lake City, Utah | 0 | 1875 | Sister Superior | R. C | 0 | 18 | 270 | 80 | 190 | 100 | | 60 | | 80 | | |
| 1259 | Salt Lake Academy | Salt Lake City, Utah | 1878 | 1878 | Edward Benner, A. M | Cong | 2 | 1 | 138 | 74 | 64 | 113 | 25 | | 13 | | | |

* From Report of the Commissioner of Education for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—Continued.

| | 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 |
| 1260 | Salt Lake Collegiate Institute | Salt Lake City, Utah | 1877 | 1875 | John M. Coyner, PH. D | Presb | 1 | 7 | 214 | 112 | 102 | 202 | 12 | 6 | 6 | 4 | 2 | .... |
| 1261 | Presbyterian Mission School | Springville, Utah | ..... | 1877 | Miss Anna Noble | Presb | .... | 2 | 82 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 1262 | Alden Academy | Anacortes, Fidalgo Island, Wash. Ter. | 0 | 1879 | E. O. Tode | Cong | 2 | 3 | 35 | 18 | 17 | 35 | 3 | 0 | 3 | 0 | 0 | 0 |
| 1263 | St. Paul's School | Walla Walla, Wash. Ter | ..... | 1872 | Mrs. Lemuel H. Wells | P. E | 1 | 8 | 73 | .... | 73 | 70 | 24 | 2 | .... | .... | .... | .... |
| 1264 | Evanston Select School* | Evanston, Wyo | ..... | 1878 | Frank H. Griffin | Non-sect | .... | .... | 23 | .... | .... | .... | .... | .... | .... | .... | .... | .... |

* From Report of the Commissioner of Education for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 1 | Andrews Institute | × | × | × | × | 0 | × | ..... | ..... | $10–30 | $5,000 | ..... | ..... | ..... | 40 | August, 1st Mon. |
| 2 | Trinity Normal School | × | × | × | × | 0 | × | 200 | 0 | 9 | 3,000 | $0 | $0 | $157 | 39 | October 1. |
| 3 | Wilcox Female Institute | × | × | × | × | × | × | ..... | ..... | 20–45 | 6,000 | ..... | ..... | ..... | 36 | October, 1st Mon. |
| 4 | Carrollton Male and Female Academy. | 0 | 0 | × | × | 0 | 0 | 0 | 0 | *a*3 | 1,500 | 0 | 0 | 1,200 | 36 | October, 1st Mon. |
| 5 | Gaylesville High School | × | ..... | × | × | 0 | 0 | 0 | 0 | 13½–31½ | 1,000 | 0 | 0 | 2,000 | 36 | October, 1st Mon. |
| 6 | Greene Springs School | 0 | 0 | × | × | ..... | ..... | 2,000 | ..... | 45 | 2,000 | 0 | 0 | 600 | 39 | October, 1st Mon. |
| 7 | Lowery's Industrial Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 8 | Hamner Hall | ..... | × | × | × | × | 0 | 350 | 35 | 30–60 | 20,000 | 0 | 0 | 4,600 | 36 | October, 1st Mon. |
| 9 | William and Emma Austin College | 0 | × | × | × | 0 | 0 | ..... | ..... | 20–40 | 4,500 | ..... | ..... | 1,200 | 20 | Sept., 1st Mon. |
| 10 | Talladega College | 0 | 0 | × | × | × | × | 1,000 | 250 | 12 | *49,000 | ..... | ..... | ..... | 36 | October 3. |
| 11 | Talladega Male High School | ..... | ..... | ..... | ..... | 0 | ..... | ..... | ..... | 40 | 2,000 | ..... | ..... | 1,000 | 40 | September 5. |
| 12 | Mountain Spring High School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 50 | ..... | ..... | ..... | ..... | 20 | September 20. |
| 13 | Park High School | 0 | 0 | 0 | 0 | ..... | ..... | 2,600 | 350 | *a*35 | 5,000 | ..... | ..... | ..... | 39 | September 20. |
| 14 | Arkadelphia Baptist High School | ..... | ..... | ..... | ..... | 0 | 0 | 0 | 0 | 40 | 4,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 15 | Austin Institute | 0 | 0 | × | × | 0 | 0 | 0 | ..... | 20 | 1,500 | 4,000 | 600 | ..... | 40 | November. |
| 16 | El Dorado High School* | × | × | 0 | × | 0 | 0 | ..... | ..... | 20–40 | 2,000 | 0 | 0 | 1,500 | 40 | Sept., 1st Mon. |
| 17 | Independent High School | 0 | 0 | ..... | ..... | 0 | 0 | 0 | ..... | 30–35 | ..... | ..... | ..... | ..... | ..... | ..... |
| 18 | Evening Shade College* | ..... | ..... | ..... | ..... | 0 | 0 | 40 | 20 | 25 | 10,000 | 0 | 0 | 1,500 | 40 | June, 1st Mon. |
| 19 | Lee High School | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | 20–40 | ..... | ..... | ..... | ..... | 40 | September 13. |
| 20 | Walden Seminary | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 21 | Searcy Female Institute | ..... | ..... | ..... | × | ..... | × | ..... | ..... | 25–50 | 2,500 | ..... | ..... | ..... | 40 | August. |
| 22 | Centennial Institute* | 0 | 0 | × | × | 0 | × | 0 | ..... | 20–50 | 3,000 | ..... | ..... | 1,000 | 40 | Sept., 1st Mon. |
| 23 | Mills Seminary* | × | × | × | × | × | × | 1,500 | 100 | *b*330 | 160,000 | 15,000 | 1,050 | 50,000 | 40 | August 1. |
| 24 | Pacific College | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 25 | Convent of Mary Immaculate* | 0 | 0 | × | × | 0 | 0 | ..... | ..... | 200 | 5,000 | ..... | ..... | 1,000 | 46 | August 1. |
| 26 | Gilroy Seminary | × | 0 | 0 | × | 0 | × | 450 | 20 | 40, 50 | 7,000 | 0 | 0 | 1,000 | 40 | August 1. |

* From Report of the Commissioner of Education for 1879.

*a* Average charge.

*b* Includes board.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 27 | College of Notre Dame | × | ..... | × | × | 0 | × | 300 | ..... | ..... | ..... | ..... | $0 | $0 | ..... | 40 | Sept., 1st Mon. |
| 28 | Napa Collegiate Institute | × | × | × | × | × | × | 420 | ..... | $50 | $40,700 | ..... | ..... | $15,000 | 40 | July, last Wed. |
| 29 | Miss Field's Home Institute | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 30 | Golden Gate Academy | × | × | × | × | × | × | 200 | ..... | *a*280 | 50,000 | ..... | ..... | 6,000 | 40 | July, last Tues. |
| 31 | Sackett Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 32 | Placerville Academy | × | × | × | × | × | × | 300 | 25 | *b*40 | 20,000 | 0 | 0 | 5,500 | 40 | August 18. |
| 33 | Howe's High School and Normal Institute. | ..... | × | ..... | × | 0 | 0 | 260 | 5 | 72 | ..... | ..... | ..... | ..... | 52 | January 1. |
| 34 | Sacramento Institute* | ..... | ..... | × | ..... | 0 | ..... | ..... | ..... | *a*300 | 27,000 | ..... | ..... | ..... | 42 | August 1. |
| 35 | Sacramento Select School | ..... | × | × | ..... | ..... | × | ..... | ..... | 11–55 | ..... | ..... | ..... | ..... | 48 | January 1. |
| 36 | St. Joseph's Academy | 0 | × | × | × | 0 | ..... | 2,000 | 10 | ..... | 30,000 | 0 | 0 | 700 | 44 | September. |
| 37 | Young Ladies Seminary* | × | × | × | ..... | 0 | 0 | 0 | 0 | 48 | ..... | 0 | 0 | 1,509 | 50 | June 1. |
| 38 | Mrs. Colgate Baker's English, French, and German Boarding and Day School for Young Ladies. | 0 | × | × | × | 0 | 0 | ..... | ..... | 80–150 | *c*1,500 | ..... | ..... | ..... | 40 | August 2. |
| 39 | College of Notre Dame of San Francisco. | × | × | × | × | × | × | 2,000 | 100 | ..... | ..... | ..... | ..... | ..... | 44 | July. |
| 40 | Sacred Heart College | ..... | × | × | × | × | ..... | 2,000 | 400 | ..... | ..... | ..... | ..... | ..... | 46 | July, 2d Mon. |
| 41 | University (City) College* | ..... | × | ..... | × | ..... | ..... | ..... | ..... | *b*75 | 20,000 | ..... | ..... | ..... | 42 | July, 1st week. |
| 42 | University Mound College | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 43 | Urban Academy | ..... | × | 0 | 0 | 0 | 0 | ..... | ..... | 100–200 | 50,000 | 0 | 0 | 8,500 | 44 | July. |
| 44 | Miss West's School for Girls | ..... | × | ..... | × | 0 | 0 | ..... | ..... | 100–125 | ..... | ..... | ..... | 7,138 | 40 | August 1. |
| 45 | Madame Zeitska's Institute* | ..... | × | × | × | × | × | 600 | ..... | 72–120 | 25,000 | ..... | ..... | ..... | 44 | July 19. |
| 46 | Laurel Hall | ..... | × | × | × | ..... | × | 400 | ..... | 50–90 | 25,000 | ..... | ..... | ..... | 40 | August, 1st Thurs. |
| 47 | St. Matthew's Hall | × | × | 0 | × | × | × | 300 | 50 | *a*500 | 50,000 | 0 | 0 | ..... | 40 | July. |
| 48 | School of the Holy Cross | ..... | × | × | × | 0 | 0 | 240 | 0 | 150 | 10,000 | ..... | ..... | 2,728 | 43 | July. |
| 49 | Colorado Seminary | × | × | × | × | × | × | (*d*) | (*d*) | 40–80 | 85,000 | ..... | ..... | ..... | 40 | September, 1. |
| 50 | Wolfe Hall *e* | × | × | × | × | × | × | 400 | 16 | *a*350–400 | 35,000 | 0 | 0 | 1,200 | 40 | September 4. |
| 51 | Leadville Academy | ..... | ..... | ..... | ..... | 0 | 0 | ..... | ..... | 50 | ..... | ..... | ..... | 870 | 35 | Sept., 2d Mon. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 52 | Trinidad Academy | | | | × | | | | | | | | | | | |
| 53 | Academy of the Holy Family | | | × | × | | | | | | | | | | | |
| 54 | The Curtis School for Girls | × | × | | × | | | 200 | 15 | *a*360 | | | | | 39 | September. |
| 55 | Commercial and Military Institute | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 60 | | | | | 40 | Sept., 1st Mon. |
| 56 | Golden Hill Institute and Family Boarding School. | × | × | × | × | 0 | × | 1,606 | 30 | 60–100 | 25,000 | 0 | 0 | 540 | 40 | September 1. |
| 57 | Golden Hill Seminary | | × | × | × | 0 | × | 1,000 | 100 | 50–100 | 25,000 | | | | 38 | September 15. |
| 58 | Hillside Seminary* | | | × | × | × | | | 50 | 50–100 | 22,000 | | | 6,000 | 40 | Sept., 2d Wed. |
| 59 | Morgan School | × | × | | × | | | | | *f*12–24 | *g*75,000 | 200,000 | | | | September. |
| 60 | Bacon Academy | 0 | 0 | 0 | 0 | 0 | × | 250 | 0 | *h*18–24 | 8,000 | 31,000 | 1,500 | 54 | 40 | Sept., 1st Mon. |
| 61 | Durham Academy | | × | × | × | × | × | 1,200 | 10 | 26–60 | 3,200 | 0 | 0 | 1,000 | 40 | Sept., 1st Mon. |
| 62 | Glastonbury Academy | | | | | × | × | 400 | 30 | 36 | 9,000 | 0 | 0 | 1,600 | 40 | September 1. |
| 63 | Maple Grove Academy* | | | | | | | | | 24–40 | 1,500 | | | 400 | 40 | September 1. |
| 64 | Greenwich Academy* | × | × | × | × | × | × | | 0 | 32–50 | 5,000 | 0 | 0 | 1,500 | 40 | Sept., 1st Mon. |
| 65 | Miss Haines's School for Young Ladies and Girls. | | × | × | × | | × | | | 80–130 | | | | | 38 | September 21. |
| 66 | Seminary of Mt. St. Joseph | | × | × | × | | | | | *i*200 | | | | | | |
| 67 | Rocky Dell Institute | 0 | 0 | × | × | × | × | 100 | | *i*450 | 5,000 | | | 1,500 | 40 | September 5. |
| 68 | Young Ladies' Seminary | | × | | × | 0 | 0 | 1,500 | | 40–60 | 18,000 | | | 3,000 | 38 | September 13. |
| 69 | Mystic Valley English and Classical Institute. | × | × | × | × | × | × | 500 | 100 | 50 | 10,000 | 0 | 0 | 3,600 | 40 | August 28. |
| 70 | New Britain Seminary | × | × | | × | 0 | × | 300 | 20 | 40–75 | 10,000 | | | | 40 | Sept., 1st Tues. |
| 71 | The Elderage School | | | × | × | | | | | 50–70 | 20,000 | | | | 36 | September. |
| 72 | Miss Nott's English and French Family and Day School. | | × | × | × | 0 | 0 | 400 | | 70–110 | | | | 5,800 | 36 | September 21. |
| 73 | West End Institute | | × | × | × | | | | | 36–60 | 20,000 | | | | | September 22. |
| 74 | Bulkeley School* | 0 | 0 | 0 | 0 | | | | | 0 | | | | 0 | 40 | September 1. |
| 75 | Waramang Academy | | | | | | × | 0 | | 223 | | 0 | 0 | | 33 | September 1. |
| 76 | Fitch's Home School for Young Ladies and Boys. | × | | | × | 0 | 0 | 2,500 | 50 | 9–15 | 25,000 | 14,000 | 840 | 500 | 40 | September 7. |
| 77 | Hillside School for Boys* | × | | × | × | | | | | 60–75 | 20,000 | | | | 32 | Sept., 1st Mon. |
| 78 | Miss Meeker's School | | × | × | × | | | | | 40–100 | *30,000 | | | | 39 | September 20. |
| 79 | Our Lady of Perpetual Help | | | × | × | | | | | *j*125 | | | | | | |
| 80 | Seabury Institute | × | × | × | × | 0 | × | 300 | 5 | 20–40 | 20,000 | 0 | 0 | 1,000 | 40 | September 7. |
| 81 | Miss Aiken's School* | × | × | × | × | 0 | × | 250 | | 50–125 | 32,000 | | | 9,879 | 38 | September 20. |
| 82 | Day School for Boys | | × | 0 | 0 | 0 | 0 | 100 | | 100 | 5,000 | | | 3,800 | 38 | September 20. |
| 83 | Select Boarding and Day School | | | | | | | | | 50 | | | | | 44 | September 1. |
| 84 | English and Classical School | × | | | | 0 | × | 0 | | 37 | 8,000 | 0 | 0 | 700 | 40 | October 1. |
| 85 | Stratford Academy* | | | | × | | | | | *a*300 | | | | | 40 | September 18. |
| 86 | Stratford Institute for Young Ladies.* | | × | | × | | | 300 | | 48, 60 | | | | | 40 | September 20. |
| 87 | The Gunnery | | × | | × | | | | | *a*342 | | | | | 38 | September 12. |
| 88 | St. Margaret's Diocesan School for Girls.* | | × | × | × | | | | | 54 | 75,000 | 12,500 | 900 | 14,313 | 40 | September 15. |
| 89 | Oak Hill Seminary* | | × | × | × | × | × | 300 | 0 | 40 | 8,000 | 0 | | 1,600 | 39 | Sept., 3d Wed. |
| 90 | Wilton Academy | | | | | | | | | 40–50 | | | | | 40 | September 15. |
| 91 | Wilton Boarding Academy | × | × | | × | | | | | *a*275 | 10,000 | | | | 48 | |

* From Report of the Commissioner of Education for 1879.
*a* Includes board.
*b* Average charge.
*c* Value of apparatus.
*d* Reported with University of Denver.
*e* These statistics are for 1879.
*f* For non-residents; free to residents.
*g* Estimated.
*h* For non-residents.
*i* Includes board and incidentals.
*j* Board and tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 92 | Academy of St. Margaret of Cortona.* | ..... | × | × | × | ..... | ..... | 400 | ..... | $150 | $16,000 | ..... | ..... | ..... | 42 | Sept., 1st Mon. |
| 93 | Parker Academy | ..... | ..... | ..... | ..... | 0 | × | ..... | ..... | 40, 50 | 7,000 | ..... | ..... | $1,500 | 40 | September. |
| 94 | Wilmington Conference Academy | × | × | × | × | × | × | 450 | 100 | 40, 45 | 50,000 | ..... | ..... | 10,000 | 40 | Sept., 1st Mon. |
| 95 | Felton Seminary | × | × | × | × | 0 | 0 | ..... | ..... | ..... | 10,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 96 | Milford Seminary | 0 | 0 | × | × | 0 | 0 | 0 | ..... | 20–40 | ..... | $0 | ..... | 800 | 40 | September 1. |
| 97 | Milton Academy | × | × | × | × | 0 | 0 | 0 | 0 | 24–40 | 1,200 | ..... | ..... | 700 | 40 | Sept., 2d Wed. |
| 98 | St. John Baptist School | × | × | × | × | ..... | ..... | 500 | 50 | *a*300 | ..... | ..... | ..... | 1,500 | 40 | Sept., 2d Wed. |
| 99 | Academy of Newark* | × | ..... | × | × | 0 | × | 300 | ..... | 30–45 | 20,000 | 7,000 | $400 | 1,500 | 40 | September 1. |
| 100 | Academy of the Visitation | ..... | × | × | × | ..... | ..... | ..... | ..... | *a*250 | ..... | ..... | ..... | ..... | ..... | |
| 101 | Rugby Academy | × | × | 0 | 0 | × | × | 300 | 30 | 60 | ..... | ..... | ..... | ..... | 39 | Sept., 1st Mon. |
| 102 | Wyoming Institute of Delaware | ..... | × | ..... | × | 0 | ..... | 250 | ..... | *b*33 | 7,500 | ..... | ..... | 2,200 | 40 | Sept., 1st Mon. |
| 103 | Limetta Academy | 0 | × | × | 0 | ..... | ..... | 380 | 28 | 15–25 | ..... | ..... | ..... | ..... | 38 | September. |
| 104 | Cookman Institute | × | × | × | × | 0 | × | 150 | 0 | 0 | 4,000 | 0 | 0 | 0 | 28 | October 14. |
| 105 | Convent of Mary Immaculate | × | × | × | × | 0 | 0 | 490 | ..... | 20 | 40,000 | ..... | ..... | ..... | 42 | Sept., 1st Mon. |
| 106 | Florida Institute | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *c*1,900 | ..... | ..... | |
| 107 | Santa Rosa County Graded Free School. | × | × | × | × | 0 | 0 | 500 | 50 | 0 | 3,000 | ..... | ..... | 2,500 | 32 | October 1. |
| 108 | West Florida Institute | × | × | × | 0 | 0 | × | 600 | 10 | 0 | 2,000 | 0 | 0 | ..... | 34 | October 1. |
| 109 | Christ Church School* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 27, 30, 45 | 3,000 | ..... | ..... | 1,000 | 36 | October 1. |
| 110 | West Florida Seminary* | 0 | 0 | 0 | 0 | × | 0 | 0 | 0 | 0 | 12,000 | *d*83,400 | 2,500 | ..... | 40 | Oct., 1st Mon. |
| 111 | Home School | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 39 | |
| 112 | Atlanta Female Institute | ..... | × | × | × | ..... | ..... | ..... | ..... | *e*5 | ..... | ..... | ..... | ..... | 42 | |
| 113 | Clark University | ..... | ..... | × | × | × | 0 | 600 | 100 | 9 | 45,000 | ..... | ..... | 585 | 36 | October 1. |
| 114 | Storrs School* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 115 | Summerville Academy*f* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4,000 | 50,000 | *g*3,200 | ..... | 40 | September 15. |
| 116 | Bairdstown Academy | × | ..... | ..... | × | 0 | 0 | 0 | 0 | 25 | *h*500 | 0 | 0 | 200 | (*i*) | January 1. |
| 117 | Gordon Institute | × | × | × | × | × | × | 2,000 | ..... | 40 | 12,000 | ..... | ..... | 6,000 | 40 | August 31. |
| 118 | Union Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *e*1. 85 | ..... | ..... | ..... | ..... | 30 | |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 119 | Jackson Academy | | | × | | 0 | 0 | | | 30 | 2,000 | | 800 | 600 | 40 | January 14. |
| 120 | Blackshear Academy*f* | 0 | 0 | × | 0 | 0 | 0 | 0 | 0 | 16 | 300 | 0 | 0 | 500 | 36 | September. |
| 121 | Grooverville Academy | × | | × | × | 0 | 0 | 0 | | *b*32 | 600 | 0 | 0 | 700 | 35 | February 2. |
| 122 | Buena Vista High School | | × | × | × | 0 | 0 | 0 | 0 | 20–40 | 2,000 | 0 | 0 | 1,800 | 40 | Jan., 2d Mon. |
| 123 | Peach Orchard Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | *e*2–3 | 250 | 0 | 0 | 200 | 20 | January 12. |
| 124 | Butler Female College and Male Institute. | | | | × | | | | | | *7, 500 | | | | | |
| 125 | Calhoun Academy | 0 | 0 | × | × | 0 | 0 | 0 | | 20 | 2,000 | 0 | | 1,100 | 40 | January. |
| 126 | Franklin Institute* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12, 20 | 1,000 | 0 | 0 | 400 | 40 | Jan., 1st Mon. |
| 127 | Carroll Masonic Institute* | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 30 | 2,500 | 0 | 0 | 1,500 | 36 | January 21. |
| 128 | The African Methodist Episcopal High School. | 0 | × | × | × | 0 | 0 | 500 | 0 | *e*1 | 4,000 | 0 | 0 | 300 | 40 | October. |
| 129 | Cartersville Female Academy | | | | | | | | | *e*1½ | | | | | | |
| 130 | Cartersville High School | | | | | 0 | 0 | 0 | | | 1,500 | | | 900 | 40 | January 1. |
| 131 | Erwin Street School | | | | | | | | | *e*2 | | | | | | |
| 132 | Wofford Academy | | | | | | | | | *e*2. 16 | | | | | 34 | |
| 133 | Female Seminary | 0 | 0 | | × | 0 | 0 | 0 | 0 | | 800 | 0 | 0 | 250 | 40 | September 1. |
| 134 | Hearn Manual Labor School | × | | | | | | | | 10–40 | *j*4, 500 | 8, 000 | 600 | 600 | 40 | September 1. |
| 135 | Chincapin Grove High School* | 0 | × | 0 | 0 | 0 | 0 | | | *k*10 | 1, 000 | 0 | 0 | 600 | 40 | February 1. |
| 136 | Plenitude Academy | | | | | | | | | 15 | | | | | 36 | March 1. |
| 137 | Slade's School for Boys | 0 | 0 | 0 | 0 | × | × | 0 | | 60 | 2, 500 | | | 2, 400 | 40 | September 15. |
| 138 | Conyers Female Seminary | | | | | | | | | *e*1½ | | | | | | |
| 139 | Conyers Male Academy | | | | | | | | | *e*2½ | | | | | 40 | |
| 140 | Conyers Male and Female High School.*l* | | | | | 0 | 0 | 0 | 0 | 20 | 1, 500 | 0 | 0 | | | January 10. |
| 141 | Corinth School* | 0 | 0 | | × | 0 | 0 | 0 | | 13½–22½ | 500 | 0 | 0 | | 36 | January 12. |
| 142 | Crawford Academy | 0 | 0 | 0 | × | 0 | 0 | 0 | 0 | *e*2–3½ | | | | 800 | 40 | January, 2d Mon. |
| 143 | Grange Male and Female College | 0 | × | × | × | 0 | 0 | 150 | | 30 | 10, 000 | | | 3, 700 | 38 | September 12. |
| 144 | Howard Normal Institute* | | | × | × | 0 | 0 | 0 | 0 | 8 | 600 | 0 | 0 | 200 | 32 | October, 1st Mon. |
| 145 | Crawford High School* | 0 | × | 0 | 0 | × | × | 150 | 0 | 25 | 10, 000 | 0 | 0 | 1, 300 | 40 | January, 2d Mon. |
| 146 | Delhi High School | 0 | 0 | × | | 0 | 0 | 0 | 0 | 12½–35 | 500 | 0 | 0 | 0 | 41 | January, 2d Mon. |
| 147 | Dirt Town Academy | | | | | | | | | 15–35 | 800 | | | | 32 | January, 1st Mon. |
| 148 | Farmersville Academy | 0 | 0 | | 0 | 0 | 0 | 0 | | 15–30 | 500 | 0 | 0 | 550 | 40 | December 1. |
| 149 | Eastman High School* | 0 | 0 | | × | 0 | 0 | 0 | 0 | 15, 25, 30 | 3, 000 | 0 | 0 | 700 | 40 | January. |
| 150 | Elbert Male High School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | *b*30 | 1, 500 | | | 1, 000 | 36 | January. |
| 151 | Elberton Female Collegiate Institute. | × | × | × | × | 0 | 0 | 0 | | 20, 35, 45 | 2, 000 | 0 | 0 | | 40 | January 19. |
| 152 | Moss Hill Academy | | | | | | | | | 20 | 175 | | | | 32 | January 1. |
| 153 | Mt. Paran Academy | | | × | × | 0 | 0 | 0 | 0 | *b*16 | 1, 000 | 0 | 0 | 274 | 36 | January, 1st Mon. |
| 154 | Fairburn Academy | | | × | × | 0 | 0 | 0 | | *b*20 | 1, 800 | | | 1, 000 | 40 | January 10. |
| 155 | Fairmount Academy | 0 | 0 | × | × | 0 | 0 | | | | 1, 000 | 0 | | 400 | 40 | January, 1st Mon. |
| 156 | Fayetteville Seminary | | | | | | | | | *e*1. 16 | | | | | 25 | |
| 157 | Fort Valley Female Seminary | | | | | | | | | 25 | 1, 500 | | | | | |
| 158 | Franklin Institute | | | | | | | | | 20 | *j*2, 500 | | | | 40 | August, 1st Mon. |
| 159 | La Hatte's Select School | | | | | | | | | *e*2½ | | | | | 42 | |
| 160 | Miss Porter's High School | | | × | × | | | | | *e*3½ | | | | | 30 | |

* From Report of Commissioner of Education for 1879.
*a* Includes board.
*b* Average charge.
*c* Income from all sources.
*d* Funds of East and West Florida Seminaries.
*e* Average monthly charge.
*f* These statistics are for 1879.
*g* Includes $200 rent.
*h* Value of building.
*i* Only three months' school in 1880.
*j* Value of grounds and buildings.
*k* Per term.
*l* No session held in 1880.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 161 | Samuel Bailey Male Institute | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | $30 | $15,000 | $0 | $0 | $2,500 | 40 | August 15. |
| 162 | Hawkinsville Institute* | 0 | × | × | × | 0 | 0 | 200 | 20 | 30 | 5,000 | ..... | ..... | 3,000 | 42 | September 1. |
| 163 | Hephzibah High School | 0 | 0 | 0 | × | 0 | × | 500 | 0 | 20–40 | 8,000 | 0 | 0 | ..... | 40 | January 20. |
| 164 | Braswell Academy* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 500 | 0 | 0 | 400 | 32 | January, 2d Mon. |
| 165 | Martin Institute | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 17–34 | 1,200 | 15,000 | ..... | ..... | ..... | |
| 166 | Middle Georgia College | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 50 | ..... | ..... | ..... | ..... | ..... | |
| 167 | Kingston High School | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | 40 | ..... | ..... | ..... | 650 | 40 | January 3. |
| 168 | La Grange Seminary* | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | 5 | 4,000 | ..... | ..... | ..... | 39 | November. |
| 169 | Meson Academy | 0 | 0 | × | × | × | ..... | 200 | ..... | 16–30 | 2,000 | 2,000 | 160 | 1,200 | 40 | January 12. |
| 170 | Liberty Hill High School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 20 | ..... | ..... | ..... | ..... | 32 | |
| 171 | Adams' Practical Normal School | × | ..... | × | × | × | × | 100 | 0 | 25 | ..... | 0 | 0 | 500 | 36 | January, 1st Mon. |
| 172 | Long Cane Academy* | × | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 1,000 | ..... | ..... | ..... | 36 | January, 3d Mon. |
| 173 | Hunter's School for Boys | × | 0 | 0 | 0 | × | ..... | ..... | ..... | 40–60 | ..... | ..... | ..... | ..... | 40 | September 15. |
| 174 | Lewis High School | 0 | 0 | × | × | 0 | 0 | 1,200 | ..... | 8 | 10,000 | ..... | ..... | ..... | 32 | October 1. |
| 175 | Mount de Sales Academy | × | × | × | × | ..... | ..... | ..... | ..... | 30–40 | ..... | ..... | ..... | ..... | 40 | September. |
| 176 | Forest Home Institute | × | ..... | × | × | ..... | ..... | 150 | ..... | a27½ | 5,000 | ..... | ..... | 600 | 42 | Sept., 2d week. |
| 177 | Madison Male High School | × | ..... | 0 | 0 | 0 | 0 | 50 | ..... | a40 | 0 | 0 | 0 | b2,000 | 40 | Sept., 1st Wed. |
| 178 | Temperance Hill High School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 100 | 0 | 0 | 300 | 32 | February 1. |
| 179 | Howard Institute | × | × | 0 | 0 | × | × | 100 | 25 | a50 | 5,000 | ..... | ..... | 2,000 | 44 | January. |
| 180 | Marietta Military Institute* | × | × | 0 | 0 | ..... | ..... | ..... | ..... | 225 | ..... | ..... | ..... | ..... | ..... | |
| 181 | Marshallville High School | 0 | 0 | × | × | 0 | 0 | ..... | 50 | 40 | 6,000 | ..... | ..... | 1,500 | 40 | January. |
| 182 | Milner High School* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | ..... | 0 | 0 | 900 | 40 | Jan., 1st Mon. |
| 183 | Montezuma High School | 0 | 0 | 0 | × | 0 | 0 | 0 | ..... | 25 | 300 | ..... | ..... | 800 | 40 | September 1. |
| 184 | Spalding Seminary | 0 | 0 | ..... | × | 0 | 0 | 0 | ..... | 25 | 3,000 | 0 | 0 | ..... | 40 | Sept., 1st Mon. |
| 185 | Mountville Academy | 0 | ..... | 0 | ..... | 0 | 0 | 0 | ..... | 16–20 | 500 | ..... | ..... | 400 | 32 | Jan., 1st Mon. |
| 186 | Nacoochee Male and Female High School. | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | c5,000 | ..... | ..... | ..... | 40 | |
| 187 | Brinkley Academy* | ..... | ..... | × | × | ..... | ..... | ..... | ..... | 15–25 | ..... | ..... | ..... | ..... | 36 | August 16. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 188 | Zion Academy | | | | | | | 0 | 0 | $d2\frac{1}{2}$ | | 0 | | | 36 | January 1. |
| 189 | Mercer High School | 0 | 0 | × | × | 0 | 0 | 0 | | 16–30 | 20,000 | 0 | 0 | 700 | 40 | January 14. |
| 190 | Anthon School* | × | | | | | × | | | 35 | | | | | 36 | January 1. |
| 191 | Perry Male Academy | | | | | | | | | $d2$–3 | | | | | | |
| 192 | Pine Log Masonic Institute | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 20 | Jan., 1st Mon. |
| 193 | Willis Institute | | | × | × | | | | | 15–20 | 250 | | | 400 | 40 | February 2. |
| 194 | Powelton Male and Female School | | | | | | | | | 20 | 300 | | | 500 | 36 | Jan., 2d Mon. |
| 195 | Quitman Academy | | | | | | | | | $d3$ | | | | | 40 | |
| 196 | Rabun Gap High School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 20 | 1,200 | 0 | 0 | 500 | 20 | July 1. |
| 197 | Reynolds Academy | 0 | 0 | 0 | 0 | | | | | 18–30 | | | | | | |
| 198 | Mt. Vernon Institute | | | × | × | 0 | 0 | | | 20 | 1,500 | | | | 40 | Jan., 2d Mon. |
| 199 | Masonic Literary Institute* | 0 | 0 | 0 | × | 0 | 0 | 0 | | 20 | 6,500 | | | 800 | 40 | Jan., 1st Mon. |
| 200 | Rome Male High School | | | | | | | | | $a$40 | 3,000 | 0 | | | 40 | Jan., 2d Mon. |
| 201 | Sandersville High School* | | | × | × | 0 | × | | | 20–50 | 6,000 | | | | 40 | Jan., 2d Mon. |
| 202 | Beach Institute | | × | × | | 0 | 0 | 0 | 0 | 8 | 15,000 | | | 763 | 33 | October 1. |
| 203 | Scarboro' Academy | | | | | | | | | $d2$ | | | | | 26 | |
| 204 | Sharon Business Institute | | | | | 0 | 0 | | | 27 | 500 | | | 700 | 36 | January. |
| 205 | Smithville High School | | | | | 0 | 0 | | | $d3$ | 300 | | | | 40 | September. |
| 206 | Sparta Male and Female High School.* | 0 | × | 0 | 0 | 0 | 0 | 0 | 0 | 20–50 | | 0 | 0 | | 40 | January 13. |
| 207 | Spring Place High School* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 250 | | | | 32 | November 1. |
| 208 | Stilesboro' Institute | | | | | 0 | 0 | | | 20 | 4,000 | | | 800 | 40 | January. |
| 209 | Sumach Seminary | | | | × | 0 | 0 | 0 | | 8–12 | 1,500 | | | | 40 | July 1. |
| 210 | Summerville Academy | | | | | | | | | | | | | 237 | 40 | January 15. |
| 211 | Sylvania Academy | | | | | | | | | $d2$ | $c$1,000 | | | | 40 | |
| 212 | Collinsworth Institute and Levert College. | | | × | × | × | × | 500 | | 30 | 6,000 | | | 2,000 | 40 | January 18. |
| 213 | Tazewell High School | 0 | 0 | | × | 0 | 0 | 0 | | 20 | 1,000 | | | 700 | 40 | Jan., 1st Mon. |
| 214 | Thomaston High School | × | × | × | × | | | | | | 3,500 | | | | 40 | Jan., 3d Mon. |
| 215 | Thomson High School | | | × | × | 0 | | | | 20–30 | 1,500 | | | 1,200 | 36 | Jan., 2d Mon. |
| 216 | Thomson School for Boys and Girls.* | | | | × | 0 | 0 | 0 | | 16–30 | | | | 600 | 40 | January 14. |
| 217 | Fulton High School | | | | | 0 | 0 | 0 | 0 | 20 | 1,000 | 0 | 0 | 400 | 32 | Jan., 1st Mon. |
| 218 | Union Point High School* | | 0 | | 0 | 0 | 0 | 0 | 0 | 30 | | | | | 40 | September 1. |
| 219 | Walthourville Academy | | | | | | | | | 20, 28 | 800 | 0 | | | 40 | January 1. |
| 220 | Warrenton Academy | | | × | × | 0 | 0 | 0 | | $a$25 | 3,500 | | | | 40 | January 20. |
| 221 | Washington Female Seminary | 0 | 0 | × | × | 0 | 0 | 0 | | $a$20 | 5,000 | | | 1,000 | 40 | Sept., 1st Mon. |
| 222 | Washington Male Academy | | | | | | | | | $22\frac{1}{2}$–45 | 2,000 | | | 240 | 40 | Sept., 1st Mon. |
| 223 | Way Cross High School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 1,000 | 0 | 0 | 600 | 40 | Jan., 1st Mon. |
| 224 | Bethel Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | | | | | 32 | February 7. |
| 225 | Dawson Institute | 0 | 0 | × | × | 0 | 0 | 0 | | 32 | 1,500 | | | | 40 | |
| 226 | Philomath Institute | | | | | | | | | | | | | 500 | 36 | |
| 227 | German Evangelical Lutheran School. | | | × | | | × | | | 6 | 7,000 | | | 805 | 44 | September 1. |
| 228 | Aledo Academy | × | × | 0 | 0 | 0 | × | 200 | | $31\frac{1}{3}$ | 4,000 | 0 | 0 | 1,100 | 40 | August, last Mon. |
| 229 | Jennings Seminary | | × | | × | × | × | 200 | | 33 | 44,000 | 0 | 0 | 2,300 | 39 | September 1. |
| 230 | Institute of the Immaculate Conception.* | × | × | × | × | | | 400 | 50 | 12–24 | 80,000 | | | 4,000 | 42 | September 1. |

*From Report of Commissioner of Education for 1879.
*a* Average charge.
*b* Includes a small amount of public tax.
*c* In 1878.
*d* Average monthly charge.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 231 | Notre Dame Academy *a* | ..... | ..... | ..... | ..... | ..... | ..... | 100 | ..... | $10 | *b*$16,050 | ..... | ..... | *c*$3,700 | 45 | |
| 232 | St. Joseph's Female Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,650 | ..... | ..... | *c*2,052 | ..... | |
| 233 | Chicago Ladies' Seminary | × | × | × | × | ..... | ..... | ..... | ..... | 80–100 | ..... | ..... | ..... | ..... | 40 | September 14. |
| 234 | Dearborn Seminary | ..... | ..... | × | × | ..... | × | 0 | ..... | *d*90 | ..... | ..... | ..... | 9,000 | 38 | September 12. |
| 235 | German Institute | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 236 | Misses Grant's Seminary* | ..... | × | × | × | 0 | 0 | 400 | 300 | *e*500 | 3,500 | $0 | $0 | *e*21,000 | 39 | September 16. |
| 237 | Park Institute* | ..... | × | × | × | × | × | 1,200 | ..... | ..... | ..... | ..... | ..... | ..... | 40 | September 10. |
| 238 | St. Francis Xavier's Academy* | × | × | × | × | × | × | 500 | 100 | *e*250 | 250,000 | ..... | ..... | 28,000 | 40 | Sept., 1st Mon. |
| 239 | Danville Seminary | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 8–10 | 5,200 | ..... | ..... | 2,800 | 37 | |
| 240 | Freie Deutsche Schule | ..... | × | × | ..... | 0 | × | ..... | ..... | 12–15 | *f*100 | ..... | ..... | ..... | 48 | September 1. |
| 241 | Teachers' Institute and Classical Seminary. | ..... | ..... | ..... | ..... | ..... | ..... | 125 | ..... | 24 | *g*950 | ..... | ..... | 1,300 | 39 | |
| 242 | Howe Literary Institute | × | × | × | × | ..... | × | 350 | ..... | 15–30 | 20,000 | ..... | ..... | 850 | 36 | September 1. |
| 243 | Elgin Academy | ..... | ..... | ..... | ..... | ..... | ..... | 200 | ..... | 21–36 | *b*33,000 | ..... | ..... | 3,500 | 36 | |
| 244 | Freeport Seminary | ..... | × | × | × | × | × | 50 | 50 | 32 | ..... | ..... | ..... | 2,000 | 40 | September 9. |
| 245 | Northern Illinois College | ..... | ..... | × | × | × | × | 700 | ..... | 32 | 125,000 | 16,000 | 1,200 | 1,400 | 40 | September 6. |
| 246 | Monticello Ladies' Seminary | × | × | × | × | × | × | 3,000 | 100 | 40 | 163,035 | ..... | ..... | ..... | 38 | September. |
| 247 | The Young Ladies' Athenæum* | × | × | × | × | × | × | 500 | 100 | 40 | 20,000 | 0 | 0 | 10,000 | 38 | Sept., 2d Tues. |
| 248 | St. Francis' Academy | ..... | ..... | × | × | ..... | ..... | ..... | ..... | *e*150 | ..... | ..... | ..... | ..... | 40 | |
| 249 | St. Joseph's Seminary | ..... | ..... | ..... | ..... | ..... | ..... | 317 | ..... | ..... | *b*30,000 | ..... | *c*2,027 | 344 | 45 | |
| 250 | McDonough Normal, Scientific, and Commercial College.* | ..... | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 251 | Morgan Park Military Academy | 0 | 0 | ..... | × | 0 | 0 | ..... | ..... | *e*400 | 50,000 | ..... | ..... | 11,000 | 40 | September 7. |
| 252 | Grand Prairie Seminary, Commercial College, and Conservatory of Music. | ..... | × | × | × | × | × | 1,600 | ..... | 24 | 30,000 | 16,000 | 1,200 | 4,000 | 40 | Aug., last Tues. |
| 253 | Edgar Collegiate Institute* | 0 | 0 | 0 | × | 0 | × | 500 | 20 | 24–30 | 4,000 | 0 | 0 | 1,600 | 36 | September 10. |
| 254 | German School of North Peoria | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 9 | 1,600 | ..... | *e*750 | 360 | 44 | |
| 255 | St. Mary's Institute | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 41 | Sept., 1st Mon. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 256 | Bettie Stuart Institute | × | × | × | × | × | × | 300 | | 30–60 | 30,000 | 0 | 0 | 6,000 | 40 | September. |
| 257 | Lee's Academy* | 0 | 0 | 0 | 0 | 0 | 0 | 750 | 102 | 30 | 2,500 | 0 | 0 | 1,111 | 36 | Oct., 1st Mon. |
| 258 | Vermillion Academy | | | | | | | | | | | | | | | |
| 259 | Institute of Our Lady of the Sacred Heart. | | | | | | | | | *e*150 | | | | | | |
| 260 | Todd Seminary for Boys | × | × | × | × | × | × | 600 | 20 | *e*300 | 20,000 | | | *e*6,000 | 40 | September 1. |
| 261 | Sand Creek Seminary | | | | | | | | | | | | | | | |
| 262 | Battle Ground Collegiate Institute | | | | | | × | | | 21 | 75,000 | | | | 36 | September 5. |
| 263 | Friends' Bloomingdale Academy* | 0 | 0 | 0 | 0 | × | × | 300 | 0 | 15–24 | 4,500 | 6,200 | 496 | 925 | 36 | October 1. |
| 264 | Spicewood School | | | | | | | | | | | | | | | |
| 265 | Barnett Academy* | | | | × | 0 | × | 20 | | 20–28 | 2,000 | | | 800 | 36 | Sept., 1st Mon. |
| 266 | St. Augustine's School | | × | × | × | | | | | 10–60 | | | | | 40 | Sept., 1st Mon. |
| 267 | German-English Independent School. | | × | × | | × | × | 300 | | *d*28 | 12,000 | | | 2,800 | 44 | August 15. |
| 268 | Hadley's Academy | | | | | | | | | | | | | | | |
| 269 | Rich Square School | 0 | 0 | 0 | 0 | 0 | × | | | 0 | 4,000 | | | | 28 | October 12. |
| 270 | Friends' School | | | | | | | | | | | | | | | |
| 271 | St. Mary's Academy *a* | × | × | × | × | | | | | *e*220 | | | | | 40 | Sept., 1st Monday. |
| 272 | Friends' School | | | | | | | | | | | | | | | |
| 273 | Spiceland Academy | × | × | × | 0 | × | × | 2,000 | 40 | *d*28 | 10,000 | 3,000 | 200 | 3,800 | 40 | Sept., 1st Monday. |
| 274 | Stockwell Institute | | × | × | × | × | × | 200 | 25 | 24 | 15,000 | 0 | 0 | 4,800 | 36 | Sept., 1st Monday. |
| 275 | St. Paul's Academy* | | × | × | × | 0 | 0 | 400 | | *d*6½ | 10,000 | | | 720 | 42 | Sept., 1st Monday. |
| 276 | Academic department of Vincennes University.* | 0 | 0 | 0 | 0 | | × | | | *h*0 | 15,000 | 32,200 | 3,500 | 390 | 39 | Sept., 1st Monday. |
| 277 | St. Rose's Boarding and Day School. | | × | × | | 0 | | | | | | | | | | Sept., 1st Monday. |
| 278 | Union High School | | | | | | | | | | | | | | | |
| 279 | Ackworth Institute* | | | | | 0 | × | 325 | | 21–25 | 6,200 | | | 1,460 | 36 | Sept., 2d Tuesday. |
| 280 | Albion Seminary | | × | × | × | 0 | 0 | 400 | 20 | 18–26 | 5,000 | | | 900 | 36 | June 16. |
| 281 | Jones County Academy | | | | | | | | | 18 | | | | | 36 | September 1. |
| 282 | Birmingham Academy and Boarding School. | | | 0 | 0 | 0 | 0 | 50 | 0 | 18–25 | 7,000 | 0 | 0 | 600 | 44 | Aug., 3d Monday. |
| 283 | First German Evangelical School | | × | × | | | | 300 | | 9 | | | | | 52 | July 1. |
| 284 | German Evangelical Zion School | × | 0 | × | 0 | 0 | 0 | 0 | 0 | 8½ | 15,000 | 0 | 0 | 700 | 47 | August 1. |
| 285 | The Gordon School | × | × | 0 | × | × | × | 1,000 | 30 | 50–100 | 5,000 | 0 | 0 | 2,200 | 40 | Sept., 2d Monday. |
| 286 | Coe Collegiate Institute | × | | × | × | 0 | 0 | 202 | | 30–33 | 81,000 | 25,000 | | | 37 | September 15. |
| 287 | St. Joseph's Academy of the Sacred Heart. | × | × | × | × | | | | | | *i*20,000 | | | | | |
| 288 | Evangelical Lutheran Parish School*. | × | × | × | × | | | | | | | | | | | |
| 289 | Friends' Select School | | | | | | | | | | | | | | | |
| 290 | St. Francis' Academy for Young Ladies. | × | × | × | × | | | | | 10–25 | | | | | | Sept., 1st Monday. |
| 291 | Decorah Institute | | | | | | | | | | | | | | | |
| 292 | Denmark Academy* | 0 | × | × | × | × | × | 500 | 5 | 24 | 20,000 | | | | 39 | Sept., 1st Tuesday. |
| 293 | St. Joseph's Academy | | | | | | | | | | | | | | | |
| 294 | Young Ladies' School | | | × | | | × | | | 40–60 | | | | 1,000 | 40 | September. |

* From Report of the Commissioner of Education for 1879.
*a* These statistics are for the year 1879.
*b* Includes value of library and furniture.
*c* Total receipts for the year.
*d* Average charge.
*e* Includes board.
*f* Value of apparatus.
*g* Apparatus, furniture, and library.
*h* In academic department; $9 in preparatory.
*i* In 1878.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 295 | Boardman Seminary* | ..... | × | ..... | × | 0 | × | 150 | ..... | $25–75 | $1,800 | $2,500 | $245 | $360 | 44 | September 1. |
| 296 | Eldora Academy *a* | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 10 | 6–12 | 3,000 | 0 | 0 | 500 | 36 | September. |
| 297 | Danish High School | × | 0 | × | ..... | 0 | 0 | 100 | 0 | *b*14 | 2,500 | 0 | 0 | 230 | 32 | May and Nov. |
| 298 | Epworth Seminary | ..... | ..... | × | × | × | × | 150 | 150 | 6–7½ | 10,000 | 0 | ..... | 2,400 | 37 | August 31. |
| 299 | Academy of Iowa College* | 0 | 0 | × | × | ..... | ..... | ..... | ..... | 17–20 | ..... | ..... | ..... | ..... | ..... | ..... |
| 300 | Lenox Collegiate Institute | 0 | 0 | × | × | × | × | 1,154 | 50 | *c*27 | 15,000 | 13,376 | 1,195 | 2,476 | 37 | Sept., 1st Wed. |
| 301 | McLeod's Select School | 0 | 0 | × | × | 0 | 0 | 480 | ..... | 15–30 | ..... | 0 | ..... | 568 | 39 | Sept., 1st Monday. |
| 302 | Iowa City Academy | × | ..... | × | ..... | ..... | × | 300 | 100 | 27 | ..... | 0 | 0 | 4,000 | 37 | September 16. |
| 303 | Preparatory and Normal School | ..... | × | × | × | 0 | ..... | 50 | ..... | 27 | ..... | 0 | 0 | 600 | 37 | September 16. |
| 304 | St. Joseph's Institute* | × | × | × | × | × | × | 1,000 | 200 | 24 | 12,000 | 0 | 0 | 2,000 | 42 | August 30. |
| 305 | Jefferson Academy | ..... | × | × | × | ..... | ..... | ..... | ..... | 12–24 | 6,000 | ..... | ..... | ..... | 36 | September. |
| 306 | Kossuth Normal Academy | × | × | ..... | ..... | 0 | 0 | 170 | ..... | 20 | 5,000 | ..... | ..... | ..... | 36 | Sept., 1st week. |
| 307 | Friends' Academy | 0 | × | 0 | 0 | 0 | 0 | 102 | ..... | 19 | 8,000 | ..... | ..... | 900 | 38 | Sept., 2d week. |
| 308 | Lynnville Academy *d* | ..... | × | × | ..... | ..... | × | 400 | ..... | 18 | 2,000 | ..... | ..... | 780 | 22 | September 13. |
| 309 | Riverside Institute | ..... | ..... | × | × | × | × | 100 | ..... | 20–40 | *e*5,000 | ..... | ..... | 800 | 40 | September 5. |
| 310 | Hazel Dell Academy | 0 | 0 | 0 | 0 | 0 | ..... | ..... | ..... | 20 | 2,000 | 0 | 0 | ..... | 38 | September. |
| 311 | Oelwein Seminary* | 0 | 0 | 0 | × | 0 | 0 | 0 | ..... | 15 | ..... | 0 | ..... | 103 | 40 | Sept., 2d Tues. |
| 312 | Cedar Valley Seminary | 0 | 0 | × | × | × | × | 200 | ..... | 28 | 15,000 | 6,000 | 200 | 1,475 | 38 | September 16. |
| 313 | Ottumwa Seminary for Young Ladies.* | ..... | × | × | × | ..... | ..... | ..... | ..... | 16 | 6,000 | ..... | ..... | 86 | 40 | Sept., 1st Mon. |
| 314 | Pleasant Plain Academy* | ..... | ..... | ..... | ..... | 0 | 0 | 23 | 21 | ..... | 2,500 | ..... | ..... | 852 | 38 | September 20. |
| 315 | German Evangelical Lutheran School. | 0 | ..... | 0 | 0 | 0 | 0 | 0 | 0 | 1¼ | *f*1,000 | ..... | ..... | 22 | 20 | November 1. |
| 316 | Troy Academy* | 0 | 0 | 0 | 0 | 0 | ..... | ..... | ..... | 24 | 1,000 | ..... | ..... | ..... | 40 | September. |
| 317 | Tilford Collegiate Academy | × | × | × | × | 0 | 0 | 600 | 65 | 30 | 31,000 | 0 | 0 | 3,000 | 34 | September 1. |
| 318 | Washington Academy | 0 | 0 | × | 0 | 0 | 0 | 0 | 0 | 26–32 | 12,000 | 0 | 0 | 2,500 | 40 | September 1. |
| 319 | Ainsworth's Grammar and High School.* | ..... | ..... | ..... | ..... | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 700 | 30 | September. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 320 | Wilton Academy | ..... | × | × | × | 0 | 0 | 100 | ..... | 25 | 18,000 | 0 | 0 | g2,000 | 38 | September 7. |
| 321 | Atchison Institute* | × | × | × | × | × | × | 400 | 100 | 40 | 12,000 | 0 | 0 | 7,000 | 40 | August 30. |
| 322 | Geneva Academy* | ..... | ..... | ..... | ..... | × | 0 | 50 | ..... | b1–2 | ..... | ..... | ..... | ..... | 40 | September. |
| 323 | St. Ann's Academy* | ..... | × | × | × | 0 | 0 | 100 | 10 | 120–180 | 20,000 | ..... | 0 | 4,500 | 42 | September 1. |
| 324 | Bellewood Seminary and Kentucky Presbyterian Normal School. | ..... | ..... | × | × | × | × | ..... | ..... | 40 | 50,000 | ..... | ..... | *h10,000 | 39 | September 1. |
| 325 | Bracken Academy | ..... | ..... | ..... | × | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 326 | Union College | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | 12,000 | ..... | ..... | 3,000 | 40 | |
| 327 | Bardstown Male and Female Institute. | × | × | × | × | × | × | ..... | 100 | 30 | 10,000 | 0 | 0 | 2,000 | 39 | Sept., 1st Mon. |
| 328 | Nazareth Literary and Benevolent Institution. | ..... | × | × | × | × | × | 3,550 | 50 | h154–176 | ..... | 0 | ..... | ..... | 40 | Sept., 1st Mon. |
| 329 | Alexander College | 0 | 0 | × | × | 0 | 0 | 1,000 | 0 | c27 | 14,000 | 10,000 | 500 | 1,620 | 39 | Sept., 1st Wed. |
| 330 | Carroll County Academy* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | c18 | 5,000 | 0 | 0 | ..... | 40 | Sept., 1st Mon. |
| 331 | Columbus College* | ..... | ..... | ..... | × | 0 | 0 | ..... | ..... | 20, 30, 40 | 3,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 332 | Eminence Male and Female Seminary.* | × | ..... | × | × | 0 | 0 | ..... | ..... | 25–50 | 2,500 | ..... | ..... | ..... | 40 | August, last Mon. |
| 333 | Kalamont High School | ..... | ..... | × | × | × | × | ..... | ..... | 40 | 10,000 | 0 | 0 | 1,450 | 40 | Sept., 2d Mon. |
| 334 | Greenwood Female Seminary | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 335 | Kentucky Eclectic Institute | 0 | × | × | × | 0 | × | 0 | 0 | c70 | ..... | 0 | 0 | ..... | 38 | Sept., 1st Mon. |
| 336 | St. Aloysius Academy | } | × | × | × | 0 | 0 | 1,100 | ..... | 5–40 | 7,000 | ..... | ..... | 1,330 | 40 | Sept., 1st Mon. |
| 337 | St. Joseph's Academy | ..... | | | | | | | | | | | | | | |
| 338 | United Schools of the Abbey of Gethsemani for Boys. | 0 | 0 | 0 | 0 | 0 | 0 | 500 | 400 | 90 | 2,500 | 0 | 0 | 1,200 | 43 | Sept., 1st Mon. |
| 339 | Owen College i | ..... | ..... | ..... | ..... | 0 | 0 | 0 | ..... | 40–50 | 2,500 | ..... | ..... | ..... | 40 | September 1. |
| 340 | Hodgenville Seminary* | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 30 | 1,200 | 0 | 0 | 3,000 | 40 | September 1. |
| 341 | Christian College | ..... | ..... | × | × | 0 | 0 | ..... | ..... | 30 | 4,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 342 | Calvary Academy | ..... | × | × | × | ..... | ..... | 300 | ..... | 140 | ..... | ..... | ..... | ..... | 21 | Sept., 1st Mon. |
| 343 | Home School for Girls* | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | 34, 42 | ..... | ..... | ..... | ..... | 40 | |
| 344 | Sayre Female Institute | × | × | × | × | × | × | ..... | ..... | 60 | 50,000 | ..... | j1,400 | 7,560 | 40 | September. |
| 345 | Threlkeld Select School | × | ..... | 0 | 0 | 0 | ..... | ..... | ..... | ..... | 10,000 | ..... | ..... | 3,200 | 40 | Sept., 1st Mon. |
| 346 | Loretto Academy* | × | × | × | × | × | × | 1,200 | 27 | h150 | ..... | ..... | ..... | ..... | 42 | Sept., 1st Mon. |
| 347 | German and English Academy | ..... | × | × | 0 | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 3,500 | 40 | Sept., 1st Mon. |
| 348 | Hampton Institute | × | × | × | × | × | × | 500 | 50 | 100 | 50,000 | ..... | ..... | 5,000 | 38 | September 15. |
| 349 | Holyoke Academy* | ..... | ..... | × | × | × | × | ..... | ..... | 50–100 | k1,500 | 0 | 0 | 5,000 | 40 | September 6. |
| 350 | Home School* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 351 | Louisville Rugby School | × | × | 0 | 0 | × | × | ..... | ..... | c105 | k1,250 | ..... | ..... | 7,857 | 40 | Sept., 1st Mon. |
| 352 | Preparatory School for Girls | ..... | × | × | × | ..... | ..... | ..... | ..... | 50, 60 | ..... | ..... | ..... | ..... | ..... | September. |
| 353 | High School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 354 | Marion Academy | ..... | ..... | × | × | × | × | 50 | 0 | 15–30 | 1,800 | 1,000 | ..... | 800 | 40 | Sept., 1st Mon. |
| 355 | Mayfield Seminary | ..... | × | × | × | ..... | ..... | ..... | ..... | b2–5 | ..... | ..... | ..... | ..... | ..... | September. |
| 356 | Maysville Seminary* | × | 0 | × | × | × | × | 1,000 | ..... | 50 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 357 | Union Academy* | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | 30 | 15,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 358 | Henry Male and Female College* | 0 | 0 | × | × | 0 | × | 400 | ..... | 30–44 | 10,000 | ..... | ..... | 1,000 | 40 | Sept., 1st Mon. |
| 359 | Bethel Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | ..... | 52½–62½ | 12,000 | 1,600 | 96 | 1,500 | 40 | Sept., 1st Mon. |

* From Report of the Commissioner of Education for 1879.
*a* These statistics are for 1879.
*b* Charge for tuition a month.
*c* Average charge.
*d* School suspended; these statistics are for 1879.
*e* Value of furniture and apparatus.
*f* Includes value of church.
*g* Includes rents.
*h* Includes board.
*i* No school this year except the free term of five months.
*j* From rents.
*k* Value of apparatus.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 360 | Browder Institute | 0 | 0 | × | × | 0 | 0 | ..... | 3 | $18–27 | $3,000 | $0 | $0 | $800 | 36 | September 1. |
| 361 | Owenton High School* | 0 | 0 | × | × | 0 | 0 | 0 | ..... | 25, 35 | 1,500 | ..... | ..... | 1,200 | 40 | Sept., 1st Mon. |
| 362 | Bath Seminary | ..... | ..... | × | × | × | × | 150 | ..... | 30 | 5,000 | ..... | ..... | 2,000 | 40 | September 6. |
| 363 | Garth Female College *a* | × | × | × | × | × | 0 | 0 | 0 | 50 | 15,000 | 0 | 0 | 3,000 | 40 | September 13. |
| 364 | Princeton College | 0 | 0 | × | × | × | × | 300 | ..... | 20–50 | 15,000 | 0 | ..... | ..... | 40 | Sept., 1st Mon. |
| 365 | Madison Female Institute* | ..... | × | × | × | ..... | ..... | 100 | ..... | *b*22½ | 25,000 | ..... | ..... | 2,500 | 40 | Sept., 2d Tues. |
| 366 | Bethlehem Literary Institution | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 367 | Sharpsburg Male and Female Academy. | ..... | ..... | × | × | ..... | ..... | ..... | ..... | *b*15 | ..... | ..... | ..... | ..... | 40 | September. |
| 368 | Fairview Male and Female Seminary.* | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | *b*28 | 1,500 | ..... | ..... | 650 | 36 | Sept., 1st Mon. |
| 369 | Spencer Institute* | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 35 | 5,000 | 0 | 0 | 900 | 40 | Sept., 1st Mon. |
| 370 | Riverside Seminary* | ..... | ..... | ..... | × | ..... | ..... | 300 | ..... | 26 | 3,000 | ..... | ..... | 1,000 | 40 | Sept., 1st Mon. |
| 371 | West Liberty Male and Female Seminary. | × | × | × | × | ..... | ..... | ..... | ..... | 18 | 5,000 | ..... | ..... | ..... | 37 | September 1. |
| 372 | Winchester Male and Female High School. | ..... | ..... | ..... | × | 0 | 0 | 0 | ..... | 30, 40, 60 | 10,000 | ..... | ..... | 4,400 | 40 | September 1. |
| 373 | Collegiate Institute | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *c*300 | ..... | ..... | ..... | ..... | 38 | September 29. |
| 374 | Millwood Female Institute | ..... | × | × | × | ..... | × | ..... | ..... | 20–40 | *d*10,000 | ..... | ..... | ..... | 39 | Sept., 3d Mon. |
| 375 | La Tèche Seminary | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 376 | Convent of the Presentation | ..... | × | × | × | 0 | 0 | 337 | 0 | 30–40 | ..... | 0 | 0 | ..... | 44 | September 15. |
| 377 | St. Hyacinth's Academy | 0 | 0 | × | × | 0 | 0 | 200 | 30 | 30, 40, 50 | 4,000 | 0 | 0 | 511 | 42 | September 15. |
| 378 | Christian Brothers' College | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 379 | Commercial and Classical Academy for Boys. | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 10 | 30, 40 | ..... | 0 | 0 | 1,175 | 43 | September. |
| 380 | Locquet-Leroy Female Collegiate Institute. | × | × | × | × | × | ..... | ..... | ..... | 33–132 | ..... | ..... | ..... | ..... | 44 | September 1. |
| 381 | McGrew Institute | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 382 | St. Isidore's Institute | 0 | 0 | × | 0 | ..... | ..... | 1,500 | ..... | *c*90–100 | ..... | ..... | ..... | ..... | ..... | September 1. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 383 | Beechwood Academy | | | × | × | 0 | 0 | | | 25 | 1,500 | | | 500 | 40 | September. |
| 384 | Somerset Academy | | | | × | 0 | 0 | | | 6–9 | 3,500 | 6,000 | 360 | 150 | 22 | September 1. |
| 385 | Gould's Academy | × | × | × | × | × | × | 200 | 0 | 18 | 4,000 | 5,000 | 250 | | 35 | February 20. |
| 386 | East Maine Conference Seminary | | | × | × | × | × | 1,500 | | 14, 20 | 25,000 | 18,000 | 1,200 | 1,000 | 40 | August, 1st week. |
| 387 | Corinna Union Academy | 0 | × | 0 | × | × | × | 303 | 1 | 10½–15 | 2,000 | 2,142 | 126 | 450 | 30 | Aug., 3d Mon. |
| 388 | Greely Institute | | | | × | × | × | 500 | | 15 | 20,000 | 21,000 | 1,260 | 145 | 33 | Aug., last Mon. |
| 389 | Westbrook Seminary and Female College.* | | × | | × | × | × | 500 | | 20, 25 | 8,000 | | | | 36 | September 2. |
| 390 | Abbott Family School for Boys at Little Blue. | | | | × | × | × | 2,000 | 25 | *c*250–300 | *40,000 | | | | 37 | September 8. |
| 391 | Foxcroft Academy *a* | | | | | × | × | | | | 3,000 | 1,600 | | | | |
| 392 | Freedom Academy | × | × | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 1,000 | 0 | 0 | 300 | 22 | September 1. |
| 393 | Hallowell Classical and Scientific Academy.* | × | × | × | × | × | × | 75 | 25 | 24, 30 | 60,000 | 1,000 | 50 | 2,300 | 39 | September 1. |
| 394 | Hampden Academy | 0 | × | × | × | 0 | × | 840 | 0 | 10 | 3,000 | 600 | 25 | 800 | 20 | August 29. |
| 395 | Hartland Academy | | | | | × | × | 0 | 0 | 8, 10 | 5,500 | 1,000 | 60 | 475 | 20 | February 1. |
| 396 | Limington Academy | × | | × | × | × | × | 100 | 25 | | 3,000 | 1,000 | 40 | 400 | 22 | Aug., last Wed. |
| 397 | Mattanawcook Academy | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 9–15 | 1,500 | 2,800 | 150 | | 32 | September. |
| 398 | Litchfield Academy | | | | × | × | × | | | 8–11 | | | | | | August. |
| 399 | Lincoln Academy | 0 | 0 | × | 0 | 0 | × | | | 16–24 | 3,000 | 10,300 | 600 | | 40 | September. |
| 400 | Eaton Family and Day School | × | × | × | × | × | × | 600 | 100 | 20–35 | 8,000 | 0 | 0 | 2,200 | 40 | Sept., 1st Mon. |
| 401 | Patten Academy | 0 | 0 | 0 | 0 | × | × | 0 | | 9–12 | 1,500 | 3,200 | *e*640 | *87* | 30 | Sept., 1st Mon. |
| 402 | City of Portland School | 0 | 0 | 0 | 0 | × | × | 275 | 30 | 80 | | 0 | | 2,400 | 40 | Sept., 1st Mon. |
| 403 | Berwick Academy | 0 | 0 | 0 | 0 | 0 | 0 | 500 | 0 | 20 | 10,000 | 12,000 | 800 | 750 | 40 | September 1. |
| 404 | Franklin Family School | | × | | × | 0 | 0 | 450 | | *c*300 | 5,000 | | | *c*7,500 | 41 | Sept., 3d week. |
| 405 | Oak Grove Seminary | 0 | × | 0 | × | × | × | 150 | 0 | 20–30 | *15,000 | 0 | 0 | *1,200 | 33 | August. |
| 406 | F. Knapp's German and English Institute.* | × | × | × | × | × | × | | 200 | 25 | 50,000 | | | | 48 | September 1. |
| 407 | Mt. St. Agnes' Academy | | × | × | × | | | | | *c*220 | | | | | 40 | |
| 408 | Mt. Vernon Institute | × | × | × | × | × | × | | | 60–125 | | | | | 37 | September 20. |
| 409 | Newton Academy | | | | | | | 300 | | 60 | 15,000 | | | | 40 | |
| 410 | Oxford School for Boys | | × | | | | | 200 | 20 | 46–126 | | | | | 40 | September 14. |
| 411 | Patterson Park Seminary* | | × | × | × | 0 | 0 | | | 60, 100 | | | | 1,200 | 40 | September. |
| 412 | Roland Academy | × | | × | × | | | | | | | | | | 44 | September 20. |
| 413 | St. Francis' Academy* | | | | | | | | | | | | | | | |
| 414 | St. Joseph's Academy (Calvert Hall). | | | × | × | 0 | × | 3,500 | | 48 | | | | | 45 | Sept., 1st Mon. |
| 415 | School for Boys | × | × | 0 | 0 | 0 | 0 | | | 130–160 | | | | | 42 | September 15. |
| 416 | Southern Home School | | × | × | × | × | × | 300 | | *c*500 | | | | | | Sept., 3d Wed. |
| 417 | Zion School of Baltimore | × | × | × | 0 | × | × | 450 | 0 | 25 | | 0 | 0 | | 40 | Sept., 1st Mon. |
| 418 | Brookeville Academy* | | | | | | | 0 | | 30–40 | 7,150 | 0 | 0 | 300 | 40 | September 15. |
| 419 | Mount St. Joseph's College | | | | | | | | | *c*200 | | | | | 40 | Sept., 1st Mon. |
| 420 | Mount de Sales Academy | | | × | × | | | | | | | | | | | |
| 421 | Overlea Home School for Young Gentlemen. | | × | | × | 0 | 0 | | | | 20,000 | | | | | Sept., 2d Mon. |
| 422 | Charlotte Hall School | 0 | | 0 | 0 | × | × | 1,000 | 50 | 30 | 20,000 | | *f*1,600 | 800 | 42 | Sept., 1st Mon. |
| 423 | Holy Trinity School | | | | × | | | | | 20 | | | | 200 | 44 | September 5. |
| 424 | College of St. James Grammar School. | × | | | × | × | × | 11,000 | | *c*300 | 50,000 | 0 | 0 | 9,000 | 40 | September 15. |

* From Report of the Commissioner of Education for 1879.
*a* These statistics are for 1879.
*b* Average charge.
*c* Includes board.
*d* In 1878.
*e* Includes income from other sources.
*f* State appropriation.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 425 | West Nottingham Academy | ..... | ..... | ..... | ..... | × | ..... | 100 | 25 | $30–60 | $7,200 | ..... | *a*$500 | ..... | 40 | Sept., 1st Mon. |
| 426 | Elkton Academy | × | ..... | × | × | ..... | ..... | ..... | ..... | *b*25 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 427 | Patapsco Institute | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | September. |
| 428 | Academy of the Visitation | ..... | × | × | × | ..... | ..... | ..... | ..... | *c*200 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 429 | St. John's Literary Institute | × | ..... | 0 | 0 | 0 | 0 | 2,000 | 10 | 15–30 | ..... | ..... | ..... | $350 | 40 | Sept., 1st Mon. |
| 430 | Glenwood Institute | × | × | × | × | × | × | 2,013 | ..... | 40 | 23,000 | ..... | ..... | ..... | 40 | September. |
| 431 | Hagerstown Female Seminary Musical Institute. | × | × | × | × | × | × | 1,560 | 100 | ..... | ..... | ..... | ..... | ..... | 40 | September 9. |
| 432 | Mt. St. Clement's Preparatory College. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 200 | ..... | ..... | ..... | ..... | 42 | September 1. |
| 433 | New Windsor College | × | ..... | × | × | × | × | 2,000 | 0 | 45 | 50,000 | ..... | ..... | ..... | 38 | September 7. |
| 434 | McDonogh School | × | × | × | 0 | × | × | 1,492 | 106 | 0 | 878,170 | 705,000 | 40,000 | 0 | 42 | August, 2d week. |
| 435 | The Hannah More Academy | × | × | × | × | ..... | ..... | ..... | ..... | 28 | 15,000 | 4,000 | 240 | 560 | 39 | Sept., 3d Wed. |
| 436 | St. George's Hall for Boys | × | ..... | × | × | × | × | 450 | 30 | 75 | 30,000 | ..... | ..... | *c*6,500 | 40 | September 15. |
| 437 | St. Mary's Female Seminary | ..... | ..... | × | × | ..... | ..... | 200 | ..... | 20, 30 | 10,000 | ..... | ..... | 1,200 | 38 | October 1. |
| 438 | Rockland School for Girls | ..... | × | × | × | 0 | × | 300 | 25 | 40 | 18,000 | ..... | ..... | ..... | 39 | September 15. |
| 439 | Pen Lucy School for Boys | 0 | 0 | 0 | 0 | 0 | 0 | 0 | ..... | 100 | 25,000 | ..... | ..... | 2,000 | 39 | September 15. |
| 440 | Punchard Free School | 0 | × | × | 0 | × | × | 85 | 0 | 0 | 40,000 | 75,000 | 4,000 | 0 | 38 | Aug., last Wed. |
| 441 | Family School for Young Ladies | ..... | × | × | × | 0 | 0 | 200 | ..... | 60 | 5,000 | 0 | 0 | 1,700 | 38 | September 21. |
| 442 | Powers Institute | 0 | 0 | × | ..... | 0 | × | 3,800 | ..... | 24 | 15,000 | ..... | 600 | ..... | 33 | August. |
| 443 | Howe School | 0 | 0 | 0 | 0 | × | × | ..... | ..... | 6 | ..... | ..... | ..... | 220 | 40 | Aug., last Mon. |
| 444 | Houghton School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | *d*12 | 2,000 | 12,000 | 719 | ..... | 40 | Aug., 3d Wed. |
| 445 | Day and Boarding School for Young Ladies and Children.* | ..... | × | × | × | ..... | ..... | ..... | ..... | 60–100 | ..... | ..... | ..... | ..... | 36 | Sept., 3d Wed. |
| 446 | Institute of Languages* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 100 | *e*300 | ..... | ..... | 1,100 | 40 | September 1. |
| 447 | Newbury Street School* | × | × | × | × | ..... | ..... | 1,600 | ..... | 80–800 | ..... | ..... | ..... | ..... | 34 | October 1. |
| 448 | Otis Place School | ..... | × | × | ..... | ..... | ..... | ..... | ..... | 200 | 15,000 | ..... | ..... | ..... | 36 | September 29. |
| 449 | Miss Putnam's English and Classical Family and Day School.* | ..... | × | × | × | ..... | × | 1,000 | ..... | 100–200 | ..... | ..... | ..... | ..... | 36 | September 30. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 450 | Mrs. S. H. Hayes' Home and Day School.* | ..... | × | × | × | 0 | × | 3,000 | ..... | 100–200 | 30,000 | ..... | ..... | 6,000 | 38 | September 25. |
| 451 | St. Margaret's School | 0 | × | × | × | 0 | 0 | 0 | ..... | 50–200 | ..... | 0 | ..... | 3,643 | 36 | Sept., last Wed. |
| 452 | Union Park School for Young Ladies. | ..... | × | 0 | 0 | 0 | × | 50 | ..... | 60–160 | *e*500 | ..... | ..... | 5,600 | 38 | September. |
| 453 | Thayer Academy | × | × | × | 0 | 0 | 0 | 100 | ..... | (*f*) | 100,000 | 240,000 | 12,000 | 650 | 38 | September 15. |
| 454 | Hitchcock Free High School | ..... | × | × | ..... | × | × | 1,400 | 100 | 0 | 15,000 | 80,000 | 4,500 | ..... | 40 | August 25. |
| 455 | Deerfield Academy and Dickinson High School. | 0 | 0 | 0 | 0 | × | × | 1,000 | 100 | 30 | 20,000 | 50,000 | 2,800 | ..... | 38 | September 8. |
| 456 | Nichols Academy* | × | × | × | × | ..... | × | 93 | ..... | 30 | 15,000 | 6,000 | 420 | 226 | 38 | September 1. |
| 457 | Partridge Academy | × | × | × | 0 | 0 | × | 300 | 0 | 0 | 10,000 | 24,600 | 1,590 | 0 | 40 | Sept., 1st Mon. |
| 458 | Home School for Young Ladies* *g* | ..... | ..... | × | × | 0 | 0 | 300 | 0 | 75 | 7,000 | ..... | ..... | ..... | 40 | September 20. |
| 459 | Lawrence Academy | ..... | × | × | × | × | × | 50 | 10 | 18 | 2,500 | 10,000 | 600 | 300 | 36 | Sept., 1st Mon. |
| 460 | Dean Academy | × | × | × | × | × | × | 780 | 0 | 30 | 200,000 | 100,000 | 6,000 | 2,800 | 39 | September 9. |
| 461 | Sedgwick Institute* | ..... | × | ..... | × | ..... | × | 1,000 | 32 | *c*400 | 17,000 | ..... | ..... | ..... | 37 | September 8. |
| 462 | Prospect Hill School *h* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | September. |
| 463 | The Elms | ..... | × | × | × | × | × | 500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 464 | Hanover Academy | × | × | 0 | 0 | 0 | × | 100 | ..... | 24, 28 | 4,000 | 2,000 | ..... | 600 | 40 | September 1. |
| 465 | Derby Academy | ..... | × | × | ..... | × | 0 | 100 | ..... | *d*26 | ..... | ..... | ..... | 400 | 40 | September 1. |
| 466 | Leicester Academy *i* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 467 | St. Patrick's Female Academy* | ..... | × | × | × | × | × | 650 | ..... | ..... | ..... | ..... | ..... | ..... | 44 | Sept., 1st Mon. |
| 468 | Tabor Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 469 | Barstow School | ..... | × | × | ..... | ..... | ..... | 53 | ..... | ..... | 3,500 | 7,000 | 270 | ..... | 40 | Sept., 1st Mon. |
| 470 | Eaton Family School | × | × | ..... | × | × | × | ..... | ..... | *c*300 | 9,000 | ..... | ..... | 800 | 38 | Sept., 2d Mon. |
| 471 | Admiral Sir Isaac Coffin's Lancasterian School. | 0 | × | × | 0 | × | × | 900 | 0 | 8 | 12,000 | 40,000 | 2,200 | 600 | 40 | September 1. |
| 472 | Friends' Academy* | 0 | ..... | 0 | ..... | × | × | 2,000 | ..... | 125 | ..... | ..... | ..... | ..... | 40 | September 1. |
| 473 | Consolidated High and Putnam Schools. | ..... | × | 0 | 0 | 0 | × | 300 | 0 | 0 | 40,000 | 56,352 | 3,900 | 0 | 43 | Sept., 1st Mon. |
| 474 | South Berkshire Institute | × | 0 | × | × | 0 | × | 200 | 6 | 30 | 25,000 | 0 | 0 | 1,764 | 39 | September 10. |
| 475 | New Salem Academy* | ..... | ..... | ..... | ..... | ..... | ..... | 310 | ..... | 15–24 | 10,700 | 6,750 | ..... | ..... | 38 | Dec., 1st Tues. |
| 476 | Northfield Seminary | 0 | × | × | × | 0 | × | 300 | ..... | *c*100 | *j*30,000 | ..... | ..... | 8,000 | 37 | September 9. |
| 477 | Sawin Academy | × | × | × | 0 | × | × | 30 | ..... | *d*40 | 27,000 | 20,000 | 1,200 | 200 | 38 | September. |
| 478 | Dummer Academy* | 0 | 0 | 0 | 0 | 0 | 0 | 300 | 0 | 21 | 6,000 | 16,000 | 1,000 | 175 | 39 | August, 4th Tues. |
| 479 | Family and Day School for Young Ladies. | × | × | × | × | ..... | ..... | 3,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 480 | Hillside Home | ..... | × | × | × | 0 | 0 | ..... | ..... | 35–50 | ..... | ..... | ..... | ..... | 35 | October 1. |
| 481 | Waltham New Church School | ..... | × | × | × | × | × | ..... | ..... | 60, 75 | *k*20,000 | *k*13,000 | *k*700 | *k*2,800 | 39 | September. |
| 482 | Wesleyan Academy | × | × | × | × | × | × | 5,000 | 10 | *b*30 | 150,000 | 0 | 0 | ..... | 39 | September 1. |
| 483 | English and Classical School | ..... | ..... | ..... | × | ..... | ..... | 300 | ..... | *c*450 | 5,000 | ..... | ..... | ..... | 40 | September. |
| 484 | Highland Military Academy | × | × | × | ..... | × | × | 1,000 | ..... | *c*350 | 50,000 | ..... | ..... | *c*16,000 | 38 | September 10. |
| 485 | School of Modern Languages | ..... | × | × | × | ..... | ..... | 450 | 30 | ..... | ..... | ..... | ..... | ..... | 40 | Sept., 3d Wed. |
| 486 | Miss Williams' School | ..... | × | × | × | 0 | 0 | 200 | ..... | *b*150 | ..... | ..... | 5,000 | 2,000 | 40 | September 15. |
| 487 | Raisin Valley Seminary* | × | × | 0 | 0 | 0 | × | 200 | 10 | 22 | *l*10,000 | 25,000 | 2,000 | 1,650 | 40 | September. |
| 488 | Detroit College | 0 | 0 | × | 0 | × | × | 3,500 | 150 | 40 | 30,000 | 0 | 0 | 4,000 | 40 | Sept., 1st Mon. |

* From Report of Commissioner of Education for 1879.
*a* State appropriation.
*b* Average charge.
*c* Includes board.
*d* For non-residents.
*e* Value of apparatus.
*f* Free to residents of Braintree, Quincy, Randolph, and Holbrook; $75 to others.
*g* Since the date of these statistics, a department preparatory to college has been organized in this school, see Table VII.
*h* Suspended in 1879–'80 and reopened in September, 1880.
*i* Temporarilysuspended.
*j* Value of building.
*k* In 1878.
*l* From report of State superintendent for 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 489 | Detroit Female Seminary* | ..... | × | × | × | × | × | 49 | 25 | $40–100 | $35,000 | ..... | ..... | $10,000 | 40 | September 6. |
| 490 | German-American Seminary | × | × | × | 0 | × | × | 500 | 50 | 16–30 | 25,000 | *a*$3,000 | *a*$263 | *a*2,796 | 44 | Sept., 1st Mon. |
| 491 | The Misses Bacon's School | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | September 7. |
| 492 | St. Joseph's Academy* | × | × | × | × | 0 | 0 | 300 | 50 | 5 | 25,000 | ..... | ..... | 2,400 | 44 | Sept., 1st Mon. |
| 493 | St. Mary's Academy | ..... | ..... | × | × | 0 | ..... | 500 | ..... | *b*120 | ..... | 0 | ..... | ..... | 44 | September 1. |
| 494 | Somerville School | ..... | ..... | × | × | ..... | ..... | 600 | 100 | *b*300, 350 | 18,000 | ..... | ..... | 4,000 | 40 | September. |
| 495 | St. Croix Valley Academy | × | × | × | × | 0 | × | 600 | ..... | 30 | 3,000 | ..... | ..... | 1,900 | 36 | September 17. |
| 496 | Bethlehem Academy and Parish School. | × | × | × | × | ..... | × | 500 | ..... | *b*150 | 20,000 | ..... | ..... | 2,000 | 36 | Sept., 1st Mon. |
| 497 | Shattuck School | 0 | 0 | × | × | × | × | 480 | 75 | *b*350 | 100,000 | ..... | ..... | ..... | 40 | September 15. |
| 498 | Grove Lake Academy | ..... | ..... | ..... | ..... | 0 | 0 | 80 | ..... | 50 | 3,000 | 0 | 0 | 800 | 40 | Sept., 1st Mon. |
| 499 | St. Boniface Academy | ..... | × | × | × | ..... | ..... | ..... | ..... | 15 | 3,000 | ..... | ..... | ..... | ..... | ..... |
| 500 | High Forest Methodist Episcopal Seminary. | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | 19½–22¾ | 5,150 | 350 | ..... | ..... | 39 | |
| 501 | Convent of the Blessed Sacrament | × | × | × | × | 0 | 0 | ..... | ..... | 90 | 5,000 | ..... | ..... | ..... | 36 | September 1. |
| 502 | School of the Holy Apostles | × | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | September 1. |
| 503 | Minneapolis Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 25–31 | 3,600 | ..... | ..... | ..... | 38 | |
| 504 | St. Olaf's School | ..... | ..... | × | × | 0 | 0 | 200 | 100 | 30 | 30,000 | 400 | ..... | 2,062 | 40 | July 1. |
| 505 | Minnesota Academy | 0 | 0 | × | × | ..... | ..... | *750 | ..... | ..... | *7,000 | *5,390 | *385 | *1,475 | ..... | |
| 506 | Hague's College and Seminary | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 30,000 | ..... | ..... | ..... | 34 | |
| 507 | Rochester English and Classical School. | ..... | ..... | ..... | ..... | 0 | 0 | 200 | ..... | 21–24 | ..... | ..... | ..... | 1,800 | 36 | September. |
| 508 | St. Joseph's Academy | ..... | × | × | × | ..... | ..... | ..... | ..... | *b*150 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 509 | St. Paul Home School* | ..... | × | × | × | ..... | × | 506 | 25 | 80 | 8,000 | ..... | ..... | 5,600 | 40 | Sept., 1st Mon. |
| 510 | Gustavus Adolphus College | 0 | 0 | × | × | 0 | 0 | 500 | ..... | 20 | 25,000 | 0 | 0 | 1,100 | 34 | Sept., 1st Mon. |
| 511 | Wesleyan Methodist Seminary | ..... | × | × | × | × | × | 431 | 19 | *c*18 | 20,000 | 14,800 | 1,480 | 400 | 38 | September 8. |
| 512 | Methodist District High School | ..... | ..... | × | × | ..... | ..... | 60 | ..... | 20, 30, 40 | 3,000 | ..... | ..... | 2,500 | 40 | September 1. |
| 513 | Booneville Institute *d* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18–45 | 3,000 | 0 | 0 | ..... | 36 | September. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 514 | Brandon Female College* | ..... | × | ..... | × | × | ..... | 100 | ..... | ..... | 10,000 | ..... | ..... | 2,000 | 40 | Sept., 1st Mon. |
| 515 | Brookhaven Male Academy* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 75 | 8,000 | ..... | ..... | ..... | 44 | Sept., 1st Mon. |
| 516 | Waverly Institute | × | × | × | × | 0 | ..... | ..... | ..... | 20–40 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 517 | Carrollton Female College | ..... | ..... | × | × | × | × | 300 | ..... | ..... | 12,000 | 0 | 0 | ..... | 40 | September 13. |
| 518 | Mt. Hermon Female Seminary* | ..... | ..... | ..... | ..... | ..... | ..... | 170 | 15 | *b*90 | 8,000 | ..... | ..... | *b*500 | 40 | October 4. |
| 519 | Corinth Female College* | × | ..... | × | × | 0 | 0 | 250 | 40 | 30, 40, 50 | 3,500 | ..... | ..... | 1,000 | 40 | Sept., 1st Mon. |
| 520 | Holly Springs Normal Institute | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6,000 | ..... | ..... | 400 | 36 | Oct., 1st Mon. |
| 521 | Iuka Female Institute | ..... | ..... | × | × | 0 | 0 | 0 | ..... | 15–25 | 2,000 | 0 | ..... | 1,000 | 40 | September 1. |
| 522 | Kosciusko Male and Female Institute.* | ..... | ..... | × | × | 0 | 0 | ..... | ..... | 22, 32, 42 | 5,000 | 0 | 0 | 1,261 | ..... | Sept., 1st week. |
| 523 | McComb City Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 524 | Natchez Seminary | ..... | ..... | × | ..... | ..... | ..... | 200 | ..... | 9 | 20,000 | ..... | ..... | 400 | 36 | October 1. |
| 525 | Oakland Male and Female College | ..... | ..... | × | × | ..... | × | 500 | ..... | *c*2–4 | ..... | ..... | ..... | ..... | ..... | September. |
| 526 | Okolona Female Institute | ..... | × | × | × | ..... | ..... | 300 | 25 | *f*12–15 | 10,000 | 0 | ..... | *f*2,000 | 40 | Sept., 1st Mon. |
| 527 | Okolona Male Academy* | × | × | 0 | 0 | × | × | 275 | 36 | 10–20 | 6,500 | 0 | 0 | 750 | 40 | January 1. |
| 528 | Pontotoc Male Academy* | 0 | ..... | 0 | 0 | 0 | 0 | 0 | ..... | 20–40 | 3,000 | 0 | 0 | 750 | 40 | Oct., 1st Mon. |
| 529 | Sardis Institute | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 530 | Sardis Male Institute | ..... | ..... | × | × | 0 | 0 | 800 | 20 | 30, 40, 50 | 1,500 | ..... | ..... | 1,000 | 40 | January 1. |
| 531 | Starkville Female Institute | × | × | × | × | × | × | 500 | ..... | 20–50 | 10,000 | ..... | ..... | 4,000 | 40 | Sept., 3d Mon. |
| 532 | Zion Hill High School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 533 | Vaiden Male and Female Institute | × | × | × | × | 0 | 0 | 0 | 0 | 20, 30, 40 | 7,000 | 0 | 0 | 1,600 | 40 | September 6. |
| 534 | North Mississippi Male and Female College.* | × | × | × | × | 0 | 0 | ..... | ..... | 25–50 | 4,000 | ..... | ..... | 2,000 | 40 | September 1. |
| 535 | Walthall Male and Female High School. | ..... | ..... | ..... | × | 0 | 0 | 1,300 | 400 | *e*3 | 1,500 | 0 | 0 | 1,500 | 40 | September 1. |
| 536 | Jefferson College* | 0 | 0 | 0 | 0 | ..... | × | 2,500 | 0 | 20 | 20,000 | 30,000 | 2,500 | 600 | 40 | Sept., 3d Thurs. |
| 537 | Winona Female College | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 538 | Arcadia College and Academy of the Ursuline Sisters.* | ..... | × | × | × | 0 | 0 | 400 | 300 | ..... | *g*25,000 | ..... | ..... | ..... | 40 | September 1. |
| 539 | Watson Seminary | 0 | ..... | × | × | ..... | ..... | 380 | 20 | 20–40 | 4,500 | 9,000 | 500 | 600 | 40 | Sept., 1st Tues. |
| 540 | Avalon Academy | ..... | ..... | × | × | 0 | × | 125 | 25 | 24 | 10,300 | ..... | ..... | 1,020 | 39 | September 1. |
| 541 | The Kemper Family School | ..... | ..... | × | × | × | × | 1,000 | ..... | *b*310 | 20,000 | ..... | ..... | *b*15,910 | 40 | September 8. |
| 542 | Butler Academy | × | × | ..... | ..... | × | ..... | 218 | 60 | $21\frac{1}{2}$–$26\frac{1}{2}$ | 4,000 | ..... | ..... | 1,035 | 38 | Sept., 1st Mon. |
| 543 | Bellevue Collegiate Institute | ..... | × | × | × | ..... | ..... | ..... | ..... | 10–40 | *h*8,000 | ..... | ..... | *h*1,600 | 40 | September 5. |
| 544 | Grand River College | 0 | 0 | × | × | × | × | 500 | 20 | 30–35 | 5,000 | 0 | 0 | 1,200 | 36 | Sept., 4th Mon. |
| 545 | Carleton Institute* | ..... | ..... | × | × | ..... | × | 300 | ..... | 14–24 | 10,000 | ..... | ..... | ..... | 38 | September 8. |
| 546 | Kirkwood Seminary | × | × | × | × | 0 | ..... | 2,000 | ..... | 24–80 | 30,000 | ..... | ..... | ..... | 40 | September 5. |
| 547 | Louisiana College | ..... | ..... | ..... | ..... | ..... | ..... | 0 | 0 | 20–40 | 12,000 | 0 | 0 | 0 | 39 | |
| 548 | Marionville Collegiate Institute* | ..... | × | × | × | 0 | × | ..... | ..... | 15–30 | 20,000 | ..... | ..... | 14,000 | 38 | Sept., 1st Tues. |
| 549 | Morrisville Male and Female Collegiate Institute. | 0 | 0 | × | × | × | × | 200 | 2 | 20–40 | 6,000 | 0 | 0 | 1,900 | 40 | Sept., 1st Mon. |
| 550 | Oak Ridge High School* | 0 | × | × | × | 0 | × | 75 | 0 | 32 | 8,000 | 0 | 0 | 1,300 | 38 | August 30. |
| 551 | St. Paul's College* | ..... | ..... | × | × | × | × | 2,000 | 40 | 40 | 10,000 | ..... | ..... | 4,500 | 40 | September 1. |
| 552 | Park College | ..... | ..... | × | × | 0 | 0 | 3,000 | 1,000 | 30 | ..... | ..... | ..... | ..... | 37 | September 20. |
| 553 | Pilot Grove Collegiate Institute | × | × | × | × | × | × | 300 | 50 | 40 | 3,000 | ..... | ..... | 3,500 | 40 | September 6. |
| 554 | St. Charles College | × | ..... | × | × | 0 | ..... | 500 | ..... | 30, 40 | 20,000 | 23,000 | 1,300 | ..... | 40 | Sept., 1st week. |
| 555 | Young Ladies' Institute | ..... | × | × | × | × | × | 500 | ..... | 34–54 | 12,000 | 0 | ..... | 5,000 | 41 | Sept., 1st Mon. |

* From Report of the Commissioner of Education for 1879.
*a* From report of State superintendent for 1879.
*b* Includes board.
*c* Average charge.
*d* These statistics are for the year 1879.
*e* Charge for tuition a month.
*f* For five months.
*g* Grounds and buildings.
*h* In 1878.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 556 | Mrs. Cuthbert's Seminary for Young Ladies. | ..... | × | × | × | × | × | 1,500 | 0 | $150 | *a*$1,000 | ..... | ..... | $15,000 | 40 | Sept., 2d Mon. |
| 557 | German Institute* | × | × | ..... | ..... | × | × | 1,000 | 6 | 40–64 | 16,000 | ..... | ..... | ..... | 40 | September. |
| 558 | St. Patrick's Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 559 | School of the Good Shepherd | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | Sept., 2d Wed. |
| 560 | Salem Academy | ..... | × | × | × | 0 | × | 150 | 150 | 15–36 | 11,700 | ..... | *b*$3,495 | 4,400 | 40 | September 5. |
| 561 | Weaubleau Christian Institute | ..... | ..... | × | × | 0 | 0 | ..... | ..... | 10½–21 | 2,000 | ..... | ..... | 780 | 36 | September. |
| 562 | Nebraska Baptist Seminary | ..... | × | × | × | ..... | ..... | 600 | 600 | 19½ | 17,500 | ..... | ..... | 1,500 | 39 | September 1. |
| 563 | Pawnee City Academy | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | |
| 564 | Nebraska Conference Seminary | ..... | × | × | × | ..... | ..... | ..... | ..... | 15, 18 | 4,000 | $13,973 | ..... | ..... | ..... | September 15. |
| 565 | Atkinson Academy | 0 | 0 | 0 | 0 | 0 | × | 1,000 | ..... | 25 | 6,000 | 6,000 | 300 | ..... | 38 | September 1. |
| 566 | Chester Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | *c*4 | 500 | 0 | 0 | 350 | 40 | September 1. |
| 567 | Stevens High School* | 0 | 0 | × | 0 | 0 | × | 500 | 30 | *d*21 | 30,000 | 10,000 | 600 | 229 | 39 | Sept., 1st Wed. |
| 568 | Gay's English and Classical School | ..... | ..... | ..... | ..... | ..... | ..... | 120 | 120 | 45, 75 | ..... | ..... | ..... | 975 | 36 | September 1. |
| 569 | Contoocook Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 570 | Pinkerton Academy | 0 | 0 | 0 | × | × | × | 350 | 0 | 21 | 5,000 | 20,000 | 1,250 | 750 | 40 | August. |
| 571 | Franklin Academy | ..... | ..... | ..... | ..... | ..... | ..... | 800 | ..... | ..... | ..... | 10,000 | ..... | ..... | 40 | September. |
| 572 | Francestown Academy | 0 | 0 | × | × | × | × | 350 | 0 | 18, 21 | 3,000 | 10,172 | 428 | 1,150 | 35 | Aug., last Tues. |
| 573 | Gilmanton Academy* | 0 | 0 | × | × | × | × | 840 | 50 | 15, 18 | 10,000 | 10,000 | 600 | 500 | 36 | Sept., 1st Wed. |
| 574 | Brackett Academy | 0 | 0 | × | 0 | × | × | 100 | 16 | 17 | 5,000 | 0 | 0 | 550 | 36 | Sept., 1st Wed. |
| 575 | Hillsborough Bridge Union School and Valley Academy.* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 10 | 5,000 | ..... | ..... | ..... | 40 | May. |
| 576 | Kingston Academy* | ..... | × | ..... | ..... | ..... | × | ..... | ..... | 20 | 10,000 | 3,000 | 150 | 700 | 34 | September 15. |
| 577 | Lancaster Academy | ..... | ..... | ..... | ..... | 0 | × | ..... | ..... | ..... | 3,000 | 2,000 | 120 | 600 | 39 | Sept., 1st Mon. |
| 578 | Academy of the Sisters of Mercy | ..... | × | × | × | ..... | ..... | ..... | ..... | *e*150 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 579 | Milton Classical Institute* | ..... | × | × | ..... | 0 | 0 | 0 | 0 | 9–15 | 2,000 | 0 | 0 | ..... | 31 | May 20. |
| 580 | New Hampton Literary Institution and Commercial College. | × | 0 | × | × | × | × | 4,000 | ..... | 20–25 | 30,000 | 9,000 | 700 | 4,000 | 40 | August 23. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 581 | North Conway Academy | × | × | × | × | 0 | | 0 | | 12–18 | 1,000 | 55 | 7 | 237 | 30 | September 20. |
| 582 | Northwood Seminary* | | | | | | × | 400 | | 18 | 5,000 | | | | 33 | Sept., 1st Tues. |
| 583 | Pembroke Academy | 0 | 0 | 0 | 0 | × | × | 325 | | 17–21 | 5,200 | 14,800 | 468 | 842 | 37 | Aug., 3d Wed. |
| 584 | Pittsfield Academy* | × | × | × | × | × | × | 500 | 50 | 25 | 3,000 | 1,500 | 90 | | 39 | September 1. |
| 585 | Miss Morgan's English, French, and German School for Young Ladies. | | × | × | × | 0 | | 750 | | 100 | 20,000 | | | | 36 | Sept., 3d Wed. |
| 586 | Smith's Academy and Commercial College. | × | × | 0 | 0 | | | | | | | | | | 40 | Sept., 1st Mon. |
| 587 | McGaw Normal Institute | | × | | × | | × | 275 | 75 | 16–24 | 5,000 | 10,000 | 525 | 400 | 38 | Sept., 1st Wed. |
| 588 | New Hampshire Conference Seminary and Female College. | × | × | × | × | × | × | 600 | | *f* 27 | 25,000 | 13,000 | 780 | 2,700 | 39 | August 24. |
| 589 | Simonds Free High School* | 0 | 0 | 0 | × | 0 | 0 | 200 | | 15 | 10,000 | 25,000 | 13,500 | | 39 | August 18. |
| 590 | Tubbs' Union Academy | 0 | 0 | 0 | | 0 | 0 | 0 | | 3 | | 1,500 | 90 | | | |
| 591 | Kearsarge School of Practice* | × | | × | × | × | | 100 | | *e*150 | 5,000 | | | 1,200 | | September 1. |
| 592 | Wykeham Institute | | × | × | × | | | | | 40–100 | | | | | 38 | September 15. |
| 593 | Blair Presbyterial Academy | | × | × | × | | | 500 | 6 | 40 | | 37,500 | 2,615 | 2,250 | 40 | Sept., 1st Tues. |
| 594 | South Jersey Institute | × | × | × | × | × | × | 1,200 | 600 | 40, 50 | 75,000 | 0 | 0 | 5,000 | 40 | Sept., 1st Wed. |
| 595 | Brainerd Institute | | | × | × | × | × | | | 40 | 11,000 | 0 | | 1,200 | 40 | August 30. |
| 596 | The Elizabeth Institute* | | × | | × | 0 | 0 | 450 | | *e*400 | 20,000 | | | 5,000 | 40 | Sept., 3d Wed. |
| 597 | Misses Hayward's English and French School for Young Ladies. | | × | × | × | | | | | | | | | | 40 | Sept., 3d Wed. |
| 598 | Jefferson Park Academy | × | × | × | × | 0 | × | 650 | 50 | 40–100 | 10,000 | | | | 40 | September 13. |
| 599 | English and Classical School* | 0 | 0 | × | × | 0 | 0 | 203 | 0 | 20–40 | 4,000 | 0 | 0 | 1,087 | 40 | Sept., 1st Tues. |
| 600 | Freehold Institute | | × | | × | × | × | 2,000 | 50 | *e*350 | 40,000 | | | | 40 | Sept., 2d Tues. |
| 601 | Hackensack Academy* | | | | | × | × | | | 40–120 | | | | | 40 | September 13. |
| 602 | Centenary Collegiate Institute | × | × | × | × | × | × | 600 | 75 | *e*225 | 200,000 | | | | 39 | September 7. |
| 603 | St. Agnes' Hall | | × | × | × | | | | | *e*150 | | | | | | September 8. |
| 604 | St. John's Academy | | | | | | | | | *e*150 | | | | | | September 8. |
| 605 | "The Home" Seminary | 0 | × | × | × | × | × | 0 | 0 | 20–42 | 8,000 | 0 | 0 | 906 | 40 | Sept., 1st Mon. |
| 606 | Academy of the Sacred Heart* | | | | | | | | | | | | | | | |
| 607 | German-American School | | × | × | | | × | 50 | | 13–33 | *a*50 | | | 1,050 | 48 | September 1. |
| 608 | German-American School in the Martha Institute.* | × | × | × | × | | × | | | 25 | | | | 3,500 | 40 | Sept., 1st Mon. |
| 609 | German, English, and French Academy. | × | × | × | × | 0 | | | | 20–60 | 17,000 | | | | 44 | September 1. |
| 610 | Hoboken Academy | × | × | × | 0 | × | × | 300 | | 60 | 24,000 | | | 14,000 | 44 | September. |
| 611 | Young Ladies' Institute | | | | | | | | | | | | | | | |
| 612 | Hopewell Seminary* | × | × | × | × | 0 | × | 350 | 25 | 32 | 20,000 | 0 | 0 | 1,200 | 40 | September 8. |
| 613 | Hasbrouck Institute | × | × | × | 0 | 0 | × | 100 | 100 | 100 | 20,000 | | | 17,000 | 40 | Sept., 2d Mon. |
| 614 | St. Aloysius Academy* | | | | | | | | | | | | | | | |
| 615 | St. Peter's College | | | | | | | | | | | | | | | |
| 616 | Classical and Commercial High School. | × | × | × | × | | × | 2,000 | | *e*350 | 30,000 | | | | | September 12. |
| 617 | Lawrenceville Young Ladies' Seminary. | | | × | × | | | | | 45 | 8,000 | | | | 38 | September. |
| 618 | St. Elizabeth's Academy | | | | | | | | | | | | | | | |
| 619 | Glenwood Institute | | | × | × | × | × | | | 24–80 | 14,500 | | | 4,800 | 36½ | September. |

* From Report of the Commissioner of Education for 1879.
*a* Value of apparatus.
*b* Income from tax.
*c* Charge for tuition a term.
*d* For non-residents.
*e* Includes board.
*f* Average charge.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 620 | Moorestown Academy* | × | × | 0 | 0 | × | × | 400 | ..... | $45 | $3,000 | ..... | ..... | $2,500 | 40 | September 1. |
| 621 | English and French Boarding and Day School.* | ..... | × | × | × | ..... | ..... | 500 | 50 | 100 | 25,000 | ..... | ..... | 12,000 | 40 | September 20. |
| 622 | Miss Longwell's Seminary* | ..... | × | × | × | × | × | ..... | ..... | 44–84 | ..... | ..... | ..... | ..... | 39 | September 17. |
| 623 | Morris Academy | ..... | ..... | ..... | ..... | 0 | 0 | 0 | ..... | 100 | *a*60,000 | $0 | ..... | 2,300 | 38 | Sept., 1st Wed. |
| 624 | Morris Classical Institute | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 100 | ..... | ..... | ..... | 1,150 | 38 | September 8. |
| 625 | Mt. Holly Academy | × | ..... | ..... | × | × | × | ..... | ..... | 40–60 | 5,000 | ..... | ..... | ..... | 40 | Sept., 2d Monday. |
| 626 | Beacon Street German-American School. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 627 | First German and English Presbyterian School. | × | × | × | 0 | 0 | × | 100 | 10 | 10 | 5,000 | 0 | $0 | 3,200 | 48 | April 1. |
| 628 | German-American Elementary and High Grammar School. | × | × | × | 0 | × | × | 392 | 0 | 24 | 24,309 | 0 | 0 | 5,324 | 45 | April 1. |
| 629 | Mrs. Park's Seminary for Young Ladies. | ..... | × | × | × | 0 | × | 500 | 20 | 50–100 | *b*100 | ..... | ..... | 3,200 | 40 | Sept., 3d Wed. |
| 630 | Newton Collegiate Institute | × | ..... | × | × | 0 | 0 | 200 | ..... | 20–50 | ..... | ..... | ..... | ..... | 40 | September 6. |
| 631 | Passaic Classical School *c* | 0 | × | 0 | 0 | 0 | 0 | 238 | ..... | *d*47 | 7,000 | 0 | 0 | 1,100 | 40 | September 7. |
| 632 | Passaic Falls Institute | ..... | × | × | × | × | × | ..... | ..... | 50–96 | *b*500 | ..... | ..... | 3,500 | 40 | September. |
| 633 | Paterson Seminary | ..... | × | ..... | ..... | ..... | × | ..... | ..... | 40–80 | ..... | ..... | ..... | ..... | 38 | September. |
| 634 | Pennington Institute | ..... | ..... | × | × | × | × | 2,200 | ..... | *e*160–180 | 20,000 | ..... | ..... | ..... | 44 | Sept., 1st Monday. |
| 635 | North Plainfield Seminary* | ..... | × | × | × | ..... | ..... | 600 | 200 | 100 | ..... | ..... | ..... | ..... | 40 | September 16. |
| 636 | Seminary at Ringoes | ..... | ..... | × | × | ..... | ..... | 2,000 | ..... | 30 | 3,000 | ..... | ..... | ..... | 42 | September 1. |
| 637 | Collegiate Institute | ..... | × | × | × | × | × | 400 | 20 | 30–50 | 15,000 | 0 | ..... | 1,200 | 40 | Sept., 1st Tuesday. |
| 638 | Union Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4,000 | ..... | ..... | ..... | ..... | |
| 639 | The Hights Academy | × | × | × | × | 0 | × | 1,860 | 50 | 15 | 15,000 | ..... | ..... | *e*4,000 | 40 | September 14. |
| 640 | Miss Sarah B. Mathews's School* | × | × | × | × | 0 | 0 | 0 | 0 | 50–125 | ..... | ..... | ..... | 1,800 | 38 | September 21. |
| 641 | Trenton Academy | ..... | ..... | ..... | ..... | × | × | 200 | ..... | 36 | ..... | 20,000 | 1,000 | ..... | 40 | Sept., 1st Monday. |
| 642 | Hungerford Collegiate Institute | × | × | × | × | × | × | 1,408 | 54 | 27–42 | 50,800 | 0 | 0 | 2,660 | 39 | September 6. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 643 | Albany Academy | ..... | × | × | 0 | × | × | 1,100 | 100 | 20–88 | 100,000 | 4,000 | 200 | 13,000 | 41 | Sept., 2d Monday. |
| 644 | Albany Female Academy | × | × | × | × | × | × | 4,000 | ..... | 24–96 | 40,000 | ..... | ..... | 6,250 | 40 | September 10. |
| 645 | Christian Brothers' Academy | 0 | 0 | × | 0 | 0 | × | 600 | 75 | *d*30 | 50,000 | 0 | 0 | 3,420 | 40 | Sept., 1st Monday. |
| 646 | St. Mary's School for Girls | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 647 | Albion Union School | 0 | 0 | 0 | 0 | × | × | 875 | 42 | 18 | 16,000 | ..... | ..... | 1,800 | 40 | October 1. |
| 648 | Amenia Seminary | 0 | × | 0 | × | × | × | 1,800 | ..... | 35 | 10,000 | ..... | ..... | 1,500 | 39 | September 15. |
| 649 | Amsterdam Academy | × | × | × | × | × | × | 2,450 | ..... | 50 | 38,000 | ..... | ..... | 4,255 | 40 | Sept., 1st week. |
| 650 | Argyle Academy | 0 | 0 | 0 | 0 | 0 | × | 900 | ..... | 22 | ..... | 0 | 0 | 800 | 40 | September 1. |
| 651 | Cayuga Lake Academy | ..... | × | × | × | × | × | 3,000 | 4 | 32–40 | 15,000 | 15,000 | 900 | 1,640 | 40 | September 9. |
| 652 | Bedford Academy | 0 | × | 0 | 0 | 0 | × | 0 | 0 | *d*28 | *2,000 | ..... | ..... | 700 | 40 | Sept., 1st Mon. |
| 653 | Genesee Valley Seminary | 0 | × | × | × | × | × | 483 | 3 | 21 | 7,589 | ..... | ..... | 222 | 39 | Sept., 1st Mon. |
| 654 | Bridgehampton Literary and Commercial Institute. | ..... | ..... | ..... | × | × | × | 82 | 0 | 30 | 3,620 | 0 | 0 | 684 | 39 | July 2. |
| 655 | Brookfield Union School and Academy. | × | ..... | × | ..... | × | × | 297 | 38 | 15 | 3,000 | ..... | ..... | 410 | 39 | September 20. |
| 656 | Academic department of Brooklyn Collegiate and Polytechnic Institute. | × | × | × | 0 | (*f*) | × | (*f*) | ..... | *d*110 | (*f*) | ..... | ..... | 50,985 | 40 | September. |
| 657 | Adelphi Academy | × | × | × | 0 | × | × | 1,000 | 25 | 40–160 | 177,000 | 0 | 0 | 53,000 | 40 | September 13. |
| 658 | Brooklyn Hill Institute | × | × | × | × | ..... | ..... | 100 | 20 | 15–30 | 18,000 | ..... | ..... | *e*3,000 | 39 | September 16. |
| 659 | Chénevière Institute | × | × | × | × | ..... | ..... | 1,000 | ..... | 40–100 | ..... | ..... | ..... | ..... | 40 | September 21. |
| 660 | College Grammar School | ..... | ..... | ..... | × | × | 275 | 15 | 15–30 | ..... | 0 | 0 | ..... | 40 | September 15. | |
| 661 | Professor Davison's Institute* | 0 | 0 | 0 | 0 | 0 | 0 | 1,000 | ..... | 120 | 0 | 0 | 0 | 2,400 | 40 | September 13. |
| 662 | Friends' Seminary* | × | × | 0 | 0 | 0 | 0 | ..... | ..... | 10, 12, 15 | ..... | ..... | ..... | ..... | 40 | September. |
| 663 | German-American Boarding and Day School for Young Ladies and Children. | ..... | × | × | × | ..... | ..... | ..... | ..... | 64–150 | ..... | ..... | ..... | ..... | ..... | September 21. |
| 664 | German, English, and French Institute. | × | × | × | × | ..... | ..... | ..... | ..... | 6–25 | ..... | ..... | ..... | ..... | 40 | September 10. |
| 665 | Juvenile High School* | ..... | ..... | × | 0 | 0 | 0 | 0 | 0 | 80 | 75,000 | 0 | 0 | 12,000 | 40 | September. |
| 666 | Lafayette Academy | ..... | 0 | ..... | 0 | 0 | 0 | 0 | ..... | 48–140 | ..... | ..... | ..... | ..... | 40 | September 13. |
| 667 | Miss Rounds's School for Girls | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | September 21. |
| 668 | State Street Academy | × | × | × | 0 | × | × | ..... | ..... | 24–48 | 1,200 | ..... | ..... | ..... | 44 | September 1. |
| 669 | Washington Avenue Institute for Young Ladies and Misses. | ..... | × | × | × | ..... | ..... | ..... | ..... | 40, 60 | ..... | ..... | ..... | ..... | 40 | September 8. |
| 670 | Buffalo Practical School | × | × | × | × | × | × | 693 | ..... | 100 | *g*1,200 | ..... | ..... | 2,263 | 41 | Sept., 1st Mon. |
| 671 | Heathcote School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 40–120 | 12,000 | 0 | 0 | 3,200 | 40 | Sept., 1st Mon. |
| 672 | Canandaigua Academy | 0 | 0 | 0 | 0 | × | × | 1,200 | 10 | 40 | 20,000 | 12,000 | 720 | 3,100 | 40 | Sept., 1st Thurs. |
| 673 | Canisteo Academy | ..... | × | × | × | × | × | 323 | ..... | 24 | 19,823 | 2,100 | 147 | 1,356 | 39 | September 2. |
| 674 | Chappaqua Mountain Institute | × | × | 0 | 0 | × | × | 400 | ..... | *e*225 | 55,000 | ..... | ..... | ..... | 40 | September 5. |
| 675 | Cincinnatus Academy | × | × | × | × | × | × | 350 | 4 | *d*20 | 4,988 | ..... | ..... | 497 | 42 | July 1. |
| 676 | Parker Union School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *h*15–27 | ..... | 30,000 | ..... | ..... | 40 | August 30. |
| 677 | Clifton Springs Seminary | × | × | × | × | 0 | 0 | 400 | 10 | 250 | 10,000 | ..... | ..... | 2,000 | 40 | September. |
| 678 | Foster School for Young Ladies | ..... | ..... | × | × | ..... | ..... | *3,000 | ..... | *i*350 | ..... | ..... | ..... | ..... | ..... | Sept., 3d Wed. |
| 679 | Clinton Grammar School | × | × | × | × | × | × | 225 | 5 | 30 | 1,200 | ..... | ..... | 1,250 | 38 | Sept., 1st Thurs. |

* From Report of the Commissioner of Education for 1879.

*a* Value of library and lyceum in which the school is held.
*b* Value of apparatus.
*c* The name of this school was changed to St. John's School June 25, 1880.
*d* Average charge.
*e* Includes board.
*f* Academic and collegiate departments in the same building and use the same apparatus and library.
*g* Value of apparatus and library.
*h* For non-residents.
*i* Includes board, lectures, gymnastics, medical attendance, &c.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 680 | Dwight's Home School for Young Ladies.* | ..... | × | × | × | 0 | × | ..... | ..... | *a*$300 | $20,000 | ..... | ..... | ..... | 38 | September 15. |
| 681 | Houghton Seminary* | × | × | × | × | × | × | 1,200 | ..... | 28 | 25,000 | ..... | ..... | *a*$1,250 | 40 | September 16. |
| 682 | The Evening Classes of the Poppenhusen Association. | × | × | ..... | 0 | 0 | 0 | 1,250 | ..... | 0 | 60,000 | $61,000 | *b*$4,880 | 0 | 29 | October 1. |
| 683 | Cornwall Heights School* | × | ..... | ..... | ..... | × | 0 | 150 | ..... | *a*500 | 10,000 | ..... | ..... | ..... | ..... | September 16. |
| 684 | Coxsackie Academy* | 0 | ..... | 0 | 0 | 0 | × | ..... | ..... | 20 | ..... | ..... | ..... | ..... | 44 | September 1. |
| 685 | Dansville Seminary | ..... | × | ..... | 0 | × | × | 650 | 0 | 21–30 | 25,000 | 0 | 0 | 2,500 | 38 | September 1. |
| 686 | Deansville Academy* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 36 | |
| 687 | Delaware Academy | × | × | 0 | × | × | × | 1,874 | 23 | 30 | 31,571 | ..... | ..... | 2,080 | 40 | Aug., last Tues. |
| 688 | Aurora Academy | 0 | 0 | × | × | × | × | 600 | 0 | *c*19 | 16,750 | 0 | 0 | 1,750 | 39 | July 1. |
| 689 | East Hamburgh Select School* | 0 | 0 | 0 | 0 | 0 | 0 | ..... | ..... | 12½ | ..... | ..... | ..... | ..... | ..... | |
| 690 | Rural Seminary* | 0 | 0 | × | × | × | 0 | 697 | 5 | 4–10 | 4,000 | 0 | 0 | 600 | 40 | September 1. |
| 691 | Starkey Seminary | × | × | × | × | × | × | 1,540 | 11 | 19½–29½ | 24,770 | 5,000 | 200 | 2,505 | 39 | Sept., 1st Mon. |
| 692 | Munro Collegiate Institute | × | × | × | × | × | × | 862 | 3 | 18, 21, 24 | 23,643 | 11,927 | 699 | 675 | 40 | August 29. |
| 693 | Fairfield Seminary* | × | × | × | × | × | × | 3,000 | 80 | ..... | 10,000 | ..... | ..... | 1,700 | 39 | August 26. |
| 694 | Fergusonville Academy | × | × | × | × | × | × | 360 | ..... | ..... | 8,000 | ..... | ..... | ..... | 40 | September 8. |
| 695 | Erasmus Hall Academy | × | × | × | × | × | × | 2,756 | 0 | 6–20 | ..... | ..... | ..... | ..... | 40 | Sept., 3d Wed. |
| 696 | S. S. Seward Institute* | × | 0 | × | × | 0 | × | 220 | 4 | 20, 25, 30 | ..... | 20,000 | 1,400 | ..... | 40 | September 3. |
| 697 | Flushing Institute | × | × | × | × | ..... | × | ..... | ..... | 60 | ..... | ..... | ..... | ..... | 40 | September. |
| 698 | St. Joseph's Academy | ..... | × | × | × | × | × | 800 | ..... | 200 | 100,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 699 | Delaware Literary Institute | ..... | × | × | × | × | × | 4,000 | 0 | 30 | 30,000 | ..... | ..... | 3,000 | 42 | Sept., 1st Wed. |
| 700 | Friendship Academy | ..... | ..... | ..... | ..... | × | × | 600 | ..... | 23 | 10,000 | ..... | ..... | 2,600 | 39 | September 1. |
| 701 | Falley Seminary | 0 | 0 | × | × | × | × | 785 | 0 | 24 | 12,000 | 0 | 0 | 950 | 39 | Sept., 1st Mon. |
| 702 | St. Mary's (Cathedral) School | ..... | × | × | × | ..... | ..... | ..... | ..... | *a*300 | ..... | ..... | ..... | ..... | 40 | Sept., 2d Wed. |
| 703 | St. Paul's (Cathedral) School | ..... | × | × | × | 0 | 0 | ..... | ..... | 50–70 | ..... | ..... | ..... | ..... | 40 | Sept., 2d Mon. |
| 704 | Gilbertsville Academy and Collegiate Institute. | 0 | × | × | 0 | 0 | × | 510 | 12 | *c*22½ | 6,258 | 2,713 | 190 | 836 | 39 | July 1. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 705 | Elmwood Seminary, Commercial and Select School. | ..... | × | ..... | × | ..... | ..... | 160 | ..... | ..... | 6,000 | ..... | ..... | 1,450 | 40 | Sept., 1st Mon. |
| 706 | Glen's Falls Academy* | × | × | ..... | × | × | × | 700 | 200 | 40 | 12,000 | ..... | ..... | 4,500 | 40 | September 1 |
| 707 | Goshen Institute* | 0 | × | × | × | × | × | 300 | ..... | 50 | 6,000 | 0 | 0 | 3,735 | 42 | September. |
| 708 | Gouverneur Wesleyan Seminary | 0 | 0 | × | × | 0 | × | 700 | ..... | 18–30 | 30,000 | 16,000 | 1,120 | 1,800 | 40 | August 21. |
| 709 | Hartwick Seminary | ..... | 0 | × | × | × | × | 3,000 | 30 | 29 | 35,000 | 15,000 | 900 | 120 | 39 | September 13. |
| 710 | Mountain Institute | × | ..... | ..... | × | × | × | 300 | ..... | *a*220 | 5,000 | 0 | 0 | ..... | 42 | Sept., 1st Mon. |
| 711 | Hempstead Institute | × | × | × | × | × | × | 500 | 50 | *a*200–400 | 12,000 | ..... | ..... | *a*5,000 | 42 | September 1. |
| 712 | Hudson Academy | ..... | × | × | ..... | × | × | 236 | 0 | 42 | 15,332 | ..... | ..... | 3,488 | 40 | September 6. |
| 713 | Hudson Young Ladies' Seminary | × | × | × | × | 0 | 0 | ..... | ..... | *a*250 | 10,000 | 0 | 0 | ..... | 40 | September 1. |
| 714 | The Misses Skinner's School for Young Ladies.* | ..... | × | ..... | ..... | 0 | 0 | 50 | ..... | 24–48 | 8,000 | ..... | ..... | 1,400 | 40 | Sept., 2d Mon. |
| 715 | Jamestown Union School and Collegiate Institute. | × | × | × | × | × | × | 1,700 | 125 | 21–24 | *94,097 | ..... | ..... | ..... | 41 | Aug., last Tues. |
| 716 | Lansinburgh Academy* | × | × | × | 0 | × | × | 451 | 3 | 24 | 8,868 | 6,000 | 420 | 921 | 40 | September 4. |
| 717 | Lawrenceville Academy* | ..... | ..... | ..... | × | × | × | 400 | 5 | *c*22 | 5,500 | *d*491 | ..... | 1,463 | 40 | June 23. |
| 718 | Le Roy Academic Institute | ..... | × | × | × | × | × | 1,050 | 1 | *c*38 | *e*33,668 | 8,000 | 500 | 2,323 | 40 | Sept., 1st week. |
| 719 | Liberty Normal Institute | 0 | × | 0 | 0 | 0 | 0 | 200 | 0 | 20 | 1,000 | 0 | 0 | 1,200 | 40 | September 1. |
| 720 | Genesee Wesleyan Seminary | ..... | ..... | ..... | ..... | × | × | 4,000 | ..... | 0 | ..... | 54,000 | ..... | ..... | 39 | August 27. |
| 721 | Lisle Union School | × | ..... | × | ..... | 0 | × | 220 | 28 | 15 | ..... | 0 | 0 | 100 | 36 | September 1. |
| 722 | Lowville Academy* | 0 | × | × | × | × | × | 2,791 | 50 | *c*40 | 22,000 | 15,000 | 1,050 | 2,998 | 39 | August 1. |
| 723 | Macedon Academy | ..... | ..... | ..... | × | × | × | 250 | ..... | 18–24 | 3,000 | ..... | ..... | 950 | 39 | July 10. |
| 724 | Franklin Academy | 0 | 0 | × | 0 | × | × | 1,940 | 300 | 15–18 | 60,000 | ..... | ..... | 1,000 | 40 | July 15. |
| 725 | St. John's School for Boys* | × | × | × | × | ..... | × | 530 | 30 | *a*400 | 60,000 | 0 | 0 | 10,500 | 39 | Sept., 2d Tues. |
| 726 | Marion Collegiate Institute* | ..... | × | ..... | × | × | × | 625 | 10 | 15–21 | 14,954 | ..... | ..... | 1,357 | 40 | August 31. |
| 727 | Mechanicsville Academy | × | × | × | × | × | × | 350 | 4 | 18 | 10,000 | ..... | ..... | 1,400 | 39 | September 1. |
| 728 | Select Family School | ..... | × | × | × | 0 | 0 | 1,000 | ..... | 50 | 12,000 | ..... | ..... | 1,200 | 40 | Sept., 1st Wed. |
| 729 | Mexico Academy | × | × | × | × | × | × | 1,287 | 10 | 18–30 | 17,206 | 0 | 0 | 1,733 | 39 | August 23. |
| 730 | Middleburgh English, French, and Classical Institute.* | ..... | ..... | × | × | ..... | ..... | 250 | 50 | 40, 80, 100 | ..... | ..... | ..... | 3,500 | 40 | September 16. |
| 731 | Millbrook Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 732 | Montgomery Academy | 0 | 0 | × | × | 0 | × | 576 | 6 | 21, 30, 42 | 4,250 | 0 | 0 | 549 | 40 | Sept., 1st Mon. |
| 733 | Nassau Academy | ..... | × | × | × | 0 | × | 50 | ..... | 30 | 4,000 | ..... | ..... | 1,000 | 36 | Sept., 1st Mon. |
| 734 | New Berlin Academy | ..... | × | ..... | × | 0 | × | ..... | ..... | ..... | 4,000 | 0 | ..... | ..... | 39 | |
| 735 | Trinity School *f* | × | 0 | 0 | 0 | × | × | 1,200 | ..... | 120 | 20,000 | ..... | ..... | 5,320 | 40 | Sept., 3d Wed. |
| 736 | Gormly Seminary | ..... | × | × | × | ..... | ..... | 500 | ..... | 24–48 | 10,000 | ..... | ..... | ..... | 40 | September 15. |
| 737 | New Paltz Academy* | ..... | × | × | × | × | × | 630 | 12 | 50 | 10,000 | ..... | ..... | 3,000 | 40 | September 8. |
| 738 | Academy of the Holy Cross | × | × | × | × | 0 | × | 450 | ..... | ..... | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 739 | Miss Ballow's English and French School for Young Ladies. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | September 27. |
| 740 | The Collegiate School | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 75–250 | ..... | ..... | ..... | ..... | 38 | Sept., 3d Mon. |
| 741 | Duane S. Everson's Collegiate School for Boys. | 0 | × | 0 | 0 | 0 | × | 0 | 0 | *c*175 | ..... | ..... | ..... | ..... | 37 | September 21. |
| 742 | English, Classical, and Mathematical School for Boys.* | ..... | × | 0 | 0 | ..... | ..... | ..... | ..... | 150, 200 | ..... | ..... | ..... | ..... | 38 | October. |
| 743 | The Fifth Avenue School for Boys. | ..... | × | 0 | 0 | ..... | ..... | ..... | ..... | 200 | ..... | ..... | ..... | ..... | 39 | September 17. |
| 744 | Fort Washington Franco-American College. *f* | × | × | × | × | × | × | 300 | 80 | 150 | 32,000 | ..... | ..... | 7,640 | 40 | September 18. |

* From Report of the Commissioner of Education for 1879.
*a* Includes board.
*b* This includes $765 from rent.
*c* Average charge.
*d* State appropriation.
*e* Includes value of library and furniture.
*f* These statistics are for the year 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 745 | French and English Boarding and Day School. | ..... | × | × | × | ..... | ..... | ..... | ..... | $100–200 | ..... | ..... | ..... | ..... | ..... | September 29. |
| 746 | French Protestant Institution .... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | Sept., last Thurs. |
| 747 | Friends' Seminary* ..... | ..... | × | ..... | ..... | × | × | ..... | ..... | 40–140 | $75,000 | $35,000 | ..... | $5,000 | 40 | September 10. |
| 748 | Mrs. Froehlich's School* ..... | ..... | ..... | × | × | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 38 | September 21. |
| 749 | Miss Jaudon's Boarding and Day School. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 80–200 | ..... | ..... | ..... | ..... | ..... | September 25. |
| 750 | Dr. J. Sachs' Collegiate Institute. | × | × | 0 | 0 | × | 0 | ..... | ..... | 100–200 | ..... | ..... | ..... | ..... | 41 | September 15. |
| 751 | Mrs. Leopold Weil's School for Young Ladies. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 752 | Manhattan Academy ..... | ..... | × | × | × | 0 | 0 | 400 | 60 | 6–22 | 60,000 | ..... | ..... | ..... | 44 | Sept., 1st Mon. |
| 753 | The Misses Marshall's School..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | September. |
| 754 | Mount Washington Collegiate Institute. *a* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 755 | Murray Hill Institute* ..... | × | × | 0 | 0 | 0 | × | ..... | ..... | 100–275 | ..... | ..... | ..... | 5,500 | 39 | September 20. |
| 756 | New York Military Academy..... | × | × | × | × | × | × | 1,300 | 300 | 500 | 300,000 | ..... | ..... | 38,000 | 40 | September 5. |
| 757 | Mrs. Roberts and Miss Walker's English and French School for Young Ladies. | ..... | × | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | September 25. |
| 758 | Madame Roch's School ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | 80–250 | ..... | ..... | ..... | ..... | 40 | September 20. |
| 759 | St. Mary's School..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 760 | St. Matthew's Academy ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | 20–48 | 35,000 | ..... | ..... | 6,926 | 40 | September 1. |
| 761 | School for Girls* ..... | 0 | × | × | 0 | 0 | × | ..... | ..... | 100–250 | ..... | ..... | ..... | ..... | 36 | October 1. |
| 762 | Stern's School of Languages..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | October. |
| 763 | Suburban Seminary..... | ..... | × | × | × | ..... | ..... | ..... | ..... | *b*75 | ..... | ..... | ..... | *c*2,500 | 40 | September 14. |
| 764 | Van Norman Institute ..... | × | × | × | × | ..... | ..... | 1,200 | 0 | 75–250 | ..... | 0 | $0 | 7,195 | 40 | October 1. |
| 765 | Wm. W. Richards' School for Boys | 0 | 0 | 0 | 0 | 0 | 0 | 100 | ..... | 150–250 | ..... | ..... | ..... | ..... | 39 | September 24. |
| 766 | Chili Seminary* ..... | 0 | × | × | × | 0 | × | 548 | 26 | 15, 24, 30 | 19,337 | 0 | 0 | 1,400 | 39 | September 3. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 767 | Granville Military Academy | × | × | × | × | × | × | 600 | 15 | 60 | 60,000 | 2,000 | | *c*23,000 | 39 | Sept., 2d Wed. |
| 768 | Rockland College | | × | × | × | × | | 463 | 21 | 60 | 20,000 | | | 7,500 | 40 | September 13. |
| 769 | Cary Collegiate Seminary | | × | × | × | × | × | 750 | | | 3,000 | 20,000 | 1,400 | 1,000 | 40 | September 1. |
| 770 | Onondaga Academy | × | × | × | × | 0 | × | 1,130 | 130 | 27 | 13,500 | 1,600 | 96 | 1,628 | 40 | August 24. |
| 771 | Oxford Academy | × | × | × | × | × | × | 1,211 | | 18–24 | 22,018 | 8,200 | 492 | 923 | 40 | August. |
| 772 | Villa de Sales, Academy of the Visitation. | | × | × | × | | | | | | | | | | | Sept., 1st Mon. |
| 773 | Pawling Seminary | × | × | × | × | | | | | 20–60 | | | | 1,500 | 48 | August 15. |
| 774 | Academy of Our Lady of Angels | | | × | × | | | | | *c*160 | | | | | | Sept., 1st Tues. |
| 775 | Peekskill Academy | × | × | × | × | × | × | 800 | 150 | 50–100 | 70,000 | 0 | 0 | 10,000 | 40 | September 8. |
| 776 | St. Gabriel's School | × | × | × | × | × | | | | | | | | | 40 | September 21. |
| 777 | Penn Yan Academy | × | × | × | | × | × | 2,500 | 100 | | 20,000 | | | | 40 | September 1. |
| 778 | Evans Academy | 0 | 0 | 0 | 0 | 0 | × | 384 | 3 | 2–7 | 8,000 | 15,000 | 1,000 | 400 | 52 | July 1. |
| 779 | Pike Seminary | 0 | 0 | × | × | × | × | 345 | 0 | *b*22½ | 12,138 | 2,200 | 1,540 | 1,000 | 40 | July 1. |
| 780 | Seymour Smith Academy | × | × | × | × | 0 | × | 150 | 50 | 24–48 | 15,000 | 0 | 0 | 2,600 | 39 | September 14. |
| 781 | Starr's Military Institute | 0 | | | × | | | | | 60–80 | 25,000 | | | 6,000 | 40 | September 17. |
| 782 | Port Richmond Union School | | × | | | | | 700 | 30 | | 15,000 | | | | 40 | September. |
| 783 | Mrs. Bockée's Seminary for Young Ladies.* | | × | × | × | × | × | 500 | | 50–75 | 10,000 | | | 2,500 | 40 | Sept., 2d Wed. |
| 784 | Brooks Seminary for Young Ladies* | | | | | | | | | | | | | | | |
| 785 | Pelham Institute | 0 | 0 | 0 | 0 | × | 0 | 0 | 0 | 50 | 10,000 | 0 | 0 | 1,200 | 40 | September 6. |
| 786 | Doctor Warring's Military Boarding School. | | | × | × | × | × | 500 | | 60 | 37,500 | 0 | 0 | | 39 | September 15. |
| 787 | Franklin Academy and Union Free School. | | | × | × | × | × | 1,414 | 3 | *d*18 | 12,608 | | | 165 | 42 | August, last Mon. |
| 788 | Pulaski Academy | | | | | × | × | 400 | | 24 | 6,000 | 0 | 0 | 2,000 | 39 | August 22. |
| 789 | Chamberlain Institute and Female College. | × | × | × | × | × | × | 1,500 | 75 | 18 | 65,000 | 38,000 | 2,300 | 3,000 | 42 | August 22. |
| 790 | Rensselaerville Academy | | × | | | | × | 213 | 6 | 12–32 | 5,207 | | | 825 | 40 | September 1. |
| 791 | De Garmo Institute | 0 | 0 | × | × | × | × | 0 | | 42 | 25,000 | 0 | 0 | 5,738 | 40 | September 7. |
| 792 | Academy of the Sacred Heart | × | | × | × | × | × | 1,000 | 60 | 50 | 53,000 | | | | 40 | Sept., 1st Wed. |
| 793 | Miss Cruttenden's English and French Boarding and Day School for Young Ladies * | × | × | × | × | 0 | 0 | 600 | | 40–80 | | 0 | 0 | | 40 | September 15. |
| 794 | Livingston Park Seminary* | × | × | × | × | × | × | 350 | 50 | 60 | 25,000 | | | | 40 | September 16. |
| 795 | Nazareth Academy* | | × | × | × | 0 | 0 | 800 | | 250 | 50,000 | | | | | September 16. |
| 796 | Rochester Realschule | × | × | × | | 0 | × | 260 | 25 | 12–27 | 16,000 | | | 3,000 | 48 | May 1. |
| 797 | St. Andrew's Preparatory Seminary[4]. | | | × | | | | | | 0 | | 0 | 0 | 0 | | Sept , 1st Mon. |
| 798 | St. Peter's Academy | × | × | × | × | | | 175 | | | 12,000 | | | | 44 | Sept., 1st Mon. |
| 799 | Rye Seminary | | × | × | × | × | × | | | *c*350 | | | | | 40 | September 13. |
| 800 | Sandy Creek Union School (academic department). | × | × | × | × | 0 | × | 252 | 59 | 15–24 | 11,879 | | | 359 | 39 | August 1. |
| 801 | Saugerties Institute | × | × | 0 | 0 | 0 | × | 2 | | 12–17 | 4,000 | 0 | 0 | 1,500 | 40 | Sept., 1st Mon. |
| 802 | Sauquoit Academy | × | × | × | × | × | × | 150 | | *b*27 | 5,000 | | | 1,500 | 40 | September 1. |
| 803 | Shushan Classical School | | | | | | | | | | | | | | | |
| 804 | Holbrook's Military School[4] | | × | | × | × | × | 200 | 30 | *c*400 | 25,000 | | | 10,000 | 40 | September 15. |
| 805 | Mt. Pleasant Military Academy* | × | × | × | × | × | × | 12,000 | 10,000 | 90 | 75,000 | 0 | | | 40 | September 16. |
| 806 | Ossining Institute for Young Ladies | | × | × | × | × | × | 1,500 | | 60 | 20,000 | | | | 40 | September 14. |
| 807 | Vireün | × | | | | 0 | 0 | 500 | | *c*450 | 25,000 | | | | 40 | September 15. |

* From Report of the Commissioner of Education for 1879. *a* Temporarily suspended. *b* Average charge. *c* Includes board. *d* To non-residents.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 808 | Sodus Academy | .... | .... | .... | .... | × | × | 386 | 3 | $20 | $5,028 | .... | .... | $1,500 | 42 | August 16. |
| 809 | Rogersville Union Seminary* | 0 | 0 | 0 | × | × | × | 225 | ..... | 18-24 | 9,000 | $0 | $0 | 292 | 39 | Sept., 1st Thurs. |
| 810 | Southold Academy | × | .... | .... | × | × | 0 | 90 | 0 | 28 | 6,000 | .... | .... | .... | 40 | Sept., 1st Mon. |
| 811 | Griffith Institute and Springville Union School. | 0 | 0 | × | × | × | × | 287 | 0 | 12-24 | 8,800 | 10,650 | 639 | 739 | 42 | August 25. |
| 812 | German-American Institute* | 0 | × | × | × | × | 0 | .... | .... | 40-100 | .... | .... | .... | 3,055 | 40 | Sept., 1st Mon. |
| 813 | Syracuse Classical School | 0 | 0 | × | × | 0 | 0 | 300 | 26 | 45, 75, 105 | .... | 0 | 0 | 3,700 | 39 | Sept., 1st Mon. |
| 814 | Miss Bulkley's School | .... | × | × | × | .... | .... | 100 | .... | .... | .... | .... | .... | .... | 40 | September 15. |
| 815 | Irving Institute* | × | × | 0 | 0 | .... | .... | 1,000 | .... | *a*500 | .... | .... | .... | .... | 40 | September 12. |
| 816 | Trinity School* | .... | × | × | × | .... | × | 275 | 50 | *a*400 | 35,000 | .... | .... | 16,000 | 38 | September 9. |
| 817 | Troy Academy | × | × | 0 | 0 | 0 | × | 351 | 2 | 55 | 16,500 | 0 | 0 | 3,500 | 40 | September 1. |
| 818 | Troy Female Seminary | × | × | 0 | 0 | × | × | 1,519 | 5 | 64, 84 | 75,000 | 0 | 0 | 4,500 | 40 | Sept., 3d Wed. |
| 819 | Unadilla Academy | .... | .... | × | × | 0 | × | 360 | 10 | 18 | 3,800 | 10,000 | 700 | 677 | 40 | September 1. |
| 820 | Hartwell's Family School for Boys* | .... | .... | .... | × | 0 | 0 | .... | .... | 100 | 11,000 | .... | .... | 1,600 | 40 | Sept., 2d Mon. |
| 821 | Utica Female Academy* | × | × | × | × | × | × | 1,500 | 600 | *a*600 | 80,000 | .... | .... | .... | 40 | September 15. |
| 822 | Walton Union School | × | × | 0 | 0 | × | × | 626 | 4 | 10 | 10,144 | .... | .... | 525 | 42 | August 25. |
| 823 | Walworth Academy | × | × | × | × | × | × | 500 | ..... | 21$\frac{3}{4}$ | 10,000 | 800 | 48 | 1,200 | 40 | August 30. |
| 824 | Warrensburgh Academy | × | 0 | × | × | × | × | 200 | 0 | 24 | 4,305 | 0 | 0 | 1,083 | 40 | September 1. |
| 825 | Warsaw Union School and Academy. | .... | × | × | 0 | × | × | 1,500 | 50 | 18 | 50,000 | .... | .... | 95 | 40 | September 1. |
| 826 | Warwick Institute* | × | × | 0 | 0 | × | × | 400 | 0 | 18, 22, 26 | 9,200 | 0 | 0 | 310 | 43 | Aug., last Mon. |
| 827 | Riverside Seminary | 0 | × | × | × | 0 | × | 1,000 | 20 | 0 | 4,000 | 0 | 0 | 2,000 | 40 | September 1. |
| 828 | West Winfield Academy | × | × | × | × | × | × | 840 | 9 | 21-33 | 14,000 | .... | .... | 2,100 | 40 | September 3. |
| 829 | Alexander Institute | × | × | .... | × | × | × | 1,000 | 0 | *a*400 | 20,000 | 0 | 0 | *a*6,500 | 37 | September 14. |
| 830 | Whitestown Seminary | × | × | × | × | × | × | 1,328 | 10 | 18-30 | 48,560 | 0 | 0 | 2,400 | 39 | Aug., last week. |
| 831 | Red Creek Union Seminary | .... | .... | 0 | × | × | × | 300 | ..... | *b*24 | 12,000 | .... | .... | 1,500 | 40 | August 23. |
| 832 | Woodhull Academy and Union School.* | .... | .... | .... | × | 0 | × | 200 | 0 | *c*15 | 5,000 | .... | .... | 400 | 39 | September 1. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 833 | Middlebury Academy | 0 | 0 | 0 | × | × | × | 1,000 | 3 | 21 | 12,000 | 5,000 | 350 | 467 | 40 | September 1. |
| 834 | Yates Academy | 0 | 0 | 0 | 0 | 0 | × | 400 | 3 | 18 | 3,500 | ..... | 24 | 475 | 40 | July 1. |
| 835 | School for Young Ladies and Children. | ..... | × | × | × | ..... | ..... | ..... | ..... | 100 | ..... | ..... | ..... | ..... | 38 | September. |
| 836 | Belvidere Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 18–20 | 800 | ..... | ..... | 500 | 32 | October 1. |
| 837 | Cary High School | 0 | 0 | × | × | 0 | 0 | ..... | ..... | 15–40 | 2,500 | ..... | ..... | ..... | 40 | September 1. |
| 838 | Hughes' Academy | 0 | 0 | 0 | 0 | 0 | 0 | 250 | 6 | 30–50 | 2,000 | 2,000 | 1,500 | 700 | 20 | January 15. |
| 839 | Charlotte Female Institute | × | × | × | × | × | × | ..... | ..... | 50 | 25,000 | 0 | 0 | 12,000 | 40 | Sept., 2d Wed. |
| 840 | Scotia Seminary | ..... | ..... | × | × | ..... | 0 | 1,000 | ..... | 0 | 18,000 | 1,000 | ..... | 0 | 32 | Nov., 1st Tues. |
| 841 | Bethel Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 12–32 | 1,000 | ..... | ..... | 800 | 40 | January 26. |
| 842 | Denver Seminary | ..... | ..... | × | ..... | ..... | ..... | ..... | ..... | 5–14 | 2,500 | ..... | ..... | 750 | 38 | July, 3d Wed. |
| 843 | East Bend Academy | ..... | ..... | ..... | ..... | 0 | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | 40 | January. |
| 844 | Fremont Institute | ..... | 0 | 0 | × | 0 | 0 | 0 | 0 | 10–30 | ..... | 0 | ..... | ..... | 40 | August 1. |
| 845 | St. Mary's College | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *a*150 | ..... | ..... | ..... | ..... | ..... | ..... |
| 846 | Woodland Academy | ..... | × | × | × | 0 | × | 500 | 100 | 25 | 2,000 | ..... | ..... | ..... | 40 | August 8. |
| 847 | Graham High School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 35–45 | 5,200 | ..... | ..... | ..... | 40 | |
| 848 | Hayesville Academy | ..... | × | ..... | × | 0 | 0 | 125 | 0 | 20 | 3,000 | ..... | ..... | 1,250 | 40 | Aug., 1st Mon. |
| 849 | Somerville Institute | 0 | 0 | × | × | × | 0 | 0 | 0 | 20–25 | 800 | ..... | ..... | 400 | 20 | February 1. |
| 850 | Bingham School | ..... | × | 0 | 0 | ..... | ..... | ..... | ..... | 100 | 25,000 | ..... | ..... | ..... | 40 | August 1. |
| 851 | Monroe High School | 0 | 0 | × | × | 0 | × | ..... | ..... | 20–45 | 7,600 | ..... | ..... | 2,000 | 40 | Aug., 1st Mon. |
| 852 | Mt. Airy Academy | 0 | ..... | 0 | 0 | 0 | 0 | 0 | ..... | 10–35 | 1,000 | ..... | ..... | ..... | 42 | Aug., 1st Mon. |
| 853 | Mt. Pleasant Female Seminary | ..... | × | × | × | 0 | 0 | 100 | ..... | 15–40 | 3,500 | ..... | ..... | ..... | 40 | Aug., 1st Mon. |
| 854 | New Garden Boarding School | × | × | ..... | ..... | × | × | 1,500 | 110 | 100 | 10,000 | 600 | 50 | 4,400 | 40 | November 15. |
| 855 | Catawba High School | 0 | 0 | × | × | × | × | 2,000 | 0 | 30 | 13,000 | 0 | 0 | 1,600 | 36 | Aug., 1st Mon. |
| 856 | Pittsboro' Academy* | ..... | ..... | ..... | ..... | 0 | 0 | ..... | ..... | 30 | 200 | ..... | ..... | ..... | 40 | August 18. |
| 857 | Princeton School | ..... | ..... | ..... | ..... | 0 | 0 | 0 | 0 | 20 | 200 | ..... | ..... | ..... | ..... | ..... |
| 858 | Raleigh Male Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40–80 | 15,000 | ..... | ..... | ..... | 40 | August 28. |
| 859 | Washington School* | ..... | × | × | × | ..... | ..... | ..... | ..... | 5 | 4,000 | ..... | ..... | 400 | 40 | Oct., 1st Mon. |
| 860 | Reynoldson Male Institute | ..... | ..... | × | ..... | × | × | ..... | ..... | 20–30 | 2,400 | ..... | ..... | 600 | 40 | Sept., 2d Mon. |
| 861 | Vine Hill Academy | 0 | 0 | 0 | × | 0 | 0 | 0 | 0 | 30–55 | 2,500 | 0 | 0 | 1,100 | 40 | Aug., 2d Mon. |
| 862 | Sylvan Academy | 0 | × | × | × | 0 | 0 | ..... | ..... | 10–26 | 750 | ..... | ..... | 550 | 40 | August 20. |
| 863 | Summerfield High School | ..... | 0 | × | × | 0 | 0 | ..... | ..... | 16–33 | 1,000 | ..... | ..... | 600 | 39 | August 24. |
| 864 | Trap Hill Institute | × | × | × | × | 0 | × | 400 | 400 | 25 | 4,000 | ..... | ..... | 1,200 | 40 | Aug., 1st Mon. |
| 865 | Rev. Daniel Morrelle's English and Classical School. | 0 | × | 0 | 0 | 0 | × | 2,000 | ..... | 42, 55, 66 | 5,000 | 0 | 0 | ..... | 40 | Oct., 1st Mon. |
| 866 | Wilson Collegiate Institute | 0 | 0 | × | × | × | × | 1,500 | 25 | 50 | 15,000 | 0 | 0 | 3,860 | 40 | Sept., 1st Mon. |
| 867 | The Grange High School | × | ..... | 0 | 0 | 0 | 0 | 500 | ..... | 30 | 1,000 | ..... | ..... | 1,000 | 40 | Sept., 2d Mon. |
| 868 | Yadkin College | ..... | × | × | × | 0 | 0 | 500 | 100 | 25–40 | 5,000 | ..... | ..... | 1,000 | 41 | August 12. |
| 869 | Albany Enterprise Academy | × | 0 | × | × | 0 | ..... | 500 | 30 | 15 | 10,000 | 3,000 | 300 | 300 | 36 | Sept., 2d Mon. |
| 870 | Alum Creek Academy* | 0 | 0 | 0 | 0 | × | × | 300 | 0 | 9–14½ | 800 | 0 | 0 | 200 | 36 | September. |
| 871 | Grand River Institute | ..... | ..... | × | × | ..... | × | 700 | ..... | 18–24 | 15,000 | 10,000 | ..... | ..... | 39 | August 15. |
| 872 | Friends' Boarding School* | 0 | 0 | 0 | 0 | × | × | 510 | ..... | 115 | 40,000 | 4,200 | 294 | 5,290 | 40 | Oct., 2d week. |
| 873 | Beverly College | 0 | 0 | × | 0 | × | × | 0 | ..... | 20–30 | 5,000 | 2,250 | 300 | 1,000 | 38 | |
| 874 | Academy of Central College *d* | ..... | ..... | ..... | ..... | × | × | ..... | ..... | 20 | 16,000 | 0 | 0 | ..... | 39 | September. |
| 875 | Geauga Seminary *c* | ..... | ..... | ..... | ..... | 0 | 0 | 0 | ..... | ..... | 1,000 | ..... | ..... | ..... | ..... | ..... |
| 876 | Academy of the Sisters of Notre Dame. | × | × | × | × | × | × | 500 | ..... | ..... | ..... | ..... | ..... | ..... | 44 | Sept., 1st Mon. |
| 877 | Mt. St. Vincent's Academy | ..... | × | × | × | × | × | 4,000 | 50 | 150 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 878 | Miss Nourse's Family & Day School | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | September 22. |

* From Report of the Commissioner of Education for 1879. *a* Includes board. *b* Average charge. *c* For non-residents. *d* Temporarily closed.
*c* Report is for six months of the year only, since which there has been no school.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 scholastic 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 |
| 879 | St. Francis' Gymnasium | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 880 | Clermont Academy | × | × | × | × | × | × | 400 | 6 | $30 | $1,200 | $0 | ..... | $949 | 36 | Oct., 1st Mon. |
| 881 | Brooks School (for Girls) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 882 | Cleveland Academy* | ..... | × | × | ..... | 0 | × | ..... | ..... | 60–100 | 25,000 | ..... | ..... | ..... | 40 | Sept., 2d Wed. |
| 883 | St. Mary's Institute | × | × | × | × | × | × | 400 | ..... | ..... | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 884 | Ewington Academy | ..... | ..... | ..... | ..... | 0 | ..... | ..... | ..... | *a*5 | 2,000 | ..... | ..... | *a*224 | 40 | |
| 885 | Fostoria Academy | × | × | × | × | 0 | 0 | 200 | 200 | 22 | 30,000 | 7,500 | $0 | 965 | 39 | August 31. |
| 886 | Gallia Academy and Normal College.* | × | × | × | × | × | × | 600 | 100 | 21, 24 | 28,000 | ..... | ..... | ..... | 36 | Sept., 1st Mon. |
| 887 | Harcourt Place Academy | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | *b*400 | 10,000 | ..... | ..... | 9,000 | 40 | Sept., 1st Wed. |
| 888 | Goshen Seminary | × | ..... | 0 | 0 | 0 | 0 | 20 | 0 | 30 | 1,200 | ..... | ..... | 1,100 | 42 | Sept., 1st Mon. |
| 889 | Harlem Springs Academy | ..... | ..... | ..... | × | ..... | × | ..... | ..... | 33 | 6,000 | ..... | ..... | 800 | 40 | August 20. |
| 890 | Hartford Academic Institute | ..... | ..... | × | × | ..... | ..... | 50 | ..... | 16 | 2,500 | ..... | ..... | ..... | 36 | Aug., last Tues. |
| 891 | Vermillion Institute | × | × | × | × | ..... | ..... | 300 | ..... | 24 | 10,000 | ..... | ..... | ..... | 40 | September 1. |
| 892 | Atwood Institute*c* | 0 | 0 | × | 0 | 0 | 0 | ..... | ..... | 15–18 | 1,500 | ..... | ..... | 600 | 33 | September 1. |
| 893 | Lexington Male and Female Seminary.* | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 21 | 2,500 | 0 | 0 | 700 | 42 | Sept., 1st Mon. |
| 894 | Madison Seminary | ..... | ..... | × | × | ..... | × | ..... | ..... | *d*20 | 5,000 | ..... | ..... | 600 | 29 | |
| 895 | Madison Academy* | ..... | ..... | ..... | ..... | ..... | ..... | 400 | 40 | 24 | 3,000 | ..... | ..... | 900 | 39 | Sept., 1st Mon. |
| 896 | New Hagerstown Academy | ..... | ..... | × | × | 0 | 0 | 100 | ..... | 12–36 | ..... | ..... | ..... | ..... | 40 | September 1. |
| 897 | Northwood Normal and Collegiate Institute. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 898 | Ursuline College | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *b*150 | ..... | ..... | ..... | ..... | ..... | |
| 899 | Poland Union Seminary | ..... | ..... | ..... | × | × | × | 400 | ..... | 27 | 20,000 | 9,000 | 700 | 1,350 | 39 | August 17. |
| 900 | Ursuline Academy for Young Ladies. | ..... | × | × | × | × | × | 3,000 | ..... | *b*200 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 901 | Savannah Academy | ..... | ..... | × | × | × | × | *e*500 | ..... | 24, 30 | ..... | *e*2,300 | *e*180 | ..... | 40 | August. |
| 902 | Starr's Institute | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | 3,500 | ..... | ..... | ..... | 40 | September 6. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 903 | Smithville High School | ..... | ..... | × | × | × | × | 450 | 12 | 25 | 10,000 | ..... | ..... | ..... | 42 | August. |
| 904 | Northern Ohio Collegiate and Business Institute.* | ..... | × | × | × | 0 | × | 300 | 300 | 15–30 | 15,000 | ..... | ..... | 1,032 | 39 | August 31. |
| 905 | Springfield Seminary | ..... | × | ..... | × | × | × | ..... | ..... | 45–75 | 15,000 | ..... | ..... | ..... | 40 | September 8. |
| 906 | Steubenville Seminary | × | × | × | × | × | × | 3,000 | 100 | 24–36 | 40,000 | ..... | ..... | ..... | 40 | September. |
| 907 | College of Ursuline Sisters | ..... | ..... | × | × | × | × | ..... | ..... | 20 | ..... | ..... | ..... | ..... | 44 | Sept., 1st Mon. |
| 908 | Ursuline Convent of the Sacred Heart. | ..... | × | × | × | ..... | ..... | ..... | ..... | *b*200 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 909 | Plains Seminary | ..... | ..... | ..... | ..... | 0 | 0 | ..... | ..... | 20 | 2,000 | ..... | ..... | ..... | ..... | |
| 910 | Twinsburgh Institute* | 0 | 0 | 0 | 0 | 0 | 0 | 600 | 0 | 10 | 10,000 | 0 | 0 | ..... | 40 | July 4. |
| 911 | Western Reserve Seminary*f* | ..... | ..... | × | × | × | × | 1,000 | ..... | 18 | 18,000 | ..... | ..... | ..... | 39 | August 16. |
| 912 | Rayen High School* | 0 | 0 | × | 0 | × | × | ..... | ..... | (*g*) | 30,000 | 70,000 | 5,000 | ..... | 38 | September 6. |
| 913 | Putnam Classical Institute | × | × | × | × | × | × | 3,000 | 200 | 150 | 40,000 | ..... | ..... | ..... | 39 | September 7. |
| 914 | Albany Collegiate Institute | × | × | × | × | 0 | × | 400 | 20 | 50 | 10,000 | 2,000 | 120 | 2,300 | 40 | Sept., 1st Wed. |
| 915 | Ashland College and Normal School. | × | × | × | × | × | × | ..... | 25 | 40 | 8,500 | ..... | ..... | 2,158 | 40 | June 1. |
| 916 | Notre Dame Academy | ..... | ..... | × | × | ..... | ..... | *c*100 | ..... | ..... | *c*8,000 | ..... | ..... | ..... | ..... | |
| 917 | La Creole Academic Institute | ..... | ..... | × | × | × | × | ..... | ..... | 7½–18 | *c*3,500 | *c*5,000 | *c*500 | ..... | 36 | Sept. 20. |
| 918 | St. Mary's Academy for Young Ladies. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 919 | Santiam Academy | ..... | ..... | × | × | × | × | 250 | 10 | 16–48 | 9,000 | 1,870 | 150 | 900 | 40 | September. |
| 920 | Bishop Scott Grammar School | ..... | × | × | × | × | 0 | 4,000 | 20 | 40, 60 | 50,000 | 10,000 | 1,000 | 7,000 | 40 | August 31. |
| 921 | Independent German School | 0 | × | × | 0 | 0 | 0 | 0 | 0 | 20 | 6,000 | 0 | 0 | 900 | 40 | September 1. |
| 922 | St. Mary's Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 923 | St. Michael's College | ..... | ..... | × | × | ..... | × | 200 | ..... | 32 | 20,000 | ..... | ..... | 1,500 | 44 | September. |
| 924 | St. Paul's Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 925 | Academy of the Sacred Heart | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 926 | Academy of Mary Immaculate* | ..... | ..... | × | × | 0 | 0 | 300 | ..... | 24, 32, 40 | ..... | ..... | ..... | ..... | 42 | Aug., last Mon. |
| 927 | Umpqua Academy* | × | × | × | × | × | × | 200 | 20 | 15–36 | 5,000 | 0 | 0 | 1,700 | 40 | September 6. |
| 928 | School for Girls | 0 | × | 0 | 0 | 0 | × | ..... | ..... | 80 | ..... | ..... | ..... | ..... | 40 | September 15. |
| 929 | St. Xavier's Academy | × | × | × | × | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | September. |
| 930 | Beaver College and Musical Institute. | 0 | × | × | × | × | × | 650 | 50 | 35 | 50,000 | 0 | 0 | 6,000 | 40 | Sept., 2d Tues. |
| 931 | Mountain Seminary | × | × | × | × | ..... | × | 1,500 | ..... | 50 | 30,000 | ..... | ..... | ..... | 37 | September 8. |
| 932 | Bristol Seminary | ..... | × | × | × | 0 | × | 0 | ..... | 40 | ..... | ..... | ..... | ..... | 40 | September 14. |
| 933 | Witherspoon Institute* | ..... | × | × | × | × | × | ..... | ..... | 24 | 7,000 | ..... | ..... | ..... | 42 | September 1. |
| 934 | Penn's Valley Institute | × | × | × | 0 | 0 | 0 | ..... | ..... | 20–25 | 4,000 | ..... | ..... | 550 | 42 | July 25. |
| 935 | Chester Academy | × | × | × | × | × | × | 450 | ..... | *d*45 | 12,000 | ..... | ..... | 3,000 | 39 | Sept., 2d Mon. |
| 936 | Maplewood Institute* | × | × | × | × | × | × | 500 | 10 | 60 | 30,000 | ..... | ..... | ..... | 40 | September 8. |
| 937 | Chester Valley Academy* | × | × | × | × | ..... | × | 500 | ..... | 50 | 25,000 | ..... | ..... | ..... | 50 | Sept., 2d Wed. |
| 938 | Doylestown Seminary* | 0 | × | × | × | × | × | 500 | ..... | 60 | 20,000 | ..... | ..... | 3,000 | 40 | August 31. |
| 939 | Trach's Academy and Commercial School. | ..... | ..... | × | × | ..... | × | 40 | ..... | 30–75 | ..... | ..... | ..... | ..... | 44 | August 15. |
| 940 | Eldersridge Academy for Males and Females.* | 0 | 0 | 0 | 0 | 0 | 0 | 700 | 0 | 30 | 3,000 | 0 | 0 | 725 | 40 | August 30. |
| 941 | Erie Academy* | ..... | ..... | ..... | × | × | × | ..... | ..... | 9 | 50,000 | 18,000 | ..... | ..... | 39 | August 30. |
| 942 | St. Benedict's Academy | ..... | × | × | × | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 43 | Sept., 1st Mon. |
| 943 | Keystone Academy | ..... | × | × | × | × | × | 700 | 200 | 30 | 30,000 | ..... | ..... | ..... | 40 | August 27. |

* From Report of the Commissioner of Education for 1879.
*a* For a term.
*b* Includes board.
*c* No school this year; these statistics are for 1879.
*d* Average charge.
*e* In 1878.
*f* These statistics are for the year 1879.
*g* Free to residents.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 | Collegiate Institute* | × | × | | | | | | | $75–100 | | | | | 40 | Sept., 2d Mon. |
| 945 | Friends' School | | × | | | | | | | 12, 30, 40 | *a*$2, 600 | | | $853 | 40 | September. |
| 946 | Germantown Day College | | | | | | | | | | | | | | | |
| 947 | Greensburgh Seminary for Young Ladies and Young Men. | × | × | × | × | 0 | | 600 | 25 | 33, 38 | 25, 000 | | | 2, 500 | 40 | Sept., 1st Wed. |
| 948 | Hollidaysburgh Young Ladies' Seminary.* | | × | × | × | × | × | 1, 000 | | 150 | 75, 500 | | | | 40 | June, 3d Wed. |
| 949 | Eclectic Institute | | | × | × | × | × | 200 | 0 | 20–40 | 15, 000 | $0 | | | 42 | September 5. |
| 950 | Martin Academy* | × | × | 0 | 0 | × | × | 300 | | 40 | 20, 000 | | | | 40 | Sept., 1st Mon. |
| 951 | Pickering Institute | × | | × | × | 0 | × | 12 | | *b*30 | 5, 000 | | | | 39 | Sept., 1st Mon. |
| 952 | Linden Hall Seminary* | | × | × | × | × | × | 3, 000 | | 75 | 40, 000 | | | | 40 | September 1. |
| 953 | Lititz Academy | × | × | | × | × | × | 490 | 15 | 42 | 2, 000 | 0 | $0 | 2, 300 | 43 | September 6. |
| 954 | St. Aloysius Academy | | | | | | | | | | | | | | | |
| 955 | Swithin C. Shortlidge's Media Academy for Boys. | × | × | × | × | × | × | 1, 000 | | 100 | | | | | | September 13. |
| 956 | Hazzard's Academy | × | 0 | × | × | × | × | 373 | 73 | 30 | | | | | 30 | September 1. |
| 957 | Western Pennsylvania Classical and Scientific Institute.* | × | × | × | × | × | × | 150 | | 24–36 | 25, 000 | 0 | | | 39 | September 2. |
| 958 | Laird Institute | 0 | 0 | | | × | × | 250 | | *b*20 | 2, 500 | 0 | 0 | | 40 | April, 2d week. |
| 959 | Nazareth Hall | × | × | × | × | × | × | 5, 200 | 40 | 100 | 30, 000 | 0 | 0 | 6, 500 | 40 | September 3. |
| 960 | Union Seminary | | | × | × | × | × | 2, 429 | 70 | 32 | 18, 000 | | *c*100 | 900 | 40 | August 18. |
| 961 | New Lebanon Institute | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 15, 21 | *d*300 | 0 | 0 | 343 | 39 | Aug., last Tues. |
| 962 | Oakland Female Institute | | × | × | × | × | × | 2, 500 | | 50 | | | | | 38 | September 14. |
| 963 | Treemount Seminary | × | × | × | × | × | × | 1, 150 | 50 | *e*280 | 40, 000 | | | | 40 | Sept., 2d Tues. |
| 964 | Parkesburg Classical Institute* | | | | | | | | | 32–50 | | | | | 40 | September 6. |
| 965 | Academy of the Protestant Episcopal Church. | × | × | × | 0 | × | × | | | | | | | | | |
| 966 | Agnes Irwin's School | × | × | 0 | 0 | | | 500 | 30 | 140, 170 | | | | | 39 | Sept., 3d week. |
| 967 | Aldine Institute | × | × | × | | | × | | | | | | | | 40 | September. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 968 | Miss Anable's School for Young Ladies.* | ..... | × | × | × | ..... | ..... | ..... | ..... | 150 | ..... | ..... | ..... | ..... | 40 | September. |
| 969 | Broad Street Academy* | ..... | × | × | 0 | × | × | 3,000 | 100 | 80–130 | 25,000 | 0 | 0 | 9,000 | 40 | September 1. |
| 970 | Classical Institute* | × | × | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 5,000 | 0 | 0 | 6,000 | 41 | Sept., 2d Mon. |
| 971 | East Walnut Street Female Seminary. | × | × | × | × | × | × | 1,000 | ..... | 100, 125 | ..... | ..... | ..... | ..... | 40 | Sept., 3d Wed. |
| 972 | Friends' Girard Avenue School | 0 | × | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 40,000 | 0 | 0 | 3,000 | 40 | Sept., 2d week. |
| 973 | Friends' School* | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | 12, 16, 20 | ..... | ..... | ..... | 1,517 | 40 | Sept., 2d Mon. |
| 974 | Friends' Select School for Boys | × | × | 0 | 0 | × | × | 0 | ..... | 40–75 | ..... | ..... | ..... | 1,500 | 40 | September 13. |
| 975 | Friends' Select School for Girls | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | September. |
| 976 | Girard College for Orphans | × | × | × | × | × | × | 7,527 | 423 | 0 | 3,500,000 | *f* 6,000,000 | *f* 694,248 | 0 | 43 | January 1. |
| 977 | Institute for Young Ladies | ..... | × | × | × | ..... | ..... | ..... | ..... | 80, 150 | ..... | ..... | ..... | ..... | 38 | September 22. |
| 978 | Langton Select Academy | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 70–90 | ..... | ..... | ..... | ..... | 40 | September 13. |
| 979 | Mt. St. Joseph Academy | × | × | × | × | ..... | × | 2,000 | ..... | 200 | 100,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 980 | Philadelphia Seminary | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | September 14. |
| 981 | Rittenhouse Academy | × | × | 0 | 0 | 0 | × | 0 | 0 | 60–100 | ..... | ..... | ..... | ..... | 40 | Sept., 2d Mon. |
| 982 | R. S. Ashbridge's School for Girls* | ..... | × | × | × | ..... | ..... | ..... | ..... | 70–100 | ..... | ..... | ..... | 1,545 | 38 | September 18–20. |
| 983 | Schleigh Academy | ..... | × | × | × | ..... | ..... | ..... | ..... | 50 | ..... | ..... | ..... | ..... | ..... | |
| 984 | School for Young Ladies* | ..... | × | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 | September. |
| 985 | Supplee Institute for Young Ladies. | ..... | × | × | × | × | × | *1,000 | ..... | *b*100 | ..... | ..... | ..... | ..... | 40 | September 22. |
| 986 | Ury House School | × | × | × | × | 0 | 0 | 300 | 100 | *c*400 | ..... | ..... | ..... | ..... | 38 | September 15. |
| 987 | West Chestnut Street Institute | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 988 | West Chestnut Street Seminary | ..... | × | ..... | ..... | 0 | × | ..... | ..... | 50–100 | ..... | ..... | ..... | 2,600 | 35 | Oct., 1st Mon. |
| 989 | William Penn Charter School | × | × | 0 | 0 | 0 | 0 | ..... | ..... | 70–100 | 57,000 | ..... | 32,500 | 9,738 | 40 | September 15. |
| 990 | Young Ladies' Academy and Select School for Children. | × | × | × | × | 0 | 0 | ..... | ..... | 13–100 | ..... | ..... | ..... | 300 | 41 | Sept., 1st Mon. |
| 991 | The Bishop Bowman Institute | ..... | × | × | × | 0 | ..... | 1,200 | ..... | 80, 110, 170 | 25,000 | ..... | ..... | ..... | 40 | Sept., 2d Mon. |
| 992 | St. Mary's Academy | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 993 | St. Ursula's Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 994 | Cottage Seminary for Young Ladies | × | × | × | × | ..... | × | 750 | 25 | 50 | 20,000 | ..... | ..... | ..... | 40 | Sept., 3d Thurs. |
| 995 | Reid Institute | ..... | × | ..... | × | ..... | ..... | 500 | ..... | 24 | 2,000 | ..... | ..... | 800 | 40 | Oct., 1st Mon. |
| 996 | Ridley Park Seminary | ..... | × | × | × | ..... | ..... | ..... | ..... | 30–70 | ..... | ..... | ..... | ..... | 38 | September. |
| 997 | Clarion Collegiate Institute | ..... | × | × | × | ..... | ..... | 100 | 50 | 20 | 8,000 | ..... | ..... | 400 | 36 | April 1. |
| 998 | Classical department of Missionary Institute. | 0 | 0 | 0 | 0 | 0 | × | 1,200 | ..... | 33 | 8,000 | 25,000 | 1,200 | 1,500 | 39 | Aug., 3d Thurs. |
| 999 | Sewickley Academy | ..... | × | ..... | × | ..... | × | ..... | ..... | 60 | 25,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 1000 | Academy of the Holy Child Jesus | × | × | × | × | ..... | ..... | *g*850 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | September. |
| 1001 | Cheltenham Academy | 0 | 0 | 0 | × | × | × | 150 | ..... | *e*418 | 75,000 | ..... | ..... | 18,076 | 38 | September 15. |
| 1002 | Stewartstown English and Classical Institute. | ..... | ..... | × | × | × | ..... | ..... | ..... | 30–40 | 3,000 | ..... | ..... | 800 | 40 | September. |
| 1003 | Toughkenamon Boarding School | × | × | ..... | ..... | ..... | ..... | 250 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 1004 | Susquehanna Collegiate Institute | × | ..... | × | × | × | × | 500 | 12 | 20–40 | 30,000 | ..... | ..... | 3,000 | 40 | August 23. |
| 1005 | Washington Hall Collegiate Institute. | ..... | × | × | × | ..... | ..... | 1,590 | 22 | 32 | 20,000 | ..... | ..... | 800 | 40 | Sept., 1st Mon. |
| 1006 | Unionville Academy | 0 | × | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 5,000 | 0 | 0 | 583 | 36 | September. |
| 1007 | Trinity Hall | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |

* From Report of the Commissioner of Education for 1879.
*a* Value of building and apparatus.
*b* Average charge.
*c* From collections.
*d* Value of grounds.
*e* Includes board.
*f* Estimated value of the residuary estate of Stephen Girard: the income of the estate in 1880 was $694,248, of which $350,112 were expended for the college.
*g* In 1878.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 1008 | Darlington Seminary for Young Ladies. | × | × | × | × | 0 | × | 600 | 30 | $50 | $25,000 | ..... | ..... | ..... | 40 | September 19. |
| 1009 | Miss Smith's Family and Day School.* | ..... | × | × | × | ..... | ..... | ..... | ..... | 45–100 | ..... | ..... | ..... | ..... | 39 | Sept., 3d Wed. |
| 1010 | Home School for Girls | ..... | × | ..... | × | ..... | ..... | 500 | 100 | 40–100 | ..... | ..... | ..... | ..... | 40 | September. |
| 1011 | Mrs. Lucretia M. B. Mitchell's School for Girls. | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | *a*60 | ..... | ..... | ..... | ..... | 40 | September. |
| 1012 | Rawlins' West Philadelphia Academy. | ..... | ..... | × | × | 0 | 0 | 300 | ..... | 75 | ..... | ..... | ..... | ..... | 40 | September 21. |
| 1013 | Westtown Boarding School* | × | × | 0 | 0 | × | × | 3,000 | 100 | *b*150 | ..... | ..... | ..... | $25,631 | 44 | November 1. |
| 1014 | Williamsport Dickinson Seminary* | × | × | × | × | × | × | 2,750 | ..... | *a*30 | 100,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 1015 | York County Academy* | 0 | 0 | 0 | 0 | × | × | ..... | 0 | 36–40 | 10,000 | $6,000 | ..... | 1,980 | 40 | Aug., 4th Mon. |
| 1016 | School of St. John the Evangelist. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 18, 24, 30 | ..... | ..... | ..... | ..... | 39 | Sept., 1st Wed. |
| 1017 | Family and Day School for Girls | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 36 | Sept., last Thurs. |
| 1018 | Island High School* | 0 | 0 | 0 | 0 | 0 | 0 | 867 | 45 | 40 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 1019 | Female Academy of the Sacred Heart. | ..... | × | × | × | × | × | 2,491 | ..... | 200 | 75,000 | 0 | $0 | ..... | 40 | Sept., 1st Wed. |
| 1020 | Friends' New England Boarding School. | × | × | × | × | × | × | 5,000 | 1,000 | *b*300 | 300,000 | 100,000 | 6,000 | 15,000 | 40 | Sept., 1st Tues. |
| 1021 | St. Mary's Young Ladies' Seminary.* | × | × | × | × | 0 | 0 | 500 | 24 | *b*205 | 35,000 | ..... | 6,000 | *b*6,000 | 40 | September 1. |
| 1022 | Polytechnic and Industrial Institute. | × | × | × | × | 0 | 0 | 600 | 200 | 10 | 15,000 | 0 | 0 | 2,110 | 40 | November 1. |
| 1023 | Wallingford Academy *c* | ..... | ..... | × | ..... | 0 | 0 | 260 | ..... | ..... | 15,000 | ..... | ..... | 338 | 36 | October 1. |
| 1024 | Brainerd Institute | × | × | ..... | ..... | × | × | 60 | ..... | ..... | 3,700 | 0 | 0 | ..... | 36 | October 1. |
| 1025 | Clinton High School | ..... | ..... | × | × | ..... | ..... | ..... | ..... | 16–36 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 1026 | Benedict Institute | ..... | ..... | ..... | × | 0 | 0 | 1,500 | 300 | 8 | 30,000 | ..... | ..... | ..... | 33 | October. |
| 1027 | Gowensville Seminary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | *a*24 | 1,200 | 0 | 0 | ..... | 40 | November. |
| 1028 | Brewer Normal School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1029 | Lexington High School* | × | × | 0 | 0 | × | × | 60 | 10 | 20–40 | | 0 | 0 | 1,000 | 40 | September 1. |
| 1030 | Reidville Female College* | | × | × | × | × | × | | | 20–40 | 15,000 | | | 2,000 | 40 | Sept., 2d Wed. |
| 1031 | Male Academy | 0 | 0 | 0 | 0 | 0 | 0 | | | 16–30 | | | | | 40 | Jan., 2d week. |
| 1032 | Masonic Male and Female Academy | | | × | × | | | | | 20 | 5,000 | | | 1,200 | 40 | Aug., 1st Mon. |
| 1033 | Sullins Female College* | × | | × | × | 0 | 0 | 0 | 0 | 20–40 | 10,000 | | | 2,000 | 40 | Aug., last Thurs. |
| 1034 | Enon Seminary*d* | | | | × | 0 | 0 | 0 | 0 | *a*8¾ | 1,500 | | | 500 | 20 | February. |
| 1035 | Cairo Institute | | | | | | | | | | | | | | | |
| 1036 | Centreville High School | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 22–42 | 2,000 | 0 | 0 | 450 | 40 | Sept., 1st Mon. |
| 1037 | Chapel Hill Academy | | | × | × | | | | | 33 | 2,000 | | | | 40 | Jan., 2d Mon. |
| 1038 | Charleston Academy * | 0 | 0 | 0 | × | 0 | 0 | 0 | 0 | 10, 20, 30 | *e*3,700 | 0 | 0 | 1,000 | 40 | August 5. |
| 1039 | Chatata Seminary | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 10–25 | 800 | | | 700 | 40 | Aug., 1st Mon. |
| 1040 | Chattanooga Female Seminary* | | × | × | × | | | | | *a*36 | | | | | | Sept., 1st Mon. |
| 1041 | Clarksville Female Academy | | × | × | × | 0 | × | | | 30–50 | | | | | | Sept., 1st Mon. |
| 1042 | Flag Pond Seminary | 0 | × | × | 0 | 0 | 0 | 20 | 5 | 20 | 10,000 | | | | 40 | September 1. |
| 1043 | Cane Creek Academy | 0 | 0 | × | × | 0 | 0 | 1,000 | 20 | 10–45 | 1,200 | 0 | 0 | 1,500 | 40 | August 1. |
| 1044 | Tipton Female Seminary | | | × | × | 0 | 0 | | | 30–40 | 4,000 | | | 1,000 | 40 | August. |
| 1045 | Culleoka Institute* | 0 | 0 | 0 | 0 | 0 | 0 | 900 | 100 | 50 | 2,500 | 0 | 0 | | 40 | August. |
| 1046 | Hatchie Academy | | | | | | | | | 35 | 500 | | | | 40 | |
| 1047 | Masonic Institute | × | | | | 0 | × | | | | | | | | 32 | August 29. |
| 1048 | Friendsville Institute | 0 | 0 | 0 | 0 | | | 200 | 0 | 9–16 | 2,000 | 0 | 0 | | 36 | |
| 1049 | Edwards Academy | | | × | × | 0 | 0 | 100 | | 8–15 | 3,000 | | | 400 | 36 | August 30. |
| 1050 | Henderson Masonic Male and Female Institute. | | × | × | × | × | × | | 100 | 15–50 | | | | | 40 | Sept., 1st Mon. |
| 1051 | West Tennessee Seminary | | | × | × | 0 | 0 | 110 | | 10–40 | 3,500 | | | 250 | 40 | September 1. |
| 1052 | Odd Fellows' Male and Female College. | | | × | × | 0 | | | | | 10,000 | | | | 40 | September 6. |
| 1053 | Huntingdon High School* | | | × | × | 0 | 0 | 0 | | 30 | | | | 1,500 | 20 | September 1. |
| 1054 | Sam Houston Academy | | × | × | × | 0 | | 0 | | (*f*) | 8,000 | 15,000 | 1,000 | 300 | 40 | March, 1st Mon. |
| 1055 | Martin Academy | | | × | × | | | | | 8–20 | 2,000 | | | | 32 | Sept., 1st Mon. |
| 1056 | Greenwood Seminary | | × | × | × | | | 3,000 | 20 | *b*200–275 | 10,000 | | | | 40 | Sept., 1st Mon. |
| 1057 | Masonic Academy* | | | × | | 0 | 0 | 0 | | *a*2 | 1,400 | | | 600 | 40 | August., 2d week. |
| 1058 | Savannah Grove Academy | | | × | × | | | | | 10 | 750 | | | | 20 | January 3. |
| 1059 | Lynchburg Male and Female Academy. | | | | | 0 | 0 | 0 | 0 | | 1,200 | | | | 32 | January. |
| 1060 | Waters and Walling College | 0 | 0 | × | × | 0 | × | 0 | 0 | 15–40 | 5,000 | 0 | 0 | 1,500 | 40 | February 1. |
| 1061 | Martin Male and Female Academy | 0 | 0 | × | × | 0 | × | 100 | | 15–40 | 1,200 | 0 | 0 | 1,200 | 40 | Sept., 1st Mon. |
| 1062 | West Tennessee Preparatory School. | 0 | 0 | × | × | 0 | 0 | | | 9 | 1,000 | | | 600 | 36 | Sept., 1st Mon. |
| 1063 | Miss Higbee's School | × | × | 0 | × | | × | 50 | | 40–140 | | | | | 40 | September 14. |
| 1064 | Memphis Institute | | | | | | | | | 50, 60, 70 | | | | 2,000 | 32 | |
| 1065 | St. Mary's School | × | × | × | × | 0 | × | | | | 20,000 | | | | 40 | September. |
| 1066 | Fairmount | × | × | × | × | × | | 500 | 50 | 180 | 25,000 | | | 8,100 | 40 | March 15. |
| 1067 | Morristown Female High School | | | | | 0 | 0 | | | 30 | 3,000 | | | | 36 | September 1. |
| 1068 | Mt. Pleasant Male and Female Academy. | × | | × | × | 0 | 0 | 0 | 0 | 20–50 | 6,000 | 0 | 0 | 1,500 | 40 | September 1. |
| 1069 | Edgefield Male Academy* | × | × | × | 0 | 0 | 0 | | | 60 | 5,000 | | | 2,900 | 40 | September 4. |
| 1070 | Montgomery Bell Academy | | | | | | × | | | 60, 80 | | | | | 39 | September 6. |
| 1071 | Nashville Academy* | | | | | | | | | | | | | | | |

* From Report of the Commissioner of Education for 1879.
*a* Average charge.
*b* Includes board.
*c* These statistics are for 1879.
*d* School reopened February, 1880, after several years' suspension, and closed at the end of twenty weeks.
*e* Value of grounds and buildings.
*f* Free to residents.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 1072 | Alpine Academy | × | ..... | × | × | 0 | 0 | ..... | ..... | $10–30 | $1,000 | ..... | ..... | $125 | 40 | January 1. |
| 1073 | Southern Union Normal School* | × | 0 | × | × | × | × | 500 | ..... | 16–40 | ..... | ..... | ..... | 2,000 | 40 | Sept., 2d Mon. |
| 1074 | Union Seminary | ..... | ..... | × | × | × | × | 300 | ..... | 30 | 6,000 | ..... | ..... | 600 | 40 | Sept., 1st Mon. |
| 1075 | Holston Seminary | 0 | 0 | ..... | × | 0 | × | 100 | ..... | 25 | 10,000 | $0 | $0 | 300 | 40 | August 15. |
| 1076 | Oak Hill Collegiate Institute* | × | 0 | × | × | × | × | 150 | 0 | *a*25 | 7,000 | 0 | 0 | 2,500 | 40 | August, 1st Mon. |
| 1077 | Bledsoe Institute | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 7½–10 | 1,000 | ..... | ..... | 275 | 40 | |
| 1078 | Mrs. Dr. Milam's School for Girls | 0 | 0 | × | × | ..... | ..... | ..... | ..... | 35 | 5,000 | ..... | ..... | ..... | 40 | January 12. |
| 1079 | Paris Male High School | 0 | 0 | 0 | 0 | 0 | × | 0 | ..... | 25 | 2,000 | 0 | 0 | 1,000 | 42 | September 1. |
| 1080 | The Mrs. S.H. Welch High School | × | ..... | × | × | 0 | 0 | ..... | ..... | 20–30 | 5,000 | ..... | ..... | 1,600 | 40 | August 30. |
| 1081 | People's College | 0 | ..... | × | × | 0 | 0 | 500 | ..... | 6¼–17½ | 14,000 | ..... | ..... | 2,500 | 40 | August 5. |
| 1082 | Arlington Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 500 | 0 | 0 | 300 | 40 | August, 1st Mon. |
| 1083 | Clear Spring Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 8–15 | 3,500 | ..... | ..... | ..... | 32 | Sept., 1st Mon. |
| 1084 | Sequatchie College* | 0 | 0 | × | × | 0 | 0 | 0 | 0 | 32 | 13,000 | ..... | ..... | 1,800 | 40 | July, 3d Mon. |
| 1085 | Madison Academy | 0 | 0 | × | × | 0 | 0 | 100 | ..... | 100 | 1,000 | 10,000 | 600 | ..... | 40 | August. |
| 1086 | Hardin College | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15–40 | ..... | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 1087 | Collegiate Institute* | ..... | × | × | × | × | ..... | ..... | ..... | 18–42 | 12,000 | ..... | ..... | ..... | 40 | Sept., 1st Mon. |
| 1088 | Fulton Academy | 0 | 0 | × | 0 | 0 | 0 | 0 | ..... | 6–12 | 500 | ..... | ..... | ..... | 40 | February. |
| 1089 | Nourse Seminary | ..... | ..... | ..... | × | 0 | 0 | ..... | ..... | ..... | 3,000 | ..... | ..... | ..... | 40 | August. |
| 1090 | White Seminary | 0 | 0 | ..... | 0 | 0 | 0 | 0 | 0 | *b*1–2½ | 500 | 0 | 0 | ..... | 40 | March. |
| 1091 | Tazewell College | ..... | ..... | ..... | × | 0 | 0 | 0 | ..... | 13½–31 | 1,000 | ..... | ..... | 1,300 | 36 | August 22. |
| 1092 | Pleasant Grove Seminary* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1,500 | 0 | 0 | 330 | 38 | January 13. |
| 1093 | Washington College | ..... | ..... | 0 | × | 0 | 0 | 0 | ..... | 13–25 | 7,000 | 2,000 | 100 | 300 | 38 | September 5. |
| 1094 | Woolsey's College | ..... | ..... | ..... | ..... | ..... | ..... | 5 | ..... | 12–15 | 4,000 | ..... | ..... | ..... | 20 | September 15. |
| 1095 | Texas German and English Academy. | ..... | × | × | ..... | 0 | × | 150 | 15 | 35 | 8,000 | ..... | ..... | 3,200 | 40 | Sept., 1st Mon. |
| 1096 | West Texas Conference Seminary | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 1097 | Live Oak Seminary | 0 | 0 | × | × | 0 | 0 | 1,000 | 0 | 40 | 10,000 | 0 | 0 | 1,800 | 42 | Feb., 1st Mon. |
| 1098 | Corpus Christi Military and Commercial Academy.* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | ..... | 52 | 3,000 | ..... | ..... | 1,000 | 40 | September 1. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1099 | Corsicana Female College | | × | × | × | × | × | 100 | | | 4,000 | | | | 40 | Sept., 1st Mon. |
| 1100 | Gonzales Male and Female School | 0 | 0 | 0 | × | × | × | 100 | 0 | 30-40 | 3,000 | 0 | 0 | | 40 | September 1. |
| 1101 | Sabine Valley University* | × | × | × | × | × | | 550 | 60 | 20, 25, 30 | *c*50 | 10,000 | 500 | 1,800 | 40 | Sept., 1st Mon. |
| 1102 | Homer Male and Female High School. | | | | | | | | | *b*2–4 | | | | | | November 22. |
| 1103 | Lancaster Masonic Institute | 0 | 0 | | × | 0 | 0 | 0 | 0 | 30 | 3,000 | 0 | 0 | 1,000 | 40 | September 1. |
| 1104 | Ursuline Academy | | | | | | | | | | | | | | | |
| 1105 | Linn Flat Academy | | | | | 0 | 0 | | | 20 | 1,500 | | | 375 | 42 | September 27. |
| 1106 | Wiley University | | | | | | | 1,200 | | 9 | 10,000 | | | 282 | 36 | September 28. |
| 1107 | Mexia Polytechnic Institute | × | × | × | × | 0 | × | 500 | 10 | 50 | 1,500 | 0 | 0 | 3,650 | 40 | Sept., 2d Tues. |
| 1108 | Hubbard College | | | | × | 0 | 0 | 0 | 0 | 20 | 2,500 | | | 1,500 | 36 | Sept., 1st Mon. |
| 1109 | Alamo German and English School | × | × | × | | | × | | | 22 | | | | 1,100 | 45 | September 1. |
| 1110 | Alamo Military and Commercial Academy. | | | | | | | | | 50 | | | | | 40 | Sept., 1st Mon. |
| 1111 | German-English School | × | × | × | | 0 | × | 200 | 50 | *a*30 | 20,000 | | | 5,400 | 44 | April 1. |
| 1112 | St. Mary's Hall | | × | × | × | 0 | 0 | 0 | | 40, 50 | | | | | 40 | September. |
| 1113 | St. Mary's Institute | × | × | × | × | × | × | 1,250 | | 10–25 | | | | | 42 | Sept., 1st Mon. |
| 1114 | Ursuline Convent | × | × | × | × | | | 500 | | | | | | | | Sept., 1st Mon. |
| 1115 | Coronal Institute | | × | × | × | | × | 40 | 0 | 20–50 | 15,000 | | 0 | 6,500 | 40 | Sept., 1st Mon. |
| 1116 | Add Ran College | × | × | × | × | × | | 350 | 80 | 30 | 10,500 | | | | 36 | Sept., last Mon. |
| 1117 | East Texas University | | × | | | | | | | 25 | 30,000 | | | 1,750 | 40 | Sept. 1. |
| 1118 | St. Joseph's College and Diocesan Seminary. | | | | | | | | | | | | | | | |
| 1119 | McIndoes Falls Academy | | × | | × | | | | | 15 | 3,000 | 2,600 | 156 | | 34 | August 31. |
| 1120 | Barre Academy | 0 | 0 | × | × | 0 | × | 700 | 0 | 28 | | 0 | | | 40 | August. |
| 1121 | Goddard Seminary | 0 | × | × | × | × | × | 1,100 | 100 | 30 | 80,000 | 10,000 | | 2,700 | 40 | August 24. |
| 1122 | Mt. Anthony Seminary | | × | × | × | 0 | × | 500 | | *d*300 | 10,000 | 0 | | | 40 | Sept., 1st Tues. |
| 1123 | Bristol Academy* | 0 | × | × | × | × | × | 106 | 3 | 22½ | 6,000 | 0 | | | 33 | Sept., 2d Tues. |
| 1124 | Vermont Episcopal Institute | | × | × | × | × | × | 3,600 | 0 | | 25,000 | 0 | 0 | | 42 | September 1. |
| 1125 | Derby Academy | | | × | × | | × | 500 | | 16½ | 8,050 | 3,000 | 175 | 1,000 | 33 | September 2. |
| 1126 | Essex Classical Institute* | 0 | 0 | × | × | 0 | × | 12 | 10 | 18, 20 | 7,000 | 10,000 | 600 | 1,000 | 40 | August 20. |
| 1127 | New Hampton Institution | × | | × | × | × | × | 3,000 | | 12–21 | *e*12,000 | | | | | August 19. |
| 1128 | Orleans Liberal Institute* | 0 | 0 | × | 0 | 0 | × | 25 | 0 | 7½ | 2,500 | 700 | 42 | 300 | 22 | August. |
| 1129 | Hardwick Academy* | 0 | × | × | × | 0 | 0 | 45 | 0 | 15 | 7,000 | 0 | 0 | 320 | 33 | September. |
| 1130 | Champlain Hall | × | × | × | × | | | | | *a*20 | | | | 600 | 40 | Sept., 1st Mon. |
| 1131 | Lamoille Central Academy | 0 | 0 | 0 | × | 0 | 0 | 200 | 0 | | 1,500 | 0 | 0 | 175 | 33 | April 1. |
| 1132 | Jericho Academy *f* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | 0 | 0 | | | September. |
| 1133 | Black River Academy | × | | × | × | × | × | 150 | | 20 | 10,000 | | | 798 | 34 | August. |
| 1134 | Lyndon Literary Institution | | | | × | × | × | | | | *c*20,000 | | 250 | 1,200 | | |
| 1135 | Montpelier Union School and Washington County Grammar School. | × | × | × | 0 | × | 0 | 800 | 60 | *g*15 | 20,000 | 12,000 | 800 | 160 | 38 | September 8. |
| 1136 | Montebello Institute* | × | | | | × | × | | | 30 | 2,500 | | | 1,500 | 39 | September 11. |
| 1137 | Beeman Academy | | × | × | × | 0 | × | 50 | 50 | 18, 21, 24 | 4,275 | 10,000 | 600 | 1,000 | 39 | Aug., last Tues. |
| 1138 | Caledonia County Grammar School | 0 | × | 0 | × | × | × | | | 12, 16 | 6,000 | 16,000 | 900 | 600 | 40 | Sept., 1st Tues. |
| 1139 | Troy Conference Academy | × | | × | × | × | × | 1,100 | 0 | 20–100 | 35,000 | 0 | | 6,000 | 39 | |
| 1140 | Rural Home* | | | | × | 0 | 0 | 0 | 0 | *d*240, 320 | 4,000 | 0 | | | 40 | Nov., last week. |

* From Report of the Commissioner of Education for 1879.
*a* Average charge.
*b* Charge for tuition a month.
*c* Value of apparatus.
*d* Includes board.
*e* In 1878.
*f* These statistics are for 1879.
*g* For non-residents.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 1141 | Villa Barlow Boarding and Select School of the Sisters of Notre Dame. | ..... | × | × | × | ..... | ..... | 500 | 25 | $10-20 | ..... | ..... | ..... | ..... | 42 | September 1. |
| 1142 | St. Johnsbury Academy | × | × | ..... | × | × | × | 360 | 20 | 30 | $90,000 | $13,400 | $800 | $4,500 | 40 | Aug., last Tues. |
| 1143 | Vermont Academy | ..... | × | × | × | × | ..... | ..... | ..... | 24, 30 | ..... | ..... | ..... | ..... | ..... | ..... |
| 1144 | Shoreham Central High School | 0 | 0 | × | × | × | 0 | 0 | 0 | 5, 6, 7 | 8,000 | 0 | 0 | 700 | 36 | Sept., 1st Mon. |
| 1145 | Green Mountain Perkins Academy.* | ..... | × | × | × | × | × | 300 | 20 | 20–25 | ..... | 13,000 | 650 | 800 | 35 | August 25. |
| 1146 | Thetford Academy and Boarding School. | 0 | 0 | 0 | 0 | × | × | ..... | ..... | 20, 24 | 10,000 | 5,000 | 300 | 750 | 40 | September 1. |
| 1147 | Leland and Gray Seminary | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,142 | ..... | |
| 1148 | Bell Institute | 0 | × | 0 | × | × | 0 | 0 | 0 | *a*15 | 2,000 | 0 | 0 | 900 | 36 | September 1. |
| 1149 | Glenwood Classical Seminary* | 0 | 0 | × | × | × | × | 175 | 0 | 24 | 10,000 | 1,000 | 60 | ..... | 36 | September 3. |
| 1150 | School of the Bluestone Mission | ..... | ..... | × | ..... | 0 | 0 | 20 | 20 | 0 | 4,000 | 0 | 0 | 0 | 40 | Sept., 1st Mon. |
| 1151 | Abingdon Male Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 15,000 | 4,000 | 240 | 1,000 | 40 | September 1. |
| 1152 | Alexandria Academy | ..... | × | × | ..... | ..... | ..... | 150 | ..... | 18 | ..... | ..... | ..... | 1,000 | 40 | September 5. |
| 1153 | Belle Haven Institute | 0 | 0 | × | × | 0 | 0 | ..... | ..... | *a*50 | 10,000 | ..... | ..... | ..... | 40 | September 15. |
| 1154 | Clarens Home School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 1155 | Episcopal High School of Virginia | 0 | 0 | 0 | 0 | 0 | × | 1,000 | ..... | 90 | 25,000 | ..... | ..... | 7,000 | 38 | Sept., 4th Wed. |
| 1156 | Potomac Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 50–70 | ..... | ..... | ..... | ..... | 40 | Sept., 3d Wed. |
| 1157 | St. John's Academy | × | 0 | 0 | × | × | × | 1,000 | 0 | 32–50 | 7,000 | 0 | 0 | 2,234 | 42 | Sept., 1st Mon. |
| 1158 | St. Mary's Academy | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | September. |
| 1159 | Mount Pisgah Academy | ..... | × | × | × | 0 | 0 | 150 | ..... | *b*175 | 15,000 | ..... | 300 | 900 | ..... | September 1. |
| 1160 | Yeates' Lower Free School *c* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | ..... | 0 | *d*500 | ..... | ..... | ..... | 40 | September 1. |
| 1161 | Yeates' Upper Free School *c* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 1162 | Bethel Classical and Military Academy. | 0 | 0 | 0 | 0 | × | × | 600 | ..... | 60 | 25,000 | ..... | 4,000 | 3,700 | 40 | Sept., 3d Thurs. |
| 1163 | Pantops Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 1164 | Piedmont Female Institute* | × | × | × | × | 0 | 0 | 1,000 | ..... | 20–105 | 10,000 | ..... | ..... | 2,000 | 40 | September 15. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1165 | Thyne Institute | | | | | | | | | 0 | 4,000 | | | | 40 | Sept., 1st Mon. |
| 1166 | Elk Creek Academy *e* | 0 | 0 | × | × | 0 | 0 | 0 | 0 | | 1,200 | 0 | 0 | | 40 | September 1. |
| 1167 | Gordonsville Female Institute | | × | × | × | | | | | | 7,000 | | | | 40 | September 17. |
| 1168 | Villanova Academy | | × | | × | | | | | 35 | | | | | 40 | September 11. |
| 1169 | Locust Dale Academy | | | | | | | | | 40–50 | 7,000 | | | 1,500 | 40 | September 15. |
| 1170 | Leache-Wood Seminary* | × | × | × | × | × | × | 55 | 10 | 50 | 15,000 | | | 5,200 | 40 | Sept., last Mon. |
| 1171 | St. Mary's Female Academy* | | | × | × | | | | | | | | | 900 | | |
| 1172 | Webster Military Institute | × | | 0 | 0 | × | × | 3,000 | | 32–70 | 10,000 | | | | 40 | September 20. |
| 1173 | Academy of the Visitation, Monte Maria.* | × | × | × | × | 0 | 0 | 3,000 | | 10–30 | 30,000 | | | | 52 | Sept., 1st Mon. |
| 1174 | Richmond Institute | | | | | | | 2,500 | 100 | 8 | *30,000 | | | | 35 | |
| 1175 | Hoover's Select High School* | | | | | | | | | 60 | | | | | 37 | September 8. |
| 1176 | Suffolk Collegiate Institute | × | × | × | × | 0 | × | 500 | 500 | 17–49 | 4,000 | 0 | 0 | | 40 | September 12. |
| 1177 | Suffolk Female Institute* | | × | × | × | | | | 20 | 25–40 | | | | | 40 | Sept., 2d Mon. |
| 1178 | Fairfax Hall | | × | × | × | 0 | 0 | 300 | | | 15,000 | | | *b*1,500 | 40 | September 1. |
| 1179 | Prince Edward Academy* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50–65 | 3,500 | 0 | 0 | 1,200 | 38 | September 1. |
| 1180 | St. Mary's Academy | | | × | × | | | | | | | | | | 44 | Sept., 1st Mon. |
| 1181 | Academy of the Sisters of St. Joseph. | | | | | | | | | | | | | | | |
| 1182 | French Creek Institute | 0 | 0 | 0 | 0 | 0 | 0 | | | 8 | 1,500 | | | | 16 | April 1. |
| 1183 | Academic department of Storer College. | × | × | × | × | 0 | | 2,800 | | *f*8–12 | 40,000 | 10,000 | 500 | 350 | 33 | Oct., 1st Tues. |
| 1184 | Morgantown Female Seminary | | × | × | × | | | 600 | | 16–32 | 10,000 | | | 600 | 40 | September 5. |
| 1185 | Wheeling Female Academy | | × | × | × | | | | | *b*200 | | | | | 40 | Sept., 1st Mon. |
| 1186 | St. Alphonsus' School* | 0 | 0 | × | × | 0 | 0 | 200 | | | | | | 700 | | September 1. |
| 1187 | St. Joseph's Academy | | | | | | | | | | | | | | | |
| 1188 | Seguin Collegiate Institute | | × | × | × | | | | | | | | | | 44 | Aug., last Mon. |
| 1189 | Ecclesiastical College of St. Lawrence of Brundusium. | | | | | | | | | | | | | | | |
| 1190 | Elroy Seminary* | 0 | × | × | × | 0 | 0 | 100 | 30 | 23 | 3,000 | | | 1,100 | 39 | August. |
| 1191 | Fox Lake Seminary (academy) | | | | | | | | | 28 | | | | | 38 | September. |
| 1192 | College of the Mission House | × | × | × | × | | | 2,432 | 211 | 100 | 13,700 | 5,000 | 200 | 600 | 38 | September 7. |
| 1193 | Lake Geneva Seminary | | × | × | × | × | × | 300 | | 32 | 60,000 | 0 | 0 | *b*6,407 | 38 | September 17. |
| 1194 | Janesville English Academy | × | × | | | | | | | 18–30 | | | | | 40 | Sept., 1st Mon. |
| 1195 | Monona Academy | | | | | | | | | 29 | | | | | 38 | |
| 1196 | Dupont Academy | | | | | | | 1,200 | | | | | | | | |
| 1197 | Marshall Academy | | | | | | | 300 | | 18 | *g*6,000 | 18,000 | | | 32 | |
| 1198 | German and English Academy | | × | × | | × | × | 300 | | 45 | 30,000 | 5,000 | 400 | 8,900 | 44 | September 1 |
| 1199 | St. Mary's Day School *h* | | × | × | × | × | × | | | | | 0 | 0 | | | Sept., 1st Mon. |
| 1200 | St. Mary's Institute | × | × | × | × | × | × | 1,500 | | 180 | *i*100,000 | | | | 44 | Sept , 1st Mon. |
| 1201 | Oconomowoc Seminary* | × | × | × | × | × | × | 500 | 100 | *b*300 | 20,000 | | | *b*7,000 | 40 | September 15. |
| 1202 | College of the Sacred Heart | | × | × | × | | | | | 50 | | | | | 40 | September. |
| 1203 | St. Mary's Institute* | × | × | × | × | | × | | | | | | | | 40 | Sept., 1st Mon. |
| 1204 | The Home School | | | | | | | 2,000 | 20 | 100 | 7,800 | | | 4,000 | 40 | |
| 1205 | St. Catharine's Female Academy | × | × | × | × | | | | | 140 | | | | | 44 | Sept., 1st Mon. |

* From Report of the Commissioner of Education for 1879.
*a* Average charge.
*b* Includes board.
*c* The Yeates schools are about six miles apart; they have the same board of trustees, and are supported by private endowment.
*d* Value of grounds and buildings.
*e* Not in session after June, 1880; to be reopened September, 1881.
*f* Includes tuition and room rent.
*g* Value of buildings.
*h* These statistics are for 1879.
*i* Includes value of the convent building.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1880, *&c.*—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 |
| 1206 | Rochester Seminary | 0 | × | × | × | 0 | × | 100 | 0 | $18–24 | $5,000 | $0 | $0 | $950 | 38 | Sept., 1st Tues. |
| 1207 | Seminary of St. Francis of Sales | ..... | ..... | × | × | × | × | 4,500 | ..... | *a*150 | 100,000 | 0 | 0 | ..... | 43 | Sept., 1st Tues. |
| 1208 | Sharon Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1,800 | ..... | ..... | 210 | 30 | |
| 1209 | Big Foot Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14–16 | 2,000 | ..... | ..... | 598 | 26 | September 22. |
| 1210 | College of Our Lady of the Sacred Heart. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1211 | Academy of the Visitation* | ..... | × | × | × | ..... | ..... | ..... | ..... | 25–75 | ..... | ..... | ..... | ..... | ..... | Sept., 1st Mon. |
| 1212 | Georgetown Collegiate Institute | × | × | × | × | ..... | ..... | ..... | ..... | ..... | 15,000 | ..... | ..... | ..... | 40 | September 15. |
| 1213 | Academy of the Sacred Heart of Mary. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1214 | Academy of the Visitation | ..... | × | × | × | ..... | ..... | *b*2,000 | ..... | ..... | ..... | ..... | ..... | ..... | 43 | Sept., 1st Mon. |
| 1215 | The Archer Institute | ..... | × | × | × | ..... | ..... | *b*2,000 | ..... | ..... | *b*50,000 | ..... | ..... | ..... | ..... | ..... |
| 1216 | Arlington Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1217 | Boys' English and Classical High School. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 84 | ..... | 0 | 0 | 2,100 | 40 | Sept., 1st Mon. |
| 1218 | Miss Calkins's Select School | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1219 | Eclectic Seminary | ..... | × | × | ..... | 0 | × | 0 | ..... | 40–80 | *c*100 | 0 | 0 | 2,000 | 40 | September. |
| 1220 | Emerson Institute | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1221 | German and English School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 1222 | Incarnation Church School | ..... | × | ..... | × | × | ..... | ..... | 200 | ..... | 21–65 | ..... | ..... | ..... | ..... | 40 | September. |
| 1223 | Metropolitan Seminary and Kindergarten. | × | × | × | × | ..... | ..... | ..... | ..... | ..... | 30–100 | ..... | ..... | ..... | ..... | 40 | September 15. |
| 1224 | Mt. Vernon Seminary* | × | × | × | × | ..... | ..... | 600 | ..... | *d*90 | ..... | ..... | ..... | ..... | 38 | September 20. |
| 1225 | Osborne Seminary | ..... | × | × | × | 0 | ..... | 500 | ..... | ..... | ..... | ..... | ..... | ..... | 40 | September 6. |
| 1226 | Park Seminary | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | September. |
| 1227 | Rittenhouse Academy | 0 | 0 | 0 | 0 | 0 | × | 100 | ..... | 100 | 6,000 | ..... | ..... | 3,086 | 41 | Sept., 2d Mon. |
| 1228 | Roys's Classical and Mathematical Academy. | × | ..... | 0 | 0 | 0 | 0 | 100 | 6 | 40–60 | ..... | 0 | 0 | 800 | 40 | Sept., 1st Mon. |
| 1229 | St. Cecilia's Academy | × | ..... | × | × | ..... | × | 120 | 0 | ..... | ..... | ..... | ..... | ..... | 44 | Sept., 1st Mon. |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1230 | St. John's Collegiate Institute | × | × | × | × | × | | | | 50 | | | | | | |
| 1231 | St. Matthew's Academy | | | | | | | | | | | | | | | |
| 1232 | St. Matthew's Institute* | × | × | × | × | × | | | | 60 | | | | | 40 | Sept., 1st Mon. |
| 1233 | Washington Collegiate Institute | × | × | × | × | × | × | 500 | 50 | 40–100 | 15,000 | | | 4,000 | 40 | Sept., 3d Mon. |
| 1234 | Waverly Seminary | × | × | × | × | | | 500 | | | | | | | 40 | September 20. |
| 1235 | West End Seminary* | | | | × | | | | | 11, 13, 16 | | | | | 40 | September 13. |
| 1236 | Young Ladies' Seminary | | | × | × | | | | | 50 | | | | | 42 | September 15. |
| 1237 | Spencer Academy* | | | × | | 0 | 0 | 300 | | *e*0 | | *f*6,000 | 0 | 40 | 40 | Oct., 1st Mon. |
| 1238 | Cherokee Female Seminary | × | × | × | × | 0 | × | 300 | | 0 | 30,000 | *g*12,000 | | 40 | 40 | September 5. |
| 1239 | Indian University | | | | | | | | | | | *h*223 | | | | |
| 1240 | The Albuquerque Academy | 0 | × | × | × | 0 | 0 | 60 | | 30 | | | | 1,000 | 38 | September. |
| 1241 | Las Vegas Academy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 20 | 1,000 | | | 1,900 | 40 | September 7. |
| 1242 | Las Vegas College | 0 | 0 | × | × | × | × | 2,000 | 50 | 30 | 25,000 | 0 | 0 | 6,000 | 42 | Oct., last Mon. |
| 1243 | San Miguel County Educational and Literary Institute* | | | | | | | | | | | | | | | |
| 1244 | Academy of Our Lady of Light | | | | | | | | | | | | | | | Nov., 1st Mon. |
| 1245 | Christian Brothers' College | 0 | 0 | × | × | 0 | 0 | 970 | 80 | *a*200 | 25,000 | | | | 40 | Nov., 1st Mon. |
| 1246 | Santa Fé Academy | × | | 0 | × | 0 | 0 | | | 30 | 0 | 0 | 0 | 1,550 | 38 | September 1. |
| 1247 | Brigham Young College | | | × | | | | 20 | | 12 | | 96,427 | 5,000 | 530 | 40 | Sept., 1st Mon. |
| 1248 | Cache Valley Seminary* | | | | | | | | | 10 | | | | | 40 | Sept., 1st Mon. |
| 1249 | St. John's School* | | | × | | | | 150 | | | 4,000 | | | | 40 | Sept., 1st Mon. |
| 1250 | Wahsatch Academy | × | | × | | 0 | 0 | | | 10 | 2,000 | | | 200 | 40 | Sept., 1st Mon. |
| 1251 | Ogden Academy* | | | | | | | | | 2 | | | | 150 | 36 | September. |
| 1252 | Sacred Heart Academy | | × | × | × | 0 | × | 100 | | 60 | 10,000 | 0 | 0 | 4,000 | 40 | September 1. |
| 1253 | School of the Good Shepherd | | | × | × | 0 | | | | 10–25 | 12,000 | | | 800 | 40 | September 1. |
| 1254 | Presbyterian Mission School | | | × | × | | | | | | | | | | 40 | September. |
| 1255 | Brigham Young Academy | × | × | × | × | × | × | 318 | 11 | 3–10 | 15,300 | | | 4,500 | 40 | August 30. |
| 1256 | St. Mark's Grammar School | × | | × | × | 0 | × | 750 | | 20–36 | 21,000 | 500 | 40 | 1,450 | 40 | September. |
| 1257 | St. Mark's School for Girls | × | | × | × | 0 | 0 | 0 | | 32–48 | | | | 1,650 | 40 | September. |
| 1258 | St Mary's Academy | | × | × | × | × | × | 700 | 250 | 6–10 | 20,000 | 0 | 0 | 3,000 | 40 | September 1. |
| 1259 | Salt Lake Academy | × | × | × | 0 | 0 | × | 300 | 100 | 32 | 3,500 | | | 2,600 | 38 | Sept., 1st Mon. |
| 1260 | Salt Lake Collegiate Institute | 0 | 0 | × | × | × | 0 | 128 | 10 | 20–40 | 12,000 | 0 | 0 | 3,000 | 40 | Sept., 1st Mon. |
| 1261 | Presbyterian Mission School | | | | | | | | | 10 | 2,625 | | | 150 | 40 | September 1. |
| 1262 | Alden Academy | 0 | × | × | × | 0 | × | 200 | 40 | 7, 9 | 700 | 0 | 0 | 400 | 36 | September 15. |
| 1263 | St. Paul's School | | × | × | × | 0 | 0 | 1,000 | 700 | 20–50 | 10,000 | 0 | 0 | 4,760 | 40 | Sept., 1st Thurs. |
| 1264 | Evanston Select School* | | | | | | | | | | | | | 1,000 | 45 | August. |

* From Report of the Commissioner of Education for 1879.
*a* Includes board.
*b* In 1878.
*c* Value of apparatus.
*d* Average charge.
*e* Ten dollars a month allowed by Choctaw goverment for board, clothing, &c.
*f* Annual appropriation from the United States Government.
*g* Appropriated for the year.
*h* Contributions.

*List of institutions for secondary instruction from which no information has been received.*

| Name. | Location. | Name. | Location. |
|---|---|---|---|
| Dadeville Masonic Female Institute. | Dadeville, Ala. | Hogansville School | Hogansville, Ga. |
| La Fayette Male and Female College. | La Fayette, Ala. | Planters' High School | Hollowville, Ga. |
| Germania Institute | Talladega, Ala. | Farmers' High School | Houston, Ga. |
| Ursuline Institute of St. John Baptist. | Tuscaloosa, Ala. | Jacksonville Academy | Jacksonville, Ga. |
| Centre Hill Academy | Centre Hill, Ark. | Jasper Institute | Jasper, Ga. |
| Greenwood Male and Female Institute. | Greenwood, Ark. | Auburn Institute | Jeffersonville, Ga. |
| St. Mary's Hall | Benicia, Cal. | Juniper High School | Juniper, Ga. |
| Napa Ladies' Seminary | Napa City, Cal. | Kirkwood High School | Kirkwood, Ga. |
| Convent of Our Lady of the Sacred Heart. | Oakland, Cal. | La Grange Male High School | La Grange, Ga. |
| Mrs. Posten's Seminary | Oakland, Cal. | Neely's Institute | Leesburg, Ga. |
| Sacramento Home School | Sacramento, Cal. | Kenesaw High School | Marietta, Ga. |
| Home Institute | San Francisco, Cal. | Marietta High School for Boys and Girls. | Marietta, Ga. |
| St. Mary's Academy of the Sisters of Loretto. | Denver, Colo. | Maysville Institute | Maysville, Ga. |
| Everest Rectory School | Centreville, Conn. | Johnston Institute | Monroe, Ga. |
| Brainerd Academy | Haddam, Conn. | Monroe Male and Female Academy. | Monroe, Ga. |
| Kent Seminary | Kent, Conn. | Morganton Academy | Morganton, Ga. |
| The Selleck School | Norwalk, Conn. | Morven High School | Morven, Ga. |
| Boarding and Day School for Young Ladies. | Norwich, Conn. | Newnan Seminary | Newnan, Ga. |
| Saybrook Seminary | Saybrook, Conn. | Newnan Male Seminary | Newnan, Ga. |
| Betts Military Academy | Stamford, Conn. | Norcross High School | Norcross, Ga. |
| The Maples; Family School for Young Ladies. | Stamford, Conn. | Norwood Academy | Norwood, Ga. |
| Alworth Hall | Tyler City, Conn. | Liberty Academy | Pine Level, Ga. |
| Georgetown Academy | Georgetown, Del. | Powder Springs School | Powder Springs Ga. |
| Laurel Classical and Commercial Academy. | Laurel, Del. | Raytown Academy | Raytown, Ga. |
| St. Joseph's Academy | Jacksonville, Fla. | Rockmart Academy | Rockmart, Ga. |
| Ackworth High School | Ackworth, Ga. | Idle Wild Academy | Rocky Creek, Ga. |
| Adairsville Academy | Adairsville, Ga. | Rome Military Institute | Rome, Ga. |
| Sterne's Institute | Albany, Ga. | Roswell Academy | Roswell, Ga. |
| Antioch Academy | Antioch, Ga. | Rutledge High School | Rutledge, Ga. |
| Mulberry Grove Academy | Antioch, Ga. | Camden County Academy | St. Mary's, Ga. |
| Means' High School | Atlanta, Ga. | Excelsior Academy | Senoia, Ga. |
| Oak Grove High School | Bartow County, (17th district), Ga. | Senoia High School | Senoia, Ga. |
| Brantley High School | Brantley, Ga. | Smyrna High School | Smyrna, Ga. |
| Hickory Head Academy | Brooks County, Ga. | Social Circle Academy | Social Circle, Ga. |
| Stonewall Academy | Brooks County, Ga. | C. P. Beman School | Sparta, Ga. |
| Brooks Station Academy | Brooks Station, Ga. | Stone Mountain Institute | Stone Mountain, Ga. |
| Lodge Academy | Bullard's Station, Ga. | Sugar Valley Academy | Sugar Valley, Ga. |
| Byron Academy | Byron, Ga. | Excelsior High School | Taylor's Creek, Ga. |
| Mrs. Field's School | Calhoun, Ga. | Tennille High School | Tennille, Ga. |
| Camak Academy | Camak, Ga. | Toccoa Academy | Toccoa, Ga. |
| Paris Hill Academy | Cameron, Ga. | Whitesburg Seminary | Whitesburg, Ga. |
| Carsonville Academy | Carsonville, Ga. | Wrightsville High School | Wrightsville, Ga. |
| The Methodist Episcopal School. | Cartersville, Ga. | Wynnton Male and Female Academy. | Wynnton, Ga. |
| Cedar Creek High School | Cedar Creek, Ga. | Zebulon High School | Zebulon, Ga. |
| Cedartown High School | Cedartown, Ga. | Ursuline Convent of the Holy Family. | Alton, Ill. |
| Cedartown Male and Female Academy. | Cedartown, Ga. | Bunker Hill Academy | Bunker Hill, Ill. |
| Bethsaida Seminary | Clayton County, Ga. | French and English Academy | Chicago, Ill. |
| Cochran High School | Cochran, Ga. | Harvard School | Chicago, Ill. |
| St. Joseph's Academy | Columbus, Ga. | Heimstreet's Classical Institute. | Chicago, Ill. |
| Concord Academy | Concord, Ga. | Sts. Benedict and Scholastica's Select School. | Chicago, Ill. |
| Crawfordville Academy | Crawfordville, Ga. | Denver College and Normal School. | Denver, Ind. |
| Central Institute | Culloden, Ga. | Gladewood Seminary and Normal School. | Denver, Ind. |
| Culloden High School | Culloden, Ga. | Collegiate Institute | La Grange, Ind. |
| Culverton Academy | Culverton, Ga. | Academy of the Assumption | South Bend, Ind. |
| Cuthbert Male High School | Cuthbert, Ga. | Blairstown Academy | Blairstown, Iowa. |
| Decatur High School | Decatur, Ga. | Bradford Academy | Bradford, Iowa. |
| Duluth Academy | Duluth, Ga. | Schaefer's German-American Institute. | Davenport, Iowa. |
| Forsyth Male Institute | Forsyth, Ga. | Des Moines Collegiate Institute. | Des Moines, Iowa. |
| Jackson Academy | Forsyth, Ga. | Irving Institute | Irving, Iowa. |
| Fort Valley Male Academy | Fort Valley, Ga. | St. Mary's Female Academy | Leavenworth, Kans. |
| Gainesville High School | Gainesville, Ga. | Roseland Female Academy | Bardstown, Ky. |
| Oak Grove Academy | Garden Valley, Ga. | La Rue English and Classical Institute. | Buffalo, Ky. |
| Grantville High School | Grantville, Ga. | Green River Academy and Science School. | Elkton, Ky. |
| Greensboro' Male and Female Co-operative School. | Greensboro', Ga. | Ghent College | Ghent, Ky. |
| Hartwell High School | Hartwell, Ga. | Franklin Institute | Lancaster, Ky. |
| Hawkinsville Academy | Hawkinsville, Ga. | Lancaster Male Academy | Lancaster, Ky. |
| Bradwell Institute | Hinesville, Ga. | Graves College | Mayfield, Ky. |

*List of institutions for secondary instruction, &c.*—Continued.

| Name. | Location. | Name. | Location. |
|---|---|---|---|
| Minerva Male and Female College. | Minerva, Ky. | Chatham Academy | Chatham Village, N. Y. |
| Jessamine Female Institute | Nicholasville, Ky. | Clinton Liberal Institute | Clinton, N. Y. |
| Prof. W. H. Lockhart's School | Paris, Ky. | Cottage Seminary | Clinton, N. Y. |
| Masonic Institute | Somerset, Ky. | Leseman's Institute | College Point, N. Y. |
| Academy of St. Catherine of Sienna. | Springfield, Ky. | Friends' Seminary of Easton | Easton, N. Y. |
| Morehouse College | Bastrop, La. | Ten Broeck Free Academy | Franklinville N. Y |
| Feliciana Female Collegiate Institute. | Jackson, La. | Greenville Academy | Greenville, N. Y. |
| Day School for Col'd Children | New Orleans, La. | Hamilton Female Seminary | Hamilton, N. Y. |
| St. Aloysius Academy | New Orleans, La. | School for Young Ladies and Children. | Irvington-on-Hudson, N. Y. |
| St. Augustine's School | New Orleans, La. | Union Hall Seminary | Jamaica (L. I.), N. Y. |
| St. Mary's School for Colored Girls. | New Orleans, La. | Martin Institute | Martinsburg, N. Y. |
| St. Catharine's Hall | Augusta, Me. | Monticello Academy | Monticello, N. Y. |
| China Academy | China, Me. | Sherman Academy | Moriah, N. Y. |
| Fryeburg Academy | Fryeburg, Me. | Naples Academy | Naples, N. Y. |
| Lee Normal Academy | Lee, Me. | Miss Mackie's Boarding and Day School for Young Ladies and Children. | Newburgh, N. Y. |
| Monmouth Academy | Monmouth, Me. | Classical School | New York, N. Y. (54 W. 33d st.). |
| Boarding and Day School for Young Ladies. | Portland, Me. | M'lle M. D. Tardivel's Institute for Young Ladies | New York, N. Y. (25 W. 46th st.). |
| Pembroke School for Boys | Baltimore, Md. | Moeller Institute | New York, N. Y. |
| School of Letters and Sciences for Boys. | Baltimore, Md. | Notre Dame Institute | New York, N. Y. (218 E. 4th st.). |
| Steuart Hall Collegiate and Commercial Institute. | Baltimore, Md. | St. John's School | New York, N. Y. |
| Notre Dame of Maryland Collegiate Institute for Young Ladies. | Govanstown, Md. | St. Vincent's Free School | New York, N. Y. (Riverdale P.O.). |
| Highland Hall | Millbury, Mass. | School for Boys (Miss M. W. Warren). | New York, N. Y. (723 Sixth av., opposite Reservoir Park). |
| Miss Salisbury's School for Young Ladies. | Pittsfield, Mass. | Sisterhood of Gray Nuns | Ogdensburg, N. Y. |
| Willow Park Seminary | Westboro', Mass. | Miss Germond's School | Peekskill, N. Y. |
| Assumption School | St. Paul, Minn. | Pompey Academy | Pompey, N. Y. |
| Norwood Hall | St. Paul, Minn. | Port Byron Free School and Academy. | Port Byron, N. Y. |
| St. Louis School | St. Paul, Minn. | Bishop's English and Classical School for Boys. | Poughkeepsie, N. Y |
| Grenada Female College | Grenada, Miss. | Riverview Academy | Poughkeepsie, N. Y |
| Meridian Academy | Meridian, Miss. | Rochester Female Academy | Rochester, N. Y. |
| Chillicothe Academy | Chillicothe, Mo. | Boarding and Day School for Young Ladies. | Rye, N. Y. |
| St. Joseph's Academy | Edina, Mo. | Washington Academy | Salem, N. Y. |
| Palmyra Seminary | Palmyra, Mo. | Temple Grove Seminary | Saratoga Springs, N. Y. |
| Sedalia Collegiate Institute | Sedalia, Mo. | Mountain Institute | Suffern, N. Y. |
| Brownell Hall | Omaha, Nebr. | Oakwood Seminary | Union Springs, N. Y. |
| St. Mary's School | Virginia City, Nev. | Webster Academy | Webster, N. Y. |
| Proctor Academy | Andover, N. H. | White Plains Seminary | White Plains, N. Y. |
| Beede's Academic and Normal Institute. | Centre Sandwich, N. H. | Ravenscroft School | Asheville, N. C. |
| Colebrook Academy | Colebrook, N. H. | Brevard Classical School | Brevard, N. C. |
| Dover High School | Dover, N. H. | Lincolnton Male and Female Academies. | Lincolnton, N. C. |
| Hampton Academy | Hampton, N. H. | Raleigh High School | Raleigh, N. C. |
| Appleton Academy | New Ipswich, N. H. | Buckhorn Academy | Riddicksville, N. C. |
| Coe's Northwood Academy | Northwood, N. H. | Salem Female Academy | Salem, N. C. |
| Dearborn Academy | Seabrook, N. H. | Williston Academy | Wilmington, N. C. |
| Barnard Academy | South Hampton, N. H. | Hopedale Normal School | Hopedale, Ohio. |
| Trinity Hall | Beverly, N. J. | Morning Sun Academy | Morning Sun, Ohio. |
| Boarding and Day School for Young Ladies. | Elizabeth, N. J. | Salem Academy | South Salem, Ohio. |
| Jamesburg Institute | Jamesburg, N. J. | Dague's Collegiate Institute | Wadsworth, Ohio. |
| Tallman Institute | Paterson, N. J. | Grace Church Parish School | Astoria, Oreg. |
| Stevensdale Institute | South Amboy, N. J. | Grand Ronde Indian Agency Manual Labor Boarding and Day School. | Grand Ronde, Oreg. |
| English, French, and Classical Institute. | Albany, N. Y. | Jefferson Institute | Jefferson, Oreg. |
| Alfred University (academic department). | Alfred, N. Y. | Andalusia Hall | Andalusia, Pa. |
| St. Elizabeth's Academy | Allegany, N. Y. | Bellefonte Academy | Bellefonte, Pa. |
| Ives Seminary | Antwerp, N. Y. | Bishopthorpe School | Bethlehem, Pa. |
| Young Ladies' Institute | Auburn, N. Y. | Linden Female Seminary | Doylestown, Pa. |
| Union Academy of Belleville | Belleville, N. Y. | Friends' Graded School | Germantown, Pa. |
| Classical and Bible College | Binghamton, N. Y. | Greenwood Seminary | Millville, Pa. |
| Columbian Institute | Brooklyn, N. Y. (209 Clinton av.). | Classical, Mathematical, and English Seminary. | Philadelphia, Pa. |
| Female Institution of the Visitation. | Brooklyn, N. Y. (64 Johnson st.). | Friends' Central School | Philadelphia, Pa. |
| Lockwood's Academy | Brooklyn, N. Y. | | |
| St. Mary's School | Brooklyn, N. Y. | | |
| Drew Seminary and Female College. | Carmel, N. Y. | | |

*List of institutions for secondary instruction, &c.*—Continued.

| Name. | Location. | Name. | Location. |
|---|---|---|---|
| Friends' Select School | Philadelphia, Pa. | Pulaski High School | Pulaski, Tenn. |
| Miss Laird's Seminary for Young Ladies. | Philadelphia, Pa. | Ripley Academy | Ripley, Tenn. |
| Lauderbach Academy | Philadelphia, Pa. (108 S. 10th st.). | West Tennessee Normal School and Business Institute. | Ripley, Tenn. |
| Mt. Vernon Seminary and Kindergarten. | Philadelphia, Pa. (1313 Green st.). | Cumberland Institute | Near Sparta, Tenn |
| Rugby Academy | Philadelphia, Pa. (1415 Locust st.). | Eaton Institute | Sparta, Tenn. |
| St. Sauveur French and English School for Young Ladies | Philadelphia, Pa. (26 and 28 S. 21st street). | Obion College | Troy, Tenn. |
| School for Young Ladies | Philadelphia, Pa. (2023 Delancy place). | Watauga Academy | Watauga, Tenn. |
| School for Young Ladies | Philadelphia, Pa. (1519 Walnut st.). | Calvert Academy | Calvert, Tex. |
| Seminary for Young Ladies and Little Girls. | Philadelphia, Pa. (601 N. 18th st.). | Pine Hill Academy | Pine Hill, Tex. |
| S. W. Janney and Sisters' Select School. | Philadelphia, Pa. | The Grove Academy | The Grove, Tex. |
| Airy View Academy | Port Royal, Pa. | St. Agnes' Hall | Bellows' Falls, Vt. |
| English, French and German Boarding School. | Providence, R. I. | Burlington Young Ladies' School. | Burlington, Vt. |
| High School for Colored Pupils | Charleston, S. C. | Morgan Academy | Morgan, Vt. |
| Curryton Baptist High School | Hamburg, S. C. | Newton Academy | Shoreham, Vt. |
| Limestone Springs Female High School. | Limestone Springs, S. C. | Academy of the Visitation | Abingdon, Va. |
| Yorkville Female Institute | Yorkville, S. C. | White Rock Female High School. | Near Fork Union, Va. |
| Buffalo Institute | Cave Spring, Tenn. | Herndon Female Seminary | Herndon, Va. |
| Clifton Masonic Academy | Clifton, Tenn. | Ann Smith Academy | Lexington, Va. |
| Columbia High School | Columbia, Tenn. | Union Academy | Spout Spring, Va. |
| Stonewall Male and Female College. | Cross Plains, Tenn. | Landon Female School | Stevensville, Va. |
| Irving College | Irving College, Tenn. | Monongalia Academy | Morgantown, W. Va. |
| South Normal School and Business Institute (academic department). | Jonesboro', Tenn. | Parkersburg Seminary | Parkersburg, W. Va. |
| Preparatory department, Cumberland University School for Girls. | Lebanon, Tenn. | Shelton College | St. Albans, W. Va. |
| Loudon High School | Loudon, Tenn. | St. Mary's School | Wheeling, W. Va. |
| Macedonia Male and Female Institute. | Macedonia, Tenn. | Albion Academy and Normal Institute. | Albion, Wis. |
| Young Ladies' School | Memphis, Tenn. | St. John's Female School | Milwaukee, Wis. |
| Morristown Male High School | Morristown, Tenn. | English and French Boarding and Day School. | Washington, D. C. (1018 17th st., n. w.). |
| Branner Female Institute | Mossy Creek, Tenn. | Mt. Vernon Institute | Washington, D. C. |
| Ooltewah Academy | Ooltewah, Tenn. | Pinkney Institute | Washington, D. C. |
| Oak Grove Academy | Pin Hook Landing, Tenn. | Rosslyn Seminary | Washington, D. C. |
| | | School for Young Ladies | Washington, D. C. (New York ave., near 13th st.). |
| | | School for Young Ladies and Children. | Washington, D. C. (908 12th st.). |
| | | St. Vincent's Academy | Helena, Mont. |
| | | Beaver Seminary | Beaver, Utah. |
| | | Rocky Mountain Seminary | Salt Lake City, Utah. |
| | | Slatersville Educational Institute. | Slatersville, Utah. |

TABLE VI.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| Southwood Male High School | Talladega, Ala | See Talladega Male High School. |
| Arkansas Conference Seminary | Harrison, Ark | Buildings destroyed by fire, July, 1880. |
| Lonoke High School | Lonoke, Ark | Became a public school in September, 1879. |
| Searcy District High School | Searcy, Ark | Closed; being succeeded by Searcy Female Institute. |
| Nordhoff Seminary for Young Ladies | Nordhoff, Cal | Closed. |
| Goethe's German School | Sacramento, Cal | Closed. |
| Goshen Academy | Goshen, Conn | Closed. |
| Woodburn | Hartford, Conn | Closed; principal deceased. |
| Family School for Young Girls | Claymont, Del | Closed. |
| Select Family School for Boys | Claymont, Del | School practically closed; principal now instructs only a few boys. |
| East Florida Seminary | Gainesville, Fla | A State normal school. See Table III. |
| Riverside Institute | Jacksonville, Fla | Closed. |
| J. G. Ryal's School | Bartow County, Ga | Not found. |
| Conyers Female College | Conyers, Ga | Closed. |
| St. Cloud High School | Corinth, Ga | Suspended. |

TABLE VI.—*Memoranda*—Continued.

| Name. | Location. | Remarks. |
|---|---|---|
| Grange Institute | Cuthbert, Ga | During the latter part of the year 1879 this institute was merged in the Southwest Georgia Agricultural College, but has since been reëstablished under the name of Grange Male and Female College. |
| Andrew Male High School | Elberton, Ga | Succeeded by Elbert Male High School. |
| Franklin High School | Franklin, Ga | Closed; succeeded by Franklin Institute. |
| Jewell's Mills School | Jewell's, Ga | Only an elementary school. |
| Mayson School | Kingston, Ga | Suspended. |
| St. Augustine's School | Savannah, Ga | Closed. |
| Fletcher Institute | Thomasville, Ga | Closed; buildings and grounds now owned by South Georgia College of Agriculture and the Mechanic Arts. See Table X, Part 1. |
| Dogwood Academy | Whitfield County, Ga | Not found. |
| The Athenæum Academy | Chicago, Ill | See Table VII. |
| Family School for Boys (Prof. J. B. L. Soulé). | Highland Park, Ill | Closed. |
| Chaddock College | Quincy, Ill | See Table IX. |
| St. Mary's Academy | La Fayette, Ind | Appears to be only a parochial school. |
| Graff's School | Burlington, Iowa | Closed. |
| Trinity School | Davenport, Iowa | Suspended. |
| Bear Creek Academy | Earlham, Iowa | Closed. |
| Le Grand Christian Institute | Le Grand, Iowa | Suspended. |
| Mitchell Seminary | Mitchellville, Iowa | Closed. |
| New London Academy | New London, Iowa | Suspended. |
| Wilton Collegiate Institute | Wilton, Iowa | Closed; being succeeded by Wilton Academy. |
| Forest Academy | Anchorage, Ky | Closed. |
| Danville College | Danville, Ky | Property sold and school closed. |
| Miss Hampton's English and Classical School for Girls. | Louisville, Ky | See Hampton Institute. |
| West Liberty High School | West Liberty, Ky | Not in existence. |
| Academical department, University of Louisiana. | New Orleans, La | See Table IX. |
| St. Joseph's Schools for Boys and Girls. | New Orleans, La., (Common street). | Only parochial schools. |
| Trinity School | New Orleans, La | A parochial school. |
| University High School | New Orleans, La | Closed. |
| Exeter High School | Exeter, Me | Not in existence. |
| Paris Hill Academy | Paris, Me | Closed. |
| Boys' School of St. Paul's Parish | Baltimore, Md | A small temporary home, from which the boys attend public school. |
| Morison Academy | Baltimore, Md | Closed. |
| School for Young Ladies | Baltimore, Md., (205 West Biddle st.). | Closed. |
| Lutherville Female Seminary | Lutherville, Md | See Table VIII. |
| Mt. Pleasant Institute for Boys | Amherst, Mass | Closed. |
| Wayside School | Belmont, Mass | See Family School for Young Ladies; identical. |
| Codman Mansion Home School | Boston, Mass | Closed. |
| St. Mary's Parochial School | Cambridge, Mass | An elementary school. |
| Peirce Academy | Middleborough, Mass | Closed. |
| Home and Day School | Roxbury P. O., Mass. | Only an elementary school. |
| Caledonia Academy | Caledonia, Minn | Closed. |
| Christ Church Parish School | Red Wing, Minn | Closed. |
| Yazoo District High School | Black Hawk, Miss | See Methodist District High School; identical. |
| Grange High School | Fayette, Miss | Closed. |
| Summerville Institute | Gholson, Miss | Not found. |
| Chalmers Institute | Holly Springs, Miss | Merged in Holly Springs Normal Institute. |
| Oakland Female Seminary | Oakland, Miss | Succeeded by Oakland Male and Female College. |
| Sardis Institute | Sardis, Miss | Dissolved into Sardis Institute (female) and Sardis Male Academy. |
| Fruitland High School | Jackson, Mo | Closed. |
| Ingleside College | Palmyra, Mo | Closed. |
| Penacook Academy and School of Practice. | Fisherville, N. H | Superseded by School of Practice. See Table IV. |
| Acto Academy | Acto, N. J | Closed. |
| St. Stephen's School | Millburn, N. J | Principal removed to Short Hills and school closed. |
| St. Joseph's Preparatory Boarding School. | Near Madison, N. J | Only elementary instruction. |
| The Misses Bucknall's Boarding and Day School for Young Ladies. | New Brunswick, N. J | Closed. |

TABLE VI.—*Memoranda*—Continued.

| Name. | Location. | Remarks. |
|---|---|---|
| Vineland Institute | Vineland, N. J | Closed. |
| Home Boarding School for Young Men and Boys. | Waterford, N. J | Closed. |
| Almond Academy | Almond, N. Y | Building now used for district school. |
| Carroll Park School | Brooklyn, N. Y | Closed. |
| St. Paul's School | Lewisboro', N. Y | Closed. |
| English, French, and German Boarding and Day School. | New York, N. Y. (13 E. 31st street). | See Table VIII. |
| John MacMullen's School<br>Holladay Collegiate Institute | New York, N. Y | Principals of these schools formed a limited partnership for one year from February, 1880. |
| De Lancey School | Oneida, N. Y | Closed. |
| Pawling Institute | Pawling, N. Y | Closed; being succeeded by Pawling Seminary. |
| Stamford Seminary | Stamford, N. Y | Closed. |
| The Old School for Boys | Yonkers, N. Y | Closed. |
| Cary Female Seminary | Cary, N. C | Superseded by Cary High School. |
| St. Augustine's School | New Berne, N. C | Temporarily closed. |
| St. Barnabas School | Wilmington, N. C | Only a parochial school. |
| Greentown Academy | Greentown, Ohio | Not known. |
| Portsmouth Young Ladies' Seminary | Portsmouth, Ohio | Closed. |
| Putnam Seminary | Zanesville, Ohio | See Putnam Classical Institute; identical. |
| Baker City Academy | Baker City, Oreg | Not now in operation; building used for common school. |
| Bethel Institute | Bethel, Oreg | Not in existence. |
| Female Seminary | Greensburg, Pa | Changed to Greensburg Seminary for Young Ladies and Young Men. |
| Cedar Hill Seminary | Mt. Joy, Pa | Closed. |
| Lake Shore Seminary | North East, Pa | Property sold and school closed. |
| Penn Hall Academy | Penn Hall, Pa | Suspended. |
| Miss D. B. Burt's School | Philadelphia, Pa | See Institute for Young Ladies; identical. |
| Classical Academy | Pittsburgh, Pa | Closed. |
| Merrill's Academic School | Scranton, Pa | Closed. |
| Westtown Boarding School | Street Road, Pa | See Westtown. |
| Prince's Hill Family and Day School | Barrington Centre, R. I. | Closed. |
| Avery Normal Institute | Charleston, S. C | See Table III. |
| Lauderdale Male and Female Institute | Durhamville, Tenn | Closed. |
| Tannehill College | Gainesboro', Tenn | Buildings destroyed by fire December, 1879, and not yet rebuilt. |
| Hopewell Academy | Lincoln, Tenn | Only a public school or small subscription school held in the building known as Hopewell Academy. |
| Macedonia Academy | Near McKenzie, Tenn | No regular session nor principal. |
| Canfield School | Memphis, Tenn | See Table XXII. |
| Presbyterian Grammar and High School | Memphis, Tenn | Succeeded by Miss Higbee's School. |
| Fairmount | Moffat, Tenn | See Mont Eagle; change in name of post office. |
| McMinn County Agricultural and Scientific School. | Mouse Creek, Tenn | Closed. |
| Alamo Select School | San Antonio, Tex | Only a small elementary school. |
| Guadalupe College | Seguin, Tex | Closed. |
| Leesburg Academy | Leesburg, Va | Now a public school. |
| St. Philip's Church School | Richmond, Va | Only an elementary school. |
| Dupont Academy | Dupont, Wis | See Marion. |
| Carroll College | Waukesha, Wis | Suspended. |
| Avenue Select School | Washington, D. C | Closed. |
| Young Ladies' French and English Boarding and Day School. | Washington, D. C | See Osborne Seminary. |
| Washington Female Seminary | Washington, D. C | Name changed to Washington Collegiate Institute. |
| Montana Collegiate Institute | Deer Lodge, Mont. Ter. | Closed. |
| St. Michael's College | Santa Fé, N. Mex | See Christian Brothers' College. |

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1880; *from replies to inquiries by the United States Bureau of Education.*

| | 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 | Berkeley Gymnasium* | Berkeley, Cal | ..... | 1877 | John F. Burris, A. B | Non-sect.. | 12 | 24 | 20 | 88 | 10 | 18 | 3 | 1 | 4 | 40 |
| 2 | Oak Mound School | Napa, Cal | ..... | 1873 | C. M. Walker | Non-sect.. | 5 | 7 | 11 | 50 | 10 | 3 | 1 | 7 | 4 | 40 |
| 3 | California Military Academy | Oakland, Cal | 0 | 1865 | Rev. David McClure, PH. D | Non-sect.. | 6 | 8 | 20 | 42 | 12 | ..... | ..... | ..... | 4 | 40 |
| 4 | Oakland High School | Oakland, Cal | 0 | 1869 | J. B. McChesney, A. M | Non-sect.. | 10 | | (250) | | 14 | 10 | 0 | 32 | 3 | 38 |
| 5 | Franciscan College | Santa Barbara, Cal | ..... | 1868 | Rev. Joseph J. O'Keefe, O. S. F. | R. C | 3 | ..... | ..... | a2 | 12 | ..... | ..... | ..... | 5 | ..... |
| 6 | Santa Barbara College* | Santa Barbara, Cal | 1869 | 1869 | Mrs. Ellwood Cooper | Non-sect.. | 7 | 6 | 0 | ..... | ..... | 2 | 20 | 4 | 5 | 40 |
| 7 | Jarvis Hall | Denver, Colo | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 8 | Hartford Public High School | Hartford, Conn | 0 | 1638 | Joseph Hall, A. M | Non-sect.. | 16 | 150 | 20 | 300 | 12 | 10 | 3 | 50 | 4 | 40 |
| 9 | Collegiate and Commercial Institute | New Haven, Conn | ..... | 1836 | William H. Russell, A. M | Non-sect.. | 13 | ..... | ..... | b100 | 12 | ..... | ..... | ..... | ..... | 38 |
| 10 | Hopkins Grammar School | New Haven, Conn | 1664 | 1660 | W. L. Cushing, rector | Non-sect.. | 4 | 75 | 24 | 0 | 11 | 15 | 10 | 2 | 5 | 38 |
| 11 | Connecticut Literary Institution | Suffield, Conn | 1833 | 1833 | Martin H. Smith, A. M | Baptist | 8 | ..... | ..... | 140 | 12 | 4 | ..... | 8 | 4 | 39 |
| 12 | Woodstock Academy | Woodstock, Conn | 1800 | 1802 | Wm. E. Bunten | Non-sect.. | 3 | 9 | ..... | 31 | ..... | 2 | ..... | 2 | ..... | 39 |
| 13 | Academy of Richmond County | Augusta, Ga | 1783 | ..... | Geo. W. Rains, M. D | Non-sect.. | 4 | 7 | 3 | 70 | 12 | ..... | 3 | 14 | 4 | 36 |
| 14 | South Georgia Male Institute* | Dawson, Ga | 1871 | 1871 | W. H. Allen and J. W. F. Lowrey. | M. E. So | 2 | ..... | ..... | 80 | 8 | 86 | ..... | 9 | ..... | 40 |
| 15 | Allen Academy and Polytechnic Institute. | Chicago, Ill. (144 and 146 Twenty-second street). | ..... | 1874 | Ira Wilder Allen, A. M., LL. D., president. | Non-sect.. | 15 | 50 | 25 | 48 | 6 | ..... | ..... | ..... | 10 | 40 |
| 16 | The Athenæum Academy | Chicago, Ill | ..... | ..... | Francis LeBaron, sup't | Non-sect.. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 |
| 17 | Yale School* | Chicago, Ill | ..... | 1879 | Mrs. A. E. Bates; Nathaniel Butler, jr., M. A., master. | Non-sect.. | 5 | 12 | ..... | 13 | 12 | ..... | ..... | ..... | 7 | 40 |
| 18 | Knox Academy | Galesburg, Ill | 1837 | 1838 | George Churchill, A. M | Non-sect.. | 6 | 60 | 40 | 92 | 14 | 12 | 20 | 2 | 3 | 40 |
| 19 | Whipple Academy | Jacksonville, Ill | ..... | 1869 | H. W. Johnston, A. B | Non-sect.. | c1 | 10 | 14 | 0 | ..... | ..... | ..... | ..... | ..... | 38 |

* From Report of the Commissioner of Education for 1879.

*a* Students in theology.

*b* Average attendance for all departments.

*c* Under faculty of Illinois College (see Table IX), having but 1 instructor exclusive of those in college.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1880, *&c.*—Continued.

| | 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 |
| 20 | St. Francis Solanus College | Quincy, Ill | 1873 | 1859 | Rev. P. Anselmus Müller, O. S. F., rector. | R. C | 12 | | (121) | | | | | | | 40 |
| 21 | Indianapolis Classical School | Indianapolis, Ind | 1880 | 1876 | Theodore L. Sewall, A. B | Non-sect | 4 | 15 | 10 | .... | 12 | .... | .... | .... | .... | 38 |
| 22 | Burlington University* | Burlington, Iowa | 1852 | 1852 | E. F. Stearns | Baptist | 5 | 2 | .... | 52 | ..... | 2 | .... | 0 | 3 | 38 |
| 23 | Classical School* | Dubuque, Iowa | ..... | 1879 | A. J. Schlager | | 4 | | | | | | | | | |
| 24 | Edward Little High School | Auburn, Me | 1870 | 1870 | J. W. V. Rich | Non-sect | 4 | 18 | 0 | 109 | (*a*) | 3 | 2 | 13 | 4 | 36 |
| 25 | Houlton Academy* | Houlton, Me | 1847 | 1847 | Rev. W. S. Knowlton, A. M | Baptist | 4 | | (172) | | | | | | | |
| 26 | Nichols Latin School | Lewiston, Me | 1868 | 1868 | Fritz W. Baldwin, A. M | Free Bapt | 5 | | (75) | | 14 | .... | .... | ..... | 3 | 39 |
| 27 | Maine Central Institute* | Pittsfield, Me | 1866 | 1866 | Kingsbury Bachelder, A. M | F. W. B | .... | | (229) | | | | | | | |
| 28 | Waterville Classical Institute | Waterville, Me | 1842 | 1829 | James H. Hanson, LL. D | Baptist | 4 | 85 | 0 | 69 | (*a*) | 22 | 0 | 7 | 3 | 40 |
| 29 | West Lebanon Academy | West Lebanon, Me | 1850 | 1850 | Morius Adams | F. W. B | 3 | 5 | 0 | 40 | 10 | .... | .... | ..... | 4 | 40 |
| 30 | Friends' Elementary and High School | Baltimore, Md. (Lombard street near Eutaw). | 0 | 1864 | Eli M. Lamb | Friends | 14 | 10 | 5 | 217 | 7 | 4 | .... | 8 | 10 | 40 |
| 31 | Garnett's University School | Ellicott City, Md | ..... | 1880 | James M. Garnett, M. A., LL. D | | | | | | | | | | | 38 |
| 32 | Rockville Academy | Rockville, Md | 1805 | 1808 | Cooke D. Luckett | | 1 | 6 | 5 | 20 | (*a*) | 3 | 3 | 4 | .... | 42 |
| 33 | Phillips Academy | Andover, Mass | 1780 | 1778 | Cecil F. P. Bancroft, PH. D | Non-sect | 8 | 157 | 85 | .... | (*a*) | 36 | 12 | 19 | 4, 3 | 38½ |
| 34 | Chauncy Hall School* | Boston, Mass. (259 Boylston street). | 0 | 1828 | William H. Ladd | | 17 | *b*(182) | | 26 | 9 | .... | .... | ..... | 6 | 40 |
| 35 | English and Classical School for Boys | Boston, Mass. (10 Somerset street). | ..... | 1860 | William N. Eayrs | | 6 | 6 | 7 | 14 | 9 | .... | 2 | 7 | 6 | 40 |
| 36 | English High School* | Boston, Mass | ..... | 1821 | Edwin P. Seaver *c* | Non-sect | 19 | 0 | 20 | 460 | 13 | 0 | 7 | 64 | 3 | 40 |
| 37 | Girls' Latin School | Boston, Mass | ..... | 1878 | John Tetlow, A. M | Non-sect | 5 | (136) | | .... | 12 | 5 | 0 | 1 | 6 | 40 |
| 38 | Private Classical School | Boston, Mass. (20 Boylston Place). | ..... | 1868 | J. P. Hopkinson | Non-sect | 5 | 75 | .... | 3 | 10 | 12 | 0 | 5 | 7 | 37 |
| 39 | Private Classical School | Boston, Mass. (40 Winter street). | ..... | 1866 | George W. C. Noble, A. M | Non-sect | 5 | 65 | .... | 5 | 10 | 17 | 1 | 5 | 6 | 40 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 40 | Public Latin School | Boston, Mass. (Bedford street). | ..... | 1635 | Moses Merrill, A. M. | Non-sect.. | 14 | 330 | 0 | 0 | (a) | 29 | .... | 0 | 6 | 42 |
| 41 | Cambridge High School | Cambridge, Mass | ..... | 1847 | William F. Bradbury | ..... | 12 | 100 | 3 | 353 | (a) | 12 | .... | 36 | 4, 5 | 40 |
| 42 | Day and Family School | Cambridge, Mass. (123 Inman street). | ..... | 1865 | Joshua Kendall | ..... | 2 | 12 | 1 | 3 | 11 | 1 | .... | ..... | ..... | 40 |
| 43 | Public High School | Concord, Mass | ..... | 1851 | William L. Eaton | ..... | 3 | 12 | .... | 40 | ..... | 2 | .... | 5 | 4 | 39 |
| 44 | Williston Seminary | Easthampton, Mass | 1841 | 1841 | Joseph Whitcomb Fairbanks, PH. D. | Non-sect.. | 9 | 100 | 25 | 70 | 14 | 28 | 5 | 12 | 4 | 39 |
| 45 | Preparatory Department in Home School for Young Ladies. | Everett, Mass | ..... | 1880 | Mrs. A. P. Potter | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 46 | Lawrence Academy | Groton, Mass | 1793 | 1793 | E. S. Ball, A. M. | Non-sect.. | 4 | 14 | 1 | 57 | ..... | 3 | .... | 12 | 3, 4 | 39 |
| 47 | Monson Academy* | Monson, Mass | 1804 | 1806 | D. Newton Putney, A. M | Cong | 4 | ..... | ..... | ..... | ..... | 4 | .... | ..... | 3 | 39 |
| 48 | Classical School for Girls | Northampton, Mass | ..... | 1877 | Miss Mary A. Burnham and B. T. Capen. | Non-sect.. | 15 | 30 | .... | 40 | (a) | 11 | .... | ..... | (a) | 36 |
| 49 | Mr. Knapp's Home School | Plymouth, Mass | ..... | 1867 | Frederick N. Knapp | Non-sect.. | 3 | 5 | 5 | 5 | 10 | .... | 3 | 3 | 6 | 40 |
| 50 | Adams Academy* | Quincy, Mass | ..... | 1872 | William Everett, PH. D | Non-sect.. | 4 | | (69) | | 13 | 14 | .... | 2 | 4 | 35 |
| 51 | St. Mark's School | Southborough, Mass | 1865 | 1865 | Rev. J. I. T. Coolidge, D. D., head master. | P. E | 5 | 48 | .... | .... | 12 | 3 | .... | ..... | 6 | 37 |
| 52 | Greylock Institute* | South Williamstown, Mass | 0 | 1842 | Benjamin F. Mills, A. M. | Cong | 8 | 20 | 10 | 20 | ..... | 6 | 4 | 10 | 5 | 38 |
| 53 | Edwards Place School | Stockbridge, Mass | ..... | 1855 | Ferdinand Hoffmann | Non-sect.. | 1 | 3 | 2 | 1 | 12 | 1 | 1 | 1 | (a) | 52 |
| 54 | West Newton English and Classical School. | West Newton, Mass | 1855 | 1854 | Nathaniel T. Allen | Non-sect.. | 13 | 20 | 15 | 70 | 10 | 2 | 3 | 22 | 8 | 37 |
| 55 | Worcester Academy | Worcester, Mass | 1834 | 1834 | Nathan Leavenworth, A. M | Baptist | 5 | 24 | 0 | 33 | 12 | 6 | 1 | 5 | 4 | 39 |
| 56 | Michigan Military Academy | Orchard Lake, Mich | 1877 | 1877 | Col. J. Sumner Rogers, superintendent. | Non-sect.. | 6 | 5 | 13 | 79 | (a) | 7 | .... | 2 | 3 | 36 |
| 57 | Smith Academy | St. Louis, Mo | 1853 | 1854 | Denham Arnold, A. M | Non-sect.. | 18 | 35 | 40 | 304 | 11 | 10 | 6 | 13 | 6 | 40 |
| 58 | Austin Academy | Centre Strafford, N. H | 1830 | 1830 | W. H. Judkins | Free Bap. | 1 | *5 | .... | *40 | ..... | ..... | ..... | ..... | ..... | 20 |
| 59 | St. Paul's School | Concord, N. H | 1855 | 1856 | Rev. Henry A. Coit, D. D | P. E | 14 | 170 | 30 | 20 | 12 | 21 | 5 | ..... | 6 | 35 |
| 60 | Phillips Exeter Academy | Exeter, N. H | 1781 | 1783 | Albert C. Perkins, A. M | Non-sect.. | 6 | 177 | 7 | 20 | 13 | 44 | 2 | 0 | 4 | 38 |
| 61 | Kimball Union Academy | Meriden, N. H | 1813 | 1815 | George J. Cummings, A. M. | Cong | 6 | 40 | 6 | 60 | 14 | 6 | d1 | 16 | 3 | 39 |
| 62 | McCollom Institute | Mount Vernon, N. H | 1850 | 1850 | W. H. Ray, M. A | Non-sect.. | 5 | 19 | 8 | 23 | (a) | 3 | .... | 3 | 4 | 38 |
| 63 | Colby Academy | New London, N. H | 1837 | 1836 | James P. Dixon, A. M | Baptist | 7 | 32 | 2 | 40 | 15 | 0 | 0 | 5 | 4 | 38 |
| 64 | Farnum Preparatory School | Beverly, N. J | 1856 | 1856 | J. Fletcher Street, A. M | ..... | 8 | 2 | .... | 108 | (a) | 0 | 0 | 5 | 10 | 40 |
| 65 | Burlington College | Burlington, N. J | 1846 | 1846 | Rev. Edward Maxwell Reilly, A. M., rector. | P. E | 7 | 15 | 10 | 25 | 12 | 10 | 2 | 38 | 6 | 39 |
| 66 | Peddie Institute | Hightstown, N. J | 1866 | 1869 | Rev. E. J. Avery, A. M., pres't.. | Baptist | 10 | 30 | 10 | 110 | 10 | 8 | 0 | 2 | 4 | 40 |
| 67 | Stevens High School | Hoboken, N. J | 0 | 1870 | Rev. Edward Wall, A. M | Non-sect.. | 5 | 7 | 21 | 15 | ..... | .... | 6 | 4 | 5 | 36 |
| 68 | Rutgers College Grammar School* | New Brunswick, N. J | ..... | 1770 | Rev. De Witt Ten Broeck Reiley, A. M., rector. | Ref. Ch | 8 | | (e94) | | (a) | .... | ..... | ..... | 5 | 36 |
| 69 | Cazenovia Seminary | Cazenovia, N. Y | 1825 | 1824 | Rev. J. D. Phelps, A. M. | M. E | 10 | 50 | 30 | 60 | 16 | 18 | 2 | 10 | 3, 4 | 40 |
| 70 | Claverack College and Hudson River Institute. | Claverack, N. Y | 1779 / 1854 | 1779 | Rev. Alonzo Flack, PH. D | Non-sect.. | f21 | g90 | g10 | g162 | (a) | 8 | 4 | 4 | 2,3,4 | 39 |
| 71 | Fort Edward Collegiate Institute h | Fort Edward, N. Y | 1854 | 1854 | Rev. Joseph E. King, PH. D., D.D. | Non-sect.. | 13 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | 39 |
| 72 | Colgate Academy | Hamilton, N. Y | 1853 | 1832 | Rev. Francis W. Towle, A. M | Baptist | 5 | 65 | 15 | 34 | 14 | 18 | 0 | 4 | 4 | 38 |
| 73 | Cook Academy* | Havana, N. Y | 1872 | 1873 | Albert C. Hill, A. B | Baptist | 8 | 50 | 25 | 135 | 14 | 5 | 2 | 18 | 3, 4 | 39 |
| 74 | Ithaca High School | Ithaca, N. Y | ..... | 1875 | Daniel O. Barto | Non-sect.. | 5 | 18 | 17 | 95 | (a) | 5 | .... | 7 | 4 | 39 |
| 75 | Private Preparatory School | Ithaca, N. Y | 0 | 1876 | B. P. Mackoon and L. A. Wait | Non-sect.. | 3 | 10 | 20 | 10 | (a) | 10 | .... | ..... | 4 | 40 |
| 76 | Kinderhook Academy | Kinderhook, N. Y | 1823 | 1824 | Alexander and Stephenson | Ger. Ref | 2 | 6 | 2 | 34 | 8 | 1 | .... | ..... | (a) | 40 |

* From Report of the Commissioner of Education for 1879.
*a* Not specified.
*b* Includes those preparing for business.
*c* Has since become city superintendent of public schools.
*d* Entered theological seminary.
*e* In 1878.
*f* For all departments.
*g* Probably includes students reported in Table VIII.
*h* School suspended at present, but will reopen in 1881.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1880, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | Principal. | Religious denomination. | Number of instructors. | Students. | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | 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. | Number of years in full course of study. | Number of weeks in scholastic year. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 77 | Kingston Free Academy | Kingston, N. Y | 1795 | 1773 | Francis J. Cheney, A. M. | | 5 | 7 | 0 | 68 | (a) | 0 | 0 | 17 | 3 | 42 |
| 78 | Siglar's Preparatory School | Newburgh, N. Y. (Seminary Place). | | 1863 | Henry W. Siglar, M. A | Non-sect | 4 | 18 | .... | 18 | 8 | 3 | 0 | 4 | 6 | 38 |
| 79 | Charlier Institute* | New York, N. Y. (Central Park). | 0 | 1855 | Prof. Elie Charlier | Non-sect | 25 | 50 | 20 | 80 | 7 | 10 | 5 | 10 | 10 | 36 |
| 80 | Columbia Grammar School | New York, N. Y. (333 Fourth avenue). | | 1763 | R. S. Bacon, M. D., and B. H. Campbell, A. M. | Non-sect | 12 | 75 | 35 | 70 | (a) | 14 | 12 | 13 | 6 | 40 |
| 81 | De La Salle Institute* | New York, N. Y. (48 Second street). | | | Brother Abban | R. C | .... | | (200) | | | | | | | |
| 82 | New York Latin School | New York, N. Y. (8 East Forty-seventh street). | | 1874 | Virginius Dabney | | 9 | 30 | 20 | 43 | 7 | .... | .... | | 6 | 40 |
| 83 | Preparatory Scientific School | New York, N. Y. (341 Madison avenue). | | 1872 | Prof. Alfred Colin, M. E | Non-sect | 3 | 3 | 12 | 6 | 12 | 3 | 2 | 4 | 5 | 38 |
| 84 | University Grammar School | New York, N. Y. (1481 Broadway). | | 1837 | M. M. Hobby and William L. Akin, A. M. | | 8 | 25 | 10 | 46 | 7 | 2 | 6 | | (a) | 40 |
| 85 | Bradford Mansion School | Rye, N. Y | | 1880 | Rev. Chas. Jewett Collins, A. M. | Non-sect | 4 | 10 | 1 | 7 | (a) | .... | .... | | .... | 40 |
| 86 | Park Institute | Rye, N. Y | 0 | 1869 | Henry Tatlock, M. A | Non-sect | 5 | 30 | 10 | 16 | 10 | 2 | 0 | 0 | 8 | 38 |
| 87 | Union Classical Institute | Schenectady, N. Y | 1855 | 1855 | Charles S. Halsey | Non-sect | 7 | 44 | 30 | 104 | ..... | 11 | 0 | 10 | 3 | 42 |
| 88 | St. John's School | Sing Sing, N. Y | | 1869 | Rev. J. Breckenridge Gibson, D. D., rector. | P. E | 8 | | (80) | | 10–15 | 1 | 1 | 3 | 6 | 40 |
| 89 | De Veaux College* | Suspension Bridge, N. Y. | 1853 | 1857 | Rev. Geo. Herbert Patterson, A. M., LL. B., president. | P. E | 7 | | (58) | | 9–12 | .... | .... | | 7 | 40 |
| 90 | Rev. M. R. Hooper's Academy for Boys. | Yonkers, N. Y | | 1867 | Rev. Montgomery R. Hooper, A. M. | Non-sect | 5 | 25 | .... | 24 | ..... | 2 | .... | 2 | 6 | 40 |
| 91 | Chickering Classical and Scientific Institute. | Cincinnati, Ohio (George st., bet. Smith and John). | | 1855 | J. B. Chickering, A. M | Non-sect | 15 | 60 | 30 | 100 | 7–20 | 7 | 4 | 7 | 11 | 39 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 92 | Collegiate School | Cincinnati, Ohio | | 1863 | Rev. J. Babin, A. B | P. E | 4 | 10 | 1 | 6 | 7 | | | 6 | 40 |
| 93 | Brooks Military Academy | Cleveland, Ohio | 1874 | 1874 | Henry McL. Harding, A. M | Non-sect | 8 | | | | 5 | 4 | | 6 | 40 |
| 94 | Department of preparatory instruction in Oberlin College.* | Oberlin, Ohio | 1834 | 1834 | George H. White, A. M | Non-sect | 27 | 198 | | 236 | 14 | 47 | | 3 | 38 |
| 95 | Miami Classical and Scientific Training School for Boys. | Oxford, Ohio | | 1877 | Isaiah Trufant, A. M., and Byron F. Marsh, A. M. | Non-sect | 6 | 8 | 10 | 20 | (a) | | | 2 | 3, 4 | 40 |
| 96 | Chambersburg Academy | Chambersburg, Pa | 1797 | 1793 | J. H. Shumaker, PH. D | Non-sect | 4 | 14 | 4 | 18 | 12 | 6 | 4 | 6 | 4 | 40 |
| 97 | Germantown Academy | Germantown, Pa. (School Lane). | 1784 | 1760 | William Kershaw, A. M., PH. D | Non-sect | 10 | 115 | 35 | 28 | (a) | 5 | 6 | 14 | 6 | 40 |
| 98 | Wyoming Seminary | Kingston, Pa | 1844 | 1844 | Rev. David Copeland, PH. D., D. D | M. E | b10 | | (284) | | 12 | | | | 3, 4 | 40 |
| 99 | Franklin and Marshall Academy* | Lancaster, Pa | | 1837 | Rev. James Crawford, rector | Reformed | 5 | | (43) | | (a) | | | | | 39 |
| 100 | University Academy | Lewisburg, Pa | 1846 | 1846 | William E. Martin, A. M | Baptist | 7 | 42 | 6 | 17 | | 13 | 3 | | 4 | 40 |
| 101 | Lewistown Academy | Lewistown, Pa | 1815 | | W. H. Schuyler, PH. D | Non-sect | 6 | 16 | 0 | 101 | 5 | 1 | 0 | 6 | 12 | 39 |
| 102 | Cumberland Valley Institute | Mechanicsburg, Pa | | 1853 | S. C. Beitzel and Mervin J. Eckels, A. B. | Non-sect | 4 | 6 | | 80 | | | | | (a) | 40 |
| 103 | Palatinate College | Myerstown, Pa | 1868 | 1868 | Rev. Dr. G. W. Aughinbaugh | Reformed | | | | | | | | | | |
| 104 | Fewsmith Classical School | Philadelphia, Pa. (1008 Chestnut street). | | 1857 | William Fewsmith, M. A | Non-sect | 4 | 6 | 4 | 22 | 9 | 4 | 3 | 3 | 4, 6 | 41 |
| 105 | North Broad Street Select School for Young Men and Boys. | Philadelphia, Pa. (corner Broad street and Fairmount avenue). | 0 | 1868 | George Eastburn, M. A | Non-sect | 9 | 27 | 6 | 89 | 10 | 0 | 4 | 4 | 6 | 40 |
| 106 | York Collegiate Institute | York, Pa | 1873 | 1873 | Rev. Jas. McDougall, jr., PH. D | Presb | 7 | 20 | 5 | 75 | (a) | 5 | 1 | | 5 | 40 |
| 107 | Greenwich Academy* | East Greenwich, R. I | 1802 | 1802 | Rev. Francis D. Blakeslee, A. M | M. E | 13 | | (209) | | | | | | 3 | 40 |
| 108 | Rogers High School* | Newport, R. I | 0 | 1873 | Frederic W. Tilton, A. M | Non-sect | 7 | 20 | 6 | 120 | (a) | 5 | 1 | 8 | 4 | 40 |
| 109 | English and Classical School | Providence, R. I. (49 Snow street). | 0 | 1864 | William A. Mowry, A. M., and Charles B. Goff, A. M. | | 15 | 105 | 10 | 125 | 8 | 7 | 3 | 4 | 10 | 39 |
| 110 | University Grammar School | Providence, R. I | | 1764 | Merrick Lyon, A. M., LL. D., and Emory Lyon, A. M., M. D. | Baptist | 6 | 35 | 5 | 12 | 8 | 8 | | 3 | 4–7 | 38 |
| 111 | Mt. Zion Institute | Winnsboro', S. C | 1773 | 1777 | R. Means Davis | Non-sect | 4 | 20 | | 130 | | 1 | 1 | 2 | 4 | 40 |
| 112 | McKenzie College | McKenzie Tenn | 1870 | 1871 | Rev. E. B. Chappell, A. B | M. E. So | 5 | | (140) | | 10 | 20 | 28 | 4 | 6 | 40 |
| 113 | Tullahoma College | Tullahoma, Tenn | 1877 | 1876 | Rev. J. M. Carter, A. M. pres't | M. E | 4 | 6 | | | | | | | | 40 |
| 114 | Burr and Burton Seminary | Manchester, Vt | 1829 | 1833 | Rev. James Fletcher, A. M | Cong | 5 | 16 | 12 | 60 | (a) | 3 | 0 | 2 | 3 | 40 |
| 115 | Green Mountain Seminary* | Waterbury Centre, Vt | 1862 | 1869 | Miss L. Colley | F. W. Bap | 2 | | | 110 | (a) | | | | | 36 |
| 116 | Kenmore University High School | Amherst C. H., Va | | 1872 | H. A. Strode | | 3 | | | | | 4 | | | | 40 |
| 117 | Bellevue High School | Bellevue, Va | | 1866 | William R. Abbot | P. E | 3 | | (46) | | 13 | 6 | | 5 | 6 | 40 |
| 118 | Norwood High School and College | Norwood, Va | | 1865 | Thomas A. Seddon and R. H. Willis, jr. | Non-sect | 4 | 20 | 10 | 10 | 12–14 | 15 | | 2 | (a) | 40 |
| 119 | University School | Petersburg, Va | | 1865 | W. Gordon McCabe, A. M | | 3 | | (71) | | 12 | 12 | 3 | 20 | | 40 |
| 120 | Shenandoah Valley Academy | Winchester, Va | 0 | 1865 | Chas. L. C. Minor, M. A., LL. D | Non-sect | 5 | 40 | 4 | 10 | 12 | | | | 5 | 38 |
| 121 | Wayland University* | Beaver Dam, Wis | 1855 | 1855 | Rev. Nathan E. Wood, A. M., B. D | Baptist | 6 | 10 | 4 | | | | | 5 | 3, 4 | 39 |
| 122 | Berlin High School | Berlin, Wis | 1857 | 1858 | C. M. Gates | | 14 | 5 | 10 | 60 | | | | 12 | 4 | 40 |
| 123 | Markham Academy | Milwaukee, Wis | 0 | 1864 | Albert Markham | Non-sect | 4 | 30 | 6 | 40 | | 3 | 2 | 2 | 5 | 40 |
| 124 | Grammar School of Racine College | Racine, Wis | 1852 | | Gerald R. McDowell, A. M., head master. | P. E | 9 | 68 | 41 | | 10 | | | | 6 | 38 |
| 125 | Racine Academy | Racine, Wis | 0 | 1875 | John G. McMynn, A. M | Non-sect | 5 | 15 | 8 | 65 | 10 | 3 | 0 | 9 | (a) | 40 |

* From Report of Commissioner of Education for 1879.

*a* Not specified.

*b* In Wyoming Seminary and Commercial College.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1880, *&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 annum. | 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 | Berkeley Gymnasium* | 0 | × | × | 200 | 100 | $100 | $250 | $25,000 | .... | .... | $11,880 | July 12. |
| 2 | Oak Mound School | .... | × | .... | 250 | 50 | 70 | 250 | 7,000 | .... | .... | 3,500 | August 1. |
| 3 | California Military Academy | × | × | .... | 1,500 | .... | .... | a360 | 80,000 | .... | .... | .... | July 18. |
| 4 | Oakland High School | × | × | 0 | 400 | 0 | b40 | 250 | 40,000 | .... | .... | 500 | July. |
| 5 | Franciscan College | .... | .... | × | 2,500 | .... | .... | .... | .... | .... | .... | .... | |
| 6 | Santa Barbara College* | 0 | 0 | × | 1,000 | 0 | .... | 200 | 75,000 | $0 | $0 | .... | Aug., 1st Mon. |
| 7 | Jarvis Hall | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | |
| 8 | Hartford Public High School | × | × | × | 2,500 | 100 | b60 | .... | 200,000 | .... | .... | b5,200 | May 15. |
| 9 | Collegiate and Commercial Institute. | .... | .... | × | 2,000 | .... | 63 | a400 | .... | .... | .... | .... | September. |
| 10 | Hopkins Grammar School | .... | .... | .... | .... | .... | 65 | 300 | .... | .... | .... | .... | September. |
| 11 | Connecticut Literary Institution | × | × | × | 1,400 | 100 | 36 | 130 | 100,000 | 30,000 | .... | .... | Sept., 1st week. |
| 12 | Woodstock Academy | × | × | 0 | 400 | .... | 20–29 | 135 | 25,000 | 4,000 | 400 | 750 | Sept., 1st Mon. |
| 13 | Academy of Richmond County | × | × | 0 | 0 | 0 | 20 | 200 | 50,000 | 50,000 | 3,500 | 1,500 | October 1. |
| 14 | South Georgia Male Institute* | .... | .... | .... | 100 | .... | 30 | 100 | 5,000 | .... | .... | 1,500 | Aug., 3d Mon. |
| 15 | Allen Academy and Polytechnic Institute. | × | × | .... | 2,350 | 50 | 60–160 | 280 | .... | .... | .... | .... | Sept., 1st Mon. |
| 16 | The Athenæum Academy | 0 | × | .... | c2,000 | .... | .... | .... | .... | .... | .... | c10,000 | September 12. |
| 17 | Yale School* | 0 | × | 0 | .... | .... | .... | .... | 25,000 | .... | .... | .... | September 12. |
| 18 | Knox Academy | (d) | (d) | × | (d) | .... | 25 | 100–160 | (d) | (d) | 9,000 | 2,795 | Sept., 1st Thurs. |
| 19 | Whipple Academy | (e) | (e) | .... | (e) | .... | 18 | .... | (e) | (e) | (e) | .... | |
| 20 | St Francis Solanus College | .... | .... | .... | 1,300 | .... | 30 | a225 | 31,500 | .... | 7,287 | 3,000 | |
| 21 | Indianapolis Classical School | 0 | 0 | × | .... | .... | 100 | .... | .... | .... | .... | .... | Sept., 2d Wed. |
| 22 | Burlington University* | × | × | 0 | 2,400 | .... | 30 | 100 | 80,000 | f4,250 | g750 | 1,130 | September 1. |
| 23 | Classical School* | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 24 | Edward Little High School | × | × | 0 | 100 | 0 | b12 | 180 | 31,000 | 0 | 0 | 40 | April 4. |
| 25 | Houlton Academy* | × | × | | | | 16⅔ | | | | | | September 3. |
| 26 | Nichols Latin School | | | × | 1,000 | | 27 | | h15,000 | | | | August 24. |
| 27 | Maine Central Institute* | | | | | | | | | | | | August 18. |
| 28 | Waterville Classical Institute | 0 | × | 0 | 50 | 0 | 20–24 | 120 | 10,000 | 33,333 | 2,000 | 2,446 | Aug., 4th Mon. |
| 29 | West Lebanon Academy | × | × | 0 | 300 | 0 | 22 | 120 | 5,000 | 5,000 | 26 | 800 | |
| 30 | Friends' Elementary and High School. | × | × | 0 | 2,000 | 100 | i60 | 200 | 20,000 | 0 | 0 | 12,000 | Sept., 1st Tues. |
| 31 | Garnett's University School | | | | | | 50–100 | a310 | | | | | September 15. |
| 32 | Rockville Academy | 0 | 0 | 0 | 0 | 0 | 32–40 | 150 | j5,000 | | | k1,300 | Sept., 1st Mon. |
| 33 | Phillips Academy | × | × | × | 2,750 | 50 | 60 | 300 | 100,000 | 203,814 | 10,242 | 12,611 | September 1. |
| 34 | Chauncy Hall School* | × | × | × | | | 140–200 | | 100,000 | | | | September 8. |
| 35 | English and Classical School for Boys. | × | × | × | 350 | | 160 | | l1,500 | | | 5,000 | September 29. |
| 36 | English High School* | × | × | 0 | 2,000 | | 0 | | | 0 | 0 | b400 | Sept., 1st Mon. |
| 37 | Girls' Latin School | 0 | 0 | 0 | 300 | 50 | | | | | | | Sept., 1st Mon. |
| 38 | Private Classical School | 0 | 0 | 0 | | | 200 | | 20,000 | | | | Sept., last Mon. |
| 39 | Private Classical School | 0 | 0 | × | 0 | 0 | 200 | | | | | 14,000 | Sept , 2d Mon. |
| 40 | Public Latin School | 0 | × | × | 2,600 | 100 | | | 350,000 | 0 | 0 | | September 1. |
| 41 | Cambridge High School | × | × | 0 | 3,200 | 50 | b50 | | 100,000 | 13,333 | 800 | 200 | Sept., 1st Mon. |
| 42 | Day and Family School | | | | | | 150 | | | | | | September 21. |
| 43 | Public High School | 0 | × | 0 | | | b39 | | 10,000 | 3,000 | 150 | 200 | Aug., 4th Mon. |
| 44 | Williston Seminary | × | × | × | 2,000 | 50 | 60 | 200 | 139,757 | 256,400 | 11,236 | g12,976 | September 5. |
| 45 | Preparatory Department in Home School for Young Ladies. | | | | | | | | | | | | September 8. |
| 46 | Lawrence Academy | × | × | × | 25,000 | | 21–24 | 137½ | 35,000 | 35,000 | 2,015 | 1,600 | August. |
| 47 | Monson Academy* | × | × | 0 | 2,000 | | 21–27 | 150 | 20,000 | 25,000 | 1,600 | 1,350 | August 20. |
| 48 | Classical School for Girls | × | × | × | 1,800 | 600 | 100 | 350 | 50,000 | | | 7,000 | September. |
| 49 | Mr. Knapp's Home School | × | × | × | 1,500 | | | a650 | 15,000 | | | | September 22. |
| 50 | Adams Academy* | 0 | 0 | × | 400 | | 100 | 350 | 40,000 | | | 6,600 | September 9. |
| 51 | St. Mark's School | | | × | 900 | 50 | (500) | | 20,000 | | | 24,000 | September 15. |
| 52 | Greylock Institute* | × | × | × | 500 | 50 | 75 | 350 | 50,000 | | | 5,000 | September 1. |
| 53 | Edwards Place School | 0 | | × | 500 | 0 | (300, 400) | | *20,000 | | | 2,200 | |
| 54 | West Newton English and Classical School. | × | × | × | 2,500 | 50 | 60–200 | 350 | 80,000 | 0 | 0 | 9,000 | Sept., 3d Wed. |
| 55 | Worcester Academy | × | × | × | 1,500 | 0 | 45 | 105 | 100,000 | 81,000 | 3,100 | 1,400 | August 31. |
| 56 | Michigan Military Academy | × | × | × | 500 | 150 | a350 | | 50,000 | | | | September 15. |
| 57 | Smith Academy | 0 | × | × | | | 60–100 | 300 | 65,000 | | | 25,000 | September 16. |
| 58 | Austin Academy | 0 | 0 | 0 | 200 | 0 | 10–12 | 55–60 | 2,000 | | | | February 20. |
| 59 | St. Paul's School | × | × | × | 2,500 | 200 | a500 | | *100,000 | | | | September 8. |
| 60 | Phillips Exeter Academy | × | × | 0 | 625 | 13 | 60 | 250 | 108,000 | 219,588 | 11,791 | 6,840 | Sept., 1st Wed. |
| 61 | Kimball Union Academy | × | × | × | 2,500 | | 30 | 110 | 25,000 | 30,000 | 2,000 | 1,775 | August. |
| 62 | McCollom Institute | 0 | × | 0 | 1,256 | 45 | 18–21 | 130 | 10,000 | 15,000 | 750 | 1,000 | Aug., last Wed. |
| 63 | Colby Academy | × | × | × | 1,500 | 50 | 15–30 | 126 | 100,000 | 81,000 | 5,110 | 1,104 | Sept., 1st Wed. |
| 64 | Farnum Preparatory School | | × | 0 | 100 | 0 | 12–46 | | 40,000 | 20,000 | 1,200 | 2,200 | September 6. |

* From Report of the Commissioner of Education for 1879.
*a* Board and tuition.
*b* From non-residents.
*c* In the Chicago Athenæum, of which the academy is a part.
*d* In connection with Knox College.
*e* Associated with Illinois College (see Table IX).
*f* Also funds in real estate.
*g* Includes rents.
*h* In 1878.
*i* Average charge.
*j* Value of grounds and buildings.
*k* Of which $800 are received from the State in consideration of the free tuition of 8 pupils.
*l* Value of apparatus.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1880, *&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 annum. | 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 |
| 65 | Burlington College | × | × | × | 2,000 | ..... | *a*$200 | ..... | $50,000 | ..... | ..... | ..... | September 8. |
| 66 | Peddie Institute | × | × | 0 | 1,000 | 600 | 50 | $150 | 100,000 | $0 | $0 | $3,000 | September 2. |
| 67 | Stevens High School | (*b*) | (*b*) | ..... | ..... | ..... | 60–150 | ..... | *c*26,000 | ..... | ..... | ..... | September 14. |
| 68 | Rutgers College Grammar School* | × | × | ..... | ..... | ..... | 36–72 | *a*400 | ..... | ..... | ..... | ..... | September. |
| 69 | Cazenovia Seminary | × | × | × | 2,000 | 80 | 30 | 150 | 80,000 | 10,000 | 400 | 4,000 | August 24. |
| 70 | Claverack College and Hudson River Institute. | × | × | × | 1,397 | 102 | 50 | 100–300 | 61,214 | ..... | ..... | 11,123 | September 6. |
| 71 | Fort Edward Collegiate Institute *d* | × | × | × | 400 | 400 | 36 | 164 | 60,000 | ..... | ..... | ..... | September 12. |
| 72 | Colgate Academy | 0 | × | × | 1,420 | 212 | 30 | 120 | 61,000 | 55,000 | 3,350 | 2,623 | Sept., 2d Thurs. |
| 73 | Cook Academy* | × | × | × | 650 | 80 | 36 | 130 | 175,000 | ..... | ..... | 5,528 | September 2. |
| 74 | Ithaca High School | × | × | 0 | 966 | 70 | *e*30 | 136 | 18,320 | 0 | 0 | 648 | July 2. |
| 75 | Private Preparatory School | 0 | 0 | 0 | 0 | ..... | 135 | 240 | 0 | 0 | 0 | 2,000 | September 15. |
| 76 | Kinderhook Academy | 0 | × | ..... | 1,500 | ..... | 40 | 300 | 3,500 | ..... | ..... | 1,500 | September 1. |
| 77 | Kingston Free Academy | × | × | 0 | 900 | 38 | *e*36 | 210 | 53,270 | ..... | 4,283 | 288 | August 30. |
| 78 | Siglar's Preparatory School | × | 0 | × | 425 | 25 | 75 | 400 | 30,000 | 0 | 0 | ..... | Sept., 2d Tues. |
| 79 | Charlier Institute* | × | × | × | 3,500 | 100 | 100–300 | 450 | 500,000 | ..... | ..... | ..... | September 15–20. |
| 80 | Columbia Grammar School | × | × | 0 | 0 | 0 | 100–250 | ..... | ..... | 0 | 0 | ..... | September 17. |
| 81 | De La Salle Institute* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *f*41,000 | ..... | ..... | ..... | ..... |
| 82 | New York Latin School | 0 | 0 | 0 | 0 | 0 | *g*150 | ..... | ..... | ..... | ..... | ..... | Sept., 2d Mon. |
| 83 | Preparatory Scientific School | × | × | 0 | 0 | 0 | 200–300 | ..... | *h*1,000 | 0 | 0 | 4,359 | September 22. |
| 84 | University Grammar School | 0 | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | September 13. |
| 85 | Bradford Mansion School | × | × | × | ..... | ..... | ..... | 500 | 50,000 | ..... | ..... | ..... | September. |
| 86 | Park Institute | 0 | × | 0 | ..... | ..... | 80–140 | *i*600 | 25,000 | ..... | ..... | 5,000 | September 15. |
| 87 | Union Classical Institute | × | × | 0 | 292 | 7 | 36 | 183 | 17,600 | 0 | 0 | 950 | September 1. |
| 88 | St. John's School | × | × | × | 700 | 100 | *i*600 | ..... | 70,000 | ..... | ..... | ..... | September. |
| 89 | De Veaux College* | ..... | ..... | × | 1,200 | ..... | (400) | | ..... | ..... | ..... | ..... | September 4. |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 90 | Rev. M. R. Hooper's Academy for Boys. | 0 | 0 | 0 | 0 | 0 | 80–160 | | | | | 3,600 | September. |
| 91 | Chickering Classical and Scientific Institute. | | × | × | 800 | 40 | 60–120 | 250 | 50,000 | | | 17,500 | September 20. |
| 92 | Collegiate School | 0 | 0 | 0 | 0 | 0 | 100–180 | | | | | | September 19. |
| 93 | Brooks Military Academy | × | × | × | | | 150 | 152–228 | | | | | September 14. |
| 94 | Department of preparatory instruction in Oberlin College.* | × | × | × | 15,000 | | 30 | (*i*) | (*i*) | (*i*) | (*i*) | (*i*) | September 14. |
| 95 | Miami Classical and Scientific Training School for Boys. | × | × | × | 10,000 | 100 | 40–60 | 240 | 175,000 | | | | September 6. |
| 96 | Chambersburg Academy | 0 | 0 | | 525 | 25 | 50–60 | 240 | 25,000 | 0 | 0 | 2,400 | Sept., 1st Wed. |
| 97 | Germantown Academy | × | × | × | 250 | 0 | 50–100 | | 50,000 | | | 12,000 | Sept., 2d Mon. |
| 98 | Wyoming Seminary | × | × | | *j*1,500 | | 22½–32 | *a*200 | *j*150,000 | | | *j*8,000 | September 1. |
| 99 | Franklin and Marshall Academy* | 0 | 0 | 0 | | | 50 | 150 | | | | | September 2. |
| 100 | University Academy | 0 | (*k*) | 0 | (*k*) | | 30 | 120 | (*i*) | (*i*) | (*i*) | (*i*) | September 8. |
| 101 | Lewistown Academy | 0 | × | 0 | | | 16–50 | 200 | | 0 | 0 | | September 1. |
| 102 | Cumberland Valley Institute | | | | 500 | | 20 | 120 | 18,000 | | | | |
| 103 | Palatinate College | | | | | | | | | | | | |
| 104 | Fewsmith Classical School | × | × | 0 | 250 | 20 | 95,120 | | 1,800 | | | 3,300 | Sept., 2d Mon. |
| 105 | North Broad Street Select School for Young Men and Boys. | × | × | × | 300 | | 100–150 | 240 | *l*5,000 | 0 | 0 | 13,500 | Sept., 2d Mon. |
| 106 | York Collegiate Institute | × | × | × | 1,500 | 250 | 40 | 140 | 75,000 | 60,000 | 3,600 | 3,500 | September 5. |
| 107 | Greenwich Academy* | × | × | | | | 24,33 | 113 | 75,000 | | | | August 26. |
| 108 | Rogers High School* | × | × | | 600 | 50 | *c*60 | 300 | 42,000 | 100,000 | 6,000 | 300 | Sept., 1st Mon. |
| 109 | English and Classical School | × | × | × | 1,050 | | 40–125 | | 100,000 | 0 | | 21,218 | Sept., 1st Mon. |
| 110 | University Grammar School | | | | | | 60–125 | | | | | | Sept., 1st Mon. |
| 111 | Mt. Zion Institute | 0 | 0 | 0 | 50 | | *m*25 | 150 | 5,000 | | | 250 | September. |
| 112 | McKenzie College | × | × | 0 | 300 | 300 | 10–25 | 130 | 3,000 | | | 2,000 | September 1. |
| 113 | Tullahoma College | 0 | 0 | | 211 | | 20–36 | | 2,500 | | | | September 6. |
| 114 | Burr and Burton Seminary | × | × | 0 | 500 | 0 | 30 | 140 | | | | 1,200 | September 1. |
| 115 | Green Mountain Seminary* | 0 | × | | 300 | | 9–18 | 108 | 20,000 | | | 475 | Sept., 1st week. |
| 116 | Kenmore University High School | × | 0 | × | | | *a*300 | | | | | | September 8. |
| 117 | Bellevue High School | 0 | 0 | × | 4,000 | 75 | *a*350 | | 12,000 | | | | September 15. |
| 118 | Norwood High School and College | × | × | × | 400 | 40 | 75 | 160 | 1,000 | | | 1,000 | September 23. |
| 119 | University School | 0 | 0 | 0 | *n*3,000 | 300 | 80 | 225 | 10,000 | | | | October 1. |
| 120 | Shenandoah Valley Academy | × | × | × | | | | | | | | | |
| 121 | Wayland University* | | | | 1,800 | | 26 | 88 | 30,000 | 10,000 | | | September 10. |
| 122 | Berlin High School | × | × | × | 400 | 100 | *e*15 | | *35,000 | | | | September. |
| 123 | Markham Academy | 0 | × | 0 | | | 120 | | 15,000 | | | | Sept., 1st Mon. |
| 124 | Grammar School of Racine College | × | × | × | *2,000 | | (400) | | *107,200 | 0 | 0 | | September. |
| 125 | Racine Academy | 0 | 0 | 0 | 200 | 25 | 100 | 300 | 5,000 | 0 | 0 | 5,100 | September 1. |

* From Report of the Commissioner of Education for 1879.
*a* Board and tuition.
*b* Uses that of the Stevens Institute of Technology.
*c* Value of grounds and buildings.
*d* School suspended at present, but will reopen in 1881.
*e* From non-residents
*f* Includes value of library.
*g* Average charge.
*h* Value of apparatus.
*i* Reported with collegiate department (see Table IX).
*j* In 1878.
*k* Has access to that of the university.
*l* Value of apparatus.
*m* For higher branches; English course free.
*n* Belonging to principal.

TABLE VII.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| Golden Academy | Golden, Colo | Closed. |
| Norwich Free Academy | Norwich, Conn | No information received. |
| Bethlehem Academy | Elizabethtown, Ky | No information received. |
| Lynnland Institute | Glendale, Ky | No information received. |
| Hebron Academy | Hebron, Me | No information received. |
| Girls' High School | Boston, Mass | Not strictly a preparatory school. |
| Private Latin School | Boston, Mass. (80 Charles street). | No information received. |
| Springfield Collegiate Institute | Springfield, Mass | No information received. |
| Warren Academy | Woburn, Mass | Closed. |
| Princeton College Preparatory School | Princeton, N. J | Closed. |
| Mr. Kinne's School | Ithaca, N. Y | No information received. |
| Anthon Grammar School | New York, N. Y | No information received. |
| Brittain Brothers' Preparatory Scientific School. | New York, N. Y. (1267 Broadway). | No information received. |
| Brooks Academy | Cleveland, Ohio | Divided into three branches: Brooks Kindergarten (Table V); Brooks School (for girls) (Table VI); Brooks Military Academy (Table VII). |
| Milnor Hall | Gambier, Ohio | No information received. |
| Easton Classical and Mathematical School. | Easton, Pa | No information received. |
| "The Hill" School | Pottstown, Pa | No information received. |
| Lapham Institute | North Scituate, R. I | No information received. |
| St. Mary's Institute | San Antonio, Tex | See Table VI. |
| Hanover Academy | Taylorsville, Va | No information received. |
| Janesville Classical Academy | Janesville, Wis | Succeeded by Janesville English Academy (see Table VI). |

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880; *from replies to inquiries by the United States Bureau of Education.*

| | Name. | Location. | Date of charter. | Date of organization. | President or principal. | Religious denomination. | Corps of instruction. | | | Instructors in preparatory department. | Students. | | | | | Number of scholarships. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Total. | Male. | Female. | | 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 |
| 1 | Union Female College | Eufaula, Ala | 1852 | 1853 | F. B. Moodie | Baptist | 8 | 3 | 5 | 2 | 25 | 60 | *a*30 | ..... | 115 | 10 |
| 2 | Florence Synodical Female College. | Florence, Ala | 1855 | 1850 | Mrs. Marietta Cuscaden | Presb | 4 | .... | 4 | 2 | ..... | ..... | ..... | ..... | 52 | .... |
| 3 | Huntsville Female College* | Huntsville, Ala | 1852 | 1852 | Rev. George W. F. Price, D. D. *b* | M. E. So. | 8 | 3 | 5 | 0 | ..... | 93 | ..... | ..... | 93 | 0 |
| 4 | Huntsville Female Seminary (Rotherwood Home). | Huntsville, Ala | 1829 | 1829 | Mrs. F. R. Ross | Presb | 7 | 2 | 5 | ..... | ..... | ..... | ..... | ..... | 80 | .... |
| 5 | Judson Female Institute | Marion, Ala | 1839 | 1839 | Rev. L. R. Gwaltney, D. D | Baptist | 9 | 2 | 7 | 1 | 38 | 85 | ..... | ..... | 123 | .... |
| 6 | Marion Female Seminary | Marion, Ala | 1842 | 1836 | Rev. H. R. Raymond, D. D | Non-sect | 9 | 2 | 7 | 1 | 20 | 69 | 4 | 4 | 97 | .... |
| 7 | Synodical Female Institute | Talladega, Ala | ..... | ..... | Mrs. M. K. Craig | Presb | 5 | .... | 5 | 3 | 40 | 43 | ..... | ..... | 83 | .... |
| 8 | Alabama Central Female College | Tuscaloosa, Ala | 1858 | 1858 | A. K. Yancey, jr | Non-sect | 12 | 3 | 9 | ..... | ..... | ..... | ..... | ..... | 96 | 5 |
| 9 | Tuscaloosa Female College* | Tuscaloosa, Ala | 1859 | 1859 | Alonzo Hill, A. M | Non-sect | 10 | 2 | 8 | 2 | ..... | ..... | ..... | ..... | 109 | .... |
| 10 | Alabama Conference Female College. | Tuskegee, Ala | 1855 | 1856 | John Massey, LL. D | Meth | 8 | 2 | 6 | ..... | 40 | 103 | 1 | 2 | 146 | 0 |
| 11 | Young Ladies' Seminary | Benicia, Cal | 0 | 1852 | Mrs. Mary Atkins Lynch | Non-sect | 12 | 4 | 8 | ..... | 46 | 51 | ..... | 0 | 97 | 0 |
| 12 | College of Notre Dame | San José, Cal | ..... | 1851 | Sister Marie Cornelie | R. C | 20 | 2 | 18 | 5 | ..... | ..... | ..... | ..... | 150 | 0 |
| 13 | Hartford Female Seminary | Hartford, Conn | 1827 | 1815 | William T. Gage, A. M | Non-sect | 9 | 4 | 5 | 1 | 20 | ..... | ..... | 7 | 100 | .... |
| 14 | Congrégation de Notre Dame* | Waterbury, Conn | ..... | 1869 | Madame St. Cecilia, superior | R. C | .... | .... | .... | .... | ..... | ..... | ..... | ..... | 185 | .... |
| 15 | Wesleyan Female College | Wilmington, Del | 1841 | 1837 | Rev. J. M. Williams, A. M | M. E | 9 | 3 | 6 | 2 | 37 | 37 | 0 | 0 | 74 | 0 |
| 16 | Lucy Cobb Institute | Athens, Ga | 1858 | 1858 | Mrs. A. E. Wright | Non-sect | 7 | 2 | 5 | 2 | 19 | 48 | ..... | ..... | 67 | 14 |
| 17 | Columbus Female College | Columbus, Ga | 1875 | 1875 | G. R. Glenn, A. M | Non-sect | 12 | 5 | 7 | ..... | ..... | *c*122 | ..... | ..... | 122 | 10 |
| 18 | Andrew Female College* | Cuthbert, Ga | ..... | 1854 | Rev. A. L. Hamilton, D. D | Non-sect | 10 | .... | .... | .... | .... | .... | .... | .... | 132 | .... |
| 19 | Dalton Female College | Dalton, Ga | 1873 | 1872 | Rufus W. Smith, A. M | Meth | 6 | 3 | 3 | 1 | 49 | 69 | 7 | 0 | *d*169 | 5 |
| 20 | Monroe Female College | Forsyth, Ga | 1849 | ..... | Rev. S. G. Hillyer, D. D | Baptist | 4 | 2 | 2 | 1 | 8 | 36 | 62 | ..... | 106 | 0 |

* From Report of the Commissioner of Education for 1879.

*a* Includes 25 music pupils.

*b* Since succeeded by Rev. A. B. Jones, A. M.

*c* Includes students in two primary classes.

*d* Includes students in music and art.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | President or principal. | Religious denomination. | Corps of instruction. | | | Instructors in preparatory department. | Students. | | | | | Number of scholarships. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Total. | Male. | Female. | | 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 |
| 21 | Georgia Baptist Seminary for Young Ladies. | Gainesville, Ga | 1878 | 1878 | Rev. William Clay Wilkes, A. M | Baptist | 7 | 2 | 5 | 2 | 57 | 48 | 2 | ..... | 107 | .... |
| 22 | Griffin Female College* | Griffin, Ga | 1848 | 1849 | A. B. Niles, A. M | Non-sect | 7 | 2 | 5 | 2 | 44 | 58 | 12 | ..... | 114 | 0 |
| 23 | La Grange Female College* | La Grange, Ga | 1842 | 1840 | James R. Mayson | Meth | 8 | 2 | 6 | 1 | 42 | 58 | 0 | 0 | 100 | 0 |
| 24 | Southern Female College | La Grange, Ga | 1848 | 1842 | I. F. Cox, A. M | Non-sect | 10 | 2 | 8 | 2 | 70 | 75 | 6 | 6 | 157 | 0 |
| 25 | Wesleyan Female College | Macon, Ga | 1836 | 1839 | Rev. W. C. Bass, D. D | M. E. So | 13 | 5 | 8 | 2 | 40 | 165 | 18 | ..... | 223 | 6 |
| 26 | Georgia Female College | Madison, Ga | 1849 | ..... | Richard T. Asbury, A. M | Baptist | 6 | 2 | 4 | ..... | ..... | 68 | ..... | ..... | 68 | 0 |
| 27 | Marietta Female College | Marietta, Ga | 1869 | 1869 | Rev. V. E. Manget | Non-sect | 6 | 3 | 3 | ..... | ..... | 69 | ..... | ..... | 69 | .... |
| 28 | College Temple | Newnan, Ga | 1853 | 1853 | M. P. Kellogg, A. M | Non-sect | 5 | 1 | 4 | 1 | 31 | 140 | ..... | ..... | 171 | .... |
| 29 | Houston Female College | Perry, Ga | 1853 | 1853 | P. W. Johnson | Baptist | 3 | .... | .... | ..... | ..... | ..... | ..... | ..... | 65 | .... |
| 30 | Rome Female College | Rome, Ga | 1856 | 1856 | Rev. J. M. M. Caldwell | Non-sect | 7 | 3 | 4 | 2 | 37 | 93 | 9 | ..... | 139 | 0 |
| 31 | Shorter College | Rome, Ga | 1873 | 1873 | Rev. R. D. Mallary, A. M | Baptist | 10 | 3 | 7 | ..... | 78 | 76 | 9 | ..... | 163 | .... |
| 32 | Young Female College | Thomasville, Ga | ..... | 1869 | John E. Baker, A. M | Non-sect | 5 | 1 | 4 | 1 | 30 | 70 | ..... | ..... | 100 | .... |
| 33 | Seminary of the Sacred Heart | Chicago, Ill | ..... | ..... | Mother Niederkorn, superior | R. C | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 150 | .... |
| 34 | Woman's College of the Northwestern University. | Evanston, Ill | 1869 | 1869 | Oliver Marcy, LL. D., acting president. | M. E | (a) | (a) | (a) | (a) | 89 | 46 | 22 | ..... | b239 | .... |
| 35 | Knox Seminary | Galesburg, Ill | ..... | 1847 | Newton Bateman, LL. D | Non-sect | (a) | (a) | (a) | (a) | ..... | 41 | ..... | ..... | 41 | 0 |
| 36 | Almira College | Greenville, Ill | 1859 | 1855 | Mrs. Florence K. Houghton | Non-sect | 7 | .... | 7 | ..... | 17 | 32 | 34 | ..... | 83 | 1 |
| 37 | Highland College for Women | Highland Park, Ill | 1876 | 1876 | Edward P. Weston, A. M. c | Non-sect | 11 | 3 | 8 | ..... | ..... | ..... | ..... | ..... | 62 | .... |
| 38 | Jacksonville Female Academy | Jacksonville, Ill | ..... | 1830 | E. F. Bullard, A. M | Presb | 7 | 2 | 5 | 3 | ..... | 71 | ..... | 3 | 100 | .... |
| 39 | St. Mary's School | Knoxville, Ill | ..... | 1868 | Rev. C. W. Leffingwell, D. D., rector. | P. E | 10 | 3 | 7 | ..... | ..... | ..... | ..... | ..... | 110 | 1 |
| 40 | Ferry Hall, Lake Forest University. | Lake Forest, Ill | ..... | 1869 | Rev. A. G. Wilson, A. M | Presb | 12 | .... | .... | ..... | 52 | 50 | 5 | ..... | 107 | .... |
| 41 | Chicago Female College | Morgan Park, Ill | 1874 | 1875 | Gilbert Thayer, LL. D | Non-sect | 12 | 6 | 6 | 1 | 12 | 44 | 12 | 2 | 70 | 0 |
| 42 | St. Angela's Academy* | Morris, Ill | 1868 | 1857 | Sister Claudine, superior | R. C | .... | .... | .... | ..... | ..... | ..... | ..... | .... | 70 | .... |
| 43 | Mt. Carroll Seminary | Mt. Carroll, Ill | 1852 | 1853 | Mrs. F. A. W. Shimer | Non-sect | 14 | 2 | 12 | ..... | ..... | 100 | ..... | 5 | 200 | 3 |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 44 | Rockford Seminary | Rockford, Ill | 1847 | 1849 | Miss Anna P. Sill | Cong.&P. | 15 | 2 | 13 | 3 | 51 | 45 | 90 | 8 | 194 | 3 |
| 45 | Moravian Seminary for Young Ladies.* | Hope, Ind | | 1866 | Rev. J. Blickensderfer | Moravian | 4 | 2 | 2 | | 8 | 16 | | | 24 | |
| 46 | De Pauw College for Young Women. | New Albany, Ind | 1852 | 1852 | F. A. Friedley | M. E | 7 | 1 | 6 | 2 | 28 | 39 | 7 | | 74 | |
| 47 | Immaculate Conception Academy | Davenport, Iowa | 1869 | 1859 | Sister Mary Gonzaga | R. C | 17 | | 17 | | 121 | 40 | 18 | | 179 | |
| 48 | Callanan College | Des Moines, Iowa | | 1879 | Rev. Charles R. Pomeroy, D. D. | Non-sect | 8 | 5 | 3 | 1 | 20 | | | | 100 | 0 |
| 49 | St. Agatha's Seminary | Iowa City, Iowa | 1861 | 1859 | Sister Mary Agnes, directress. | R. C | 8 | 2 | 6 | 6 | 99 | 51 | 10 | 3 | 163 | 0 |
| 50 | College of the Sisters of Bethany | Topekа, Kans | 1861 | 1862 | Rt. Rev. Thomas H. Vail, D. D., LL. D. | P. E | 14 | 3 | 11 | 4 | 98 | 56 | 12 | 3 | 169 | 0 |
| 51 | Bowling Green Female College | Bowling Green, Ky | 1871 | 1871 | George M. Edgar | Non-sect | 8 | 3 | 5 | 3 | 65 | 65 | | | 130 | |
| 52 | Clinton College | Clinton, Ky | 1874 | 1874 | Amanda M. Hicks | Baptist | 6 | 2 | 4 | 3 | 66 | 54 | | 1 | 121 | 0 |
| 53 | Tarrant College* | Crab Orchard, Ky | | 1875 | Mrs. S. F. H. Tarrant | | 4 | 1 | 3 | 1 | 21 | | | | 75 | |
| 54 | Franklin Female College* | Franklin, Ky | 1868 | 1868 | Col. J. S. Austin, A. M | Non-sect | 6 | 2 | 4 | 0 | 38 | 62 | 8 | 0 | 108 | 0 |
| 55 | Georgetown Female Seminary | Georgetown, Ky | 1829 | 1846 | James J. Rucker, LL. D | Baptist | 9 | 3 | 6 | 2 | 30 | 80 | 0 | 0 | 110 | 0 |
| 56 | Liberty Female College | Glasgow, Ky | 1873 | 1875 | J. B. Reynolds, A. M., M. D | Baptist | 5 | 1 | 4 | | 2 | 43 | 12 | 3 | 60 | 12 |
| 57 | Daughters College | Harrodsburg, Ky | 1846 | 1856 | John Aug. Williams | Non-sect | 9 | 4 | 5 | | 50 | 50 | 10 | 0 | 110 | 0 |
| 58 | Bethel Female College | Hopkinsville, Ky | 1853 | 1854 | J. W. Rust, A. M | Baptist | 7 | 3 | 4 | | 18 | 85 | | | 103 | 12 |
| 59 | Hamilton Female College | Lexington, Ky | 1870 | 1870 | J. T. Patterson | Christian | 12 | 6 | 6 | 1 | | 120 | 2 | | 122 | 9 |
| 60 | St. Catharine's Female Academy | Lexington, Ky | | 1831 | Sister of Charity | R. C | 14 | | 14 | | 40 | | | | 86 | |
| 61 | Millersburg Female College | Millersburg, Ky | 1856 | 1852 | Rev. Geo. T. Gould, A. M., D. D | M. E. So | 18 | 5 | 13 | 3 | 60 | 127 | 12 | | 199 | 0 |
| 62 | Mt. Sterling Female College | Mt. Sterling, Ky | 1876 | 1869 | Rev. J. T. Leonard, LL. D | Presb | 6 | 3 | 3 | 1 | 60 | 102 | 4 | | 166 | |
| 63 | Paducah Female College* | Paducah, Ky | 1871 | 1877 | E. H. Randle | Non-sect | 4 | 1 | 3 | 1 | 16 | 49 | 0 | 0 | 65 | 2 |
| 64 | Bourbon Female College | Paris, Ky | 1871 | 1847 | W. Stewart Jones | Non-sect | 7 | 3 | 4 | 2 | 40 | 52 | | | 92 | |
| 65 | Kentucky College | Pewee Valley, Ky | 1874 | 1874 | Rev. Erastus Rowley, D. D | Non-sect | 8 | 2 | 6 | 2 | 30 | 25 | 2 | | 57 | |
| 66 | Logan Female College | Russellville, Ky | 1867 | 1867 | A. B. Stark, LL. D | M. E. So | 5 | 2 | 3 | | 26 | 70 | | | 96 | 1 |
| 67 | Science Hill School | Shelbyville, Ky | | 1825 | Rev. W. T. Poynter, D. D | M. E. So | 10 | 5 | 5 | 1 | 25 | 65 | | | 90 | 0 |
| 68 | Stuart's Female College | Shelbyville, Ky | 1849 | 1839 | W. H. Stuart | So. Presb | 6 | 2 | 4 | | 40 | 60 | 10 | | 110 | |
| 69 | Stanford Female College | Stanford, Ky | 1868 | 1868 | Mrs. Sallie C. Trueheart, A. M | Non-sect | 8 | 3 | 5 | | | | 1 | | 90 | |
| 70 | Silliman Female Collegiate Institute.* | Clinton, La. (East Feliciana Parish). | 1852 | 1852 | Edwin H. Fay, A. M | Presb | 6 | 1 | 5 | 2 | 52 | 35 | 2 | 2 | 91 | 22 |
| 71 | Keachi Female College* | Keachi, La | 1857 | 1858 | Rev. J. H. Tucker | Baptist | 5 | 1 | 4 | 1 | 25 | 40 | | | 65 | |
| 72 | Mansfield Female College | Mansfield, La | 1855 | 1855 | Rev. J. Lane Borden | M. E. So | 4 | 1 | 3 | | 15 | 45 | | | 60 | |
| 73 | Minden Female College | Minden, La | 1853 | 1853 | George D. Alexander | Non-sect | 4 | 1 | 3 | 1 | 40 | 35 | | | 75 | |
| 74 | Sylvester-Larned Institute for Young Ladies.* | New Orleans, La. (402 and 404 Carondelet street). | | 1868 | Rev. B. M. Palmer, D. D., LL. D | Presb | | | | | 11 | 25 | 91 | | 11 | 127 | |
| 75 | Maine Wesleyan Seminary and Female College. | Kent's Hill, Me | 1821 | 1821 | Rev. Henry P. Torsey, D. D., LL. D. | M. E | 12 | 7 | 5 | 0 | | 30 | 286 | 3 | 319 | 5 |
| 76 | Waterville Classical Institute | Waterville, Me | 1842 | 1829 | James H. Hanson, LL. D | Baptist | 8 | | | | | 29 | | | 29 | |
| 77 | Baltimore Academy of the Visitation. | Baltimore, Md | 1838 | 1837 | Sister Mary Paula Combs, superior. | R. C | 25 | | 25 | | 25 | 135 | | | 160 | |
| 78 | Baltimore Female College | Baltimore, Md. (Park Place). | 1849 | 1848 | Nathan Covington Brooks, LL. D. | Non-sect | 10 | 4 | 6 | | 14 | 58 | | | 72 | 25 |
| 79 | Burkittsville Female Seminary | Burkittsville, Md | 1867 | 1866 | Rev. M. L. Heisler, A. M | Luth | 4 | 1 | 3 | | | 33 | | | 33 | |
| 80 | Cambridge Female Seminary | Cambridge, Md | 1858 | 1864 | John F. Baugher, A. M | Non-sect | 4 | | 4 | | 16 | 25 | | | 41 | 5 |
| 81 | Lutherville Female Seminary | Lutherville, Md | 1853 | 1853 | Rev. J. H. Turner, A. M | Luth | 10 | 4 | 6 | | | | | | 50 | |
| 82 | Abbot Academy | Andover, Mass | 1829 | 1829 | Miss Philena McKeen | Non-sect | 13 | 3 | 10 | | | | | | 93 | 6 |

* From Report of the Commissioner of Education for 1879.
*a* See Table IX.
*b* Includes students in music and art.
*c* Since deceased; succeeded by Prof. Nathaniel Butler, jr.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | President or principal. | Religious denomination. | Corps of instruction. | | | Instructors in preparatory department. | Students. | | | | | Number of scholarships. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Total. | Male. | Female. | | 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 |
| 83 | Lasell Seminary for Young Women.* | Auburndale, Mass | 1851 | 1851 | Charles C. Bragdon, A. M | M. E | 18 | 7 | 11 | 1 | 20 | 31 | 25 | 1 | 77 | 0 |
| 84 | Gannett Institute | Boston, Mass. (69 Chester square). | | 1852 | Rev. George Gannett, A. M | Non-sect | 18 | 6 | 12 | | | | | | 70 | |
| 85 | Notre Dame Academy | Boston, Mass. (Highlands). | | | Sister Albania, superioress | R. C | 7 | | 7 | | | | | | 40 | |
| 86 | Bradford Academy | Bradford, Mass | 1804 | 1803 | Miss Annie E. Johnson | Non-sect | 12 | 1 | 11 | | 22 | 61 | 53 | 2 | 138 | *a*1 |
| 87 | Smith College | Northampton, Mass | 1870 | 1875 | Rev. L. Clark Seelye, D. D | Non-sect | 26 | 15 | 11 | | | 202 | | 12 | 214 | |
| 88 | Wheaton Female Seminary | Norton, Mass | 1837 | 1834 | Rev. Mortimer Blake, D. D | Cong | 10 | 1 | 9 | | | | | | 80 | 7 |
| 89 | Maplewood Institute for Young Ladies. | Pittsfield, Mass | 1848 | 1841 | Rev. C. V. Spear, A. M | Cong | 11 | 5 | 6 | | | 60 | | | 60 | |
| 90 | Mount Holyoke Female Seminary | South Hadley, Mass | 1836 | 1837 | Miss Julia E. Ward | Non-sect | 35 | 7 | 28 | 0 | 0 | 226 | | | 226 | (*b*) |
| 91 | Wellesley College | Wellesley, Mass | | 1875 | Miss Ada L. Howard | Non-sect | 40 | 3 | 37 | 0 | 0 | 243 | 123 | 6 | 372 | 13 |
| 92 | Michigan Female Seminary* | Kalamazoo, Mich | 1856 | 1866 | Mrs. Esther E. Thompson | Non-sect | 10 | 1 | 9 | | | | | | 44 | |
| 93 | St. Mary's Hall* | Faribault, Minn | 1866 | 1866 | Rt. Rev. H. B. Whipple, D. D | P. E | 10 | 1 | 9 | | | | | | 83 | |
| 94 | Bennet Seminary | Minneapolis, Minn | 1871 | 1870 | Miss Esther E. Kenyon | | 8 | 2 | 6 | | 25 | 47 | 5 | | 77 | |
| 95 | Blue Mountain Female College | Blue Mountain, Miss | 1877 | 1873 | Rev. M. P. Lowrey, D. D | Non-sect | 9 | 2 | 7 | 1 | 50 | 83 | | | 133 | |
| 96 | Whitworth College and Normal School. | Brookhaven, Miss | 1860 | 1859 | Rev. H. F. Johnson, D. D | Meth | 14 | 4 | 10 | 1 | 84 | 196 | | 3 | 283 | |
| 97 | Central Female Institute | Clinton, Miss | 1853 | 1853 | Rev. Walter Hillman, LL. D | Baptist | 7 | 3 | 4 | 3 | 56 | 44 | 3 | 1 | 104 | |
| 98 | Columbus Female Institute* | Columbus, Miss | 1847 | 1847 | Miss Lorraine S. Street | Non-sect | 6 | 1 | 5 | | 30 | 50 | | | 80 | 8 |
| 99 | Franklin Female College* | Holly Springs, Miss | 1849 | 1849 | Mrs. M. B. Clark | Meth | | | | | | | | | 70 | |
| 100 | Meridian Female College | Meridian, Miss | 1866 | 1865 | M. T. Martin | Baptist | 5 | 1 | 4 | | | 80 | | | 80 | |
| 101 | Union Female College | Oxford, Miss | 1854 | 1855 | Rev. J. S. Howard, A. M | Cumb. P | 5 | 1 | 4 | 1 | 40 | 65 | 5 | | 110 | |
| 102 | Chickasaw Female College | Pontotoc, Miss | 1852 | 1852 | William V. Frierson | Presb | 7 | 1 | 6 | 1 | 93 | 33 | 3 | 1 | 130 | 0 |
| 103 | Lea Female College | Summit, Miss | 1877 | 1877 | Rev. Charles H. Otken, A. M | Baptist | 6 | 1 | 5 | 1 | 25 | 39 | | | 64 | |
| 104 | Christian Female College | Columbia, Mo | 1850 | 1850 | George S. Bryant, A. M | Christ'n | 8 | 1 | 7 | 1 | 50 | 95 | | | 145 | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 105 | Stephens Female College | Columbia, Mo | 1857 | 1856 | R. P. Rider | Baptist | 8 | 2 | 6 | 2 | | | | 169 | |
| 106 | Howard College* | Fayette, Mo | 1858 | 1858 | Rev. J. H. Pritchett, A. M | Meth | 9 | 4 | 5 | 2 | 42 | 88 | 10 | 142 | |
| 107 | Fulton Synodic Female College | Fulton, Mo | 1870 | 1872 | Rev. B. H. Charles | Presb | 12 | 4 | 8 | | 40 | 98 | 1 | 140 | 0 |
| 108 | Independence Female College | Independence, Mo | 1871 | 1871 | P. F. Witherspoon, A. M | Presb | 7 | 1 | 6 | | 21 | 49 | 7 | 79 | 0 |
| 109 | St. Louis Seminary | Jennings, Mo. (near St. Louis). | 1872 | 1871 | B. T. Blewett, LL. D | Non-sect | 4 | 1 | 3 | 1 | 14 | 18 | | 32 | 0 |
| 110 | St. Teresa's Academy* | Kansas City, Mo | 1868 | 1866 | Sister Herman Joseph | R. C | 10 | | 10 | | 40 | 71 | 2 | 113 | |
| 111 | Baptist Female College | Lexington, Mo | 1855 | 1855 | John F. Lanneau, A. M | Baptist | 12 | 2 | 10 | 1 | 36 | 78 | 13 | 133 | |
| 112 | Central Female College | Lexington, Mo | 1869 | 1870 | Rev. Wesley G. Miller, M. D | M. E. So | 10 | 2 | 8 | 1 | 32 | 57 | 3 | 93 | 1 |
| 113 | The Elizabeth Aull Female Seminary. | Lexington, Mo | 1859 | 1860 | Rev. J. A. Quarles, A. M | Presb | 15 | 3 | 12 | 2 | 71 | 57 | 10 | 138 | 0 |
| 114 | Hardin Female College | Mexico, Mo | | 1873 | | Baptist | | | | | | | | | |
| 115 | Lindenwood College for Young Ladies. | St. Charles, Mo | 1853 | 1830 | Rev. Robert Irwin, D. D | Presb | 9 | 2 | 7 | 2 | 29 | 46 | | 75 | |
| 116 | St. Joseph Female College | St. Joseph, Mo | 1877 | 1876 | Rev. E. S. Dulin, D. D., LL. D | Baptist | 12 | 2 | 10 | 1 | 41 | 68 | 22 | 131 | 0 |
| 117 | Academy of the Visitation | St. Louis, Mo | 1832 | 1833 | Sisters of the Visitation | R. C | 25 | | 25 | | | | 2 | 100 | |
| 118 | Mary Institute (Washington University). | St. Louis, Mo | 1853 | 1859 | C. S. Pennell, A. M | Non-sect | 22 | 1 | 21 | | 213 | 174 | | 387 | |
| 119 | Ursuline Academy | St. Louis, Mo | | 1849 | Mother Joanna, superioress | R. C | 18 | 1 | 17 | 8 | 60 | 40 | | 100 | |
| 120 | Bishop Whitaker's School for Girls. | Reno, Nev | | 1876 | Rt. Rev. O. W. Whitaker, D. D | P. E | 6 | 2 | 4 | | 15 | 30 | 5 | 50 | |
| 121 | Adams Academy | East Derry, N. H | 1823 | 1828 | Miss E. F. Billings | | 1 | | 1 | | | | | 9 | |
| 122 | Robinson Female Seminary | Exeter, N. H | 1867 | 1869 | Annie M. Kilham | Non-sect | 9 | 1 | 8 | 3 | 119 | 52 | 10 | 194 | |
| 123 | New Hampshire Conference Seminary and Female College. | Tilton, N. H | 1852 | 1845 | Rev. Silas E. Quimby, A. M | M. E | 10 | 6 | 4 | | 45 | 42 | 1 | 88 | 0 |
| 124 | Tilden Ladies' Seminary | West Lebanon, N. H | 1869 | 1855 | Hiram Orcutt, A. M | Non-sect | 9 | 1 | 8 | | | 68 | | 68 | 3 |
| 125 | Bordentown Female College | Bordentown, N. J | 1853 | 1851 | Rev. William C. Bowen, A. M | Non-sect | 9 | 2 | 7 | 8 | 22 | 45 | 7 | 83 | 0 |
| 126 | Pennington Seminary and Female Collegiate Institute. | Pennington, N. J | 1839 | 1840 | Rev. Thomas Hanlon, M. A., D. D. | M. E | 15 | 8 | 7 | | | 179 | 33 | 4 | 216 |
| 127 | Academy of the Sacred Heart | Near Albany, N. Y. (Kenwood). | 1861 | | Sarah Jones | R. C | 25 | 1 | 24 | | | | | 5 | 112 |
| 128 | St. Agnes School | Albany, N. Y | | 1871 | Rt. Rev. Wm. C. Doane, S. T. D | P. E | 24 | 6 | 18 | | | | | | 212 |
| 129 | Brooklyn Heights Seminary | Brooklyn, N. Y. (138 Montague Place). | 0 | 1851 | Charles E. West, M. D., LL. D | Non-sect | 24 | 8 | 16 | 8 | 131 | 83 | 12 | 0 | 226 | 0 |
| 130 | Packer Collegiate Institute | Brooklyn, N. Y | 1845 | 1846 | Alonzo Crittenden, A. M., PH. D | Non-sect | 31 | 3 | 28 | 2 | 50 | 73 | c479 | 2 | 604 | 48 |
| 131 | Buffalo Female Academy | Buffalo, N. Y | 1851 | 1851 | Rev. Albert T. Chester, D. D | Non-sect | 12 | 4 | 8 | 3 | 92 | 47 | 11 | | 150 | 15 |
| 132 | Holy Angels' Academy* | Buffalo, N. Y | 1864 | 1861 | Sister Mary Angela | R. C | 8 | | 8 | | | | | | 125 | |
| 133 | Granger Place School | Canandaigua, N. Y | 0 | 1876 | Caroline A. Comstock | Non-sect | 10 | 3 | 7 | | | | | | 100 | |
| 134 | Claverack College and Hudson River Institute. | Claverack, N. Y | 1869 | 1779 | Rev. Alonzo Flack, PH. D | Non-sect | (d) | | | | 48 | 55 | 10 | 3 | 116 | 0 |
| 135 | St. Joseph's Academy | Lockport, N. Y | 1866 | 1866 | Sister Emilie | R. C | 6 | | 6 | 7 | 427 | 71 | 0 | 0 | 498 | |
| 136 | Academy of the Sacred Heart* | Manhattanville, N. Y | | | Madame Dunne, superior | R. C | | | | | | | | | 300 | |
| 137 | Academy of Mt. St. Vincent-on-the-Hudson.e | New York, N. Y | 1865 | 1847 | Mother M. Jerome Ely | R. C | 33 | 6 | 27 | | | | | | 294 | |
| 138 | Academy of the Sacred Heart* | New York, N. Y. (49 West 17th street). | | | Madame Irene Robinson, superior. | R. C | | | | | | | | | 135 | |
| 139 | English, French, and German Boarding and Day School. | New York, N. Y. (13 East 31st street). | | 1869 | Mrs. Frederick Jonson and Miss Agnes L. Jones. | Non-sect | 17 | 8 | 9 | | | | | | 100 | |
| 140 | D'Youville Academy | Plattsburgh, N. Y | 1869 | 1860 | Sister M. H. Lefebvre | R. C | 7 | | 7 | 6 | 50 | 63 | 3 | 7 | 123 | |

* From Report of the Commissioner of Education for 1879.
a Also one partially endowed.
b Education fund of $25,000.
c These are in academic department.
d See Table VII.
e These statistics are for 1879.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | President or principal. | Religious denomination. | Corps of instruction. | | | Instructors in preparatory department. | Students. | | | | | Number of scholarships. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Total. | Male. | Female. | | 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 |
| 141 | Cook's Collegiate Institute | Poughkeepsie, N. Y | ..... | 1848 | George W. Cook, PH. D | Non-sect | 13 | 3 | 10 | ..... | ..... | ..... | ..... | 8 | 140 | .... |
| 142 | Howland School | Union Springs, N. Y | ..... | 1863 | Susannah R. Howland | Friends | 6 | 1 | 5 | 3 | 19 | 4 | 19 | 0 | 42 | 0 |
| 143 | Asheville Female College* | Asheville, N. C | ..... | 1854 | Rev. James Atkins, jr | M. E. So | 7 | 3 | 4 | ..... | 69 | 44 | 1 | ..... | 118 | .... |
| 144 | Greensboro' Female College* | Greensboro', N. C | 1839 | 1846 | Rev. Turner M. Jones, D. D | Meth | 9 | 3 | 6 | 1 | 15 | 69 | 4 | ..... | 88 | .... |
| 145 | Davenport Female College | Lenoir, N. C | 1856 | 1856 | Hon. J. C. Harper, president of board of trustees. | Meth | ..... | ..... | ..... | 2 | 30 | ..... | ..... | ..... | 30 | .... |
| 146 | Louisburg Female College* | Louisburg, N. C | 1854 | 1855 | William C. Doub, A. M | M. E. So | 5 | 1 | 4 | ..... | ..... | 46 | ..... | ..... | 46 | .... |
| 147 | Chowan Baptist Female Institute* | Murfreesboro', N. C | 1849 | 1848 | Rev. A. McDowell, D. D | Baptist | 8 | 2 | 6 | ..... | 9 | 55 | 4 | ..... | 68 | *a*12 |
| 148 | Oxford Female Seminary | Oxford, N. C | ..... | 1880 | F. P. Hobgood | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | .... |
| 149 | Peace Institute* | Raleigh, N. C | 1857 | 1872 | Rev. R. Burwell and John B. Burwell. | Presb | 8 | 2 | 6 | ..... | ..... | ..... | ..... | ..... | 125 | .... |
| 150 | St. Mary's School | Raleigh, N. C | 0 | 1842 | Rev. Bennett Smedes, A. M | P. E | 15 | 3 | 12 | 2 | 13 | 108 | 14 | ..... | 135 | .... |
| 151 | Thomasville Female College | Thomasville, N. C | 1855 | 1849 | H. W. Reinhart | Non-sect | 8 | 2 | 6 | 1 | 41 | 60 | ..... | ..... | 101 | .... |
| 152 | Bartholomew English and Classical School. | Cincinnati, Ohio (n.w. cor. John & 4th sts.). | ..... | 1875 | George K. Bartholomew, A. M | P. E | 16 | 4 | 12 | 3 | 48 | 56 | 20 | ..... | 124 | .... |
| 153 | Cincinnati Wesleyan College* | Cincinnati, Ohio | 1842 | 1842 | Rev. D. H. Moore, D. D | Meth | 19 | 4 | 15 | 3 | 49 | 58 | 29 | ..... | *b*200 | .... |
| 154 | Cleveland Seminary for Girls* | Cleveland, Ohio | 1853 | 1854 | S. N. Sanford, A. M | P. E | 9 | 3 | 6 | ..... | ..... | ..... | ..... | ..... | ..... | .... |
| 155 | Cooper Academy | Dayton, Ohio | 1842 | 1843 | James A. Robert, A. M | Non-sect | 11 | 4 | 7 | 5 | 62 | 30 | ..... | 1 | *c*131 | 0 |
| 156 | Glendale Female College | Glendale, Ohio | 1854 | 1854 | Rev. Ludlow D. Potter, D. D | Presb | 11 | 3 | 8 | ..... | 6 | 66 | 9 | 2 | 83 | 0 |
| 157 | Granville Female College | Granville, Ohio | 1833 | 1833 | W. P. Kerr, A. M | Presb | 8 | 2 | 6 | ..... | ..... | ..... | ..... | ..... | 110 | 2 |
| 158 | Young Ladies' Institute | Granville, Ohio | ..... | 1832 | Rev. D. Shepardson, D. D | Baptist | 9 | 1 | 8 | 2 | 20 | 48 | 30 | ..... | 98 | 0 |
| 159 | Highland Institute* | Hillsborough, Ohio | 1860 | 1857 | Miss E. L. Grand-Girard | Presb | 8 | .... | 8 | 1 | 20 | 40 | 4 | 0 | 64 | 0 |
| 160 | Hillsborough Female College | Hillsborough, Ohio | 1854 | 1857 | Rev. J. F. Loyd, A. M | M. E | 7 | 2 | 5 | 1 | 24 | 14 | 18 | ..... | 56 | .... |
| 161 | Oxford Female College | Oxford, Ohio | 1854 | 1854 | Rev. Robert D. Morris, D. D | Presb | 9 | 4 | 5 | ..... | 1 | 39 | 28 | 2 | 70 | .... |
| 162 | Western Female Seminary | Oxford, Ohio | 1853 | 1855 | Miss Helen Peabody | Presb | 14 | .... | 14 | ..... | ..... | 111 | 20 | ..... | 131 | .... |
| 163 | Lake Erie Female Seminary | Painesville, Ohio | 1856 | 1859 | Miss Mary Evans | Non-sect | 20 | 7 | 13 | ..... | ..... | 66 | 40 | 1 | 107 | 0 |
| 164 | Rose Ridge Seminary* | Portsmouth, Ohio | ..... | 1867 | Rev. J. N. Lee, D. D | ..... | 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 24 | .... |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 165 | St. Helen's Hall | Portland, Oreg | ..... | 1869 | Rt. Rev. B. Wistar Morris | P. E | 12 | 1 | 11 | ..... | 35 | ..... | ..... | ..... | 160 | 2 |
| 166 | Allentown Female College | Allentown, Pa | 1867 | 1867 | Rev. W. R. Hofford, A. M | Ref. Ch | 5 | 1 | 4 | ..... | 25 | 40 | ..... | ..... | 65 | .... |
| 167 | Moravian Seminary for Young Ladies. | Bethlehem, Pa | 1863 | 1749 | Rev. Francis Wolle | Mor | 16 | 4 | 12 | 4 | 15 | ..... | ..... | 0 | 110 | 0 |
| 168 | Blairsville Ladies' Seminary | Blairsville, Pa | ..... | 1851 | Rev. T. R. Ewing | Presb | 10 | 2 | 8 | ..... | ..... | ..... | ..... | ..... | 104 | .... |
| 169 | Wilson College | Chambersburg, Pa | 1869 | 1870 | Rev. T. H. Robinson, D. D., president pro tempore. | Presb | 8 | 1 | 7 | ..... | 27 | 12 | 2 | ..... | 41 | .... |
| 170 | Mrs. Goodwin Watson's English, French, and German Young Ladies' School. | Chelten Hills, Pa | ..... | ..... | Mrs. Goodwin Watson | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | .... |
| 171 | Pennsylvania Female College | Collegeville, Pa | 1853 | 1851 | J. Warrenne Sunderland, LL. D. | Non-sect | 7 | 2 | 5 | ..... | 56 | 32 | ..... | 0 | 88 | .... |
| 172 | French Protestant School | Germantown, Pa. (Philadelphia, West Walnut lane). | ..... | 1857 | Miss Eleonore Clement | P. E | 12 | 5 | 7 | ..... | ..... | ..... | ..... | ..... | 50 | .... |
| 173 | Miss Mary E. Stevens's Boarding and Day School for Young Ladies.* | Germantown, Pa. (W. Chelton ave., near Wayne street). | ..... | 1868 | Miss Mary E. Stevens | P. E | 11 | 6 | 5 | ..... | 48 | ..... | ..... | 3 | 80 | .... |
| 174 | University Female Institute* | Lewisburg, Pa | 1846 | 1852 | Jonathan Jones, A. M | Baptist | 9 | 2 | 7 | ..... | 18 | 31 | 16 | ..... | 65 | .... |
| 175 | Irving Female College | Mechanicsburg, Pa | 1857 | 1856 | Rev. T. P. Ege, A. M | Meth | 6 | 2 | 4 | ..... | ..... | 45 | ..... | ..... | 45 | .... |
| 176 | Brooke Hall Female Seminary | Media, Pa | 0 | 1856 | Maria L. Eastman | P. E | 12 | 2 | 10 | ..... | ..... | 47 | ..... | ..... | 47 | .... |
| 177 | Chestnut Street Seminary | Philadelphia, Pa. (1615 Chestnut street). | ..... | 1850 | Misses Mary L. Bonney and Harriette A. Dillaye. | Non-sect | 14 | 6 | 8 | ..... | ..... | ..... | ..... | ..... | 80 | .... |
| 178 | Pittsburgh Female College | Pittsburgh, Pa | 1854 | 1854 | Rev. I. C. Pershing, D. D | M. E | 23 | 11 | 12 | ..... | 73 | 38 | *d*220 | 4 | 335 | .... |
| 179 | Washington Female Seminary | Washington, Pa | 1836 | 1836 | Miss N. Sherrard | Non-sect | 9 | 1 | 8 | 1 | 6 | 120 | ..... | ..... | 126 | ... |
| 180 | Greenville Female College | Greenville, S. C | 1853 | 1854 | Alexander S. Townes | Baptist | 9 | 3 | 6 | 3 | 60 | 89 | 2 | 2 | 153 | .... |
| 181 | Walhalla Female College | Walhalla, S. C | ..... | 1877 | Rev. J. P. Smeltzer, D. D | Lutheran | 7 | 1 | 6 | ..... | 83 | 41 | ..... | ..... | 124 | .... |
| 182 | Williamston Female College | Williamston, S. C | 1875 | 1872 | Rev. S. Lander, A. M., D. D | Non-sect | 10 | 3 | 7 | 1 | 20 | 126 | ..... | ..... | 146 | .... |
| 183 | Athens Female Seminary | Athens, Tenn | 1869 | 1866 | Mrs. Mary W. Sullins | M. E. So | 2 | 1 | 1 | ..... | ..... | ..... | ..... | ..... | 42 | .... |
| 184 | St. James Hall | Bolivar, Tenn | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | .... |
| 185 | Bristol Female College | Bristol, Tenn | 1872 | 1868 | D. C. Wester, A. M | Baptist | 4 | 1 | 3 | 1 | 72 | 56 | ..... | ..... | 128 | .... |
| 186 | Wesleyan Female College | Brownsville, Tenn | 1870 | 1867 | Rev. John Williams | Meth | 3 | 1 | 2 | ..... | 20 | 34 | 0 | 0 | 54 | .... |
| 187 | Bellevue Female College *c* | Collierville, Tenn | 1872 | 1872 | Rev. James A. Heard, D. D | Non-sect | 4 | 1 | 3 | 2 | 45 | 40 | ..... | ..... | 85 | .... |
| 188 | Tennessee Female College* | Franklin, Tenn | 1856 | 1856 | William J. Vaughan | Meth | 9 | 1 | 8 | ..... | ..... | 123 | ..... | ..... | *f*133 | .... |
| 189 | Memphis Conference Female Institute. | Jackson, Tenn | 1844 | 1844 | Rev. A. W. Jones, A. M., D. D | M. E. So | 10 | .... | 10 | 2 | 61 | 107 | 18 | 4 | 190 | 0 |
| 190 | Cumberland Female College | McMinnville, Tenn | 1850 | 1850 | N. J. Finney, A. M | Cumb. P | 5 | 2 | 3 | ..... | ..... | 42 | ..... | ..... | 125 | .... |
| 191 | Murfreesboro' Female Institute | Murfreesboro', Tenn | 185– | 185– | James E. Scobey, A. M | Non-sect | 10 | 2 | 8 | 7 | 30 | 112 | 0 | 3 | 145 | 0 |
| 192 | Soule Female College | Murfreesboro', Tenn | 1850 | 1851 | Rev. John R. Thompson, A. M | M. E. So | 7 | 1 | 6 | 1 | 12 | 54 | 2 | 0 | 68 | 0 |
| 193 | St. Cecilia's Academy | Nashville, Tenn | 1862 | 1860 | Mother Ann Hanlon | R. C | 15 | .... | 15 | 3 | 15 | 47 | 6 | ..... | 68 | 0 |
| 194 | W. E. Ward's Seminary for Young Ladies. | Nashville, Tenn | 1869 | 1865 | Rev. W. E. Ward, D. D | Non-sect | 17 | 3 | 14 | 1 | 30 | 179 | 36 | 0 | 245 | 0 |
| 195 | Martin College* | Pulaski, Tenn | 1872 | 1873 | W. K. Jones | Meth | 6 | 1 | 5 | 1 | 35 | 105 | ..... | ..... | 140 | .... |
| 196 | Rogersville Female College* | Rogersville, Tenn | 1849 | 1849 | Rev. A. W. Wilson, A. M | Presb | 4 | 1 | 3 | 1 | 30 | 40 | 10 | 4 | 84 | 0 |
| 197 | Mary Sharp College | Winchester, Tenn | 1850 | 1851 | Z. C. Graves, LL. D | Baptist | 11 | 5 | 6 | 2 | 33 | 72 | 0 | 0 | 105 | 0 |
| 198 | Bryan Female Institute | Bryan, Tex | 0 | 1873 | W. H. Colman | Non-sect | 4 | 1 | 3 | 3 | 25 | 35 | 3 | 0 | 63 | 0 |

* From Report of the Commissioner of Education for 1879.

*a* Partially endowed.

*b* Includes other students not separately specified.

*c* This school also admits young men and boys, who numbered 38 for the year ending June, 1880.

*d* In music, painting, and other departments not otherwise reported.

*e* These statistics are for 1879.

*f* Includes pupils in music and art.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880, *&c.*—Continued.

| | Name. | Location. | Date of charter. | Date of organization. | President or principal. | Religious denomination. | Corps of instruction. | | | Instruction in preparatory department. | Students. | | | | | Number of scholarships. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Total. | Male. | Female. | | 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 |
| 199 | Chappell Hill Female College* | Chappell Hill, Tex | 1853 | 1853 | Rev. E. D. Pitts, D. D | M. E. So. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 200 | Ursuline Academy | Galveston, Tex | ..... | ..... | Madame St. Agnes, superioress | R. C | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 100 | ..... |
| 201 | Young Ladies' School, Southwestern University. | Georgetown, Tex | 1875 | 1840 | Rev. Francis Asbury Mood, D. D., regent. | M. E. So. | 7 | 7 | ..... | ..... | 22 | 19 | ..... | ..... | 59 | ..... |
| 202 | Andrew Female College | Huntsville, Tex | 1852 | 1853 | Lyman Harding, jr | M. E. So. | 4 | 1 | 3 | ..... | 65 | 24 | ..... | ..... | 89 | ..... |
| 203 | Baylor Female College | Independence, Tex | 1846 | 1846 | Rev. John Hill Luther, D. D | Baptist | 10 | 4 | 6 | ..... | ..... | 120 | ..... | ..... | 140 | ..... |
| 204 | Lamar Female College* | Paris, Tex | 1866 | 1866 | J. D. Anderson | ..... | 4 | 1 | 3 | ..... | 10 | 65 | ..... | ..... | 75 | ..... |
| 205 | Nazareth Convent | Victoria, Tex | 1880 | 1866 | Sister Mary St. Claire | R. C | 18 | ..... | 18 | 8 | 60 | 100 | ..... | ..... | 160 | 70 |
| 206 | Waco Female College* | Waco, Tex | 1854 | 1854 | Rev. Samuel P. Wright, A. M | M. E. So. | 6 | 1 | 5 | 1 | 25 | 64 | 0 | 0 | 89 | 0 |
| 207 | Vermont Methodist Seminary and Female College.* | Montpelier, Vt | 1834 | 1834 | Rev. Julius B. Southworth | M. E | 10 | 5 | 5 | ..... | 94 | 91 | ..... | 4 | 189 | 0 |
| 208 | Martha Washington College | Abingdon, Va | 1853 | 1858 | Rev. E. E. Hoss, M. A | Meth | 9 | 3 | 6 | ..... | 20 | 90 | ..... | 2 | 112 | ..... |
| 209 | Hollins Institute | Botetourt Springs, Va | 1843 | 1842 | Charles L. Cocke, M. A., superintendent. | Baptist | 14 | 5 | 9 | 1 | 8 | 100 | ..... | ..... | 108 | ..... |
| 210 | Albemarle Female Institute* | Charlottesville, Va | 1876 | 1855 | Richard H. Rawlings, A. M., and W. P. Dickinson. | Baptist | 8 | 4 | 4 | 1 | 12 | 70 | 3 | 1 | 86 | ..... |
| 211 | Roanoke Female College | Danville, Va | 1859 | 1859 | S. W. and J. T. Averett | Baptist | 6 | 3 | 3 | 1 | 17 | 72 | 1 | 1 | 91 | 0 |
| 212 | Farmville College | Farmville, Va | 1875 | 1873 | Rev. Paul Whitehead | M. E. So. | 6 | 3 | 3 | 1 | 14 | 65 | ..... | ..... | 79 | ..... |
| 213 | Edge Hill School | Keswick Depot, Va | ..... | 1866 | The Misses Randolph | Non-sect | 8 | ..... | 8 | ..... | ..... | 45 | ..... | ..... | 45 | ..... |
| 214 | Marion Female College* | Marion, Va | 1874 | 1873 | Rev. J. J. Scherer, A. M | Ev. Luth | 9 | 3 | 6 | ..... | 55 | 39 | ..... | ..... | 94 | 0 |
| 215 | Norfolk College for Young Ladies | Norfolk, Va | 1880 | 1880 | Rev. R. M. Saunders | Non-sect | 10 | 5 | 5 | ..... | 88 | 106 | ..... | ..... | 194 | ..... |
| 216 | Southern Female College | Petersburg, Va | 1863 | 1862 | W. T. Davis, A. M | Non-sect | 7 | 1 | 6 | ..... | ..... | 70 | ..... | ..... | 70 | ..... |
| 217 | Richmond Female Institute | Richmond, Va | 1853 | 1853 | Miss S. B. Hamner | Non-sect | 9 | 2 | 7 | 2 | 25 | 80 | 10 | ..... | 115 | 0 |
| 218 | Staunton Female Seminary | Staunton, Va | 1870 | 1870 | Rev. J. I. Miller, A. M | Lutheran | 10 | 5 | 5 | ..... | ..... | ..... | ..... | 8 | 77 | ..... |
| 219 | Wesleyan Female Institute | Staunton, Va | 1849 | 1850 | Rev. William A. Harris, D. D | M. E. So. | 13 | 5 | 8 | ..... | ..... | ..... | ..... | ..... | 124 | ..... |
| 220 | Episcopal Female Institute* | Winchester, Va | 1874 | 1874 | Rev. J. C. Wheat, D. D | P. E | 5 | 2 | 3 | 2 | 17 | 43 | 0 | ..... | 60 | 4 |
| 221 | Broaddus Female College | Clarksburg, W. Va | 1877 | 1871 | Rev. Edward J. Willis, L. B | Baptist | 9 | 2 | 7 | 2 | 34 | 35 | 2 | ..... | 71 | ..... |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 222 | Parkersburg Female Seminary | Parkersburg, W. Va. | 0 | 1865 | Mrs. H. L. Field | | 3 | | 3 | | *20 | *48 | *9 | *4 | *81 | |
| 223 | Wheeling Female College | Wheeling, W. Va. | 1851 | 1848 | Miss A. Taylor, A. M. | Non-sect | 10 | 4 | 6 | | | 125 | | | 125 | |
| 224 | Wisconsin Female College | Fox Lake, Wis | 1855 | 1856 | Rev. A. O. Wright | Cong. | 4 | 1 | 3 | | | | | | 101 | |
| 225 | Kemper Hall | Kenosha, Wis | | 1872 | Rev. L. C. Lance, A. M. | P. E | 7 | | | | 9 | 24 | 3 | | 36 | |
| 226 | Milwaukee College* | Milwaukee, Wis | 1851 | 1851 | Charles S. Farrar, A. M | Non-sect | 16 | 4 | 12 | | 145 | 50 | 25 | 1 | 221 | 0 |
| 227 | St. Clara Academy | Sinsinawa Mound, Wis | 1852 | 1852 | M. Emilie | R. C | 8 | | 8 | | | 57 | 20 | | 77 | |

*From Report of the Commissioner of Education for 1879.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880, *&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. | | | Receipts for the last year from tuition fees. | 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. | | |
| | 1 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 1 | Union Female College | × | 4 | 38 | 1,600 | 30 | a$150 | $35 | $50–70 | $20,000 | ..... | ..... | $5,000 | June 15. |
| 2 | Florence Synodical Female College | × | 4 | 40 | 1,000 | 0 | 150 | 40 | 50 | 20,000 | ..... | ..... | ..... | June 24. |
| 3 | Huntsville Female College* | × | ..... | 40 | 550 | 0 | 210 | 20–30 | 50–60 | 40,000 | $0 | $0 | ..... | June 5. |
| 4 | Huntsville Female Seminary (Rotherwood Home) | ..... | ..... | 40 | 300 | ..... | 200 | 40 | 50 | ..... | ..... | ..... | ..... | June 7. |
| 5 | Judson Female Institute | × | 5 | 40 | 3,000 | ..... | 157 | 30–50 | 60 | 50,000 | ..... | ..... | ..... | June 16. |
| 6 | Marion Female Seminary | × | 5 | 36 | 200 | ..... | 145 | 30 | 50 | 8,000 | ..... | ..... | 3,000 | June 23. |
| 7 | Synodical Female Institute | × | ..... | ..... | 500 | ..... | 100 | 35 | ..... | 10,000 | ..... | ..... | ..... | June 19. |
| 8 | Alabama Central Female College | × | 4 | 40 | ..... | ..... | 135 | 22–36 | 50–60 | 200,000 | ..... | ..... | ..... | June 25. |
| 9 | Tuscaloosa Female College* | × | 4 | 37 | ..... | ..... | 150 | 25–40 | 50, 60 | ..... | ..... | ..... | ..... | June 23. |
| 10 | Alabama Conference Female College | × | 4 | 40 | 500 | ..... | 150 | 20–40 | 50 | 60,000 | 0 | 0 | 4,000 | June 22. |
| 11 | Young Ladies' Seminary | 0 | 4 | 40 | 2,000 | 200 | b320 | ..... | ..... | 22,000 | 0 | 0 | b16,500 | May 26. |
| 12 | College of Notre Dame | × | ..... | 44 | 3,057 | 150 | 285 | ..... | ..... | ..... | ..... | ..... | ..... | June. |
| 13 | Hartford Female Seminary | 0 | 4 | 38 | 500 | ..... | 450 | 40–60 | 60–120 | 40,000 | ..... | ..... | 4,500 | June 15. |
| 14 | Congrégation de Notre Dame* | ..... | ..... | ..... | 1,600 | ..... | ..... | ..... | ..... | 28,000 | ..... | ..... | ..... | |
| 15 | Wesleyan Female College | × | 4 | 39 | 1,500 | 0 | 160 | 42 | 54 | 24,000 | 0 | 0 | 3,000 | June 17. |
| 16 | Lucy Cobb Institute | × | ..... | 40 | 978 | 10 | 150 | 20 | 60 | 15,000 | ..... | ..... | 6,000 | June 15. |
| 17 | Columbus Female College | 0 | 5 | 40 | 1,000 | ..... | 235 | 50 | 70 | 40,000 | ..... | ..... | 10,000 | June 15. |
| 18 | Andrew Female College* | ..... | ..... | 40 | ..... | ..... | ..... | ..... | 50 | 10,000 | ..... | ..... | ..... | |
| 19 | Dalton Female College | × | 6 | 40 | 200 | 100 | 135 | 20–30 | 40 | 8,000 | 0 | 0 | 2,500 | June 15. |
| 20 | Monroe Female College | × | ..... | 40 | ..... | ..... | 140 | 30 | 50 | ..... | ..... | ..... | 1,500 | |
| 21 | Georgia Baptist Seminary for Young Ladies | × | 4 | 40 | 250 | 25 | 100 | 25–30 | 42 | 5,600 | 0 | 0 | 1,800 | June 30. |
| 22 | Griffin Female College* | × | 4 | 40 | 1,450 | 20 | 120 | 30 | 50 | 10,000 | 0 | 0 | 3,700 | June 23. |
| 23 | La Grange Female College* | × | 4 | 40 | 300 | ..... | 125 | 40 | 50 | 50,000 | 0 | 0 | ..... | June 13–16. |
| 24 | Southern Female College | × | 4 | 38 | 0 | 0 | c267 | 40 | 50 | 25,000 | 0 | 0 | 4,300 | June 22. |
| 25 | Wesleyan Female College | × | 5 | 42 | 400 | ..... | 180 | 36 | 50–70 | 100,000 | 25,000 | 1,500 | 6,500 | June 15. |
| 26 | Georgia Female College | × | 4 | 40 | ..... | ..... | 170 | 30, 40 | 50 | 12,000 | ..... | ..... | ..... | July 1. |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 27 | Marietta Female College | × | 4 | 40 | ..... | ..... | 100 | 10–30 | 40–50 | (*d*) | ..... | ..... | 1,038 | June. |
| 28 | College Temple | × | 4 | 40 | 2,000 | ..... | 150 | 25–40 | 50 | 50,000 | ..... | ..... | ..... | June 30. |
| 29 | Houston Female College | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | 3,000 | ..... | ..... | ..... | |
| 30 | Rome Female College | × | 4 | 40 | 1,400 | ..... | 160 | 20–40 | 50 | 15,000 | 0 | 0 | 4,000 | June 9. |
| 31 | Shorter College | × | 5 | 40 | ..... | ..... | 155 | 40 | 60 | 125,000 | ..... | ..... | ..... | June. |
| 32 | Young Female College | × | 4 | 40 | ..... | ..... | 125 | 30 | 50 | 25,000 | ..... | ..... | 3,000 | June 20. |
| 33 | Seminary of the Sacred Heart | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | |
| 34 | Woman's College of the Northwestern University | × | 4 | 38 | 20,000 | ..... | 180–237 | 18–27 | 45–21 | 100,000 | ..... | ..... | 3,804 | June. |
| 35 | Knox Seminary | ---- | 4 | 40 | (*e*) | ..... | 165 | 25 | 45 | *f*35,000 | (*e*) | (*e*) | 1,336 | June 23. |
| 36 | Almira College | ---- | 4 | 40 | 500 | ..... | 135 | 35 | 45 | 35,500 | ..... | ..... | *b*4,552 | June 15. |
| 37 | Highland College for Women | × | 4 | 40 | *1,200 | ..... | 240 | 40 | 60 | *80,000 | ..... | ..... | ..... | June 15. |
| 38 | Jacksonville Female Academy | × | 4 | 40 | 500 | 30 | 210 | 40 | 40 | 30,000 | ..... | ..... | 5,000 | June 1. |
| 39 | St. Mary's School | × | 4 | 40 | ..... | ..... | *b*324 | ..... | ..... | 75,000 | ..... | ..... | ..... | June 15. |
| 40 | Ferry Hall, Lake Forest University | × | 4 | 38 | *600 | ..... | *b*300 | ..... | ..... | *75,000 | ..... | ..... | ..... | June. |
| 41 | Chicago Female College | 0 | 3, 4 | 39 | 250 | 45 | 200 | 40 | 50 | 39,000 | 0 | 0 | *b*10,800 | June 2. |
| 42 | St. Angela's Academy* | × | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | ---- | |
| 43 | Mt. Carroll Seminary | × | 4 | 37 | 2,000 | ..... | *b*230 | ..... | ..... | 100,000 | ..... | ..... | ..... | June 9. |
| 44 | Rockford Seminary | × | 4 | 38 | 2,600 | 100 | 170 | 28 | 36 | 125,600 | *g*12,000 | *g*960 | 7,753 | June 22. |
| 45 | Moravian Seminary for Young Ladies* | ---- | 4 | 40 | 500 | ..... | 150 | 30 | 30 | 25,000 | ..... | ..... | *b*6,370 | |
| 46 | De Pauw College for Young Women | × | 4 | 40 | 1,500 | ..... | 160 | 32 | 40 | 30,000 | ..... | 1,000 | 1,300 | June 23. |
| 47 | Immaculate Conception Academy | × | ..... | 43 | 1,400 | 100 | 180 | 20 | 30 | ..... | ..... | ..... | ..... | June 30. |
| 48 | Callanan College | ---- | 4 | 40 | ..... | ..... | 150 | 20 | 40 | 40,000 | ..... | ..... | 2,000 | June 15. |
| 49 | St. Agatha's Seminary | × | ..... | 42 | 571 | 21 | 50 | 10½–21 | 24 | ..... | ..... | ..... | ..... | Sept. 5. |
| 50 | College of the Sisters of Bethany | × | 3 | 38 | 1,000 | 50 | 250–350 | 24–33 | ..... | 130,000 | 0 | 0 | *b10,000 | June 8. |
| 51 | Bowling Green Female College | × | ..... | 38 | ..... | ..... | 80 | 20–40 | 50 | 15,000 | 0 | ..... | 3,700 | June 1. |
| 52 | Clinton College | × | 4 | 40 | 1,000 | 200 | 100 | 30 | 40 | 10,000 | 0 | ..... | 2,000 | June. |
| 53 | Tarrant College* | 0 | 4 | 40 | 2,000 | ..... | 150 | 40 | 50 | ..... | ..... | ..... | ..... | June 15. |
| 54 | Franklin Female College* | × | 4 | 44 | 100 | 0 | 130 | 25 | 40 | 20,500 | 0 | 0 | 5,300 | June 17. |
| 55 | Georgetown Female Seminary | 0 | 5 | 40 | 300 | 80 | 160 | 30 | 40, 60 | 25,000 | 0 | 0 | ..... | June 8. |
| 56 | Liberty Female College | × | 4 | 40 | 840 | 18 | 120 | 40 | 50 | 20,000 | ..... | ..... | 3,840 | June 17. |
| 57 | Daughters College | ---- | 4, 5 | 40 | 3,500 | 50 | *b*250 | 50 | 50 | 40,000 | ..... | ..... | *b*15,000 | June. |
| 58 | Bethel Female College | × | 4 | 40 | 300 | ..... | 150 | 40 | 50 | 30,000 | ..... | ..... | 4,500 | June 17. |
| 59 | Hamilton Female College | × | 4 | 40 | ..... | ..... | 300 | 30 | 60 | 100,000 | 0 | 0 | 4,500 | June 2. |
| 60 | St. Catharine's Female Academy | ---- | ..... | 40 | 500 | 36 | 300 | 30 | 40 | 100,000 | ..... | ..... | ..... | |
| 61 | Millersburg Female College | × | 4 | 40 | 1,500 | 80 | 150 | 30 | 50 | 12,000 | 0 | 0 | 3,900 | June 15. |
| 62 | Mt. Sterling Female College | × | 4 | 40 | ..... | ..... | 225 | 30 | 20, 25 | 12,500 | ..... | ..... | 5,250 | June 14. |
| 63 | Paducah Female College* | × | 4 | 40 | 550 | 5 | 140 | 16 | 36 | *h*30,000 | ..... | ..... | 2,756 | June 11. |
| 64 | Bourbon Female College | × | 4 | 40 | 500 | ..... | 140 | 15 | 50 | 6,000 | ..... | ..... | ..... | June 14. |
| 65 | Kentucky College | × | 4 | 40 | 400 | ..... | 200 | 40 | 60 | 25,000 | ..... | ..... | 3,000 | June 10. |
| 66 | Logan Female College | × | ..... | 40 | 1,500 | ..... | 160 | 30 | 50 | 25,000 | ..... | ..... | ..... | June 8. |
| 67 | Science Hill School | × | 4 | 40 | 2,000 | 500 | 260 | 30–45 | 60 | 20,000 | ..... | ..... | 8,000 | June 2. |
| 68 | Stuart's Female College | × | 4 | 40 | 300 | ..... | 160 | 32 | 42, 50 | 10,000 | ..... | ..... | 3,000 | June 8. |
| 69 | Stanford Female College | × | ..... | 40 | 700 | 200 | 160 | 40 | 50 | 15,000 | ..... | ..... | ..... | June 10. |
| 70 | Silliman Female Collegiate Institute* | × | 4 | 40 | 300 | 0 | 150 | 29 | 30 | 25,000 | 20,000 | 1,600 | ..... | June 24. |
| 71 | Keachi Female College* | × | 4 | 40 | 800 | ..... | 120 | 30 | 50 | 18,000 | ..... | ..... | 3,400 | June 11. |
| 72 | Mansfield Female College | × | 4 | 39 | 400 | ..... | 110 | 30 | 40 | 37,000 | ..... | ..... | 1,800 | June 27. |
| 73 | Minden Female College | × | 4 | 40 | 150 | 0 | 200 | 40 | 50 | 20,000 | 0 | 0 | ..... | June 16. |

* From Report of the Commissioner of Education for 1879.
*a* Includes incidentals.
*b* Board and tuition.
*c* Includes tuition in music.
*d* Building destroyed by fire in 1879, but organization was kept up in residence of the president.
*e* See report of Knox College (Table IX).
*f* Grounds and buildings.
*g* Exclusive of scholarship fund.
*h* Value of grounds and buildings.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880, *&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. | | | Receipts for the last year from tuition fees. | 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. | | |
| | 1 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 74 | Sylvester-Larned Institute for Young Ladies* | 0 | 4 | 38 | 100 | 20 | $250 | $45–54 | $63–72 | $20,000 | $0 | $0 | $8,000 | December. |
| 75 | Maine Wesleyan Seminary and Female College | × | 4 | 39 | 3,131 | 46 | 105 | 21 | 21 | 93,000 | 47,000 | 1,700 | 5,100 | June 9. |
| 76 | Waterville Classical Institute | × | 4 | 40 | (*a*) | ..... | 120 | (20–24) | | (*a*) | (*a*) | (*a*) | (*a*) | |
| 77 | Baltimore Academy of the Visitation | ..... | ..... | ..... | 3,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June. |
| 78 | Baltimore Female College | × | 4 | 40 | 3,920 | 20 | 200 | 32–50 | 60 | 60,700 | ..... | ..... | 3,200 | June 9. |
| 79 | Burkittsville Female Seminary | .... | 4 | 40 | 0 | ..... | *b*190 | 14 | 30 | *6,000 | ..... | ..... | ..... | |
| 80 | Cambridge Female Seminary | × | 6 | 40 | 500 | ..... | 200 | 32 | 48 | 10,000 | ..... | ..... | ..... | June. |
| 81 | Lutherville Female Seminary | .... | 4 | 40 | *500 | ..... | *c*200 | 30 | 50 | ..... | ..... | ..... | ..... | June. |
| 82 | Abbot Academy | .... | 4 | 39 | 2,170 | ..... | 300 | ..... | 72 | *40,000 | ..... | ..... | ..... | June 29. |
| 83 | Lasell Seminary for Young Women* | 0 | 4 | 36 | 600 | ..... | 260 | 60 | 90 | 75,000 | 0 | 0 | 6,000 | June 17. |
| 84 | Gannett Institute | .... | 4 | 35 | 3,000 | 100 | 300 | 80–125 | 200 | *80,000 | ..... | ..... | *12,000 | |
| 85 | Notre Dame Academy | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 86 | Bradford Academy | 0 | 4 | 38 | 2,500 | ..... | 250 | 60 | 60 | 180,000 | ..... | ..... | 7,680 | June 22. |
| 87 | Smith College | × | 4 | 36 | *2,000 | ..... | 250 | ..... | 100 | 300,000 | 343,000 | *30,000 | ..... | June 22. |
| 88 | Wheaton Female Seminary | 0 | 4 | 38 | 3,875 | 200 | 210 | 45 | 45 | 75,000 | 0 | 0 | 4,324 | June 22. |
| 89 | Maplewood Institute for Young Ladies | 0 | 4 | 38 | 1,100 | 100 | 240 | 24 | 30 | 50,000 | 0 | 0 | ..... | June 28. |
| 90 | Mount Holyoke Female Seminary | 0 | 4 | 38 | 10,400 | 220 | *c*175 | ..... | ..... | 265,500 | 63,486 | 4,350 | *c*37,944 | June 23. |
| 91 | Wellesley College | × | 4 | 38 | 22,000 | 2,500 | 250 | ..... | 60 | ..... | ..... | ..... | ..... | |
| 92 | Michigan Female Seminary* | ..... | ..... | 38 | 640 | ..... | *c*175 | ..... | ..... | 50,000 | ..... | ..... | *c*7,490 | |
| 93 | St. Mary's Hall* | .... | 4 | 36 | 800 | ..... | *c*300 | ..... | ..... | 30,000 | ..... | ..... | ..... | June 15. |
| 94 | Bennet Seminary | × | 4 | 39 | 50 | 10 | 200 | 30 | 50 | 12,000 | ..... | ..... | 2,400 | June. |
| 95 | Blue Mountain Female College | × | 6 | 40 | 203 | 43 | 120 | 30 | 40 | 14,000 | ..... | ..... | 3,000 | June 16. |
| 96 | Whitworth College and Normal School | × | 4 | 39 | 500 | 100 | *c*170–300 | (25–50) | | *75,000 | 0 | 0 | *14,000 | June. |
| 97 | Central Female Institute | × | 4 | 40 | 1,500 | 100 | 150 | 40 | 50 | 20,000 | ..... | ..... | 6,000 | June 30. |
| 98 | Columbus Female Institute* | × | ..... | 40 | 300 | ..... | ..... | ..... | ..... | 50,000 | ..... | ..... | ..... | June 28. |
| 99 | Franklin Female College* | × | ..... | 40 | 200 | ..... | 180 | 16 | 20–25 | ..... | ..... | ..... | ..... | June 12. |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 | Meridian Female College | × | 4 | 40 | ..... | ..... | 200 | 25–35 | 45 | *7,000 | ..... | ..... | *5,000 | June 16. |
| 101 | Union Female College | × | 4 | 40 | 300 | 20 | 125 | 30 | 40, 50 | 30,000 | ..... | ..... | 3,497 | June 15. |
| 102 | Chickasaw Female College | × | 4 | 38 | 2,000 | 0 | 114 | 21–30¾ | 40 | 25,000 | 0 | ..... | 3,000 | June 8. |
| 103 | Lea Female College | × | 5 | 40 | 300 | 15 | 125 | 25 | 50 | 10,000 | ..... | ..... | 4,000 | June 18. |
| 104 | Christian Female College | × | 4 | 40 | 2,000 | ..... | 160 | 20 | 20 | ..... | ..... | ..... | ..... | |
| 105 | Stephens Female College | × | 5 | 39 | 200 | 10 | 165 | 20 | 20 | 35,000 | 12,000 | 1,000 | ..... | June 1. |
| 106 | Howard College* | × | 4 | 40 | 300 | 300 | 150 | 30 | 50 | 40,000 | 20,000 | ..... | 15,000 | June 20–23. |
| 107 | Fulton Synodical Female College | × | 4 | 40 | 500 | 20 | 150 | 25, 35 | 50 | 25,000 | 0 | 0 | 4,500 | June 3. |
| 108 | Independence Female College | × | 4 | 40 | ..... | ..... | 160 | 20–30 | 40–50 | 20,000 | 0 | 0 | ..... | June 15. |
| 109 | St. Louis Seminary | × | 4 | 36 | 2,000 | ..... | 200 | 40 | 50 | 25,000 | 0 | 0 | 2,500 | May 11. |
| 110 | St. Teresa's Academy* | × | 7 | 42 | 400 | ..... | 200 | 20 | 30 | 20,000 | ..... | ..... | 5,000 | |
| 111 | Baptist Female College | × | 6 | 40 | 350 | ..... | 180 | 20–40 | 50 | 25,000 | ..... | ..... | ..... | June 7. |
| 112 | Central Female College | × | 3 | 40 | 400 | 400 | 142 | 20–40 | 50 | 12,000 | ..... | ..... | 9,000 | June. |
| 113 | The Elizabeth Aull Female Seminary | × | ..... | 40 | 1,420 | 120 | 160 | 20–40 | 50 | 17,000 | 0 | 0 | 5,000 | June 9. |
| 114 | Hardin Female College | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 68,000 | 40,000 | ..... | *d*12,000 | June. |
| 115 | Lindenwood College for Young Ladies | × | 4 | 40 | 2,000 | 50 | 200 | 30 | 48–56 | 40,000 | ..... | ..... | ..... | June 8. |
| 116 | St. Joseph Female College | × | 4 | 40 | 600 | 0 | 180 | 20–40 | 50 | 50,000 | 0 | 0 | 12,333 | June 2. |
| 117 | Academy of the Visitation | × | ..... | 40 | ..... | ..... | 300 | ..... | ..... | 200,000 | ..... | ..... | ..... | June. |
| 118 | Mary Institute (Washington University) | ..... | 5 | 40 | ..... | ..... | ..... | (70–160) | | 110,000 | ..... | ..... | ..... | June 16. |
| 119 | Ursuline Academy | ..... | 6 | 40 | 700 | ..... | 150 | ..... | ..... | ..... | ..... | ..... | ..... | June. |
| 120 | Bishop Whitaker's School for Girls | 0 | 4 | 40 | 300 | 15 | 260 | 40 | 60 | 30,000 | 0 | 0 | ..... | June 22. |
| 121 | Adams Academy | × | ..... | ..... | 200 | ..... | ..... | 4 | ..... | ..... | ..... | ..... | 40 | |
| 122 | Robinson Female Seminary | ..... | 4 | 37 | ..... | ..... | ..... | 30 | 30 | 50,000 | 85,000 | 5,200 | ..... | June 15. |
| 123 | New Hampshire Conference Seminary and Female College. | × | 5 | 39 | 600 | ..... | 140 | 22½ | 36 | *e*25,000 | *e*13,000 | *e*780 | *e*1,350 | June 15. |
| 124 | Tilden Ladies' Seminary | × | 4 | 38 | 1,400 | 0 | 195 | ..... | 30 | 50,000 | 2,000 | 120 | *d*10,500 | June. |
| 125 | Bordentown Female College | × | 3, 4 | 40 | 650 | 50 | (240) | | *c*280 | 30,000 | ..... | ..... | ..... | June 16. |
| 126 | Pennington Seminary and Female Collegiate Institute. | × | 5 | 40 | 2,000 | 100 | 200 | 40 | 40 | 80,000 | 0 | 0 | 6,000 | June. |
| 127 | Academy of the Sacred Heart | ..... | 6 | 42 | 2,000 | ..... | 200 | ..... | ..... | 300,000 | ..... | ..... | ..... | June 22. |
| 128 | St. Agnes School | × | ..... | 40 | 2,000 | ..... | ..... | ..... | *c*350 | *100,000 | ..... | ..... | ..... | June 9. |
| 129 | Brooklyn Heights Seminary | 0 | 4 | 40 | 10,500 | 200 | 450 | 100, 120 | 150 | 75,000 | 0 | 0 | 25,000 | June 10. |
| 130 | Packer Collegiate Institute | 0 | ..... | 40 | 4,592 | 118 | *c*475 | 12 | 15–25 | 200,000 | 42,568 | 2,254 | 42,723 | June 15. |
| 131 | Buffalo Female Academy | × | 6 | 40 | 1,235 | 3 | 280 | 32, 48, 64 | 80, 96 | 81,259 | 400 | 20 | 8,002 | June 9. |
| 132 | Holy Angels' Academy* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 133 | Granger Place School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *40,000 | ..... | ..... | ..... | |
| 134 | Claverack College and Hudson River Institute | × | 4 | 39 | (*a*) | 102 | 100–300 | 50 | 50 | (*a*) | 0 | 0 | 5,000 | June 17. |
| 135 | St. Joseph's Academy | × | 5 | 40 | 609 | ..... | 150 | ..... | 20 | 50,000 | 0 | 0 | 2,000 | |
| 136 | Academy of the Sacred Heart* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 137 | Academy of Mt. St. Vincent-on-the-Hudson *f* | × | ..... | 42 | 4,000 | ..... | ..... | ..... | 295 | 500,000 | ..... | ..... | ..... | |
| 138 | Academy of the Sacred Heart* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 139 | English, French, and German Boarding and Day School. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 140 | D'Youville Academy | ..... | ..... | 40 | 500 | 100 | 120 | 10 | 20 | 15,000 | ..... | ..... | ..... | June 27. |
| 141 | Cook's Collegiate Institute | 0 | ..... | 38 | 1,500 | ..... | 350 | 12 | 15 | 50,000 | ..... | ..... | ..... | June 15. |
| 142 | Howland School | 0 | 4 | 38 | 700 | ..... | 200 | 40 | 75 | 50,000 | 20,000 | ..... | ..... | June 30. |
| 143 | Asheville Female College* | × | 4 | 40 | 700 | ..... | 150 | 30 | 50 | 20,000 | ..... | ..... | 1,700 | June 15. |

* From Report of the Commissioner of Education for 1879.
*a* See Table VII.
*b* Includes incidentals.
*c* Board and tuition.
*d* Includes receipts from all sources.
*e* This college is connected financially with the New Hampshire Conference Seminary.
*f* These statistics are for 1879.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880, *&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. | | | Receipts for the last year from tuition fees. | 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. | | |
| | 1 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 144 | Greensboro' Female College* | × | 4 | 40 | 1,500 | ..... | $150 | $15–20 | $25 | $75,000 | ..... | ..... | $4,500 | May 27. |
| 145 | Davenport Female College | × | 4 | 40 | 160 | 10 | 144 | 10–15 | ..... | 15,000 | ..... | ..... | ..... | ..... |
| 146 | Louisburg Female College* | × | 4 | 42 | 300 | ..... | 100 | 25–30 | 30–40 | 10,000 | $0 | $0 | 1,800 | May 27. |
| 147 | Chowan Baptist Female Institute* | × | 4 | 39 | 500 | ..... | 108 | 40 | 50 | 40,000 | 0 | 0 | 6,000 | June 23. |
| 148 | Oxford Female Seminary | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 149 | Peace Institute* | .... | ..... | 40 | ..... | ..... | ..... | 40 | 50 | 60,000 | 0 | 0 | ..... | ..... |
| 150 | St. Mary's School | .... | 5 | 40 | 3,000 | ..... | 160 | 40 | 50 | ..... | ..... | ..... | ..... | June. |
| 151 | Thomasville Female College | × | 4 | 40 | 500 | ..... | 110 | 40 | 50 | 12,000 | ..... | ..... | ..... | May 31. |
| 152 | Bartholomew English and Classical School | 0 | 6 | 36 | ..... | ..... | 500 | 50–130 | 150 | ..... | ..... | ..... | ..... | June 9. |
| 153 | Cincinnati Wesleyan College* | × | 4 | 39 | 2,000 | ..... | 334 | 62 | 102 | 225,000 | ..... | ..... | ..... | June 9. |
| 154 | Cleveland Seminary for Girls* | × | 4 | 40 | 2,000 | ..... | 300 | ..... | 60 | 100,000 | 0 | 0 | ..... | June 16. |
| 155 | Cooper Academy | 0 | 4 | 38 | 2,050 | ..... | 160 | 50–100 | 100 | 40,000 | 0 | 0 | 6,800 | June 18. |
| 156 | Glendale Female College | × | 4 | 40 | 3,000 | 400 | *a*300 | 40 | 50 | 75,000 | 0 | 0 | ..... | June 9. |
| 157 | Granville Female College | .... | 4 | 37 | ..... | ..... | 180 | 30 | 30 | *20,000 | ..... | ..... | ..... | June 22. |
| 158 | Young Ladies' Institute | 0 | 4 | 40 | 1,000 | ..... | 180 | 20 | 30 | 25,000 | ..... | ..... | 10,000 | June 29. |
| 159 | Highland Institute* | × | 4 | 39 | 600 | 30 | 219 | 24 | 36 | 20,000 | 0 | 0 | 1,800 | June 10. |
| 160 | Hillsborough Female College | × | 4 | 40 | 1,000 | ..... | 100 | 20 | 30 | 40,000 | 6,000 | 360 | 1,000 | June 17. |
| 161 | Oxford Female College | .... | 4 | 38 | 2,000 | ..... | *b*250 | ..... | ..... | 100,000 | ..... | ..... | ..... | ..... |
| 162 | Western Female Seminary | 0 | 4 | 38 | 2,946 | 184 | *b*170 | ..... | ..... | 106,000 | ..... | ..... | *b*17,074 | June 16. |
| 163 | Lake Erie Female Seminary | 0 | 4 | 38 | 2,000 | 0 | ..... | ..... | *b*170 | 110,000 | 26,400 | ..... | 15,255 | June 23. |
| 164 | Rose Ridge Seminary* | .... | ..... | 40 | ..... | ..... | *b*275 | ..... | ..... | 33,000 | ..... | ..... | ..... | ..... |
| 165 | St. Helen's Hall | 0 | 4 | 40 | 600 | 25 | 250 | 30 | 50 | 35,000 | ..... | ..... | ..... | June 8. |
| 166 | Allentown Female College | × | 3 | 40 | 350 | 50 | 180 | 36 | 40–50 | 35,000 | ..... | ..... | ..... | June 24. |
| 167 | Moravian Seminary for Young Ladies | × | ..... | 40 | 5,000 | 25 | 200 | 40 | 40 | 80,000 | 0 | 0 | 2,700 | June 28. |
| 168 | Blairsville Ladies' Seminary | 0 | 4 | 40 | 500 | 50 | 250 | ..... | 40 | 25,000 | ..... | ..... | ..... | June 15. |
| 169 | Wilson College | × | 4 | 38 | 1,500 | ..... | 300 | 60 | 60 | 40,000 | ..... | ..... | 10,000 | June 15. |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 170 | Mrs. Goodwin Watson's English, French, and German Young Ladies' School. | | | | | | | | | | | | June. |
| 171 | Pennsylvania Female College | × | 4 | 40 | 2,000 | | 160 | 40 | 50 | 50,000 | | | June 24. |
| 172 | French Protestant School | | | 39 | 500 | | 400 | 60–100 | 125 | 50,000 | | 13,000 | |
| 173 | Miss Mary E. Stevens's Boarding and Day School for Young Ladies.* | | | | | | *b*500 | 80 | 130 | | | | June. |
| 174 | University Female Institute* | × | 4 | 40 | 1,000 | 50 | 160 | 30 | 36 | 75,000 | | | June 23. |
| 175 | Irving Female College | × | 5 | 40 | 5,000 | | 200 | 60 | 100 | 40,000 | | | June 21. |
| 176 | Brooke Hall Female Seminary | 0 | 4 | 40 | 800 | 50 | *b*400 | | | 65,000 | | *b*22,000 | June 15. |
| 177 | Chestnut Street Seminary | 0 | | 38 | | | *b*600 | | 125 | | | | |
| 178 | Pittsburgh Female College | × | | | *c*650 | | 240 | (44–80) | | *c*100,000 | *c*11,950 | *c*700 | *c*12,206 | June 23. |
| 179 | Washington Female Seminary | | | 40 | | | 250 | 24 | 40 | 15,000 | | | | June 16. |
| 180 | Greenville Female College | × | 5 | 40 | 200 | | 125–135 | 20–30 | 40–50 | 10,000 | 0 | 0 | | June 16. |
| 181 | Walhalla Female College | × | 5 | 40 | 50 | 50 | 100 | 5–10 | 30 | 4,000 | | | 1,200 | June. |
| 182 | Williamston Female College | × | 4 | 40 | 500 | | 120 | 20 | 40 | 12,000 | | | | June 23. |
| 183 | Athens Female Seminary | × | 4 | 40 | | | 100 | 20 | 30 | *d*5,000 | | | | June 4. |
| 184 | St. James Hall | | | | | | | | | | | | | |
| 185 | Bristol Female College | × | 4 | 40 | | | 100 | 20 | 40 | 15,000 | | | | June 4. |
| 186 | Wesleyan Female College | × | 4 | 40 | | | 150 | 34, 44 | 54 | 6,000 | 0 | 0 | 2,200 | June 8. |
| 187 | Bellevue Female College | × | 4 | 40 | 400 | | 125 | 25 | 50 | | | | | June 8. |
| 188 | Tennessee Female College* | × | | 40 | | | 160 | 30–50 | 60 | 15,000 | | | | June. |
| 189 | Memphis Conference Female Institute | × | 5 | 40 | 4,000 | 100 | 150 | 20–40 | 50 | 45,000 | 0 | 0 | 7,700 | June 8. |
| 190 | Cumberland Female College | × | 4 | 40 | | | 110 | 20–30 | 36–44 | 20,000 | | | | June 18. |
| 191 | Murfreesboro' Female Institute | × | 4 | 40 | 1,200 | 10 | 180 | 32–40 | 40–50 | 13,000 | 0 | 0 | 4,000 | June 9. |
| 192 | Soule Female College | × | 4 | 40 | 50 | 2 | 120 | 25–30 | 40–50 | 18,000 | 0 | 0 | 1,200 | June 10. |
| 193 | St. Cecilia's Academy | | 6 | 40 | | | *b*150 | | | 70,000 | | | | |
| 194 | W. E. Ward's Seminary for Young Ladies | × | 5 | 40 | 2,000 | | 200 | 30, 40 | 60 | 90,000 | 0 | 0 | 8,000 | June 2. |
| 195 | Martin College* | × | 4 | 40 | | | 120 | 30 | 50 | *d*30,000 | 30,000 | 1,800 | 3,000 | June 4. |
| 196 | Rogersville Female College* | × | 5–7 | 40 | 3,000 | 12 | 150 | 15–25 | 30–40 | 15,000 | 0 | 0 | 3,500 | June 17. |
| 197 | Mary Sharp College | × | 4 | 40 | 1,500 | | 135 | 40 | 60 | 20,000 | 0 | 0 | 5,000 | June 22. |
| 198 | Bryan Female Institute | 0 | | 40 | 0 | 0 | | | | 0 | 0 | 0 | | |
| 199 | Chappell Hill Female College* | × | | | | | 140 | 35, 45 | 55 | | | | | June. |
| 200 | Ursuline Academy | | | | | | | | | | | | | |
| 201 | Young Ladies' School, Southwestern University | × | 4 | 40 | | | 175 | 40 | 60 | 3,000 | | | 1,770 | June 21. |
| 202 | Andrew Female College | × | 4 | 40 | 600 | 0 | 150 | 16½–36 | 48 | 10,000 | 0 | 0 | 2,500 | June 3. |
| 203 | Baylor Female College | × | 4 | 40 | | | 150 | 30 | 50 | 25,000 | | | | June 9. |
| 204 | Lamar Female College* | × | 4 | 40 | | | 150 | 20 | 40 | 6,000 | | | | |
| 205 | Nazareth Convent | × | | 40 | 823 | | 120 | 20 | 30 | | | | | June 30. |
| 206 | Waco Female College* | × | 4 | 40 | 0 | | 160 | 30 | 50 | 30,000 | 0 | 0 | 3,250 | June 16. |
| 207 | Vermont Methodist Seminary and Female College* | × | 4 | 39 | 1,000 | | 165 | 35 | 35–45 | 95,000 | | | | June 24. |
| 208 | Martha Washington College | × | 4 | 40 | 1,200 | 30 | 160 | 20–40 | 60 | 50,000 | | | 4,500 | June 22. |
| 209 | Hollins Institute | × | | 36 | | | 180 | 25 | 60 | 75,000 | | | 10,000 | June 15. |
| 210 | Albemarle Female Institute* | × | 5 | 36 | 300 | 20 | 135 | 30 | 50–200 | 25,000 | | | 3,000 | June 27. |
| 211 | Roanoke Female College | × | 4 | 39 | | | 115 | 36 | 50 | 23,000 | 0 | 0 | | June 1. |
| 212 | Farmville College | × | 4 | 40 | | | 150 | 35 | 70 | 8,500 | | | | June 2 |
| 213 | Edge Hill School | | 6 | | | | | *b*350 | *b*400 | 15,000 | | | | June 30. |
| 214 | Marion Female College* | × | 3–4 | 40 | 300 | | 110 | 20 | 40 | 13,000 | | | 1,500 | June 2. |
| 215 | Norfolk College for Young Ladies | | | 40 | | | | | 51½ | 50,000 | | | 10,000 | |
| 216 | Southern Female College | × | 6 | 40 | 1,200 | | 150 | 40 | 50 | 20,000 | 0 | 0 | | June 20. |

* From Report of the Commissioner of Education for 1879.
*a* Includes incidentals.
*b* Board and tuition.
*c* In 1878.
*d* Value of grounds and building.
*e* These statistics are for 1879.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1880, *&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. | | | Receipts for the last year from tuition fees. | 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. | | |
| | 1 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 217 | Richmond Female Institute | × | 4 | 40 | ..... | ..... | $180 | $34-45 | $69-110 | $100,000 | ..... | ..... | ..... | June 14. |
| 218 | Staunton Female Seminary | × | 6 | 40 | 400 | ..... | 170 | 25 | 40 | *25,000 | ..... | ..... | ..... | |
| 219 | Wesleyan Female Institute | × | ..... | 38 | ..... | ..... | 160 | ..... | 50 | ..... | ..... | ..... | ..... | June 15. |
| 220 | Episcopal Female Institute* | × | 4 | 40 | ..... | ..... | 240 | 30 | 40 | 15,000 | $0 | $0 | $2,000 | June 16. |
| 221 | Broaddus Female College | × | 4 | 36 | ..... | ..... | 150 | 30, 40 | 50 | 10,000 | ..... | ..... | 4,250 | June 10. |
| 222 | Parkersburg Female Seminary | .... | ..... | 40 | ..... | ..... | ..... | 25 | 35 | *5,000 | ..... | ..... | ..... | |
| 223 | Wheeling Female College | × | 4 | 40 | ..... | ..... | 300 | ..... | ..... | ..... | ..... | ..... | ..... | June 9. |
| 224 | Wisconsin Female College | .... | ..... | .... | 1,000 | ..... | 150 | 28 | 28 | 32,500 | 10,190 | ..... | ..... | June 15. |
| 225 | Kemper Hall | .... | 4 | 38 | 1,000 | ..... | 150 | ..... | 150 | 52,000 | ..... | ..... | 10,800 | June 24. |
| 226 | Milwaukee College* | × | 4, 5 | 40 | 3,000 | 25 | a350 | 50 | 60 | 100,000 | ..... | ..... | 10,000 | June 21. |
| 227 | St. Clara Academy | .... | 4 | 46 | 925 | ..... | ..... | ..... | 165 | 55,750 | ..... | ..... | 10,000 | July 1. |

* From Report of the Commissioner of Education for 1879. *a* Board and tuition.

*List of institutions for the superior instruction of women from which no information has been received.*

| Name. | Location. | Name. | Location. |
|---|---|---|---|
| Centenary Institute | Summerfield, Ala. | St. Clare's Academy | Buffalo, N. Y. |
| School for Girls | Farmington, Conn. | English, French, and German School. | New York, N. Y. (222 Madison avenue). |
| Grove Hall | New Haven, Conn. | | |
| Young Ladies' Institute | Windsor, Conn. | Mrs. S. Reed's Boarding and Day School. | New York, N. Y. |
| Nassau College for Young Ladies. | Fernandina, Fla. | Poughkeepsie Female Academy. | Poughkeepsie, N. Y. |
| Southern Masonic Female College. | Covington, Ga. | Judson College | Hendersonville, N. C. |
| Hamilton Female College | Hamilton, Ga. | Estey Seminary | Raleigh, N. C. |
| Lumpkin Masonic Female College. | Lumpkin, Ga. | Simonton Female College | Statesville, N. C. |
| Cherokee Baptist Female College. | Rome, Ga. | Mt. Auburn Young Ladies' Institute. | Cincinnati, Ohio. |
| Illinois Female College | Jacksonville, Ill. | Academy of Notre Dame | Philadelphia, Pa. |
| Female College of Indiana | Greencastle, Ind. | Chegary Institute | Philadelphia, Pa. |
| St. Mary's Academic Institute | St. Mary's of the Woods, Ind. | Pennsylvania Female College | Pittsburgh, Pa. |
| Mt. Pleasant Female Seminary | Mt. Pleasant, Iowa | Cottage Hill College | York, Pa. |
| Warrendale Female College | Georgetown, Ky. | Columbia Female College | Columbia, S. C. |
| South Kentucky Female College. | Hopkinsville, Ky. | Due West Female College | Due West, S. C. |
| Christ Church Seminary | Lexington, Ky. | Brownsville Female College | Brownsville, Tenn. |
| Louisville Female Seminary | Louisville, Ky. | Columbia Athenæum | Columbia, Tenn. |
| Cedar Bluff Female College | Woodburn, Ky. | Columbia Female Institute | Columbia, Tenn. |
| The Misses Norris' School | Baltimore, Md. | La Grange Female College | La Grange, Tenn. |
| Frederick Female Seminary | Frederick, Md. | State Female College | Memphis, Tenn. |
| Oread Collegiate Institute | Worcester, Mass. | Austin Collegiate Female Institute. | Austin, Tex. |
| Young Ladies' Seminary and Collegiate Institute. | Monroe, Mich. | Dallas Female College | Dallas, Tex. |
| Female College | Sardis, Miss. | Galveston Female High School. | Galveston, Tex. |
| Woodland College | Independence, Mo. | Goliad College | Goliad, Tex. |
| Clay Seminary | Liberty, Mo. | Petersburg Female College | Petersburg, Va. |
| Ivy Hall | Bridgeton, N. J. | Augusta Female Seminary | Staunton, Va. |
| St. Mary's Hall | Burlington, N. J. | Mozart Institute | Staunton, Va. |
| Freehold Young Ladies' Seminary. | Freehold, N. J. | Virginia Female Institute | Staunton, Va. |
| Delacove Institute | Trenton, N. J. | Parkersburg Female Academy. | Parkersburg, W. Va. |
| Athenæum Seminary | Brooklyn, N. Y. | | |

TABLE VIII.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| Lexington Female College | Lexington, Ky | Closed. |
| Shelbyville Female College | Shelbyville, Ky | Name changed to Stuart's Female College. |
| Wesleyan Female College | Murfreesboro', N. C | Buildings which were burned are in process of reërection, September, 1880. |
| Raleigh Female Seminary | Raleigh, N. C | Institution removed to Oxford, and name changed to Oxford Female Seminary. |

TABLE IX.—*Statistics of universities and colleges for* 1880; *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 | 1859 | M. E. South | Rev. J. Lewis, D. D., chancello. | 1 | 22 | 0 | ..... | ..... | ..... |
| 2 | Howard College | Marion, Ala | 1843 | 1842 | Baptist | James T. Murfee, LL. D | 1 | 10 | 0 | 10 | 0 | ..... |
| 3 | Spring Hill College* | Near Mobile, Ala | 1836 | 1830 | R. C | Rev. D. Beaudequin, S. J | ..... | ..... | ..... | ..... | ..... | ..... |
| 4 | University of Alabama | Tuscaloosa, Ala | 1820 | 1831 | Non-sect | Burwell B. Lewis, LL. D | 0 | 0 | 0 | 0 | 0 | ..... |
| 5 | Cane Hill College | Boonsboro', Ark | 1852 | 1852 | Cumb. Presb | Rev. F. R. Earle, A. M | ..... | (107) | | ..... | ..... | ..... |
| 6 | Arkansas Industrial University | Fayetteville, Ark | 1871 | 1871 | Non-sect | Gen. D. H. Hill | 5 | 200 | 101 | ..... | ..... | ..... |
| 7 | Judson University | Judsonia, Ark | 1871 | 1875 | Baptist | Richard S. James, LL. D | 2 | 40 | 45 | ..... | ..... | ..... |
| 8 | St. John's College of Arkansas | Little Rock, Ark | 1850 | 1859 | Non-sect | Rev. Leo Baier, A. M | 2 | 15 | 20 | 22 | ..... | ..... |
| 9 | College of St. Augustine | Benicia, Cal | 1868 | 1867 | P. E | Rt. Rev. J. H. D. Wingfield, D. D., LL. D. | ..... | ..... | ..... | ..... | ..... | ..... |
| 10 | University of California | Berkeley, Cal | 1868 | 1869 | Non-sect | John LeConte, A. M., M. D., LL. D | 0 | 0 | 0 | 0 | 0 | 0 |
| 11 | Pierce Christian College* | College City, Cal | 1874 | 1874 | Christian | J. C. Keith, A. B | 1 | 7 | 6 | 7 | 6 | ..... |
| 12 | St. Vincent's College | Los Angeles, Cal | 1869 | 1867 | R. C | Rev. M. V. Richardson, C. M | *a*6 | *a*63 | ..... | ..... | ..... | ..... |
| 13 | University of Southern California | Los Angeles, Cal | ..... | 1880 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 | St. Ignatius College | San Francisco, Cal. (corner Grove street and Van Ness avenue). | 1859 | 1855 | R. C | Rev. R. E. Kenna, S. J | 9 | *a*651 | ..... | ..... | ..... | ..... |
| 15 | St. Mary's College | San Francisco, Cal | 1872 | 1863 | R. C | Brother Bettelin | (*b*) | (*b*) | (*b*) | ..... | ..... | ..... |
| 16 | Santa Clara College | Santa Clara, Cal | 1855 | 1851 | R. C | Rev. John Pinasco, S. J | 3 | 186 | 0 | ..... | ..... | ..... |
| 17 | University of the Pacific | Santa Clara, Cal | 1852 | 1852 | M. E | Rev. C. C. Stratton, A. M., D. D | ..... | 66 | 33 | 16 | 83 | ..... |
| 18 | Pacific Methodist College | Santa Rosa, Cal | 1862 | 1861 | M. E. South | Rev. W. A. Finley, A. M., D. D | 1 | (59) | | ..... | ..... | ..... |
| 19 | California College* | Vacaville, Cal | 1870 | 1860 | Baptist | Rev. Uriah Gregory, D. D | ..... | 11 | 11 | 22 | ..... | ..... |
| 20 | Washington College | Washington Corners, Cal | 1871 | 1871 | Non-sect | S. S. Harmon, A. M., principal | ..... | 10 | 6 | ..... | ..... | ..... |
| 21 | Hesperian College | Woodland, Cal | 1869 | 1861 | Christian | A. M. Elston, A. M | 1 | (*c*96) | | ..... | ..... | ..... |
| 22 | University of Colorado | Boulder, Colo | 1875 | 1877 | Non-sect | Joseph A. Sewell, M. D., LL. D | 1 | 37 | 27 | (64) | | ..... |
| 23 | Colorado College* | Colorado Springs, Colo | 1874 | 1874 | Non-sect | Rev. E. P. Tenney | 1 | 13 | 3 | 16 | 0 | ..... |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 24 | University of Denver | Denver, Colo | 1880 | 1880 | M. E | Rev. David H. Moore, A. M., D. D., chancellor. | 2 | (159) | | | | |
| 25 | Trinity College* | Hartford, Conn | 1824 | 1826 | P. E | Rev. T. R. Pynchon, D. D., LL. D | | | | | | |
| 26 | Wesleyan University | Middletown, Conn | 1831 | 1831 | M. E | Rev. John Wesley Beach, D. D | | | | | | |
| 27 | Yale College | New Haven, Conn | 1701 | 1701 | Non-sect | Rev. Noah Porter, D. D., LL. D | | | | | | |
| 28 | Delaware College | Newark, Del | 1867 | 1870 | Non-sect | William H. Purnell, A. M., LL. D | | | | | | |
| 29 | University of Georgia | Athens, Ga | 1785 | 1801 | Non-sect | Rev. P. H. Mell, D. D., LL. D., chancellor. | | | | | | |
| 30 | Atlanta University | Atlanta, Ga | 1867 | 1869 | Non-sect | Edmund A. Ware, A. M | | 20 | 2 | | | |
| 31 | Bowdon College* | Bowdon, Ga | 1857 | 1857 | Non-sect | J. W. Beck | 2 | 38 | 24 | 30 | 5 | |
| 32 | Gainesville College | Gainesville, Ga | 1873 | 1873 | Non-sect | | *a*3 | *a*50 | *a*50 | | | |
| 33 | Mercer University | Macon, Ga | 1837 | 1838 | Baptist | Rev. A. J. Battle, D. D | | | | | | |
| 34 | Pio Nono College* | Macon, Ga | 1876 | 1874 | R. C | Rt. Rev. Wm. H. Gross, D. D | 2 | 10 | | 10 | | |
| 35 | Emory College | Oxford, Ga | 1836 | 1837 | M. E. South | Rev. Atticus G. Haygood, D. D | 3 | 30 | | | | |
| 36 | Abingdon College | Abingdon, Ill | 1855 | 1853 | Christian | Francis M. Bruner, A. M | | 13 | | | | |
| 37 | Hedding College | Abingdon, Ill | 1875 | 1855 | M. E | Rev. George W. Peck, A. M | | 84 | 48 | | | |
| 38 | Illinois Wesleyan University | Bloomington, Ill | 1850 | 1850 | M. E | Rev. W. H. H. Adams, D. D | | 170 | 86 | | | |
| 39 | St. Viateur's College | Bourbonnais Grove, Ill | 1874 | 1865 | R. C | Rev. P. Beaudoin, P. S. V., R. D | 8 | 60 | | 35 | 25 | |
| 40 | Blackburn University* | Carlinville, Ill | 1857 | 1859 | Presbyterian | Rev. E. L. Hurd, D. D | 4 | 90 | 50 | 14 | 44 | |
| 41 | Carthage College* | Carthage, Ill | 1870 | 1870 | Lutheran | Rev. D. L. Tressler, PH. D | 8 | (82) | | | | 51 |
| 42 | St. Ignatius College* | Chicago, Ill. (413 W. 12th st.) | 1870 | 1869 | R. C | Rev. Thomas O'Neil, S. J | 7 | 176 | | 80 | 96 | |
| 43 | University of Chicago | Chicago, Ill | 1859 | 1859 | Baptist | Rev. Galusha Anderson, D. D | 1 | (52) | | (52) | | 25 |
| 44 | Eureka College* | Eureka, Ill | 1855 | 1853 | Christian | H. W. Everest, A. M | | 78 | 14 | | | |
| 45 | Northwestern University | Evanston, Ill | 1851 | 1855 | M. E | Oliver Marcy, LL. D. (acting) | 7 | 102 | 89 | *d*57 | *e*13 | |
| 46 | Ewing College* | Ewing, Ill | 1874 | 1867 | Baptist | Rev. William Shelton, D. D | 3 | (118) | | (118) | | |
| 47 | Knox College | Galesburg, Ill | 1837 | 1841 | Non-sect | Newton Bateman, A. M., LL. D | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | |
| 48 | Lombard University | Galesburg, Ill | 1851 | 1852 | Universalist | Rev. Nehemiah White, PH. D | | 20 | 16 | | 7 | |
| 49 | Irvington College | Irvington, Ill | 1863 | 1865 | Presb. & Cong. | Rev. Edgar W. Clarke, A. M | 2 | *a*22 | *a*26 | 7 | 9 | |
| 50 | Illinois College | Jacksonville, Ill | 1835 | 1830 | Non-sect | Rufus C. Crampton, A. M. (acting) | (*g*) | (*g*) | (*g*) | (*g*) | (*g*) | |
| 51 | Lake Forest University | Lake Forest, Ill | 1856 | 1876 | Presbyterian | Rev. Daniel S. Gregory, D. D | 5 | 93 | | 60 | 10 | |
| 52 | McKendree College | Lebanon, Ill | 1834 | 1828 | M. E | Rev. Daniel W. Phillips, A. M | 1 | 50 | 27 | 19 | 58 | |
| 53 | Lincoln University* | Lincoln, Ill | 1865 | 1866 | Cumb. Presb | Rev. A. J. McGlumphy, D. D., LL. D | 11 | 190 | 50 | 71 | 53 | |
| 54 | Monmouth College* | Monmouth, Ill | 1857 | 1856 | United Presb | Rev. J. B. McMichael, D. D | 3 | 50 | 39 | 22 | 21 | |
| 55 | Mt. Morris College | Mt. Morris, Ill | 1840 | *h*1840 | Ger. Baptist | J. W. Stein | *a*8 | *a*126 | *a*79 | 10 | 45 | |
| 56 | Northwestern College | Naperville, Ill | 1865 | 1861 | Evang. Asso | Rev. A. A. Smith, A. M | 5 | 117 | 30 | 6 | 22 | |
| 57 | Chaddock College | Quincy, Ill | 1878 | 1853 | M. E | John T. Long, LL. D | | | | | | |
| 58 | Augustana College* | Rock Island, Ill | 1865 | 1863 | Evang. Luth | Rev. T. N. Hasselquist, D. D | 2 | 46 | 0 | 46 | | |
| 59 | St. Joseph's College | Teutopolis, Ill | | 1861 | R. C | Very Rev. P. Mauritius Klosterman, O. S. F., rector. | | 65 | | 10 | 17 | |
| 60 | Shurtleff College | Upper Alton, Ill | 1835 | 1827 | Baptist | Rev. A. A. Kendrick, D. D | 2 | 48 | 13 | 25 | 22 | |
| 61 | Illinois Industrial University | Urbana, Ill | 1867 | 1868 | Non-sect | Selim H. Peabody, PH. D., regent | (*i*) | (*i*) | (*i*) | | | |
| 62 | Westfield College | Westfield, Ill | 1865 | 1865 | United Breth | Rev. Samuel B. Allen, D. D | 1 | 54 | 28 | 7 | 20 | |
| 63 | Wheaton College | Wheaton, Ill | 1861 | 1855 | Non-sect | Rev. Jonathan Blanchard | 2 | (115) | | | | |
| 64 | The Indiana University | Bloomington, Ind | 1828 | 1828 | Non-sect | Rev. Lemuel Moss, D. D | 3 | 104 | 68 | 163 | | |
| 65 | Wabash College* | Crawfordsville, Ind | 1834 | 1833 | Presbyterian | Rev. Joseph F. Tuttle, D. D | 3 | 84 | 0 | 34 | 31 | |
| 66 | Concordia College | Fort Wayne, Ind | 1850 | 1848 | Evang. Luth | F. Zucker | | | | | | |
| 67 | Fort Wayne College | Fort Wayne, Ind | 1847 | 1848 | M. E | Rev. W. F. Yocum, A. M | *a*6 | *a*200 | *a*100 | 25 | 275 | |

* From Report of the Commissioner of Education for 1879.

*a* Total for all departments.

*b* The preparatory department of St. Mary's College is now a distinct institution, St. Joseph's Academy, Oakland.

*c* In 1879.

*d* Includes students preparing for modern literature and art course.

*e* Includes students preparing for Latin and scientific course.

*f* See report of Knox Academy, Table VII.

*g* Preparatory department is identical with Whipple Academy (see Table VII).

*h* Reorganized in 1879.

*i* See Table X, Part 1.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

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 instructors. | Students. | | | | Number of students graduated. |
| | | | | | | | | Male. | Female. | Preparing for classical course. | Preparing for scientific course. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 68 | Franklin College | Franklin, Ind | 1844 | 1836 | Baptist | Rev. W. T. Stott, D. D | .... | 50 | 20 | 36 | 17 | ..... |
| 69 | Indiana Asbury University | Greencastle, Ind | 1837 | 1837 | M. E | Rev. Alexander Martin, D. D., LL. D | .... | (144) | | ..... | ..... | ..... |
| 70 | Hanover College | Hanover, Ind | 1833 | 1827 | Presbyterian | Rev. D. W. Fisher, D. D | 2 | 45 | ..... | 40 | 5 | ..... |
| 71 | Hartsville University | Hartsville, Ind | 1851 | 1852 | United Breth | Rev. C. H. Kiracofe, A. M | 2 | 52 | 31 | 8 | 75 | ..... |
| 72 | Butler University | Irvington, Ind | 1850 | 1855 | Christian | Otis A. Burgess, A. M., LL. D | 4 | 66 | 34 | 26 | *a*74 | ..... |
| 73 | Union Christian College | Merom, Ind | 1859 | 1860 | Christian | Rev. Thomas C. Smith, A. M | 3 | 25 | 12 | ..... | ..... | ..... |
| 74 | Moore's Hill College | Moore's Hill, Ind | 1856 | 1856 | M. E | Rev. J. P. D. John, A. M | 1 | 42 | 23 | ..... | ..... | ..... |
| 75 | Earlham College | Richmond, Ind | 1859 | 1847 | Friends | Joseph Moore, A. M | 5 | 77 | 67 | 40 | 39 | ..... |
| 76 | Ridgeville College | Ridgeville, Ind | 1867 | 1867 | F. W. B | Rev. Samuel D. Bates, A. M | .... | 73 | 49 | 8 | 71 | ..... |
| 77 | St. Meinrad's College | St. Meinrad, Ind | ..... | 1857 | R. C | Rt. Rev. Abbot Fintan Mundwiler, O. S. B. | 3 | 10 | ..... | 4 | 6 | ..... |
| 78 | Amity College | College Springs, Iowa | 1853 | 1857 | Non-sect | Rev. S. C. Marshall, A. M | 3 | 110 | 94 | (204) | | ..... |
| 79 | Griswold College | Davenport, Iowa | 1859 | 1859 | P. E | Rt. Rev. William Stevens Perry, D. D., LL. D. | 2 | 58 | ..... | 25 | 33 | ..... |
| 80 | Norwegian Luther College* | Decorah, Iowa | 1866 | 1861 | Lutheran | Rev. Laur. Larsen | .... | 85 | ..... | 73 | *b*12 | ..... |
| 81 | University of Des Moines* | Des Moines, Iowa | 1865 | 1866 | Baptist | Rev. J. A. Nash, D. D | 1 | 30 | 36 | 14 | ..... | ..... |
| 82 | St. Joseph's College | Dubuque, Iowa | ..... | 1873 | R. C | Very Rev. P. J. McGrath | 5 | 40 | ..... | 20 | 10 | ..... |
| 83 | Parsons College | Fairfield, Iowa | 1875 | 1875 | Presb | Rev. T. D. Ewing, D. D | 2 | (32) | | 7 | 19 | 29 |
| 84 | Upper Iowa University | Fayette, Iowa | 1857 | 1857 | M. E | Rev. John W. Bissell, D. D | 3 | 80 | 73 | 22 | 33 | ..... |
| 85 | Iowa College | Grinnell, Iowa | 1847 | 1848 | Cong | Rev. George F. Magoun, D. D | 3 | 92 | 55 | 17 | 9 | ..... |
| 86 | Simpson Centenary College | Indianola, Iowa | 1867 | 1868 | M. E | Rev. Edward L. Parks, A. M., B. D | .... | 37 | 26 | 17 | 46 | ..... |
| 87 | State University of Iowa | Iowa City, Iowa | 1847 | 1855 | Non-sect | Josiah L. Pickard, LL. D | 0 | 0 | 0 | 0 | 0 | ..... |
| 88 | German College | Mount Pleasant, Iowa | 1873 | 1873 | German M. E | Rev. William Balcke, A. M. (acting) | .... | 24 | 4 | ..... | ..... | ..... |
| 89 | Iowa Wesleyan University | Mount Pleasant, Iowa | 1855 | 1852 | M. E | Rev. W. J. Spaulding, PH. D | .... | 39 | 13 | 4 | 48 | ..... |
| 90 | Cornell College | Mount Vernon, Iowa | 1857 | 1853 | M. E | Rev. William F. King, D. D | 11 | 174 | 89 | 139 | 124 | ..... |
| 91 | Oskaloosa College* | Oskaloosa, Iowa | 1857 | 1861 | Christian | George T. Carpenter, A. M | .... | (30) | | ..... | ..... | 66 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 92 | Penn College | Oskaloosa, Iowa | 1873 | 1873 | Friends | Benjamin Trueblood, A. M | 1 | (107) | | | | | |
| 93 | Central University of Iowa | Pella, Iowa | 1853 | 1854 | Baptist | Rev. Lewis A. Dunn, D. D | 2 | 54 | 45 | 40 | 15 | | |
| 94 | Whittier College and Normal Institute | Salem, Iowa | 1867 | 1867 | Friends | J. W. Coltrane, A. B | | | | | | | |
| 95 | Tabor College | Tabor, Iowa | 1866 | 1866 | Cong | Rev. William M. Brooks, A. M | 4 | 53 | 26 | 20 | 8 | | |
| 96 | Western College* | Western, Iowa | 1856 | 1857 | United Breth | Rev. Ezekiel B. Kephart, A. M | 6 | 101 | 63 | 4 | 9 | | |
| 97 | St. Benedict's College* | Atchison, Kans | 1868 | 1859 | R. C | Rt. Rev. Innocent Wolf, D. D., O.S.B. | 2 | 65 | | 21 | 44 | | |
| 98 | Baker University | Baldwin City, Kans | 1858 | 1858 | M. E | Rev. W. H. Sweet, A. M | | 39 | 19 | | | | |
| 99 | Highland University | Highland, Kans | 1858 | 1856 | Presb | Rev. Robert Cruikshank, D. D | 1 | 31 | 22 | | | | |
| 100 | University of Kansas | Lawrence, Kans | 1863 | 1866 | Non-sect | Rev. James Marvin, D. D | 3 | 144 | 107 | | | | |
| 101 | Lane University | Lecompton, Kans | 1862 | 1862 | United Breth | N. B. Bartlett, A. M | | 36 | 34 | | | | |
| 102 | Ottawa University | Ottawa, Kans | 1860 | 1865 | Baptist | Rev. P. J. Williams, D. D | 2 | | | | | | |
| 103 | St. Mary's College | St. Mary's, Kans | 1869 | 1869 | R. C | Rev. A. G. van der Eerden | | 166 | | 45 | | | |
| 104 | Washburn College | Topeka, Kans | 1865 | 1865 | Cong | Rev. Peter McVicar, M. A., D. D | 5 | 74 | 35 | 27 | 12 | | |
| 105 | St. Joseph's College* | Bardstown, Ky | 1824 | 1819 | R. C | Rev. C. J. O'Connell | | | | | | | |
| 106 | Berea College | Berea, Ky | 1865 | 1858 | Cong | Rev. E. H. Fairchild, D. D | 9 | *c*d186 | *c*d149 | *d*7 | *d*45 | | |
| 107 | Cecilian College* | Cecilian, Ky | 1867 | 1860 | R. C | H. A. Cecil | | 65 | 0 | 20 | 15 | | |
| 108 | Centre College | Danville, Ky | 1819 | 1822 | Presb | Ormond Beatty, LL. D | 2 | 84 | 0 | 65 | | | |
| 109 | Eminence College* | Eminence, Ky | 1856 | 1857 | Christian | W. S. Giltner | 1 | 21 | 20 | 14 | 27 | | |
| 110 | Kentucky Military Institute | Farmdale, Ky | 1845 | 1845 | Non-sect | Col. Robert D. Allen, M. D., C. E., superintendent. | 1 | 10 | | | 10 | | |
| 111 | Georgetown College | Georgetown, Ky | 1829 | 1831 | Baptist | Rev. R. M. Dudley, D. D | 2 | 22 | | 10 | 12 | | |
| 112 | Kentucky University | Lexington, Ky | 1858 | 1859 | Christian | Charles Louis Loos | 1 | 23 | 0 | 20 | 3 | | |
| 113 | Kentucky Wesleyan College | Millersburg, Ky | 1860 | 1866 | Methodist | D. W. Batson, A. M | | | | | | | |
| 114 | Murray Male and Female Institute and West Kentucky Normal School. | Murray, Ky | 1870 | 1871 | Non-sect | Dean Babbitt | | | | | | | |
| 115 | Concord College | New Liberty, Ky | 1868 | 1868 | Baptist | James Rice | 1 | 15 | 17 | | 15 | | |
| 116 | Kentucky Classical and Business College.* | North Middletown, Ky | 1878 | 1877 | Christian | E. V. Zollars, A. M | 2 | 18 | 34 | | | | |
| 117 | Central University | Richmond, Ky | | 1874 | Presb | Rev. R. L. Breck, D. D | 1 | 20 | | | | | |
| 118 | Bethel College*d* | Russellville, Ky | 1856 | 1856 | Baptist | Leslie Waggener, LL. D | | | | | | | |
| 119 | St. Mary's College | St. Mary's, Ky | 1837 | 1821 | R. C | Rev. David Fennessy, C. R | 2 | 8 | | | | | |
| 120 | Louisiana State University and Agricultural and Mechanical College. | Baton Rouge, La | 1853 1874 | 1860 1874 | Non-sect | William Preston Johnston | | | | | | | |
| 121 | Jefferson College (St. Mary's) | Convent P. O., St. James Parish, La. | 1861 | 1864 | R. C | Very Rev. J. B. Bigot, S. M | 15 | 100 | | | | | |
| 122 | St. Charles College* | Grand Coteau, La | 1852 | 1837 | R. C | Rev. Robert Ollivier, S. J | 1 | 12 | | 4 | 8 | | |
| 123 | Centenary College of Louisiana | Jackson, La | 1825 | 1825 | M. E. South | Rev. C. G. Andrews, A. M., D. D | 2 | 64 | | 33 | 31 | | |
| 124 | Leland University | New Orleans, La | 1870 | 1874 | Baptist | Rev. Seth J. Axtell, jr | *e*5 | *e*93 | *e*55 | | | | |
| 125 | New Orleans University* | New Orleans, La | 1873 | | M. E | Isaac N. Failor, A. M | 1 | 32 | 37 | 34 | 24 | | |
| 126 | Straight University | New Orleans, La | 1869 | 1870 | Cong | Rev. W. S. Alexander, D. D | | | (12) | 12 | | | |
| 127 | University of Louisiana | New Orleans, La | 1847 | 1878 | Non-sect | Hon. Randell Hunt, LL. D | 6 | 180 | | 57 | 32 | | |
| 128 | Bowdoin College | Brunswick, Me | 1794 | 1802 | Cong | Joshua L. Chamberlain, LL. D | | | | | | | |
| 129 | Bates College | Lewiston, Me | 1863 | 1863 | F. W. Baptist | Rev. Oren B. Cheney, D. D | 4 | 50 | 20 | | | | |
| 130 | Colby University | Waterville, Me | 1820 | 1818 | Baptist | Rev. Henry E. Robins, D. D | | | | | | | |
| 131 | St. John's College | Annapolis, Md | 1784 | 1789 | Non-sect | William H. Hopkins, A. M., acting vice president. | 2 | 35 | | | | | |
| 132 | Baltimore City College | Baltimore, Md | 0 | 1839 | Non-sect | William Elliott, jr | | | | | | | |
| 133 | Johns Hopkins University | Baltimore, Md | 1867 | 1876 | Non-sect | Daniel C. Gilman, A. M., LL. D | 0 | 0 | 0 | 0 | 0 | 0 | |
| 134 | Loyola College | Baltimore, Md | 1853 | 1852 | R. C | Rev. Edward A. McGurk, S. J | | 30 | | 30 | | | |

* From Report of the Commissioner of Education for 1879.
*a* Includes students preparing for philosophical course.
*b* Preparing for normal course.
*c* Includes normal students.
*d* These statistics are for the year 1879
*e* Total for all departments.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

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 |
| 135 | Washington College | Chestertown, Md | 1782 | 1782 | Non-sect | William J. Rivers, A. M | ---- | ---- | ---- | ---- | ---- | ---- |
| 136 | Rock Hill College | Ellicott City, Md | 1865 | 1857 | R. C | Rev. Brother Azarias | 9 | 83 | ---- | ---- | ---- | ---- |
| 137 | St. Charles's College | Ellicott City, Md | 1831 | 1848 | R. C | Rev. Peter Paul Denis, S. S., A. M | 4 | 70 | ---- | 70 | ---- | ---- |
| 138 | Frederick College | Frederick, Md | 1829 | 1763 | Non-sect | Thomas A. Gatch, A. M | ---- | ---- | ---- | ---- | ---- | *a*36 |
| 139 | Western Maryland College | Westminster, Md | 1868 | 1867 | Meth. Prot | Rev. James Thomas Ward, D. D | 2 | 25 | 11 | 26 | 10 | ---- |
| 140 | Amherst College | Amherst, Mass | 1825 | 1821 | Cong | Rev. Julius H. Seelye, D. D., LL. D | 0 | 0 | 0 | 0 | 0 | 0 |
| 141 | Boston College | Boston, Mass. (761 Harrison avenue). | 1863 | 1864 | R. C | Rev. Jeremiah O'Connor, S. J | 3 | 60 | 0 | (60) | | ---- |
| 142 | Boston University, College of Liberal Arts. | Boston, Mass | 1869 | 1873 | M. E | Rev. Wm. F. Warren, S. T. D., LL. D | 0 | 0 | 0 | 0 | 0 | 0 |
| 143 | Harvard College | Cambridge, Mass | 1650 | 1638 | Non-sect | Charles W. Eliot, LL. D | ---- | ---- | ---- | ---- | ---- | ---- |
| 144 | Tufts College | College Hill, Mass | 1852 | 1855 | Universalist | Rev. Elmer H. Capen, D. D | ---- | ---- | ---- | ---- | ---- | ---- |
| 145 | Williams College | Williamstown, Mass | 1793 | 1793 | Cong | Hon. Paul A. Chadbourne, D. D., LL. D. | ---- | ---- | ---- | ---- | ---- | ---- |
| 146 | College of the Holy Cross* | Worcester, Mass | 1865 | 1843 | R. C | Rev. Edward D. Boone, S. J | ---- | 50 | ---- | ---- | ---- | ---- |
| 147 | Adrian College | Adrian, Mich | 1859 | 1859 | Meth. Prot | Rev. G. B. McElroy, D. D., PH. D | 2 | 30 | 17 | ---- | ---- | ---- |
| 148 | Albion College* | Albion, Mich | 1860 | 1860 | M. E | Rev. L. R. Fiske, D. D., LL. D | ---- | 73 | 49 | 33 | 21 | ---- |
| 149 | University of Michigan | Ann Arbor, Mich | 1836 | 1841 | Non-sect | James B. Angell, LL. D | ---- | ---- | ---- | ---- | ---- | ---- |
| 150 | Battle Creek College | Battle Creek, Mich | 1874 | 1874 | 7th Day Adv't. | Sidney Brownsberger, A. M. (acting) | 5 | *b*297 | *b*192 | 8 | 11 | ---- |
| 151 | Grand Traverse College | Benzonia, Mich | 1862 | 1863 | Cong | L. D. Maltby | ---- | ---- | ---- | ---- | ---- | ---- |
| 152 | Hillsdale College | Hillsdale, Mich | 1855 | 1855 | F. W. Baptist | Rev. DeWitt Clinton Durgin, D.D | 8 | 40 | 13 | 28 | 25 | 93 |
| 153 | Hope College | Holland, Mich | 1866 | 1851 | Ref. Dutch | Rev. Charles Scott, D. D | ---- | (75) | | ---- | ---- | ---- |
| 154 | Kalamazoo College | Kalamazoo, Mich | 1855 | 1855 | Baptist | Rev. Kendall Brooks, D. D | 2 | 57 | 35 | 41 | 51 | ---- |
| 155 | Olivet College | Olivet, Mich | 1859 | 1858 | Cong. and Pres | Rev. H. Q. Butterfield, D. D | 5 | 50 | 22 | 50 | ---- | *c*78 |
| 156 | St. John's College* | Collegeville, Minn | 1857 | 1857 | R. C | Rt. Rev. Alexius Edelbrock, O. S. B | ---- | ---- | ---- | ---- | ---- | ---- |
| 157 | Augsburg Seminary (Greek department). | Minneapolis, Minn | ---- | 1874 | Lutheran | Prof. Georg Sverdrup | ---- | 25 | ---- | 25 | ---- | ---- |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 158 | Hamline University *d* | Near Minneapolis, Minn | 1854 | 1855 | M. E | Rev. D. C. John, D. D | .... | (55) | | ..... | ..... | ..... |
| 159 | Macalester College *e* | Minneapolis, Minn | 1853 | 1874 | Presb | Rev. Rockwood Macquesten, A. M | ..... | ..... | ..... | ..... | ..... | ..... |
| 160 | University of Minnesota | Minneapolis, Minn | 1868 | 1867 | Non-sect | William W. Folwell, LL. D | .... | 78 | 30 | 30 | 78 | *f*41 |
| 161 | Carleton College | Northfield, Minn | 1866 | 1867 | Cong | Rev. James W. Strong, D. D | 1 | 54 | 46 | 35 | 26 | *g*142 |
| 162 | Mississippi College | Clinton, Miss | 1850 | 1851 | Baptist | Rev. W. S. Webb, D. D | 2 | 160 | ..... | 78 | 40 | ..... |
| 163 | Shaw University | Holly Springs, Miss | 1870 | 1868 | Meth. Epis | Rev. W. W. Hooper, A. M | .... | 155 | 48 | 101 | 50 | ..... |
| 164 | University of Mississippi | Oxford, Miss | 1844 | 1848 | Non-sect | Alexander P. Stewart, chancellor | 4 | 202 | ..... | ..... | ..... | ..... |
| 165 | Alcorn University | Rodney, Miss | 1871 | 1872 | Non-sect | Rev. Hiram R. Revels, D. D | 3 | 118 | ..... | 43 | 75 | ..... |
| 166 | St. Vincent's College* | Cape Girardeau, Mo | 1843 | 1844 | R. C | Rev. J. W. Hickey, C. M | ..... | ..... | ..... | ..... | ..... | ..... |
| 167 | University of the State of Missouri | Columbia, Mo | 1839 | 1840 | Non-sect | Samuel S. Laws, A. M., M. D., LL. D | ..... | ..... | ..... | ..... | ..... | ..... |
| 168 | Central College | Fayette, Mo | 1855 | 1857 | M. E. South | Rev. Eugene R. Hendrix, A. M., D. D | 2 | 155 | ..... | 30 | 44 | ..... |
| 169 | Lewis College *h* | Glasgow, Mo | 1865 | 1866 | Meth. Epis | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 170 | Pritchett School Institute *h* | Glasgow, Mo | 1868 | 1866 | Non-sect | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 171 | La Grange College | La Grange, Mo | 1859 | 1866 | Baptist | J. F. Cook, M. A., LL. D | ..... | ..... | ..... | ..... | ..... | ..... |
| 172 | William Jewell College | Liberty, Mo | 1849 | 1852 | Baptist | Rev. W. R. Rothwell, D. D | 1 | 40 | ..... | 20 | 20 | ..... |
| 173 | St. Joseph College | St. Joseph, Mo | 1872 | 1867 | R. C | Rev. Brother Arthemian | 9 | 177 | 0 | ..... | 177 | ..... |
| 174 | College of the Christian Brothers | St. Louis, Mo | 1855 | 1855 | R. C | Rev. Brother James | ..... | ..... | ..... | ..... | ..... | ..... |
| 175 | St. Louis University | St. Louis, Mo | 1832 | 1829 | R. C | Rev. Joseph Edward Keller, S. J | .... | 85 | 0 | 50 | 35 | ..... |
| 176 | Washington University | St. Louis, Mo | 1853 | 1853 | Non-sect | Rev. Wm. Greenleaf Eliot, D. D | (*j*) | (*j*) | (*j*) | (*j*) | (*j*) | ..... |
| 177 | Drury College | Springfield, Mo | 1873 | 1873 | Cong | Rev. Nathan J. Morrison, D. D | 6 | (96) | | ..... | ..... | ..... |
| 178 | Stewartsville College | Stewartsville, Mo | 1879 | 1863 | Non-sect | Rev. W. O. H. Perry, A. M | 1 | 30 | 20 | 5 | 15 | ..... |
| 179 | Central Wesleyan College | Warrenton, Mo | 1865 | 1864 | Meth. Epis | Rev. H. A. Koch, D. D | 4 | 80 | 11 | ..... | ..... | ..... |
| 180 | Doane College | Crete, Nebr | 1872 | 1872 | Cong | Rev. D. B. Perry, A. M. (acting) | .... | 60 | 46 | (40) | | ..... |
| 181 | University of Nebraska* | Lincoln, Nebr | 1869 | 1871 | Non-sect | Rev. Edmund B. Fairfield, S. T. D., LL. D., chancellor. | 4 | 99 | 60 | 70 | 89 | ..... |
| 182 | Creighton University | Omaha, Nebr | 1879 | 1878 | R. C | Rev. Thomas H. Miles, S. J | *k*9 | *k*255 | ..... | ..... | ..... | ..... |
| 183 | Nebraska Wesleyan University | Osceola, Nebr | 1880 | 1879 | Meth. Epis | Rev. J. J. Flcharty, A. M | .... | 18 | 10 | ..... | ..... | ..... |
| 184 | State University of Nevada *l* | Elko, Nev | ..... | 1874 | Non-sect | W. C. Dovey, principal | 1 | 22 | 26 | ..... | ..... | ..... |
| 185 | Dartmouth College | Hanover, N. H | 1769 | 1770 | Cong | Rev. Samuel C. Bartlett, D. D., LL. D | .... | ..... | ..... | ..... | ..... | ..... |
| 186 | St. Benedict's College* | Newark, N. J. (522 High st.) | ..... | 1868 | R. C | Rev. P. Mellitus O. S. B | ..... | ..... | ..... | ..... | ..... | ..... |
| 187 | Rutgers College | New Brunswick, N. J | 1770 | 1771 | Non-sect | Rev. Wm. H. Campbell, D. D., LL. D | (*m*) | (*m*) | ..... | ..... | ..... | ..... |
| 188 | College of New Jersey | Princeton, N. J | 1746 | 1746 | Presb | Rev. James McCosh, D. D., LL. D | 0 | 0 | 0 | 0 | 0 | 0 |
| 189 | Seton Hall College | South Orange, N. J | 1861 | 1856 | R. C | Rev. James Henry Corrigan, A. M | ..... | ..... | ..... | ..... | ..... | ..... |
| 190 | Alfred University *n* | Alfred, N. Y | 1857 | 1857 | ..... | Rev. J. Allen, D. D., PH. D | .... | (322) | | ..... | ..... | ..... |
| 191 | St. Bonaventure's College | Allegany, N. Y | 1875 | 1859 | R. C | Very Rev. Fr. Theophilus Pospisilik, O. S. F. | 7 | 144 | ..... | 33 | 89 | ..... |
| 192 | St. Stephen's College | Annandale, N. Y | 1860 | 1860 | Prot. Epis | Rev. Robert B. Fairbairn, D. D., LL. D. | .... | 12 | 0 | 12 | 0 | ..... |
| 193 | Wells College | Aurora, N. Y | 1868 | 1868 | Presb | Rev. Edward S. Frisbee, D. D | ..... | ..... | 48 | ..... | ..... | ..... |
| 194 | Brooklyn Collegiate and Polytechnic Institute. | Brooklyn, N. Y | 1854 | 1855 | Non-sect | David H. Cochran, PH. D., LL. D | (*o*) | (*o*) | ..... | (*o*) | (*o*) | ..... |
| 195 | St. Francis College* | Brooklyn, N. Y | 0 | 1871 | R. C | Brother Jerome Magner, O. S. F | 4 | *k*155 | 0 | 60 | 5 | ..... |
| 196 | St. John's College* | Brooklyn, N. Y | 1873 | 1870 | R. C | Rev. A. J. Meyer, C. M | 3 | 40 | ..... | 25 | 15 | ..... |

* From Report of the Commissioner of Education for 1879.
*a* These are in elementary studies.
*b* Includes students in biblical and teachers' courses.
*c* In normal course.
*d* After several years' suspension reopened in 1880.
*e* Suspended for several years; Baldwin school, the preparatory department, was reopened September, 1880.
*f* Special students.
*g* 112 students in English department and 30 in music.
*h* The trustees of Lewis College and Pritchett School Institute on June 18, 1880, consolidated the two institutions, which consolidation was, however, severed before the opening of the fall session of 1880, and the institutions remain separate, upon the same basis and doing the same work as before.
*i* Preparing for commercial or scientific course.
*j* See reports of Smith Academy (Table VII) and Mary Institute (Table VIII).
*k* Total for all departments.
*l* Preparatory department only organized.
*m* Preparatory department is identical with Rutgers College Grammar School (Table VII).
*n* These statistics are for 1879.
*o* See report of academic department (Table VI).

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

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 instructors. | Students. | | | | |
| | | | | | | | | Male. | Female. | Preparing for classical course. | Preparing for scientific course. | Number of students unclassified. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 197 | Canisius College | Buffalo, N. Y | ..... | 1870 | R. C | Rev. Martin Port, S. J | 1 | 16 | ..... | ..... | ..... | ..... |
| 198 | St. Joseph's College | Buffalo, N. Y | ..... | 1861 | R. C | Bro. Frank | 6 | 220 | ..... | ..... | ..... | ..... |
| 199 | St. Lawrence University | Canton, N. Y | 1856 | 1858 | Universalist | Rev. A. G. Gaines, D. D | ..... | ..... | ..... | ..... | ..... | ..... |
| 200 | Hamilton College | Clinton, N. Y | 1812 | 1812 | Presb | Rev. Samuel Gilman Brown, D. D., LL. D. | ..... | ..... | ..... | ..... | ..... | ..... |
| 201 | Elmira Female College | Elmira, N. Y | 1855 | 1855 | Presb | Rev. Augustus W. Cowles, D. D | ..... | ..... | 30 | 30 | ..... | *a*38 |
| 202 | St. John's College *b* | Fordham, N. Y | 1846 | 1841 | R. C | Rev. F. Wm. Gockeln, S. J | ..... | 130 | ..... | ..... | ..... | ..... |
| 203 | Hobart College | Geneva, N. Y | 1825 | 1824 | P. E | Rev. Robert Graham Hinsdale, S. T. D. | 0 | 0 | 0 | 0 | 0 | 0 |
| 204 | Madison University | Hamilton, N. Y | 1846 | 1820 | Baptist | Rev. Ebenezer Dodge, D. D., LL. D | (*c*) | (*c*) | ..... | (*c*) | (*c*) | ..... |
| 205 | Cornell University | Ithaca, N. Y | 1865 | 1868 | Non-sect | Andrew Dixon White, LL. D | 0 | 0 | 0 | 0 | 0 | 0 |
| 206 | Ingham University *b* | Le Roy, N. Y | 1857 | 1835 | Presb | Mrs. E. E. Ingham Staunton, A. E., vice chancellor. | 2 | ..... | 50 | ..... | ..... | 21 |
| 207 | College of St. Francis Xavier | New York, N. Y | 1861 | 1847 | R. C | Rev. Samuel H. Frisbee, S. J | 13 | 346 | ..... | ..... | ..... | ..... |
| 208 | College of the City of New York | New York, N. Y | *d*1847 | 1848 | Non-sect | Alexander Stewart Webb, LL. D | 15 | *e*737 | ..... | 217 | 222 | ..... |
| 209 | Columbia College | New York, N. Y | 1754 | 1754 | P. E | F. A. P. Barnard, S. T. D., LL. D., L. H. D. | 0 | 0 | 0 | 0 | 0 | ..... |
| 210 | Manhattan College | New York, N. Y. (Grand Boulevard & 132d street). | 1863 | 1863 | R. C | Rev. Bro. Anthony, F. S. C | 26 | 528 | 0 | *e*(425) | | ..... |
| 211 | Rutgers Female College | New York, N. Y. (487 & 491 Fifth avenue). | 1867 | 1838 | Non-sect | Rev. Samuel D. Burchard, D. D | 1 | ..... | 10 | ..... | ..... | ..... |
| 212 | St. Louis College | New York, N. Y | ..... | 1869 | R. C | John P. Brophy | ..... | ..... | ..... | ..... | ..... | ..... |
| 213 | University of the City of New York | New York, N. Y | 1830 | 1830 | Non-sect | Rev. Howard Crosby, D. D., LL. D., chancellor. | ..... | ..... | ..... | ..... | ..... | ..... |
| 214 | Vassar College | Poughkeepsie, N. Y | 1861 | 1865 | Non-sect | Rev. Samuel L. Caldwell, D. D | ..... | ..... | 86 | ..... | ..... | ..... |
| 215 | University of Rochester | Rochester, N. Y | 1850 | 1850 | Baptist | Martin B. Anderson, LL. D | ..... | ..... | ..... | ..... | ..... | ..... |
| 216 | Union College | Schenectady, N. Y | 1795 | 1795 | Non-sect | Rev. Eliphalet Nott Potter, D. D., LL. D. | 7 | 80 | 100 | 48 | 20 | ..... |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 217 | College and Seminary of Our Lady of Angels. | Suspension Bridge, N. Y. | 1863 | 1856 | R. C. | Very Rev. P. V. Kavanagh, C. M | | | | | | |
| 218 | Syracuse University | Syracuse, N. Y. | 1870 | 1871 | M. E. | Rev. Erastus O. Haven, D. D., LL. D., chancellor. | 0 | 0 | 0 | 0 | 0 | 0 |
| 219 | University of North Carolina | Chapel Hill, N. C. | 1789 | 1795 | Non-sect | Kemp P. Battle, LL. D | 0 | 0 | 0 | 0 | 0 | |
| 220 | Biddle University | Charlotte, N. C. | 1877 | 1867 | Presb | Rev. Stephen Mattoon, D. D. | 4 | 120 | | 40 | | |
| 221 | Davidson College | Davidson College, N. C. | 1837 | 1837 | Presb | Rev. A. D. Hepburn, D. D., LL. D. | 1 | 8 | | 8 | | |
| 222 | Rutherford College | Happy Home, N. C. | *f*1871 | *f*1871 | Non-sect | Rev. R. L. Abernethy, A. M., D. D. | 1 | 15 | 10 | 25 | | |
| 223 | North Carolina College* | Mt. Pleasant, N. C. | 1859 | 1859 | Ev. Luth | Rev. L. A. Bikle, D. D | 2 | 86 | | 20 | | |
| 224 | Shaw University* | Raleigh, N. C | | 1866 | Baptist | Rev. H. M. Tupper, A. M | | | | | | |
| 225 | Trinity College | Trinity College, N. C. | 1852 | 1852 | M. E. South | Rev. B. Craven, D. D., LL. D | | 14 | | 10 | 4 | |
| 226 | Wake Forest College | Wake Forest College, N. C. | 1834 | 1834 | Baptist | Rev. T. H. Pritchard, D. D | 2 | 75 | | 50 | 25 | |
| 227 | Buchtel College | Akron, Ohio | 1870 | 1872 | Universalist | Rev. E. L. Rexford, D. D | 7 | 62 | 58 | 13 | 107 | |
| 228 | Ashland College | Ashland, Ohio | 1878 | 1879 | Gor. Baptist | Elder R. H. Miller | 3 | 42 | 15 | | | |
| 229 | Ohio University | Athens, Ohio | 1804 | 1809 | Non-sect | William H. Scott | 1 | 50 | 15 | | | |
| 230 | Baldwin University | Berea, Ohio | *g*1856 | *g*1856 | M. E | Aaron Schuyler, LL. D | | 57 | 40 | 12 | 85 | |
| 231 | German Wallace College | Berea, Ohio | 1864 | 1864 | M. E | Rev. Wm. Nast, D. D | | 24 | 11 | | | |
| 232 | Hebrew Union College | Cincinnati, Ohio | 1874 | 1875 | Jewish | Isaac Meir Wise | 3 | 22 | | | | |
| 233 | St. Joseph's College* | Cincinnati, Ohio | 1873 | 1871 | R. C. | P. J. Franciscus, C. S. C | | | | | | |
| 234 | St. Xavier College* | Cincinnati, Ohio | 1831 | 1831 | R. C. | Rev. R. J. Meyer, S. J | | 225 | | 72 | | |
| 235 | University of Cincinnati* | Cincinnati, Ohio | 1870 | 1873 | Non-sect | Thomas Vickers | 0 | 0 | 0 | 0 | 0 | 0 |
| 236 | Farmers' College | College Hill, Ohio | 1846 | 1846 | Non-sect | P. V. N. Meyers, A. M | | 32 | 22 | 2 | 19 | |
| 237 | Capital University | Columbus, Ohio | 1850 | 1850 | Ev. Luth | Rev. M. Loy, A. M | | 23 | | 17 | 6 | |
| 238 | Ohio State University | Columbus, Ohio | 1870 | 1873 | Non-sect | Edward Orton, PH. D | (*h*) | (*h*) | (*h*) | | | |
| 239 | Ohio Wesleyan University | Delaware, Ohio | 1842 | 1842 | M. E | Rev. Charles H. Payne, D. D., LL. D. | 5 | 200 | 36 | 155 | 50 | |
| 240 | Kenyon College | Gambier, Ohio | 1824 | 1825 | P. E | Rev. William B. Bodine, D. D | 10 | 116 | | | | |
| 241 | Denison University | Granville, Ohio | 1832 | 1831 | Baptist | Rev. Alfred Owen, D. D | 3 | 101 | | 47 | 16 | |
| 242 | Hiram College | Hiram, Ohio | 1867 | 1867 | Disciples | Burke A. Hinsdale, A. M | 2 | 7 | 8 | 5 | 10 | |
| 243 | Western Reserve College | Hudson, Ohio | 1826 | 1826 | Presb. & Cong. | Rev. Carroll Cutler, D. D | 3 | 54 | 6 | 54 | 6 | |
| 244 | Ohio Central College* | Iberia, Ohio | 1853 | 1849 | Non-sect | J. P. Robb, A. M | | 39 | 43 | 2 | 3 | |
| 245 | Marietta College | Marietta, Ohio | 1835 | 1835 | Non-sect | Rev. Israel Ward Andrews, D.D., LL. D. | 2 | 93 | | 70 | 23 | |
| 246 | Mt. Union College | Mt. Union, Ohio | 1858 | 1846 | Non-sect | O. N. Hartshorn, LL. D | 2 | (*i*95) | | | | |
| 247 | Franklin College | New Athens, Ohio | 1825 | 1825 | Non-sect | Rev. George C. Vincent, D. D | 3 | 66 | 60 | | | |
| 248 | Muskingum College | New Concord, Ohio | 1837 | 1837 | Un. Presb | Rev. F. M. Spencer | | 49 | 20 | | | |
| 249 | Oberlin College* | Oberlin, Ohio | 1833 | 1833 | Cong | Rev. James H. Fairchild D. D | 15 | 289 | 145 | 198 | | |
| 250 | Rio Grande College | Rio Grande, Ohio | 1875 | 1876 | F. W. B | A. A. Moulton, A. M | 2 | 59 | 25 | 9 | 6 | |
| 251 | Scio College | Scio, Ohio | 1866 | 1865 | M. E | Rev. E. Ellison, D. D | 3 | 100 | 36 | 12 | 124 | |
| 252 | Miami Valley College* | Springboro', Ohio | 1875 | 1871 | Friends | Eugene H. Foster, A. B | | 11 | 14 | 25 | | |
| 253 | Wittenberg College | Springfield, Ohio | 1845 | 1845 | Ev. Luth | Rev. J. B. Helwig, D. D | 3 | 60 | 15 | 38 | 10 | |
| 254 | Heidelberg College | Tiffin, Ohio | 1850 | 1850 | Reformed | Rev. George W. Williard, D. D | | 89 | 19 | 19 | 89 | |
| 255 | Urbana University | Urbana, Ohio | 1850 | 1851 | New Church | Rev. Frank Sewall, A. M | 3 | 20 | 20 | 5 | | |
| 256 | Otterbein University | Westerville, Ohio | 1847 | 1847 | Un. Breth | Rev. H. A. Thompson, D. D | 3 | 45 | 31 | 26 | 25 | |
| 257 | Wilberforce University* | Wilberforce, Ohio | 1863 | 1863 | Af. M. E | Rev. Benjamin F. Lee, D. D | 2 | 6 | 3 | 5 | 4 | |
| 258 | Willoughby College* | Willoughby, Ohio | 1858 | 1859 | Meth | Curtis R. Waters | 3 | 30 | 45 | | | |
| 259 | Wilmington College* | Wilmington, Ohio | 1875 | 1870 | Friends | David W. Dennis | | 49 | 48 | | | |
| 260 | University of Wooster | Wooster, Ohio | 1866 | 1870 | Presb | Rev. A. A. E. Taylor, D.D | 4 | 113 | 41 | 68 | 9 | |

* From Report of the Commissioner of Education for 1879.

*a* English and special students.

*b* These statistics are for 1879.

*c* See report of Colgate Academy (Table VII).

*d* As a free academy; in 1866 as a college.

*e* Includes commercial students.

*f* As an academy in 1858.

*g* As Baldwin University; founded in 1845 as Baldwin Institute.

*h* See Table X, Part 1.

*i* In 1879.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

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 instructors. | Students. | | | | Number of students unclassified. |
| | | | | | | | | Male. | Female. | Preparing for classical course. | Preparing for scientific course. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 261 | Antioch College | Yellow Springs, Ohio | 1852 | 1853 | Non-sect | Samuel C. Derby, A. M. | 3 | 51 | 18 | 42 | | |
| 262 | Corvallis College | Corvallis, Oreg | 1868 | 1865 | Non-sect | B. L. Arnold, A. M | | | | | | |
| 263 | University of Oregon | Eugene City, Oreg | 1876 | 1876 | Non-sect | John W. Johnson, A. M | 2 | 35 | 34 | 22 | 47 | |
| 264 | Pacific University and Tualatin Academy. | Forest Grove, Oreg | 1854 | 1854 | Evang | Rev. J. R. Herrick, S. T. D | 2 | 74 | 49 | | | |
| 265 | Blue Mountain University | La Grande, Oreg | 1876 | 1876 | Non-sect | Rev. G. E. Ackerman, A. B., S.T.B | 4 | 60 | 44 | 40 | a64 | |
| 266 | McMinnville College* | McMinnville, Oreg | 1857 | 1858 | Baptist | G. J. Burchett | 2 | 50 | 13 | 40 | 23 | |
| 267 | Christian College | Monmouth, Oreg | 1865 | 1866 | Christian | T. F. Campbell, A. M | | | | | | |
| 268 | Philomath College | Philomath, Oreg | 1865 | 1868 | Un. Breth | Rev. Wayne S. Walker, A. M | 2 | 40 | 50 | 21 | 23 | |
| 269 | Willamette University | Salem, Oreg | 1853 | 1844 | M. E | Thomas Van Scoy, A. M., D. D | 6 | 50 | 55 | 105 | | |
| 270 | Muhlenberg College | Allentown, Pa | 1867 | 1867 | Ev. Luth | Rev. B. Sadtler, D. D | 6 | 88 | | | | |
| 271 | Lebanon Valley College | Annville, Pa | 1867 | 1866 | Un. Breth | Rev. D. D. DeLong, A. M | 1 | 35 | 18 | 12 | 11 | |
| 272 | St. Vincent's College | Beatty's, Pa | 1870 | 1846 | R. C | Rt. Rev. Boniface Wimmer, O. S. B | | 77 | | | | b31 |
| 273 | Dickinson College* | Carlisle, Pa | 1783 | 1783 | M. E | Rev. J. A. McCauley, D. D | 1 | 30 | 4 | 15 | | |
| 274 | Pennsylvania Military Academy | Chester, Pa | 1862 | 1862 | Non-sect | Col. Theodore Hyatt, M. A | 2 | 22 | | 6 | 16 | |
| 275 | Lafayette College | Easton, Pa | 1826 | 1832 | Presb | Rev. William C. Cattell, D. D., LL.D | 0 | 0 | 0 | 0 | 0 | |
| 276 | Pennsylvania College | Gettysburg, Pa | 1832 | 1832 | Ev. Luth | Rev. Milton Valentine, D. D | 2 | 44 | | 40 | 2 | |
| 277 | Thiel College | Greenville, Pa | 1870 | 1870 | Ev. Luth | Rev. H. W. Roth, A. M | | 36 | 4 | 27 | 13 | |
| 278 | Haverford College | Haverford College, Pa | 1832 | 1832 | Friends | Thomas Chase, LL. D | | | | | | |
| 279 | Monongahela College | Jefferson, Pa | 1868 | 1868 | Baptist | Rev. H. K. Craig, D. D | | 57 | 51 | 18 | | |
| 280 | Franklin and Marshall College | Lancaster, Pa | 1853 | 1853 | Reformed | Rev. Thomas G. Apple, D. D. (acting) | 2 | 43 | .. | 30 | 13 | |
| 281 | University at Lewisburg* | Lewisburg, Pa | 1846 | 1847 | Baptist | Rev. David J. Hill, A. M | 2 | 25 | | 25 | | |
| 282 | Lincoln University | Lincoln University, Pa., (Chester County). | 1854 | 1853 | Non-sect | Rev. Isaac N. Rendall, D. D | 4 | 63 | | | | |
| 283 | St. Francis College | Loretto, Pa | 1858 | 1851 | R. C | Bro. L. T. O'Donnell, O. S. F | 2 | 20 | 0 | 4 | 7 | |
| 284 | Allegheny College | Meadville, Pa | 1817 | 1815 | M. E | Rev. Lucius H. Bugbee, D. D | 1 | 139 | 18 | a157 | | |
| 285 | Mercersburg College | Mercersburg, Pa | 1865 | 1865 | Reformed | Rev. E. E. Higbee, D. D | 1 | 17 | | 14 | 3 | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 286 | Westminster College | New Wilmington, Pa | 1852 | 1852 | Un. Presb | Rev. E. T. Jeffers, D. D | 2 | 60 | 12 | 55 | 17 | c23 |
| 287 | La Salle College | Philadelphia, Pa | 1863 | 1863 | R. C | Rev. Brother Romuald | 6 | 84 | | | | |
| 288 | St. Joseph's College | Philadelphia, Pa | 1852 | 1852 | R. C | Rev B. Villiger, S. J | | 300 | 300 | 110 | 330 | |
| 289 | University of Pennsylvania | Philadelphia, Pa | 1755 | 1748 | Non-sect | William Pepper, A. M., M. D., LL. D | | | | | | |
| 290 | Pittsburgh Catholic College | Pittsburgh, Pa | | 1878 | R. C | Rev. P. W. Power | 3 | 50 | | | | |
| 291 | Western University of Pennsylvania | Pittsburgh, Pa | 1819 | 1819 | Non-sect | Milton B. Goff, A. M. (acting) | 5 | 143 | | 55 | 88 | |
| 292 | Lehigh University | South Bethlehem, Pa | 1866 | 1866 | Prot. Epis | Robert A. Lamberton, LL. D | 0 | 0 | 0 | 0 | 0 | |
| 293 | Swarthmore College | Swarthmore, Pa | 1864 | 1869 | Friends | Edward H. Magill, A. M | 13 | 82 | 56 | 72 | 66 | |
| 294 | Augustinian College of Villanova | Villanova, Pa | 1848 | 1842 | R. C | Rev. Joseph A. Coleman, O. S. A | | | | | | |
| 295 | Washington and Jefferson College | Washington, Pa | 1802 | 1802 | Presb | Rev. George P. Hays, D. D | 1 | 28 | | 21 | 7 | |
| 296 | Waynesburg College* | Waynesburg, Pa | 1850 | 1850 | Cumb. Presb | A. B. Miller, LL. D | | | | | | |
| 297 | Brown University | Providence, R. I | 1764 | 1765 | Non-sect | Rev. E. G. Robinson, D. D., LL. D | | | | | | |
| 298 | College of Charleston | Charleston, S. C | 1785 | 1789 | Non-sect | N. R. Middleton, LL. D | 0 | 0 | 0 | 0 | 0 | |
| 299 | University of South Carolina *d* | Columbia, S. C | 1801 | 1805 | | William Porcher Miles | | | | | | |
| 300 | Erskine College | Due West, S. C | 1841 | 1839 | Asso. Ref. Pres | Rev. William M. Grier, D. D | | 6 | | 3 | 3 | |
| 301 | Furman University | Greenville, S. C | 1850 | 1851 | Baptist | Rev. James C. Furman, D. D | 1 | 83 | | | | |
| 302 | Newberry College | Newberry, S. C | 1856 | 1858 | Ev. Luth | Rev. G. W. Holland, A. M | 1 | 35 | | 30 | 5 | |
| 303 | Claflin University and South Carolina Agricultural College and Mechanics' Institute.* | Orangeburg, S. C | 1869<br>1872 | 1870<br>1874 | Meth. Epis | Rev. Edward Cooke, M. A., D. D | 5 | (151) | | 22 | 37 | |
| 304 | Wofford College | Spartanburg, S. C | 1851 | 1854 | M. E. South | James H. Carlisle, A. M., LL. D | | 46 | | | | |
| 305 | Adger College | Walhalla, S. C | 1877 | 1877 | Presb | Rev. John R. Riley, chairman | 1 | 87 | | | | |
| 306 | East Tennessee Wesleyan University | Athens, Tenn | 1867 | 1868 | Meth. Epis | Rev. John Fletcher Spence, D. D | 2 | 51 | 39 | 20 | 70 | |
| 307 | King College | Bristol, Tenn | 1868 | 1867 | Presb | Rev. J. D. Tadlock, D. D | 4 | 69 | | | | |
| 308 | Southwestern Presbyterian University | Clarksville, Tenn | 1875 | 1875 | Presb | Rev. J. N. Waddel, D. D., LL. D., chancellor. | | | | | | |
| 309 | Hiwassee College | Hiwassee College, Tenn *e* | 1850 | 1849 | M. E. South | Rev. John H. Brunner, A. M., D. D | | | | | | |
| 310 | Southwestern Baptist University | Jackson, Tenn | 1874 | 1875 | Baptist | George W. Jarman, M. A., LL. D | 2 | 56 | | 34 | 22 | |
| 311 | University of Tennessee and State Agricultural College. | Knoxville, Tenn | 1807<br>1869 | 1808<br>1869 | Non-sect | Rev. Thomas W. Humes, S. T. D | 3 | 131 | | 14 | 117 | |
| 312 | Cumberland University | Lebanon, Tenn | 1842 | 1842 | Cumb. Presb | Nathan Green, LL. D., chancellor | 2 | 87 | | | | |
| 313 | Bethel College | McKenzie, Tenn | 1850 | 1850 | Cumb. Presb | Rev. W. W. Hendrix, D. D | | | | | | |
| 314 | Manchester College* | Manchester, Tenn | 1856 | 1866 | Non-sect | I. N. Jones | 1 | 35 | 30 | 5 | 9 | |
| 315 | Maryville College | Maryville, Tenn | 1842 | 1819 | Presb | Rev. P. Mason Bartlett, D. D | 5 | 115 | 46 | 50 | 111 | |
| 316 | Christian Brothers' College | Memphis, Tenn | 1872 | 1871 | R. C | Brother Maurelian | 6 | 120 | | 60 | 40 | |
| 317 | Mosheim Institute | Mosheim, Tenn | 1870 | 1869 | Lutheran | Rev. James M. Wagner, A. M | | 90 | 60 | 13 | 35 | |
| 318 | Carson College | Mossy Creek, Tenn | 1853 | 1850 | Baptist | Rev. N. B. Goforth, A. M., D. D | 1 | 80 | | | | |
| 319 | Central Tennessee College | Nashville, Tenn | 1866 | 1866 | Meth. Epis | Rev. J. Braden, D. D | | 11 | 7 | 18 | | *f* 103 |
| 320 | Fisk University | Nashville, Tenn | 1867 | 1866 | Cong | Rev. E. M. Cravath, M. A | 1 | 49 | 14 | 63 | | |
| 321 | Vanderbilt University* | Nashville, Tenn | 1873 | 1875 | M. E. South | Landon C. Garland, LL. D., chancellor. | 0 | 0 | 0 | 0 | 0 | 0 |
| 322 | University of the South | Sewanee, Tenn | 1858 | 1868 | Prot. Epis | Rev. Telfair Hodgson, D. D., vice chancellor. | 4 | 60 | | 40 | 20 | |
| 323 | Burritt College | Spencer, Tenn | 1850 | 1850 | Christian | T. W. Brents | 1 | 17 | 30 | | | |
| 324 | Greeneville and Tusculum College | Tusculum, Tenn | 1794 | 1794 | Non-sect | Rev. W. S. Doak, D. D | | 51 | 7 | 58 | | |
| 325 | Winchester Normal* | Winchester, Tenn | | | | James W. Terrill | | | | | | |
| 326 | Texas Military Institute* *g* | Austin, Tex | | 1868 | Non-sect | Col. J. G. James, superintendent | 0 | 0 | 0 | 0 | 0 | |

* From Report of the Commissioner of Education for 1879.
*a* Includes students preparing for other courses.
*b* These are in elementary studies.
*c* Normal students.
*d* Suspended for several years; the South Carolina College of Agriculture and the Mechanic Arts was organized October, 1880, in the buildings of the university (see Table X, Part I).
*e* The female department is at Sweetwater, seven miles from Hiwassee College.
*f* In academic and English courses.
*g* Closed June, 1880.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

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 |
| 327 | St. Mary's University* | Galveston, Tex | 1856 | 1855 | R. C | Rev. A. M. Truchard | .... | 85 | ..... | 85 | ..... | a50 |
| 328 | Southwestern University | Georgetown, Tex | 1875 | 1840 | M. E. South | Rev. Francis Asbury Mood, D. D., regent. | .... | 54 | ..... | 25 | 29 | ..... |
| 329 | Baylor University | Independence, Tex | 1845 | 1846 | Baptist | Rev. Wm. Carey Crane, D. D., LL. D. | 2 | 35 | ..... | 12 | 23 | ..... |
| 330 | Mansfield Male and Female College* | Mansfield, Tex | 1872 | 1869 | Non-sect | Rev. John Collier | 2 | 100 | 83 | 31 | 18 | ..... |
| 331 | Austin College | Sherman, Tex | 1849 | 1850 | Presb | Rev. H. B. Boude, D. D | .... | 49 | ..... | 34 | 15 | ..... |
| 332 | Trinity University | Tehuacana, Tex | 1870 | 1869 | Cumb. Presb | Rev. W. E. Beeson, D. D. | 3 | 60 | 58 | 64 | 19 | ..... |
| 333 | Waco University* | Waco, Tex | 1861 | 1867 | Baptist | Rev. R. C. Burleson, D. D. | 3 | ..... | ..... | ..... | ..... | ..... |
| 334 | Marvin College* | Waxahachie, Tex | 1873 | 1872 | M. E. South | Rev. John R. Allen, A. M. | 5 | 23 | 20 | ..... | ..... | ..... |
| 335 | University of Vermont and State Agricultural College. | Burlington, Vt. | 1791<br>1865 | 1800<br>1865 | Non-sect | Rev. Matthew H. Buckham, D. D | 0 | 0 | 0 | 0 | 0 | ..... |
| 336 | Middlebury College | Middlebury, Vt | 1800 | 1800 | Cong | Rev. Cyrus Hamlin, D. D., LL. D | 0 | 0 | 0 | 0 | 0 | ..... |
| 337 | Randolph Macon College | Ashland, Va | 1830 | 1832 | M. E. South | Rev. William W. Bennett, D. D | .... | ..... | ..... | ..... | ..... | ..... |
| 338 | Emory and Henry College | Emory, Va | 1839 | 1838 | M. E. South | Rev. David Sullins | .... | 14 | ..... | ..... | ..... | ..... |
| 339 | Hampden Sidney College | Hampden Sidney College, Va | 1783 | 1776 | Presb | Rev. J. M. P. Atkinson, D. D | .... | ..... | ..... | ..... | ..... | ..... |
| 340 | Washington and Lee University* | Lexington, Va | 1782 | 1749 | Non-sect | Gen. G. W. C. Lee | 0 | 0 | 0 | 0 | 0 | ..... |
| 341 | Richmond College | Richmond, Va | 1840 | 1832 | Baptist | B. Puryear, LL. D., chairman of faculty. | 0 | 0 | 0 | 0 | 0 | ..... |
| 342 | Roanoke College | Salem, Va | 1853 | 1853 | Lutheran | Julius D. Dreher, A. M | 1 | 24 | ..... | ..... | ..... | ..... |
| 343 | University of Virginia | University of Virginia, Va | 1819 | 1825 | Non-sect | James F. Harrison, M. D., chairman of faculty. | .... | ..... | ..... | ..... | ..... | ..... |
| 344 | College of William and Mary | Williamsburg, Va | 1693 | 1694 | Prot. Epis | Benjamin S. Ewell, LL. D | 2 | ..... | ..... | ..... | ..... | ..... |
| 345 | Bethany College* | Bethany, W. Va | 1840 | 1841 | Christian | W. K. Pendleton, LL. D | 0 | 0 | 0 | 0 | 0 | ..... |
| 346 | West Virginia College | Flemington, W. Va | 1868 | 1868 | F. W. B | Rev. D. Powell | 2 | 37 | 16 | ..... | ..... | ..... |
| 347 | West Virginia University | Morgantown, W. Va | 1867 | 1867 | Non-sect | Rev. J. R. Thompson, A. M | 3 | 70 | 0 | ..... | ..... | ..... |
| 348 | Shepherd College | Shepherdstown, W. Va | 1871 | 1871 | Non-sect | Joseph McMurran, A. M | .... | 3 | 7 | ..... | ..... | ..... |
| 349 | Lawrence University | Appleton, Wis | 1847 | 1849 | Meth. Epis | Rev. E. D. Huntley, D. D., LL. D | .... | 68 | 34 | 9 | 49 | ..... |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 350 | Beloit College | Beloit, Wis | 1846 | 1847 | Presb. & Cong | Rev. Aaron L. Chapin, D. D | 2 | 71 | 0 | 40 | 31 | 12 |
| 351 | Galesville University | Galesville, Wis | 1854 | 1859 | Presb | J. W. McLaury, A. M | .... | 81 | 27 | ..... | ..... | ..... |
| 352 | University of Wisconsin | Madison, Wis | 1848 | 1849 | Non-sect | Rev. John Bascom, D. D., LL. D | .... | 24 | 9 | 33 | ..... | ..... |
| 353 | Milton College | Milton, Wis | 1867 | 1867 | 7th Day Bapt | Rev. William C. Whitford, A. M | .... | 63 | 39 | ..... | ..... | ..... |
| 354 | Racine College | Racine, Wis | 1852 | 1852 | Prot. Epis | Rev. Stevens Parker, S. T. D., warden. | (*b*) | (*b*) | ..... | ..... | ..... | ..... |
| 355 | Ripon College | Ripon, Wis | 1851 | 1863 | Cong | Rev. Edward H. Merrell, A. M., D. D. | 4 | 89 | 86 | 60 | 115 | ..... |
| 356 | Northwestern University | Watertown, Wis | 1864 | 1865 | Lutheran | Rev. Augustus F. Ernst | .... | 56 | ..... | ..... | ..... | 61 |
| 357 | Georgetown College | Georgetown, D. C | 1815 | 1789 | R. C | Rev. P. F. Healy, S. J | .... | 97 | ..... | 97 | ..... | ..... |
| 358 | Columbian University | Washington, D. C | 1821 | 1821 | Non-sect | James C. Welling, LL. D | .... | 70 | ..... | 23 | ..... | ..... |
| 359 | Gonzaga College | Washington, D. C | 1858 | 1848 | R. C | Rev. Robert Fulton, S. J | 5 | 123 | ..... | 113 | 10 | ..... |
| 360 | Howard University | Washington, D. C | 1867 | 1867 | Non-sect | Rev. William W. Patton, D. D | 1 | 18 | ..... | 18 | ..... | ..... |
| 361 | National Deaf-Mute College | Washington, D. C | 1864 | 1864 | Non-sect | Edward Miner Gallaudet, PH. D., LL. D. | .... | 32 | 0 | ..... | ..... | ..... |
| 362 | University of Deseret | Salt Lake City, Utah | 1850 | 1850 | Non-sect | John R. Park, M. D | 3 | 98 | 61 | ..... | ..... | ..... |
| 363 | University of Washington Territory | Seattle, Wash. Ter | 1861 | 1862 | Non-sect | A. J. Anderson, A. M | 5 | (83) | | ..... | ..... | ..... |
| 364 | Holy Angels' College | Vancouver City, Wash | 0 | 1866 | R. C | Rev. L. Schram | .... | ..... | ..... | ..... | ..... | ..... |

* From Report of the Commissioner of Education for 1879. *a* In commercial course. *b* See report of Grammar School of Racine College (Table VII).

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables

| | Name. | Collegiate department. | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Corps of instruction. | | | | Whole number of students. | Students in classical course. | | | | | | | | Students in scientific course. | | | | | | | | Special or optional students. | No. of graduate students. | No. of fellowships. | No. of scholarships. | No. of years in collegiate course. | No. of weeks in scholastic year. |
| | | No. of faculty. | No. of resident professors and instructors. | No. of non-resident professors and lecturers. | No. of endowed professorships. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | | | | | | |
| | | | | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | |
| | 1 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| 1 | Southern University | 4 | | | | *62 | | | | | | | | | | | | | | | | | | | | | 5 | 40 |
| 2 | Howard College | 5 | 5 | 0 | 1 | 104 | | | | | | | | | | | | | | | | | | 6 | 0 | 0 | 4 | 40 |
| 3 | Spring Hill College* | a28 | | | | a111 | | | | | | | | | | | | | | | | | | | | | 6 | 40 |
| 4 | University of Alabama | 12 | 12 | 2 | 0 | 140 | | | | | | | | | | | | | | | | | | | 0 | 0 | 4 | 40 |
| 5 | Cane Hill College | 3 | | | | 16 | | | | | | | | | | | | | | | | | | | | | 4 | 40 |
| 6 | Arkansas Industrial University | 15 | 15 | 0 | 0 | b150 | 67 | 21 | 26 | 0 | 13 | 1 | 7 | 3 | 5 | 0 | 2 | 0 | 3 | | 0 | | 2 | 0 | 0 | 0 | 4 | 42 |
| 7 | Judson University | 6 | 5 | 1 | | 17 | 3 | 4 | 2 | 1 | 3 | 2 | 1 | | | | | | | | | | | | | | 4 | 36 |
| 8 | St. John's College of Arkansas | 8 | 8 | 0 | 0 | 108 | 16 | 12 | 7 | 10 | 5 | 7 | 6 | 2 | | | | | | | | | 43 | 0 | 0 | 0 | 5 | 40 |
| 9 | College of St. Augustine | 5 | 5 | | | 50 | 2 | | 4 | | 3 | | 4 | | 8 | | 7 | | 9 | | 13 | | | | | | 4 | 40 |
| 10 | University of California | 36 | 33 | 5 | 0 | c145 | (40) | | (30) | | (20) | | (7) | | (c) | (c) | (c) | (c) | (c) | (c) | (c) | (c) | 48 | | 0 | 0 | 4 | 40 |
| 11 | Pierce Christian College* | 6 | 5 | 1 | 0 | 77 | 9 | 5 | 1 | | 0 | 0 | 3 | 1 | 20 | 16 | 8 | 5 | 1 | 0 | | | 1 | 7 | 0 | 0 | 4 | 32 |
| 12 | St. Vincent's College | | | | | | | | | | | | | | | | | | | | | | | | | | | 40 |
| 13 | University of Southern California | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | St. Ignatius College | 12 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | St. Mary's College | 20 | 10 | 3 | 0 | 120 | 12 | | 10 | | 6 | | 10 | | 26 | | 29 | | 7 | | 12 | | 2 | 6 | | | 4 | 43 |
| 16 | Santa Clara College | 10 | 19 | 3 | 0 | 25 | | | | | | | | | | | | | | | | | | | 0 | 0 | 4 | 44 |
| 17 | University of the Pacific | 13 | 13 | | | 75 | 5 | 0 | 5 | 3 | 4 | 1 | 5 | 0 | 12 | 15 | 6 | 2 | 0 | 0 | 1 | 5 | 11 | | | | 4 | 41 |
| 18 | Pacific Methodist College | 5 | | | | 73 | (22) | | (18) | | (6) | | (5) | | | | | | 1 | | 1 | | 20 | | | | 3, 4 | 40 |
| 19 | California College* | 6 | 8 | | 2 | 59 | 2 | 4 | 3 | 4 | 3 | 3 | 3 | 2 | 2 | 2 | | 5 | | | | | 26 | | | | | |
| 20 | Washington College | a10 | | | | 77 | 14 | 5 | 15 | 11 | 2 | 15 | 2 | 3 | | | | | | | | | 10 | | 0 | | 4 | 40 |
| 21 | Hesperian College | 6 | 6 | | | d99 | | | | | | | | | | | | | | | | | 71 | | | | 4 | 36 |
| 22 | University of Colorado | 5 | 5 | 0 | 0 | 16 | e4 | e4 | e8 | | | | | | | | | | | | | | | 0 | 0 | 0 | 4 | 39 |
| 23 | Colorado College* | 8 | 5 | 3 | 0 | 39 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 0 | 0 | 5 | 4 | 36 |
| 24 | University of Denver | 12 | 7 | 5 | 0 | 2 | 1 | | | | | | | | 1 | | | | | | | | | | | | 4 | 40 |
| 25 | Trinity College* | 8 | 8 | 4 | 3 | 101 | 22 | | 35 | | 18 | | | | 2 | | 0 | | 1 | | | | 23 | | | 48 | 4 | 40 |
| 26 | Wesleyan University | | 19 | 1 | | 163 | 46 | 6 | 40 | 1 | 30 | 1 | 29 | 1 | | | | | | | | | 5 | 4 | | | 4 | 38 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 27 | Yale College | f41 | | | f12 | c687 | 178 | | 172 | | 132 | | 130 | | (c) | | (c) | | (c) | | (c) | | 46 | 29 | 3 | 24 | 4 | 37 |
| 28 | Delaware College | 5 | | | | 59 | | | | | | | | | | | | | | | | | | 7 | | 30 | 4 | 41 |
| 29 | University of Georgia | 9 | 9 | | 9 | c83 | | | | | | | | | (c) | (c) | (c) | (c) | (c) | (c) | (c) | (c) | | 2 | | | 4 | |
| 30 | Atlanta University | a12 | | | | 26 | | | | | | | | | | | | | | | | | | | | 1 | 4 | 36 |
| 31 | Bowdon College* | 4 | 4 | | 0 | 78 | 14 | 10 | 20 | 13 | 7 | 3 | 2 | 1 | | | | | | | | | 8 | | | | 4 | 40 |
| 32 | Gainesville College | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 33 | Mercer University | 6 | 6 | | | 96 | 9 | | 24 | | 34 | | 28 | | | | | | | | | | 1 | | | | 4 | 38 |
| 34 | Pio Nono College* | 4 | 6 | | | 45 | c26 | | c7 | | c5 | | c7 | | | | | | | | | | | | | | 4 | 40 |
| 35 | Emory College | 8 | | | | 141 | 40 | | 43 | | 24 | | 27 | | | | | | | | | | 7 | | | | 4 | 40 |
| 36 | Abingdon College | | 5 | | | 51 | | | | | | | 1 | | | | | | | | | | 50 | 0 | 0 | 0 | 4 | 40 |
| 37 | Hedding College | 9 | 9 | | | 60 | c17 | c17 | c1 | e1 | e10 | c6 | e6 | e2 | | | | | | | | | | | | | 4 | 36 |
| 38 | Illinois Wesleyan University | 8 | 8 | 2 | 0 | 84 | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | 4 | 39 |
| 39 | St. Viateur's College | 4 | 4 | 3 | 4 | 93 | | | | | | | | | | | | | | | | | | | | | 7 | 45 |
| 40 | Blackburn University* | 7 | 7 | | 4 | 69 | 5 | | 2 | | 3 | | 1 | 1 | 18 | 13 | 8 | 6 | 1 | 6 | 3 | 2 | | | | | 4 | 40 |
| 41 | Carthage College* | 6 | 8 | 0 | | 83 | | | | | | | 6 | 6 | | | | | | | | | | | | | 4 | 36 |
| 42 | St. Ignatius College* | 7 | 7 | 0 | 0 | 38 | 8 | | 6 | | 2 | | 0 | | 10 | | 4 | | 6 | | 2 | | | 0 | 0 | 0 | 4 | 40 |
| 43 | University of Chicago | 11 | | | | 74 | (e15) | | (e13) | | (e11) | | (e18) | | | | | | | | | | 17 | | | *55 | 4 | 40 |
| 44 | Eureka College* | 6 | 6 | 0 | 0 | 102 | 9 | | 10 | | 7 | | 3 | | 7 | | 15 | | 1 | | 1 | | g19 | 0 | 0 | 0 | 4 | 40 |
| 45 | Northwestern University | 10 | 10 | | | 183 | 13 | h2 | 16 | h6 | 19 | h4 | 15 | h5 | h16 | h18 | h10 | h5 | h10 | h1 | h5 | h5 | 33 | | | | 4 | 38 |
| 46 | Ewing College* | 6 | 5 | 1 | 0 | 32 | | | | | | | | | | | | | | | | | | | | | 3,4 | 39 |
| 47 | Knox College | 7 | 7 | 0 | 0 | 105 | 13 | | 14 | 4 | 8 | 2 | 8 | | 16 | 7 | 9 | 9 | 5 | 2 | 3 | 3 | 2 | 0 | 0 | 0 | 4 | 39 |
| 48 | Lombard University | 6 | 6 | | | 22 | 1 | 2 | 2 | | 1 | 1 | 3 | | 3 | 1 | 3 | 1 | 1 | | 1 | 2 | | | | | 4 | 40 |
| 49 | Irvington College | 6 | 6 | 0 | 0 | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | | 40 |
| 50 | Illinois College | 9 | 9 | 0 | 3 | 78 | 5 | | 5 | | 8 | | 11 | | 22 | | 13 | | 7 | | 7 | | | 0 | 0 | i10 | 4 | 38 |
| 51 | Lake Forest University | 9 | 8 | 1 | | 75 | 15 | 2 | 10 | 2 | 6 | 3 | 3 | 2 | 12 | 5 | 3 | 1 | | 6 | | | | 5 | | 3 | 4 | 38 |
| 52 | McKendree College | 8 | 8 | | | j128 | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | 4 | 40 |
| 53 | Lincoln University* | 11 | 11 | | 10 | 199 | 50 | 16 | 60 | 13 | 30 | 10 | 16 | 4 | | | | | | | | | | | | | 6 | 40 |
| 54 | Monmouth College* | 8 | 3 | | | 152 | 21 | 6 | 13 | 3 | 12 | 2 | 22 | 2 | 4 | 11 | | | 2 | 5 | 2 | 6 | 41 | | | | 4 | 40 |
| 55 | Mt. Morris College | | | | | | | | | | | | | | | | | | | | | | | | | | 4 | 40 |
| 56 | Northwestern College | 6 | 6 | | | 73 | 1 | | 3 | | 2 | | 2 | | 1 | 2 | 3 | 1 | 5 | | 3 | 2 | 48 | | | | 4 | 39 |
| 57 | Chaddock College | a8 | | | | a156 | | | | | | | | | | | | | | | | | | | | | 4 | 39 |
| 58 | Augustana College* | | 6 | 0 | | 63 | 23 | 0 | 18 | 0 | 14 | 0 | 5 | | 3 | | | | | | | | | | | | 4 | 40 |
| 59 | St. Joseph's College | 6 | 6 | | | 28 | 8 | | 8 | | 6 | | 6 | | | | | | | | | | | | | | 5 | 42 |
| 60 | Shurtleff College | 5 | 5 | 0 | k7 | 48 | 16 | 0 | 3 | 3 | 5 | 5 | 5 | 2 | | | | | | | | | 9 | | | 15 | 4 | 39 |
| 61 | Illinois Industrial University | (l) | | | | (l) | | | | | | | | | | | | | | | | | | | | | 4 | 36 |
| 62 | Westfield College | 5 | 7 | 0 | 0 | 33 | 4 | | 3 | 1 | 2 | | 2 | | 5 | 6 | 1 | 2 | 2 | | 1 | | 4 | | | | 4 | 40 |
| 63 | Wheaton College | 14 | | | | 52 | | | | | | | | | | | | | | | | | 20 | | | | 4 | 39 |
| 64 | The Indiana University | 10 | | | | 183 | 52 | 17 | 38 | 12 | 28 | 5 | 23 | 7 | | | | | | | | | | 1 | | | 4 | 40 |
| 65 | Wabash College* | 11 | 11 | | | 96 | 12 | 0 | 20 | 0 | 21 | 0 | 15 | 0 | 7 | 0 | 5 | 0 | 4 | 0 | 6 | 0 | 6 | | | | 4 | 39 |
| 66 | Concordia College | a7 | a7 | | | a236 | | | | | | | | | | | | | | | | | | | | | 6 | 41 |
| 67 | Fort Wayne College | | | | | | | | | | | | | | | | | | | | | | | | | | | 42 |
| 68 | Franklin College | 6 | 6 | | | 36 | 4 | 1 | 5 | 1 | 2 | | 4 | | 4 | | | | | 1 | | | 14 | | | | 4 | 37 |
| 69 | Indiana Asbury University | 12 | | | | 212 | (h44) | | (h50) | | (h37) | | (h24) | | | | | | | | | | 57 | | | | 4 | 40 |
| 70 | Hanover College | 9 | 8 | 1 | 5 | 59 | 13 | | 3 | | 13 | | 7 | | 4 | | 4 | | 8 | | 5 | | 2 | | | | 4 | 38 |
| 71 | Hartsville University | 4 | 4 | | 1 | 31 | 1 | | | | 2 | | 1 | 1 | 11 | 2 | 6 | | 4 | | 3 | | | | | | 4 | 39 |

* From Report of the Commissioner of Education for 1879.

*a* Total for all departments.

*b* Whole number of students in college classes proper.

*c* For students in scientific department, see Table X, Part 1.

*d* In 1879.

*e* Under classical are included students in scientific course.

*f* For the department of philosophy and the arts.

*g* These are academic students.

*h* Includes students in other collegiate courses.

*i* Includes one only partially endowed.

*j* There were 49 students in elocution and phonetics and 39 in music.

*k* Six are only partially endowed.

*l* See Table X, Part 1.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

| | Name. | Corps of instruction. | | | | Wholenumber of students. | Collegiate department. | | | | | | | | | | | | | | Special or optional students. | No. of graduate students. | No. of fellowships. | No. of scholarships. | No. of years in collegiate course. | No. of weeks in scholastic year. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Students in classical course. | | | | | | | | Students in scientific course. | | | | | | | | | | | |
| | | | | | | | Freshman. | | Sophomore. | | Junior. | | Senior. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | | | | | |
| | | No. of faculty. | No. of resident professors and instructors. | No. of non-resident professors and lecturers. | 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 | 39 |
| 72 | Butler University | 12 | 10 | 2 | 6 | 78 | *a*8 | 1 | *a*6 | 1 | *a*10 | 1 | *a*5 | *a*4 | 5 | 5 | 2 | 2 | 3 | 1 | 1 | 2 | 13 | 8 | ..... | ..... | 4 | 40 |
| 73 | Union Christian College | 8 | 7 | 1 | ..... | 40 | 2 | ..... | ..... | ..... | 1 | ..... | 2 | ..... | 3 | 1 | 2 | 1 | 4 | ..... | ..... | ..... | 24 | ..... | ..... | ..... | 4, 6 | 37 |
| 74 | Moore's Hill College | 6 | 6 | ..... | ..... | 48 | 2 | ..... | 3 | ..... | 1 | ..... | 1 | ..... | 8 | 13 | 6 | 8 | ..... | ..... | 3 | 2 | ..... | 1 | ..... | ..... | 4 | 40 |
| 75 | Earlham College | 6 | 6 | 0 | 0 | 41 | 6 | 9 | 2 | 1 | 0 | 3 | 1 | 2 | 3 | 2 | 2 | 3 | 1 | 0 | 1 | 0 | 5 | ..... | ..... | ..... | 4 | 39 |
| 76 | Ridgeville College | 5 | 4 | 1 | 1 | 44 | 3 | 1 | 1 | 1 | 1 | 1 | 3 | 0 | 7 | 6 | 0 | 1 | 1 | 0 | 4 | 0 | 13 | 1 | ..... | 50 | 4 | 36 |
| 77 | St. Meinrad's College | 9 | 9 | ..... | ..... | 65 | 12 | ..... | 6 | ..... | 18 | ..... | 10 | ..... | 13 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6 | ..... | ..... | 7 | 42 |
| 78 | Amity College | 4 | 4 | ..... | ..... | 12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6 | 2 | 2 | 2 | ..... | ..... | ..... | ..... | 4 | 39 |
| 79 | Griswold College | 7 | 6 | 1 | 3 | 13 | 4 | ..... | 1 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... | 2 | ..... | 2 | ..... | 3 | ..... | 0 | 0 | 4 | 36 |
| 80 | Norwegian Luther College* | 8 | 8 | 0 | 0 | 88 | 26 | 0 | 20 | 0 | 14 | 0 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | *b*8 | 0 | 0 | 0 | 6 | 43 |
| 81 | University of Des Moines* | 4 | 4 | 1 | ..... | 13 | ..... | ..... | ..... | ..... | 2 | 2 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 1 | 6 | ..... | ..... | 1 | 4 | 36 |
| 82 | St. Joseph's College | 6 | 6 | ..... | ..... | 117 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5 | 42 |
| 83 | Parsons College | 6 | 8 | 2 | 0 | 57 | (12) | | 1 | 0 | (5) | | (7) | | (11) | | 1 | 0 | ..... | 1 | (9) | | 10 | 0 | 0 | 0 | 4 | 38 |
| 84 | Upper Iowa University | 4 | 4 | 0 | 1 | 47 | 5 | 2 | 3 | 2 | 3 | 1 | 4 | 2 | 5 | 3 | 5 | 3 | 1 | ..... | 2 | 1 | 5 | ..... | ..... | ..... | 4 | 37 |
| 85 | Iowa College | 10 | 16 | 1 | *c*7 | 82 | 16 | 4 | 15 | 6 | 4 | 1 | 7 | 1 | 8 | 1 | 4 | 1 | 1 | ..... | 1 | ..... | 11 | 1 | ..... | 11 | 4 | 38 |
| 86 | Simpson Centenary College | 8 | 8 | ..... | ..... | 53 | 5 | 5 | 4 | 3 | ..... | 3 | 2 | 1 | ..... | ..... | 4 | 7 | 5 | 3 | 4 | 3 | 4 | ..... | ..... | ..... | 4 | 37 |
| 87 | State University of Iowa | 17 | 17 | 0 | 0 | 218 | 30 | 10 | 33 | 10 | 23 | 9 | 22 | 7 | 18 | 7 | 9 | 0 | 9 | 1 | 3 | 0 | 27 | 0 | 0 | 0 | 4 | 38 |
| 88 | German College | *d*11 | *d*11 | ..... | ..... | 23 | 2 | ..... | 1 | ..... | 2 | ..... | ..... | ..... | 6 | ..... | 2 | ..... | ..... | ..... | ..... | ..... | 10 | ..... | ..... | ..... | 4 | 39 |
| 89 | Iowa Wesleyan University | 11 | ..... | ..... | ..... | 99 | 5 | 1 | 5 | 4 | 4 | 1 | 2 | 3 | 25 | 6 | 16 | 5 | 2 | 3 | 2 | 1 | 14 | ..... | ..... | ..... | 4 | 38 |
| 90 | Cornell College | 9 | 9 | 0 | 3 | 91 | 15 | 1 | 3 | 1 | 2 | 1 | 3 | 0 | 9 | 19 | 8 | 3 | 6 | 1 | 2 | 1 | *e*9 | 7 | 0 | 186 | 4 | 37 |
| 91 | Oskaloosa College* | 7 | 7 | ..... | 1 | 26 | 7 | 6 | 3 | 1 | 2 | 5 | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 92 | Penn College | 5 | 5 | ..... | ..... | 34 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 37 |
| 93 | Central University of Iowa | 7 | 7 | ..... | ..... | 50 | 8 | 6 | 6 | 2 | 4 | 3 | 2 | 1 | 3 | 4 | 2 | 3 | 3 | 2 | 1 | ..... | ..... | ..... | ..... | ..... | 4 | 42 |
| 94 | Whittier College and Normal Institute | *f*7 | *f*5 | *f*2 | ..... | *f*140 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 8 | 4 | 44 |
| 95 | Tabor College | 8 | 8 | 0 | ..... | 92 | 5 | 0 | 4 | 2 | 1 | 2 | 2 | 0 | 14 | 26 | 5 | 8 | 2 | 3 | 1 | 0 | 17 | ..... | 0 | 0 | 4 | 38½ |
| 96 | Western College* | 5 | 5 | ..... | ..... | 41 | 8 | 7 | 6 | 4 | 7 | 4 | 3 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 43 | 4 | 39 |
| 97 | St. Benedict's College* | 7 | 7 | 0 | 0 | 25 | 6 | ..... | 5 | ..... | 2 | ..... | ..... | ..... | 5 | ..... | 4 | ..... | 3 | ..... | ..... | ..... | ..... | 0 | 0 | 0 | 4 | 42 |
| 98 | Baker University | 4 | 4 | 0 | 0 | 19 | 3 | 3 | 4 | 3 | 2 | 0 | ..... | 0 | 2 | 2 | 0 | 0 | 0 | 0 | ..... | 0 | ..... | ..... | ..... | ..... | 4 | 40 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 99 | Highland University | 3 | 3 | 0 | ..... | 12 | 3 | 2 | .... | .... | 2 | 1 | 3 | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | 39 |
| 100 | University of Kansas | 16 | 15 | 1 | 0 | 114 | *a*29 | *a*20 | *a*13 | *a*10 | *a*13 | *a*10 | *a*6 | *a*4 | .... | .... | .... | .... | .... | .... | .... | 7 | 2 | 0 | 0 | 4 | 40 |
| 101 | Lane University | 2 | ..... | ..... | ..... | 18 | .... | .... | .... | .... | .... | .... | .... | .... | 4 | 4 | 2 | 1 | 1 | 1 | 5 | .... | .... | .... | ..... | 4 | 39 |
| 102 | Ottawa University | 4 | 4 | ..... | ..... | 95 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | .... | 40 |
| 103 | St. Mary's College | 16 | 16 | ..... | ..... | 17 | 7 | .... | .... | .... | 7 | .... | 3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 6 | 40 |
| 104 | Washburn College | 7 | 7 | 0 | ..... | 23 | 4 | 1 | 4 | 1 | 2 | 1 | .... | .... | 6 | 3 | .... | 1 | .... | .... | .... | .... | .... | .... | ..... | 4 | 36 |
| 105 | St. Joseph's College* | *f*17 | ..... | ..... | ..... | *f*84 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | .... | 40 |
| 106 | Berea College | 4 | 4 | 0 | (*g*) | *h*34 | *h*3 | .... | .... | .... | *h*2 | .... | *h*4 | .... | *h*6 | *h*6 | *h*3 | *h*3 | *h*1 | *h*5 | *h*1 | .... | .... | .... | ..... | 4 | 37 |
| 107 | Cecilian College* | 10 | 10 | 0 | 0 | 6 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 0 | 4 | 40 |
| 108 | Centre College | 6 | 6 | 0 | *i*1 | 96 | 28 | .... | 16 | .... | 20 | .... | 15 | .... | 5 | .... | 3 | .... | 6 | .... | 3 | .... | 0 | 0 | 20 | 4 | 40 |
| 109 | Eminence College* | 10 | 10 | 0 | 0 | 83 | 2 | 5 | 7 | 3 | 4 | 10 | 4 | 1 | 5 | 14 | 3 | 7 | 5 | 2 | 1 | 7 | 3 | 0 | 0 | 4 | 40 |
| 110 | Kentucky Military Institute | 7 | 7 | ..... | 0 | 91 | 3 | .... | .... | .... | .... | .... | 1 | .... | 26 | .... | .... | .... | 16 | .... | 12 | .... | *j*33 | .... | .... | ..... | (*k*) | 40 |
| 111 | Georgetown College | 6 | 6 | ..... | ..... | 97 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 3 | .... | ..... | 4, 6 | 45 |
| 112 | Kentucky University | 3 | 3 | 0 | 1 | 66 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 0 | 0 | 5 | 40 |
| 113 | Kentucky Wesleyan College | 4 | 4 | ..... | ..... | 79 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | 38 |
| 114 | Murray Male and Female Institute and West Kentucky Normal School. | *f*7 | *f*7 | ..... | ..... | *f*185 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 3 | 40 |
| 115 | Concord College | 4 | 3 | 1 | ..... | 97 | 4 | 2 | .... | .... | .... | .... | .... | .... | 21 | 11 | 8 | 8 | 2 | 3 | .... | .... | 37 | 1 | .... | ..... | 4 | .... |
| 116 | Kentucky Classical and Business College.* | 17 | 9 | 8 | 0 | 104 | *l*25 | .... | .... | *l*51 | 3 | 10 | .... | 6 | .... | .... | .... | .... | .... | .... | .... | .... | 3 | 6 | 0 | 0 | 4 | 40 |
| 117 | Central University | 5 | 5 | ..... | 1 | 40 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 0 | 0 | 4 | 40 |
| 118 | Bethel College *h* | *f*7 | ..... | ..... | ..... | *f*105 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | 40 |
| 119 | St. Mary's College | 10 | 10 | ..... | ..... | 57 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 5 | 42 |
| 120 | Louisiana State University and Agricultural and Mechanical College. | 13 | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | 40 |
| 121 | Jefferson College (St. Mary's) | .... | ..... | ..... | ..... | 3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 3 | .... | .... | 6 | 40 |
| 122 | St. Charles College* | 3 | 3 | ..... | ..... | 15 | 3 | .... | 3 | .... | .... | .... | .... | .... | 9 | .... | .... | .... | .... | .... | .... | .... | 0 | 0 | 0 | 5 | 44 |
| 123 | Centenary College of Louisiana | 4 | ..... | ..... | ..... | 35 | 16 | .... | 10 | .... | 4 | .... | 0 | .... | 5 | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | 40 |
| 124 | Leland University | .... | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... |
| 125 | New Orleans University* | 4 | 1 | 3 | 0 | 23 | 4 | .... | 3 | .... | .... | .... | 3 | .... | 3 | 3 | 2 | 4 | .... | .... | 1 | .... | .... | .... | ..... | 4 | 34 |
| 126 | Straight University | 7 | 7 | 0 | 0 | 16 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 0 | 2 | 4 | 34 |
| 127 | University of Louisiana | 6 | 7 | .... | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | ..... |
| 128 | Bowdoin College | .... | (*f*25) | | ..... | 149 | 39 | .... | 30 | .... | 48 | .... | 31 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | 45 | 4 | 38 |
| 129 | Bates College | .... | 7 | ..... | *3 | 133 | 35 | 7 | 30 | 6 | 26 | 2 | 25 | 2 | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 0 | 21 | 4 | 38 |
| 130 | Colby University | 8 | 8 | 0 | 2 | 149 | (35) | | (40) | | (38) | | (36) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 69 | 4 | 39 |
| 131 | St. John's College | 9 | 10 | ..... | ..... | 64 | 17 | .... | 13 | .... | 17 | .... | 8 | .... | 1 | .... | .... | .... | 1 | .... | .... | .... | 6 | 1 | 0 | 26 | 4 | 41 |
| 132 | Baltimore City College | 13 | ..... | ..... | ..... | 524 | 265 | .... | 138 | .... | 86 | .... | 20 | .... | .... | .... | .... | .... | .... | .... | .... | .... | *m*15 | .... | ..... | 5 | 44 |
| 133 | Johns Hopkins University | 33 | 31 | 2 | ..... | *n*159 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 59 | 20 | ..... | ..... | 38 |
| 134 | Loyola College | 14 | ..... | ..... | ..... | 70 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 0 | 0 | 4 | 44 |
| 135 | Washington College | 3 | 3 | ..... | ..... | 40 | *o*14 | .... | *o*9 | .... | *o*7 | .... | *o*4 | .... | .... | .... | .... | .... | .... | .... | .... | 6 | .... | .... | ..... | 4 | 40 |
| 136 | Rock Hill College | 10 | 9 | 1 | ..... | 45 | 25 | .... | 15 | .... | 3 | .... | .... | .... | .... | .... | .... | .... | 1 | .... | 1 | .... | .... | .... | ..... | 4 | 40 |
| 137 | St. Charles College | 13 | 13 | 0 | 0 | 115 | *o*40 | .... | *o*20 | .... | *o*29 | .... | *o*26 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | 40 |
| 138 | Frederick College | 3 | 3 | 0 | 0 | 51 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 0 | 0 | (*k*) | 40 |
| 139 | Western Maryland College | 10 | 5 | 5 | 0 | 78 | 20 | 13 | 18 | .... | 6 | 10 | 6 | 5 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | *p*38 | 3, 4 | 42 |

* From Report of the Commissioner of Education for 1879.
*a* Includes students in other collegiate courses.
*b* These are normal students.
*c* Three are only partially endowed.
*d* Includes 8 from the Iowa Wesleyan University, who instruct in English branches.
*e* Students in civil engineering.
*f* Total for all departments.
*g* Present endowment, $80,000.
*h* These statistics are for the year 1879.
*i* Partially endowed.
*j* Includes commercial students.
*k* Not prescribed.
*l* In freshman and sophomore classes.
*m* These are fifth year students in the classical course.
*n* Total number of scholars, including fellows.
*o* Under classical are included students in scientific course.
*p* 26 are provided by the State, and are for free board, tuition, and books.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

| | Name. | Collegiate department. | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Corps of instruction. | | | | Whole number of students. | Students in classical course. | | | | | | | | Students in scientific course. | | | | | | | | Special or optional students. | No. of graduate students. | No. of fellowships. | No. of scholarships. | No. of years in collegiate course. | No. of weeks in scholastic year. |
| | | No. of faculty. | No. of resident professors and instructors. | No. of non-resident professors and lecturers. | No. of endowed professorships. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | | | | | | |
| | | | | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | |
| | 1 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| 140 | Amherst College | 25 | 22 | 3 | 9 | 339 | 79 | .... | 104 | .... | 69 | .... | 74 | .... | 3 | .... | 3 | .... | .... | .... | 5 | .... | .... | 2 | 0 | ..... | 4 | 37 |
| 141 | Boston College | 14 | 12 | 2 | 0 | 186 | 102 | 0 | 30 | 0 | 30 | 0 | *a*22 | 0 | .... | 0 | 0 | 0 | 0 | 0 | .. | 0 | 0 | 2 | 0 | 25 | 4 | 41 |
| 142 | Boston University, College of Liberal Arts. | 18 | ..... | ..... | ..... | 107 | 8 | 8 | 11 | 12 | 12 | 9 | 19 | 5 | .... | .... | .... | .... | .... | .... | .... | .... | 4 | 19 | .... | ..... | 4 | 38 |
| 143 | Harvard College | 56 | ..... | ..... | 14 | *bc*886 | 243 | .... | 204 | .... | 186 | .... | 195 | .... | (*c*) | .... | (*c*) | .... | (*c*) | .... | (*c*) | .... | *d*49 | 2 | 7 | 117 | 4 | 39 |
| 144 | Tufts College | 12 | 11 | 1 | ..... | 63 | 17 | .... | 13 | .... | 12 | .... | 16 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 5 | 0 | 27 | 4 | 39 |
| 145 | Williams College | 12 | 12 | ..... | ..... | 227 | 72 | .... | 57 | .... | 45 | .... | 53 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | *e*32 | 4 | 38 |
| 146 | College of the Holy Cross* | .... | (19) | | ..... | 91 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | 40 |
| 147 | Adrian College | 11 | 11 | 0 | (*f*) | 61 | *g*16 | *g*3 | *g*5 | .... | *g*3 | .... | *g*6 | *g*1 | .... | .... | .... | .... | .... | .... | .... | .... | 27 | .... | ..... | ..... | 4 | 39 |
| 148 | Albion College* | 11 | 11 | 0 | ..... | 140 | 6 | 8 | 4 | 6 | 4 | 1 | 10 | 9 | 3 | 0 | 2 | 1 | 3 | 1 | 1 | .... | *h*81 | .... | ..... | ..... | 4 | 37 |
| 149 | University of Michigan | 33 | 33 | ..... | ..... | 521 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 10 | .... | ..... | 3–4 | 40 |
| 150 | Battle Creek College | 14 | 14 | 0 | ..... | 15 | .... | .... | .... | .... | .... | .... | 1 | .... | 5 | 4 | .... | .... | 3 | 2 | .... | .... | .... | .... | 0 | 0 | 4 | 40 |
| 151 | Grand Traverse College | 2 | ..... | ..... | ..... | 40 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | 4 | ..... |
| 152 | Hillsdale College | 19 | 17 | 2 | 4 | 96 | 1 | 2 | 7 | 1 | 3 | 1 | 4 | 2 | 14 | 15 | 10 | 8 | 6 | 6 | 11 | 3 | .... | 2 | .... | ..... | 4 | 38 |
| 153 | Hope College | 6 | 5 | 1 | 0 | 45 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | 0 | 0 | 4 | 40 |
| 154 | Kalamazoo College | 5 | 5 | 0 | 1 | 44 | 11 | 2 | 6 | 0 | 3 | 1 | 5 | 0 | 2 | 5 | 0 | 1 | 0 | 1 | 0 | 4 | 3 | 0 | 0 | 30 | 4 | 38 |
| 155 | Olivet College | 15 | 14 | 1 | 3 | 149 | 6 | .... | 6 | 1 | 9 | 2 | 4 | .... | 16 | *g*24 | 5 | *g*13 | 1 | *g*6 | .... | *g*5 | 51 | .... | 0 | 0 | 4 | 40 |
| 156 | St. John's College* | *i*20 | *i*20 | ..... | ..... | *j*76 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | 5 | 40 |
| 157 | Augsburg Seminary (Greek department) | *6 | *6 | ..... | ..... | 48 | 18 | .... | 16 | .... | 7 | .... | 7 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | 4 | 30 |
| 158 | Hamline University *k* | 8 | ..... | ..... | ..... | 5 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | 4 | ..... |
| 159 | Macalester College *l* | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 36 |
| 160 | University of Minnesota | 17 | 15 | 2 | 0 | *m*159 | 9 | 3 | 15 | 4 | 9 | 0 | 4 | 2 | 28 | 22 | 24 | 15 | 4 | 7 | 9 | 4 | .... | .... | 0 | 0 | 4 | 38 |
| 161 | Carleton College | 11 | 11 | 0 | ..... | 63 | 7 | *g*3 | *g*7 | *g*2 | 10 | 2 | 9 | *g*4 | 3 | 1 | 8 | 1 | 1 | 0 | 1 | 2 | 0 | 2 | 0 | 0 | 4 | 38 |
| 162 | Mississippi College | 7 | 7 | 0 | 0 | 75 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | 0 | 0 | (*n*) | 40 |
| 163 | Shaw University | 5 | 5 | ..... | 0 | 20 | 4 | .... | .... | .... | 4 | 1 | .... | .... | 2 | .... | 2 | .... | 1 | .... | .... | .... | 4 | 2 | .... | ..... | 4 | 36 |
| 164 | University of Mississippi | .... | 8 | 0 | ..... | 184 | 33 | .... | 26 | .... | 18 | .... | 5 | .... | 70 | .... | 16 | .... | 14 | .... | 2 | .... | .... | .... | .... | ..... | 4 | 39½ |
| 165 | Alcorn University | 6 | ..... | ..... | ..... | 5 | .... | .... | .... | .... | 5 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | 4 | 39 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 166 | St. Vincent's College | 11 | 1 | | 0 | 73 | | | | | | | | | | | | | | | | | | | | | | 5 | 41 |
| 167 | University of the State of Missouri | *i*36 | *i*28 | *i*8 | 0 | *i*555 | | | | | | | | | | | | | | | | | | | 6 | (*o*) | 0 | 6 | 36 |
| 168 | Central College | 5 | 5 | | 3 | 89 | | | | | | | | | | | | | | | | | | | | 0 | 0 | 4 | 40 |
| 169 | Lewis College *p* | | | | | | | | | | | | | | | | | | | | | | | | | | | 4 | |
| 170 | Pritchett School Institute *p* | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 171 | La Grange College | *i*13 | | | | *i*101 | | | | | | | | | | | | | | | | | | | | | | 4 | 34 |
| 172 | William Jewell College | 5 | 7 | | | 129 | | | | | | | | | | | | | | | | | | | 4 | | | 4 | 38 |
| 173 | St. Joseph College | | | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 40 |
| 174 | College of the Christian Brothers | *i*38 | | | | *i*250 | | | | | | | | | | | | | | | | | | | | | | 4 | |
| 175 | St. Louis University | 21 | 21 | 0 | 0 | 173 | 95 | 0 | 40 | | 9 | 0 | 9 | 0 | | | | | | | | | | 0 | 20 | 0 | 0 | 6 | 40 |
| 176 | Washington University | *q*20 | *q*20 | *q*5 | | *q*75 | *q*22 | *q*4 | *q*14 | *q*3 | *q*9 | *q*1 | *q*14 | | | | | | | | | | | *q*8 | | | 30 | 4 | 40 |
| 177 | Drury College | 13 | | | | 185 | *a*18 | *a*14 | *a*1 | *a*5 | *a*3 | *a*2 | *a*10 | *e*5 | | | | | | | | | | 126 | 1 | | 11 | 4 | 37 |
| 178 | Stewartsville College | 3 | 3 | 0 | 0 | 35 | 8 | 7 | 6 | 4 | 2 | 3 | 0 | 0 | | | | | | | | | | 5 | 0 | 0 | 0 | 4 | 40 |
| 179 | Central Wesleyan College | 6 | 6 | | 2 | 70 | 1 | | 4 | | 2 | 1 | 2 | | 9 | | 3 | 1 | 2 | | | | | 45 | | | 1 | 4 | 40 |
| 180 | Doane College | 5 | 5 | | 2 | 15 | | | 3 | | | | 2 | | 1 | 3 | 2 | | | 2 | 1 | 1 | | | | | 2 | 4 | 39 |
| 181 | University of Nebraska* | 10 | 10 | | | 90 | 5 | 5 | 6 | 0 | 5 | 4 | 4 | 0 | 7 | 3 | 3 | 1 | 2 | 1 | 2 | 1 | 41 | | | | 4 | 37 |
| 182 | Creighton University | | | | | | | | | | | | | | | | | | | | | | | | | | | 6 | 40 |
| 183 | Nebraska Wesleyan University | 9 | 6 | 3 | | 12 | 6 | 4 | 1 | 1 | | | | | | | | | | | | | | | | | | 4 | 36 |
| 184 | State University of Nevada *r* | | | | | | | | | | | | | | | | | | | | | | | | | | | | 42 |
| 185 | Dartmouth College | 15 | 15 | 0 | *s*5 | *c*247 | 64 | | 76 | | 58 | | 49 | | (*c*) | | (*c*) | | (*c*) | | (*c*) | | | 0 | 0 | 100 | 4 | 38 |
| 186 | St. Benedict's College* | 5 | 5 | | | 49 | | | | | | | | | | | | | | | | | | | | | 3 | 40 |
| 187 | Rutgers College | 15 | 15 | 0 | *t*2 | *u*101 | 20 | 0 | 22 | 0 | 27 | 0 | 30 | 0 | (*u*) | | (*u*) | | (*u*) | | (*u*) | | (*u*) | 2 | 0 | 0 | 4 | 36 |
| 188 | College of New Jersey | 25 | 37 | 0 | 11 | *c*428 | 89 | | 166 | | 90 | | 93 | | (*c*) | | (*c*) | | (*c*) | | (*c*) | | *c*11 | *c*39 | 8 | 63 | 4 | 38 |
| 189 | Seton Hall College | *i*14 | | | | *i*110 | | | | | | | | | | | | | | | | | | | | | 4 | |
| 190 | Alfred University *v* | *i*16 | | | | 71 | | | | | | | | | | | | | | | | | | | | | | | 39 |
| 191 | St. Bonaventure's College | 10 | 14 | 1 | | 91 | 15 | | 10 | | *a*18 | | *a*17 | | 16 | | 15 | | | | | | | | | | 6 | 40 |
| 192 | St. Stephen's College | 5 | 5 | 0 | 0 | 37 | 12 | 0 | 10 | 0 | 4 | 0 | 7 | 0 | 0 | | 0 | | 0 | | 0 | | 4 | 0 | 0 | 38 | 4 | 37 |
| 193 | Wells College | | 12 | 2 | | 32 | | 5 | | 4 | | 2 | | 6 | | 8 | | 1 | | | | 1 | 5 | | | | 4 | 40 |
| 194 | Brooklyn Collegiate and Polytechnic Institute. | 13 | 13 | 0 | 0 | 131 | 39 | | 12 | | | | | | 25 | | 4 | | 4 | | 2 | | 45 | 0 | 0 | 0 | 4 | 40 |
| 195 | St. Francis College* | 12 | 8 | 4 | 0 | | | | | | | | | | | | | | | | | | | | | | 6 | 40 |
| 196 | St. John's College* | 10 | 9 | 1 | 0 | 119 | 15 | | 16 | | 9 | | 12 | | 17 | | 12 | | 11 | | 11 | | *w*16 | | | | 5 | 40 |
| 197 | Canisius College | 15 | 13 | 2 | | 194 | 22 | | 14 | | 18 | | 12 | | 16 | | 24 | | 21 | | 29 | | 22 | 16 | | | 6 | 44 |
| 198 | St. Joseph's College | 10 | 7 | | | 22 | 12 | | 8 | | | | 2 | | | | | | | | | | | | | | 4 | 41 |
| 199 | St. Lawrence University | 7 | 6 | 1 | 1 | 40 | | | 3 | 3 | 1 | 1 | 2 | | 3 | 1 | 6 | | 2 | 7 | 2 | | 9 | | | 11 | 4 | 39 |
| 200 | Hamilton College | 13 | 13 | | 9 | 160 | 46 | | 39 | | 40 | | 35 | | | | | | | | | | | | | 24 | 4 | 38 |

* From Report of the Commissioner of Education for 1879.

*a* Under classical are included students in scientific course.

*b* Includes holders of fellowships.

*c* For students in scientific department, see Table X, Part 2.

*d* Includes unmatriculated students and candidates for higher degrees.

*e* The aggregate amount of scholarship funds is $120,000; the portion not represented by the 32 scholarships given above is not divided into separate scholarships.

*f* Endowment of about $85,000.

*g* Includes students in other collegiate courses.

*h* Students in school of art and in teachers' department.

*i* Total for all departments.

*j* In classical and commercial courses.

*k* After several years' suspension reopened in 1880.

*l* Suspended for several years; Baldwin School, the preparatory department, was reopened September, 1880.

*m* Students in colleges of agriculture and the mechanic arts are included.

*n* Not prescribed.

*o* Fund of $30,000 to aid needy youth of Boone County.

*p* The trustees of Lewis College and Pritchett School Institute on June 18, 1880, consolidated the two institutions, which consolidation was, however, severed before the opening of the fall session of 1880, and the institutions remain separate upon the same basis and doing the same work as before.

*q* Includes report of O'Fallon Polytechnic Institute.

*r* Preparatory department only organized.

*s* Also 6 partially endowed.

*t* Partially endowed.

*u* For students in scientific department, see Table X, Part 1.

*v* These statistics are for 1879.

*w* These are in commercial department.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

| | Name. | Collegiate department. | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Corps of instruction. | | | | Whole number of students. | Students in classical course. | | | | | | | | Students in scientific course. | | | | | | | | Special or optional students. | No. of graduate students. | No. of fellowships. | No. of scholarships. | No. of years in collegiate course. | No. of weeks in scholastic year. |
| | | No. of faculty. | No. of resident professors and instructors. | No. of non-resident professors and lecturers. | No. of endowed professorships. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | | | | | | |
| | | | | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | |
| | 1 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| 201 | Elmira Female College | 12 | 10 | 2 | 1 | 72 | .... | 17 | .... | 13 | .... | 10 | .... | 7 | .... | 19 | .... | 4 | .... | 2 | .... | .... | .... | .... | .... | *a*1 | 4 | 40 |
| 202 | St. John's College *b* | *c*25 | ..... | ..... | ..... | 49 | 13 | .... | 12 | .... | 14 | .... | 10 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 4, 5 | 40 |
| 203 | Hobart College | 9 | 9 | 0 | 5 | 60 | 16 | .... | 11 | .... | 13 | .... | 12 | .... | 2 | .... | 0 | .... | 5 | .... | .... | .... | 1 | 0 | 0 | 27 | 4 | 37 |
| 204 | Madison University | 11 | 11 | ..... | ..... | 93 | 21 | .... | 23 | .... | 23 | .... | 11 | .... | 4 | .... | .... | .... | 4 | .... | .... | .... | 7 | .... | .... | .... | 4 | 38 |
| 205 | Cornell University | .... | 47 | 2 | 1 | *d*120 | 28 | 4 | 22 | 7 | 23 | 6 | 20 | 3 | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | .... | 7 | 0 | 128 | 4 | 36½ |
| 206 | Ingham University *b* | 12 | ..... | ..... | ..... | 132 | .... | *e*48 | .... | *e*2 | .... | *e*22 | .... | *e*17 | .... | .... | .... | .... | .... | .... | .... | .... | 40 | 3 | .... | .... | 3, 4 | 40 |
| 207 | College of St. Francis Xavier | 18 | ..... | 4 | ..... | 157 | 45 | .... | 46 | .... | 24 | .... | 30 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 12 | .... | 17 | 5 | 40 |
| 208 | College of the City of New York | 15 | 21 | 0 | 0 | 523 | 163 | .... | 67 | .... | 51 | .... | 25 | .... | 101 | .... | 50 | .... | 41 | .... | 25 | .... | 0 | 0 | 0 | 0 | 5 | 36 |
| 209 | Columbia College | 14 | ..... | 26 | ..... | 285 | 92 | .... | 81 | .... | 63 | .... | 49 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 6 | 33 | 4 | 32 |
| 210 | Manhattan College | 15 | 12 | 3 | 0 | 106 | *f*38 | .... | *f*31 | .... | *f*22 | .... | *f*12 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 3 | 0 | 0 | 4 | 40 |
| 211 | Rutgers Female College | 7 | ..... | 0 | ..... | 38 | .... | 6 | .... | 5 | .... | 4 | .... | 2 | .... | 4 | .... | 2 | .... | 1 | .... | 3 | 10 | 1 | 0 | 0 | 4 | 40 |
| 212 | St. Louis College | .... | ..... | ..... | ..... | *g*73 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 213 | University of the City of New York | 15 | ..... | ..... | ..... | 110 | *f*34 | .... | *f*29 | .... | *f*29 | .... | *f*18 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 3, 4 | .... |
| 214 | Vassar College | .... | 30 | 0 | ..... | 217 | .... | 39 | .... | 44 | .... | 35 | .... | 46 | .... | .... | .... | .... | .... | .... | .... | .... | *c*53 | .... | 0 | 2 | 4 | 40 |
| 215 | University of Rochester | 9 | 9 | 0 | 3 | 158 | *f*49 | .... | *f*32 | .... | *f*26 | .... | *f*30 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 21 | 0 | 0 | 7 | 4 | 39 |
| 216 | Union College | .... | 17 | 9 | 3 | 173 | 24 | .... | 21 | .... | 23 | .... | 24 | .... | 20 | .... | 13 | .... | 10 | .... | 13 | .... | 20 | 5 | 5 | ..... | 4 | 40 |
| 217 | College and Seminary of Our Lady of Angels. | 16 | 16 | 0 | 0 | 110 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 5 | 42 |
| 218 | Syracuse University | 8 | 8 | 0 | ..... | 139 | *f*33 | *f*8 | *f*37 | *f*7 | *f*22 | *f*10 | *f*17 | *f*4 | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | 0 | 0 | 4 | 39 |
| 219 | University of North Carolina | 11 | 16 | 1 | 0 | 171 | 29 | .... | 38 | .... | 29 | .... | 17 | .... | 4 | .... | 3 | .... | 5 | .... | 9 | .... | 46 | 0 | 0 | 101 | 4 | 40 |
| 220 | Biddle University | 4 | ..... | ..... | 0 | 20 | 6 | .... | 4 | .... | 4 | .... | 3 | .... | 1 | .... | 1 | .... | .... | .... | 1 | .... | .... | .... | .... | .... | 4 | 34 |
| 221 | Davidson College | 6 | 6 | ..... | ..... | 109 | 36 | .... | 23 | .... | 23 | .... | 11 | .... | 5 | .... | .... | .... | 1 | .... | 1 | .... | 9 | .... | .... | .... | 4 | 40 |
| 222 | Rutherford College | 11 | 6 | 5 | 0 | 238 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 3 | 0 | 1 | (*h*) | 40 |
| 223 | North Carolina College* | 4 | 4 | ..... | ..... | 13 | 8 | .... | 0 | .... | 2 | .... | 3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 4 | 40 |
| 224 | Shaw University* | 16 | ..... | ..... | ..... | 75 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 4 | .... |
| 225 | Trinity College | 5 | 5 | 0 | 0 | 87 | 28 | .... | 11 | .... | 7 | .... | 14 | .... | 8 | .... | 7 | .... | 2 | .... | 0 | .... | 10 | 0 | 0 | 0 | 4 | 33 |
| 226 | Wake Forest College | 7 | 7 | 0 | ..... | 181 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 12 | 4, 5 | 40 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 227 | Buchtel College | 6 | 6 | 0 | 4 | 47 | 3 | 1 | 3 | 1 | 2 | 1 | 5 | 0 | 8 | 4 | 7 | 6 | 0 | 1 | 3 | .... | 0 | 2 | 0 | 31 | 4 | 39 |
| 228 | Ashland College | 6 | 6 | 0 | 0 | 47 | 2 | 2 | 0 | 1 | ..... | ..... | 2 | 0 | 6 | 3 | 3 | 3 | 1 | 2 | 2 | 0 | 20 | ..... | ..... | ..... | 4 | 39 |
| 229 | Ohio University | 5 | 5 | ..... | ..... | 43 | 6 | 1 | 3 | 1 | 6 | .... | 2 | .... | 1 | 2 | 9 | 3 | 4 | 1 | 2 | .... | 2 | ..... | ..... | ..... | 4 | 39 |
| 230 | Baldwin University | 10 | 10 | ..... | ..... | 131 | 2 | .... | 1 | 2 | 2 | .... | 2 | 1 | 21 | 8 | 8 | 6 | 5 | 3 | 7 | 3 | 60 | ..... | ..... | ..... | 4 | 38 |
| 231 | German Wallace College | 6 | 5 | 1 | 0 | 60 | 14 | .... | 6 | .... | 4 | 0 | 3 | 0 | 14 | 3 | 10 | 1 | 5 | 0 | 0 | 0 | .... | 0 | 0 | ..... | 4 | 40 |
| 232 | Hebrew Union College | 5 | 5 | ..... | ..... | 15 | 8 | .... | 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 233 | St. Joseph's College* | *c*9 | ..... | ..... | ..... | *c*155 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 42 |
| 234 | St. Xavier College* | 15 | 15 | 0 | 0 | 58 | 18 | .... | 13 | .... | 13 | .... | 14 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 235 | University of Cincinnati* | 10 | 10 | 0 | 0 | 104 | 4 | .... | 2 | 1 | ..... | ..... | 2 | .... | 6 | .... | 7 | .... | 4 | 2 | 1 | 1 | *c*70 | 4 | 0 | 0 | 4 | 43 |
| 236 | Farmers' College | 10 | 10 | ..... | ..... | 15 | 2 | .... | 1 | .... | 1 | 1 | ..... | .... | 2 | 5 | ..... | .... | 1 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 37 |
| 237 | Capital University | 6 | 6 | ..... | ..... | 24 | 9 | .... | 5 | .... | 6 | .... | 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 238 | Ohio State University | (*j*) | ..... | ..... | ..... | (*j*) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 239 | Ohio Wesleyan University | 17 | 16 | 1 | 5 | 270 | 53 | 2 | 25 | 4 | 25 | 1 | 27 | 1 | 20 | *i*25 | 15 | *i*20 | 6 | *i*17 | 3 | *i*22 | 4 | ..... | ..... | ..... | 4 | 37 |
| 240 | Kenyon College | ..... | 8 | 2 | ..... | 66 | 23 | .... | 18 | .... | 9 | .... | 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 9 | ..... | ..... | ..... | 4 | 37 |
| 241 | Denison University | 6 | 6 | 0 | ..... | 65 | 21 | .... | 6 | .... | 9 | .... | 9 | .... | 9 | .... | 2 | .... | 1 | .... | 4 | .... | 4 | ..... | ..... | ..... | 4 | 38 |
| 242 | Hiram College | 6 | 6 | ..... | 2 | 194 | ..... | ..... | ..... | ..... | 2 | 1 | ..... | .... | *k*14 | *k*4 | *k*3 | *k*5 | *k*7 | *k*1 | *k*4 | 0 | 153 | ..... | ..... | 33 | 4 | 39 |
| 243 | Western Reserve College | 6 | 6 | ..... | 3 | 66 | 25 | ... | 10 | .... | 7 | .... | 15 | .... | 7 | .... | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 39 |
| 244 | Ohio Central College* | 4 | 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 38 |
| 245 | Marietta College | 9 | 6 | ..... | ..... | 71 | 15 | .... | 15 | .... | 19 | .... | 12 | ..... | 6 | .... | 2 | .... | 1 | .... | 0 | .... | 1 | ..... | ..... | 33 | 4 | 38 |
| 246 | Mt. Union College | .... | 13 | 2 | ..... | *lm*243 | (*fm*116) | | (*fm*48) | | (*fm*39) | | (*fm*40) | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 13 | ..... | 4 | 37 |
| 247 | Franklin College | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 248 | Muskingum College | 8 | 8 | ..... | ..... | 59 | 7 | .... | 5 | .... | 5 | .... | 6 | .... | 4 | 7 | 2 | 8 | 5 | .... | 5 | 5 | .... | ..... | ..... | ..... | 5 | 39 |
| 249 | Oberlin College* | 12 | 12 | ..... | ..... | 324 | 60 | 12 | 37 | 8 | 28 | 7 | 21 | 8 | .... | *n*40 | .... | *n*29 | .... | *n*26 | .... | *n*16 | 32 | ..... | ..... | ..... | 4 | 38 |
| 250 | Rio Grande College | 4 | 4 | ..... | 3 | 9 | 4 | ..... | 2 | ..... | ..... | ..... | ..... | ..... | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 251 | Scio College | 8 | 8 | ..... | ..... | 67 | 4 | 1 | 3 | 1 | 1 | .... | 1 | .... | 6 | 3 | 8 | 3 | 12 | 3 | 13 | .... | 8 | ..... | ..... | ..... | 4 | 42 |
| 252 | Miami Valley College* | 5 | ..... | 0 | 0 | 11 | 7 | 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 0 | 0 | 0 | 4 | 40 |
| 253 | Wittenberg College | .... | 9 | 1 | 2 | 69 | 15 | .... | 12 | 1 | 15 | 1 | 8 | .... | 5 | 5 | 5 | .... | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 254 | Heidelberg College | 6 | 6 | 0 | ..... | 71 | *f*31 | *f*4 | *f*7 | *f*2 | 6 | .... | *f*17 | *f*4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 0 | ..... | 4 | 39 |
| 255 | Urbana University | 4 | 5 | ..... | ..... | 15 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 4 | ..... | 1 | .... | 1 | ..... | 1 | .... | 7 | ..... | ..... | ..... | 4 | 39 |
| 256 | Otterbein University | 7 | 7 | 0 | 5 | 75 | 7 | 3 | 3 | 1 | 3 | 1 | 4 | 0 | 15 | 11 | 10 | 7 | 2 | 4 | 1 | 3 | ..... | ..... | ..... | ..... | 4 | 39 |
| 257 | Wilberforce University* | 7 | 5 | 8 | 0 | 4 | 0 | 0 | 1 | .... | 3 | .... | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 39 |
| 258 | Willoughby College* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | 4 | 42 |
| 259 | Wilmington College* | 5 | 5 | 0 | 0 | 43 | 12 | 8 | 3 | 1 | 1 | 1 | 4 | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 39 |
| 260 | University of Wooster | 14 | 11 | 3 | 4 | 181 | 39 | 1 | 23 | 3 | 27 | 2 | 14 | 2 | *k*7 | *k*4 | *k*7 | *k*4 | *k*6 | *k*3 | *k*1 | *k*2 | 36 | ..... | ..... | ..... | 4 | 39 |
| 261 | Antioch College | 5 | ..... | ..... | 6 | 19 | 5 | 1 | 2 | 1 | 1 | 1 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 8 | 0 | 0 | 0 | 4 | 36 |
| 262 | Corvallis College | .... | *c*4 | ..... | ..... | *c*163 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 38 |
| 263 | University of Oregon | 5 | 5 | ..... | ..... | 114 | *f*35 | *f*20 | *f*11 | *f*12 | *f*13 | *f*3 | *f*15 | *f*5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 60 | 6 | 40 |
| 264 | Pacific University and Tualatin Academy. | 4 | 4 | ..... | 1 | 16 | 1 | 1 | 2 | .... | 3 | .... | 1 | .... | 2 | *k*3 | 1 | .... | 1 | ..... | ..... | ..... | 1 | 0 | 0 | 0 | 3, 4 | 39 |
| 265 | Blue Mountain University | ..... | ..... | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 0 | 0 | 4 | 36 |
| 266 | McMinnville College* | 4 | 2 | 2 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 267 | Christian College | *c*7 | ..... | ..... | ..... | *c*152 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 268 | Philomath College | 4 | 2 | 0 | 1 | 37 | 12 | 4 | 5 | 1 | 2 | [illegible] | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 11 | ..... | ..... | ..... | 4 | 40 |
| 269 | Willamette University | 7 | 9 | ..... | ..... | 20 | 4 | 5 | 3 | 2 | ..... | 1 | 1 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 1 | ... | 18 | 4 | 40 |
| 270 | Muhlenberg College | 7 | 6 | 1 | ..... | 72 | *f*27 | .... | *f*19 | .... | *f*16 | .... | *f*10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 32 | 0 | 4 | 40 |

* From Report of the Commissioner of Education for 1879.
*a* Also an "aid fund" of $25,000.
*b* These statistics are for 1879.
*c* Total for all departments.
*d* For students in scientific department, see Table X, Part 1.
*e* Includes students in arts.
*f* Under classical are included students in scientific course.
*g* Students from 1878 to 1880.
*h* Not prescribed.
*i* Includes students in literary course.
*j* See Table X, Part 1.
*k* Includes students in other collegiate courses.
*l* There are 286 students in the departments of music and fine arts.
*m* In 1879.
*n* These are in literary course.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

| | Name. | Collegiate department. | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Corps of instruction. | | | | Whole number of students. | Students in classical course. | | | | | | | | Students in scientific course. | | | | | | | | Special or optional students. | No. of graduate students. | No. of fellowships. | No. of scholarships. | No. of years in collegiate course. | No. of weeks in scholastic year. |
| | | No. of faculty. | No. of resident professors and instructors. | No. of non-resident professors and lecturers. | No. of endowed professorships. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | | | | | | |
| | | | | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | |
| | 1 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| 271 | Lebanon Valley College | 7 | 7 | ..... | ..... | 69 | 6 | .... | 2 | .... | 5 | 1 | 5 | 1 | 3 | 2 | 5 | .... | 5 | 4 | 2 | 4 | 24 | .... | .... | ..... | 4 | 40 |
| 272 | St. Vincent's College | *a*33 | ..... | ..... | ..... | 130 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3, 5 | ..... |
| 273 | Dickinson College* | 7 | 7 | ..... | ..... | 66 | 23 | 0 | 12 | 0 | 14 | 0 | 9 | 0 | 6 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | ..... | ..... | 0 | (*b*) | 3, 4 | 39 |
| 274 | Pennsylvania Military Academy | 11 | 11 | 0 | 0 | 92 | *c*31 | .... | *c*25 | .... | *c*23 | .... | *c*13 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 36 |
| 275 | Lafayette College | 23 | 20 | 3 | 5 | *d*178 | 60 | .... | 39 | .... | 36 | .... | 42 | .... | (*d*) | .... | (*d*) | .... | (*d*) | .... | (*d*) | .... | ..... | *d*1 | 0 | 0 | 4 | 39 |
| 276 | Pennsylvania College | 8 | 8 | 0 | 5 | 99 | 32 | .... | 28 | .... | 16 | .... | 18 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5 | 0 | ..... | ..... | 4 | 39 |
| 277 | Thiel College | 6 | ..... | ..... | ..... | 42 | 14 | 4 | 10 | .... | 3 | 4 | 5 | .... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | .... | ..... | 1 | .... | 5 | 4 | 39 |
| 278 | Haverford College | 10 | 9 | 1 | ..... | 78 | 9 | .... | 15 | .... | 8 | .... | 12 | .... | 7 | .... | 12 | .... | 8 | .... | 5 | .... | ..... | 2 | .... | *e*28 | 4 | 38 |
| 279 | Monongahela College | 5 | 5 | ..... | *f*4 | 89 | 6 | 7 | 11 | 3 | 1 | .... | ..... | .... | 1 | 2 | 2 | .... | 0 | ..... | ..... | .... | 48 | 8 | ..... | ..... | 6 | 39 |
| 280 | Franklin and Marshall College | 8 | 7 | 1 | 1 | 90 | 18 | .... | 31 | .... | 18 | .... | 23 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 39 |
| 281 | University at Lewisburg* | 7 | 7 | 0 | 2 | 44 | 18 | .... | 9 | .... | 10 | .... | 7 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 0 | 0 | 0 | 4 | 40 |
| 282 | Lincoln University | .... | 6 | 3 | ..... | 98 | 41 | .... | 25 | .... | 20 | .... | 12 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 10 | 4 | 38 |
| 283 | St. Francis College | 9 | ..... | ..... | ..... | 50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 |
| 284 | Allegheny College | 13 | 13 | ..... | 3 | 108 | *g*34 | *g*5 | *g*27 | *g*6 | *g*13 | *g*2 | *g*17 | *g*4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 37 |
| 285 | Mercersburg College | 6 | 6 | ..... | ..... | 11 | 4 | .... | 3 | .... | 3 | .... | 1 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 286 | Westminster College | 8 | 8 | ..... | ..... | 110 | 22 | .... | 24 | 2 | 17 | 1 | 14 | 1 | 2 | 3 | ..... | ..... | ..... | 2 | 1 | 2 | 19 | ..... | ..... | ..... | 4 | 38 |
| 287 | La Salle College | .... | 12 | 2 | ..... | 91 | 16 | .... | 12 | .... | 10 | .... | 6 | .... | 12 | .... | 10 | .... | 8 | .... | 5 | .... | 12 | .... | 0 | 0 | 4 | 44 |
| 288 | St. Joseph's College | 16 | 14 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 289 | University of Pennsylvania | 16 | 16 | 0 | 2 | *d*139 | 43 | .... | 31 | .... | 20 | .... | 24 | .... | (*d*) | .... | (*d*) | .... | (*d*) | .... | (*d*) | .... | *d*12 | .... | 0 | 50 | 4 | 35 |
| 290 | Pittsburgh Catholic College | 11 | 8 | 3 | ..... | 115 | 7 | .... | 8 | .... | 10 | .... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *h*90 | ..... | ..... | ..... | 5 | 44 |
| 291 | Western University of Pennsylvania | 10 | 10 | ..... | ..... | 97 | 11 | .... | 6 | .... | 0 | .... | 4 | .... | 20 | .... | 8 | .... | 5 | .... | 1 | .... | 42 | ..... | ..... | ..... | 4 | 40 |
| 292 | Lehigh University | 11 | 15 | ..... | ..... | 75 | 6 | .... | 1 | .... | 3 | .... | 2 | .... | 35 | .... | 12 | .... | 8 | .... | 8 | .... | ..... | ..... | ..... | 1 | 4 | 40 |
| 293 | Swarthmore College | 16 | 14 | 2 | 0 | 129 | *g*8 | *g*22 | 8 | *g*12 | *g*5 | *g*5 | 2 | 7 | 23 | 0 | 7 | 0 | 5 | 0 | 4 | 0 | 20 | 1 | 0 | ..... | 4 | 40 |
| 294 | Augustinian College of Villanova | 11 | 9 | 2 | ..... | 122 | 18 | .... | 20 | .... | 25 | .... | 15 | .... | 7 | .... | 10 | .... | 10 | .... | 5 | .... | ..... | 12 | ..... | ..... | 4 | ..... |
| 295 | Washington and Jefferson College | 8 | 8 | ..... | 3 | 143 | 32 | .... | 47 | .... | 26 | .... | 21 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 17 | ..... | ..... | ..... | 4 | 39 |
| 296 | Waynesburg College* | 6 | 6 | ..... | 3 | *a*117 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 297 | Brown University | 17 | 17 | 0 | 3 | 247 | *c*76 | .... | *c*67 | .... | *c*58 | .... | *c*43 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | ..... | 114 | 4 | 40 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 298 | College of Charleston | 7 | | | | 30 | *c*7 | | *c*2 | | *c*9 | | *c*12 | | | | | | | | | | | 0 | 0 | 8 | 4 | 40 |
| 299 | University of South Carolina *i* | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 300 | Erskine College | 5 | 5 | | | 53 | 10 | | 16 | | 13 | | 8 | | 2 | | 0 | | 0 | | ( | | 4 | | | | 4 | 40 |
| 301 | Furman University | 4 | | | | | | | | | | | | | | | | | | | | | | | | | 4–5 | 40 |
| 302 | Newberry College | 5 | 5 | | | 44 | 13 | | 16 | | 5 | | 3 | | 6 | | 0 | | | | 1 | | | | | | 4 | 40 |
| 303 | Claflin University and South Carolina Agricultural College and Mechanics' Institute.* | 5 | 5 | | | 14 | | | | | | | | | 10 | 2 | 2 | | | | | | | | | | 4 | 33 |
| 304 | Wofford College | 9 | 9 | | | 83 | *c*40 | | *c*21 | | *c*11 | | *c*11 | | | | | | | | | | | | | | 4 | 36 |
| 305 | Adger College | 5 | 5 | 0 | 0 | 32 | 4 | | 7 | | 8 | | 2 | | | | | | | | | | 11 | | | | 4 | 40 |
| 306 | East Tennessee Wesleyan University | 7 | 7 | 0 | 0 | 161 | 2 | 1 | 2 | 1 | 0 | | 9 | 1 | 71 | 28 | 25 | 8 | 5 | | 5 | 2 | | 1 | 0 | 5 | 6 | 40 |
| 307 | King College | 4 | | | *f*2 | 29 | 12 | | 5 | | 6 | | 6 | | | | | | | | | | | | | | 4 | 40 |
| 308 | Southwestern Presbyterian University | 6 | 6 | 0 | 0 | 77 | | | | | | | | | | | | | | | | | | 0 | 0 | 12 | (*j*) | 40 |
| 309 | Hiwassee College | 9 | 9 | | | 193 | | | | | | | | | | | | | | | | | | | | | 4 | 40 |
| 310 | Southwestern Baptist University | 7 | 7 | | | 187 | | | | | | | | | | | | | | | | | | 2 | | | (*j*) | 40 |
| 311 | University of Tennessee and State Agricultural College. | 13 | 14 | 0 | | 154 | 21 | | 10 | | 11 | | 7 | | 69 | | 20 | | 12 | | 4 | | | 0 | 0 | 275 | 4 | 40 |
| 312 | Cumberland University | 5 | 4 | 2 | 0 | 38 | 14 | | 8 | | 13 | | 3 | | | | | | | | | | | | | | 4 | 40 |
| 313 | Bethel College | 4 | | | | *a*132 | | | | | | | | | | | | | | | | | | | | | 4 | 40 |
| 314 | Manchester College* | 2 | 2 | 0 | 0 | 27 | 10 | 8 | 6 | 3 | | | | | | | | | | | | | | | | | 4 | 40 |
| 315 | Maryville College | 4 | 10 | | | 37 | 3 | | 13 | 1 | 3 | | 5 | 1 | | | | | | | | | 8 | 3 | | | 4 | 39 |
| 316 | Christian Brothers' College | 12 | 10 | 2 | 0 | 60 | 14 | | 21 | | 15 | | 0 | | | | | | | | | | 10 | 0 | | | 4 | 40 |
| 317 | Moshcim Institute | 3 | 3 | | | 23 | 5 | 6 | | | 2 | | 2 | | 8 | | | | | | | | | | | 3 | 4 | 40 |
| 318 | Carson College | 3 | 3 | | | 62 | 21 | | 10 | | 22 | | 9 | | | | | | | | | | | | | | 4 | 40 |
| 319 | Central Tennessee College | 5 | 5 | | | 18 | 4 | 3 | 3 | | 1 | 1 | 4 | | | | | | 1 | | 1 | | | 0 | 0 | 0 | 4 | 36 |
| 320 | Fisk University | 6 | 6 | | 0 | 24 | 6 | 2 | 8 | 1 | 1 | | 6 | | | | | | | | | | | | | | 4 | 40 |
| 321 | Vanderbilt University* | 15 | 14 | 1 | | 191 | | | | | | | | | | | | | | | | | | 7 | 4 | 6 | 4 | 39 |
| 322 | University of the South | 9 | 9 | 1 | | 120 | | | | | | | | | | | | | | | | | 15 | | | | 3 | 40 |
| 323 | Burritt College | 10 | 10 | 0 | 0 | 117 | | | | | | | | | | | | | | | | | | 1 | 0 | 0 | 4–6 | 40 |
| 324 | Greeneville and Tusculum College | 6 | 6 | | | 48 | 23 | 1 | 13 | 1 | 7 | 1 | 2 | | | | | | | | | | | | | | 4 | 32 |
| 325 | Winchester Normal* | *a*7 | | | | *a*222 | | | | | | | | | | | | | | | | | | | | | 4 | 40 |
| 326 | Texas Military Institute* *k* | 5 | 5 | 0 | 0 | 40 | | | | | | | | | | | | | | | | | | 0 | 0 | 4 | 3 | 40 |
| 327 | St. Mary's University* | | | | | 15 | | | | | | | | | | | | | | | | | | | | | | |
| 328 | Southwestern University | 7 | 7 | | | 103 | 42 | | 22 | | 8 | | 8 | | 8 | | 9 | | 5 | | 1 | | | | | | 4 | 40 |
| 329 | Baylor University | 6 | 6 | 5 | *f*2 | 85 | 15 | | 10 | | 6 | | 3 | | 25 | | 12 | | 9 | | 4 | | | 1 | 0 | 0 | 3–5 | 40 |
| 330 | Mansfield Male and Female College* | 4 | 6 | 0 | 0 | 78 | 8 | 7 | 9 | 6 | 7 | 5 | 4 | 6 | 2 | 4 | 3 | 2 | 4 | 3 | 2 | 3 | | 3 | | 0 | 4 | 40 |
| 331 | Austin College | 3 | | | *f*3 | 27 | 16 | | 9 | | 2 | | | | | | | | | | | | | | | | 4 | 40 |
| 332 | Trinity University | 5 | | | | 119 | | | | | | | | | | | | | | | | | | 6 | | | 4 | 40 |
| 333 | Waco University* | *a*11 | | | | *a*300 | | | | | | | | | | | | | | | | | | | | | 4 | 40 |
| 334 | Marvin College* | 4 | | | | 98 | | | | | | | | | | | | | | | | | | | | | 4 | 40 |
| 335 | University of Vermont and State Agricultural College. | 10 | 8 | 2 | 1 | 763 | 15 | 3 | 11 | 1 | 15 | 0 | 14 | 4 | (*l*) | (*l*) | (*l*) | | (*l*) | 0 | (*l*) | (*l*) | (*l*) | 0 | 0 | 17 | 4 | 38 |

* From Report of the Commissioner of Education for 1879.
*a* Total for all departments.
*b* All tuition on scholarships.
*c* Under classical are included students in the scientific course.
*d* For students in scientific department, see Table X, Part 2.
*e* Twenty-four are only partially endowed.
*f* Partially endowed.
*g* Includes students in other collegiate courses.
*h* These are in commercial department.
*i* Suspended for several years; the South Carolina College of Agriculture and the Mechanic Arts was organized October, 1880, in the buildings of the university (see Table X, Part 1).
*j* Not prescribed.
*k* Closed June, 1880.
*l* For students in scientific department, see Table X, Part 1.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

NOTE.—For statistics of the professional schools or departments connected with any of these institutions, reference is made to the appropriate tables.

| | Name. | Collegiate department. | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Corps of instruction. | | | | Whole number of students. | Students in classical course. | | | | | | | | Students in scientific course. | | | | | | | | | | | | No. of years in collegiate course. | No. of weeks in scholastic year. |
| | | No. of faculty. | No. of resident professors and instructors. | No. of non-resident professors and lecturers. | No. of endowed professorships. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | Freshman. | | Sophomore. | | Junior. | | Senior. | | Special or optional students. | No. of graduate students. | No. of fellowships. | No. of scholarships. | | |
| | | | | | | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | | | | | | |
| | 1 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |
| 336 | Middlebury College | 8 | 8 | ..... | *a*3 | 39 | 10 | ..... | 8 | ..... | 13 | ..... | 8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 38 |
| 337 | Randolph Macon College | 6 | 3 | ..... | 0 | 127 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 0 | 0 | 0 | (*b*) | ..... |
| 338 | Emory and Henry College | 5 | 5 | 0 | 0 | 66 | 7 | ..... | 4 | ..... | 10 | ..... | 13 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *c*32 | ..... | 0 | 0 | 4 | 40 |
| 339 | Hampden Sidney College | 5 | 5 | 0 | *d*5 | 56 | 8 | ..... | 16 | ..... | 9 | ..... | 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 13 | 0 | 0 | 0 | 4 | 40 |
| 340 | Washington and Lee University* | 9 | 1 | 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6 | (*b*) | 40 |
| 341 | Richmond College | 8 | 8 | 0 | 0 | 121 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 0 | 0 | 4 | (*b*) | 39 |
| 342 | Roanoke College | 7 | 7 | 0 | 0 | 76 | 18 | ..... | 14 | ..... | 10 | ..... | 9 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 25 | 0 | 0 | 0 | 4 | 40 |
| 343 | University of Virginia | 15 | 20 | ..... | 3 | *e*347 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | (*b*) | 38 |
| 344 | College of William and Mary | 5 | 5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 3 | ..... |
| 345 | Bethany College* | 6 | 6 | 1 | ..... | 94 | 25 | ..... | 12 | ..... | 10 | ..... | 13 | ..... | 11 | ..... | 2 | ..... | 5 | ..... | 10 | ..... | 6 | ..... | ..... | 20 | 4 | 38 |
| 346 | West Virginia College | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 |
| 347 | West Virginia University | 9 | 9 | 0 | 0 | 62 | 17 | 0 | 11 | 0 | 3 | 0 | 3 | 0 | 13 | 0 | 2 | 0 | 1 | 0 | 2 | 0 | 10 | 0 | 0 | ..... | 4 | 41 |
| 348 | Shepherd College | 3 | ..... | 0 | 0 | 44 | 3 | 4 | 7 | 8 | 7 | 11 | 4 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 349 | Lawrence University | 11 | 11 | 0 | 1 | 87 | 5 | 0 | 7 | 1 | 5 | 0 | 2 | 1 | 17 | 10 | 7 | 5 | 8 | 6 | 8 | 4 | 1 | 0 | 0 | 0 | 4 | 38 |
| 350 | Beloit College | 9 | 8 | 1 | *f*6 | 64 | 14 | ..... | 11 | ..... | 10 | ..... | 14 | ..... | 7 | ..... | 4 | ..... | 2 | ..... | 2 | ..... | ..... | 0 | 0 | 25 | 4 | 39 |
| 351 | Galesville University | 8 | ..... | ..... | ..... | 11 | 8 | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 5 | 4 | 40 |
| 352 | University of Wisconsin | 32 | 32 | 0 | 0 | 340 | 27 | 13 | 24 | 12 | 20 | 9 | 21 | 7 | 34 | 4 | 16 | 3 | 24 | 2 | 9 | 3 | 111 | 1 | 0 | 10 | 4 | 38 |
| 353 | Milton College | 9 | 9 | ..... | ..... | 44 | 4 | ..... | 3 | ..... | 2 | 1 | 2 | ..... | 3 | 14 | 2 | 3 | 1 | 1 | 2 | 6 | ..... | ..... | ..... | ..... | 4 | 39 |
| 354 | Racine College | 6 | 6 | 1 | 0 | 36 | 9 | ..... | 8 | ..... | 4 | ..... | 6 | ..... | 6 | ..... | 0 | ..... | 1 | ..... | 0 | ..... | 2 | ..... | ..... | ..... | 4 | 38 |
| 355 | Ripon College | 13 | 13 | 0 | 0 | 62 | 8 | 3 | 6 | 3 | 2 | 0 | 2 | 4 | 6 | 3 | 7 | 4 | 3 | 1 | 1 | 0 | 9 | ..... | 0 | 100 | 4 | 39 |
| 356 | Northwestern University | 6 | ..... | ..... | ..... | 34 | 8 | ..... | 10 | ..... | 10 | ..... | 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 357 | Georgetown College | 23 | 18 | ..... | ..... | 62 | 20 | ..... | 18 | ..... | 14 | ..... | 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 40 |
| 358 | Columbian University | 10 | 10 | ..... | ..... | 47 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 39 |
| 359 | Gonzaga College | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 7 | 40 |
| 360 | Howard University | 4 | 4 | ..... | ..... | 15 | *g*4 | ..... | 3 | ..... | ..... | ..... | *g*7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 4 | 37 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 361 | National Deaf-Mute College | 7 | 7 | 0 | 0 | 30 | 4 | .... | 4 | .... | 6 | .... | 4 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 12 | 0 | 0 | (*h*) | 4 | 39 |
| 362 | University of Deseret | 3 | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 40 |
| 363 | University of Washington Territory | 5 | 5 | ..... | ..... | 37 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 | 39 |
| 364 | Holy Angels' College | 3 | ..... | ..... | ..... | 80 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

* From Report of the Commissioner of Education for 1879.
*a* Two are only partially endowed.
*b* Curriculum consists of elective schools or departments.
*c* In Latin-scientific and scientific courses.
*d* Partially endowed.
*e* Total for all departments.
*f* Five are only partially endowed.
*g* Includes students in other collegiate courses.
*h* About 40 students were aided during the year.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

| | Name. | Annual charge to each student for tuition. | Cost of board a week. | 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 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| 1 | Southern University | $70 | $3–3.33 | *1,000 | *300 | ..... | *1,500 | $70,000 | ..... | ..... | ..... | ..... | ..... | July 6. |
| 2 | Howard College | 80 | 3 | 1,200 | 250 | ..... | 500 | 50,000 | $0 | $0 | $6,000 | ..... | $0 | June 15. |
| 3 | Spring Hill College* | a300 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 4 | University of Alabama | 40 | ..... | 5,000 | 3,000 | 300 | 450 | *250,000 | *502,000 | *24,000 | ..... | ..... | ..... | July 7. |
| 5 | Cane Hill College | 16–50 | 2 | 200 | 50 | ..... | ..... | 4,000 | ..... | ..... | 1,500 | ..... | ..... | June 10. |
| 6 | Arkansas Industrial University | (b) | 3 | 1,500 | 200 | 350 | ..... | (c) | (c) | (c) | 2,000 | 11,000 | 0 | June 11. |
| 7 | Judson University | 15 | 2.50 | *460 | *600 | ..... | ..... | 50,000 | ..... | ..... | ..... | ..... | ..... | June 16. |
| 8 | St. John's College of Arkansas | 40, 50 | 4–4.50 | 200 | 150 | ..... | 300 | 60,000 | 12,000 | d1,000 | 6,800 | 0 | 0 | June 15. |
| 9 | College of St. Augustine | 75 | 4 | 2,500 | 500 | ..... | 400 | 45,000 | ..... | ..... | 3,750 | ..... | ..... | May 26. |
| 10 | University of California | (e) | ..... | 15,750 | 3,000 | 155 | 400 | 805,000 | *1,671,204 | 99,216 | f214 | g36,597 | ..... | June 1. |
| 11 | Pierce Christian College* | 40–50 | 4 | ..... | ..... | ..... | ..... | 10,000 | 20,000 | ..... | 3,000 | 0 | 0 | April 27. |
| 12 | St. Vincent's College | a280 | ..... | 2,000 | ..... | ..... | 300 | 20,200 | ..... | ..... | ..... | ..... | ..... | ..... |
| 13 | University of Southern California | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 | St. Ignatius College | ..... | ..... | h10,000 | ..... | ..... | h2,000 | ..... | ..... | ..... | ..... | ..... | ..... | May 30. |
| 15 | St. Mary's College | a250–275 | ..... | (1,500) | | 50 | 3,000 | 250,000 | ..... | ..... | 32,000 | ..... | ..... | June 1. |
| 16 | Santa Clara College | 77 | 4.33 | 10,000 | 2,000 | ..... | 200 | *57,200 | ..... | ..... | 8,500 | ..... | ..... | May 31. |
| 17 | University of the Pacific | 36–60 | 5 | 2,000 | ..... | ..... | 1,000 | 60,000 | 35,000 | 3,000 | 7,350 | ..... | ..... | June 2. |
| 18 | Pacific Methodist College | 30–70 | 5 | h200 | ..... | ..... | h800 | h40,000 | ..... | ..... | h4,500 | ..... | ..... | May 19. |
| 19 | California College* | ..... | ..... | ..... | ..... | ..... | ..... | 25,000 | 20,000 | 1,500 | 2,000 | ..... | ..... | May 12. |
| 20 | Washington College | 50–100 | 5 | 3,000 | 200 | 100 | ..... | 40,000 | 0 | ..... | 3,500 | ..... | ..... | May 24. |
| 21 | Hesperian College | 34.33 | 2.50–5 | ..... | ..... | ..... | ..... | 15,000 | 25,000 | 2,500 | 4,000 | ..... | ..... | May. |
| 22 | University of Colorado | i15 | 2–5 | h2,000 | ..... | ..... | ..... | h75,000 | (j) | h15,000 | ..... | h7,000 | ..... | June 10. |
| 23 | Colorado College* | 25 | 2–7 | 200 | 50 | ..... | ..... | 30,000 | ..... | k5,518 | 471 | ..... | 2,450 | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 24 | University of Denver | 100 | 17½ | 7,000 | | 7,000 | | 85,000 | | | | | | June 15. |
| 25 | Trinity College* | 90 | 4½ | 18,275 | | | | | | | | | | July 1. |
| 26 | Wesleyan University | 75 | | 31,376 | 2,500 | 906 | 0 | 472,884 | 660,945 | *m*47,030 | | | 0 | June. |
| 27 | Yale College | 140 | 3–6 | 98,000 | | 5,460 | 22,560 | | 1,293,078 | 79,943 | 102,912 | | *220,000 | June 29. |
| 28 | Delaware College | 60 | | *h*6,500 | *h*3,000 | | *h*2,000 | *h*75,000 | *h*83,000 | *h*4,980 | *h*540 | | | June 15. |
| 29 | University of Georgia | 75 | 3 | 16,000 | | 6,700 | 10,000 | *n*575,000 | *n*373,170 | *n*27,963 | | | | July 20. |
| 30 | Atlanta University | 18 | 2 | 5,000 | | | | *h*100,000 | *h*5,000 | *h*300 | *h*2,000 | 8,000 | *h*300 | June 16. |
| 31 | Bowdon College* | 15-45 | 2 | | | | 250 | 8,000 | 0 | | 2,100 | 198 | 0 | June 30. |
| 32 | Gainesville College | | | | | | | 8,000 | | | | | | |
| 33 | Mercer University | 60 | 3 | 6,000 | | | 3,000 | 125,000 | 100,000 | 7,000 | | | *20,000 | June 22. |
| 34 | Pio Nono College* | 50 | 4 | 1,100 | 200 | 200 | 100 | 50,000 | | | *a*8,000 | | | |
| 35 | Emory College | 60 | | 3,000 | | | *h*2,500 | 100,000 | | | | | | June 29. |
| 36 | Abingdon College | 24, 39 | | 400 | 200 | 50 | 400 | 30,000 | *o*17,000 | 50 | 1,000 | | | June 1. |
| 37 | Hedding College | 36 | 3–3½ | 1,000 | 100 | | 500 | 50,000 | | | 3,265 | | | June 8. |
| 38 | Illinois Wesleyan University | 40½ | 1½–6 | 2,000 | 1,000 | 100 | 2,500 | 130,000 | 35,000 | 2,700 | 7,000 | | | June 16. |
| 39 | St. Viateur's College | 40 | 3½ | 2,000 | 400 | 300 | 3,000 | 100,000 | | | 6,500 | 0 | | June 23. |
| 40 | Blackburn University* | 25 | 1½ | 3,000 | 500 | 50 | 200 | 90,000 | 80,000 | 8,000 | 3,000 | | | June 10. |
| 41 | Carthage College* | 25 | 1½ | 2,500 | | | | 40,000 | 40,000 | 3,200 | 4,000 | 0 | 0 | May 6. |
| 42 | St. Ignatius College* | 40 | | 12,000 | | | 2,000 | | | | 6,000 | 0 | | |
| 43 | University of Chicago | 70 | | *6,000 | | | | 205,000 | | *p*6,000 | 6,000 | | | June 30. |
| 44 | Eureka College* | 34 | 1½, 3 | 1,000 | 1,000 | | 600 | 50,000 | 20,000 | 1,500 | 5,726 | 0 | 0 | May 27. |
| 45 | Northwestern University | *q*45 | 2–6 | 20,000 | 4,000 | | | 200,000 | 387,976 | 21,959 | 14,220 | | | June 23. |
| 46 | Ewing College* | 30 | 2½ | 25 | 25 | | 600 | 10,000 | 1,000 | 100 | 1,400 | 0 | | June 24. |
| 47 | Knox College | 45 | 3 | 4,000 | 2,500 | 50 | 2,600 | 160,000 | 115,961 | 9,000 | 7,876 | 0 | 0 | June 23. |
| 48 | Lombard University | 15-33 | 3½–4 | 3,850 | 100 | 15 | 550 | 53,000 | 80,000 | 7,000 | 276 | | | June 15. |
| 49 | Irvington College | 24 | 3 | 1,200 | 100 | 1,000 | 0 | 50,000 | 0 | 0 | | 0 | 0 | June. |
| 50 | Illinois College | 36 | 3½–4½ | 8,000 | 500 | | 3,000 | 100,000 | 100,000 | 8,000 | | 0 | | June. |
| 51 | Lake Forest University | 40 | 2–5 | 4,500 | 800 | 491 | | 250,000 | 100,000 | 7,000 | 10,000 | | 4,000 | June 22. |
| 52 | McKendree College | 42 | 3 | 6,000 | 1,000 | | 1,500 | 50,000 | 30,000 | 2,000 | 3,261 | | | June 9. |
| 53 | Lincoln University* | | 1½–4 | 16,000 | 2,000 | 167 | 900 | 180,000 | 130,000 | 30,000 | | | *h*93,000 | June 16. |
| 54 | Monmouth College* | 30 | 2–4 | 2,000 | | | 1,500 | 55,000 | 50,000 | 4,000 | 7,000 | | | June 17. |
| 55 | Mt. Morris College | 30 | 2 | | | | | 40,000 | | | 3,000 | | | June 28. |
| 56 | Northwestern College | 18 | 2½ | | | | | 50,000 | 92,973 | 5,747 | 3,095 | | | June 16. |
| 57 | Chaddock College | 39 | | 5,000 | | 200 | | 200,000 | | | 5,000 | | | |
| 58 | Augustana College* | 30 | 2 | 6,460 | 1,804 | 210 | | 50,000 | | | 2,500 | 0 | | June 10. |
| 59 | St. Joseph's College | 20 | 3 | | | | | | | | | | | June 23. |
| 60 | Shurtleff College | 28, 49 | 2–4 | 5,437 | 3,825 | 347 | 1,500 | 30,000 | 75,000 | 5,000 | 3,500 | | 15,000 | June 1. |
| 61 | Illinois Industrial University | 0 | 2⅔–4⅓ | (*c*) | (*c*) | (*c*) | | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | 32,017 | June 8. |
| 62 | Westfield College | 24 | 2–3½ | 1,000 | 400 | 50 | 300 | 50,000 | 35,000 | 2,000 | 1,100 | | | June 9. |
| 63 | Wheaton College | | | 2,000 | 500 | | 500 | 80,000 | 30,000 | 1,600 | 3,000 | 0 | | June 19. |
| 64 | The Indiana University | 0 | 3–4 | 7,500 | 1,200 | | | 110,000 | 120,000 | 8,200 | *r*1,000 | 23,000 | | June 8. |
| 65 | Wabash College* | 21-30 | 2–5 | 18,300 | | 900 | 5,000 | 150,000 | 190,000 | 17,000 | 3,600 | 0 | | June 23. |
| 66 | Concordia College | 40 | 1½ | 2,000 | | 50 | 1,500 | 100,000 | | | | | | July 15. |
| 67 | Fort Wayne College | 32 | 2¼–3½ | 1,200 | 200 | | | 50,000 | | | 4,000 | | | June 24. |

* From Report of the Commissioner of Education for 1879.
*a* Board and tuition.
*b* No charge in collegiate department; $30 in preparatory.
*c* See Table X, Part 1.
*d* From rents.
*e* Free to residents of California.
*f* Fees for diplomas, &c.
*g* Special appropriation.
*h* In 1878.
*i* For residents of the State.
*j* ⅓ of a mill on each dollar assessed in the State, yielding in 1878 an income of about $15,000.
*k* Donations and receipts for current expenses.
*l* Includes room rent and incidentals.
*m* Of this a small portion is from tuition fees.
*n* Apparently for all departments.
*o* In subscription and of uncertain value.
*p* From sources other than tuition.
*q* Also $21 for incidentals.
*r* Contingent fees.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

| | Name. | Annual charge to each student for tuition. | Cost of board a week. | 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 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| 68 | Franklin College | $24 | $2–2$\frac{3}{4}$ | 3,000 | 500 | 300 | ..... | $40,000 | $65,000 | $4,000 | $2,500 | ..... | ..... | June 16. |
| 69 | Indiana Asbury University | *a*15 | 1$\frac{1}{2}$–3$\frac{1}{4}$ | *b*5,900 | *b*1,500 | ..... | 2,500 | ..... | 212,000 | *c*12,720 | ..... | ..... | ..... | June 23. |
| 70 | Hanover College | 0 | 2$\frac{1}{2}$–3$\frac{1}{2}$ | 5,000 | 2,000 | ..... | 2,500 | 75,000 | 100,000 | ..... | ..... | ..... | ..... | June 16. |
| 71 | Hartsville University | 21–24 | 1$\frac{1}{2}$–2$\frac{1}{2}$ | 100 | 100 | 66 | ..... | 30,000 | 20,000 | 1,400 | 822 | ..... | *$9,755 | June 9. |
| 72 | Butler University | 18 | 3$\frac{1}{2}$ | 2,000 | 1,000 | 500 | 1,000 | 150,000 | 160,000 | 10,000 | 3,000 | ..... | ..... | June 11. |
| 73 | Union Christian College | 18 | 2$\frac{1}{2}$ | 700 | ..... | 40 | 200 | 50,000 | 55,000 | 5,000 | 300 | ..... | ..... | June 8. |
| 74 | Moore's Hill College | 24–30 | 2–3 | 500 | 400 | ..... | ..... | 20,000 | 20,000 | 1,500 | 2,100 | ..... | ..... | June 16. |
| 75 | Earlham College | ..... | 3 | 3,707 | ..... | 31 | 1,741 | 65,000 | 55,000 | 3,850 | 5,200 | ..... | ..... | June 29. |
| 76 | Ridgeville College | 18–30 | 2–2$\frac{1}{2}$ | 300 | 100 | ..... | ..... | 30,000 | 25,000 | 1,300 | 216 | ..... | 15,000 | June 9. |
| 77 | St. Meinrad's College | 30 | 2$\frac{1}{2}$ | 6,000 | 600 | 200 | 900 | 150,000 | ..... | ..... | *6,750 | ..... | ..... | June. |
| 78 | Amity College | 15 | 2$\frac{1}{2}$ | 4,000 | 75 | 50 | ..... | 5,000 | 37,000 | 3,500 | 500 | ..... | ..... | June 16. |
| 79 | Griswold College | 40 | 3–4 | 6,250 | 1,500 | 500 | ..... | 148,500 | 53,500 | 3,700 | 1,000 | ..... | ..... | June 22. |
| 80 | Norwegian Luther College* | *d*30 | 1$\frac{1}{2}$ | 3,200 | ..... | ..... | 620 | 100,000 | 0 | 0 | 1,106 | $0 | 0 | June 30. |
| 81 | University of Des Moines* | 24–30 | 1$\frac{1}{2}$–3 | 2,000 | ..... | 100 | ..... | ..... | 50,000 | 2,000 | 1,200 | ..... | 500 | June. |
| 82 | St. Joseph's College | *e*190 | ..... | ..... | ..... | ..... | ..... | 25,000 | ..... | ..... | 6,500 | ..... | ..... | June 24. |
| 83 | Parsons College | 38 | 2–4$\frac{1}{2}$ | 1,800 | ..... | 300 | ..... | 30,000 | 30,000 | 2,500 | 2,200 | 0 | ..... | June 15. |
| 84 | Upper Iowa University | 27 | 2$\frac{1}{2}$–3 | 2,500 | 1,000 | 100 | 1,000 | 35,000 | 10,000 | 600 | 4,000 | 0 | 0 | June 17. |
| 85 | Iowa College | 22 | 2$\frac{1}{2}$–3 | 5,317 | ..... | 134 | 1,690 | 78,908 | 174,505 | ..... | ..... | 0 | *9,500 | June 22. |
| 86 | Simpson Centenary College | 30 | 2$\frac{1}{2}$–4 | 800 | 100 | 50 | ..... | 25,000 | 50,000 | 3,500 | 2,078 | ..... | ..... | June 8. |
| 87 | State University of Iowa | 10–25 | 2$\frac{1}{2}$–5 | 13,000 | 2,000 | ..... | 0 | 400,000 | 217,000 | 16,000 | 3,000 | 20,000 | 0 | June 22. |
| 88 | German College | 18 | 2 | 200 | 100 | 50 | 75 | 15,000 | 18,000 | 1,200 | 547 | ..... | ..... | June 9. |
| 89 | Iowa Wesleyan University | 8 | 3$\frac{1}{2}$ | ..... | ..... | ..... | ..... | 50,000 | 45,000 | 5,500 | 1,100 | ..... | ..... | June 15. |
| 90 | Cornell College | *f*11–12 | 2–3$\frac{3}{4}$ | 4,654 | 346 | 91 | 1,500 | 160,000 | 40,000 | 3,000 | 8,500 | 0 | ..... | June 30. |
| 91 | Oskaloosa College* | 33 | 2, 3 | 1,200 | 100 | ..... | 1,000 | 50,000 | 20,000 | 1,600 | 4,000 | 0 | ..... | June 10. |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 92 | Penn College | 30 | 2½-3½ | 1,400 | 100 | ..... | 400 | 35,000 | ..... | ..... | 3,000 | ..... | ..... | June 22. |
| 93 | Central University of Iowa | 30 | 1½ | 1,500 | 800 | ..... | ..... | *40,000 | ..... | ..... | ..... | ..... | ..... | June 15. |
| 94 | Whittier College and Normal Institute. | 24–27 | 2½ | 751 | 300 | 82 | ..... | 8,000 | ..... | ..... | 1,527 | ..... | ..... | June 30. |
| 95 | Tabor College | 25½ | 2½ | 4,000 | 200 | 100 | 0 | 25,000 | 33,000 | 3,000 | 2,100 | 0 | 0 | June 15. |
| 96 | Western College* | 21 | 1½-2½ | 1,100 | 200 | 25 | 800 | 3,500 | 18,615 | 1,200 | 1,400 | ..... | 13,280 | June 23. |
| 97 | St. Benedict's College* | 60 | 2.85 | 3,075 | ..... | 75 | 355 | ..... | ..... | ..... | ..... | ..... | ..... | June 25. |
| 98 | Baker University | 21 | 2½-3½ | 1,100 | 200 | ..... | ..... | 20,000 | 5,000 | 200 | 850 | 0 | ..... | June 15. |
| 99 | Highland University | 36 | 3½ | 5,000 | ..... | ..... | ..... | 25,000 | 2,000 | 100 | 1,500 | 0 | ..... | June. |
| 100 | University of Kansas | *g*10 | 3–4½ | 3,800 | 1,750 | 700 | ..... | 250,000 | *98,000 | 6,000 | ..... | 32,000 | ..... | June 8. |
| 101 | Lane University | 18 | 3 | *h*200 | *h*100 | ..... | *h*500 | *h*10,000 | *h*10,000 | *h*1,000 | *h*1,200 | ..... | ..... | June 15. |
| 102 | Ottawa University | 10–30 | 2½–4 | ..... | ..... | ..... | ..... | *h*80,000 | ..... | ..... | ..... | ..... | ..... | June 8. |
| 103 | St. Mary's College | 30 | 3½ | 5,000 | 2,000 | 2,000 | 2,000 | *h*75,000 | ..... | ..... | ..... | ..... | ..... | June 29. |
| 104 | Washburn College | 30 | 2½ | 4,000 | 2,000 | 100 | ..... | 80,000 | 50,755 | 4,500 | 2,900 | ..... | 500 | June 8. |
| 105 | St. Joseph's College* | 40 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June. |
| 106 | Berea College | *i*12 | 2 | 3,200 | ..... | 1,100 | ..... | 85,000 | 65,000 | 2,100 | 1,300 | ..... | ..... | June 15. |
| 107 | Cecilian College* | 40 | 3½ | 500 | 200 | 40 | ..... | 20,000 | 0 | 0 | *e*10,000 | 0 | 0 | July 6. |
| 108 | Centre College | 40 | 3½-4½ | 4,376 | 200 | 80 | 3,500 | 70,000 | 175,700 | 9,528 | *j*917 | 0 | ..... | June 16. |
| 109 | Eminence College* | 50 | 3½ | 1,600 | 300 | ..... | 300 | 20,000 | 0 | 0 | 6,500 | 0 | ..... | June 5. |
| 110 | Kentucky Military Institute | 100 | 5 | 5,000 | 2,000 | ..... | 2,000 | 100,000 | 0 | 0 | 8,000 | 0 | 0 | June 2. |
| 111 | Georgetown College | 50 | 2½-4 | 8,000 | ..... | ..... | 2,000 | 25,000 | 75,000 | 5,000 | 25,000 | ..... | ..... | June 9. |
| 112 | Kentucky University | 2 | 2-4½ | 12,221 | 623 | 821 | 1,849 | 130,000 | 169,700 | 10,883 | 1,749 | 0 | 0 | June 9. |
| 113 | Kentucky Wesleyan College | 40 | 3-4 | *1,000 | ..... | ..... | 1,500 | 25,000 | 25,000 | 1,750 | ..... | 0 | ..... | June 10. |
| 114 | Murray Male and Female Institute and West Kentucky Normal School. | 50 | ..... | ..... | ..... | ..... | ..... | 16,000 | ..... | ..... | ..... | ..... | ..... | June 10. |
| 115 | Concord College | 30–50 | 4 | 200 | 50 | 3 | ..... | 12,000 | ..... | ..... | ..... | ..... | ..... | June 9. |
| 116 | Kentucky Classical and Business College.* | 50 | 4 | ..... | ..... | ..... | ..... | 20,000 | ..... | ..... | ..... | ..... | ..... | June 8. |
| 117 | Central University | 60 | 2½-4 | 1,500 | ..... | ..... | ..... | 75,000 | ..... | ..... | ..... | 0 | ..... | June 15. |
| 118 | Bethel College *k* | 60 | 2½ | 1,000 | ..... | ..... | ..... | 175,000 | 75,000 | 3,400 | 3,000 | ..... | ..... | June 9. |
| 119 | St. Mary's College | *e*200 | ..... | *1,000 | *300 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 29. |
| 120 | Louisiana State University and Agricultural and Mechanical College. | 0 | ..... | 12,000 | ..... | ..... | ..... | ..... | 318,313 | 14,555 | 0 | 10,000 | ..... | July 4. |
| 121 | Jefferson College (St. Mary's) | *e*260 | ..... | *30,000 | ..... | *400 | *3,500 | 25,000 | ..... | ..... | ..... | ..... | ..... | July. |
| 122 | St. Charles College* | 50 | 3.41 | 5,000 | 600 | ..... | 400 | 30,000 | ..... | ..... | 3,000 | 0 | 0 | July. |
| 123 | Centenary College of Louisiana | 45, 65 | 2½-5 | 2,000 | ..... | ..... | 1,000 | 80,000 | ..... | ..... | 2,380 | ..... | ..... | June 1. |
| 124 | Leland University | ..... | ..... | 1,000 | ..... | ..... | ..... | 85,000 | 10,000 | 600 | ..... | ..... | ..... | May 25. |
| 125 | New Orleans University* | 0 | 2½ | 500 | ..... | ..... | ..... | 7,000 | ..... | ..... | ..... | ..... | ..... | May 26. |
| 126 | Straight University | 8 | 2½ | 300 | 50 | ..... | ..... | 41,000 | 0 | 0 | 947 | 0 | ..... | June 1. |
| 127 | University of Louisiana | 50 | 5 | ..... | ..... | ..... | ..... | 150,000 | 0 | ..... | 9,000 | 10,000 | ..... | June. |
| 128 | Bowdoin College | 75 | *l*3½ | 20,000 | ..... | 300 | 13,000 | 375,000 | 260,000 | 15,000 | 12,751 | ..... | 42,150 | July 14. |
| 129 | Bates College | 36 | ..... | 5,771 | 500 | 131 | 1,700 | 300,000 | 151,000 | 8,700 | 2,500 | 0 | *20,000 | July 1. |
| 130 | Colby University | 45 | 2–2½ | 16,000 | 6,700 | ..... | ..... | 130,000 | 200,000 | 12,000 | 4,000 | ..... | 50,000 | July 28. |
| 131 | St. John's College | 60–90 | ..... | 5,000 | ..... | ..... | 500 | 130,000 | 0 | 0 | 1,087 | 15,000 | ..... | July 6. |

* From Report of the Commissioner of Education for 1879.
*a* Contingent fees.
*b* In the Whitcomb Library.
*c* Estimated.
*d* For lowest class in the preparatory department.
*e* Board and tuition.
*f* Including contingent fee.
*g* Contingent fee.
*h* In 1878.
*i* Free tuition for 72 students.
*j* Exclusive of preparatory department.
*k* These statistics are for the year 1879.
*l* Average charge.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

| | Name. | Annual charge to each student for tuition. | Cost of board a week. | 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 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| 132 | Baltimore City College | *a*$4 | | | | | | $200,000 | | | *$2,500 | | | June 27. |
| 133 | Johns Hopkins University | 80 | $5 | 9,000 | | 1,363 | | | *b*$3,000,000 | *b*$180,000 | | | | February 22. |
| 134 | Loyola College | 60 | | 11,000 | 2,000 | 50 | | 100,000 | 0 | 0 | 4,000 | $0 | $0 | June 29. |
| 135 | Washington College | 40, 50, 60 | 4 | 1,350 | | | | 40,500 | 27,600 | 1,734 | 700 | 5,375 | | July 14. |
| 136 | Rock Hill College | *c*260 | | 5,000 | 1,000 | | 2,300 | | | | | | | |
| 137 | St. Charles College | *c*180 | | 5,300 | 700 | | 550 | | | | | | | June 28. |
| 138 | Frederick College | 25–60 | | 3,000 | | 25 | | 15,000 | 0 | 0 | 2,300 | 800 | 0 | |
| 139 | Western Maryland College | 35, 60 | *d*4.30 | 3,000 | 500 | | 1,000 | 35,000 | 0 | 0 | 2,985 | 8,890 | | June 16. |
| 140 | Amherst College | 100 | 3–5 | 36,028 | 7,259 | 368 | 5,345 | 400,000 | 410,778 | 25,000 | | | 150,000 | June 29. |
| 141 | Boston College | 60 | 5 | 12,000 | 6,000 | 150 | 4,000 | 300,000 | 0 | 0 | 10,000 | 0 | | June 30. |
| 142 | Boston University, College of Liberal Arts. | 100 | 3–5 | | | | | | *e*330,565 | *f*105,569 | | | | June 1. |
| 143 | Harvard College | 150 | 3⅓–8 | 187,300 | | 4,800 | *g*20,725 | | *h*3,959,556 | *i*236,889 | 122,835 | | | June 29. |
| 144 | Tufts College | 100 | 2½–3½ | 18,000 | 6,000 | 612 | | 250,000 | 650,000 | 40,000 | 2,500 | | 25,000 | June 15. |
| 145 | Williams College | 90 | 2½–5 | 19,200 | | 400 | 10,000 | 200,000 | 315,422 | 18,500 | 15,000 | | 120,000 | July 6. |
| 146 | College of the Holy Cross* | *c*200 | | | | | | | | | | | | June. |
| 147 | Adrian College | 15 | 2¼ | 3,000 | | 150 | 1,000 | 137,000 | 80,000 | 4,500 | | | | June 23. |
| 148 | Albion College* | 0 | 2½ | 2,500 | 200 | 80 | 1,000 | 50,000 | 170,000 | 12,200 | *j*4,300 | | | June 26. |
| 149 | University of Michigan | (*k*) | 2½ | 29,345 | 8,255 | 1,882 | 3,100 | 681,442 | 458,656 | 38,644 | *l*60,000 | *l*64,250 | | June 30. |
| 150 | Battle Creek College | 17 | 1 1/10–2½ | 1,000 | | | | 80,000 | 0 | 0 | 4,865 | 0 | 0 | June 12. |
| 151 | Grand Traverse College | 15 | 2½ | 320 | | 20 | | 40,000 | 10,000 | 800 | 150 | | | |
| 152 | Hillsdale College | 3 | 2¼ | 6,000 | 1,400 | 100 | 1,000 | 120,000 | 118,000 | 6,527 | *m*6,334 | 0 | *100,000 | June 9. |
| 153 | Hope College | 0 | 2½ | 4,700 | 4,000 | 172 | | 45,000 | 70,700 | 4,283 | 1,238 | *n*3,668 | | June 22. |
| 154 | Kalamazoo College | 18 | 2–4 | 2,866 | 4,430 | 37 | | 100,000 | 54,036 | 2,966 | 2,450 | 0 | 15,000 | June 22. |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 155 | Olivet College | 15–21 | 2 | 7,000 | ..... | 600 | 950 | 100,000 | 120,000 | 8,500 | 2,423 | 0 | ..... | June 23. |
| 156 | St. John's College* | *c*150 | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 27. |
| 157 | Augsburg Seminary (Greek department). | 15 | 1½ | ..... | ..... | ..... | ..... | 25,000 | ..... | ..... | ..... | ..... | ..... | May 7. |
| 158 | Hamline University *o* | 24, 30 | 1½–3½ | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 16. |
| 159 | Macalester College *p* | 24, 27 | 2½–5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 160 | University of Minnesota | 0 | 1½–5 | 14,000 | ..... | 500 | 0 | 220,000 | 512,738 | 27,890 | *j*1,200 | 22,000 | ..... | June 2. |
| 161 | Carleton College | 18, 24 | 2½ | 3,441 | 350 | 1,616 | 570 | 82,650 | 97,115 | 7,944 | 6,065 | 0 | 7,386 | June 16. |
| 162 | Mississippi College | 30–60 | 2½–3½ | 3,000 | 500 | 400 | 1,600 | 40,000 | 8,000 | 800 | 4,100 | 0 | 0 | June 30. |
| 163 | Shaw University | 0 | 2½ | 500 | 100 | 15 | 0 | 10,000 | ..... | ..... | ..... | ..... | ..... | June 1. |
| 164 | University of Mississippi | *j*12½ | ..... | 6,000 | 1,500 | ..... | 2,000 | 400,000 | 544,061 | 32,643 | *j*3,000 | ..... | ..... | June 30. |
| 165 | Alcorn University | (*q*) | 1½ | 1,200 | 500 | ..... | ..... | 175,000 | 100,000 | 6,000 | ..... | 2,000 | 0 | June 15. |
| 166 | St. Vincent's College* | 40 | ..... | 5,000 | ..... | ..... | ..... | 60,000 | 0 | 0 | ..... | ..... | ..... | June 20. |
| 167 | University of the State of Missouri | 20 | 3–4 | 11,155 | 12,364 | 319 | 800 | 150,000 | *r*227,000 | 13,620 | 11,295 | 27,000 | ..... | June 2. |
| 168 | Central College | 50 | 9½ | 1,200 | 300 | 200 | ..... | 50,000 | 60,000 | 4,800 | 400 | ..... | ..... | June 22. |
| 169 | Lewis College *s* | ..... | ..... | *t*3,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 170 | Pritchett School Institute *s* | ..... | ..... | ..... | ..... | ..... | ..... | *t*75,000 | *t*90,000 | *t*7,250 | ..... | ..... | (*u*) | |
| 171 | La Grange College | 36, 40 | 2½–3 | 1,600 | ..... | ..... | ..... | *t*20,000 | ..... | ..... | ..... | ..... | ..... | May 12. |
| 172 | William Jewell College | 40 | 2–4 | 3,500 | ..... | 60 | ..... | 75,000 | *100,000 | *5,000 | ..... | ..... | 100,000 | June 9. |
| 173 | St. Joseph College | 16–40 | 4 | 1,000 | 150 | ..... | 800 | 10,000 | ..... | ..... | 5,000 | ..... | ..... | June 29. |
| 174 | College of the Christian Brothers | ..... | ..... | *t*30,000 | ..... | ..... | ..... | *t*75,000 | ..... | ..... | ..... | ..... | ..... | |
| 175 | St. Louis University | 60 | 4 | 25,000 | ..... | ..... | 8,000 | ..... | 0 | 0 | ..... | 0 | 0 | June 27. |
| 176 | Washington University | 100 | 5–10 | 6,000 | ..... | 3,500 | ..... | 500,000 | 500,000 | 30,000 | 50,000 | 0 | 30,000 | June 16. |
| 177 | Drury College | 30, 48 | 3–4 | 11,500 | 13,000 | 1,500 | ..... | 60,220 | 60,000 | 3,600 | 2,250 | ..... | *t*3,550 | June 16. |
| 178 | Stewartsville College | 40–50 | 3 | 150 | 0 | 100 | 0 | 5,000 | 400 | 40 | 1,000 | 0 | 0 | June 16. |
| 179 | Central Wesleyan College | 22½–36 | 2½ | 2,500 | 500 | 200 | ..... | 45,000 | 25,000 | 1,800 | 3,820 | ..... | 1,000 | June 16. |
| 180 | Doane College | 12–21 | 2½–3 | 1,200 | ..... | 200 | ..... | 38,000 | 25,000 | 2,250 | 1,300 | ..... | 200 | June 23. |
| 181 | University of Nebraska* | 0 | 2–3 | 2,700 | 500 | 400 | ..... | 150,000 | ..... | ..... | ..... | 25,000 | ..... | June 9. |
| 182 | Creighton University | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 183 | Nebraska Wesleyan University | 24 | 2½–3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 500 | ..... | ..... | June 29. |
| 184 | State University of Nevada *v* | 0 | ..... | ..... | ..... | ..... | ..... | 25,000 | *90,000 | ..... | ..... | 6,000 | ..... | |
| 185 | Dartmouth College | 90 | *w*2½ | 54,000 | 15,000 | 1,600 | ..... | 125,000 | 500,000 | 25,000 | 16,000 | *x*1,000 | 100,000 | June 30. |
| 186 | St. Benedict's College* | 60 | ..... | 900 | 250 | ..... | 700 | ..... | ..... | ..... | ..... | ..... | ..... | June 24. |
| 187 | Rutgers College | 75 | ..... | 9,600 | 3,500 | ..... | 4,300 | 400,000 | 303,154 | 22,225 | 3,636 | 0 | 51,313 | June 22. |
| 188 | College of New Jersey | 75 | 3–6 | 50,000 | 1,500 | 2,000 | 16,800 | 750,000 | 1,053,215 | 66,400 | 17,500 | 0 | 65,303 | June 22. |
| 189 | Seton Hall College | *c*270, 320 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 190 | Alfred University *y* | 21–30 | ..... | ..... | ..... | ..... | ..... | 113,757 | 101,126 | 7,096 | 3,237 | ..... | ..... | June. |

* From Report of the Commissioner of Education for 1879.

*a* To residents; $50 to non-residents.

*b* In 1876.

*c* Board and tuition.

*d* Includes incidentals.

*e* Value of assets of the university in 1879, independent of property held by trustees of the Rich estate.

*f* Total receipts from all sources in 1879, exclusive of those for the College of Music and the Schools of Medicine and Oratory.

*g* Libraries of observatory, herbarium, Peabody museum, and museum of comparative zoölogy.

*h* For all departments of the university, the college funds alone being $1,058,158.

*i* College receipts from all sources.

*j* Incidental and other fees.

*k* Entrance fee $10, and annual tax $20 to residents of Michigan; to others, $20 and $25.

*l* Including all departments.

*m* Income from all sources other than productive funds.

*n* From churches.

*o* After several years' suspension, reopened in 1880.

*p* Suspended for several years; Baldwin School, the preparatory department, was reopened September, 1880.

*q* Free to residents.

*r* Also 275,000 acres of agricultural college lands, valued at $1.25 to $10 per acre.

*s* The trustees of Lewis College and Pritchett School Institute, on June 18, 1880, consolidated the two institutions, which consolidation was, however, severed before the opening of the fall session of 1880, and the institutions remain separate upon the same basis and doing the same work as before.

*t* In 1878.

*u* Had, in 1878, the income of $10,000 for indigent pupils.

*v* Preparatory department only organized.

*w* Average charge.

*x* Proceeds of fund from sale of land given many years ago.

*y* These statistics are for 1879.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

| | Name. | Annual charge to each student for tuition. | Cost of board a week. | Libraries. College library. Number of volumes. | Number of pamphlets. | Increase in the last collegiate year in books. | Number of volumes in society libraries. | Property, income, &c. Value of grounds, buildings, and apparatus. | Amount of productive funds. | Income from productive funds. | Receipts for the last year from tuition fees. | Receipts for the last year from State appropriation. | Aggregate amount of scholarship funds. | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| 191 | St. Bonaventure's College | *a*$205 | ..... | 5,550 | 500 | 100 | 5,550 | $192,000 | ..... | ..... | $25,650 | ..... | ..... | June 21. |
| 192 | St. Stephen's College | 0 | *ab*$225 | 2,500 | ..... | ..... | 700 | 145,000 | $0 | $0 | 0 | $0 | $2,000 | June 16. |
| 193 | Wells College | 100 | ..... | 1,500 | ..... | 100 | 500 | 273,800 | 110,000 | 7,500 | 7,214 | ..... | ..... | June 15. |
| 194 | Brooklyn Collegiate and Polytechnic Institute. | 160 | 7–10 | 3,075 | ..... | ..... | 0 | 144,857 | 20,937 | 646 | 69,981 | 504 | 0 | June. |
| 195 | St. Francis College* | 60 | *a*5 | 500 | ..... | 50 | ..... | 80,000 | ..... | *c*10,500 | 9,000 | ..... | ..... | |
| 196 | St. John's College* | 60 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4,980 | ..... | ..... | |
| 197 | Canisius College | 40 | *ab*220 | ..... | ..... | ..... | 12,000 | ..... | ..... | ..... | ..... | ..... | ..... | |
| 198 | St. Joseph's College | 50 | 5 | 2,090 | 100 | ..... | ..... | 120,000 | ..... | ..... | ..... | ..... | ..... | June 28. |
| 199 | St. Lawrence University | 30 | 3–4 | 8,530 | ..... | 80 | ..... | 65,720 | 153,715 | 8,756 | 405 | ..... | ..... | June 30. |
| 200 | Hamilton College | 75 | $2\frac{1}{2}$–$4\frac{1}{2}$ | 12,000 | ..... | 200 | ..... | 500,000 | *d*310,086 | *d*18,889 | *d*6,345 | ..... | *d*64,000 | June 30. |
| 201 | Elmira Female College | 50 | $6\frac{2}{3}$ | *1,000 | ..... | ..... | *2,000 | 150,000 | 91,000 | ..... | ..... | ..... | 29,000 | June 16. |
| 202 | St. John's College*e* | 60 | ..... | ..... | ..... | ..... | ..... | 375,000 | ..... | *f*4,459 | *a*50,908 | ..... | ..... | June 29. |
| 203 | Hobart College | 50 | $2\frac{1}{2}$–3 | 15,000 | 3,000 | 500 | ..... | 101,032 | 194,411 | *g*15,464 | *h*4,905 | 0 | 47,965 | June 30. |
| 204 | Madison University | *h*48 | 2–4 | *11,000 | ..... | ..... | *3,000 | 145,000 | 480,000 | 30,000 | 3,357 | ..... | 50,300 | June 16. |
| 205 | Cornell University | 75 | $3\frac{1}{2}$–7 | 41,222 | 11,965 | 1,064 | 800 | *i*665,952 | *j*1,263,999 | *j*55,738 | 18,180 | 0 | 0 | June 16. |
| 206 | Ingham University*e* | *a*260 | ..... | 3,000 | ..... | ..... | ..... | 127,500 | ..... | ..... | *a*18,378 | ..... | ..... | |
| 207 | College of St. Francis Xavier | 62 | ..... | 18,000 | ..... | 900 | ..... | 353,000 | *d*252,000 | ..... | ..... | ..... | ..... | June 26. |
| 208 | College of the City of New York | 0 | ..... | 18,200 | ..... | 175 | 1,200 | 271,647 | 0 | *k*140,000 | 0 | 0 | 0 | June 23. |
| 209 | Columbia College | 100 | 6–10 | 21,985 | ..... | 2,372 | ..... | 853,068 | 4,816,257 | 313,565 | 24,200 | ..... | 7,000 | June 8. |
| 210 | Manhattan College | *a*320 | ..... | ..... | ..... | ..... | 12,000 | 257,000 | 0 | 0 | *a*45,986 | 0 | 0 | June 24. |
| 211 | Rutgers Female College | 100–200 | ..... | 2,300 | 1,000 | 20 | ..... | ..... | 0 | 0 | 5,000 | 0 | ..... | June 22. |
| 212 | St. Louis College | 100–250 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 213 | University of the City of New York | 0 | ..... | *d*3,692 | ..... | ..... | *d*1,200 | *d*332,786 | *d*195,900 | *dl*16,264 | *dm*2,987 | ..... | ..... | June. |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 214 | Vassar College | 100 | | 14,000 | | | | 710,904 | 281,250 | 27,233 | 121,447 | 0 | *12,000 | June 22. |
| 215 | University of Rochester | 75 | 3–5 | 17,080 | | 1,710 | 0 | 367,750 | 443,200 | | 6,575 | 0 | *59,000 | June 29. |
| 216 | Union College | 105 | 2½ | (20,000) | | | 2,000 | 430,000 | *d*300,000 | *34,054 | *8,840 | | *50,000 | June 22. |
| 217 | College and Seminary of Our Lady of Angels. | *a*250 | | 6,000 | | | | *191,000 | | *f* 5,000 | *a*30,000 | 0 | 0 | June 29. |
| 218 | Syracuse University | *n*60 | 3½–5 | 9,000 | 1,000 | 500 | 0 | 300,000 | 234,000 | 15,000 | 6,654 | 0 | 0 | June 22. |
| 219 | University of North Carolina | 75 | 1½–3½ | 7,000 | 3,000 | | 16,000 | 250,000 | 130,000 | | 6,000 | | 5,000 | June 2. |
| 220 | Biddle University | *o* 0 | 1¼ | 2,500 | | | | 20,000 | 10,000 | 600 | | | 6,120 | June 1. |
| 221 | Davidson College | 70 | 2½–3 | 3,000 | | 200 | 6,000 | 160,000 | 88,000 | 6,400 | 8,000 | | | June 16. |
| 222 | Rutherford College | 20–40 | 2 | 5,000 | 3,000 | 200 | 2,000 | *p*4,000 | 0 | 0 | | 0 | 0 | May 26. |
| 223 | North Carolina College* | 40 | 1½–2 | 1,143 | 200 | | 1,113 | 15,000 | | | 2,000 | | | May 26. |
| 224 | Shaw University* | | 1½ | *d*2,000 | | | | | | | | | | |
| 225 | Trinity College | 60 | 2–2½ | 1,800 | 500 | | 12,000 | 45,000 | 0 | 0 | 5,000 | 0 | 0 | June 9. |
| 226 | Wake Forest College | 60 | 2½ | 7,100 | 400 | 300 | | 45,000 | 46,000 | 3,000 | 6,500 | 0 | | June 9. |
| 227 | Buchtel College | 24, 40 | 2¾ | 900 | | | | 154,000 | 54,000 | 3,200 | 2,225 | | 14,000 | June 22. |
| 228 | Ashland College | 30 | 2–3 | *500 | *200 | *300 | | 50,000 | | | 2,950 | | | June 22. |
| 229 | Ohio University | 0–30 | 1½–2¾ | 7,800 | | | | *d*130,000 | *d*71,158 | *d*4,282 | *d*2,331 | | | June 15. |
| 230 | Baldwin University | 18¾ | 2 | 2,100 | 200 | 25 | 700 | (190,000) | | *q*5,600 | 2,100 | | | June 9. |
| 231 | German Wallace College | 8–20 | 1¾–3½ | 550 | 60 | | 400 | 53,000 | 54,000 | 4,000 | 475 | 0 | 25,000 | June 8. |
| 232 | Hebrew Union College | 0 | | 7,500 | 700 | 3,000 | | 35,000 | 60,000 | | | | | June. |
| 233 | St. Joseph's College* | 24–48 | | 1,600 | | 120 | | 40,000 | 0 | 0 | 4,500 | | | |
| 234 | St. Xavier College* | 60 | | 12,000 | | 75 | 800 | | 0 | 0 | | 0 | 0 | |
| 235 | University of Cincinnati* | (*r*) | | *s*146,013 | | | | | | *q*61,686 | | | 0 | June 18. |
| 236 | Farmers' College | 0 | 3 | *800 | | *600 | 2,000 | 20,000 | 61,000 | 4,300 | 1,200 | | | June 15. |
| 237 | Capital University | 40 | 2 | 3,000 | | | | 50,000 | | | *q*10,000 | | | June 27. |
| 238 | Ohio State University | 0 | | (*t*) | | | | (*t*) | (*t*) | (*t*) | (*t*) | (*t*) | | June 22. |
| 239 | Ohio Wesleyan University | 24 | 2¼ | 15,000 | | | | 250,000 | 220,000 | 18,000 | *q*36,000 | 0 | 0 | June 24. |
| 240 | Kenyon College | 75 | | 22,000 | | | | 250,000 | 225,000 | 16,000 | | | | June 24. |
| 241 | Denison University | 27¾, 36¾ | 1¾–3 | 10,000 | | | | 76,500 | 200,000 | 16,000 | 3,220 | 0 | | June 30. |
| 242 | Hiram College | 7–10 | 2½–4 | 900 | 100 | | 2,000 | 34,921 | 50,000 | 2,734 | 2,174 | | | June 9. |
| 243 | Western Reserve College | 30 | 2.90 | 7,000 | | | 4,000 | *100,000 | 200,000 | *q*19,000 | | | | June 30. |
| 244 | Ohio Central College* | 21 | 2½ | 300 | | | | 10,000 | | | 675 | | | June 16. |
| 245 | Marietta College | 45 | 2¼–3 | 16,509 | 6,000 | 9 | 12,000 | 130,000 | | | 4,236 | 0 | 43,000 | June 29. |
| 246 | Mt. Union College | 30 | | 5,000 | | | | 439,000 | 76,000 | *q*27,000 | 8,769 | | | July 20. |
| 247 | Franklin College | 40 | 2½ | | | | 2,000 | 10,000 | 15,000 | *q*3,000 | | | | June 30. |
| 248 | Muskingum College | 27, 33 | 2½ | 400 | | | 600 | 20,000 | 8,000 | 300 | 2,000 | | | June 23. |
| 249 | Oberlin College* | *u*30 | 2–4 | *d*15,000 | | | *d*4,000 | 400,000 | 150,000 | 9,985 | 13,011 | | | June 9. |
| 250 | Rio Grande College | 25–32 | 2–2½ | 200 | 200 | 75 | | 40,000 | | | 840 | | | June 11. |
| 251 | Scio College | 46 | 3 | 500 | 100 | 12 | 400 | 12,000 | | | 2,500 | | | June 29. |
| 252 | Miami Valley College* | 40 | 3 | 0 | 0 | | 500 | 75,000 | | | | | | June 15. |
| 253 | Wittenberg College | 30 | 2 | 8,000 | | | | 75,000 | 125,000 | 8,000 | 3,000 | | | June 30. |
| 254 | Heidelberg College | 22, 26 | 3 | 4,000 | | 100 | | 35,000 | 60,000 | 5,300 | 500 | 0 | 40,000 | June 16. |
| 255 | Urbana University | 75 | 3½ | 5,100 | | 50 | | 20,000 | 60,000 | 3,000 | 1,500 | | | June 29. |

* From Report of the Commissioner of Education for 1879.
*a* Board and tuition.
*b* Total annual charge.
*c* Income from the conducting of parish schools.
*d* In 1878.
*e* These statistics are for 1879.
*f* Income from farm products.
*g* Includes income from other sources.
*h* Includes room rent, &c.
*i* Value of grounds and buildings.
*j* Exclusive of western lands and income thereof.
*k* Income from city.
*l* Includes amount received from rents.
*m* From incidental and other fees.
*n* $30 to clergymen's children.
*o* $3 incidental fee.
*p* Value of buildings.
*q* Income from all sources.
*r* Free to residents; $60 to non-residents.
*s* Number of volumes in the public library, which is also the library of the university.
*t* See Table X, Part I.
*u* Tuition and incidentals.

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

| | Name. | Annual charge to each student for tuition. | Cost of board a week. | 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 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| 256 | Otterbein University | $30 | $3 | 1,200 | 700 | ..... | 1,300 | $55,000 | $85,000 | $4,025 | $2,995 | ..... | $90,000 | June 2. |
| 257 | Wilberforce University* | 20¼ | 1½–2½ | 4,000 | ..... | ..... | ..... | ..... | 13,000 | 980 | 1,499 | ..... | ..... | June 16. |
| 258 | Willoughby College* | 6 | ..... | 2,000 | ..... | ..... | ..... | 25,000 | ..... | *a*2,000 | ..... | ..... | ..... | June 30. |
| 259 | Wilmington College* | 39 | 2½ | 1,000 | ..... | 20 | 100 | 12,000 | 7,000 | 400 | 3,000 | ..... | ..... | June 25. |
| 260 | University of Wooster | 30, 45 | 3–6 | 5,700 | ..... | 500 | 0 | 150,000 | 135,553 | 10,643 | 6,748 | $0 | ..... | June 22. |
| 261 | Antioch College | 37½ | 3–5 | 6,000 | 1,000 | 50 | 350 | 150,000 | 80,000 | 3,000 | 2,500 | 0 | 0 | June 22. |
| 262 | Corvallis College | 30 | ..... | 200 | ..... | ..... | 500 | 10,000 | 60,000 | 5,000 | 1,300 | ..... | ..... | June 1. |
| 263 | University of Oregon | 30, 40 | 4 | 500 | 50 | 31 | ..... | 80,000 | 50,000 | 4,500 | 4,150 | 2,500 | 620 | June 15. |
| 264 | Pacific University and Tualatin Academy. | 45 | 3–4½ | 5,000 | ..... | ..... | ..... | 12,000 | *76,000 | 5,800 | 2,700 | ..... | ..... | June 1. |
| 265 | Blue Mountain University | 11–13 | 3–5 | ..... | ..... | ..... | 100 | 20,000 | 0 | 0 | 2,000 | 0 | 0 | June 23. |
| 266 | McMinnville College* | 40 | 2–2½ | 300 | 200 | 20 | ..... | 10,000 | 30,000 | 3,000 | 800 | ..... | 30,000 | May 26. |
| 267 | Christian College | 36 | ..... | 220 | ..... | 20 | ..... | *30,000 | *14,000 | *1,500 | ..... | ..... | *20,000 | June 15. |
| 268 | Philomath College | 15–30 | 2–3½ | 800 | 300 | 112 | 100 | 18,000 | 17,000 | 1,700 | 1,300 | 0 | 0 | June 29. |
| 269 | Willamette University | 52 | 3–4 | 2,500 | 100 | 25 | 500 | 75,000 | ..... | ..... | 3,500 | ..... | ..... | June 30. |
| 270 | Muhlenberg College | 50 | ..... | 2,200 | 400 | ..... | 3,400 | 75,000 | 63,123 | ..... | ..... | ..... | *30,000 | June 30. |
| 271 | Lebanon Valley College | 40 | 3.60 | 1,314 | 234 | 21 | 200 | 40,350 | 20,000 | 1,000 | 3,440 | ..... | ..... | June 9. |
| 272 | St. Vincent's College | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 29. |
| 273 | Dickinson College* | 6¼ | 2–3½ | 7,974 | 200 | 60 | 20,372 | 350,000 | 195,000 | 12,000 | ..... | 0 | *b*100,000 | June 24. |
| 274 | Pennsylvania Military Academy | 150 | 6 | 1,000 | ..... | 100 | ..... | 100,000 | 0 | 0 | 14,000 | 0 | 0 | June 9. |
| 275 | Lafayette College | 45, 75 | 1¾–3 | 19,000 | 1,000 | ..... | 4,600 | 600,000 | ..... | 13,535 | 5,815 | 0 | 0 | June 29. |
| 276 | Pennsylvania College | 50 | 2–3 | 7,925 | ..... | 150 | 12,660 | 120,000 | 132,000 | 6,250 | 5,500 | ..... | ..... | June 30. |
| 277 | Thiel College | 40 | 2 | 3,949 | 260 | 58 | ..... | 40,000 | 24,720 | 2,111 | 2,218 | ..... | 2,500 | June 23. |
| 278 | Haverford College | *c*425 | ..... | 8,550 | 700 | 400 | 3,950 | 380,000 | ..... | ..... | ..... | 0 | ..... | June 22. |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 279 | Monongahela College | 23, 32 | 3–3½ | 200 | 125 | 12 | ..... | 32,000 | 25,000 | 1,500 | 1,200 | ..... | ..... | July 1. |
| 280 | Franklin and Marshall College | 39 | 3½ | 3,000 | 1,500 | 75 | 8,000 | 100,000 | 115,000 | 7,000 | 221 | ..... | ..... | June 16. |
| 281 | University at Lewisburg* | 36 | 1¼–2½ | 8,000 | 2,000 | 2,000 | 1,500 | 100,000 | 121,047 | 6,000 | *d*3,250 | 0 | ..... | June 23. |
| 282 | Lincoln University | 25 | ..... | ..... | ..... | ..... | ..... | 140,000 | 150,000 | ..... | ..... | 0 | *b* 10,500 | June 7. |
| 283 | St. Francis College | *c*200 | ..... | ..... | ..... | ..... | *b*2,000 | *b* 30,000 | ..... | ..... | ..... | ..... | ..... | June 21. |
| 284 | Allegheny College | 30 | 2–3 | 10,000 | 3,000 | ..... | 3,000 | 300,000 | 200,000 | 10,000 | 6,500 | 0 | ..... | June 23. |
| 285 | Mercersburg College | *c*205 | ..... | 700 | ..... | ..... | 2,800 | 45,000 | 12,000 | 550 | 1,150 | ..... | ..... | June. |
| 286 | Westminster College | ..... | 2–3 | 3,000 | ..... | ..... | 1,100 | 40,000 | 85,000 | 5,600 | ..... | ..... | ..... | June 22. |
| 287 | La Salle College | 80 | ..... | 1,800 | 400 | 200 | *b*2,000 | *b*80,000 | ..... | ..... | ..... | 0 | ..... | June 25. |
| 288 | St. Joseph's College | 0 | ..... | 4,000 | 1,000 | 100 | *500 | *150,000 | 0 | 0 | 0 | 0 | 0 | |
| 289 | University of Pennsylvania | 150 | ..... | 20,000 | ..... | *4,000 | *4,000 | 350,000 | 425,000 | 29,311 | 34,740 | 0 | ..... | June 16. |
| 290 | Pittsburgh Catholic College | 50, 60 | ..... | 1,500 | 200 | 300 | ..... | 50,000 | ..... | ..... | 9,000 | ..... | ..... | June 23. |
| 291 | Western University of Pennsylvania. | 60, 80 | 4 | 3,500 | 2,000 | 40 | 728 | 83,276 | 200,000 | 12,411 | 12,898 | 0 | 0 | June 30. |
| 292 | Lehigh University | 0 | 3½–4½ | 17,788 | 1,915 | 4,105 | ..... | 800,000 | 1,900,000 | *b*76,000 | 0 | 0 | ..... | June 23. |
| 293 | Swarthmore College | *c*350 | ..... | 3,966 | ..... | 657 | 1,179 | *600,000 | *80,000 | *4,800 | *c*80,000 | ..... | ..... | June 21. |
| 294 | Augustinian College of Villanova | *c*250 | ..... | *b*15,000 | ..... | ..... | ..... | *b*350,000 | ..... | ..... | ..... | ..... | ..... | June 29. |
| 295 | Washington and Jefferson College | 24 | 3 | ..... | ..... | ..... | ..... | 150,000 | 189,500 | 11,300 | ..... | ..... | ..... | June 22. |
| 296 | Waynesburg College* | 20 | 3 | 900 | 200 | 26 | ..... | 30,000 | ..... | ..... | ..... | 0 | ..... | July 14. |
| 297 | Brown University | 100 | 3–5 | 53,000 | 17,000 | 2,163 | 0 | ..... | 643,637 | 36,128 | 30,869 | ..... | 70,306 | June 15. |
| 298 | College of Charleston | 40 | ..... | 7,600 | ..... | ..... | ..... | 70,000 | 280,000 | 11,300 | 800 | 0 | 32,000 | March 29. |
| 299 | University of South Carolina *e* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 300 | Erskine College | 20 | 2½ | 1,000 | 400 | 450 | 4,700 | 50,000 | 82,000 | 5,600 | 120 | ..... | ..... | June 29. |
| 301 | Furman University | 0 | 3½ | 1,700 | ..... | ..... | 700 | 50,000 | 50,000 | 2,000 | 0 | 0 | 0 | June 15. |
| 302 | Newberry College | 50 | 3 | 4,500 | 1,200 | 175 | 625 | 30,000 | 8,000 | 600 | 3,100 | ..... | ..... | June 22. |
| 303 | Claflin University and South Carolina Agricultural College and Mechanics' Institute.* | 0 | 1–2½ | 1,200 | 1,000 | ..... | ..... | 40,000 | ..... | ..... | *d*800 | ..... | ..... | June 9. |
| 304 | Wofford College | 66 | 4 | 2,000 | ..... | ..... | 3,000 | ..... | *b*40,000 | *b*4,500 | ..... | ..... | ..... | June 15. |
| 305 | Adger College | 40 | 2½ | 50 | 10 | ..... | 300 | 10,000 | 32,000 | 2,200 | 1,000 | ..... | ..... | June. |
| 306 | East Tennessee Wesleyan University. | 20–36 | 1–2½ | 3,000 | 1,000 | 200 | 1,000 | 6,000 | ..... | ..... | ..... | ..... | ..... | June 1. |
| 307 | King College | 40, 50 | 1½ | 0 | ..... | ..... | *1,200 | 10,000 | 15,000 | 800 | 2,000 | 0 | 0 | June 8. |
| 308 | Southwestern Presbyterian University. | 50 | 3–4½ | 2,500 | 500 | 700 | 2,000 | 100,000 | 100,000 | 6,000 | 2,100 | 0 | 0 | June 1. |
| 309 | Hiwassee College | 12½–20 | 2½–2½ | 2,018 | ..... | 180 | ..... | 21,000 | 0 | 0 | ..... | 0 | ..... | June 24. |
| 310 | Southwestern Baptist University | 56 | 2. 85 | 1,300 | 200 | 80 | 500 | 50,000 | 60,000 | 3,000 | 3,850 | ..... | ..... | June 3. |
| 311 | University of Tennessee and State Agricultural College. | 30 | 2½ | 4,512 | 278 | 52 | 875 | 100,000 | 413,000 | 24,210 | 3,440 | ..... | 0 | June. |
| 312 | Cumberland University | 40, 50 | 2½– 3½ | 2,500 | ..... | ..... | ..... | 30,000 | ..... | ..... | ..... | ..... | ..... | June 2. |
| 313 | Bethel College | 50 | 2½ | 471 | ..... | ..... | ..... | 12,000 | ..... | ..... | 3,500 | ..... | ..... | June 7. |
| 314 | Manchester College* | 40 | 2–3 | ..... | ..... | ..... | ..... | 5,000 | ..... | ..... | 1,000 | ..... | ..... | February 2. |
| 315 | Maryville College | 20 | 1–2 | 3,000 | 500 | ..... | ..... | 50,000 | 13,500 | 710 | 2,000 | ..... | ..... | May 26. |
| 316 | Christian Brothers' College | 50–72 | 4 | 2,600 | 400 | ..... | ..... | 40,000 | ..... | ..... | ..... | ..... | ..... | June. |
| 317 | Mosheim Institute | 10–30 | 2 | 300 | ..... | ..... | ..... | 2,500 | ..... | ..... | ..... | ..... | ..... | May 20. |
| 318 | Carson College | 20–40 | 2–2½ | ..... | ..... | ..... | 1,500 | 15,000 | 15,000 | 500 | 2,000 | ..... | ..... | June 2. |
| 319 | Central Tennessee College | 9 | 1½ | 1,525 | 575 | 20 | 0 | 50,000 | 5,000 | 300 | 120 | 0 | 0 | May 20. |
| 320 | Fisk University | 11 | 2. 80 | 2,037 | 400 | 200 | 400 | 160,000 | 375 | ..... | 1,200 | ..... | ..... | May 26. |

* From Report of Commissioner of Education for 1879.

*a* Income from all sources.

*b* In 1878.

*c* Board and tuition.

*d* Includes amount received from rents.

*e* Suspended for several years; the South Carolina College of Agriculture and the Mechanic Arts was organized October, 1880, in the buildings of the university (see Table X, Part 1).

TABLE IX.—*Statistics of universities and colleges for* 1880, *&c.*—Continued.

| | Name. | Annual charge to each student for tuition. | Cost of board a week. | Libraries. | | | | Property, income, &c. | | | | | | Date of next commencement. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | College library. | | | | | | | | | | |
| | | | | Number of volumes. | Number of pamphlets. | Increase in the last collegiate year in books. | 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. | |
| | 1 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| 321 | Vanderbilt University* | $50 | $4 | 8,000 | 800 | 500 | ..... | $500,000 | $600,000 | $42,000 | $4,800 | ..... | ..... | May 28. |
| 322 | University of the South | 100 | 4½–5½ | 8,000 | 2,500 | 2,000 | 2,500 | 250,000 | 10,000 | 3,000 | 15,000 | ..... | ..... | August 4. |
| 323 | Burritt College | 30–40 | 2–3 | 200 | 0 | 0 | 300 | 20,000 | 0 | 0 | 4,000 | $0 | $0 | June 18. |
| 324 | Greeneville and Tusculum College | 24 | 2½ | 5,000 | 1,000 | 50 | 500 | 30,000 | *500 | *30 | 1,800 | ..... | *12,000 | April 22. |
| 325 | Winchester Normal* | 50 | 2½–3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 11. |
| 326 | Texas Military Institute* *a* | 75 | 5 | 1,000 | 500 | ..... | 200 | 20,000 | 0 | 0 | 2,500 | 0 | ..... | June 1. |
| 327 | St. Mary's University* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 328 | Southwestern University | 60 | 3⅔ | 1,037 | 450 | 25 | 150 | 35,000 | ..... | ..... | 6,280 | ..... | ..... | June 21. |
| 329 | Baylor University | 30–50 | 2½ | 1,250 | 400 | 15 | 300 | 70,000 | 26,000 | ..... | 2,700 | 0 | 0 | June 8. |
| 330 | Mansfield Male and Female College.* | 20–60 | 2½ | 1,000 | 200 | 40 | 500 | 25,000 | 0 | 0 | 5,000 | 0 | 0 | |
| 331 | Austin College | 50 | 3 | 5,000 | 400 | 60 | ..... | 25,000 | 17,000 | 1,700 | 900 | ..... | ..... | June 14. |
| 332 | Trinity University | 50 | 3½ | 1,000 | ..... | ..... | 900 | 48,000 | 5,000 | 200 | 9,000 | ..... | ..... | June 16. |
| 333 | Waco University* | 30–50 | ..... | 3,000 | ..... | ..... | ..... | 50,000 | 13,000 | ..... | ..... | ..... | ..... | June. |
| 334 | Marvin College* | 50 | 3 | ..... | ..... | ..... | ..... | 22,000 | ..... | ..... | 4,250 | ..... | ..... | June 16. |
| 335 | University of Vermont and State Agricultural College. | 45 | 2¼–4½ | 18,552 | ..... | 361 | ..... | 240,000 | *b*115,000 | 6,828 | 4,282 | *c*8,130 | 16,700 | June 29. |
| 336 | Middlebury College | 70 | 2–3½ | 13,000 | ..... | ..... | ..... | 100,000 | 160,000 | 9,540 | 708 | 0 | ..... | July 6. |
| 337 | Randolph Macon College | 75 | 2½–3¾ | ..... | ..... | ..... | 10,000 | 60,000 | 20,000 | 1,200 | 6,500 | 0 | 0 | June 16. |
| 338 | Emory and Henry College | 50 | 2½ | 4,500 | ..... | 0 | 9,000 | 100,000 | 600 | 36 | ..... | 0 | 0 | June 15. |
| 339 | Hampden Sidney College | 60 | 2½–3½ | 2,700 | ..... | 41 | 5,000 | 50,000 | 92,860 | 5,282 | 279 | 0 | 0 | June 10. |
| 340 | Washington and Lee University* | 100 | 3½ | 15,000 | 2,000 | 75 | 4,000 | 150,000 | 150,000 | 10,000 | 4,000 | 0 | 2,500 | June 23. |
| 341 | Richmond College | 70–80 | 2½ | 6,000 | ..... | 1,500 | 2,500 | 150,000 | 75,000 | 5,000 | 5,500 | 0 | 2,700 | June 23. |
| 342 | Roanoke College | 50 | 1½–2½ | 16,000 | ..... | 500 | 1,000 | 75,000 | ..... | ..... | ..... | 0 | ..... | June 16. |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 343 | University of Virginia | | 4 | 40,000 | | | | 800,000 | | | | | | June 30. |
| 344 | College of William and Mary | 40 | 2–6 | 5,000 | | | | 80,000 | | | | | | July 4. |
| 345 | Bethany College* | 50 | 2–4 | | 2,000 | 300 | | 130,000 | 30,000 | 2,000 | 3,200 | 0 | | June 17. |
| 346 | West Virginia College | 18–40 | 2½–3 | 350 | 250 | 25 | | 12,000 | 0 | 0 | 350 | 0 | 0 | June 22. |
| 347 | West Virginia University | 30 | 1½–3 | 5,000 | | 400 | 300 | 125,000 | 108,653 | 6,469 | 1,320 | 10,600 | 0 | June 9. |
| 348 | Shepherd College | 30 | 2–3½ | 200 | 150 | 10 | | 40,000 | 0 | 0 | 1,042 | 0 | | June 14. |
| 349 | Lawrence University | *d*10½–17½ | 4 | 10,000 | 2,000 | 500 | 600 | 60,000 | 70,532 | 4,414 | *d*232 | 0 | 0 | June 30. |
| 350 | Beloit College | 36 | 2 | 9,300 | 4,500 | 183 | 800 | 80,000 | 143,700 | 10,000 | 5,000 | | 12,500 | June 29. |
| 351 | Galesville University | 32, 40 | | 4,000 | | 100 | | 36,500 | 4,000 | | | | | June 22. |
| 352 | University of Wisconsin | 0 | 1–4 | 10,200 | 1,000 | 850 | 300 | 360,000 | 493,790 | 29,203 | 4,381 | 43,897 | 5,000 | June 21. |
| 353 | Milton College | 30–33 | 2½ | 1,200 | | | 700 | 27,000 | 6,000 | 444 | 2,282 | | | June 29. |
| 354 | Racine College | 100 | | 7,000 | | 3,000 | | 125,000 | 0 | 0 | *e*42,000 | 0 | | June 29. |
| 355 | Ripon College | 24 | 2¼ | 4,750 | | 300 | | 64,000 | 65,000 | 8,481 | 7,301 | 0 | 0 | June 22. |
| 356 | Northwestern University | 30 | | 1,800 | | 200 | | 46,000 | | | 1,480 | | | June 29. |
| 357 | Georgetown College | *e*300 | | 30,000 | | 250 | 3,300 | 325,000 | | | | | | June 23. |
| 358 | Columbian University | 60 | 4½ | 7,000 | | | | 275,000 | 100,000 | | | | *18,000 | June 9. |
| 359 | Gonzaga College | 40 | | 2,000 | | | 900 | 50,000 | 0 | 0 | | 0 | 0 | June 29. |
| 360 | Howard University | 12 | 2–3 | 7,000 | | | | 500,000 | 16,000 | 2,200 | 1,186 | *f*10,000 | 0 | June 2. |
| 361 | National Deaf-Mute College | *e*150 | | 1,411 | 100 | | | (*g*) | 0 | 0 | | (*g*) | | May 4. |
| 362 | University of Deseret | 32–48 | 4 | 2,968 | | 80 | | | | | 3,000 | *h*2,500 | | June 3. |
| 363 | University of Washington Territory. | 10–13 | 3–3½ | 1,800 | 800 | 1,400 | | 100,000 | 5,000 | 500 | 2,500 | *h*1,250 | | June 1. |
| 364 | Holy Angels' College | | | | | | | | | | | | | |

* From Report of the Commissioner of Education for 1879.
*a* Closed June, 1880.
*b* Exclusive of agricultural college fund.
*c* Income from agricultural college fund.
*d* For incidentals only.
*e* Board and tuition.
*f* Congressional appropriation.
*g* See Columbia Institution for the Deaf and Dumb, Table XVIII.
*h* Territorial appropriation.

TABLE IX.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| College of Individual Instruction. | Evanston, Ill | Suspended during 1879; no notice of its reopening during 1880. |
| Illinois Agricultural College | Irvington, Ill | Reorganized under name of Irvington College. |
| Algona College | Algona, Iowa | Suspended. |
| Baptist College | Louisiana, Mo | Closed in 1879, but was reorganized in 1880 as the Louisiana College; see Table VI. |
| Creighton College | Omaha, Nebr | Name changed to Creighton University. |
| Richmond College | Richmond, Ohio | Suspended. |
| Geneva College | West Geneva, Ohio | Superseded by Northwood Normal and Collegiate Institute, Northwood; see Table VI. |
| Palatinate College | Myerstown, Pa | A preparatory school; see Table VII. |
| Pio Nono College and Teachers' Seminary. | St. Francis, Wis | See Tables III and IV. |

*Colleges from which no information has been received.*

| Name. | Location. | Name. | Location. |
|---|---|---|---|
| Arkansas College | Batesville, Ark. | Christian University | Canton, Mo. |
| Christian College of the State of California. | Santa Rosa, Cal. | Westminster College | Fulton, Mo. |
| College of Our Lady of Guadalupe. | Santa Ynez, Cal. | Lincoln College | Greenwood, Mo. |
| Rock River University | Dixon, Ill. | Nebraska College | Nebraska City, Nebr. |
| Evangelisch-Lutherisches Collegium. | Mendota, Ill. | Weaverville College | Weaverville, N. C. |
| Bedford College | Bedford, Ind. | McCorkle College | Sago, Ohio. |
| University of Notre Dame du Lac. | Notre Dame, Ind. | Xenia College | Xenia, Ohio. |
| St. Bonaventure's College | Terre Haute, Ind. | Ursinus College | Freeland, Pa. (Collegeville P. O.). |
| Humboldt College | Humboldt, Iowa. | New Castle College | New Castle, Pa. |
| College of the Immaculate Conception. | New Orleans, La. | King College | Beech Grove, Tenn. |
| Mt. St. Mary's College | Emmittsburg, Md. | Woodbury College | Woodbury, Tenn. |
| | | St. Joseph's College | Brownsville, Tex. |
| | | Henderson Male and Female College. | Henderson, Tex. |
| | | Salado College | Salado, Tex. |

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1880; *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 | State Agricultural and Mechanical College. | Auburn, Ala | 1872 | 1872 | Rev. I. T. Tichenor, D. D | 2 | 79 | .... | 9 | ..... | 145 | 50 | .... | 57 | .... | 18 | .... | 20 | .... | 5 | .... |
| 2 | Arkansas Industrial University | Fayetteville, Ark. | 1871 | 1871 | Gen. D. H. Hill | (a) | (a) | (a) | 3 | 0 | 18 | 4 | .... | 10 | 2 | 1 | 1 | ..... | ..... | .... | 0 |
| 3 | Colleges of Agriculture, Mechanics, Mining, Engineering, and Chemistry (University of California). | Berkeley, Cal | 1868 | 1869 | John Le Conte, A.M., M. D., LL. D. | 0 | 0 | 0 | a23 | a3 | 70 | (21) | | (17) | | (17) | | (15) | | 31 | .... |
| 4 | State Agricultural College | Fort Collins, Colo. | 1877 | 1879 | E. E. Edwards, PH. D | .... | .... | .... | 3 | ..... | 39 | 25 | 14 | .... | .... | .... | .... | .... | .... | 12 | .... |
| 5 | Sheffield Scientific School of Yale College. | New Haven, Conn | 1701 | 1847 | Rev. Noah Porter, D. D., LL. D. | .... | .... | .... | (25) | | 161 | .... | .... | .... | .... | .... | .... | .... | .... | 9 | a20 |
| 6 | Agricultural department of Delaware College. | Newark, Del | 1867 | 1870 | William H. Purnell, A. M., LL. D. | (a) | (a) | (a) | (a) | (a) | (a) | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 7 | State Agricultural College b | Eau Gallie, Fla | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 8 | Georgia State College of Agriculture and Mechanic Arts (University of Georgia). | Athens, Ga | 1872 | 1872 | Rev. P. H. Mell, D. D., LL. D., (ex officio.) | .... | .... | .... | a8 | ..... | 62 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 9 | Southwest Georgia Agricultural College (University of Georgia). | Cuthbert, Ga | 1879 | 1879 | Vincent T. Sanford, A. M | c4 | 157 | .... | .... | ..... | 21 | 8 | .... | 13 | .... | .... | .... | .... | .... | .... | .... |
| 10 | North Georgia Agricultural College (University of Georgia). | Dahlonega, Ga | 1871 | 1873 | Hon. D. W. Lewis | 2 | c245 | c80 | 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 11 | Middle Georgia Military and Agricultural College (University of Georgia). | Milledgeville, Ga | ..... | 1880 | W. S. Dudley, M. D | 5 | 150 | 160 | 3 | ..... | 41 | (36) | | (5) | | ..... | ..... | ..... | ..... | ..... | ..... |

*a* Reported with classical department (see Table IX). *b* Not yet organized. *c* Total for all departments.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1880, *&c.*—Continued.

| | 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 |
| 12 | South Georgia College of Agriculture and the Mechanic Arts (University of Georgia). | Thomasville, Ga.. | 1879 | 1879 | Oscar D. Scott | *a*4 | 152 | .... | .... | ..... | 18 | 15 | .... | 3 | .... | .... | .... | .... | .... | .... | .... |
| 13 | Illinois Industrial University | Urbana, Ill. | 1867 | 1868 | Selim H. Peabody, PH. D. | 2 | 109 | 22 | 23 | 0 | 259 | 75 | 29 | 52 | 7 | 53 | 17 | 20 | 6 | 36 | 8 |
| 14 | Purdue University | La Fayette, Ind. | 1872 | 1874 | Emerson E. White, A. M., LL. D. | 2 | 78 | 39 | 9 | 0 | 76 | 26 | 10 | 18 | 4 | 8 | 3 | 3 | 4 | 8 | 2 |
| 15 | Iowa State Agricultural College | Ames, Iowa | 1869 | 1869 | A. S. Welch, LL. D. | .... | 37 | 8 | (23) | | 196 | (103) | | (43) | | (26) | | (24) | | 15 | 7 |
| 16 | Kansas State Agricultural College. | Manhattan, Kans. | 1863 | 1863 | George T. Fairchild, A. M. | .... | .... | .... | 12 | ..... | 273 | 129 | 37 | 44 | 17 | 25 | 10 | 2 | 9 | 1 | 2 |
| 17 | Agricultural and Mechanical College of Kentucky. | Lexington, Ky. | *b*1865 | 1866 | James K. Patterson, PH. D., F. R. H. S., F. S. A. S. | 2 | .... | .... | 13 | ..... | *a*182 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 18 | Louisiana State University and Agricultural and Mechanical College. | Baton Rouge, La | 1853<br>1874 | 1860<br>1874 | William Preston Johnston. | .... | .... | .... | *c*13 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 19 | Maine State College of Agriculture and the Mechanic Arts. | Orono, Me | 1865 | 1868 | M. C. Fernald, A. M., PH. D. | 0 | 0 | 0 | 8 | ..... | 103 | 27 | 4 | 19 | 1 | 27 | 0 | 20 | 5 | 4 | 3 |
| 20 | United States Naval Academy* | Annapolis, Md. | 0 | 1845 | Rear Admiral George B. Balch, U. S. N., sup't. | 0 | 0 | 0 | 62 | 0 | 355 | 89 | 0 | 81 | 0 | 105 | 0 | 80 | 0 | 0 | 0 |
| 21 | Maryland Agricultural College | College Station, Md | 1856 | 1859 | William H. Parker | .... | .... | .... | 7 | 0 | *d*75 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 22 | Massachusetts Agricultural College. | Amherst, Mass. | 1863 | 1867 | Levi Stockbridge | .... | .... | .... | (10) | | 160 | 14 | .... | 16 | .... | 44 | .... | 26 | .... | 13 | 5 |
| 23 | Massachusetts Institute of Technology. | Boston, Mass | 1861 | 1865 | William B. Rogers, LL. D. | .... | .... | .... | 34 | 0 | 140 | 61 | 1 | 20 | 0 | 25 | 2 | 29 | 2 | *e*195 | 14 |
| 24 | Michigan State Agricultural College | Lansing, Mich. | 1855 | 1857 | T. C. Abbot, LL. D. | 0 | 0 | 0 | 10 | 2 | 209 | 88 | 2 | 52 | 1 | 33 | 0 | 32 | 1 | 12 | 6 |
| 25 | Colleges of Agriculture and of Mechanic Arts (University of Minnesota). | Minneapolis, Minn | 1868 | 1867 | William W. Folwell, LL. D | .... | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 26 | Agricultural and mechanical department of Alcorn University. | Rodney, Miss | 1871 | 1872 | Rev. Hiram R. Revels, D. D. | (c) | (c) | (c) | (c) | (c) | (c) | | | | | | | | | | | | | | |
| 27 | Agricultural and Mechanical College of the State of Mississippi. | Starkeville, Miss | 1878 | 1880 | Stephen D. Lee | | | | 11 | | a240 | | | | | | | | | | | | | | |
| 28 | Missouri Agricultural and Mechanical College (University of Missouri). | Columbia, Mo | 1870 | 1870 | Samuel S. Laws, A. M., M. D., LL. D.; G. C. Swallow, M. D., LL. D., dean. | | | | (12) | | 60 | | | | | | | | | | | | f92 | | |
| 29 | Missouri School of Mines and Metallurgy (University of Missouri). | Rolla, Mo | 1870 | 1871 | Charles E. Wait, C. E., M. E., director. | 2 | 10 | 12 | 3 | | 12 | 5 | | 5 | | 2 | | | | | | | 37 | | |
| 30 | Industrial College of the University of Nebraska.* | Lincoln, Nebr | 1869 | 1871 | Rev. Edmund B. Fairfield, S. T. D., LL.D., chancellor. | c4 | 1 | | c10 | 0 | 8 | 5 | | 3 | | | | | | | | | (c) | | |
| 31 | College of Agriculture (University of Nevada). | Elko, Nev | | 1874 | W. C. Dovey, principal | (g) | (g) | (g) | | | | | | | | | | | | | | | | | |
| 32 | New Hampshire College of Agriculture and the Mechanic Arts. | Hanover, N. H | 1866 | 1866 | Rev. Samuel C. Bartlett, D. D., LL. D. | | | | 7 | 6 | 43 | 15 | | 12 | | 16 | | | | | | | 1 | 0 | |
| 33 | Rutgers Scientific School (Rutgers College). | New Brunswick, N. J. | | 1865 | Rev. W. H. Campbell, D. D., LL. D. | | | | 13 | 0 | 33 | 9 | 0 | 13 | 0 | 6 | 0 | 5 | 0 | 9 | | | | | |
| 34 | Colleges of Engineering, Agriculture, Architecture, Mechanic Arts, &c. (Cornell University). | Ithaca, N. Y | 1865 | 1868 | Andrew Dickson White, LL. D. | 0 | 0 | 0 | c47 | c2 | 339 | 87 | 8 | 77 | 14 | 80 | 8 | 60 | 5 | | (c) | | | | |
| 35 | United States Military Academy | West Point, N. Y | 1802 | 1802 | Brevet Maj. Gen. Oliver O. Howard, U. S. A., superintendent. | 0 | 0 | 0 | 51 | | 230 | 69 | | 68 | | 39 | | 54 | | 0 | 0 | | | | |
| 36 | Agricultural and Mechanical College (University of North Carolina). | Chapel Hill, N. C | 1789 | 1875 | Hon. Kemp P. Battle, LL.D. | 0 | 0 | 0 | 6 | 1 | 16 | 5 | | 4 | | 6 | | 1 | | 8 | | | | | |
| 37 | Ohio State University | Columbus, Ohio | 1870 | 1873 | Edward Orton, PH. D | 7 | 74 | 19 | 13 | 0 | 60 | 7 | 1 | 11 | 1 | 18 | 1 | 19 | 2 | 62 | 2 | | | | |
| 38 | State Agricultural College | Corvallis, Oreg | 1872 | 1872 | B. L. Arnold, A. M | h1 | | | h3 | | h60 | | | | | | | | | | | | | | |
| 39 | Pennsylvania State College | State College, Pa | 1854 | 1859 | Joseph Shortlidge, A. M. | 5 | 61 | 19 | 10 | | 52 | 21 | 1 | 11 | 2 | 11 | 1 | 5 | | 8 | 4 | | | | |
| 40 | Agricultural and scientific department (Brown University). | Providence, R. I | | 1869 | Rev. E. G. Robinson, D. D., LL. D. | | | | (c) | (c) | (c) | | | | | | | | | | | | | (c) | |
| 41 | South Carolina College of Agriculture and the Mechanic Arts. | Columbia, S. C | | 1880 | William Porcher Miles | | | | 5 | | 66 | | | | | | | | | | | | | | |
| 42 | Claflin University and South Carolina Agricultural College and Mechanics' Institute.* | Orangeburg, S. C. | 1869<br>1872 | 1870<br>1874 | Rev. Edward Cooke, A. M., D. D. | (c) | (c) | (c) | (c) | | (c) | | | | | | | | | | | | | | |
| 43 | University of Tennessee and State Agricultural College. | Knoxville, Tenn. | 1807<br>1869 | 1808<br>1869 | Rev. Thomas W. Humes, S. T. D. | (c) | (c) | 0 | (c) | 0 | (c) | | | | | | | | | | | | | | |
| 44 | State Agricultural and Mechanical College of Texas. | College Station, Tex. | 1871 | 1876 | John Garland James | 0 | 0 | 0 | 9 | 0 | 144 | | | | | | | | | | | | | 0 | |
| 45 | University of Vermont and State Agricultural College. | Burlington, Vt | 1791<br>1865 | 1800<br>1865 | Rev. Matthew H. Buckham, D. D. | 0 | 0 | 0 | 8 | 1 | 16 | 4 | 1 | 4 | 0 | 3 | 0 | 2 | 2 | 2 | 0 | | | | |
| 46 | Virginia Agricultural and Mechanical College. | Blacksburg, Va | 1872 | 1872 | John L. Buchanan | 1 | 12 | 0 | 5 | 0 | 92 | 12 | 0 | 48 | 0 | 22 | 0 | 10 | 0 | 4 | 0 | | | | |
| 47 | Hampton Normal and Agricultural Institute. | Hampton, Va | 1870 | 1868 | Samuel C. Armstrong, principal. | | | | (i30) | | i354 | | | | | | | | | | | | | | |

* From Report of the Commissioner of Education for 1879.
*a* Total for all departments.
*b* As a department of Kentucky University; new charter in 1880.
*c* Reported with classical department (see Table IX).
*d* Average for both preparatory and scientific departments.
*e* Includes 43 students in the School of Mechanic Arts and 39 in the Lowell School of Practical Design.
*f* Includes students in military science and tactics.
*g* Only department organized as yet; statistics reported in Table IX.
*h* Included in full report of Corvallis College, Table IX.
*i* See also Table III; this report is for both normal and agricultural departments.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1880, *&c.*—Continued.

| | 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 |
| 48 | Agricultural department of West Virginia University. | Morgantown, W. Va. | 1867 | 1867 | Rev. J. R. Thompson, A. M. | (a) | (a) | 0 | (a) | 0 | (a) | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 |
| 49 | College of Arts (University of Wisconsin). | Madison, Wis..... | 1848 | 1849 | Rev. John Bascom, D. D., LL. D. | .... | .... | .... | (a) | 0 | a95 | 34 | 4 | 16 | 3 | 24 | 2 | 9 | 3 | (a) | .... |

a Reported with classical department (see Table IX).

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1880, *&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. | 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 | State Agricultural and Mechanical College | .... | ..... | 4 | 40 | $0 | *2,000 | 1,000 | ..... | *1,000 | *$100,000 | *$253,500 | *$20,280 | $0 | $0 | June 29. |
| 2 | Arkansas Industrial University | *a*661 | ..... | 4 | 42 | *b*0 | 125 | ..... | 50 | ..... | 150,000 | 130,000 | 10,400 | (*c*) | (*c*) | June 11. |
| 3 | Colleges of Agriculture, Mechanics, Mining, Engineering, and Chemistry (University of California). | .... | ..... | 4 | 40 | 0 | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | June 1. |
| 4 | State Agricultural College | .... | ..... | 4 | 36 | 0 | 116 | 350 | ..... | ..... | 20,000 | (*d*) | .... | ..... | *e*13,000 | July 9. |
| 5 | Sheffield Scientific School of Yale College | *27 | *3 | 3 | 37 | 150 | *5,000 | ..... | ..... | ..... | *f*100,950 | 265,775 | *g*28,157 | 15,850 | ..... | June 28. |
| 6 | Agricultural department of Delaware College | *c*30 | ..... | 4 | 41 | 60 | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | ..... | June 15. |
| 7 | State Agricultural College *h* | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 121,400 | 10,004 | ..... | ..... | |
| 8 | Georgia State College of Agriculture and Mechanic Arts (University of Georgia). | 250 | ..... | 4 | ..... | 40 | (*c*) | (*c*) | (*c*) | (*c*) | *i40,000 | *j*242,202 | *k*8,414 | ..... | ..... | July 20. |
| 9 | Southwest Georgia Agricultural College (University of Georgia). | .... | ..... | ..... | 42 | *l*10 | ..... | ..... | ..... | ..... | ..... | ..... | *k*2,000 | ..... | ..... | June 29. |
| 10 | North Georgia Agricultural College (University of Georgia). | 219 | ..... | 4 | 44 | *l*10 | 500 | ..... | 500 | ..... | 20,000 | ..... | *k*3,500 | *l*250 | ..... | June 15. |
| 11 | Middle Georgia Military and Agricultural College (University of Georgia). | .... | ..... | 4 | 40 | *l*10 | 2,000 | 350 | ..... | 0 | 95,000 | ..... | *k*2,000 | ..... | *m*4,000 | |

* From Report of the Commissioner of Education for 1879.

*a* 350 beneficiaries, 237 normal students, and 1 honorary appointment from each of the 74 counties.

*b* To holders of scholarships; for others, $30 a year.

*c* Reported with classical department (see Table IX).

*d* Endowment is the congressional grant to agricultural colleges, amounting in Colorado to 90,000 acres, but not yet sold.

*e* ½ of 1 mill tax, amounting to about $13,000 for the year 1880.

*f* Value of buildings.

*g* Income from all sources except tuition.

*h* Not yet organized.

*i* Exclusive of the value of apparatus.

*j* Entire proceeds of the sale of land scrip, the income of which, $17,914, is, by various acts of the legislature, divided between the State College at Athens and the branches at Cuthbert, Dahlonega, Milledgeville, and Thomasville.

*k* Amount received annually from the income of the public land scrip fund.

*l* Incidental fees.

*m* From city and county and other sources.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1880, *&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. | No. of pamphlets. | Increase in the last school year in books. | 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. | |
| | 1 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
| 12 | South Georgia College of Agriculture and the Mechanic Arts (University of Georgia). | .... | ..... | ..... | 40 | *a*$10 | ..... | ..... | ..... | ..... | $10,000 | ..... | *b*$2,000 | ..... | ..... | |
| 13 | Illinois Industrial University | 0 | 0 | 4 | 36 | 0 | 12,517 | 2,500 | 730 | 0 | 400,000 | $319,000 | 21,398 | *c*$10,619 | $19,314 | June 8. |
| 14 | Purdue University | 0 | 0 | 4 | 38 | *d*14 | 2,000 | 1,000 | 250 | 0 | 250,000 | 337,000 | 16,850 | *d*1,648 | 4,500 | June 9. |
| 15 | Iowa State Agricultural College | .... | ..... | 4 | 36 | 0 | 6,000 | *800 | ..... | ..... | *498,000 | *500,000 | *41,000 | ..... | *14,000 | Nov. 9. |
| 16 | Kansas State Agricultural College | 0 | 0 | 4 | 39 | 0 | 3,000 | *500 | ..... | *300 | *90,000 | 290,000 | *18,089 | 0 | *12,500 | June 8. |
| 17 | Agricultural and Mechanical College of Kentucky | 300 | ..... | 4 | 40 | 25 | ..... | ..... | ..... | ..... | *e*85,000 | 165,000 | 9,900 | 1,500 | 17,000 | |
| 18 | Louisiana State University and Agricultural and Mechanical College. | .... | ..... | 3, 4 | 40 | 0 | *f*12,000 | ..... | ..... | ..... | ..... | *f*318,313 | *f*14,555 | ..... | *f*10,000 | July 4. |
| 19 | Maine State College of Agriculture and the Mechanic Arts. | 0 | 0 | 4 | 36 | 0 | 4,105 | 750 | 131 | ..... | 143,000 | 132,500 | 7,950 | 0 | 3,000 | June 29. |
| 20 | United States Naval Academy* | 0 | 0 | *g*4 | 35 | 0 | 20,878 | 799 | 692 | 0 | 1,286,490 | 0 | 0 | 0 | 0 | June 10. |
| 21 | Maryland Agricultural College | (*h*) | ..... | 4 | 40 | (*h*) | ..... | ..... | ..... | 1,500 | 100,000 | 112,500 | 6,800 | *i*12,000 | 6,000 | June 28. |
| 22 | Massachusetts Agricultural College | 0 | 17 | 4 | 39 | 36 | 2,500 | ..... | ..... | 300 | 207,121 | 240,045 | 13,080 | *j*4,253 | ..... | June 22. |
| 23 | Massachusetts Institute of Technology | 0 | 3 | 4 | 34 | 200 | ..... | ..... | ..... | ..... | 315,721 | 264,740 | *k*23,615 | *d*39,511 | ..... | June 3. |
| 24 | Michigan State Agricultural College | 0 | 0 | 4 | 37 | 0 | 6,250 | ..... | 328 | 300 | 274,380 | 327,284 | 20,517 | 0 | 12,040 | Aug. 16. |
| 25 | Colleges of Agriculture and of Mechanic Arts (University of Minnesota). | 0 | 0 | 4 | 38 | 0 | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | June 2. |
| 26 | Agricultural and mechanical department of Alcorn University. | .... | ..... | 4 | 39 | *l*0 | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | June 15. |
| 27 | Agricultural and Mechanical College of the State of Mississippi. | .... | ..... | 4 | 40 | *l*0 | ..... | ..... | ..... | ..... | 105,000 | 115,000 | ..... | ..... | *m*85,000 | July 15. |
| 28 | Missouri Agricultural and Mechanical College (University of Missouri). | .... | ..... | 4 | 36 | *d*20 | (*f*) | (*f*) | (*f*) | (*f*) | ..... | (*f*) | *n*4,380 | 500 | (*f*) | June 2. |
| 29 | Missouri School of Mines and Metallurgy (University of Missouri). | .... | ..... | 3 | 36 | 20 | 1,700 | 900 | 22 | ..... | 45,960 | ..... | 1,250 | 578 | 7,500 | June 9. |
| 30 | Industrial College of the University of Nebraska* | .... | ..... | 4 | 37 | 0 | (*f*) | (*f*) | (*f*) | ..... | 25,000 | ..... | ..... | ..... | 8,000 | June 9. |
| 31 | College of Agriculture (University of Nevada) | .... | ..... | ..... | 42 | 0 | ..... | ..... | ..... | ..... | (*o*) | (*o*) | ..... | ..... | (*o*) | |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 32 | New Hampshire College of Agriculture and the Mechanic Arts. | 12 | 22 | 3 | 38 | 30 | 1,200 | 1,000 | ..... | ..... | 63,000 | 100,000 | 6,000 | ..... | 3,000 | June 28. |
| 33 | Rutgers Scientific School (Rutgers College) | 40 | 0 | 4 | 36 | *p*0 | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | *q*6,960 | June 22. |
| 34 | Colleges of Engineering, Agriculture, Architecture, Mechanic Arts, &c. (Cornell University). | *f*128 | 0 | 3, 4, 5 | 36½ | *p*0 | (*f*) | (*f*) | (*f*) | (*f*) | *r*253,509 | (*f*) | (*f*) | (*f*) | (*f*) | June 16. |
| 35 | United States Military Academy | 0 | 0 | 4 | 52 | ..... | 28,208 | 2,338 | 458 | ..... | *s*2,500,000 | ..... | ..... | ..... | *t*319,547 | June 10. |
| 36 | Agricultural and Mechanical College (University of North Carolina). | *f*98 | *f*3 | 4 | 40 | 75 | 2,000 | 500 | ..... | ..... | (*f*) | *f*130,000 | 7,500 | (*f*) | ..... | June 2. |
| 37 | Ohio State University | .... | ..... | 4 | 37 | *a*15 | 1,600 | 500 | ..... | ..... | 500,000 | 559,628 | 33,923 | *a*3,798 | 20,573 | June 22. |
| 38 | State Agricultural College | *f*60 | ..... | 4–6 | 40 | ..... | (*f*) | ..... | ..... | (*f*) | *f*10,000 | *f*60,000 | *f*5,000 | ..... | ..... | June 1. |
| 39 | Pennsylvania State College | .... | ..... | 4 | 40 | 0 | 3,000 | ..... | ..... | ..... | 532,000 | 500,000 | 30,000 | 0 | 0 | June 30. |
| 40 | Agricultural and scientific department (Brown University). | *u*46 | ..... | ..... | 40 | ..... | (*f*) | (*f*) | (*f*) | (*f*) | ..... | *v*50,000 | ..... | ..... | ..... | June 15. |
| 41 | South Carolina College of Agriculture and the Mechanic Arts. | .... | ..... | ..... | 36 | *a*15 | 26,500 | 1,500 | ..... | ..... | ..... | ..... | 6,508 | ..... | ..... | |
| 42 | Claflin University and South Carolina Agricultural College and Mechanics' Institute.* | .... | ..... | 4 | 33 | 0 | (*f*) | (*f*) | (*f*) | ..... | 10,000 | ..... | 5,000 | ..... | ..... | June 9. |
| 43 | University of Tennessee and State Agricultural College. | *f*275 | 0 | 4 | 40 | 30 | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | *v*396,000 | *v*23,760 | ..... | ..... | June. |
| 44 | State Agricultural and Mechanical College of Texas. | 0 | 0 | ..... | 38 | 33 | 1,090 | 300 | ..... | ..... | 212,000 | 209,000 | 14,280 | 4,752 | 7,500 | June 22. |
| 45 | University of Vermont and State Agricultural College. | 0 | *f*17 | 4 | 38 | 45 | (*f*) | ..... | (*f*) | ..... | (*f*) | (*f*) | *v*8,130 | (*f*) | (*f*) | June 29. |
| 46 | Virginia Agricultural and Mechanical College | 200 | 0 | 4 | 43 | *w*0 | 700 | 200 | 20 | 50 | 100,000 | 360,000 | 20,000 | 100 | 0 | Aug. 9. |
| 47 | Hampton Normal and Agricultural Institute | 100 | *44 | 3 | 36 | 0 | *2,300 | *350 | *57 | 0 | 262,320 | *x*55,238 | *y*4,228 | 0 | *q*10,329 | May 19. |
| 48 | Agricultural department of West Virginia University. | 60 | ..... | 2 | 41 | 24 | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | June 9. |
| 49 | College of Arts (University of Wisconsin) | 0 | *f*10 | 4 | 38 | 0 | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | (*f*) | June 21. |

* From Report of the Commissioner of Education for 1879.

*a* Incidental fees.

*b* Amount received annually from the income of the public land scrip fund.

*c* From fees and room rent.

*d* Includes incidental fees.

*e* Buildings not yet completed; $85,000 is the prospective value of grounds and buildings.

*f* Reported with classical department (see Table IX).

*g* Also two years at sea.

*h* Students from Maryland and the District of Columbia are received free of tuition.

*i* Average income from board of students.

*j* From tuition and room rent.

*k* Includes income from rent and $1,050 from Boston University.

*l* To residents.

*m* Special appropriation for building and equipment.

*n* From rents and leases of lands.

*o* See report of university (Table IX).

*p* To holders of State scholarships; $75 to others.

*q* Income from land grant.

*r* Value of equipment; for value of grounds and buildings, see Table IX.

*s* Value of grounds and buildings as reported for 1879.

*t* Congressional appropriation as reported for 1879.

*u* Defrayed from the income of $50,000, which has accrued from the national grant and which is disbursed at the rate of $100 a scholarship annually.

*v* Agricultural funds only; for university funds, see Table IX.

*w* To State students; $40 to others.

*x* Does not include amount arising from sale of congressional land grant.

*y* There is also an income for the institute from work and board of students and from various other sources.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, &c.) not endowed with the national land grant, for 1880; 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 | School of Practical, Civil, Mining, and Mechanical Engineering, Surveying, and Drawing. | San Francisco, Cal (24 Post street). | ..... | 1862 | A. Van der Naillen..... | 2 | 26 | 8 | (5) | | 48 | .... | .... | .... | .... | .... | .... | .... | .... | 20 | .... |
| 2 | Department of Mining and Metallurgy (Colorado College). | Colorado Springs, Colo. | ..... | ..... | E. P. Tenney..... | .... | .... | .... | 1 | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 3 | State School of Mines..... | Golden, Colo..... | 1874 | 1874 | Albert C. Hale, A. M., E. M., PH. D. | .... | .... | .... | 7 | ..... | 7 | 5 | .... | 2 | .... | .... | .... | .... | .... | 56 | .... |
| 4 | Agricultural course in Atlanta University. *a* | Atlanta, Ga..... | ..... | ..... | Edmund A. Ware, A. M.... | .... | .... | .... | .... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 5 | Rose Polytechnic Institute *b* ..... | Terre Haute, Ind . | 1874 | 0 | Samuel S. Emly, secretary. | .... | .... | .... | .... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 6 | College of Agriculture (Boston University). *c* | Boston, Mass ..... | ..... | ..... | Levi Stockbridge ..... | .... | .... | .... | (10) | | 18 | 1 | .... | 2 | .... | 7 | .... | 8 | .... | .... | .... |
| 7 | School of All Sciences (Boston University). *d* | Boston, Mass (20 Beacon street). | 1869 | 1874 | William F. Warren, S. T. D., LL. D., president; John W. Lindsay, S. T. D., acting dean. | .... | .... | .... | (49) | | *e*45 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 8 | Lawrence Scientific School (Harvard University). | Cambridge, Mass | 1642 | 1848 | Charles W. Eliot, LL. D., president; Henry L. Eustis, A. M., dean. | .... | .... | .... | 26 | ..... | 10 | 3 | .... | 4 | .... | 1 | .... | 2 | .... | 27 | .... |
| 9 | Bussey Institution (Harvard University). | Jamaica Plain, Mass. | ..... | 1871 | Francis H. Storer, A. M., dean. | .... | .... | .... | (7) | | 6 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 10 | Worcester County Free Institute of Industrial Science. | Worcester, Mass.. | 1865 | 1868 | Charles O. Thompson, A. M., PH. D., principal. | .... | .... | .... | 10 | 1 | 93 | *f*15 | .... | 36 | .... | 26 | .... | 16 | .... | 0 | 2 |
| 11 | Department of Civil Engineering (University of Michigan). | Ann Arbor, Mich . | ..... | ..... | James B. Angell, LL. D .... | .... | .... | .... | 3 | ..... | *g*7 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12 | Polytechnic School of Washington University. | St. Louis, Mo | 1855 | 1857 | Rev. William G. Eliot, D. D., president; Calvin M. Woodward, A. M., dean. | *h*6 | (*h*210) | | (*i*) | (*i*) | (*i*) | | | | | | | | | *j*58 | |
| 13 | Chandler Scientific Department of Dartmouth College. | Hanover, N. H | | 1852 | Rev. Samuel C. Bartlett, D. D., LL. D. | | | | 12 | 0 | 44 | 13 | | 13 | | 6 | | 12 | | 0 | 0 |
| 14 | Thayer School of Civil Engineering (Dartmouth College). | Hanover, N. H | | 1871 | Rev. Samuel C. Bartlett, D. D., LL. D. | | | | 4 | 0 | 6 | 4 | | 2 | | | | | | 0 | 0 |
| 15 | Stevens Institute of Technology | Hoboken, N. J | 1870 | 1871 | Henry Morton, PH. D | (*k*) | (*k*) | (*k*) | 8 | | 144 | 53 | | 46 | | 25 | | 20 | | | |
| 16 | John C. Green School of Science (College of New Jersey). | Princeton, N. J | | 1873 | Rev. James McCosh, D. D., LL. D. | 0 | 0 | 0 | 20 | | 53 | 16 | | 18 | | 10 | | 9 | | 1 | 2 |
| 17 | Cooper Union Free Night Schools of Science.* | New York, N. Y | 1857 | 1859 | Abram S. Hewitt, secretary. | | | | 0 | 12 | 1,152 | (22) | | (45) | | (139) | | (167) | | *l*779 | 4 |
| 18 | School of Mines of Columbia College. | New York, N. Y | 1754 | 1864 | F. A. P. Barnard, S. T. D., LL. D., L. H. D. | | | | 26 | 1 | 240 | 78 | 0 | 73 | 0 | 48 | 0 | 41 | 0 | 41 | 11 |
| 19 | Scientific department, University of the City of New York. | New York, N. Y | 1830 | 1871 | Rev. Howard Crosby, D. D., LL. D., chancellor. | | | | (*i*) | (*i*) | (*i*) | | | | | | | | | | |
| 20 | School of Civil Engineering of Union College. | Schenectady, N. Y | 1795 | 1845 | Rev. E. N. Potter, D. D., LL. D. | | | | 11 | | 26 | 13 | | 4 | | 5 | | 4 | | | |
| 21 | Rensselaer Polytechnic Institute. | Troy, N. Y | 1826 | 1824 | James Forsyth | | | | | (16) | 100 | 39 | | 21 | | 20 | | 20 | | 4 | *m*18 |
| 22 | Case School of Applied Science | Cleveland, Ohio | | | | | | | | | | | | | | | | | | | |
| 23 | Toledo University of Arts and Trades. *n* | Toledo, Ohio | 1872 | 1874 | Richard Mott | | | | | | | | | | | | | | | | |
| 24 | Pardee Scientific Department of Lafayette College. | Easton, Pa | 1826 | 1866 | Rev. William C. Cattell, D. D., LL. D. | 0 | 0 | 0 | *i*20 | *i*3 | 110 | 42 | | 28 | | 25 | | 15 | | | 2 |
| 25 | Franklin Institute | Philadelphia, Pa | 1824 | 1824 | William P. Tatham | | | | | *o*18 | *p*96 | | | | | | | | | | |
| 26 | Spring Garden Institute | Philadelphia, Pa | | | John M. Ogden | | | | *q*6 | | *q*400 | | | | | | | | | | |
| 27 | Towne Scientific School (University of Pennsylvania). | Philadelphia, Pa | 1755 | 1872 | William Pepper, M. D., LL. D. | | | | 21 | 0 | 118 | 44 | | 32 | | 25 | | 17 | | 15 | |
| 28 | Wagner Free Institute of Science *r* | Philadelphia, Pa | 1855 | 1847 | William Wagner, LL. D | | | | 6 | 10 | *s*1,500 | | | | | | | | | | |
| 29 | Schools of Civil and Mechanical Engineering, Mining, and Metallurgy (Lehigh University). | South Bethlehem, Pa. | | | Robert A. Lamberton, LL. D. | | | | (*i*) | | *i*28 | (*i*) | | *i*15 | | *i*5 | | *i*8 | | | 1 |
| 30 | Norwich University* | Northfield, Vt | 1834 | 1834 | George Nichols, M. D | | | | 6 | 2 | 20 | 7 | | 4 | | 4 | | 5 | | | |
| 31 | School of Civil and Mining Engineering (Washington and Lee University). *t* | Lexington, Va | 1782 | | Gen. G. W. C. Lee | | | | 1 | | | | | | | | | | | | |

* From Report of the Commissioner of Education for 1879.

*a* Atlanta University, although not founded under the act of Congress establishing agricultural colleges, receives an annual appropriation of $8,000 from the legislature of Georgia under an act of 1874, entitled "An act equitably to adjust the claims of the colored people to a share of the agricultural land scrip."

*b* Not yet organized.

*c* The place of this college is supplied by the Massachusetts Agricultural College at Amherst. Each successful candidate is allowed on entering the college to matriculate also in Boston University and at graduation may receive his degree at the hands of the university with a diploma entitling him to the relation and privileges of its alumni.

*d* A department for elective graduate study only.

*e* There are also 33 students in the College of Music.

*f* In apprentice class.

*g* Number of candidates for the degree of C. E.

*h* In the elementary school of the Polytechnic Institute.

*i* Reported with classical department (see Table IX).

*j* Students in Manual Training School; this school, organized in 1880, has a faculty of 10 and a course of study covering 3 years.

*k* See report of Stevens High School (Table VII).

*l* In fifth year of course.

*m* Graduating class June 16, 1880.

*n* All instruction is for the present suspended.

*o* Number of lecturers for the season of 1879–'80; during the season there were delivered forty lectures on mechanics, physics, chemistry, and other scientific subjects.

*p* Number attending the drawing school.

*q* In the drawing schools and schools of mechanical handiwork.

*r* These statistics are from a return for the year 1878.

*s* Total number admitted during the year.

*t* Instruction in this school was suspended in the fall of 1879.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, &c.) not endowed, &c.*—Continued.

| | 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 |
| 32 | Virginia Military Institute | Lexington, Va | 1839 | 1839 | Gen. Francis H. Smith, LL. D. | 0 | 0 | 0 | 12 | 0 | 129 | 50 | .... | 28 | .... | 28 | .... | 23 | .... | 2 | 0 |
| 33 | New Market Polytechnic Institute.* | New Market, Va | 1869 | 1870 | Rev. S. Henkel, D. D | 1 | 31 | .... | 2 | ..... | 21 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 34 | Scientific department (University of Virginia). | University of Virginia, Va. | 1819 | 1825 | James F. Harrison, M. D., chairman of faculty. | .... | .... | .... | (a) | (a) | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 35 | Polytechnic department of National University. *b* | Washington, D. C | ..... | 1880 | Arthur MacArthur, LL. D., president of faculty. | .... | .... | .... | 3 | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |

*From Report of the Commissioner of Education for 1879.

*a* Reported with classical department (see Table IX).

*b* Not fully organized.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, &c.), not endowed, &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. | Number of pamphlets. | Increase in the last school year in books. | 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. | |
| | 1 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
| 1 | School of Practical, Civil, Mining, and Mechanical Engineering, Surveying, and Drawing. | .... | .... | 1–2 | 52 | $200 | 300 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 2 | Department of Mining and Metallurgy (Colorado College). | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 3 | State School of Mines | .... | .... | 4 | 34 | 0 | 500 | 50 | 75 | ..... | $15,000 | ..... | ..... | ..... | *a*$10,000 | June 7. |
| 4 | Agricultural course in Atlanta University *b* | (*c*) | .... | 4 | ..... | (*c*) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | (*d*) | |
| 5 | Rose Polytechnic Institute *e* | .... | .... | ..... | ..... | ..... | 900 | ..... | ..... | ..... | 135,000 | *f*$250,000 | $15,000 | ..... | ..... | |
| 6 | College of Agriculture (Boston University) *g* | .... | .... | 4 | 39 | 36 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 22. |
| 7 | School of All Sciences (Boston University) *h* | .... | .... | ..... | 38 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 1. |
| 8 | Lawrence Scientific School (Harvard University) | .... | *i*4 | 1, 4 | 39 | 150 | 2, 300 | ..... | 100 | ..... | ..... | 729, 623 | 46, 482 | $2, 505 | ..... | June 29. |
| 9 | Bussey Institution (Harvard University) | .... | .... | ..... | 39 | 150 | 2, 200 | ..... | 200 | ..... | ..... | *j*265, 750 | *j*14, 019 | 868 | ..... | June 29. |
| 10 | Worcester County Free Institute of Industrial Science | 20 | 3 | 3, 3½ | 42 | *k*0 | 1, 000 | 500 | ..... | ..... | 175, 000 | 624, 000 | 23, 000 | 2, 600 | ..... | June 30. |
| 11 | Department of Civil Engineering (University of Michigan). | .... | .... | 4 | 40 | (*l*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | (*d*) | June 30. |

*a* ½ mill tax on all assessed property in the State.

*b* Atlanta University, although not founded under the act of Congress establishing agricultural colleges, receives an annual appropriation of $8,000 from the legislature of Georgia under an act of 1874, entitled "An act equitably to adjust the claims of the colored people to a share of the agricultural land scrip."

*c* The university is bound to receive, free of charge for tuition, one pupil for each member of the house of representatives.

*d* Reported with classical department (see Table IX).

*e* Not yet organized.

*f* Exclusive of a bequest of $105,000 not yet in possession of the institute authorities.

*g* The place of this college is supplied by the Massachusetts Agricultural College at Amherst. Each successful candidate is allowed on entering the college to matriculate also in Boston University and at graduation may receive his degree at the hands of the university, with a diploma entitling him to the relation and privileges of its alumni.

*h* A department for elective graduate study only.

*i* There are also scholarships in the scientific school, not exceeding eight at any one time, of the annual value of $150 for graduates of the State normal schools.

*j* Includes financial report of the Arnold Arboretum.

*k* To residents of Worcester County; $150 to others.

*l* Entrance fee $10 and annual tax $20 to residents of Michigan; to others, $20 and $25.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, &c.), not endowed, &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. | Number of pamphlets. | Increase in the last school year in books. | 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. | |
| | 1 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
| 12 | Polytechnic School of Washington University | ..... | ..... | 4 | 40 | $100 | (*a*) | ..... | (*a*) | ..... | *b*$129, 000 | ..... | ..... | ..... | ..... | June 16. |
| 13 | Chandler Scientific Department of Dartmouth College | 0 | 20 | 4 | 38 | 60 | (*a*) | ..... | ..... | (*a*) | ..... | $140, 000 | $7, 500 | $1 800 | $0 | June 28. |
| 14 | Thayer School of Civil Engineering (Dartmouth College) | 0 | 0 | 2 | 34 | 60 | 2, 000 | 300 | 100 | 0 | *c*1, 700 | 60, 000 | 3, 500 | 360 | 0 | June 30. |
| 15 | Stevens Institute of Technology | 0 | 15 | 4 | 42 | 150 | 5, 000 | ..... | 100 | ..... | 400, 000 | 410, 000 | 30, 000 | 13, 840 | 0 | June. |
| 16 | John C. Green School of Science (College of New Jersey) | 0 | 0 | 4 | 38 | 125 | (*a*) | (*a*) | (*a*) | 0 | 250, 000 | 200, 000 | 13, 450 | 5, 940 | 0 | June 22. |
| 17 | Cooper Union Free Night Schools of Science* | ..... | ..... | 5 | 30 | 0 | ..... | ..... | ..... | ..... | *d*2, 000. 000 | *e*150, 000 | *f*43, 902 | ..... | ..... | May 29. |
| 18 | School of Mines of Columbia College | 0 | 61 | 4 | 32 | 200 | 7, 600 | 1, 540 | 231 | 0 | *g*490, 000 | ..... | ..... | 36, 500 | 0 | June 8. |
| 19 | Scientific department, University of the City of New York. | ..... | ..... | 3 | ..... | 0 | (*a*) | ..... | ..... | (*a*) | (*a*) | (*a*) | (*a*) | (*a*) | ..... | June. |
| 20 | School of Civil Engineering of Union College | ..... | ..... | 4 | 40 | 120 | (*a*) | ..... | ..... | (*a*) | (*a*) | (*a*) | (*a*) | (*a*) | ..... | June 22. |
| 21 | Rensselaer Polytechnic Institute | ..... | ..... | 4 | 38 | 200 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 15. |
| 22 | Case School of Applied Science | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1, 250, 000 | ..... | ..... | ..... | |
| 23 | Toledo University of Arts and Trades *h* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *i*100, 000 | ..... | 0 | 0 | ..... | |
| 24 | Pardee Scientific Department of Lafayette College | 0 | 0 | 4 | 39 | 45–75 | (*a*) | (*a*) | (*a*) | (*a*) | (*a*) | (*a*) | (*a*) | (*a*) | 0 | June 29. |
| 25 | Franklin Institute | ..... | ..... | ..... | ..... | ..... | 15, 379 | ..... | 566 | ..... | *j*125, 000 | ..... | *f*15, 973 | ..... | ..... | |
| 26 | Spring Garden Institute | ..... | ..... | ..... | ..... | ..... | 8, 500 | ..... | ..... | ..... | ..... | ..... | *f*5, 050 | ..... | ..... | |
| 27 | Towne Scientific School (University of Pennsylvania) | ..... | ..... | 4 | 35 | 150 | (*a*) | ..... | ..... | ..... | (*a*) | (*a*) | (*a*) | (*a*) | ..... | June 16. |
| 28 | Wagner Free Institute of Science *k* | ..... | ..... | ..... | 25 | 0 | (18, 000) | | 500 | ..... | *l*500, 000 | ..... | ..... | 0 | 0 | June. |
| 29 | Schools of Civil and Mechanical Engineering, Mining, and Metallurgy (Lehigh University). | ..... | ..... | 4 | 40 | 0 | (*a*) | (*a*) | (*a*) | ..... | (*a*) | (*a*) | (*a*) | 0 | 0 | June 23. |
| 30 | Norwich University* | ..... | ..... | 4 | 38 | 75 | 3, 000 | ..... | ..... | ..... | 3, 000 | ..... | ..... | ..... | ..... | June 26. |
| 31 | School of Civil and Mining Engineering (Washington and Lee University). *m* | ..... | ..... | 3 | ..... | *n*70 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 32 | Virginia Military Institute | 50 | 4 | 4 | 42 | *o*100 | 5, 900 | 2, 000 | 250 | 1, 500 | 400, 000 | 20, 000 | 1, 200 | 7, 000 | *p*25, 000 | July 2. |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 33 | New Market Polytechnic Institute* | .... | .... | 2 | 38 | 45 | *j*530 | *j*151 | ..... | ..... | *j*5, 000 | ..... | ..... | *j*950 | ..... | June 1. |
| 34 | Scientific department (University of Virginia) | .... | *q*13 | ..... | 38 | *r*25 | (*a*) | ..... | ..... | ..... | (*a*) | (*a*) | (*a*) | (*a*) | (*a*) | June 30. |
| 35 | Polytechnic department of National University *s* | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |



* From Report of the Commissioner of Education for the year 1879.
*a* Reported with classical department (see Table IX).
*b* Includes valuation of Manual Training School.
*c* Value of apparatus.
*d* Estimated.
*e* For all departments of the institution.
*f* Receipts from all sources.
*g* Includes value of museums.
*h* All instruction is for the present suspended.
*i* Includes endowment property, unavailable at present.
*j* In 1878.
*k* These statistics are from a return for the year 1878.
*l* Includes value of museum and library.
*m* Instruction in this school was suspended in the fall of 1879.
*n* Includes matriculation fee.
*o* Free to State students.
*p* Includes a loan of $10,000.
*q* This number (in 1879) for all departments; all students from Virginia over eighteen years of age are admitted free of tuition.
*r* Tuition in each school.
*s* Not fully organized.

TABLE X.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| Polytechnic Institute | New Orleans, La | Closed. |
| Polytechnic College of the State of Pennsylvania | Philadelphia, Pa | No information received. |
| Agricultural and Mechanical College for Colored Youth | Hempstead, Tex | Closed. |

TABLE XI.—*Statistics of schools of theology for* 1880; *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 | Alabama Baptist Normal and Theological Institute | Selma, Ala | ..... | 1877 | Baptist | H. Woodsmall | 1 | ..... | ..... |
| 2 | Theological department of Talladega College | Talladega, Ala | 1869 | 1872 | Congregational | Rev. Henry S. DeForest, A. M | 1 | ..... | ..... |
| 3 | Institute for Training Colored Ministers | Tuscaloosa, Ala | ..... | ..... | Presbyterian | Rev. D. C. Rankin | 1 | ..... | ..... |
| 4 | Pacific Theological Seminary | Oakland, Cal | 1869 | 1869 | Congregational | Rev. J. A. Benton, D. D., senior professor | 2 | 4 | *a*2 |
| 5 | San Francisco Theological Seminary | San Francisco, Cal | 1876 | 1871 | Presbyterian | Rev. W. A. Scott, D. D., LL. D | 4 | ..... | 1 |
| 6 | Theological Institute of Connecticut | Hartford, Conn | 1833 | 1834 | Congregational | Rev. William Thompson, D. D., dean | 8 | 3 | 5 |
| 7 | Berkeley Divinity School* | Middletown, Conn | 1854 | 1854 | Prot. Episcopal | Rt. Rev. J. Williams, D. D., LL. D., dean | 6 | 1 | ..... |
| 8 | Theological department of Yale College | New Haven, Conn | 1701 | 1822 | Congregational | Rev. Noah Porter, D. D., LL. D | 8 | 6 | *b5 |
| 9 | Atlanta Baptist Seminary* | Atlanta, Ga | ..... | 1870 | Baptist | Rev. J. T. Robert, LL. D | 3 | ..... | ..... |
| 10 | Theological department of Mercer University | Macon, Ga | ..... | ..... | Baptist | Rev. Archibald J. Battle, D. D | 2 | ..... | ..... |
| 11 | Theological department of St. Viateur's College | Bourbonnais Grove, Ill | ..... | ..... | Roman Catholic | Rev. Thomas Conway, professor | 1 | ..... | ..... |
| 12 | Theological department of Blackburn University* | Carlinville, Ill | 1857 | 1859 | Presbyterian | Rev. E. L. Hurd, D. D | 3 | ..... | ..... |
| 13 | German Theological Class in Carthage College* | Carthage, Ill | ..... | ..... | Lutheran | Rev. D. L. Tressler, PH. D | ..... | ..... | ..... |
| 14 | Chicago Theological Seminary | Chicago, Ill., (corner Ashland & Warren avenues). | 1855 | 1858 | Congregational | Rev. G. S. F. Savage, D. D., secretary | 7 | 0 | *c*6 |
| 15 | Presbyterian Theological Seminary of the Northwest.* | Chicago, Ill. (1060 North Halstead street). | 1856 | 1859 | Presbyterian | Rev. John M. Faris, secretary | 5 | 0 | 4 |
| 16 | Bible department of Eureka College* | Eureka, Ill | 1855 | 1864 | Christian | H. W. Everest, A. M | 2 | 0 | 0 |
| 17 | Garrett Biblical Institute | Evanston, Ill | 1855 | 1856 | Meth. Episcopal | Rev. William X. Ninde, D. D | 5 | ..... | 4 |
| 18 | Theological department of Northwestern German-English Normal School. | Galena, Ill | 1871 | 1868 | Ger. Meth. Epis. | Rev. Frederick Kopp | 2 | 0 | 0 |
| 19 | Swedish-American Ansgari College and Missionary Institute. | Knoxville, Ill | ..... | 1875 | Ev. Lutheran | J. G. Princell | 4 | 1 | 0 |
| 20 | Theological department of McKendree College | Lebanon, Ill | ..... | ..... | Meth. Episcopal | Rev. Daniel W. Phillips, A. M | 1 | ..... | ..... |
| 21 | Theological department of Lincoln University* | Lincoln, Ill | 1866 | 1872 | Cumb. Presbyt'n | Rev. A. J. McGlumphy, D. D., LL. D | 5 | 1 | 5 |
| 22 | Wartburg Seminary* | Mendota, Ill | 1875 | 1853 | Ev. Lutheran | Rev. Sigmund Fritschel, D. D | 4 | 1 | 0 |
| 23 | Baptist Union Theological Seminary | Morgan Park, Ill | 1864 | 1867 | Baptist | Rev. George W. Northrup, D. D., LL. D | 7 | 0 | ..... |
| 24 | Jubilee College *d* | Robin's Nest, Ill | 1847 | 1840 | Prot. Episcopal | Rev. F. Duncan Jaudon, rector | ..... | ..... | ..... |
| 25 | Augustana Theological Seminary | Rock Island, Ill | 1865 | 1863 | Ev. Lutheran | Rev. T. N. Hasselquist, D. D | 2 | ..... | 0 |
| 26 | Concordia Seminary | Springfield, Ill | ..... | 1874 | Ev. Lutheran | Prof. A. Craemer | 4 | ..... | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 27 | Theological department of Shurtleff College | Upper Alton, Ill | 1832 | 1827 | Baptist | Rev. A. A. Kendrick, D. D | 3 | ..... | a3 |
| 28 | Biblical course in Indiana Asbury University | Greencastle, Ind | ..... | ..... | Meth. Episcopal | Rev. Alexander Martin, D. D., LL. D | 2 | ..... | ..... |
| 29 | Theological department of Union Christian College | Merom, Ind | ..... | 1879 | Christian | Rev. T. C. Smith, A. M | ..... | ..... | ..... |
| 30 | St. Meinrad's Seminary | St. Meinrad's, Ind | 0 | 1860 | Roman Catholic | Rev. Isidore Hobi, O. S. B., director | 5 | ..... | ..... |
| 31 | Theological department of Griswold College | Davenport, Iowa | 1859 | 1860 | Prot. Episcopal | Rt. Rev. William Stevens Perry, D. D., LL. D. | 4 | 0 | 3 |
| 32 | German Presbyterian Theological School of the Northwest.* | Dubuque, Iowa | 1871 | 1856 | Presbyterian | Rev. Jacob Conzett, senior professor | 3 | ..... | ..... |
| 33 | German College | Mt. Pleasant, Iowa | 1873 | 1873 | Ger. Meth. Epis. | Rev. William Balcke, A. M. (acting) | 3 | ..... | ..... |
| 34 | Bible department of Oskaloosa College* | Oskaloosa, Iowa | 1856 | 1872 | Christian | George T. Carpenter, A. M | 2 | ..... | 1 |
| 35 | Kansas Theological School | Topeka, Kans | 1874 | 1874 | Prot. Episcopal | Rt. Rev. Thomas H. Vail, D. D., LL. D. (ex officio). | 2 | 0 | ..... |
| 36 | Danville Theological Seminary* | Danville, Ky | 1854 | 1853 | Presbyterian | Rev. Stephen Yerkes, D. D., senior professor. | 4 | 0 | 4 |
| 37 | College of the Bible | Lexington, Ky | 1865 | 1865 | Christian | Robert Graham, A. M | 4 | 0 | 0 |
| 38 | Preston Park Theological Seminary | Louisville, Ky | ..... | 1870 | Roman Catholic | Very Rev. George McCloskey | 4 | 4 | ..... |
| 39 | Southern Baptist Theological Seminary | Louisville, Ky | 1876 | 1859 | Baptist | Rev. James Petigru Boyce, D. D., LL. D. | 4 | 1 | 1 |
| 40 | School of Theology in Bothel College | Russellville, Ky | 1867 | 1860 | Baptist | Leslie Waggener, LL. D | ..... | ..... | ..... |
| 41 | Theological department of Leland University | New Orleans, La | ..... | ..... | Baptist | Rev. Seth J. Axtell, jr | 1 | ..... | ..... |
| 42 | Theological department of Straight University | New Orleans, La | 1869 | 1870 | Congregational | Rev. Walter S. Alexander, D. D | 1 | ..... | ..... |
| 43 | Theological Seminary | New Orleans, La | ..... | ..... | Roman Catholic | Very Rev. G. Raymond, D. D., V. G., director. | 1 | ..... | ..... |
| 44 | Bangor Theological Seminary | Bangor, Me | 1814 | 1823 | Congregational | Rev. Enoch Pond, D. D | 5 | 0 | 4 |
| 45 | Bates College Theological School | Lewiston, Me | ..... | 1870 | Free Will Bapt | Rev. Oren B. Cheney, D. D | 4 | 0 | 1 |
| 46 | Centenary Biblical Institute | Baltimore, Md | 1867 | 1872 | Meth. Episcopal | Rev. J. Emory Round, A. M | (e 4) | ..... | ..... |
| 47 | Theological Seminary of St. Sulpice and St. Mary's University. | Baltimore, Md | 1860 | 1791 | Roman Catholic | Very Rev. A. L. Magnien, S. S., D. D | 8 | ..... | ..... |
| 48 | Theological department of Mt. St. Mary's College | Emmittsburg, Md | ..... | 1808 | Roman Catholic | Very Rev. John McCloskey, D. D | 8 | ..... | ..... |
| 49 | Scholasticate of the Congregation of the Most Holy Redeemer (Mt. St. Clement). | Ilchester, Md | ..... | 1868 | Roman Catholic | Rev. George Ruland, C. SS. R | 5 | ..... | ..... |
| 50 | Woodstock College | Woodstock, Md | 1867 | 1869 | Roman Catholic | Rev. James Perron, S. J | 10 | 0 | 0 |
| 51 | Andover Theological Seminary | Andover, Mass | 1807 | 1808 | Congregational | Rev. Egbert C. Smyth, D. D | 7 | 2 | 8 |
| 52 | Boston University School of Theology | Boston, Mass | 1869 | 1847 | Meth. Episcopal | Rev. William F. Warren, S. T. D., LL. D | 11 | 0 | ..... |
| 53 | Divinity School of Harvard University | Cambridge, Mass | 1650 | 1819 | Non-sectarian | Rev. C. C. Everett, D. D., dean | 5 | 3 | 5 |
| 54 | Episcopal Theological School | Cambridge, Mass | 1867 | 1867 | Prot. Episcopal | Rev. George Zabriskie Gray, D. D., dean | 4 | 1 | ..... |
| 55 | Tufts College Divinity School | College Hill, Mass | 1852 | 1869 | Universalist | Rev. Elmer H. Capen, D. D | 4 | 2 | *1 |
| 56 | Newton Theological Institution | Newton Centre, Mass | 1826 | 1825 | Baptist | Rev. Alvah Hovey, D. D., LL. D | 5 | f7 | ..... |
| 57 | New Church Theological School* | Waltham, Mass | 0 | 1866 | New Church | Rev. Samuel F. Dike, D. D | 0 | 4 | 0 |
| 58 | Theological department of Hillsdale College* | Hillsdale, Mich | 1852 | 1873 | Free Will Bapt | Rev. De Witt Clinton Durgin, D. D | 3 | ..... | g1 |
| 59 | Seabury Divinity School | Faribault, Minn | 1860 | 1860 | Prot. Episcopal | Rt. Rev. Henry B. Whipple, D. D | 5 | ..... | ..... |
| 60 | Augsburg Seminary | Minneapolis, Minn | 1874 | 1869 | Lutheran | Prof. Georg Sverdrup | 3 | ..... | ..... |
| 61 | St. John's Seminary* | St. Joseph, Minn | 1857 | 1857 | Roman Catholic | Rt. Rev. Alexius Edelbrock, O. S. B | 5 | ..... | ..... |
| 62 | Bishop Green Associate Mission and Training School. | Dry Grove, Miss | 0 | 1867 | Prot. Episcopal | Rev. William K. Douglas, S. T. D | 2 | 1 | 0 |
| 63 | Theological department of Shaw University | Holly Springs, Miss | ..... | ..... | Meth. Episcopal | Rev. W. W. Hooper, A. M | 1 | ..... | ..... |
| 64 | Natchez Seminary | Natchez, Miss | 0 | 1877 | Baptist | Rev. Charles Ayer | 4 | ..... | ..... |
| 65 | St. Vincent's College and Theological Seminary* | Cape Girardeau, Mo | 1843 | 1844 | Roman Catholic | Rev. J. W. Hickey, C. M | 4 | ..... | 0 |

*From Report of the Commissioner of Education for 1879.

*a* Partially endowed.

*b* Four of these are only partially endowed.

*c* Five partially endowed.

*d* All instruction suspended for some years.

*e* For all departments.

*f* Includes 6 occasional lecturers.

*g* Also 2 in part.

TABLE XI.—*Statistics of schools of theology for* 1880, *&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 |
| 66 | Jeremiah Vardeman School of Theology in William Jewell College. | Liberty, Mo | 1868 | 1868 | Baptist | Rev. W. R. Rothwell, D. D | 3 | ..... | ..... |
| 67 | Concordia College (Seminary)* | St. Louis, Mo | 1853 | 1839 | Ev. Lutheran | Rev. C. F. W. Walther, D. D | 6 | ..... | ..... |
| 68 | German Congregational Theological Seminary* | Crete, Nebr | 0 | 1878 | Congregational | Rev. J. B. Chase, principal | 1 | 0 | 1 |
| 69 | Divinity School of Nebraska College* | Nebraska City, Nebr | 1866 | 1866 | Prot. Episcopal | Rev. R. W. Oliver, D. D | 1 | 2 | ..... |
| 70 | German Theological School of Newark | Bloomfield, N. J | 1871 | 1869 | Presbyterian | Rev. Charles E. Knox, D. D | 4 | 0 | 0 |
| 71 | Drew Theological Seminary | Madison, N. J | 1867 | 1867 | Meth. Episcopal. | Rev. John F. Hurst, D. D | 5 | 10 | 5 |
| 72 | Theological Seminary of the Reformed (Dutch) Church in America. | New Brunswick, N. J | 1784 | 1785 | Ref. Dutch Ch. in America. | Rev. David D. Demarest, D. D., secretary. | 4 | 1 | 4 |
| 73 | Theological Seminary of the Presbyterian Church* | Princeton, N. J | 1826 | 1812 | Presbyterian | Rev. Alexander T. McGill, D. D., LL. D., senior professor. | 9 | ..... | 7 |
| 74 | Diocesan Seminary of the Immaculate Conception. | South Orange, N. J | ..... | ..... | Roman Catholic. | Very Rev. W. P. Salt, A. M., director | 4 | ..... | ..... |
| 75 | St. Bonaventure's Seminary | Allegany, N. Y | ..... | ..... | Roman Catholic. | Very Rev. Fr. Theophilus Pospisilik, O. S. F. | 3 | ..... | ..... |
| 76 | Auburn Theological Seminary | Auburn, N. Y | 1820 | 1821 | Presbyterian | Rev. Samuel M. Hopkins, D. D., senior professor. | 5 | 1 | 5 |
| 77 | Brooklyn Lay College and Biblical Institute* | Brooklyn, N. Y | 1872 | 1872 | Non-sect | Rev. C. E. Lord, D. D., secretary | 7 | 0 | 0 |
| 78 | Canton Theological School* | Canton, N. Y | 1858 | 1858 | Universalist | Rev. I. M. Atwood, D. D | 4 | 1 | 3 |
| 79 | Hamilton Theological Seminary | Hamilton, N. Y | 1819 | 1820 | Baptist | Rev. Ebenezer Dodge, D. D., LL. D., senior professor. | 5 | ..... | ..... |
| 80 | Hartwick Seminary (theological department) | Hartwick Seminary, N. Y. | 1816 | 1815 | Lutheran | Rev. James Pitcher, A. M | 2 | 1 | ..... |
| 81 | General Theological Seminary of the Protestant Episcopal Church. | New York, N. Y. (corner 20th st. and 9th avenue). | 1822 | 1820 | Prot. Episcopal. | Rev. Eugene A. Hoffman, D. D., dean | 4 | 5 | 4 |
| 82 | Union Theological Seminary* | New York, N. Y. (9 University Place). | 1839 | 1836 | Presbyterian | Rev. William Adams, D. D., LL. D | 7 | 4 | 6 |
| 83 | Rochester Theological Seminary* | Rochester, N. Y | 1850 | 1851 | Baptist | Rev. Augustus H. Strong, D. D | 7 | 2 | 6 |
| 84 | College and Seminary of Our Lady of Angels | Suspension Bridge, N. Y. | 1863 | 1856 | Roman Catholic. | Very Rev. P. V. Kavanagh, C. M | 5 | 0 | 0 |
| 85 | St. Andrew's Divinity School | Syracuse, N. Y | 1876 | 1876 | Prot. Episcopal | Rev. C. P. Jennings, D. D | ..... | ..... | ..... |
| 86 | St. Joseph's Provincial Seminary | Troy, N. Y | ..... | 1864 | Roman Catholic. | Very Rev. Henry Gabriels, S. T. L | 6 | ..... | ..... |
| 87 | Theological department of Biddle University | Charlotte, N. C | 1877 | 1868 | Presbyterian | Rev. Stephen Mattoon, D. D | 4 | ..... | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 88 | Bennett Seminary | Greensboro', N. C | 0 | 1874 | Meth. Episcopal. | Rev. E. O. Thayer, A. M | 1 | ..... | ..... |
| 89 | Theological department of Shaw University* | Raleigh, N. C | 1874 | 1865 | Baptist | Rev. H. M. Tupper, A. M | 2 | ..... | ..... |
| 90 | Theological department of Trinity College | Trinity, N. C | 1852 | 1852 | Meth. Epis. So | Rev. B. Craven, D. D., LL. D | 3 | 0 | 0 |
| 91 | Biblical department of Ashland College | Ashland, Ohio | 1878 | 1879 | Brethren | Elder R. H. Miller | 2 | ..... | ..... |
| 92 | Theological department of German Wallace College. | Berea, Ohio | 1864 | 1864 | Meth. Episcopal. | Rev. William Nast, D. D | 1 | 0 | 0 |
| 93 | St. Charles Borromeo Theological Seminary | Carthagena, Ohio | ..... | 1864 | Roman Catholic. | Very Rev. Henry Drees, C. P. P. S | 7 | ..... | ..... |
| 94 | Lane Theological Seminary* | Cincinnati, Ohio | 1829 | 1832 | Presbyterian | Rev. Llewellyn J. Evans, D. D | 5 | ..... | 5 |
| 95 | St. Mary's Theological Seminary | Cleveland, Ohio | ..... | 1849 | Roman Catholic. | Rev. N. A. Moes | 4 | ..... | ..... |
| 96 | German Lutheran Seminary | Columbus, Ohio | 1830 | 1830 | Ev. Lutheran | Rev. M. Loy | 3 | ..... | ..... |
| 97 | Union Biblical Seminary | Dayton, Ohio | 1871 | 1871 | U. B. in Christ | Rev. Lewis Davis, D. D | 3 | ..... | 1 |
| 98 | Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.* | Gambier, Ohio | 1824 | 1825 | Prot. Episcopal | Rt. Rev. G. T. Bedell, D. D | 3 | 2 | 4 |
| 99 | Department of theology (Oberlin College)* | Oberlin, Ohio | 1834 | 1835 | Congregational | Rev. James H. Fairchild, D. D | 8 | 4 | ..... |
| 100 | Theological department of Wittenberg College | Springfield, Ohio | 1845 | 1845 | Ev. Lutheran | Rev. Samuel Sprecher, D. D., LL. D | 2 | ..... | *2 |
| 101 | Heidelberg Theological Seminary | Tiffin, Ohio | 1836 | 1851 | Reformed | Rev. J. H. Good, D. D | 2 | 0 | 2 |
| 102 | Theological department of Urbana University* | Urbana, Ohio | ..... | ..... | New Church | Rev. Frank Sewall, A. M | ..... | ..... | ..... |
| 103 | Theological Seminary of Wilberforce University* | Wilberforce, Ohio | 1863 | 1853 | Af. Meth. Epis | Rev. Benjamin F. Lee, D. D | 1 | 6 | 0 |
| 104 | United Presbyterian Theological Seminary of Xenia. | Xenia, Ohio | 1877 | 1794 | United Presb | Rev. James Harper, D. D | 3 | ..... | ..... |
| 105 | Theological Seminary of the United Presbyterian Church. | Allegheny City, Pa | 1868 | 1825 | United Presb | Rev. A. D. Clark, D. D | 4 | 0 | 0 |
| 106 | Western Theological Seminary of the Presbyterian Church.* | Allegheny City, Pa | 1844 | 1827 | Presbyterian | Rev. S. J. Wilson, D. D., LL. D | 5 | 1 | 5 |
| 107 | Theological course in St. Vincent's College | Beatty, Pa | ..... | ..... | Roman Catholic. | Rt. Rev. Boniface Wimmer, O. S. B | 7 | ..... | ..... |
| 108 | Moravian Theological Seminary* | Bethlehem, Pa | 1863 | 1807 | Moravian | Rev. Edmund de Schweinitz, S. T. D | 3 | ..... | ..... |
| 109 | Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States. | Gettysburg, Pa | 1828 | 1826 | Ev. Lutheran | Rev. Charles A. Hay, D. D | 3 | 3 | 3 |
| 110 | Theological Seminary of the Reformed Church in the United Sates. | Lancaster, Pa | 1831 | 1825 | Reformed | Rev. E. V. Gerhart, D. D | 3 | 0 | *3 |
| 111 | Theological department of Lincoln University* | Lincoln University, Pa | 1871 | 1871 | Presbyterian | Rev. Isaac N. Rendall, D. D | 4 | 1 | ..... |
| 112 | Meadville Theological School | Meadville, Pa | 1846 | 1844 | Unitarian | Rev. Abiel Abbot Livermore, A. M | 4 | 2 | 0 |
| 113 | Philadelphia Theological Seminary of St. Charles Borromeo. | Overbrook, Pa | 1838 | 1832 | Roman Catholic. | Rev. William Kieran, D. D., vice rector. | 8 | ..... | 0 |
| 114 | Divinity School of the Protestant Episcopal Church | Philadelphia, Pa | 1862 | 1862 | Prot. Episcopal | Rev. Daniel R. Goodwin, D. D., LL. D., dean. | 5 | 1 | 4 |
| 115 | St. Vincent's Seminary* | Philadelphia, Pa. (Germantown). | 0 | 1868 | Roman Catholic. | Very Rev. Thomas J. Smith, V. C. M | 7 | ..... | ..... |
| 116 | Theological Seminary of the Evangelical Lutheran Church at Philadelphia. | Philadelphia, Pa. (218 Franklin street). | ..... | 1864 | Ev. Lutheran | Rev. C. W. Schaeffer, D. D., chairman of faculty. | 4 | ..... | 4 |
| 117 | Missionary Institute | Selinsgrove, Pa | 1858 | 1856 | Ev. Lutheran | Rev. H. Ziegler, D. D., superintendent | 2 | ..... | ..... |
| 118 | The Crozer Theological Seminary* | Upland, Pa | 1867 | 1868 | Baptist | Rev. Henry G. Weston, D. D | 5 | ..... | 4 |
| 119 | Augustinian Monastery of St. Thomas of Villanova. | Villanova, Pa | 1848 | 1842 | Roman Catholic. | Rev. Thomas C. Middleton, O. S. A., senior professor. | 5 | ..... | ..... |
| 120 | Benedict Institute | Columbia, S. C | ..... | ..... | Baptist | Rev. E. J. Goodspeed, D. D., principal | ..... | ..... | ..... |
| 121 | Theological Seminary of the General Assembly of the Presbyterian Church in the United States.*a* | Columbia, S. C | 1832 | 1831 | Presbyterian | Rev. George Howe, D. D., LL. D., chairman of faculty. | 4 | ..... | ..... |
| 122 | Baker Theological Institute* | Orangeburg, S. C | ..... | 1869 | Meth. Episcopal. | Rev. Edward Cooke, D. D | 2 | ..... | ..... |
| 123 | Theological department of Cumberland University | Lebanon, Tenn | 1842 | 1854 | Cumb. Presb | Rev. N. Green, chancellor | 3 | ..... | 1 |

* From Report of the Commissioner of Education for 1879.

*a* Temporarily closed.

TABLE XI.—*Statistics of schools of theology for* 1880, *&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 |
| 124 | Nashville Normal and Theological Institute | Nashville, Tenn | 0 | 1865 | Baptist | Lyman B. Tefft, acting principal | 6 | 0 | 0 |
| 125 | Theological course in Fisk University | Nashville, Tenn | 1867 | 1869 | Congregational | Rev. E. M. Cravath, A. M | 2 | 0 | 0 |
| 126 | Theological department of Central Tennessee College. | Nashville, Tenn | 1866 | 1866 | Meth. Episcopal | Rev. John Braden, D. D | 2 | 2 | 0 |
| 127 | Theological department of Vanderbilt University* | Nashville, Tenn | 1872 | 1875 | Meth. Epis. So | Rev. T. O. Summers, D. D., LL. D., dean of faculty. | 4 | ..... | 4 |
| 128 | Theological department, University of the South | Sewanee, Tenn | 1856 | 1876 | Prot. Episcopal | Rev. Telfair Hodgson, D. D., dean | 5 | 0 | 0 |
| 129 | Theological department of Burritt College | Spencer, Tenn | ..... | 1879 | Christian | T. W. Brents | 1 | 0 | 0 |
| 130 | Theological department of Baylor University | Independence, Tex | 1845 | 1866 | Baptist | Rev. William Carey Crane, D. D., LL. D. | 2 | 5 | 0 |
| 131 | Theological department of Trinity University | Tehuacana, Tex | ..... | ..... | Cumb. Presb | Rev. W. E. Beeson, D. D | 1 | ..... | ..... |
| 132 | Union Theological Seminary* | Hampden Sidney College, Va. | 1867 | 1824 | Presbyterian | Rev. B. M. Smith, D. D., chairman of faculty. | 4 | 0 | 4 |
| 133 | Richmond Institute | Richmond, Va | 1876 | 1867 | Baptist | Rev. Charles H. Corey, A. M | a4 | 0 | 0 |
| 134 | Theological Seminary of the Evangelical Lutheran General Synod South.* | Salem, Va | ..... | 1832 | Lutheran | Rev. S. A. Repass, D. D | 2 | ..... | b1 |
| 135 | Protestant Episcopal Theological Seminary | Theological Seminary, Va | 1854 | 1823 | Prot. Episcopal | Rev. Joseph Packard, D. D., dean | 6 | ..... | 4 |
| 136 | Mission House School | Franklin, Wis | ..... | 1862 | Ger. Reformed | H. A. Muehlmeier | 3 | ..... | ..... |
| 137 | Luther Seminary | Madison, Wis | ..... | 1876 | Nor. Ev. Luth | F. A. Schmidt | 3 | ..... | ..... |
| 138 | Norwegian Seminary | Marshall, Wis | ..... | 1874 | Nor. Ev. Luth | David Lysnes | 1 | ..... | ..... |
| 139 | Nashotah House* | Nashotah, Wis | 1847 | 1845 | Prot. Episcopal | Rev. A. D. Cole, D. D | 4 | 1 | 1 |
| 140 | Seminary of St. Francis of Sales | St. Francis, Wis | 1877 | 1856 | Roman Catholic | Rev. Kilian C. Flasch, rector | a13 | ..... | ..... |
| 141 | Theological department of Howard University | Washington, D. C | 1867 | 1870 | Non-sect | Rev. William W. Patton, D. D | 4 | ..... | 1 |
| 142 | Wayland Seminary | Washington, D. C | ..... | 1865 | Baptist | Rev. G. M. P. King, A. M | 4 | 3 | ..... |

* From Report of the Commissioner of Education for 1879.

*a* In academic and theological departments.

*b* Also 1 in part.

TABLE XI.—*Statistics of schools of theology for* 1880, *&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 1880. | | | 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 | Alabama Baptist Normal and Theological Institute | 50 | ..... | ..... | ..... | 3 | 33 | 500 | 50 | 50 | $10,000 | ..... | ..... | May 28. |
| 2 | Theological department of Talladega College | 11 | 4 | ..... | 8 | 3 | 36 | 400 | ..... | 75 | 2,500 | ..... | ..... | June 16. |
| 3 | Institute for Training Colored Ministers | ..... | ..... | ..... | ..... | ..... | 40 | ..... | ..... | ..... | ..... | ..... | *a*$2,370 | July 1. |
| 4 | Pacific Theological Seminary | 7 | 0 | 2 | 3 | 3 | 37 | 2,600 | 300 | 50 | 75,000 | ..... | ..... | May 13. |
| 5 | San Francisco Theological Seminary | 7 | ..... | ..... | 5 | 3 | 32 | 5,000 | ..... | ..... | 20,000 | $55,000 | ..... | May 25. |
| 6 | Theological Institute of Connecticut | 29 | ..... | 23 | ..... | 3 | 36 | 15,300 | 4,500 | ..... | ..... | ..... | ..... | May 13. |
| 7 | Berkeley Divinity School* | 26 | ..... | 24 | 9 | 3 | 36 | 16,000 | ..... | ..... | ..... | ..... | ..... | |
| 8 | Theological department of Yale College | 86 | 7 | 71 | 24 | 3 | 35 | 2,000 | ..... | ..... | *415,000 | 307,756 | *b*27,659 | May 19. |
| 9 | Atlanta Baptist Seminary* | *c*113 | ..... | ..... | ..... | ..... | ..... | 600 | ..... | ..... | 10,000 | ..... | ..... | June 12. |
| 10 | Theological department of Mercer University | 9 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 11 | Theological department of St. Viateur's College | 11 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 23. |
| 12 | Theological department of Blackburn University* | 11 | ..... | ..... | ..... | 3 | 40 | 2,000 | 1,200 | 200 | ..... | ..... | ..... | June 10. |
| 13 | German Theological Class in Carthage College* | 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 14 | Chicago Theological Seminary | 30 | 1 | 20 | 9 | 3 | 32 | 5,600 | 2,000 | 100 | 90,000 | *d*237,379 | 17,937 | April 27. |
| 15 | Presbyterian Theological Seminary of the Northwest* | 41 | 3 | 26 | 12 | 3 | 30 | 9,000 | ..... | 115 | 100,000 | 150,825 | 8,269 | April 1. |
| 16 | Bible department of Eureka College* | 21 | 0 | 0 | ..... | 2 | 40 | (*e*) | (*e*) | (*e*) | (*e*) | (*e*) | (*e*) | May 27. |
| 17 | Garrett Biblical Institute | 60 | ..... | 25 | 14 | 3 | 36 | 2,500 | 1,000 | 500 | 350,000 | 300,000 | 12,700 | May. |
| 18 | Theological department of Northwestern German-English Normal School. | 8 | 0 | 0 | 0 | 3 | 20 | ..... | ..... | ..... | ..... | ..... | ..... | June 9. |
| 19 | Swedish-American Ansgari College and Missionary Institute. | 23 | 0 | 0 | 0 | ..... | 34 | 300 | 350 | 46 | ..... | ..... | ..... | June 16. |
| 20 | Theological department of McKendree College | 14 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 21 | Theological department of Lincoln University* | 92 | ..... | 13 | 16 | 6 | 40 | 3,162 | 135 | 182 | (*e*) | 150,000 | 6,000 | June 16. |
| 22 | Wartburg Seminary* | 21 | ..... | ..... | 9 | 3 | 40 | *f*1,700 | ..... | ..... | *f*5,000 | *f*10.500 | *f*800 | June 30. |

*From Report of the Commissioner of Education for 1879.

*a* Received from all sources.

*b* Includes amount received from students' fees, donations, &c.

*c* Of these 72 only are theological students.

*d* Also $73,000 unproductive assets.

*e* Reported with classical department (see Table IX).

*f* Property of the Evangelisch-Lutherisches Collegium.

TABLE XI.—*Statistics of schools of theology for* 1880, *&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 1880. | | | 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 |
| 23 | Baptist Union Theological Seminary | 77 | 4 | 45 | 19 | 3 | 37 | 17,000 | 3,000 | ..... | ..... | ..... | ..... | May 20. |
| 24 | Jubilee College *a* | ..... | ..... | ..... | ..... | ..... | ..... | 5,000 | 500 | ..... | $12,000 | ..... | ..... | |
| 25 | Augustana Theological Seminary | 18 | 0 | 4 | 9 | 2 | 38 | (*b*) | (*b*) | (*b*) | (*b*) | (*b*) | (*b*) | June 10. |
| 26 | Concordia College | 90 | ..... | ..... | ..... | 3 | 43 | 800 | 100 | ..... | 15,000 | ..... | ..... | |
| 27 | Theological department of Shurtleff College | 9 | ..... | 4 | ..... | 3 | 36 | 1,572 | 200 | 1,022 | ..... | $20,000 | $1,500 | June 1. |
| 28 | Biblical course in Indiana Asbury University | 31 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 23. |
| 29 | Theological department of Union Christian College | 9 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 30 | St. Meinrad's Seminary | 20 | 14 | ..... | *c*11 | 3 | 42 | (*b*) | ..... | ..... | (*b*) | ..... | ..... | June 30. |
| 31 | Theological department of Griswold College | 9 | 0 | 1 | 2 | 3 | 36 | (*b*) | (*b*) | (*b*) | (*b*) | ..... | ..... | June 22. |
| 32 | German Presbyterian Theological School of the Northwest.* | 30 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *d*13, 862 | ..... | *e*5, 772 | |
| 33 | German College | 14 | ..... | ..... | ..... | 3 | 39 | (*b*) | (*b*) | (*b*) | (*b*) | (*b*) | (*b*) | June 9. |
| 34 | Bible department of Oskaloosa College* | 15 | 4 | ..... | 1 | 3 | 40 | 1,200 | 100 | ..... | (*b*) | (*b*) | (*b*) | June 10. |
| 35 | Kansas Theological School | 2 | 0 | ..... | 2 | 3 | 36 | 3,550 | ..... | 0 | 25,000 | 0 | ..... | June 15. |
| 36 | Danville Theological Seminary* | 14 | 0 | 12 | 4 | 3 | 32 | 10,000 | ..... | ..... | 9,000 | *f*157,000 | 10,000 | April 15. |
| 37 | College of the Bible | 51 | 3 | 0 | 8 | 2,4 | 40 | 800 | 400 | 50 | 0 | 40 000 | 2,500 | June 7. |
| 38 | Preston Park Theological Seminary | 21 | 2 | 12 | ..... | 6 | 40 | 8,000 | 6,000 | ..... | 85,000 | ..... | ..... | |
| 39 | Southern Baptist Theological Seminary | 92 | 2 | ..... | *g*10 | 3 | 40 | 9,000 | 1,000 | 500 | 0 | 30,000 | 2,000 | May 2. |
| 40 | School of Theology in Bethel College | *h*15 | ..... | ..... | ..... | ..... | 40 | ..... | ..... | ..... | ..... | ..... | ..... | June 9. |
| 41 | Theological department of Leland University | *i*41 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 42 | Theological department of Straight University | 23 | 0 | 0 | 0 | 3 | 34 | ..... | ..... | ..... | ..... | ..... | ..... | June 1. |
| 43 | Theological Seminary | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 44 | Bangor Theological Seminary | 28 | 0 | 5 | ..... | 3 | 37 | 15,000 | ..... | 200 | 60,000 | 186,000 | 12,500 | June. |
| 45 | Bates College Theological School | 20 | ..... | 8 | 4 | 3 | ..... | 2,200 | ..... | ..... | *25,000 | ..... | ..... | June 29. |
| 46 | Centenary Biblical Institute | *j*118 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 20,000 | ..... | ..... | |
| 47 | Theological Seminary of St. Sulpice and St. Mary's University. | 125 | ..... | ..... | ..... | 5 | 42 | (25,000) | | ..... | ..... | ..... | ..... | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 48 | Theological department of Mt. St. Mary's College | | | | | | | | | | | | | |
| 49 | Scholasticate of the Congregation of the Most Holy Redeemer (Mt. St. Clement). | 38 | | | | 6 | 46 | 11,000 | 250 | 500 | | | | July 19. |
| 50 | Woodstock College | (100) | | | | 7 | 42 | 30,000 | 2,000 | 8,000 | 60 000 | | 0 | June 30. |
| 51 | Andover Theological Seminary | 61 | 7 | 59 | 28 | 3 | 40 | 39,000 | 12,000 | | 240,000 | 780,000 | 46,000 | June 30. |
| 52 | Boston University School of Theology | 63 | 4 | 44 | 8 | 3 | 38 | 5,000 | | | | (*b*) | (*b*) | June 1. |
| 53 | Divinity School of Harvard University | 23 | | 13 | 5 | 3 | 43 | 19,100 | | 600 | *50,000 | 279,710 | *k*18,934 | June. |
| 54 | Episcopal Theological School | 20 | | 8 | 9 | 3 | 38 | 3,000 | | | 280,000 | 130,000 | 7,000 | June 15. |
| 55 | Tufts College Divinity School | 23 | 1 | 3 | 8 | 3, 4 | 39 | 3,000 | | | (*b*) | (*b*) | (*b*) | June 8. |
| 56 | Newton Theological Institution | 68 | 0 | 44 | 15 | 3 | 38 | 16,150 | | 325 | 136,000 | 312,000 | 18,292 | June 8. |
| 57 | New Church Theological School* | 4 | 0 | 2 | 3 | 3 | 30 | 500 | | | 0 | 0 | 0 | June 1. |
| 58 | Theological department of Hillsdale College* | 26 | | 4 | 2 | 3 | 39 | 5,000 | 1,000 | 200 | (*b*) | 20,000 | 1,800 | June 17. |
| 59 | Seabury Divinity School | 26 | | | | | | | | | | | | |
| 60 | Augsburg Seminary | 23 | | | 3 | 3 | 31 | *1,000 | | | *25,000 | | | |
| 61 | St. John's Seminary* | 18 | | | | 4 | | | | | | | | June. |
| 62 | Bishop Green Associate Mission and Training School | 3 | 1 | 0 | 1 | 3 | 40 | 1,500 | 1,000 | 200 | 5,000 | | | July. |
| 63 | Theological department of Shaw University | 25 | | | | | | | | | | | | |
| 64 | Natchez Seminary | 18 | | | | 3 | 33 | | | | (*l*) | (*l*) | | |
| 65 | St. Vincent's College and Theological Seminary* | 4 | | | | 5 | 41 | 5,000 | | | 60,000 | 0 | 0 | June 20. |
| 66 | Jeremiah Vardeman School of Theology in William Jewell College. | 47 | 1 | | | 3 | 38 | | | | | 40,000 | | June 9. |
| 67 | Concordia College (Seminary)* | 93 | | | 24 | 3 | 44 | 4,650 | | 70 | | | | |
| 68 | German Congregational Theological Seminary* | 4 | 0 | 0 | 0 | 3 | 35 | 0 | 0 | 0 | | 5,000 | 500 | June 15. |
| 69 | Divinity School of Nebraska College* | 3 | | | | | | | | | *m*10,000 | | | |
| 70 | German Theological School of Newark | 21 | 0 | 0 | 5 | 6 | 39 | *1,200 | | | 15,000 | 10,000 | 461 | June 15. |
| 71 | Drew Theological Seminary | 107 | | 47 | 32 | 3 | 35 | 14,000 | 1,000 | | 250,000 | 300,000 | 15,000 | May 20. |
| 72 | Theological Seminary of the Reformed (Dutch) Church in America. | 35 | 0 | 35 | 8 | 3 | 34 | 33,716 | 5,176 | 1,343 | 300,000 | 190,000 | 11,000 | May 26. |
| 73 | Theological Seminary of the Presbyterian Church* | 106 | 10 | 110 | 31 | 3 | 34 | 31,500 | 8,000 | 1,668 | 450,000 | 800,000 | 48,758 | April 27. |
| 74 | Diocesan Seminary of the Immaculate Conception | 34 | | | | | | | | | | | | |
| 75 | St. Bonaventure's Seminary | | | | | 3 | | | | | | | | |
| 76 | Auburn Theological Seminary | 55 | 0 | 42 | 12 | 3 | 35 | 14,000 | | 1,800 | 200,000 | 382,000 | 23,400 | May 5. |
| 77 | Brooklyn Lay College and Biblical Institute* | 40 | 20 | | 7 | 2 | 31 | 0 | 0 | 0 | | | | October 5. |
| 78 | Canton Theological School* | 23 | 2 | 5 | 7 | 3, 4 | 39 | 8,000 | 1,500 | 75 | 25,000 | 82,652 | 5,640 | June 30. |
| 79 | Hamilton Theological Seminary | 35 | | | 12 | 3 | 39 | 8,000 | 300 | 200 | 40,000 | 150,000 | 9,000 | June 16. |
| 80 | Hartwick Seminary (theological department) | 15 | | | | 3 | 39 | (*l*) | (*l*) | (*l*) | (*l*) | (*l*) | (*l*) | June 29. |
| 81 | General Theological Seminary of the Protestant Episcopal Church. | 87 | 0 | 66 | 18 | 3 | 40 | 16,841 | 9,864 | 945 | 200,000 | 126,350 | 7,518 | June 2. |
| 82 | Union Theological Seminary* | 130 | 12 | 136 | 39 | 3 | | 36,680 | 38,226 | 1,210 | 200,000 | 850,000 | 55,000 | |
| 83 | Rochester Theological Seminary* | 70 | | 40 | 14 | 3 | 35 | 13,000 | | 1,000 | 105,000 | 300,000 | 19,000 | May 20. |
| 84 | College and Seminary of Our Lady of Angels | 85 | | 1 | | 3 | 42 | 6,000 | | | | | | June 30. |
| 85 | St. Andrew's Divinity School | | | | | | | | | | | | | |
| 86 | St. Joseph's Provincial Seminary | 122 | | | *c*17 | 4½ | 40 | 8,500 | | | 200,000 | | | June 30. |
| 87 | Theological department of Biddle University | 10 | | 8 | 2 | 3 | 32 | 2,000 | | | | | | |
| 88 | Bennett Seminary | 5 | | | | 4 | 36 | 300 | | 75 | *13,000 | | | June 10. |

* From Report of the Commissioner of Education for 1879.
*a* All instruction suspended for some years.
*b* Reported with classical department (see Table IX).
*c* Number ordained as priests during the year.
*d* Value of building.
*e* Includes amount received from students' fees, donations, &c.
*f* Includes $23,000 unproductive funds.
*g* Includes 6 English graduates; there were also 60 graduates in separate schools.
*h* In 1879.
*i* Included in report of students in Table IX.
*j* For all departments.
*k* Received from all sources.
*l* Reported with academical department (see Table VI).
*m* In 1877.

TABLE XI.—*Statistics of schools of theology for* 1880, *&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 1880. | | | 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 |
| 89 | Theological department of Shaw University* | 59 | ..... | ..... | ..... | 4 | 32 | 2,200 | 200 | 200 | $50,000 | ..... | ..... | May 19. |
| 90 | Theological department of Trinity College | 13 | 0 | 0 | 0 | 3 | 42 | 500 | ..... | ..... | (*a*) | $0 | $0 | June 9. |
| 91 | Biblical department of Ashland College | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | (*a*) | (*a*) | (*a*) | |
| 92 | Theological department of German Wallace College | 28 | 0 | 0 | ..... | 3 | 40 | ..... | ..... | ..... | ..... | ..... | ..... | June 8. |
| 93 | St. Charles Borromeo Theological Seminary | 30 | ..... | ..... | ..... | 10 | 40 | 7,150 | 260 | 80 | 15,000 | ..... | ..... | August 20. |
| 94 | Lane Theological Seminary | 34 | ..... | ..... | ..... | 3 | ..... | *b*13,000 | ..... | ..... | *c*375,867 | 57,400 | *d*20,532 | |
| 95 | St. Mary's Theological Seminary | ..... | 25 | ..... | ..... | 5 | 44 | ..... | ..... | ..... | 50,000 | ..... | ..... | |
| 96 | German Lutheran Seminary | 28 | ..... | 18 | 6 | 3 | 40 | 3,600 | ..... | ..... | ..... | ..... | ..... | June 28. |
| 97 | Union Biblical Seminary | 17 | ..... | ..... | 4 | 3 | 35 | 492 | ..... | 20 | 20,000 | 30,000 | *d*6,163 | May 5. |
| 98 | Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.* | 7 | ..... | ..... | ..... | 3 | 36 | *b*6,300 | *b*8,500 | ..... | *b*220,000 | *b*120,000 | *b*8,000 | June 24. |
| 99 | Department of theology (Oberlin College)* | 47 | 1 | 36 | 8 | 3 | 38 | ..... | ..... | ..... | *e*75,000 | ..... | ..... | June 5. |
| 100 | Theological department of Wittenberg College | 18 | ..... | ..... | ..... | 2 | ..... | ..... | ..... | ..... | (*a*) | (*a*) | (*a*) | |
| 101 | Heidelberg Theological Seminary | 16 | 0 | 14 | 7 | $2\frac{3}{4}$ | 40 | 3,000 | 500 | ..... | ..... | 15,000 | 1,200 | May 17. |
| 102 | Theological department of Urbana University* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 103 | Theological Seminary of Wilberforce University* | 16 | 0 | 0 | 3 | 4 | 42 | ..... | ..... | ..... | ..... | ..... | ..... | June 16. |
| 104 | United Presbyterian Theological Seminary of Xenia | 37 | 1 | 34 | 8 | 3 | 27 | 4,100 | 1,000 | 100 | 10,000 | 43,000 | 3,000 | March 26. |
| 105 | Theological Seminary of the United Presbyterian Church | 31 | 0 | 30 | 12 | 3 | 30 | 3,000 | ..... | 0 | 35,000 | 64,129 | 3,803 | March 29. |
| 106 | Western Theological Seminary of the Presbyterian Church.* | 87 | 5 | 86 | 16 | 3 | 32 | 16,152 | 257 | 233 | 75,000 | 362,369 | 22,000 | April 22. |
| 107 | Theological course in St. Vincent's College | 38 | ..... | ..... | *f*14 | 3 | 40 | ..... | ..... | ..... | ..... | ..... | ..... | June 22. |
| 108 | Moravian Theological Seminary* | *e*28 | ..... | ..... | ..... | 6 | 40 | 5,000 | ..... | ..... | 7,676 | 38,811 | 2,296 | June 1. |
| 109 | Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States. | 37 | ..... | 32 | 10 | 3 | 39 | *10,437 | *800 | ..... | 50,000 | 80,000 | 4,000 | June 30. |
| 110 | Theological Seminary of the Reformed Church in the United States. | 23 | ..... | 22 | 7 | 3 | 36 | 11,000 | ..... | 30 | 25,000 | 65,000 | 3,500 | May 12. |
| 111 | Theological department of Lincoln University* | 22 | ..... | ..... | ..... | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | April 8. |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 112 | Meadville Theological School | 12 | 0 | 1 | | 3 | 38 | 15,000 | 3,000 | | *e*37,702 | *e*149,802 | *e*7,257 | |
| 113 | Philadelphia Theological Seminary of St. Charles Borromeo. | 95 | | | | 9 | 44 | 15,000 | | | | 0 | 0 | |
| 114 | Divinity School of the Protestant Episcopal Church | 27 | 1 | 14 | 4 | 3 | 37 | 8,000 | 250 | | 150,000 | 248,000 | 15,000 | June 23. |
| 115 | St. Vincent's Seminary* | | | | | | | | | | | | | |
| 116 | Theological Seminary of the Evangelical Lutheran Church at Philadelphia. | 50 | | 36 | 15 | 3 | 40 | 7,000 | | | 40,000 | *e*125,000 | *e*7,500 | June 7. |
| 117 | Missionary Institute | *g*3 | | | *g*3 | 3 | 39 | | | | | | | |
| 118 | The Crozer Theological Seminary* | 49 | | | 11 | 3 | 38 | 5,000 | | | 150,000 | 200,000 | 15,000 | June 9. |
| 119 | Augustinian Monastery of St. Thomas of Villanova | *97 | *13 | | | 7 | 40 | 6,000 | | | | | | |
| 120 | Benedict Institute | 43 | | | | | | | | | | | *h*16,136 | |
| 121 | Theological Seminary of the General Assembly of the Presbyterian Church in the United States.*i* | 26 | | | | 3 | | *22,295 | | *1,372 | *30,000 | | *5,100 | |
| 122 | Baker Theological Institute* | 28 | | | | 3 | 33 | | | | | | | |
| 123 | Theological department of Cumberland University | 16 | | | 7 | 2 | 40 | 4,000 | | | 15,000 | *20,000 | *1,500 | June 2. |
| 124 | Nashville Normal and Theological Institute | 44 | 0 | 0 | 3 | 2 | 36 | 2,000 | | | 75,000 | 0 | 0 | May 13. |
| 125 | Theological course in Fisk University | 15 | 0 | 0 | | 3 | 40 | 0 | 0 | | (*a*) | | | May 26. |
| 126 | Theological department of Central Tennessee College | 50 | 0 | 0 | 0 | 3 | 36 | (*a*) | (*a*) | (*a*) | (*a*) | (*a*) | (*a*) | May 19. |
| 127 | Theological department of Vanderbilt University* | 50 | | | 16 | 3 | 40 | 7,000 | 5,000 | 200 | 100,000 | 200,000 | 14,000 | May 28. |
| 128 | Theological department, University of the South | 9 | 0 | 2 | | 3 | 40 | 200 | 200 | | 25,000 | 0 | 0 | August 5. |
| 129 | Theological department of Burritt College | 28 | | | | | | | | | | | | |
| 130 | Theological department of Baylor University | 11 | 0 | 0 | | 2 | 40 | (*a*) | (*a*) | (*a*) | (*a*) | (*a*) | (*a*) | June 8. |
| 131 | Theological department of Trinity University | 14 | | | | | | | | | | | | |
| 132 | Union Theological Seminary* | 51 | 0 | 40 | 19 | 3 | 36 | 11,000 | | 205 | 40,000 | 240,000 | 16,500 | |
| 133 | Richmond Institute | 60 | | | 6 | 6 | 35 | 2,500 | | 100 | *50,000 | | | May. |
| 134 | Theological Seminary of the Evangelical Lutheran General Synod South.* | 12 | | 10 | | 3 | 40 | 500 | | | | 22,000 | 1,400 | May 20. |
| 135 | Protestant Episcopal Theological Seminary | 40 | | | 10 | 3 | 40 | 11,000 | | | | | | June 23. |
| 136 | Mission House School | 13 | | | | 3 | 38 | 2,221 | | 87 | 10,000 | 5,000 | 200 | |
| 137 | Luther Seminary | 43 | | | 3 | 3 | | 300 | | 20 | 19,000 | | 4,000 | |
| 138 | Norwegian Seminary | 14 | | | | 3 | 34 | 475 | | 5 | | 15,000 | | |
| 139 | Nashotah House* | 16 | 1 | 3 | | 3 | 42 | 7,000 | 2,000 | 40 | 100,000 | 35,000 | 1,500 | June 29. |
| 140 | Seminary of St. Francis of Sales | *j*254 | | | 28 | 3 | 42 | 7,500 | 500 | | 125,000 | 0 | 0 | June 29. |
| 141 | Theological department of Howard University | 50 | | 5 | 10 | 3 | 35 | (*a*) | | | (*a*) | | | May 6. |
| 142 | Wayland Seminary | 36 | | | | 3 | 36 | 1,800 | | | 40,000 | | | May 26. |

* From Report of the Commissioner of Education for 1879.
*a* Reported with classical department (see Table IX).
*b* In 1877.
*c* Includes real estate yielding an annual income and bonds and notes.
*d* Includes receipts from other sources.
*e* In 1878.
*f* Number of priests ordained for the year.
*g* Number entering the ministry in 1880.
*h* Amount expended by the Home Mission Society for this institution in 1880.
*i* Temporarily closed.
*j* In both classical and theological departments.

TABLE XI.—*Memorandum.*

| Name. | Location. | Remarks. |
|---|---|---|
| Swedish Theological Seminary. | Knoxville, Ill | See Swedish-American Ansgari College and Missionary Institute; no session held from September, 1879, to June, 1880; reorganized September, 1880. |

*List of institutions from which no information has been received.*

| Name. | Location. |
|---|---|
| Indiana Conference Theological Seminary | Bareilly, Ind. |
| Theological Seminary of the Protestant Episcopal Church in the Diocese of Kentucky. | Louisville, Ky. |
| Theological department, New Orleans University | New Orleans, La. |
| Theological School of Westminster College | Fulton, Mo. |
| De Lancey Divinity School | Geneva, N. Y. |
| Mt. St. Mary's Seminary | Cincinnati, Ohio. |
| Christliche Bildungs-Anstalt der Mennoniten | Wadsworth, Ohio. |
| Theological department of Ursinus College | Freeland, Pa., (Collegeville, P. O.). |
| St. Michael's Seminary | Pittsburgh, Pa. |
| St. John's Theological Seminary | Norfolk, Va. |

TABLE XII.—*Statistics of schools of law for* 1880; *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 1880. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | Law School of University of Alabama | Tuscaloosa, Ala | a1832 | 1873 | Burwell B. Lewis, LL. D | 3 | ..... | 20 | ..... | 12 |
| 2 | Hastings College of the Law (University of California). | San Francisco, Cal | 1878 | 1878 | S. Clinton Hastings, dean | 3 | 0 | 181 | ..... | 0 |
| 3 | Law department of Yale College | New Haven, Conn | ..... | 1824 | Francis Wayland, M. A., LL. D., dean | (17) | | 64 | 34 | ..... |
| 4 | Law department in University of Georgia | Athens, Ga | 1785 | 1867 | William L. Mitchell, LL. D., senior professor | 4 | 1 | 7 | ..... | 4 |
| 5 | Law department of Mercer University | Macon, Ga | 1874 | 1874 | Clifford Anderson, chairman of faculty | 3 | ..... | 1 | ..... | ..... |
| 6 | Bloomington Law School (Illinois Wesleyan University). | Bloomington, Ill | 1853 | 1874 | Rev. W. H. H. Adams, D. D | 6 | 0 | 38 | 0 | 10 |
| 7 | Union College of Law of Chicago and Northwestern Universities. | Chicago, Ill | ..... | 1859 | Henry Booth, LL. D., dean | 5 | 0 | 102 | 27 | 32 |
| 8 | Law department of McKendree College | Lebanon, Ill | ..... | 1860 | Henry H. Horner, A. M., dean | ..... | 2 | 11 | ..... | 3 |
| 9 | Law department, University of Notre Dame | Notre Dame, Ind | ..... | ..... | Lucius G. Tong, LL. B | 3 | ..... | ..... | ..... | 3 |
| 10 | Iowa College of Law (Simpson Centenary College).*b* | Des Moines, Iowa | 1867 | 1875 | Rev. Edward L. Parks, A. M., B. D | 4 | ..... | 50 | 0 | 14 |
| 11 | Law department, State University of Iowa | Iowa City, Iowa | 1847 | 1865 | William G. Hammond, LL. D., chancellor | (7) | | 139 | 20 | 120 |
| 12 | Course of law in Iowa Wesleyan University | Mt. Pleasant, Iowa | ..... | ..... | Rev. W. J. Spaulding, PH. D | 2 | ..... | 4 | ..... | ..... |
| 13 | Law School, University of Kansas | Lawrence, Kans | ..... | 1878 | J. W. Green, A. M., dean | 2 | 12 | 18 | 0 | 8 |
| 14 | College of Law, Kentucky University *c* | Lexington, Ky | 1858 | 1865 | Madison C. Johnson, LL. D | 5 | ..... | ..... | ..... | ..... |
| 15 | Law department of University of Louisville | Louisville, Ky | 1846 | 1846 | Isaac Caldwell, president; James S. Pirtle, secretary. | 3 | 0 | 45 | 10 | 25 |
| 16 | Law department of Central University* | Richmond, Ky | 1873 | 1874 | Curtis F. Burnam, LL. D | 2 | ..... | 5 | ..... | 3 |
| 17 | Law department, Straight University | New Orleans, La | 1870 | 1870 | Rev. W. S. Alexander, D. D | 4 | 0 | 23 | 0 | 9 |
| 18 | Law department, University of Louisiana* | New Orleans, La. (box 1915) | 1847 | 1847 | Carleton Hunt, dean | 4 | 0 | 36 | ..... | ..... |
| 19 | School of Law of the University of Maryland | Baltimore, Md (32 Mulberry st.) | 1812 | 1815 | George W. Dobbin, LL. D., dean | 4 | ..... | 60 | 50 | 33 |

*From Report of the Commissioner of Education for 1879. *a* University charter. *b* Closed in September, 1880. *c* Suspended in June, 1879.

TABLE XII.—*Statistics of schools of law for* 1880, *&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 1880. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 20 | Boston University School of Law | Boston, Mass | 1869 | 1872 | William F. Warren, S. T. D., LL. D | 14 | 0 | 151 | 57 | 34 |
| 21 | Law School of Harvard University | Cambridge, Mass | ..... | 1817 | Charles W. Eliot, LL. D., president; C. C. Langdell, LL. D., dean. | 6 | ..... | 156 | 107 | 18 |
| 22 | Law department, University of Michigan | Ann Arbor, Mich | 1859 | 1859 | Thomas M. Cooley, LL. D., dean | 2 | 3 | 371 | 51 | 175 |
| 23 | Department of Law, University of Mississippi | Oxford, Miss | 1844 | 1853 | Alexander P. Stewart, chancellor | 3 | 3 | 20 | ..... | 19 |
| 24 | Law department, State University of Missouri | Columbia, Mo | 1839 | 1872 | Philemon Bliss, LL. D., dean | 3 | 2 | 49 | ..... | 12 |
| 25 | St. Louis Law School (Washington University) | St. Louis, Mo. (1417 Lucas Place). | 1853 | 1867 | Henry Hitchcock, LL. D., dean | 7 | 0 | 70 | 31 | 23 |
| 26 | Albany Law School (Union University)* | Albany, N. Y | 1851 | 1851 | Horace E. Smith, LL. D | 7 | 3 | 80 | 30 | 64 |
| 27 | Law School of Hamilton College | Clinton, N. Y | ..... | 1854 | Rev. Samuel G. Brown, D. D., LL. D | 2 | 1 | 35 | 13 | 24 |
| 28 | Columbia College Law School | New York, N. Y | 1754 | 1858 | Theodore W. Dwight, LL. D., warden | 5 | 0 | 456 | 249 | 175 |
| 29 | Department of Law, University of the City of New York. | New York, N. Y | 1830 | 1858 | Henry E. Davies, LL. D | 5 | ..... | 90 | 12 | ..... |
| 30 | Law department, University of North Carolina. | Chapel Hill, N. C | 1789 | 1795 | Kemp P. Battle, LL. D | 1 | 0 | 13 | 0 | 5 |
| 31 | Law department, Rutherford College *a* | Happy Home, N. C | 1871 | ..... | Rev. R. L. Abernethy, A. M | 1 | ..... | ..... | ..... | ..... |
| 32 | Law department, Trinity College | Trinity, N. C | 1852 | 1852 | Rev. B. Craven, D. D., LL. D | 3 | 0 | 14 | 0 | 0 |
| 33 | Law School of the Cincinnati College | Cincinnati, Ohio | 1819 | 1833 | Jacob D. Cox, LL. D., dean | 5 | 1 | 124 | 35 | 51 |
| 34 | Law department, Wilberforce University* | Wilberforce, Ohio | 1863 | 1872 | Rev. B. F. Lee, B. D | 2 | ..... | ..... | ..... | ..... |
| 35 | Law department, Lafayette College | Easton, Pa | ..... | 1874 | William S. Kirkpatrick, A. M., dean | ..... | ..... | ..... | ..... | ..... |
| 36 | Law department, University of Pennsylvania | Philadelphia, Pa | 1755 | 1790 | E. Coppée Mitchell, LL. D., dean | 5 | 0 | 140 | ..... | 49 |
| 37 | Law School, Cumberland University | Lebanon, Tenn | 1842 | 1847 | Nathan Green, A. M., LL. D., chancellor | 3 | ..... | 48 | ..... | 27 |
| 38 | Law department, Central Tennessee College | Nashville, Tenn | ..... | ..... | Rev. J. Braden, D. D | 3 | ..... | 2 | ..... | ..... |
| 39 | Law department, Vanderbilt University* | Nashville, Tenn | 1872 | 1874 | Thomas H. Malone, M. A., dean | 3 | 0 | 38 | 4 | 12 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 40 | School of Law and Equity, Washington and Lee University. | Lexington, Va | 1782 | 1867 | General G. W. C. Lee, president of university. | (7) | | 19 | ..... | ..... |
| 41 | Law School, Richmond College | Richmond, Va | 1840 | 1840 | B. Puryear, LL. D., chairman of faculty | 1 | 0 | 10 | ..... | 7 |
| 42 | Law School, University of Virginia | University of Virginia, Va | 1819 | 1825 | James F. Harrison, M. D., chairman of faculty | 2 | 0 | 104 | ..... | 17 |
| 43 | Law department, West Virginia University | Morgantown, W. Va | ..... | ..... | Rev. J. R. Thompson, A. M | 1 | ..... | 5 | ..... | ..... |
| 44 | Law department, University of Wisconsin | Madison, Wis | 1838 | 1868 | J. H. Carpenter, LL. D., dean | 7 | 0 | 72 | 11 | 33 |
| 45 | Columbian University Law School* | Washington, D. C | 1821 | 1864 | James C. Welling, LL. D | 3 | 0 | 141 | ..... | 34 |
| 46 | Law department of Georgetown University* | Washington, D. C | 1815 | 1870 | Charles W. Hoffman, LL. D., dean | 6 | 0 | 48 | 7 | 7 |
| 47 | Law department of Howard University | Washington, D. C | 1867 | 1870 | Richard T. Greener, LL. D., dean | 3 | ..... | 8 | ..... | ..... |
| 48 | National University, law department | Washington, D. C | 1870 | 1870 | Arthur MacArthur | 4 | 6 | 66 | 10 | 27 |

*From Report of the Commissioner of Education for 1879.

*a* Temporarily suspended.

TABLE XII.—*Statistics of schools of law for* 1880, *&c.*—Continued.

| | 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 | Law School of University of Alabama | 1¾ mos. | 40 | $50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | July 7. |
| 2 | Hastings College of the Law (University of California) | 3 | 40 | *a*10 | ..... | ..... | ..... | ..... | $100,000 | $7,000 | *a*$1,500 | May 30. |
| 3 | Law department of Yale College | *b*2 | 35 | 100 | 8,200 | 1,000 | ..... | ..... | 10,000 | 564 | 6,785 | June 28. |
| 4 | Law department in University of Georgia | 2 | 41 | 100 | *600 | ..... | 0 | (*c*) | 0 | 0 | *420 | July 20. |
| 5 | Law department of Mercer University | 1 | ..... | 60 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | July. |
| 6 | Bloomington Law School (Illinois Wesleyan University) | 2 | 36 | 40 | ..... | ..... | ..... | $0 | 0 | 0 | 1,420 | June 15. |
| 7 | Union College of Law of Chicago and Northwestern Universities | 2 | 36 | 75 | ..... | ..... | ..... | 0 | 0 | 0 | 5,760 | June 16. |
| 8 | Law department of McKendree College | 2 | 40 | 21 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 9. |
| 9 | Law department, University of Notre Dame | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 23. |
| 10 | Iowa College of Law (Simpson Centenary College) *d* | 1 | 39 | 50 | ..... | ..... | ..... | ..... | ..... | ..... | 620 | June 8. |
| 11 | Law department, State University of Iowa | 1, 2 | 38 | 50 | 2,500 | ..... | ..... | ..... | ..... | ..... | *5,541 | June 21. |
| 12 | Course of Law in Iowa Wesleyan University | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 13 | Law School, University of Kansas | 2 | 40 | 25 | ..... | ..... | ..... | ..... | ..... | ..... | 325 | June 8. |
| 14 | College of Law, Kentucky University *e* | 2 | ..... | 50 | *2,200 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 15 | Law department of University of Louisville | 2 | 20 | 60 | ..... | ..... | ..... | 0 | 0 | 0 | 2,000 | Feb. 25. |
| 16 | Law department of Central University* | 2 | 17 | 50 | 390 | 250 | 25 | ..... | ..... | ..... | 300 | June 9. |
| 17 | Law department, Straight University | 2 | 20 | 56 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 1. |
| 18 | Law department, University of Louisiana* | 2 | 23 | 100 | *f*26,000 | ..... | ..... | 10,000 | 0 | ..... | 3,000 | ..... |
| 19 | School of Law of the University of Maryland | 2 | 35 | 100 | ..... | ..... | ..... | 25,000 | ..... | ..... | ..... | May 27. |
| 20 | Boston University School of Law | 3 | 36 | 50–125 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | June 1. |
| 21 | Law School of Harvard University | 3 | 39 | 150 | 18,000 | ..... | 500 | ..... | 55,457 | 5,528 | 23,700 | June 29. |
| 22 | Law department, University of Michigan | 2 | 20 | (*g*) | 4,037 | ..... | 100 | ..... | ..... | ..... | ..... | March 23. |
| 23 | Department of Law, University of Mississippi | 1 | 39½ | 50 | *1,000 | ..... | ..... | (*c*) | (*c*) | (*c*) | *650 | June 30. |
| 24 | Law department, State University of Missouri | 2 | 31 | 40 | ..... | ..... | ..... | (*c*) | (*c*) | (*c*) | 1,120 | March 31. |
| 25 | St. Louis Law School (Washington University) | 2 | 36 | 80 | 3,500 | ..... | ..... | 20,000 | ..... | ..... | 6,000 | June 15. |
| 26 | Albany Law School (Union University)* | *h*1 | 40 | 130 | 1,105 | ..... | 233 | 20,000 | 0 | 0 | 12,000 | May 21. |
| 27 | Law School of Hamilton College | 2 | 38 | 60 | 6,000 | ..... | ..... | ..... | ..... | ..... | ..... | June 30. |
| 28 | Columbia College Law School | 2 | 32 | 100 | 6,940 | ..... | 590 | 0 | 0 | 0 | 43,591 | May 18. |
| 29 | Department of Law, University of the City of New York | 2 | 36 | 100 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | May 13. |
| 30 | Law department, University of North Carolina | 2 | 40 | 100 | 700 | ..... | ..... | ..... | ..... | ..... | ..... | June 2. |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 31 | Law department, Rutherford College *i* | | | | | | | | | | | |
| 32 | Law department, Trinity College | 3 | 42 | 0 | 500 | | | (*c*) | 0 | 0 | 0 | June 9. |
| 33 | Law School of the Cincinnati College | 2 | 32 | 60, 30 | 2, 100 | 100 | 250 | | | | 6, 000 | May 25. |
| 34 | Law department, Wilberforce University* | 2 | | | | | | | | | | |
| 35 | Law department, Lafayette College | | | | | | | | | | | |
| 36 | Law department, University of Pennsylvania | 2 | 36 | 80 | | | | (*c*) | (*c*) | (*c*) | 9, 000 | June 16. |
| 37 | Law School, Cumberland University | 1 | 40 | 100 | 500 | | | | | | 3, 000 | June 2. |
| 38 | Law department, Central Tennessee College | | | | | | | | | | | |
| 39 | Law department, Vanderbilt University* | 2 | 40 | 100 | (*c*) | (*c*) | | (*c*) | (*c*) | (*c*) | 3, 800 | May 27. |
| 40 | School of Law and Equity, Washington and Lee University | 2 | | *j*70 | | | | | | | | June 22. |
| 41 | Law School, Richmond College | 2 | 39 | 80 | | | | | | | 800 | June 23. |
| 42 | Law School, University of Virginia | 2 | 38 | 80 | *3, 000 | | | (*c*) | | | *9, 265 | July 1. |
| 43 | Law department, West Virginia University | | | *k*10 | | | | | | | | |
| 44 | Law department, University of Wisconsin | 2 | 38 | *l*18 | 1, 226 | | | | | *m*3, 000 | *j*1, 812 | June 21. |
| 45 | Columbian University Law School* | 3 | 34 | 75 | | | | 20, 000 | | | | June 8. |
| 46 | Law department of Georgetown University* | 3 | 34 | 50 | (*c*) | | | (*c*) | | | *1, 282 | June 2. |
| 47 | Law department of Howard University | 3 | 37 | 40 | 200 | | | | | | 202 | May 30. |
| 48 | National University, law department | 3 | 35 | 40 | 14 | 30 | 14 | 0 | 0 | 0 | 2, 500 | June 8. |

* From Report of the Commissioner of Education for 1879.
*a* Incidental fees.
*b* With graduate course, 4 years.
*c* Reported with classical department (see Table IX).
*d* Closed in September, 1880.
*e* Suspended in June, 1879.
*f* State property.
*g* Entrance fee $10 and annual tax $20 to residents of Michigan; to others, matriculation fee and annual tax, each $25.
*h* With one year of previous study.
*i* Temporarily suspended.
*j* Includes incidental fees.
*k* Matriculation fee.
*l* For non-residents; matriculation fee to all, $50.
*m* Annual appropriation.

TABLE XII.— *Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| College of Law, Southern University | Greensboro', Ala | No information received. |
| Law department, Shaw University | Holly Springs, Miss | Not fully organized in 1880. |
| Department of Law, Trinity University | Tehuacana, Tex | Suspended. |

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1880; *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 1880. |
| | 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. J. Lewis, D. D., chancellor | 6 | ..... | ..... | ..... | ..... |
| 2 | Medical College of Alabama | Mobile, Ala | 1860 | 1859 | William H. Anderson, M. D., dean | 8 | ..... | 70 | 2 | 24 |
| 3 | Medical department of Arkansas Industrial University. | Little Rock, Ark | 1879 | 1879 | P. O. Hooper, M. D | 16 | 0 | 22 | ..... | 10 |
| 4 | Medical College of the Pacific (University College). | San Francisco, Cal | ..... | 1858 | Henry Gibbons, jr., M. D., dean | 10 | ..... | 42 | ..... | 7 |
| 5 | Medical department, University of California | San Francisco, Cal | 1868 | 1872 | R. Beverly Cole, A. B., M. D., M. R. C. S., dean. | (16) | | 52 | ..... | ..... |
| 6 | Medical department of Yale College | New Haven, Conn | 1810 | 1813 | Charles A. Lindsley, M. D., dean | 10 | 8 | 25 | 6 | 4 |
| 7 | Atlanta Medical College | Atlanta, Ga | 1854 | 1855 | H. V. M. Miller, M. D., LL. D., dean | 12 | 1 | 94 | 5 | 48 |
| 8 | Southern Medical College | Atlanta, Ga | 1879 | 1879 | T. S. Powell, M. D., president; Robert C. Word, M. D., dean. | 12 | 3 | 112 | ..... | 8 |
| 9 | Medical College of Georgia (University of Georgia). | Augusta, Ga | 1828 | 1829 | George W. Rains, M. D., LL. D., dean | 16 | ..... | 112 | ..... | 36 |
| 10 | Savannah Medical College* | Savannah, Ga | 1838 | 1853 | W. M. Charters, M. D., president; W. Duncan, M. D., dean. | 10 | ..... | 12 | 0 | ..... |
| 11 | Chicago Medical College (Northwestern University). | Chicago, Ill | 1859 | 1859 | Nathan Smith Davis, M. D., LL. D., dean | 28 | 0 | a189 | 17 | 38 |
| 12 | Rush Medical College | Chicago, Ill | 1837 | 1843 | J. Adams Allen, M. D., LL. D | 29 | 2 | 505 | 172 | 144 |
| 13 | Woman's Medical College | Chicago, Ill. (337 South Lincoln street). | 1870 | 1870 | William H. Byford, A. M., M. D | 12 | 8 | 80 | ..... | 10 |
| 14 | Medical College of Evansville | Evansville, Ind | 1845 | 1849 | George B. Walker, M. D., dean | 14 | ..... | 24 | 1 | 5 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 15 | Fort Wayne College of Medicine | Fort Wayne, Ind | ..... | 1879 | William H. Gobrecht, M. D., dean | (12) | | 23 | ..... | 6 |
| 16 | Medical College of Fort Wayne* | Fort Wayne, Ind | 1878 | 1876 | H. D. Wood, A. M., M. D., dean | 8 | 3 | 36 | 4 | 10 |
| 17 | Central College of Physicians and Surgeons | Indianapolis, Ind | ..... | 1879 | Charles D. Pearson, A. M., M. D., dean | (17) | | 40 | ..... | 12 |
| 18 | Medical College of Indiana (Butler University) | Indianapolis, Ind | 1878 | 1878 | Theophilus Parvin, M. D., LL. D., dean | 11 | 0 | 207 | 0 | 137 |
| 19 | Medical department of the State University of Iowa. | Iowa City, Iowa | 1847 | 1870 | J. L. Pickard, LL. D., president; W. F. Peck, A. M., M. D., dean. | (14) | | 127 | ..... | 22 |
| 20 | College of Physicians and Surgeons* | Keokuk, Iowa | 1849 | 1849 | J. C. Hughes, M. D., dean | 9 | 1 | 262 | ..... | 78 |
| 21 | Hospital College of Medicine (Central University). | Louisville, Ky | 1874 | 1874 | William H. Bolling, M. D., dean | 10 | 0 | 75 | 12 | 25 |
| 22 | Kentucky School of Medicine | Louisville, Ky | 1849 | 1850 | John A. Octertony, A. M., M. D., dean | (11) | | 150 | ..... | 44 |
| 23 | Louisville Medical College* | Louisville, Ky | 1868 | 1869 | J. A. Ireland, M. D., dean | 8 | 0 | 140 | ..... | 70 |
| 24 | Medical department of the University of Louisville. | Louisville, Ky | 1837 | 1837 | J. M. Bodine, M. D., dean | 13 | 0 | 213 | ..... | ..... |
| 25 | Medical department of the University of Louisiana.* | New Orleans, La | 1835 | 1834 | Tobias G. Richardson, M. D., dean | 7 | ..... | 193 | ..... | 50 |
| 26 | Medical School of Maine (Bowdoin College) | Brunswick, Me | 1820 | 1820 | Joshua L. Chamberlain, LL. D | (14) | | 103 | 17 | ..... |
| 27 | Portland School for Medical Instruction *b* | Portland, Me | 1858 | 1856 | Charles A. Ring, M. D | 11 | 0 | 16 | ..... | ..... |
| 28 | College of Physicians and Surgeons* | Baltimore, Md | 1872 | 1872 | Thomas Opie, M. D., dean | 11 | 1 | 336 | ..... | 80 |
| 29 | School of Medicine (University of Maryland) | Baltimore, Md | 1807 | 1807 | L. McLane Tiffany, M. D., dean | 23 | ..... | 173 | ..... | 66 |
| 30 | College of Physicians and Surgeons | Boston, Mass | 1880 | 1880 | Hon. Horatio G. Parker | 15 | ..... | ..... | ..... | 0 |
| 31 | Harvard Medical School (Harvard University) | Boston, Mass | ..... | 1782 | Calvin Ellis, M. D., dean | (43) | | 241 | 115 | 45 |
| 32 | Department of Medicine and Surgery (University of Michigan). | Ann Arbor, Mich | 1837 | 1850 | Alonzo B. Palmer, M. D., LL. D., dean | 17 | ..... | 380 | 38 | 91 |
| 33 | Detroit Medical College* | Detroit, Mich | 1868 | 1868 | Theo. A. McGraw, M. D | 18 | 0 | 120 | ..... | 29 |
| 34 | Michigan College of Medicine | Detroit, Mich | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 35 | Medical School of the University of the State of Missouri. | Columbia, Mo | 1839 | 1873 | Joseph G. Norwood, M. D., LL. D., dean | (13) | | 43 | ..... | 9 |
| 36 | Kansas City College of Physicians and Surgeons | Kansas City, Mo | 1869 | 1869 | Simeon S. Todd, M. D | 8 | 1 | 42 | 2 | 17 |
| 37 | St. Joseph Hospital Medical College* | St. Joseph, Mo | ..... | 1877 | Charles F. Knight, M. D | 10 | ..... | 19 | ..... | 9 |
| 38 | Missouri Medical College* | St. Louis, Mo. (23d street and Christy avenue). | 1840 | 1840 | P. Gervais. Robinson, M. D., dean | 16 | 0 | 295 | ..... | 87 |
| 39 | St. Louis Medical College | St. Louis, Mo | 1841 | 1842 | John T. Hodgen, M. D., dean | 21 | ..... | 162 | ..... | 41 |
| 40 | New Hampshire Medical Institution (Dartmouth College). | Hanover, N. H | 1769 | 1796 | Carlton P. Frost, M. D., dean | 4 | 11 | 89 | 8 | 26 |
| 41 | Albany Medical College (Union University)* | Albany, N. Y | 1839 | 1838 | Thomas Hun, M. D., dean | 14 | 2 | 161 | ..... | 43 |
| 42 | Long Island College Hospital *c* | Brooklyn, N. Y | 1858 | 1860 | Samuel G. Armor, M. D., LL. D., dean | (18) | | 115 | ..... | 33 |
| 43 | Medical department, University of Buffalo | Buffalo, N. Y | 1846 | 1847 | James P. White, M. D | 5 | 4 | 138 | 10 | 54 |
| 44 | Bellevue Hospital Medical College | New York, N. Y | 1861 | 1861 | Isaac E. Taylor, M. D | (47) | | 502 | ..... | 142 |
| 45 | College of Physicians and Surgeons (Columbia College). | New York, N. Y | 1807 | 1807 | Alonzo Clark, M. D., LL. D | (55) | | 555 | 108 | 117 |
| 46 | Medical department, University of the City of New York.* | New York, N. Y | ..... | 1841 | Charles Inslee Pardee, M. D., dean | 27 | ..... | 556 | 117 | 204 |
| 47 | Woman's Medical College of the New York Infirmary. | New York, N. Y. (128 Second avenue). | 1864 | 1868 | Emily Blackwell, M. D., dean | 0 | 21 | 60 | 2 | 11 |
| 48 | College of Medicine of Syracuse University | Syracuse, N. Y | 1875 | 1872 | Frederick Hyde, M. D., dean | 15 | 2 | 50 | 2 | 6 |
| 49 | Medical School (University of North Carolina) | Chapel Hill, N. C | ..... | ..... | Kemp P. Battle, LL. D., president of university. | 3 | 0 | 9 | 1 | 9 |
| 50 | Cincinnati College of Medicine and Surgery | Cincinnati, Ohio | 1851 | 1851 | D. D. Bramble, M. D., dean | 10 | 0 | 94 | ..... | 27 |
| 51 | Medical College of Ohio* | Cincinnati, Ohio | 1819 | 1819 | W. W. Dawson, M. D., dean | 19 | ..... | 326 | ..... | ..... |

* From Report of the Commissioner of Education for 1879.
*a* 41 of these are practitioners in a special course.
*b* This institution does not confer degrees.
*c* These statistics are for the year 1879.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1880, *&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 1880. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 52 | Miami Medical College | Cincinnati, Ohio | 1852 | 1852 | John A. Murphy, M. D., dean | 10 | ..... | 142 | ..... | 42 |
| 53 | Cleveland Medical College (Western Reserve College). | Cleveland, Ohio | 1843 | 1843 | John Bennitt, M. D., dean | 12 | 1 | 114 | 6 | 29 |
| 54 | Medical department, Wooster University | Cleveland, Ohio | 1864 | 1864 | Gustav C. E. Weber, M. D., LL. D., dean | 13 | 3 | 114 | 4 | 39 |
| 55 | Columbus Medical College | Columbus, Ohio | 1875 | 1875 | D. N. Kinsman, M. D., dean | 6 | 4 | 150 | 10 | 61 |
| 56 | Starling Medical College | Columbus, Ohio | 1847 | 1847 | Starling Loving, M. D., dean | 13 | 3 | 99 | ..... | ..... |
| 57 | Medical department, Willamette University | Portland, Oreg | 1853 | 1866 | E. P. Fraser, M. D., dean | 9 | 0 | 33 | ..... | 13 |
| 58 | Jefferson Medical College | Philadelphia, Pa | 1826 | 1825 | Ellerslie Wallace, M. D., dean | 29 | 0 | 605 | ..... | 196 |
| 59 | Medical department, University of Pennsylvania.* | Philadelphia, Pa | 1749 | 1765 | James Tyson, M. D., secretary | ..... | 35 | 378 | 82 | 91 |
| 60 | Woman's Medical College of Pennsylvania | Philadelphia, Pa | 1850 | 1850 | Rachel L. Bodley, M. D., dean | (20) | | a83 | 9 | 13 |
| 61 | Medical College of the State of South Carolina | Charleston, S. C | 1832 | 1832 | J Ford Prioleau, M. D., dean | 10 | 0 | 72 | ..... | 25 |
| 62 | Medical department of the University of Nashville. | Nashville, Tenn | ..... | 1850 | William T. Briggs, M. D., dean | (14) | | 101 | ..... | 50 |
| 63 | Medical department of Vanderbilt University | Nashville, Tenn | 1873 | 1874 | Thomas Menees, M. D., dean | (14) | | ..... | ..... | ..... |
| 64 | Meharry Medical Department of Central Tennessee College. | Nashville, Tenn | 1866 | 1876 | G. W. Hubbard, M. D., dean | 5 | 3 | 22 | ..... | 8 |
| 65 | Nashville Medical College (University of Tennessee). | Nashville, Tenn | 1876 | 1877 | Duncan Eve, M. D., dean | 12 | 2 | 160 | ..... | 50 |
| 66 | Texas Medical College and Hospital* | Galveston, Tex | 1871 | 1873 | J. F. Y. Paine, M. D., dean | (7) | | ..... | ..... | 6 |
| 67 | Medical department, University of Vermont | Burlington, Vt | 1854 | 1854 | Rev. M. H. Buckham, A. M., D. D | 8 | 11 | 145 | 5 | 53 |
| 68 | Medical College of Virginia | Richmond, Va | 1853 | 1853 | James B. McCaw, M. D., dean | 8 | ..... | 50 | 10 | 20 |
| 69 | Medical department, University of Virginia | University of Virginia, Va | 1819 | 1825 | James F. Harrison, M. D., chairman of faculty. | 19 | 2 | 60 | ..... | 12 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 70 | Medical department, Georgetown University* | Washington, D. C. (Tenth and E streets). | 1815 | 1815 | F. A. Ashford, M. D., dean | 14 | 0 | 38 | 6 | 6 |
| 71 | Medical department of Howard University | Washington, D. C. | 1867 | 1867 | Gideon S. Palmer, M. D., dean | 9 | ..... | 65 | 5 | 14 |
| 72 | National Medical College (Columbian University).* | Washington, D. C. | 1821 | 1822 | A. F. A. King, M. D., dean | 11 | 0 | 55 | ..... | 11 |
| | 2.—*Eclectic.* | | | | | | | | | |
| 73 | California Medical College (Eclectic) | Oakland, Cal. | 1878 | 1879 | D. MacLean, M. D. | 11 | 0 | 48 | 1 | 13 |
| 74 | Bennett College of Eclectic Medicine and Surgery. | Chicago, Ill. (511 and 513 State street). | 1869 | 1868 | Milton Jay, M. D., dean | 12 | ..... | 136 | 50 | 52 |
| 75 | American Medical College | St. Louis, Mo | 1873 | 1873 | George C. Pitzer, M. D., dean | 7 | 2 | 35 | 15 | 41 |
| 76 | Eclectic Medical College of the City of New York. | New York, N. Y. (1 Livingston place and E. Fifteenth st.). | 1865 | 1866 | Robert S. Newton, M. D. | 11 | 0 | 215 | 12 | 32 |
| 77 | United States Medical College | New York, N. Y | 1878 | 1878 | Robert A. Gunn, M. D., dean | 8 | 6 | 84 | 16 | ..... |
| 78 | Eclectic Medical Institute | Cincinnati, Ohio | 1845 | 1843 | John M. Scudder, M. D., dean | 8 | 0 | 315 | ..... | 50 |
| | 3.—*Homœopathic.* | | | | | | | | | |
| 79 | Chicago Homœopathic College | Chicago, Ill. (200 Michigan ave.) | 1876 | 1876 | J. S. Mitchell, M. D | 18 | ..... | 85 | 10 | 20 |
| 80 | Hahnemann Medical College and Hospital | Chicago, Ill. (2811 and 2813 Cottage Grove avenue). | 1855 | 1859 | R. Ludlam, M. D., dean | 13 | 0 | 315 | 22 | 100 |
| 81 | Homœopathic medical department, State University of Iowa. | Iowa City, Iowa | 1877 | 1877 | A. C. Cowperthwaite, M. D., PH. D., dean | (7) | | 46 | 2 | 5 |
| 82 | Boston University School of Medicine | Boston, Mass. (E. Concord st.) | 1869 | 1873 | William F. Warren, S. T. D., LL. D | 30 | 3 | 109 | 7 | 36 |
| 83 | Homœopathic Medical College (University of Michigan). | Ann Arbor, Mich | ..... | 1875 | E. C. Franklin, M. D., dean | 3 | 0 | 89 | 5 | 21 |
| 84 | St. Louis College of Homœopathic Physicians and Surgeons. | St. Louis, Mo | 1880 | 1880 | G. S. Walker, M. D., dean | (14) | | ..... | ..... | ..... |
| 85 | College of Physicians and Surgeons* | Buffalo, N. Y | 1879 | 1879 | S. W. Wetmore, M. D., dean | 11 | 3 | ..... | ..... | 6 |
| 86 | New York Homœopathic Medical College | New York, N. Y | 1859 | 1859 | J. W. Dowling, M. D., dean | 22 | ..... | 163 | ..... | 54 |
| 87 | New York Medical College and Hospital for Women. | New York, N. Y. (cor. Lexington ave. and Thirty-seventh st.). | 1863 | 1863 | Mrs. Clemence S. Lozier, M. D | ..... | 18 | 41 | ..... | 6 |
| 88 | Pulte Medical College* | Cincinnati, Ohio (cor. Seventh and Mound streets). | 1872 | 1872 | D. W. Hartshorn, M. D., dean | 7 | 2 | 66 | ..... | 32 |
| 89 | Homœopathic Hospital College *b* | Cleveland, Ohio | 1849 | 1849 | N. Schneider, M. D., dean | (17) | | 108 | 6 | 25 |
| 90 | Hahnemann Medical College of Philadelphia | Philadelphia, Pa | 1848 | 1848 | A. R. Thomas, M. D., dean | 20 | 0 | 198 | 31 | 75 |
| | II.—DENTAL. | | | | | | | | | |
| 91 | Cogswell Dental College (University of California). | San Francisco, Cal | ..... | ..... | | ..... | ..... | ..... | ..... | ..... |
| 92 | Indiana Dental College | Indianapolis, Ind | 1879 | 1879 | William L. Heiskell (president board of trustees). | 8 | 2 | 21 | ..... | *c*3 |
| 93 | Baltimore College of Dental Surgery | Baltimore, Md | 1839 | 1840 | Ferdinand J. S. Gorgas, A. M., M. D., D. D. S., dean. | 12 | 6 | 97 | 13 | 53 |
| 94 | Boston Dental College | Boston, Mass | 1868 | 1868 | J. A. Follett, A. M., M. D., dean | 23 | 0 | 56 | 0 | 19 |
| 95 | Dental School of Harvard University | Boston, Mass | 1868 | 1868 | Thomas H. Chandler, D. M. D., dean | (19) | | 18 | ..... | 5 |
| 96 | Dental College of the University of Michigan | Ann Arbor, Mich | 1874 | 1874 | Jonathan Taft, D. D. S., dean | (19) | | 86 | ..... | 34 |
| 97 | Kansas City Dental College | Kansas City, Mo | ..... | ..... | John K. Stark, dean | ..... | ..... | ..... | ..... | ..... |
| 98 | Missouri Dental College | St. Louis, Mo | 1865 | 1866 | Henry H. Mudd, M. D., dean | 9 | ..... | 13 | ..... | ..... |

* From Report of the Commissioner of Education for 1879. *a* There were 60 matriculates for the spring term. *b* These statistics are for the year 1879. *c* Also 1 honorary.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1880, *&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 1880. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 99 | Western College of Dental Surgeons | St. Louis, Mo | ..... | ..... | C. W. Spalding, dean | ..... | ..... | ..... | ..... | ..... |
| 100 | New York College of Dentistry* | New York, N.Y. (245 East Twenty-third street). | 1865 | 1866 | Frank Abbott, M. D., dean | 24 | 0 | 99 | 10 | 19 |
| 101 | Ohio College of Dental Surgery | Cincinnati, Ohio | 1844 | 1845 | Henry A. Smith, D. D. S., dean | 8 | 0 | 81 | ..... | ..... |
| 102 | Department of dentistry, University of Pennsylvania.* | Philadelphia, Pa | ..... | 1878 | Charles J. Essig, M. D., D. D. S. (secretary) | 21 | 5 | 77 | 4 | 20 |
| 103 | Pennsylvania College of Dental Surgery | Philadelphia, Pa | 1854 | 1855 | C. N. Peirce, M. D., dean | ..... | 17 | *a*45 | 5 | 57 |
| 104 | Philadelphia Dental College *b* | Philadelphia, Pa | 1863 | 1863 | D. D. Smith, M. D., D. D. S., dean | (26) | | 113 | ..... | 49 |
| 105 | Dental department of the University of Tennessee.* | Nashville, Tenn | 1878 | 1878 | Duncan Eve, M. D., dean | 7 | ..... | 24 | 17 | 7 |
| 106 | Dental department of Vanderbilt University* | Nashville, Tenn | ..... | 1879 | William H. Morgan, M. D., D. D. S., dean | (22) | | ..... | ..... | ..... |
| | III.—PHARMACEUTICAL. | | | | | | | | | |
| 107 | California College of Pharmacy | San Francisco, Cal | 1872 | 1872 | Emlen Painter, dean | 4 | ..... | 67 | ..... | 8 |
| 108 | Chicago College of Pharmacy | Chicago, Ill. (79 Dearborn street) | 1859 | 1860 | N. Gray Bartlett | 5 | ..... | 98 | ..... | 18 |
| 109 | Louisville College of Pharmacy | Louisville, Ky | 1873 | 1871 | Vincent Davis | 3 | ..... | 42 | ..... | ..... |
| 110 | Class in pharmacy (medical department of the University of Louisiana).* | New Orleans, La | ..... | ..... | Randell Hunt, LL. D., president of university. | ..... | ..... | ..... | ..... | 18 |
| 111 | Maryland College of Pharmacy | Baltimore, Md | 1841 | 1841 | Joseph Roberts | 4 | 0 | 68 | ..... | 20 |
| 112 | Massachusetts College of Pharmacy | Boston, Mass | 1852 | 1867 | Benjamin F. Stacey | 4 | ..... | 60 | ..... | 20 |
| 113 | School of Pharmacy of the University of Michigan. | Ann Arbor, Mich | ..... | 1868 | Albert B. Prescott, M. D., dean | (12) | | 88 | 3 | 24 |
| 114 | St. Louis College of Pharmacy* | St. Louis, Mo | 1866 | 1865 | James M. Good, PH. G., dean | 4 | 0 | 94 | ..... | 16 |
| 115 | College of Pharmacy of the City of New York | New York, N. Y. (209 and 211 East Twenty-third street). | 1831 | 1829 | Ewen McIntyre, PH. G | 0 | 5 | 335 | 0 | 43 |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 116 | Cincinnati College of Pharmacy* | Cincinnati, Ohio (corner Fifth and John streets). | 1850 | 1871 | John Weyer | 3 | 0 | 91 | ..... | ..... |
| 117 | Philadelphia College of Pharmacy | Philadelphia, Pa | 1822 | 1821 | Dillwyn Parrish | 0 | 3 | 350 | ..... | ..... |
| 118 | Pittsburgh College of Pharmacy* | Pittsburgh, Pa | 1878 | 1878 | George A. Kelly | 3 | ..... | 16 | 11 | 11 |
| 119 | Department of pharmacy of Vanderbilt University.* | Nashville, Tenn | ..... | 1879 | N. T. Lupton, M. D., LL. D., dean | 4 | 0 | 12 | 0 | 2 |
| 120 | National College of Pharmacy* | Washington, D. C. | 1872 | 1872 | J. D. O'Donnell | 3 | 0 | *c*26 | 0 | 6 |

*From Report of the Commissioner of Education for 1879.
*a* For the spring term only.
*b* These statistics are for the year 1879.
*c* Winter course; 18 matriculated for the spring course.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1880, *&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. | *3 | ..... | ..... | ..... | ..... | *$5 | *$25 | *a$100 | ..... | ..... | ..... | ..... | *July 7. |
| 2 | Medical College of Alabama | 3 | 20 | 500 | ..... | ..... | 5 | 25 | 50 | $125,000 | $0 | ..... | $3,500 | March. |
| 3 | Medical department of Arkansas Industrial University. | 3 | 20 | ..... | ..... | ..... | 5 | 25 | 50 | 10,000 | ..... | ..... | 1,500 | March. |
| 4 | Medical College of the Pacific (University College). | 3 | 20 | ..... | ..... | ..... | 5 | 40 | 130 | ..... | ..... | ..... | 4,794 | November. |
| 5 | Medical department, University of California. | b3 | 37 | ..... | ..... | ..... | 5 | 40 | 130 | *60,000 | ..... | ..... | *5,000 | |
| 6 | Medical department of Yale College | 3 | 38 | ..... | ..... | ..... | 5 | 30 | 200 | ..... | 29,102 | c$4,251 | 3,855 | June 29. |
| 7 | Atlanta Medical College | 3 | 24 | ..... | ..... | ..... | 5 | 30 | 85 | 22,000 | ..... | ..... | 6,671 | March 13. |
| 8 | Southern Medical College | 3 | 18–20 | 600 | 5,000 | 100 | 5 | 30 | 75 | 20,000 | ..... | ..... | 5,002 | March 3. |
| 9 | Medical College of Georgia (University of Georgia). | 3 | 16 | 5,000 | ..... | ..... | 5 | 30 | 75 | 50,000 | ..... | ..... | 3,000 | March 1. |
| 10 | Savannah Medical College* | 3 | 20 | 5,000 | 2,000 | 150 | 5 | 30 | 50 | d2,000 | 0 | 0 | 650 | |
| 11 | Chicago Medical College (Northwestern University). | 3 | 30 | ..... | ..... | ..... | 5 | 30 | 75 | 50,000 | ..... | ..... | 9,000 | March 29. |
| 12 | Rush Medical College | 3 | 33 | ..... | ..... | ..... | 5 | e30 | 75 | 69,000 | ..... | ..... | 48,000 | |
| 13 | Woman's Medical College | 3 | 33 | ..... | ..... | ..... | 5 | 20 | 50 | 17,000 | ..... | ..... | 3,500 | March 1. |
| 14 | Medical College of Evansville | 3 | 20 | ..... | ..... | ..... | 5 | 25 | 50 | d200 | ..... | ..... | 1,754 | February. |
| 15 | Fort Wayne College of Medicine | 3 | 21 | ..... | ..... | ..... | 5 | 25 | 40 | ..... | ..... | ..... | ..... | February 28. |
| 16 | Medical College of Fort Wayne* | 3 | 22 | ..... | ..... | ..... | 5 | 25 | 40 | f2,000 | ..... | ..... | 1,800 | February 26. |
| 17 | Central College of Physicians and Surgeons. | 3 | 22 | ..... | ..... | ..... | 5 | 25 | 40 | ..... | ..... | ..... | ..... | March 1. |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 18 | Medical College of Indiana (Butler University). | 3 | 20 | 1,200 | 150 | 400 | 5 | 25 | 40 | 10,000 | 1,000 | 50 | 12,000 | March 3. |
| 19 | Medical department of the State University of Iowa. | 2, 3 | 20 | *300 | 0 | ..... | 5 | e25 | 15 | (g) | (g) | h*4,250 | *4,750 | March 2. |
| 20 | College of Physicians and Surgeons* ... | 3 | 20 | ..... | ..... | ..... | 5 | 30 | 20 | 50,000 | ..... | ..... | 10,000 | March 2. |
| 21 | Hospital College of Medicine (Central University). | 3 | 20 | ..... | ..... | ..... | 5 | 30 | 75 | 12,000 | ..... | ..... | 6,750 | |
| 22 | Kentucky School of Medicine..... | 3 | 20 | ..... | ..... | ..... | 5 | 30 | 75 | d5,000 | ..... | ..... | 12,000 | June 29. |
| 23 | Louisville Medical College* ..... | 3 | 26 | 0 | ..... | ..... | 5 | 30 | 80 | ..... | ..... | ..... | 6,928 | February 28. |
| 24 | Medical department of the University of Louisville. | 3 | 20 | 4,000 | ..... | ..... | 5 | 30 | 90 | *50,000 | ..... | ..... | ..... | March. |
| 25 | Medical department of the University of Louisiana.* | 3 | 20 | 2,000 | 500 | ..... | 5 | 30 | 140 | 75,000 | 0 | 0 | 14,489 | March 14. |
| 26 | Medical School of Maine (Bowdoin College). | 3 | 16 | *4,500 | ..... | ..... | 5 | 20 | 75 | i25,000 | ..... | ..... | ..... | |
| 27 | Portland School for Medical Instruction j | 1 | 32 | ..... | ..... | ..... | ..... | ..... | 60 | ..... | ..... | ..... | ..... | |
| 28 | College of Physicians and Surgeons* ... | 3 | 20 | ..... | ..... | ..... | 5 | 30 | 120 | ..... | ..... | ..... | ..... | March 4. |
| 29 | School of Medicine (University of Maryland). | 2, 3 | 23 | *2,000 | ..... | ..... | 5 | 30 | 120 | 80,000 | ..... | ..... | ..... | March. |
| 30 | College of Physicians and Surgeons..... | 3 | 38 | 100 | 300 | 100 | 5 | 30 | 85 | ..... | 0 | 0 | ..... | June. |
| 31 | Harvard Medical School (Harvard University). | 3, 4 | 39 | 2,000 | ..... | ..... | 5 | 30 | 200 | ..... | 112,804 | c62,052 | 51,986 | June 20. |
| 32 | Department of Medicine and Surgery (University of Michigan). | 3 | 40 | (g) | ..... | ..... | (k) | 10 | (k) | ..... | ..... | ..... | ..... | June 30. |
| 33 | Detroit Medical College* ..... | 3 | 36 | 500 | 2,000 | ..... | 5 | 25 | 25–40 | 30,000 | ..... | ..... | 6,771 | March 2. |
| 34 | Michigan College of Medicine ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 35 | Medical School of the University of the State of Missouri. | (l) | 36 | (g) | (g) | (g) | ..... | 5 | 50 | (g) | (g) | (g) | *2,000 | June 3. |
| 36 | Kansas City College of Physicians and Surgeons. | 3 | 21 | 55 | 225 | 5 | 5 | 20 | 60 | 10,000 | 1,000 | 100 | 2,301 | March 1. |
| 37 | St. Joseph Hospital Medical College*... | 3 | 21 | ..... | ..... | ..... | 5 | 25 | 60 | ..... | ..... | ..... | ..... | March. |
| 38 | Missouri Medical College* ..... | 3 | 24 | ..... | ..... | ..... | 5 | 25 | 60 | 45,000 | ..... | ..... | 19,000 | March 4. |
| 39 | St. Louis Medical College ..... | 3 | 20 | 1,200 | ..... | ..... | 5 | 20 | 90 | 50,000 | ..... | ..... | 13,800 | March 3. |
| 40 | New Hampshire Medical Institution (Dartmouth College). | 3 | 43 | 1,500 | 3,000 | ..... | 5 | 25 | 122 | 40,000 | ..... | 0 | 5,500 | June. |
| 41 | Albany Medical College (Union University).* | 3 | m20 | i5,000 | ..... | ..... | 5 | 25 | 100 | 50,000 | 5,000 | ..... | ..... | March. |
| 42 | Long Island College Hospital n ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6,690 | |
| 43 | Medical department, University of Buffalo. | 3 | 20 | ..... | ..... | ..... | 5 | 25 | 75 | 40,000 | 0 | 0 | ..... | February 25. |
| 44 | Bellevue Hospital Medical College..... | 3 | ..... | ..... | ..... | ..... | 5 | 30 | 100, 140 | ..... | ..... | ..... | ..... | |
| 45 | College of Physicians and Surgeons (Columbia College). | 3 | 32 | ..... | ..... | ..... | 5 | 30 | 140 | ..... | ..... | ..... | ..... | May. |
| 46 | Medical department, University of the City of New York.* | 3 | 32 | ..... | ..... | ..... | 5 | 30 | 140 | 141,470 | ..... | ..... | ..... | February. |

* From Report of the Commissioner of Education for 1879.
*a* Fees for the course.
*b* With three courses of lectures.
*c* Includes receipts from other sources.
*d* Value of apparatus.
*e* Examination fee.
*f* Value of apparatus, museum, and specimens.
*g* Reported with classical department (Table IX).
*h* Used by this department out of the income from general funds of the university.
*i* In 1878.
*j* This institution does not confer degrees.
*k* Matriculation fee $10 and annual tax $20 to residents of Michigan; to others, matriculation fee and annual tax, each $25.
*l* Two years at school and previous reading.
*m* Also a spring course of eight weeks.
*n* These statistics are for the year 1879.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1880, *&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 |
| 47 | Woman's Medical College of the New York Infirmary. | 3 | 32 | 55 | 70 | ..... | $5 | $30 | $120 | $22,500 | $0 | $0 | $3,551 | May 31. |
| 48 | College of Medicine of Syracuse University. | 3 | 36 | ..... | ..... | ..... | 5 | 25 | 100 | 20,000 | 0 | 0 | 3,000 | June 9. |
| 49 | Medical School (University of North Carolina). | 2 | 40 | 400 | 100 | ..... | 0 | 0 | 80 | ..... | ..... | ..... | ..... | June 2. |
| 50 | Cincinnati College of Medicine and Surgery. | 3 | 24 | ..... | ..... | ..... | 5 | 25 | 80 | ..... | ..... | ..... | ..... | |
| 51 | Medical College of Ohio* | 3 | 20 | ..... | ..... | ..... | 5 | 25 | 75 | ..... | ..... | ..... | ..... | |
| 52 | Miami Medical College | 3 | 22 | ..... | ..... | ..... | 5 | 25 | 75 | 30,000 | ..... | ..... | 10,000 | March. |
| 53 | Cleveland Medical College (Western Reserve College). | 3 | 25 | 3,000 | ..... | 100 | 5 | 30 | 50 | 25,000 | 0 | ..... | 7,500 | |
| 54 | Medical department, Wooster University. | 3 | 36 | ..... | ..... | ..... | 5 | 30 | 50 | 20,000 | ..... | ..... | 6,870 | |
| 55 | Columbus Medical College | 3 | 26 | 0 | 0 | 0 | 5 | 25 | 30 | 10,000 | ..... | ..... | 6,000 | March 1. |
| 56 | Starling Medical College | 3 | 24 | 2,000 | 1,000 | ..... | 5 | 25 | 40 | 100,000 | ..... | ..... | ..... | February. |
| 57 | Medical department, Willamette University. | 3 | 20 | 10 | 20 | 2 | 5 | 30 | 135 | ..... | 400 | ..... | 2,900 | December 5. |
| 58 | Jefferson Medical College | 3 | 21 | ..... | ..... | ..... | 5 | 30 | 150 | ..... | ..... | ..... | ..... | March 12. |
| 59 | Medical department, University of Pennsylvania.* | 3 | 22 | 4,500 | 3,500 | 230 | 5 | 30 | *a*150 | 300,000 | 50,000 | 3,000 | 43,466 | February. |
| 60 | Woman's Medical College of Pennsylvania. | 3 | 22 | 500 | ..... | ..... | 5 | 30 | 105 | ..... | ..... | ..... | ..... | March 17. |
| 61 | Medical College of the State of South Carolina. | 3 | 20 | ..... | ..... | ..... | 5 | 30 | 75 | 40,000 | 0 | 0 | 6,000 | March. |
| 62 | Medical department of the University of Nashville. | 3 | 20 | ..... | ..... | ..... | 5 | 30 | 50 | *b*40,000 | ..... | ..... | ..... | February 24. |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 63 | Medical department of Vanderbilt University. | 3 | 20 | ..... | ..... | ..... | 5 | 30 | 50 | ..... | ..... | ..... | ..... | February 24. |
| 64 | Meharry Medical Department of Central Tennessee College. | 2 | 20 | 50 | ..... | ..... | 0 | 10 | 30 | 10,000 | ..... | ..... | 300 | February 24. |
| 65 | Nashville Medical College (University of Tennessee). | 3 | 24 | 500 | 300 | ..... | 5 | 10 | 50 | 40,000 | ..... | ..... | 12,000 | February. |
| 66 | Texas Medical College and Hospital*... | 3 | 26 | ..... | ..... | ..... | ..... | ..... | 70 | ..... | ..... | ..... | ..... | March. |
| 67 | Medical department, University of Vermont. | 3 | 17 | (c) | (c) | (c) | 5 | 25 | 75 | 20,000 | 0 | ..... | 10,000 | June 30. |
| 68 | Medical College of Virginia..... | 3 | 40 | 2,500 | 1,000 | ..... | 5 | 30 | 120 | 60,000 | ..... | 6,000 | 4,000 | June 15. |
| 69 | Medical department, University of Virginia. | 2 | 36 | ..... | ..... | ..... | d30 | $7\frac{1}{2}$ | 110 | ..... | ..... | ..... | ..... | June 30. |
| 70 | Medical department, Georgetown University.* | 3 | 29 | ..... | ..... | ..... | 5 | e30 | 100 | f1,000 | 0 | ..... | ..... | April. |
| 71 | Medical department of Howard University. | 3 | 21 | ..... | ..... | ..... | 10 | 30 | 0 | 50,000 | ..... | ..... | 1,256 | March 2. |
| 72 | National Medical College (Columbian University).* | 3 | 28 | 0 | 0 | 0 | 5 | 30 | 135 | 0 | 0 | 0 | 2,950 | March 18. |
| | 2.—*Eclectic.* | | | | | | | | | | | | | |
| 73 | California Medical College (Eclectic) ... | 3 | g26 | 0 | 0 | 0 | 5 | 30 | h120 | 20,000 | ..... | ..... | 4,000 | April 30. |
| 74 | Bennett College of Eclectic Medicine and Surgery. | 3 | 26 | ..... | ..... | ..... | 5 | 25 | 50 | 60,000 | ..... | ..... | 7,000 | March 28. |
| 75 | American Medical College..... | 3 | 40 | 150 | 300 | ..... | 5 | 25 | 50 | 1,000 | ..... | ..... | 5,864 | June 2. |
| 76 | Eclectic Medical College of the City of New York. | 3 | 20 | 2,000 | 3,000 | ..... | 5 | 30 | 50 | 58,000 | 0 | 0 | ..... | March. |
| 77 | United States Medical College..... | 3 | 21 | 25 | ..... | ..... | 5 | 30 | 75 | f2,000 | 0 | ..... | 3,871 | March 3. |
| 78 | Eclectic Medical Institute ..... | 3 | 40 | ..... | ..... | ..... | 5 | 25 | i150 | 80,000 | 0 | 0 | 12,000 | June 7. |
| | 3.—*Homœopathic.* | | | | | | | | | | | | | |
| 79 | Chicago Homœopathic College..... | 3 | 22 | ..... | ..... | ..... | 5 | 25 | 50 | ..... | ..... | ..... | 5,500 | March 2. |
| 80 | Hahnemann Medical College and Hospital. | 2, 3 | j31 | 0 | 0 | 0 | 5 | 25 | 55 | 100,000 | ..... | ..... | 13,000 | March 1. |
| 81 | Homœopathic medical department, State University of Iowa. | 2, 3 | 20 | *320 | *400 | *120 | 5 | 25 | 15, 20 | *10,000 | (c) | (c) | *700 | March 1. |
| 82 | Boston University School of Medicine .. | 3, 4 | 36 | ..... | ..... | ..... | 5 | 30 | 50–125 | ..... | ..... | ..... | ..... | June 1. |
| 83 | Homœopathic Medical College (University of Michigan). | 3 | 36 | ..... | 30,000 | ..... | (k) | 10 | (k) | ..... | ..... | ..... | ..... | July 1. |
| 84 | St. Louis College of Homœopathic Physicians and Surgeons. | 3 | 22 | ..... | ..... | ..... | 5 | 25 | 50 | ..... | ..... | ..... | ..... | March. |
| 85 | College of Physicians and Surgeons* ... | 3 | ..... | ..... | ..... | ..... | 5 | 25 | 50 | ..... | ..... | ..... | ..... | |
| 86 | New York Homœpathic Medical College. | 3 | 21 | ..... | ..... | ..... | 5 | 30 | 125 | ..... | ..... | ..... | ..... | March 5. |

* From Report of the Commissioner of Education for 1879.
*a* For the first and second years; for the third year $110.
*b* In 1878.
*c* Reported with classical department (Table IX).
*d* Matriculation and library fee.
*e* Free to those who take three courses.
*f* Value of apparatus.
*g* Also a summer term of 13 weeks.
*h* For two years; third year free.
*i* For the full course.
*j* Includes spring term of 10 weeks.
*k* Matriculation fee $10 and annual tax $20 to residents of Michigan; to others, matriculation fee and annual tax, each $25.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1880, *&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 |
| 87 | New York Medical College and Hospital for Women. | 3 | 20 | 100 | 1,000 | 25 | $5 | $10 | $60 | ..... | ..... | ..... | ..... | April 1. |
| 88 | Pulte Medical College* | 3 | 23 | ..... | ..... | ..... | 5 | 30 | 65 | $45,000 | ..... | ..... | ..... | March. |
| 89 | Homœopathic Hospital College *a* | 2,3 | 22 | ..... | ..... | ..... | 5 | 30 | 40,60 | ..... | ..... | ..... | ..... | February 25. |
| 90 | Hahnemann Medical College of Philadelphia. | 3 | 20 | 2,000 | 1,000 | ..... | 5 | 30 | 100 | 30,000 | ..... | ..... | $14,058 | March. |
| | II.—DENTAL. | | | | | | | | | | | | | |
| 91 | Cogswell Dental College (University of California). | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 92 | Indiana Dental College | 1 | 20 | ..... | ..... | ..... | 5 | 25 | 85 | *b*600 | ..... | ..... | 2,293 | March. |
| 93 | Baltimore College of Dental Surgery | 2 | 21 | (1,000) | | ..... | 5 | 30 | 100 | ..... | ..... | ..... | 11,107 | March. |
| 94 | Boston Dental College | 3 | 18 | 60 | ..... | ..... | 5 | 30 | 100 | ..... | $0 | $0 | 6,330 | March 2. |
| 95 | Dental School of Harvard University | 3 | 39 | ..... | ..... | ..... | ..... | ..... | 200, 150, 50 | *15,000 | ..... | ..... | *c*3,018 | June 29. |
| 96 | Dental College of the University of Michigan. | 3 | 22 | 125 | 150 | ..... | (*d*) | 10 | (*d*) | *e*12,600 | ..... | ..... | *3,000 | March. |
| 97 | Kansas City Dental College | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 98 | Missouri Dental College | 2 | 20 | ..... | ..... | ..... | 5 | 20 | 110 | ..... | ..... | ..... | 1,369 | March. |
| 99 | Western College of Dental Surgeons | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | |
| 100 | New York College of Dentistry* | 2 | 52 | ..... | ..... | ..... | 5 | 30 | 145 | *b*5,000 | ..... | ..... | 6,929 | February 24. |
| 101 | Ohio College of Dental Surgery | 2 | 20 | ..... | ..... | ..... | 5 | 20 | 75 | 20,000 | ..... | ..... | 6,500 | March 3. |
| 102 | Department of dentistry, University of Pennsylvania.* | 2 | 30 | 5,000 | ..... | ..... | 5 | 30 | 100 | 70,000 | ..... | ..... | 8,694 | March. |
| 103 | Pennsylvania College of Dental Surgery | 2 | 22 | 150 | 200 | 0 | 5 | 30 | 100 | 0 | 1,500 | ..... | 15,000 | March. |
| 104 | Philadelphia Dental College *a* | 2 | 36 | ..... | ..... | ..... | 5 | 30 | 100 | *f*10,000 | ..... | ..... | *f*11,000 | February. |
| 105 | Dental department of the University of Tennessee.* | 2 | 20 | ..... | ..... | ..... | 5 | 10 | 50 | *b*3,000 | ..... | ..... | 16,000 | February. |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 106 | Dental department of Vanderbilt University.* | 2 | 21 | ..... | ..... | ..... | 5 | 30 | 75 | ..... | ..... | ..... | ..... | February 26. |
| | III.—PHARMACEUTICAL. | | | | | | | | | | | | | |
| 107 | California College of Pharmacy | 2 | 20–25 | ..... | ..... | ..... | 2½ | 10 | 50 | ..... | ..... | ..... | 1,633 | November. |
| 108 | Chicago College of Pharmacy | 2 | 26 | 2,000 | ..... | ..... | 4 | 5 | 36 | ..... | ..... | ..... | ..... | |
| 109 | Louisville College of Pharmacy | 2 | 40 | 200 | 200 | 7 | 5 | 10 | ..... | 5,000 | ..... | ..... | ..... | March. |
| 110 | Class in pharmacy (medical department of the University of Louisiana).* | 2 | ..... | ..... | ..... | ..... | ..... | 20 | 40 | ..... | ..... | ..... | ..... | March 14. |
| 111 | Maryland College of Pharmacy | 2 | 17 | ..... | ..... | ..... | 2 | 10 | 51 | 8,000 | 0 | 0 | ..... | March. |
| 112 | Massachusetts College of Pharmacy | 3 | 20 | 1,300 | 3,000 | ..... | 4 | 10 | 60 | 6,000 | 3,000 | 300 | 3,000 | April. |
| 113 | School of Pharmacy of the University of Michigan. | 2 | 34 | ..... | ..... | ..... | (*d*) | 10 | (*d*) | ..... | ..... | ..... | ..... | June. |
| 114 | St. Louis College of Pharmacy* | 2 | *g*32 | ..... | ..... | ..... | 2 | 5 | *h*60 | 3,500 | 0 | ..... | 3,500 | March. |
| 115 | College of Pharmacy of the City of New York. | 2 | 21–22 | 1,351 | 130 | 173 | 0 | 10 | 40 | 49,000 | 0 | 0 | 12,724 | March 22. |
| 116 | Cincinnati College of Pharmacy* | 2 | 20 | 151 | 81 | 28 | 5 | 10 | *h*50 | *b*500 | 600 | ..... | 3,165 | March. |
| 117 | Philadelphia College of Pharmacy | 2 | 20 | 1,198 | 150 | 200 | 4 | 10 | 36 | 68,000 | 0 | 0 | 3,000 | March. |
| 118 | Pittsburgh College of Pharmacy | 2 | 20 | 40 | ..... | ..... | 4 | 10 | 36 | *b*800 | ..... | ..... | ..... | |
| 119 | Department of pharmacy of Vanderbilt University.* | 2 | 20 | ..... | ..... | ..... | 10 | 5 | 50 | (*i*) | ..... | ..... | ..... | February 25. |
| 120 | National College of Pharmacy* | 2 | *j*33 | ..... | ..... | ..... | 5 | 10 | *k*40 | ..... | 0 | 0 | 820 | June. |

* From Report of the Commissioner of Education for 1879.
*a* These statistics are for the year 1879.
*b* Value of apparatus.
*c* Includes receipts from other sources.
*d* Matriculation fee $10 and annual tax $20 to residents of Michigan; to others, matriculation fee and annual tax, each $25.
*e* Value of buildings and apparatus.
*f* In 1878.
*g* Includes summer term of 10 weeks.
*h* Includes laboratory fees.
*i* Reported with classical department (see Table IX).
*j* Includes spring course of 12 weeks.
*k* Includes ticket for spring course in analytical chemistry.

## TABLE XIII.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| Bennett Medical College | Chicago, Ill | See Bennett College of Eclectic Medicine and Surgery. |
| New Orleans Dental College | New Orleans, La | No information received. |
| Homœopathic College of Physicians and Surgeons | Buffalo, N. Y | See College of Physicians and Surgeons; word "Homœopathic" elided by Supreme Court July 15, 1880. |
| Tennessee College of Pharmacy | Nashville, Tenn | Temporarily suspended. |

TABLE XIV.—PART 1.—*Summary of examinations for admission to the United States Military Academy for the year* 1880.*a*

| States and Territories. | Number of candidates. | Number accepted. | Number rejected. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total. | On what account. | | | | | | |
| | | | | Physical disability. | For deficiency in— | | | | | |
| | | | | | Reading. | Writing and orthography. | Arithmetic. | Geography. | Grammar. | History. |
| Alabama | 5 | 2 | 3 | ..... | 1 | 2 | ..... | ..... | 1 | 1 |
| Arkansas | 3 | 1 | 2 | ..... | 1 | 1 | ..... | ..... | ..... | ..... |
| California | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Colorado | 1 | 1 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Connecticut | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Delaware | 1 | 1 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Florida | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Georgia | 4 | 3 | 1 | ..... | ..... | ..... | 1 | ..... | ..... | ..... |
| Illinois | 6 | 4 | 2 | ..... | ..... | ..... | 2 | ..... | ..... | ..... |
| Indiana | 2 | 1 | 1 | ..... | ..... | ..... | ..... | 1 | 1 | 1 |
| Iowa | 2 | 2 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Kansas | 1 | 1 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Kentucky | 3 | 1 | 2 | ..... | ..... | 1 | 2 | 1 | 2 | 2 |
| Louisiana | 3 | 2 | 1 | ..... | ..... | ..... | 1 | ..... | ..... | ..... |
| Maine | 1 | 1 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Maryland | 3 | 2 | 1 | ..... | 1 | 1 | 1 | 1 | 1 | ..... |
| Massachusetts | 5 | 4 | 1 | 1 | ..... | ..... | ..... | ..... | ..... | ..... |
| Michigan | 2 | 2 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Minnesota | 1 | 1 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Mississippi | 3 | 1 | 2 | ..... | ..... | 2 | 2 | 1 | 1 | ..... |
| Missouri | 2 | 1 | 1 | ..... | ..... | 1 | ..... | 1 | 1 | 1 |
| Nebraska | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Nevada | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| New Hampshire | 3 | 3 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| New Jersey | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| New York | 11 | 9 | 2 | ..... | ..... | 1 | 1 | 2 | 2 | ..... |
| North Carolina | 2 | 2 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Ohio | 6 | 4 | 2 | ..... | ..... | ..... | 2 | 2 | ..... | 1 |
| Oregon | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Pennsylvania | 15 | 11 | 4 | ..... | ..... | 1 | 2 | 2 | 3 | 2 |
| Rhode Island | 3 | 0 | 3 | 1 | ..... | ..... | 2 | ..... | 1 | ..... |
| South Carolina | 3 | 2 | 1 | ..... | ..... | ..... | 1 | ..... | 1 | ..... |
| Tennessee | 7 | 3 | 4 | ..... | ..... | 2 | 2 | 1 | 2 | ..... |
| Texas | 4 | 2 | 2 | ..... | ..... | 1 | 2 | 2 | 1 | 2 |
| Vermont | 1 | 1 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Virginia | 1 | 1 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| West Virginia | 1 | 0 | 1 | ..... | ..... | ..... | ..... | ..... | 1 | ..... |
| Wisconsin | 2 | 2 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Arizona | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Dakota | 1 | 1 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| District of Columbia | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Idaho | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Montana | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| New Mexico | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Utah | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Washington | 1 | 1 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Wyoming | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Foreign | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| At large | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| Total | 109 | 73 | 36 | 2 | 3 | 14 | 21 | 14 | 18 | 10 |

*a* A comparison of this summary with that given in the Report of the Commissioner of Education for 1879 will show them to be identical; the summary is correctly presented for 1880, and was inadvertently reported from West Point as for 1879.

TABLE XIV.—PART 2.—*Summary of examinations for admission to the United States Naval Academy for the year* 1880.

| States and Territories. | Number of candidates. | Number accepted. | Number rejected. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Total. | On what account. | | | | | | |
| | | | | Physical disability. | For deficiency in— | | | | | |
| | | | | | Reading. | Writing and orthography. | Arithmetic. | Geography. | Grammar. | History.[a] |
| Alabama | | | | | | | | | | |
| Arkansas | | | | | | | | | | |
| California | 2 | 2 | | | | | | | | |
| Colorado | 2 | 1 | 1 | | | 1 | 1 | 1 | | |
| Connecticut | 2 | 2 | | | | | | | | |
| Delaware | | | | | | | | | | |
| Florida | | | | | | | | | | |
| Georgia | 2 | 1 | 1 | | | | 1 | | 1 | |
| Illinois | 3 | 2 | 1 | | | | 1 | 1 | 1 | |
| Indiana | 3 | 1 | 2 | 1 | | 1 | 1 | 1 | | |
| Iowa | 2 | 1 | 1 | | | 1 | 1 | 1 | 1 | |
| Kansas | | | | | | | | | | |
| Kentucky | 1 | 1 | | | | | | | | |
| Louisiana | 1 | 1 | | | | | | | | |
| Maine | 1 | 1 | | | | | | | | |
| Maryland | 1 | | 1 | | | 1 | 1 | 1 | 1 | |
| Massachusetts | 2 | 2 | | | | | | | | |
| Michigan | | | | | | | | | | |
| Minnesota | | | | | | | | | | |
| Mississippi | 2 | 2 | | | | | | | | |
| Missouri | 6 | 3 | 3 | | | 1 | 3 | 1 | 1 | |
| Nebraska | | | | | | | | | | |
| Nevada | 2 | 1 | 1 | 1 | | | | | | |
| New Hampshire | | | | | | | | | | |
| New Jersey | | | | | | | | | | |
| New York | 6 | 4 | 2 | | | 2 | 2 | 2 | 1 | |
| North Carolina | 5 | 3 | 2 | | 1 | 1 | 1 | 1 | 1 | |
| Ohio | 7 | 6 | 1 | | | 1 | 1 | | 1 | |
| Oregon | | | | | | | | | | |
| Pennsylvania | 8 | 3 | 5 | 2 | | 1 | 3 | 1 | 1 | |
| Rhode Island | | | | | | | | | | |
| South Carolina | | | | | | | | | | |
| Tennessee | 1 | | 1 | | | | 1 | | 1 | |
| Texas | 2 | 2 | | | | | | | | |
| Vermont | | | | | | | | | | |
| Virginia | 2 | 2 | | | | | | | | |
| West Virginia | | | | | | | | | | |
| Wisconsin | 2 | 1 | 1 | | 1 | 1 | 1 | | 1 | |
| Arizona | | | | | | | | | | |
| Dakota | | | | | | | | | | |
| District of Columbia | | | | | | | | | | |
| Idaho | | | | | | | | | | |
| Montana | 1 | | 1 | | | 1 | 1 | | 1 | |
| New Mexico | 1 | 1 | | | | | | | | |
| Utah | | | | | | | | | | |
| Washington | | | | | | | | | | |
| Wyoming | | | | | | | | | | |
| Foreign | | | | | | | | | | |
| At large | | | | | | | | | | |
| Total | 67 | 43 | 24 | 4 | 2 | 12 | 19 | 10 | 12 | |

[a] Not examined in this branch.

TABLE XV.—PART 1.—*Degrees conferred in* 1880 *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 D. B., Bachelor of Divinity; D. D., Doctor of Divinity; M. D., Doctor of Medicine; L. 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 | Agricultural and Mechanical College, Auburn, Ala | 20 | ..... | .... | 6 | .... | ..... | .... |
| 2 | Southern University, Greensboro', Ala | *b*6 | 0 | .... | 3 | .... | 2 | .... |
| 3 | Howard College, Marion, Ala | 6 | 1 | .... | 2 | .... | ..... | .... |
| 4 | University of Alabama, Tuscaloosa, Ala | 31 | 3 | .... | 13 | .... | 6 | 1 |
| 5 | Cane Hill College, Boonsboro', Ark | 1 | ..... | ..... | ..... | ..... | 1 | .... |
| 6 | Arkansas Industrial University, Fayetteville, Ark | 20 | 3 | 5 | 5 | ..... | ..... | .... |
| 7 | Judson University, Judsonia, Ark | 12 | 3 | .... | 1 | .... | 2 | .... |
| 8 | St. John's College of Arkansas, Little Rock, Ark | 3 | 0 | .... | 1 | .... | 2 | .... |
| 9 | College of St. Augustine, Benicia, Cal | *c*8 | ..... | ..... | ..... | ..... | ..... | .... |
| 10 | University of California, Berkeley, Cal | 46 | ..... | .... | 10 | .... | ..... | .... |
| 11 | Pierce Christian College, College City, Cal | 4 | ..... | .... | 3 | .... | ..... | .... |
| 12 | St. Ignatius College, San Francisco, Cal | 8 | ..... | ..... | ..... | ..... | 3 | .... |
| 13 | Santa Clara College, Santa Clara, Cal | 13 | 0 | .... | 2 | .... | 1 | .... |
| 14 | University of the Pacific, Santa Clara, Cal | 2 | 3 | .... | ..... | .... | 2 | 3 |
| 15 | Pacific Methodist College, Santa Rosa, Cal | *c*6 | ..... | ..... | ..... | ..... | ..... | .... |
| 16 | Washington College, Washington Corners, Cal | *c*4 | ..... | ..... | ..... | ..... | ..... | .... |
| 17 | Hesperian College, Woodland, Cal | 6 | ..... | .... | 2 | .... | 1 | .... |
| 18 | Yale College, New Haven, Conn | 232 | ..... | ... | 122 | .... | 2 | .... |
| 19 | Delaware College, Newark, Del | 8 | 1 | 3 | 1 | .... | 1 | .... |
| 20 | University of Georgia, Athens, Ga | 68 | 2 | .... | 18 | .... | 2 | 1 |
| 21 | Atlanta University, Atlanta, Ga | *c*16 | ..... | ..... | ..... | ..... | ..... | .... |
| 22 | Mercer University, Macon, Ga | 25 | 2 | 1 | 17 | .... | 6 | 2 |
| 23 | Pio Nono College, Macon, Ga | 6 | 1 | .... | 6 | .... | ..... | .... |
| 24 | Emory College, Oxford, Ga | *c*27 | 1 | ..... | ..... | ..... | ..... | 1 |
| 25 | Abingdon College, Abingdon, Ill | 6 | 1 | *j*3 | 1 | .... | 2 | 1 |
| 26 | Hedding College, Abingdon, Ill | 13 | 1 | .... | 1 | .... | 3 | 1 |
| 27 | Illinois Wesleyan University, Bloomington, Ill | 20 | 5 | .... | 5 | .... | 6 | .... |
| 28 | St. Viateur's College, Bourbonnais Grove, Ill | 3 | ..... | ..... | 3 | ..... | ..... | .... |
| 29 | Carthage College, Carthage, Ill | 11 | ..... | ..... | 5 | ..... | ..... | .... |
| 30 | University of Chicago, Chicago, Ill | 64 | 5 | .... | 18 | .... | 6 | 2 |
| 31 | Eureka College, Eureka, Ill | 10 | ..... | ..... | 3 | ..... | 6 | .... |
| 32 | Northwestern University, Evanston, Ill | 110 | 2 | 3 | 17 | .... | 10 | 1 |
| 33 | Ewing College, Ewing, Ill | *c*5 | ..... | ..... | ..... | ..... | ..... | .... |
| 34 | Knox College, Galesburg, Ill | 16 | 2 | .... | 8 | .... | 3 | 1 |
| 35 | Lombard University, Galesburg, Ill | 15 | ..... | ..... | 3 | .... | 3 | .... |
| 36 | Lake Forest University, Lake Forest, Ill | 13 | 2 | 6 | 4 | ..... | ..... | .... |
| 37 | McKendree College, Lebanon, Ill | 22 | 3 | .... | 2 | .... | 7 | 3 |
| 38 | Lincoln University, Lincoln, Ill | 7 | ..... | ..... | 4 | ..... | ..... | .... |
| 39 | Monmouth College, Monmouth, Ill | 48 | 3 | .... | 15 | .... | 30 | 1 |
| 40 | Northwestern College, Naperville, Ill | 16 | ..... | *c*5 | 2 | .... | 2 | .... |
| 41 | Chaddock College, Quincy, Ill | 7 | ..... | *c*2 | ..... | ..... | 2 | .... |
| 42 | Shurtleff College, Upper Alton, Ill | 18 | 1 | .... | 8 | .... | 5 | .... |
| 43 | Illinois Industrial University, Urbana, Ill | 22 | 0 | *p*3 | ..... | ..... | ..... | .... |
| 44 | Westfield College, Westfield, Ill | 7 | ..... | ..... | ..... | ..... | 2 | .... |
| 45 | Wheaton College, Wheaton, Ill | 4 | 4 | .... | 2 | ..... | ..... | 4 |
| 46 | Indiana University, Bloomington, Ind | 29 | 0 | 5 | 21 | ..... | ..... | .... |
| 47 | Wabash College, Crawfordsville, Ind | 20 | ..... | ..... | 15 | .... | 1 | .... |
| 48 | Franklin College, Franklin, Ind | 9 | ..... | ..... | 4 | .... | 4 | .... |
| 49 | Indiana Asbury University, Greencastle, Ind | 24 | 6 | .... | 17 | ..... | ..... | 1 |
| 50 | Hanover College, Hanover, Ind | 7 | 3 | .... | 3 | .... | 2 | .... |
| 51 | Hartsville University, Hartsville, Ind | 9 | ..... | .... | 2 | .... | 1 | .... |

*a* "Bachelor of scientific agriculture."
*b* Includes 1 degree of "graduate."
*c* Degrees not specified.
*d* "Mistress of science."
*e* These are "bachelor of sacred theology."
*f* Includes 3 D. C. L. and 2 M. L.
*g* "Bachelor of chemical science."
*h* Honorary degree of "master of agriculture."
*i* "Master of music."

*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; 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. Doc. | 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 | .... | .... | .... | 9 | *a*3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 |
| 4 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | 3 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | 12 | 1 | 4 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 5 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | 10 | .... | .... | .... | 1 | 6 |
| 2 | .... | .... | .... | 7 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | 2 | 7 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 8 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 9 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 28 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 8 | .... | .... | 10 |
| .... | .... | *d*1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 11 |
| 4 | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 12 |
| 8 | .... | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 13 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 14 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 15 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 16 |
| 2 | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 17 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 42 | .... | .... | .... | .... | .... | *e*24 | .... | 4 | .... | .... | *f*38 | .... | 18 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 3 | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 19 |
| *g*2 | .... | .... | .... | 3 | *h*1 | .... | .... | .... | .... | 3 | .... | .... | .... | .... | .... | .... | .... | 36 | .... | .... | 4 | .... | 20 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 21 |
| 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 22 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | *i*1 | .... | .... | .... | .... | .... | .... | .... | 23 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 24 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 25 |
| 4 | .... | 1 | .... | .... | .... | .... | .... | .... | .... | 3 | .... | *k*1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 26 |
| 4 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 4 | .... | *l*1 | .... | .... | .... | .... | 3 | .... | .... | .... | .... | 2 | 27 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 28 |
| 6 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 29 |
| 4 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 4 | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | *m*32 | 1 | 30 |
| 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 31 |
| 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 9 | .... | .... | .... | .... | .... | .... | .... | *n*38 | .... | .... | *m*32 | 1 | 32 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 33 |
| 5 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 34 |
| 3 | .... | 6 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 35 |
| 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... | .... | 36 |
| 7 | .... | 3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 3 | .... | 37 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 38 |
| 3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... | .... | 39 |
| 4 | .... | 3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 40 |
| 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 41 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... | .... | 4 | 1 | .... | .... | .... | .... | .... | 42 |
| 18 | .... | .... | .... | .... | .... | .... | *q*1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 43 |
| 3 | .... | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 44 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 45 |
| 3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 46 |
| 4 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 47 |
| .... | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 48 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 7 | .... | .... | .... | .... | .... | .... | 3 | .... | .... | .... | .... | 2 | 49 |
| 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | .... | .... | .... | .... | 1 | 50 |
| 3 | .... | 3 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 51 |

*j* 2 are "bachelor of English literature" and 1 "mistress of English literature."
*k* "Master of philosophy."
*l* Conferred on examination.
*m* Degrees conferred in the Union College of Law.
*n* 2 are ad eundem degrees.
*o* These are "laureate of English literature."
*p* 2 are "master of letters."
*q* "Master of architecture."

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 |
| 52 | Butler University, Irvington, Ind | 62 | 2 | .... | .... | .... | 1 | .... |
| 53 | Purdue University, La Fayette, Ind | 6 | 0 | .... | .... | .... | .... | .... |
| 54 | Union Christian College, Merom, Ind | 0 | 0 | .... | .... | .... | .... | .... |
| 55 | Moore's Hill College, Moore's Hill, Ind | 4 | ..... | .... | 1 | .... | .... | .... |
| 56 | University of Notre Dame, Notre Dame, Ind | 15 | 1 | .... | 1 | .... | 5 | .... |
| 57 | Earlham College, Richmond, Ind | 13 | 0 | .... | 7 | .... | .... | .... |
| 58 | Ridgeville College, Ridgeville, Ind | *b*3 | 2 | .... | .... | .... | .... | 2 |
| 59 | Iowa State Agricultural College, Ames, Iowa | 17 | ..... | .... | .... | .... | .... | .... |
| 60 | Griswold College, Davenport, Iowa | 3 | 0 | .... | 1 | .... | .... | .... |
| 61 | Parsons College, Fairfield, Iowa | 16 | 0 | .... | 7 | .... | .... | .... |
| 62 | Upper Iowa University, Fayette, Iowa | .... | 1 | .... | .... | .... | .... | .... |
| 63 | Iowa College, Grinnell, Iowa | 12 | 2 | .... | 8 | .... | 3 | .... |
| 64 | Simpson Centenary College, Indianola, Iowa | 30 | ..... | .... | 2 | .... | 3 | .... |
| 65 | State University of Iowa, Iowa City, Iowa | 183 | 0 | .... | 19 | .... | .... | .... |
| 66 | Iowa Wesleyan University, Mt. Pleasant, Iowa | 23 | 3 | .... | 3 | .... | 4 | .... |
| 67 | Cornell College, Mt. Vernon, Iowa | 15 | 2 | .... | 2 | .... | 6 | 2 |
| 68 | Oskaloosa College, Oskaloosa, Iowa | 8 | ..... | *e*1 | .... | .... | .... | .... |
| 69 | Penn College, Oskaloosa, Iowa | 4 | ..... | .... | 3 | .... | .... | .... |
| 70 | Central University of Iowa, Pella, Iowa | 2 | 3 | .... | 1 | .... | 1 | 1 |
| 71 | Tabor College, Tabor, Iowa | 4 | ..... | 2 | 1 | .... | .... | .... |
| 72 | St. Benedict's College, Atchison, Kans | 2 | ..... | *h*2 | .... | .... | .... | .... |
| 73 | Baker University, Baldwin City, Kans | 1 | 3 | .... | .... | .... | 1 | 1 |
| 74 | University of Kansas, Lawrence, Kans | 21 | ..... | .... | 5 | .... | 2 | .... |
| 75 | Lane University, Lecompton, Kans | ..... | 1 | .... | .... | .... | .... | .... |
| 76 | Kansas State Agricultural College, Manhattan, Kans | 7 | ..... | .... | .... | .... | .... | .... |
| 77 | Eminence College, Eminence, Ky | 13 | ..... | .... | 5 | .... | .... | .... |
| 78 | Kentucky Military Institute, Farmville, Ky | 12 | 1 | .... | 8 | .... | 1 | .... |
| 79 | Georgetown College, Georgetown, Ky | 1 | 0 | .... | .... | .... | 1 | .... |
| 80 | Agricultural and Mechanical College of Kentucky, Lexington, Ky. | 4 | ..... | .... | .... | .... | .... | .... |
| 81 | Kentucky University, Lexington, Ky | 9 | ..... | .... | 1 | .... | .... | .... |
| 82 | Kentucky Wesleyan College, Millersburg, Ky | 7 | 0 | .... | 3 | .... | .... | .... |
| 83 | Central University, Richmond, Ky | 31 | 0 | .... | 5 | .... | .... | .... |
| 84 | St. Mary's College, St. Mary's, Ky | 8 | ..... | *h*7 | 1 | .... | .... | .... |
| 85 | Centenary College of Louisiana, Jackson, La | 0 | 1 | .... | .... | .... | .... | .... |
| 86 | Straight University, New Orleans, La | 9 | ..... | .... | .... | .... | .... | .... |
| 87 | Jefferson College (St. Mary's), St. James Parish, La | 3 | ..... | .... | 3 | .... | .... | .... |
| 88 | Bowdoin College, Brunswick, Me | 21 | 4 | .... | 23 | .... | .... | 2 |
| 89 | Bates College, Lewiston, Me | 24 | ..... | .... | 20 | .... | .... | .... |
| 90 | Maine State College of Agriculture and the Mechanic Arts, Orono, Me. | 15 | ..... | .... | .... | .... | .... | .... |
| 91 | Colby University, Waterville, Me | 19 | 3 | .... | 19 | .... | .... | 2 |
| 92 | St. John's College, Annapolis, Md | 8 | 1 | .... | 6 | .... | 2 | .... |
| 93 | United States Naval Academy, Annapolis, Md | 0 | 0 | .... | .... | .... | .... | .... |
| 94 | Johns Hopkins University, Baltimore, Md | 21 | 0 | .... | 16 | .... | .... | .... |
| 95 | Loyola College, Baltimore, Md | 0 | 0 | .... | .... | .... | .... | .... |
| 96 | Washington College, near Chestertown, Md | 4 | ..... | .... | 4 | .... | .... | .... |
| 97 | Maryland Agricultural College, College Station, Md | 3 | ..... | .... | 1 | .... | .... | .... |
| 98 | Frederick College, Frederick, Md | 0 | 0 | .... | .... | .... | .... | .... |
| 99 | Western Maryland College, Westminster, Md | 12 | 1 | .... | 10 | .... | 2 | .... |
| 100 | Amherst College, Amherst, Mass | 76 | 12 | .... | 64 | .... | 11 | 7 |
| 101 | Massachusetts Agricultural College, Amherst, Mass | 7 | ..... | .... | .... | .... | .... | .... |
| 102 | Boston College, Boston, Mass | 19 | 0 | .... | 16 | .... | 3 | .... |
| 103 | Boston University, Boston, Mass | 120 | 0 | .... | 17 | .... | 3 | .... |
| 104 | Massachusetts Institute of Technology, Boston, Mass | 8 | 0 | .... | .... | .... | .... | .... |
| 105 | Harvard University, Cambridge, Mass | 264 | 7 | .... | 169 | .... | 14 | .... |
| 106 | Tufts College, College Hill, Mass | 34 | 0 | .... | 17 | .... | 3 | 3 |
| 107 | Williams College, Williamstown, Mass | 46 | 12 | .... | 35 | .... | 11 | 4 |
| 108 | College of the Holy Cross, Worcester, Mass | 27 | ..... | .... | 26 | .... | 1 | .... |

*a* Includes 1 honorary M. D.
*b* Degrees not specified.
*c* "Bachelor of veterinary medicine."
*d* "Pharmaceutical chemist."
*e* "Normal graduate."
*f* "Mistress of science."
*g* "Bible graduate."

1880 *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. Doc. | 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 | |
| ... | ... | ... | 1 | .... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *a*62 | ... | ... | ... | ... | 52 |
| 6 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 53 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 54 |
| 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 55 |
| 3 | ... | 2 | .... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .... | ... | ... | 3 | 1 | 56 |
| 5 | ... | 1 | .... | .... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .... | .... | 57 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 58 |
| 15 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *c*2 | ... | ... | ... | ... | 59 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | ... | 60 |
| 9 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 61 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 62 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | .... | 2 | 63 |
| 6 | ... | 5 | .... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 14 | ... | 64 |
| 3 | ... | ... | ... | 3 | ... | ... | ... | ... | ... | 20 | ... | ... | ... | ... | ... | ... | ... | 27 | ... | ... | 111 | ... | 65 |
| 4 | ... | 10 | .... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | 2 | ... | ... | *d*2 | ... | ... | 66 |
| 2 | ... | 3 | .... | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 67 |
| ... | ... | *f*2 | .... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | *g*3 | ... | ... | ... | ... | ... | ... | 68 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 69 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | 70 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 71 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 72 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 73 |
| 5 | ... | 1 | .... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 8 | ... | 74 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 75 |
| 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 76 |
| 1 | ... | 7 | .... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 77 |
| ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 78 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 79 |
| 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 80 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *i*8 | ... | ... | ... | ... | ... | ... | 81 |
| 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 82 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 24 | ... | ... | ... | ... | 83 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 84 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 85 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 9 | ... | 86 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 87 |
| 8 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | 1 | 88 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 4 | ... | ... | ... | ... | ... | ... | 89 |
| 12 | ... | ... | ... | 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 90 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 91 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 92 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 93 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 5 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 94 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 95 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 96 |
| ... | ... | 1 | .... | .... | *j*1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 97 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 98 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 99 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | 4 | ... | ... | ... | ... | ... | 100 |
| 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 101 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 102 |
| 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | .... | 1 | .... | *k*12 | .... | *l*8 | .... | *m*36 | .... | .... | 34 | .... | 103 |
| 8 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 104 |
| ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | ... | ... | 5 | ... | ... | ... | 5 | .... | 45 | *n*5 | .... | 19 | 4 | 105 |
| ... | ... | ... | ... | 4 | ... | ... | ... | ... | ... | 2 | .... | ... | ... | ... | ... | 8 | ... | ... | ... | ... | ... | ... | 106 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | 4 | ... | ... | ... | ... | 2 | 107 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 108 |

*h* "Master of accounts."
*i* Graduates from the College of the Bible.
*j* "Graduate in agriculture."
*k* "Graduate in oratory."
*l* Includes 1 "graduate in theology."
*m* Includes 1 C. B. (bachelor of surgery).
*n* "Doctor of dental medicine."

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 |
| 109 | Worcester County Free Institute of Industrial Science, Worcester, Mass. | 16 | ..... | ..... | ..... | ..... | ..... | ..... |
| 110 | Adrian College, Adrian, Mich | 7 | ..... | ..... | 3 | ..... | ..... | ..... |
| 111 | University of Michigan, Ann Arbor, Mich | 415 | 3 | 3 | 32 | ..... | 8 | 1 |
| 112 | Battle Creek College, Battle Creek, Mich | 6 | 0 | ..... | 1 | ..... | ..... | ..... |
| 113 | Hillsdale College, Hillsdale, Mich | 35 | 9 | ..... | 6 | ..... | 8 | 5 |
| 114 | Hope College, Holland, Mich | 13 | 0 | ..... | 9 | ..... | 4 | ..... |
| 115 | Kalamazoo College, Kalamazoo, Mich | 9 | 0 | ..... | 5 | ..... | ..... | ..... |
| 116 | Michigan State Agricultural College, Lansing, Mich | 6 | 0 | ..... | ..... | ..... | ..... | ..... |
| 117 | Olivet College, Olivet, Mich | *d*6 | 0 | ..... | ..... | ..... | ..... | ..... |
| 118 | St. John's College, Collegeville, Minn | 29 | ..... | *e*22 | ..... | ..... | ..... | ..... |
| 119 | Augsburg Seminary, Minneapolis, Minn | 8 | ..... | ..... | 5 | ..... | ..... | ..... |
| 120 | University of Minnesota, Minneapolis, Minn | 18 | 0 | 4 | 4 | ..... | *h*1 | ..... |
| 121 | Carleton College, Northfield, Minn | 8 | 0 | *i*2 | 3 | ..... | 3 | ..... |
| 122 | Mississippi College, Clinton, Miss | 5 | 0 | ..... | 3 | ..... | ..... | ..... |
| 123 | Shaw University, Holly Springs, Miss | 0 | 1 | ..... | ..... | ..... | ..... | ..... |
| 124 | University of Mississippi, Oxford, Miss | 25 | 2 | ..... | 5 | ..... | 1 | ..... |
| 125 | Christian University, Canton, Mo | *j*6 | ..... | ..... | 1 | ..... | ..... | ..... |
| 126 | St. Vincent's College, Cape Girardeau, Mo | *k*5 | ..... | ..... | 2 | ..... | ..... | ..... |
| 127 | University of the State of Missouri, Columbia, Mo | 69 | ..... | *l*14 | 12 | ..... | 3 | ..... |
| 128 | Central College, Fayette, Mo | 8 | ..... | ..... | ..... | ..... | 4 | ..... |
| 129 | La Grange College, La Grange, Mo | *d*3 | ..... | ..... | ..... | ..... | ..... | ..... |
| 130 | William Jewell College, Liberty, Mo | 9 | ..... | ..... | 2 | ..... | 2 | ..... |
| 131 | St. Joseph College, St. Joseph, Mo | 3 | ..... | *e*3 | ..... | ..... | ..... | ..... |
| 132 | St. Louis University, St. Louis, Mo | 13 | 1 | ..... | 8 | ..... | 3 | ..... |
| 133 | Washington University, St. Louis, Mo | 28 | 0 | ..... | 3 | ..... | ..... | ..... |
| 134 | Drury College, Springfield, Mo | 11 | ..... | ..... | 7 | ..... | ..... | ..... |
| 135 | Stewartsville College, Stewartsville, Mo | 4 | 0 | *e*4 | ..... | ..... | ..... | ..... |
| 136 | Central Wesleyan College, Warrenton, Mo | *o*5 | 1 | ..... | 2 | ..... | ..... | 1 |
| 137 | Doane College, Crete, Nebr | 4 | ..... | ..... | 2 | ..... | ..... | ..... |
| 138 | University of Nebraska, Lincoln, Nebr | 8 | ..... | 1 | 4 | ..... | ..... | ..... |
| 139 | Dartmouth College, Hanover, N. H | 105 | 16 | ..... | 49 | ..... | 10 | 7 |
| 140 | New Hampshire College of Agriculture and the Mechanic Arts, Hanover, N. H. | 1 | 0 | ..... | ..... | ..... | ..... | ..... |
| 141 | Stevens Institute of Technology, Hoboken, N. J | 16 | 1 | ..... | ..... | ..... | ..... | ..... |
| 142 | Rutgers College, New Brunswick, N. J | 58 | ..... | ..... | 29 | ..... | 14 | ..... |
| 143 | College of New Jersey, Princeton, N. J | 136 | 9 | ..... | 74 | ..... | 51 | 1 |
| 144 | Seton Hall College, South Orange, N. J | 8 | ..... | ..... | 8 | ..... | ..... | ..... |
| 145 | St. Stephen's College, Annandale, N. Y | 9 | 0 | ..... | 8 | ..... | 1 | ..... |
| 146 | Wells College, Aurora, N. Y | *d*3 | ..... | ..... | ..... | ..... | ..... | ..... |
| 147 | Canisius College, Buffalo, N. Y | *d*15 | ..... | ..... | ..... | ..... | ..... | ..... |
| 148 | St. Lawrence University, Canton, N. Y | 22 | 2 | ..... | 5 | ..... | 3 | 1 |
| 149 | Hamilton College, Clinton, N. Y | 65 | 7 | ..... | *r*30 | ..... | 11 | 1 |
| 150 | Elmira Female College, Elmira, N. Y | 12 | ..... | ..... | 6 | ..... | 6 | ..... |
| 151 | Hobart College, Geneva, N. Y | 14 | 6 | ..... | 7 | ..... | 5 | *s*4 |
| 152 | Madison University, Hamilton, N. Y | 36 | 5 | ..... | 11 | ..... | 11 | 2 |
| 153 | Cornell University, Ithaca, N. Y | 78 | 0 | 5 | 12 | ..... | ..... | ..... |
| 154 | College of St. Francis Xavier, New York, N. Y | 46 | ..... | ..... | 34 | ..... | 12 | ..... |
| 155 | College of the City of New York, New York, N. Y | 50 | 5 | ..... | 25 | ..... | ..... | 5 |
| 156 | Columbia College, New York, N. Y | *t*417 | 2 | ..... | 58 | ..... | 25 | ..... |
| 157 | Cooper Union Free Night Schools of Science and Art, New York, N. Y. | *u*2 | ..... | ..... | ..... | ..... | ..... | ..... |
| 158 | Manhattan College, New York, N. Y | 33 | 1 | ..... | 12 | ..... | 21 | ..... |
| 159 | Rutgers Female College, New York, N. Y | 5 | 2 | ..... | 3 | ..... | 2 | ..... |
| 160 | Vassar College, Poughkeepsie, N. Y | 46 | ..... | ..... | 46 | ..... | ..... | ..... |
| 161 | University of Rochester, Rochester, N. Y | 41 | 6 | ..... | 25 | ..... | 12 | 2 |

*a* 2 are "master of philosophy."
*b* "Pharmaceutical chemist."
*c* "Master of philosophy."
*d* Degrees not specified.
*e* "Master of accounts."
*f* Number ordained during the year.
*g* Number of graduates in theology.
*h* Conferred on examination.
*i* 1 is "master of literature."
*j* 4 degrees not specified.
*k* Includes 3 commercial diplomas.
*l* 6 are "bachelor of pedagogics" and 8 are "principal of pedagogics."

1880 *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. Doc. | 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 | |
| 16 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 109 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 110 |
| 2 | ... | ... | ... | 4 | .... | 3 | .... | ... | .... | 16 | .... | *a*3 | 1 | .... | .... | .... | .... | 111 | 34 | *b*24 | 175 | 1 | 111 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 5 | ... | ... | ... | ... | ... | ... | 112 |
| 1 | ... | 9 | ... | .... | .... | .... | .... | .... | .... | 9 | .... | .... | *c*1 | .... | .... | 2 | 2 | .... | .... | .... | .... | 1 | 113 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 114 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 4 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 115 |
| 6 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 116 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 117 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *f*7 | ... | ... | ... | ... | ... | ... | 118 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *g*3 | ... | ... | ... | ... | ... | ... | 119 |
| 9 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 120 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 121 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 122 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 123 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | 19 | ... | 124 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 125 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 126 |
| 1 | ... | 16 | .... | *m*6 | .... | 2 | .... | .... | .... | 3 | .... | .... | .... | .... | .... | .... | .... | 9 | .... | .... | 13 | .... | 127 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 4 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 128 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 129 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *g*5 | .... | .... | .... | .... | .... | .... | 130 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 131 |
| 2 | ... | ... | ... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | 132 |
| ... | ... | ... | ... | ... | ... | *n*2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 23 | .... | 133 |
| 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 134 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 135 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 136 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 137 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 138 |
| 16 | ... | 3 | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | 4 | .... | .... | .... | 2 | 26 | .... | .... | .... | 3 | 139 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 140 |
| ... | ... | ... | ... | ... | ... | *p*16 | .... | .... | .. | .... | .... | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 141 |
| 3 | ... | 12 | .... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 142 |
| 7 | ... | *q*2 | .... | 1 | .... | .... | .... | .... | .... | .... | .... | 1 | 2 | .... | .... | .... | 3 | .... | .... | .... | .... | 3 | 143 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 144 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 145 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 146 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 147 |
| 5 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *g*9 | 1 | ... | ... | ... | ... | ... | 148 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | .... | 3 | .... | .... | .... | 24 | 1 | 149 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 150 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | 151 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | .... | .... | 1 | .... | .... | *g*12 | 2 | .... | .... | .... | .... | .... | 152 |
| 40 | ... | ... | ... | 7 | 3 | 4 | 3 | .... | .... | 4 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 153 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 154 |
| 25 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 155 |
| ... | ... | ... | ... | 9 | .... | *u*14 | .... | .... | .... | 10 | .... | 9 | .... | .... | 1 | .... | .... | 117 | .... | .... | *v*175 | 1 | 156 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 157 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | 1 | ... | ... | ... | ... | 1 | 158 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 159 |
| 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | 2 | 160 |
| | | | | | | | | | | | | | | | | | | | | | | | 161 |

*m* 3 are "topographical engineer."
*n* "Engineer of mines."
*o* Includes 3 conferred on completion of normal course.
*p* "Mechanical engineer."
*q* 1 is "doctor of science."
*r* Includes 2 ex gratia degrees.
*s* Includes 1 ad eundem degree.
*t* Conferred on examination.
*u* "Engineer of mines."
*v* 18 are LL. B. cum laude.
*w* Received the Cooper medal and diploma.

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 |
| 162 | Union University, Schenectady, N. Y | 75 | ..... | .... | 21 | .... | .... | .... |
| 163 | Seminary of Our Lady of Angels, Suspension Bridge, N. Y | 1 | 0 | .... | 1 | .... | .... | .... |
| 164 | Syracuse University, Syracuse, N. Y | 48 | 4 | .... | 14 | .... | 11 | .... |
| 165 | Rensselaer Polytechnic Institute, Troy, N. Y | 18 | ..... | .... | .... | .... | .... | .... |
| 166 | United States Military Academy, West Point, N. Y | 0 | 0 | .... | .... | .... | .... | .... |
| 167 | University of North Carolina, Chapel Hill, N. C | 26 | 10 | .... | 10 | .... | .... | 2 |
| 168 | Biddle University, Charlotte, N. C | 6 | ..... | .... | 4 | .... | .... | .... |
| 169 | Davidson College, Davidson College, N. C | 11 | ..... | .... | 11 | .... | .... | .... |
| 170 | Rutherford College, Happy Home, N. C | 2 | 2 | .... | 2 | .... | .... | 1 |
| 171 | North Carolina College, Mount Pleasant, N. C | 1 | ..... | .... | 1 | .... | .... | .... |
| 172 | Shaw University, Raleigh, N. C | 11 | ..... | 1 | 1 | .... | .... | .... |
| 173 | Trinity College, Trinity College, N. C | 15 | 1 | .... | 14 | .... | 1 | .... |
| 174 | Wake Forest College, Wake Forest College, N. C | 10 | 0 | 4 | 4 | .... | 2 | .... |
| 175 | Buchtel College, Akron, Ohio | 10 | 1 | .... | 5 | .... | 2 | .... |
| 176 | Ohio University, Athens, Ohio | 4 | ..... | .... | 2 | .... | .... | .... |
| 177 | Baldwin University, Berea, Ohio | 16 | ..... | .... | 3 | .... | 2 | .... |
| 178 | German Wallace College, Berea, Ohio | 5 | 0 | .... | 3 | .... | 2 | .... |
| 179 | St. Xavier College, Cincinnati, Ohio | 12 | ..... | .... | 10 | .... | 2 | .... |
| 180 | Capital University, Columbus, Ohio | 7 | 5 | .... | 7 | .... | .... | 5 |
| 181 | Ohio State University, Columbus, Ohio | 9 | 0 | .... | 6 | .... | .... | .... |
| 182 | Ohio Wesleyan University, Delaware, Ohio | 52 | 7 | 6 | 31 | .... | 15 | 3 |
| 183 | Kenyon College, Gambier, Ohio | 10 | 4 | .... | 9 | .... | .... | .... |
| 184 | Denison University, Granville, Ohio | 6 | 2 | .... | 5 | .... | .... | .... |
| 185 | Hiram College, Hiram, Ohio | 7 | ..... | .... | .... | .... | 3 | .... |
| 186 | Western Reserve College, Hudson, Ohio | 42 | 4 | .... | 13 | .... | .... | .... |
| 187 | Ohio Central College, Iberia, Ohio | 7 | ..... | *c*3 | 2 | .... | .... | .... |
| 188 | Marietta College, Marietta, Ohio | 20 | 4 | .... | 12 | .... | 8 | 3 |
| 189 | Franklin College, New Athens, Ohio | 12 | 2 | .... | 2 | .... | 10 | .... |
| 190 | Muskingum College, New Concord, Ohio | 13 | 2 | .... | 6 | .... | .... | .... |
| 191 | Scio College, Scio, Ohio | 8 | 9 | .... | .... | .... | .... | 1 |
| 192 | Wittenberg College, Springfield, Ohio | 19 | ..... | .... | .... | .... | 13 | .... |
| 193 | Heidelberg College, Tiffin, Ohio | 28 | 1 | .... | 9 | .... | .... | .... |
| 194 | Urbana University, Urbana, Ohio | 3 | ..... | .... | .... | .... | 2 | .... |
| 195 | Otterbein University, Westerville, Ohio | 18 | 1 | .... | 6 | .... | 9 | .... |
| 196 | University of Wooster, Wooster, Ohio | 91 | 6 | .... | 22 | .... | 18 | 1 |
| 197 | Antioch College, Yellow Springs, Ohio | 0 | 0 | .... | .... | .... | .... | .... |
| 198 | Corvallis College, Corvallis, Oreg | 6 | ..... | .... | .... | .... | 1 | .... |
| 199 | University of Oregon, Eugene City, Oreg | 20 | ..... | .... | 1 | .... | .... | .... |
| 200 | Pacific University and Tualatin Academy, Forest Grove, Oreg | 1 | ..... | .... | 1 | .... | .... | .... |
| 201 | Blue Mountain University, La Grande, Oreg | 0 | 0 | .... | .... | .... | .... | .... |
| 202 | Philomath College, Philomath, Oreg | 0 | 0 | .... | .... | .... | .... | .... |
| 203 | Willamette University, Salem, Oreg | 23 | ..... | .... | 2 | .... | .... | .... |
| 204 | Muhlenberg College, Allentown, Pa | 17 | 0 | .... | 10 | .... | 7 | .... |
| 205 | Lebanon Valley College, Annville, Pa | 10 | 1 | .... | 5 | .... | 5 | 1 |
| 206 | St. Vincent's College, Beatty, Pa | 26 | ..... | *f*12 | .... | .... | .... | .... |
| 207 | Dickinson College, Carlisle, Pa | 24 | 3 | .... | 12 | .... | 12 | 1 |
| 208 | Pennsylvania Military Academy, Chester, Pa | 14 | 0 | .... | 1 | .... | .... | .... |
| 209 | Lafayette College, Easton, Pa | 84 | 8 | .... | 36 | .... | 27 | 1 |
| 210 | Ursinus College, Freeland, Pa | 6 | ..... | .... | 5 | .... | .... | .... |
| 211 | Pennsylvania College, Gettysburg, Pa | 29 | 3 | .... | 17 | .... | 12 | .... |
| 212 | Thiel College, Greenville, Pa | 8 | ..... | .... | 5 | .... | 3 | .... |
| 213 | Haverford College, Haverford College, Pa | 11 | 2 | *d*1 | 7 | .... | .... | .... |
| 214 | Franklin and Marshall College, Lancaster, Pa | 27 | 4 | .... | 23 | .... | 4 | 2 |
| 215 | University at Lewisburg, Lewisburg, Pa | 17 | 4 | .... | 10 | .... | 7 | 2 |
| 216 | Lincoln University, Lincoln University, Pa | 15 | 0 | .... | 7 | .... | 8 | .... |
| 217 | St. Francis College, Loretto, Pa | 8 | ..... | *f*6 | .... | .... | .... | .... |
| 218 | Allegheny College, Meadville, Pa | 21 | ..... | .... | 21 | .... | .... | .... |
| 219 | Mercersburg College, Mercersburg, Pa | 17 | ..... | .... | 6 | .... | 11 | .... |
| 220 | Westminster College, New Wilmington, Pa | 18 | 3 | .... | 14 | .... | .... | .... |

*a* 4 are "master of philosophy."
*b* Number of graduates in theology.
*c* Degrees not specified.
*d* "Mechanical engineer."
*e* "Master of philosophy."

1880 *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. Doc. | 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 | |
| ... | ... | ... | ... | 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 47 | ... | ... | ... | ... | 162 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 163 |
| 4 | ... | 1 | ... | 2 | ... | ... | ... | ... | ... | 3 | ... | *a*7 | ... | ... | ... | ... | 3 | 6 | ... | ... | ... | 1 | 164 |
| ... | ... | ... | ... | 18 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 165 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 166 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | 1 | ... | ... | ... | 4 | 9 | ... | ... | 5 | 3 | 167 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *b*2 | ... | ... | ... | ... | ... | ... | 168 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 169 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | 170 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 171 |
| *c*4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *b*5 | ... | ... | ... | ... | ... | ... | 172 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 173 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 174 |
| 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 175 |
| 2 | ... | ... | ... | .. | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 176 |
| 11 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 177 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 178 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 179 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 180 |
| 1 | ... | ... | ... | ... | ... | 1 | ... | *d*1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 181 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 3 | ... | ... | ... | ... | 1 | 182 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | 3 | ... | ... | ... | ... | 1 | 183 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | 1 | 184 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 185 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | 2 | 29 | ... | ... | ... | ... | 186 |
| 2 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 187 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 188 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | 189 |
| 7 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | 190 |
| 8 | ... | ... | 5 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 3 | ... | ... | ... | ... | ... | 191 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 6 | ... | ... | ... | ... | ... | ... | 192 |
| 12 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 7 | 1 | ... | ... | ... | ... | ... | 193 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 194 |
| 3 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 195 |
| 3 | ... | 1 | ... | ... | ... | ... | ... | ... | ... | 6 | ... | *e*2 | 2 | ... | ... | ... | 2 | 39 | ... | ... | ... | 1 | 196 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 197 |
| 5 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 198 |
| 19 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 199 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 200 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 201 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 202 |
| 8 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 13 | ... | ... | ... | ... | 203 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 204 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 205 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | *g*14 | ... | ... | ... | ... | ... | ... | 206 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | 1 | 207 |
| ... | ... | ... | ... | 12 | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 208 |
| 5 | ... | 5 | ... | 4 | *h*2 | 3 | ... | ... | ... | 2 | ... | ... | 2 | ... | ... | ... | 2 | ... | ... | ... | ... | 3 | 209 |
| 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 210 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | 1 | ... | ... | ... | ... | ... | 211 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 212 |
| 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | 213 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 1 | ... | ... | ... | ... | 1 | 214 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 2 | ... | ... | ... | ... | ... | 215 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 216 |
| ... | ... | 1 | ... | 1 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 217 |
| ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 218 |
| 4 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | 3 | ... | ... | ... | ... | ... | 219 |
| | | | | | | | | | | | | | | | | | | | | | | | 220 |

*f* "Master of accounts."
*g* Ordained priests during the year.
*h* "Analytical chemist."
*i* Honorary degree of "doctor of letters."
*j* "Master of accounts."

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 |
| 221 | La Salle College, Philadelphia, Pa | 0 | 0 | .... | .... | .... | .... | .... |
| 222 | University of Pennsylvania, Philadelphia, Pa | 250 | .... | .... | 24 | .... | 9 | .... |
| 223 | Western University of Pennsylvania, Pittsburgh, Pa | 9 | 0 | .... | 3 | .... | 4 | .... |
| 224 | Lehigh University, South Bethlehem, Pa | 11 | 0 | .... | 2 | .... | .... | .... |
| 225 | Pennsylvania State College, State College, Pa | 6 | 0 | .... | 1 | .... | .... | .... |
| 226 | Swarthmore College, Swarthmore, Pa | 14 | 0 | .... | 9 | .... | .... | .... |
| 227 | Augustinian College of Villanova, Villanova, Pa | *d*12 | 2 | .... | 4 | .... | 2 | 2 |
| 228 | Washington and Jefferson College, Washington, Pa | 21 | 4 | .... | 21 | .... | .... | .... |
| 229 | Brown University, Providence, R. I | 82 | 2 | .... | 53 | .... | 24 | 2 |
| 230 | College of Charleston, Charleston, S. C | 10 | 0 | .... | 6 | .... | 4 | .... |
| 231 | Erskine College, Due West, S. C | 8 | 1 | .... | 8 | .... | .... | .... |
| 232 | Furman University, Greenville, S. C | 2 | .... | .... | .... | .... | 2 | .... |
| 233 | Newberry College, Newberry, S. C | 11 | 1 | .... | 7 | .... | 4 | .... |
| 234 | Wofford College, Spartanburg, S. C | 12 | .... | .... | 12 | .... | .... | .... |
| 235 | Adger College, Walhalla, S. C | 5 | .... | .... | 5 | .... | .... | .... |
| 236 | East Tennessee Wesleyan University, Athens, Tenn | 11 | 7 | .... | 3 | .... | .... | 3 |
| 237 | King College, Bristol, Tenn | 3 | 2 | .... | 3 | .... | .... | 2 |
| 238 | Southwestern Presbyterian University, Clarksville, Tenn | 4 | 2 | .... | 2 | .... | 2 | 1 |
| 239 | Hiwassee College, Hiwassee College, Tenn | 14 | 2 | .... | 9 | .... | .... | 1 |
| 240 | Southwestern Baptist University, Jackson, Tenn | 0 | 2 | .... | .... | .... | .... | .... |
| 241 | University of Tennessee, Knoxville, Tenn | 63 | .... | .... | .... | .... | .... | .... |
| 242 | Cumberland University, Lebanon, Tenn | 39 | 2 | .... | 2 | .... | 1 | .... |
| 243 | Bethel College, McKenzie, Tenn | 2 | .... | .... | .... | .... | .... | .... |
| 244 | Maryville College, Maryville, Tenn | 5 | 3 | .... | 5 | .... | .... | .... |
| 245 | Christian Brothers' College, Memphis, Tenn | 0 | .... | .... | .... | .... | .... | .... |
| 246 | Mosheim Institute, Mosheim, Tenn | 5 | 1 | *f*1 | 2 | .... | .... | 1 |
| 247 | Carson College, Mossy Creek, Tenn | 9 | .... | .... | 9 | .... | .... | .... |
| 248 | Central Tennessee College, Nashville, Tenn | 13 | 0 | .... | 4 | .... | .... | .... |
| 249 | Fisk University, Nashville, Tenn | 6 | .... | .... | 6 | .... | .... | .... |
| 250 | University of Nashville, Nashville, Tenn | 57 | 1 | .... | 7 | .... | .... | .... |
| 251 | Vanderbilt University, Nashville, Tenn | 128 | .... | .... | .... | .... | 4 | .... |
| 252 | University of the South, Sewanee, Tenn | 2 | .... | .... | .... | .... | 2 | .... |
| 253 | Burritt College, Spencer, Tenn | 2 | 0 | .... | 2 | .... | .... | .... |
| 254 | Greeneville and Tusculum College, Tusculum, Tenn | 2 | .... | .... | 2 | .... | .... | .... |
| 255 | Agricultural and Mechanical College of Texas, College Station, Tex. | 2 | 0 | .... | .... | .... | .... | .... |
| 256 | Southwestern University, Georgetown, Tex | 8 | .... | .... | 6 | .... | 1 | .... |
| 257 | Henderson College, Henderson, Tex | 7 | .... | *f*7 | .... | .... | .... | .... |
| 258 | Baylor University, Independence, Tex | 8 | 5 | .... | 1 | .... | 2 | .... |
| 259 | Austin College, Sherman, Tex | 0 | 1 | .... | .... | .... | .... | .... |
| 260 | Trinity University, Tehuacana, Tex | 6 | 3 | .... | 6 | .... | .... | .... |
| 261 | University of Vermont and State Agricultural College, Burlington, Vt. | 78 | 2 | .... | 15 | .... | 5 | 2 |
| 262 | Randolph Macon College, Ashland, Va | .... | 1 | .... | .... | .... | .... | .... |
| 263 | Virginia Agricultural and Mechanical College, Blacksburg, Va | 7 | 0 | .... | .... | .... | .... | .... |
| 264 | Emory and Henry College, Emory, Va | 13 | 2 | .... | 11 | .... | .... | 2 |
| 265 | Virginia Military Institute, Lexington, Va | 23 | 0 | .... | .... | .... | .... | .... |
| 266 | Washington and Lee University, Lexington, Va | 18 | 5 | .... | 6 | .... | 1 | .... |
| 267 | Richmond College, Richmond, Va | 7 | 1 | .... | .... | .... | .... | .... |
| 268 | Roanoke College, Salem, Va | 7 | 1 | .... | 7 | .... | .... | .... |
| 269 | University of Virginia, University of Virginia, Va | 34 | 0 | 2 | .... | .... | 5 | .... |
| 270 | Bethany College, Bethany, W. Va | *m*17 | .... | .... | .... | .... | .... | .... |
| 271 | West Virginia College, Flemington, W. Va | 0 | 0 | .... | .... | .... | .... | .... |
| 272 | West Virginia University, Morgantown, W. Va | 11 | .... | .... | 2 | .... | 3 | .... |
| 273 | Shepherd College, Shepherdstown, W. Va | *n*22 | 6 | *o*4 | .... | .... | .... | .... |
| 274 | Lawrence University, Appleton, Wis | 24 | 3 | .... | 3 | .... | .... | 1 |
| 275 | Beloit College, Beloit, Wis | 15 | 2 | .... | 15 | .... | .... | .... |

*a* "Analytical chemist."
*b* 2 are "mechanical engineer."
*c* "Bachelor of scientific agriculture."
*d* Includes 3 commercial diplomas.
*e* Honorary degree.
*f* "Mistress of English literature."
*g* Includes 1 honorary M. D.
*h* Graduates in biblical department.

1880 *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. Doc. | 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 | |
| | | | | | | | | | | | | | | | | | | | | | | | 221 |
| 16 | | | | | | | | | | | | 16 | | | | | | 116 | 20 | | 49 | | 222 |
| | | | | 1 | | | | | | 1 | | | | | | | | | | | | | 223 |
| | | | | 2 | *a*2 | *b*5 | | | | | | | | | | | | | | | | | 224 |
| 4 | | | | | *c*1 | | | | | | | | | | | | | | | | | | 225 |
| 4 | | | | 1 | | | | | | | | | | | | | | | | | | | 226 |
| 3 | | | | | | | | | | | | | | | | | | | | | | | 227 |
| | | | | | | | | | | 5 | | | | | | | 3 | | | | | 1 | 228 |
| | | | | | | | | | | | | | | | | | | | | | | | 229 |
| | | | | | | | | | | | | | | | | | | | | | | | 230 |
| | | | | | | | | | | | | | | | | | 1 | | | | | | 231 |
| | | | | | | | | | | | | | | | | | | | | | | | 232 |
| | | | | | | | | | | | | | | | | | 1 | | | | | | 233 |
| | | | | | | | | | | | | | | | | | | | | | | | 234 |
| | | | | | | | | | | | | | | | | | | | | | | | 235 |
| 8 | | | | | | *e*1 | | | | | | | | | | | | 2 | | | | 1 | 236 |
| | | | | | | | | | | | | | | | | | | | | | | | 237 |
| | | | | | | | | | | | | | | | | | | | | | | 1 | 238 |
| 5 | | | | | | | | | | | | | | | | | 1 | | | | | | 239 |
| | | | | | | | | | | | | | | | | | | | | | | 2 | 240 |
| | | | | | | | | | | | | | | | | | | 50 | 13 | | | | 241 |
| | | | | 1 | | | | | | | | 1 | | | | 7 | 1 | | | | 27 | 1 | 242 |
| 1 | | | | | | | | | | 1 | | | | | | | | | | | | | 243 |
| | | | | | | | | | | | | | | | | | 3 | | | | | | 244 |
| | | | | | | | | | | | | | | | | | | | | | | | 245 |
| 2 | | | | | | | | | | | | | | | | | | | | | | | 246 |
| | | | | | | | | | | | | | | | | | | | | | | | 247 |
| 1 | | | | | | | | | | | | | | | | | | 8 | | | | | 248 |
| | | | | | | | | | | | | | | | | | | | | | | | 249 |
| | | | | | | | | | | | | | | | | | | *g*51 | | | | | 250 |
| 4 | | | | 1 | | | | | | 3 | | | | | | *h*9 | | 92 | 5 | | 10 | | 251 |
| | | | | | | | | | | | | | | | | | | | | | | | 252 |
| | | | | | | | | | | | | | | | | | | | | | | | 253 |
| | | | | | | | | | | | | | | | | | | | | | | | 254 |
| | | | | 2 | | | | | | | | | | | | | | | | | | | 255 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | 256 |
| | | | | | | | | | | | | | | | | | | | | | | | 257 |
| | | | | | | | | | | 5 | | | | | | | 3 | | | | | 2 | 258 |
| | | | | | | | | | | | | | | | | | 1 | | | | | | 259 |
| | | | | | | | | | | | | | | | | | 3 | | | | | | 260 |
| | | | | 3 | | | | | | 2 | | | | | | | | 53 | | | | | 261 |
| | | | | | | | | | | | | | | | | | 1 | | | | | | 262 |
| | | | | | *i*7 | | | | | | | | | | | | | | | | | | 263 |
| *j*2 | | | | | | | | | | | | | | | | | | | | | | | 264 |
| *k*23 | | | | | | | | | | | | | | | | | | | | | | | 265 |
| | | | | 1 | | | | | | | | | | | | | 3 | | | | 10 | *l*2 | 266 |
| | | | | | | | | | | | | | | | | | | | | | 7 | 1 | 267 |
| | | | | | | | | | | | | | | | | | 1 | | | | | | 268 |
| | | | | | | | | | | | | | | | | | | 10 | | | 17 | | 269 |
| | | | | | | | | | | | | | | | | | | | | | | | 270 |
| | | | | | | | | | | | | | | | | | | | | | | | 271 |
| 1 | | 5 | | | | | | | | | | | | | | | | | | | | | 272 |
| | | | | | | | | | | | | | | | | | | | | | | | 273 |
| 12 | | 9 | 1 | | | | | | | | | | | | | | 1 | | | | | | 274 |
| | | | | | | | | | | | | | | | | | 1 | | | | | 1 | 275 |

*i* 3 are "graduate in agriculture" and 4 "graduate in agriculture and mechanics."
*j* Includes one "bachelor of science and literature."
*k* These are "graduate Virginia Military Institute."
*l* 1 is "D. C. L."
*m* Degrees not specified.
*n* 18 are normal graduates.
*o* "Master of English literature."

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 |
| 276 | University of Wisconsin, Madison, Wis | 75 | ..... | 14 | 14 | .... | *a*3 | .... |
| 277 | Milton College, Milton, Wis | 9 | ..... | .... | 2 | .... | .... | .... |
| 278 | Racine College, Racine, Wis | 8 | 2 | .... | 6 | 1 | 2 | .... |
| 279 | Ripon College, Ripon, Wis | 8 | 0 | .... | 3 | .... | 4 | .... |
| 280 | Georgetown University, Georgetown, D. C | 10 | 3 | .... | 10 | .... | .... | 1 |
| 281 | Columbian University, Washington, D. C | 11 | 1 | .... | 2 | .... | 1 | .... |
| 282 | Gonzaga College, Washington, D. C | 0 | 0 | .... | .... | .... | .... | .... |
| 283 | Howard University, Washington, D. C | *d*28 | 1 | .... | .... | .... | .... | .... |
| 284 | National Deaf-Mute College, Washington, D. C | 4 | 2 | .... | 3 | .... | .... | 1 |
| 285 | University of Washington Territory, Seattle, Wash. Ter | 2 | ..... | .... | .... | .... | .... | .... |

*a* Conferred on examination.
*b* 1 is "bachelor of mechanical engineering" and 1 "bachelor of mining and metall ."

1880 *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. Doc. | 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 | |
| 7 | .... | .... | .... | 3 | .... | *b*2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 32 | .... | 276 |
| 7 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 277 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | *c*1 | .... | .... | .... | .... | .... | .... | 278 |
| 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 279 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | 280 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 8 | .... | .... | .... | 1 | 281 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 282 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | *e*10 | .... | *f*14 | .... | .... | .... | .... | 283 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | .... | .... | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 284 |
| 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 285 |

*c* Honorary degree.
*d* Includes 4 degrees not specified.
*e* Number of certificates in theology.
*f* Includes one "B. M."

TABLE XV.—PART 2.—*Degrees conferred in* 1880 *by 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 | Theological department of Talladega College, Talladega, Ala. | *a*8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 2 | Pacific Theological Seminary, Oakland, Cal | 3 | 3 | ..... | ..... | ..... | ..... | ..... | ..... |
| 3 | San Francisco Theological Seminary, San Francisco, Cal. | 5 | 5 | ..... | ..... | ..... | ..... | ..... | ..... |
| 4 | Theological Institute of Connecticut, Hartford, Conn. | *a*11 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 5 | Chicago Theological Seminary, Chicago, Ill | *b*9 | 7 | ..... | ..... | ..... | ..... | ..... | ..... |
| 6 | Garrett Biblical Institute, Evanston, Ill | *c*14 | 5 | 3 | ..... | ..... | ..... | ..... | ..... |
| 7 | Baptist Union Theological Seminary, Morgan Park, Ill | 16 | 16 | 1 | ..... | ..... | ..... | ..... | ..... |
| 8 | Augustana Theological Seminary, Rock Island, Ill | *a*9 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 9 | Kansas Theological School, Topeka, Kans | *a*2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 10 | Preston Park Theological Seminary, Louisville, Ky | *d*10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 11 | Southern Baptist Theological Seminary, Louisville, Ky. | *e*10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 12 | Bangor Theological Seminary, Bangor, Me | *a*8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 13 | Andover Theological Seminary, Andover, Mass | *a*28 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 | Episcopal Theological School, Cambridge, Mass | 8 | 8 | ..... | ..... | ..... | ..... | ..... | ..... |
| 15 | Newton Theological Institution, Newton Centre, Mass | 15 | 15 | ..... | ..... | ..... | ..... | ..... | ..... |
| 16 | Bishop Green Associate Mission and Training School, Dry Grove, Miss. | *a*1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 17 | German Theological School of Newark, Bloomfield, N. J. | 5 | 5 | ..... | ..... | ..... | ..... | ..... | ..... |
| 18 | Drew Theological Seminary, Madison, N. J | *a*32 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 19 | Theological Seminary of the Reformed (Dutch) Church in America, New Brunswick, N. J. | *a*8 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 20 | Auburn Theological Seminary, Auburn, N. Y | *a*12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 21 | General Theological Seminary of the Protestant Episcopal Church, New York, N. Y. | *f*25 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 22 | Union Theological Seminary, New York, N. Y | *a*36 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 23 | St. Joseph's Provincial Seminary, Troy, N. Y | *g*17 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 24 | German Lutheran Seminary, Columbus, Ohio | *a*6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 25 | Union Biblical Seminary, Dayton, Ohio | 5 | 5 | ..... | ..... | ..... | ..... | ..... | ..... |
| 26 | United Presbyterian Theological Seminary of Xenia, Xenia, Ohio. | 8 | 8 | ..... | ..... | ..... | ..... | ..... | ..... |
| 27 | Theological Seminary of the United Presbyterian Church, Allegheny, Pa. | *a*12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 28 | Theological Seminary of the General Synod of the Evangelical Lutheran Church, Gettysburg, Pa. | *a*10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 29 | Theological Seminary of the Synod of the Reformed Church, Lancaster, Pa. | 7 | 7 | ..... | ..... | ..... | ..... | ..... | ..... |
| 30 | Divinity School of the Protestant Episcopal Church, Philadelphia, Pa. | *h*5 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 31 | Theological Seminary of the Evangelical Lutheran Church, Philadelphia, Pa. | *a*15 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 32 | Theological and Normal Institute, Nashville, Tenn | *a*3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 33 | Richmond Institute, Richmond, Va | *a*6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 34 | Protestant Episcopal Theological Seminary, Theological Seminary, Va. | *a*10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 35 | Nashotah House, Nashotah, Wis | 8 | 8 | ..... | ..... | ..... | ..... | ..... | ..... |
| 36 | Seminary of St. Francis de Sales, St. Francis, Wis | *a*28 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 37 | Wayland Seminary, Washington, D. C | *a*4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| | SCHOOLS OF LAW. | | | | | | | | |
| 38 | Law department, University of Louisville, Louisville, Ky. | 25 | ..... | ..... | ..... | ..... | ..... | 25 | ..... |

*a* Number of graduates reported.
*b* 2 are certificates of graduation.
*c* 9 received diplomas only.
*d* Degree of A. M.
*e* 4 full graduates and 6 English graduates.
*f* 20 diplomas and 5 "bachelor of sacred theology."
*g* Number of priests ordained.
*h* Number receiving diplomas.

TABLE XV.—PART 2.—*Degrees conferred in* 1880 *by 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 |
| 39 | School of Law, University of Maryland, Baltimore, Md. | 33 | ..... | ..... | ..... | .... | .... | 33 | .... |
| 40 | Law School of the Cincinnati College, Cincinnati, Ohio. | 51 | ..... | ..... | ..... | .... | .... | 51 | .... |
| 41 | National University, law department, Washington, D. C. | 27 | ..... | ..... | ..... | .... | .... | a27 | .... |
| | SCHOOLS OF MEDICINE. | | | | | | | | |
| 42 | Medical College of Alabama, Mobile, Ala | 24 | ..... | ..... | 24 | .... | .... | .... | .... |
| 43 | Medical College of the Pacific, San Francisco, Cal | 7 | ..... | ..... | 7 | .... | .... | .... | .... |
| 44 | Atlanta Medical College, Atlanta, Ga | 31 | ..... | ..... | 31 | .... | .... | .... | .... |
| 45 | Southern Medical College, Atlanta, Ga | b15 | ..... | ..... | b15 | .... | .... | .... | .... |
| 46 | Rush Medical College, Chicago, Ill | c148 | ..... | ..... | 147 | .... | .... | .... | .... |
| 47 | Woman's Medical College of Chicago, Chicago, Ill | 10 | ..... | ..... | 10 | .... | .... | .... | .... |
| 48 | Medical College of Evansville, Evansville, Ind | 5 | ..... | ..... | 5 | .... | .... | .... | .... |
| 49 | Fort Wayne College of Medicine, Fort Wayne, Ind | c7 | ..... | ..... | 6 | .... | .... | .... | .... |
| 50 | Medical College of Fort Wayne, Fort Wayne, Ind | c15 | ..... | ..... | d14 | .... | .... | .... | .... |
| 51 | Central College of Physicians and Surgeons, Indianapolis, Ind. | c13 | ..... | ..... | 12 | .... | .... | .... | .... |
| 52 | College of Physicians and Surgeons, Keokuk, Iowa | c117 | ..... | ..... | 116 | .... | .... | .... | .... |
| 53 | Kentucky School of Medicine, Louisville, Ky | c44 | ..... | ..... | 43 | .... | .... | .... | .... |
| 54 | Louisville Medical College, Louisville, Ky | 56 | ..... | ..... | 56 | .... | .... | .... | .... |
| 55 | College of Physicians and Surgeons, Baltimore, Md | 110 | ..... | ..... | 119 | .... | .... | .... | .... |
| 56 | Medical department, University of Maryland, Baltimore, Md. | 66 | ..... | ..... | 66 | .... | .... | .... | .... |
| 57 | Detroit Medical College, Detroit, Mich | 27 | ..... | ..... | 27 | .... | .... | .... | .... |
| 58 | Kansas City Medical College, Kansas City, Mo | 17 | ..... | ..... | 17 | .... | .... | .... | .... |
| 59 | St. Joseph Hospital Medical College, St. Joseph, Mo | 14 | ..... | ..... | 14 | .... | .... | .... | .... |
| 60 | St. Louis Medical College, St. Louis, Mo | 41 | ..... | ..... | 41 | .... | .... | .... | .... |
| 61 | Medical department, University of Buffalo, Buffalo, N. Y. | 54 | ..... | ..... | 54 | .... | .... | .... | .... |
| 62 | Bellevue Hospital Medical College, New York, N. Y. | 142 | ..... | ..... | 142 | .... | .... | .... | .... |
| 63 | Woman's Medical College of New York Infirmary, New York, N. Y. | 11 | ..... | ..... | 11 | .... | .... | .... | .... |
| 64 | Cincinnati College of Medicine and Surgery, Cincinnati, Ohio. | c28 | ..... | ..... | 27 | .... | .... | .... | .... |
| 65 | Medical College of Ohio, Cincinnati, Ohio | 121 | ..... | ..... | 121 | .... | .... | .... | .... |
| 66 | Miami Medical College, Cincinnati, Ohio | 42 | ..... | ..... | 42 | .... | .... | .... | .... |
| 67 | Columbus Medical College, Columbus, Ohio | 61 | ..... | ..... | 61 | .... | .... | .... | .... |
| 68 | Jefferson Medical College, Philadelphia, Pa | 196 | ..... | ..... | 196 | .... | .... | .... | .... |
| 69 | Woman's Medical College of Pennsylvania, Philadelphia, Pa. | 13 | ..... | ..... | 13 | .... | .... | .... | .... |
| 70 | Medical College of the State of South Carolina, Charleston, S. C. | 25 | ..... | ..... | 21 | .... | 4 | ... | .... |
| 71 | Medical College of Virginia, Richmond, Va | 25 | ..... | ..... | 20 | .... | 5 | .... | .... |
| 72 | California Medical College, Oakland, Cal | 13 | ..... | ..... | 13 | .... | .... | .... | .... |
| 73 | Bennett College of Eclectic Medicine and Surgery, Chicago, Ill. | 52 | ..... | ..... | 52 | .... | .... | .... | .... |
| 74 | American Medical College, St. Louis, Mo | 41 | ..... | ..... | 41 | .... | .... | .... | .... |
| 75 | Eclectic Medical College of New York, New York, N. Y. | 32 | ..... | ..... | 32 | .... | .... | .... | .... |
| 76 | Eclectic Medical Institute, Cincinnati, Ohio | 50 | ..... | ..... | 50 | .... | .... | .... | .... |
| 77 | Chicago Homœopathic College, Chicago, Ill | 20 | ..... | ..... | e20 | .... | .... | .... | .... |
| 78 | Hahnemann Medical College of Chicago, Chicago, Ill | 100 | ..... | ..... | 100 | .... | - | .... | .... |
| 79 | St. Louis College of Homœopathic Physicians and Surgeons, St. Louis, Mo. | 25 | ..... | ..... | 25 | .... | .... | .... | .... |
| 80 | College of Physicians and Surgeons, Buffalo, N. Y | 6 | ..... | ..... | 6 | .... | .... | .... | .... |
| 81 | New York Homœopathic Medical College, New York, N. Y. | 54 | ..... | ..... | 54 | .... | .... | .... | .... |
| 82 | New York Medical College and Hospital for Women, New York, N. Y. | 6 | ..... | ..... | 6 | .... | .... | .... | .... |
| 83 | Pulte Medical College, Cincinnati, Ohio | 22 | ..... | ..... | 22 | .... | .... | .... | .... |
| 84 | Homœopathic Hospital College, Cleveland, Ohio | 48 | ..... | ..... | 48 | .... | .... | .... | .... |
| 85 | Hahnemann Medical College, Philadelphia, Pa | 75 | ..... | ..... | 75 | .... | .... | .... | .... |

*a* Includes 10 "M. L."
*b* 7 are ad eundum degrees.
*c* Includes 1 honorary M. D.
*d* 2 are ad eundum degrees.
*e* Includes 1 ad eundum degree.

TABLE XV.—PART 2.—*Degrees conferred in* 1880 *by 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 |
| | SCHOOLS OF DENTISTRY. | | | | | | | | |
| 86 | Indiana Dental College, Indianapolis, Ind | *a*4 | ..... | ..... | ..... | 3 | ..... | ..... | ..... |
| 87 | Baltimore College of Dental Surgery, Baltimore, Md. | 53 | ..... | ..... | ..... | 53 | ..... | ..... | ..... |
| 88 | Boston Dental College, Boston, Mass | 19 | ..... | ..... | ..... | 19 | ..... | ..... | ..... |
| 89 | New York College of Dentistry, New York, N. Y. | 28 | ..... | ..... | ..... | 28 | ..... | ..... | ..... |
| 90 | Pennsylvania College of Dental Surgery, Philadelphia, Pa. | 57 | ..... | ..... | ..... | 57 | ..... | ..... | ..... |
| | SCHOOLS OF PHARMACY. | | | | | | | | |
| 91 | Chicago College of Pharmacy, Chicago, Ill | 18 | ..... | ..... | ..... | ..... | 18 | ..... | ..... |
| 92 | Maryland College of Pharmacy, Baltimore, Md | 20 | ..... | ..... | ..... | ..... | 20 | ..... | ..... |
| 93 | Massachusetts College of Pharmacy, Boston, Mass | *b*20 | ..... | ..... | ..... | ..... | *b*20 | ..... | ..... |
| 94 | College of Pharmacy of the City of New York, New York, N. Y. | 43 | ..... | ..... | ..... | ..... | 43 | ..... | ..... |
| 95 | Pittsburgh College of Pharmacy, Pittsburgh, Pa | 11 | ..... | ..... | ..... | ..... | 11 | ..... | ..... |
| 96 | National College of Pharmacy, Washington, D. C | 6 | ..... | ..... | ..... | ..... | *c*6 | ..... | ..... |

*a* Includes 1 honorary D. D. S. *b* 1 received a certificate of proficiency only.
*c* These are "doctor of pharmacy."

TABLE XV.—PART 3.—*Degrees conferred in* 1880 *by 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. Ph., 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. Ph. | 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, Eufaula, Ala. | 0 | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 2 | Huntsville Female College, Huntsville, Ala. | 7 | ..... | .... | 2 | .... | .... | .... | 5 | .... | .... | .... | .... |
| 3 | Judson Female Institute, Marion, Ala. | 11 | ..... | 11 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 4 | Marion Female Seminary, Marion, Ala. | 12 | ..... | 12 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 5 | Alabama Central Female College, Tuscaloosa, Ala. | *a*10 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 6 | Alabama Conference Female College, Tuskegee, Ala. | *b*12 | ..... | *a*5 | 2 | .... | .... | .... | .... | .... | .... | .... | .... |
| 7 | Wesleyan Female College, Wilmington, Del. | 2 | ..... | 1 | .... | .... | .... | .... | 1 | .... | .... | .... | .... |
| 8 | Columbus Female College, Columbus, Ga. | 9 | ..... | 9 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 9 | Andrew Female College, Cuthbert, Ga. | *c*12 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 10 | Dalton Female College, Dalton, Ga. | 5 | ..... | 5 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 11 | Monroe Female College, Forsyth, Ga. | 10 | ..... | 10 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 12 | Georgia Baptist Seminary for Young Ladies, Gainesville, Ga. | 6 | ..... | 5 | .... | .... | .... | .... | .... | .... | .... | .... | 1 |
| 13 | Southern Female College, La Grange, Ga. | *d*24 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 14 | Wesleyan Female College, Macon, Ga. | 49 | ..... | 33 | 10 | .... | .... | .... | .... | .... | .... | .... | 6 |
| 15 | College Temple, Newnan, Ga. | 8 | ..... | .... | 6 | .... | .... | .... | 2 | .... | .... | .... | .... |
| 16 | Shorter College, Rome, Ga. | 17 | ..... | 17 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 17 | Illinois Female College, Jacksonville, Ill. | *e*25 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 18 | Jacksonville Female Academy, Jacksonville, Ill. | *c*11 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 19 | Rockford Seminary, Rockford, Ill. | *f*17 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 20 | De Pauw College, New Albany, Ind. | 2 | ..... | .... | .... | .... | .... | .... | 1 | .... | .... | 1 | .... |
| 21 | Immaculate Conception Academy, Davenport, Iowa. | *c*4 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 22 | St. Agatha's Seminary, Iowa City, Iowa | *g*17 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | 4 | .... |
| 23 | College of Sisters of Bethany, Topeka, Kans. | 5 | *h*1 | 5 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 24 | Bowling Green Female College, Bowling Green, Ky. | 0 | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 25 | Clinton College, Clinton, Ky. | 0 | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 26 | Franklin Female College, Franklin, Ky. | 8 | ..... | 8 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 27 | Liberty Female College, Glasgow, Ky. | 9 | ..... | *i*9 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 28 | Daughters College, Harrodsburg, Ky. | *c*10 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 29 | Bethel Female College, Hopkinsville, Ky | 11 | ..... | .... | 2 | .... | .... | .... | 9 | .... | .... | .... | .... |
| 30 | Hamilton Female College, Lexington, Ky | 7 | ..... | 7 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 31 | Millersburg Female College, Millersburg, Ky. | 9 | ..... | *i*1 | .... | .... | .... | .... | 8 | .... | .... | .... | .... |
| 32 | Mt. Sterling Female College, Mt. Sterling, Ky. | 11 | ..... | .... | .... | .... | .... | .... | 11 | .... | .... | .... | .... |
| 33 | Bourbon Female College, Paris, Ky. | *c*5 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 34 | Logan Female College, Russellville, Ky. | 10 | ..... | .... | 2 | .... | .... | .... | 8 | .... | .... | .... | .... |
| 35 | Science Hill School, Shelbyville, Ky. | 0 | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 36 | Stuart's Female College, Shelbyville, Ky | 12 | ..... | .... | 12 | .... | .... | .... | .... | .... | .... | .... | .... |
| 37 | Stanford Female College, Stanford, Ky. | 1 | ..... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... |
| 38 | Cedar Bluff Female College, Woodburn, Ky. | *c*4 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 39 | Silliman Female Collegiate Institute, Clinton, La. | 4 | ..... | .... | .... | .... | .... | .... | 4 | .... | .... | .... | .... |
| 40 | Mansfield Female College, Mansfield, La. | 4 | ..... | .... | 2 | .... | .... | .... | 2 | .... | .... | .... | .... |
| 41 | Minden Female College, Minden, La. | 4 | ..... | .... | .... | .... | .... | .... | 4 | .... | .... | .... | .... |
| 42 | Maine Wesleyan Seminary and Female College, Kent's Hill, Me. | 2 | ..... | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 43 | Waterville Classical Institute, Waterville, Me. | 4 | ..... | .... | .... | .... | 4 | .... | .... | .... | .... | .... | .... |

*a* With the degree of "graduate."
*b* Includes 5 graduates in English course.
*c* Degrees not specified.
*d* 15 diplomas for completion of full Latin and English course, 9 for completion of English course.
*e* 11 graduates in classical course, 9 in English, 2 in music, and 3 in fine art.
*f* 8 were graduates in classical course and 9 in musical course.
*g* 13 degrees conferred on completion of special course.
*h* The degree of D. D.
*i* "Maid of arts."

TABLE XV.—PART 3.—*Degrees conferred in* 1880 *by schools, &c.*—Continued.

| | Institutions and locations. | All degrees. | | A. B. | A. M. | B. L. A. | B. L. | M. L. A. | M. E. L. | M. Ph. | M. P. L. | B. Sc. | Mis. Mus. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | In course. | Honorary. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 44 | Baltimore Female College, Baltimore, Md | 4 | ..... | .... | .... | .... | .... | .... | 4 | .... | .... | .... | .... |
| 45 | Cambridge Female Seminary, Cambridge, Md. | 4 | ..... | .... | 4 | .... | .... | .... | .... | .... | .... | .... | .... |
| 46 | Lutherville Female Seminary, Lutherville, Md. | *a*5 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 47 | Smith College, Northampton, Mass | *a*12 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 48 | Wellesley College, Wellesley, Mass | 38 | ..... | 38 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 49 | Bennet Seminary, Minneapolis, Minn | 10 | ..... | 5 | .... | .... | .... | .... | .... | .... | .... | 5 | .... |
| 50 | Blue Mountain Female College, Blue Mountain, Miss. | *a*2 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 51 | Central Female Institute, Clinton, Miss. | *a*8 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 52 | Franklin Female College, Holly Springs, Miss. | 4 | ..... | .... | .... | .... | .... | .... | 4 | .... | .... | .... | .... |
| 53 | Meridian Female College, Meridian, Miss. | *a*2 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 54 | Union Female College, Oxford, Miss | 8 | ..... | .... | 5 | .... | .... | .... | 3 | .... | .... | .... | .... |
| 55 | Chickasaw Female College, Pontotoc, Miss. | *b*6 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 56 | Lea Female College, Summit, Miss | *b*1 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 57 | Stephens Female College, Columbia, Mo. | 3 | ..... | 2 | .... | .... | .... | .... | .... | .... | .... | .... | 1 |
| 58 | Synodical Female College, Fulton, Mo | 2 | ..... | .... | 1 | .... | .... | .... | .... | .... | .... | *c*1 | .... |
| 59 | Independence Female College, Independence, Mo. | 5 | ..... | .... | 5 | .... | .... | .... | .... | .... | .... | .... | .... |
| 60 | St. Louis Seminary, Jennings, Mo | 0 | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 61 | Baptist Female College, Lexington, Mo. | *b*9 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 62 | Central Female College, Lexington, Mo. | 7 | ..... | .... | 1 | .... | .... | .... | 6 | .... | .... | .... | .... |
| 63 | Elizabeth Aull Female Seminary, Lexington, Mo. | 2 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | 2 | .... |
| 64 | Hardin College, Mexico, Mo | *b*15 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 65 | St. Joseph Female College, St. Joseph, Mo. | 7 | ..... | 7 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 66 | New Hampshire Conference Seminary and Female College, Tilton, N. H. | 5 | ..... | .... | .... | .... | .... | 3 | 2 | .... | .... | .... | .... |
| 67 | Tilden Ladies' Seminary, West Lebanon, N. H. | *a*13 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 68 | Bordentown Female College, Bordentown, N. J. | 7 | ..... | .... | .... | .... | .... | .... | 7 | .... | .... | .... | .... |
| 69 | Pennington Seminary and Female Collegiate Institute, Pennington, N. J. | 17 | ..... | .... | 1 | .... | .... | .... | 16 | .... | .... | .... | .... |
| 70 | Academy of the Sacred Heart, near Albany, N. Y. | *a*7 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 71 | Buffalo Female Academy, Buffalo, N. Y. | *b*14 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 72 | Claverack College and Hudson River Institute, Claverack, N. Y. | 7 | ..... | 7 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 73 | Cook's Collegiate Institute, Poughkeepsie, N. Y. | *b*8 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 74 | Thomasville Female College, Thomasville, N. C. | 4 | ..... | *d*2 | .... | .... | 2 | .... | .... | .... | .... | .... | .... |
| 75 | Glendale Female College, Glendale, Ohio. | 7 | ..... | .... | 7 | .... | .... | .... | .... | .... | .... | .... | .... |
| 76 | Granville Female College, Granville, Ohio. | *a*6 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 77 | Hillsboro' Female College, Hillsboro' Ohio. | 2 | ..... | .... | .... | .... | .... | 1 | 1 | .... | .... | .... | .... |
| 78 | Allentown Female College, Allentown, Pa. | *a*15 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 79 | Moravian Seminary for Young Ladies, Bethlehem, Pa. | *a*12 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 80 | Wilson College, Chambersburg, Pa | 2 | ..... | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 81 | Pennsylvania Female College, Collegeville, Pa. | 4 | ..... | 4 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 82 | Irving Female College, Mechanicsburg, Pa. | 5 | ..... | 4 | .... | .... | .... | .... | 1 | .... | .... | .... | .... |
| 83 | Pittsburgh Female College, Pittsburgh, Pa. | *e*13 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 84 | Greenville Female College, Greenville, S. C. | *f*10 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |

*a* Degrees not specified.
*b* With the degree of "graduate."
*c* "Mistress of science."
*d* With the degree of "full graduate."
*e* 5 classical, 4 in English, and 4 in music.
*f* 8 "graduate" and 2 "full graduate."

TABLE XV.—PART 3.—*Degrees conferred in* 1880 *by schools, &c.*—Continued.

| | Institutions and locations. | All degrees. | | A. B. | A. M. | B. L. A. | B. L. | M. L. A. | M. E. L. | M. Ph. | M. P. L. | B. Sc. | Mis. Mus. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | In course. | Honorary. | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 85 | Walhalla Female College, Walhalla, S. C. | 6 | ..... | *a*6 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 86 | Wesleyan Female College, Brownsville, Tenn. | 1 | ..... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... |
| 87 | Bellevue Female College, Collierville, Tenn. | 1 | ..... | .... | .... | .... | .... | .... | 1 | .... | .... | .... | .... |
| 88 | Memphis Conference Female Institute, Jackson, Tenn. | 15 | ..... | .... | 2 | .... | .... | .... | 13 | .... | .... | .... | .... |
| 89 | Cumberland Female College, McMinnville, Tenn. | 2 | ..... | .... | 1 | .... | .... | .... | 1 | .... | .... | .... | .... |
| 90 | Murfreesboro' Female Institute, Murfreesboro', Tenn. | 12 | ..... | .... | 7 | .... | .... | .... | 5 | .... | .... | .... | .... |
| 91 | Soule Female College, Murfreesboro', Tenn. | 2 | ..... | .... | 2 | .... | .... | .... | .... | .... | .... | .... | .... |
| 92 | Ward's Seminary for Young Ladies, Nashville, Tenn. | *b*48 | ..... | .... | *b*48 | .... | .... | .... | .... | .... | .... | .... | .... |
| 93 | Mary Sharp College, Winchester, Tenn. | 6 | ..... | 5 | .... | .... | 1 | .... | .... | .... | .... | .... | .... |
| 94 | Andrew Female College, Huntsville, Tex. | 2 | ..... | .... | 2 | .... | .... | .... | .... | .... | .... | .... | .... |
| 95 | Baylor Female College, Independence, Tex. | *c*11 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 96 | Vermont Methodist Seminary and Female College, Montpelier, Vt. | 9 | ..... | .... | .... | .... | .... | 1 | 4 | .... | .... | .... | *d*4 |
| 97 | Martha Washington College, Abingdon, Va. | 18 | ..... | 12 | .... | .... | .... | .... | .... | .... | .... | 6 | .... |
| 98 | Hollins Institute, Botetourt Springs, Va. | 7 | ..... | *e*7 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 99 | Roanoke Female College, Danville, Va. | 5 | ..... | *e*4 | .... | .... | .... | .... | *f*1 | .... | .... | .... | .... |
| 100 | Southern Female College, Petersburg, Va. | 3 | ..... | *e*3 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 101 | Richmond Female Institute, Richmond, Va. | 5 | ..... | .... | 2 | .... | .... | .... | 3 | .... | .... | .... | .... |
| 102 | Staunton Female Seminary, Staunton, Va. | *g*8 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 103 | Broaddus Female College, Clarksburg, W. Va. | 0 | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 104 | Wisconsin Female College, Fox Lake, Wis. | *c*4 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |

*a* "Maid of arts."
*b* Includes 1 graduate cum laude.
*c* Degrees not specified.
*d* "Graduate in music."
*e* With the degree of "full graduate."
*f* "English graduate."
*g* With the degree of "graduate."

TABLE XVI.—*Statistics of additional public libraries numbering each 300 volumes or upwards for 1880; from replies to inquiries by the United States Bureau of Education.*

[Explanations of abbreviations: Acad., academy; Sch., school; Hist'l, historical; The'l, theological; Pub., public; Coll., college; Soc'l, social; Med., medical; Sci., scientific; Y. M. C. A., Young Men's Christian Association; A. & R., asylum and reformatory; Mis., miscellaneous.]

| | Name. | Location. | Librarian or secretary. | When founded. | Free or subscription. | Class. | Number of volumes. | Volumes added during last library year. | Volumes issued during last library year. | Fund and income. | | Yearly expenditure. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | 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 | Library of Southland College | Helena, Ark | Calvin Clark, president | | | Sch. | 2,000 | 50 | | | | | |
| 2 | Library of University of Southern California. | Los Angeles, Cal. | F. D. Bovard | 1880 | Free | Coll. | 700 | 700 | | | | | |
| 3 | San Francisco Free Public Library. | San Francisco, Cal. | Fred. B. Perkins | 1879 | Free | Pub | 32,600 | | 216,129 | | $24,000 | $13,372 | $18,908 |
| 4 | Boulder Public School Library | Boulder, Colo | Mary Thomas | 1876 | Sub. | Sch | 341 | 51 | 7,800 | | 97 | | |
| 5 | Library of Colorado College | Colorado Springs, Colo. | E. P. Tenney, president | | | Coll | 2,500 | | | | | | |
| 6 | Library of the University of Denver. | Denver, Colo | Rev. David H. Moore, A. M., D. D., president. | | | Coll. | 7,000 | | | | | | |
| 7 | State School of Mines Library | Golden, Colo | Albert C. Hale, A. M., E. M., PH. D. | | | Sci. | 400 | | | | | | |
| 8 | Glastonbury Academy Library | Glastonbury, Conn. | F. H. Brewer | 1880 | Sub. | Acad | 400 | 50 | 320 | | | | |
| 9 | Burritt School Library | New Britain, Conn. | Henry E. Sawyer, acting school visitor. | 1877 | | Sch | 300 | | | | | | |
| 10 | Ridgefield Library | Ridgefield, Conn | Mrs. Daniel L. Adams | 1880 | Sub. | Mis. | 1,000 | 1,000 | | | | | |
| 11 | Library of Middle Georgia Military and Agricultural College. | Milledgeville, Ga | W. S. Dudley, M. D., president | 1880 | | Mis. | 2,000 | 2,000 | | | | | |
| 12 | Charleston Library Association | Charleston, Ill | J. K. Rardin, secretary | 1880 | | Mis. | 345 | 345 | | $500 | 500 | | |
| 13 | Chicago Athenæum Library | Chicago, Ill | E. I. Galvin, superintendent | 1871 | a Free | Mis. | 1,200 | 0 | 500 | | | | |
| 14 | Dundee Public Library | Dundee, Ill | John Hewett | 1876 | Free | Pub | 1,047 | 100 | 3,900 | 275 | 244 | 12 | 232 |
| 15 | Gibson Library | Gibson, Ill | E. Loury | 1876 | Sub. | | 647 | 100 | | | 90 | 50 | 30 |
| 16 | Library of Normal College | Grayville, Ill | | 1879 | | Sch | 560 | | | | | | |
| 17 | Library of Cook County Normal and Training School. | Normalville, Ill | D. S. Wentworth, principal | | | Sch | 400 | 70 | | | | | |
| 18 | Library of State Reform School | Pontiac, Ill | J. D. Scouller, M. D., supt | | | A. & R. | 1,000 | 340 | | | | | |
| 19 | Rushville Library Association | Rushville, Ill | Lewis D. Erwin | 1878 | Sub. | Mis. | 1,380 | | | | 173 | | 70 |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | Library of Industrial School for Girls. | South Evanston, Ill. | Flora L. Harwood, supt | | | A. & R. | 478 | | | | | | |
| 21 | Brookville Township Library | Brookville, Ind | William M. McCleery | | Free | | 634 | | | | | | 141 |
| 22 | Public School Library | Tipton, Ind | A. F. Armstrong, supt. public schools. | | Free | Sch | 350 | | | | | | |
| 23 | Library of State Normal School | Cedar Falls, Iowa | J. C. Gilchrist, A. M., prin | | | Sch | 1,500 | 500 | | | | | |
| 24 | Library of Parsons College | Fairfield, Iowa | Prof. Samuel T. Boyd, PH. D | 1875 | Free | Coll | 1,800 | 300 | | *b*600 | *b*25 | *b*45 | |
| 25 | Emporia Athenæum *c* | Emporia, Kans | Eli Snyder | 1879 | | | 975 | | | | | | |
| 26 | Library of Institution for the Blind | Wyandotte, Kans | George H. Miller, supt | | | | 340 | 40 | | | | | |
| 27 | Library of Central University | Richmond, Ky | W. M. Willson | 1874 | | Coll | 1,500 | | | | | | |
| 28 | Library of State Normal and Training School. | Gorham, Me | Wm. J. Corbett, principal | 1879 | | Sch | 1,569 | 196 | | | | | |
| 29 | Library of St. Joseph's House of Industry. | Baltimore, Md | Sister Josepha | | | A. & R. | 400 | 50 | | | | | |
| 30 | Library of Female House of Refuge | Ilchester, Md | Rev. John W. Cornelius, supt | | | A. & R. | 300 | 50 | | | | | |
| 31 | Thurber Medical Library | Milford, Mass | W. H. Judson, M. D. | 1861 | Sub. | Med | 500 | | | 600 | 92 | 74 | 23 |
| 32 | Warren Public Library | Warren, Mass | Jesse F. Forbes and Clara M. Powers. | 1876 | Free | Pub | 3,054 | 449 | 17,513 | | 1,203 | 550 | 590 |
| 33 | West Bridgewater Public Library | West Bridgewater, Mass. | Mary L. Perkins | 1879 | Free | Pub | 1,113 | 241 | 7,939 | 1,000 | 1,048 | 158 | 129 |
| 34 | The Tufts Library | Weymouth, Mass | Caroline A. Blanchard | 1879 | Free | Mis | 3,910 | 1,742 | 49,571 | 15,000 | 3,753 | 2,038 | 1,142 |
| 35 | West Yarmouth Library Association. | Yarmouth, Mass | Delia C. Robbins | 1863 | | | 450 | 20 | | 125 | 10 | | 5 |
| 36 | Library of State House of Correction. | Ionia, Mich | Erwin C. Watkins, warden | | | A. & R. | 1,009 | 300 | | | | | |
| 37 | Library of Associate Mission and Training School. | Dry Grove, Miss | William Taylor Douglas | 1868 | | The'l | 1,500 | 200 | | | | | |
| 38 | Library of State Normal School | Holly Springs, Miss | W. B. Highgate, A. M., prin | | | Sch | 500 | 260 | | | | | |
| 39 | Library of Asylum for the Blind | Jackson, Miss | W. S. Langley, supt | | | | 427 | 40 | | | | | |
| 40 | Library of Oakland Male and Female College. | Oakland, Miss | A. H. Drake | 1880 | | Sch | 500 | | | | | | |
| 41 | Missouri Historical Society | St. Louis, Mo | Oscar W. Collet | | | Hist'l | 6,000 | | | | | | |
| 42 | Library of Nebraska Baptist Seminary. | Gibbon, Nebr | | 1880 | | Acad | 600 | 600 | | | | | |
| 43 | Lebanon Library Association | Lebanon, N. H | Ferdinand Davis | 1875 | Sub. | | 800 | | | 0 | 50 | 100 | 25 |
| 44 | Lisbon Village Library Association | Lisbon, N. H | R. C. R. Hollister | 1865 | Sub. | | *d*1,412 | 100 | | | | | 30 |
| 45 | East Long Branch Library | East Long Branch, N. J. | James S. Brower | 1879 | Sub. | | 902 | | 4,172 | | 596 | | 489 |
| 46 | Library of Hopewell Seminary | Hopewell, N. J | | | | Acad | 350 | 25 | | | | | |
| 47 | Library of State Reform School | Jamesburg, N. J | James H. Eastman, supt | | | A. & R. | 650 | | | | | | |
| 48 | Moorestown Library Association of Friends. | Moorestown, N. J | George M. Haverstick, manager. | 1853 | Sub. | Hist'l | 700 | | | | | | |
| 49 | Library of House of Shelter | Albany, N. Y | | | | A. & R. | 425 | 25 | | | | | |
| 50 | Library of State Normal School | Genesco, N. Y | William J. Milne, PH. D., LL. D., principal. | | | Sch | 2,500 | | | | | | |
| 51 | Levi Parsons Library | Gloversville, N. Y | A. L. Peck | 1880 | Sub. | Mis | 3,930 | | | 5,000 | 12,661 | 4,318 | 2,143 |
| 52 | Union Free School Library | Morris, N. Y | S. H. Babcock | 1878 | Free | Sch | 569 | 52 | 237 | | 10 | 20 | |
| 53 | Lenox Library | New York, N. Y | Dr. S. Austin Allibone | | | | | | | | | | |
| 54 | Library of Normal College | New York, N. Y | Sarah E. H. Hall | | | Sch | 1,000 | 234 | | | | | |

*a* Free to members. *b* In 1879. *c* The books of the Emporia Athenæum were turned over to the authorities of the Kansas State Normal School in September, 1880. *d* Includes pamphlets.

TABLE XVI.—*Statistics of additional public libraries numbering each 300 volumes or upwards for 1880, &c.*—Continued.

| | Name. | Location. | Librarian or secretary. | When founded. | Free or subscription. | Class. | Number of volumes. | Volumes added during last library year. | Volumes issued during last library year. | Fund and income. | | Yearly expenditure. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | 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 |
| 55 | Library of the Congregation Temple Emanuel. | New York, N. Y. (43d st. and 5th av.). | A. B. Ehrlich | 1874 | ..... | Mis | 4,000 | ..... | ..... | ..... | ..... | ..... | ..... |
| 56 | Library of the Young Men's Hebrew Association. | New York, N. Y. (110 West 42d st.). | ..... | 1875 | *a*Free | Mis | 2,500 | 500 | ..... | ..... | ..... | ..... | ..... |
| 57 | Maimonides Library, I. O. B. B | New York, N. Y. (908 Third ave.). | Edward Klapper | 1852 | *a*Free | ..... | 18,446 | ..... | 27,661 | $0 | $2,077 | $1,587 | $795 |
| 58 | Library and Reading Room of Port Chester. | Port Chester, N. Y. | Henry P. Seaman | 1876 | Free | ..... | 1,266 | 41 | 5,000 | ..... | 908 | 110 | 693 |
| 59 | Library of Riverside Seminary | Wellsville, N. Y | A. W. Cummings | 1877 | *b*Free | Sch | 1,000 | 24 | ..... | ..... | 19 | 7 | 7 |
| 60 | Library of the Institution for the Blind. | Columbus, Ohio | G. L. Smead, M. A., supt | ..... | ..... | ..... | 500 | 50 | ..... | ..... | ..... | ..... | ..... |
| 61 | Library of Northern Ohio Collegiate Institute. | South New Lyme, Ohio. | D. J. H. Ward | 1879 | Free | Sch | 300 | 23 | 500 | ..... | ..... | ..... | ..... |
| 62 | Library of Young Men's Christian Association. | Easton, Pa | J. H. Gordon, secretary | 1868 | *a*Free | Y.M.C.A | 650 | 250 | ..... | ..... | ..... | ..... | ..... |
| 63 | Harrisburg Public School Library Association. | Harrisburg, Pa | Lewis H. Gause | 1876 | Sub. | Sch | 466 | 66 | 400 | 0 | 54 | 44 | 2 |
| 64 | Sickel Library | Huntingdon Valley, Pa. | E. H. Bullock | 1880 | Sub. | ..... | 500 | 500 | ..... | ..... | ..... | ..... | ..... |
| 65 | Tidioute Union School Library | Tidioute, Pa | W. R. Dawson | ..... | Free | Sch | 351 | 25 | ..... | ..... | 100 | ..... | ..... |
| 66 | Library of Graded and High School. | Troy, Pa | J. T. McCollom | 1868 | Free | Sch | 610 | 158 | 1,500 | ..... | 100 | 10 | 55 |
| 67 | Rogers Free Library | Bristol, R. I | George U. Arnold | 1878 | Free | Mis | 5,900 | 549 | 29,054 | ..... | 1,200 | ..... | ..... |
| 68 | Library of Rhode Island Medical Society. | Providence, R. I | George D. Hersey, M. D. | 1879 | *c*Free | Med | 600 | ..... | ..... | ..... | ..... | ..... | ..... |
| 69 | Slatersville Library | Slatersville, R. I | Lewis E. Remington | 1848 | Free | Pub | 1,544 | 81 | 1,373 | ..... | ..... | ..... | ..... |
| 70 | Library of Institution for the Blind. | Austin, Tex | Frank Rainey, M. D., supt | ..... | ..... | ..... | 701 | 20 | ..... | ..... | ..... | ..... | ..... |
| 71 | Library of Agricultural and Mechanical College. | College Station, Tex. | John Garland James, prest | ..... | ..... | Mis | 1,090 | ..... | ..... | ..... | ..... | ..... | ..... |
| 72 | Library of Institution for the Blind. | Janesville, Wis | Mrs. S. F. C. Little, A. M., superintendent. | ..... | ..... | ..... | 1,100 | 60 | ..... | ..... | ..... | ..... | ..... |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 73 | Library of Industrial School for Girls. | Milwaukee, Wis | Mary E. Rockwell, sup't | | | A. & R | 500 | 200 | | | | | |
| 74 | Library of State Normal School | River Falls, Wis | C. A. Kricsel and Edith I. Avery. | | | Sch | 952 | 70 | | | | | |
| 75 | Library of Industrial Home School | Georgetown, D. C | Leverett Barnes, sup't | | | A. & R | 300 | 150 | | | | | |
| 76 | Library of Salt Lake Academy | Salt Lake, Utah | Edward Benner, A. M., principal. | | | Acad | 300 | 100 | | | | | |

*a* Free to members.

*b* Free to students.

*c* To members and medical students.

TABLE XVII.—*Statistics of training schools for nurses for* 1880; *from replies to inquiries by the United States Bureau of Education.*

| | Name. | Location. | Date of incorporation. | Date of organization. | Superintendent. | Number of instructors. | Present number of pupils. | Graduates in 1880. | Total number of pupils since organization. | Graduates since organization. | Number of years in full course of study. | Number of weeks in scholastic year. | Salary paid pupils. | Conditions of admission. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1 | Connecticut Training School for Nurses (State Hospital). | New Haven, Conn | 1873 | 1873 | Gertrude Barrett | 4 | 24 | 8 | *116 | 43 | 1½ | 50 | $174 yearly, with board and washing. | Age, 22–40; good health and character, and common school education |
| 2 | Illinois Training School for Nurses. | Chicago, Ill | 1880 | ------ | M. E. Brown | ---- | ---- | ---- | ----- | ----- | 2 | ---- | $8 a month for first year; $12 a month for second. | Age, 25–35; sound health and good education. |
| 3 | Boston City Hospital Training School for Nurses.* | Boston, Mass | ------ | 1878 | Alice C. Davis | a16 | 42 | 17 | 79 | 19 | 2 | 52 | $10 a month for first year; $14 a month for second; $20 to $30 head nurses (graduates). | Preference given to applicants between ages of 25 and 35; if otherwise good, applicants between 21 and 25 may be admitted. |
| 4 | Boston Training School for Nurses (Massachusetts General Hospital). | Boston, Mass | 1875 | 1873 | Jane E. Sangster | ---- | 42 | 16 | 247 | 73 | 2 | 50 | $10 a month for first year; $14 a month for second. | Preference given to applicants between 25 and 35 years of age. |
| 5 | Training School for Nurses (New England Hospital). | Boston, Mass. (Codman avenue, Roxbury district). | b1863 | 1872 | H. F. Kimball, chairman of nurse committee. | c1 | 16 | 6 | 83 | 40 | 1½ | 50 | $1 a week for first 6 months; $2 a week for second 6 months; and $3 a week for the last 4 months. | Age, 21–31; satisfactory references of character and capacity and a month's probation. |
| 6 | Missouri School of Midwifery. | St. Louis, Mo | 1875 | 1875 | Wm. C. Richardson, M. D., president. | 3 | 16 | 21 | *180 | *173 | 1 | 16 | None | A common school education. |
| 7 | Brooklyn Training School for Nurses. | Brooklyn, N. Y. | ------ | 1880 | M. E. Snyder | 1 | 10 | 0 | 10 | 0 | 2 | 52 | $9 a month for first year; $15 a month for second year. | Age, 21–35; sound health, good education and character. |
| 8 | New York State School for Training Nurses.* | Brooklyn, N. Y. (46 Concord street). | 1873 | 1873 | A. H. Wolhaupter | 8 | 7 | 5 | 66 | 47 | 1 | 52 | Boarded and lodged during the entire course of instruction. | Age, 21–40; satisfactory references as to moral character and general health, ability to read and write, and an agreement to remain one year. |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9 | Charity Hospital Training School.* | New York, N. Y. (Blackwell's Island). | ..... | 1875 | Harriet L. Clute .... | (d) | 40 | 28 | 120 | 57 | 2 | 52 | $10 a month for first year; $15 a month for second. | Age, 20–35; good health and character, and good English education. |
| 10 | Training School for Nurses (Bellevue Hospital). | New York, N. Y. (426 East 26th street). | 1872 | 1873 | E. P. Perkins ..... | 6 | 63 | 29 | 209 | 148 | 2 | 50 | $9 a month for first year; $15 a month for second. | Age, 25–35; satisfactory references from clergyman and physician, and a knowledge of simple arithmetic, reading, penmanship, and English dictation. |
| 11 | Training School of New York Hospital.* | New York, N. Y. (West 15th street). | ..... | 1877 | Eliza Watson Brown. | 4 | 26 | 14 | 52 | 14 | 1½ | 52 | $10, $13, and $16 a month for the first, second, and third 6 months respectively; graduates, $25. | Age, 25–35; sound health, perfect senses, good moral character, and good common school education. |
| 12 | Training School for Nurses (House and Hospital of the Good Shepherd). | Syracuse, N. Y..... | 1873 | 1872 | Mary D. Burnham... | 8 | 10 | .... | ..... | ..... | .... | .... | $10 a month and board and lodging. | |
| 13 | Nurse Training School of the Woman's Hospital.* | Philadelphia, Pa. (North College avenue and 23d street). | b1861 | 1863 | Anna E. Bromall, M. D. | c1 | 17 | 10 | 117 | e46 | 2 | 52 | $5 a month for first 6 months; $10 a month for second 6 months; $16 a month for second year. | Age, 21–45; intelligence, good character and habits. |
| 14 | Philadelphia Lying-in-Charity and Nurse School. | Philadelphia, Pa ..... | ..... | 1836 | ..... | .... | .... | .... | ..... | ..... | .... | .... | ..... | |
| 15 | Washington Training School for Nurses. | Washington, D. C..... | 1877 | 1878 | J. M. Toner, M. D., president. | 7 | 10 | 3 | 24 | 3 | 2 | 50 | None..... | Must not be under 21; must furnish certificates of health, good moral character, and possess a common school education. |

* From Report of the Commissioner of Education for 1879.
*a* These are 1 matron and 15 head nurses.
*b* Date of incorporation of hospital.
*c* Also lecturers.
*d* Instruction given by hospital physicians.
*e* Since 1873.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for* 1880; *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. | Males. | Females. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 | Alabama Institution for the Deaf and Dumb and the Blind. *a* | Talladega, Ala | 1860 | State | J. H. Johnson, M. D | 6 | 0 | 60 | 40 | 20 |
| 2 | Arkansas Deaf-Mute Institute | Little Rock, Ark | 1868 | State | H. C. Hammond, M. A | 4 | 0 | 77 | 45 | 32 |
| 3 | Institution for the Deaf and Dumb and the Blind | Berkeley, Cal | 1860 | State | Warring Wilkinson, M. A | 6 | 0 | 111 | 67 | 44 |
| 4 | Institute for the Education of the Mute and the Blind. | Colorado Springs, Colo | 1874 | State | J. R. Kennedy, superintendent | 3 | ..... | 38 | ..... | ..... |
| 5 | American Asylum for the Education of the Deaf and Dumb. | Hartford, Conn | 1816 | B'd of directors | Job Williams, M. A | 17 | *b*1 | 249 | 150 | 99 |
| 6 | Whipple's Home School | Mystic River, Conn | 1869 | Private | Jennie M. Waley | 2 | ..... | 13 | 10 | 3 |
| 7 | Georgia Institution for the Deaf and Dumb | Cave Spring, Ga | 1846 | State | W. O. Connor | 4 | 2 | 70 | 36 | 34 |
| 8 | Chicago Day Schools for Deaf-Mutes *c* | Chicago, Ill | 1875 | B'd of educat'n | Rev. P. A. Emery, M. A., D. D | 6 | ..... | *d*46 | *d*29 | *d*17 |
| 9 | Illinois Institution for the Education of the Deaf and Dumb. | Jacksonville, Ill | 1839 | State | Philip G. Gillett, A. M., LL. D | 25 | 1 | 564 | 364 | 200 |
| 10 | Indiana Institution for Educating the Deaf and Dumb.* | Indianapolis, Ind | 1844 | State | William Glenn | 18 | 3 | 392 | 213 | 179 |
| 11 | Iowa Institution for the Deaf and Dumb | Council Bluffs, Iowa | 1855 | State | Rev. Alonzo Rogers, sup't | 12 | 3 | 198 | 117 | 81 |
| 12 | Kansas Institution for the Education of the Deaf and Dumb. | Olathe, Kans | 1866 | State | W. H. De Motte, LL. D., sup't | 7 | 0 | 142 | 74 | 68 |
| 13 | Kentucky Institution for the Deaf and Dumb | Danville, Ky | 1823 | State | D. C. Dudley, jr., A. M | 9 | 2 | 124 | 67 | 57 |
| 14 | Louisiana Institution for the Education of the and Dumb. | Baton Rouge, La | 1852 | Trustees | A. K. Martin, superintendent | 3 | ..... | 43 | 23 | 20 |
| 15 | Portland Day Schoof for the Deaf | Portland, Me | 1876 | City | Miss Ellen L. Barton | 3 | 0 | 19 | 11 | 8 |
| 16 | F. Knapp's Institute *e* | Baltimore, Md | 1876 | Private | F. Knapp | 3 | 0 | 32 | 19 | 13 |
| 17 | Institution for the Colored Blind and Deaf-Mutes. | Baltimore, Md. (258 Saratoga st.). | 1872 | Corporation | F. D. Morrison, M. A., sup't | *a*3 | ..... | 19 | 10 | 9 |
| 18 | Maryland School for the Deaf and Dumb | Frederick, Md | 1867 | State | Charles W. Ely, A. M | 9 | 1 | 99 | 57 | 42 |
| 19 | New England Industrial School for Deaf-Mutes | Beverly, Mass | 1879 | Trustees | William B. Swett, superintendent | 2 | 0 | 11 | 5 | 6 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 20 | Horace Mann School for the Deaf* | Boston, Mass. (63 Warrenton st.). | 1869 | School board | Miss Sarah Fuller | 8 | 0 | 93 | 44 | 49 |
| 21 | Clarke Institution for Deaf-Mutes | Northampton, Mass. | 1867 | Pvt. corporat'n | Harriet B. Rogers | 12 | 1 | 82 | 42 | 40 |
| 22 | Michigan Institution for the Deaf and Dumb and the Blind. *f* | Flint, Mich | 1854 | State | Thomas MacIntire, PH. D | *a*16 | 1 | *ag*358 | *ag*198 | *ag*160 |
| 23 | School of Articulation | Marquette, Mich | 1871 | Private | Mrs. A. M. Kelsey | | 0 | 3 | 1 | 2 |
| 24 | Evangelical Lutheran Deaf-Mute Institute | Norris, Mich | 1873 | Ev. Luth. Asso | H. D. Uhlig | | ..... | 36 | 25 | 11 |
| 25 | Minnesota Institution for the Education of the Deaf and Dumb and the Blind. | Faribault, Minn | 1863 | State | J. L. Noyes, A. M., sup't | | 4 | 134 | 83 | 51 |
| 26 | Mississippi Institution for the Deaf and Dumb | Jackson, Miss | 1853 | State | J. R. Dobyns | 4 | 1 | 56 | 28 | 28 |
| 27 | Missouri Institution for the Education of the Deaf and Dumb. | Fulton, Mo | 1851 | State | William D. Kerr, A. M., sup't | 11 | 1 | 241 | 140 | 101 |
| 28 | St. Louis Day School for Deaf-Mutes | St. Louis, Mo | 1878 | School board | Delos A. Simpson, B. A | 2 | 2 | 40 | 21 | 19 |
| 29 | Nebraska Institute for the Deaf and Dumb* | Omaha, Nebr | 1869 | State | J. A. Gillespie, B. D | 5 | 0 | 68 | 44 | 24 |
| 30 | Le Couteulx St. Mary's Institution for Education of Deaf-Mutes.* | Buffalo, N. Y. (125 Edward st.). | 1854 | Sisters of St. Joseph. | Sister Mary Anne Burke | 11 | *h*1 | 131 | 74 | 57 |
| 31 | St. Joseph Institute for the Improved Instruction of Deaf-Mutes. *i* | Fordham, N. Y | 1869 | Board of managers. | Mary B. Morgan | 20 | 1 | 230 | 90 | 140 |
| 32 | Institution for the Improved Instruction of Deaf-Mutes. | New York, N. Y. (Lexington ave., bet. 67th and 68th sts.). | 1867 | Trustees | David Greenberger | 12 | 0 | 122 | 69 | 53 |
| 33 | Institution for the Instruction of the Deaf and Dumb. *j* | New York, N. Y. (Station M). | 1817 | Directors | Isaac Lewis Peet, LL. D | 18 | 6 | 553 | 345 | 208 |
| 34 | Western New York Institution for Deaf-Mutes | Rochester, N. Y | 1876 | State | Z. F. Westervelt | 9 | 0 | 131 | 73 | 58 |
| 35 | Central New York Institution for Deaf-Mutes* | Rome, N. Y | 1875 | Trustees | Edward B. Nelson, B. A | 9 | 4 | 155 | 87 | 68 |
| 36 | North Carolina Institution for the Deaf and the Dumb and the Blind. *k* | Raleigh, N. C | 1849 | State | Hezekiah A. Gudger, M. A | 7 | *l*4 | 102 | 49 | 53 |
| 37 | Cincinnati Day School for Deaf-Mutes | Cincinnati, Ohio | 1875 | B'd of educat'n | R. P. McGregor, B. A | 3 | 1 | 48 | 26 | 22 |
| 38 | Ohio Institution for the Education of the Deaf and Dumb. | Columbus, Ohio | 1827 | State | Charles Strong Perry, sup't | 25 | 6 | 420 | 229 | 191 |
| 39 | Oregon School for Deaf-Mutes | Salem, Oreg | 1870 | State | Rev. P. S. Knight | 2 | 0 | 15 | 8 | 7 |
| 40 | Erie Day School | Erie, Pa | 1875 | School board | Mary H. Welch | 1 | ..... | 13 | 7 | 6 |
| 41 | Pennsylvania Institution for the Deaf and Dumb | Philadelphia, Pa | 1821 | Directors | Joshua Foster | 20 | 1 | 383 | 211 | 172 |
| 42 | Philadelphia Day School | Philadelphia, Pa. (707 Fairmount ave.). | 1880 | ..... | Jerome T. Elwell, B. A | 1 | 1 | 8 | 7 | 1 |
| 43 | Scranton Deaf-Mute School | Scranton, Pa | 1880 | School board | Jacob Mitchell Koehler | 1 | 1 | 12 | 7 | 5 |
| 44 | Western Pennsylvania Institution for the Instruction of the Deaf and Dumb. | Turtle Creek, Pa | 1876 | Trustees | John A. McWhorter, A. M | 7 | 2 | 112 | 72 | 40 |
| 45 | Rhode Island School for the Deaf | Providence, R. I | 1877 | State board of education. | Joseph W. Homer | 4 | 0 | 19 | 11 | 8 |
| 46 | South Carolina Institution for the Education of the Deaf and Dumb and the Blind. | Cedar Spring, S. C | 1849 | State | Newton F. Walker, sup't | 5 | 3 | 38 | 15 | 23 |
| 47 | Tennessee School for Deaf and Dumb* | Knoxville, Tenn | 1845 | Trustees | Joseph H. Ijams, A. B | 5 | 0 | 110 | 65 | 45 |

* From Report of the Commissioner of Education for 1879.

*a* These statistics are for both departments of the institution.

*b* Also two mutes.

*c* The mute schools of Chicago for 1880 are the Deaf-Mute High School and four primary schools.

*d* In high school and three primary schools.

*e* School for hearing youth with classes for deaf-mutes.

*f* These statistics are for the year ending June, 1880; since then the department for the blind has been removed to Lansing, and there opened with the name of Michigan School for the Blind, see Table XIX.

*g* For two years.

*h* This is a deaf-mute.

*i* This institution has three branches; one situated at Fordham, another at Brooklyn (510 Henry st.), and another at Throgg's Neck. The statistics given are for the three branches.

*j* A branch institution was opened at Tarrytown in October, 1879.

*k* These statistics are for the year 1879.

*l* Three are deaf-mutes.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for* 1880, *&c.*—Continued.

| | Name. | Location. | Year of foundation. | Under what control. | Principal. | Instructors. | | Number under instruction during the year. | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Total number. | Number of semi-mutes. | Total. | Males. | Females. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 48 | Texas Institution for the Education of the Deaf and Dumb. | Austin, Tex | 1856 | State | John S. Ford, superintendent | 5 | 0 | 89 | 53 | 36 |
| 49 | Virginia Institution for the Education of the Deaf and Dumb and the Blind. | Staunton, Va | 1839 | State | Thomas S. Doyle | 8 | 1 | 98 | 60 | 38 |
| 50 | West Virginia Institution for the Deaf and Dumb and the Blind. | Romney, W. Va | 1870 | State | John Collins Covell, M. A | 5 | 2 | 65 | 43 | 22 |
| 51 | Wisconsin Institution for the Education of the Deaf and Dumb. | Delevan, Wis | 1852 | State | John W. Swiler, M. A., sup't | 11 | 0 | 179 | 102 | 77 |
| 52 | Wisconsin Phonological Institute for Deaf-Mutes. | Milwaukee, Wis | 1878 | Directors | Prof. Adam Stettner | 2 | 0 | 19 | 11 | 8 |
| 53 | St. John's Catholic Institution | St. Francis Station, Wis | 1876 | R. C | Rev. Charles Fessler | 3 | 0 | 50 | 30 | 20 |
| 54 | Columbia Institution for the Deaf and Dumb | Washington, D. C | 1857 | Corporate | E. M. Gallaudet, PH. D., LL.D., pres't | 11 | 2 | 132 | 124 | 8 |
| 55 | National Deaf-Mute College *a* | Washington, D. C | 1864 | National | E. M. Gallaudet, PH. D., LL.D., pres't | | | | | |
| 56 | Dakota School for Deaf-Mutes | Sioux Falls, Dak | 1880 | Directors | James Simpson | 1 | 1 | 5 | 4 | 1 |

*a* An organization within the Columbia Institution; its statistics are there reported. See also Table IX.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for* 1880, *&c.*—Continued.

NOTE.— × indicates an affirmative answer and also the branches taught.

| | Name. | Average number of years spent in the 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 last 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. *a* | 5 | 200 | 2 | .... | × | .... | .... | .... | × | 0 | 0 | 0 | 600 | 100 | 17 | $84, 750 | $15, 000 | $0 | $13, 500 |
| 2 | Arkansas Deaf-Mute Institute | 3 | 160 | 1 | .... | × | .... | .... | .... | .... | 0 | 0 | 0 | 75 | 0 | 92 | 30, 000 | *b*4, 000 | 0 | 14, 676 |
| 3 | Institution for the Deaf and Dumb and the Blind. | 5 | 222 | 4 | × | × | × | × | × | × | 0 | 0 | 0 | ..... | ..... | 130 | *a*300, 000 | *a*36, 000 | 900 | *a*38, 374 |
| 4 | Institute for the Education of the Mute and the Blind. | ..... | 53 | ... | .... | × | .... | .... | .... | .... | .... | .... | .... | 70 | ..... | ..... | 20, 000 | *c*16, 935 | 0 | 15, 835 |
| 5 | American Asylum for the Education of the Deaf and Dumb. | 5½ | 2, 214 | *28 | .... | × | .... | .... | .... | 0 | 0 | 0 | × | 2, 550 | 50 | 28 | 250, 000 | *d*36, 224 | 506 | 44, 289 |
| 6 | Whipple's Home School | 5 | 50 | .... | × | × | .... | .... | .... | .... | .... | .... | .... | *200 | ..... | 30 | 6, 000 | 425 | 2, 500 | 1, 500 |
| 7 | Georgia Institution for the Deaf and Dumb | ..... | 300 | 3 | 0 | × | × | .... | .... | × | 0 | 0 | 0 | 1, 000 | 50 | 52 | 40, 000 | 15, 000 | 0 | 14, 241 |
| 8 | Chicago Day Schools for Deaf-Mutes *e* | ..... | ..... | ..... | .... | × | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | 15, 000 | ..... | 3, 544 |
| 9 | Illinois Institution for the Education of the Deaf and Dumb. | 7 | 1, 480 | 15 | × | *f* × | .... | .... | .... | × | 0 | × | × | 4, 000 | 500 | 46 | 300, 000 | 80, 000 | ..... | 80, 000 |
| 10 | Indiana Institution for Educating the Deaf and Dumb.* | 7 | 1, 271 | .... | .... | *g* × | × | × | × | 0 | × | 0 | .... | 3, 003 | ..... | ..... | *h*457, 510 | 58, 000 | 0 | 55, 855 |
| 11 | Iowa Institution for the Deaf and Dumb | 5½ | 600 | 0 | × | × | .... | .... | .... | × | 0 | 0 | 0 | 482 | 0 | 90 | 200, 000 | *i*57, 280 | 0 | 50, 280 |
| 12 | Kansas Institution for the Education of the Deaf and Dumb. | 5 | 240 | .... | × | × | .... | .... | .... | 0 | 0 | 0 | 0 | 500 | 100 | 175 | 54, 000 | 19, 500 | 0 | 19, 500 |
| 13 | Kentucky Institution for the Deaf and Dumb | 6 | 756 | .... | × | × | × | .... | × | × | × | × | × | 800 | 200 | 40 | 150, 000 | 24, 000 | 600 | 24, 000 |

* From Report of the Commissioner of Education for 1879.

*a* These statistics are for both departments of the institution.

*b* For salaries; $125 per capita for support.

*c* Total receipts from all sources.

*d* From the six New England States.

*e* The mute schools of Chicago for 1880 are the Deaf-Mute High School and four primary schools.

*f* Also painting and drawing.

*g* Language (mute) and rhetoric and algebra are also taught.

*h* Value of buildings and grounds.

*i* $25,000 of this for building.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for* 1880, *&c.*—Continued.

NOTE.— × indicates an affirmative answer and also the branches taught.

| | Name. | Average number of years spent in the 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 last 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 |
| 14 | Louisiana Institution for the Education of the Deaf and Dumb. | ..... | ..... | .... | .... | × | .... | .... | .... | .... | .... | .... | .... | 350 | ..... | ..... | $50,000 | ..... | ..... | ..... |
| 15 | Portland Day School for the Deaf | ..... | 21 | 0 | .... | a × | × | .... | .... | 0 | 0 | 0 | 0 | ..... | ..... | ..... | ..... | $2,200 | ..... | ..... |
| 16 | F. Knapp's Institute *b* | ..... | ..... | .... | .... | × | .... | .... | .... | 0 | × | × | × | 2,000 | 220 | ..... | 60,000 | 1,200 | ..... | ..... |
| 17 | Institution for the Colored Blind and Deaf-Mutes | ..... | 30 | 0 | 0 | × | .... | .... | .... | 0 | 0 | 0 | 0 | 0 | ..... | ..... | *c*20,000 | 4,250 | ..... | $4,587 |
| 18 | Maryland School for the Deaf and Dumb | 6 | 233 | 3 | × | a × | × | .... | × | 0 | 0 | × | 0 | 2,150 | 50 | 10 | 250,000 | 25,000 | $450 | 24,459 |
| 19 | New England Industrial School for Deaf-Mutes | 1 | 18 | 0 | × | × | .... | .... | .... | 0 | 0 | 0 | 0 | 100 | ..... | 57 | 7,000 | 0 | 0 | ..... |
| 20 | Horace Mann School for the Deaf * | ..... | 170 | 0 | .... | × | .... | .... | .... | 0 | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 21 | Clarke Institution for Deaf-Mutes | ..... | 185 | *d*1 | *c* × | *af* × | × | × | × | 0 | × | × | × | 796 | ..... | 11 | 95,000 | 12,680 | 4,236 | 25,282 |
| 22 | Michigan Institution for the Deaf and Dumb and the Blind. *g* | ..... | 780 | .... | .... | × | × | × | × | 0 | × | × | 0 | 1,000 | 330 | 90 | *c*350,000 | *c*40,000 | *c*400 | *c*40,000 |
| 23 | School of Articulation | ..... | ..... | .... | × | × | × | × | × | 0 | 0 | 0 | × | 500 | 0 | 0 | ..... | 0 | 500 | ..... |
| 24 | Evangelical Lutheran Deaf-Mute Institute | 6 | 70 | .... | × | a × | .... | .... | .... | 0 | 0 | × | 0 | ..... | ..... | 40 | 20,000 | ..... | ..... | ..... |
| 25 | Minnesota Institution for the Education of the Deaf and Dumb and the Blind. | $4\frac{9}{10}$ | 258 | 2 | × | × | .... | .... | .... | 0 | 0 | × | × | 850 | 10 | 54 | 200,000 | 24,000 | 0 | 24,000 |
| 26 | Mississippi Institution for the Deaf and Dumb | 7 | 123 | .... | .... | × | × | × | .... | × | 0 | 0 | 0 | 600 | ..... | 75 | 100,000 | 9,500 | 0 | 10,000 |
| 27 | Missouri Institution for the Education of the Deaf and Dumb. | 6 | 714 | 3 | × | × | × | .... | .... | 0 | 0 | 0 | 0 | 800 | 300 | 83 | 135,000 | *h*91,000 | 0 | *h*394,452 |
| 28 | St. Louis Day School for Deaf-Mutes | ..... | 59 | 0 | 0 | × | .... | .... | .... | 0 | 0 | 0 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 29 | Nebraska Institute for the Deaf and Dumb* | 5 | 111 | 0 | × | × | .... | × | .... | × | 0 | 0 | × | 400 | 50 | 20 | 38,000 | *j*19,600 | 0 | ..... |
| 30 | Le Couteulx St. Mary's Institution for Education of Deaf-Mutes.* | 6 | 297 | .... | .... | × | .... | .... | .... | 0 | 0 | 0 | 0 | 400 | ..... | 1 | 50,000 | *k*24,000 | 1,709 | *i*32,000 |
| 31 | St. Joseph's Institute for the Improved Instruction of Deaf-Mutes. *l* | ..... | 281 | 0 | × | × | .... | .... | .... | × | 0 | 0 | 0 | *400 | *100 | 52 | 106,450 | 53,951 | 672 | 52,201 |
| 32 | Institution for the Improved Instruction of Deaf-Mutes. | 5 | 221 | 0 | × | a × | × | .... | .... | 0 | 0 | 0 | 0 | 561 | 37 | ..... | ..... | 18,660 | 38,232 | 31,104 |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 33 | Institution for the Instruction of the Deaf and Dumb. *m* | 8 | 2,894 | 87 | × | *af* × | × | × | × | × | 0 | × | 0 | 3,900 | 50 | 105 | 527,000 | 149,179 | 2,907 | 156,094 |
| 34 | Western New York Institution for Deaf-Mutes | ..... | 160 | .... | × | × | × | × | .... | × | .... | × | × | ..... | ..... | 0 | ..... | 14,262 | 9,983 | 23,549 |
| 35 | Central New York Institution for Deaf-Mutes* | ..... | 185 | 0 | .... | × | × | × | .... | × | 0 | 0 | 0 | 75 | 50 | 6½ | 27,356 | *n*34,993 | ..... | 42,642 |
| 36 | North Carolina Institution for the Deaf and Dumb and the Blind. *o* | ..... | ..... | 8 | .... | × | × | .... | × | × | .... | × | .... | 600 | ..... | ..... | 50,000 | ..... | ..... | *c*47,105 |
| 37 | Cincinnati Day School for Deaf-Mutes | 4 | 66 | .... | 0 | × | .... | .... | .... | 0 | 0 | 0 | 0 | 0 | ..... | 0 | ..... | 2,000 | ..... | ..... |
| 38 | Ohio Institution for the Education of the Deaf and Dumb. | 6 | 1,820 | *40 | × | × | .... | .... | .... | 0 | 0 | × | × | 2,000 | 200 | 10 | 500,000 | 84,000 | ..... | 84,000 |
| 39 | Oregon School for Deaf-Mutes | ..... | 43 | .... | .... | × | .... | .... | .... | × | 0 | 0 | 0 | 0 | ..... | ..... | ..... | *h*6,000 | ..... | ..... |
| 40 | Erie Day School | 3 | 18 | .... | × | *a* × | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 700 |
| 41 | Pennsylvania Institution for the Deaf and Dumb | 5¼ | 1,896 | 12 | × | × | .... | .... | .... | 0 | 0 | × | × | 5,000 | 100 | 2 | 500,000 | *p*47,054 | 1,857 | 130,546 |
| 42 | Philadelphia Day School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 43 | Scranton Deaf-Mute School | ..... | 12 | .... | 0 | × | .... | .... | .... | 0 | 0 | 0 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 44 | Western Pennsylvania Institution for the Instruction of the Deaf and Dumb. | 2½ | 162 | 0 | × | × | × | .... | .... | .... | 0 | × | 0 | 120 | 25 | 10 | *q*20,000 | 16,000 | 350 | 16,000 |
| 45 | Rhode Island School for the Deaf | 1⅓ | 19 | 0 | .... | *a* × | .... | .... | .... | 0 | 0 | 0 | .... | 280 | ..... | ..... | ..... | ..... | 0 | ..... |
| 46 | South Carolina Institution for the Education of the Deaf and Dumb and the Blind. | 6 | *c*164 | .... | × | × | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | *157 | *c*35,000 | *c*7,800 | ..... | *c*7,166 |
| 47 | Tennessee School for Deaf and Dumb* | 3½ | ..... | 0 | .... | × | .... | .... | .... | × | 0 | 0 | .... | 175 | 25 | 7 | 125,000 | 25,000 | ..... | *i*25,100 |
| 48 | Texas Institution for the Education of the Deaf and Dumb. | ..... | 202 | .... | .... | ..... | .... | .... | .... | .... | .... | .... | .... | 108 | ..... | ..... | 90,000 | ..... | ..... | 7,700 |
| 49 | Virginia Institution for the Education of the Deaf and Dumb and the Blind. | 6 | 501 | 8 | × | *r* × | .... | .... | .... | 0 | 0 | × | 0 | 500 | 0 | 37 | *c*175,000 | *c*35,000 | 0 | *c*32,302 |
| 50 | West Virginia Institution for the Deaf and Dumb and the Blind. | 6 | 167 | 1 | × | *a* × | .... | .. | .... | 0 | 0 | 0 | 0 | 542 | 60 | 24 | *c*75,000 | *c*25,000 | 0 | *c*26,342 |
| 51 | Wisconsin Institution for the Education of the Deaf and Dumb. | 6⅔ | 549 | .... | × | × | × | .... | × | 0 | 0 | 0 | 0 | *1,000 | ..... | 37 | 100,000 | 30,000 | ..... | 48,476 |
| 52 | Wisconsin Phonological Institute for Deaf-Mutes | ..... | *21 | 0 | × | × | .... | .... | .... | 0 | 0 | 0 | 0 | ..... | ..... | 0 | ..... | ..... | ..... | ..... |
| 53 | St. John's Catholic Institution | 3 | 88 | .... | × | × | .... | .... | .... | × | 0 | 0 | 0 | ..... | ..... | 5 | 14,000 | 0 | ..... | ..... |
| 54 | Columbia Institution for the Deaf and Dumb | 8 | 420 | *31 | × | × | × | × | × | 0 | × | × | × | 2,300 | ..... | *100 | 650,000 | *s*56,000 | ..... | 52,290 |
| 55 | National Deaf-Mute College *t* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 56 | Dakota School for Deaf-Mutes | ..... | ..... | .... | 0 | × | .... | .... | .... | 0 | 0 | 0 | 0 | 0 | ..... | 10 | *u*4,000 | 2,000 | ..... | ..... |

* From Report of the Commissioner of Education for 1879.
*a* Drawing is also taught.
*b* School for hearing youth with classes for deaf-mutes.
*c* These statistics are for both departments of the institution.
*d* Teaching in the Clarke Institution for Deaf-Mutes.
*e* Articulation and lip-reading are the basis of instruction in this institution.
*f* Higher branches are also taught.
*g* These statistics are for the year ending June, 1880; since then the department for the blind has been removed to Lansing, and there opened with the name of Michigan School for the Blind (see Table XIX).
*h* For two years.
*i* Includes expenditure for permanent improvements.
*j* Includes $4,500 for improvements.
*k* $12,000 of this from counties.
*l* This institution has three branches; one situated at Fordham, another at Brooklyn (510 Henry street), and another at Throgg's Neck. The statistics given are for the three branches.
*m* A branch institution was opened at Tarrytown in October, 1879.
*n* From State and county appropriations.
*o* These statistics are for the year 1879.
*p* Received during the year ended September, 1880, for support of indigent pupils in the year 1878–'79.
*q* Value of grounds.
*r* Drawing and painting are also taught.
*s* Congressional appropriation for 1879.
*t* An organization within the Columbia Institution; its statistics are there reported. See also Table IX.
*u* Value of grounds and buildings.

*Memoranda.*

Free Evening Classes for Deaf-Mutes, New York, N. Y. (East 23d street), no information received.
Oregon Institution for the Deaf and Dumb, Salem, Oreg., name changed to Oregon School for Deaf-Mutes.

TABLE XIX.—*Statistics of institutions for the blind for* 1880; *from*

NOTE.—× indicates the employments 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 .. | 1860 | J. H. Johnson, M.D. | State..... | (*a*) |
| 2 | Arkansas School for the Blind.. | Little Rock, Ark. | 1859 | Otis Patten..... | State..... | 13 |
| 3 | Institution for the Deaf and Dumb and the Blind. | Berkeley, Cal ... | 1860 | Warring Wilkinson, M. A. | State..... | 3 |
| 4 | Institute for the Education of the Mute and Blind. *e* | ColoradoSprings, Colo. | 1874 | J. R. Kennedy..... | State..... | ..... |
| 5 | Georgia Academy for the Blind *f* | Macon, Ga ..... | 1852 | W. D. Williams, A. M. | State..... | 6 |
| 6 | Illinois Institution for the Education of the Blind.* | Jacksonville, Ill. | 1849 | F. W. Phillips, M. D. | State..... | 40 |
| 7 | Indiana Institute for the Education of the Blind. | Indianapolis, Ind | 1847 | W. B. Wilson..... | State..... | 25 |
| 8 | Iowa College for the Blind ..... | Vinton, Iowa.... | 1853 | Rev. Robert Carothers, A. M. | State..... | 35 |
| 9 | Kansas Institution for the Education of the Blind. | Wyandotte, Kans | 1868 | George H. Miller.. | State..... | 6 |
| 10 | Kentucky Institution for the Education of the Blind. | Louisville, Ky .. | 1842 | B. B. Huntoon, A.M. | State..... | 23 |
| 11 | Louisiana Institution for the Education of the Blind and the Industrial Home for the Blind. | Baton Rouge, La | 1871 | P. Lane ..... | State..... | *j*3 |
| 12 | Institution for the Colored Blind and Deaf-Mutes. | Baltimore, Md., (258 Saratoga st) | 1872 | Frederick D. Morrison, M. A. | Corporation . | (*a*) |
| 13 | Maryland Institution for the Instruction of the Blind. | Baltimore, Md.. | 1853 | Frederick D. Morrison, M. A. | Corporation . | 19 |
| 14 | Perkins Institution and Massachusetts School for the Blind. | Boston, Mass.... | 1829 | Michael Anagnos.. | Corporation and State. | 46 |
| 15 | Michigan School for the Blind... | Lansing, Mich .. | *n*1880 | J. F. McElroy ..... | State..... | (*a*) |
| 16 | Minnesota Institution for the Education of the Deaf and Dumb and the Blind. | Faribault, Minn. | 1866 | James J. Dow, acting principal. | State..... | 10 |
| 17 | Mississippi Institution for the Education of the Blind. | Jackson, Miss... | 1852 | Dr. W. S. Langley . | State..... | 7 |
| 18 | Missouri School for the Blind ... | St. Louis, Mo.... | 1851 | Prof. John T. Sibley, principal. | State..... | 20 |
| 19 | Nebraska Institute for the Blind* | Nebraska City, Nebr. | 1875 | J. B. Parmelee..... | State..... | 9 |
| 20 | New York State Institution for the Blind. | Batavia, N. Y... | 1868 | Rev. Albert D. Wilbor, D. D. | State..... | 40 |
| 21 | New York Institution for the Blind.* | New York, N.Y. (34th st. and 9th avenue). | 1832 | William B. Wait.. | Corporation . | 60 |
| 22 | North Carolina Institution for the Deaf and Dumb and the Blind. *p* | Raleigh, N. C.... | 1849 | Hezekiah A. Gudger, M. A., principal. | State..... | ..... |
| 23 | Ohio Institution for the Education of the Blind. | Columbus, Ohio . | 1837 | G. L. Smead, M. A .. | State..... | 61 |
| 24 | Oregon Institute for the Blind *q* . | Salem, Oreg..... | 1872 | ..... | State..... | ..... |
| 25 | Pennsylvania Institution for the Education of the Blind.* | Philadelphia, Pa. | 1833 | William Chapin, A. M. | Corporation and State. | 37 |
| 26 | South Carolina Institution for the Education of the Deaf and Dumb and the Blind. | Cedar Springs, S. C. | 1855 | Newton F. Walker | State..... | 2 |
| 27 | Tennessee School for the Blind*. | Nashville, Tenn. | 1846 | J. M. Sturtevant.. | State and corporation. | 11 |

* From Report of the Commissioner of Education for 1879.
*a* See Table XVIII.
*b* Music is also taught.
*c* Pupils are taught music and given a business education.
*d* For both departments.
*e* Department for the blind not yet opened.
*f* These statistics are for 1878, the latest information from this institution.
*g* Brush making is also taught.
*h* Basket making is also taught.
*i* Also brush and hat making.
*j* Instructors only.
*k* Value of furniture.
*l* In State warrants.

*replies to inquiries by the United States Bureau of Education.*

0 signifies no or 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 last year. | Receipts from other States and individuals for the last year. | Total receipts for the last year. | Total expenditure for the last year. | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| .... | (*a*) | (*a*) | .... | × | .... | × | .... | .... | (*a*) | (*a*) | (*a*) | (*a*) | ..... | ..... | (*a*) | 1 |
| 4 | 32 | 139 | × | × | × | × | *b* × | × | *750 | ..... | $20,000 | $9,500 | ..... | $9,615 | $10,027 | 2 |
| 0 | 30 | 103 | .... | .... | .... | .... | (*c*) | .... | 150 | ..... | (*a*) | (*a*) | $2,648 | *d*38,648 | (*a*) | 3 |
| .... | ..... | ..... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 |
| 4 | 58 | 182 | × | × | .... | × | .... | × | 600 | 100 | 80,000 | 13,500 | 125 | 10,250 | 9,802 | 5 |
| .... | 132 | 605 | *g* × | × | × | .... | .... | × | ..... | ..... | 114,713 | 28,318 | 1,697 | 30,016 | 33,282 | 6 |
| 3 | 127 | 666 | × | .... | × | .... | .... | × | 2,100 | 200 | 374,644 | 30,000 | 301 | 30,300 | 28,781 | 7 |
| 10 | 113 | 420 | × | *h* × | × | × | .... | × | 1,000 | 100 | 300,000 | 21,200 | 648 | 27,128 | 24,293 | 8 |
| 2 | 52 | 139 | *i* × | .... | .... | .... | .... | .... | 340 | 40 | 100,000 | 11,140 | 0 | 11,140 | 9,640 | 9 |
| 7 | 78 | 417 | × | × | × | × | *b* × | × | 1,200 | 100 | 100,000 | 19,289 | ..... | 30,648 | 22,578 | 10 |
| 6 | 23 | 57 | × | × | .... | × | *b* × | × | 250 | 40 | *k*3,000 | *l*10,000 | 0 | 6,600 | 7,200 | 11 |
| 1 | 13 | 38 | × | × | × | .... | .... | × | 25 | ..... | (*a*) | 4,250 | 600 | 4,850 | 4,587 | 12 |
| 5 | 59 | 240 | × | × | .... | × | *b* × | × | 250 | 50 | 250,000 | 13,950 | 5,200 | 26,462 | 25,571 | 13 |
| 30 | 129 | 981 | × | × | × | *m* × | *b* × | × | 2,842 | 398 | 305,637 | 30,000 | 11,560 | 67,094 | 65,029 | 14 |
| .... | (*a*) | ..... | *h* × | .... | .... | .... | .... | .... | ..... | ..... | (*a*) | (*a*) | ..... | ..... | (*a*) | 15 |
| 2 | 27 | *48 | × | × | × | .... | .... | × | *400 | ..... | *30,000 | 8,000 | ..... | 8,000 | 8,000 | 16 |
| 12 | 32 | ..... | × | × | .... | *m* × | .... | .... | 427 | 40 | 6,000 | 8,400 | 0 | ..... | 8,000 | 17 |
| 3 | 98 | *469 | *g* × | × | × | × | .... | × | 1,200 | 100 | 250,000 | 33,000 | 0 | 33,000 | 30,800 | 18 |
| 1 | 22 | 39 | *g* × | × | × | .... | .... | × | 225 | 65 | 15,000 | 8,200 | 0 | 8,200 | 6,765 | 19 |
| 2 | 182 | 454 | × | .... | × | .... | × | × | 1,330 | 108 | 351,813 | *o*35,000 | ..... | 34,856 | 43,466 | 20 |
| 9 | 200 | 1,306 | .... | × | × | × | *b* × | × | 600 | ..... | 373,634 | 50,159 | 11,829 | 114,779 | 103,034 | 21 |
| .... | ..... | ..... | × | × | .... | × | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | (*a*) | 22 |
| 9 | 180 | 1,043 | × | × | × | .... | *b* × | × | *500 | .... | 500,000 | 33,000 | 3,694 | 36,694 | 40,235 | 23 |
| .... | ..... | *30 | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 24 |
| 26 | 168 | 1,011 | *r* × | × | × | × | .... | × | 1,000 | 50 | 205,000 | *s*43,500 | *t*21,246 | 53,871 | 54,626 | 25 |
| 1 | 15 | 45 | *g* × | .... | × | .... | .... | .... | ..... | ..... | (*a*) | (*a*) | *d*534 | *d*8,334 | (*a*) | 26 |
| 3 | 30 | 222 | .... | × | × | × | *b* × | × | 1,141 | 46 | 110,000 | 17,000 | 0 | 17,224 | 16,569 | 27 |

*m* Upholstery is also taught.
*n* Founded in 1854 as a department of the Michigan Institution for the Deaf and Dumb and the Blind.
*o* Includes $5,000 for repairs.
*p* These statistics are for the year 1879.
*q* Temporarily closed in 1879; no later information received.
*r* Also mat and brush making, carpet weaving, basket work, &c.
*s* Actual receipts on same, $32,625.
*t* Including sales of merchandise, income of legacy, &c.

TABLE XIX.—*Statistics of institutions for the blind for* 1880; *from re*

NOTE.—× indicates the employments taught;

| | Name. | Location. | Year of foundation. | Superintendent. | Belonging to State or corporation. | Number of instructors and other employés. |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 28 | Texas Institution of Learning for the Blind. | Austin, Tex..... | 1858 | Frank Rainey..... | State..... | 24 |
| 29 | Virginia Institution for the Deaf and Dumb and the Blind. | Staunton, Va.... | 1839 | Thomas S. Doyle, principal. | State..... | 6 |
| 30 | West Virginia Institution for the Deaf and Dumb and the the Blind. | Romney, W. Va. | 1870 | John Collins Covell, M.A, principal. | State..... | 4 |
| 31 | Wisconsin Institution for the Education of the Blind. | Janesville, Wis.. | 1850 | Mrs. Sarah F. C. Little, A. M. | State..... | 22 |

*a* Since September, 1874.
*b* Music is taught.
*c* See Table XVIII.

MEMORANDUM.—Michigan Institution for the Education of the Deaf and Dumb and the Blind, Flint,

*plies to inquiries by the United States Bureau of Education*—Continued.

0 signifies no or 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 last year. | Receipts from other States and individuals for the last year. | Total receipts for the last year. | Total expenditure for the last year. | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
| 3 | 84 | *a*485 | × | .... | × | × | *b* × | × | 701 | 20 | $75,000 | $18,710 | $0 | $18,710 | $19,910 | 28 |
| 2 | 35 | 240 | × | × | × | × | (*b*) | .... | 100 | 10 | (*c*) | (*c*) | 0 | *d*35,782 | (*c*) | 29 |
| 0 | 24 | 56 | × | × | .... | × | (*b*) | .... | 200 | 30 | (*c*) | (*c*) | ..... | *d*27,163 | (*c*) | 30 |
| 1 | 89 | 296 | (*c*) | × | × | .... | .... | × | 1,100 | 60 | 155,000 | *f*19,200 | ..... | 18,200 | 18,144 | 31 |

*d* These statistics are for both departments of the institution.
*e* Also carpet weaving.
*f* Includes $1,200 special appropriation for building purposes.

Mich.: department for the blind removed to Lansing and named Michigan School for the Blind.

TABLE XX.—*Statistics of schools and asylums for feeble-minded children*

NOTE.— × indicates

| | Name. | Location. | Date of establishment. | Superintendent. |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 | Connecticut School for Imbeciles* | Lakeville, Conn. | 1858 | Robert P. Knight, M. D |
| 2 | Illinois Asylum for Feeble-Minded Children | Lincoln, Ill | 1865 | C. T. Wilbur, A. M., M. D |
| 3 | Indiana Asylum for Feeble-Minded Children | Knightstown, Ind. | 1879 | J. W. White |
| 4 | Iowa State Asylum for Feeble-Minded Children | Glenwood, Iowa. | 1876 | O. W. Archibald, M. D. |
| 5 | Kentucky Institution for the Education and Training of Feeble-Minded Children. | Frankfort, Ky | 1860 | John Q. A. Stewart, M. D. |
| 6 | Private Institution for the Education of Feeble-Minded Youth. | Barre, Mass | 1848 | George Brown, M. D |
| 7 | Massachusetts School for Idiotic and Feeble-Minded Youth. | Boston, Mass. (723 Eighth st.). | 1848 | Edward Jarvis, M. D |
| 8 | Hillside School for Backward and Feeble Children. | Fayville, Mass | 1870 | Mesdames Knight & Green. |
| 9 | Minnesota School for Idiots and Imbeciles | Faribault, Minn. | 1879 | Dr. George H. Knight |
| 10 | Idiot Asylum, Randall's Island | New York, N. Y. | 1868 | Miss Mary C. Dunphy |
| 11 | New York Asylum for Idiots | Syracuse, N. Y. | 1851 | H. B. Wilbur, M. D |
| 12 | Ohio Institution for the Education of Imbecile Youth. | Columbus, Ohio. | 1857 | Gustavus A. Doren, M. D. |
| 13 | Pennsylvania Training School for Feeble-Minded Children.* | Media, Pa | 1852 | Isaac N. Kerlin, M. D |

*From Report of the Commissioner of Education for 1879.
*a* Articulation is taught.
*b* Various industries are taught.
*c* Calisthenics are also taught.
*d* Teachers only.
*e* Number dismissed improved up to the close of 1878.

*for* 1880; *from replies to inquiries by the United States Bureau of Education.*

the branches taught.

| 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. | | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 25 | 47 | 31 | 78 | *a* × | × | × | × | × | × | ..... | ..... | ..... | ..... | ..... |
| 70 | 238 | 193 | 431 | *b* × | × | × | × | × | × | ..... | ..... | 289 | $60, 000 | $60, 000 |
| 44 | 45 | 27 | 72 | ..... | × | × | × | × | × | ..... | ..... | ..... | 12, 000 | 12, 000 |
| 27 | 98 | 62 | 160 | ..... | *c* × | × | × | × | × | ..... | × | 10 | 24, 000 | 24, 000 |
| 29 | 71 | 63 | 134 | ..... | × | × | × | × | × | ..... | ..... | *73 | 33, 964 | 29, 561 |
| *d*7 | 46 | 18 | 64 | ..... | × | × | × | × | × | ..... | ..... | *e*140 | ..... | 36, 500 |
| 21 | 67 | 53 | 120 | (*f*) | *b* × | × | × | × | × | ..... | ..... | ..... | 18, 000 | 18, 000 |
| 9 | 6 | 3 | 9 | (*g*) | × | × | × | × | × | × | × | 15 | ..... | ..... |
| 8 | 14 | 8 | 22 | (*h*) | × | × | × | × | ..... | × | ..... | 0 | 6, 000 | 5, 030 |
| ..... | *i*119 | *i*92 | *i*211 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 54 | ..... | ..... | 289 | (*b*) | × | × | × | × | ..... | ..... | ..... | *750 | 55, 696 | 53, 305 |
| 114 | 348 | 218 | 566 | ..... | × | × | × | × | × | ..... | ..... | *j*201 | 92, 945 | 92, 945 |
| 78 | 199 | 117 | 316 | (*b*) | × | × | × | × | ..... | ..... | ..... | *j*458 | 62, 116 | 63, 143 |

*f* Kindergarten instruction is given.
*g* Physical exercises are given and fret sawing taught.
*h* Dancing, calisthenics, and fancy work are taught.
*i* In 1878.
Number dismissed improved up to close of 1877.

TABLE XXI.—*Statistics of reform schools for* 1880; *from*

| | Name. | Location. | Control. | Superintendent. |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 | City and County Industrial School.* | San Francisco, Cal. | City and county. | John F. McLaughlin. |
| 2 | State Reform School | Meriden, Conn | State | George E. Howe |
| 3 | Connecticut Industrial School for Girls. | Middletown, Conn | Private, aided by State. | Charles H. Bond |
| 4 | Chicago Industrial and Reform School. | Chicago, Ill | Roman Catholic. | Brother Albion, superior. |
| 5 | House of the Good Shepherd | Chicago, Ill | Roman Catholic. | Mother Mary Angélique, superior. |
| 6 | Illinois State Reform School | Pontiac, Ill | State | J. D. Scouller, M. D. |
| 7 | Illinois Industrial School for Girls. | South Evanston, Ill. | Private | Mrs. Flora L. Harwood |
| 8 | House of the Good Shepherd | Indianapolis, Ind | Sisters of the Good Shepherd. | Sister Mary of St. Anselm, superior. |
| 9 | Indiana Reformatory Institution for Women and Girls. | Indianapolis, Ind | State | Sarah J. Smith |
| 10 | Indiana House of Refuge* | Plainfield, Ind | State | T. J. Charlton |
| 11 | Iowa Reform School | Eldora, Iowa | State | B. J. Miles |
| 12 | Girls' department of the Iowa Reform School.* | Mt. Pleasant, Iowa c. | State | L. D. Lewelling |
| 13 | State Reform School | North Topeka, Kans. | State | |
| 14 | House of Refuge* | Louisville, Ky | Municipal | P. Caldwell |
| 15 | Boys' House of Refuge* | New Orleans, La | Municipal | Thomas Brennan |
| 16 | Maine State Reform School | Portland, Me | State | Joseph R. Farrington |
| 17 | House of Refuge* | Baltimore, Md | State, municipal, and private. | Robert Jabez Kirkwood. |
| 18 | House of the Good Shepherd* | Baltimore, Md | Roman Catholic. | Rev. John Foley |
| 19 | House of Reformation and Instruction for Colored Children.* | Cheltenham, Md | State and municipal. | General John W. Horn |
| 20 | Female House of Refuge | Ilchester, Md | Board of directors | Rev. John W. Cornelius |
| 21 | House of Reformation | Boston, Mass | Municipal | Guy C. Underwood |
| 22 | Marcella Street Home | Boston, Mass | Municipal | Hollis M. Blackstone |
| 23 | Penitent Females' Refuge* | Boston, Mass | | Maria Howland |
| 24 | Truant School | Boston, Mass | Municipal | Guy C. Underwood |
| 25 | Truant School | Cambridge, Mass | Municipal | |
| 26 | Truant School | Fall River, Mass | Municipal | |
| 27 | State Industrial School for Girls. | Lancaster, Mass | State | N. Porter Brown |
| 28 | Lawrence Industrial School | Lawrence, Mass | Municipal | Robert B. Risk |
| 29 | House of Reformation for Juvenile Offenders. | Lowell, Mass | Municipal | Lorenzo Phelps |
| 30 | Plummer Farm School | Salem, Mass | Private | Charles A. Johnson |
| 31 | Hampden County Truant School. | Springfield, Mass | County | R. C. Barrett |
| 32 | State Reform School | Westborough, Mass. | State | Rev. Luther H. Sheldon |
| 33 | Worcester Truant School | Worcester, Mass | Municipal | B. F. Parkhurst |
| 34 | Reform School for Girls | Near Adrian, Mich. | | |
| 35 | Detroit House of Correction* | Detroit, Mich | Municipal | Joseph Nicholson |

*From Report of the Commissioner of Education for 1879.
*a* In 1879.
*b* These statistics are for two years ending September 30, 1880.

*replies to inquiries by the United States Bureau of Education.*

| Date of establishment. | Number of teachers, officers, and assistants. | | Conditions of commitment. | | Means taken for the welfare of the inmates on leaving the institution. |
|---|---|---|---|---|---|
| | Male. | Female. | Age. | Other conditions. | |
| 5 | 6 | 7 | 8 | 9 | 10 |
| 1859 | 19 | 2 | Under 18 | Commitment by court | |
| 1854 | 13 | 10 | 7–16 | | Dismissed on "ticket of leave," and are looked after once in six months; if not doing well are recalled. |
| 1870 | 2 | 18 | 8–16 | Danger of falling into habits of vice. | Good homes are found; they are regularly visited and corresponded with. |
| 1863 | | | | | |
| 1859 | 0 | a33 | 5 and over | Unruly conduct | |
| 1871 | b14 | b6 | 10–16 | Criminal offences only | None. |
| 1877 | 1 | 5 | Under 18 | Commitment by county or need of protection. | Continual oversight given; if not properly cared for returned to the school. |
| 1873 | | 13 | 15 and over | Commitment by city court for drunkenness or prostitution. | |
| 1873 | | 6 | Under 16 | | Homes provided and oversight had as long as possible. |
| 1868 | 17 | 11 | 7–18 | Must be of sound mind | |
| 1868 | 12 | 9 | 5–16 | Must be of sound mind and body. | Supplied with clothes for six months, given supervision and privilege to return when out of work. |
| 18— | 2 | 5 | 7–16 | Must be of sound mind and body. | |
| (d) | | | | | |
| 1865 | 12 | 6 | 6–16 | | |
| | 7 | 4 | 5–18 | Orphanage, theft, vagrancy, &c. | |
| 1853 | 8 | 8 | 8–16 | Boys committed for any crime except murder in the first degree. | |
| 1855 | 17 | 3 | 6–18 | | Boys are required to report half yearly and are visited to see if properly employed and cared for. |
| 1864 | | 36 | 3–50 | Desire for reformation | Situations are secured. |
| 1873 | 14 | 1 | 6–16 | By magistrates' courts or as boarders. | |
| 1866 | 1 | 2 | Under 18 | Vagrancy, incorrigible or vicious conduct. | Placed in good homes and their interests guarded by the institution until 21 years of age. |
| 1859 | | | 9–17 | Vagrancy, incorrigibility, larceny, &c. | |
| 1877 | 9 | 7 | 7–16 | Neglect and pauperism | Their welfare is carefully guarded by an agent under whose charge they are. |
| 1821 | | 3 | | Need of reformation | Placed at service or returned to friends. |
| 1877 | | | 8–15 | Truancy and absenteeism | |
| | | | Average 10 | Truancy | |
| 1835 | 1 | 11 | 7–17 | | Assistance given in securing situations. |
| 1874 | 2 | 3 | 8–16 | | |
| 1851 | 1 | 0 | 7–16 | | Good situations secured and oversight given. |
| 1870 | 2 | 3 | 7–16 | Vagrancy and petty offences | Returned to friends and watched over by the institution. |
| 1880 | 1 | 2 | 5–14 | Truancy | |
| 1848 | 29 | 15 | 7–17 | | Visited by State officers under direction of superintendent of the poor. |
| 1863 | | 1 | 7–15 | Truancy | They are required to attend school regularly. |
| (d) | | | | | |
| 1861 | e25 | e5 | | | None. |

*c* Since located at Mitchellville.
*d* Provided for by an act of the legislature of 1879, but not opened for reception of pupils until 1881.
*e* In 1878.

TABLE XXI.—*Statistics of reform*

| | Name. | Location. | Control. | Superintendent. |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 36 | Michigan State House of Correction and Reformatory. | Ionia, Mich | State | Erwin C. Watkins, warden. |
| 37 | State Reform School | Lansing, Mich | State | Cornelius A. Gower |
| 38 | Minnesota State Reform School | St. Paul, Minn | State | Rev. J. G. Riheldoffer |
| 39 | House of Refuge* | St. Louis, Mo | Municipal | John D. Shaffer |
| 40 | State Industrial School | Manchester, N. H | State | John C. Ray |
| 41 | St. Francis Catholic Protectory* | Denville, N. J | Roman Catholic | Bro. Seraphin, O. S. F |
| 42 | New Jersey State Reform School | Jamesburg, N. J | State | James H. Eastman |
| 43 | State Industrial School for Girls | Trenton, N. J | State | Mrs. Harriet F. Perry, matron. |
| 44 | Newark City Home* | Verona, N. J | Municipal | B. F. Howe |
| 45 | House of Shelter | Albany, N. Y. (52 Howard st.). | Municipal | Mary L. Dare, matron |
| 46 | Catholic Protectory for Boys | Buffalo, N. Y | Roman Catholic | Rev. Thomas F. Hines |
| 47 | Catholic Protectory for Girls | Buffalo, N. Y | Roman Catholic | Mother Mary of St. Bernard. |
| 48 | New York State Reformatory | Elmira, N. Y | State | Z. R. Brockway |
| 49 | Juvenile House of Industry of Brooklyn. | New Lots, N.Y. (East New York). | Municipal | William McTammany |
| 50 | Association for Befriending Children and Young Girls. | New York, N. Y. (136 Second ave.). | Private | Mrs. Mary C. D. Starr, president. |
| 51 | New York House of Refuge | New York, N. Y. (Randall's Island). | State | Israel C. Jones |
| 52 | New York Magdalen Benevolent Society. | New York, N. Y. (7 E. 88th st.). | Municipal | Mrs. R. P. Hudson |
| 53 | Western House of Refuge | Rochester, N. Y | State | Levi S. Fulton |
| 54 | Protectorate and Reformatory for Destitute Children. | Utica, N. Y | Roman Catholic | Brother Hugh |
| 55 | Cincinnati House of Refuge* | Cincinnati, Ohio | Municipal and contributing membership. | Henry Oliver |
| 56 | Protectory for Boys | Cincinnati, Ohio | Roman Catholic | Franciscan Brothers |
| 57 | House of Refuge and Correction* | Cleveland, Ohio | Municipal | W. D. Patterson |
| 58 | Girls' Industrial Home | Delaware, Ohio | State | Rev. Nathan S. Smith, D. D. |
| 59 | State Reform School for Boys* | Lancaster, Ohio | State | Charles Douglass |
| 60 | House of Refuge and Correction | Toledo, Ohio | Municipal | Almon A. McDonald |
| 61 | Pennsylvania Reform School* | Morganza, Pa | State | G. A. Shallenberger |
| 62 | House of Refuge | Philadelphia, Pa | Private corporation. | J. Hood Laverty |
| 63 | Sheltering Arms* | Wilkinsburgh, Pa | Private | Mrs. Brunot, president |
| 64 | Providence Reform School | Providence, R. I | State | Frank M. Howe |
| 65 | Vermont Reform School | Vergennes, Vt | State | William G. Fairbank |
| 66 | Wisconsin Industrial School for Girls. | Milwaukee, Wis | Private corporation. | Mary E. Rockwell |
| 67 | Wisconsin Industrial School for Boys.* | Waukesha, Wis | State | William H. Sleep |
| 68 | Reform School* | Washington, D. C | United States | Samuel C. Mullin |

* From Report of the Commissioner of Education for 1879.

*schools for* 1880, *&c.*—Continued.

| Date of establishment. | Number of teachers, officers, and assistants. | | Conditions of commitment. | | Means taken for the welfare of the inmates on leaving the institution. |
|---|---|---|---|---|---|
| | Male. | Female. | Age. | Other conditions. | |
| 5 | 6 | 7 | 8 | 9 | 10 |
| 1877 | 2 | ..... | 16– | ..... | |
| 1856 | 15 | 12 | 10–16 | Commitment by court ..... | Good homes are secured. |
| 1868 | 2 | 4 | Under 16 | Commitment by courts for any offence except murder. | Friendly interest shown and correspondence kept up. |
| 1854 | 13 | 7 | 3–16 | Must be residents of the city or county of St. Louis or be offenders against the United States and residents of Missouri. | |
| 1854 | 5 | 5 | 8–17 | ..... | Situations in good families are provided. |
| 1875 | 1 | ..... | 6–15 | ..... | |
| 1867 | 13 | 12 | 8–16 | Committed for any crime except murder or manslaughter. | General supervision is given. |
| 1871 | ..... | 5 | 7–16 | Committed for any crime except murder or manslaughter. | Effort is made to secure suitable homes for them. |
| 1873 | 6 | 6 | 5–18 | Truancy, vagrancy, and petty crime. | |
| 1868 | ..... | 2 | No limit | Homelessness, indigence, &c ..... | Placed in good homes. |
| 1866 | ..... | 14 | ..... | ..... | |
| 1866 | ..... | 1 | 7–14 | They must be Roman Catholic.... | Returned to friends or placed in situations. |
| 1876 | 18 | ..... | 16–30 | Crime..... | Employment found and parole supervision maintained. |
| 1854 | 13 | ..... | 8–14 | ..... | Returned to parents or guardians when 14 years of age. |
| 1870 | ..... | ..... | ..... | In need of reformation; received on voluntary application. | Restored to friends or provided with employment. |
| 1825 | 37 | 31 | Under 16 | Violation of the statutes..... | Efforts to secure good places are made in their behalf by the institution, which exercises supervision over the friendless during minority. |
| 1833 | ..... | 4 | 13–21 | Destitution and desire to reform.. | Placed in homes and receive good attention from the institution. |
| 1849 | 29 | 26 | 8–16 | Vagrancy, disorderly conduct, &c. | Placed in homes and given supervision and care, or returned to friends, who are required to show that they are proper persons to have the care and training of the child. |
| ..... | 10 | 2 | 4–16 | ..... | Returned to friends or sent to service. |
| 1850 | 18 | 9 | Under 16 | Homelessness, vagrancy, &c..... | Required to report monthly when released upon parole. |
| ..... | ..... | ..... | ..... | ..... | |
| 1871 | 3 | 2 | 7–16 | ..... | |
| 1869 | 5 | 25 | 9–15 | Lesser crime than penitentiary crime. | Provide homes for orphans and correspond with them. |
| 1856 | 31 | 23 | 10–16 | Must be sound in mind and body. | Some apprenticed; others remain under control until twenty-one years of age. |
| 1875 | 6 | 7 | 10–16 | ..... | Correspondence held; assistance and encouragement given. |
| 1872 | 26 | 12 | 6–21 | Commitment by magistrates' courts for various offences. | |
| 1828 | 12 | 17 | 7–16 | Must be mentally and physically sound. | On probation for six months; afterwards under supervision of visiting agent. |
| 1871 | ..... | 18 | ..... | Intemperance, &c..... | Placed at service or returned to friends. |
| 1850 | 6 | 8 | 10–21 | ..... | |
| 1865 | 7 | 8 | 10–16 | ..... | |
| 1875 | 2 | 9 | Under 16 | Vagrancy, destitution, petty crime, &c. | Placed in families, given supervision, and returned if not doing well. |
| 1860 | 25 | 22 | 10–16 | ..... | Provided with homes. |
| 1869 | *a*12 | *a*9 | 7–16 | Incorrigibility and law breaking.. | None. |

*a* In 1878.

TABLE XXI.—*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. | Both parents dead. |
| | 1 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 1 | City and County Industrial School* | ..... | ..... | 107 | 62 | ..... | ..... | ..... | ..... | ..... |
| 2 | State Reform School | 148 | 109 | 307 | ..... | ..... | ..... | ..... | ..... | ..... |
| 3 | Connecticut Industrial School for Girls | 71 | 53 | ..... | 160 | 144 | 16 | 155 | 5 | 13 |
| 4 | Chicago Industrial and Reform School | ..... | ..... | 145 | ..... | ..... | ..... | ..... | ..... | ..... |
| 5 | House of the Good Shepherd | ..... | ..... | 0 | 260 | ..... | ..... | ..... | ..... | ..... |
| 6 | Illinois State Reform School | 99 | 69 | 198 | 0 | 179 | 19 | 173 | 25 | ..... |
| 7 | Illinois Industrial School for Girls | 42 | 28 | ..... | 41 | 41 | 0 | *b*33 | 7 | ..... |
| 8 | House of the Good Shepherd | ..... | ..... | 0 | 28 | ..... | ..... | ..... | ..... | ..... |
| 9 | Indiana Reformatory Institution for Women and Girls. | 41 | 42 | ..... | 148 | 141 | 7 | 133 | 15 | 31 |
| 10 | Indiana House of Refuge* | 107 | 160 | 330 | ..... | ..... | ..... | ..... | ..... | 15 |
| 11 | Iowa Reform School | 62 | 50 | 180 | ..... | 160 | 20 | 155 | 25 | 85 |
| 12 | Girls' department of the Iowa Reform School.* | ..... | ..... | ..... | 62 | 55 | 7 | ..... | ..... | ..... |
| 13 | State Reform School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 | House of Refuge* | 85 | 66 | 180 | 42 | 164 | 58 | 206 | 16 | 49 |
| 15 | Boys' House of Refuge* | 92 | 89 | 99 | ..... | 34 | 65 | 99 | ..... | ..... |
| 16 | Maine State Reform School | 44 | 46 | 120 | ..... | 116 | 4 | 115 | 5 | ..... |
| 17 | House of Refuge* | 131 | 112 | 249 | ..... | 249 | ..... | 224 | 25 | 30 |
| 18 | House of the Good Shepherd* | ..... | ..... | ..... | 190 | 190 | 0 | ..... | ..... | 33 |
| 19 | House of Reformation and Instruction for Colored Children.* | 76 | 64 | 177 | 0 | 0 | 177 | 177 | ..... | 50 |
| 20 | Female House of Refuge | 26 | 36 | ..... | 58 | 58 | ..... | 53 | 5 | 18 |
| 21 | House of Reformation | 51 | 105 | 112 | 22 | ..... | ..... | ..... | ..... | ..... |
| 22 | Marcella Street Home | 99 | 84 | 218 | 0 | 210 | 8 | 205 | 13 | ..... |
| 23 | Penitent Females' Refuge* | 15 | 11 | ..... | ..... | ..... | ..... | ..... | 4 | 7 |
| 24 | Truant School | 98 | 121 | *c*148 | ..... | ..... | ..... | ..... | ..... | ..... |
| 25 | Truant School | 23 | ..... | 25 | 2 | ..... | ..... | ..... | ..... | ..... |
| 26 | Truant School | 5 | ..... | 7 | ..... | ..... | ..... | ..... | ..... | ..... |
| 27 | State Industrial School for Girls | 34 | 57 | ..... | 69 | 65 | 4 | 60 | 9 | 9 |
| 28 | Lawrence Industrial School | 12 | 4 | 29 | ..... | 29 | ..... | 28 | 1 | 1 |
| 29 | House of Reformation for Juvenile Offenders. | 64 | 64 | 102 | 4 | 106 | 0 | 91 | 15 | 0 |
| 30 | Plummer Farm School | 10 | 11 | 31 | ..... | *b*29 | *b*1 | *b*29 | *b*1 | 8 |
| 31 | Hampden County Truant School | 18 | 0 | 17 | 1 | 18 | 0 | 18 | 0 | 2 |
| 32 | State Reform School | 95 | 159 | 194 | 0 | 184 | 10 | 153 | 41 | 14 |
| 33 | Worcester Truant School | 9 | 12 | 17 | ..... | 17 | ..... | ..... | ..... | 3 |
| 34 | Reform School for Girls | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 35 | Detroit House of Correction* | 1,594 | 1,836 | 428 | 90 | *d*1,467 | *de*118 | *d*944 | *df*644 | ..... |
| 36 | Michigan State House of Correction and Reformatory. | 866 | 786 | 471 | 0 | ..... | ..... | *d*577 | *d*289 | ..... |
| 37 | State Reform School | 177 | 168 | 316 | ..... | 284 | 32 | 264 | 52 | ..... |
| 38 | Minnesota State Reform School | 43 | 40 | 109 | 10 | *g*106 | *g*3 | *g*100 | *g*9 | 7 |
| 39 | House of Refuge* | 177 | 194 | 174 | 72 | 194 | 52 | ..... | ..... | ..... |
| 40 | State Industrial School | 29 | 33 | 100 | 15 | 114 | 1 | 40 | 75 | 23 |
| 41 | St. Francis Catholic Protectory* | 22 | 26 | 40 | ..... | 40 | ..... | 40 | ..... | ..... |
| 42 | New Jersey State Reform School | 104 | 138 | 258 | ..... | 220 | 38 | ..... | ..... | ..... |
| 43 | State Industrial School for Girls | 23 | 6 | ..... | 41 | 31 | 10 | 38 | 3 | 8 |
| 44 | Newark City Home* | 35 | 40 | 111 | 23 | 131 | 3 | 130 | 4 | ..... |
| 45 | House of Shelter | 33 | ..... | 2 | 20 | 22 | ..... | 21 | 1 | 11 |
| 46 | Catholic Protectory for Boys | ..... | ..... | 134 | ..... | ..... | ..... | ..... | ..... | ..... |
| 47 | Catholic Protectory for Girls | 3 | 0 | ..... | 25 | 25 | ..... | 25 | ..... | 4 |
| 48 | New York State Reformatory | 257 | 240 | 482 | ..... | 469 | 13 | 161 | 321 | ..... |
| 49 | Juvenile House of Industry of Brooklyn | 150 | 145 | 71 | 0 | 70 | 1 | 70 | 1 | 2 |
| 50 | Association for Befriending Children and Young Girls. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

* From Report of the Commissioner of Education for 1879.

*a* Of those committed during two years.

*b* Also 1 unknown.

*c* This number May 1, 1880, which decreased before the close of the year to 42, owing to a decisionof the court that certain children could not be held there.

*schools for* 1880, *&c.*—Continued.

the studies taught.

| Present inmates. | | | | | | | Studies. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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. | | | | | | | | | | | | | | | | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 |
| ..... | ..... | ..... | ..... | ..... | 18 | 119 | × | × | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 2 |
| 90 | 40 | 3 | 36 | 81 | 33 | 50 | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | × | 3 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | × | × | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 4 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | × | 5 |
| ..... | (*a*39) | | *a*140 | *a*66 | ..... | ..... | × | × | × | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 6 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 7 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 8 |
| 124 | ..... | ..... | ..... | ..... | 124 | 124 | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | × | ..... | ..... | 9 |
| ..... | ..... | ..... | 13 | 40 | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 10 |
| 90 | ..... | ..... | ..... | 120 | 40 | 40 | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 11 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 12 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 13 |
| 78 | 54 | 10 | 95 | 63 | 64 | 112 | × | × | ..... | ..... | ..... | × | ..... | × | ..... | ..... | ..... | ..... | ..... | 14 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | ..... | × | ..... | ..... | ..... | ..... | ..... | 15 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | × | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 16 |
| ..... | 13 | 37 | 55 | 144 | 41 | 80 | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 17 |
| ..... | 120 | 70 | ..... | ..... | 65 | 45 | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 18 |
| 20 | 157 | ..... | ..... | 20 | 118 | 88 | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 19 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 20 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | × | 21 |
| ..... | 20 | 2 | ..... | 196 | 22 | ..... | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | × | × | × | 22 |
| 3 | 19 | 4 | ..... | ..... | 1 | 2 | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 23 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | × | 24 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 25 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 26 |
| ..... | 8 | 2 | 6 | 53 | 10 | 8 | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | × | 27 |
| ..... | ..... | ..... | ..... | 12 | ..... | ..... | × | × | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 28 |
| ..... | ..... | ..... | *d*4 | *d*60 | ..... | 4 | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 29 |
| 11 | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | ..... | × | ..... | ..... | ..... | × | × | 30 |
| 12 | 1 | ..... | 4 | 13 | 1 | 2 | × | × | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 31 |
| 97 | 0 | 22 | 35 | 137 | 22 | 22 | × | × | ..... | ..... | ..... | × | ..... | × | ..... | ..... | ..... | ..... | ..... | 32 |
| ..... | ..... | 1 | 0 | 16 | 1 | 0 | × | × | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 33 |
| ..... | (*d*257) | | *d*112 | *d*1,225 | ..... | ..... | × | × | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 34 |
| ..... | (*d*97) | | *d*66 | *d*703 | ..... | ..... | × | × | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 35 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 36 |
| ..... | 10 | 5 | 31 | ..... | 15 | 31 | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 37 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 38 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | × | 39 |
| 65 | ..... | ..... | ..... | ..... | ..... | ..... | × | × | × | ..... | ..... | × | × | × | × | ..... | ..... | ..... | ..... | 40 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 41 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | × | ..... | ..... | ..... | ..... | 42 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 43 |
| ..... | 0 | 0 | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | × | × | ..... | ..... | ..... | ..... | ..... | 44 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | ..... | × | ..... | ..... | ..... | ..... | ..... | 45 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 46 |
| ..... | ..... | 12 | 6 | 7 | 12 | 12 | × | × | ..... | ..... | ..... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 47 |
| ..... | (75) | | 21 | 386 | 75 | 78 | × | × | × | × | × | × | × | × | ..... | ..... | × | ..... | ..... | 48 |
| ..... | ..... | ..... | *d*100 | *d*50 | ..... | *d*100 | × | × | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | 49 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | × | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 50 |

*d* Of those committed during the year.
*e* Also 9 Indians.
*f* Also 6 unknown.
*g* Race and nativity of 10 not reported.

TABLE XXI.—*Statistics of reform*

NOTE.— × indicates

| | Name. | Number committed during the year. | Number discharged during the year. | Present inmates. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Sex. | | Race. | | Nativity. | | Both parents dead. |
| | | | | Male. | Female. | White. | Colored. | Native. | Foreign. | |
| | 1 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 51 | New York House of Refuge | 667 | 688 | 624 | 128 | 687 | 65 | 79 | ..... | ..... |
| 52 | New York Magdalen Benevolent Society. | 166 | 149 | ..... | 58 | 53 | 5 | ..... | ..... | ..... |
| 53 | Western House of Refuge | 338 | 338 | 465 | 127 | 558 | 34 | *a*284 | *a*54 | *a*37 |
| 54 | Protectorate and Reformatory for Destitute Children. | ..... | ..... | 35 | 0 | 35 | 0 | ..... | ..... | ..... |
| 55 | Cincinnati House of Refuge* | 203 | 182 | 172 | 49 | ..... | ..... | ..... | ..... | 19 |
| 56 | Protectorate for Boys | ..... | ..... | 200 | ..... | ..... | ..... | ..... | ..... | ..... |
| 57 | House of Refuge and Correction* | 107 | 92 | 100 | 21 | 106 | 15 | 95 | 26 | 11 |
| 58 | Girls' Industrial Home | 61 | 37 | 0 | 249 | 233 | 16 | ..... | ..... | ..... |
| 59 | State Reform School for Boys* | 247 | 235 | 514 | ..... | *a*212 | *a*35 | *a*236 | *a*11 | 31 |
| 60 | House of Refuge and Correction | 70 | 75 | 177 | ..... | 170 | 7 | *b*147 | *b*23 | 38 |
| 61 | Pennsylvania Reform School* | 146 | 139 | 271 | 41 | 270 | 42 | 168 | 144 | 31 |
| 62 | House of Refuge | 333 | 380 | 376 | 123 | 328 | 171 | 475 | 24 | 32 |
| 63 | Sheltering Arms* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 64 | Providence Reform School | 121 | 113 | 199 | 40 | ..... | ..... | ..... | ..... | ..... |
| 65 | Vermont Reform School | 22 | 28 | 103 | 19 | 120 | 2 | ..... | ..... | ..... |
| 66 | Wisconsin Industrial School for Girls. | 59 | 38 | 23 | 86 | 106 | 3 | *a*56 | *a*3 | ..... |
| 67 | Wisconsin Industrial School for Boys*. | 108 | 102 | 429 | 0 | 417 | 12 | *c*343 | *c*42 | 30 |
| 68 | Reform School* | 63 | 53 | 159 | ..... | 79 | 80 | ..... | ..... | 9 |

* From Report of the Commissioner of Education for 1879.
*a* Of those committed during the year.

*schools for* 1880, *&c.*—Continued.

the studies taught.

| Present inmates. | | | | | | | Studies. | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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. | | | | | | | | | | | | | | | | | | |
| **20** | **21** | **22** | **23** | **24** | **25** | **26** | **27** | **28** | **29** | **30** | **31** | **32** | **33** | **34** | **35** | **36** | **37** | **38** | **39** | |
| ..... | ..... | *a*226 | *a*286 | *a*155 | ..... | .... | × | × | .... | .... | .... | × | × | .... | .... | .... | .... | .... | .... | 51 |
| ..... | ..... | ..... | ..... | ..... | ..... | .... | × | × | .... | .... | .... | × | .... | .... | .... | .... | .... | .... | .... | 52 |
| ..... | 20 | 43 | 182 | 347 | 89 | 162 | × | × | .... | .... | .... | × | × | × | .... | .... | .... | × | .... | 53 |
| ..... | ..... | ..... | ..... | ..... | ..... | .... | × | × | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 54 |
| ..... | ..... | ..... | 2 | 165 | ..... | .... | × | × | .... | .... | .... | × | × | × | .... | .... | .... | .... | × | 55 |
| ..... | ..... | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 56 |
| 14 | 21 | 10 | 17 | 73 | 30 | 30 | × | × | .... | .... | .... | × | .... | × | .... | .... | .... | .... | × | 57 |
| ..... | ..... | ..... | ..... | ..... | ..... | .... | × | × | × | .... | .... | × | × | × | .... | .... | .... | .... | .... | 58 |
| ..... | ..... | ..... | ..... | ..... | ..... | .... | × | × | .... | .... | .... | × | × | × | .... | .... | .... | .... | .... | 59 |
| 7 | (62) | | 60 | 55 | ..... | 45 | × | × | .... | .... | .... | × | .... | × | .... | .... | .... | .... | .... | 60 |
| 33 | ..... | ..... | ..... | ..... | 13 | 34 | × | × | .... | .... | .... | × | .... | × | .... | .... | .... | × | .... | 61 |
| ..... | ..... | ..... | ..... | ..... | 106 | 204 | × | × | .... | .... | .... | .... | .... | .... | .... | .... | × | .... | .... | 62 |
| ..... | ..... | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 63 |
| ..... | ..... | ..... | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 64 |
| ..... | ..... | ..... | ..... | ..... | ..... | .... | × | × | .... | .... | × | × | × | .... | .... | × | × | .... | .... | 65 |
| ..... | ..... | ..... | 28 | 12 | ..... | .... | × | × | .... | .... | .... | × | × | × | .... | .... | .... | × | .... | 66 |
| ..... | ..... | ..... | ..... | 140 | 68 | 289 | × | × | .... | .... | .... | × | × | .... | .... | .... | .... | .... | .... | 67 |
| ..... | ..... | ..... | 22 | 20 | 41 | 43 | × | × | .... | .... | .... | × | × | × | .... | .... | .... | .... | .... | 68 |

*b* Nativity of 7 not reported.
*c* Also 44 unknown.

TABLE XXI.—*Statistics of reform*

NOTE.—× indicates

| | Name. | Industries. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Baking. | Blacksmithing. | Broom making. | Brush making. | Cane seating. | Carpentry. | Chairmaking. | Dressmaking. | Farming. | Fruit canning. | Gardening. | Housework. | Knitting. |
| | 1 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| 1 | City and County Industrial School* | × | | | | | × | | | × | | | | |
| 2 | State Reform School | | | | | × | | | | × | | × | | |
| 3 | Connecticut Industrial School for Girls | × | | | | | | | × | × | | × | × | |
| 4 | Chicago Industrial and Reform School | | | | | × | × | | | | | | | |
| 5 | House of the Good Shepherd | | | | | | | | × | | | × | × | × |
| 6 | Illinois State Reform School | × | | | | × | | | | × | | × | × | |
| 7 | Illinois Industrial School for Girls | × | | | | | | | | | | | × | × |
| 8 | House of the Good Shepherd | | | | | | | | | | | | × | |
| 9 | Indiana Reformatory Institution for Women and Girls. | × | | | | × | | | | | | | × | × |
| 10 | Indiana House of Refuge* | | | | | × | | | | × | | | | |
| 11 | Iowa Reform School | (*f*) | × | | | | | | | × | | × | | |
| 12 | Girls' department of the Iowa Reform School.* | | | | | | | | | | | | | |
| 13 | State Reform School | | | | | | | | | | | | | |
| 14 | House of Refuge* | × | | | (*g*) | × | | | | × | | × | × | × |
| 15 | Boys' House of Refuge* | | | × | × | | | | | | | | | |
| 16 | Maine State Reform School | × | | | | × | | | | × | | | × | |
| 17 | House of Refuge* | (*i*) | | | | | | | | × | | | | |
| 18 | House of the Good Shepherd* | | | | | | | | | | | | | |
| 19 | House of Reformation and Instruction for Colored Children.* | × | × | | | × | | | | × | | × | | |
| 20 | Female House of Refuge | × | | | | | | | | | | | × | |
| 21 | House of Reformation | | | | | | | | | | | | | |
| 22 | Marcella Street Home | | | | | | | | | | | | | |
| 23 | Penitent Females' Refuge* | | | | | | | | | | | | × | × |
| 24 | Truant School | | | | | | | | | | | | | |
| 25 | Truant School | | | | | | | | | | | | | |
| 26 | Truant School | | | | | | | | | | | | | |
| 27 | State Industrial School for Girls | | | | | | | | | | | | *k*× | |
| 28 | Lawrence Industrial School | | | | | | | | | | | | | |
| 29 | House of Reformation for Juvenile Offenders. | | | | | × | | | | × | | × | | |
| 30 | Plummer Farm School | | | | | × | | | | × | | | | |
| 31 | Hampden County Truant School | | | | | | | | | × | | | × | |
| 32 | State Reform School | | | | | × | (*l*) | | | × | | | × | |
| 33 | Worcester Truant School | | | | | | | | | × | | | × | |
| 34 | Reform School for Girls | | | | | | | | | | | | | |
| 35 | Detroit House of Correction* | | | | | × | × | × | | | | | | |
| 36 | Michigan State House of Correction and Reformatory. | × | | | | | | | | | | | | |
| 37 | State Reform School | | | | | × | | | | × | | | | |
| 38 | Minnesota State Reform School | × | | | | *n*× | | | | | | × | × | |
| 39 | House of Refuge* | × | | | | × | | | × | | | × | × | |
| 40 | State Industrial School | | | | | × | | | | × | | | | |
| 41 | St. Francis Catholic Protectory* | | | | | | | | | × | | | | |
| 42 | New Jersey State Reform School | | | | | | | | | *o*× | | | | |
| 43 | State Industrial School for Girls | × | | | | | | | | | | | × | |
| 44 | Newark City Home* | | | | × | | | | | × | | | | |
| 45 | House of Shelter | | | | | | | | × | | | | × | |
| 46 | Catholic Protectory for Boys | | | × | | | | × | | | | | | |
| 47 | Catholic Protectory for Girls | | | | | | | | | | | | | |
| 48 | New York State Reformatory | | | | × | | *q*× | | | × | | | × | |
| 49 | Juvenile House of Industry of Brooklyn | | | | | | | | | | | | | |
| 50 | Association for Befriending Children and Young Girls. | × | | | | | | | | | | | × | |

* From Report of the Commissioner of Education for 1879.

*a* Includes expenditure for building.

*b* Number up to close of year 1878.

*c* In 1878.

*d* Total income.

*e* These statistics are for two years, ending September 30, 1880.

*f* Also mechanical engineering, hat making, and manufacture of clothing.

*g* Also basket making.

*h* Total cost to city; actual expenditure, $27,294.

*i* Also basket making and manufacture of pearl buttons.

*j* Receipts from printing.

*schools for* 1880, *&c.*—Continued.

the industries taught.

| Industries. | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Laundry work. | Masonry. | Paper-box making. | Printing. | Sewing. | Shirtmaking. | Shoemaking. | Shoe mending. | Tailoring. | Number committed since establishment. | Percentage of discharged, known to be orderly, &c. | Library. Number of volumes. | Library. Increase in the last school year. | Average annual cost of each inmate. | Average annual earnings of each inmate. | Annual cost of institution. | Total annual earnings of institution. | |
| 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | |
| .... | .... | .... | .... | .... | .... | × | .... | × | 3,121 | ..... | 400 | ..... | ..... | ..... | $50,000 | ..... | 1 |
| .... | .... | .... | .... | × | .... | × | .... | × | 3,076 | 85 | 1,500 | 20 | ..... | ..... | ..... | ..... | 2 |
| × | .... | × | .... | × | .... | .... | .... | .... | 430 | 66 | 1,500 | 100 | $156 00 | $12 50 | *a*42,082 | $2,000 | 3 |
| .... | .... | .... | .... | .... | .... | × | .... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 4 |
| × | .... | .... | .... | × | .... | .... | .... | .... | *b*1,700 | ..... | *c*200 | ..... | ..... | ..... | *c*18,000 | *cd*18,000 | 5 |
| × | .... | .... | .... | .... | .... | × | .... | .... | 952 | ..... | *e*1,000 | *e*340 | 164 23 | 20 27 | *ae*34,072 | 3,851 | 6 |
| × | .... | .... | .... | × | × | .... | .... | .... | 103 | 75 | 478 | ..... | 175 00 | ..... | ..... | ..... | 7 |
| × | .... | .... | .... | × | .... | .... | .... | .... | *b*568 | ..... | ..... | ..... | ..... | ..... | *c*2,991 | *c*1,855 | 8 |
| × | .... | .... | .... | × | .... | .... | .... | .... | 389 | 78 | 300 | 100 | 104 87 | *78 00 | 21,500 | 2,100 | 9 |
| .... | .... | .... | .... | .... | .... | .... | × | .... | 1,235 | ..... | ..... | ..... | 100 00 | ..... | 42,500 | 4,878 | 10 |
| .... | .... | .... | .... | .... | .... | .... | .... | × | 794 | 75 | 400 | ..... | 120 00 | 36 00 | 18,000 | ..... | 11 |
| .... | .... | .... | .... | × | .... | .... | .... | .... | 123 | 70 | ..... | ..... | 96 00 | ..... | ..... | ..... | 12 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 13 |
| [k] | .... | .... | .... | × | .... | × | .... | .... | 1,064 | 90 | 375 | ..... | 90 00 | 25 00 | *h*20,200 | 6,476 | 14 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | 32 85 | 3 17 | 12,500 | 314 | 15 |
| .... | .... | .... | .... | × | .... | .... | .... | .... | 1,653 | ..... | 1,525 | 34 | 155 00 | 33 33 | 18,600 | 4,000 | 16 |
| .... | .... | .... | .... | .... | .... | × | × | × | 2,933 | 85 | 1,000 | 0 | 173 21 | 45 00 | 39,016 | 9,491 | 17 |
| × | .... | .... | .... | × | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 43,875 | *d*37,162 | 18 |
| × | .... | .... | .... | .... | .... | × | .... | × | 625 | 66⅔ | 300 | 100 | 83 29 | ..... | 27,495 | ..... | 19 |
| × | .... | .... | .... | × | .... | .... | .... | .... | 268 | 75 | 300 | 50 | 87 00 | ..... | 5,473 | ..... | 20 |
| .... | .... | .... | × | .... | .... | .... | .... | .... | ..... | ..... | 700 | ..... | 106 13 | ..... | 18,243 | *j*4,646 | 21 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | 593 | ..... | 0 | 0 | 112 29 | 0 | 24,600 | 0 | 22 |
| × | .... | .... | .... | × | .... | .... | .... | .... | 1,500 | ..... | ..... | ..... | ..... | ..... | 4,000 | 267 | 23 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | 106 13 | ..... | 16,418 | ..... | 24 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 3,230 | ..... | 25 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | 1,500 | ..... | 26 |
| .... | .... | .... | .... | × | .... | .... | .... | .... | 1,104 | 80 | 1,500 | 25 | 249 60 | 15 00 | 17,500 | 1,934 | 27 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | 101 | ..... | 650 | 50 | 129 00 | *88 56 | 5,147 | 1,480 | 28 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | 1,425 | 25 | 550 | 0 | 100 00 | 43 00 | 3,900 | 1,677 | 29 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | 130 | 75 | 745 | 44 | 203 49 | 71 05 | 6,308 | 2,203 | 30 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | 18 | ..... | 0 | ..... | ..... | ..... | ..... | ..... | 31 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | 5,506 | ..... | 1,500 | 0 | 193 96 | 43 44 | 49,186 | 8,988 | 32 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | 270 | 50 | 100 | 0 | 184 08 | 0 | 1,536 | 0 | 33 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 34 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | 26,311 | ..... | 800 | 200 | ..... | ..... | 313,928 | 325,044 | 35 |
| .... | .... | .... | .... | .... | .... | [m] × | .... | × | 2,384 | ..... | 1,009 | 300 | 121 77 | 82 02 | 47,280 | 31,415 | 36 |
| .... | .... | .... | .... | .... | × | × | × | × | 2,312 | ..... | 2,300 | 300 | 100 00 | ..... | 32,903 | ..... | 37 |
| × | .... | .... | .... | × | .... | .... | .... | .... | 469 | 90 | 900 | 30 | ..... | ..... | 37,679 | ..... | 38 |
| × | .... | .... | .... | × | .... | × | .... | × | 4,187 | ..... | 600 | ..... | 140 00 | 29 55 | 33,883 | 7,476 | 39 |
| .... | .... | .... | .... | .... | .... | × | .... | .... | 1,021 | 75 | 280 | 50 | 100 00 | 38 00 | 12,000 | 5,000 | 40 |
| .... | .... | .... | .... | .... | .... | × | .... | × | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 41 |
| × | .... | .... | .... | × | × | .... | .... | × | 1,051 | 70 | 650 | ..... | 78 97 | 44 42 | 20,729 | 11,662 | 42 |
| × | .... | .... | .... | × | × | .... | .... | .... | 148 | 63 | 260 | 10 | ..... | ..... | 8,663 | 1,118 | 43 |
| .... | .... | .... | .... | .... | .... | .... | .... | × | 255 | 90 | 200 | 25 | 97 00 | 16 40 | 22,372 | 2,629 | 44 |
| × | .... | .... | .... | .... | .... | .... | .... | .... | 583 | ..... | 425 | 25 | 57 25 | 24 23 | 2,883 | 678 | 45 |
| .... | .... | .... | (*p*) | .... | .... | × | .... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 46 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | 77 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 47 |
| × | .... | .... | .... | .... | .... | .... | .... | .... | 961 | ..... | 994 | 200 | ..... | ..... | 84,000 | 63,000 | 48 |
| .... | .... | .... | .... | .... | .... | .... | .... | .... | 3,020 | ..... | 300 | 120 | ..... | 0 | 12,000 | 0 | 49 |
| × | .... | .... | .... | × | .... | .... | .... | .... | *b*3,500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 50 |

*k* There is a hosiery department in which girls are employed.
*l* Sleighs are manufactured.
*m* Also manufacture of cigars.
*n* Also cabinet making, painting, manufacture of toys and tin ware.
*o* Also brick making.
*p* Type-setting and electrotyping are taught.
*q* Also foundry work, manufacture of hollow-ware, and plumbing.

TABLE XXI.—*Statistics of reform*

NOTE.—× indicates

| | Name. | Industries. | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Baking. | Blacksmithing. | Broom making. | Brush making. | Cane seating. | Carpentry. | Chair making. | Dress making. | Farming. | Fruit canning. | Gardening. | Housework. | Knitting. |
| | 1 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 |
| 51 | New York House of Refuge | × | | | | | | | | | | × | × | × |
| 52 | New York Magdalen Benevolent Society | × | | | | | | | | | | | × | |
| 53 | Western House of Refuge | × | | | | × | | | × | × | | × | × | |
| 54 | Protectorate and Reformatory for Destitute Children. | | | | | | | | | × | | | × | |
| 55 | Cincinnati House of Refuge* | × | | | × | | | | | | | × | | |
| 56 | Protectory for Boys | | | | | | | | | | | | | |
| 57 | House of Refuge and Correction* | | | | × | | | | | | | | | |
| 58 | Girls' Industrial Home | × | | | | | | | × | | | | × | |
| 59 | State Reform School for Boys* | × | × | | × | | × | | | c × | | | | |
| 60 | House of Refuge and Correction | | | | e × | | | | | × | | × | | |
| 61 | Pennsylvania Reform School* | × | | | | | | | | | | × | | |
| 62 | House of Refuge | | | | × | × | | | | | | | | × |
| 63 | Sheltering Arms* | | | | | | | | | | | | | |
| 64 | Providence Reform School | | | | | × | | | | | | | | |
| 65 | Vermont Reform School | | | | | × | | | | × | | | | |
| 66 | Wisconsin Industrial School for Girls | × | | | | | | | × | | | × | × | × |
| 67 | Wisconsin Industrial School for Boys* | × | | | | | | | | × | | × | × | |
| 68 | Reform School* | | | | | × | | | | × | | × | | |

* From Report of the Commissioner of Education for 1879.
*a* Income from all sources.
*b* Also engineering and wire-work.
*c* Also engineering, gas making, telegraphy, and music.

MEMORANDA.

| Name. | Location. | Remarks. |
|---|---|---|
| Girls' department of the Iowa Reform School. | Mt. Pleasant, Iowa | Now permanently located at Mitchellville. |
| Girls' House of Refuge | New Orleans, La. | No information received. |
| St. Alphonsus' House of Refuge | New Orleans, La. | No information received. |
| Maryland Industrial School for Girls | Orange Grove, Md. | Name changed to Female House of Refuge; see Ilchester. |
| House of Industry | Boston, Mass | For adult male and female prisoners. |
| State Reform School | Manchester, N. H. | Name changed to State Industrial School. |

*schools for* 1880, *&c.*—Continued.

the 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. | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Laundry work. | Masonry. | Paper-box making. | Printing. | Sewing. | Shirtmaking. | Shoemaking. | 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 | 69 | |
| × | | | | × | | | | × | 19,457 | 75 | 3,712 | 169 | $152 79 | $44 37 | $112,610 | $32,703 | 51 |
| × | | | | × | | | | | | | 350 | 10 | 102 68 | 37 29 | 5,955 | 2,161 | 52 |
| × | | | | × | | × | | × | 5,682 | 75 | 1,150 | 110 | 140 92 | 33 39 | 85,721 | 20,231 | 53 |
| | | | | | | | | | | | 500 | 0 | | | *a*3,154 | *a*3,267 | 54 |
| | | *b* × | × | | × | × | | | 4,141 | 70 | 2,000 | 50 | 205 75 | | | | 55 |
| | | | | | | | | | | | | | | | | | 56 |
| | | | | | | | | | 1,203 | | 275 | 0 | 54 00 | 49 78 | 6,155 | 5,675 | 57 |
| × | | | | × | | | | | 632 | 75 | | | | | 52,767 | | 58 |
| × | | | | | | × | | × | 3,166 | | 1,934 | 0 | *d*123 93 | | 63,577 | 80,920 | 59 |
| | | | | | | | | | 605 | 80 | 250 | 250 | 130 00 | | 20,925 | | 60 |
| | | | | | | × | | × | 3,713 | 70 | 195 | 0 | *d*100 22 | | *f*30,703 | 4,000 | 61 |
| | | | | | | × | | × | 13,600 | 87 | 30,000 | | 153 60 | 33 30 | 76,699 | 16,620 | 62 |
| | | | | | | | | | | | | | 354 18 | | 1,163 | | 63 |
| | | | | | | | | × | 2,967 | | 400 | | | | 23,166 | | 64 |
| | | | | | | × | | | 619 | 75 | 380 | | | 56 19 | 18,369 | 3,709 | 65 |
| × | | | | × | | | | | 241 | | 500 | 200 | 130 00 | 7 25 | 8,315 | 600 | 66 |
| × | | | | | | × | | × | 1,826 | | 775 | 500 | 100 86 | | 42,866 | | 67 |
| | | | | | | × | | × | | | 885 | | 157 27 | | 28,892 | | 68 |

*d* Including salaries.
*e* Also manufacture of stockings.
*f* Exclusive of salaries and permanent improvements.

## MEMORANDA.

| Name. | Location. | Remarks. |
|---|---|---|
| New York Catholic Protectory | Westchester, N.Y. | No information received. |
| State Reform School | Lancaster, Pa. | No information received. |
| House of Refuge | Philadelphia, Pa. | The white and colored departments of this institution have been united under one superintendent. |
| House of Correction | Charleston, S. C. | A city prison. |
| Woman's Mission Home | Nashville, Tenn. | No information received. |
| Galveston Reformatory | Galveston, Tex. | No information received. |

TABLE XXII.—*Statistics of homes and asylums for orphan or dependent children, infant asylums, and industrial schools for 1880; from replies to inquiries by the United States Bureau of Education.*

PART I.—STATISTICS OF HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.

| | 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 Orphan Boys | Mobile, Ala | ..... | 1879 | Sister Harriet, C. D | P. E | ..... | 3 | 20 |
| 2 | Church Home for Orphan Girls | Mobile, Ala | 1864 | 1864 | Sister Harriet, C. D | P. E | ..... | 6 | 104 |
| 3 | Protestant Orphan Asylum | Mobile, Ala | 1839 | 1839 | Mrs. Laura Ruggles | Non-sect | 0 | 5 | ..... |
| 4 | Orphans' Home of the Synod of Alabama | Tuskegee, Ala | 1865 | 1867 | Rev. A. R. Holderby | Presb. So. | 1 | 2 | *325 |
| 5 | Sacramento Protestant Orphan Asylum | Sacramento, Cal | 1867 | 1867 | Mrs. W. H. Hobby, secretary | Non-sect | 2 | 4 | a730 |
| 6 | Ladies' Protection and Relief Society b | San Francisco, Cal | 1854 | 1853 | Mrs. C. Jackson, cor. secretary | Non-sect | 1 | 9 | ..... |
| 7 | Methodist Chinese Mission | San Francisco, Cal. (916 Washington street). | ..... | 1871 | Rev. O. Gibson | M. E | ..... | ..... | 100 |
| 8 | San Francisco Roman Catholic Female Orphan Asylum.* | San Francisco, Cal | 1858 | 1852 | Sister Stanislaus Roche | R. C | 6 | 30 | ..... |
| 9 | Woman's Union Mission to Chinese Women and Children.* | San Francisco, Cal. (cor. of Jackson and Dupont sts.). | 1869 | 1869 | Rev. A. W. Loomis, D. D | Non-sect | 3 | 2 | ..... |
| 10 | Female Orphan Asylum* | San Juan, Cal | 1871 | 1871 | Sister Carmen Argelaga, superioress | R. C | ..... | 8 | 200 |
| 11 | St. Vincent's Male Orphan Asylum* | San Rafael, Cal | 0 | 1855 | Rev. James Croke | R. C | 15 | 5 | ..... |
| 12 | Good Templars' Home for Orphans | Vallejo, Cal | ..... | 1869 | Nehemiah Smith, principal teacher | Non-sect | 4 | 6 | 490 |
| 13 | Pájaro Vale Orphan Asylum | Watsonville, Cal | 0 | 1869 | Rev. Francis Codina | R. C | *8 | ..... | ..... |
| 14 | Bridgeport Protestant Orphan Asylum | Bridgeport, Conn | 1868 | 1868 | Miss Lydia R. Ward, president | Non-sect | 0 | 3 | 134 |
| 15 | Hartford Orphan Asylum | Hartford, Conn | 1833 | 1829 | Rev. Thomas S. Potwin | Non-sect | 2 | 12 | ..... |
| 16 | Middlesex County Orphans' Home b | Middletown, Conn | 1877 | 1877 | Mrs. Martha C. Todd Hill, president | Non-sect | 0 | 2 | 15 |
| 17 | Home for the Friendless* | New Haven, Conn | 1867 | 1866 | Mrs. A. J. Carrier | Non-sect | ..... | 2 | ..... |
| 18 | New Haven Orphan Asylum* | New Haven, Conn | 1833 | 1833 | Mrs. Laura A. Kingsley | Non-sect | 1 | 8 | 1,500 |
| 19 | St. Francis Orphan Asylum | New Haven, Conn | 1864 | 1864 | Sister Mary Felicite | R. C | 0 | 10 | 671 |
| 20 | Home for Friendless and Destitute Children | Wilmington, Del | 1863 | 1862 | Mrs. Isaac Crouch, matron | Non-sect | 0 | 6 | 634 |
| 21 | Baptist Orphans' Home c | Atlanta, Ga | 1872 | 1872 | John H. James | Baptist | ..... | 2 | 79 |
| 22 | Augusta Orphan Asylum | Augusta, Ga | 1852 | 1854 | Mrs. Annie E. McKinne, matron | Non-sect | 1 | 5 | 650 |
| 23 | St. Mary's Orphan Asylum | Augusta, Ga | 1856 | 1853 | Sister Mary Peter | R. C | ..... | 7 | ..... |
| 24 | Columbus Female Orphan Asylum | Columbus, Ga | 1840 | 1845 | Mrs. J. S. Cushman | Non-sect | ..... | 1 | 98 |
| 25 | Orphans' Home, North Georgia Conference | Decatur, Ga | 1873 | 1871 | James L. Lupo | M. E | 1 | 2 | 75 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 26 | Appleton Church Home | Macon, Ga | 1868 | 1870 | Sister Margaret | P. E | 0 | 2 | '58 |
| 27 | Orphans' Home, South Georgia Conference | Macon, Ga | 1872 | 1872 | Rev. L. B. Payne | M. E. So. | 1 | 3 | 223 |
| 28 | Episcopal Orphans' Home* | Savannah, Ga | 1842 | 1843 | Mrs. B. A. Reagan, matron | P. E | 0 | 1 | ..... |
| 29 | Union Society, Bethesda Orphan Home* | Savannah, Ga | ..... | 1740 | Albert V. Chaplin | Non-sect | 2 | 3 | ..... |
| 30 | German Evangelical Lutheran Orphan Asylum | Addison, Ill | 1872 | 1872 | John Harmening | Ev. Luth | ..... | ..... | 142 |
| 31 | Chicago Home for the Friendless* | Chicago, Ill | 1858 | 1858 | Mrs. J. Grant | Non-sect | 1 | 15 | ..... |
| 32 | Chicago Protestant Orphan Asylum | Chicago, Ill. (2228 Michigan avenue). | 1849 | 1849 | Mrs. H. C. Bigelow, matron | Non-sect | 1 | 17 | 3,172 |
| 33 | St. Joseph's Orphan Asylum* | Chicago, Ill | ..... | 1849 | Sister Mary Joseph | R. C | ..... | 14 | ..... |
| 34 | Uhlich Orphan Asylum | Chicago, Ill | 1869 | 1869 | G. Blankenhahn | Ev. Luth | 2 | 6 | 214 |
| 35 | German Catholic Orphan Asylum | Havelock, Ill | 1872 | 1865 | Sister M. Hyacintha | R. C | ..... | 12 | 396 |
| 36 | Jacksonville Orphan Home* | Jacksonville, Ill | ..... | 1869 | Rev. W. A. Passavant, D. D | Lutheran | ..... | 2 | 40 |
| 37 | Asylum of St. Casimir for Polish Children | La Salle, Ill | 0 | 1878 | Mother Mary Monica | R. C | ..... | 6 | ..... |
| 38 | Illinois Soldiers' Orphans' Home | Normal, Ill | 1865 | 1869 | Mrs. Virginia C. Ohr | Non-sect | 11 | 23 | 1,416 |
| 39 | Home for the Friendless | Peoria, Ill | 1876 | 1875 | Mrs. E. D. Hardin | Non-sect | 1 | 2 | 1,134 |
| 40 | Woodland Home for Orphans and Friendless | Quincy, Ill | 1855 | 1859 | Mary Holmes Wood, (pres't ex. com.) | Non-sect | ..... | ..... | ..... |
| 41 | Asylum for Friendless Colored Children* | Indianapolis, Ind | 1871 | 1871 | Miss Sallie J. Burns | Friends | ..... | 6 | 304 |
| 42 | German Protestant Orphan Asylum* | Indianapolis, Ind | 1871 | 1871 | W. C. Kraeuter | Non-sect | 1 | 1 | 79 |
| 43 | Indianapolis Orphans' Asylum* | Indianapolis, Ind | 1850 | 1855 | Mrs. Hannah T. Hadley, president | Non-sect | 1 | 8 | ..... |
| 44 | Jeffersonville Orphan Asylum* | Jeffersonville, Ind | 1876 | 1877 | Sarah A. Patterson | Non-sect | ..... | 2 | 87 |
| 45 | Indiana Soldiers' Orphans' Home | Knightstown, Ind | 1867 | 1867 | J. W. White | Non-sect | 6 | 15 | 850 |
| 46 | St. Joseph's Orphan Asylum* | La Fayette, Ind | 1877 | 1876 | Rev. B. Hartmann | R. C | ..... | ..... | ..... |
| 47 | St. Joseph's Orphan Asylum and Manual Labor School. | Rensselaer, Ind | 1868 | 1866 | Rev. M. Zumbuelte | R. C | 1 | 6 | 315 |
| 48 | Home of the Friendless* | Richmond, Ind | 1869 | 1868 | Mrs. S. A. Iliff Davis, president | Non-sect | ..... | 1 | 1,821 |
| 49 | Wernle Orphans' Home | Richmond, Ind | 1878 | 1879 | John Dingeldey | Ev. Luth | 1 | 5 | 56 |
| 50 | St. Ann's Female Orphan Asylum | Terre Haute, Ind | 1846 | 1849 | Sister M. Cecilia, superior | R. C | ..... | 11 | 822 |
| 51 | St. Vincent's Male Orphan Asylum* | Vincennes, Ind | ..... | 1850 | Sister Mary Theodore | R. C | ..... | 12 | 1,025 |
| 52 | German and English Asylum for Orphans and Destitute Children. | Andrew, Iowa | 1862 | 1863 | Rev. J. G. Rembold | Ev. Luth | 3 | 3 | 270 |
| 53 | Soldiers' Orphans' Home and Home for Indigent Children. | Davenport, Iowa | 1863 | 1863 | S. W. Pierce | Non-sect | 6 | 16 | *1,300 |
| 54 | Home for the Friendless | Leavenworth, Kans | 1869 | 1868 | Mrs. C. H. Cushing, president | Non-sect | ..... | 4 | 1,950 |
| 55 | St. Thomas Orphan Asylum | Bardstown, Ky | 1850 | 1850 | Rev. Nicholas Ryan | R. C | 3 | 8 | *1,800 |
| 56 | Covington Protestant Children's Home | Covington, Ky | 1880 | ..... | A. H. Ransom, secretary | ..... | ..... | ..... | ..... |
| 57 | St. John's Orphan Asylum* | Covington, Ky | 1869 | 1871 | Sister M. Gertrude Bauer, O. S. B | R. C | ..... | 5 | 80 |
| 58 | Baptist Orphans' Home | Louisville, Ky. (First st., cor. of St. Catherine). | 1870 | 1869 | Miss M. A. Hollingsworth, matron | Baptist | ..... | 5 | 325 |
| 59 | German Baptist Orphan Home | Louisville, Ky. (New Broadway). | 1872 | ..... | John Fred. Dohrmann | Baptist | ..... | ..... | 75 |
| 60 | German Protestant Orphan Asylum | Louisville, Ky. (780 West Jefferson street). | 1852 | 1852 | C. G. Leonhardt | Non-sect | 1 | 3 | 918 |
| 61 | Masonic Widows' and Orphans' Home | Louisville, Ky | 1867 | 1871 | E. L. Fitch | Non-sect | 2 | 7 | ..... |
| 62 | Orphanage of the Good Shepherd | Louisville, Ky | 1869 | 1870 | Sister Susan Orr, deaconess | Prot. Epis | 1 | 3 | 83 |
| 63 | St. Joseph's German Orphan Asylum | Louisville, Ky | 1850 | 1849 | Sister Mary Valentine | R. C | ..... | 8 | ..... |
| 64 | St. Vincent's Orphan Asylum* | Louisville, Ky | 1868 | 1833 | Mother C. Spalding | R. C | ..... | 12 | ..... |
| 65 | Kentucky Female Orphan School | Midway, Ky | 1847 | 1849 | Samuel P. Lucy | Christian | 1 | 5 | ..... |
| 66 | Cleveland Orphans' Institution | Versailles, Ky | 1870 | 1875 | Mrs. Nannie E. Edwards, matron | Non-sect | ..... | 3 | 34 |
| 67 | Asylum for Destitute Orphan Boys | New Orleans, La | 1824 | 1824 | George Burns | Non-sect | 3 | 5 | 1,440 |

* From Report of the Commissioner of Education for 1879.
*a* Up to close of year 1878.
*b* These statistics are for 1879.
*c* Closed in June, 1880; statistics are for 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—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 | Convent of the Good Shepherd* | New Orleans, La | 1859 | 1859 | Mother Mary of St. Rose | R. C | | | |
| 69 | Jewish Widows' and Orphans' Home* | New Orleans, La | 1855 | 1855 | N. J. Bunzel | Jewish | 2 | 2 | 462 |
| 70 | Louisiana Asylum | New Orleans, La. (cor. of Tonti and Hospital sts.). | | | Mother Theresa | R. C | | 5 | 80 |
| 71 | Mt. Carmel Female Orphan Asylum | New Orleans, La. (53 Piety street). | 1857 | 1869 | Sister Justine, superioress | R. C | | 10 | 1,200 |
| 72 | Poydras Female Orphan Asylum* | New Orleans, La | 1817 | 1817 | Mrs. H. G. Hodgson, secretary | Non-sect | 2 | 15 | 5,000 |
| 73 | The Protestant Orphans' Home* | New Orleans, La. (Seventh street). | 1853 | 1853 | Mrs. A. Walker, matron | Non-sect | | 10 | 3,510 |
| 74 | St. Joseph's German Orphan Asylum* | New Orleans, La. (Josephine and Laurel streets). | 1854 | | Sister Mary Jacobina, superior | R. C | | 15 | 1,150 |
| 75 | Children's Home | Bangor, Me | 1838 | 1839 | Miss Julia A. Sibley, matron | Non-sect | | 5 | 380 |
| 76 | Bath Military and Naval Orphan Asylum* | Bath, Me | 1866 | | Helena T. Prescott, matron | Non-sect | 1 | 8 | |
| 77 | Asylum of Our Lady of Lourdes | Lewiston, Me | 1878 | 1878 | Sister Côté, directress | R. C | | 4 | 1,109 |
| 78 | Female Orphan Asylum of Portland | Portland, Me | 1828 | 1828 | Miss L. B. Johnson | Non-sect | | 4 | 330 |
| 79 | Baltimore Orphan Asylum* | Baltimore, Md | 1801 | 1807 | Mrs. Stanley, matron | Non-sect | 1 | 5 | |
| 80 | Boys' Home | Baltimore, Md. (n. w. cor. Calvert and Pleasant sts.). | 1867 | 1866 | John H. Lynch | Non-sect | 2 | 9 | 1,097 |
| 81 | Christ Church Asylum* | Baltimore, Md | 1841 | 1840 | Sarah A. Brown, matron | P. E | | 2 | |
| 82 | General German Orphan Asylum | Baltimore, Md | 1860 | 1860 | L. B. Schaefer | Non-sect | 1 | 2 | 130 |
| 83 | Hebrew Orphan Asylum of Baltimore | Baltimore, Md. (Calverton Heights). | 1872 | 1873 | Jonas Gabriel | Hebrew | 2 | 7 | 84 |
| 84 | Home of the Friendless* | Baltimore, Md. (cor. Lombard st. and Druid Hill avenue). | 1854 | 1854 | | Non-sect | | | 1,686 |
| 85 | House of the Good Shepherd | Baltimore, Md. (cor. Mound and Hollins streets). | 1864 | 1864 | Sister Mary Joseph, superior | R. C | | 40 | 1,027 |
| 86 | St. James' Home for Boys | Baltimore, Md. (cor. High and Low streets). | | 1878 | Brother Hubert | R. C | 2 | | 111 |
| 87 | St. Mary's Female Orphaline School* | Baltimore, Md. (70 Franklin street). | 1817 | 1818 | Sister Gertrude | R. C | | 12 | |
| 88 | St. Vincent's Male Orphan Asylum* | Baltimore, Md. (North Front street). | 0 | 1848 | Brother Chronion | R. C | 4 | 0 | 1,320 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 8 | Baltimore Manual Labor School for Indigent Boys. | Catonsville, Md | 1840 | 1840 | Edward A. Welch | Non-sect | 1 | 4 | 1,600 |
| 9 | Home for Friendless Children of the Diocese of Easton. | Easton, Md | 1870 | 1871 | Miss L. D. Nabb | P. E | | 2 | 30 |
| 91 | Protestant Episcopal Orphan Asylum* | Frederick, Md | | 1840 | Mrs. Ann G. Ross, president | P. E | | 2 | |
| 92 | Baldwin Place Home for Little Wanderers | Boston, Mass | 1865 | 1865 | Rev. R. G. Toles | Non-sect | 5 | 12 | 4,877 |
| 93 | Boffin's Bower | Boston, Mass. (1031 Washington street). | | 1870 | Jennie Collins | Non-sect | | | |
| 94 | Boston Asylum and Farm School for Indigent Boys.* | Boston, Mass | 1832 | 1832 | William A. Morse | Non-sect | 1 | 2 | 1,686 |
| 95 | Boston Female Asylum* | Boston, Mass | 1803 | 1800 | Miss F. L. Palmer | Non-sect | | 12 | 1,000 |
| 96 | Children's Friend Society | Boston, Mass. (48 Rutland st.) | 1834 | 1834 | Mrs. M. H. Brewster | Non-sect | | 9 | [a]1,842 |
| 97 | Children's Mission to the Children of the Destitute in the City of Boston. | Boston, Mass. (277 Tremont, near Hollis street). | 1864 | 1849 | William Crosby | Non-sect | 2 | 8 | [a]6,000 |
| 98 | Church Home for Orphan and Destitute Children* | Boston, Mass. (cor. of N and Fourth streets). | 1858 | 1855 | Sarah A. C. Bond, secretary | P. E | | 2 | 509 |
| 99 | House of the Angel Guardian | Boston, Mass. (85 Vernon st., Highlands). | 1853 | 1851 | Joseph F. DePoorter | R. C | 17 | 0 | 6,210 |
| 100 | Dr. Martin Luther Orphans' Home | Boston (West Roxbury), Mass. | 1871 | 1871 | Adolf Brauer | Ev. Luth | 2 | 1 | 60 |
| 101 | St. Vincent's Orphan Asylum | Boston, Mass. (Camden st.) | 1843 | 1835 | Sister M. Vincent McEntee | R. C | | 13 | 3,405 |
| 102 | Haverhill Children's Aid Society | Haverhill, Mass | 1866 | 1865 | Mrs. R. H. Seeley, president | | | 2 | 135 |
| 103 | House of Providence* | Holyoke, Mass | 1878 | 1873 | Sister Mary Leonard | R. C | | 16 | 375 |
| 104 | Protectory of Mary Immaculate* | Lawrence, Mass | 1875 | 1868 | Sister Painchaud | R. C | 1 | 8 | 540 |
| 105 | Children's Aid Society* | Nantucket, Mass | | | Catharine Starbuch, president | Non-sect | | 1 | 16 |
| 106 | New Bedford Orphans' Home | New Bedford, Mass | 1847 | 1845 | Miss Celia Brett | Non-sect | 1 | 6 | 300 |
| 107 | Newton Home for Orphan and Destitute Girls | Newton, Mass | 0 | 1872 | Mrs. Rebecca R. Pomroy | Non-sect | | 3 | 40 |
| 108 | Massachusetts State Primary School* | Palmer, Mass | 1855 | 1855 | Gardiner Tufts | | 26 | 22 | 23,045 |
| 109 | City Orphan Asylum | Salem, Mass | 1868 | 1866 | Sister A. M. Mongeau | R. C | | 10 | 544 |
| 110 | Seamen's Orphan and Children's Friend Society | Salem, Mass | 1841 | 1839 | Miss Margaret H. Barrows | Non-sect | 1 | 5 | 3460 |
| 111 | Children's Home | Springfield, Mass | 1866 | 1866 | Mrs. J. R. Hixon, cor. secretary | Non-sect | 0 | 3 | 3,000 |
| 112 | Orphans' Home (Children's Friend Society) | Worcester, Mass | 1849 | 1849 | Miss Tamerson White, matron | Non-sect | | 3 | 811 |
| 113 | State Public School | Coldwater, Mich | 1871 | 1874 | Lyman P. Alden | | 9 | 33 | 941 |
| 114 | Home for the Friendless | Detroit, Mich | 1862 | 1863 | Mrs. S. B. Sill, cor. secretary | Protestant | 1 | 12 | *4,750 |
| 115 | Ladies' Protestant Orphan Asylum | Detroit, Mich | 1836 | 1837 | Mrs. R. H. Fyfe, secretary | Non-sect | | | [a]1,000 |
| 116 | St. Vincent's Female Orphan Asylum | Detroit, Mich | 1871 | 1851 | Sister Mary Stella | R. C | 3 | 18 | 1,092 |
| 117 | St. Vincent's Male Orphan Asylum | Detroit, Mich | | 1868 | | R. C | | | |
| 118 | Home for the Friendless | East Saginaw, Mich | 1870 | 1870 | Mrs. McNoah | | | 5 | [b]561 |
| 119 | Jackson Home for the Friendless and Industrial School.* | Jackson, Mich | 1878 | 1879 | Mary R. McNaughton, president | Non-sect | | 1 | 16 |
| 120 | Children's Home | Kalamazoo, Mich | 0 | 1879 | William G. Dewing | Christian | 1 | 2 | 60 |
| 121 | St. Mary's Orphan Asylum* | Monroe, Mich | 1855 | 1859 | Sister M. Justinia | R. C | | 3 | 200 |
| 122 | St. Paul Protestant Orphan Asylum* | St. Paul, Minn. (96 Arundel street). | 1865 | 1865 | Mrs. Horace Thompson, president | Non-sect | 1 | 3 | 340 |
| 123 | D'Evereux Hall | Natchez, Miss | 1858 | 1858 | Brother Gontran | R. C | 7 | 0 | 280 |
| 124 | St. Mary's Orphan Asylum | Natchez, Miss | 1854 | 1847 | Sister Tatiana | R. C | 1 | 10 | 468 |
| 125 | Female Orphan School*c | Camden Point, Mo | 1869 | 1870 | A. F. Smith, principal | Christian | 1 | 5 | |
| 126 | Evangelical Lutheran Orphans' Home and Asylum.* | Des Pères, Mo | 1868 | 1866 | Ernst Leubner | Ev. Luth | 3 | 3 | 250 |
| 127 | Catholic Protectorate of St. Louis | Glencoe, Mo | | 1872 | Brother Tertullian | R. C | 5 | | *223 |

[A] From Report of the Commissioner of Education for 1879.
*a* Up to close of year 1878.
*b* For six years.
*c* The object of this school is to educate orphan girls as teachers.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—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 |
| 128 | Home of the Friendless | St. Joseph, Mo | 1874 | 1874 | Mrs. John A. Dolman | Protestant | ..... | ..... | 700 |
| 129 | Episcopal Orphans' Home | St. Louis, Mo | 1842 | 1842 | C. V. Burchard | P. E | ..... | 7 | 800 |
| 130 | German St. Vincent's Orphan Asylum | St. Louis, Mo | 1851 | 1850 | Mother Angela | R. C | ..... | 17 | 702 |
| 131 | House of the Good Shepherd* | St. Louis, Mo | 1869 | 1849 | Mother Mary of the Sacred Heart | R. C | ..... | 28 | a2,535 |
| 132 | Mission Free School* | St. Louis, Mo | 1840 | 1841 | Mary E. Tucker | Non-sect | ..... | 4 | ..... |
| 133 | St. Bridget's Half-Orphan Asylum | St. Louis, Mo | 1860 | 1862 | Sisters of St. Joseph | R. C | ..... | 12 | 650 |
| 134 | St. Joseph's Convent of Mercy | St. Louis, Mo | 1857 | 1856 | Mother Mary di Pazzi | R. C | ..... | 35 | ..... |
| 135 | St. Joseph's Male Orphan Asylum | St. Louis, Mo | ..... | 1849 | Sister Mary Frances, superior | R. C | ..... | 20 | ..... |
| 136 | St. Mary's Female Orphan Asylum* | St. Louis, Mo | 1843 | 1840 | Sisters of Charity | R. C | 1 | 10 | 1,349 |
| 137 | Central Wesleyan Orphan Asylum* | Warrenton, Mo | 1865 | 1864 | Chr. F. Schlinger | M. E | 1 | 3 | 144 |
| 138 | St. Louis Protestant Orphan Asylum* | Webster Groves, Mo | 1841 | 1834 | Mrs. S. Fuller, matron | Non-sect | 1 | 8 | ..... |
| 139 | State Orphans' Home* | Carson City, Nev | 1869 | 1870 | John H. Mills | Non-sect | 1 | 4 | 215 |
| 140 | Orphans' Home | Concord, N. H | 1874 | 1866 | Miss Sarah L. E. Carter | P. E | 1 | 4 | 70 |
| 141 | New Hampshire Orphans' Home | Franklin, N. H | 1871 | 1871 | Mrs. A. R. Mack, matron | Non-sect | 1 | 5 | 200 |
| 142 | Children's Home | Portsmouth, N. H | 1879 | 1877 | Rev. Charles A. Holbrook | P. E | 1 | 3 | 47 |
| 143 | Camden Home for Friendless Children* | Camden, N. J | 1869 | 1869 | Maria J. Eastwood, matron | Non-sect | ..... | 3 | 150 |
| 144 | West Jersey Orphanage for Destitute Colored Children. | Camden, N. J | 1874 | 1875 | Jane Price, matron | Non-sect | ..... | 2 | ..... |
| 145 | Children's Friend Society | Jersey City, N. J | 1863 | 1863 | Sarah B. Winchester, matron | ..... | 0 | 4 | 273 |
| 146 | St. Mary's Female Orphan Asylum* | Jersey City, N. J | 1864 | 1859 | Rev. D. L. Senez | R. C | ..... | 6 | 400 |
| 147 | Union Association of the Children's Home of Burlington County. | Mount Holly, N. J | 1864 | 1864 | Mrs. M. H. Keeler | Non-sect | ..... | 3 | *214 |
| 148 | Home for the Friendless* | Newark, N. J | 1872 | 1872 | Mrs. Linda B. Fitz Gerald, secretary | Non-sect | ..... | 8 | 333 |
| 149 | Newark Orphan Asylum *b* | Newark, N. J | 1849 | 1848 | Mrs. S. M. Van Vleck | Non-sect | ..... | 8 | 600 |
| 150 | St. Peter's Asylum* | Newark, N. J | 1871 | 1871 | Sister M. Severina | R. C | ..... | 10 | 760 |
| 151 | Orange Orphan Home | Orange, N. J | 1867 | 1854 | Miss Mary Hubbel | Non-sect | ..... | 3 | 144 |
| 152 | Paterson Orphan Asylum Association* | Paterson, N. J | 1864 | 1863 | Mrs. A. W. A. Hennion, matron | Non-sect | 1 | 1 | 260 |
| 153 | St. Joseph's Orphan Asylum* | Paterson, N. J | ..... | 1855 | Sister M. Baptista | R. C | 4 | 4 | 1,200 |
| 154 | St. Mary's Orphan Asylum | Vailsburgh (near South Orange, N. J.). | ..... | 1859 | Rev. G. W. Doane | R. C | ..... | 12 | 1,900 |
| 155 | Albany Orphan Asylum | Albany, N. Y | 1831 | 1830 | Albert D. Fuller | Non-sect | 3 | 5 | 2,796 |
| 156 | Orphans' Home of St. Peter's Church | Albany, N. Y | 1875 | 1864 | Kate T. Hand, secretary | P. E | ..... | 2 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 157 | St. Vincent's Male Orphan Asylum | Albany, N. Y | 1849 | 1849 | Bro. Amphian | R. C | 6 | 3 | 1,251 |
| 158 | Cayuga Asylum for Destitute Children | Auburn, N. Y | 1852 | 1852 | Mrs. Jane C. Rogers | Non-sect. | 1 | 8 | ..... |
| 159 | Susquehanna Valley Home | Binghamton, N. Y | ..... | 1869 | A. H. La Monte | Non-sect. | 2 | 9 | 592 |
| 160 | Brooklyn Howard Colored Orphan Asylum | Brooklyn, N. Y. (Troy ave.) | 1868 | 1866 | Vesta S. Hill, principal | Non-sect. | ..... | *c*2 | ..... |
| 161 | Brooklyn Union for Christian Work | Brooklyn, N. Y | 1871 | 1866 | William A. Butler | Non-sect. | 8 | 3 | 8,000 |
| 162 | Home for Destitute Children | Brooklyn, N. Y. (Butler street, near Flatbush ave.). | 1854 | 1854 | Adeline E. Warner, principal | Non-sect. | ..... | *c*3 | ..... |
| 163 | House of the Good Shepherd | Brooklyn, N. Y. (Hopkinson ave. and Pacific st.). | 1868 | 1868 | Sister Mary of Loretto, superioress | R. C | ..... | 36 | 3,385 |
| 164 | Orphan Asylum Society of the City of Brooklyn | Brooklyn, N. Y. (Atlantic avenue). | 1835 | 1832 | Mrs. J. B. Hutchinson, first directress | Non-sect. | 1 | 29 | 3,356 |
| 165 | Orphans' Home, Church of the Holy Trinity | Brooklyn, N. Y. (E. D., Graham st., bet. Montrose and Johnson streets). | 1861 | 1862 | Very Rev. Michael May | R. C | ..... | 8 | 125 |
| 166 | Orphans' House on the Church Charity Foundation of Long Island. | Brooklyn, N. Y. (Albany ave. and Herkimer street). | 1851 | 1853 | Sister Elizabeth | P. E | ..... | 2 | 418 |
| 167 | St. John's Home | Brooklyn, N. Y | 1834 | 1830 | Sister M. Baptista | R. C | ..... | 24 | ..... |
| 168 | St. Joseph's Female Orphan Asylum | Brooklyn, N. Y | 1834 | ..... | Sister M. Lewis, superior | R. C | ..... | 24 | *d*1,021 |
| 169 | Asylum of Our Lady of Refuge | Buffalo, N. Y | 1856 | 1855 | Sister M. of St. Bernard | R. C | ..... | 1 | *374 |
| 170 | Buffalo Orphan Asylum* | Buffalo, N. Y | 1837 | 1836 | Frederick Howard, secretary; Mrs. M. M. Thomson, matron. | Non-sect. | 1 | 8 | 3,500 |
| 171 | Evangelical Lutheran St. John's Orphans' Home | Buffalo, N. Y | 1865 | 1865 | Rev. Christian Volz | Ev. Luth. | 5 | 8 | 190 |
| 172 | German Roman Catholic Orphan Asylum* | Buffalo, N. Y | 1874 | 1874 | Rev. Theodore Voss | R. C | 1 | 10 | 279 |
| 173 | St. Vincent's Female Orphan Asylum | Buffalo, N. Y | 1849 | 1848 | Sister Dolores | R. C | ..... | 11 | 1,603 |
| 174 | Ontario Orphan Asylum* | Canandaigua, N. Y | 1863 | 1864 | Mrs. A. S. Biegler | ..... | 1 | 6 | 424 |
| 175 | St. Mary's Orphan Asylum | Clifton, N. Y. (Staten Island) | 0 | 1864 | Sister M. Everista | R. C | ..... | 6 | ..... |
| 176 | Orphan House of the Holy Saviour* | Cooperstown, N. Y | 1870 | 1871 | Susan Fenimore Cooper | P. E | 0 | 4 | 87 |
| 177 | St. Mary's Orphan Asylum and School* | Dunkirk, N. Y | 1858 | 1858 | Sister M. Anastasia Donovan | R. C | ..... | 5 | 215 |
| 178 | St. Malachy's Home | East New York, N. Y | 0 | 1870 | Mother Mary de Chantal | R. C | ..... | 15 | 515 |
| 179 | Southern Tier Orphans' Home | Elmira, N. Y | 1868 | 1864 | Mrs. R. H. Close | Non-sect. | 1 | 12 | 918 |
| 180 | Hudson Orphan and Relief Association | Hudson, N. Y | 1846 | 1843 | Miss E. Jones, matron | Non-sect. | ..... | 6 | ..... |
| 181 | Wartburg Orphans' Farm School of the Evangelical Lutheran Church. | Mt. Vernon, N. Y | 1869 | 1866 | Rev. G. C. Holls | Lutheran | 1 | 4 | 114 |
| 182 | Home for the Friendless* | Newburgh, N. Y | ..... | ..... | Mrs. Hector Craig, first directress | Non-sect. | 0 | 6 | ..... |
| 183 | Colored Orphan Asylum | New York, N. Y. (143d street and 10th avenue). | 1838 | 1836 | Orville K. Hutchinson, president | Non-sect. | 7 | 19 | 2,455 |
| 184 | Hebrew Orphan Asylum | New York, N. Y. (77th st. and 3d avenue). | 1832 | 1860 | Dr. Herman Baar | Hebrew | 8 | 8 | *1,000 |
| 185 | Home for the Friendless, American Female Guardian Society. | New York, N. Y. (32 East 30th street). | 1849 | 1847 | Mrs. C. C. North, president | Non-sect. | ..... | *e*32 | 26,655 |
| 186 | Hospital of New York Society for the Relief of the Ruptured and Crippled. | New York, N. Y. (135 East 42d street). | 1863 | 1862 | James Knight, M. D., surgeon in chief | Non-sect. | 14 | 42 | 2,536 |
| 187 | Howard Mission and Home for Little Wanderers. | New York, N. Y. (40 New Bowery). | 1864 | 1861 | Joseph Hague, agent | Non-sect. | 2 | 2 | 12,000 |
| 188 | Institution of Mercy* | New York, N. Y. (35 East Houston street). | 1854 | 1846 | Sister Mary Elizabeth Callanan, superioress. | R. C | ..... | 10 | 12,873 |
| 189 | Ladies' Deborah Nursery and Child's Protectory* | New York, N. Y. (95 East Broadway). | 1878 | 1878 | M. S. Davis | Hebrew | 5 | 3 | 145 |

* From Report of the Commissioner of Education for 1879.
*a* Since 1862; records previous to that time destroyed.
*b* The Newark Orphan Asylum Association has four auxiliary societies: at Newark, New Brunswick, Bloomfield, and Morristown.
*c* Number of teachers only.
*d* Up to close of year 1878.
*e* Also 48 teachers or assistants in outside schools.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—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 |
| 190 | Ladies' Home Missionary Society (Five Points Mission) * | New York, N. Y. (61 Park street). | 1856 | ..... | Rev. S. I. Ferguson | M. E | 2 | 9 | ..... |
| 191 | Leake and Watts Orphan House | New York, N. Y. (110th st. and 9th avenue). | 1831 | 1843 | Rev. Richard M. Hayden | Non-sect | 5 | 23 | ..... |
| 192 | New York Juvenile Asylum | New York, N. Y. (61 West 13th street). | 1851 | 1853 | E. M. and E. D. Carpenter | Non-sect | 20 | 42 | 21,467 |
| 193 | New York Society for the Prevention of Cruelty to Children. | New York, N. Y. (100 East 23d street). | 1875 | ..... | E. Fellows Jenkins | Non-sect | 6 | 1 | ..... |
| 194 | Orphan Asylum Society of the City of New York | New York, N. Y. (West 73d street and Broadway). | 1807 | 1806 | George E. Dunlap | Non-sect | 3 | 21 | 2,358 |
| 195 | Orphans' Home and Asylum of the Protestant Episcopal Church. | New York, N. Y. (49th st., corner Lexington avenue). | 1859 | 1851 | Mrs. Susan M. Dutilh, first directress | P. E | 1 | 10 | 1,093 |
| 196 | Roman Catholic Orphan Asylum | New York, N. Y. (Madison ave., bet. 51st and 52d sts.). | 1852 | 1868 | Sister M. Clotilda | R. C | ..... | 25 | 1,269 |
| 197 | Roman Catholic Orphan Asylum | New York, N. Y. (32 Prince street). | 1852 | 1826 | Sister M. Pauline | R. C | ..... | 14 | ..... |
| 198 | Roman Catholic Orphan Asylum | New York, N. Y. (5th ave., bet. 51st and 52d streets). | 1852 | 1826 | Sister A. Borromeo | R. C | ..... | 27 | *3,417 |
| 199 | St. Barnabas House | New York, N. Y. (304 Mulberry street). | 1833 | 1865 | Rev. C. T. Woodruff | P. E | ..... | 2 | ..... |
| 200 | St. Joseph's Asylum in the City of New York* | New York, N. Y. (Avenue A and 89th street). | 1859 | 1859 | Sister Mary Paula, SS. DE N. D., superior. | R. C | 4 | 16 | 1,366 |
| 201 | St. Stephen's Home for Children* | New York, N. Y. (145 East 28th street). | 1875 | 1868 | Sister F. Xavier | R. C | ..... | 13 | 1,172 |
| 202 | St. Vincent de Paul Orphan Asylum* | New York, N. Y. (215 West 39th street). | 1868 | 1860 | Sister Mary of Archangels | R. C | ..... | 15 | 821 |
| 203 | The Sheltering Arms | New York, N. Y. (10th ave., corner 129th street). | 1864 | 1864 | Rev. Thomas M. Peters, D. D | P. E | ..... | 8 | 1,038 |
| 204 | The Society for the Relief of Half-Orphan and Destitute Children. | New York, N. Y. (67 West 10th street). | 1837 | 1835 | Mrs. J. M. Campbell | Non-sect | 1 | 20 | 3,999 |
| 205 | Oswego Orphan Asylum | Oswego, N. Y | 1852 | 1852 | William R. Hosmer, treasurer | Non-sect | ..... | ..... | ..... |
| 206 | Roman Catholic Orphan Asylum* | Peekskill, N. Y | ..... | 1876 | Brother Elias | R. C | 15 | ..... | 211 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 207 | Children's Home | Peterboro', N. Y | 1872 | 1871 | Philemon Tucker | | 1 | 4 | 241 |
| 208 | Home for the Friendless of Northern New York | Plattsburg, N. Y | 1874 | 1874 | Mrs. Moss Kent Platt, president | Non-sect | 1 | 5 | 61 |
| 209 | Poughkeepsie Orphan House and Home for the Friendless. | Poughkeepsie, N. Y | 1852 | 1847 | Mrs. J. N. Farrar, matron | Non-sect | | 9 | 961 |
| 210 | Western New York Home for Homeless and Dependent Children. *a* | Randolph, N. Y | 1878 | 1877 | | | | | |
| 211 | St. Margaret's Home* | Red Hook, N. Y | | | Miss Schryver | P. E | | 3 | |
| 212 | Church Home of the Protestant Episcopal Church. | Rochester, N. Y. (Mt. Hope avenue). | 1869 | 1868 | Mrs. S. E. Godfrey, matron | P. E | 1 | 7 | |
| 213 | Rochester Orphan Asylum | Rochester, N. Y | 1838 | 1837 | Mrs. H. P. Knight, matron | Non-sect | | | 3,380 |
| 214 | St. Joseph's German Orphan Asylum* | Rochester, N. Y | 1863 | | Rev. Joseph Frochlich | R. C | | 11 | 276 |
| 215 | St. Mary's Orphan Boys' Asylum* | Rochester, N. Y | 1864 | 1864 | Sister M. Xavier | R. C | | 13 | |
| 216 | St. Patrick's Female Orphan Asylum* | Rochester, N. Y | 1845 | 1841 | Sister M. Eulalia | R. C | | 12 | 998 |
| 217 | Onondaga County Orphan Asylum | Syracuse, N. Y | 1845 | 1841 | Mrs. Helen M. Woods | Non-sect | 1 | 13 | |
| 218 | St. Vincent de Paul's Asylum and School | Syracuse, N. Y | 1860 | 1859 | Sister Anacaria Hoey | R. C | | 11 | 638 |
| 219 | St. Vincent's Female Orphan Asylum | Troy, N. Y | 1863 | 1848 | Sister M. Onésime | R. C | 1 | 8 | 1,413 |
| 220 | Troy Catholic Male Orphan Asylum | Troy, N. Y | 1864 | 1852 | Brother Candidus | R. C | 9 | | 61,925 |
| 221 | Troy Orphan Asylum | Troy, N. Y. (294 8th street) | 1835 | 1833 | Charles W. Tillinghast, president | Non-sect | 1 | 4 | 1,460 |
| 222 | House of the Good Shepherd | Utica, N. Y | 1872 | 1872 | Mrs. A. M. Mitchell, matron | P. E | 1 | 5 | 250 |
| 223 | Utica Orphan Asylum | Utica, N. Y | 1830 | 1830 | Mrs. J. M. Talcott, matron | P. E | | | 1,578 |
| 224 | Thomas Asylum for Orphan and Destitute Indian Children. | Versailles, N. Y | 1855 | 1855 | B. F. Hall | Non-sect | 2 | 9 | 521 |
| 225 | Jefferson County Orphan Asylum* | Watertown, N. Y | 1859 | 1859 | George R. Torrey | Non-sect | 1 | 6 | |
| 226 | Society for Relief of Destitute Children of Seamen* | West New Brighton, N. Y. (S. I.). | 1851 | 1846 | A. M. Drew, matron | Non-sect | | 9 | 2,047 |
| 227 | Orphan Asylum | Oxford, N. C | 0 | 1873 | J. H. Mills | Non-sect | 3 | 11 | 578 |
| 228 | St. James' Home | Wilmington, N. C | 0 | 1870 | Rev. Alfred A. Watson, rector | P. E | | 3 | |
| 229 | Belmont County Children's Home | Barnesville, Ohio | | 1880 | Francis Davis | Non-sect | (3) | | 43 |
| 230 | German Methodist Orphan Asylum* | Berea, Ohio | 1866 | 1864 | Herman Berzer | Ger. M. E | | 2 | 200 |
| 231 | The Children's Home* | Cincinnati, Ohio | 1861 | 1861 | Alexander Patterson | Non-sect | 4 | 14 | 3,912 |
| 232 | Cincinnati Orphan Asylum | Cincinnati, Ohio | 1833 | 1832 | Mrs. A. J. C. Wilson, matron | Non-sect | | 2 | 17,300 |
| 233 | Class of Preservation, Convent of the Good Shepherd. | Cincinnati, Ohio | | 1857 | Mother M. of St. Joseph David, superioress | R. C | | 6 | 600 |
| 234 | German General Protestant Orphan Asylum | Cincinnati, Ohio | 1849 | 1850 | Christian Jahres | Protestant | | | 532 |
| 235 | New Orphan Asylum for Colored Youth | Cincinnati, Ohio | 1845 | 1844 | Willis Felton | Non-sect | 1 | 1 | |
| 236 | St. Aloysius' Orphan Asylum* | Cincinnati, Ohio | 1843 | 1839 | Rev. Jerome Kilgenstein | R. C | 3 | 20 | 1,000 |
| 237 | Bethel Union* | Cleveland, Ohio | | | Lathrop Cooley | Non-sect | 7 | 15 | |
| 238 | Cleveland Protestant Orphan Asylum | Cleveland, Ohio | 1853 | 1853 | A. H. Shank | Non-sect | 1 | 2 | c2,518 |
| 239 | Jewish Orphan Asylum, I. O. B. B | Cleveland, Ohio | 1868 | 1868 | Dr. Samuel Wolfenstein | Hebrew | 4 | 6 | 571 |
| 240 | St. Joseph's Orphan Asylum | Cleveland, Ohio | 1863 | 1862 | Miss M. Le. Masson, superioress | R. C | | 15 | |
| 241 | St. Mary's Orphan Asylum* | Cleveland, Ohio | | 1851 | Miss M. Le. Masson | R. C | | 27 | 1,277 |
| 242 | St. Vincent's Male Orphan Asylum | Cleveland, Ohio (Monroe st.) | 1854 | 1853 | Mother St. Joseph | R. C | 1 | 10 | 1,468 |
| 243 | Franklin County Children's Home | Columbus, Ohio | | 1880 | William F. Schatz, M. D | | 3 | 12 | 69 |
| 244 | St. Joseph's Orphan Asylum* | Columbus, Ohio | 0 | 1875 | Rev. Joseph Jessing | R. C | 4 | | 120 |
| 245 | St. Vincent's Orphan Asylum | Columbus, Ohio | 1874 | 1875 | Rev. J. C. Goldschmidt | R. C | 2 | 12 | 318 |
| 246 | Montgomery County Children's Home* | Dayton, Ohio | | 1867 | Mary E. Mants, matron | Non-sect | 1 | 12 | 858 |
| 247 | St. Joseph's Orphan Home | Dayton, Ohio | 1872 | 1849 | Frank Fahrmeier | R. C | 1 | 2 | 54 |
| 248 | Ebenezer Orphan Asylum | Flat Rock, Ohio | 1868 | 1866 | J. E. Dreisbach | Ev. Asso | 2 | 1 | 294 |
| 249 | Children's Home of Butler County* | Hamilton, Ohio | 1869 | 1869 | Mrs. Thomas Moore | Non-sect | 0 | 4 | 400 |
| 250 | Children's Home of Lawrence County | Ironton, Ohio | | 1874 | Della Tipton, matron | Baptist | | 1 | |

* From Report of Commissioner of Education for 1879. *a* Buildings destroyed by fire in 1880 and school suspended. *b* From 1865 to 1879. *c* Up to close of year 1878.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—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 |
| 251 | Warren County Orphan Asylum and Children's Home. | Lebanon, Ohio | ..... | 1874 | Henry J. Dunham | Non-sect.. | 1 | 9 | 200 |
| 252 | Washington County Children's Home | Marietta, Ohio | 1866 | 1867 | S. D. Hart, M. D | Non-sect.. | 2 | 11 | 661 |
| 253 | Fairmount Children's Home* | Mt. Union, Ohio | 0 | 1876 | Dr. J. F. Buck | Non-sect.. | 3 | 18 | 385 |
| 254 | Home for Friendless Children | Mt. Vernon, Ohio | 1876 | 1875 | G. W. McWherter | Non-sect.. | 1 | 3 | 80 |
| 255 | Scioto County Children's Home | Portsmouth, Ohio | 1876 | 1877 | R. Bell, secretary | Non-sect.. | 3 | 7 | 260 |
| 256 | Clarke County Children's Home | Springfield, Ohio | 1878 | 1878 | N. M. McConkey | Non-sect.. | 2 | 10 | 130 |
| 257 | Citizen Hospital and Orphan Asylum | Tiffin, Ohio | 1869 | 1869 | Rev. Joseph Lucis Bilin | R. C | 5 | 15 | *187 |
| 258 | German Evangelical Lutheran Orphans' Asylum | Toledo, Ohio | 1860 | 1860 | Charles Beckel | Ev. Luth.. | 2 | 2 | *322 |
| 259 | Protestant Orphans' Home | Toledo, Ohio | 1867 | 1867 | Miss J. A. McConnell | Non-sect.. | ..... | 2 | 598 |
| 260 | Knoop Children's Home | Troy, Ohio | 1878 | 1880 | W. Barnes | Baptist | 5 | 14 | 82 |
| 261 | Ohio Soldiers' and Sailors' Orphans' Home | Xenia, Ohio | 1870 | 1870 | William L. Shaw | Non-sect.. | 28 | 63 | 1,612 |
| 262 | McIntire Children's Home* *a* | Zanesville, Ohio | ..... | 1866 | Mrs. Ann W. Ely, matron | Non-sect.. | 1 | 8 | 185 |
| 263 | Children's Home (Ladies' Relief Society)* | Portland, Oreg | 1871 | 1872 | Mrs. Woods, matron | Non-sect.. | ..... | 2 | 220 |
| 264 | House of the Good Shepherd | Allegheny, Pa. (Troy Hill) | 1879 | 1872 | Mother Mary of St. Casimir, superior | R. C | ..... | ..... | 320 |
| 265 | Pittsburgh and Allegheny Home for the Friendless.* | Allegheny, Pa. (Ridge ave.) | ..... | 1861 | Miss M. Spear, matron | Non-sect.. | ..... | 10 | 1,272 |
| 266 | Protestant Orphan Asylum of Pittsburgh and Allegheny. | Allegheny, Pa | 1834 | 1832 | Mrs. Northrop, matron | Non-sect.. | ..... | 11 | 3,000 |
| 267 | St. Joseph's Orphan Asylum | Allegheny, Pa. (Troy Hill) | 1853 | 1853 | Sister Mary Rosamunda | R. C | 1 | 9 | 585 |
| 268 | St. Paul's Orphan Home | Butler, Pa | 1868 | 1867 | Rev. T. F. Stauffer | Ref. Ch | 3 | 4 | ..... |
| 269 | White Hall Soldiers' Orphan School | Camp Hill, Pa | 1866 | 1866 | J. Addison Moore, principal | Non-sect.. | 8 | 9 | 950 |
| 270 | Chester Springs Soldiers' Orphan School | Chester Springs, Pa | 1868 | 1868 | Mrs. E. H. Moore | Non-sect.. | 8 | 13 | 758 |
| 271 | Dayton Soldiers' Orphan School* | Dayton, Pa | 1866 | 1866 | Hugh McCandless | Non-sect.. | 6 | 8 | 801 |
| 272 | Home for the Friendless | Erie, Pa | 1871 | 1871 | Miss Mary Myers, matron | Non-sect.. | ..... | 5 | 805 |
| 273 | Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church.* | Germantown, Pa | 1860 | 1859 | Charles F. Kuhnle | Lutheran | 4 | 12 | 453 |
| 274 | Pauline Home for Children | Germantown, Pa. (22d ward) | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 275 | Harford Soldiers' Orphan School | Harford, Pa | 1865 | 1865 | H. S. Sweet | Non-sect.. | 8 | 12 | 900 |
| 276 | Home for the Friendless | Harrisburg, Pa | ..... | 1872 | Mrs. S. A. Rea, matron | Non-sect.. | ..... | 4 | *130 |
| 277 | Uniontown Soldiers' Orphan School | Jumonville, Pa | ..... | 1866 | Rev. A. H. Waters | Non-sect.. | 9 | 9 | 680 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 278 | Home for Friendless Children of the City and County of Lancaster. | Lancaster, Pa | 1860 | 1859 | Mrs. E. Hamaker, matron | Non-sect. | 1 | 11 | 659 |
| 279 | Fressler Orphans' Home | Loysville, Pa | 1867 | 1867 | Rev. P. Willard | Lutheran | | | |
| 280 | McAllisterville Soldiers' Orphan School* | McAllisterville, Pa | 1864 | 1864 | George F. McFarland | Non-sect. | 7 | 11 | 1,602 |
| 281 | Mansfield Soldiers' Orphan School | Mansfield, Pa | | 1867 | V. R. Pratt | | 10 | 12 | 710 |
| 282 | Mercer Soldiers' Orphan School | Mercer, Pa | 0 | 1868 | J. M. Sherwood, principal | Non-sect. | 5 | 16 | 769 |
| 283 | Emaus Orphan House | Middletown, Pa | 1828 | 1830 | William A. Croll, principal | Lutheran | 1 | | 200 |
| 284 | Aimwell School Association[a] | Philadelphia, Pa. (Cherry street near 10th). | 1807 | 1796 | Mary M. Leeds, secretary | Friends | | 3 | |
| 285 | Baptist Orphanage | Philadelphia, Pa | 1879 | 1880 | Mrs. Margaret Halliday, matron | Baptist | | 3 | 26 |
| 286 | Bethesda Children's Christian Home | Philadelphia, Pa. (Chestnut Hill). | 0 | 1859 | Miss Anna Clement | Non-sect. | | 16 | 1,000 |
| 287 | Bard Orphan Asylum of St. Stephen's Church | Philadelphia, Pa | 1856 | 1862 | Rev. Gideon J. Burton, A. M., warden | P. E | 3 | 6 | 133 |
| 288 | Church Home for Children | Philadelphia, Pa. (Angora Station). | 1856 | 1856 | Mrs. Cooke, matron | P. E | 1 | 10 | |
| 289 | The Educational Home* | Philadelphia, Pa. (cor. 49th street and Greenway ave.). | 1871 | 1872 | William S. R. Gow | P. E | 9 | 28 | |
| 290 | Foster Home Association | Philadelphia, Pa | | | | | | | |
| 291 | Girard College for Orphans | Philadelphia, Pa | | 1848 | William H. Allen, president | Non-sect. | 20 | 35 | 2,559 |
| 292 | Home for Destitute Colored Children | Philadelphia, Pa. (Woodland avenue). | 1856 | 1855 | Samuel A. Evans | Non-sect. | 1 | 6 | 600 |
| 293 | Jewish Foster Home and Orphan Asylum | Philadelphia, Pa | 1855 | 1855 | Rev. N. Ruzanowsky | Hebrew | 3 | 7 | |
| 294 | Lincoln Institution* | Philadelphia, Pa. (308 South 11th street). | 1866 | 1866 | William M. Hugg | P. E | 6 | 16 | 345 |
| 295 | Newsboys' Aid Society | Philadelphia, Pa | 1879 | 1879 | Lewis A. Hadley | Non-sect. | 1 | 2 | 106 |
| 296 | Northern Home for Friendless Children | Philadelphia, Pa. (n. e. cor. 23d and Brown streets). | 1854 | 1854 | Amos G. Huber | Non-sect. | 5 | 15 | *4,776 |
| 297 | Philadelphia Orphan Asylum | Philadelphia, Pa. (64th st. and Landsdowne ave.). | 1815 | 1814 | Mrs. M. Lodor, matron | Non-sect. | | | *b*1,100 |
| 298 | Presbyterian Orphanage in the State of Pennsylvania.* | Philadelphia, Pa. (1319 South Broad street). | 1877 | 1878 | Mrs. Yerkes, matron | Presb. | 1 | 4 | 39 |
| 299 | Soldiers' Orphan Institute | Philadelphia, Pa | | 1865 | William Bogle | Non-sect. | 8 | 22 | *918 |
| 300 | Southern Home for Destitute Children | Philadelphia, Pa. (s. e. cor. 12th and Fitzwater sts.). | 1850 | 1850 | Mrs. J. E. Thompson, matron | Non-sect. | | 4 | |
| 301 | "The Shelter" for Colored Orphans | Philadelphia, Pa. (44th street and Haverford ave.). | 1822 | 1819 | Elizabeth C. Loury, secretary | Friends | 1 | 3 | |
| 302 | Union Temporary Home | Philadelphia, Pa. (n. e. cor. 16th and Poplar streets). | 1857 | 1857 | | Non-sect. | | | |
| 303 | Western Home for Poor Children | Philadelphia, Pa. (41st and Baring streets). | 1857 | 1857 | | Non-sect. | | | |
| 304 | Benevolent Association Home for Children* | Pottsville, Pa | | 1873 | Mrs. A. Bigelow, matron | Non-sect. | 0 | 1 | 93 |
| 305 | St. Catharine's Female Orphan Asylum | Reading, Pa | 1864 | 1872 | Sisters of Charity | R. C | | 5 | 110 |
| 306 | Home for Friendless Women and Children | Scranton, Pa | 1873 | 1871 | Mrs. James Blair, president | Non-sect. | | 8 | 361 |
| 307 | St. Vincent's Orphan Asylum | Tacony, Pa | 1856 | 1857 | Sister Mary Regina | R. C | 3 | 14 | 848 |
| 308 | Emlen Institution* | Warminster P. O., Pa | 1864 | 1857 | Benjamin Hoopes | Non-sect. | | | |
| 309 | Home for Friendless Children | Williamsport, Pa | | | | | | *c*2 | |
| 310 | Allegheny County Home* | Woodville, Pa | 1852 | 1854 | D. C. Hultz | Non-sect. | 1 | 2 | |
| 311 | Bethany Orphan Home* | Womelsdorf, Pa | 1865 | 1862 | Rev. D. B. Albright | Ref. Ch. U. S. | | | |
| 312 | Children's Home for Borough and County of York | York, Pa | 1865 | 1865 | Samuel Small, president | Non-sect. | 1 | 6 | 235 |

* From Report of the Commissioner of Education for 1879.

*a* Succeeded by "The John McIntire Children's Home," which was incorporated in 1880.

*b* Up to close of year 1878.

*c* Number of teachers only.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—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 |
| 313 | Bristol Home for Destitute Children | Bristol, R. I | 1867 | 1866 | Miss Hannah Gartside, matron | Non-sect | ..... | 1 | 57 |
| 314 | St. Mary's Orphanage | East Providence, R. I | 1879 | 1878 | Daniel I. Odell | P. E | 1 | 3 | ..... |
| 315 | Children's Friend Society* | Providence, R. I. (47 Tobey street). | 1836 | 1835 | Miss Mary E. Baker, matron | Non-sect | ..... | 9 | 1,200 |
| 316 | Providence Association for the Benefit of Colored Children. | Providence, R. I. (20 Olive street). | 1846 | 1838 | Miss Abbie Guild, matron | Non-sect | ..... | 3 | *500 |
| 317 | St. Aloysius Orphan Asylum | South Providence, R. I | 1862 | 1862 | Sister Mary Cecilia | R. C | 0 | 14 | 1,180 |
| 318 | Charleston Orphan House* | Charleston, S. C | 1790 | 1790 | Miss Agnes K. Irving | Non-sect | 3 | 26 | 3,193 |
| 319 | Holy Communion Church Institute | Charleston, S. C. (Broad st., cor. Court House Square). | 1871 | 1867 | John Gadsden | P. E | 9 | 2 | 2,100 |
| 320 | Thornwell Orphanage | Clinton, S. C | 1873 | 1875 | Rev. William P. Jacobs | Presb | 2 | 2 | 41 |
| 321 | Canfield Orphan Asylum | Memphis, Tenn | 1866 | 1864 | R. H. McCain, president | | ..... | ..... | a1,000 |
| 322 | Church Orphans' Home | Memphis, Tenn | ..... | 1867 | Sisters of St. Mary | P. E | 0 | 5 | ..... |
| 323 | Nashville Protestant Orphan Asylum | Nashville, Tenn | 1847 | 1845 | Mrs. H. G. Scovel, secretary | Non-sect | 1 | 2 | ..... |
| 324 | St. Mary's Orphan Asylum | Nashville, Tenn | 0 | 1864 | Sisters of St. Dominic | R. C | ..... | 4 | *800 |
| 325 | St. Joseph's Orphan Asylum | San Antonio, Tex | ..... | ..... | Mother St. Pierre, superior | R. C | ..... | 18 | ..... |
| 326 | Home for Destitute Children | Burlington, Vt | 1865 | 1865 | Mrs. L. A. Hickock | Non-sect | 1 | 9 | 450 |
| 327 | Providence Orphan Asylum | Burlington, Vt | 1866 | 1854 | Sister Catherine | R. C | ..... | 10 | 1,365 |
| 328 | Fredericksburg Female Orphan Asylum* | Fredericksburg, Va | 1834 | 1835 | Mrs. L. C. Brent, first directress | Presb | ..... | 1 | ..... |
| 329 | Jackson Orphan Asylum* | Norfolk, Va | 1856 | 1856 | Mrs. M. Smith | P. E | 0 | 2 | 36 |
| 330 | Norfolk City Female Orphan Asylum* | Norfolk, Va | 1805 | ..... | Mrs. M. F. Mallory, first directress | Non-sect | ..... | 2 | 321 |
| 331 | St. Paul's Church Home | Petersburg, Va | 1875 | ..... | Florence Pollock | P. E | ..... | 1 | 10 |
| 332 | Portsmouth Orphan Asylum | Portsmouth, Va | 1856 | 1856 | R. W. Cridlin | Baptist | ..... | 3 | ..... |
| 333 | Richmond Male Orphan Asylum | Richmond, Va | 1846 | 1846 | Joseph R. Gill | Non-sect | 2 | 1 | *342 |
| 334 | St. Joseph's Orphan Asylum* | Richmond, Va | 1868 | 1834 | Sisters of Charity | R. C | ..... | 14 | 278 |
| 335 | St. Paul's Church Home | Richmond, Va | ..... | 1860 | Mrs. M. C. Staite | P. E | ..... | 3 | ..... |
| 336 | St. Vincent's Roman Catholic Orphan Asylum* | Wheeling, W. Va | ..... | 1850 | Sister Mary Basil | R. C | 0 | 8 | ..... |
| 337 | St. Mary's Orphan Asylum | Elm Grove, Wis | ..... | ..... | Sister Mary Hypolite, directress | R. C | ..... | ..... | ..... |
| 338 | Home for the Friendless | Fond du Lac, Wis | 1874 | ..... | Miss Jones | Non-sect | ..... | 2 | 122 |
| 339 | St. Joseph's Orphan Asylum | Fond du Lac, Wis | ..... | 1877 | Sister Mary Agnes, superior | R. C | ..... | ..... | ..... |
| 340 | Cadle Home and Hospital | Green Bay, Wis | 1872 | 1874 | Bishop J. H. Brown | P. E | 1 | 4 | 500 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 341 | St. Joseph's Orphan Asylum | Green Bay, Wis | | 1879 | Sister M. Melanie, superior | R. C | | | |
| 342 | St. Michael's Male Orphan Asylum | La Crosse, Wis | | | Rev. Mother Maria Antonia, superior | R. C | | 5 | |
| 343 | Milwaukee Orphans' Asylum | Milwaukee, Wis | 1851 | 1850 | Miss Maria P. Mason, matron | Non-sect | 0 | 7 | 1,031 |
| 344 | St. Joseph's Asylum* | Milwaukee, Wis | 1860 | | Sister Camilla Keefe | R. C | | 4 | |
| 345 | St. Rose's Orphan Asylum | Milwaukee, Wis | 1856 | 1848 | Sister Camilla Keefe | R. C | | 6 | 1,038 |
| 346 | Taylor Orphan Asylum | Racine, Wis | 1868 | 1872 | Miss Amelia Piper, matron | Non-sect | 1 | 9 | 90 |
| 347 | St. Æmilian's Orphan Asylum* | St. Francis Station, Wis | 1850 | 1851 | Rev. A. Zeininger | R. C | 5 | 14 | 644 |
| 348 | St. Francis Female Orphan Asylum | Sparta, Wis | | | Rev. Mother Maria Antonia, superior | R. C | | | |
| 349 | German Protestant Orphan Asylum | Uniontown, D. C | 1879 | 1879 | Rev. Martin Kratt | Protestant | 1 | 2 | 39 |
| 350 | National Home for Destitute Colored Women and Children. | Washington, D. C | 1863 | 1863 | Eliza Heacock | Non-sect | 1 | 11 | 807 |
| 351 | St. Joseph's Orphan Asylum | Washington, D. C | 1855 | 1856 | Sisters of the Holy Cross | R. C | | 12 | |
| 352 | St. Vincent's Female Orphan Asylum | Washington, D. C | 1828 | 1826 | Sister Mary Blanche | R. C | 0 | 14 | 3,000 |
| 353 | Cherokee Orphan Asylum | Cherokee Nation, Ind. Ter | 1871 | 1872 | Rev. W. A. Duncan | Non-sect | 3 | 7 | *438 |
| 354 | Chickasaw Orphan School | Chickasaw Nation, Ind. Ter | | | | | | | |
| 355 | St. Vincent's Asylum and Industrial Home | Santa Fé, N. Mex | | 1865 | Sister Cephas | R. C | | | |

* From Report of the Commissioner of Education for 1879.

*a* Up to close of year 1878.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

| | Name. | Age at which children may be admitted. | Age at which children are required to leave the institution. | How supported. | Industries taught. | Provision for children who have left the institution. |
|---|---|---|---|---|---|---|
| | 1 | 10 | 11 | 12 | 13 | 14 |
| 1 | Church Home for Orphan Boys | Under 12 | 12 | Contributions and proceeds of annual bazaar. | Baking, dairy work, gardening, tailoring, &c. | Given an outfit of clothing and placed in suitable situations. |
| 2 | Church Home for Orphan Girls | Under 18 | 18 | Contributions and proceeds of annual bazaar. | Domestic work, dairy work, housekeeping, and sewing. | Good situations, with wages, are found, and outfit of clothing provided. |
| 3 | Protestant Orphan Asylum | Under 14 | No limit | Contributions, together with small legacy. | Gardening, housework, and sewing. | Provided with good homes in families or situations in stores. |
| 4 | Orphans' Home of the Synod of Alabama | 4–12 | 16 | Voluntary contributions | Housework and farming | Homes in good families are found. |
| 5 | Sacramento Protestant Orphan Asylum | Under 14 | ..... | State appropriation, donations, rents, &c. | ..... | Adopted, indentured, put to service, or taken by friends. |
| 6 | Ladies' Protection and Relief Society *a* | ..... | ..... | Appropriation, church contributions, gifts, and income from inmates. | Housekeeping | Homes are found in the city and country, and the managers take an interest in the children. |
| 7 | Methodist Chinese Mission | No limit | No limit | By appropriation | ..... | ..... |
| 8 | San Francisco Roman Catholic Female Orphan Asylum.* | 6–16 | 14 | State appropriation and contributions. | Dress making, sewing, &c. | Suitable situations are provided. |
| 9 | Woman's Union Mission to Chinese Women and Children.* | 3–15 | 15 | Voluntary contributions | ..... | Placed at service. |
| 10 | Female Orphan Asylum* | 1–14 | 14 | By charity | Domestic work, needlework, and music. | Procure them good situations. |
| 11 | St. Vincent's Male Orphan Asylum* | 6–14 | 14 | Partly by charity and State aid. | Kept at school | Sent to situations or adopted. |
| 12 | Good Templars' Home for Orphans | 1–14 | 14 | State appropriation, contributions, and members' dues. | ..... | Placed in good homes. |
| 13 | Pájaro Vale Orphan Asylum | ..... | ..... | ..... | ..... | ..... |
| 14 | Bridgeport Protestant Orphan Asylum | 3–12 | 12 | Voluntary contributions | Household duties | Given an outfit of clothing and $50. |
| 15 | Hartford Orphan Asylum | Under 11 | 12 | By endowment | Domestic work and farming. | Adopted or indentured. |
| 16 | Middlesex County Orphans' Home *a* | Boys under 21; girls under 18. | Boys 21; girls 18. | Voluntary contributions and board of children. | Household duties | Homes are found. |

| | | | | | | |
|---|---|---|---|---|---|---|
| 17 | Home for the Friendless* | Girls, no limit; boys, under 7. | Girls, no limit; boys 7. | Voluntary contributions | | Situations provided |
| 18 | New Haven Orphan Asylum* | 2–10 | 12–14 | Contributions and small fund | Domestic work | Situations provided. |
| 19 | St. Francis Orphan Asylum | 2–12 | Over 14 | Contributions, and $1,300 from the school board, and $1,000 from the city of New Haven. | Housework and sewing | Adopted or placed in homes. |
| 20 | Home for Friendless and Destitute Children | 2–14 | 14 | By endowment and subscription | None | Apprenticed or placed at service. |
| 21 | Baptist Orphans' Home *b* | Under 14 | Boys 14; girls 16. | Voluntary contributions | Housework, gardening, and shoemaking. | Good homes found. |
| 22 | Augusta Orphan Asylum | 3 | No limit | By endowment | General housework and sewing. | Bound to some useful trade. |
| 23 | St. Mary's Orphan Asylum | 5–12 | 14–15 | By contribution | Domestic work and sewing | Employment in families provided. |
| 24 | Columbus Female Orphan Asylum | 1–7 | 18 | By endowment | Cookery, general housework, and sewing. | Good homes are found. |
| 25 | Orphans' Home, North Georgia Conference | 5–10 | No limit | Contributions and proceeds of farm. | Domestic work and farming. | None. |
| 26 | Appleton Church Home | 3–12 | 16–18 | Endowment and subscriptions | General housework | Provided with good homes and given an outfit of clothing. |
| 27 | Orphans' Home, South Georgia Conference | 2–15 | No limit | Donations and proceeds of farm. | Domestic work and farming. | Good homes provided, where they are received as members of families. |
| 28 | Episcopal Orphans' Home* | 4–12 | 18 | Subscriptions | Domestic work and sewing | A good wardrobe and situations provided. |
| 29 | Union Society, Bethesda Orphan Home* | 4–15 | No limit | Subscriptions of members, income from rents, &c. | Farming and trades | |
| 30 | German Evangelical Lutheran Orphan Asylum. | 1–14 | | Voluntary contributions | Farming and gardening and domestic work. | Boys are apprenticed and girls are placed as servants in good families. |
| 31 | Chicago Home for the Friendless* | No limit | No limit | Voluntary contributions | House duties, sewing, and knitting. | A good outfit; not sent out as servants. |
| 32 | Chicago Protestant Orphan Asylum | Under 12 | No limit | Voluntary contributions | | Provided with homes. |
| 33 | St. Joseph's Orphan Asylum* | 3–12 | 12 | Voluntary contributions | All domestic work | Good homes are provided. |
| 34 | Uhlich Orphan Asylum | 2 | About 14 | Contributions, endowment, and board of half orphans. | None | Employment is found for them, and they are given the privilege of returning to the institution when in need of a home. |
| 35 | German Catholic Orphan Asylum | 2–12 | | Church contributions and pay for half orphans. | Farming | Adopted or apprenticed. |
| 36 | Jacksonville Orphan Home* | Under 10 | No limit | By charity | Housework | Good homes or situations. |
| 37 | Asylum of St. Casimir for Polish Children | 1–15 | 15 | Collections and contributions | Farming; a primary school education is also given. | None. |
| 38 | Illinois Soldiers' Orphans' Home | Under 14 | 14 | State appropriation | Domestic work, sewing, farming, gardening, and care of horses. | Returned to friends or placed in homes. |
| 39 | Home for the Friendless | No limit | No limit | City appropriation and contributions. | | Adopted or furnished with employment. |
| 40 | Woodland Home for Orphans and Friendless | Under 10 | | Voluntary contributions | | Placed in families. |
| 41 | Asylum for Friendless Colored Children* | Under 12 | | Appropriation and contributions | General house duties | Educated and placed in good homes. |

* From Report of the Commissioner of Education for 1879. *a* These statistics are for the year 1879. *b* Closed in June, 1880; statistics are for 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

| | Name. | Age at which children may be admitted. | Age at which children are required to leave the institution. | How supported. | Industries taught. | Provision for children who have left the institution. |
|---|---|---|---|---|---|---|
| | 1 | 10 | 11 | 12 | 13 | 14 |
| 42 | German Protestant Orphan Asylum* | Under 14 | 14 | County appropriation and the German Protestant Orphan Association. | | Homes are found for them until after 18 years of age. |
| 43 | Indianapolis Orphans' Asylum* | Under 12 | No limit | Contributions and county appropriation. | General housework and sewing. | Adopted or indentured; boys until 21, girls until 18. |
| 44 | Jeffersonville Orphan Asylum* | Under 12 | 15 | County appropriation and public charity. | | |
| 45 | Indiana Soldiers' Orphans' Home | 6–15 | 15 | State appropriation | None | Placed in good homes. |
| 46 | St. Joseph's Orphan Asylum* | | | Contributions, donations, board and tuition of children, proceeds of farm and garden. | | |
| 47 | St. Joseph's Orphan Asylum and Manual Labor School. | During minority. | No limit | Contributions and proceeds of farm. | General housework, knitting, sewing, cookery, and laundry work. | Placed in good homes. |
| 48 | Home of the Friendless* | | | City appropriation and contributions. | General housework and sewing. | Adopted, placed at service, sent to other institutions, or returned to friends. |
| 49 | Wernle Orphans' Home | 2–14 | 15 | Voluntary contributions | Domestic duties, sewing, knitting, and farming. | Have the privilege of returning to the institution when in need of a home until they are 21. |
| 50 | St. Ann's Female Orphan Asylum | 3–10 | No limit | By charity | Domestic duties | None. |
| 51 | St. Vincent's Male Orphan Asylum* | 3–10 | 12 | Contributions from diocese of Vincennes. | | |
| 52 | German and English Asylum for Orphans and Destitute Children. | 2–12 | | Voluntary contributions | Domestic work and farming. | Given an outfit of clothing and the privilege of returning to the home in sickness or when out of work. |
| 53 | Soldiers' Orphans' Home and Home for Indigent Children. | 2–14 | Boys, 15; girls, 16. | State appropriation | General domestic work, sewing, carpentry, farming, gardening, cookery, and laundry work. | Returned to parents or friends. |

| | | | | | | |
|---|---|---|---|---|---|---|
| 54 | Home for the Friendless | No limit | | Appropriation and contributions. | Housework, sewing, and nursing. | Adopted or returned to guardians. |
| 55 | St. Thomas Orphan Asylum | 3–10 | 13 | Contributions and proceeds of farm. | Farming | They are to receive one year's schooling and $200 when of age. |
| 56 | Covington Protestant Children's Home | | | | | |
| 57 | St. John's Orphan Asylum* | 1½–14 | 15 | Contributions and endowment. | General household duties | |
| 58 | Baptist Orphans' Home | Under 12 | No limit | Voluntary contributions | Sewing and dressmaking | Good homes are found. |
| 59 | German Baptist Orphan Home | Girls, 18 | | Donations | Housework and farming | |
| 60 | German Protestant Orphan Asylum | Under 12 | 14 | By contributions | Gardening, housework, sewing, and knitting. | Apprenticed to trades, placed on farms, or provided with good homes. |
| 61 | Masonic Widows' and Orphans' Home | 3–13 | No limit | By the Masons of Kentucky | Chair bottoming and printing. | Returned to the lodges sending them or placed by direction of said lodge in some congenial home. |
| 62 | Orphanage of the Good Shepherd | 6–10 | 18 | Voluntary contributions | Engineering, farming, and printing. | Good homes or situations are provided. |
| 63 | St. Joseph's German Orphan Asylum | Under 12 | 12 | Church collections | None | Placed at service. |
| 64 | St. Vincent's Orphan Asylum* | Under 10 | No limit | Contributions | Domestic work and sewing. | |
| 65 | Kentucky Female Orphan School | 14 | No limit | Endowment and tuition fees | This institution is a graded normal school for orphan girls. | Positions as teachers secured. |
| 66 | Cleveland Orphans' Institution | 4–12 | 18 | By endowment | | |
| 67 | Asylum for Destitute Orphan Boys | 4–14 | 15–17 | Donations, legacies, &c | None | Placed in good homes. |
| 68 | Convent of the Good Shepherd* | | | Donations and labor of inmates | | |
| 69 | Jewish Widows' and Orphans' Home* | No limit | No limit | Members' dues, voluntary contributions, and city appropriations. | None | Good homes secured. |
| 70 | Louisiana Asylum | 1–10 | 18 | Public charity | Household duties and sewing. | |
| 71 | Mt. Carmel Female Orphan Asylum | 5–14 | 18 | Contributions | Laundry work and sewing. | |
| 72 | Poydras Female Orphan Asylum* | Under 15 | 18 | Rent of property | Household duties and sewing. | Given clothing and secured a good situation. |
| 73 | The Protestant Orphans' Home* | Under 14 | Boys, 14; girls, 18. | Contributions | | Homes or occupation provided. |
| 74 | St. Joseph's German Orphan Asylum* | 2–12 | Boys, 14; girls, 16. | City appropriation and voluntary contributions. | | Placed at service or at trades. |
| 75 | Children's Home | Boys, 2–8; girls, 2–12. | No limit | State appropriation, contributions, and endowment. | Domestic work and sewing. | Furnished with suitable clothing. |
| 76 | Bath Military and Naval Orphan Asylum* | Under 12 | | Appropriation and endowment | Needlework, housework, and gardening. | |
| 77 | Asylum of Our Lady of Lourdes | 3–18 | No limit | Voluntary contributions | None | None. |
| 78 | Female Orphan Asylum of Portland | 1–10 | | Annual subscriptions, donations, and invested funds. | Housework, knitting, and sewing. | Adopted or bound out to service |
| 79 | Baltimore Orphan Asylum* | 4–9 | 12–18 | By subscriptions | Household duties, sewing, and knitting. | Placed in families or at trades. |
| 80 | Boys' Home | 9–18 | 21 | Contributions and labor of inmates. | None at the home; boys work at different trades or in professions for various persons in the city. | None. |

*From Report of the Commissioner of Education for 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

| | Name. | Age at which children may be admitted. | Age at which children are required to leave the institution. | How supported. | Industries taught. | Provision for children who have left the institution. |
|---|---|---|---|---|---|---|
| | 1 | 10 | 11 | 12 | 13 | 14 |
| 81 | Christ Church Asylum* | 5–9 | 18 | Contributions and subscriptions | Sewing | An outfit of clothing and a home. |
| 82 | General German Orphan Asylum | 3–16 | Boys, 14; girls, 16. | Donations and members' dues | | Board of trustees has control until of age. |
| 83 | Hebrew Orphan Asylum of Baltimore | 4–11 | 14–15 | By contributions | Various useful handicrafts | |
| 84 | Home of the Friendless | No limit | | Appropriation, endowment, and subscriptions. | Cookery and needlework | |
| 85 | House of the Good Shepherd | 3 | No limit | By labor of inmates | All kinds of needlework | Good homes are found. |
| 86 | St. James' Home for Boys | 12–18 | 21 | Board of inmates and donations. | Boys learn a trade in the city. | Savings are put in savings bank. |
| 87 | St. Mary's Female Orphaline School* | 7–14 | | Voluntary contributions and endowment. | Domestic work and sewing | |
| 88 | St. Vincent's Male Orphan Asylum* | 5–14 | 14 | Charitable donations | None | Placed in good families. |
| 89 | Baltimore Manual Labor School for Indigent Boys. | 8–16 | 21 | Contributions and endowment | Farming | |
| 90 | Home for Friendless Children of the Diocese of Easton. | 3–8 | 18 | Appropriations and contributions. | Housework, cookery, laundry work, and sewing. | Good homes are secured for them and they are given $50. |
| 91 | Protestant Episcopal Orphan Asylum* | 2–7 | 18 | By endowment | General house duties and sewing. | Placed in homes. |
| 92 | Baldwin Place Home for Little Wanderers. | No limit | No limit | Voluntary contributions | Educated in the school connected with the Home. | Adopted into families. |
| 93 | Boffin's Bower | | | Donations, proceeds of fair, &c. | | Situations are found. |
| 94 | Boston Asylum and Farm School for Indigent Boys.* | 8–12 | 13–18 | Donations, board of boys, and interest on permanent fund. | | Placed in homes or returned to friends. |
| 95 | Boston Female Asylum* | 3–10 | 12–14 | By endowment | Housework and sewing | Indentured; receive board and clothing and $50 when 18 years old. |
| 96 | Children's Friend Society | 1½–12 | 18 | By donations | Sewing and embroidery | |
| 97 | Children's Mission to the Children of the Destitute in the City of Boston. | 5–15 | | Contributions, donations, and endowment. | Sewing and housework | Permanent homes are found and continued oversight is given them. |

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|---|---|---|---|---|---|---|
| 98 | Church Home for Orphan and Destitute Children.* | Boys, 4–6; girls, 4–8. | No limit | Subscriptions and endowment | Housework | Placed in homes or returned to friends. |
| 99 | House of the Angel Guardian | 5–15 | 15 | Contributions and board of inmates. | Baking, shoemaking, and tailoring. | Placed in good families. |
| 100 | Dr. Martin Luther Orphans' Home | 4–14 | No limit | Contributions and proceeds of farm. | | Places are found where they are under Christian influence. |
| 101 | St. Vincent's Orphan Asylum | 3 | No limit | | General domestic work | Placed in good homes or returned to friends. |
| 102 | Haverhill Children's Aid Society | Under 12 | | Collections, subscriptions, and endowment. | | Placed in homes. |
| 103 | House of Providence* | Under 16 | Girls, 18; boys, 16. | Contributions | Needlework | Homes or employment secured. |
| 104 | Protectory of Mary Immaculate* | 2 | Boys, 12; girls, no limit. | Contributions, proceeds from fairs, and industry of inmates. | General domestic duties and needlework. | Good homes found. |
| 105 | Children's Aid Society* | 4–13 | 14 | By contributions | General housework, sewing, and knitting. | Placed in homes. |
| 106 | New Bedford Orphan's Home | 1½–9 | 10–12 | Annual contributions, endowment, &c. | Housework and sewing | Good homes in the country are found. |
| 107 | Newton Home for Orphan and Destitute Girls. | 5–12 | 17 | Private charity and donations | Housework, knitting, and sewing. | |
| 108 | Massachusetts State Primary School* | Under 16 | 16 | State appropriation | Baking, dressmaking, farming, tailoring, and shoemaking. | Provided with good clothing and homes or returned to friends. |
| 109 | City Orphan Asylum | 2–10 | Boys, 13; girls, no limit. | Contributions and industry of inmates. | Housework and needlework | Placed at trades or in good homes. |
| 110 | Seamen's Orphan and Children's Friend Society. | 1½–14 | Boys, 17; girls, no limit. | Voluntary contributions | Housework and needlework | None. |
| 111 | Children's Home | Boys under 8; girls, no limit. | Boys, 8 | Contributions and income from fund. | None | Homes found or returned to friends. |
| 112 | Orphans' Home (Children's Friend Society) | 2–10 | No limit | Voluntary contributions | Domestic work | Adopted or placed in homes. |
| 113 | State Public School | 3–12 | 16 | State appropriations | General housework, farming, knitting, sewing, and shoemaking. | Placed in homes. |
| 114 | Home for the Friendless | 2–12 | Boys, 10; girls, 13. | Voluntary contributions | None | Homes are found for them. |
| 115 | Ladies' Protestant Orphan Asylum | 2–12 | | Donations, subscriptions, and interest on fund. | General housework and sewing. | Adopted or indentured. |
| 116 | St. Vincent's Female Orphan Asylum | 3–14 | 16 | Contributions and proceeds of annual fair. | Domestic work, embroidery, knitting, and sewing. | Situations found. |
| 117 | St. Vincent's Male Orphan Asylum | 5–12 | | | | Homes are found. |
| 118 | Home for the Friendless | No limit | No limit | Private charity | | Provided with homes. |
| 119 | Jackson Home for the Friendless, and Industrial School.* | Under 8 | Boys, at 8 | Contributions and members' fees | Housework and sewing | Provided with homes in families. |
| 120 | Children's Home | 2–12 | No limit | Private donations | None | None. |
| 121 | St. Mary's Orphan Asylum* | 5 | | By charity | Housework, knitting, and sewing. | Given good homes. |

* From Report of the Commissioner of Education for 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

| | Name | Age at which children may be admitted. | Age at which children are required to leave the institution. | How supported. | Industries taught. | Provision for children who have left the institution. |
|---|---|---|---|---|---|---|
| | 1 | 10 | 11 | 12 | 13 | 14 |
| 122 | St. Paul Protestant Orphan Asylum* | 2–14 | No limit | Subscriptions | Gardening, housework, and sewing. | Adopted or taken by friends. |
| 123 | D'Evereux Hall | 5–11 | 12–15 | Contributions and labor of inmates. | Farming and market gardening. | Placed with good families. |
| 124 | St. Mary's Orphan Asylum | 3–8 | 15 | Bequests and donations | General domestic work | Good homes are found. |
| 125 | Female Orphan School* *a* | ..... | ..... | Endowment and patronage | ..... | ..... |
| 126 | Evangelical Lutheran Orphans' Home and Asylum.* | Under 16 | ..... | Donations | Farming, housework, knitting, and sewing. | Adopted, sent to service, or returned to friends. |
| 127 | Catholic Protectorate of St. Louis | 12–15 | No limit | Voluntary contributions | Farming | ..... |
| 128 | Home of the Friendless | Boys, under 10; girls, no limit. | No limit | By contributions | Household duties and sewing. | Placed in good homes and given two suits of clothes. |
| 129 | Episcopal Orphans' Home | Under 12 | Boys, 12; girls, 18. | Appropriation and contributions | Domestic work and sewing | Placed in homes or situations. |
| 130 | German St. Vincent's Orphan Asylum | Under 10 | 14–16 | Church collections, members' fees, &c. | Housework, knitting, sewing, and drawing. | Given to families for further education. |
| 131 | House of the Good Shepherd* | 3 | No limit | Contributions and labor of inmates. | Chair caning, sewing, and laundry work. | ..... |
| 132 | Mission Free School* | 3–12 | ..... | By the Church of the Messiah | ..... | Returned to parents or put in homes. |
| 133 | St. Bridget's Half-Orphan Asylum | 6–12 | 16–17 | Contributions | Sewing, &c | Given two suits of clothing when possible. |
| 134 | St. Joseph's Convent of Mercy | 10 | No limit | Contributions, industry of inmates, and pay of hospital patients. | General housework and sewing. | Good situations found. |
| 135 | St. Joseph's Male Orphan Asylum | 5–12 | 12 | Contributions | Shoemaking | ..... |
| 136 | St. Mary's Female Orphan Asylum* | 5–11 | 13–14 | Church collections, contributions, and labor of inmates. | Domestic work, sewing, dressmaking, and knitting. | Adopted, returned to friends, sent to St. Philomena's Industrial School, or placed at service. |
| 137 | Central Wesleyan Orphan Asylum* | 3–15 | Boys, 16; girls, 18. | Contributions | Farming | Girls placed at service in families, boys with farmers or mechanics. |

| | | | | | | |
|---|---|---|---|---|---|---|
| 138 | St. Louis Protestant Orphan Asylum* | Under 12 | Boys, 12; girls, no limit. | By endowment | None | Adopted or indentured. |
| 139 | State Orphans' Home* | Under 14 | 18 | State appropriation | None | Adopted or indentured. |
| 140 | Orphans' Home | 1–10 | Boys, 12; girls, 18. | Contributions and endowment | Gardening, housework, and sewing. | Good situations found. |
| 141 | New Hampshire Orphans' Home | 2–16 | 18 | Voluntary contributions | Farming and housework | Adopted into families. |
| 142 | Children's Home | 4–14 | 16 | Contributions and board of inmates. | None | Placed in families. |
| 143 | Camden Home for Friendless Children* | 3–12 | 12 | Voluntary contributions | None | Indentured until of age. |
| 144 | West Jersey Orphanage for Destitute Colored Children. | 3–12 | 12 | By contributions | Farming and general housework. | Indentured and given two suits of clothing; $25 to be given at the age of 18 to 21. |
| 145 | Children's Friend Society | 4–10 | 12 | Voluntary subscriptions | Sewing | None. |
| 146 | St. Mary's Female Orphan Asylum* | 2–14 | 17 | By St. Mary's Parish | Domestic work and sewing | Placed at service or returned to friends. |
| 147 | Union Association of the Children's Home of Burlington County. | 2–12 | 12 | Voluntary contributions | | |
| 148 | Home for the Friendless* | No limit | No limit | Voluntary contributions | Domestic duties and sewing. | Boys placed on farms and receive $100 when 21; girls receive board and clothing when 18. |
| 149 | Newark Orphan Asylum *b* | 2–10 | 12 | Appropriation, contributions, and endowment. | Housework and sewing | Adopted, placed in homes, or returned to friends. |
| 150 | St. Peter's Asylum* | 2–12 | Boys, 18; girls, 12. | Contributions and donations | | Placed in families. |
| 151 | Orange Orphan Home | 2–10 | 12 | Contributions, donations, and board of children. | None | Homes found in good families. |
| 152 | Paterson Orphan Asylum Association* | 3–10 | No limit | Contributions | Housework and gardening | Given homes in families or placed at trades. |
| 153 | St. Joseph's Orphan Asylum* | 2–10 | No limit | Voluntary contributions | Needlework | Placed at service or at trades. |
| 154 | St. Mary's Orphan Asylum | 2–12 | No limit | Contributions and pension | Farming and sewing | |
| 155 | Albany Orphan Asylum | 3–14 | 14 | Contributions and endowment | Housework and gardening | Adopted, returned to friends, or indentured to farmers. |
| 156 | Orphans' Home of St. Peter's Church | Under 13 | 16 | By contributions | Housework and sewing | Adopted or placed at service, and provided with suitable clothing. |
| 157 | St. Vincent's Male Orphan Asylum | 3–12 | 14 | County appropriation | Farming and gardening | |
| 158 | Cayuga Asylum for Destitute Children | 2–12 | No limit | Appropriations and contributions. | Domestic work, sewing, and gardening. | |
| 159 | Susquehanna Valley Home | 2–14 | 16 | County appropriation | Domestic work, sewing, farming, and shoe mending. | Homes provided or children indentured. |
| 160 | Brooklyn Howard Colored Orphan Asylum | 2–10 | | Public charity | House duties | Indentured. |
| 161 | Brooklyn Union for Christian Work | 7–20 | No limit | Voluntary contributions | Sewing to girls | Suitable employment found. |
| 162 | Home for Destitute Children | Boys, under 10. | | Proceeds of fair, donations, interest on investments, subscriptions, &c. | Sewing | Adopted or placed at service. |
| 163 | House of the Good Shepherd | | | By industry of inmates | Sewing and embroidery | Placed at service or returned to friends. |

* From Report of the Commissioner of Education for 1879.

*a* The object of this school is to educate orphan girls as teachers.

*b* The Newark Orphan Asylum Association has four auxiliary societies: at Newark, New Brunswick, Bloomfield, and Morristown.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

| | Name. | Age at which children may be admitted. | Age at which children are required to leave the institution. | How supported. | Industries taught. | Provision for children who have left the institution. |
|---|---|---|---|---|---|---|
| | 1 | 10 | 11 | 12 | 13 | 14 |
| 164 | Orphan Asylum Society of the City of Brooklyn. | 3–11 | 12 | Appropriation, contributions, and excise license fees. | Domestic work, sewing, &c | Homes found. |
| 165 | Orphans' Home, Church of the Holy Trinity. | 2–12 | 14 | By charity | | Placed in homes or returned to friends. |
| 166 | Orphans' House on the Church Charity Foundation of Long Island. | 5–10 | 14 | City appropriation and contributions. | Domestic work, basket making, sewing, and printing. | Indentured to trades or service until 18, or returned to friends. |
| 167 | St. John's Home | 2–14 | 14 | Appropriation and contributions. | Baking, carpentry, and engineering. | Provided with situations. |
| 168 | St. Joseph's Female Orphan Asylum | 2–14 | | Voluntary contributions, bequests, &c. | Domestic duties and sewing. | Transferred to industrial school; some provided with situations. |
| 169 | Asylum of Our Lady of Refuge | | | | | |
| 170 | Buffalo Orphan Asylum* | Under 12 | 14 | Board of children, contributions, and endowment. | General housework, knitting, and sewing. | Placed in homes. |
| 171 | Evangelical Lutheran St. John's Orphans' Home. | 2–12 | 16–18 | Appropriation, contributions, and proceeds of farm. | Farming, housework, knitting, and sewing. | Privilege of returning to the home when sick or out of employment. |
| 172 | German Roman Catholic Orphan Asylum* | 2–14 | No limit | County appropriations, contributions, proceeds of fairs, &c. | Chair caning, sewing, knitting, and needlework. | Placed in good families; bonds of $500 required as guarantee. |
| 173 | St. Vincent's Female Orphan Asylum | 5–13 | 16 | Appropriation, collections, &c | Sewing | Placed in good homes. |
| 174 | Ontario Orphan Asylum* | Under 13 | 13 | Contributions and board of pauper children. | Gardening, housework, and sewing. | Homes found or returned to county house. |
| 175 | St. Mary's Orphan Asylum | 3–15 | | By labor of inmates | | |
| 176 | Orphan House of the Holy Saviour* | Boys, 2–7; girls, 2–12. | Boys, 12; girls, 14. | Contributions and board of children. | Dressmaking, housework, and gardening. | Good homes carefully sought for them. |
| 177 | St. Mary's Orphan Asylum and School* | 3–16 | | Contributions and county tax | General housework, knitting, sewing, &c. | Provided with homes or returned to parents. |
| 178 | St. Malachy's Home | 3–10 | 14 | County appropriation, contributions, and board of children. | Housework and sewing | Placed in homes. |
| 179 | Southern Tier Orphans' Home | No limit | 16 | Voluntary contributions | Housework and gardening. | Given suitable clothing and provided with situations. |
| 180 | Hudson Orphan and Relief Association | Under 14 | 14 | Donations, endowment, &c | None | Indentured. |

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| 181 | Wartburg Orphans' Farm School of the Evangelical Lutheran Church. | 6–10 | 17 | Voluntary contributions | General domestic work, sewing, farming, gardening, and printing. | If deserving, the privilege of returning to the home when sick or out of employment. |
| 182 | Home for the Friendless* | Boys, 2–10; girls, 2–14. | Boys, 10; girls, 14. | Voluntary contributions | None | Placed in homes. |
| 183 | Colored Orphan Asylum | 2–10 | 12 | Board of inmates, contributions, and endowment. | Housework, sewing, and gardening. | Sent to friends, indentured, or placed at service. |
| 184 | Hebrew Orphan Asylum | 4–14 | 15–18 | State appropriation and subscriptions. | Printing and shoemaking. | Suitable situations are found. |
| 185 | Home for the Friendless, American Female Guardian Society. | Boys, 2–10; girls, 2. | No limit | Appropriation and contributions | None | Apprenticed or adopted into good families and regularly visited by officers of the home. |
| 186 | Hospital of New York Society for the Relief of the Ruptured and Crippled. | 4–14 | No limit | Appropriation, contributions, and board of hospital patients. | Housework, sewing, and manufacture of surgical appliances. | When restored to health are assisted in supporting themselves, or sent to orphan asylums. |
| 187 | Howard Mission and Home for Little Wanderers. | 2 and over | No limit | Voluntary contributions | Sewing | Placed in good Christian homes. |
| 188 | Institution of Mercy* | 2 | No limit | Appropriations, donations, and labor of inmates. | Laundry work and sewing. | Placed in good homes, clothed, and privilege of returning. |
| 189 | Ladies' Deborah Nursery and Child's Protectory.* | | | Contributions and city tax | Sewing | Boys placed at trades. |
| 190 | Ladies' Home Missionary Society (Five Points Mission).* | | | Appropriation and contributions. | | |
| 191 | Leake and Watts' Orphan House | 3–12 | 14 | Endowment | General household duties. | Indentured to trades or returned to friends. |
| 192 | New York Juvenile Asylum | 7–14 | No limit | City appropriation and contributions. | Sewing, shoemaking, tailoring, and band music. | Placed in homes or returned to friends. |
| 193 | New York Society for the Prevention of Cruelty to Children. | Under 16 | No limit | Contributions, donations, and members' dues. | None | |
| 194 | Orphan Asylum Society of the City of New York. | 2–10 | 12 | Endowment | None | Returned to friends. |
| 195 | Orphans' Home and Asylum of the Protestant Episcopal Church. | 3–8 | 12–14 | Contributions and endowment | Household duties and sewing. | Homes are found. |
| 196 | Roman Catholic Orphan Asylum | 4–9 | No limit | Charitable contributions | Housework and sewing | Returned to friends or placed in homes. |
| 197 | Roman Catholic Orphan Asylum | 5–9 | No limit | Charitable contributions | Housework and sewing | Returned to friends or placed in homes. |
| 198 | Roman Catholic Orphan Asylum | 4–9 | No limit | Charitable contributions | | Returned to friends or sent to Peekskill Asylum. |
| 199 | St. Barnabas House | 4–12 | No limit | Voluntary contributions | Household duties | Situations in Christian families are found. |
| 200 | St. Joseph's Asylum in the City of New York.* | 3 | Boys, 13; girls, 16. | Appropriations, contributions, endowment, and subscriptions. | Knitting, sewing, &c | Apprenticed, or placed at service, and have the privilege of returning to the asylum when out of work. |
| 201 | St. Stephen's Home for Children* | 3–11 | 13 | Voluntary contributions | Domestic work and use of sewing machine. | Good homes are found. |
| 202 | St. Vincent de Paul Orphan Asylum* | 4–10 | Boys, 12; girls, 18. | Charitable contributions | General housework and use of sewing machine. | Situations found. |

* From Report of the Commissioner of Education for 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

| | Name. | Age at which children may be admitted. | Age at which children are required to leave the institution. | How supported. | Industries taught. | Provision for children who have left the institution. |
|---|---|---|---|---|---|---|
| | 1 | 10 | 11 | 12 | 13 | 14 |
| 203 | The Sheltering Arms | 4–10 | 13–14 | Contributions, board of inmates, endowment, and appropriations from excise fund. | General housework and sewing. | Returned to friends. |
| 204 | The Society for the Relief of Half-Orphan and Destitute Children. | 4–12 | 12–14 | Voluntary contributions | | |
| 205 | Oswego Orphan Asylum | | | Appropriations, contributions, interest on fund, &c. | | Homes are provided. |
| 206 | Roman Catholic Orphan Asylum* | 10–14 | 14 | | Domestic work, farming, shoemaking, and tailoring. | Placed at service. |
| 207 | Children's Home | 2–16 | 16 | County appropriation | | Bound out, returned to friends, or sent to other institutions. |
| 208 | Home for the Friendless of Northern New York. | Boys, under 12; girls, no limit. | No limit | Appropriations and contributions. | General household duties. | |
| 209 | Poughkeepsie Orphan House and Home for the Friendless. | 2–10 | 12 | Appropriation, contributions, and endowment. | | |
| 210 | Western New York Home for Homeless and Dependent Children. *a* | | | | | |
| 211 | St. Margaret's Home* | 3–12 | 14 | By bequest | Sewing and laundry work. | Suitable clothing for service. |
| 212 | Church Home of the Protestant Episcopal Church. | Under 15 | No limit | Board of inmates, donations, and subscriptions. | Gardening, housework, knitting, sewing, &c. | |
| 213 | Rochester Orphan Asylum | Under 12 | No limit | City and county appropriation and contributions. | Household duties | Adopted into families. |
| 214 | St. Joseph's German Orphan Asylum* | Under 13 | 13–14 | | Domestic work, knitting, sewing, embroidery, &c. | |
| 215 | St. Mary's Orphan Boys' Asylum* | 3–14 | | Contributions, &c | | Placed at trades. |
| 216 | St. Patrick's Female Orphan Asylum* | 1–14 | | Contributions, donations, &c | Housework, sewing, &c | Adopted or returned to friends. |
| 217 | Onondaga County Orphan Asylum | 2–12 | 14 | Appropriations and endowment. | Housework and sewing | Returned to friends or placed in good homes. |
| 218 | St. Vincent de Paul's Asylum and School | 2–14 | | City and county contributions, &c. | Domestic work, knitting, and sewing. | Situations and homes are found. |

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| 219 | St. Vincent's Female Orphan Asylum | 3–12 | No limit | City and county appropriation | General domestic work, dressmaking, and sewing. | Placed in situations or good homes. |
| 220 | Troy Catholic Male Orphan Asylum | 2–14 | 16 | Appropriation and contributions | Light housework | Homes in good families are found for them, and they are visited semiannually until old enough to care for themselves. |
| 221 | Troy Orphan Asylum | 3–10 | 12 | Appropriation, contributions, &c. | None | Placed in good homes or returned to friends. |
| 222 | House of the Good Shepherd | Under 18 | No limit | Appropriation, contributions, and endowment. | General domestic work and gardening. | Placed in homes or at trades. |
| 223 | Utica Orphan Asylum | 2–14 | 14 | By endowment | Housework and farming | Returned to friends or placed in homes. |
| 224 | Thomas Asylum for Orphan and Destitute Indian Children. | 3–16 | 16 | State appropriation | House duties, sewing, fancy work, broom making, and farming. | Some placed at service in families. |
| 225 | Jefferson County Orphan Asylum* | 2–16 | 16 | County appropriation and endowment. | None | None. |
| 226 | Society for Relief of Destitute Children of Seamen.* | 2–10 | 14 | Contributions and endowment | Gardening, housework, and sewing. | Placed at service or returned to friends. |
| 227 | Orphan Asylum | 8–12 | 14–16 | By contributions | | Adopted or placed in situations. |
| 228 | St. James' Home | No limit | No limit | By contributions | Sewing | None. |
| 229 | Belmont County Children's Home | | | | | |
| 230 | German Methodist Orphan Asylum* | Under 13 | Boys, 15; girls, 18. | Church contributions | Domestic work, knitting, sewing, &c. | Placed in good homes. |
| 231 | The Children's Home* | Under 16 | No limit | Contributions | None | Placed in homes. |
| 232 | Cincinnati Orphan Asylum | 1–13 | No limit | Contributions and endowment | Housework, knitting, and sewing. | Adopted or indentured. |
| 233 | Class of Preservation, Convent of the Good Shepherd. | 5–15 | 16–18 | Labor of inmates | House and laundry work, sewing and fancy work. | Given entire outfit of clothing and secured good situations. |
| 234 | German General Protestant Orphan Asylum. | 2–12 | 14 | Donations and proceeds of festivals. | Housework, knitting, sewing. | Bound out to responsible parties. |
| 235 | New Orphan Asylum for Colored Youth | Under 16 | 18 | By donations | None | None. |
| 236 | St. Aloysius' Orphan Asylum* | 1–13 | 13–18 | Voluntary contributions | General domestic work, sewing, tailoring, farming, shoemaking, and baking. | Placed at trades. |
| 237 | Bethel Union* | | | Contributions and income from property. | | |
| 238 | Cleveland Protestant Orphan Asylum | Under 10 | | Contributions and endowment | | Adopted into good families. |
| 239 | Jewish Orphan Asylum, I. O. B. B. | 5–12 | 14–15 | Donations and members' dues | Gardening and shoemaking | Homes secured. |
| 240 | St. Joseph's Orphan Asylum | 3–7 | 10 | Charitable contributions and industry of inmates. | Plain sewing | Sent to St. Mary's for further education. |
| 241 | St. Mary's Orphan Asylum* | 5–15 | 17 | Annual fair and labor of inmates | Household duties and needlework. | Situations found for them. |
| 242 | St. Vincent's Male Orphan Asylum | 3–11 | 14 | Collections and contributions | | Returned to friends or placed in families. |

* From Report of the Commissioner of Education for 1879.

*a* Buildings destroyed by fire in 1880 and school suspended.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

| | Name. | Age at which children may be admitted. | Age at which children are required to leave the institution. | How supported. | Industries taught. | Provision for children who have left the institution. |
|---|---|---|---|---|---|---|
| | 1 | 10 | 11 | 12 | 13 | 14 |
| 243 | Franklin County Children's Home | Under 16 | | Taxation | General housework, gardening, knitting, and sewing. | Indentured. |
| 244 | St. Joseph's Orphan Asylum* | 4–14 | 21 | Self supporting | Type setting and printing | |
| 245 | St. Vincent's Orphan Asylum | 2–12 | No limit | Voluntary contributions | Gardening, shoemaking, and tailoring. | Placed in good families. |
| 246 | Montgomery County Children's Home* | Under 14 | 16 | Appropriations by State and county. | Household duties and sewing. | Homes found for them. |
| 247 | St. Joseph's Orphan Home | 1–18 | 18 | Members' dues and proceeds of festivals. | | None. |
| 248 | Ebenezer Orphan Asylum | 2–10 | 16 | Contributions, endowment, and proceeds of farm. | Farming, housework, and sewing. | Employment is found. |
| 249 | Children's Home of Butler County* | 2–14 | 2–15 | Contributions and county appropriation. | General housework and sewing. | Educated and well cared for; boys receiving $200 when of age; girls, $150. |
| 250 | Children's Home of Lawrence County | 2–16 | 16 | Appropriation | Knitting and sewing | Good homes found or trades given. |
| 251 | Warren County Orphan Asylum and Children's Home. | Under 16 | 16 | County tax and endowment | None | None. |
| 252 | Washington County Children's Home | Under 16 | 16 | By taxation | General housework and farming. | Adopted or indentured. |
| 253 | Fairmount Children's Home* | Under 16 | No limit | Appropriations | House duties and farming. | Indentured or adopted. |
| 254 | Home for Friendless Children | 1–12 | No limit | By charity | | Adopted into families. |
| 255 | Scioto County Children's Home | 2–16 | 16 | County taxation | Domestic work and gardening. | Given an outfit of clothing. |
| 256 | Clarke County Children's Home | Under 16 | 16 | County taxation | Gardening and farm work. | |
| 257 | Citizen Hospital and Orphan Asylum | 2–14 | 18 | Labor of inmates | Housework and farming | Clothing and money given. |
| 258 | German Evangelical Lutheran Orphans' Asylum. | 2–14 | 14–18 | Members' dues, contributions, and proceeds of farm. | Housework and farming | Clothing given and employment provided. |
| 259 | Protestant Orphans' Home | No limit | | By subscriptions | General housework | Adopted or returned to friends. |
| 260 | Knoop Children's Home | Under 16 | | By taxation | Farming, housework, and sewing. | General oversight is given. |

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| 261 | Ohio Soldiers' and Sailors' Orphans' Home | 3–15 | ..... | State appropriation ..... | Domestic work, dressmaking, carpentry, farming, gardening, plumbing, tinning, printing, shoemaking, tailoring, telegraphy, engineering, and wood carving. | Homes are found. |
| 262 | McIntire Children's Home*a ..... | 3–12 | No limit .... | By endowment..... | None ..... | Indentured until of age. |
| 263 | Children's Home (Ladies' Relief Society)*. | Under 12.... | Boys, 12 .... | Contributions..... | None ..... | Adopted or taken by parents. |
| 264 | House of the Good Shepherd..... | 3 | No limit .... | Charity and labor of inmates .. | House and laundry work, tailoring, &c. | An outfit is given. |
| 265 | Pittsburgh and Allegheny Home for the Friendless.* | Boys, under 8; girls, under 13. | ..... | Contributions, endowment, and board of inmates. | ..... | |
| 266 | Protestant Orphan Asylum of Pittsburgh and Allegheny. | Under 12.... | No limit .... | Endowment and contributions.. | House duties, laundry work, and sewing. | Given to friends or indentured. |
| 267 | St. Joseph's Orphan Asylum..... | Under 12.... | Boys, 12; girls, 18. | Board of children, collections, and donations. | Housework, knitting, and sewing. | Placed in homes or returned to friends. |
| 268 | St. Paul's Orphan Home ..... | 4–16 | No limit .... | Charitable contributions..... | Farming, gardening, housework, printing, and shoemaking. | Business callings found, homes or trades provided. |
| 269 | White Hall Soldiers' Orphan School ..... | 5–16 | 16 | State appropriation ..... | Farming, gardening, and housework. | Sent to friends. |
| 270 | Chester Springs Soldiers' Orphan School.. | 3–16 | 16 | State appropriation ..... | Farming and housework.. | Returned to friends. |
| 271 | Dayton Soldiers' Orphan School*..... | 3–16 | 16 | Appropriations ..... | Domestic work, sewing, knitting, farming, gardening, and shoemaking. | None. |
| 272 | Home for the Friendless ..... | 2–14 | Boys, 15; girls, 18. | Voluntary contributions..... | General housework ..... | Employment or permanent homes provided. |
| 273 | Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church.* | 3–10 | ..... | Contributions..... | General housework and cane seating. | They receive two suits of clothes; the boys when of age receive also $100. |
| 274 | Pauline Home for Children ..... | ..... | ..... | Voluntary contributions and weekly allowance from guardians of the poor. | ..... | |
| 275 | Harford Soldiers' Orphan School ..... | 6–16 | 16 | State appropriation ..... | Farming and housework.. | None. |
| 276 | Home for the Friendless..... | 4–14 | 18 | Voluntary contributions..... | General housework ..... | Adopted or bound out. |
| 277 | Uniontown Soldiers' Orphan School ..... | Under 16.... | 16 | State appropriation ..... | Blacksmithing, domestic work, sewing, knitting, and shoemaking. | |
| 278 | Home for Friendless Children of the City and County of Lancaster. | 4–12 | ..... | State appropriation ..... | ..... | Indentured according to law. |
| 279 | Fressler Orphans' Home ..... | ..... | ..... | ..... | Farming and housework.. | |
| 280 | McAllisterville Soldiers' Orphan School*.. | Under 16 .. | 16 | State appropriation ..... | Farming, gardening, housework, sewing, and shoemaking. | Given the supervisory care of the institution. |
| 281 | Mansfield Soldiers' Orphan School*..... | 7–16 | 16 | Appropriations ..... | Farming, housework, and sewing. | Homes provided. |

*From Report of the Commissioner of Education for 1879.

*a* Succeeded by "The John McIntire Children's Home," which was incorporated in 1880.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

| | Name. | Age at which children may be admitted. | Age at which children are required to leave the institution. | How supported. | Industries taught. | Provision for children who have left the institution. |
|---|---|---|---|---|---|---|
| | 1 | 10 | 11 | 12 | 13 | 14 |
| 282 | Mercer Soldiers' Orphan School | 5–16 | 16 | State appropriation | Farming, gardening, general housework, and sewing. | |
| 283 | Emaus Orphan House | 5–12 | 15 | By endowment | Domestic economy and horticulture. | Good situations secured. |
| 284 | Aimwell School Association* | | No limit | Endowment | Sewing | None. |
| 285 | Baptist Orphanage | 3–10 | No limit | Contributions, legacies, &c | General housework, sewing, &c. | None. |
| 286 | Bethesda Children's Christian Home | 2–10 | No limit | Voluntary contributions | General house duties | Suitable employment or homes secured. |
| 287 | Burd Orphan Asylum of St. Stephen's Church. | 4–8 | 18 | Endowment | Embroidery, housework, and sewing. | Given an outfit of clothing, $50, and a trade or profession. |
| 288 | Church Home for Children | 3–9 | 18 | Appropriation, contributions, and endowment. | None | Outfit of clothing and situation provided. |
| 289 | The Educational Home* | 3–11 | 13 | State appropriation and board of children. | None | Transferred to Lincoln Institution, where they board, and situations are found for them. |
| 290 | Foster Home Association | Boys, 3–6; girls, 3. | Boys, 12; girls, 16. | | | Endeavor to find homes. |
| 291 | Girard College for Orphans | 6–10 | 14–18 | By endowment | Baking, carpentry, gardening, and shoemaking. | Given an outfit of clothing worth $50 and indentured to trades. |
| 292 | Home for Destitute Colored Children | 3–12 | No limit | Contributions and endowment | None | Indentured until 18 years of age. |
| 293 | Jewish Foster Home and Orphan Asylum | 4–10 | 14 | Appropriation, contributions, and endowment. | | |
| 294 | Lincoln Institution* | Under 9 | No limit | State appropriation, contributions, and labor of inmates. | Trades and other employments. | Provided with situations. |
| 295 | Newsboys' Aid Society | Under 16 | No limit | Contributions and "lodge money" of the boys. | None | Effort is made to secure homes or trades for them. |
| 296 | Northern Home for Friendless Children | 3–12 | No limit | By contributions | | Indentured. |
| 297 | Philadelphia Orphan Asylum | Boys, under 6; girls, under 8. | Boys, 12; girls, 12–14. | Donations, endowment, and subscriptions. | Farming, knitting, and sewing. | Bound for a term of years with privilege to learn a trade. |

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| 298 | Presbyterian Orphanage in the State of Pennsylvania.* | 3–8 | ..... | Annual subscriptions..... | None ..... | Adopted, indentured, or transferred to Girard College. |
| 299 | Soldiers' Orphan Institute..... | Under 16.... | 16 | State appropriation ..... | Baking and general housework. | Given an outfit of clothing. |
| 300 | Southern Home for Destitute Children.... | 2–10 | No limit .... | Contributions and legacy ..... | None ..... | |
| 301 | "The Shelter" for Colored Orphans ..... | 1½–8 | 10 | Contributions and legacies..... | ..... | Placed in families to be trained to usefulness; boys, until 19; girls, until 18. |
| 302 | Union Temporary Home..... | Boys, 3–8; girls, 3–12. | ..... | Endowment, subscriptions, and board of inmates. | ..... | |
| 303 | Western Home for Poor Children..... | Under 12.... | ..... | Contributions and interest on endowment. | ..... | Indentured or returned to friends. |
| 304 | Benevolent Association Home for Children* | 4–12 | No limit .... | Voluntary contributions..... | None ..... | Indentured. |
| 305 | St. Catharine's Female Orphan Asylum... | 2 | 14 | Voluntary contributions..... | General housework and sewing. | Comfortable homes provided. |
| 306 | Home for Friendless Women and Children. | Under 16.... | No limit .... | Voluntary contributions..... | ..... | Indentured or provided with good homes. |
| 307 | St. Vincent's Orphan Asylum ..... | 1–12 | Boys, 12; girls, 18. | Contributions..... | Housework and sewing ... | Indentured or returned to friends. |
| 308 | Emlen Institution* ..... | ..... | ..... | ..... | ..... | |
| 309 | Home for Friendless Children ..... | ..... | ..... | ..... | ..... | |
| 310 | Allegheny County Home* ..... | No limit .... | ..... | County tax ..... | None ..... | Indentured and furnished with two suits of clothing. |
| 311 | Bethany Orphan Home* ..... | ..... | ..... | ..... | ..... | |
| 312 | Children's Home for Borough and County of York. | 3–12 | ..... | Board of soldiers' orphans paid by State, donations, and subscriptions. | General house duties and sewing. | Bound in families until 18, then given $25 and two suits of clothing; soldiers' orphans returned to mothers at 16. |
| 313 | Bristol Home for Destitute Children ..... | 2½–10 | Boys, 21; girls, 18. | Contribution and endowment ... | None ..... | Suitable clothing provided. |
| 314 | St. Mary's Orphanage..... | Under 12.... | ..... | Contributions and subscriptions. | Housework and sewing ... | Homes found or placed at service. |
| 315 | Children's Friend Society*..... | Under 12.... | No limit .... | By contribution ..... | None ..... | Homes found for them. |
| 316 | Providence Association for the Benefit of Colored Children. | 3 | Boys, 10; girls, 13. | Contributions and income from invested funds. | Housework and sewing ... | Placed in families or returned to friends. |
| 317 | St. Aloysius' Orphan Asylum ..... | 2–12 | Boys, 13; girls, no limit. | Voluntary contributions..... | Sewing ..... | Placed in homes or at trades. |
| 318 | Charleston Orphan House*..... | 3–12 | 14–16 | City appropriation, contributions, and endowment. | Domestic duties, gardening, sewing, dressmaking, tailoring, &c. | Professions, trades, farming, and homes in families. |
| 319 | Holy Communion Church Institute..... | 10–18 | No limit .... | Board and donations ..... | Drawing..... | Assisted in college. |
| 320 | Thornwell Orphanage ..... | 5–13 | 16–18 | Contributions, endowment, and labor of inmates. | Domestic work, laundry work, sewing, bracket sawing, farming, painting, and printing. | Assisted in finding situations. |
| 321 | Canfield Orphan Asylum..... | ..... | ..... | ..... | ..... | |
| 322 | Church Orphans' Home..... | Under 12.... | ..... | Church contributions..... | Domestic work, laundry work, and sewing. | Good homes are provided. |
| 323 | Nashville Protestant Orphan Asylum .... | ..... | Boys, 10 ... | Appropriation and contribution. | Housework and sewing... | Suitable homes are provided. |

* From Report of the Commissioner of Education for 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—Continued.

| | Name. | Age at which children may be admitted. | Age at which children are required to leave the institution. | How supported. | Industries taught. | Provision for children who have left the institution. |
|---|---|---|---|---|---|---|
| | 1 | 10 | 11 | 12 | 13 | 14 |
| 324 | St. Mary's Orphan Asylum | 3–12 | 12 | Contributions and county appropriation. | Domestic work | Homes found or returned to friends. |
| 325 | St. Joseph's Orphan Asylum | | | | | |
| 326 | Home for Destitute Children | 4–12 | 18 | Contributions and endowment | General housework and cane seating. | |
| 327 | Providence Orphan Asylum | 2–10 | Boys, 12; girls, 15. | Voluntary contributions | Domestic work, sewing, and farming. | Placed in good homes. |
| 328 | Fredericksburg Female Orphan Asylum* | 8–14 | 16 | | None | |
| 329 | Jackson Orphan Asylum* | 3–15 | 18 | Contributions | Sewing and knitting | Given an outfit of clothing. |
| 330 | Norfolk City Female Orphan Asylum* | 2–12 | 16–18 | Contributions and interest on fund. | Household duties and sewing. | Placed at service. |
| 331 | St. Paul's Church Home | No limit | 18 | Private charity | General domestic work | Good homes are found. |
| 332 | Portsmouth Orphan Asylum | 5–12 | 16 | Endowment | Domestic work, gardening, care of stock, &c. | Bound out in good homes. |
| 333 | Richmond Male Orphan Asylum | 5–14 | | Contributions and donations | Cigar making | Apprenticed. |
| 334 | St. Joseph's Orphan Asylum* | 3 and over | 18–21 | By charity | Domestic work, sewing, and use of machine. | Placed at service in good homes. |
| 335 | St. Paul's Church Home | 5–10 | 18 | By endowment | Domestic work, sewing, knitting, fancy needlework, &c. | Good outfit of clothing and a trunk are given them. |
| 336 | St. Vincent's Roman Catholic Orphan Asylum.* | 2–14 | 14 | Voluntary contributions | General domestic work, sewing, and knitting. | Put to trade or placed at service. |
| 337 | St. Mary's Orphan Asylum | | | | | |
| 338 | Home for the Friendless | No limit | No limit | By contributions | | Placed in homes. |
| 339 | St. Joseph's Orphan Asylum | 3–15 | | | | |
| 340 | Cadle Home and Hospital | No limit | No limit | By contributions | Housework and sewing | Adopted into good homes. |
| 341 | St. Joseph's Orphan Asylum | | | Donations, board of inmates, proceeds of farm, &c. | | |
| 342 | St. Michael's Male Orphan Asylum | 3–12 | | By private charity | Darning, knitting, and wood splitting. | |

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| 343 | Milwaukee Orphans' Asylum | 2–12 | Boys, 12; girls, 14. | By contributions | Domestic work, knitting, and sewing. | Adopted, indentured, or returned to friends. |
| 344 | St. Joseph's Asylum* | | | Supported from St. Rose's Asylum. | Sewing, knitting, making of rag carpets, &c. | |
| 345 | St. Rose's Orphan Asylum | 2–12 | No limit | Voluntary contributions | General domestic duties, sewing, embroidering, &c. | Situations are found for them. |
| 346 | Taylor Orphan Asylum | Under 10 | No limit | Endowment | General housework, farming, and sewing. | Adopted into families. |
| 347 | St. Æmilian's Orphan Asylum* | Under 12 | No limit | Voluntary contributions | | Adopted. |
| 348 | St. Francis Female Orphan Asylum | | | By donations | | |
| 349 | German Protestant Orphan Asylum | 2–12 | 15 | Voluntary contributions | | |
| 350 | National Home for Destitute Colored Women and Children. | 3–12 | | Appropriation, contributions, and members' dues. | Housework, knitting, and sewing. | Good homes secured. |
| 351 | St. Joseph's Orphan Asylum | 5–12 | 12–14 | | | Homes found for them. |
| 352 | St. Vincent's Female Orphan Asylum | 5–12 | 16 | Bequests, donations, and proceeds from fairs. | General domestic duties | Given an outfit of clothing and a trade. |
| 353 | Cherokee Orphan Asylum | 8–12 | 18–20 | Invested funds of Cherokee National Council. | Agriculture and kindred branches, domestic duties, sewing, &c. | None. |
| 354 | Chickasaw Orphan School | | | | | |
| 355 | St. Vincent's Asylum and Industrial Home. | | | | | |

*From Report of the Commissioner of Education for 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—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 |
| 1 | Church Home for Orphan Boys | $0 | $295 | $278 | 11 | 0 | 11 | 0 | 9 | 2 | 11 | .... | .... | 10 | 6 | 9 | 0 | 0 | ..... | ..... | ..... |
| 2 | Church Home for Orphan Girls | 0 | 778 | 722 | 0 | 43 | 43 | 0 | 35 | 8 | 43 | .... | .... | 39 | 33 | 39 | .... | 5 | 575 | 2 | |
| 3 | Protestant Orphan Asylum | ..... | 4,000 | 3,500 | 31 | 32 | 63 | 0 | 54 | 9 | 11 | 52 | 0 | 55 | 20 | 45 | ..... | ..... | ..... | ..... | ..... |
| 4 | Orphans' Home of the Synod of Alabama | 5,000 | 3,063 | 3,343 | 12 | 13 | 25 | .... | 25 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 200 | ..... | |
| 5 | Sacramento Protestant Orphan Asylum | ..... | 11,240 | 9,368 | (98) | | 98 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *300 | ..... | |
| 6 | Ladies' Protection and Relief Society *a* | ..... | 16,884 | 16,814 | (200) | | 200 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | *200 | ..... | |
| 7 | Methodist Chinese Mission | ..... | ..... | 1,948 | .... | 22 | ..... | ..... | ..... | 22 | 22 | ..... | ..... | 22 | 22 | 7 | .... | 13 | ..... | ..... | |
| 8 | San Francisco Roman Catholic Female Orphan Asylum* | ..... | 37,941 | 34,506 | .... | 319 | 319 | ..... | ..... | ..... | 87 | 200 | 32 | 319 | 319 | 250 | .... | 40 | ..... | ..... | |
| 9 | Woman's Union Mission to Chinese Women and Children* | 800 | 1,000 | 1,000 | 35 | 16 | ..... | ..... | ..... | 51 | 0 | 6 | 0 | 51 | 51 | 51 | 25 | 51 | 0 | ..... | |
| 10 | Female Orphan Asylum* | 0 | *b*200 | 2,000 | 0 | 33 | 33 | ... | 24 | 9 | 4 | 25 | 4 | 32 | 32 | 32 | ..... | 8 | 100 | ..... | |
| 11 | St. Vincent's Male Orphan Asylum* | 0 | 29,000 | 29,000 | 465 | 0 | 463 | 2 | 152 | 313 | 130 | 319 | 16 | 375 | 375 | 250 | 0 | 100 | ..... | ..... | |
| 12 | Good Templars' Home for Orphans | 800 | 14,184 | 15,963 | 72 | 36 | 108 | 0 | 88 | 20 | 15 | 93 | 0 | 85 | 68 | 72 | .... | 0 | 250 | 0 | |
| 13 | Pájaro Vale Orphan Asylum | ..... | 6,731 | 12,780 | 71 | 0 | ..... | ..... | .. | .... | 12 | 56 | 3 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 14 | Bridgeport Protestant Orphan Asylum | 9,000 | 2,500 | 2,500 | 21 | 11 | 32 | 0 | ..... | ..... | 5 | 23 | 0 | 32 | 27 | 30 | 0 | 0 | 0 | ..... | |
| 15 | Hartford Orphan Asylum | 100,000 | 12,000 | 12,000 | 50 | 23 | 70 | 3 | ..... | ..... | 18 | 37 | 18 | (*c*) | (*c*) | (*c*) | (*c*) | (*c*) | 500 | 50 | |
| 16 | Middlesex County Orphans' Home *a* | 0 | 1,086 | 1,084 | 7 | 6 | 13 | 0 | ..... | ..... | 7 | .... | 0 | 12 | 12 | 12 | 0 | 0 | 0 | 0 | |
| 17 | Home for the Friendless* | 2,000 | 3,500 | 3,500 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 18 | New Haven Orphan Asylum* | 80,000 | 14,000 | 14,000 | 87 | 61 | 139 | 9 | ..... | ..... | 15 | 111 | 0 | 130 | 130 | 130 | 130 | 130 | 1,100 | 20 | |
| 19 | St. Francis Orphan Asylum | 0 | 7,000 | 7,000 | 67 | 72 | 139 | 0 | 134 | 5 | 61 | 78 | 0 | 114 | 114 | 114 | 114 | 114 | 0 | ..... | |
| 20 | Home for Friendless and Destitute Children | 42,000 | 4,772 | 4,756 | 36 | 24 | 60 | 0 | ..... | ..... | 6 | 14 | 0 | 30 | 24 | 24 | 0 | 0 | 350 | ..... | |
| 21 | Baptist Orphans' Home *d* | ..... | ..... | ..... | 6 | 20 | 26 | 0 | 25 | 1 | 19 | 6 | 1 | 20 | 18 | 18 | 15 | 1 | 100 | 0 | |
| 22 | Augusta Orphan Asylum | 250,000 | 105,662 | 101,305 | 54 | 30 | 84 | 0 | 71 | 13 | 12 | 72 | 0 | 45 | 45 | 45 | 0 | 0 | 600 | ..... | |
| 23 | St. Mary's Orphan Asylum | ..... | ..... | ..... | .... | 25 | 25 | ... | 23 | 2 | 15 | 10 | .... | 21 | 21 | 21 | ..... | ..... | 200 | 60 | |
| 24 | Columbus Female Orphan Asylum | 19,500 | 1,400 | 1,400 | .... | 15 | 15 | ... | 15 | .... | 11 | 4 | .... | 15 | 11 | 11 | ..... | 1 | ..... | ..... | |
| 25 | Orphans' Home, North Georgia Conference | 0 | 2,500 | 2,500 | 13 | 12 | 25 | 0 | 25 | 0 | 14 | 9 | 2 | 22 | 21 | 21 | 0 | 0 | 200 | 25 | |
| 26 | Appleton Church Home | ..... | ..... | 2,000 | 0 | 30 | 30 | 0 | 30 | 0 | 18 | 5 | 1 | 22 | 22 | 22 | 0 | 0 | ..... | ..... | |
| 27 | Orphans' Home, South Georgia Conference | 4,000 | 3,000 | 2,000 | 38 | 42 | 80 | .... | 70 | 10 | 64 | 15 | 1 | 65 | 60 | 45 | ..... | 2 | 150 | 25 | |
| 28 | Episcopal Orphans' Home* | 1,100 | ..... | 1,800 | 0 | 21 | 21 | 0 | 21 | 0 | 16 | 5 | 0 | 17 | 17 | 17 | 0 | 0 | 0 | ..... | |
| 29 | Union Society, Bethesda Orphan Home* | ..... | ..... | 6,000 | 53 | .... | 53 | .... | 48 | 5 | 36 | 17 | .... | 49 | 31 | 27 | ..... | ..... | ..... | ..... | ..... |
| 30 | German Evangelical Lutheran Orphan Asylum | 0 | 6,387 | 5,446 | 58 | 40 | 97 | 1 | 88 | 10 | 25 | 73 | .... | 83 | 83 | 83 | 83 | 98 | ..... | ..... | |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 31 | Chicago Home for the Friendless* | ..... | 10,113 | 9,992 | 40 | 40 | 78 | 2 | 40 | 40 | .... | .... | 5 | 30 | 30 | 20 | .... | 80 | ..... | ..... |
| 32 | Chicago Protestant Orphan Asylum | 0 | 11,904 | 11,231 | 116 | 87 | 200 | 3 | .... | .... | 61 | 93 | .... | 208 | 85 | 22 | .... | .... | 150 | ..... |
| 33 | St. Joseph's Orphan Asylum* | 0 | ..... | ..... | 100 | 125 | 225 | 0 | .... | .... | .... | .... | 0 | 150 | 150 | 150 | .... | .... | ..... | ..... |
| 34 | Uhlich Orphan Asylum | 0 | 5,152 | 4,869 | 44 | 24 | 68 | 0 | 61 | 7 | 21 | 47 | 0 | 60 | 60 | 40 | 0 | 60 | 32 | 0 |
| 35 | German Catholic Orphan Asylum | 0 | 32,062 | 31,631 | 50 | 46 | 96 | 0 | .... | .... | 16 | 80 | 0 | 76 | 76 | 76 | 0 | 0 | 0 | 0 |
| 36 | Jacksonville Orphan Home* | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 37 | Asylum of St. Casimir for Polish Children | 0 | 800 | 800 | 32 | 0 | 32 | 0 | 0 | 32 | 10 | 22 | 0 | 28 | 24 | 20 | 28 | 0 | 80 | 20 |
| 38 | Illinois Soldiers' Orphans' Home | ..... | 56,270 | 47,534 | 156 | 151 | 307 | .... | 275 | 32 | 47 | 260 | .... | 267 | 267 | 244 | .... | 267 | 1,659 | 0 |
| 39 | Home for the Friendless | ..... | 500 | ..... | 1 | 9 | 10 | 0 | 9 | 1 | 6 | 4 | 0 | 2 | 0 | 0 | 0 | 0 | ..... | ..... |
| 40 | Woodland Home for Orphans and Friendless | ..... | ..... | ..... | 4 | 6 | 10 | .... | .... | .... | 4 | 5 | .... | 10 | 10 | 10 | 10 | 10 | ..... | ..... |
| 41 | Asylum for Friendless Colored Children* | 3,000 | ..... | 3,000 | 30 | 18 | .... | 48 | 48 | .... | 12 | 29 | 1 | 30 | 30 | 30 | .... | 30 | ..... | ..... |
| 42 | German Protestant Orphan Asylum* | 0 | ..... | 4,000 | 22 | 15 | 37 | .... | .... | .... | 29 | 7 | 1 | 30 | 30 | 30 | 14 | 12 | 100 | 35 |
| 43 | Indianapolis Orphans' Asylum* | ..... | ..... | 6,116 | 63 | 34 | 97 | 0 | 96 | 1 | 24 | .... | .... | 66 | 66 | 66 | 66 | 66 | ..... | ..... |
| 44 | Jeffersonville Orphan Asylum* | ..... | ..... | ..... | 15 | 12 | 27 | .... | 27 | .... | 3 | 14 | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 45 | Indiana Soldiers' Orphans' Home | 0 | 20,000 | 20,000 | 87 | 40 | 127 | 0 | 127 | 0 | 100 | 27 | 0 | 93 | 72 | 68 | 50 | 127 | 250 | 50 |
| 46 | St. Joseph's Orphan Asylum* | ..... | 4,446 | 4,373 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 47 | St. Joseph's Orphan Asylum and Manual Labor School | ..... | 3,146 | 3,280 | 4 | 41 | 45 | .... | 44 | 1 | 14 | 30 | 1 | 34 | 28 | 25 | .... | 11 | 200 | ..... |
| 48 | Home of the Friendless* | ..... | 1,523 | 1,453 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 49 | Wernle Orphans' Home | ..... | 3,000 | 3,000 | 31 | 25 | 56 | .... | 6 | 50 | 30 | 26 | .... | 48 | 40 | 25 | .... | 2 | ..... | ..... |
| 50 | St. Ann's Female Orphan Asylum | 0 | 5,000 | 4,709 | .... | 130 | 130 | 0 | 87 | 43 | 58 | 72 | 0 | 120 | 46 | 78 | .... | 54 | 65 | ..... |
| 51 | St. Vincent's Male Orphan Asylum* | ..... | 5,000 | 5,000 | 150 | .... | 150 | 0 | 150 | .... | 80 | 70 | 0 | 120 | 75 | 85 | 0 | 0 | ..... | ..... |
| 52 | German and English Asylum for Orphans and Destitute Children. | 0 | 1,560 | 1,692 | 19 | 16 | 34 | 1 | 35 | .... | 12 | 23 | .... | 30 | 20 | 30 | .... | .... | 160 | 10 |
| 53 | Soldiers' Orphans' Home and Home for Indigent Children | 0 | *e*36,445 | *e*40,118 | 75 | 65 | 140 | 0 | 140 | .... | 40 | 100 | .... | 126 | 100 | 126 | 85 | 6 | 1,100 | 0 |
| 54 | Home for the Friendless | 0 | 4,200 | 4,100 | 50 | 32 | 81 | 1 | .... | .... | .... | .... | 6 | .... | .... | 0 | 0 | 0 | 250 | 25 |
| 55 | St. Thomas Orphan Asylum | ..... | 1,500 | 1,800 | 100 | .... | 100 | .... | 100 | .... | 35 | 65 | .... | 40 | 26 | 26 | .... | .... | 50 | 0 |
| 56 | Covington Protestant Children's Home | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 57 | St. John's Orphan Asylum* | ..... | ..... | 8,000 | 0 | 22 | 22 | 0 | 22 | 0 | 18 | 4 | 0 | 22 | 22 | 22 | 0 | 0 | 100 | 25 |
| 58 | Baptist Orphans' Home | ..... | 6,000 | 6,000 | 15 | 30 | 45 | .... | 45 | 0 | 20 | 25 | 0 | 15 | 15 | 15 | .... | 1 | 300 | ..... |
| 59 | German Baptist Orphan Home | ..... | 1,381 | 1,216 | 13 | 13 | 26 | 0 | 3 | 23 | 13 | 13 | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 60 | German Protestant Orphan Asylum | 17,136 | 8,482 | 7,929 | 27 | 34 | 61 | 0 | 61 | 0 | 37 | 24 | 0 | 52 | 52 | 52 | 36 | 57 | 125 | 0 |
| 61 | Masonic Widows' and Orphans' Home | 123,573 | *e*26,635 | *e*21,087 | 49 | *f*66 | 115 | 0 | 115 | 0 | 33 | 82 | 0 | 80 | 60 | 45 | 0 | 0 | 250 | 50 |
| 62 | Orphanage of the Good Shepherd | 0 | 7,450 | 7,291 | 35 | .... | 35 | .... | 24 | 11 | 13 | 18 | .... | 35 | 35 | 35 | .... | .... | 150 | ..... |
| 63 | St. Joseph's German Orphan Asylum | 20,000 | ..... | 3,000 | 55 | 38 | 93 | 0 | 4 | 89 | 43 | 50 | 0 | .... | .... | .... | 15 | 0 | ..... | ..... |
| 64 | St. Vincent's Orphan Asylum* | ..... | 5,500 | 5,500 | .... | 175 | 175 | 0 | .... | 50 | .... | 60 | 50 | 120 | 120 | 100 | 0 | 25 | ..... | ..... |
| 65 | Kentucky Female Orphan School | *100,000 | 7,665 | 7,219 | .... | 76 | 76 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 41 | 581 | 81 |
| 66 | Cleveland Orphans' Institution | *75,000 | *5,000 | *3,000 | .... | 26 | 26 | .... | 26 | .... | 16 | 10 | .... | 24 | 15 | 16 | .... | .... | ..... | ..... |
| 67 | Asylum for Destitute Orphan Boys | ..... | ..... | ..... | 54 | 0 | 54 | .... | 54 | .... | 20 | 34 | 0 | 54 | 54 | 54 | 0 | .... | 150 | 0 |
| 68 | Convent of the Good Shepherd* | ..... | ..... | ..... | .... | 279 | 237 | 42 | 269 | 10 | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 69 | Jewish Widows' and Orphans' Home* | 0 | 26,797 | 23,605 | 54 | 53 | 107 | .... | 86 | 21 | 29 | 78 | .... | 90 | 70 | 70 | 20 | 35 | 425 | 101 |
| 70 | Louisiana Asylum | ..... | ..... | ..... | .... | 47 | .... | 47 | .... | .... | 37 | .... | 10 | 37 | 37 | 37 | .... | .... | ..... | ..... |
| 71 | Mt. Carmel Female Orphan Asylum | ..... | ..... | ..... | .... | 150 | 150 | .... | .... | .... | 150 | .... | .... | 150 | 150 | 150 | .... | .... | ..... | ..... |
| 72 | Poydras Female Orphan Asylum* | ..... | ..... | ..... | 0 | 94 | 94 | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 300 | ..... |
| 73 | The Protestant Orphans' Home* | ..... | 12,000 | 11,000 | 78 | 69 | 147 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 74 | St. Joseph's German Orphan Asylum* | 0 | ..... | ..... | 106 | 112 | 218 | 0 | 194 | 24 | 126 | 92 | 0 | 145 | 145 | 145 | 50 | 218 | ..... | ..... |
| 75 | Children's Home | 42,300 | 4,500 | 4,500 | 10 | 30 | 40 | .... | 32 | 8 | 25 | 15 | 0 | 30 | 26 | 25 | 0 | 0 | 400 | 200 |
| 76 | Bath Military and Naval Orphan Asylum* | ..... | 8,109 | 8,109 | 32 | 20 | 52 | .... | 44 | 8 | 17 | 35 | .... | 51 | 40 | 39 | 1 | 1 | 300 | ..... |
| 77 | Asylum of Our Lady of Lourdes | 0 | ..... | ..... | 140 | 180 | 320 | 0 | 1 | 319 | .... | .... | 0 | 300 | 280 | 250 | 0 | 0 | 300 | 50 |

* From Report of the Commissioner of Education for 1879.
*a* These statistics are for 1879.
*b* Exclusive of charity.
*c* Children attend public schools of the city.
*d* Closed in June, 1880; statistics are for 1879.
*e* For two years.
*f* There were ten widows in the home, not here included.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—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 | Female Orphan Asylum of Portland | $33,000 | $3,700 | $3,010 | .... | 27 | 27 | .... | 24 | 3 | 5 | 14 | .... | 22 | 22 | 18 | .... | 27 | ..... | ..... |
| 79 | Baltimore Orphan Asylum* | ..... | 8,000 | 8,500 | 70 | 56 | 126 | .... | ..... | ..... | 40 | 80 | 0 | 90 | 80 | 60 | ..... | ..... | 300 | ..... |
| 80 | Boys' Home | 8,000 | 19,394 | 18,598 | 67 | 0 | 67 | 0 | 30 | 37 | 21 | 36 | 0 | 67 | 67 | 67 | 0 | 0 | 1,100 | 250 |
| 81 | Christ Church Asylum* | 4,000 | ..... | 2,241 | 0 | 29 | 29 | 0 | ..... | ..... | 4 | 20 | 0 | ..... | ..... | ..... | 0 | 0 | 0 | ..... |
| 82 | General German Orphan Asylum | ..... | ..... | ..... | 50 | 36 | (86) | | ..... | ..... | 29 | 57 | 0 | 60 | 60 | 60 | 60 | 60 | 75 | 35 |
| 83 | Hebrew Orphan Asylum of Baltimore | 22,000 | 6 000 | 7,000 | 16 | 22 | 38 | 0 | 24 | 14 | 16 | 22 | .... | 20 | 20 | 20 | .... | 1 | 156 | 24 |
| 84 | Home of the Friendless* | ..... | 4,000 | 8,000 | (125) | | 125 | .... | ..... | ..... | ..... | ..... | ..... | 95 | 95 | 95 | ..... | ..... | ..... | ..... |
| 85 | House of the Good Shepherd | ..... | ..... | 14,000 | .... | 185 | 185 | .... | 139 | 46 | 85 | 70 | .... | 60 | 60 | 60 | ..... | ..... | ..... | ..... |
| 86 | St. James' Home for Boys | ..... | 2,835 | 2,893 | 31 | .... | 31 | .... | ..... | ..... | ..... | ..... | .... | 31 | 31 | 31 | ..... | ..... | 307 | 9 |
| 87 | St. Mary's Female Orphaline School* | ..... | ..... | ..... | .... | 130 | 130 | .... | ..... | ..... | 100 | 30 | .... | 48 | 82 | 82 | .... | 10 | ..... | ..... |
| 88 | St. Vincent's Male Orphan Asylum* | 0 | ..... | ..... | 47 | 0 | 47 | 0 | 46 | 1 | 35 | 12 | 0 | 47 | 43 | 46 | 14 | 47 | 221 | 0 |
| 89 | Baltimore Manual Labor School for Indigent Boys | 80,000 | 4,500 | 4,284 | 32 | .... | 32 | .... | 28 | 4 | ..... | ..... | .... | 32 | 32 | 32 | ..... | ..... | 150 | 50 |
| 90 | Home for Friendless Children of the Diocese of Easton | 6,000 | 1,625 | 1,595 | .... | 21 | 21 | .... | 21 | .... | 1 | 20 | .... | 16 | 16 | 16 | ..... | ..... | ..... | ..... |
| 91 | Protestant Episcopal Orphan Asylum* | 24,500 | 1,437 | 1,200 | .... | 12 | 12 | .... | 12 | .... | 4 | .... | 0 | 12 | 12 | 12 | 0 | 0 | 1,150 | ..... |
| 92 | Baldwin Place Home for Little Wanderers | 40,000 | 21,221 | 18,372 | 88 | 47 | 135 | .... | 130 | 5 | 67 | 67 | .... | 125 | 80 | 80 | .... | 125 | ..... | ..... |
| 93 | Boffin's Bower | ..... | 2,047 | 2,047 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 94 | Boston Asylum and Farm School for Indigent Boys* | 100,000 | 13,500 | 13,500 | 101 | .... | 101 | .... | 95 | 6 | 25 | 51 | .... | 101 | 101 | 101 | 101 | 101 | 1,000 | 100 |
| 95 | Boston Female Asylum* | 207,000 | 13,500 | 11,700 | .... | 70 | .... | 0 | ..... | ..... | ..... | ..... | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 96 | Children's Friend Society | 40,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 97 | Children's Mission to the Children of the Destitute in the City of Boston. | *a*50,000 | 11,378 | 10,090 | (35) | | 35 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 98 | Church Home for Orphan and Destitute Children* | 62,315 | 6,732 | 8,134 | 50 | 50 | 100 | 0 | ..... | ..... | ..... | ..... | 0 | (*b*) | (*b*) | (*b*) | (*b*) | (*b*) | ..... | ..... |
| 99 | House of the Angel Guardian | 0 | 17,653 | 17,252 | 153 | .... | 153 | .... | ..... | ..... | 54 | 65 | 0 | ..... | ..... | ..... | 0 | 3 | 300 | ..... |
| 100 | Dr. Martin Luther Orphans' Home | ..... | 4,000 | 6,000 | 21 | 12 | 32 | 1 | ..... | ..... | ..... | ..... | 0 | 31 | 31 | 31 | 31 | 31 | 150 | ..... |
| 101 | St. Vincent's Orphan Asylum | ..... | 10,391 | 9,664 | .... | 150 | 150 | .... | 120 | .... | 45 | 95 | .... | 130 | 100 | 100 | .... | 7 | ..... | ..... |
| 102 | Haverhill Children's Aid Society | 7,000 | ..... | ..... | 7 | 6 | 13 | .... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 103 | House of Providence* | 1,200 | 12,135 | 11,450 | 36 | 25 | 61 | .... | 61 | .... | 10 | 42 | 3 | 42 | 42 | 42 | ..... | ..... | 400 | 130 |
| 104 | Protectory of Mary Immaculate* | 0 | 5,000 | 5,324 | 32 | 22 | 53 | 1 | 42 | 11 | 21 | 30 | 3 | 43 | 38 | 38 | 0 | 53 | ..... | ..... |
| 105 | Children's Aid Society* | 0 | ..... | ..... | .... | 2 | 2 | .... | 2 | .... | ..... | ..... | ..... | 2 | 2 | 2 | ..... | ..... | ..... | ..... |
| 106 | New Bedford Orphans' Home | 65,000 | 6,774 | 4,275 | 12 | 20 | 32 | 0 | ..... | ..... | 4 | 26 | 0 | 22 | 22 | 2 | 11 | .... | ..... | ..... |

| | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 107 | Newton Home for Orphan and Destitute Girls | 3,000 | 4,112 | 2,424 | .... | 19 | .... | .... | 10 | 9 | 6 | 9 | 4 | *b*19 | .... | .... | .... | 500 | ..... | | | |
| 108 | Massachusetts State Primary School* | ..... | 52,000 | 51,982 | 304 | 110 | .... | .... | .... | .... | .... | .... | .... | 354 | 307 | 307 | .... | 33 | 325 | 33 | | |
| 109 | City Orphan Asylum | 0 | 6,000 | 6,000 | 31 | 38 | 69 | 0 | 61 | 8 | 38 | 31 | 0 | 50 | 22 | 18 | 0 | 0 | 0 | 0 | | |
| 110 | Seamen's Orphan and Children's Friend Society | 25,000 | 4,000 | 3,286 | 11 | 41 | 50 | 2 | 49 | 3 | 5 | 24 | 4 | (*b*) | (*b*) | (*b*) | 23 | .... | 450 | 25 | | |
| 111 | Children's Home | 17,000 | 5,000 | 5,500 | 20 | 19 | 39 | 0 | .... | .... | 4 | 10 | 0 | (*b*) | (*b*) | (*b*) | (*b*) | (*b*) | ..... | ..... | | |
| 112 | Orphans' Home (Children's Friend Society) | 16,000 | 2,855 | 3,063 | 41 | 20 | 60 | 1 | 50 | 11 | 6 | 55 | 0 | *b*25 | *b*25 | *b*25 | *b*25 | *b*25 | 140 | 25 | | |
| 113 | State Public School | ..... | 36,000 | 35,173 | 247 | 45 | 280 | 12 | .... | .... | .... | .... | .... | 292 | 250 | 113 | 225 | .... | 894 | 124 | | |
| 114 | Home for the Friendless | 0 | 4,000 | 4,000 | 40 | 41 | 81 | .... | 22 | 59 | .... | .... | .... | 30 | 30 | 30 | .... | .... | ..... | ..... | | |
| 115 | Ladies' Protestant Orphan Asylum | *a*10,500 | 2,117 | 2,117 | (40) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | | |
| 116 | St. Vincent's Female Orphan Asylum | 0 | 8,000 | 7,950 | 30 | 125 | 154 | *c*1 | 100 | 55 | 90 | 65 | 0 | 106 | 70 | 70 | 0 | 3 | 500 | ..... | | |
| 117 | St. Vincent's Male Orphan Asylum | ..... | 6,000 | 6,000 | 80 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | | |
| 118 | Home for the Friendless | 1,000 | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | | |
| 119 | Jackson Home for the Friendless and Industrial School* | 1,500 | 286 | 190 | 4 | 8 | 12 | .... | 10 | 2 | .... | 4 | .... | .... | .... | .... | .... | .... | ..... | ..... | | |
| 120 | Children's Home | 0 | 700 | 700 | 0 | 12 | 12 | 0 | .... | .... | .... | .... | .... | 11 | 11 | 11 | 0 | 0 | 0 | 0 | | |
| 121 | St. Mary's Orphan Asylum* | 0 | 345 | 932 | .... | 15 | 15 | .... | 15 | .... | 1 | 14 | .... | 14 | 14 | 13 | .... | 12 | ..... | ..... | | |
| 122 | St. Paul Protestant Orphan Asylum* | 0 | 3,000 | 3,000 | 20 | 10 | 30 | .... | .... | .... | 1 | 28 | 1 | 30 | 30 | .... | 2 | .... | ..... | ..... | | |
| 123 | D'Evereux Hall | 0 | 4,421 | 4,328 | 50 | 0 | 50 | 0 | 44 | 6 | 27 | 23 | 0 | 50 | 44 | 44 | 0 | 12 | 800 | 300 | | |
| 124 | St. Mary's Orphan Asylum | ..... | 3,895 | 4,134 | .... | 73 | .... | .... | .... | .... | 39 | 32 | .... | 67 | 67 | 63 | 68 | 25 | ..... | ..... | | |
| 125 | Female Orphan School* *d* | 20,000 | 10,000 | 10,000 | .... | 120 | 120 | .... | 120 | .... | .... | .... | .... | .... | .... | .... | .... | .... | 100 | 16 | | |
| 126 | Evangelical Lutheran Orphans' Home and Asylum* | ..... | ..... | 6,000 | 40 | 30 | 70 | .... | .... | .... | 21 | 49 | .... | 45 | 45 | 45 | 6 | 5 | ..... | ..... | | |
| 127 | Catholic Protectorate of St. Louis | ..... | ..... | ..... | 36 | .... | 36 | .... | 29 | 7 | 16 | 12 | .... | 36 | 36 | 36 | .... | .... | ..... | ..... | | |
| 128 | Home of the Friendless | ..... | ..... | ..... | 9 | 11 | 20 | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 0 | ..... | | |
| 129 | Episcopal Orphans' Home | 20,000 | 6,000 | 6,000 | 20 | 30 | 50 | 0 | .... | .... | .... | .... | .... | 20 | 20 | 20 | .... | .... | 0 | ..... | | |
| 130 | German St. Vincent's Orphan Asylum | 3,000 | 10,000 | 8,000 | 71 | 55 | 126 | 0 | 126 | 0 | 60 | 66 | 0 | 126 | 126 | 126 | 126 | 12 | 180 | 5 | | |
| 131 | House of the Good Shepherd* | 0 | 17,458 | 16,640 | .... | 313 | 313 | .... | 30 | 283 | 162 | 105 | 5 | 57 | 57 | 57 | .... | 25 | 500 | ..... | | |
| 132 | Mission Free School* | ..... | ..... | ..... | 16 | 8 | 24 | .... | 4 | 20 | 1 | 19 | .... | .... | .... | .... | .... | .... | ..... | ..... | | |
| 133 | St. Bridget's Half-Orphan Asylum | ..... | ..... | 400 | 0 | *e*120 | 120 | 0 | 118 | 2 | 19 | 100 | 1 | 100 | 100 | 100 | 100 | 0 | ..... | ..... | | |
| 134 | St. Joseph's Convent of Mercy | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 500 | 12 | | |
| 135 | St. Joseph's Male Orphan Asylum | ..... | 15,037 | 17,569 | 280 | .... | 280 | .... | .... | .... | 267 | .... | .... | 240 | 200 | 200 | .... | .... | ..... | ..... | | |
| 136 | St. Mary's Female Orphan Asylum* | 0 | ..... | ..... | .... | 112 | 112 | .... | 106 | 6 | 25 | 87 | .... | 94 | 65 | 65 | .... | .... | 250 | 40 | | |
| 137 | Central Wesleyan Orphan Asylum* | ..... | 2,830 | 2,076 | 20 | 14 | 34 | .... | 3 | 31 | 14 | 20 | .... | 28 | 20 | 25 | .... | .... | ..... | ..... | | |
| 138 | St. Louis Protestant Orphan Asylum* | 25,000 | ..... | ..... | .... | .... | 194 | 0 | .... | .... | .... | .... | 0 | 194 | 194 | 194 | .... | 194 | ..... | ..... | | |
| 139 | State Orphans' Home* | ..... | ..... | 17,000 | 45 | 26 | 71 | .... | .... | .... | 9 | 62 | 0 | 40 | 30 | 50 | 0 | 71 | 730 | 0 | | |
| 140 | Orphans' Home | 1,500 | 1,800 | 1,800 | 7 | 20 | 27 | .... | .... | .... | 10 | 17 | .... | 26 | 20 | 20 | .... | .... | 200 | ..... | | |
| 141 | New Hampshire Orphans' Home | 12,000 | 3,500 | 3,500 | 24 | 21 | 43 | 2 | 45 | .... | 15 | 20 | .... | 38 | 9 | 28 | 1 | 20 | 425 | 25 | | |
| 142 | Children's Home | ..... | 1,903 | 1,730 | 8 | 10 | 18 | .... | 18 | .... | 0 | 18 | 0 | (*b*) | (*b*) | (*b*) | (*b*) | (*b*) | ..... | ..... | | |
| 143 | Camden Home for Friendless Children* | 0 | 3,500 | 3,500 | 20 | 12 | 32 | 0 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | | |
| 144 | West Jersey Orphanage for Destitute Colored Children | 1,000 | 1,861 | 655 | .... | .... | .... | .... | .... | 0 | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | | |
| 145 | Children's Friend Society | 0 | ..... | 5,000 | 17 | 22 | 39 | 0 | 11 | 28 | 8 | 30 | 1 | 35 | 35 | 30 | 0 | 0 | 575 | 20 | | |
| 146 | St. Mary's Female Orphan Asylum* | ..... | 10,000 | 10,000 | .... | 105 | 105 | .... | 103 | 2 | 36 | 69 | .... | 99 | 80 | 80 | .... | 3 | 105 | ..... | | |
| 147 | Union Association of the Children's Home of Burlington County | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... | | |
| 148 | Home for the Friendless* | 15,000 | ..... | 3,594 | 60 | 17 | 77 | .... | .... | .... | .... | .... | 7 | 54 | .... | .... | 0 | 0 | ..... | ..... | | |
| 149 | Newark Orphan Asylum *f* | 35,940 | 10,264 | 10,264 | 48 | 43 | 91 | .... | 52 | 39 | 25 | 66 | .... | 70 | 20 | 40 | .... | .... | 300 | ..... | | |
| 150 | St. Peter's Asylum* | ..... | 4,000 | 3,500 | 48 | 60 | 108 | .... | 25 | 83 | 33 | 75 | .... | 75 | 75 | 75 | 50 | 5 | ..... | ..... | | |
| 151 | Orange Orphan Home | 2,000 | *g*6,208 | *g*3,399 | 18 | 23 | 39 | 2 | .... | .... | 3 | 36 | 2 | 25 | 25 | 12 | .... | 18 | 200 | ..... | | |
| 152 | Paterson Orphan Asylum Association* | 18,670 | 4,933 | 4,894 | 44 | 21 | 65 | 0 | 28 | 37 | 12 | 50 | 3 | 51 | 51 | 42 | 42 | .... | 150 | ..... | | |
| 153 | St. Joseph's Orphan Asylum* | ..... | ..... | 5,000 | .... | 69 | 69 | 0 | 68 | 1 | 69 | 0 | 0 | 55 | 50 | 50 | .... | 60 | ..... | ..... | | |

* From Report of the Commissioner of Education for 1879.

*a* In 1878.

*b* Children attend public schools of the city.

*c* Indian.

*d* The object of this school is to educate orphan girls as teachers.

*e* There is also a class of 9 deaf-mutes under the charge of the Sisters of St. Joseph.

*f* The Newark Orphan Asylum Association has four auxiliary societies: at Newark, New Brunswick, Bloomfield, and Morristown.

*g* For the year 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—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 |
| 154 | St. Mary's Orphan Asylum | $0 | ..... | ..... | 100 | 100 | 200 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 155 | Albany Orphan Asylum | 89,000 | $33,328 | $26,668 | 146 | 84 | 230 | 0 | ..... | ..... | 64 | 166 | ..... | 190 | 160 | 160 | ..... | ..... | 280 | ..... |
| 156 | Orphans' Home of St. Peter's Church | ..... | 1,835 | 1,388 | 0 | 21 | 21 | 0 | 17 | 4 | 10 | 11 | 0 | 21 | 21 | 21 | 0 | 21 | ..... | ..... |
| 157 | St. Vincent's Male Orphan Asylum | ..... | 11,473 | 11,320 | 119 | 0 | 119 | 0 | 25 | 94 | 36 | 70 | ..... | 109 | 96 | 70 | ..... | 55 | 300 | 50 |
| 158 | Cayuga Asylum for Destitute Children | 19,500 | 7,194 | 7,260 | 68 | 28 | 86 | 10 | 89 | 7 | 7 | 68 | 0 | 68 | 42 | 58 | 0 | 68 | 300 | 30 |
| 159 | Susquehanna Valley Home | 0 | 9,629 | ..... | 95 | 25 | 115 | 5 | 120 | 0 | ..... | ..... | 0 | 75 | 45 | 45 | ..... | 120 | ..... | ..... |
| 160 | Brooklyn Howard Colored Orphan Asylum | ..... | *a*7,548 | *a*7,393 | *b*50 | *b*27 | 0 | 77 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 161 | Brooklyn Union for Christian Work | 0 | 4,000 | 4,000 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,200 | 200 |
| 162 | Home for Destitute Children | ..... | (*c*) | (*c*) | (130) | | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 163 | House of the Good Shepherd | ..... | 64,630 | 55,697 | ..... | 305 | 305 | ..... | 125 | 180 | 22 | 46 | ..... | 40 | 32 | 30 | ..... | ..... | 360 | 50 |
| 164 | Orphan Asylum Society of the City of Brooklyn | 46,750 | 33,717 | 28,280 | 200 | 139 | 339 | ..... | 129 | 210 | 51 | 288 | ..... | 286 | 201 | 201 | 162 | 339 | 812 | 152 |
| 165 | Orphans' Home, Church of the Holy Trinity | 74,968 | 21,440 | 21,300 | 40 | 20 | 60 | ..... | 56 | 4 | 30 | 30 | ..... | 50 | 50 | 50 | ..... | ..... | ..... | ..... |
| 166 | Orphans' House on the Church Charity Foundation of Long Island. | 10,000 | ..... | ..... | 40 | 39 | 79 | ..... | 64 | 15 | 12 | 67 | ..... | 79 | 60 | 60 | 20 | ..... | 1,400 | ..... |
| 167 | St. John's Home | ..... | *d*111,843 | *d*99,079 | 653 | ..... | 653 | ..... | 636 | 17 | 130 | 465 | 58 | 558 | 558 | 573 | 258 | 653 | 557 | 50 |
| 168 | St. Joseph's Female Orphan Asylum | ..... | (*e*) | (*e*) | ..... | 595 | 595 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 169 | Asylum of Our Lady of Refuge | ..... | ..... | ..... | ..... | 22 | 22 | ..... | 22 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 170 | Buffalo Orphan Asylum* | 35,000 | 12,057 | 10,829 | 56 | 17 | 73 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 100 | ..... |
| 171 | Evangelical Lutheran St. John's Orphans' Home | 0 | 9,088 | 9,050 | 34 | 38 | 72 | 0 | 8 | 64 | 42 | 30 | 0 | 70 | 70 | 70 | 20 | 70 | 1,600 | 10 |
| 172 | German Roman Catholic Orphan Asylum* | 0 | 15,343 | 15,284 | 72 | 43 | 115 | ..... | 33 | 82 | 21 | 94 | ..... | 86 | 86 | 72 | 20 | 0 | 0 | 0 |
| 173 | St. Vincent's Female Orphan Asylum | ..... | ..... | ..... | ..... | 95 | 95 | ..... | ..... | ..... | ..... | ..... | ..... | 60 | 60 | 60 | ..... | ..... | ..... | ..... |
| 174 | Ontario Orphan Asylum* | 28,046 | 8,041 | 7,722 | (65) | | 64 | 1 | 11 | 54 | 3 | 61 | 1 | 40 | 30 | 25 | ..... | ..... | 200 | 20 |
| 175 | St. Mary's Orphan Asylum | ..... | ..... | ..... | ..... | 16 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 176 | Orphan House of the Holy Saviour* | 0 | 2,883 | 2,886 | 12 | 32 | 42 | 2 | 42 | 2 | 12 | 20 | ..... | ..... | ..... | ..... | ..... | 44 | ..... | ..... |
| 177 | St. Mary's Orphan Asylum and School* | 0 | 8,362 | 8,323 | 5 | 21 | 26 | 0 | 26 | 0 | 11 | 15 | 0 | 23 | 23 | 19 | 12 | 1 | 250 | 0 |
| 178 | St. Malachy's Home | 0 | 15,655 | 15,655 | 106 | 74 | 180 | 0 | 27 | 153 | 20 | 159 | 1 | 143 | 118 | 110 | ..... | 3 | 270 | 20 |
| 179 | Southern Tier Orphans' Home | 2,000 | 2,676 | 5,000 | 62 | 40 | 87 | 15 | 99 | 3 | 22 | 51 | 3 | 57 | 0 | 0 | 57 | 102 | 80 | ..... |
| 180 | Hudson Orphan and Relief Association | 65,650 | 11,077 | 8,231 | 37 | 29 | 66 | 0 | 25 | 41 | 20 | 46 | 0 | *f*40 | *f*30 | *f*30 | ..... | ..... | 470 | 0 |
| 181 | Wartburg Orphans' Farm School of the Evangelical Lutheran Church. | 0 | 9,584 | 9,598 | 37 | 26 | 63 | 0 | ..... | ..... | 48 | 15 | 0 | 63 | 63 | 63 | 63 | 63 | 700 | 0 |
| 182 | Home for the Friendless* | 19,407 | 6,427 | 6,361 | 27 | 8 | 35 | 0 | ..... | ..... | 2 | 19 | 1 | 20 | 13 | 20 | 0 | 0 | ..... | ..... |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 183 | Colored Orphan Asylum | 130,000 | 48,343 | 43,172 | 180 | 120 | .... | 300 | 300 | .... | 130 | 170 | .... | 271 | 84 | 271 | .... | 271 | 400 | 50 |
| 184 | Hebrew Orphan Asylum | 180,000 | 50,000 | 50,000 | 187 | 121 | 308 | .... | .... | .... | 44 | 264 | .... | 308 | 308 | 308 | 308 | 308 | 1,000 | 0 |
| 185 | Home for the Friendless, American Female Guardian Society | 0 | *72,211 | *72,211 | 80 | 73 | 153 | 0 | 109 | 44 | 12 | 73 | 0 | .... | .... | .... | .... | .... | .... | .... |
| 186 | Hospital of New York Society for the Relief of the Ruptured and Crippled. | .... | 42,556 | 42,556 | 84 | 87 | 171 | .... | 46 | 125 | 14 | 40 | 1 | .... | .... | .... | .... | .... | 425 | 25 |
| 187 | Howard Mission and Home for Little Wanderers | 0 | 13,490 | 13,429 | *g*1 | *g*1 | 2 | .... | 1 | 1 | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 188 | Institution of Mercy* | 0 | 27,314 | 27,218 | .... | 227 | 227 | .... | 68 | 159 | 124 | 103 | .... | 165 | 165 | 140 | .... | 165 | 300 | 45 |
| 189 | Ladies' Deborah Nursery and Child's Protectory* | 0 | 10,526 | 10,084 | 74 | 71 | .... | .... | 29 | 116 | 13 | 82 | 0 | 85 | 85 | 53 | 23 | .... | .... | 0 |
| 190 | Ladies' Home Missionary Society (Five Points Mission)* | 0 | 26,803 | 24,820 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 2,150 | 150 |
| 191 | Leake and Watts Orphan House | .... | .... | .... | 84 | 60 | 144 | 0 | 103 | 41 | 144 | 0 | 0 | 139 | 139 | 139 | 25 | 139 | 1,000 | .... |
| 192 | New York Juvenile Asylum | 0 | 103,326 | 120,907 | 474 | 103 | 557 | 20 | .... | .... | 41 | 318 | 0 | 577 | 420 | 577 | .... | 577 | .... | 0 |
| 193 | New York Society for the Prevention of Cruelty to Children | .... | 12,000 | 12,000 | *h*2 | *h*4 | 6 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 194 | Orphan Asylum Society of the City of New York | .... | .... | 25,083 | 98 | 65 | 163 | .... | .... | .... | 143 | 20 | .... | 153 | 153 | 153 | .... | 153 | .... | .... |
| 195 | Orphans' Home and Asylum of the Protestant Episcopal Church | .... | 17,914 | 17,038 | 67 | 74 | 141 | 0 | .... | .... | .... | .... | .... | 100 | 85 | 70 | 0 | 141 | 589 | 89 |
| 196 | Roman Catholic Orphan Asylum | 0 | (*i*) | (*i*) | .... | 400 | .... | .... | .... | .... | 100 | 300 | .... | 380 | 380 | 400 | .... | 20 | .... | .... |
| 197 | Roman Catholic Orphan Asylum | 0 | (*i*) | (*i*) | .... | 182 | 182 | 0 | 10 | 172 | 83 | 99 | 0 | 153 | 153 | 153 | .... | .... | 352 | 52 |
| 198 | Roman Catholic Orphan Asylum | 0 | *j*117,593 | *j*115,863 | 483 | 0 | 482 | 1 | 215 | 268 | 121 | 362 | .... | 465 | 332 | 405 | 0 | 3 | .... | .... |
| 199 | St. Barnabas House | 0 | 6,629 | 6,601 | 0 | 16 | 16 | 0 | 16 | 0 | 2 | 6 | 0 | 16 | 16 | 16 | .... | .... | .... | .... |
| 200 | St. Joseph's Asylum in the City of New York* | 50,000 | 14,313 | 12,956 | 105 | 92 | 197 | 0 | 34 | 163 | 78 | 109 | .... | 143 | 143 | 143 | .... | 2 | 200 | .... |
| 201 | St. Stephen's Home for Children* | .... | 12,466 | 12,466 | 95 | 131 | 226 | .... | 60 | 166 | 58 | 156 | .... | 198 | 198 | 198 | 80 | 40 | 250 | 30 |
| 202 | St. Vincent de Paul Orphan Asylum* | .... | 12,055 | 12,083 | 44 | 62 | 106 | .... | .... | 106 | 29 | 77 | .... | 106 | 60 | 80 | .... | 30 | .... | .... |
| 203 | The Sheltering Arms | 48,826 | 39,032 | 28,984 | 63 | 73 | 136 | 0 | 56 | 80 | 2 | 78 | 0 | 116 | 116 | 116 | 3 | 136 | 550 | 120 |
| 204 | The Society for the Relief of Half-Orphan and Destitute Children. | .... | 20,000 | 20,000 | 93 | 80 | 173 | .... | 46 | 127 | .... | 173 | .... | 142 | 126 | 142 | 0 | 0 | 260 | .... |
| 205 | Oswego Orphan Asylum | 20,400 | 4,247 | 4,446 | 20 | 15 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 206 | Roman Catholic Orphan Asylum* | .... | (*i*) | (*i*) | 108 | .... | 108 | .... | 78 | 30 | 64 | 44 | .... | 108 | 108 | 108 | 64 | 108 | 160 | 20 |
| 207 | Children's Home | 1,684 | 3,681 | 3,675 | 38 | 10 | 45 | 3 | 39 | 9 | 2 | 19 | .... | 44 | 24 | 40 | .... | .... | 235 | .... |
| 208 | Home for the Friendless of Northern New York | 0 | 1,865 | 1,558 | 10 | 10 | 20 | 0 | .... | .... | .... | .... | 2 | (*f*) | (*f*) | (*f*) | 0 | 0 | 0 | 0 |
| 209 | Poughkeepsie Orphan House and Home for the Friendless | .... | 11,071 | 7,237 | 30 | 11 | 41 | 0 | .... | .... | 4 | 24 | .... | 30 | 11 | 15 | .... | .... | .... | .... |
| 210 | Western New York Home for Homeless and Dependent Children. *k* | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 211 | St. Margaret's Home* | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |
| 212 | Church Home of the Protestant Episcopal Church | 7,740 | 6,045 | 5,259 | 19 | 15 | 33 | 1 | .... | .... | 1 | .... | 0 | 34 | .... | .... | .... | 34 | .... | .... |
| 213 | Rochester Orphan Asylum | 13,500 | 11,203 | 10,705 | 75 | 26 | 92 | 9 | 26 | 75 | 12 | 48 | 18 | 75 | 75 | 75 | .... | .... | 820 | 30 |
| 214 | St. Joseph's German Orphan Asylum* | 0 | 10,021 | 9,872 | 25 | 55 | 80 | 0 | .... | .... | 17 | 62 | 1 | 53 | 40 | 40 | 0 | 6 | .... | .... |
| 215 | St. Mary's Orphan Boys' Asylum* | .... | .... | .... | 102 | .... | 102 | .... | 27 | 75 | .... | .... | .... | 90 | 36 | 80 | .... | 1 | .... | .... |
| 216 | St. Patrick's Female Orphan Asylum* | .... | 5,072 | 4,894 | .... | 79 | 77 | 2 | 32 | 47 | 6 | 73 | .... | 72 | 50 | 50 | .... | .... | .... | .... |
| 217 | Onondaga County Orphan Asylum | 52,000 | 15,000 | 13,000 | 105 | 76 | 174 | 7 | 123 | 58 | 12 | 98 | 2 | 160 | 160 | 160 | 17 | 2 | 360 | 10 |
| 218 | St. Vincent de Paul's Asylum and School | 0 | 9,000 | 9,000 | .... | 120 | 120 | .... | 17 | 103 | 58 | 62 | 0 | 110 | 110 | 110 | 110 | .... | 378 | .... |
| 219 | St. Vincent's Female Orphan Asylum | 0 | 16,248 | 14,923 | .... | 130 | 130 | .... | 2 | 128 | 24 | 106 | .... | 110 | 100 | 100 | 100 | 1 | 200 | 40 |
| 220 | Troy Catholic Male Orphan Asylum | 0 | 19,464 | 18,210 | 204 | .... | 204 | .... | 37 | 167 | 41 | 156 | .... | 156 | 118 | 146 | .... | 118 | 283 | .... |

* From Report of the Commissioner of Education for 1879.

*a* In 1878.

*b* Number under instruction only.

*c* See report of the Brooklyn Industrial School Association, Part 3 of this table.

*d* The first of these figures is the total income and the second is the total expenditure of the Roman Catholic Orphan Asylum Society of Brooklyn, which includes St. John's Home, St. Joseph's Female Orphan Asylum, and St. Paul's Industrial School.

*e* See St. John's Home.

*f* Children attend public schools of the city.

*g* The object of this mission is mainly to assist families in their own homes.

*h* A reception room was opened November 1, 1880, for the temporary care of children until they can be provided with homes.

*i* See Roman Catholic Asylum numbered 198 in this table.

*j* The first of these amounts includes the income and the second the expenditure of the Asylum at Peekskill, the Prince Street Asylum, and the Madison Avenue Asylum, New York City, all being under the control of the Roman Catholic Orphan Asylum in the city of New York.

*k* Buildings destroyed by fire in 1880 and school suspended.

*l* There are also 9 adults in the home.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—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 |
| 221 | Troy Orphan Asylum | $52,043 | $14,662 | $10,997 | 48 | 39 | 87 | 0 | 58 | 29 | 11 | 60 | 0 | 80 | 80 | 80 | 67 | 80 | | 512 | 0 |
| 222 | House of the Good Shepherd | 8,000 | 3,071 | 2,723 | 17 | 23 | 39 | 1 | 20 | 20 | .... | .... | .... | 30 | 25 | 25 | .... | 40 | | 30 | 0 |
| 223 | Utica Orphan Asylum | 161,000 | 13,133 | a28,355 | 76 | 43 | 113 | 6 | 117 | 2 | 6 | 78 | 35 | 103 | 103 | 57 | .... | 103 | | 664 | 19 |
| 224 | Thomas Asylum for Orphan and Destitute Indian Children | ..... | 9,174 | 9,174 | 46 | 60 | .... | .... | 106 | .... | 24 | 50 | .... | 90 | 90 | 65 | 50 | 106 | | ..... | ..... |
| 225 | Jefferson County Orphan Asylum* | 20,000 | 6,300 | 5,900 | 55 | 12 | 62 | 5 | 27 | 40 | 4 | 27 | 1 | 58 | 44 | 30 | 0 | 0 | | 0 | 0 |
| 226 | Society for Relief of Destitute Children of Seamen* | 56,000 | ..... | 10,990 | 63 | 48 | 111 | 0 | 42 | 69 | 20 | .... | 0 | 100 | 100 | 85 | 0 | 111 | | 350 | ..... |
| 227 | Orphan Asylum | 1,025 | 12,162 | 12,016 | 88 | 112 | 196 | b4 | 200 | .... | 75 | 125 | .... | 190 | 160 | 150 | .... | 200 | | 200 | ..... |
| 228 | St. James' Home | 0 | 1,200 | 1,200 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | | ..... | ..... |
| 229 | Belmont County Children's Home | ..... | ..... | ..... | (37) | | | | | | | | | | | | | | | ..... | ..... |
| 230 | German Methodist Orphan Asylum* | ..... | 4,000 | 3,500 | 25 | 18 | 43 | 0 | 1 | 42 | 32 | 11 | .... | 40 | 30 | 30 | 10 | 8 | | 400 | ..... |
| 231 | The Children's Home* | 1,400 | 33,921 | 13,333 | 48 | 37 | 85 | 0 | .... | .... | 7 | 40 | 3 | 50 | 30 | 6 | 6 | 1 | | 200 | ..... |
| 232 | Cincinnati Orphan Asylum | 100,000 | 10,000 | 10,000 | 88 | 68 | 156 | .... | .... | .... | 22 | 70 | 0 | c75 | .... | .... | .... | .... | | 200 | 30 |
| 233 | Class of Preservation, Convent of the Good Shepherd | 0 | ..... | 4,562 | .... | 50 | 50 | .... | 4 | 46 | 15 | 31 | .... | 45 | 45 | 45 | .... | .... | | 320 | ..... |
| 234 | German General Protestant Orphan Asylum | 55,420 | 21,510 | 21,875 | 59 | 46 | 105 | 0 | 2 | 103 | 74 | 31 | .... | 89 | 97 | 97 | 89 | .... | | 0 | 0 |
| 235 | New Orphan Asylum for Colored Youth | 0 | 1,200 | ..... | 13 | 9 | .... | 22 | 22 | .... | 13 | 7 | 2 | .... | .... | .... | .... | .... | | ..... | ..... |
| 236 | St. Aloysius' Orphan Asylum* | ..... | 12,000 | 11,000 | 130 | 121 | 251 | .... | .... | .... | 151 | 99 | 1 | 210 | 180 | 210 | 50 | 110 | | ..... | ..... |
| 237 | Bethel Union* | ..... | 8,000 | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | | ..... | ..... |
| 238 | Cleveland Protestant Orphan Asylum | d50,000 | 9,135 | 8,910 | (54) | | | | | | | | | | | | | | | d1,000 | ..... |
| 239 | Jewish Orphan Asylum, I. O. B. B | 100,000 | 42,023 | 67,474 | 138 | 94 | 232 | .... | 232 | .... | 57 | 175 | .... | 235 | 203 | 203 | 203 | 8 | | 600 | 0 |
| 240 | St. Joseph's Orphan Asylum | 0 | ..... | ..... | 0 | 70 | 70 | 0 | 70 | 0 | 20 | 50 | 0 | 40 | 20 | 20 | 0 | 0 | | ..... | ..... |
| 241 | St. Mary's Orphan Asylum* | ..... | ..... | ..... | 0 | 100 | 100 | .... | .... | .... | .... | .... | .... | 100 | 100 | 100 | .... | .... | | ..... | ..... |
| 242 | St. Vincent's Male Orphan Asylum | ..... | 5,445 | 5,308 | 185 | .... | 185 | .... | .... | .... | .... | .... | 0 | 150 | 100 | 100 | .... | 150 | | 100 | ..... |
| 243 | Franklin County Children's Home | ..... | e25,000 | ..... | 37 | 26 | 59 | 4 | 57 | 6 | 6 | 45 | 0 | 48 | 48 | 48 | 0 | 0 | | 0 | 0 |
| 244 | St. Joseph's Orphan Asylum* | ..... | ..... | ..... | 30 | 0 | 30 | 0 | 20 | 10 | 24 | 6 | .... | 25 | 25 | 25 | .... | .... | | 3,000 | ..... |
| 245 | St. Vincent's Orphan Asylum | 0 | 6,324 | 6,324 | 83 | 84 | 167 | 0 | 45 | 122 | 53 | 114 | 0 | 125 | 100 | 80 | .... | .... | | 300 | 50 |
| 246 | Montgomery County Children's Home* | ..... | ..... | 11,376 | 74 | 29 | 103 | .... | .... | .... | 8 | 40 | 2 | 36 | 39 | 42 | 42 | 10 | | 0 | 0 |
| 247 | St. Joseph's Orphan Home | 4,314 | 2,748 | 1,634 | 10 | 11 | 21 | 0 | 21 | 0 | 21 | .... | 0 | 21 | 21 | 21 | 0 | 0 | | 0 | 0 |
| 248 | Ebenezer Orphan Asylum | 28,000 | 8,600 | 5,025 | 34 | 20 | 54 | 0 | 53 | 1 | 15 | 39 | 0 | 48 | 45 | 48 | 0 | 3 | | 380 | 20 |
| 249 | Children's Home of Butler County* | 0 | 1,500 | 1,349 | 22 | 19 | 40 | 1 | 7 | 34 | 5 | 20 | .... | 24 | 20 | 15 | 6 | 41 | | ..... | ..... |
| 250 | Children's Home of Lawrence County | ..... | ..... | ..... | 24 | 14 | 38 | 0 | .... | .... | 0 | 21 | 7 | 28 | 28 | 10 | .... | .... | | ..... | ..... |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 251 | Warren County Orphan Asylum and Children's Home | 34,000 | | 4,109 | 46 | 10 | 56 | 0 | | | | | 1 | | | | | 260 | 21 |
| 252 | Washington County Children's Home | 0 | | 7,227 | 45 | 20 | 57 | 8 | | | 4 | 31 | 0 | 42 | 22 | 15 | 10 | 65 | |
| 253 | Fairmount Children's Home* | | | 9,018 | 94 | 40 | 125 | 9 | | | 6 | 23 | 1 | 94 | 90 | 64 | | 112 | |
| 254 | Home for Friendless Children | 3,000 | 1,000 | 1,000 | 6 | 2 | 8 | | | 7 | | 2 | 6 | | 6 | 2 | 2 | 8 | 12 |
| 255 | Scioto County Children's Home | 0 | 8,000 | 5,363 | 33 | 20 | 53 | 0 | *f*23 | *f*20 | 13 | 26 | | 36 | 22 | 26 | 0 | 53 | 0 |
| 256 | Clarke County Children's Home | | | 5,000 | 49 | 7 | 48 | 8 | 55 | 1 | 6 | 28 | 12 | 20 | 20 | 10 | | | |
| 257 | Citizen Hospital and Orphan Asylum | | | | 55 | 25 | 80 | | 60 | 20 | 11 | 64 | 5 | 70 | 70 | 70 | | 5 | |
| 258 | German Evangelical Lutheran Orphans' Asylum | 0 | 2,357 | 2,357 | 32 | 16 | 48 | 0 | 12 | 36 | 28 | 19 | 1 | 40 | 36 | 30 | 0 | 1 | 30 | 10 |
| 259 | Protestant Orphans' Home | | 3,159 | 2,928 | 23 | 18 | 35 | 6 | | | 8 | 26 | 0 | 23 | | | | | |
| 260 | Knoop Children's Home | | | | 33 | 34 | 47 | 20 | 67 | | | 50 | | 41 | 39 | 23 | | | |
| 261 | Ohio Soldiers' and Sailors' Orphans' Home | 0 | 126,900 | 96,113 | 360 | 233 | 593 | 0 | | | 123 | 470 | 0 | 510 | 510 | 510 | 0 | 593 | 850 | 500 |
| 262 | McIntire Children's Home*[g] | | 2,700 | 2,700 | 24 | 18 | 42 | 0 | 40 | 2 | 2 | 34 | 0 | 24 | 16 | 16 | 0 | 42 | 0 | 0 |
| 263 | Children's Home (Ladies' Relief Society)* | | 1,752 | 1,177 | 6 | 8 | 14 | | | | | | | (*c*) | (*c*) | (*c*) | (*c*) | | 20 | 0 |
| 264 | House of the Good Shepherd | 0 | 10,000 | 10,000 | 0 | 90 | 90 | 0 | 80 | 10 | 12 | 25 | 0 | 16 | 12 | 12 | 0 | 0 | 0 | 0 |
| 265 | Pittsburgh and Allegheny Home for the Friendless* | | 8,214 | 8,214 | 52 | 43 | 95 | | | | 0 | 0 | | 61 | 61 | 61 | | | | |
| 266 | Protestant Orphan Asylum of Pittsburgh and Allegheny | 200,000 | 12,391 | 11,683 | 98 | 60 | 158 | 0 | | | | | | 134 | 70 | 70 | 40 | 158 | 500 | 100 |
| 267 | St. Joseph's Orphan Asylum | | 8,431 | 7,327 | 90 | 86 | 176 | 0 | 160 | 16 | 76 | 100 | 0 | 130 | 130 | 130 | | 2 | | |
| 268 | St. Paul's Orphan Home | 282 | 5,000 | 5,000 | 22 | 15 | 37 | | | | 7 | 30 | 0 | 37 | 37 | 37 | 15 | 25 | 450 | 50 |
| 269 | White Hall Soldiers' Orphan School | 0 | | | (234) | | 234 | | 234 | | 26 | 208 | | 234 | 200 | 200 | 170 | 200 | 350 | 50 |
| 270 | Chester Springs Soldiers' Orphan School | | | | 123 | 75 | 198 | | | | 23 | 100 | | 198 | 198 | 198 | 198 | 140 | 1,200 | |
| 271 | Dayton Soldiers' Orphan School* | | 26,500 | 26,500 | 99 | 84 | 183 | | 183 | | 65 | 118 | | 183 | 183 | 183 | 183 | 183 | 325 | 0 |
| 272 | Home for the Friendless | 500 | 3,431 | 2,970 | 31 | 30 | 61 | | 51 | 10 | 6 | 48 | 1 | 50 | 46 | 40 | 20 | 60 | 320 | 20 |
| 273 | Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church.* | 22,000 | 6,000 | 6,000 | 60 | 19 | 79 | | 24 | 55 | 39 | 40 | 0 | 79 | 59 | 59 | 30 | 79 | 1,100 | 100 |
| 274 | Pauline Home for Children | | | | 5 | 3 | | | | | | | | | | | | | | |
| 275 | Harford Soldiers' Orphan School | | 24,000 | 24,000 | 111 | 124 | 235 | 0 | 235 | 0 | 75 | 100 | 0 | 235 | 235 | 235 | 235 | 235 | 300 | 100 |
| 276 | Home for the Friendless | | | 2,000 | | 14 | 14 | | 14 | | 0 | 14 | 0 | 14 | 14 | 14 | 14 | 14 | 200 | 24 |
| 277 | Uniontown Soldiers' Orphan School | | 25,000 | 25,000 | 93 | 87 | 176 | 4 | 180 | 0 | | | | 180 | 180 | 180 | 180 | 180 | 300 | |
| 278 | Home for Friendless Children of the City and County of Lancaster. | 2,300 | 11,137 | 9,500 | 67 | 22 | 87 | 2 | | | | | | 75 | 65 | 75 | | 75 | | |
| 279 | Fressler Orphans' Home | | | | (120) | | | | | | | | | | | | | | | |
| 280 | McAllisterville Soldiers' Orphan School* | | 26,000 | 26,000 | 106 | 63 | 169 | | 169 | | 14 | 110 | | 169 | 151 | 151 | 90 | 169 | 800 | 50 |
| 281 | Mansfield Soldiers' Orphan School* | | | | 114 | 86 | 200 | | | | | | | 200 | 200 | 200 | 200 | 200 | | |
| 282 | Mercer Soldiers' Orphan School | | 40,000 | 40,000 | 164 | 124 | 288 | 0 | | | 24 | 213 | 0 | 288 | 288 | 288 | 288 | | 110 | 30 |
| 283 | Emaus Orphan House | | 8,000 | 8,000 | (21) | | 21 | | 21 | | 1 | 20 | | 21 | 20 | 20 | | | 200 | 16 |
| 284 | Aimwell School Association* | 23,650 | 1,500 | 1,500 | 0 | 60 | 60 | 0 | 44 | 16 | 0 | 0 | 0 | 60 | 60 | 60 | 30 | 0 | 0 | 0 |
| 285 | Baptist Orphanage | | 3,391 | 3,663 | 10 | 8 | 18 | 0 | 13 | 5 | 1 | 17 | | 10 | 9 | 9 | 0 | 14 | | |
| 286 | Bethesda Children's Christian Home | 1,800 | 7,000 | 6,500 | 63 | 57 | 120 | | | | | | | | | | | | | |
| 287 | Burd Orphan Asylum of St. Stephen's Church | 350,000 | 15,044 | 15,044 | | 60 | 60 | | 45 | 15 | 26 | 34 | | 60 | 60 | 60 | 15 | 60 | 4,000 | 500 |
| 288 | Church Home for Children | | 12,738 | 11,412 | 3 | 90 | 93 | 0 | 93 | | 8 | 85 | 0 | 87 | 87 | 87 | 0 | 0 | | |
| 289 | The Educational Home* | | 41,770 | 41,770 | 172 | 0 | 172 | 0 | 125 | 47 | | | 0 | 172 | 172 | 172 | 0 | 172 | 600 | 0 |
| 290 | Foster Home Association | | | | (91) | | | | | | | | | | | | | | | |
| 291 | Girard College for Orphans | *10,000,000 | 800,000 | 350,000 | 870 | 0 | 870 | 0 | 522 | 348 | | (870) | 0 | 870 | 870 | 870 | 550 | 870 | 7,527 | 423 |
| 292 | Home for Destitute Colored Children | 29,642 | 3,222 | 3,534 | (30) | | | 30 | | | | | | | | | | | | |
| 293 | Jewish Foster Home and Orphan Asylum | | | 11,975 | 17 | 16 | 33 | | 30 | 3 | 2 | 28 | | 33 | 33 | 33 | 33 | 20 | 300 | 10 |
| 294 | Lincoln Institution* | 10,000 | 30,954 | 28,907 | 100 | | 100 | | 45 | 55 | 40 | 60 | | 100 | 100 | 100 | 100 | 20 | 2,000 | 100 |
| 295 | Newsboys' Aid Society | | 3,646 | 3,645 | 22 | | 22 | | | | | | 0 | | | | | | 9 | 0 |
| 296 | Northern Home for Friendless Children | | | | 98 | 13 | 111 | | | | | | | 98 | 98 | 89 | 111 | 111 | 1,200 | 250 |

* From Report of the Commissioner of Education for 1879.
*a* Includes $18,148 expended for permanent purposes.
*b* Indians.
*c* Children attend public schools of the city.
*d* In 1878.
*e* From taxes only.
*f* Also 10 unknown.
*g* Succeeded by "The John McIntire Children's Home," which was incorporated in 1880.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1880—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 |
| 297 | Philadelphia Orphan Asylum | $974 | a$29,600 | $13,213 | 36 | 44 | 80 | 0 | .... | .... | .... | .... | 0 | .... | .... | .... | .... | .... | | 500 | ..... |
| 298 | Presbyterian Orphanage in the State of Pennsylvania* | 0 | 2,679 | 2,593 | 16 | 12 | 28 | 0 | .... | .... | 2 | 26 | 0 | 28 | 28 | 28 | 28 | 0 | | ..... | ..... |
| 299 | Soldiers' Orphan Institute | 0 | 40,000 | ..... | 185 | 132 | 317 | 0 | .... | .... | .... | .... | 0 | .... | .... | .... | .... | .... | | 1,900 | 500 |
| 300 | Southern Home for Destitute Children | 25,000 | 9,000 | 9,144 | 78 | 30 | 108 | 0 | .... | .... | .... | .... | .... | 75 | 75 | 75 | 0 | 0 | | 0 | ..... |
| 301 | "The Shelter" for Colored Orphans | ..... | 15,805 | 15,805 | 53 | 27 | 0 | 80 | 79 | 1 | 40 | 40 | 0 | .... | .... | .... | 0 | 0 | | ..... | ..... |
| 302 | Union Temporary Home | ..... | ..... | ..... | 47 | 10 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | | ..... | ..... |
| 303 | Western Home for Poor Children | ..... | ..... | ..... | (80) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | | ..... | ..... |
| 304 | Benevolent Association Home for Children* | 0 | 2,137 | 2,164 | 10 | 9 | 19 | 0 | 19 | 0 | 8 | 11 | 0 | 19 | 19 | 16 | 0 | 0 | | 200 | 40 |
| 305 | St. Catharine's Female Orphan Asylum | ..... | ..... | ..... | .... | 35 | 35 | .... | 20 | 15 | 10 | 18 | .... | 34 | 34 | 34 | .... | 5 | | ..... | ..... |
| 306 | Home for Friendless Women and Children | ..... | ..... | ..... | 18 | 20 | 38 | .... | 7 | 31 | 27 | 10 | 1 | 22 | 9 | 9 | .... | .... | | ..... | ..... |
| 307 | St. Vincent's Orphan Asylum | ..... | 10,125 | 10,121 | 63 | 59 | 122 | .... | 115 | 7 | 38 | 84 | .... | 116 | 116 | 116 | .... | 2 | | ..... | ..... |
| 308 | Emlen Institution* | ..... | ..... | ..... | 17 | .... | .... | 17 | 17 | .... | 9 | 8 | .... | 17 | 17 | 17 | .... | .... | | 200 | ..... |
| 309 | Home for Friendless Children | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | | ..... | ..... |
| 310 | Allegheny County Home* | ..... | 40,000 | 53,855 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | | ..... | ..... |
| 311 | Bethany Orphan Home* | ..... | ..... | ..... | 36 | 30 | 66 | 0 | 50 | 16 | 10 | 56 | .... | 66 | 58 | 58 | .... | 66 | | 350 | ..... |
| 312 | Children's Home for Borough and County of York | 8,000 | 4,500 | 4,317 | 27 | 19 | 46 | 0 | .... | .... | 5 | 28 | 0 | 46 | 46 | 25 | .... | 46 | | ..... | ..... |
| 313 | Bristol Home for Destitute Children | 1,000 | 426 | 425 | 3 | 2 | 5 | .... | 4 | 1 | .... | 5 | .... | (*b*) | (*b*) | (*b*) | (*b*) | (*b*) | | 250 | 32 |
| 314 | St. Mary's Orphanage | ..... | 1,297 | 1,136 | 8 | 12 | 20 | .... | .... | .... | 4 | 7 | .... | 10 | 10 | 10 | .... | .... | | ..... | ..... |
| 315 | Children's Friend Society* | 60,000 | 11,000 | 11,000 | 41 | 33 | 74 | .... | .... | .... | 12 | 50 | 0 | 68 | 50 | 50 | .... | 68 | | ..... | ..... |
| 316 | Providence Association for the Benefit of Colored Children | 20,075 | 3,166 | 3,138 | 11 | 18 | .... | 29 | 29 | .... | .... | 8 | 21 | 20 | 15 | 18 | 0 | 29 | | ..... | ..... |
| 317 | St. Aloysius Orphan Asylum | 23,970 | 13,725 | 10,794 | 114 | 97 | 211 | 0 | 133 | 78 | 60 | 151 | 0 | 156 | 98 | 80 | 40 | 40 | | 320 | ..... |
| 318 | Charleston Orphan House* | 185,000 | 8,000 | 21,000 | 144 | 97 | 241 | 0 | .... | .... | 70 | 171 | 0 | 196 | 196 | 196 | .... | 241 | | 2,376 | 81 |
| 319 | Holy Communion Church Institute | 0 | 24,699 | 28,936 | c125 | 0 | 125 | .... | 125 | .... | 15 | 42 | 0 | 206 | 206 | 206 | 28 | .... | | ..... | ..... |
| 320 | Thornwell Orphanage | 4,500 | 2,185 | 2,141 | 8 | 20 | 28 | 0 | 28 | 0 | 18 | 10 | 0 | 28 | 28 | 28 | 0 | 16 | | 699 | 52 |
| 321 | Canfield Orphan Asylum | ..... | ..... | ..... | 15 | 17 | .... | 32 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | | ..... | ..... |
| 322 | Church Orphans' Home | ..... | 2,500 | 2,500 | 10 | 30 | 40 | 0 | 30 | 10 | 34 | 6 | .... | 30 | 30 | 30 | .... | 30 | | ..... | ..... |
| 323 | Nashville Protestant Orphan Asylum | ..... | 3,000 | 3,000 | 6 | 22 | 28 | 0 | .... | 4 | 13 | 15 | 2 | 16 | 6 | 9 | .... | .... | | 304 | 0 |
| 324 | St. Mary's Orphan Asylum | ..... | 5,000 | 5,000 | 40 | 58 | 98 | 0 | .... | .... | .... | .... | .... | 75 | 50 | 60 | 15 | 50 | | 200 | 40 |
| 325 | St. Joseph's Orphan Asylum | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | | ..... | ..... |
| 326 | Home for Destitute Children | 50,000 | 6,000 | 6,000 | 50 | 25 | 70 | 5 | .... | .... | .... | .... | 0 | 60 | 60 | 50 | .... | .... | | ..... | ..... |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 327 | Providence Orphan Asylum | | 4,000 | 4,000 | 40 | 50 | 90 | .... | 90 | .... | 19 | 59 | 12 | 60 | 30 | 60 | .... | .... | 150 | 8 |
| 328 | Fredericksburg Female Orphan Asylum* | 6,000 | 950 | 950 | 7 | 18 | 25 | .... | 25 | 0 | .... | .... | .... | 25 | 25 | .... | .... | .... | 0 | ..... |
| 329 | Jackson Orphan Asylum* | 1,600 | 1,800 | 1,700 | 1 | 9 | 10 | 0 | 10 | .... | .... | .... | .... | 10 | 10 | 10 | 0 | .... | ..... | ..... |
| 330 | Norfolk City Female Orphan Asylum* | 120,000 | 2,900 | 3,000 | .... | .... | .... | .... | .... | .... | 12 | 13 | .... | .... | 24 | 24 | .... | .... | 150 | 65 |
| 331 | St. Paul's Church Home | ..... | ..... | ..... | .... | 7 | 7 | 0 | 5 | 2 | .... | 7 | .... | 7 | 7 | 7 | .... | .... | ..... | ..... |
| 332 | Portsmouth Orphan Asylum | 25,000 | 1,500 | 1,500 | 10 | 5 | 15 | .... | 15 | .... | 4 | 11 | .... | 13 | 13 | 12 | .... | .... | ..... | ..... |
| 333 | Richmond Male Orphan Asylum | 50,000 | 5,500 | 4,682 | 50 | .... | 50 | .... | .... | .... | 10 | 40 | .... | 45 | 40 | 37 | .... | .... | ..... | ..... |
| 334 | St. Joseph's Orphan Asylum* | ..... | ..... | ..... | .... | 60 | 60 | .... | 60 | .... | 40 | 20 | .... | 60 | 60 | 60 | .... | .... | ..... | ..... |
| 335 | St. Paul's Church Home | ..... | ..... | ..... | 0 | 32 | .... | 0 | 30 | 2 | 10 | 22 | 0 | 32 | 32 | 32 | 0 | 0 | 0 | 0 |
| 336 | St. Vincent's Roman Catholic Orphan Asylum* | 0 | 7,602 | 8,438 | 0 | 52 | 52 | 0 | 32 | 20 | 20 | 32 | 0 | 46 | 43 | 43 | 0 | 0 | ..... | ..... |
| 337 | St. Mary's Orphan Asylum | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 338 | Home for the Friendless | ..... | 682 | 661 | 1 | 1 | 1 | 1 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 339 | St. Joseph's Orphan Asylum | ..... | ..... | ..... | .... | 21 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 340 | Cadle Home and Hospital | ..... | ..... | ..... | 1 | 3 | 4 | 0 | 4 | .... | .... | 4 | .... | (b) | (b) | (b) | (b) | (b) | ..... | ..... |
| 341 | St. Joseph's Orphan Asylum | ..... | ..... | 1,281 | 47 | 31 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 342 | St. Michael's Male Orphan Asylum | ..... | ..... | ..... | 35 | .... | .... | .... | .... | .... | 35 | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 343 | Milwaukee Orphans' Asylum | ..... | 5,937 | 5,410 | 57 | 23 | 78 | 2 | .... | .... | 10 | 79 | 0 | 40 | 25 | 24 | 0 | 0 | 350 | 36 |
| 344 | St. Joseph's Asylum* | ..... | ..... | ..... | .... | 62 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 345 | St. Rose's Orphan Asylum | 0 | 8,000 | 8,000 | 0 | 80 | 80 | 0 | 69 | 11 | 49 | 31 | 0 | 80 | 80 | 75 | 4 | 7 | ..... | ..... |
| 346 | Taylor Orphan Asylum | 145,446 | 9,807 | 7,033 | 13 | 20 | 33 | 0 | 4 | 29 | 2 | 29 | 2 | 27 | 27 | 27 | .... | 27 | 120 | 20 |
| 347 | St. Æmilian's Orphan Asylum* | 0 | 6,000 | 5,000 | 127 | .... | 124 | 3 | 117 | 10 | 11 | 115 | 1 | 109 | 109 | 99 | 10 | 13 | 620 | 135 |
| 348 | St. Francis Female Orphan Asylum | ..... | ..... | ..... | .... | 41 | .... | .... | .... | .... | 41 | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 349 | German Protestant Orphan Asylum | ..... | ..... | ..... | 18 | 17 | 35 | .... | .... | .... | .... | .... | .... | b25 | b25 | b25 | b25 | .... | ..... | ..... |
| 350 | National Home for Destitute Colored Women and Children | 0 | 6,982 | 6,982 | 59 | d39 | 0 | 103 | 103 | 0 | 50 | 48 | 0 | 72 | 72 | 72 | 72 | 72 | 275 | 0 |
| 351 | St. Joseph's Orphan Asylum | ..... | ..... | ..... | e100 | .... | 100 | .... | 19 | 81 | 44 | 56 | .... | e90 | e68 | e68 | e68 | .... | ..... | ..... |
| 352 | St. Vincent's Female Orphan Asylum | ..... | 10,000 | 10,000 | 0 | 130 | 130 | 0 | 128 | 2 | 98 | 32 | 0 | 100 | 100 | 100 | 0 | 2 | 500 | 35 |
| 353 | Cherokee Orphan Asylum | ..... | 22,000 | 14,386 | 63 | 67 | .... | .... | .... | .... | 130 | .... | .... | 130 | 130 | 130 | 130 | 130 | 60 | 0 |
| 354 | Chickasaw Orphan School | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 355 | St. Vincent's Asylum and Industrial Home | ..... | ..... | ..... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |

* From Report of the Commissioner of Education for 1879.
*a* Includes mortgage paid off, balance on hand, &c.
*b* Children attend public schools of the city.
*c* Also 81 day pupils.
*d* Also 5 old women.
*e* Also 80 day pupils.

TABLE XXII.—PART 2.—*Statistics of infant asylums.*

| | Name. | Location. | Year of incorporation. | Year of organization. | Superintendent. | Religious denomination. | Number of nurses and other employés. | | Total number of infants received since foundation. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Male. | Female. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | Little Sisters' Infant Shelter* | San Francisco, Cal | 1874 | 1874 | Mrs. George H. Ames, secretary | Non-sect | ..... | 3 | ..... |
| 2 | Day Nursery, Union for Home Work | Hartford, Conn | 1872 | 1872 | Sarah C. Kellogg, manager | Non-sect | ..... | ..... | ..... |
| 3 | Foundlings' Home | Chicago, Ill | 1872 | 1871 | Dr. George E. Shipman | Non-sect | ..... | 30 | 3,000 |
| 4 | St. Vincent's Infant Asylum | New Orleans, La. (Magazine street). | ..... | ..... | Sister Mary Agnes, sister servant | R. C | ..... | 14 | ..... |
| 5 | Boston North End Mission (nursery department) | Boston, Mass. (201 North st.) | 1867 | 1873 | Rev. Samuel T. Frost | Non-sect | 0 | 3 | *300 |
| 6 | Day Nursery | Boston, Mass. (39 North Bennett street). | ..... | ..... | Miss P. G. Adam, directress | ..... | ..... | a7 | 100 |
| 7 | Massachusetts Infant Asylum* | Boston, Mass. (Boylston Station). | 1867 | 1867 | Miss Elizabeth Clapp, matron | Non-sect | ..... | 10 | 916 |
| 8 | St. Mary's Infant Asylum | Boston, Mass. (Bowdoin st., Dorchester district). | ..... | ..... | Sisters of Charity | R. C | ..... | 6 | b328 |
| 9 | House of Providence | Detroit, Mich | 1872 | 1869 | Sister M. Ellen | R. C | 1 | 11 | 1,118 |
| 10 | Woman's Hospital and Foundlings' Home | Detroit, Mich | 1869 | 1869 | Emily F. Wells, M. D | Non-sect | ..... | ..... | 1,133 |
| 11 | Home Nursery of the Industrial School Association | Brooklyn, N. Y | ..... | ..... | Mrs. Thorne, head nurse | Non-sect | ..... | ..... | ..... |
| 12 | Buffalo Widows' and Infants' Asylum | Buffalo, N. Y. (126 Edward street). | 1852 | 1848 | Sister M. Clarence | R. C | 2 | 10 | 3,548 |
| 13 | Babies' Shelter | New York, N. Y. (143 West Twentieth street). | ..... | 1873 | Sister Catharine | P. E | ..... | 4 | ..... |
| 14 | Foundling Asylum of the Sisters of Charity | New York, N. Y. (Sixty-eighth st., between Third and Lexington avenues). | 1869 | 1869 | Sister M. Irene, directress | R. C | ..... | 142 | 10,862 |
| 15 | New York Infant Asylum c | New York, N. Y. (Sixty-first street and Tenth avenue). | 1865 | 1871 | Mrs. M. Ennever, matron | Non-sect | ..... | 2 | 1,764 |
| 16 | Nursery and Child's Hospital of the City of New York. d | New York, N. Y. (Lexington ave. and Fifty-first st.) | 1854 | (1854) (1870) | Mary A. Du Bois, first directress | Non-sect | e10 | e54 | e18,912 |
| 17 | Shelter and Baby Nurseries (American Female Guardian Society). | New York, N. Y | ..... | ..... | ..... | Non-sect | ..... | ..... | ..... |
| 18 | Day Home | Troy, N. Y | 1862 | 1858 | Mrs. Sarah S. McConihe, president | Non-sect | 0 | 3 | ..... |
| 19 | Day Nursery for Children | Philadelphia, Pa | 1873 | 1863 | Mrs. Margaret Lafferty, matron | Non-sect | ..... | 4 | ..... |
| 20 | Lombard Street Day Nursery | Philadelphia, Pa. (430 Lombard street). | 0 | 1878 | Mrs. M. J. Woods, matron | Non-sect | ..... | 3 | 230 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 21 | Philadelphia Home for Infants | Philadelphia, Pa | 1873 | 1873 | | Non-sect | | | |
| 22 | Rhode Island Children's Hospital and Nursery | Providence, R. I | 1872 | 1868 | Sara I. Derby, matron | Non-sect | | 3 | |
| 23 | St. Vincent's Infant Asylum | Milwaukee, Wis | | 1877 | Sister Simeon, sister servant | R. C | | 9 | |
| 24 | St. Ann's Infant Asylum* | Washington, D. C | 1863 | 1860 | Sister Agnes Relihan | R. C | 2 | 9 | |

* From Report of the Commissioner of Education for 1879.

*a* Includes 3 Kindergarten teachers.

*b* Number received during the year.

*c* The branches of this asylum are at Flushing and Mt. Vernon, N. Y.

*d* Includes country branch at West New Brighton, Staten Island.

*e* From a return for the year 1878.

TABLE XXII.—PART 2.—*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* | | | Contributions | | |
| 2 | Day Nursery, Union for Home Work | Under 8 | | Contributions, donations, and membership fees. | | |
| 3 | Foundlings' Home | 1 month. | Desertion | Contributions | | Adopted in families. |
| 4 | St. Vincent's Infant Asylum | | | | | |
| 5 | Boston North End Mission (nursery department). | 2–5 | Foundlings, or children needing care while mothers are at work or sick. | Voluntary contributions | Those belonging to the Kindergarten. | Adopted or returned to friends. |
| 6 | Day Nursery | 1½–5 | Need of care while parents are sick or at work. | Private charity | Those of the Kindergarten. | |
| 7 | Massachusetts Infant Asylum* | Under 9 | | Endowment, State appropriation, and contributions. | | |
| 8 | St. Mary's Infant Asylum | | | | | |
| 9 | House of Providence | Under 5 | Abandoned | Contributions | | Adopted or transferred to St. Vincent's Orphan Asylum. |
| 10 | Woman's Hospital and Foundlings' Home | | | Contributions and board of children. | | Adopted or returned to mothers. |
| 11 | Home Nursery of the Industrial School Association. | 2–4 | | | | |
| 12 | Buffalo Widows' and Infants' Asylum | | | Contributions, county appropriation, and proceeds from festivals. | | |
| 13 | Babies' Shelter | | | Contributions and board of children. | | |
| 14 | Foundling Asylum of the Sisters of Charity | | | Contributions and per capita allowance from city. | | |
| 15 | New York Infant Asylum *a* | 2 yrs. & under. | Foundlings and other infants needing care. | City appropriation and contributions. | | Adopted or bound out or indentured when of suitable age to some profession, trade, or employment. |
| 16 | Nursery and Child's Hospital of the City of New York. *b* | 4 yrs. & under. | Freedom from contagious disease and payment of board. | By appropriations and contributions. | Sewing and house work. | Returned to friends, adopted, sent to other institutions or to the West. |
| 17 | Shelter and Baby Nurseries (American Female Guardian Society). | | | | | |
| 18 | Day Home | | Children of the poor and vicious in need of care. | By contributions | Sewing and domestic work. | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 19 | Day Nursery for Children | Under 8 | Children of poor, industrious women whose work calls them from their homes. | Donations and subscriptions | | |
| 20 | Lombard Street Day Nursery | | | Contributions, subscriptions, rent, and pay for care of children. | Those of the Kindergarten. | |
| 21 | Philadelphia Home for Infants | 3 yrs. & under. | Need of protection | | | Transferred to other homes, adopted, or returned to friends. |
| 22 | Rhode Island Children's Hospital and Nursery. | | | By contributions | | |
| 23 | St. Vincent's Infant Asylum | | Homelessness | Donations and board of inmates | | |
| 24 | St. Ann's Infant Asylum* | | | Appropriation | | |

* From Report of the Commissioner of Education for 1879.
*a* The branches of this asylum are at Flushing and Mt. Vernon, N. Y.
*b* Includes country branch at West New Brighton, Staten Island.

TABLE XXII.—PART 2.—*Statistics of infant 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 |
| 1 | Little Sisters' Infant Shelter* | $2,000 | $5,969 | $5,274 | 18 | 20 | 38 | 0 | .... | 38 | 25 | 8 | 2 | (a) | (a) | (a) | (a) | (a) | ..... | ..... |
| 2 | Day Nursery, Union for Home Work | ..... | ..... | 760 | (b11) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 3 | Foundlings' Home | ..... | 6,279 | 6,279 | 17 | 23 | 38 | 2 | .... | .... | .... | .... | 22 | .... | .... | .... | .... | .... | ..... | ..... |
| 4 | St. Vincent's Infant Asylum | ..... | ..... | ..... | (200) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 5 | Boston North End Mission (nursery department) | ..... | 1,500 | ..... | 12 | 13 | 24 | 1 | .... | .... | .... | .... | .... | (a) | (a) | (a) | (a) | (a) | ..... | ..... |
| 6 | Day Nursery | ..... | ..... | ..... | | | | | | | | | | (a) | (a) | (a) | (a) | (a) | ..... | ..... |
| 7 | Massachusetts Infant Asylum* | 39,858 | 19,662 | 20,143 | 63 | 44 | 104 | 3 | .... | .... | .... | .... | 38 | .... | .... | .... | .... | .... | ..... | ..... |
| 8 | St. Mary's Infant Asylum | ..... | ..... | ..... | (47) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 9 | House of Providence | 0 | 3,800 | 3,791 | 21 | 12 | 32 | 1 | 33 | 0 | 7 | 5 | 21 | .... | .... | .... | .... | .... | ..... | ..... |
| 10 | Woman's Hospital and Foundlings' Home | 0 | ..... | ..... | 5 | 3 | 8 | 0 | 8 | 0 | .... | 4 | 1 | .... | .... | .... | .... | .... | ..... | ..... |
| 11 | Home Nursery of the Industrial School Association | ..... | ..... | ..... | (20) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 12 | Buffalo Widows' and Infants' Asylum | 0 | 14,350 | 14,350 | 52 | 30 | 82 | 0 | .... | .... | 27 | 55 | 0 | .... | .... | .... | .... | .... | ..... | ..... |
| 13 | Babies' Shelter | 0 | 4,784 | 4,553 | 10 | 14 | 24 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 14 | Foundling Asylum of the Sisters of Charity | 0 | 244,535 | 236,015 | 821 | 668 | .... | .... | .... | .... | .... | .... | .... | (a) | (a) | (a) | (a) | (a) | ..... | ..... |
| 15 | New York Infant Asylum c | ..... | 64,849 | 58,198 | 168 | 52 | 215 | 5 | 126 | 94 | 6 | 35 | 1 | .... | .... | .... | .... | .... | ..... | ..... |
| 16 | Nursery and Child's Hospital of the City of New York d | e50,000 | 139,987 | 130,902 | (642) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 17 | Shelter and Baby Nurseries (American Female Guardian Society) | ..... | ..... | ..... | | | | | | | | | | | | | | | ..... | ..... |
| 18 | Day Home | 35,160 | 3,093 | 2,461 | 100 | 108 | .... | .... | 40 | 168 | 6 | 80 | 1 | .... | .... | .... | .... | .... | ..... | ..... |
| 19 | Day Nursery for Children | 0 | 2,328 | 1,334 | (b19) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 20 | Lombard Street Day Nursery | 0 | 1,949 | 1,793 | (b45) | | 45 | 0 | .... | .... | .... | .... | 1 | (a) | (a) | (a) | (a) | (a) | ..... | ..... |
| 21 | Philadelphia Home for Infants | ..... | ..... | ..... | (38) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 22 | Rhode Island Children's Hospital and Nursery | ..... | ..... | ..... | | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 23 | St. Vincent's Infant Asylum | ..... | 2,966 | 2,966 | (39) | | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |
| 24 | St. Ann's Infant Asylum* | f5,000 | ..... | ..... | 57 | 28 | 83 | 2 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | ..... | ..... |

* From Report of the Commissioner of Education for 1879.
*a* Kindergarten instruction given.
*b* Average daily attendance.
*c* The branches of this asylum are at Flushing and Mt. Vernon, N. Y.
*d* Includes country branch at West New Brighton, Staten Island.
*e* In 1878.
*f* From appropriation.

TABLE XXII.—PART 3.—*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 | Sewing School, Union for Home Work | Hartford, Conn | ..... | ..... | Mrs. W. Bacon and Miss M. L. Collins. | Non-sect | ..... | 40 | ..... |
| 2 | Burr Mission Industrial School* | Chicago, Ill | 1864 | 1867 | Miss Helen M. Heffron, teacher | Non-sect | ..... | 1 | ..... |
| 3 | Home Industrial School* | Chicago, Ill | 1868 | ..... | Mrs. J. Grant | Non-sect | ..... | 2 | ..... |
| 4 | Railroad Mission Industrial School* | Chicago, Ill | ..... | ..... | Miss F. C. Jones | Presb | ..... | 25 | ..... |
| 5 | Girls' Industrial School (Women's Christian Home Mission). | Peoria, Ill | 1876 | 1866 | Mrs. E. D. Hardin | Non-sect | 0 | 26 | *327 |
| 6 | Busy Bee | Richmond, Ind | ..... | 1867 | Mrs. Martha Valentine | Friends | ..... | 22 | *560 |
| 7 | House of the Angel Guardian | Near Newport, Ky. (Highland avenue). | 1876 | 1866 | Mother M. of St. Scholastica | R. C | 0 | 16 | *962 |
| 8 | Industrial School | New Orleans, La | ..... | ..... | Rev. Father Mariné, c. s. c., provincial. | R. C | 2 | ..... | ..... |
| 9 | Industrial School (House of the Good Shepherd)* | New Orleans, La | ..... | ..... | Sister Mary of St. Rose, superior | R. C | ..... | ..... | ..... |
| 10 | St. Elizabeth's House of Industry* | New Orleans, La | ..... | ..... | Sister Angelica | R. C | ..... | 20 | ..... |
| 11 | Maine Industrial School for Girls* | Hallowell, Me | 1872 | 1875 | E. Rowell, manager | Non-sect | ..... | 3 | 113 |
| 12 | St. Luke's Sewing School | Portland, Me | ..... | 1864 | Mrs. Charles W. Barrett | P. E | ..... | 10 | 1,500 |
| 13 | Industrial School for Colored Girls | Annapolis, Md | ..... | 1878 | Mrs. Marshal Oliver, president | P. E | ..... | 8 | ..... |
| 14 | St. Joseph's House of Industry | Baltimore, Md | 1866 | 1866 | Sister Josepha | R. C | ..... | 9 | 500 |
| 15 | St. Mary's Industrial School for Boys | Carroll, Md | 1866 | 1866 | Brother Alexius | R. C | 10 | ..... | 1,427 |
| 16 | Industrial School for Girls* | Boston, Mass. (Dorchester district). | 1854 | 1854 | Miss H. R. Burns, matron | Non-sect | 0 | 1 | 212 |
| 17 | Industrial Schools (Boston North End Mission)*a* | Boston, Mass. (201 North st.) | ..... | ..... | Mrs. A. H. Farnum, secretary | Non-sect | ..... | ..... | ..... |
| 18 | North End Industrial Home | Boston, Mass. (39 N. Bennet street.) | ..... | 1879 | Mrs. L. E. Caswell and Miss Velma C. Wright, managers. | Non-sect | (18) | | ..... |
| 19 | Detroit Industrial School* | Detroit, Mich | 1859 | 1857 | Mrs. C. Van Husan, president | Non-sect | ..... | 1 | ..... |
| 20 | Good Shepherd Industrial School for Girls* | St. Paul, Minn | ..... | 1869 | Mother Mary of St. Bernard | R. C | ..... | 3 | ..... |
| 21 | Industrial School (St. Joseph's Convent of Mercy). | St. Louis, Mo | *b*1857 | *b*1856 | Mother Mary de Pazzi | R. C | ..... | *b*35 | *b*32, 511 |
| 22 | Industrial Schools (Children's Friend Society)* | Albany, N. Y | 1863 | 1857 | Agnes Pruyn, treasurer | Non-sect | 0 | ..... | ..... |

* From Report of Commissioner of Education for 1879. *a* Girls' Industrial School was not in active operation during 1880. *b* In St. Joseph's Convent of Mercy.

TABLE XXII.—PART 3.—*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. |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Males. | Females. | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 23 | Brooklyn Industrial School Association and Home for Destitute Children. | Brooklyn, N. Y. | 1854 | 1854 | Adeline E. Warner, principal of home school. | Non-sect. | ..... | *a*7 | ..... |
| 24 | Eastern District Industrial School | Brooklyn, N. Y. (South 3d st.) | ..... | ..... | Emma T. Whittlesey, principal | Non-sect. | ..... | 1 | ..... |
| 25 | Industrial School of the Sisters of Mercy | Brooklyn N. Y. (Willoughby, corner of Classon avenue). | ..... | ..... | Mother M. Bonaventure, principal | ..... | ..... | 6 | ..... |
| 26 | Industrial Schools (Children's Aid Society) | Brooklyn, N. Y. | 1866 | 1866 | Richard D. Douglass | Non-sect. | ..... | 5 | 8,596 |
| 27 | St. Paul's Industrial School | Brooklyn, N. Y. | ..... | ..... | Sister Constantia, superior | R. C | ..... | 13 | ..... |
| 28 | Children's Aid Society Industrial Schools | New York, N. Y. (19 East 4th street. | 1855 | 1854 | John W. Skinner | Non-sect. | *b*5 | *b*79 | ..... |
| 29 | Five Points House of Industry | New York, N. Y. (155 Worth street). | 1854 | 1851 | William F. Barnard | Non-sect. | 2 | 7 | *32,008 |
| 30 | Industrial Home of the Hebrew Orphan Asylum | New York, N. Y. | 1860 | 1869 | Joseph Gantz, manager | Hebrew | ..... | ..... | ..... |
| 31 | Industrial School of St. Augustine's Chapel | New York, N. Y. (105, 107, and 109 East Houston street). | ..... | 1870 | Miss Elizabeth D. Bininger | P. E | ..... | 41 | ..... |
| 32 | Industrial School of the United Relief Works of the Society for Ethical Culture. | New York, N. Y. | ..... | ..... | Dr. G. Bamberger, principal | ..... | ..... | ..... | ..... |
| 33 | Industrial Schools of the American Female Guardian Society.* | New York, N. Y. (29 East 29th street). | 1849 | 1854 | Mrs. L. B. Ely, principal of Industrial School No. 1. | Non-sect. | 0 | 42 | 69,758 |
| 34 | St. Joseph's Industrial Home | New York, N Y. (East 81st street). | 1858 | 1869 | M. M. Gertrude | R. C | ..... | 12 | *1,906 |
| 35 | St. Vincent's Industrial School | New York, N. Y. (343 W. 42d street). | 1856 | 1856 | Sister M. Helena | R. C | ..... | 8 | ..... |
| 36 | Wilson Industrial School for Girls and Mission | New York, N. Y. (125 St. Mark's place). | 1854 | 1853 | Miss Emily Huntington, matron | Non-sect. | ..... | 4 | 3,000 |
| 37 | The Industrial School of Rochester* | Rochester, N. Y | 1857 | 1857 | Miss C. A. Hamilton, matron | Non-sect. | 0 | 2 | ..... |
| 38 | House of the Good Shepherd* | Tomkins Cove, N. Y. | 1870 | 1866 | Rev. E. Gay, jr | P. E | 1 | 1 | 296 |
| 39 | Industrial School and Home (Children's Aid Society).* | Cleveland, Ohio | 1865 | 1865 | William Sampson | Non-sect. | ..... | 2 | 800 |
| 40 | St. Luke's Sewing School | Marietta, Ohio | 1871 | 1870 | Miss S. B. McFarland, president | P. E | ..... | 6 | 500 |
| 41 | Warren Street Mission Sewing School No. 3* | Marietta, Ohio | ..... | 1877 | Mrs. Catharine A. Ewing | Non-sect. | ..... | 2 | 150 |
| 42 | Toledo Industrial School | Toledo, Ohio | 1875 | 1874 | Miss Mary C. Dickinson, president | Non-sect. | ..... | 1 | ..... |
| 43 | House of Industry Colored School* | Philadelphia, Pa | ..... | 1848 | Jane S. Street, principal | ..... | ..... | 3 | ..... |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 44 | Industrial Home for Girls* | Philadelphia, Pa | 1859 | 1858 | Mrs. Reeves, matron | Non-sect | | 1 | 496 |
| 45 | West Philadelphia Industrial School of the Immaculate Conception.* | Philadelphia, Pa. (39th and Pine streets). | 1858 | | Mother Mary of St. Ignatius | R. C | 0 | 12 | 1,200 |
| 46 | Girl's Industrial Home* | Knoxville, Tenn | 1879 | 1873 | Mrs. William Aiken, president | Non-sect | | | 69 |
| 47 | Knoxville Industrial School | Knoxville, Tenn | | | Emily L. Austin | Non-sect | | | |
| 48 | Miller Manual Labor School | Batesville, Va | | 1878 | C. E. Vawter, M. A | | 5 | 1 | 104 |
| 49 | School of the Good Shepherd* | Lawrenceville, Va | | 1879 | Mrs. F. E. Buford | P. E | 1 | 1 | 160 |
| 50 | House of the Good Shepherd | Milwaukee, Wis | 1877 | | | R. C | | | |
| 51 | Industrial Home School | Georgetown, D. C | 1872 | 1864 | Leverett Barnes | Non-sect | 3 | 2 | 936 |

* From Report of the Commissioner of Education for 1879.

*a* Also sewing committees, who superintend and aid in the sewing department.

*b* In 1879.

TABLE XXII.—PART 3.—*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 | Sewing School, Union for Home Work | | | | Sewing; the older girls receive instruction in housework and cookery. | |
| 2 | Burr Mission Industrial School* | | | Endowment | Sewing, knitting, crocheting, &c. | |
| 3 | Home Industrial School* | No limit | Destitution | Endowment | General housework, sewing, and knitting. | |
| 4 | Railroad Mission Industrial School* | 7–18 | | By First Presbyterian Church. | Sewing | |
| 5 | Girls' Industrial School (Women's Christian Home Mission). | 5–16 | | Voluntary contributions | Sewing and kindred branches | |
| 6 | Busy Bee | Under 18 | | Donations | Knitting and various kinds of needlework. | |
| 7 | House of the Angel Guardian. | 2–15 | | Contributions and labor of inmates. | House duties, fine sewing, embroidery, lace making, knitting, &c. | |
| 8 | Industrial School | | | | | |
| 9 | Industrial School (House of the Good Shepherd).* | | | | | |
| 10 | St. Elizabeth's House of Industry* | | | | Useful trades | |
| 11 | Maine Industrial School for Girls* | 7–15 | | State appropriation and donations. | Housekeeping and sewing | Homes in families. |
| 12 | St. Luke's Sewing School | Over 6 | | Voluntary contributions | Plain sewing | |
| 13 | Industrial School for Colored Girls | | | Contributions, subscriptions, and proceeds of entertainments. | Sewing, housework, waitress's work, cookery, and washing. | Placed at service. |
| 14 | St. Joseph's House of Industry | 14 | Must be of blameless character. | By industry of inmates | Dressmaking, tailoring, shirt making, embroidery, plain sewing, and millinery. | Situations are provided. |
| 15 | St. Mary's Industrial School for Boys | 8–16 | | Appropriations, contributions, and labor of inmates. | Farming, gardening, printing, shoemaking, blacksmithing, carpentry, tailoring, basket making, baking, and bottle covering. | Indentured, furnished homes, or returned to friends. |
| 16 | Industrial School for Girls* | 6–10 | | Donations, subscriptions, and legacies. | All domestic duties, sewing, knitting, &c. | Girls are under guardianship of the managers until 21 years of age. |

| | | | | | | |
|---|---|---|---|---|---|---|
| 17 | Industrial Schools (Boston North End Mission). *a* | No limit | | Donations, proceeds of fair, &c. | Sewing | |
| 18 | North End Industrial Home | No limit | Need of employment and care. | Subscriptions, collections, private charity, &c. | There are eleven departments of work in the Home, including laundry, sewing rooms, the boys' workshop, printing office, cookery school, kitchen garden, &c. | |
| 19 | Detroit Industrial School* | | Poverty | Contributions and rents | House duties and sewing | |
| 20 | Good Shepherd Industrial School for Girls* | | | Contributions, labor of inmates, and tuition fees. | Laundry work, fancy work, and plain sewing. | |
| 21 | Industrial School (St. Joseph's Convent of Mercy). | 10 | | Contributions, industry of inmates, &c. | General housework, sewing, knitting, &c. | Provided with situations. |
| 22 | Industrial Schools (Children's Friend Society).* | 4–14 | | Contributions and interest on invested funds. | Domestic duties and sewing | Girls are put out to service. |
| 23 | Brooklyn Industrial School Association and Home for Destitute Children. | | | Subscriptions, board of inmates, excise fees, interest on investments, and proceeds of fair. | Sewing and kitchen garden work. | |
| 24 | Eastern District Industrial School | | | | | |
| 25 | Industrial School of the Sisters of Mercy | | | | | |
| 26 | Industrial Schools (Children's Aid Society). | Under 13 | | Voluntary contributions | Sewing, knitting, and kitchen garden work. | Placed in good families. |
| 27 | St. Paul's Industrial School | | | | | |
| 28 | Children's Aid Society Industrial Schools | | Destitution | State appropriations and contributions. | Sewing; there is a kitchen garden class in the Thirty-fifth street school. | Teachers look after them. |
| 29 | Five Points House of Industry | 2½–13 | | Appropriation, contributions, and board of children. | Sewing, type-setting, kitchen garden work, &c. | Placed in homes or returned to friends. |
| 30 | Industrial Home of the Hebrew Orphan Asylum. | | | | Printing and shoemaking | |
| 31 | Industrial School of St. Augustine's Chapel. | | | Church appropriation | Hand and machine sewing, embroidery, cutting, &c. | |
| 32 | Industrial School of the United Relief Works of the Society for Ethical Culture. | | | | Rudimentary principles of mechanical operations. | |
| 33 | Industrial Schools of the American Female Guardian Society.* | 5–21 | Destitution | Appropriations from school fund and contributions. | Sewing | |
| 34 | St. Joseph's Industrial Home | 3 | Destitution and good character. | Appropriations, contributions, tuition fees, and board. | House duties, knitting, sewing, and use of sewing machine. | |
| 35 | St. Vincent's Industrial School | 12 | | Industry of inmates and tuition fees. | Domestic work, hand and machine sewing, dress and cloakmaking. | |
| 36 | Wilson Industrial School for Girls and Mission. | 5 | | Voluntary contributions | Sewing and kitchen garden work. | Provided with situations. |
| 37 | The Industrial School of Rochester* | Under 15 | | Board of children, contributions, and income from invested funds. | Housework | |
| 38 | House of the Good Shepherd* | | Need of care and protection. | By donations | Housework, farmwork and gardening. | |
| 39 | Industrial School and Home (Children's Aid Society).* | 4–16 | | Voluntary contributions | Agriculture, housework, knitting, and sewing. | Placed in homes until of age. |

* From Report of the Commissioner of Education for 1879.

*a* Girls' Industrial School was not in active operation during the year 1880.

TABLE XXII.—PART 3.—*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 |
| 40 | St. Luke's Sewing School* | 7–15 | | Church contributions and donations. | Sewing | |
| 41 | Warren Street Mission Sewing School No. 3.* | 6–14 | | By contributions | Sewing | |
| 42 | Toledo Industrial School | | Indigence | Voluntary contributions | Domestic work and sewing | |
| 43 | House of Industry Colored School* | 6 | | Private | Sewing | Placed in situations. |
| 44 | Industrial Home for Girls* | 12 and over | Good health and virtuous record. | Voluntary contributions | Sewing, laundry, and housework. | Given two suits of clothing. |
| 45 | West Philadelphia Industrial School of the Immaculate Conception.* | 5–21 | | Labor of inmates and tuition fees. | Domestic work, dressmaking, embroidery, and use of sewing machine. | Placed in situations in families or taken by friends. |
| 46 | Girls' Industrial Home* | 2–12 | | Contributions and labor of inmates. | Domestic work and sewing | |
| 47 | Knoxville Industrial School | | | Contributions | Sewing and kitchen garden work | |
| 48 | Miller Manual Labor School | Under 18 | Poverty and must be residents of the county. | Endowment | Domestic work, farming, printing, carpentry, telegraphy, and foundry work. | |
| 49 | School of the Good Shepherd* | | | Sustained by the P.E. Church | Sewing for girls | |
| 50 | House of the Good Shepherd | | In need of protection or reformation. | Appropriation, donations, board, and labor of inmates. | Sewing | |
| 51 | Industrial Home School | 6–14 | | Appropriation and labor of inmates. | General domestic work, gardening, carpentry, sewing, shoemaking and tree-box making. | Placed in families. |

*From Report of the Commissioner of Education for 1879.

TABLE XXII.—PART 3.—*Statistics of industrial schools*—Continued.

| | Name. | Amount of permanent funds. | 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 |
| 1 | Sewing School, Union for Home Work | ..... | *a*$18,004 | *a*$14,347 | ..... | 103 | 103 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | 300 | ..... |
| 2 | Burr Mission Industrial School* | ..... | *b*3,205 | *b*3,205 | 42 | 55 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | *b*253 | ..... |
| 3 | Home Industrial School* | ..... | ..... | ..... | 10 | 20 | ..... | ..... | ..... | ..... | 15 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 4 | Railroad Mission Industrial School* | $100 | 150 | 150 | ..... | 200 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 5 | Girls' Industrial School (Women's Christian Home Mission). | 0 | ..... | ..... | 0 | 350 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 6 | Busy Bee | ..... | 25 | 24 | 25 | 55 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 7 | House of the Angel Guardian | 0 | ..... | ..... | 0 | 80 | ..... | ..... | ..... | ..... | 28 | 38 | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 8 | Industrial School | ..... | ..... | ..... | 25 | 0 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 9 | Industrial School (House of the Good Shepherd)* | ..... | ..... | ..... | ..... | 70 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 10 | St. Elizabeth's House of Industry* | ..... | ..... | ..... | ..... | 170 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 11 | Maine Industrial School for Girls* | 0 | 5,103 | 529 | ..... | 37 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | 700 | 125 |
| 12 | St. Luke's Sewing School | 0 | 100 | 100 | 0 | 175 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | 250 | 0 |
| 13 | Industrial School for Colored Girls | ..... | 419 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 14 | St. Joseph's House of Industry | ..... | ..... | ..... | ..... | 45 | ..... | ..... | ..... | ..... | 40 | 5 | ..... | ..... | ..... | ..... | ..... | ..... | | 400 | 50 |
| 15 | St. Mary's Industrial School for Boys | ..... | 42,304 | 65,464 | 379 | ..... | ..... | ..... | *c*180 | *c*2 | ..... | ..... | ..... | 379 | 379 | 275 | ..... | ..... | | *1,124 | ..... |
| 16 | Industrial School for Girls* | 3,630 | 5,341 | 5,366 | ..... | 24 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 17 | Industrial Schools (Boston North End Mission) *d* | ..... | *a*10,854 | *a*9,538 | ..... | 85 | 85 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 18 | North End Industrial Home | ..... | 8,833 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | ..... | ..... |
| 19 | Detroit Industrial School* | ..... | 5,251 | 5,251 | 30 | 22 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | 0 | ..... |
| 20 | Good Shepherd Industrial School for Girls* | ..... | ..... | ..... | ..... | 40 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | 150 | ..... |
| 21 | Industrial School (St. Joseph's Convent of Mercy) | 0 | ..... | ..... | ..... | 30 | 29 | 1 | 22 | 8 | 13 | 17 | 0 | 15 | 15 | 15 | ..... | ..... | | ..... | ..... |
| 22 | Industrial Schools (Children's Friend Society)* | 14,800 | 2,598 | 2,589 | (97) | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | | 0 | ..... |

* From Report of the Commissioner of Education for 1879.

*a* For all departments of work.

*b* Appears to include report on these items of the Sabbath school with which the industrial school is connected.

*c* Of those received during the year.

*d* Girls' Industrial School was not in active operation during 1880.

TABLE XXII.—PART 3.—*Statistics of industrial schools*—Continued.

| | Name. | Amount of permanent funds. | 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 |
| 23 | Brooklyn Industrial School Association and Home for Destitute Children. | ..... | [a]$115,415 | $40,968 | (554) | | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 0 | ..... |
| 24 | Eastern District Industrial School | ..... | ..... | ..... | 35 | 24 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 59 | 59 | 59 | ..... | ..... | ..... | ..... |
| 25 | Industrial School of the Sisters of Mercy | ..... | ..... | ..... | ..... | 355 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 257 | 257 | 257 | ..... | ..... | ..... | ..... |
| 26 | Industrial Schools (Children's Aid Society) | $0 | 2,814 | ..... | 260 | 271 | ..... | ..... | ..... | ..... | ..... | 10 | ..... | ..... | ..... | ..... | ..... | ..... | 200 | 30 |
| 27 | St. Paul's Industrial School | ..... | (*b*) | (*b*) | ..... | 249 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 28 | Children's Aid Society Industrial Schools | ..... | [c][d]205,583 | [d]204,340 | (c[e]9,098) | | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,614 | ..... |
| 29 | Five Points House of Industry | 0 | 45,489 | 43,796 | 386 | 237 | ..... | ..... | ..... | ..... | 13 | 141 | ..... | ..... | ..... | ..... | ..... | ..... | 1,200 | 100 |
| 30 | Industrial Home of the Hebrew Orphan Asylum | ..... | 32,916 | 31,269 | 16 | ..... | ..... | ..... | ..... | ..... | 4 | 12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 31 | Industrial School of St. Augustine's Chapel | ..... | 657 | 657 | ..... | 682 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 32 | Industrial School of the United Relief Works of the Society for Ethical Culture. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 33 | Industrial Schools of the American Female Guardian Society.* | 0 | 16,377 | 32,302 | 3,023 | 2,913 | ..... | ..... | ..... | ..... | 742 | 1,484 | ..... | ..... | ..... | ..... | ..... | ..... | 1,400 | 200 |
| 34 | St. Joseph's Industrial Home | ..... | 60,758 | 60,629 | 195 | 378 | ..... | ..... | ..... | ..... | 30 | 150 | ..... | ..... | ..... | ..... | ..... | ..... | *250 | ..... |
| 35 | St. Vincent's Industrial School | ..... | ..... | ..... | ..... | 75 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 568 | ..... |
| 36 | Wilson Industrial School for Girls and Mission | 9,000 | 9,000 | 8,277 | ..... | 300 | ..... | ..... | ..... | ..... | 60 | 150 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 37 | The Industrial School of Rochester* | 20,000 | 5,146 | 5,398 | 26 | 22 | ..... | ..... | ..... | ..... | 6 | 19 | ..... | ..... | ..... | ..... | ..... | ..... | 150 | ..... |
| 38 | House of the Good Shepherd* | 0 | 5,000 | 5,000 | 20 | 20 | ..... | ..... | ..... | ..... | 19 | 41 | ..... | ..... | ..... | ..... | ..... | ..... | 600 | ..... |
| 39 | Industrial School and Home (Children's Aid Society).* | 0 | ..... | 7,434 | 40 | 10 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 176 | ..... |
| 40 | St. Luke's Sewing School | ..... | ..... | ..... | 0 | 60 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 41 | Warren Street Mission Sewing School No. 3* | ..... | ..... | ..... | ..... | 54 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 42 | Toledo Industrial School | ..... | 1,000 | 1,000 | 35 | 36 | ..... | ..... | ..... | ..... | 1 | 26 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 43 | House of Industry Colored School* | ..... | ..... | ..... | 56 | 73 | ..... | ..... | ..... | ..... | 8 | 25 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 44 | Industrial Home for Girls* | 0 | 2,352 | 2,598 | 0 | 26 | 26 | ..... | ..... | ..... | ..... | ..... | ..... | 26 | 26 | 26 | 0 | 0 | ..... | ..... |

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 45 | West Philadelphia Industrial School of the Immaculate Conception.* | 0 | ..... | ..... | 0 | 110 | ..... | ..... | ..... | ..... | 50 | 60 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 46 | Girls' Industrial Home* | 0 | 963 | 931 | ..... | ..... | ..... | ..... | ..... | ..... | 6 | 51 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 47 | Knoxville Industrial School | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 48 | Miller Manual Labor School | 1,000,000 | 58,450 | 46,547 | 100 | 0 | 100 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 49 | School of the Good Shepherd* | ..... | ..... | ..... | 60 | 100 | ..... | 160 | ..... | ..... | ..... | ..... | ..... | 160 | 160 | 160 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 50 | House of the Good Shepherd | 0 | 6,136 | ..... | 0 | 50 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 51 | Industrial Home School | 0 | 5,682 | 4,402 | 51 | 30 | ..... | ..... | ..... | ..... | 3 | 49 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 300 | 150 | ..... |

* From Report of the Commissioner of Education for 1879.

*a* $62,890 for building fund and $9,620 for permanent investment fund are included.

*b* For report of these items see St. John's Home (Part 1 of this table).

*c* From report for the year ending November, 1879.

*d* For all departments of work.

*e* In 21 day schools and 11 night schools.

TABLE XXII.—*List of homes and asylums for orphan or dependent children, infant asylums, and industrial schools from which no information has been received.*

| Name. | Location. |
|---|---|
| PART 1.—HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN. | |
| Asylum for Girls | Los Angeles, Cal. |
| Pacific Hebrew Orphan Asylum and Home Society | San Francisco, Cal. |
| St. Boniface's Orphan Asylum | San Francisco, Cal. |
| St. Catharine's Orphan Asylum | Hartford, Conn. |
| St. James' Asylum | Hartford, Conn. |
| Atlanta Benevolent Home | Atlanta, Ga. |
| Methodist Orphans' Home | Atlanta, Ga. |
| St. Joseph's Orphanage | Washington, Ga. |
| White Bluff Female Orphanage | White Bluff, Ga. |
| Swedish Orphan Asylum | Andover, Ill. |
| Newsboys' and Bootblacks' Home | Chicago, Ill. |
| Nursery and Half-Orphan Asylum | Chicago, Ill. |
| Protestant Deaconess's Orphan Home | Jacksonville, Ill. |
| Home for the Friendless | Springfield, Ill. |
| Colored Orphan Asylum | Evansville, Ind. |
| Evansville Orphan Asylum | Evansville, Ind. |
| Ladies' Auxiliary Orphan Asylum Society | Evansville, Ind. |
| German Orphan Asylum | Dubuque, Iowa. |
| Kansas Orphan Asylum | Leavenworth, Kans. |
| Protestant Orphan Asylum | Leavenworth, Kans. |
| Presbyterian Orphans' Home Society of Louisville | Louisville, Ky. |
| Orphans' Home Society | La Têche, La. |
| Half-Orphan Asylum | New Orleans, La. |
| Newsboys' Lodging Home | New Orleans, La. |
| St. Louis Female Orphan Asylum | New Orleans, La. |
| St. Mary's Catholic Orphan Boys' Asylum | New Orleans, La. |
| Orphans' Home | Bath, Me. |
| Henry Watson Children's Aid Society | Baltimore, Md. |
| Johns Hopkins Colored Orphan Asylum | Baltimore, Md. |
| Kelso Orphan Home | Baltimore, Md. |
| St. Anthony's Asylum | Baltimore, Md. |
| St. James' Home for Homeless Children | Baltimore, Md. |
| St. Paul's Orphan Asylum | Baltimore, Md. |
| St. Peter's Asylum for Female Children | Baltimore, Md. |
| Shaw's Asylum for Mariners' Children | Jamaica Plain, Mass. |
| Home for Young Women and Children | Lowell, Mass. |
| N. E. County Home for Orphan and Homeless Children | Winchendon, Mass. |
| St. Anthony's Male Orphan Asylum | Detroit, Mich. |
| St. Vincent's Orphan Home | East Saginaw, Mich. |
| Orphan Asylum | Marquette, Mich. |
| German Orphan Asylum | St. Paul, Minn. |
| St. Joseph's Orphan Asylum | St. Paul, Minn. |
| Home for the Friendless | Hannibal, Mo. |
| Southern Methodist Orphan Home | St. Louis, Mo. |
| Street Boys' Home | St. Louis, Mo. |
| Nevada Orphan Asylum | Virginia City, Nev. |
| Orphan Asylum | Manchester, N. H. |
| St. Michael's Orphan Asylum | Jersey City, N. J. |
| Children's Home | Trenton, N. J. |
| Davenport Female Orphan Institute | Bath, N. Y. |
| Orphans' Home | Brooklyn, N. Y. |
| St. Vincent's Home for Homeless and Destitute Boys | Brooklyn, N. Y. |
| Catholic Home | Buffalo, N. Y. |
| Church Charity Foundation | Buffalo, N. Y. |
| St. Mary's Orphan Asylum | Canandaigua, N. Y. |
| St. John's Orphan Asylum | Greenbush, N. Y. |
| Home of the Friendless | Lockport, N. Y. |
| St. Johnland | Long Island, N. Y. |
| Children's Home | Newburgh, N. Y. |
| Montefiero Widow and Orphan Benefit Society | New York, N. Y. |
| St. Vincent's Home for Homeless Boys of all Occupations | New York, N. Y. |
| Union Home and School | New York, N. Y. |
| St. John's Orphanage | Ogdensburg, N. Y. |
| St. Joseph's Asylum and House of Providence | Syracuse, N. Y. |
| Home for the Friendless and Female Guardian Society | Cincinnati, Ohio. |
| Home for the Friendless | Columbus, Ohio. |
| Orphans' Home | Dayton, Ohio. |
| St. Vincent's Orphan Asylum | Toledo, Ohio. |
| Bridgewater Soldiers' Orphan Home | Bridgewater, Pa. |
| St. Joseph's Orphan Asylum | Erie, Pa. |
| Church Home | Lancaster, Pa. |
| Home for the Friendless | Lancaster, Pa. |
| Mount Joy Soldiers' Orphan School | Mount Joy, Pa. |
| St. Paul's Roman Catholic Orphan Asylum | Pittsburgh, Pa. |
| Women's Christian Association of Pittsburgh and Allegheny | Pittsburgh, Pa. |
| Orphans' Home of the Evangelical Lutheran Church | Rochester, Pa. |
| Home for Friendless Children | Wilkes-Barre, Pa. |
| Orphans' Farm School | Zelienople, Pa. |

TABLE XXII.—*List of homes and asylums for orphans, &c.*—Continued.

| Name. | Location. |
|---|---|
| PART 1.—HOMES AND ASYLUMS, &C.—Continued. | |
| Home for Friendless and Destitute Children | Newport, R. I. |
| Hebrew Orphan Society | Charleston, S. C. |
| Palmetto Orphan Home | Columbia, S. C. |
| Leath Orphan Asylum | Memphis, Tenn. |
| Memphis Bethel | Memphis, Tenn. |
| St. Peter's Orphan Asylum | Memphis, Tenn. |
| Lynchburg Female Orphan Asylum | Lynchburg, Va. |
| Friends' Asylum for Colored Orphans | Richmond, Va. |
| St. John's Orphanage | Washington, D. C. |
| Washington City Orphan Asylum | Washington, D. C. |
| PART 2.—INFANT ASYLUMS. | |
| Infant Foundling Asylum | Covington, Ky. |
| St. Vincent's Infant and Foundling Asylum | Louisville, Ky. |
| St. Elizabeth's Home for Colored Infants | Baltimore, Md. |
| St. Vincent's Infant Asylum | Baltimore, Md. |
| New York Foundling Asylum Society | New York, N. Y. |
| St. Barnabas Day Nursery | New York, N. Y. |
| St. Vincent's Home | Philadelphia, Pa. |
| PART 3.—INDUSTRIAL SCHOOLS. | |
| Industrial Home or Home for the Friendless | Savannah, Ga. |
| Boys' Industrial School | St. Paul, Minn. |
| Girls' Industrial School | St. Paul, Minn. |
| Blind Girls' Industrial Home | St. Louis, Mo. |
| Girls' Industrial Home | St. Louis, Mo. |
| Industrial School of the House of the Good Shepherd | St. Louis, Mo. |
| St. Joseph's Industrial School | Albany, N. Y. |
| St. Mary's Academy and Industrial School | Buffalo, N. Y. |
| Industrial Home | Kingston, N. Y. |
| New York House and School of Industry | New York, N. Y. |
| Free Sewing School | Marietta, Ohio. |
| Pennsylvania Industrial Home for Blind Women | Philadelphia, Pa. |
| Pennsylvania Working Home for Blind Men | Philadelphia, Pa. |
| St. Rose's Industrial School | Washington, D. C. |

TABLE XXII.—*Memoranda.*

| Name. | Location. | Remarks. |
|---|---|---|
| ORPHAN HOMES AND ASYLUMS. | | |
| Home of the Friendless | Evansville, Ind. | A home for unfortunate and friendless women. |
| Orphans' Home | Frankfort, Ky | Closed. |
| Temporary Home for the Destitute | Boston, Mass. | In no sense educational. |
| St. Paul's Female Orphan Asylum or Industrial School. | Brooklyn, N. Y. | See St. Paul's Industrial School, Part 3. |
| Home for the Friendless | Rochester, N. Y | Exclusively a home for old ladies. |
| Home for the Homeless | Utica, N. Y. | A home for aged women. |
| Union Bethel and Newsboys' Home | Cincinnati, Ohio | In no sense educational. |
| Carolina Orphan Home | Spartanburg, S. C. | Reported as suspended in 1879; no further information received. |
| INDUSTRIAL SCHOOLS. | | |
| Preble Chapel Sewing School | Portland, Me | Closed. |
| Protestant Industrial School | Cincinnati, Ohio | Closed. |
| Industrial School | Mineral Ridge, Ohio | Not in existence. |
| Philadelphia Lying-in Charity and Nurse School. | Philadelphia, Pa. | See Table XVII. |

TABLE XXIII.—*Statistics of art instruction for* 1879–'80; *from*

PART I.—INSTITUTIONS AFFORDING ART INSTRUC

| | 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 | Illinois Industrial University. | Champaign, Ill | Illinois Industrial University. | *b*1870 | The State |
| 4 | Art Schools of Chicago Academy of Design. | Chicago, Ill | Corporation of Academy of Design. | 1869 | The Academy |
| 5 | Art Schools of Chicago Academy of Fine Arts. | Chicago, Ill | The Academy | 1879 | Citizens of Chicago |
| 6 | Classes of the Chicago Society of Decorative Art. | Chicago, Ill | The Society | 1877 | Ladies of Chicago |
| 7 | Decorative Art Society, Instruction Department. | Baltimore, Md | | 1878 | Citizens of Baltimore |
| 8 | Maryland Institute Schools of Art and Design. | Baltimore, Md | Maryland Institute | 1848 | Maryland Institute |
| | 1. Night School of Design. | Baltimore, Md | Maryland Institute | 1848 | Maryland Institute |
| | 2. Day School of Art and Design. | Baltimore, Md | Maryland Institute | 1860 | Maryland Institute |
| 9 | Lowell School of Practical Design. *c* | Boston, Mass | Massachusetts Institute of Technology. | 1872 | Trustee of Lowell Institute. |
| 10 | Massachusetts Institute of Technology, Department of Architecture. | Boston, Mass | Massachusetts Institute of Technology. | *d*1861 | William B. Rogers and others. |
| 11 | Massachusetts Normal Art School. | Boston, Mass | By the State | 1873 | By the State |
| 12 | Schools of Drawing and Painting, Museum of Fine Arts. | Boston, Mass | The committee | 1876 | Permanent committee of citizens. |
| 13 | Art Classes of Smith College. | Northampton, Mass. | By the college | 1877 | Trustees |
| 14 | Art Association, Drawing Classes. | Springfield, Mass. | The association | 1879 | E. C. Gardner, W. S. Shurtleff, William Rice, and others. |
| 15 | Worcester County Free Institute of Industrial Science. | Worcester, Mass | By the corporation | 1865 | John Boynton |
| 16 | St. Louis School and Museum of Fine Arts, Washington University. | St. Louis, Mo | Washington University. | 1874 | Washington University |
| 17 | Manchester Art Association. | Manchester, N. H. | The Art Association. | 1871 | William W. Colburn, F. French, H. W. Herrick, and others. |

*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 both sexes, is provided by the trustee of the Lowell Institute, and is in the rooms and under the direction of the Institute of Technology.

*replies to inquiries by the United States Bureau of Education.*

TION, INCLUDING ALL TRAINING IN INDUSTRIAL ART.

| Purpose of institution. | Amount of endowment. | Income for last year. | | Expenditure for last year. | | |
|---|---|---|---|---|---|---|
| | | Amount. | Source. | Amount. | Object. | |
| 6 | 7 | 8 | 9 | 10 | 11 | |
| Instruction in art | | $3,169 45 | Tuition fees | *a*$2,807 30<br>362 15 | Salaries and wages<br>Material for instruction. | 1 |
| Technical and critical instruction in the arts of design, painting, sculpture, and architecture. | $86,000 | 5,300 00<br>200 00<br>3,000 00 | Endowment<br>Donations<br>All other | 6,400 00<br>300 00<br>200 00<br>100 00 | Salaries and wages<br>Repairs, etc<br>Collections<br>Material for instruction. | 2 |
| To educate architects and industrial designers. | | | | | | 3 |
| The founding and maintenance of schools of art. | | | | | | 4 |
| Instruction in drawing, painting, and design. | | 2,400 00<br>2,800 00 | Tuition fees<br>Donations | 850 00<br>1,250 00<br>3,100 00 | Rent, etc<br>Collection and material for instruction.<br>Salaries and wages | 5 |
| To instruct and aid workers in decorative art. | | 823 00<br>656 00<br>635 00<br>237 00 | Tuition fees<br>Donations<br>Members' dues<br>Commissions on sales. | 1,331 00<br>750 00<br>265 00 | Salaries and wages<br>Rents, etc<br>Material for instruction. | 6 |
| Training in artistic industries. | | | | | | 7 |
| The promotion of mechanic arts.<br>Training in elementary and mechanical drawing.<br>Instruction in drawing and painting. | 10,000 | 3,000 00<br>1,752 42 | State grant<br>All other sources | 2,450 00<br>574 62 | Salaries and wages<br>Material for instruction. | 8 |
| Training in practical designing for manufactures. | | 3,000 00 | The Lowell fund. | 3,000 00 | Salaries and material for instruction. | 9 |
| Thorough instruction in architecture. *e* | (*f*) | | | 3,850 00 | Salaries and wages | 10 |
| Training school for teachers of industrial drawing. | | 3,006 75<br>16,925 00 | Tuition fees<br>State appropriation. | 11,050 00<br>8,120 00<br>2,121 54 | Salaries and wages<br>Rent, etc<br>Material for instruction. | 11 |
| Instruction in drawing and painting. | | 7,087 29 | Tuition fees and donations. | 5,968 50<br>1,241 33 | Salaries and wages<br>Material for instruction, etc. | 12 |
| Instruction in drawing and painting. | | | Tuition fees | | Salaries, etc | 13 |
| To promote knowledge and skill in art. | | 60 00<br>2,006 54 | Donations<br>All other sources | 505 96<br>1,426 56<br>98 69 | Salaries and wages<br>Rent, repairs, etc<br>Material for instruction. | 14 |
| Practical application of science and art to the industrial arts. | 630,000 | 22,000 00<br>2,000 00 | Endowment<br>Donations | 24,050 00 | All purposes | 15 |
| Art education | | 1,000 00<br>4,000 00 | Donations<br>All other sources | 3,000 00<br>1,000 00<br>1,000 00 | Salaries and wages<br>Collections<br>Material for instruction. | 16 |
| To promote knowledge and skill in art. | | 260 00 | All sources | 141 23<br>107 29 | Rent<br>Collections | 17 |

*d* Date of founding "The Institute;" department of architecture established in 1865, opened for students in 1868.

*e* Full courses occupy four years each.

*f* As this is only one of several departments of the Institute of Technology, it is not possible to make for it a separate financial statement.

TABLE XXIII.—PART 1.—*Statistics of institutions affording art instruction,*

| | Name. | Location. | By whom owned. | When founded. | By whom founded. |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 18 | The Free School of Design of the Brooklyn Art Association. | Brooklyn, N. Y.... | Stockholders..... | 1861 | Stockholders..... |
| 19 | Cornell University, courses in architecture, mechanic arts, engineering, etc. | Ithaca, N. Y ..... | Cornell University | 1865 | State of New York and Ezra Cornell. |
| 20 | Art Students' League..... | New York, N. Y .. | Members..... | 1875 | Advanced pupils of the National Academy of Design |
| 21 | Cooper Union Art Schools: *b* | | | | |
| | 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..... |
| 22 | Ladies' Art Association .. | New York, N. Y .. | The Association .. | 1870 | Mrs. Mary Stronghtharm Pope and Mrs. Henry Peters Gray. |
| 23 | Society of Decorative Art. | New York, N. Y .. | The Society ..... | 1877 | Six ladies of New York City. |
| 24 | National Academy of Design. | New York, N. Y .. | Corporation of Academicians. | 1826 | Artists of New York.. |
| 25 | School of Design, Vassar College. | Poughkeepsie, N.Y. | Vassar College.... | 1877 | The trustees ..... |
| 26 | College of Fine Arts of Syracuse University. | Syracuse, N. Y.... | Syracuse University. | 1872 | Syracuse University .. |
| 27 | School of Design of the University of Cincinnati. | Cincinnati, Ohio... | City of Cincinnati. | 1869 | City of Cincinnati..... |
| 28 | Women's Art Museum Association. | Cincinnati, Ohio... | Ladies of Cincinnati. | 1877 | An association of women. |
| 29 | School of Design, Ohio Mechanics' Institute. | Cincinnati, Ohio... | The Institute ..... | *c*1856 | By the directors of Institute. |
| 30 | Columbus Art School..... | Columbus, Ohio ... | Columbus Art Association. | 1879 | Art Association..... |
| 31 | Toledo University of Arts and Trades. | Toledo, Ohio ..... | Trustees of University. | 1872 | Jessup W. Scott, Susan Scott, and William Raymond. |
| 32 | Franklin Institute Drawing Classes. | Philadelphia, Pa .. | Franklin Institute. | 1824 | Franklin Institute .... |
| 33 | Art Classes of the Pennsylvania Academy of the Fine Arts. | Philadelphia, Pa .. | Stockholders of the academy. | 1806 | 71 citizens ..... |

*a* Full courses occupy four years each. *b* The statistics of the Cooper Union schools are for the year 1878–'79. *c* Derived from endowment of $150,000 and from rents of Cooper Union Building; whole income for 1878, $41,628.79; expenditure, $44,965.26. *d* All expenses pertaining to the occupation of the building are included in the general expenses of the Cooper Union.

*including all training in industrial art, etc., for* 1879–'80—Continued.

| Purpose of institution. | Amount of endowment. | Income for last year. | | Expenditure for last year. | | |
|---|---|---|---|---|---|---|
| | | Amount. | Source. | Amount. | Object. | |
| 6 | 7 | 8 | 9 | 10 | 11 | |
| Encouragement of art and artists. | ..... | ..... | Municipal grant.<br>All other sources | .....<br>..... | Salaries and wages...<br>Exhibition, schools, etc. | 18 |
| Instruction in architecture, mechanic arts, engineering, etc. *a* | ..... | ..... | ..... | $9,500 00<br>475 00 | Salaries .....<br>Material for instruction. | 19 |
| To afford facilities for high art training and promote fellowship among artists. | ..... | $7,400 00 | All sources ..... | 2,360 00<br>1,900 00<br>500 00<br>200 00 | Salaries and wages...<br>Rent, etc .....<br>Collections .....<br>Material for instruction. | 20 |
| To furnish to women free instruction in the arts of design. | ..... | ..... | Cooper Union revenues. *c* | 7,525 67 | Salaries *d* ..... | 21 |
| Advancement of science and art. | ..... | ..... | Cooper Union revenues. | 6,000 00 | Salaries, etc ..... | |
| To advance the interests of women artists and art students. | .....<br>..... | .....<br>50 00<br>637 33 | Annual fees of members.<br>Donations .....<br>Other sources ... | .....<br>167 49<br>530 00 | .....<br>Wages, etc .....<br>Rent ..... | 22 |
| Exhibition and sale of artistic and decorative work, and to afford training in many branches of artistic and decorative industries. | .....<br>..... | 76 00<br>31,129 77 | Donations .....<br>Subscriptions and commissions. | 50 00<br>2,738 00<br>13,256 34<br>13,507 04 | Material for instruction.<br>Rents, etc .....<br>Cost of material for manufactures.<br>Salaries and wages... | 23 |
| To advance art by public exhibitions and free art schools. | $50,000 | ..... | Endowment and exhibitions. | ..... | Exhibitions, schools, etc. | 24 |
| For instruction in drawing, painting, and modelling. | ..... | ..... | ..... | ..... | ..... | 25 |
| To afford instruction in all the fine arts. *a* | ..... | 8,200 00 | All sources ..... | 7,800 00<br>120 00 | Salaries and wages...<br>Material for instruction. | 26 |
| To teach painting, sculpture, and carving, and for improvement in the industrial arts. | 109,500 | 6,160 00<br>3,637 42 | Endowment.....<br>All other sources | 7,100 00<br>2,697 42 | Salaries and wages...<br>Rents, etc ..... | 27 |
| To promote interest in the application of art to industry, and ultimately to establish an art museum. | ..... | 3,626 39 | Members' dues, donations, etc. | 1,000 00<br>1,000 00 | Salaries and wages...<br>Rent, etc ..... | 28 |
| Advancement of science and art. | ..... | ..... | ..... | 945 00<br>196 21 | Teachers' salaries....<br>Sundries for school... | 29 |
| To provide instruction in all branches of art at the least possible cost to students | ..... | *f*1,971 66 | All sources ..... | 1,785 00 | Salaries, etc ..... | 30 |
| To promote knowledge in the arts and trades, and their related sciences. | 250,000 | ..... | ..... | ..... | ..... | 31 |
| The promotion of the mechanic arts. | ..... | ..... | ..... | ..... | ..... | 32 |
| To educate students of art. | 500 | ..... | ..... | *g*2,231 66 | All purposes ..... | 33 |

*e* The Ohio Mechanics' Institute was founded in 1828. *f* The rent of rooms was also donated.
*g* This is directly for schools; much of the necessary expense is included in the general expenses of the academy.

TABLE XXIII.—PART 1.—*Statistics of institutions affording art instruction,*

| | Name. | Location. | By whom owned. | When founded. | By whom founded. |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 34 | Philadelphia School of Design for Women. | Philadelphia, Pa .. | The corporation... | 1847 | Mrs. Sarah Peter..... |
| 35 | The Pennsylvania Museum and School of Industrial Art. | Philadelphia, Pa .. | Trustees ..... | 1876 | Citizens of Philadelphia. |
| 36 | Pittsburgh School of Design for Women. | Pittsburgh, Pa .... | The corporation... | 1865 | Citizens of Pittsburgh. |
| 37 | Rhode Island School of Design. | Providence, R. I... | The association ... | 1877 | Women's Centennial Commission. |
| 38 | Art School of the Washington Art Club. | Washington, D. C . | The Art Club ..... | 1879 | The Art Club ..... |

*a* The statement of income and expense of the Philadelphia School of Design for Women is for the year beginning January 1, 1880.

*including all training in industrial art, for* 1879–'80, *etc.*—Continued.

| Purpose of institution. | Amount of endowment. | Income for last year. | | Expenditure for last year. | | |
|---|---|---|---|---|---|---|
| | | Amount. | Source. | Amount. | Object. | |
| 6 | 7 | 8 | 9 | 10 | 11 | |
| Thorough industrial art education for women. | ..... | a$425 50 | Interest | $18 51 | Material | 34 |
| | | 3,000 00 | State grant | 2 50 | Repairs | |
| | | 5,440 00 | Tuition fees | 5,745 00 | Salaries and wages | |
| | | 70 00 | Other sources | 910 94 | Sundries for school | |
| The development of art industries by thorough instruction in industrial art. | ..... | (b) | ..... | 3,002 46 | Maintenance of schools. | 35 |
| Education in art | ..... | 950 00 | Donations | 115 68 | Material | 36 |
| | | 1,514 47 | All other sources | 600 00 | Rent, etc | |
| | | | | 1,560 00 | Salaries and wages | |
| Instruction of artisans in industrial art, also the systematic training of students in the fine arts. | $2,000 | 120 00 | Interest on fund | 4,200 00 | Salaries and wages | 37 |
| | | 200 00 | Donations | 800 00 | Rent | |
| | | 300 00 | Members' dues | 800 00 | Collections | |
| | | 3,600 00 | Other sources | 200 00 | Material for instruction.c | |
| Instruction in drawing and painting. | ..... | ..... | ..... | ..... | ..... | 38 |

b For general income and expenditure, see items in table of museums. c A large amount of material was loaned or given, amounting in value to $2,000.

TABLE XXIII.—PART 1.—*Statistics of institutions affording art instruction,*

| | 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. | J. R. Martin, assistant secretary of association, Virgil Williams, director of school. | ..... | .... | 2 | 14 years. | A satisfactory examination and tuition fees. |
| 2 | Yale School of the Fine Arts. | Prof. John F. Weir, director. | a$225,000 | 6 | 7 | Over 15.. | ..... |
| 3 | Illinois Industrial University. | J. M. Gregory, LL. D., president of university; Prof. Peter Roos, in charge of School of Art and Design. | ..... | .... | 5 | ..... | Open to all students of the university. |
| 4 | Art Schools of Chicago Academy of Design. | J. C. Cochrane, president; Enoch Root, corresponding sec'y. | ..... | .... | .... | ..... | ..... |
| 5 | Art Schools of Chicago Academy of Fine Arts. | W. M. R. French, secretary. | ..... | .... | 4 | ..... | ..... |
| 6 | Classes of the Chicago Society of Decorative Art. | Mrs. J. Y. Scammon, president; Prof. Baumgras, principal. | ..... | .... | .... | ..... | ..... |
| 7 | Decorative Art Society, Instruction Department. | J. J. Jackson, secretary; Hugh Newell, director. | ..... | .... | 3 | ..... | ..... |
| 8 | Maryland Institute Schools of Art and Design. | James H. Bond, president; Carroll Spence, chairman committee on schools. | 75,000 | 8 | 5 | ..... | ..... |
| | 1. Night School of Design. | Hugh Newell, principal. | ..... | .... | .... | ..... | Membership in institute. |
| | 2. Day School of Art and Design. | Hugh Newell, principal. | ..... | .... | .... | ..... | Tuition fees..... |
| 9 | Lowell School of Practical Design, Boston, Mass. | Charles Kastner..... | ..... | .... | 1 | ..... | Proficiency in free hand drawing, etc. |
| 10 | Massachusetts Institute of Technology, department of architecture. | William R. Ware, S. B., professor of architecture. | ..... | .... | 4 | 16 years. | Satisfactory examination. |
| 11 | Massachusetts Normal Art School. | Prof. Walter Smith, State art director; William T. Meek, curator. | ..... | .... | 12 | Over 16.. | Proficiency in elementary drawing. |
| 12 | School of Drawing and Painting, Museum of Fine Arts, Boston, Mass. | Prof. William R. Ware, sec'y; Otto Grundmann and F. Crowninshield, instructors. | ..... | .... | 5 | ..... | Responsible reference and regular attendance. |
| 13 | Art Classes of Smith College. | J. W. Champney..... | ..... | .... | .... | ..... | ..... |
| 14 | Drawing Classes of the Springfield Art Association. | E. C. Gardner, corresponding secretary association; Geo. N. Bowers, instructor. | ..... | .... | .... | ..... | Membership and payment of tuition fees. |
| 15 | Worcester County Free Institute of Industrial Science. | Prof. C. O. Thompson.. | 105,000 | .... | 2 | 16 years. | Satisfactory examination. |
| 16 | St. Louis School and Museum of Fine Arts, Washington University. | Prof. Halsey C. Ives, director. | ..... | .... | .... | ..... | ..... |

*a* Site estimated at $25,000 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.

*including all training in industrial art, etc., for* 1879–'80—Continued.

| Branches of instruction. | Annual expense of tuition. | Lectures delivered. | | |
|---|---|---|---|---|
| | | Number. | Subject. | |
| 18 | 19 | 20 | 21 | |
| Drawing and painting | $72, $90 | 3 courses | Anatomy, perspective, color, etc. | 1 |
| Drawing, painting, perspective, anatomy, architecture, life school, history and theory of art. | 100 | Daily *b* | On topics directly related to current work of the school. | 2 |
| Drawing, water colors, wood carving, clay modelling, architecture, history and principles of art. | Free to university students. *c* | 2 courses | History of architecture, æsthetics, perspective, principles of design, and decoration. | 3 |
| | | | | 4 |
| Drawing, painting, perspective, artistic anatomy, and life school. | $25 per term of 12 weeks. | 1 course | Artistic anatomy, $10 per course of 20 lectures. | 5 |
| Drawing, painting in oil and water and on porcelain, wood carving, and Kensington art needlework. | | Semi-weekly | Perspective, mythology in relation to art, the old masters. | 6 |
| Charcoal drawing, water color, china painting, theory of design, and art needlework. | $10 per course, 24 lessons. | | | 7 |
| Elementary mechanical and architectural drawing. | $3 and members' fees. | | | 8 |
| Free hand drawing, drawing from the antique and from the draped model, painting in oil and water colors. | $25 | Weekly | Perspective, ornamental drawing, and decoration. | |
| Practical designing for textile fabrics | | | | 9 |
| 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. | 10 |
| Industrial drawing, machine drawing, ship draughting, painting, modelling, designing, anatomy, sculpture, 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, &c. | 11 |
| Charcoal and crayon drawing and painting from the antique and from life. | 90 | 150, 4 or 5 each week. | Anatomy, history and theory of art, architecture, mythology, costumes, shades, shadows, and perspective. | 12 |
| Drawing and painting | | | Courses on architecture, perspective, and anatomy. | 13 |
| Drawing, modelling, china painting, and Kensington embroidery. | $5 and $10 per term of 20 lessons. | 10 | Relating to art; free to members; to others, 25 cents. | 14 |
| Free hand and mechanical drawing, coloring, etc. | (*e*) | | | 15 |
| Free hand, mechanical, and architectural drawing, painting, wood carving, and modelling. | $80 | 36 | Art history and kindred subjects; free to the public. Class lectures to the students each week. | 16 |

*c* Except for higher drawing and painting; fee for these, $10 per term and $10 incidentals.
*d* Free to citizens of Massachusetts; $50 per annum to others.
*e* Free to students of Worcester County and to 23 State students; $150 per annum to others.

TABLE XXIII.—PART 1.—*Statistics of institutions affording art instruction,*

| | 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 |
| 17 | Manchester Art Association. | George W. Stevens, president; Joseph B. Sawyer, secretary. | ..... | .... | .... | ..... | Membership ..... |
| 18 | The Free School of Design of the Brooklyn Art Association. | E. M. Lowe, secretary association; George O. Annable, principal. | $125,000 | .... | .... | ..... | Desire for improvement. |
| 19 | Cornell University, courses in architecture, mechanic arts, engineering, etc. | Andrew D. White, president university; Prof. Charles Babcock, dean of College of Architecture. | *a*30,000 | .... | 11 | 16 | Satisfactory examination. |
| 20 | Art Students' League, New York. | J. S. Hartley, presid't; F. Waller, corresponding secretary. | ..... | .... | 4 | ..... | Membership or satisfactory examination. |
| 21 | Cooper Union Art Schools, New York. | Prof. J. C. Zachos, curator. | *b*630,000 | .... | .... | ..... | ..... |
| | 1. Woman's Art School. | Mrs. Susan N. Carter.. | ..... | .... | 7 | 16 to 35 | 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. |
| 22 | Ladies' Art Association, New York, N. Y. | Mrs. Fred'k W. Downer, corresponding secret'y; Miss Alice Donlevy, chairman committee on classes. | ..... | .... | 4 | ..... | Membership ..... |
| 23 | Society of Decorative Art, New York. | Mrs. Richard M. Hunt, president; Mrs. Mary Cadwalader Jones, secretary. | ..... | .... | 3 | .... ..... | Desire for improvement. |
| 24 | National Academy of Design, New York. | L. E. Wilmarth, N. A., director. | *d*250,000 | .... | 4 | ..... | Proficiency in elementary drawing. |
| 25 | School of Design, Vassar College. | Prof. Henry Van Ingen | ..... | .... | 2 | 15 | Satisfactory examination. |
| 26 | College of Fine Arts of Syracuse University. | Prof. George F. Comfort, dean. | ..... | .... | 6 | ..... | Satisfactory examination. |
| 27 | School of Design of the University of Cincinnati. | Thomas S. Noble, principal; Thomas Vickers, rector of university. | ..... | .... | 8 | 14 years . | Responsible reference. |
| 28 | Women's Art Museum Association. | Mrs. E. W. Perry, president of association. | ..... | 3 | .... | ..... | Payment of tuition |
| 29 | School of Design, Ohio Mechanics' Institute. | John B. Heich..... | ..... | .... | .... | ..... | ..... |
| 30 | Columbus Art School, Columbus, Ohio. | W. S. Goodnough, director. | ..... | .... | 2 | ..... | Tuition fees..... |
| 31 | Toledo University of Arts and Trades. | Charles J. Shipley .... | ..... | .... | .... | ..... | ..... |
| 32 | Franklin Institute Drawing Classes, Philadelphia, Pa. | Isaac Norris, M. D., secretary of Institute; Philip Pister, M. E., director of drawing classes. | ..... | 3 | .... | ..... | ..... |

*a* Value of Sibley College building.
*b* Cost of building; present estimated value of building and site, $2,000,000.
*c* An afternoon pay class meets three times a week, tuition $15 for 30 lessons: also, lessons in pottery painting, $3 per course.

*including all training in industrial art, etc., for* 1879–'80—Continued.

| Branches of instruction. | Annual expense of tuition. | Lectures delivered. | | |
|---|---|---|---|---|
| | | Number. | Subject. | |
| 18 | 19 | 20 | 21 | |
| Free hand, mechanical, and architectural drawing. | ..... | ..... | ..... | 17 |
| Drawing from the antique; sketching and painting. | Free ..... | ..... | ..... | 18 |
| Free hand, mechanical, architectural drawing, etc. | $75 | Daily ..... | Architecture, engineering, mechanic arts, etc. | 19 |
| Drawing from the antique and from the nude and draped model; classes in perspective, composition, and sketching; classes in portrait painting, modelling, and artistic anatomy. | ..... | 2 courses..... | Perspective and artistic anatomy. | 20 |
| ..... | ..... | ..... | ..... | 21 |
| Drawing, painting, engraving, photography, and normal art instruction. | Free *c* ..... | 3 courses..... | Anatomy, history of art, and perspective. | |
| Free hand, mechanical, and architectural drawing, drawing from life and cast, clay modelling, etc. | Free ..... | ..... | ..... | |
| Figure painting and drawing; painting in oil and water colors, and decorative art, painting on porcelain, designing for embroidery, and embroidery. | ..... | ..... | Essays on art, especially as applied to decoration. | 22 |
| Painting on china and silk, art needlework. | ..... | ..... | ..... | 23 |
| Antique and life schools, school of painting, anatomy, and perspective. | Free ..... | ..... | Annual course on art subjects; free. | 24 |
| Drawing, painting, and modelling .... | $100 | Several courses | Anatomy, perspective, laws of ornament, and history of the fine arts. | 25 |
| 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. | 26 |
| Sculpture, painting, drawing, designing, wood carving, tile and china painting, enamelling, etc. | Free to citizens; to others: night classes, $15; day classes, $30. | Weekly..... | Artistic anatomy..... | 27 |
| Charcoal drawing, modelling in clay, painting in water colors, china painting, and embroidery. | $15 to $18 for 12 lessons. | ..... | ..... | 28 |
| Free hand, mechanical, and architectural drawing, designing, modelling in clay, and life class. | ..... | ..... | ..... | 29 |
| Free hand and mechanical drawing, wood carving, art needlework, lace making, painting in water color, oil, and on china. | $9 to $42 | Occasional .... | On the immediate subjects of study. | 30 |
| ..... | ..... | ..... | ..... | 31 |
| Mechanical, architectural, and topographical drawing, both free hand and instrumental. | *c* $5, $10 | Semiweekly... | Science and mechanic arts .. | 32 |

*d* With site.
*e* Per term of 32 lessons each.

TABLE XXIII.—PART 1.—*Statistics of institutions affording art instruction,*

| | 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 |
| 33 | Art Classes of the Pennsylvania Academy of the Fine Arts. | Thomas Eakins | *a*$475,000 | .... | 8 | ..... | Proficiency in elementary art studies. |
| 34 | Philadelphia School of Design for Women. | Miss E. Croasdale, principal; F. O. Horstmann, secretary. | 100,000 | 17 | 12 | 13 years. | Satisfactory reference, payment of tuition, and daily attendance. |
| 35 | The Pennsylvania Museum and School of Industrial Art. | Dalton Dorr, secretary. | ..... | .... | .... | 15 years. | Satisfactory reference. |
| 36 | Pittsburgh School of Design for Women. | Annie W. Henderson. | ..... | .... | 4 | ..... | Payment of tuition fees and regular attendance. |
| 37 | Rhode Island School of Design. | Prof. George M. Porter. | ..... | .... | 4 | 16 years. | Satisfactory reference. |
| 38 | Art School of the Washington Art Club. | E. C. Messer | ..... | .... | 1 | ..... | ..... |

*a* With site, value of which is estimated at $75,000.

*including all training in industrial art, etc., for* 1879–'80—Continued.

| Branches of instruction. | Annual expense of tuition. | Lectures delivered. | | |
|---|---|---|---|---|
| | | Number. | Subject. | |
| 18 | 19 | 20 | 21 | |
| Drawing, painting, and modelling the human figure from casts and from living models; instruction is given in anatomy; also, in composition, chiaro-oscuro, color perspective, &c. | Free | 33<br>7 | Artistic anatomy<br>Perspective | 33 |
| Thorough courses in the industrial and fine arts. | $40 | Weekly | Comparative anatomy, history of ornament, architecture, decorative art, color, perspective, &c. | 34 |
| Geometrical and free hand drawing, memory and line drawing, perspective, study of light and shade, modelling in clay or wax, elements of color study; special class in free hand drawing and decorative art. | $5, $10, $20 per term of 16 weeks. | 2 courses | Analysis of form as applied to industrial art. | 35 |
| Drawing and painting | $30, $50 | Weekly | Perspective, geometry | 36 |
| Mechanical drawing in all its branches, drawing from the antique and life, anatomy, botany, geometry, perspective, painting in oil and water color, art needlework, designing. | $5, $15 per term of 4 months.*b* | 15 | Relating to art; free to students and members. | 37 |
| Drawing, painting, and life school | $8 and $10 per month for daily lessons. | | | 38 |

*b* Per term of 32 lessons each.

TABLE XXIII.—PART 1.—*Statistics of institutions affording art instruction,*

| | 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 | 65 | 45 | 20 | 265 |
| 2 | Yale School of the Fine Arts, New Haven, Conn | 7 | 144 | 144 | ..... | 600 |
| 3 | Illinois Industrial University, Champaign, Ill. | 2 | 90 | ..... | ..... | 300 |
| 4 | Art Schools of the Chicago Academy of Design, Chicago, Ill. | ..... | ..... | ..... | ..... | ..... |
| 5 | Art Schools of the Chicago Academy of Fine Arts, Chicago, Ill. | 5 | 180 | 70 | 110 | 150 |
| 6 | Classes of the Chicago Society of Decorative Art, Chicago, Ill. | 4 | 280 | ..... | 280 | A few. |
| 7 | Art Classes of Decorative Art Society, Baltimore, Md. | 3 | 47 | 4 | 43 | ..... |
| 8 | Maryland Institute School of Art and Design, Baltimore, Md.: 1. Night School of Design | 6 | 228 | 228 | ..... | 300 |
| | 2. Day School of Art | 2 | *e*110 | 20 | 90 | 300 |
| 9 | Lowell School of Practical Design, Boston, Mass. | 1 | 33 | 15 | 18 | ..... |
| 10 | Massachusetts Institute of Technology, Department of Architecture, Boston, Mass. | *h*2 | 48 | 48 | ..... | 450 |
| 11 | Massachusetts Normal Art School, Boston, Mass | 9 | 245 | 66 | 179 | 150 |
| 12 | School of Drawing and Painting, Museum of Fine Arts, Boston, Mass. | 7 | 111 | 26 | 85 | A few. |
| 13 | Art Classes of Smith College, Northampton, Mass. | 1 | 29 | ..... | 29 | ..... |
| 14 | Drawing Classes of the Springfield Art Association, Springfield, Mass. | 5 | 56 | 18 | 38 | ..... |
| 15 | Worcester County Free Institute of Industrial Science, Worcester, Mass. | 2 | 94 | 94 | ..... | 100 |
| 16 | St. Louis School and Museum of Fine Arts, Washington University, St. Louis, Mo. | 5 | 372 | 291 | 81 | 412 |
| 17 | Manchester Art Association, Manchester, N. H | ..... | ..... | ..... | ..... | 275 |
| 18 | The Free School of Design of the Brooklyn Art Association, Brooklyn, N. Y. *p.* | 1 | 25 | ..... | ..... | ..... |
| 19 | Cornell University, courses in architecture, mechanic arts, engineering, etc., Ithaca, N. Y. | 8 | 109 | ..... | ..... | 1,075 |
| 20 | Art Students' League, New York, N. Y. | 5 | 289 | 152 | 137 | A few. |
| 21 | Cooper Union Art Schools, New York, N. Y.: 1. Woman's Art School | 10 | *u*382 | ..... | 382 | 100 |
| | 2. The Free School of Art | 11 | 1,439 | 1,439 | ..... | ..... |
| 22 | Ladies' Art Association, New York, N. Y. | 9 | 106 | 6 | 100 | ..... |
| 23 | Society of Decorative Art, New York, N. Y. | 3 | 480 | ..... | 480 | 125 |
| 24 | National Academy of Design, New York, N. Y | 6 | 200 | 120 | 80 | 600 |
| 25 | School of Design, Vassar College, Poughkeepsie, N. Y. | 1 | 25 | ..... | 25 | 545 |
| 26 | College of Fine Arts of Syracuse University, Syracuse, N. Y | 7 | *z*28 | 9 | 19 | 150 |

*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 ornaments, &c., for use of students in drawing.

*c* Forty original oil studies by distinguished students of the École des Beaux-Arts, Paris.

*d* 150 of these are the set of architectural casts made by Christian Lehr, of Berlin; there are also 490 medallions, 100 Braun's autotypes of old masters, and a large collection of chromo-lithographs and photographs.

*e* Ten teachers from State Normal School attend every Saturday.

*f* 7 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 of Paris.

*g* There are many hundred samples of foreign and domestic textile fabrics and wall paper.

*h* The mathematical and scientific instruction is given by other professors in the institute.

*i* Most of this collection of architectural casts has been deposited in the Museum of Fine Arts.

*j* 77 additional drawings from the École des Beaux-Arts, 95 lecture diagrams, 3,665 photographs, 35 specimens of stained glass, 32 architectural models, and many specimens of tiles, terra cotta, &c.

*k* Pupils have access to the collections of the museum.

*l* 1 life size anatomical figure and 21 parts of figures.

*m* The art gallery of the college contains 35 oil paintings, 1,200 Braun's autotypes of old masters arranged under the different schools of painting. Forty fine engravings, framed, adorn the public rooms and halls of the college.

*including all training in industrial art, etc., for* 1879–'80—Continued.

| 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 | |
| 49 | 126 | 4 sets. | Many | Many | A few | 10 | 2 gold and 4 silver medals and 4 diplomas, for excellence in drawing and painting. | Annual | 1 |
| 147 | 127 | (c) | Many | 325 | 30 | 1 | For excellence in drawing and painting. | Annual | 2 |
| 189 | d261 | 50 | 50 | A few. | | | | | 3 |
| | | | | | | | | | 4 |
| 50 | | A few | | 130 | | | | Semiannual | 5 |
| | | | Many | | A few | | | | 6 |
| | | A few | A few | | | | | | 7 |
| | Many | Many | | | A few | 7 | Peabody prizes, 3 of $100 each and 4 of $50. | Annual | 8 |
| f20 | 50 | A few | | | A few | | | | |
| | | | (g) | | | | | Annual | 9 |
| | i746 | 32 | Many | 975 | j810 | 2 | Prizes given by Boston Society of Architects, $50 each in books. | Annual | 10 |
| | 150 | 170 | | 1,500 | | | | Annual | 11 |
| k38 | 165 | l22 | | | 20 | | | Annual | 12 |
| 22 | A few | A few | | (m) | | | | | 13 |
| 8 | 38 | 1 set | | | | | | Three times a year. | 14 |
| 12 | 190 | Many | Many | Many | Many | | | | 15 |
| 60 | 180 | nMany | Many | | Many | | | Annual | 16 |
| 11 | o81 | A few | | A few | | | | Semiannual | 17 |
| q26 | r25 | (s) | | 100 | | | | Annual | 18 |
| 7 | 168 | 50 | (t) | 1,375 | 200 | | | | 19 |
| 22 | 10 | | | | A few | | | Annual | 20 |
| 100 | 650 | A few | | Many | Many | 16 | For complete series of drawings in normal class, drawing from cast, from still life, ornamental drawing, portrait drawing, and wood engraving. | Annual | 21 |
| | Many | Many | Many | Many | | 5 | For architectural, cast, object, and mechanical drawing. | | |
| | | (v) | | | | | | Occasional | 22 |
| | | | | | | | | | 23 |
| 160 | | | | 500 | | 4 | Suydam medals, silver and bronze, life school; Elliott medals, silver and bronze, antique school. | Annual | 24 |
| w23 | x16 | (y) | | | | | | Annual | 25 |
| | 62 | A few | A few | Manyaa | | | | Annual | 26 |

*n* 900 photographs in glass slides to be used with stereopticon, very complete in architectural examples.

*o* 50 are statuettes; groups by Rogers.

*p* There is also a painting class of 17, five of whom are ladies, which meets Wednesday and Saturday evenings to paint from draped model.

*q* 13 are statues.

*r* 12 full size "masks," 4 small "busts;" remainder "parts of figure." Also, a full set of Kensington casts of fruit, flowers, foliage, etc.

*s* Full set of Walter Smith's models for elementary drawing.

*t* A collection of 1,390 photographs, mostly architectural.

*u* 90 of these were in the pay drawing class and 37 in the engraving class.

*v* The association owns a small collection of china; other materials for the use of students, such as books on art, porcelain, laces, embroideries, paintings, &c., are freely loaned by members as the occasion demands.

*w* 4 are statues.

*x* 7 are reductions of antique statues.

*y* Set of 62 large diagrams for illustrating architecture; also 2,000 Braun's autotypes, and many other photographs.

*z* The total number of students in this department is 106; 78 of these are in the musical classes only.

*aa* A large collection of photographs.

TABLE XXIII.—PART 1.—*Statistics of institutions affording art instruction,*

| | 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 |
| 27 | School of Design of the University of Cincinnati, Cincinnati, Ohio. | 8 | 312 | 105 | 207 | c100 |
| 28 | Women's Art Museum Association | 6 | 203 | ..... | 203 | A few. |
| 29 | School of Design, Ohio Mechanics' Institute | 12 | 235 | 235 | ..... | ..... |
| 30 | Columbus Art School, Columbus, Ohio | 6 | 251 | 41 | 210 | 225 |
| 31 | Toledo University of Arts and Trades, Toledo, Ohio | ..... | ..... | ..... | ..... | ..... |
| 32 | Franklin Institute Drawing Classes, Philadelphia, Pa | 2 | 116 | ..... | ..... | 250 |
| 33 | Art Classes of the Pennsylvania Academy of the Fine Arts, Philadelphia, Pa. | 4 | 277 | 163 | 114 | 1,000 |
| 34 | Philadelphia School of Design for Women, Philadelphia, Pa | 9 | 249 | ..... | 249 | 113 |
| 35 | The Pennsylvania Museum and School of Industrial Art, Philadelphia, Pa. | 2 | 107 | 65 | 42 | 600 |
| 36 | Pittsburgh School of Design for Women, Pittsburgh, Pa | 3 | 60 | ..... | 60 | ..... |
| 37 | Rhode Island School of Design, Providence, R. I | 8 | 161 | 103 | 58 | 70 |
| 38 | Art School, Washington, D. C | 2 | 75 | 24 | 51 | ..... |

*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 ornaments, &c., for use of students in drawing.
*c* Students have access to public library, in which are nearly 4,000 volumes of art books.
*d* 41 of these are reduced figures and busts.

*including all training in industrial art, etc., for* 1879–'80—Continued.

| 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 | |
| 15 | *d*222 | ..... | ..... | 708 | *e*11 | .... | Gold and silver medals and diplomas. | Annual ..... | 27 |
| A few | A few | A few | A few | A few . | A few | .... | ..... | ..... | 28 |
| ..... | Many | Many | Many | ..... | ..... | 9 | Gold, silver, and bronze medals.... | Annual ..... | 29 |
| 6 | 56 | 64 | 310 | ..... | ..... | .... | ..... | Annual ..... | 30 |
| ..... | ..... | ..... | ..... | ..... | ..... | .... | ..... | ..... | 31 |
| ..... | ..... | Many | A few | Many . | 500 | .... | ..... | Annual ..... | 32 |
| 184 | 103 | ..... | ..... | *f*50, 000 | 200 | 1 | $100 for best painting by a lady of Philadelphia. | ..... | 33 |
| 70 | 290 | ..... | ..... | Many . | 1, 000 | 4 | 3 gold medals, 1 for best designs, 1 for best illustrations, 1 for greatest progress and for regular attendance; other prizes for excellence in the various studies. | Annual ..... | 34 |
| ..... | ..... | *g*Many | Many | Many . | Many | .... | ..... | Annual ..... | 35 |
| 49 | Many | ..... | ..... | Many . | Many | 6 | 1 gold, 3 silver, 2 bronze medals for best work. | Annual ..... | 36 |
| *h*36 | 160 | 2 sets | Many | Many . | ..... | 6 | Silver medals for best work in different departments. | Annual ..... | 37 |
| ..... | A few | A few | ..... | ..... | ..... | .... | ..... | ..... | 38 |

*e* 9 reproductions of ancient armor, 15 oil paintings, and 48 autotypes.
*f* Also 200 Braun's autotypes, 150 photographs, a manikin, and colored anatomical casts. Students have access to the art collections of the academy.
*g* The pupils and all other art students have access to the collections in Memorial Hall.
*h* Six of the casts are statues.

TABLE XXIII.—*Statistics of art instruction for* 1879–'80; *from replies*

PART II.—MU

| | Name of museum.[a] | Location. | By whom owned. | When founded. |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 | Art Gallery, Wadsworth Atheneum | Hartford, Conn | Stockholders | 1842 |
| 2 | Art Collections, Connecticut Museum of Industrial Art. | New Haven, Conn | Trustees | 1876 |
| 3 | Art Collections, Yale School of Fine Arts, Yale College. [b] | New Haven, Conn | Corporation of Yale College | c1825 |
| 4 | Art Gallery, Illinois Industrial University. | Champaign, Ill | Illinois Industrial University. | 1874 |
| 5 | Art Collections, Louisiana State University. | Baton Rouge, La | State of Louisiana | 1854 |
| 6 | Museum of Maryland Historical Society. | Baltimore, Md | Maryland Historical Society | 1844 |
| 7 | Art Gallery, Peabody Institute | Baltimore, Md | Trustees of Peabody Institute. | 1857 |
| 8 | Art Gallery, Amherst College | Amherst, Mass | Amherst College | 1874 |
| 9 | Fine Arts Department of the Public Library. | Boston, Mass | City of Boston | 1852 |
| 10 | Museum of Fine Arts [b] | Boston, Mass | Trustees | 1870 |
| 11 | Art Collections, Smith College | Northampton, Mass | Trustees | 1875 |
| 12 | Essex Institute, Fine Arts Department. | Salem, Mass | Essex Institute Corporation | f1848 |
| 13 | Museum of Art and History, University of Michigan. | Ann Arbor, Mich | University of Michigan. | 1855 |
| 14 | Buffalo Fine Arts Academy | Buffalo, N. Y | Buffalo Fine Arts Academy | 1862 |
| 15 | Art Collections, Cornell University | Ithaca, N. Y | Cornell University | 1865 |
| 16 | Art Collections, Lenox Library | New York, N. Y | Trustees of Lenox Library [g] | 1870 |
| 17 | Metropolitan Museum of Art [b] | New York, N. Y | Corporation of Metropolitan Museum of Art. | 1870 |
| 18 | Museum and Gallery of Art of the New York Historical Society. | New York, N. Y | New York Historical Society | 1804 |
| 19 | Permanent Art Collections of the National Academy of Design. [b] | New York, N. Y | Corporation of Academicians. | 1826 |
| 20 | Art Gallery, Vassar College | Poughkeepsie, N. Y. | Vassar College | 1864 |
| 21 | Art Museum, Syracuse University | Syracuse, N. Y | Syracuse University | 1873 |
| 22 | Museum of the Western Reserve and Northern Ohio Historical Society. | Cleveland, Ohio | Trustees | 1867 |
| 23 | Art Collections of Pennsylvania Museum and School of Industrial Art. | Philadelphia, Pa | Trustees | 1876 |
| 24 | Collection of the Historical Society of Pennsylvania. | Philadelphia, Pa | Historical Society of Pennsylvania. | 1824 |
| 25 | Permanent Art Collections of the Pennsylvania Academy of Fine Arts. [b] | Philadelphia, Pa | Stockholders | 1805 |
| 26 | Art Collection of the Redwood Library and Athenæum. | Newport, R. I | The Company of the Redwood Library and Athenæum. | k1859 |
| 27 | Park Gallery of Art, University of Vermont. | Burlington, Vt | University of Vermont | 1873 |
| 28 | Athenæum Art Gallery | St. Johnsbury, Vt | Board of five trustees | 1875 |
| 29 | Corcoran Gallery of Art | Washington, D. C | Board of nine trustees | 1869 |

*a* In all instances in which the art museum forms a department of some other institution the statistics given refer exclusively to the art museum or art school.

*b* In addition to its own, the museum exhibits important loan collections.

*c* Date of the acquisition of the Trumbull paintings.

*d* No money is spent in this department; its increase comes solely from gifts.

*e* The city of Boston gave the site of the building to the trustees of the museum on condition that the museum should be opened free to the public four days in each month.

*f* Art collection in 1870.

*to inquiries by the United States Bureau of Education.*

SEUMS OF ART.

| By whom founded. | Amount of endowment. | Income for last year. | | Expenditure for last year. | | |
|---|---|---|---|---|---|---|
| | | Amount. | Source. | Amount. | Object. | |
| 5 | 6 | 7 | 8 | 9 | 10 | |
| Daniel Wadsworth and others. | ..... | ..... | From visitors only. | ..... | ..... | 1 |
| Prof. W. P. Blake and citizens of Connecticut. | ..... | $250 00<br>600 00 | Donations .....<br>Other sources... | $500 00<br>250 00<br>250 00 | Wages .....<br>Repairs, &c .....<br>Collections ..... | 2 |
| Corporation of Yale College. | $86,000 | ..... | Admission fees . | 700 00 | Salary of curator . | 3 |
| Money raised and expended by President Gregory. | ..... | ..... | ..... | 120 00 | Collections ..... | 4 |
| Louisiana State University. | ..... | ..... | ..... | ..... | ..... | 5 |
| Twenty citizens ..... | ..... | ..... | ..... | ..... | ..... | 6 |
| George Peabody ..... | ..... | ..... | ..... | 9,200 00 | Collections ..... | 7 |
| Money raised and expended by Prof. R. H. Mather. | ..... | 4,521 00 | Donations ..... | 4,521 00 | Collections ..... | 8 |
| City of Boston..... | (*d*) | ..... | ..... | ..... | ..... | 9 |
| Corporators *e*..... | ..... | 5,570 83<br>5,397 42<br>1,050 00 | Endowment ...<br>Admission fees, etc.<br>Gray collection fund. | 8,082 65<br>6,124 54<br>6,734 17<br>1,205 80 | Salaries & wages<br>Repairs, &c .....<br>Collections.....<br>Gray collection . | 10 |
| Estate of Sophia Smith.... | ..... | ..... | ..... | ..... | ..... | 11 |
| Essex Historical and Natural History Societies. | ..... | 200 00 | Donations and other sources. | 200 00 | Collections, &c.... | 12 |
| Art collection commenced by Prof. H. S. Frieze. | ..... | ..... | ..... | ..... | ..... | 13 |
| Citizens of Buffalo..... | 20,000 | 4,100 00 | All sources ..... | 416 00<br>1,180 00 | Salaries, &c .....<br>Rent, repairs, &c | 14 |
| Cornell University..... | ..... | ..... | ..... | ..... | ..... | 15 |
| James Lenox ..... | ..... | ..... | ..... | ..... | ..... | 16 |
| Citizens of New York ..... | ..... | 12,500 00<br>4,448 00<br>2,538 00 | State grant .....<br>Members' dues .<br>All other sources | 20,500 00<br>3,400 00 | Salaries & wages<br>Repairs, &c ..... | 17 |
| Egbert Benson, John Pintard, and nine others. | ..... | ..... | Members' dues . | ..... | ..... | 18 |
| Artists of New York ..... | 50,000 | ..... | Endowment, donations, exhibitions, and fellows' subscriptions. | ..... | ..... | 19 |
| Matthew Vassar *h*..... | 50,000 | ..... | Endowment .... | ..... | ..... | 20 |
| Syracuse University..... | ..... | ..... | ..... | ..... | ..... | 21 |
| Cleveland Library Association. | 10,300 | 800 00 | Endowment .... | 800 00 | Current expenses. | 22 |
| Citizens and authorities of Pennsylvania and of city of Philadelphia.*i* | ..... | 7,236 20<br>11,777 18 | Donations .....<br>All other sources | 5,063 09<br>1,835 08<br>1,466 30 | Salaries & wages<br>Repairs, &c .....<br>Collections ..... | 23 |
| Seven citizens ..... | ..... | ..... | Members' dues . | ..... | ..... | 24 |
| Seventy-one citizens..... | 43,700<br>62,000 | *j*100 00 | Endowment .... | ..... | ..... | 25 |
| C. B. King, Edward King, and citizens of Newport, R. I. | ..... | ..... | ..... | ..... | ..... | 26 |
| University of Vermont .... | ..... | 230 00 | All sources ..... | ..... | ..... | 27 |
| Horace Fairbanks ..... | ..... | ..... | ..... | ..... | ..... | 28 |
| W. W. Corcoran..... | ..... | ..... | ..... | ..... | ..... | 29 |

*g* Library incorporated 1870. Art collections opened to the public in 1877.

*h* By collections of pictures and art books which cost $20,000. One endowment is a "history, art, and cabinet fund."

*i* This museum occupies the memorial building erected in Fairmount Park, at a cost of $1,500,000, and used as the main art building of the Centennial Exhibition in 1876.

*j* The income of the "Temple fund" of $60,000 is not yet available.

*k* Library founded in1730.

TABLE XXIII.—PART 2.—*Statistics of museums of art for* 1879–'80, *&c.*—Continued.

| | Name of museum. | Chief officer. | Admission. | Number of visitors last year. | Lectures delivered. | |
|---|---|---|---|---|---|---|
| | | | | | Number. | Subjects. |
| | 1 | 11 | 12 | 13 | 14 | 15 |
| 1 | Art Gallery, Wadsworth Atheneum | Calvin Day, president; J. Hammond Trumbull, secretary. | Free to stockholders and their families; the public pay an admission fee. | ..... | ..... | |
| 2 | Art Collections, Connecticut Museum of Industrial Art. | Prof. W. P. Blake, secretary and superintendent. | Fee of 25 cents | ..... | ..... | |
| 3 | Art Collections, Yale School of Fine Arts, Yale College. | Prof. John F. Weir, N. A., director | Free to the students; the public pay a fee of 25 cents. | 3,000 | ..... | Evening course on the history and philosophy of art, open to the public, free to students. |
| 4 | Art Gallery, Illinois Industrial University | John M. Gregory, LL. D., president of university. | Free Thursday; a fee of 10 cents other days. | ..... | ..... | Architecture and the history and principles of art. |
| 5 | Art Collections, Louisiana State University | Col. D. F. Boyd, superintendent | Unrestricted | ..... | ..... | |
| 6 | Museum of Maryland Historical Society | J. G. Gatchel, assistant librarian | Unrestricted | ..... | ..... | |
| 7 | Art Gallery, Peabody Institute | N. H. Morison, provost of institute | | ..... | ..... | |
| 8 | Art Gallery, Amherst College | Prof. R. H. Mather, custodian | Unrestricted | ..... | 35 | Historical sculpture. |
| 9 | Fine Arts Department of the Boston Public Library. | Mellen Chamberlain, superintendent of the library. | Unrestricted | ..... | ..... | |
| 10 | Museum of Fine Arts | Martin Brimmer, president; Charles C. Perkins, chairman committee on museum; Charles G. Loring, curator. | Free on Saturday and afternoon of Sunday; fee of 25 cents on other days. | 157,191 | ..... | |
| 11 | Art Gallery, Smith College | L. Clark Seelye, president of college; J. Wells Champney, professor of drawing and painting. | Unrestricted | ..... | 3 courses | Architecture, perspective, and anatomy. |
| 12 | Essex Institute, Fine Arts Department | George M. Whipple, secretary | Unrestricted | 1,500 | Several.. | Art; admission free. |
| 13 | Museum of Art and History, University of Michigan. | J. B. Angell, LL. D., president of university; Prof. H. S. Frieze, curator. | Unrestricted | ..... | 2 courses | Architecture, sculpture, and painting. |
| 14 | Buffalo Fine Arts Academy | Josiah Jewett, president of academy; A. M. Farnham, corresponding secretary. | 25 cents, or by annual or life membership tickets. | 3,000 | ..... | |
| 15 | Art Collections, Cornell University | Andrew D. White, LL. D., president of university; William C. Russel, acting president. | Unrestricted | ..... | 200 | Architecture. |

| | | | | | | |
|---|---|---|---|---|---|---|
| 16 | Art Gallery, Lenox Library | George H. Moore, superintendent of library | Tuesday and Friday, from 11 A. M. to 4 P. M., by pass obtained from superintendent on written application. Free. | ..... | ..... | |
| 17 | Metropolitan Museum of Art | John Taylor Johnston, president; Gen. L. P. di Cesnola, LL. D., secretary and director; W. S. Pratt and A. D. Savage, assistants. | Free 4 days each week; on Monday and Tuesday fee of 25 cents; closed Sunday. | 795,891[a] | ..... | |
| 18 | Museum and Gallery of Art of the New York Historical Society. | Jacob B. Moore, librarian | Free to members and friends and practically free to the public. | ..... | ..... | |
| 19 | Permanent Art Collections of the National Academy of Design. | D. Huntington, N. A., president; T. Addison Richards, N. A., corresponding secretary. | To the general public, 25 cents. | ..... | ..... | Annual course on art subjects; free. |
| 20 | Art Gallery, Vassar College | S. L. Caldwell, D. D., president; Prof. Henry Van Ingen, curator. | Unrestricted | ..... | 1 course. | History, and theory of architecture, sculpture, painting, and ornament, illustrated with stereopticon. |
| 21 | Art Museum, Syracuse University | Prof. George F. Comfort, dean of college of fine arts. | Unrestricted | 6,000 | 6 courses | History and the theory of the fine arts. |
| 22 | Museum of the Western Reserve and Northern Ohio Historical Society. | C. Whittlesey, president; C. C. Baldwin, secretary. | Unrestricted | 3,900 | ..... | |
| 23 | Art Collections of Pennsylvania Museum and School of Industrial Art. | William H. Merrick, president; Dalton Dorr, secretary and curator. | Commencing January 1, 1881, this museum is to be open, free to all, every day in the year. | 9,632 | 2 courses | Analysis of form as applied to industrial art. |
| 24 | Collection of the Historical Society of Pennsylvania. | John William Wallace, president; John Jordan, jr., chairman of library committee; Frederick D. Stone, librarian. | Unrestricted | ..... | ..... | |
| 25 | Permanent Art Collections of the Pennsylvania Academy of Fine Arts. | James L. Claghorn, president; George Corliss, secretary of the academy. | Free to stockholders, exhibitors, and artists; others pay 25 cents. | 55,000 | 44 | Anatomy, 33; perspective, 7; industrial art, 3; engraving, 1. |
| 26 | Art Collection of the Redwood Library and Athenæum, Newport, R. I. | Benjamin H. Rhoades, librarian | Unrestricted | ..... | ..... | |
| 27 | Park Gallery of Art, University of Vermont | M. H. Buckham, D. D., president of the university. | Unrestricted | 300 | 2 courses | Public lectures on art courses. |
| 28 | Athenæum Art Gallery, St. Johnsbury, Vt | C. A. Willard, librarian of Athenæum | ..... | ..... | Several. | |
| 29 | Corcoran Gallery of Art | William MacLeod, curator; F. S. Barbarin, M. D., assistant curator. | Free Tuesday, Thursday, and Saturday; other days, admission 25 cents. | ..... | ..... | |

*a* From April 1, 1880, date of opening, to October 1, 1880, including 4,328 visitors on paying days.

TABLE XXIII.—PART 2.—*Statistics of museums of art, &c.*—Continued.

| | Name of museum. | Sculpture. | | | | | | | | | | | | Ceramics, glass, and mosaics. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Marbles. | | | | Copies in plaster. | | | | Bronzes. | Terra cottas. | Rilievi, ancient and modern. | | |
| | | Statues. | | Busts. | | Statues. | | Busts. | | | | | | |
| | | 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 Atheneum | 1 | 4 | ..... | 6 | ..... | *a*70 | ..... | 12 | 3 | ..... | 7 | ..... | |
| 2 | Art Collections of Connecticut Museum of Industrial Art. | ..... | ..... | 1 | ..... | ..... | 2 | ..... | 1 | *b* Many. | *c* A few. | 15 | *d*632 | |
| 3 | Art Collections, Yale School of Fine Arts, Yale College. | 1 | 1 | *e*9 | 5 | 60 | 12 | 60 | 15 | ..... | 1 | 127 | 34 | |
| 4 | Art Gallery, Illinois Industrial University | ..... | ..... | ..... | ..... | 41 | 21 | 48 | 79 | ..... | ..... | 130 | ..... | |
| 5 | Art Collections, Louisiana State University | ..... | ..... | ..... | ..... | ..... | ..... | 16 | 41 | ..... | 14 | ..... | ..... | |
| 6 | Museum of Maryland Historical Society | ..... | ..... | ..... | 4 | *f*6 | ..... | ..... | 2 | ..... | ..... | 2 | ..... | |
| 7 | Art Gallery, Peabody Institute | *g*1 | 1 | ..... | 3 | 63 | *h*29 | 25 | *i*26 | *j*2 | ..... | *k*24 | ..... | |
| 8 | Art Gallery, Amherst College | ..... | ..... | ..... | ..... | 66 | 18 | 25 | ..... | ..... | 2 | *l*60 | ..... | |
| 9 | Fine Arts Department of the Boston Public Library. | ..... | 3 | 1 | 5 | ..... | ..... | ..... | 4 | ..... | ..... | ..... | ..... | |
| 10 | Museum of Fine Arts, Boston, Mass. | (*m*) | 5 | ..... | *n*6 | *o*122 | *p*41 | 48 | 8 | (*q*) | *r*666 | *s*808 | *t*353 | |
| 11 | Art Gallery, Smith College | ..... | ..... | ..... | ..... | 10 | 1 | 11 | ..... | ..... | ..... | 10 | ..... | |
| 12 | Essex Institute, Fine Arts Department | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 30 | ..... | ..... | (*u*) | 300 | |
| 13 | Museum of Art and History, University of Michigan. | ..... | *g*1 | ..... | 1 | 24 | 8 | 9 | 10 | 3 | *v*81 | 29 | ..... | |
| 14 | Buffalo Fine Arts Academy | ..... | 1 | *w*4 | ..... | 9 | ..... | ..... | 3 | ..... | ..... | ..... | ..... | |
| 15 | Art Collection, Cornell University | ..... | ..... | ..... | 2 | ..... | ..... | 3 | ..... | *x*10 | *y*934 | (*z*) | ..... | |
| 16 | Art Gallery, Lenox Library | ..... | 7 | *aa*4 | 6 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | ..... | |
| 17 | Metropolitan Museum of Art | *bb*2, 300 | 17 | 11 | 2 | *cc*2 | ..... | ..... | ..... | *dd*323 | *dd*729 | *ee*85 | *ff*8, 610 | |
| 18 | Museum and Gallery of Art of the New York Historical Society. | 1 | 3 | 1 | 11 | ..... | ..... | ..... | 42 | 1 | ..... | 2 | ..... | |
| 19 | Permanent Art Collections of the National Academy of Design. | ..... | 3 | ..... | 7 | 60 | ..... | 100 | ..... | ..... | ..... | ..... | ..... | |
| 20 | Art Gallery, Vassar College | ..... | ..... | ..... | 1 | 11 | 6 | 13 | 6 | ..... | ..... | 8 | ..... | |
| 21 | Art Museum, Syracuse University | ..... | ..... | ..... | ..... | ..... | 15 | 23 | *gg*8 | ..... | ..... | 20 | ..... | |
| 22 | Museum of the Western Reserve and Northern Ohio Historical Society. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2 | 5 | ..... | 9 | 46 | |
| 23 | Art Collections of Pennsylvania Museum and School of Industrial Art. | ..... | ..... | ..... | ..... | 1 | 2 | 3 | ..... | *hh*2 | *hh*2 | 1 | *ii*610 | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 24 | Collection of the Historical Society of Pennsylvania. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 15 | ..... | ..... | ..... | ..... | ..... |
| 25 | Permanent Art Collections of the Pennsylvania Academy of Fine Arts. | *jj*10 | *kk*13 | *g*6 | *ll*14 | 49 | 8 | 81 | *mm*43 | 3 | *nn*4 | 91 | ..... | ..... |
| 26 | Art Collection of the Redwood Library and Athenæum. | *g*1 | 1 | *g*5 | ..... | ..... | ..... | 4 | 22 | ..... | ..... | ..... | 1 | ..... |
| 27 | Park Gallery of Art, University of Vermont | ..... | ..... | ..... | ..... | 10 | ..... | ..... | *oo*2 | ..... | ..... | 15 | ..... | ..... |
| 28 | Athenæum Art Gallery, St. Johnsbury, Vt ... | ..... | 2 | ..... | ..... | ..... | ..... | ..... | ..... | 7 | ..... | ..... | ..... | ..... |
| 29 | Corcoran Gallery of Art ..... | ..... | 8 | 1 | *pp*11 | 65 | 7 | 36 | 1 | *qq*124 | ..... | *rr*78 | *ss*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–'63.
*c* Swedish and American vases; also cornices, capitals, columns, &c., for use in architecture.
*d* Specimens of Oriental, European, old English, and American pottery; special collections of glassware and of British, Spanish, and American tiles; also examples of artistic tiles manufactured in Connecticut, with specimens of materials used.
*e* 8 of these are copies and 1 is an original.
*f* 24 casts of antique statues and 2 of busts belonging to the Peabody Institute are at present in this museum.
*g* Copies.
*h* 2 are colossal: the "David" of Michael Angelo and the "Taney," by Rinehart; 13 are models of original statues by Rinehart.
*i* 25 are models of originals by Rinehart.
*j* The famous reproduction of the Ghiberti gates, made by Barbedienne, of Paris, for the Vienna Exposition, half size of the originals.
*k* 5 are originals by Rinehart; there are also two models of large vases by him. The Peabody has 260 feet of the Parthenon frieze in position in the sculpture gallery. It has also 170 feet in duplicate. Twenty-four casts of antique statues and 2 of busts are deposited with the Historical Society.
*l* Copies in plaster.
*m* 60 fragments of antique sculpture, collected in Rome by Mr. C. C. Perkins, are set in the wall of the corridor, as is customary in Italy.
*n* Of these, 2 are bronze and 1 terra cotta.
*o* 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 Bassæ, and other large reliefs.
*p* 11 of these are originals.
*q* Among Egyptian antiquities.
*r* Antiquities from Cyprus, Tanagra figurines, &c.
*s* These are plaster casts; the museum has also 5 carvings in ivory and 50 carvings in wood.
*t* 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 Mr. Thomas G. Appleton.
*u* 6 ancient inscriptions in stone.
*v* 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.
*w* 3 of these are copies.
*x* One medallion portrait and 9 modern statuettes.
*y* Pieces and fragments of ancient Indian pottery from Brazil and Peru.
*z* A large and fine collection of specimens of wood carving.
*aa* 2 are copies in marble.
*bb* This is the number of pieces of ancient Cypriote statuary contained in the Di Cesnola collections. These are cut in the soft limestone of Cyprus, there being no marble on the island. Among these are massive sarcophagi, heroic and life-size statues, statuettes, many hundred heads broken off from statues and statuettes, votive offerings, and mural tablets with inscriptions, the whole forming a continuous series of examples of the progress of the art, beginning with the Phœnicians and continuing with the early and later Greeks to the Romans.
*cc* 1 copy in marble.
*dd* Di Cesnola collection.
*ee* Of these, 49 are antiques in stone, 35 are plaster copies of antiques. The museum has also 19 carvings in ivory, 6 in wood, and 137 ancient inscriptions in stone.
*ff* Antique ceramics, 7,232; antique glass, 1,239; mediæval glass, 127; modern glass, 11; modern mosaic, 1.
*gg* 1 of these is an original bust.
*hh* Copies of mediæval statuary.
*ii* A rare collection of ceramics and glassware, selected from the exhibitions of different countries at the Centennial, supplemented by important loan collections of English, French, and Spanish pottery and glass, and forming a very complete exhibition of these industries.
*jj* 8 are copies.
*kk* 3 are copies.
*ll* 1 is a copy.
*mm* 17 are originals.
*nn* Original Tanagra figurines.
*oo* 1 is original.
*pp* 3 are copies in marble.
*qq* 116 are by Barye, of Paris. The Hall of Bronzes contains, also, a case of the Hildesheim treasures, 30 pieces; a case of electrotype reproductions from South Kensington, 90 pieces; and the Milton shield and other Elkington work.
*rr* Copies in plaster. Of these 78, the 198 feet of the frieze of the Parthenon which form the frieze of the Hall of Antique Sculpture and the Ghiberti gates are each reckoned as a single example.
*ss* 4 exquisite Sèvres vases, the Prometheus vase by Minton, 2 majolica vases by Decker, of Paris, and 2 porcelain plaques by Schopin, of Paris, are in this small but costly collection of ceramics.

TABLE XXIII.—PART 2.—*Statistics of museums of art, &c.*—Continued.

| | Name of museum. | Paintings, engravings, etc. | | | | | Coins, gems, jewelry, etc. | | | Miscellaneous. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Painting in oil and water. | | | Engravings and etchings. | Photographs, lithographs, drawings, etc. | Gold and silverware, 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, etc. |
| | | Old masters. | Copies of old masters. | Modern. | | | | | | | | | | | |
| | 1 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 |
| 1 | Art Gallery, Wadsworth Atheneum | ..... | 20 | 138 | 12 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 2 | Art Collections, Connecticut Museum of Industrial Art. | 4 | ..... | ..... | ..... | *a*100 | A few. | 31 | ..... | 20 | ..... | *b*A few. | *c*A few. | A few. | ..... |
| 3 | Art Collections, Yale School of Fine Arts, Yale College | 130 | 50 | 200 | 275 | 300 | 1 | 2 | 100 | ..... | 1 | A few. | 20 | ..... | 1 |
| 4 | Art Gallery, Illinois Industrial University | ..... | ..... | ..... | 53 | 1, 225 | 200 | ..... | 490 | ..... | ..... | ..... | ..... | Many. | ..... |
| 5 | Art Collections, Louisiana State University | ..... | ..... | 19 | 4, 262 | 407 | 200 | ..... | ..... | ..... | Many. | ..... | ..... | Many. | ..... |
| 6 | Museum of Maryland Historical Society | ..... | 5 | 16 | A few | 69 | *d*Many | ..... | ..... | ..... | Many | Many. | ..... | Many | ..... |
| 7 | Art Gallery, Peabody Institute | ..... | ..... | 6 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 8 | Art Gallery, Amherst College | ..... | 1 | 4 | ..... | 625 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 9 | Fine Arts Department of the Boston Public Library | ..... | ..... | 7 | *e*7, 000 | A few. | 1 | ..... | ..... | Many. | ..... | ..... | ..... | ..... | ..... |
| 10 | Museum of Fine Arts, Boston *f* | *g*63 | 3 | 40 | *h*150 | (*i*) | 200 | 26 | ..... | ..... | 50 | 30 | 200 | (*j*) | *k*2, 000 |
| 11 | Art Gallery, Smith College | ..... | 2 | 33 | 40 | *l*1, 200 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 12 | Essex Institute, Fine Arts Department | ..... | ..... | 75 | Many. | Many. | *m*3, 000 | ..... | A few. | ..... | 30 | ..... | A few. | ..... | A few. |
| 13 | Museum of Art and History, University of Michigan | ..... | 2 | ..... | 52 | 123 | 550 | ..... | 1, 694 | ..... | 100 | 16 | 600 | *n*100 | 1 |
| 14 | Buffalo Fine Arts Academy | ..... | 17 | 46 | ..... | 23 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 15 | Art Collection, Cornell University | ..... | ..... | 11 | *o*260 | *p*1, 350 | ..... | ..... | 700 | *q*93 | ..... | ..... | ..... | 359 | ..... |
| 16 | Art Gallery, Lenox Library | ..... | 4 | 140 | Many. | ..... | ..... | (*r*) | ..... | Many. | ..... | ..... | ..... | ..... | ..... |
| 17 | Metropolitan Museum of Art | 189 | ..... | 130 | 19 | *s*721 | *t*842 | *u*142 | 63 | ..... | ..... | (*v*) | 372 | 129 | 279 |
| 18 | Museum and Gallery of Art of the New York Historical Society. | 329 | ..... | 300 | Many. | Many. | Many | ..... | ..... | ..... | ..... | ..... | ..... | Many. | *w*1, 551 |
| 19 | Permanent Art Collections of the National Academy of Design. | ..... | ..... | *x*492 | 500 | 400 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 20 | Art Gallery, Vassar College | ..... | 8 | 363 | 300 | 3, 000 | ..... | ..... | ..... | ..... | 15 | ..... | ..... | ..... | ..... |
| 21 | Art Museum, Syracuse University | ..... | ..... | 6 | 380 | 2, 810 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 600 | ..... |
| 22 | Museum of the Western Reserve and Northern Ohio Historical Society. | ..... | ..... | 4 | 121 | 57 | 1, 083 | 2 | 343 | 6 | 41 | *y*3 | 36 | 1, 050 | ..... |
| 23 | Art Collections of Pennsylvania Museum and School of Industrial Art. *z* | ..... | ..... | ..... | 194 | 512 | 306 | 56 | ..... | ..... | 62 | 40 | 192 | (*aa*) | ..... |
| 24 | Collection of the Historical Society of Pennsylvania | ..... | ..... | 112 | 2, 000 | Many. | Many. | ..... | ..... | Many. | 7 | ..... | ..... | Many. | ..... |
| 25 | Permanent Art Collections of the Pennsylvania Academy of Fine Arts. | 31 | 21 | 218 | 50, 000 | *bb*1, 108 | ..... | ..... | 2, 217 | ..... | ..... | ..... | ..... | ..... | ..... |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 26 | Art Collection of the Redwood Library and Athenæum | 4 | 41 | 172 | Many. | Many. | 34 | ..... | ..... | A few. | ..... | ..... | ..... | Many. | ..... |
| 27 | Park Gallery of Art, University of Vermont | ..... | ..... | 4 | 16 | *cc*100 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 28 | Athenæum Art Gallery, St. Johnsbury, Vt | ..... | ..... | 35 | (*dd*) | Many. | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 29 | Corcoran Gallery of Art | ..... | ..... | 170 | ..... | (*ee*) | ..... | ..... | ..... | ..... | 16 | ..... | (*ff*) | ..... | ..... |

*a* Series of panel pictures representing windows of Cologne Cathedral.

*b* 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, 40 or 50 specimens of laces, and a series of large tapestry hangings, "Flemish," 12 feet by 15 feet, illustrating the adventures of Don Quixote.

*c* Carvings in jade, crystal, and ivory.

*d* Including a series of 18 bronze medals, struck by order of Congress between 1776 and 1815; a few antique Greek and Roman coins and many hundred modern coins; also, the "Towson cabinet of medals and coins," numbering 251 specimens, contained in 19 volumes, and extending from 300 B. C. to 1851 A. D.

*e* Cardinal Tosti's collection, now deposited on loan in the Boston Museum of Fine Arts.

*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 bass 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 possesses 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, etc. Many valuable paintings as well as choice examples of art work of every description which belong to private owners are constantly to be seen in the galleries of the museum, while special loan exhibitions to illustrate particular branches of art are held from time to time.

*g* 40 of these are water colors.

*h* These are etchings; the Gray collection of 6,000 engravings and the Tosti collection of 7,000 engravings are deposited on loan in the museum.

*i* 10 volumes of photographs and 16 original drawings.

*j* 100 Mexican and Peruvian relics.

*k* The Way collection; several remarkable pieces of sculpture, lately given by the Lowell family, add greatly to the Egyptian collection.

*l* A collection of Braun's autotypes of old masters.

*m* Nearly 400 of these are ancient Greek and Roman coins, the rest are modern coins.

*n* There are also 200 specimens of ancient Peruvian pottery, 50 of Amazonian, and 100 of Chinese and Malayian pottery.

*o* Includes publications of Arundel Society, the Berlin Museum series, and heliotypes of the Gray collection.

*p* 100 of these are original drawings.

*q* Also 13 illuminated manuscripts deposited by owners.

*r* The library has a small collection of enamels, paintings on porcelain, copies of old masters, majolica, and mosaics—in all, 59 pieces.

*s* Of these 691 are original drawings, the rest are lithographs. Photographs of the principal works are on sale only at the museum.

*t* 427 of these are articles in gold and silver belonging to the Curium treasure.

*u* Gems, 120; cameos, 3; intaglios, 19.

*v* The MacCallum collection of laces, 721 pieces. The museum has also 11 pieces of tapestry.

*w* 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.

*x* Of these 92 were given to the academy by the will of the late James A. Suydam, its former treasurer; of the remaining 400, 200 are portraits of members and 200 paintings by members.

*y* Also tapestry from Warwick Castle.

*z* 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, etc. 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 electrotype reproductions of the South Kensington mediæval work in metal exhibited by Elkington & Co., at the Centennial; the reproductions of the Hildesheim treasures, also Oriental and European enamels. Many fine specimens of Oriental work in pottery, bronze, and jade are also included in the loan collections now on exhibition.

*aa* A large collection of relics of the "Mound Builders" of North America loaned by Dr. M. W. Dickeson is on view.

*bb* 200 original drawings, 200 Braun's autotypes, 558 lithographs, 150 photographs.

*cc* Also 10 fac similes of illuminated manuscripts.

*dd* 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.

*ee* Over 100 photographs of the leading works of art in its possession are taken, to be obtained only at the gallery.

*ff* 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 XXIV.—*Statistics of educational benefactions for* 1880; *from*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| UNIVERSITIES AND COLLEGES. | | | |
| University of Southern California. | Los Angeles, Cal | J. G. Downey, I. W. Hellman, O. W. Childs | Los Angeles, Cal. |
| Colorado College | Colorado Springs, Colo. | Mrs. Valeria G. Stone | Malden, Mass. |
| Wesleyan University | Middletown, Conn. | George I. Seney | New York, N. Y. |
| Yale College | New Haven, Conn. | Dr. Daniel Tyler Coit (deceased). | Norwich, Conn. |
| | | Dr. Timothy Dwight Porter (deceased). | |
| | | Dr. David P. Smith (deceased). | Springfield, Mass. |
| | | Hon. L. S. Foster, LL. D. (deceased). | Norwich, Conn. |
| | | Henry Winkley | Philadelphia, Pa. |
| Atlanta University | Atlanta, Ga. | Various persons | |
| Illinois Wesleyan University. | Bloomington, Ill. | Various persons | |
| University of Chicago | Chicago, Ill. | | |
| Knox College | Galesburg, Ill. | Alumni of Knox College | |
| Lombard University | Galesburg, Ill. | William Easton | Southampton, Ill. |
| | | Mrs. Mary A. Moore (deceased). | Norridgewock, Me. |
| Lake Forest University | Lake Forest, Ill. | | |
| Chaddock College | Quincy, Ill. | Various persons | |
| Shurtleff College | Upper Alton, Ill. | Various persons | |
| Westfield College | Westfield, Ill. | Various persons | |
| Wheaton College | Wheaton, Ill. | Various persons | |
| Indiana Asbury University | Greencastle, Ind. | Jesse Meharry | |
| | | Hon. H. S. Lane | Crawfordsville, Ind. |
| | | W. Manwearing and wife | Franklin, Ind. |
| | | Various others | |
| Hanover College | Hanover, Ind. | Mrs. Mary A. Lapsley | New Albany, Ind. |
| Union Christian College | Merom, Ind. | | |
| Earlham College | Richmond, Ind. | Eliza P. Gurney | Burlington, N. J. |
| Ridgeville College | Ridgeville, Ind. | Citizens of Ridgeville | |
| Upper Iowa University | Fayette, Iowa | | |
| Iowa College | Grinnell, Iowa | Mrs. Valeria G. Stone | Malden, Mass. |

*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 |
| $87,000 | $87,000 | | | | | | Probable proceeds from the contemplated sale of 300 city lots given, June, 1879, in trust to M. M. Bovard and others, to sell and to invest the proceeds in interest bearing securities for an endowment fund for the establishment of this university. |
| 5,000 | 5,000 | | | | | | For general purposes. |
| 250,000 | 125,000 | $25,000 | | $100,000 | | | $125,000 for general endowment, $100,000 for scholarships, and $25,000 for miscellaneous purposes, apparatus, &c. |
| 228,000 | 100,000 | | | | | | Left by will in 1880; subject to two annuities of $1,000 each. |
| | | | $43,000 | | | | Left by will in 1880, and to be added to fund already established; the income to be applied to increase the teaching force in the academical department. |
| | | | | | | | Professor Smith's valuable professional library and surgical instruments were given to the medical department at his death. |
| | | | 60,000 | | | | Left by will in 1880, subject to a life interest, to found a professorship of English common law in the law department of the institution. |
| | 25,000 | | | | | | For the general fund of the theological department. |
| 3,617 | 2,617 | | | | $1,000 | | Donations for the college year 1879–'80 for general purposes and aid of indigent students. |
| 30,000 | 30,000 | | | | | | For liquidation of debt; conditioned on the raising of the whole debt, which was done. |
| 6,000 | | | | | | | Purpose not specified. |
| 1,100 | | | 1,100 | | | | To found an alumni professorship. |
| 4,000 | | | | | | | $3,000, purpose not specified. |
| | | | | | | | A bequest, paid by executor of estate, of $1,000; purpose not specified. |
| 10,000 | 10,000 | | | | | | For general expense and scholarship funds. |
| 3,000 | | | | | | | Purpose not specified. |
| 2,000 | | 2,000 | | | | | For building purposes. |
| 10,000 | 10,000 | | | | | | For the payment of debt; given in amounts of $1,000 or under, mostly in interest bearing notes payable variously from date to five years. |
| 1,809 | | | | | | | Purpose not specified. |
| 10,338 | 1,500 | | | | | | Apparently for permanent endowment. |
| | 1,000 | | | | | | Apparently for permanent endowment. |
| | 3,750 | | | | | | Apparently for permanent endowment. |
| | 1,809 | 1,012 | | | | $1,267 | $1,012 given in column 7 is the value of apparatus and furniture donated. |
| 20,000 | | | 20,000 | | | | For the endowment of a professorship. |
| 300 | | | | | | 300 | For the library. |
| 400 | | | | | | 400 | For the library. |
| 300 | | 300 | | | | | For making improvements in the building. |
| 5,000 | 5,000 | | | | | | For payment of debt. |
| 22,500 | 2,500 | | 20,000 | | | | $2,500 for current expenses and $20,000 for the endowment of the "Stone professorship of natural history," the principal of the endowment to be kept intact. |

TABLE XXIV.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| UNIVERSITIES, &c.— Cont'd. | | | |
| Simpson Centenary College | Indianola, Iowa | Various persons | |
| German College | Mt. Pleasant, Iowa | | |
| Cornell College | Mt. Vernon, Iowa | Various persons | Iowa |
| Whittier College | Salem, Iowa | Various persons | Salem, Iowa |
| Tabor College | Tabor, Iowa | | |
| Highland University | Highland, Kans | William Thaw | Pittsburgh, Pa |
| University of Kansas | Lawrence, Kans | Various persons | |
| Washburn College | Topeka, Kans | | |
| Berea College | Berea, Ky | | |
| Leland University | New Orleans, La | Various persons | |
| Bowdoin College | Brunswick, Me | Henry Winkley | Philadelphia, Pa |
| | | Mrs. Valeria G. Stone | Malden, Mass |
| | | William G. Barrows | Brunswick, Me |
| | | Mrs. Valeria G. Stone | Malden, Mass |
| Amherst College | Amherst, Mass | Moses H. Day (dec'd) | Boston, Mass |
| | | D. & G. H. Whitcomb | Worcester, Mass |
| Boston College | Boston, Mass | | |
| Boston University | Boston, Mass | | |
| | | George Higginson, treasurer of medical school building fund. | |
| | | Various persons | |
| | | Executors of Jonathan Brown Bright. | |
| | | Estate of Dr. Martyn Paine. | |
| | | Trustees of Abner W. Buttrick. | |
| | | Executors of William Munroe. | |
| | | Executors of Moses Day. | |
| | | Various persons | |
| | | Executors of Daniel Austin. | |
| Harvard University | Cambridge, Mass | | |
| | | Alexander Agassiz and others. | |
| | | Augustus Hemenway | |

*benefactions for* 1880, *&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 |
| $4,000 | $4,000 | | | | | | For general endowment. |
| 650 | 650 | | | | | | For general endowment. |
| 25,000 | | $25,000 | | | | | To finish paying for the chapel; a like amount for the same purpose was reported as for 1879. |
| 500 | | 500 | | | | | Improvement of building. |
| 7,000 | | | | | | | Purpose not specified. |
| 500 | 500 | | | | | | To aid in paying professors' salaries. |
| | | | | | | | Gifts to the library and to the museum. |
| 10,000 | | | | | | | Purpose not specified. |
| 18,808 | | | | | | | Purpose not specified. |
| 310 | | | | | | | Contributions received for this university by the American Baptist Home Mission Society. |
| | | | $15,000 | | | | Appropriated to establish the "Winkley professorship of Latin language and literature." |
| 90,250 | | 25,000 | 50,000 | | | | $25,000 to complete Memorial Hall, and $50,000 for the foundation of the "Stone professorship of intellectual and moral philosophy." |
| | 250 | | | | | | For general purposes. |
| | | | 50,000 | | | | Out of this is to be founded a professorship of biology, and the remainder is to be devoted to general uses of the college. |
| 57,000 | | | | | $5,000 | | "For the aid of worthy young men in getting an education." |
| | | | | $2,000 | | | To establish the "Whitcomb scholarship." |
| 600 | | | | 600 | | | For prizes. |
| 10,000 | | | | | | | Purpose not specified. |
| | | 54,545 | | | | | Towards payment of Boylston street land. |
| | 29,409 | | | | | | Subscriptions for the further endowment of the divinity school. |
| | | | | 25,000 | | $25,000 | The income of $25,000 to be divided annually into five scholarships, and the income of $25,000 to be expended annually for books for the college library. |
| | | | | | | | $24,207 on account of the Robert Troup Paine fund. |
| | | | | | 10,000 | | The net income to be paid semiannually to aid deserving young men in preparing for the ministry. |
| | | | | | 10,140 | | The income for the use of meritorious students needing assistance. |
| | | | | | 5,000 | | The income for the use of meritorious students needing assistance. |
| | 4,330 | | | | | | Subscriptions for the observatory. |
| | | | | | | | $3,500 on account of bequest of $7,000, "to be used for some good college purpose at the discretion of the college government;" also, $500 on account of bequest of $1,000 to the divinity school. |
| 208,032 | 3,165 | | | | | | Subscriptions for increase of the botanic garden fund. |
| | | 3,000 | | | | | For apparatus for the Hemenway gymnasium. |

TABLE XXIV.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| UNIVERSITIES, &C.—Cont'd. | | | |
| Harvard University—Cont'd. | Cambridge, Mass | Executors of Charles Sumner. | |
| | | Various persons | |
| | | John Armory Lowell | |
| | | Anonymous | |
| | | Through Prof. Asa Gray | |
| | | Various persons | |
| | | George W. Wales | |
| | | Robert N. Tappan | |
| | | Edward Russell | |
| | | William B. Weeden and B. M. Watson, jr. | |
| Tufts College | College Hill, Mass | Estate of Moses H. Day | |
| Williams College | Williamstown, Mass | Estate of Moses H. Day | |
| | | Mrs J. P. Adriance | Poughkeepsie, N. Y. |
| | | Hon. William Hyde | Ware, Mass. |
| | | Hon. Robert H. Pruyn | Albany, N. Y |
| Battle Creek College | Battle Creek, Mich | Various persons | |
| Hillsdale College | Hillsdale, Mich | Joseph Mauck | Cheshire, Ohio |
| | | Free Baptist Education Society. | |
| Hope College | Holland, Mich | Various persons | |
| Olivet College | Olivet, Mich | Mrs. Valeria G. Stone | Malden, Mass |
| | | Hon. W. G. Edsell | Otsego, Mich |
| | | Mrs. L. E. Tuttle | Guilford, Conn |
| | | Various others | |
| Carleton College | Northfield, Minn | Mrs. Valeria G. Stone | Malden, Mass |
| | | E. M. Williams | Minneapolis, Minn. |
| | | Estate of Daniel Tyler Coit. | Norwich, Conn |
| | | I. Nickerson | |
| | | Roland Mather | Hartford, Conn |
| | | Mrs. M. W. Wilkinson | Cambridgeport, Mass |
| | | W. O. Grover | Boston, Mass |
| | | E. W. Bryant | Wisconsin |
| | | Mrs. E. K. Blatchford | Chicago, Ill |
| | | Smith American Organ Co. | |
| | | C. Boswell | |
| | | Various persons | |
| | | R. Hitchcock | |
| | | Different sources | |
| University of Mississippi | Oxford, Miss | United States Executive Departments. | Washington, D. C. |
| | | Rev. J. W. Lambuth, D. D. | Shanghai, China |
| | | Other sources | |

*benefactions for* 1880, *&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 |
| | ..... | ..... | ..... | ..... | ..... | $2,418 | To be added to the amount heretofore received for the Sumner book fund. |
| | $2,751 | ..... | ..... | ..... | ..... | ..... | Subscriptions for Chinese instruction. |
| | ..... | $1,000 | ..... | ..... | ..... | ..... | For use at the botanic garden. |
| | ..... | 800 | ..... | ..... | ..... | ..... | $500 for use at the botanic garden and $300 for boiler for botanic lecture room. |
| | ..... | 584 | ..... | ..... | ..... | ..... | Unexpended balance of last year's herbarium subscription. |
| | 2,100 | ..... | ..... | ..... | ..... | ..... | Subscriptions for salaries. |
| | ..... | ..... | ..... | ..... | ..... | 200 | For books for the library. |
| | ..... | ..... | ..... | $150 | ..... | ..... | "To be used as a prize or prizes on political science." |
| | ..... | ..... | ..... | 125 | ..... | ..... | To increase the scholarship founded by him. |
| | ..... | ..... | ..... | ..... | ..... | 108 | To aid in publishing library bulletins and for books for the Bussey Institution. |
| $5,000 | ..... | ..... | ..... | 5,000 | ..... | ..... | For scholarships; probably the same as that reported in 1879, the college having been notified of the bequest in that year, but not actually receiving the same until 1880. |
| | ..... | ..... | ..... | 5,000 | ..... | ..... | For scholarships; probably the same as that reported in 1879, the college having been notified of the bequest in that year, but not actually receiving the same until 1880. |
| 13,000 | | | | | | | |
| | ..... | ..... | ..... | 2,500 | ..... | ..... | For scholarship. |
| | ..... | ..... | ..... | 5,000 | ..... | ..... | For scholarships. |
| | ..... | ..... | ..... | ..... | ..... | 500 | For library. |
| 2,500 | 2,500 | ..... | ..... | ..... | ..... | ..... | For general uses of the college. |
| | ..... | 2,500 | ..... | ..... | ..... | ..... | For buildings and endowment; $500 cash and $2,000 in land. |
| 4,909 | 1,058 | ..... | ..... | ..... | ..... | ..... | For current expenses. |
| | ..... | 1,351 | ..... | ..... | ..... | ..... | For buildings and endowment. |
| 3,173 | 3,173 | ..... | ..... | ..... | ..... | ..... | To meet current expenses. |
| | 20,000 | ..... | ..... | ..... | ..... | ..... | For endowment. |
| | ..... | 1,000 | ..... | ..... | ..... | ..... | Towards the funds necessary for the new building. |
| 26,385 | ..... | ..... | ..... | ..... | ..... | ..... | Gift of $1,000; purpose not specified. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Gifts of $4,385; purpose not specified. |
| | 10,000 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| | 2,175 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| | 2,500 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| | 500 | ..... | ..... | ..... | ..... | ..... | Haywood memorial fund for endowment. |
| | 500 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Purpose of gift of $1,000 not specified. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Purpose of gift of $1,000 not specified. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Purpose of gift of $1,000 not specified. |
| 39,647 | ..... | ..... | ..... | ..... | ..... | 1,000 | This amount in books. |
| | ..... | 2,500 | ..... | ..... | ..... | ..... | For new ladies' hall. |
| | ..... | 600 | ..... | ..... | ..... | ..... | Value of gift of a pipe organ. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Purpose of gift of $510 not specified. |
| | ..... | ..... | ..... | ..... | ..... | ..... | $4,000 were given in sums of $500 each; purpose not specified. |
| | ..... | 500 | ..... | ..... | ..... | ..... | This amount in building stone. |
| | ..... | 100 | ..... | ..... | ..... | ..... | For new ladies' hall. |
| | ..... | ..... | ..... | ..... | ..... | 130 | For library. |
| | 11,582 | ..... | ..... | ..... | ..... | ..... | For general purposes as needed. |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | Various official documents sent to the library. |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | Donation of books to the library. |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | Various official documents sent to the library. |

TABLE XXIV.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| UNIVERSITIES, &c.—Cont'd. | | | |
| University of the State of Missouri. | Columbia, Mo | Dr. S. S. Laws | Columbia, Mo |
| Central College | Fayette, Mo | Samuel Cupples | St. Louis, Mo |
| Westminster College | Fulton, Mo | W. McDonald | Kansas City, Mo |
| | | Various persons | |
| William Jewell College | Liberty, Mo | | |
| Drury College | Springfield, Mo | Mrs. Valeria G. Stone | Malden, Mass |
| | | Frederick Marquand | Southport, Conn |
| | | S. M. Edgell | St. Louis, Mo |
| | | Mrs. James Smith | St. Louis, Mo |
| | | Charles Fairbanks | London, Eng |
| | | C. L. Goodell | St. Louis, Mo |
| | | C. S. Greeley | St. Louis, Mo |
| Stewartsville College | Stewartsville, Mo | Anonymous | |
| Central Wesleyan College | Warrenton, Mo | William Niedringhous | St. Louis, Mo |
| | | J. Niebuhr | Warrenton, Mo |
| Doane College | Crete, Nebr | Various persons | |
| Dartmouth College | Hanover, N. H | Henry Winkley | Philadelphia, Pa |
| | | Mrs. Valeria G. Stone | Malden, Mass |
| | | Various persons | |
| Rutgers College | New Brunswick, N. J | | |
| College of New Jersey | Princeton, N. J | Robert L. Stuart | New York, N. Y |
| | | John I. Blair | Blairstown, N. J |
| | | Various persons | |
| St. Stephen's College | Annandale, N. Y | Society for Promoting Religion and Learning. | New York State |
| Wells College | Aurora, N. Y | Hon. Edwin B. Morgan | Aurora, N. Y |
| St. Lawrence University | Canton, N. Y | Luther Lamphere | |
| | | Lester Taylor | Fly Creek, N. Y |
| | | William Hoyt | Auburn, N. Y |
| Hamilton College | Clinton, N. Y | William H. Skinner | Vernon, N. Y |
| Hobart College | Geneva, N. Y | William C. Pierrepont | Pierrepont Manor, N. Y. |
| Madison University | Hamilton, N. Y | James B. Colgate | New York, N. Y |
| University of Rochester | Rochester, N. Y | John H. Deane | New York, N. Y |
| | | John B. Trevor | New York, N. Y |
| | | Jeremiah Millbank | New York, N. Y |
| | | John D. Rockefeller | Cleveland, Ohio |
| | | Lewis Rathbone | Albany, N. Y |
| | | John F. Rathbone | Albany, N. Y |
| | | William H. Harris | Cleveland, Ohio |
| | | Mrs. Stillman Witt | Cleveland, Ohio |
| | | William A. Cauldwell | New York, N. Y |
| | | James T. Griffin | London, Eng |
| | | Samuel S. Constant | New York, N. Y |
| | | Various persons | |
| | | Rev. R. B. Hull | New York, N. Y |

*benefactions for* 1880, *&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 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | Within the last year a spacious observatory has been erected upon the college campus, and a fine telescope purchased, the original cost of which (in Germany) was between three and four thousand dollars. For this munificent donation the people are indebted to the liberality of Dr. Laws. |
| $1,400 | ..... | $400 | ..... | ..... | ..... | ..... | For apparatus. |
| | $1,000 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| 9,000 | 9,000 | ..... | ..... | ..... | ..... | ..... | Raised mainly by the Presbyterians of Missouri for the payment of debt. |
| 10,000 | 10,000 | ..... | ..... | ..... | ..... | ..... | For permanent endowment. |
| | ..... | 25,000 | $25,000 | ..... | ..... | ..... | $25,000 for chapel, $25,000 for endowment of "Stone professorship of mental and moral philosophy," and $20,750 given unconditionally. |
| | 5,000 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| 82,820 | 5,500 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| | 500 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| | ..... | 500 | ..... | ..... | ..... | ..... | For the further furnishing of Walter Fairbanks Hall. |
| | 270 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| | 300 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| 100 | 100 | ..... | ..... | ..... | ..... | ..... | To increase the permanent fund. |
| 1,500 | ..... | ..... | ..... | $1,000 | ..... | ..... | For a scholarship fund. |
| | ..... | 500 | ..... | ..... | ..... | ..... | For beautifying the college grounds. |
| 4,800 | 3,700 | 1,100 | ..... | ..... | ..... | ..... | $3,700 for endowment and $1,100 for college building. |
| | ..... | ..... | 20,000 | ..... | ..... | ..... | For the endowment of professorship. |
| 70,000 | ..... | ..... | 35,000 | ..... | ..... | ..... | For the endowment of professorship. |
| | ..... | ..... | 15,000 | ..... | ..... | ..... | For the endowment of professorship. |
| 5,850 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| | ..... | ..... | 100,000 | ..... | ..... | ..... | To supplement endowments of professorships. |
| 132,650 | ..... | 28,000 | ..... | ..... | ..... | ..... | For a telescope. |
| | ..... | 3,000 | ..... | ..... | ..... | ..... | For care of grounds, and $1,650 purpose not specified. |
| 8,000 | 8,000 | ..... | ..... | ..... | ..... | ..... | For current expenses. |
| 10,000 | ..... | ..... | ..... | ..... | ..... | $10,000 | For the library and art department. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Purpose of gift of $300 not specified. |
| 4,800 | ..... | ..... | ..... | ..... | $2,000 | ..... | For a fund for the benefit of indigent young men. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Purpose of gift of $2,500 not specified. |
| 10,000 | ..... | ..... | ..... | ..... | 10,000 | ..... | The interest to be used in helping needy students of good character, with a preference for candidates for the Christian ministry. |
| 2,000 | ..... | 2,000 | ..... | ..... | ..... | ..... | Increase of chemical and physical apparatus. |
| 50,000 | 50,000 | ..... | ..... | ..... | ..... | ..... | Endowment for instruction. |
| | ..... | ..... | 45,500 | 54,500 | ..... | ..... | $45,500 for a professorship fund and $54,500 for scholarship funds. |
| | 50,000 | ..... | ..... | ..... | ..... | ..... | For additional endowment. |
| | 25,000 | ..... | ..... | ..... | ..... | ..... | For additional endowment. |
| | 25,000 | ..... | ..... | ..... | ..... | ..... | For additional endowment. |
| | ..... | ..... | ..... | ..... | ..... | 12,500 | For the library. |
| 256,800 | ..... | ..... | ..... | ..... | ..... | 12,500 | For the library. |
| | 6,000 | ..... | ..... | ..... | ..... | ..... | To increase the endowment fund. |
| | 5,000 | ..... | ..... | ..... | ..... | ..... | To increase the endowment fund. |
| | 5,000 | ..... | ..... | ..... | ..... | ..... | To increase the endowment fund. |
| | 5,000 | ..... | ..... | ..... | ..... | ..... | To increase the endowment fund. |
| | 5,000 | ..... | ..... | ..... | ..... | ..... | To increase the endowment fund. |
| | 4,800 | ..... | ..... | ..... | ..... | ..... | To increase the endowment fund. |
| | ..... | ..... | ..... | 1,000 | ..... | ..... | Endowment of the senior prize essay. |

TABLE XXIV.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| UNIVERSITIES, &c.—Cont'd. | | | |
| Union College | Schenectady, N. Y | Miss Catharine L. Wolfe | |
| | | Hon. Levi Parsons | New York, N. Y |
| | | Mrs. Thomas H. Powers | |
| | | Mrs. Alexander Brown | London, England |
| | | Misses Ellen & Ida Mason | |
| | | Robert A. Packer | |
| | | Harry E. Packer | |
| | | The Century Club | |
| | | Robert Lenox Kennedy | |
| | | Hon. Thomas A. Scott | |
| | | John S. Perry | |
| | | John H. Van Antwerp | |
| | | Theodore Irwin | |
| | | Sons of Asa Whitney | |
| | | Mrs. Ives Gammell | |
| | | Various persons | |
| Syracuse University | Syracuse, N. Y | Methodist Episcopal churches. | New York State |
| University of North Carolina | Chapel Hill, N. C | Rev. C. F. Deems | New York, N. Y |
| Shaw University | Raleigh, N. C | Various persons | |
| Trinity College | Trinity College, N. C | Various persons | |
| Baldwin University | Berea, Ohio | | |
| Hebrew Union College | Cincinnati, Ohio | Henry Adler | Cincinnati, Ohio |
| | | Various other | |
| Ohio Wesleyan University | Delaware, Ohio | William L. Ripley | Columbus, Ohio |
| | | Mrs. Rebecca Brown | Bellefontaine, Ohio |
| | | Henry Amrine | Union County, Ohio. |
| | | Mrs. Sarah E. Boyd | |
| Kenyon College | Gambier, Ohio | R. B. Hayes | Washington, D. C |
| | | P. Hayden | Columbus, Ohio |
| | | H. P. Baldwin | Detroit, Mich |
| | | William Horton | |
| | | G. T. Bedell | Ohio |
| Denison University | Granville, Ohio | Various persons | |
| Marietta College | Marietta, Ohio | Mrs. Valeria G. Stone | Malden, Mass. |
| | | Joseph Perkins | Cleveland, Ohio |
| | | Various persons | |
| Rio Grande College | Rio Grande, Ohio | Mrs. Permelia Wood | Rio Grande, Ohio |
| Scio College | Scio, Ohio | | |
| Wittenberg College | Springfield, Ohio | | |
| Heidelberg College | Tiffin, Ohio | Miss Sarah A. Hivling | Xenia, Ohio |
| Urbana University | Urbana, Ohio | Mrs. M. A. Warner | Columbus, Ohio |
| | | Mrs. S. Clason | Springfield, Ohio |

*benefactions for* 1880, *&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 |
| | | | | $50,000 | | | For scholarships; also $4,000 purpose not specified. |
| | | | | 50,000 | | | For scholarships. |
| | | | | | | | Purpose of gift of $10,000 not specified. |
| | | | | | | | Purpose of gift of $8,000 not specified. |
| | | | | | | | Purpose of gift of $5,000 not specified. |
| | | | | | | | $5,000 interest bearing promise; purpose not specified. |
| | | | | | | | $5,000 interest bearing promise; purpose not specified. |
| | $3,500 | | | | | | Devoted principally to stipends of professors. |
| $153,544 | | | | | | | Purpose of gift of $1,000 not specified. |
| | | | | | | | Purpose of gift of $1,000 not specified. |
| | | | | | | | A note for $1,000; purpose not specified. |
| | | | | | | | $1,000 interest bearing promise; purpose not specified. |
| | | | | | | | $1,000 interest bearing promise; purpose not specified. |
| | | | | | | | $1,000 for the Asa Whitney memorial. |
| | | | | | | | Purpose of gift of $1,000 not specified. |
| | | | | | | | Gifts amounting to $6,044; purpose not specified. |
| 15,000 | 15,000 | | | | | | For the general fund; gift made in small sums payable in five annual instalments. |
| 300 | | | | | $300 | | To be added to former donations from the same source for the aid of indigent students. |
| 2,217 | | $1,900 | | | | | Contributions for medical building and for other purposes received for this university by the American Baptist Home Mission Society. |
| 12,000 | 12,000 | | | | | | For payment of debt. |
| 1,500 | | 1,500 | | | | | For buildings. |
| 10,000 | | | | | 10,000 | | To educate the youth of all denominations in the Oriental languages. |
| | | | | | | | Donations of money, amounts not given. |
| | 50,000 | | | | | | For endowment; to come to the university at the death of his wife. |
| 54,100 | | | $600 | | | | Toward the endowment of the president's chair. |
| | | | | | | | Purpose of gift of $2,000 not specified. |
| | | | | | | | Purpose of gift of $1,500 not specified. |
| | | | | | | | Purpose of gift of $1,000 not specified. |
| | | | | | | | Purpose of gift of $1,000 not specified. |
| 13,000 | | | | | | | Purpose of gift of $1,000 not specified. |
| | | | | | | | Purpose of gift of $5,000 not specified. |
| | | | | | | | Purpose of gift of $5,000 not specified. |
| | 15,000 | | | | | | For the payment of debt. |
| 20,000 | | | | | 5,000 | | A legacy; the income to be used in aiding students. |
| | 10,000 | | | | | | For endowment. |
| 20,395 | | | | | | | Purpose of gift of $5,000 not specified. |
| | | | | | | | Gifts amounting to $5,395; purpose not specified. |
| 1,160 | 1,160 | | | | | | To pay salaries of teachers. |
| 600 | | | | | | | Purpose not specified. |
| 5,000 | 5,000 | | | | | | For endowment. |
| 10,000 | | | 10,000 | | | | Towards a professorship to be named for the donor. |
| 1,500 | 1,000 | | | | | | For the endowment fund. |
| | 500 | | | | | | For the endowment fund. |

TABLE XXIV.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| UNIVERSITIES, &c.—Cont'd. | | | |
| Otterbein University | Westerville, Ohio | Various persons | |
| Antioch College | Yellow Springs, Ohio | Various persons | |
| University of Oregon | Eugene City, Oreg | Prof. T. M. Gatch<br>Dr. Patterson | Eugene City, Oreg<br> |
| Pacific University and Tualatin Academy. | Forest Grove, Oreg | Mr. Smith | Brimfield, Mass |
| Blue Mountain University | La Grande, Oreg | Various persons | |
| Philomath College | Philomath, Oreg | Various persons | |
| Dickinson College | Carlisle, Pa | Thomas Kelso (dec'd)<br>Dr. John Fisher | Baltimore, Md<br>Baltimore Co., Md |
| Lafayette College | Easton, Pa | Charles O. Baird<br>Trustees of college and others. | Philadelphia, Pa<br> |
| Haverford College | Haverford College, Pa. | Various persons | |
| Lincoln University | Lincoln University, Pa. | J. H. Cassidy<br>Reuben J. Flick<br>H. H. Huston<br>Miss Susan Gorgas<br>Various others | Haverstraw, N. Y<br>Wilkes-Barre, Pa<br>Germantown, Pa<br>West Chester, Pa<br> |
| University at Lewisburg | Lewisburg, Pa | Various persons | |
| Allegheny College | Meadville, Pa | Marcus Hulings | Oil City, Pa |
| Mercersburg College | Mercersburg, Pa | Members of the Reformed Church in the United States. | |
| Westminster College | New Wilmington, Pa. | John Wilson<br>John Logan<br>Various churches | Lancaster, Pa<br>Mercer, Pa<br> |
| University of Pennsylvania | Philadelphia, Pa | Henry C. Gibson | |
| Swarthmore College | Swarthmore, Pa | Joseph Wharton<br>Samuel Willets<br>Charles and Harriet Kirk<br>Stephen T. Olney | Philadelphia, Pa<br>New York, N. Y<br><br> |
| Brown University | Providence, R. I | J. C. Hartshorn<br>Mrs. E. B. Caswell | Providence, R. I<br>Newton, Mass |
| Newberry College | Newberry, S. C | | |
| Southwestern Presbyterian University. | Clarksville, Tenn | James King | Jackson, La |
| Hiwassee College | Hiwassee College, Tenn. | Smithsonian Institution | Washington, D. C |
| Carson College | Mossy Creek, Tenn | Hon. James H. Carson | Dandridge, Tenn |

*benefactions for* 1880, *&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 |
| $2,775 | $2,775 | | | | | | For general work of instruction. |
| 1,865 | 1,865 | | | | | | For current expenses and library; also part of the bequest of Rev. Daniel Austin, which was reported in 1879, but not paid in until 1880. |
| | | | | | | | A gift of five volumes of Macaulay's History of England. |
| | | | | | | | A gift of fifteen volumes of British poets. |
| 500 | 500 | | | | | | For general purposes. |
| 3,000 | | | | | | | Purpose not specified. |
| 5,000 | 5,000 | | | | | | For relief, advertising, and extra teaching force. |
| 11,000 | | | | | | | Bequest of $10,000 invested by the education board of the Baltimore Conference of the Methodist Episcopal Church, the interest thereof coming in perpetuity to the college. |
| | | | | | | | Bequest of $1,000 to the same board in trust in the same way for the college. |
| 27,950 | 17,950 | | | | | | A gift of $10,000 at the close of the year 1879, but not made public until 1880. For current expenses. |
| 7,500 | | $7,500 | | | | | For care of grounds, improvements in buildings, new apparatus, &c. |
| 70,000 | | | $20,000 | | | | For a professorship. |
| | | | 20,000 | | | | For a professorship. |
| | | 10,000 | | | | | For a dormitory building. |
| | | 3,000 | | | | | For Livingstone Hall. |
| | | | | $17,000 | | | For scholarships and parts of professorships. |
| | | | | | | | Gifts to the library and museum; also voluntary contributions for the frescoing of commencement hall. |
| 5,000 | | 5,000 | | | | | To complete the erection of Hulings Hall. |
| 2,200 | 2,200 | | | | | | For general needs of the college. |
| 15,000 | 500 | | | | | | For endowment. |
| | 500 | | | | | | |
| | 14,000 | | | | | | |
| 50,000 | | 50,000 | | | | | To add a wing to the University Hospital. |
| 6,100 | | 5,000 | | | | | Meeting-house costing $5,000; probably included in Mr. Wharton's benefaction as reported in 1879. |
| | | 1,000 | | | | | For improvement of grounds. |
| | | | | | | $100 | For Friends' books. |
| 38,000 | | | 35,000 | | | | For a professorship of natural history. |
| | | | | | | 2,000 | For plants and botanical books. |
| | 1,000 | | | | | | For general expenses. |
| 2,175 | | 2,175 | | | | | For buildings and grounds. |
| 6,000 | 6,000 | | | | | | For endowment fund; also various donations from other sources to the cabinets; Mr. King's gift was mentioned in 1879, but the amount was not then known. |
| | | | | | | | Valuable mineralogical specimens. |
| 15,000 | | | | | $15,000 | | In real estate; for the education of indigent young men for the ministry. |

TABLE XXIV.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| UNIVERSITIES, &c.—Cont'd. | | | |
| Central Tennessee College | Nashville, Tenn | Rev. R. S. Rust<br>Rev. Samuel Meharry<br>Rev. Alexander Meharry<br>Various persons | Cincinnati, Ohio<br>Shawnee Mound, Ind<br>Eaton, Ohio |
| Fisk University | Nashville, Tenn | Mrs. Valeria G. Stone | Malden, Mass |
| University of the South | Sewanee, Tenn | Rev. Fred Noll | |
| Marvin College | Waxahachie, Tex | Various persons | |
| University of Vermont and State Agricultural College. | Burlington, Vt | Rev. C. C. Parker<br>Mrs. C. B. Lilley<br>Citizens of Burlington<br>Henry Loomis and Lawrence Barnes. | Parsippany, N. J<br>Montpelier, Vt<br><br>Burlington, Vt |
| Hampden Sidney College | Hampden Sidney College, Va. | Various persons | |
| Richmond College | Richmond, Va | | |
| Roanoke College | Salem, Va | Jacob Persinger<br>Various others | Roanoke Co., Va |
| West Virginia College | Flemington, W. Va | | |
| Lawrence University | Appleton, Wis | Joseph Rork<br>Various others | Appleton, Wis |
| Beloit College | Beloit, Wis | Rufus Dodge<br>S. C. Morgan<br>Citizens of Beloit<br>Various others | Beaver Dam, Wis<br>Norwich, Conn |
| Galesville University | Galesville, Wis | | |
| University of Wisconsin | Madison, Wis | C. C. Washburn | Madison, Wis |
| Milton College | Milton, Wis | | |
| Ripon College | Ripon, Wis | Mrs. Valeria G. Stone<br>Various others | Malden, Mass |
| Northwestern University | Watertown, Wis | | |
| Howard University | Washington, D. C | Various persons | |
| SCHOOLS OF SCIENCE (*mining, engineering, agriculture, &c.*). | | | |
| North Georgia Agricultural College. | Dahlonega, Ga | Thomas H. White | Cleveland, Ohio |
| Middle Georgia Military and Agricultural College. | Milledgeville, Ga | Various persons | |
| Purdue University | La Fayette, Ind | John Purdue (deceased)<br>Smithsonian Institution<br>G. W. Clinton<br>Various persons | <br>Washington, D. C<br>Buffalo, N. Y |
| State College of Agriculture and the Mechanic Arts. | Orono, Me | Hon. Abner Coburn | Skowhegan, Me |
| Massachusetts Institute of Technology. | Boston, Mass | | |

*benefactions for* 1880, *&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 |
| | ..... | $1,000 | ..... | ..... | ..... | ..... | Purchase of building lot and erection of building for the medical department. |
| | ..... | 2,000 | ..... | ..... | ..... | ..... | Purchase of building lot and erection of building for the medical department. |
| $5,350 | ..... | 2,000 | ..... | ..... | ..... | ..... | Purchase of building lot and erection of building for the medical department. |
| | ..... | ..... | ..... | ..... | $350 | ..... | To aid theological students. |
| 60,000 | ..... | 60,000 | ..... | ..... | ..... | ..... | For the building and furnishing of the Livingstone missionary hall. |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | 2,000 volumes and 1,500 pamphlets for the library, the books to form the "Noll collection." |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | A number of donations to the library. |
| | ..... | ..... | ..... | $1,000 | ..... | ..... | To found the "Parker scholarship." |
| | ..... | ..... | ..... | ..... | 5,000 | ..... | To aid young women in the university and college. |
| 8,150 | ..... | 2,000 | ..... | ..... | ..... | ..... | By subscription for repairing and enlarging building for the medical department. |
| | ..... | ..... | ..... | 150 | ..... | ..... | To be given as a prize to boys raising the largest crop of corn and potatoes. |
| 11,854 | $11,854 | ..... | ..... | ..... | ..... | ..... | Subscriptions to increase the endowment of the college and to build up a library fund. |
| 5,000 | 5,000 | ..... | ..... | ..... | ..... | ..... | For general purposes. |
| 14,000 | 10,000 | ..... | ..... | ..... | ..... | ..... | For the maintenance of faculty. |
| | 4,000 | ..... | ..... | ..... | ..... | ..... | |
| 70 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 12,000 | 6,000 | ..... | ..... | ..... | ..... | ..... | To cancel the debt on the institution. |
| | 6,000 | ..... | ..... | ..... | ..... | ..... | |
| | ..... | ..... | ..... | ..... | 4,000 | ..... | For ministerial education. |
| 13,000 | 1,500 | ..... | ..... | ..... | ..... | ..... | For endowment. |
| | ..... | 3,500 | ..... | ..... | ..... | ..... | For building improvements. |
| | 4,000 | ..... | ..... | ..... | ..... | ..... | For current expenses. |
| 3,500 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 10,000 | ..... | 10,000 | ..... | ..... | ..... | ..... | Towards the completion of an astronomical observatory. |
| 3,365 | 3,365 | ..... | ..... | ..... | ..... | ..... | To pay current expenses. |
| 38,100 | 20,000 | ..... | ..... | ..... | ..... | ..... | For the endowment fund. |
| | 18,100 | ..... | ..... | ..... | ..... | ..... | |
| 3,000 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 2,453 | ..... | ..... | ..... | ..... | 1,188 | ..... | $1,188 to aid poor students; purpose for which $1,265 were given is not specified. |
| 500 | ..... | ..... | ..... | ..... | ..... | $500 | For library. |
| 4,400 | ..... | 4,400 | ..... | ..... | ..... | ..... | For improvements and equipment and teachers' salaries. |
| | 33,630 | ..... | ..... | ..... | ..... | ..... | Final payments of donation of $150,000 for the founding of Purdue University. |
| 33,630 | ..... | ..... | ..... | ..... | ..... | ..... | 144 specimens of marine in vertebrata. |
| | ..... | ..... | ..... | ..... | ..... | ..... | 1,200 species of plants. |
| | ..... | ..... | ..... | ..... | ..... | ..... | 125 volumes for library. |
| 250 | ..... | ..... | ..... | ..... | ..... | 250 | For library. |
| 11,500 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |

TABLE XXIV.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| SCHOOLS OF SCIENCE—Cont'd. | | | |
| Worcester County Free Institute of Industrial Science. | Worcester, Mass. | Hon. Stephen Salisbury | |
| New Hampshire College of Agriculture and the Mechanic Arts. | Hanover, N. H. | Hon. Frederick Smyth | Manchester, N. H. |
| Stevens Institute of Technology. | Hoboken, N. J | Henry Morton | Hoboken, N. J |
| Case School of Applied Science | Cleveland, Ohio | Leonard Case | Cleveland, Ohio |
| Hampton Normal and Agricultural Institute. | Hampton, Va | Various persons | |
| SCHOOLS OF THEOLOGY. | | | |
| Alabama Baptist Normal and Theological School. | Selma, Ala | American Baptist Home Mission Society.<br>Baptists of Alabama and Northern States. | |
| San Francisco Theological Seminary. | San Francisco, Cal | R. L. Stuart and others | |
| Atlanta Baptist Seminary | Atlanta, Ga | Various persons | |
| Chicago Theological Seminary | Chicago, Ill | Mrs. Valeria G. Stone<br>Col. C. G. Hammond<br>Various persons | Malden, Mass<br>Chicago, Ill |
| Presbyterian Theological Seminary of the Northwest. | Chicago, Ill | Rev. George Morris | |
| Garrett Biblical Institute | Evanston, Ill | Mrs. Cornelia A. Miller<br>Various churches | Waterloo, Iowa |
| Swedish-American Ansgari College and Missionary Institute. | Knoxville, Ill | Various churches | |
| College of the Bible | Lexington, Ky | Elder A. Adams<br>James Hulett | Kentucky<br>Kentucky |
| Southern Baptist Theological Seminary. | Louisville, Ky | Hon. Joseph E. Brown | Atlanta, Ga |
| Bangor Theological Seminary | Bangor, Me | Mrs. Julia Stanley<br>Hon. Erastus Fairbanks | Augusta, Me<br>St. Johnsbury, Vt |
| Centenary Biblical Institute | Baltimore, Md | Rev. J. F. Goucher<br>Various others | |
| Andover Theological Seminary | Andover, Mass | Henry Winkley<br>Peter Smith (deceased)<br>Mrs. Valeria G. Stone<br>Rev. William R. Jewett<br>Miss Elizabeth C. Jewett | Philadelphia, Pa<br>Andover, Mass<br>Malden, Mass<br>Andover, Mass<br>Boston, Mass |

*benefactions for* 1880, *&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 |
| $2,000 | $2,000 | | | | | | To defray current expenses. |
| 100 | | | | $100 | | | For two prizes to be awarded for excellence in "reading, writing, and speaking;" the same amount to be given annually for at least five years. |
| 10,600 | | $10,600 | | | | | A workshop, fitted up and furnished with steam engine and tools at an outlay of $10,000. |
| 1,250,000 | 1,250,000 | | | | | | Estimated value of property given for the foundation and endowment of the Case School of Applied Science. |
| 58,465 | 14,567 | | | | | | For general purposes. |
| | | | | | | | $11,509 for various purposes not specified. |
| | | | | 16,160 | | | For annual scholarships. |
| | 2,020 | | | | | | For endowment fund. |
| | | 3,658 | | | | | For building fund. |
| | | | | | $2,924 | | For beneficiary fund. |
| | | | | | 4,208 | | For Indian fund. |
| | 448 | | | | | | For the Butler school. |
| | | 2,971 | | | | | Relief fund for losses by fire. |
| 4,000 | 2,000 | | | | | | For support of teachers and students and improvement of property. |
| | 2,000 | | | | | | |
| 57,000 | 57,000 | | | | | | To endow the institution. |
| 893 | | | | | | | Contributions received for this seminary by the American Baptist Home Mission Society. |
| 78,966 | | | $50,000 | | | | For the endowment of the "Stone professorship." |
| | | | | | | $23,000 | For a library hall. |
| | | | | | | | $5,966 given in small sums; purpose not specified. |
| 1,500 | | | | 1,500 | | | For the partial endowment of a scholarship. |
| 2,500 | | | 1,500 | | | | Amount paid in on a bond of $30,000, payable $1,000 each year for thirty years, given by Mrs. Miller to found a professorship. |
| | 1,000 | | | | | | Towards defraying current expenses. |
| 900 | | | | | | | Purpose not specified. |
| 2,000 | 2,000 | | | | | | For permanent endowment; also donations from about 150 persons for the annual support of the college. |
| 50,000 | | | 50,000 | | | | To endow a professorship. |
| 1,800 | 1,500 | | | | | | For the general endowment fund. |
| | 300 | | | | | | |
| 24,000 | | 17,500 | | | | | $5,500 in cash, and a commanding site worth $12,000, the money to be used in building. |
| | | 6,500 | | | | | For building. |
| 200,000 | 25,000 | | | | | | For general purposes. |
| | | | | | | 10,000 | For library. |
| | 100,000 | | 50,000 | | | | $100,000 for general purposes and $50,000 for the "Stone professorship." |
| | | 6,000 | | | | | For building. |
| | | 9,000 | | | | | For building. |

TABLE XXIV.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| SCHOOLS OF THEOLOGY—Continued. | | | |
| Episcopal Theological School. | Cambridge, Mass | Amos A. Lawrence | |
| | | Gardner R. Colby | North Orange, N. J |
| Newton Theological Institution. | Newton Centre, Mass | Hon. J. Warren Merrill | Cambridge, Mass |
| | | Hon. E. C. Fitz | Chelsea, Mass |
| | | George D. Edmands | Charlestown, Mass |
| | | John Putnam | |
| | | Harwood & Quincy | Boston, Mass |
| German Theological School of Newark. | Bloomfield, N. J | | |
| Drew Theological Seminary | Madison, N. J | Various persons | |
| Theological Seminary of the Reformed (Dutch) Church in America. | New Brunswick, N. J | Gardner A. Sage | New York, N. Y |
| Theological Seminary of the Presbyterian Church. | Princeton, N. J | Robert L. Stuart | New York, N. Y |
| | | Mrs. Elmira Scovel | Marcellus, N. Y |
| | | Rev. L. Brooks | Churchville, N. Y |
| | | T. S. Hubbell | Fredonia, N. Y |
| | | W. E. Dodge | New York, N. Y |
| Auburn Theological Seminary | Auburn, N. Y | Various persons | |
| Hartwick Seminary | Hartwick Seminary, N. Y. | | |
| | | George A. Jarvis | Brooklyn, N. Y |
| General Theological Seminary of the Protestant Episcopal Church. | New York, N. Y | Charles H. Contoit | New York, N. Y |
| | | C. V. B. Ostrander | New York, N. Y |
| Bennett Seminary | Greensboro', N. C | | |
| | | Robert Smith | Polo, Ill. |
| Union Biblical Seminary | Dayton, Ohio | Various others | |
| | | A. Collins | Greene County, Ohio |
| United Presbyterian Theological Seminary. | Xenia, Ohio | Daniel Wilson | St. Louis, Mo |
| | | Joseph Harbison | Xenia, Ohio |
| Theological Seminary of the United Presbyterian Church. | Allegheny City, Pa | Various persons | |
| Nashville Normal and Theological Institute. | Nashville, Tenn | Various persons | |
| Richmond Institute | Richmond, Va | Various persons | |
| Wayland Seminary | Washington, D. C | Various persons | |
| SCHOOLS OF LAW. | | | |
| | | Callaghan & Co | |
| Union College of Law of the Chicago and Northwestern Universities. | Chicago, Ill | O. H. Horton | Chicago, Ill |
| | | Law faculty of college | |

*benefactions for* 1880, *&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 |
| $25,000 | | $25,000 | | | | | Value of a gift of a dormitory building. |
| | | | | $1,000 | $500 | | $1,000 for a scholarship and $500 for indigent students. |
| | | | | 1,000 | | | For a scholarship. |
| 5,400 | | | | 1,000 | | | For a scholarship. |
| | | | | 1,000 | | | For a scholarship. |
| | | | | | 200 | $200 | $200 for needy students and $200 for library; a bequest. |
| | | | | 500 | | | Half scholarship. |
| 10,238 | $10,238 | | | | | | $9,528 for current expenses and $710 for payment of debt. |
| 100,000 | 100,000 | | | | | | For endowment. |
| 90,000 | 50,000 | | | 5,000 | | 35,000 | $50,000 for endowment of Peter Hertzog Hall, $35,000 for library, and $5,000 for two scholarships. |
| 100,000 | | | $100,000 | | | | To found the "Stuart professorship;" some thousands of dollars in this donation were appropriated to "dilapidated scholarships." |
| | | | | 2,912 | | | Towards a scholarship. |
| | | | 1,000 | | | | Professorship funds. |
| | | | 1,000 | | | | Professorship funds. |
| | 10,000 | | | | | | A subscription made in 1873 for general endowment fund, but not paid until 1880. |
| 16,607 | | | | | | | |
| | 250 | | 1,100 | 345 | | | $250 for general purposes, $1,100 for professorship funds, and $345 for scholarships. |
| 5,000 | | | 5,000 | | | | Toward the endowment of a professorship in theology. |
| | 10,000 | | | | | | For the founding of the Bishop Paddock lectureship fund. |
| 16,000 | 5,000 | | | | | | For endowment; the income to be used for current expenses. |
| | 1,000 | | | | | | For endowment; the income to be used for current expenses. |
| 40 | | | | | 40 | | For aid of students. |
| | 7,500 | | | | | | For endowment. |
| 22,938 | (15,438) | | | | | | For endowment, contingent expenses, and building. |
| | | | | | | | Purpose of gift of $1,000 not specified. |
| 2,000 | | | | | | | Purpose of gift of $500 not specified. |
| | | | | | | | Gift of real estate valued at $500. |
| 2,752 | 2,752 | | | | | | For endowment. |
| 3,767 | | | | | | | Contributions received by the American Baptist Home Mission Society for this institute. |
| 1,669 | | 50 | | | | | Contributions received by the American Baptist Home Mission Society for this institute. |
| 2,886 | | 1,755 | | | | | $1,755 received for new building for this seminary by the American Baptist Home Mission Society, and $1,131 for other purposes. |
| | | | | 100 | | | Annual prize for best general scholarship in senior class. |
| 175 | | | | 50 | | | Annual prize for best thesis in senior class. |
| | | | | 25 | | | Annual prize for best scholarship in junior class. |

TABLE XXIV.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| SCHOOLS OF LAW—Continued. | | | |
| Law School of Cincinnati College. | Cincinnati, Ohio | Julius Dexter | |
| SCHOOLS OF MEDICINE. | | | |
| Hahnemann Medical College of Chicago. | Chicago, Ill | | |
| American Medical College | St. Louis, Mo | Charles Band<br>A. A. Miller | Crete, Nebr<br>St. Louis, Mo |
| New York Medical College and Hospital for Women. | New York, N. Y | Mrs. Emma Keep Schley.<br>Dr. Clemence S. Lozier | |
| Pennsylvania College of Dental Surgery. | Philadelphia, Pa | Henry C. Carey (deceased) | Philadelphia, Pa |
| INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN. | | | |
| Georgia Baptist Seminary for Young Ladies. | Gainesville, Ga | R. T. Wilson | New York State |
| De Pauw College for Young Women. | New Albany, Ind | W. C. De Pauw | New Albany, Ind |
| College of the Sisters of Bethany. | Topeka, Kans | A lady | Pittsburgh, Pa |
| Clinton College | Clinton, Ky | The Society of Friends | Philadelphia, Pa |
| Liberty Female College | Glasgow, Ky | Various persons | |
| Millersburg Female College | Millersburg, Ky | William Farr<br>John McClintock | Bourbon Co., Ky |
| Smith College | Northampton, Mass | | |
| Mt. Holyoke Female Seminary | South Hadley, Mass | | |
| Wellesley College | Wellesley, Mass | Isaac D. Farnsworth<br>M. H. Simpson | |
| Elizabeth Aull Female Seminary. | Lexington, Mo | Various persons | |
| New Hampshire Conference Seminary and Female College. | Tilton, N. H | Charles H. Tenney<br>J. E. Chase, M. D | New York, N. Y<br>Haverhill, Mass |
| Davenport Female College | Lenoir, N. C | Various persons | |
| Western Female Seminary | Oxford, Ohio | Preserved Smith | Dayton, Ohio |
| Lake Erie Female Seminary | Painesville, Ohio | Hon. William H. Upson<br>D. P. Eells<br>Rev. Hubbard Lawrence<br>Hon. Reuben Hitchcock<br>Gen. J. H. Devereux<br>First Congregational Ch<br>Mrs. C. N. Thorpe | Akron, Ohio<br>Cleveland, Ohio<br>Florence, Ohio<br>Painesville, Ohio<br>Cleveland, Ohio<br>Painesville, Ohio<br>Philadelphia, Pa |

*benefactions for* 1880, *&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 |
| $250 | ..... | ..... | ..... | $250 | ..... | ..... | For annual prizes, established in 1877, two for the best oral examinations, one for the best essay on a subject to be designated, and one to be awarded at the discretion of the committee. |
| 10,000 | $10,000 | ..... | ..... | ..... | ..... | ..... | For hospital purposes. |
| 200 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose of gift of $100 not specified. |
| | ..... | $100 | ..... | ..... | ..... | ..... | Value of a gift of surgical instruments. |
| 200 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 1,000 | 1,000 | ..... | ..... | ..... | ..... | ..... | For endowment fund. |
| 750 | ..... | 750 | ..... | ..... | ..... | ..... | For building. |
| 1,000 | 1,000 | ..... | ..... | ..... | ..... | ..... | For salary of teachers. |
| 10,000 | ..... | 10,000 | ..... | ..... | ..... | ..... | For building. |
| 600 | ..... | 600 | ..... | ..... | ..... | ..... | To build a boarding hall. |
| 400 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 164 | ..... | 164 | ..... | ..... | ..... | ..... | Towards rebuilding college building. |
| 4,000 | ..... | ..... | ..... | ..... | ..... | $4,000 | For the art gallery. |
| 2,112 | ..... | 2,112 | ..... | ..... | ..... | ..... | For passenger elevator and library. |
| | ..... | ..... | ..... | 45,000 | ..... | ..... | For 9 scholarships of $5,000 each; 13 scholarships have been founded during the years 1878 to 1880, 4 being reported in the Bureau report for 1878 and the remaining 9 belonging to the years 1879 and 1880. |
| 65,000 | | | | | | | |
| | ..... | ..... | ..... | ..... | ..... | ..... | Gifts of valuable statues, busts, paintings, and models to the art gallery. |
| | ..... | 20,000 | ..... | ..... | ..... | ..... | To erect Simpson Hall as a memorial to Mrs. M. H. Simpson. |
| 2,000 | ..... | 2,000 | ..... | ..... | ..... | ..... | To erect an addition to the buildings and to increase the library. |
| 1,100 | 1,000 | ..... | ..... | ..... | ..... | ..... | For endowment. |
| | 100 | ..... | ..... | ..... | ..... | ..... | For endowment. |
| 2,000 | ..... | 2,000 | ..... | ..... | ..... | ..... | Contributions from citizens of city and county for rebuilding after fire. |
| 700 | 550 | ..... | ..... | ..... | ..... | 150 | $700 is the annual income from a permanent fund, of which $200 is to be devoted to lectures, $150 to library and apparatus, and $350 is to be used as an educational fund. |
| | ..... | ..... | ..... | ..... | $500 | ..... | For aid of students and increase of educational appliances. |
| | ..... | ..... | ..... | ..... | 1,100 | ..... | For aid of students and increase of educational appliances. |
| | ..... | ..... | ..... | ..... | 400 | ..... | For aid of students and increase of educational appliances. |
| 2,546 | ..... | ..... | ..... | ..... | 226 | ..... | For aid of students and increase of educational appliances. |
| | ..... | ..... | ..... | ..... | 100 | ..... | For aid of students and increase of educational appliances. |
| | ..... | ..... | ..... | ..... | 170 | ..... | For aid of students and increase of educational appliances. |
| | ..... | 50 | ..... | ..... | ..... | ..... | For furniture. |

TABLE XXIV.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| PREPARATORY SCHOOLS. | | | |
| Connecticut Literary Institution. | Suffield, Conn | | |
| Woodstock Academy | Woodstock, Conn | | |
| Friends' Elementary and High School. | Baltimore, Md | | Baltimore, Md |
| Worcester Academy | Worcester, Mass | | |
| Smith Academy | St. Louis, Mo | | |
| Peddie Institute | Hightstown, N. J | Hon. William Bucknell | Philadelphia, Pa |
| | | Mrs. L. Longstreet | New Jersey |
| Cazenovia Seminary | Cazenovia, N. Y | Hon. James Callanan | Des Moines, Iowa |
| | | Alumni | New York State |
| Colgate Academy | Hamilton, N. Y | J. B. Colgate | Yonkers, N. Y |
| McKenzie College | McKenzie, Tenn | Citizens of McKenzie | |
| Tullahoma College | Tullahoma, Tenn | J. F. Maynard | Tullahoma, Tenn |
| Markham Academy | Milwaukee, Wis | John C. Spencer | Milwaukee, Wis |
| INSTITUTIONS FOR SECONDARY INSTRUCTION. | | | |
| Andrews Institute | Andrews Institute, Ala. | J. W. Weston | |
| Trinity Normal School | Athens, Ala | Various persons | |
| Talladega College | Talladega, Ala | Various persons | |
| Southland College | Helena, Ark | Sarah Slade | Fall River, Mass |
| | | Missionary Board of Indiana Yearly Meeting of Friends, and others. | |
| | | Benjamin Coates | Philadelphia, Pa |
| Golden Gate Academy | Oakland, Cal | Moses Hopkins | San Francisco, Cal |
| Florida Institute | Live Oak, Fla | Various persons | |
| Cookman Institute | Jacksonville, Fla | John Whetstone | Cincinnati, Ohio |
| | | Thomas Brice | Philadelphia, Pa |
| Santa Rosa County Graded Free School. | Milton, Fla | Mrs. W. J. Keyser | |
| West Florida Institute | Milton, Fla | Various persons | |
| Clark University | Atlanta, Ga | Mrs. Eliza Chrisman | Topeka, Kans |
| | | | |
| | | Freedmen's Aid Society of M. E. Church. | Cincinnati, Ohio |
| Buena Vista High School | Buena Vista, Ga | Various persons | |
| African Methodist Episcopal High School. | Cartersville, Ga | Various persons | Georgia |
| German Evangelical Lutheran School. | Addison, Ill | Various persons | |

*benefactions for* 1880, *&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 |
| $5,000 | | | | | | | Purpose not specified. |
| 200 | | | | | | | Purpose not specified. |
| 164 | | | | | | | Purpose not specified. |
| 28,500 | $28,500 | | | | | | Endowment fund raised by subscript'n. |
| 1,000 | | $1,000 | | | | | For philosophical apparatus. |
| 700 | | | | | | $600 | For library. |
| | | | | | | 100 | |
| 50,000 | 30,000 | | | | | | For liquidation of debt. |
| | 20,000 | | | | | | For permanent endowment. |
| 25,000 | 25,000 | | | | | | In bonds bearing 5 per cent. interest; to increase the permanent endowment. |
| 500 | | | | | | | Raised by subscription by citizens of McKenzie; the library was also founded in the same way. |
| 500 | | 500 | | | | | For improvement of building. |
| 20 | | | | $20 | | | Value of a gold medal, called the "Spencer prize," in declamation. |
| | | | | | | | A gift of a building for use of school, that an institution of high grade may be kept up. |
| 1,900 | 700 | 1,200 | | | | | $700 for support of teachers and $1,200 to aid in building a school-house. |
| 2,400 | | | | | $2,400 | | For the assistance of students. |
| 4,852 | 2,070 | | | | | | In land; rents to be used in paying teachers' salaries, or if sold funds to be used for endowment. |
| | 1,000 | 633 | | | 649 | | $1,000 to pay teachers for year's services, $633 for new dining room, new cistern, &c., and $649 to aid destitute children. |
| | 500 | | | | | | To pay teachers' salaries annually; interest only to be used. |
| 50,000 | 50,000 | | | | | | This amount pledged for endowment and payment of debt on condition that an equal amount be raised from other sources. |
| 1,622 | | | | | | | Contributions received for this institute by the American Baptist Home Mission Society. |
| 200 | | 200 | | | | | For repairing building. |
| 1,000 | 1,000 | | | | | | |
| 1,450 | 1,450 | | | | | | In subscription for the keeping up of a good graded free school. |
| 13,000 | | 10,000 | | | | | Towards a new building called Chrisman Hall, which was completed in 1880 at a total cost of $30,000, some portion of which was raised by Bishop Gilbert Haven, by Mrs. Bishop Clark, and others. |
| | 3,000 | | | | | | To pay salaries. |
| 300 | | 300 | | | | | To improve buildings and purchase piano. |
| 200 | | 200 | | | | | To aid in erecting suitable buildings. |
| 1,639 | | | | | | | Purpose not specified. |

TABLE XXIV.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued. | | | |
| Jennings Seminary | Aurora, Ill. | | |
| Freie Deutsche Schule | Danville, Ill | | |
| Coe Collegiate Institute | Cedar Rapids, Iowa. | T. M. Sinclair | Cedar Rapids, Iowa. |
| Danish High School | Elk Horn, Iowa | Various persons | |
| Epworth Seminary | Epworth, Iowa | Citizens of Epworth | |
| Lenox Collegiate Institute | Hopkinton, Iowa | Mrs. Helen Finley | Dubuque, Iowa |
| Friends' Academy | Le Grand, Iowa | Various persons | |
| Teachers' Seminary of the German Evangelical Synod of Iowa. | Waverly, Iowa | | |
| Alexander College | Burkesville, Ky | J. T. Gothright | Louisville, Ky |
| Bethel Academy | Nicholasville, Ky | Residents of Nicholasville | |
| Bath Seminary | Owingsville, Ky | J. M. Clyde<br>Town of Owingsville and Menifee heirs. | Covington, Ky |
| West Liberty Male and Female Seminary. | West Liberty, Ky | W. R. Gibbs | West Liberty, Ky |
| St. Hyacinth's Academy | Monroe, La | Young Catholic Friends' Society. | Monroe, La |
| Peabody Normal Seminary | New Orleans, La | Various persons | |
| Fryeburg Academy | Fryeburg, Me. | Mrs. Valeria G. Stone | Malden, Mass |
| The Hannah More Academy | Reisterstown, Md | Mr. and Mrs. Samuel G. Wyman.<br>The society of the graduates. | Baltimore, Md |
| Shattuck School | Faribault, Minn | F. A. Thropold | Faribault, Minn |
| St. Olaf's School | Northfield, Minn. | Various persons | |
| Gustavus Adolphus College | St. Peter, Minn. | Evangelical Lutheran Swedish Conference. | |
| Wesleyan Methodist Seminary | Wasioja, Minn | Thomas Carbert<br>Various others | Cincinnati, Ohio |
| Natchez Seminary | Natchez, Miss | | |
| Avalon Academy | Avalon, Mo | Various persons | |
| Morrisville Male and Female Collegiate Institute. | Morrisville, Mo | Various persons | |
| Park College | Parkville, Mo | Hon. George S. Park<br>William Thaw<br>Various others | Lostant, Ill<br>Pittsburgh, Pa |
| Salem Academy | Salem, Mo | D. Appleton & Co<br>Van Antwerp, Bragg & Co<br>Various others | New York, N. Y<br>Cincinnati, Ohio |
| Nebraska Baptist Seminary | Gibbon, Nebr | Citizens of Gibbon | |
| Brackett Academy | Greenland, N. H | Rev. Edward Bobie, D. D.<br>Mrs. A. E. Newhall | Greenland, N. H |
| Pembroke Academy | Pembroke, N. H | Samuel P. Langmaid (deceased). | Somerville, Mass. |
| South Jersey Institute | Bridgeton, N. J | William E. Bucknell | Philadelphia, Pa |
| Centenary Collegiate Institute | Hackettstown, N. J | | |
| German-American Elementary and High Grammar School. | Newark, N. J | Various persons | |
| Cayuga Lake Academy | Aurora, N. Y | Hon. Edwin B. Morgan | Aurora, N. Y |
| Adelphi Academy | Brooklyn, N. Y | Leonard Richardson<br>William Richardson | Brooklyn, N. Y |

*benefactions for* 1880, *&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 |
| $500 | $500 | | | | | | Repairs and insurance. |
| 150 | 150 | | | | | | For teacher's salary. |
| 21,000 | 10,000 | | | | | | For endowment. |
| | 11,000 | | | | | | |
| 200 | 200 | | | | | | |
| 700 | | $700 | | | | | For repairs. |
| 15 | 15 | | | | | | For general expense fund. |
| 300 | 300 | | | | | | To pay salaries of teachers and expenses of the school. |
| 3,000 | | 3,000 | | | | | Free contributions for building. |
| 850 | | | | | $850 | | To pay tuition of young ladies. |
| 6,200 | | 6,200 | | | | | To erect a building. |
| 4,200 | 1,200 | | | | | | For the establishment of a permanent high school; the $3,000 were given in grounds. |
| | | 3,000 | | | | | |
| 250 | | 250 | | | | | School house fixtures, &c. |
| 50 | | | | | 50 | | For education of indigent children. |
| 1,200 | 1,200 | | | | | | Local contributions for the support of school; this school also receives an annual appropriation from the Peabody fund. |
| 10,000 | | | | | | | Purpose not specified. |
| | | | | | | | Money for repairs and improvements and for support of scholars. |
| 3,000 | | | | $3,000 | | | For scholarship. |
| 350 | 350 | | | | | | Raised by subscription for the endowment fund. |
| 4,000 | 4,000 | | | | | | Payment of indebtedness and support of school. |
| 200 | 100 | | | | | | For endowment. |
| | 100 | | | | | | |
| 573 | 573 | | | | | | Contributions received for this seminary by the American Baptist Home Mission Society. |
| 100 | 100 | | | | | | For general purposes. |
| 1,000 | 1,000 | | | | | | For payment of debt and support of faculty. |
| 6,000 | 6,000 | | | | | | For general uses. |
| 300 | | | | | | $300 | Value of 150 books donated to library. |
| 17,500 | 17,500 | | | | | | For the permanent maintenance of a school equal in grade to an academy. |
| 60 | | | | | | | In fuel and books. |
| 5,000 | 5,000 | | | | | | For general purposes. |
| 700 | | | | | | 700 | For library. |
| 200 | | | | | | 200 | For art gallery and library. |
| 1,520 | | 1,520 | | | | | To raise part of mortgage. |
| 10,000 | 10,000 | | | | | | For general uses. |
| 590 | 560 | | | | | | For payment of debt. |
| | 30 | | | | | | |

TABLE XXIV.—*Statistics of educational*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued. | | | |
| Le Roy Academic Institute | Le Roy, N. Y | | |
| Pike Seminary | Pike, N. Y | Citizens of Pike | |
| Rochester Realschule | Rochester, N. Y | Rochester Realschulverein | |
| New Garden Boarding School. | New Garden, N. C | Philip P. Dunn and others. | Trenton, N. J |
| Catawba High School | Newton, N. C | Various persons | |
| Trap Hill Institute | Trap Hill, N. C | | |
| Yadkin College | Yadkin College, N. C | Citizens of Yadkin College. | |
| | | Members of M. P. Church | North Carolina |
| | | A friend | Pennsylvania |
| Albany Enterprise Academy. | Albany, Ohio | Various persons | |
| Beverly College | Beverly, Ohio | Enoch McIntosh | Beverly, Ohio |
| Albany Collegiate Institute | Albany, Oreg | | |
| Ashland College and Normal School. | Ashland, Oreg | W. C. Myer | |
| | | Various persons | |
| Keystone Academy | Factoryville, Pa | | |
| Laird Institute | Murrysville, Pa | Students of the institute | |
| Union Seminary | New Berlin, Pa | | Various persons |
| New Lebanon Institute | New Lebanon, Pa | Various persons | |
| Susquehanna Collegiate Institute. | Towanda, Pa | John W. Hollenback | Wilkes-Barre, Pa |
| | | Richard Woodward | |
| Friends' New England Boarding School. | Providence, R. I | Philip Tripp | Freetown, Mass |
| Polytechnic and Industrial Institute. | Bluffton, S. C | Mrs. H. A. Perkins | Hartford, Conn |
| | | Miss M. D. Wardlaw | Bridgeport, Conn |
| | | A friend | New York, N. Y |
| | | Mr. and Miss Jones | New Bedford, Mass |
| Benedict Institute | Columbia, S. C | Various persons | Northern States |
| West Tennessee Seminary | Hollow Rock, Tenn | Various persons | |
| Odd Fellows' Male and Female College. | Humboldt, Tenn | | Humboldt, Tenn |
| Holston Seminary | New Market, Tenn | | |
| Clear Spring Academy | Rheatown, Tenn | Various persons | |
| White Seminary | Sparta, Tenn | | |
| Coronal Institute | San Marcos, Tex | | |
| Goddard Seminary | Barre, Vt | Various persons | |
| St. Johnsbury Academy | St. Johnsbury, Vt | Thaddeus Fairbanks | St. Johnsbury, Vt |
| Mt. Pisgah Academy | Aylett's P. O., Va | Unknown | |
| Storer College | Harper's Ferry, W. Va. | | |
| College of the Mission House | Franklin, Wis | N. W. Synod of the Reformed Church in the United States. | |
| National German-American Teachers' Seminary. | Milwaukee, Wis | Mrs. Anna Ottendorfer | New York, N. Y |
| Indian University | Tahlequah, Ind. T | Various persons | |
| Albuquerque Academy | Albuquerque, N. Mex | New West Education Commission. | Chicago, Ill |
| Las Vegas Academy | Las Vegas, N. Mex | New West Education Commission. | Chicago, Ill |
| Las Vegas College | Las Vegas, N. Mex | Various persons | |

*benefactions for* 1880, *&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 |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | Various educational reports, pamphlets, &c., for the library. |
| $43 | ..... | $43 | ..... | ..... | ..... | ..... | For apparatus. |
| 800 | $800 | ..... | ..... | ..... | ..... | ..... | To support a non-sectarian school. |
| 350 | ..... | 350 | ..... | ..... | ..... | ..... | For improvements in buildings; a full set of table ware was also received. |
| 4,000 | ..... | 4,000 | ..... | ..... | ..... | ..... | For building and chemical apparatus. |
| 320 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 3,000 | ..... | 1,500 | ..... | ..... | ..... | ..... | To erect a new building. |
| | ..... | 1,000 | | | | | |
| | ..... | 500 | | | | | |
| 320 | 320 | ..... | ..... | ..... | ..... | ..... | Tuition purposes. |
| 25 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 500 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 3,500 | 500 | ..... | ..... | ..... | ..... | ..... | For the founding of the college. |
| | 3,000 | ..... | ..... | ..... | ..... | ..... | |
| 2,500 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 400 | ..... | ..... | ..... | ..... | ..... | $400 | Value of books donated to the library. |
| 100 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 2,500 | ..... | 2,500 | ..... | ..... | ..... | ..... | Given in various sums for the erection of a school building. |
| 13,000 | 13,000 | ..... | ..... | ..... | ..... | ..... | For permanent endowment; the gift conditional on the raising of $10,000 more. |
| | ..... | ..... | ..... | ..... | ..... | ..... | A gift of a fine collection of geological specimens. |
| 2,000 | ..... | ..... | ..... | ..... | $2,000 | ..... | To aid students. |
| 1,360 | ..... | 200 | ..... | ..... | ..... | ..... | For building fund. |
| | ..... | 600 | ..... | ..... | ..... | ..... | For machinery. |
| | ..... | 300 | ..... | ..... | ..... | ..... | For building fund. |
| | ..... | 200 | ..... | ..... | ..... | ..... | For building fund. |
| 9,000 | ..... | 9,000 | ..... | ..... | ..... | ..... | For new buildings. |
| 138 | ..... | 138 | ..... | ..... | ..... | ..... | To pay debt on buildings. |
| 125 | ..... | 125 | ..... | ..... | ..... | ..... | For chemical apparatus and organ. |
| 275 | ..... | 275 | ..... | ..... | ..... | ..... | Value of organ received. |
| 500 | ..... | 500 | ..... | ..... | ..... | ..... | For improving the buildings. |
| 5 | ..... | 5 | ..... | ..... | ..... | ..... | Value of a stage built by a club for use in exhibitions and concerts. |
| 245 | ..... | 245 | ..... | ..... | ..... | ..... | In money and a terrestrial globe. |
| 10,000 | 10,000 | ..... | ..... | ..... | ..... | ..... | Raised by subscription for the payment of teachers. |
| 4,628 | 4,628 | ..... | ..... | ..... | ..... | ..... | For current expenses. |
| 60 | ..... | ..... | ..... | ..... | ..... | 60 | In books and pictures for the library. |
| 500 | 500 | ..... | ..... | ..... | ..... | ..... | For general purposes. |
| 4,500 | ..... | ..... | ..... | ..... | 4,500 | ..... | In aid of students purposing to serve the church as ministers or teachers. |
| 10,000 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 223 | ..... | ..... | ..... | ..... | ..... | ..... | Contributions received for this university by the American Baptist Home Mission Society. |
| 1,400 | 1,400 | ..... | ..... | ..... | ..... | ..... | To pay salaries. |
| 1,000 | 1,000 | ..... | ..... | ..... | ..... | ..... | For the founding of a Christian school. |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | Gifts of minerals and philosophical apparatus to aid in forming cabinet and museum. |

TABLE XXIV.—*Statistics of educationa*

| Organization to which intrusted. | | Benefactor. | |
|---|---|---|---|
| Name. | Location. | Name. | Residence. |
| 1 | 2 | 3 | 4 |
| INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued. | | | |
| Brigham Young College | Logan City, Utah | Brigham Young (deceased) | Salt Lake City, Utah |
| Wahsatch Academy | Mt. Pleasant, Utah | Ladies' Society<br>Mrs. S. E. Haines and others.<br>C. J. Dockstoder and others. | Cedar Rapids, Iowa.<br>Elizabeth, N. J.<br>Cleveland, Ohio |
| School of the Good Shepherd. | Ogden, Utah | | |
| Presbyterian Mission School | Payson, Utah | | |
| St. Mark's Grammar School | Salt Lake City, Utah | Subscriptions from Sunday schools, churches, and individuals. | |
| Salt Lake Academy | Salt Lake City, Utah | New West Education Commission. | Chicago, Ill. |
| Salt Lake Collegiate Institute | Salt Lake City, Utah | Missionary societies and various individuals. | |
| TRAINING SCHOOLS FOR NURSES. | | | |
| Connecticut Training School for Nurses. | New Haven, Conn | | |
| Boston Training School for Nurses. | Boston, Mass | | |
| Training School for Nurses (New England Hospital). | Boston, Mass | | |
| Training School for Nurses (Bellevue Hospital). | New York, N.Y. | | |
| INSTITUTIONS FOR THE DEAF AND DUMB AND THE BLIND. | | | |
| Institution for the Deaf and Dumb and the Blind. | Berkeley, Cal | Levi Strauss | San Francisco, Cal |
| Maryland Institution for the Instruction of the Blind. | Baltimore, Md | Benjamin Riegle (dec'd)<br>Miss Wilkins (deceased) | |
| New England Industrial School for Deaf-Mutes. | Beverly, Mass | A lady<br>Various persons | Boston, Mass |
| Perkins Institution and Massachusetts School for the Blind. | Boston, Mass | William Taylor (dec'd)<br>William Munroe (dec'd)<br>Henry B. Rogers | |
| Institution for the Improved Instruction of Deaf-Mutes. | New York, N.Y. | Joseph Seligman (dec'd) | New York, N. Y. |
| New York Institution for the Blind. | New York, N.Y. | | |
| New York Institution for the Instruction of the Deaf and Dumb. | New York, N.Y. | D. Morley | New York, N. Y. |
| Pennsylvania Institution for the Deaf and Dumb. | Philadelphia, Pa | Miss Eliza Harland (dec'd) | |
| Pennsylvania Institution for the Instruction of the Blind. | Philadelphia, Pa | Eliza Hutchinson (dec'd)<br>Eliza Harland (deceased)<br>Joseph Watson Hibb, (deceased).<br>Mrs. Volz<br>Alfred C. Harrison | |

*benefactions for* 1880, *&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 |
| $96,427 | ..... | $96,427 | ..... | ..... | ..... | ..... | Estimated value of 96,427 acres of land bequeathed by Brigham Young for the education of children of the Latter Day Saints; this was probably received prior to 1880, but is for the first time reported. |
| 575 | ..... | ..... | ..... | ..... | $200 | ..... | Education of indigent young persons. |
| | ..... | ..... | ..... | ..... | 300 | ..... | |
| | ..... | ..... | ..... | ..... | 75 | ..... | |
| ..... | ..... | ..... | ..... | ..... | ..... | ..... | Money received from churches in the East for grounds, buildings, desks, apparatus, &c.; also money for scholarships at $40 each. |
| 50 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 6,000 | ..... | ..... | ..... | ..... | 6,000 | ..... | To educate poor children; given in cash for scholarships at $40 each. |
| 1,800 | $1,800 | ..... | ..... | ..... | ..... | ..... | To pay teachers. |
| 8,000 | 8,000 | ..... | ..... | ..... | ..... | ..... | To help on the mission work. |
| 2,250 | ..... | 2,250 | ..... | ..... | ..... | ..... | For building a dormitory. |
| 7,500 | ..... | ..... | ..... | ..... | ..... | ..... | A bequest; purpose not specified. |
| 25,000 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 6,135 | ..... | ..... | ..... | ..... | ..... | ..... | Purpose not specified. |
| 5,000 | 5,000 | ..... | ..... | ..... | ..... | ..... | For general purposes; interest only to be used. |
| 1,007 | 977 | ..... | ..... | ..... | ..... | ..... | Bequest from estate; purpose not specified. |
| | 30 | ..... | ..... | ..... | ..... | ..... | Bequest from estate; purpose not specified. |
| 2,746 | ..... | 300 | ..... | ..... | ..... | ..... | To aid in the erection of a shop. |
| | 2,446 | ..... | ..... | ..... | ..... | ..... | For general support. |
| 1,991 | ..... | ..... | ..... | ..... | ..... | ..... | From the executors of the will of William Taylor the final payment of $891. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Payment from the estate of William Munroe of $100. |
| | 1,000 | ..... | ..... | ..... | ..... | ..... | For a permanent printing fund. |
| 500 | 500 | ..... | ..... | ..... | ..... | ..... | Bequest for general purposes. |
| 7,146 | ..... | ..... | ..... | ..... | ..... | ..... | Donations and legacies amounting to $7,146. |
| 1,390 | 1,390 | ..... | ..... | ..... | ..... | ..... | For general purposes. |
| 415 | ..... | ..... | ..... | ..... | ..... | ..... | A legacy; purpose not specified. |
| 2,388 | ..... | ..... | ..... | ..... | ..... | ..... | Legacy of $68. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Legacy of $415. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Legacy of $855. |
| | ..... | ..... | ..... | ..... | ..... | ..... | Donation of $50. |
| | ..... | ..... | ..... | $1,000 | ..... | ..... | To establish fund for prizes in the manufacturing department. |

TABLE XXV.—*Publications, educational, historical, &c., for* 1880; *compiled from publishers' announcements by the United States Bureau of Education.*

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| ARCHÆOLOGY, FINE ARTS, AND MUSIC. | | | | | |
| The American Antiquarian and Oriental Journal. Edited by Rev. Stephen D. Peet and others. A quarterly journal. | Thomas H. Bush | Chicago, Ill | | | Per an., $3 00 |
| How to Understand Music. By W. S. B. Mathews | W. S. B. Mathews | do | 8vo | 296 | 2 25 |
| The Art of Singing and Vocal Culture. By Prof. Ferd. Sieber | Oliver Ditson & Co | Boston, Mass | 16mo | 95 | |
| A Book of Rhymes and Tunes. By Margaret P. Osgood | do | do | 4to | 128 | |
| Song Bells. By L. O. Emerson | do | do | Obl. 16mo | 216 | |
| The Welcome Chorus. By W. S. Tilden | do | do | Obl. 8vo | 256 | |
| The American Art Review. Edited by S. R. Koehler, William C. Prime, and Charles C. Perkins. Vol. 1. | Estes & Lauriat | do | 4to | 556 | 13 50 |
| Treatise on Etching. By Maxime Lalanne. From the second French edition. By S. R. Koehler. | do | do | 8vo | 30+76 | 3 50 |
| National Hymn and Tune Book. By L. W. Mason. For use in high and normal schools. | Ginn & Heath | do | 8vo | 2+126 | 70 |
| Gleanings in the Field of Art. By Mrs. Edna D. Cheney | Lee & Shepard | do | | | |
| History of Ancient Art. By John Winckelmann. Translated by Dr. G. H. Lodge. With 75 engravings. 2 vols. | James R. Osgood & Co | do | 8vo | | 9 00 |
| Pocket Manual and Music Reader. By Jos. P. Cobb | J. M. Russell | do | 12mo | 48 | 25 |
| Public School Hymnal. Compiled by Irving Emerson | do | do | 12mo | 160 | 40 |
| Contributions to the Archæology of Missouri by the St. Louis Academy of Science. Part I. Pottery:<br>Archæological Remains in Southeastern Missouri. By W. B. Potter..<br>The Ancient Pottery of Southeastern Missouri. By Dr. Edward Evers. | G. A. Bates | Salem, Mass | Folio | {54 p., 24 pl., & 5 maps. | Paper, 3 00 |
| American Painters. Biographical sketches of sixty-eight American artists, with 104 examples of their work. New and enlarged edition. | D. Appleton & Co | New York, N. Y | 4to | | 8 00 |
| British Painters. With 80 examples of their work | do | do | 4to | 6+162 | 6 00 |
| Krüsi's Easy Drawing Lessons. Three series | do | do | | | Each, 15 |
| Bartley's School Hymnal | A. S. Barnes & Co | do | | | 75 |
| The Schools of Modern Art in Germany. By J. Beavington Atkinson. Illustrated. | J. W. Bouton | do | 4to | | 12 00 |
| Great Painters of Christendom. By J. Forbes Robinson. New edition | Cassell, Petter, Galpin & Co | do | Roy. 4to | 448 | 10 00 |
| History of Painting: Ancient, Early Christian, and Mediæval. From the German of Prof. Alfred Woltmann and Dr. Karl Woermann. Edited by Sidney Colvin, M. A. Illustrated. | Dodd, Mead & Co | do | Imp. 8vo | 26+505 | 7 50 |
| Lübke's History of Art. Fourth edition. New translation from seventh German edition. Edited, with notes, by Clarence Cook. 2 vols. Illustrated. | do | do | 8vo | | 14 00 |
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| Book of Tales. Supplementary to Third Reader | do | do | | | | 50 |
| Readings in Nature's Book. Supplementary to Fourth Reader | do | do | | | | 65 |
| Seven American Classics } Supplementary to Fifth Reader | do | do | | | { | 50 |
| Seven British Classics... } | | | | | { | 50 |
| The New Education: School Management. Practical guide for the teacher in the school room. By Amos M. Kellogg. | E. L. Kellogg & Co | do | 16mo | 12+107 | | 75 |
| Some Thoughts Concerning Education. By John Locke. With introduction and notes by R. H. Quick. | Macmillan & Co | do | 16mo | 240 | | 90 |
| Alcohol and Hygiene. By Julia Colman. Elementary lesson book for schools. | National Temperance Society and Publishing House. | do | 16mo | 231 | | 60 |
| Juvenile Temperance Manual. By Julia Colman | do | do | 12mo | 157 | | 60 |
| Roger Ascham and John Sturm. Glimpses of Education in the Sixteenth Century. By Prof. William F. Phelps, A. M. | Phillips & Hunt | do | | | | 10 |
| Self-Education: What to do, and How to do It. By Jos. Alden, D. D., LL. D | do | do | | 72 | | 10 |

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| EDUCATION—Continued. | | | | | |
| National Composition Book | Potter, Ainsworth & Co | New York, N. Y | | | $1 01 |
| The American Educational Catalogue for 1880. Compiled by F. Leypoldt | Publishers' Weekly Office | do | | | Per 100 copies, 5 00 |
| Growth and Grades of Intelligence. By John Bascom | G. P. Putnam's Sons | do | | | 1 50 |
| Kindergarten Guide. An illustrated hand-book for the self-instruction of Kindergartners, mothers, and nurses. No. 5. The 11th, 12th, and 13th gifts. By Maria Kraus-Bœlte and John Kraus. | E. Steiger | do | 8vo | 373–453 | 1 00 |
| The Kindergarten: Its Aims, Methods and Results. By C. B. Morehouse | do | do | 12mo | 2+44 | Paper, 25 |
| The Art of Securing Attention. By Joshua G. Fitch | Davis, Bardeen & Co | Syracuse, N. Y | 24mo | 43 | Paper, 15 |
| Bulletin Blank Speller | do | do | | | 15 |
| The Elements of Education. By Charles J. Buell | do | do | 24mo | 25 | Paper, 15 |
| High Schools. By B. G. Northrop | do | do | 8vo | 26 | Paper, 25 |
| Kindergarten Forms for Public Schools | do | do | | | 75 |
| Graded Selections for Memorizing. Edited by John B. Peaslee | Van Antwerp, Bragg & Co | Cincinnati, Ohio | Sq. 16mo | 192 | |
| McGuffey's New Eclectic Revised Speller | do | do | | | 21 |
| McGuffey's Revised Sixth Eclectic Reader | do | do | | | 1 00 |
| Science of Education; or, Philosophy of Human Culture. By John Ogden | do | do | 12mo | 234 | 1 17 |
| Manual of Elocution and Philosophy of Expression. By P. Robertson | United Brethren Pub. House | Dayton, Ohio | 12mo | 95 | 90 |
| Butler's Literary Selections, No. 4. Edited by J. P. McCaskey | J. H. Butler & Co | Philadelphia, Pa | 16mo | 192 | 75 |
| One Hundred Choice Selections in Poetry and Prose. Edited by P. Garrett. No. 18. | P. Garrett & Co | do | 12mo | 180 | Paper, 30 |
| Thoughts for the Fireside and School. By Rev. J. B. Gross. Second series | J. B. Lippincott & Co | do | 12mo | 287 | 1 25 |
| Science and Art of Elocution. By Frank H. Fenno | John E. Potter & Co | do | 12mo | 344 | 1 25 |
| Care and Culture of Children. By T. F. Sozinskey, M. D | H. C. Watts & Co | do | 12mo | 484 | 2 50 |
| On Education. By Dr. E. Seguin | Doerflinger Book and Pub. Co | Milwaukee, Wis | 8vo | 215 | 1 00 |
| Four Lectures on Early Child-Culture. By W. N. Hailmann | do | do | 12mo | 3+74 | 40 |
| From Pestalozzi to Fröbel. By W. N. Hailmann | do | do | 8vo | 12 | Paper, 05 |
| ENCYCLOPÆDIAS. | | | | | |
| (See Dictionaries.) | | | | | |
| FINE ARTS. | | | | | |
| (See Archæology, Fine Arts, and Music.) | | | | | |
| GENERAL SCIENCE. | | | | | |
| Elementary Guide to Determinative Mineralogy. By C. Gilbert Wheeler. Based upon the method of Weisbach's Tabellen zur Bestimmung der Mineralen; applied chiefly to American species. | S. J. Wheeler | Chicago, Ill | 12mo | 75 | 1 00 |
| Almanac of Planetary Meteorology. By Robert Mansill | R. Crampton | Rock Island, Ill | 4to | 52 | Paper, 50 |

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| Easy Experiments in Chemistry and Natural Philosophy. By G. Dallas Lind. | "Normal Teacher" Publishing House. | Danville, Ind | 12 mo | 102 | Paper, | 40 |
| The Perception of Space and Matter. By Rev. J. E. Walter | Estes & Lauriat | Boston, Mass | Cr. 8vo | | | 2 00 |
| Brief Lecture Notes on Sound and Light. By Charles K. Wead. Prepared for use of students in the University of Michigan. | John Moore | Ann Arbor, Mich | 8vo | 13 p. interleaved. | Paper, | 25 |
| Stars and the Earth; or, Thoughts upon Space, Time, and Eternity. [anon.] Revised and enlarged, with notes, by Richard A. Proctor. | G. I. Jones & Co | St. Louis, Mo | Sq. 16 mo | 2+52 | | 50 |
| Chemical Exercises in Qualitative Analysis. By George W. Rains, M. D. | D. Appleton & Co | New York, N. Y | 16mo | | | 50 |
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| Easy Lessons in Light. By W. Awdry. Illustrated | do | do | 16mo | 10+114 | | 70 |
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TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| GENERAL SCIENCE—Continued. | | | | | |
| Introduction to Study of Chemical Reactions. By Dr. Philip Edmund Drechsel. Translated and adapted to use of American students, by notes, &c., by N. F. Merrill. | John Wiley & Sons | New York, N. Y | 12mo | 19+138 | $1 00 |
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| Geographical Plays. By Jane Andrews. For school and home | Lee & Shepard | Boston, Mass | | | |
| Appleton's American Standard Geographies: Elementary Geography. With maps and illustrations | D. Appleton & Co | New York, N. Y | Sq. 8vo | 108 | 65 |
| The Children's Fairy Geography of a Merry Trip round Europe. By Forbes E. Winslow. Third edition. Illustrated. | Pott, Young, & Co | do | Sq. 8vo | 12+316 | 2 50 |
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| History of Abbott Academy, Andover, Mass., 1829-1879. By Philena and Phebe F. McKeen. With introduction by Edwards A. Park, D. D. Illustrated. | W. F. Draper | Andover, Mass | 8vo | 20+259 | 3 00 |

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TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| HISTORY—Continued. | | | | | |
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| The Nineteenth Century. By Robert Mackenzie | Thomas Nelson & Sons | do | 8vo | 463 | 2 50 |
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| Roman History. By J. H. Vincent, D. D. | do | do | | | 10 |
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TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| LANGUAGE—Continued. | | | | | |
| Handbook of Grammar and Analysis. By James E. Vose | James E. Vose | Ashburnham, Mass | 16mo | 183 | $0 60 |
| First Latin Exercises. By G. L. Bennett | John Allyn | Boston, Mass | | | 1 00 |
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| Works of Virgil. Translated by John Dryden. Acme edition | American Book Exchange | New York, N. Y | 16mo | 425 | 40 |
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| Study of Languages Brought Back to its True Principles. By C. Marcel | J. Fitzgerald & Co | New York, N. Y | 4to | 27 | Paper, | 15 |
| The Orations of Demosthenes. Translated by Thomas Leland. In 2 vols | I. K. Funk & Co | do | 4to | 58, 59–115 | Pap., ea., | 20 |
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| Hachette's Illustrated French Primer; or, The Child's First French Lessons. Edited by Henri Bue. | J. B. Lippincott & Co | Philadelphia, Pa | 12mo | | | 80 |
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| A Practical English Grammar. By Albert N. Raub | do | do | 16mo | | | 99 |
| Introduction to Study of Sign Language among North American Indians, as Illustrating Gesture Speech of Mankind. By Garrick Mallery. | Government Printing Office | Washington, D. C | Sq. 4to | 3+72 | | |

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| LAW. | | | | | |
| Struggle for Law. By Rudolph v. Jhering. Translated from the fifth German edition by John J. Lalor. | Callaghan & Co | Chicago, Ill | 12mo | 160 | $1 50 |
| Treatise on the Law of Injunctions. By James L. High. Second edition. 2 vols. | do | do | 8vo | 1,307 | 11 00 |
| Treatise on American Law of Elections. By George W. McCrary. Second edition, revised and enlarged. | E. B. Myers | do | 8vo | 545 | 6 00 |
| Law of Damages. By William Eggleston | William Eggleston | Terre Haute, Ind | 8vo | 640 | 5 00 |
| Abbott's Year-Book of Jurisprudence for 1880. By Benjamin Vaughan Abbott. | Little, Brown & Co | Boston, Mass | 8vo | | 5 00 |
| Bigelow's History of Procedure in England during the Norman Period | do | do | 8vo | | 5 00 |
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| A Summary of the Law of Contracts. By C. C. Langdell. Second edition | do | do | 12mo | | 2 50 |
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| Treatise on the Measure of Damages. By Theodore Sedgwick. Seventh edition, edited by Arthur G. Sedgwick and G. W. Van Nest. 2 vols. | do | do | 8vo | | 13 00 |
| Law of Public Schools. By Finley Burke | A. S. Barnes & Co | do | 12mo | 154 | 1 00 |

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| Collections of Legal Maxims in Law and Equity. Compiled by S. S. Peloubet. | G. S. Diossy | do | | | 2 00 |
| American Manual of Parliamentary Law. By George T. Fish | Harper & Bros | do | 16mo | 140 | 50 |
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| Elementary | do | do | | | 35 |
| Metric System | do | do | | | 15 |
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| The Metric System and Interchange of Weights and Measures. By E. A. Gibbens and D. Beach, jr. | G. P. Putnam's Sons | do | Sq. 16mo | | 75 |

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
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| Metrical Tables. By Guilford L. Molesworth | E. & F. N. Spon | do | 32mo | 57 | 60 |
| Elementary Treatise on Analytic Geometry. By Edward A. Bowser | D. Van Nostrand | do | 12mo | 11+287 | 1 75 |
| Elementary Treatise on the Differential and Integral Calculus. By Edward A. Bowser. | do | do | 12mo | 14+395 | 2 25 |
| Elementary Treatise on the Differential Calculus. Founded on the Method of Rates or Fluxions. By J. M. Rice and W. W. Johnson. Abridged edition. | John Wiley & Sons | do | 12mo | | 1 50 |
| Multiplication and Division Table. By Leonard Waldo | do | do | | 6 | 75 |
| Manual of Suggestions for Teaching Fractions. By Woodhull W. Davis | C. W. Bardeen | Syracuse, N. Y | 16mo | 43 | Paper, 25 |
| Regents' Questions. Part 1: Arithmetic, with box of 1,000 problems. Compiled by D. J. Pratt. | do | do | 24mo | 89 | Paper, 1 00 |
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| Transcendental Physics. By J. K. F. Zöllner. From the German, with prefaces and appendices by C. Carleton Massey. | Colby & Rich | Boston, Mass | 12mo | 218 | 1 50 |
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| Questions and Problems in Physics. By C. L. Hotze | do | do | | | 75 |
| Physical Treatise on Electricity and Magnetism. By J. E. H. Gordon. Illustrated. 2 volumes. | D. Appleton & Co | New York, N. Y | 8vo | | 7 00 |
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| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
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| Manual of Medical Jurisprudence. By Alfred Swaine Taylor, M. D. Eighth American edition, edited by John I. Reese, M. D. Illustrated. | Henry C. Lea's Son & Co | ....do | 8vo | 933 | 5 00 |
| Manual of Pathological Histology. By V. Carnil and L. Ranvier. Translated with notes and additions by E. O. Shakespeare, M. D., and J. H. Simes, M. D. Illustrated. | ....do | ....do | 8vo | 784 | 5 50 |
| Practical Treatise on the Diseases of Women. By T. Gaillard Thomas, M. D. Fifth edition, enlarged and revised. | ....do | ....do | 8vo | 806 | 5 00 |
| Practical Treatise on Fractures and Dislocations. By Frank Hastings Hamilton, M. D. Sixth American edition, revised and improved. Illustrated. | ....do | .... do | 8vo | 900 | 7 00 |
| Skin Diseases, Including their Definition, Symptoms, Diagnosis, Morbid Anatomy, and Treatment. By Malcomb Morris. Illustrated. For students and practitioners. | ....do | ....do | 12mo | 320 | 1 75 |
| Student's Guide to Diseases of the Eye. By E. Nettleship | ....do | ....do | 12mo | 369 | 2 00 |
| Text Book of Physiology. By M. Foster, M. D. New American from third English edition, with notes and additions by E. T. Reichert. Illustrated. | ....do | ....do | 12mo | 1030 | 3 75 |
| Treatise on the Diseases of the Eye. By J. Soelberg Wells, M. D. Third American from third English edition, with additions by C. S. Bull, M. D. With plates and engravings. | ....do | ....do | 8vo | 895 | 5 00 |
| Treatise on the Principles and Practice of Medicine. By Austin Flint, M. D. Fifth edition, revised and rewritten. For use of students and practitioners. | ....do | ....do | 8vo | 1,153 | 5 50 |
| Guide to the Practical Examination of Urine. By James Tyson, M. D. For use of physicians and students. Third edition, revised and corrected. Illustrated. | Lindsay & Blakiston | ....do | 12mo | 8+183 | 1 50 |
| Manual of Minor Surgery and Bandaging. By Christopher Heath. Sixth edition, revised and enlarged. Illustrated. | ....do. | ....do | | | 2 00 |
| On the Internal Use of Water for the Sick and on Thirst. Chemical lecture at Pennsylvania Hospital by J. Forsyth Meigs. | ....do. | ....do | 12mo | 54 | 25 |

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| MEDICINE AND SURGERY—Continued. | | | | | |
| Practical Treatise on Mechanical Dentistry. By Jos. Richardson, M. D. Third edition, revised and enlarged. Illustrated. | Lindsay & Blakiston | Philadelphia, Pa | | 20+444 | $4 00 |
| Practitioner's Reference Book. By R. J. Dunglison. Second edition, revised and enlarged. | do | do | 8vo | 8+476 | 3 50 |
| Descriptive Atlas of Anatomy. In 92 plates, containing 550 figures | J. B. Lippincott & Co | do | Roy. 4to | | 7 50 |
| A New School Physiology. By R. J. Dunglison, M. D. Illustrated | Porter & Coates | do | 12mo | 314 | 1 50 |
| Compend of Anatomy. By J. B. Roberts. For use in dissecting rooms and in preparing for examinations. | C. C. Roberts & Co | do | 16mo | 192 | 1 25 |
| Index-Catalogue of the Library of the Surgeon-General's Office, United States Army Authors and Subjects. Vol. I. A–Berlinski Compiled under the direction of Dr. J. S. Billings. | Government Printing Office | Washington, D. C | 8vo | 5+126+888 | |
| MUSIC. | | | | | |
| (See Archæology, Fine Arts, and Music.) | | | | | |
| NATURAL HISTORY. | | | | | |
| Manual of the Vertebrates. By Prof. David Starr Jordan. Third revised edition. | Jansen, McClurg & Co | Chicago, Ill | | | 2 50 |
| Naturalists' Directory for 1880. Edited by S. E. Cassino | S. E. Cassino | Boston, Mass | 12mo | 8+152 | 1 50 |
| Guides for Science Teaching: | | | | | |
| No. 6. The Oyster, Clam, and other Common Mollusks. By Prof. Alpheus Hyatt. With 16 plates. | Ginn & Heath | do | 16mo | 65 | Paper, 35 |
| Bird Life in New England. By Elliott Coues and Winfrid A. Stearns. Illustrated. | Lee & Shepard | do | Cr. 8vo | | |
| Life on the Seashore: or Animals of our Coasts and Bays. By James H. Emerton. Illustrated. | G. A. Bates | Salem, Mass | 12mo | 16+143 | 1 50 |
| The Crayfish: Introductory to the Study of Zoölogy. By T. H. Huxley. Illustrated. | D. Appleton & Co | New York, N. Y | 12mo | 14+371 | 1 75 |
| Life and Her Children. Glimpses of Animal Life from the Amæba to the Insects. By Arabella B. Buckley. Illustrated. | do | do | 12mo | | 1 50 |
| Mind in the Lower Animals in Health and Disease. By W. Lauder Lindsay, M. D. 2 vols. | do | do | 8vo | 17+543<br>6+571 | 4 00 |
| Field Naturalist's Hand-Book. By Rev. J. G. and Theodore Wood | Cassell, Petter, Galpin & Co | do | 8vo | 108 | 2 00 |
| Evidence as to Man's Place in Nature. By T. H. Huxley. Illustrated | J. Fitzgerald & Co | do | 4to | 33 | Paper, 15 |
| The Naturalist on the River Amazon. By H. W. Bates. In 2 parts | do | do | 4to | | Paper, ea., 15 |

| | | | | | |
|---|---|---|---|---|---|
| Origin of Species: or, The Causes of the Phenomena of Organic Nature. By T. H. Huxley. | ....do | ....do | 4to | 26 | Paper, 15 |
| Friends Worth Knowing: Glimpses of American Natural History. By Ernest Ingersoll. Illustrated. | Harper & Bros | ....do | Sq. 16mo | 258 | 1 00 |
| Botany for High Schools. By C. E. Bessey. Illustrated | Henry Holt & Co | ....do | 12mo | 600 | 2 75 |
| Comparative Embryology. By Francis M. Balfour. In 2 volumes. Vol. I | Macmillan & Co | ....do | 8vo | 11+492+22 | 4 50 |
| Biblical Biology. By Rev. J. H. Wythe, A. M., M. D | Phillips & Hunt | ....do | | | 10 |
| Science of Life; or, Animal and Vegetable Biology. By Rev. J. H. Wythe, A. M., M. D. Illustrated. | ....do | ....do | 8vo | 4—295 | 1 50 |
| Taxidermist's Manual. By T. Brown. With 6 plates. Twenty-eighth edition. | G. P. Putnam's Sons | ....do | 12mo | 9+204 | 1 25 |
| Insects Abroad. By Rev. J. G. Wood. Illustrated with 600 figures by E. A. Smith and J. B. Zwecker. | George Routledge & Sons | ....do | 8vo | | 4 00 |
| Biological Atlas. A Guide to the Practical Study of Plants and Animals. By D. and A. N. McAlpine. With 24 plates. | Scribner & Welford | ....do | 4to | | 3 00 |
| The Child's Zoölogical Garden. With 200 illustrations | J. B. Lippincott & Co | Philadelphia, Pa | Sm. folio | | 2 00 |
| Elementary Text Book of Botany. Translated from the German by Dr. K. Prantl. Translation revised by S. H. Vines. Illustrated. | ....do | ....do | 8vo | | 2 25 |
| Natural History of the Agricultural Ant of Texas. By H. C. McCook. Illustrated. | ....do | ....do | 8vo | | 4 00 |
| Popular Natural History. By Rev. J. G. Wood. New edition. Illustrated | Porter & Coates | ....do | 12mo | | 1 75 |
| Illustrations of Nests and Eggs of Birds of the United States: With text. By T. G. Gentry. Parts 1–6. To be completed in 25 parts. | J. A. Wagenseller | ....do | Each 4to | Each 12 pp. and 2 pl. | Each, 1 00 |
| PHILOSOPHY AND LOGIC. | | | | | |
| Morals of Evolution. By M. J. Savage | G. H. Ellis | Boston, Mass | 12mo | 191 | 1 00 |
| System of Moral Science. By Laurens P. Hickok. Revised with coöperation of Julius H. Seelye, D. D. | Ginn & Heath | ....do | 12mo | 288 | 1 12 |
| History of Materialism. By F. A. Lange. With a criticism of its present importance. In 3 volumes. Vol. II. | Houghton, Osgood & Co | ....do | Cr. 8vo | | 3 50 |
| Problems of Life and Mind. By George H. Lewes. Second part of the third series. | ....do | ....do | 8vo | 10+500 | 3 00 |
| Brain as an Organ of Mind. By H. Charlton Bastian. Illustrated | D. Appleton & Co | New York, N. Y | 12mo | 10+708 | 2 50 |
| Fundamental Concepts of Modern Philosophic Thought, Critically and Historically considered. By R. Eucken, PH. D. With an introduction by Noah Porter. | ....do | ....do | 12mo | | 1 75 |
| History of Philosophy in Epitome. By Albert Schwegler. Translated from the first edition of the original German by Julius H. Seelye, D. D. Revised from the ninth German edition by Benjamin T. Smith. | ....do | ....do | 12mo | 469 | 2 00 |
| Pathology of Mind. Third edition of the second part of the "Physiology and Pathology of Mind," recast, enlarged, and rewritten. By Henry Maudsley, M. D. | ....do | ....do | 12mo | 10+580 | 2 00 |
| The Conservation of Energy. By Balfour Stewart. With appendix by Prof. Alex. Bain. | J. Fitzgerald & Co | ....do | 4to | 27 | 15 |
| Data of Ethics. By Herbert Spencer | ....do | ....do | 4to | 47 | 15 |
| Mind and Body: Theories of their Relation. By Prof. Alex. Bain | .... do | ....do | 4to | 26 | 15 |
| The Theory of Thought. A Treatise on Deductive Logic. By Noah K. Davis | Harper & Bros | ....do | 8vo | 10+316 | 2 00 |
| Studies in Deductive Logic. By W. Stanley Jevons. Manual for students | Macmillan & Co | ....do | 12mo | 28+304 | 1 60 |
| Ontology. By H. N. Day | G. P. Putnam's Sons | ....do | | | 1 75 |

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| PHYSICS. | | | | | |
| (See Mechanics and Physics.) | | | | | |
| POLITICAL AND SOCIAL SCIENCE. | | | | | |
| Modern Thinkers, Principally upon Social Science: What They Think, and Why. By Van Buren Denslow. With an introduction by Robert G. Ingersoll. | Belford, Clarke & Co | Chicago, Ill | 12mo | 384 | $1 50 |
| Socialism and Utilitarianism. By John Stuart Mill | do | do | 12mo | 300 | 1 25 |
| Railroads of the United States. A Potent Factor in the Politics of that Country and of Great Britain. By Edward Atkinson. | A. Williams & Co | Boston, Mass | 4to | 92 | Paper, 50 |
| What is a Bank? What Service Does a Bank Perform? [Also] How Every Man May Become His Own Landlord. By Edward Atkinson. | do | do | 8vo | 38 | 25 |
| The State of Prisons and of Child-Saving Institutions in the Civilized World. By E. C. Wines, D. D. | J. Wilson & Son | Cambridge, Mass | 8vo | 23+719 | 5 00 |
| Ceremonial Institutions. By Herbert Spencer. Part IV of "The Principles of Sociology." | D. Appleton & Co | New York, N. Y | 12mo | 4+237 | 1 75 |
| Financial History of the United States, from 1774 to 1789. By Albert S. Bolles. | do | do | 8vo | | 2 50 |
| Progress and Poverty: Inquiry into Cause of Industrial Depression, and of Increase of Want, with Increase of Wealth; the Remedy. By Henry George. | do | do | 8vo | 8+512 | 2 00 |
| Strategos: A Series of American Games of War, Based upon Military Principles. By Charles A. L. Totten. In 2 volumes. Vol. I, Text and Appendices. Vol. II, Plates, Tables, and Statistics. | do | do | 4vo | | 3 00 |
| Individual Rights. By Martin Ryerson | Authors' Publishing Company | do | 12mo | 62 | Paper, 25 |
| Government Class-Book: Youth's Manual of Instruction in Principles of Constitutional Government and Law. By A. W. Young. New edition, revised by S. S. Clark. | Clark & Maynard | do | 12mo | 279 | 1 20 |
| Physics and Politics: An Application of the Principles of Natural Selection and Heredity to Political Society. By Walter Bagehot. | J. Fitzgerald & Co | do | | 29 | 15 |
| History of Political Economy in Europe. By J. A. Blanqui. From the fourth French edition, by Emily J. Leonard. | G. P. Putnam's Sons | do | 8vo | 48+590 | 3 50 |
| The Library of Political Education. First series: | | | | | |
| Politics for Young Americans. By Charles Nordhoff | do | do | | | |
| History of American Politics. By Alex Johnston | do | do | | | |
| Introduction to Political Economy. By Prof. A. L. Perry | do | do | | | 3 00 |
| Alphabet of Finance. By Graham McAdam | do | do | | | |
| Communism and Socialism in Their History and Theory. By Theodore D. Woolsey, D. D., LL. D. | Charles Scribner's Sons | do | 12mo | 7+309 | 1 50 |
| An Introduction to Political Economy. By Prof. A. L. Perry. New revised edition. | do | do | 12mo | | 1 50 |

| | | | | | |
|---|---|---|---|---|---|
| First Principles of Political Economy. By Aaron L. Chapin, D. D. For use of high schools and academies. | Sheldon & Co | do | 12mo | 16+213 | 60 |
| Politics and Schools. By Sydney G. Cooke | Davis, Bardeen & Co | Syracuse, N. Y | 12mo | 23 | 25 |
| THEOLOGY. | | | | | |
| The Foundations. By J. Monro Gibson. Series of lectures on the evidences of Christianity. | Jansen, McClurg & Co | Chicago, Ill | 16mo | 204 | 1 00 |
| Guide to the Study of the Authenticity, Canon, and Text of the Greek New Testament. By Edward C. Mitchell. | W. F. Draper / Thomas Nelson & Sons | Andover, Mass / New York, N. Y | 12mo | | |
| Logic of Christian Evidences. By G. F. Wright | W. F. Draper | Andover, Mass | 12mo | 14+312 | 1 50 |
| True Story of the Exodus of Israel; with a Brief View of the History of Monumental Egypt. Compiled from the work of Dr. Henry Brugsch-Bey; edited, with introduction and notes, by Francis H. Underwood. | Lee & Shepard | Boston, Mass | 12mo | 260 | 1 50 |
| An Encyclopædia on the Evidences. By J. W. Monser | John Burns | St. Louis, Mo | 8vo | 656 | 3 00 |
| Hand-Book on Christian Evidence. By Lawrence W. Scott | do | do | 12mo | 314 | 1 50 |
| How to Mark the Edge of a Bible: A simple means of ready reference for Bible students. By Jos. Clark, jr. Illustrated. | Essex Publishing Company | Newark, N. J | 24mo | 8 | 10 |
| Bible Text-Book; [also] Bible Student's Manual. Revised edition. With 10 maps. | American Tract Society | New York, N. Y | 8vo | 192+40 | 90 |
| How to Answer Objections to Revealed Religion. By Miss E. J. Whately. With a prefatory note by Rev. John Hall. | do | do | 16mo | 157 | 50 |
| The Person of Christ: The Perfection of His Humanity Viewed as a Proof of His Divinity. By Philip Schaff, D. D. | do | do | 16mo | 8+285 | 1 00 |
| Life and Words of Christ. By Cunningham Geikie, D. D. New edition | D. Appleton & Co | do | 8vo | 1258 | 1 50 |
| Longer Epistles of Paul: Romans, I and II Corinthians. By Rev. Henry Cowles, D. D. | do | do | 12mo | 3+395 | 2 00 |
| Notes on the Miracles of Our Lord. By Richard Chenevix Trench, D. D. New edition. | do | do | 12mo | | 1 25 |
| Notes on the Parables of Our Lord. By Richard Chenevix Trench, D. D. New edition. | do | do | 12mo | | 1 25 |
| Studies in the Mountain Instruction. By George Dana Boardman, D. D | do | do | 12mo | | 1 25 |
| Theological Unrest: Discussions in Science and Religion. By James A. Froude, G. P. Tait, and Rev. E. A. Washburne. | A. S. Barnes & Co | do | 8vo | 64 | Paper, 25 |
| Annotations Upon the Bible. By Matthew Pool New issue. 3 volumes | Robert Carter & Bros | do | 4to | 7+1031 / 1+1030 / 1+1008 | 7 50 |
| Institutes of Ecclesiastical History, Ancient and Modern. By J. L. v. Mosheim, D. D. New and literal translation, with notes by James Murdock, D. D. 3 volumes in 1. | do | do | 8vo | 470+485 / +506 | 3 00 |
| Evidential Value of the Acts of the Apostles. By Rev. J. S. Howson. Bohlen lectures, 1880. | E. P. Dutton & Co | do | 12mo | 186 | 1 00 |
| Foundations of Faith. By Henry Wace. Bampton lectures for 1879 | do | do | 8vo | 12+399 | 3 50 |
| Life of Christ. By F. W. Farrar. New edition | do | do | 12mo | 502 | 1 00 |
| Life and Work of St. Paul. By F. W. Farrar. New edition in 1 volume. With maps. | do | do | 8vo | 20+781 | 3 00 |
| The Parables of our Lord Interpreted in View of their Relations to Each Other. By Henry Calderwood. | Macmillan & Co | do | 12mo | 15+413 | 2 00 |
| A Compendium of Christian Theology. By William Burt Pope, D. D. 3 vols. | Phillips & Hunt | do | 8vo | | 8 25 |
| History of the Christian Church from its Origin to the Present Time. By W. M. Blackburn, D. D. | do | do | 8vo | 8+719 | 3 00 |
| Outlines of Church History. By John F. Hurst, D. D. Revised edition | do | do | 12mo | 104 | 50 |

TABLE XXV.—*Publications, educational, historical, &c., for* 1880, *&c.*—Continued.

| Name of book and author. | Name of publisher. | Place of publication. | Size of book. | Number of pages. | Price. |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| THEOLOGY—Continued. | | | | | |
| The Christian Preacher. By Howard Crosby. Yale lectures for 1879-'80 | A. D. F. Randolph & Co | New York, N. Y | Sq. 12mo | 193 | $1 50 |
| The Gospel Miracles in their Relation to Christ and Christianity. By W. M. Taylor, D. D. | do | do | 12mo | 3+249 | 1 50 |
| The Bible, according to authorized version (A. D. 1611), with explanatory and critical commentary and revision of translation. Edited by F. C. Cook. New Testament. Vol. 2. St. John and Acts of the Apostles. | Charles Scribner's Sons | do | 8vo | 98+534 | 5 00 |
| Commentary on the Holy Scriptures. By J. P. Lange. Translated, enlarged, and edited by Dr. Philip Schaff. Old Testament, vol. 15: The Apocrypha; with history, introduction, revision, translation, and notes, by Edwin Cone Bissell, D. D. | do | do | 8vo | 4+680 | 5 00 |
| Discussions in History and Theology. By G. P. Fisher, D. D | do | do | 8vo | 10+555 | 3 00 |
| Life and Writings of St. John. By James M. Macdonald, D. D. New edition. Maps and illustrations. | do | do | 8vo | 36+436 | 3 00 |
| Natural Science and Religion. By Asa Gray, LL. D. Two Yale lectures | do | do | 8vo | 111 | 1 50 |
| Origin and Growth of the Psalms. By T. C. Murray | do | do | 12mo | 8+319 | 1 50 |
| Popular Commentary. Edited by Philip Schaff, D. D. Vol. 2. The Gospel of John and the Acts. With maps and illustrations. | do | do | 4to | 36+577 | 6 00 |
| The Religion of Ancient Egypt. By P. Le Page Renouf. Hibbert lectures for 1879. | do | do | 12mo | | 1 50 |
| Sermons to Students. By Llewelyn D. Bevan, D. D | do | do | 12mo | | 1 25 |
| Studies in the New Testament. By Rev. Charles Robinson, D. D | do | do | 12mo | | 1 50 |
| History of the Book of Common Prayer. By Rev. C. M. Butler | Claxton, Remsen & Haffelfinger | Philadelphia, Pa | 12mo | 296 | 1 50 |
| Analysis and Summary of Old Testament History, &c. By J. T. Wheeler | W. R. Work | do | 12mo | 373 | 1 25 |

TABLE XXVI.—*Improvements in school furniture, apparatus, ventilation, &c., patented in the United States in the year* 1880.

| Name of patentee. | Residence. | Number of patent. | Title of patent. |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| Litle, John D | Petaluma, Cal | 229, 619 | Dividing compasses. |
| Read, W. G | San Francisco, Cal | 229, 914 | Geographical game card. |
| Gaylord, R. F | Hartford, Conn | 230, 700 | Erasive tablet. |
| Norton, E. E | Hartford, Conn | 228, 923 | Pencil sharpener. |
| Webb, R. L | New Britain, Conn | 230, 374 | Inkstand. |
| Millspaugh, C. W | Rowayton, Conn | 235, 695 | Music holder. |
| Carr, John I | Chicago, Ill | 233, 069 | Writing tablet. |
| Classen, August | Chicago, Ill | 234, 247 | Apparatus for teaching arithmetic. |
| McDonough, Thomas | Chicago, Ill | 234, 050 | Tellurian. |
| Rice, G. S | Chicago, Ill | 228, 839 | Music chart. |
| Rice, G. S | Chicago, Ill | 223, 245 | Music chart for key-board instruments. |
| Shannon, J. S | Chicago, Ill | 234, 150 | Binder for sheet music. |
| Latsbaugh, J. C | Decatur, Ill | 229, 260 | Ink well. |
| Davis, W. S | Highland Park, Ill | 223, 636 | Noiseless slate frame. |
| Griffin, L. F | Lake Forest, Ill | 226, 842 | School desk. |
| Fitts, George W | South Hampton, N. H | | |
| Barrows, John F | Lincoln, Ill | 228, 592 | Combined tablet-holder and hand-stamp. |
| Fiske, B. A | Naperville, Ill | 226, 607 | Pencil and crayon holder. |
| Korns, L. F | Sycamore, Ill | 230, 706 | Fountain pen. |
| McClain, John C | Indianapolis, Ind | 229, 545 | Apparatus for illustrating the principles of music. |
| Fitch, Henry | Lawrenceburg, Ind | 232, 482 | Calculator. |
| Pagett, G. W | Oxford, Ind | 232, 292 | Inkstand. |
| Duret, J. S | Peru, Ind | 233, 840 | Calculator. |
| Siberling, Perry J | Waterloo, Ind | 233, 378 | Blackboard eraser. |
| Emerson, G. W | Afton, Iowa | 230, 256 | Metallic guard for book-covers. |
| Beach, Abel | Iowa City, Iowa | 223, 980 | Writing tablet. |
| Chambers, J. W | Baltimore, Md | 229, 379 | Music chart. |
| Highbarger, John L | Sharpsburg, Md | 223, 589 | Book holder. |
| Collat, Isaac | Boston, Mass | 232, 335 | Ink fountain. |
| Hastings, Horace L | Boston, Mass | 225, 596 | Blank music paper. |
| Libbey, S. P., and A. L. Parcelle | Boston, Mass | 230, 028 | Ink fountain. |
| Lothrop, C. M | Boston, Mass | 234, 878 | Blotting pad. |
| Peabody, W. B. O | Boston, Mass | 228, 273 | Apparatus for assisting in drawing. |
| Wardwell, F. W | Cambridge, Mass | 234, 096 | Book-cover protector. |
| Lettenmayer, C. E | Somerville, Mass | | |
| Rice, Henry C | Easthampton, Mass | 230, 338 | Pencil sharpener. |
| Mason, Nicholas | Somerville, Mass | 232, 140 | Geometrical puzzle block. |
| Tapley, Jesse F | Springfield, Mass | 224, 806 | Writing tablet. |
| Newman, E. P | Dimondale, Mich | 235, 448<br>236, 070 | Copy book. |
| Cleave, W. E., and H. Gordon. | Howell, Mich | 223, 994 | Musical chart. |
| Clark, A. J | Little Falls, Minn | 225, 343 | Book for holding blank forms. |
| King, J. R | St. Paul, Minn | 235, 778 | Calendar inkstand. |
| Jewell, J. B | Carrollton, Mo | 226, 319 | Slate frame. |
| Turner, T. H. B., and H. A. Logan. | Clinton County, Mo | 231, 509 | School desk and seat. |
| Reed, J. H | Cowles, Nebr | 230, 817 | Penmanship instructing chart. |
| Daugherty, W. B | Carson, Nev | 234, 460 | Book holder. |
| Baldwin, L. C | Manchester, N. H | 227, 201 | Heat regulator. |
| Downes, C. H | Jersey City, N. J | 236, 005 | Pencil case. |
| Downes, C. L | Jersey City, N. J | 225, 214 | Pencil case. |
| Hoyt, J. K | Newark, N. J | 227, 012 | Pencil-sharpening guide. |
| Hyatt, J. W | Newark, N. J | 232, 721 | Slate-pencil sharpener. |
| Livingston, F. M | Newark, N. J | 229, 323 | Pencil sharpener. |
| Becker, Frederick | Albany, N. Y | 233, 198 | Device for amusement and instruction. |
| Pruyn, R. C., and C. M. Hyatt. | Albany, N. Y | 227, 574 | Book slate. |
| Brown, M. W | Brooklyn, N. Y | 227, 674 | Slate frame. |
| Crandall, J. A | Brooklyn, N. Y | 227, 492 | Blackboard. |
| Dredge, Alfred | Brooklyn, N. Y | 231, 703 | Hand ruling pen. |
| Holton, F. H | Brooklyn, N. Y | 233, 511 | Erasive rubber. |
| Lane, George | Brooklyn, N. Y | 235, 788 | Pen wiper. |
| Lundqvist, A. T | Brooklyn, N. Y | 235, 543 | Ellipsograph. |
| Monaghan, Joseph | Brooklyn, N. Y | 226, 768 | Fountain pen holder. |
| Purdy, J. S | Brooklyn, N. Y | 232, 545 | Fountain pen. |
| Richardson, Henry J | Brooklyn, N. Y | 235, 703 | Instrument for computing time. |
| Rightmyer, William T | Brooklyn, N. Y | 223, 388 | Pen. |
| Tollner, Hugo | Brooklyn, N. Y | 224, 250 | Clamp for carrying school books. |
| Baldwin, J. F | Lockport, N. Y | 233, 952 | Ventilator for dwellings, &c. |
| Austin, J. A | New York, N. Y | 233, 910 | Blotter. |
| Bartlett, S. H | New York, N. Y | 228, 972<br>228, 973 | Portable galvanic battery. |

TABLE XXVI.—*Improvements in school furniture, apparatus, &c.*—Continued.

| Name of patentee. | Residence. | Number of patent. | Title of patent. |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| Benson, Henry C | New York, N. Y | 235, 726 | Pencil holder. |
| Benson, Henry C | New York, N. Y | 223, 467 | Lead and crayon holder. |
| Benson, H. C., and J. Hoffman. | New York, N. Y | 223, 466 | Lead and crayon holder. |
| Bowman, Claes W | New York, N. Y | 235, 122 | Lead and crayon holder. |
| Fraser, Harry | New York, N. Y | 223, 498 | Lead and crayon holder. |
| Gifford, J. H. and C. H | New York, N. Y | 232, 022 | Combined portable health exercising and gymnastic apparatus. |
| Hafely, Alfred C | New York, N. Y | 232, 607 | Lead and crayon holder. |
| Herzog, August | New York, N. Y | 233, 618 | Draughtsman's triangle. |
| Hoffman, Joseph | New York, N. Y | 223, 510<br>223, 511<br>223, 512<br>223, 513<br>225, 379<br>228, 897<br>235, 149<br>235, 150 | Lead and crayon holder. |
| Hull, W. A | New York, N. Y | 226, 317 | Inkstand. |
| Jelliff, C. M | New York, N. Y | 228, 642 | Metallic self binder for books. |
| Möller, J. A | New York, N. Y | 230, 036 | Book cover. |
| O'Ryan, Frank | New York, N. Y | 224, 945 | Apparatus for illustrating the rules of perspective drawing. |
| Schilling, W. J | New York, N. Y | 232, 211 | Reservoir mucilage stand. |
| Sneider, Charles | New York, N. Y | 235, 307 | Combination pencil holder. |
| Sneider, Charles | New York, N. Y | 229, 768 | Combined blotter, rule, and paper cutter. |
| Sneider, Charles | New York, N. Y | 234, 084<br>233, 814 | Lead and crayon holder. |
| Suter, John | New York, N. Y | 225, 732 | Crayon sharpener. |
| Faber, J. E | Port Richmond, N. Y | 229, 988 | Lead pencil. |
| Du Brul, Napoleon | Cincinnati, Ohio | 225, 215 | School slate. |
| Iliff, Martha A | Cincinnati, Ohio | 234, 781 | Guide for pen holders. |
| Randolph, T. F | Cincinnati, Ohio | 234, 332 | Telescope attachment to surveyor's compasses. |
| Rapp, C. F | Cincinnati, Ohio | 232, 416 | School slate. |
| Reed, S | Cincinnati, Ohio | 228, 559 | Reversible slate. |
| Stewart, A. V | Cincinnati, Ohio | 224, 965 | Hinged slate. |
| Rowell, Henry L | Dayton, Ohio | 224, 306 | Hinged slate. |
| Van Houser, Henry | Dayton, Ohio | 236, 119 | Pencil-sharpening machine. |
| Walke, H. A | Hamilton, Ohio | 235, 396 | Fountain pen. |
| Greene, W. B | Marietta, Ohio | 227, 894 | Fountain pen. |
| Sprague, W. H | Norwalk, Ohio | 235, 656 | Penholder. |
| Allen, Charles E | Mansfield, Pa | 231, 516 | Multiplying-scale beam. |
| Davis, B. L | Petrolia, Pa | 228, 448 | Calculator. |
| Dodson, W. P | Philadelphia, Pa | 228, 808 | Blotter. |
| Harden, J. H | Philadelphia, Pa | 230, 008 | Parallel ruler. |
| Smith, B. H | Philadelphia, Pa | 232, 309 | Meridian attachment to transit instruments. |
| Willans, T | Philadelphia, Pa | 223, 788 | Fountain attachment for writing pens. |
| McElroy, H. H | Pittsburgh, Pa | 226, 411 | Arm rest for writers. |
| Thompson, George B | Pittston, Pa | 227, 662 | Slate frame. |
| Cross, A. T | Providence, R. I | 229, 305 | Fountain pen. |
| Darling, Samuel | Providence, R. I | 230, 619 | Graduated measuring rule. |
| Knight, G. H | Providence, R. I | 230, 424 | Inking pad. |
| Sullivan, C. P | Line Creek, S. C | 228, 416 | Adding machine. |
| Murphy, James | San Antonio, Tex | 229, 740 | Book rack. |
| Cushman, H. T | North Bennington, Vt. | 233, 203 | Combined ruler and pencil case. |
| Carser, B. G | St. Johnsbury, Vt | 229, 962 | Combined rule and scale. |
| Wilcox, J. H | Portsmouth, Va | 224, 261 | Inkstand. |
| Connell, J. H | Charleston, Kanawha C. H., W. Va. | 231, 403 | Pen fountain. |
| Bauman, John | Oshkosh, Wis | 226, 155 | Inkstand. |
| Johnson, Henry | Washington, D. C | 234. 875 | Mechanical accountant instrument. |
| Sigsbee, C. D | Washington, D. C | 224, 962 | Parallel ruler. |
| Twitchell, Lonsville | Washington, D. C | 226, 942 | Hand guide for use in teaching penmanship. |
| Ducker, W. A | Burgoyne, Ontario, Canada. | 233, 737 | Parallel ruler. |
| Mackinnon, Duncan | Lucknow, Ontario, Canada. | 226, 618 | Pen. |
| Gurd, W. J | Sarnia, Ontario, Canada. | 229, 118 | Interest calculator. |
| McBean, Cyrus | Toronto, Ontario, Canada. | 233, 424 | Ellipsograph. |

TABLE XXVI.—*Improvements in school furniture, apparatus, &c.*—Continued.

| Name of patentee. | Residence. | Number of patent. | Title of patent. |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| Oliver, George | City Road, County of Middlesex, England. | 233, 541 | Apparatus for use in gymnastic and other performances. |
| Glendenning, John | Norwich, England | 224, 174 | School desk. |
| Hofmann, Heinrich | Gotha, Saxe-Coburg Gotha, Germany. | 234, 128 | Inkstand. |
| Eppler, W. F | Herrstein, Germany. | 231, 295 | Book holder. |
| Bourquin, C. F | Cormondréche, Switzerland. | 230, 227 | Geographical clock dial. |

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[NOTE.—The reader is respectfully invited to consult the prefatory note on page 3, from which it will be seen that the arrangement of this report is such as to obviate the necessity for many entries which would otherwise find place in this index.]


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