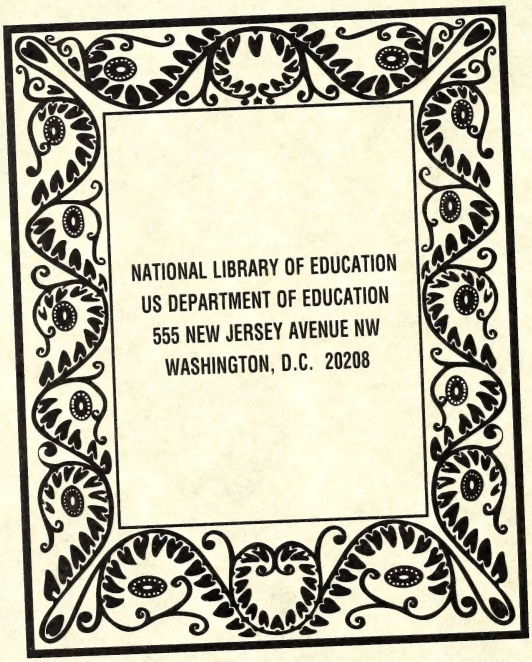

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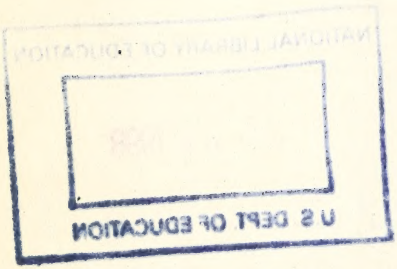
COMMISSIONER OF EDUCATION

FOR

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REPORT.

DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION,
Washington, D. C., June 30, 1883.

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

So large a number of systems and institutions of education have been able to bring their reports up to the end of June, 1883, that this report is closed at that date. It will aid this Office greatly if this date should prove convenient for all those who are coworkers with it in the preparation of data included in these annual reports. So far little space has been given to the work of the Office itself. The reports have been devoted to the briefest summary of the vast amount of educational data in hand, but anything like a full representation of the work of the Office any year would fill a volume larger than this. It would contain the latest discussions of a variety of topics touching education the world over, based on the latest statistics, in which these would appear incidentally only. This part of the work of the Office comes and goes with the daily mail. Not infrequently single communications require months of research, and the results find their way into educational literature and thought and action, but are not known to have had any connection with this Office. One division, having three clerks, reports fifty-six days devoted to work of this character.

The communications sent out numbered 30,745 and those received 67,875. At the cost of great labor an entire rearrangement of the document division has been effected, which adds much to its efficiency. The documents distributed numbered 323,592 and were usually mailed in separate packages. Many of these were sent in response to individual requests. One document was asked for by as many as ten thousand persons, requiring the writing of as many addresses. This distribution of documents has favorably affected many educational methods and appliances. The teachers' institutes have been much more freely supplied than before. Circulars and bulletins were sent to 406 institutes held in twenty-three different States. Seventy-eight of these teachers' gatherings in a single State were furnished these publications. So far there is no means of ascertaining the number of teachers thus supplied with valuable information.

The following circulars of information have been printed and distributed since the enumeration in the previous report:

No. 1, 1882. The inception, organization, and management of training schools for nurses. 28 pp.

No. 2, 1882. Proceedings of the Department of Superintendence of the National Educational Association at its meeting at Washington, March 21–23, 1882. 112 pp.

No. 3, 1882. The University of Bonn. 67 pp.

No. 4, 1882. Industrial art in schools, by Charles G. Leland, of Philadelphia. 37 pp.

No. 5, 1882. Maternal schools in France. 14 pp.

No. 6, 1882. Technical instruction in France. 63 pp.

No. 1, 1883. Legal provisions respecting the examination and licensing of teachers. 46 pp.

No. 2, 1883. Coeducation of the sexes in the public schools of the United States. 30 pp.

No. 3, 1883. Proceedings of the Department of Superintendence of the National Educational Association at its meeting at Washington, February 20–22, 1883. 81 pp.

The following bulletins have also been issued:

Instruction in morals and civil government. 4 pp.

National Pedagogic Congress of Spain. 4 pp.

Natural science in secondary schools. 9 pp.

High schools for girls in Sweden. 6 pp.
Planting trees in school grounds. 8 pp.
Comparative statistics of elementary, secondary, and superior education in sixty principal countries. Sheet.

In addition to these publications a special report of three hundred and nineteen pages on "Industrial Education in the United States"[1] was prepared and printed in compliance with a resolution of the Senate.

The number of copies of each circular or bulletin issued has been increased to supply the correspondents of the Office, and several of those most in demand have been reprinted.

AMERICAN OFFICIAL CORRESPONDENTS OF THE OFFICE WHO FURNISH STATISTICS.

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 official information contained in these reports:

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

	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.
States and Territories	44	48	48	48	48	48	48	48	48	48	48
Cities	325	533	127	241	239	241	258	333	351	351	312
Normal schools	98	114	124	140	152	166	179	242	252	273	278
Business colleges	53	112	126	144	150	157	163	191	197	280	305
Kindergärten	.....	42	55	95	149	177	217	322	385	456	535
Academies	811	944	1,031	1,467	1,550	1,650	1,665	1,848	1,869	2,113	2,363
Preparatory schools	.....	86	91	105	114	123	125	138	146	158	178
Colleges for women	175	205	209	249	252	264	277	294	297	290	290
Colleges and universities	298	323	343	385	381	385	389	402	402	396	394
Schools of science	70	70	72	76	76	77	80	86	88	91	91
Schools of theology	104	140	113	123	125	127	129	146	156	158	166
Schools of law	37	37	38	42	42	45	50	53	53	51	53
Schools of medicine	87	94	99	104	102	106	112	125	126	137	143
Public libraries	306	377	676	2,200	2,275	2,440	2,578	2,678	2,874	3,031	4,067
Museums of natural history	50	43	44	53	54	55	55	57	57	57	.....
Museums of art	.....	22	27	27	31	.....	.....	37	37	37	37
Art schools	.....	.....	26	29	30	.....	.....	37	38	38	38
Training schools for nurses	.....	.....	.....	.....	.....	.....	.....	11	15	17	28
Institutions for the deaf and dumb.	37	40	40	42	43	45	52	57	62	63	63
Institutions for the blind	27	28	28	29	29	30	31	31	31	31	31
Schools for the feeble-minded	.....	7	9	9	11	11	11	13	13	15	15
Orphan asylums, &c	77	180	269	408	533	540	638	641	651	604	616
Reform schools	20	34	56	67	63	63	78	79	83	79	77
Total	2,619	3,479	3,651	6,085	6,449	6,750	7,135	7,869	8,231	8,774	10,128

It will be seen from the above table how steady has been the increase of the number of persons voluntarily furnishing the statistics for this annual report. Very many others not at the head of any system or institution of education have furnished valuable data for the use of the Office. This annual report is the result of information systematically but gratuitously supplied by more than ten thousand correspondents. In the preparation of the statistical tables in the appendix of this volume, blanks carefully prepared, generally after conference with representatives of those to whom

[1] See p. clii.

they are to be addressed, are sent out. These blanks are filled as far as found to be expedient by the head of each system or institution addressed. When received in the Office they are sent to the statistical division; there the data furnished are drawn off upon large sheets to correspond in headings and form with those thus filled by the respective educational officers, and this form of copy is used by the printer.

It is gratifying to know that this voluntary system of statistics is constantly improving in completeness and exactness. The only return this Office is able to make for all this great labor among its friends is to supply them with its publications. It is clear that all of those who have thus contributed to the report should in equity be furnished a copy of the document. Moreover, it should be noted that an additional number is needed to supply requests from writers, teachers, professors, school officers, the press, public libraries, and other worthy sources of aid. There should be printed of the report not less than 20,000 extra copies for distribution by the Office.

This system of voluntary statistical information, instituted and carried forward by these colaborers so widely scattered, is believed to be the most complete of the kind in existence, and shows that the objects and methods as well as the publications of the Office are very acceptable to the educators of the country. The usefulness of the Office is of course chiefly determined by the benefit to be derived by the people from its publications. These should, therefore, contain information not only about whatever of good or ill occurs in the experience of our own people, but also about what is happening or observed abroad, and particularly as to the results of all scientific and careful investigations respecting matters concerning the nurture, education, and training of the young for the best performance of their duties as the citizens of the future. So far as the limited funds at the disposal of the Office have allowed, I have sought to secure the results of these labors, domestic and foreign; but those requiring the expenditure of any considerable amount of money have been practically beyond my power for lack of means. The salaried assistants in the Office are not able to do all the work required by the Office in its various relations to the public and the funds now appropriated and available for outside help amount only to $2,200.

THE LIBRARY.

The provisions of the statute establishing this Office and expressing its general duties have always been present to my mind when considering and choosing methods for accomplishing the results desired. The collection of "statistics and facts showing the condition and progress of education in the several States and Territories" is one of the duties mentioned in this law, and the due performance of it makes the collection and care of a library containing the educational reports, pamphlets, catalogues, school journals, and other pedagogic publications of the whole country one of the first necessities of such an office. The statute also provides that the Bureau is to diffuse "information respecting the organization and management of schools, school systems, and methods of teaching" of such character as may promote "the establishment and maintenance of efficient school systems," as well as "the cause of education" in general. These provisions of the law, brief and without much detail as they are, cannot be carried out without collecting printed matter, foreign and domestic, respecting the theory as well as the practice and results of pedagogics. Nor, since the school in modern society has been modified or amplified in numerous ways to produce numerous results never demanded of it in earlier times, has it been possible to comprehend or to exhibit the nature, functions, and problems of modern education without some collateral knowledge and study of other social and educational forces. Thus, applying the approved and universal rules of modern scientific research to the fulfilment of this official duty, it was necessary to include enough material in the scheme of the Office library to enable those using it to study, historically and comparatively, the development and the environment of education as a whole.

The practical beginning of the collection conformed to the necessities of the Office work; the "statistics and facts showing the condition and progress of education in

the several States and Territories," annually collected and compiled, constitute the greater part of the yearly reports of this Office transmitted to Congress like other executive documents. To prepare these reports it became necessary to establish a regular exchange of documents with all State and local educational centres that published them. The yearly publications of this kind in the Union number several thousand, most of them published in small editions only; if not obtained soon after publication, copies disappear into public or private libraries and the edition becomes exhausted. The library, since 1870, has gathered these documents, reports, bulletins, catalogues, circulars, announcements, programs, &c., and has preserved them carefully. In addition copies of earlier editions or series have been sedulously sought and obtained, never at great expense of money, but often by much expenditure of time and management. In this way the collection of State reports, city reports, college catalogues and publications, academy catalogues, and programs and circulars of professional and special schools now in the possession of this library is far superior, in quantity, quality, and interest, to any other general collection in the world, and in most cases more complete than the series belonging to the offices and institutions in correspondence with the Bureau. Unlike most libraries, this part of the library of the Bureau is arranged, shelved, and indexed geographically as well as topically, so that any document in its possession can always be found in the same relative place and consulted without loss of time whenever required. This system, originating like the library itself from the necessities of the work to be done, has been more than a dozen years in successful use and has proved entirely capable of successive enlargement and subdivision without causing loss, confusion, or delay. Indeed, since the annual reports of this Office from 1870 to the present time arrange the facts and statistics contained in them in accordance with the same geographical and topical system, these reports, in addition to their public use, may be considered as *classified subject indexes of the annual accessions to the library.*

Another part of the collection, which began also in necessity, has now assumed an important and valuable position, viz, the periodical literature of American education. The value of such publications, as preserving the very "age and body of the time" in which they appear and recording countless facts, opinions, names, and dates that would otherwise be lost beyond recall, is conceded in all other branches of study and must, of necessity, be allowed in this subject also. By exchange, subscription, purchase, and gift, the library now possesses and is daily adding to a collection really unique in the world; by no means complete, for there are important lacunæ that may never be filled, but, despite these, more full, various, and valuable than that in the possession of any corporation or individual. These journals also have been indexed by author or title and subject, and this part of the index, if printed (though covering a field almost entirely distinct from that occupied by the great Index to Periodical Literature[1] recently reissued by its veteran originator, Dr. William F. Poole, and his industrious younger colleague, William I. Fletcher, esq.), would fill a larger book than that magnum opus of the librarians.

The periodicals received are also consulted regularly for facts, allusions, and ideas to be used in the annual reports or other publications of the Office. Nor is the daily press overlooked: such newspapers as reach the Office are carefully examined, and articles, facts, and opinions of present or possible value are preserved in scrapbooks with indexes.

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[1] An Index to Periodical Literature, by William Frederick Poole, LL. D., librarian of the Chicago Public Library; third edition, brought down to January, 1882, with the assistance as associate editor of William I. Fletcher, assistant librarian of the Watkinson Library, Hartford, Conn., and the coöperation of the American Library Association and the Library Association of the United Kingdom. Boston, James R. Osgood & Co., 1882. 4°. 28 + 1442 = 1470 pp.

It would be improper in a report of this kind to omit mention of a work so long expected, so ably done, and so eminently useful as this volume is. The germ of the present work was a pamphlet indexing the periodicals contained in the library of a literary society of which Dr. Poole was a member when a student at Yale College. Additions to the successive editions of this work have decupled the pamphlet of 149 pages into the volume now referred to.

The duty for doing which this Office was established has obliged it to gather, gradually, foreign reports, catalogues, and educational treatises. The progress of society has made an interchange of ideas, usages, and customs between nations as inevitable as the exchange of material products. Therefore it has been the practice of this Office neither to resist nor to overstimulate this interchange, but to afford to the people of this country an opportunity to make a wise choice of foreign ideas, and to recommend to inquirers from other countries only such ideas and usages as might be suitable to the other parts of their social structure. By exchange, purchase, and gift the library thus possesses a large collection of foreign educational works, nearly every civilized country and its colonies being represented. Magazines and journals in the principal foreign languages are also procured, in order that there may be no delay in obtaining and disseminating useful ideas and facts from these distant sources of information. The translator attached to this Office is charged with the custody and management of the books and periodicals in foreign languages. This portion of the library will be completely catalogued, both by authors and subjects, as soon as the condition of the Office will allow; parts of this catalogue have already been completed.

One very interesting portion of this foreign collection is that relating to the colonial possessions of the British monarchy. These dependencies, the present hope and future home of many millions of English-speaking people, are following in school matters the example of the United States rather than that of the mother country. By this channel the most vital and useful features of American life are becoming and will hereafter constitute the heritage of new nations and peoples yet unborn.

I have thus described some of the peculiarities of this library and some of the circumstances attending its origin and manner of growth. The unostentatious but unceasing and intelligent labors of Mr. Samuel R. Warren (one of the editors of the Special Report on Libraries in the United States) and of Mr. Henderson Presnell (now assigned to the custody and management of the collection) should not go unmentioned. To their work and care the Office is indebted for much of the convenience and completeness of the collection and the library itself for its useful classification and rapidly advancing catalogue.

Bearing in mind the practical manner in which this library originated and has increased, the flexible scheme on which it is now enlarging may be stated as comprehending the following subjects:

A. Antique culture, religious, philosophical, artistic, or industrial, so far as it was influential in forming or modifying the mother countries of our population: e. g., the genesis and progress of religions, and particularly those deriving their primal impulses from the Hebrews; the genesis and development of art in Egypt, Chaldo-Assyria, Greece, Rome, and modern countries; prehistoric life and industry, particularly with reference to the development of useful ideas, implements, and processes among various peoples, and the investigation of savage and semi-civilized life, beliefs, and customs; Greek, mediæval, and modern philosophy, &c.

B. Educational theories, methods, and results in those European countries from which the population of this country is derived: England, Ireland, Scotland, Wales, France, Germany, Sweden, Norway, Denmark, Spain, and other lands.

C. The formation and combination of social forces during the colonial period of American life; histories, biographies, college publications, town records, and all available sources of information.

D. The history and development of social and educational forces in the American Union — for the earlier years, material similar to that last mentioned, and, for the later years, in addition, reports of State and city school officers, school journals, catalognes, text books, &c.

E. Contemporary educational thought and practice in foreign countries, particularly the study of new or intrusive phenomena, such as Chinese life and thought, Mormon development and tendencies, the growth and influence of pessimism in society, the cause and increase of suicide and mental disease; and other phenomena bearing upon the training of the young.

The library is organized and shelved in accordance with the classification that governs the material in my annual reports. It is hoped to have a complete catalogue and index of all accessions. The State is taken as a unit, under which the topics are arranged alphabetically and chronologically. For the purpose of illustration, under

the State of Michigan the following topics appear alphabetically arranged, or, in other words, the topical is here subordinate to the geographical method of arrangement:

Michigan: Education.
History.
School reports.
School laws.
Miscellaneous.

Want of room, however, prevents the carrying out of the plan in many of its details. In the index catalogue, now in preparation, the same plan is substantially carried out whenever practicable, but not to the exclusion of the topical method, for the catalogue is distinctively educational, and to render that feature prominent it has been found necessary to subordinate, in some instances, the geographical to the topical method.

The files of catalogues, circulars, reports, and prospectuses of colleges and universities, schools of science, law, medicine, and theology, schools for the superior education of women, normal schools, preparatory and secondary schools, &c., are arranged topically, so as to correspond to the plan of the statistical tables of the Commissioner's report. These files embrace the following topics, in alphabetical order:

Academies and seminaries.
Art museums.
Botanical gardens.
Business colleges.
City school systems.
Colleges for women.
Colleges and universities.
College entrance examinations.
Homes for infants.
Industrial schools.
Kindergärten.
Law schools.
Libraries.
Medical schools.
Natural history museums.
Normal schools.
Orphan asylums.
Preparatory schools.
Prison schools.
Reformatory schools.
Schools of art.
Schools of music.
Schools of science.
Schools for the blind.
Schools for deaf-mutes.
Schools for the feeble-minded.
State school systems.
Theological schools.
Zoölogical gardens.

The index catalogue recognizes this arrangement, and each topic will be found indexed under its initial letter in the alphabetical arrangement. In further illustration of the scheme, the entries under the letter E are given.

Education:
Bibliography of.
History of.
Methods and systems.
Science of.
Miscellaneous.

Works on infant, primary, elementary, secondary, high school, classical, college, and university education may be found under Infant, Primary, Elementary, &c.; on education in foreign countries, under the name of the country.

Educational societies. *See* Society, educational.
Elective studies.
Electricity.
Elementary education. *See, also,* Infant education.
Elocution.
Empirical methods in education.
Encyclopædias.
Engineering.
England.
English language:
Dictionaries.
Grammars.
Pronunciation.
English language:
Readers.
Speakers.
Spellers.
English literature:
Bibliography and history.
Collections.
Enrolment.
Entomology.
Episcopal Church and education. *See* Protestant Episcopal, &c.
Essays.
Ethics.
Ethnology.
Etymology. *See, also,* English language, French language, &c.
Europe.
Evangelical Lutheran Church and education. *See* German Evangelical, &c.
Evening schools.
Evolution. *See, also,* Man, Physiology.
Exhibitions:
Educational.
Industrial.
Expositions, industrial. *See* Exhibitions, industrial.
Examinations.

Thus it will be seen that the object and uses of the library have determined the form of its organization and the character of its catalogue and index, and it may be suggestive to those undertaking to organize educational libraries elsewhere.

It should be observed that no one of the great general libraries in the country prior to the establishment of this Office had begun to make any considerable collection of educational information, nor could such a collection have been brought together by ordinary methods of growth. It is largely the result of a well established system of exchanges and of contributions, due to the hearty coöperation of the officers and friends of education at home and abroad. Its value has never been approximately represented by the appropriations for its support, which have not exceeded $1,000 a year for books and never more than $700 a year for completing sets, journals, magazines, &c. The card catalogue of subjects and card catalogue of authors and titles above mentioned, as soon as published, will become specially helpful to all educators of the country whenever searching educational literature. The publication of this catalogue is already earnestly sought, and it is hoped that it can be ere long undertaken. The collection now numbers 15,000 volumes and 37,000 pamphlets.

The question has been raised whether this collection of educational literature could not be merged into some general collection, but it should be noted that in many investigations it is necessary to gather large numbers of books around the investigator and to keep them in hand for a considerable length of time. No one familiar with the requirements of thorough research can fail to understand the difficulty of going from one point to another to obtain separate books. Of this the Office has had ample and unprofitable experience. It is clear that the time of a clerk competent to make researches is too valuable to be wasted in running about or waiting or writing notes for books.

It hardly need be said that a question relating to ventilation, to architecture, to the organization of State or city systems, or one relating to methods of instruction, or an inquiry as to education and insanity, or education and crime, or education and labor will demand in its treatment not merely what comes in the form of current literature, but will create a demand for the readiest access to all sources of the desired information.

From the foregoing it is apparent (1) that the Office has never contemplated gathering a general library, (2) that its library has grown with its growth and is inseparable from its daily duties, and (3) that if the present collection should be withdrawn from its own rooms and control the efficiency of the Office would be indescribably impaired and the value of the collection wellnigh sacrificed. In a large general library administration it could hardly fail to be remanded to some out of the way corner, where it would be lost to the daily use for which it is intended and which is, indeed, the only reason of its existence. It is confidently believed that placing the volumes of this collection in any other than the present close relation to the administration of the Office would defeat the economical purpose of any such measure. Imperfect as the library of this Office is, I have no hesitation in saying that it has become indispensable to the rapid and economical transaction of the official business of the Bureau.

Statistical summary of institutions, instructors, and students, as collected by the United States Bureau of Education, from 1873 to 1882.

	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	4,060
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	6,036
Institutions for the blind	30	566	2,179	30	547	2,214
Schools for feeble-minded children	11	365	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.

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

	1881.			1882.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
City schools	(*a*)	30,155	1,738,108	(*b*)	31,690	1,821,773
Normal schools	225	1,573	48,705	233	1,700	51,132
Commercial and business colleges	202	794	34,414	217	955	44,834
Kindergärten	273	676	14,107	348	814	16,916
Institutions for secondary instruction	1,336	6,489	122,617	1,482	7,449	138,384
Preparatory schools	130	871	13,275	157	1,041	15,681
Institutions for the superior instruction of women	226	2,211	26,041	227	2,721	28,726
Universities and colleges	362	4,361	62,435	365	4,413	64,096
Schools of science	85	1,019	12,709	86	1,082	15,957
Schools of theology	144	624	4,793	145	712	4,921
Schools of law	47	229	3,227	48	249	3,079
Schools of medicine, of dentistry, and of pharmacy	126	1,746	14,536	134	1,946	15,151
Training schools for nurses	17	84	414	23	97	475
Institutions for the deaf and dumb	57	431	6,740	57	455	6,944
Institutions for the blind	30	593	2,148	30	599	2,254
Schools for feeble-minded children	14	490	2,490	14	497	2,434
Orphan asylums, industrial schools, and miscellaneous charities.	439	4,211	62,317	472	4,450	68,559
Reform schools	71	1,164	15,626	67	1,224	14,940

a 251 cities, of 7,500 inhabitants or more, reported in 1881; their aggregate population was 10,757,645.
b 263 cities, of 7,500 inhabitants or more, reported in 1882; their aggregate population was 10,918,638.

It should never be forgotten in considering these statistics that they are only those reported to the Bureau of Education and that totals in every case include only figures presented.

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

States.	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	401,002	.....	177,428	114,527	79
Arkansas	6–21	289,617	.....	117,696	56,291	.....
California	5–17	216,330	.....	168,024	107,177	153.4
Colorado	6–21	49,208	37,716	31,738	18,488	100
Connecticut	4–16	146,188	.....	121,185	*a*77,041	179.66
Delaware	*b*6–21	*b*37,285	.....	*b*29,122	*c*17,439	*bd*153
Florida	6–21	*c*97,224	.....	51,945	24,923	.....
Georgia	6–18	507,861	.....	256,432	164,180	65
Illinois	6–21	1,037,567	.....	713,431	452,485	150
Indiana	6–21	708,596	.....	498,792	305,513	133
Iowa	5–21	604,739	.....	406,947	253,688	142
Kansas	5–21	357,920	.....	269,945	162,017	114
Kentucky	6–20	*c*571,793	.....	*bd*238,440	*bd*149,226	*e*102
Louisiana	*b*6–18	*c*271,414	.....	*b*62,370	*e*45,626	*b*100
Maine	4–21	213,007	.....	147,988	111,188	117

a For the winter term.
b In 1881.
c United States Census of 1880.
d For white schools only.
e In 1880.

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

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.
Maryland	5–20	*a*319, 201	.....	159, 945	83, 189	199
Massachusetts	5–15	321, 377	.....	330, 421	235, 739	178
Michigan	5–20	538, 356	.....	385, 504	*a*263, 775	148
Minnesota	5–21	*b*315, 948	.....	196, 643	*c*97, 532	98
Mississippi	5–21	444, 131	.....	*d*237, 288	136, 315	75. 5
Missouri	6–20	748, 640	.....	492, 749	*a*260, 540	87
Nebraska	5–21	165, 511	.....	115, 546	66, 027	111
Nevada	6–18	10, 483	.....	8, 158	5, 286	146
New Hampshire	5–15	*a*60, 899	.....	64, 349	43, 996	96. 27
New Jersey	5–18	343, 897	.....	209, 526	113, 532	192
New York	5–21	1, 681, 161	.....	1, 041, 068	569, 471	176
North Carolina	6–21	463, 160	.....	233, 071	132, 546	62. 5
Ohio	6–21	1, 681, 321	827, 883	751, 101	483, 232	155
Oregon	4–20	65, 216	.....	37, 743	27, 347	90. 6
Pennsylvania	6–21	*a*1, 422, 377	.....	945, 345	*e*611, 317	153. 78
Rhode Island	*f*5–15	55, 832	.....	*g*45, 695	*g*29, 390	184
South Carolina	6–16	*a*262, 279	*a*262, 279	145, 974	101, 816	80
Tennessee	6–21	549, 179	.....	264, 356	*d*180, 509	73
Texas	8–14	295, 344	.....	142, 960	60, 259	*h*92
Vermont	5–20	*a*99, 463	.....	74, 000	47, 772	126. 5
Virginia	5–21	555, 807	383, 979	257, 362	144, 904	118. 2
West Virginia	6–21	216, 605	168, 534	155, 544	96, 652	99
Wisconsin	4–20	495, 233	.....	303, 452	*d*190, 878	*d*175. 6
Total for States	.....	16, 021, 171	.....	9, 889, 283	6, 041, 833	.....
Arizona	6–21	10, 283	.....	*d*3, 844	*i*2, 847	*i*109
Dakota	*d*5–21	*d*38, 815	.....	*d*25, 451	*a*8, 530	.....
District of Columbia	*f*6–17	*a*43, 537	*a*37, 511	*d*27, 299	*d*20, 730	*d*190
Idaho	5–21	9, 650	.....	*d*6, 080	*d*4, 127	*d*150
Montana	4–21	10, 482	.....	6, 054	3, 558	125
New Mexico *a*	7–18	29, 255	.....	4, 755	3, 150	.....
Utah	6–18	43, 303	.....	27, 216	17, 594	139
Washington	*d*4–21	*d*23. 899	.....	*d*14, 754	*a*10, 546	.....
Wyoming *a*	7–21	4, 112	.....	2, 907	1, 920	.....
Indian:						
Cherokees *d*	.....	3, 715	.....	3, 048	1, 792	180
Chickasaws *d*	.....	960	.....	650	270	180
Choctaws *d*	.....	2, 600	.....	1, 460	1, 260	200
Creeks *d*	.....	1, 700	.....	799	.....	180
Seminoles *d*	.....	400	.....	226	174	180
Total for Territories	.....	222, 651	.....	124, 543	76, 498	.....
Grand total	.....	16, 243, 822	.....	10, 013, 826	6, 118, 331	.....

a United States Census of 1880.
b Estimated.
c For the winter term.
d In 1881.
e Average number of pupils.
f Inclusive.
g Includes evening school reports.
h In the counties; 137 days in cities.
i In 1880.

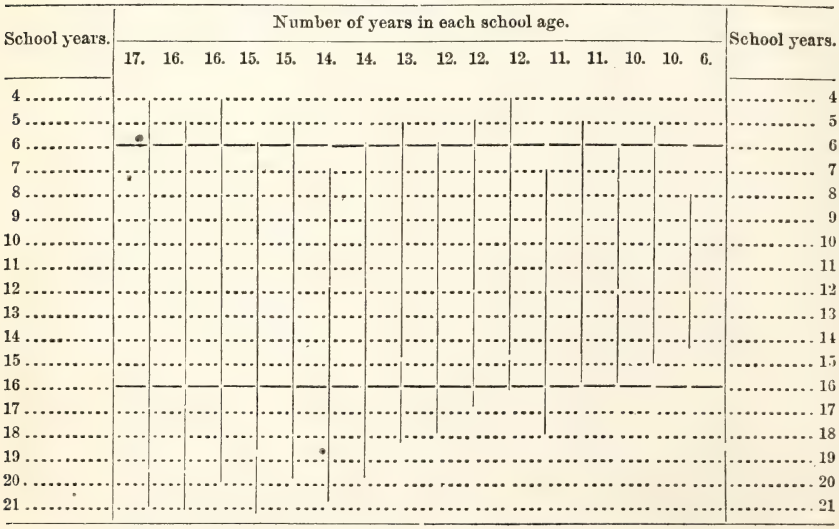
Legal school ages in the several States and Territories, with diagram.

States and Territories.	School age.	States and Territories.	School age.
Connecticut	4–16	District of Columbia	a6–17
Oregon	4–20	Georgia	6–18
Wisconsin	4–30	Louisiana	6–18
Maine	4–21	Nevada	6–18
Montana	4–21	Utah	6–18
Washington	4–21	Kentucky	6–20
Massachusetts	5–15	Missouri	6–20
New Hampshire	5–15	Arkansas	6–21
Rhode Island	a5–15	Colorado	6–21
California	5–17	Delaware	6–21
New Jersey	5–18	Florida	6–21
Maryland	5–20	Illinois	6–21
Michigan	5–20	Indiana	6–21
Vermont	5–20	North Carolina	6–21
Dakota	5–21	Ohio	6–21
Idaho	5–21	Pennsylvania	6–21
Iowa	5–21	Tennessee	6–21
Kansas	5–21	West Virginia	6–21
Minnesota	5–21	Arizona	6–21
Mississippi	5–21	New Mexico	7–18
Nebraska	5–21	Alabama	7–21
New York	5–21	Wyoming	7–21
Virginia	5–21	Texas	8–14
South Carolina	6–16		

a Inclusive.

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 showing the different school ages in the States and Territories during 1882.



In all studies of the school statistics of the United States this diversity of ages should be kept in mind.

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	2,938	1,626	(*a*$21 52)	
Arkansas	(83)			
	1,977	411		
California	1,156	2,621	$79 67	$64 48
Colorado	270	630	(*b*)	(*b*)
Connecticut	*c*617	*d*2,503	63 44	35 94
Delaware	(*e*56)			
	*e*222	*e*505	*f*31 49	*f*27 56
Florida	678	448		
Georgia	(6,351)		*g*30 00	*g*30 00
Illinois	8,076	14,225	46 86	37 76
Indiana	7,274	5,985	*e*38 40	*e*33 20
Iowa	6,044	16,037	35 20	27 46
Kansas	(62)			
	3,342	4,808	31 42	24 95
Kentucky *e*	4,195	2,715	(*h*23 87)	
Louisiana *e*	773	811	(31 50)	
Maine	(7,797)		37 39	22 40
Maryland	1,220	1,977	*i*40 00	*i*40 00
Massachusetts	1,079	7,858	102 90	34 32
Michigan	3,887	10,580	41 56	27 44
Minnesota	*c*1,625	*d*3,338	36 50	28 50
Mississippi	(5,253)		(29 10)	
Missouri	(22)			
	6,028	5,776	44 00	38 00
Nebraska	1,862	3,507	*i*37 50	*i*29 34
Nevada	54	148	101 59	76 73
New Hampshire	477	3,117	36 45	22 36
New Jersey	911	2,594	56 96	33 41
New York	7,123	24,110	(43 28)	
North Carolina	3,586	1,587	(*j*24 11)	
Ohio	11,086	13,049	39 00	29 00
Oregon	662	750	43 95	31 63
Pennsylvania	9,051	12,778	35 12	28 89
Rhode Island	*k*258	*k*1,052	77 44	43 53
South Carolina	1,940	1,473	26 00	23 97
Tennessee	4,083	1,604	(24 65)	

a For white teachers; for colored teachers the average salary is reported as $21.88.
b The average salary of male teachers in graded schools is $100.97; in ungraded schools, $54.52; for female teachers the salaries are, respectively, $67.39 and $50.02.
c Number employed in winter.
d Number employed in summer.
e In 1881.
f For white schools in 1881; the average monthly salary of colored teachers for 1881 was $22.
g In 1880.
h For white schools in the counties; the average for teachers in graded schools for whites in the cities is $71.25; in public high schools, $88.97.
i Estimated.
j For white teachers; for colored teachers the average salary is $19.93.
k Includes evening school reports.

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

States and Territories.	Number of teachers.		Average monthly salary.	
	Male.	Female.	Male.	Female.
Texas	3,767	1,270	(a)	(a)
Vermont	653	3,723	$30 52	$18 24
Virginia	3,181	2,416	29 47	25 61
West Virginia	3,045	1,315	27 87	30 64
Wisconsin	2,456	7,631	*b*38 91	*b*25 40
Total for States	(290,028)			
Arizona	44	82	*c*84 06	*c*68 19
Dakota *c*	346	687	33 00	26 00
District of Columbia *c*	35	425	91 13	61 27
Idaho	(200)		60 00	50 00
Montana	64	127	75 74	64 20
New Mexico *d*	128	36	(30 67)	
Utah	283	296	46 43	26 03
Washington *c*	(89) / 149	205		
Wyoming *d*	31	39	(60 23)	
Indian:				
Cherokees				
Chickasaws				
Choctaws				
Creeks				
Seminoles				
Total for Territories	(3,266)			
Grand total	(293,294)			

a In the counties the average salary of white male teachers is $38; of white females, $29; in the cities the salaries are, respectively, $73 and $40; for colored males in the counties, $32; for colored females, $20; in the cities, respectively, $60 and $28.

b In the counties.

c In 1881.

d United States Census of 1880.

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	$392,905	.....	$11,579	$375,887	*a*$16,136	$403,602	$264,457
Arkansas	574,543	*b*$42,077	.....	388,616	13,255	*c*503,857	254,218
California	*d*3,791,384	304,768	.....	2,406,781	411,117	3,122,666	7,237,669
Colorado	661,419	249,397	.....	300,128	77,440	626,965	1,235,491
Connecticut	1,563,750	159,138	.....	1,056,268	337,659	1,553,065	.....
Delaware	*e*147,360	.....	*f*2,300	*f*138,819	*f*64,472	*fg*207,281	*eh*450,000
Florida	148,102	.....	.....	104,240	.....	*c*133,260	89,868
Georgia	584,174	.....	.....	.....	.....	584,174	.....
Illinois	8,280,450	1,252,190	*i*74,841	4,985,770	2,254,874	8,567,675	*j*17,994,176
Indiana	4,551,000	764,605	.....	*k*3,143,529	885,570	4,793,704	12,310,905
Iowa	5,558,259	658,913	142,450	3,075,870	*l*1,648,216	5,525,449	9,977,142
Kansas	*d*2,547,764	434,367	.....	*m*1,296,256	463,552	2,194,175	4,796,368
Kentucky	*e*1,194,258	.....	.....	.....	.....	*e*1,248,524	*e*2,395,752
Louisiana	*e*486,790	*en*12,760	*e*19,667	*e*374,127	*e*34,930	*e*441,484	*o*700,000
Maine	1,168,463	99,522	29,918	*p*952,394	.....	1,081,834	3,073,576
Maryland	1,618,030	194,498	28,000	1,146,558	282,852	1,651,908	2,900,000
Massachusetts	*q*5,925,114	842,867	168,197	*p*4,144,722	432,589	*c*5,881,124	22,062,235
Michigan	3,858,145	951,960	.....	*m*2,193,267	644,064	3,789,291	9,848,493
Minnesota	1,988,190	394,856	33,470	1,054,523	*r*510,515	1,993,364	3,947,857
Mississippi	958,221	*e*68,327	*e*12,607	*e*644,352	*e*32,472	*e*757,758	.....
Missouri	*d*4,277,876	.....	.....	2,226,610	.....	*c*3,753,224	7,521,695
Nebraska	*d*1,540,952	297,262	27,349	702,127	331,608	1,358,346	2,234,464
Nevada	182,005	*bs*2,581	.....	*s*70,385	*s*9,356	*c*154,327	240,137
New Hampshire	584,527	.....	14,729	417,016	146,957	578,702	2,341,679
New Jersey	2,142,385	366,353	.....	*p*1,621,338	.....	1,987,671	6,270,778
New York	11,384,078	1,752,015	114,600	7,986,261	1,569,717	11,422,593	30,332,291
North Carolina	*s*429,525	*s*74,712	*s*18,732	*s*374,009	*s*42,283	*s*509,736	367,671
Ohio	8,763,781	1,204,589	152,903	5,376,087	*t*2,087,335	8,820,914	23,610,858
Oregon	338,307	64,728	8,575	249,378	24,280	346,961	684,298
Pennsylvania	8,637,934	1,229,232	80,000	4,863,718	2,090,295	8,263,245	28,341,560
Rhode Island	*u*608,125	76,312	10,292	*u*417,553	*u*87,679	*u*591,836	2,064,693
South Carolina	*e*452,965	10,683	18,507	349,696	.....	*q*378,886	407,606
Tennessee	942,320	56,263	15,800	718,921	36,170	827,154	1,186,219
Texas	*d*858,363	*b*21,903	24,395	714,207	43,345	803,850	.....
Vermont	491,021	.....	.....	381,608	.....	*c*476,478	.....
Virginia	1,107,141	114,711	44,577	896,274	101,580	1,157,142	1,346,657
West Virginia	976,682	138,739	22,942	553,509	*v*164,630	879,820	1,823,987
Wisconsin	*w*2,870,897	332,304	46,600	1,437,349	316,554	*w*2,132,807	5,569,962
Total for States	92,587,205	12,172,612	1,123,030	57,138,153	15,161,502	89,504,852	213,882,762

a Includes $15,500 spent for normal schools.
b Includes expenditure for repairs.
c Items not fully reported.
d Includes balance on hand from last school year.
e In 1881.
f In 1880.
g Includes $1,690 expended for colored schools outside of Wilmington.
h For white schools only.
i Salaries of county superintendents only.
j Exclusive of the value of normal school property.
k Total amount expended from tuition revenue.
l Includes salaries of secretaries and treasurers, interest on bonds, &c.
m Includes salaries of superintendents.
n Buildings, repairs, rents, &c.
o In 1878.
p Includes miscellaneous expenditure.
q Total of reported items.
r Includes total expenditure for high and normal schools of $58,000.
s Several counties failed to report this item.
t Includes interest on bonds.
u Includes evening school reports.
v $50,255 of this are for sheriffs' commissions and delinquent lists.
w Exclusive of cost of normal schools.

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

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	$101,967	.....	.....	.....	.....	*a*$98,268	$116,751
Dakota *b*	*c*363,000	.....	*d*$8,616	.....	.....	*c*314,484	*e*532,267
Dist. of Columbia	579,312	$176,079	7,380	$317,229	$78,624	579,312	*b*1,326,888
Idaho	55,004	.....	.....	.....	.....	46,855	*f*31,000
Montana	104,128	7,500	10,000	80,000	9,188	106,688	140,758
New Mexico *f*	32,171	.....	.....	28,002	971	28,973	13,500
Utah	188,681	42,755	1,500	119,537	21,746	185,538	316,462
Washington	*b*127,609	*f*4,385	.....	*f*95,582	*f*12,648	*f*112,615	*f*161,309
Wyoming *f*	36,161	.....	.....	25,894	2,610	28,504	40,500
Indian:							
Cherokees *b*	52,300	.....	.....	.....	.....	52,300	.....
Chickasaws *b*	33,550	.....	.....	.....	.....	33,550	.....
Choctaws *b*	31,700	.....	.....	.....	.....	31,700	.....
Creeks *b*	26,900	.....	.....	.....	.....	26,900	.....
Seminoles *b*	7,500	.....	.....	.....	.....	7,500	.....
Total for Terr	1,739,983	230,719	27,496	666,244	125,787	1,653,187	2,679,435
Grand total.	94,327,188	12,403,331	1,150,526	57,804,397	15,287,289	91,158,039	216,562,197

a Estimated.
b In 1881.
c Items not fully reported.
e Value of school-houses only.
f United States Census of 1880.
d Salaries of county superintendents only.

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

States and Territories.	Expenditure in the year per capita of school population. *a*	Expenditure in the year per capita of pupils enrolled in public schools. *a*	Expenditure in the year per capita of average attendance in public schools. *a*	Expenditure in the year per capita of population between 6 and 16. *a*	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property. *a*
Massachusetts	*b*$15 83	*b*$15 40	*b*$21 59	*c*$18 30	.....
Nevada	*d*14 72	*d*18 92	*d*29 20	.....	.....
California	*b*13 11	*b*16 88	*b*26 46	.....	.....
New Hampshire	10 55	11 17	16 35	.....	.....
Arizona	*d*9 56	.....	.....	.....	.....
Connecticut	9 53	11 50	19 18	.....	.....
District of Columbia	*e*9 50	*e*15 16	*e*19 97	*e*10 18	*e*$11 96
Rhode Island	9 00	12 06	18 29	.....	.....
Montana	8 60	15 00	18 00	.....	.....
Colorado	8 45	13 10	22 55	10 54	11 00
Iowa	8 18	12 16	19 50	13 09	14 67
Nebraska	8 10	11 65	20 40	.....	.....
Illinois	7 12	10 36	16 33	.....	.....
Ohio	7 11	10 24	13 04	9 29	11 00
Wyoming	*bf*6 93	*bf*9 81	*bf*14 85	.....	.....
New York	6 73	10 96	20 05	.....	.....
Delaware	*fg*6 39	*fg*8 12	.....	.....	.....
Indiana	*b*5 75	*b*8 17	*b*13 34	.....	.....
Michigan	*b*5 43	*b*7 59	.....	.....	.....
Oregon	5 19	8 96	12 37	.....	.....
New Jersey	5 17	8 47	15 64	.....	.....
Minnesota	*b*5 13	*b*8 25	.....	.....	.....
Maine	5 05	7 31	10 59	.....	.....
Pennsylvania	*b*5 00	*b*7 32	.....	.....	.....
Kansas	4 88	6 62	11 02	.....	.....
Idaho	*d*4 86	.....	.....	.....	.....
Missouri	4 67	7 10	.....	.....	.....
Maryland	4 45	9 12	17 66	.....	.....
Wisconsin	4 31	7 02	.....	.....	.....
West Virginia	3 41	4 75	7 66	4 38	5 04
Utah	*b*3 30	*b*5 25	*b*8 12	.....	.....
Mississippi	*e*1 93	*e*3 38	*e*4 75	.....	.....
Virginia	1 65	4 25	7 15	2 36	2 57
Arkansas	*b*1 60	*b*3 94	*b*8 25	.....	.....
Louisiana	*be*1 58	*be*6 89	*be*9 41	.....	.....

a In estimating these items only the interest on amount expended under the head of "permanent" (i. e., for sites, buildings, furniture, libraries, and apparatus) should be added to the current expenditure for the year.

b Estimated by the Bureau, 6 per cent. being the rate used in casting interest on permanent expenditure.

c Total expenditure per capita of population between 5 and 15.

d An estimate including per capita of total permanent expenditure for the year.

e In 1881.

f In 1880.

g Does not include expenditure for books.

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

States and Territories.	Expenditure in the year per capita of school population. *a*	Expenditure in the year per capita of pupils enrolled in public schools. *a*	Expenditure in the year per capita of average attendance in public schools. *a*	Expenditure in the year per capita of population between 6 and 16. *a*	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property. *a*
Florida	*b*$1 37	*b*$2 56	*b*$5 34	.....	.....
South Carolina	*c*1 32	*c*2 80	.....	.....	.....
Tennessee	*c*1 17	*c*2 25	*c*3 53	.....	.....
Georgia	1 15	2 28	3 56	.....	.....
North Carolina	1 10	2 18	3 88	.....	.....
Alabama	*d*1 01	*d*2 27	*d*3 52	.....	.....
New Mexico	*de*99	*de*6 09	*de*9 20	.....	.....
Vermont	.....	6 43	9 98	.....	.....
Texas	.....	*d*5 48	*d*13 00	.....	.....

a In estimating these items only the interest on amount expended under the head of "permanent" (i. e., for sites, buildings, furniture, libraries, and apparatus) should be added to the current expenditure for the year.

b An estimate including per capita of total permanent expenditure for the year.

c In 1881.

d Estimated by the Bureau, 6 per cent. being the rate used in casting interest on permanent expenditure.

e In 1880.

GENERALIZATION BY YEARS AND BY TOPICS WITHOUT REFERENCE TO STATES.

Statistical summary showing the school population, enrolment, attendance, income, expenditure, &c., for ten years, from 1873 *to* 1882, *inclusive, as collected by the United States Bureau of Education.*

	Year.	Number reporting.		In States.	In Territories.
		States.	Territories.		
School population	1873	37	11	13, 324, 797	134, 128
	1874	37	11	13, 735, 672	139, 378
	1875	36	8	13, 889, 837	117, 685
	1876	37	8	14, 121, 526	101, 465
	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
	1881	38	10	15, 661, 213	218, 293
	1882	38	10	16, 021, 171	222, 651
Number enrolled in public schools	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

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

	Year.	Number reporting.		In States.	In Territories.
		States.	Territories.		
Number enrolled in public schools	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
	1881	38	10	9,737,176	123,157
	1882	38	10	9,889,283	124,543
Number in daily attendance	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
	1881	34	9	5,595,329	69,027
	1882	38	10	6,041,833	76,498
Number of pupils in private schools	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
	1881	20	2	564,290	5,305
	1882	20	2	562,731	5,143
Total number of teachers	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	269,162	2,012
	1879	38	9	270,163	2,523
	1880	38	10	280,034	2,610
	1881	38	9	285,970	3,189
	1882	38	9	290,028	3,266
Number of male teachers	1873	28	5	75,321	529
	1874	28	7	87,395	499
	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
	1881	36	7	107,780	1,018
	1882	35	8	105,596	1,080
Number of female teachers	1873	28	5	103,734	786
	1874	28	7	129,049	731
	1875	31	8	132,185	963
	1876	32	9	135,644	898

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

	Year.	Number reporting.		In States.	In Territories.
		States.	Territories.		
Number of female teachers	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
	1881	36	7	158,588	1,805
	1882	35	8	164,808	1,897
Public school income	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
	1881	38	10	86,468,749	1,673,339
	1882	38	10	92,587,205	1,739,983
Public school expenditure	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
	1881	38	10	83,601,327	1,510,115
	1882	38	10	89,504,852	1,653,187
Amount of school funds	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
	1881	34	2	123,083,786	1,089,015
	1882	35	2	128,483,681	1,089,015

The reports of the Office give gratifying evidence of the progress towards completeness in the educational statistics of the country.

Table I presents statistics of the five items of school population, enrolment, average daily attendance, income and expenditure of public schools from all the States and Territories, and a more or less accurate statement of the number of teachers, one Territory alone failing to report. In some instances, as noted in the table, the figures have been taken from the United States Census of 1880, and are therefore two years behind the date of the report, and in a few cases estimates only were attainable. On the whole, the figures make a reliable exhibit of the condition of public schools for the year.

The totals under the several headings of the table show increase over the same for

1881, which increase, as will be seen by a detailed comparison of the figures in this and the preceding report, is well distributed throughout the country.

School population, enrolment, and average attendance.—The total increase in the items reported in Table I, Part 1, is as follows:

School population: States, 359,958; Territories, 4,358; total, 364,316.

Enrolment in public schools:[1] States, 152,107; Territories, 1,386; total increase, 153,493.

Average daily attendance:[2] States, 446,504; Territories, 7,471; total increase, 453,975.

If the enrolment in private schools, viz, 567,874, be added to that of public schools, 10,013,826, we have a total of 10,581,700 youth under instruction in the schools, that is, 65 per cent. of the legal school population and 21 per cent. of the entire population as given in the United States Census of 1880.

Legal school age.—The legal school population, it should be observed, in most States is a larger number than would be obtained by the enumeration of the youth in the years of the usual period of school attendance. The legal school ages remain the same as in 1881, with the following exceptions: In Kentucky the legal school age for blacks, formerly 6 to 16, has been made the same as for whites, viz, 6 to 20. In Florida the legal school age 6 to 21 has been given in preference to 4 to 21, as in the previous report. In this State the interest of the school fund and the proceeds of the 1 mill tax are distributed among the several counties upon the basis of the population 4 to 21 years of age, but the apportionment to the different schools is made upon the basis of the average attendance of pupils between 6 and 21 years of age. So long as the present diversity as to age in the enumeration prevails, it is difficult to arrive at conclusions entirely satisfactory as to the relative effectiveness of the State school systems. In the inquiries sent out by this Office it is sought to ascertain the approximate number of persons between 6 and 16 years of age included in the school censuses. Only 5 States and 1 Territory are able to respond to this inquiry, but in 4 other States the census of the school age corresponds very nearly to the enumeration desired. It is believed that school officers throughout the country recognize the desirability of a census that shall be uniform with respect to the ages included, but they have not at command the means of obtaining such a census.

Duration of school term.—Two States only and 4 Territories do not report the average duration of schools. The term shows decrease below that reported in 1881 in the following: Alabama, Connecticut, Indiana, Iowa, Kansas, Maine, Michigan, Mississippi, Missouri, New Hampshire, New York, Rhode Island, and Utah Territory.

The length of the term varies greatly, ranging from 199 days in Maryland to 62½ days in North Carolina. The differences in this respect are more clearly seen by a comparison of the different geographical sections. The term is more than 5 months in three of the six New England States, in five of the six Middle Atlantic States, in three of the nine Northern Central States, in one of the two Pacific Slope States, and in the District of Columbia and Idaho Territory; and it is above 3 months in all the States of the sections named. On the other hand, the school term is less than 3 months in all the South Atlantic States, in two of the four Gulf States, in one of the six Southern Central States, and does not equal 4 months in any State of the two last named sections. These differences deserve the serious attention of those who can affect legislation in respect either to the duration of the school term or the funds necessary for the maintenance of the schools for the time allowed, since it cannot be doubted that the differences in the opportunities for early instruction indicated in the varying

[1] For all the States enrolment is reported by the local school officials. Enrolment for the Territories is obtained from the returns for 1881–'82 and in two instances from the Census of 1880.

[2] Delaware, Michigan, and Missouri did not report average daily attendance. For Michigan and Missouri the census figures were used. Average daily attendance for seven Territories was taken from reports of territorial superintendents and for three others from the Census of 1880.

duration of the school period will ultimately be the cause of great diversity in the average intelligence, enterprise, and worthy ambition of the citizens. It is true that those who have meagre school opportunities may make greater progress than those to whom every provision is freely extended, but examples of this kind seldom occur outside of communities so filled with intelligence and enthusiasm that the most obscure individuals cannot escape the inspiring influence.

Number and salaries of teachers.—The number of teachers reported is, for the States, 290,028; for 9 Territories, 3,266; total, 293,294, being an increase of 4,135 over the number reported in 1881. The sex of teachers is not reported from Georgia, Maine, Mississippi, and Idaho Territory; so far as the figures are given, the number of male teachers is 106,676, and of female teachers, 166,705. Both numbers show increase over the same for 1881, but the proportion of female teachers is greater than at the last report. Even in the frontier States, the proportion of women engaged in teaching is rapidly increasing.

There is an upward movement in teachers' salaries, 18 States showing increase in the average salaries for both sexes; 4, viz, Massachusetts, Oregon, Pennsylvania, and South Carolina, increase in salaries for men, but not for women; and West Virginia, increase in salaries for women only. Salaries have also increased in Utah since the last report received, namely 1878.

Finances.—Several of the States include balances from the last school year in the statement of annual income. Where this occurs, attention has been called to the fact in the summary, and an examination of Table I of the appendix will show in most instances the amount so included.

As the figures stand, the summary for 1882 shows an income of $94,327,188 and an expenditure of $91,158,039, against $88,142,088 income for 1881 and $85,111,442 expenditure for the same year.

Five States and 1 Territory for 1882, against 7 States and 2 Territories for 1881, fail in making report of the value of school property. The total for 1882 for the country is $216,562,197, against $186,143,452, the difference between the figures being $30,418,745. Maryland, Massachusetts, and Idaho, non-reporting States and Territory for 1881, would make up for 1882 $24,993,235 of this excess. Making allowance for this sum, there is reported a net increase of $5,425,510 in the value of school property in the country.

In the permanent State school funds there is also a reported increase of over $5,000,000. Many of the States show very fair increase in their permanent funds, but $3,500,000 of the amount of increase is made up in Kansas, where the State superintendent reports $13,500,000 as the estimated amount of the fund when all shall be available, against $10,000,000, his estimate for 1881.

A table of the per capita expenditure for the year, based on school population, enrolment, &c., has been made up, as in previous years. For 1882 as for 1881, estimates have been made in this Office, where it was practicable, for the non-reporting States. As the table stands, Massachusetts among the States heads the list and Alabama is at the foot, i. e., Massachusetts spends annually for each child of legal school age over fifteen times as much as Alabama.

The sources of the public school funds can be ascertained by reference to the abstracts of the several State reports and to Table I of the appendix. From the latter it will be seen that local taxes are the main support of the public schools in a majority of the States, a condition that seems essential to a progressive, efficient system of free schools. The figures show increase in the amount realized from local taxes, as compared with 1881, in Connecticut, Georgia, Illinois, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New York, Oregon, Rhode Island, Tennessee, Vermont, West Virginia, and Wisconsin.

The favorable view of the public schools of our country presented in the statistics is confirmed by the verbal statements of superintendents and other officials and accords with the impression I have received from personal observation in various parts of the country.

Progress is not limited to the increase of scholars, teachers, funds, &c., but appears in the organization of the school systems, in the greater efficiency of the work carried on in the schools, and, what is still more important, in a deeper and more intelligent interest on the part of the people. Everywhere there is evidence of a clearer understanding of the purposes of the schools, of their relation to our civil rights and liberties, and a readier disposition to adopt measures for their support and improvement.

Work of superintendents.—The superintendents are a body of earnest and determined men, having a clear understanding of the wants of the schools and of the temper of the public whose good will and coöperation they must secure. Upon superintendents devolves almost entirely the labor of stimulating, watching, and directing legislation in school matters, interpreting the school laws, and keeping teachers and parents advised as to their requirements. To these officers more than to any other agency must be attributed the two most promising general movements now going on with a view to the greater efficiency of the schools, namely, the increase of local taxation in the Southern States and the effort to abolish small, independent, irresponsible districts in the older Northern States.

Hon. H. Clay Armstrong, State superintendent, Alabama, calls attention to the fact that in 20 counties of the State the public fund was supplemented by patrons to the amount of $66,990, and in 46 other counties by an amount equal, probably, to $175,000. He appeals to the general assembly to increase the annual appropriation to $230,000, and recommends a special school tax for the purchase of sites, building, and pay of teachers, not to exceed 4 mills on the dollar. Hon. D. H. Pope, State superintendent, Arkansas, reports the opposition to the school tax as declining in his State and that in the towns the public funds have been largely increased by voluntary subscriptions. Private subscriptions to the school fund are not officially reported from other States, but they have occurred to some extent; meanwhile the advocates of the school tax meet with more and more favor.

Hon. J. W. Dickinson, secretary of the Massachusetts board of education, has had the satisfaction of seeing his efforts to overcome the district system crowned with success. The law abolishing the district system and making the township the unit for the control of educational affairs went into effect January 1, 1883. Other superintendents are indefatigable in their efforts to bring about a like result. While nothing new on this point is elicited in the report of the year, there is an important accumulation of evidence. Hon. N. A. Luce, State superintendent, Maine, says that there are 36 towns in the State so cut up that they average less than 20 scholars to each district and 79 towns containing 693 districts so small that in summer terms the average attendance upon each school is less than 10 scholars. Hon. J. W. Patterson, State superintendent, New Hampshire, reports for the year ending June, 1883, 786 schools averaging 12 scholars or less and 313 schools averaging 6 scholars or less. Hon. C. D. Hine, secretary of the Connecticut board of education, reports for the year ending August 31, 1883, the number of districts in which the average attendance was between 8 and 18, 548; number in which it was less than 8, 165; number in which it was 5 or less, 94. Hon. M. A. Newell, secretary of the Maryland board of education, instances one county containing 21 schools, the average attendance for each being between 1 and 8 scholars.

Hon. G. S. W. Crawford, State superintendent, Tennessee, observes, in this connection:

> The school fund should be distributed in such a way as to secure to every child in a given district the same number of school days as is enjoyed by the children living in the other districts of the same county. By the present system great injustice is done. Two school districts in the same county lying side by side are taxed exactly alike; but in one district there are twice as many children as in the other, and the one with the greater number has twice as many school days as the other.

County supervision.—Intimately connected with the abolition of small districts is the establishment of county supervision or supervision of groups of towns uniting voluntarily in legal organizations for this purpose. In some of the States the county

schools are virtually without supervision, while in a number of States in which county superintendents are employed the remuneration is so small that it is impossible to secure the entire service of competent men.

Efficient county superintendence or its equivalent offers the readiest solution of the most perplexing problems relating to the rural schools. The scope of its action and the need for its service are thus summed up by Hon. R. D. Shannon, State superintendent, Missouri, whose views are confirmed by the statements of many other superintendents who have conferred with me upon the subject.

Mr. Shannon says:

The greatest of all needs is an efficient, responsible, paid county superintendency. Our system will never be successful without it.

* * * * * * *

We say that no public moneys shall be distributed to a district that has failed to maintain a public free school, and yet we have provided no means by which the fact shall be ascertained by the officer who makes the distribution.

We say that the net proceeds of all fines, forfeitures, &c., shall be placed in the public school funds of the several counties, and yet the evidence is conclusive that immense sums which should be placed thus annually are not reported. In my reports I have frequently estimated the annual loss from this source as not less than $50,000. In the confirmation of the correctness of this estimate I invite attention to two facts shown in this report: First, although the year for which the report is made was not characterized by unusual disorder or criminal proceedings in courts — it was a notably quiet and peaceful year — the amount of fines realized and placed in the county funds, as heretofore stated, exceeded the annual average over $40,000. Second, the great city of St. Louis reports collections in round numbers of $2,000, while Bates County reports $6,000. No one will believe that any such disproportion existed between the fines imposed in the two localities.

If I should say that we lose $100,000 a year from this source for the lack of supervision, the statement would not only express a well founded belief but would accord with the settled conviction of every citizen who is at all familiar with public affairs.

How is it possible for any system to succeed without executive agency or supervision? We deem it necessary to have our schools in cities or towns under supervision, but the schools of our counties are left without control or superintendency. Success, under such circumstances, the prevention of loss, both in time and money, and of extravagance, is impossible. Never did such an anomalous state of facts exist in any other department of the State government.

No State in the Union ever expressed more liberal and enlightened sentiments and purposes toward public education than are found in the constitution and statutes of Missouri, and no State ever so signally failed to provide effective means for executing its will. There is only one possible solution of the problem, and that is rational, easy, and economical. A failure to solve it — a failure to apply the remedy for the many admitted and glaring evils arising from our loose methods under the law — is wasteful, extravagant, and expensive. The solution is the establishment of executive agency, or direction, in each county. No business under government or in social or private life was ever successfully conducted without a manager or superintendent; it could not possibly, in the very nature of the case, fully succeed. Yet our school system is absolutely without any superintending control or management. It rests alone with the legislature to say how long this state of affairs shall continue.

Improvement of the teaching force.— The means of improving the teaching force of the rural schools engages the serious attention of all who are interested in the education of our children. Efforts are being made in a number of States to raise the standard of teachers' examinations, and in several States it is proposed to do away with the third-grade certificate, for which the requirements are very low. Unfortunately the examining bodies have little voice in appointing teachers, so that the qualifications of teachers are after all determined by local influences. Often every other consideration is sacrificed to the desire for cheapness; again, kinship or political relations decide the choice of a teacher. So long as this loose system of appointment is tolerated it will be difficult to maintain high standards for the service.

The increase of salaries previously noted is a favorable circumstance; not only are better teachers thereby attracted to the schools, but the interest of the districts in securing good teachers is proportionately increased.

The effect of the revised school law of Michigan, which, as noted in my last report, became operative July 1, 1881, has been followed with much interest. The law provides for the examination of teachers by county boards under regulations calculated to raise the standard of qualification and make it more nearly uniform throughout the State. The law has naturally had the effect of diminishing the number of ignorant, untrained applicants for positions and attracting an opposite class, with the inevitable result of increasing wages. The State superintendent, Hon. Varnum B. Cochran, says in this connection: "The wages of men have risen during the year an average of $4.61 per month and of women $4.83 per month in the rural districts, where, of course, the effects of the law are soonest and chiefly felt."

The decline of salaries in Michigan for the past few years has been the occasion of regret, as the established reputation of the school system of that State gives peculiar weight to its example. It is to be hoped that the advance here noted will be permanent.

The suggestion of a minimum salary fixed by State law meets with approval in many States. Hon. C. W. von Coelln, State superintendent, Iowa, calls attention to the fact that the salaries of teachers of ungraded schools in his State do not average above $150 per annum, whereas a common laborer receives $200 with board and is not expected to dress well and has no examination or institute fees. Mr. von Coelln adds significantly, "the salaries of teachers are the only salaries of public employés" wholly within the control of the people.

Inquiries instituted in several States during the years 1882 and 1883 have elicited important information with reference to the increasing number of trained teachers employed in the schools and their increasing tenure of office:

In California 584 districts were reported as employing the same teacher more than one year and 568 teachers were graduates of normal schools.

In Connecticut, of 3,120 teachers employed, 470 were beginners.

In New York, of 31,233 teachers employed in 1882, there were 1,183 graduates of normal schools.

In West Virginia, out of 3,045 teachers employed, 1,115 had taught the same school two or more terms previously; 640 reported the present year their first in the work; 711 reported having attended one of the State normal schools.

In Illinois 1,465 teachers were reported as having been trained in the normal university, of whom 151 were graduates.

In Kansas, out of 8,150 teachers, 214 were normal graduates, 79 held State certificates, and 3,953 had attended normal institutes.

In Maine, out of 7,599 teachers, 6,402 had had previous experience; 601 were graduates from normal schools.

In Massachusetts 30 per cent. of the teachers have received professional training in normal schools.

In New Jersey the following was reported for the year ending August 31, 1882: Number of teachers who have been in the same school 1 year or less, 1,063; 1–5 years, 1,302; 5–10 years, 635; 10–15 years, 253; 15–20 years, 96; 20–25 years, 35; over 25 years, 22. Average time for teachers throughout the State, 3 years and 9 months; average time for teachers in cities, 6 years and 6 months.

In New Hampshire for the year ending June, 1883, the number of teachers reported as having no previous experience was 569; number reported as teaching in the same school two successive terms, 1,421; number who had been trained in normal schools, 318.

Courses of study for rural schools.— The excellent effects of graded courses of study in the rural schools are admitted wherever they have been introduced, but there is an unaccountable indifference to the subject in many localities.

Without this important aid it seems impossible to maintain systematic progress in the schools and equally impossible to form any clear idea of the attainments made by the scholars. With such courses universally employed, it would be comparatively easy to find out the number of scholars pursuing the obligatory branches and the number in higher and optional branches. This analysis would be of material help in the endeavor to form union or graded county schools and in deciding upon the means of bringing the common free schools into line with higher institutions, especially with

the public high schools, schools endowed with the land grant of 1862, and State universities.

Building and apparatus.— The improvement of school-houses is noticeable throughout the country, provision being made in a number of States for the periodical inspection of the buildings.

The last thirty years have somewhat extended our knowledge about the requirements for school buildings of different kinds. This knowledge is of two kinds, of which one, as to the best *method* of construction under prescribed conditions of site, size, and material, should be possessed by the architect employed; the other, as to the best form and aspect of school rooms, the best modes of heating, lighting, and ventilating, &c., should be studied and known by the school authorities, as well as by the architect; in this way the public may have some hope of obtaining for its money edifices that express, by the most direct and logical style of structure known to the building art, the results of the widest knowledge attainable as to the requirements for teaching, for hygiene, for safety against accidents, &c. As science and experiment have been accumulating both kinds of knowledge, both should be used and manifested in public school architecture. It is a vain waste of money at this day to turn out merely a Gothic or a Greek building from the architect's studio, for we are neither Goths nor Greeks; it is equally wasteful to plan good school rooms and class rooms, easy stairways, and theoretically perfect heat flues and air ducts, if we ruin them by bad construction or the use of bad material. The literature of building abounds in many excellent books; so many, indeed, that to merely name the best would fill pages of this report. Yet I must find space to mention two: the article published by the New Hampshire State board of health on "Suburban school-houses," written by Mr. W. R. Briggs, of Bridgeport, Conn., republished as a separate pamphlet, and the excellent Handbuch der Schulhygiene of Dr. Adolf Baginsky, of which a second edition is just announced by a Stuttgart publisher.

In order that certain questions connected with the ventilation and air supply of school buildings might be definitively settled for the whole country, I have requested R. L. Packard, esq., translator of this Office, who is an excellent practical chemist, to institute the necessary investigations and experiments, so arranging them as to secure the coöperation of school authorities and experts throughout the country. His results and conclusions will be published as soon as they can be properly completed. Among other matters, I may mention that Mr. Packard is experimenting on the best and simplest form of a durable instrument by which teachers can speedily ascertain the quantity of carbonic acid gas in the air of their school rooms, this gas serving approximately as an indication of the quantity of other dissolved impurities.

Circular of Information No. 4, 1880, republished by this Office more than once to supply the great demand for it, has spread Mr. T. M. Clark's wise suggestions respecting right methods of placing, arranging, constructing, lighting, and heating school buildings over every part of the country; this pamphlet does not give rigid plans for buildings, from which deviation becomes difficult, but discusses the difficulties and necessities of common school-house construction in a perfectly clear, systematic way, illustrating the points to be emphasized by drawings and illustrations. It forms the first part of a plan long since matured by this Office for the information of the educational public respecting the general subject of school architecture.

The rural schools generally are not well supplied with apparatus, reference books, and illustrative material. Improvement in this respect is greatly needed.

COMPULSORY SCHOOL LAWS.

The following compilation shows the status of each State and Territory with reference to compulsion:

STATES.

California, March 28, 1874, enacted that every parent, guardian, or other person having control or charge of any child or children 8 to 14 years of age must send such

to a public school for at least two-thirds of the time during which a public school should be taught in the city, county, or school district of such child's residence, unless the child or children should be shown to be physically or mentally disabled, taught otherwise the common school primary branches of study, or out of reach of school; penalty, not to exceed $20 for a first proven offence, or $20 to $50 for subsequent ones, with costs of suit.

Connecticut, in 1882, passed a kindred law, requiring that, except in cases where the physical or mental condition of a child made attendance at school inexpedient or impracticable, parents or other persons having control of any child 8 to 14 years of age should cause such child to attend a public day school or to receive elsewhere regular and thorough instruction in reading, writing, English grammar, geography, and arithmetic during at least 12 weeks, or 60 full school days, in any consecutive 12 months, 6 weeks at least of which attendance or instruction must be consecutive. Each week of failure to comply with this requirement is made a distinct offence, punishable with a fine not to exceed $5. No child under 14 years of age that has resided in the United States 9 months may be employed to labor, unless such child can be shown by official evidence to have complied with the above requirements, and any person that employs a child contrary to these provisions is to be fined not more than $60.

Illinois, in 1883, required that every person having the control and charge of any child or children 8 to 14 years of age should send such child or children to a public or private day school for a period of not less than 12 weeks in each school year, unless such child or children be excused by the school officers of the city, town, or school district in which the child or children reside. Such excuse may be given by said officers for any good cause shown, namely, a mental or bodily condition that would prevent attendance at school or application to study for the time required by this act, a proven acquaintance with the ordinary branches of learning usually taught in public schools, or a distance of 2 miles from the public school which the child or children would have to attend under the provisions of the act; penalty for the violation of this statute, $5 to $20.

Kansas, since 1874, has had essentially the same provisions on this subject as Illinois enacted in 1883, except (1) that the attendance required of 12 weeks in each year must include 6 weeks of consecutive attendance and (2) that the penalty for violation of the law is made progressive, being not less than $5 nor more than $10 for a first offence and not less than $10 nor more than $20 for a second or any subsequent offence.

Maine, in 1875, enacted that every parent, guardian, or other person in the State, having control of a child or children 9 to 15 years of age, should be required to send such child or children to a public school at least 12 weeks in each year, unless such child or children be excused by the school officers of the town for the reasons recited in the preceding laws of California and Illinois, except in cases where a public school is not taught for 3 months in the year within a mile and a half, by the shortest travelled road, of the residence of a delinquent or is not taught within the school district in which the child resides; penalty for a parent, guardian, or other person in control failing to send a child or children to school according to this law, a fine of not more than $5 and costs of prosecution; penalty for a child neglecting or refusing to attend school as required, unless excused by the proper school officers, not to exceed $5 for each offence.

Massachusetts, since 1873, has required every person having control of a child 8 to 14 years of age to cause such child to attend, at least 20 weeks each year, some public day school in the city or town in which he resides, which time is to be divided, as far as the arrangements of school terms will allow, into 2 terms, each of 10 consecutive weeks, unless excused by the school committee because of poverty, bad physical or mental condition of the child, or instruction elsewhere or previously for

a like period in approved schools; penalty for violation of the rule, a fine not to exceed $20 in each case of neglect.

To secure still further for all children in the State some fair amount of education, the laws of Massachusetts, since 1876, have forbidden the employment of children under 10 years of age in any manufacturing, mechanical, or mercantile establishment; and also the employment, except during the vacations of the public schools, of any child under 14 years of age, unless he has, for at least 20 weeks in the year preceding such employment, attended some public or private day school under teachers approved by the school committee of the place where such school is kept, which time may be divided, as before noted, into 2 terms of 10 consecutive weeks each. Since 1878 no child under 14 who cannot read or write may be employed as above during the sessions of the public schools, even if he has attended school the year before; penalty for violation of either of these statutes, $20 to $50, to go to the use of the public schools.

Michigan enacted in 1871, repealed in 1881, and reënacted in 1883 a law that every parent, guardian, or other person in the State having control and charge of any child or children between the ages of 8 and 14 should be required to send such child or children to a public school for a period of at least 4 months in each school year, at least 6 weeks of which sending must be consecutive, unless such child or children should be excused, for the reasons given in several preceding cases, by the board of the school district in which the parents or guardians reside.

Still further to secure the education of all children as far as may be possible, there are appended to this reënacted law the following requirements: (1) That no child under the age of 14 years shall be employed by any person, company, or corporation to labor in any business, unless such child shall have attended some public or private day school, where instruction was given by a teacher qualified to instruct in such branches as are usually taught in primary schools, at least 4 months of the 12 months preceding the time in which such child shall be employed; (2) that every parent, guardian, or other person having charge or control of any child 8 to 14 years of age that has been temporarily discharged from any business or employment shall send such child to some public or private day school for the period for which the child shall have been discharged, unless the child be excused from such attendance for the reasons referred to in section first; penalty for violation of either of these provisions, $5 to $10 fine for a first offence and not less than $10 for each subsequent one.

Nevada, in 1873, passed a law with essentially the same requirements as the preceding as to the age of children to be sent to school (8 to 14) and as to the reasons for excuse in special cases by the district school board; but the time for attendance at school was made "at least 16 weeks in each school year, at least 8 weeks of which shall be consecutive." Special provision was also made for informing the school board of each district, through the principal of each school, as to absentees from school, that they might, in cases of failure to comply with the provisions of the first section of the law, either obtain from the parents or guardians of non-attending children the fine of $50 to $100 imposed for a first offence, with $100 to $200 for each subsequent offence, or, failing to obtain it, institute proceedings to secure it.

New Hampshire, July 14, 1871, enacted a compulsory statute requiring "every parent, guardian, master, or other person having the custody, control, or charge of any child between the ages of 8 and 14 years, residing in any school district in which a public school is annually taught for the period of 12 weeks or more, within 2 miles by the nearest travelled road from his residence," to "cause such child to attend such public school for 12 weeks in every year," * * * 6 weeks at least of this attendance to be consecutive, unless such child should be excused from such attendance by the proper school authorities for such reasons as have been indicated in preceding cases. Notice of this requirement was directed to be given annually by the school officers by posting it in three of the most public places in each school district or by publish-

ing it for at least three weeks successively in some newspaper printed in their town in the month of August; penalty for violation of the act by parents, guardians, &c., $10 for a first offence, $20 for every subsequent offence.

Under amendments of 1881, in sections 11 and 12 of chapter 91 in general laws of 1878, no child under 16 years of age may be employed in any manufacturing establishment, unless he has attended school at least 12 weeks in the year preceding, and none under said age may be so employed (except in vacations of the school in the district in which he resides), unless he can write legibly and read fluently in readers of the grade usually classed as third readers. Nor may any child under 14 be so employed unless he has attended school in the district in which he dwelt at least 6 months in the preceding school year, or during the whole time school was kept in that year; penalty for employment except under the conditions prescribed, $20 for each offence.

New Jersey passed, March 27, 1874, and amended, April 9, 1875, a law requiring parents and guardians having charge of children 8 to 14 years of age to cause them to attend some school at least 12 weeks in each year, 6 of these weeks to be consecutive, or to be instructed at home at least 12 weeks each year in the branches of education commonly taught in the public schools, unless the physical or mental condition of such children renders such attendance (or instruction) inexpedient or impracticable; penalty for failure to comply with the provisions of this act, $2 for a first offence; afterwards, $3 a week for not more than 12 weeks in any year during which, after written notice, there has been failure to comply with the provisions of the act. The district clerk of each school district and some person in each city selected by the city board of education are to report to the collector of the township or the treasurer of the city where the offence has occurred the names of all persons that fail to comply with the law, and the officer to whom such report is made is to proceed to collect the penalties in any court of competent jurisdiction, such penalties to be added to the public school money of the school district in which the offence occurred; provided that this law shall not be operative in school districts in which there are not sufficient accommodations to seat the children compelled to attend school under the provisions of the act.

New York passed in May, 1874, and amended in 1876 "An act to secure to children the benefits of elementary education," which requires all parents and those that have the care of children to instruct them or cause them to be instructed in spelling, reading, writing, English grammar, geography, and arithmetic. Every parent, guardian, or other person having the control or charge of any child 8 to 14 years of age has to cause such child to attend some public or private day school at least 14 weeks each year, or to be instructed regularly at home for the same period in the above named branches, unless the physical or mental condition of the child should be such as to make this attendance or instruction inexpedient or impracticable.

Amendments in chapter 372 of laws of 1876 put restrictions on the employment of children under the age of 14 not instructed as aforesaid, made it the duty of the regular school trustees or of officers employed for the purpose to examine all manufacturing establishments within their jurisdiction, to see whether these restrictions were complied with; and if they should find them violated they were to report the violations to the chief fiscal officer of the city or supervisor of the town where the violator lived, with a view to the collection of the proper penalty, which was made $1 for a first offence and $5 for every week, not to exceed 13, in any year during which, after written notice from the proper officer, there should be a continued violation of the law. If poverty should prevent the purchase by any parent or guardian of the necessary text books for a child whom he was willing to send to school as required, the school officers were to provide the text books, to be paid for by the treasurer of their city or supervisor of the town. If a child whose parent or guardian is willing to send him to school cannot be induced to attend for the 14 weeks required, the school trustee or other officer appointed for these cases may, on the written statement of parent or

guardian to that effect, deal with such child as a habitual truant and relieve the parent of the penalty incurred.

Ohio, in 1877, established a kindred compulsory requirement as to sending to school children 8 to 14 years of age, making the time for such sending 12 weeks in each school year, 6 of which should be consecutive, unless the school officers of the district or subdistrict in which the parent or guardian resides should excuse such child from attendance for the reasons indicated in the laws of several preceding States or because the time and labor of the child are essentially necessary for the support of an indigent parent, brother, or sister.

Provision is also made against the employment of children under 14 years of age during the school hours of their place of residence, unless such children shall have had at least the 12 weeks' schooling above required and have delivered to their employers a certificate to that effect from the school officers of their place of residence or from the teacher of a school they have attended. Boards of education are required to look after this matter of employment of untaught children each February and September. Where poverty of parent or guardian prevents the purchase of necessary text books for the school study required, the proper school officers are authorized to furnish these. Penalty for parent, guardian, or other person failing to comply with the provisions of this chapter, not less than $2 nor more than $5 for a first offence, nor less than $5 nor more than $10 for each subsequent offence. And if the clerk of a board of education fails to prosecute every offence required to be thus punished he is made liable to a fine of not less than $10 nor more than $20 for each case of such neglect. Two weeks' attendance at a half time or night school is made, by the same statute, equivalent to an attendance of one week at a full day school.

Pennsylvania, to secure some instruction for its children, has since 1849 forbidden that any children from 13 to 16 years of age be employed in or about any factories, unless such children have attended school at least 3 consecutive months within the year of such employment; penalty for owners of factories and employers of children violating the provisions of this statute, as well as for parents consenting to or conniving at such violation, $50 for every offence.

Rhode Island, in 1854, passed a law to forbid the employment in factories of any minor under 15 years of age, unless such minor shall have attended school for a term of at least 3 months in the year next preceding such employment; nor was any such minor to be employed more than 9 months in any calendar year — evidently to afford an opportunity for 3 months' schooling; penalty for owner, employer, or agent of such factories employing children contrary to the statute or for parents or guardians permitting or consenting to such employment, $20 for each offence.

Vermont passed, November 21, 1867, and amended, November 23, 1870, a compulsory school law requiring every child of good health and sound mind to attend school under the public school system at least 3 months each year, "unless such child has been otherwise furnished with the means of education for a like period or has already acquired the branches of study taught in the public schools." A child neglecting to comply with this requirement is made liable to arrest and delivery to the school teacher of his district, notice of which is to be given in writing to the parent, guardian, or master of the child, who is to be required in said notice to send the child to school regularly. If such parent, guardian, or master does not, for 6 days after receiving such notice, cause the child to attend school regularly, having no good reason therefor, he is made liable to a fine of $10 to $20, said fine to go for the benefit of schools in the town.

It is also forbidden that a child 10 to 14 years of age who has resided in the State a year shall be employed in a mill or factory, unless such child has attended a public school 3 months during the preceding year; penalty for employment, without evidence of such attendance, $10 to $20, to go one-half to the complainant and one-half to the town.

Wisconsin, March 19, 1873, passed an act for placing in truant schools for 2 years

children 8 to 17 years of age that were habitually truant, and for enforcing daily attendance on such schools.

In 1879 a further law was passed, to take effect September 1 of that year, "to secure to children the benefit of an elementary education." This required parents and others having charge or control of any child or children 7 to 15 years of age to send such child or children to a public or private school for at least 12 weeks in each school year, unless excused by the school authorities of the school district, village, or city in which the parent or guardian should reside for such reasons as have been recited in the case of other States. The school district board or board of education, as the case might be, was required to look after such children 7 to 15 years of age in September and February of each year, and where any of that age were found not to be in attendance on any school a record of each case was to be filed with the clerk of the board, this record to be open for inspection to any elector or taxpayer of the district. To take away from neglectful parents all excuse for not sending children to school the school officers were authorized to furnish free text books, as in New York and Ohio, to parents not able to procure such otherwise. If, in view of these provisions, parents or guardians should still fail to comply with the provisions of the act, they were to be fined from $5 to $10 for the first offence and from $10 to $20 for each subsequent offence.

TERRITORIES.

Arizona, which in 1875 (February 9) passed a compulsory law requiring children 8 to 14 to be sent to school for 16 weeks of each school year, 8 of the 16 to be consecutive, and which imposed a fine of $50 to $100 for a first violation of the law, with $100 to $200 for subsequent violations, has dropped this act from its amended school laws of 1883.

Dakota, in its latest school law, of March 8, 1883, requires parents, guardians, or others having charge of a child or children 10 to 14 years of age to send such to a public school at least 12 weeks in each school year, at least 6 of these weeks to be consecutive, unless excused by the school board for the reasons given in preceding laws. School officers are directed to ascertain whether any children are deprived of school privileges while an accessible school is taught, and are to notify parents, guardians, &c., and direct that such children be sent to school. If, after such notice, there is failure or neglect to send, complaint is to be made before a justice and the offender to be fined $3 to $10. If school officers fail to make complaint in such cases, other persons may do so.

For the *District of Columbia* it was ordered in 1864, June 23, that every person in the District having under control any child between the ages of 8 and 14 years should send annually, during the continuance of such control, such child to some public school in that part of the District in which he should at that time reside. Such sending to school was to continue at least 12 weeks, 6 of them consecutive. For every neglect of such duty the party offending was to forfeit, for school use in that part of the District, not to exceed $20, unless it should be made to appear to the justice that the party so offending either could not send the child to school, had been sending it to some other than a public school, or showed such physical or mental inferiority in the child as made school attendance inexpedient.

Governor Sheldon, of *New Mexico*, in his report to the Secretary of the Interior for 1881, says: "Education is compulsory for 5 months of the year."

Washington Territory requires in its school law of 1877 that in any city, town, or village containing more than 400 inhabitants every parent, guardian, or other person residing therein, having control of any child or children between the ages of 6 and 16, shall send such child or children to public school for at least 6 months in each school year, at least 6 weeks of which shall be consecutive, unless the mental or bodily condition of the child or children prevent this, or unless they are engaged in labor necessary for their own support or that of others dependent on them, or are taught the ordinary school branches in a private school, or have already acquired these; no penalty.

Wyoming, in 1873, made it the duty of parents, guardians, or other persons having control of children 6 to 21 years of age to send such children to some school at least 3 months in each year, unless excused on a physician's certificate of sickness or by the district board because attendance would work great hardship; penalty for disobedience, not to exceed $25 for each offence.

COMPULSORY INSTRUCTION ABROAD.

Germany.—Compulsory elementary instruction is universal in Germany, in some parts of which laws on the subject were passed as long ago as the seventeenth century.

In other European countries, the idea of obligatory instruction was not expressed in the form of laws until the present century and in some of them such laws are still wanting.

Denmark passed a law making elementary instruction obligatory in 1739, which proved inadequate in certain respects, and a new law was enacted in 1814.

Switzerland made primary instruction obligatory in 1832 and 1833.

A law to the same effect was passed in *Greece* in 1834.

Sweden.—The Swedish law dates from 1842, and *Norway* followed in 1869.

Austria-Hungary.—The first obligatory law was also passed in the year 1869 in Austria-Hungary, making instruction compulsory for children between 6 and 12 years of age. The time was extended 2 years by the law of 1882.

In *England*, acts of Parliament in 1870, 1876, and 1880 authorized the local school boards to compel parents to send their children of school age (6 to 13 years) to school.

Scotland followed with a law to the same effect in 1872.

In *Italy*, where education has received especial attention in recent years, the compulsory law was enacted in 1877.

In *Japan* education was made obligatory by the law of 1879 and 1880.

France.—On June 16, 1881, the French Assembly passed a law making primary instruction absolutely free throughout the Republic, and this was followed by the law of March 28, 1882, making it obligatory.

Roumelia.—Primary instruction is also compulsory in Roumelia and in the *United States of Colombia.*

Belgium.—A bill is to be introduced into the Belgian legislature in 1883 making elementary instruction obligatory throughout the kingdom.

BRIEF SUMMARY OF THE EDUCATIONAL CONDITION OF THE UNION.

NEW ENGLAND STATES—MAINE.

Although there was again a decline in the number of youth of school age and also a considerable diminution in the enrolment in public schools, there was, if the figures given are correct, an increase of 11,688 in average daily attendance, while the aggregate daily attendance advanced so much as to encourage the State superintendent to believe that on the whole there was a healthier condition of school affairs. Of the teachers employed, a much larger proportion had had some previous experience. Through shortening the sessions of teachers' institutes a great increase of attendance on them was secured, resulting in better school work. The chief hinderance to progress, the old district system, still held its ground however, only two towns having abandoned it in 1882 for the town system. While it continues, thoroughly good schools outside of cities seem impossible.

NEW HAMPSHIRE.

An improvement over the previous year is noted in 1882. There were 1,114 more pupils enrolled, 53 more in average daily attendance, and 713 more in private schools. Five more school-houses are reported and 7 more were built than in the previous year, while those unfit for the purpose for which they were used decreased by 32. There

were 21 more fitted out with maps and globes, and the estimated value of school property was $227,828 greater than in 1880–'81. An increase in teachers of 9, with 33 more who were graduates from normal schools, is a favorable sign. The average monthly pay of men was higher by $3.82, that of women by 59 cents. The income and expenditure also increased — the former by $7,039, the latter by $1,680. Decreases, however, were noted in the number of public schools, in graded and high schools, in the length of school term, in the number of men teaching, and in the persons teaching successive terms. The State superintendent says that many of the schools are extremely good, others the reverse; some cities and towns were inclined to erect and furnish school buildings, others hesitated, but a general upward tendency is noted in school matters.

VERMONT.

There is less advance to be noted here than in some of the other States, but great efforts have to be made to build up the district ungraded schools, which six-sevenths of the pupils of the State attend. Indeed, the work of the last two years has been largely in the direction of dissipating illiteracy by means of improving the common schools. The statistics so far do not show very favorable results, although the school term was lengthened about 2½ days. The teachers who had attended a Vermont normal school numbered 17 more, although there were 43 fewer teachers, the average monthly pay of both men and women being greater and receipts and expenditures increasing. The public school enrolment, however, fell off 646; the number of schools, 34; average daily attendance, 1,928; and per cent. of attendance on enrolment, 1.9. The attendance in private schools was smaller.

MASSACHUSETTS.

In almost all important items there were decided gains. With an increase of 8,697 in children of school age, there were 5,182 more pupils enrolled in public schools, 3,411 more in average membership, and 2,631 more in average attendance; and, as the pupils in evening schools, in State charitable and reform schools, in academies, and other private schools amounted to 4,931 more than in 1880–'81, it is evident that the increase of children did not equal the increased number brought under some kind of instruction. The regularity of attendance in evening schools greatly improved. As the means for instruction in day and evening schools, in funds for paying teachers, and in the number of teachers employed were fairly up to the additional demand for them, and the proportion of teachers trained in normal schools was considerably higher, the record for the year is an encouraging one; especially as the few surviving remnants of the old district school system were abolished.

RHODE ISLAND.

A moderate but encouraging advance nearly all along the line appears from a comparison of the statistics of 1880–'81 with those of 1881–'82. The fact, however, that manufactories successfully compete with the schools in securing the attendance of children largely accounts for the absence of 13,826 children of school age (1,087 more than in 1880–'81) from the public schools. With 2,755 additional children, the public school enrolment increased 668; there was a larger increase still in the average belonging, and 529 more pupils than in the previous year were in average daily attendance in State common schools. When we add to these 107 more in evening schools and a considerable number in private and church schools, it will be seen that the record of the State was fairly good, especially as it raised $25,160 more for its free schools, spent $41,899 more for them, increased by about $1.50 the average monthly pay of school teachers, and added 5 to the number of school buildings, 3 to the number of graded schools, and $110,249 to the valuation of school property.

CONNECTICUT.

Gain at most points characterizes the year: gain in enrolment out of an increased school population, gain in the average attendance on free schools and in attendance

on schools of all kinds, gain in the annual amount received for supporting public schools, gain in the number and pay of teachers, and gain, too, on the whole, in the gradation of the public schools. A reduction of 24 in the number of school districts affords a negative indication of the same tendency, as the district system, with its small schools and ill paid teachers, is at present the chief obstacle to effective school work. The percentage of gain in enrolment and attendance, however, was a little less than in the previous year and public schools were not quite so numerous nor maintained quite so long. The State compulsory school law was considerably improved, and, as there is an excellent and experienced agent to enforce it and a growing public sentiment behind it, it is likely to tell on the general school attendance.

MIDDLE ATLANTIC STATES — NEW YORK.

The statistics show an increase for the year of over 19,000 in the youth of school age and in the number enrolled in public schools, the latter more than keeping pace with the former, while the average daily attendance was over 10,000 greater than in 1881. There were also over 7,000 more pupils attending private or church schools, over 3,000 more in academies, 208 more in normal schools, and 245 more in colleges: the whole number under instruction being 30,581 more than during the previous year. The amounts received and expended for public schools were each nearly half a million more, although the average school term throughout the State was 2 days less. Twenty more public school-houses were reported, but the estimated value of school property was less by $759,339. The number of men employed as teachers decreased by 546, while that of women increased by 953. There were 320 more teachers licensed by local officers and 88 more through normal schools; 171 more were employed consecutively 28 weeks or over, and the average monthly pay throughout the State increased by $1.04.

NEW JERSEY.

The report from this State shows that with 343,897 youth of school age there were 209,526 enrolled in public schools, of whom 113,532 were in average attendance, besides 44,560 in private and church schools, the increase in youth of school age being over 8,000, that of enrolment in the public schools nearly 6,000, and that of average daily attendance 3,480. Fewer public school buildings were reported and the valuation of school property decreased, but a larger number of sittings for pupils was provided. Less money was expended on public schools, but the average term throughout the State was 2 days greater. An improvement in the teaching force is indicated by an increase of 42 in the number of teachers holding State certificates, of 80 in those holding from cities, and of 33 in those having first grade county certificates.

PENNSYLVANIA.

As the State takes no census of the children of school age, the number of such children is not known; but the public schools increased their enrolment by 13,596 and (outside of Philadelphia) there were 7,914 more in private and academic schools. For the whole State there was an addition of 348 to the number of free schools, of 555 to the number of graded schools, of 477 to the teachers in free schools, of $268,540 to the expenditure for them, of 6.82 days to the school term, and of $1,736,239 to the estimated value of school property. In the State, exclusive of Philadelphia, there were 264 more free schools that taught their pupils drawing, 792 more that taught them vocal music, 488 more that had uniform text books, 119 more school-houses for free schools, 108 more rated as first class, and of the 21,829 teachers 595 more that had had the benefit of normal school instruction. The private schools of higher grade were 6 fewer than before, those of lower grade more numerous by 65, and the teachers in them all 109 more numerous. The distinction between schools for white and colored pupils was abolished by law, and Philadelphia took a great step forward in securing a city superintendent.

DELAWARE.

In the absence of a full report for 1882, no comparisons can be made between the school statistics of that and of the previous year. The schools for colored pupils under the care of the Delaware Association for the Education of the Colored People, with the aid of a State appropriation, did better than ever before, nearly every locality that could support a school having had one.

MARYLAND.

Maryland reports a year of successful work, with advance in every important particular. With 330,500 youth of school age, according to the United States Census of 1880, there was, in 1882, an increase of 1,036 children enrolled in public schools and of 3,450 in average daily attendance. There were 19 more public schools taught and $47,327 more were expended on them. The report calls attention to the inadequacy of teachers' pay in some of the schools and to the very small enrolment in some of the others.

VIRGINIA.

With over half a million youth of school age (according to the census of 1880), Virginia, in 1882, reported an enrolment in public schools of 257,362, with 144,904 in average daily attendance, an increase for the year of 18,316 in the number enrolled and of 10,417 in average daily attendance. The enrolment included over 172,000 white youth and over 85,000 colored, the total school population comprising nearly 74,000 more white than colored. Of the whole increased enrolment, 9,947 were white children and 8,369 colored, the increase in average attendance being nearly equally divided between the two races. There were 205 more public schools taught (123 more for white pupils and 82 more for colored), the average term throughout the State being nearly a day longer. Almost $57,000 more were expended for public schools. The average monthly pay of teachers increased slightly and 205 more were employed. Although a large proportion of this increase was among colored teachers, there were still 438 colored schools taught by white teachers. The superintendent calls attention to this fact, and says that these schools should be taught by competent colored teachers and that many more schools for colored children should be opened.

SOUTH ATLANTIC STATES—NORTH CAROLINA.

Education in 1881–'82 was in a transitional state, an improved school law having provided county superintendency. There is promise of a much better state of school affairs, but the new machinery is not yet working freely. Partly from this cause, the figures as to school attendance are largely on the losing side: with nearly 5,000 fewer children of school age, the number in public schools was 7,645 less and the average attendance reported 10,274 less. School-houses were said to be more numerous by 146, but free schools fewer by 354. The number of teachers trained in normal institutes and teachers' pay increased; the decrease reported in receipts for schools was apparently due to incomplete reports and school property was represented as much more valuable. The average time of schools was 15.9 days longer. Great progress was made during the year among the graded schools.

SOUTH CAROLINA.

No census of school children has been taken since 1880. The records show that during the year 1882 12,516 more children were enrolled in the State schools; that average attendance, now first reported as the basis for distribution of school funds, was fairly proportionate to the enrolment; that schools were more numerous by 126; that the duration of them averaged 6.66 days more; that teachers increased in number apparently enough to meet the increase of pupils, and that average pay, on the whole, was about the same as in 1880–'81. School expenditures, as incompletely reported, hardly reached a fair ratio of increase with the enrolment, and school-houses were 158 fewer, although 105 new ones were built within the year.

GEORGIA.

Georgia reports an increase of 35,757 in youth of school age, of 12,235 enrolled in public schools, and of 14,272 in average daily attendance, a decrease of 1,647 in the number of elementary and academic private schools taught and an increase of 2,242 in collegiate institutions, 296 more public schools, taught by 223 more teachers, and $85,642 more expended for public schools. The large additions to the average attendance and to the funds for the support of public schools were especially encouraging, and the decrease in elementary private schools, together with the other facts mentioned, indicates that the public schools were taking their place.

FLORIDA.

The biennial report from this State shows a rapid advance in public school interests during the years 1881 and 1882. The statistics for 1882 also show advancement in most particulars, although the reports are not sufficiently complete to warrant comparisons. More money was spent for teachers' pay in 1882 in almost every county, and this fact, the superintendent says, is worthy of note as indicating an increasing demand for the public school and an encouraging growth in educational work.

GULF STATES — ALABAMA.

With about 401,000 youth of school age, Alabama reports 177,428 enrolled in public schools and 114,527 in average attendance, an increase for the year of about 13,000 in school population and of 1,139 in public school enrolment, the average attendance being 789 less. There were 52 more public schools taught, but the average term of schools throughout the State was shorter by more than 2 days; fewer teachers were employed, at less pay; $7,000 less were expended for public schools; and public school property was valued at $21,519 less. The State superintendent appeals to the legislature for assistance, showing that with present means only a little over 44 per cent. of the children were enrolled in school and only about 28 per cent. were in average daily attendance.

MISSISSIPPI.

There is little information from this State for the year 1882, the last biennial State report having covered the years 1880 and 1881. From a written return for 1882, it appears that with an increase of 24,168 in school population there was a loss of 17,671 in average monthly enrolment, of 23,749 in average daily attendence, and of 805 in the number of teachers employed, receipts for schools also falling off nearly a quarter of a million dollars.

LOUISIANA.

Although there is no official report from the State superintendent for 1882, it abundantly appears from other sources that public school interests were far from satisfactory in this State. The poor pay of teachers, the insufficient provision for comfort in rural school-houses, the virtual abolition of taxation for schools and the utter inadequacy of school funds resulting therefrom, together with the want of a definite school law corresponding with the new constitution, combined to make efficient educational work almost impossible.

TEXAS.

It was stated in the report for 1881 that in a fire at the State capitol the school returns of that year had been consumed and that efforts made to duplicate them had proved only partially successful. Hence, comparison of the statistics of 1880–'81 and 1881–'82 cannot be made, but the absolute record for the latter year appears encouraging: 295,344 school youth, 142,960 brought under instruction in 5,236 schools, with an average term of about 100 days, under at least 5,037 teachers; and, as efforts were being made to improve the State school system and to give it both a body of professionally trained teachers and county supervision, it may be hoped that the record will be better in the future.

SOUTHERN CENTRAL STATES—ARKANSAS.

In Arkansas an encouraging condition of public school affairs is reported. Prejudice against the system is disappearing and the people are coming to look on the public schools as the only means through which the great part of the school population can obtain an education. The statistics, though imperfect, afford abundant proofs of progress. With but 16,776 more youth of school age than the previous year, there was an increase of 18,952 in public school enrolment, although only about half the school districts reported on this point. The superintendent thinks the real increase in attendance was about 40,000, or more than twice as great as the increase of youth to be educated. Over $115,000 more were expended for public schools. Fewer school-houses were built, but these were better adapted to their purpose and supplied with improved furniture and apparatus.

Under the head of General Condition in the abstract, mention was inadvertently omitted of the fact that Arkansas received from the Peabody fund, in 1882, $5,075, $1,700 being divided among the schools of Pine Bluff, Russellville, and Lonoke; $1,700 given for teachers' institutes, $1,475 for Nashville scholarships, and $200 to an educational journal.

KANSAS.

Very gratifying progress in school work is apparent in this State in 1881–'82. Increases are noted in children of school age, in enrolment, in average daily attendance, in school districts organized and reporting, in districts with three months' school or more, in the average length of school term, and in the number of school rooms, although there were 116 fewer school-houses reported. The women teaching received $1.46 more monthly pay on an average and 33 more teachers in private and church schools were reported. The receipts and expenditures for public schools increased, the former by $228,458 and the latter by $197,839. An increase of $32,109 in the amount of available school fund was also reported. Although the value of school property fell off $88,018 and fewer men taught (at an average of $7.46 less a month), the record as a whole speaks well for the State.

MISSOURI.

The schools of Missouri seem to be in a very prosperous condition, although the statistics are far from complete, as many counties failed to report fully. There were 18,239 more pupils in attendance at the public schools, which were more numerous by 137, the buildings used for school purposes by 328, and additional sittings by 11,573. Teachers numbered 1,306 more; receipts increased $257.016 and expenditures $601,046. An apparent decrease in attendance of colored youth at school is explained by the fact that 32 counties do not report. Eighteen fewer schools for colored youth are mentioned. School property diminished in value $1,089,319.

KENTUCKY.

In Kentucky, where the years 1879–'80 and 1880–'81 afford the most recent basis of comparison available, there was a decrease of 6,918 white youth in free schools and of 8,992 in the daily average attendance of whites. The statistics for colored youth are not given, so that no comparison can be made of the two years under consideration. An advance is noted in every other direction, except in the decrease of men teaching. There were 98 more school districts (67 of them for whites), 53 more districts having schools for whites and 21 more for colored; 29 more school-houses for white youth, valued with their sites at $166,697; and an increase of 104 private schools of all grades. The female teachers numbered 369 more than in the previous year. The receipts for school purposes are not given for 1880–'81, but the expenditures increased $381,124.

TENNESSEE.

From 1875 to 1880 this State, under excellent leadership, showed steady progress in

school work; but since that time, judged from its own roperts, there has been a considerable decline. With a growing number to be taught, there have been fewer brought into the State schools; the average attendance, when last shown, in 1881, had greatly diminished, as well as schools and school-houses. In funds for the State schools there was a decline, but these have increased again.

WEST VIRGINIA.

This State reports 216,598 youth of school age (over 208,000 of them being white children); 155,544 enrolled in public schools, of whom 151,098 were white and 4,446 colored children; and 96,652 in average daily attendance. The percentage of enrolment and of average attendance based on the whole number of school age increased. The figures also show an increase in the number of schools taught, in the amount of money expended for them, in the value of public school property, and in the amount of the public school fund, which materially increased during 1881 and 1882, the apportionment among the counties being the largest ever made in the State. The average school term throughout the State was one day longer than the previous year. Superintendent Butcher says the general approval and generous aid given educational work by members of all professions and callings has been very gratifying. Newspapers and physicians are especially mentioned, the latter for instruction given to teachers in school hygiene and other subjects.

NORTHERN CENTRAL STATES—OHIO.

Although Ohio has not an ideal school system, the good work of many excellent school officers tells well in its results. For 1881–'82 the figures of the State report show gains with few exceptions in all the items: $634,455 larger receipts for public schools, an increase of 17,984 school children, 6,343 more enrolled in the State schools and 15,091 more in average daily attendance; while, to accommodate these growing numbers there were 27 more school-houses (including 96 built during the year), 453 more school rooms, and 165 more teachers, at an average pay of $2 a month more for men and $1 more for women. The cost of additional school-houses ($1,123,688) shows that they must have been generally good, while all the State school grounds and buildings were rated $1,506,876 higher than the year before. The only offset to all this advance is a doubtful decrease of 595 in colored pupils and of 20 in their teachers.

INDIANA.

The statistics of 1882 show a falling off of more than 5,000 in the number of youth of school age and in the number enrolled in public schools, with a comparatively small decrease of 788 in average daily attendance, fewer districts in which public schools were taught, and a smaller enrolment in private schools. There was, however, on the other hand, an increase of $13,261 in the income and of $254,039 in the expenditure for public schools, of $73,806 in the amount of the common school fund, of 60 in the number of public school-houses, and of $286,725 in the value of public school property. The superintendent reports, as good evidence of progress, more attention given to the mental, moral, and physical education of the children, as well as to methods of instruction, greater efforts made to train pupils to think for themselves, and more attention given to the formation of character and the inculcation of good habits.

ILLINOIS.

This State reported an increase of 35,345 in youth of school age, of 18,034 in enrolment in public graded schools, of 15,936 in all public schools, and of 26,627 in average daily attendance. There was also an increase of 29 in high schools, and of 38 in the number of school buildings erected during the year. There was a decrease of 2,098 in attendance on ungraded schools, of 22 in public school-houses, and of 270 in

teachers employed. The valuation of all public school property increased by $1,220,666, receipts by $358,281, and expenditures by $709,261; the last increase named was partly due to an increase in the pay of teachers, which averaged $2.69 a month for men and $2.27 for women.

MICHIGAN.

Michigan reports an increase of more than 20,000 in youth of school age and of 13,761 in the number enrolled in public schools, the per cent. of school age enrolled being about the same as during the previous year; 789 more pupils attended private or church schools. There were 153 more public school-houses and 27,331 more sittings, the value of school property being $463,792 greater; $371,693 more were expended for public schools, which were taught in 242 more districts. Fewer men and more women were employed as teachers, the average monthly pay of men being increased $4.58; that of women, $1.66.

WISCONSIN.

With 495,233 youth of school age, Wisconsin reports 303,452 enrolled in public schools, besides 20,967 in private or church schools, an increase for the year of 3,875 in school population and of 3,330 in public school enrolment, with a decrease of over 5,000 attending private or church schools. There were also over 4,000 in normal, collegiate, and theological schools. Exclusive of these, counting public and private school pupils, a little over 65 per cent. of the school population were under instruction during some part of the year. There was an increase in the number of high and graded schools, as well as in the whole number of schools taught and of teachers employed, the latter including fewer men and more women. A larger number of public school-houses were reported, the value of public school property increasing by $47,305; the average pay of teachers also increased somewhat, although the whole expenditure for public schools was less than the amount reported for 1881.

MINNESOTA.

With 289,028 youth of school age, this State enrolled 196,643 in public schools, an increase for the year of over 13,000; the average daily attendance in winter was over 12,000 more and in summer it was 2,577 more. There were $435,070 more expended on public schools, the available school fund increasing by $464,238; 159 more school-houses were reported in use and the value of school property was $244,808 higher.

IOWA.

The progress made in this State cannot be accurately stated, as the biennial report covering the years 1882 and 1883 has not yet appeared. From other official sources, however, a few facts are learned. More money was received and expended for school purposes; the permanent fund was increased by over $185,000 and the estimated value of school property by $443,649. The ratio of attendance to enrolment was better, but the enrolment itself fell off 24,566 and the percentage of enrolment on school population was 5.3 less; average attendance was 400 less and the average school term was 6 days shorter. There were more teachers in the public schools, 502 fewer men and 807 more women, the average monthly pay of men being $2.70 more and that of women 21 cents more.

NEBRASKA.

The progress in educational affairs is quite marked in this State: the enrolment was greater by 14,770 pupils, the average attendance by 523; 130 more public school districts are reported, 221 more with 6 months' school and 17 more having graded schools; and 108 more public school-houses, increasing the valuation of school property $180,415. There were 4 fewer men employed as instructors, but 543 more women, who, however, received $3.16 less per month on an average than in the year

1880–'81. Institutes were attended by 395 more teachers, while 9 more counties held such institutes. The compensation of county superintendents was slowly increasing, yet much was left to be desired, as the poor pay secured only an inferior class of work. Income for public schools increased $211,430 and expenditures $201,234. The length of term in which schools are held is said to have increased 2 days since 1879–'80. The question of school furniture receives more attention than formerly.

COLORADO.

This State shows an increase of 8,403 in the school population, of 4,731 in public school enrolment, and of 3,839 in average daily attendance. The proportion of enrolment to school population increased nearly 1 per cent., while that of average attendance to enrolment increased 2 per cent. An increase also appears in other particulars. Fifty-six more school-houses were reported, affording 6,984 more sittings; school property was valued at $258,278 more; 99 more teachers were employed; and $69,814 more were expended for the public schools, which were taught an average of 100 days. The State superintendent reports a steady improvement in the quality of the schools as well as an increase in their number.

STATES ON THE PACIFIC SLOPE—NEVADA.

A comparison with the previous year shows that, while the enrolment and daily attendance of pupils decreased both in public and private schools, while there were 6 fewer districts voting a district tax, and while the school property diminished $21,260, yet in every other way there was a decided advance over 1880–'81. There were more districts, more public schools, graded and ungraded, and more without rate bills, an increased school term, more teachers, both sexes receiving better pay, higher receipts and expenditures, and a larger State school fund.

CALIFORNIA.[1]

Although an advance is noted in nearly every direction in the educational affairs of this State, yet Superintendent Campbell says that the progress made is not entirely satisfactory to those who furnish the means for carrying on the work of education. An increase in the number of primary and grammar schools was noticeable. The well ventilated and the well furnished school buildings outnumbered by 114 and 126 those of the previous year. There were 103 more buildings supplied with apparatus. Nearly 5,000 additional pupils were enrolled in the public schools, while the average daily attendance increased 1,636 during the year under consideration. The school property reached a valuation of $240,844 more than in 1880–'81. Among teachers a marked difference was noted; 116 more held life diplomas, 145 more educational diplomas, and 299 more first grade county certificates. There were also 10 more graduates from normal schools employed as instructors. The income for public schools advanced $110,568 during the year. The items of decrease were of minor importance.

OREGON.[2]

Oregon makes a very good showing. With 3,600 more school children, 3,245 more were gathered into the State free schools and 2,151 more held in average attendance, while in other than State schools there were 2,571 more enrolled than the preceding year. The number reported as not in any school was thus 327 less than in 1880–'81. School districts organized were 56 additional; the number reporting their statistics, 38 more; school terms were lengthened from an average of 86 days to an average of 90 days; school property increased in value $26,829. Receipts for schools increased $15,000 and expenditure for them $28,630; the permanent school fund, $222,522. In addition to a normal department at the university two already well established institutions were adopted as normal schools.

[1]The Office is specially indebted to Mrs. Sarah B. Cooper for aid in obtaining full information of the various phases of educational progress in the State.

[2]For the full information obtained of the educational progress of Oregon, the Office is specially indebted to Rev. Geo. H. Atkinson, D. D., of Portland.

THE TERRITORIES — ALASKA.

Educational work in this vast Territory is still entirely dependent on private benevolence. Letters from Rev. Sheldon Jackson, D. D., and Mr. Ivan Petroff show the following facts:

In the southeastern section of the Territory, known as as the Alexander Archipelago, there were 7 good English schools, 3 of which had boarding and industrial departments. Six of the 7 were maintained at the expense of the board of home missions of the Presbyterian Church. Six of them were among the Thlinkets and one among the Hydah speaking people. Over 500 pupils were reported in these schools, 200 of them belonging to the school at Sitka.

In the southwestern section the only schools were one sustained by the Russo-Greek Church, at Belkovsky, and 3 by commercial companies, one of the latter at St. Paul, with 69 in average attendance, and the other at St. George, with 22. No other educational facilities are afforded the people of Southwestern Alaska, although among them in the principal trading centres are several thousand people of mixed blood, who, under Russian rule, had made considerable advance in civilization. About 500 of this class out of 8,000 or 9,000, it is estimated, are able to read and write their own language, and perhaps a fourth of this number the Russian language also.

There is perhaps no portion of United States territory that stands in greater need of national aid for school work than this. Certainly the efforts already made by churches and by private benevolence have been and are being amply rewarded.[1]

ARIZONA.

The statistics from this Territory are too meagre to afford a basis for satisfactory comparison of the school work of 1882 and previous years. A territorial school census

[1] As this report is going through the press, the House of Representatives, on the 14th of May, 1884, passed the Senate bill providing a civil government for Alaska, which was signed by the President on the 17th.

This act creates a governor at a salary of $3,000, a judge at $3,000, a district attorney at $2,500, a marshal at $2,500, a clerk at $2,500, four commissioners at $1,000 each and fees, and four deputy marshals at $750 each and fees.

These officers are appointed by the President, with the exception of the deputy marshals, who are appointed by the marshal.

The seat of government is established at Sitka. The four commissioners and four deputy marshals are to reside respectively at Sitka, Wrangell, Juneau, and Unalashka.

The laws of Oregon, so far as applicable, are extended over the district. A term of the district court is to be held each year at Sitka, commencing on the first Monday of May, and one at Wrangell, beginning on the first Monday in November. No provision is made for a territorial legislature or a delegate in Congress. The general land laws of the United States are not extended over the country. The squatter rights of Indians and others are recognized. Mission stations are continued in the occupancy of the 640 acres now claimed by them. The owners of mining claims can perfect their titles in the usual way.

The governor is required to inquire into the operations of the Alaska Commercial Company and annually report to Congress the result of such inquiries and any and all violations by said company of the agreement existing between the United States and said company.

The Secretary of the Interior is directed to select two of the officers, who, together with the governor, shall constitute a commission to examine into and report upon the condition of the Indians residing in said Territory; what lands, if any, should be reserved for their use; what provision shall be made for their education; what rights by occupation of settlers should be recognized, and all other facts that may be necessary to enable Congress to determine what limitations or conditions should be imposed when the land laws of the United States shall be extended to said district.

The importation, manufacture, and sale of intoxicating liquors in said district, except for medicinal, mechanical, and scientific purposes, are prohibited.

The Secretary of the Interior is directed to make needful and proper provision for the education of the children of school age in the Territory of Alaska, without reference to race, until such time as permanent provision shall be made for the same, and the sum of $25,000 is appropriated for this purpose.

Thus, after seventeen years of delay, a government has been secured for Alaska. In respect to this successful result this Bureau has endeavored to do its whole duty by obtaining trustworthy information in regard to the condition of the inhabitants and their educational needs, and by furnishing it to the

shows 10,283 youth of school age; but the number attending schools, either public or private, is not given. More public school teachers were employed than during 1880–'81 and $53,640 more were expended on the schools. A uniform series of text books was adopted, which had facilitated the work of teachers and the progress of their pupils. The superintendent says the schools are in need of that general supervision which the insufficiency of legislative appropriation prevents him from giving, although required by law, and that they also need more local supervision than the probate judge, who acts as county superintendent, can find time to give.

DAKOTA.

Dakota reports a school population of 38,815, with 25,451, or about 65 per cent., enrolled in 41 graded and 981 ungraded public schools, 16 counties having failed to report in respect to all these items. No comparison can be made between 1881 and 1882, in respect to these points, in the absence of any report for the former year. The insufficiency of reports from this Territory is ascribed partly to the neglect of local supervisors and partly to a municipal system quite independent of territorial authority, which is rapidly removing the more populous places from the superintendent's control.

DISTRICT OF COLUMBIA.

As the statistics of District schools have not been furnished for 1882, no comparison of the educational condition of the District between this year and 1881, can be made, except in regard to the funds received and expended for public schools. Each of these figures in 1882 amounted to $579,312, against $555,644 received and $527,312 expended in 1881, an increase for the year of $52,000 applied to public school purposes.

The city of Washington, with a white school population of 27,142, enrolled 17,306 in public schools, of whom 13,168 were in average daily attendance, besides 5,000 in private schools. The public schools were taught 186 days, in 54 buildings, containing

Government officers and to the people. In this effort Prof. W. H. Dall, of the United States Coast Survey, and Rev. G. H. Atkinson, D. D., of Oregon, were especially helpful.

The report of this Office for 1870 had a notice of education in Alaska, and year after year these notices were continued as data warranted.

In 1876 the Commissioner of Education, as representative of the Department of the Interior, expended a portion of the funds at his control to secure a representation of native life in Alaska for the Centennial Exposition at Philadelphia.

In February, 1882, a special report from this Office on education in Alaska, recommending an appropriation of $50,000 for schools, was made to the Secretary of the Interior, and by him forwarded to Congress through the President.

In 1877 Rev. Sheldon Jackson, D. D., superintendent of Presbyterian missions for the Rocky Mountain Territories, having had his attention called to Alaska, visited the southeastern portion, and established the first American school in that section on the 10th of August, 1877, with Mrs. A. R. McFarland, as teacher. Later, he established schools at Sitka, Haines (Chilkats), Boyd (Hoonyahs), and Jackson (Hydahs). Returning to the States, Dr. Jackson commenced an agitation to arouse the dormant public sentiment of the country in behalf of a government and schools for Alaska. He held public meetings in many of the leading cities and many of the prominent towns from the Pacific to the Atlantic, delivering from 1878 to 1884 about nine hundred addresses on Alaska. He went before committees of the Forty-Sixth, Forty-Seventh, and Forty-Eighth Congresses, and with unflagging zeal sought to enlist the interest of congressmen. He secured the hearty coöperation of the missionary societies of the Baptist, Methodist, Congregational, Episcopal, Moravian, and Presbyterian churches.

In 1880 he published a book on Alaska, and on March 23, 1882, delivered an address before the Department of Superintendence of the National Educational Association, which was printed by this Bureau in Circular of Information No. 2, 1882. Of this circular three editions have been called for, making an aggregate of 60,000 copies. During the summer of 1883, he visited the twenty-second annual meeting of the National Educational Association of the United States, the second National Educational Assembly, and the State teachers' associations of Vermont, New Hampshire, Massachusetts, and Connecticut, each of which passed strong resolutions asking Congress to provide a school system for Alaska.

Through these meetings the teachers became interested, and thousands of petitions from teachers, scattered from Maine to Texas and from Florida to Oregon, were sent to congressmen, asking for schools for Alaska. So persistent and continuous was the pressure invoked by Dr. Jackson from so many, varied, and widely separated forces, that when the bill was reached Congress passed it with great unanimity.

244 rooms and 14,552 sittings for study, an increase of 115 in the number of seats provided, of 809 in pupils enrolled, and of 530 in average attendance.

IDAHO.

There were 9,650 youth of school age reported in 1882, but the number under instruction was not given. Two hundred teachers were employed in public schools, 25 more than in 1881; men received $60 a month and women $50; $46,855 were expended for public schools, about $2,000 more than the year before.

The superintendent complains of embarrassments resulting from defects in the school system and lack of funds. Being an ex officio superintendent, with only a part of his time for school work and no salary as superintendent, his supervision of school interests is necessarily imperfect, and the same is true of county superintendents. Attention is also called to the absence of any provision for teachers' institutes, to the small pay of teachers and lack of care in selecting them, and to the short school terms, covering but 3 months in many districts.

INDIAN TERRITORY.

Among the 262,366 Indians reported in the United States, exclusive of Alaska, there are, it is believed, over 44,000 within the school age, of whom upwards of 35,000 belong to tribal Indians and over 9,000 to the Five Nations in the Indian Territory. There were enrolled in schools of all kinds 14,394 Indian youth, or less than 33 per cent. of the whole number, a loss for the year of 544 in the Five Nations and a gain of 646 among the tribal Indians. With this slightly increased attendance among the tribal Indians there was considerable advance in the number of teachers and missionaries employed and in the whole expenditure for Indian schools. All the statistics received, as also the concurrent reports, indicate a steady advance in Indian education.

MONTANA.

With 10,484 youth of school age, Montana reported 6,054 enrolled in public schools in 1882 and 3,558 in average attendance, an increase for the year of over 1,000 in school population, of nearly that number enrolled in public schools, and of 758 in average attendance. There were 25 more schools taught; the average term increased by 15 days; more teachers were employed at an increased salary, and $9,577 more were raised for school purposes, the last being due to the increased value of property, as the rate of taxation was one-tenth of a mill less than during the previous year.

NEW MEXICO.

Education in New Mexico is far from flourishing. As there is no territorial superintendent and, in fact, no system of public free schools, no statistics are reported.

UTAH.

There were here over 43,000 youth of school age and over 27,000, or nearly 63 per cent., enrolled in public schools, with 17,594 in average attendance, the latter being over 1,000 less than in 1881. Public schools were taught an average of 139 days, one less than the previous year, and $13,726 less were expended on them, although 14 more teachers were employed. Non-Mormon private schools reported decided gains.

WASHINGTON TERRITORY.[1]

The superintendent of instruction reports a prosperous condition of the schools. School districts and school-houses increased in proportion to the increase in population, school buildings were better than they had ever before been, and there was an increasing demand for better teachers.

WYOMING.

This Territory sends no report for 1882. Except as to the city of Cheyenne, the latest information respecting the schools is from the report for 1881 of the governor, Dr. J. W. Hoyt. Cheyenne had 500 pupils enrolled during 1882 in a graded course of study, comprising 8 years up to the high school, which offered 4 years more.

[1]The Office is specially indebted to Rev. George H. Atkinson, D. D., for the full information obtained of the progress of education in Washington Territory.

COMPARATIVE STATISTICS OF EDUCATION IN THE SOUTH.

Table showing comparative school population and enrolment of the white and colored races in the public schools of the recent slave States, with total expenditure for the same in 1882.

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	224,464	107,949	48	176,538	69,479	39	$403,602
Arkansas	*b*212,940	*b*76,598	36	*b*69,113	*b*23,139	33	503,857
Delaware	*c*33,133	*c*26,578	*c*80	*c*4,152	*c*2,544	*c*61	*d*207,281
Florida	*e*49,641	*f*24,933	50	*e*47,583	*f*27,012	57	133,260
Georgia	*g*261,884	161,377	62	*g*234,889	95,055	40	584,174
Kentucky	*e*477,215	*c*238,440	*c*50	*h*94,578	*i*20,223	*d*21	*j*1,248,524
Louisiana	*e*129,224	*c*38,870	*c*30	*e*142,190	*c*23,500	*c*17	*c*441,484
Maryland	*e*245,009	131,011	53	*e*74,192	28,934	39	1,651,908
Mississippi	*f*190,919	*c*111,655	58	*f*253,212	*c*125,633	50	*c*757,758
Missouri	706,850	467,911	66	41,790	*k*24,838	59	3,753,224
North Carolina	286,324	144,835	51	176,836	88,236	50	*l*509,736
South Carolina	*e*94,450	65,399	69	*e*167,829	80,575	48	378,886
Tennessee	408,364	207,680	51	140,815	56,676	40	827,154
Texas	*b*173,942	105,179	60	*b*57,510	37,781	66	803,850
Virginia	314,827	172,034	55	240,980	85,328	35	1,157,142
West Virginia	208,178	151,098	73	8,420	4,446	53	879,820
District of Columbia	*e*29,592	*c*17,716	60	*e*13,945	*c*9,583	69	579,312
Total	4,046,956	2,249,263	.....	1,944,572	802,982	.....	14,820,972

a In Delaware, in addition to the school tax collected from colored citizens, which has heretofore been the only State appropriation for the support of colored schools, the legislature now appropriates annually $2,400 from the State treasury for educating the colored children of the State; in Maryland, there is a biennial appropriation; in the District of Columbia, one-third of the school funds is set apart for colored public schools; in South Carolina, the school moneys are distributed in proportion to the average attendance, without regard to race; and in the other States mentioned above, the school moneys are divided in proportion to the school population, without regard to race.

b As far as reported; several counties failed to make race distinctions.

c In 1881.

d In 1880.

e United States Census of 1880.

f Estimated.

g Four counties failing to report.

h Number of colored children in Kentucky between the ages of 6 and 20 according to the United States Census of 1880; in 1882 the school age for colored children was changed by law from 6–16 to 6–20.

i According to return for 1880; since then the legal school age for colored children has been lengthened by four years.

j For 1881; in 1882 the per capita of the white child of legal school age and the colored child of legal school age was made the same, thus giving to the colored children equal advantages with the white children in the common school fund of the State.

k Thirty-two counties failing to report.

l Fifteen counties failing to report.

Statistics of institutions for the instruction of the colored race for 1882.

Name.	Location.	Religious denomination.	Instructors.	Students.
NORMAL SCHOOLS.				
Rust Normal Institute	Huntsville, Ala	Meth	a2	a111
State Normal School for Colored Teachers	Huntsville, Ala	Non-sect	3	227
Lincoln Normal University	Marion, Ala	Non-sect	5	174
Emerson Institute	Mobile, Ala	Cong	9	252
Alabama Baptist Normal and Theological School	Selma, Ala	Bapt	a6	a126
Normal department of Talladega College	Talladega, Ala	Cong	a3	a48
Tuskegee Normal School	Tuskegee, Ala	Non-sect	3	112
Southland College and Normal Institute	Helena, Ark		5	284
Branch Normal College of Arkansas Industrial University.	Pine Bluff, Ark	Non-sect	6	145
Normal department of Atlanta University	Atlanta, Ga	Cong		265
Normal department of Clark University	Atlanta, Ga	M. E	7	176
Haven Normal School	Waynesboro', Ga	Meth		
Normal department of Berea College	Berea, Ky	Cong	8	317
Normal department of New Orleans University	New Orleans, La	M. E		
Normal department of Straight University	New Orleans, La	Cong	3	61
Peabody Normal School for Colored Students	New Orleans, La	Non-sect	2	34
Baltimore Normal School for Colored Teachers	Baltimore, Md	Non-sect	6	150
Centenary Biblical Institute	Baltimore, Md	M. E	ab4	a96
Normal department of Rust University	Holly Springs, Miss	M. E	5	74
Natchez Seminary	Natchez, Miss	Bapt	5	164
Tougaloo University	Tougaloo, Miss	Cong	12	247
Lincoln Institute	Jefferson, Mo	Non-sect	6	148
State Normal School for Colored Students	Fayetteville, N. C	Non-sect	3	123
State Colored Normal School	Franklinton, N. C	Non-sect	4	75
Whitin Normal School	Lumberton, N. C		4	80
New Berne State Normal School	New Berne, N. C	Non-sect	4	95
Plymouth State Colored Normal School	Plymouth, N. C	Non-sect	a3	a91
St. Augustine's Normal School	Raleigh, N. C	P. E		
Shaw University	Raleigh, N. C	Bapt	6	133
State Colored Normal School	Salisbury, N. C	Non-sect	2	65
Normal School	Wilmington, N. C	Cong	a6	a236
Wilberforce University, normal department	Wilberforce, Ohio	M. E	1	7
Institute for Colored Youth	Philadelphia, Pa	Friends	7	257
Avery Normal Institute	Charleston, S. C	Cong	11	306
Normal department of Brainerd Institute	Chester, S. C	Presb	a3	a40
Normal department of Allen University	Columbia, S. C	Af. M. E	3	200
Normal School of Claflin University	Orangeburg, S. C	M. E	6	100
Fairfield Normal Institute	Winnsboro', S. C	Presb	5	415
The Warner Institute	Jonesboro', Tenn	Friends	6	109
Knoxville College	Knoxville, Tenn	Presb	7	137
Freedmen's Normal Institute	Maryville, Tenn	Friends	6	237
Le Moyne Normal Institute	Memphis, Tenn	Cong	9	265
Morristown Seminary	Morristown, Tenn	M. E	3	175
Central Tennessee College, normal department	Nashville, Tenn	M. E	7	184
Nashville Normal and Theological Institute	Nashville, Tenn	Bapt	10	267
Normal department of Fisk University	Nashville, Tenn	Cong	1	317
Tillotson Collegiate and Normal Institute	Austin, Tex	Cong	6	50

a In 1881.

b For all departments.

Statistics of institutions for the instruction of the colored race for 1882—Continued.

Name.	Location.	Religious denomination.	Instructors.	Students.
NORMAL SCHOOLS—Continued.				
State Normal School of Texas for Colored Students.	Prairie View, Tex	Non-sect	.....	.....
Hampton Normal and Agricultural Institute *a*	Hampton, Va	Cong	*b*52	*b*501
St. Stephen's Normal and Theological School	Petersburg, Va	P. E	8	270
Virginia Normal and Collegiate Institute	Petersburg, Va	Non-sect	.....	.....
Richmond Normal School	Richmond, Va	Non-sect	2	49
Storer College	Harper's Ferry, W. Va	.....	8	230
Miner Normal School	Washington, D. C	Non-sect	3	15
Normal department of Howard University	Washington, D. C	Non-sect	5	139
Normal department of Wayland Seminary	Washington, D. C	Bapt	6	130
Total	.....	.....	307	8,509
INSTITUTIONS FOR SECONDARY INSTRUCTION.				
Trinity Normal School	Athens, Ala	Non-sect	*c*2	*c*216
Dadeville Seminary	Dadeville, Ala	.....	.....	.....
Lowery's Industrial Academy	Huntsville, Ala	Christian	4	105
Talladega College	Talladega, Ala	Cong	14	290
Philander Smith College	Little Rock, Ark	M. E	.....	.....
Walden Seminary	Little Rock, Ark	M. E	.....	.....
Cookman Institute	Jacksonville, Fla	M. E	6	196
Florida Institute	Live Oak, Fla	Bapt	4	117
Atlanta Baptist Female Seminary	Atlanta, Ga	Bapt	.....	.....
Atlanta Baptist Seminary	Atlanta, Ga	Bapt	4	113
Storrs School	Atlanta, Ga	Cong	7	325
Howard Normal Institute	Cuthbert, Ga	Non-sect	2	132
La Grange Seminary	La Grange, Ga	M. E	2	116
Lewis High School	Macon, Ga	Cong	4	199
Beach Institute	Savannah, Ga	Cong	6	296
Freedmen's Academy of Kansas	Dunlap, Kans	Ass. Presb	.....	.....
Normal and Theological Institute	Louisville, Ky	Bapt	9	192
La Têche Seminary	La Têche, La	Non-sect	6	255
St. Joseph's Day and Boarding Academy for Young Ladies of Color.	Opelousas, La	.....	.....	.....
St. Francis' Academy	Baltimore, Md	R. C	.....	*c*60
Meridian Academy	Meridian, Miss	M. E	*c*2	*c*100
Scotia Seminary	Concord, N. C	Presb	10	224
Bennett Seminary	Greensboro', N. C	M. E	5	151
Washington School	Raleigh, N. C	.....	.....	.....
Albany Enterprise Academy	Albany, Ohio	Non-sect	3	60
Polytechnic and Industrial Institute	Bluffton, S. C	Non-sect	10	357
Wallingford Academy	Charleston, S. C	Presb	7	612
Brainerd Institute	Chester, S. C	Presb	8	300
Benedict Institute	Columbia, S. C	Bapt	6	239
Penn School	Frogmore, S. C	Non-sect	9	214
Brewer Normal School	Greenwood, S. C	.....	.....	.....
West Tennessee Seminary	Mason, Tenn	M. E	*c*2	*c*75
New Hope Academy	Alto, Tex	M. E	1	101

a 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.

b For all departments.

c In 1881.

Statistics of institutions for the instruction of the colored race for 1882—Continued.

Name.	Location.	Religious denomination.	Instructors.	Students.
INSTITUTIONS FOR SECONDARY INSTRUCTION—Cont'd.				
West Texas Conference Seminary	Austin, Tex	.....	.....	.....
Jones Male and Female Institute	Goliad, Tex	Non-sect	4	130
Houston Seminary	Houston, Tex	M. E	2	151
Bishop Baptist College	Marshall, Tex	Bapt	8	298
Wiley University	Marshall, Tex	M. E	4	282
Paris School	Paris, Tex	M. E	.....	.....
School of the Bluestone Mission	Abbyville, Va	U. Presb	4	316
Thyne Institute	Chase City, Va	U. Presb	4	218
Richmond Institute	Richmond, Va	Bapt	5	124
Indian University	Tahlequah, Ind. Ter	Bapt	3	68
Total	.....	.....	167	6,632
UNIVERSITIES AND COLLEGES.				
Atlanta University	Atlanta, Ga	Non-sect	*a*16	36
Clark University	Atlanta, Ga	M. E	8	14
Berea College *b*	Berea, Ky	Non-sect	9	104
Leland University	New Orleans, La	Bapt	*ac*5	*ac*148
New Orleans University	New Orleans, La	M. E	*c*5	*c*161
Straight University	New Orleans, La	Cong	4	36
Rust University	Holly Springs, Miss	M. E	5	278
Alcorn Agricultural and Mechanical College	Rodney, Miss	Non-sect	7	248
Biddle University	Charlotte, N. C	Presb	13	232
Shaw University	Raleigh, N. C	Bapt	8	74
Wilberforce University	Wilberforce, Ohio	Af. M. E	7	171
Lincoln University	Lincoln University, Pa	Non-sect	.....	182
Allen University	Columbia, S. C	Af. M. E	12	52
Claflin University and College of Agriculture	Orangeburg, S. C	M. E	11	242
Central Tennessee College	Nashville, Tenn	M. E	7	199
Fisk University	Nashville, Tenn	Cong	*c*10	*c*74
Hampton Normal and Agricultural Institute	Hampton, Va	Cong	(*d*)	(*d*)
Howard University *b*	Washington, D. C	Non-sect	6	47
Total	.....	.....	133	2,298
SCHOOLS OF THEOLOGY.				
Alabama Baptist Normal and Theological School	Selma, Ala	Bapt	1	45
Theological department of Talladega College	Talladega, Ala	Cong	2	14
Institute for the Education of Colored Ministers	Tuscaloosa, Ala	O. S. P. So	2	30
Gammon Theological Seminary (Clark University)	Atlanta, Ga	M. E	.....	.....
Normal and Theological Institute	Louisville, Ky	Bapt	*a*9	10
Theological department of Leland University	New Orleans, La	Bapt	2	21
Theological department of New Orleans University	New Orleans, La	M. E	*c*2	*c*9
Theological department of Straight University	New Orleans, La	Cong	1	35
Centenary Biblical Institute	Baltimore, Md	M. E	*ac*4	*c*30
Natchez Seminary	Natchez, Miss	Bapt	5	30
Theological department of Biddle University	Charlotte, N. C	Presb	4	56

a For all departments.
b This institution is open to both races, and the figures are known to include some whites.
c In 1881.
d Reported with normal schools.

Statistics of institutions for the instruction of the colored race for 1882—Continued.

Name.	Location.	Religious denomination.	Instructors.	Students.
SCHOOLS OF THEOLOGY—Continued.				
Theological department of Shaw University	Raleigh, N. C	Bapt	4	50
Theological Seminary of Wilberforce University	Wilberforce, Ohio	Af. M. E	.....	.....
Theological department of Lincoln University	Lincoln University, Pa	Presb	*a*5	*a*14
Benedict Institute	Columbia, S. C	Bapt	*b*6	33
Theological department of Allen University	Columbia, S. C	Af. M. E	2	.....
Baker Theological Institute (Claflin University)	Orangeburg, S. C	M. E	.....	.....
Nashville Normal and Theological Institute	Nashville, Tenn	Bapt	*b*10	86
Theological course in Fisk University	Nashville, Tenn	Cong	2	15
Theological department of Central Tennessee College.	Nashville, Tenn	M. E	5	36
Theological department of Bishop Baptist College	Marshall, Tex	Bapt	1	13
Richmond Institute	Richmond, Va	Bapt	5	63
Theological department of Howard University	Washington, D. C	Non-sect	6	30
Wayland Seminary	Washington, D. C	Bapt	1	45
Total			79	665
SCHOOLS OF LAW.				
Law department of Straight University	New Orleans, La		4	20
Law department of Allen University	Columbia, S. C		3	8
Law department of Central Tennessee College	Nashville, Tenn		5	5
Law department of Howard University	Washington, D. C		4	20
Total			16	53
SCHOOLS OF MEDICINE.				
Leonard Medical School (Shaw University)	Raleigh, N. C		1	3
Meharry Medical Department of Central Tennessee College.	Nashville, Tenn		13	29
Medical department of Howard University	Washington, D. C		9	93
Total			23	125
SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND.				
Georgia Institution for the Deaf and Dumb (colored department).	Cave Spring, Ga		.....	.....
Georgia Academy for the Blind (colored department).	Macon, Ga		.....	*c*2
Maryland School for the Colored Blind and Deaf-Mutes.	Baltimore, Md		5	32
Mississippi Institution for the Education of the Deaf and Dumb (colored department).	Jackson, Miss		.....	*a*14
North Carolina Institution for the Deaf and Dumb and the Blind (colored department).	Raleigh, N. C		*b*15	60
Tennessee School for the Blind (colored department).	Nashville, Tenn		.....	8
Total			20	116

a In 1881. *b* For all departments. *c* In 1880.

Summary of statistics of institutions for the instruction of the colored race for 1882.

States and Territories.	Public schools.		Normal schools.			Institutions for secondary instruction.		
	School population.	Enrolment.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama	176,538	69,479	7	31	1,050	4	20	611
Arkansas	69,113	23,139	2	11	429	2	.....	.....
Delaware	4,152	2,544	.....	.....	.....	.....	.....	.....
Florida	47,583	27,012	.....	.....	.....	2	10	313
Georgia	234,889	95,055	3	7	441	7	25	1,181
Kansas	.....	.....	.....	.....	.....	1	.....	.....
Kentucky	94,578	20,223	1	8	317	1	9	192
Louisiana	142,190	23,500	3	5	95	2	6	255
Maryland	74,192	28,934	2	10	246	1	.....	60
Mississippi	253,212	125,633	3	22	485	1	2	100
Missouri	41,790	24,838	1	6	148	.....	.....	.....
North Carolina	176,836	88,236	9	32	898	3	15	375
Ohio	.....	.....	1	1	7	1	3	60
Pennsylvania	.....	.....	1	7	257	.....	.....	.....
South Carolina	167,829	80,575	5	28	1,061	6	40	1,722
Tennessee	140,815	56,676	8	49	1,691	1	2	75
Texas	57,510	37,781	2	6	50	7	19	962
Virginia	240,980	85,328	4	62	820	3	13	658
West Virginia	8,420	4,446	1	8	230	.....	.....	.....
District of Columbia	13,945	9,583	3	14	284	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	1	3	68
Total	1,944,572	802,982	56	307	8,509	43	167	6,632

States.	Universities and colleges.			Schools of theology.			Schools of law.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Alabama	.....	.....	.....	3	5	89	.....	.....	.....
Arkansas	.....	.....	.....	.....	.....	.....	.....	.....	.....
Delaware	.....	.....	.....	.....	.....	.....	.....	.....	.....
Florida	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	2	24	50	1	.....	.....	.....	.....	.....
Kansas	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kentucky	1	9	104	1	9	10	.....	.....	.....
Louisiana	3	14	345	3	5	65	1	4	20
Maryland	.....	.....	.....	1	4	30	.....	.....	.....
Mississippi	2	12	526	1	5	30	.....	.....	.....
Missouri	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina	2	21	306	2	8	106	.....	.....	.....
Ohio	1	7	171	1	.....	.....	.....	.....	.....
Pennsylvania	1	.....	182	1	5	14	.....	.....	.....
South Carolina	2	23	294	3	8	33	1	3	8
Tennessee	2	17	273	3	17	137	1	5	

Summary of statistics of institutions for the instruction of the colored race for 1882—Cont'd.

States and Territories.	Universities and colleges.			Schools of theology.			Schools of law.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Texas	.....	.....	.....	1	1	13	.....	.....	.....
Virginia	1	.....	.....	1	5	63	.....	.....	.....
West Virginia	.....	.....	.....	.....	.....	.....	.....	.....	.....
District of Columbia	1	6	47	2	7	75	1	4	20
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	18	133	2,298	24	79	665	4	16	53

States and Territories.	Schools of medicine.			Schools for the deaf and dumb and the blind.		
	Schools.	Teachers.	Pupils.	Schools.	Teachers.	Pupils.
Georgia	.....	.....	.....	2	.....	2
Maryland	.....	.....	.....	1	5	32
Mississippi	.....	.....	.....	1	.....	14
North Carolina	1	1	3	1	15	60
Tennessee	1	13	29	1	.....	8
District of Columbia	1	9	93	.....	.....	.....
Total	3	23	125	6	20	116

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*15,932	*a*802,982
Normal schools	56	8,509
Institutions for secondary instruction	43	6,632
Universities and colleges	18	2,298
Schools of theology	24	665
Schools of law	4	53
Schools of medicine	3	125
Schools for the deaf and dumb and the blind	6	116
Total	16,086	821,380

a There should be added 391 schools, having an enrolment of 31,125, in reporting free States, making total number of colored public schools 16,323 and total enrolment in them 834,107. This makes the total number of schools, as far as reported, 16,477, and total number of the colored race under instruction in them 852,505. The colored public schools in these States in which no separate reports are made, however, are not included.

From the table of comparative statistics of education in the South it appears that the white school population of 16 States and the District of Columbia is 4,046,956 and enrolment in public schools 2,249,263, the increase over the same as reported in 1881 being, respectively, 92,356 and 14,386. The colored school population is 1,944,572; enrolment, 802,982; the increase, respectively, 15,385 and 610.

For Delaware, Kentucky, Louisiana, Mississippi, and the District of Columbia the figures for enrolment are the same as in 1881; Alabama, Florida, Georgia, Missouri, South Carolina, Virginia, and West Virginia report increased enrolment for both races; Arkansas and North Carolina, increase for the whites only; Maryland, for the colored only; while in Texas and Tennessee the enrolment for both races is less than that reported in 1881. In the latter State marked progress appears again in 1883. If we turn to the report for 1876–'77, the first year in which the table under consideration was attempted, we shall see clearer evidence of the remarkable work that has been accomplished in the Southern States: as compared with the numbers reported in 1876–'77, white school population shows increase of 13 per cent.; enrolment, of 23 per cent. Colored school population shows increase of 28 per cent.; enrolment, increase of 40 per cent. During the same time the expenditure for public schools in these States and the District of Columbia has been steadily increasing. For the successive years since 1878, the first year for which a separate statement of the amount was given, the expenditure has been as follows: 1878, $11,760,251; 1879, $12,181,602; 1880, $12,475,044; 1881, $13,359,784; 1882, $14,820,972.

The increase in enrolment and funds corresponds to a radical change in the sentiment of the people. A free impartial system of education is recognized as indispensable to the future prosperity of the States, and there is a very general disposition to establish schools and to make like provision for both races. Louisiana appears now to be the only one of the States under consideration in which the prospect is in the main discouraging.

By reference to the table it will be seen that both races now share alike in the school fund, excepting in Delaware, Maryland, and the District of Columbia, in which special provision is made for the colored race, and in South Carolina, where the basis of apportionment is the same for each race but the amounts realized depend upon the extent to which the people avail themselves of the provision by absolute attendance upon the schools. Since the date of my last report, Kentucky has abolished all discrimination between the races in respect to the distribution of the school funds, the act to that effect bearing date April, 1882. In view of this action in Kentucky, it is to be hoped that the disposition manifested in some other States to adopt similar invidious distinctions will yield to better counsels.

While the disposition to deal impartially with both races in respect to school provision is so general in the Southern States, it will be noticed that the proportion of the colored school population enrolled in the schools is very much less than that of the white school population. The reasons are apparent to every one personally familiar with the situation of affairs in this section. There are few school buildings for the use of the colored people, the supply of teachers is extremely limited, while the poverty of the people, their irregular habits, and capricious moods interfere with their school attendance, especially in the country districts. These are, however, all minor difficulties, the most serious obstacle to the practical fulfilment of the school laws in the Southern States being the want of funds.

It is unnecessary to repeat here the proofs of the statement that the Southern States cannot of themselves bear the whole burden of the instruction and development of the freedmen: the fact is admitted; the responsibility of the nation in the matter is admitted; there appears to be an overwhelming sentiment in the country in favor of appropriations from the National Treasury to meet the emergency, and a determined effort will be made to secure from Congress at its next session the measure of relief desired. The preparation of teachers for the colored schools is at present the most important end to be accomplished. The special provision for this

training is set forth in the table of normal schools, which gives a total of 56 schools, having 8,509 students and 307 instructors, as against 47 schools, with 7,621 students and 258 instructors, in 1881. The schools for secondary instruction, colleges, universities, and schools of theology also contribute to this work of preparing teachers. It will be seen that all classes of schools for the colored people above the elementary grade depend largely for their support upon the various religious denominations, whose zeal and liberality in the cause of the elevation of the freedmen continue without abatement.

Schools of law number 4, with 16 instructors and 53 students, as against 3 schools, with 12 instructors and 45 students, in 1881. One additional school of medicine is reported, with a total for the 3 schools of 23 instructors and 125 students, as against 18 and 116, respectively, in 1881. The total number of schools of all classes reported is 16,086, against 17,375 in 1881. The enrolment is greater than that reported in 1881, viz, 821,380, as against 818,365.

Since my last report two notable benefactions have been made to promote education in the Southern States:

In March, 1882, John F. Slater, of Norwich, Conn., gave $1,000,000 to several gentlemen in trust for the education of the freedmen of the South. Dr. A. G. Haygood was appointed general agent for the distribution of the fund, and entered at once upon a careful investigation of the field. Although his first report has not yet been published, he has already given some indication of the action he will recommend. The need of provision for the industrial training of the freedmen is especially emphasized by Dr. Haygood.

In June, 1882, Mr. Paul Tulane, of Princeton, N. J., executed a trust deed conveying to certain persons incorporated under the name of "The Administrators of the Tulane Education Fund" certain real estate in the city of New Orleans, La., for the promotion and encouragement of intellectual, moral, and industrial education among the white persons in the city of New Orleans, and for the advancement of letters, the arts, and sciences therein. In 1883 this gift was increased by a further donation in cash, stocks, and bonds. The total value of the benefaction is placed at $701,926.

PEABODY FUND.

Table showing the amount and disposition of the sums disbursed from the Peabody fund from 1868 *to* 1882, *inclusive.*

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

Table showing the amount and disposition of the sums disbursed from the Peabody fund—Continued.

	1876.	1877.	1878.	1879.	1880.	1881.	1882.	Total.
Virginia	$17,800	$18,250	$15,350	$9,850	$6,800	$5,150	$3,234	$241,634
North Carolina	8,050	4,900	4,500	6,700	3,050	4,125	6,485	112,466
South Carolina	4,150	4,300	3,600	4,250	2,700	4,050	5,375	47,625
Georgia	3,700	4,000	6,000	6,500	5,800	5,300	8,590	103,252
Florida	1,000	6,500	3,900	3,000	2,600	2,000	3,725	63,675
Alabama	5,500	3,700	1,100	3,600	1,200	1,800	5,075	68,225
Mississippi	9,950	5,990	600	4,000	4,200	3,950	4,275	75,603
Louisiana	2,000	2,000	8,000	7,650	4,200	1,700	5,900	83,300
Texas	4,450	10,800	8,550	7,700	27,500	10,800	17,500	90,650
Arkansas	1,000	6,300	6,000	5,600	7,200	4,000	5,075	88,475
Tennessee	10,100	15,350	14,600	12,000	10,900	5,500	12,800	247,450
West Virginia	8,600	6,810	5,050	4,000	2,000	2,000	2,300	123,060
Total	76,300	89,400	77,250	74,850	78,150	50,375	80,334	1,345,409

The disbursements from the Peabody fund amount for 1882 to $80,334, a larger sum than has been reported in any single year since 1877. In addition to the substantial aid afforded by the money an immense impetus has been given to the cause of education by the efforts of the general agent, Hon. J. L. M. Curry, LL. D. Legislation has been stimulated by his eloquent appeals, while his counsel has determined many practical details of school organization and his vigilant supervision has been felt throughout the States participating in the benefit of the fund. A striking evidence of the estimation in which the service of the board of trustees and the personal influence of the general agent are held is furnished by a memorial of May 3, 1883, addressed to the trustees of the Peabody fund by certain citizens of Louisville, Ky. The memorialists pray that Kentucky may henceforth be included in the operations of the board and that the general agent shall be authorized to address the Kentucky legislature on the subject of education, "laying before them the results of his reflection and experience on this great subject."

The prosperity of the Normal College, Nashville, Tenn., seems to be permanently assured. Dr. Curry reports that—

> The Normal College seems to be acquiring, by its excellence of instruction and management, a stronger hold upon the people of Tennessee. * * * The State board of education, at their meeting in June, assured the Peabody trustees of their hearty coöperation in efforts to promote the success of the college and to elevate the standard of education, and they memorialized the legislature to appropriate $10,000 to the Normal College and $2,500 to the Colored Normal Institute.

The State board petitions the trustees of the Peabody fund to grant scholarships to Tennessee on the same footing as they are granted to other States, which request Dr. Curry advises the board to grant whenever and so long as Tennessee shall give annually to the college $10,000 free from all incumbrances. The amount of the Peabody fund devoted to Nashville scholarships for the year ending October 1, 1882, was $18,525, in addition to which sum $9,000 were appropriated to the college.

The course pursued by the trustees and the agent of the Peabody fund in concentrating the money upon the training of teachers has accomplished more than any other single agent in creating throughout the South a just appreciation of the paramount importance of this part of public school work.

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	Little Rock, Ark*	13,138	6-21	5,288	9	1,750	34	173	2,335	1,680
2	Los Angeles, Cal*	11,183	5-17	3,617	14	1,680	34	192	2,098	1,285
3	Oakland, Cal	34,555	5-17	8,608	16	6,347	136	209	7,262	5,033
4	San Francisco, Cal	233,959	5-17	55,880	70	.....	687	208	40,752	30,827
5	San José, Cal	12,567	5-17	3,323	6	.....	40	195	2,422	1,590
6	Stockton, Cal	10,282	5-17	2,310	8	1,858	34	192	2,187	1,390
7	Denver, Colo., $\frac{5}{6}$ of city*	35,629	6-21	*a*5,700	7	3,000	67	186	4,087	2,730
8	Leadville, Colo*	14,820	6-21	2,084	5	1,400	26	140	1,533	1,039
9	Bridgeport, Conn	29,148	4-16	7,587	14	4,384	91	....	5,482	3,619
10	Danbury, Conn	11,666	4-16	2,903	.....	.....	49	....	2,328	*d*1,633
11	Derby, Conn*	11,650	4-16	3,333	9	.....	41	200	2,702	*d*1,697
12	Greenwich, Conn	7,892	4-16	1,939	.....	.....	29	....	1,437	783
13	Hartford, Conn	42,551	4-16	9,660	16	6,365	*d*152	....	7,617	*d*4,615
14	Meriden, Conn	18,340	4-16	4,515	13	2,583	53	195	3,230	1,963
15	Middletown, Conn	11,732	4-16	2,712	.....	.....	*d*46	....	1,978	*d*1,216
16	New Britain, Conn	13,979	4-16	3,528	10	1,873	36	186	1,857	1,261
17	New Haven, Conn	61,388	4-16	15,374	31	10,182	252	200	13,273	8,913
18	New London, Conn*	10,537	4-16	2,090	.....	.....	41	....	1,891	*d*1,240
19	Norwalk, Conn*	13,956	4-16	3,136	.....	.....	42	....	2,375	*d*1,476
20	Norwich, Conn*	21,143	4-16	5,073	.....	.....	*d*98	....	4,216	*d*2,808
21	Stamford, Conn	11,297	4-16	2,730	.....	.....	*d*35	...	1,757	*d*1,152
22	Waterbury, Conn	20,270	4-16	5,144	.....	.....	*d*58	....	3,738	*d*2,456
23	Windham, Conn	8,264	4-16	2,018	.....	.....	*d*29	....	1,293	*d*721
24	Wilmington, Del*	42,478	6-21	.....	19	5,864	116	193	7,065	4,392
25	Key West, Fla *e*	10,940	6-21	3,416	*6	.....	20	151	1,069	677
26	Atlanta, Ga	37,409	6-18	10,554	9	4,800	64	196	4,752	4,465
27	Augusta, Ga*	21,891	6-18	5,628	8	.....	39	178	2,487	1,471
28	Columbus, Ga	10,123	6-18	3,655	7	1,282	27	178	1,548	1,148
29	Macon, Ga	12,749	6-18	3,413	8	1,420	35	178	1,831	1,209
30	Savannah, Ga	30,709	6-18	7,745	7	3,350	57	175	3,155	2,776
31	Belleville, Ill	13,404	6-21	4,774	4	*2,000	42	198	2,127	1,802
32	Bloomington, Ill	17,180	6-21	8,700	10	3,100	67	175	3,441	2,451
33	Chicago, Ill	503,185	6-21	155,166	67	54,785	1,032	197	73,015	48,615
34	Decatur, Ill	9,547	6-21	3,487	6	1,784	31	175	2,016	1,503
35	Elgin, Ill	8,787	6-21	2,911	7	1,256	25	180	1,658	1,091
36	Freeport, Ill	8,516	6-21	2,935	6	2,000	33	....	1,760	1,356
37	Galesburg, Ill*	11,437	6-21	*a*4,254	7	1,900	35	177	2,035	1,414
38	Jacksonville, Ill*	10,927	6-21	3,693	7	1,530	37	188	1,895	1,367
39	Joliet, Ill	16,149	6-21	4,641	9	1,930	43	198	2,023	1,852

*From Report of the Commissioner of Education for 1881.

a In 1880.

b Assessed valuation.

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 expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
*a*400	*b*$5,340,000	$78,900	5	$37,444	7,355	$16,681	$31,872	$10 82	$3 77	1
518	7,574,926	64,500	.....	51,160	2,735	23,930	37,403	19 87	7 19	2
1,239	28,289,650	365,475	2.8	203,680	1,212	128,565	156,504	26 02	4 83	3
5,912	*b*222,336,400	3,125,000	.95	764,199	24,887	526,968	735,474	22 35	2 83	4
600	9,000,000	132,500	1	76,705	.....	33,447	51,276	.....	.....	5
246	*ab*6,000,000	145,137	1.2	73,532	2,070	28,931	38,972	.....	.....	6
*a*500	46,000,000	450,000	8	149,242	53,982	42,938	131,157	16 82	4 81	7
100	.....	113,550	.....	45,238	.....	18,000	26,000	.....	.....	8
503	*bc*11,820,127	*a*163,950	.....	77,246	11,193	44,956	68,105	($15 55)		9
92	*b*5,358,496	.....	.....	26,244	13,688	18,776	40,136	.....	.....	10
36	12,000,000	100,000	3	30,346	2,436	21,315	31,501	.....	.....	11
161	*bc*3,639,027	.....	.....	13,749	.....	10,563	13,574	13 49	3 85	12
1,453	*b*46,991,833	.....	.....	226,959	52,183	111,404	224,106	.....	.....	13
850	*b*9,251,717	163,800	2.22	30,804	632	26,600	42,493	(16 42)		14
526	*b*6,226,345	.....	.....	30,348	1,135	19,666	30,096	.....	.....	15
*817	*b*4,669,354	.....	.....	24,233	200	16,580	23,325	13 38	4 95	16
1,600	*b*44,189,728	607,100	3	279,005	10,829	144,769	269,593	18 79	4 74	17
40	*b*6,450,028	.....	.....	21,327	200	16,030	22,795	.....	.....	18
465	*b*5,306,506	.....	.....	37,811	160	21,120	26,772	.....	.....	19
385	*b*13,349,295	.....	.....	67,297	23,003	43,420	84,817	.....	.....	20
557	*b*6,920,103	.....	.....	23,132	1,659	18,452	23,132	.....	.....	21
596	*bc*8,315,041	.....	.....	56,305	12,386	27,703	58,424	.....	.....	22
485	*bc*3,800,810	.....	.....	15,585	534	10,747	14,788	.....	.....	23
.....	23,500,000	268,000	.....	81,668	15,790	49,599	73,580	11 66	5 09	24
*450	1,396,194	12,500	.....	8,271	234	5,832	7,068	8 61	.....	25
1,000	22,000,000	252,000	.....	61,000	14,500	44,810	73,710	10 04	.....	26
*a*1,236	22,834,620	26,150	1.7	*f*43,780	*f*4,238	*f*15,761	*f*32,480	.....	.....	27
275	4,500,000	39,700	2.97	15,617	77	10,647	13,932	10 66	1 40	28
400	*b*8,000,000	55,500	2	22,199	166	19,074	22,382	17 43	1 08	29
600	**b*15,242,329	105,500	.....	56,000	.....	37,000	39,900	.....	.....	30
675	*b*1,721,400	87,425	18.5	61,329	420	18,994	36,133	.....	.....	31
.....	10,786,140	300,200	17	69,855	3,309	29,768	67,989	12 71	6 40	32
32,000	*b*125,358,537	3,456,810	9.5	1,540,364	257,133	637,654	1,229,435	14 52	381	33
.....	7,500,000	106,000	10	37,877	52	15,379	23,867	10 87	3 81	34
676	7,982,216	40,400	6	12,446	3,529	10,119	18,236	11 10	3 58	35
460	*4,883,553	*80,500	.....	31,619	200	14,621	26,417	12 11	4 75	36
.....	5,393,878	136,200	4.5	20,652	50	15,021	20,395	11 75	2 63	37
1,200	3,000,000	160,700	10	33,691	2,287	20,000	33,887	.....	.....	38
650	5,105,584	62,500	8.2	23,362	7,696	17,100	31,060	10 04	2 57	39

c In 1881.
d For the winter term.
e Including Monroe County.
f These figures are for city and 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
40	Moline, Ill*	7,800	6-21	2,016	.....	1,208	23	175	1,505	971
41	Ottawa, Ill	7,834	6-21	3,254	8	1,850	37	196	1,597	*a*1,239
42	Peoria, Ill*	*c*30,251	6-21	9,516	15	4,306	84	196	4,915	3,674
43	Quincy, Ill	27,268	6-21	9,993	9	3,221	60	196	3,801	2,363
44	Rockford, Ill	13,129	6-21	4,658	*10	2,500	55	195	2,289	2,166
45	Rock Island, Ill	11,659	6-21	3,590	11	1,986	39	176	2,233	1,575
46	Springfield, Ill*	19,743	6-21	.....	6	2,300	47	198	2,792	2,078
47	Evansville, Ind*	29,280	6-21	.....	13	5,000	127	198	4,968	4,476
48	Fort Wayne, Ind	26,880	6-21	14,128	9	3,972	96	192	3,616	2,751
49	Indianapolis, Ind	75,056	6-21	30,888	29	10,755	220	188	13,322	9,510
50	La Fayette, Ind*	14,860	6-21	6,474	6	1,000	49	190	2,986	1,610
51	Logansport, Ind	11,198	6-21	3,922	6	1,660	34	194	1,962	1,363
52	Madison, Ind	8,945	6-21	3,858	7	*1,800	34	196	1,503	1,065
53	Richmond, Ind	12,742	6-21	4,975	9	2,045	50	180	2,298	1,624
54	South Bend, Ind	13,280	6-21	5,247	7	2,000	41	178	2,064	1,434
55	Terre Haute, Ind	26,042	6-21	9,695	11	3,900	85	197½	4,516	3,278
56	Vincennes, Ind	7,680	6-21	3,842	4	854	20	198	1,204	.....
57	Cedar Rapids, Iowa	10,104	5-21	3,848	9	2,024	40	178	2,536	1,544
58	Clinton, Iowa	9,052	5-21	3,329	6	1,645	36	184	2,203	1,436
59	Council Bluffs, Iowa	18,063	5-21	6,896	12	1,680	42	194	2,419	1,378
60	Davenport, Iowa	21,831	5-21	*9,309	13	4,264	82	193	5,459	3,501
61	Des Moines (west side), Iowa.	*g*22,408	5-21	4,412	6	2,414	51	187	2,875	1,796
62	Dubuque, Iowa	22,254	5-21	10,531	9	3,550	72	198	3,884	2,545
63	Keokuk, Iowa	12,117	5-21	4,897	8	2,245	50	186	2,484	1,819
64	Muscatine, Iowa*	8,295	5-21	2,800	7	1,550	34	210	1,500	1,400
65	Ottumwa, Iowa	9,004	5-21	3,042	3	1,500	26	187	2,000	1,440
66	Atchison, Kans	15,105	5-21	4,652	5	1,650	29	176	2,516	2,258
67	Lawrence, Kans	8,510	5-21	2,868	10	1,439	24	159	1,935	1,437
68	Leavenworth, Kans	16,546	5-21	6,641	7	2,800	40	198	3,317	2,365
69	Topeka, Kans	15,452	5-21	5,561	13	2,877	46	....	3,915	2,323
70	Covington, Ky	29,720	6-20	10,519	6	4,000	67	190	3,442	2,475
71	Lexington, Ky*	16,656	6-20	4,961	.....	.....	.....	238	2,182	.....
72	Louisville, Ky	123,758	6-20	52,892	30	.....	359	204	20,186	13,760
73	Newport, Ky	20,433	6-20	6,715	5	2,510	45	202	2,825	2,231
74	Paducah, Ky	8,036	6-21	2,096	5	965	15	205	979	753
75	New Orleans, La	216,090	6-18	61,456	52	.....	402	181	24,976	15,224
76	Auburn, Me	9,555	4-21	3,055	30	2,200	51	175	*b*1,550	.....

* From Report of the Commissioner of Education for 1881.

a Average enrolment.

b Based on average enrolment.

c Population of the township; township and city are united in one school district.

d 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 expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
260	.....	$49,200	.....	$36,665	$190	$8,827	$19,909	$10 53	.....	40
273	$6,975,588	60,140	11.8	22,618	71	14,700	22,877	*b*12 83	*b*$5 57	41
1,580	18,915,333	201,200	7	53,837	962	*d*38,169	54,683	10 39	3 66	42
1,750	18,000,000	210,900	6.4	59,925	13,407	28,814	55,636	12 86	3 44	43
780	*e*4,004,418	131,159	.....	39,675	4,920	24,276	39,675	11 20	2 06	44
650	7,674,006	99,900	10	35,387	.....	18,683	32,082	12 18	4 02	45
.....	20,000,000	197,500	10	37,242	880	25,714	36,181	11 43	.....	46
.....	.....	.....	.....	95,587	16,500	59,660	97,705	.....	.....	47
3,200	11,547,805	227,500	2.6	151,593	6,672	40,610	65,373	17 46	3 88	48
1,053	*e*51,455,965	920,138	2	276,500	64,805	140,048	258,975	15 63	4 78	49
1,200	20,000,000	168,000	.....	90,905	9,000	26,958	46,818	18 60	4 88	50
900	*e*3,800,000	145,900	2	*41,463	*2,502	*13,800	*29,058	*12 58	*4 01	51
750	**e*4,000,000	81,000	.....	33,196	.....	16,155	25,358	16 29	5 78	52
700	*f*10,600,000	103,350	.....	47,273	2,300	25,680	37,600	16 90	4 82	53
*570	15,500,000	134,000	2.5	47,132	1,798	15,100	28,864	11 01	4 36	54
1,000	*e*15,000,000	229,930	3.4	83,796	2,909	43,357	60,543	13 98	3 59	55
700	5,500,000	44,500	2.5	*23,000	.....	**d*9,850	*11,185	.....	.....	56
300	5,500,000	115,500	14	46,552	1,592	16,272	33,542	11 51	4 35	57
300	6,000,000	75,150	14	25,901	15,109	16,000	36,150	12 50	2 25	58
200	12,000,000	136,300	15.5	71,393	14,719	22,585	52,950	17 99	6 96	59
1,200	18,000,000	291,200	13	89,005	1,748	*d*53,418	68,000	15 26	3 66	60
1,000	13,000,000	247,500	14	61,349	10,359	30,223	59,217	17 76	7 32	61
2,620	*h*12,885,310	168,000	11	59,670	7,200	35,770	60,243	14 06	6 78	62
300	*e*3,234,935	100,000	9	34,596	.....	24,206	34,111	.....	.....	63
400	3,302,496	80,800	11	23,916	1,050	14,885	21,197	.....	.....	64
200	6,788,823	65,150	11	54,470	19,654	11,890	54,470	9 30	3 95	65
1,022	6,500,000	87,000	10	34,803	61	16,750	24,712	8 08	.....	66
100	*e*2,000,000	104,200	8	23,756	157	10,380	20,686	7 92	2 52	67
1,405	10,000,000	178,000	5	29,895	175	16,655	*i*25,396	8 76	2 70	68
250	8,000,000	179,800	9.5	*j*33,907	3,497	20,055	*i*33,834	9 32	3 73	69
2,560	14,500,000	204,500	2.5	64,158	.....	35,949	48,939	(*b*15 42)		70
640	*e*4,964,005	41,000	.....	.....	.....	.....	.....	.....	.....	71
.....	70,029,724	875,144	.....	253,522	8,754	168,274	261,930	13 15	4 07	72
700	12,000,000	133,500	3	29,737	.....	20,388	29,355	9 86	1 99	73
200	4,000,000	33,700	.....	10,298	300	6,075	8,953	8 45	.....	74
5,000	*e*103,975,662	667,500	.....	208,339	3,907	229,006	279,316	15 32	2 77	75
25	*e*5,280,000	105,000	3	20,000	.....	14,859	19,140	.....	.....	76

e Assessed valuation.
f In 1879.
g For the entire city.
h In 1880.
i Exclusive of amount for indebtedness.
j Exclusive of receipts on the interest and bond fund, amounting to $26,892.
k 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
77	Augusta, Me*	8,665	4–21	2,342	26	2,000	48	175	1,220	975
78	Bangor, Me	16,856	5–21	5,390	35	4,050	82	180	3,072	*2,478
79	Bath, Me*	7,874	4–21	2,836	16	3,300	38	190	1,836	1,536
80	Biddeford, Me	12,651	4–21	4,210	26	1,835	38	184	1,874	1,282
81	Lewiston, Me	19,083	4–21	6,408	29	.....	*a*62	183	*a*2,538	*a*1,705
82	Portland, Me	33,810	4–21	10,973	21	6,326	139	190	6,737	4,412
83	Rockland, Me*	7,599	4–21	2,186	11	1,700	30	162	1,448	1,130
84	Baltimore, Md	332,313	6–21	86,961	66	34,945	818	202	*d*35,649	29,178
85	Frederick, Md	8,659	6–21	.....	10	.....	17	150	1,055	760
86	Attleboro', Mass	11,111	5–15	*e*1,991	.....	.....	62	....	2,082	1,331
87	Beverly, Mass	8,456	5–15	*e*1,454	.....	.....	34	....	1,421	1,114
88	Boston, Mass	362,839	5–15	64,426	159	57,730	1,255	202	*i*55,196	48,298
89	Brockton, Mass*	13,608	5–15	*j*2,278	21	2,560	43	197	2,444	1,792
90	Brookline, Mass	8,057	5–15	1,346	12	.....	36	235	1,574	*i*1,233
91	Cambridge, Mass	52,669	5–15	10,370	30	*j*9,124	200	....	9,395	7,231
92	Chelsea, Mass*	21,782	5–15	3,884	.....	.....	70	195	4,443	2,947
93	Chicopee, Mass	11,286	5–15	2,084	13	1,176	34	188	1,475	845
94	Clinton, Mass	8,029	5–15	1,751	9	1,632	35	....	*i*1,456	1,279
95	Fall River, Mass*	48,961	5–15	*j*9,763	33	7,754	193	....	9,363	5,845
96	Fitchburg, Mass	12,429	5–15	2,508	18	3,128	56	192	2,857	2,020
97	Gloucester, Mass	19,329	5–15	4,119	22	4,246	93	194	4,038	3,289
98	Haverhill, Mass	18,472	5–15	*e*3,528	.....	*j*3,045	83	....	3,420	2,406
99	Holyoke, Mass	21,915	5–15	5,017	15	2,609	84	192	4,087	2,000
100	Lawrence, Mass*	39,151	5–15	7,143	20	5,000	108	197	5,791	4,487
101	Lowell, Mass	59,475	5–15	*n*12,000	41	8,037	217	195	9,938	6,341
102	Lynn, Mass	38,274	5–15	6,482	30	3,184	120	195	6,131	4,827
103	Malden, Mass	12,017	5–15	2,477	10	2,529	48	197	2,280	1,589
104	Marlborough, Mass	10,127	5–15	2,167	13	2,560	47	180	2,365	1,690
105	Medford, Mass*	7,573	5–15	*j*1,204	10	1,500	27	192	1,340	1,164
106	Milford, Mass	9,310	5–15	*e*1,870	.....	.....	45	....	2,203	1,475
107	Natick, Mass	8,479	5–15	*e*1,619	.....	.....	48	....	1,709	1,315
108	New Bedford, Mass*	26,845	5–15	*j*4,083	23	.....	112	...	4,699	3,740
109	Newburyport, Mass	13,538	5–15	2,611	.....	2,236	42	194½	2,216	*o*1,565
110	Newton, Mass	16,995	5–15	3,458	19	4,396	87	192	3,859	2,872
111	North Adams, Mass	10,191	5–15	2,348	16	2,300	41	190	2,473	1,473
112	Northampton, Mass	12,172	5–15	2,204	26	2,540	56	172*p*	2,238	1,673
113	Peabody, Mass*	9,028	5–15	*j*1,730	.....	.....	43	....	1,669	1,293

* From Report of the Commissioner of Education for 1881.

a Exclusive of evening school reports.

b Assessed valuation.

c Includes cost of supervision.

d Number on roll November, 1882.

e Census of 1881.

f In 1881.

g Total of reported items only.

h Amount raised by taxes for wages of teachers, board, fuel, and care of fires and school rooms.

i Average whole number.

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 expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
200	$4,768,828	$60,000	2.25	$14,922	$1,300	$9,500	$19,796	.....	.....	77
*150	9,931,231	122,000	.....	32,690	.....	23,710	31,716	$15 34	.....	78
50	.....	59,300	.....	18,082	.....	12,613	17,112	.....	.....	79
400	6,000,000	95,000	2.9	22,636	.....	17,365	22,915	14 56	$3 31	80
500	*b*10,338,160	174,700	1.93	33,922	.....	*c*24,705	32,662	14 32	4 83	81
1,200	32,642,755	336,240	2.5	91,144	6,997	60,763	91,144	13 60	3 63	82
0	3,462,990	50.000	2	10,857	0	9,110	10,856	8 06	1 55	83
14,500	247,000,000	1,809,124	.....	657,035	78,784	490,780	692,740	17 22	3 82	84
280	.....	28,650	.....	.....	.....	.....	.....	.....	.....	85
60	*bf*4,934,941	.....	.....	*g*34,815	12,927	*h*18,500	*g*32,963	.....	.....	86
52	*bf*8,613,650	.....	.....	*g*20,124	415	*h*16,765	*g*19,325	.....	.....	87
7,000	*b*672,497,902	7,751,250	.....	1,896,805	199,642	*c*1,109,636	1,708,728	.....	.....	88
.....	*b*6,100,000	97,580	.....	29,227	2,816	19,136	28,628	.....	.....	89
150	*b*24,842,800	121,800	1.48	36,500	227	27,423	*k*36,968	($29 52)		90
1,752	*b*50,575,130	*j*590,000	.....	179,010	12,079	137,329	179,010	18 99	.....	91
400	*b*15,761,537	398,000	3.6	.....	.....	*l*42,729	49,597	15 11	4 07	92
1,032	6,870,587	78,750	4.3	23,703	236	15,436	23,882	20 16	7 82	93
100	4,976,424	98,000	.....	19,946	718	*c*14,102	19,946	11 02	4 01	94
831	*b*39,650,761	.....	.....	*m*83,000	10,229	*c*74,811	116,015	.....	.....	95
0	*b*10,113,536	191,480	3.9	39,676	.....	28,762	39,676	15 13	4 46	96
75	13,000,000	119,600	5.75	51,653	7,574	34,243	58,227	11 64	3 77	97
60	*bf*10,787,088	*j*269,275	.....	*g*64,461	12,000	*h*46,000	*g*63,493	.....	.....	98
2,149	20,000,000	167,892	3	43,756	16,025	31,474	57,282	16 66	3 96	99
1,400	30,000,000	285,787	2.8	72,033	15,000	56,685	89,901	13 08	3 61	100
1,460	46,414,411	594,131	2.9	153,907	28,168	104,181	199,317	16 80	7 84	101
525	24,456,909	520,500	3.9	96,449	1,991	66,642	96,449	14 48	5 37	102
400	*b*10,928,359	184,109	3.4	37,250	425	27,578	36,620	19 68	4 20	103
336	**b*3,562,563	65,300	6.6	25,971	.....	17,387	23,932	10 81	3 34	104
40	7,588,276	106,500	4	29,837	300	21,675	29,719	19 60	5 64	105
40	*bf*4,620,044	.....	.....	*g*22,315	61	*h*18,600	*g*21,868	.....	.....	106
.....	*bf*4,655,066	.....	.....	*g*18,769	137	*h*17,000	*g*18,537	.....	.....	107
328	*b*27,115,322	.....	.....	82,266	.....	57,950	78,107	.....	.....	108
2,092	*b*7,417,698	97,500	.....	25,026	.....	.....	26,407	.....	.....	109
.....	26,335,718	430,000	3.6	93,835	4,554	67,633	93,835	.....	.....	110
12	*b*4,543,834	104,500	4	19,036	200	14,132	19,551	9 59	3 54	111
120	7,851,668	118,700	3.33	27,626	3,011	18,730	27,535	.....	.....	112
30	*b*6,813,800	.....	.....	23,723	.....	18,644	*q*18,644	.....	.....	113

j In 1880.

k Exclusive of the expense of conducting evening and industrial schools.

l Includes cost of supervision and salaries of secretaries and other officers.

m Appropriation for day schools, 1880.

n Estimated.

o For the summer term.

p In high school, 197 days.

q Amount paid for tuition only.

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
114	Pittsfield, Mass*	13,364	5–15	2,611	27	2,313	64	200	2,783	1,774
115	Quincy, Mass*	10,570	5–15	*a*1,948	.....	.....	66	....	2,097	1,562
116	Salem, Mass	27,563	5–15	*d*4,900	.....	.....	94	....	3,464	2,884
117	Somerville, Mass	24,933	5–15	5,102	19	5,203	101	191	5,576	4,005
118	Springfield, Mass	33,340	5–15	6,452	26	5,781	124	200	6,626	4,664
119	Taunton, Mass	21,213	5–15	3,867	31	3,801	84	195	4,331	2,973
120	Waltham, Mass	11,712	5–15	*d*2,283	*a*12	*a*2,238	54	....	2,392	1,707
121	Westfield, Mass	7,587	5–15	*d*1,389	.....	.....	54	....	1,591	1,123
122	Weymouth, Mass	10,570	5–15	*d*2,040	.....	.....	61	....	2,175	1,650
123	Woburn, Mass	10,931	5–15	2,300	20	2,750	53	200	2,428	1,940
124	Worcester, Mass	58,291	5–15	12,286	40	10,328	222	195	11,837	8,235
125	Adrian, Mich	7,849	5–20	2,605	5	*a*1,613	29	190½	1,446	974
126	Ann Arbor, Mich.	8,061	5–20	2,721	6	1,630	37	198	1,992	1,422
127	Bay City, Mich*	20,693	5–20	5,953	7	2,600	48	194	2,991	1,803
128	Detroit, Mich	116,340	5–20	40,210	28	*13,110	*h*271	196	17,994	12,182
129	East Saginaw, Mich	19,016	5–20	7,040	11	3,011	64	189	3,476	2,650
130	Flint, Mich	8,409	5–20	2,443	7	*1,770	38	195½	1,897	1,285
131	Grand Rapids, Mich	32,016	5–20	11,298	17	5,512	97	193	6,576	4,210
132	Muskegon, Mich	11,262	5–20	4,007	9	2,500	47	196	2,360	1,489
133	Port Huron, Mich	8,883	5–20	3,300	5	1,500	27	196	1,875	.....
134	Saginaw, Mich	10,525	5–20	3,577	6	1,665	31	192	2,072	1,459
135	Minneapolis, Minn	46,887	6–21	17,700	15	6,100	142	185	7,750	4,958
136	St. Paul, Minn	41,473	6–21	.....	17	6,060	129	198	6,725	3,849
137	Winona, Minn	10,208	5–21	*2,360	3	1,826	38	196	1,805	1,353
138	Vicksburg, Miss	11,814	5–21	3,671	2	1,100	21	177	1,220	900
139	Hannibal, Mo*	11,074	6–20	3,796	8	1,590	29	190	2,095	1,337
140	Kansas City, Mo	55,785	6–20	20,018	13	6,400	103	176	8,442	5,055
141	St. Joseph, Mo	32,431	6–20	10,837	17	3,610	67	197	4,332	2,947
142	St. Louis, Mo	350,518	6–20	106,372	95	46,030	1,047	192	56,350	37,600
143	Sedalia, Mo	9,561	6–20	3,664	5	1,790	26	179	2,492	1,549
144	Lincoln, Nebr*	13,003	5–21	2,965	12	1,750	30	176	1,772	.....
145	Omaha, Nebr	30,518	5–21	8,110	10	4,278	83	201	4,118	2,906
146	Virginia City, Nev	10,917	6–21	2,207	4	.....	27	204	1,854	1,201
147	Dover, N. H*	11,687	5–15	2,329	18	2,042	45	167	2,029	1,437
148	Manchester, N. H	32,630	5–15	*a*5,460	24	3,645	92	182	4,539	2,876
149	Nashua, N. H*	13,397	5–15	.....	17	*a*2,149	52	....	2,606	*h*1,951

* From Report of the Commissioner of Education for 1881.

a In 1880.

b Assessed valuation.

c In 1879.

d Census of 1881.

e In 1881.

f Total of reported items only.

g Amount raised by taxes for wages of teachers, board, fuel, and care of fires and school rooms.

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 expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
150	$7,414,405	$78,300	.....	$35,154	$375	$23,165	$32,265	.....	.....	114
65	*b*7,560,381	*c*119,000	.....	33,241	.....	23,119	33,401	.....	.....	115
1,220	*be*23,767,679	.....	.....	*f*83,500	1,953	*g*66,288	*f*81,784	.....	.....	116
500	*b*23,162,200	344,432	3.25	103,539	17,800	65,037	103,539	$16 70	$5 17	117
475	*b*34,282,786	552,500	2.9	101,169	150	73,791	101,169	16 46	5 22	118
126	20,291,797	220,000	3.25	*45,683	500	38,387	52,941	13 50	3 50	119
12	*be*9,280,264	*a*196,800	.....	*f*34,839	150	*g*29,569	*f*34,631	.....	.....	120
65	*be*5,936,098	.....	.....	*f*26,535	259	*g*18,522	*f*20,982	.....	.....	121
20	*be*5,591,542	.....	.....	*f*42,400	10,332	*g*26,000	*f*40,908	.....	.....	122
50	8,073,271	182,500	.....	38,636	.....	25,053	38,292	13 84	5 88	123
1,500	45,959,558	907,872	3.81	173,729	11,254	137,983	183,652	17 15	3 78	124
575	*b*3,899,818	104,000	.....	31,860	704	12,347	30,099	14 10	5 21	125
200	4,768,850	141,500	4.3	34,059	3,490	18,766	32,899	14 11	4 52	126
500	*b*7,773,310	146,000	4.7	42,072	832	16,205	35,079	9 58	3 05	127
7,219	87,629,695	811,742	2.87	289,349	50,364	161,447	267,259	13 48	4 94	128
475	*7,699,655	207,000	.....	61,551	10,756	27,129	58,175	11 67	4 33	129
127	4,299,550	123,000	6.3	39,060	1,026	13,574	30,207	11 49	3 78	130
1,000	*b*18,181,779	425,000	7	130,116	36,604	55,873	127,210	13 45	5 02	131
500	*b*4,543,989	100,539	.....	43,528	2,226	18,062	34,508	13 14	3 87	132
300	3,715,975	90,000	.....	20,098	1,450	9,960	16,135	.....	.....	133
500	4,404,630	103,000	5.58	35,911	215	13,289	26,210	10 27	3 61	134
800	*46,782,000	440,378	4	176,091	14,845	*i*81,532	143,596	.....	.....	135
3,610	90,000,000	379,100	5	250,712	56,899	74,494	216,003	19 90	4 71	136
220	8,000,000	147,500	4.5	40,032	.....	16,913	*j*35,491	13 69	3 68	137
500	5,000,000	14,400	4	12,000	.....	.....	*f*1,880	.....	.....	138
300	*b*2,780,000	38,700	5	21,253	96	13,919	17,323	10 22	2 60	139
.....	*bc*8,100,000	356,055	4	237,616	47,177	54,779	184,911	.....	.....	140
635	16,000,000	174,225	6	70,068	8,371	37,290	61,426	13 32	3 69	141
21,000	255,930,733	3,079,699	5	935,289	20,887	595,111	806,155	16 32	5 06	142
300	*b*2,371,649	84,000	7	31,905	.....	10,493	17,148	7 63	1 65	143
100	6,000,000	69,000	.....	40,438	11,210	13,124	36,919	13 09	.....	144
1,234	21,577,740	441,823	.....	165,741	23,458	46,823	131,178	.....	.....	145
342	.....	35,575	5	45,350	1,240	22,750	34,203	20 73	6 71	146
90	11,363,070	149,300	3	24,648	418	17,178	24,616	13 16	3 84	147
3,200	*b*19,175,408	310,075	2.7	60,413	4,188	*k*41,171	55,782	*l*13 44	*l*3 53	148
20	*b*9,169,414	236,891	.....	34,066	.....	.....	33,992	.....	.....	149

h Exclusive of evening school reports.
i Includes cost of supervision.
j Includes $10,000 loaned to city council.
k Includes total cost of evening schools, amounting to $1,415.
l Per capita in day schools, based on average number belonging.

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
150	Portsmouth, N. H.....	9,690	5–	2,260	13	.....	34	....	1,910	*1,771
151	Bridgeton, N. J *b*.....	8,722	5-18	2,292	6	1,500	28	192	1,542	963
152	Camden, N. J	41,659	5-18	12,558	13	6,505	125	....	8,466	4,512
153	Elizabeth, N. J.....	28,229	5-18	7,858	5	2,569	57	198	4,018	2,284
154	Hoboken, N. J.....	30,999	5-18	10,398	.....	.....	.....	200	5,504	.....
155	Jersey City, N. J.....	120,722	5-18	47,552	22	14,443	331	200	*f*15,010	13,085
156	Millville, N. J	7,660	5-18	2,494	12	.....	35	205	1,600	1,280
157	Newark, N. J*	136,508	5-18	41,861	32	15,600	281	205	18,626	12,145
158	New Brunswick, N. J.	17,166	5-18	6,305	6	2,175	45	201	2,531	1,743
159	Orange, N. J	13,207	5-18	3,890	4	1,373	32	200	1,659	935
160	Paterson, N. J	51,031	5-18	16,022	30	8,710	187	196	11,180	5,742
161	Plainfield, N. J.....	8,125	5-18	2,248	4	*1,000	24	200	1,278	845
162	Trenton, N. J	29,910	5-18	7,776	11	2,632	69	....	3,838	2,263
163	Albany, N. Y	90,758	5-21	35,411	26	12,145	233	199	13,984	9,350
164	Auburn, N. Y.....	21,924	5-21	7,389	11	3,375	66	193	3,238	2,284
165	Binghamton, N. Y	17,317	5-21	4,778	9	3,011	75	195	3,000	2,382
166	Brooklyn, N. Y.....	566,663	5-21	*c*181,083	*57	62,742	1,498	202	97,603	58,156
167	Buffalo, N. Y.....	155,134	5-21	*c*56,000	43	.....	*f*453	....	*j*20,687	*j*15,689
168	Cohoes, N. Y.....	19,416	5-21	8,624	8	1,983	55	203	3,671	1,604
169	Elmira, N. Y	20,541	5-21	6,233	8	3,825	80	193	3,959	2,374
170	Hudson, N. Y.....	8,670	5-20	3,260	8	1,416	23	203	1,620	795
171	Ithaca, N. Y	9,105	5-21	2,780	6	1,724	33	194	1,946	1,377
172	Kingston, N. Y*l*	*m*18,344	5-21	2,779	7	1,663	32	....	1,687	1,106
173	Lockport, N. Y.....	13,522	5-21	*c*4,185	7	2,667	44	194	2,610	1,448
174	Long Island City, N. Y*	17,129	5-21	5,717	7	.....	70	201	3,837	2,179
175	Newburgh, N. Y*	18,049	5-21	*c*5,897	6	2,500	64	200	3,325	2,129
176	New York, N. Y	1,206,299	5-21	397,000	130	150,484	3,544	202	292,766	136,982
177	Oswego, N. Y	21,116	5-21	7,996	14	3,610	66	194	3,860	2,577
178	Plattsburgh, N. Y*....	8,283	5-21	2,160	.....	.....	.....	....	1,371	.....
179	Poughkeepsie, N. Y...	20,207	5-21	*n*6,002	10	2,770	62	198½	3,096	2,046
180	Rochester, N. Y.....	89,366	5-21	37,000	27	13,030	270	196	13,781	8,788
181	Rome, N. Y	12,194	5-21	3,129	8	2,000	31	197	1,836	1,206
182	Saratoga Springs, N. Y*	8,421	5-21	2,639	12	1,726	32	200	1,668	1,097
183	Syracuse, N. Y.....	51,792	5-21	19,710	23	8,653	187	197	9,447	7,224
184	Utica, N. Y	33,914	5-21	12,521	18	4,690	117	196	5,578	3,542
185	Raleigh, N. C*	9,265	6-21	*o*4,388	*o*5	.....	*o*23	*o*196	*o*1,778	*o*1,000
186	Akron, Ohio*	16,512	6-21	4,719	8	2,987	56	194	3,195	2,485

* From Report of the Commissioner of Education for 1881.

a Includes cost of supervision.

b These statistics are from a return for 1881.

c In 1880.

d Includes State tax.

e Assessed valuation.

f Average whole number.

g Includes cost of supervision and salaries of secretaries and other officers.

statistics of cities, &c.—Continued.

Pupils.		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.	Expenditures.			Average expenses per capita of daily average attendance in public schools.		
Estimated enrolment in private schools.						Permanent improvements.	Teachers' salaries.	Total expenditure.	Instruction and supervision.	Incidental expenses.	
11	12		13	14	15	16	17	18	19	20	
150	$10,000,000		$82,600	.....	$21,924	.....	*a*$16,576	$21,833	.....	.....	150
170	4,598,664		38,000	1.8	15,868	$424	10,245	13,022	$10 63	$2 88	151
771	*c*22,000,000		246,300	.....	93,089	1,330	56,781	81,152	12 78	4 91	152
2,850	12,000,000		79,600	*d*3.6	44,774	177	24,925	39,839	12 97	4 40	153
1,487	*e*15,065,800		132,500	.....	.....	.....	.....	.....	.....	.....	154
13,200	90,000,000		615,500	.....	198,220	878	*g*159,580	198,220	.....	.....	155
30	.....		45,000	.....	23,215	5,575	13,350	23,215	10 77	2 96	156
*h*6,596	*eh*82,140,700		910,000	.....	208,040	9,504	*a*158,657	217,424	13 06	4 06	157
1,200	10,832,000		125,200	2.54	43,809	.....	19,125	39,750	12 98	2 76	158
1,000	10,000,000		100,000	1	28,285	43	*a*19,237	26,122	20 57	7 31	159
1,500	27,000,000		304,800	.....	84,601	5,216	49,486	84,601	10 31	3 50	160
300	8,000,000		63,750	6.6	25,770	292	12,306	22,481	16 92	4 02	161
1,002	*h*20,000,000		150,000	.....	66,575	8,560	33,010	49,082	14 81	3 10	162
5,000	55,410,152		768,510	.....	295,836	22,510	144,450	208,788	15 72	4 21	163
1,200	13,129,289		167,300	4.36	47,698	6,594	28,510	45,183	13 31	3 62	164
528	10,239,916		204,367	.....	48,570	7,957	29,653	47,482	12 45	4 14	165
*c*50,000	*e*283,738,317		5,108,552	3.12	1,287,476	83,155	646,146	1,148,387	14 81	.....	166
*c*9,628	*c*89,237,320		690,385	.....	327,601	1,526	*k*297,842	316,115	.....	.....	167
600	11,042,757		93,000	7.58	61,365	3,279	22,447	35,286	14 49	4 50	168
631	11,461,312		316,300	4.63	64,473	363	39,025	63,677	14 28	4 72	169
680	6,321,425		38,500	2.5	18,005	2,165	8,363	13,181	11 54	2 33	170
75	6,000,000		66,700	6	30,147	7,508	14,834	30,015	12 22	2 92	171
*c*197	*c*5,475,440		*c*148,500	.....	36,860	11,832	18,064	36,860	16 60	3 08	172
500	7,018,287		105,000	3.9	40,433	1,789	21,467	30,513	16 28	3 48	173
.....	*eh*4,681,847		65,000	.....	46,003	2,026	26,385	39,697	.....	.....	174
701	17,000,000		192,000	4.2	47,787	6,198	29,206	44,757	14 42	3 69	175
40,000	1,644,635,197		11,783,700	2.84	3,558,304	244,063	2,735,222	3,558,304	19 97	4 23	176
1,318	*e*8,806,333		173,880	3.8	48,954	2,747	28,177	47,741	11 24	6 25	177
80	3,000,000		57,000	7	18,246	259	9,742	21,143	.....	.....	178
*828	*e*12,151,425		128,005	2.2	52,304	2,596	25,543	35,853	13 10	3 10	179
3,500	85,000,000		501,039	3.58	214,609	15,499	129,783	214,179	14 76	7 65	180
365	7,500,000		71,000	3.05	16,012	434	11,739	16,012	10 73	2 78	181
319	19,201,040		69,300	4	35,027	2,439	13,691	22,222	14 99	4 39	182
1,176	36,603,241		761,000	3	142,425	22,993	85,895	142,425	12 88	3 64	183
1,700	24,000,000		654,980	3.4	94,169	4,085	54,110	76,403	15 93	4 49	184
*o*250	*o*10,000,000		*o*5,000	1.2	*o*10,732	.....	.....	.....	.....	.....	185
750	10,000,000		208,200	6	88,457	7,495	27,826	86,228	12 00	6 80	186

h In 1879.
i Estimated.
j For the term ending December 22, 1882.
k Includes pay of janitors.
l These statistics are for the Kingston school district only.
m For the entire city.
n Census of 1877.
o In city and 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
187	Canton, Ohio	12,258	6-21	5,561	7	2,750	55	194	3,139	2,125
188	Chillicothe, Ohio	10,938	6-21	3,471	5	1,916	45	187	2,029	1,681
189	Cincinnati, Ohio	255,139	6-21	83,812	53	34,693	726	200	37,969	28,657
190	Cleveland, Ohio*	160,146	6-21	52,412	42	22,498	445	195	24,836	17,017
191	Columbus, Ohio	51,647	6-21	16,531	26	7,980	166	193	8,433	6,542
192	Dayton, Ohio	38,678	6-21	12,166	15	6,760	137	195	6,970	5,063
193	Fremont, Ohio*	8,446	6-21	2,351	7	1,100	19	185	1,040	718
194	Hamilton, Ohio	12,122	6-21	5,212	5	2,175	37	....	2,043	1,525
195	Newark, Ohio*	9,600	6-21	3,880	6	2,024	40	183	1,853	1,305
196	Portsmouth, Ohio	11,321	6-21	*b*3,734	6	2,320	43	188	2,262	1,649
197	Sandusky, Ohio	15,838	6-21	6,340	10	2,840	51	192	2,565	2,026
198	Springfield, Ohio*	20,730	6-21	6,352	11	3,186	61	193	3,134	2,348
199	Steubenville, Ohio	12,093	6-21	6,435	7	2,150	43	196	2,380	1,768
200	Tiffin, Ohio	7,879	6-21	3,195	5	1,457	31	195	1,323	958
201	Toledo, Ohio	50,137	6-21	17,579	*23	*7,000	134	195	7,826	5,641
202	Zanesville, Ohio*	18,113	6-21	5,930	17	.....	71	197	3,061	2,203
203	Portland, Oreg	17,577	4-20	6,021	6	2,900	62	200	3,258	2,516
204	Allegheny, Pa	78,682	6-21	.....	18	*b*10,500	206	196	12,561	8,358
205	Allentown, Pa	18,063	6-21	*b*4,500	9	3,700	57	194	3,583	2,314
206	Altoona, Pa	19,710	6-21	.....	*11	3,010	51	187	3,126	2,697
207	Bradford, Pa	9,197	6-21	.....	4	.....	26	219	1,581	1,037
208	Carbondale, Pa	7,714	6-21	2,500	8	*1,470	24	190	1,780	1,358
209	Chester, Pa	14,997	6-21	.....	10	2,400	51	195	2,509	1,691
210	Columbia, Pa	8,312	6-21	.....	3	.....	24	194	1,515	1,077
211	Danville, Pa	8,346	6-21	.....	*b*7	*b*1,794	29	....	1,709	1,123
212	Easton, Pa*	11,924	6-21	.....	9	.....	52	....	2,291	1,688
213	Erie, Pa	27,737	6-21	*g*8,319	16	4,800	109	195	4,658	3,138
214	Harrisburg, Pa	30,762	6-21	.....	16	5,701	111	197	5,795	3,758
215	Johnstown, Pa	8,380	6-21	.....	9	.....	31	....	1,695	1,148
216	Lancaster, Pa	25,769	6-21	.....	19	.....	70	....	4,500	2,584
217	Lebanon, Pa	8,778	6-21	2,425	8	.....	30	187	1,673	1,175
218	McKeesport, Pa	8,212	6-21	.....	4	.....	23	....	1,434	890
219	Meadville, Pa	8,860	6-21	.....	5	1,830	37	157	1,800	1,356
220	New Castle, Pa*	8,418	6-18	.....	4	1,700	31	166	1,560	1,096
221	Norristown, Pa	13,063	6-21	4,050	6	2,210	43	200	2,238	1,548
222	Philadelphia, Pa*	847,170	6-	.....	232	102,185	2,113	208	102,185	*h*91,894
223	Pittsburgh, Pa*	156,389	.....	.....	55	.....	505	....	26,816	17,180
224	Pottsville, Pa	13,253	6-21	*g*4,500	13	2,500	50	200	2,817	1,909

* From Report of the Commissioner of Education for 1881.

a Assessed valuation.
b In 1880.
c In 1878.
d In 1879.

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 expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
600	a$5,185,426	$112,250	5	$71,488	.....	$25,900	$55,567	$13 13	.....	187
300	15,000,000	142,500	5	44,049	$1,827	22,200	30,626	14 39	$2 74	188
16,395	a161,530,000	2,040,000	3.75	856,374	41,847	461,809	672,878	20 35	3 14	189
9,865	b220,941,582	c1,663,035	4.5	399,030	76,126	276,316	420,219	16 83	3 38	190
1,800	50,000,000	781,784	5.5	245,103	83,682	110,759	266,538	17 72	6 25	191
2,027	40,000,000	366,000	6	185,512	14,490	95,665	160,198	20 08	5 96	192
450	3,000,000	54,000	7	17,610	50	9,334	14,950	15 09	4 82	193
1,000	9,000,000	226,000	5.5	51,302	0	20,200	36,218	14 39	7 14	194
300	.....	95,350	4.5	45,656	.....	16,881	22,865	.....	.....	195
b200	b5,000,000	b180,000	.....	b49,108	.....	b18,590	b31,397	b12 40	b2 60	196
900	12,000,000	180,000	7	64,010	4,140	22,172	48,132	11 93	2 75	197
d800	d15,000,000	119,819	5.5	84,648	19,862	35,022	68,739	15 68	4 10	198
632	a4,729,460	129,800	3.5	44,612	997	20,098	28,236	12 27	3 13	199
700	4,500,000	75,000	5	29,227	.....	13,541	18,554	15 31	4 06	200
3,000	100,000,000	580,000	4.5	268,831	17,701	58,574	179,479	10 80	4 90	201
500	a7,418,810	200,000	5	57,409	7,226	33,878	52,840	15 92	3 31	202
395	16,000,000	266,000	5	180,307	84,780	51,676	194,966	21 32	8 74	203
2,000	ab46,000,000	820,000	4.7	131,489	1,685	e111,285	f126,978	13 31	1 68	204
b500	a7,574,990	450,000	6.5	63,132	5,399	20,196	56,544	9 15	2 11	205
900	6,000,000	101,620	20	45,803	2,872	18,911	36,813	7 45	2 44	206
400	a2,272,911	35,366	17	50,285	9,992	14,703	38,602	14 18	5 43	207
150	2,220,000	25,200	15	11,803	.....	8,362	12,879	.....	.....	208
300	a6,436,133	111,000	4.5	34,189	.....	19,489	28,907	.....	.....	209
.....	a2,717,050	28,100	3.5	12,687	429	8,607	13,273	.....	.....	210
b75	b2,090,883	60,000	10	11,792	.....	.....	11,692	.....	.....	211
.....	ad9,201,624	219,200	.....	57,509	.....	.....	40,443	.....	.....	212
2,000	25,000,000	320,700	8	71,811	11,171	40,517	66,514	13 61	3 88	213
450	17,385,906	330,973	13	96,878	5,875	52,557	95,987	14 38	2 43	214
820	.....	100,000	.....	35,139	.....	.....	29,603	.....	.....	215
1,000	a12,000,000	204,000	3.5	49,630	.....	.....	43,534	.....	.....	216
350	4,500,000	75,200	10	17,630	.....	9,396	17,863	8 42	1 44	217
250	a3,782,030	53,000	4	29,301	8,601	8,343	28,679	10 72	5 30	218
195	7,500,000	95,000	14.5	30,656	2,427	15,253	27,735	.....	.....	219
40	a3,000,000	45,000	4.5	30,085	11,746	9,044	26,446	.....	.....	220
300	a6,533,880	159,200	5	35,336	256	20,495	34,070	13 60	6 12	221
.....	a543,669,129	6,003,084	.....	1,438,849	71,818	1,033,638	1,503,052	11 24	4 32	222
dg12,000	a96,721,883	1,900,000	.....	590,754	8,976	272,170	468,524	($20 86)		223
200	10,000,000	200,000	8	36,267	261	19,667	34,296	.....	.....	224

e Includes cost of supervision.
f Exclusive of amount paid for indebtedness.
g Estimated.
h In primary and grammar schools only.

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
225	Reading, Pa*	43,278	6-21	13,697	26	7,551	153	189	6,911	5,609
226	Scranton, Pa	45,850	6-21	*a*15,000	30	7,823	227	220	10,696	7,062
227	Shamokin, Pa	8,184	6-21	2,917	6	1,860	28	181	1,817	1,058
228	Shenandoah, Pa	10,147	6-21	*a*3,400	4	2,010	28	184	2,182	1,306
229	Titusville, Pa*	9,046	6-21	.....	4	1,632	34	200	1,479	1,142
230	Wilkes-Barre, Pa	23,339	6-21	.....	16	.....	77	190	5,001	.....
231	Williamsport, Pa	18,934	6-21	4,985	25	3,485	66	186	3,489	2,217
232	York, Pa	13,940	6-21	2,650	10	2,600	52	176	2,559	1,762
233	Newport, R. I	15,693	5-16	3,473	11	2,241	57	194	2,471	1,369
234	Pawtucket, R. I	19,030	5-	*e*3,292	18	2,760	48	196	3,116	2,087
235	Providence, R. I	104,857	5-16	22,062	*49	.....	295	181	14,542	10,248
236	Warwick, R. I	12,164	5-16	2,537	18	1,608	36	....	2,050	1,160
237	Woonsocket, R. I	16,050	5-16	2,173	14	2,185	37	192	2,824	1,236
238	Charleston, S. C	49,984	6-16	*i*12,727	6	.....	94	200	5,904	3,789
239	Chattanooga, Tenn	12,892	6-21	3,408	7	.....	38	164½	2,580	1,548
240	Knoxville, Tenn	9,693	6-21	3,044	5	1,360	30	189½	2,137	1,533
241	Memphis, Tenn	33,592	6-21	11,200	11	3,200	67	165	3,948	2,671
242	Nashville, Tenn	43,350	6-21	13,160	13	6,000	99	185	6,045	4,568
243	Galveston, Tex	22,248	6-18	5,108	9	2,000	41	184	2,150	1,447
244	Houston, Tex	16,513	8-18	2,861	10	1,445	29	172	1,796	1,221
245	Burlington, Vt*	11,365	5-20	.....	.....	.....	33	....	1,425	.....
246	Alexandria, Va	13,659	6-21	4,582	8	1,350	25	193	1,570	1,063
247	Lynchburg, Va	15,959	5-21	4,907	6	1,600	34	196	2,182	1,369
248	Norfolk, Va	21,966	5-21	6,917	7	1,600	28	180	1,524	1,181
249	Petersburg, Va*	21,656	5-21	7,203	6	*h*1,808	28	185	2,083	1,518
250	Portsmouth, Va	11,390	5-21	3,210	3	.....	14	198	1,040	575
251	Richmond, Va	63,600	5-21	21,536	15	6,809	148	173	6,950	5,620
252	Wheeling, W. Va	30,737	6-21	9,986	8	5,550	98	196	4,881	4,330
253	Appleton, Wis	8,005	4-20	3,168	7	2,000	32	....	1,815	.....
254	Fond du Lac, Wis	13,094	4-20	5,076	17	2,800	40	200	2,039	1,329
255	Janesville, Wis	9,018	4-20	3,632	6	1,815	35	180	1,638	1,144
256	La Crosse, Wis	14,505	4-20	4,627	11	1,950	46	196	2,666	*1,703
257	Madison, Wis*	10,324	4-20	3,517	9	3,480	36	180	1,925	1,732
258	Milwaukee, Wis	115,587	4-20	42,094	26	15,224	*j*321	198	20,222	13,022
259	Oshkosh, Wis	15,748	4-20	6,375	9	3,000	54	195	2,392	2,215
260	Racine, Wis	16,031	4-20	6,867	9	*3,000	53	200	2,562	*1,555
261	Watertown, Wis*	7,883	4-20	3,462	5	1,100	22	196	1,084	873
262	Georgetown, D. C *k*	108,688	*l*6-17	27,142	54	14,552	293	186	17,306	13,168
263	Washington, D. C *k*									
	Total	10,918,638	.....	2,859,287	3,958	1,266,676	31,690	....	1,821,773	1,204,763

* From Report of the Commissioner of Education for 1881.
a Estimated.
b Based on enrolment.
c Assessed valuation.
d Exclusive of evening schools.
e In 1880.
f Includes cost of supervision.
g Exclusive of expenditure for permanent objects.
h In 1879.
i Census of 1877.

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 expenditure.	Instruction and supervision.	Incidental expenses.	
11	12	13	14	15	16	17	18	19	20	
960	$25,000,000	$281,600	3	$77,287	$9,454	$50,768	$100,453	$9 59	.....	225
2,000	50,000,000	325,000	9.33	125,737	12,560	70,088	135 377	10 86	$2 51	226
420	1,673,475	50,000	25	21,717	4,816	12,176	21,710	12 36	3 18	227
.....	3,000,000	61,000	13	22,111	1,639	8,925	21,607	7 98	3 19	228
.....	.....	64,275	15	55,935	2,155	14,666	54,926	.....	.....	229
1,400	20,000,000	181,872	.....	60,763	978	39,140	55,872	*b*7 83	*b*3 35	230
1,250	12,500,000	140,000	5	37,910	1,251	23,778	38,310	11 27	5 44	231
300	*8,000,000	144,325	3.5	28,962	11,948	18,312	39,320	.....	.....	232
825	*c*16,291,300	128,139	1.3	45,941	2,514	32,634	45,786	*d*25 44	6 35	233
300	*c*16,000,000	174,000	.....	40,500	35,200	*f*25,331	*g*38,468	12 14	6 33	234
4,147	*c*119,196,200	*h*1,450,000	.....	223,839	13,885	176,641	248,624	.....	.....	235
73	*c*10,000,000	36,913	.....	10,500	*a*1,500	10,549	13,329	9 27	78	236
650	11,497,562	150,000	.....	38,892	16,613	18,740	42,863	15 16	6 08	237
.....	23,245,947	136,000	.....	61,894	.....	51,189	62,144	.....	.....	238
350	*c*5,180,144	39,750	5.5	27,021	5	16,131	24,722	11 38	1 90	239
100	5,200,000	49,200	2.25	16,134	195	12,498	16,086	8 93	1 43	240
.....	*c*12,672,193	139,050	2	56,460	.....	32,007	44,265	12 08	4 03	241
500	25,000,000	195,000	4.5	89,264	560	56,585	89,264	13 35	2 62	242
.....	*c*17,000,000	21,000	2	30,512	3,029	16,813	26,174	12 71	3 28	243
350	*h*6,000,000	42,250	.....	18,249	903	12,624	18,239	11 98	1 35	244
1,000	.....	.....	.....	18,827	886	14,590	19,628	.....	.....	245
1,100	4,000,000	26,500	.....	16,894	1,266	9,335	13,412	.....	.....	246
300	*c*8,000,000	60,000	2.6	21,218	152	16,490	21,096	.....	.....	247
4,000	15,000,000	60,000	1	23,158	.....	15,195	19,728	12 87	3 84	248
1,200	*c*8,576,967	57,000	1.9	17,500	.....	12,943	17,232	8 58	2 76	249
*819	*c*3,286,036	15,500	.....	9,747	72	7,425	8,999	.....	.....	250
*c*3,500	45,000,000	280,000	1.4	95,451	640	50,299	76,169	11 27	2 17	251
1,000	25,000,000	240,680	7	89,776	35,541	42,510	90,025	10 07	2 53	252
360	.....	52,200	.....	56,054	23,458	12,783	37,612	.....	.....	253
500	*c*3,412,120	125,310	6.09	32,124	440	13,200	22,000	10 30	.....	254
265	*5,247,847	67,150	.....	18,846	1,995	10,386	15,817	10 38	.....	255
600	10,000,000	104,330	8.5	38,549	1,518	24,554	33,225	13 58	4 79	256
600	6,000,000	111,000	4	29,008	2,043	16,136	22,129	.....	.....	257
10,470	*c*62,271,935	705,033	2.33	321,672	33,937	174,722	*g*221,529	*d*15 09	*d*3 01	258
1,011	12,205,258	146,500	5.4	49,764	.....	.....	28,255	.....	.....	259
1,061	8,333,120	107,000	3.24	35,832	2,126	24,773	34,365	12 72	4 39	260
800	3,000,000	36,000	6.5	16,311	1,657	8,018	11,757	8 40	1 60	261
5,000	83,782,736	943,085	.....	579,312	176,079	317,229	579,312	15 12	3 66	262 263
436,432	8,450,372,200	94,294,153	.....	30,181,675	2,889,156	17,784,687	27,894,427	.....	.....	

j Some duplicates here included, many of the teachers in evening schools being also employed in day schools.

k The receipts and expenditures here given are for all the schools, white and colored, in the District of Columbia; all other statistics are for the white schools of Georgetown and Washington only.

l Inclusive.

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.
Oakland, Cal	$26 02	$4 83	Georgetown, D. C. } Washington, D. C. }	$15 12	$3 66
Newport, R. I	*a*25 44	6 35	Chelsea, Mass	15 11	4 07
San Francisco, Cal	22 35	2 83	Fremont, Ohio	15 09	4 82
Portland, Oreg	21 32	8 74	Milwaukee, Wis	*a*15 09	*a*3 01
Virginia City, Nev	20 73	6 71	Saratoga Springs, N. Y	14 99	4 37
Orange, N. J	20 57	7 31	Trenton, N. J	14 81	3 10
Cincinnati, Ohio	20 35	3 14	Brooklyn, N. Y	14 81	.....
Chicopee, Mass	20 16	7 82	Rochester, N. Y	14 76	7 65
Dayton, Ohio	20 08	5 96	Biddeford, Me	14 56	3 31
New York, N. Y	19 97	4 23	Chicago, Ill	14 52	3 81
St. Paul, Minn	19 90	4 71	Cohoes, N. Y	14 49	4 50
Los Angeles, Cal	19 87	7 19	Lynn, Mass	14 48	5 37
Malden, Mass	19 68	4 20	Newburgh, N. Y	14 42	3 69
Medford, Mass	19 60	5 64	Hamilton, Ohio	14 39	7 14
Cambridge, Mass	18 99	.....	Chillicothe, Ohio	14 39	2 74
New Haven, Conn	18 79	4 74	Harrisburg, Pa	14 38	2 43
La Fayette, Ind	18 60	4 88	Lewiston, Me	14 32	4 83
Council Bluffs, Iowa	17 99	6 96	Elmira, N. Y	14 28	4 72
Des Moines (west side), Iowa	17 76	7 32	Bradford, Pa	14 18	5 43
Columbus, Ohio	17 72	6 25	Ann Arbor, Mich	14 11	4 52
Fort Wayne, Ind	17 46	3 88	Adrian, Mich	14 10	5 21
Macon, Ga	17 43	1 08	Dubuque, Iowa	14 06	6 78
Baltimore, Md	17 22	3 82	Terre Haute, Ind	13 98	3 59
Worcester, Mass	17 15	3 78	Woburn, Mass	13 84	5 88
Plainfield, N. J	16 92	4 02	Winona, Minn	13 69	3 68
Richmond, Ind	16 90	4 82	Erie, Pa	13 61	3 88
Cleveland, Ohio	16 83	3 38	Norristown, Pa	13 60	6 12
Denver (five-sixths of city), Colo	16 82	4 81	Portland, Me	13 60	3 63
Lowell, Mass	16 80	7 84	La Crosse, Wis	13 58	4 79
Somerville, Mass	16 70	5 17	Taunton, Mass	13 50	3 50
Holyoke, Mass	16 66	3 96	Greenwich, Conn	13 49	3 85
Kingston, N. Y	16 60	3 08	Detroit, Mich	13 48	4 94
Springfield, Mass	16 46	5 22	Grand Rapids, Mich	13 45	5 02
St. Louis, Mo	16 32	5 06	Manchester, N. H	*b*13 44	*b*3 53
Madison, Ind	16 29	5 78	New Britain, Conn	13 38	4 95
Lockport, N. Y	16 28	3 48	Nashville, Tenn	13 35	2 62
Utica, N. Y	15 93	4 49	St. Joseph, Mo	13 32	3 69
Zanesville, Ohio	15 92	3 31	Auburn, N. Y	13 31	3 62
Albany, N. Y	15 72	4 21	Allegheny, Pa	13 31	1 68
Springfield, Ohio	15 68	4 10	Dover, N. H	13 16	3 84
Indianapolis, Ind	15 63	4 78	Louisville, Ky	13 15	4 07
Bangor, Me	15 34	.....	Muskegon, Mich	13 14	3 87
New Orleans, La	15 32	2 77	Canton, Ohio	13 13	.....
Tiffin, Ohio	15 31	4 06	Poughkeepsie, N. Y	13 10	3 10
Davenport, Iowa	15 26	3 66	Lincoln, Nebr	13 09	.....
Woonsocket, R. I	15 16	6 08	Lawrence, Mass	13 08	3 61
Fitchburg, Mass	15 13	4 46			

a Exclusive of evening schools. *b* Per capita in day schools 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.
Newark, N. J	$13 06	$4 06	Marlborough, Mass	$10 81	$3 34
New Brunswick, N. J	12 98	2 76	Toledo, Ohio	10 80	4 90
Elizabeth, N. J	12 97	4 40	Millville, N. J	10 77	2 96
Syracuse, N. Y	12 88	3 64	Rome, N. Y	10 73	2 78
Norfolk, Va	12 87	3 84	McKeesport, Pa	10 72	5 30
Quincy, Ill	12 86	3 44	Columbus, Ga	10 66	1 40
Ottawa, Ill	*a*12 83	*a*5 57	Bridgeton, N. J	10 63	2 88
Camden, N. J	12 78	4 91	Moline, Ill	10 53	.....
Racine, Wis	12 72	4 39	Peoria, Ill	10 39	3 66
Bloomington, Ill	12 71	6 40	Janesville, Wis	10 38	.....
Galveston, Tex	12 71	3 28	Paterson, N. J	10 31	3 50
Logansport, Ind	12 58	4 01	Fond du Lac, Wis	10 30	.....
Clinton, Iowa	12 50	2 25	Saginaw, Mich	10 27	3 61
Binghamton, N. Y	12 45	4 14	Hannibal, Mo	10 22	2 60
Portsmouth, Ohio	12 40	2 60	Wheeling, W. Va	10 07	2 53
Shamokin, Pa	12 36	3 18	Joliet, Ill	10 04	2 57
Steubenville, Ohio	12 27	3 13	Atlanta, Ga	10 04	.....
Ithaca, N. Y	12 22	2 92	Newport, Ky	9 86	1 99
Rock Island, Ill	12 18	4 02	North Adams, Mass	9 59	3 54
Pawtucket, R. I	12 14	6 33	Reading, Pa	9 59	.....
Freeport, Ill	12 11	4 75	Bay City, Mich	9 58	3 05
Memphis, Tenn	12 08	4 03	Topeka, Kans	9 32	3 73
Akron, Ohio	12 00	6 80	Ottumwa, Iowa	9 30	3 95
Houston, Tex	11 98	1 35	Warwick, R. I	9 27	78
Sandusky, Ohio	11 93	2 75	Allentown, Pa	9 15	2 11
Galesburg, Ill	11 75	2 63	Knoxville, Tenn	8 93	1 43
East Saginaw, Mich	11 67	4 33	Leavenworth, Kans	8 76	2 70
Wilmington, Del	11 66	5 09	Key West, Fla	8 61	.....
Gloucester, Mass	11 64	3 77	Petersburg, Va	8 58	2 76
Hudson, N. Y	11 54	2 33	Paducah, Ky	8 45	.....
Cedar Rapids, Iowa	11 51	4 35	Lebanon, Pa	8 42	1 44
Flint, Mich	11 49	3 78	Watertown, Wis	8 40	1 60
Springfield, Ill	11 43	.....	Atchison, Kans	8 08	.....
Chattanooga, Tenn	11 38	1 90	Rockland, Me	8 06	1 55
Williamsport, Pa	11 27	5 44	Shenandoah, Pa	7 98	3 19
Richmond, Va	11 27	2 17	Lawrence, Kans	7 92	2 52
Oswego, N. Y	11 24	6 25	Wilkes-Barre, Pa	*b*7 83	*b*3 35
Philadelphia, Pa	11 24	4 32	Sedalia, Mo	7 63	1 65
Rockford, Ill	11 20	2 06	Altoona, Pa	7 45	2 44
Elgin, Ill	11 10	3 58	Brookline, Mass	($29 52)	
Clinton, Mass	11 02	4 01	Pittsburgh, Pa	(20 86)	
South Bend, Ind	11 01	4 36	Meriden, Conn	(16 42)	
Decatur, Ill	10 87	3 81	Bridgeport, Conn	(15 55)	
Scranton, Pa	10 86	2 51	Covington, Ky	(*a*15 42)	
Little Rock, Ark	10 82	3 77			

a Based on average enrolment. *b* Based on enrolment.

School population and accommodation.— Table II presents the school statistics of 263 cities having a population, according to the Census of 1880, of 10,918,638. Diminishing this population by that of the 24 cities in the table for which school population is not reported, we have for 239 cities a total population of 9,474,730, the corresponding school population being 2,859,287, or 31 per cent. of the total.

A glance at the column of school ages will show that the reported school population must be larger than the number of youth of the ages included in the usual period of school attendance. This latter number, which for convenience we may designate as actual school population, would bear a ratio to total population varying in different sections; for instance, in Massachusetts, where the legal school age corresponds with the ordinary period of attendance, and consequently legal and actual school population differ but slightly, if at all, the school population of the cities tabulated ranges from 16 to 20 per cent. of the total population. In some of the frontier States the proportion of school population would be even smaller, but on the whole the ratio that obtains in Massachusetts would be too low for the country at large. The ratio which the children between 3 and 13 years of age in England are found to bear to the whole population (viz, 23 per cent.) may be employed as affording an ample estimate of the actual school population in our country. Using 23 per cent. as a basis of reckoning we may arrive at a more correct idea of the school provision in our cities than can otherwise be formed.

The school population and school accommodation of 196 cities that report both items are, respectively, 2,473,317 and 1,114,560, or an accommodation for 45 per cent. of the legal school population and for 13 per cent. of the entire population of these cities. The deficiency of accommodation when represented as equal to 55 per cent. of the legal school population seems enormous, but if actual school population be reckoned at 23 per cent. of the entire population the deficiency of accommodation is then seen to be equal to 10 per cent. of the entire population, that is, 811,940 places. This number is still, however, larger than the true deficiency, as will be seen when provision in private schools is taken into account.

For 187 cities reporting the items previously considered, together with estimated enrolment in private schools, we have a population of 7,928,869; school population, 2,411,414; sittings in public schools, 1,087,210; estimated enrolment in private schools, 371,922, or a total school accommodation of 1,459,132. Reckoning the actual school population at 23 per cent. of the total population, as heretofore explained, 364,507 places would be required to meet the deficiency.

For the supply of this deficiency there still remains the provision in institutions for special classes, viz, orphans, deaf-mutes, &c., besides which, allowance must be made for children permanently incapacitated by reason of mental or physical infirmity. Upon the most favorable interpretation of the figures, the deficiency of accommodation in a number of cities occasions, and properly, great solicitude. The table indicates very plainly where the deficiency is excessive. In the southern cities the evil is attributable to the recent date of free schools; in northern cities, to the rapid increase of population. It is evident that in the great commercial and industrial centres appropriations must be allowed and provision made for anticipating this increase in the school accommodation.

School enrolment.—As pointed out in former reports, the statistics of enrolment in the schools will lead to false conclusions unless the difference in the legal school age in the cities be kept in mind. The following computations show for a certain number of cities the percentage enrolment is, first, of school population; second, of total population; also, the difference expressed in percentage between the percentage of enrolment on total population and 23 per cent. of the total population. It will be evident from an examination of these figures that enrolment bears a much larger ratio to 23 per cent. of the population than it does to the legal school population, or, in other words, the record of enrolment appears much more satisfactory when compared with

the estimated number of youth in the ages of actual school attendance than when compared with all those enumerated in the legal school population.

Location.	Percentage of enrolment in public schools on legal school population.	Percentage of enrolment in public schools on total population.	Difference between ratio of enrolment to total population and 23 per cent. of population.
Little Rock, Ark	44	17	6
San Francisco, Cal	73	17	6
New Haven, Conn	86	21	2
Key West, Fla	31	9+	14
Atlanta, Ga	45	12	11
Chicago, Ill	47	14	9
Indianapolis, Ind	43	18	5
Des Moines, Iowa	65	12	11
Leavenworth, Kans	50	20	3
Louisville, Ky	38	16	7
New Orleans, La	40	11	12
Portland, Me	61	20	3
Baltimore, Md	41	17	6
Boston, Mass	85	15	8
Springfield, Mass	100	16	7
Worcester, Mass	96	20	3
Detroit, Mich	44	15	8
Minneapolis, Minn	43	16	7
Vicksburg, Miss	33	10	13
St. Louis, Mo	52	16	7
Omaha, Nebr	50	13	10
Virginia City, Nev	84	17	6
Manchester, N. H	83	14	9
Newark, N. J	44	13	10
Brooklyn, N. Y	53	17	6
New York, N. Y	73	24	0
Raleigh, N. C	45	19	4
Cincinnati, Ohio	45	14	9
Portland, Oreg	54	20	3
Providence, R. I	66	13	10
Charleston, S. C	47	11	12
Memphis, Tenn	35	11	12
Nashville, Tenn	46	14	9
Galveston, Tex	42	9	14
Richmond, Va	32	10	13
Milwaukee, Wis	48	17	6
Washington and Georgetown, D. C	63	15	8

The following table will serve to indicate the importance that attaches in England to exact statements of the condition of school accommodation and enrolment. The school boards of the larger cities of England go further than our own city boards in anticipating the growth of population; at the same time the enrolment is kept well up to accommodation and in many cities exceeds it. It is assumed by the educational department of England that six-sevenths of the population are of the class whose children ought to be found in the public elementary schools. Making allowance for

unavoidable causes of irregular attendance, it is calculated that school places should be provided for one-sixth of the population. The table here given is based on that estimate.

City or town.	One-sixth of population.	Efficient schools, 1883.		Percentage of accommodation on one-sixth of population.	Percentage of roll on one-sixth of population.
		Accommodation.	Roll.		
Bolton	17,569	27,411	22,306	156.0	126.9
Blackburn	17,336	24,400	21,500	140.7	124.0
Bradford	30,505	40,889	38,289	134.0	125.5
Salford	29,372	34,722	30,978	118.2	105.4
Leeds	51,520	60,733	58,151	117.8	112.8
Manchester	56,902	66,466	62,664	116.8	110.1
Leicester	20,396	23,040	23,785	112.9	116.6
Oldham	18,557	19,453	18,950	104.8	102.1
Sheffield	47,418	48,499	52,587	102.2	110.9
Newcastle	24,226	23,878	22,355	98.5	92.2
Nottingham	31,096	30,073	35,485	96.7	114.1
Hull	27,542	25,228	27,422	91.5	99.5
Birmingham	66,796	60,866	71,332	91.1	106.7
Bristol	34,432	31,362	31,180	91.0	90.5
Liverpool	92,071	80,666	80,851	87.6	87.8
Brighton and Preston	17,939	15,317	15,237	85.3	84.9
Sunderland	19,424	15,906	18,412	81.8	94.7
Portsmouth	21,331	17,412	17,447	81.6	81.7

School attendance.—School attendance is a matter demanding even more serious consideration than accommodation and enrolment. There are certain uncontrollable causes of irregular attendance, as epidemics and extremely bad weather; but in general it may be said that if the provision made for the instruction of youth is not made use of it argues culpable indifference on the part of parents or poor schools and defective administration, all of which conditions are opposed to the public welfare. The following shows for a certain number of cities selected from the table the enrolment, average attendance, and percentage of average attendance on enrolment:

City.	Enrolment.	Average attendance.	Percentage.
San Francisco, Cal	40,752	30,827	73
Washington and Georgetown, D. C	17,306	13,168	76
Atlanta, Ga	4,752	4,465	93
Chicago, Ill	73,015	48,615	66
New Orleans, La	24,976	15,224	60
Baltimore, Md	35,649	29,178	81
Boston, Mass	55,196	48,298	87
Detroit, Mich	17,994	12,182	67
St. Louis, Mo	56,350	37,600	66
New York, N. Y	292,766	136,982	46
Cincinnati, Ohio	37,969	28,657	75
Philadelphia, Pa	102,185	91,894	89
Charleston, S. C	5,904	3,789	64
Memphis, Tenn	3,948	2,671	67
Galveston, Tex	2,150	1,447	67

The foregoing figures would seem to indicate very unequal results in the several cities from the endeavor to maintain regularity of school attendance. In a measure this difference may be attributable to the different social classes represented in the schools. Wherever the lawless classes or those who are driven by necessity or avarice to profit by the labor of children are in great numbers it becomes difficult to secure a high average of attendance. The remedies for this evil are obligatory laws, attractive schools, instruction adapted to the practical demands of the community, and perpetual vigilance in the use of these corrective agencies. The following statements are from the reports of cities in which unusual attention has been given to the subject of attendance.

In Boston the schools are taught forty weeks in the year and the law compels attendance twenty weeks. Any child who has complied with the law in this particular may obtain a certificate, which protects the child and his employer during the period of allowed absence from school. With reference to the operation of this system the superintendent, Hon. E. P. Seaver, says:

In some of the schools the work is much broken in upon by the constant departure and return of this class of pupils. * * * I would therefore recommend that the committee on truant officers consider the propriety of making it the duty of the principal of each grammar school to keep a record of the names, ages, and residences of all holders of the certificates of twenty weeks' attendance, together with the dates of issue and expiration. It would be well, also, to record the names of their employers, so far as these could be ascertained. * * * When such records have been kept a year or two information may be gathered from them, in the light of which another important question may be considered, and that is whether the needs of children who must work a part of the time while getting an education would not be better served by a system of so-called half time schools, or half time classes, than by the present system. Would it not be better if these children could go to school half the time throughout the year instead of going all the time through only half the year? The practical aspects of this question I am not now prepared to consider; but I am convinced of its importance, and suggest it now, trusting that I may receive the benefit of all the practical wisdom which can be brought to bear upon it. From the principals of the grammar schools especially this aid is expected.

In view of the showing of the census with reference to the number of children in Baltimore who do not attend school and are in danger of growing up in ignorance and vice, the superintendent, Hon. H. A. Wise, says:

I think it is advisable to try the experiment of establishing a number of half day schools in the city for the benefit of this class of children.

Some discussion having arisen with reference to school attendance in Cincinnati, the superintendent of schools, Hon. J. B. Peaslee, made a careful analysis of the statistics bearing upon the subject with the following results, as given in his own language:

By careful estimates, based upon the school statistics for the past year, there were in Cincinnati 8,809 children between the ages of six and fourteen years who were not enrolled in school. (Fourteen years is the average age at which pupils complete our course of study below the high schools, and is practically the limit of school age in most of our cities.) Of these children under fourteen years not enrolled, many are from well-to-do families, where the parents do not believe in sending their little ones to school before they are seven or eight, and, in some cases, even nine or ten years of age, preferring to give them instruction at home. Again, a large part of this number left the intermediate schools (6th, 7th, and 8th years), some of them after having completed the entire grammar school course; another large part left the district schools (first five years) at the completion of the course, or after an attendance of from three to nearly five years; and some, of course, after an attendance for a less time. Again a large percentage left church and private schools after a corresponding attendance. It is evident, therefore, that there are comparatively few children (the first class referred to above excepted) between the ages of six and fourteen years who never attended school, and many of these belong to the physically or mentally unfortunate. In my opinion the actual number of children over ten years of age, born and brought up in our northern cities, who never attended school at all and who are physically and mentally able to do so, is but a small percentage of the youth of school age; certainly not many of this class can be found in Cincinnati. The number who cannot read and write is still less.

Upon the question of truancy, Hon. Joseph O'Connor, deputy superintendent of public schools, San Francisco, gives the following opinion, quoting the section of the rules of the board respecting truancy:

"Habitual truancy shall constitute good cause for suspension or expulsion of the pupil from school." For many years I believed this a most inadequate punishment, for the reason that it sentenced the pupil to undergo the idleness he enjoyed. I considered that the unreasonableness of the act and the want of governing power in the parent made it incumbent upon the teacher to work upon the pupil's fears, and hence that corporal punishment was the proper corrective. I am slowly changing my mind on this subject. My experience tells me that the free enjoyment of a bath in the surf, a stroll among the hills, or a ramble along the sea wall is often sufficient to overcome the fear of a whipping; that the tendency to truancy is often inherited; that the parents frequently detain their children at home for the most frivolous reasons, thus disposing them to consider truancy a trivial offence; and that parents often not only give expression to this sentiment in the presence of their children, but, also in their presence, misinform the teacher as to the cause of the absence. I believe the parents are to blame for at least 80 per cent. of the truancy. Why, then, should boys who are allowed by their parents to persist in the vice be permitted to continue in schools where they are likely to exert a bad influence upon their weak classmates?

Upon the same subject, Hon. J. M. B. Sill, superintendent of schools, Detroit, Mich., says:

We have at last, through the efforts of many friends of good order, and especially through the judicious persistence of the Hon. John Devlin, of this city, a law which puts it into the power of this board to place some restraint upon the juvenile disorderly persons who infest certain localities of Detroit, and to do something towards correcting the evil of truancy and youthful incorrigibility. * * * This law empowers boards of education in cities like Detroit to establish ungraded schools for the instruction and, if possible, the reformation of the class of children under consideration. It also empowers the board to compel the attendance of such children upon instruction, under penalty of confinement in one of the State reform schools.

As soon as the finances of the board will justify moderate expenditures for this purpose there should be no further delay in the establishment of a central ungraded school, such as this law contemplates and authorizes.

For the present, a single room, * * * equipped with suitable school furniture and apparatus, made as comfortable and attractive as possible, and presided over by a firm, but humane and intelligent teacher, will meet wants and conditions.

I hope the board will see its way clear to the establishment of such a school and to the opening of the same early in the next school year.

The board of education of New York City has made the enforcement of the compulsory law one of the duties of the city superintendent, who has at his disposal in carrying it out the service of twelve assistants, known as agents of truancy. With reference to the operation of this department, Hon. John Jasper, the superintendent, says, in his report for 1882:

That the efficiency of the department grows with time and experience is shown in the great success attending the work done in this direction during the year. The whole number of non-attendants placed in school was 882, an increase of 480 over the year 1881 and an increase of 558 over 1880.

It seems proper to state that 356 of the 882 were children of Italian birth or parentage, and that the attendance in five primary departments and schools and six corporate schools increased 1,156 during the year, this increase consisting of the 356 above mentioned and of nearly 800 other Italian children, whose parents, aroused by the action of the department, voluntarily complied with the law.

* * * * * * *

Truancy is another evil which the efforts of the agents abate. During the year 2,495 cases of truancy called for and received attention at the hands of the officers of this department. In the cases of 1,617 a reformation may be said to have been effected, as action by the agents was found necessary only once. In the remaining 878, the truant disposition was too strong to be thus easily overcome, for 229 were reported twice, 77 three times, 22 four times, 13 five times, 1 six times, and 3 ten times during the year. The number 345 that might be called more or less incorrigible is thus seen to be about 18 per cent. of the total number, a large decrease when compared with the returns of the previous year.

The facts and opinions here presented are sufficient to show that the school officers of our cities are fully alive to the importance of maintaining a high average of school

attendance, and that they will accomplish everything possible in this direction with the means at their disposal.

Location of cities.—Table II indicates very plainly a difference in the distribution of the population of the various sections of the country that should be kept in mind in discussing the conditions affecting education. Of the 263 cities enumerated, 222 are in the New England, Middle, and Northern Central States. The ratio of the population of these 222 cities to the entire population of their respective sections is as follows: For the New England States, 44 per cent.; for the Middle States, 37 per cent.; and for the Northern Central States, 17 per cent. In other words, a large proportion of the youth of the New England and Middle States come within the operation of the city school systems, which is the case only with a small proportion in the remaining sections. Not only is it true that a very large proportion of the youth of the New England and Middle States is found in the city schools, but, on account of the compactness of the population and the facility of communication in those sections, the influence of the city schools is readily extended to the rural districts.

Tendencies.—As centres of wealth and population, cities, it must be allowed, possess great advantages for the work of public education. At the same time the magnitude of the undertaking, whether considered in reference to the number of youth collected together or the money and material employed, calls for the most thorough organization, and organization implies what is often termed machinery. Machinery—schemes, regulations, tests, tabulated representations, &c.—has, it is well known, an undue influence over minds of a certain order. To them routine is progress, and they believe in nothing that cannot be formally reported. Education becomes mechanical and fruitless when such men have authority to order its conduct or to pass final judgment upon its results.

It is important to know as exactly as possible the conditions of attendance, punctuality, and classification in our schools; it is important to have periodical investigations and reports upon the condition of school buildings, the use of funds, the progress of classes, the results of particular methods, &c.; but a large part, and that the best part, of the teacher's work must be taken on trust. The great end of a year's school effort is accomplished when the average intelligence, aspiration, and moral character of the scholars have been advanced, results that cannot be exactly measured and tabulated.

"The work of a teacher," says Professor Laurie, "is intellectual and moral, or it is a fraud on society. You cannot measure moral forces by a foot rule." The tendency to apply the foot-rule measure, once so strong among us, is giving way to the exercise of a higher and nobler judgment. Methods of instruction, the spirit that pervades the work, the means of adjusting the schools to the ends and uses of common life, and of drawing to them the interest of the best minds of the community, engage more and more the attention of school officers.

In a work so vast and so complicated as a system of city schools, progress involves constant change. Methods of organization, instruction, and discipline will be adopted at one time that from their very success assume exaggerated importance and come eventually to be more regarded than the ends to which they were originally subsidiary; a reaction takes place and the method is discarded; subsequent experience discloses the fact that the evil was wrought through the abuse of that which was inherently good, and there is a counter-reaction.

Measures are approved in one city and condemned at the same time in another, because in the one place judgment is determined by their moderate and in the other by the effects of their excessive application. The interchange of information between the school authorities of the different cities is desirable, as thereby the experience acquired in one city may be utilized in another. For this reason I endeavor to embody in my annual reports the statements of superintendents and other school officers with reference to what may chance to be prominent subjects of interest. Some difficulty arises in the comparison of such statements from the different terms employed in dif-

ferent cities for the same grade of schools. It would be an advantage, in many ways, if the grading were expressed uniformly by numbers or letters and each grade corresponded to one school year.

The following extracts are from reports for the current year:

From the report of the school committee of Boston for 1882 it appears that the average number of pupils belonging to the primary schools was 24,428; to grammar schools, 26,695. Out of a total of 51,331 children in the schools June, 1882, there were in the primary grades 24,239; of this number 23,453 were between the ages of 5 and 10, inclusive. Three years are included in the primary schools and 6 years in the grammar schools of this city. The number of primary scholars in the schools of Baltimore, 1882, was 15,521 out of a total of 35,649. In this city also primary schools cover 3 years. The total enrolment in the public schools of Chicago, June, 1882, was 68,614, of which number 55,488 were in the primary departments, the course in which occupies 4 years. In Cincinnati the schools are classified into district, 5 years; intermediate, 3 years; and high, 4 years. Out of an average enrolment in all the schools of 27,809, the district schools numbered 22,201. Allowing for differences in classification the figures show plainly enough that, so far as the number of children affected is concerned, the primary and lower grammar grades represent the most important part of the school work.

The efforts made within a few years to change the methods of instruction and discipline in the primary schools have been closely followed in my annual reports. The present aspect of this department in the cities generally may be well summed up in the statement of Hon. Samuel T. Dutton, superintendent of schools, New Haven, Conn., in his report for 1883:

The reformation begun some years since in methods of primary teaching has taken strong hold during the past year, and the prospects were never better for the wholesome, healthful treatment of little children during their first year in school. The school sessions have been materially shortened during the summer months, and by the introduction of physical drill and other forms of activity life in the school room is made less fatiguing and more attractive. Number tables are being supplied as fast as teachers are prepared to make a good use of them. A considerable sum has also been expended for supplementary reading matter. The benefits of this provision are too obvious to need explanation.

The following new departure is noted in the report of the Boston school committee for 1882:

For the first time within the knowledge of this committee, a uniform and systematic examination of the first classes of the primary schools was successfully carried out last June. The method adopted was in the main the same as that under which the graduating classes of the grammar schools are examined. The papers were prepared by the board of supervisors and approved by the committee on examinations. The examinations were conducted at the same time in each study and with the same questions. The results of these examinations were recorded in blanks furnished for the purpose, inspected by the supervisors, who added their own recommendations, and submitted to the committee on examinations; and the promotions to the grammar schools were made in accordance with the decision of that committee.

It should be observed that this experiment occurs at a time when there is in many quarters a decided protest against the prevailing system of annual examinations, as will be seen by the following statements, the first of which is from the report of Hon. Joseph O'Connor, deputy superintendent of common schools, San Francisco, Cal.:

In a large school department attempting to give a practical elementary education to more than 40,000 children, the system of written examinations in vogue is, in many respects, positively injurious and is totally inadequate as a test of the labors of the teachers and of the progress and standing of the pupils. The course of study provides that certain books must be studied to certain pages and paragraphs, mentioning lessons, articles, and, in many instances, the very words to be omitted. It is understood that the deputy superintendent shall prepare questions for the examinations, taking care not to go outside of the "course" in a single word. The children are promoted upon percentages obtained in their written answers to these questions, and the average director rates the degree of success or failure of the teacher by the proportion of her pupils so promoted. The natural result is that the great majority of

the teachers (and I do not consider them to blame) spend nearly all their time in drilling and preparing the pupils for the annual examinations.

Under this plan the crammed pupils will appear to best advantage and the cramming teachers are likely to have the highest reputation. The entire department will follow the idiocrasy of the question maker. There will be no correct measure of intellectual advancement in the student or of pedagogic skill in the teacher.

When I add that from the time the pupils enter the sixth grade (often sooner) until they leave the senior class of the high school—a period of at least nine years—they are subjected not only annually and semiannually, but monthly and often weekly, to the temptation of copying, and otherwise improperly obtaining credit to which they are not honestly entitled, I think there cannot be much argument in favor of the moral aspect of the written examinations plan. * * * Any person possessing even a slight appreciation of the wear and tear of mental strain must see that the labor of conducting the usual annual written examinations is something fearful. The teachers must not have charge of their own classes. The pupils sit scarcely a foot apart; each one eagerly hoping to obtain the required percentage. The teacher, by a cat-like vigilance, is required to enforce honesty upon fifty or sixty persons whose undeveloped judgment often recognizes the advantage in the opposite course. Then commences the work of poring over quire upon quire of nervously, hurriedly written answers which, when deciphered, reflect lines of thought just as different from those of the examiner as the reasoning and motives of the child are from those of the adult. If there be a doubt as to the intended meaning, the child is not present, as in oral examinations, to explain. When the papers are marked and returned to the class examined the objections of pupils, parents, and teachers to the crediting come thick and fast. These troubles settled, the credits must be entered upon the proper records, the percentages calculated, and certificates made out and issued. When one considers what it must be to hold fourteen examinations, with attendant difficulties as described, between the 9th and 25th of the month—a period embracing thirteen school days—he must certainly be amazed at the power of endurance possessed by the average San Francisco teacher. I am happy to state that with the assistance of the inspector and of the late deputy, Mr. D. C. Stone, who was engaged with us during sixteen days of our busiest time, we were enabled at the close of our last school year to reduce the number of written examinations to seven (including French and German, which were given in the cosmopolitan schools only), and these were scattered over a period extending from April 11 to May 31. The rules also allowed the promotion by the principals, upon evident fitness, of not "more than 50 per cent. of the pupils of any class."

I have made the foregoing digression to show:

(1) The necessity for a better system of examination; (2) some of what has already been accomplished by the appointment of one inspector.

On the basis of Mr. Leggett's oral examinations in 1873, one inspector working steadily can examine 107 grammar classes in half the school year. Primary classes can be examined more quickly. Mr. Leggett was a rapid and able examiner. He was and is an indefatigable worker. Hence I think from 120 to 125 classes, one-third of the number grammar and two-thirds primary, would be as many as any person could thoroughly examine twice a year. * * *

Some of the advantages, then, of a proper system of inspection and oral examination would be:

(1) A large direct money saving.

(2) A very much larger indirect saving by preventing loss of valuable time.

(3) An improvement of the moral tone of our children by doing away with their greatest stimulus to falsehood and cheating.

(4) The improvement of the methods and teaching power of the instructors, under the suggestion and advice of the inspectors.

(5) The deliverance of both teachers and pupils from the periodical overexcitement consequent upon written examinations.

From report of Hon. Sylvester Brown, superintendent of public schools, Quincy, Mass.:

It was formerly the custom to promote pupils from grade to grade, provided they attained an average of a stated percentage of correct answers on an examination or a series of examinations. More recently those pupils have been promoted whom their teachers named as being qualified for advancement. Experience has shown that there will be a percentage of good and studious pupils whose names the honest teacher will be forced to omit from the list of those qualified to go on to the next higher grade with their classmates. The aim of the common school should be to do the greatest good to the greatest number, and teachers should never overlook the fact that the schools are exclusively for the children. The question to be answered in making promotions is not "Has this child as good and clear a mind as his classmates?" but "Will this child be less fitted for the duties of life if he goes on with the pupils of his class and works with them the succeeding year?"

After giving a good deal of thought to this subject, I have come to the conclusion that promotions should include the whole class, with very rare exceptions, after the first two years of the child's school life, until he reaches the first class in the grammar school. If children are left in the same grade for two or more years they become discouraged, and the benefit derived from this repetition of studies is not at all commensurate with the time that is lost. It must be understood, however, by parents and children that no one is entitled to promotion unless his teacher can conscientiously recommend him as a pupil who has worked according to the best of his ability.

From report of Hon. Samuel T. Dutton, superintendent of public schools, New Haven, Conn.:

In order to relieve the pressure upon both teachers and pupils, a simpler marking system has been devised which, if used intelligently, takes only one-fourth the time of the old method and does not demand that the teacher shall sit while teaching with pencil in hand to record the percentage value of recitations.

The annual examination as a basis of promotion in primary and grammar schools has been dispensed with, and, while occasional tests, both written and oral, are applied, principals and teachers are urged to use them as a *means* rather than an *end* of teaching.

Grammar grades.—The examinations here referred to affect the grammar schools chiefly, the department of the public schools which just now stands most in need of attention.

The age of pupils is a matter to be carefully considered in the arrangement and conduct of studies for this grade. The consideration is forcibly presented in the following observation by Hon. J. L. Brewster, superintendent of schools, Lawrence, Mass.:

I cannot contemplate without deep solicitude the operation of the factory law in diminishing the numbers in our grammar schools, because many of the common branches of study, which all agree are necessary to intelligent citizenship in all the walks of life, cannot be taught in schools of lower grades, where, of necessity, the time is spent upon work of a much more fundamental character—largely abstract—training the perceptive faculties and the like, without which no common school education can be of much value. The criticism is often made that pupils do not make the progress in the city schools that they do (or rather did forty years ago) in the country schools, where the terms of school are much shorter. The fact is that the pupils in those schools were much older, possessed of more mature minds, inhabiting the bodies of young men and young women, not those of small boys and girls. One of the hindrances of the city schools is that, influenced as we are by the shortness of the school life of a majority of the pupils, we have drifted and are still drifting too far in the direction of crowding in *quantity*, forgetting *quality*, in attempting to do for children between nine and twelve years of age what ought not to be attempted for the average child until three years later, between twelve and fifteen. It is true that some few can do the work as now attempted, with profit, but not so the average; and it is the average child who must be the standard in any scheme of public education. Physical and mental maturity—the product of time—is necessary to the successful prosecution of most of the work in the grammar school course. An additional compulsory year, extending the limit to fifteen years, would do much to aid our grammar schools, or rather to aid the children to prepare for usefulness in life.

Memoriter and cramming processes are sure to be resorted to whenever the chief aim in a course of instruction is to carry the pupils through a given quantity of work, irrespective of their ability to comprehend it. Temporary results may thus be obtained, which are the more hurtful the more they are showy and imposing. A case in point is furnished in the report of the superintendent of Quincy schools, Sylvester Brown:

In the study of arithmetic we rarely see results attained at all commensurate with the time and energy expended. This is because teachers, committeemen, and superintendents, who were educated at a time when arithmetic was the almost universal hobby, cannot rid themselves of the idea that pupils must get as much knowledge of the subject now as pupils formerly did who were several years older. So it is not often that a lesson is given or an examination made that does not contain some features in advance of the immature minds of the pupils. Perhaps I cannot make plain to you my meaning better than by the following illustration: While inspecting a B grammar room I saw this problem placed upon the board, which the pupils were expected to perform: "A grocer's quart measure was too small by half a gill. How much did he thus dishonestly make in selling four barrels of cider, averaging 34 galls.,

2 qts., 1 pt., each, if the cider was worth 24 cents a gallon?" This is not an isolated case; it is only one of the many problems which teachers continually give and examiners require that are wholly above the heads of children and can only be solved by an adult with a pretty clear head for reasoning. Such problems are not only useless, but are positively pernicious, by putting obstacles in their way that it is impossible for them to overcome, thus causing them to become discouraged. I confess to having seriously misjudged children as to their powers of logical reasoning, and shall hereafter in my examinations confine myself to those topics in arithmetic in their simple form which children should know and are able to comprehend.

Another cause of partial failure in the teaching of this subject is the tendency of teachers to crowd too many problems, embracing a large number of principles, into one lesson. An examination should include problems containing all principles the pupils have been taught; but one principle is usually sufficient for the daily lesson. Teachers should bear in mind that it is a good quality rather than a large amount of work that is to be desired, and that it is better to have one principle thoroughly understood by all members of the class than many principles imperfectly comprehended. Our successful teachers of arithmetic insist that a diagram shall be drawn by every pupil to illustrate each problem before a solution of it is attempted. When all teachers insist upon this in each case, according to the instructions they have received, they will find it a great help to their classes in gaining arithmetical knowledge.

Much has been said in a general way against the forcing process here illustrated, but it is not likely to be prevented until the observation and statements of particular instances have brought about a clear understanding of the nature of the evil.

Grading.—Grading is a feature of our city schools that excites more or less criticism, yet it is by no means peculiar to public elementary schools. On the contrary, the absence of grading (i. e., distinct classification based upon standards of scholarships) is noticeable where funds are meagre and there is a general want of the requisites for an efficient educational work. Grading is an evil only when it is treated as an end in itself, a tendency which has not been sufficiently controlled in the past. The subject has been very thoroughly discussed in recent conferences of teachers and supervising officers, with results that promise a better regulation of grading in the future.

The plan of dividing each grade into two classes pursuing the same studies but reciting alternately has been tried with good results. This arrangement gives every child a chance to work by himself and in school, insures greater diligence on the part of the child in school hours, and decreases the hours of mental effort by requiring less time to be spent in protracted recitations, whereby the number of hours of home study is virtually diminished.

With reference to the principle of classification to be observed in this arrangement, Hon. A. P. Marble, superintendent of public schools, Worcester, Mass., makes the following recommendations:

(1) In the first place do not put the boys in one class and the girls in another.

(2) It will be harmful to sort out the nervous, brilliant reciters of lessons for one class and the slow and dull for the other. The nervous, high strung, ambitious boys and girls are not the ones to be pushed forward in advance. It is better in many cases for them to go along moderately, and to fill up the spare time by broadening the range of what they learn, than to push them forward or allow them to rush forward too rapidly in the school curriculum. This broadening may be done by directing their reading and turning their attention to what goes on around them, in the shops, on the street, and in the business which they may happen to know about. Instead of adding to the set and formal lessons of this class of pupils, they may be allowed to set down in writing what they know of any subject or any process of manufacture. They thus get ease of expression and a definiteness of thought which less practice does not give the other pupils. The interest of this class of pupils in the lessons which it takes only a small part of their time to master may be kept up by incidental attention to correlative subjects. It is not always best to hurry a bright and active pupil into the next grade. So much by way of suggestion as to these smart pupils.

(3) Again, in each of the rooms, there is a class tolerably well graded; they are never exactly graded; if they are subdivided, the classes will not long remain exactly graded. It is not necessary and not desirable that they should be kept exactly graded. Now, by dividing the room into two classes, the matter stands about where it did before—no more difficulty, no less. If it happens that the two classes keep on, neck

and neck, no matter. If it turns out that one class gets along faster than the other, no harm in that. But the bright division, if there be one, should not absorb the teacher's time; and pupils are not to be put from one to the other as a reward of merit or a punishment. In either case, the two divisions will go on together to the next room just the same as if there were but one class.

The experiment has been found to work well. It should be observed that this practice of double divisions in the same grade has always been maintained in certain cities.

From the usual organization of the systems of city schools the duty of instructing and disciplining the scholars of the grammar grade falls largely upon women. There are serious objections to the exclusion of men from a due share of this work, much of which seems to require the strength, force, and endurance characteristic of the sterner sex. In a number of cities measures are proposed for bringing the grammar schools more directly or more largely under the influence of male teachers.

With examinations subordinated to instruction, grading made properly flexible, and the teaching force judiciously constituted, the grammar schools will be in condition to realize the hopes of those who have labored so earnestly for their improvement in recent years. Already the good results of changes that have been introduced within a few years are apparent. The quantity of arithmetic and technical grammar required has been considerably diminished, while better methods of teaching computation and language have effected a freer exercise of the reasoning powers and a more correct use of language on the part of pupils. Drawing has been very generally introduced in the grammar grades, and much attention has been given to the development of taste and sensibility. Among the exercises that particularly conduce to this end must be mentioned those of authors' day and arbor day. Although these exercises are not confined to the grammar schools it is here that their influence is most positive and beneficial.

The feature of the work in our city schools just referred to is noticed particularly by the foreigners who from time to time visit this country to study our institutions. The following statement is from a report submitted to the minister of public instruction, France, by Mademoiselle Marie Loizillon.[1] Referring particularly to impressions derived from her inspection of the schools of Cincinnati, she says:

It appears that instruction is considered almost everywhere as a means towards an end; that is, education pure and simple is the goal to be attained. On all sides the aim of teaching is to elevate the mind and to improve the moral tone. Therefore reading and literature enter largely into the course of study. Pupils of all grades participate in such work according to their ability; in the higher classes they familiarize themselves with the most celebrated authors, quoting readily from their best known works and often reciting the master pieces of English and American poets. Many times the pupils write whole poems or essays on the blackboard. They are never at a loss. Should poetry from Longfellow, Bryant, or Shakespeare be called for at any time it would be given, so great and so highly cultivated is the taste of the American child for literature.

Superintendent Peaslee lately inaugurated in the schools so-called anniversary days of great men, such as prominent citizens, statesmen, poets, artists, &c. These "days" take place quite often and are veritable tournaments. The pupils prepare themselves carefully beforehand, and, in their readings or recitations on the subject taken from the life of the celebrity selected, without making any pretensions, they ofttimes show considerable talent. These fête days are almost like family festivals, and the authorities present add much to the success of the day by their well timed marks of approbation and encouragement.

[1] In the fall of 1882 Mlle. M. Loizillon, inspectrice générale des écoles maternelles, and Mlle. M. Couturier, Paris, directrice de l'Ecole professionnelle du Havre, visited this country to study education.

The fact that the two ladies, commissioned by the French minister of public instruction, came by themselves was interesting to American educators in itself. The eminent ability and character of the ladies and the great work they had already accomplished in education gave a special value to any opinions they might form. They expressed themselves in many ways appreciative and grateful for the courtesies extended them by our teachers and school officers. After their return a very cordial note of thanks was communicated to this Office by a representative of the French ministry, expressing in earnest terms appreciation of the courtesies and opportunities extended to these ladies in their visits among our schools.

Evening schools.—The extent of the provision made in evening schools for scholars who have not the chance to profit by the day schools will be seen by reference to Table II, appendix. It is with great satisfaction that I am enabled to record the final triumph of the Evening High School, Boston. After uncertainty and protracted discussion, the school was reopened January 3, 1882, under satisfactory conditions.

Finances.—From the financial summary, Table II, it appears that the total receipts for education in 1882 were $30,181,675, four cities not reporting; total expenditure, four cities not reporting, $27,894,427. The receipts do not represent the whole amount raised in the cities for the support of public education, as many cities contribute much more to the State school tax of their respective States than they receive from that source.

School system of Washington, D. C.—I am indebted to Hon. J. O. Wilson, superintendent of schools, Washington, D. C., for the following outline of the organization and conduct of the schools under his supervision. It is a brief but precise exposition of one of the most carefully planned and efficient systems maintained in our country:

The public school system includes the elementary schools, the high school, and the normal school. The courses of study are arranged as follows: The course for the elementary schools is divided into eight grades, and, beginning with the lowest and proceeding to the highest, they are designated by the terms first grade, second grade, and so on to the eighth grade. A year is required for doing the work of each grade, from the first to the seventh inclusive, and two years are allowed for the work of the eighth grade. Some of the stronger and more capable pupils do the work of the eighth grade in one year. As one-half or more of the pupils who enter the eighth grade leave the schools on completing its course, it is thought best to make the treatment of the studies as thorough and broad as possible, and two years are allowed for this purpose. Arithmetic is thoroughly completed, so that it need not be reviewed by those who pass on to the high school; the elements of algebra are studied; geography and the history and Constitution of the United States are reviewed and studied with a higher and more scientific treatment; English grammar, including abundant practice in writing, business and social forms, reproductions, transpositions, compositions, and essays, receives much attention. A few of the standard works of the best English authors are critically read and studied.

Promotions from grade to grade are ordinarily made only at the beginning of the school year. They are made at other times whenever the best interests of a pupil justify or require it. The exceptions to the rule have not been numerous or troublesome. Under a system of yearly promotions, while the course of study for each pupil is the same in length it need not be so in breadth, and there are very obvious and weighty reasons for not making the several periods of tuition in a graded course of study (each requiring a change of teacher) so short that the teacher has time to learn but little about the pupils individually.

Written examinations are held in the fifth, sixth, seventh, and eighth grades, usually designated grammar schools, as follows: In the fifth and sixth grades monthly and in the seventh and eighth grades bimonthly, commencing with October and ending with May.

In most schools the examinations are divided and distributed over the period of study included, so that only one study is taken up at each examination. This part of the school work, unattractive alike to teachers and pupils, is thus distributed through the year as equably as possible. Each teacher prepares his or her own questions, supervises the work, examines the papers, and marks and records the results. There is no attempt to make these examinations uniform in all the schools. By means of a recitation card, devised for the purpose, a note is made of the daily recitations. From these two sources combined a yearly record of the scholarship of each pupil is made. An annual written examination covering all the work of the year is held just before the close of the schools in June. In this examination the questions are prepared by the school officers, and no teacher has charge of the work in his or her own school.

Promotion from grade to grade below the high school is not based upon any specified percentage attained by the pupils. It is left to the best judgment of the teacher who has instructed them in the grade from which they are to be promoted, and who has, as aids to a correct decision, the record made through the year, the record of the annual examination, and a personal knowledge of the pupils.

At the close of the year each teacher makes out, on a prescribed form, a list of the pupils who have satisfactorily completed the work of the grade, certifies the same over his or her signature, and the promotions are made accordingly. This plan of making promotions gives general satisfaction. Mistakes are made but seldom, and then are easily corrected.

During the past few years there has been no change in the list of studies pursued in the elementary grades, but the methods of teaching these studies have been constantly changing for the better. They are much more objective now than formerly. Moulding, map drawing, pictures, and specimens of productions and manufactures are all brought into use in teaching geography, and in fact they are considered indispensable to effective teaching. The simple elementary facts of natural science are taught with the aid of visible illustration: botany is taught from plants, zoölogy from animals, mineralogy from minerals. Physiology and hygiene cannot be illustrated so readily, but a fair degree of success has attended the efforts in this direction. More than one hundred pieces of apparatus, simple and inexpensive, have been devised and made by teachers and pupils for experiments in physics. Drawing is a regular study in all the grades, and no study is more popular with teachers and pupils. It gives a training of hand and eye that is of great general value to all and of special practical value to many who engage in occupations requiring knowledge and skill in this subject.

TABLE III.—NORMAL SCHOOLS.

The following is a comparative summary of normal schools, instructors, and pupils reported to the Bureau for the years 1873 to 1882, inclusive:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.
Number of institutions	113	124	137	151	152	156	207	220	225	233
Number of instructors	887	966	1,031	1,065	1,189	1,227	1,422	1,466	1,573	1,700
Number of students	16,620	24,405	29,105	33,921	37,082	39,669	40,029	43,077	48,705	51,132

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	4	19	384	.....	.....	.....	.....	.....	.....	4	20	172
Arkansas	2	7	96	.....	.....	.....	.....	.....	.....	1	5	36
California	2	17	548	.....	.....	.....	1	3	140	2	5	30
Colorado	1	.....	17	.....	.....	.....	.....	.....	.....	1	.....	.....
Connecticut	1	9	123	.....	.....	.....	.....	.....	.....	.....	.....	.....
Florida	1	5	40	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	7	201
Illinois	2	26	660	1	9	223	.....	.....	.....	9	52	824
Indiana	1	12	529	.....	.....	.....	2	4	48	10	92	5,112
Iowa	2	8	374	.....	.....	.....	1	1	18	9	40	833
Kansas	2	11	253	.....	.....	.....	.....	.....	.....	3	18	318
Kentucky	*b*1	2	.....	.....	.....	.....	.....	.....	.....	4	37	513
Louisiana	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	9	143
Maine	4	21	498	.....	.....	.....	1	3	9	*c*2	9	102
Maryland	2	20	278	.....	.....	.....	.....	.....	.....	1	4	45
Massachusetts	6	57	904	.....	.....	.....	3	16	117	3	17	56
Michigan	2	13	401	.....	.....	.....	.....	.....	.....	4	19	321
Minnesota	3	34	776	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi	2	15	192	.....	.....	.....	.....	.....	.....	3	17	194
Missouri	5	50	1,231	.....	.....	.....	1	4	68	1	7	54
Nebraska	2	10	339	.....	.....	.....	.....	.....	.....	1	16	.....
New Hampshire	1	4	51	.....	.....	.....	1	1	.....	.....	.....	.....
New Jersey	1	20	233	.....	.....	.....	1	10	28	.....	.....	.....
New York	7	107	2,620	.....	.....	.....	2	48	1,477	3	.....	19
North Carolina	10	87	1,211	.....	.....	.....	.....	.....	.....	5	16	166
Ohio	.....	.....	.....	.....	.....	.....	4	29	161	8	96	3,562
Oregon	2	11	61	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	10	140	3,154	.....	.....	.....	1	28	965	7	32	442
Rhode Island	1	8	159	.....	.....	.....	.....	.....	.....	1	.....	.....
South Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	28	365
Tennessee	1	9	175	.....	.....	.....	.....	.....	.....	11	53	965
Texas	1	7	165	.....	.....	.....	.....	.....	.....	2	7	50
Vermont	3	16	474	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia	*d*2	52	442	.....	.....	.....	1	2	49	2	12	73
West Virginia	6	19	423	.....	.....	.....	.....	.....	.....	1	8	230
Wisconsin	4	59	1,088	.....	.....	.....	1	2	14	2	14	79
Dakota	*e*1	3	17	.....	.....	.....	.....	.....	.....	.....	.....	.....
District of Columbia	.....	.....	.....	.....	.....	.....	1	3	15	4	15	138
Utah	*e*1	4	41	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	*e*1	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	97	882	17,964	1	9	223	21	154	3,109	114	655	15,043

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

b A department of an institution endowed by the national grant of land to agricultural colleges.

c Receive an allowance from the State.

d One of these institutions is partially supported from the proceeds of the national grant of land to agricultural colleges, the normal school being part of an institution so endowed.

e Territorial appropriation.

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	4	19	677	216	168	158	135	20	18
Arkansas	2	7	201	79	17	65	40	1	1
California	3	20	740	96	592	9	43	200	120
Colorado	1	.....	17	7	10	.....	.....	.....	.....
Connecticut	1	9	123	3	120	.....	.....	39	22
Florida	1	5	155	23	17	59	56	3	.....
Illinois	3	35	1,885	291	592	456	546	75	62
Indiana	3	16	577	222	355	.....	.....	58	58
Iowa	3	9	399	111	281	5	2	65	45
Kansas	2	11	455	103	150	80	122	48	44
Kentucky	1	2	.....	.....	.....	.....	.....	.....	.....
Maine	5	24	739	135	372	135	97	92	86
Maryland	2	20	406	31	247	40	88	38	35
Massachusetts	9	73	1,035	216	805	1	13	282	146
Michigan	2	13	582	167	234	(181)		85	.....
Minnesota	3	34	1,102	277	499	146	180	76	71
Mississippi	2	15	383	126	66	95	96	2	2
Missouri	6	54	1,468	(130) 645	524	(101) 33	35	122	53
Nebraska	2	10	339	130	209	.....	.....	45	45
New Hampshire	2	5	51	2	49	.....	.....	10	10
New Jersey	2	30	261	35	226	.....	.....	67	65
New York	9	155	5,832	(461) 640	2,996	(151) 661	923	218	112
North Carolina	10	87	1,388	599	612	87	90	1	1
Ohio	4	29	282	31	130	63	58	103	75
Oregon	2	11	61	29	32	.....	.....	3	3
Pennsylvania	11	168	5,258	1,777	2,342	598	541	501	413
Rhode Island	1	8	159	13	146	.....	.....	23	21
Tennessee	1	9	175	75	100	.....	.....	41	41
Texas	1	7	225	63	102	35	25	73	69
Vermont	3	16	517	(122) 119	223	22	21	77	70
Virginia	3	54	550	282	209	35	24	69	55
West Virginia	6	19	515	249	174	48	44	35	19
Wisconsin	5	61	2,056	408	694	430	524	65	59
Dakota	1	3	35	3	14	8	10	.....	.....
District of Columbia	1	3	15	0	15	0	0	15	15
Utah	1	4	41	23	18	0	0	16	.....
Washington	1	.....	7	0	7	.....	.....	.....	.....
Total	119	1,045	28,711	(713) 7,226	13,357	(433) 3,269	3,713	2,568	1,836

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.										
1,017	250	3	0	4	4	2	2	1	0	3	4
400	50	2	.....	2	2	1	2	1	0	0	2
1,800	.....	3	2	3	.....	2	2	2	.....	2	3
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1,600	.....	1	1	1	.....	1	1	1	0	1	1
.....	.....	.....	.....	1	1	1	1	.....	.....	.....	1
10,408	753	3	3	3	0	3	3	3	1	2	3
2,500	.....	3	.....	3	.....	1	1	.....	0	3	3
2,200	10	3	2	1	1	3	3	1	1	2	2
1,504	200	2	2	2	2	2	2	1	2	1	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4,014	162	5	4	4	.....	3	3	3	1	4	5
3,050	200	2	1	2	1	1	1	0	1	2	2
14,455	335	9	8	7	.....	5	6	6	1	5	9
4,656	1,500	1	1	1	.....	1	1	1	.....	1	2
3,164	300	3	2	3	0	3	3	2	1	3	3
1,400	90	0	0	2	2	2	2	1	0	1	2
3,950	605	6	3	5	3	5	6	4	.....	3	5
2,150	445	2	0	2	2	2	2	2	0	1	1
300	30	1	.....	1	.....	.....	1	.....	.....	1	1
538	50	2	2	2	1	1	1	1	1	2	2
15,939	225	9	8	8	4	8	9	8	3	8	9
515	83	8	1	8	1	1	4	1	1	6	4
710	32	2	.....	4	1	1	2	1	.....	4	4
256	56	2	1	2	2	1	1	0	0	2	2
20,673	1,185	11	9	11	10	9	11	8	4	11	11
1,200	35	1	1	1	0	1	1	1	1	0	1
10,000	.....	1	1	1	0	1	1	1	.....	0	1
900	800	1	0	1	0	1	1	.....	.....	1	1
2,175	600	3	1	0	0	2	3	1	0	1	3
2,743	1,175	.....	.....	2	1	2	2	1	1	1	2
2,050	350	1	1	2	4	2	3	1	2	5	6
4,713	700	5	3	5	1	4	4	4	3	5	5
.....	.....	1	0	1	1	0	0	0	0	1	1
.....	.....	1	1	1	0	0	1	1	0	1	1
.....	.....	0	0	0	0	0	0	1	0	0	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
120,980	10,221	97	58	96	44	72	86	59	24	83	105

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	20	537	91	81	149	216	*a*2	*a*11
Arkansas	1	5	284	13	23	127	121	0	.....
California	2	5	30	.....	30	.....	.....	30	15
Colorado	1	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	2	7	441	(61) 80	60	(204) 20	16	9	9
Illinois	9	52	1,126	356	468	194	108	36	27
Indiana	10	92	5,978	(180) 3,187	1,745	(277) 368	221	412	284
Iowa	9	40	1,109	460	373	131	145	26	16
Kansas	3	18	*b*1,237	(29) 160	129	(104) 426	296	13	.....
Kentucky	4	37	816	232	281	100	203	28	17
Louisiana	3	9	183	32	111	0	40	43	16
Maine	2	9	102	48	54	.....	.....	16	8
Maryland	1	4	96	32	13	43	8	6	1
Massachusetts	3	17	196	12	44	76	64	42	26
Michigan	4	19	321	(278) 13	30	.....	.....	7	5
Mississippi	3	17	238	133	61	20	24	7	7
Missouri	1	7	118	28	26	14	50	5	3
Nebraska	1	16	99	.....	.....	55	44	.....	.....
New York	3	.....	19	.....	19	.....	.....	6	6
North Carolina	5	16	*b*449	113	53	25	22	7	.....
Ohio	8	96	4,245	(110) 2,376	1,076	437	246	170	139
Pennsylvania	7	32	625	201	241	97	86	59	45
Rhode Island	1	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina	5	28	1,061	(40) 154	171	315	381	40	32
Tennessee	11	53	1,844	532	433	518	361	20	9
Texas	2	7	50	30	20	.....	.....	.....	.....
Virginia	2	12	323	43	30	100	150	10	.....
West Virginia	1	8	230	120	110	.....	.....	10	8
Wisconsin	2	14	381	58	21	197	105	11	11
District of Columbia	4	15	283	100	38	101	44	19	13
Total	114	655	*b*22,421	(698) 8,604	5,741	(585) 3,513	2,951	1,034	708

a One institution reports 10 of last year's graduates as engaged in teaching, but fails to give the total number of graduates for the year.

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.										
760	100	1	1	4	3	1	1	1	0	1	4
1,200	25	1	.....	1	1	1	1	1	0	1	1
150	20	2	1	2	.....	.....	1	1	1	2	2
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	1	.....	1	1	.....	.....	.....	.....	.....	1
7,100	550	5	3	5	6	4	5	5	2	2	6
12,820	805	8	3	7	7	7	7	4	.....	3	10
2,750	430	7	4	7	8	7	8	8	.....	3	7
3,320	120	2	1	1	2	2	2	1	.....	1	2
4,090	530	2	1	4	4	3	3	1	1	1	3
830	50	1	.....	2	1	.....	.....	.....	.....	1	2
871	70	2	0	.....	2	2	2	1	1	0	2
.....	.....	1	.....	1	0	.....	.....	.....	.....	.....	1
1,500	150	3	1	2	1	1	1	.....	.....	2	3
.....	.....	4	1	3	1	1	1	2	.....	1	3
400	50	1	.....	2	1	1	1	.....	.....	.....	2
.....	.....	.....	.....	1	1	1	1	.....	.....	.....	1
40	20	1	0	1	1	0	1	1	0	1	0
.....	.....	2	.....	3	.....	.....	.....	1	1	1	3
2,675	43	2	.....	3	2	1	1	.....	1	2	2
7,600	100	5	3	6	8	6	6	6	3	1	7
4,391	241	5	2	4	2	3	3	4	2	4	5
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
593	156	5	2	4	4	2	2	.....	.....	4	3
3,000	248	5	2	10	9	5	6	4	1	7	9
480	6	1	.....	1	2	1	1	0	1	.....	1
30	30	1	.....	2	2	.....	.....	.....	.....	.....	2
3,200	.....	1	0	1	1	0	0	0	0	0	1
.....	.....	2	1	2	2	0	1	1	2	1	2
1,790	12	3	.....	3	1	1	2	1	.....	3	4
59,590	3,756	74	26	83	73	50	57	43	16	42	89

b Classification not reported in all cases.

Appropriations for normal schools.

Name of school and location.	Appropriation, 1882.	State appropriation per capita of pupils in the last year.[a]
State Normal School, Florence, Ala	$7,500	.....
Normal School for Colored Teachers, Huntsville, Ala	[b]2,500	$9 21
Lincoln Normal University, Marion, Ala	4,000	22 32
Tuskegee Normal School, Tuskegee, Ala	2,000	17 00
Normal department, Arkansas Industrial University, Fayetteville, Ark	(c)	(c)
Branch Normal College of Arkansas Industrial University, Pine Bluff, Ark.	[d]15,000	15 00
Los Angeles Normal School, Los Angeles, Cal	[e]58,000	.....
Normal department of Girls' High School, San Francisco, Cal	[f]4,000	.....
California State Normal School, San José, Cal	30,000	55 00
Normal department of the University of Colorado, Boulder, Colo	(c)	(c)
Connecticut State Normal School, New Britain, Conn	12,000	100 00
East Florida Seminary, Gainesville, Fla	(g)	(g)
Normal department of Atlanta University, Atlanta, Ga	(c)	(c)
Normal department of North Georgia Agricultural College, Dahlonega, Ga.	(h)	(h)
Southern Illinois Normal University, Carbondale, Ill	20,290	45 56
Illinois State Normal University, Normal, Ill	25,974	54 57
Cook County Normal and Training School, Normalville, Ill*	[i]15,000	[j]27 50
Training school department of public schools, Fort Wayne, Ind	(k)	(k)
Indianapolis Normal School, Indianapolis, Ind	(k)	(k)
Southern Indiana Normal School, Paoli, Ind	[f]500	.....
Indiana State Normal School, Terre Haute, Ind	20,000	37 00
Burlington City Training School, Burlington, Iowa	(k)	(k)
Iowa State Normal School, Cedar Falls, Iowa	8,850	20 00
Normal department of the high school, Davenport, Iowa	(k)	(k)
Chair of didactics, State University of Iowa, Iowa City, Iowa	(c)	(c)
Kansas State Normal School, Emporia, Kans	[l]8,952	.....
Normal department of University of Kansas, Lawrence, Kans	1,500	.....
Normal department of Agricultural and Mechanical College, Lexington, Ky.	.....	.....
Peabody Normal School for Colored Students, New Orleans, La	[m]1,000	.....
Peabody Normal Seminary, New Orleans, La	[n]4,700	[n]36 40
Eastern State Normal School, Castine, Me	6,000	19 00
State Normal and Training School, Farmington, Me	6,000	57 14
Madawaska Training School, Fort Kent and Van Buren, Me	1,000	.....

* From Report of the Commissioner of Education for 1881.

a Exclusive of appropriations for permanent objects.

b $500 of this amount from the Peabody fund.

c Appropriation in common with other departments of the university; see Table IX.

d Includes cost of new building.

e $50,000 from the State for the erection of buildings and $8,000 raised by subscription for site.

f City appropriation.

g School is supported from interest of funds derived from sale of lands donated by the United States.

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

i County appropriation.

j County appropriation per capita.

k Appropriation in common with other public schools of the city.

l Income from endowment.

m From the Peabody fund.

n From local contributions and the Peabody fund for a period of 16 months; the amount per capita is the amount of these two funds.

Appropriations for normal schools—Continued.

Name of school and location.	Appropriation, 1882.	State appropriation per capita of pupils in the last year. *a*
State Normal and Training School, Gorham, Me	$6,333	$52 00
Normal department of Maine Central Institute, Pittsfield, Me	600	.....
Normal Training and Practice Class, Portland, Me	*b*1,500	.....
Normal department of Oak Grove Seminary, Vassalboro', Me	300	.....
Baltimore Normal School for Colored Teachers, Baltimore, Md	2,000	.....
Maryland State Normal School, Baltimore, Md	10,000	39 00
Boston Normal School, Boston, Mass	(*c*)	(*c*)
Massachusetts State Normal Art School, Boston, Mass	17,500	102 95
State Normal School, Bridgewater, Mass*	13,800	74 25
Training School for Teachers, Cambridge, Mass*	*b*3,380	.....
State Normal School, Framingham, Mass*	11,200	120 00
Gloucester Training School for Teachers, Gloucester, Mass	**b*3,000	.....
State Normal School, Salem, Mass	15,094	63 11
Westfield State Normal School, Westfield, Mass	10,850	80 00
Massachusetts State Normal School at Worcester, Worcester, Mass	11,075	74 33
Course in the science and the art of teaching (University of Michigan), Ann Arbor, Mich.*	(*d*)	(*d*)
Michigan State Normal School, Ypsilanti, Mich	19,500	38 00
State Normal School at Mankato, Mankato, Minn	12,000	36 00
State Normal School at St. Cloud, St. Cloud, Minn	12,000	47 00
State Normal School at Winona, Winona, Minn	14,000	32 00
Mississippi State Normal School, Holly Springs, Miss	3,000	22 05
Tougaloo University, Tougaloo, Miss	3,000	12 14
Missouri State Normal School, third district, Cape Girardeau, Mo	10,000	44 44
Normal College of the University of the State of Missouri, Columbia, Mo	(*d*)	(*d*)
Lincoln Institute, Jefferson City, Mo	*e*16,000	.....
Missouri State Normal School, first district, Kirksville, Mo	10,000	20 00
St. Louis Normal School, St. Louis, Mo	*b*9,259	.....
State Normal School, second district, Warrensburg, Mo	10,000	25 31
Chair of didactics, University of Nebraska, Lincoln, Nebr	(*d*)	(*d*)
Nebraska State Normal School, Peru, Nebr	11,250	29 24
Manchester Training School for Teachers, Manchester, N. H	*f*1,750	.....
New Hampshire State Normal School, Plymouth, N. H	*g*7,950	97 00
Newark Normal School, Newark, N. J	**b*1,490	.....
New Jersey State Normal School, Trenton, N. J	20,000	.....
State Normal School, Albany, N. Y*	18,000	72 00
State Normal and Training School, Brockport, N. Y	18,000	19 23
State Normal School, Buffalo, N. Y	17,256	.....
State Normal and Training School, Cortland, N. Y	18,000	36 15
State Normal and Training School, Fredonia, N. Y	18,000	31 00
State Normal and Training School, Geneseo, N. Y	18,000	.....
Normal College, New York, N. Y	*b*95,000	.....

*From Report of the Commissioner of Education for 1881.

a Exclusive of appropriations for permanent objects.

b City appropriation.

c Appropriation in common with other public schools of the city.

d Appropriation in common with other departments of the university; see Table IX.

e $6,000 for buildings and apparatus and $10,000 regular appropriation for two years.

f City appropriation for 1882–'83.

g $1,200 from Plymouth, and $1,750 appropriation for special objects.

Appropriations for normal schools—Continued.

Name of school and location.	Appropriation, 1882.	State appropriation per capita of pupils in the last year. *a*
State Normal and Training School, Oswego, N. Y	$18,000	$45 80
State Normal and Training School, Potsdam, N. Y	18,000	.....
Syracuse Training School, Syracuse, N. Y	(*b*)	(*b*)
University Normal School, Chapel Hill, N. C	2,000	5 68
Elizabeth City State Normal School, Elizabeth City, N. C	720	12 00
State Colored Normal School, Fayetteville, N. C	*c*2,200	16 00
Franklin Normal School, Franklin, N. C	*d*820	.....
State Colored Normal School, Franklinton, N. C	705	9 40
New Berne State Normal School, New Berne, N. C	*e*700	5 00
Newton State Normal, Newton, N. C	500	.....
Plymouth State Colored Normal School, Plymouth, N. C	*e*705	.....
State Colored Normal School, Salisbury, N. C	*f*550	.....
Wilson State Normal School, Wilson, N. C*	*g*800	2 50
Cincinnati Normal School, Cincinnati, Ohio	*h*7,480	.....
Cleveland City Normal School, Cleveland, Ohio	(*b*)	(*b*)
Dayton Normal and Training School, Dayton, Ohio	.....	.....
Geneva Normal School, Geneva, Ohio	*h*1,112	9 36
Ashland College and Normal School, Ashland, Oreg*	0	0
Oregon State Normal School, Monmouth, Oreg	0	0
Pennsylvania State Normal School, sixth district, Bloomsburg, Pa	1,605	6 78
Southwestern State Normal School, California, Pa*	2,500	(*i*)
State Normal School, Edinboro', Pa	5,000	10 00
State Normal School at Indiana, Indiana, Pa	*j*9,000	(*i*)
Keystone State Normal School, Kutztown, Pa	2,500	(*i*)
Central State Normal School, Lock Haven, Pa	5,000	.....
Pennsylvania State Normal School, fifth district, Mansfield, Pa	*k*8,700	21 00
Pennsylvania State Normal School, second district, Millersville, Pa	5,000	(*i*)
Philadelphia Normal School for Girls, Philadelphia, Pa	*l*25,000	.....
Cumberland Valley State Normal School, Shippensburg, Pa*	*m*9,749	6 97
West Chester State Normal School, West Chester, Pa	5,000	17 08
Rhode Island State Normal School, Providence, R. I	10,500	.....
Fairfield Normal Institute, Winnsboro', S. C	*n*850	.....
Warner Institute, Jonesboro', Tenn	*o*162	.....

* From Report of the Commissioner of Education for 1881.

a Exclusive of appropriations for permanent objects.

b Appropriation in common with other public schools of the city.

c Includes $200 from Peabody fund.

d $100 of this from the county and $220 from Peabody fund.

e For 1881; includes $205 from Peabody fund.

f $50 of this from the county.

g $100 of this from the county and $200 from Peabody fund.

h City appropriation.

i Fifty cents a week for normal pupils and $50 to each graduate agreeing to teach two years in the State.

j For reduction of debt resting upon property.

k $3,700 to students and $5,000 to school.

l City appropriation for 1880.

m $8,500 of this are apparently for special purposes.

n From State and county.

o From county.

Appropriations for normal schools—Continued.

Name of school and location.	Appropriation, 1882.	State appropriation per capita of pupils in the last year. *a*
Morristown Seminary, Morristown, Tenn	*b*$200	.....
Normal department of Central Tennessee College, Nashville, Tenn	550	.....
State Normal College, University of Nashville, Nashville, Tenn	7,500	$28 00
Sam Houston Normal Institute, Huntsville, Tex	18,000	80 00
American Normal School, Kelleyville, Tex	150	.....
State Normal School of Texas for Colored Students, Prairie View, Tex	.....	.....
State Normal School, Castleton, Vt	*c*2,056	23 50
Johnson State Normal School, Johnson, Vt	1,784	14 61
State Normal School, Randolph, Vt	**d*2,266	.....
Hampton Normal and Agricultural Institute, Hampton, Va	*e*10,329	20 02
Virginia Normal and Collegiate Institute, Petersburg, Va	*f*100,000	.....
Richmond Normal School, Richmond, Va	*g*1,720	.....
Concord State Normal School, Concord, W. Va	1,450	35 00
Fairmont State Normal School, Fairmont, W. Va	2,000	9 00
Glenville State Normal School, Glenville, W. Va*	1,333	.....
Storer College, Harper's Ferry, W. Va	630	.....
Marshall College (State Normal School), Huntington, W. Va	1,333	.....
Shepherd College, Shepherdstown, W. Va	*h*1,300	*i*3 50
West Liberty State Normal School, West Liberty, W. Va	868	26 25
Milwaukee Normal School, Milwaukee, Wis	*j*4,688	2 15
State Normal School, Oshkosh, Wis	17,720	26 00
Wisconsin State Normal School, Platteville, Wis*	22,703	30 66
State Normal School, River Falls, Wis	14,756	36 77
State Normal School, Whitewater, Wis	18,682	34 00
Dakota Normal School, Springfield, Dak	*k*800	.....
Miner Normal School, Washington, D. C	.....	.....
Normal department of Howard University, Washington, D. C	(*l*)	(*l*)
Washington Normal School, Washington, D. C	.....	.....
Normal department of University of Deseret, Salt Lake City, Utah	2,500	60 97
Normal department of University of Washington Territory, Seattle, Wash. Ter.	(*l*)	(*l*)

* From Report of the Commissioner of Education for 1881.

a Exclusive of appropriations for permanent objects.

b From county.

c Includes $120 from rent of land.

d Includes $120 from county.

e Received annually from the State, being one-third of the income in this State from the congressional grant of land to agricultural colleges.

f Appropriated by the legislature of 1882 for site and buildings.

g $1,400 from the city and $320 from the State.

h Part returned to State treasury according to law.

i Per month.

j From State, county, and city.

k From Springfield; also twenty sections of land from the Territory.

l Appropriation in common with other departments of the university; see Table IX.

Table III presents a summary of the provision for training teachers in public normal schools, private normal schools, and departments of other schools, colleges, and universities. The total number of public institutions reported is 119, with 1,045 instructors and 28,711 students, viz, 21,296 normal students and 7,415 other students. These schools comprise 97 supported by State, 1 by county, and 21 by city appropriation. The private normal schools number 114, with 655 instructors and 22,421 students; of these 15,043 are reported as normal and 7,049 as other students, the classification of 329 not being specified. The number of graduates from public normal schools in the last year was 2,568, and the number who have engaged in teaching, 1,836; the corresponding numbers for the private normal schools are 1,034 and 708.

The appropriations for normal schools, exclusive of the sums for buildings, sites, &c., are a trifle in excess of the same for 1881, including appropriations for building; the amount reported in 1882 is about $60,000 in excess of that reported in 1881. The six States making the largest appropriations are New York, $138,256; Virginia, $112,049 (including $100,000 appropriated by the legislature for site and buildings for the Virginia Normal and Collegiate Institute, for colored students, at Petersburg); Massachusetts, $85,899 (exclusive of appropriations for the Boston Normal School); Pennsylvania, $79,054; California, $62,000; and Illinois, $61,264.

The increase of normal schools in the Southern and Western States is a noteworthy feature of progress.

Delaware, Georgia, South Carolina, Louisiana, and Nevada make no public provision for normal schools and Ohio has no State normal schools. Oregon appears for the first time in the table of States reporting public normal schools, the legislature of 1882 having passed an act providing for the establishment of two State normal schools.

Since December, 1882, the Peabody Normal Seminary, New Orleans, La., has been continued as a private institution, the educational authorities having failed to make provision for either of the normal schools in New Orleans.

In the discussion of the general subject of the training of teachers three important questions arise: (1) What method of training will best fit young people for the work of primary instruction so largely intrusted to them? (2) Shall the professional training in normal schools be distinct from the academic or shall both be carried on together? (3) What means shall be employed to inculcate a true educational philosophy?

These are matters to be determined by experiment, for which reason I have given much space in previous reports to detailed statements of the courses of study and methods of procedure characteristic of the leading normal schools, and to the results of their work as displayed in the progress of elementary schools under the conduct of their graduates. In the endeavor to draw practical suggestions from the example of these institutions we are further assisted by noting, from time to time, the impression that they make upon the minds of experienced and impartial observers from abroad, who have no other object in view in their examinations than to accumulate information for the ultimate advantage of their own institutions.

A report of unusual interest, in this respect, is that made by Dr. McLellan, inspector of high schools in Ontario, who, in the fall of 1881, was deputed to examine into our normal schools and certain other features of our system of public education, for the purpose of comparing the same with corresponding departments in the province. The whole of his report is well worth the attention of all interested in these subjects; space will only permit me to make a few extracts embodying his observations upon certain of our normal schools.

With reference to the city normal school, Boston, Mass., which Dr. McLellan styles "a really professional school," he observes:

The limits of the powers of children, the physical condition of effective mental action, and the conditions of growth and health, the necessity for rest, air, sleep, and the means of securing these, the means of guarding children against draughts of cold

air, against excessive heat, &c., all these and many other details are considered and discussed for a special purpose, giving to the student a special knowledge acquired for application to a particular calling. It is justly assumed that physical education is of paramount importance — that the corpus sanum is a necessary condition of the mens sana.

Dr. McLellan dwells particularly upon the observation and practice exercises accomplished in the training school connected with the Boston Normal School, which were described quite fully in my report for 1880.

With reference to the State Normal School, Albany, N. Y., after stating the admission requirements, he says:

It may thus be seen that the literary attainments required for graduation are quite extensive, perhaps too extensive if thoroughness be taken into account. The students, however, receive a thorough drill in all the subjects of the public school course, while they are instructed in the branches as carefully as time permits. It is justly assumed that the minimum course for the public school pupil should not determine the maximum course for the public school teacher.

The appliances for teaching science are very good and methods of instruction are excellent.

(1) *Professional training.*—The professional training, it will be noticed, is not distinct from the academic (or "general"); they are carried on simultaneously. Dr. Alden is of opinion that, under present circumstances in that State, the two courses must go on together. Teachers (candidates for the teaching profession) must acquire correct habits of thinking, must learn how to think and how to acquire knowledge with the best results in discipline. If the modes of instruction in academic work have not been such as to secure this in the student he will inevitably follow wrong methods of instruction when he himself becomes a teacher. The force of habit will prove too strong for him, and he will teach as he has been taught, not as he has been told how to teach. Under the vicious influence of bad teaching in the public school, strengthened by bad teaching in the high school, the student becomes, as it were, saturated with wrong methods. These will be followed in spite of a theoretical lecturing in a brief normal school course on different and better methods.

(2) In the teaching of all the professors the ultimate calling of the students is kept in view. They teach subjects not merely to impart literary and scientific facts and principles, but so as to give them the highest educational value and leave upon the mind the impress of the best educational methods. In their own methods they reveal and illustrate the true methods which, in all essentials, the students are afterwards to observe in the work of the school room. Students become habituated to the true path by being constantly kept in the true path under the guidance of those who are familiar with it; they learn to think correctly by being constantly taught to think correctly; they learn how to acquire knowledge in the best way by being constantly trained in the best methods of acquisition; they learn the value of subjects as instruments of discipline, as well as the best methods of making them efficient instruments, because they are perpetually under the influence of methods designed to secure discipline and the development of power. Each professor, too, keeps in view any modifications of his method which might be necessary in dealing with children. In a word, each professor is expected to be himself a true teacher, by precept it is true, but especially by example. And thus philosophical instruction, not so much formal as material, is given at every recitation in every branch.

(3) A course of instruction in mental philosophy and its application in education is given by Dr. Alden. There is no attempt at metaphysics, nor time wasted in fruitless discussions of unsettled problems of philosophy. But a simple course is followed—a course having special and practical reference to the teacher's work. Dr. Alden pursues—and trains his students to pursue—the inductive method in the study of philosophy, approaching the study of mind as we do the study of nature, observing particular facts in order to arrive at the general laws which regulate the mental activities. Having treated of the human mind in the usual threefold division of intellect, emotions, will, he proceeds to show the bearings of the knowledge thus acquired on the work of education.

With reference to professional training in the State Normal School, Worcester, Mass., Dr. McLellan says:

(1) Though the professional and the general training are carried on together here, Principal Russell is of opinion that the proper function of a normal school is to give professional training exclusively, or at all events chiefly. If the schools with which it rests to give the required scholarship are really efficient—capable of giving a thorough general training—it would seem that there ought to be no difficulty in confining nor-

mal schools to professional work. Efficiency on the part of such schools for general training is, however, essential. Sound knowledge must be given, and in a sound way; that is, the methods of instruction followed must be thoroughly rational. This means skilled and trained teachers in these schools. If this condition fail, a short course in a normal school will not correct the defects of general education. The normal school course would have to be extended so that the general work imperfectly accomplished by these schools might be completed. In fact, if the work is badly done in these academic institutions, the work of the normal schools is made more difficult than would be the entire education of the student. For not only would they have to give the necessary scholarship, they would also have to eradicate the bad habits of a previous training.

In any case, the normal school course ought to cover sufficient time to enable the professors to supplement the previous training, to give a connected view of the various branches as departments of science, and to secure facility and power in specially important subjects, as science, drawing, and elocution.

(2) Here, as in the Albany Normal School, the faculty, in all their teaching, keep constantly in view the fact that they are teaching those who intend to become teachers. Every professor endeavors to be, not by occasional teaching merely, but especially by the example set in his own daily teaching, a teacher of didactics. Hence the students are trained in the direction of philosophic methods of education, inasmuch as they are constantly subject to the influence of right methods of instruction and education.

(3) A course of instruction is given by Professor Brown on psychology, with special reference to applications in education.

In addition to this course in psychology, lessons are given by Principal Russell in the history of education and educational methods and in the practical and definite application of the principles of education. From what I saw of these courses and the practical, commonsense way in which they were given, I have not the slightest doubt that they are of great value in the training of the teacher. The Socratic method followed by the professors clearly revealed the intelligence of the students and the undoubted worth, in a professional point of view, of the educational psychology and history, which the skill of the instructors made constantly interesting and profitable.

There is a special teacher of methods, a lady who appears to be thoroughly qualified for her task. This teacher of methods gives well digested lessons and practical illustrations of the best methods of teaching reading, writing, arithmetic—in fact every branch which the student will afterwards be called upon to teach.

In the general summary of his observations, Dr. McLellan, having enumerated the conditions which to his mind make it seem desirable to separate the academic and professional courses, says:

Under these conditions I have no doubt that the plan of separating the academic from the professional course can be made entirely successful. The Boston Normal School affords a satisfactory example of this. Some of the best teaching I had the pleasure of witnessing during my visit, I might say some of the best I ever saw, was done by graduates of this school. They had been subject to a long course of training in the city public schools; this had been followed by a full course of four years in the high schools, and this again by one year's sound professional training under earnest and capable teachers. The results were eminently good. Nature, indeed, had contributed something to these results, for nascitur, non fit, which is so often applied to the true poet, may, at least in a measure, be affirmed of the true teacher. Here was natural aptitude trained to high perfection. The teacher had learned to play on the "harp by playing on the harp," but evidently every touch of her finger had been directed by one who was skilled on the instrument.

In the lowest primary grade I saw lessons given in reading, number, color. form, measure (the metric system), and all were given with the educative power of the true teacher. The fundamental maxims of education, from the concrete to the abstract, from the known to the unknown, from the idea to the word, from the thought to the expression, &c., which are often glibly repeated and as often mere dead vocables without a living influence, had entered thoroughly into the teacher's conception of her work and spontaneously governed every act and element in her teaching. She did not "communicate" knowledge; she helped her pupils to acquire knowledge. She never did for the pupils what they could do for themselves: the development of their self activity was her studied aim. She seemed to know exactly just what the pupils could do for themselves and what they could not do, and with admirable tact led the little ones to recognize in the unknown that was before them the familiar features of the known. She knew that self exercise on the part of her pupils was the necessary condition of the acquisition of knowledge and the development of power, and there-

fore both the senses and the intellect were kept in constant activity; the children saw with their eyes, they heard with their ears, they wrought with their hands; and therefore they "understood with their hearts."

* * * * * * *

The Americans [observes Dr. McLellan] are a progressive people; their inventive genius has become proverbial, but they have never been able to discover a royal road to learning, nor to invent a means of annihilating time as a necessary condition in producing culture. They have not in any State, I believe, devised a means of giving all the teachers of the public schools a fair measure of professional training, so that many teachers are to be found with little scholarship and little skill in teaching. But the teachers whom they do educate and train professionally, in general, do credit to their training and are worthy of their calling. And this is due to the fact above referred to: they consider that a long course of literary and professional training is indispensable to the turning out of really efficient teachers. I cannot now enlarge upon this point, but I have no doubt of its importance. I observed everywhere evidences of the good effects of a long course of training under able and enthusiastic teachers.

The following extracts are from the report of Mademoiselle Marie Loizillon to the French minister of public instruction, previously alluded to in these pages:

The normals are splendidly housed, either in separate special establishments, as at St. Louis, or in edifices containing schools of different grades, as in Boston, New York, and Philadelphia. The furnishings are very complete, many times even very luxurious. Fine libraries, rich collections, &c., aid greatly in both theoretical and practical instruction.

* * * * * * * *

All the more noticeable characteristics of the public schools — such as order, discipline, fine bearing, activity, ambition, and enthusiasm — are found in the highest degree in the normals. The regular onward march towards progress in the instruction in pedagogy is particularly interesting.

The practice or model schools deserve special attention. The pupil teachers work under the watchful eye of instructresses who make notes of their general bearing, of the language used, the clearness of the explanations, the tone employed, the voice, manner of asking questions, use of blackboard, discipline, &c.

* * * * * * *

Notwithstanding this flourishing condition of things matters do not remain dormant. Each year suggestions are made by the principals of the different schools in regard to points of improvement, and such improvements are generally carried out.

* * * * * * *

In order not to multiply details, it is sufficient to say that the end and aim of the boards of education and principals is to study the needs of these schools, to correct abuses, to increase the powers of the teaching force, and to thus assure increasing prosperity to the public schools.

Dr. McLellan's observations, it will be seen, were confined to the States bordering upon the provinces. Those familiar with the whole country are aware that equally favorable impressions might be formed from an examination of the normal schools in the interior, the far West, and even the Southern States, in which, although the school systems are of recent growth, the training of teachers has received much attention.

The position of Washington, upon the border line of the South, naturally causes southern school officers to look to that city for example and suggestion in their endeavors to develop the public schools of their own cities. Like the Boston Normal School, the Washington Normal School is strictly professional. Superintendent J. O. Wilson furnishes the following account of the system of training pursued:

The normal school takes a limited number (at present twenty-five) of graduates from the high school and gives them a one year's course of professional training, the study of the theory and the practice of the art of teaching. The candidates admitted are selected by competitive examination, which secures to the school a high standard of academic scholarship as a starting point for each class. The normal school has practice schools of the first and second grade, under the exclusive control of the principal of the school. The teachers of the practice schools rank as assistants in the normal school. Schools of the higher grades are also made use of for observation and practice. The fundamental principles of education can be studied best in connection with their application in teaching young children. Hence the greater part of the practice is in the lower grade schools especially assigned for this purpose.

While certain of our normal schools are thus ably fulfilling the purposes for which they are established, it must be admitted that others fail of any special results as

training schools. Some are embarrassed by the low and unequal attainments of their scholars; others, by the lack of efficient training teachers. Some are dragging along with the courses of study and practice that were adopted twenty years ago and some are hindered by the influence of selfish or narrow minded politicians, manifesting itself through legislation. To guard against such conditions it is necessary that the schools should be conducted in accordance with well defined requirements as to standards of admission and graduation and courses of study and practice. They must maintain the character of efficient and progressive institutions, or they will not justify the expense incurred in their behalf. This character, however, cannot be maintained under the depressing effects of meagre funds and adverse legislation.

Teachers' institutes. — Few graduates of normal schools teach in the small district schools, as they readily command more lucrative and permanent positions elsewhere. Under existing circumstances, teachers' institutes and summer normals are indispensable as a means of imparting to the great body of rural teachers some knowledge of approved methods of instruction and of school organization. Each year affords new evidence of the importance of these agencies, and the superintendents and other officers who are responsible for their conduct use every endeavor to increase their efficiency and extend their influence. The expense of these institutes and summer normals is comparatively small, and it is desirable that action should be taken in every State to place them upon a sure financial basis. It would be well if attendance upon these training classes should be made one of the requisites for obtaining a teacher's license in the case of candidates who have had no other preparation for the work of teaching. Particular accounts of the institutes held during the year will be found under the heading Training of Teachers in the abstracts.

The instruction of common school teachers was made a part of the work of the regents of the University of New York as early as 1834, when the legislature passed an act authorizing the regents to distribute to such academies as they might select a portion of the surplus income of the literature fund, estimated at $3,000 per annum, to be expended in educating teachers of common schools in such manner and under such regulations as the regents should prescribe. Up to 1881 the fitness of candidates for membership in teachers' classes had been determined by an examination, usually informal, made by the principal of the school. At this time the standard for admission to the classes was made a regents' preliminary certificate, where it now remains. The necessity for more careful and personal supervision of the teachers' classes had long been felt. The classes under instruction during the fall and winter terms of 1881–'82 were accordingly visited by special inspectors employed by the regents. The results of these visitations plainly indicated the value of such personal inspection and examination of the classes. By legislative enactment of June, 1882, the regents were authorized to make permanent provision for the due supervision and inspection of these classes, in accordance with which enactment the appointment of the present inspector was made, and he entered upon his duties in July, 1882. By the provisions of the same act these classes were placed under the official visitation of the school commissioners in their respective districts, who are to assist in the organization and management of the classes and in their final examination, and to make to the regents of the university a report in regard to the instruction of the classes and the qualifications of their members. Each scholar instructed in a teachers' class who holds a regents' preliminary certificate and who passes the final examination of the class thereby becomes entitled to the regents' testimonial, which, when indorsed by any school commissioner, becomes a valid license to teach in the schools of his district for one year from the date of the indorsement, and the testimonial may receive subsequent indorsements at the discretion of the commissioner.

Some difficulty has been experienced in maintaining the standard for admission to the classes, i. e., the regents' preliminary certificate, on account of the fact that many school commissioners persist in licensing the cheapest teachers they can procure or in

using the license as a means of favoring relatives, political supporters, &c.; nevertheless the regents' action is a step in the right direction, and if persisted in, as it undoubtedly will be, may assist materially in putting an end to the abuse of the license power.

The following interesting particulars with reference to the teaching force of the State are derived from the returns of commissioners to the regents' inquiries. The commissioners' reports from 26 schools show that the total number of licensed teachers in their districts is 2,653, of whom 1,833 had attended academies and 861 had been members of teachers' classes. In reports from 32 schools, the total number of licensed teachers is 3,435, of whom 2,318 had attended academies. From this the fact appears that in the commissioner district from which these reports are received, 60 per cent. of all licensed teachers have been instructed in the academies or high schools and 32 per cent. have received the benefit of instruction in teachers' classes. The commissioners have shown a very earnest coöperation in the efforts made to benefit the common schools through the instruction given in these classes, and freely express their appreciation of the work attempted by the regents in advancing the standard of admission and instruction.

While the importance of all agencies for the training of teachers is recognized, it must be admitted that no training is so fruitful in results as that which is accomplished in the normal schools, with a class of students who have made a satisfactory record in a well ordered course of instruction in the elementary and high schools. The multiplication of public normal schools, with a due provision for the appointment of their graduates in the public schools, is the surest and in the long run will prove the most economical means of raising the standard of education throughout the country.

Pedagogics in universities and colleges.—Chairs of pedagogics or didactics have been established in the Universities of Michigan, Missouri, Iowa, and Nebraska, and an effort is being made to establish the same in the Mississippi State University and in the Agricultural and Mechanical College of that State. Johns Hopkins University maintained, during 1882, special Saturday classes for the benefit of teachers of Baltimore. The public lectures given under the auspices of the university have also been largely attended by teachers. They included a course in psychology by G. Stanley Hall, PH. D., university lecturer on pedagogics, Harvard University. It is probable that Dr. Hall will accept a permanent appointment as lecturer upon psychology in Johns Hopkins. The following announcement appears in the prospectus of the Lawrence Scientific School, Harvard University:

> The school offers facilities to teachers, and to persons preparing to be teachers, who desire to qualify themselves in the modern methods of teaching science by observation and experiment. A one year's course of study, adapted to this purpose, may be selected from the elements of natural history, chemistry, and physics, including any of the following subjects: Physical geography and elementary geology, general chemistry and qualitative analysis, mineralogy, physics, botany, comparative anatomy and physiology, zoölogy.
>
> This course is flexible and comprehensive; the instruction is mainly given in the laboratories and museums of the university, and is of the most practical character, every student being taught to make experiments and study specimens.

Dr. Barnard, president of Columbia College, again, in his report for 1882, urges upon the trustees the importance of establishing a department "to train young men to education as a profession."

Provision in other countries for training teachers.—The provision made in other countries, especially English speaking countries, for training teachers should not escape our attention.

The public school system of Ontario includes an effective plan for testing the literary and scientific attainments of all candidates for the teacher's profession.

In Great Britain the training of teachers is a subject that engages the interest of many important bodies. In addition to the inspected training colleges reported in

the foreign summary, the Office has information of provision for training or examining teachers as follows: In 1880 Cambridge University inaugurated examinations in pedagogy for teachers of secondary schools. The university has also founded a chair of pedagogy. The University of London has instituted a teacher's diploma, the first examination for which was held in March, 1883. Practical teaching is an integral part of the examination, which is open only to graduates.

The College of Preceptors, London, maintains a training class for teachers and an examination of teachers for the college diploma. In 1883 150 candidates entered for this examination.

The Skinner Street College, Bishopsgate, London, was established for the especial purpose of training women for the position of teachers in secondary schools. Candidates for admission must be at least seventeen years of age and must pass an entrance examination. The students are divided into two classes: the first includes those who enter for one year; the second, those who enter for two years. The courses are pursued with a view to the examinations in pedagogy of Cambridge University, London University, University of St. Andrews, and the College of Preceptors, in all of which examinations the students of this college have gained great distinction. The council of the college has also instituted a diploma, which is only obtained by a severe examination, to which no student under twenty years of age is admitted. The college fee is 25*l.* per annum. Forty scholars entered for the session of 1882. That the college meets a recognized want is shown by the demand for its graduates to fill responsible positions in secondary schools.

The University of St. Andrews includes pedagogy in the subjects of examination for the degree of L. L. A. (literate in arts). Edinburgh and St. Andrews Universities have both founded chairs of pedagogy.

The best method of preparing teachers to give instruction in elementary science is a subject of earnest consideration by leading teachers and scientific men in England. On account of the system of examinations and grants administered by the science and art department elementary teachers find themselves directly interested in the matter. A union of teachers of science and arts was effected in June, 1883, whose objects are, first, the advancement of the profession; second, the redress of grievances. The presidency of the association for one year was accepted by Professor Huxley.

TABLE IV.—COMMERCIAL AND BUSINESS COLLEGES.

The following is a comparative exhibit of colleges for business training, 1873–1882:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.
Number of institutions.....	112	126	131	137	134	129	144	162	202	217
Number of instructors.....	514	577	594	599	568	527	535	619	794	955
Number of students	22,397	25,892	26,109	25,234	23,496	21,048	22,021	27,146	34,414	44,834

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	8	32	32	0	.....	.....
Arkansas	1	4	240	240	.....	.....	.....
California	6	35	*a*983	808	100	875	125
Connecticut	1	3	165	128	37	.....	.....
Georgia	1	5	257	257	.....	.....	.....
Illinois	21	95	6,666	4,625	2,309	21,200	800
Indiana	11	46	*b*2,173	1,543	586	550	.....
Iowa	14	56	2,462	2,148	398	385	33
Kansas	2	6	504	343	161	.....	.....
Kentucky	4	12	522	406	116	4,050	25
Louisiana	2	13	357	357	73	1,932	222
Maine	5	20	869	691	178	1,170	50
Maryland	2	23	*c*1,138	365	213	.....	.....
Massachusetts	7	39	*d*1,947	988	609	.....	.....
Michigan	10	32	1,735	1,536	443	7,000	.....
Minnesota	3	12	*e*706	301	154	539	14
Mississippi	3	15	284	234	50	1,200	25
Missouri	12	77	*f*1,967	905	229	3,080	1
Nebraska	1	4	160	102	58	.....	.....
New Hampshire	4	14	274	229	45	4,000	25
New Jersey	8	39	1,410	827	583	1,435	45
New York	25	140	*g*7,328	5,333	1,864	7,399	204
Ohio	19	76	*h*3,844	2,586	1,008	4,000	500
Oregon	1	4	160	90	70	200	25
Pennsylvania	20	81	*i*4,319	2,074	1,192	3,908	104
Rhode Island	2	11	506	422	84	160	1
Tennessee	6	15	490	402	108	692	.....
Texas	10	20	*j*942	798	173	305	15
Vermont	2	5	175	175	.....	500	100
Virginia	1	1	58	35	23	552	10
West Virginia	1	4	170	130	40	.....	.....
Wisconsin	9	35	1,424	1,128	408	2,624	56
District of Columbia	1	5	567	286	281	500	.....
Total	217	955	*k*44,834	*l*30,524	*l*11,593	68,256	2,380

a Not reported of 80 whether they are in day or evening school.
b Not reported of 106 whether they are in day or evening school.
c Not reported of 560 whether they are in day or evening school.
d Not reported of 350 whether they are in day or evening school.
e Not reported of 251 whether they are in day or evening school.
f Not reported of 833 whether they are in day or evening school.
g Not reported of 221 whether they are in day or evening school.
h Not reported of 250 whether they are in day or evening school.
i Not reported of 1,075 whether they are in day or evening school.
j Not reported of 52 whether they are in day or evening school.
k Not reported of 3,778 whether they are in day or evening school.
l 1,061 attend both day and evening school.

It must be confessed that, up to the present time, one among us who seeks a complete business education must, as a rule, go outside of the courses of study established by the public schools or the endowed institutions for secondary and superior instruction. This want has been met up to the present mainly by certain able and cultured teachers who have seen the great public demand and come forward and out of their own means and energies furnished the required instruction. Instead of disparagement from those engaged in other departments of education, they should have sympathy and support in all these meritorious efforts. An increasing consciousness of the imperative necessity for this training and of its value to the young is manifested among school authorities. Arithmetics have an increasing amount of business forms and text books on book-keeping are frequently studied.

It is not amiss to notice here two objections raised against these efforts with considerable force. One is that the character of the instruction by the teacher or text book is so unlike anything in practical affairs that it is worse than useless. The pupil that has thus been taught banking or exchange or business forms, it is affirmed, when he takes his place in a mercantile house, has to free himself from what he has thus acquired and learn the methods in practical use.

The other objection, which pertains more exclusively to business education, is that urged by a class of business men who despise learning. They are ignorant; they treat all questions in a selfish or narrow or ignorant light. They would not have a boy instructed; in their language, "the school would spoil him," teachers are fools; and they do all in their power to keep mercantile affairs in the hands of those like themselves and to make the pursuit distasteful and offensive to the youth of noble aspirations.

These objections will not stand investigation, however available they may be for the purpose of the opponents of a sound and thorough preparation for business and of those who would keep this instruction out of the hands of teachers and out of schools. The more this instruction is made fit the more its rightness and expediency will be seen, the greater the number of youths who will resort to it, and the faster will it elevate and ennoble the vocation.

On the continent of Europe various forms of special instruction have been carried further than with us. Schools for business may be found aided by the public funds. Their appliances are sometimes elaborate and expensive. The course of study at the commercial school of Antwerp is worthy of note. It embraces two years, and the students are eighteen or twenty years old. They are thoroughly trained in the mercantile offices connected with the school. The program embraces transactions of a general business house, commercial arithmetic, invoices, accounts of sales, accounts current, commercial calculations and valuations, exchange operations, public funds, book-keeping, bills of lading, foreign and international commercial law, general history of commerce and industry, commercial and maritime legislation compared, customs legislation, the tariff schemes of different nations, ship building and fitting out, commercial and industrial geography, political economy and statistics, and correspondence in foreign languages, the pupil receiving instruction in French, Dutch, German, Spanish, Italian, and English, and being required to examine and draw inferences from newspapers published in nearly all the business centres of the world.

The education of business men is especially demanded in this country. All the powers and attainments and manhood of the American merchant are laid under contribution in every direction. The tide of affairs rushes around him; everything is at high pressure; his walk, his manner, are infected by it. Who shall say that he of all men does not need a high and far-reaching purpose, all possible preparation, a clear calculation of the perils along his course, sure and ready command of himself and his forces, power to go and stop at will, habits of rest as well as labor, time for a happy home and a place for recreation — that his youth may be renewed and prolonged — and wisdom, that he may administer on his own estate?

TABLE V.—KINDERGÄRTEN.

The following is a comparative summary of Kindergärten, instructors, and pupils reported to the Bureau from 1873 to 1882, inclusive:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.
Number of institutions	42	55	95	130	129	159	195	232	273	348
Number of instructors	73	125	216	364	336	376	452	524	676	814
Number of pupils	1,252	1,636	2,809	4,090	3,931	4,797	7,554	8,871	14,107	16,916

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

States.	Number of schools.	Number of teachers.	Number of pupils.	States and Territories.	Number of schools.	Number of teachers.	Number of pupils.
Alabama	2	2	26	Missouri	65	233	*a*8,076
California	28	49	1,050	Nebraska	1	3	57
Connecticut	6	12	160	New Jersey	12	29	443
Delaware	2	4	31	New York	38	95	1,600
Illinois	27	55	701	North Carolina	2	4	60
Indiana	7	15	165	Ohio	18	36	539
Iowa	4	12	199	Oregon	1	2	21
Kansas	3	5	116	Pennsylvania	31	68	845
Kentucky	1	1	20	Rhode Island	4	13	135
Louisiana	2	6	94	Virginia	3	7	63
Maine	2	3	58	Wisconsin	17	42	918
Maryland	6	10	93	Arizona	1	1	16
Massachusetts	41	53	724	District of Columbia	10	22	270
Michigan	5	8	193	New Mexico	1	1	.....
Minnesota	7	23	243	Total	348	814	*a*16,916
Mississippi	1	.....	.....				

a Includes some pupils receiving primary instruction.

The statistics of Kindergärten show a noticeable growth the past year. The increase is due both to the establishment of Kindergärten in States which did not report any for the previous year and to the multiplication of them in large cities. Kindergärten existing in Nevada and New Hampshire in 1881 have disappeared and others have been established in Kentucky, Mississippi, Nebraska, and Oregon, States which were not credited with any in my last report. A Kindergarten has also been established in New Mexico. The principal growth has been in the very largest of our cities, in which the Kindergarten methods are most demanded. More than one-half of these enterprises have started in the cities of Boston, New York, Philadelphia, Washington, Chicago, and San Francisco. They are supported by the wealthy for the sake of their own children and by the philanthropic for the benefit of the poor by whom they are surrounded.

The charity work of the Kindergarten is one of its most pleasing and attractive features. Its beneficent influences and instructions are carried into the poorest and most forbidding sections of our large cities, and seeds are sown in fresh soil that show immediate growth and promise future harvests. Associations are organized for extending and supporting this work. Among them are the Public Kindergarten Society, the Jackson Street Kindergarten Association, and the New Silver Street Kindergarten Society, in San Francisco; the Free Kindergarten Association and the Fröbel Kinder-

garten Association, in Chicago; the Kindergarten Association in Cincinnati, and the Sub-Primary School Society in Philadelphia. Their purposes may be illustrated by words used in the report of the Chicago Fröbel Kindergarten Association, as follows:

This charity is designed by the association for the benefit of little children too young to be admitted to the public schools, who in winter are often locked *into* their comfortless homes while their mothers are out at work and in summer are locked *out of* them, exposed to all the corrupting influences of the streets and alleys.

The Chicago Free Kindergarten Association has for its object the maintenance of a class for training teachers and the promotion of free Kindergärten in the city. The society sprang up as a remote consequence of the terms on which a lady, Miss Matilda H. Ross, accepted the invitation to become the principal of a new Kindergarten department in the Cook County Normal School, namely, that she might associate with her duties at the normal school the organizing of free Kindergärten for neglected children in Chicago. Her work became widely known through efforts to have its headquarters removed into the city, and an association for the establishment of a free training school and of free Kindergärten resulted. The first Kindergarten was organized July 5, 1881. Nine others have been opened by the association, and the number is increasing. The average daily attendance of children is about 600.

The Cincinnati Kindergarten Association has three Kindergärten in successful operation and nearly 200 children in attendance. The first one was opened in March, 1880.

In Boston there are 24 free Kindergärten, supported by Mrs. Q. A. Shaw, and superintended by Miss L. B. Pingree. The condition of these charities in 1882 was given by Miss Pingree as follows:

There are at present 31 free Kindergärten for poor children in and near Boston, carried on by the private charity of one lady. Four of these Kindergärten began their work in 1877; during 1878 and 1879, 14 others were started, and in 1880 the remaining 13. Twenty-three of these Kindergärten receive 50 children, each under the charge of two trained teachers, a principal and an assistant; and 8 receive 25 children, with one teacher in charge. Nineteen of these occupy school rooms or halls the use and care of which are kindly given by the city or town where they are placed; the remainder are in houses where day nursery work is also carried on, or in suitable rooms hired for the purpose. * * * No Kindergartner is engaged until she receives a diploma from a competent trainer, and great care is taken to engage only those who seem to have special fitness and ability for the public work among poor children.

In Philadelphia the Sub-Primary School Society has undertaken a movement on behalf of neglected children under school age and for the prevention of crime and pauperism. With these objects in view 17 free Kindergärten have been established, in which care is taken of about 500 children. Other schools are to be provided as soon as funds will permit. The society has coöperated with the charity organizations of several of the wards. An offer of one-third of the teacher's salary and an outfit for the Kindergarten made to any ward association which would establish a free Kindergarten has been accepted in numerous instances. In San Francisco the three Kindergarten societies already mentioned have carried forward their charitable work with energy and success. Seventeen free Kindergärten have been established and 11 report an attendance of 624 children. These little ones come from mothers of all nationalities and religions, from homes of the most varied character, and from surroundings of poverty, woe, and crime; and all that can be is done to promote their moral, physical, and intellectual growth. In the report of the Jackson Street Free Kindergarten Association, Mrs. Sarah B. Cooper says:

The work of a teacher in these free Kindergärten is a distinctive work; it does not end with school hours. The children are so young and the home life is often so wretched as to require the best energies of the faithful teacher when the work of the school room is over. There is much visitation to be done to look up absent children; and, where sickness invades, the teacher is often called upon to supply medical aid and other necessary help; and where death comes there is sometimes no one but the Kindergarten helpers to see the little one decently buried.

The influence of these free Kindergärten upon both children and parents is everywhere acknowledged to be excellent. The report of the women's corps of visitors of the twenty-ninth ward in Philadelphia says:

There is a noticeable improvement in the children in a short time. At first they are somewhat uneasy, and perhaps a little afraid, at their novel surroundings; but, finding themselves so kindly cared for and their welfare so evidently sought, they soon brighten into natural and happy children, showing by their intelligent readiness to adapt themselves to their new conditions how hopeful is work for the children. A visible effort is made by the mothers to send them as tidy as their circumstances permit.

The following quotations from a published letter by Miss L. B. Pingree, superintendent of the Boston free Kindergärten, are of interest in this connection:

When these Kindergärten began their work it was interesting to see the mixture of curiosity and indifference among the parents whose children were found in the streets and asked to come to them. It was difficult to secure regular attendance, even in the most crowded localities, but gradually an interest and some appreciation of what was being done for their children began to be manifested among them; but this we feel was greatly due to the faithful visiting in the homes by the Kindergartner, where after a little time she gains the confidence of the mothers and is able to make useful suggestions about cleanliness, proper food, clothing, &c., but more than all to learn something of the children's lives there, their temper and dispositions, for, even in their ignorance about any right ways of guidance or control, these people are often intelligent about the general characteristics of their children and able to give an earnest Kindergartner much help. Then the interest manifested in the children and families does much to encourage the parents to do something for the children themselves and to make them feel more responsible for them. The impression made upon the mothers by the patience and gentleness of the teachers is a deep one.

The little ones often come to us so degraded and almost depraved from constant association with vice of every kind, lawless and defiant, using profane language with the ease of full grown men, untruthful, sullen, and unhappy; but gradually, in the most hopeless cases, habits of honesty, truthfulness, and obedience have been formed, impure language hushed, and some degree of gentleness and kindness toward others has been gained; and oh! how often wan, sad faces and lives made happy and glad!

A truant officer in one place told me, without knowing I was interested in the work, that the Kindergarten had made a great change in that neighborhood; there was less swearing and rudeness among the older children; he often heard the little ones reprove the older for using bad words and for unkind treatment.

KINDERGÄRTEN AND THE PUBLIC SCHOOLS.

The school board of Milwaukee appointed a special committee in January, 1882, to visit St. Louis for the purpose of examining the Kindergärten of that city which are connected with the public school system. The committee performed their mission and made an elaborate report, in which the difficulties attending the maintenance and operation of these schools were fully explained and discussed. Yet the committee felt thoroughly satisfied of the practicability of establishing a Kindergarten system in Milwaukee. They advised cautious movements, the exercise of great care in the selection of Kindergartners, and the exclusive control of the Kindergärten by the school board. The important question seemed to be whether one teacher could conduct two separate classes a day. If this could be done the expense would not be such as to prevent the successful establishment of the system. The board came to the conclusion that the experiment was worth making, and that, if prudently conducted, it would probably solve the problem of infant instruction for the city. Rules were adopted for the regulation and government of the system which exhibit the principal features of the plan adopted. They are as follows:

(1) It shall be the duty of the director of Kindergärten to give all the instruction in the training school for Kindergartners and to supervise the public school Kindergärten of the city, and she shall be director of the Kindergarten in connection with the training school.

(2) The director of Kindergärten shall be responsible for the training school for Kindergartners and the Kindergarten in connection therewith in the same manner and to the same extent as principals are for their schools, and all reports relating to said training school and Kindergarten shall be made to the superintendent and secretary in accordance with the rules of the board.

(3) The course of study in the training school for Kindergartners shall embrace thorough instruction in the philosophy and practice of Fröbel's system, including the gifts, occupations, plays, and songs, and actual training as assistant in the central and local Kindergärten, the leading principles of bodily hygiene, the elements of mental and moral science in their relations to child education, and the general history of educational methods.

(4) The training school for Kindergartners shall be open to such persons as are able to pass an examination as to education and personal qualifications for Kindergarten work, to be held by the committee on Kindergärten, the superintendent of public schools, and the director of Kindergärten. On entering the training school, the applicant shall be put on one month's probation, and if at the end of that time she gives assurance of becoming a successful Kindergartner she shall be made a regular member of the class.

(5) No person shall be certified as director until she has passed a satisfactory examination in the studies prescribed for the training school for Kindergartners and has by actual service proved herself proficient in the management of classes in the various gifts, occupations, and exercises of the Kindergarten. Certificates shall be good while the holders remain in the service of the board. Paid assistants who have attained sufficient experience to act in that capacity shall be selected from the pupils in the training school, and certificates shall be issued to them which shall be good for the school year during which they are granted.

(6) All persons admitted to the training school for Kindergartners shall, during their attendance upon the same, be required to act as assistants in the local Kindergärten for one session each day, without compensation, unless when detailed to act as paid assistants.

(7) The daily session of a Kindergarten shall be 3 hours. No pupil over 7 years of age shall be received, and no pupil shall be permitted to attend a Kindergarten and a class of a higher grade at the same time.

(8) Each Kindergarten shall be entitled to a director and 1 paid assistant for 60 pupils and an additional paid assistant for each 30 pupils over 60. No Kindergarten shall be opened unless an enrolment of 60 pupils can be secured.

(9) Directors having charge of two Kindergarten classes in one day shall begin with the same salary and shall receive advancements on the same terms and conditions as teachers holding the A certificate [the highest grade], and assistants shall receive $20 per month for a full day's service. Directors and assistants employed for one class per day shall receive one-half of this compensation.

(10) The Kindergarten shall constitute the lowest grade in the course of instruction of the public schools and shall be treated as a department of the primary or district school in which it is located. Except as to such matters pertaining to the program, the details of work, and the duties of local directors as are under the immediate supervision of the director of Kindergärten, the Kindergarten shall be subject to the control of the principal of the school in which it is placed.

(11) No Kindergarten shall be organized or conducted in any school unless upon the recommendation of the committee on Kindergärten and the order of the board.

(12) The Kindergärten shall be under the same general supervision by the superintendent of schools as are the other schools, and they shall be governed by the regulations of the schools established by the board, except as these are modified by the foregoing rules.

A FRENCH VIEW OF AMERICAN KINDERGARTEN WORK.

The following paragraphs, translated from the report of Mlle. Loizillon on primary instruction in the United States, are of special interest to American readers:

The establishment of the Kindergarten in the United States of America was a thoroughly feminine work, which does not date back more than a dozen or fifteen years. * * *

It is to be feared that on account of the reception of children from the wealthier classes — who many times have been favored and spoiled at home — certain concessions will be made in the Kindergarten which may be opposed to the principles of the system, and, by introducing disturbing conditions, may have an unfortunate influence on the pupil teachers. * * *

At Boston and St. Louis the most interesting Kindergärten for study are to be found, not only on account of their number and origin, but on account of their organization and the unity of their direction. * * *

These establishments are noteworthy because of the buildings, furnishings, &c., but the retiring rooms for the children are not arranged according to the best hygienic ideas. * * *

The result of the exercises in drawing on slates, in constructing solid figures, in combining colors, in the weaving of papers is very remarkable. The children acquire

great dexterity, combined with quick powers of observation, but the work should not be carried too far, as in one school where children of four years of age sew, cut out dolls' clothes, and even mend garments. Little folks of that age are too delicate to wear the thimble, hold the needle, and give the strict attention required in such work. * * *

The teachers only have three hours' class work each day, but the amount accomplished in this short space requires such tension of mind, so much vigilance, that the nerve force would not suffice for a longer period. One source of fatigue is caused by the different nationalities present at the Kindergarten [Mrs. Shaw's apparently]. The English tongue has to be taught to the pupils. * * *

The disposal of the different objects made at the close of each year awakens ambitious instincts at the beginning of the new term, as each child wishes to help in redecorating the school room. Then curiosity and enthusiasm are both excited. Even the colored children show as much amour propre in this matter as the whites. * * *

The experiments made in St. Louis and Boston have given rise to many more or less successful attempts to establish similar schools elsewhere. * * *

Notwithstanding the hopes that this interesting movement has awakened, it is impossible not to feel that the establishments due to private sources are quite insufficient. What are 232 Kindergärten (with 8,871 pupils) to a population of more than 50,000,000 persons? Public generosity is inexhaustible in the United States of America, especially in the interests of education; yet, even if the number of Kindergärten be doubled in a dozen years, the situation will remain the same: there will be too few Kindergärten for the public need. There is one point in the education of children in the United States which may be called a fault of the organization. As the school only admits pupils at the ages of 5 or 6 years it happens many times where the families are out at work that the children are left without any one to care for them, so that they run on the streets and acquire bad habits at an age when the powers of reasoning cannot be brought to bear. Even the Kindergarten does not suffice to prevent grave errors, as the little folks are only there three hours a day. This problem will only be solved when the state takes charge of the education of children from infancy upward. All efforts made by private parties will only have a limited value. General measures are better. * * *

The project of connecting the Kindergarten with the public school has been mooted (in Boston it was attempted, but found too onerous a duty), but insurmountable financial difficulties seem to stand in the way. Notwithstanding the wealth, generosity, and devotion of the American people the State governments cannot impose the necessary taxes to form a budget for Kindergarten instruction in addition to what is required for the actual organization. * * * Nothing is impossible, however, in a country where suggestions so soon become facts.

But if the work of protecting little folks is to remain isolated from the rest of the school system it will suffice at least to glorify the American women who were the means of founding the schools.

SECONDARY (INCLUDING PREPARATORY) INSTRUCTION.

TABLE VI.—INSTITUTIONS FOR 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 1873 to 1882, inclusive:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.
No. of institutions.	944	1,031	1,143	1,229	1,226	1,227	1,236	1,264	1,336	1,482
No. of instructors.	5,058	5,466	6,081	5,999	5,963	5,747	5,961	6,009	6,489	7,449
No. of students...	118,570	98,179	108,235	106,647	98,371	100,374	108,734	110,277	122,617	138,384

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	21	43	38	1,833	1,034	799	*a*1,148	235	87
Arkansas	15	*b*22	19	*b*1,196	507	551	843	103	101
California	37	*b*125	208	4,764	2,057	2,707	3,100	578	845
Colorado	3	4	14	458	165	293	161	14	42
Connecticut	38	47	111	1,668	599	1,069	1,020	363	458
Delaware	11	26	18	713	428	285	551	128	30
Florida	10	11	32	829	258	571	696	87	71
Georgia	142	173	211	*b*11,465	5,866	5,534	8,666	2,120	774
Illinois	48	116	234	7,010	2,989	4,021	4,709	398	1,048
Indiana	18	22	40	*b*2,341	723	1,242	552	98	49
Iowa	40	85	82	*b*4,677	2,222	2,127	2,561	421	532
Kansas	4	8	7	350	*123	227	150	10	40
Kentucky	61	99	223	*b*4,684	1,892	2,546	2,894	771	521
Louisiana	15	27	44	1,178	601	577	751	130	376
Maine	23	43	56	2,161	1,060	1,101	952	416	248
Maryland	41	106	112	2,904	1,441	1,463	1,810	456	784
Massachusetts	51	89	164	*b*3,167	1,196	1,930	1,434	718	733
Michigan	10	23	35	*b*1,154	200	721	702	126	95
Minnesota	14	34	48	1,476	875	601	592	94	173
Mississippi	37	55	81	*b*3,283	1,554	1,629	1,800	477	104
Missouri	36	86	170	*b*4,083	1,894	1,937	2,671	498	732
Nebraska	14	21	32	*b*1,264	472	702	639	95	41
New Hampshire	32	49	48	*b*2,089	1,094	945	1,214	433	234
New Jersey	55	119	150	*b*4,399	2,344	1,975	2,945	589	1,287
New York	188	541	723	*b*18,449	8,737	9,571	11,785	2,932	3,600
North Carolina	61	98	84	*b*4,793	2,719	1,927	3,543	869	227
Ohio	42	86	137	*b*3,618	1,604	1,964	*a*1,641	513	588
Oregon	17	26	47	1,619	705	914	1,347	219	185
Pennsylvania	113	*b*300	380	*b*9,824	5,121	4,222	*a*5,801	1,418	1,587
Rhode Island	6	20	35	592	347	245	481	108	188
South Carolina	19	40	56	*b*2,883	1,325	1,508	2,640	304	91
Tennessee	75	135	146	*b*7,589	3,854	3,565	5,490	1,053	259
Texas	41	88	82	*b*4,990	2,612	2,288	2,867	242	613
Vermont	25	48	81	*b*2,826	1,299	1,455	1,513	733	226
Virginia	33	54	77	*b*2,368	1,155	995	1,873	484	370
West Virginia	7	5	46	*b*573	116	402	282	60	20
Wisconsin	20	91	95	2,247	1,043	1,204	1,445	391	639
Dakota	1	1	0	.....	.....	.....	.....	.....	.....
District of Columbia	17	35	74	1,071	418	653	702	162	191
Idaho	1	1	2	54	30	24	46	8	5
Indian Territory	8	16	9	*b*571	287	204	318	30	.....
Montana	2	.....	12	135	.....	135	109	20	15
New Mexico	8	27	16	1,427	816	611	706	18	25
Utah	55	23	76	2,946	1,358	1,588	2,298	97	107
Washington	6	17	14	553	279	274	376	11	7
Wyoming	1	.....	4	110	50	60	.....	.....	.....
Total	1,482	*b*3,076	4,373	*b*138,384	65,559	69,362	*a*87,815	19,021	18,348

a Classification 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.
71	25	21	2	10	12	13	9,063	488	$164,650	$26,350	$1,318	$12,150
122	25	6	1	5	9	10	1,493	501	62,200	.....	.....	13,200
109	158	69	38	30	28	31	17,014	2,160	505,950	55,000	2,000	83,760
101	70	5	2	3	3	2	500	50	103,000	.....	.....	18,800
91	19	13	3	24	19	24	15,590	474	312,900	34,400	1,720	25,531
63	47	23	3	8	7	7	4,450	200	92,000	7,000	500	21,800
36	5	2	.....	5	5	6	1,795	180	78,000	40,000	2,800	2,261
*a*869	294	357	69	47	79	90	15,502	2,423	505,350	88,100	7,500	146,029
78	43	49	22	32	33	31	17,508	830	1,057,490	49,978	7,000	172,625
79	71	17	28	9	11	6	7,089	135	77,500	67,000	4,950	12,821
*a*232	180	149	44	22	21	19	9,087	1,633	320,700	85,432	5,580	42,414
10	15	5	7	1	1	2	2,000	100	27,400	7,000	490	1,512
318	216	200	23	28	43	44	18,478	945	520,700	36,985	2,283	65,207
55	23	15	2	4	9	9	4,630	116	45,000	.....	.....	5,750
231	16	31	15	11	10	16	12,649	315	302,310	126,400	5,744	25,685
106	64	115	25	27	23	24	174,845	1,098	578,200	709,500	38,000	32,740
206	47	34	15	29	29	22	23,707	1,251	641,500	791,864	44,988	50,442
23	77	1	.....	6	5	5	5,300	458	133,500	.....	.....	30,937
82	100	41	4	9	12	13	4,170	618	271,500	56,900	5,020	62,295
181	48	42	14	11	25	23	11,944	201	193,800	80,400	7,600	26,615
*a*84	108	44	22	19	27	29	24,190	2,769	543,500	42,670	1,715	107,077
50	25	14	4	8	9	7	3,791	260	76,300	64,000	2,400	9,030
167	46	9	9	10	9	12	12,020	356	247,650	198,541	12,221	23,760
237	146	54	26	44	41	39	27,228	1,085	822,700	76,800	5,570	104,492
1,018	427	219	96	140	123	130	121,208	5,170	3,586,936	616,130	38,501	415,026
433	131	139	71	21	30	29	16,838	340	301,900	26,500	600	58,200
*a*213	96	55	38	22	29	31	26,265	1,031	493,155	111,856	7,610	57,920
93	79	31	8	11	15	15	3,960	280	349,800	24,870	1,900	18,311
438	120	101	39	81	65	63	71,946	3,402	4,788,875	9,985,902	947,809	117,744
51	2	15	.....	3	5	4	9,574	468	597,500	150,000	8,600	10,040
98	57	38	38	13	11	9	6,234	387	168,700	2,300	18	19,401
333	279	113	18	23	45	51	14,306	1,072	370,650	77,250	6,300	64,911
146	123	27	9	17	30	25	7,935	909	268,400	149	190	54,950
233	67	48	10	17	16	24	17,715	275	421,500	241,650	16,052	27,191
117	22	43	7	13	17	16	20,640	727	298,000	.....	4,250	49,461
.....	1	.....	.....	5	6	6	9,700	.....	230,000	10,000	500	1,300
175	121	172	8	14	16	14	23,905	847	427,000	9,000	480	58,727
.....	.....	0	.....	0	0	0	.....	.....	5,000	0	.....	.....
125	79	24	12	12	8	11	4,650	.....	6,600	.....	.....	9,919
.....	.....	0	0	0	1	1	25	25	20,000	0	0	875
10	10	2	.....	.....	2	4	2,150	200	160,000	10,000	.....	367
.....	.....	.....	.....	1	2	1	214	25	19,000	800	.....	10,000
27	15	13	3	4	7	6	5,120	631	70,500	.....	.....	28,650
27	39	56	9	7	10	10	4,222	413	199,800	500	40	26,885
49	30	.....	.....	3	5	3	3,075	120	31,500	.....	.....	13,284
.....	.....	1	.....	.....	1	1	.....	.....	2,500	.....	.....	.....
*a*7,187	3,566	2,413	744	809	914	938	793,725	34,868	20,500,816	13,911,227	1,191,649	2,140,091

b Sex not reported in all cases.

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 1882, inclusive:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.
Number of institutions	86	91	102	105	114	114	123	125	130	157
Number of instructors	690	697	746	736	796	818	818	860	871	1,041
Number of students	12,487	11,414	12,954	12,369	12,510	12,538	13,561	13,239	13,275	15,681

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

States and Territories.	Number of schools.	Number of instructors.	Number of students—				
			Preparing for classical course in college.	Preparing for scientific course in college.	Other students.	Entered college since close of last academic year.	Entered scientific school since close of last academic year.
California	4	22	12	23	*a*434	13	14
Colorado	1	5	.....	.....	*a*60	.....	.....
Connecticut	6	55	259	90	601	39	10
Georgia	2	14	17	20	*a*369	.....	.....
Illinois	7	55	177	86	*a*327	66	28
Indiana	2	20	5	19	*a*521	.....	.....
Iowa	2	7	7	1	82	1	.....
Maine	6	24	282	8	324	36	1
Maryland	4	24	52	26	*a*394	22	9
Massachusetts	28	190	867	170	*a*2,141	153	28
Michigan	1	6	10	15	75	5	.....
Missouri	1	19	62	63	249	8	7
New Hampshire	6	45	422	62	252	83	9
New Jersey	6	38	119	102	342	22	18
New York	30	238	680	230	1,851	144	61
Ohio	8	41	119	55	*a*310	16	20
Pennsylvania	16	107	255	155	*a*947	94	32
Rhode Island	5	37	179	14	*a*423	28	2
South Carolina	2	5	2	3	25	1	.....
Tennessee	3	9	95	.....	*a*278	6	.....
Vermont	2	10	14	4	148	1	.....
Virginia	7	28	90	13	*a*114	34	.....
Wisconsin	5	32	99	48	220	15	2
Dakota	1	.....	.....	.....	.....	.....	.....
District of Columbia	1	5	40	20	5	12	5
New Mexico	1	5	6	8	84	0	0
Total	157	1,041	3,870	1,235	*a*10,576	799	245

a Includes students preparing for classical or scientific course, the number included not being specified.

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

States and Territories.	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	2,140	.....	$133,000	.....	$500	$4,900
Colorado	.....	.....	.....	.....	.....	.....
Connecticut	14,100	100	523,141	$194,329	10,361	7,700
Georgia	250	100	42,000	50,000	3,500	1,800
Illinois	2,190	98	107,500	.....	.....	18,500
Indiana	400	.....	50,000	.....	.....	5,000
Iowa	700	100	35,000	11,000	900	644
Maine	1,250	100	93,000	52,000	3,100	5,588
Maryland	3,125	150	95,000	.....	.....	24,300
Massachusetts	24,275	566	1,166,200	503,383	30,314	69,871
Michigan	500	.....	60,000	.....	.....	35,000
Missouri	.....	.....	75,000	.....	.....	25,000
New Hampshire	9,940	330	490,000	376,000	19,856	133,387
New Jersey	3,050	136	221,000	21,000	2,460	15,875
New York	22,227	1,823	1,620,242	164,000	9,550	175,008
Ohio	10,800	200	307,000	.....	.....	7,197
Pennsylvania	18,825	400	382,000	155,000	8,550	72,164
Rhode Island	1,600	20	222,000	100,000	5,600	24,190
South Carolina	.....	.....	9,000	.....	1,700	300
Tennessee	530	450	16,000	.....	.....	4,450
Vermont	2,200	114	45,000	10,000	1,400	1,200
Virginia	9,300	578	68,000	.....	.....	2,700
Wisconsin	2,400	100	132,000	37,000	.....	4,650
Dakota	.....	.....	.....	.....	.....	.....
District of Columbia	500	50	25,000	0	0	4,750
New Mexico	600	400	16,000	.....	.....	950
Total	130,902	5,815	5,933,083	1,673,712	97,791	645,125

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	.....	658	1,833	.....	267	208	41	3,007
Arkansas	68	353	1,196	.....	.....	547	.....	2,164
California	1,652	52	4,764	469	494	1,541	34	9,006
Colorado	132	.....	458	60	.....	323	.....	973
Connecticut	1,319	.....	1,668	950	52	.....	.....	3,989
Delaware	110	.....	713	.....	.....	.....	.....	823
Florida	.....	115	829	.....	.....	.....	.....	944
Georgia	781	240	11,465	406	529	132	748	14,301
Illinois	2,294	1,304	7,010	590	203	3,398	71	14,870
Indiana	1,294	866	2,341	545	45	1,655	219	6,965
Iowa	484	283	4,677	90	199	1,907	21	7,661
Kansas	420	1,028	350	.....	56	881	.....	2,735
Kentucky	974	303	4,684	.....	864	544	.....	7,369
Louisiana	218	40	1,178	.....	110	837	.....	2,383
Maine	1,033	232	2,161	614	16	.....	.....	4,056
Maryland	1,570	179	2,904	472	44	366	6	5,541
Massachusetts	8,030	154	3,167	3,178	80	172	.....	14,781
Michigan	2,634	181	1,154	100	14	1,688	.....	5,771
Minnesota	89	326	1,476	.....	28	489	.....	2,408
Mississippi	.....	235	3,283	.....	370	483	274	4,645
Missouri	985	233	4,083	374	479	1,358	309	7,821
Nebraska	.....	99	1,264	.....	.....	504	14	1,881
Nevada	.....	.....	.....	.....	26	40	.....	66
New Hampshire	498	.....	2,089	736	184	.....	.....	3,507
New Jersey	1,139	.....	4,399	563	25	68	.....	6,194
New York	4,295	1,735	18,449	2,761	1,776	3,026	.....	32,042
North Carolina	.....	224	4,793	.....	363	359	.....	5,739
Ohio	4,555	804	3,618	484	325	3,575	243	13,604
Oregon	196	.....	1,619	.....	25	692	20	2,552
Pennsylvania	2,382	1,322	9,824	1,357	141	1,996	1,133	18,155
Rhode Island	233	.....	592	616	.....	.....	.....	1,441
South Carolina	.....	696	2,883	30	313	385	30	4,337
Tennessee	522	879	7,589	373	533	1,500	.....	11,396
Texas	72	60	4,990	.....	167	1,467	.....	6,756
Vermont	.....	43	2,826	166	42	0	.....	3,077
Virginia	654	309	2,368	217	242	69	218	4,077
West Virginia	.....	92	573	.....	39	67	.....	771
Wisconsin	680	1,256	2,247	367	233	833	.....	5,616
Dakota	.....	18	.....	.....	.....	.....	.....	18
District of Columbia	268	145	1,071	65	.....	317	.....	1,866
Idaho	.....	.....	54	.....	.....	.....	.....	54
Indian	.....	.....	571	.....	.....	.....	.....	571
Montana	.....	.....	135	.....	.....	.....	.....	135
New Mexico	.....	.....	1,427	98	.....	.....	.....	1,525
Utah	.....	.....	2,946	.....	.....	193	.....	3,139
Washington	.....	.....	553	.....	.....	218	.....	771
Wyoming	.....	.....	110	.....	.....	.....	.....	110
Total	39,581	14,464	138,384	15,681	8,284	31,838	3,381	251,613

a In 159 cities. *b* Strictly normal students are not included.

Application of the term secondary instruction.—The expression secondary instruction, as I have frequently had occasion to observe, is not employed in my annual report to designate institutions of exact and uniform grade. It has, however, proved a convenient term of classification, serving as a means of bringing together and in some degree systematizing a mass of information that could not well be referred to any other head. The data thus collated afford a very fair conception of the endeavor made in our country to continue education beyond the elementary stage.

Schools and enrolment.—Secondary instruction is the specific work of three classes of institutions: public high schools, represented in the statistical summary of pupils receiving secondary instruction by city high schools, that enroll, so far as reported, 39,581 pupils; institutions for secondary instruction, Table VI, numbering 1,482, with an enrolment of 138,384; preparatory schools, Table VII, numbering 154, enrolment, 15,681; or a total enrolment of 193,646. To this must be added the students in academic courses of normal schools, 14,464; in the preparatory departments of institutions for the superior instruction of women, 8,284; preparatory departments of universities and colleges, 31,838; and preparatory departments of schools of science, 3,381; making a total of 251,613 pupils receiving secondary instruction.

Distribution of schools and scholars.—The distribution of the various classes of institutions engaged in the work is worthy of notice. More than two-thirds of the pupils in preparatory schools are reported in the New England and Middle States, while about the same proportion of those in the preparatory departments of superior institutions are in the Southern and Western States. The ratio to the entire population of the pupils receiving secondary instruction is, for the whole country, 1 in every 199; for the New England States, 1 in 130; for the Middle States, 1 in 196; and for the Northern Central States, 1 in 238.

Courses and standards.—The varied character of the schools represented in Table VI will be seen by examination of the extended table in the appendix, which sets forth very plainly the determining conditions, viz, denominational affiliations, extent of patronage and resources, as funds, apparatus, and teaching force. These schools are responsible for the instruction of more than half the entire number of scholars in the secondary grade, and their labor is about equally divided between girls and boys, the former numbering 65,559 and the latter 69,362. Three-fifths of the students are in the English course and less than one-twelfth (viz, 10,753 out of a total of 138,384) are preparing for college.

The schools represented in Table VII are more uniform in character than the preceding. While less than one-third of their students are professedly preparing for college, it is understood that the courses and standards for all scholars are chiefly determined by the requirements of the college entrance examinations. The comparatively small number of scholars preparing for college in the schools reported in Tables VI and VII and the small number annually reported as proceeding from them to college warrant the inference that both classes of schools are in the main finishing schools for their pupils. As such it is important that they should have at command all the agencies by which students are stimulated to the highest exertion, and that they should give to the communities in which they are placed reliable guarantees of their capacity to impart sound knowledge. The purpose of preparing students for matriculation in superior institutions has proved a great stimulus to the schools undertaking that work. The effect has not been confined to the students who contemplated entering college, but all the students have experienced the advantage of working in a systematic manner toward a high and definite result.

The endeavor of certain eastern colleges to arrange for uniform courses has resulted in a substantial agreement as to the requirements in all ordinary subjects.[1] The degree of uniformity secured is sufficient to facilitate the work of secondary schools that must prepare pupils for several of these colleges at the same time.

[1] The institutions represented in the agreement are Harvard, Yale, Brown University, Dartmouth, Williams, Trinity, Amherst, Wesleyan University, Tufts, and Boston University.

The standard at which many candidates pass the entrance examination and their subsequent record in the college course indicate the need of a better adjustment between the courses of secondary instruction and the college courses. This is even more apparent in the case of scholars who enter the higher schools of science.

The desire on the part of the graduates of secondary institutions to secure some authoritative indorsement of their work is evidenced by the fact that numbers who have no intention of entering upon a college course annually pass the college entrance examinations. The opinion is quite general that standards differing somewhat from those represented in these entrance examinations, and applied by some independent representative body, would be a better means of testing the attainments of graduates from secondary schools. The idea is illustrated in the regents' examinations in New York, which have proved of great service in maintaining high standards in the secondary schools of that State. In 1882 the board adopted resolutions amending the conditions on which charters would be granted to academies and on which academical departments of union schools would be received under visitation, to the end that the standard of the academies might be raised. The terms hereafter to be required for coming under the visitation of the regents and enjoying the advantages of sharing in the distribution of the literature fund are shown in the following resolution:

That the ordinance of the regents in regard to the incorporation of academies be amended so as to require as a condition precedent to such incorporation the possession of property amounting to at least $5,000 over and above all incumbrances and that the debts shall not exceed the one-third part of said property; and that, besides the buildings (which, as required by law, must be of the value of at least $2,000), said property shall include a library of suitable books worth at least $500, and apparatus and collections suitable for instruction in physics, chemistry, and natural history, worth at least $500; and that reasonable assurances exist of a sufficient income for the suitable support of said academy and of the attendance thereat of at least twenty-five scholars who are qualified to pursue the proper studies of an academy.

A second resolution extends the same requirements to union schools which seek to participate in the benefits of the fund.

The whole number of academies and academical departments now carried on the regents' lists is 279. In 1881–'82 reports were received from 257 of these, having an enrolment of 34,171 scholars. The total amount distributed to these from the literature fund was $40,000.

In the preliminary examinations which determine what scholars are to be counted in the distribution of the fund, certificates are issued when the candidates pass satisfactorily in arithmetic, English grammar, geography, and spelling. In 1881–'82 the number of these certificates issued was 4,202. The advanced examination for the academic diploma is recognized throughout the State as a valuable standard of scholarship. In the university convocation held July, 1882, these examinations were the subject of earnest discussion, and many suggestions were made that promise to result in practical measures for increasing their scope and force.

Effects of recent movements.—The movement for the higher education of women has had a favorable effect upon secondary instruction. During the past few years a number of excellent schools have been established for the pupose of fitting girls for the colleges open to them, schools previously existing have shown the beneficial effects of the higher standards and more definite aims in woman's education, while coeducation schools have been relieved somewhat from the embarrassing necessity of arranging special courses for girls without lowering their general standard.

I have also to note increasing provision for those courses and methods of training by which students are properly prepared for the higher schools of science. Progress in this respect is hindered by two conditions: the cost of laboratories and apparatus and the difficulty of finding competent teachers. Only schools well endowed or in receipt of public appropriations are able to incur the necessary expense.

High schools.—The tabular representation of public high schools is less complete than is desired, being confined to city high schools,[1] representing 29 States and 1 Territory. The reported enrolment in these, viz, 39,581 pupils, is equal to 1 in every 286 of our urban population as given in the census of 1880. Neither this average estimate nor the larger ratio of attendance which is shown by the records of particular cities[2] warrants the notion that the high schools render any considerable portion of our youth either visionary or averse to industry. The cause of such tendencies must be sought in our social and industrial habits rather than in our schools. The requirements for admission to the high schools are such as to insure a class of pupils well prepared for the work of this grade, a very important consideration; since, if on the one hand it be urged that these schools are a public expense, on the other it would be found that they are engaged in the training and culture of minds whose development is likely to prove a public advantage.

In the Northwestern States the policy of making high school courses preliminary to the courses in the State universities is proving doubly advantageous. It promises on the one hand to relieve the higher institutions of the burden of preparatory work and on the other it greatly improves the quality of instruction in the high schools.

In 1881 the legislature of Minnesota enacted a law for the encouragement of higher education, in accordance with which appropriations are made to high schools conducted according to specified regulations and passing final inspection in the visitation of the State high school board and in the report of the examiner. The conditions of admission to the list of schools entitled to aid are as follows:

There must be a well organized graded school, having not less than three distinct departments below the high school, and including not less than eight years of elementary and grammar school instruction.

The school must be provided with suitable rooms, furniture, and apparatus for good work.

The school shall hold sessions of not less than eight months each year. Each department shall be supplied with a teacher whose qualifications have been certified to upon examination by an authorized examiner of the district, county, or State.

The high school department shall consist of at least twenty pupils, who shall be entered upon examination as provided for in the regulations. Not less than five of this department shall pursue the entire university preparatory course, and shall be known as the university preparatory class.

Others of the high school may omit Latin, in the discretion of the principal.

The high school shall be open, free of tuition, to all non-resident pupils upon passing the examination required.

High schools not receiving aid under this statute, yet desiring to avail themselves of the advantages of the State examinations as in lieu of the entrance examinations to the university, as provided by the board of regents, shall, upon application, be accepted and be entitled to the same privileges as those receiving aid.

The course of study shall include as its minimum the following course, to be known as the university preparatory course:

First year. Higher arithmetic, elementary algebra, English grammar (including analysis), geography, and United States history reviewed, Latin grammar and reader.

Second year. Natural philosophy, physical geography, elementary astronomy, general history, plane geometry, physiology, Cæsar (first three books in 1882–'83), Cicero (first oration against Catiline).

Third year. Elementary chemistry, geometrical drawing, botany, ancient history, algebra to quadratic equations, solid geometry, Cicero (last three orations against Catiline in 1882–'83, with an examination for both years in Cicero), Virgil (first four books in 1882–'83).

In Indiana the certificate of the superintendent of schools setting forth that a pupil has completed a prescribed course of study in a commissioned high school en-

[1] See statistical summary of pupils receiving secondary instruction, p. cxiv; for more extended information, see Table I of the appendix, and the abstracts of State reports under the head of Secondary Instruction.

[2] Boston reports 1,802 in high schools, or 1 in every 201 of the population; Baltimore, 1,570, or 1 in every 211; Cincinnati, 1,342, or 1 in every 190; Chicago, 1,377, or 1 in every 365; San Francisco, 1,206, or 1 in every 190.

titles the holder to admission to the State university or to Purdue University. The following is the minimum course:

Reading, writing, orthography, geography, English grammar, word analysis, United States history, physiology, arithmetic, elementary and higher algebra, geometry (first four books), Latin grammar, Latin reader, Latin prose composition, Cæsar (two books), and Virgil (two books).

It has sometimes been represented that the high schools are too largely devoted to the work of preparing students for college, and must therefore be regarded as serving a particular class rather than the general public. The objection is not well taken, as the superior education of a few is in itself a means of public good. But while the high schools have achieved an enviable reputation for their success in preparing candidates for college, an examination of their courses of study and of the subsequent careers of their graduates will show that this is by no means their chief merit. The high schools offer the only provision accessible to the majority of our teachers for that extended culture whose advantages are nowhere more needed or more directly exercised for the public advantage than in the places which these teachers fill. Great care has also been taken to include in the courses of the high school those branches of study that prepare men for the intelligent conduct of the public duties which may devolve upon any citizen of a republic. Political economy, civil government, mental science, and ethics are features in the curricula of many high schools. Science occupies a prominent place in most of the courses, and the appliances for teaching the same are in general very good. The need of a specific business course in the high schools is recognized in a number of cities, and in a few instances provision has been made for the same.

In this connection the following statements from current reports are interesting:

[Extract from the report of Hon. A. J. Moulder, superintendent of public schools, San Francisco, Cal., 1883.]

At a very early date it became apparent that the usefulness of the boys' high school could be greatly increased by the addition of a commercial or business course to the three courses already established. It was believed that such an addition would tend to popularize the institution and remove many of the objections heretofore urged against it. The superintendent therefore introduced such a measure, and it was unanimously adopted by the board of education, to take effect on the reopening of the school in July. The new course is intended to prepare young men not simply to become book-keepers, but to fit them for practical business in almost any vocation. It embraces all the branches usually taught in a first class business college, besides instruction in the ordinary English studies and in the natural sciences. The full course is of equal dignity with the other three courses in the school and extends through a period of three years. In it will be taught business penmanship, business arithmetic, book-keeping, business forms, commercial law, geography, with special reference to its use in commerce and trade.

The youth who graduates in this course ought not only to be a fair English scholar, with some knowledge of the sciences, but he should be competent to enter at once into any business enterprise. His abilities and his attainments will undoubtedly render his services of immediate and practical value to any employer seeking a skilled assistant in his business.

I have already received such assurances from parents and teachers as to satisfy me that the new course will meet a long felt want and that over one hundred students will enter it at the beginning of the next school term. Should there be a sufficient demand for it, I am in favor of establishing a similar course for the benefit of the pupils in the girls' high school.

[Extract from the report of Hon. Norman Bridge, president of the Chicago board of education.]

The number of pupils attending the high schools during the year was 1,436, or 1.98 per cent. of the whole number of pupils (72,509) attending all the schools. Of these 1,436 pupils, 403 were boys and 1,033 were girls.

The following table shows the number of pupils of each sex in the several years of the high school course:

High schools.	First year of the course.		Second year of the course.		Third year of the course.		Fourth year of the course.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
North division	48	66	25	68	10	31	4	33
South division	74	145	34	108	8	41	17	24
West division	99	240	61	162	12	69	10	47
Total	221	451	120	338	30	141	31	104

Thus it happens that, while the boys are in the minority at beginning, most of them drop out before the end of the course. This is greatly to be regretted: there ought to be a larger number of boys, exclusive of those attending other institutions of learning, in a city of over half a million people who can and will pursue to completion the high school course of study.

Many of the boys who leave the high schools before the end of the course do so because obliged to go to work; others, because the bustle and promises of business are more alluring than school and they prefer to go to work. Can the course not be made more inviting to them without lessening, but with increasing, its usefulness for them? Most undoubtedly the addition of a course in manual training and business methods would accomplish this end. The experience of the schools of manual training is that constant care must be exercised lest the pupils neglect their literary studies for the drawing and the shop, the tools and the things. The addition of some short course of this kind — even tentatively and in a small way — to our high school curriculum, for such boys as elect to take it, would at once, if we may judge by the experience of others, increase the charm and usefulness of these schools for a very considerable number of pupils, many of whom now receive little or no instruction after leaving the grammar school.

I know it is said that there is no room in our high school course for industrial studies, and that therefore the suggestion is impracticable. But such a position is absurd, since the manual training schools are nothing but high schools with the practical part added and some or all the studies of the dead languages cut off. It cannot be impossible — it ought not to be difficult — to ingraft a department of manual training upon our high school course; nor need the trial step be costly. It is my belief that the time has come for an innovation in this direction, and that the board ought to take up the consideration of the subject with this end in view.

The Washington High School affords an example of an institution of this grade conducted with special reference to the mental discipline and culture of the scholars, the demands for business training being partially met by the plan of study in the grade preceding. The work of the high school is thus outlined by Superintendent Wilson:

The high school course or courses of study cover a period of three years. The standard for admission and average age of pupils are about one year in advance of those usually required, and the full course one year less.

The following statement, preliminary to the courses of study, briefly explains the plan of organization:

The studies of the high school embrace mathematics, physics, chemistry, natural science, business training, English, German, French, Latin, Greek, history, political science, and drawing. For convenience of classification three leading courses of study are outlined, but no one of these is in every part compulsory. Subject to the requirements of the hour plan of recitations, a pupil, acting with the approval of his parents or guardian, may determine his own course of study. As an aid in the pursuit of the different studies, whenever practicable, a syllabus is prepared and furnished to the pupil, containing an analysis of topics and giving references, both general and special, to works in the school library which the pupil is expected to consult.

The studies are made as fully elective as any plan of recitations in such a school will allow; each teacher has a special department of work; physics, chemistry, and botany each has its laboratory fitted up and furnished appropriately.

The opposition to high schools is renewed from time to time in different quarters, but generally results in establishing them more securely in the confidence of the people. Such promises to be the outcome of a recent experience of this kind in Detroit, Mich., concerning which the president of the Detroit board of education, Hon. E. C. Warner, reports as follows:

In view of a report of a committee of the old board of estimates made to that body and of a resolution adverse to the support of the high school from "money raised by taxation for the maintenance of free common schools" adopted by the common council of the city, a special committee was appointed to consider and report upon the following propositions:

(A) Whether, in view of the established character of the high school as an existing institution, there are sufficient grounds for its discontinuance.

(B) If not, whether a certain fee or charge ought to be made to those seeking its privileges, with suitable provisions against excluding any not reasonably able to comply with the requirement.

(C) Whether foreign languages ought to be eliminated from the regular course of study, and, if not, whether a tuition fee ought to be charged for instruction in them.

The committee appointed to consider these propositions was composed of able and intelligent members of the board, who brought to the deliberations of the committee extensive research, mature judgment, and a conscientious desire to determine the question fairly and justly, with due regard to the rights and opinions of individuals upon the one hand who believed that the high school should be eliminated from our public school system, and to opinions of those on the other who believe in maintaining the present policy of free liberal education in advanced or high school grades.

The question received deliberate and careful consideration, and the worthy chairman, Inspector Griffin, submitted an able and exhaustive report, which was concurred in by the entire committee, wherein the State legislation was reviewed, arguments pro and con weighed, statistics cited, and logic brought to bear, and wherein the committee unanimously reported that, "in the best judgment of the committee, impressed with the grave responsibility which rests upon them, and enlightened by every source of information reasonably accessible, and carefully weighing all suggestions in opposition to their present conclusion, conceding to all who may differ from them sincerity in their convictions, the high school ought to be maintained with substantially its present course of study.

Hon. Robert Graham, State superintendent of schools, Wisconsin, gives the following comprehensive view of the operation of the high schools in his State, established by the law of 1875:

By this measure a new and important class of schools have been brought into existence; a class of schools with a clearly defined course of study, prescribed by, or having the approval of, the State superintendent, and in charge of teachers qualified by holding diplomas or some form of State certificate or by special examination in the branches included in the course of study. More than that, these schools have afforded a field for observation, a scope for experience, which ought to prove of great value in considering and determining the features to be insisted upon in such schools, and their real value and function in our system of schools. This observation and experience leads to inquiry in two directions: First, the relation of these and similar schools to higher education; second, their relation to the elementary or common district schools.

No words can so clearly and emphatically answer these inquiries as the statistics relating to these schools.

(1) They meet a demand that is felt in nearly every community and are highly appreciated wherever established under fair conditions for success. This is indicated by the fact that in 98 free high schools reporting the present year there was an enrolment of 6,528 pupils, an average of 66 pupils to each school, who attended an average of 116.6 days, or nearly 6 months of 20 days each; and by the further fact that $10,337 was collected as tuition fees from such as were not entitled to attend them without charge — an average of more than $100 for each school. Eighty-seven of these schools had an average daily attendance of more than 25, while but 11 had an average daily attendance of less than that number.

(2) These schools, notwithstanding the efforts and inducements to secure their organization and management in organic relation to collegiate and university courses of study, and directly tributary to higher institutions of learning, are largely attended by such as seek for a better equipment for immediate and active business than the common schools afford, and not in any great numbers by those seeking fit preparation for collegiate courses of study. Of the 6,528 enrolled in these schools last year, but 367 — a little more than 5 per cent. — completed either course of study. During the seven years the schools have been in progress, but 2,418 have completed a course of study. Furthermore, while both English and classical courses of study are provided,

and while German is an optional study in the English course, the number of pupils instructed in English branches only during the last year was 5,546, while the number instructed in other than English branches, which, of course, includes such as chose German among the elective studies of the English course, was but 982, about one-seventh of the number enrolled.

* * * * * * *

If the statistics were attainable, there is no doubt but that another very important way in which these schools exert a useful and wide reaching influence would be found in the opportunity they afford young people to prepare themselves in scholarship for the position of teachers in the elementary schools. From the reports that incidentally reach the office of the State superintendent, it is presumable that between 5 and 25 persons are found in each of these schools every year who are intending to teach and are there to fit themselves for so doing. If the medium number of the extremes mentioned is assumed to be the average number which each school thus yearly sends out as teachers in the common schools, then we have a measure for estimating their value and influence expressed by more than 1,500 such teachers.

It will readily be seen that the possibilities of these schools as helpful factors in improving the common schools are very great and far exceed any result hitherto realized. It gives me pleasure to be able to state that the attention and interest of some of the principals of these schools have been awakened, and inquiry has been started whether, in addition to scholastic equipment, they may not do something directly in training these embryo teachers in the schools under their charge in the theory and art of teaching. Some tentative experiments are already being made in the direction indicated.

Finances.— It is impossible to present a statement of the funds available for secondary instruction in our country, since the appropriations to public institutions of this grade are reported in totals with other funds.

The funds invested in the schools in Table VI, including value of grounds, buildings, apparatus, and productive funds, are reported as $34,412,034; in those of Table VII, $7,606,795. The income of the former schools for the year, including interest on productive funds and tuition fees, was $3,331,743, or $24 per capita of reported enrolment; that of the schools in Table VII, $742,916, or $47 per capita of reported enrolment. These funds, as the tables show, are very unequally distributed throughout the country, and are not reported in all cases.

SECONDARY INSTRUCTION IN GREAT BRITAIN.

In 1865 the British schools inquiry commission instituted a special examination into the condition of secondary schools, which gave an impetus to measures for the extension and improvement of the means of secondary instruction. A brief notice of what is now going on in Great Britain will not be out of place here, more especially as the conditions affecting secondary schools in that country are very similar to those existing among ourselves.

Nearly all the universities maintain examinations for secondary schools and scholars. The examinations under the auspices of the two older universities are naturally most generally known and most extensively employed.

The report of the Oxford local examinations show that for the year 1882 the number of girls examined was 777; number of boys, 1,360; numbers passed: girls, 473; boys, 810; total examined, 2,137; passed, 1,283. Thus far, 1,889 candidates have presented themselves for examination in 1883.

The total number of candidates who presented themselves for the Cambridge local examinations in 1882 was 7,640, viz: 4,574 boys and 3,066 girls. The tenth annual report of the Oxford and Cambridge schools examination board for the year ending October 31, 1883, gives a total of 60 boys' schools and 27 girls' schools examined during the year.

The College of Preceptors is doing a great and important work in the examination of secondary schools.

In 1883 it examined 14,000 candidates, coming from some 2,000 schools; in 1879 the number of pupils examined was 7,000, representing about 700 schools, so that the work of the society was more than doubled in four years.

The schools of the Girls' Public Day School Company enrolled about 5,400 pupils in 1883. The success of these schools has led to the formation of a Boys' Public Day School Company for the promotion of intermediate schools for boys.

It is admitted that private endowments and denominational zeal are not sufficient to accomplish all that is required in this department. "No educational system," says Mr. Mundella, "is complete which does not provide what we call the ladder. It is no use relying on an elementary system which does not bridge over the gulf between the public school and the university." In accordance with these views various plans have been adopted for establishing a connection between the elementary schools and the higher institutions of learning. The school boards of the principal cities of England have scholarships at their disposal that enable successful competitors from the elementary schools to enter one or other of the great public schools, and in a number of cities "higher board schools," corresponding to high schools in this country, have been established.

Sheffield, Manchester, Leeds, and Bradford have taken the lead in this work.

In his attempt to reform education in Scotland Lord Young saw the importance of giving distinct recognition to three grades of institutions, elementary, secondary or higher class schools, and universities. The act in which his views were embodied specified the schools which should be regarded as higher class schools and the means of testing their efficiency in the branches required, viz: Latin, Greek, modern languages, mathematics, and natural science, with a view, as the act expressly stated, "to promote the higher education of the country."

Eleven such schools were originally designated, which number has increased to eighteen, situated in the larger towns. To these must be added a number of elementary schools with flourishing secondary departments. These schools are not, however, in number or resources adequate to the end in view, namely, "supplying the whole of Scotland with secondary education," a work which it is acknowledged cannot be accomplished.

"The Scotch feeling," says Professor Laurie," is entirely different from the English on this point. The Scotch people do not wish to see their secondary schools and universities independent of the state, and they believe, with the Germans, that it is the duty of the state to render them as complete as they can be made." Great hopes are entertained that the commission created by the educational endowments act passed in 1882 will be able to do much for secondary education by bringing to its service many endowments now running to waste.

In all these movements in Great Britain the importance of science instruction and the means of adjusting the secondary schools to the requirements of industrial and business life are made prominent. It is gratifying to observe that in this respect Englishmen acknowledge that we have made greater advance than themselves.

OVERWORK IN SECONDARY SCHOOLS IN GERMANY.

The following is a brief statement of official action in several German States respecting overwork in Gymnasien and Realschulen:

After the opinion became general in Germany that numerous pressing reforms in the hygienic treatment of pupils and the arrangements of school buildings were necessary, the educational authorities began to investigate the matter out of deference to the warnings of physicians and the pressure of public opinion. As a consequence, many improvements have been made in school arrangements and in the management of scholars. These changes are made in obedience to ministerial decrees, the most recent of which deal with the scope and methods of teaching, the number of hours of study and the amount of home study, and are designed to put a check upon the overwork and haste in study about which there has been so much complaint recently. They refer especially to overwork as it exists in the higher institutions: Gymnasien, Realschulen, and other secondary schools. This official action is of the more consequence because school directors and members of school boards participated in the deliberations which preceded the preparation of the decrees. The decrees referred to were issued by the governments of Prussia, Saxony, Würtemberg, Baden, Hesse, and Alsace-Lorraine.

The *Prussian* publication is a circular of March 31, 1882. It is in reference to a revision of the system of instruction, and makes some explanations thereof, in which

attention is called to certain dangers arising from overwork to which school children are liable. This circular leaves the total number of weekly school hours unchanged, but introduces some changes of arrangement calculated to lighten the labor of the scholars.

The *Saxon* decrees are dated March 4 and March 10, 1882. They refer to the earnest discussions in the Landtag on overwork in schools, and state that the government is fully in accord with those members of the Landtag who believe that there is a necessity for regulations which shall reach the question of overwork, and then give particular directions affecting the scope and method of instruction, but without touching the subjects of home work, the number of school hours, and other matters. It is interesting to observe that the Saxon government is of the opinion that the object and scope of instruction in the classical languages are exceeded in the Gymnasien; that devoting special attention to philological sciences is detrimental to the unity and harmony of gymnasial instruction, and that in many cases instruction in ancient languages is turned into teaching philology as a profession instead of giving a general intellectual training. Besides being the cause of overwork, therefore, the system of instruction in ancient languages, which takes up most of the time in Gymnasien, is faulty in other respects. Indeed, the Saxon decree goes further and declares that the requirements in other departments, in natural history, mathematics, and history, are too high, and that anticipation is often carried to such an extent that little is left for the university. The expressions of this decree with reference to essays on given subjects which the students translate into a foreign language on dictation and write down without preparation are also very important. These essays (extemporalia) hold a very important position at present in gymnasial instruction, so that in many of these institutions conclusions as to the progress, ability, and industry of students are drawn solely or almost solely from their success in preparing the papers in question. There would be some ground for this if the subjects were invariably so arranged as to present no special difficulties to students of moderate talents and somewhat slow minds. But this is not always the case. According to the decree under consideration the essays in question are often mere collections of questions in syntax, which produce in the student a feeling of anxiety and vexation instead of an agreeable consciousness of knowledge. This is the kind of evil to which the Saxon ministry objects and the removal of which is of the greatest necessity, because nothing is more likely to produce nervous excitement and the intellectual languor following it than the frequent writing of difficult compositions which the students know will have an effect on their rank. This state of things did not exist thirty years ago.

The decree of the *Württemberg* government on the subject of overwork appeared in 1883. No medical men took part in the deliberations which preceded its publication, and yet the necessity of limiting the requirements in certain branches and of changes in several particulars in the methods of instruction was as clearly recognized as in the Prussian decrees. It seems hardly necessary to enter into details concerning it at present, but it should be said that a commission composed exclusively of teachers acceded to the recommendations.

The *Baden* ministry published an outline of a decree on March 18, 1883 (finally issued January 17, 1884), which had been prepared by the board of health in concert with a number of teachers. It takes up the question of the number of school hours a week, home study, the method of instruction, gymnastics, and certain necessary hygienic arrangements of school buildings. In Baden the different classes of the Gymnasium have had 30, 31, 32, and 34 hours of study a week without counting elective studies and gymnastics. They have now been changed to 28 and 32 hours for the two groups of classes below and above the secunda. This change will be especially beneficial to students of the tertia class, whose time of life renders them peculiarly susceptible to injury to health from overwork. Before 1869 the total number of hours of study was 269 a week for a Baden Gymnasium of 9 classes, after 1869 it was 286, and it is now 268. Each study hour is to be limited to 50 minutes. The amount of home

study is also definitely fixed and the method of instruction has been modified in some points. That these changes were necessary is shown by the fact that in the lowest class of a Gymnasium 1,300 Latin words have to be learned the first quarter of the year, and nearly as many the second, which makes a daily average of about twenty words. It is impossible to expect that young students can remember all these words, because some of them are not met with in any author read by the students until they reach the upper classes, and are also special expressions of ancient life, which a nine-year old boy knows nothing about and of whose German equivalents even he is ignorant. This is pure parrotry and is certainly without value. Learning by rote—committing to memory—is good enough in its way, but not when applied to things which are not understood by the learner. The intellectual effort required to memorize in this way leads to bad mental effects on account of the excessive brain effort the young students are compelled to make.

The *Hessian* government issued decrees about home study as early as 1877 and again in 1881. Nevertheless complaints were still made about the overwork of young scholars. In order to determine how just these complaints were, a commission, consisting of 8 school directors, 4 physicians, and 7 members of the chamber of deputies, who were also fathers of students in secondary institutions, was appointed to investigate the matter and report. In December, 1882, this commission published from the stenographic records a complete report of its proceedings. The ministry adopted a large part of the recommendations and embodied them in two decrees of February 23, 1883. One of these is devoted to regulating the quantity of home study, and establishes a maximum which amounts to an hour a day for the lowest classes, and gives particular directions to prevent exceeding the limit. The other makes such changes in the system of teaching as will lessen the amount of study bestowed on Latin and Greek. It is worthy of note that these decrees absolutely prohibit all tests of the student's progress which require much reviewing, because the work demanded of him in this way is regarded as injurious to his bodily and intellectual health, and they expressly command that the day and hour for these test exercises shall not be announced to the students more than twenty-four hours before they take place. These decrees will also have the effect of lessening the amount of memorizing.

The decree of the Stadtholder of *Alsace-Lorraine* on the subject of schools is based on the well known report of the commission appointed in April, 1882. This commission was composed of 9 physicians and 2 members of the superior school board. The report recommended a maximum number of hours a week of home study, a certain amount of physical exercise, precautions to be taken to protect the eyesight, and some improvements in the arrangements of the school rooms. A restriction of the hours of labor and of home study was desirable, because it was found that the children were suffering from overwork. The following is a summary of the conclusions of the report of the medical commission:

(1) Scholars should not be occupied with school duties more than the following number of hours a week:

Ages of scholars.	Class.	Hours at desk.	Singing.	Gymnastics.	Work at home.	Total.
7, 8	IX, VIII	18	1	2–2½	3	24–24½
9	VII	20	1	2–2½	5, 6	28–29½
10, 11	VI, V	24	2	2–3	8	36–37
12, 13, 14	IV, III	26	2	2	12	42
15, 16, 17, 18	II, I	30	2	2	12, 18	46–52

(2) Between every two hours of instruction there should be an intermission of ten minutes. If more than two hours of work follow each other, there should be an intermission of fifteen minutes between the second and third and of twenty minutes between the fourth and fifth.

(3) There should be a half holiday in the middle and at the end of the week.

(4) No work should be done between the forenoon and afternoon hours of the same day and no work should be done on Sunday.

(5) The autumn vacation should begin on the first of August and last until the

middle of September. No school work should be done during the Whitsuntide and Christmas holidays.

(6) The practice of giving hot weather half holidays is advisable and should be maintained.

(7) The greatest number of scholars which should be permitted in one room should be determined according to Pettenkofer's rule. [Pettenkofer's calculation of the amount of ventilation needed for each individual was based on the assumption that the proportion of carbonic acid gas, including that due to respiration, should not exceed .7 in 1,000 parts of room air. Starting from this basis he estimated that 60 cubic metres, or 2,119 cubic feet, of fresh air are needed for the use of a male adult every hour.]

(8) Restriction of competitive exercises and avoidance of partial accentuation in ex tempore exercises, and of all excessive efforts in preparing for examinations are recommended.

(9) Studies which make severe demands on the reflection and memory should be confined to the forenoon.

(10) Besides the obligatory instruction in gymnastics, swimming exercises, open air sports, excursions, and skating are strongly recommended. Eight hours a week should be devoted to bodily exercise.

(11) New buildings for secondary schools where the class rooms are less than five meters wide should be lighted by a single row of windows on the left of the scholars. Where the rooms are wider the windows may be placed on both sides and in exceptional cases light may be admitted behind the scholars.

(12) When light is admitted on one side only, care must be taken to select the east, west, or north side for that purpose.

(13) In school buildings already existing those rooms which are lighted from the south entirely should not be used as class rooms.

(14) Where rooms do not have a sufficient amount of light more must be provided by bevelling the edges of the window apertures and making new windows in the upper part of the walls between the windows.

(15) Badly lighted rooms, especially those in the corners of quadrangular courtyards, should not be used as class rooms.

(16) Every school room should be provided with window shades and means for supplying sufficient artificial light.

(17) The desks should be placed so that light can fall directly on each. Therefore where the spaces between the windows are wide the floor shaded by these spaces must be kept free from desks.

(18) Surfaces which reflect light strongly, such as white walls and the like, should not be permitted in the neighborhood of school buildings.

(19) All wrongly built seats should be removed from the schools forthwith and replaced by others made on rational principles.

(20) The school books, maps, and atlases should be examined with reference to the size of the type, form of letters, and their spacing. All books, &c., not answering the requirements should be gradually excluded from the schools.

(21) The plan of studies should be arranged so that a regular alternation may take place in the occupations of the scholars as far as possible, and particular care should be taken to avoid studies requiring reading during several successive hours.

(22) Near-sighted scholars should be placed in the best lighted seats and be excused from all work which taxes the eyes. Drawing fine lines in maps or geometrical figures should be avoided.

(23) Standard regulations with regard to the construction, regulation, and endowment of secondary schools should be published.

(24) Proposals for altering a school building of the secondary grade or building a new one should be examined by a medical expert or medical officer to see if they conform with the regulations.

Signed by Von Hofmann, president, and Drs. Boeckel, Hoppe-Seyler, Jolly, Kestner, Kussmaul, Laqueur, Neubauer, Ruhlmann, and Wasserfuhr.

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 1873 to 1882, inclusive:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.
No. of institutions	205	209	222	225	220	225	227	227	226	227
No. of instructors	2,120	2,285	2,405	2,404	2,305	2,478	2,323	2,340	2,211	2,721
No. of students	24,613	23,445	23,795	23,856	23,022	23,639	24,605	25,780	26,041	28,726

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	11	92	20	72	15	267
California	4	57	14	43	25	494
Connecticut	2	30	10	20	2	52
Georgia	14	*b*125	44	73	24	529
Illinois	12	151	38	113	32	203
Indiana	2	33	1	32	2	45
Iowa	3	40	2	38	.....	199
Kansas	1	21	4	17	.....	56
Kentucky	20	167	53	114	33	864
Louisiana	4	32	9	23	1	110
Maine	3	18	9	9	1	16
Maryland	6	59	11	48	1	44
Massachusetts	10	195	51	144	.....	80
Michigan	2	*b*12	1	6	.....	14
Minnesota	2	21	3	18	4	28
Mississippi	9	*b*66	14	47	12	370
Missouri	9	102	19	83	8	479
Nevada	1	8	2	6	.....	26
New Hampshire	3	35	14	21	8	184
New Jersey	3	33	15	18	1	25
New York	16	230	45	185	55	1,776
North Carolina	10	84	21	63	7	363
Ohio	13	173	43	130	4	325
Oregon	1	13	.....	13	.....	25
Pennsylvania	14	133	43	90	21	141
South Carolina	6	50	14	36	11	313
Tennessee	18	157	33	124	27	533
Texas	7	37	16	21	25	167
Vermont	1	9	4	5	1	42
Virginia	14	*b*130	31	71	10	242
West Virginia	3	29	9	20	2	39
Wisconsin	3	43	3	40	3	233
Total	227	*b*2,386	596	1,743	335	8,284

a Classification not reported in all cases.
b Sex 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.
589	57	20	*a*1,105	10	9,375	386	$487,000	.....	.....	$40,000
198	15	2	*a*789	1	8,575	200	270,000	.....	.....	26,000
.....	10	10	*a*270	.....	3,030	.....	40,000	.....	.....	12,500
1,010	105	22	*a*2,031	12	10,668	502	599,500	$50,000	$3,000	53,600
478	233	22	*a*1,261	7	12,450	50	543,500	16,000	1,100	17,691
40	44	8	*a*278	2	4,200	41	30,000	.....	.....	5,100
88	90	3	*a*696	2	2,280	240	50,000	.....	.....	.....
57	28	0	*a*183	1	1,000	50	150,000	2,000	200	.....
1,335	53	14	*a*2,519	17	13,300	625	608,000	8,000	*c*1,750	114,760
198	5	.....	*a*425	4	1,973	1,095	81,500	20,000	1,600	5,700
71	10	.....	*a*237	2	4,550	.....	134,000	75,000	4,500	12,200
149	8	11	*a*404	2	7,426	104	97,500	.....	2,500	6,000
1,176	280	6	*a*1,736	2	50,096	606	1,103,500	537,785	14,032	72,427
19	6	.....	*a*91	.....	1,400	200	60,000	.....	.....	7,244
80	.....	.....	*a*228	1	1,050	.....	60,000	.....	.....	.....
549	28	5	*a*1,105	8	5,421	253	188,000	.....	.....	36,900
684	72	18	*a*1,390	7	6,225	200	412,000	72,000	1,200	45,000
34	10	.....	70	0	280	30	30,000	.....	.....	.....
110	112	4	*a*485	1	2,500	.....	165,000	192,745	12,678	5,100
102	8	7	*a*299	2	3,800	.....	140,000	.....	.....	5,000
672	118	23	*a*3,378	3	21,975	515	1,775,941	31,981	2,083	74,361
387	48	5	*a*1,115	5	9,400	100	161,000	.....	.....	23,500
637	138	4	*a*1,304	6	16,366	304	946,000	51,000	4,360	52,901
.....	.....	.....	*a*186	.....	600	.....	60,000	.....	.....	.....
380	351	26	*a*1,359	5	11,188	140	431,000	1,600	90	19,415
337	40	2	*a*786	5	2,937	490	107,000	9,100	500	8,600
1,104	103	33	*a*2,129	15	27,175	853	566,500	30,000	1,800	26,760
392	90	6	*a*796	7	1,178	200	51,000	10,000	1,000	16,470
50	0	1	93	1	1,000	0	85,000	.....	.....	2,700
560	47	6	*a*1,322	10	10,400	100	399,500	.....	.....	45,655
117	21	.....	*a*219	3	.....	.....	10,000	.....	.....	3,000
91	102	4	*a*437	1	5,590	317	175,000	9,000	670	2,000
11,694	2,232	262	*a*28,726	142	257,408	7,601	10,017,441	1,116,211	53,063	740,584

c Includes $1,450 from rents.

Degrees conferred by institutions for the superior instruction of women.

States.	Number of degrees.
Alabama	56
Georgia	147
Illinois	52
Indiana	11
Kentucky	79
Louisiana	23
Maine	16
Massachusetts	70
Minnesota	4
Mississippi	38
Missouri	44
New Hampshire	5
New Jersey	21
New York	11
North Carolina	14
Ohio	16
Pennsylvania	27
South Carolina	33
Tennessee	127
Texas	23
Vermont	3
Virginia	56
West Virginia	21
Wisconsin	7
Total	904

Statistics in detail of schools for the superior instruction of women will be found in Table VIII of the appendix. The summary here presented shows a total of 227 institutions, with 2,721 instructors and 28,726 students, as against 226 institutions, with 2,211 instructors and 26,041 students, in 1881. Five colleges for women in New York State, which on account of their relation to the University of New York are included in Table IX, report 812 students;[1] coeducation colleges and schools of science, Tables IX and X, show an enrolment of 10,869 women students, making altogether a total enrolment of 40,407 women in institutions for superior instruction. Of this number 16,106 are reported in the preparatory departments and 18,047 in collegiate, special, and post graduate courses, the classification of the remainder not being specified.

The item of property valuation is very fully reported for schools of Table VIII, amounting in the whole to $10,017,041. The amount of productive funds reported is $1,116,211; income from the same, $53,063. Tuition fees, it will be seen, are the chief source of support for schools of this class. The total number of these institutions authorized by law to confer collegiate degrees is 142, of which 111 are in the Southern and Southern Central States. The total number of degrees conferred in 1882 was 904, of which 684 are reported from the two sections just named.

Every year shows a slight increase in the number of women brought under instruction in schools that maintain high standards and an increase in the enrolment of women in collegiate courses. No unusual progress in this direction has been apparent since my last report. The advocates of equal provision for both sexes in the East have labored with undiminished ardor to bring about that arrangement. The West has given new evidence of the liberal policy that has led in the past to identical provision

[1] The colleges are Wells, Elmira Female, Rutgers Female, and Vassar, and Ingham University.

for both sexes in the leading colleges, and in the South the demand is arising for more satisfactory guarantees from so called superior schools for girls of their fitness as regards resources, equipments, and standards. The need of a well endowed college for girls at some central location in the South is urged upon the attention of those who are known to be ready to devote money and influence to the public good. The preference of the South is for separate institutions for the two sexes. A young southern girl recently completed with distinction the full A. M. course of Vanderbilt University, obtaining her degree when just passing out of her teens.

No change has taken place since my last report in the attitude of any of the older eastern colleges with reference to the admission of women, but the sentiment in favor of equal and identical provision for both sexes has undoubtedly become deeper and more extended. This is due in part to the statements of the presidents of coeducation colleges as to the excellent results of the policy, but more to the effect produced by the subsequent careers of women graduates. Wherever they have been called on to exercise their attainments, whether in the domestic circle, in society, or in business, the value of their training has been demonstrated.

Movements for improving the living conditions of our communities, for the relief of the poor, for the control of the lawless, for the care and instruction of neglected children, owe much to the efforts of women who have brought to the discussion of these practical problems the force and method of trained minds. One of the best outcomes of the higher education of women has been the formation of societies of women for the promotion of that interest. At the first public meeting of the Association for Promoting the Higher Education of Women in New York, the following resolutions were presented by Dr. William H. Draper:

Whereas the progress made by women in the prosecution of the studies usually taught in the higher institutions of learning in this country and abroad has conclusively shown that women are not incapacitated by any supposed physical or mental inferiority from taking their part on an equal footing with men;

And whereas there are many women who, without the aid of systematic training, are unable to develop their natural capacity for literature, science, and art, to some of whom the advantage of a collegiate education is of vital importance and who cannot rest satisfied with any instruction short of the best;

And whereas the opening of colleges to women cannot fail to improve the general system of school education from the primary to the final grade, giving it a thorough, practical, and definite standard by which to regulate the ordinary instruction of girls:

Resolved, That it is the undoubted right of women to have as complete and unfettered an opportunity for developing and training their mental faculties as men now have; that this meeting therefore cordially approves the objects of the Association for Promoting the Higher Education of Women in New York, and considers that it would be most desirable that the higher institutions of learning should open their lectures and examinations to properly qualified women on the same terms as to men; that this meeting expresses its obligations to President Barnard, of Columbia College, for pointing out, in his recent annual reports, how an ancient and nobly endowed institution like Columbia College can increase its field of usefulness by adapting itself to these requirements.

The position of Columbia College with reference to the admission of women was thoroughly discussed and the following petition was approved:

We, the undersigned, residents of New York City and its neighborhood, beg leave to present our respectful petition: That, in view of the present state of public opinion both here and in other countries touching the justice and expediency of admitting women to the same educational advantages as men, a state of opinion especially evidenced by the recent action of the English universities of Cambridge and London, and in view of the influential position of Columbia College as among the oldest and most richly endowed educational institutions in the United States and preëminently representing the intellectual interests of the city of New York, you will be pleased to consider how best to extend, with as little delay as possible, to such properly qualified women as may desire it the many and great benefits of education in Columbia College by admitting them to lectures and examinations.

The last report of the Massachusetts Society for the University Education of Women contains the following announcement:

In union there is strength, and we are glad to number among signs of progress and guarantees of permanence the formation in Boston, January 14, 1882, of an associa-

tion of collegiate alumni. They organized with 66 women, graduates of Oberlin, Vassar, Smith, Wellesley Colleges, and Cornell, Michigan, Wisconsin, and Boston Universities. The power of this association, with its branches, to advance the cause of the higher education of women can scarcely be overestimated. They have issued so far two circulars of information, one relating to opportunities for post graduate work and the other an earnest appeal for the physical education of women. Their object and their methods call for a hearty Godspeed from every man and woman who realizes that the possibilities of a people are measured by the position and condition of its women.

The Women's Education Association, Boston, has accomplished a great work in extending provision for the special training of women and in assisting struggling students through their graduate and post-graduate courses. The need of such assistance is universally recognized and has been generally accomplished for men by means of scholarship funds. The amount of such funds at the disposal of women is extremely limited. An increased liberality in this direction is one of the most urgent needs of the time.

HIGHER EDUCATION OF WOMEN ABROAD.

In consideration of the interest manifested in the United States with reference to provision in foreign countries for the education of women, I deem it advisable to present a summary of information drawn from the files of this Office, designating with some degree of fulness the superior institutions engaged in the work, the standards they maintain, and, so far as possible, the number of students who avail themselves of the privileges offered.

UNIVERSITY EXAMINATIONS OPEN TO WOMEN IN GREAT BRITAIN.

I. Cambridge: Examinations for individual scholars.

A. Local examinations for girls and boys. Junior examinations for young people not more than 15 years of age. Senior examinations for young people not above 18 years of age.

B. Higher local examinations for men and women above 18 years of age.

II. Oxford:

A. Senior local examinations.

B. Oxford University examinations of women over 18.

III. University of Durham local examinations — corresponding to those of Cambridge and Oxford.

IV. Edinburgh University: Local examinations.

V. Aberdeen University: Higher certificate for women.

VI. The University of St. Andrews has founded the degree of literate in arts for women, which is about equivalent to the master of arts.

VII. University of Glasgow: Superior examinations for women.

VIII. Dublin University: Examinations for women.

IX. College of Preceptors: Admits women to examination for diplomas of associateship, licentiateship, fellowship, and certificates of special proficiency.

The following schemes at Cambridge and Oxford will give an idea of the range of studies and the standard that these examinations present to women:

1. Cambridge examination of senior students, in two parts.

Part first includes reading, writing, English grammar and analysis, and arithmetic.

Part second is divided into nine sections, and every student must satisfy examiners in three at least of sections marked A, B, C, D, E, F, G, or in two of them and in one of sections marked H, I.

A. Religious knowledge.

B. (*a*) English history; (*b*) physical, political, and commercial geography; (*c*) Shakespeare, a tragedy or comedy; (*d*) the outlines of political economy. The candidate must choose at least two subjects from B.

C. Latin and Greek; either language is enough for a pass.

D. French and German; either suffices for a pass.

E. Geometry, Euclid, I, II, III, IV, VI, and XI to proposition 21, inclusive, and algebra. These suffice for a pass; but questions are also given (*a*) in plane trigonom-

etry and analytical geometry of two dimensions, and in (*b*) the elements of statics, hydrostatics, and astronomy.

F. Natural philosophy: (*a*) Facts and general principles of chemistry; (*b*) chemical analysis, practical experiments; (*c*) statics, dynamics, and hydrostatics experimentally treated; (*d*) heat, laws and elementary principles; (*e*) electricity and magnetism. Every student must satisfy examiners in *a* and in one of the three, *c*, *d*, *e*.

G. (*a*) Zoölogy and elements of animal physiology; (*b*) botany and elements of vegetable physiology; (*c*) physical geography, with geology.

H. (*a*) Drawing from flat, (*b*) from models, (*c*) in perspective, and (*d*) imitative coloring.

I. Music, elements of harmony, and musical composition.

2. Cambridge University higher local examinations for men and women.

This examination is open to all who are above 18 years of age or who have obtained a first, second, or third class in the senior local examinations.

Honor certificates: (*a*) Candidates who satisfy examiners in group A and in elementary arithmetic and in two of groups R, B, C, D, E, F, obtaining a first or second class in two of these seven groups, will receive honor certificates; (*b*) candidates who have obtained a first, second, or third class in senior local examinations, and who obtain a first or second class in two of groups R, A, B, C, D, E, F, receive honor certificates.

Ordinary certificates: Candidates who satisfy examiners in group A and in elementary arithmetic and in two of groups R, B, C, D, E, F, receive certificates to that effect.

Subjects of examination:

Group R: The specified scripture subjects and one of the three subjects, Butler, Hooker, Paley, are necessary for a pass. For a first or second class, one other of the three is also required. Scriptural subjects (1882): Old Testament — historical parts of Jeremiah, Ezra, Nehemiah, Psalms XLI, LXXII. New Testament — Luke, Galatians, Ephesians, St. James. Credit is given for knowledge of the original Greek. Butler: Analogy, introduction and Part II. Hooker: Ecclesiastical Polity, Book V, 50–68. Paley: Horæ Paulinæ, Chapters I, VI–XVI.

A. (1) English History; (2) English language and literature; (3) early English; (4) essays on English literature.

B. (1) Latin, (2) Greek, (3) French, (4) German, (5) Italian.

C. (1) Arithmetic, (2) Euclid, I, II, III, IV, VI, and XI to proposition 21, inclusive; (3) elementary algebra; (4) elements of plane trigonometry; (5) elements of conic sections; (6) elements of statics; (7) elements of astronomy; (8) elements of dynamics; (9) elements of differential and integral calculus.

D. (1) Political economy; (2) logic; (3) constitutional history of England.

E. (1) Elements of chemistry, physics, and biology; (2) theoretical and practical chemistry; (3) physics; (4) botany; (5) zoölogy; (6) physiology; (7) geology and physical geography.

F. Theory of music.

3. Oxford University local examinations for women over 18.

The first examination includes the following subjects: (1) English composition; (2) two of the following languages, the choice being left to the candidate: Latin, Greek, French or Italian, German; (3) arithmetic; (4) (*a*) Euclid, the first two books, or (*b*) algebra through equations of the first degree. In marking account is taken of orthography, punctuation, and correctness of expression.

The second examination is in two parts, pass examination and honors examination. The following is the outline of subjects:

Pass examination.—This examination consists of six sections: (*a*) Two languages; (*b*) ancient history, Greek and Roman; (*c*) modern history; (*d*) mathematics; (*e*) physics, chemistry, with, optionally, elementary biology and geology; (*f*) logic and

political economy. The candidate may take section *a* and one of the other sections at the first trial and defer the remaining subjects till the next year if she prefer.

Examination for honors.—This examination consists of eight sections, and the candidate can only take one, or, at the most, two sections in a single year: (1) English; (2) Latin and Greek; (3) German, French, Italian, and Spanish; (4) mathematics, pure and applied; (5) ancient history, with Latin and Greek texts; (6) modern history, with the original texts; (7) philosophy; (8) physical sciences.

Rudiments of faith and of religion.—A separate diploma is awarded the candidate who satisfies the examiners in the last named subject. It may be presented at the same time as the subject of the second examination or later, at the option of the candidate.

The following universities admit women to the same examinations as men and confer upon them the same degrees and honors: London University, Victoria University, and Royal University, Ireland.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN OR TO WHICH WOMEN ARE ADMITTED.

England and Ireland.

London:

(A) University College admits women to nearly all courses.
(B) Bedford College, for women.
(C) Queen's College, for women.
(D) Crystal Palace School of Arts, Science, and Engineering, ladies' division.
(E) Birkbeck Literary and Scientific Institution.
(F) College of Medicine for Women.
(G) Holloway College for Women, founded 1881, completed 1883.
(H) Department of King's College for the higher education of women.

Outside of the metropolis:

Cambridge: Girton College, Newnham Hall.
Oxford: Somerville Hall, Lady Margaret Hall.
Bristol: Bristol University College.
Birmingham: Mason Science College.
Manchester: Woman's College, annexed to Owen's College.
Leeds: Yorkshire College.

Ireland:

Dublin: Queen's College; Alexandra College.

The Oxford Association for Promoting the Higher Education of Women reports that in 1882 the number of women attending the lectures of the association (which are delivered by Oxford professors and tutors) showed considerable increase. In December, 1881, 8 women went in for the first examinations and 4 passed. In June, 1882, out of 15 candidates for the same examination 10 were successful; while for the second (honors) examination there were 5 candidates, of whom 3 gained first classes in their relative subjects, one a second, and the fifth a third.

From the twenty-fifth annual report of the Cambridge local examinations syndicate it appears that examinations were held at 114 centres for girls. Number of girls entered, 3,066, viz, 1,793 juniors and 1,273 seniors. Number of junior girls examined, 1,140; percentage passed, 71.5; percentage failed, 28.5; number of senior girls examined, 1,238; passed, 56 per cent.; failed, 44 per cent. The twenty-sixth Cambridge University local examinations (i. e., December, 1883) obtained a larger entry than ever before. Out of a total of 8,287 candidates there were 3,277 girls against 3,066 in 1882.

From the ninth annual report of the Oxford and Cambridge schools examinations board for the year ending December 31, 1882, it appears that examinations had been held during the year under the authority of the board at 23 girls' schools.

At the first matriculation examination of the Royal University of Ireland, held December 6, 1881, the number of women presented was 31, of whom 25 passed. At the second matriculation examination, October, 1882, 48 of the candidates were women; of these 44 passed.

The roll of students in Girton College in 1882 numbered 68. The number of stu-

dents who have been in residence in the college since its commencement is 137. Of these, 62 have obtained honors according to the Cambridge University standard (22 in classics, 17 in mathematics, 1 in mathematics and moral science, 10 in natural science, 7 in moral science, 4 in history, 1 in theology) and 20 have passed examinations qualifying for the ordinary B. A. degree.

The College of Preceptors is the oldest board for the examination of middle class schools and pupils in England. Its operations are very extensive, the number of schools which from time to time make use of the examinations being 2,400. From the report of the examinations of this board for the half year ending Christmas, 1882, it appears that out of a total of 8,125 candidates examined 4,750 were girls; of the 84 candidates who presented themselves at the examination of teachers for the college diploma, 40 were women. The following statement is from the dean's report for the year ending Christmas, 1883:

Girls.	Entered.	Passed.	Failed.	Per cent. of passes.
Entered for first class	596	311	285	52
Entered for second class	1,648	805	843	49
Entered for third class	2,739	1,846	893	67

The examination of teachers for the college diplomas took place on the 1st of January and four following days, and was attended by 91 candidates, of whom 40 were men and 51 women. The subjects of examination included the theory and practice of education, scripture history, English language, English history, geography, Latin, Greek, French, German, arithmetic, algebra, Euclid, trigonometry, analytical geometry, natural philosophy, experimental physics, animal physiology, chemistry, drawing, and music.

The Continent.

The following information is derived from the inaugural addresses for 1882 and 1883 of M. L. Trasenster, rector of the university at Liége, and from other documents in the files of this Office:

In *Austria-Hungary* the entrance of women in the university courses, which was permitted for a while, has been forbidden. Now the education of women is limited to that obtained in the common and burgher schools, in normal courses, and in the weibliche Arbeitschule. In the last, instruction is given in female handiwork in general, in making clothes, machine sewing, straw work, and hat making.

Germany.—Women have never been admitted to the Prussian universities. At Leipzig a few women followed the courses between 1871 and 1880 and two or three passed the examinations; but the authorities of Saxony soon forbade their admission. In Munich scientific courses were inaugurated in connection with the Academy of Sciences in the year 1878. Many secondary schools for young girls are reported.

In *Belgium* the question of admitting women to the universities was first brought up in 1875, by a dispatch from M. Delcour, minister of the interior, to the different universities of that country, in which he asked for the opinion of the various faculties as to the admission of women. Liége and Ghent saw no special reasons for excluding them, but the latter felt inclined to await the result of the trial in other counties. In 1881 the University of Brussels admitted women, and 3 women followed the course in natural sciences. In 1882–'83 there were 7 in attendance: 5 in natural sciences, 1 in pharmacy, and 1 in philosophy. Five registered themselves for the examinations: 3 in sciences, 1 in pharmacy, and 1 in medicine. At Liége 6 women attended in 1882–'83: 4 in pharmacy, 1 each in medicine and natural sciences. On the 20th of October, 1883, there were 17 students (women) in the sciences; that is, in medicine, pharmacy, and natural sciences. One room is specially reserved to be used for study and recitation by the female pupils during the hours between recitations. One woman has already passed through a 2-year course and received the highest honors in pharmacy. Ghent had 1 woman in the course in natural sciences in 1882–'83. A law of the

15th of June, 1881, stipulated for the establishment of at least 50 secondary schools for girls and for normal courses as preparatory to the position of directress or regent. The examinations of those profiting by these courses and intending to be teachers were extremely successful. Women have pursued higher branches before the professors of the athenæums at Brussels and Liége. Language, literature, history, and mathematics seem to be the subjects of attraction. The courses in the normals cover morals, psychology, pedagogy, methods, the history of pedagogy, the mother tongue (with its literature and history), either French, Flemish, or German (according to locality), Belgian history, geography and cosmography, elementary mathematics, elements of natural sciences, hygiene, some knowledge of arboriculture, agriculture, and horticulture in the normals for males and domestic economy in the course for women, penmanship and book-keeping, elements of constitutional, administrative, and commercial law and of social economy, drawing, vocal music, gymnastics, elements of the German or English language (with the object of interesting pupils to still further pursue these branches after leaving the normals), industrial training for men and needlework and cutting and fitting for women.

In *France* a law of December 21, 1880, provided for the establishing of institutions for the secondary education of girls. The course of instruction is similar to that given above for Belgium. (See Report of the Commissioner of Education for 1881, p. cexlvi). A law of July 26, 1881, provided for a normal school to furnish female professors for the secondary grades. The Société pour l'enseignement professionnel des femmes reports as follows for 1883: There are 535 pupils distributed among 4 schools under charge of this society in Paris. In addition to the general courses the majority of these girls pursue either business courses, drawing and design, cutting and fitting, or the courses in which drawing is applied to some industrial occupation. Pupils are fitted to be teachers and have been very successful in their examinations for professorships in drawing in the lycées for girls and in the common schools. Sixteen were admitted to the exhibition of fine arts. Eight passed for the above professorships. The administration of the Academy of Fine Arts has created a diploma of superior grade for drawing (brevet supérieur de l'enseignement du dessin) and the necessary courses leading to such diploma have just been organized. In two schools free courses in English are given. Arithmetic and accounts, chemistry, hygiene, and botany are also taught in these professional schools. Women are admitted to the courses in the different faculties of the University of France, but it is only in Paris that they carry on the complete courses. The Faculty of Medicine in Paris numbered 50 lady students in 1882–'83. Since 1868, at which date women were first admitted, the medical faculty has conferred 22 diplomas of M. D. on women and 1 as health officer. The faculties of science and literature have given to women 49 diplomas of B. L., 33 of B. S., 2 as licentiate in literature, and 29 diplomas (brevets de capacité) for special secondary instruction. The question of the education of women is still being agitated in the assembly and in the newspapers, and many young girls come forward to the examinations who do not look forward to making any use as teachers of the knowledge acquired.

In *Italy* the higher education of women dates centuries ba . The University of Padua is proud of the names of Cornaro Piscopia and Novella d'Andréa. The University of Bologna had Clotilde Tambroni as professor of Greek literature up to 1817. A regulation of the 11th of October, 1875, authorized the admission of women into the universities, providing they had obtained the lyceum certificate exacted from men who graduate from those schools. As there are few establishments for girls leading to such an examination, the numbers entering the universities are limited. In 1882–'83, there was 1 lady student at the University of Turin, 1 at Pavia, 3 at Padua, 4 at Rome, and probably the same at Bologna. The following diplomas have been conferred upon women: Doctor of medicine at Turin, Pisa, and Bologna; doctor of laws at Turin and Bologna; doctor of philosophy and letters at Turin, Padua, and Bologna, and 3 doctorates of natural science at Rome. In Turin 3 girls are following the courses in the Lycée Cavour. These courses succeed to those of the gymnasia and include

rhetoric and 2 years in philosophy. Information obtained in the early part of 1883 is to the effect that institutions for the higher education of women are to be organized and put under charge of the ministry of public instruction. They are to be placed on a similar footing to the universities. The three institutions for girls at present existing in Turin have been found quite insufficient, so that the officials have already been obliged to open advanced schools for such graduates of the elementary grades as desire to continue their studies.

Switzerland outranks other continental countries in point of women students and the number of diplomas given. In 1882–'83 there were 52 women at the university in Geneva, 36 at Berne, and 24 at Zürich. Switzerland, Germany, Austria, Russia, Roumania, the United States of America (4 in medicine), and South America were represented in the 24, 17 of whom were medical students, the others pursuing a philosophical course. Formerly many Russians were present, but their government has interfered to prevent such attendance, as too much liberty of action and too great political exaltation were found among such women. The conditions of admission at Zürich are quite severe, as the student who desires to pursue the regular course must have attended a high grade of school and must have sufficient knowledge of mathematics, natural sciences, and three languages (German being one, Latin and French or Italian and English the others) to be able to take up the proper studies. Most of the women students in the universities either go as "hearers" or intend to obtain a baccalaureate. The doctors' diplomas given to women up to the present day are 41 for medicine at Berne, 25 at Zürich, and 1 at Geneva (where the medical faculty has been but lately established; for philosophy (PH. D.), 4 diplomas at Berne and 7 at Zürich; for law, 1 at Berne. Women frequently obtain the highest points at the examinations. At Geneva the two upper classes in the highest secondary school for young girls, corresponding to the philosophy classes in the French lycées, had 147 pupils in 1882.

Spain formerly admitted women to some of the universities, but this is now prohibited. By decree of May 17, 1882, the authorities added a fourth year to the course of the Central Normal School for Female Teachers, and several decrees were promulgated in 1882 in regard to the primary instruction of girls.

In *Portugal* the subject is being canvassed. The rector of the university at Coimbra has been charged by the government to present the basis of a university reform which will allow the admission of women. Two women, authorized by royal decree, have passed the examination for pharmacist, one in 1860 the other in 1872, but without having followed university courses.

The Netherlands report 14 higher burgher schools for girls in 1881–'82, with 1,089 pupils in attendance. The instruction in the secondary schools for girls covers religion, arithmetic, natural sciences, mathematics, chemistry, botany, zoölogy, science of government, geography, history, Dutch, French, English, German, book-keeping, needlework, drawing, æsthetics, and psychology.

The secretary of the senate of the University of Leyden writes to this Office that there are no enactments to prevent women from attending university lectures or taking degrees the same as male students in that university or in any other university in the Kingdom. The director of the University of Ghent writes that a young woman passed the first examination in natural science last July. During the present academic year the faculty of science has 5 young women students: 1 in natural science, first examination; 1 in natural science, second examination; 2 in pharmacy; and 1 applied for the degree of doctor of sciences. The secretary of the senate of the University of Groningen writes that this year the names of 16 women are upon the rolls of the university. Of the number, 6 were admitted to the faculty of letters, 9 to the faculty of mathematics and physics, and 1 to the faculty of medicine. In 1882–'83 there were 18 women studying at the University of Amsterdam, 11 at Groningen, 4 at Leyden, and 7 at Utrecht.

In 1878 women commenced to study in the "hoogescholen," and the first to enter Leyden were in 1882. Most of the students follow the courses in modern languages in order to get a "diploma of capacity" as teachers in secondary schools. At Amsterdam

15 out of 18 were classed as follows: 1 in psychology, 1 in French literature, 1 in English literature, 1 in Greek art, 5 in geography, 2 in the Gothic tongue, 2 in old Dutch, and 2 in botany. One woman student in medicine is mentioned at Utrecht, 1 at Amsterdam, 1 in mathematical sciences and physics at Amsterdam, and 6 in natural sciences at Groningen. This last university gave one woman a diploma in pharmacy in 1878 and a medical diploma to another in 1879.

Denmark reported 6 women entering the university at Copenhagen in 1883.

Norway.—The Norwegian University at Christiania has allowed women to attend its lectures for two years past, and it has now obtained the right from the Odelthings to place women students on the same footing with men as far as examinations and scholarships are concerned.

Sweden has between 60 and 70 girls' high schools, in which are taught religion, the Swedish, French, German, and English languages, geography, history, mathematics, the natural sciences, calligraphy, drawing, fancy work, singing, and gymnastics. Studies of an advanced nature have already been added to this curriculum in order to meet the needs of adult young women. Normal courses are also reported, and a woman has lately received the degree of doctor of philosophy at Upsala University. A royal decree of June 3, 1870, opened the career of medicine to women, and the Carolinian Institute in Stockholm has a special course in anatomy for them. Other courses are taken up at the University of Upsala. After passing the requisite examinations in medicine the women are allowed to practise. At Stockholm the Wallin School and the lycée for girls have a section leading to a kind of baccalaureate degree, the same studies being taken up as in the lyceums for boys. Fifty young women have passed this examination since 1870. Some continued their studies at the university, others became teachers.

Finland had one woman in the philosophical course of the university at Helsingfors in 1881–'82.

In *Russia* women are excluded from university courses, but at St. Petersburg, in addition to the school of medicine, there is a very prosperous institution where young girls take up higher courses in literature and the sciences. This establishment was organized in 1878, and at a later date (probably in 1881–'82) there were 938 pupils reported. The course covers four years, and in 1882 there were 163 pupils ready to receive diplomas: 99 in the literary department, 64 in that of sciences. In 1870 a special course for women was opened at the medical academy. This course was ostensibly for midwifery, but really gave an extended knowledge of medicine. A four-year course could be attended by those who had followed the regular lyceum course prior to coming up for examination. Later, another year was added to the course. During seven years 959 women came up for examinations and 718 were received. Political reasons caused the cessation of the course, but students were allowed to finish their studies, although no more were to be admitted.

In *Roumania* 4 women are studying at the university in Bucharest; they are scattered through the departments: 1 in philosophy, 1 in philology, and 2 in medicine.

Servia reports a school for the higher education of young girls, with 250 pupils. There is a pedagogical section attached to this school.

TABLE IX.—UNIVERSITIES AND COLLEGES.

The following is a statement of the aggregate number of this class of institutions, with instructors and students, as reported to this Bureau each year from 1873 to 1882:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.
Number of institutions	323	343	355	356	351	358	364	364	362	365
Number of instructors	3,106	3,783	3,999	3,920	3,998	3,885	4,241	4,160	4,361	4,413
Number of students	52,053	56,692	58,894	56,481	57,334	57,987	60,011	59,594	62,435	64,096

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-year course.	Number with three-year course.	Number with courses over four years.	Number having only elective courses.
Alabama	4	4	0	1	3	0	0	0	1	2	0	1	0
Arkansas	5	4	1	0	2	3	0	1	1	3	1	0	0
California	11	11	0	1	9	1	0	0	2	9	0	0	0
Colorado	3	3	0	0	2	0	1	0	1	2	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	1	2	5	0	2	0
Illinois	28	28	0	1	26	1	0	2	0	26	0	2	0
Indiana	15	15	0	1	14	0	0	0	1	13	0	1	0
Iowa	19	18	1	0	18	0	1	1	0	19	0	0	0
Kansas	8	8	0	0	8	0	0	1	0	7	0	1	0
Kentucky	15	15	0	0	12	3	0	2	1	8	0	3	3
Louisiana	9	9	0	0	7	2	0	1	2	3	1	2	1
Maine	3	3	0	0	3	0	0	0	0	3	0	0	0
Maryland	11	11	0	0	11	0	0	1	1	8	.....	1	1
Massachusetts	7	7	0	0	7	0	0	2	0	7	0	0	0
Michigan	9	9	0	2	7	0	0	0	0	8	0	0	1
Minnesota	5	4	1	0	5	0	0	0	1	4	0	0	0
Mississippi	3	3	0	0	3	0	0	0	0	2	0	0	1
Missouri	17	16	1	2	12	3	0	1	2	12	0	3	0
Nebraska	5	5	0	2	2	0	1	0	0	4	0	1	0
Nevada	1	.....	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	4	0	1	2	1	0	0	0	3	0	1	0
New York	28	26	2	0	27	1	0	1	2	21	0	5	0
North Carolina	9	9	0	0	9	0	0	0	0	7	0	1	1
Ohio	35	35	0	1	30	2	2	4	2	31	0	2	0
Oregon	7	7	0	0	7	0	0	0	0	6	0	1	0
Pennsylvania	26	26	0	1	24	1	0	1	3	22	0	1	0
Rhode Island	1	1	0	0	1	0	0	0	0	1	0	0	0
South Carolina	9	8	1	0	7	1	1	2	1	7	0	1	0
Tennessee	19	19	0	0	17	1	1	1	1	14	0	1	3
Texas	10	10	0	0	7	3	0	1	1	7	0	2	0
Vermont	2	2	0	0	2	0	0	0	0	2	0	0	0
Virginia	7	7	0	0	6	1	0	0	0	3	0	0	4
West Virginia	3	3	0	0	3	0	0	0	0	2	0	0	1
Wisconsin	7	7	0	0	7	0	0	0	0	7	0	0	0
District of Columbia	5	5	0	0	4	0	1	0	0	3	0	?	0
Utah	1	1	0	1	0	0	0	0	1	0	0	0	0
Washington	2	2	0	0	2	0	0	0	0	2	0	0	0
Total	365	357	8	15	317	25	8	24	27	288	2	32	16

TABLE IX.—*Summary of statistics of*

States and Territories.	Number of universities and colleges.	Preparatory department.						Number unclassified.	Collegiate department.					
		Number of instructors.	Students.						Corps of instruction.	Whole number of students.	Students in classical course.		Students in scientific course.	
			Total.	Male.	Female.	Preparing for classical course.	Preparing for scientific course.				Male.	Female.	Male.	Female.
Alabama	4	1	208	208	.....	125	63	.....	46	277	.....	.....	.....	.....
Arkansas	5	20	a547	48	62	.....	.....	.....	15	262	b72	b19	.....	.....
California	11	61	a1, 541	1, 293	145	123	397	166	119	652	199	40	207	56
Colorado	3	5	323	175	148	127	95	80	20	57	bc44	1	.....	.....
Connecticut	3	...	.....	.....	.....	.....	.....	.....	74	939	b842	b8	.....	.....
Delaware	1	...	.....	.....	.....	.....	.....	.....	8	54	8	11	33	.....
Georgia	7	16	a132	108	2	d39	3	20	52	392	b260	.....	20	.....
Illinois	28	76	a8, 398	2, 156	1, 034	d644	707	569	230	1, 815	be725	166	290	170
Indiana	15	40	a1, 655	961	390	d591	223	310	143	1, 307	b714	b78	102	53
Iowa	19	36	a1, 907	1, 094	652	d485	356	504	172	1, 639	b509	b226	246	137
Kansas	8	12	881	570	311	119	98	280	69	462	b166	21	86	58
Kentucky	15	22	544	490	54	195	164	30	120	1, 206	158	11	144	17
Louisiana	9	25	837	741	96	d126	48	200	59	319	b132	5	83	3
Maine	3	...	.....	.....	.....	.....	.....	.....	33	377	347	20	3	.....
Maryland	11	15	366	348	18	d198	35	75	147	1, 292	b270	64	26	9
Massachusetts	7	6	172	172	.....	95	.....	1	151	1, 929	1, 665	39	14	.....
Michigan	9	25	a1, 688	468	400	208	155	637	116	1, 013	173	45	124	88
Minnesota	5	10	489	278	211	208	79	33	65	492	130	28	68	38
Mississippi	3	4	483	407	76	159	92	94	21	241	71	10	74	4
Missouri	17	22	a1, 358	932	364	444	424	490	211	1, 881	175	77	127	36
Nebraska	5	10	a504	389	69	d49	6	110	39	34	16	8	4	5
Nevada	1	1	a40	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	1	...	.....	.....	.....	.....	.....	.....	18	235	235	.....	.....	.....
New Jersey	4	2	68	68	.....	22	....	46	73	650	477	.....	.....	.....
New York	28	104	3, 026	2, 768	258	704	326	374	421	3, 620	b2, 001	b281	650	80
North Carolina	9	11	a359	284	10	131	55	94	70	786	326	72	30	.....
Ohio	35	92	a3, 575	2, 530	985	1, 106	1, 049	463	271	2, 611	b1, 154	b318	309	322
Oregon	7	12	a692	209	123	d194	129	279	38	425	b107	b84	37	39
Pennsylvania	26	52	a1, 996	1, 556	363	580	392	221	276	2, 438	b1, 264	82	479	16
Rhode Island	1	...	.....	.....	.....	.....	.....	.....	17	270	263	.....	7	.....
South Carolina	9	16	385	305	80	122	31	5	49	233	143	2	12	6
Tennessee	19	28	a1, 500	1, 048	329	294	275	92	139	1, 441	298	9	89	28
Texas	10	35	a1, 467	802	435	261	262	308	70	929	b392	b233	144	43
Vermont	2	0	0	0	0	0	0	0	22	97	82	12	.....	.....
Virginia	7	5	69	69	.....	.....	.....	.....	66	887	b186	.....	2	.....
West Virginia	3	6	67	52	15	20	10	.....	27	211	38	18	22	2
Wisconsin	7	24	a833	577	138	211	254	373	85	603	216	42	136	65
Dist. of Columbia	5	10	317	304	13	238	36	.....	41	156	112	.....	33	.....
Utah	1	4	193	108	85	0	0	193	.....	.....	.....	.....	.....	.....
Washington	2	...	a218	.....	.....	8	32	73	12	26	3	.....	2	.....
Total	365	808	a31, 838	21, 568	6, 866	d7, 827	5, 799	6, 120	3, 605	32, 258	bg13, 973	b2, 030	3, 603	1, 275

a Sex not reported in all cases.

b A small number of scientific students included here.

c Includes 36 sex not given.

d Classification not reported in all cases.

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.
.....	3	16,200	450	3,500	$300,000	$312,000	$24,600	$2,000	$0	$0
.....	....	2,620	75	.....	111,000	8,000	756	7,500	.....	1,500
62	8	52,451	4,367	5,860	1,300,200	1,725,000	101,650	54,050	14,000	.....
12	....	4,300	90	200	250,000	17,934	1,282	366	17,000	.....
45	44	157,155	10,546	25,000	472,884	1,904,483	85,517	111,461	.....	187,880
1	1	6,000	25	3,500	75,000	83,000	4,980	500	0	.....
3	....	29,800	640	14,500	682,300	345,967	17,500	500	8,000	.....
276	46	120,841	2,259	15,889	2,423,400	1,366,816	99,000	105,589	.....	65,354
175	14	86,188	3,704	16,774	1,220,000	925,477	47,215	18,517	25,000	10,000
189	9	59,974	3,122	8,850	1,197,000	836,410	57,549	52,749	25,000	16,052
128	3	28,378	2,537	3,617	559,500	222,500	13,100	13,775	30,477	3,500
38	3	50,626	3,929	15,794	850,500	878,227	50,133	46,262	.....	40,580
.....	5	37,600	1,342	2,000	777,000	328,313	15,156	31,000	20,000	.....
7	....	58,146	1,969	1,600	813,500	712,105	43,404	26,232	.....	120,859
40	79	54,400	200	2,850	1,369,500	3,027,600	229,734	73,975	20,665	6,290
47	76	303,126	12,853	41,645	1,310,000	6,290,257	291,812	166,533	.....	633,648
65	18	65,412	5,049	5,000	1,296,451	1,109,366	78,819	81,458	88,000	1,100
14	1	24,750	1,558	1,100	539,419	801,497	51,456	29,421	23,000	12,694
.....	7	8,600	348	3,400	435,000	552,000	33,440	8,746	10,500	.....
105	11	111,197	3,360	7,600	1,494,000	1,116,600	74,440	98,960	.....	45,450
1	....	13,821	272	250	209,000	34,425	3,762	8,078	28,000	.....
.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	....	55,000	.....	1,450	125,000	500,000	25,000	16,000	1,000	100,000
18	55	69,700	3,300	21,500	1,210,000	1,511,819	93,015	28,770	.....	116,313
214	56	313,346	15,848	22,600	8,080,187	8,976,347	469,317	495,287	159,385	487,565
76	7	36,927	810	23,550	639,000	290,120	17,824	25,050	5,000	15,300
273	19	161,902	3,235	44,075	*f* 3,192,840	2,748,124	202,510	125,382	296	149,510
.....	1	9,620	182	1,050	248,450	226,074	19,282	16,103	1,875	55,000
64	14	184,353	11,128	73,408	3,939,350	4,061,772	242,822	228,875	.....	27,000
.....	....	53,522	598	0	1,250,000	641,217	40,157	33,756	.....	137,468
18	....	20,600	395	6,700	337,000	528,333	23,940	10,625	2,100	65,400
2	15	53,580	1,324	10,421	1,532,249	1,288,584	82,387	48,093	4,515	4,410
117	4	11,206	1,097	1,921	390,000	27,000	2,700	55,500	180	.....
3	....	34,855	607	.....	395,000	240,000	14,000	14,358	8,130	40,000
18	5	105,000	250	14,500	1,450,000	380,000	23,700	15,100	.....	5,000
17	2	5,600	150	200	220,000	140,000	8,400	5,700	15,000	.....
106	5	48,450	2,058	2,600	839,600	897,990	62,789	53,741	44,780	19,000
.....	11	54,587	165	300	1,800,000	18,900	7,950	7,251	10,000	17,997
.....	....	2,826	63	0	36,000	0	0	3,901	2,500	0
.....	....	1,926	1,526	.....	115,000	6,000	600	5,500	1,250	.....
2,134	522	2,514,585	101,431	403,204	*f* 43,485,330	45,080,257	2,661,692	2,126,664	565,653	2,394,870

e Includes 74 sex not given.

f The productive funds of one college included here.

g Includes 110 sex not given.

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 VII).	In preparatory schools (Table VII).	In universities and colleges (Table IX).	In academies (Table VII).	In preparatory schools (Table VII).	In universities and colleges (Table IX).	In preparatory departments of scientific schools (Table X).	
Alabama	71	.....	125	25	.....	63	41	325
Arkansas	122	.....	.....	25	.....	.....	.....	147
California	109	12	123	158	23	397	34	856
Colorado	101	.....	127	70	.....	98	.....	396
Connecticut	91	259	.....	19	99	.....	.....	459
Delaware	63	.....	.....	47	.....	.....	.....	110
Florida	36	.....	.....	5	.....	.....	.....	41
Georgia	869	17	39	294	20	3	748	1,990
Illinois	78	177	644	43	86	707	71	1,806
Indiana	79	5	591	71	19	223	219	1,207
Iowa	232	7	486	180	1	356	21	1,283
Kansas	10	.....	119	15	.....	98	.....	242
Kentucky	318	.....	195	216	.....	164	.....	893
Louisiana	55	.....	126	23	.....	48	.....	252
Maine	231	282	.....	16	8	.....	.....	537
Maryland	106	52	198	64	26	35	6	487
Massachusetts	206	867	95	47	170	.....	.....	1,385
Michigan	23	10	208	77	15	155	.....	488
Minnesota	82	.....	208	100	.....	79	.....	469
Mississippi	181	.....	159	48	.....	92	274	754
Missouri	84	62	444	108	63	424	309	1,494
Nebraska	50	.....	49	25	.....	6	14	144
New Hampshire	167	422	.....	46	62	.....	.....	697
New Jersey	237	119	22	146	102	.....	.....	626
New York	1,018	680	704	427	230	326	.....	3,385
North Carolina	433	.....	131	131	.....	55	.....	750
Ohio	213	119	1,106	96	55	1,049	243	2,881
Oregon	93	.....	194	79	.....	129	20	515
Pennsylvania	438	255	580	120	155	392	1,133	3,073
Rhode Island	51	179	.....	2	14	.....	.....	246
South Carolina	98	2	122	57	3	31	30	343
Tennessee	333	95	294	279	.....	275	.....	1,276
Texas	146	.....	261	123	.....	262	.....	792
Vermont	233	14	0	67	4	0	.....	318
Virginia	117	90	.....	22	13	.....	218	460
West Virginia	.....	.....	20	1	.....	10	.....	31
Wisconsin	175	99	211	121	48	254	.....	908
District of Columbia	125	40	238	79	20	36	.....	538
Indian	10	.....	.....	10	.....	.....	.....	20
New Mexico	27	6	.....	15	8	.....	.....	56
Utah	27	.....	0	39	.....	0	.....	66
Washington	49	.....	8	30	.....	32	.....	119
Total	7,187	3,870	7,827	3,566	1,235	5,799	3,381	32,865

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	277	84	838	1,199
Arkansas	262	4	.....	266
California	652	150	295	1,097
Colorado	57	208	.....	265
Connecticut	939	226	218	1,383
Delaware	54	27	.....	81
Georgia	392	163	1,502	2,057
Illinois	1,815	281	1,058	3,154
Indiana	1,307	61	233	1,601
Iowa	1,639	264	497	2,400
Kansas	462	312	127	901
Kentucky	1,206	321	1,655	3,182
Louisiana	319	53	315	687
Maine	377	86	221	684
Maryland	1,292	296	360	1,948
Massachusetts	1,929	859	1,656	4,444
Michigan	1,013	219	77	1,309
Minnesota	492	.....	200	692
Mississippi	241	291	735	1,267
Missouri	1,881	138	911	2,930
Nebraska	34	12	.....	46
Nevada	.....	.....	44	44
New Hampshire	235	108	301	644
New Jersey	650	264	274	1,188
New York	3,620	4,643	1,602	9,865
North Carolina	786	125	752	1,663
Ohio	2,611	133	979	3,723
Oregon	425	60	161	646
Pennsylvania	2,438	2,048	1,218	5,704
Rhode Island	270	.....	.....	270
South Carolina	233	153	473	859
Tennessee	1,441	.....	1,596	3,037
Texas	929	258	629	1,816
Vermont	97	42	51	190
Virginia	887	592	1,080	2,559
West Virginia	211	.....	180	391
Wisconsin	603	95	204	902
District of Columbia	156	.....	.....	156
Washington	26	.....	.....	26
Total	32,258	12,576	20,442	65,276

It is difficult to make such a presentation of the progress and condition of college education as the importance of the subject demands, because few of the institutions make any descriptive reports. Accounts of the tentative measures of the leading universities are in some cases published annually. Most colleges report only as they

are connected with some benevolent or educational society, or are a part of the State system of education, or have been through some unusual experience. An instance of the first kind is afforded by the institutions connected with the American College and Education Society. It aids and makes a report of one college in each of nearly all the Western States: Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, Colorado, Oregon, and Washington Territory.

The State systems of education usually include a university, and as it is a public institution a report to the legislature or to the chief executive is made of its condition and needs. The governor's messages frequently commend the State university to the people and urge them to give it a generous support. Hon. Edward A. O'Neal, governor of Alabama, said last year: "The university was founded by our fathers, the first great statesmen of Alabama, and it has been a source of blessing to the young men of the State since its organization." Governor Pitkin, of Colorado, says of the State University: "I believe the president and faculty give to the institution not only large abilities but great enthusiasm, and that the character of the educational work is such as to commend it to the confidence of the people of the State." Governors Jackson of West Virginia, Jarvis of North Carolina, and Nance of Nebraska report the universities of their respective States as increasing in usefulness and prosperity. Governor Hugh S. Thompson, of South Carolina, speaks of the State college in the following terms:

Results have proven the wisdom of the policy which guided the councils of the college in the past, the earnest purpose to send forth thorough scholars: men fitted by severest classical discipline to lead the senate, the pulpit, and the bar. Let this still be the policy of the college, but let it also aspire to do something more, to hold a foremost place in the march of scientific discovery, and to send forth young men equally as well fitted by thorough technical training to lead in the development of the resources of the State: its fields, mines, and quarries, its railroads and water power, its manufactures and commerce.

Examples of the kindly mention of colleges and universities by public officers might be indefinitely multiplied, but enough has been quoted to show the prevailing sentiment toward institutions providing for a liberal education.

Among the current events of note are the organization of the University of Texas and the destruction of the buildings of Iowa College by a cyclone.

The act for establishing a university in Texas was approved March, 1881, and a board of regents soon afterward appointed. Buildings are in process of erection, a faculty has been selected, and "the university will be opened on the 15th of September, 1883, for the reception and instruction of students." The intention and spirit of its regents are expressed by their president, Hon. Ashbel Smith, as follows:

The means to carry their will into effect lie idle in the treasury, and their use for this noble purpose will not add one cent to the public taxes. The people will take no educational starveling, no institution big in name but meagre in performance. They demand a university to be now organized in a manner and on a basis soon to be developed into an institution on the high level of the foremost institutions of knowledge in the entire world; a university whose instruction, absolutely free, shall offer to every child in the State, poor or rich, that knowledge which is power to the individual and, in the aggregate, power inherent and indefeasible to the magnificent imperial State of Texas.

Iowa College, Grinnell, Iowa, was swept into ruins by a tornado on the 17th of June, 1882. The pecuniary loss was estimated at $81,645. The efforts of the officers to put the institution into shape for resuming work in the fall were successful, the college finding many friends in the time of its necessity. Its needs are yet unsupplied in many particulars, notwithstanding the noble efforts of its students, officers, alumni, and friends.

Among the questions which have been under discussion during the year have been admission requirements, elective studies, athletic sports, graduate studies and degrees, and the selection of professors.

ADMISSION TO COLLEGE.

The movements modifying the conditions of admission to colleges and universities have consisted in more frequently receiving on probation graduates of high schools

and academies upon the strength of their diplomas, the holding of entrance examinations at different centres of population, and attempts of associated colleges to adopt uniform requirements of admission. An account of a movement of this kind is given by President Eliot, of Harvard College, as follows:

As the result of several debates and conferences within the past two years considerable changes have been made in the statements of the requisitions for admission to the following colleges: Harvard, Yale, Brown University, Dartmouth, Williams, Trinity, Amherst, Wesleyan University, Tufts, and Boston University. The object in view was to make the requisitions of these different institutions the same, on paper at least, for all common subjects; and this object has been measurably accomplished, so that the work of a school which is required to prepare boys in the same classes for several of these colleges has been much facilitated. The same quantities of the same authors in Greek, Latin, and English, the same topics in arithmetic, the same amounts of algebra and geometry, and the same descriptions of what is required as to reading Greek and Latin at sight will be found in the official statements of the requisitions for admission at all the abovementioned institutions, with some exceptions in the single case of Yale College. At several of the colleges, however, there is an older and perhaps easier set of admission requisitions which is maintained as an alternative. Some of these colleges, moreover, require candidates to offer subjects which are not demanded at the others; and no attempt has been made to bring all the colleges even approximately to the same standard in conducting examinations on the same paper requisitions. In spite, however, of all the diversities which remain, the degree of uniformity which has been secured by the negotiations of the past two years is a gain for the secondary schools, and, therefore, for the colleges as a whole.

The "Association of the Colleges of Ohio," an organization formed about twenty years ago to improve the standard of the colleges in the State, is at present composed of the following institutions: Ohio University, Athens; Western Reserve University, Cleveland; Kenyon College, Gambier; Denison University, Granville; Marietta College, Marietta; Ohio Western University, Delaware; St. Xavier's College, Cincinnati; Wittenberg College, Springfield; Otterbein University, Westerville; Oberlin College, Oberlin; Antioch College, Yellow Springs; Baldwin University, Berea; University of Wooster, Wooster; Hiram College, Hiram; Ohio State University, Columbus; Buchtel College, Akron; and the University of Cincinnati, Cincinnati.

STUDIES.

Electives.—Arguments for and against elective studies have been presented, as in former years. Those for electives are now being drawn from experience, while opponents of the system defend their position by reasoning and precedent. The apparently gratifying results of the system were stated at considerable length in my last annual report. The objections were presented strongly by Hon. M. E. Gates, in his inaugural at Rutgers College, June, 1882. The following sentences are taken from this address:

Experience has proved that in developing mental power certain studies have a far greater effect than do others. Herbert Spencer holds, in his treatise on education, that the knowledge which is of most practical value is uniformly pleasantest in the act of acquiring and gives the student most mental power in the gaining. The judgment of the ages and of the wisest men of this age is against his view, and analogy is not for it.

There is another equally serious objection to this system. It makes an appeal to that natural love of doing the easiest thing which is subversive of all self discipline, of that mastery of the inclinations which all sound methods of education foster. "No way has been found of making heroism easy, even for the scholar," says Emerson. "The most valuable result of all education is the ability to make yourself do the thing you have to do when it ought to be done, whether you like to do it or not." This is a sound maxim of Huxley's, and strikes at the central idea of electives. A system of education which substitutes for all the disciplinary work of the college course a seductive and discursive field of elective studies, where a youth at eighteen is told to wander, selecting at his own sweet will, with a view to "unfolding his own individualities to the full in all directions," I submit, is utterly subversive of all self discipline, and will not develop manly fibre, or give tone and symmetry to intellect or character.

One of the institutions which have recently introduced a partially elective system is Dartmouth College. A fixed number of recitations is required each week; a part of them may be chosen by the student after the second year. The required recitations

diminish in number in the senior year, that the student may take optional studies. Such an arrangement, with opportunity at the outset of choosing a particular course, gives a wide latitude of choice to the student.

Honor studies.—A system of honor studies, adopted by the University of Rochester, is described in the annual report of the regents of the University of the State of New York as follows:

In the University of Rochester a system has been for some time in operation by which young men of more than average ability, found in every class, may have the opportunity to pursue, under the care of a professor, studies in advance of their class. These are termed honor studies, and at the commencement those of the several classes who have successfully completed the work undertaken receive appropriate recognition. Only those who give undoubted evidence of being able to accomplish more than the regular work of the class are permitted to enter upon these honor studies. In this way, without interfering with the general curriculum for the class, which must be based on average ability, its best members are afforded an opportunity to pursue in a systematic way the higher studies for which they have a special aptitude. A successful experience of several years has proved, what is of great importance, that this system is perfectly practicable for a small college, with a small but scholarly faculty.

Original research.—Original research is becoming more recognized as a part of college work. The following extended notice is taken from the notes to a paper read by Prof. J. H. Wright, of Dartmouth College, before the National Educational Association:

Information as to original work done at Johns Hopkins by the students (mostly, however, post-graduate) is given in the University Circulars and is summarized in the Annual Register. Professor Gildersleeve's Greek seminary probably approaches the best German ideals more nearly than any other American institution of the kind in the range, method, and quality of work done in and through it. The Latin seminary under Professor Warren well maintains the high standard set by its director and by the university. Professor Sylvester's mathematical seminary is without doubt unsurpassed in the world.

At Harvard there is much activity in this direction. Mr. George Bendelari, lately an instructor, writes:

"In history, certain of the courses are in original work. The original work is of two kinds: First. The men select a subject for a thesis, and are then turned loose into the library among the original authorities, so that the results, although they may not be new, are certainly original so far as the work of the student is concerned. Second. The history of England, for example, is worked up without a text book, the men using only the original authorities, under the guidance of the instructor. The best work, of course, is done by men who are candidates for honors; but there are plenty of others in the courses. In mathematics and physics work of this sort is likewise done; part of it consists in finding known results by new methods, part in obtaining absolutely new results. Some of the work in physics appears in the Journal of Physics, the results of original experiments by undergraduate students. In natural history the same is true; the results appear in the bulletins of the Agassiz Museum and in those of the Boston Natural History Society. * * * I know that considerable work of this kind is done in classical philology. * * * In some of the German and French courses in modern languages these are required. I am inclined to think, however, that they are mainly in the nature of literary criticisms or of compilations. In Middle High German and Gothic, original work was done; for instance, on the grammar of particular authors and works. In my old French course theses were required, and if they were mainly compilations the fault lay chiefly with the scarcity of material in the library. The effort was constantly made to obtain original individual work from the student. In all these cases, so far as the undergraduates are concerned, I doubt whether the results are ever very startling. As a means of preparing men for work after they leave college, however, and of teaching them to think for themselves, not to trust blindly to books, and not to be too much frightened, I consider it the very best work done in college."

With regard to Yale College, Prof. T. D. Seymour writes: "Professors Packard and Peck assign special investigations to their graduate students, but do not find the undergraduates so ready as they would desire for such work. * * * Occasionally a student is ready to undertake an independent investigation. He is always (supposing his fitness for the work) encouraged and aided. In other departments the optional work of the last two years is largely independent. In metaphysics, for example, each student looks up the system of some philosopher, which he is to study and criticise in all its relations. His thesis on this subject takes the place of an examination. * * * Mr. Packard tries the seminary work occasionally."

Political science.—The study of political science has recently been attempted to an enlarged extent. The school established for this purpose in Columbia College has commanded a fair attendance, so as to "justify the belief that the power of the school for good is justly appreciated by the public." The School of Political Science established in 1881 at the University of Michigan has been attended by interested classes, and there seems to be no obstacle to its successful career. At Cornell University a course in history and political science was opened at the beginning of the last college year. A full professorship of American history has been established. The purpose of the course is stated by President A. D. White as follows:

The purpose of the new department of history and political science, I again remind you, is to send a considerable body of young men out into the world fitted to discuss political and social questions thoroughly and intelligently. All tendency to party views, as such, has been and will be carefully avoided. Though it is clear that men, whether educated or not, will continue to view political and social questions to a considerable extent from party standpoints, we may fairly hope that a beginning has been made here and elsewhere in fitting men to discuss the main questions involving our social and political well-being with a large knowledge of their historical development and of the best ascertained bases for healthful action.

ATHLETICS.

The subject of college sports has attracted much attention recently. It includes questions whose discussion cannot be outlined on a single page and which require a multitude of facts on which to base correct conclusions. It is my purpose to have these facts collected and prepared for the public. Doubtless all college authorities have opinions on the profitableness and on the dangers of boating, ball playing, and similar sports. The action of the Harvard authorities is stated as follows:

Since the beginning of the current year the standing committee of the faculty have made regulations which forbid college clubs to play or compete with professional clubs, and provide that, after the current year, no student shall belong to a boat crew unless he can swim and that no student shall engage in any athletic contest until he has been examined and pronounced fit by the director of the gymnasium. The committee have also denied to professional "trainers" access to the grounds and buildings of the university, except by special permission of the committee. The influence of the committee has been successfully used to reduce the number of match games of ball and to confine them to Saturdays. These various restrictive measures have, on the whole, commended themselves to the judgment of the whole body of students and graduates; for even the young men most active in athletic sports had perceived that the college competitions were running to excess, and that the ball games, boat races, and some of the sports technically called athletic were in danger of losing that amateur quality which should always characterize the bodily exercises and sports of young men who are in training for intellectual pursuits and for modes of life in which satisfaction and power of usefulness come, not from great muscular strength or special skill in any sport or exercise, but rather from a well proportioned bodily development and good general health. When games are made a business they lose a large part of their charm; and college sports cannot approach the professional standard of excellence without claiming the almost exclusive attention of the players and becoming too severe, monotonous, and exacting to be thoroughly enjoyable. The most devoted college athletes have repeatedly rebelled against what they thought too strict or too prolonged training. Moreover, a high standard of excellence tends to make the number of persons who actually take part in athletic sports very small, the considerable number of tolerably good players being driven from the field and reduced to the unprofitable position of mere lookers-on.

GRADUATE STUDIES AND DEGREES.

The custom of granting degrees without examination or the pursuit of a course of study is gradually being discontinued. The master's degree is earned in many institutions by the completion of a required amount of study. The regulations of the time and place of study are not alike in the different institutions. Some require merely the passing of an examination and set no limits as to the time and place of doing the work. For example, the Illinois Wesleyan University offers courses of study to non-resident students, upon the completion of which such degrees as bachelor of philosophy, doctor of philosophy, and master of arts are conferred. Exami-

nations are held semiannually by persons accessible to the student and acceptable to the university. The examination papers are furnished by the university. The University of Michigan offers its graduates a similar privilege, but the examination must not occur until more than two years after graduation. A second class of institutions are those that do not so much require time as the completion of a certain class or group of studies and attendance at the institution during study. The University of Virginia gives the master's degree to those who complete the courses of eight of its separate schools —Latin, Greek, French and German, pure mathematics, natural philosophy, general chemistry, moral philosophy, and historical science—and who have been subjected in the last year of their candidacy to a special examination in any two schools of their own selection in which they have graduated in a previous year. A third class of institutions fix the minimum limit to the time of study and require the accomplishment of a course of study prescribed by the faculty or by certain of its members. The earned degree of master of arts in Columbia College is given after a year's study and an approved examination upon one at least of five specified groups of studies. Lehigh University requires either one year's study at the university or two years' study elsewhere. The preparation of essays is frequently required in connection with the examinations.

PROFESSORS.

The selection and qualifications of college professors have called out some comments in recent reports. President Andrew D. White, of Cornell University, says:

In calling professors it is not always advisable to select the men whose reputation is already made and who have passed the active part of their lives. A certain number of such are indeed useful, but the main strength of the faculty must always reside in younger men who have their reputation to make and who can make it. With care, discretion, and fair treatment of our instructing body we shall at no distant day realize the most ardent hopes of our friends as regards our faculty; but it cannot be done in a single day or in a single year, nor can it be done by indiscretion of any sort; it demands thoughtful study of needs and of men, weighing of testimony, a wide look over the whole field concerned, and great judgment in making selections.

President D. C. Gilman, of Johns Hopkins University, says:

The disciplinary method of a college calls for men of high social, mental, moral, and religious character, for they are to be concerned in moulding the dispositions of young men and in forming their habits at a critical period of life, when the parent begins to relax his authority and the youth has not learned to govern himself. It requires as professors those who were born to be teachers, who delight to act upon youthful minds, to inspire them with lofty motives, to train them by the best methods, to emancipate them from the slavery of sloth, to set before them noble examples, to cherish their faith. The lessons to be inculcated during a college course include obedience to recognized authority, the performance of appointed tasks, punctuality in meeting all engagements, and attention to physical development. To acquire knowledge, to master the arts of clear reasoning and fit expression, to test the capacity for different kinds of intellectual exertion, to develop a desire to master difficulties, and to form intellectual friendships and associations are among the ends to be sought in college life.

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 1873 to 1882, inclusive. These numbers include the National Military and Naval Academies:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.
Number of institutions	70	72	74	75	74	76	81	83	85	86
Number of instructors	749	609	758	793	781	809	884	953	1,019	1,082
Number of students	8,950	7,244	7,157	7,614	8,559	13,153	10,919	11,584	12,709	15,957

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

States.	Number of schools.	Preparatory department.			Scientific department.				State scholarships.	Other free scholarships.
		Instructors.	Students.		Corps of instruction.	Students.				
			Male.	Female.		In regular course.	In partial course.	No. of graduate students.		
Alabama	1	1	41	0	8	81	3	0	0	.....
Arkansas	1	(*a*)	(*a*)	(*a*)	3	4	0	0	661	60
California	1	0	0	0	33	58	24	.....	0	0
Colorado	1	0	.....	.....	4	81	.....	.....	.....	.....
Connecticut	1	0	0	0	27	181	6	19	27	3
Delaware	1	3	.....	0	3	24	3	0	30	0
Florida	*b*0	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	5	16	(129) 452	167	19	163	.....	.....	.....	.....
Illinois	1	3	60	11	23	262	10	9	0	0
Indiana	1	2	142	77	12	48	10	3	184	.....
Iowa	1	3	16	5	18	238	19	7	0	0
Kansas	1	.....	.....	.....	14	307	5	.....	.....	.....
Kentucky	1	2	.....	.....	11	*c*321	.....	.....	400	0
Louisiana	1	(*a*)	(*a*)	(*a*)	3	52	0	1	0	4
Maine	1	.....	.....	.....	9	81	4	1	0	0
Maryland	1	.....	6	.....	7	49	.....	.....	.....	.....
Massachusetts	2	.....	.....	.....	54	299	305	22	0	21
Michigan	1	0	0	0	13	200	17	2	0	0
Minnesota	1	.....	(*a*)	(*a*)	(*a*)	(*a*)	(*a*)	.....	0	0
Mississippi	2	8	274	.....	13	276	15	.....	.....	.....
Missouri	2	2	45	15	15	36	.....	1	0	0
Nebraska	1	.....	14	.....	3	12	.....	.....	.....	.....
Nevada	1	(*a*)	(*a*)	(*a*)	.....	.....	.....	.....	.....	.....
New Hampshire	1	.....	.....	.....	11	43	.....	1	12	22
New Jersey	1	.....	.....	.....	14	40	10	4	40	0
New York	1	0	0	0	53	90	0	2	128	0
North Carolina	1	0	0	0	15	77	47	1	96	2
Ohio	1	4	213	30	19	110	.....	8	0	0
Oregon	1	4	20	.....	4	60	.....	.....	60	.....
Pennsylvania	1	3	41	12	13	42	2	7	50	0
Rhode Island	1	.....	.....	.....	(*a*)	(*a*)	.....	.....	.....	.....
South Carolina	2	2	30	.....	10	127	24	2	.....	5
Tennessee	1	(*a*)	(*a*)	0	(*a*)	(*a*)	.....	.....	275	.....
Texas	1	.....	.....	.....	9	258	.....	.....	93	.....
Vermont	1	0	0	0	.....	22	.....	0	0	17
Virginia	2	16	145	73	53	418	.....	12	200	51
West Virginia	1	(*a*)	(*a*)	0	(*a*)	(*a*)	.....	0	65	.....
Wisconsin	1	....	.....	.....	31	95	(*a*)	(*a*)	.....	10
Total	46	69	(129) 1,499	390	524	4,155	504	102	2,321	195
U. S. Military Academy	1	0	0	0	45	242	0	0	0	0
U. S. Naval Academy	1	0	0	0	57	247	0	0	0	0
Grand total	48	69	(129) 1,499	390	626	4,644	504	102	2,321	195

a Included in summary of statistics of universities and colleges (Table IX).
b College not established at last report, 1880.
c Number of students in all departments.

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

States.	Libraries.			Property, income, &c.				
	Number of volumes in general libraries.	Increase in the last school year.	Number of volumes in society libraries.	Value of grounds, buildings, and apparatus.	Amount of productive funds.	Income from productive funds.	Receipts for the last year from tuition fees.	Receipts for the last year from State appropriation.
Alabama	.....	.....	2,500	$100,000	$253,500	$20,280	$0	$0
Arkansas	(a)	(a)	.....	150,000	130,000	10,400	1,500	7,500
California	(a)	(a)	.....	(a)	(a)	(a)	(a)	(a)
Colorado	50	.....	.....	50,000	.....	.....	.....	16,000
Connecticut	5,000	.....	.....	200,000	665,000	35,711	16,145	.....
Delaware	6,200	200	(a)	(a)	83,000	4,980	(a)	0
Florida	.....	.....	.....	.....	121,400	10,004	.....	.....
Georgia	3,500	500	.....	180,000	242,202	16,954	.....	.....
Illinois	13,000	800	0	400,000	319,000	19,010	9,900	14,150
Indiana	2,730	404	.....	300,000	340,000	17,000	1,609	20,000
Iowa	4,920	352	.....	1,000,000	637,806	48,136	0	24,000
Kansas	3,500	667	300	109,109	361,206	28,424	467	16,000
Kentucky	.....	.....	.....	110,000	165,000	9,900	2,000	17,000
Louisiana	17,000	242	.....	350,000	318,313	14,556	0	10,000
Maine	4,200	53	.....	145,000	131,300	7,700	2,187	1,000
Maryland	.....	.....	1,500	100,000	112,500	6,975	825	6,000
Massachusetts	5,200	.....	400	522,745	507,045	23,834	57,764	.....
Michigan	6,135	400	.....	338,472	339,058	23,734	.....	33,082
Minnesota	(a)	(a)	0	(a)	(a)	(a)	0	(a)
Mississippi	1,350	700	.....	218,000	227,150	11,679	.....	131,000
Missouri	2,500	100	.....	130,000	279,000	13,950	800	7,500
Nebraska	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	(a)	(a)	.....	.....	(a)
New Hampshire	2,000	800	.....	100,000	80,000	4,800	.....	.....
New Jersey	(a)	(a)	(a)	(a)	(a)	(a)	(a)	6,960
New York	(a)	(a)	0	(a)	(a)	(a)	(a)	(a)
North Carolina	2,000	50	1,000	b6,000	125,000	7,500	(a)	5,000
Ohio	2,400	337	.....	400,000	537,868	31,622	5,096	20,000
Oregon	500	50	500	4,000	60,000	5,000	.....	0
Pennsylvania	3,500	.....	2,350	451,616	500,000	30,000	0	0
Rhode Island	(a)	(a)	(a)	(a)	50,000	.....	.....	.....
South Carolina	27,000	.....	2,200	200,000	191,000	11,500	1,800	12,500
Tennessee	(a)	(a)	(a)	(a)	405,000	24,410	(a)	0
Texas	1,100	.....	.....	260,000	204,000	14,280	.....	7,500
Vermont	(a)	(a)	.....	(a)	.....	8,130	(a)	.....
Virginia	2,432	1,167	150	507,011	432,000	25,000	0	10,329
West Virginia	(a)	(a)	(a)	(a)	(a)	(a)	(a)	(a)
Wisconsin	(a)	(a)	(a)	200,000	267,000	15,322	.....	.....
Total	116,217	6,822	10,900	6,531,953	8,084,348	500,791	100,093	365,521
U. S. Military Academy	28,609	401	.....	c2,500,000	.....	.....	0	d322,435
U. S. Naval Academy	22,297	.....	0	1,357,390	0	0	0	0
Grand total	167,123	7,223	10,900	10,389,343	8,084,348	500,791	100,093	687,956

a Included in summary of statistics of universities and colleges (Table IX).

b Value of buildings only.

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.				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.		
California	1	2	26	8	5	48	20	.....	.....	.....
Colorado	2	.....	.....	.....	9	37	90	.....	.....	.....
Connecticut	1	.....	.....	.....	4	20	.....	.....	.....	.....
Georgia	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indiana	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	5	.....	.....	.....	104	217	11	5	20	7
Michigan	1	.....	.....	.....	(*b*)	(*b*)	.....	.....	.....	.....
Missouri	1	5	(249)		(*b*)	(*b*)	101	.....	0	9
New Hampshire	2	.....	.....	.....	17	64	.....	.....	0	20
New Jersey	2	.....	.....	.....	32	204	5	1	.....	17
New York	5	.....	.....	.....	79	4,287	19	3	.....	.....
Ohio	3	.....	.....	.....	6	15	.....	.....	.....	12
Pennsylvania	8	4	780	300	91	1,937	59	1	.....	10
Vermont	1	.....	.....	.....	10	20	.....	.....	.....	.....
Virginia	3	.....	.....	.....	19	161	.....	1	50	9
District of Columbia	*a*1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	38	11	(249) 806	308	376	7,010	305	11	70	84

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	750	150	.....	$50,000	.....	.....	$947	$19,200
Connecticut	250	100	.....	20,000	.....	.....	500	10,000
Georgia	.....	.....	.....	.....	.....	.....	.....	(*b*)
Indiana	900	.....	.....	135,000	$250,000	$15,000	.....	.....
Massachusetts	6,025	100	.....	160,000	1,384,357	69,982	9,420	.....
Michigan	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)
Missouri	(*b*)	.....	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	0
New Hampshire	2,100	.....	.....	*c*1,700	200,000	11,000	2,160	.....
New Jersey	5,000	100	.....	300,000	500,000	30,000	17,100	0
New York	25,198	870	.....	2,000,000	150,000	43,495	44,445	.....
Ohio	.....	.....	.....	.....	1,350,000	.....	750	.....
Pennsylvania	47,046	2,650	.....	505,000	130,000	11,000	782	.....
Vermont	4,000	.....	.....	20,000	.....	.....	1,000	.....
Virginia	5,500	500	500	300,000	20,000	1,200	7,000	30,000
District of Columbia	.....	.....	.....	.....	.....	.....	.....	.....
Total	97,069	4,470	500	3,491,700	3,984,357	181,677	84,104	59,200

a Not yet organized.

b Included in summary of statistics of universities and colleges (Table IX).

c Value of apparatus.

Continued interest in industrial and scientific education is shown by largely increased attendance at schools of this class, by the extension of their facilities for instruction, and by opinions expressed in public and in private gatherings, in personal letters, and in printed documents. The progress of technical education in this country is looked upon with surprise by foreign educators and manufacturers. Our own people are alive to the necessity of cultivating the arts of peace and are inquiring for methods of education directly preparatory to the common industries. Men, eminent as leaders in technical education, are studying the schools of Europe and introducing valuable features from them into our American schools. Among those who have recently undertaken this work or are now engaged in the examination of foreign methods are Prof. J. M. Ordway, A. M., of the Massachusetts Institute of Technology; C. O. Thompson, PH. D., president of Rose Polytechnic Institute, and H. T. Fuller, A. M., president of the Worcester Free Institute. Such results are expected of our technical institutions as Hon. R. W. Thompson, formerly Secretary of the Navy, attributes to those in France. He recently said:

They have enabled her engineers to occupy positions in the front rank among the most distinguished in the world. These, by thorough explorations, have succeeded in mapping out with great particularity all her material and natural resources. By this means and by the scientific classification of her soils and her mineral and vegetable products, she has been enabled to understand the nature and extent of her own resources and to shape her policy and industries so as to develop them to the utmost. Her wonderful success in this is seen in the facts that wealth and the means of subsistence are more equally distributed in France than in any other European state, and that almost every foot of earth is made to contribute to the prosperity of a people to whom emigration is not necessary, as in neighboring nations, in order to better their material condition.

PREPARATION FOR INDUSTRIAL ARTS.

Two circulars of information were issued by this Office in 1882 in response to this popular feeling and demand. One prepared by Charles G. Leland, esq., of Philadelphia, discussed the subject of industrial art in schools from a practical standpoint. The experience of the author enabled him to speak clearly on the topics presented and to engage the attention of readers to an unusual extent. About 50,000 copies have been distributed to correspondents and applicants and have produced marked results. The circular has been reviewed and warmly commended by educators in foreign countries.[1]

The other circular relating to industrial education was the preliminary report of a commission appointed by Queen Victoria to inquire into the instruction of the industrial classes of certain foreign countries in technical and other branches, and the influence of the instruction on industrial pursuits. The first report of the commission was on manual and technical instruction in France, with a description of the system of elementary instruction in that country. A representative of the commission, Mr. William Mather, visited this country for the purpose of examining our methods of technical instruction and the institutions in which this department of education is prominent. He observed faithfully and obtained much correct and valuable knowledge of our technical and industrial schools for the use of the commission in preparing a final report. His report comes to hand as this is going through the press and it

[1] Karl Werner, government inspector of schools at Salzburg, presented a review of Mr. Leland's circular and an outline of industrial efforts in European schools in the Literarische Beilage der Montags Revue, Vienna, April 23, 1883. He introduces in the beginning of his article the following sentences:

While people were contented at an earlier period with giving in schools only such branches of knowledge as might form the basis of a more extended culture, the requirements of life demanded practical training for the people, and industrial education. The child should, in addition to reading, writing, and arithmetic, also learn those things which exercise a determining influence on life, and knowledge derived from natural science, geography, and history should give the future citizen broader views to qualify him the better to fulfil his mission.

But the teachers did not rest here. It was desired to introduce work itself to the school, and this is what is treated of in a pamphlet by Charles Godfrey Leland, director of an industrial school in Philadelphia, who seems to have practically solved a problem for which Europe is yet hardly prepared.

ably presents the conclusions and facts obtained during his tour of five months. I take from it some opinions and expressions that will be read with great interest:

The preëminence of the Americans in many branches of mechanical industry renders it necessary to give a general view of the character and scope of the education in the public schools as well as to discover what provision has been and is being made for technical and industrial training. The provision made for science teaching in the many universities and colleges not directly technical in their character, in the various States, has also required my attention for the reason that a large proportion of the graduates of these institutions pass at once into the industrial arts after leaving college.

In America, where all institutions are founded by the people for the people, there is not a school or college in which may not be found the sons and daughters of the working classes. Not unfrequently have I found young workingmen spending a year at college in scientific studies, who intend to resume their manual employment after leaving it. * * *

Disappearance of apprenticeship.—The old system of apprenticeship has almost ceased to exist in America. * * * The whole tendency is to engage boys as they do men, only for what they are worth. The evil of this will be severely felt in the future, if not mitigated by great changes in education, for the reason that many boys are obliged to leave school at 14 or 15, and if they are not allowed to enter the skilled trades they will be thrown upon casual employments or unskilled pursuits for temporary gain and a livelihood. Thus a mass of incompetent and unskilled laborers would grow up, incapable of going out West, and would become a drug upon the labor market in the East. It is undoubtedly a shortsighted policy on the part of employers to discourage the employment of boys without aiding those movements which, in the form of industrial schools, would enable a boy to qualify for service at 17 years old at a higher rate of wages than he could probably get at that age but for this training.

* * * * * * *

The existence and character of technical institutions.—There exists in America a certain number of high class institutions for technical and scientific training in mining, and civil and mechanical engineering. I am of opinion that in these branches, judging from my own observation, there is nothing better of the kind, though such institutions are more numerous at present, in Europe. The advantage of the training in the best of them is its *practicalness*. The students feel that careers are open to them if only they have acquired the art of applying their knowledge; hence their ambition is excited and every one of them appears to be working for a definite purpose. * * * The act of Congress in conservating forever a large portion of the territorial wealth of the nation for the purposes of industrial and scientific education is a sagacious scheme of statesmanship. There is provided in every State at least *one* centre from which all the knowledge necessary to instruct the youth of the State in scientific industry may radiate. That many of these colleges have drifted from the original intention of the authors of the act is only a temporary evil. The tide has set in the other direction now, and the marked success of those colleges, such as in New York State, Michigan, Illinois, Missouri, Massachusetts, &c., in the direction of technical instruction, is gradually leading to the conversion of all. * * *

It is probable that within a short time all these institutions will become the great technical schools of the country, while still retaining facilities for general literary education. * * *

To make the best use of a given quantity of material requires a sound knowledge of its properties and of its disposal in the arts and manufactures by scientific methods. In this direction the technical and science schools already instituted have accomplished much in providing foremen and managers, chemists, miners, and intelligent employers in the engineering and manufacturing industries. * * *

Graduates.—Many hundreds of young men have been furnished from these sources for the superintendence of railway works, mining operations, machine shops, and the textile industries, besides chemical works, glass manufactories, building operations, agriculture, &c. I have met in almost all the manufactories I have visited—from mining, iron and steel manufacturing, through all the mechanic arts up to watch making and sewing machine manufacturing—evidences of the influence of the technical schools.

The graduates of the various technical schools are in good repute among the iron-masters, and employment is readily offered to those who have studied chemical and metallurgical science.

Deficiencies in technical education.—It is remarkable that in the great centres of the mining and iron producing districts, where also a large amount of mechanical construction is carried on, as, for instance, in Pittsburgh, Pa., Chicago, Ill., Detroit, Mich., Cleveland, Ohio, and Philadelphia, Pa., so little has been done by the owners of large establishments or by the town or State authorities in the direction of technical schools or evening science schools. These industries represent a large pro-

portion of the working population in those large cities, and yet the owners of works have to rely upon the scientific knowledge obtained through many institutions remote from these districts. * * *

I have not met with any institutions for technical training having any bearing upon the textile industries. The knowledge of chemistry acquired at the various institutions which I have described is of course utilized more or less in dyeing, printing, and bleaching; but there are no schools in which the knowledge of the nature and qualities of fibres and of the various processes in working up the raw material—silk, cotton, or flax—are taught. In all the manufactures into which taste and design enter the Americans have to rely almost entirely upon European aid. * * *

Possible results of industrial training.—If industrial training, however, is adopted throughout the country, the capital and labor of the future will find profitable employment without protection in the vast regions now opened up by the railways in all directions. The true source of wealth, in the resources of nature, may be drawn upon to supply all the comforts and necessaries of life at greatly reduced prices, so that the purchasing power of wages will be increased. When America abandons the shadow for the substance, her national wealth and prosperity must be augmented, while her industries will develop upon the solid and sure foundation of freedom in trade as in political institutions. It is to meet her under such conditions in friendly rivalry and competition that we must prepare ourselves.

A report on industrial education in the United States[1] was called for in December, 1882, by the Senate. Its resolution was as follows:

Resolved, That the Secretary of the Interior is directed to furnish to the Senate the latest and fullest information in the possession of the Bureau of Education in relation to technical or industrial education in the schools and colleges endowed in whole or in part by the Government of the United States, and also in other schools in the country reporting instruction in industry for either men or women.

The resolution was immediately complied with, and a report made of the objects, condition, and work of institutions endowed by the national land grant of 1862, of similar schools not so endowed, and of enterprises for the industrial education of women. Many of the institutions interested had furnished accounts of their condition and work, and in some instances plates for the illustration of their facilities and methods of instruction, so that with the material in the Office it was possible to present a full survey of the field of industrial education. Some advances in this direction have occurred since, and they form the principal part of the subject matter of the subsequent pages.

EDUCATION IN AGRICULTURE.

Agricultural education has made perceptible advance during the time covered by my report. The industrial colleges of the South especially have been improving their courses of study in agriculture. Through the Northern States the number of students taking such courses is still small. Hon. George W. Atherton, A. M., president of the Pennsylvania State College, refers to the reason for this, in his report for 1882 to the board of trustees, as follows:

So far as the almost uniform experience of this country goes, the market demand for highly educated scientific men is not so great in agriculture as in many other employments. I say "market demand," and mean that alone. There is no field of labor in which education and knowledge can be more usefully and productively applied than in agriculture; and if young men starting in life had sufficient capital they would often prefer the life of the farm to any other occupation. But the present state of our industries is such that a young man whose only capital is a good education finds that he can use it with greater certainty of immediate returns in other pursuits rather than in farming.

As a result of the increased interest in scientific agriculture and the disinclination of students to devote themselves to it, the establishment and conduct of experimental stations have been attempted in connection with several institutions. Connecticut, New Jersey, Ohio, and Wisconsin are among the States which have provided for such stations. The one in Connecticut was established in 1877 and has been associated more or less intimately with the Sheffield Scientific School at New Haven. In 1882 the legislature au-

[1] Industrial Education in the United States. A special report prepared by the United States Bureau of Education. Washington, 1883. 319 pp.

thorized the purchase of a lot and the erection of buildings for the station. This was done during the summer, and the work of the station was transferred to the new quarters in September. Its investigations have hitherto been mostly in the field of chemistry. The station at Rutgers College, New Jersey, was established in 1880, and is distributing the results of its investigations and experiments among the farmers of the State. The stations in Ohio and Wisconsin are more recent in their origin. The work of the former is classified under the four heads of grain raising, stock farming and dairy husbandry, fruit and vegetable culture, and forestry. Preparation is made for analyzing fertilizers, examining the quality of seeds, identifying weeds and other plants, investigating the habits of insects, and making other inquiries of a similar nature. The Wisconsin Agricultural Experiment Station proposes to investigate questions of special interest to the farmers of the State in such a manner as to make the results of general value. "Its sole purpose is the discovery of new truths and laws which may be of benefit to agriculture."

The experiments in practical agriculture on the farms of agricultural colleges have been conducted with much profit and are being more frequently undertaken. Those mentioned in my last report as going on at the Houghton farm, Orange County, New York, have been continued, and instruction is being given in connection with them. Mr. Henry E. Alvord, the director, writes the following:

One feature of Houghton farm not shown by our pamphlets is that we keep three or four young men constantly with us as farm pupils, receiving practical instruction, on a scientific basis, to fit them for conducting farms of their own or managing the estates of others. We have had pupils from Massachusetts, Connecticut, New York, Virginia, North Carolina, Wisconsin, England, Island of Jersey, Germany, and Japan.

The courses of study in the State Agricultural and Mechanical College of Alabama have recently been remodelled, in order that they may include more branches immediately connected with the industries of the State. A special professor of agriculture has been added to the faculty and the State agricultural experiment station has been established at the college. The legislature has made appropriations for improving the farm and supplying apparatus and books. A short course in agriculture has been established for young men who cannot afford the time and expense necessary for the completion of the regular course of four years. An agricultural museum contains nearly 700 specimens, illustrating varieties of soils and products, and a museum of mechanic arts has been commenced.

The Missouri Agricultural and Mechanical College is being conducted with renewed vigor by Prof. J. W. Sanborn, B. S., who was recently called from the New Hampshire College of Agriculture and the Mechanic Arts. Professor Sanborn has added to the announcement for the coming year some general remarks of interest. Of the progress of agricultural investigation he gives the following outline:

In 1804 the King of Prussia put Von Thaer in charge of the estate of Mœgelin, of 1,200 acres, where the science and art of agriculture were taught. In 1806 Fellenberg founded a school of agriculture in Switzerland that trained 3,000 students, while France devoted the royal palace at Grignon to agriculture. It was not, however, until the three grand characters, Liebig, Boussingault, and Laws, came almost simultaneously into the field, about 1840, that agricultural investigation took on its present broad proportions. Liebig's masterly genius opened up a wide field for investigation, while the latter two gentlemen had both the genius and the talent for research. The former (Boussingault) has devoted a lifetime to farm research on his estate at Bechelbron, France, while the latter (Laws) has devoted his English estate to the cause of definite agricultural knowledge. Chemists, botanists, field hands, are in his constant employ in a work that began in 1840 and involves an annual outlay of $15,000, and $500,000 are devoted by him to its continuance. In 1852 the first public experiment station was founded at Leipzig, and this work, inaugurated by the Germans, has extended until the world boasts of nearly 150 stations, employing from 2 to 5 scientific men each constantly. To these workers must be added hundreds of investigators connected with agricultural colleges or carrying on private inquiry.

Professor Sanborn speaks of the functions of agricultural colleges as follows:

To familiarize the student with the science of farming is not the only function of an agricultural college. When properly managed, each operation of husbandry is

taught by field work from hot-house propagation through planting, budding, pruning, and the general management of horticultural products. Upon the farm proper, laying out and construction of drains, selection, management, and breeding of animals, grading of wool, rotations, tillage operations, and crop growth are taught by practice, and every attempt made to fix the habit of observation. Regular labor on the farm serves to retain a taste for farming, especially as it is used to illustrate some principle or law involved. The intellect being called in play, farm work is divested of its monotony and robbed of the repressive influence derived from it when viewed as mere physical labor.

The Storrs Agricultural School, at Mansfield, Conn., owes its existence to a gift of a farm of 170 acres, with commodious school and farm buildings, by Mr. Augustus Storrs, and of $6,000 by Mr. Charles Storrs, of which $5,000 were for fitting the institution for work and $1,000 for drainage. These gifts were accepted by the State and an institution was established for the instruction of boys in the State "in such branches of scientific knowledge as shall tend to increase their proficiency in the business of agriculture." The full course of study requires two years of three terms each, the terms being twelve weeks in length. Students receive instruction both in the class room and on the farm. In the class room they study those branches of natural science which have a directly useful bearing on New England farming, such as general and agricultural chemistry, natural philosophy, farm mechanics, surveying, botany, zoölogy, geology, animal physiology, mineralogy, and theoretical agriculture, stock-breeding, and composition. The general principles of these sciences are taken up first, and afterward their special applications to practical agriculture. Elementary English studies, simple carpentry, and agricultural practice are also taught. This last subject includes the improvement of the soil by tillage, drainage, manuring, and irrigation; the culture and handling of the various field, garden, and orchard crops of New England—grass, grain, roots, vegetables, and fruits—from planting to market; the use, care, and repair of farming tools, implements, and machines; the breeding, rearing, training, feeding, and use of live stock; the best methods of dairying; the business and management of the farm in all its details; keeping accounts, inventory, capital, labor, rotation of crops, and systems of farming adapted to various circumstances, and the history of foreign agricultural methods.

The Hampton (Va.) Normal and Agricultural Institute is the leading institution in which the industrial education of the colored race is undertaken. It adopts a course of instruction in mechanics less expensive and more productive than those of most northern and western institutions. It has extensive farms on which produce for the school and for the markets is raised by the help of student labor. During the last year 133 young men were employed in farming. The mechanical department of the institute affords instruction and practice to colored and Indian apprentices in carpentry, wheelwrighting, blacksmithing, tinning, painting and glazing, shoemaking, and harness-making; and to colored students in the operations of a knitting factory, in sawing and wood working in the Huntington Industrial Works, and in printing. The Huntington Industrial Works are employed in manufacturing lumber, mouldings, windows, door frames, and other building material. Two periodicals are issued from the printing office and much miscellaneous work is done. The young women of the institute find employment in sewing, tailoring, and making shirts. The amount earned at Hampton by the students in 1882-'83 was $35,288.93. Student labor is estimated to be 25 per cent. more expensive than common labor; but the value of training the hand, of industrious habits, and self reliance and the effect of labor on character are such as to justify the present system. Yet the mechanical department is considered the most difficult problem of Hampton Institute. The employment and paying of skilled foremen and mechanics, the purchase of material, the prevention of waste in its manufacture by apprentices, and the sale of products require persons of the highest business qualifications. A recent examining committee, consisting of Rev. M. E. Strieby, D. D., and J. M. Ward, of New York, Mr. George A. Walton and Mrs. E. N. L. Walton, of West Newton, Mass., and Henry W. Foote, of Boston, reported that in the very limited time at their disposal enough "was seen to show that manual labor, as

a means of mental and physical training, is an essential. * * The students make long days, but with the varied employments little fatigue is experienced and good health is the rule. Thus, in addition to the knowledge and discipline received in the school proper, every student leaves the institution with the ability to support himself by some useful employment."

PROGRESS OF INSTRUCTION IN PRACTICAL MECHANICS.

A course in shop practice was introduced into the Colorado Agricultural College in 1882. Students give to it two hours a week during the winter terms of their preparatory, freshman, and sophomore years and the same amount of time during the entire senior year. The kinds of work undertaken and the time assigned to each were as follows: Bench work in wood, 12 weeks; machine work in wood, 4 weeks; pattern making and foundry work, 12 weeks; vise work in iron, 10 weeks; iron forging, 14 weeks; steel forging, 4 weeks; and machine work in iron, 20 weeks. The mechanic shop consists of a main building 25 by 56 feet and two stories in height, with a one-story wing 20 by 62 feet for the forge shop and its accessories. The whole is fitted up with an engine, wood and iron working machinery, and the proper tools and benches for work by hand on iron and wood, including wood carving. It is intended that this department of practical mechanics shall give "a systematic and progressive education in the use of tools and materials, combined with as much theoretical knowledge as shall be deemed necessary to properly explain the principles involved."

A report in regard to the better development of the mechanical department of the Illinois Industrial University was made to the trustees in March, 1882, by the regent, Selim H. Peabody, PH. D., who is himself professor of mechanical engineering and physics. It contains a concise statement of the condition of that department and the lines along which its extension seems most desirable. He considers the province of the shop to be, like that of the laboratories, to give instruction, but finds it difficult to arrange the time of shop work so that the students may gain the maximum benefit from it without interfering with other studies and exercises. The class of beginners in the machine shop numbered 17 at the time of the report. The limited supply of tools and the distribution of room necessitated an illogical and inconvenient arrangement of work. The equipment consisted of 6 sets of bench tools in the pattern shops, 8 vises and accessories at the iron-workers' benches, 3 fires and anvils in the blacksmith shop, and 8 machine tools in the machine shop. Dr. Peabody recommended, in addition to these, a supply of elementary tools: 9 sets of carpenters' bench tools, for the pattern shop; 7 vises, with hammers, files, &c., for the machine shop; small lathes for wood turning; and small engine lathes, for the machine shop. The trustees approved of the recommendations and the department of mechanics is much aided by the provision for its wants.

Purdue University, Indiana, has been advancing its department of practical mechanics and perfecting its course in shop work. The important appliances added to the shop in 1880–'81 were 5 sets of carpenters' tools, 4 wood-turning lathes, and a scroll saw; in 1881–'82, 1 small machine lathe, 1 speed lathe, 3 iron-working vises with tools for them, 3 sets of carpenters' tools, and a circular sawing machine; in the summer of 1882, a large machine lathe, a set of standard gauges, and miscellaneous tools. Three classes of students are instructed: regular, agricultural, and special. The agricultural students take an abbreviated course, occupying one hour a day during the middle term of two years. Special students enter the shops with the view of taking some one or more selected branches. A number of young ladies have been among the special students, and "they have done the same work as the young men, and, though progressing much slower, have been nearly as successful." The special work of the department is separated into three distinct divisions: the "supplementary course of instruction," consisting of recitations and lectures; class work in the shops; and work in the shops outside of classes. The supplementary course of instruction occupies an hour daily for three terms and includes the presentation and discussion of working

drawings and a consideration of the uses and operations of tools and machines. All necessary directions are given and explanations made in regard to shop work. The shop exercises require two hours daily throughout the first two years of the college course, and the elementary principles of construction are involved in the operations performed. The students receive compensation for work done outside the regular class hours. The quality of this work has been good, and the remuneration for it has aided in the payment of the expenses necessarily incurred during a college course.

At Cornell University, the Sibley College of Mechanic Arts has received substantial additions to its equipment. A foundery recently provided is being used in training men in the practical duties of the master mechanic and mechanical engineer. A large collection of models to illustrate mechanical construction, prepared under the eye of Professor Reuleaux, director of the Imperial School of Arts and Manufactures at Berlin, enables the professors to illustrate every important form of machine connection and mechanical movement; and many combinations and contrivances which would be only imperfectly understood by the most complete drawings are shown clearly by these models. Specimens of American tools and machinery are being collected with a view to setting before students examples of excellent workmanship. The method of instruction adopted is a combination of the constructive and the Russian systems. The graduates of the college are sending in gratifying reports, and President White, commenting on their success, says: "We shall see more and more of such results; more and more the State and the nation will have cause to thank the benefactor who has provided so liberally for the application of science to the great mechanical industries of our country."

The Agricultural and Mechanical College of Texas is making commendable efforts to improve its department of mechanics, in which one-half of its students are required to be instructed. Six hours of shop practice a week are required, with three hours of mechanical drawing. Students are taught the use and care of tools and the kinds of work for which each is intended. They apply their knowledge in a regular course of exercises and in the construction of articles for practical use and the repair of buildings. The faculty have recommended that $4,500 for buildings and $2,800 for equipment be applied to the mechanical department out of a recent legislative appropriation.

MANUAL TRAINING SCHOOLS.

Manual training schools have been established in connection with the Massachusetts Institute of Technology at Boston and Washington University at St. Louis. The establishment of a school of this kind is being discussed earnestly in Baltimore by members of the city school board and others and is urged by leading daily papers. In Chicago an association has been incorporated for the purpose of providing a manual training school in that city. The object of the school is stated in the articles of incorporation to be—

instruction and practice in the use of tools, with such instruction as may be deemed necessary in mathematics, drawing, and the English branches of a high school course. The tool instruction as at present contemplated shall include carpentery, wood turning, pattern making, iron chipping and filing, forge work, brazing and soldering, the use of machine shop tools, and such other instruction of a similar character as it may be deemed advisable to add to the foregoing from time to time, it being the intention to divide the working hours of the students as nearly as possible equally between manual and mental exercises.

A fund of $100,000 has been secured, a suitable lot of land purchased, an architect engaged to complete plans for buildings, and a director chosen. The board of trustees, with Hon. E. W. Blatchford as its president, is such a body of men as will not allow any failure in the enterprise committed to their care.

The success of the School of Mechanic Arts of the Massachusetts Institute of Technology and of the Manual Training School of Washington University has been marked, and is becoming more evident as operations and results of the schools are

better known. Testimonies to their efficiency and value are given by those who have been in a position to observe their methods and work. Three quotations with regard to the St. Louis Manual Training School are given below, the first from Governor T. T. Crittenden, of Missouri; the second from Prof. C. M. Woodward, director of the school; and the third from Hon. William G. Eliot, D. D., chancellor of Washington University. Governor Crittenden says:

The old system of apprenticeship is about at an end, and it is necessary, if we propose to protect the interests of our industries and consult the welfare of our youth, to devise some means for their proper training. In our ordinary and more advanced schools the only vocations aimed at and in which positive interest is aroused are commerce, buying and selling, banking, reckoning accounts, keeping books, and the so-called "learned professions." The ordinary school boy gets the idea that it requires no education to be a mechanic; hence he aspires to what is called a higher profession, a higher avocation, and foolishly learns, from vicious sources, to despise both craft and craftsman. If this pernicious tendency can be corrected and the dignity of skilled labor and skilled workmen be maintained by the introduction of manual training into grammar schools of high grade, great good will be accomplished. I have no hesitancy in directing attention to this manual school as one of our educational ornaments, worthy of the patronage of our sons and the respect of our citizens.

Professor Woodward says:

The zeal and enthusiasm of the students have been developed to a most gratifying extent, extending into all the departments of work. The variety afforded by the daily program has had the moral and intellectual effect expected, and an unusual degree of sober earnestness has been shown. The wholesome moral effect of a course of training which interests and stimulates the ardor of the student is most marked. Parents observe the beneficial influence of *occupation*. The suggestions of the day fill the mind with healthy thoughts and appetites during the leisure hours. Success in drawing or shop work has often had the effect of arousing the ambition in mathematics and history, and vice versa.

The following is from Chancellor Eliot:

One other feature of our young institution (and thus far, as I believe, peculiar to it as a university) must be dwelt upon with emphasis, though very briefly. It is the manual training school, which now has a hundred student workmen busily engaged in acquiring the elements of a sound mental education at the same time with practical training in the use of tools, to fit them for intelligent application of skilled labor in whatever direction the growing industries of manufactories and workshops may require. Old-time educators doubtless smile at the idea of a university saddling itself with a workshop as altogether beneath its dignity, but we think it high time for the clear recognition of the equal dignity of skilled industries with the so-called professional pursuits. Let education go into the workshops and it will so dignify them. The educated mechanic is the peer of the statesman, and from the union of his head and hand work comes a large part of the civilizing agencies of the nineteenth century.

ELECTRICAL ENGINEERING.

A course in electrical engineering is to be offered by Cornell University at the beginning of the next college year and one was established last year at the Massachusetts Institute of Technology. This movement is in response to "a real demand for men educated to take part in the great interprises called into being by the development and application of electrical energy." The course in the Massachusetts Institute of Technology is an alternative course in physics, differing from the one previously existing chiefly in the continued study of electricity, instead of a pursuit of other branches of physics, and in the introduction, in place of chemical analysis, of a considerable amount of practice in mechanical engineering in the laboratory and the workshops. It is intended to impart a knowledge of the theory of elecricity sufficiently extensive to prepare for ordinary electrical work and advanced study. Instruction will be given in the various methods of electrical testing, and particularly with regard to land and submarine telegraphy, the telephone, electric lighting, the electrical transmission of power, and acoustics as involved in telephony. The study of electricity is being given special and increased attention in several other scientific institutions.

A NEW POLYTECHNIC INSTITUTE.

A technical school of a high order was opened at Terre Haute, Ind., in March. It received its generous endowment from Mr. Chauncey Rose, and was named in his honor the Rose Polytechnic Institute. The steps taken preparatory to opening the institute were stated by the secretary of the board of managers, Samuel S. Early, A. M., and I insert from his paper the paragraphs relating to the proceedings immediately prior to the organization of the school:

Finding themselves, by the receipt of the specific legacy, possessed of funds which yielded an income of about $25,000, the managers felt that the time had come when they might take the necessary measures for opening the institute. Their first important step was the election of Dr. Charles O. Thompson, of Worcester, Mass., to the presidency of the faculty. This occurred on the 20th of February, 1882, and the president of the board, with the secretary and General Charles Croft, visited Worcester for a personal conference with Dr. Thompson. Toward the end of March he accepted the appointment, and immediately began the work of selecting a faculty and preparing a detailed plan for the organization of the school. Professors of chemistry, of elementary and the higher mathematics, and of drawing and the superintendent of the machine shops were chosen and accepted. Those whose services were necessary reported for duty as soon as their prior engagements admitted, and by the end of the summer of 1882 great progress had been made in the work of preparation. It was found that a small class could be provided for by the beginning of March, 1883, and in August of 1882 circulars were published inviting applications for admission.

An opportunity for the purchase of the apparatus and library of the late Dr. John Bacon, of Harvard College, was availed of by the board, and a most admirable collection of instruments and of scientific books was added to the resources of the school. Power, machinery, and tools for the shop were purchased by Mr. Edward S. Cobb, the superintendent, under the sanction of a committee composed of Messrs. Peddle, Nippert, and Cox; cases for the mineralogical specimens were constructed after the plans of Prof. Charles A. Colton, of the department of chemistry, and the elegant collection was mounted, labelled, and stored under his skilled labors. Shelving for the library, designed by Prof. Clarence A. Waldo, the future librarian, was provided, and the early purchases of the board and the Bacon library were catalogued by the secretary and arranged by members of the faculty. Large additions to the library and apparatus were made by President Thompson, who had sailed for Europe, in July of 1882, for study of the methods and progress of technological instruction in the more advanced schools abroad. Tables, easels, models, in brief, all the required appliances for the department of drawing were procured upon the suggestions of Prof. William L. Ames, of that department, and by the time anticipated everything was in readiness for the opening. On the 6th of March candidates for admission were examined, and a class of twenty-five members selected from the most proficient.

The condition of the school is shown by the following clauses from a preliminary announcement by the president, Charles O. Thompson, PH. D.:

In accordance with the directions of the founder, the institute offers a good education based on the mathematics, physical sciences, living languages, and drawing, and familiarity with some form of applied science or of handicraft. The course of study is so planned that every student spends a fixed portion of his time in learning the elements of the business or profession that he designs to pursue after graduating; this part of his work is called practice.

Recitations, lectures, laboratory work, and drawing are of uniform kind and amount for all students; exercises in practice are widely different, depending upon the department selected by the student. The general course of study does not differ essentially from that pursued in other polytechnic schools. The practice is offered in the following departments: Mechanics, civil engineering, chemistry, physics, drawing, and design. The choice of a department is made by each student soon after entering, under the advice of the faculty. A department of mining engineering will be organized as soon as possible, and duly announced.

In the shop is an assemblage of rooms in which iron and wood working tools and machinery, arranged with reference to instruction by means of construction, are provided for the use of the students. The wood-room, boiler and engine rooms, are in order; the iron-room and forge shop will be in order before September 1, 1883, as all the requisite tools are now under contract; so that students in mechanics will enjoy the advantage of practising in a large, well lighted, manufacturing machine shop, which is equipped with the best modern tools and machinery.

INSTITUTIONS NEEDED FOR INDUSTRIAL EDUCATION.

The accomplishment of the industrial education of a nation can only result from a system of instruction begun in the elementary schools and carried up to the most advanced institutions. Prof. Robert H. Thurston, A. M., C. E., of Stevens Institute of Technology, Hoboken, N. J., has prepared an outline of the requirements of such a system, which shows how much remains to be accomplished in this country for technical education. He says:

Such a plan to be satisfactorily complete must comprehend —

(1) A common school system of general education which shall give all young children tuition in the three studies which are the foundation of all education, and which shall be administered under compulsory law, as now generally adopted by the best educated nations and states on both sides the Atlantic.

(2) A system of special adaptation of this primary instruction to the needs of children who are to become skilled artisans or who are to become unskilled laborers in departments which offer opportunities for their advancement when their intelligence and skill prove their fitness for such promotion to the position of skilled artisans. Such a system would lead to the adoption of reading, writing, and spelling books in which the terms peculiar to the trades, the methods of operation, and the technics of the industrial arts should be given prominence, to the exclusion, if necessary, of words, phrases, and reading matter of less essential importance to them.

(3) A system of trade schools, in which general and special instruction should be given to pupils preparing to enter the several leading industries, and in which the principles underlying each industry, as well as the actual and essential manipulations, should be illustrated and taught by practical exercises until the pupil is given a good knowledge of them and more skill in conducting them. This series should include schools of carpentry, stone cutting, blacksmithing, machine work, &c., weaving schools, schools of bleaching and dyeing, schools of agriculture, &c.

(4) At least one polytechnic school in every State in the Union, in which the sciences should be taught and their applications in the arts indicated and illustrated by laboratory work. In this school the aim should be to give a certain number of students a thoroughly scientific education and training, preparing them to make use of all new discoveries and inventions in science and art, and thus to keep themselves in the front rank.

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 1873 to 1882, inclusive, with the number of professors and number of students:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.
Number of institutions	110	113	123	124	124	125	133	142	144	145
Number of instructors	573	579	615	580	564	577	600	633	624	712
Number of students	3,838	4,356	5,234	4,268	3,965	4,320	4,738	5,242	4,793	4,921

Statistical summary of schools of theology.

Denomination.	Number of schools.	Number of professors.	Number of students.
Roman Catholic	21	119	1,104
Baptist	21	98	839
Protestant Episcopal	16	74	253
Lutheran	16	53	525
Presbyterian	14	80	629
Congregational	11	74	414
Methodist Episcopal	11	65	451
Christian	5	13	115
Reformed	4	17	46
Universalist	3	19	38
United Presbyterian	3	11	60
Unsectarian	2	19	57
German Methodist Episcopal	2	9	28
New Church	2	9	6
Free-Will Baptist	2	8	56
Methodist Protestant	2	3	18
African Methodist Episcopal	2	2	.....
Unitarian	1	9	17
Methodist Episcopal South	1	6	69
Reformed (Dutch)	1	5	37
Cumberland Presbyterian	1	5	16
Wesleyan	1	5	10
United Brethren	1	4	32
Evangelical Association	1	3	11
Old School Presbyterian, South	1	2	30
Total	145	712	4,921

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

States.	Number of schools.	Corps of instruction.	Endowed professorships.	Students.				Libraries.		Property, income, &c.		
				Present number.	Resident graduates.	Present students who have received a degree in letters or science.	Graduates at commencement of 1882.	Number of volumes.	Increase in the last school year.	Value of grounds and buildings.	Amount of productive funds.	Income from productive funds.
Alabama	3	5	....	89	....	.....	.....	2,284	175	$17,000	$5,000	$3,450
California	3	15	3	12	2	6	6	10,000	2,300	104,000	149,230	6,370
Colorado	1	4	....	1	....	.....	.....	.....	.....	.....	.....	.....
Connecticut	3	32	11	177	13	123	39	46,000	8,000	540,000	321,031	27,714
Georgia	2	2	1	13	....	.....	.....	.....	.....	.....	20,000	.....
Illinois	20	94	19	554	8	134	75	41,950	1,000	558,710	1,041,181	62,370
Indiana	3	11	....	65	....	.....	.....	.....	.....	.....	.....	.....
Iowa	4	11	4	57	....	2	6	.....	.....	14,049	48,611	4,075
Kansas	1	0	....	0	0	0	0	.....	.....	.....	.....	.....
Kentucky	7	26	5	174	16	4	19	29,900	154	65,500	362,295	31,809
Louisiana	4	6	....	67	....	.....	.....	200	50	.....	.....	.....
Maine	2	9	5	48	3	16	17	18,500	375	105,000	193,000	12,000
Maryland	6	31	....	380	....	11	4	76,060	2,045	145,000	.....	.....
Massachusetts	7	63	13	241	48	185	75	76,350	1,649	731,835	1,612,972	98,397
Michigan	2	7	2	49	3	7	3	2,600	200	.....	55,000	3,700
Minnesota	3	9	3	41	....	.....	5	.....	.....	40,000	50,000	4,000
Mississippi	1	5	....	30	....	.....	.....	300	.....	20,000	.....	.....
Missouri	4	19	2	197	1	1	40	13,250	150	150,000	40,000	.....
Nebraska	1	2	....	8	0	0	0	50	20	0	0	0
New Jersey	5	38	18	294	7	204	101	89,988	2,734	938,586	1,673,571	89,368
New York	14	75	26	657	12	233	124	120,611	3,115	1,668,000	2,215,012	129,823
North Carolina	2	8	....	106	....	.....	2	2,500	200	.....	.....	.....
Ohio	13	52	19	301	2	118	74	40,100	200	317,000	415,000	22,100
Pennsylvania	14	84	23	537	3	113	94	102,593	1,281	410,870	1,000,628	58,400
South Carolina	2	8	....	33	....	.....	.....	1,300	70	25,000	22,000	.....
Tennessee	6	38	5	227	16	9	23	3,500	.....	58,000	2,500	11,549
Texas	2	3	....	20	....	.....	.....	.....	.....	.....	.....	.....
Virginia	4	18	3	162	....	39	34	26,300	1,100	255,000	250,000	15,000
Wisconsin	4	30	1	166	6	23	21	16,900	862	238,250	57,000	2,400
Dist. of Columbia	2	7	1	75	....	.....	9	.....	.....	40,000	25,000	.....
Total	145	712	164	4,781	149	1,228	771	720,576	25,680	6,441,800	9,559,031	582,525

TABLE XII.—SCHOOLS OF LAW.

The following is a statement of the number of schools of law reporting to this Bureau each year from 1873 to 1882, inclusive, with the number of instructors and number of students:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.
Number of institutions	37	38	43	42	43	50	49	48	47	48
Number of instructors	158	181	224	218	175	196	224	229	229	249
Number of students	2,174	2,585	2,677	2,664	2,811	3,012	3,019	3,134	3,227	3,079

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 1882.	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	25	.....	15	.....	.....	.....	.....	.....	.....
California	1	2	136	20	36	.....	.....	.....	$100,000	$7,000	.....
Connecticut	1	16	85	55	21	8,000	.....	.....	10,000	600	$7,333
Georgia	2	8	12	7	7	.....	.....	.....	.....	.....	.....
Illinois	4	21	194	42	75	.....	.....	.....	.....	.....	8,500
Indiana	2	11	72	.....	4	.....	.....	.....	.....	.....	.....
Iowa	3	22	143	24	135	3,000	300	.....	.....	.....	.....
Kansas	1	2	11	.....	7	30	.....	.....	.....	.....	175
Kentucky	1	.....	.....	.....	20	.....	.....	.....	.....	.....	.....
Louisiana	2	8	55	.....	11	26,000	.....	$10,000	.....	.....	4,120
Maryland	1	4	64	15	30	.....	.....	20,000	.....	.....	6,000
Massachusetts	2	26	307	160	71	21,000	2,000	.....	206,867	8,991	22,550
Michigan	1	5	333	61	170	4,120	.....	35,000	.....	.....	13,700
Mississippi	1	6	12	.....	5	.....	.....	.....	.....	.....	600
Missouri	2	16	108	36	45	4,043	45	30,000	10,000	.....	6,480
Nebraska	1	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
New York	4	22	667	253	220	13,650	50	30,000	.....	.....	50,685
North Carolina	2	4	18	7	1	800	100	.....	.....	.....	1,000
Ohio	1	5	127	33	67	2,328	300	.....	.....	6,000	6,570
Pennsylvania	2	6	122	.....	37	.....	.....	.....	.....	.....	.....
South Carolina	1	3	8	1	0	.....	.....	.....	.....	.....	300
Tennessee	3	12	117	13	58	875	75	.....	.....	.....	5,350
Virginia	3	8	143	.....	55	3,500	.....	.....	.....	.....	9,000
West Virginia	1	1	12	1	2	.....	.....	.....	.....	.....	.....
Wisconsin	1	7	50	9	25	1,400	100	0	0	0	1,800
Dist. of Columbia	4	27	318	20	67	.....	.....	20,000	.....	.....	3,815
Total	48	249	3,079	757	1,184	88,746	2,970	145,000	416,867	22,591	147,978

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 1873 to 1882, inclusive, with the number of instructors and students:

	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.
Number of institutions	94	99	106	102	106	106	114	120	126	134
Number of instructors	1,148	1,121	1,172	1,201	1,278	1,337	1,495	1,660	1,746	1,946
Number of students	8,681	9,095	9,971	10,143	11,225	11,830	13,321	14,006	14,536	15,151

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 1882.	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	1	9	60	2	21	500	.....	$150,000	$0	.....	$3,500
Arkansas	1	17	36	.....	5	.....	.....	12,000	.....	.....	.....
California	2	29	123	5	27	.....	.....	130,000	.....	.....	12,159
Colorado	1	15	20	0	5	.....	.....	.....	.....	.....	1,500
Connecticut	1	18	30	6	2	.....	.....	.....	30,995	$1,963	4,195
Georgia	3	32	319	.....	118	5,500	.....	125,000	.....	.....	5,000
Illinois	5	112	982	169	256	.....	.....	240,000	.....	.....	62,252
Indiana	5	80	292	4	113	400	.....	4,500	.....	.....	3,697
Iowa	3	36	434	74	167	300	25	50,000	.....	.....	11,700
Kentucky	4	45	538	10	252	4,000	.....	162,000	.....	.....	13,963
Louisiana	1	16	217	.....	56	1,000	.....	80,000	0	0	21,405
Maine	2	18	123	25	28	4,000	.....	20,500	2,500	140	8,453
Maryland	3	57	562	33	226	.....	.....	175,500	.....	.....	25,500
Massachusetts	2	65	260	119	97	2,000	.....	6,000	228,588	12,557	53,616
Michigan	3	61	525	51	119	185	35	30,000	.....	.....	4,500
Minnesota	1	32	62	6	4	190	100	100,000	.....	.....	2,350
Missouri	8	108	579	9	248	1,700	500	50,000	.....	.....	7,280
Nebraska	1	14	30	2	8	150	.....	9,000	.....	.....	1,500
New Hampshire	1	13	94	7	29	1,800	0	40,000	0	0	6,645
New York	8	194	2,026	178	681	7,255	.....	516,500	6,000	335	90,489
North Carolina	2	4	15	3	.....	600	100	35,000	.....	.....	1,000
Ohio	6	90	1,052	7	366	4,000	.....	142,500	.....	.....	24,065
Oregon	1	11	35	.....	9	100	.....	7,000	.....	.....	3,000
Pennsylvania	4	93	1,082	107	387	4,937	200	397,000	50,000	3,000	53,879
South Carolina	1	11	56	.....	19	0	0	40,000	0	0	3,500
Tennessee	5	68	546	2	250	1,420	50	166,300	1,000	60	18,400
Vermont	1	21	190	13	85	.....	.....	12,000	.....	.....	8,000
Virginia	1	5	52	.....	12	.....	.....	.....	.....	.....	.....
Dist. of Columbia	3	40	163	19	27	20	1	103,000	2,200	154	5,052
Total	80	1,314	10,523	851	3,617	40,057	1,011	2,713,800	321,283	18,209	456,600
2. *Eclectic.*											
California	1	10	32	4	13	.....	.....	20,000	.....	.....	3,500
Georgia	1	11	61	8	24	0	0	7,000	.....	.....	2,700
Illinois	1	14	157	43	41	.....	.....	75,000	.....	.....	7,500
Indiana	1	17	24	.....	7	.....	.....	.....	3,000	.....	1,000
Iowa	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maine	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Missouri	1	10	125	.....	40	100	0	.....	.....	0	6,000
New York	2	30	236	25	87	1,300	200	46,600	.....	.....	12,197
Ohio	1	8	272	.....	100	.....	.....	80,000	0	.....	30,000
Total	10	100	907	80	312	1,400	200	228,600	3,000	.....	62,897

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 1882.	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—Cont'd.											
3. *Homœopathic.*											
Illinois	2	38	501	42	146	400	.....	$125,000	.....	.....	$22,500
Iowa	1	8	44	3	34	300	20	.....	.....	.....	1,000
Massachusetts	1	29	110	9	34	1,800	.....	110,000	.....	.....	.....
Michigan	1	7	88	3	15	.....	.....	.....	.....	.....	.....
Missouri	1	13	42	3	10	.....	.....	.....	.....	.....	2,900
New York	2	45	193	4	46	30	9	.....	.....	.....	2,100
Ohio	2	28	186	.....	95	.....	.....	25,000	.....	.....	.....
Pennsylvania	1	20	145	.....	57	2,000	.....	50,000	.....	.....	12,000
Total	11	188	1,309	64	437	4,530	29	310,000	.....	.....	40,500
II. DENTAL.											
California	1	23	23	0	8	20	20	1,500	$0	$0	4,240
Indiana	1	8	36	.....	15	.....	.....	1,500	.....	.....	4,513
Iowa	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	2	39	89	10	47	.....	.....	10,000	.....	.....	8,000
Massachusetts	2	36	83	2	21	64	.....	8,000	0	.....	11,000
Michigan	1	8	75	.....	32	.....	.....	.....	.....	.....	.....
Missouri	3	42	25	4	6	.....	.....	1,000	.....	.....	2,558
New York	1	22	138	7	30	.....	.....	.....	.....	0	12,832
Ohio	1	13	70	.....	38	.....	.....	15,000	.....	.....	7,000
Pennsylvania	3	52	216	.....	100	4,000	.....	.....	.....	.....	19,657
Tennessee	2	33	65	1	26	2,000	3	50,000	.....	1,568	4,200
Total	18	276	820	24	323	6,084	23	87,000	.....	1,568	74,000
III. PHARMACEUTICAL.											
California	1	4	47	.....	15	.....	.....	3,000	.....	.....	1,480
Illinois	1	5	168	.....	27	.....	.....	3,000	300	12	.....
Kentucky	1	3	45	.....	14	150	13	7,000	.....	.....	1,700
Louisiana	1	.....	.....	.....	9	.....	.....	.....	.....	.....	.....
Maryland	1	6	98	.....	17	300	25	8,000	.....	.....	4,000
Massachusetts	1	4	102	.....	12	3,400	100	6,000	5,000	300	5,000
Michigan	1	13	100	2	40	.....	.....	.....	.....	.....	.....
Missouri	1	4	102	.....	27	.....	.....	3,500	.....	.....	4,500
New York	2	10	373	.....	70	1,145	100	71,000	1,500	60	15,888
Ohio	1	3	95	.....	23	450	25	1,000	.....	0	2,600
Pennsylvania	2	7	407	.....	158	.....	.....	75,200	0	0	1,100
Tennessee	1	5	20	.....	8	.....	.....	.....	.....	.....	.....
Dist. of Columbia	1	4	35	.....	7	250	.....	2,500	0	0	1,951
Total	15	68	1,592	2	427	5,695	263	180,200	6,800	372	38,219

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 1882.	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.
TOTALS.											
Medical and surgical:											
Regular	80	1,314	10,523	851	3,617	40,057	1,011	$2,713,800	$321,283	$18,209	$456,600
Eclectic	10	100	907	80	312	1,400	200	228,600	3,000	.....	62,897
Homœopathic	11	188	1,309	64	437	4,530	29	310,000	.....	.....	40,500
Dental	18	276	820	24	323	6,084	23	87,000	.....	1,568	74,000
Pharmaceutical	15	68	1,592	2	427	5,695	263	180,200	6,800	372	38,219
Grand total	134	1,946	15,151	1,021	5,116	57,766	1,526	3,519,600	331,083	20,149	672,216

REVIEW OF PROGRESS IN MEDICAL EDUCATION.

The course and progress of medical education since the date of my last report, like many other objects of human effort, are partly cheering and partly depressing. If, indeed, we look too long at the temporary hindrances in the way of many laudable endeavors we are apt to become discouraged; yet the point that we have reached already is the net result of many past advances and retrogressions, nor is there any worthy end to which we may not hope in time to attain by wisdom, perseverance, and courage. The history of medicine in this country when written will exhibit many illustrations of this truth; one of these, for the comfort of desponding medical educators, is here mentioned. In our day, when medical men endeavor so scrupulously to conform to the requirements of medical associations and to the dicta of professional "codes of ethics," the condition of affairs sixty-five years ago, as described by the venerable Dr. J. L. Atlee in a recent address, seems barbarous:

In my day, previous to the establishment of medical societies throughout the country and the organization of the American Medical Association and the general adoption of the code of ethics, I saw many disastrous effects from the want of brotherly consideration and kindness. The medical men of that day were often in difficulties; patients would be taken from one physician to another without ceremony; and so great was the jealousy existing between [physicians] that for more than twenty years after my graduation it was impossible to form a medical society in my native city and county [Philadelphia], because there were so many aspirants for the honors. Here let me speak of some of the difficulties I had to encounter in my early professional life. Instead of being taken in hand by the older physicians, every obstacle was thrown in my path: consultations were refused and the treatment of my patients unfavorably criticised. By the establishment of medical societies and the adoption of the code of ethics a wonderful change has been effected.[1]

The future of medical education will show an improvement as great as the past has shown in medical ethics and demeanor. The necessity and the advisability of educational reforms must be argued patiently and their personal advantage manifested without possibility of error; the more widely these efforts are made the more surely and speedily the incredulous and the indifferent will be convinced. Reform in med-

[1] The Medical Gazette, New York, June 5, 1883.

ical education can be attained only by compliance with the laws of human nature; in this as in every other subject of public interest the minority before prevailing must become the majority.

When analyzed from the standing point of historical development, all the current questions relating to medical education may be grouped under four general heads: (1) those relating to qualifications for the study of medicine; (2) those respecting the quantity and method of medical instruction; (3) those respecting the licensing of practitioners; and (4) those respecting the number, government, and support of medical schools.

CONDITION IN COLONIAL TIMES.

During the colonial period of our history medical education received only the scant attention that might be expected from a people of vigorous physique, occupied in clearing and settling an enormous territory and free from most of the diseases that afflict humanity of lower vitality and under less favorable conditions. The thinly settled coast between the Kennebec and the Savannah Rivers contained, in 1776, about 3,000,000 inhabitants, for whose medical service there were about 3,000 practitioners. Perhaps 500 of these were in possession of a medical or surgical degree. There were exactly 51 graduates from the two medical schools then existing in the country; the others were graduates or licentiates of Edinburgh, Aberdeen, London, Leyden, Paris, or Padua. Persons desiring before 1765 to study medicine were forced, in most cases, to content themselves with the instruction of a "preceptor;" few were able to incur the expense of a long absence in Europe. It is obvious that the standard of medical education as it is understood now was not high; yet the absence of medical schools, societies, dissections, and text books was replaced by an abundance of practical instruction: indentures usually ran for five or six years; students prepared the forms of medicine now common in apothecaries' shops and compounded their preceptors' prescriptions; they were obliged to bleed, cup, pull teeth, dress wounds, spread poultices, gather herbs, and perform a great part of the work now divided between the physician, the druggist, and the nurse; they visited invalids in company with their preceptors and often treated cases under their supervision. Yet more than this, they were often obliged to become fluent Latinists, because text books, lectures, and students' notes were chiefly in that language as late as 1750; thus it happened that young men often studied the classics at the same time that they studied medicine, or were pretty thoroughly trained to read and speak Latin before they began their professional studies. The early colonial physician often combined other functions with those of healing: sometimes he was a minister of the gospel, sometimes a farmer, a shopkeeper, or a mechanic; indeed, he may have combined all these duties. While the progress of events has endowed the American rural and village practitioners with somewhat better chances for medical training, it is still true that many of them are farmers or druggists. The less wealthy, less populous, and less educated parts of the nation still abound in medical men who have never entered the doors of a medical school or at the most have contented themselves with one course of lectures.

The early conditions of American life also fostered two other habits in the public mind, which have resulted in serious evils: private persons recommend favorite remedies or nostrums to their friends and "patent medicines" are bought and swallowed in reckless profusion. The mortality resulting from the first mentioned habit probably does not exceed some hundreds annually, but the fatal results of the other propensity number thousands every year. When the number of professed and responsible medical practitioners was small and their general qualifications were low, such practices were excusable and in many cases unavoidable, but at the present time this guerrilla mode of fighting disease with weapons of unknown range and missiles of secret composition should be discouraged by enlightened public sentiment.

ESTABLISHMENT AND GROWTH OF MEDICAL SCHOOLS.

The lack of proper facilities for medical education in early times at last encouraged the establishment of medical schools in the colonies: one was opened in Philadelphia

in 1765, now called the medical department of the University of Pennsylvania; another, in connection with King's (now Columbia) College in New York, in 1768. The revolutionary war suspended both these enterprises. There were four other schools begun before 1800. Of the six, only the University of Pennsylvania and the medical schools connected with Harvard (1782) and Dartmouth (1796) Colleges now exist. The establishment of schools has kept pace with the increase of population and the extension of the settled area of the Union; indeed, the increase of medical schools and medical men has been double that of the actual necessity. This is a great evil, but its causes run far back in our social development.

Our earliest schools tried to preserve a distinction between the bachelor and the doctor of medicine; circumstances induced them to abandon the effort, but the lowering of purpose was significant of the social confusion and lowered moral tone that followed the revolutionary war. The newer colleges followed the older in failing to require any educational qualifications in their matriculates, and all followed Dr. Cullen, of Edinburgh, in his innovation of lecturing in English instead of Latin. Neither social nor political ideas had so far advanced that either women or colored men sought to become physicians. Thus any white man who could pay the fees might attend medical colleges and, if he passed a rather easy examination, become a doctor of medicine. Yet the graduates were, as a rule, the best of the medical profession, the most enlightened, the most far-seeing, and a small proportion of them were graduates of literary institutions, so that the upper grades of the profession still had a tincture of letters. But the bulk of the profession at the beginning of this century and for many years afterwards did not possess any medical degrees.

The natural consequences of this irrational freedom after a time came to pass. Men of lively fancy, untrained reason, and natural boldness revolted against the frequent ignorance and numerous errors of physicians and became followers and advocates of special medical doctrines rather than students and practitioners of the medical art as a whole; thence arose the once widely known "botanic" school of practice, which has succeeded in impressing some of its ideas on the class of physicians who call themselves "eclectic;" from the same cause the novel doctrines of Hahnemann received their earliest converts in this country; and the vagaries of hydropathy, physiopathy, vitopathy, electropathy, and other "medical heresies" in later days derive much of their support from the same cause. Simultaneously with the early rebellions against the pretensions of the regular medical profession "the New York Reformed" Medical College was opened in 1826, "the Worthington Medical College" (1832), and "the Physio-Medical College" (1836) in Ohio, and other schools at Petersburg, Va., Macon, Ga., and other places.[1] Of course this revolt was seized by designing men as a good opportunity for the furtherance of their own purposes, and "diploma selling" in America began as early as 1833 under the auspices of a "Christian College," which was contained in the house and bounded by the person of a man named Bennett, who lived in New Albany, Ind., but sold his wares as far east as New York City.[2]

After a while some women wished to study medicine. The idea was intensely unpleasant to the profession, composed as it was entirely of men. If entrance to the medical schools had depended on some adequate previous training in letters the female aspirants for medical training might have been turned aside to make a preliminary attack on the schools and colleges of classical and literary character; but since sex had been the only qualification for admission conservators of the old order of things were put to great labor and plunged into vexatious and fruitless disquisitions about the natural unfitness of women for the healing art. This position, being false in fact and untenable in argument, failed, and the Woman's Medical College of Pennsylvania was opened at Philadelphia in 1850; a homœopathic school for women was also begun at Boston in 1848.

[1] See Transactions of the National Eclectic Medical Association, vol. V, pp. 44, 45.

[2] Minutes of New York County Medical Society, 1833.

Again, some colored people wished to study medicine, and colleges for their instruction in this subject began shortly after the late war. Even the dextrous John Buchanan, of diploma-selling fame, was attracted by the eagerness of some to practise medicine, and kindly organized his "Philadelphia University of Medicine and Surgery," wherein colored medical men were manufactured with great speed and in considerable numbers. Schools of a more reputable character and with intellectual and scholastic requirements quite up to the average of American medical schools have also been organized for them in Washington, D. C., Lincoln, Pa., and other places.

The old qualification for becoming a physician having been thus gradually rendered inoperative, the history of medical education for the last fifteen years shows a very rapid increase in the number of medical schools and students, so that the Union has now more physicians in proportion to its population than any other part of the globe. So great, indeed, has the number of physicians become and so alarming is the annual increase that a very intelligent medical journal of recent date remarks as follows:

The recurring commencements of medical schools have added their annual quota to the great army of medical men. Though a time worn and hackneyed topic, the Gazette cannot refrain from a repetition of some well known facts that these many graduates may have heard before, but which are perennially true and fresh, and will therefore bear repetition.

These hundreds of medical men are coming into a profession which is greatly overcrowded. What knowledge or what talents have they which will fit them for the struggle before them? for to the majority of them it must be a struggle and to many necessarily an unsuccessful one. They will have to contend with those who have been specially favored by education, or ability, or opportunity, as well as with those whose only claim for the patronage of their fellows is unlimited self assurance. They must practice among people who are becoming more and more intelligent as regards medical knowledge, and must contend against widespread skepticism as to the value of medicine and the necessity for their existence as physicians. What are the qualities, what the accomplishments, which will enable them to rise superior to the flotsam and jetsam of scoffing criticism and to establish their right to be the advisers of their fellows on such supremely important questions as the physician is called upon to solve?[1]

INADEQUATE REQUIREMENTS FOR PRACTISING MEDICINE, PAST AND PRESENT.

In plain English, the time has now come (the profession being so crowded and the increase of candidates for employment being so much greater in proportion than the increase of population) when the medical student pays to the medical college money for which he receives no calculable equivalent; he asks for bread and receives a stone. The really capable graduate is jostled, crowded, shouted down, and trampled upon by a horde of unwieldy behemoths, who not only intercept most of the work that he only is able to do satisfactorily, but who supplement their scant incomes by arts and devices that his nature and training forbid him to join in. Having overcrowded all other departments of medical employment, many of these physicians by the grace of a diploma have lately taken up the work of opening and conducting medical colleges, much to the wrath and confusion of the older schools who would dearly like to retain their monopoly of oversupplying the market with medical "spring chickens." The position assumed by these older schools is exquisitely illogical: they do not like to establish effectual entrance examinations (which might force some candidates to defer the study of anatomy and chemistry until they had mastered the simpler mysteries of reading and writing) because they do not want "to limit the number of doctors by artificial regulations." This phrase, quoted from a recent address by a widely known and much respected medical teacher and author, teaches us that "artificial regulations" mean all rules or usages that may or can hinder any young white man from paying money twice over for the privilege of hearing the same course of lectures during two courses of instruction. The "regulations" that forbid the faculty from receiving the money of a white *woman* or that of a *black* man, we learn by inference, are not "artificial."

[1] The Medical Gazette, New York, May 19, 1883.

This same medical professor and author says that "the law of supply and demand will properly control the professional expansion." Assuming that this is true, let the same rule be applied to the schools that supply the human integers of "the professional expansion:" the establishments that do not try "to limit the number of doctors" by long, complicated, and difficult courses of study obviously should become the most frequented and best attended, because the law of prompt and cheap supply is as much an axiom as the one quoted by the learned professor and author. When, however, "the law of supply and demand" is thus supplied, the professor expresses his disapproval of the result in the following words:

Many of the new colleges which have sprung up so abundantly over the country have really no right to exist. They are unprovided with the materials for teaching, and the fees are insufficient to procure them; they have no hospitals or dispensaries to which they can resort for clinical instruction; the faculties are without reputation or experience; the building in which the college has its habitat is some temporary structure little suited to the purpose. The lectures are mere recitals of text books, which the student could better read for himself. * * *

These medical schools get into such desperate pecuniary straits that they must employ every possible expedient to obtain students. One hears of personal solicitations, of promises, of sending out drummers to intercept students on the trains and at hotels, of practices in short which seem to touch at the lowest point of degradation. The "advantages" of these institutions, besides their proximity to the homes of students, are the low fees, or no fees at all, how highsoever the nominal price, and the certainty that a diploma may be obtained on a minimum of attendance on lectures. Such institutions are, indeed, little more than "diploma mills." These medical shops hurt our position before the public immensely. They unite with the reputable medical schools to form a national association of medical colleges. After a time they put on a severely virtuous air and are disposed to snub newer colleges organizing in their vicinity, stigmatizing them as unnecessary, crude, and inferior. Having thus acquired a quasi-position and assuming a tone of lofty pretension, they carry on a traffic in medical diplomas the profits of which enable them to maintain a baleful existence. The most beneficent reform which can now be undertaken is to close the doors of these institutions engaged in flooding the country with unqualified doctors.[1]

Denunciations like the foregoing are of little value, for they accomplish nothing; when analyzed dispassionately they are reduced to complaints that newer competitors are underselling "the old and well known stands." Of course the customers at the cheaper shops will get an article of inferior quality; that also is a "law" of trade. Even if the respected professor could have his wish and he could "close the doors of these institutions engaged in flooding the country with unqualified doctors," the evil, so injurious to the profession at large and to the guild of higher-priced medical colleges in particular, would not be corrected. If the cheaper schools are closed their clients "will enter some diploma shop and secure such training as its meagre resources afford," together with the coveted diploma. In this direction there is no hope of relief. Gazing on the prospect before him, the professor can well adopt Satan's melancholy words:

> In the lowest deep, a lower deep,
> Still threatening to devour me, opens wide.

Some medical schools and many medical educators have chosen a much better expedient: they have adopted a preliminary examination to test the would-be medical student's general intelligence and knowledge. I am sorry to say that in several cases this preliminary test is a "humbug," but in most of the colleges that have adopted the expedient it has been applied in good faith. Into these schools a person styling himself in writing "a Nachural Practishuner"[2] can no longer enter for the purpose of being crammed with medical lore. There is little doubt that, either by general consent or the passing of State laws, it will not be many years before an entrance examination will be required of all persons desiring a medical training.

Another antiquated and obsolescent practice in American medical education is also doomed to an early death; I mean the practice of requiring less than the usual exer-

[1] See the Maryland Medical Journal, vol. VIII, pp. 505–512.

[2] See the Boston Advertiser of July 1, 1882.

tion in order to obtain a diploma from the man who, without previous lecture courses, has dared to trifle with the lives and health of his fellow creatures during some "years of reputable practice," so called. Formerly it was quite common to offer a man of this kind a degree at the end of *one* course of lectures, while young men whose records and consciences were entirely clear of professional manslaughter were obliged to pay for *two* courses, exactly like each other in subject, length, and cost.

This practice of selling the same article twice is also falling into deserved disrepute, although still followed and defended by many flourishing medical schools and "demanded" by the large body of young men who always want to become physicians in the easiest way that is considered respectable. These clients crowd the amphitheatres of the schools alluded to, well knowing that, if public sentiment were once thoroughly informed as to their unwritten bargain with the schools they attend, such haste and imperfect preparation for their solemn responsibilities would not long be tolerated in a civilized community. Does this language seem harsh and ill-natured? Let me relieve its effect by quoting the following wise and witty remarks of Surgeon John S. Billings, U. S. A., at a recent medical college commencement:

Being unable, as I have just explained, to remember what was said to *me* by way of valedictory and never having been present at a similar ceremony from that day to this, I thought it would be prudent to consult the literature of the subject and find out what is usually said upon such occasions. For this purpose I have examined about a hundred valedictory addresses, and have obtained from them a vast amount of instruction and some little amusement. From them I gather that this is an epoch in your lives, that you are entering a remarkable age of the world's history (it is customary here to allude to steam and electricity), that you live in the most wonderful country under the sun, and that the eyes of the world are upon you. All are agreed upon these points, and also as to the importance and dignity of the science and art of medicine and the necessity of continued study on your part to keep pace with its advances. But the addresses are not equally harmonious on all points. Some of them assert that the condition of medical education in this country is not altogether satisfactory; that there are some medical colleges (not, of course, the college of the graduates, but some other medical college) which might be spared; that there are too many doctors now and more coming, and that some of these not only have not as clear ideas about the precession of the equinoxes or the authorship of the book of Job as a member of one of the learned professions should have, but that there are even graduates in medicine (of other schools of course) to whom the addition of vulgar fractions is a stumbling block and correct spelling a vexation of spirit. On the other hand, I find some who assert, first, that the above statements are unfounded; second, that it is not necessary to know how to spell correctly in order to cure the chills or set a broken leg; and, third, that the demand for higher medical education is essentially a pernicious, aristocratic movement, calculated to oppress the poor and prevent them from obtaining the sheepskins so desirable to cover their nakedness. As, however, I am sure that all of you are just now strongly in favor of higher medical education (without regard to what you may have thought about it a few weeks ago, or what you may think about it a few years hence, when you get a little steam hatching machine of your own), I feel that I shall most contribute to the harmony which this occasion demands by—entirely agreeing with you.[1]

NEED OF IMPROVED STANDARD IN MEDICAL INSTRUCTION.

The more thoughtful and less self seeking members of the medical profession unite with Dr. Billings in his desire for a higher and better medical training than has hitherto been common in America. The venerable American Medical Association has, almost since its foundation, tried to produce a better condition of sentiment on this subject in the profession, and learned committees of its members have reported at different times important recommendations. My first annual report, fourteen years ago, contained an article on medical education as it was and as its writer[2] thought it should be. Some of the recommendations in that paper have been almost literally carried out by the recent reforms instituted; others, which I believe to be as useful and indispensable to both public and professional wellbeing, are not accomplished yet, but soon may be. The special form that reformed medical education should assume was

[1] The Medical News, March 18, 1882.

[2] Charles Warren, M. D., of this Office.

pointed out in that article and it was recommended that the lecture courses be *graded* and extended through *three* years, preceded by an entrance examination and terminated by an examination conducted under the auspices of the State. When that article was published only two medical colleges in the country provided a graded course of lectures occupying three winter sessions, the Chicago Medical College and the Woman's Medical College of the New York Infirmary. Now, although the Chicago school has not yet made such a course compulsory, many others have done so under the leadership of the medical departments of Harvard University and the University of Pennsylvania.

Harvard for 1871–'72 announced an extended and graded course of instruction. The University of Pennsylvania, laboring beside a formidable and vigorous rival school, was obliged to proceed more slowly: a university hospital was opened in 1874; three professors of the medical faculty and three lecturers appointed by that faculty, together with five professors appointed by the trustees, became the teaching staff of the hospital. April 4, 1876, four of the hospital teaching corps became permanent members of the medical faculty in the university. In 1877–'78 a compulsory graded course of instruction comprised three lecture courses, each five months long. Early in 1878 a generous woman endowed the university chair of surgery with a gift of $50,000, and a like endowment of the other chairs in the medical faculty is progressing, so that in time the pay of the faculty will not depend on the size of the attending class or the number graduated. The entrance examination, still of a rudimentary character, was instituted in 1881. The lecture term was lengthened from five to six months in 1882, and a further prolonging to seven months is announced for the session of 1883–'84. Moreover a fourth year of more advanced study, recommended and advised, but not as yet required, has been arranged to begin at the same time. The graded scheme has thus been tried for six annual sessions, at which the attendance of students has varied from 378 to 363, with an average of 367.5 per session. The graduates from 1878 to 1883, six years, have been 670, an average of 111.66 annually. For the six years before the adoption of the graded course the annual attendance was 388.33 and the average number of graduates was 108.33. Thus, while the university has substantially preserved its attendance, the quality, character, and attainments of the students have improved immensely. The longer time, more thorough teaching, harder work, and greater expense have attracted a better class of men while frightening the superficial, the lazy, the badly prepared, and the "crammers." The advance in general intelligence and education is very manifest and the proportion of students possessing literary and scientific diplomas has doubled in six years.

Harvard, as I have said, adopted an excellent scheme of three lecture courses properly graded in 1871, and candidates for degrees were required to spend at least the last entire year under its instruction, besides passing the oral and written examinations in the studies of the two previous years. Of late, like the University of Pennsylvania, a graded course of four years has been provided and is strongly recommended by the faculty, though it is not yet obligatory. Men graduating in three years at Harvard receive the degree of M. D.; those who study the fourth year and pass the examination with credit receive the degree cum laude and, on proper application to the university authorities, may also receive the degree of M. A. I have not space here even to mention the numerous other schools of medicine that have obligatory or alternate graded courses of instruction.

The greatest security for the permanence of this improvement would be the endowment of the medical chairs with sums sufficiently large to afford, by investment, a decent income to the incumbents. I would not recommend paying an absolutely fixed sum per annum to university professors of any faculty, but would compensate them by a fixed minimum salary (which would prevent the professors' minds from being harassed and weakened by financial worry) and an additional amount, depending on the number of students who should study in that faculty. The very great

importance of endowing the medical chairs is well set forth by Dr. Oliver Wendell Holmes in the following remarks:

Medical science is only a special province of biology, the science which deals with the laws of life. It borrows much from the other divisions of this great realm of knowledge. It levies contributions from other realms, from physics, from chemistry; it accepts a useful hint from whatever source it may come. A medical school has to teach much that is incidental to medical practice, but only in this way can it send forth fully equipped practitioners. It begins with chemistry, anatomy, physiology, and thus prepares its students for study at the bedside and in the operating room. All this takes time and the coöperation of different experts, each of whom should be a master in his special department. There is a general tendency in this country to hurry through a student's medical education. Young men are impatient to be at work, and they will flock to a school which will give them a degree after a short period of study and a slight examination which they are almost certain they can pass successfully. In this way great multitudes of practitioners are sent forth not thoroughly fitted for their work, and the community has to suffer the consequences. * * *

A school which depends for its existence on the number of its students cannot be expected to commit suicide in order to satisfy an ideal demand for perfection. Any institution which is essentially dependent on the number of paying students it can draw must be tempted to sacrifice its higher aims to popularity. No high standard can be reached under such circumstances, and the only way to insure the independent action of a school which aims at teaching the whole country by example is to endow its professorships so that the very best and highest grade of instruction, and not that which is popular because it is easy and superficial, may always be given from its chairs, whether the classes be large or small. A small number of thoroughly accomplished medical graduates, their knowledge based on sound scientific acquirements and made practical by assiduous clinical observation and teaching, will be worth more to the country than twice or thrice the number of half taught, hastily taught practitioners. A series of such classes will, in the course of a single generation, elevate the whole professional standard, as they go forth, year after year, missionaries in the cause of health, soldiers, and, if need be, martyrs, in the unending battle with disease and its cause.[1]

I am obliged, for want of space, to pass without comment the interesting question whether a course of three years is long enough for the education of general practitioners. At present I am inclined to believe that it is, but that the fourth year should be kept up for the benefit of those students who desire to pursue some particular department further than usual and for those practitioners who find the general training already received by them insufficient for their entire qualification. In this connection it is pertinent to add that abroad the requirements for practising medicine are much higher even than those here advocated.

MEDICAL LICENSES AND THE CONTROL OF MEDICAL SCHOOLS.

Having reviewed some topics connected with the preliminary qualifications of persons desiring to study medicine and with the amount and method of the medical instruction demanded by the nature and conditions of our present life, I pass now to the consideration of the best way to license persons desiring to practise medicine. The old and common way of allowing any one who chose to announce himself as a physician or surgeon is fast passing away. The later habit of being satisfied if the candidate for public favor could show his "diploma" has been fatally injured by the labors of John Buchanan and other proprietors of medical "steam hatching machines." The device of throwing the responsibility of licensing upon voluntary associations of physicians called "medical societies" has succeeded only on the condition that homœopathists, hydropathists, eclectics, &c., are not numerous or noisy enough to make an effective resistance. The State of Illinois seems to have solved the problem of protecting the public without assailing the right of personal medical judgment by the establishment of its State board of health. This board contains representatives of at least three systems of medical doctrine and practice and two lay members; its method of procedure has been to ascertain not what system or doctrine a candidate believes or wishes to practise, but whether he has studied the human body in health and disease and has investigated the action and results of

[1] The Boston Medical and Surgical Journal, January 19, 1882.

medical interference with sufficient thoroughness to enable him to act understandingly when he uses a scalpel or administers a remedy. Under such a rule, it is obvious that men of inferior attainments will be forced to prosecute their studies till they have acquired a sufficient amount of knowledge to satisfy the requirements of the board, that medical colleges in the State and in surrounding Commonwealths will be stimulated to increased exertions in order to prepare their students for the ordeal, and that quacks, pretenders, and rascals will be gradually forced out of the State. Such have been the results; and if the board had done nothing else for public health in Illinois it would deserve the gratitude and hearty support of every good citizen; its severer labors about questions of public hygiene, prevention of epidemics, and similar subjects are additional reasons for public gratitude, but cannot here be discussed.[1]

Passing now to the questions respecting the regulation and control of medical colleges, I would remark that the experience of the last decade is enough to warn any sensible man of the dangers attending entire absence of public control over the conduct of these corporations. We have seen unscrupulous and infamous men unhappily in control of the charters of American medical schools, advertising and selling their wares in three continents, disgracing the profession of medicine, and soiling the reputation of the country which sheltered them. We have seen even the officers of justice conniving with these scoundrels to shield them from punishment for some of their guilty deeds. We have seen tardy justice at last overwhelm the most conspicuous of these offenders, the charters of his schools impeached and repealed, himself, a pretended suicide, fleeing from justice to a neighboring country and even then and there finding dupes stupid enough or rascals vain enough to buy his worthless wares. We have seen him captured and inadequately punished for his long career of knavery by a short imprisonment. We have seen the short pause of bewilderment and dismay that overtook the diploma selling industry at this blow succeeded by renewed activity in another State, the laws of which permitted them to hope that medical colleges might be chartered in sufficient numbers to supply the diploma market. We have seen the new crop of medical mushrooms sprouting up in the State of Massachusetts, while the law seems inadequate to deal with the offenders. The correction for this condition of affairs is quite evident, but it will be difficult to attain it at once.

Every State and Territory, and Congress for the District of Columbia, should pass a law ordering every school teaching medicine or surgery in any fashion whatever to furnish unquestionable bonds or other like security for the speedy acquirement of a fund amounting to not less than $300,000; the laws should direct that this sum, as fast as any part of it is collected, shall be invested in United States bonds or productive real estate or interest bearing loans on real estate security; the laws should also prescribe that the corporations so endowed shall distribute the income derived from such investment equitably between at least ten professors; that these professors shall teach, didactically or clinically, at least one hundred hours apiece in each calendar year, the instruction by each professor to be progressive in subject and character; that no students shall be admitted to these courses of medical instruction before passing a satisfactory examination in the elements of language, mathematics, physics, and biology; that no candidates shall be finally examined for degrees by a State board till they have studied three years, during each of which they must have studied at least one-third of the course of instruction provided by the ten professors and the thousand hours of teaching above mentioned, and, in addition, performed such an amount of dissecting, laboratory work, and hospital attendance as the faculty shall deem necessary; two or more schools desiring to unite their forces under the provisions of the acts should be allowed to do so, retaining one of the charters and names already in existence if they choose, but surrendering the others; and all charters not thus fortified and regulated within two years after the passage of the acts should be declared null and void.

[1] The name of Dr. John H. Rauch, its wise, courageous, and efficient secretary, deserves special mention whenever the labors of the board in any direction are described.

Under a law like this, any ten gentlemen who possessed a sufficient quantity of the public confidence could begin a new medical school whenever and wherever it was thought best, the public would be protected from charlatans, and medical students would have some assurance that the money and time they spent would be of some value to them afterwards. The plan is perfectly practicable; and it is absurd to say that it is unjust to vested interests, &c. The higher courts of New York found, a few years ago, that admission to the bar in that State had become so easy and that the number of young men desiring to become lawyers was so much in excess of the legal business and legitimate increase of the legal profession that they must take measures to restrict the supply; and they did this by a prearranged order that only graduates of specified law schools should after a certain date be eligible for examination. The other law schools in the State promptly closed their doors, and the profession cheerfully upheld the courts in this wise but certainly unusual exercise of their authority in this matter. Medical men, unlike lawyers, are not, ipso facto, officers of a department of the State government; but they are, or should be, equally guarded by the State governments from the competition of incompetent men and from the injurious effects of overproduction by the medical schools.

MEDICAL SCHOOLS FOR THE COLORED RACE.

I trust that the foregoing observations will not lead any reader to believe that I am opposed to a wide diffusion of medical knowledge or to the imposition of any but educational restrictions on the production and licensing of medical men or women, white or black. On the contrary, I welcome every honest attempt to supply a thorough and systematic training to every person properly prepared to receive it and properly endowed to use it for the public good. Therefore I am glad to mention that the Shaw University, in North Carolina, felt justified in opening the Leonard Medical School for Colored Students in November, 1881, and that the State legislature has given the school an excellent site, whereon private gifts have enabled the university to erect both a dormitory and a building for teaching purposes. The school has adopted a graded scheme of instruction extending through four years and comprehending four lecture courses of five months each.

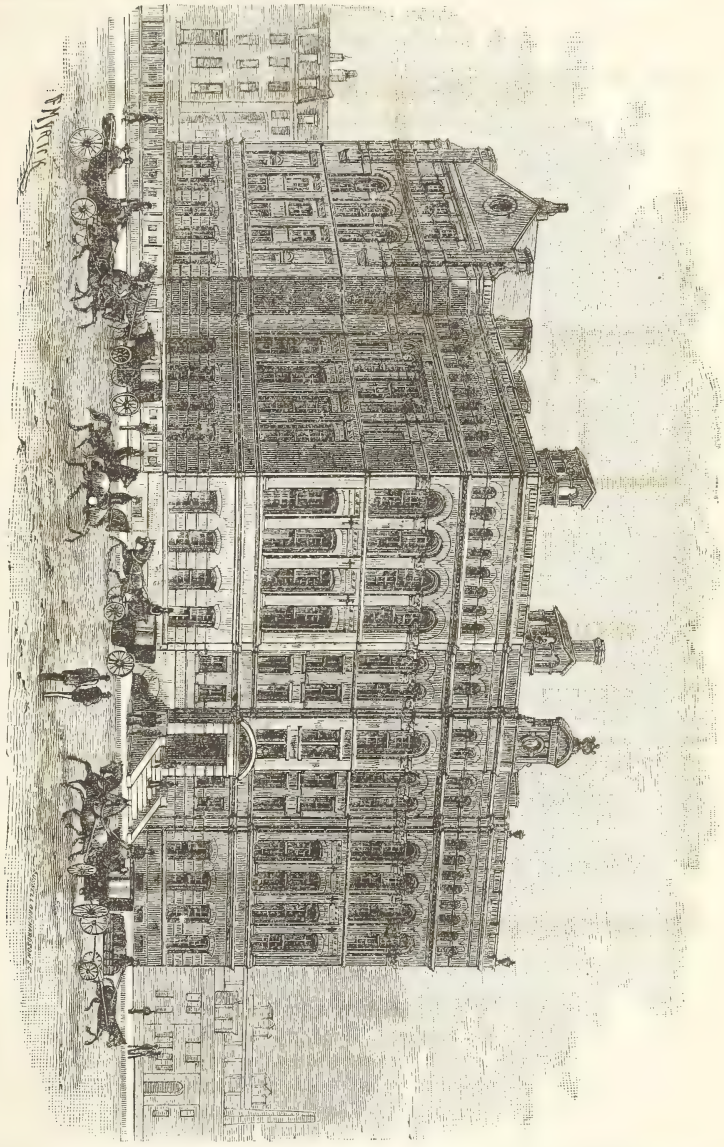
Howard University Medical School, in this city, continues to give instruction, without regard to race or sex, to such persons of good moral character as choose to matriculate.

The seventh annual commencement of the Meharry Medical College was held in the chapel of the Tennessee Central College on the evening of February 22, 1883. Addresses were delivered on "The circulatory system," by F. R. Robey; on "Variola," by C. K. Wright; and on "The duties of the physician," by Prof. E. L. Gregory.

Dr. Hubbard, dean of the faculty, presented the class to President Braden, who delivered diplomas to the following graduates: Lee Roy Fearn, Huntsville, Ala.; Zebulon Wallace McMorris, Newburg, S. C.; Isaiah Eugene Mullon, A. B., New Orleans, La.; Franklin Reese Robey, Mobile, Ala.; Cea Kenchen Wright, Atlanta, Ga.

Near the close of the war many of the colored people crowded into Nashville. Their friends helped them in their poverty, feeding the hungry and clothing the naked. Schools were also opened for their instruction in the churches and other buildings hastily prepared for this purpose. In one of these church schools originated the Central Tennessee College. The primary instruction given at first was confined to the primer and spelling book. This was all that was needed. The school grew in numbers. Other buildings were secured. A charter was obtained in 1866 with the present name, and in 1867 the Freedmen's Aid Society took the school under its fostering care, and has supported it till the present. As the pupils advanced in their studies and were expected to prepare to teach, the normal department was organized, because it became a necessity; then followed for similar reasons the theological, preparatory, and collegiate courses of study. All did not feel that their life work was

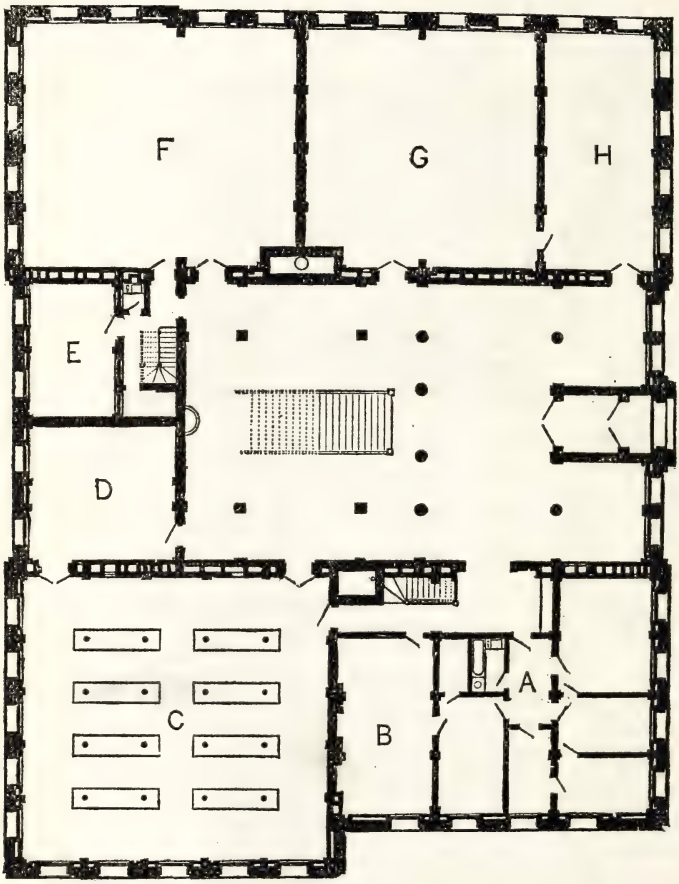
to be either teaching or preaching and some began to inquire whether it was not possible for them to have a medical training. As the difficulty of securing proper medical attention for the colored was very great and the mortality among them alarming, the necessity for educated physicians became apparent. In 1875, about ten years after the opening of the primary school, the medical department was or-



New building of the Medical School of Harvard University.

ganized, and in 1879, through the munificence of Rev. Samuel Meharry and his brothers, Rev. A. Meharry, D. D., and Hugh Meharry, esq., the beautiful and commodious four-story brick building now occupied by the Meharry Medical Department was erected. This school has conferred the degree of M. D. on 23 young men. Nearly all of them are engaged in the successful practice of their profession

They have been kindly received by the white physicians, whose uniform testimony is that these colored physicians, sent out by this school, give evidence of very thorough and intelligent preparation for their work, the practice of medicine. This is the only thoroughly organized medical school in the Mississippi Valley south of the Ohio River where colored persons can pursue this study; and, when it is remembered that in this same territory there are over four millions of colored people, there is great reason that this school should be rendered most efficient by liberal endowment and thorough equipment for its important work.



First floor.

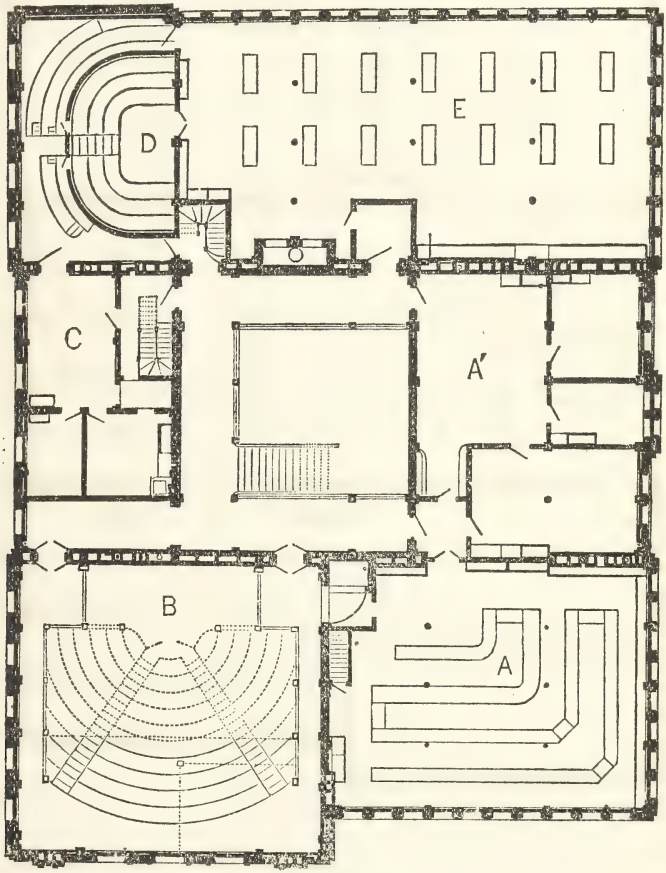
The building is constructed of brick, is 40 feet wide and 60 feet in length, and is four stories in height, including the basement. The ground floor will be used as a laboratory for practical work in chemistry; the second story, for office, museum, and dwelling apartments; the third contains a lecture room of sufficient size to accommodate one hundred students, recitation room, and cabinet of materia medica; the fourth story is fitted up for dormitories.

An additional building has been erected for practical demonstrations in anatomy.

The colored graduates from Howard, Lincoln University, and the Meharry school are doing good work in many parts of the Union and are well received by the medical profession in general.

IMPROVED MEDICAL SCHOOL BUILDINGS.

Collateral to the improved methods in medical education are the improved buildings in which it will hereafter be presented. The former senseless adhesion to some outward architectural form invented in other ages and adapted to purposes absolutely alien to modern materials and requirements is gradually but surely giving way to architecture wherein the purposes of the structure determine its arrangement and the necessities of its construction dictate its artistic form. The most recent, as it is the most perfect, of these medical buildings is that recently finished for the medical school of Harvard University, at the corner of Boylston and Exeter streets, in Boston.



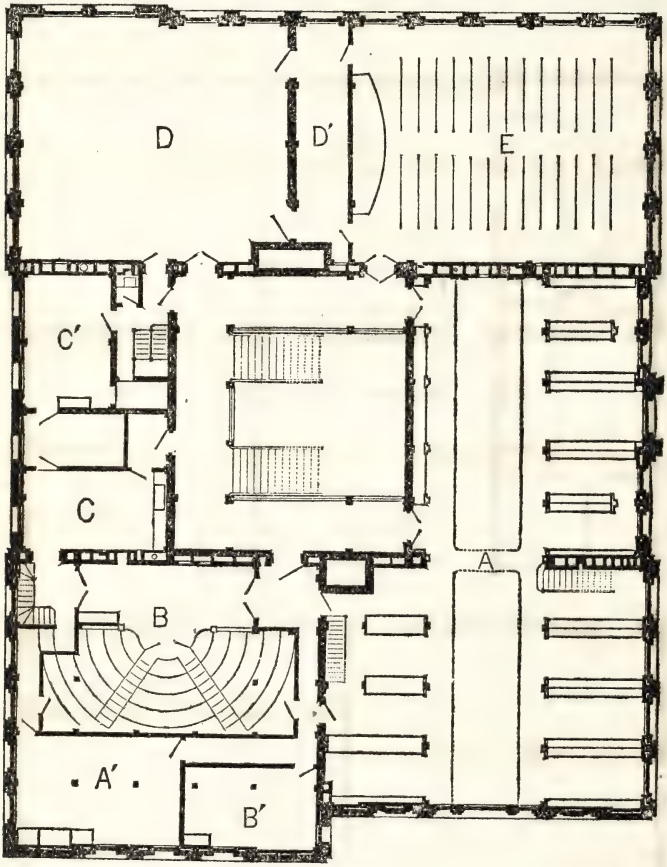
Second floor.

The building is for the most part 122 feet from east to west and 90 feet from north to south; its walls are brick, with cut stone caps and sills and terra cotta panels; warmth and ventilation are secured by steam radiators, which heat the air before it is distributed throughout the building, and by a series of flues which carry the vitiated air into a heated central shaft having a strong upward current.

The perspective view and floor plans, kindly supplied by Messrs. Houghton, Mifflin & Co., of Boston, will afford a good idea of the structure. It is four stories high above the basement; the principal entrance is on the north side from Boylston street,

and leads directly into a quadrangular hall, which, with the main stairway, extends to the fourth story. In the plan of the first floor, A represents the janitor's rooms; B, a coat room; C, the reading room; D, conversation room; E, the anteroom to F, a lecture room; G, the library; and H, the faculty room.

The second floor is entirely devoted to instruction in chemistry and physiology. A is the physiological laboratory, 40 by 30 feet, with instructors' rooms at the right; A′ is the room where mechanical repairs and contrivances for this laboratory are made; B is the lecture room, with 200 seats for these subjects, having, underneath the rising

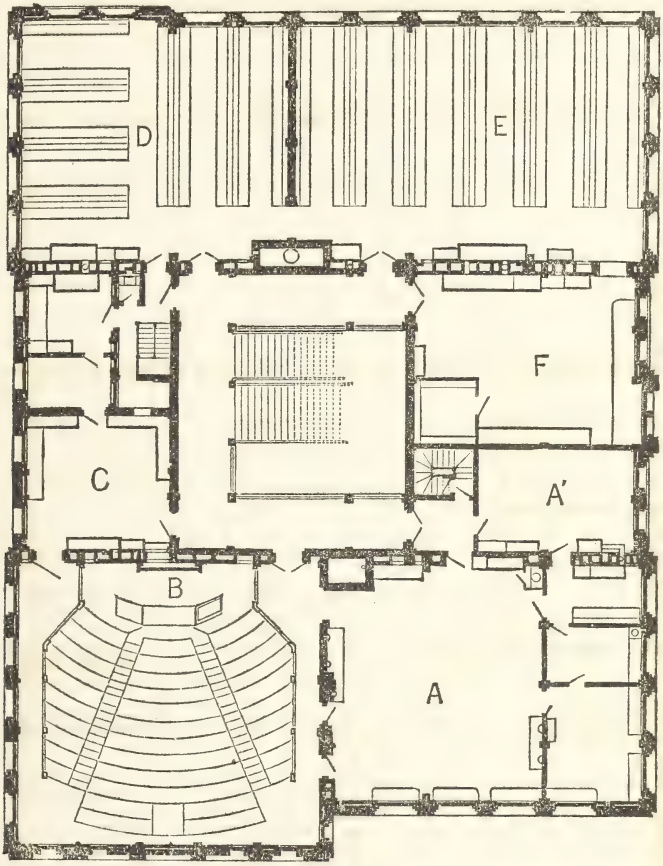


Third floor.

seats, smaller rooms opening into A; the chemical anteroom is at C, with instructors' rooms adjoining; D is the laboratory for medical and E that for general chemistry; F is a laboratory for special analyses; over A′ and F are similar rooms in the half story, used as library and experiment rooms.

The third floor contains A, the Warren Anatomical Museum room, 40 by 80 feet; A′, the curator's office; B′, the ante room to B, the anatomical and surgical amphitheatre, with seats for 300 auditors; C and C′, offices of the professor and demonstrator of anatomy; D and E, other lecture rooms, between which D′ is a storage room for wall charts and other illustrations. Rooms marked A′ and B′ are under the higher part of the amphitheatrical seats in B, shown in B, fourth floor.

The fourth story, besides the upper part of the amphitheatre B, has A, the laboratory of pathological anatomy and histology; A′, the laboratory of experimental pathology; C, anteroom to D, the operative amphitheatre; and E, the room for practical anatomy; the small rooms between E and A are for use in special anatomical or pathological studies.



Fourth floor.

The stairways to the amphitheatres and laboratories are entirely separate from the main or central staircase, so that all crowding, confusion, and delay are avoided. The building will be supplied with a profusion of the best cases, instruments, materials, and facilities for use in the lectures, experiments, demonstrations, and practical work.

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 1882.

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	a12,620	536	4,070	171	1,198	12	353	32	64	1	b211	193	5,145	23	1,218	104
Total in classical and scientific colleges.	c8,021	512	3,479	171	1,153	12	348	31	15	1	137	188	1,743	6	999	103
Total in colleges for women.	d904	4	591	....	45	..	5	1	49	..	....	2	.....	..	.....	1
Total in professional schools.	b3,695	20	.....	....	.....	..	....	..	....	..	b74	3	3,402	17	219	...
ALABAMA	e119	3	55	....	14	..	....	..	1	..	....	1	21	..	15	2
Classical and scientific colleges.	42	3	13	....	14	..	....	..	....	..	....	1	.....	..	15	2
Colleges for women	e56	....	42	....	.....	..	....	..	1	..	....	....	.....	..	.....	...
Professional schools	21	....	.....	....	.....	..	....	..	....	..	....	....	21	..	.....	...
ARKANSAS	27	3	21	1	1	..	....	..	....	..	....	....	5	1	.....	1
Classical and scientific colleges.	27	3	21	1	1	..	....	..	....	..	....	....	5	1	.....	1
CALIFORNIA	184	2	41	....	18	1	36	..	1	..	4	1	48	..	36	...
Classical and scientific colleges.	155	2	41	....	18	1	36	..	1	..	....	1	23	..	36	...
Professional schools	29	....	.....	....	.....	..	....	..	....	..	4	....	25	..	.....	...
COLORADO	5	1	.....	....	.....	1	....	..	....	..	....	....	5	..	.....	...
Classical and scientific colleges.	5	1	.....	....	.....	1	....	..	....	..	....	....	5	..	.....	...
CONNECTICUT	296	22	191	16	7	..	38	..	....	..	32	4	2	..	26	2
Classical and scientific colleges.	296	22	191	16	7	..	38	..	....	..	32	4	2	..	26	2
DELAWARE	9	2	4	2	5	..	....	..	....	..	....	....	.....	..	.....	...
Classical and scientific colleges.	9	2	4	2	5	..	....	..	....	..	....	....	.....	..	.....	...

a Includes 361 degrees not specified.

b 18 of these were ordained priests during the year; there were also 552 graduates in schools of theology, upon whom, in most cases, diplomas were conferred.

c Includes 147 degrees not specified.

d Includes 214 degrees not specified.

e Includes 13 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.
GEORGIA	*a*356	1	140	....	6	..	....	..	3	..	....	1	152	..	7	...
Classical and scientific colleges.	*b*80	1	22	....	6	..	....	..	..	..	....	1	23	..	7	...
Colleges for women	*c*147	....	118	....	.....	..	....	..	3	..	....	....	.....	..	.....	...
Professional schools	129	....	.....	....	.....	..	....	..	..	..	....	....	129	..	.....	...
ILLINOIS	*d*949	40	199	12	89	1	36	2	17	..	32	18	468	2	75	5
Classical and scientific colleges.	*e*397	38	172	12	89	1	36	2	2	..	14	18	39	..	22	5
Colleges for women	*f*52	....	27	....	.....	..	....	..	15	..	....	....	.....	..	.....	...
Professional schools	500	2	.....	....	.....	..	....	..	..	..	18	....	429	2	53	...
INDIANA	*g*290	35	107	19	37	2	8	2	..	..	....	6	135	2	1	4
Classical and scientific colleges.	222	33	98	19	37	2	8	2	..	..	....	6	78	..	1	4
Colleges for women	*g*11	....	9	....	.....	..	....	..	..	..	....	....	.....	..	.....	...
Professional schools	57	2	.....	....	.....	..	....	..	..	..	....	....	57	2	.....	...
IOWA	*h*543	25	93	4	85	..	16	2	..	..	5	16	184	2	135	1
Classical and scientific colleges.	*h*421	23	93	4	85	..	16	2	..	..	5	16	62	..	135	1
Professional schools	122	2	.....	....	.....	..	....	..	..	..	....	....	122	2	.....	...
KANSAS	55	3	26	2	22	..	....	1	..	..	....	....	.....	..	7	...
Classical and scientific colleges.	55	3	26	2	22	..	....	1	..	..	....	....	.....	..	7	...
KENTUCKY	*i*462	8	101	....	34	..	1	1	..	..	....	6	265	1	20	...
Classical and scientific colleges.	135	7	68	....	30	..	....	1	..	..	....	6	37	..	.....	...
Colleges for women	*i*79	....	33	....	4	..	1	..	..	..	....	....	.....	..	.....	...
Professional schools	248	1	.....	....	.....	..	....	..	..	..	....	....	228	1	20	...
LOUISIANA	117	3	38	....	3	..	....	..	..	..	....	2	65	..	11	1
Classical and scientific colleges.	94	....	15	....	3	..	....	..	..	..	....	....	65	..	11	...
Colleges for women	23	3	23	....	.....	..	....	..	..	..	....	2	.....	..	.....	1
MAINE	190	11	122	7	34	..	....	..	..	..	6	2	28	..	.....	2
Classical and scientific colleges.	174	11	112	7	28	..	....	..	..	..	6	2	28	..	.....	2
Colleges for women	16	....	10	....	6	..	....	..	..	..	....	....	.....	..	.....	...

a Includes 48 degrees not specified.
b Includes 22 degrees not specified.
c Includes 26 degrees not specified.
d Includes 33 degrees not specified.
e Includes 23 degrees not specified.
f Includes 10 degrees not specified.
g Includes 2 degrees not specified.
h Includes 25 degrees not specified.
i Includes 41 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.
MARYLAND	418	8	85	3	.....	..	9	..	..	..	..	..	..	..	4	2	290	..	..	..	30	3
Classical and scientific colleges.	98	8	85	3	.....	..	9	..	..	..	..	..	..	..	4	2	.....	..	..	..	.....	3
Professional schools	320	....	.....	....	.....	..	....	..	..	..	..	..	..	..	....	....	290	..	..	..	30	...
MASSACHUSETTS	835	17	456	6	107	..	8	1	4	..	25	3	164	..	71	7						
Classical and scientific colleges.	718	16	391	6	105	..	8	..	1	..	19	3	123	..	71	7						
Colleges for women	70	1	65	....	2	..	....	1	3	..	....	....	.....	..	.....	...						
Professional schools	47	....	.....	....	.....	..	....	..	..	..	6	....	41	..	.....	...						
MICHIGAN	*c*587	10	92	4	55	1	47	2	6	..	....	3	199	..	170	...						
Classical and scientific colleges.	*d*567	10	92	4	55	1	47	2	6	..	....	3	179	..	170	...						
Professional schools	20	....	.....	....	.....	..	....	..	..	..	....	....	20	..	.....	...						
MINNESOTA	62	1	37	1	16	..	....	..	..	..	5	....	4	..	.....	...						
Classical and scientific colleges.	54	1	37	1	12	..	....	..	..	..	5	....	.....	..	.....	...						
Colleges for women	4	....	.....	....	4	..	....	..	..	..	....	....	.....	..	.....	...						
Professional schools	4	....	.....	....	.....	..	....	..	..	..	....	....	4	..	.....	...						
MISSISSIPPI	*e*73	5	44	....	6	..	7	..	2	..	....	4	.....	..	5	1						
Classical and scientific colleges.	35	5	17	....	6	..	7	..	..	..	....	4	.....	..	5	1						
Colleges for women	*b*38	....	27	....	.....	..	....	..	2	..	....	....	.....	..	.....	...						
MISSOURI	*c*537	29	70	3	77	..	5	1	..	..	6	3	327	5	41	17						
Classical and scientific colleges.	*d*173	24	43	3	67	..	5	1	..	..	6	3	7	..	41	17						
Colleges for women	*e*44	....	27	....	10	..	....	..	..	..	....	....	.....	..	.....	...						
Professional schools	320	5	.....	....	.....	..	....	..	..	..	....	....	320	5	.....	...						
NEBRASKA	30	1	7	....	13	..	2	..	..	..	....	....	8	..	.....	1						
Classical and scientific colleges.	22	1	7	....	13	..	2	..	..	..	....	....	.....	..	.....	1						
Professional schools	8	....	.....	....	.....	..	....	..	..	..	....	....	8	..	.....	...						
NEW HAMPSHIRE	140	12	81	8	16	..	....	..	..	..	....	2	43	..	.....	2						
Classical and scientific colleges.	135	12	76	8	16	..	....	..	..	..	....	2	43	..	.....	2						
Colleges for women	5	....	5	....	.....	..	....	..	..	..	....	....	.....	..	.....	...						
NEW JERSEY	248	11	211	4	24	1	....	1	4	..	9	2	.....	..	.....	3						
Classical and scientific colleges.	218	11	194	4	24	1	....	1	..	..	....	2	.....	..	.....	3						
Colleges for women	21	....	17	....	.....	..	....	..	4	..	....	....	.....	..	.....	...						
Professional schools	9	....	.....	....	.....	..	....	..	..	..	9	....	.....	..	.....	...						

a Includes 18 degrees not specified.
b Includes 9 degrees not specified.
c Includes 11 degrees not specified.
d Includes 4 degrees not specified.
e 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.
NEW YORK	a1,931	58	462	17	168	1	55	9	5	..	b37	18	924	3	263	10
Classical and scientific colleges.	a1,371	55	455	17	168	1	51	9	5	..	16	18	396	..	263	10
Colleges for women	11	....	7	....	.....	..	4	..	..	..	....	....	.....	..	.....	...
Professional schools	b549	3	.....	....	.....	..	....	..	..	..	b21	....	528	3	.....	...
NORTH CAROLINA	c111	15	70	3	7	..	10	1	..	..	....	6	.....	..	1	5
Classical and scientific colleges.	d97	15	69	3	7	..	10	1	..	..	....	6	.....	..	1	5
Colleges for women	e14	....	1	....	.....	..	....	..	..	..	....	....	.....	..	.....	...
OHIO	d1,118	45	289	14	88	..	39	2	..	..	13	22	612	5	67	2
Classical and scientific colleges.	d503	40	278	14	83	..	39	2	..	..	10	19	83	3	.....	2
Colleges for women	16	....	11	....	5	..	.....	..	..	..	....	....	.....	..	.....	...
Professional schools	599	5	.....	....	.....	..	...	..	..	..	3	3	529	2	67	...
OREGON	33	6	15	....	9	..	....	1	..	..	....	3	9	1	.....	1
Classical and scientific colleges.	33	6	15	....	9	..	....	1	..	..	....	3	9	1	.....	1
PENNSYLVANIA	a1,337	48	400	16	91	..	20	3	5	..	11	21	756	..	37	8
Classical and scientific colleges.	f706	48	388	16	91	..	20	3	..	..	....	21	163	..	37	8
Colleges for women	d27	....	12	....	.....	..	....	..	5	..	....	....	.....	..	.....	...
Professional schools	604	....	.....	....	.....	..	....	..	..	..	11	....	593	..	.....	...
RHODE ISLAND	63	9	59	3	.....	..	4	..	..	..	....	2	.....	..	.....	4
Classical and scientific colleges.	63	9	59	3	.....	..	4	..	..	..	....	2	.....	..	.....	4
SOUTH CAROLINA	g105	4	57	1	8	..	....	..	..	..	....	2	19	..	.....	1
Classical and scientific colleges.	h53	4	37	1	5	..	....	..	..	..	....	2	.....	..	.....	1
Colleges for women	d33	....	20	....	3	..	....	..	..	..	....	....	.....	..	.....	...
Professional schools	19	....	.....	....	.....	..	....	..	..	..	....	....	19	..	.....	...
TENNESSEE	i625	26	204	3	33	..	7	..	16	..	15	16	280	1	51	6
Classical and scientific colleges.	466	26	112	3	33	..	7	..	..	..	15	16	248	1	51	6
Colleges for women	i127	....	92	....	.....	..	....	..	16	..	....	....	.....	..	.....	...
Professional schools	32	....	.....	....	.....	..	....	..	..	..	....	....	32	..	.....	...

a Includes 17 degrees not specified.
b Includes 18 ordained as priests during the year.
c Includes 23 degrees not specified.
d Includes 10 degrees not specified.
e Includes 13 degrees not specified.
f Includes 7 degrees not specified.
g Includes 21 degrees not specified.
h Includes 11 degrees not specified.
i Includes 19 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.
TEXAS	a68	4	45	....	14	..	2	1	..	..	....	3	.....	..	.....	...
Classical and scientific colleges.	45	4	29	....	14	..	2	1	..	..	....	3	.....	..	.....	...
Colleges for women	a23	....	16	....	.....	..	....	..	..	..	....	....	.....	..	.....	...
VERMONT	126	10	34	....	6	..	1	2	..	..	....	4	85	..	.....	4
Classical and scientific colleges.	123	10	31	....	6	..	1	2	..	..	....	4	85	..	.....	4
Colleges for women	3	....	3	....	.....	..	....	..	..	..	....	....	.....	..	.....	...
VIRGINIA	b225	28	84	12	54	..	1	..	..	..	....	10	12	..	49	6
Classical and scientific colleges.	169	28	64	12	43	..	1	..	..	..	....	10	12	..	49	6
Colleges for women	b56	....	20	....	11	..	....	..	..	..	....	....	.....	..	.....	...
WEST VIRGINIA	c46	3	16	....	7	..	....	..	..	..	....	2	.....	..	2	1
Classical and scientific colleges.	25	3	16	....	7	..	....	..	..	..	....	2	.....	..	2	1
Colleges for women	d21	....	.....	....	.....	..	....	..	..	..	....	....	.....	..	.....	...
WISCONSIN	e162	20	96	7	37	4	1	..	..	..	2	7	.....	..	25	2
Classical and scientific colleges.	153	20	90	7	37	4	1	..	..	..	....	7	.....	..	25	2
Colleges for women	e7	....	6	....	.....	..	....	..	..	..	....	....	.....	..	.....	...
Professional schools	2	....	.....	....	.....	..	....	..	..	..	2	....	.....	..	.....	...
DISTRICT OF COLUMBIA	131	7	14	3	4	..	....	..	..	1	5	1	35	..	73	2
Classical and scientific colleges.	75	7	14	3	4	..	....	..	..	1	5	1	28	..	24	2
Professional schools	56	....	.....	....	.....	..	....	..	..	..	....	....	7	..	49	...
WASHINGTON TERRITORY	7	....	4	....	3	..	....	..	..	..	....	....	.....	..	.....	...
Classical and scientific colleges.	7	....	4	....	3	..	....	..	..	..	....	....	.....	..	.....	...

a Includes 7 degrees not specified.
b Includes 25 degrees not specified.
c Includes 21 degrees not specified.
d Degrees not specified.
e Includes 1 degree not specified.

In connection with the summary of degrees conferred in 1882 by the very numerous institutions empowered to do so under the laws of the several States, I would refer to a correspondence between this Office and an accomplished young American lady, Miss Florence Kelley, who has been studying at the University of Zürich. It appears that several persons practising medicine in the United States assert that they are graduates in medicine or surgery from that university, and, in fact, that some of these are unsuccessful candidates for those degrees. I am also informed that the worthy "Pedell" of the university, Herr Henke, has in press and shortly to appear a complete and authentic list of rectors, professors, instructors, and graduates in all faculties of the university since its foundation in 1833 to and including 1883. Attention is also invited to my remarks under the head of Review of Progress in Medical Education, pp. clxv et seq.

TABLE XVI.—*Summary of statistics of additional public libraries for* 1882.

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 expenditure.	
							Books, periodicals, and binding.	Salaries and incidentals.
Alabama	2	1,361	*a*100	.....	.....	.....	.....	.....
California	3	6,995	*a*300	*a*29,487	.....	*a*$7,195	*a*$1,798	*a*$2,596
Connecticut	6	7,862	*b*571	.....	*c*$5,200	*c*957	*c*612	*d*252
Delaware	1	750	40	.....	0	50	50	0
Florida	1	300	50	.....	0	0	0	0
Georgia	5	6,500	*d*960	.....	.....	.....	.....	.....
Illinois	3	2,489	240	.....	.....	.....	*a*65	*a*10
Indiana	1	1,000	300	.....	.....	400	200	150
Iowa	4	2,480	*c*56	.....	.....	.....	*a*36	.....
Kansas	2	1,277	*a*70	.....	.....	.....	180	*a*25
Kentucky	3	3,399	*e*350	.....	.....	*a*500	*a*17	*a*50
Louisiana	2	1,500	.....	.....	0	.....	*a*50	0
Maine	1	500	50	.....	1,000	C0	60	0
Maryland	3	4,821	413	.....	.....	*a*C8	*a*49	.....
Massachusetts	2	2,449	*a*200	.....	.....	*a*175	*a*155	*a*20
Michigan	5	3,544	*d*1,295	.....	*a*25	*e*525	*e*375	*e*200
Minnesota	4	5,276	*e*463	*c*2,950	*a*1,000	*c*310	*c*285	*c*90
Mississippi	2	3,658	50	222	.....	*a*156	*a*100	.....
Missouri	5	2,550	*e*175	*a*100	.....	.....	*a*50	.....
Nebraska	3	5,225	285	.....	.....	*e*750	*e*450	.....
New Hampshire	2	980	*a*379	.....	.....	.....	.....	.....
New Jersey	6	6,437	*b*746	*e*8,862	*a*1,500	*c*1,811	*e*539	*a*494
New York	23	19,501	*f*1,201	*g*6,191	*a*30,000	*h*2,922	*i*1,318	*j*1,499
North Carolina	1	300	40	.....	0	.....	65	0
Ohio	3	9,100	*e*1,100	.....	.....	.....	*e*600	*a*200
Oregon	3	2,550	*e*56	.....	0	0	0	0
Pennsylvania	11	9,555	*k*665	.....	.....	*a*50	*d*224	*a*5
Rhode Island	1	1,500	500	.....	0	350	200	100
Tennessee	1	1,000	.....	.....	.....	.....	.....	.....
Texas	2	1,950	520	.....	*a*50	*a*200	190	*a*50
Vermont	4	2,000	*c*163	*a*1,675	0	*c*141	191	*e*12
Virginia	1	890	12	.....	0	.....	.....	0
Wisconsin	9	18,892	*l*1,427	*a*300	.....	*e*55	*d*155	.....
District of Columbia	1	7,587	7,587	.....	0	.....	.....	.....
Idaho	1	553	3	.....	.....	.....	.....	.....
Indian	1	1,500	400	.....	.....	.....	500	12,500
New Mexico	1	500	150	.....	0	.....	100	0
Washington	2	1,705	555	.....	*a*25	*a*3	*a*25	.....
Total	131	150,436	*m*21,472	*n*49,787	*j*38,800	*o*16,678	*p*8,639	*q*18,253

a 1 reporting.
b 5 reporting.
c 3 reporting.
d 4 reporting.
e 2 reporting.
f 21 reporting.
g 6 reporting.
h 12 reporting.
i 16 reporting.
j 10 reporting.
k 9 reporting.
l 7 reporting.
m 102 reporting.
n 17 reporting.
o 42 reporting.
p 63 reporting.
q 34 reporting.

Adding the totals of the preceding summary to those of the summaries of 1881, 1880, 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	4,119
Total number of volumes	13,040,034
Total yearly additions (1,851 libraries reporting)	529,304
Total yearly use of books (900 libraries reporting)	9,962,547
Total amount of permanent fund (1,775 libraries reporting)	$6,871,457
Total amount of yearly income (1,042 libraries reporting)	1,491,263
Total yearly expenditure for books, periodicals, and binding (986 libraries reporting)	645,233
Total yearly expenditures for salaries and incidental expenses (807 libraries reporting)	800,122

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 341 libraries embraced in the Reports of the Commissioner of Education for 1876, 1877, 1878, 1879, 1880, and 1881, from the dates thereof to the present time.

The foregoing statistical summaries show that this report contains statistics respecting 131 libraries not mentioned previously in my reports, and that the number so reported since and including the annual report for 1875 has been 4,119.

The reports of other countries can show no parallel to this voluntary and uniform method of collecting and communicating information respecting these establishments, so graphically called the universities of the people. If circumstances permit, I design to take up the subject of public libraries again in a special publication, reprinting such parts of the special report on public libraries (now quite out of print) as have permanent value; another publication projected is a fresh statistical tabulation respecting all the libraries of public or semipublic character in the United States; but these designs are as yet work for the future chiefly.

During the eighteen months covered by this statement several matters of much interest have agitated the library world. The proper selection of a plan for the Library of Congress is one of these. Respecting this I would only suggest that in the consideration and adoption of plans for library buildings anywhere the judgment of experts in the storage and management of books is as important for the best success as the judgment of experts in building, and that special care seems requisite in the case of the Library of Congress, because the building when erected will be expected by the public to embody the best appliances, arrangements, and ideas about library construction.[1]

Among the important gifts to libraries during the year, the transfer of the private library of Dr. Joseph Meredith Toner to the Library of Congress requires special mention. This valuable medical and surgical collection numbers about 27,000 books and 12,000 pamphlets, the results of Doctor Toner's personal collection and purchase during his whole professional life; it is the first free gift of a large library to the nation, and, as such, deserves that, like the Library of George III in the British Museum, it be kept together for the future and designated by the donor's name.

The Boston (Mass.) Public Library also, since the date of my last report, has received an important accession by gift of the library of J. Montgomery Sears, esq., which includes the famous book collection of Ferdinand Freiligrath, the German poet and politician; this valuable present numbered 6,000 volumes. This great city library, the friendly rival of our national collection in its number of volumes, has also been preparing to erect a new building on the land given by the State. For some time an effort was made to adapt the high and Latin school building to the purposes of the library, but this project did not meet with any cordial support among library experts

[1] The Library of Congress at the end of 1882 contained 480,076 volumes and 160,000 pamphlets.

or the public press; so that the site on Dartmouth and Boylston streets will doubtless be occupied in a few years with a library building in which the utmost care, skill, safety, handiness, and wise economy of space will be shown. Meanwhile a new branch library at the north end of the city has been opened.

Philadelphia, though possessing admirable libraries, particularly that of the Library Company, has been discussing the formation of a free public library. In these matters, and especially when the need of books can be supplied at small personal cost, it may be well to make haste slowly, lest the public lose what it already possesses without gaining any adequate substitute.

New York City, great and rich and busy as it is, seems to have little time to think about the culture of its people. Not the Astor Library with its 200,000 volumes, the Lenox Library with its priceless Americana and its bibliographical treasures, the valuable possessions of the Historical Society, the Young Men's Christian Association, the Mercantile Library, nor the united resources of the rest of the collections seem to satisfy the needs of the city. Probably a scheme of reading, prepared and encouraged by the school authorities, would be the proper beginning for the great collection that such a city as New York ought to have. The future public trained to need the library and the library itself would thus grow up together, and before many years the average tone and intelligence of New York in relation to books and reading would be modified greatly for the better.

Yet another noble gift to libraries is the collection of 12,000 volumes, once owned by the late Hon. George P. Marsh, LL. D., formerly our minister to Italy and one of the greatest and most modest scholars that this country has produced. The Hon. Frederick Billings has purchased and presented these volumes to the library of the University of Vermont, to which at one time Mr. Marsh, before his long service to his country had made him poor, designed giving his books. It is fortunate that the college has thus received the books without impoverishing the family of the collector.

Rochester, N. Y., has been offered by Mr. Mortimer F. Reynolds, one of its worthiest citizens, real estate now producing an income of $40,000 per annum, on condition that the city shall release all taxes thereon when it is conveyed to a free public library association. Doubtless this generous offer will result in another large library foundation.

The village of Fredonia, N. Y., has been given property by Judge Darwin R. Barker in order to endow a free public library. George M. Pullman, noted for his good works as well as for his sleeping cars, has given 5,000 volumes to the town of Pullman, Ill., as the nucleus of a free public library. Beaufort, S. C., has been given 800 choice books by the Hon. Edward L. Pierce, of Milton, Mass., and a book room to contain them by Mr. R. K. Darrah, of Boston; the charge for using this library is 3 cents a week. Mr. John Carlovitz, a teacher, of Milton, Fla., has collected a library of 2,500 volumes, which he designs to present, together with a natural history collection, to some institution of learning in the town, of permanent character and properly chartered. Meanwhile the library and museum are handsomely cased and deposited in the custody of the Masonic fraternity, in whose building a room for their safe keeping has been set apart. Surely the generosity and self denying labor of such men deserve commemoration among a people who have abolished all hereditary dignities and allow a man to leave his children only the property he has accumulated.

The Public Library of Chicago, having outgrown its present quarters, is now meditating the construction of a new building on a new site. In addition to Dr. Poole's many labors in this direction and on other subjects, this indefatigable worker has lately begun a labor designed to bring the public school and its teacher into more intimate relations with the public library and its custodian. He invites a single school or class, with its teacher, to visit the library on a Saturday morning designated in advance. Here they find Dr. Poole surrounded by all the books in the library that treat of the subject intended for the morning's conversation. By showing how interesting that subject is as a department of human thought and industry and how

much the contents of the library may help the student to a knowledge of the subject, he has succeeded in producing a profound and beneficial effect on the upper grades of the school system. This connection between library and school, both in Chicago and elsewhere, is the true solution of the whole matter, the school training the reader to use the book for his own information, and the library training him to use the book he reads for the benefit of himself and others.

TABLE XVII.—*Summary of statistics of training schools for nurses.*

	Name.	Number of instructors.	Present number of pupils.	Graduates in 1882.	Total number of pupils since organization.	Graduates since organization.
1	Hartford Hospital Training School for Nurses	.....	16	4	42	26
2	Connecticut Training School for Nurses, New Haven	7	23	11	200	70
3	Illinois Training School for Nurses, Chicago	10	30	.....	.....	6
4	Boston City Hospital Training School for Nurses	9	50	9	159	21
5	Boston Training School for Nurses (Massachusetts General Hospital).	.....	45	15	222	89
6	Training School for Nurses (New England Hospital), Boston.	.....	16	7	150	55
7	Training School for Nurses (Northwestern Hospital for Women and Children), Minneapolis.	.....	4	.....	.....	.....
8	Training School, Orange (N. J.) Memorial Hospital	1	7	0	7	0
9	Brooklyn Training School for Nurses (Brooklyn Hospital).	.....	17	.....	24	7
10	New York State School for Training Nurses, Brooklyn	6	7	7	54	54
11	Training School for Nurses (Brooklyn Homœopathic Hospital).	7	12	1	24	8
12	Buffalo General Hospital Training School for Nurses	8	18	6	45	11
13	Charity Hospital Training School, New York	15	42	30	166	120
14	Mount Sinai Training School for Nurses, New York	.....	28	0	37	.....
15	Training School for Nurses (Bellevue Hospital), New York.	6	64	20	168	168
16	Training School of New York Hospital	8	26	9	115	61
17	Rochester Hospital Training School for Nurses	.....	.....	.....	.....	.....
18	House and Hospital of the Good Shepherd, Syracuse	.....	.....	.....	.....	.....
19	Training School for Nurses (Cincinnati College of Medicine and Surgery).	.....	.....	.....	.....	.....
20	Nurse Training School of the Woman's Hospital, Philadelphia.	7	26	5	169	80
21	Training School for Nurses (Hospital for Women), Philadelphia.	.....	.....	.....	.....	.....
22	Mary Fletcher Hospital Training School for Nurses, Burlington, Vt.	6	21	.....	.....	.....
23	Washington (D. C.) Training School for Nurses	7	23	0	40	3
	Total	97	475	124	1,622	779

In addition to the 23 training schools for nurses mentioned in the accompanying summary of Table XVII, I am informed that nurses' training schools are contemplated in connection with hospitals in Worcester, Mass.; Baltimore, Md.; Indianapolis, Ind.; Detroit, Mich.; Paterson, N. J.; Cincinnati, Ohio; Philadelphia, Pa.; Providence, R. I.; and Charleston, S. C.

Perhaps a little care should be exercised lest the support and enthusiasm which encourage the beginning of these schools should wane and the enterprises fall through from after lack of interest. Still, the need of trained nurses is so very great, even in private cases, that all qualified persons now living can find remunerative work, and a judicious increase in the number of schools for their instruction will meet with public support and approval.

In connection with this subject, it is timely to invite attention to the propriety of establishing "directories" for nurses, such as those in Boston, Philadelphia, Washington, and other cities, where families and physicians may apply for them and where unemployed nurses may leave their addresses and references.

Nor should the importance of nurses' homes be forgotten. The women engaged in this laborious, monotonous, and almost sacred duty must of necessity be chiefly drawn from the unmarried and unprotected portion of their sex. A home, where they can find peace, rest, cheerful company, and healthy regimen during the intervals between their engagements, and where pupils may lodge while under instruction, is of the greatest value to them and to the community they serve. I am happy to report that the Washington Nurses' School has at last been able to open a "home" of this kind at 1321 H street n. w. This school has graduated its second class of thoroughly trained nurses, and with the increased facilities now at its command will doubtless extend its work and usefulness.

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.
		Total number.	Number of semi-mutes.	Total.	Male.	Female.	
Alabama	1	5	*a*3	48	28	20	175
Arkansas	1	3	1	73	45	28	115
California	1	8	0	124	77	47	252
Colorado	1	3	2	43	17	26	60
Connecticut	2	17	1	223	132	91	2,363
Georgia	1	5	*b*3	86	51	35	330
Illinois	*c*2	34	3	607	340	267	1,729
Indiana	1	18	6	405	224	181	1,395
Iowa	1	17	3	276	171	105	643
Kansas	1	7	0	171	89	82	306
Kentucky	1	9	2	145	78	67	810
Louisiana	1	4	1	43	25	18	.....
Maine	1	4	0	26	14	12	37
Maryland	3	17	1	136	80	56	433
Massachusetts	3	22	1	206	102	104	446
Michigan	3	19	2	307	171	136	1,036
Minnesota	1	8	3	116	63	53	315
Mississippi	1	5	1	70	40	30	123
Missouri	3	13	3	279	165	114	861
Nebraska	1	8	0	107	70	37	173
New York	6	96	*d*15	1,353	757	596	4,328
North Carolina	1	8	1	114	59	55	349
Ohio	2	28	7	540	290	250	2,012
Oregon	1	3	*e*1	39	19	20	61
Pennsylvania	5	34	5	575	331	244	2,275
Rhode Island	1	3	0	33	16	17	41
South Carolina	1	3	.....	48	17	31	175
Tennessee	1	7	.....	102	64	38	.....
Texas	1	7	0	110	77	33	243
Virginia	1	7	1	96	54	42	530
West Virginia	1	5	2	66	41	25	196
Wisconsin	3	15	2	255	152	103	733
Dakota	1	1	1	11	8	3	.....
District of Columbia	*f*2	12	3	111	94	17	446
Total	57	455	*g*74	6,944	3,961	2,983	22,991

a Deaf-mutes.

b One is a deaf-mute.

c One of these represents the Chicago system of deaf-mute schools, to which belong, besides the Deaf-Mute High School, four primary schools.

d Five of these are deaf-mutes.

e A deaf-mute.

f This includes the National Deaf-Mute College, an organization within the Columbia Institution.

g Ten are deaf-mutes.

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

States and Territories.	Number of graduates who have become teachers.	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	.....	500	.....	*a*$50,000	*a*$15,000	.....	*a*$18,848
Arkansas	1	75	0	32,000	*b*5,000	.....	.....
California	4	*a*700	*a*300	*a*300,000	*a*40,000	.....	*a*41,600
Colorado	0	40	0	43,000	.....	$200	10,000
Connecticut	28	2,300	.....	110,390	35,504	3,684	46,666
Georgia	.....	1,000	.....	30,000	15,000	.....	20,607
Illinois	15	6,070	312	423,976	90,000	.....	89,051
Indiana	.....	3,006	.....	458,110	55,000	0	54,831
Iowa	.....	473	.....	171,669	.....	.....	53,375
Kansas	.....	500	.....	54,000	25,000	0	25,000
Kentucky	7	1,000	0	200,000	27,000	0	27,000
Louisiana	2	350	0	28,000	10,000	0	10,000
Maine	.....	.....	.....	.....	4,000	.....	.....
Maryland	3	4,750	80	*a*335,700	*a*34,700	250	*a*35,051
Massachusetts	1	1,320	136	101,800	13,527	4,411	31,697
Michigan	4	1,961	0	449,122	40,000	14,167	60,159
Minnesota	4	1,200	50	200,000	32,000	600	32,000
Mississippi	1	700	.....	80,000	14,172	135	14,172
Missouri	4	1,008	.....	135,500	45,000	.....	46,250
Nebraska	1	700	.....	61,000	16,000	0	.....
New York	87	6,246	175	1,114,914	220,680	*c*102,453	380,476
North Carolina	.....	1,400	50	*a*100,000	*a*36,000	0	*a*36,000
Ohio	40	2,000	.....	500,000	114,000	.....	111,892
Oregon	.....	.....	.....	1,200	.....	.....	5,190
Pennsylvania	14	5,100	30	517,500	164,800	11,713	101,791
Rhode Island	0	250	.....	*d*500	3,000	0	3,000
South Carolina	.....	.....	.....	*a*35,000	*a*9,000	*a*628	*a*9,616
Tennessee	.....	300	50	150,000	22,500	.....	.....
Texas	6	610	.....	70,000	24,960	0	27,920
Virginia	3	500	10	*a*250,000	*a*33,480	0	*a*32,301
West Virginia	0	632	50	*a*80,000	*a*27,000	0	*a*27,054
Wisconsin	6	600	150	124,000	34,000	1,502	32,460
Dakota	.....	0	0	5,000	3,350	0	1,350
District of Columbia	36	3,000	100	700,000	*e*53,500	2,178	58,029
Total	267	48,291	1,493	6,912,381	1,263,173	141,921	1,443,386

a Including department for the blind.
b For salaries; $150 per capita for support.
c Includes some appropriations from counties.
d Value of apparatus.
e Congressional appropriation.

The condition of deaf-mute education is satisfactory and has not been affected by any unusual occurrences during the year. An institution has been established in New Jersey. Increased attention is being paid to giving facilities for education to colored deaf-mutes. Provision was made for them in North Carolina as early as 1867 and in Maryland in 1872. Departments for the colored pupils exist in the Tennessee and Mississippi institutions. Georgia and South Carolina are more recently assuming their burdens of this character.

The one hundredth anniversary of the birth of Rev. Thomas H. Gallaudet occurs in 1887, and it is proposed that the deaf-mutes of the country erect a statue to the man whose life and family have been closely identified with their education. Philadelphia and Washington (Kendall Green) have been suggested as suitable places.

A new feature of the Nebraska Institute is the attempt of its principal, Mr. J. A. Gillespie, to cultivate the power of hearing in cases where there is any to be developed, so that semi-deaf persons may distinguish sounds and even spoken language.

METHODS OF DEAF-MUTE INSTRUCTION.

The different methods of instruction in language are often mentioned and discussed, but are rarely defined so as to be intelligible to the common reader. Prof. Edward A. Fay, editor of the American Annals of the Deaf and Dumb, has stated the essentials of each method with unusual clearness, and the following definitions of the manual, oral, and combined methods are taken from one of his editorials:

By the *manual* method is meant the course of instruction which employs the sign language, the manual alphabet, and writing as the chief means in the education of the deaf, and has facility in the comprehension and use of written language as its principal object. The degree of relative importance given to these three means varies in different schools; but it is a difference only of degree, and the end aimed at is the same in all. If the pupils have some power of speech before coming to school or if they possess a considerable degree of hearing, their teachers usually try to improve their utterance by practice; but no special teachers are employed for this purpose and comparatively little attention is given to articulation.

By the *oral* method is meant that in which signs are used as little as possible; the manual alphabet is generally discarded altogether, and articulation and lip reading, together with writing, are made the chief means as well as the end of instruction. Here, too, there is a difference in different schools in the extent to which the use of signs is allowed in the early part of the course; but it is a difference only of degree, and the end aimed at is the same in all.

The *combined* method is not so easy to define, as the term is employed with reference to several distinct methods, such as (1) the free use of both signs and articulation with the same pupils and by the same teachers throughout the course of instruction; (2) the general instruction of all the pupils by means of the manual method with the special training of a part of them in articulation and lip reading as an accomplishment; (3) the instruction of some pupils by the manual method and others by the oral method in the same institution; (4)—though this is rather a combined *system*—the employment of the manual method and the oral method in separate schools under the same general management, pupils being sent to one establishment or the other, as seems best with regard to each individual case.

Elementary instruction.—Alexander Graham Bell, PH. D., has made an interesting and successful experiment in the instruction of a congenitally deaf boy five years of age. The plan adopted was to familiarize the child with written language by means of play. The child's school room was turned into a play room, and language lessons were given through the instrumentality of toys and games. Words were taught first. The names of playthings were put on them and a search instituted for their counterparts in a collection of names on cards. Afterward the child was required to ask for playthings and food by presenting cards, with the proper names on them. Words signifying action were added later. Sentence exercises were soon begun in the forms of impromptu conversations and regular sentences. The impromptu conversations were written on a blackboard, with the words which should be emphasized in speaking written large. After the writing, pantomime was used sparingly to explain it. The regular sentence exercises consisted of imperative sentences written on the

board, and their commands obeyed first by the pupil, afterward by the teacher, when the pupil pointed to a sentence. The child soon wished to write as well as point out the sentence, and instruction in writing was commenced. At first partially erased sentences were traced over. Then copies of sentences were made. The need of spelling was soon felt, and a glove with the letters located upon it was put on his left hand. He was soon taught to find particular letters and to point out in order those that formed individual words. Professor Bell soon could communicate with him by touching the places on his hands corresponding to those on the glove where letters were located. From this time onward the child was required to communicate by language, and progressed rapidly in its skilful use. He was afterward admitted to the primary department of the Columbia Institution and was distinguished for freedom and accuracy in the use of language. It is thought this trial will afford encouragement and aid to parents in giving home instruction. "If pupils could commence their school course," says Professor Bell, "with even an imperfect and rudimentary knowledge of English, the labor of the teacher would be enormously reduced and the progress of the pupil immensely accelerated."

Preparation for college.—It is important for the instructors of deaf-mutes to be well informed as to the nature of the preparation they should give pupils intending to pursue a higher course of studies, and such information is suggestive to many who are brought into other relations with such pupils. Prof. A. G. Draper, A. M., presented a paper on this subject at the tenth convention of American instructors of the deaf and dumb, held at Jacksonville, Ill., in August, 1882. He says that the first and foremost requisite is the ability to use and to understand the English language. This may be increased by substituting, as far as possible, the use of connected language in place of sign language. Proficiency in arithmetic is a second essential, because its principles underlie all mathematics and its study develops the power of attention and ideas of order, value, and proportion.

Lip reading should be familiarized before entering college, as afterward the required work does not allow leisure for the acquirement of elementary skill, though constant opportunities for intercourse exist. A trade should be learned, as a resource against misfortunes that may deprive one of other fields of labor. The use of tobacco should be prevented, as it is an obstacle in the path of mental and physical improvement. Bodily exercise should be taken, for by strengthening the muscles of the deaf-mutes "we shall store up the energy, courage, and temper without which their best gifts will be of little worth." Finally, moral instruction should be faithfully imparted, especially by personal efforts and example.

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.		Property, income, &c.				
						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.
Alabama	1	3	0	20	38	200	50	(*a*)	(*a*)	*b*$3,848	*b*$18,848	(*a*)
Arkansas	1	11	19	44	173	750	.....	$20,000	$11,000	0	11,587	$11,788
California	1	*c*3	0	31	114	(*a*)	(*a*)	(*a*)	(*a*)	.....	.....	(*a*)
Colorado	(*d*)	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	1	15	4	61	217	1,000	100	75,000	22,000	375	*e*22,375	11,373
Illinois	1	32	1	128	605	465	5	157,575	60,100	2,583	62,683	62,503
Indiana	1	24	4	128	700	2,070	100	354,617	29,000	210	29,210	28,696
Iowa	1	34	8	141	482	1,200	200	250,000	25,300	1,300	31,508	33,425
Kansas	1	8	....	53	139	340	.....	100,000	41,972	0	41,972	41,972
Kentucky	1	25	8	77	441	1,200	50	100,000	18,870	.....	28,859	20,084
Louisiana	1	*c*3	6	23	57	250	40	*f*3,000	*g*10,000	0	6,600	7,200
Maryland	2	24	9	83	374	603	41	339,400	17,000	4,225	25,148	24,614
Massachusetts	1	61	20	123	1,055	5,383	793	314,499	30,000	18,865	79,306	69,668
Michigan	1	25	0	63	73	1,164	850	105,040	29,800	0	46,158	41,869
Minnesota	1	11	1	36	76	425	25	20,000	(*a*)	0	.....	8,443
Mississippi	1	14	3	35	.....	490	44	45,000	10,000	0	*e*10,000	.....
Missouri	1	21	3	90	589	1,500	300	250,000	28,000	0	28,000	26,000
Nebraska	1	7	....	25	52	250	50	15,000	7,800	.....	7,800	4,962
New York	2	82	2	382	1,815	1,100	.....	732,199	70,557	*h*41,389	133,884	112,127
North Carolina	1	11	7	60	.....	500	50	(*a*)	(*a*)	.....	38,000	(*a*)
Ohio	1	52	8	180	1,138	500	.....	500,000	29,681	*h*5,132	34,813	32,950
Oregon	*i*1	....	.....	.....	.....	.....	.....	.....	8,000	.....	8,000	.....
Pennsylvania	1	61	27	170	1,130	1,500	.....	187,000	43,500	4,777	59,743	70,160
South Carolina	1	3	2	12	56	.....	.....	(*a*)	(*a*)	.....	*b*9,628	(*a*)
Tennessee	1	11	3	58	222	1,141	46	110,000	*j*60,300	.....	*j*60,300	*j*32,289
Texas	1	24	3	84	485	701	20	75,000	18,710	0	18,710	19,910
Virginia	1	9	2	32	253	200	20	(*a*)	(*a*)	0	*b*34,680	(*a*)
West Virginia	1	4	0	32	72	150	25	(*a*)	(*a*)	.....	.....	(*a*)
Wisconsin	1	21	0	83	318	1,200	100	155,000	8,800	.....	*e*8,800	17,602
Total	30	599	140	2,254	10,674	24,282	2,909	3,908,330	580,390	82,704	856,612	677,635

a Reported with statistics for the deaf and dumb (see Table XVIII and summary).
b For both departments.
c Instructors only.
d School not opened as late as October, 1882.
e Total of items reported.
f Value of furniture.
g In State warrants.
h Includes income from other sources.
i Temporarily closed.
j For two years.

The subjects which appear to have recently elicited especial attention from educators of the blind are the industries most suitable to their pupils, the adoption of a single kind of printing, the regulation of the association of the sexes, the medical care to be bestowed, and the removal of prejudices against sending children from home to an institution commonly but erroneously called an asylum. They find the same need of the coöperation of parents, of prompt and regular attendance, and of an appropriate arrangement of studies which is felt by teachers in ordinary pub-

lic schools. The mind of a blind child is developed by the usual methods of education, but these must be employed by patient, skilful, and sympathetic teachers in order to produce immediate and permanent results.

The attendance upon schools for the blind is much smaller than it should be. The Michigan school had 73 pupils in 1882, and its superintendent, Mr. J. F. McElroy, estimates the number of blind persons in the State who are of proper age and condition to be educated at 350.

It is estimated that only 25 per cent. of the blind in Arkansas who are of suitable age to be admitted to the State school are or have been in it. The reasons given for this are the ignorance of the people as to the existence of the school, the supposition that the school is not free but expensive, the idea that the school is a sort of poor-house, the reluctance of parents to be separated from their unfortunate children, and the failure of the State to supply full accommodations and to enable the officers of the school to offer its privileges to all those who are deserving of them.

It seems to be always in order to urge those having the care of young blind children to treat them in such a way as to prepare them for school duties when they are of sufficient age to leave home. The age at which they should enter a school of the usual character depends much upon the circumstances of the family. A rule given by a good authority is that, if they can be under good influence at home, can have the care of mother or sister, can exercise freely in the open air, can be taught elementary studies, it is better for them to remain at home until they are twelve years old; but, if they cannot receive proper care and be taught to some considerable extent, they should enter at the age of nine or ten. Dr. S. G. Howe was emphatic in cautioning parents against too much indulgence of sightless children. His ideas are shown by the following quotation:

Do not prevent your blind child from developing as he grows up, in courage, generosity, self reliance, and manliness of character, by excessive self indulgence, by sparing him thought and anxiety and hard work, by giving him undeserved preference over others. Much may be done for his advantage by judicious firmness, by resolutely insisting that he shall learn to do everything for himself and for those about him which it is possible to do without actually looking at things.

Keep him out of doors and running about as much as possible. Bear in mind that he is exercising for health and strength, and that his object is to be in the open air and to keep warm by exercise, not by extra clothing. But the benefit accruing to your blind child from such continued exercise and work in the open air is not confined to his bodily growth and health; for the effort to do something useful, to bestir himself and to keep himself warm, is good exercise for his moral nature; for every habit of meeting and overcoming little difficulties increases courage and self reliance.

Hon. F. J. Campbell, LL. D., principal of the Royal Normal College and Academy of Music for the Blind, Upper Norwood, London, Eng., puts great emphasis on physical training. In his report for 1881 he says:

By careful examination it will be found that the blind men who are leading lives of usefulness are those who have not allowed their blindness to debar them from physical activity. Professor Fawcett in his able addresses on blindness has repeatedly borne testimony to this fundamental truth. The pupils of the Royal Normal College who have been most energetic in regard to their physical development have achieved the best results when they have gone forth to test their value in the open market. Owing to the lack of physical training, young blind persons come to us awkward and helpless, although they have been several years under mechanical training.

The disposition to give blind children suitable medical attention and opportunities for physical culture is manifest in many schools. The strength and vigor of blind youth are not up to the average. The same causes which operated to produce blindness have also resulted in other evils, sometimes scarcely less deplorable.

The object of physical culture is to increase the strength and fortify the health. The aim of the medical efforts is to remove pain and disease, and in some cases to restore sight. The trustees of the Iowa College for the Blind appointed two physicians, expert "ophthalmologists," to examine and operate upon the eyes of the members of the college. They reported that none had been made worse by their interference and that many successful operations had been performed. They found over 40 persons needing their special attention, half of them for increase of vision and half for

the purpose of personal comfort and for relief of pain. Nearly as many more could be benefited by medical treatment and the adjustment of glasses. The regular course of instruction pursued in the literary, musical, and industrial departments has not undergone any marked change. The studies in the literary departments are like those of elementary public schools and are graded as closely as circumstances will allow. The instruction in music is continued with profit to pupils and with pleasure to their friends. Occasionally it seems necessary to neutralize the effect of some unfair criticism of the blind in their work as tuners of instruments by stating their peculiar fitness for that occupation and the success they have obtained in it. The loss of sight seems to quicken the senses of feeling and hearing and to bestow faculties peculiarly serviceable to tuners, so that manufacturers and eminent musicians have frequently shown preference for blind tuners. The industrial departments include the trades mentioned on page 76 of the abstract, and new occupations are being sought by the heads of these departments. Broom making and caning still appear to give the best results. The profits from the former industry to the Kansas institution for the two years ending June 30, 1882, were $820.06, besides $815.25 paid the boys for labor. Silk culture has been tried at the Arkansas school. The superintendent, Mr. Otis Patten, reported results as follows:

Two things are proved by our experiment: First, that silk culture can be carried on by intelligent blind persons directed by the seeing where sight is indispensable; and, second, that they can do it without special instruction in the institution. An intelligent blind person can take the manuals prepared for the purpose, and with a seeing person to read for him can get a knowledge of the subject. I would not advise anybody to embark in the business who has not the proper food on his own grounds. Some of our girls who were in the class mentioned in the essay intend to pursue the business when they go home. We do not think it necessary to repeat the experiment in our institution, but will read to our girls enough to interest them in silk culture.

The introduction of Kindergarten methods or the addition of the Kindergarten itself is advocated earnestly by many of those in charge of the education of the blind. It is argued that a large part of these unfortunates are among surroundings of vice and destitution and should be removed from them at the earliest moment practicable, before corrupt tendencies and vicious propensities are hardened and crystallized into permanent habits. Mr. M. Anagnos, superintendent of the Perkins Institution and Massachusetts School for the Blind, would have a separate school for this purpose, with suitable grounds, ample endowment, and nothing to compromise its educational character. The pupils should be received when from five to nine years of age, "retained until the age of twelve, and taught and trained objectively according to the simple and rational methods developed in Fröbel's Kindergarten." The trustees of the institution favor such a school. They say in their annual report for 1882:

For such children the Kindergarten system, with the genial warmth of kindness radiating from its principles, with its methodically arranged gifts and games, its block building, weaving, sewing, and modelling, affords the best and most efficient means of training. It is calculated to awaken, strengthen, and regulate their faculties of imagination, volition, and action, which are weakened by their infirmity, depressed by the wretchedness of their surroundings, and benumbed by the frost of their privations. It promises to raise them up from a state of misery, sloth, and torpor, to that of comfort, activity, and diligence. It will create a new era in the history of the education of the blind by laying the foundations and increasing the possibilities of a higher standard of attainments than has hitherto been reached.

Mr. B. B. Huntoon, superintendent of the Kentucky institution, speaks of his experience with the Kindergarten as follows:

The Kindergarten department, under the charge of a skilled teacher from Mr. Hailmann's training school in Detroit, has answered every expectation formed of its great practical usefulness in a school for the blind. In training the senses, in stimulating thought, and in developing the mind, it seems to furnish the methods needed to make broad and strong the foundations of an education.

Some of the results of the education of the blind are shown in the following quotation from the report of Mr. William Chapin, superintendent of the Pennsylvania institution:

Of the 32 institutions for the blind in America sustained mainly by the States, 10 were originated by blind graduates: 4 from the Pennsylvania institution, 5 from

the Ohio, and 1 from the Massachusetts institution. This is a gratifying record of the talent, energy, and perseverance of these persons under trying difficulties.

Referring to statistics reported to a convention of American superintendents in 1878, of the graduates of these institutions 16 became superintendents of institutions for the blind and 5 of orphan asylums; instructors in literature, music, and handicraft, 502; clergymen, 34; piano tuners and repairers, 125; students and graduates of colleges, 36; agents and lecturers, 71; editors, lawyers, and physicians, 30; storekeepers and traders, 277. Classifying these and others, it appeared that the number engaged in literary or mental work was 710; in music and tuning pianos, 527; in handicraft, 1,111; total, 2,348.

These numbers would be considerably enlarged up to the present time.

Mrs. Asa D. Lord, matron of the New York State institution, reviewed the work of institutions for the blind in an excellent paper before the convention of instructors of the blind held in August, 1882, at Janesville, Wis. A few clauses from her remarks give a concise view of the situation:

The coming year, the first of the last half of the century [of instruction for the blind], will mark a new era in the progress of the education of the blind. We stand on high vantage ground. Our buildings in the main are ample, well furnished, and well adapted to their uses. We have improved and vastly increased appliances to facilitate our work, for which, I trust, we are truly grateful. Our pupils, as in the past, are the beautiful, the deformed, the strong, the weak, physically, morally, and intellectually.

It is our work to take these contrasting and widely diversified powers and develop from them men and women who shall be fitted to take honored and useful places in society, not only in the estimation of men, but in God's sight.

VISIT OF DR. WILLIAM MOON.

The intention of Dr. William Moon, of Brighton, Eng., to visit this country for the purpose of extending his work for the blind, was announced in my last annual report. An authoritative account of this visit has been published, from which the following paragraphs are taken:

In the month of April, 1882, at the request of Sir Charles Lowther, Dr. Moon, accompanied by his daughter, paid a visit to several cities of the United States to see what could be done by way of establishing home teaching and free lending libraries for their blind. The visit was most successful; throughout the whole of his tour Dr. Moon was warmly received by the various authorities of the institutions he visited, and at Philadelphia the Bible Society displayed the deepest interest in circulating copies of the Bible in his type, through the agency of home teaching and free libraries. Mr. Rhoades, the treasurer of the Bible Society, through a requisition signed by Mr. Chapin, principal of the School for the Blind, Mr. Hall, superintendent of the Workshop for the Blind, and Miss Lloyd, president of the Home for Blind Women, convened a public meeting which was held at the Bible Society House. At this meeting a home teaching society was formed and a committee appointed for arranging the details of the work. Teachers were shortly afterwards appointed, and Dr. Moon had the pleasure of seeing the work progressing before his return to England.

At Mr. Chapin's institution, as soon as the books arrived which had been presented by Sir Charles Lowther, they were distributed among the inmates, and as many as 114 were able to read them in the short space of 8 days. Thirty of these readers were adults accustomed to work and unable to read any of the books embossed in the United States. This, it may be remarked, was not owing to any defect in the embossing, for the books are beautifully printed, and sufficiently raised for the use of children, both at the American Printing House at Louisville and at Boston, but owing to the complex form of the letters, which is avoided in Dr. Moon's simplified alphabet. At the Workshop for the Blind and the Home for Blind Women, good progress was soon made when the books were presented to those institutions, and Mr. Hall, the admirable superintendent of the workshop, who is himself blind and who could never read the American embossed books, was among the early readers of Dr. Moon's type. Sir C. H. Lowther has kindly made a present of the entire Bible to this institution, and it was most gratifying to hear Mr. Hall's warm and grateful expressions in reference to the benefits the inmates would receive therefrom.

At Chicago Mr. W. H. Bradley and his son manifested great interest in the work of home teaching, and called a number of friends together and laid the matter before them. Twelve married gentlemen and their wives immediately gave their names as members of a committee and a sufficient amount was subscribed for a complete set of Dr. Moon's books to form a free library. A teacher was expected to be soon appointed, and the names and addresses to be obtained of the entire blind of the city. Before Dr. Moon left Chicago he had the gratification of knowing that several of the blind had

learned to read and were anticipating with much pleasure the use of the books of the new library.

At Boston and New York promises were received from friends that in the autumn of the year they would use their endeavors to carry out the same means for the blind of these cities.

The success of Dr. Moon's efforts is indicated by the following extract from a letter from Mr. J. P. Rhoades, of Philadelphia, through whom much has been done to advance the interests of the adult blind and the introduction of Dr. Moon's system of printing:

I am glad to say that the results of our efforts to reach the adult blind who cannot learn to read by the old system are highly encouraging. I have received numerous applications from the blind living in various parts of the United States, and have mailed to them the alphabet and elementary reading cards. Many of these have informed me that after a few weeks' study they have learned to read and are now using the books. We are reaching those who are isolated from all other efforts in their behalf, and who have no access to institutions designed for their benefit, and who never supposed it possible to learn to read.

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.	75	207	146	353	410	$60,000	$60,000
3	Indiana Asylum for Feeble-Minded Children.	12	4	8	12	0	10,000	10,000
4	Iowa State Asylum for Feeble-Minded Children.	38	132	76	208	10	24,000	24,000
5	Kentucky Institution for the Education and Training of Feeble-Minded Children.	27	70 (17)	62	149	53	31,748	34,446
6	Private Institution for the Education of Feeble-Minded Youth (Barre, Mass.)	*a*9	46	28	74	140	.....	36,000
7	Hillside School for Backward and Feeble Children (Fayville, Mass.).	9	7	2	9	15	.....	.....
8	Massachusetts School for Idiotic and Feeble-Minded Youth.	16	77	54	131	.....	24,000	24,000
9	Minnesota School for Idiots and Imbeciles.	12	27	16	43	1	.....	8,500
10	New York State Idiot Asylum (custodial branch).	18	0	140	140	1	20,438	17,798
11	Idiot Asylum, Randall's Island	*a*2	(81)		81	.....	.....	.....
12	New York Asylum for Idiots	67	(302)		302	750	57,322	54,859
13	Ohio Institution for the Education of Imbecile Youth.	109	(499)		499	201	92,945	92,945
14	Pennsylvania Training School for Feeble-Minded Children.	78	219	136	355	458	88,500	88,352
	Total	497	(899) 836	699	2,434	2,039	408,953	450,900

a Instructors only.

The education of feeble-minded children is undertaken by public authorities not so much as a charity as a means of increasing the productiveness of a large class of defective citizens and decreasing the probability of the transmission of their defects to another generation. Many children of undeveloped intellect are in popular estimation included among those almost hopelessly idiotic. While the latter class may be improved by the careful training of their muscles and their habits of life and action, the most satisfactory results have been obtained with the more intelligent. Their training is painfully slow and must provide for the gradual increase of physical power, the stimulating of the senses, and the application of the mind to tasks judiciously assigned. Their education cannot come from instruction in the branches taught to stronger youth so much as from simpler exercises calling will power into play and withdrawing the attention from personal feelings and wishes. Still, the classification of feeble-minded youth for purposes of school work is very complete in several institutions. This is necessary in order to accomplish the most possible in this difficult work at the smallest expense. The English schools pay less attention to formal educational efforts than do ours, and some American instructors are inclined to imitate their example. Certainly the health of these youth is of primary importance, as it is frequently on an equality with their mental condition. Recreation and labor are the means for strengthening both body and mind. The recreations must be of the simplest kind, and the labor adapted to the abilities of the child. The demand for farms and agricultural employment is made by institutions having only small tracts of land. Massachusetts has provided a farm to which the school can send a portion of its inmates who are best fitted for farm work. The Ohio institution finds its large tract of land of great value to its pupils. There are some simple trades that may be followed by the feeble-minded, but their condition of mind and body diminishes their ability to do farm work less than it does their efficiency in shops.

The usefulness of institutions is increased when they are enabled to extend care to feeble-minded adults, for whom no provision exists outside the poor-house. It is public economy to remove such from a life whose probable tendency is toward an ultimately increased burdening of the community. It has been said that "the helpless condition and prospective fate of these children of misfortune, after they have received all the training, both mental and physical, that any school can give them, appeal strongly and constantly to the same spirit of public charity that founded the present asylums, for further protection."

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	190	42	119	65	*a*186	*a*4
Colorado	1	10	4	80	0	79	1	77	3
Connecticut	2	17	40	289	256	406	181	539	48
Illinois	2	16	13	157	103	338	55	351	42
Indiana	2	3	7	228	244	372	144	457	59
Iowa	2	13	15	50	30	205	65	240	30
Kansas	1	9	9	54	13	72	.....	57	15
Kentucky	1	14	6	114	75	210	37	178	69
Maine	1	9	8	30	33	110	.....	107	3
Maryland	4	31	47	224	252	443	251	491	203
Massachusetts	14	32	54	882	695	976	213	*b*763	*b*20
Michigan	2	20	24	270	181	362	36	357	41
Minnesota	1	18	4	*c*106	*c*97	*c*96	*c*10	*c*100	*c*6
Missouri	1	15	7	196	155	195	68	210	53
Nebraska	1	.....	.....	27	.....	28	9	.....	.....
New Hampshire	1	6	5	24	29	93	18	110	1
New Jersey	4	22	28	242	206	527	50	525	52
New York	13	180	194	3,468	3,322	3,942	1,913	*b*5,167	*b*157
Ohio	6	49 (32)	50	578	600	1,168	369	*b*743	*b*62
Pennsylvania	2	42	33	531	503	719	203	*b*531	*b*144
Rhode Island	1	6	8	148	179	138	0	126	12
Vermont	1	7	9	15	38	70	16	85	1
Wisconsin	2	34	24	166	232	324	101	416	9
District of Columbia	1	21	8	99	94	143	.....	55	88
Total	67	593 (32)	599	8,168	7,379	11,135	3,805	*b*11,841	*b*1,122

a Of those committed during the year.
b This distinction not reported in all cases.
c These figures are for two years.

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

States.	Present inmates.		Number committed since establishment.	Libraries.		Annual cost of institution.	Total annual earnings of institution.
	Nativity.						
	Native.	Foreign.		Number of volumes.	Increase in the last school year.		
California	*a*161	*a*29	3,121	400	.....	$44,900	.....
Colorado	77	3	80	0	0	12,785	$38
Connecticut	561	26	4,174	3,200	300	97,400	19,500
Illinois	354	39	1,373	1,600	238	33,807	4,476
Indiana	*b*135	*b*9	2,210	500	100	44,125	2,600
Iowa	180	90	945	650	40	32,000	.....
Kansas	71	1	102	0	.....	12,000	.....
Kentucky	240	7	1,508	600	100	20,158	6,604
Maine	106	4	1,711	1,600	.....	14,600	5,400
Maryland	673	21	5,039	1,900	100	80,573	13,500
Massachusetts	*b*633	*b*92	11,359	6,465	150	118,210	15,220
Michigan	327	71	2,740	1,275	75	35,500	8,601
Minnesota	*c*8	*c*98	573	1,070	.....	37,679	.....
Missouri	.....	.....	4,715	600	100	34,000	6,743
Nebraska	.....	.....	43	.....	.....	.....	.....
New Hampshire	107	4	1,100	300	100	17,500	5,000
New Jersey	397	180	1,904	970	.....	67,583	21,541
New York	*b*1,778	*b*380	74,308	10,594	702	825,883	*d*222,631
Ohio	.....	.....	11,182	5,836	594	163,659	*d*37,121
Pennsylvania	*b*616	*b*35	17,901	30,323	80	142,482	21,128
Rhode Island	125	13	3,273	300	0	17,500	8,495
Vermont	.....	.....	646	.....	.....	18,338	4,196
Wisconsin	411	14	2,326	1,255	50	62,602	1,418
District of Columbia	*a*85	*a*14	812	600	50	34,389	1,739
Total	*b*7,045	*b*1,130	153,145	70,038	2,779	1,967,673	405,951

a Of those committed during the year.
b This distinction not reported in all cases.
c These figures are for two years.
d Includes total income of one institution.

One of the questions naturally asked about the inmates of reform schools is as to their antecedents. Statistics bearing on this inquiry are collected by nearly all the schools. They show that the offender has almost always been idle; that he has very frequently been the child of parents born in foreign countries; that a large proportion of the boys have no father living; and that, contrary to the prevailing opinion, their parents are not usually intemperate. The statistics of different States vary greatly as to the social condition of parents, and an equal dissimilarity exists between city and country schools. After giving percentages of children coming from specified classes of surroundings, Mr. Israel C. Jones, superintendent of the House of Refuge on Randall's Island, near New York City, comments upon the statistics as follows:

It does not appear from the foregoing that intemperance is a prevailing vice with the parents, nor that the delinquency of the children is chargeable to their being orphans, for about 86 per cent. of the fathers and 94 per cent. of the mothers are found to be temperate people, and correspondingly few of the children have lost both parents. A noticeable feature that probably contributes to their delinquency is the thriftlessness of the parents, as indicated by the character of the homes and the lack of forethought in laying up any portion of their earnings against want. From 75 to 80 per cent. are known to live in crowded tenement houses, and about the same proportion are possessed of no property except their furniture, which is often scanty.

The reform school of the present is a decided improvement on those which were first established, some sixty years ago. The changes effected have been stated as follows in a pamphlet issued by the Colorado State Industrial School:

In the earlier history of these schools all inmates were classed together. For their safe keeping it was thought necessary to fasten them in cells at night; strong iron bars guarded the windows; heavy doors, constantly locked and bolted, closed the passages; and the premises were surrounded by high stone walls. Great improvements have marked the progress of reform schools. In the modern reformatory neither high walls, cells, bolts, nor bars are found. Nothing in the surroundings distinguishes them from first class public schools. Neat fences inclose the grounds, which are beautified by trees, shrubs, lawns, and flowers. Well kept roads and walks lead to the various places of interest, and thus the very grounds are used to teach important lessons.

A description of some of these institutions shows them to be inviting in appearance and attractive in surroundings. For example, the Ohio Reform School is a village of itself, excellently laid out and provided with conveniences.

The buildings consist of the main building; the Ohio, Hocking, Muskingum, Cuyahoga, Scioto, Huron, Miami, Erie, Maumee, and Union family buildings; shoe, brush, blacksmith, tailor, paint, carpenter, bake shops; carriage, meat, ware, engine, gas, ice, corn, and green houses; water tower, hospital, mending room, knitting room, chamber of reflection, laundry, two horse barns, a piggery, cow barn, and numerous outbuildings.

The family buildings are arranged in a segment of a circle around the main building, with the exception of a double building, called the Ohio, for the use of the very youngest boys, which is separated from the main and other buildings nearly half a mile, but is connected with the rest of the institution by a good board walk. These family buildings are named for the rivers in the State. The building for the youngest boys has three stories above the basement. On the first floor are two rooms for the elder brother and his family, two school rooms with folding doors between, which, when open, throw both into a sitting room for the boys in the evening. There is a wide hall separating the elder brother's rooms from the school rooms. On the second floor are rooms for the teachers and two dormitories. On the third floor are rooms for the employés and two smaller dormitories. The basement serves as a play house and a place where the boys prepare themselves for school or detail. This building accommodates about one hundred boys under twelve years of age. There is connected with it a kitchen, dining room, and workshop, so the boys have no communication with the large boys, only coming over to chapel on the Sabbath.

Of the other family buildings, four are 57 feet long by 36 wide and are three stories high above the basement. The remaining five are like the four, with the exception of being but two stories high above the basement. Each of these nine buildings makes a good, comfortable home for fifty boys.

The treatment of the inmates of reform schools has improved as much as the buildings in which they are accommodated and the methods of instruction. Home life more attractive than they have ever known awaits many of those committed. Kindness and patience awaken hope and confidence in many a dark and suspicious mind. The future welfare of the inmates is primarily regarded by most institutions, not only in the studies and labors required, but also in the attention given them. This is indicated in a circular issued recently by the board of managers of the Connecticut State Reform School. The methods and advantages of the institution are described in the following terms:

The institution is not a prison, but a school of detention and reform, where the inmates receive such instruction and training as are best adapted to form and perpetuate a virtuous character, to establish habits of industry, and to advance them in those branches of knowledge which are taught in the common schools of the State. They are here provided with a home in every way pleasant and comfortable; are furnished with steady employment that will aid them in earning an honest living after they leave the school. They have appropriate seasons for recreation and play, are well fed and clothed, and when sick have the best of care and medical attendance. They attend school regularly six days of the week, are taught by experienced and efficient teachers, and on Sunday enjoy the privileges of the Sabbath school and one regular chapel service, over which some minister of the gospel from one of the city churches presides. The Catholic boys of the school receive one hour of instruction each Sabbath from the Sisters of Mercy.

Mr. J. J. Barclay, president of the board of managers of the House of Refuge at Philadelphia, describes the life of inmates there as follows:

Great care is bestowed on the training, health, and comfort of the inmates. The discipline is parental and calculated to prepare them for the duties of life. When sick they are placed in an admirable infirmary and attended by experienced and skilful physicians and an excellent nurse. They are employed about seven hours a day in the workshops or household duties, are engaged three hours in the school rooms under excellent teachers, and strenuous efforts made to instruct them in the elements of a good education. They are allowed ample opportunity for exercise in the open air and in the recreations suitable for the young. They are provided with a well selected library, affording them the means of acquiring valuable information and mental enjoyment.

The daily routine of these schools is so planned as to avoid too rigorous exactions and to secure the full value of their time and strength to the inmates and less directly to the institutions. A division of the day between study, labor, and recreation is effected so as to give a suitable proportion to each. An example of this and of the attention paid to other minor details may be taken from the report of the Girls' Industrial Home, Delaware, Ohio. The matron says:

The work hours are from 8 to 11 A. M., the school hours from 1.30 to 4.30 P. M. In the work and school room, the schedules require promptness to the minute, as indicated by the central bell. The time for recreation is so arranged as to allow all a liberal amount of exercise. Special attention is given to the housekeeping and laundry departments, so as to have the girls, if possible, when discharged from the home second to none in this very important branch of woman's education; also, the work in the sewing room is carefully watched, so as to secure both neatness and promptness in the use of the needle. To secure harmony and equality in the kitchen instruction, as well as to secure an economical variety of food, we have provided a regular bill of fare, by which all are equally governed.

Mr. W. C. Sampson, superintendent of the Colorado State Industrial School, says that the course of industrial, mental, moral, and religious instruction in that institution "is arranged to correct the bad and vicious habits already partially formed; to induce the love of system, regularity, and cleanliness in heart and person; to create a thirst for knowledge and habits of industry as a means of earning a competence, comfort, and happiness; to elevate the low moral and religious standard to the Bible standard; and to thoroughly instil the love of country and good citizenship." The necessity of not only industrial instruction but also of comparatively uninstructive labor is understood. The constant use of the head and the hands is effective in crowding out and keeping out of a boy's mind the thought and desire of wrong doing and deprives him of time for accomplishing mischief. "An important auxiliary in the reformation of boys, at least," as is said by Mr. J. Hood Laverty, superintendent of the Philadelphia House of Refuge, "is regular, steady, concentrated work. Neither idle boys with dishonest tendencies nor girls with lewd inclinations can ever be reformed until they are taught to love and adapt themselves to steady, continuous work of some kind, and to understand that all honest labor is not only respectable but yields pecuniary advantage." Consequently, as much of the work of a reform school as possible is performed by the inmates, whether boys or girls; with the latter, house work is given most prominence. The future of girls who are qualified to enter families, and do so, is much more secure than that of girls passing from school life into shops and factories. The trustees of the State primary and reform schools of Massachusetts, in a recent report, say:

The house work, at first irksome to a girl who has been leading a lazy life of self indulgence, becomes interesting when carried on with companions. Recognizing the difficulty which seems to belong to all institution life, the contrast of its shelter and security as compared with the unexpected trials and insecurities of a life of honest self support, it is the constant study of the trustees to make the family system of the school a preparation for family life outside; to train the girls not only to submit to rules, but also to obey conscience when rules are withdrawn. They are taught the economies necessary to good housekeeping, they see the little vexations resulting from carelessness, and learn what is meant by "duty" and "individual responsibility" as they could not under the restraint found necessary for a more hardened class of offenders.

The now acknowledged principle that industrial education should be a part of every system of reformatory training is stated by Mr. Z. R. Brockway, superintendent of the New York State Reformatory, at Elmira, as follows:

No reformatory system is complete that does not train each subject for a specific industry for which he has natural adaptation, and actually induct him into it, maintaining supervisory control long enough to insure a good degree of permanence and success. In spite of all our efforts and because of the limits of the industrial organization here, we are obliged to send men, naturally qualified for something better, to menial or cheap employment, with which they will not and ought not to be content. There is a most intimate connection between the conduct of reformed criminals and the readiness with which they can suitably support themselves.

The shop work of the Connecticut State Reform School is reported by the superintendent, Mr. George E. Howe, as follows:

We now have three shops where cane seating is done, two being in the main building and one at the cottage building. The whole number of boys employed in these shops averages about one hundred and seventy-five in the winter season. In the summer time there is a less number, as the boys are taken from these shops for the farm, garden, and other out-of-door work.

In the manufacturing room, where overalls are made, we employ about ninety boys. Seventy-five boys, seated at as many sewing-machines, at active work, with a large class of the little fellows sewing on buttons, folding the goods, keeping the records of work, &c., makes a pleasant and interesting sight to behold. The boys in this department soon become experts at the machines, and a knowledge of this manufacturing prepares them to obtain ready employment after leaving the school. We have a tailor shop in which twelve boys are employed in the manufacture of the clothing worn by the boys. The mending is also done in this shop. Only two boys work in the shoe shop. We manufacture but few of the shoes worn, but all of the repairing is properly attended to in this shop.

The Toledo (Ohio) House of Refuge has introduced knitting as one of its industries, and the superintendent, Mr. A. A. McDonald, contrasts it with other employments very favorably. He says:

In the [knitting] industry each boy has his machine; he takes it apart, cleans it, puts it together, repairs it, and prides himself on keeping it in perfect order. It to him is a machine, and in viewing its parts his mind goes out to stronger and more complicated machinery; he discusses its beauty and power; he is improved and benefited. In operating a "knitter" every muscle of the body is brought into play, the mind is active in calculations and watchful in giving proper dimensions to articles manufactured. In every instance, without exception, each boy who goes into the knitting factory comes out of it in better health and stronger mentally and physically. In the latter industry [brush making] nineteen-twentieths of the boys never can reach beyond the hope of being able to sit in cramped positions and fill little perforated boards with bristles, in which "trade" no ingenuity is awakened, no lively interest manifested.

The usefulness of reform schools is enhanced by facilitating the employment when they are discharged of those who have been inmates. There is great danger that the correct habits which have been slowly forming will not have taken a sufficient hold upon them to keep them from falling into temptation. It is not easy either to prepare such youth for an occupation or to find a place in which they may exercise such skill as they possess. These difficulties have not been so great as to prevent the majority of those that have gone out from becoming useful men and women. Ninety-two per cent. of the boys paroled from the Newark (N. J.) City Home are "on the law and order side of life and are thrifty and industrious." More than 73 per cent. of the 20,000 children who have been under the care of the refuge at Randall's Island, near New York City, "have owed to it their permanent change from the condition of outcasts to that of useful citizens." Similar reports are made by other institutions, and there is abundance of proof that the usual result of reformatory education is to prepare inmates to meet successfully the duties of life in some honorable pursuit. The attention given to industrial training is still insufficient, and it is to be hoped that legislatures may see the wisdom of promoting it by such means as they are able to command.

THE CONTRACT SYSTEM.

A committee recently inquired into the truthfulness of charges that cruelty was shown to the inmates of the State Reformatory at Elmira, N. Y. They found the charges unwarranted; they added to their report some remarks on the administration of such institutions. They objected to the contract system of labor for the following reasons:

(1) The contract system introduces into the management of the prison the factor of private pecuniary interest. The State enters into a contract with private parties to furnish them with a specified number of laborers at a fixed price per day for each laborer. The contract is likely to be, and in fact is, one requiring, in order to its financial success, the employment of a large number of men, and at the ruder, heavier, less intelligent, and less desirable forms and kinds of mechanical labor. The prisoners have been employed in the manufacture of shoes of the coarser grade, brushes, stoves, and various other forms of hollow ware. These contracts must be strictly carried out. The pecuniary interest of the contractor must be a controlling consideration in connection with the discipline and treatment of the prisoners. No legal skill or adroitness can so frame the contract as to exclude from it the element of private interest and include in it a paramount regard for the well being and reformation of the prisoners; and, if a contract could be so framed, no sane business man would take it. No contractor, not even the very intelligent and estimable gentlemen who have contracts with the State for prison labor at Sing Sing and Elmira, some of whom appeared before us and testified concerning the operation of the contract system, would enter into a contract with the State for the labor of prisoners upon any other basis than that of their own financial advantage.

(2) Under the contract system the prisoners are brought under a divided control: the control of the State on the one hand and that of the contractors on the other hand; and these will not always agree. The control of the State is, in theory, paternal and reformatory; that of the contractors is, in theory and in fact, purely legal, and looks alone to their business success. Such a conflict of interest and purpose cannot be otherwise than prejudicial to the discipline of the prison and to the reformation of the prisoners. The interest of the contractor and the terms of his contract may require that certain prisoners shall be employed at a particular kind of work as long as practicable, while the interest of the prisoner and the proper conditions of his reformation and transformation into an industrious and worthy citizen may require that he should be put at a different kind of labor, or even that he should be discharged from his imprisonment altogether or upon his parole. The interest of the contractor requires that his agents and subordinates in the prison should be selected with reference to their fitness and skill in supervising and directing the particular kind of work to be done under the contract, while the interests of the prisoners and the reformatory ends sought by the State require that the men who are put in immediate supervision of the prisoners should possess other and higher than mere mechanical and business qualifications.

(3) A proper classification of the prisoners as to their moral and intellectual status and as to their fitness for particular kinds of labor cannot be made under the contract system. The contract calls for several hundred men to be employed, for instance, in the manufacture of hollow ware. Among the hundreds so employed there must be a large percentage of men whose love of honest remunerative labor will never be stimulated or strengthened by such employment. They will feel their work to be onerous and degrading, and will never voluntarily engage in it after their discharge. If put at employment suited to their capacity and peculiar adaptations and, so far as practicable, to their taste and preference, their self respect might be restored, their love of honest work encouraged, and their purposes of reformation confirmed. Instead of smarting continually under a sense of injustice and spurning all inducements to the amendment of their lives, as is now too often the case, they would be made to feel that the State cherishes a genuine, kindly interest in their welfare; and unless they can be made to feel that the State whose laws they have violated is benign and magnanimous, as well as great and powerful to punish, no genuine desire and purpose to lead a better life can be awakened in them. Mere power cannot subdue and reform the human will, and an exhibition of mere vindictiveness only begets the like spirit in its victims.

(4) In order to secure the best reformatory results in prison management, it is important that the State should maintain its proper immediate relations with the criminals therein confined. The prisoners should be led to see and feel that they are in direct contact with the sovereign power which they have disobeyed. This may humble, but cannot degrade them. They will respect the majesty of the law. They cannot despise, though they may defy it. But the contract system introduces an intermediary power, and that a purely self interested or mercenary one, between the pris-

oner and the State. The labor of the prisoner is let or sold by the State with a view to the largest pecuniary profit to the State. The prisoner thus finds himself in the situation of a hireling, not to say a slave, to serve mere mercenary ends: first, the pecuniary advantage of the State, and, second, the pecuniary interest of the contractor; and the reformatory design of the prison becomes necessarily a subordinate and scarcely appreciable factor in the management.

(5) The inevitable result of the contract system must be and is to prevent the introduction into prison management of those reformatory methods and influences which are required in order to carry out the design of this institution. Mere labor is not in itself and irrespective of other agencies reformatory in its nature. Nor is it rendered so by making it remunerative, especially if the remuneration is to some one other than the laborer. And yet the great State of New York, after proposing to itself the grand moral and benevolent purpose of reforming the younger class of its criminals and establishing a magnificent prison upon this reformatory basis, and after timidly experimenting for the short period of five years on the plan of employing the prisoners on its own account, suddenly and apparently from mere pecuniary considerations reverses its policy, abandons its great humanitarian purpose, and by the act of 1881, and against the earnest protest of the superintendent and managers, adopts the contract system as a part of its reformatory scheme and resolves to transform this great charity into a money making institution. It may be claimed that the State was wrong in founding this prison for reformatory purposes; but if, as we believe, the State was right in its original purpose, then, in our judgment, that purpose should be consistently carried out with all the energy and resources which the State is accustomed to bring to the execution of its will. The question of pecuniary profit or loss in the management of this prison should be in all cases treated as a matter of secondary consideration, and subservient to one controlling end of reforming the prisoners therein confined. And we are gratified to find that some of the best authorities on prison management in this country have given expression to similar views.

PROTECTION OF FOREIGN-BORN CHILDREN.

Connected with the general subject of juvenile protection and care is the prevention of the traffic in foreign children, and especially in children from Italy, by padroni, who gain a livelihood out of the earnings, beggary, and moral ruin of the children whose time and labor they control. Congress in 1874 passed an act making the importation or holding to involuntary service of persons kidnapped or inveigled in foreign countries, or guilty consent to such importation or retention, a felony punishable by fine and imprisonment. Almost at the same time the legislature of Pennsylvania passed a law whereby persons hiring, giving, or employing minors under eighteen years of age for public minstrelsy, begging, or other mendicant business, and persons sharing in any way in the profits of such business, are guilty of a misdemeanor punishable by fine and imprisonment.

The State of Maryland has passed an act similar in purpose to that of the State of Pennsylvania; it is an excellent example for all other States to follow, for, though driven out of Pennsylvania and Maryland, there is nothing to hinder these cruel and lazy child-owners from carrying on their business in other parts of the country, and particularly in those places where neither a federal judge nor an Italian consul is to be found. This traffic deprives Italy of the civil labor and military service which that government under its laws has a right to expect from many of these deported youth; it deprives the children themselves of their home, their native country, and all regular instruction in morals, behavior, and letters, exposing them in a foreign land to all the moral and physical dangers of a strange climate, of exhausting and unimproving toil, of bad and insufficient food, and of foul lodgings among immoral associates, while jealously preventing them from acquiring sufficiently the speech, the habits, or the self reliance that they could so easily obtain by a suitable life in this country; finally, it afflicts the cities and large towns of this nation with numerous ill-used children, who often become thieves, desperadoes, and paupers as they grow older: the only persons benefited by all this suffering, injustice, crime, and squalor being the ruthless men or women who import these children, live on their earnings, and keep them from all hope or desire of anything better.

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.*										
Alabama	5	23	1,280	122	47	75	200	.....	$6,187	$5,917
Arkansas	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
California	17	115	6,704	a1,158	307	753	2,151	300	159,393	152,605
Connecticut	7	51	4,373	404	210	194	1,700	50	42,096	39,878
Delaware	2	15	634	117	36	81	350	.....	4,772	4,756
Georgia	8	26	1,244	259	120	139	600	.....	268,200	119,947
Illinois	12	130	7,513	1,170	639	531	1,802	250	130,491	137,382
Indiana	19	85	8,153	a1,177	611	521	895	50	51,174	65,055
Iowa	4	38	1,875	253	117	136	1,200	.....	1,900	1,870
Kansas	2	4	2,250	.....	.....	.....	250	40	4,200	3,975
Kentucky	12	68	3,131	763	390	373	2,310	80	69,422	61,142
Louisiana	8	33	3,202	487	156	331	780	.....	36,830	38,901
Maine	3	11	2,750	300	122	178	400	.....	8,859	7,688
Maryland	13	57	6,037	704	354	350	5,143	647	48,782	57,536
Massachusetts	20	183	54,780	a1,632	849	755	829	41	187,707	185,360
Michigan	8	91	9,619	1,019	271	748	2,100	625	64,961	64,338
Minnesota	2	7	390	a68	25	10	.....	.....	3,000	3,000
Mississippi	2	18	770	114	41	73	1,000	40	7,895	8,134
Missouri	13	124	4,815	879	420	459	680	5	28,679	26,783
Nevada	1	6	297	48	29	19	760	30	.....	17,000
New Hampshire	3	15	387	78	36	42	670	9	8,229	6,886
New Jersey	8	41	3,739	448	240	208	2,135	270	37,841	32,141
New York	80	918	155,281	a10,587	5,438	5,068	29,632	1,180	1,180,415	1,099,671
North Carolina	2	13	715	239	113	126	500	50	15,652	14,883
Ohio	34	518	37,969	a4,574	2,637	1,883	9,271	276	371,971	387,423
Oregon	1	2	320	23	14	9	92	0	4,075	2,035
Pennsylvania	52	519	37,669	a5,977	3,679	2,170	29,836	1,448	1,612,465	1,146,825
Rhode Island	5	27	3,129	368	177	191	855	85	29,818	29,300
South Carolina	2	15	2,154	159	139	20	893	67	29,999	31,836
Tennessee	3	13	800	177	60	117	200	40	10,783	9,657
Texas	1	11	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	2	25	2,367	162	86	76	380	26	20,898	20,898
Virginia	6	29	1,436	173	57	116	335	100	9,700	6,782
Wisconsin	13	73	4,208	594	314	280	2,555	17	30,620	36,050
District of Columbia	5	54	4,063	511	254	257	649	35	24,348	35,105
Indian	2	14	1,530	178	87	91	274	2	24,500	14,000
New Mexico	1	18	.....	a55	.....	.....	.....	.....	.....	.....
Total	379	3,390	375,584	a34,977	18,075	16,380	101,427	5,763	4,535,862	3,874,759
PART 2.—*Infant asylums.*										
California	3	18	.....	a427	15	12	.....	.....	7,352	5,118
Illinois	2	28	3,500	48	30	18	.....	.....	5,985	5,985

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*—Continued.										
Kentucky	1	13	780	200	.....	200	.....	.....	.....	$5,000
Louisiana	1	14	.....	a200	.....	.....	.....	.....	.....	.....
Maryland	2	29	3,400	138	60	78	.....	.....	$10,300	10,300
Massachusetts	3	19	1,316	a157	15	17	.....	.....	30,032	21,986
Michigan	2	12	2,251	41	26	15	.....	.....	3,800	3,791
New York	15	287	48,030	a3,404	1,229	1,189	.....	.....	514,510	513,983
Pennsylvania	6	22	946	a138	28	6	.....	.....	4,277	3,127
Wisconsin	1	.....	.....	a39	.....	.....	.....	.....	2,966	2,966
District of Columbia	1	16	1,773	115	65	50	.....	.....	5,000	.....
Total	37	458	61,996	a4,907	1,468	1,585	.....	.....	584,222	572,256
PART 3.—*Industrial schools.*										
Connecticut	1	40	.....	103	.....	103	300	.....	18,004	14,347
Illinois	3	33	4,012	554	195	359	600	.....	58,193	57,750
Indiana	1	22	560	105	25	80	.....	.....	.....	.....
Kentucky	2	37	3,240	206	0	206	.....	.....	175	175
Maine	2	14	1,330	214	.....	214	700	125	7,295	4,910
Maryland	3	21	2,092	563	411	152	1,632	212	35,495	55,371
Massachusetts	4	31	660	777	410	367	200	.....	23,339	22,242
Michigan	2	3	.....	a75	.....	.....	.....	.....	6,000	6,000
Minnesota	1	3	23	20	20	.....	.....	.....	.....	.....
Mississippi	1	1	.....	175	.....	.....	.....	.....	.....	.....
Missouri	3	.....	4,000	a96	.....	96	.....	.....	4,227	3,972
New York	17	337	230,734	24,029	10,420	6,907	7,478	130	294,565	289,100
Ohio	5	11	1,650	203	66	137	300	225	13,606	10,516
Oregon	1	3	180	150	90	60	150	50	.....	.....
Pennsylvania	4	25	1,220	647	379	268	805	460	121,189	121,278
Tennessee	1	4	.....	a480	.....	.....	.....	.....	1,426	1,426
Virginia	2	8	126	100	100	.....	.....	.....	65,000	95,000
Wisconsin	1	4	395	97	0	97	.....	.....	9,795	9,715
District of Columbia	1	5	936	81	51	30	300	150	5,682	4,402
New Mexico	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	56	602	251,158	a28,675	12,167	9,076	12,465	1,352	663,991	696,204
Total, Part 1	379	3,390	375,584	a34,977	18,075	16,380	101,427	5,763	4,535,862	3,874,759
Total, Part 2	37	458	61,996	a4,907	1,468	1,585	.....	.....	584,222	572,256
Total, Part 3	56	602	251,158	a28,675	12,167	9,076	12,465	1,352	663,991	696,204
Grand total	472	4,450	688,738	a68,559	31,710	27,041	113,892	7,115	5,784,075	5,143,219

a Sex not reported in all cases.

TABLE XXIII.— *Statistical summary of benefactions for* 1882, *by States.*

States and Territories.	Total.	Universities and colleges.	Schools of science.	Schools of theology.	Schools of law.	Schools of medicine.
At large	$1,000,000	.....	.....	.....	.....	.....
Alabama	28,325	.....	.....	$1,300	.....	.....
Arkansas	3,075	$75	.....	.....	.....	.....
California	298,957	85,285	.....	56,000	.....	$100,000
Colorado	54,700	50,000	$1,000	.....	.....	.....
Connecticut	666,213	125,000	500,175	11,938	.....	.....
Florida	2,600	.....	.....	.....	.....	.....
Georgia	251,525	61,045	.....	.....	.....	.....
Illinois	484,493	296,109	.....	154,369	$175	125
Indiana	321,696	317,676	.....	.....	.....	.....
Iowa	165,803	137,396	.....	.....	.....	.....
Kansas	28,050	24,250	.....	.....	.....	.....
Kentucky	83,374	53,374	.....	15,000	.....	.....
Louisiana	293,350	291,050	.....	.....	.....	.....
Maine	58,220	23,000	300	1,500	.....	.....
Maryland	39,997	38,782	.....	.....	.....	.....
Massachusetts	638,909	536,743	1,650	600	.....	.....
Michigan	46,708	46,708	.....	.....	.....	.....
Minnesota	35,849	24,796	.....	.....	.....	5,000
Mississippi	2,350	700	.....	.....	.....	.....
Missouri	93,096	74,346	.....	.....	.....	.....
Nebraska	27,131	16,131	.....	.....	.....	.....
New Hampshire	99,700	35,000	.....	.....	.....	.....
New Jersey	127,808	.....	.....	75,044	.....	.....
New York	587,672	197,559	40,000	256,233	.....	.....
North Carolina	69,659	15,000	.....	.....	.....	20,000
Ohio	790,732	676,532	.....	25,200	.....	.....
Oregon	72,211	72,211	.....	.....	.....	.....
Pennsylvania	191,493	119,220	5,200	10,000	.....	.....
Rhode Island	1,000	.....	.....	.....	.....	.....
South Carolina	29,396	4,196	.....	.....	.....	.....
Tennessee	29,735	17,625	.....	.....	.....	.....
Texas	53,533	30,500	.....	.....	.....	.....
Vermont	43,770	26,430	.....	.....	.....	.....
Virginia	153,980	34,650	91,330	25,000	.....	.....
West Virginia	2,500	.....	.....	.....	.....	.....
Wisconsin	136,665	47,078	.....	5,287	.....	.....
District of Columbia	41,000	41,000	.....	.....	.....	.....
Idaho	5,000	.....	.....	.....	.....	.....
Indian	8,200	.....	.....	.....	.....	.....
New Mexico	12,200	.....	.....	.....	.....	.....
Utah	45,688	.....	.....	.....	.....	.....
Washington	15,000	3,000	.....	.....	.....	.....
Total	*a*7,141,363	3,522,467	639,655	637,471	175	125,125

a Includes a benefaction of $1,000,000 to "schools of higher grade in the South" for the colored race, no special class of schools being designated.

TABLE XXIII.—*Statistical summary of benefactions for* 1882, *by States*—Continued.

States and Territories.	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.	Institutions for feeble-minded children.
Alabama	.....	.....	$27,025	.....	.....	.....
Arkansas	.....	.....	3,000	.....	.....	.....
California	$2,500	$4,520	50,652	.....	.....	.....
Colorado	.....	.....	3,700	.....	.....	.....
Connecticut	.....	.....	15,100	$1,000	$13,000	.....
Florida	.....	.....	2,600	.....	.....	.....
Georgia	189,500	.....	980	.....	.....	.....
Illinois	6,112	.....	26,267	.....	1,020	$316
Indiana	1,450	.....	2,570	.....	.....	.....
Iowa	.....	.....	28,407	.....	.....	.....
Kansas	.....	.....	3,800	.....	.....	.....
Kentucky	.....	.....	15,000	.....	.....	.....
Louisiana	400	.....	1,900	.....	.....	.....
Maine	20,000	.....	13,420	.....	.....	.....
Maryland	.....	.....	.....	1,215	.....	.....
Massachusetts	56,000	26,620	13,600	3,390	.....	306
Michigan	.....	.....	.....	.....	.....	.....
Minnesota	.....	.....	6,053	.....	.....	.....
Mississippi	.....	.....	1,650	.....	.....	.....
Missouri	4,300	.....	14,450	.....	.....	.....
Nebraska	.....	.....	11,000	.....	.....	.....
New Hampshire	1,100	17,000	46,600	.....	.....	.....
New Jersey	.....	400	51,564	.....	800	.....
New York	500	7,425	60,052	15,579	10,324	.....
North Carolina	.....	.....	34,659	.....	.....	.....
Ohio	75,700	.....	13,300	.....	.....	.....
Oregon	.....	.....	.....	.....	.....	.....
Pennsylvania	.....	20,000	36,918	.....	155	.....
Rhode Island	.....	.....	1,000	.....	.....	.....
South Carolina	.....	.....	25,200	.....	.....	.....
Tennessee	4,000	160	7,950	.....	.....	.....
Texas	5,600	.....	17,433	.....	.....	.....
Vermont	3,000	.....	14,340	.....	.....	.....
Virginia	3,000	.....	.....	.....	.....	.....
West Virginia	.....	.....	2,500	.....	.....	.....
Wisconsin	250	84,020	30	.....	.....	.....
District of Columbia	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	5,000	.....	.....	.....
Indian	.....	.....	8,200	.....	.....	.....
New Mexico	.....	10,400	1,800	.....	.....	.....
Utah	.....	.....	45,688	.....	.....	.....
Washington	.....	.....	12,000	.....	.....	.....
Total	373,412	170,545	625,408	21,184	25,299	622

TABLE XXIII.—*Statistical summary of benefactions for* 1882, *by institutions.*

Institutions.	Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	Aid for indigent students.	Libraries and museums.	Objects not specified.
Schools of higher grade in the South for the colored people.	$1,000,000	.....	.....	.....	.....	.....	.....	$1,000,000
Universities and colleges ..	3,522,467	$1,844,145	$742,215	$324,738	$81,604	$10,975	$150,938	367,852
Schools of science	639,655	525,224	48,720	.....	16,658	7,309	958	40,786
Schools of theology.....	637,471	217,134	43,650	166,718	63,683	3,150	1,138	141,998
Schools of law.....	175	.....	.....	.....	175	.....	.....	.....
Schools of medicine.....	125,125	25,000	100,000	.....	125	.....	.....	.....
Institutions for superior instruction of women.	373,412	234,550	45,035	215	9,085	54,000	10,200	20,327
Preparatory schools	170,545	126,120	1,325	.....	26,040	.....	475	16,585
Institutions for secondary instruction.	625,408	253,372	105,240	.....	18,181	4,150	7,090	237,375
Institutions for the deaf and dumb and the blind.	21,184	1,215	4,000	.....	.....	.....	.....	15,969
Training schools for nurses	25,299	7,488	13,000	.....	60	.....	.....	4,751
Institutions for feeble-minded children.	622	622	.....	.....	.....	.....	.....	.....
Total	7,141,363	3,234,870	1,103,185	491,671	215,611	79,584	170,799	1,845,643

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

Number of firms in—		Number of works on—	
California	4	Archæology, fine arts, and music...	70
Georgia	1	Bibliography and literature.....	111
Illinois.....	13	Dictionaries and encyclopædias ...	35
Indiana	2	Education.....	118
Iowa	1	General science.....	60
Louisiana	2	Geography	27
Maine.....	1	History	121
Maryland	4	Language	104
Massachusetts.....	30	Law	49
Michigan.....	5	Mathematics	78
Missouri	6	Mechanics and physics.....	23
New Jersey	1	Medicine and surgery	102
New York	85	Natural history.....	35
North Carolina	1	Philosophy and logic.....	13
Ohio	6	Political and social science.....	29
Pennsylvania.....	25	Theology.....	83
Texas	1		
Virginia	2	Total	1,058
District of Columbia.....	2		
Total	192		

TABLE XXV.—*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 Alabama	1	From New Jersey	10
California	4	New York	36
Connecticut	3	Ohio	11
Georgia	1	Pennsylvania	8
Illinois	10	Rhode Island	1
Indiana	3	Vermont	1
Iowa	2	Virginia	1
Kansas	3	Wisconsin	1
Kentucky	3	Dakota	1
Maine	4	Washington	1
Maryland	5	Wyoming	1
Massachusetts	6	Foreign	5
Michigan	2		
Minnesota	1	Total	126
Missouri	1		

Improvements in—		Improvements in—	
Adding machine	7	Desk, school	3
Air cooling apparatus	2	Desk, tracing	1
Air cooling and purifying apparatus	1	Easel, adjustable	1
Alphabet blocks	1	Ellipsograph	1
Apparatus for heating and ventilating buildings	1	Eraser, blackboard	1
Arithmetical frame	1	Globe, educational	1
Arithmetic, apparatus for teaching	2	Gymnastic apparatus	1
Artist's box	1	Hydro-carbon burner	1
Artist's case and easel combined	1	Ink fountain and pen holder combined	1
Artist's easel	1	Inkstand	5
Automatic siphon	1	Inkstand calendar	1
Blotter	1	Inkstand bracket	1
Blotter, rotary	1	Ink well	1
Book, copying	2	Lead and crayon holder	7
Book, letter copying	1	Lead-pencil	3
Book protector	3	Map rack	1
Book-rest attachment	1	Music, apparatus for teaching	1
Book support	1	Music holder	2
Calipers	5	Music leaf turner	5
Calipers and dividers	1	Pantograph	1
Clip for holding books open	1	Pen	2
Compass alidade	1	Pen cleaner and paper weight combined	1
Cyclometer	2	Penholder	5
Desk and seat, school	1	Pencil sharpener	3
Desk, attachment for raising and lowering	1	Pencil sharpener and holder combined	1

Polyscope	1
Pyrometer	1
Ruler, parallel	2
Siphon	3
Setting retorts for heating sulphuric acid	1
Slate, folding	1
Slate, school	1
Spring back for books	1
Stenographic machine	1
Surveying instrument	2
Tellurian	5
Thermo-electric battery	1
Ventilator	6
Writer's hand support	1
Writing, device for holding the fingers	1
Writing implement	1
Writing tablet	5
Total	126

EDUCATION IN FOREIGN COUNTRIES.

I.—EUROPE.

AUSTRIA-HUNGARY.—*a.* AUSTRIA, constitutional monarchy: Area, 115,903 square miles; population (December 31, 1880), 22,144,244. Capital, Vienna; population, 1,103,857. Minister of public instruction, S. Conrad von Eybesfeld.

The following information is taken from the Oesterreichische Statistik—Statistik der Unterrichts-Anstalten in den im Reichsrathe vertretenen Königreichen und Ländern für das Jahr 1881–'82; bearbeitet von der k.-k. Direction der administrativen Statistik.

Higher instruction.—The number of teachers of all kinds at the different universities of Austria in 1881–'82 was as follows: At Vienna, 319; Grätz, 122; Innsbrück, 89; Prague, 203; Lemberg, 60; Cracow, 96; and Czernowitz, 38—total, 927. Of this number 328 were regular or ordinary professors, 138 were extraordinary, and the rest were Docenten, assistants, special teachers, &c. Seventy of the 927 teachers belonged to the theological faculty, 134 to the law faculty, 342 to the medical, and 381 to the philosophical faculties. The students attending the universities numbered 10,594 in the winter and 9,766 in the summer semester. Of these, 11.8 per cent. attended the theological faculty, 52.5 per cent. attended the law faculty, 23.8 per cent. the medical, and 11.9 per cent. the philosophical faculty during the summer semester. As to religious belief, 76.3 per cent. of the students were Roman Catholics, 2.9 Greek Orientals, 3.7 per cent. Evangelicals, 16.6 per cent. Israelites, and 0.5 per cent. belonged to other faiths. These religions had somewhat different proportions in the population at large. Thus, in 1880, the Roman Catholics formed 91.35 per cent. of the total population, the Greek Orientals 2.23, the Evangelicals 1.81, the Jews 4.54, and other confessions 0.07 per cent. Classified as to native language, 48.9 per cent. of the students were Germans, 15.5 per cent. Czech-Slavonians, 15.7 Poles, 4.8 Ruthenians, 1.8 Slovenians, 2.8 per cent. Servians and Croatians, 3.2 per cent. Italians, 1.6 per cent. Roumanians, 4.5 per cent Magyars, and 1.2 per cent. belonged to other branches.

There were six higher institutions for technical instruction, with 337 teachers and an attendance of 2,699 students in 1881–'82. The attendance on these institutions has been decreasing in the last few years. The superior agricultural institute in Vienna had 16 professors and 23 teachers and Docenten and 511 students in 1881–'82. The two mining academies at Leoben and Pribram have shown increased activity in the last few years. They had 29 professors and 188 students in the academic year 1881–'82.

Secondary and special instruction.—There were six commercial academies, with a total attendance of 1,284 persons at the close of the collegiate year. Between the year 1877–'78, when the academies were increased to their present number, and the year 1881–'82 the number of students increased 18.8 per cent. The academies of art at

Vienna and Cracow had 36 professors and teachers and 430 students in the academic year 1881–'82. The 46 theological seminaries had 247 professors and teachers and 1,591 students during the same period. The Gymnasien numbered 129, the Realgymnasien 35, the Realschulen 80, institutions for training male teachers 42, for females 28, making a total of 314 secondary schools in the year 1882. These institutions had 5,599 teachers, of whom 3,192 were in the Gymnasien and Realgymnasien and 1,412 in the Realschulen. The students numbered 75,565, 50,291 of whom were in the Gymnasien and Realgymnasien and 15,251 in the Realschulen. There were 15,788 public elementary schools, with 51,171 teachers and 2,506,118 pupils during the scholastic year 1881–'82. During the same period there were 52 commercial schools, 345 industrial schools, 191 singing and music schools, 68 agricultural and forestry schools, 5 mining schools, 4 veterinary schools, 14 schools of midwifery, 3 naval schools, 282 work schools for women, and 342 other special institutions. These various institutions had, in all, 5,917 teachers and 82,674 students in the year 1881–'82.

b. HUNGARY, constitutional monarchy: Area, 125,039 square miles; population (December 31, 1880), 15,642,102 (including Croatia-Slavonia, with military frontier, Transylvania, and the town of Fiume). Capital, Budapest; population, 360,551. Minister of public instruction, Dr. August von Trefort.

Primary education.—According to Das ungarische Unterrichtswesen, 1882–'83, the number of children of school age in 1882 was 2,215,387, of which number 1,697,984, or 76.7 per cent., attended school. The review schools were not so well attended, the attendance reaching only 55 per cent. of their school population. Classified as to nationality, 44.87 per cent. of the children of school age were Magyars, 14.60 per cent. were Germans, 17.66 per cent. were Roumanians, 15.88 per cent. Slovakians, 2.56 per cent. Servians, 1.87 per cent. Croatians, and 3.06 per cent. Ruthenians. As regards school attendance, 49.56 per cent. of the pupils were Magyars and 15.49 Germans, showing a larger proportion of these two nationalities attending school than would be expected from their proportion to the school population. The other nationalities showed a smaller proportion in attendance than in school population. The total attendance was far from being that required by law, school attendance being obligatory from the beginning of the eighth to the end of the thirteenth year. The number of elementary schools was 16,000, made up of 22,661 class rooms, of which only about three-fifths were in the condition required by law. In the last twelve years a great number of fine school-houses (nearly 300 a year) have been built of stone or brick at the expense of the state, and these and many others compare favorably with the school buildings of any other country. But in many small villages, especially in Roumania, the school-houses are mere huts, totally unsuited to the purposes for which they are used. The regular teachers, male and female, numbered 22,396, and the assistants 3,054. The expenses for primary education in 1882–'83 reached 11,755,625 florins ($4,714,006).

Secondary instruction.—There were 150 Gymnasien and 28 Realschulen in the kingdom in 1882, with 37,876 students. Of these 71.34 per cent. were Magyars, 15.37 per cent. Germans, 6.4 per cent. Roumanians, 1.80 per cent. Servians, 0.44 per cent. Croatians, and 0.8 per cent. Ruthenians. The proportions of these nationalities to the population of the country were different from those just given, and were as follows: Magyars, 45.11 per cent.; Germans, 13.15 per cent.; Roumanians, 16.98 per cent.; Slovakians, 13.08 per cent.; Servians, 3.01 per cent.; Croatians, 1.97 per cent., and Ruthenians 2.50 per cent. The outlay for secondary education was 3,465,997 florins ($1,389,865). The average annual expense of a student of a Gymnasium supported by the state was 98.7 florins ($40), and 76.3 florins ($31) in a Gymnasium belonging to a religious denomination. The cost of primary education per child was 6 florins, 40 kreutzers (about $2.60).

Superior instruction.—Work on the buildings of the University of Budapest was continued in the year 1882–'83. There were 160 professors, of whom 63 were ordinary, 20 extraordinary, and the rest Docenten and special teachers. They delivered 590 lectures during the scholastic year 1882–'83. At the University of Klausenburg there

were 60 professors, 43 of whom were ordinary or regular, who delivered 250 lectures during the year. The appropriation for the University of Budapest was 520,804 florins ($208,842), and for the University of Klausenburg 189,275 florins ($75,899).

Special instruction.—The central drawing institute at Budapest had 108 students in 1882–'83. It has recently opened a practical course in painting. A superior normal school of drawing is annexed to this institute, which granted 17 certificates for teachers of drawing in Gymnasien, &c., in 1882–'83.

BELGIUM, constitutional monarchy: Area, 11,373 square miles; population (December 31, 1880), 5,520,009. Capital, Brussels; population, 388,781. Minister of public instruction, P. van Humbeeck.

The following information is taken from the Annuaire statistique de la Belgique for 1882.

Normal and primary instruction.—Up to December 31, 1881, the six normal schools for male teachers had 767 students and the eight normal sections had 785 students, making a total of 1,552. The six normal schools for young women had an attendance of 823 and the seven normal sections an attendance of 727; total, 1,550. The number of diplomas issued from the schools for male teachers was 325 and from the schools for female teachers 311; total for the year, 636.

There were 174 students in attendance at the normal schools and sections for secondary instruction during the scholastic year 1881–'82. Sixty-three of these were young women.

The number of primary schools in 1881 was—

Schools.	Boys.	Girls.	Mixed.	Total.
Communal	1,509	1,430	1,754	4,693
Adopted	2	6	5	13
Total	1,511	1,436	1,759	4,706

The number of pupils was—

Schools.	Boys.	Girls.	Total.	Gratuitous.	Paying pupils.
Communal	188,484	150,833	339,317	303,239	36,078
Adopted	55	746	801	699	102
Total	188,539	151,579	340,118	303,938	36,180

For these schools there were 5,307 male and 2,990 female lay teachers, no male and 31 female teachers belonging to some religious order; total, 8,328. The number of protective schools for infants in 1881 was 701, with an attendance of 2,142 children (only three provinces recorded). The schools for adults numbered 2,445, of which 1,925 were for males and 512 for females, 8 being mixed schools. They were attended by 59,268 males and 17,650 females, 76,918 persons in all. Of these only 575 were paying students. There were 81 schools under the supervision of the department of justice (asylums, prisons, &c.), with a total of both sexes of 6,393 persons under instruction. Of conscripts for the army 19.33 per cent. could neither read nor write in 1881. In 1882 the proportion was 19.09 per cent.

On June 30, 1882, a bill was introduced into the Belgian chambers by the government making elementary education obligatory throughout the kingdom.

Secondary instruction.—Institutions for secondary instruction numbered 130, divided into royal athenæums, 22; secondary schools for young men, 65; the same for young women, 26; and 17 subsidized communal colleges and athenæums for young men. These secondary schools were attended by 22,947 students in 1881, 3,427 of whom were young women.

Superior and special instruction.—At the state universities, viz, Ghent and Liége, there were, in the scholastic year 1881–'82, 706 and 1,203 students, respectively, and at the independent universities of Brussels and Louvain 1,341 and 1,592 students, respectively. The Royal Academy of Fine Arts at Antwerp was attended by 1,792 students in 1881. Besides the Antwerp academy there were 80 other academies and drawing schools in the kingdom in 1881, with a total attendance of 10,488 persons. The royal conservatory of music at Brussels had 515 students in 1881; that at Liége had 1,105 and that at Ghent 584 students. Besides these royal conservatories there were 87 other conservatories and schools of music, attended by 8,405 students.

There were five agricultural, horticultural, and veterinary schools, with an attendance, in the year 1881–'82, of 225 students, and 33 industrial schools, with an attendance of 9,198 students. To these should be added the industrial and mining school at Mons and the superior commercial institute at Antwerp, with 84 and 119 students, respectively. The apprentice workshops numbered 52, with 1,029 pupils, of whom 7.48 per cent. were illiterate. The number of workmen turned out in 1881 was 541.

DENMARK, constitutional monarchy: Area, 14,553 square miles; population (February, 1880), 1,969,039. Capital, Copenhagen; population, 234, 850.

Very little information is obtainable respecting the schools of Denmark for 1881–'82. It is stated, however, that the educational system is especially well organized. Yet, notwithstanding this, there is a vast amount of ignorance among the people, as was shown by the examinations in reading, writing, and orthography of the recruits in 1881. Only about one-third could read correctly, one-third could read a little, while the other third read very badly. About one-fifth of the recruits were reported as able to write Danish — yet not in a very correct manner — as orthography seemed to be a great stumbling block. The university statistics, however, speak well for the higher education of the people. According to the Aarbog for Kjøbenhavns Universitet for 1881, there were 1,057 students in attendance in the autumn of 1880 and 867 in the early term of 1881. Among the number were a few graduates of previous years (1863–1880), who were continuing certain branches of study. Connected with the university are the polytechnic institute (107 and 69 students in the terms mentioned), school of pharmacy (61 and 52), the agricultural, botanical, and forestry departments (9 students each term), and a normal school with 11 pupils in 1880 and 9 in 1881. The courses in the university cover theology, jurisprudence, political science, medicine, philology, philosophy, mathematics, and natural sciences. At the entrance examinations in 1881, there were 223 students from the lower schools of Denmark who passed successfully. Of these 141 obtained first class certificates, 54 the second grade, 21 the third, while 7 were classed as "remarkably successful." Six students entered the university who had not taken the lower school courses, so that there were 229 seeking university instruction.

Copenhagen University is well endowed and has a fine library of nearly 300,000 volumes and 4,000 manuscripts. The surgical academy, two observatories, a botanical garden, and a museum furnish students with varied opportunities for getting an excellent education.

FINLAND, a dependency of Russia: Area, 144,222 square miles; population (December 1, 1881), 2,081,612. Capital, Helsingfors; population, 43,142.

A large majority of the people of Finland are Lutherans. In the year 1881 the numbers stood as follows: Lutherans, 2,040,535; Greek orthodox, 38,757; Roman Catholics, 2,320. The population of Finland is made up of Finns, 1,756,381 (in 1880); Swedes, 294,876; Russians, 4,195; Germans, 1,720, and 3,610 with no nationality given. The Finnish and Swedish tongues are both taught in the schools. Statistics of schools for 1881–'82 are presented in the Årsbok för Finland. The primary grades numbered 668, teachers 858, pupils 37,166, or an average of 43 to each teacher. Seven lower elementary schools are also reported, with 21 teachers and 266 pupils. There

were 4 seminaries for instructing teachers of the primary grades, with 43 teachers and 479 pupils. Schools for girls numbered 41, teachers 404, and pupils 3,169. The 19 Realschulen had 868 pupils, under charge of 135 teachers. Four preparatory departments, with 14 teachers and 201 pupils, lead up to the 23 lyceums. These had 3,713 students and 298 teachers. The Polytechnic Institute at Helsingfors reported courses in architecture, engineering, constructing machines, surveying, and chemistry. There were 26 teachers and 95 students at the first term of 1883. The university at Helsingfors has four departments, those of theology, law, medicine, and philosophy. The professors and lecturers numbered 67 in the early part of 1883, the students present 725 (including one woman, in the philosopical course); those on the rolls, 1,330. The receipts for the university were 980,700 marks; the expenditures, 839,300 marks.

FRANCE, republic: Area, 204,177 square miles; population (December 18, 1881), 37,672,048. Capital, Paris; population, 2,269,023. Minister of public instruction, Jules Ives Antoine Duveaux, August 7, 1882; Jules Ferry, February 21, 1883.

No statistics of education in France later than those given in the Report of the Commissioner of Education for 1881 have been received.

The law making primary instruction compulsory was finally passed March 28, 1882.

GERMANY, constitutional empire: Area, 208,692 square miles; population (December 1, 1880), 45,234,061, divided among the following 26 states, constituting the German Empire: Prussia, kingdom, 27,279,111; Bavaria, kingdom, 5,284,778; Saxony, kingdom, 2,972,805; Württemberg, kingdom, 1,971,118; Baden, grand duchy, 1,570,254; Hesse, grand duchy, 936,340; Mecklenburg-Schwerin, grand duchy, 577,055; Saxe-Weimar, grand duchy, 309,577; Mecklenburg-Strelitz, grand duchy, 100,269; Oldenburg, grand duchy, 337,478; Brunswick, duchy, 349,367; Saxe-Meiningen, duchy, 207,075; Saxe-Coburg, duchy, 194,716; Saxe-Altenburg, duchy, 155,036; Anhalt, duchy, 232,592; Schwarzburg-Sondershausen, principality, 71,107; Schwarzburg-Rudolstadt, principality, 80,296; Waldeck, principality, 56,522; Reuss-Greiz, principality, 50,782; Reuss-Schleiz, principality, 101,330; Schaumburg-Lippe, principality, 35,374; Lippe, principality, 120,246; Lübeck, free city, 63,571; Bremen, free city, 156,723; Hamburg, free city, 453,869; Alsace-Lorrine, imperial territory (Reichsland), annexed from France in 1871, 1,566,670. Capital of the empire, Berlin; population, 1,122,360.

Taking the various states in alphabetical order the following are the latest available educational statistics of the German empire:

Alsace-Lorraine.— After the annexation of this territory to Germany in 1871 great attention was paid to education by the imperial government. The University of Strassburg was opened on May 1, 1872. In 1882 this institution had 104 teachers (64 of whom were ordinary or regular professors) and 849 students. The library, which was destroyed in the bombardment of August 24 and 25, 1870, was replaced as soon as possible by a new one of about 400,000 volumes. Higher and lower schools were established on the German system, but open to pupils of all religious beliefs without distinction. When General von Manteuffel became governor on October 1, 1879, the management of the schools passed to a department of the ministry of the interior. Since then a series of regulations creating supervisory officers of education in the different districts, organizing local school boards, and reorganizing Kindergärten and elementary schools has been issued. In 1882 a superior school council was established as the supreme supervisory body respecting educational affairs, presided over by the secretary of state. This superior council busied itself in 1882 with the "overpressure" question, in which Alsace-Lorraine took an equal interest with other German States. According to Seyffarth's Chronik des Volksschulwesens, in 1881 there were 214,657 pupils in the public elementary schools, 6,137 in the free schools, 37,976 in infant schools, 2,607 in the review schools, 6,368 in the higher girls' schools, and 913 in the middle schools (higher elementary schools), making a total of 268,658. These pupils were instructed by 2,725 male and 2,853 female teachers. Of the female teachers 61 per cent. and of the male 1.7 per cent. belonged to some religious order. Thirty-two per cent. of all the teachers (male and female) were clerical. There were 6 teachers' seminaries for males and 3 for females, and 4 preparatory schools, with 872 students in 1880. There were 12 Gymnasien, 3 Realgymnasien, 1 Oberrealschule,

9 Realschulen, and 5 Realprogymnasien. In 1878 these institutions were attended by 6,213 students and had 324 teachers.

Anhalt.— The appropriations for the salaries of teachers increased 200 per cent. in ten years and amounted in 1883 to 665,376.64 marks ($158,360). In 1882 there were 100 teachers at the Gymnasien and Realschulen, 1 female and 15 male teachers at the seminary, 30 male and 17 female teachers at the four higher schools for girls, and 543 male and 91 female teachers at the elementary schools, a total of 797 persons. In 1881 the number of scholars in the primary schools was 37,147 (an increase of 8 per cent. in seven years). In 1882 two Realschulen of the first grade were opened. The higher schools for girls were raised in grade and the programs of the "middle" schools (burgher schools) were also enlarged.

Baden.— The central authority on school matters is the ministry of the interior, which also directly administers the two universities at Heidelberg and Freiburg and the Polytechnic Institute at Carlsruhe. All other educational institutions are under the supervision of a superior board or council of education, which deals immediately with the secondary schools, as the ministry does with the universities. There were in 1882 7 Gymnasien, 5 Realgymnasien, 6 complete and 3 incomplete Progymnasien, 30 higher burgher or city schools modelled after the Prussian system, 37 industrial schools, 8 higher schools for girls, 3 teachers' seminaries for men and 1 for women, 1 seminary for teachers of gymnastics, 2 institutions for the deaf and dumb, and 1 blind asylum. The primary schools numbered 1,592 and had 3,238 teachers and 245,650 scholars.

Bavaria.— Mr. Joseph W. Harper, United States consul at Munich, prepared a report on the school system of Bavaria in 1882, which was transmitted by the Department of State to the Bureau of Education. The following is a summary of it: School attendance is compulsory in Bavaria, and non-compliance with the law on the part of parents or guardians or of persons of school age themselves is punished by fine and imprisonment. Teachers of elementary schools pass through a 3-year course in a preparatory school after leaving the elementary schools, then attend a teachers' seminary for 2 years, and finally have a 4-year course of practical training and study, after which they are required to pass an examination. The minimum amount of pay for male teachers of elementary schools ranges from 857.20 marks ($204) a year in districts or communes of 10,000 inhabitants to 600 marks ($142.80) in communes of less than 2,500 persons. An assistant gets a minimum of 342.90 marks ($81.61), of which he must pay 205.80 marks ($48.98) for board and lodging. In addition to their salaries teachers receive a quinquennial advance of 90 marks ($21.42), beginning with the tenth year after leaving the seminary. Female teachers receive a minimum of 514.20 marks ($122.40) and have an increase of pay for long services, like the men. In the elementary schools both sexes receive instruction in common where there is only one teacher; where there are two or more the government decides whether the separation of the school shall be made by class or sex. Where there are more than three teachers the highest class is divided according to sex. In all the larger towns a complete separation of the sexes has been effected. Children of poor parents are educated at public expense. The school age is from 6 to 13 years, inclusive, for elementary schools, after which there is a further compulsory attendance of 3 years at the Sunday schools.

The preparatory schools for teachers had an attendance of 2,464 and the teachers seminaries 1,329 students in 1882. The agricultural review schools numbered 1,088 with 1,412 teachers and 14,633 scholars. There were 296 industrial review schools, with 22,269 students and 1,160 teachers; 4 superior industrial schools, with 309 students; 5 Realgymnasien, with 480, and 46 Realschulen, with 7,065 students. The technological institute had 741 students. The universities had an attendance of 3,664 students. There were 14 institutions for the deaf and dumb, with 63 teachers and 573 pupils. The Bavarian teachers' union numbered 10,084 members.

Bremen.— The city possesses a high school, which comprises a Gymnasium, Real-

gymnasium, and a common preparatory school for both; and 2 Realschulen, besides 1 each in Bremerhaven and Vegesack. The higher schools for girls are private institutions. The elementary schools are partly under church control, supported and superintended by the state, and are partly state institutions; of the latter 5 are public common schools, with 3,500 scholars, and 6 charity schools, with 4,000 scholars. There is a teachers' seminary for men; also, a private institution of the same character for women.

Brunswick.—Brunswick had in 1882 1 superior institute of technology, 5 Gymnasien, 1 Realgymnasium, 1 Realschule, 3 private schools of the grade of a burgher school (2 of which were Jewish), 1 school of agriculture, and 1 school of construction. There were two public superior schools for girls combined with seminaries for female teachers. The elementary schools were under the supervision of 44 superintendents and had a teaching force of about 700 persons in 1882. There were 3 seminaries for training teachers, 2 reform schools, several orphan asylums, 1 institution for the deaf and dumb, and 1 institution for the care of idiots.

Hamburg.—From the report of the board of education for the year 1882–'83 we take the following figures: In that year Hamburg had 61 public elementary schools, with 34,847 scholars and 540 male and 247 female teachers. Of the 34,847 children 33,819 were Lutherans, 352 Reformed, 148 Catholic, and 29 Jews. The teachers' seminary for men had 102 and the teachers' seminary for women 66 students; there were 2 preparatory schools for teachers, with 111 male and 94 female students: giving a total of 373 individuals studying the profession of teaching. The Wilhelm Gymnasium had 203 students, the Realschule 531, the higher burgher school 388, and the Johanneum school 633 students. Preparatory schools for these higher institutions had a total attendance of 534 scholars. The poorhouse school had an attendance of 95; the orphan asylum school, 462; the institute for the deaf and dumb, 65; and 47 other public schools had an attendance of 6,623 in all. The total public school attendance was 44,381 persons. There were 27 church, foundation, and association schools, with 7,780 children in attendance. There were 129 private schools of all kinds, with an attendance of 14,453. The total of all persons receiving instruction was 66,614.

Lübeck.—At the close of the year 1881–'82 Lübeck and its suburbs had 76 schools, with 11,478 children and 211 male and 163 female teachers. This number includes the Catharineum, the higher burgher school, the business school, the navigation school, the industrial art school, all the public elementary schools, church and charity schools, and private schools of all kinds.

Mecklenburg-Schwerin.—This duchy had 6 Gymnasien, 6 Realgymnasien, 1 Progymnasium, 1 Realschule, and 4 higher burgher schools in 1882–'83. In 1877 the number of public elementary schools was 1,389, together with 55 burgher and city schools. There was 1 institution for the blind, 1 for the deaf and dumb, and 1 for the feeble-minded. The business review schools numbered 45. The University of Rostock had 42 teachers and 236 students in the winter of 1882–'83.

Mecklenburg-Strelitz had 3 Gymnasien, 2 Realschulen, 2 higher schools for girls, 1 seminary, and 233 county and 12 city schools.

Prussia.—The number of elementary primary schools in Prussia in 1882 was 33,040. Sixty-nine per cent. of these schools had only 1 teacher each. As to religious belief 22,821 schools, having 2,723,911 children and 39,106 teachers, were evangelical; 9,452 schools, having 1,405,989 children and 17,429 teachers, were Roman Catholic; 250 schools, with 10,037 children and 310 teachers, were Hebrew; and 517 schools, with 199,792 children and 3,072 teachers, were schools where children of different beliefs received instruction in common. The total number of children in school was 4,339,729, and the number of instructors 59,917. For preparing teachers there were 103 seminaries for males and 8 for females in 1882–'83 and the attendance was 9,955. In 1870 the number of seminaries was 79 for males and 3 for females, with an attendance of 5,000. Prussia had 249 Gymnasien, 33 Progymnasien, 89 Realgymnasien, 12 upper Realschulen, 78 Realprogymnasien, 16 Realschulen, and 23 higher burgher schools. The Gymnasien

and Progymnasien enrolled 77,260 students in 1879, all the Realschulen about 50,000. Of the 127,260 over 90,000 were evangelical, about 22,500 were Catholic, and 13,000 Jews. There were in 1882 17 agricultural schools of an intermediate or secondary grade (below the agricultural institutes connected with the university), and 53 of a lower grade.

The statistics of the Prussian universities for the year 1882–'83 are as follows:

	Professors.	Total number of teachers.	Summer, 1882.			Winter, 1882–'83.	Summer, 1883.
			Students.	Other hearers.	Total hearers.	Students.	Students.
Berlin	68	241	3,900	1,095	4,995	4,678	4,062
Bonn	55	110	1,061	41	1,102	973	1,165
Breslau	55	123	1,532	150	1,682	1,495	1,559
Göttingen	59	119	1,083	13	1,096	1,063	1,104
Greifswald	35	66	659	11	670	662	741
Halle	49	107	1,377	37	1,414	1,416	1,414
Kiel	39	72	381	18	399	354	447
Königsberg	44	91	863	13	876	856	929
Marburg	47	78	776	8	784	756	848
Münster *a*	17	33	326	10	336	304	328
Braunsberg *a*	7	9					

a Academies having faculties of Catholic theology and of philosophy only.

In 1881 there were 51 institutes for the deaf and dumb, with 301 teachers and 3,629 students.

Saxony.— In 1881 the number of schools in Saxony was 2,205, with 6,551 teachers (only 350 of whom were women) and 488,680 scholars—16.4 per cent. of the total population. The review schools numbered 1,832 and had an attendance of 71,114 persons. There were 12 Gymnasien, with 355 teachers and 5,098 students; 11 Realschulen of the first order, with 216 teachers and 2,779 students; 22 Realschulen of the second order, with 236 teachers and 3,023 students, and 19 seminaries, with 271 teachers and 2,596 students.

The University of Leipzig had 177 professors and teachers and 3,317 students. The Polytechnicum at Dresden had 51 professors and teachers and 371 students. There were 557 pensioned teachers, including 4 women. The mining academy, at Freiberg, had 19 teachers and 122 students, and the 2 mining schools had 8 teachers and 87 students. These institutions, together with the forestry school, are under the minister of finance. Under the minister of war are the cadet school at Dresden, with 21 teachers and 160 students (in 1881–'82); the subaltern school, at Marienberg, with 13 teachers and 400 students; the school for soldiers' sons, at Struppen, with 2 teachers and 80 scholars, and 5 garrison schools, with 6 teachers and 106 students. The minister of the interior has control of the art academy at Dresden, with 23 teachers and 123 students; the art industrial school, at Leipzig, with 13 teachers and 196 students; the art industrial school at Dresden, with 19 teachers and 212 students; the technological institute at Chemnitz, with 40 teachers and 447 students; and 44 industrial and review schools, with 309 teachers and 6,127 scholars. The conservatories of music at Leipzig and Dresden were attended by 985 students and had 101 teachers in 1881–'82. Besides these institutions there were 15 fitting schools for trade, with 94 teachers and 1,536 students, and schools for preparing boys for special vocations, such as seafaring, architecture, agriculture, &c.

Württemberg.— On January 1, 1882, there were 4,158 primary school teachers in Württemberg, of whom 2,890 were evangelical and 1,268 Catholic. In 17 cities there are

so-called elementary schools, which receive boys of six years of age and give them instruction until they enter the Gymnasien. These schools numbered 18 in 1881 and had 58 teachers and 2,482 scholars. There were 11 higher schools for girls, with 3,299 pupils, 106 male and 98 female teachers. The number of public secondary schools numbered 92, of which 4 were lower evangelical theological seminaries, 12 were Gymnasien, 8 lyceums, and 68 lower Latin schools. These institutions had 406 established principal teachers and 9,257 students. Of the latter, 6,716 were evangelical, 2,134 Catholics, and 396 Jews. There were 74 public Realschulen, including the burgher school at Stuttgart, with 268 teachers and 6,629 scholars. The seminary for teachers of higher schools for girls at Stuttgart had 41 students and 14 teachers, 12 of whom were men.

The art school at Stuttgart had 11 teachers and 69 students in 1881, and the conservatory of music had 610 students at the same time. The Polytechnikum in Stuttgart had 65 teachers and assistants in 1881 and 410 students. The school of architecture at Stuttgart had 41 teachers and assistants and 448 students. There were 153 industrial review schools, with an attendance of 9,600 scholars and 735 teachers, and 28 industrial schools for girls and women, with a total attendance of 3,182 persons. The agricultural institute at Hohenheim had 21 teachers and assistants in 1881 and 72 students. The veterinary school at Stuttgart had 13 teachers and assistants and 60 students. The farm schools at Ellwangen, Ochsenhausen, and Kirchberg had 12 students each. The school of viticulture at Weinsberg had 15 students, 5 agricultural winter schools had 89 students, and the various other evening and winter agricultural schools numbered 883 and had an attendance of 20,100 persons.

The University of Tübingen had 106 professors and assistants and 1,401 students in 1882.

The Knabenhort.—The Prussian minister of the interior, in a circular dated April 10, 1883, called the attention of the provincial authorities to an association called the Knabenhort which has existed in Munich since 1881. The object of this association is to place boys of school age who are sons of poor parents in charge of suitable persons during part of the time they are not in school, and give them some useful occupation, such as wood working, &c., or amuse them in a way to stimulate and develop their understanding and sensibilities. The boys in this way become accustomed to habits of obedience, order, industry, and cleanliness and are kept from the influences of bad company. Of the objects of the association, the first report says:

> The homes of many poor people are left deserted on work days until evening, and when their children come out of school there is no one to take care of them, so that they are exposed to the dangers which come from bad company or from being left to themselves. So also many poor widows heroically devote themselves to work for their own and their children's support. They are compelled for the most part to work far from home during the day, and they return at night filled with anxiety lest some bodily or moral harm has come to their children during their absence. The conviction is constantly spreading that indifference to these circumstances on the part of the public will tend to aggravate the social evils which spring from them, and it is from such considerations as these that the Knabenhort was established.

Notwithstanding its recent origin this association has received such support as to enable it to open two places for its purposes in Munich.

In his circular the minister points out that the Kindergärten and similar schools exercise a very salutary influence, but that their scope is limited to infants not yet old enough to attend the public elementary schools, while the danger of leaving pupils of the latter schools to themselves after school hours is equally to be avoided. Moreover, the expenses of such a society as the one at Munich are small, the subscription in that city being only one mark, and yet the Knabenhort has been able to take care of over a hundred boys in less than two years. The minister recommended the formation of similar societies whenever local circumstances made it desirable. The circular also states that the boys are admitted at 2 o'clock Wednesday and Saturday afternoons and at 4 on other work days. They only get bread to eat in the Munich Knabenhort, because the popular schools of that city have kitchens attached, where the poor children can get both bread and soup.

Similar institutions have since been started in Hanover, Fürth, and Bamberg, while Nuremberg also reports in favor of a Knabenhort. As far back as 1829 Darmstadt undertook to look after her boys out of school hours, and now between 400 and 500 boys are cared for. Erlangen, Baümenheim, Augsburg, and Dresden have had like establishments under way in past years. In some of these "refuges for boys" soup and meat are given at noon. At Hanover each boy is given a plot of ground to cultivate. At present 25 boys are learning, under charge of 2 instructors, to hoe, chop, plant, water flowers, keep paths clean, &c. The fruits or vegetables raised may be carried off for home consumption. In wet weather indoor industries are taught, and already a straw matting has been made for the shop floor. Whether all these institutions are called "Knabenhort"[1] is not stated, but the plan is said to be the same.

GREAT BRITAIN AND IRELAND, constitutional monarchy: Area, 120,832 square miles; population, 35,241,482. *a.* ENGLAND AND WALES. Population, 25,974,439. Capital, London; population, 4,766,661.

The following information regarding elementary education is compiled from the report of the committee of council on education for the year ending August 31, 1882, signed by Lord Carlingford and Mr. Mundella:

Day schools.—Number of day schools inspected, 18,289; number of certificated teachers, 35,444, with a large number of assistants and pupil teachers; accommodation for 4,538,320 scholars; enrolled, 4,189,612; average daily attendance, 3,015,151; present on the day of inspector's visit 3,542,742; qualified by attendance for examination, 2,943,114; presented for examination, 2,780,430, viz, 661,056 (being under 7 years of age) for collective and 2,119,374 (7 and above) for individual examination. Of these last, 1,378,175 passed the prescribed test without failure in any one of the three subjects, viz, reading, writing, and arithmetic.

These figures show improvement upon the returns quoted in 1881, as follows: While the increase of the population during the year is estimated at 1.35 per cent., the accommodation has increased by 148,687 school places (or 3.39 per cent.); the scholars on the registers, by 144,250 (3.57 per cent.); the average attendance, by 151,616 (5.29 per cent.); and the number of children individually examined, by 123,676 (or 6.2 per cent.).

Since 1870 the provision in schools visited by the inspectors has risen from 1,878,584, or 8.75 per cent. of the population, to 4,538,320, or 17.24 per cent. of the population. Of this total increase of 2,659,736 school seats, no fewer than 705,868 have been required to meet the growth of the population. The rest, or nearly 2,000,000 seats, may be taken as the measure of the deficiency which existed at the passing of the education act.

Night schools.— Number examined, 1,015; average attendance, 33,135.

Training colleges.—Number, 41; attendance, 3,121.

Income and expenditures.—The total income of day and night schools was 5,566,804*l.* The total cost of maintenance of day and night schools was 5,572,820*l.*, an increase of 235,841*l.* over the same for 1881.

School accommodation and attendance.—On the usual assumption that six-sevenths of the population are of the class whose children ought to attend public elementary schools, one-fifth of the whole population might be found in the registers of the schools, and seats should be provided for one-sixth of the population, which seats ought to be daily occupied. With the estimated population for 1882 (viz, 26,325,376), this would give 5,265,075 on the school registers and 4,387,562 in average daily attendance, whereas the returns show 4,189,612 children on the registers and 3,015,151 in attendance.

The actual provision of school places, while somewhat in excess of the number required, is not evenly distributed, so that in several counties there is marked deficiency of accommodation.

[1] A Berlin society is to be started early in 1884 for the express purpose of establishing similar places for girls: that is, Mädchenhort.

The average daily attendance, it will be seen, falls below the required number by above one and a quarter million. Improvement in this respect will, it is thought, be very rapid under the new code, which makes it, more than ever, the interest of all concerned in the efficiency of each inspected school to increase the average yearly attendance by diminishing daily irregularities.

Infants.—Of the day scholars on the school registers 416,126 were under 5 years of age and 898,483 were between 5 and 7. The provision which in many districts was specially needed, and has been supplied of late years, for the separate accommodation of infants, will, it is to be hoped, materially increase the number of this latter class of scholars. The methods of instruction for children over and under 7 years of age are very different, and cannot be efficiently carried on in the same room. Every school, therefore, except the very smallest, requires a separate department for infants, and the new code contains special provisions for securing that proper arrangements are made for the purpose. Of the 863,817 infants in average attendance during the last year, 565,224 were found in infant schools, 139,746 in infant classes of mixed schools under schoolmistresses, and as many as 158,847 in similar classes under the very unsuitable charge of male teachers.

Scholars over 7 years of age.—The following table shows the classification of children over 7 for each standard:

Standard.	Age at which standard should be passed.	Scholars of this age on registers of aided schools.	Scholars examined in the standard.	Number over 10 years old examined.
I	7	499,082	569,717	50,338
II	8	489,745	505,859	146,808
III	9	486,475	444,769	274,241
IV	10	456,822	346,539	338,927
V	11	415,406	184,093	183,915
VI	12	322,950	68,397	68,396

Whereas, out of 2,119,374 scholars examined individually, as many as 1,062,625, being over 10 years of age, ought to have been presented in standards IV–VI, only 591,238 were so presented, while 471,387 (or 44.36 per cent.) were presented in standards suited for children of 7, 8, and 9 years of age.

There has been, however, a gradual improvement in this respect, which is due partly to the more regular attendance and increased proficiency of the children between 5 and 10 years of age and partly to the greater attention paid by teachers to the progress of individual scholars, in consequence of a provision of the codes of late years which made the payment of certain grants depend upon the proportion of scholars examined in the three upper standards. That proportion has risen from 17.96 in 1872 to 28.26 per cent.

Class subjects and specific subjects.—For class subjects grants were made in respect of an average attendance of 1,878,987 scholars, of whom 1,514,446 were paid for passes in two subjects. The number examined in specific subjects was 185,157, of whom 137,671 passed successfully, 50,953 of them in two subjects and 1,287 in three subjects. In this class were comprised 59,812 girls examined in domestic economy.

Miscellaneous.—Military drill is systematically taught to the boys attending 1,157 day schools. Cookery is taught in 347 schools, or in 48 more than in 1881. Savings banks have been established in 1,376 and school libraries in 2,603 schools. Singing is taught in 26,681 departments of schools, the instruction being given by ear in 22,352.

With the view of encouraging the study of scientific subjects in training colleges, it has of late years been arranged that success in the examinations in science held by the Science and Art Department should be taken into account in determining the students' places in the class list of candidates for teachers' certificates. From the

record of the Christmas examinations it appears that 1,357 male students were examined in one or more subjects, the total number of passes being 1,915; the number of female students was 1,245; number of passes reported for them, 511.

Languages now enter into the course of study in all the training colleges for masters and in several of those for mistresses. At Christmas last 1,122 papers were worked by male students and 465 by female students. Of the papers presented 1,122 were in the French language, 463 in the Latin, and 2 in the Greek.

Salaries.—The average salary of a certificated master, which in 1870 was 95*l.* 12*s.* 9*d.*, is now 119*l.* 15*s.* 6*d.*; that of a schoolmistress was 57*l.* 16*s.* 5*d.* in 1870 and is now 72*l.* 0*s.* 11*d.* In addition to their other emoluments, 6,194 out of 14,255 masters and 5,393 out of 20,094 mistresses are provided with residences free of rent; these averages are calculated upon the whole of the certificated teachers, whether principal or assistants.

The number of female pupil teachers in 1869 was 7,273; they now number 19,433, an increase of 167 per cent. The male pupil teachers, who numbered 5,569 in 1869, have increased to 8,852, or by about 59 per cent.

Pensions.—The education department has received during the school year 140 applications on behalf of teachers in England and Wales satisfying the required conditions, and has awarded 5 pensions of 25*l.* and 5 of 20*l.*, together with 12 gratuities to the amount of 360*l.*

Education in London.—From the annual statement of the chairman of the board, Mr. Edward North Buxton, it appears that the number of places required in efficient elementary schools, December, 1882, was 641,428, while the number provided was 539,044. A practical proof of the deficiency here indicated, Mr. Buxton observes, is found in the number of children who are still refused admission in the growing districts. He recommends, as in previous years, the purchase of sites for school-houses in anticipation of the demand in rapidly growing districts. The report of the by-laws committee for the half year ending midsummer, 1883, gives as the total accommodation 557,984; average number on the roll, 530,697; average attendance, 431,467. As compared with 1871, these figures show that in all efficient schools the number of school places has increased by 295,725—that is, by 112.7 per cent.; that the number on the roll has increased by 308,179—that is, by 138.4 per cent.; and that the average attendance has increased by 257,166—that is, by 147.5 per cent. Attention is drawn to the fact that the percentage of average attendance as compared with the average number on the roll is higher in this report than in any previous report, not only for the whole metropolis, but also both in board and voluntary schools. This percentage for the whole metropolis is 81.3; for board schools, 82.0 per cent.; and for voluntary schools, 80.2 per cent. The committee, however, would point out that the board must not expect this proportion to be maintained in future, for the following reason: The board schools have been in the habit every week of clearing their rolls of children who have been absent for two weeks. A regulation of the education department, which the boards have been compelled to follow, lays it down that the roll of all public elementary schools should only, except in certain specified cases, be cleared of children who have been absent for six weeks. In future, therefore, the number on the roll as compared with the average attendance will, at all events in the board schools, appear to be greater than has hitherto been the case.

The whole number of schools under the board, viz, 324, shows the number of children in each standard in the week ending March 22, 1883, as follows:

Total number in and percentage of each standard, the enumeration being taken just before the Easter holidays, when the attendance is always low:

Below I.	I.	II.	III.	IV.	V.	VI.	Beyond VI.
74,858 25.1	65,230 21.8	50,842 17	43,056 14.4	32,721 11	20,415 6.8	9,402 3.2	2,222 .7

The report of the government examinations for the year ending March, 1883, shows for 110 schools the following results:

Percentage of passes in reading	91.9
Percentage of passes in writing	89.3
Percentage of passes in arithmetic	86.0

The income of 120 schools, for which the reports of the government inspectors were received for the same year, was 226,824*l.* 10*s.* 7*d.*, all of which was absorbed in the expenditure.

The gross average cost per child in average attendance in 110 schools reported upon for the entire year was 2*l.* 15*s.* 10½*d.*, and the net cost 1*l.* 11*s.* The fees charged in the schools average about 2*s.* 2*d.* per week. The gross amount collected from this source for the year ending September 29, 1882, was 100,000*l.* The expenditures of the board for the fiscal year 1881–'82 were 921,642*l.* 2*s.* 11*d.* The rates for 1881–'82 were 6.15*d.*; for 1882–'83, 5.93*d.*

For the year ending September 29, 1882, there were in the service of the board 837 head teachers, 2,821 assistant teachers, 1,078 pupil teachers, and 468 candidates. The average salary of head teachers was 202*l.* 2*s.* 9*d.*; that of assistants, 102*l.* 15*s.* 4*d.* A proposal of the school management committee recommending that the teachers be paid fixed salaries will undoubtedly be adopted by the board.

The number of blind children on the rolls 22d of March, 1883, was 105. They received special instruction in 33 classes, which included from 1 to 13 children each.

The number of deaf and dumb children on the rolls was 191 and their average attendance was 128. With reference to their instruction the superintendent observes:

The oral system, which teaches all deaf children speech by means of speech, to the entire exclusion of manual signs, is undoubtedly the best system, and efforts are now being made to carry it out to its fullest extent in all the classes. It has been considered desirable under the present arrangements to make the average as near as possible ten children in each class, and to keep the classes separate and distinct. The difficulty of obtaining qualified teachers in the oral system still continues, the few who are trained at the Ealing College being eagerly sought after as private governesses.

Twenty-three cookery centres were open during the half year; all girls in standards V and VI in schools where domestic economy is taken as a specific subject have been required to attend a course of twenty lessons in practical cookery; also, girls over twelve years of age, not in the upper standards, have to make twenty attendances at a cookery centre.

The superintendent of method in infants' schools points out the need of increased material and better accommodation for the training of young children.

The reports of the instructor in drill and the superintendent of the physical education of girls show progress in both these departments.

In 1882 the number of schools saving penny banks in connection with the post office was 30.

Industrial school cases.—Under this head Mr. Buxton observes:

Since 1870 7,566 children and during the past three years 2,231 children have been sent to industrial schools. The convictions for juvenile crime are now only half what they were in 1870. The obvious connection between these figures justifies me in placing them together. It is now difficult for a child in the company of thieves, or otherwise likely to adopt a life of crime, to escape the knowledge of one or other of our industrial school officers; and if, on investigation, his case is found to be a suitable one, he is removed from a position where he is in danger himself and likely to become dangerous to the community, and placed where there is a reasonable chance of his becoming a useful member of society. During the past three years 4,580 of such cases have been considered by the committee, 3,675 have been taken before the magistrates, and 2,231 have been sent to industrial schools. * * * The appointment of a royal commission to inquire into the whole subject of industrial schools is a satisfaction to all of us, as we may confidently hope that the weak points of the system will be exposed without the destruction of so valuable an aid in arresting the sources of crime. I also trust that one result will be to give more prominence to the educational and less to the penal side of these institutions.

b. SCOTLAND: Population, 3,735,573. Capital, Edinburgh; population, 236,002.

The following summary is compiled from the report of the committee of council of education in Scotland for the year 1882, signed by Lord Carlingford and Mr. Mundella.

Day schools.—Number of day schools inspected, 3,073; number of certificated teachers, 5,728, with a large number of assistants and pupil teachers; accommodation for 619,086; enrolled, 555,660; average daily attendance, 421,265; present on day of inspector's visit, 490,372; qualified by attendance for examination, 413,266; presented for examination, 374,957, viz, 54,207 (under 7) for collective and 320,750 (7 and over) for individual examination; of these last, 243,814 passed the prescribed test without failure in any one of the three subjects.

Since 1872 the provision in aided schools has risen from 281,668, or 8.3 per cent. of the population, to 619,086, or 16.4 per cent. of the population.

Of the total increase of 337,418 seats, some 63,260 have been required to meet the growth of the population during the last ten years. The rest, or upwards of 274,000 seats, may be taken as the measure of the deficiency in inspected schools at the passing of the education act.

Night schools.—Number examined, 221; average attendance, 11,904.

Training colleges.—Number, 7; attendance, 850.

Income and expenditure.—The total income of day and night schools was 878,506*l.*; total cost of maintenance of day and night schools, 873,918*l.*, an increase of 11,144*l.* over the same for 1881.

School accommodation and attendance.—It is stated that, when the outstanding building grants have been paid and several schools now in the course of erection without such aid are occupied, the school supply of the country will be virtually complete.

School attendance is still far below the required number, for, whereas there might be 755,072 scholars on the registers and 629,227 in average daily attendance, the returns show only 555,660 children on the registers and 421,265 in attendance.

This deficiency in school attendance has caused the department to make special inquiries as to the manner in which the school boards carry out their compulsory powers. They have also presented a bill in Parliament with a view of facilitating the exercise of those compulsory powers.

Infants.—Out of a total of 114,267 children from 4 to 7 years of age enrolled upon the school registers, there was an average attendance of 81,087; of these, only 25,987 were instructed in infant schools proper, 10,454 in the lower classes of mixed schools under schoolmistresses and as many as 44,646 in similar classes under male teachers, who, unless assisted, as they sometimes are, by competent female teachers, are obviously quite unsuited for such a charge.

Scholars above 7 years of age.—Whereas, out of 320,750 scholars examined, as many as 162,057, being over 10 years of age, ought to have been presented in standards IV–VI, only 114,699 (or 70.78 per cent.) were so presented, while the remaining 47,358 were presented in standards suited for children of 7, 8, and 9 years of age.

Specific subjects.—Of 58,210 scholars presented in subjects beyond the standard examination, 2,805 passed in three subjects, 24,190 in two subjects, and 23,088 in one. In this class were comprised 25,367 girls examined in domestic economy, of which number 20,078 passed.

Miscellaneous.—Military drill is systematically taught to the boys attending 258 schools; cookery is taught in 40 schools; savings banks have been established in 94 and school libraries in 136 schools. In 3,082 departments of schools in which singing is taught, the instruction is given by ear in 1,222, or 39.65 per cent.

Teaching power.—The number of students in training colleges who presented themselves at the examinations of the Science and Art Department was: men, 298; women, 217. For the former, 299 passes are reported; for the latter, 58. The extent to which the training colleges have contributed to the existing supply of certificated teachers

in Scotland is shown by the fact that, of 3,211 masters employed in schools reported on last year, 1,929, or 60.08 per cent., had been trained for two years; 323, or 10.06 per cent., for one year, and 98, or 3.05, for less than one year, while 861, or 26.81 per cent., were untrained. In like manner, of 2,517 schoolmistresses, 1,734, or 68.89 per cent., had been trained for two years; 122, or 4.85 per cent., for one year; 8, or .32 per cent., for less than one year, and 653, or 25.94 per cent., were untrained. Of the teachers, however, who, from whatever cause, have not attended a training college, a considerable proportion cannot, except in a technical sense of the word, be classed as untrained, having under the superintendence of some of the best teachers satisfactorily completed the pupil teachers' course and served as assistants in large schools before passing the examination for a certificate and undertaking independent charges.

The system introduced by the code of 1873 of combining attendance at university classes with the efficient course of practical professional training provided by the colleges under inspection, is now producing very satisfactory results. All the training colleges for masters are now availing themselves of this provision of the code.

Salaries and pensions.—The average salary of a certificated master, which was in 1870 110*l.* 16*s.* 7*d.*, is now 136*l.* 3*s.* 7*d.*; that of a schoolmistress was 55*l.* 14*s.* 2*d.* in 1870 and is now 67*l.* 10*s.* 10*d.* During the year the department has received 11 applications for pensions on behalf of teachers in Scotland. Since the practice of granting pensions was resumed in 1875, 117 Scotch applications have been dealt with, and the department has granted 5 pensions of 30*l.*, 19 of 25*l.*, and 26 of 20*l.*, and 18 gratuities to the amount of 650*l.*

IRELAND: Population, 5,174,836. Capital, Dublin; population, 249,602.

From the report of the commissioners of national education in Ireland it appears that the number of schools on the operation list on the 31st of December, 1882, was 7,705. During the year 72 schools were dropped or ceased to exist as independent schools and 129 were brought into operation, giving a net increase of 57 schools as compared with 1881.

The total number of pupils on the rolls between the 1st of January and the 31st of December who made at least one attendance was 1,083,298; the number of pupils on the rolls who made at least one attendance within the last fortnight of the results period was 678,970; the average daily attendance was 469,192, an increase of 15,625 as compared with that of 1881.

School accommodation, allowing 8 square feet for each pupil, was adequate for an attendance of 670,178.

Mixed schools.—The total number of mixed schools under Roman Catholic teachers exclusively was 2,750, attended by 358,342 Roman Catholic pupils and 22,458 Protestant pupils; the total number of mixed schools under Protestant teachers exclusively was 1,283, attended by 24,316 Roman Catholic and 128,812 Protestant pupils. The number of mixed schools under Roman Catholic and Protestant teachers conjointly was 86, attended by 10,331 Roman Catholic pupils and 10,069 Protestant pupils. Total mixed schools, 4,119; total attendance, Roman Catholic pupils, 392,989; Protestant pupils, 161,339.

Unmixed schools.— Of 3,501 schools showing an unmixed attendance, 2,907 were in charge of Roman Catholic teachers and attended by 462,481 Roman Catholic pupils and 594 were in charge of Protestant teachers and attended by 65,922 pupils.

Model schools.—The number of model schools reported is 26, having an average daily attendance of 8,692 pupils.

Workhouse schools.—The number of workhouse schools in connection with the board on the 31st of December, 1882, was 160, having an enrolment of 14,382 and an average daily attendance of 7,709.

Examinations.— The total number of distinct schools examined for results during the year was 7,648, including 64 evening schools. The number of pupils examined was 491,440, of whom 115,370 were infants. The number passed was 372,967, includ-

ing 104,752 infants. The number of pupils examined and passed in extra subjects was as follows: Music, examined, 53,474; passed, 40,099. Drawing, examined, 23,210; passed, 17,028. Other extra subjects, viz, mathematics, physical science, language, domestic economy, &c., examined, 27,782; passed, 17,950.

Comparative view.—The percentages of passes gained in reading, writing, and arithmetic in Ireland, as compared with England and Wales and with Scotland, are set forth in the following table:

	Ireland.	England and Wales.	Scotland.
Reading	92.9	89.2	92.3
Writing	94.7	81.9	89.3
Arithmetic	76.6	77.3	85.1

School farms and gardens.—The total number of school farms in connection with the board on the 31st December, 1882, was 73, of which 71 were examined during the year, and special results fees for agriculture were granted upon the answering of the pupils. The total number of pupils examined in agriculture in this class of schools was 965, of whom 709 passed in the agricultural program.

The commissioners had also 19 schools having school gardens attached, for the management of which and for the agricultural knowledge displayed by the pupils special agricultural fees were granted upon the reports of the district inspectors. The number of pupils examined in the school gardens last year was 257, of whom 118 passed.

The number of pupils examined in agriculture by the district inspectors in the ordinary national schools at the results examination was 44,493, of whom 21,135 passed. The total number of pupils examined in agriculture during the year 1882 (including the pupils of ordinary agricultural schools and school gardens referred to above) was accordingly 45,715, of whom 21,962 gained passes for their proficiency in that branch. These figures show that a larger number of pupils were brought under instruction in agriculture in 1882 than in 1881.

Teaching power.—There were in the service on 31st December, 1882, 7,497 principal teachers and 3,035 assistants, making in the whole 10,532 classed teachers, of whom 3,491 were trained. In addition to these there was a large number of paid monitors, temporary assistants, &c. The total number of teachers and students trained in 1882 was 161, viz, 70 males and 91 females.

The total number trained from the commencement of the proceedings of the commissioners up to 31st December, 1882, was 10,875.

The total income of the teaching staff from all sources for the year ending March, 1883, amounted to 746,586*l.* 4*s.* 9*d.*, viz, 600,293*l.* 15*s.* 7*d.* from the board, 11,906*l.* 7*s.* 1*d.* from the rates, and 134,386*l.* 2*s.* 1*d.* from payment by pupils (including portion of model school fees), subscriptions, and the estimated value of free residences, &c. Of the total sum 19.6 per cent. was locally provided and 80.4 per cent. was derived from the parliamentary fund.

Pensions.—The number of teachers connected with the pension fund in the year ending the 31st December, 1882, was 4,927, and the amount paid in pensions was 9,552*l.* 17*s.* 9*d.* and in gratuities 8,139*l.* 8*s.* 8*d.*

Income and expenditure.—The funds at the disposal of the commissioners for the year ending 31st of March, 1883, amounted to 829,938*l.* 2*s.* 5*d.* The expenditures by the commissioners for the same time were 803,109*l.* 8*s.* 3*d.*, leaving a balance on 31st of March, 1883, of 26,828*l.* 14*s.* 2*d.*

Progress of national education.—The per cent. for all Ireland of children 5 years old and upwards who could neither read nor write was, in 1881, 25.2, being a reduction in illiteracy of 8.2 as compared with the year 1871, the greatest reduction

attained in any consecutive decade. The commissioners submit that this improvement affords the most satisfactory evidence of the progress of national education within the last ten years. The percentage of illiteracy of those who were 15 and under 20 years of age—a section of the population for whose education the national system might, to a certain extent, be held responsible—was, in 1861, 27.3; in 1871, 17.5; and in 1881, 12.4.

Science and art department.—The following information is derived from the report of the Science and Art Department, whose operations embrace the United Kingdom:

The numbers of persons who, during the year 1882, have attended the schools and classes of science and art in connection with the department are as follows, viz: 68,581 attending science schools and classes in 1882, as against 61,177 in 1881, and 909,216 receiving instruction in art, showing a decrease upon the previous year of 481.

At the Normal School of Science and Royal School of Mines there were 39 regular and 173 occasional students; at the chemical department science schools, 78 students; at the metallurgical laboratory, 31 students; at the Royal College of Science for Ireland there were 24 associate or regular students and 61 occasional students.

The lectures delivered in the lecture theatre of the South Kensington Museum were attended by 5,207 persons; the evening lectures to workingmen at the Royal School of Mines were attended by 1,732 persons, being 260 more than last year; and 256 science teachers attended the special courses of lectures provided for their instruction in the new science schools at South Kensington.

The various courses of lectures delivered in connection with the department in Dublin were attended by about 766 persons. The total number of persons who, during the year 1882, attended the different institutions and exhibitions in connection with the department has been upwards of 5,015,217. This total, compared with that of the previous year, presents an increase of 203,959 persons.

The expenditure of the department during the financial year 1882–'83, exclusive of the vote for the geological survey, which was 18,536*l.* 17*s.* 4*d.*, amounted to 326,826*l.* 17*s.* 3*d.*

GREECE, constitutional monarchy: Area, 19,941 square miles; population, 1,679,775. Capital, Athens; population, 63,374. Minister of education, Lombardos.

No educational statistics are at hand for the year under consideration, but the following items, from the pen of Professor Pio, of Denmark, give an insight into the school life of Greece.

A great stumbling block to learning is said to be the use of modern Greek in conversation and ancient Greek in official and social correspondence. Even adults find that this creates a difficulty, and for children it is especially hard to overcome. Compulsory education for children between 5 and 12 years of age is a feature of the law since 1834. Yet even the fine of 50 francs for any infringement of the law has no material effect, and it practically remains a dead letter on the statute books. The people will not pay the fines, and the officials omit to enforce the penalty. Certain studies are required by law, but theory and practice seem to differ. The law specifies the following subjects for common schools: the catechism, elementary Greek, writing, arithmetic, weights and measures, linear drawing, singing, and, "when convenient," the elements of geography, history of the country, and the elementary training most needed in natural sciences. For boys there are these additional branches: gymnastics, practical agriculture, horticulture, arboriculture, beekeeping, and silk culture; for girls, practical instruction in handiwork. In reality no instruction is given in gymnastics, at least the writer of this article has seen nothing of the kind, either in the common or higher schools. In the district schools many of the abovementioned branches are taught; in the village schools the limit is reading and writing (not very correct chirography either) and the fundamental rules of arithmetic in addition, subtraction, multiplication, and division. After 1834 many of the schools were subdivided into schools for girls and schools for boys, yet many mixed schools existed. As the years went on the people revolted against the coeducation of the sexes, so that by law of 1852 a separation took place, and a philanthropic society took charge of educating girls. In Greece, the connecting link between the common (elementary), middle (Hellenic), and higher schools (gymnasia) is an established fact. In the Hellenic

schools, which are similar in grade to the lower Gymnasien of Germany, instruction is given in ancient Greek, biblical history, ancient Greek history, with short exercises in more modern history, in geography, arithmetic, and geometry. French is taught from the second school year, while pupils fitting for the gymnasium take up Latin from the third year. The course of study in the gymnasium includes reading from Greek authors, with grammatical instruction (12 hours a week), Latin (4 hours a week), French, history, algebra, geometry, trigonometry, and mathematical geography; also, natural history, physics, psychology, logic, and religious instruction. According to the school law of 1836, German, drawing, painting, and music are also to be taught, but they do not enter into the course. In theory the Hellenic (middle) schools require a good deal of their pupils, but, on account of the scarcity of scholars, this course of study is rarely carried out. In a gymnasium the pupils are expected to be very thorough, and the requirements are considerable, but the culture of the teaching force is defective. Tuition fees are the order of the day in the lower grades, but instruction is free in the middle and higher schools. In the matter of punishment a very humane course is pursued, the law forbidding corporal punishment. Unfortunately this phase of law does not seem to be appreciated by the school children, for they are reported as lacking greatly in discipline. According to official statements the illiteracy among the people, estimated on the basis of those supposed to attend the lower public schools, is as follows: In the district of Thebes, as in the Peloponnesus, the percentage of population regarded as illiterate is 90 to 95 per cent.; in other districts, 75 to 90 per cent.; and where more favorable reports are received—as in Attica—55 to 60 per cent. can neither read nor write. The contrast in the education of the sexes is quite noticeable. For instance, in Attica and Ithaca, where more than half of the men have some education, there are few districts in which more than 30 per cent. of the women are educated, while often only 1 to 2 per cent. have been instructed. As an offset to the statements of a lack of education mentioned above, reports indicate that private schools are flourishing. The philanthropic society associated in the work of providing a suitable education for girls has developed many private institutions. These are laying a foundation for a higher order of culture than is found elsewhere.

Favorable reports are received from the American school of classical studies at Athens, which was under the charge of Prof. William W. Goodwin, of Harvard College, during its first year.

ITALY, constitutional monarchy: Area, 114,296 square miles; population, 28,452,639. Capital, Rome; population (at end of 1880), 300,467. Minister of public instruction, G. Baccelli.

The latest available statistics published by the Italian government give some interesting information respecting public instruction in that country.

Cost of education.—From these statistics it appears that only about 12,500,000 lire[1] ($2,412,500) were expended for public instruction during the first year of the existence of the kingdom. From 1867 to 1870 the average annual expenditure was about 15,000,000. Since then the increase has been rapid, as is shown by the following figures:

Years.	Appropriations.	Years.	Appropriations.
	Lire.		*Lire.*
1871	16,300,000	1879	27,900,000
1872	17,400,000	1880	28,400,000
1873	19,200,000	1881	28,300,000
1874	19,700,000	1882	32,100,000
1875	20,500,000	1883	30,400,000
1876	20,700,000		
1877	21,500,000	Total	308,400,000
1878	26,000,000		

The amount at present expended for public instruction by the communes and government together is about 87,000,000 lire a year.

[1] The lira = 19.3 cents.

The Italian appropriations for education are small compared with those of some other states of Europe, as is shown by the following table:

Countries.	Years.	Francs.	Countries.	Years.	Francs.
France	1873	41,000,000	France	1882	114,000,000
England	1873	65,000,000	England	1882	110,000,000
Russia	1873	43,000,000	Russia	1882	72,000,000
Belgium	1873	10,000,000	Belgium	1882	20,000,000
Italy	1873	19,000,000	Italy	1882	32,000,000

Primary instruction.—Before the unification of Italy primary instruction was only organized in Piedmont (law of 1848). The first general organic law dates from November, 1859. This law makes instruction compulsory and gratuitous for all children from 6 to 12 years of age. It should be remarked, however, that its provisions were not carried into execution. It should also be noted that under the law the communes were to bear the expense of establishing new primary schools. For this reason the increase in the number of these schools was not very rapid, as is shown by the following table:

Years.	Schools.		Years.	Schools.	
	Public.	Private.		Public.	Private.
1861–'62	21,353	7,137	1872–'73	34,786	7,392
1862–'63	23,340	6,082	1873–'74	35,683	7,637
1863–'64	24,999	6,805	1874–'75	38,062	8,952
1865–'66	25,682	5,435	1875–'76	38,255	9,156
1867–'68	29,909	6,414	1877–'78	39,702	7,906
1869–'70	31,225	7,075	1878–'79	41,108	7,422
1870–'71	32,782	6,876	1879–'80	41,862	.....
1871–'72	33,556	8,157	1880–'81	42,510	.....

The number of scholars attending these schools was:

Years.	Public schools.		Private schools.		Total number of scholars.
	Boys.	Girls.	Boys.	Girls.	
1861–'62	527,729	357,423	51,821	71,701	1,008,674
1862–'63	574,421	408,915	52,168	73,720	1,109,224
1863–'64	597,202	440,627	57,366	79,548	1,174,743
1865–'66	630,230	468,491	56,068	59,081	1,213,870
1867–'68	806,349	543,717	63,128	71,338	1,484,532
1869–'70	825,249	602,940	64,959	80,211	1,573,359
1870–'71	843,734	614,850	64,888	81,506	1,604,978
1871–'72	881,371	664,419	79,116	98,041	1,722,947
1872–'73	913,073	708,846	80,247	95,630	1,797,796
1873–'74	931,911	725,877	77,246	106,946	1,841,980
1874–'75	949,939	743,861	88,756	113,198	1,895,754
1875–'76	967,317	755,352	87,152	121,796	1,931,617
1877–'78	1,006,418	824,331	73,509	98,451	2,002,709
1878–'79	1,048,801	853,479	63,469	92,228	2,057,977
1879–'80	1,035,715	864,100	.....	.....	1,899,815
1880–'81	1,048,781	879,925	.....	.....	1,928,706

The number of pupils nearly doubled from 1861 to 1876, but 28,000 should be deducted from the total for the annexed provinces, Rome and Venice, and the general increase of population of the kingdom should also be taken into account. During the same period (1861 to 1876) the number of primary school teachers increased from 21,050 to 37,623 in the public schools and from 7,123 to 9,462 in the private. On July 15, 1877, the law on primary instruction was passed. It went into effect in 1877–'78 and requires all communes of less than 5,000 persons to have at least one teacher to 1,000 inhabitants; communes of from 5,000 to 20,000 population, one teacher to 1,200 inhabitants; and all the more important communes, at least one teacher to 1,500 persons. In all other communes the law had to be applied gradually. At the end of the school year 1877–'78, 7,533 communes out of a total of 8,279 were complying with the law making instruction obligatory. In 1881 about 700 additional communes came under the new law. The progress which resulted from the application of this law was slower than had been expected and is shown by the following figures:

Years.	Public schools.	
	Number.	Increase.
1876	38,255	.....
1878	39,702	1,447
1879	41,108	1,406
1880	41,862	754
1881	42,510	648

The private schools decreased during the two years 1878 and 1879 from 9,156 to 7,422 and the total number of primary schools increased only from 47,411 to 48,530. The following table gives the number of scholars:

Years.	Schools.			
	Public.		Private.	
	Boys.	*Girls.*	*Boys.*	*Girls.*
1877–'78	1,006,418	824,331	73,509	98,451
1878–'79	1,048,801	853,479	63,469	92,228

These figures represent the enrolment, not the actual attendance. The number of children who gradually absented themselves from school, especially in summer time, amounted to a third of the enrolment.

The following figures showing the number of scholars in the primary schools to 10,000 inhabitants give some instructive information in this regard:

Before the law of 1877	1866–'67	543
	1875–'76	721
After the law of 1877	1877–'78	747
	1878–'79	768

It should be added that 7½ per cent. of the population cannot profit by the primary schools on account of the distance of the schools from their dwellings.

There were, in 1878–'79, 11,161 schools for adult males, 472 for females; 592 Sunday schools for males and 5,979 for females. These schools were attended by 460,818 males and 207,308 females. The census of 1881 shows that in 18 principal towns the number of persons from 12 to 18 years of age who could neither read nor write varied between

82.55 and 51.15 per cent. of the population. In 145 chief towns there were only 32 where the percentage of illiteracy was less than 30; in 13 the proportion was 80 per cent.; in 12, 70 per cent.; in 18, 60 per cent.; and the rest varied from 50 to 30 or less. There is considerable improvement in this respect in children between 6 and 12 years of age, for the proportion of them unable to read or write has declined to 72 per cent. in the pontifical states and to 20 per cent. in Lombardy. Ten and twenty years ago the percentage was as follows:

Age.	1861.	1871.
6 to 12	82	78½
12 to 19	72	63½
19 and above	73	68

The proportion of all persons over 5 years of age who could neither read nor write declined from 75 to 69 per cent. during the decade 1861 to 1871.

Classical and technical instruction in secondary schools.—Secondary classical instruction lasts eight years, the first five of which are passed in the gymnasia and the remaining three in the lycées or colleges. The number of these institutions in 1880–'81, with their enrolment, was as follows:

113 government gymnasia	12,876
157 communal gymnasia	7,822
57 endowed gymnasia	2,996
230 ecclesiastical gymnasia	11,141
144 private gymnasia	6,289
701 gymnasia	41,124

The number of teachers employed in these various institutions was 3,674.

The number of colleges or lycées in 1880–'81, with enrolment, was as follows:

83 government	5,989
34 communal	1,121
13 endowed	326
111 ecclesiastical	2,004
57 private	1,693
298	11,133

The number of teachers was 1,601.

The technical schools in 1880–'81, with enrolment, were as follows:

63 government schools	6,852
210 communal schools	11,508
4 provincial schools	461
24 endowed schools	854
82 private schools	2,445
383 schools	22,120

These schools had a total teaching force of 2,704 persons.

There were also 79 technical institutes, public and private, with 6,878 enrolled students and 1,169 teachers, and 26 naval schools (merchant marine), with 816 students and 183 teachers. There were therefore in 1880–'81 a total of 1,487 secondary institutions, with 9,331 teachers and 82,071 enrolled students.

Superior and special instruction.—The 17 royal universities of Italy are those at Bologna, Cagliari, Catania, Genoa, Macerata, Messina, Modena, Naples, Padua, Palermo, Parma, Pavia, Pisa, Rome, Sassari, Sienna, and Turin. The total enrolment during the scholastic year 1880–'81 was 10,592 students. The largest numbers were enrolled at the universities of Naples and Turin and were 2,851 and 1,651, respectively. Then came Padua with 973, Rome with 754, Bologna with 743, and Pavia with 714 students.

Pisa, Genoa, and Palermo had between 500 and 600 students each, and the rest a much smaller number. There are 4 independent universities in the kingdom, at Camerino, Ferrara, Perugia, and Urbino, which had a total of 265 students in 1880–'81. Besides these there were 21 superior institutes, academies, and special schools, with 1,948 enrolled students. This makes a total of 12,805 enrolled students in the higher institutions of learning in Italy in the year 1880–'81.

MALTA AND GOZO, British colony: Area, 111 square miles; population, 149,782. Director of education, S. Savona.

The following information is derived from the report of the director for 1882:

The department includes (1) the primary or elementary schools in Malta and Gozo; (2) the lyceum and the female secondary or intermediate school at Valletta and the Gozo secondary school; (3) the university.

The primary schools are entirely under the management of the director of education, assisted by an inspector, who examines each school twice a year and visits the same at least once in every quarter. In the administration of the lyceum, the director of education is assisted by the speical council of the faculty of arts and sciences, and in all important matters connected with the university the director of education is advised by the special councils of each of the four faculties, of which he is the president. The principal of the university is intrusted with the general supervision and the maintenance of discipline in the several schools of the university and lyceum. In the director of education, under the head of the government, is vested the supreme control of the education department, for which he is responsible to the governor. The government of Malta thus makes provision for the educational requirements of all classes of the people.

Gratuitous elementary schools are open to the children of the poor in all the towns and in almost every village in Malta and Gozo. The lyceum of Valletta and the secondary school of Rabato, Gozo, prepare the sons of the middle and higher classes for the superior professional studies pursued in the university, for the civil service, the army, government and other appointments, and for commerce. The university completes, in the arts faculty, the studies pursued in the lyceum; prepares students for the degree of M. A. and for entering upon their professional studies in the faculties of theology, law, or medicine; and, after an academical course of 4 years in any one of these faculties, confers upon successful students the degree of D. D., LL. D., or M. D.

Primary schools.— The rolls of the primary schools for the month of October, 1882, showed 9,891 pupils registered and 7,158 in average attendance. The unsatisfactory results accomplished in the primary schools led to the appointment of a special commissioner to inquire into the causes. These were reported to be, in the main, want of trained teachers, adoption of Italian as the medium of communication, and inefficient and badly paid assistants. With reference to the first of the causes specified Mr. Savona says:

The chief cause of the unsatisfactory condition of our primary schools, as pointed out by Sir P. Keenan, was the want of trained teachers, suitably remunerated for the important work intrusted to them; and, before that want is adequately supplied, it is vain to expect any real and permanent improvement in our elementary schools. Not only was the training of the teachers employed entirely neglected, but the rate of payment offered to them from the beginning was most inadequate to secure the services of persons possessing the literary qualifications required to teach, besides other branches, the two foreign languages (English and Italian), through which it was attempted to give instruction to the children of the poor. Eleven pounds a year, rising to a maximum of 38*l.*, was the salary offered in 1851 to the schoolmistresses, and 18*l.*, rising to 45*l.*, was assigned to the schoolmasters that were called upon to devote 6 hours a day to the education of the people. These minimum rates were in 1861 raised to 21*l.* and 38*l.*, and the maximum to 48*l.* and 65*l.*, respectively. At the time of my appointment, little more than two years ago, there were 8 schoolmistresses receiving 21*l.* a year and 11 with a salary of 25*l.*; whilst 7 schoolmasters re-received 38*l.* a year and 16 from 41*l.* to 45*l.* a year; this, too, at a time when policemen were paid at the rate of 30*l.* to 38*l.*, and clerks in the public service received 60*l.* a year on first appointment, with the prospect of rising to 250*l.* and even to 500*l.*

a year. As was natural, none but young men, who were unable, because not qualified, to obtain better situations, offered themselves to perform the duties of elementary teachers, and to these teachers, without any attempt being made to train them for the duties of their profession, was intrusted the arduous task of developing the mind and heart and of moulding the character of the rising generation, besides teaching them the English and Italian languages, arithmetic, writing, geography, the catechism, and the other subjects enumerated in the programs of the schools.

Arrangements have been made by which a certain number of promising pupil teachers may be sent to England annually to be prepared for their work in some one of the inspected training schools. The first company sent under this arrangement, viz, four in 1881, will not return to Malta before January, 1884, and the result of this excellent measure will not be felt for some years yet.

Salaries.—Teachers' salaries have also been materially increased since the 1st of December, 1881. The lowest salary now paid to principal teachers is for men 50*l.* a year, for women, 40*l.* a year; average salary: for men, 64*l.*; for women, 53*l.* The teaching staff numbers 77 principal teachers and 225 assistants. The director reports that the increase of salaries has had a most salutary effect on the schools.

NETHERLANDS, constitutional monarchy: Area, 12,648 square miles; population (December 31, 1882), 4,172,971. Capital, The Hague; population (December 31, 1882), 127,931.

The following figures are taken from the Verslag van den staat der hooge-, middelbare en lagere scholen in het Koningrijk der Nederlanden over 1881–'82.

Superior instruction.—The number of students at the three government universities in 1881–'82 was as follows:

	1880–'81.	1881–'82.
Leyden	514	520
Utrecht	385	434
Groningen	251	274
Total	1,150	1,228

In the figures for 1881–'82 students attending the universities gratuitously are not included. They numbered 179, of whom 101 were at Leyden, 44 at Utrecht, and 34 at Groningen.

The number of students at the communal university of Amsterdam was 637 in 1881–'82, against 632 in 1880–'81. The independent university at Amsterdam had 15 students in 1881–'82. There were 24 Gymnasien and 5 Progymnasien, with 334 teachers and 1,911 students.

To these Gymnasien should be added 13 private institutions intended to prepare young men for superior instruction. These institutions were attended by 613 students in 1881–'82. Besides these there were also 14 seminaries of various denominations, which have theological and literary courses combined. These institutions had an attendance of 1,323 students. The total outlay for the universities in 1881 was 1,339,870 florins ($538,628). For the Gymnasien, Progymnasien, &c., there were expended during the same time 332,361.52½ florins ($133,609). The total amount expended by the state and communes for the universities, Gymnasien and Progymnasien, Latin schools, and seminaries was 1,918,391 florins ($771,193.)

Secondary instruction.—There were 36 burgher schools and similar establishments in 1881, with 3,871 students against 4,034 the previous year. The teachers numbered 369. There were, besides, 46 drawing, industrial, and professional schools, with 252 teachers and 4,842 students, and 59 higher burgher schools, with 4,653 pupils. Twenty-one of these schools were open to girls and had an attendance of 150. The number of higher burgher schools attended by both sexes was increased by 2, while the number of female students diminished by 5, compared with the previous year. The increase in the number of male students over 1880 was 144. The teachers of the higher burgher schools numbered 668. Besides the mixed burgher schools above mentioned there were 14 schools of the same grade for girls exclusively, attended by 1,089 pupils in 1881 against 1,002 in 1880. The teachers numbered 165, of whom 106 were women. This grade of schools received 992,704 florins ($399,067) from the state, the total expendi-

ture being 1,965,118 florins ($789,977). The Royal School of Midwifery had 11 students during the year 1881–'82. The Royal Veterinary School had 53 students during the same year.

Primary instruction.—The primary schools showed an increase of 47 over the year 1880, and numbered 3,927. Of these, 2,799 were public schools, 86 were private subsidized schools, and 1,050 were private schools not subsidized. A comparison of the attendance in January, 1881, and January, 1882, results as follows:

	Boys.		Girls.		Total of both sexes.	
	1882.	1881.	1882.	1881.	1882.	1881.
Public schools	226,766	226,297	182,574	181,510	409,340	407,807
Private subsidized schools	1,638	2,004	2,399	2,985	4,037	4,989
Private non-subsidized schools	61,219	59,037	77,336	72,782	138,555	131,819
Total	289,623	287,338	262,309	257,277	551,932	544,615

The number of children of school age who did not receive instruction during the year 1881–'82 was 71,658, of whom 30,725 were boys. In 1880 the number of children receiving no instruction was 70,085. The school population in 1881–'82 was 528,827 children between the ages of 6 and 12 years. The previous year it was 517,259. Non-attendance at school was due in great measure to the want of suitable school accommodations in the large communes, and this defect will be soon remedied. It is expected also that a salutary effect will be felt from the general interdiction of infant labor, which was forbidden in only 115 communes in the year 1881. The number of pupils attending evening schools exclusively was 10,866, of whom 8,610 were boys. This does not include 7,601 pupils of the review schools. The number of teachers in the year 1881 was 15,123, of whom 3,747 were women. The previous year the number was 14,174. The normal courses were attended by 829 persons, 588 of whom were men. The state appropriation for primary instruction in 1881 was 4,665,228 florins ($1,875,422), an increase of 2,224,237 florins over the amount granted in 1880. The communes contributed 5,533,715 florins ($2,224,553). The total amount expended in 1881 for educational establishments, except military, prison, and protection schools for infants, was 14,168,734 florins, or $5,695,831.

These infant schools and asylums numbered 802 in 1881, with 87,728 infants in attendance and 2,710 teachers. These figures, however, do not include many private institutions of this character, about which the government has no information.

NORWAY, constitutional monarchy: Area, 122,869 square miles; population in 1879, 1,916,000. Capital, Christiania; population in 1875, 76,054. Minister of public instruction and worship, N. C. E. Hertzberg.

The latest information with reference to the schools of this country is to be found in the Report of the Commissioner of Education for 1881.

A catalogue of the famous Latin school of Norway, the Aars og Voss's latin- og realskole, presents the following statistics: This school is a private establishment situated at Christiania; in 1883 it entered on its twentieth year of existence. In 1882–'83 there were 47 male instructors and 3 women teachers connected with the school. Three divisions are reported: the common, with 5 classes; the Latin, with 6; and the real, with 5. The pupils in regular attendance numbered 578 in 1873–'74 and 782 in 1882–'83. Of the 782, 620 resided in Christiania, 50 came from other Norwegian towns, 107 from the rural districts, and 5 from other countries. There were, in the last year mentioned, 222 students in the Latin classes and 187 in the "real" classes. During the twenty years 2,777 pupils were reported, 2,022 in the last ten years. The studies for the common or lower division were religion, Norwegian and German, history, geography, natural sciences, arithmetic, writing, and drawing. In the Latin and "real" divisions the studies enumerated are religion, Norwegian, Ger-

man, Latin and Greek (or English and drawing), French, history, geography, natural sciences, mathematics, and writing.

PORTUGAL, constitutional monarchy: Area, 36,510 square miles; population, 4,160,315. Capital, Lisbon; population, 253,496. Minister of the interior, Barjona Freitas.

Hon. John M. Francis, minister resident and consul general of the United States to Portugal, addressed a communication to the Department of State on the progress of education in Portugal, under date of December 29, 1883, which was forwarded to the Bureau of Education by the kindness of the Hon. Secretary of State. Mr. Francis's account is as follows:

Portugal has made considerable and commendable progress in educational achievement during the past fifteen years.

A stimulus was given to this paramount interest of the state in 1869 by the testamentary appropriation of a large sum—150,000*l.*, I am informed—by the late Count Ferreira, of Oporto, for charitable and educational purposes in this kingdom. This included provision for the construction of 120 school-houses in needy districts. Then the government directed its efforts with more efficiency than ever before to the important duty of making additional provisions for the education of the children of the state.

Primary instruction, as now existing in Portugal, is based upon the decree of May 2, 1878, modified somewhat by subsequent legislation. The primary schools are intended for the instruction of both sexes and are divided into two classes, namely, primary and advanced primary. They are, for the most part, under district control and sustained by district contributions.

Attendance at the primary schools is obligatory, unless evidence is adduced that the children receive instruction at home or reside at a greater distance than two kilometres [about a mile and a quarter] from the public school. In case of non-attendance without the above valid excuses, parents or guardians are subject to fine.

The primary schools are intended for all children from 6 to 12 years of age. As a rule, every parish must have an elementary school; but in cases where the children of adjoining parishes do not exceed sixty in number, then one school may be organized for two or more parishes.

The parochial authorities are required to furnish house, books, and furniture for the school and residence for the teachers, and to pay the latter 100 milreis annually in rural districts, 120 in towns, and 150 in Lisbon and Oporto. In addition to this compensation the teacher is entitled to 5 cents monthly for each pupil under his instruction, 2 milreis for each pupil passing successfully the final examination in the elementary branches, and, further, for every six years of acceptable service, an advance of 25 per cent. on the salary. There is also a pension system of small allowances for "retired" teachers.

In the primary schools boys are taught reading, writing, arithmetic, elements of grammar, of the metrical system, rudiments of drawing, and "moral and Christian doctrine," the last excepted in the case of children not Catholics; the same tuition for girls, with the addition of needle work. Mixed schools are to be instructed by married teachers, a lady to teach needlework. Boys may be taught by teachers of either sex.

In each district there must be an advanced primary school, to be sustained by the municipality thereof, teachers of these schools to be paid at least 180, and in Lisbon and Oporto 200, milreis per annum, receiving also 2 milreis for every pupil passing into a higher school.

The "advanced primary" teaching for boys includes (1) reading and recitation in prose and verse; (2) writing and written exercises; (3) arithmetic and elementary geometry; (4) grammar; (5) legal system of weights and measures; (6) elements of cosmography, geography and Portuguese history; (7) sketching; (8) moral and sacred history; (9) elements of hygiene; (10) elements of agriculture; (11) gymnastics; (12) choral singing; (13) rights and duties of citizens.

For the female sex, same as above from 1 to 9 inclusive, with lessons on the duties of a mother; also, embroidery, making patterns, taking measures, and lace and flower work.

There must be a regular assistant for every 60 pupils. The municipalities are to appoint the teachers and pay them.

There shall be in Lisbon and Oporto two normal schools for qualifying teachers of either sex. Each school shall have 40 pupils of either sex, who shall be entitled to 7 milreis monthly for maintenance, the same to be paid by the district. There shall be in other districts normal schools of the second class to the number of ten. The State will appoint and pay inspectors and subinspectors.

In towns having more than one school, the municipality is authorized to establish "central schools," with three or four teachers for each one. The establishment of evening and Sunday schools for adults is enjoined upon the various municipalities as a duty. In every district there shall be a school committee to aid the municipality, and in every parish a parochial delegate.

There shall be conferences of teachers in each district annually.

The government will give annually prizes of 100 and 200 milreis to students; it will provide books by public competition every five years. It will aid the parochial assemblies in the creation of a school fund to assist the municipalities in the payment of teachers, in the establishment of evening and Sunday schools, in the establishment of Kindergärten for children, to enlarge educational institutions, to establish libraries, and to bestow prizes upon deserving teachers and worthy pupils, to secure pensions for poor scholars who may enter the normal schools, to provide proper instruments for instruction in the natural sciences, &c.

Secondary instruction is given in institutions of three classes according to the decree of June 14, 1880, namely, central lyceums, national lyceums, and secondary municipal schools. There is a central lyceum in Lisbon, in Oporto, and in Coimbra; in each of the capitals of other districts there is a national lyceum. All these are supported by the state. Other municipalities may, upon petition, open secondary municipal schools, they paying two-thirds and the state one-third of the cost of their support. The object of these lyceums is to prepare pupils for admission into schools of superior instruction.

The course in the central lyceum embraces (1) Portuguese language; (2) French language; (3) Latin; (4) geography, cosmography, universal and natural history; (5) architecture, geometry, algebra, book-keeping; (6) elements of physics, chemistry, and natural history; (7) elements of civil legislation, of Portuguese law, and political economy; (8) drawing; (9) national literature; (10) natural and moral philosophy and laws of nature; (11) algebra, geometry, and trigonometry; (12) physics and chemistry; (13) Latin; (14) Greek; (15) English; (16) German.

There are taught in the secondary schools (1) Portuguese; (2) French; (3) arithmetic and geometry; (4) drawing; and there may be one or two professional chairs.

No pupil under 10 years of age is to be admitted to the lyceums.

No school for private instruction by individuals can be opened without informing the supervisor of the district.

The teachers of central lyceums receive an annual salary of 600 milreis; of the national lyceums, 500; the rector of the central lyceums, 200; of national lyceums, 150; the teachers of secondary municipal schools, 200, with some additional fees for scholars and upon the successful examination of the latter.

Superior instruction.—The centres of superior education are Lisbon, Oporto, and Coimbra. The university at Coimbra has faculties of law, theology, medicine, and philosophy or natural sciences.

In Lisbon there are the polytechnic school, the army, navy, and medical and surgical schools, school for the superior course of literature, commercial and industrial school, general institute of agriculture, and an academy of fine arts.

There exist in every diocese of the kingdom institutions for ecclesiastical learning.

At Oporto there are a polytechnic academy, an agricultural college, and an academy of fine arts. Near Cintra there is also an agricultural college, with an experimental farm.

I have presented an analysis of the laws on the subject of education in Portugal. The system embraces a wide and extended field, with a great deal of machinery for its working, and, though it is imperfectly operated in many cases, the fact is conceded that decided educational advancement has been made in this kingdom since the enactment of these laws.

No reliable statistics of the attendance of children at the public primary schools can be obtained. I have seen a statement that in 1875–'76 (before the adoption of the existing law enforcing attendance) there were in the kingdom and adjacent islands 141,466 children attending school.

This, I am assured, was incorrect, and to my inquiries in regard to the number now in attendance I am told in the proper official department that no statistics can be furnished which would be other than vague estimates. It is a truth, however, that the want of school-houses is severely felt throughout the kingdom, that those existing are uncomfortably crowded, and that in the city of Lisbon the want is painfully felt. However, gradually, but too slowly it is feared, buildings are provided for this purpose, to meet the growing necessity.

The criticism I have heard pronounced upon the educational system of Portugal is that it expends its greatest forces upon higher education, and fails to provide as good schools as should be maintained for elementary instruction.

As to expenditures for education by the government (not including the larger local contributions for this purpose), it may be stated that under the head of "Public in-

struction" there were appropriated in the budget of 1883–'84 934,759 milreis for the following purposes:

Primary instruction (district schools and teachers)	190,177
Secondary instruction (certain specified advanced schools and teachers)	179,649
Special instruction (galleries of fine arts, opera house)	59,941
Superior instruction (universities at Coimbra, Oporto, and Lisbon)	257,999
Academies (Academy of Sciences, School of Fine Arts, Government Printing Establishment, &c., all of which are specified in the budget)	246,993

ROUMANIA, principality of Europe: Area, 48,307 square miles; population, 5,376,000. Capital, Bucharest; population, 221,805.

In 1882–'83 there were 2,459 primary rural schools for both sexes reported. The pupils numbered 83,076, 8,544 of whom were girls; teachers, 2,101 males and 358 females. In the cities were 146 boys' primaries, with 475 teachers and 23,832 pupils; also, 125 schools of like grade for girls, where 12,989 pupils were taught by 342 teachers of their own sex. Among the higher grades there were 7 lyceums, with 160 professors and 2,108 pupils, and 19 Gymnasien, with 180 professors and 2,077 pupils. Nine seminaries had 1,512 pupils, under the care of 99 professors; 8 primary normals, with 85 professors and 741 pupils; 5 commercial schools, with 56 professors and 772 students, while in 12 secondary and professional schools for girls there were 1,316 pupils, taught by 144 instructors. The special schools numbered 31; professors, 217; students of both sexes, 2,316. The 2 universities, at Bucharest and Jaffy, had a total of 693 students and 87 professors. At Bucharest there were 4 women studying, 1 in the philological department, 1 in the philosophical, and 2 in the medical department. In addition to these public schools there were 205 private schools, with 1,120 male and female teachers and 13,124 pupils.

RUSSIA, absolute monarchy: Area, 8,387,816 square miles; population, 100,372,553. RUSSIA IN EUROPE: Area, 2,088,419 square miles; population, 85,058,415. Capital, St. Petersburg; population, 667,926. Minister of public instruction, Delyanoff.

The state of education is such in Russia that but little information can be given in reference to the country as a whole. At St. Petersburg there were 105 primary day schools and 8 schools taught on Sunday at the commencement of the year 1883. The pupils numbered 4,866. A handiwork school for boys was also reported. Generally speaking, education is at a low ebb in Russia. The upper classes are said to be at fault, and they are upheld by the clergy in preventing the spread of popular education. Still there is a tendency towards progress in certain directions. For instance, a project is on foot to establish a number of superior primary schools for girls. Among the lower or middle classes in the cities are many young girls who earnestly desire an elementary education. A few parents send their daughters to the Gymnasien and Progymnasien, but the courses there are said to be too long and quite unsuited to these girls, who must necessarily labor for a livelihood. The plan at present is to have elementary grades especially adapted to the wants of this part of the population. In October, 1882, a beginning was made, and the first superior primary school was established in St. Petersburg. The course of study covers 4 classes, and pupils are admitted between 9 and 11 years of age. The program of studies is as follows: religion, the Russian tongue, arithmetic, geography, calligraphy, natural and national history, drawing, geometry, singing, and needlework. These primary grades are to be attached to the so-called Empress Maria institutions. In Russian Gymnasien and Realschulen socialistic doctrines prevail to such an extent that the Russian authorities have taken the matter in hand. A circular of the minister of education, Deljanoff, states that in 13 Gymnasien, 1 Progymnasium, and 16 Realschulen evidences of the influence of nihilistic ideas are noticeable. For this reason many new regulations have been made, so that directors and teachers may have better control of the pupils under their charge. Out of school, too, a certain watch is kept in regard to the movements of pupils. The police, parents, and teachers are expected to aid

the minister in his efforts to crush out revolutionary ideas. The only information obtainable for the year under consideration in regard to Russian universities is that reported on the foundation day of Dorpat University, which was celebrated on December 23, 1883. Statistics at that date were as follows: In the theological faculty there were 191 students; in the law department, 242; in the medical, 711; in the historico-philological, 180; in the physico-mathematical, 109; total, 1,433. In the preceding year 1,331 students were reported. The increase of 102 students in the year speaks well for the college. Most of the chairs are filled, a statement which does not hold good in many of the Russian universities, as quite a number of professors have been called to professorships in other countries.

SERVIA, principality: Area, 18,787 square miles; population (December 31, 1882), 1,810,606. Capital, Belgrade; population, 36,177. Minister of public instruction and worship, G. Pantelitch.

The minister of public instruction and worship is at the head of educational and church affairs in Servia. A director has immediate supervision of the school system. There is also a council of education composed of 12 ordinary and 20 "extraordinary" members; the first of whom are appointed by the minister for 2 years and the second for 1, they being also eligible to reappointment. This body is recruited from the teaching force of the country. The council formulates school regulations and laws and, as a consulting body, aids the minister in executing the laws pertaining to schools and in deciding all literary and scientific questions.

The library and national museum are considered a part of the educational system; a director has charge of each at a salary of 18,031 francs ($3,479). In 1883 the museum was placed under charge of the professor of archæology at the university.

The university has a rector and 27 professors. In the budget there is an item of 214,229.30 francs ($41,346) for the university. Of this amount 2,000 francs ($386) are for scientific excursions, 5,052 francs ($975) for a botanical garden, and 46,500 francs ($8,974) to buy books, &c. The university of Belgrade has faculties of philosophy, arts and trades, and law. It does not, however, grant doctors' degrees, but simply prepares young gentlemen for liberal careers. The number of students ranges from 150 to 200.

The theological seminary, with 4 courses, 14 professors, and 186 pupils, is in the budget for 48,290 francs ($9,320).

A school of pedagogy reports a director, 12 professors or instructors, 97 pupils, and 93,970 francs from the budget. About 15,000 francs ($2,895) are to be used for the instruction of young teachers who are insufficiently prepared, this instruction to take place during the vacations. At the close of 1881 a school of pedagogy was to be opened at Nich. This normal school was to be divided into two sections, one section to instruct pupil teachers for the Servians in Turkey.

The Belgrade Gymnasium has a director, 22 professors, and 455 pupils, and an income of 81,710 francs annually. The Gymnasium at Kraguyewatz has a director, 18 professors, and 225 pupils; annual fund, 59,770 francs. A similar school at Nich, which is still incomplete, reports a director, 5 professors, and 73 pupils; annual income, 16,208 francs from the state. Two Progymnasien in Belgrade, each under charge of a director, have 7 or 8 professors and over 150 pupils. The annual budget provides 30,790 and 27,750 francs, respectively. Eighteen Progymnasien, several of them still incomplete, with but two or three classes, receive 202,420 francs annually. A Progymnasium at Oujiza, having 7 professors, 73 pupils, and funds amounting to 16,909 francs, was to be changed into a Realschule. These Progymnasien have, by a recent law, courses of study very similar to the courses in the lower classes of the Realschulen. The special instruction commences with the upper divisions. The Realschule at Belgrade has 5 higher classes (the two lower classes have the same studies as the Gymnasien), 12 professors, and 47 pupils; funds, 35,540 francs ($6,859).

A school for the higher education of young girls has a pedagogical section. There is a directress in charge; then there are 7 instructresses and 10 professors from the middle schools of Belgrade. The pupils number 250; funds, 49,428 francs.

Primary education is given in 614 schools, with 705 men and 112 women teachers. Pupils: boys, 24,000; girls, 4,000. For teachers' salaries the budget provides 760,000 francs annually. All other expenses are paid by the commune; indeed, teachers are paid in part by the communal authorities, but under state direction.

SPAIN, constitutional monarchy: Area, 195,767 square miles; population (June 1883), 16,858,721. Capital, Madrid; population, 397,690.

Education in Spain is passing through a period of reform, the object of which is to reorganize the system of public instruction so that it may compare favorably with educational methods in other countries. The present government is eager to break loose from precedent and has already taken the first steps in that direction. Its first general measure was the publication of the royal decree and ministerial circular of March 3, 1881, which set forth the views of the government on public instruction and reinstated the professors who had been removed from their chairs in 1875. Before carrying its projected reforms of educational methods into execution the government sought to find out the opinions of teachers on the subject, which was done by means of the decree and circular of July 15, 1881. In order to enable the public to form a correct idea of the legislation and other measures taken in other countries in regard to public instruction, the royal decree of September 12, 1881, supplemented the preceding decree by creating a special library under departmental direction.

Then came the decree of March 4, 1882, reorganizing the system of inspection of educational institutions. The number of inspectors was increased, and they were required to visit all the institutions in their districts and report on them. Following this came measures of a more special character and particularly those affecting primary instruction, which has always been in a lamentable condition in Spain. The only innovation worthy of praise made in this branch of education during the last twenty-five years is the establishment of the Fröbel school at Madrid, by decree of March 31, 1876. Other attempts at reform, although supported by official decrees, have been unsuccessful.

A notable evil, which has always affected primary education, is the practice of allowing the small salaries of teachers to remain unpaid. The arrearages amounted to such a large sum in 1881 that the King himself took the initiative, and provision was made for paying salaries promptly when due. This was effected by the decree of June 15, 1882.

On May 6, 1882, an educational museum was established, embracing collections of models and drawings of Spanish and foreign primary schools, furniture, and apparatus, scientific apparatus and material, objects and charts for illustration, and a library. On August 13 of the same year a fourth year was added to the course of the central normal school for female teachers, and on May 17 provision was made for the care and training of very young children in "maternal" schools. The necessity of providing better educated teachers for primary instruction is recognized in Spain, and this necessity is greater there than in many other countries, because the proportion of children whose education ceases with the primary grade is larger.

Little change has as yet been made in secondary education. By a decree of July 8, 1881, an industrial school was established at Toledo and a veterinary school at Santiago.

Four new professorships were established in the universities during the period 1881–'82, and the salaries of the professors were raised.

In addition to the decrees mentioned above there were two, of March 17, 1882, and February 23, 1883, which, if carried out, will lead to great educational reforms. The substance of them is as follows: The public primary or infant schools are to be placed in charge of women, who are to be aided by assistants, according to the number of pupils. For more than 60 pupils at least one other teacher is to be employed, with title of professor; under 60 pupils the directress is allowed to designate one of her own sex to aid her.

These schools are to be free; the school age is from 3 to 7. In benevolent institutions, in charge of sisters of charity or of any religious body, children up to 4 years of age are to be cared for. Above that age they are to be placed in the public schools. Directresses who are obliged to have an assistant are to receive extra compensation: not less than 275 pesetas (peseta=19.3 cents) in schools where the salary is less than 1,650 pesetas, 325 pesetas where it amounts to that, and 375 when the pay is greater. To be a head teacher the proper qualifications must be shown as required by law and the proper certificates obtained. There are to be boards of directors of primary schools (Patronato general de las escuelas de parvulos), composed of a president and eight members, appointed by the minister of commerce and agriculture. Among the members are to be the directress of the central normal school, one other woman, and several professors already connected with the corps of primary school instructors. One of these professors is to be secretary of the board. The regulations of the board are to be considered by authorities, officials, and corporations as orders from the minister, while the board may act without referring to the minister. An annual report is to be published by the board. A special course for preparing primary school teachers, principals, or assistants is to be opened at the central normal school at the beginning of the next academic year. Professors for primary grades are to be appointed by the minister in accordance with any suggestion from the board of directors as a whole. According to the decree of February 23, 1883, local boards of primary instruction (juntas locales) are to publish each December an annual census of all children of the ages specified by the law of September 9, 1857, who are found within their districts. The provincial committees and the boards of directors are to receive copies. In April and October of each year teachers of primary grades are to send in to the president of the local board of their commune, or district, a complete list of the boys and girls in attendance at school during the preceding term. This list is to cover scholarship, conduct, and general bearing of pupils, &c. Inspectors of primary grades are to be advised of the fines imposed in executing the law of 1857, and justices of the peace are also to forward the decisions pronounced during the year according to the provisions of the penal code. The inspectors are to give the board of directors, in June and December, a list of the children of school age, attendance, or reasons for non-attendance, with suggestions as to negligence of local authorities. Inspectors not attending to their duties and offering no good excuse are to be dismissed. The board of directors is to report to the minister any negligence on the part of the authorities in warning parents of the penalties attached to non-attendance of children at school. Teachers of either sex who increase attendance in their schools from term to term, keep their lists up to the maximum, show good reports as to punctuality, scholarship, &c., are to be rewarded as follows: by receiving a sum of money in proportion to their salary and to the reports made; by honorable mention; with right to an earlier promotion; with greater increase of salary than would naturally follow; and by report of their names to the to the minister for some honorary distinction.

Special meetings are to be held annually by local boards to decide as to the compensation of teachers. The minister is to reward teachers according to the representations made by the general and provincial boards. Allowance is to be made in the general budget for such pecuniary rewards, and local and provincial committees or boards are requested to add whatever funds seem necessary and to distribute a few prizes to poor parents who have made sacrifices in order to send their children to school at the proper hour each day. Provincial and local boards and primary school inspectors who show great zeal in enforcing the attendance of pupils are to be especially and honorably mentioned by the government. All public functionaries of the state, province, or municipality, with a salary not exceeding 1,500 pesetas a year, must show to their immediate chief that their children over 6 years of age have received the education required by the law in either public or private schools. Laborers of low grade, living at such distances as to make attendance at school almost

impossible for the children, may be excused from this rule if their employers recommend it. Officials already in service are to show within three months after the publication of this decree that they have carried out the provisions of the law of 1857. Employés carrying out the above to the best of their ability are not to be dismissed for any apparent fault until they have been allowed a hearing. Heads of departments may recommend dismissal if they deem it advisable.

SWEDEN, constitutional monarchy: Area, 170,979 square miles; population, 4,579,115. Capital, Stockholm; population, 185,325. Minister of education and ecclesiastical affairs, Carl Gustaf Hammarskjöld.

The latest educational statistics from Sweden were given in the Report of the Commissioner of Education for 1881. The subject of industrial education is one of great interest in Sweden, as elsewhere, and the following items give the latest news in regard to this matter. At the ninth meeting of the Swedish Common School Teachers' Association, which took place at Upsala, in August, 1883, about 1,300 teachers were present. The subject of industrial training was earnestly discussed, and it was stated that handwork had already become a part of the course in 500 schools of Sweden. There is also a seminary at Nääs, where manual training is carried on to perfection. The object of such instruction is to produce orderly methods, skill in use of the hands, close attention to business and to inculcate habits of industry and produce a general interest in work for the work's sake. Certain methods are adhered to very closely. Work in wood is a specialty, and 100 models are used in the different steps leading up to the end of the course. In connection with the teachers' meeting, there was a display of articles made by different schools. The finest specimens came from Stockholm, in which city about 370 boys receive industrial training three times a week, 2½ hours each time. What Sweden is doing for the education of woman may easily be learned from the following:

Until the early part of this century the education of women had preserved an exclusively private character in Sweden. The rich families of the aristocracy intrusted the education of their daughters to governesses and the middle classes in easy circumstances had recourse to private schools established in the cities or the country. These schools were always in charge of women and were ordinarily combined with accommodations for boarding a greater or less number of pupils. A certain number of women received in this way a relatively good education, considering the demands of the times, but the great majority, even among the educated classes, were content with very elementary instruction. According to the ideas then in vogue it was a waste of time for women to devote themselves much to study; it was enough for them to know how to manage their domestic affairs properly and to appear well in society. In the private boarding schools the principal aim was to enable the scholars to carry on a conversation in foreign languages, especially French. Music, painting, and fancy work held a subordinate place. Religious instruction was generally given by a clergyman and embraced as a minimum the knowledge necessary for the confirmation of catechumens. The study of history, geography, and mathematics was of the most elementary kind and no attempt whatever was made to include natural sciences.

Between the years 1820 and 1830 the need of public establishments for young girls began to be felt. In 1826 a merchant of Gothenburg, M. Jonas Kjellberg, bequeathed to that city the sum of 50,000 crowns (about $13,500), in memory of his wife, for the establishment of an institution for the higher education of women. That institution was opened in 1835; it has received additional gifts at different times from the Kjellberg family, and is still in operation under the name of "The Kjellberg School." In 1831 there was opened at Stockholm, through the efforts of Bishop Wallin, a new school for the education of women, which was designed to enable young girls to acquire the same serious and substantial instruction boys received in the public schools. This establishment is still in existence, under the name of "The Wallin School." It is a strictly private institution. All the measures tending to elevate the instruction of women could not, however, attain their complete development without government aid in providing capable teachers. A vigorous impulse

in this direction was given by a number of professors and men of learning interested in the education of women, who organized at Stockholm in the winter of 1858–'59 a course of higher instruction for adult females. Many of the scholars were already teachers and others wished to prepare themselves for that vocation. From that moment the government took the movement in hand. The first normal schools for female teachers of primary schools were opened in 1860, and the normal school for female teachers of secondary schools was opened at Stockholm in 1861. Now there are 5 government normal schools for female teachers of primary schools and 7 for males. More than half the teachers of the primary schools are women, who, for the most part, have charge of the lower primary schools. The principal object of the superior normal school for female teachers is to train private teachers, that is, governesses, as well as mistresses of higher girls' schools. At present it graduates twenty or twenty-five such teachers annually.

The total number of girls' high schools in Sweden is now between 60 and 70. Only one belongs to the government, namely, the practice school attached to the Superior Normal School for Female Teachers. The object of this school is to serve as a model for other high schools and to give an opportunity to the scholars of the normal school of attending the school exercises and of taking part in them, so as to get practice in teaching. Nearly one-half of these girls' schools are municipal institutions to a greater or less extent. In localities where the district or community has not established such schools intelligent and educated or tolerably wealthy private individuals have joined together for that purpose. Generally they contribute a considerable sum at the outset to start the institution and guarantee additional amounts in case of need. The greater part of these schools receive aid from the district in which they are placed or from business concerns in the neighborhood, and some from the general council of the province. It is probable that they will gradually become purely community or district schools and will eventually be taken in charge by the municipalities. The other half of the girls' high schools are exclusively private and are established wherever they can be supported by the tuition fees. With the exception of the Kjellberg school at Gothenburg, all the institutions for the superior education of women receive tuition fees. In this respect they differ from all the other educational institutions of the country.

An idea of the scope of the education given in these girls' high schools in Sweden may be obtained from the following program of subjects taught in one of them, which is substantially a representative one. The figures of the table give the number of hours devoted weekly to each subject of study by each of the classes.

Subjects.	Classes.								Total.
	1	2	3	4	5	6	7	8	
Religion	2	2	3	3	3	3	2	2	20
Swedish language	4	4	4	3	3	3	3	3	27
French language	6	6	6	5	5	5	5	5	43
German language	.....	.....	.....	3	3	2	3	3	14
English language	.....	.....	.....	.....	.....	3	3	3	9
Geography	2	2	2	2	2	1	.....	.....	11
History	2	2	2	2	2	2	3	3	18
Mathematics	2	2	2	3	3	3	4	4	23
Natural sciences	.....	1	1	1	1	2	3	3	12
Calligraphy	2	2	1	1	1	.....	.....	.....	7
Drawing	2	2	2	1½	1½	2	2	2	15
Fancy work	3	3	3	2	2	2	.....	.....	15
Singing	1	1	1	1	1	1	1	1	8
Gymnastics	1½	1½	1½	1½	1½	1½	1½	1½	12
Total	27½	28½	28½	29	29	30½	30½	30½	234

These studies are all obligatory in the three lower classes; in the fourth, fifth, and sixth classes fancy work is optional; in the seventh and eighth classes one of the foreign languages may be dispensed with, as well as geometry and drawing; singing and gymnastics are electives in these two classes. French is the foreign language most in demand. In the western part of the country, however, and in some cities, the schools commence with German, and one of them gives English a prominent place. The fact that German occupies the leading place in secondary schools for boys may account for its comparative popularity in girls' schools, but in the majority of them French holds its sway and has increased in popularity in the last few years.

The age for admission to these high schools for girls is generally fixed at 9 years, as in the boys' schools. Most of the girls' schools have a preparatory department, which embraces three classes for children from 6 to 9 years. It appears from the program of studies that obligatory instruction is, strictly speaking, limited to the first six classes; consequently, obligatory studies are confined to a period ending with the fifteenth year of the pupil's age.

SWITZERLAND, federal republic: Area, 15,992 square miles; population, 2,846,102. Capital, Berne; population, 36,000.

Educational statistics of the different cantons for the year 1881 were not received in time for the Report of the Commissioner of Education for 1881. They are herewith presented.

The totals, according to the Statistik über das Unterrichtswesen in der Schweiz, show that in the whole of Switzerland there were, on March 31, 1882, 434,080 pupils in the 4,386 primary schools. Of these, 14,892 were natives of other countries. German was the mother tongue of 311,271; French, of 97,113; Italian, of 19,864; the Romance tongues, of 5,832. There were 2,021 feeble-minded children not attending school and 7,876 children free from school attendance. In the 4,386 schools there were 8,362 classes, 6,462 of them mixed. About half the schools employ one teacher only. The teaching force numbered 5,840 men and 2,525 women, an average of 1 teacher to 52 pupils. Among the male teachers there were 15 belonging to some religious order and 30 lay brothers; among the female teachers, 299 belonging to an order. The age of male teachers was between 15 and 80 years. Over 80 years of age there were 2 teachers; between 71 and 80 years, 40; between 61 and 70 years, 306. The 12 oldest women were between 61 and 70 years of age. There were 90 between 51 and 60 years. Between the ages of 15 and 20 were 250 men and 335 women teachers. Two men had taught 60 years, 32 from 51 to 60 years; 294 men and 8 women had taught between 41 and 50 years. There was 1 teacher to every 340 inhabitants. For teachers' salaries (males) 7,608,694 francs ($1,468,478) were expended; for women, 2,074,560 francs ($400,390). Added to this there were 686,775 francs' worth of produce for the men and 179,270 for the women, an average of 1,419 francs in value for each man and 901 for each woman. The canton of Berne paid out the largest amount for the support of teachers, viz, 2,375,214 francs; Zürich, 1,381,258; Vaud, 1,200,395 francs. The highest average salaries were paid in Zürich, 2,228 francs for men, 1,805 francs for women. There were 17 teachers who are graduates of universities, 63 from Gymnasien, 6,971 from normal schools, and 85 from primary schools.

The annual expenditure for the schools was 14,781,616 francs ($2,852,852); the value of school property, 137,534,597 francs ($26,544,177).

In the 413 secondary schools (283 of which were mixed) were 11,155 boys and 8,976 girls; men teaching, 1,216 (958 lay teachers, 14 belonging to some order, and 244 lay brothers); women, 232 (200 lay, 32 sisters). The teachers' salaries amount annually to 2,370,180 francs. The expenditures were 2,136,514 francs; the school property amounted to 9,077,720 francs. There were 102 middle schools, including Gymnasien, technical industrial schools, normal schools, and those for girls. The pupils in attendance numbered 9,492 boys and 2,093 girls.

The "high schools" (universities), located at Zürich, Berne, Basle, and Geneva, re-

ported 2,512 students. At Zürich are also a polytechnicum and a veterinary school; at Lucerne, a theological institute; at Freiburg, a law school; and at Lausanne and Neufchâtel, academies. There were 104 women pursuing higher studies in connection with these ten schools.

In the Kindergärten (which are obligatory only in the canton of Geneva) there were 10,864 boys and 11,242 girls; in private schools, 6,057 boys and 4,834 girls. The Fortbildungsschule (or review school) is only obligatory in two cantons, Thurgovia and Soleure.

A total of 516,925 children was reported on March 31, 1882, in some grade of school. The funds for school purposes vary in the different cantons; in certain cantons there is no school fund; in others the taxes leave a large amount above expenditures; in others still, private parties and communes raise from fourteen to fifteen million francs annually for school purposes.

Hon. M. J. Cramer, minister resident and consul general of the United States in Switzerland, forwarded a communication on the Swiss school system to the State Department in December, 1882, which, by the kindness of the honorable Secretary of State, has been transmitted to this Bureau. In this communication Mr. Cramer gives the following translation of Article 27 of the present federal constitution of Switzerland in regard to public instruction:

The several cantons will provide for sufficient primary instruction, which shall be under the exclusive supervision of the state. It is to be obligatory, and in the public schools gratis. The public schools shall be so conducted that they may be attended by the children of all confessions (denominations) without their liberty of faith and conscience being encroached upon. Against cantons which neglect to follow these provisions the confederation is to take the necessary steps.

Mr. Cramer also quotes the following resolution of the Federal Assembly in regard to the preceding article, adopted on June 14, 1882:

The federal council is instructed to cause the department of the interior to collect without delay such information concerning the public schools in the several cantons as is necessary for a thorough execution of Article 27 of the federal constitution, as well as for the adoption of laws in relation to it. In order to enable the department of the interior to carry out the provisions of this resolution, that department may appoint a secretary (of education) with a salary of 6,000 francs, whose duties shall be prescribed by the federal council.

This resolution gave dissatisfaction in many quarters, on account of the apparent abridgment of the rights of the individual cantons which it sanctioned. Accordingly a petition was drawn up against the resolution, as allowed by the Swiss constitution, and signed by 180,000 persons. When the vote was taken on November 26, 1882, the resolution was defeated by a vote of 316,852 against 171,970.

II.—Asia.

British India: Area, 1,383,504 square miles; population, 253,906,449.

The following information is from the reports of the director of public instruction for the Bombay presidency for 1881–'82 and 1882–'83: The total number of all schools and colleges aided and inspected by government was, for 1881–'82, 5,704, having on the rolls March 31, 1882, 358,891 pupils, 1.57 per cent. of the estimated population (22,928,851). For 1882–'83 the number of schools was 6,138, having on the rolls March 31, 1883, 389,986 pupils, or 1.68 per cent. of the estimated population (23,184,835).

The income of the department in 1881–'82 was, from provincial funds, 1,128,148 rupees (rupee = 38.3 cents); from local funds, 1,295,109 rupees; total, 2,423,257 rupees. The total expenditure on schools and institutions connected with government, including the expenditure from private funds on aided schools and the cost of schools belonging to native states and inspected by the education department, was 3,407,508 rupees. The corresponding figures for 1882–'83 are: income from provincial and local funds, 2,618,091 rupees; expenditures, 3,811,222 rupees.

Schools for girls.—The total number of schools for girls is now 326, with 19,197 pupils, but the director of public instruction has given these figures as exclusive of

28 schools of the high and middle class and of many girls, whose number should have been stated, attending boys' schools. In 1882–'83 schools for girls numbered 359, with 23,586 pupils.

In 1881–'82 the night schools numbered 134, with 3,919 pupils; in 1882–'83 the number was increased to 176 schools, with 4,826 pupils.

In 1882–'83 the number of pupils learning English was 26,732. The total number of Mussulmans at schools was 46,167. It is stated that the employment of special Mahometan deputy inspectors has produced good results.

Physical training receives much attention. Most of the high schools are furnished with gymnasiums, and in some cess schools[1] a beginning has been made in providing the means of physical training. In some villages small open places near the schoolhouses are hedged round for the gymnasium, and soft earth or sand thrown over the levelled ground.

University examinations.—The number of candidates sent up for matriculation examination in 1881–'82 was 1,374; number passed, 388, of whom 26 were Europeans. For the various degree examinations 643 candidates were sent up, of whom 221 passed, including 3 Europeans. The corresponding report for 1882–'83 gives the number sent up for matriculation as 1,600; passed, 572, including 30 Europeans. Number sent up for the various degree examinations, 683; passed, 308, including 6 Europeans.

From report on public instruction in British Burmah for the years 1881–'82 and 1882–'83:

The total number of children of school age (4–19) in British Burmah, according to the recent census, is 1,327,080. The total number of schools under inspection in 1881–'82 was 3,286, having 89,050 pupils, a number equal to 2.35 per cent. of the whole population. The primary schools numbered 3,238 and were attended by 87,750 pupils, of whom 6,677 were girls. The large majority of pupils at primary schools, namely, 81,334, were Burmese. In 59 of the schools English was taught; the rest were vernacular schools. In 1882–'83 the total number of schools under inspection was 3,863, having 107,037 pupils, a number equal to 2.8 per cent. of the population and to 10 per cent. of the children between 5 and 15 years of age.

Primary education was provided for in 3,857 schools, having an average attendance of 105,387 pupils. The average number of girls attending English schools was 1,050; the average number attending vernacular schools was not shown; but it is observed that of the total number of pupils on the rolls at the close of the year 8,196, or 7.8 per cent., were girls.

Secondary instruction is carried on in high and middle schools that numbered 39 in 1881–'82, having 1,074 pupils, viz, 981 boys and 93 girls. In 1882–'83 the number of secondary schools had increased to 43, attended by 1,074 boys and 115 girls. All these schools are classed as English except one.

Under the head of special and technical schools an account is given of the three normal schools for training teachers, which, in 1881–'82, numbered 99 students, and 145 in 1882–'83. In 1881–'82 an extension of this branch of education was undertaken by establishing a normal class for Burmese schoolmistresses in connection with the American Baptist mission school at Rangoon. Out of a total of 5 higher grade and 71 lower grade certificates granted to normal students during 1882–'83, 3 of the higher and 10 of the lower were awarded to candidates from the girls' class.

The government high school at Rangoon is the only institution with a college department. Seventeen undergraduates studied in this department in 1882–'83 and two passed the first arts examination of the Calcutta University.

In summing up the information with reference to the education of girls in 1882–'83, the chief commissioner says:

From the statements it is observed that the number of institutions devoted to the education of girls increased from 21 in 1881–'82 to 26 in the year under review. Of these 2 are classed as high, 8 as middle, and 16 as primary schools. There are besides

[1] Schools supported partly or wholly by local tax.

many schools which admit boys and girls. Of these the number is not stated in the report. The number of girls under instruction is shown as 8,394, as compared with 6,770 in the previous year. One hundred and forty-five girls passed various examinations as compared with 121 in 1881–'82.

The chief commissioner has been much struck by the great success which has attended the opening of separate classes for girls under female teachers at several of the municipal schools which he has visited in the course of his recent tours. At Henzada he found 70 girls attending a class which had very recently been opened. The number had become far too large to be properly managed by the single teacher in charge of the class. At Yandoon, also, he found a capital girls' department under a female teacher. It is evident that, if only good female teachers can be provided, the Burmese are ready and anxious to send their daughters to school. The training of schoolmistresses is accordingly a matter which the chief commissioner would specially commend to the attention of the director. An excellent example has been set by Miss Rathbun at the American Baptist mission school in Rangoon, one of whose pupils is mistress of the Henzada school.

The expenditure on education in 1881–'82 was 497,794 rupees and in 1882–'83 594,892 rupees.

CHINA proper: Area, 537,590 square miles; population, 350,000,000.

Education is considered of the utmost importance in China, as it leads to rank, wealth, and influence. Even many of the literati become teachers. Self supporting day schools are universal and primary instruction is found in the remotest village. The government appoints state examiners, but does not otherwise assist in educating the masses. There is an absence of statistical publications in regard to public instruction, yet M. Martin, director of the university at Pekin, estimates the proportion of illiterates for the whole empire above 10 years of age as 1 to 6, and for the countries of Northern China as 57 to the 1,000 or 1 to 18. The governmental examinations admit about 2,000,000 candidates each year, and 1 or 2 per cent. of these pass successfully. The public examinations take place in October, and persons of all ages throng from every part of the empire to the large cities to attend them. They many times bring their own tents and utensils, as each person must be in a separate establishment, without communication with the outside world, during the period of the examinations. Each person is to show by an essay that he comprehends the ancient authors, that he can express himself with poetical elegance, and write a fine hand. History and geography are not taken up. The laureates are admitted to the presence of the Emperor, which honor is felt in the family for generations, and the most distinguished receive employment under the administration. Others who are successful become licentiates (hsiu ts'ai). Each licentiate may open a school, and he is allowed to arrange the tuition fees. Those pupils who cannot pay him 6 tiaos (about half a dollar) a month are not considered worth teaching. There are many private schools. There are also public schools, for which the Emperor furnishes the buildings and pays the teachers' salaries. These imperial professors receive from 12 to 18 taëls (taël=about $1.35) a month and two meals a day. Inspectors have the care of such schools, each of which consists of one class, with only 15 pupils as the maximum. If a private individual wishes to open a school for adults his salary is to be limited to 20 taëls and only 6 pupils are to be allowed at a time. Preliminary instruction is very long in Chinese schools, from the lack of alphabet, declensions, conjugations, and grammar; in fact, with nothing but words or characters, which must be memorized in a certain order, with all the affixes and prefixes which throw light on the phrase or word. A stumbling block in education is that the language of the school is different from that of the people. When a young man knows about 12,000 characters and can compose literary or poetical essays he is ready to go up to the examination for licentiate. The university at Pekin, founded about 20 years ago, contains about 150 pupils who enter for the purpose of acquiring a knowledge of foreign branches, and who are paid for so doing. Professors from other countries teach French, English, German, Russian, geography, history, physics, chemistry, astronomy, &c.

COCHIN CHINA, French colony in Asia: Area, 21,630 square miles; population of French provinces proper, 1,563,130. Capital, Hué; population, 100,000.

Educational affairs are under the direction of a primary school inspector. As the people are mostly Anamites, primary teaching differs from that in the majority of the colonies. The primary schools number 443, with 473 instructors and 13,299 pupils (boys, 13,172; girls, 127). In these the Anamese tongue and the elements of French are taught. In the schools of first grade (so called) the children are taught to read and write in French, and also receive their first lessons in grammar, arithmetic, and geography. These schools number 7, with 47 professors (13 Europeans and 34 natives) and 1,062 pupils. They are located where the population is thickest. In the second grade schools the instruction is very similar to that of the French primary school; a 3-year course is given. Only two establishments—the Collége Chasseloup-Laubat at Saïgon and the college at Mytho—have adopted this method. The professors number 35; the pupils, 279. Eventually these two colleges will be considered as the first two years of secondary instruction. Private schools are found in many villages. The pupils are taught to read and write the Chinese or Cambodian characters. These schools are kept up by gifts from individuals or the pupils pay a modest sum towards the expenses. About 414 private schools are reported, with 417 professors giving instruction to 6,008 pupils (5,928 boys and 80 girls). The mission schools number 64; professors, 97; pupils, 3,384 (1,839 boys and 1,545 girls).

JAPAN, absolute monarchy: Area, 156,604 square miles; population (1883), 36,700,118. Capital, Tokio; population, 823,557. Minister of public instruction, Fukuoka.

According to a report on the Japanese school system, there were 5,615,007 children of school age in the monarchy in 1881, as a census of that date states. The school age, since the school law was revised in 1879–'80, is 6–14. Attendance is obligatory in the common schools, which in 1881 numbered 28,901, including private schools organized like the public ones. There are 3 grades in these common schools, a 3-year course in the first two and a 2-year course in the last. The studies are: first year, morals, reading, writing, arithmetic, singing, and gymnastics; second year, elements of geography, history, drawing, natural history, and sewing (for girls); third year, elements of chemistry, physiology, geometry, national economy, or, in the school for girls, domestic economy. In certain sections of the country the elements of an agricultural, industrial, or commercial education enter into the course, which in that case is somewhat modified; but in any case instruction must be given in reading, writing, and arithmetic.

The program of studies in the middle schools varies somewhat according to the needs of the youth of the quarter. There were 172 middle schools reported, with two divisions, one for elementary, the other for higher instruction, in each school. The studies at the school in Osaka serve as a model, viz: Lower course, moral teachings, Japanese and Chinese literature, English, arithmetic, algebra, geometry, geography, history, physiology, zoölogy, botany, physics, chemistry, national economy, book-keeping, calligraphy, drawing, singing, and gymnastics. This course lasts 4 years. The higher course, lasting 2 years, continues morals, literature of China and Japan, English, book-keeping, drawing, singing, and gymnastics, and adds trigonometry, mineralogy, Japanese code of laws, physics, and chemistry.

The normal schools, 74 in number, have a threefold course, covering 1, 2½, and 4 years. There are also model schools connected with these teachers' seminaries. The one year course embraces morals, reading, writing, arithmetic, geography, physics, pedagogy, school supervision and school practice, singing, and gymnastics. In the 2½-year grade the same studies are continued, and history, drawing, physiology, natural history, chemistry, geometry, and book-keeping are added. In the 4-year course are found the additional branches of algebra, national economy, Japanese legal lore, and psychology. This plan of study may be changed according to the wants of an industrial, commercial, or agricultural education.

The normals for women follow out the same courses, only that instead of national economy and law they take up domestic economy and needlework. In Tokio there are two model institutions for men and women desiring to become teachers. The one for males has two subdivisions, a 4-year course for those intending to teach in the common schools and another course (which is now undergoing some changes) for those who wish to be teachers of the middle grades. These courses take up the studies named above. The other, for women, which allows graduates to teach in any grade, has a 4-year course, covering morals, reading, narration, writing, arithmetic, geography, Japanese history, natural history, physics, chemistry, drawing, pedagogy, practice in teaching, needlework, etiquette, domestic economy, singing, and gymnastics. A six-class school for girls — a lower grade school — serves for a practice school; a five-class higher grade is also connected with it. A school for children from 3 to 6 years, similar to the Kindergarten, is also a part of this teachers' seminary. Seven of these infant schools are now in existence.

A certificate of graduation, showing how much of the course the normal pupil has undertaken, entitles the holder to a teacher's position in some of the grades according to the branches pursued. This certificate is good for 7 years, but may be extended 7 years or for life. Examinations are also held for persons of 18 years of age or more who desire to take the position of teacher but who have not followed the normal courses. A successful passing of such examination before the proper authorities entitles the candidate to a grade of certificate equivalent to the studies examined in. The teacher is then allowed to fill a position within the district for a longer or a shorter period, in any case not upwards of 5 years, although then a renewal is permitted if the position has been acceptably filled.

The university at Tokio and the polytechnic school represent the highest grade of instruction, in addition to some special schools. The four faculties embrace law, sciences, medicine, and literature. The legal studies include English, French, and Japanese law, but not the Roman law. The sciences include mathematics, physics, chemistry, biology, astronomy, geology, civil and mining engineering. The medical department graduates physicians, pharmacists, and apothecaries. The literary course has four sections: philosophy, politics, national economy, and Japanese and Chinese literature. Each course takes 4 years except the pharmaceutical, which requires 3 years, and the higher medical, which occupies 5 years. Two preparatory schools have special courses for the university. One, with a 3-year course, leads up to the legal, scientific, and literary departments; the other, four years in length, to the medical school. Astronomical and meteorological observatories, a botanic garden, a chemical and a natural history museum, and two hospitals are all connected with the university. The technical high school, or school for engineers, has a 6-year course, two of which are preparatory. The English language, geography, the elements of mathematicsl mechanics, and physics, chemistry, and geometrical and machine drawing are taught as preparation for the special courses in the construction of machines and ships, in telegraphy, architecture, practical chemistry, surveying, and mining. The instruction is both theoretical (two years) and practical (two years). Museums, laboratories, foundries, &c., aid greatly in rendering the students proficient.

Special schools are scattered among the cities and districts of Japan. According to the needs of the people around, there are either medical, pharmaceutical, legal, agricultural, or commercial institutions, or, perhaps, schools for students of natura, sciences, mathematics, literature, drawing, architecture, seamanship, &c. Far more schools are devoted to medicine than to any other branch. A 4-year course leads to the degree of M. D.; a 3-year course produces physicians of the second class. There are similar courses for those desiring to become druggists, but the studies are limited to 2 and 3 years. There are 2 special schools — one for languages and one for teachers of gymnastics — in Tokio. The first, in a 5-year course, gives instruction in French, German, Russian, Chinese, English, and the Corean tongues. The second pays more attention to physical development, yet it includes Japanese, Chinese, and

English literature, arithmetic, algebra, geometry, anatomy, physiology, physics, hygiene, and drawing. The course is of two years' duration. There are also army and navy institutes; schools of agriculture, forestry, and veterinary science; 3 commercial or trade schools; many private establishments; a school of technology (especially for chemical and mechanical branches); various institutions for the deaf, dumb, and blind; so-called "Japanese" schools, where the history, literature, poetry, and ancient art of Japan are taught; German schools; schools of etiquette and for woman's handiwork, needlework, &c.

The school system is benefited materially by the numerous libraries, pedagogical museums, and collections of apparatus which are found in the capital and in the provinces. Students are sent at government expense to foreign lands to study educational systems. Conferences are held in different districts, so that there may be an exchange of thought on school matters, and the minister of education gathers his aids around him from time to time for a like purpose. Japan is divided into 44 school districts, with the prefect at the head of the educational system in each, but each of these districts is subdivided and under supervision of an inspector, all of these officials being subject to the commands of the minister of education. There are also school boards having certain duties in the communal departments. Religious orders have nothing to do with schools in Japan. With the exception of the governmental schools, the different sections are supposed to furnish funds for their own immediate schools; still help is given if the district funds do not hold out. When new school buildings are to be erected, the government furnishes the ground, if possible; all school grounds are free from taxation.

The Japanese school system is not yet fully developed and some reforms are soon to be made, but the prospects are said to be excellent. The greatest trouble so far seems to be in the lack of money in a few districts and in the lack of cultivation among the teachers. This last, it is thought, will be done away with as the teacher realizes more fully what is expected of him.

III. — Africa.

Egypt, a dependency of Turkey: Area, 1,406,250 square miles; population, 16,952,000. Capital, Cairo; population, 368,108. Minister of public instruction, Khaïry Pacha.

For the latest educational statistics, see the Report of the Commissioner of Education for 1879.

Cape of Good Hope, British colony: Area, 239,305 square miles; population, 1,155,168. Capital, Cape Town. Superintendent general of education, Langham Dale.

Since 1860 the aided school system has been extending its operations in this colony. Theoretically it presents a very elaborate and complete gradation of schools, extending from the elementary schools to the university and adapted to all the classes and races that make up the population of the colony. Practically, the results accomplished have not proved satisfactory, and in 1882 Donald Ross, previously well known as one of Her Majesty's inspectors in Scotland, was appointed inspector general of colleges and schools, with instructions to investigate and report in full upon the educational affairs of the Cape. His preliminary report gave an interesting survey of the field and evinced a wonderful power in the observation, analysis, and classification of practical details. His death, which followed almost immediately upon the completion of this report, brought to an end one of the most promising investigations ever undertaken in the interests of education. For reasons that may be readily inferred from the condition of the colony, it is not easy to gather reliable school statistics. Mr. Ross concluded that one-sixth of the children of school age in the colony attend schools with beneficial results, while five-sixths are still outside the government system; of the latter number he estimated that about 6,500, mostly children of the superior class, were under private instruction.

Of the total population the Europeans number about 250,000. It is estimated that one-half the children of this portion of the community are under instruction. Mr. Ross dwelt particularly upon the want of competent teachers, which the superintendent general had also long recognized as a great obstacle to the progress of the schools. The most satisfactory feature in the system at present seems to be the supply of good buildings and apparatus, in which respect Mr. Ross was of the opinion that the colony surpassed what England had accomplished up to 1870.

The following statistics are from the report of the superintendent general for 1882: Number of aided schools, 960; annual enrolment, 75,314; daily attendance, 37,316; government expenditure, 88,822*l.* (this includes grants to university and colleges); local expenditure, 119,918*l.*

IV.—North America.

Dominion of Canada: Area, 3,470,392 square miles; population, 4,324,310. Capital, Ottawa; population, 27,412.

Each of the seven provinces forming the Dominion of Canada has power to regulate its own local affairs, including education, so far as may be done without interfering with the policy and action of the central administration under the governor general.

Public instruction in most of the provinces is under the control of a council of education and of one or more superintendents, according as the religious element is or is not recognized. Full information upon this point is embodied in my annual report for 1876.

a. British Columbia: Area, 341,305 square miles; population, 49,459. Capital, Victoria; population, 4,540. Superintendent of education, C. C. McKenzie.

The report for the year ending June 30, 1883, gives total enrolment in common schools during the year as 2,632; average attendance, 1,345. Enrolment in high school, 61; average daily attendance, 38. Number of teachers in all the public schools, 62. Cost of education for the year, $60,758.75. Average monthly salary of teachers on permanent staff in 1882–'83, $60.86. Highest salary paid, $110 per month; lowest, $45.

b. New Brunswick: Area, 27,174 square miles; population, 321,233. Capital, Fredericton. Chief superintendent of education, Theodore H. Rand.

From the report for the year ending October 31, 1882, it appears that the total number of different pupils in attendance on the schools within the year was 64,267; increase, 1,644. The proportion of the population of the province enrolled at the public schools in the summer term, according to the census of 1881, was 1 in 6.18. The average monthly percentage of pupils daily present during the term was 72.44. The proportion of the population at school during the winter term was 1 in 6.58 (census of 1881).

The number of teachers employed during the summer term was 1,453; during the winter term, 1,371. The average rate of teachers' salaries per annum from all sources, compiled from the returns of the winter term of 1882, was as follows: male teachers of the first class, $508; female teachers of the first class, $338.70; male teachers of the second class, $315.40; female teachers of the second class, $230.27; male teachers of the third class, $235.80; female teachers of the third class, $185.71.

There were in attendance at the normal school 168 student teachers, of whom 28 belonged to the French preparatory department.

c. Nova Scotia: Area, 20,907 square miles; population, 440,572. Capital, Halifax; population, 36,100. Superintendent of education, David Allison.

The following information is from the report of the superintendent for the year ending October 31, 1883:

Total number of schools in operation, winter term, 1,844; summer, 1,943; total number of registered pupils, winter term, 79,091; summer, 81,863; average daily

attendance, winter term, 4 2,508; summer, 43,165. Total number of teachers and licensed assistants employed, winter term, 1,911; summer term, 2,011. Total government expenditure for education, $186,087.62. The total number of pupils reported in institutions for secondary instruction, viz, county academies and special academies, was 1,130; average daily attendance, winter term, 616; summer term, 517.

In the normal school 125 students were enrolled, of whom 75 remained throughout the whole session. The number of diplomas awarded was 82. The number of teachers employed, 5. The total expense of the school was $5,132.83. The model school in connection with the normal enrolled in the winter term 711; in the summer term, 779; average daily attendance, winter term, 515; summer term, 452. Number of teachers, 12; expense of the school, $6,807.50.

The number of pupils enrolled in the public schools of Halifax, exclusive of the high school, for the term ending October 31, was 5,128; average daily attendance, 3,925; number of teachers employed, 98.

d. ONTARIO: Area, 101,733 square miles; population, 1,923,228. Capital, Toronto; population, 86,415. Minister of education, George W. Ross.

The following information is derived from the report of the education department for 1883 and the statistical report for 1882:

School population and attendance.—The number of children between 7 and 13 years of age reported as not attending any school for 110 days during the year is 87,444. The number between 7 and 13 not attending any school whatever was 8,086, or less than 2 per cent. of the whole school population. By the school act of 1881, now in force, the parent or guardian of every child between the ages of 7 and 13 is required to cause such child to attend a public school for 11 weeks in each of the two terms of the public school year, and the attendance must be during the whole time in each week, except in cases where half time is allowed.

The average attendance, viz, the aggregate daily attendance divided by the number of legal teaching days in the year, being 222 days for rural and 211 for urban schools, was 214,176. The percentage of average attendance, as compared with total number attending school, is, for rural districts, 43; cities, 58; towns, 53; province, 45. The percentage of pupils under 5 to the total number attending school is 0.28; for pupils between 5 and 16, 96.96; for those between 17 and 21, 2.66; and for those over 21, 0.10.

Nine per cent. of the pupils attended for less than 20 days during the year, 17 per cent. from 20 to 50 days, 25 per cent. 51 to 100 days, 22 per cent. 101 to 150 days, 23 per cent. 151 to 200 days, 4 per cent. 201 days to whole year.

Teaching force.—In the 5,203 schools reported, 6,857 teachers were employed, of whom 3,062 were male teachers and 3,795 female teachers. There were 733 more female than male teachers. Highest salary paid to a male teacher in a county was $900; the lowest, $120; in a city, the highest, $1,100; the lowest, $400; in a town, the highest, $1,000; the lowest, $240. The average salary of male teachers in counties was $385; of female teachers, $248; in cities, of male teachers, $742; of female teachers, $331; in towns, of male teachers, $576; of female teachers, $273. The number of teachers who had attended the normal schools at Toronto or Ottawa was 1,873, an increase of 74.

High schools.—Number of schools, 104; number of pupils, 12,473. The amount received by the high school board from legislative grant for the salaries of teachers was $84,304; increase, $1,016. The amount of municipal grants in support of high schools was $196,438; decrease, $4,375. The amount received for pupils' fees was $29,269; decrease, $1,621. Balances of the preceding year and other sources, $63,137; increase, $6,882. Total receipts, $373,150; increase, $1,900. Expended for salaries of masters and teachers, $253,863; decrease, $3,354; for building, rent, and repairs, $19,361; decrease, $4,341; for fuel, books, contingencies, $68,673; increase, $5,905; for maps, prize books, apparatus, and libraries, $1,821; decrease, $339; total expenditure for the year, $343,720; decrease, $2,129. The cost per pupil, based on total ex-

penditure, was, for collegiate institutes, $29.30; high schools, $26.61; collegiate institutes and high schools, $27.56. Thirty-seven high schools charge fees, 67 are free, and 51 are united with public schools.

Receipts and expenditure.— The total receipts for all public school purposes for the year 1882 amounted to $3,469,990, showing an increase of $210,751 over the total receipts of the year 1881. Total expenditure for all public school purposes, $3,020,974; increase, $182,702. The average cost per pupil, based on total expenditure, was $6.03 for rural districts, $8.81 for cities, $6.86 for towns, being for the whole province $6.42.

Normal schools.— The report of the normal schools for the school year 1882–'83 shows that 200 pupils were admitted to the Toronto normal school, of whom 84 were men and 116 women. Certificates were granted to 60 men and to 95 women. The teaching staff numbers 8 persons. The Ottawa normal school admitted 138 students, viz, 65 men and 73 women. Certificates were granted to 53 men and 60 women. The teaching staff numbers 7. Each of the schools has a model school attached. The expenditure for normal and model schools for 1882 was $44,904.36; for 1883, $45,340.40.

e. PRINCE EDWARD ISLAND: Area, 2,133 square miles; population, 108,891. Capital, Charlottetown; population, 8,807. Chief superintendent of education, I. Montgomery.

According to the report for 1882 the number of pupils enrolled in the public schools was 21,269; average daily attendance, 11,285; number of teachers, 468. Total expenditure for education, $130,446.96; rate for each pupil enrolled, $6.13; rate for each pupil in average daily attendance, $11.56.

The average salary for teachers ranged for male teachers from $228.64 for teachers of the third class to $465.16 for teachers of the first class; for female teachers, from $165.56 for the third class to $360 for the first class.

The Prince of Wales College and Normal School was attended by 93 students, viz, 33 non-professional and 60 in training for teachers.

f. QUEBEC: Area, 188,688 square miles; population, 1,359,027. Capital, Quebec; population, 62,446. Superintendent of public instruction, Gédéon Ouimet.

According to the report of the superintendent for the scholastic year 1881–'82 the number of schools (under control) was 4,457; number of pupils, 236,699; average attendance, 180,463.

The following table shows the classification of schools in the province, with the teaching force and enrolment:

	Schools.	Professors.	Pupils.
Universities	3	129	1,075
Schools of the second degree	231	1,349	36,022
Normal schools	3	20	323
Special schools	20	113	1,351
Primary schools	4,609	5,600	200,354
Total	4,866	7,211	239,125

GUATEMALA, republic: Area, 41,830 square miles; population (1883), 1,276,961. Capital, Santiago de Guatemala; population, 55,728.

The following information is taken from Anales estadísticos de la República de Guatemala for 1882, an official publication issued by the secretary of the bureau of statistics of Guatemala:

The law on public instruction in Guatemala declares that primary instruction shall be obligatory for all children between six and fourteen years of age. The law further provides that an annual return shall be made of all children of school age and

of their attendance at school. The following table shows the number of children of school age and their attendance at school for the year 1882 in each department of the country, together with the population of the department. The total number of primary schools was 811:

Departments.	Population in December, 1882.	Children of school age.			Proportion to the number of inhabitants.
		Boys.	Girls.	Total.	
Guatemala	129,564	8,793	7,621	16,414	1 to 8
Amatitlan	32,387	2,902	2,538	5,440	1 to 6
Escuintla	29,890	1,739	1,494	3,233	1 to 9
Sacatepequez	38,020	3,239	2,854	6,093	1 to 6
Chimaltenango	52,650	4,301	3,980	8,281	1 to 6
Sololá	79,445	6,265	5,609	11,874	1 to 7
Totonicapam	143,192	10,809	9,153	19,962	1 to 7
Suchitepequez	39,109	1,452	1,339	2,791	1 to 12
Retalhuleu	22,837	1,239	1,029	2,268	1 to 10
Quezaltenango	95,503	3,967	2,843	6,810	1 to 14
San Marcos	73,217	3,992	2,728	6,720	1 to 11
Huehuetenango	121,256	5,885	4,321	10,206	1 to 12
Quiché	75,979	5,381	3,949	9,330	1 to 8
Baja Verapaz	44,875	3,614	3,424	7,038	1 to 6
Alta Verapaz	92,515	2,956	2,897	5,853	1 to 16
Peten	8,229	621	505	1,126	1 to 7
Izabal	5,232	313	209	522	1 to 10
Zacapa	38,256	3,486	2,946	6,432	1 to 6
Chiquimula	56,083	4,760	3,641	8,401	1 to 7
Jalapa	31,492	2,447	1,931	4,378	1 to 7
Jutiapa	41,878	3,630	2,938	6,568	1 to 6
Santa Rosa	31,352	3,202	2,630	5,832	1 to 5
Total	1,276,961	84,993	70,579	155,572	1 to 8.2

Departments.	Attending the public schools.			Proportion to the total number of children.	Not attending school.			Proportion to the total number of children.
	Boys.	Girls.	Total.		Boys.	Girls.	Total.	
Guatemala	5,558	2,475	8,033	1 to 2	3,235	5,146	8,381	1 to 2
Amatitlan	622	415	1,037	1 to 5	2,280	2,123	4,403	1 to 1
Escuintla	667	293	960	1 to 3	1,072	1,201	2,273	1 to 1
Sacatepequez	1,654	1,101	2,755	1 to 2	1,585	1,753	3,338	1 to 2
Chimaltenango	1,054	633	1,687	1 to 5	3,247	3,347	6,594	1 to 1
Sololá	528	210	738	1 to 16	5,737	5,399	11,136	1 to 1
Totonicapam	488	191	679	1 to 29	10,321	8,962	19,283	1 to 1
Suchitepequez	729	305	1,034	1 to 3	723	1,034	1,757	1 to 2
Retalhuleu	256	151	407	1 to 6	983	878	1,861	1 to 1
Quezaltenango	2,109	429	2,538	1 to 3	1,858	2,414	4,272	1 to 2
San Marcos	1,414	863	2,277	1 to 3	2,578	1,865	4,443	1 to 2
Huehuetenango	1,650	260	1,910	1 to 5	4,235	4,061	8,296	1 to 1
Quiché	1,051	311	1,362	1 to 7	4,330	3,638	7,968	1 to 1
Baja Verapaz	1,094	452	1,546	1 to 5	2,520	2,972	5,492	1 to 1
Alta Verapaz	1,003	497	1,500	1 to 4	1,953	2,400	4,353	1 to 1
Peten	484	119	603	1 to 2	137	386	523	1 to 2

Departments.	Attending the public schools.			Proportion to the total number of children.	Not attending school.			Proportion to the total number of children.
	Boys.	Girls.	Total.		Boys.	Girls.	Total.	
Izabal	171	102	273	1 to 2	142	107	249	1 to 2
Zacapa	769	177	946	1 to 7	2,717	2,769	5,486	1 to 1
Chiquimula	1,887	402	2,289	1 to 4	2,873	3,239	6,112	1 to 1
Jalapa	1,349	439	1,788	1 to 2	1,098	1,492	2,590	1 to 2
Jutiapa	1,278	500	1,778	1 to 4	2,352	2,438	4,790	1 to 1
Santa Rosa	958	371	1,329	1 to 4	2,244	2,259	4,503	1 to 1
Total	26,773	10,696	37,469	1 to 4.1	58,220	59,883	118,103	1 to 1.3

JAMAICA, British colony: Area, including Turk's Island, 4,362 square miles; population, 585,536. Capital, Spanish Town; population, 6,000. Inspector of schools, Thomas Capper.

The following information is derived from the annual report of the inspector of schools for the year ending September 30, 1882:

Number of schools inspected, 677; number receiving aid, 627; number of pupils registered, 53,366; average attendance, 29,894; amount of grants in aid, 18,225*l.*

With respect to school attendance the inspector says:

The regulation requiring all schools receiving government aid to be open for at least 180 days in the year has been very generally disregarded. The proportion of scholars on the books of schools under government inspection to the whole number of children in the island between the ages of 5 and 15 is almost exactly 30 per cent. But low as this percentage undoubtedly is, it must not be inferred from it, as some suppose, that 70 per cent. of the children in the island go without any education. The figures would be the same if every child in the island attended school regularly for three years, which, unfortunately, is far from being the case. To put it in another way, the children of Jamaica have on an average three years each in an elementary school, which, if they attended regularly and were well taught, would be quite sufficient to give them a better education than the great majority of them actually get. In the course of those three years, however, they only attend on an average five-ninths of the school days, broken up in most cases into detached portions, so as to produce the smallest possible good results.

As a means of improving the teaching force, regulations were published in August last under which certificates will be granted, on the results of an examination to be held annually, to teachers, and, after a probationary period of two years, to outgoing students of training colleges. To holders of these certificates an annual bonus will be paid of 5*l.*, 10*l.*, or 15*l.*, according to the class of their school at the annual inspection. Provision is also made for the payment of a sum of 15*l.* to such voluntary training colleges as apply for examination, for every resident student who passes. The standard to be attained is such that nearly all capable teachers in the island should be able to secure a certificate within two or three years.

MEXICO, federal republic: Area, 743,948 square miles; population (1882), 10,046,872. Capital, Mexico; population (1882), about 300,000.

There are no statistics of primary education covering the whole country of Mexico later than 1875. A French gentleman, M. A. Dupin de Saint André, has made a report to the French minister of public instruction on education in Mexico, from which the following details are taken:

The reorganization, or rather the organization, of primary instruction in Mexico was effected in 1867, since which time considerable progress has been made and numerous schools have been established. In 1875 instruction was made obligatory in 19 out of 29 states, viz, in Aguascalientes, Chiapas, Coahuila, Campeche, Guanajuato, Guerrero, Jalisco, Michoacan, Morelos, Nuevo-Leon, Oaxaca, Puebla, Sinaloa, Sonora,

San Luis Potosí, Tlaxcala, Vera Cruz, Distrito federal, and Baja California. In some of these states (Aguacalientes, Campeche, Michoacan, Jalisco, Morelos, Nuevo-Leon, Oaxaca, Sinaloa, Vera Cruz, San Luis Potosí, and Guerrero) parents and guardians who do not send their children to school are fined and may be sent to prison. In others (Puebla and Coahuila) the delinquents are brought before the police magistrates, while in Sonora, the federal district, and Lower California children who go regularly to school receive a reward, and all public employment is refused to the fathers who neglect to comply with the requirements of the law.

The program of primary instruction embraces reading, writing, Spanish grammar, arithmetic, weights and measures, morals, and politeness. In most of the schools instruction in geography, drawing, and natural history and in the rights and duties of citizenship are added to these obligatory subjects. Girls are taught sewing. In the City of Mexico the school programs are of wider scope and include geometry, algebra, general history, and French.

In 1875 (date of the latest statistics) there were 8,103 primary schools in Mexico, conducted by the government, the municipalities, or by corporations and individuals. They are subdivided as follows: government schools, 603; municipal, 5,240; maintained by corporations or private parties, 378; by the clergy, 117; private schools, 1,581; unclassified, 184. Instruction is gratuitous in all, except some of the private schools. The schools belonging to the clergy, as shown above, are not numerous. Clericalism is powerless in Mexico. This fact is all the more extraordinary because the country is Roman Catholic and the Indians are still the humble servants of the padres. But sangre azul Mexicans dislike the priests. They are anxious to rescue the country from their influence and hope to succeed in their project by increasing the number of governmental or communal schools.

Divided as to sex and age, the Mexican schools are classified as follows: Primary schools for boys, 5,567; for girls, 1,594; mixed schools, 548; adult male, 124; adult female, 21; unclassified, 249; total, 8,103. The number of pupils in the 8,103 schools was 349,000. This is not a large number in proportion to the 800,000 children of school age in the country. But, although the Mexican Republic is three times as large as France, the population is scattered, the schools are not nearly so numerous as they should be, and the illiterate Indians have no conception of the value of education. These causes sufficiently account for the ignorance of which so much complaint is made and for which there is no remedy except the establishment of schools in all the remotest villages. In 1875 the confederation, the states, the municipalities, and the corporations expended $1,633,436 for primary education, of which nearly $417,000 came from the confederation, the corporations giving $173,000. The rest came from State funds and municipalities.

The number of secondary and professional schools in 1875 was 54, with 9,337 pupils. This is exclusive of the ecclesiastical seminaries, which numbered 24, with 3,800 students. There were also 15 secondary schools for girls, with an attendance of 2,300 students.

YUCATAN, Mexican state: Area, 29,567 square miles; population, 302,319. Capital, Merida; population, 9,727.

From a report presented by the president of the council of public instruction of Yucatan to the governor of that state we obtain the following statistics: The number of primary schools in 1882–'83 was 227, an increase of 37 over the previous year. Of these, 170 were boys' and 57 were girls' schools. The total attendance was 8,216, and of this number 6,041 were boys and 2,174 were girls. The previous year the attendance was 9,600, composed of 7,500 boys and 2,100 girls, thus showing a decrease. The annual expenditure was 71,220 pesos ($63,671), of which sum 43,068 pesos were appropriated from the public treasury and 28,152 pesos were contributed by the various municipalities.

There are a normal school; a literary institute for girls, which had an attendance of 177 pupils in 1882; the Literary Institute of Yucatan, which gives both primary and sec-

ondary instruction and was attended by 174 students in 1882; a public museum; and a library of 1,340 volumes. The literary institute of Valladolid, which gives primary instruction, had an attendance of 57 pupils in 1882. The medical school at Merida had 50 students the same year, while the law school had 53 students.

V.—South America.

Argentine Republic: Area, 515,700 square miles; population, 2,830,000. Capital, Buenos Ayres; population, 295,000. Minister of justice, worship, and public instruction, Dr. Eduardo Wilde.

The following information is taken from an official report on the condition of education in the Argentine Republic in 1882 by Dr. Benjamin Zorrilla, president of the national commission on education. The commission was established in 1882 for the purpose of examining and reporting upon the condition of education in the republic during that year.

The first act of the commission was to take a school census of the city of Buenos Ayres, so as to determine the number of children of school age (5 to 14 years) in that city, the number attending the public and private schools, those receiving instruction at home, and those who receive no instruction whatever. The census showed that there were 44,170 children of school age whose parents are required by law to send them to school, and 19,543 children enrolled in the public schools in May, 1882, with an attendance of 16,958, which figures rose in October to 21,698 enrolled, with an attendance of 17,885.

There has been a gradual increase in school attendance in the last few years. To go back twenty-five years, there were 6,427 children at school in Buenos Ayres in 1856, according to information in the possession of the department of education. The census of 1869 showed that the total population of the province of Buenos Ayres, including the city, was 495,107, and that 28,373 children attended the public and private schools. In the city alone in 1882 there were 21,698 children enrolled at the public and 11,493 at the private schools, making a total of 33,191, or 4,818 more than attended school in the whole province in 1869. The population of the city in 1881 was 289,925, while in 1869 it was 177,790.

A comparison of the enrolment and attendance in the years 1880, 1881, and 1882 at the public schools shows a constant increase. Thus in 1880 the enrolment was 16,637 and attendance 13,422; in 1881 the corresponding figures were 18,023 and 14,714; and in 1882, 21,698 and 17,885, which shows an increase of 5,000 children in the enrolment during those three years. The number of schools in 1882, besides normal schools, was 168, divided into 5 graded, 94 elementary, 53 infant, 14 night, 1 Sunday school, and 1 Kindergarten. The total number of teachers was 437. The sum of $137,000 was paid for the rent of 150 buildings for school purposes, including that occupied by the national educational commission.

The number of private schools in Buenos Ayres was 118, of which 46 were for boys, 19 for girls, and 53 mixed. The attendance in September, 1882, was 6,777 boys and 4,716 girls, a total of 11,493. The number enrolled in the public schools at the same time was 21,698, so that the entire number of children enrolled in the schools was 33,191. There were, besides, 697 pupils of the public normal schools, 225 students at the national college in the first and second years (who still belonged to the school population), and 1,323 children who received instruction at home, making a total of 35,436 children receiving instruction out of the 46,000 of school age in the city. The number 46,000 represents the number of children of school age better than the census figure, 44,170, because many persons did not give the number of their own children or of others living in their houses who were of school age.

The law of September 25, 1871, organizing public instruction, had gone into effect in all the provinces of the republic by the end of 1882. Under this law school commissioners are appointed in each province, who are independent of the local governments and who administer the funds appropriated for school purposes. The law specifies the sources from which the appropriation shall be made.

In the province of Buenos Ayres 70 new school buildings were in course of construction in 1882. The total number at the close of that year was 324, with 276 male and 294 female teachers and 22,498 pupils (of whom 12,102 were boys and 10,396 girls). The average attendance was 16,742. The number of schools in 1881 was 248 and of pupils 18,451.

The province of Santa Fé made no returns for the year 1882, and therefore had no share in the national subvention for education.

The census of 1869 showed 7,188 pupils of both sexes in the public and private schools of the province of Entre Rios, out of 27,709 children of school age. Since then the school attendance has not increased, while the number of children of school age has kept pace with the increase of population. The number of children attending the public schools in 1882 was 3,777; the enrolment was 4,217 (2,399 of whom were boys and 1,818 girls). There were 64 schools, with 64 male and 57 female teachers. The average monthly pay of all the teachers was 44.64 pesos fuertes (about $45). The total school attendance did not exceed 7,000.

The province of Corrientes, like San Luis, Santa Fé, and others, has passed excellent laws on primary education, which have not been rigidly enforced, on account of the apathy and indifference of the public. In 1882 there were in that province 101 schools, with 151 teachers (88 male and 63 female) and an enrolment of 4,928 children (of whom 2,977 were boys and 1,951 girls). The attendance was 4,420. The total paid for salaries was 2,680 pesos fuertes a month. In 1869 the school attendance, public and private, was put down at 6,569. The returns for 1882 only give the public schools, but it is probable that there has been no increase in the attendance at private schools since the earlier date.

Cordova is the second province of the republic in population. It has no law upon primary instruction but the legislature votes a certain amount of money for that branch of education every year. Its university and the Colegio de Monserrat receive much attention from the legislature and the public, but primary education is neglected. In 1872 the city of Cordova had 2 public schools, with 42 pupils; in 1882 the number had increased to 20 schools, with 1,698 pupils. The province has a population nearly equal to that of the city of Buenos Ayres, so that it may be assumed that it contains 46,000 children of school age. In 1872 the province had 39 public schools, with 1,559 pupils. In 1882 there were 102 schools, with 6,611 pupils. More children, therefore, attend the private schools of the city of Buenos Ayres than are taught in all the schools of Cordova. In the 102 schools there were 147 teachers (76 male and 71 female), the number of pupils enrolled was 6,611 (3,976 boys and 2,635 girls), and the attendance was 5,692.

The legislature of the province of San Luis passed a new law on public primary education on March 14, 1883, some of the principal features of which are as follows: It makes primary instruction obligatory and gratuitous. An annual census is established to determine the number of children of school age and a fine is imposed upon the parents or guardians for non-enrolment and non-attendance of such children at school. A provincial educational commission is established, with a president, council, and other officers, and district inspectors are appointed under the commission. The duties and powers of the commission are to administer the school fund, appoint and discharge employés (discharges are to be made for sufficient reasons only), take the school census, draw up regulations and programs for the schools, visit and inspect the schools twice a year (and oftener if necessary), suggest improvements to the executive, prepare an annual report, appoint and remove teachers, build or buy school-houses, propose new taxes to increase the school fund, receive gifts or legacies, demand dispossession of land necessary for school purposes, draw up annually a general budget for all school districts and forward it to the executive, keep an account of the receipts and expenditures of the commission, recommend the establishment of public libraries, deposit the funds it receives in the national bank, collect the subsidies granted by the general and provincial governments for school

purposes, receive and distribute books and apparatus, &c., for educational purposes, and arrange for collecting taxes destined for the school fund. The members of the commission are responsible for the property administered by it. The commission has the right of representation in court. The president has control of the employés of the commission. His powers and duties are to preside over the commission, and he may vote in case of a tie. His signature, together with that of the secretary, legalizes the acts of the commission, and he communicates such acts to the proper functionaries. His duties are, further, to draw up and submit to the commission the regulations affecting the powers and duties of the employés thereof; to authorize payments and collect, distribute, and advise upon the various appropriations; to execute the dispositions made by the commission for distributing school furniture, books, &c.; to inspect the schools of the capital and to recommend improvements in instruction; to conduct an official journal containing decrees, &c., on primary instruction; to superintend school inspection; to prepare an annual report and a budget; and to become a party to any suit or action involving school funds or property. The duties of the inspectors are to inspect and report upon the competency of the teachers, prevent them from using other text books than those adopted by the commission, notice the attendance of the teachers and verify their returns of attendance of the pupils, keep the commission informed of the hygienic conditions of the schools and the condition of the buildings, furniture, &c., and attend to the fulfilment of the regulations of the commission and to the collection of taxes for the school fund in each district. The law then specifies the sources from which money is to be derived for the school fund. They include certain fines and penalties, a percentage of gifts and legacies and of property left by persons dying intestate, proceeds of the sale of public lands, taxes on wills, the income from certain rights and privileges, and the subsidies from the national and provincial legislatures. The receivers of these moneys, appointed by the executive authority, render an account thereof to the commission of education, and they act in concert with said commission on all matters affecting the disposition of such moneys.

The salaries of the officers of the central commission, of the inspectors, and other employés are to be determined annually by the budget for that year and be paid by the commission itself. The teachers are required to present their pay estimates to the district inspectors every four months, and the latter send the same to the commission. Every person who has established or desires to establish a private school must prove to the inspector of the district that the branches which are required as a minimum in the public schools are taught in his school. This is to permit the children in private schools to be exempt from attendance at the public schools. Private schools are required to give the statistics demanded by the inspectors and the commission and to be subject to supervision and inspection by the inspectors as far as the morality of the instruction and the hygienic conditions of the school are concerned.

The commission will establish two endowments for boys and girls in the normal schools of each school district. The beneficiaries of these endowments are bound to serve four years in the schools of the province. The number of subsidized schools in the province of San Luis at the end of 1882 was 78, with 116 teachers (55 male and 61 female) and 4,047 enrolled pupils, of whom 2,298 were boys and 1,749 were girls. The attendance was 3,653. The average monthly pay of the teachers was 27.87 pesos fuertes (about $28). The census of 1869 showed 2,216 children attending the public and private schools, so that the subsidized schools now have an attendance which is nearly double the total number of children who went to school fourteen years ago.

The province of Mendoza passed a law on public instruction on November 30, 1880, which is like those enacted by other provinces in the last few years. The school statistics for 1882 show 61 public subsidized schools, with 64 male and 55 female teachers and 4,458 enrolled pupils (2,665 boys and 1,793 girls). The attendance was 3,843. In 1869 the total attendance at public and private schools was 2,132. The province of San Juan enacted a law on primary education in 1873, and as considerable attention

is paid to the subject in that province many improvements have been introduced into the system which was adopted at that time. A proposed new law provides, among other things, that a school shall be established in every locality where there are 30 children of school age; that public schools shall be open to both sexes; that whenever the mean attendance at a school exceeds 30 pupils an assistant teacher shall be engaged; that private schools shall submit to inspection and supply the statistical information required by the general council within specified periods, under penalty of a fine. An additional fine will be imposed for refusing to supply the information desired or for giving false returns. Teachers will be required to obtain diplomas from a normal school or from the general council. In 1882 San Juan had 48 public subsidized schools, with 41 male and 77 female teachers and an enrolment of 5,031 children. In 1869 the census showed an attendance at all schools of 5,091 children.

The province of Rioja is in an isolated situation, its soil is barren, and its mineral resources have only recently begun to be developed. It could hardly be expected, therefore, to contribute much to educational purposes. Nevertheless its legislature passed a law in July, 1882, which is in conformity with the national school law. It appropriated 16,000 pesos fuertes, to be deposited in the national bank subject to the order of the school commission. The latter was created by the same law and was also intrusted with the money of the national subvention. In 1882 there were 69 public subsidized schools in the province, with 40 male and 45 female teachers and an enrolment of 4,120 pupils, of whom 2,295 were boys and 1,825 girls. The attendance was 3,796. The average monthly pay of the teachers was 14.92 pesos fuertes (about $15). In 1869 the attendance was 3,000.

The group of the four provinces San Luis, Mendoza, San Juan and Rioja presents a more satisfactory state of things, as far as public elementary instruction is concerned, than the littoral provinces, except Buenos Ayres.

The province of Catamarca was one of the first to respond to the national law by enacting one in conformity therewith, appointing commissions in the capital and the country districts and appropriating money for public instruction. But primary instruction made little progress under the original law, and a new law was passed in December, 1882, which reorganized the system of instruction and made additional appropriations to support the same. The number of public subsidized schools in the province in 1882 was 37, with 29 male and 21 female teachers and an enrolment of 2,443 children, of whom 1,601 were males and 842 females. The attendance was 2,077. The monthly pay of the teachers was 18.84 pesos fuertes. The public and private school attendance in 1869 was 2,622.

None of the requirements of the law of September 25, 1871, had been complied with in the province of Santiago up to the beginning of 1882. No school commission had been appointed and no funds had been raised for educational purposes. But this state of things will not last long, and a law has been proposed which is fully in accord with the circular of April 10, 1882, and makes appropriations for school purposes. In the early part of 1883 there were 34 public primary schools in the province, with 26 male and 16 female teachers. The enrolment was 1,117 boys and 566 girls. The attendance was 1,679. The average monthly pay of the teachers was 26.42 pesos fuertes.

The province of Tucuman had not adopted a general law on primary education before 1882. It regulated its schools in its own way, without reference to the national law on elementary education. The governor of the province, however, in his annual message to the provincial legislature, called attention to the importance of accepting the conditions of the law providing national aid for elementary instruction, and the province will, in all probability, shortly join in the general movement which has given an impulse to that branch of education in the last few years. In 1882 there were 64 public elementary schools, with 58 male and 62 female teachers and an enrolment of 3,186 boys and 2,912 girls. The attendance was 5,118. The average monthly pay of the teachers was 20.35 pesos fuertes. In 1869 there were 3,219 children attending the

public and private schools of the province. The legislature of the province voted 23,563 pesos fuertes for primary instruction in 1882, and the municipalities 34,440 pesos fuertes additional.

The constitution and school laws of the province of Salta provide for an annual school tax, which equalled the general estimate of the province in 1883. A periodical representing the interests of education is published under the auspices of the council. In 1882 there were 64 subsidized elementary public schools in the province, with 43 male and 56 female teachers and an enrolment of 2,335 boys and 2,123 girls. The attendance was 3,990. The average monthly pay of the teachers was 35.82 pesos fuertes. In 1869 there were 2,885 children in the public and private schools of the province.

In 1882 the province of Jujuy adopted the conditions of the national law on elementary education, made suitable appropriations to supplement the national aid, appointed a school commission, created a system of school inspection, and, in short, complied with all the requirements of that law. The number of subsidized public elementary schools in the province in 1882 was 28, with 19 male and 14 female teachers and an enrolment of 626 boys and 414 girls. The attendance was 1,035. The average monthly pay of the teachers was 18 pesos fuertes. There is no record of the school attendance of 1869.

The following table gives a summary of the foregoing information, together with some additional figures showing the condition of primary education in the colonies and the average monthly cost of each scholar in each province:

Provinces and colonies.	No. of schools.	Number of teachers.			Enrolment.		
		Male.	Female.	Total.	Boys.	Girls.	Total.
Buenos Ayres (city)	167	158	337	495	10,010	11,688	21,698
Buenos Ayres (province)	290	246	273	519	11,134	9,848	20,982
Cordova (province)	80	59	49	108	2,855	1,711	4,566
Cordova (municipality)	22	17	22	39	1,121	924	2,045
Corrientes	106	99	64	163	3,334	1,966	5,300
Catamarca	37	29	21	50	1,601	842	2,443
Entre Rios	64	64	57	121	2,399	1,818	4,217
Jujuy	28	19	14	33	626	414	1,040
Mendoza	61	64	55	119	2,665	1,793	4,458
La Rioja	69	40	45	85	2,295	1,825	4,120
San Luis	82	56	64	120	2,235	1,885	4,120
San Juan	48	41	77	118	2,648	2,383	5,031
Salta	64	43	56	99	2,335	2,126	4,461
Santiago del Estero	34	26	16	42	1,117	566	1,683
Santa Fé	80	.....	.....	.....	.....	.....	4,585
Tucuman (province)	44	33	17	50	1,769	1,174	2,943
Tucuman (municipality)	10	17	39	56	952	1,524	2,476
Tucuman (monteros)	10	8	6	14	465	214	679
Caroya (colony)	2	2	3	5	134	95	229
Chubut (colony)	1	2	1	3	12	22	34
General Alvear (colony)	1	1	2	3	25	14	39
General Mitre (colony)	1	1	1	2	44	46	90
Martin Garcia (island)	1	.....	1	1	16	16	32
Reconquista (colony)	2	1	1	2	75	45	120
Resistencia	1	1	1	2	35	21	56
San Javier (Patagonia)	1	1	1	2	31	19	50
Viedma	1	1	1	2	46	63	100
Villa For'sa (Chaco)	2	1	2	3	88	62	150
Total	1,309	1,030	1,226	2,256	50,067	43,104	97,756

Provinces and colonies.	Attendance.	Monthly pay of teachers.[a]	Average for each teacher.[a]	Monthly expense of each pupil.	
				According to enrolment.[a]	According to attendance.[a]
Buenos Ayres (city)	17,885	19,520	39.43	0.89	1.09
Buenos Ayres (province)	16,698	22,252	42.87	1.06	1.33
Cordova (province)	9,969	2,638	24.42	0.57	0.66
Cordova (municipality)	1,723	1,155	29.61	0.56	0.67
Corrientes	5,212	3,667	22.49	0.69	0.70
Catamarca	2,077	942	18.84	0.38	0.45
Entre Rios	3,777	4,464	36.89	1.05	1.18
Jujuy	1,035	594	18.00	0.57	0.58
Mendoza	3,843	2,090	17.56	0.46	0.54
La Rioja	3,796	1,269	14.92	0.30	0.33
San Luis	3,906	3,224	26.86	0.78	0.82
San Juan	3,979	2,036	17.25	0.40	0.51
Salta	3,990	3,547	35.82	0.79	0.88
Santiago del Estero	1,679	1,110	26.42	0.66	0.67
Santa Fé	3,997				
Tucuman (province)	2,558	1,072	21.44	0.36	0.41
Tucuman (municipality)	2,062	1,155	20.62	0.46	0.56
Tucuman (monteros)	498	266	19.00	0.39	0.53
Caroya (colony)	161	135	27.00	0.58	0.83
Chubut (colony)	32	130	43.33	3.82	4.06
General Alvear (colony)	19	130	43.33	3.36	6.84
General Mitre (colony)	67	100	50.00	1.11	1.49
Martin Garcia (island)	32	60	60.00	1.87	1.87
Reconquista (colony)	120	100	50.00	0.83	0.83
Resistencia	34	100	50.00	1.78	2.94
San Javier (Patagonia)	42	100	50.00	2.00	2.38
Viedma	78	100	50.00	0.91	1.29
Villa For'sa (Chaco)	89	140	46.66	0.93	1.57
Total	83,358	72,096	33.43	1.02	1.33

[a] The figures represent pesos fuertes. One peso fuerte = $1.013.

The population of the foregoing provinces and territories in 1882 was estimated to be as follows, according to the Almanach de Gotha:

Buenos Ayres (city)	295,000
Buenos Ayres (province)	612,000
Cordova (province)	320,000
Corrientes (province)	204,000
Entre Rios (province)	188,000
Santa Fé (province)	187,000
Tucuman (province)	178,000
Salta (province)	167,000
Santiago (province)	158,000
Catamarca	102,000
Mendoza	99,000
San Juan	91,000
La Rioja	87,000
San Luis	76,000
Jujuy	66,000
Territories	112,000
Total	2,942,000

Secondary education.—From a report presented to the national congress in 1883 by Dr. Eduardo Wilde, minister of justice, public worship, and instruction, the following statistics of secondary instruction are taken. In the report regrets are expressed that in consequence of insufficient appropriations the efficiency of the teaching force in the national colleges and normal schools has been seriously diminished, both as regards the number and permanence of the force and its energy and enthusiasm. Attention is also called to the insufficient number of school buildings and their bad condition.

In the 14 national colleges of the country there were 1,116 students in 1881 and 1,629 in 1882. In the 9 normal schools for boys there were 228 students in 1881 and 306 in 1882. There were 6 normal schools for girls in 1881, with 272 pupils, and in 1882 the number had increased to 8, with 335 pupils.

Complaint is made that many students of the secondary schools do not complete their elementary education before entering them. Some of the teachers of the girls' normal schools are foreigners. An idea of the character and scope of the instruction given in the colleges may be obtained from the program of the National College of Corrientes:

First year. The native language; reading; writing; grammar; geography; arithmetic (including decimals, powers and roots, &c.); sacred and ancient history; French.
Second year. Native language; arithmetic (including elementary algebra and logarithms); practical geometry and lineal drawing; geography and history (Argentine Republic and America); English and French.
Third year. Exercises in composition, &c.; algebra; book-keeping; French, English, Greek, and Roman history; geography; drawing.
Fourth year. Literature and rhetoric; geometry; trigonometry; Latin and Greek grammar; physics; history; general review of geography.
Fifth year. Literature and rhetoric; topography; physics; inorganic chemistry; natural history; mental philosophy; Latin and Greek; review of history.
Sixth year. Spherical trigonometry and cosmography; organic chemistry; natural history; physiology and hygiene; moral philosophy; Latin; general review of history; civic instruction; elements of political economy.

Some teachers complain of the inadequacy of scientific teaching and of the insufficiency of apparatus and material.

Superior education and special institutions.—The National Academy of Sciences was founded in 1870, under President Sarmiento, as a faculty of mathematical and physical sciences at the University of Cordova, but that institution manifested so much opposition to the plan that the faculty was reorganized under its present name. It was afterwards reunited with the university. It publishes reports and other works and its members give instruction in the university.

The university at Buenos Ayres had 40 professors and 761 students in 1882. Of the professors 15 were in the medical faculty, 8 in the faculty of law and social science, and 17 in the faculty of physics and mathematics. Of the students 365 were in the medical, 215 in the law, and 181 in the physical and mathematical faculties. There were 2,684 medical lectures, 485 on law, and 1,629 on physical and mathematical subjects during the year. The library contained 6,834 volumes.

The University of Cordova had 240 students in 1882. The mineralogical museum contained 9,000 specimens. There were, besides, a zoölogical museum, a cabinet of physical apparatus, a chemical laboratory, an anatomical museum, and histological, physiological, and pharmaceutical laboratories. The library contained about 8,000 volumes. Complaint was made of the want of books.

The engineering school at San Juan graduated 15 students in 1882.

Besides these purely educational institutions, the national observatory at Cordova carried on astronomical observations, including celestial photography, and the meteorological bureau continued its observations; both were under the directorship of the American astronomer, B. A. Gould. The report of this officer for 1882 contains the results of observations taken at eight stations in different parts of the country, from

Salta, latitude 24° 46′ south, to the mission of Ushuaiá, in Tierra del Fuego, latitude 54° 53′ south, and from Concordia, on the east, to Villa Argentina, at the foot of the Andes, on the west.

BRAZIL, constitutional empire: Area, 3,287,964 square miles; population, 9,930,478. Capital, Rio de Janeiro; population, 274,972.

No later information than that furnished by the Report of the Commissioner of Education for 1881 is at hand in regard to education in this country.

UNITED STATES OF COLOMBIA, federal republic: Area, 504,773 square miles; population (in 1870), 2,951,323. Capital, Bogota; population, 50,000.

The latest information in regard to the educational system of this country is to be found in the Report of the Commissioner of Education for 1881.

VENEZUELA, republic: Estimated area, 439,120 square miles; estimated population, 2,075,245. Capital, Carácas; population, 55,638. Minister of public instruction, Dr. A. Dominici.

The following account of the Venezuelan school system was prepared by Mr. Horatio N. Beach, United States consul at Puerto Cabello:

Until recent years there has not been in Venezuela anything that could properly be denominated a school system. Prior to 1879, the period of the incoming of the present president, there were no public schools. There existed in the larger towns a few private schools, having a very restricted attendance. President Guzman Blanco, since his last advent as chief magistrate, has inspired the establishment and maintenance of public schools.

The principal school is the university at Caracas, the capital of Venezuela, a spacious and well arranged edifice, with a large and able faculty, the institution giving a classical education. It receives government aid.

Aside from the university named there are no buildings erected for school purposes in the country. The school system will be best explained by saying that the country has seven states, each state divided into two legislative or judicial districts. Each district has a chief, who, together with the municipal officers, administers the city and village governments; he also administers the governent of the rural population and manages the schools. The expense of conducting the schools is shared between the national government and the district governments.

There being no public school-houses, the plan has been adopted of giving a teacher a stipulated price per quarter, the compensation to include instruction and a furnished school room. The "furniture" is often quite scant in the school rooms, there being nothing more than miscellaneous sized boxes and kegs that are utilized as seats. Nearly all the schools are conducted under this system. In some of the cities a partial exception is made, a portion of the scholars being provided with instruction rooms leased for the purpose. The teachers in these schools are paid a monthly sum for instruction alone. These leased school rooms are provided with blackboards, wooden benches with backs, and ordinary tables for writing.

The teachers who provide school rooms are paid from $40 to $80 per quarter. Those teaching in rooms provided by the authorities are paid from $15 to $40 per month.

The school hours are from 8 to 11 in the forenoon and 2 to 5 in the afternoon. In the cities the sexes are educated separately. There are no restrictions or distinctions on account of race or color. As before indicated, tuition is free to all scholars. There are no rate bills and no school tax.

The language generally taught is the Spanish and the books in use are intended to impart only a rudimentary education in reading, writing, spelling, grammar, and geography.

At present only about one-tenth of the adult population can read or write, which, however, is a much better percentage for education than a few years ago would have shown. Of course literature is very circumscribed. In the cities the public journals do not have more than one subscriber to each 300 population, and in the villages and more rural communities the proportion of subscribers and readers is much less. In the cities there are many highly educated people, who in the main received their education in the United States and Europe. But the cause of education is progressing slowly, like nearly everything else in the way of advancement, yet in the right direction.

VI.—OCEANICA.

HAWAII, constitutional monarchy: Area, 6,677 square miles; estimated population (in 1882), 66,895. Capital, Honolulu; population, 7,000. President of the board of education, Hon. C. R. Bishop.

From the biennial report of the president of the board of education for the two years ending March 31, 1882, it appears that there were in the kingdom 201 schools of

all classes, employing 314 teachers and having an enrolment of 8,046 pupils. Three-fourths of the children in the country were being educated in the public schools, while about one-fourth were cared for in the private schools. Considerably more than half of the children of the nation were under training in the English language, while the remainder were instructed in the Hawaiian language.

The tables show an excess of 1,010 boys over girls in attendance upon the schools. This is in part accounted for by the tendency to early marriage in the case of the girls, but the president observes that it is in a measure attributable to unknown causes. Progress is noted in almost every particular: enrolment and average daily attendance are greater than in any previous report, many new school-houses have been built, and school accommodations and equipment have been greatly improved and increased. A teachers' association has been formed that promises good results in awakening enthusiasm and extending the knowledge of the best methods of instruction and discipline. Progress is also shown in the growing interest of parents and the public generally.

During the year 1882 the inspector general of schools, by direction of the board, prepared a course of study for the government select schools. The course comprises twelve grades, each corresponding to one year, beginning with the entrance of the pupil to the primary and progressing with easy gradations each year until the pupil is prepared for college, for teaching, or for business. Promotions are based on annual and term examinations.

The amount of school tax paid over to the several school agents throughout the kingdom for 1881 was $46,872; the amount of school fund in the Hawaiian treasury March 31, 1882, bearing 12 per cent. interest per annum, was $44,629.38.

NEW SOUTH WALES, British colony: Area, 316,320 square miles; estimated population, 817,468. Capital, Sydney; population (1881), 220,627. Minister of public instruction, G. H. Reid.

The following information is from the report of the minister for 1882:

Means of education.—(*a*) Provided at the public expense: The Sydney Grammar School, 1; public schools, 1,229; provisional schools, 188; half time and third time schools, 81; evening schools, 36; certified denominational schools, 124; orphan schools, 2, and industrial schools 2. (*b*) Provided at private expense: School for the deaf and dumb and the blind, 1; ragged schools, 3; private schools, 491; total number of schools, 2,158.

Number of children from 4 to 15 years of age, December, 1882 (estimated), 222,426; net enrolment in the schools of the department, 167,989; number of children receiving instruction through other agencies, so far as can be ascertained, 38,890.

With reference to these figures the minister observes: That in any community 206,879 out of a population of 817,468 (i. e., one in every four persons) can be under instruction in ordinary schools or at home, seems well-nigh impossible, and such a phenomenon, it is believed, has never yet been observed in any country. This point cannot be definitely cleared up, however, until some more effective mode of obtaining complete educational statistics than that now existing has been devised and brought into operation.

While the record of enrolment is flattering to the colony, the minister expresses regret that such a limited proportion of the children attend school for a sufficient length of time for the instruction to be effective. Thus, in 1882 the number of pupils enrolled in the day schools was: For the whole year, 76,554, being 45.95 per cent.; for three quarters only, 23,542, being 14.13 per cent.; for two quarters only, 34,004, being 20.41 per cent.; for one quarter only, 32,504, being 19.51 per cent.

The average attendance for the year was 90,944; total number of teachers, 2,926; number of persons constituting the inspectorial staff, 26; the number of pupils enrolled in the training school for the year, 94, viz: 40 men and 54 women; total sum available for the operations of the department, 648,810*l.* 9*s.* 2*d.*; total expenditure for the year, 618,800*l.* 8*s.* 9*d.*

NEW ZEALAND, British colony: Area, 105,342 square miles; population, exclusive of aborigines, 532,000. Capital, Wellington; population in 1871, 7,908. Minister of education, Thomas Dick.

The following information is from the report of the minister for 1882:

Number of pupils on school rolls at the end of the school year, 87,179; average daily attendance, 66,145; number of teachers, exclusive of teachers of sewing, employed during the last quarter of 1882, 2,143; total number of students in the four training schools, December, 1882, 147; number of children attending the Maori village schools, 2,024.

The deaf and dumb institution was attended by 31 pupils; the articulation method is employed to the exclusion of all others. The course of instruction includes reading and writing in the first instance, followed by English composition, arithmetic, geography, history, drawing, elementary science, &c. The girls are also instructed in sewing, knitting, and other useful domestic accomplishments. The pupils, who are all resident boarders, under the watchful supervision of Mr. and Mrs. Van Asch and the assistants, occupy three separate dwellings, situated at convenient distances from one another. There is also a detached school-house. Besides the gardens attached to the residences, there are ample playgrounds and abundant facilities for recreation purposes. The locality is salubrious. The institution is subject to regular medical inspection, and it is visited, from time to time, by the minister of education and officers of the department.

The number of children on the rolls of the industrial schools December 31, 1882, was 1,040. The colony is well supplied with secondary schools, twenty of which made report to the government for the year.

Provision is also made for superior education in the University of New Zealand, University of Otago, the Canterbury College, and the University College at Auckland, which last was established by act of the general assembly in 1882.

VICTORIA, British colony: Area, 87,884 square miles; population, June, 1883 (estimated), 915,948. Capital, Melbourne; population (1882), 291,464. Minister of public instruction, James Service.

Enrolment in public day schools, minus estimated duplicate enrolments, 184,402; average attendance, 116,414; net enrolment in night schools, 2,988; average attendance, 1,865. Enrolments in 647 private schools, no allowance being made for duplicate enrolments, 41,479; attending industrial school, 371; reformatory, 146; number of pupils who obtained certificates of being educated up to standard, 9,646; total 1873 to 1882, inclusive, 58,226.

There are at present 51 state school exhibitioners attending the Melbourne University and the public grammar schools and colleges; number of head teachers and assistants employed, 2,555. Expenditure of the department for year ending June 30, 1883, including the cost of buildings, 614,276*l.* 8*s.*; excluding the cost of buildings, 532,051*l.* 6*s.* 3*d.*

The number of students attending Melbourne University in 1882 was 397; number of graduates, 80.

Schools of design have been established at twenty-five places in Victoria, in connection with a royal commission for promoting technological and industrial instruction. Each school receives 2*s.* 6*d.* from government for every pupil who attends at least eight times in one quarter, besides which, fees varying from 2*s.* to 10*s.* per quarter are paid by pupils. The number of pupils on the rolls December 31, 1882, was 2,172, of whom 1,698, or more than three-fourths, had attended eight or more times during the quarter ending with that day.

Among important educational agencies may be mentioned the Melbourne Public Library, which has cost 111,604*l.* and is still unfinished; the National Gallery, containing, at the end of 1882, 13,228 works of art; and the Industrial and Technological Museum, opened in 1870.

TECHNICAL INSTRUCTION IN EUROPE.

The invaluable Report of the Royal (English) Commissioners on Technical Instruction comes in while my report is in press, and it seems best to substitute the conclusions of the commissioners for other subjects. They are as follows:

PROGRESS OF MANUFACTURE ABROAD.

It will have been seen from the preceding pages of this report that we have attached considerable relative importance to that portion of our commission which directed us to inquire into the condition of industry in foreign countries; and it is our duty to state that, although the display of continental manufactures at the Paris International Exhibition in 1878 had led us to expect great progress, we were not prepared for so remarkable a development of their natural resources, nor for such perfection in their industrial establishments as we actually found in France, in Germany, in Belgium, and in Switzerland. Much machinery of all kinds is now produced abroad equal in finish and in efficiency to that of this country, and we found it in numerous instances applied to manufactures with as great skill and intelligence as with us.

In some branches of industry, more especially in those requiring an intimate acquaintance with organic chemistry, as, for instance, in the preparation of artificial colors from coal tar, Germany has unquestionably taken the lead.

The introduction by Solvay, of Brussels, of the ammonia process for the manufacture of soda and the German application of strontia in sugar refining constitute new departures in those arts. In the economical production of coke we are now only slowly following in the footsteps of our continental neighbors, while the experiments which have been carried on for nearly a quarter of a century in France for recovering the tar and ammonia in this process have only quite recently engaged our attention.

The ventilation of deep mines by means of exhausting fans was brought to perfection in Belgium earlier than with us, and although our methods of sinking shafts served for many years as models for other countries, improvements thereon were made abroad which we are now adopting with advantage.

The abundant water power in Switzerland and in other mountainous districts is utilized for motive purposes by means of turbines perfect in design and execution.

The construction of the dynamo-machine by Gramme gave the first impulse to the general use of electricity for lighting and to the various new applications of that force which appear likely to exercise so great an influence upon the industry of the world; and in all these applications at least as much activity is exhibited on the continent as with us.

In the construction of roofs and bridges, more especially in Germany, accurate mathematical knowledge has been usefully applied to the attainment of the necessary stability with the least consumption of materials.

Certain printed cottons of the highest class, produced at Mulhouse from Parisian designs, are not excelled, and rarely equalled, in this or in any other country, although the distance between our general productions in this department and those of Alsace is no longer so great as it was ten or twenty years ago. The soft, all-wool fabrics of Rheims and Roubaix are scarcely equalled as yet on the average by those of Bradford, especially as respects the dyeing.

Silk dyeing and finishing is still as much the specialty of Lyons as is the production of the beautiful silk fabrics on its hand looms, for which it has so long been pre-eminent.

The export from Verviers to Scotland of woollen yarns, carded and spun by machinery made in England, from South American wool formerly purchased in Liverpool and London, but for which Antwerp is now becoming the chief market, is an instance of an intelligent, careful, and persevering attention to details having established a special trade which the cheaper labor of the Belgian factories now assists in preserving.

The ribbon trade of Basle, that in velvets and silks of every kind at Crefeld and in mixed fabrics at Chemnitz, are examples of recently established or transformed industries which have rarely been excelled in boldness of enterprise and in success by anything of the same kind accomplished in our own country. And it may not be improper to mention here that in whatever degree the technical instruction of our continental rivals may have trained them for competition with ourselves in their own, in neutral, and to some extent in our home markets, much of their success is due to more painstaking, more pliancy, and greater thrift; and also to the general cultivation, the knowledge of modern languages, and of economic geography usually possessed by continental manufacturers.

NEW DEPARTURES AT HOME.

But great as has been the progress of foreign countries and keen as is their rivalry with us in many important branches, we have no hesitation in stating our conviction,

which we believe to be shared by continental manufacturers themselves, that, taking the state of the arts of construction and the staple manufactures as a whole, our people still maintain their position at the head of the industrial world. Not only has nearly every important machine and process employed in manufactures been either invented or perfected in this country in the past, but it is not too much to say that most of the prominent new industrial departures of modern times are due to the inventive power and practical skill of our countrymen. Among these are the great invention of Bessemer for the production of steel in enormous quantities, by which alone, or with its modification by Thomas and Gilchrist, enabling the commonest description of iron to be used for the purpose, steel is now obtained at one-tenth of the price of twenty years ago; the Weldon, Hargreaves, and Deacon processes, which have revolutionized the alkali trade; the manufacture of aniline colors by Perkin; the new processes in the production of silk fabrics by Lister; the numerous applications of water pressure to industrial purposes by Armstrong; the Nasmyth steam hammer; the compound steam engine as a source of great economy of fuel; and the practical application of electricity to land and submarine telegraphy by Cooke, Wheatstone, Thomson, and others.

Machinery made in this country is more extensively exported than at any former period. The best machines constructed abroad are, in the main, and with the exceptions which we have named, made, with slight, if any, modifications, after English models. A large proportion of the power looms exhibited and used in the continental weaving schools has been imported from this country. In the manufacture of iron and steel we stand preëminent, and we are practically the naval architects of the world. Our technical journals, such as those of the Institutes of Civil and Mechanical Engineers and of the Iron and Steel Institute, are industriously searched and their contents assimilated abroad.

In those textile manufactures in which other nations have hitherto excelled us, as in soft, all-wool goods, we are gaining ground. We saw at Bradford merinos manufactured and finished in this country which would bear comparison in texture and in color with the best of those of the French looms and dye houses, and in the delicate fabrics of Nottingham and Macclesfield (thanks, in great measure, to their local schools of art) we no longer rely on France for designs.

In art manufactures proper, notably in porcelain, earthenware, and glass, as also in decorative furniture, our productions are of conspicuous excellence. It is possible that this may be due in a certain degree to the employment, in some branches, of skilled workers trained in foreign countries, and we cannot do otherwise than acknowledge the preëminence, in the main, of our French neighbors in design as applied to decorative work or disregard the efforts which they are making to maintain that preëminence, and those made in Belgium and Italy to emulate them.

ORIGIN OF MODERN INDUSTRIAL SYSTEM.

The beginnings of the modern industrial system are due, in the main, as we have indicated, to Great Britain. Before factories founded on the inventions of Watt, of Arkwright, and Crompton had time to take root abroad, and while our own commerce and manufactures increased from year to year, the great wars of the early part of this century absorbed the energies and dissipated the capital of continental Europe.

For many years after the peace we retained almost exclusive possession of the improved machinery employed in the cotton, woollen, and linen manufactures. By various acts of the last century, which were not repealed till 1825, it was made penal to enlist English artisans for employment abroad; the export of spinning machinery to foreign countries was prohibited until the early years of Your Majesty's reign. Thus, when less than half a century ago continental countries began to construct railways and to erect modern mills and mechanical workshops, they found themselves face to face with a full grown industrial organization in this country, which was almost a sealed book to those who could not obtain access to our factories.

FOREIGN TECHNICAL SCHOOLS.

To meet this state of things abroad, foreign countries established technical schools like the École Centrale of Paris and the polytechnic schools of Germany and Switzerland and sent engineers and men of science to England to prepare themselves for becoming teachers of technology in those schools.

Technical high schools now exist in nearly every continental state and are the recognized channel for the instruction of those who are intended to become the technical directors of industrial establishments. Many of the technical chemists have, however, been and are being trained in the German universities. Your commissioners believe that the success which has attended the foundation of extensive manufacturing establishments, engineering shops, and other works on the continent could not have been achieved to its full extent in the face of many retarding influences, had it

not been for the system of high technical instruction in these schools, for the facilities for carrying on original scientific investigation, and for the general appreciation of the value of that instruction and of original research which is felt in those countries.

With the exception of the École Centrale of Paris, all these schools have been created and are maintained almost entirely at the expense of the several states, the fees of the students being so low as to constitute only a very small proportion of the total income. The buildings are palatial, the laboratories and museums are costly and extensive, and the staff of professors, who are well paid according to the continental standard, is so numerous as to admit of the utmost subdivision of the subjects taught. In Germany, as we have stated in a previous part of our report, the attendance at some of the polytechnic schools has lately fallen off, chiefly because the supply of technically trained persons is in excess of the present demand; certainly not because it is held that the training of the school can be dispensed with. The numerous young Germans and Swiss who are glad to find employment in our own manufactories have almost without exception been educated in one or other of the continental polytechnic schools.

Your commissioners cannot repeat too often that they have been impressed with the general intelligence and technical knowledge of the masters and managers of industrial establishments on the continent. They have found that these persons as a rule possess a sound knowledge of the sciences upon which their industry depends. They are familiar with every new scientific discovery of importance and appreciate its applicability to their special industry. They adopt not only the inventions and improvements made in their own country, but also those of the world at large, thanks to their knowledge of foreign languages and of the conditions of manufacture prevalent elsewhere.

The creation abroad of technical schools for boys intending to become foremen is of much more recent date than that of the polytechnic schools. To this statement the foundation during the First Empire of the three French Écoles des Arts et Métiers, at Châlons, Aix, and Angers, is only an apparent exception, because they simply vegetated until their reorganization within the last twenty-five or thirty years. Mining schools were, however, established in Prussia in the last century and in France about 1817. Among the examples of schools for foremen are those of Winterthur in Switzerland, Chemnitz in Saxony, and Komotau in the Austrian dominions, principally for engineers, and the École des Mines at St. Étienne, the latter more especially for mining and metallurgy. The theoretical instruction in these schools is similar in character but inferior in degree to that of the great polytechnic schools. On the other hand considerable attention is devoted in these schools to practical instruction in laboratories and workshops, which is not the case in the polytechnic schools. In Prussia, as will be seen from the ministerial report found in the appendix, a beginning has been made in the establishment of such secondary technical schools, but, in the words of the report, "its execution will be tedious and costly." In Bavaria the Industrie-Schulen, which are technical schools of a grade inferior to the polytechnic school, give both theoretical and practical instruction, the latter in some cases highly specialized, in preparation either for direct entrance on an industrial career or for further study in the polytechnic school. In France technical schools of a somewhat lower type are being established all over the country. The one at Rheims, previously described, is an excellent example of these schools. The boys from the Rheims school either enter the École des Arts et Métiers at Châlons or go into manufactories or into business, in each case with a fair knowledge of theory and manipulation, as mechanics or as chemists.

It is important to bear in mind that the French schools of the type of that at Rheims, though virtually advanced schools, now rank as superior elementary schools, to which the pupils are consequently entitled to claim admission without the payment of any fees.

Up to the present time, however, although a few foremen have received some theoretical instruction in schools of this kind, foreign foremen have not generally been technically instructed, but, as in England, are men who, by dint of steadiness, intelligence, and aptitude for command and organization, have raised themselves from the position of ordinary workmen.

The continental weaving schools may, on the whole, so far as their influence on trade is concerned, be ranked in the first and second categories; that is to say, they are attended by those who propose to become merchants, manufacturers, managers, or foremen. They are held in the highest estimation by some of the most intelligent and successful continental manufacturers; of this there can be no better proof than the erection, in substitution for the one already existing, of the splendid new weaving schools at Crefeld, probably the most flourishing centre of the general silk trade, at the joint expense of the state, the locality, and the commercial body. Weaving schools for workmen, like the evening and Sunday school of Chemnitz, which must not be confounded with the superior weaving school of that town, are poorly attended,

and can have had no sensible influence on the progress of textile manufactures. But there are in many places lectures on weaving and pattern designing largely attended by workmen.

The French and German schools for miners, and the one which has been quite recently founded in Westphalia for workers in iron and steel, differ from the preceding schools for foremen, inasmuch as they are reserved for the theoretical instruction of men who, having already worked practically at their trades, have distinguished themselves by superior intelligence and good conduct. Most of the German schools of this kind are founded or maintained by the manufacturers, and will, we feel confident, repay the trades which have had the foresight and public spirit to create them, by training young men to become foremen and leading hands, willing and able to carry out with intelligence the instructions of their superior officers.

SOCIETIES AS TEACHING BODIES.

For the technical education of workmen, outside of the workshop, the resources of continental countries have hitherto been and are still very much more limited than has been supposed in this country to be the case. In several of the more important industrial centres of the continent there exist societies such as the Sociétés industrielles of Mulhouse, Rheims, Amiens, &c.; the Société d'enseignement professionnel du Rhône, which has its headquarters at Lyons and the Niederösterreichischer Gewerbe-Verein of Austria, one of the chief objects of which is the development of technical education among workmen and other persons engaged in industry, by means of lectures and by the establishment of schools and museums of technology. These associations are supported mainly by the merchants and manufacturers of the district to which their operations are restricted. In many cases they are founded and supported or are greatly assisted by chambers of commerce. These bodies abroad being incorporated, and having in France considerable taxing powers over their members, are generally wealthier and more influential than those in our own country. In addition to these sources of income the associations receive help from the municipality and sometimes from the state. In Mulhouse, besides promoting education, the society sees to the material wellbeing of the workmen by erecting on a large scale laborers' dwellings (la cité ouvrière) and by organizing savings banks and other economic arrangements, undertaking in this respect on a smaller scale what is done in this country by self sustaining associations like building and coöperative societies of the workpeople themselves. The society in Lyons has established numerous evening classes for elementary and technical instruction, which are attended chiefly by workpeople; and the South Austrian Trade Society, which has its central office in Vienna, has organized several technical day and evening schools for operatives of every grade, which are now under state control and receive subventions from the government. But although these societies, under different names and with varied objects, are very numerous, their sphere of action is limited, and the facilities they offer for evening instruction in science and technology are inferior to those which are at the disposal of our own workmen. No organization like that of the Science and Art Department or of the City and Guilds Institute exists in any continental country, and the absence of such organizations has been lamented by many competent persons with whom we came in contact abroad.

EDUCATION OF ARTISANS ABROAD.

In two very important respects, however, the education of a certain proportion of persons employed in industry abroad is superior to that of English workmen: first, as regards the systematic instruction in drawing given to adult artisans, more especially in France, Belgium, and Italy; and, secondly, as to the general diffusion of elementary education in Switzerland and Germany. In some parts of these latter countries great attention is paid to drawing in the elementary schools. In France, too (where elementary education has hitherto by no means been so general as in the two former countries), in the case of those workmen who have had the benefit of regular elementary school training, more attention has been paid to elementary drawing than is the case in this country. There are also in all large towns in France, and to a more limited extent in other countries, numerous evening "conférences" and "cours" on almost every subject of interest in art, science, and literature which workmen have the opportunity of attending, as they are entirely gratuitous. Among these the most remarkable are the lectures given by eminent men at the Conservatoire des Arts et Métiers of Paris. Most of these are of the nature of lectures rather than of practical instruction. There are, however, in many places excellent and numerously attended evening and Sunday technical classes, more especially in Belgium and Austria, and there can be no doubt that the instruction thus given is already exerting a considerable influence on the capacity and intelligence of the workmen, and that this influence will be increasingly felt in the future.

In the evening schools of North Germany (Fortbildungsschulen) the studies of the ordinary elementary school are continued, the further instruction being confined mainly to book-keeping and rudimentary mathematics, with some notions of natural philosophy. In the evening schools of the same class in South Germany the instruction given is of a more technical character than in the North.

For instruction in drawing, as applied mainly to decorative work in France, and to both constructive and decorative work in Belgium, the opportunities are excellent. The crowded schools of drawing, modelling, carving, and painting, maintained at the expense of the municipalities of Paris, Lyons, Brussels, and other cities—absolutely gratuitous and open to all comers, well lighted, furnished with the best models, and under the care of teachers full of enthusiasm—stimulate those manufactures and crafts in which the fine arts play a prominent part to a degree which is without parallel in this country. Instruction in art applied to industry and decoration is now pursued with energy in South Germany and in several of the northern Italian towns, and the influence of this instruction on the employment of the people is becoming very conspicuous in those countries. The government schools of applied art in France, under the decree of 1881, of which the Limoges Decorative Arts School is the earliest example, and which, like the abovementioned schools, are gratuitous, should be mentioned in this connection. * * *

HOME INDUSTRIES.

Home and village industries have been in some cases initiated, in others improved and extended, in districts where, from the poverty of the population and the scarcity of capital, special aids were essential, notably in Baden, Bavaria, and the Tyrol. In the schools established and maintained for this purpose, wood carving and inlaying, clock making, filagree work, basket making, and other simple trades for which there were local material and aptitude, have been taught with considerable success. In some cases these industries have been so firmly and permanently established as to render unnecessary the further maintenance of the special schools. In the primary schools of the Black Forest, straw plaiting is taught to the girls. Discriminating regard is paid to the capabilities of each sex. In "women's work" schools on the Reutlingen model and in the professional schools for girls which have been established in France and the Netherlands, instruction is successfully given qualifying girls for many useful occupations, though these are scarcely of the kind usually understood under the term of manufactures.

REPORT ON THE UNITED STATES.

The report of Mr. William Mather to your commissioners on his six months' tour throughout the United States of America and Canada for the purpose of studying the schools and factories of that continent deserves the most careful perusal. It will be seen that Mr. Mather assigns greater influence on American manufactures to the general education of the American people derived from their common schools than to their technical schools, the importance of which latter, however, in the training of civil engineers has been experienced for some years, though it has only more recently become recognized by those who are engaged in mechanical engineering and in metallurgical and manufacturing establishments of various kinds. This recognition is, however, now becoming universal. A decided preference is being given in the United States for the positions of managers and heads of departments to persons who have received a scientific training in a technical school, and the plan is followed in these schools of combining instruction in "application" with instruction in pure science. Although the conditions of American industry differ in many respects from our own, there can be no doubt that we may derive great advantage from a careful study of what is being done in the way of technical instruction in the United States, as, together with the elementary education of Canada, it is so graphically described by Mr. Mather. We may add that the accuracy of his statements and conclusions is generally confirmed by the accounts of technical instruction in America which we have received from other competent judges.

NEED OF TECHNICAL INSTRUCTION.

Not many years have passed since the time when it would still have been a matter for argument whether, in order to maintain the high position which this country has attained in the industrial arts, it is incumbent upon us to take care that our managers, our foremen, and our workmen should, in the degrees compatible with their circumstances, combine theoretical instruction with their acknowledged practical skill. No argument of this kind is needed at the present day. In nearly all the great industrial centres, in the metropolis, in Glasgow, in Manchester, Liverpool, Oldham, Leeds,

Bradford, Huddersfield, Keighley, Sheffield, Nottingham, Birmingham, The Potteries, and elsewhere, more or less flourishing schools of science and art, of various grades, together with numerous art and science classes, exist, and their influence may be traced in the productions of the localities in which they are placed.

SPECIAL SCHOOLS ESTABLISHED BY MANUFACTURERS.

The schools established by Sir W. Armstrong at Elswick, by the London and North-western Railway Company at Crewe, and those of Messrs. Mather and Platt of Salford, in connection with their engineering works, testify to the importance attached by employers to the theoretical training of young mechanics. The efforts of Messrs. Denny, the eminent shipbuilders of Dumbarton, for encouraging the instruction of their apprentices and for rewarding their workmen for meritorious improvements in details applicable to their work, are proofs of this appreciation. The evidence of Mr. Richardson, of Oldham, and of Mr. Mather, of Salford, is emphatic as to their experience of its economical value.

Without more particularly referring to the valuable work in the past accomplished by the numerous mechanics' institutes spread over the country, many of them of long standing, we may point out that they are now largely remodelling their constitutions in order to bring up their teaching to the level of modern requirements as regards technical instruction. The example of the Manchester Mechanics' Institute may be studied in this connection.

Moreover, as evidencing the desire of the artisans themselves to obtain facilities for instruction both in science and art, we must not omit to mention the classes established and maintained by some of the leading coöperative societies. The Equitable Pioneers' Society of Rochdale has led the way in this, as in so many other social movements. It is much to be wished that the various trades' unions would also consider whether it is not incumbent on them to promote the technical education of their members.

The manufacturers of Nottingham speak with no uncertain voice of the important influence of the local school of art on the lace manufacture of that town. Without the Lambeth school, the art productions of Messrs. Doulton could scarcely have come into existence. The linen manufacturers of Belfast are becoming alive to the necessity of technical instruction if competition on equal terms with foreign nations in the more artistic productions is to be rendered possible. The new generation of engineers and manufacturers of Glasgow has been trained in the technical schools of that city. The City and Guilds of London Institute owes its existence to the conviction of the liverymen that technical instruction is a necessary condition of the welfare of our great industries.

TEACHING OF NATURAL SCIENCE.

Natural science is finding its way surely though slowly into the curriculum of our older English universities and of our secondary schools. It is becoming a prominent feature in the upper divisions of the elementary board schools in our large towns. There are scarcely any important metallurgical works in the kingdom without a chemical laboratory in which the raw materials and products are daily subjected to careful analysis by trained chemists. The attainments of the young men who have been trained in the Royal Naval College at Greenwich recommend them for remunerative employment by our great shipbuilding firms.

BEST MODES OF ADVANCING TECHNICAL INSTRUCTION.

In our relations with public bodies and individuals in this country during the progress of our inquiry, the greatest anxiety has been manifested to obtain our advice as to the mode in which technical instruction can be best advanced, and we have to acknowledge the readiness of the Education and Science and Art Departments to receive and act upon suggestions in matters of detail from individual members of the commission which it would have been pedantic to delay until the completion of our task. Among the suggestions which have thus been made was that of an exhibition of the school work of all nations, which His Royal Highness the Prince of Wales has consented to add to the health exhibition of 1884. This exhibition will be an appropriate illustration of the account of foreign schools contained in the previous parts of this report. Your commissioners, during their continental visits, received from the authorities of technical schools numerous assurances of their cordial support and coöperation in such a display.

Thus, there is no necessity to "preach to the converted," and we may confine ourselves to such considerations as bear upon the improvement and more general diffu-

sion of technical education at home in accordance with the conditions and needs of our industrial population.

In dealing with the question of technical instruction in this country we would, at the outset, state our opinion that it is not desirable that we should introduce the practice of foreign countries into England without considerable modification. As to the higher education, namely, that for those intended to become proprietors or managers of industrial works, we should not wish that every one of them should continue his theoretical studies till the age of twenty-two or twenty-three years in a polytechnic school, and so lose the advantage of practical instruction in our workshops (which are really the best technical schools in the world) during the years from eighteen or nineteen to twenty-one or twenty-two, when he is best able to profit by it.

We have, also, in the science classes under the Science and Art Department (to the intelligent and able administration of which it is our duty to bear testimony) a system of instruction for the great body of our foremen and workmen, susceptible certainly of improvement, but which in its main outlines it is not desirable to disturb.

Moreover, in considering by whom the cost of the further development of technical instruction should be borne, we must not forget that, if it be true that in foreign countries almost the entire cost of the highest general and technical instruction is borne by the state, on the other hand, the higher elementary and secondary instruction in science falls on the localities to a much greater extent than with us; while, as to the ordinary elementary schools, the cost in Germany and Switzerland is almost exclusively borne by the localities; and this was also the case in France and Belgium until the people of those countries became impatient of the lamentable absence of primary instruction on the part of vast numbers of the rural and in some instances of the town population, an evil which large state subventions alone could cure within any reasonable period of time. With the exception of France, there is no European country of the first rank that has an imperial budget for education comparable in amount with our own. In the United Kingdom at least one-half of the cost of elementary education is defrayed out of imperial funds, and the instruction of artisans in science and art is almost entirely borne by the state. Hence it will be necessary to look, in the main, to local resources for any large addition to the funds required for the further development of technical instruction in this country.

In determining what is the best preparation for the industrial career of those who may expect to occupy the highest positions, it is necessary to differentiate between capitalists, who will take the general as distinguished from the technical direction of large establishments, and those at the head of small undertakings, or the persons more especially charged with the technical details of either. For the education of the former, ample time is available and they have the choice between several of our modernized grammar schools, to be followed by attendance at the various colleges in which science teaching is made an essential feature, or the great public schools and universities, provided that, in these latter, science and modern languages should take a more prominent place. Either of these methods may furnish an appropriate education for those persons to whom such general cultivation as will prepare them to deal with questions of administration is of greater value than an intimate acquaintance with technical details. It is different in regard to the smaller manufacturers and to the practical managers of works. In their case, sound knowledge of scientific principles has to be combined with the practical training of the factory, and therefore the time which can be appropriated to the former, that is, to theoretical instruction, will generally be more limited.

How this combination is to be carried out will vary with the trade and with the circumstances of the individual. In those cases in which theoretical knowledge and scientific training are of preëminent importance, as in the case of the manufacturer of fine chemicals, or in that of the metallurgical chemist, or the electrical engineer, the higher technical education may with advantage be extended to the age of twenty-one or twenty-two. In the cases, however, of those who are to be, for example, managers of chemical works in which complex machinery is used, or managers of rolling mills, or mechanical engineers, where early and prolonged workshop experience is all-important, the theoretical training should be completed at not later than nineteen years of age, when the works must be entered and the scientific education carried further by private study or by such other means as do not interfere with the practical work of their callings. Many colleges of the class to which we have referred have already arranged their courses to meet these requirements, and some of them, as will appear from our reports of visits, have workshops for the purpose of familiarizing the students with the use of machine and hand tools.

It is to be regretted that nearly all of these very useful institutions suffer more or less from the want of adequate funds to enable them to provide for such a staff of professors as is necessary for the proper subdivision of the various subjects taught, and for the equipment of museums, apparatus, and laboratories of the various kinds essential to the practical instruction of the student. In this respect the provision in

this country compares most unfavorably with that in the universities and polytechnic schools of the continent, even in spite of recent munificent benefactions like those of the late Mr. Charles Beyer of Manchester, the late Sir Josiah Mason of Birmingham, of the Baxter family at Dundee, the late Mr. Harris of Preston, the liberal gifts of Mr. Crawford to the Queen's College at Cork, and others. In speaking of benefactions, we do not overlook the noble endowment of Sir Joseph Whitworth for the encouragement of engineering by affording to able and promising young men, especially of the class of artisans, the means of obtaining theoretical combined with practical training, the former in institutions of the kind we have referred to.

SECONDARY SCHOOLS AS A PREPARATION FOR TECHNICAL SCHOOLS.

The best preparation for technical study is a good modern secondary school of the types of the Manchester Grammar School, the Bedford Modern School, and the Allan Glen's Institution at Glasgow. Unfortunately, our middle classes are at a great disadvantage, compared with those of the continent, for want of a sufficient number of such schools. The transfer of the functions of the endowed schools commissioners to the charity commissioners has not had the effect of increasing the rate of progress in the reorganization of our secondary schools. We consider it to be essential that steps should be taken to insure that this work shall be carried on with greater vigor in the future than it has been hitherto. We learn that there are still endowments available for education, amounting to upwards of 200,000*l.* per annum, which have not been dealt with by the commissioners. In the schemes for the new schools the subjects of science and modern languages should form a very prominent part; and it would be desirable in some of these schools, especially in large towns (where classical schools are not wanting), in order to provide for the fuller teaching of these subjects, more particularly of mathematics, that the classical languages should be altogether excluded from the schemes of instruction. But the existing endowments are very unevenly distributed over the country; in many of the large manufacturing centres no resources of the kind exist; private enterprise is clearly inadequate to do all that is required in establishing such schools, and we must look to some public measure to supply this, the greatest defect of our educational system. It is to be desired that, in the proposed reorganization of local government, power should be given to important local bodies, like the proposed county boards and the municipal corporations, to originate and support secondary and technical schools in conformity with the public opinion for the time being of their constituents.

Intelligent youths of the artisan classes should have easy access to secondary and technical schools by numerous scholarships, and the more promising students of them again to the higher technical colleges.

SCIENCE TEACHING IN THE ELEMENTARY SCHOOL.

For the great mass of our working population, who must necessarily begin to earn their livelihood at an early age and from whom our foremen will be mostly selected, it is essential that instruction in the rudiments of the sciences bearing upon industry should form a part of the curriculum of the elementary schools, and that instruction in drawing, and more especially in drawing with rule and compass, of a character likely to be useful to them in their future occupations as workmen and artisans, should receive far greater attention than it does at present. The importance of the first of these subjects has so far been acknowledged by the education department that in all infant schools simple lessons on objects and the more commonly occurring phenomena of nature have been made obligatory. This system of instruction, if properly illustrated by the exhibition of the object itself, or of diagrams or models of the same, or by the simplest kinds of experiments, is an excellent foundation for the subsequent teaching of elementary science.

When, however, the child enters the elementary school the teaching of science practically ceases until it reaches the upper division, inasmuch as the arrangement of the class subjects in the lower division is found in practice to exclude science from that division; only two subjects being allowed, of which "English" must be one and "geography" may be another, this latter being generally preferred to the alternative subject of "elementary science." It appears to us that geography, if properly taught, is a branch of elementary science which need not be separated from science generally, and can well be taught along with the other branches of science by means of the object lessons which are described in the code. Thus there would be only two class subjects instead of three, and in this way the connecting link which is now wanting between science as taught in the infant school and in the higher division of the elementary school would be supplied

HIGHER ELEMENTARY SCHOOLS.

We could hardly overstate our appreciation of the value of the plan of giving instruction in natural science by special teachers, as carried out in the board schools of Liv-

erpool and Birmingham, where the employment of a well qualified science demonstrator insures the sound character of the instruction, while the repetition of the lesson by the schoolmaster enables him to improve himself in the methods of science teaching. This should, however, be supplemented by the establishment of higher elementary schools, like those of Sheffield and Manchester, into which the more advanced pupils of the primary schools may be drafted, especially if the parents of those children should be able to keep them at school up to the age of fourteen or fifteen unassisted, or, if they are unable to do so, assisted by scholarships taking the place of the wages which they would otherwise earn. In these latter schools it is possible to provide efficient laboratories in which practical work is performed by the pupils, while this cannot adequately be done for the ordinary primary schools. Youths having the advantage of such instruction will be well prepared to avail themselves at a later period of the classes of the Science and Art Department and of the technical classes under the auspices of the City and Guilds Institute, which are now so numerous, and many of which are under excellent teachers.

The evidence given before us leaves no doubt that the directors of both these institutions use every effort in their power to secure sound and practical teaching in these classes, so far as that can be effected by assistance in training the teachers and by careful testing, in their examinations, of the results of the instruction given. In regard to the first, much is to be hoped for from the increasing number of teachers who are now able to take advantage of the high scientific instruction given in the Normal School of Science at South Kensington, as well as from the pecuniary assistance offered by the Science and Art Department to science teachers desirous of attending the courses and laboratories of various provincial colleges, while for teachers of technology a great step in advance will be made when the Central Institution of the City Guilds is in operation. As to the latter—that is to say, the thoroughness of the instruction given in the classes—more close and frequent inspection than at present is much to be desired, a higher payment for the more advanced grades of several subjects should be made than is now the case, and practical laboratory work in the higher grades in science should be more generally demanded.

An important point to which the attention of the inspectors should be more particularly directed is to ascertain that proper apparatus and appliances are provided for practical work in these classes.

ART SCHOOLS FOR ARTISANS.

With reference to the subject of drawing, we cannot too often call attention to the extraordinary efforts which are being made abroad for instruction in art, more especially as applied to industrial and decorative purposes, and to the important influence of this instruction in furnishing employment for artisans on the continent. Without depreciating what has been done in this direction by the schools and classes under the auspices of the Science and Art Department in this country, and while fully alive to the importance of the organization which tends to the diffusion of art instruction over a wide area, your commissioners cannot conceal from themselves the fact that their influence on industrial art in this country is far from being so great as that of similar schools abroad. This is due, no doubt, to some extent to the want of proper and sufficient preparation on the part of the students, owing to the inadequate instruction they have received in drawing in the elementary schools.

DRAWING AND MODELLING.

Your commissioners are aware that the number of children who are supposed to learn drawing in elementary schools is considerable, but it is small compared with the total number in attendance, and it is, we have reason to believe, diminishing. We have ascertained by inspection that the instruction is in far too many cases of little value. Instead of a mass of inferior drawings being sent up once a year to South Kensington for examination there, it is necessary that the instruction in drawing in elementary schools should be as carefully supervised on the spot by the Whitehall inspectors as is that in other branches of primary education. In nearly all the places abroad which your commissioners have visited they have found that drawing is an obligatory subject of instruction in the primary school and that it is regarded as of equal importance with writing. The number of hours which the children devote to lessons in drawing abroad is frequently as many as three per week, whereas in England the subject is not only not obligatory, but in about three-fourths of our elementary schools no instruction whatever is given in this subject, and in those schools in which drawing is taught the time devoted to it rarely exceeds one hour per week, and even that not always regularly. This want of attention, together with the absence of competent teachers, proper models and methods, and adequate inspection, fully accounts for the inferiority to which we have referred. The

training of teachers for the Irish national schools includes special instruction in drawing, and a grant for drawing is made to primary schools in Ireland by the commissioners of national education. The drawing in some of the schools of the Christian Brothers and in some of those under the board of intermediate education is good.

Your commissioners are of opinion that sound instruction in the rudiments of drawing should be incorporated with writing in all primary schools, both for girls and boys, by which, also, according to the experience of competent authorities, the writing would be much improved. Something in this direction has already been done in many good infant schools, where children of the age of six draw triangles, squares, oblongs, &c., on their slates. This exercise is repeated on the day of inspection, and is taken into account in estimating the value attached to "appropriate occupations."

We have observed with satisfaction the recent circular (Art Form, No. 1194) of August, 1883, prescribing the new exercise of drawing to scale. We believe the principle therein laid down to be excellent, and we trust that the school managers and teachers will avail themselves of the advantages offered to them in this alteration in the first grade work. The permission recently accorded to teachers to give instruction in drawing and modelling to the children of the elementary schools out of the ordinary school hours is also likely to prove very advantageous.

We are of opinion that more attention than has hitherto been devoted to it should be directed to the subject of modelling in the elementary school. We notice that by a recent addition to the art directory small classes in modelling may now claim a local examination; we believe this to be a most salutary regulation. Modelling is an exercise of great importance to the future workman, and its rudiments can well be taken up, as in continental schools, at the earliest age.

Assuming such preparation in the infant and elementary school as we have here suggested, the progress of subsequent instruction in art classes would be immeasurably more rapid. Whether the attendance in any given locality will ever be so great in this country, where the instruction has to be paid for, as in France, Belgium, and elsewhere, where it is gratuitous, is a matter for grave doubt. However this may be, there are two points in connection with the instruction in art schools and classes as bearing on industrial pursuits which require careful attention. The first is one which we are glad to perceive is now fully appreciated by the Science and Art Department, viz, the advantage of substituting practice in rapid but correct execution in place of the method of stippling, which was formerly not sufficiently discouraged in art schools and classes; greater attention also than hitherto should be given to modelling. The second point relates to industrial designing. This, for a variety of reasons, the chief of which are the want of sufficient knowledge of manufactures on the part of art teachers and the absence of sympathy evinced by the proprietors of industrial works, has, with some notable exceptions, not received sufficient attention in our art schools and classes. In fact, there has been a great departure in this respect from the intention with which the "schools of design" were originally founded, viz, "the practical application of (a knowledge of) ornamental art to the improvement of manufactures." Large grants of public money for teaching art to artisans in such classes can scarcely be justified on any other ground than its industrial utility.

APPLIED ART WORK.

On the subject of the teaching of industrial design, we are of opinion that the Science and Art Department may with advantage depart from their principle, as at first laid down, of granting encouragement to design only, so far as to award grants for specimens of applied art workmanship in the materials themselves, as a test of the applicability of the design and as a reward for success in overcoming the technical difficulties of the manufacture.

It seems scarcely fair that well executed art work by a student, say a richly chased piece of silver plate, should obtain only the same recompense as the design for the same object on paper. We are aware that special vigilance would in this case be required in order to prevent the use of such rewards for trade or for other than educational purposes.

It appears from the evidence, with which we include a remarkable letter from M. Willms, the eminent designer of Birmingham, that it would be well if persons practically acquainted with the application of design to industrial manufactures were more extensively consulted in the award of prizes for industrial design. We are aware that this is now done in some measure, but, however eminent may be the gentlemen whom the department has been in the habit of consulting, it is unlikely that the small number of these should be sufficiently familiar with the vast varieties of applications to have the special knowledge requisite for judges in the large number of trades in which design forms an important element.

INDUSTRIAL ART MUSEUMS.

Among the most important means of stimulating industrial art education and of spreading a knowledge and appreciation of art throughout the country is the foun-

dation of local museums of applied art of such a character as is best adapted to advance the industries of the districts in which they are situated.

Stimulated by the advice and influence of the director of the South Kensington Museum, and with the liberal aid of private benefactors, such collections have been provided in the local art museums at Sheffield, Derby, York, and elsewhere. In Manchester also, steps have been taken to found an industrial museum, and the corporation has acquired the famous Bock collection of textile fabrics for this purpose. The Manchester, Birmingham, Stoke, and other galleries are open on Sundays, and are visited by increasing numbers of orderly working people. It is very desirable that similar facilities should be provided for the inspection of our metropolitan museums and collections. We are of opinion that the connection between these museums and the local schools of art should be of an intimate character. Indeed, in this respect much may be learned from foreign countries, where many such museums exist and exert great influence on manufactures. Further, we must express strong approval, in which we merely repeat the opinion offered by competent witnesses both at home and abroad, of the system of circulating among the local museums collections of works of art from the national collection at South Kensington. The value and utility of these collections are greatly enhanced by suitable manuals and guide books well illustrated and sold at a cheap rate; these serve to explain to visitors of the artisan classes the features most worthy of notice.

While we fully admit the force of the contention that the contributions of the state to the foundation and maintenance of museums will be of the greatest service to the country at large, if applied mainly to central institutions like those of the metropolis, of Edinburgh, and of Dublin, we highly approve of the grants to provincial museums of reproductions, either gratuitously or at a very low price. Those grants may even, in the case of typical museums situated in some of the chief industrial centres, be extended with advantage to original examples of art and of manufactures calculated to increase the knowledge and improve the taste of those (more especially of the artisans) engaged therein.

GOVERNMENT BUILDING GRANTS.

Your commissioners believe that the grants now made in aid of the buildings for local schools of science and art and for industrial museums in connection with them, limited as they are to a maximum of 500*l.* for art schools and the same sum for science schools, coupled also with the requirements that they shall be given only for buildings under the free libraries act or in connection with schools of art require revision, and tend rather to discourage local effort than otherwise, inasmuch as they give an erroneous impression of what is really required in order that suitable buildings may be provided.

Your commissioners highly approve of the recent foundation of scholarships to promising students in the science classes of the Science and Art Department, enabling them to continue their education at various higher schools. The limitation of the available funds appears to have rendered necessary in consequence of this step the abolition of the Queen's prizes, given for success in the elementary stages, and the substitution of honorary certificates in place of them. We find there is an opinion prevalent that these certificates will not afford sufficient stimulus to certain students. It is to be hoped, however, that a small addition to the customary local prize funds will be readily subscribed to supply this deficiency.

But all these institutions and measures will not alone accomplish the object aimed at. For this the localities must rely far more than has been the case hitherto on their own exertions. Teachers should know that they labor under the eye of those who are interested in the work being thoroughly and conscientiously done. The organization and efficiency of the science schools at Oldham and Keighley are conspicuous examples of what may be done in regard to the scientific and technical instruction of artisans, where local employers take an active and intelligent interest in the work. The Oldham School of Science and Art may, so far as science teaching is concerned, be regarded as the type and example of what evening schools should be; and the existence of similar efficient and flourishing schools in all our industrial towns would greatly contribute to confirm our industrial position. The remuneration of teachers should not depend to so great an extent as at present on the grants from headquarters. School boards should be authorized to establish and conduct science and art classes for artisans, and where no school boards exist power should be given to the local governing bodies to establish or support such schools. If the teaching is not entirely gratuitous (and the regularity of attendance in the art classes in the French and Belgian cities and in the science classes in Liége, Seraing, and elsewhere shows that it is a prejudice to suppose that people only appreciate what they pay for), the fees ought to be on the lowest possible scale.

TEACHING AND APPLIANCES.

Your commissioners have had before them deputations of representative workingmen who have expressed their views on the wants of the working classes with respect to the teaching of science and art, and who have stated that the assistance afforded by the department is not sufficiently directed towards the requirements of their several trades. We believe that many workmen are disposed to attach too little value to the importance of acquiring a knowledge of the principles of science because they do not see their application. We are of the opinion that whenever it is possible persons engaged in the trade taught and having scientific knowledge should give instruction to workmen, and we have ascertained that a large number of such teachers are registered under the examination scheme of the City and Guilds of London Institute. We visited classes of this character at the Polytechnic Institution in Regent street, at the Manchester Technical School, the Lyceum at Oldham, and at other places, some of which were excellent.

The city guilds are trying a most important experiment in their practical classes. If empiricism be avoided, a great point will be gained by the attraction to working men and women of a mode of instruction in which the direct application of scientific principles is the means by which a knowledge of those principles is conveyed to their minds. As to this point, we refer to the almost unanimous expression of opinion contained in the letters of eminent manufacturers in reply to our circular asking their advice as to the best means of promoting technical instruction.

We cannot dismiss this branch of the subject without calling attention to the educational value of the museums of natural objects now found in many of the modern elementary schools of the continent. Probably the best examples of such collections are those of the Normal School of Brussels and of the elementary schools of Zürich. Collections of natural objects, pictures, and diagrams are of the greatest assistance for illustrating object lessons in rudimentary science to children of the earliest years.

Many persons who have paid attention to the working of free libraries in our large towns are of opinion that the benefit of these might be extended to elementary schools by placing at the disposal of such schools books of a character calculated to interest children of school age. Among these books some suitable technical works, especially illustrated ones, might be included. These school libraries would be of the nature of the branch libraries which are now attached to many of the free libraries of our large towns.

Your commissioners, after having had the opportunity of further considering the value of manual work as a part of primary instruction and after having seen such work introduced into elementary schools of various grades in other countries besides France, are able now to express a stronger opinion in its favor than at the time of their first report. They do this with greater confidence because, in consequence partly of the suggestion contained in that report, the experiment of introducing manual work into primary schools has been successfully effected by at least two school boards in this country, viz, those of Manchester and Sheffield.

MANUAL WORK.

Your commissioners have had the opportunity of inspecting the manual work of the pupils, both at the Manchester board schools and at the central school in Sheffield, and they are satisfied that such work is very beneficial as a part of the preliminary education of boys in this country who are to be subsequently engaged in industrial pursuits, even though it should not, as however it probably will do, actually shorten the period of their apprenticeship.

Your commissioners see no reason why, since grants are made on needlework in girls' schools, they should not be made on manual work in boys' schools. This instruction may be given so as not to interfere with the ordinary work of the school. It has been proved that this can be done, the boys being most eager to return for handicraft teaching after school hours.

Whenever more attention shall be given to drawing, and especially to mechanical and geometrical drawing, in the ordinary and the higher elementary schools, it will be proper and desirable that the work executed in the shops attached to these schools should be made from drawings prepared by the children themselves.

ATTENDANCE AT ELEMENTARY SCHOOLS.

We need scarcely say that the success, not only of technical, but of the ordinary elementary instruction of our working population depends upon the regular attendance of the children at school and upon their remaining there sufficiently long to insure that the knowledge acquired shall leave some lasting impression on their minds. As will have appeared from other parts of this report, the children of the

workpeople of Germany and Switzerland, with few exceptions, remain at school till the age of fourteen years, and in some of the German States are required to continue their elementary instruction two years longer in evening and Sunday schools, if their examination at fourteen has not been satisfactory. The wages of the parents in these countries are generally lower and the sacrifice of their children's earnings is consequently felt more than with us. The efficiency of the American workmen is mainly attributed, by all who have inquired into the subject, to the primary education acquired by them during a prolonged attendance at school. In our own country great diversity prevails as to the standard authorizing the employment of children as full-timers. In Scotland this will be remedied by the act of last session. After next year no child under the age of fourteen years can be employed on full time in Scotland, unless it has passed the fifth standard. We have no doubt that all classes interested in industry will quickly reap the benefit of this amendment of the law, and we see no reason why this regulation should not be extended to England and Wales, so far as it applies to factories and workshops.

COLLEGES AND THEIR TEACHING.

We have avoided in the foregoing statement making special observations on the merits or defects of the various scientific and technical colleges and schools which are at work or in course of establishment in this country, but we think it due to those who have founded and those who are conducting these excellent institutions to state that all of them, in each of the three divisions of the United Kingdom, are, in spite of limited means, producing good results. It is most praiseworthy on the part of the professors and teachers that they devote themselves to the important work of tuition for salaries so small as those which they as a rule receive, when many would, by employing their scientific and technical knowledge in private enterprise, obtain much larger pecuniary remuneration. We may remark concerning the colleges that it is not necessary that all of them should be of the highest type. To enable the relatively small number of persons capable of occupying the highest industrial positions to acquire the most complete education of which modern science admits, only a few well equipped institutions of high rank are needed. It is, however, of national importance that these few should be placed in such a position of efficiency as to enable them to carry out successfully the highest educational work in the special direction for which circumstances, particularly of locality, have fitted them. Your commissioners believe that no portion of the national expenditure on education is of greater importance than that employed in the scientific culture of the leaders of industry. Your commissioners fear that the belief in the efficacy of training of this *highest* character is, in England, at present small among those whom it will ultimately benefit; and yet there are few countries in which so many investigations have been made the practical bearings of which were not at the outset apparent but which have in the end led to the most important practical results. The discovery by Faraday of magneto-electricity and by Joule of the mechanical equivalent of heat at once occur as examples. The Englishman is accustomed to seek for an immediate return, and has yet to learn that an extended and systematic education up to and including the methods of original research is now a necessary preliminary to the fullest development of industry. It is, among other elements of progress, to the gradual but sure growth of public opinion in this direction that your commissioners look for the means of securing to this country in the future, as in the past, the highest position as an industrial nation.

We desire to express our satisfaction at the recent establishment of weaving and dyeing schools in the north of England, and of mechanical laboratories in several localities. The utility of weaving schools to proprietors and managers of factories, and to merchants who desire to become acquainted with the processes of the manufacture of the goods in which they deal, has been so clearly demonstrated on the continent that we need adduce no further arguments in their favor. The weaving and dyeing schools of Leeds have been established and are maintained entirely by the Clothworkers' Company of London. We regard this as one of the most useful and appropriate purposes to which a portion of their funds could have been devoted. The mechanical laboratoriesand mechanical drawing schools at Nottingham, Sheffield, Huddersfield, and elsewhere will be of the greatest service in enlarging the knowledge and experience of young artisans who are kept continuously at one branch in their daily work.

The teaching of art and science subjects in the training colleges of Great Britain for elementary school teachers is very defective. The inspection on the part of the Science and Art Department has until lately been greatly neglected, owing to the divided responsibility for the colleges of the Education Department and the Kensington authorities. The answers received by the examiners to such questions as the following: "Write out the heads of a lecture to an elementary class on the chemical and physical properties of water, mentioning the experiments which you would show and

your object in showing them," prove conclusively that the students have no idea as to how such a simple matter ought to be brought before a class. It would greatly conduce to sound and efficient training in science, and particularly in the methods of teaching, if those students in training who have shown an aptitude for science work could be sent annually to the Normal School of Science at South Kensington or to other approved efficient institutions. The provision for art teaching in most of the training colleges is inferior even to that at present made for science, and an entire reform in this respect is urgently needed; and similar measures should be taken for systematic instruction in art as in science. Considerable attention is, as we have said elsewhere, paid to drawing in the Normal School in Dublin, where it is taught by a competent art master.

The school boards of our great cities are fully alive to the defective character of the instruction of pupil teachers. In London, Liverpool, and elsewhere they have endeavored to apply a partial remedy by introducing joint instruction, under special teachers qualified in each subject, instead of having each headmaster to instruct the pupil teachers of his own school in every subject. The Education Department has also taken a small step in the right direction by somewhat limiting the number of hours that the pupils may be employed in teaching, so as to give them a little more leisure for learning. No considerable improvement can, however, be expected until the great school boards are authorized to establish colleges for training teachers. These colleges would be day schools and need not receive from the State enormous capitation grants like those now given to the English denominational training colleges, but only small allowances like these granted to the day students in those of Scotland.

CITY AND GUILDS OF LONDON INSTITUTE.

In concluding this part of our subject, we deem ourselves justified in giving, at the risk of repeating some of the statements we may have made in the earlier parts of our report, a short review of the work initiated, controlled, and contemplated by the City and Guilds of London Institute, inasmuch as this important organization has been created in order to promote the technical instruction of persons of every grade engaged in industry.

The institute had not been in existence very long when your commissioners were appointed, and consequently they have scarcely had the opportunity of estimating the value of the work it is doing in some of its branches. Even now that work is in many parts of the kingdom unknown, and this is particularly the case in Ireland. In Dublin, Cork, and in many other Irish towns nothing was known at the time of our visit of the encouragement to technical instruction offered by the institute's scheme of technological examinations, whereas in Belfast advantage has been taken of it, and the establishment there of a technical school for instruction in the weaving and dyeing of linen and in mechanical engineering is largely due to its action.

Central Institution.—The Central Institution, which is not yet opened, is intended by the institute to fulfil functions resembling those of the great polytechnic schools of the continent. Your commissioners have examined the proposed scheme of instruction embodied in the report of the institute, and they have also inspected the building, which is nearly complete. They consider that, as the number of technical classes and technical schools increases, as it is likely to do, the want of such an institution as that in Exhibition road for the training of teachers will be more and more felt. It will be of great advantage as a technical high school for the metropolis, which is in fact one of our greatest industrial centres. It is intended to afford additional facilities for the prosecution of original research in science. In order, however, that the institution may effect the purpose for which it is intended, it should be well endowed, both for the provision of adequate special instruction and also for the establishment of exhibitions to defray the cost of maintenance of poor students while pursuing their studies. Without expressing any positive opinion as to the amount required for this purpose, your commissioners fear that the annual sum at present subscribed by the livery companies is inadequate to the future requirements of the institution.

Finsbury Technical College.—As regards the Finsbury Technical College, your commissioners believe that the evening classes connected with it are giving valuable technical instruction, such as is greatly needed by the artisans of the district in which the school is situated. The practical laboratory instruction in the applications of electricity to trade purposes is worthy of special mention.

The program of the day school is well devised, and the offer of scholarships to the principal middle class schools of the metropolis, which enable select pupils therefrom to continue their education at the Finsbury College, is a good feature in the scheme. Considering the want that is generally felt of good trade schools into which promising pupils from the upper standards of the public elementary schools may be drafted, your commissioners are of opinion that a more intimate connection of the day department of the Finsbury Technical College with the elementary schools would also be desirable..

We think that similar trade schools, in which the curriculum consists mainly of practical science teaching, workshop instruction, drawing, and modern languages, might with advantage be established in other parts of London.

South London Technical Art School.—Your commissioners examined with great interest the work of the South London Technical Art School. The teaching of this school has had a direct bearing upon the important manufacturing works of Messrs. Doulton, and in few cases have we been able more definitely to ascertain the extent to which technical instruction has benefited a local industry. In many other branches besides that of the manufacture and painting of pottery, the teaching of design in connection with the material to which it is to be applied would be undoubtedly advantageous. In this school practical instruction is also given in wood engraving, and a class is about to be formed in enamelling; the City and Guilds of London Institute might usefully extend this kind of teaching in other directions.

Technological classes in the country.—By means of the institute's scheme of technological examinations, classes have been formed in all the large manufacturing towns, in which the instruction is more specialized, according to the requirements of persons engaged in different industries, than has been thought desirable in the state-aided classes which are held under the direction of the Science and Art Department. It will be seen by the collection of letters from eminent manufacturers, that classes of the former kind are greatly valued and regarded as deserving of continued encouragement.

The regulation of the institute which restricts the payment on results to the case of candidates engaged in the industries to which the examination refers, is a good one; and the introduction of practical tests and the importance which the institute attaches to preliminary science knowledge and to skill in drawing are to be commended. From the rapid increase in the number of candidates for these examinations during the last four years (the number in 1879 having been 202, and in 1883, 2,397), it may be assumed that, as they become more generally known, that number will still further increase, and that much larger funds will be required in payment to teachers on results.

We consider that the institute has rendered efficient service to technical education by means of the contributions it has given to the establishment of technical schools in the great centres of manufacturing industry, where they are even more necessary than in the metropolis. The institute appears to have distributed its grants with judgment and discretion, and in many cases, notably in Nottingham, Manchester, Sheffield, and Leicester, its contributions have had the effect of stimulating local effort in the establishment of new technical classes.

Your commissioners are able generally to indorse the several schemes of technical instruction now in operation or about to be carried on by the City and Guilds of London Institute, and in view of the efficient and permanent working of these schemes we should be glad to see the funds of the institute made fully adequate to the efficient carrying out of the objects it has in view, which, in our opinion, is not yet the case. We think it is of importance that the grants made by the contributing livery companies should be placed upon a permanent basis.

TECHNICAL INSTRUCTION IN IRELAND.

While the preceding remarks apply to the United Kingdom as a whole, including those portions of Ireland, and more especially of the province of Ulster, in which the factory system is fully developed, other portions of the latter country require to be separately considered. In saying this we refer more particularly to the poor and remote districts of the west.

Dublin.—Before proceeding to this part of the subject, however, we would refer very shortly to the question of technical instruction suitable for foremen and workmen in Dublin. While science and art classes, many of them very successful, are to be found in several of the important towns of Ireland, there are scarcely any science classes at work in Dublin. Various reasons were assigned to us for this state of things, some of them of a kind into which it is not expedient that we should enter. At the same time, there is in Dublin the Royal College of Science, with a staff of competent professors, an admirable technical museum, and laboratories fairly well equipped for practical work. It appears from the evidence that, of the small number of students who follow a complete course of instruction in this institution, about one-half are Englishmen, holders of the royal exhibitions of the Science and Art Department, scarcely any of whom become teachers of science in Ireland. There are no short summer courses at the college, like those at the normal school at South Kensington, for the instruction of science teachers. There are, we are aware, some courses of evening lectures, but, although the laboratories of the college are the only ones in Dublin available for practical evening instruction, such instruction in science and in mechanical drawing forms no part of the arrangements of the college. It appears that by the rules of the Science and Art Department the professors of the college cannot earn grants on the

results of instruction in science, as would be the case if they were ordinary science teachers. We are of opinion that so long as the effective work of the college in preparing associate students, and more particularly Irish students, is so limited in area as at present, evening classes with practical laboratory work should form a part of the regular college courses, and that the remuneration of the professors should depend in part on the success, or at any rate on the regular attendance, of students at such classes.

Irish intermediate schools.—We would also remark that we have received evidence of a very contradictory nature as to the teaching of science in the Irish intermediate schools. We believe, however, that it is engaging the attention of the board of intermediate education, and we only deem it necessary to state in reference to this subject that efficient instruction in science will not be possible in those schools unless they are provided with proper laboratories, which in most if not in all of them are at present entirely wanting.

But the most important part of our task with regard to Ireland is to consider the possibility of improving the industrial conditions of the poor and remote districts of the west by means of technical education.

Books used in Irish national schools.—By the courtesy of Sir Patrick Keenan, K. C. M. G., the resident commissioner of national education in Ireland, your commissioners have been furnished with what they understood to be a complete set of the books used in the Irish national schools. They find that these books are well adapted for the literary instruction of the children of various ages in those schools, and that they contain much interesting information on the natural features and resources of Ireland. But, except as to agriculture, they do not afford adequate assistance towards graduated instruction in industrial processes or in the rudiments of the sciences on which those processes are founded. As the Irish national education commissioners are by their regulations mainly responsible for the selection of the books used in the schools, this defect should receive their early attention.

Home industries and manual dexterity of Irish people.—There is a general consensus of opinion on the part of persons of all ranks in that country, whatever may be their views on other subjects, that the prosperity of the poorer districts of Ireland may be greatly promoted by technical instruction in handicraft and in home industries. There is a conviction not less general, and it is one which our visits have fully confirmed in our minds, that the children and young people of Ireland of the laboring class possess great manual dexterity and aptitude, which only require to be developed in order to be useful to themselves and to those among whom they live. As evidence of this we need only to refer to the remarkable success of the Christian Brothers and to that of the ladies of religious orders in training children and young persons for handicrafts in industrial schools and institutions of a like nature. There appears to be no reason why similar instruction to that which is given in these schools should not be given elsewhere if the necessary funds and teachers are forthcoming. We have shown that instruction of this kind given on the continent to persons in remote districts, who would otherwise be idle, has added materially to their resources, both directly and by training them for employment in larger industrial concerns, and we have ascertained that no great expenditure of public money has been required in order to produce these effects.

Not only is instruction of this kind deemed to be desirable, but we have found that there is a willingness on the part of benevolent persons in Ireland to assist its promotion by subscriptions and in other ways. It is true that by some it has been proposed that the government should itself initiate, if it did not entirely charge itself with, this work, but we were happy to find there were others who would be quite satisfied if its utility received the imprimatur of the government and if the state offered rewards for the ascertained results of instruction of this kind. We are of opinion that successful work of this nature, whether it be conducted by individuals or societies or by religious bodies, deserves the recognition and reward of the government. We think it no part of our duty to state which are the home industries best adapted to the conditions of different parts of Ireland. Each locality will be able to form its own judgment in regard to this, and due weight should be given by the government to such local expression of opinion, payment in all cases being dependent upon the results obtained in the schools or classes. We do not think it would be possible for the government to train teachers for a variety of home industries, but it might contribute to the payment of such teachers appointed by the localities, and it would be expedient to establish a class of itinerant teachers for service in districts where resident instructors cannot be maintained.

These suggestions apply even in a greater degree to the instruction of girls than of boys.

Instruction in the use of tools in Irish primary schools.—We need scarcely point out that, if it be deemed desirable to introduce manual instruction in the use of tools in elementary schools at all, this would apply in an eminent degree to the primary schools of Ireland. It was stated in evidence before us that in some parts of Ireland

ordinary handicrafts, like those of the mason, have become absolutely extinct. Whether the children remain in their own immediate localities or migrate to other parts of the country or emigrate to our colonies or to foreign countries, such instruction leading up to their apprenticeship as skilled laborers, instead of their fulfilling, as is now too much the case, the part of mere hewers of wood and drawers of water, would be of the greatest value to them. We are happy to find that the authorities of the national board of education in Ireland appreciate the importance of introducing instruction in manual work into their schools. They have already begun to give instruction of this kind to some few of their teachers, with a view to qualify them for imparting it to the children in the schools; but, in order that this instruction may be satisfactory, it is important that the training of the teachers themselves should be systematic and thorough; and, obvious as this might appear to be, we do not hesitate to impress it upon the minds of the authorities of the national board. Until the teachers are able themselves to give the instruction, it might be given by skilled and intelligent artisans. We have reason to believe that, whenever efficient teachers can be found, the national board will be prepared to pay for the results of manual teaching in the primary schools. It is scarcely necessary to say that our statement with regard to drawing, in reference to schools generally, applies with equal force to the Irish schools. We may remark that the progress of children in learning home trades will be much more satisfactory if they have been trained at school in the use of the ordinary tools for working in wood and iron and in drawing.

We shall deal with instruction in agriculture in Ireland in the succeeding subsection, in which we review the separate report of Mr. Jenkins and the evidence which we personally received in Ireland on that special branch of the subject.

Compulsory attendance in Irish primary schools.—While dealing with Irish education, we cannot refrain from expressing our satisfaction at having found that public opinion among all classes in Ireland is in favor of some measure for gradually making primary education in that country compulsory. The subject is one surrounded with difficulties of a nature which appear to us to place the discussion of its details beyond the scope of our commission. We consider, however, that we should not do our duty if we did not express our decided opinion that no marked progress in the direction of technical education can be effected in Ireland until primary education in that country has been placed on a proper footing.

AGRICULTURAL EDUCATION.

As stated at the commencement of this report, your commissioners did not think that an inquiry into the instruction of the industrial classes would be complete unless it included some notice of the instruction of the large and important class of agriculturists.

We were unable ourselves to conduct this branch of the inquiry, except partially in regard to Ireland, but we trust that those who read the report on agricultural education of our subcommissioner, Mr. H. M. Jenkins, the secretary of the Royal Agricultural Society of England, submitted herewith, will think that we have been well advised in placing the inquiry in his hands. As supplementary to his report, your commissioners refer to the Irish evidence in the appendix and to the narrative of their visits to the Royal Albert College, at Glasnevin, to the Munster Dairy School, and to parts of the south and west of Ireland. We have not inquired into the state of agriculture, as an art, abroad and at home; to have done this would have lengthened the inquiry beyond measure, and it was the less needed, as this branch of the question has been incidentally treated in the recent report of the royal commission on agriculture. It will, however, be seen from the report of our subcommissioner that those best able to form an opinion attribute a great and beneficial influence upon the progress of agriculture to the agricultural schools of various grades of the continent, and more especially to those like Hohenheim and Grignon, in which practice is combined with scientific teaching.

At a time like the present, when cheap railway and water conveyance of agricultural products from distant countries has completely changed the economical conditions of successful agriculture in Great Britain, it is of the greatest importance that those who are interested in the cultivation of the soil, whether as proprietors or as farmers, should not simply be familiar with existing practices at home, important as is such a familiarity, but that they should understand also the reasons which have caused these practices to prevail, in order to be able to decide to what extent they should continue to be pursued. They should likewise be acquainted with the nature and mode of cultivation of crops, the rearing and feeding of cattle, and the dairy practice of other countries.[1]

[1] The practice of growing beet roots for the manufacture of sugar has been attended with most beneficial changes in continental agriculture. This cultivation is carried on in countries varying remarkably in the conditions of climate in regard to heat and moisture. Should the recovery of ammonia in the manufacture of coke and from the raw coal used in the blast-furnace be attended with the success which there is every reason to anticipate, the cheapening of nitrogenous manures may indicate some considerable changes in the agricultural practice of our own country.

Higher agricultural schools.—To impart knowledge of this description is the proper function of the agricultural school. In Great Britain the agricultural department of the normal school of South Kensington, the Royal Agricultural College of Cirencester, and the College of Downton are the only institutions for higher agricultural education, the former principally for training teachers, the two latter for the education of land owners, land agents, and farmers. The first of these has been so short a time in existence that no definite judgment of its results can be formed by the test of practical success or failure. But we agree with our subcommissioner in thinking that the complete course of four years at the normal school is inconveniently and unnecessarily long, that at least all students who propose to become associates should on entrance prove that they possess the amount of practical knowledge of agriculture which can be acquired by a year's residence on a farm, and that visits to farms and factories connected with agriculture during the recess should be encouraged and rewarded by scholarships to those who have profited by them. Our subcommissioner considers that colleges like those of Cirencester and Downton do not require "propping" by the state, but that scholarships tenable at those colleges might be given by the government to deserving students in the agricultural divisions of county schools.

Secondary agricultural schools.—These agricultural divisions which are intended by our subcommissioner to provide secondary agricultural instruction have still to be created. Mr. Jenkins proposes that farms should be attached to county schools, in which the pupils in the higher forms should be taught the principles and practice of farming and should take part in farming operations and the management of stock. The experience of schools of this kind on the continent and of some isolated attempts in this country shows that they cannot be self supporting. He proposes that the locality (the county) should equip the school and, we suppose, the farm attached to it, and that the government should contribute as liberally to the buildings as to those of schools of science. We can see no objection to the latter proposal, and we approve of the suggestion that the governing bodies of counties should have the power of establishing and maintaining agricultural schools or contributing thereto under proper conditions; we should be glad to see this power conferred on them by the proposed measure for reorganizing county government. But it would also appear to us that an active participation in the encouragement of secondary agricultural schools would be an object well worthy of our great national agricultural societies. Their funds have hitherto been devoted mainly to the encouragement by premiums of improvements in cattle breeding and in agricultural machinery. The commercial demand for animals of a high class and for implements of the best construction is now so great that any other than an honorary recognition of merit seems to be no longer required; and, if a portion only of the money now distributed in prizes were offered in aid of local subscriptions for the addition of an agricultural department to the existing and in many cases flourishing county schools, it is probable that so desirable an experiment as that proposed by our subcommissioner would very soon be carried into effect.

We are aware that the fact of the number of competitors for the Royal Agricultural Society's junior scholarships having been small may not encourage that great society to increase its efforts in the direction of agricultural education, but we believe with Mr. Jenkins that the fault lies in a great measure with the want of competent teachers, a want which is now in the course of being supplied by the Normal School of Science and otherwise. With respect to the classes in the "principles of agriculture" in connection with the Science and Art Department, which properly come under the head of secondary instruction, Mr. Jenkins is of opinion that "the attempt to teach the principles of a subject without first teaching its facts and phenomena is very much like trying to build an actual castle in the air." We quite agree in this opinion, and we consider it essential, even if it should involve some change in the program of the department, that the examiners should so arrange their questions as to ascertain as far as possible from his replies that the student is acquainted with facts to which the principles are applicable, just as in chemistry, for instance, the examiner would not be satisfied with a mere knowledge of the laws affecting the combinations of chemical elements and compounds, but would expect the student to be acquainted with the nature and properties of the substances entering into combination. Unfortunately, there is not the same room for a practical examination in agriculture as that which is now very properly required by the department in other sciences. On the whole it may be expected that young men following the profession of farmers and acquainted with farming practice will derive advantage from the classes in the theory of agriculture which are held in county towns.

Farm apprentice schools.—Of our subcommissioner's suggestions in regard to lower agricultural education in Great Britain, that which recommends the apprenticeship of youths to selected farmers is very important if it can be carried out. There can be no doubt that, if competent farmers can be found willing to receive boys and girls as apprentices (the girls in the dairy), and to allow a part of their time to be spent in continuing their school instruction, as is suggested by Mr. Jenkins, there could

be no better training for the pupils. The French fermes-écoles and German Ackerbauschulen are examples of this kind of training.

Instruction in agriculture in rural elementary schools.—His recommendations in reference to elementary schools in rural districts are more definite. We agree with him in thinking that instruction in the theory and practice of agriculture should, in Great Britain, as it already does in Ireland, after suitable introductory object lessons, form in the upper standards a part of the ordinary elementary subjects of rural schools, and should not be relegated to "class subjects;" and that, if time cannot otherwise be found for them, which we scarcely anticipate, some of the elementary subjects, such as the higher branches of arithmetic, should be transferred from the former to the latter category; and, further, that encouragement should be given, by way of grants, to practical work on plots of land attached to such schools. One good result of this would probably be that children, taking a more intelligent interest in farm work, would be less anxious to migrate from the country into the larger towns.

It is probable that, if a demand existed for a practical knowledge of agriculture on the part of teachers in rural schools, some of the farmers' sons who at present unhealthily increase the competition for farms would qualify themselves to become elementary teachers.

Agricultural education in Ireland.—The subject of agricultural education, which is of national interest in Great Britain, is a question of life and death for Ireland. We are happy to find that this is thoroughly felt both by the government and by the people. There is progress in all directions. The Albert Agricultural Institution at Glasnevin, near Dublin, no longer confines itself to the instruction of young men who intend to become farmers or land agents, but is training teachers who will disseminate a knowledge of sound theory and likewise of successful practice throughout Ireland; for the Glasnevin farms, the 6-acre as well as the 100-acre, are pecuniarily successful. The Munster Agricultural and Dairy School, especially its dairy department, as will appear from the evidence given before us, is ascertained and acknowledged by all classes to be rendering eminent service to the farmers of the county of Cork. Every elementary teacher in Ireland is required to pass an examination in agriculture, and the science and practice of agriculture are taught to all boys in the three upper standards (or classes, as they are called in Ireland) of all rural schools. Last year nearly 45,000 boys were examined in this subject. Small farms are attached to some of these schools, and special grants are made for proficiency in practical agriculture as tested on those farms. What is most encouraging is that the authorities of the national board themselves are not satisfied with what is being done. They are anxious that more encouragement should be given to the patrons of schools to furnish them with small example farms; they admit that when this is done results cannot be effectively gauged by their single agricultural inspector, Mr. Carroll, in addition to his duties as head of the Glasnevin institution. Your commissioners believe that the board would gladly see the successful experiment of the Cork Dairy School repeated in other parts of Ireland, each such school being established, as at Cork, by local effort, conducted by local managers in accordance with the wants of the locality, and supported in part by local subscriptions. Your commissioners trust that the treasury would see its way clear to encourage and aid such schools by grants out of imperial funds.

The evidence shows that the members of some boards of guardians are not satisfied with the prevailing absence of agricultural instruction for the children in the Irish workhouses. They desire that the plots of land attached to the workhouses should be more generally used than they now are, for this instruction.

At the same time the faults of the past are acknowledged. It was stated in evidence before us that the failure to introduce the cultivation of flax in the south of Ireland was due in a great measure to the ignorance of the instructors and to their having persuaded the people to grow it on unsuitable land, with the result of stunted crops, badly prepared, and scarcely fit for the commonest tissues.

That some of the instructors were ignorant we cannot doubt; but the example of Flanders and other countries shows that flax can be grown on the poorest soils, provided that they are liberally manured and receive such painstaking and assiduous cultivation as the peasants of those countries bestow on them. Failures, however, like that of flax culture in the south of Ireland will induce the promoters of agricultural education in that country to proceed with caution, and not to raise a prejudice against it by schemes for which the teachers are not qualified and the learners are not ripe.

Following this summary the commissioners make a number of recommendations. Of these the following paragraphs give an account sufficient for present purposes in this country. The board recommends for "public elementary schools" that rudimentary drawing be incorporated with writing as a single elementary subject, and that instruction in elementary drawing be continued throughout the standards (classes);

that drawing from casts and models be required as part of the work, and that modelling be encouraged by grants; that a school shall not be deemed to be provided with sufficient and suitable apparatus of elementary instruction unless it have a proper supply of casts and models for drawing; that proficiency in the use of tools for working in wood and iron be paid for as a "specific subject,"[1] the work to be done, when practicable, out of school hours; that the collection of objects, casts, and drawings for school museums be encouraged; that children under fourteen in England, as already in Scotland, be prohibited from working "full time" in factories and workshops; and that, for the rural schools, instruction in agriculture be made obligatory in the upper grades.

The commissioners also recommend that the Science and Art Department should make instruction in science more practical and systematic, should admit artisans to the science and art classes without payment of fees, should insist on the applicability of artistic designs to the material in which they are to be executed, and should supply local museums of industrial design with original examples tending to improve the industries of the districts in which the museums are situated.

As to the "training colleges" (normal schools), they recommend that the teaching of science and art be made efficient and, for the most promising pupils, more extended.

Respecting public libraries, they advise that localities having less than 5,000 inhabitants be put on the same footing as those having more, and that ratepayers be given the power to increase the expenditure for libraries in their localities when desirable.

The remarkable document from which I have made these extracts was prepared under the direction of Messrs. B. Samuelson, H. E. Roscoe, Philip Magnus, John Slagg, Swire Smith, and William Woodall, the board of commissioners, of which Gilbert R. Redgrave, esq., was the secretary.[2]

THE PUBLIC INDUSTRIAL ART SCHOOL OF THE CITY OF PHILADELPHIA.

This school was established under the direction of Charles G. Leland and opened on the first Tuesday in May, 1881. It was maintained by an appropriation from the funds of the school board, under control of the art committee, Messrs. William Galagher, Wright, Sheddon, and Cooper. This appropriation for the first two years was $1,500, but only half the sum was spent by the school, the rest being devoted to teaching drawing in other schools, to an exhibition, &c.

The school began with 150 pupils of from 12 to 16 years of age, all sent from the public grammar schools, each teacher of which was allowed to select a limited number of applicants. Nine-tenths, if not more, of these were from 13 to 15 years old. They were divided into two classes of about 75 each, one attending on Tuesdays from 3 to 5 P. M., the other on Thursdays at the same hours. A class in brass repoussé was held on Saturday afternoons from 2 to 5.

All the pupils were obliged to begin with lessons in design, according to Mr. Leland's method of simple outline decorative work in curves. As soon as a boy or girl could make a design fit to be "put in hand," he or she was allowed to take up any branch of work taught in the school.

These other branches were embroidery, wood carving, modelling in clay with color and glaze, and rudimentary decorative oil painting—subsequently increased by carpenters' work, cabinet making, mosaic setting, inlaying, scroll sawing, and sheet leather work. There is no definite limit, however, as to the branches taught, the principle tested being this, that any pupil who can design and has learned to model in clay can turn his or her hand almost at once to any kind of decorative art. This has been fully

[1] The government grant to schools in England is distributed pro rata on "results" of inspection.

[2] This invaluable document, the Second Report of the Royal Commission on Technical Instruction, comprised in five octavo volumes, numbering about 550 pages each, may be purchased through Mr. B. F. Stevens, United States dispatch agent, No. 4 Trafalgar square, London.

tested, as there is no pupil in the second year who cannot turn his hand successfully to anything. The seeing others work, the being in an atelier where many kinds of work are going on, teaches them to regard them all as one.

The business of the school (i. e., purchasing art materials, paying all bills, keeping the accounts, calling the roll, and looking after the children) was in the hands of Miss Elizabeth Robins, who was also treasurer of the Ladies' Art Club.

The general direction of all branches of study, excepting design, was under charge of Mr. J. Liberty Todd. Both of these assistants gave their services gratis the first year.

The teacher of brass repoussé was Theo. Heustis; that of wood carving, Bernard Uhle; of embroidery, Miss L. Moss, who also gave her labor gratis for more than a year. Being obliged to leave on account of ill-health, her place was filled by Miss Annie R. Springer. Mr. Liberty Todd teaches modelling, painting, mosaic, and pottery. Carpentry, scroll sawing, cabinet making, and inlaying or marquetry are taught by Eugene Bowman (colored).

The school was from the beginning an experiment to ascertain what children could do, not an institute to teach art. A want of appreciation of this fact on the part of the public has been the only source of the only troubles which the school has experienced. The general outcry has been, teach boys while at school a practical trade, by which they can get a living. The Leland experiment was made solely to find out what boys and girls are capable of learning. The result has been to prove beyond doubt that all children taking one or two lessons a week in an atelier can in two years' time learn not one but several arts so well that they can obtain paid situations. On one occasion the head of a factory offered to take forty of the designing class at once into paid employment.

No effort was made to sell the work of the pupils, but much valuable and beautiful glazed and colored pottery was made which had a high market value. The panels produced by the wood carvers, owing to the ability of the teacher, Prof. B. Uhle, are decidedly superior to the average work seen in cabinet making. There are 30 boys and girls in this class (3 colored), and there is not one who could not earn $9 a week. All of the pupils can design a piece of work, model it in clay, and then carve it. All the wood carvers are encouraged to make their work up in the carpenter shop.

Orders are sometimes received and executed. These are for designs, repoussé, &c. It has been fully proved that, if the building or rooms can be provided with an outfit, such a school can be made to pay its expenses, as is the case with the Midhat Pasha school in Damascus. This would require, however, a special out-of-door agent to solicit orders and sell goods.

A close study of the pupils themselves by the director developed these facts:

(1) That one or two afternoons' work in the week at the art school, far from interfering with the regular school studies, seems to aid them materially. This is the opinion of the teachers in the grammar schools.

(2) That the pupils in the art school began to take a greater interest in reading of all kinds, and that in visiting exhibitions or when seeing art work or tasteful manufactures they criticize what is before them with more ability than grown persons display who have not been trained to understand design and its applications.

(3) That the children all regard the art work of the school as being as attractive as any amusement; and as the drawing is not mere copying, but original design, they regard it also as agreeable employment. If the bell did not ring to summon them to cease, the pupils would apparently never leave off designing, modelling, and wood carving. In one school of 87 pupils every one entered his or her name for a place in the industrial school.

CONGRESSES AND EXHIBITIONS.

The facilities afforded at international congresses and exhibitions for the exchange of ideas, processes, and products have been so thoroughly demonstrated in the past

that I need not dwell on this topic. The number and variety of such meetings are increasing year by year. Among those lately held, now in progress, or announced for the near future are the following:

The Central German Committee on Handicraft and Household Industries opened an exhibition in June, 1882, at Leipzig, of handiwork done by pupils in manual labor and industrial schools. In July, 1882, a Congress of Schools for the Blind was held at Frankfort-on-the-Main, at which Dr. Arends's ingenious system of stenography for blind persons was specially exhibited and advised as a subject of tuition. In May of the present year, the General German Teachers' Congress has been held at Bremen, and the exhibition of material illustrative of its researches was classified under twelve heads, viz: literature; geology, mineralogy, and biology; physics; chemistry; technology; geography; history; religion; elementary instruction; drawing; mathematics; and collective exhibits of schools and societies. A finely organized and most instructive exhibition of colonial development at Amsterdam was also opened in May and will continue till October, 1883, at which provision has been made for displays relating to schools and systems of elementary, secondary, middle, and higher education; to books and apparatus of instruction; to drawings and models of school buildings; and, finally, to the results of missionary labors on colonial populations. The International Fisheries Exhibition at London is attracting crowds of visitors and immense scientific interest. The government of Brazil announced an elaborate educational congress at Rio Janeiro for the summer months of the year 1883 (which, of course, are pleasantly cool in the southern hemisphere); the president of the congress is the Count d'Eu, son-in-law of the emperor, and the government has expressed a special desire that the education of this country should be exhibited on this occasion. The groups are school architecture, school furniture, apparatus and material for class room instruction, text books, and educational treatises and reports.

In order that the desires of the Dutch and Brazilian governments might be made known as widely as possible to Americans interested in these matters, I have taken special measures to place information relative to the exhibitions at Amsterdam and Rio Janeiro before the educators of the country.

An interesting exhibition for competitive designs and models of school architecture has just closed in Paris, and a Congress of Provident Institutions (such as school savings banks, &c.) is open there while I write. Without specifying minutely other international meetings announced for the future, I cannot close this brief enumeration before inviting special attention to the International Health Exhibition to be held at London in 1884, at which school hygiene will be fully represented, and to the International Prison Congress at Rome in the same year.

If this Office were put in possession of a small sum annually for the purpose, it could make effective and useful displays of American education on these occasions, and thereby largely increase the knowledge of other communities respecting the most unique feature of our national life.

Among domestic exhibitions every one will recall the excellently managed cotton exposition at Atlanta, Ga., during the winter of 1882–'83; the very large and well attended exhibition at Louisville, Ky., now progressing (in which this Office has made a small but typical exhibit); and the comprehensive and interesting display of her mineral resources that Colorado presented at the Denver exhibition. Interesting features in the future are the two large exhibitions during the coming autumn in Boston, one chiefly of foreign articles, the other chiefly domestic, at which North Carolina will make an unequalled display of her agricultural and mineral resources, as also the proposition to hold a great international exhibition in 1884 at New Orleans, with special reference to the development of trade between the United States and the Spanish Main.

FORESTRY.

The interest in forestry is increasing in extent and intensity as the injurious effects of the diminution of our wooded areas are more fully realized. Societies for the preservation of forests and the cultivation of trees are being organized and their gatherings attract much attention. The meeting of the American Forestry Congress at Montreal, August, 1882, was attended by many representative men from the Northern and Western States. The objects of this association are to discuss matters relating to arboriculture, collect forest statistics, advance educational, legislative, and other measures tending to the promotion of forest culture and preservation, unify the plans for work, and diffuse knowledge ascertained. A State Forestry Association exists in Ohio. It has a committee on arbor day. An extract from a circular issued by Hon. John B. Peaslee, of Cincinnati, chairman of the committee, will give an idea of the purposes it seeks to accomplish. After urging the importance of instructing youth in the value and utility of forests and the cultivation and protection of forest trees, the committee says:

The most impressive way of imparting the instruction and of interesting the pupils in the subject is through the celebration of tree planting. We therefore earnestly request you to have the pupils under your charge plant trees on arbor day, the fourth Friday of April, with appropriate ceremonies. We suggest that the trees be planted in the school grounds, by the roadside, or in parks or commons, and that they be planted in honor and memory of American authors, thus "making trees monuments of history and character."

We suggest also that the exercises consist of reading compositions on the importance and usefulness of forests, of reciting selections on trees from various authors, of giving extracts from and sketches of the life and writings of the particular author in whose honor or memory each tree or group is planted, of singing, of the ceremony of throwing the soil — each pupil in turn — about the trees, and of appropriate talks by trustees, teachers, and others.

In other States school authorities have encouraged the planting and protection of trees. Hon. B. G. Northrop, formerly secretary of the Connecticut State board of education, inaugurated a movement which is improving the surroundings of schools in rural districts almost beyond recognition. In West Virginia the State superintendent, Hon. B. L. Butcher, has made successful efforts to celebrate arbor day and otherwise to promote tree culture. The 27th of April, 1883, was recommended as a suitable occasion for planting trees for the adornment of school grounds, and was very generally celebrated in that way. This Office has published a letter, written by Dr. Franklin B. Hough, on planting trees in school grounds, which contains directions as to time and place of planting.

The study of forestry is pursued in the agricultural colleges of many States, especially in the West. Forest culture is under the charge of a separate professor of horticulture and botany in the Ohio State University and it is one of the junior year studies in the agricultural course of Purdue University, Indiana. Pomology and forestry are included among the special studies in horticulture in the Illinois Industrial University. Forest plantations, wind breaks, hedges, and ornamental trees are discussed in the Iowa Agricultural College, and its grounds are an object lesson in tree planting and cultivation. The study of arboriculture in the Minnesota State University includes the consideration of the reasons for planting forest trees, kinds to be chosen for planting, methods of propagating, care in the nursery, and special culture of each species.

The School of Political Science of the University of Michigan has an attractive course of instruction in forestry. The historical development of the science, the influence of forests on human affairs, the control of wood lands, and forest legislation in Europe and America are subjects considered. Prof. C. K. Adams, dean of the school, says:

The course on forestry has naturally attracted much attention; and it is not a little singular that a subject of so much importance has hitherto been entirely neglected by our colleges and universities. Within the past few years the necessity of some

care of our forests has impressed itself upon the people of our country as never before. Their rapid disappearance in some parts of the land is a matter of the gravest consequence. Not only are vast economic questions directly involved in the destruction of timber, but, what is, perhaps, of even greater importance, if this destruction is not properly guarded against or counterbalanced by the judicious planting and care of trees, even our climate is in great danger of being permanently changed. In this State our forests are a great source of wealth, and there is no one of our industrial resources that is worthy of more careful study. We have recently had painful admonitions that the unwise cutting away of our forests may be attended with the most appalling consequences. The mere statement of these facts is enough to show that the subject is entitled to the most careful consideration. In the Old World schools of forestry have long devoted themselves to a systematic study of the various ways in which the questions that now perplex us in regard to the care of forests are best to be met. As the fruit of studies carried on in these schools, and the consequent wise management of forests, Germany is much less likely to suffer in the near future from the want of the different kinds of the useful woods than is the United States. An important literature on the subject has grown up; and although it is not to be supposed that the methods adapted to European requirements can be transferred to America without essential modifications, yet it is certain that great advantage may be gained from a familiarity with the results of European study and experience.

Prof. J. T. Rothrock, of the University of Pennsylvania, has given from fourteen to eighteen lectures annually on botany and tree culture for some years past in Horticultural Hall, Fairmount Park, Philadelphia. I am indebted to Hon. Eli K. Price for the following account of the origin of this course of lectures:

The history of the free lectures in the Fairmount Park by Professor Rothrock is this: André François Michaux, of Vauréal, near Pontoise, France, by his will, dated 4th September, 1855, gave the income of his estate to his widow for life, and after her death $12,000 to the American Philosophical Society of Philadelphia and $8,000 to the Society of Agriculture and Art of Boston, Mass. By an earlier will, revoked by the last, his chief purpose was to promote the culture of trees, which himself and father had so much loved, and to that purpose the American Philosophical Society have devoted all the income of the legacy since the death of the widow, directly or indirectly. The direct mode is the gift of half the income in the purchase and planting of tree seeds and trees, and thence making distribution into our park and to other parks, the city, institutions, and individuals, and especially to churches and schools, meeting houses, cemeteries, and graveyards. The indirect mode is by applying the other half of the income in support of the lectures on botany, sylviculture, and forestry, as a basis to effect the further purpose of the testator, namely, by tree culture to promote agriculture; both as a protection from high winds and severe cold and as attractors of rain and the prevention of droughts, and also by the preservation of natural springs.

SUBJECTS RESERVED FOR SPECIAL TREATMENT.

Teachers' institutes, city school systems, instruction in shorthand, instruction in physics, the detection and measurement of impurities in the air, the study of hygiene, and decisions on questions of school law are among the subjects now being investigated under the direction of this Office. The results of these studies will be published as they are completed by the persons undertaking them. The appropriation and expenditure of money, the length of session, the plans of management, and results are topics to be discussed in relation to teachers' institutes. The plans and differences of administration of city schools, their courses of study, methods of government, and the management of details will be presented from a practical standpoint.

Instruction in shorthand has increased rapidly for a few years past, and the schools in which it alone is taught or is a prominent feature are becoming numerous. The statistics of the study are being collected in a most thorough manner and a bibliography of English and American works on the subject is being prepared. The growth of this study and the call for those skilled in the practice of the art indicate the interest now taken in the provisions made for instruction and in its literature.

The object of the inquiry respecting instruction in physics is to obtain a full discussion and comparison of views with regard to the systematization of the study of this branch of science, so that different classes of schools should give instruction of a different kind, according to their grade. This is made desirable because at present

the same ground is passed over in colleges that has previously been covered by the course in high schools and academies.

The inquiry into the study of hygiene is to cover the most practical ground, ascertaining the examinations of candidates for admission into various classes of schools, both as to their knowledge of the laws of hygiene and as to their physical condition; the gymnastic exercises or military drill required or expected of either sex; the provision for medical attendance upon students; the character and equipment of gymnasiums; the management of athletic sports and intercollegiate contests; and the opinions of experienced men on the effects of special forms of exercise.

The decisions relating to school law will be obtained by an examination of the cases which have been decided in the highest courts of the various States in recent years. Such points are to be selected from these as have a public bearing upon educational interests, such as the constitutionality of measures, the manner of conducting school meetings, the formation of school districts, and the administration of their affairs, the duties and liabilities of officers and teachers, and the discipline of the school.

RECOMMENDATIONS.

I recommend the publication of twenty thousand copies of this report for the use the Office. This will only enable it to supply its correspondents, and whatever may be deemed best to distribute under the personal direction of members of the Senate and House of Representatives should be in addition to this number.[1]

The organization of the educational museum in connection with this Office, which I have had the honor to recommend, now constituting a collection of great value and more and more visited and studied by teachers and school officers, should have a sufficient appropriation to enable it, by exchange and otherwise, to supply similar collections in the offices of the several State superintendents and the leading cities when desired. A new and important additional demand has been made upon the collection for supplying exhibits where educational collections are presented in State and other expositions. There can be no question of the effective aid these collections would render to the progress of education. Through this Office the best illustrations of improved appliances should be collected and distributed to all parts of the country.

The reports of efforts to educate the youth of 30,000 Alaskans continually disclose the embarrassments arising from all absence of local administration of law. It is said the parents are disposed to have their children taught and the pupils learn readily, but it is clear there can be no satisfactory success, that the entire youth cannot be reached, until some form of law is provided for the organization of society. The pledges of the past and the honor of the nation would seem to permit no delay. Some inexpensive form of organization can be devised, and an appropriation of $50,000, it is believed, would give the work of education an excellent start, and is earnestly recommended.[2]

I renew most earnestly the following recommendations:

(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

[1] As this report goes through the press Congress has passed a joint resolution ordering the publication of thirty-eight thousand copies of this report, twenty thousand for the use of this Office, as recommended, six thousand for the use of the Senate, and twelve thousand for the use of the House of Representatives.

[2] See pages xlv, xlvi, *note*.

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. The returns of the last census emphasize the importance of this recommendation. The per cent. of illiteracy of persons 10 years of age and upward has decreased from 20.05 in 1870 to 17 in 1880, but the number of illiterates over 10 years of age has increased from 5,658,144 to 6,239,958 in the same period.

(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 the success of its work.

I have the honor to be, very respectfully, your obedient servant,

JOHN EATON,
Commissioner.

Hon. HENRY M. TELLER,
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 are 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 such 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.

1. STATISTICAL SUMMARY ..... (*a*) School population and attendance.
   (*b*) School districts and schools.
   (*c*) Teachers and teachers' pay.
   (*d*) Income and expenditure.
2. STATE SCHOOL SYSTEM ..... (*a*) Officers.
   (*b*) Other features of the system.
   (*c*) General condition, marking specially anything new and noteworthy.
3. CITY SCHOOL SYSTEMS ..... (*a*) Officers.
   (*b*) Statistics.
   (*c*) Other particulars.
4. TRAINING OF TEACHERS ..... (*a*) Normal schools and normal departments.
   (*b*) Teachers' institutes.
   (*c*) Educational journals.
5. SECONDARY INSTRUCTION ..... (*a*) Public high schools.
   (*b*) Other secondary schools.
6. SUPERIOR INSTRUCTION ..... (*a*) Colleges for men or for both sexes.
   (*b*) Colleges and high grade schools for women.
7. SCIENTIFIC AND PROFESSIONAL INSTRUCTION .. (*a*) Training in scientific schools and agricultural colleges.
   (*b*) Training in theology.
   (*c*) Training in law.
   (*d*) Training in medicine, dentistry, and pharmacy.
8. SPECIAL INSTRUCTION ..... (*a*) Deaf, dumb, blind, &c.
   (*b*) Industrial and reformatory training.
   (*c*) Instruction in oratory, music, art, &c.
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.
12. CHIEF STATE SCHOOL OFFICER ..... (*a*) State superintendent.

The statistics furnished the Bureau in answer to its circulars of inquiry, for convenience of reference and comparison, are given in tables following these abstracts, while summaries of these statistics may be found under similar headings 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.

ALABAMA.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (7–21)	217,590	224,464	6,874	
Colored youth of school age	170,413	176,538	6,125	
Whole number of school age	388,003	401,002	12,999	
Whites enrolled in public schools	107,338	107,949	611	
Colored enrolled in public schools	68,951	69,479	528	
Whole enrolment	176,289	177,428	1,139	
Average attendance of whites	66,840	67,381	541	
Average attendance of colored	48,476	47,146		1,330
Whole average attendance	115,316	114,527		789
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	1,776	1,776		
Public schools for whites	2,981	3,058	77	
Public schools for colored	1,591	1,566		25
Number of public schools reported	4,572	4,624	52	
Pupils in spelling	165,157	166,173	1,016	
Pupils in reading	114,544	120,339	5,795	
Pupils in writing	78,385	82,448	4,063	
Pupils in arithmetic	74,669	72,859		1,810
Pupils in geography	33,016	37,787	4,771	
Pupils in grammar	22,214	22,958	744	
Average length of school in days	81.21	79		2.21
Schools for whites	84	80.1		3.90
Schools for colored	76	78	2	
Valuation of public school property	$285,976	$264,457		$21,519
TEACHERS AND THEIR PAY.				
White teachers in public schools	3,053	3,056	3	
Colored teachers in public schools	1,645	1,508		137
Whole number of teachers	4,698	4,564		134
White male teachers	1,873	1,874	1	
White female teachers	1,180	1,182	2	
Colored male teachers	1,169	1,064		5
Colored female teachers	476	444		32
Average monthly pay of teachers in white schools.	$22 98	$21 52		$1 46
In colored schools	23 15	21 88		1 27
RECEIPTS AND EXPENDITURES.				
Total receipts for school purposes	$397,479	$392,905		$4,574
Total expenditure for same	410,690	403,602		7,088

(From reports of Hon. H. Clay Armstrong, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

These are (1) a State superintendent of education, elected by the people; (2) a superintendent for each county, appointed by the State superintendent; (3) a township superintendent of schools, appointed by the county superintendent; and (4) a county board in each county, composed of the county superintendent and 2 teachers of his appointment, to examine teachers and organize institutes. The State, county, and township superintendents serve 2 years; the members of the county board, 1 year.

OTHER FEATURES OF THE SYSTEM.

The public schools are sustained from the following sources: 6 per cent. interest on the proceeds of sales of lands granted by the United States; 4 per cent. interest on United States surplus revenue deposited with the State; net proceeds of a poll tax of $1.50 on every male inhabitant over 21 and under 45 years of age; an optional local tax in each county (except Mobile) of not more than 10 cents on $100 (not less than one-half to be used for pay of teachers in the county thus taxed); the annual proceeds of the sales of lands that may be given for the support of the public schools; an annual appropriation of $130,000 from any money in the treasury not otherwise appropriated; and all sums accruing from escheats and licenses required by law to be paid into the school fund of any county. School moneys are distributed according to the number of children 7 to 21 years of age. No denominational school is to share in the fund; while separate schools for whites and blacks must receive their pro rata shares and the amount of poll tax paid in by each race. All children of school age are entitled to the benefits of any public school for their own race in their district or township. Public examinations must be held in the schools at least once each year; and students who have completed the course of studies required receive from the board of education a certificate to that effect. The school month is 20 days, of not less than 6 hours each; the scholastic year extends from October 1 to September 30. Teachers must be duly licensed, and they must make the required quarterly reports to the county superintendent before receiving their pay. They must attend at least one of the three annual institutes held in each county.

GENERAL CONDITION.

The State superintendent regards the public school system of the State as a well devised and good one, adapted to the wants and condition of the people, the only necessity being an adequate fund to properly administer it.

The statistics for 1881–'82 show an increase of 12,999 in school population over the previous year, while the school income was less by $4,574, with a decrease in expenditures of $7,088. Contrasting the two races, the figures show that while the white school population increased 3 per cent. the colored gained 3½ per cent. In nearly all other respects the contrast is largely in favor of the whites. Both had about the same proportionate increase in enrolment, while in average daily attendance (nearly 65 per cent. of the enrolment) the whites gained 541 and the colored lost 1,330. Schools for whites increased by 77, those for blacks decreased 25; the number of white teachers was increased by 3, that of colored teachers was decreased by 137. In the grades of spelling, reading, writing, geography, and grammar there was a large increase of pupils, while in arithmetic there was a decrease. The appeal of the State superintendent to the legislature, showing that with present means only 44.25 per cent. of the children of the State were enrolled and only 28.56 per cent. were in average daily attendance, it was hoped would secure the necessary aid, especially as the reduction of the school fund was made when the State was overburdened with debt and taxation, and now the time had come when the State could do tardy justice to her children.—(State report.)

AID FROM THE PEABODY FUND.

In fulfilment of the promise made the previous year, $5,000 of this fund were appropriated to Alabama for the scholastic year 1882; the sum was disbursed as follows: For 10 scholarships in the normal college at Nashville, Tenn., $2,000; for 16 scholarships in the State Normal School at Florence, $2,000; the remaining $1,000 was divided equally between the colored normal schools at Marion and Huntsville. In addition to this timely aid to the normal schools, which greatly enlarged the sphere of their usefulness, 25 Peabody medals were offered for the highest degree of attainment in scholarship and deportment; after a lively contest, they were about equally divided between white and colored pupils in the normal and leading city schools.—(State report.)

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

Montgomery and Selma are the only cities calling for notice that have city school systems separate from those of the counties of which they form a part. Each has a city board of education and a superintendent of city schools.

Mobile, reported under this head in preceding years, has neither city board nor city superintendent separate from those of the county of which the city is a part, and makes no report of city schools as distinct from the very numerous ones of the county. It is therefore omitted here.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Number of schools.	Enrolment in public schools.	Average daily attendance.	Number of teachers.
Montgomery	16,713	3,793	13	1,205	985	14
Selma	7,529	2,021	14	736	622	18

ADDITIONAL PARTICULARS.

Montgomery reported 2,054, or 54 per cent., of its school population as colored. There were 376 whites enrolled and 829 colored, with 360 whites in average daily attendance and 625 colored. In the white schools there were 47 whites to each teacher; in the colored schools, 138. The average length of schools for both races was 180 days as against 160 the year before.—(State report.)

Selma reported a school population of 863 whites and 1,158 colored; but, unlike Montgomery, had a preponderance of school attendance on the white side, 424 whites being enrolled against 312 colored, and 382 whites appearing daily in the schools against 240 colored. Two school-houses were reported, which, with other property, were valued at $10,000; there were 8 schools for white and 6 for colored pupils. With the same number of schools as in 1880–'81, there was an additional school building reported. Enrolment, however, was less by 151. The average time of school was 206 days, against 195 the year before. There were 12 teachers of white and 6 of colored schools, while under each of the white teachers there were enrolled 35 pupils and under the colored 52, the average monthly pay of the white teachers being $85.40 and that of the colored $73.—(State report.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

In 1881–'82 there were 4 normal schools under the care of the State, 1 for white teachers and 3 for colored, all reported to be doing good work, their graduates being called for from all parts of the State.

The *State Normal School* (for whites of both sexes), Florence, had 164 students in the school year 1881–'82, of whom 76 were normal, a gain of 8 over the previous year. The senior class of 7 received certificates of graduation, and 5 engaged in teaching, according to contract with the State. The school year opening September 6, 1882, promised still better results, the pupils in the first term numbering 12 more than in the previous session, 10 more being normal, and the class for graduation having 20 more members. Grateful mention is made of the help given to the school from the Peabody fund, by which 2 students have been able to complete and 14 others to undertake the normal course. Appropriation by State for payment of the faculty, $7,500.—(State report.)

The *Normal School for Colored Teachers*, Huntsville, with the aid of the State and the Peabody fund, purchased, before the opening of the session of 1881–'82, a desirable school building in the city for $3,000. It had, for the session, 3 teachers and 227 pupils in all departments, 68 of them normal, of whom 4 were graduated. The next session opened with 150, against 130 at the same time in the previous year. Its course of study covers 4 years. There is a model school for practice teaching. Music, vocal and instrumental, is taught. The school had a library of 217 volumes, 150 of which were added during the year, with 10 pedagogical works. There were also 4 educational journals and magazines taken.—(State report and return.)

Lincoln Normal University (for colored students), Marion, for the school year 1881–'82 reported 5 instructors and 174 students, 128 being normal, of whom 9 graduated from its 4-year course and engaged in teaching. A falling off of 50 from the attendance of the previous year was attributed to short crops and competition with other schools. There were 200 volumes in the library. There were the usual facilities for the study of drawing, vocal and instrumental music, chemistry, physics, and natural history.—(State report and return.)

Tuskegee Normal School (for colored teachers), Tuskegee, provided for by the legislature of 1880, opened July 4, 1881, with 3 instructors and 30 students, closing its first session of 36 weeks with 112. The regular 4 years of study include all the branches laid down in the State law, with some others. The town public school, being on the grounds of the normal school, is used as a model school for the normal students. The school has a farm of 100 acres, used by pupils studying agriculture to defray a part of their expenses. On this farm was erected a 3-story building containing recitation rooms, a chapel, a reading room, an office, and dormitories for girls. To meet various

expenses the people of Tuskegee and friends at the North raised $5,522 and the State gave $2,000, while 600 volumes for a library, a cabinet organ, and many other valuable articles were donated by friends. This prosperous beginning, it is said, is owing largely to the hearty coöperation of the white and colored citizens of Tuskegee.—(State report.)

OTHER NORMAL SCHOOLS OR DEPARTMENTS.

Rust Normal Institute (for colored), Huntsville, under the care of the Freedman's Aid Society of the Methodist Episcopal Church, had 2 instructors and 111 students in 1880–'81 and reported steady growth.

Emerson Institute (for colored), Mobile, conducted by the American Missionary Association, for 1881–'82 reported 9 instructors; 22 normal and 230 other pupils; a 4-year course of study, of 32 weeks each year; 100 volumes in the library, 25 of them pedagogical works, and 2 educational journals. Graduates receive diplomas, but are subject to examination as teachers in the State. The school building, having burned down a second time, was rebuilt on an enlarged scale, but at an expense not much above the insurance money.—(Return and American Missionary, 1882.)

Alabama Baptist Normal and Theological School (for colored), Selma, is reported to have been the first school of its kind established and managed by the colored Baptists in America. It aims to educate colored teachers and supply the colored churches with an educated ministry; has a 3-year course, including vocal and instrumental music; and in 1882 had 7 instructors and 151 students, normal students not designated.—(American Baptist Year Book.)

In the *normal department of Talladega College*, Talladega, the course of 4 years is intended to prepare students to teach in the most advanced schools in the South, and to meet the demand for better teachers special attention is given to strictly normal work. A teachers' institute is held at the close of the spring term. In 1881–'82 there were 36 normal students.—(Catalogue and American Missionary, 1882.)

TEACHERS' INSTITUTES.

The State superintendent reported that 122 teachers' institutes (voluntary organizations of teachers) were held in 1881–'82 in the different parts of the State and that the expenses of the same were a tax on teachers which he regarded as unfair. The institutes, he thought, should be sustained by public funds. He would have one held yearly in each county, for each race, during one month, to be conducted by a thoroughly competent instructor. The present law, while it provides for holding at least three institutes annually and requires teachers to attend one of them, fixes no penalty for non-attendance and forbids involuntary assessments upon members. The superintendent would have the law changed in this respect also, as county superintendents complain of the non-attendance of teachers and the want of power to enforce attendance.—(State report.)

EDUCATIONAL JOURNAL.

The Alabama Progress, a weekly educational journal edited and published by George P. Keyes, was established at Montgomery, April, 1882, under the auspices of the department of education, of which it is the official organ. The State superintendent speaks of it as steadily growing in popularity and circulation, and thinks it should be liberally supported by the friends of free education.—(State report.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No provision for schools of this grade appears in the (latest) school law of 1879 and no mention of such schools is made in the State report for 1881–'82.

OTHER SECONDARY SCHOOLS.

For information concerning business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, 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, was reported in 1880–'81 to have extended its curriculum and raised its standard of graduation. There were 2 general departments of instruction, academic and professional, but no preparatory department. The academic comprised scientific and classical courses and was arranged under 9 schools. Candidates for the degree of B. A. were required to take either the full classical or full scientific

course, each of 4 years. Students unable to complete all the studies of one of the regular courses are allowed to select a course of study from the 9 schools, and upon completion of the course of any school are entitled to a diploma of graduation in that school and are enrolled as alumni of the university. The session of 1881–'82 opened with 14 resident professors and instructors, 173 undergraduate students, the above mentioned collegiate courses of 4 years of 36 weeks each, and 6,000 volumes in the library. Students in the academic department are subject to military discipline and are required to reside in barracks.—(Catalogue of 1880–'81 and return for 1882.)

Southern University, Greensboro' (Methodist Episcopal South), reported in 1881 the presence of 69 students, under 6 instructors, with 2-year preparatory, 4-year classical, and 3-year scientific courses, arranged under 7 schools. To the 4-year classical course was appended a master's course of 1 year, the completion of which, after pursuing the regular course, was required for the degree of M. A. A return for 1882 reports a temporary suspension, but with a prospect of early reorganization.—(Catalogue and return.)

Howard College, Marion (Baptist), continued its courses of study in 11 schools, including the usual classical and scientific studies, with a business school and a school of military art and science. For the degree of B. A. 4 years of classical study are required. Certificates of distinction are given to undergraduates for distinguished attainments in any class of any school. A certificate with title of "distinguished undergraduate" is conferred on a student who secures high standing in any three schools within one session. There were 8 resident professors, 103 students, 20 of them preparatory, with 7 graduates at the end of the year.—(Catalogue and return.)

A return from *Spring Hill College*, Mobile (Roman Catholic), gives a total of 20 instructors and 168 students for the year ending October 1, 1882.

For full statistics of colleges reporting, see Table IX of the appendix; for summary of their statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For information regarding the colleges for this sex alone, reference is made to Table VIII of the appendix. A summary of this table will also be found in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State Agricultural and Mechanical College of Alabama, Auburn, has four regular degree courses, each covering 4 years of 39 weeks, viz, a course in agriculture, with degree of B. S. A.; in engineering, with degree of B. E.; in literature, with degree of A. B.; in general science, with degree of B. S. The studies are the same in all for the first two years and the full course is followed by a graduate course of 1 year, on the completion of which the graduate in engineering receives the degree of civil and mining engineer and the graduate in agriculture, literature, or science the degree of master in that course. There is also a department of military science and tactics, in which every able-bodied student is subjected to strict military discipline and training. There were 9 professors and instructors and 122 students, 81 in the scientific and 41 in the preparatory department. Since its organization 901 have been matriculated, while only 94 have graduated with degrees, owing to the large number of young men who, after two years' study, leave the college to enter business. To accommodate such students, a 2-year special course has been established. Since 1879–'80 the increase of the regular college classes studying for degrees had been from 67 per cent. in that year to 83 per cent. at the close of 1882. There were 2,500 volumes in the library, college property was valued at $100,000, and the productive funds were $253,500, affording an income of $20,280.—(Report of trustees, catalogue, and return.)

PROFESSIONAL.

Theological.—The Alabama Baptist Normal and Theological School, Selma, for 1881–'82 reported 1 instructor; 45 students; a 5-year course of 32 weeks each, including preparatory and literary studies; and 400 volumes in library.

The theological department of Talladega College (Congregational) had 2 instructors and 14 students. Its full course of study was 3 years of 34 weeks each; it had 1,000 volumes in the library, property valued at $5,000, a productive fund of $5,000; and received during the year $5,000 for scholarships from the estate of R. R. Graves, of Morristown, N. J.

The Institute for Training Colored Ministers, Tuscaloosa (Presbyterian Church South), reported 30 students, under 2 instructors; a 3-year course of study of 43 weeks each; about a thousand volumes in the library; property valued at $2,000; and an income from contributions of the churches amounting last year to $3,200, besides a gift of $100 from

the late Edmund H. Payton, of New Jersey. All these schools require an examination for admission.—(Returns.)

Legal.—The law department of the University of Alabama, Tuscaloosa, reported 3 instructors; 25 students; 15 graduates; 2 years of 36 weeks each in the full course of study. Instruction by a weekly lecture was given in international and constitutional law; in common and statute law and in equity jurisprudence, by lectures and recitations.—(Catalogue and return.)

The law department of the Southern University, reported as having been suspended in 1881, sends no report of resumption of studies in the ensuing year.

Medical.—The Medical College of Alabama, Mobile, for 1881–'82 reported 11 instructors; 60 students, 2 of whom had received degrees in letters or science; graduated 16 with degree of M. D.; required 3 years' study, of 20 weeks each; and had college property valued at $150,000. As many medical colleges have extended their courses of lectures and made instruction in the different departments more thorough and practical, the college announced that it would keep up with other institutions in every step to elevate the profession and raise the standard of medical education.—(Catalogue and return.)

The medical department of Southern University, said to have been suspended in 1881, has sent no report.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Alabama Institution for the Deaf and Dumb and the Blind, Talladega, was reported in 1880–'81 to have had a complete corps of instructors in both departments, the ordinary branches of a practical English education being taught. There was training in shoemaking, cane seating, mattress making, printing, plumbing, gas fitting, and agriculture. Articulation was not taught. The Annals of the Deaf and Dumb, published at Washington, D. C., gives an attendance of 48 for the year 1882—males 28, females 20—but there is no distinct statement whether these included the deaf-mutes alone; instructors, 5, 3 of them mutes; value of buildings, $60,000; expenditure for support, $10,886; pupils from the beginning, 175.—(Annals of the Deaf and Dumb.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION OF TEACHERS OF COLORED SCHOOLS.

The colored teachers and white teachers of colored schools, from all parts of the State, met in convention at Selma, April 6 and 7, 1882, when 60 members effected a permanent organization of a State Teachers' Association, adopted a constitution, and elected officers. Papers, which are said by the State superintendent to have indicated remarkable advancement by the colored race, were read on "The teacher and his work," by Prof. Martin, of Montgomery; on "Text books," by Prof. Silsby, Selma; "The Quincy method," by Prof. Patterson, Marion; "Model lessons," by Miss Holmes, Selma; "How to secure the coöperation of parents and guardians," by Prof. Miles, Marion; followed by discussion of the school law of the State, by Hon. H. C. Armstrong, State superintendent, and others. Prof. D. T. Washington, of Tuskegee, a colored graduate of Hampton, spoke with much force, it is said, on "Industrial education." Entire harmony and the best of spirit are said to have prevailed, and the association adjourned to meet again at Montgomery the first week in April, 1883.—(Journal of Education and Present Age.)

STATE ASSOCIATION OF WHITE SCHOOL TEACHERS.

The white teachers met in convention at Birmingham, July, 1882, for the first time in ten years, having about the same attendance as the colored convention. State Superintendent Armstrong was elected president. Among the papers read and the addresses made were "The schoolmaster," "Graded schools," "Educational wants of the present time," "Industrial education," "Text books: what they are and what they should be," "Normal schools," "Technical education of women," "How much and what mathematics should be taught in our common and high schools," "Educational literature," "Institutes, and how they should be conducted," "How to teach English composition," "Study of the classics," and "English grammar." The association adjourned to meet at Talladega, July 5, 6, and 7, 1883.

CHIEF STATE SCHOOL OFFICER.

Hon. H. Clay Armstrong, *State superintendent of education, Montgomery.*

[Second term, December 1, 1882, to December 1, 1884.]

ARKANSAS.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth 6 to 21 reported	199,109	212,940	13,831	
Colored youth 6 to 21 reported	65,206	69,113	3,907	
Whole number of school age	*a*272,841	*a*289,617	16,776	
Whites enrolled in public schools		76,598		
Colored enrolled in public schools		23,139		
Total enrolment reported	98,744	*a*117,696	18,952	
Average daily attendance		56,291		
Studying higher branches	1,480	1,453		27
SCHOOLS AND DISTRICTS.				
Public school districts		2,839		
Number reporting		1,401		
School-houses built during the year	204	129		75
Number of school-houses reported	1,172	1,286	114	
Estimated value of all school-houses	$283,125	$254,218		$28,907
TEACHERS.				
Men teaching reported in public schools	1,688	1,977	289	
Women teaching reported in public schools	481	441		40
Whole number reported	2,169	*b*2,501	332	
INCOME AND EXPENDITURE.				
Receipts for public schools	$710,462	$574,543		$135,919
Expenditures for public schools	388,412	503,857	$115,445	

a Includes races not reported separately. *b* Includes those whose sex is not reported.

(From report of Hon. D. H. Pope, State superintendent of public instruction, for the years 1881 and 1882.)

STATE SCHOOL SYSTEM.

OFFICERS.

These are a State superintendent of public instruction, elected for 2 years; a State board of commissioners of the common school fund; an examiner for each county, appointed by the county court; and elective boards of 3 district directors, 1 to be changed each year.

OTHER FEATURES OF THE SYSTEM.

Public schools are supported from the income of a State school fund, a tax of $1 on men over 21, with such other appropriations as the legislature may make, and optional district taxes, which may not exceed 5 mills on $1. The apportionment of public funds is on the basis of resident youth 6 to 21. If in any district the public money, with the district taxes voted, should not suffice to sustain a school for 3 months, directors may determine that no school shall be taught during such year. Reports of school statistics must be made annually by all school officers. The law forbids the use of sectarian books in public schools, commands the separate instruction of white and colored, and provides for teachers' State certificates, valid during life, as well as for limited ones of 3 grades, and for teachers' institutes, to be held by examiners in each county and by the State superintendent in each judicial district.

GENERAL CONDITION.

An encouraging condition of public school affairs is reported. Prejudice against the system, engendered by unwise legislation and waste of school funds, was disappearing, and the people were coming to look on the public schools as the only means through which a large portion of the school population could obtain an education. The statistics, though imperfect and unsatisfactory, furnish abundant proof of progress. With but 16,776 more youth of school age than the previous year, the stated increase in public school enrolment was 18,952, although only about half the school districts reported on this point. The superintendent thinks the real increase in attendance was about 40,000, or more than twice as great as the increase of youth to be educated. More money was expended on the public schools. More teachers were employed, and the standard of qualification for them was raised; county examiners were more careful in granting certificates, and the consequence was better teaching. Although the number of school-houses built was less than in 1880–'81, those erected were better adapted to their purpose; many were more attractive in appearance and were supplied with improved furniture and apparatus. Several school districts had no schools during the year, preferring to use their funds to provide school-houses. The public schools in cities and towns were rapidly increasing in number and importance. Some of the more important towns failed to report, but such reports as were received showed increased attendance on schools and larger expenditures for them.

CITY SCHOOL SYSTEM OF LITTLE ROCK.

OFFICERS.

A law of 1869 provides for the election of 6 directors for the supervision of city schools, the directors being authorized to employ a superintendent, who may also be principal of a graded or high school established by the board.

STATISTICS AND ADDITIONAL PARTICULARS.

Little Rock had in 1880 a population of 13,138, and in 1882 reported 5,533 youth of school age, with 3,066 pupils in public schools and 1,742 in average attendance, a gain in enrolment of 428 over the previous year, with 2 more teachers.

The public schools are classed as primary, grammar, and high, each comprising 4 grades. The improvement effected during the year was as great as could be reasonably expected, considering the crowded condition of the lower grades. Two additional rooms were opened, making seats for 120 more pupils, but this is not sufficient, even for the present, and the school population is constantly increasing.

TRAINING OF TEACHERS.

STATE NORMALS.

The State continues its training of teachers in a normal department belonging to the Arkansas Industrial University, Fayetteville, and in a branch normal of the same at Pine Bluff, the former for white students, the latter for colored. Each of these schools in 1881–'82 offered 400 free scholarships, 63 more than the previous year, the university trustees having authority to decide as to the number. They are divided among the counties according to population. Of the 400 open to white students, 385 were vacant in 1881–'82. The literary requirements for admission were not high, but they embraced a thorough knowledge of the four fundamental rules of arithmetic, with decimal fractions, ability to read well in the fourth reader, a knowledge of primary English grammar and geography, the rudiments of penmanship, and the ability to spell ordinary words of the grade of the fourth reader. The course of study, covering 4 years in both schools, in addition to instruction in the branches taught in the public schools, includes training in methods of imparting instruction, in organizing and governing schools, and in the legal duties of teachers. The school for white pupils reports 56 in normal studies; that for colored pupils, 40 during the year.

OTHER NORMAL TRAINING.

By arrangement with the general agent of the Peabody fund, the State was entitled to 8 Peabody scholarships in the Normal College of the University of Nashville, which scholarships are filled by appointment upon competitive examinations.

Marianna College and Normal Institute, Marianna, reorganized September 15, 1882, under the supervision of the school board of Marianna and partly sustained by the public school funds, offered tuition free to residents of the district, the principal being allowed to receive paying pupils from outside. What normal training or normal students there were does not appear.

During the year, too, a normal department was added to the public graded school system of Russellville.

Normal instruction is given to colored students in *Southland College and Normal Institute*, Helena, under the direction of Friends, which, besides 248 other pupils in 1882, reported 36 under training for teaching.

TEACHERS' INSTITUTES.

Twelve normal institutes were held in the several judicial districts under the personal supervision of State Superintendent James L. Denton, assisted by Prof. O. F. Russell, whose salary and travelling expenses were paid out of an appropriation from the Peabody fund. State Superintendent Pope says too much importance cannot be attached to these migratory schools for teaching teachers how to teach, but that the shortness of the sessions has prevented the attainment of the best results. According to a recent rule made by the agent of the Peabody fund, the sessions of all institutes aided by that fund must henceforth be longer.

SCHOOL JOURNAL.

The Arkansas School Journal, the official organ of the public school system, continued to be published at Little Rock, under the editorship of the late State Superintendent Denton, until the death of that officer in October, 1882.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In several of the principal cities and towns, public high schools formed a part of the graded system in 1882. Little Rock, Bentonville, Searcy, Fort Smith, Russellville, and Lonoke had such schools and other towns were proposing to establish them. Little Rock reports 2, one for white and one for colored youth, the average enrolment in the former being 69; in the latter, 20. There were 1,453 in the State studying the higher branches, a slight decrease during the year.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges and universities, see Tables IV, VI, and IX of the appendix, and for a summary, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES FOR BOTH SEXES.

Four out of 5 collegiate institutions in this State reported statistics for 1881–'82, viz: The Arkansas Industrial University, Fayetteville; Arkansas College, Batesville; Cane Hill College, Boonsboro'; and Judson University, Judsonia. All these were open to both sexes, as was also St. John's College, Little Rock, at last accounts; but no report from it has come since 1879.

The latest catalogues received from the 5 colleges show that all had preparatory and classical and that 3, the Arkansas College, Judson University, and St. John's College, had scientific and commercial courses; that all except Arkansas College report provision for instruction in music; that Cane Hill College offered a ladies' course of 3 years, and that the State University and St. John's College made some provision for the training of teachers. The whole number of young women availing themselves of the privileges offered them does not appear. Only the two universities distinguish as to the sex of students, the State University having 17 young women in the regular collegiate classes and Judson University 62 in all departments. None, except the State University, reports the number belonging to the collegiate classes. In Arkansas College, no special lines are drawn between classes; there is only a prescribed course for degrees, which may be completed in more or less time, according to the ability and industry of students. In Judson University and St. John's College also class distinctions were not observed, the courses being arranged in independent schools.

The *Arkansas Industrial University* offers nine courses of study: classical, Latin letters, modern languages, English, normal, and 4 scientific courses. A preparatory department gives the necessary training for admission, which in Latin includes only a mastery of the principles of the grammar and two books of Cæsar's Commentaries. Military instruction forms a part of the course for young men, and a department of music affords opportunity for thorough drill during the four years in vocal and instrumental music, including piano and violin. Evidences of substantial progress during the last few years were found in more students and teachers, more buildings, an extended curriculum, and more exacting standard. The average annual attendance during the last four years was 426, against 256 in 1877–'78, although the enrolment during the last year fell considerably below the average for the four, owing to various transient causes. The number of professor-

ships increased, during the same period, from 11 to 16. The State superintendent says the influence of the university has begun to be felt. Some of the graduates had obtained professorships, three or four were elected to the legislature, and many had turned their attention to teaching.

In addition to previous ones, three colleges — one for whites and two for blacks — seem to have begun at Little Rock in 1881–'82. The college for whites, Little Rock University, under Methodist influences, secured thirteen acres of land in the city and began its instruction in the fall of 1882. The institutions for blacks, Philander Smith College (Methodist Episcopal) and Edward Smith College (Congregational), took the preliminary steps towards organization by securing sites and preparing to build. The site for the last included fourteen acres, overlooking the city, purchased and fenced through funds furnished by Mr. Edward Smith, of Enfield, Mass.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Provision for scientific instruction is made, as already noted, by the *Arkansas Industrial University* in 4 distinct courses, all extending over 4 years, one being in general science, one in agriculture, and one each in civil and mining engineering. These courses are nearly identical during the first and second years, the principal differences being in the last two years. Students receive the degrees of civil engineer, mining engineer, and bachelor of agriculture on completion of the corresponding courses. There is a small farm connected with the institution, on which labor is paid for at 8 to 10 cents an hour.

Cane Hill College, Boonsboro', presents a department of engineering, with a course extending over 4 years, while at *St. John's College*, Little Rock, and *Judson University*, Judsonia, general scientific courses are outlined.

PROFESSIONAL.

The medical department of the Arkansas Industrial University, organized in 1879–'80, reports its third annual course of lectures commenced October 5, 1881, and continued 5 months. There were 36 regular matriculates, 5 of whom were graduated. Among the requirements for graduation are 3 years' study of medicine, including attendance on 2 courses of lectures of 20 weeks each, and a satisfactory examination on the studies of the course.

There is no information of any other institution or department for professional instruction in the State, although it appears that there were 3 students of theology in Judson University, Judsonia, during 1881–'82.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Arkansas Deaf-Mute Institute, Little Rock, is for the free instruction of children too deaf to be taught in the common schools. Pupils from 9 to 30 are received and may remain 7 sessions of 9 months each. Substantial improvements had been made in the erection of buildings and the introduction of trades. Printing, shoemaking, agriculture, housekeeping, and dressmaking are now taught, besides the common school branches. Attendance during the last 4 years has varied from 57 to 76. A proper appreciation of educational advantages would, it was believed, bring it up to 150 or 175, for there were on the books of the institute the names of 250 mutes, residents of the State, of proper age to be in school.—(Report of principal in State report.)

EDUCATION OF THE BLIND.

The Arkansas School for the Blind, Little Rock, gives instruction in all the branches of a good English education, besides training in music and in various handicrafts, with the hope of making many of them self-sustaining. The institute is reported as prospering in its work, notwithstanding want of room, limited means, and other drawbacks. During the two years ended September 30, 1882, more new pupils were admitted than ever before for the same length of time, the whole number under instruction reaching 67. The great want was more room.—(Report of superintendent in State report.)

EDUCATIONAL ASSOCIATION.

ARKANSAS STATE TEACHERS' ASSOCIATION.

The annual meeting of the State Teachers' Association was held at Hot Springs, June 20–22, 1882. President C. P. Conrad, in his opening address, touched on the educational progress made recently in the State and spoke of the necessity existing in the South for

aid from the General Government in the maintenance of schools. The second day came a paper on "What ought parents to do for their children?" one on the "Necessity of primary education," and one on "Make the children talk." All gave evidence of serious thought and were discussed at length by members of the association. In the afternoon papers were presented on "A graded course of study for the primary and preparatory schools of Arkansas," on the "Relation of the public schools to higher schools," and on "The Bible's place in our schools." In the evening a letter from Hon. J. L. Denton was read, expressing regret at his inability to be present and occupy his place on the programme, and a paper by H. C. Hammond on "Compulsory education" was discussed at some length. The subjects on the third day were "What are correct habits of study and how can we form them in our pupils?" "The profession of teaching: how can it be made more attractive, remunerative, and prominent?" "Expositions for our schools," "The county examiner: his duties and responsibilities," "Natural sciences," "Elocution," and "Value of teachers' meetings."

Among the resolutions adopted was one that in future each member who reads a paper before the association shall append to it such resolutions as shall call out the action of the body; another made it the duty of the executive committee to represent the public school interests before the legislature of the State and to memorialize Congress in regard to an appropriation in aid of public education in the Southern States; and still another called for the passage of a compulsory education law to secure the attendance of every child between 6 and 14 for at least 4 months of the year. The association also expressed approval of educational exhibitions and appointed a standing committee to make arrangements for them.

OBITUARY RECORD.

J. L. DENTON.

James L. Denton, late State superintendent of public instruction of Arkansas, was born in Johnson County, Arkansas, July 6, 1836. While still young he showed a great fondness for reading and for public speaking. The foundation of his education was laid in the country schools and academies of Washington County. At the age of 18 he taught school in that county and in Benton. Before attaining the age of 20 he was licensed to preach, and soon afterward was admitted to the conference of the Methodist Episcopal Church South, and appointed to the Clarksville circuit. In 1857 he was elected chaplain of the lower house of the State legislature. In 1858 he was stationed at Van Buren, and, in addition to his ministerial duties, assisted in teaching in the Wallace Institute, and continued his studies in the ancient languages at the same time. In 1859, he was stationed at Helena, where he remained until driven out by the Federal forces in 1862. In 1869 Mr. Denton was stationed at Little Rock, but was recalled to Helena in 1870, where he remained in charge of the same congregation for four years, after which he became interested in the insurance business, which he conducted for seven years. He was one of the ablest pulpit orators of the South. His sermons were practical, forcible, and inspiring, and always attracted large audiences.

In the fall of 1878 Mr. Denton was elected State superintendent of public instruction, and entered upon the duties of his office November 2. Besides attending to the details of office work, he delivered stirring addresses on education in the towns and villages, awakening public sentiment on the subject to an unusual degree. He then held a series of normal institutes, which served the double purpose of giving instruction and new energy to teachers and people and of strengthening the school system. He was engaged in this work at the time of his death, October 9, 1882, having been reëlected without opposition in 1880.

It would be but an indifferent comment on the earnest and devoted labors of this superintendent to say that he faithfully discharged the duties of his office. He assumed duties and responsibilities not imposed on him by law and gave all his time and energies to the work of building up the school interests of the State. Active and energetic, he devoted all his powers to the cause of popular education, creating in every part of the State a new interest in it, which was followed by better schools and by a general desire to be in harmony with the progressive spirit of the age.

CHIEF STATE SCHOOL OFFICER.[1]

Hon. W. E. THOMPSON, *State superintendent of public instruction, Little Rock.*
[Term, November 1, 1882, to October 31, 1884.]

[1] On the death of Superintendent Denton (October 9, 1882), Mr. Dunbar H. Pope was appointed to fill the unexpired term, comprising only the remainder of the month.

CALIFORNIA.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age	211,237	216,330	5,093	
Total enrolment in public schools	163,855	168,024	4,169	
Children of school age enrolled	149,870	152,217	2,347	
Average daily attendance	105,541	107,177	1,636	
Enrolled in private schools	13,898	14,572	674	
Not attending any school	47,469	49,541	2,072	
DISTRICTS AND SCHOOLS.				
Number of school districts	2,124	2,177	53	
Districts with good accommodations	1,765	1,902	137	
With sufficient grounds	1,827	2,021	194	
With well ventilated school buildings	1,822	1,936	114	
With well furnished school buildings	1,030	1,156	126	
Well supplied with apparatus	592	695	103	
Number of grammar schools	1,129	1,134	5	
Number of primary schools	1,823	1,902	79	
Whole number of schools	2,952	3,036	84	
School-houses built	114	111		3
Average time of school in days	151.6	155.4	3.8	
Valuation of school property	$6,996,825	$7,237,669	$240,844	
TEACHERS AND THEIR PAY.				
Men teaching in public schools	1,198	1,156		42
Women teaching in public schools	2,539	2,621	82	
Whole number of teachers	3,737	3,777	40	
Number holding life diplomas	663	779	116	
Number holding educational diplomas	470	615	145	
Number holding first grade county certificates.	1,816	2,115	299	
Number holding second grade county certificates.	1,229	1,218		11
Teachers who are graduates of normal schools.	558	568	10	
Average monthly pay of men	$79 50	$79 67	$0 17	
Average monthly pay of women	64 74	64 48		$0 26
INCOME AND EXPENDITURE.				
Whole income for public schools	$3,680,816	$3,791,384	$110,568	
Whole expenditure for public schools	3,047,605	3,122,666	75,061	
STATE SCHOOL FUND.				
Amount of available fund	$1,990,400	a$1,989,400		$1,000

a Besides nearly $300,000 not immediately available.

(From report of Hon. Frederick M. Campbell, State superintendent of public instruction, for the years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State there are a board of education of three members and a State superintendent of public instruction, who is its secretary; for each county, a superintendent of public schools and a board of education for the examination of teachers, prescribing of text books, &c.; for cities, boards of education, with generally a superintendent of city schools and a city board of examination; for each school district not otherwise provided for, a board of 3 trustees, chosen at first for 1, 2, and 3 years, and subsequently one each year for 3 years. The State and county superintendents hold for 4 years. Women are eligible to school offices.

OTHER FEATURES OF THE SYSTEM.

The State system provides for a free school to be supported in each district at least six months in every year after the first year in which a school has been established. It includes primary and grammar schools and such high schools, evening, normal, and technical schools as may be established, but the entire revenue from the State school fund and the State school tax must be applied exclusively to the support of primary and grammar schools. Local boards and county superintendents of counties which may not have county boards of education adopt text books, to continue in use not less than four years, and also examine teachers for certificates.

Sectarian doctrine may not be taught in the public schools and no public money may be apportioned to any school district, town, or city in which denominational or sectarian doctrine is taught in any of the public schools. Teachers must be eighteen years of age and must have a certificate of qualification before assuming charge of a public school. In cities having graded schools beginners must be taught for the first two years by teachers who have had at least four years' experience, and such teachers rank in point of salary with those of first grade. Instruction must be given in manners and morals, in patriotism and good citizenship. The school day is of six hours; the school month, of twenty days. The public schools are sustained from the proceeds of a State poll tax of $2 on each male inhabitant over 21 and under 60 years of age, except paupers, &c., to be used for paying teachers; a county tax, not to exceed 50 cents on $100; and a district tax, not to exceed 70 cents on $100 for building or 30 cents on $100 for other school purposes.

GENERAL CONDITION.

The report of the State superintendent of public instruction indicates a decided advance in the public schools during 1881–'82, as will be seen from the statistical summary.

Among evidences of progress is the fact that a large majority of the district schoolhouses were supplied with ample accommodations for the pupils, had good ventilation, &c., and were generally surrounded by sufficient grounds. There was a decided improvement in the force of teachers, the number holding first grade county certificates having increased from 1,816 to 2,115. In other points there was a slight decrease: 3 fewer school-houses built, 42 fewer men teaching, and 26 cents less in the average monthly pay of women.

Superintendent Campbell says that, though highly satisfactory, the advance still falls short of the reasonable requirements and expectations of the people who furnish the means for carrying on the work of free public education. After visiting sixty-nine county teachers' institutes and conferring with teachers and hearing them discuss the educational problems of the day, the superintendent of the State says that, taken as a whole, the teachers of California are a body of earnest, thoughtful, educated men and women, doing good and thorough work. He strongly advocates a return to State uniformity in text books and urges that the legislature submit to a vote of the people an amendment to the constitution embodying this change. His only objection to the present system is the great variety of books upon the same subject, imposing heavy expense upon parents who remove from one district to another. The change retards the progress of the children of such families and is a source of embarrassment to teachers taking charge of new schools.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

The school officers of each city are a board of education, a board of examination, and a superintendent of public schools. Each city having over 30,000 inhabitants is allowed a deputy superintendent.

STATISTICS.

Cities.	Population census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Los Angeles	11,183	3,617			43	
Oakland	34,555	8,608	7,262	5,033	136	$156,505
Sacramento	21,420					
San Francisco	233,959	55,880	40,752	30,827	a687	735,475
San José	12,567	3,323	2,422	1,590	40	51,276
Stockton	10,282	2,310	2,187	1,390	b34	38,972

a Including principals, teachers in evening schools, and one teacher of music.
b Includes one special teacher of writing.

ADDITIONAL PARTICULARS.

Los Angeles city schools had, as above shown, 43 teachers, the rapid growth of the city requiring the employment of eight more than in the previous year. Three schoolhouses were built, and, still lacking room, the board rented seven rooms for the city high school and three primary classes. The grades appear to have embraced, as before, 5 primary, 3 grammar, and 4 high school divisions, covering 12 years. A commercial course, apparently of 2 terms, is also offered.

Oakland shows by a return the continuation of its graded system of schools (which embraced primary, grammar, and high) in 16 buildings, with sittings for 6,347 children. Music and drawing still entered into the instruction given, there being special teachers of these branches. The evening school before reported was also continued, with 1 teacher. The estimated enrolment in private and church schools increased 239. For the only further information available, see Secondary Instruction, page 18.

Sacramento, according to the Rules and Regulations of the City Board of Education, includes in its system some ungraded schools, with the usual primary, grammar, and high schools. The last three cover 11 years, 4 each in the primary and grammar grades and 3 in the high. Evening schools are also provided for, to afford the means of an elementary English education to boys and girls that cannot attend the day schools, as well as to adults who may wish to avail themselves of this means of remedying past neglect of training. Beyond this there is no information for the year.

San Francisco, with 765 more census children, shows an increase of 565 in public school pupils; a per cent. of attendance on the average number belonging higher than for two preceding years; an increase of 343 in the average daily attendance in all the public schools; and yet 14,189 children of school age that had not attended school at any time during the year, an increase of 1,216. This number did not include Chinese. In addition to the ordinary English studies, German was taught in two primary schools; French and German, in two grammar schools; and French, in the Boys' High School. Twenty substitute teachers and one teacher of music were employed. One school-house was built, at a cost of $4,449, while four rooms were added to another school. Evening schools were growing in favor and were reported to be the most useful and prosperous schools in the city. There were 3 such schools, with 905 young men and women in attendance, under the instruction of 21 teachers. Classification and promotions occur at the end of each term and as nearly as practicable the same course of study is pursued as in the day schools. The valuation of school property in San Francisco was $3,137,000, including $12,000, value of school libraries. The enrolment in schools other than public was 5,912.

San José shows a decrease in the city population, in children of school age, in enrolment in public schools, in average attendance, and in number of teachers, but a slight increase in the school expenditure was noted. The estimated enrolment in private and parochial schools was 600.

Stockton presents an increase of 106 in children of school age, of 51 in enrolment in public schools, and of 64 in average daily attendance, with the same number of teachers. There was a decrease of $6,622 in school expenditure. There were 246 pupils enrolled in private and parochial schools. Estimated value of school property, $145,137. There were four grades in the primary and two in the grammar schools; the studies of the high school occupy three years, with business, normal, literary, classical, and scientific, besides graduate, courses.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The attendance on this school, located at San José, had increased about 60 per cent. in the years 1880–'81 and 1881–'82. Out of 216 applicants for admission, 177 succeeded

in entering. The highest number present at one time was 532. The average attendance for the term, exclusive of the training school, was 506, and the average daily attendance 495. A well organized training school is connected with the normal school and in this the pupil teachers find opportunity to apply practically the instruction received in methods of teaching. The legislature appropriated $100,000 to rebuild the normal school building destroyed by fire in 1880. This, with the $50,000 insurance on the former building, was deemed sufficient, and the cost not only came within the appropriation but left a margin of $1,063, which the trustees returned to the State treasury.

A building for a branch State normal school was erected at Los Angeles in 1882. Out of 82 applicants, 64 were admitted; 19 more afterwards entered, making a total of 83. A training school was organized, numbering 145 pupils, divided into three classes, whose teachers were graduates of the San José Normal School.

OTHER NORMAL TRAINING.

The normal department connected with the Girls' High School at San Francisco was established in 1876 and since that time has graduated 374 pupils. By resolution of the board, June, 1882, this department was restricted to one class of 50 pupils; the graduates now receive only second class certificates. Mr. Swett, the principal, strongly urges the erection of a building for the normal school.

Normal classes are formed towards the close of the collegiate course each year in Pierce Christian College, College City, and Hesperian College, Woodland, while the normal class in Pacific Methodist College, Santa Rosa, constitutes a regular department of the institution.

At San Francisco there were in 1881–'82 at least two Kindergarten normal schools, one under Miss Emma Marwedel, the pioneer in Kindergarten training on the Pacific Coast; the other under Mrs. Kate Wiggin, one of her graduates. The former had between 40 and 50 pupils in Kindergarten and primary departments, under 4 instructors, and graduated 15; the latter, not reporting the number of students in 1881–'82, graduated 15, all of whom engaged in teaching. Drawing and vocal music were taught in both schools, and that of Miss Marwedel had a gymnasium and a museum of natural history.

TEACHERS' INSTITUTES.

Superintendent Campbell states that teachers' institutes have been held in most of the counties of the State and have been productive of much good, not only to the teachers, but, through them, to the schools, and have awakened in the community a more lively interest in the public schools and in the cause of education generally. The number of institutes held during the year was 48; number of teachers attending, 3,298.

EDUCATIONAL JOURNAL.

The State board of education in 1877 designated as the official organ of the school department The Pacific School Journal, edited by Mr. Albert Lyser. It has since continued to be an important medium of educational information, not only for California, but for all the Pacific Slope.

The new California Teacher is understood to have been since adopted as the organ of the board.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State report shows an enrolment in 1881–'82 of 3,848 in high schools, but does not give the number of such schools.

San Francisco had 2. The one for boys had an enrolment of 327, of whom 34 graduated; while the girls' school had 930 and graduated 170. The total number in both schools, 1,257, was an increase of 82.

The number of pupils in the high school at Oakland was 296 and the graduates 24, 7 men and 17 women. The San José high school graduated 12 young ladies.

Stockton high school, numbering 99 students, at the last exercises graduated 14, 9 young ladies and 5 young men.

The Pacific School Journal shows the existence of a high school in Los Angeles, which graduated a class of 23 in June and was to be transferred to the new normal school building in the autumn.

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. Besides the separate business colleges, a number of the colleges in Table IX have either commercial departments or arrangements for instruction preparatory to a commercial life.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of California, Berkeley, continued its departments of instruction, comprising the college of letters, which includes the customary classical course, while scientific studies were presented in the colleges of agriculture, mechanics, mining, civil engineering, and chemistry. There were in addition a literary course, a course in letters and science, and certain irregular courses, besides professional courses, noticed elsewhere. The general funds of the university are devoted to the colleges of letters and science. The undergraduate colleges of letters, agriculture, mining, mechanics, civil engineering, and chemistry were the only ones included in the original organization in 1868. The professional colleges have since been added. State students receive free tuition. Those from other States are admitted to equal privileges on the payment of a small fee. All courses are open to both sexes without distinction. In both the scientific and literary colleges German, French, and Anglo-Saxon enter into the courses of the freshman and sophomore years. Provision is also made for the optional study of Spanish, Hebrew, Chaldaic, and Syriac. Latin up to 4 books of Cæsar, 6 orations of Cicero, and 6 books of Virgil and Greek up to 4 books of Xenophon and 2 of Homer are required for entering the classical course. The total number of students in 1881–'82 in the college of letters was 142, including 3 graduate students.

The number of other colleges continued to be twelve, California College, at Vacaville, suspended in 1881, not reporting and supposed to be still closed, and the College of Our Lady of Guadalupe returning to the list, but with uncertainty yet as to its collegiate standing. Five of the above colleges were under Roman Catholic influence, 3 under Methodist Episcopal, 2 under Christian, 1 under Protestant Episcopal, and 1 non-sectarian. Nearly all gave courses of fair standard and of four years' duration in their classical departments, with three or four years in the scientific and two or three in the preparatory departments. All gave instruction in music and modern languages.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Opportunity for the higher instruction of women was found in seven of the above named colleges and returns show 3 institutions designed for this sex alone: the Young Ladies' Seminary, at Benicia, with 12 professors and teachers; Mills Seminary, at Mills Seminary P. O., with 16 instructors; and the College of Notre Dame, San José. Music was taught in all these; also, French, German, and Spanish.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The University of California continued its scientific courses of four years each in the colleges of agriculture, mechanics, mining, civil engineering, and chemistry. In addition to these 4-year courses, the colleges of mechanics and mining had graduate courses, where advanced instruction was given in such studies as were necessary for the professional degree.

Upon recommendation of the faculty a diploma from the university entitled the holder to a teacher's certificate. The University of the Pacific gave a 3-year Latin-scientific course.

PROFESSIONAL.

The only distinctively *theological* schools in 1881–'82 were the two that have been reported in preceding years: (1) The Pacific Theological Seminary, Oakland (Congregational), with a 3-year course of study and a preliminary examination of candidates for admission that do not present evidence of sufficient scholastic preparation, and (2) the San Francisco Theological Seminary, San Francisco (Presbyterian), with the same length of course and the same rule as to examination. Some theological instruction was also given at the Franciscan College, Santa Barbara (Roman Catholic), at Pierce Christian College, College City, and at Hesperian College, Woodland (both Christian). In the University of Southern California, Los Angeles (Methodist Episcopal), students preparing for the ministry were offered instruction in Hebrew and in historical and systematic theology.

During the year under review the Pacific Theological Seminary received $56,000 for endowment, Mr. Moses Hopkins, of San Francisco, giving $50,000, and Mrs. Whitin, of Whitinsville, Mass., $5,000 of this amount, while 944 volumes were given the library by the sons of the late Dr. E. Pond, of Bangor, Me. Five students were graduated from the seminary, two more than in any previous year.

For *legal* instruction the Hastings College of the Law, San Francisco (the law school of the University of California), continued in 1881–'82 to require from candidates for its 3-year course of 40 weeks yearly preliminary evidence of literary training sufficient to

warrant their admission. It also required, as before, an examination at the close of the first and second years for an advance to the class of the succeeding year, as well as a final examination for graduation. Moot courts were held for the argument of causes and the discussion of legal questions. Instructors for the year, 4; students, 136.

For study in *medicine*, the medical department of the University of California, San Francisco, provided a 3-year graded course, with 20 weeks in each year (attendance on the preliminary or spring term of 12 weeks not being compulsory), and examinations at the end of the first and second years for promotion and final examination. The course of studies comprises clinical, didactic, and laboratory teaching, with dissections. Cooper Medical College (originally the medical department of the University of the Pacific) also gave a 3-year course of 20 weeks in the regular term each year, with annual examinations as above and a preliminary examination. The California Medical College (eclectic), Oakland, offered and recommended a 3-term graded course of instruction and required for graduation a course covering 2 years of at least 24 weeks each. The Woman's Medical College of the Pacific Coast, opened in 1881, with a course of 20 weeks each year, has thus far sent no further information of itself or of its work.

The dental department of the University of California, San Francisco (organized 1881, opened 1882), required for graduation two full lecture courses of 20 weeks each, a satisfactory final examination, a thesis, and approved cases of operative and mechanical dentistry. There is no preliminary examination till 1883; then it is to be required of all except such as present evidence of graduation from a high school or college.

California College of Pharmacy, San Francisco (a branch of the University of California), requires 4 years of pharmacal service, three and a half of these before graduation, with attendance on two full courses of lectures. Besides examination and additional professional service, there must be a joint recommendation from the faculty and the examining board before a diploma will be conferred.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The California Institution for the Deaf and Dumb and the Blind, Berkeley, still continued its useful work. The increase of pupils indicated a healthy growth. The number on the rolls June 30, 1880, was 128, which had increased to 136 June 30, 1882, while 9 more were admitted during the year. The teaching force of the institution consists of the principal, 7 teachers of the deaf and dumb, a teacher of articulation and one of drawing, 2 teachers for the blind, and a teacher of music. The course of study embraces what is usually taught in the common and high schools of the State, and a limited number were prepared for college. Two deaf-mutes were in the university at the date of the report and held good positions in their respective classes. A new school-house was erected during the year, which combined the requisites of light, heat, space, ventilation, and facility of exit.

EDUCATION OF THE CHINESE.

The American Missionary Association reports 15 schools for the education of the Chinese, with a total enrolment of 2,567 pupils, an increase of 935 over the preceding year. At the close of the year there were 31 teachers, 11 of whom were Chinese. Eleven of these schools were sustained during the entire year. The Mission Home at San Francisco, under the auspices of the Women's Foreign Missionary Society (Presbyterian), had in 1882 an enrolment of 39 young women and girls, who were taught housekeeping, cleanliness and order, writing, reading, &c. There had been admitted to the home in the 10 years of its existence 129 women and girls. Two Sunday schools and one evening school were organized under the same influence, the former instructing 150 pupils; the latter, 140, of whom 60 were boys under 17. Another mission school at San Francisco, conducted by the same society, had 125 pupils, of whom 20 to 30 were boys. The Women's Foreign Missionary Society also had classes at Oakland, San José, and other cities. The Mission of the Methodist Episcopal Church, founded in 1868, had schools in San Francisco, San José, Oakland, Sacramento, and Chico. Schools, 5; teachers, 13, with 890 pupils and an average attendance of 188.

EDUCATION OF ORPHANED AND ABANDONED CHILDREN.

There were 21 institutions for the care and maintenance of minor orphans, half orphans, and abandoned children, receiving aid from the State to the amount of $190,486. No child is entitled to aid from this fund who is over 14. The course of study embraced the usual branches, with some instruction in morals and religion. The girls were taught plain and ornamental needlework, &c.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The State Teachers' Association held its sixteenth annual session in San Francisco, December 27–29, 1882, President J. B. McChesney in the chair. The meeting is said to have been one of the most interesting and valuable ever held. There were present nearly 170 members, including a large proportion of the representative educators of the State. President McChesney read an interesting address, devoted to the discussion of the functions of professional organizations like this association. Superintendent J. L. Shearer, of Napa, presented an able paper on "Our school work." Papers were read during the session by Professor Cook, of the State University, on "English in our public schools;" by Mrs. S. B. Cooper, on the question "Shall the Kindergarten be a part of the public school system of the State;" by Ex-Superintendent Mann, on "Arnold of Rugby;" and by Prof. Ira Moore, on "Graded schools." An address on "Physical, intellectual, and moral training" was made by State Superintendent Weleker, and there were also addresses by Governor Stoneman and Superintendent Campbell.

The discussions formed one of the important features of the meeting and general interest was manifested in all the proceedings. The subjects under discussion were "A proper course of study for our schools," "Free text books," "State publication of text books," and "Home and school study." A committee on spelling reform was announced by the president, and was instructed to report at the next annual convention. William White, of San Francisco, was elected president for the ensuing year.

SUPERINTENDENTS' MEETING.

The second Biennial Convention of County School Superintendents of California was held in San Francisco December 27, 1882, State Superintendent Campbell presiding. Albert Lyser, editor of the Pacific School Journal, was chosen secretary. Thirty counties were represented during the entire session. A large amount of work was done and many subjects were discussed; much time was given to the subject "Should the State print its text books and should it furnish them free?" the report of a committee of five on this subject being in the negative.

OBITUARY RECORD.

MRS. MARY ATKINS LYNCH.

Born in Jefferson, Ohio, July 7, 1819, Mary Atkins studied in the public schools and academies of the State. In 1835 she became a teacher in the public schools of New York. Six years later she entered Oberlin College, graduating with distinction four years afterward and becoming assistant principal of the ladies' department of the college; the following year she was principal of the girls' high school at Columbus, and then of the Woodward high school, Cincinnati, remaining till 1854. Called to the head of the Benicia Seminary for Young Ladies, Cal., which had been organized two years before, she infused her vigor and energy into the school, and for eleven years so managed it as to make it the leading seminary for young ladies on the Pacific coast. Disposing of her interest in the school she spent a few years in travel, to restore her impaired health, and then, at the instance of Superintendent Rickoff, resumed work, this time in the Cleveland (Ohio) high school. In 1869 she was married to Mr. John Lynch, of Louisiana, going back in 1877 to the Benicia School, with which she had been so honorably identified. She died September 14, 1882.

CHIEF STATE SCHOOL OFFICER.

Hon. FREDERICK M. CAMPBELL, *State superintendent of public instruction, Sacramento.*

[Term, January 5, 1880, to January 8, 1883.]

This term was one year shorter than the regular time, because of a requirement to that effect in the constitution of 1879, which shortened by so much the terms of all officers chosen at the first election under it, that subsequent elections might come in the years of even numbers.

In November, 1882, William T. Welcker was chosen to succeed Mr. Campbell.

COLORADO.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6–21)	40,804	49,208	8,404	
Enrolled in graded State schools	13,198	17,929	4,731	
Enrolled in ungraded State schools	12,802	13,809	1,007	
Whole number in State schools	26,000	31,738	5,738	
Average daily attendance	14,649	18,488	3,839	
Per cent. of enrolment on school population.	63.7	64.5	.8	
Per cent. of average attendance on enrolment.	56	58	2	
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported	454	511	57	
School-houses in these	314	370	56	
Sittings for pupils	19,486	26,470	6,984	
Volumes in school libraries	5,037	5,680	643	
Valuation of school property	$977,213	$1,235,491	$258,278	
TEACHERS AND THEIR PAY.				
Men teachers in graded schools	32	43	11	
Women teachers in graded schools	184	242	58	
Men teachers in ungraded schools	213	227	14	
Women teachers in ungraded schools	372	388	16	
Whole number of different teachers employed during the year.	801	900	99	
Number of teachers at one time	633	721	88	
Average monthly pay of men in graded schools.	$103 33	$100 97		$2 36
Average monthly pay of women in graded schools.	62 87	67 39	$4 52	
Average monthly pay of men in ungraded schools.	53 68	54 52	84	
Average monthly pay of women in ungraded schools.	47 43	50 02	2 59	
General average pay of men a month		61 88		
General average pay of women a month.		55 10		
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$591,366	$661,419	$70,053	
Whole expenditure for them	557,151	626,965	69,814	

(From biennial report of Hon. Leonidas S. Cornell, State superintendent of public instruction, for the years mentioned.)

STATE SCHOOL SYSTEM.

OFFICERS.

These are (1) a State board of education; (2) a State superintendent of public instruction; (3) a superintendent of public schools for each county; (4) district boards of 3 or 6 directors, according to population; (5) a committee of 3, with the county superintendent

as president, for any union high school formed by uniting districts to establish one; (6) a board of 6 regents of the State University; and (7) a board of 4 commissioners of public lands. Women are eligible to district offices.— (Constitution and school law.)

OTHER FEATURES OF THE SYSTEM.

The public schools are sustained from the income of a State fund and a county tax of 2 to 5 mills on the dollar. An additional district tax may be levied for school buildings and furniture, and another, not to exceed one-tenth of a mill on the dollar, for the purchase of a school library. The public schools, except the high schools, are to be open at least 3 months in each year for the instruction of youth 6–21 residing in the districts, the district board having power to admit others, if thought best. Instruction must be given in English, though German or Spanish may be taught when demanded by the parents or guardians of 20 or more pupils attending any school. The district board must employ teachers, fix the course of study and the exercises and text books to be used, procure books for indigent children, require all pupils to be furnished with the books prescribed, exclude from school and school library all reading of a sectarian character, and require teachers to conform to the laws. School funds are apportioned according to the youth of school age in each district; and a school to receive its share must have been taught by a duly licensed teacher 60 school days. The constitution forbids sectarian instruction in the State schools, as well as a distinction or classification of pupils by race or color. Teachers must have certificates of qualification, and, besides the ordinary one, the State board issues certificates, good throughout the State, to teachers of two years' experience who are highly qualified. The public schools are organized as graded and ungraded, the graded having high school courses, open to all.— (School law.)

GENERAL CONDITION.

The year ending August, 1882, presents a large increase of school population and corresponding work on the part of State school officers. During two years the school youth had increased 13,642, and in the last year 8,404. To provide schools for these there were organized during the two years 97 new districts, 57 of them in 1881–'82; 78 new school-houses were provided and furnished, affording 9,910 additional sittings and increasing the value of school property $553,081, of which $258,278 were for the last year; 222 more teachers were employed, 99 of them the increase of the last year. Only 2,471 of the school population in 1882 could neither read nor write. The State superintendent speaks of this growing and organizing period as of great importance, though attended with the danger of giving more attention to securing school privileges than to having these of the best quality; still, he reports a steady improvement in the quality of the schools as well as an increase in number. In all the other items the statistics show a corresponding increase. Schools were taught an average of 100 days. The excellent school system of the State is ascribed to the character and intelligence of the people, a large per cent. of whom, from the earliest settlement of the State, have come from the best educational centres of the East.— (State report.)

SCHOOL SYSTEMS IN CITIES OF 7,500 OR MORE INHABITANTS.

OFFICERS.

Denver and Leadville have school boards of 6 directors, elected by the people for 3 years, with annual change of 2, each board appointing a superintendent of schools.— (State report and calendars.)

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Denver (school district No. 1).	35,629	7,300	4,820	3,084	*a*67	$255,586
Leadville	14,820	2,075	2,000	1,700	28	.....

a Number reported last year.

ADDITIONAL PARTICULARS.

Denver reports only the statistics of district No. 1, including five-sixths of the city, there being also one ward west of Cherry Creek and a district beyond the Platte, in each of which there was an independent school authority, making ample provision for public instruction. Enrolment and average attendance were greater in 1881–'82 than in any preceding year.

Hon. J. D. Philbrick, long the superintendent of schools in Boston, Mass., speaks as follows of the Denver schools, which he visited in the spring of 1882:

"In the latter part of April I made a thorough inspection of the school system of Denver, especially the division constituting the first district, which comprises the bulk of the schools. In the first place the school-houses were visited while occupied by the pupils, and their qualities, mechanical, economic, hygienic, and pedagogical, noted in detail. Superintendent Gove then, with documents in hand, went over to me, at great length, the organization and practical management of the system with respect to administration, supervision, instruction, and discipline. Thus instructed I applied myself to the inspection and examination of the classes in the school rooms, beginning with the lowest primary and ending with the graduating class of the high school, in the hands of Mr. Principal Baker. In this survey I observed carefully the methods of teachers, the proficiency of the pupils, and the spirit in which teachers and pupils were working for the ends in view. Finally, I had the privilege of meeting the teachers in a body and conversing with a considerable number of them.

"In the progress of this study of the system I could not but be impressed with the accumulating evidence of its efficiency and excellence. The result may be summed up by saying that I found the Denver school system to be admirable in all respects. Although its origin dates back scarcely more than a decade, its development has been so wisely and energetically conducted that already it fairly belongs to the front rank of city systems. It is pretty safe to say that the creation of a system of schools on so large a scale, of such exceptional merits, and in so brief a space of time, is a phenomenon to which the history of education affords no parallel."

Leadville is as remarkable for its progress in education as for its growth in material prosperity. Its public schools, begun in 1878, are primary, with 2 grades of a year each; intermediate, with 4 grades; grammar, with 3; and a high school of 4 grades. For these there were 4 school buildings, 2 of brick, costing with their furniture $102,000, and 2 of frame, costing $11,000. The buildings contained 22 schools, with 1,500 sittings, and were valued at $150,000. To provide for the rapidly increasing school population 2 of these, 1 of brick and 1 of frame, were erected during the year. Of the school population in 1881–'82, 82 per cent. were in average attendance. There were 26 regular and 2 special teachers (of German and music) employed at an average monthly pay of $92.13; the superintendent received $150. The superintendent thinks the school system of Leadville so complete that it offers in its fourth year as good facilities for public education as any city of its size in the United States.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The *University of Colorado*, Boulder, has a definite normal course of 3 years. Applicants for admission to it must be at least 16 years of age, must declare their intention to become teachers, and must pass a satisfactory preliminary examination in elementary English studies. There were 17 normal students in 1881–'82. Three completed the normal course, 2 of whom were teaching.

Colorado College, Colorado Springs, had, at the last advices, a normal course of 4 years, requiring for admittance a satisfactory knowledge of the elementary English branches. It sends no report for 1881–'82.

The *University of Denver* provides a special course of studies for those who wish to prepare for teaching in the public schools.

Denver City has also a normal and training class, with examinations, for such as desire to teach in the city schools.

TEACHERS' INSTITUTES.

No information has reached this Bureau regarding teachers' institutes held during 1881–'82, and probably there were none, owing to the reason mentioned in the Bureau report of 1880–'81, viz, the great extent of territory in each county, and the consequent difficulty of gathering at any central point a sufficient number of teachers to make an institute successful.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Denver and Leadville in 1880–'81 were reported to have fair high school studies, the former having 3 courses, each of 4 years. The course at Leadville was also of 4 years.

OTHER SECONDARY SCHOOLS.

According to the information at hand, there appear to be 4 church schools of academic rank, 2 of them, Jarvis Hall, for boys, and Wolfe Hall, for girls (Protestant Episcopal),

at Denver: 1, St. Mary's Convent Academy, for girls (Roman Catholic), also at Denver and Trinidad Academy (Congregational), the last believed to be open to both sexes. Five other Roman Catholic schools in different parts of the State are reported as academies in Sadlier's Roman Catholic Directory, but without such statement of courses as to indicate academic rank.—(Year books and Report for 1881.)

For statistics of business colleges, private or church academic schools, preparatory schools, and preparatory departments of colleges, see Tables IV, VI, VII, IX, and X of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN AND FOR BOTH SEXES.

The *University of Colorado*, Boulder, is a part of the public school system of the State and is governed by a board of regents elected by the people. It aims to complete the work begun in the public schools by affording facilities for education in literature, science, and the arts. It has full preparatory courses of 3 years, leading to classical, scientific, and Latin-scientific courses of 4 years each, with special courses for students not candidates for graduation. The normal course has been already mentioned. Males and females are admitted on equal terms.

At the close of 1881–'82 there were, in all departments, 113 students: 72 in preparatory classes, 18 in collegiate, 17 in normal, and 6 special students; 19 completed the preparatory, and 6 who completed the full classical course were graduated in June, 1882.—(Calendar and State report.)

Colorado College, Colorado Springs (non-sectarian), has a preparatory, a classical collegiate, and a normal course, each of 4 years, and one of undefined length in mining and metallurgy. French and German are elective studies in the freshman and sophomore years, and Spanish in the junior year. There are also special lines of studies for such as cannot pursue full courses. Both sexes are admitted to all the courses. Two wings were added to the college building; the property of the college was valued at $75,000. The metallurgical department was in operation and scientific work was made more efficient by the addition of suitable rooms and apparatus.

The college held its first commencement in June, 1882, when two young men graduated and President Tenney was formally inaugurated.

The *University of Denver* (Methodist Episcopal) had, in 1881–'82, preparatory, classical collegiate, scientific, music, and mining engineering courses, each of 4 years, a medical course meant to cover 3 years, and normal and art courses not fully defined. There is also provision for commercial instruction when desired by 5 students. Instruction is given in French, Italian, German, and Spanish. Both sexes are admitted.—(Calendar.)

For statistics of 1881–'82, see Table IX of the appendix; for a summary of such statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Up to 1881–'82 no institution of full collegiate rank exclusively for females had been established, but the 3 above mentioned colleges admitted them on equal terms with males.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The University of Colorado, Boulder, provides a scientific course. The well arranged courses of the University of Denver lead to the degrees of bachelor of science and mining engineer, while Colorado College limits its scientific instruction to mining and metallurgy. The State School of Mines, Golden, near Denver, works in the same direction through courses which in the first two years deal with the general elements of science and in the next two prepare especially for mining engineering, civil engineering, and metallurgy. The Colorado Agricultural College, Fort Collins, beginning also with general elements, branched from these in 1882, as previously, into studies relating to scientific agriculture: horticulture, botany, zoölogy, geology, and chemistry. A part of its teaching is also directed to preparation for practical mechanics, including the use of tools and materials, with the principles underlying the various trades. All these institutions, except the State School of Mines, offer instruction preparatory to the collegiate scientific courses presented.

For statistics of these schools, see Tables IX and X of the appendix; for summaries of their statistics, see corresponding tables in the report of the Commissioner preceding.

PROFESSIONAL.

Theological instruction was given in 1881 by the Protestant Episcopalians in the Cathedral Theological School, in Denver, by 4 instructors, but apparently to only 4 students. The required course is 3 years.—(Protestant Episcopal Almanac.)

There was also some ecclesiastical instruction given under the auspices of the Roman Catholic Church, as 12 ecclesiastical students were reported in 1881–'82.—(Catholic Year Book.)

Medical.—The only medical course reported in 1881–'82 was offered by the College of Medicine of the University of Denver, with a faculty of 17 professors and instructors. This college followed in its instruction the graded course recommended by the American Medical Association, although the completion of that course, which embraced 3 annual lecture terms of 20 weeks each, had not yet been made obligatory. Applicants for admission must pass an examination in the ordinary high school studies or give other evidence of fitness. The conditions of graduation were 3 years of study, attendance on two courses of 20 weeks, instruction in practical anatomy and chemistry during two sessions, the presentation of a medical thesis, and the passage of an examination before the faculty on the seven principal branches of medical science.—(Calendar.)

SPECIAL INSTRUCTION.

EDUCATION OF MUTES AND THE BLIND.

The Colorado Mute and Blind Institute, Colorado Springs, is a State institution, founded in 1874, with a course intended to cover 7 years. The State report discloses the presence of no blind pupils, and as to mutes only states that during the year there had been 49 in attendance, under 3 teachers; that in the domestic department some of both sexes were employed in the printing office; and that some girls were taught fancy work, dressmaking, and general housekeeping.—(State report.)

INSTRUCTION IN ART.

The University of Denver, in its College of Music and Art, presents a course of 4 years in music; also, one in painting, the length of which depends on the ability and diligence of the student.

In 1881–'82 there were in the former 49 students, under 2 instructors, and in the latter 17, under 1 instructor. Both courses appear to be thorough.—(Calendar.)

REFORMATORY AND INDUSTRIAL TRAINING.

The Colorado State Industrial School, Golden, incorporated February, 1881, was opened in July, 1881. During the year additions were made to the buildings, and the grounds were graded and improved, mainly through the work of the boys. Beginning with 3 boys, July 11, 1881, in November, 1882, there were 80 enrolled, most of them under 15 years of age. Of those received, 48 were committed for incorrigibility; 53 had been habitually idle and only 9 regularly employed. The board of control reported the school under thorough discipline, with energy and good management manifest in every department. It is made a principal object to teach trades involving the use of tools. Within two years, it is thought, the school will be required to care for 250 boys and 60 girls.—(State report.)

EDUCATIONAL CONVENTIONS.

COLORADO STATE TEACHERS' ASSOCIATION.

This body held its eighth annual meeting at Pueblo, opening Wednesday, December 27, 1882. For the first time in the history of the association the entire State was represented, delegates appearing from every educational institution, including the colleges and universities. On Thursday the president, James S. McClung, of Pueblo, addressed the convention, and this address, as well as each paper read, was followed by a general discussion. One read by Prof. Copeland, touching the work of teachers in the formation of character, led to much debate. Superintendent Gove held that there is no character worth having but Christian character, and earnestly objected to the least shadow of an inference that the schools of this country are not forming good character, saying that a purer, better, truer, and more noble body than our public school teachers does not exist. In the evening Prof. Paul Hanus, of the State University, gave a lecture on "Growth" to a large audience. After the election of officers, the association adjourned.—(Journal of Education.)

EDUCATIONAL CONVENTION.

At the call of the State superintendent a convention was held at Denver, June 17, 1882, to consider the need of a uniform course of study in the State public schools. The leading

educators of the State were present. Committees were appointed to report courses for the different grades of schools. The following resolutions were adopted: (1) That in all towns of sufficient size we deem it important that a 3-year high school course be established as soon as possible if not already in existence; (2) that so far as practicable the course of study in the high schools of the State should meet the requirements for admission to the State University; (3) that we recognize the necessity of encouraging a uniform course in both the graded and ungraded schools of the State. The superintendent was instructed to have full reports of the committees printed in his report to the governor, giving the courses of study for each grade.—(State report.)

CHIEF STATE SCHOOL OFFICER.

Hon. LEONIDAS S. CORNELL, *State superintendent of public instruction, Denver.*

[Term, January 13, 1881, to January 9, 1883, then to be succeeded by Hon. Joseph C. Shattuck, former State superintendent, for a term reaching to January, 1885.]

CONNECTICUT.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4–16)	143,745	146,188	2,443	
Total enrolled in public schools	119,381	121,185	1,804	
Per cent. of enrolment to school population.	83.05	82.90		0.15
Average attendance in winter	76,028	77,041	1,013	
Average attendance in summer	69,050	69,836	786	
Attending other than public schools	12,475	12,899	424	
Attending schools of all kinds	131,856	134,084	2,228	
Per cent. in schools of all kinds	91.73	91.72		0.01
SCHOOLS.				
Number of school districts	1,471	1,447		24
Public schools	1,634	1,628		6
Number of these graded	314	313		1
Departments in public schools	2,627	2,649		22
Departments in graded schools	1,314	1,340	26	
School-houses built	16	17	1	
School-houses in poor condition	208	217	9	
In good or fair condition	1,446	1,416		30
Average public school term in days	179.98	179.66		0.32
TEACHERS.				
Men teaching in winter	680	617		63
Women teaching in winter	2,120	2,213	93	
Men teaching in summer	349	316		33
Women teaching in summer	2,432	2,503	71	
Continued in the same school	2,144	2,183	39	
Teaching for the first time	454	470	16	
Average monthly pay of men	$60 69	$63 44	$2 75	
Average monthly pay of women	35 37	35 94	57	
INCOME AND EXPENDITURE.				
Receipts for public schools	$1,482,024	$1,563,750	$81,726	
Expenditure for public schools	1,476,691	1,553,065	76,374	
PUBLIC SCHOOL FUND.				
Amount of State school fund	$2,021,346	$1,997,549		$23,797

(From reports and returns of Hon. B. G. Northrop, secretary of State board of education.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State board of education of six members has general charge of the school system. For current work it appoints a secretary to serve during its pleasure as general superintendent, and also an agent to enjoin the observance of laws respecting the employment of children. Towns choose boards of school visitors of 3 to 9 members, except where any have abolished their petty districts and been reconstructed as town districts; then they have school committees of 6, 9, or 12 members. Districts that continue to be only parts of towns have such committees of 3 members, save where they succeed former school societies; then they choose boards of education of 6 or 9 members. All these town and district school officers are liable to partial annual change.

OTHER FEATURES OF THE SYSTEM.

Public schools must be taught for at least 30 weeks each year in every school district in which the school population numbers 24 or more, and for at least 24 weeks in other places. All children 8 to 14, unless disqualified, must attend some school at least 3 months each year or be taught at home for an equal length of time, and such children may not be employed in any business unless they have been taught at least 60 days in the year preceding. School funds come from local taxation, the income of a State school fund and of town or district funds, and from a State appropriation of $1.50 for each child between 4 and 16, which ages are the basis of apportionment of all public school moneys. No district may receive its share unless schools have been taught therein the required length of time, nor unless an annual report has been made to the town board and satisfactory school accommodations are furnished. Towns neglecting to provide for support of schools forfeit to the State a sum equal to the amount which they were required by law to appropriate. Teachers must hold a certificate of qualification from the school authorities and must keep a register and report to school visitors, who, in turn, are required to report annually to the State board. The system comprises public school libraries, graded and high schools, a normal school, a reform school, and an industrial school for girls. Text books are furnished free of cost to pupils unable to pay for them.

AMENDMENTS TO THE SCHOOL LAW.

Among additions to the school law passed during the legislative session of 1882 are noted the following: Any town or school district failing to make the required annual returns of statistics by October 15 shall forfeit of the $1.50 State money for each census child 1 per cent. for the first week of such delay, 2 per cent. for 2 weeks, and 5 per cent. for four weeks, after which the loss is to be 10 per cent. The compulsory education law was modified by reducing the penalty for employing a child illegally from $100 to $60 and by making each week's failure on the part of parents to send their children to school a distinct offence punishable by a fine not exceeding $5. It was also made the duty of parents or others having control of children under 14 to furnish the employer of such children certificates from teacher, school visitor, or committee showing that the law as to attendance has been complied with; and it was also made the duty of employers to keep such certificates at their place of business and exhibit them to the proper officers on demand. Parents making false statements or causing children to make them, with intent to evade the law, are to be fined not more than $7 or imprisoned not more than 30 days. Members of district committees and janitors of school buildings were made eligible to appointment as special constables to arrest for truancy and certain other offences. School visitors are authorized, on petition of 12 adults, to order that instruction be given in the public schools concerning the effects of intoxicating beverages on individuals and the community. If any persons feel aggrieved by such action, on petition of 20 legal voters the question must be submitted to the next annual town meeting, which has power to decide it for one year.

GENERAL CONDITION.

The statistics show that with 2,443 more children of school age 1,804 more were enrolled in public schools; that there was a larger average attendance both in winter and summer, a small increase in the average monthly pay of teachers, and $76,374 (or about 5 per cent.) more expended for public schools, almost two-fifths of this being for teachers' wages. The sum raised by town and district taxes was 8 per cent. larger than the previous year and the receipts from all sources were $81,726 more, although a decline in the rate of interest on investments (with the increased enumeration) considerably diminished the amount per pupil received from the school fund. The secretary of the board of education considers that the increase in attendance about kept pace with that of school population, the number of school age reported as attending no school being slightly less than it was the previous year, although in regard to the latter he says there is always some uncertainty, for two reasons: first, reports from private schools are more or less imperfect, school officers having no authority to require them; second, the enumeration of school population is made on the 1st of January, while the reports of attendance cover the year ending with August. That so large a proportion of the children between 8 and 14 attended some school during at least a portion of the year is ascribed to the influence of the compulsory law and to the efforts of the secretary and agent in securing its enforcement. Of the teachers employed 470 were beginners, about the average number reported for each of the past five years. Only a small fraction of these, it is supposed, prepare themselves for teaching by study, observation, or apprenticeship. The result is that many schools are poorly taught, particularly small ones in the rural districts, although the evil was not confined to these. The remedy pointed out is in a public opinion that shall demand a special preparation for teaching corresponding to that required in other employments, which, it is believed, would very soon create a supply of competent teachers.

The compulsory education law continued to work well and to be approved by the people. Of the 26,100 youth of school age reported in no school, only 2,858, or less than 11 per cent., belonged to the period of required attendance (8 to 14), a proportion largely ascribed to the systematic efforts made to diminish absenteeism and to the labors of Mr. Potter, agent of the board. This officer reports that he found less neglect and carelessness of the right of children to an education than in any former year since his employment: that parents were more mindful of their duty and that employers generally demanded the certificates which the law requires. The Willimantic Linen Company posted notices that after July 4, 1883, ability to read and write would be a condition of employment in their service. The managers adopted this rule purely on business principles, believing that ignorant labor is expensive and that the amount and quality of work, as a rule, are proportionate to the intelligence of the laborers. The compulsory law was amended by the general assembly of 1882 and much improved; the penalty for its violation is made less severe, but its provisions are more easily executed and more effective. During the year 8 parents were prosecuted and fined for not sending their children to school, and one person for persistently employing children who had not attended. A father who defied the law, and could not pay the fine nor furnish bonds, was sent to jail, where he remained three weeks, the first case that has occurred in the State of the imprisonment of a parent for not sending his child to school. This case had the desired effect, breaking up a kind of conspiracy to resist the law. No prosecutions are ever made until personal efforts to secure compliance by persuasion and admonition have failed.

During the year the public schools lost the services of Secretary Northrop, who in October resigned the position he had held for 16 years of chief executive of the board of education. The State board ascribes the great advancement in school interests during this period largely to his influence. In 1868 Connecticut was the only State in New England which had not established free schools by law. The proposition to make them free met with strong opposition and was carried only by the persistent efforts of men who were ready to sacrifice popularity for the public good. To Hon. James E. English, then governor of the State, and to Secretary Northrop, more than to any other two men, belongs the honor of securing the passage of the free school law of 1868. The reëstablishment of the State Normal School, suspended in 1867, was another important measure secured through the secretary's influence, and many others followed. Among the results of his labors may be mentioned an increased attendance on teachers' institutes, improvement in school-houses and villages by the planting of trees, a repression of the sale of injurious reading and a dissemination of information regarding good books, the enactment of a compulsory law through which public school attendance was enforced, and other provisions for the care of neglected children and the repression of truancy.

KINDERGÄRTEN.

The 5 Kindergärten noted in Table V in the report for 1881 as existing at Bridgeport, Hartford, New Britain, New Milford, and Stamford appear to have been continued, one at New Haven being added in 1882.

SCHOOL SYSTEMS IN CITIES OF 7,500 OR MORE INHABITANTS.

OFFICERS.

These are boards of school visitors in some cases; in others, boards of education, and usually city school superintendents.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Bridgeport	29,148	7,587	5,482	3,608	91	$87,336
Danbury	11,666	2,903	2,328	1,594	49	40,136
Derby	11,650	3,333	2,817	1,856	49	30,986
Greenwich	7,892	1,939	1,437	800	29	13,903
Hartford	42,551	9,660	7,617	4,674	145	225,364
Meriden	18,340	4,380	3,190	1,861	50	40,909
Middletown	11,732	2,712	1,978	1,169	46	30,096
New Britain	13,979	3,528	1,857	1,283	36	22,725
New Haven	62,882	15,914	13,306	9,627	261	200,185
New London	10,537	2,005	1,953	1,312	41	27,359
Norwalk	13,956	3,187	2,190	1,347	42	30,477
Norwich	21,143	5,060	4,218	2,802	96	63,517
Stamford	11,297	2,730	1,757	1,072	35	23,132
Waterbury	20,270	5,144	3,738	2,250	58	58,424
Windham	8,264	2,018	1,293	705	29	14,787

ADDITIONAL PARTICULARS.

The *Bridgeport* report shows a prosperous educational condition on the whole; enrolment and average attendance increased, as well as the number of youth of school age; but the percentage of attendance fell off slightly, tardiness increased nearly 6 per cent., and truancy did not diminish. The training school for teachers, a department of the public high school, sent out 11 teachers, all of whom received appointments in the various schools. Attendance on the evening drawing school was larger than during any previous winter, reaching 137, of whom almost all were mechanics and 80 beginners. The oldest student was 40, the youngest 16.

Greenwich reports an increase of interest in the public schools and a slight advance of average daily attendance, although only about two-fifths of the youth of school age, or 54 per cent. of the number enrolled, were in average attendance. In respect to attendance Greenwich ranks among the lowest 20 towns in the State. The reason given for non-attendance is not, as in many other towns, the employment of children in mills, but a lack of general interest in the schools.

In *Hartford*, the school work is said to have been systematic and thorough. No material changes were made in the system of instruction or the list of teachers. The only material drawback to an otherwise successful year was the loss by fire of the high school building, in January, 1882. Measures were immediately taken for the erection of a new one, which at date of the report was well under way. It is to be fire-proof, of two stories only, 236 by 95 feet, to cost, with furniture, $230,000, and will be one of the best structures of its kind in the country. The work of the high school for the year was especially satisfactory, considering the disadvantages under which all had to labor in the loss of the building. The evening schools were as successful as usual, but the question is being considered whether it would not be better to make 14 the minimum age for admission, instead of 12.

The *Meriden* school officers and teachers found truancy the most perplexing problem with which they had to deal, the chief cause of it being the carelessness of parents on the subject. More thorough work than ever before was done in the inspection of factories with reference to the employment of children under 14, and most of the employers showed a readiness to obey the law. The high school, established in 1881, was eminently satisfactory during its first year. Among other results of its influence was the arrangement of a course of study for the lower schools. These are now classed as primary, intermediate, and grammar, the whole course up to the high school comprising 9 years.

The *Middletown* report shows an advance in public school enrolment and average attendance, truancy decreasing from 143 cases in 1881 to only 50; also, a decided improvement in discipline and in the moral tone of the schools, the latter ascribed to the discontinuance of corporal punishment.

In the school affairs of *New Haven* the most important event of the year was the resignation, on December 31, 1881, of Mr. Ariel Parish, who had filled the office of school superintendent with great ability for more than 16 years. During that period public school attendance much more than doubled and the ratio of attendance to the enumeration increased by about 30 per cent., an advance much assisted by his conscientious and thorough management. Since the last report a portion of East Haven was, by act of the legislature, united to the city school district and placed under the care of the school board, thus increasing the need of school accommodations. Good health and good attendance helped to make the year a prosperous one in the schools. During the latter half of it a successful effort was made to have the "new methods" in primary teaching more universally understood and adopted. The evening schools were taught for 5 months and accomplished in many instances great good, the number enrolled being 575; average attendance, 150. An additional special school for neglected children was opened, 194 being transferred to such schools and 46 promoted from them to their own. Truants to the number of 417 were arrested and taken to school, and 14 boys were sent to the State Reform School. There were 3,018 visits made to families with reference to non-attendance, and 150 children were reported not in any school.

The schools of *Norwich* prospered, on the whole, with no marked changes in the management or methods of instruction. Irregular attendance continued to be the greatest evil experienced, and this increased during the year without the unusual sickness which excused it the year before. The only adequate remedy is thought to be the arrest of truants by civil authority and their return to school. In discipline an effort was made to develop the capacity for self government. The result was very general good order, only a few cases of insubordination calling for more severe treatment. Teachers' monthly meetings were well attended. An evening school, taught 14 weeks, accomplished a good work for the few who continued until the close of the term.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL, NEW BRITAIN.

About 175 pupils were connected with the school during the year and 39 were graduated. Nearly all the latter engaged in teaching, and the principal received calls for more teachers than he was able to supply. Little change took place during the year in the teaching force or in methods of discipline and instruction. The course covers 2 years. Applicants for admission must pass a satisfactory examination in the common English branches; they must also be at least 16 years old and of good moral character. Tuition is free to persons preparing to teach in the schools of Connecticut; the use of text books, too, is without charge.

NORMAL DEPARTMENTS.

Provision is made for the training of teachers in classes or departments of the public high schools in some of the larger cities, especially at Bridgeport and New Haven.

TEACHERS' INSTITUTES.

Nine institutes were held during the year, each for a single day or for two evenings and a day. The attendance and interest were such as to encourage these short sessions. Time enough is given in them for many practical hints as to mistakes to be avoided and the best methods to be adopted. Efforts were made to adapt the instruction to the needs of beginners without normal school training by giving special attention to the every day work of the school room.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

All towns in this State are authorized but none are required to establish public high schools; if established, they receive nothing from the State. Statistics of those in operation do not appear in the report for 1881–'82, but that for the previous year gave a list of 51 having claims to be considered such.

The high school in Hartford enrolled 345 students in its classical and 89 in its English department. There were also 6 engaged in graduate studies. Of the 72 graduates 45 were girls.

The New Haven high school had 597 pupils registered and 350 in average daily attendance, with 14 teachers; 58 graduates during the year (37 of them girls); a classical department, which prepared for the academical department of college; and an English department, which prepared for scientific study, for commercial and general business, and for teaching. There is also a special class intended particularly for those whose health is imperfect. Its members are required to be present only at recitation; they may, if they choose, take a single study at a time and eventually graduate with the same honors as the others, if as well prepared.

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 in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Yale College, New Haven, as heretofore, provides departments of theology, law, and medicine and one of philosophy and the arts, the last including graduate and undergraduate academical and scientific departments and a school of the fine arts, each with a distinct organization. During the year there was a total attendance in all departments of 1,096 students against 1,041 in 1881. In the academical department there was an increase of students and officers, although the number had been larger the previous year than ever before. The proportion of students who were non-residents of the State continued to increase. From the required examinations for the admission of students to this department, the subjects of geography and English grammar were omitted. Entrance examinations may hereafter be held at Andover, Mass. Provision has been made by which students of the academical department may hereafter receive such instruction in the general principles of jurisprudence, as well as in constitutional and international law, as all ought to obtain before receiving the degree of bachelor of arts. Plans for the projected physical laboratory, for which funds were given in 1881, had been nearly matured; the legacy of $10,000 left in 1881 by the late Lucius Hotchkiss,

for the aid of needy students, had been paid into the treasury, and a gift of $10,000 was received in 1882 from Hon. Elias W. Leavenworth, of the class of 1824.

The school of the fine arts, the only department of the college open to both sexes, has in view the cultivation and promotion of the arts of design, viz, painting, sculpture, and architecture, through practice and criticism. The exhibition of the year's work contained 516 studies, including drawings from the antique and from the nude living model, portrait studies, anatomical and perspective drawings, architectural designs, pen and pencil sketches, copper plate etchings, compositions and studies in oil and water colors.

During the year the college library was increased by 4,400 volumes and 20,000 pamphlets; the Peabody Museum received important additions; and gifts to the observatory came from various friends, amounting to $4,420, besides funds for the purchase of an equatorial telescope from one who withheld his name.

Trinity College, Hartford, reports 84 students in 1881–'82, a decrease for the year, and 17 degrees of B. A. and 10 of M. A. conferred, besides 2 honorary of M. A. Gifts were received from Col. C. H. Northam, of Hartford, amounting to $155,000, of which $50,000 were for the endowment of a professorship, $30,000 for a new building, and $75,000 for the general fund.

Wesleyan University, Middletown, the only one of the 3 colleges of this State which offers equal privileges to both sexes, continued to provide 3 regular collegiate courses of 4 years each, classical, scientific, and Latin-scientific. Of 170 students reported in regular undergraduate classes during the year, 14 were young women. One of the 6 graduate students and 3 out of 8 special students were also women.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of institutions of this class, see Table VIII of the appendix, and the summary of it in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Sheffield Scientific School of Yale College, besides making ample provision for graduate study in the higher scientific branches, presents a number of undergraduate courses, extending over 3 years and comprising instruction in chemistry, civil and mechanical engineering, agriculture, natural history, biology (preparatory to medical studies), and studies preparatory to mining and metallurgy and to other higher studies. These courses all lead to the degree of PH. B., but the degrees of doctor of philosophy and civil and dynamic engineer are only obtained after at least two years of graduate study.

The progress of the school during 1882 was eminently satisfactory. A constantly increasing number of students were taking the course of instruction in biology, with a view to future medical study. The number in chemistry so increased that accommodations for all could not be furnished, and it was found necessary to give notice to the agricultural experiment station of Connecticut that the rooms occupied by it in Sheffield Hall must be vacated. These, when fitted up for laboratory work, will, it is hoped, furnish sufficient space for a few years to come.

PROFESSIONAL.

The schools for *theological* instruction in this State, as reported, are the Theological Seminary of Yale College (Congregational), Berkeley Divinity School, Hartford (Protestant Episcopal), and the Theological Institute of Connecticut, Hartford (Congregational). All have courses of study covering three years and demand a collegiate or equivalent preparation for admission, while the Seminary at Yale and the Institute at Hartford also make provision for graduate study. Of 97 students attending the Seminary at Yale, 7 were pursuing advanced studies in a graduate class, the work of which was carried forward with success even beyond that of the previous year. The new library building, completed in September, 1881, was made a memorial of Dr. Leonard Bacon, in whose death the department sustained a great loss. The Theological Institute also reports a new building, Hosmer Hall, recently erected at a cost of about $100,000, a gift of the late James B. Hosmer.

Legal instruction was given in the law department of Yale College to 73 students, including 5 of the senior class of the previous year in a graduate course, which, like the undergraduate course, extends over two years. Applicants for admission to the department must be at least 18 years old, of good moral character, and, if not college graduates, must pass an examination in history of England and of the United States and in the Constitution of the United States, unless they have already passed the examination for law students prescribed by the Board of Regents of the University of New York. The condition of the department is reported as satisfactory, having been advancing since its

reorganization in 1869. Prior to that period it graduated 194 persons in 27 years, and during the 12 subsequent years 248 were graduated and 21 degrees in a graduate course were granted.

In the *medical* school of Yale College attendance has decreased since the standard was raised in 1879. Since then an examination has been required for admission and the time of attendance has included the entire academic year. Notwithstanding this decrease, the wisdom of the change is not doubted. Other causes besides this elevation of the standard tended to lessen the attendance, among them an increase in the cost of attendance. This was again reduced in 1882 to an extent which it is hoped will result in bringing in a larger number of students. During the 3 years since the new plan of instruction was adopted there has been a steady increase in the number of hours given to instruction by the faculty, amounting in 1881–'82 to a gain of 144, not including the time spent in dissections and autopsies.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *American Asylum for the Education of the Deaf and Dumb*, Hartford, gave instruction during the year to 219 students, of whom only 62 were from Connecticut, the others being from Maine, New Hampshire, Vermont, Massachusetts, and Rhode Island. The greatest number of students present at any one time was 183; average attendance, 180. No change has been made in the method of instruction already reported, which includes the manual alphabet, writing, articulation, and signs, the common school branches being taught, besides tailoring, shoemaking, and cabinet making to the boys. Although there was an unusual number of beginners in the shops, a gratifying interest was shown and very creditable work turned out.

Whipple Home School for Deaf-Mutes, near the village of Mystic River, is a family school, owned and conducted by Jonathan Whipple, its founder. The system of instruction is by articulation and lip reading; the methods employed are Whipple's natural alphabet, oral speech, and natural signs. As the pupil improves in speaking, the signs are discarded and speech becomes the medium of communication. Eleven pupils were under instruction during the year in the common English branches; also, in farming and gardening for boys and housework and sewing for girls.—(Circular and return.)

EDUCATION OF THE BLIND.

Connecticut has no institution for the blind, but provides for their instruction in the schools of other States.

STATE REFORM SCHOOL, MERIDEN.

This school reports a great improvement made during the last four years. Although the number of pupils has increased during this time from 240 to 380, better influences have so far prevailed that for more than three years no boy has been sent to the lockup or subjected to any of the severe forms of punishment formerly in vogue, and corporal punishment is seldom inflicted. It has been clearly demonstrated that the law of kindness has a greater power for good than any coercive restraints. The boys have shown their appreciation of the new system by a uniform regard for all the requirements of the school, quiet, respectful behavior, and willingness to do as required.

CONNECTICUT INDUSTRIAL SCHOOL FOR GIRLS, MIDDLETOWN.

This school, a private charity with State aid, receives girls from 8 to 16 years of age, bestowing on them like care to that given boys in the State Reform School. The conditions of commitment are truancy, vagrancy, and manifest danger of falling into vice. The common English branches are taught, including history and vocal music, also general housework, paper-box making, flower gardening, dressmaking, and fancy work. After leaving the institution a correspondence is kept up with former pupils, who are also visited by an agent. About 66 per cent. of those discharged are known to have become orderly and useful members of society. There were 181 under instruction during 1881–'82, of whom 21 were colored and 12 foreign-born.—(Return.)

TRAINING FOR NURSES.

Two training schools for nurses report from this State, one at New Haven, organized in 1873, and the other in Hartford, organized in 1877, the former having had 23 under instruction during 1881–'82; the latter, 16. Since 1873 the school at New Haven has given instruction to 200 pupils and has graduated 70. The school at Hartford has had 81 on trial, of whom 39 were discharged at the end of the trial month, or before completing the course, and 26 were graduated. The course of study in both extends over 18 months.—(Returns.)

EDUCATIONAL CONVENTIONS.

CONNECTICUT STATE TEACHERS' ASSOCIATION.

The thirty-sixth annual meeting of the State Teachers' Association was held at New Haven, October 26–28, 1882. After singing by a chorus of 128 members from the high school, showing superior musical training, President Warren delivered an inaugural address, after which a message was read from Mr. Ariel Parish, temporarily residing in Colorado. The address of the evening, by W. T. Harris, LL. D., of Concord, Mass., was on the theme "Do the public schools educate children beyond the position which they must occupy in life?" The speaker said, among other things, that we should consider what education ought to be as a whole; that in this country people make the laws as well as obey them, and that, therefore, education should not be wholly one of business. He opposed the idea that the common laborer ought to be contented with the lot in which he is placed by the accident of birth and said that no contented race has ever accomplished anything for which mankind are the better, that our civilization rewards the workman who is looking beyond the machine he is using to a better one that he has conceived in his mind, and that invention keeps pace with educated intelligence. The first exercise of the following day was on the Grube method of teaching numbers. Following the discussion on this was an illustration by a class, dressed in costume, of a method of calisthenics taught in the schools of Milwaukee, Wis. "The relation of the public library to the public school" was considered in a paper by H. F. Bassett, of Waterbury, and, after a discussion as to the character of reading matter which should be provided, it was resolved that a committee be appointed by the chair to consider the subject and report at the next meeting. Exercises were given in map drawing, in teaching language in the lower classes, and in giving first lessons in script. A paper was read by Charles G. Leland, of Philadelphia, on the question "Should hand work constitute a part of all education?" He claimed that the elements of hand work should be taught in the public schools, but not special technical instruction; certain arts, but not trades; that simple outlines of decorative art require but little time and may be properly introduced, one lesson a week being given. Mr. L. H. Marvel, of Boston, presented some pertinent facts, growing out of his experience in the supervision of a manual training school at Gloucester, Mass. A spirited discussion followed, participated in by Messrs. Beech of Windsor, Sheldon of Boston, Kellogg of New York, and others. An address by Rev. Newman Smyth, D. D., of New Haven, on "The art of thinking," called out a large audience in the evening. The opening paper of the third day, by E. Sawyer, A. M., was entitled "Less hours per day, more days in the year," advocating shorter vacations and longer school terms, embracing 45 or 48 weeks, with only three hours a day for study. A paper by T. I. Briggs, of Waterbury, on "The examination of teachers by the State," advocated the enactment of a bill before the legislature concerning a State board of examiners. After the adoption of resolutions and the election of officers for the ensuing year, the association adjourned.—(Journal of Education and State report.)

CONNECTICUT COUNCIL OF EDUCATION.

The State Council of Education met at Hartford, June 17, 1882, I. N. Carleton in the chair. The principal business before it was a consideration of the report of a committee appointed at the annual meeting to present the merits of the bill to secure the appointment of a State board of examiners to the State legislature. From the committee's report it appeared that the bill failed in consequence of the opposition of a few men from some of the large cities in the State, who feared that the measure might interfere with the operation of their city boards of education, although they acknowledged that it must do good in the sparsely settled districts for whose benefit it was especially intended. It was decided by the council that the bill, being in the line of true progress, must not be abandoned, and a new committee was appointed to bring the subject before the next legislature.—(Journal of Education.)

The sixth semiannual meeting was held December 29. A paper was read by Mr. M. S. Crosby, reviewing Dr. W. T. Harris on "The church, the state, and the school." Other papers, on the improvement of the present system of school supervision, on the conditions of growth in teaching power, and on the question whether there are too many studies in the public schools, were also presented.—(New York School Journal.)

OBITUARY RECORD.

J. E. SHEFFIELD.

Joseph Earle Sheffield, founder of the Sheffield Scientific School of Yale College, was born in Southport, Conn., June 19, 1793. His early education was obtained in the common schools, which he left in 1808 to become a clerk in a business house at New Berne,

N. C. In 1813 he formed a partnership with a house in New York, though continuing to live in New Berne; but afterward he transferred his business to Mobile, Ala., and soon became one of the largest shippers of cotton in the country. Returning to the North in 1835, he established himself in New Haven. A sagacious and successful business man as well as a generous giver, he was the chief projector of two railroads, was largely engaged in the construction of another, and was prominent in banking circles.

Mr. Sheffield's principal donations to Yale College were Sheffield Hall, twice enlarged and fitted up throughout; a fund of $130,000 for professorships; a library fund of $10,000, increased to $12,000; the Hillhouse Mathematical Library, costing $41,000; $2,700 to the Collier cabinet; North Sheffield Hall, erected and equipped at a cost of over $100,000; and numerous contributions to current expenses, amounting for ten years to $10,000 annually, to the Scientific School, and during 1881 to $20,000, this additional sum being intended to increase the pay of professors. He also made large donations to Trinity College, Hartford, and to the Theological Seminary of the Northwest, in Chicago. He established a parish home, costing $75,000, in connection with Trinity Church, New Haven, and gave liberally to a great number of public institutions of various kinds in New Haven and elsewhere, the aggregate of his educational benefactions alone exceeding $650,000, to be probably more than doubled by his final bequests for such purposes.

Mr. Sheffield was a prominent member of the Episcopal Church. His manner was that of the proverbial gentleman of the old school, gracious, gentle, charming, with the simplicity of the highest breeding and the kindliness of a noble heart that was always moved to helpfulness by a story of need or suffering. Until within the last two or three years he enjoyed good health, and even after eighty years of age his handwriting was as perfect and legible as that of a young man. He died February 16, 1882.

HENRY A. YARDLEY.

Henry A. Yardley, professor of Christian evidences and homiletics in the Berkeley Divinity School, at Middletown, Conn., born in Philadelphia December 20, 1834, died on Sunday, April 2, 1882, after a long illness. He was graduated at Yale in 1855, taking high rank as a scholar.—(Philadelphia Evening Telegraph.)

CHIEF STATE SCHOOL OFFICER.

Hon. BIRDSEY G. NORTHROP, *secretary of the State board of education, Hartford.*

[Since January, 1867, Mr. Northrop has served for four successive terms, the last closing January 1, 1883, at which time Mr. Charles S. Hine succeeded him.]

DELAWARE.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age	33,133			
Colored youth of school age	4,152			
Whole number of school age	37,285			
White youth enrolled in free schools	26,578			
Colored enrolled in free schools	2,544	a3,459		
Total enrolment in free schools	29,122			
Average attendance of colored pupils		2,282		
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported	410			
Free schools for white youth in these	516			
Average time of white schools in days	153			
Valuation of white school property	$450,000			
Schools for colored youth	51	69	18	
TEACHERS AND THEIR PAY.				
Teachers in free white schools	527			
Male teachers in such schools	222			
Female teachers in such schools	305			
Average monthly pay of men, white schools	$31 49			
Average pay of women, white schools	27 56			
Teachers in schools for colored youth	56			
Average monthly pay of colored teachers	$22 00			
INCOME FOR PUBLIC SCHOOLS.				
Whole receipts for free white schools	$144,840			
Receipts for colored schools		$5,329		
STATE SCHOOL FUND.				
Amount of permanent school fund	$495,749			
Amount annually allowed the schools	28,870			

a Highest enrolment in any one month.

(From the report of Hon. James H. Groves, State superintendent of free schools, and the report of the Delaware Association for the Education of Colored People.)

STATE SCHOOL SYSTEM.

OFFICERS.

The officers of the State system are a superintendent of free schools, with an assistant, both appointed annually by the governor, and a State board of education, composed of the secretary of state, president of Delaware College, and the State superintendent. The president of Delaware College is president of the board, and the assistant superintendent, secretary. In each district, for schools for whites, committees of 3 members are elected by the people for 3 years, with change of one member each year.

OTHER FEATURES OF THE SYSTEM.

The State superintendent is required to report in writing to the governor annually the condition of the public schools and make any recommendations he may think proper.

The State board determines what text books shall be used in the free schools. The schools are sustained from "the school fund of the State of Delaware" (which cannot be used for academies, colleges, or universities) and from a local tax which, in each school district of New Castle County, amounts to $150, of Kent County to $125, and Sussex County to $60, yearly, to be applied to the support of schools in the district in which the tax is raised. In addition, under special acts, other needed sums are authorized to be raised either annually or for a limited time in various school districts of the State. Two or more school districts in any county may unite in supporting a free school for their common benefit. The State superintendent is to hold teachers' institutes of 3 days' session in each county once a year, which the teachers are required to attend in their respective counties. Teachers are required to submit to the proper authorities a quarterly report; otherwise their pay will be withheld.

For the instruction of colored children the Delaware Association for the Education of Colored People has in charge two separate funds, one of $2,400, annually appropriated from the State treasury since 1881; the other, a tax of 30 cents on the $100 of real and personal property and poll of colored persons, levied annually in aid of colored schools. The $2,400 is divided equally among the schools of New Castle, Kent, and Sussex Counties, no school receiving its pro rata unless it is sustained at least 3 months of the school year with an average attendance of at least 15 pupils. A body politic, called the "Indian River school districts for a certain class of colored persons," is exempted from the regular taxation and establishes schools of its own, voting the sum required, not to exceed $200 for the two subdistricts it embraces. Each school is to be open to the children of the persons specified, and is to receive a pro rata share of the school fund for colored people, provided that $25 have been raised by taxation for each school during the year and that the schools are taught at least 3 months in the year with an average attendance of 20 scholars.

GENERAL CONDITION.

The schools for colored pupils under the care of the Delaware Association for the Education of Colored People, with the aid of a State appropriation, have done better than ever before, nearly every locality that could support a school having had one. New Castle County, including 2 schools in Wilmington, had 6 more schools and 327 more pupils; Kent County, 6 more schools and 357 more pupils; and Sussex County almost doubled the number both of schools and pupils. The teachers are said to have been prompt, energetic, and competent.

CITY SCHOOL SYSTEM OF WILMINGTON.

OFFICERS.

Wilmington—the only city in the State with more than 7,500 inhabitants—has a board of public education composed of two members from each of its 11 wards. These members appear to be elected for 2-year terms, with change or reëlection of 1 each year. The board employs a superintendent of schools, who has not been changed for many years.

STATISTICS.

The population of the city, according to the school report, was 45,000; youth of school age (6–21), not given; enrolment in 1881–'82 in public schools, 7,123; average number belonging to these schools, 5,191; average attendance, 4,600; teachers employed, 117; expenditure for current needs of schools, $73,581; for new buildings, $15,791; total, $89,372.

ADDITIONAL PARTICULARS.

The schools were held in 1881–'82 in 19 buildings, with 116 rooms and 5,920 sittings; three new buildings were in course of erection, which it was believed would accommodate all likely to attend. The grades, probably only covering half a school year each, were 10 primary and 6 grammar, beyond which were 3 high school years. Industrial drawing enters into the studies of the grammar grades and geometrical drawing is continued in the first high school year. Four pupil teachers are reported as in training and on trial in as many divisions of the training school. These receive no salary.

TRAINING OF TEACHERS.

NORMAL TEACHING.

The normal class formerly taught at the State College, Newark, seems to have been dropped.

TEACHERS' INSTITUTES.

In place of the teachers' institute at Wilmington, formerly held for city teachers of all grades, Supertendent Harlan writes that he now holds grade meetings, including

only teachers of one grade at each meeting, for suggestions as to their special work. These are held after school hours about eight times a year. The training school for candidates for teachers' places is continued.

Of the county institutes held under the State law there is testimony from an unofficial source tending to show that the interest and enthusiasm of preceding years have not abated.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No specific provision for this class of schools appears in the State law, but 2 have long been sustained at Wilmington, 1 for each sex, with 3-year courses, which include at present only advanced studies in English. These schools had 5 teachers in 1881–'82, with an enrolment of 110 and an average attendance of 83. A return from Dover shows also 2 high school rooms there, with 1 male and 1 female teacher and sittings for 96 pupils, but does not give the statistics of attendance.

OTHER SECONDARY TRAINING.

Fourteen academic institutions report from this State, most of them giving instruction in the classics and about half offering also modern languages. The Wesleyan Female College, Wilmington, has an academic preparatory course for such as intend to take the English collegiate course, adding Latin for those expecting to enter the classical course.

For statistics, see Tables VI and VIII of the appendix; for a summary, corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

STATE COLLEGE.

Delaware College, Newark, first opened as a preparatory school in 1830, then for some years known as Newark College, and finally chartered under its present title in 1867, has admitted both sexes since 1872. It has no preparatory department; its collegiate work is embraced in 3 courses: classical, scientific and agricultural, and literary. The last mentioned is open to all, but is more especially intended for young lady students. It embraces English studies, with German or French and Latin, as required parts of the course, Latin being optional in the senior year. The faculty includes 5 professors, besides the president; the students in 1881–'82 numbered 54, of whom 9 were graduated, 4 of them from the literary course, none from the classical. Students in the first session of the next year, 52.

COLLEGE FOR WOMEN.

Wesleyan Female College, Wilmington (Methodist Episcopal), was chartered in 1841 as the Wesleyan Collegiate Institute and in 1855 under its present title. It is the only college for women in the State; it has primary and preparatory as well as collegiate classes, and permits in the collegiate a choice between a 3-year English and a 4-year classical course. The former embraced at the last accounts English studies only; the latter added to these French, German, and Latin.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The scientific and agricultural department of the Delaware State College offers to students that can sustain an examination in the ordinary English school studies a well arranged course covering four years and leading to the degree of B. S. This includes Latin, French or German, civil engineering, the natural sciences, laboratory practice; some training in tillage, stock breeding and feeding, fruit and cereal culture; and the elements of veterinary science. Military drill is obligatory in the fall and spring terms. Selection of studies is allowed, but the full course is strongly recommended.

PROFESSIONAL.

No strictly professional schools appear to have been established. The State board of health examines candidates for medical practice who do not present diplomas from accredited medical schools.

SPECIAL INSTRUCTION.

EDUCATION OF DEAF-MUTES, BLIND, AND FEEBLE-MINDED.

Unfortunates of these classes continue to be either cared for by the authorities of their respective counties and by parents and friends or are sent for training to institutions in Pennsylvania and elsewhere. One feeble-minded youth from Delaware is reported in an

institution in Pennsylvania, and 13 deaf-mute pupils are in the Columbia Institution for the Deaf and Dumb, District of Columbia.

EDUCATION OF ORPHANS AND FRIENDLESS CHILDREN.

In a Home for Friendless and Destitute Children, Wilmington, about 700 in all had been under care and training up to the close of 1882, and out of about 70 inmates of the home some 50 were in the school connected with it.

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES H. GROVES, *State superintendent of free schools, Smyrna.*

[Mr. Groves, appointed in 1875, has held by successive annual reappointments since. Mr. Thomas N. Williams succeeds him in 1883.]

FLORIDA.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth 6 to 21 in 1880	----------	97, 224	----------	----------
Enrolled in public schools	*a*30, 548	*b*51, 945	21, 397	----------
Average daily attendance	*a*19, 729	*a*24, 923	5, 194	----------
SCHOOLS.				
Number of schools taught	*c*1, 165	*d*1, 239	74	----------
Average length of term in days	76	----------	----------	----------
Estimated value of school property	*e*$31, 510	*f*$89, 868	$58, 358	----------
TEACHERS.				
Number of men teaching	*g*654	678	24	----------
Number of women teaching	*g*328	448	120	----------
Whole number of teachers	*g*982	*h*1, 126	144	----------
PUBLIC SCHOOL EXPENDITURE.				
Amount expended for schools	*i*$83, 532	*h*$133, 260	$49, 728	----------

a 12 counties not reporting.
b 3 counties not reporting.
c 6 counties not reporting.
d 1 county not reporting.
e 25 counties not reporting.
f 10 counties not reporting.
g 8 counties not reporting.
h 5 counties not reporting.
i 13 counties not reporting.

(From biennial report of Hon. E. K. Foster, State superintendent of public instruction, for the years named.)

STATE SCHOOL SYSTEM.

OFFICERS.

The system of public instruction continued to be administered by a State superintendent, a State board of education, a board of public instruction and a county superintendent for each county, local school trustees, treasurers, and agents.

OTHER FEATURES OF THE SYSTEM.

The law provides that public schools shall be taught for at least three months each year, and any district neglecting to maintain them for that length of time forfeits its share of the common school fund during such neglect. They are sustained from the interest on that fund, a special tax of 1 mill on $1, and a county tax of not less than 2½ nor more than 4 mills on $1. The interest of the school fund and the proceeds of the 1-mill tax are distributed among the several counties according to the number of youth 4 to 21 years of age, but they are apportioned to the different schools in proportion to the average attendance of pupils between 6 and 21. The census of youth 4 to 21 and 6 to 21 must be taken every 4 years by the county tax assessor at the time of assessing taxes. Teachers' certificates are of three grades, the standards being fixed by the State superintendent. They are granted by county boards on examination and are good in the county for 1 year; they are also granted by the State superintendent, good in any part of the State during the time specified in them.

GENERAL CONDITION.

State Superintendent Foster reports that the cause of education advanced rapidly during the two years ending September, 1882, the number of public schools reported for that year being higher and the total enrolment greater than for 1879. The statistics for 1881 and 1882 also show advancement in most particulars, although it should be

noted that the reports are not sufficiently complete to render a comparison of much value. Thus, in 1881, 12 counties out of 39 failed to report the number of pupils enrolled, and in 1882 only 3 failed to give this item, while in both years 12 failed to report the number in average attendance. Still the amount spent for teachers' pay was greater in 1882 in almost every county; and this fact, the superintendent says, is worthy of notice as indicating an increasing demand for the public school and an encouraging growth in educational work. He hopes, however, that the time will come when teachers shall be paid according to their capacity and the character of their work, rather than on the basis of average attendance. He also suggests that the legislature enact a law with penalty attached requiring county superintendents to keep proper records and make full reports.

PEABODY FUND AID.

The trustees of this fund appropriated $1,900 for 1881–'82 in aid of graded schools at Gainesville, Starke, Quincy, Pensacola, and Tallahassee; with $1,825 for State scholarships in the Normal College at Nashville, Tenn., to prepare teachers for Florida schools.

CITY SCHOOL SYSTEMS.

OFFICERS.

There is no separate city school system in this State. City schools are controlled by county school officers and no separate reports are made.

STATISTICS.

Key West, including Monroe County, with a population of 10,940, reported 3,416 youths of legal school age, and 1,069 attending public schools, under 20 teachers; public school property was valued at $12,500, and about $7,000 were expended during the year for public schools.— (Return.)

Jacksonville continued at the last accounts to have the primary, grammar, and high schools reported in 1881, but no statistics of them have been received up to the time at which this goes to print.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

East Florida Seminary, Gainesville, organized in 1880 as a State normal school, is supported from the proceeds of the congressional land grant and gives free tuition to one student from each legislative district. There were 155 enrolled during 1881–'82, of whom 40 were in a normal course of study.

TEACHERS' INSTITUTES.

The State has long authorized the holding of teachers' institutes, but it appears that none were held in 1881–'82. The legislature is said to have since made an appropriation for them.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Little information as to the public high schools of Florida for 1881–'82 has reached this Office. That at Jacksonville reported in 1881 a 3-year course, in which instruction was given in the usual high school branches, the school serving for Duval County as well as for the city. There is also high school training at Tallahassee, in the West Florida Seminary, and at Gainesville, in the East Florida Seminary.

OTHER SECONDARY SCHOOLS.

For statistics of any academic schools reporting, see Table VI of the appendix, and for a summary, see the report of the Commissioner preceding.

SUPERIOR, SCIENTIFIC, AND PROFESSIONAL INSTRUCTION.

STATE UNIVERSITY.

The State constitution makes it the duty of the legislature to establish a State university, but as far as has been learned no steps had been taken in 1882 to establish more than the agricultural and mechanical departments of it. Provision for instruction in the professions of teaching, medicine, and law is directed to be made in this university, and at least one medical school is likely to avail itself of this.

SPECIAL INSTRUCTION.

EDUCATION OF THE BLIND, DEAF, AND OTHERS.

The constitution of 1868 says that "it is the paramount duty of the State to make ample provision for the education of all the children residing within its borders, without distinction or preference." But thus far the blind, deaf, feeble-minded, and children needing reformatory training do not appear to have had any benefit from this provision. Superintendent Foster now suggests that, as the census shows 119 deaf-mutes in the State, 78 of them within the school age, some institution should be provided in which they may be taught the mute language. Nothing is said as to provision for the other classes indicated, though there were 215 blind and 369 feeble-minded also shown by the census.

EDUCATIONAL CONVENTIONS.

COUNTY SUPERINTENDENTS' MEETINGS.

The school law makes it the duty of the State superintendent to call meetings of county superintendents and other officers for obtaining and imparting information on the practical workings of the school system and the means of promoting its efficiency and usefulness. No information has been received of such meetings for 1881–'82.

CHIEF STATE SCHOOL OFFICER.

Hon. E. K. FOSTER, *State superintendent of public instruction, Tallahassee.*

[Term, January 1, 1881, to January 1, 1885.]

Information has come that Mr. Foster, chosen for a second term, retired before its close and was succeeded by Mr. A. J. Russell.

GEORGIA.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6–18)	a229,872	261,884	32,012	
Colored youth of school age (6–18)	a231,144	234,889	3,745	
Whole number of school age	a461,016	b496,773	35,757	
White youth in public schools	153,156	161,377	8,221	
Colored in public schools	91,041	95,055	4,014	
Whole number in public schools	244,197	256,432	12,235	
Average daily attendance	149,908	164,180	14,272	
Youth in elementary private schools	33,493	33,304		189
Youth in academic private schools	7,841	6,383		1,458
Youth in collegiate schools	2,040	4,282	2,242	
Whole number in private schools	43,374	43,969	595	
SCHOOLS.				
Public schools for white pupils	4,053	4,297	244	
Public schools for colored pupils	1,704	1,815	111	
Public schools under local laws	298	239		59
Whole number of public schools	6,055	6,351	296	
Public schools reported as graded	163			
Public schools reported as high schools	10			
Private elementary schools	1,080	931		149
Private academic schools	119	99		20
Private and State collegiate schools	15			
Whole number of private schools	1,214			
TEACHERS.				
Number of teachers employed	6,128	6,351	223	
Teachers in private elementary schools	1,183	1,005		178
Teachers in private academic schools	227	198		29
Teachers in collegiate schools	98	224	126	
Whole number of teachers in private schools	1,508	1,427		81
INCOME AND EXPENDITURE.				
Receipts for public schools	$498,533	$584,175	$85,642	
Expenditure for public schools				

a Census of 1880.

b Including some corrections, and estimates for four counties not reporting, the superintendent makes this total 507,861.

(From reports of Hon. Gustavus J. Orr, State commissioner of common schools, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State there is a board of education composed of the chief State officers, with the governor as president; there is also a State school commissioner, appointed by the governor every two years, who is the chief executive officer of the State board; for each county there is a board of education of 5 freeholders, holding office for 4 years, which elects a secretary, who is ex officio school commissioner; for each subdistrict into which a county may be divided 3 trustees are appointed by the county board for local supervision.

OTHER FEATURES OF THE SYSTEM.

The State school fund is derived from a poll tax of not more than $1, from a special tax on shows and exhibitions and the sale of spirituous and malt liquors, from the half rental of one railroad and dividends on stock held in another, from the proceeds of commutation taxes for military service, from a tax on dogs, and from such other sums as may be authorized to be raised by general taxation. High schools are not provided for except in districts chartered before 1877, as the constitution since then provides for the elementary branches only. The schools are free and provision is made for the separate instruction of white and colored children. Each county board of education prescribes what text and reference books shall be used, provided it does not introduce any books of a sectarian or sectional character or exclude the Bible. Ambulatory and manual labor schools are provided for in the school laws, as well as evening schools for such youth over 12 years of age as are unable to attend the day schools; but thus far none have been reported. Teachers, to receive their pay, must report to the county commissioner at the close of each term; he to the State commissioner, who reports annually to the general assembly. Primary schools, free to all, must be taught at least 3 months of the year to entitle a county to its proportion of the State fund. But when from sparsity of population a county cannot maintain a school for that time, the board may provide schools of at least 15 pupils, to continue 2 months, in places convenient to a majority of the children, the terms of which may be so arranged that the same teacher may serve in more than one of said schools. Each county commissioner examines candidates for teaching; he must also visit the schools in his county twice a year, enumerate the school population quadrennially, distribute the school fund on the basis of such enumeration, and report annually to the State superintendent.

GENERAL CONDITION.

The condition of the public schools seems to have improved, the enrolment of pupils increasing by 12,235, the average daily attendance by 14,272, the number of teachers by 223, and the receipts for school purposes by $85,642. For obvious reasons, the large additions to the average attendance and to the funds for support of schools are especially encouraging. As the reported attendance in elementary private schools continued to sensibly diminish, the number of teachers in such schools falling off still more, it looks as if the free State system would eventually absorb the private pay schools.

AID FROM THE PEABODY FUND.

The proceedings of the Peabody fund trustees at their meeting in New York City, October 4, 1882, show that for 1881–'82 Georgia received from the fund $8,590, of which $3,700 went for normal scholarships at Nashville for Georgia students; $800 to the public schools of Americus; $1,500 to Atlanta University, for normal training of colored students; and $2,590 for State teachers' institutes.

KINDERGARTEN.

The report of the meeting of the State Teachers' Association indicates that there were at least 12 children under Kindergarten training in a school of the Misses Chase and Thornbury, at Albany, Dougherty County; but no report from it has been received. A prospectus of the Atlanta Female Institute, Atlanta, for 1882–'83, shows that a Kindergarten department was to be established in that seminary in the autumn of 1882, under the charge of a young lady trained at St. Louis, Mo.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

Cities of over 2,000 inhabitants may have independent school systems under boards of education or trustees of schools, mayors of cities and judges of courts sometimes being ex officio members. Augusta, Macon, and Savannah combine county and city systems,[1] and each city employs a superintendent.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Atlanta	37,409	10,554	4,752	4,465	73	$73,710
Augusta	26,874	6,056	3,026	1,486	44	.....
Columbus	10,123	3,655	1,548	1,148	27	13,933
Macon	12,749	3,413	1,831	1,209	35	22,382
Savannah	30,709	7,745	3,155	2,776	57	39,900

[1] Only statistics of the cities, however, are given in the table.

ADDITIONAL PARTICULARS.

Atlanta, for 1881–'82, reported 10 schools, 7 for white children and 3 for colored. The total enrolment was, in high schools, 221 girls and 111 boys; white pupils in grammar schools, 2,943; colored, 1,477. There was still a lack of room in all grades, and there was room for only half of the colored children of the city. The employment of colored teachers for colored pupils is said to be a success. Private and parochial schools enrolled 1,000 pupils.

Augusta had a graded system of schools, classed as primary, intermediate, grammar, and high schools, the studies in the primary grades occupying 3 years; in the intermediate and grammar, 2 years each; and in the high school department, 3 years. There were two normal classes, one for white teachers and one for colored.

Columbus had 7 school-houses, with 1,282 sittings, valued, with grounds, buildings, &c., at $39,700. In the primary schools 992 pupils were enrolled and in the grammar 556. The estimated enrolment in private and parochial schools was 275.

Macon reports 8 school buildings, with accommodations for 1,420 pupils; value of buildings, including grounds, &c., $55,500. The primary and grammar courses cover 7 years and the high school 2. There were 2 normal classes gratuitously instructed by the superintendent. The graduates of the high school for 1882 numbered 18 girls and 14 boys, 7 more than ever before graduated during one year. The superintendent reports, too, that a much higher proportion of the graduating class were trained in the public schools exclusively; also, that there had been a steady advance in attendance and deportment. The enrolment in private and parochial schools was 400.

Savannah had 7 white schools and 2 colored, with an enrolment of 1,658 girls and 1,497 boys. Two high schools had an average daily attendance of 147. Below the high schools there are 8 grades, beginning with the lowest elementary studies. Although the estimated value of school property was $105,500, the city was in need of more school room to accommodate the growing enrolment. In private and parochial schools there were 600 pupils.

TRAINING OF TEACHERS.

NORMAL DEPARTMENTS.

There is no school under State direction especially devoted to normal training, but State Commissioner Orr earnestly recommends that a State normal school be established. This he does on the ground that the constitution requires a thorough system of common schools; that to such a system thoroughly prepared teachers are necessary, and that these can only be secured by means of a normal school.

The Peabody fund, by means of an appropriation of $3,700 for scholarships, provided for a number of specially selected white students from this State at the Normal College at Nashville, Tenn.

The *Middle Georgia Military and Agricultural College*, Milledgeville, and the *North Georgia Agricultural College*, Dahlonega, both offered free normal instruction to students of either sex who wished to become teachers. Certificates of proficiency granted by the faculty enable their holders to teach without further examination.

Atlanta University (for the superior instruction of the colored race) presented a 4-year normal course, in which were 61 students, of whom 10 (young women) were graduated in 1882.

Clark University, Atlanta, gives a 4-year course of normal training for colored teachers.

The *Haven Normal School*, Waynesboro', for the instruction of colored teachers, assisted by the Freedman's Aid Society of the Methodist Episcopal Church, presented a 4-year course of study. There appears to have been an enrolment of 80 pupils, under 2 instructors, the same as reported the preceding year.

Some normal instruction was given to the teachers of public schools in Augusta and Macon by the superintendents, classes being held so as not to interfere with school duties.

TEACHERS' INSTITUTES.

Superintendent Orr reports that, failing to obtain an appropriation from the general assembly for holding teachers' institutes, he applied to the agent of the Peabody fund for the necessary means, and had $2,000 put at his disposal. With this sum he conducted 3 institutes, at Americus, in South Georgia; Milledgeville, in Middle Georgia; and Toccoa, in North Georgia. Several eminent gentlemen visited the institutes and delivered lectures. They were held during the entire month of August. The one at Americus, W. H. Baker, superintendent, had an attendance of 41 white teachers and 41 colored, representing 22 counties. Daily instruction was given in common English branches and in the practical work of teaching. The institute held at Milledgeville, B. M. Zettler, superintendent, enrolled 68 white teachers and 47 colored, with an average daily attendance of 71 during the session of 4 weeks. In addition to the regular exercises, each

Friday was given to the discussion of questions relating to difficulties and matters occurring daily in school. The institute held at Toccoa, H. C. Mitchell, superintendent, had in attendance 45 white and 10 colored teachers and 15 county commissioners, representing 30 counties. The common branches were taught, with instruction in the hygiene of the school room and analysis of English poetry. The institutes are said to have accomplished much good for the educational interests of the State.

EDUCATIONAL JOURNAL.

The proceedings of the Georgia Teachers' Association for 1882 show that a periodical, entitled the "Musical Eclectic and Journal of Education," was established in the spring of that year at Macon.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No provision is made in the constitution of 1877 for high school instruction in the public schools, but in a few cities and counties under local laws high schools are sustained. Atlanta, Augusta, and Savannah in 1881–'82 had each 2 separate high schools for whites, with courses of 3 and 4 years. Augusta had also one for colored youth. Those at Atlanta had 332 pupils, of whom 40 were graduated in 1882. The one for white girls at Augusta reported an enrolment of 100; that for white boys and girls, an enrolment of 22, under 3 teachers. The full course was 3 years. The cost for each enrolled scholar is reported to have been only $2.17 a month. Statistics of the third school (for colored boys and girls) are not given, but the school is said to be thoroughly taught. Macon Central High School, for white boys and girls, had 3 teachers and 111 pupils, of whom 32, the highest number ever reached, were graduated in 1882. At Savannah there was a high school for boys and also one for girls, with courses of four years and an enrolment of 186 pupils, under 5 instructors.

OTHER SECONDARY SCHOOLS.

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.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Georgia, Athens (non-sectarian), had for 1881–'82 collegiate, law, and medical departments. In the collegiate department there were 10 schools, but instruction was given in scientific and literary courses of four years each. The total number of students in all the departments, including four branch colleges, was 900.

Seven other institutions of different grades, but all claiming collegiate rank, present themselves, namely: Atlanta University and Bowdon College (non-sectarian), Clark University and Emory College (Methodist Episcopal), Methodist College (Methodist Church South), Mercer University (Baptist), and Pio Nono College (Roman Catholic). These all had classical courses of four years, some of them beginning at a low point, and all but Mercer did some preparatory work. College Temple, Newnan (non-sectarian), presents preparatory and collegiate courses, but not of high grade. Atlanta steadily advancing and Clark beginning full collegiate instruction, gave some industrial training to both sexes, teaching the young men the elements of mechanical trades and farming, and the young women cookery, nursing, sewing, and housework. Pio Nono offered graduate instruction, but had no students beyond the sophomore year. Clark University presented an English classical course.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Atlanta and Clark Universities, Bowdon College when last heard from, and College Temple gave equal instruction to young women. There were 16 institutions reported for young women alone, all giving instruction in music, drawing and painting, and modern languages. For statistics, see Table VIII of the appendix.

SCIENTIFIC AND PROFESSIONAL TRAINING.

SCIENTIFIC.

The State College of Agriculture and the Mechanic Arts offered courses of 4 years in agriculture, horticulture, and natural history; engineering; and chemistry; with a course in building and architecture of undefined length. To aid in the instruction in chemistry, the citizens of Athens gave a 3-story building, 100 by 50 feet, costing $25,000, and the

legislature added $15,000 to equip this with requisites for chemical and physical work, as well as with aids to instruction in engineering. Some scientific training was offered also in the four branch agricultural colleges and in the courses of Atlanta and Clark Universities; while at Mercer University, Emory College, and Pio Nono College there were special scientific courses, of 3 years in Mercer and Emory and of 4 at Pio Nono.

For statistics, see Tables IX and X of the appendix; for a summary of them, like tables in the report of the Commissioner preceding.

Of the 9 schools for superior instruction of young women mentioned on page 45 of the report for 1881 as having laboratories and apparatus for illustration of instruction in chemistry and physics, all but 3 continued to report these (Andrew College, Cuthbert, and Monroe College, Forsyth, not heard from, and Georgia Female College, Madison, said to have lost its buildings by fire). College Temple, Newnan, and Wesleyan Female College, Macon, are to be added to the list of those with such aids, and Columbus Female College, Columbus, reports considerable additions to its means of training in science.

PROFESSIONAL.

Theological instruction continued to be given to some extent in Atlanta University (Congregationalist), Atlanta Baptist Seminary, and Clark University (Methodist Episcopal), all at Atlanta and all for colored youth, as well as at Emory College, Oxford (Methodist Episcopal South), and at Mercer University, Macon (Baptist). Theological class at Atlanta University, 4 in 1882; at the Baptist Seminary, 44; at Mercer, 13; at Clark and Emory, some theological students in the courses, though not separately indicated.

Legal training, covering a collegiate year, was given at the University of Georgia and at Mercer University (the former recommending two years of study). Graduation admits to practice in any of the courts of the State except the supreme court. For men of business, there is at the former a course of instruction in legal forms and mercantile law to which seniors in some of the college courses are admitted. Professors and lecturers at the University of Georgia, 6; at Mercer University, 3.

Medical instruction has been brought under control in this State by an act of September 27, 1881, to regulate the granting of medical diplomas, which forbids the granting of a medical diploma to any person that has not attended two or more full courses of study in some regularly chartered medical college in good standing and passed an examination satisfactory to the professors of said college in all the branches usually taught in such colleges. A further act of September 28, 1881, regulates medical practice by requiring that no one shall practise medicine in the State without legal authority to do so, evidenced first by a diploma granted by an incorporated medical college, medical school, or university, and next by registration in the office of the clerk of the superior court of the county in which he practises.

The "regular" schools for instruction were in 1882, as in 1881, Atlanta Medical College and Southern Medical College, both at Atlanta, and the Medical College of Georgia, Augusta, a department of the University of Georgia, the first with 12 instructors, the second with 11, and the third with 15. All required the customary 3 years of study under a medical preceptor, with attendance for at least 2 years on the regular lecture courses, which are stated to be of only 19 weeks each at the Southern College, of 18 at the Atlanta College, and of 17 at Augusta, all 3 below the standard of the American Medical Association. The Savannah Medical College is reported to have suspended in 1880.

The College of American Medicine and Surgery, with 6 professors, and the Georgia Eclectic Medical College, with 8, the only schools other than the "regular" schools above mentioned, both had the same general requirements as those above referred to, but the annual lecture course at the latter was 20 weeks; at the former, only 16 weeks.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Georgia Institution for the Education of the Deaf and Dumb, at Cave Spring, in 1882, had 86 pupils, 17 of whom were only semi-mute. There were 5 instructors; 1 of them was a deaf-mute and 2 were semi-mutes. The method of instruction was manual, the common English branches being taught, with shoemaking as the leading industrial occupation.

There is no official report available respecting the education of the blind in Georgia during 1882.

EDUCATIONAL CONVENTION.

TEACHERS' ASSOCIATION.

The sixteenth annual session of the Georgia Teachers' Association convened at Augusta May 2, 1882. There were 60 members present, President G. M. Dews in the chair. The first day was given to addresses, and in the evening session there was an interesting

discussion on "Methods of increasing the interest of the teachers in the association and its objects." There was a notable increase of members and visitors on the second and third days. Text books and the common English branches were discussed, and some of the methods of Kindergarten instruction were illustrated by Misses Chase and Thornbury, with 12 little children from their school at Albany. The members were encouraged by the result of the meeting and adjourned to meet at Athens in May, 1883.

CHIEF STATE SCHOOL OFFICER.

Hon. GUSTAVUS J. ORR, *State school commissioner, Atlanta.*

[Fifth term, January 1, 1883, to January 1, 1885. Mr. Orr has been reappointed for another term.]

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ILLINOIS.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6–21)	1,002,222	1,037,567	35,345	
Enrolled in graded public schools	277,586	295,620	18,034	
Enrolled in ungraded public schools.	419,909	417,811		2,098
Whole number in public schools	697,495	713,431	15,936	
Average daily attendance in them	425,858	452,485	26,627	
Pupils in private or church schools	59,924	67,380	7,456	
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	11,598	11,529		69
Number with 5 months' school or more.	11,398	11,339		59
Districts with schools of less than 5 months.	87	113	26	
Districts that had no schools	113	77		36
Districts reporting libraries	879	895	16	
Volumes in these libraries	58,133	59,855	1,722	
Public school-houses	11,936	11,914		22
School-houses built in the year	266	304	38	
Whole number of public schools	a11,962	a11,948		14
Graded schools, excluding high	948	976	28	
Number of high school grade	115	144	29	
Average time of schools in days	149	150	1	
Valuation of public school property.	$16,773,510	$17,994,176	$1,220,666	
Private or church schools	628	706	78	
TEACHERS AND THEIR PAY.				
Men teaching in public schools	8,438	8,076		362
Women teaching in public schools	13,695	14,225	530	
Whole number, male and female	22,133	22,301	168	
Number of these in graded schools	5,164	5,464	300	
Number that attended institutes	7,638	6,657		981
Whole number of different teachers.	19,919	19,649		270
Average monthly pay of men	$44 17	$46 86	$2 69	
Average monthly pay of women	35 49	37 76	2 27	
Teachers in private or church schools.	1,547	1,789	242	
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$7,922,169	$8,280,450	$358,281	
Whole expenditure for them	7,858,414	8,567,675	709,261	
STATE SCHOOL FUNDS.				
Amount of such funds reported	$9,247,281	$9,372,754	$125,473	

a Buildings occupied by schools.

(From printed report of Hon. James P. Slade, State superintendent of public instruction, for the two years indicated, with written return from him for the former year and from his successor, Hon. Henry Raab, for the latter year.)

STATE SCHOOL SYSTEM.

OFFICERS.

A superintendent of public instruction has the supervision of all the common schools of the State, and it is his duty to report their condition biennially; a county superintendent visits the schools in each county to note the methods of discipline and teaching, and to assist teachers and school officers in improving them; while in each township a board of three trustees of schools has charge of public school-houses and sites, and under certain restrictions may divide or create districts, in which districts, however, when created, boards of 3 school directors[1] have supervision and control. All these officers are elected by the people, the State and county superintendents for 4 years, the others for 3 years, with annual change of one. By act of 1873 women were made eligible to any school office in the State and several have proved efficient county superintendents.

OTHER FEATURES OF THE SYSTEM.

The common schools of each district are free to all of school age (6–21) residing therein, irrespective of color. The studies to be pursued and the text books to be used are determined by the local school authorities; but no sectarian instruction is allowed and no change of text books may be made oftener than once in four years. The minimum school period which will entitle districts to a share of the school fund embraces 110 days of actual teaching in one year. The required studies are spelling, reading, writing, arithmetic, grammar, and geography; also, for higher classes, the elements of the natural sciences, United States history, physiology, and the laws of health. Other branches may be introduced at the discretion of the directors or voters of a school district. Free instruction is given in two State normal schools and in a State University. Persons undertaking to teach in any public school must prove their qualifications, moral and educational, before the proper officers, and must obtain certificates from them to secure employment; teachers must report, in legal form and time, to receive pay for their work. Towards this pay for teachers Illinois appropriates $1,000,000 annually. To prolong the yearly instruction to 9 months the directors of districts and the authorities of villages and cities are authorized to levy any year a tax on property not to exceed 2 per cent. for educational and 3 per cent. for building purposes. The State appropriation goes to townships, villages, and cities in which schools are taught 110 days, according to the number of persons under 21 years of age, as ascertained by an annual census. Any surplus of district, village, or city school funds may be expended for libraries and apparatus, and the statistics of the preceding table show that 895 districts have availed themselves of this permission.

GENERAL CONDITION.

In Illinois, with an increase of 35,345 in children of school age, there were fewer public schools reported by 14, fewer school-houses by 22, and fewer teachers by 270; notwithstanding this, 15,936 more pupils were in the State schools and 26,627 more were in average daily attendance. In new buildings for public schools there was an increase of 38 and public school property was rated $1,220,666 higher. Of the schools 1,120 were graded and 144 of these were high schools, an increase of 57 graded schools in all. In the graded schools 295,620 pupils were enrolled (41.4 per cent. of the whole public school enrolment), an increase of 18,034 pupils, or of more than 1½ per cent., while attendance in ungraded schools fell off 2,098. Receipts were $358,281 greater than in 1880–'81 and expenditures $709,261 higher, the latter partly due to an increase in the pay of teachers, averaging $2.69 a month for men and $2.27 for women.

IMPROVEMENTS RECOMMENDED.

While speaking well of the State school system as a whole, Superintendent Slade suggests and urges improvements at some points. As to text books, he says that, notwithstanding an explicit law for uniformity, many school boards do not prescribe the books for use within their districts and that in many other cases the books prescribed are not used because of the opposition of parents unable or unwilling to procure them. From this and other causes several different books are frequently in use in the same class, embarrassing the teacher and hindering effective work. He therefore urges the passage of a law by which school boards shall be authorized to purchase the text books for use in their respective schools and to furnish them to pupils without charge, except for misuse; the expense of this would be much less to a whole district than the present plan of individual purchase, and the advantage to the teacher and pupils from uniformity of books would be very great.

As to county superintendency, he repeats his recommendations (1) that only men of

[1] Districts with 2,000 or more inhabitants are exceptions as to the number and title of the school board. See School Systems of Cities with 7,500 or More Inhabitants, p. 52.

women whose qualifications have been carefully ascertained should be made superintendents; (2) that superintendents be required to inspect the schools of their counties, being allowed assistants for this purpose in the larger counties; and (3) that the pay of such officers be increased. The experience of the last two years has convinced him of the necessity of these amendments. As the present law leaves it to county boards to say whether county superintendents shall inspect the schools or not, only about one-third of the schools were visited by them in 1882. The amount paid county superintendents in 1872 was nearly double ($123,730) the amount paid in 1882 ($74,841), although the number of schools was smaller. In 1872, 9,243 schools out of 11,396 were visited once and 2,250 more than once; in 1882, 4,434 schools out of 11,948 were visited once and 941 twice. The pay has been so reduced that in more than two-thirds of the counties the best paid teachers could only accept the office of county superintendent at a pecuniary loss unless they failed to give their whole time to their work.

Compulsory education of children 8 to 15 years of age is also urged; and it is understood that the legislature to which the report embodying these suggestions was presented enacted a law to secure it.

KINDERGÄRTEN.

More than 20 of these means of instruction are reported in Illinois for 1881–'82, for statistics of which, see Table V of the appendix.

At Cook County Normal School 8 Kindergartners were graduated in December of the school year 1881–'82.

Under the auspices of the Free Kindergarten Association of Chicago, a new impulse was given to this class of instruction and its advantages were brought within the reach of a much larger number of children. The association seeks to extend these advantages to the poor as fast as funds and teachers can be secured.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

Chicago, under a special law for cities with more than 100,000 inhabitants, has a board of education of 15 members appointed by the mayor, with the advice and consent of the common council. Cities and school districts with 2,000 or more inhabitants not governed by special law have elective boards of education of 6 members till the population reaches 12,000, when 3 more members are added, and so on for every subsequent addition of 10,000 inhabitants. One-third of each board is liable to change each year. In most cases these boards employ superintendents and delegate to them the supervision of schools. Chicago has also a deputy superintendent.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Belleville	10,683	4,687	2,127	1,802	42	$27,552
Bloomington	17,180	8,700	3,441	2,451	67	50,169
Chicago	503,185	155,166	*a*73,015	*a*48,615	*a*1,032	*a*1,148,480
Decatur	9,547	3,487	2,016	1,503	31	22,967
Elgin	8,787	2,911	1,658	1,091	25	18,236
Freeport	8,516	.....	1,760	1,356	33	23,057
Ottawa	7,834	3,254	1,597	.....	27	22,877
Quincy	27,268	9,993	3,801	2,363	60	51,973
Rockford	13,129	4,658	2,289	2,166	55	34,657
Rock Island	11,659	3,590	2,233	1,575	39	27,516
Springfield	19,743	.....	2,930	2,139	50	33,786

a Including the statistics of evening schools, which enrolled 4,401 and had 952 in average attendance, under 50 teachers.

ADDITIONAL PARTICULARS.

From Alton, Aurora, Cairo, Danville, Galesburg, Jacksonville, Joliet, and Peoria no information for 1881–'82 has been received.

Belleville, according to written returns, increased by 155 its youth of school age, by 136 its public school enrolment, and by 2 the number of teachers in 1881–'82; but showed a loss of 12 in average attendance; school property was rated $15,425 higher. To remedy overcrowding, the city board was preparing to make additions to the school buildings; the improved arrangements, it was hoped, would better accommodate the different grades, which were 8 in number, there being no high school. German appears to have been taught in all the grades by German teachers. Private and parish schools enrolled 675

pupils. It was from superintendent of schools in this city that Mr. Raab was promoted in 1882 to be State superintendent.

Bloomington shows for 1881–'82 an increase in youth 6 to 21. School property was rated at $300,200; the sittings for study numbered 3,100. The schools were held for 175 of 180 school days of the year in 10 different buildings, one of which contained 3 high school rooms. To aid in preparation for the various manufacturing pursuits open to pupils in the place, industrial drawing formed a part of the school course.

Chicago, reporting fully, both in print and by written return, indicates for 1881–'82 a growth of 18,131 in youth of school age and an additional enrolment of 5,473 in its day schools, with an additional daily average attendance of 3,462, under 54 more teachers. There were also 1,057 more enrolled in evening schools, with 98 more in average attendance. It seems from these figures that, with 7,038 additional pupils reported in private and church schools, more than 74 per cent. of the 18,131 new school youth were brought under instruction of some kind. One of the evening schools was a high school, in which advanced mathematics, book-keeping, chemistry, mechanical drawing, and stenography were taught. This had 274 pupils on its roll, most of whom were to attend only on alternate evenings; average attendance, 65. An evening school for newsboys was also held under city teachers at the Newsboys' Home, with an enrolment of 195 and an average attendance of 37. In the day schools instruction in German made considerable progress; two more schools began the language and the pupils studying it increased from 4,827 to 5,332; many of the most successful teachers of it were graduates of the city high schools. The 5 city schools for deaf-mutes were continued during the year under the same teachers, with 2 more pupils (57 in all); instruction in the articulation method was given to such as desired it, and instruction in morals and manners once a week. In the schools generally discipline is said to have been improved under the milder system of the last few years. Instead of teaching pupils to memorize merely, an attempt was made to teach them to observe and think. Drawing was prosecuted with new interest, especially in the higher grades and as a preparation for industrial and mechanical pursuits. Singing, under the interval system, is reported to have made great progress. Five new school-houses, with accommodations for 4,347 pupils, were completed at a cost of $232,639, school property advancing from $2,763,396 to $3,456,810. Other buildings were in process of construction.

Decatur gave all its teachers better pay; with 49 more children of school age, 104 more were enrolled and 101 more were in average attendance. The estimated value of school property was $106,000.

The increased enrolment in the public schools of *Elgin* almost equalled the increase in youth of school age, and with only two more teachers there were 191 more in average daily attendance. The valuation of school property was $12,170 higher than in 1880–'81 and accommodations were afforded for 136 more pupils.

Freeport, enrolling 60 more children in public schools, had 6 more in average attendance under 2 more teachers. In schools other than public there were 260 more pupils than in the previous year.

Lake and *Hyde Park* (townships in the suburbs of Chicago, with a total population of 34,096) are reported together by the superintendent of the Cook County schools. They included 7 districts, with 24 schools, all graded and 3 of them high. Out of a school population of 11,403 these schools enrolled 7,680 pupils, under 134 teachers. There are 8 grades below the high school. Drawing and music were taught, the former up to the sixth grade, the latter throughout the whole eight grades. The high school courses beyond these were of 3 years. The Cook County Normal and Training School prepared teachers for all the county schools, and was to have the author of the Quincy methods at its head in 1883. School property in Lake and Hyde Park was valued at $495,205.

Ottawa reports for 1881–'82 3 fewer teachers. School property was rated $1,110 higher. Estimated number in private and church schools, 273.

Quincy, with an increase of 452 in youth of school age, enrolled in its public schools 204 more and had 75 more in average daily attendance, under 3 additional teachers. The superintendent says that of children 6 to 16 years of age 54 per cent. attended public schools and 25 per cent. private or church schools. Seven additional rooms in a new building were occupied in December to accommodate the increased attendance, which, however, was afterwards diminished by an outbreak of disease. To this loss in attendance a decision of the supreme court of the State that colored children must be admitted to all schools equally with whites also contributed, many of the colored children being withdrawn from their own schools, although there was no accommodation for them in the schools for whites. The grades below the high school were changed from 7 to 8, the high school retaining its 4-year course, in which German, Greek, and Latin are optional. Drawing and music run through the 12 years.

While *Rockford's* public schools enrolled fewer pupils by 355, notwithstanding an addition of 526 to the youth of school age, the city increased its average attendance by

170 and its enrolment in other than public schools by 320, gave its teachers better pay, and added 210 new sittings to its public school accommodations, the valuation of school property advancing $11,159. Grades, primary, grammar, and high.

Rock Island, in returns for the 2 years ending June 30, 1882, reports the school population and number of teachers unchanged, with a decrease in the latter year of 15 in enrolment and of $2,700 in valuation of school property, but an increase of 11 in average attendance on public schools and of 144 in the enrolment in other schools.

Springfield enrolled 138 more pupils in 1881–'82, and had 66 more in average attendance, with 3 more teachers. The schools were uncomfortably crowded but the work of the year appears to have been successful. There are 8 school grades below the high school, the courses in which were of 4 years. Drawing and music formed a part of the instruction in primary and grammar grades, and the former was continued through the high school course. A teachers' institute, held every month during the school session, appears to have been of great practical value.

TRAINING OF TEACHERS.

STATE, COUNTY, AND CITY SCHOOLS FOR NORMAL TRAINING.

The *Illinois State Normal University*, Normal, and the *Southern Illinois Normal University*, Carbondale, both under State direction, continued in 1881–'82 their work of preparing teachers for the public schools, with incidental instruction of many others.

The Illinois Normal, with 14 regular instructors and 136 pupil teachers, had 474 different normal students in its 3-year course, 2 graduate students, 8 in special science studies, and 288 in the model school, which contains primary, grammar, and high school grades; total for the school year 1881–'82, deducting 40 counted twice, 732. In a special summer normal term for teachers, held in August, 1882, 261 were present at least 6 days each, of whom 171 had never been in the regular normal classes.

The Southern Illinois, which had 12 regular instructors and 22 pupil teachers, reported for the same period 184 different normal students in its 3 and 4 year courses, with 223 in the preparatory training school, 407 in all. At this school there was also a vacation summer institute in 1882, at which 59 were present.

Cook County Normal School, Normalville, prepares teachers for the schools of that populous county in a regular course of 3 years, of 3 terms each year, and in a special professional course which may be completed in 4 terms by graduates of high schools and persons with equivalent preparation. Its training school of primary and grammar grades exhibits and affords opportunity for practising the best methods of teaching, discipline, and classification. There was also a Kindergarten department, from which, at the close of 1881, 8 Kindergartners were graduated. Pupils in 1881–'82 in normal department, 202, under 10 instructors; in preparatory department, 162; in training school, 183; total, 547. Graduates of the year, 40.

A renewal in some form of the work of training teachers to supply vacancies in the Chicago city schools has been recommended by successive superintendents since the abolition in 1878 of the training class at the city high school, but the reports of the school board and superintendent for 1881–'82 give no indication that such a renewal is contemplated.

At Springfield a monthly teachers' institute for discussion of improved methods in all school work appears to serve the purpose of a continuous training school for the teachers in that city.

OTHER NORMAL TRAINING.

Fourteen academic schools offer instruction in school law, school studies, methods of discipline, &c., to persons desiring teachers' certificates or a better preparation for school work, and in 13 collegiate institutions normal training was continued. In addition to these means of normal training outside of the State normal schools and the Cook County Normal School, several private summer normals were in operation.

TEACHERS' INSTITUTES.

Of this important class of agencies for improving teachers already in the schools and of preparing candidates for effective future school work, 147 were held by county superintendents and 17 by other persons in 1881, covering 1,385 days in all and enrolling 7,638 teachers, at an expense to the counties of only $673. Besides these, 676 other meetings of teachers in townships and school districts were held for mutual improvement. In 1882 there were 151 institutes reported as held by county superintendents and 62 by other persons, covering 1,577 days and enrolling 6,657 teachers, at an expense to the counties of only $742. Of other teachers' meetings in townships or districts 519 were reported. This record for both years shows a decrease from 1880 in the number of institutes held and the number attending them. The Chicago Institute of Education cultivates pedagogy.

EDUCATIONAL JOURNALS.

Of these valuable aids to teachers there were 11 in this State in 1882: the Normal Journal, Carmi, in its first volume and the beginning of the second, which seems also to have proved its last; the Practical Teacher, Chicago, in its fifth; the Present Age, Chicago, in its first; the Western Educational Journal, Chicago, in its third; the School Herald, Chicago, in its first; the Schoolmaster, Chicago, in its second; the Normal Mirror, Danville, in its first; the American Educator, Lockport, in its seventh; the Normal Worker, Morris, in its third; the Illinois School Journal, Normal, in its first; and the Iapi Oaye, or Word Carrier, published at Chicago, in Indian and English, for the Dakota Mission at the Santee and Yankton Agencies, Nebraska. All are monthlies except the Present Age, which is a weekly.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Superintendent Slade, in his excellent report for 1881–'82, gives statistics of 144 high schools belonging to the State school system, such only being in the list as had courses of 3 years or more. Of the 144 reported, 81 had courses covering 3 years; 3, courses between 3 and 4 years; 4, courses that might be of either 3 or 4 years, as students and parents should desire; 55 had 4 years in the regular course; and 1 had 5 years. One of these high schools had a session of only 6 months; another, of 7 months; 42, sessions of 8 months; 12, sessions covering more than 8 months but not reaching 9; while 62 had 9 months; 1, 9½ months, and 25 had 10 months. The enrolment in the schools thus enumerated reached 11,004 within the year; the average attendance, 9,060, or 82.4 per cent. of the enrolment. The teachers employed numbered 370, at salaries ranging from $20 a month to $250. The yearly cost for each pupil enrolled was only $23.21 for tuition, or $26.08 for tuition and incidental expenses. Thirteen of these high schools had separate buildings, valued, with grounds and furniture, at $399,250. A hundred and twenty-one of them had libraries, the volumes in these numbering 26,390, libraries and apparatus being valued at $69,018. Such full statistics as to schools of this class are rarely to be had, many States making no report of them and other States only brief and incomplete reports.

OTHER SECONDARY SCHOOLS.

Statistics of business colleges, private academies, independent preparatory schools, and preparatory departments of colleges and scientific schools may be found, as far as reported to this Bureau, in Tables IV, VI, VII, IX, and X of the appendix to this report; summaries of them, in corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The only institution for superior instruction under State direction was the Illinois Industrial University, Urbana, chartered in 1867 and organized in 1868. In its college of literature and science the chief studies of a good classical course are presented in a school of ancient languages. French and German are taught in the school of English and modern languages. The standard of admission to the university has been rising gradually for several years. As to the technical courses, it was satisfactory in 1882; but it is urged that the requirements for admission to the literary and classical courses should be immediately advanced. Preparatory instruction at the university, which it was hoped might be dropped in 1881, was continued; but as the State high schools become more efficient the faculty hope to be able soon to leave to them all preparatory work. In 1882 the list of schools allowed to send their graduates into the freshman classes without examination numbered 30, while 10 other schools examined candidates for admission, the papers being sent to the university for final decision.

As to other training in the 3 additional colleges and 2 scientific schools of the university, see Scientific and Professional Instruction, p. 56.

Besides the State University, 28 schools of recognized collegiate standing were on the list of this Bureau as colleges for young men or for both sexes in 1882, for statistics of which, see Table IX of the appendix. Of the 28 all but 3 make report in some form for the year. One of the 3 exceptions, Rock River University, Dixon, has not been heard from for several years; the other 2, Abingdon College, Abingdon, and Carthage College, Carthage, reported for 1881. The remaining 25 continued with but little change the preparatory, classical collegiate, and scientific collegiate courses that have been noticed in preceding years, the preparatory courses ranging from 1 to 3 years; the collegiate generally covering 4, though Rock River when last heard from had only 2 in its scientific course, and Monmouth only 3; Wheaton College, in its philosophical and laureate courses,

3; Lincoln University, in a ladies' course, 3. Almost all included 2 or more modern languages with their courses in the ancient languages; at least 23 taught music, most of them offering also instruction in drawing and painting; while 16 presented facilities for business training and 2 of them for telegraphy also. A few allowed elective courses, but did not advise them, and 9 afforded instruction in elocution and voice culture under special teachers. Lincoln University had prescribed courses for the degrees of A. M., M. S., and M. PH.; Illinois Wesleyan College, courses for graduates and non-residents, leading to the degrees of PH. B. and PH. D.

Eleven of the colleges report for 1881–'82 donations for buildings, current expenses, payment of debts, &c., amounting to $227,699. The amount in each case, the names of donors, and purpose of gifts may be found in Table XXIII of the appendix.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Twenty-four of the colleges for young men or for both sexes (including the Industrial University) offered women substantially the same opportunities for instruction as young men. Lincoln University, while opening all its courses to women, offers to such as desire it a shorter course of 3 years.

For women only there were 11 schools reputed to be of collegiate or approximate rank, for statistics of which, see Table VIII of the appendix. Of these all but one show preparatory courses of 1 to 3 years and classical collegiate of 4 years, 4 having also scientific courses and the same number adding literary or graduate courses. Instruction in music, drawing, painting, and in the French and German languages appears to be offered in them all.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Of the 4 colleges that make up the Illinois Industrial University, 3 are distinctively scientific: the College of Agriculture, which gives instruction in scientific farming, gardening, orchard and plant culture, and in the care of farm animals; the College of Engineering, with schools of mechanical, civil, and mining engineering and architecture; and the College of Natural Science, with schools of chemistry and natural history. There is also a school of military science. The course in each of the 3 colleges covers 4 years; that in the school of military science begins with the third term of the freshman year and covers 2 years. A school of art and design aids the instruction in engineering and architecture and affords teachers in the public schools an opportunity to prepare for their school work in this direction. A school of domestic science, which existed up to 1880, does not appear in the report of 1881 or 1882.

Of the 28 other colleges in the State for young men or for both sexes all but 4 had scientific courses in 1881–'82 or slightly different ones entitled philosophical. The University of Chicago offered also training in astronomy, both to special students and to those in the regular collegiate courses, it having a well equipped observatory, with a special superintendent and instructor. St. Viateur's College and Chaddock College offered instruction in telegraphy.

In Chicago a movement was on foot for the establishment of a manual training school similar to that of Washington University, St. Louis, Mo., to give young men an opportunity for training in the use of tools and in the elements of the industrial sciences.

A school for supplementing the studies of the public system by instruction in scientific agriculture and horticulture for the benefit of farmers' sons, established in 1868 at Sugar Grove, Kane County, by the school authorities of that place, with aid from Mr. Thomas Judd, is reported as still continued.

PROFESSIONAL.

Theology was taught in 1881–'82 in at least 14 collegiate and theological schools[1] with courses of 3 or more years and in at least 4 others with courses of 2 years. These figures, however, do not clearly represent the standards of the several schools, as some of the 3-year courses followed 5 or 6 years of preparatory and collegiate study, while some of four years were preceded by only a small amount of such study. In several cases, too, the secular and sacred training went together; in others the latter followed the former. The theological department of Jubilee College (Protestant Episcopal) remained suspended, though plans were on foot for its reopening. Carthage College (Lutheran), which had a German theological class of 5 students in 1881, gives no information as to the instruction in it in 1882. Lombard University (Universalist) and Wheaton College (Wesleyan) instituted theological courses, of 4 years in the former case and 3 in the latter, for the year 1881–'82.

For statistics of all these schools, see Table XI of the appendix.

[1] Two of the schools here referred to — the Chicago Theological Seminary (Congregational) and the Presbyterian Theological Seminary of the Northwest — received in 1881–'82 donations amounting to $119,638. For particulars of these gifts, see Table XXIII of appendix.

Law was taught, as before, in the Bloomington College of Law of Illinois Wesleyan University, Bloomington, and in the Union College of Law of the University of Chicago and Northwestern University, near by, as well as in the law department of McKendree College, Lebanon, while Chaddock College, Quincy, instituted for 1881–'82 a law department. In the first 2 and last of these the course covered 2 years of 36 weeks each; at McKendree, 2 years of 40 weeks. At the Union College and at Chaddock a fair English education was expected of matriculates; at the others there was no requirement on this point.

For statistics, see Table XII of the appendix.

Medicine was taught in "regular" schools at the Chicago Medical College (a department of Northwestern University), the College of Physicians and Surgeons, Rush Medical College, and Woman's Medical College, all at Chicago. At a new school, the Quincy College of Medicine, also, "regular" instruction was begun in October, 1882. All had the common requirements of 3 years' study under a medical preceptor and of attendance on at least 2 annual lecture courses, varying in length from 20 to 24 weeks. All but Rush required an examination for admission except where there was evidence of a fair English education, and Rush was to require this from 1883. All had graded courses of study and desired to have these cover 3 years.

Of the schools not classified as "regular," there were continued the Bennett College of Eclectic Medicine and Surgery, the Chicago Homœopathic Medical College, and the Hahnemann Medical College and Hospital, all in Chicago. The requirements for graduation in the 2 schools first named were similar to those above, but the lecture courses were longer, being 26 weeks annually in the first and 29 weeks in the second. In the Hahnemann Medical College there were "two full lecture courses," with 26 weeks in each year.

The Chicago College of Pharmacy maintained essentially the same requirements as before, namely, 4 years of service in a pharmacy and 2 years' attendance on the collegiate lecture courses of 20 weeks each.

For statistics of all these schools, see Table XIII of the appendix.

A law of July 1, 1877, requires that in this State all persons desiring to practise medicine, if not graduates or licentiates of a medical school, shall be examined by the State board of health, a certificate of qualification from which board becomes a license. Those who possess diplomas of graduation from such schools must present them for verification as to their genuineness, and the certificate of the board that the diploma is of a satisfactory character renders it a valid license to practise. The certificates given are to be recorded in the office of the clerk of the county in which the holder resides, and a list of such certificates, indicating the persons by whom they are held, is to be always kept ready for inspection.

SPECIAL INSTRUCTION.

TRAINING OF THE DEAF AND DUMB.

The *Illinois Institution for the Education of the Deaf and Dumb*, Jacksonville, continued in 1881–'82 its instruction in school studies and in industries that prepare for self support to an average of 501 pupils, under 29 teachers, at a cost of $96,538. The number under instruction during the year was 550. Large as this number seems, the superintendent says that it includes only about half of the deaf-mutes in the State. Of the graduates of the school, the greater part are said to be doing well in useful and profitable occupations, while none have become inmates of jails or almshouses.

The *Chicago Deaf-Mute Day Schools*, under the charge of the board of education of the city of Chicago, still numbered 5, of which 4 were for comparatively elementary instruction and 1 for an advanced class. Instructors, 5; pupils, 57; each present, on an average, 139 days. The studies were "all those of a common school course, with the addition of morals and manners." No industries were taught. The articulation method was added during the year in the advanced class and one other.

TRAINING OF THE BLIND.

The Illinois Institution for the Education of the Blind, Jacksonville, had for 1881–'82 a total attendance of 128 pupils. The school studies begin with the alphabet and end with geometry. Music is also taught, with such industries as plain and fancy sewing for the girls and mattress making, broom making, and chair caning for the boys. The progress made, especially in music, is said to compare favorably with that of pupils gifted with sight. A large wing was added to the building during the year. Ordinary expenses for the year, $25,447; special, for building, &c., $37,056.

TRAINING OF THE FEEBLE-MINDED.

The Illinois Asylum for Feeble-Minded Children, Lincoln, aims to promote the intellectual, moral, and physical culture of this class of unfortunates, fitting them, as far as

possible, to earn a livelihood. The number present September 30, 1881, was 287; new pupils admitted during 1881–'82, 77; readmitted, 111; absent, discharged, or died, 173; leaving 302 present at the close. The classes for school studies numbered 11, each composed of pupils of one sex alone, while there were also classes for calisthenic exercises, for singing, for sewing, and for drawing and painting. The methods of instruction appear to be eminently practical, and great success was attained in developing imperfect faculties and awakening dormant intellectual life. Expenses for the year, $70,493.

EDUCATION OF ORPHANS.

At the Illinois Soldiers' Orphans' Home, Normal, there were 317 pupils, under 37 officers and teachers, in 1881–'82, being 8 more than in 1880–'81. The average attendance was 279; the number of days taught, 192; the grades, 9. During the year 2 pupils completed the studies of the ninth grade and a class of 6 was ready to enter on these studies at the opening of 1882–'83. Farming, gardening, and housework helped to prepare the pupils for self support. Expenses of the year, $50,036.

Besides this State school, 6 others under private or church control, in Addison, Chicago, and Quincy, report a total of 682 orphan pupils under the instruction of about 60 teachers and employés in school studies and domestic industries. Two others, known to exist, have made no report.

REFORMATORY AND INDUSTRIAL TRAINING.

The *Illinois State Reform School*, Pontiac, had been 11 years in operation at the date of the report for 1881–'82, and in that time has had over twelve hundred boys under its care, of whom 250 remained on September 30, 1882. The boys received instruction in common school studies, in shoemaking, cane seating of chairs, farming, gardening, cookery, baking, and kindred employments. Of the beneficial influence of this instruction in combination with moral training some striking instances are given. Overcrowding caused such hinderance to securing good results that a new building to separate the younger from the older boys was becoming a necessity.

The *Illinois Industrial School for Girls*, Evanston, conducted similarly to the one for boys, but a private corporation, had 82 under its care in 1881–'82, of whom 26 were sent to homes during the year and 56 remained on October 1. Sewing, housework, and cookery seem to have been the chief industries taught, while school training under a special teacher was supplemented by the home influences of a matron and superintendent and by moral and religious teaching.

The *Industrial School of the Women's Christian Home Mission*, Peoria, which aims to prevent pauperism and beggary by giving to the children of the poor instruction in sewing and other industries, had 300 such children on its roll in 1881–'82, whom it hoped to instruct eventually in all branches of household industry. Great care is taken to inculcate good manners and good habits. Singing was taught and pleasant readings were given.

TRAINING OF NURSES.

The Illinois Training School for Nurses connected with Cook County Hospital, Chicago, opened for instruction May 1, 1881, had in its first 5 months 8 pupil nurses under training and in charge of 2 hospital wards; in October, 1882, it had 21 in charge of 6 wards and receiving instruction from the medical staff of the hospital in anatomy, physiology, materia medica, therapeutics, obstetrics, surgery, electricity, massage, and bathing. A return of later date indicates 30 pupils and 6 graduates. The physicians and surgeons of the hospital testify with great unanimity as to the advantage of having these trained pupils in its wards.

TRAINING IN FINE ARTS.

Of the instruction given in this direction the information received is very limited, extending little beyond the facts that at the schools of the Chicago Academy of Design, Academy of Fine Arts, and Society of Decorative Art, as well as at the Hershey School of Musical Art, Chicago, and in the East Illinois Conservatory of Music, Danville, the preceding courses appear to have been continued, while at the State Industrial University and at many of the colleges for young men or for both sexes, as well as in high grade schools for young women only, instruction in music, drawing, and painting was provided for. Elocution was taught by specialists in at least 9 colleges, and at Chicago the training given by several local teachers was supplemented in the summer of 1882 by several weeks of instruction by an eminent professor of this art.

EDUCATIONAL CONVENTIONS.

ILLINOIS SOCIETY OF SCHOOL PRINCIPALS.

This society held its fourteenth annual meeting at Traverse City, Mich., July 3–5, 1882. It discussed such topics as "The responsibility of the teacher for the physical development of pupils;" "How can the teacher increase the moral power of his pupils?"

"Free schools the hope of a free people:" "Do our schools as now organized and conducted meet the wants of the times?" What conclusions were reached the brief reports received do not distinctly show.

SOUTHERN ILLINOIS TEACHERS' ASSOCIATION.

The second annual meeting was to be held at Vandalia, August 30 to September 1, with a well arranged programme of topics for discussion. There is no report at hand of the debates or the conclusions reached.

ILLINOIS STATE TEACHERS' ASSOCIATION.

The twenty-ninth annual session of this body was held, as in 1881, in the legislative hall at Springfield, the State capital, December 26–28, 1882. The address of the president, Superintendent N. C. Dougherty, of Peoria, was on "Needed legislation with respect to public schools," which recommended a truant law for cities, provision for well superintended county institutes, an organized township system of schools to control and improve the common district system, a better qualified and better paid county superintendency, and a fuller arrangement for free libraries as necessary adjuncts of the free schools. The discussion of these topics occupied most of the time in the first day's session and part of the succeeding day. The importance of a higher technical training to prepare for a successful prosecution of industrial pursuits was also brought forward in an excellent paper by Regent Peabody, of the State Industrial University, while another by William H. Smith, of Peoria, on "Education regarding amusements," excited considerable attention. Resolutions adopted at the close favored more thorough county supervision and a State system of county institutes as a most efficient means of aiding the schools at a comparatively small expense; called for laws to enforce the school attendance of truant and vagrant children, to substitute the township for the district as the unit for school purposes, and to establish and aid district school libraries; advocated township supervision as an effective auxiliary to the work of county superintendents; urged generous support of the Industrial University as a means of efficient training for important industries; and finally recommended that the subject of healthful and legitimate amusements for the young should receive careful attention from all teachers.

Other matters presented were "School hygiene," by Dr. H. Ziezing; "Educational ideals, past and present," by L. J. Block; "Memory in school," by Superintendent Howland, of Chicago; "Historical outline of the progress of education in the United States," by Hon. W. H. Wells; and "Influence of home on the school," by Miss Sarah E. Raymond.

After the adjournment of the association proper, the county superintendents' section discussed such subjects as "Preparing pupils for citizenship," presented by Miss M. A. West; "Grading of country schools," by Superintendent Mastin; and "Examination of township treasurers' accounts," by Superintendent A. G. Lane.

NOTEWORTHY BENEFACTIONS.

ENCOURAGEMENT OF INDUSTRIAL TRAINING.

It has been mentioned under Superior Instruction that $227,699 were given to colleges in this State in 1881–'82. Besides this, it is understood, on what appears to be good authority, that subscriptions to the amount of nearly $100,000 were made in Chicago towards establishing and equipping a manual training school for the instruction of young men in the use of tools, as well as in the elementary principles of mechanics and of the arts that prepare for useful trades.

OBITUARY RECORD.

DANIEL S. WENTWORTH.

The subject of this sketch was born at Parsonsfield, Me., March 3, 1824, and died at Denver, Colo., September 16, 1882. Mr. Wentworth was for 30 years a teacher of high repute, trained for his work at the Bridgewater Normal School and Phillips Academy, in Massachusetts. The ability developed in him at these schools, and shown afterwards in four years of teaching in the State, in 1854 brought him an invitation to the principalship of the Scammon School, Chicago, where he introduced the graded system of instruction and helped its introduction in all the public schools. With a brief interval, in which he was a member of the Chicago board of education, he was successively at the head of two of the most important city schools till 1867, when he organized the Cook County Normal School. Bringing to this work high intelligence, great energy, and thorough acquaintance with the science of education, he made the new school a remarkable success, training in it great numbers of effective teachers and securing for it a high reputation.

SAMUEL H. WHITE.

Mr. White began his life at Lockport, N. Y., October 7, 1830, and died at Mapleton, Iowa, March 9, 1882. When he was in his third year his parents carried him with them to Michigan, where, as he grew up, he made the most of his scanty opportunities of obtaining an education till at 16 he became a teacher, and then, alternately teaching and working on his father's farm, prepared himself for study at the University of Michigan, which he entered in 1852 and graduated from in 1856. Returning to Lockport, he taught in the high school for two years, studying law at the same time, and then went for another year to the Albany Law School. Thus equipped, he turned towards the West, with an idea of settling in Iowa. But while on his way through Chicago he entered an examination of candidates for the principalship of a new school in that city, and passed with such success that the city school board offered him the place, which he accepted, entering on his work September, 1859. That settled his vocation, and from the foremost in the city he soon became one of the foremost teachers in the land. He was prominent first in the Principals' Association of Chicago, then in the State Teachers' Association of Illinois, and finally in the National Educational Association, which last he did much to organize in 1870, in its present working form. Two years before this, in 1868, he had been called from Chicago to organize the Peoria County Normal School, and for 11 years he carried it forward with such success as greatly to increase his reputation and much improve the quality of teachers, both in the county and elsewhere. But continuous work (including editorship of the Illinois Teacher from 1863 to 1871) began, at length to tell so greatly upon his health that retirement became necessary. He retired in 1879, after 20 years devoted to education in Illinois, and sought recuperation in change of occupation. But it proved to be too late, and he survived only about three years.

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES P. SLADE, *State superintendent of public instruction, Springfield.*

[Term, January 13, 1879, to January 9, 1883.]

Superintendent Henry Raab, of Belleville, was chosen in November, 1882, to succeed Mr. Slade on his retirement.

INDIANA.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6–21)	699,745	693,649		6,096
Colored youth of school age	14,598	14,947	349	
Whole number of school age	714,343	708,596		5,747
White youth in public schools	495,540	490,164		5,376
Colored youth in public schools	8,315	8,628	313	
Whole enrolment	503,855	498,792		5,063
Average daily attendance	306,301	305,513		788
SCHOOL DISTRICTS AND SCHOOLS.				
School districts reported	9,313	9,323	10	
Districts in which schools were taught	9,264	9,172		92
Districts without schools	49	151	102	
Schools for colored youth	136	106		30
District graded schools	317	438	121	
Township graded schools	278	192		86
Average time of schools in days	133	133		
Public school-houses reported	9,496	9,556	60	
School-houses built within the year	415	303		112
Value of public school property	$12,024,180	$12,310,905	$286,725	
Private schools in public buildings	610	565		45
Pupils enrolled in these schools	13,814	12,852		962
Average daily attendance in them	8,221	8,659	438	
TEACHERS AND THEIR PAY.				
White male teachers in public schools	7,381	7,194		187
White female teachers in same	5,747	5,932	185	
Colored male teachers in same	73	80	7	
Colored female teachers in same	52	53	1	
Whole number of teachers	13,253	13,259	6	
Average monthly pay of men	$38 40			
Average monthly pay of women	33 20			
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$4,537,739	$4,551,000	$13,261	
Whole expenditure for same	4,539,665	4,793,704	254,039	
STATE COMMON SCHOOL FUND.				
Amount of fund available	$9,133,606	$9,207,412	$73,806	

(From report of Hon. John M. Bloss, State superintendent of public instruction, for the years 1880–'81 and 1881–'82.)

STATE SCHOOL SYSTEM.

OFFICERS.

These are a State board of education; a State superintendent of public instruction, who is ex officio president of the State board; a county superintendent for each county; 3 school trustees for each township, incorporated town, or city, except in cities with 30,000 or more inhabitants, which have a school commissioner for each ward; and a director for

each rural school. The membership of the State board includes the governor of the State and 7 educational officers named by the law; the State superintendent is elected by the people for 2 years; the county superintendents, by the assembled township trustees of each county for a like term; the trustees, by the electors in townships, common councils in cities, and boards of trustees in incorporated towns, usually for terms of 3 years, with partial annual change where they form a board; the director, by the patrons of the schools he is to care for.

OTHER FEATURES OF THE SYSTEM.

The public schools are free to all unmarried youth of school age as ascertained by an annual census. They are sustained from the income of a large common school fund and of the congressional township school fund, a State tax of 16 cents on each $100 of taxable property and 50 cents on each taxable poll, and the income from licenses for the sale of intoxicating liquors and from unclaimed fees, all which, without deduction for expense of collection, must be used for the payment of teachers. In incorporated towns there may be also levied a special tax, not to exceed 30 cents on each $100, for support of town schools. For school-houses, furniture, apparatus, and fuel, a special tax is authorized in townships, towns, and cities with less than 30,000 people, not to exceed 50 cents on $100 of property and $1 on each poll in any year; but in cities of 30,000 or more inhabitants it must not, for the same purpose, exceed 25 cents on each $100 for buildings, &c., or the same amount for payment of teachers. For the support of free libraries in connection with the common schools in cities of 30,000 or more inhabitants a tax not to exceed $\frac{1}{5}$ of a mill on the dollar and in any township where there has been or may be by private donation a library worth $1,000 a tax not to exceed 1 cent on $100 may be levied.

The trustees of two or more adjacent counties or townships may establish a new district when in their judgment it shall appear necessary. Trustees may establish graded schools, or any modification of them, and joint graded schools may be established by school trustees of two or more municipal corporations. To be employed, teachers must possess a State, county, or city license, covering 6, 12, 18, or 24 months, which may be revoked for incompetency, immorality, cruelty, or general neglect of the business of the school. At the close of each term of school, teachers must make to the proper trustee a full report of the required data, verified by affidavit, not more than 75 per cent. of their wages being paid them until such report shall have been filed. They are also required to attend the township institutes or forfeit 1 day's pay for each day's absence not due to sickness.

Separate schools for colored children may be established, with all the rights, privileges, and advantages of other public schools; but where no such schools exist colored children may attend the schools for whites. Any youth attending a colored school, on showing sufficient advancement, must be placed in a higher grade, and no distinction is to be made on account of race or color. German may be taught at the request of the parents or guardians of 25 or more children attending a public school. The Bible must not be excluded from the public schools. Women are eligible to school offices.— (School law, 1877, and general laws.)

GENERAL CONDITION.

As will be seen from the foregoing summary, the statistics of 1881–'82 compared with those of 1880–'81 indicate a general falling off in all important items except the number of school-houses, valuation of school property, income and expenditure, and the amount of the common school fund. State Superintendent Bloss offers no explanation in his report of the figures indicating so general a decrease, but he says that during his term of office, thus far, he has found much to commend and few things to condemn in the working of the school system; what he cannot commend he finds in the administration rather than in the system. He regards the organization of the schools as accomplished; the schools in cities and towns have been graded, those of townships have been classified, and in many counties they have reached a fair standard of gradation. More attention was given to the mental, moral, and physical education of the children; more thought to methods and subjects of instruction; greater efforts were made to train pupils to think for themselves; more attention was given to the formation of character and the inculcation of good habits. These things he regards as the true evidences of progress. He has aimed to lessen the defects in the working of the system by holding the county superintendents and school trustees strictly to their duties and has sought to improve the schools by improving the teachers. While Indiana has a fair proportion of good teachers, compared with other States, the superintendent thinks a very large number of them are not well fitted for their work. Still, the fact that, while 63,853 applied for licenses, 23,317 were rejected shows some care in the admission of teachers. Of the 13,259 now in the field, he says only a part have attended a normal school, college, or university, and comparatively few were graduates of any of these institutions.

As showing the need of fuller schooling, a table taken from the census and embodied

in his report shows that of the population of the State of 10 years of age and upwards in 1880 4.8 per cent. could not read and 7.5 per cent. could not write; of whites 7 per cent. and of colored 35.6 per cent. could not write.—(State report.)

KINDERGÄRTEN.

One of the Kindergärten reporting from Indianapolis was reported in 1882 as closed, the teacher, Miss A. Steiger, being engaged in one of the public schools with a view to introducing the system. For statistics of others reporting, see Table V of the appendix.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

These are a superintendent; a board of three school trustees, elected for 3-year terms by the common council of each city, with partial annual change; and, in cities of 30,000 or more inhabitants, a board of school commissioners holding office for three years, with annual change of part of its membership.—(School law.)

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Evansville	29,280	14,463	5,790	4,562	133	$80,927
Fort Wayne	26,880	14,128	3,616	2,751	96	65,373
Indianapolis	75,056	30,878	13,322	9,510	220	258,975
Jeffersonville	9,359	3,734	1,733	1,261	31	20,168
La Fayette	14,860	6,640	3,004	1,614	51	34,455
Logansport	11,198	3,922	1,962	1,363	34	21,693
Madison	8,945	3,858	1,503	1,065	34	25,358
New Albany	16,423	6,364	2,929	2,037	54	29,000
Richmond	12,742	4,975	2,298	1,624	50	37,600
South Bend	13,280	5,247	2,664	1,434	41	28,864
Terre Haute	26,042	9,695	4,516	3,278	85	60,544
Vincennes	7,680	3,842	1,204	842	20	11,360

ADDITIONAL PARTICULARS.

Evansville, reporting for 1881–'82 an increase of 822 youth of school age, still enrolled only about 40 per cent. of the school population; 78.7 per cent. of the enrolment were in average daily attendance.—(State report.)

Fort Wayne, with 9 public school buildings (3,972 sittings), provided for only about 28 per cent. of the school population; adding 3,600 sittings in private and parochial schools, only 53 per cent. had school accommodations. School property was valued at $227,500. While school population and enrolment slightly increased, there was a small decrease in average daily attendance. Of the 3,200 in private and parochial schools, about 2,200 were in average daily attendance, occupying 16 buildings, with 3,600 sittings for study. The public schools were in session 192 days. Special teachers in music, drawing, and penmanship were employed.—(Return.)

Indianapolis in 1881–'82 had 29 school buildings, with sittings for 10,755, only a fraction more than one-third of the school children. These buildings, with other school property, were valued at $920,137. While there was an increase of 1,919 in school population, of 504 in enrolment, and of 445 in average daily attendance, 13 fewer teachers were employed, with an increase of $27,517 in expenditure. For music and drawing there were special teachers. Only 43.13 per cent. of school population were enrolled in the public schools; and, if to this be added 1,053 in private and parochial schools, it shows only 46.55 per cent. in school.—(Return.)

From *Jeffersonville* the only three items of school statistics reported for 1881–'82 show a gain of 286 in school population over the previous year, of 109 in enrolment, and of 97 in average daily attendance. Only 46.4 per cent. of the children of school age were in the public schools during the year, while 72.2 per cent. of the enrolment was in average daily attendance.—(State report, 1882.)

La Fayette reported for 1881–'82 only three items of school statistics, which show an increase of 166 in school population, of 18 in enrolment, and of 4 in average daily attendance, enrolling during the year only 45 per cent. of its school children and having only 53.7 per cent. of the enrolment in average daily attendance.—(State report.)

Logansport in 1881–'82 had 6 school buildings, with 1,660 sittings, school property being valued at $145,900. This provides public school room for 42.3 per cent. of the school pop-

ulation. One special teacher in music was employed. There were 900 enrolled in private and parochial schools.—(Return.)

Madison reported 7 public school buildings, with 29 rooms for work, valued, with other school property, at $81,000. There was a falling off of 1,425 in school population and a decrease of 219 in average daily attendance, of 7 in teachers, and of $3,396 in expenditure. Its enrolment shows not quite 39 per cent. of its children of school age in the public schools; there were 750 in private and parochial schools. Schools were taught 196 of the 200 school days.—(Return.)

New Albany reported only 46 per cent. of its school population as enrolled and 69 per cent. of the enrolment in average daily attendance.—(State report.)

Richmond presents a full report, showing 10 public school buildings, with 51 rooms and 2,045 sittings. The 8 owned by the city and other school property were valued at $103,350. There were 46 schools, employing 50 teachers and 2 specialists in music and German. The enrolment exceeded that of last year by 131; the average daily attendance was 80 more; the public school enrolment was only 46.19 per cent. of the school population. There were 700 in private and parochial schools.—(City report and return.)

South Bend reports an increase of 542 in school population over 1880–'81, of 140 in enrolment, and of 175 in average daily attendance, this attendance being 69.47 per cent. of enrolment. The 7 school buildings, which furnished abundant sittings in the previous year, were insufficient in 1881–'82. With the rapid increase of school population additional school rooms were imperatively called for; school property increased in value from $131,350 to $134,000. The schools are classed as primary, lower and upper intermediate, grammar, and high, the course covering 12 years, giving 2 years to each lower department and 4 to the high, in which German may be substituted for Latin throughout the course, no Greek being required.—(City report and return.)

Terre Haute, to provide for an increase of 849 in school population, of 206 in enrolment, and of 131 in average daily attendance over 1880–'81, added 4 rooms to one of its 11 school buildings, making in all 73 rooms for both recitation and study and 13 for recitation only, with 3,900 sittings; school property was valued at $229,930. The full course covers 12 years, music and drawing, with instruction in good behavior, coming in each year below the high school, which has a 4-year course, in which Greek is elective. German, if elected, begins in the third year of the district schools or in the first year of the high school, and is taught by special teachers, while Latin is also elective in the first 3 years of the high school course. The work of the high school was satisfactory, the enrolment being up to that of former years and the average attendance better. The public schools enrolled only 47 per cent. of the school population.—(City report and return.)

Vincennes reported 4 school buildings and 20 rooms for both study and recitation, with 854 sittings. School property was valued at $44,500. There was an increase of 102 in enrolment, of 30 in average attendance, and of 2 in teachers. Special teachers in music and German were employed. There were sittings for only 22 per cent. of youth of school age. Including 700 in private and parochial schools, 49 per cent. of the school population was enrolled.—(Return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The Indiana State Normal School, Terre Haute, prepares young men of 18 and young women of 16 for work in the public schools. To enter, all pupils must have at least a fair knowledge of common branches and a reputation for good moral character. It presents 3 courses of study: one of three years, for those needing a knowledge of the subjects to be taught, as well as of approved methods of teaching them; another, of 2 years, for persons of better education or of some experience in teaching, who need a closer insight into the principles and practice of effective teaching; a third, of 1 year, for college graduates and other high grade students who wish to study the philosophy of teaching and the best means of imparting knowledge. All that enter these courses are pledged to teach in the State schools twice as long as they attend the normal school, if practicable. To aid and illustrate the training given there is a practice department of about 200 pupils, under 4 critic teachers, and every student in the theory department is expected to spend from 1 to 3 hours daily in observing the work done in the practice schools, in teaching in them, or in some study relating to such work. The number of regular professors, besides the critic teachers above mentioned, was 12 in 1881–'82; the number of different normal pupils, 529; graduates for the year, 30, all engaged in teaching.

OTHER NORMAL SCHOOLS.

The Indianapolis Normal School and the Training Department of Public Schools, Fort Wayne, continued to give instruction in the work of teaching, with practice in model schools, granting diplomas on completion of required courses. The former, with a course of 1½ years, had 1 instructor and 39 students, graduating 19, who all engaged in teaching;

the latter, requiring 1 year of study after the high school, had 3 instructors and 9 students, all graduated and engaged to teach. Two opened in 1882: (1) the Elkhart Normal School, with 10 instructors, 23 normal and 19 other students, and a 2-year course; (2) the Kindergarten Normal Training Department of the Hadley and Roberts Academy, Indianapolis, with a 2-year course, 2 instructors, and 4 students, all engaged to teach in 1883. Normal training, in some cases separate from the regular course, in others connected with it, appears in the latest catalogues of a number of the colleges and universities.

The 5 private schools reported in 1880–'81, with large rewards for short courses, show no changes in 1881–'82. These are the Central Normal College, Danville; the Central Indiana Normal School, Ladoga; the Southern Indiana Normal College, Mitchell; the Southern Indiana Normal School, Paoli; and the Northern Indiana Normal School, Valparaiso. The last reported, for 1881–'82, 2,910 normal students, against 2,100 the previous year. For statistics of others reporting, see Table III of the appendix.

TEACHERS' INSTITUTES.

According to the law requiring teachers' institutes to be held in each county of the State at least once a year and in townships at least one Saturday of each month, 90 county and 4,299 township institutes were held in 1882. Of private normal institutes, 101 were reported as held, under 255 instructors, with 4,809 attendants.

These institutes are regarded as a most important factor in the school system, giving larger returns than any other local expenditure. To aid the instructors, the State board of education prepared outlines of the work in the county institutes to be held in 1881 and 1882. The State superintendent says that no work of the board has done more for the cause of education in so short a time or prepared the way for grander results for the future. During 1882 he visited 63 institutes, spending 1 day or more in each and delivering 160 addresses to teachers and the public in 78 different counties.

EDUCATIONAL JOURNALS.

The Indiana School Journal, Indianapolis, the organ of the State superintendent, began its twenty-seventh volume in June, 1882, continuing through the year. School Education, Terre Haute, which began its second volume December, 1880, appears to have suspended. The Normal Teacher, Danville, began its fourth volume in March, 1881, but the numbers necessary to complete the volume not having been received it is supposed to have suspended. The Normal News, also published at Danville, continued its publication through 1882 in quarterly numbers.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of high schools is not reported, because not expressly provided for in the State law. They are, however, recognized by the State University and the State board of education under an arrangement which admits certified graduates of approved high schools without examination into the freshman classes of the State and Purdue Universities. Such graduates are also admitted in the State Normal School to advanced standing, by which they are enabled to complete the whole course in 2 years. Thirty-four such schools were commissioned for the school year 1881–'82.

OTHER SECONDARY SCHOOLS.

For detailed statistics of business colleges, private academic schools, preparatory schools, and preparatory departments of universities and colleges, see Tables IV, VI, VII, IX, and X 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.

Indiana University, Bloomington, waives the admission examination of graduates (of either sex) of approved high schools. Other candidates may be examined by any county superintendent who holds a commission from the university for that purpose. In all such cases the questions are prepared and the answers examined and graded by the university. All other applicants must be examined on the studies of the university's preparatory course of 2 years, the entrance examination being the same for all courses. The student on admission has his choice between three collegiate courses, one in ancient classics, leading to the degree of A. B.; one in modern classics, leading to the degree of LIT. B.; the other in science, leading to the degree of S. B. These courses are the same in extent and value, each requiring 4 years for its completion, and in culture and mental discipline they are as nearly equivalent as possible.

Catalogues of other universities and of colleges for 1882 show no material changes in the amount and character of their work since 1880–'81. The following continued their full classical, scientific, or philosophical courses of 4 years each, with preparatory courses of 2 and 3 years: Butler, Hartsville, Indiana Asbury, and Notre Dame Universities and Concordia, Earlham, Franklin, Hanover, Moore's Hill, Ridgeville, Union Christian, and Wabash Colleges. Franklin and Wabash had also English courses. Ft. Wayne, Moore's Hill, Notre Dame, St. Meinrad's, and Union Christian gave commercial training; Earlham, Ft. Wayne, Hartsville, Moore's Hill, Ridgeville, and Union Christian gave some normal training; all but Wabash and St. Meinrad's, instruction in music; 4 taught drawing and painting; all but 2 taught modern languages, while 7 gave ministerial training. Two universities have law courses of 2 years, and 2, medical courses of the same length, for which, see next page.

Ft. Wayne College does not attempt a full collegiate course. Though chartered as a college, it is thought best at present to do only academic and preparatory work, hoping with the increase of funds to be able to enlarge the course of study.—(Catalogue.)

For statistics of 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.

Of the 15 institutions for young men heretofore mentioned, 11 admit women on equal terms with men, while Purdue University, noted below, has from the first been open for the liberal education of women. Of those for young women only, the Moravian Seminary, Hope, was closed in 1882, and the Female College of Indiana, Greencastle (Presbyterian), has not reported for several years. The only definite information for 1882 is therefore from De Pauw College for Young Women, New Albany (Methodist Episcopal), and from St. Mary's Academic Institute, St. Mary's (Roman Catholic), the former with preparatory and collegiate courses of fair grade, in which were 45 preparatory students and 40 collegiate, besides 45 others, all under 8 instructors; the latter with courses less defined, in which were 148 pupils of all grades, under 25 teachers.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Indiana University and 11 other colleges offered scientific instruction to some extent in 1881–'82.

Purdue University, La Fayette, was the only institution devoted exclusively to technical training. Such instruction was given in 3 departments: (1) the college of general science, with 3 general courses of 4 years each, scientific, agricultural, and mechanical; (2) six special schools: (*a*) school of agriculture and horticulture, 4 years; (*b*) school of mechanics, 2 years; (*c*) industrial art, 4 years, 2 given to industrial design and 2 to mechanical drawing; (*d*) school of chemistry, 3 years; (*e*) school of natural history, 4 years, 2 years each given to botany and zoölogy; (*f*) school of mechanical and civil engineering, reorganized in 1882; and (3) the university academy course of 2 years, which prepares students for admission to the college of general science and provides instruction in the higher common school branches for those not able to take a more extended course. Women are admitted on equal terms with men. Instruction in military tactics is given in three drills a week, under an officer detailed by the War Department. Under 13 instructors, including the president, there were 238 students (excluding duplicate enrolments), 129 in academy, 61 in special courses, and 99 in college.

Rose Polytechnic Institute, Terre Haute, founded by the late Chauncey Rose, was to be opened March 8, 1883, adding much to the means of scientific training in the State.

PROFESSIONAL.

Theological.—Theology was taught in 1881–'82, mainly, as in previous years, as a mere auxiliary to university and college courses, with but slight changes since 1880–'81. The exceptions, as before, were in Union Christian College, Merom (Christian), and St. Meinrad's College (Roman Catholic), both having special theological courses of 3 years each. In the biblical department of Butler College, Irvington (Christian); in that of Indiana Asbury University, Greencastle (Methodist Episcopal); and probably in connection with the elective Hebrew in Moore's Hill College, Moore's Hill (Methodist Episcopal), and of Notre Dame University, Notre Dame (Roman Catholic), some instruction was given in aid of those designing to enter the work of the ministry. Concordia College, Fort Wayne (Evangelical Lutheran), continued to prepare students for the Practical Preachers' Seminary, at Springfield, Ill., and Evangelical Lutheran Seminary, at St. Louis, Mo.

For statistics of theological schools, see Table XI of the appendix.

Legal.—The University of Notre Dame in 1881–'82 continued its law department with 3 professors, giving no statement of attendance. For admission to its 2-year course, a complete English education was expected and a classical training was advised. Students must pass an examination at the close of each term and present an essay on some practical topic. For graduation, proof must be given of proficiency in rhetoric, English literature, and logic, as well as in law. Indiana Asbury University, during the year, organized a department of law, under a faculty of 5 professors, with a class of 12 students for the first year.

Medical.—Medical instruction was given in 1881–'82, as in 1880–'81, by the following "regular" schools: Medical College of Evansville; Medical College of Fort Wayne (not to be confounded with the Fort Wayne College of Medicine, which remained under the ban of the American Medical College Association); Medical College of Indiana, Indianapolis; and the Central College of Physicians and Surgeons, Indianapolis.

The Medical College of Fort Wayne and the Central College, Indianapolis, lengthened their lecture courses, the former to 24 weeks, the latter to 21. Both offered (though without requiring it) a graded 3-year course.

Central Normal College, Danville, Northern Indiana Normal School, Valparaiso, and Notre Dame University announce courses preparatory to entering the regular medical schools.

The Indiana Eclectic Medical School, Indianapolis, continued its teaching in 1881–'82, graduating 7 students from a 2-year course of 20 weeks each year.

Dental.—The Indiana Dental College, Indianapolis, continued its instruction in 1881–'82 with increased facilities. As heretofore, it required 2 years of preparatory work and an entrance examination in common school studies when necessary. The course of training of 1, 2, or more years covered 5 months each year and an examination was required at its close. Women as well as men are admitted. Professors and instructors for the year, 11; graduated at its close, 15.

For statistics of medical and dental schools, see Table XIII of the appendix; for a summary of them, a corresponding table in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF DEAF-MUTES.

The Indiana Institution for the Education of the Deaf and Dumb, Indianapolis, had in 1882 a total of 374 pupils, 201 of them males and 173 females, under 18 instructors, of whom 4 were deaf-mutes and 5 semi-mutes; 83 of the pupils also were deaf-mutes. Of the 374 pupils for the year, 324 remained December 1, 1882. Whole number instructed from the beginning, 1,451. The instruction included common school studies, cabinet making, chair caning, and shoemaking for boys, with household industries for the girls. A library of 3,172 volumes aided and supplemented the instruction given, which combined the manual and oral methods. Valuation of buildings and grounds, $457,510; expenditures for the year: for support, $52,819; for buildings, $2,982.

EDUCATION OF THE BLIND.

Indiana Institute for the Education of the Blind, Indianapolis, reported for 1881–'82 10 teachers and 14 other employés, 4 of the last mentioned being blind, with 128 pupils. The common and high school branches are taught, and an additional 3-year course is given those who can advance so far. Special attention is devoted to music and piano-tuning. All are taught handicrafts; the girls, beadwork, sewing by hand and machine, crocheting, cutting and fitting dresses; the boys, broom making. The health of the inmates was good and satisfactory progress was made in the different departments. There had been 700 admitted since the opening.

EDUCATION OF THE FEEBLE-MINDED.

The Asylum for Feeble-Minded Children, near Knightstown, reported a decreased enrolment in 1881–'82, but the same number of instructors and other employés. Since opening (in 1879) 9 had been dismissed as improved. The children are taught reading, writing, simple numbers, music, and light gymnastics. Income from the State, $10,000.

EDUCATION OF ORPHANS.

The Indiana Soldiers' Orphan Home, near Knightstown, is under the same general supervision as the above, both being State institutions. Children to be admitted must be under 15 years of age, and on reaching that age have homes in good families provided for them. The older boys work on the farm. In school, reading, writing, arithmetic, drawing, and vocal music are attended to. Number of officers, teachers, and assistants in 1881–'82, 8; pupils, 154; pupils since opening, 1,232; State appropriation, $24,000.

Five other asylums supported by public charity report in 1881–'82: St. Ann's Female

Asylum, Terre Haute, and St. Joseph's Orphan Asylum and Manual Labor School, Rensselaer (Roman Catholic), are for girls, and teach domestic duties, knitting, sewing by hand and machine, and in school a common education, with music. They provide good homes for the younger and prepare the older ones to earn their own living. The former had 151 inmates, and 978 since opening; the latter, 42, and 358 since opening. The others are (1) the Jeffersonville Orphan Home, Jeffersonville (non-sectarian), supported by a local association; (2) the Wernle Orphan Home, Richmond, supported by the Evangelical Lutheran Synod of that and other States, which admits children 2 to 14 years of age, and teaches reading, writing, arithmetic, and music, girls being also taught to knit, sew, and do general housework, and boys to do farm and garden work; and (3) the Hamilton County Children's Home, Westfield, supported by the county, which admits children 2 to 16 years of age, gives a common education, with instruction in housework, laundry, needle and fancy needle work, and in farming, and at suitable age provides homes or employments.

Besides these are the Richmond Orphan Asylum, Richmond, and the Indianapolis Orphan Asylum, Indianapolis, from which no returns have come in.

FREE KINDERGÄRTEN.

During 1882, the Indianapolis Benevolent Society opened 2 free Kindergärten in parts of the city where large numbers of destitute families were found. Under the teachings of experienced and devoted instructors the results were so happy that the public promptly met the expenses, and this beginning was to be followed by the opening of others.

TRAINING OF NURSES.

The Flower Mission Cottage Hospital and Training School for Nurses, Indianapolis, begins its work in a 2-year course under a head nurse from Bellevue Hospital, New York. Work will be found in the hospital for 6 pupil nurses.

INDUSTRIAL TRAINING.

The Busy Bee, Richmond (Friends), gathers poor and idle children over 4 years of age, teaches them to sew, knit, work on cardboard, &c., and is supported by contributions. It had 22 female teachers and 105 pupils.

REFORMATORY TRAINING.

The *Reformatory Institution*, for women and girls, Indianapolis, had penal and reformatory departments under State control at a cost in 1882 of $28,000, and earned in that year by its industries $2,600. In the reformatory department children must be under 16 years of age to be admitted. During 1881–'82, 51 were committed, 61 discharged, and 144 retained. The inmates were in school one-half of the day and were taught the common branches. The industrial training included cane seating, laundry work, sewing, and all domestic employments. Of those gone out during the year, 88 per cent. were doing well, while of all released from the beginning 82 per cent. are known to have become useful members of society. Whole number committed since establishment, 492.—(Report and return.)

Indiana Reform School for Boys, Plainfield, is a State institution, and in 1882 cost $16,125, an average of $120 for each inmate. Boys are admitted between 10 and 17 and are taught the common English branches. They are also trained in farming, gardening, tailoring, carpentry, chair caning, shoemaking, and laundry work. During the year, 177 being committed and 183 released, there were 372 inmates, 16 more than the preceding year. The parents of nearly all were illiterate, and many of the oldest inmates, when committed, had never been at school. Their progress while in the institution was generally rapid. Since the opening 1,718 had been committed, and 95 per cent. of those honorably discharged were known to have become useful citizens.—(Report and return.)

EDUCATIONAL CONVENTIONS.

CONVENTION OF COUNTY SUPERINTENDENTS.

This body held its annual session at Indianapolis, June 20 and 21, with superintendents present from 58 counties. The meeting is said to have been one of the largest and most profitable ever held. Mr. Nowles, of Jasper County, chairman of a committee on a "system of graduation from district schools," reported for the committee, recommending that diplomas or certificates of proficiency be given to pupils who shall have completed the course of study in district schools and suggesting a plan for the accomplishment of this purpose. There is no record of any action taken on this report.—(Indiana School Journal, July, 1882.)

STATE TEACHERS' ASSOCIATION.

This body met in its twenty-ninth annual session at Indianapolis, Tuesday, December 26, 1882, and was called to order by the retiring president, H. B. Jacobs, who in a brief address insisted that good teaching does not consist in teaching many things but in teaching a few things well. Superintendent H. S. Tarbell, president elect, on taking the chair, delivered an admirable address on the "Relation of the imagination to educational work."

The first paper read on Wednesday morning was by W. F. Yocum, president of Fort Wayne College, on "Relative values of discipline and instruction in the public schools," which was discussed by Edward Taylor, of Vincennes; Dr. Brown and Michael Seiler, of the State Normal School; and W. A. Bell and J. M. Strasburg, of Richmond. There was presented a petition prepared by the Woman's Christian Temperance Union, to be signed and presented to the legislature, asking it to authorize the teaching of temperance in the public schools. Miss Lida D. Hadley, of Richmond, then read a paper on "Essentials in education," such as care of health, good primary training, pleasant moral influences, and judiciously planned courses of instruction. The discussion of this subject was opened by D. W. Thomas, of Wabash, in a well prepared paper, who was followed by Timothy Wilson in a short paper on the same subject. In the afternoon there was a carefully prepared paper on "Psychology and the preceptor," by Howard Sanderson, of the State Normal School. In opening the discussion, Professor Study, of Greencastle, said that the teacher should know the mind intrusted to him for development, but of this he feared the great mass of teachers almost entirely ignorant. Dr. E. E. White, of Purdue, said that the importance of a knowledge of the human mind must be conceded by all. He was glad the normal school had taken hold of this work, and hoped that the science of education would be so formulated that teachers might have something to study on this subject. Jesse H. Brown gave an exercise to explain drawing as taught in the Indianapolis schools, and Prof. L. S. Thompson, of Purdue, then presented some forms of it for use in country schools. At the evening session an address was delivered by Dr. Moss, president of the State University, on "Education and the Commonwealth."

At the morning session of the third day Mrs. L. D. Cunningham, of Madison, read a paper on "Cultivation of the powers of expression." After discussion of this paper Charles F. Coffin, superintendent of schools of New Albany, read a paper on "Teaching thrift in the public schools." This paper was discussed by Superintendent J. M. Bloss, Prof. Amzi Atwater of the State University, Prof. L. S. Thompson, and Dr. J. S. Irwin of Fort Wayne. In the afternoon William A. Bell, of the Indiana State Journal, read a paper on "Recent criticisms on public schools."

The usual officers and committees for the ensuing year were appointed and resolutions adopted, after which the association adjourned. There was an attendance of about 500 and a membership of 214, of whom 42 were new members.—(Indiana School Journal, February, 1883.)

SOUTHERN INDIANA TEACHERS' ASSOCIATION.

This body held its fifth annual meeting at Connersville, March 29, 1882. Several able papers were read and discussed, which, for want of space, cannot be fully noted in this report. It is said to have been one of the largest and most enthusiastic meetings ever held.—(Indiana School Journal, May, 1882.)

INDIANA COLLEGE ASSOCIATION.

This association held its fifth annual session at Indianapolis, December 26 and 27, 1882, the following universities and colleges being represented: Indiana, Indiana Asbury, Butler, Purdue, and Hartsville Universities and Hanover, Wabash, Franklin, and Earlham Colleges.

Prof. H. W. Wiley, of Purdue, read the opening paper, on "The disciplinary value of the study of the natural sciences," the discussion of which was opened by Prof. D. S. Jordan, in a paper on "The disciplinary value of the natural sciences."

Next came "The schools of the United States," from the president, D. W. Fisher, of Hanover College. The idea, he said, of a single organic whole, with the perfect articulation of a living creature, with no loss of time in the transition from one department to another, and friction at a minimum, has, in a large degree, been realized in our school system. But we must not refuse to see defects. Law and medical schools admit on too low a standard. The State should require a diploma of a chartered college as the lowest standard of admission. Of colleges we have none too many—only about 400. The fault with us is in a lack of means to do the work as it should be done in the time allotted to it. We are trying to do too much for the time. The high schools are the most important representatives of secondary instruction. There is need of them as the feeders of colleges, and they should have a uniform course. As to our intermediate and primary schools, we may be proud of them. The one defect in our whole system is lay-

ing too much stress on breadth and too little on depth and thoroughness. Yet with all the deficiencies, we need not be ashamed to submit our school system to the scrutiny of the world as one of the grandest features of our civilization.

Then came a paper on "Disciplinary value of philological study," by Professor Amzi Atwater, which was discussed at great length and was followed by an able paper on "College discipline," read by Dr. Lemuel Moss, defining discipline as having reference to conduct and character rather than to scholarship.

Dr. W. T. Stott, from the committee on degrees, reported that the association recommend to the colleges to make the amount of work necessary for the degrees of B. S. and B. PH. equal to that necessary for A. B., to give the second degree in course only upon application of the candidate and upon evidence of scholarly habits and activity, and to give the degree of PH. D. only upon satisfactory examination.

Prof. J. W. Moncrief then read the closing paper on "The place of American literature in the college courses."

Officers for the ensuing year having been elected, the association adjourned.

CHIEF STATE SCHOOL OFFICER.

Hon. JOHN M. BLOSS, *State superintendent of public instruction, Indianapolis.*

[Term, March 15, 1881, to March 15, 1883, then to be succeeded by John W. Holcombe, elected in October, 1882.]

IOWA.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5 to 21)	594,730	604,739	10,009	
Enrolled in public schools	431,513	406,947		24,566
Per cent. of enrolment on school population.	72.5	67.2		5.3
Average attendance	254,088	253,688		400
Per cent. of attendance on enrolment	58.8	62.3	3.5	
Number attending private schools	15,098			
SCHOOLS.				
Public graded schools	503			
Ungraded schools	10,741			
Whole number of schools	11,244			
Average time of school in days	148	142		6
School-houses of brick or stone	938			
Whole number of school-houses	11,221			
Value of public school property	$9,533,493	$9,977,142	$443,649	
TEACHERS.				
Men teaching in public schools	6,546	6,044		502
Women teaching in public schools	15,230	16,037	807	
Whole number of teachers	21,776	22,081	305	
Average monthly pay of men	$32 50	$35 20	$2 70	
Average monthly pay of women	27 25	27 46	21	
Teachers' institutes held	98			
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$5,006,024	$5,558,259	$552,235	
Whole expenditure	5,129,819	5,525,449	395,630	
STATE SCHOOL FUND.				
Amount of permanent school fund	$3,547,124	$3,732,174	$185,050	

(From report and return of Hon. C. W. von Coelln for 1880–'81 and return of Hon. J. W. Akers for 1881–'82.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent, elected for two years, has general supervision of the public schools. A law of 1882 created a State board for the examination of teachers, to consist of the superintendent, the president of the State University, the principal of the State Normal School, and two persons, one of whom must be a woman, to be appointed by the executive council. Each county has a school superintendent; each township and independent district, a board of directors; and each subdistrict into which a township may be divided, a subdirector, the subdirectors of the subdistricts forming a district township board. Women are eligible to any school office in the State.

OTHER FEATURES OF THE SYSTEM.

Public schools must be taught in each subdistrict for at last 120 days in the year and are free to all resident youth of school age. They are sustained from the income of a

State school fund, from county taxes of 1 to 3 mills on $1, and from district taxes not to exceed 10 mills on $1 for a school-house fund and $5 a pupil for a contingent fund. Besides common schools the system includes high schools, a State Normal School, teachers' institutes, a State university, agricultural college, reform school, institutions for the blind, the deaf and dumb, and the feeble-minded. Teachers, to be legally employed, must have certificates of qualification. They must keep a register and make annual reports to the board of directors, which, in turn, reports to the county superintendent, and he to the State superintendent.

ADDITIONAL SCHOOL LAWS.

The legislature at its session in 1882 provided that boards of directors of each district, township, and independent district should cause to be set out at least twelve shade trees on each school-house site belonging to the district, in case so many were not already growing. It was made the duty of the county superintendent to see that this provision was complied with. It provided also that boards of directors of district townships should be authorized to obtain at the expense of the district township such highways for proper access to their school-houses as they might deem proper, and to use unappropriated contingent funds to effect insurance on the school property of their districts; that county superintendents should have $4 instead of $3 for every day necessarily engaged in the performance of official duties, and that they might visit the different schools of their counties in their discretion, and must, at the request of the majority of the directors of a district, visit the school in said district at least once each term; and, finally, that there should be a State board of examiners for teachers desiring certificates of qualification good throughout the State.

GENERAL CONDITION.

The printed reports of public education being biennial in this State and the last one being for 1880–'81, no information as to the condition of the public schools can be presented beyond what may be drawn from the above summary of statistics, which was prepared from figures kindly furnished by the State superintendent.

It appears that, with 10,009 more youth of school age in the State, there were 24,566 fewer pupils enrolled in public schools, the average attendance also decreasing, but in much smaller proportion; the ratio of average attendance to the number enrolled increased 3.5 per cent. The average school term was 6 days shorter. More teachers were employed, and their average pay was slightly greater. More money was received and expended for school purposes; the permanent fund increased by over $185,000 and the estimated value of public school property by nearly $450,000.

KINDERGÄRTEN.

Kindergarten instruction has been given in Cedar Rapids since 1877; in Des Moines, since 1876; in Manchester, since 1878; and in September, 1882, a Kindergarten was organized at Council Bluffs in connection with the public school system. West Des Moines introduced Kindergarten instruction the spring previous. For statistics of these schools reporting, see Table V of the appendix, and for a summary, see the report of the Commissioner preceding.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

Public schools are controlled by boards of school directors, numbering 6 members in cities of more than 500 population, and in smaller cities 3 members. City superintendents, appointed by the board, are generally employed.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Cedar Rapids	10,104	3,848	2,536	1,544	40	$33,542
Clinton	9,052	3,329	2,203	1,436	36	36,150
Council Bluffs	18,063	6,896	2,419	1,378	42	52,950
Davenport	21,831	.....	4,882	3,501	82	68,000
Dubuque	22,254	10,531	3,884	2,545	72	60,243
Keokuk	12,117	4,897	2,461	1,819	50	34,111
Ottumwa	9,004	3,042	2,000	1,440	26	54,470
West Des Moines	14,005	4,412	2,875	1,796	51	59,217

ADDITIONAL PARTICULARS.

The *Cedar Rapids* public schools, comprising primary, grammar, and high grades, with 12 years in all, were taught 178 days, in 9 school buildings having 38 rooms for study and capable of accommodating 2,024 pupils. About 300 attended private and parochial schools.

Clinton reports 32 public schools, primary, grammar, and high, taught for 184 days in 6 buildings valued, with other school property, at about $75,150. Besides the public school attendance noted above, Clinton had about 300 pupils in private or parochial schools.

The *Council Bluffs* public schools were taught 194 days in 12 school buildings. The enrolment reported above includes children 5 years old, who were taught in a Kindergarten.

Davenport had 73 public schools, including primary, grammar, high, city normal, and evening schools, the day schools being taught 193 days in 13 school buildings. Value of all school property, about $291,000. There were 1,200 pupils enrolled in private and parochial schools.

Dubuque reports her public schools (primary, grammar, and high) taught for 198 days in 9 school buildings, which afforded accommodation for 3,550 pupils. There were 2,620 pupils attending private and parochial schools.

In *Keokuk* public schools were taught for 186 days in 8 school buildings. Value of all school property, about $100,000. Besides the public school enrolment shown in the above table there were about 300 pupils in private and parochial schools.

Ottumwa reports 26 public schools, taught for 187 days in 3 buildings valued, with other school property, at $65,150, and a private school enrolment of about 200.

West Des Moines reported her public schools as taught for 187 days in 6 school buildings, valued, with other school property, at $247,500. The year was one of marked progress in school affairs, the enrolment increasing by 400, more than double the increase of the last year, a new building necessary to accommodate this increase being added and a training school for teachers established. The course of study begins with a year of Kindergarten work and includes beyond that 3 primary years, 4 grammar, and 4 high. A special effort was made to increase the practical efficiency of the schools. In arithmetic, business methods adapted to the ability of the children are used, and every example given is an actual problem drawn from business pursuits. Improvement in music was noticeable. The only drawback to the prosperity of the schools was the prevalence of scarlet fever, which, for a time, almost caused their suspension.—(City report and return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL AND STATE UNIVERSITY NORMAL DEPARTMENT.

The *Iowa State Normal School*, Cedar Falls, enrolled 352 students during the year, all but 7 of them being normal students, and graduated 37, of whom 28 engaged in teaching. Two courses are presented, a didactic course of 3 years, which prepares for teaching in common and high schools, and a scientific course, comprising one additional year and fitting teachers to be superintendents and principals of high and normal schools and academies. Tuition is free to normal students.

The *chair of didactics of the State University*, Iowa City, an elective course of the senior year, comprises a study of the history of education and of the works of the best educational writers, of national systems of education, practical educational topics, school management and supervision, and the principles of education. There were 29 pupils engaged in the course during 1881–'82 and 15 were graduated.

OTHER NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *Eastern Iowa Normal School*, removed from Grand View to Columbus Junction, has been established in a new and convenient building costing $25,000, a gift from the people of Columbus Junction. Two normal courses of study are offered, an elementary of 3 years and an advanced which adds 2 more. There is also a commercial course of 2 years. Of 232 students attending, 110 were in the normal courses.

Southern Iowa Normal School and Commercial Institute, Bloomfield, offers preparatory, teachers', collegiate, commercial, fine art, musical, and telegraphic courses of study. The teachers' department comprises a course including among other branches mathematics, natural sciences, language, United States history, civil government, and the theory and practice of teaching. The course of 50 weeks is divided into terms of 10 weeks each. Beginning, advanced, and review classes are sustained each term, allowing persons of various degrees of advancement to enter during any part of the year; but special attention is given to review work during the fifth or summer term. There were 491 normal pupils enrolled during 1881–'82 and 20 were graduated.

Whittier College and Normal Institute, Salem (Friends), offers a teachers' course of 3

years, a scientific course which adds another year, and a course in business, as well as elective courses. Of 122 pupils attending during the year 38 were preparing for teaching.

Dexter Normal School, Dexter, reports an elementary normal course of 2 years, the full course adding one year; also, scientific and business courses and a course preparatory to the State University.

The *Normal School of the German Evangelical Synod of Iowa*, Waverly, reports a normal course of 3 years and 20 students engaged in it during 1881–'82.

The normal department of *Upper Iowa University*, Fayette, had 150 pupils in a 3-year normal course, and the normal department of *Oskaloosa College*, Oskaloosa, 217 pupils in a 4-year course.

Normal instruction was also given, either in the collegiate or preparatory department, at Iowa College, in a course of 1 year; at Amity, Tabor, and Western Colleges, in courses of 2 years; at Norwegian Luther College, in one of 3 years; at Cornell College, in one of 2 preparatory or two collegiate years; at Penn College, in one of 4 years; at Parsons College and in Iowa Wesleyan and Central Iowa Universities, in courses not defined. Callanan College, Des Moines, and St. Agatha's Academy (for women), Iowa City, also made provision for the training of teachers, the former in a course of 3 years, the latter in one not limited as to time.

A new normal college is reported in the Iowa Normal Monthly to have been established (apparently in 1882) at Shenandoah, under the presidency of I. E. Wilson.

Normal or training departments were also reported in connection with the city school systems of Davenport and West Des Moines, the former having 13 students enrolled, the latter 9.

TEACHERS' INSTITUTES.

Institutes for the instruction of teachers, to continue from 2 to 4 weeks, were advertised by the State superintendent to be held in all the counties of the State, but no further information regarding them has been received.

EDUCATIONAL JOURNALS.

The Iowa Normal Monthly, Dubuque, continued its useful career in 1882, being in Volumes V and VI and doing much to interest and aid the teachers of the State.

The Central School Journal, Keokuk, a monthly, was also in its fifth volume and did good service in the same direction as the Normal.

The Normal Index, Columbus Junction, monthly, worked together with the above, being then in a third volume; while the Normal Institute, Glidden, and a companion, the Glidden News Boy, gave considerable educational information.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of high schools in Iowa cannot be definitely stated, but there were 25 in 1881–'82 approved by the State University as fitting schools for it, their graduates being admitted without the examination required of other applicants for admission.

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 for summaries of them, see the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *State University of Iowa*, Iowa City, has collegiate, law, medical, and dental departments, noted under Professional Instruction. The collegiate department has 2 schools, 1 of letters and 1 of science, each with 2 courses of study, the former classical and philosophical, the latter engineering and general scientific, all requiring 4 years for completion. No preparatory work is done, the public high schools supplying most of the students. Graduates of approved high schools and academies are admitted without examination. The university fund arising from the sale of lands granted by the General Government has been supplemented from time to time by legislative grants, and the institution now receives an annual State appropriation. Tuition is free to 2 students from each county, also to all Iowa soldiers and orphans of soldiers, on payment of a small incidental fee. There were 272 students in the collegiate department (71 of them young women), against 242 the previous year.

Of 19 colleges and universities reporting for 1881–'82 or the preceding year all but 2

continued to be open to young women, the exceptions being Griswold College, Davenport (Protestant Episcopal), and St. Joseph's College, Dubuque (Roman Catholic); all except 2 (Amity College, College Springs, and the State University) were under the management of some religious denomination; all but the State University provided preparatory courses, generally of 2 years; all had classical collegiate courses of 4 years; 16 had scientific or philosophical courses, which in all but Amity and Griswold Colleges extended over 4 years. The State University and Iowa Wesleyan added courses in engineering also. Three provided 4-year courses especially for young women; 2, philosophical; and 6, commercial courses. Nearly all made provision for instruction in music and art, some having music courses of 2, 3, and 4 years, with facilities for advanced instruction in vocal and instrumental music. In 14, students intending to teach received instruction during either the collegiate or preparatory course; 6 had departments or courses in theology or sacred literature; 3, departments in law; 3, in medicine; 1, in dentistry; and 1, in pharmacy. In the 15 reporting statistics for the year there were over 1,100 students enrolled in regular collegiate classes, and in the 12 which reported the sex of pupils there were over 400 young women.

Eleven colleges received gifts amounting to over $134,000 during the year. To Griswold College $5,500 were given for scholarships and general expenses; to Drake University, $25,000 for endowment, $20,000 of it being from General F. M. Drake, of Centerville; Parsons College, $5,950 for general endowment; Upper Iowa University, $5,000 to endow a chair; German College, $600; Iowa Wesleyan University, $900; Cornell College, $18,000 for building; Penn College, $3,050 for endowment, &c.; Central University of Iowa, $56,000 for professorships and general purposes; Tabor College, $6,118 for endowment, building, and current expenses; and Western College, $8,000 for building.

For statistics, see Table IX of the appendix, and for a summary, see the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Reports come from 3 institutions either exclusively or principally for women, viz, the Immaculate Conception Academy, Davenport (Roman Catholic); Callanan College, Des Moines (non-sectarian); and St. Agatha's Academy, Iowa City (Roman Catholic), the last two authorized to confer collegiate degrees.

For statistics of colleges for women, see Table VIII of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Iowa Agricultural College, Ames, established in 1858 to give a higher education to the industrial classes, afterward received the State's share of the congressional grant for the benefit of agriculture and the mechanic arts. The courses of study are general and technical. The general course aims to give a liberal culture in the sciences which underlie the industries, without regard to any special pursuit. Certain elective studies give it flexibility and adapt it to the wants of both sexes, affording the young women more time for domestic economy and kindred subjects and the young men more for those branches which are of especial value to them. The technical courses, while giving a liberal culture, aim to prepare for some special pursuit or profession. They are: (1) The course in agriculture, which requires 4 years of study and leads to the degree of bachelor of scientific agriculture; (2) the course in mechanical engineering of 4 years, and leading to the degree of bachelor of mechanical engineering; (3) the course in civil engineering of 4 years, leading to the degree of bachelor of civil engineering; and (4) the course in veterinary science, 2 years in length, leading to the degree of bachelor of veterinary medicine. Tuition is free. Of 238 students during the year in regular 4-year courses, 56 were young women.

The general scientific course and the civil engineering courses, before noticed as provided at the State University, Iowa City, were continued in 1882. The former affords a liberal culture on the basis of science, including enough laboratory work to make students familiar with the more important facts and laying a foundation on which they may build if they desire to become specialists in any line of work. The engineering course aims to lay a good foundation in the principles of engineering and to acquaint students with the best engineering practice. Drawing, surveying, mechanics, and military science and tactics are among the branches included. Cornell College, Mt. Vernon, also continued its 4-year course in civil engineering, besides one in general science of equal length. Twelve of the other colleges report courses leading to the degree of B. S. and extending over 4 years, except in two, Amity and Griswold Colleges, where the course was of 3 years.

PROFESSIONAL.

Theology was taught in 3-year courses at Griswold College, Davenport (Protestant Episcopal), and German College, Mt. Pleasant (Methodist Episcopal). Oskaloosa College, Oskaloosa (Christian), also offered 2 theological courses, an English of 2 years and a classical of 4. Drake University, Des Moines (Disciples), organized during the year, had a Bible department of 2 years, and Iowa Wesleyan University, Mt. Pleasant (Methodist Episcopal), continued to give some theological instruction during the collegiate course when desired.

For statistics, see Table XI of the appendix, and for a summary of them, see the report of the Commissioner preceding.

Legal instruction was given in the Iowa College of Law, a department of Drake University, opened for instruction in 1881. It was continued in the law departments of Iowa State University and Iowa Wesleyan University. In the State and Drake Universities (reporting, respectively, 126 and 17 students) the course required 1 year in the former and 2 in the latter; in that of Iowa Wesleyan the length of course is not defined, and the catalogue does not show that there were any students pursuing it.

For statistics of law schools reporting, see Table XII of the appendix, and for a summary, see the report of the Commissioner preceding.

Medical teaching in "regular" schools was continued in 1882 under 8 instructors, with 273 students, in the College of Physicians and Surgeons, Keokuk (organized in 1850), and under 11, with 151 students, in the regular medical department of the Iowa State University, Iowa City (organized in 1870). It was begun in the College of Physicians and Surgeons of Iowa, Des Moines (organized 1882), under 15 professors, with 9 students. A good English education was required in the 2 former, as well as 3 years of study in all, including attendance on at least 2 lecture courses of 20 weeks each in the two former and of 22 weeks in the last named.

Homœopathy was taught in the homœopathic department of the State University (organized in 1877), under 2 professors, 5 lecturers, and an assistant, with 46 students, the requirements being essentially the same as in the regular department. The final examinations in both are supervised by a board of examiners.

"Eclectic" medicine was pursued under 13 instructors, with 25 students, at the Iowa Eclectic Medical College, Des Moines, organized under this title in 1881 as a department of Drake University. It is understood to have since dropped the word "eclectic" from its title, but to have retained that system as the basis of its instruction.

A *dental* department in the State University, with 10 instructors, was established, as announced in 1881, in the autumn of 1882. It had 7 students for its first year.

Training in *veterinary* practice was given in one of the courses of the Iowa Agricultural College, Ames, which covered 2 collegiate years.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The State makes provision for the free instruction of its deaf and dumb 10 to 25 years of age in its institution for them at Council Bluffs, and for the blind in the Iowa College for the Blind, Vinton. The latter had 141 pupils during the year and 34 instructors and other employés. The branches taught are those of primary, grammar, and high schools; the employments, broom and mattress making, cane seating of chairs, and sewing. The Institution for the Deaf and Dumb gave instruction to 276 pupils during the year. The employments taught were broom and shoe making, cabinet work, printing, and farming.

TRAINING OF THE FEEBLE-MINDED.

The feeble-minded are cared for at the Iowa State Asylum for Feeble-Minded Children, Glenwood, established in 1876. Here those who are so deficient in intelligence as to be unfit to attend ordinary schools receive physical and mental training suited to their condition. The age for admission is 7 to 18. Children whose parents or guardians are too poor to pay are supported by the State.

REFORMATORY TRAINING.

A State Reform School, with a department for boys at Eldora and one for girls at Mitchellville, undertakes the reformation, education, and industrial training of the youth committed to it for juvenile offences. In the boys' department, besides the common school branches, farming, gardening, stock raising, and shoe and hat making are taught. Every boy is required to attend school 4 hours each school day during the school months. It is visited every month, as the law requires, by the local school trustee. The girls must also attend school 4 hours each day and receive 4 hours' instruction in some branch of household labor. The aim is to prepare them to earn a living for themselves in domestic service.

INDUSTRIAL TRAINING.

To foster in the public schools an interest in useful industries and to give this interest a practical direction, Iowa by a law of 1874 encourages industrial expositions in connection with the public schools. Such expositions are to consist of useful articles made by the pupils, as samples of sewing and cooking, knitting, crocheting, and drawing, iron and wood work of all kinds, as well as farm and garden products that are the results of their own toil. The pupils are to explain the use and method of such work and the processes of culture of their farm and garden products. The papers of the State show that these exhibitions are often held, and they must prove very useful.

EDUCATIONAL CONVENTIONS.

STATE TEACHERS' ASSOCIATION.

The twenty-seventh annual meeting of the association, held at Cedar Falls, December 27–29, 1882, is described as a great event in the educational annals of the State. A hearty fraternal feeling prevailed; the programme was fully carried out, and the papers read were excellent. Those for the first day were on "Reading and elocution: province, character, and methods;" on "The vocal apparatus: its use and abuse;" and on "Drawing in the public schools." On the second day, after the announcement of committees, a paper was read on "County high schools: their objects and work," by the principal of the Guthrie County high school, and one on "The defects of our public schools and methods of instruction." The president of the association, R. A. Harkness, then delivered his annual address, after which Superintendent H. Sabin, of Clinton, read a paper on "The children of crime," the subject being continued by Superintendent B. F. Miles, of the Iowa Reform School, and by Mr. Lewelling, of the girls' department of that school. Prof. Emlin McClain, of the State University, read a paper on "The legal rights and duties of teachers." "The public desire for industrial education in the public schools" and "Character the product of culture" followed. On the third day, after the adoption of resolutions approving of congressional aid to education, the question "How can a taste for the reading of literature be formed?" was discussed. Prof. W. N. Hull, of the State Normal School, then gave a "Chalk talk," using the blackboard to illustrate his system of drawing; following which came a paper on the "Evil effects of overmethodizing in school management." In the afternoon, after the adoption of resolutions and short speeches by a number of superintendents, the association adjourned.

Meetings of the different sections of the association took place as usual during the sessions. Those of the Latin teachers' section, held during the morning of the 28th and 29th, were regarded by its members as highly interesting and instructive. The only papers mentioned in the report were one by Prof. Harkness, of Parsons College, on "Primary instruction in Latin," and one by Principal Cary, of the Des Moines high school, on "Methods of pronunciation." Each was discussed freely though informally, nearly all who were present participating.

In the college professors' section the first paper was by Prof. Cooke, of Cornell College, on "Elevation and uniformity of standards." After a discussion of it by President Beardshear, of Western College, Toledo, Prof. Wilson, of Coe College, Cedar Rapids, read a paper entitled "Things left undone." A discussion followed, generally in the line of commendation of the paper.

The county superintendents' section met December 27, and after introductory remarks by the vice president, Superintendent Frost discussed the question "To what extent should county superintendents require reports from teachers in country schools?" On the following day the main subject of debate was "What recognition should be given teachers who complete a graded course of study for normal institutes?" and on the 29th "What immunities from examination can we consistently give teachers holding certificates from other counties or applicants holding diplomas from colleges?" All three papers were quite freely discussed. When the last mentioned was disposed of, State Superintendent Akers offered suggestions of value to superintendents in their work.

In the city superintendents' and principals' section a paper was read by Principal O. C. Scott, on "The practical side of high school work."

SOUTHWESTERN IOWA EDUCATIONAL ASSOCIATION.

The fourth annual meeting of this association was held at Corning, July 5–7, 1882. After the adoption of a new constitution, among other papers read was one on "How can we inspire in our pupils a love for good literature?" Other papers read were on "The proper place of natural science in the public high school," on "The proper work of the public school," and on the question "How can teachers secure better wages?" In the evening State Superintendent Akers delivered a lecture on "The elevation of the

masses." The first topic of the following day was "The graded course of institute instruction: what are the results of the first year's work?" A lady spoke of the recognition that should be given teachers who complete this course, after which came a paper containing replies from county superintendents in response to inquiries made of them. After further discussion of the subject, a paper on "How to teach languages" was read and debated in a spirited manner, resolutions were adopted, and the association adjourned.

COUNTY SUPERINTENDENTS' CONVENTIONS.

At several conventions of superintendents held in different districts of the State during the summer of 1882, State Superintendent Akers presented such topics as "The duties of superintendents," "Changes in the school laws of Iowa," "Compliance with the law requiring school boards to plant shade trees and beautify school grounds," and on "Meetings of teachers." Other topics of discussion by different members at these meetings were "To what extent should a spirit of emulation be encouraged in the schools?" "The duties of the county superintendent in the school room," "The adoption of a course of study for ungraded schools," and "How to secure the best practical results in teaching."

CHIEF STATE SCHOOL OFFICER.

Hon. JOHN W. AKERS, *State superintendent of public instruction, Des Moines,*

[Term, January 2, 1882, to January 2, 1884.]

KANSAS.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–21)	348,300	357,920	9,620	
Enrolled in public schools	247,819	269,945	22,126	
Average daily attendance	139,853	162,017	22,164	
Pupils in private or church schools		6,170		
SCHOOL DISTRICTS AND SCHOOLS.				
School districts organized	6,325	6,436	111	
School districts reporting	6,131	6,217	86	
Districts with uniform text books	6,322			
Districts with three months' school or more.	5,714	6,003	289	
Average time of schools in days	110	114	4	
Number of school-houses	5,671	5,555		116
Number of school rooms	6,518	6,759	241	
Estimated value of school property	$4,884,386	$4,796,368		$88,018
Number of private or church schools.		185		
TEACHERS AND THEIR PAY.				
Men teaching in public schools	3,550	3,342		208
Women teaching in such schools	4,691	4,898	117	
Whole number of both sexes	8,241	*a*8,212		29
Average monthly pay of men	$38 88	$31 42		$7 46
Average monthly pay of women	23 49	24 95	$1 46	
Teachers in private or church schools.	268	301	33	
INCOME AND EXPENDITURE.				
Receipts for public schools	$2,012,887	$2,241,345	$228,458	
Expenditure for public schools	1,996,336	2,194,175	197,839	
PUBLIC SCHOOL FUND.				
Amount of available school fund	$2,467,891	$2,500,000	$32,109	
Estimated whole amount eventually.	10,000,000	13,500,000	3,500,000	

a Including 62 whose sex is not indicated.

(From returns and biennial report of Hon. H. C. Speer, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State and for each county there is a superintendent of public instruction, elected biennially by the people; for school districts, a board of 3 members, elected each for 3 years, one liable to change each year. For examining applicants for State diplomas and State certificates, there is a State board of education; for examination of teachers in counties, there are associated with the superintendent 2 holders of first grade certificates, each to serve 1 year. For the care of State school funds there is a board of commissioners consisting of the State superintendent, secretary of state, and attorney general. Women may vote and hold school offices.

OTHER FEATURES OF THE SYSTEM.

The schools of the State are of all grades, high and normal schools being included, with a State agricultural college and a State university. There are also schools for the deaf and dumb and the blind and a reform school, all sustained by the State. No sectarian doctrine may be taught in the public schools, but the reading of the Bible without comment is not prohibited. For the improvement of teachers, county teachers' institutes must be held annually; they are supported by an appropriation not to exceed $100 made by the board of county commissioners and by funds received from persons attending and from those examined for certificates. These certificates are of first, second, and third grades, and continue in force 2 years, 1 year, and 6 months. Teachers must report to county superintendents and county superintendents to the State superintendent. The State treasurer must also report semiannually to the State superintendent the amount of money in the treasury for the support of schools and subject to disbursement. There must be uniformity of text books. All public schools are free, and children from 8 to 14 must attend at least 12 weeks each year unless excused by the school authorities or taught elsewhere.

GENERAL EDUCATIONAL CONDITION.

The report of State Superintendent Speer shows very gratifying progress in the school work of the State for 1881–'82. The number of school districts organized was 111 more than in the preceding year; the number reporting, 86 more; the number with the minimum term of school or more, 289 greater; and, although the number of school-houses reported was less by 116, the accommodations were much greater, there being 241 additional school-rooms. The receipts for the free schools were $228,458 greater and the expenditure for the support of them $197,839 more. The enrolment advanced 22,126, being 12,506 more than the increase in youth of school age. The average daily attendance in public schools slightly exceeded even the increased enrolment. There were 208 fewer men employed as teachers and only 117 more women, the former at a considerable reduction and the latter at a slightly advanced pay. This record on the whole indicates a general zeal for public education that is creditable alike to the State and its children.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

Cities of more than 15,000 inhabitants have elective boards of education of 3 members from each ward, one of the 3 liable to change each year; cities with from 2,000 to 15,000 have similar boards of 2 members from each ward, one of the 2 liable to annual change. The larger boards may and the smaller must choose a superintendent.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Atchison	15,105	4,652	2,516	2,258	29	$19,526
Lawrence	8,510	2,868	1,935	1,437	24	20,686
Leavenworth	16,546	6,641	3,317	2,365	40	25,396
Topeka	15,452	5,561	3,915	2,323	46	33,835

ADDITIONAL PARTICULARS.

Atchison for 1881–'82 reports 5 different school buildings, with 14 rooms for primary classes, 14 for grammar, and 1 for high, all affording 1,650 sittings, a scanty supply for the 2,258 in average daily attendance. The schools, accordingly, were overflowing, many having to be turned away for want of room. The high school is reported to have had 90 pupils, with an average attendance of 88; private schools had an estimated enrolment of over 1,000.

Lawrence had 10 school buildings in 1881–'82, with 25 rooms for study and recitation and 2 for recitation only. These buildings, with grounds, furniture, &c., were valued at $104,200. There was an increase in the enrolment in the public schools of 56 over the last year and a gain of 158 in average daily attendance, with 1 more teacher. The high school enrolled 123 pupils.

Leavenworth public schools, classed as primary, grammar, and high, occupied 55 rooms. There were 7 school buildings, valued, with grounds, &c., at $178,000. There was a decrease in youth of school age, but a gain of 159 in the number enrolled and of 75 in average daily attendance, with 1 more teacher. The high school reports an enrolment of 200 pupils with 4 teachers, the regular course covering 4 years. Total receipts for the year, $29,895.

Topeka had 4 primary school buildings, 8 with both primary and grammar classes, and one high school building; an increase of 291 was reported in youth of school age, and of 804 in enrolment in public schools, with a gain of 15 teachers. There were 97 pupils in the high school, under 1 instructor. The 13 school buildings, with sites, &c., were valued at $179,800.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

The *Kansas State Normal School*, located at Emporia, according to its biennial report, had just closed two of the most successful years in its history. The enrolment in 1881–'82 was 402, being an increase of 36 over the preceding year. The students in 1881 and 1882 represented 44 counties in Kansas, and 8 different States. The graduating class of 1881 numbered 21; that of 1882, 44, 40 of whom have since engaged in teaching. The library and apparatus were said to be insufficient for the needs of the work.

A well organized training school was connected with the institution, presenting instruction in Kindergärten, primary, intermediate, and grammar school grades. This school receives children at 3 years of age and provides a full course of study, which prepares for admission to the normal department.

The *University of Kansas* provides a 3-year normal course, in which there were 53 students, 33 of whom were young women, a total gain of 15 over 1881. Four of these were graduated and received from the State board of education State certificates good for 5 years. One of the students in 1882 was a resident graduate.

OTHER NORMAL TRAINING.

The *Kansas Normal College*, Fort Scott, organized in 1878, reports 105 students in its teachers' class for 1881–'82, of whom 55 were male, besides 162 other students, all under 7 instructors.

The *Kansas Normal School and Business Institute*, Paola, prepares for teaching and for business with a 3-year course. It reported to the State superintendent 228 normal students in 1882, besides 212 others. Children selected from the city schools form its training department.

The *Campbell Normal University and Commercial Institute*, Holton, a private enterprise, organized in 1882, with a faculty of 7 instructors, and with nearly 100 students enrolled in November, 1882, presents a 3-year collegiate course of 48 weeks each.

TEACHERS' INSTITUTES.

County normal institutes were advertised to be held in 54 counties during 1882. The union of two or three counties is permitted for this purpose where the population of each is less than 3,000.

A writer in The Educationist reports having visited 24 of these institutes during July and August, and says the work was of a high order, there being less talking and more teaching than the year before. Everywhere were displayed a spirit of thoughtful earnestness and a realization of the importance and responsibility of the work, but there was the same dearth of reference books noticed last year.

EDUCATIONAL JOURNALS.

The Educationist, published at Emporia by the former State superintendent of public instruction in Indiana, George W. Hoss, continued to be the official organ of public instruction and the chief medium for the diffusion of educational information throughout the State. The Industrialist, published weekly at Manhattan, is the organ of the Kansas Agricultural and Mechanical College, and is devoted specially to industrial education. The former was in its fourth volume in 1882; the latter in its eighth.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The number of cities reporting high schools for 1882 was 30, with 1,700 pupils and 149 graduates. The length of the school courses varied, the shortest, at Chetopa, being of 12 months; the longest, at Winfield, of 45 months. The high schools recognized by the State University as qualified to prepare students for its courses were those of Abilene, Atchison, Beloit, Emporia, Junction City, Lawrence, Leavenworth, Neodesha, Peabody, Topeka, and Washington, 11 out of the 30 above mentioned.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges and private academies, see Tables IV and VI of the appendix following; for summaries of them, see corresponding tables in the report of the Commissioner preceding. For preparatory departments of colleges and scientific schools, see Tables IX and X of the appendix.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Kansas, Lawrence, in its collegiate department presents classical, scientific, modern literature, civil engineering, natural history, chemical, and musical courses, each of 4 years, with a department of elementary instruction and 3 higher normal classes of 3 years each. The institution also provides a 2-year course in law and a preparatory course of a year in medicine. The total number of students in attendance (more than half of them in the preparatory department) was 443, 39 of them from other States. A graduate course for non-residents of 3 years beyond the regular collegiate is provided, examinations being required at the end of each year. All courses are open alike to both sexes. The Kansas Review, a monthly, is conducted by an association of the students.

Other collegiate institutions, 8 in number, were St. Benedict's College, Atchison, and St. Mary's College, St. Mary's (Roman Catholic); Baker University, Baldwin (Methodist Episcopal); Highland University, Highland (Presbyterian); Gould College, Harlan (founded in 1881); Lane University, Lecompton (United Brethren); Ottawa University, Ottawa (Baptist); and Washburn College, Washburn (Congregational). All report preparatory departments; all but Gould, classical courses of 4 years; all but St. Benedict's and St. Mary's, scientific courses also; while Baker, Highland, Gould, and Lane had normal courses. Baker, Highland, St. Benedict's, and St. Mary's taught music, more or less, and St. Benedict's had instituted an ecclesiastical course. All but the 2 Roman Catholic schools admit both sexes. For statistics, see Table IX of the appendix; for a summary of these statistics, a corresponding table in the report of the Commissioner preceding.

INSTITUTION FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The College of the Sisters of Bethany, Topeka (Protestant Episcopal), chartered in 1870, continued to be for 1882 the only school of this class reporting. It had 17 instructors and an enrolment of 259 pupils, of whom 64 were in collegiate classes, 94 in preparatory and scientific, and 101 in Kindergarten and primary studies. Whole number of graduates, 39, 1 only at the close of 1881–'82. Estimated value of collegiate property, including furniture, site of 20 acres, and buildings, $150,000; collegiate course, 3 years. For further statistics, see Table VIII of the appendix.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *University of Kansas*, Lawrence, provided general scientific, civil engineering, natural history, and chemical courses, each of 4 years.

The *Kansas Agricultural College*, Manhattan, has a general course in agriculture and science of 4 years. Three-fourths of the students come from the homes of farmers.

In January and February of 1882 a series of 6 farmers' institutes, conducted by members of the faculty, was held in as many counties, imparting some of the benefits of the collegiate instruction to those outside of the institution and bringing the college into closer relation with the farmers of the State.

PROFESSIONAL.

Theology.— St. Benedict's College, Atchison (Roman Catholic), in 1882 instituted an ecclesiastical course covering one preparatory and three theological years of study. Kansas Theological School, Topeka (Protestant Episcopal), continued its 3-year theological course, which by the canons of the Protestant Episcopal Church is ordinarily to be prepared for by a collegiate course or its equivalent. It reported 2 instructors and 4 students in 1882.

Law.— The law department of Kansas University (with 2 instructors and 7 senior students in 1881–'82) gave a course of law covering 2 annual terms of 7 months each.

Medicine.— The medical preparatory course of the University of Kansas, covering 2 terms of 20 weeks each, appears again in the university catalogue of 1881–'82, but no professors or students are indicated, nor do any appear in the opening term of the next session.

SPECIAL INSTRUCTION.

EDUCATION OF DEAF-MUTES.

The Kansas Institution for the Education of the Deaf and Dumb, Olathe, under the control of the State board of charities, reported for the year ending June 30, 1882, the same number of pupils as given in last year's report, 171 (males 89, females 82), under 7 instructors. They were taught the common school branches, the method of instruction being the manual and articulation combined. The course comprises also such employments as printing, cabinet making, shoemaking, sewing, and housework. Since

the foundation of the institution in 1862, 306 pupils have received instruction. The average time spent in the institution by each pupil is 3½ years. Tuition, board, books, and other necessaries are furnished free. The grounds, buildings, and apparatus were valued at $54,000.

EDUCATION OF THE BLIND.

The State Institution for the Education of the Blind, at Wyandotte, reports for the year ending June, 1881, an average attendance of 52 pupils, of whom 2 were graduated; for the year ending June, 1882, there was an average of 53, of whom 3 were graduated. Instruction was given in the literary branches of a good education, as well as in music, and broom making was taught to the boys. Through appropriations of $25,000 for additional buildings and $3,000 for steam heating, the accommodations were much improved.

REFORMATORY TRAINING.

No report for 1882 has reached this Bureau from the State Reform School for Boys, near Topeka, opened in 1881, which had 12 boys under its charge in July of that year.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The Kansas State Teachers' Association held its annual session at Topeka, December 26–28, 1882, the president, William Bishop, in the chair. The attendance was estimated at something over 400. President-elect George T. Fairchild delivered the annual address, "From childhood to manhood." Subjects under discussion the second day were "Elementary arithmetic," "United States history," "Elementary reading," "Elementary geography," "The care of buildings and grounds," "Elocution," "The relation of the teacher to the moral training of the pupil." The day closed with an address entitled "Paul and Plato." The subjects read and discussed on the third day were: "Natural and physical science," "The essentials of arithmetic," "School discipline," "Higher mathematics," "Punctuality and regularity," "National education," "German in our public schools," and "The teacher's work and aims." After listening to reports of committees and adopting resolutions, the association adjourned to meet in Topeka the following December.

SUPERINTENDENTS' CONVENTION.

The county superintendents assembled in convention at Topeka, December 27, 1882, State Superintendent H. C. Speer presiding. About 40 counties were represented. After appointing the committees the following topics were discussed, one hour being given to each: "Formation and alteration of school district boundaries," "Discussion of official visits of county superintendents," "Graded courses of study for country schools," "Uniformity of text books." At the opening of the convention on the second day, the report of a committee on school legislation was considered. Resolutions were passed that the time of the annual meeting be changed to the third Wednesday in June, that a tax of 2 per cent. be levied for school district purposes, that the people should not determine at the annual meeting whether a man or woman teacher shall be employed, that school district officers forfeit office by neglecting to qualify, that teachers should have power to suspend unruly pupils until action be had by the school board, that a county uniformity of text books should be adopted, and that county commissioners should appropriate not less than $50 nor more than $100 annually for a normal institute fund. Several other resolutions of less importance were adopted, after which the convention adjourned.

CHIEF STATE SCHOOL OFFICER.

Hon. H. C. SPEER, *State superintendent of public instruction, Topeka.*

[Term, January 10, 1881, to January 9, 1883.]

Mr. Speer was elected November, 1882, for another term extending to 1885.

KENTUCKY.

STATISTICAL SUMMARY.*a*

	1879–'80.	1880-'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-20)	478,597	483,404	4,807	
Colored youth of school age (6-16)*b*	66,564	70,234	3,670	
Whole number of school age	545,161	553,638	8,477	
White youth in free schools	245,358	238,440		6,918
Colored youth in free schools	20,223			
Whole enrolment in free schools	265,581			
Average attendance of whites	158,218	149,226		8,992
SCHOOL DISTRICTS AND SCHOOLS.				
School districts for white youth	6,177	6,244	67	
School districts for colored youth	773	804	31	
Whole number of school districts	6,950	7,048	98	
Districts that had schools for whites	6,136	6,189	53	
Districts that had schools for colored	718	739	21	
School-houses for white youth	5,649	5,678	29	
Valuation of same, with sites, &c	$2,119,407	$2,286,104	$166,697	
School-houses for colored youth		429		
Valuation of same, with sites, &c		$109,648		
Average time of schools in days	102			
Private schools of all grades reported	1,044	1,148	104	
TEACHERS IN WHITE SCHOOLS AND THEIR PAY.				
Men teaching in schools for whites	4,418	4,195		223
Women teaching in the same	2,346	2,715	369	
Average monthly pay of teachers in counties.	$21 75			
Average monthly pay of men in cities.	98 00	$23 87		
Average monthly pay of women in cities.	43 00			
INCOME AND EXPENDITURE.				
Receipts for public free schools for whites.	$1,031,565			
Expenditure for them	803,203	$1,184,327	$381,124	

a No statistics for 1881–'82 have been received at the time at which this goes to press.
b By law of 1882 the school age for blacks was altered to 6–20.

(From report of Hon. Joseph Desha Pickett, State superintendent of public instruction, for the two years above indicated, with return from the same for the year 1879–'80.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State board of education looks after the general interests of the free schools; a State board of examiners tests the qualifications of candidates for State school certificates; while a State superintendent of public instruction acts as president and executive officer of each board. Each county, through its presiding judge and justices of the peace at the

court of claims, chooses biennially a commissioner for general oversight of common schools, and he forms a board for the examination of teachers by associating with himself 2 other persons. Each school district for whites in a county has 3 trustees, all chosen together at the first election by the resident voters (widows with children to be taught being allowed to vote) and afterwards one each year. In districts for colored pupils, the white county commissioner appoints yearly 3 trustees from the colored race.

OTHER FEATURES OF THE SYSTEM.

Most of these remained in 1882 the same as previously reported, but an act of April 24 in that year did away with several distinctions made in 1874 between the systems for white and colored youth. The length of term, the course of study, the qualifications of teachers, and the rates of payment to these teachers in the schools for blacks were made to correspond as much as might be with those in schools for whites; the age for free instruction in the former (6–16) was changed to that for the latter (6–20). Both races, too, were made participants (on the same basis, the number of youth of school age) in the 6 per cent. interest from the State school fund ($1,327,000), as well as in the receipts from the State school tax, which tax, by the same act, was raised from 20 to 22 cents on $100 of property.

Some differences as respects the two races, however, are still maintained. One (for the benefit of colored schools) is that they continue to receive, with their share of the general school tax, the proceeds of fines, forfeitures, penalties, and taxes collected specifically from the colored race, except the capitation tax on negro voters, which is abolished. Two others, of a different character, are (1) that the colored people do not elect their own district school officers, like the whites, but such officers are chosen for them by the white county school commissioners, and (2) that, instead of putting their schoolhouses where most convenient, they must, if in the country, locate them at least a mile away from any school for whites, and if in cities, at least 600 feet away. Of course, there is also the prohibition, usual in the Southern States, of the union of the two races in any public school. Provision is made too for separate institutes and teachers' associations. The new law is on the whole a great step forward in the improvement of the colored race.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

For cities and towns there are boards of trustees, who appoint city superintendents. Some cities, under special charters, have boards for the examination of teachers.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Covington	29,720	10,519	3,378	2,475	67	$48,939
Lexington	16,656	.....	2,205	1,419	.....	.....
Louisville *a*	123,758	52,892	20,186	13,760	359	261,930
Newport	20,433	6,715	2,825	2,231	45	26,435
Paducah	8,036	2,096	968	759	15	8,953

a Not including, apparently, the statistics of colored schools.

ADDITIONAL PARTICULARS.

Covington in 1881–'82 more than recovered its losses of school population and attendance in 1880–'81, there being a gain in school population of 888 against a loss of 463, and in other points a proportionate gain. Six school buildings, having 4,000 sittings for study, with other school property, were valued at $204,500. The school course is a graded one covering 12 years. German is taught in 4 grades, and drawing in all below the high. Estimated enrolment in private and parochial schools, 2,560, only 818 less than in public schools. There is a board of examiners. The superintendent says that the work of the year had been satisfactory.

Lexington reported 5 white schools and 4 colored. The former enrolled 1,249, with an average attendance of 935; the latter, 956, with an average attendance of 484. In the total enrolment there was a gain of 23 over the previous year. No other information is at hand.

Louisville shows a gain of 4,055 in school population, exceeding that of the previous year by 1,805; also, a gain of 997 in enrolment against a loss of 801 the year before, and of 490 in average daily attendance, against a loss of 228. There were 30 school buildings, valued, with other property, at $875,144, in which were taught for whites 7 primary and branch, 18 secondary, and 5 intermediate schools, having 8 grades of 1 year each, and a high school for each sex, with courses of 4 years each. For colored there were 2

primary, 1 intermediate, and 2 secondary schools. Music was continued in all the grades below the high, and drawing throughout all. German, under special teachers, went through 7 grades below the high schools. The schools are opened daily with brief readings from the Bible without comment, and may be closed with singing. There were two boards of examiners, one for English teachers, the other for German.—(Manual and return.)

Newport, with a loss of 7 in school population, gained in enrolment and average daily attendance, the latter being 79 per cent. of the enrolment. There were 5 school buildings, with 2,510 sittings, the entire school property being valued at $133,500. In these buildings there were taught 44 schools, 1 high, 5 intermediate, 37 primary, and 1 colored, under 46 teachers, including a special teacher in drawing and penmanship. Schools were in session 202 days, with 1,002 fewer cases of tardiness, 10 per cent. fewer of corporal punishment, and none of permanent suspension. There is a board of examiners; also, provision for normal training. The president of the board of education, while reporting the schools in good condition, deplored the lack of school room, and the legislature, at its last session, authorized a vote of the city as to levying a tax of 5 cents on $100 for additional school buildings. Estimated enrolment in private and parochial schools, 700.

Paducah showed a gain of 116 in school population, of 128 in enrolment, and of 69 in average daily attendance, the number of teachers remaining the same. It added 1 school building, and school property was valued at $33,700. The schools, which were of 12 grades, were in session 205 days; the per cent. of average daily attendance on enrolment was 78 and on school population 36. Primary pupils make up nearly half the schools and fully a quarter of the school population. In the primary schools the boys and girls are about equal, but only 1 in 15 or 16 of the boys reaches the grammar school and only 1 in 100 the high, most of them leaving school at the end of their tenth year. The superintendent thinks the female sex is fast becoming the more cultured of the two. A weekly teachers' meeting was held. Estimated enrolment in private and parochial schools, 200.

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND NORMAL DEPARTMENTS.

Of the 12 normal schools and normal departments reported in 1880–'81 only 4 report any statistics for 1881–'82 (for which see Table III of the appendix).

The Kentucky State Normal School, the superintendent says, was chartered for only two years and existed only to start such schools in the State. The Kentucky Female Orphan School trains its orphan girls with a view to fitting them for teachers' work. It reported for the year 5 teachers and 83 inmates; pupils are admitted at 14 years and upwards. The school has an endowment fund of $120,000.

TEACHERS' INSTITUTES.

It is presumed that the teachers' institutes required to be held annually in each county for whites, and allowed to be held for colored, were held in 1881–'82, but no report of their sessions has come to hand.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Covington reported a high school, with a 4-year classical and a 3-year scientific course; 191 enrolled pupils; 155 in average daily attendance, and 13 graduated, all girls but 1.

Louisville had a high school for each sex for whites and one for both sexes for colored, the schools for whites with courses of 4 years and the school for colored with a 3-year course; there was a total of 645 enrolled and of 539 in average daily attendance.

Newport high school shows a 3-year course, with 73 enrolled, 58 in average attendance, and 8 girl graduates.

Paducah had a high school, with a 3-year course and 65 students, 60 of them girls.

OTHER SECONDARY SCHOOLS.

For statistics of schools of this class and of business colleges, see Tables IV and VI of the appendix; for summaries, the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Of 17 universities and colleges, 15 make return for 1881–'82. Eight had preparatory courses of 2 or 3 years; 11, classical courses of 4 years; 1, a classical course of 3 years; 5, classical courses of undefined length. In the Kentucky Military College the B. A. course usually occupies 3 or 4 years, with a graduate course provided beyond this. Four offered

normal instruction; 10 had undefined commercial courses; 5 had literary courses, all but 1 of 4 years, and that of 3; 6 gave more or less training for ministerial work; 1 had a law course; 5 included music and 4 music and art in their courses; while in 10 French and German were among the regular or elective studies. South Kentucky College, Hopkinsville, was reopened in 1881 with a larger faculty, an extended course of study, an extension of its privileges to both sexes alike, and the addition of normal and commercial courses.

Kentucky Wesleyan College, Millersburg, was found by an examining committee of the Methodist conference to have an excellent curriculum and to require a high standard of proficiency. Central University, Richmond, during the year added to the department of mathematics and astronomy an optional course in theoretical and practical railroad engineering.

Ogden College, Bowling Green, reporting for the first time in 1881–'82, presents no fixed course, but arranges its studies in 8 schools, of ancient languages, of mathematics, of natural science, of philosophy, of civil engineering, of modern languages, of English language and literature, and of commercial science. It was founded by the late Robert W. Ogden, after whom it was named. In his will, among other donations, Mr. Ogden provided for 60 free scholarships. Though non-sectarian, it inculcates Christian morality and its course provides for weekly study of the Bible. Its property was valued at $20,000 and it has $120,000 in productive funds, yielding an income of $8,000.

For statistics of colleges of this class reporting, see Table IX of the appendix; for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.—(Catalogues and returns.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Twenty colleges and seminaries for young women reported in 1881–'82 against 18 the previous year. All had preparatory courses; 18, collegiate courses of 4 years, most of them including drawing, art, music, German, and French. Bowling Green Female College arranges its studies in schools, not in years. Caldwell Female College, Danville, reopened in 1881, had 41 students in its collegiate course, not yet defined. All the 20 schools offered training in vocal and instrumental music; 15, in German and French, 1 adding Italian; 3, in German only; while 1 showed no modern language; 4 provided normal training for those who wish to become teachers.

In nearly all especial importance had been recently given to English language and literature. In 5 the study of the Bible and of the elements of theology was in the regular course; 2 offered graduate courses; 6 had gymnastic training. Most of them appear to have about the same classical training as the colleges for young men. The aggregate collegiate attendance of women for the year was nearly 3,000, about 1,200 more than the number of men in colleges.

Christ's Church Seminary, Lexington, Louisville Female Seminary, and Paducah Female College were not heard from.

For statistics of these schools, see Table VIII of the appendix; for a summary, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The State Agricultural and Mechanical College, Lexington, reorganized in 1880, continued in 1881–'82 to give instruction in its 14 courses of from 1 to 5 years in length. The scientific course included, with the usual scientific studies, agriculture, horticulture, landscape gardening, civil history, and political economy, Latin, French, or German, and English language and literature. In the scientific department there were 11 professors and 321 students, a gain of 87 over the previous year. It has 400 State scholarships, not one-half of which were filled. Provision is also made for some free instruction in the normal department. The income for the year was $9,909 from a fund of $165,000, $17,000 from the State, and $2,000 from tuition fees. At the commencement 3 young men received degrees in arts and 3 in science.—(Register and return.)

Eleven other colleges reported courses in general science, those in 6 covering 4, in 3 only 3 years, in 2 not defined. Kentucky Military Institute reported a course in civil engineering.

For statistics of scientific schools and scientific departments reporting, see Tables IX and X of appendix; for summaries of these, corresponding tables in the report of the Commissioner preceding.

PROFESSIONAL.

Theological.—There were in 1881–'82 4 theological seminaries, 3 with 3-year courses, viz: Danville Theological Seminary (Presbyterian), requiring for admission a college diploma or an examination; Preston Park Seminary, Louisville (Roman Catholic); and

Southern Baptist Theological Seminary, Louisville. The College of the Bible, Lexington (Christian), in 1882 had a 4-year course open to young men without a classical education. Biblical instruction in connection with college studies was given in St. Joseph's, Berea, Eminence, South Kentucky, and Bethel Colleges and in Central University.

For statistics of theological schools reporting, see Table XI of the appendix; for a summary of such statistics, a corresponding table in the report of the Commissioner preceding.

Legal.—The law school of Kentucky University was not in operation in 1881–'82. With the exception of some preparatory legal studies in South Kentucky College, the Louisville School of Law alone seems to have afforded legal training. It requires for admission evidence of sufficient mental development to pursue advantageously the studies of the course. Though intended to occupy 2 years, the whole course may be completed in 1. Graduates are entitled to practise without further examination.

Medical.—Since 1874 there has been provision in this State for a board of examiners in each judicial district to test the qualifications of medical practitioners who have not diplomas of some chartered school of medicine; but it is said to have been little observed. Four medical schools, all in Louisville, reported for the year 1881–'82. These were Hospital College of Medicine, Kentucky School of Medicine, Louisville Medical College, and the medical department of the University of Louisville. All provided courses of medical study covering 3 years, including 2 terms of lectures of 21 weeks each. The examinations for the degree in all were the same on all the branches taught in the colleges. The Hospital College gave notice that after 1882–'83 a graded course of 3 years would be required. Candidates for graduation in this school who on final examination receive 90 credits in 100 are marked "distinguished" in the published list of alumni.

The Louisville College of Pharmacy continued in 1881–'82 to require for graduation an apprenticeship of 4 years and attendance on 2 courses of lectures; important additions made to its building, cabinet, library, and apparatus increased its facilities for instruction.

For statistics of the above schools, see Table XIII of the appendix; for a summary, a corresponding table in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Kentucky Institution for the Instruction of Deaf-Mutes, Danville, reported for 1881–'82 9 instructors, 2 of them semi-mutes, and 145 inmates, making 810 since its foundation. The average term of instruction is 7 years. Of the graduates 7 had become teachers. The pupils are taught the common school branches, including the elements of natural philosophy. For boys the employments are carpentry, printing, bookbinding, broom making, and gardening; for girls, sewing and housekeeping. Articulation was taught only incidentally. The State appropriation for the year was $27,000.

EDUCATION OF THE BLIND.

The Kentucky Institute for the Education of the Blind, Louisville, had 25 instructors and employés (8 of the last mentioned being blind), with 77 pupils for the year, and had had 441 since opening. In school elementary studies were pursued, with special training in music. The employments taught were broom making, cane seating, mattress making, fancy work, and sewing. A Kindergarten department had proved satisfactory. The president speaks of the year as one of the best in the history of the institution. There was a library of 1,200 volumes; property valued at $100,000; a State appropriation of $18,870; a total income of $28,859; and an expenditure of $20,084.

EDUCATION OF THE FEEBLE-MINDED.

The Kentucky Institution for the Education and Training of Feeble-Minded Children, Frankfort, reported 27 instructors and employés, with 132 inmates October 1, 1881, and 143 October 1, 1882. All the inmates were taught the common English branches; boys, to work in the shops and gardens; girls, to do laundry work, sewing, and housekeeping. During the year extensive improvements were made in the buildings, requiring the moving of a great amount of earth, which, with the help of 1 laborer, was done by the boys, the carpenter boys doing the wainscoting of the new rooms. The superintendent says that the workshop, laundry, and sewing rooms showed conclusively that feeble-minded children can be taught industrial occupations so as to make them self supporting. The State expended on this class of unfortunates $31,748 during the year.

INSTRUCTION OF ORPHANS.

There were 8 institutions for orphans and dependent children and 1 for the normal training of female orphans over 14 years of age. In all instruction was given, as

far as possible, in the common branches and in such industries as would facilitate self support. A constant endeavor was made to provide good homes or employment for their inmates.

For statistics of these institutions, see Table XXII of appendix; for summaries of them, a corresponding table in the report of the Commissioner preceding.

REFORMATORY TRAINING.

The Louisville House of Refuge does its work in three departments, 1 for white boys, 1 for colored boys, and 1 for white girls, each in a separate building, with its own playground, workshop, garden, and teacher, under 1 superintendent. Since opening there had been 1,508 inmates, and for the year 323. Of those taught during the year 28 had intemperate parents. Instruction was given in the common school branches, in shoemaking, cane seating, gardening, and farm work for boys; for girls, sewing, laundry work, and housekeeping. The earnings from shops, garden, and farm were $6,604; the additional current expenses, $19,868.—(Seventeenth annual report.)

EDUCATIONAL CONVENTION.

KENTUCKY STATE TEACHERS' ASSOCIATION.

This association held its eighth annual meeting at Hopkinsville, December 26–28, 1882. No other information of the session has been received except that it was regarded as the best meeting of the association since its organization. The number of teachers in attendance was not large, but a deep and active interest is said to have been manifest throughout.—(Journal of Education.)

OBITUARY RECORD.

PROF. NOBLE BUTLER.

Noble Butler was born in Washington County, Pennsylvania, July, 1810, and died at Louisville, Ky., February 12, 1882. His ancestors came to America with William Penn. When the boy was 7 years old his father settled near Madison, Ind. From the log schoolhouse there he went to Hanover College, Ind. In 1839 he became professor of Greek and Latin in the University of Louisville, giving his life to education and general culture. He was the author of a Practical and Critical Grammar, revised and edited Goodrich's series of readers, and afterward published a series of his own. He wrote a Theory of the Hebrew Tenses which was adopted as a standard. His last work was a Revised and Practical Grammar, issued a year before his death. He also entered largely into the field of general literature both as a critic and a poet. He was peculiarly an educator, having a rare faculty of imparting knowledge, and thus did much to cultivate a high taste for literature and love of culture in the city where he lived.

CHIEF STATE SCHOOL OFFICER.

Hon. JOSEPH DESHA PICKETT, *superintendent of public instruction, Frankfort.*

[Term, September 9, 1879, to September 15, 1883.]

LOUISIANA.

STATISTICAL SUMMARY.

	1880.	1881.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6–18)	273,845	290,036	16,191	
Enrolment in public schools	68,440	62,370		6,070
Average daily attendance	45,626			
SCHOOLS AND TEACHERS.				
Number of public schools	874	1,069	195	
Average time of school in days	118	100		18
Teachers in public schools	2,025	1,584		441
Average monthly pay of teachers	$27 50	$31 50	$4 00	
Teachers in private schools	*a*91	*a*122	31	
RECEIPTS AND EXPENDITURES.				
Total receipts for public schools	$480,320	$486,790	$6,470	
Total expenditure for same	411,858	441,484	29,626	
SCHOOL FUND.				
Amount of available fund	$1,130,867	$1,130,867		

a Not including New Orleans.

(From returns furnished by Hon. Edwin H. Fay, State superintendent of public instruction, and biennial report of the same for the two years indicated, no later returns being available.)

STATE SCHOOL SYSTEM.

OFFICERS.

There is a State superintendent of public instruction elected for 4 years; a State board of education, with the State superintendent as executive officer; and there are parish boards of not less than 5 nor more than 9 members, except in the parish of Orleans, which answer to county boards elsewhere. These last may appoint a parish superintendent, who becomes secretary of the parish board. Women over 21 are eligible to educational offices.

OTHER FEATURES OF THE SYSTEM.

The means for the education of children between the ages of 6 and 18 in this State come (1) from the proceeds of a State fund of $1,130,868, bearing 4 per cent. interest (which, however, is to be paid out of taxes "levied and collected for the general purposes of education"), to be paid annually to the townships; (2) from a poll tax of $1 to $1.50 on each voter; (3) from a State tax not to exceed 1 mill on $1; and (4) from a local levy of 2 mills on $1, which any parish may order. Teachers must receive a certificate of competency from the parish board, and those who maintain discipline without punishment, other qualifications being sufficient, are preferred. Each school must have at least 10 pupils and not more than 60 to each teacher.

No denominational or sectarian school is to be supported by public school funds.

GENERAL CONDITION.

Although no official report for 1882 comes from the State superintendent, it is evident from the Louisiana School Journal for that year, edited by a former superintendent, that the public school interests went from bad to worse. The poor pay of teachers, the insufficient provision for comfort in rural school-houses, and the inadequacy of funds for the support of even the New Orleans schools, together with the continued want of a definite school law corresponding with the new constitution, combined to make good

and efficient school work almost impossible. Teachers in the country schools, the superintendent said in his last report, had rooms almost destitute of educational conveniences, and those of New Orleans, in December, 1882, were still waiting for the pay which they had earned in 1881. To make things worse, the annual fund for the support of public schools—already charged by the constitution of 1879 with the payment of $45,235 interest on the school fund and with $14,551 interest on other funds—was further charged by the legislature of 1882 with the payment of $10,000 to each of the three State universities, one at Baton Rouge and 2 at New Orleans. As the annual school revenue was fixed at $107,000, these large deductions, with others for the pay of school officers, left less than $9,000 for the support of free schools throughout the State, exclusive of New Orleans, which depends largely on special appropriations. The result has naturally been that outside of New Orleans free education of the masses has been substantially suspended. Almost the only reliance for the maintenance of schools in the rural parishes is on volunteer taxation in addition to the poll tax, which latter under the constitution is to be retained in the parishes in which it is collected. This, an intelligent writer in the New Orleans Daily Picayune of April 24, 1882, says, if faithfully collected, should secure for the free schools at least $120,000 annually.

KINDERGARTEN.

The Kindergarten Institute of Mrs. J. E. Seaman, noticed last year in the report from this Bureau, was continued in 1882 with encouraging results. For statistics, see Table V of the appendix.

The Louisiana Journal of Education for November, 1882, says that in most of the private schools of New Orleans the experiment of connecting this form of education for young children with other preparation for higher classes has been tried with such good results as to justify the belief that it has become a permanent feature in primary school work. The children are said to be not only happier, but also more apt to learn, making better scholars in the more advanced grades.

AID FROM THE PEABODY FUND.

The two normal institutions for free education of white and colored teachers at New Orleans continued in 1881–'82 to be supported by the Peabody education fund, but doubt was expressed of the continuance of such support if the State failed to provide partially for their maintenance. The distribution to each of the schools is given in the report of the trustees as $1,500, with $1,000 for public schools, $200 for teachers' institutes, and $200 for the Louisiana Journal of Education.

CITY SCHOOL SYSTEM.

NEW ORLEANS.

Officers.—The public schools of this city are under a board of 20 directors, 8 appointed by the State board of education and 12 by the board of administrators of the city, with a superintendent appointed by the directors.

Statistics.—Population in 1880, 216,090; youth of school age in 1881, 61,456; enrolled in public schools in 1882, 24,976; average daily attendance, 15,224; number of teachers, 402; school buildings, 52; receipts for schools, $208,339; expenditures for them, $279,316; valuation of school property, $667,500; enrolment in private and parochial schools, 5,000.

Additional particulars.—Of the 52 schools under the care of the city board in 1881, 13 were for the exclusive use of colored pupils, with an enrolment of 5,473. The 12 buildings erected from the proceeds of the McDonogh school fund were commodious and comfortable, while the others, 13 of them rented, were poorly adapted to educational purposes, the rooms being too small, the light and ventilation defective, and the grounds insufficient.

In July, 1882, we learn from the Louisiana Journal of Education, contracts were signed for the erection of 2 new school-houses out of the McDonogh fund, now limited to the construction and repair of buildings. One of these was to take the place of a fine school-house in Algiers, destroyed by fire, the other to be a large and substantial structure of brick, in the third ward, with a capacity for about 700 pupils. These were to be finished in time for use in the fall session of the schools.

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND DEPARTMENTS.

The *Peabody Normal Seminary*, New Orleans, gave free normal training to white graduates of high schools and colleges and other advanced students over 16 years of age from any part of the State. The normal department offered a 3-year course; in this course previous studies were reviewed and the members of the senior class were daily required

to teach classes of children in the model school for an hour or more. There was also a preparatory department for young ladies. The normal pupils for 1881–'82 numbered 48 young women; in the preparatory and model class there were 40; instructors, 4; 14 were graduated in 1882. This seminary is said by its principal to have prepared during the twelve years of its existence not less than 200 well qualified teachers for the public school system of the State.

The *Peabody Normal School for Colored Students*, New Orleans, presented two years of free normal training to graduates and advanced scholars of the higher grades over 17 years of age and fitted them for teaching; the school for 1881–'82 numbered 34 students, under 2 instructors. During the 5 years in which it has been in operation this school has furnished the public system 40 teachers.

Straight University, New Orleans (for colored), gave a 2-year course of normal training to 32 young men and 29 young women, under 3 instructors; number of graduates, 22 for the year, 12 of whom were teaching at the date of the report.

TEACHERS' INSTITUTES.

Teachers' institutes were held at New Orleans twice a month during February, March, and April. The largest number of teachers present was 150. The subjects discussed were arithmetic, elocution, drawing, history, the Kindergarten, methods of discipline, object teaching, patience in the school room, spelling, and the study of maps. Other sessions were held during the fall term.

EDUCATIONAL JOURNAL.

The Louisiana Journal of Education, published monthly in New Orleans and jointly edited by a former State superintendent and the present city superintendent of New Orleans, maintained in its third year its high standard of usefulness, giving valuable information to the teachers and efficient aid to the educational interests of the State.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The two high schools in New Orleans continued their 3-year courses in the English branches. From the girls' school 37 pupils graduated in 1882; there was no class from the boys' school. In the boys' school there were 4 teachers and 80 pupils; while the girls numbered 138, with 5 teachers. Average daily attendance: boys, 68; girls, 114.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools for preparing students for college, see Tables IV, VI, 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 (non-sectarian), offers two courses, a classical and a scientific, of 4 years each, as well as agricultural and mechanical, of 2 years each. Military discipline is maintained. Residents of the State, on passing an entrance examination, are entitled to admission without distinction as to race or color. In 1882 there were 48 students taking the classical course, with 52 preparing for it, and 50 in the scientific department, with 29 in preparatory. The degree of B. A. was conferred upon two young men at the last commencement.

The *University of Louisiana*, New Orleans (non-sectarian), adopted by the constitution of 1879 as a State institution, had academical, medical, and legal departments, the first mentioned having schools of English, Greek, Latin, French, German, physics and mechanics, chemistry, &c. There were 250 students in this department and its adjunct high school, 77 of them collegiate; instructors, 12. The degrees conferred are B. A., B. S., and B. LIT., and students were advised to arrange their studies with a view to taking one of these. From the preparatory school, containing 173 students, 12 young men graduated in 1882 and entered the senior classes of the academic department.

Leland University, New Orleans (Baptist), had a new building in progress costing $12,000, largely the gift of Mr. Chamberlain, the founder, who also deeded the trustees property valued at $25,000 for the endowment of the institution.

Other institutions of this class were Centenary College, Jackson (Methodist Episcopal South); Straight University, New Orleans (Congregational); New Orleans University, New Orleans (Methodist Episcopal); Jefferson College, College Point, Convent P. O.; St. Charles College, Grand Coteau; and the Jesuits' College, New Orleans (Roman

Catholic). All provided substantially 4-year classical collegiate courses, with a fair proportion of scientific studies. Each of the Roman Catholic colleges gave a 4-year commercial course.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

New Orleans, Leland, and Straight Universities, the three Protestant institutions at New Orleans, gave equal privileges to young women. For information relative to schools exclusively for women, see Table VIII of the appendix.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The report from the State University and Agricultural and Mechanical College, at Baton Rouge, shows a 4-year scientific and a 2-year agricultural and mechanical course, following preparatory studies. The University of Louisiana, at New Orleans, and other colleges, as before stated, give scientific instruction in connection with classical.

PROFESSIONAL.

Theology.—Straight University, for the education of colored people, reported for 1882 a class of 16 students taking the 3-year course in theology, New Orleans and Leland Universities also present courses in theology, the former of 3 years, the latter of 2. For statistics of schools of this class, see Table XI of the appendix.

Legal.—The University of Louisiana and Straight University each gave a course of 2 years in legal instruction. In the former there were 27 students; in the latter, 28. For statistics, see Table XII of the appendix.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Louisiana Institute for the Education of the Deaf and Dumb, Baton Rouge, reported for 1881–'82 50 pupils, 23 of them young women, all under 3 instructors; 8 pupils and 1 teacher were semi-mutes. The boys are required to cut wood or work in the garden an hour a day, besides being taught printing or carpentry. The girls in charge of the matron are taught to sew and are drilled in habits of care and neatness in all the duties of housekeeping. The school hours are from 8 A. M. to 1 P. M., and the method of instruction combines oral and manual.

No statistics for 1881–'82 of institutions for the training of the blind are at hand.

ART CULTURE.

The Southern Art Union and Christian Woman's Exchange, New Orleans, appears to be doing good work in the way of art culture. Among the 75 pupils taught during the year were many who made rapid progress in sketching from life and in learning to paint and draw from nature.

A conservatory of music was organized which had over 100 pupils, with 15 classes and 18 professors. Musical instruction was also given at the Philharmonic Society by a single teacher.

CHIEF STATE SCHOOL OFFICER.

Hon. EDWIN H. FAY, *State superintendent of public education, New Orleans.*

[Term, January, 1880, to January, 1884.]

MAINE.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4–21)	213,927	213,007		920
Enrolled in public schools	150,067	147,988		2,079
Average daily attendance	99,500	111,188	11,688	
SCHOOL DISTRICTS AND SCHOOLS.				
Towns not divided into school districts.	39	41	2	
School districts reported	3,966	3,996	30	
Parts of districts reported	353	315		38
Public school-houses	4,308	4,297		11
School-houses in good condition	3,039	3,037		2
School-houses built in the year	57	57		
Cost of such school-houses	$95,347	$99,522	$4,175	
Estimated value of all school property	3,026,395	3,073,576	47,181	
Average time of school in days	118	117		1
TEACHERS AND THEIR PAY.				
Male teachers in the free schools	2,257			
Female teachers in the free schools	4,683			
Different teachers employed		7,797		
Number that had previous experience	4,713	6,523	1,810	
Number that were graduates of normal schools.	457	532	75	
Average monthly pay of men *a*	$28 23	$29 59	$1 36	
Average monthly pay of women *a*	14 52	14 60	08	
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$1,089,414	$1,168,463	$79,049	
Whole expenditure for same	1,089,414	1,081,834		$7,580
STATE SCHOOL FUND.				
Amount of permanent fund available	*b*$438,287			

a Excluding board, which cost the districts an average of $8.50 a month for each teacher. *b* In 1880.

(From reports of Hon. N. A. Luce, State superintendent of schools, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State there is a superintendent of common schools, who is also superintendent of the State normal schools; for each township or plantation, a superintending school committee or a supervisor; for each school district in these towns or plantations, a school agent. The offices of member of superintending committee and supervisor of schools are open to women.

OTHER FEATURES OF THE SYSTEM.

The common schools of the State, of all grades, are for the free instruction of resident youth 4 to 21, and youth 9 to 15 are required to attend at least 12 weeks each year unless

excused by the school authorities. The studies (except in high schools established before February 24, 1873) are the ordinary English branches prescribed by the State superintendent and taught from text books selected by the town committees or supervisors. Text books are not to be changed oftener than once in five years except by vote of the town. Teachers are examined and licensed by the superintending school committees and are required to report to them. The expenses of the schools are defrayed out of an appropriation equal to 6 per cent of the State school fund, aided by a State tax on savings bank deposits of 2½ mills on the dollar and a State tax of 1 mill on the dollar on all other property, with local taxes of at least 80 cents for each inhabitant.

GENERAL CONDITION.

The statistics for 1881–'82 compared with those of 1880–'81 show a loss of 920 in school population and of 2,079 in enrolment, but an increase of 11,688 in average daily attendance. In view of these remarkable figures Superintendent Luce says that the almost constant decrease in school youth that has characterized the last 20 years goes on, though the decrease for the year was less than the average for some preceding years. Should this continue for another decade the condition of the schools in the older rural sections will be deplorable, for in those sections the decrease has been most marked. Already in many of the farming towns the majority of the schools register not more than a dozen pupils. The marked decrease in enrolment, he admits, is difficult to account for, especially in connection with the large increase in average attendance; but he suggests that as many pupils in the rural towns not only attend school in their own districts but also in the neighboring ones, they are counted but once as enrolled and counted twice in registered and daily attendance, so that increase in daily attendance does not, of necessity, indicate an increase of individual pupils. He relies upon the actual increase in the aggregate daily attendance as measuring the productive work of the schools, and thinks that as a whole the statistics of attendance show a healthier condition of school affairs than in the preceding year.

Statistics of graded schools appear for the first time. The ungraded schools improved in the scope and character of their work. A large increase in female teachers was not deemed indicative of less effective work, inasmuch as many of these were experienced, and districts were able to secure first class female teachers at less cost than third class male teachers. The abolition of the "outgrown, wasteful, inequitable, and iniquitous school district system" is said to have made slow progress during the year, only 2 towns having changed to the town plan. Nevertheless, taken as a whole, the superintendent regarded the statistics for the year as indicating that the schools were moving toward a higher state of efficiency. As compared with last year, the attendance had been more regular; better teachers had better appliances; instruction was broader and more practical; the schools were carefully and wisely supervised, and their financial management was more economical.—(State report.)

KINDERGÄRTEN.

For statistics of these schools, see Table V of the appendix; for a summary of them, a corresponding table in the report of the Commissioner preceding.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

These are school supervisors or superintending school committees, school agents, and, in Lewiston and Portland at least, superintendents.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Auburn	9,555	3,055	1,550	.....	51	$19,140
Augusta	8,665	2,060	.....	.....	.....	10,249
Bangor	16,856	5,390	3,072	.....	82	31,716
Bath	7,874	3,117	1,915	.....	38	17,397
Biddeford	12,651	4,210	1,874	1,292	38	22,915
Lewiston	19,083	6,408	2,538	1,705	62	32,662
Portland	33,810	10,973	6,737	4,412	139	91,144
Rockland	7,599	2,186	1,448	1,130	30	9,319

ADDITIONAL PARTICULARS.

Auburn for 1882 reported 30 school buildings, 2 less than the previous year, with 2,200 sittings, and entire school property valued at $105,000. Enrolment decreased 412 and expenditure increased $3,219. Schools were classed as primary, grammar, high, and rural mixed; they were in session 175 of the 180 school days. Estimated enrolment in private and parochial schools, 25.—(Return.)

Augusta reported 28 school buildings instead of the 33 of 1881 (probably from an additional building, erected during the year at a cost of $20,000, having accommodated the pupils of some smaller schools); but the value of school property rose to $75,000. There was a falling off of $9,547 in expenditure.—(State report.)

Bangor, for its school population of 5,390, had 35 school buildings, 1 less than the year before. Notwithstanding the loss of the high school building by fire, school property was rated at $122,000, or $47,000 more. In school population and enrolment there was a slight falling off from 1881, but an addition of 3 teachers and of $1,153 in expenditure. One special teacher in penmanship was employed. The superintending school committee reported a year of earnest work, though serious inconvenience was experienced from the burning of the chief school building. The experiment of the previous year in placing all the schools above the intermediate grade under the control of a principal had proved a marked success. Two ungraded schools were opened, to which were sent from the grammar schools such pupils as had failed to maintain their standing. The standard for promotion established the year before had been sustained. The school year was lengthened from 34 to 36 weeks.—(City report and return.)

Bath had 14 school buildings, 2 less than in 1881, 13 of them in good repair. The entire school property of the city was valued at $59,300. Enrolment increased 79; expenditure, $285. Schools were in session 204 days of the school year.—(State report.)

Biddeford reported 26 school buildings, a gain of 3, but the same number of sittings, 1,835, and the same estimated value of school property, $95,000. There was a loss of 17 in enrolment, of 43 in average daily attendance, and of 4 teachers. Schools were taught 184 days.—(State report and city return.)

Lewiston reported 29 school buildings, the same as in 1881, and entire school property valued at $174,700. There was a loss of 381 in enrolment, of 357 in average daily attendance, and of 7 teachers, with a decrease of $570 in expenditures. One special teacher of music was employed. Schools were taught 183 days. The estimated enrolment in private and parochial schools was 500.—(City report and return.)

Portland reported for the year ending March 6, 1882, the erection of 1 school building, costing $21,720, giving to all school property the value of $370,000, an increase of $20,000 over 1881. The schools were taught by 131 teachers for 190 days, and classed as primary, grammar, and high, with 1 ungraded and 1 for the deaf. Compared with 1880–'81, there was a gain of 129 in enrolment and of 7 teachers, and a loss of 91 in average daily attendance, owing to contagious diseases; while expenditure was increased $10,432. The chairman of the school committee says that the schools were in a more satisfactory condition than a year ago, although no marked change for the better could be expected in one year, in view of the excellence which their schools had attained. With less corporal punishment, truancy had in a measure been kept under control. Two special teachers in music and penmanship and drawing were employed. Estimated enrolment in private and parochial schools, 1,200.—(State and city reports.)

Rockland, so far as reported, shows no advance from the few statistics of 1880–'81. The schools, classed as primary, grammar, and high, were in session 150 days.—(State report.)

TRAINING OF TEACHERS.

STATE NORMAL AND TRAINING SCHOOLS.

The normal schools at Castine, Farmington, Gorham, and the training school at Madawaska, all under the care of the State, are reported as having about the same attendance as in 1880–'81. Though the attendance was less than it should be, the schools did valuable work, having 498 students, under 21 teachers, and having graduated 84 in 1882, of whom 78 were teaching in the State.

OTHER NORMAL TRAINING.

The practice school at Portland, sustained by the city, had 3 teachers, with 9 female students, and graduated 8, all of whom engaged in teaching. In a similar school at Lewiston 7 teachers were graduated. For local reasons, this school was discontinued at the close of 1881–'82.

TEACHERS' INSTITUTES.

Under the new law of 1881 changing the time of teachers' institutes to two days instead of five, teachers' associations were organized in every county in the State where they did not already exist. During the year there were 25 meetings, and the year's trial indicated the superiority of the shorter term over the former one. Nearly 2,000 teachers were thus associated, the number doubling in one year. As a specimen of the working of these institutes, the outline of the one held at Bethel, Oxford County, in December, 1882, is given. The first subject presented was "Opening exercises: their purposes, character, and methods of conducting them." Next came "Practical exercises in arithmetic," followed by "Arithmetic for practical ends." Then came an essay on "Morals and manners," another on "Reviews: their purposes, frequency, and methods," followed by still another on "School government: its purposes, means, ends, and methods." In closing, examples in reading and gesture were given by a class trained by Miss Mary M. Parker, teacher of elocution.

SECONDARY INSTRUCTION.

FREE HIGH SCHOOLS.

Free high schools in Maine are not a required part of the public school system, it being optional with towns and districts whether they will have such schools. In some cases they have become part of a graded system, though such cases are exceptional. A vote to establish one remains in force only a year. The superintendent says that these schools have been growing in public favor; for ten years they have existed in their present form, and have come to stay in some form. They are a necessity to the common schools below them and the seminaries and colleges above them. In 1881 there were 101 towns that had them, in 1882 there were 109, at a cost in 1881 of $69,469 and in 1882 of $88,372, enrolling 7,792 in 1881 and 10,374 in 1882.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools devoted to preparing students for college, see Tables IV, VI, and VII of the appendix; for summaries of them, corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR BOTH SEXES.

Bowaoin College, Brunswick (Congregational), reported for 1881–'82 a faculty of 14 professors (3 non-resident), with 147 students in its 4-year collegiate course, in the junior and senior years of which a wide range of elective studies is allowed. For the departments of engineering, medicine, and military science, see Scientific and Professional Instruction, next page. Facilities for graduate instruction are provided for such as desire to pursue special studies after graduation, either with or without reference to an advanced degree. Special students may also enter the regular classes and remain in them at their pleasure. Gifts of $1,500 in aid of students and $1,500 for the libraries were received during the year. There were 44 specific scholarships, which were based on a fund of $46,859.—(Catalogue and return.)

Colby University, Waterville (Baptist), with a faculty of 9 in 1881–'82, had 124 students in its 4-year classical course, including 8 females and 2 special students. Women are admitted on equal terms with men. The university held 69 scholarships, with an aggregate fund of $50,000; had 17,763 bound volumes in the library, increased by 573 during the year, and productive funds amounting to $235,000. Much attention is given to the study of French and German, the natural sciences, art, and political economy.—(Catalogue and return.)

Bates College, Lewiston (Free-Will Baptist), reported for 1881–'82 a faculty of 7 resident and 3 non-resident professors, with 106 students in its 4-year classical course, 12 being women, who are admitted on equal terms with men. The preparatory work is done in the Nicholas Latin School, which, though owned by the college, is a separate school and had 63 pupils in 1882. There were 24 scholarships, sustained by a fund of $24,000. The degree of A. B. was conferred on 24 young men and 2 young women, and that of A. M. on 17 young men. A library of 6,883 volumes was increased during the year by 1,112, and nearly $20,000 in gifts were received.—(Return.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of this class of institutions, see Table VIII of the appendix; for a summary of them, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Maine State College of Agriculture and Mechanic Arts, Orono, reported no changes in its general workings since 1880–'81, having 9 professors and instructors, with 81 students in its 4 regular courses of 4 years each, 4 being females; also 4 in its partial and and 1 in its graduate course; total 86, a decrease of 17 from 1880–'81. The trustees reported a year of hard work and substantial results. Two much needed instructors were added, 1 in military science, the other in agriculture, thus providing in the latter for experimental and practical farming. In the shop decisive success was reached in vise and forge work, but carpentry, lathe work, &c., had not been added to the courses, for want of necessary buildings. At the last commencement 12 young men received the degree of B. S., 7 of B. C. E., 5 of B. M. E., 2 of C. E., and 1 of M. S.; 1 young woman took M. S.—(Report and return.)

PROFESSIONAL.

Theological.—Bangor Theological Seminary (Congregational), located at Hampden in 1816, was moved to Bangor in 1819, where in 1820 it graduated its first class. Up to 1880 its graduates numbered 600; counting 160 other students, educated for 1 and 2 years, the seminary had sent out 760 ministers. A majority of these are still living: 6 are college presidents; 13 have been college or seminary professors; 24 have been foreign and large numbers home missionaries. For 1881–'82 it had 5 professors, 28 students (of whom 7 had a degree in letters and science), and 11 graduated from the 3-year full course of 36 weeks each. An examination is required for admission. There were 15,500 volumes in the library, of which 300 were added during the year.—(Statement and return.)

The Bates Theological School, Lewiston (Free Will Baptist), in 1881–'82 had 4 professors and 20 students, 9 with a degree of letters or science. It graduated 6 from its 3-year full course of 36 weeks each. The library consisted of 3,000 bound volumes. An examination is required for admission.—(Return.)

Legal.—No law school reports for 1881–'82, and it is believed that none existed.

Medical.—The medical school of Maine, Brunswick, is a department of Bowdoin College and for 1881–'82 reported 7 professors and lecturers, 104 students (19 of whom had received a degree in letters or science), and 28 graduated from the full 3-year course of 16 weeks each. The library contained about 4,000 bound volumes. An examination for admission is required.—(Return.)

The Portland School for Medical Instruction is a high grade preparatory school not conferring degrees. It was organized in accordance with resolutions adopted by the American Medical Association, approving the establishment of private schools to meet the increasing desire of students for a higher grade of professional instruction than can be had by the usual study with a single instructor. The report for 1881–'82 shows 11 professors and 19 students, 6 having a degree in letters or science, and a 3-year course of 32 weeks each. An examination in English, Latin, and physics is required for admission. (Announcement and return.)

SPECIAL INSTRUCTION.

REFORMATORY AND INDUSTRIAL INSTRUCTION.

The *State Reform School*, Portland, admits boys 8 to 16 for any offence not punishable by imprisonment for life. In 1881–'82 there were 17 employed as officers, teachers, and assistants; 110 inmates, 106 native born and 4 foreign; 30 were committed and 33 discharged during the year. Since its establishment, 1,711 have been committed. The common English branches, including book-keeping and vocal music, were taught in school; the industries were baking, cane seating, house and laundry work, sewing, gardening, and farming. Many released on "ticket of leave" had been placed in good homes and some indentured until 21 years of age. The library contained 1,600 volumes.—(Return.)

The *Maine Industrial School for Girls*, Hallowell, was designed as a place of refuge for girls 7 to 15, who by force of circumstances are in danger of becoming outcasts from society. During the year 1881–'82 there were 44 inmates, 18 committed, 5 returned, 18 sent to homes provided for them, and 4 married. Since 1875 148 had been received, 112 sent to homes, 32 returned for a new trial, and 81 were in homes provided for them. A flower garden was one of the attractive features of the home, the whole work in it being done by the inmates, besides a large amount of sewing and knitting. Under the good discipline, running away had ceased, no locks were used, and as much freedom as possible was given to the girls.—(Report, 1882.)

EDUCATIONAL CONVENTION.

MAINE PEDAGOGICAL SOCIETY.

The Maine Pedagogical Society was organized in 1875, and, having similar aims to those of the Maine Educational Association, took its place in 1881, when the latter went out of existence. The third annual meeting of the society was held at Portland, and its first session opened in the afternoon of November 9, 1882, with Prof. H. L. Chapman, of Bowdoin College, in the chair, many of the prominent educators in the State being present. Hon. N. A. Luce, State superintendent, gave an address on "School supervision in the smaller towns," in which he defined the duties of school supervisors.

At the evening session, Professor Chapman, delivered the annual address on "The duty and the opportunity of the teacher in respect to the development of character in the pupil." He said that our conception of the teacher's duty is determined by our theory of education. The end of education is not reached when the intellect is informed and the reasoning power disciplined, as the intellect is not the man. To realize the object for which schools have been endowed, they should be something more than training places of special aptitudes or magazines of multitudinous facts. More and more will society distrust these educational agencies if they do not send forth successive generations of young people fitted to act wisely in the social conditions under which their lives must be passed. One of the foremost thinkers says: "It has come to be one of the chief endeavors of educational thought of to-day to go deeper, and moralize as well as mentalize children, and to develop the will as the chief factor of character." The teacher who does not aim to furnish the pupil with this equipment fails to appreciate the true ends of his calling. This idea of the teacher's mission of to-day was elaborated with much clearness and force.

Principal C. C. Rounds, of Farmington Normal School, then gave an account of the last session of the National Educational Association. Prof. E. W. Hall, of Colby University, read a paper on "Admission to college on certificates from fitting schools." After a discussion of some length the opinion was unanimous that colleges should not admit without the certificate of the fitting school. Prof. C. H. Smith, of Bowdoin College, read a paper on "Instruction in geometry," followed by a report from Mr. Rounds on "The study of arithmetic;" this by a paper on "The use and abuse of text books," by Dr. O. S. Lowell, of Ellsworth High School; and this by a paper from Principal Woodbury, of Castine Normal School, on "Professional enthusiasm." The "Ranking system in schools" was then discussed by Messrs. Frash, Chase, Rounds, Hon. W. J. Corthell, Prof. E. W. Hall, and Dr. D. O. S. Lowell, all expressing disapprobation of the system of marking as now practised.

The officers for the ensuing year having been elected and 15 new members received, the association adjourned. The session was said to have been of much profit to the teachers in attendance.—(Maine State Press.)

OBITUARY RECORD.

REV. ENOCH POND, D. D.

Rev. Enoch Pond, D. D., was born at Wrentham, Mass., July 29, 1791, and died at Bangor, Me., January 21, 1882. He graduated at Brown University in 1812 and entered at once upon the study of theology with Rev. Nathaniel Emmons, at Franklin, Mass. After a pastorate of thirteen years at Auburn, Mass., and editing the Spirit of the Pilgrims four years, he was elected professor of theology in the Theological Seminary at Bangor. He held this professorship twenty-three years, when he was transferred to that of ecclesiastical history and made president of the institution. Resigning the professorship in 1871, he retained only the general duties of president, which office he held till his death, having been connected with the seminary for nearly 50 years and having trained 700 young men for the ministry. He was also the author of about 50 volumes on theological and practical themes, besides preparing 115 articles for magazines, 70 of which were published in the Bibliotheca Sacra.

CHIEF STATE SCHOOL OFFICER.

Hon. N. A. LUCE, *State superintendent of common schools, Augusta.*

[Term, February 6, 1880, to February 6, 1883.]

Mr. Luce has been chosen for another term. He also served as superintendent from December 31, 1878, to April 16, 1879.

MARYLAND.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth 6 to 21 *a*	*b*316,182	*c*330,500		
Attending public schools	158,909	159,945	1,036	
Average daily attendance	79,739	83,189	3,450	
Colored pupils enrolled	26,887	29,146	2,259	
Colored in average attendance	11,661	11,760	99	
SCHOOLS.				
Public schools reported	2,039	2,058	19	
Average length of term in days		199		
Public schools for colored pupils	394	396	2	
Estimated value of school property		$2,900,000		
TEACHERS AND THEIR PAY.				
Men teaching in public schools	1,319	1,220		99
Women teaching in public schools	1,861	1,977	116	
Whole number employed	3,180	3,197	17	
Average monthly pay of teachers		$40		
Teachers in colored schools	494	499	5	
RECEIPTS AND EXPENDITURES.				
Whole receipts for public schools	$1,608,274	$1,618,030	$9,756	
Whole expenditure for public schools	1,604,581	1,651,908	47,327	
STATE SCHOOL FUND.				
Amount of available fund	$906,229	$906,229		

a This is the school age for whites; for colored it is 6–20. The age taken for distribution of school funds is 5–20 for both races.
b Census of 1880.
c Estimated.

(From reports and return of Hon. M. A. Newell, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

State educational affairs are in the hands of a State board of education, composed of the governor and 4 persons appointed by him, with the president of the State Normal School, who is ex officio secretary and executive officer of the board and superintendent of public instruction; county school affairs are managed by boards of 3 school commissioners, appointed for 2 years by the judges of the circuit courts, this number being increased to 5 in counties having over 100 schools; district schools are under boards of 3 trustees selected by the commissioners.

OTHER FEATURES OF THE SYSTEM.

The schools for whites are supported from the income of a free school fund and from a State tax of 10 cents on each $100 of taxable property. If in any county these funds should prove insufficient to keep the schools open for the legal term of 10 months the commissioners are required to levy such a tax on the property of the county as will make good the deficiency, but not to exceed 10 cents on $100 unless with the approval of the county commissioners. If in any county on the 31st day of December the term for the year has been less than 7½ months, such county forfeits its instalment of the State school

tax in April. The schools for colored youth receive a State appropriation of $100,000 annually, and all the taxes paid by colored people for educational purposes are devoted to the support of colored schools. The funds for both races are distributed on the basis of the number of youth 5 to 20 years of age; but the legal age for free attendance for whites is 6–21 and for colored 6–20. It is the duty of the county school board to establish in each election district one or more public schools for colored youth. These schools are under the direction of a special board of school trustees, appointed by the county commissioners. If the average attendance does not fall below 15 they may be taught as long as the other public schools of the county. Orthography, reading, writing, geography, arithmetic, history of the United States, and good behavior are required studies in the schools for both races; other branches may be added when deemed expedient by the board of trustees. County commissioners select the school books, which must contain nothing of a partisan or sectarian character. The system provides for high schools, teachers' institutes, and a State normal school. Aid from public funds is also given to several colleges, which are required to make annual report to the State superintendent. The law recommends the establishment of district, county, and State teachers' associations; also, of district libraries, the latter receiving each $10 annually from county funds, provided the people of the district raise the same amount for the purpose. Teachers, in order to receive pay for services, must report quarterly to the county commissioners; county boards must report annually to the State board, and the latter to the governor. Teachers, unless graduates of the State Normal School, must have a certificate of qualification from the county examiner, the principal of the State Normal School, or the State board of education. Teachers for schools of high grade are trained in 4 colleges aided by the State.

GENERAL CONDITION.

The board of education reports another year of successful work by the public schools, and evidences of advance appear in almost every item of the above summary. The number of pupils enrolled increased by more than a thousand, and the number in average daily attendance by nearly 3,500; more teachers were employed, more schools were taught, and more money was expended on them. The report calls attention to the inadequacy of teachers' pay in some of the schools and to the very small enrolment in a number of schools, a single county reporting 21 schools with an average attendance ranging from 1 to 8. The law allows schools having less than 10 pupils in average attendance to be closed, but closing one is always unpopular, and school commissioners are reluctant to resort to it. It is suggested that in such cases the law might allow teachers to receive full pay for the first term and for succeeding ones pay in proportion to the average attendance, or else that the smaller schools be taught for a number of terms proportional to the attendance, the same teacher thus being employed in two or more schools. The necessity for some provision to secure statistics in regard to the number of pupils of school age in the State is presented by the report and a plan is proposed similar to one used in an adjoining State, in which it is made the duty of the principal teacher in every school district to make annually an enumeration of all the children in the district of school age. It is suggested also that information be added as to the causes of non-attendance. The superintendent remarks that such a plan, besides securing the desired information, would bring teachers into direct contact with parents and afford them an opportunity to explain to careless and indifferent parents the advantages their children lose by non-attendance.

In consequence of the complaint of a parent whose son had been unmercifully whipped for having missed lessons, the general question of corporal punishment in school came before the board for consideration. The result developed a decided opinion on the part of members that the best school management discards the rod. But in consideration of the faulty home training of many children it was believed that the abolition by law of corporal punishment would not promote the welfare of the schools at present. It was decided, however, that for missed lessons it is not a proper punishment, and no teacher will be sustained who resorts to it to correct scholars delinquent only in that respect.

CITY SCHOOL SYSTEM OF BALTIMORE.

OFFICERS.

The schools of Baltimore are controlled by a board of 20 school commissioners, appointed by the city council for 4 years, 5 going out each year. The board appoints a superintendent of public instruction for the city, who serves 4 years, devoting his whole time to the work; likewise, an assistant superintendent.

STATISTICS.

Population, census of 1880, 332,313; children of school age, 86,961; enrolment in public schools, 48,277; average daily attendance, 29,178; number of teachers, 818; expenditure, $692,740.

ADDITIONAL PARTICULARS.

The above statistics include 121 public schools, of which 14 for colored pupils had an attendance of 4,314. Sixty of the white schools were of primary grade and had 15,521 pupils; 39 were grammar schools, with 10,586; 5, with over 3,000 pupils, had been formerly English-German schools; 2 were high schools for girls numbering 947 pupils; while the city college for boys had 596. These schools were taught in 65 different buildings, of which the city owned 62; estimated value, about $1,200,000. Liberal appropriations were made during the year for the erection of new buildings and the repair of old, but still more money will be needed to make some of those in use comfortable and suited to their purpose. Additional and better accommodations were especially needed for the primary schools; had they been provided, more pupils would have attended the schools during the year. The number of different pupils in all the schools increased by 1,229, but the average attendance was lower, having been diminished by the prevalence of an epidemic. The percentage of attendance was about the same as during the previous year, ranging from 76.6 in the colored schools to 92.3 in the city college, and averaging 82 in all. The average cost per capita for education was $17.70. Teachers' associations, which meet monthly for professional improvement, and public libraries for the use of teachers and pupils, are a part of the school system. The schools are reported to be generally in good condition, giving evidence of progress and success. Discipline was good; while corporal punishment was not prohibited, the annual summary of cases showed that it was inflicted much less than formerly, the schools being satisfactorily controlled by other means. The primary and grammar schools, enrolling as they do a very large proportion of all the pupils, receive special attention from the board and superintendents. Each of these had 6 grades, requiring 3 years for completion, so that the child who enters the primary at the age of 7 generally finishes the grammar school course at 13. Physical training is not forgotten, a portion of each day being devoted to calisthenic exercises; and not more than 2 hours a day need be given by any grade of pupils to study out of school.—(City report.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The Maryland State Normal School, the chief agency for the training of teachers in this State, has been from its organization in 1866 steadily and sometimes liberally supported by the legislature. From the first, when 11 anxious pupils gathered around a no less anxious master in a rented hall, till 1882, when about 300 met 12 teachers in one of the most comfortable and best appointed school-houses in the country, there has been no change of administration or of plan. The principal has been at his post for 17 years, the vice principal for 16, and two other teachers 5 and 10 years respectively. During 1881–'82 there were 38 graduated from the course of study, which extends over 3 years, all but 3 of whom engaged in teaching. Diplomas, conferred after one year of successful work as teachers, authorize employment in the public schools without further examination. Tuition is free to 200 State scholars.

OTHER NORMAL SCHOOLS.

The *Baltimore Normal School for the Education of Colored Teachers* is reported to be in a very flourishing condition, with 6 teachers, 142 pupils on the roll, and a total enrolment during the year of 150, 25 of them in normal studies. There was a library of 1,100 good books in constant use by the pupils. Over 150 of the pupils of the school have been employed to teach at different times and in various localities of Maryland, Virginia, and North Carolina. An annual appropriation of $2,000 is made by the State, and the results from this expenditure are more satisfactory than could have been expected.—(State report and return.)

The *Centenary Biblical Institute*, Baltimore, a Methodist school for the education of colored preachers and teachers, reports a normal department in which only those studies are required in which candidates for positions in grammar schools must pass; but this department is intended only to meet the emergencies of the present.—(Report, 1882.)

TEACHERS' INSTITUTES.

The law requires a teachers' institute to be held in each county once a year, to continue in session 5 days and to be presided over by the principal or one of the professors of the State Normal School, if he can be present, assisted by the county examiner. It appears, however, that this law has not been carried out in all portions of the State. The school authorities are not always convinced of the necessity of such meetings, and it has not been thought advisable to hold an institute without the hearty approbation of county school boards.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

High schools or high school departments are reported by the State board as existing in 12 of the 23 counties. All the counties, however, report pupils in geometry and philosophy; 22 had students in algebra and physiology, and 21 in book-keeping. In 19 counties Latin was studied by over 600 pupils; in 2, Greek by 25; and in 2, French by 92. The course varies greatly in the different counties, since, although high schools are recognized as a part of the public school system, the law does not define what constitutes one. Some give adequate preparation for college in English, classics, and mathematics; in others the course is only an extension of the district school to a seventh, eighth, or ninth grade.

OTHER SECONDARY SCHOOLS.

State aid was given during the year to 15 academies and academic schools, amounting in all to $11,229. Of 788 students attending, 194 studied Latin; 32, Greek; 42, French; 30, German; 180, algebra, and 87, geometry. Pupils were also reported in trigonometry, natural philosophy, chemistry, physiology, botany, geology, logic, rhetoric, English literature, and instrumental music.

For statistics of these and other secondary schools reporting to this Office, see Tables IV, VI, and VII of the appendix; and for summaries, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Johns Hopkins University, Baltimore, liberally endowed by the merchant whose name it bears and opened in 1876, presents two distinct departments, undergraduate, or collegiate, and university. Of 175 students enrolled during 1881–'82 under 43 instructors and lecturers, 99 (including 21 fellows) were university students, graduates of 50 collegiate institutions; 45 were undergraduates, candidates for the degree of A. B.; and 31 were admitted as special students to pursue courses for which they were fitted without regard to graduation. Of the whole number, 97 were residents of Maryland, 68 came from 21 other States, and 10 from foreign countries.

In the organization of this institution, the funds being ample and unrestricted, it was decided to follow no existing model but to create a true American university. The aim has been to select the ablest teachers whose services could be secured; to keep them free from petty cares and encourage them in original research; to maintain a high standard of matriculation and graduation; to allow wide latitude in respect to the choice of courses of instruction; and to give special facilities, such as fellowships and scholarships, to those who show unusual ability in any department of study. In the undergraduate department 8 different courses have been marked out and so arranged that before graduation all will have been trained in mathematics, Latin, German, French, and English, in one branch of science, and in some branch of historical or philosophical investigation. Graduate students are received with or without reference to candidacy for a degree and attend such lectures and exercises as they prefer and are fitted for. The university professors give personal counsel and instruction. Books and instruments adapted to investigation and advanced work have been liberally provided. The system of fellowships secures the presence of 20 students imbued with the university spirit. Seminaries, limited to a few advanced students, have been organized in Greek, mathematics, physics, &c.; societies devoted to philology, the sciences, metaphysics, and historical and political science afford opportunities for the presentation of original communications; there are clubs for the discussion of various topics; and lectures by specialists. Select libraries for the use of scholars are accessible. The university reading room is well supplied and every provision made not only to instruct, but to encourage original investigation.—(University Register.)

Besides Johns Hopkins University, which stands first among institutions for superior instruction, 10 colleges report, of which 4 receive a regular annual appropriation from the State. These are St. John's College, Annapolis; Washington College, Chestertown; Frederick College, Frederick; and Western Maryland College, Westminster. The last named is under Methodist control, the other 3 are unsectarian. All 4 report to the State authorities 337 pupils, a total of $20,290 received from the State, and in return 58 free scholarships given. These are for students selected by county boards, after competitive examination, and are good for the full course of 4 years, the holders being pledged to complete it and to teach in the public schools of the State at least 2 years after graduation. The remaining colleges are Baltimore City College, already noted under Secondary Instruction, but presenting a collegiate course of 3 years; Loyola College, Baltimore, Rock Hill and St. Charles Col-

leges, Ellicott City, and Mt. St. Mary's College, Emmittsburg (all 4 Roman Catholic); and New Windsor College, New Windsor, non-sectarian. The course of study in these 10 colleges remains essentially the same as reported for 1880–'81. All make provision for preparatory work and present classical courses extending in most cases over 4 years, 5 adding scientific courses of from 3 to 4 years. St. John's had a graduate course of 2 years and reports additional facilities for scientific instruction; Washington, a special course for non-matriculates; and Loyola, Rock Hill, Mt. St. Mary's, and New Windsor had commercial courses. Only two, New Windsor and Western Maryland Colleges, receive young women, providing for them separate departments and 3-year courses.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Special facilities for scientific study are afforded by the Maryland Agricultural and Mechanical College, College Hill, the United States Naval Academy, Annapolis, and Johns Hopkins University, Baltimore, while, as already noted, courses in general science are presented by 5 of the other colleges, viz, St. John's, Baltimore City, Rock Hill, Frederick, and New Windsor.

The *Maryland Agricultural College* reports 40 students under 6 instructors, a decrease for the year of 15 students and 1 instructor. The withdrawal of the usual annual State donation of $6,000 made it necessary to add $75 to the annual charge for each student, and thus the enrolment fell off. This failure to afford the usual aid resulted, as the trustees were assured, from no dissatisfaction with the administration of the affairs of the college, but simply from an opinion that agricultural colleges are not required. Notwithstanding the discouragement resulting from this action, the several departments of the college were in good condition, even better than ever before. The faculty agreed to a reduction of 20 per cent. in their already moderate salaries, all the farm hands but one were discharged and the work done by students, and 7 young men who came well recommended were allowed board, tuition, and all other expenses in consideration of 5 hours' labor from them each day on the farm. Military tactics, as required by law, receives some attention in the course of study; English literature is studied by all; Greek, by 2; Latin, by 8; French, by 6; and German, by 10.

In the *United States Naval Academy* the course of study, comprising 4 years at the academy and 2 at sea, includes, besides literary and linguistic branches, all the higher mathematics, physics, astronomy, chemistry, dynamics, navigation, surveying, and steam engineering. The number of cadet midshipmen allowed at the academy is one for every member and delegate of the House of Representatives, who nominate them, and one for the District of Columbia and 10 at large, nominated by the President of the United States. In addition to these, 25 cadet engineers may be appointed each year by the Navy Department, after a competitive examination, those who possess the greatest skill and experience in the practical knowledge of machinery having precedence. The course of study for engineers, as for midshipmen, comprises 4 years at the academy and 2 at sea. Graduates are commissioned as assistant engineers in the Navy as vacancies occur. The stipulated age for engineers on entering is 16 to 20; that for midshipmen, 14 to 18.

Johns Hopkins University furnishes opportunities for advanced scientific study and investigation in its graduate department, while the undergraduate presents two courses in which general scientific studies are pursued, viz, a scientific and a mathematical course, the latter being intended for those who prefer mathematical studies with reference to engineering, astronomy, &c. Of 175 students in the university during 1881–'82 there were 33 engaged in mathematical studies, 24 in physics, 44 in chemistry, and 32 in biology. The university is provided with 3 scientific laboratories, fully equipped. Chemistry has a special building, with facilities for about 40 workers, and a well selected library. The physical department is furnished with apparatus from the best European and American makers. It was selected with especial reference to investigations, and is particularly valuable for researches in respect to electricity, magnetism, light, and heat. The biological laboratory, occupying the entire upper story of the university building, includes a general laboratory, several private work rooms, and a lecture room and cabinet. Over $43,000 have been expended for scientific apparatus.

For statistics of scientific schools, see Table X of the appendix, and for a summary, see the report of the Commissioner preceding.

PROFESSIONAL.

The *theological* schools in this State are the Theological Seminary of St. Sulpice, Baltimore, the Ecclesiastical Seminaries of St. Mary's College, Emmittsburg, St. Clement's College, Ilchester, and Woodstock College, Woodstock, all four Roman Catholic, and Centenary Biblical Institute, Baltimore for colored men, under Methodist influence.

The courses of study reported by the first named four are, respectively, of 5, 4, 6, and 7 years, but the portion which is strictly professional does not appear. The course in Centenary Institute extends over 9 years, 3 of these being theological. For statistics of theological schools, see Table XI of the appendix, and for a summary, see the report of the Commissioner preceding.

The *law* department of the University of Maryland reports 64 students, of whom 15 had received a degree in letters or science, and 30 graduates in 1882. The course of study comprises 2 years of 32 weeks each. There are four examinations each session, and in order to be graduated students must attain a grade of at least 75 per cent. in all the examinations. For fuller statistics, see Table XII of the appendix.

Four schools of *medicine* are reported from this State, all "regular" and all in Baltimore, viz, the School of Medicine of the University of Maryland, the College of Physicians and Surgeons, Baltimore Medical College, and the Woman's Medical College of Baltimore.

The School of Medicine of the University of Maryland, organized in 1807, presents a regular course of 22 weeks and a preliminary one of 10 days, recommends but does not require a 3-year graded course, and for graduation requires attendance on 2 regular courses. During the last 6 years 40 per cent. of the matriculates have graduated. Matriculates for 1881–'82, 197; graduates, 73; faculty, 10.

In the College of Physicians and Surgeons (organized in 1872) there is a regular course of 20 weeks and a spring course of 12, a 3-year graded course is recommended but not required, and there are no requirements for admission. To graduate, students must have a good English education and must have studied medicine 3 years and passed a satisfactory examination. Thirty-nine per cent. of the matriculates during the last 6 years have graduated. Matriculates, 346; graduates, 158; faculty, 10.

Baltimore Medical College, first opened in 1881, reports a lecture course of 30 weeks annually. Students, in order to graduate, must attend two of these courses and must pass an examination in the 7 branches of medical study. An examination in English studies is required of applicants for admission who are not graduates of some literary or medical school. Matriculates, 46; graduates, 17; faculty, 10.

The Woman's Medical College of Baltimore, organized in 1882, provides sessions of 28 weeks, advises a 3-year graded course, and as an inducement thereto offers free tuition during the third year; requires for admission an examination in English branches; for graduation, attendance on 2 full courses of lectures on clinics, at least 1 dissection, and an examination in all the branches of the course of study. Faculty, 8; matriculates, 19.

Besides the above, Johns Hopkins University, in a course preparatory to medical study, affords opportunity for students expecting to take up the study of medicine to become proficient in laboratory work while continuing their general education. Besides modern languages and other collegiate studies, the course includes physics, chemistry, and biology, the last being the dominant subject.

Dentistry is taught in the Baltimore College of Dental Surgery and the dental department of the University of Maryland. The former, organized in 1839, reports 1,906 students since then; 89 present during 1881–'82, of whom 10 had received degrees in letters or science, and 36 graduated from the 2-year course. The college removed in June, 1881, to new and commodious buildings. The dental department of the University of Maryland, first opened October 2, 1882, presents a 2-year course of lectures, each session lasting about 5 months.

Pharmacy was taught in the Maryland College of Pharmacy, Baltimore, to 98 students, of whom 17 were graduated. Besides attendance on 2 sessions of the regular course of lectures and on one course of analytical instruction, students, to graduate, must have served an apprenticeship of 4 years in the apothecary business and must have passed an examination (under the supervision of a board of examiners assisted by the professors) in each branch of study, at least 60 per cent. of the whole number of questions to be answered correctly.

For statistics of schools of medicine, dentistry, and pharmacy, see Table XIII of the appendix, and for a summary, see the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Maryland School for the Deaf and Dumb, Frederick City, receives youth 9 to 21 years of age and gives free board and tuition to residents of the State unable to pay. Instruction is given in the elementary English branches, in the elements of philosophy and chemistry, in algebra, drawing, speech and lip reading; also, in such industries as shoemaking, cabinet making, printing, and needlework. There were 89 pupils in attendance during the year, under 10 teachers; and since the foundation of the school in 1867 instruction has been given to 248.

EDUCATION OF THE BLIND.

The Maryland Institution for the Instruction of the Blind, Baltimore, reports 70 pupils during 1881–'82. The course of instruction consists of English branches and music, besides broom and mattress making, sewing, and knitting. Pupils remain in school from 8 o'clock A. M. to 1 P. M., with intermission of 10 minutes each hour; from 2 to 5 P. M. they are employed in the shops, sewing room, and music classes. The age for admission is 9 to 18; expenses to each one, $300 a year, which is remitted, on consent of the governor, to those whose guardians are unable to pay.

The colored blind and deaf-mutes receive instruction in an institution organized for them in 1872 by the directors of the institutions for the blind and the deaf and dumb white children assisted by the State, which makes annual appropriations for its support. The building formerly occupied by the institution for blind white children is commodious, in good repair, and well adapted for the purpose. There were 28 pupils during the year, of whom 15 were blind and 13 deaf-mutes. Besides the public school branches, they were taught chair caning, broom making, sewing, and other employments adapted to their capacities and needs.

M'DONOGH INSTITUTE.

This school, which prepares poor boys for useful occupations, considerably increased its accommodations in 1882 by the erection of new buildings, the expense of which encroached somewhat on the principal of the endowment fund. Hence, no new pupils can be admitted for a time unless the trustees adopt a recommendation of the principal that boys of means be received, the fees from whom might add a free foundation. For the free pupils admission for some time has been allowed only on competitive examination, as, for 10 vacancies in 1882, there were nearly 70 applicants. The boys, in addition to instruction in school studies, work in the garden and on the farm in the afternoons and on Saturdays, and during the summer vacation are employed continuously in such outdoor occupation. They are also trained in military tactics. Pupils in 1881–'82, under 4 instructors and a principal, 50.

REFORMATORY AND INDUSTRIAL TRAINING.

There are 3 institutions for the reformation of youth under 18 (one of them for colored youth), besides one which receives inmates from 3 to 50 years of age, the last being under the control of the Roman Catholic Church, the others under State and municipal or private management. Of 3 industrial schools, 2 were under Roman Catholic influence, the other Protestant Episcopal. Two of the reformatory schools, the House of Refuge and House of the Good Shepherd, both in Baltimore, report a total of 421 inmates during the year. Most of those received into the House of Refuge were committed for incorrigibility, inveterate truancy, or for vagrancy or criminal practices. The object of the school, as distinctly stated, is reformation and not punishment. Besides the daily sessions of the schools, a portion of time is regularly devoted to industrial hand work. Systematic instruction is given in music as an element of moral training.

INSTRUCTION IN ART.

The schools of art and design of the Maryland Institute for the Promotion of the Mechanic Arts made marked progress during the year. The exhibition of students' work in June, 1882, showed advance in work of different kinds, especially in original designs for wall papers and other manufactured goods. Creditable work was also exhibited in the higher branches of art, particularly in drawing and painting from objects and life. In the lower grades applicable to industrial pursuits many young women have learned the art of decorating pottery, and some of them have obtained employment in decorating faïence, at which they can earn respectable wages. The night schools for mechanical drawing and design have increased in popularity and attendance, being, indeed, crowded beyond the limits of comfort. Artisans find that their surest way to promotion lies in a knowledge of drawing. Numerous instances have occurred of young men being promoted solely in consequence of being trained at these schools. The number attending at date of the report was about 700, under 13 teachers besides the principal.—(State report.)

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The annual meeting of the State Teachers' Association for 1882, held at Cumberland in August, was well attended by representative teachers from all sections of the State, as well as by school commissioners and county examiners. The evening sessions were also attended by the citizens of Cumberland, who showed marked interest in the proceedings and by their hospitable attentions made the occasion one to be long and pleasantly re-

membered. The papers read were appropriate, interesting, and instructive, and the discussions which followed searching, animated, and often eloquent.—(State report.)

OTHER ASSOCIATIONS.

County and district as well as State associations are authorized and recommended by law as important agents for the improvement of teachers and the increase of professional spirit; and the report says all were conducted during the year "with a success proportioned to the amount of energy displayed." No particulars of the different meetings are given.—(State report.)

CHIEF STATE SCHOOL OFFICER.

Hon. M. A. NEWELL, *State superintendent of public instruction, Baltimore.*

[Eighth term, January, 1882, to January, 1884.]

MASSACHUSETTS.

SUMMARY OF SCHOOL STATISTICS.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (5–15)	312,680	321,377	8,697	
Pupils of all ages in public schools	325,239	330,421	5,182	
Pupils over 15 years of age	24,344	23,198		1,146
Pupils under 5 years of age	1,685	1,646		39
Average membership for the year	262,031	265,442	3,411	
Average attendance for the year	233,108	235,739	2,631	
Per cent. of attendance on average membership.	89	90	1	
Enrolment in evening schools	10,294	11,214	920	
Average attendance in evening schools.	4,765	5,915	1,150	
Enrolment in high schools	18,900	19,256	356	
Pupils in charitable and reformatory schools.	945	1,002	57	
Pupils in academies and private schools.	25,911	29,865	3,954	
SCHOOLS.				
Number of public day schools	6,001	6,090	89	
Average time of these in days	178	178		
Number of evening schools	97	107	10	
Number of high schools	215	221	6	
Charitable and reformatory schools	15	14		1
Academies and private schools	417	409		8
TEACHERS AND THEIR PAY.				
Men teaching in public schools *a*	1,134	1,079		55
Women teaching in public schools *a*	7,727	7,858	131	
Whole number teaching in the year	8,861	8,937	76	
Teachers in high schools	595	605	10	
Teachers in evening schools	408	451	43	
Teachers in charitable and reformatory schools.	23	29	6	
Average monthly pay of men teaching.	$85 54	$102 90	$17 36	
Average monthly pay of women	38 49	34 32		$4 17
SCHOOL EXPENDITURE AND PUBLIC SCHOOL FUND.				
Expenditure for public schools	*b*$5,776,542	*b*$5,881,124	$104,582	
Permanent State school fund December 31.	2,086,887	2,711,263	624,376	
Income from this fund	138,775	137,465		$1,310

a Below high schools.

b Not including the cost of reform schools, schools for the deaf and dumb, &c., on which the State spent $186,264 in 1881 and $183,000 in 1882.

(From printed reports and written returns of Hon. J. W. Dickinson, secretary of State board of education, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

Since 1837 the State has had a board of education for the general care of public schools. This board has the aid of a secretary of its own choice, for office work and general supervision, and of 3 agents, for the local inspection of schools, holding of institutes, &c. Each town (township) has an elective school committee, for the direction and care of its schools, and may also have a superintendent. Cities have like arrangements. The old prudential committees of 1 in each district of a town ceased at the close of 1882 with the abolition of the old district system throughout the State.

OTHER FEATURES OF THE SYSTEM.

The State board holds for the Commonwealth the principal of a small fund in aid of normal schools and disburses the income of this for such things as are not provided for by legislative appropriations. One half of the income of a State school fund is also disbursed by it in aid of schools in towns and cities that maintain schools for at least 6 months each year, with a high school for 10 months where the town or city has 500 families or householders. The other half goes for general educational purposes in connection with the State system. The board is authorized to prescribe the form of registers to be kept in the schools, and the form of the blanks and returns to be made by school committees. Beyond this, however, it has no control of the free schools. The school committees engage teachers, fix their salaries, direct what text books shall be used, and prescribe the course of studies. They procure the books for use within their schools and furnish them at cost to pupils, and they may, under an ordinance of their city or a vote of their especial town, lend pupils the books they need and furnish them stationery. Under the State system local control of schools is dominant, while the State stimulates interest in them and gets full and regular reports by the distribution of a small fund.

Nor does the State content itself with this. It endeavors to make sure that all its youth are educated. For this purpose it requires the taking of an annual census of the children of school age; provides the needful teachers, school-houses, and funds for their instruction; exacts attendance on this instruction for at least 20 weeks each year by every child from 8 to 14 years of age not incapacitated or taught elsewhere; and provides vigilant school officers to see that the laws respecting attendance are enforced. No child under 10 years of age may be employed in occupations that hinder school attendance and no child under 14 is to be so employed, except during the vacations of the public schools, unless in attendance at some school for 20 weeks in the preceding year. Lest, after all, the schools should fail of due effectiveness through lack of sufficiently taught teachers, care is taken to have these teachers trained as thoroughly as possible in 6 good normal schools under State direction, in district institutes under agents of the State board, and in county as well as State associations, aided by State funds.

NEW LEGISLATION.

The only notable legislation for the year was an act to abolish at the close of 1882 the district school system, which for many years has been an incubus on progress in the little country neighborhoods where it had survived. This leaves the town as the unit of the school system and secures better supervision, with the likelihood of better schools, teachers, and school-houses.

GENERAL CONDITION.

Progress appears at almost every point, less marked, however, in some cases because of advances in 1880–'81, in which year public school enrolment rose 18,462, schools outside of the public system showing a considerable loss. In 1882 the private schools seem to have recovered what they lost in 1881. Still, with 8,697 additional children of school age, the State schools received 5,182 more pupils of all ages, average membership being 3,411 more and average daily attendance 2,631 more. The evening schools under public direction enrolled 920 more pupils and had 1,150 more in average attendance. Academies and private schools exceeded their enrolment for the previous year by 3,954, the average attendance in them not being reported. In all schools, not including colleges, there were thus 10,113 more youth brought under instruction than in 1881–'82, or 1,416 more than the increase in persons of school age. To meet the increase of attendance on the public schools there were 89 more schools in use for day pupils and 10 more for evening pupils. The cost of the public schools, exclusive of reform schools, instruction of the blind, deaf and dumb, &c., was $104,582 greater than in 1881.

It is evident from the State report that there is a steady though gradual advance in the quality of the teaching. This is attributed by the State superintendent to the fact that more than a quarter of the teachers in the State free schools have been trained in normal schools, nearly one-fourth being graduates. The influence of such a number versed

in scientific methods of instruction must be beneficial to the teachers of inferior preparation with whom they are brought more or less in contact. The labors of the travelling agents of the State board of education in visiting and examining the remoter schools and in holding institutes for the improvement of the teachers, tend also to elevate the standard of instruction, as do the discussions of school methods in the county and State teachers' associations and in the widely circulated educational periodicals.

KINDERGÄRTEN.

For information as to the numerous Kindergärten in this State, see Table V of the appendix; for a summary of their statistics, see the report of the Commissioner preceding.

SCHOOL SYSTEMS OF CITIES AND TOWNS WITH OVER 7,500 INHABITANTS.

OFFICERS.

For both cities and towns the general rule is that school committees of 3 members or some multiple of 3 are chosen for terms of 3 years, to have charge of the public schools. These committees may be changed in one-third of their membership each year. In cities they generally have superintendents for their schools, the mayor being ex officio chairman of the board. Boston, besides a superintendent, has 6 supervisors for special parts of the school work.

STATISTICS.[a]

Cities and towns.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Attleborough	11,111	1,991	2,082	1,331	62	$32,917
Beverly	8,456	1,454	1,421	1,114	34	19,325
Boston	362,839	61,056	60,000	46,902	1,141	1,708,728
Brockton	13,608	2,457	2,683	1,795	52	43,302
Brookline	8,057	1,263	1,503	997	39	36,650
Cambridge	52,669	9,582	8,912	6,759	207	167,067
Chelsea	21,782	3,884	4,443	2,947	70	60,835
Chicopee	11,286	2,081	1,463	824	38	26,909
Clinton	8,029	1,657	1,671	1,199	30	18,908
Fall River	48,961	10,252	10,361	6,131	175	136,112
Fitchburg	12,429	2,473	2,493	1,866	72	36,937
Gloucester	19,329	3,974	3,984	3,159	100	56,276
Haverhill	18,472	3,528	3,420	2,406	83	62,385
Holyoke	21,915	4,640	3,462	1,800	63	58,996
Lawrence	39,151	7,143	6,451	4,349	132	100,351
Lowell	59,475	10,024	9,472	6,120	170	206,918
Lynn	38,274	6,397	6,472	4,826	118	112,925
Malden	12,017	2,160	2,670	1,643	49	44,795
Marlborough	10,127	2,194	2,332	1,638	51	.....
Medford	7,573	1,149	1,340	1,086	33	29,717
Milford	9,310	1,870	2,203	1,475	45	21,807
Natick	8,479	1,619	1,709	1,315	48	18,050
New Bedford	26,845	[b]4,083	4,550	3,620	115	83,883
Newburyport	13,538	2,552	2,205	1,497	48	25,983
Newton	16,995	3,252	3,677	2,588	85	88,621
North Adams	10,191	2,348	2,473	1,473	50	20,042
Northampton	12,172	2,204	2,238	1,655	73	27,614
Peabody	9,028	1,673	1,645	1,207	41	23,853
Pittsfield	13,364	2,611	2,783	1,830	82	33,944
Quincy	10,570	2,137	2,179	1,558	64	36,210
Salem	27,563	4,900	3,464	2,884	94	81,784
Somerville	24,933	4,204	5,271	3,793	96	111,293
Springfield	33,340	6,285	5,981	4,323	122	97,509
Taunton	21,213	3,610	3,778	2,627	28	48,048
Waltham	11,712	2,283	2,392	1,707	54	34,621
Westfield	7,587	1,389	1,591	1,123	54	20,982
Weymouth	10,570	2,040	2,175	1,650	61	40,909
Woburn	10,931	2,166	2,369	1,774	52	34,654
Worcester	58,291	11,363	11,447	8,069	215	200,485

[a] To secure uniformity the figures in this table, and largely in the Additional Particulars that follow, are taken from the State report for 1881–'82. The expenditures given only include money paid out of the proceeds of taxation.

[b] Census of 1880.

ADDITIONAL PARTICULARS.

Attleborough in 1882 regraded its larger district schools, making 4 departments, primary, intermediate, subgrammar, and grammar. Class promotions from grade to grade occur at the close of the spring term, but individual promotions whenever a scholar completes the work of any grade. High school courses of four years appear beyond these departments. Of the 62 teachers 20 were graduates of normal schools. With 125 more

children of school age the town enrolled only 24 more pupils in public schools and had 28 fewer in average attendance. In 3 private schools there were 60 pupils.

Beverly, with 13 more children of school age, enrolled 14 more and had 12 more in average attendance. In its high school, under 4 teachers, were 131 pupils; in 2 private schools, 52 pupils. Of the 34 public school teachers, 7 were graduates of normal schools.

Boston had 3,353 more children of school age, but, as far as the reports show, had only 232 more enrolled in its public schools, though there were 2,017 more in average attendance. In its 11 high schools there were 2,389 pupils, under 88 instructors; in 22 private academic schools, 5,107 pupils; in 70 other private or church schools, 2,761. Adding these private pupils to the 60,000 reported in the public schools, it appears that there were in all 6,812 more children and youth under instruction in the city than the whole number of school age, which, however, is only from 5 to 15. As to the quality of this instruction in the schools under the city system, Superintendent Seaver says that for most of the year he had been engaged in inspecting the primary schools, and from careful observation, visiting every room once and many twice or three times, he is convinced that the new methods of instruction, tried now for nearly 3 years, have borne good fruit. That they have not borne better is due largely, he believes, to ultra-conservatism in some of the old teachers, who cling tenaciously to former methods or admit new ones with reluctance. But he found by far the greater number enthusiastic as to the improvement due to the new methods, which include much object teaching, fresh reading, and free use of the pencil for expressing thoughts in writing. The superintendent thinks he sees in the improvement made in composition in these lower schools a token of a coming higher standard throughout all. A more uniform standard, too, he evidently believes, has in some degree resulted from the work of the 6 supervisors, though it seems to him that the control of the supervisors should be guarded lest it get beyond bounds. For improvement of the teachers outside of the 600 who were graduates of normal schools, Colonel Parker, late of Quincy, had a well attended course of Saturday lessons on psychology; Mr. Hitchings, director of drawing, another course on that element of instruction in the schools; and Mr. Holt, a special teacher of music, one on methods of teaching that subject. Twice also the superintendent called the teachers generally together, and with the aid of the 6 supervisors at the first meeting went over the work of the year, especially "methods of teaching reading." As to this he warned them against a too exclusive use of the word-method and urged a fair employment of the phonic method also. At the second meeting "methods of teaching music in primary schools," after introduction by the superintendent, were discussed by the head master of the normal school and the 3 special instructors in music. In 19 evening schools (one of them a high and 5 others drawing schools) there was an average belonging of 2,839 and an average attendance of 1,636, under 107 teachers. These schools were not so expensive as in 1880–'81, a circumstance due to some delay in opening the high school and to the closing of poorly attended schools; but the interest shown was stronger and the general results better than in one or two preceding years. Training in the use of tools was given in the Dwight School with great success, and in sewing in many of the schools.

Brockton increased its school children by 190; its enrolment in public schools by 239 (besides 30 in a private school); its average attendance by 26; its expenditure for schools by $17,026, $13,750 being for new school-houses. Of its 52 town teachers, 17 were normal graduates. Its high school had 3 teachers and 125 pupils.

Brookline, with 40 fewer children to be taught, enrolled 85 more than in 1880–'81, but fell 26 below that year in average attendance. Its high school had 4 teachers and 119 pupils. Seven private schools had 226 pupils.

Cambridge, with 192 additional school children, enrolled 375 more and had 145 more in average attendance, spending $5,343 more for school purposes. In its high school there were 481 pupils, under 12 teachers. Of the 207 teachers in public schools, 116 had attended normal schools and 98 had graduated from them. Twenty private schools reported the year before showed nearly the same attendance. The city schools were: 1 high, 8 grammar, 23 primary, 1 reformatory, and 2 evening drawing schools. Drawing and music formed a part of the instruction in all the day schools. An additional public school-house was completed in August, 1882, making 2 new ones within 2 years; but more are said to be needed. Improvement in the sanitary arrangements of existing schools was also greatly needed.

Chelsea spent of funds from taxation $6,808 more on its public schools than in 1880–'81, enrolled in them 274 more, its additional school children numbering 236, and increased by 70 the average attendance.

Chicopee had 2 high schools and 2 grammar schools, with intermediate, primary, and ungraded schools, the number of which is not given. Subject to the fluctuations in population that mark manufacturing towns, its public schools fell off 194 in enrolment and 99 in average attendance, though 2 parochial schools had rather more than the full number that had been reported in 5 non-public schools the year before.

Clinton enrolled 177 more pupils and had 72 more in average attendance. Its high school had 74 pupils, 3 more than in 1880–'81; a private school, 40, the same number as in that year. Evening schools were maintained. Drawing, introduced in the autumn of 1881, will be taught by a special teacher until the regular teachers are sufficiently trained to carry it on. An evening drawing school for mechanics had an average attendance of 19. Music was taught in the grammar and high schools.

Fall River, with only 489 more children of school age, enrolled 998 more, but the average attendance was only 286 greater than that of 1881. In other than city schools 900 additional enrolments were reported. Seventeen evening schools, opened in December, 1881, had an enrolment of 982 and an average attendance of 530. One of these was for advanced students. Respecting the training school, see Training of Teachers, p.115.

Fitchburg had 8 ungraded, 12 primary, 7 secondary, 6 intermediate, and 3 grammar schools, with 1 high school; special teachers of singing, drawing, and penmanship were employed; and the course is well arranged. An evening school for teaching drawing had an enrolment of 72 pupils, with 43 in average attendance. A teachers' association met once a month to discuss methods of teaching, &c. During the winter, grade meetings were also held by the superintendent to discuss topics relating to every day work in teaching and to get at the experience of different teachers. The increased enrolment in city schools exceeded the increase of youth of school age, and the average attendance reached 89 per cent. of the average membership. In the high school there were 185 pupils. Out of 72 teachers, only 12 had received a normal school training.

Gloucester paid $12,169 less for school purposes. The high school enrolled 205 against 145 the year before, and 2 private schools reported 70 students. No evening schools appear to have been held. In the day schools music and drawing were taught. Of its 100 teachers, 38 had attended normal schools. City school buildings numbered 22, primary, grammar, and high. The instruction in sewing and in the use of tools, given for some sessions through private liberality, was discontinued in 1881.

Haverhill had 28 more school children and enrolled 15 more, but had 86 fewer in average attendance. Its high school had 161 pupils; 2 private schools, 60 pupils.

Holyoke, with 373 more children, enrolled 299 additional to its previous roll, having 187 more in average attendance. In private and church schools there were enrolled over a thousand pupils; in the high school there were 105; in evening schools, 622. Among the studies in the day schools were music, drawing, and penmanship, all taught by special teachers. Language lessons continued to receive careful attention, drill in the correct use of English running throughout the course. Two of the schools had formed excellent libraries, one of them for pupils especially, the other rather for teachers, but with a department for pupils also. In the high school more attention was given to English literature; the study of elocution was begun; and the facilities for laboratory practice in chemistry were improved. Enthusiasm for the study of modern languages was awakened by the introduction of the conversational method.

Lawrence continued to do well, showing an enrolment of 150 additional pupils in public schools, out of 278 more children of school age, but an average attendance of 131 fewer than in 1880–'81. There were 1,200 pupils in private and church schools. The city high school had 246 pupils, an increase of 49. The payments for city schools were $15,688 more in amount than in the previous year. A new school course, entered on in 1882, gave 3 years each for primary and grammar studies and 2 for intermediate. All included drawing and music. The high school had 4 courses: English, of 2 and 4 years; classical, of 4; and one styled "mixed," in which Latin replaces certain English studies. French was optional in the 4-year English and mixed courses. Teachers of the city schools continued to be trained for their work in a 2-year course under the control of the city school officers. The evening schools had a drawing department for training in mechanical and architectural work, which covered 2 years. There was also an evening high school.

Lowell's school population increased 903, its enrolment in city schools 175, and its average attendance 159. There were 1,520 pupils in an academy and in 5 church schools. The city high school had 398 pupils, 41 fewer than the year before. Military drill introduced in 1881 was continued in it. Free text books were supplied to all. Six evening schools were maintained, one of them a free evening drawing school, which cost about $4,000. The reform school had 125 different scholars for the year 1882, 38 of them from the city.

Lynn also did well, with an increase of 168 school youth enrolling 173 more and having 96 more in average attendance. In the city high school there were 336 pupils against 265 the year before; in 7 private schools, 515 pupils. The public schools cost $31,622 more; 60 of the teachers had attended normal schools, 41 being normal school graduates. The ordinary evening schools were suspended, but an evening drawing school, with 3 teachers and 124 pupils, was maintained. Music and drawing appear to have been taught in all the city schools.

Malden, with a small increase of school population, enrolled in its 10 school buildings 61 fewer pupils and had 182 fewer in average attendance, though it paid for school purposes $14,484 more than in 1880–'81 and included among its teachers 12 graduates of normal schools. The high school had 180 pupils; 2 private or church schools, 570.

Marlborough reported 73 more children and enrolled in its 13 school buildings 65 more pupils, the average attendance falling off slightly. The number in its high school fell from 141 to 118. In 3 private or parochial schools there were 250, a diminution of 1 school and 40 pupils. Only 7 of its 51 teachers were trained in normal schools.

Medford's school statistics disclose a slight retrograde movement generally. The high school had 119 pupils; 1 private school, 20 pupils. In the free schools, 6 of the 33 teachers came from normal schools.

Milford had 15 teachers who had received normal instruction out of 45 in all. There were 24 fewer children of school age, 98 fewer on the list of enrolled pupils, and 67 fewer in average attendance. The high school had 203 pupils, an increase of 14; 2 private schools, 40 pupils.

Natick, with 23 teachers from normal schools out of 48 in its employ, also reported loss as to school children, enrolment, and average attendance, though no private schools appear to have competed with the public. The high school enrolled 125.

New Bedford, with a large but indeterminate increase in the number of children of school age, reports in its 1 high, 3 grammar, 11 primary, 6 country, 1 mill, and 1 farm school an increase of 191 in enrolment and of 115 in average attendance. There was also some increase in the membership of private schools. Two evening schools for adults enrolled 250, and there was an average attendance of 21 on an evening drawing school. Of its 115 teachers 24 were graduates of normal schools. Drawing was continued in the day schools, and Superintendent Harrington says that every boy or girl exhibiting special proficiency was in request long before the allotted time of schooling was over. Of the quality of the instruction, Professor Walter Smith, late State director of art education, said: "New Bedford has earned the right to say that in her public day schools industrial drawing has been developed more practically and with more general success than in any other city." The city high school had 236 pupils. Swain Free School, founded in 1881 by trustees under the will of the late William W. Swain, is meant to receive such graduates of local secondary schools as wish to continue their studies and "carry them on in their most essential and culturing pursuits to broader and higher reaches of attainment." New Bedford will thus have substantially a free college, though it does not take that title. The school, at its first session, had 87 pupils, mostly in English and other modern language studies and in industrial art, under 3 instructors.

Newburyport had 66 more school youth, enrolled 99 more, and had 22 more in average attendance. The high school had 135 pupils, an increase of 4. The cost of city schools was $2,443 greater than in 1881.

Newton paid $2,723 more for schooling its children, had 70 more of school age, enrolled 259 additional in its city schools (besides 94 in private schools and 247 in academies), but showed only 17 more in average attendance than in 1880–'81. Of its teachers 23 had attended normal schools and 19 were graduates of such schools. In its high school there were 313 pupils. Military drill for boys and calisthenics for girls formed a part of its exercises. Music and drawing were taught in all grades. Two evening schools had 100 pupils.

North Adams had more children of school age and a higher enrolment, but a diminished average attendance. Its high school had 1 more teacher, but 6 fewer pupils. The increase in the cost of public schools was $3,111.

Northampton enrolled only 62 more pupils, although there were 115 additional census children. Of its 73 teachers, 12 had spent some time at normal schools and 10 were graduates. Its high school had 1 more teacher, but 11 fewer pupils. There were accommodations for 2,540 pupils in 26 different buildings. Music was taught in the schools, but not drawing, though the population exceeds 10,000 and under the State law drawing must be taught in the public schools of towns having over 10,000 inhabitants.

Peabody's number of children of school age, enrolment in the public schools, and average attendance did not materially vary. Its high school had 72 pupils. The free schools cost $1,234 more.

Pittsfield reported more children 5–15 and more on its free school roll. The average attendance in public schools advanced 356. In the high school there were 160 pupils, against 96 the year before. Few of the teachers had studied in normal schools and only 5 were graduates. Vocal music and drawing were taught by special teachers and a free evening drawing school was held (embracing 4 classes and enrolling 73 pupils) for instruction in free hand, building construction, and machine drawing. A class of public school teachers was held on Saturday afternoons for special training in the methods of teaching this subject. Free text books greatly aided the instruction in city schools.

Quincy, with apparently 18 of its 64 teachers trained in normal schools, 8 of them

graduates, enrolled for this year 82 additional free school pupils, the additional children of school age numbering 189. Its high school had 107 pupils, against 154 in 1880–'81.

Salem, according to the figures of the State report, had in its 83 schools 1,027 fewer children in 1881–'82 than in 1880–'81, though the school population was 38 greater. Yet, with this great falling off in enrolment, the average attendance was higher by 100. The high school had 173 pupils, and on petition of citizens it was arranged that those pursuing only English studies in it should be allowed to graduate at the expiration of 3 years, those in classical studies remaining one year longer. Music was taught, apparently, in all the schools, and drawing in at least an evening drawing school. Two other evening schools were maintained, 1 for boys and 1 for girls, with special instruction of French speaking children.

Somerville decreased 850 in school population and 269 in the enrolment in its 82 free schools, as well as 211 in average attendance on them, although it expended for these schools $31,699 more than in 1880–'81. In private and church schools there was also a decrease of pupils from 540 to 500. The high school had 342 pupils. Two evening schools appear in a return, but without details.

Springfield added 420 to its youth of free school age, 147 to its previous year's enrolment, and 73 to its average attendance in 96 common schools. Its high school, however, had only 372 pupils, against 405 the previous year. In 7 private or church schools there were 470. The cost of public schools increased by $5,748. A return shows that the 3 evening schools reported last year were continued, enrolling 572 pupils and having 268 in average attendance. Music, drawing, and penmanship were taught by special teachers. Of the city corps of teachers, 33 had had some normal training and 24 were graduates of normal schools.

Taunton, with an increase of 146 school children, enrolled 210 more than in the year before in its 63 free schools and had 33 more in average attendance on these, while in an academy there were 72 and in a lower grade private school 44. The city high school had 149 pupils, against 161 the previous year. An industrial drawing school, said to have been highly successful, enrolled 278 pupils, 38 more than in 1880–'81, and continued for 16 weeks, 4 evenings each week. Its pupils were divided into 2 sections, each attending two evenings in the week separately.

Waltham paid for school purposes $22,242 less than in 1880–'81, but, with 137 additional children of school age, enrolled 86 more in its 38 free schools and had 54 more in average attendance. Its high school had 120 pupils. Two evening schools for instruction in common English studies were maintained, with an average attendance of 52, and an evening drawing school, with an average of 33. Vocal music had been taught in all the day schools for years with excellent results, and sewing was introduced in February, 1882, into 3 classes of the grammar schools, with great promise of future usefulness.

Westfield increased by $1,999 its expenditure for its 31 public schools, employed in them a large proportion of normally trained teachers, and though, with 55 more youth of school age, 57 fewer were enrolled, there were 33 more in average attendance. The high school enrolled 140, against 180 the year before.

Weymouth spent $8,545 more for its 48 free schools and had 12 more children of school age, but it enrolled 16 fewer than the year before and the average attendance was less by 50. Its high school also had 26 fewer pupils.

Woburn's statistics changed slightly. Recesses were abolished with the full approval of the pupils. Free text books, stationery, and other aids to study were supplied. The town high school increased its enrolment from 139 to 145, while a private school had 45 pupils.

Worcester, with 193 schools, paid $56,657 more than in 1880–'81, enrolled 560 more children, and had 372 more in average attendance; besides which number there were 150 in 2 academies and 2,000 on the rolls of 11 private or church schools. Of the teachers 149 were normal school graduates. The city high school had 570 pupils, 31 fewer than the year before. Besides special teachers of music and drawing for the day schools, 6 teachers of free evening drawing schools are reported for 1882, with 15 male and 15 female teachers of other evening schools, apparently for the latter part of that year.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The 5 State schools for ordinary normal training are at Bridgewater, Framingham, Salem, Westfield, and Worcester; for training in free hand, mechanical, and architectural drawing there is a normal art school at Boston, meant to prepare art teachers for the public schools of cities in the State. In the 5 first mentioned there had been taught, up to the close of 1882, more than 11,400 pupils, 5,700 of whom had completed the full course, which is of 2 years for those that propose to teach in lower schools and of 4 for such as aim at higher grades. In the normal art school, since its opening in 1873, there had been 1,194, of whom 260

had completed the work of the first year, 82 that of the second, 23 that of the third, while 32 had gone through the full 4-year course and had graduated as art masters or art mistresses, the others getting at the close of each year a certificate of their completion of that year's work.

The number attending each school for the year was: at Bridgewater, 194; at Framingham, 84; at Salem, 239; at Westfield, 136; at Worcester, 183; at the normal art school, 171—making a total of 1,007. The graduates for the year were: 47 at Bridgewater, 20 at Framingham, 68 at Salem, 29 at Westfield, 33 at Worcester, and 1 at the art school, making 198.

At the normal art school an important change was made in the retirement of Art Director Walter Smith, who had been principal since 1873, and the promotion of Vice Principal Otto Fuchs to the position of acting principal.

At the Salem school, composed wholly of women pupils, instruction in the use of carpenters' tools was introduced through the liberality of a lady of the city, and under the direction of a skilled conductor the senior class voluntarily prosecuted a course in this, covering an hour a week outside of the hours for regular school work. They thus learned to drive nails, to measure spaces, and to handle the saw and square and plane. The exercise was found by them to be as pleasing as it promised to be useful. It did not interfere with their usual studies and it is thought will prove of practical advantage to the pupils hereafter.

OTHER NORMAL TRAINING.

The *Boston Normal School*, with 3 regular instructors, including the principal, and with several lecturers, continued to prepare pupils, mainly from the high schools, for teaching in the city schools. Up to February, 1882, the average belonging was 92; average attendance, 90. Up to June the average whole number was 89; average attendance, 87. Graduates for the year, 58. The regular course is given by the principal as 1 year, but in a classified official table for June, 1882, the 87 above given are divided into 58 of a first year class and 29 of a second year class.[1]

Cambridge City Training School in 1882 lost the principal who for some years had been in charge, and no successor was elected, though an order was passed "that a training class should be established," the members of which should act as assistant teachers and as substitutes, whenever necessary, in the primary and grammar schools.

Fall River City Training School, begun in 1881, continued to give to approved graduates of the high school training in actual school instruction, under the guidance of regular teachers. The first year there were 18 pupil teachers; the second year, 25. The results of the 2 years' trial of this plan, while encouraging, were not quite satisfactory. Besides this training of young candidates the regular teachers were called together several times in the year for discussion of educational methods and principles.

Gloucester Training School, which was organized in 1879, was, for some unexplained reason, discontinued in 1882, though the city superintendent in his report for 1881 expressed the belief that it could not be suspended even for a year without serious loss.

Lawrence City Training School, the superintendent says, has fully realized in the school session of 1881–'82 the expectations expressed respecting it when it was established. In December, 1881, the course had been completed by 7 pupils, who were all doing well in the service of the city in other schools.

Harvard and *Wellesley Colleges* continued their training of teachers, the former largely in natural sciences in the Lawrence Scientific School, not only in term time but also in the summer vacation; the latter, in optional collegiate studies, meant to cover usually 2 years of work, with special instruction in microscopy. Students in this department numbered 80 in 1881–'82.

Other normal training was given, according to returns, in Cushing Academy, Ashburnham, where were 30 normal pupils in a 4-year course, under 6 instructors, with 140 other pupils; in the Kindergarten normal class of Miss Garland and Miss Weston, Boston, with 7 instructors and 15 pupils; and in the Training School for Kindergartners, Springfield, under Miss Angeline Brooks, which had 11 pupils, under 4 instructors.

TEACHERS' INSTITUTES.

The secretary of the State board of education, with its 3 agents and selected instructors and lecturers, in 1882 held 22 institutes for the improvement of the teachers of the State, especially in the small towns. The town committees usually coöperated, closing

[1] Besides this training for such as desire to teach in the city schools of Boston, teachers and others may attend the free lectures of the Teachers' School of Science and of the Lowell Institute, both annual courses in Boston provided by the liberality of private citizens. Many teachers are said to have availed themselves of the advantages of the former. A course of lectures on psychology was also given to the teachers by Supervisor Parker; another, on drawing, by Mr. Hitchings; and a third, of practical lessons on methods of teaching music in the schools, by Mr. Holt, one of the special instructors in that subject. In several other cities similar special instruction appears to have been given.

their schools that the teachers might attend the meetings and in many cases coming with them to render any necessary aid. The aggregate attendance was 1,941, an average of more than 88 per cent. of those registered at each place being present daily. Methods of teaching and of control formed the subjects for the daily exercises. The evening lectures were directed rather to awakening the people to a livelier interest in their schools and to coöperation with the teachers in efforts for improvement.

EDUCATIONAL JOURNALS.

The excellent Journal of Education, Boston, weekly, was in its fifteenth and sixteenth volumes in 1882, each volume of over 400 pages. The first half of each issue is largely devoted to educational ideas and methods; the second, to educational news.

Other publications from the same office in the year were: Education, a bimonthly octavo, for the discussion of the science, art, and literature of education, in its third volume; The Public School, a monthly quarto, for the presentation of principles and methods of teaching, in its first volume; the Primary Teacher, a monthly octavo, devoted to primary instruction, which closed its fifth volume June, 1882; and Good Times, for day school, Sunday school, and anniversary exhibitions, which entered on its sixth volume September, 1882.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

By law, any town in this State may establish a high school for instruction in higher English studies, civil government, and the Latin language. Towns with 500 families or householders must have such schools for the benefit of all the inhabitants, with at least 10 months of annual term, exclusive of vacations. Towns of 4,000 inhabitants must also include in the high school course instruction in French and Greek for such as desire it, with natural, intellectual, and moral science, rhetoric, logic, and political economy. The towns required to maintain the lower of these grades were 49 in 1881–'82; those required to maintain the higher were 84. Of towns not required to maintain such schools, 69 had them and 10 of the larger towns and cities had 2 or more. Boston, including its city normal school, had 11, the courses in 2 of them covering 6 years; those of 2 others, 4 years. The whole number of schools for the year was 221, with 605 teachers and 19,256 pupils, an increase of 6 in schools, of 10 in teachers, and of 356 in pupils.

OTHER SECONDARY SCHOOLS.

The number of academies reported to the State authorities for the year is 70, an increase of 2; the number of pupils in them, 9,151, an increase of 1,082. The estimated tuition fees received amounted to $451,846, an increase of $18,005.

For statistics of secondary schools, outside of the State system, reported to this Bureau, see Tables IV, VI, and VII of the appendix; for a summary of these statistics, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The institutions of this class in 1882 were, as last reported, 7: Amherst College, Amherst (Congregational); Boston College, Boston (Roman Catholic); Boston University, Boston (Methodist Episcopal); Harvard University, Cambridge (non-sectarian); Tufts College, College Hill (Universalist); Williams College, Williamstown (Congregational), and College of the Holy Cross, Worcester (Roman Catholic). The Massachusetts Agricultural College, which might also be included, will appear under Scientific Instruction, page 118. All had classical collegiate courses of 4 years, and nearly, all scientific courses of the same length.

Harvard College has for some years been raising its standards of study and admission. An important change, introduced after full discussion, allows candidates for admission to join the sophomore class, if, after passing a creditable examination for admission, they also pass upon three-fifths of the freshman work and pledge themselves to make up the remaining two-fifths during the 3 remaining years.

The college faculty and the academic council have abolished a distinction between undergraduate and graduate studies which had existed since 1877. The courses in any general subject, such as Greek or physics, are now arranged in one series and form one course. Special students have at length been admitted to all the privileges of undergraduates, except beneficiary scholarships and degrees. They may, therefore, now study anything taught in the university, be ranked with other students in the published rank lists, and be allowed also to compete for honors. A debated question as to the time and grounds for conferring the degree of M. A. approached a settlement, but did not quite

reach it. The effort is to make this degree an evidence of high attainments, instead of a mere honorarium coming almost of course two or three years after the degree of B. A. While ultimate success in this effort is assured, the way to reach all cases uniformly was not yet entirely clear.

The measures taken in 1880–'81 for preventing the continuance of an annual deficit were so well devised that in August, 1882, there was a balance of receipts over expenditures of $91,937, exclusive of gifts for the capital account.

The number of students in the 4 regular collegiate classes in 1881–'82 was 824, besides 37 unmatriculated; the number in the whole university, 1,397; professors, lecturers, and other instructors, 161. Students in summer courses (chemistry and botany), 27.

Boston University, while maintaining its high regular collegiate course, offers to admit to a 4-year course for the degree of PH. B. persons unable to take the full course in arts, but desiring to fit themselves for professional study or other liberal pursuits and showing their capacity for this by passing an examination on three-fourths of the requisites for admission to the freshman class. It also announces that, to accommodate mature students who desire to pursue the studies for the degree of A. B. with special thoroughness, in a different order or with greater leisure for reading or laboratory work, any such student passing the examinations for admission to the freshman class may matriculate as a candidate for the A. B. degree, with permission to take the studies required for this degree in whatever order he prefers, subject to the approval of the faculty. The instructors in the university for the year 1881–'82 numbered 94; students in its 3 colleges, of liberal arts, of music, and of agriculture, 146; in its 4 schools of theology, law, medicine, and all sciences, 429; in both colleges and schools, deducting 30 counted twice, 545. Of these, 117 were young women and 428 young men.

Amherst College introduced for trial a new system of college government, under which no student was required to attend any recitation; if present and showing due proficiency, the student is allowed to proceed with his class to graduation; if absent or reciting unsatisfactorily, he must pass an examination at the end of the term. The plan is said to have worked well and to have been much more satisfactory than the old methods of constraint.

Tufts College continued to confer special honors for advanced work in several lines of study and gave the degree of A. M. only to such graduates as should prove their proficiency in graduate studies covering not less than 2 departments and a year of study. Instruction in electrical engineering was to be added, but the addition was not effected in 1882. Students, not including theological, 71, of whom 8 were candidates for the M. A. degree, 6 for that of C. E., and 1 special.

Williams College, under its new president, declares its readiness to receive on the certificate of instructors students presenting evidence that they have completed a course of study fully equivalent to that required for admission to the college. More attention is to be given to the history, structure, and philological relations of the English language; the study of astronomy is to be aided by a new transit instrument, a refracting telescope, and a meridian circle, with the prospect of an observatory next year; the natural science collections are to occupy new buildings; and a new gymnasium and new dormitory building were to be added. Professors and other instructors in 1881–'82, 15; students, 253, of whom 18 were in partial courses.

Boston College and the *College of the Holy Cross* retained the same rudimentary, preparatory, and collegiate arrangements noticed in the former in 1879; in the latter, in 1876. The former had 1 graduate and 110 collegiate students; Holy Cross had 89 collegiate students.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

In Table VIII of the appendix may be found the statistics of 11 schools of this class, the same number that appeared in the table in 1881; the Swain Free School, New Bedford, having come into existence in 1882, is added, while the Oread Institute, suspended in 1881, is dropped. Of the 11, Smith and Wellesley Colleges (twin sisters of 1875) have regular charters from the State and are authorized to confer collegiate degrees; Lasell and Mount Holyoke Seminaries (organized respectively in 1851 and 1837) approximate closely to like collegiate rank, and to their thorough teaching of high grade studies add exercises in practical industries, Lasell having optional courses in book-keeping, cookery, dressmaking, and millinery, and Mount Holyoke engaging its young ladies for about an hour a day in the domestic work of the family. The remaining 7 (except Notre Dame Academy, Boston, incompletely reported) show fair provision for effective teaching, mostly in 4-year courses, which include Latin, German, French, and in several cases Greek, with music, drawing, painting, and generally gymnastic exercises. The new Swain School is meant to supplement high school or academic training, with 2-year courses in normal, miscellaneous, art, and special studies, all free to resident young women of New Bedford and adjoining towns.

Instruction was given in the Harvard annex by 5 professors, 7 assistant professors, and 11 others. The whole number of students aided was about 50, of whom 31 were from Massachusetts and 1 from Athens, Greece. In the 3 years of the annex instruction no case had arisen that called for discipline or even for remonstrance.—(Journal of Education, November 16, 1882.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State College of Agriculture*, Amherst, and the *Bussey Institution* of Harvard University, Cambridge, continued in 1882 their instruction in agriculture and botanical, chemical, entomological, and veterinary science. The first had a course of 4 years; the second, a course of 1 year for students with a thorough preparation and 2 years for others. Students at Amherst, 96 in 1881–'82, under 11 instructors; at the Bussey Institution, 7, under 7 instructors.

The *Massachusetts Institute of Technology*, Boston, retained its courses in engineering, geology and mining, architecture, chemistry, metallurgy, natural history, physics, and combinations of these, each course covering 3 years beyond a first year course that prepares for all. To these courses it added in the fall of 1882 another in electrical engineering, to meet the fast increasing need for such instruction. A school of mechanic arts exists also for those who wish to enter on industrial pursuits, its course covering a year in carpentry, wood turning, pattern making, and foundry work, with another year in iron forging, vise work, and machine tool work. Then, too, under the auspices of the Lowell Institute, there are given, usually in the evening, at the Institute of Technology, annual courses of free instruction in science, varied from year to year, which are open to both sexes. The Lowell School of Design in the Institute prepares students for industrial drawing and pattern work. Students in all courses, except the Lowell lectures, 516, under 43 instructors. There were 14 graduate students, 219 in regular 4-year courses, 57 in the school of mechanic arts, and 91 in that of practical design, the others being special students.

The *Lawrence Scientific School* of Harvard University maintained its courses, each of 4 years, (1) in engineering, (2) in chemistry, (3) in natural history, and (4) in mathematics, physics, and astronomy, with 31 students, under 27 professors, instructors, and assistants, 18 of the students being in special studies.

The *Worcester Free Institute of Industrial Science*, Worcester, combining academic culture with the practical applications of science, follows in general the teaching courses of the polytechnic schools of Europe and in mechanical engineering gives special attention to actual work. The machine shop, which is furnished with all facilities for such work in wood and metal, from the first elements up to the actual building of machines, aids the school in preparing mechanics, mechanical and civil engineers, and designers for the duties of their respective trades or professions. The course for mechanical engineers occupies 3½ years, that for all others 3 years, of 42 weeks each year. Students in 1882, 132, under 8 professors and 3 other instructors.

For more miscellaneous scientific training there was, as in previous years, the *Boston University School of All Sciences*, a department for elective graduate study only, in which were offered courses in philology, philosophy, languages, mathematics, and natural sciences, with others in law, literature, &c. Students in these, 53.

Besides the courses of the schools above mentioned, there are opportunities for scientific culture in the monthly meetings of the American Academy of Arts and Sciences and of the Society of Arts of the Massachusetts Institute of Technology, both in Boston; in the weekly meetings and laboratory instruction of the Boston Society of Natural History; in the Peabody Museum of American Archæology and Ethnology and the Museum of Comparative Zoölogy, both at Cambridge; and also in the museum and summer school of biology connected with the Peabody Academy of Science, Salem.

PROFESSIONAL.

Theology was taught in 1881–'82 in at least 6 schools, with courses of 3 years, meant to follow a collegiate course, without evidence of which there was an examination for admission. These schools were the Theological Seminary at Andover (Congregational), Harvard Divinity School, Cambridge (non-sectarian), Episcopal Theological School, Cambridge (Protestant Episcopal), Boston University School of Theology, Boston (Methodist Episcopal), Tufts College Divinity School, College Hill (Universalist), and Newton Theological Institute, Newton Centre (Baptist). In all these there were, under 53 teachers, 294 students, 207 of them in regular 3-year courses, 39 in partial courses, and 48 resident graduates. Of the 207, there were 171 college graduates. In the Roman Catholic diocese of Springfield there were also 50 ecclesiastical students; in the New Church Theological School, Boston, the number is not reported.

Law was taught in 3-year courses, for which a preliminary collegiate training was desired, in the law school of Boston University, under 15 teachers, and in that of Harvard University, under 5. To both schools graduates of colleges are admitted without examination; all others must prove their qualifications for pursuing the studies of the course, or for whatever advanced standing they may aim at, unless they desire to enter as special students of certain studies only, without reference to a degree. At Boston there are advanced courses of 2 years for the degree of LL. M. and of 4 years for that of D. C. L., the candidates for which degrees must be both bachelors of arts and bachelors of laws. In these courses were 3 students in 1881–'82, besides 6 other graduate students; 138 in the 3-year course, and 27 special students. Harvard offers the degree of LL. B. cum laude to law students that after 2 full years in the school as candidates for the degree pass examinations on the whole honor course of 3 years; but no such honor students appear there in 1881–'82, though there were 123 regular students in the 3-year course, besides 33 special students.

Medicine, according to the "regular" school, was taught at the Harvard University medical department, organized in 1782, and at the College of Physicians and Surgeons, organized in 1880, both in Boston. Both had graded courses extending over 3 years, the full 3 years being required at the Harvard School and a fourth year recommended, while the other required but 2 years of attendance and recommended a third year. The Harvard school also adopted a much higher standard for admission to its course, and its catalogue for 1881–'82 shows, besides 224 in the required 3-year course, 10 in the unrequired fourth year. The school employed 49 professors and instructors. The College of Physicians and Surgeons, which admits women as well as men, had 21 instructors and professors, 24 matriculates, and 4 graduates in its second year.

A third school, the Boston University School of Medicine, was of the homœopathic class, but of a standard for admission and graduation similar to that of Harvard, its annual course being of about 30 weeks and its examination for admission of all but college graduates high. The degree of M. D. is given for the regular 3-year course and for the 4-year course, the degree of surgical bachelor or medical bachelor being allowed for 3 years' work in the latter. Students in the 3-year course in 1881–'82, 90; in the 4-year course, 19, with 1 graduate student, all under 18 professors and instructors.

Dentistry is taught in two institutions, the Harvard University Dental School and the Boston Dental College, both in Boston. Each school has a 2-year course.

Pharmacy, in a 2-year course, was pursued at the Massachusetts College of Pharmacy, Boston, the term each year occupying about 6 months. Students in 1881–'82, 102, under 4 professors.

SPECIAL INSTRUCTION.

SOCIETY FOR THE ENCOURAGEMENT OF HOME STUDY.

The Society for the Encouragement of Home Study, organized in 1873, reports for the year 1881–'82 a membership of 988 students, of whom 732 studied at least 4 months and thus became entitled to some rank under the system, a larger membership than that of any previous year. There were 555 new students. Of the 433 old students, 2 entered for their eighth term, 7 for a seventh, 10 for a sixth, 48 for a fifth, 60 for a fourth, 97 for a third, and 209 for a second. The usual proportions of the departments were maintained, history numbering 381, English literature 367, art 107, the sciences 114, German 48, and French 34. One improvement noted during the year is that fewer studies were taken at once, the result being a higher rank in scholarship. The number of teachers among the students (154, or nearly 16 per cent.) is larger than ever before. The geographical distribution was wider, and more were from the Southern and Southwestern States. Missouri, Kentucky, and Tennessee gave nearly twice as many as last year, and Louisiana, Texas, the Carolinas, Alabama, and Mississippi, 35 per cent. more. During the year, 1,232 books were circulated by the lending library, which numbered 1,308 volumes. Since 1874 only 10 books have been lost, 6 in the mail and 4 by the carelessness of borrowers.

TRAINING IN MUSIC, ORATORY, AND LANGUAGES.

Advanced instruction in music was given in the New England Conservatory of Music, Boston, under Professor E. Tourjée; in the Boston Conservatory of Music, under Julius Eichberg; in the Mendelssohn Musical Academy; and in the musical courses of Boston University and Wellesley and other colleges.

The New England Conservatory of Music is planned upon a broad basis, embracing 16 separate schools and comprising instruction on the piano, organ, violin, and on all orchestral and band instruments, in the art of conducting, in harmony, composition, theory and orchestration, church music, oratorio, chorus singing, cultivation of the voice, and tuning of pianos and organs. Physical culture and the training of music teachers for the public schools are also included. A still more advanced course in music, leading

to the highest musical degrees, is offered in connection with Boston University; also, a collegiate course in the latter institution, with which this is intimately connected. The Conservatory also makes provision for the study of the common and higher branches in connection with the musical training, and offers special facilities in the study of French, German, and Italian, which are taught by professors of the Berlitz School of Languages on the plan originated by Professor Gottlieb Heness and carried forward by Professor S. M. Stern and Dr. L. Sauveur.

TRAINING IN THE ARTS AND TRADES.

Besides the industrial training given in the Massachusetts Institute of Technology, Boston, and the Worcester County Free Institute of Industrial Science, Worcester, already noted, instruction in various arts and trades is offered by a number of special schools, most of them in Boston.

The *Liversidge Institution of Industry*, Boston, established in 1881 in accordance with a bequest of Thomas Liversidge, is for the benefit of orphan and destitute boys of England and New England. The intention is to give them practical instruction in trades and industries; also, a good primary and grammar school education, 6 hours a day being devoted to school studies.

The *Boston Cooking School*, an enterprise of the Woman's Educational Association, gave instruction during the latter part of 1882 to over 500 pupils in its ordinary classes and to even a larger number in its free classes among the poor. During the four years of its existence the school has trained 18 women as teachers, all of whom found excellent positions.

TRAINING SCHOOLS FOR NURSES.

Three training schools for nurses reported, all connected with hospitals in Boston: the Boston Training School for Nurses, attached to the Massachusetts General Hospital; the Boston City Hospital Training School for Nurses, opened in 1878; and the Training School for Nurses of the New England Hospital for Women and Children, incorporated in 1863 but first opened in 1872. The last reports 16 pupils and 7 graduates during the year, and 150 students since 1872, of whom about one-third have graduated.

EDUCATION OF THE DEAF AND DUMB.

Provision is made by the State for the education of its deaf and dumb in the American Asylum, Hartford, Conn., the Clarke Institution, Northampton, Mass., and the Horace Mann School, Boston.

The *Clarke Institution* is supported partly from funds left by its founder, the late John Clarke, and partly from appropriations made by the State. Neither the manual alphabet nor the sign language is used here. Articulation, lip reading, writing, and reading are the only means used in communicating instruction. The pupils understand what is said by reading the lips of their teachers and others, and learn to speak, not with great distinctness or in tones altogether natural, but still so that they can be understood very easily by their teachers and generally by others. There were 91 pupils under instruction here during the year, of whom 74 were from Massachusetts.

The *Horace Mann School*, established by the Boston school committee, in connection with the State board of education, as a day school for deaf children, admits free of tuition any deaf child over 5 years of age residing in Boston not physically or mentally disqualified. Non-residents are charged the average cost of tuition for each pupil, unless received as State beneficiaries. The school aims to teach all its pupils to speak and to read the speech of others from their lips, and gives an elementary English education. Efforts to secure industrial training for the pupils have been to some extent successful. A donation of $250 from Prof. Bell, for the benefit of needy pupils, was partly used in payment of the tuition of 3 boys at the School of Mechanic Arts in the Institute of Technology, while the parents of 4 other boys paid the whole cost of tuition for them. All took great interest in the work, and their success warranted a return for a second year's training. Several girls who had shown much aptitude with the needle in the regular sewing instruction of the school were given special instruction in the art of needlework as an added preparation for self support. Some of these girls were aided from the donation of Prof. Bell. At the close of the school year, June, 1882, there were 84 pupils attending, 53 of them from Boston, 29 from towns in the vicinity, and 2 from other States.

EDUCATION OF THE BLIND.

The Perkins Institute and Massachusetts School for the Blind, Boston, admits blind children 9 to 19 years of age and gives free tuition on the governor's warrant to residents of the State whose friends are unable to pay. There were 165 pupils under instruction at the date of the report in 1882, of whom 145 were in the school proper and 20 in the workshop for adults. The usual course of study, with music, physical train-

ing, and handicrafts, was pursued during the year. In the literary department all suggestions of improvement in processes of mental development are carefully considered and several changes have been adopted. The aim is to give instruction in the most simple and natural way, and the objective method is used whenever possible. The music department enrolled 73, of whom 68 were learning the piano; 10, the organ; 21, reed and brass instruments; 47, class singing; and 21, harmony, 17 receiving private vocal training. There were 4 classes for instruction in the art of teaching music, with an average membership in each of 5. The tuning department continued to receive special attention, with the usual encouraging results; several improvements were made in the appliances and new facilities added for rendering the instruction efficient. The results of industrial training in the workshops for the boys and the workrooms for the girls were satisfactory, as usual. Special attention has also been given to physical training in 6 regular gymnastic classes, under experienced and prudent teachers, with results quite favorable to health and appearance. The work in the printing department of the institution has been carried on with unusual vigor, and a number of valuable books have been issued. A printing fund of $100,000 was completed during the year.

EDUCATION OF THE FEEBLE-MINDED.

Feeble-minded and idiotic youth receive training and instruction at the State school for them in South Boston, at a private institution in Barre, and at another in Fayville.

The *Massachusetts School for Idiotic and Feeble-Minded Youth*, South Boston, gives free instruction to residents of the State whose friends are not able to pay for their care, none, however, being received who are epileptic, insane, or incurably paralytic. The studies range from the simplest Kindergarten pastimes to the exercises of an easy primary or lower grammar class. There were 132 pupils at the date of the report for 1882, of whom 109 were entirely supported by the State and 10 partially.

The *Private Institution for the Education of Feeble-Minded Youth*, Barre, established in 1848, receives a limited number of pupils, from 6 years upward. They are instructed in the elementary branches, according to their capacity; also, in work. Special attention is given to health, exercise in the open air, and gymnastics. Military drill is also included.

Hillside School, Fayville, is a private home school designed for the instruction and training of children who cannot be properly taught in ordinary schools, whether they be blind, deaf and dumb, or feeble in mind or body. The English branches, music, drawing, painting, fret sawing, and physical exercises are taught. The number of pupils is limited to 12.—(Circular.)

CHARITABLE AND REFORMATORY INSTITUTIONS.

The State board of education reports 14 charitable and reformatory institutions, with over 1,000 different pupils under instruction during the year and 592 in average attendance, under 29 teachers.

Of these, the *State Primary School*, at Monson, an outgrowth of the almshouse, is peculiarly hopeful in its field of labor and successful in its results. Taking the children at an impressible age (the average being about 9 years) from the State almshouse, the streets, and the neglected abodes of poverty stricken or vicious parents, it puts them into a pleasant home, where they enjoy what is necessary to make childhood happy and where they are nurtured and trained till they can be placed in good families. Many of them are weak and diseased, either through heredity or neglect and starvation. Here they are supplied with an abundance of simple nourishing food and suitable clothing, cleanly habits and proper exercise and amusement in the open air being insisted on. Visible restraints are reduced to a minimum. Very few punishments are found necessary, and these are of the mildest character. There were 756 children in the school during the year, the average number being 448, of whom 183 were placed in families.

The *State Reform School*, for boys, Westboro', had 290 under training during the year, with an average number of 113, and placed out in homes 146. Of 108 committed during the year, 80 were 14 years old or more. The maximum limit of age for admission is 17 years, but some boys even older secure admission by the misrepresentations of friends who wish to spare them a greater disgrace. Thus many boys have found their way here who are too old and too hardened in crime to be managed by the methods of a reform school and who really belong in an intermediate institution between such a school and a prison. The trustees earnestly advise that the law be changed, fixing the limit of age at 14; they say that so long as the present condition is permitted the labors of the institution in behalf of the younger boys will be in a measure defeated by the influence of the older ones. Besides the common school branches, farm work and the caning of chairs are taught.

The *State Industrial School for Girls*, Lancaster, had nearly twice as many under its care in 1882 as in the previous year. This does not necessarily show an increase in crime,

but may indicate a fuller appreciation of the benefits of the school on the part of the courts and the guardians of girls committed. Of 229 on the list during 2 years, 26 were committed for stubbornness, 40 for larceny, 91 for immoral conduct, and 72 because in danger of falling into bad ways. During this period, 4 died after being placed out, 50 were discharged, 63 remained in the school (10 of whom were returned for misconduct), and 110 were placed out; on only 23 had the care apparently been wasted. Besides the common English branches the girls are taught plain sewing, cutting and making of their clothing, knitting, and housework, including washing and ironing. They are also employed on the farm and garden in work suited to their strength.

There are various private and church institutions for the care of neglected and orphan children. In the latter children are received at a very early age and retained until 14, 15, and 16, being taught the common branches of education, besides housework and various handicrafts.

EDUCATIONAL CONVENTIONS.

MASSACHUSETTS STATE TEACHERS' ASSOCIATION.

The thirty-eighth annual meeting of the State Teachers' Association was held in Boston, December 28–30, 1882, President Larkin Dunton, of Boston, in the chair. Among the subjects before the general meeting were "Sierra's enchanted valley, or the Yosemite and the big trees of California," illustrated by stereopticon views; "Bands of mercy: their purpose and formation;" "What place, if any, is religion entitled to in our system of public education?" "Illustrative drawing;" "The high school in our system of education;" "The duties of school committees," and "What is education?" General Francis A. Walker, president of the Massachusetts Institute of Technology, read a paper on "Industrial education," and Prof. John M. Ordway, of the same institution, one on slöjd schools, the latter being an account of industrial schools in Sweden and Norway. Discussion followed the reading of all the above papers, that of the last two named being of special interest and participated in by a number of members.

In the high school section the topics considered were "How to study English literature," "The realia of Greek literature," and "The rudiments of German," the method of instruction advocated by the last paper being illustrated by an exercise with a class of 9 boys from the English High School, Boston.

The subjects considered by the grammar school section were "Can history be taught as a natural science?" and "Geography and incidental lessons," a thorough discussion following both papers.

Before the primary school section were read papers on "Lessons on objects," "The four-process method of teaching numbers," and "The Kindergarten in its relation to the primary school," the last two topics being discussed by a number of members.

ASSOCIATION OF CLASSICAL AND HIGH SCHOOL TEACHERS.

The fifteenth annual meeting of the classical and high school teachers was held in Boston, April 7 and 8, 1882. The first paper read was on "Some needed reforms in the use of botanical terms as applied to schools;" the second gave "Some hints on science teaching." "English classics for high schools" was the theme of a spicy paper which advocated the more general and thorough study of the English language in the schools. "Out-of-school study" gave statistics collected in Fitchburg as to the number of hours spent by the pupils in study at home, the conclusion being that the amount of such study was not generally injurious to health. Other papers were on "The use of photographs in classical instruction," on "Voluntary work in schools," "Educational history," "The special aim of the teacher of language," "A plan for a town university," "The senses and geometry," "Some common errors and omissions of text books in physical science," "Botany as a mental discipline," "Chemistry in high schools," "Hints on high school discipline," and "An ideal linguistic requirement for admission to college," the latter being a protest against the common practice of devoting the principal work of linguistic preparation for college to the study of Latin and Greek.

SCHOOL COMMITTEE ASSOCIATIONS.

There were during 1881–'82 nine associations of local school committees, meeting twice a year to discuss educational matters, lay out courses of study for the adjoining towns, and adopt improved methods. These discussions have been of great benefit to the schools as well as to the committee. In each association the abolition of the district system was favored, some urging the formation of the small towns into groups, to be under superintendents to oversee the schools, each single town being too small to maintain a superintendent of its own.

OBITUARY RECORD.

PROFESSOR THEOPHILUS PARSONS.

Theophilus Parsons, professor of law in Harvard University from 1847 to 1870 and widely known as a writer of legal treatises, died at Cambridge, January 26, 1882, aged 85. He was born in Newburyport, Mass., in 1797. In 1800 his father moved to Boston, where the son was fitted for Harvard, graduating from that college in 1815. In 1849 he received from that college the degree of LL.D. Although engaged in the pursuit of law his exceptional talents as a writer found exercise in editorial work in connection with the United States Literary Gazette and other periodicals. He was a successful lawyer, but did not like practice, and was not sorry to retire from it when appointed professor in the Harvard Law School. He devoted himself to the preparation of legal treatises. In this work he was very successful, many of his books being considered the standard authorities on their subjects now. He continued in this work after his retirement from the law professorship, also writing works for the New Church (Swedenborgian), of which he was a devout and active member. His was a serene and happy old age. He was well read in the classics, ancient and modern, was proficient in natural philosophy and chemistry, and was thoroughly informed on all the important questions of his day, in which he took a lively interest.—(Boston Advertiser.)

HENRY W. LONGFELLOW.

Henry Wadsworth Longfellow, the poet, scholar, and teacher, died at his home in Cambridge, Mass., March 24, 1882, after an illness of less than a week.

Mr. Longfellow was born in Portland, Me., February 27, 1807, of New England stock, being descended from John Alden, of Plymouth colonial fame. His father, Hon. Stephen Longfellow, was a man of prominence in Maine, a leader of the bar, and representative in Congress. The son's early education was gained at the Portland Academy, where he was fitted for Bowdoin College, which he entered at 14. Even before this time he had written verses which always found ready admission into the Portland newspapers, and before graduation his reputation as a poet extended beyond the bounds of both college and State. He graduated second in rank in his class, and six months after was offered a professorship of modern languages and literature at Bowdoin, an office created for him. Such a professorship was at that time an exceptional thing among American colleges, the literature of Greece and Rome having hitherto been deemed sufficient for the purposes of college instruction. The appointment was accepted, but only on the condition that time should be allowed for study abroad before entering on it. He accordingly spent three years and a half on the Continent studying French, German, Italian, and Spanish. In 1829, at the age of 22, he entered on the professorship, in which he remained five years. During this time he wrote for the North American Review and translated the Coplas de Manrique, a work which placed him in the front rank of living poets. Outre-Mer: a Pilgrimage Beyond the Sea came out in 1835. In 1835 he was appointed to the professorship of modern languages and belles lettres in Harvard College, but before entering on it he again visited Europe, beginning his official duties at Cambridge in 1836 and continuing them till 1854. Meantime his career as an author went steadily on, each year adding to his fame both as a poet and prose writer. From his first connection with Harvard Mr. Longfellow lived in Cambridge, occupying, first as tenant and afterwards as owner, the mansion famous as being the headquarters of Washington during the siege of Boston. His professional services at Cambridge contributed in no small degree to his own fame and to that of the university, where he was always a favorite professor. The great charm of his presence and manner heightened the pleasure derived from his instruction, which, in the form of lectures, was chiefly in Italian and Spanish literature, especially the writings of Dante and Cervantes. His translation of Dante was originally a part of this class instruction.

Mr. Longfellow received the degree of M. A. from Bowdoin, LL. D. from Harvard, Cambridge (England), and Bowdoin, and D. C. L. from Oxford. He was a member of various learned societies in this country, also of one in Brazil, one in Spain, and one in Russia.

GEORGE C. MERRILL.

Prof. George C. Merrill died of consumption at Andover, April 19, 1882, after an illness of 18 months. He was born in Montague, in 1845, fitted for college at Andover, and graduated from Amherst College in 1865. After that he was a teacher of mathematics for four years in Phillips Andover Academy, and from 1869 to 1875 professor of mathematics and natural sciences in Washburn College, Kansas. In 1875 he went to Phillips Academy as Peabody instructor of the natural sciences, a position he filled acceptably till his health gave way in the fall of 1880. A year in Colorado failed to check the progress of his disease and in January he returned to Andover. Mr. Merrill was a man of much learning, successful as a teacher, and beloved and trusted as a Christian.

KO KUN-HUA.

Mr. Ko Kun-Hua, instructor in Chinese at Harvard College since 1879, died of pneumonia, after a brief illness, on the 14th of February, 1882, leaving a large family of young children in a helpless condition. These were sent back to Shanghai by the university, and a private subscription was raised sufficient to secure them against want until the children should be grown up and educated. Mr. Ko Kun-Hua was a refined, scholarly, and conscientious man.—(President's report.)

MRS. M. B. C. SLADE.

The Journal of Education of April 20, 1882, records the death of Mrs. M. B. C. Slade, of Fall River, aged 56, formerly assistant editor of the Journal and for the last four or five years editor of Good Times, a monthly magazine devoted to day school and parish recreations, Sunday school exercises, and mission and temperance entertainments.

Mrs. Slade was born in Fall River, where her home has always been, and prior to her marriage was a successful teacher. She has contributed to the literature of education in its varied forms for several years; was interested in the Little Corporal, published in Chicago; edited the School Festival; compiled from her writings the Holiday Concert; conducted a department in the School Day Magazine of Philadelphia; wrote for the St. Nicholas, Wide Awake, and other periodicals for the young; and published two books for young people, The Children's Hour and Exhibition Days, which were both very successful, the former comprising dialogues, tableaux, &c., for primary schools, and the latter, exercises suited to pupils in the common, grammar, and high schools. She gave sympathy and help to all who came within her influence.

WILLIAM B. ROGERS.

Prof. William Barton Rogers, for many years president of the Massachusetts Institute of Technology, died suddenly, May 30, while assisting at the graduating exercises of the class of 1882. The venerable ex-president—then in his seventy-seventh year—had been presented to the audience by his successor, Gen. Francis A. Walker, and welcomed with enthusiastic cheers. He responded by referring to the history of the school and expressing his own unabated interest in its progress and that of science in general, when he suddenly fell and in a few minutes ceased to breathe.

Professor Rogers, the second of four sons in a family noted for scientific acquirements, was born in Philadelphia in 1805 and was graduated at William and Mary College. In 1827 he succeeded his father, Dr. P. K. Rogers, as professor of natural philosophy and chemistry in that institution and in 1835 accepted the chair of natural philosophy and geology in the University of Virginia, which he held 18 years. During this period he devoted himself ardently and successfully to geology and mineralogy. He was at the head of a geological organization which made a survey of the State of Virginia and published annual reports of great value on the work. He also published a treatise on "The strength of material" and one on "Elements of mechanical philosophy." In 1853 he removed to Boston and at once identified himself with the educational interests of the city. He early conceived the plan for the organization of the Institute of Technology and was appointed its first president, which office he retained till 1881, although as early as 1868 illness obliged him to relinquish some of its active duties.

Professor Rogers added to extraordinary scientific attainments a personality which by its integrity, earnestness, simplicity, and warmheartedness attracted and developed all that was best and noblest in others. As a zealous promoter of scientific education among the industrial classes he had no superior. His writings have enriched the pages of all the leading scientific periodicals in Europe and America. He received the degree of LL.D. from Harvard in 1866.

CHIEF STATE SCHOOL OFFICER.

Hon. JOHN W. DICKINSON, *secretary of the State board of education, Boston.*

[Mr. Dickinson has been secretary of the board since 1877.]

MICHIGAN.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–20)	518,294	538,356	20,062	
In ungraded school districts	291,431	297,170	5,739	
In graded school districts	226,863	241,186	14,323	
Enrolled in public schools	371,743	385,504	13,761	
Enrolled in ungraded school districts.	219,700	224,250	4,550	
Enrolled in graded school districts	152,043	161,254	9,211	
Per cent. of school age enrolled	71.7	71.5		0.2
Estimated number of pupils in private or church schools.	19,788	20,577	789	
SCHOOLS.				
School districts	6,526	6,630	104	
Districts that maintained public schools.	6,281	6,523	242	
Number of public school-houses	6,575	6,728	153	
Sittings in public school-houses	454,624	481,955	27,331	
Average school term in days	154	148		6
Volumes in public school libraries	279,884	293,005	13,121	
Valuation of public school property	$9,384,701	$9,848,493	$463,792	
TEACHERS AND THEIR PAY.				
Men teaching in public schools	4,024	3,887		137
Women teaching in public schools	10,448	10,580	132	
Whole number teaching	14,472	14,467		5
Average monthly pay of men	$36 98	$41 56	$4 58	
Average monthly pay of women	25 78	27 44	1 66	
State teachers' institutes held	55	68	13	
Enrolment in teachers' institutes	4,548	5,566	1,018	
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$3,772,321	$3,858,145	$85,824	
Whole expenditure for public schools	3,417,598	3,789,291	371,693	
SCHOOL FUND.				
Permanent fund available	$3,040,183	$3,262,321	$222,138	

(From reports of Hon. Varnum B. Cochran, superintendent of public instruction, for the two years mentioned.)

STATE SCHOOL SYSTEM.

OFFICERS.

The State school system is administered by a State superintendent of public instruction, elected by the people for 2 years; a State board of education, elected for 6 years, of which the superintendent is a member and secretary ex officio; and a board of regents of the University of Michigan, elected for 8 years. Local officers are district boards numbering 3 members in ungraded and boards of school trustees numbering 6 members

in graded school districts, elected for 3 years; township boards of school inspectors, and 3 county school examiners for each county, elected by the chairmen of the township boards.

OTHER FEATURES OF THE SYSTEM.

Public schools are sustained from the income of a State primary school fund, from a township tax of 1 mill on $1 (part of which is for the support of libraries), and from taxes voted by the districts, of such amount as is considered necessary by the district boards; provided that in districts having less than 30 scholars it must not exceed $50 a month (including amounts received from 1 mill tax and primary school fund) for the period during which school is taught in such district. Schools sustained by public funds must not be sectarian, and they must be taught at least 9 months in districts having 800 or more youth of school age, at least 5 months in districts having from 30 to 800, and three months in all other districts. They are free to all residents of the district 5 years of age and over, without distinction of race or color, and no separate schools for any race are allowed by the law. Teachers not graduates of the State Normal School must have certificates of qualification from the county examiners or from the State board of education. The county certificates, valid only in the county where issued, are of 3 grades, good for 1, 2, and 3 years. State certificates are valid throughout the State for 10 years. The State educational system includes graded, ungraded, and high schools, township and district school libraries, county teachers' institutes, a State teachers' association, normal school, university and agricultural college, institutions for the deaf and dumb and the blind, two reform schools, and a Public School for Dependent and Neglected Children.

GENERAL CONDITION.

The cause of education has shared in the general prosperity that marked Michigan affairs during the year 1882. With an increase during the year of 20,000 in youth of school age, there were 13,761 more enrolled in public schools, the percentage of enrolment on youth of school age remaining about the same. There was a larger number of public school districts and a larger number sustained public schools; 153 more public school-houses were built, increasing the estimated value of school property by nearly half a million of dollars and affording accommodations for over 27,000 more pupils, thus considerably more than keeping pace with the increase in school population. A corresponding increase is noted in the expenditure for public school purposes and in the principal of the available State school fund. While about the same number of teachers were employed as during the preceding year, that of men was 137 less and that of women nearly as many more, the average monthly pay of men advancing $4.58 and that of women $1.66. This increase in pay, which was almost confined to the rural districts, is ascribed to the operation of the new school law. As the severity of the examinations was increased, the supply of competent teachers was found inadequate, and the pay of men in the ungraded school districts advanced $4.61 and that of women $4.83, although, as stated above, the increase for the State was $4.58 for men and $1.66 for women. But this advance in pay, the superintendent thinks, will prove temporary only, since, owing to the greater inducements offered, unsuccessful applicants are endeavoring by hard study to fit themselves for the examinations and many old teachers who had ceased teaching on account of the poor pay are returning to the ranks; large numbers also are being prepared in normal schools, high schools, and colleges. It is noted that, while the number of graded school districts and the school population therein increased in greater proportion than the ungraded, the percentage of public school attendance in graded school districts was still smaller than in the ungraded. This state of affairs, however, was accounted for by an enrolment of over 20,000 in the private schools of the graded districts. The rural schools, while not up to what they ought to be, were doing their work with a degree of efficiency not surpassed in any previous year, and the general aspect of the educational field, despite some drawbacks, was such as to afford satisfaction and to give encouragement.

KINDERGÄRTEN.

Five Kindergärten, 1 of them organized within the year, report for 1881–'82. Three of these are at Detroit, 1 at East Saginaw, and 1 at Ionia. For statistics, see Table V of the appendix, and for a summary, see the report of the Commissioner preceding.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

Under a general law of 1875 these are boards of 6 trustees, elected for three years; but cities chartered before that time have different provisions. Detroit has a board of education of 12 and Grand Rapids one of 16 members. Superintendents are employed in all the larger and many of the smaller cities.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Adrian	7,849	2,605	1,446	974	29	$19,512
Ann Arbor	8,061	2,721	1,992	1,422	37	30,189
Detroit	116,340	40,210	17,272	12,061	271	267,259
East Saginaw	19,016	7,040	3,476	2,650	63	53,175
Flint	8,409	2,343	1,884	1,285	38	20,795
Grand Rapids	32,016	11,298	6,576	4,210	99	115,690
Kalamazoo	13,552	3,488	3,141	1,387	46	69,066
Muskegon	11,262	4,607	2,360	1,489	47	34,508
Port Huron	8,883	3,300	1,875	1,223	27	16,135
Saginaw	10,525	3,577	2,072	1,459	31	20,510

ADDITIONAL PARTICULARS.

The *Ann Arbor* public schools report an advance during the year in the number enrolled, but a decrease in average attendance in the primary and grammar grades, due to the prevalence of scarlet fever and measles. While work in these grades was conducted in much the same manner as usual, increased attention was given to handwriting, with good results. In nearly all the schools some time was given to committing and reciting choice selections of poetry. The superintendent thinks some progress was made in banishing the dime novel from the boys' stock of reading. In grammar grades such pupils as maintained a standing of 90 per cent. in any study, as shown by the monthly examination reports, were excused from final term examinations in that study, an innovation which lessened the strain of examinations on both teachers and pupils and seemed to work well. In a class of 56 promoted during the year from the grammar to the high school, 11 maintained a standing of over 90 per cent. in all their work. The number of pupils enrolled in the high school was larger than for any previous year in the history of the school, reaching 493, of whom 285 were non-residents. Good order was maintained in all the schools and with less corporal punishment than usual, only 19 cases being reported, against 39 the previous year and 50 the year before that.

Grand Rapids, with only 663 more youth of school age, reports an attendance on public schools of 723 beyond that of the previous year, by far the largest annual advance in one year in the history of the schools. To meet it more school buildings were provided and the corps of teachers was enlarged. The cost of schools increased $12,429. More attention was paid to the sanitary condition of school buildings. Drawing, music, and penmanship were taught by a special teacher for each, and with satisfactory results. Good discipline was maintained in most cases without corporal punishment, which was seldom resorted to by the best teachers. The evening schools were conducted on a new plan, only foreigners unable to read English being admitted, as it was not thought profitable to maintain such schools for young people. Attendance during the term was regular and the interest was well sustained, about 120 being enrolled, nearly all adults.

In *Muskegon* there was an increase in school population and school enrolment. There was also an advance in the average daily attendance and in punctuality. The schools became more efficient, largely, it was believed, through the selection of good teachers. Corporal punishment was eschewed, many teachers not reporting a case during the year.

No printed reports for 1881–'82 have been received by this Office from the other cities embraced in the above table, but such statistics as they have furnished in special returns will be found in Table II of the appendix.

TRAINING OF TEACHERS.

STATE PROVISION FOR NORMAL INSTRUCTION.

The *State Normal School*, Ypsilanti, reports an increased attendance during the year, pupils in the normal department numbering 330, against 318 the previous year, while the practice school increased from 174 to 181. Eighty-five students graduated in 1882, nearly all of whom engaged in teaching. With the increase of its students and graduates the influence of the school is becoming more widely felt. Additions were made during the year to the corps of teachers, the courses of study, and the facilities for work. A new building for the training school, erected at a cost of $25,000, was ready for occupancy in September, 1882. The library was enlarged by over a thousand well selected volumes, and considerable additions were made to the collections of scientific apparatus,

drawings, models, maps, globes, and charts. Students are offered a choice among 5 distinct courses of study, viz: scientific, language, literary, art, and common school courses, besides being allowed, in all courses except the elementary, an election of Latin, French, or German in place of certain specified subjects. The elementary course covers 2 years, while the other courses require 4 for completion.

The course in the science and art of teaching, connected with the undergraduate department of the *University of Michigan*, Ann Arbor, aims to fit university students for the higher positions in the public school service. It offers ample facilities for professional study, and is designed to promote the study of educational science, to teach the history of education and of educational systems and doctrines, to secure to teaching the rights, prerogatives, and advantages of a profession, and to give a more perfect unity to the State educational system by bringing the secondary schools into closer relations with the university. Various courses are marked out to suit the wants of different students, each requiring a year for completion.

OTHER NORMAL TRAINING.

Adrian and Hillsdale Colleges furnish opportunities for preparation to those desiring to become teachers, in courses extending over two years; Battle Creek, in a 4-year course; Olivet, in courses of 2, 3, or 4 years.

The Detroit Kindergarten Training School, having a 1-year course of study, reported 9 students, under 2 instructors, and 4 graduates.—(Return.)

TEACHERS' INSTITUTES.

The institutes of the year were unusually interesting; the instruction was in most cases practical, and the teachers manifested their zeal by regular attendance and by deriving the utmost advantage from the sessions. The number held was 68, an increase of 13 over that of 1881, while the aggregate attendance (5,566) was greater than the previous year by more than 1,000. Twenty-three of the teachers present had received State certificates, 88 normal school diplomas, 406 county certificates of first grade, 520 of second, and 2,848 of third. There were also 106 who had special certificates; these, being in the nature of permits to teach particular schools, are granted to candidates whose schools are to begin before the public examinations. Notwithstanding the fact that many of the institutes were held in the new counties, where teachers are few, accommodations limited, and facilities for travel poor, the average attendance was equally well sustained. An important agency in securing a large attendance at the institutes has been the county boards of examiners, who excited the interest of teachers and the community and contributed greatly to the success of the institutes.

EDUCATIONAL JOURNAL.

The Michigan School Moderator, a weekly journal "for the teacher, the school, and the family," published at Grand Rapids, commenced its third volume September 3, 1882.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

A table in the State superintendent's report gives statistics of 60 high school departments of graded school districts, having a total enrolment of 6,856 pupils, under about 170 teachers. It appears, too, that some of the higher branches were taught in other graded schools not comprised in the high school table. In a list of the graded schools of 255 cities, including the 60 high schools above referred to, 81 are reported as giving instruction in Latin, 50 in German, 25 in French, and 22 in Greek.

The largest high school in the State, that at Ann Arbor, reports an enrolment for the year of nearly 500 pupils, more than half of them non-residents, and 63 graduates. It is asserted that no other public school in America prepares so many pupils annually for college and university or has so many non-resident students. A new course of study has been added during the year, in which about a third of the work is music. Pupils may graduate from this on the same footing as from the other courses, it being considered that the mental discipline will be about equal to that in the other courses.

SUPERIOR INSTRUCTION.

COLLEGES FOR BOTH SEXES.

The *University of Michigan*, Ann Arbor, a part of the public educational system and governed by a board of regents elected by popular vote, is enabled, through funds provided by the United States and by the State, to offer its privileges without charge for tui-

tion to all persons of either sex who are qualified for admission. Students from abroad are received on the same terms as residents of the State, except that their matriculation fee is somewhat higher. The university is closely connected with the public schools, receiving pupils on diploma from such high schools as are approved by the faculty. It aims to complete public school work by furnishing ample facilities for liberal education in literature, science, and the arts and for thorough professional study of medicine, pharmacy, law, and dentistry. In the department of literature, science, and the arts, numerous elective courses are provided, leading to the degrees of bachelor of arts, science, and letters, with the corresponding masters' degrees; also, to the degree of doctor of philosophy and to those of civil, mechanical, and mining engineer. The work in this department was broadened by the establishment of a chair of didactics in 1879 and a school of political science in the autumn of 1881. The latter was attended during its first year by an encouraging number of students, the classes being instructed in political and constitutional history and law, political economy, natural, civil, and political rights, the science of forestry, and sanitary science. The last two, it is claimed, have never before been taught in any American university. The course in forestry has deservedly attracted much attention.

President Angell mentions various evidences of progress made during his two years of absence on a diplomatic mission to China, among them the erection of a new museum building and of an eye and ear infirmary and the enlargement of the chemical laboratory to nearly double its former capacity.

The number of students for the two years was greater than ever before, that for 1882, by a curious coincidence, being exactly the same as for the previous year, viz: 1,534. There were 435 degrees conferred in 1882, including 349 professional ones. Of the 75 bachelors' degrees, only 9 were in science, the rest being in arts, philosophy, and letters. Of the 11 masters' degrees, 4 were in arts, 3 in science, and 1 each in letters and philosophy, besides 2 doctors of philosophy.

Adrian College, Adrian, reports a larger attendance during 1880–'81 than for 12 years past, an advance in the entrance examinations in Latin and Greek, the establishment of a 3-year course in theology, a new chemical laboratory completed, and North Hall (which was destroyed by fire in November, 1880) rebuilt at a cost of about $13,000.

In *Albion College*, Albion, the courses of study have been reconstructed during the year in accordance with conclusions reached by the faculty as to the proper order of college work. Prevailing methods—placing as they do principles before facts, the abstract before the concrete, the remote before that which is near—the faculty deem unphilosophical, and the work has been planned so as to follow nature's order, as that is understood. Science is taught before the history of science. In languages English is studied first, then contemporaneous foreign languages, then Latin and Greek. Attendance had increased and with it the interest in study. A year has been added to the preparatory course, giving opportunity to test more fully the merits of the new plan. Another change noted is the introduction of university methods of study. Instead of daily recitations, a considerable portion of the work in the junior and senior years is now carried on through a system of individual investigations on the part of the student, aided by advice from the teachers.

Besides the university, 7 institutions in this State report themselves as engaged in collegiate work, viz: Adrian College, Albion College, Battle Creek College, Hillsdale College, Hope College (at Holland), Kalamazoo College, and Olivet College. In Grand Traverse College, Benzonia, there were no college students during the year. Classical courses of 4 years were provided by the institutions above named, and scientific courses by all except Hope College, the scientific also comprising 4 years in all except Battle Creek, where only 3 years were required to complete it. Besides the State University, Adrian, Albion, and Hillsdale Colleges add philosophical courses, Kalamazoo offers a Latin scientific course, and Olivet a course for ladies, all of 4 years. Business training was given by 2 colleges, normal by 5, musical by 6, art by 3, and theological by 3, while, as above noted, the State University makes provision for instruction in medicine, pharmacy, and dentistry. All are open to both sexes. Four received gifts of money during the year amounting in all to $46,658, as follows: Albion, $4,000, to erect an astronomical observatory; Hillsdale, $1,878, in small sums, to increase endowment; Hope, $37,350, of which $22,250 was to pay a debt, $12,102 for endowment, and the remainder for current expenses; and Kalamazoo, $3,430, in small sums, for current expenses. Grand Traverse received from L. Bailey and wife, Benzonia, a gift of 80 acres of land, to be disposed of for the benefit of the college.

For further statistics of the above colleges, see Table IX of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

The only collegiate institution exclusively for women, Michigan Female Seminary, Kalamazoo, under Presbyterian influence, reported 45 students, under 7 instructors, and 2 graduates during the year.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Michigan State Agricultural College, Lansing, first opened in 1857, has sent out 272 graduates, the class for 1882 numbering 28. The whole attendance was 219, of whom 200 were in regular undergraduate classes, 17 in special or partial courses, and 2 in graduate studies. Besides other branches necessary to a good general education, instruction is given in surveying, levelling, laying out of grounds, mechanics as applied to implements, building, stock breeding, agricultural chemistry, horticulture, and such practical applications of science as are specially useful to the farmer. Each student is required to perform 3 hours' work on the farm or garden in order to render him familiar with the use of implements and the principles of agriculture, as well as to preserve in him habits of manual labor and to foster a taste for agricultural pursuits. Most of the labor is paid for. A part of it is educational and is varied for the illustration of the principles of science. For some time a proposition has been under consideration to establish a department in mechanics, to be subsidiary to that in agriculture. A committee appointed to consider the subject has reported favorably and estimates of expenses have been submitted.

All the collegiate institutions of the State, except Hope College, as already mentioned, provide courses leading to the degree of B. S., the State University adding others in civil, mechanical, and mining engineering. The courses in the latter comprise mathematics, French, German, English, physics, general chemistry, mineralogy, astronomy, and drawing, besides the technical branches peculiar to each, and require 4 years for completion, as also do the scientific courses in all the other colleges except Battle Creek, where the degree is given after only 3 years' study.

For statistics of scientific schools and scientific departments of colleges, see Tables IX and X of the appendix, and for summaries, corresponding tables in the report of the Commissioner preceding.

PROFESSIONAL.

Theological instruction was given in Adrian, Battle Creek, and Hillsdale Colleges, all having courses of 3 years. In Adrian College, which is under Methodist influence, undergraduate students of the collegiate department are allowed to substitute theological studies for certain others in the collegiate curriculum and are thus enabled to complete the theological course in two years after graduation. Persons advanced in life or such as from other causes cannot devote 3 years to theological study are allowed to pursue a shorter course if in the judgment of the faculty they have a fitness for the ministry.

Hillsdale College (Free Will Baptist) offers 2 courses, a classical and an English, both of 3 years. Students who complete the former receive the degree of B. D.; those who complete the latter are given a diploma.

The department of theology in Battle Creek College (Seventh Day Baptist) includes a preparatory course of 2 years as well as a biblical one of 3, the latter including Greek and Hebrew.

For statistics of theological schools reporting, see Table XI of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

Legal instruction is given in the law school of Michigan University in a course of 2 years, embracing the several branches of constitutional, international, maritime, commercial, and criminal law, medical jurisprudence, and the jurisprudence of the United States. Applicants for admission who are candidates for a degree must pass such an examination as will satisfy the faculty of the adequacy of their literary attainments, unless graduates of some collegiate institution, normal school, or other school of corresponding grade. Of 333 students attending during 1881–'82, there were 61 who had received degrees in letters or science. The graduating class numbered 170.

For further statistics, see Table XII of the appendix, and for a summary, the report of the Commissioner preceding.

The *medical* schools reporting are the medical department of the University of Michigan, Detroit Medical College, the homœopathic medical department of the University of Michigan, and the Michigan College of Medicine, Detroit. All follow the "regular" practice, except the homœopathic department of Michigan University. The 3 regular schools reported a total of 500 matriculates for the year and 121 graduates; the other school, 71 matriculates and 15 graduates.

The two medical departments of Michigan University offer and require for graduation a graded course of 3 years, the annual lecture term extending over 34 weeks. An examination for admission is also required. Before receiving a diploma students must pass a satisfactory examination on all the branches, practical anatomy and chemical analysis included. There are also two extended optional courses, one in physiological

and pathological chemistry, the other in toxicology. The course for women is in all respects equal to that for men. Practical anatomy is pursued by the two sexes in separate rooms, which is also the case in some of the lectures; but in most of the latter, also in public clinics, the chemical laboratory, and various other classes, it is found that both may with propriety be united.

Detroit Medical College offers and recommends but does not require a 3-year graded course of study. In order to graduate, students must take this course or else 2 full courses of lectures not within the same year, must pass an examination on all the branches taught in the college, take a full course in dissection, a course in the chemical and physiological laboratory, and 1 term in hospital and out of door clinics. An examination for admission is required of candidates not graduates of a high school or academy or matriculates of some college or medical school.

Michigan College of Medicine, Detroit, also recommends but does not require a 3-year graded course of study. To graduate, students must have studied medicine 3 years, including 2 full courses of lectures, each being of 23 weeks, and pass a satisfactory examination in all the branches. Applicants for admission not graduates of college, high school, or other recognized educational institution must pass an examination.

Dentistry is taught in the College of Dental Surgery of the University of Michigan, which strongly recommends a 3-year graded course of study, but presents a course of only 2 years for the convenience of those who cannot take the longer one. Three years' study of dentistry, however, is required for graduation, 2 of them to be in this college. Students attend the regular lectures in the department of medicine and surgery, thus receiving a complete course in surgery, both didactic and clinical; they are required to take a course in histology and in analysis of saliva; also, to attend lectures in inorganic and organic chemistry.

The school of *pharmacy* connected with Michigan University gives a training adapted to service in commercial, analytical, and manufacturing chemistry and pharmacy, laying a foundation for the practice of the dispensing pharmacist, the general analyst, the wholesale druggist, and the manufacturing chemist. The course is graded and occupies as yet only 2 years, but it is contemplated to extend it to 3. This is found necessary, more especially for the increasing number of graduates who become analytical and manufacturing chemists. Graduates must pass a satisfactory examination on all branches in the course, and they must have also passed a preliminary examination for admission. Experience in the business of pharmacy is not a requisite for a degree. A second degree is offered to resident graduates on presenting satisfactory work in original research to an extent representing the work of a full college year.

For statistics of medical, dental, and pharmaceutical schools reporting, see Table XIII of the appendix; for a summary of these statistics, a corresponding table in the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Michigan Institution for the Education of the Deaf and Dumb*, Flint, reports a full school list for 1881–'82. More pupils attended than could be well accommodated and an appropriation was asked of the State legislature to provide additional buildings. The whole number of pupils was 249; teachers, 13, of whom 3 were deaf-mutes and 2 semi-mutes. Only 4 belonged to the graduating class of 1882, a much smaller number than that of the classes in many preceding years, owing to the fact that the legislature has recently extended the time allowed to complete the course from 8 to 10 years, and many gladly availed themselves of the two additional years. The average time spent by each pupil is about 7 years. The latter part is equally divided between the different industries and the schools, which include primary, grammar, and academic departments. The training received in the industrial department is considered at least equal in value to that received in the schools. Many boys who are dull in their studies make the best mechanics and tradesmen. Cabinet making, boot and shoe making, printing, baking, and farming are taught to the boys; sewing, cutting, and fitting of garments and general housework, to the girls.

The *Evangelical Lutheran Deaf-Mute Institute*, Norris, is controlled by several Lutheran congregations. It owns 20 acres of land, the entire property is valued at $12,000, and 40 pupils attended during 1881–'82. Instruction is given by the articulation method in religion, the common branches, and natural history. No employments are taught, but pupils assist in the garden and in the kitchen.—(Return.)

The *Class in Articulation for the Deaf*, Marquette, a private institution, sends no report for 1881–'82.

EDUCATION OF THE BLIND.

The Michigan School for the Blind, Lansing, enrolled 63 pupils, a larger number than during the previous year; but, as in the case of the institution for the deaf and dumb,

the number received is limited by the lack of accommodations. A good common school education is given here; also, training in such occupations as pupils are best able to pursue. The work is carried on in three departments, literary, music, and handicraft, the first enrolling the whole number of pupils; the second, 39; the last, 62. . A specialty is made of music with a view to preparing pupils to teach this branch. Some increase is reported in the library facilities and other apparatus, but much more needs to be done in this direction.—(State report.)

REFORMATORY AND INDUSTRIAL TRAINING.

The *Michigan State Reform School*, near Lansing, received 392 boys during the two years commencing September 30, 1880. There were 76 more committed during the latter than the former of the two years, an increase, it is remarked, the continuance of which would necessitate an early extension of the accommodations. Fewer commitments would be made to the school, it is believed, if there were less desire on the part of many justices of the peace and constables to obtain fees and if more earnest efforts were made by agents of the State board of charities and corrections to find homes for those whose only crime is that they are homeless. Of the 346 boys who left the institution during the two years reported, 249 were discharged, 94 were granted leave of absence, 2 escaped, and 1 died. A practice recently inaugurated of granting leave of absence on trial to boys who by good conduct have merited confidence has resulted most satisfactorily, only 9 of the boys so released having been returned, and some of these through no fault of theirs, but from lack of good home surroundings. The average time spent in the institution by the boys released during the year was about 19 months, less by nearly 8 months than for several years. The intention is to give each a fair knowledge of the common English branches, except when he is to go to a home where he will be sent to school. All the boys attend school in the institution an average of 4½ hours each day for 5 days of the week and work the same length of time, performing the entire labor of the institution, including farming, house cleaning, laundry and dining room work, cooking, and making clothes, bedding, and shoes.

The *Michigan Reform School for Girls*, Adrian, opened in August, 1881, up to September 30, 1882, had received 85 girls. The courts have authority to commit to this school any girl between 7 and 17 years of age who shall be convicted of being a disorderly person or of having committed any offence not punishable by imprisonment for life, except she be deemed incorrigible. The sentence is until the girl is 21 years of age, but the time may be reduced by the board of control as a reward for good conduct. The great aim of the school is to surround the girls with the atmosphere of home and to develop in them the home instinct. They are housed in four pleasant cottages, the housework of which is all done by themselves under the supervision of teachers. A special sewing department, too, has been organized, with a teacher of dress cutting, fitting, and making. Connected with the chapel are school rooms where the afternoons are spent in study, with one hour in the evening. There is a well chosen library of 179 volumes, from which pupils draw books once a week.

EDUCATION IN PENAL INSTITUTIONS.

Within a recent period the authorities in charge have given considerable attention to furnishing instruction in the common branches of an English education to the inmates of the penal institutions in this State. At each of them a competent instructor is employed. At Jackson, 30 of the prison officers and at Ionia 13 inmate instructors aid the superintendent of the school in the work of instruction. The effect of the work is already apparent in its influence for good on the prisoners. During the year, 701 prisoners at Jackson and 335 at Ionia have availed themselves of the opportunity offered, and the progress made in many instances was surprising.

EDUCATION OF POOR AND NEGLECTED CHILDREN.

The State Public School for Poor and Dependent Children, Coldwater, receives children 3 to 12 years of age, trains them as far as practicable in school studies and industries, and finds homes for them in families till they are 18 years of age, retaining guardianship even later. Since its opening in 1874, homes have been provided for 1,231 children, 824 boys and 407 girls. In the beginning there was room in the institution for only 150, but its capacity has been gradually increased so that now more than 300 are accommodated. The demand for admission has been greater, too, since 1881, when a law was passed forbidding any children admissible here to be placed in county poorhouses or with adult prisoners in jails. Another amendment made in 1881 provides that children of this school who are ill, and such as would be admitted here if cured, are given treatment, board, and nursing at the university hospital, also transportation to and from it, free of charge. The experience of 8 years has confirmed confidence in the main principle on which the school is based, that it is only a temporary home for the child, who

is placed in a family home as soon as a suitable one can be found and the child can be prepared for it. The number received in 1881–'82 was 150; indentured, 175; returned to counties whence they came, 19; died, 2; remaining in school September 30, 1882, 311. The course of school study for such as can complete it apparently covers 6 years.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The thirty-second annual meeting of the Michigan State Teachers' Association was held in Representative Hall, Lansing, December 27–29, 1882. Several of the committee rooms were made headquarters for a variety of interesting exhibits of school work, including drawings, written class work, and philosophical apparatus. The sessions were numerously attended and productive of much profit. The papers presented were upon live subjects and, on the whole, were of unusual merit. The discussions were generally participated in and were real contributions to the consideration of the topics before the association. Among the topics considered were "The need of visible illustration and the proper use of apparatus," "Plans for country school-houses," "Ornamenting school grounds," "Science in primary schools," "Temperance," "From county institute to county normal," and "The microscope in our public schools."

MEETING OF COUNTY SCHOOL EXAMINERS.

In response to an invitation of the superintendent of public instruction to the members of the boards of county school examiners to meet in convention, a large number of these officers, together with other educationists of the State, met at Representative Hall, Lansing, December 27, 1882. After some remarks by State Superintendent Cochran, explanatory of the purposes of the meeting, reviewing the operations of the new school law, and relating to the outlook of the future, the following subjects were discussed by the convention: "Certificates: their grades and requirements;" "How to secure classification and grading in district schools;" "The duties of the secretary of the board of examiners," and "Ends to be attained and methods to be used by the examiners in their work for the schools."

OBITUARY RECORD.

REV. JOHN D. PIERCE.

Rev. John D. Pierce, "father of the Michigan school system" and first State superintendent of public instruction, died at the home of his daughter, in Medford, Mass., April 6, 1882, aged 85 years. He was born in Chesterfield, N. H., and lived with an uncle until twenty years of age. During boyhood he was allowed to attend school two months in each year. His uncle gave him his time a year before he arrived at his majority and then he worked as a farm laborer until he had saved $100. His grandfather gave him a like amount and then began the struggle for an education. Entering Brown University in 1818 and during his course teaching school three months each year to maintain himself, he graduated in 1822. He was one year principal of Wrentham Academy, Mass., and in 1823 entered Princeton Theological Seminary. In 1825 he became pastor of a Congregational church in Oneida County, N. Y., where he continued four years, then becoming principal of the Goshen Academy, in Connecticut. In 1831 he was sent by the Home Missionary Society to Michigan, where he labored as a missionary until 1836, when, on the organization of the State government, he was appointed superintendent of public instruction. The schools of the Territory up to that time had been little else than private enterprises, and to Mr. Pierce more than to any one else does Michigan owe her excellent educational system. Being an intimate friend of General Crary (a member of the convention which framed the State constitution and chairman of the committee on education), Mr. Pierce discussed with him the principles which he thought should be adopted in laying the foundation of a new State. They agreed that education should form a distinct branch of the State government and that the constitution ought to provide for an officer to have charge of the whole matter. This policy was adopted and Mr. Pierce was nominated by the governor and unanimously confirmed as the first incumbent of the office. During the next five months he perfected plans for the organization and support of primary schools and a university with branches, also for the disposition of the university and primary school lands, which were adopted by the legislature. The matter of devising a plan for a university caused him great anxiety, for it was said that no State institution of the kind had ever succeeded. It was proposed by some to name the several private colleges then existing on paper the "University of Michigan" and to distribute the income of the fund for the support of a university to them in proportion to the number of students. But Mr. Pierce opposed this scheme with all the influence he could

bring to bear and succeeded in defeating it, though only by one vote in the house. The effect of that one vote has been to give Michigan an institution of learning rivalling the best and oldest in the country. As State superintendent Mr. Pierce gave to school work five of the best years of his life, often travelling by night as well as day. In 1842 he resumed work in the ministry and continued it till 1847, when he was elected to the State legislature, where his influence was exerted against the extension of slavery in the Territories and in favor of the homestead exemption law. He was a member of the constitutional convention of 1850 and secured the incorporation of the homestead exemption measures and the provisions for free schools.—(Lansing Republican.)

PROFESSOR ZELOTES TRUESDEL.

The death of Prof. Zelotes Truesdel took from the ranks of Michigan educators one of the oldest, best known, and most active of the men whose names have been associated with the educational history of the State for the last quarter of a century.

Professor Truesdel was born in New York in 1829, and the family removed to Michigan in 1843. Entering the university at Ann Arbor in 1853, the young man graduated in 1857 with the degree of bachelor of science. He then taught school in Moline, Champaign, and Springfield, Ill. Returning to Michigan, he was at once recognized as a leader in educational affairs. In 1876, 1878, and 1880 he was the democratic candidate for superintendent of public instruction; although defeated, he received the hearty indorsement of his own party and many votes from political opponents. He was the first superintendent of the State Public School at Coldwater, and during the year and a half in which he held this position effected the thorough organization of the institution. For nine years he was superintendent of the public schools of Flint, Mich. He was afterward superintendent of the Pontiac public schools for four years, when, on the failure of his health, he retired to Ann Arbor for rest and recreation. Immediately elected a member of the county board of school officers under the law of 1881, the board at once appointed him secretary, a position that imposed on him many and onerous duties. He bore a long illness bravely, and died February 26, 1882, at Ann Arbor. As a student and scholar Mr. Truesdel was careful, thorough, and practical; as an organizer of schools, a manager and disciplinarian, he was exact; and in his political and public educational work he was outspoken, incorruptible, and fearless. His personal friends were all who knew him and his friendships such as all were proud to share.

CHIEF STATE SCHOOL OFFICER.

Hon. VARNUM B. COCHRAN, *State superintendent of public instruction, Lansing.*

[Term, January 1, 1881, to January 1, 1883.]

Hon. Herschel R. Gass has been chosen to succeed Mr. Cochran.

MINNESOTA.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–21)	----------	*a*289, 028	----------	----------
Enrolment in public schools	183, 386	196, 643	13, 257	----------
Number of these in graded schools	35, 553	43, 800	8, 247	----------
Average daily attendance in public schools in winter.	85, 451	97, 532	12, 081	----------
Average attendance in summer	74, 369	76, 946	2, 577	----------
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	4, 328	4, 637	309	----------
Public school-houses reported in use	4, 101	4, 260	159	----------
Average time of schools in days	100	98	----------	2
Valuation of all public school property.	$3, 703, 049	$3, 947, 857	$244, 808	----------
TEACHERS AND THEIR PAY.				
Men teaching in public schools	1, 811	----------	----------	----------
Women teaching in public schools	3, 760	----------	----------	----------
Whole number of different teachers employed.	5, 571	*b*4, 336	----------	----------
Average monthly pay of men	$36 52	$36 50	----------	$0 02
Average monthly pay of women	28 62	28 50	----------	12
INCOME AND EXPENDITURE.				
Whole income of the public schools	$1, 885, 478	$1, 988, 190	$102, 712	----------
Whole expenditure for them	1, 558, 294	1, 993, 364	435, 070	----------
STATE SCHOOL FUND.				
Amount of such fund available	$4, 830, 863	$5, 295, 101	$464, 238	----------

a Census of 1880. From 1870 to 1875, when an annual census of children of school age was taken, 61 per cent. of the school population enumerated was enrolled. Using the same proportion for 1882, the State superintendent estimates the present population to be 315,948.

b This is the number employed in winter schools, there being 1,625 men and 2,711 women. In summer schools there were 4,000 teachers: 662 men and 3,338 women.

(From the biennial report and return of Hon. D. L. Kiehle, superintendent of public instruction, for 1881 and 1882.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State there is a superintendent of public instruction, appointed for 2 years by the governor, with the advice and consent of the senate; he is a member ex officio of the board of regents of the State university and secretary of the board of directors of the State normal schools; he is also associated with the governor and president of the university in the State high school board. For each county there is a superintendent of schools, elected for every 2 years, who examines and licenses teachers. There is a board of 3 trustees for common school districts; for independent school districts, a board of 6 directors, which appoints 3 competent persons as school examiners and may elect a superintendent of schools. The members of each board are chosen for 3 years. Women may vote and hold any office pertaining solely to the management of public schools.

OTHER FEATURES OF THE SYSTEM.

The public schools are free to all resident youth of school age without regard to color or nationality; and county boards of trustees and boards of education have power to admit pupils over 21 years of age or non-residents upon payment of such tuition as may be determined upon by the board. The schools are sustained from the proceeds of a State school fund, from a county tax of 1 mill on $1, from the proceeds of liquor licenses, fines not otherwise appropriated, and the unclaimed proceeds arising from the sale of estrays, and from an optional district tax not to exceed 9 mills on $1 for schools or 10 mills for school-houses. Teachers must keep the registers properly on which the apportionment of State funds is based and return them to the district clerk at the close of each term;[1] in the absence of proof that this has been done the last month's pay will be withheld.

The State appropriates $3,000 annually to defray the expenses of such teachers' institutes and other normal training as the State superintendent may deem necessary. The superintendent must have charge of each institute, and it is the duty of all teachers to attend.

GENERAL CONDITION.

The statistics of 1881–'82, as compared with 1880–'81, show an increase of 13,257 in enrolment in the public schools and of 12,081 in average daily attendance in winter schools and 2,577 in summer schools. The enrolment was 119,305 less than the number of youth of school age as estimated by State Superintendent Kiehle, who also thinks that 20 per cent. of those enrolled attend so short a time that very little benefit is derived from the instruction they receive. In the available school fund there was an increase of $464,238; also, an increase in the income and expenditure.

KINDERGÄRTEN.

Five schools of this class reported for 1882, 3 at Minneapolis, 1 at St. Paul, and 1 at Winona, with a total enrolment of about 150.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

Cities, towns, and villages of over 500 inhabitants, not under special law, may be organized into independent school districts, with boards of education elected for a term of 3 years by the people. A superintendent is elected by the board, of which he is a non-voting member ex officio and executive officer.

STATISTICS.

Cities.	Population, census of 1880.	Children of schoolage.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Minneapolis	46,887	19,400	7,750	4,958	142	$125,576
St. Paul	41,473	.....	6,725	3,849	121	182,503
Stillwater	9,055	.....	1,247	802	22	.....
Winona	10,208	.....	1,805	1,353	38	23,491

ADDITIONAL PARTICULARS.

Minneapolis, whose schools are divided into primary, intermediate, grammar, and high, reports an increase since 1881 of 1,030 enrolled and of 483 in average daily attendance, with 9 more teachers. The estimated value of school property was $440,378, while the amount received for school purposes was $158,158. The high school had an enrolment of 241 pupils and graduated 16. The teachers met each month to discuss questions of discipline and teaching, and special subjects were selected for study by the teachers.

St. Paul for 1882 reports a large increase in enrolment and average daily attendance in the public schools. The schools included all grades from primary to high, with special teachers of music, drawing, and penmanship. There were 17 school-houses reported, valued, with grounds, &c., at $379,100. Enrolment in private and parochial schools, 3,610.

Stillwater reports a considerable increase in the last two years in enrolment in public schools and in average daily attendance. The average monthly salary of teachers below the principal was $54. The schools were taught 9 months.

[1] The basis of apportionment is the number of children 5–21 enrolled in public schools having an annual term of at least 3 months under a licensed teacher.

Winona reports 3 school-houses, with 1,826 sittings, valued at $147,500. The increase of enrolment for the year was 43, with a decrease of 32 in average daily attendance, but 8 more teachers. There were special instructors in music, drawing, and penmanship. Enrolment in private and church schools, 220.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The 3 State normal schools report a total of 34 teachers and 776 normal and 326 other students. The school at Mankato received $12,000 from the State; it gives 2 years to elementary studies and has a 3-year advanced course. St. Cloud normal receives the same amount from the State and, with two years of elementary study, gives an advanced course of 2 years. The Winona school, which receives $14,000 from the State, presents an elementary course of 2 years, a 2-year advanced course, and a course of 1 year of professional instruction for those who pass an examination on the academic work of either the elementary or advanced course. The Kindergarten at Winona is under the auspices of this school. Students are admitted free to any State normal school on passing the required examinations and agreeing to teach in the State at least 2 years. All report instruction in vocal music and drawing, laboratories for chemical experiments, and model schools for practice teaching. There were 76 normal graduates in the last scholastic year, 71 of whom have engaged in teaching.

TEACHERS' INSTITUTES.

The provisions of the act of the legislature of 1881 regarding institutes were fully carried out, and 1 teacher from each normal school was elected to serve in institutes during a term of 9 months. There were 41 institutes held during the year 1882, with a total attendance of 2,151, an increase of 1,321 over the preceding year. Every county applying was furnished with an institute and lectures were given gratuitously by teachers of the State University and normal schools. Educational subjects were thoroughly discussed with a view to gaining the best results of experience and applying them to the work of the State. The legislature appropriates $3,000 annually to defray the expenses of these institutes.

OTHER NORMAL TRAINING.

Summer courses of instruction in botany, geology, German, English, rhetoric, and elocution, with lectures and laboratory work, were opened at the University of Minnesota July 5, 1882, and continued 5 weeks. These courses offered to teachers the advantages of the State University in preparing themselves for teaching literature and the sciences. There were 73 teachers in attendance. Minneapolis Academy, Minneapolis; Gustavus Adolphus College, St. Peter; and Rochester Classical School, Rochester, continued their normal training.

EDUCATIONAL JOURNALS.

The Minnesota Journal of Education, a monthly begun in December, 1881, continued in 1882 to give efficient aid to the educational interests of the State, and was well supported by the teachers.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

State aid is afforded for the encouragement of higher education through the development of a system of secondary schools, which is in charge of the State "high school board." There were 39 graded high schools receiving aid from the State. Students graduated from any of these schools were admitted to the University of Minnesota without further examination.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Minnesota, Minneapolis (non-sectarian), continued in 1881–'82 to offer free instruction to all persons over 14 years of age who passed the required examination. The university contains a collegiate department and colleges of mechanic arts, agriculture, and science, literature, and the arts. Colleges of medicine and law are projected.

The other colleges reported for 1882 were Hamline University, Hamline (Methodist Episcopal), Augsburg Seminary, Minneapolis (Lutheran), each with 4-year classical courses; Carleton College, Northfield (Congregational), with a 3-year preparatory department and 4 courses of study of 4 years each; St. John's College, Collegeville (Roman Catholic), giving classical, scientific, and commercial instruction in courses of varying length.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The University of Minnesota, Carleton College, and Hamline University gave equal privileges to young women. St. Mary's Hall, Faribault (Protestant Episcopal), and Bennett Seminary, Minneapolis (non-sectarian), offered collegiate instruction to young women only. Both presented preparatory, collegiate, and English and classical courses of 2, 3, and 4 years, respectively.

For statistics, see Table VIII of the appendix; for a summary of them, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State University*, in its College of Agriculture, follows up 2 years of work in the collegiate department with special training for 2 years in botany, zoölogy, anatomy, physiology, and other sciences relating to agriculture. Its College of Mechanic Arts also presents 3 courses of 2 years each, following 2 years of collegiate work. Graduates receive degrees in civil or mechanical engineering and in architecture. Day and evening courses are given in mechanical drawing. A course in shop work was instituted in 1881–'82 in a building constructed for that purpose and furnished with appliances for wood work, vise work, and forging; the appliances included a steam engine, forges, anvils, and forging tools. Ten young men took the vise or forge work under the direction of a professor. A summer school of science provided free teaching in botany, chemistry, and geology for public school teachers and others.

Carleton College is supplied with all the apparatus necessary for the practical study of meteorology and astronomy. It has also a "science building" for the pursuit of scientific studies and the higher grade of mathematics.

Augsburg Seminary, *Hamline University*, and *St. John's College* also offer special scientific courses.

PROFESSIONAL.

Theology is taught at Seabury Divinity School, Faribault (Protestant Episcopal), Augsburg Seminary, Minneapolis (Lutheran), and St. John's College, Collegeville (Roman Catholic). All have preparatory departments for those who are not college graduates and cannot take a collegiate course.

Medicine is taught at the Minnesota College Hospital, which was inaugurated in 1881 under a union of the faculty of the hospital with that of St. Paul Medical College. The full course of lectures covers 3 years of 19 weeks each. Candidates for admission must be at least 18 years of age and pass the required examination. The matriculates of 1881–'82 numbered 25, under 21 professors; graduates, 5.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Minnesota Institute for the Education of the Deaf and Dumb, Faribault, reports for the two years ending November, 1882, an enrolment of 169 pupils, of whom 74 were girls. Eleven were graduated or discharged in 1881, and 12 in 1882. The average time in school is 5.3 years. The common English branches are taught, and about one-third are taught articulation and lip reading by a special teacher. The day is divided into two sessions, one for intellectual and the other for industrial work. The latter, with a foreman for each class, teaches sewing, shoemaking, tailoring, printing, and carpentry.

EDUCATION OF THE BLIND.

The State School for the Blind, Faribault, had in 1882 an attendance of 35 pupils under 7 instructors. In addition to the common school studies instruction is given in vocal and instrumental music. In the industrial department, in charge of skilled instructors, pupils are taught broom making, sewing, knitting, and the simpler kinds of housework. The course of study covers 8 years.

EDUCATION OF THE FEEBLE-MINDED.

The Minnesota Training School for Idiots and Imbeciles, Faribault, has become one of the permanent institutions of the State. The advancement in the school work is reported to be very encouraging. Children are taught to read, write, count, sing, weave mats, and do housework.

REFORMATORY AND INDUSTRIAL TRAINING.

The Minnesota State Reform School, St. Paul, in its report for 1882 gives 123 inmates, who were taught the common English studies, the hours out of school being devoted to learning some useful trade. The institution was organized in 1868, since which time 450 children have been connected with the school.

EDUCATIONAL CONVENTIONS.

MINNESOTA STATE EDUCATIONAL ASSOCIATION.

The seventh annual session of the Minnesota Educational Association was held at St. Paul, December 27–29, 1882, conducted by President Shepard. The following are some of the subjects of addresses and discussions: Current criticisms upon the public schools; penmanship and free hand drawing in the public schools; the law of evolution in education; educational conversation; industrial education. A lecture on national aid to education was delivered by Rev. A. D. Mayo, of Boston, Mass. There were 400 teachers present and the discussions were practical and excellent throughout. The association adjourned to meet at Minneapolis in 1883.

CONVENTION OF COUNTY SUPERINTENDENTS.

The second annual convention of the county superintendents met at St. Paul, December 26, 1882. There were 37 members present, with President O. M. Lord in the chair. The opening address was delivered by Hon. D. L. Kiehle, who said the all absorbing problem was "good teachers: how to get and how to keep them," and that the four elements of the best type of teachers are natural adaptation and character, academic knowledge professional training, and experience. Mr. Kiehle advocated a graded course of study and institute instruction. Normal schools, competent supervision, and remedies for tardiness and irregular attendance were freely discussed by the various superintendents.

CHIEF STATE SCHOOL OFFICER.

Hon. D. L. KIEHLE, *State superintendent of public instruction, St. Paul.*

[Filling the unexpired term of Dr. Burt, which terminates the first Tuesday in April, 1883.]

Mr. Kiehle has been reappointed for another term.

MISSISSIPPI.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–21), white	180,530			
Youth of school age (5–21), colored	239,433			
Whole number of school age	419,963	444,131	24,168	
Whites enrolled in public schools	111,655			
Colored enrolled in public schools	125,633			
Whole enrolment for the year	237,288			
Average monthly enrolment, white	91,454			
Average monthly enrolment, colored	103,114			
Whole average monthly enrolment	194,568	176,897		17,671
Average daily attendance, white	74,647			
Average daily attendance, colored	85,417			
Whole average daily attendance	160,064	136,315		23,749
SCHOOL TERM.				
Average time of schools in days in cities.	138			
Average time in country	78			
Average time for the State		75½		
TEACHERS AND THEIR PAY.				
White teachers employed	3,414			
Colored teachers employed	2,644			
Number of men teaching	3,572			
Number of women teaching	2,486			
Whole number in public schools	6,058	5,253		805
Average monthly pay of teachers	$30 07	$29 10		$0 97
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$716,343	$958,221	$241,878	
Whole expenditure for same	757,758			
STATE SCHOOL FUND.				
Amount of available fund	$800,000			

(From report and return for 1880–'81 and from return for 1881–'82 of Hon. J. A. Smith, State superintendent of public instruction.)

STATE SCHOOL SYSTEM.

OFFICERS.

By constitutional provisions the officers for general supervision are a State superintendent of public education, elected at the same time as the governor, for 4 years; a State board of education of 3 members, including the superintendent, for the management of school funds; a superintendent of public education in each county, appointed by the State board for 2 years' service; and 3 trustees chosen annually by the patrons of each school in townships, or by the mayor and aldermen in incorporated towns, to select teachers, protect property, provide fuel, and visit the school or schools each month.

OTHER FEATURES OF THE SYSTEM.

The ordinary school districts in Mississippi are counties, but incorporated towns with 1,000 or more inhabitants may become separate school districts if the mayor and aldermen so determine. Schools for white and colored children, as elsewhere at the South, are required to be separate. Teachers must have certificates of qualification corresponding to the grade of school they are to teach, these certificates to be signed by the superintendent having supervision of the school. The minimum annual time of school is five months, except when the maintenance of one for that time would require for county school purposes a tax of more than $7.50 on each $1,000 of property, when it may be made four months. The support of the schools of the State system comes from a State distributable fund of $200,000 annually apportioned among the counties according to the number of children of school age in each; from township funds, mainly the proceeds of old land grants; and from municipal and county taxes.

GENERAL CONDITION.

For the year 1882 there is little information, the last biennial State report having covered the years 1880 and 1881. From a written return for 1882 it appears that there was a gain of 24,168 in school population and of $241,878 in receipts over 1880–'81, but a loss of 17,671 in average monthly enrolment, of 23,749 in average daily attendance, and of 805 in teachers. These apparent reductions, however, may be due to incomplete returns.

PEABODY FUND.

For 1882 the agent of the Peabody fund trustees allotted to the State $4,275, of which $1,200 went for teachers' institutes, $300 for public schools, and $2,775 for the training of specially selected teachers at the State Normal School, Nashville, Tenn. Since 1868 Mississippi has received nearly $70,000 from this fund.

KINDERGARTEN.

Only a single Kindergarten in this State is on the list of this Bureau for 1881–'82, and from that one no report has been received.

CITY SCHOOL SYSTEMS.

OFFICERS.

Any incorporated town of 1,000 or more inhabitants may constitute a separate school district, if the mayor and aldermen so elect; a board of 3 trustees may be appointed annually by the mayor and aldermen, to be governed by the same laws as trustees of other schools, the county superintendent having the same jurisdiction over city as over county schools.—(Code of 1880.)

STATISTICS OF VICKSBURG.

The only city with over 7,500 inhabitants, according to the census of 1880, was Vicksburg, with 11,814. In 1881–'82 a school population of 3,671 was reported, an enrolment of 1,220 in public schools, an average daily attendance of 900, 21 teachers, 2 school buildings, with 1,100 sittings, and school property valued at $14,400. In private and parochial schools there was an estimated enrolment of 500. The school sittings were more than sufficient for the actual attendance; but provided for only 30 per cent. of the school population, of which only 33 per cent. was enrolled in public schools. Adding the 500 in private and parochial schools, only 47 per cent. of the youth of school age were receiving instruction.—(Return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The Mississippi State Normal School, Holly Springs, in 1881–'82 had 3 resident instructors and 136 students, of whom 91 were males and 45 females. Two graduates of the school engaged in teaching, having completed the regular 4-year course of 40 weeks each. The object of this school is simply to prepare teachers for their work, none being admitted who do not intend to become teachers. To be admitted, males must be 15 and females 14 years of age and must pass an examination in arithmetic, grammar, geography, spelling, and reading. The standard is raised every year to keep pace with the advancing standard of State requirements for teachers' licenses. All the studies of the course are compulsory. Tuition is free to all coming from the State, the appropriation for the year being $3,000.

OTHER NORMAL INSTRUCTION.

Iuka Normal Institute, for both sexes, Iuka, appears for the first time on the list of normal schools, it having been organized as a normal school apparently in 1882, with 6 professors and instructors. The scholastic year embraces 4 terms of ten weeks each. There is a course of 3 years, following a preparatory course of undefined length, but what portion must be completed in order to graduate is not distinctly stated. Special prominence is given to the training department.—(Circular.)

Natchez Seminary, Natchez, for training preachers and teachers for the colored people of the South, is under the care of the American Baptist Home Mission Society. In 1881–'82 there were 5 instructors and 80 male and 40 female normal students, of whom 7 graduated from its 3-year course of 34 weeks each and engaged in teaching. A library of 400 volumes was increased by 50 during the year. Each student pays $8 a year for tuition.—(Return and catalogue.)

Tougaloo University, Tougaloo, had 12 instructors and lecturers, 56 normal students, a library of 900 volumes, and a State appropriation for the year of $3,000. The annual charge for tuition is $8. The school has chemical and physical apparatus, a museum of natural history, a gymnasium, and a model school. Instruction was given in vocal and instrumental music. An English course prepares teachers for the common schools, and a normal course, for the higher grades of schools; each course covers 3 years. Pupils are admitted irrespective of sect or race. Every student is trained in some industry, being required to work 1 hour each day.—(Return and catalogue.)

The normal department of *Rust University*, formerly Shaw University, Holly Springs, continued in 1881–'82 to fit students of both sexes for the work of teaching, in a course of 4 years.—(Catalogue.)

The *Union Female College*, Oxford, reported in 1879–'80 a normal department, in which instruction was given in methods of teaching and school organization and management, using classes from the preparatory department as a model school. No later information rom it has been received.

TEACHERS' INSTITUTES.

While there is no State provision for holding teachers' institutes, $1,200 from the Peabody fund enabled the State superintendent to hold 5 in different parts of the State, under the instruction of L. A. Rainwater, of Mississippi, and E. S. Willington, of Tennessee. They are said to have done much good for the cause of education.

EDUCATIONAL JOURNAL.

There being no educational serial published in the State in 1881–'82, the American Journal of Education, at St. Louis, Mo., continued to publish a Mississippi edition, edited by J. M. Barrow. Considering the main defects in the present school system to be a lack of normal schools and teachers' institutes, with defective local supervision, Mr. Barrow was to give these matters his earnest attention.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There appears no change in the law of 1878, which recognized private academies and colleges having suitable school buildings, libraries of not less than 200 volumes, and a faculty of good standing as high schools qualified to prepare students for the university. For such students an allowance is made equal to the estimated cost of their education in the public schools.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and IX of the appendix; for summaries of them, corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Mississippi*, Oxford, continued in 1881–'82 its 3 general departments of instruction: (1) the preparatory or university high school, covering 2 years instead of the former 3; (2) that of science, literature, and the arts (including the courses for B. A. and B. S., each of 4 years), an elective course for B. PH. embracing the studies of any 7 of the existing 10 departments, and 2 graduate courses; and (3) that of professional education, for which, see Scientific and Professional Instruction, p. 143. In the preparatory department were 92 students, under 3 instructors; in the college, a faculty of 10 resident professors and instructors, with 108 undergraduate and 2 graduate students. Instruc-

tion is given in political economy throughout the fourth year of all the undergraduate courses. The libraries of the university contained about 6,000 volumes; the entire property was valued at $400,000; productive funds of $544,000 gave an income of $32,640, and there was a State appropriation of $10,500.—(Catalogue and return.)

Mississippi College retained in 1881–'82 its feature of estimating scholarship only by attainments, and conferred degrees on the mastery of studies, not when a fixed course had been pursued. Only in the preparatory department, covering 6 years, is there any regular curriculum. In the college there are schools of mental and moral sciences, Greek, Latin, mathematics, natural science, English, and modern languages; there is also a commercial department. No student falling below 6½ in his general average for the whole course (the maximum being 8) is entitled to a degree, while anyone reaching as high as 7½ in his general average for any year is enrolled as "distinguished." With a library of 2,000 volumes, property was valued at $30,000, and there were $8,000 in productive funds.—(Catalogue and return.)

Rust University changed its name from "Shaw" June, 1882, the statistics for the year ending at this date. There were 5 in the faculty, 4 of them residents, with 278 students, 51 being in college studies, of whom 14 were females. The college is open to both sexes. There is an academic course of 8 years, 4 of them preparatory, with a collegiate course of 4 years, but nearly three-fourths of the students are in the preparatory academic course. The department of music receives increased attention from year to year.—(Catalogue and return.)

For statistics of these colleges, see Table IX of the appendix; for summaries of them, a corresponding table in the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Out of the 11 schools of this class on the list heretofore reported, 8 make returns for 1881–'82, the same number as in 1880–'81; all, as then, reported preparatory training, and several preceded this by elementary English studies; all showed advanced English courses, and most of them classical courses of 4 years; while some so arrange their studies that each branch is taught in separate schools, with no specified time of study for each class, that depending on the ability and industry of the student. All offer training in vocal and instrumental music, 7 in drawing, and 6 in French and German.

For statistics of these schools reporting, see Table VIII of the appendix; for a summary of the same, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Agricultural and Mechanical College of Mississippi*, Oktibbeha County, had a 4-year collegiate and 3-year agricultural course. Tuition is free to students from Mississippi, and none others have thus far been received. Work on the farm is required of all students during 10 or 12 hours a week.—(Catalogue and return.)

Alcorn Agricultural and Mechanical College, Rodney, is the State institution for the scientific instruction of young colored men. It reports 4 instructors for 1881–'82, with 105 students, in its preparatory course of 2 years, and 3 professors, with 143 students, in its scientific course of 4 years. It had a library of 150 volumes, property valued at $43,000, and a State appropriation of $11,000 for the year.—(Return.)

PROFESSIONAL.

Theological.—The Bishop Green Associate Mission and Training School, Dry Grove, (Protestant Episcopal), heretofore reported as giving preparatory training in theology, furnishes no information for 1881–'82. The Protestant Episcopal Almanac reports 4 candidates for orders.

In Rust University, Holly Spring (Methodist Episcopal), students, while pursuing a full college course, take also such theological studies as are prescribed by the general conference.

In the Natchez Seminary, Natchez (Baptist), where the same system seems to prevail, there were 30 students preparing for the ministry.

Legal.—Law was studied by 12 students in a 2-year course (heretofore reported as 1 year) in the University of Mississippi, under 1 professor and 5 lecturers.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Institution for the Education of the Deaf and Dumb, Jackson, showed an advance in its material condition since 1880–'81. A department for colored mutes was opened October 1, with 15 pupils, in a separate building a mile from the city, the white and

colored boys working together on the farm. During the year the grounds in the city had been enlarged and a school building erected, providing ample rooms and a chapel; a new shop building, for instruction in printing, carpentry, and shoemaking, was nearly completed; and the publication of a paper was to begin in the following February. There had been, since opening, 148 pupils under instruction, of whom 80 were on the roll during the year, 20 being semi-mutes. There were 6 instructors, 2 of whom were deaf-mutes and 2 semi-mutes. A new teacher of articulation had entered upon her work with promise of great success. Its school property was valued at $60,000, $20,000 being expended in buildings and $10,000 for other purposes of the school during the year. There was a library of 300 volumes.—(American Annals of the Deaf and Dumb.)

EDUCATION OF THE BLIND.

The Mississippi Institution for the Instruction of the Blind, Jackson, reported for 1882 14 instructors and other employés, 3 employés and workmen being blind, with 35 pupils. For industries the pupils were taught broom making, chair seating, mattress making, and upholstery; in the school, the usual English branches taught in first class schools. There were 490 volumes in the library, among which are the quota from the provision made by the General Government to furnish books and apparatus suitable for the blind and a Bible in raised print, given by a former pupil of the institution, now deceased, Miss Helen Wilbourn. The State appropriation for the year was $10,000. The property of the institution was valued at $45,000.

EDUCATIONAL CONVENTION.

TEACHERS' ASSOCIATION OF THE STATE OF MISSISSIPPI.

An act of March, 1878, requires the holding of an annual convention of principals and presidents of high schools and colleges, styled as above. It is believed that the annual meeting of 1882 was held, but no record of it has come to hand.

OBITUARY RECORD.

PROFESSOR ROBERT F. KEDZIE.

Prof. Robert F. Kedzie, of the Mississippi Agricultural College, died February 24, 1882, aged 29 years. He was a son of Prof. R. C. Kedzie, of the Michigan Agricultural College, from which college the son graduated with honor in 1871. After spending two years on a farm he became his father's assistant in the laboratory. Remaining here until 1877, he temporarily filled the position of his brother, Will. K. Kedzie, in the Kansas Agricultural College, returning at the end of a year to his former work at Lansing. In the spring of 1879 Gen. Fitzhugh Lee, president of the Mississippi Agricultural College, offered him the position of professor of chemistry and agriculture in his college. He accepted the place and filled it with honor until his death, three years later.

CHIEF STATE SCHOOL OFFICER.

Hon. J. ARGYLE SMITH, *State superintendent of public instruction, Jackson.*

[Second term, January 3, 1882, to January 5, 1886.]

MISSOURI.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6-20)	679,023	706,850	27,827	
Colored youth of school age (6–20)	40,779	41,790	1,011	
Whole number of school age	719,802	748,640	28,838	
White youth in public schools	448,482	467,911	19,429	
Colored youth in public schools	*a*26,028	*b*24,838		
Total reported attendance in public schools.	474,510	*c*492,749	18,239	
SCHOOLS AND SCHOOL PROPERTY.				
Schools for white youth	8,166	8,321	155	
Schools for colored youth	519	501		18
Whole number of schools	8,685	8,822	137	
Buildings used for school purposes	8,209	8,537	328	
Sittings for pupils in these buildings	504,919	516,492	11,573	
Estimated value of school property	$8,611,014	$7,521,695		$1,089,319
TEACHERS AND THEIR PAY.				
Men teaching in public schools	5,943	6,028	85	
Women teaching in public schools	4,577	5,776	1,199	
Whole number of teachers	10,520	*d*11,826	1,306	
Average monthly pay of men		$44		
Average monthly pay of women		38		
INCOME AND EXPENDITURE.*e*				
Whole receipts for public schools	$4,020,860	$4,277,876	$257,016	
Expenditure for public schools	3,152,178	3,753,224	601,046	
SCHOOL FUND.				
Estimated amount of permanent school funds.		$9,476,697		

a Five counties not reporting.
b Thirty-two counties not reporting.
c Owing to incomplete reports from nearly all the counties, the figure here reported is much below the real number of attendants.
d Including 22 teachers whose sex is not reported.
e The income and expenditure are given as returned by the State superintendent, notwithstanding conflicting statements in the report. The receipts include unexpended balances from the preceding year and the expenditures are known to be incompletely reported.

(From reports and returns of Hon. R. D. Shannon, State superintendent of common schools, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the general supervision of the entire educational interests of the State there is a board of education, composed of the governor, secretary of state, and attorney general, with a superintendent of public schools, elected every 4 years, who is president of the board and ex officio member of the board of regents of each of the State normal schools.

For each county there is a school commissioner elected biennially, whose duties are to examine applicants for teachers' certificates and to report educational statistics, &c., to the State superintendent. In each school district a board of school directors of three members, elected for terms of 3 years, chooses a clerk, employs the teachers, visits the schools, takes care of the school property, &c.

OTHER FEATURES OF THE SYSTEM.

The public schools are free to all persons from 6 to 20 years of age in the State. In addition to local taxation and 25 per cent. of the entire State revenue (a portion of this latter being used for the State university), they enjoy the income from a school fund (partly held in counties and townships) consisting of the proceeds of all lands not otherwise appropriated, the net proceeds of the State tobacco warehouse, of the sale of all property that may accrue to the State by escheat, from sale of estrays, from unclaimed dividends or distributive shares of the estates of deceased persons, or from fines, penalties, or forfeitures, and all unspecified gifts, grants, or devises. Local district taxes are not to exceed 40 cents on the $100 for school purposes, except that by a majority vote of taxpayers 65 cents may be allowed in country districts and $1 in cities and towns to purchase a site and build and furnish a school-house; besides which, an additional tax may be levied if two-thirds of the qualified voters vote in favor thereof. Provision is made for union districts. Separate schools must be established in districts containing 16 or more colored children. Teachers must present certificates from the State superintendent or county commissioner where they intend to teach and make monthly reports of all required statistics and a summary report of the whole term at its close.

GENERAL CONDITION.

The statistics of 1882 show an increase of 19,429 in the total attendance of white youth and an apparent decrease of 1,190 in colored. There were also 155 more schools for white children and 18 fewer for colored. The statistics are far from complete, since many counties failed to report. Although more school buildings were reported, the estimated value of school property had decreased $1,089,319. The average salary of teachers was not given for 1881, but in 1880 the pay of men was $35 and of women $30, and the returns for 1882 show an advance in two years of $9 for men and $8 for women. The schools seem to be in a very prosperous condition, and the State superintendent claims for Missouri the largest permanent productive school fund of any State in the Union.

KINDERGÄRTEN.

The St. Louis city report gives 8,730 children, nearly all under 6 years of age, as enrolled in the public Kindergärten in 1881–'82, 4,805 receiving Kindergarten instruction only. For other statistics, see Table V of the appendix.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

Any city, town, or village may constitute a school district, and for the management of its educational interests elect a board of 6 directors for 3 years; a president, secretary, and treasurer of the board are chosen from among its members. Graded schools similar to those of other public school districts are to be established by this board.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Hannibal	11,074	3,855	2,069	1,398	30	$37,355
Kansas City	55,785	20,018	8,442	5,055	103	134,911
St. Joseph	32,431	10,837	4,332	2,947	67	61,426
St. Louis	350,518	106,372	56,350	37,600	1,036	806,155
Sedalia	9,561	3,664	2,492	1,549	26	17,148

ADDITIONAL PARTICULARS.

Hannibal reported 3,146 white children of school age and 709 colored. The average salary of men teachers was $88.88, and that of women $36.94. Schools were taught 172 of the 175 school days. Cases of suspension numbered 44 and of corporal punishment 229. The estimated value of all school property was $58,700.— (City report.)

Kansas City's public graded schools, occupying 13 buildings, report an increase of 416

in enrolment. There were 6,400 sittings for study and 103 teachers employed. The estimated value of all school property was $356,055.

St. Joseph reported 67 graded schools taught in 17 buildings, with 3,610 sittings for study, valued, with all other school property, at $174,225. Schools were taught 197 days by 67 teachers, including 3 special teachers in music, drawing, and penmanship. There was an increase of 985 in youth of school age, of 260 in enrolment, and of 94 in average daily attendance. The total receipts for school purposes were $70,068. The enrolment in private schools was 635.

St. Louis grades its schools from Kindergarten to high and supports a girls' normal school and 16 evening schools, these last having an enrolment of 3,300 pupils, under 52 teachers, the average attendance in them being 1,655. In the day schools 2 special teachers of music and drawing were employed. Private schools enrolled 21,000. The total receipts for public schools amounted to $935,289 and the estimated value of school property was $3,079,699. The salary of a teacher is regulated by position, not sex, and many ladies, as principals of first class schools, receive the maximum annual salary of $2,000. Although married teachers may be employed or reappointed, the marriage of a female teacher is considered equivalent to a resignation. Nearly nine-tenths of the teachers are ladies. Notwithstanding the extra cost of the public Kindergärten, the president of the school board considers them amply justified on considerations of public policy. There were no considerable changes in the enrolment and attendance of the various branches of the city schools, but public educational work, as a whole, was reported to be in a satisfactory condition. A revival is noted in the study of German, the number of pupils at present engaged in acquiring the language being 21,712, about two-thirds of them in the primary grades. The St. Louis Public School Library numbers 52,000 volumes of well selected books.

Sedalia reported 26 schools, classified as primary, grammar, and high, in 5 buildings, with 1,790 sittings, valued, with grounds, &c., at $84,000. Schools were in session 179 of the 180 school days, and had increased in enrolment 476 in the last year. There were 300 pupils in private schools.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Missouri maintains 6 normal schools: one connected with the State University, Columbia, one with the State College, Rolla, and 3 others for white students, at Kirksville, Warrensburg, and Cape Girardeau, called first, second, and third district normal schools. Lincoln Institute, the normal school at Jefferson City, is for the education of colored teachers.

The district normals are under the control of boards of regents of 7 members, appointed by the governor for 6 years, the State superintendent being ex officio a member of each board. The 4-year courses of study in the district normals are substantially the same. Teachers' certificates good for 2 years in the State are given at the end of 2 years, certificates for 3 years at the end of another year of study, and a State certificate and diploma with appropriate degree to those taking the full 4-year course. Kirksville (first district) reported 481 students, with 10 instructors; 9 students were graduated in the last scholastic year, 8 of whom were teaching. Warrensburg (second district) gives 11 instructors, with 395 students in the normal department and 68 in the school of practice. There were 30 graduated from the 2-year course, 5 from the 3-year, and 9 from the 4-year course, 28 of whom engaged in teaching. Cape Girardeau (third district) had a faculty of 8 members, with 225 students and a graduating class of 25.

The dean of the normal department of the State University at Columbia has the assistance of 14 other instructors in the university. To graduates from the full course a permanent State certificate is given, and to those from the lower course a certificate good for 3 years. This department is sustained from the general fund of the university.

OTHER NORMAL INSTRUCTION.

La Grange College, La Grange, reports a normal department, in which instruction is given by the college professors in the general science of education and in the theory and practice of teaching. There were 54 students in this department, with 5 graduates.

The *St. Louis Normal School*, maintained by the city for the training of young women to teach in the city public schools, had a 2-year course. The students for the year numbered 68, 33 of whom graduated and received certificates to teach in the city schools without further examination.

The *School of Mines and Metallurgy*, Rolla, has a teachers' course covering 2 years, each year under the charge of a special teacher, the instructor for the first year being a lady. Graduates from this course receive first class certificates good for 2 years.

Lincoln Institute reports a 5-year preparatory and a 4-year normal course. Boys are

admitted at the age of 16 years and girls at 14. For 1882 there were 47 students in the normal department and 101 in the preparatory, with 6 instructors. Graduates from the full course, 6. In addition to the accustomed annual aid of $10,000 the last general assembly appropriated $6,000 for the erection of a dormitory and purchasing apparatus.

Normal courses were also reported at Southwest Baptist College, Bolivar; Christian University, Canton; Grand River College, Edinburg; Lewis College, Glasgow; and Stewartsville College, Stewartsville.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOL.

Kansas City reported a high school from which 22 pupils were graduated in 1882. St. Joseph high school had an enrolment of 228 pupils, under 5 teachers. The high schools of St. Louis reported an enrolment of 660, with a full course of 4 years; particular attention is given to the study of German. Sedalia high school enrolled 97 pupils, under 2 teachers.

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.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Missouri*, Columbia, reported for 1881–'82 a faculty of 31 members, with 591 students, 82 being at Rolla. The departments of instruction are 10 academic schools (5 in science and 5 in the languages) and 9 professional schools, that of mining and metallurgy being at Rolla.

Washington University, St. Louis, in its Smith's Academy, for young men, and Mary Institute, for young women, gives thorough preparatory training for the collegiate courses in arts, philosophy, and science. Graduates of the two college courses of study of 4 years each are given the degree of bachelor of arts or bachelor of philosophy. There is a useful course in mechanical industries, combining English studies with shop work. Opportunity is also given for training in art at the St. Louis School of Fine Arts, connected with the university; also, free evening instruction at the polytechnic buildings as a preparation for industrial pursuits.

Among the other colleges nominally of this class the *Southwest Baptist College*, Bolivar, chartered in 1879, is reported to the Bureau for the first time, with a faculty of 8 members and 40 students, with 154 in the preparatory department. In addition to the 4-year scientific and classical courses, a commercial course is given, including instruction in drawing and shorthand.

La Grange, La Grange, and William Jewell College, Liberty (Baptist); Christian University, Canton (Christian); Central College, Fayette; Lewis College, Glasgow, and Central Wesleyan College, Warrenton (Methodist Episcopal); Drury College, Springfield (Congregational); Pritchett School Institute, Glasgow; Stewartsville College, Stewartsville (non-sectarian), and St. Louis University (Roman Catholic) all reported 4-year classical and scientific courses. St. Vincent's College, Cape Girardeau (Roman Catholic), with a collegiate department covering 5 years, presents a 2-year course in theology. Grand River College, Edinburg (Baptist), offers a 4-year classical course and a scientific course covering 3 years, leading to the degree of B. S. St. Joseph College, St. Joseph, and the College of the Christian Brothers (Roman Catholic), afford no certain indication of the standards maintained. Lincoln College, Greenwood (Methodist Episcopal), failed to report for 1882.

All of the above colleges reporting gave preparatory training of from 1 to 2 years. Christian and St. Louis Universities and Stewartsville College gave commercial courses. St. Louis University and Pritchett School Institute each provided a graduate course. Music, drawing, and painting were taught in several of the colleges above mentioned.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

All the above except Central, William Jewell, and the Roman Catholic colleges admit women as well as men.

For statistics of colleges for women only, see Table VIII of the appendix; for those of colleges for young men or for both sexes, Table IX of the same; for summaries of the statistics of both classes of institutions, see corresponding tables in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *Missouri Agricultural and Mechanical College*, at the University of Missouri, offers a 2-year scientific course. The first year is essentially horticultural and the student who completes it is entitled to the certificate in horticulture. The second year is agricultural, and its studies, with those of the first year and those required for entering the senior year, make the full agricultural course, graduates from which are entitled to the corresponding degree. To enter the junior class the student must pass a satisfactory examination in arithmetic, English grammar, and geography.

The *Missouri School of Mines and Metallurgy*, Rolla, had a preparatory department and three courses of 3 years each, leading to the degrees of bachelor of philosophy, mining engineer, and civil engineer. There is also a teachers' course; a girls' course in arts; and an optional course, including book-keeping, drawing and painting, and the languages.

The *O'Fallon Polytechnic Institute*, at Washington University, offers 5 courses, each covering 4 years, in civil engineering, mechanical engineering, chemistry, mining and metallurgy, and building and architecture. The studies are the same for all during the first two years, but in the junior and senior years they lead to their appropriate degrees.

The *Manual Training School of Washington University* had for its object instruction and practice in the use of tools, combined with the English branches of study, including drawing, the students dividing their working hours equally between mental and manual exercises.

PROFESSIONAL.

Theology.—Instruction is given in theology in a slight degree at Christian University, and more fully at Central, Central Wesleyan, La Grange, Lewis, and St. Vincent's Colleges. Concordia College, St. Louis (Evangelical Lutheran), has a regular 3-year course in theology. The Jeremiah Vardeman School of Theology in William Jewell College reports a full 2-year theological course; for those who desire, the course is so arranged as to be pursued in connection with a literary course which covers 5 years. Thorough instruction is said to be given in New Testament Greek.

Law.—Legal instruction is offered at the Missouri University in a 2-year course, from which 20 students were graduated and received the degree of bachelor of law in 1882. Students were also permitted to take an elective course. St. Louis Law School in Washington University also gives a 2-year course of legal instruction, leading to the degree of LL. B. A weekly moot court is held regularly throughout the year by the dean, conducted as nearly as possible with the forms of an ordinary court of justice. Graduates from both of these law schools are admitted to practice in the courts of Missouri without further examination.

Medical instruction was given in 1882 in 8 "regular" schools. The medical department of the University of Missouri required a preliminary examination in the English branches, with attendance subsequently on a 2-year graded course of 9 months each year, no student being allowed to attend both courses the same year. Kansas City Medical College and St. Joseph Hospital Medical College, St. Joseph, each had 3 years of study and 2 courses of lectures of 20 weeks each. Missouri Medical College, St. Louis, in addition to 2 courses of 20 weeks each for graduation, provided a graduate course for physicians desiring to perfect themselves in medical and surgical specialties. St. Louis Medical College had a 3-year graded course of study, of 21 weeks each, with regular lecture courses and final examination for the degree of M. D.

Joplin College of Physicians and Surgeons, at Joplin, organized in 1880, required a preliminary examination in English, with 3 years of study and 2 courses of lectures of 19 weeks. Regular attendance at dissection and clinics is required, and a satisfactory examination in all branches taught in the college entitles the graduate to practise. In 1881–'82 the faculty numbered 6 professors, 5 lecturers, and 1 demonstrator, with 45 students and a graduating class of 34.

The medical department of the University of Kansas City, organized in 1881, for 1882 had 3 years of study and 2 full lecture courses of 26 weeks each year, with clinical instruction and practical anatomy. Candidates for degrees must undergo a full and satisfactory examination in each branch taught. There is a spring course for graduate students and others. The college faculty numbered 25 members, including a demonstrator of anatomy, with 25 students and 10 graduates.

Kansas City College Hospital of Medicine, organized in 1882, with a faculty of 11 professors, 2 lecturers, and 1 demonstrator, provided 2 courses of lectures of 20 weeks' duration annually. A satisfactory examination was required at the end of the course on all branches taught in the college.

In all the "regular" medical colleges of the State 628 matriculates and 250 graduates were reported for 1881–'82; in the eclectic, 118 matriculates and 40 graduates.

The College of Medical Practitioners, St. Louis, organized in 1882 to afford medical practitioners, graduates, and others an opportunity for reviewing medical studies and receiving additional practical instruction, holds 3 sessions of 5 weeks each annually and gives a diploma of associate membership to graduates of recognized and reputable medical schools who have attended a full course of lectures and the clinics of all the departments in the college, passed a satisfactory examination, and furnished satisfactory specimens of physiological or pathological work done by them.

The American Medical College of St. Louis was the only recognized eclectic school in 1882. The faculty embraced 10 professors and 1 adjunct professor, the students numbering 118, with a graduating class of 40. A good elementary English education is required for admission, and for graduation 3 years of study, 2 courses of lectures of 20 weeks each, and a satisfactory examination at the close.

The Homeopathic Medical College of Missouri, for men only, was reorganized in 1882, taking the place of the St. Louis College of Homeopathic Physicians and Surgeons and the Hering Medical College. Credentials of suitable literary and scientific qualifications were required for admission, and for graduation 3 years of study and 2 full courses of lectures, of 19 weeks each, with a final and satisfactory examination.

Dentistry was taught at the Missouri Dental College, St. Louis. A preliminary examination in the English branches is required of all students who intend to take the full course. Although a 3-year graded course was announced for 1880–'81, two full courses of lectures only were still offered, with clinical instruction by the demonstrator. Like instruction was given at the Kansas City Dental College in operative and mechanical dentistry, covering 2 full courses of lectures, with a final examination for graduates. The Western College of Dental Surgery, St. Louis, in 1882 was suspended for the year.

The *St. Louis College of Pharmacy* in 1881–'82 required for a degree 2 years of instruction, 2 courses of lectures of 20 weeks each, and a final examination. Candidates for graduation were also obliged to give satisfactory evidence of having served 4 years in the drug business.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Missouri Institution for the Education of the Deaf and Dumb, Fulton, for 1882 reported 12 instructors and 232 students, 94 being females. Instruction was given in articulation and the ordinary English branches, and the average time spent in the institution was 6 years. The employments taught were cabinet making, shoemaking, printing, and gardening. The grounds (100 acres) belonging to the institution, together with the buildings, are valued at $135,500. The State appropriated in 1882 $45,000 for the support of the institution.

EDUCATION OF THE BLIND.

The *Missouri School for the Blind*, St. Louis, reported for 1881–'82 an enrolment of 90 pupils who were receiving instruction in music and literature. The girls are instructed in machine knitting, sewing and fancy work, and all other work pertaining to the domestic department, and the boys in broom and brush making and in cane seating chairs. The State appropriated $52,000 for maintenance and salaries and $5,000 for repairs and refurnishing.

The *St. Louis School for Deaf-Mutes*, under the control of the board of directors of the public schools, had 50 pupils, of whom 21 were girls. The studies are in 5 classes, all in the English branches.

INDUSTRIAL TRAINING.

The Manual Training School of Washington University, St. Louis, had for 1882 a faculty of 10 members and 101 students. The course of study covers 3 years, and the students divide their working hours about equally between manual and mental exercises. The mental instruction included the English branches of high school study, and the manual a course of instruction in freehand, mechanical, and technical drawing, workshop training, and the study and management of steam. Before receiving a diploma each student has to construct a machine, which, with the drawings used, must remain in the school.

HOMES FOR ORPHAN OR DEPENDENT CHILDREN.

The St. Louis Protestant Orphan Asylum, Webster Groves, founded in 1835, in 1882 instructed 67 children and supported 155. The 3 Roman Catholic schools of St. Louis (St. Mary's Asylum, St. Bridget's Half Orphan Asylum for Girls, and St. Joseph's Asylum, for boys) had a total of 381 children. The boys over 9 years of age were taught farming and trades.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The Missouri State Teachers' Association held its meeting for 1882 at Brownsville, June 20–22, E. R. Booth presiding. The attendance was good, prominent educators from all parts of the State being present. During the first day two able addresses were delivered on the subject of "Relation of public instruction to citizenship;" the other subjects for the day were "Teachers as nonconductors" and "Natural sciences in public schools." The exercises of the second day began with a paper setting forth the educational demands of the age, followed by an interesting paper by H. M. Hamil, entitled "A comparison of Missouri with other States educationally." The statistics furnished by him were not very flattering to Missouri and an animated discussion followed, after which the following subjects were discussed: The necessity for public education, county supervision, text books, teachers' examinations, normal institutes, and schools. The subjects under consideration for the last day were "Music in our schools," "Wealth the product of intelligence and nature," "Instinct and reason," "Literature in the public schools," and "The teacher's profession." After the election of officers for the ensuing year an address was delivered by Mr. H. M. Hamil, the newly elected president, after which the association adjourned.

CHIEF STATE SCHOOL OFFICER.

Hon. RICHARD D. SHANNON, *State superintendent of public schools, Jefferson City.*

[Second term January 13, 1879, to January 8, 1883.]

Hon. W. E. Coleman was elected in 1882 to succeed Mr. Shannon.

NEBRASKA.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–21)	152,824	165,511	12,687	
Enrolled in public school	100,776	115,546	14,770	
Per cent. enrolled	66	69	3	
Average daily attendance	65,504	66,027	523	
SCHOOL DISTRICTS AND SCHOOLS.				
Public school districts	3,271	3,401	130	
With 6 months' schools	1,690	1,911	221	
Having no schools	158	160	2	
Having graded schools	139	156	17	
Average duration of school in days	110	111	1	
Public school-houses	2,930	3,038	108	
Built during the year	206	196		10
Without blackboards	289	232		57
Estimated value of school property	$2,054,049	$2,234,464	$180,415	
TEACHERS AND THEIR PAY.				
Men teaching in public schools	1,866	1,862		4
Women teaching in public schools	2,964	3,507	543	
Whole number of teachers	4,830	5,369	539	
Teachers attending institutes	1,856	2,251	395	
Counties holding institutes	41	50	9	
Average monthly pay of men	$36 50	$37 50	$1 00	
Average monthly pay of women	32 50	29 34		$3 16
INCOME AND EXPENDITURE.				
Whole income for public schools	$1,148,620	$1,360,050	$211,430	
Whole expenditure for public schools	1,157,112	1,358,346	201,234	
STATE SCHOOL FUND.				
Permanent available fund	$5,126,565	a$4,287,510		$839,055
Estimated eventual amount	23,216,679	23,000,000		216,679

a Estimated, but believed to be more correct than figures heretofore given.

(Report and returns of State Superintendent W. W. W. Jones, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction, elected by the people for 2 years, has general charge of the public schools, while a board of regents of the State University and a normal school board have control of the interests indicated by their titles. There is also a board composed of various State officers for the management of school lands and funds.

Local school officers are county superintendents of public schools, elected by the people for 2 years, and district boards of 3 trustees, elected for 3 years. Districts having more than 150 youth of school age may, if a majority of voters so decide, elect boards of 6 trustees. Women 21 years old who are residents of the district and owners of property or having children to educate may vote in district meetings.

OTHER FEATURES OF THE SYSTEM.

The public schools are free to all residents 5 to 21 years of age, and they must be taught at least 9 months of each year in districts having more than 200 pupils, 6 months in those having 75 to 200, and 3 months in those with less than 75. The funds for their support are derived from the income of a State common school fund, consisting of money, stocks, bonds, &c.; of such percentage as may be granted by Congress on the sale of lands in the State; of moneys arising from the sale or leasing of school lands; of the proceeds of all lands granted to the State, unless for other purpose distinctly stated; and of the proceeds of escheats and forfeitures. In addition to the income of this fund there is for public schools a State school tax of not more than 1½ mills on the dollar of taxable property, and taxes are voted by districts, which may not exceed 25 mills on the dollar. The income of the public schools is also augmented by various fines, licenses, &c. The State funds are apportioned by the State superintendent to the counties in proportion to school population, and by county superintendents to districts, three-fourths of the amount in proportion to the school population therein, the remaining one-fourth equally to the districts. Teachers must hold certificates of qualification and before receiving full pay must make monthly reports to the district director. The director reports annually to the county superintendent, the latter to the State superintendent, and he to the governor. The system of education includes public high schools, teachers' institutes, a State normal school, a State university, and a reformatory for children. Instruction in all schools supported or aided by public funds must be non-sectarian.

GENERAL CONDITION.

The statistics show 12,687 more youth of school age than during the previous year and 14,770 more enrolled in public schools, with a small increase in average daily attendance; 130 more school districts; 17 more with graded schools and 221 more with schools taught at least 6 months, the average term for the State being one day longer. Not so many houses were built as during the previous year, but the estimated value of school property increased by $180,415. More teachers were employed and the average monthly pay of men was $1 more, that of women $3.16 less. The increase in public school income and expenditure kept pace with that of the school population, the amount apportioned for each census child being about the same as during the previous year. A noticeable feature in the statistics is the large increase in the number of districts having more than 6 months' school. Very few of the districts failing to sustain schools ascribe their failure to opposition on the part of the people. Some of them are too small and weak to maintain and still do not wish to give up their organization; others are willing to be annexed to neighboring districts, but are prevented by neighborhood quarrels. Whatever the causes may be, however, the number of districts without schools is growing smaller. Although 269 new districts were organized during the last two years, there were 50 fewer in 1881–'82 than in 1879–'80 that did not maintain schools. The average length of term, too, is gradually increasing, being 2 days longer in 1881–'82 than in 1879–'80.

Over 400 school-houses have been built during the two years, many of them without much regard to health, beauty, or comfort. The department has frequently been asked to furnish plans for school-houses, but has been unable to do so, and a small appropriation is asked for to pay for the publication and distribution of such plans. The question of school furniture has received more attention than formerly.

The compensation of county superintendents was slowly increasing, but a majority were still very poorly paid, and as a consequence much inferior work was done. By the present law the compensation of superintendents is placed in the hands of county commissioners, the minimum sum being $3 a day. The State superintendent recommends an amendment allowing a fixed salary, the amount of which shall be based on the number of pupils in the county.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

These are boards of education comprising, according to the law, at least 6 members in cities of 2,000 or more population, and city superintendents elected by the boards.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Lincoln	13,003	.....	2,700	.....	31	.....
Omaha	30,518	*a*8,110	*a*4,118	*a*2,906	*a*83	*a*$131,173

a Owing to imperfect records these figures are only approximately correct.

ADDITIONAL PARTICULARS.

The *Lincoln* public schools increase in enrolment at the rate of about 300 a year. An excellent school building with four rooms was erected during the year, similar to one built in 1881, the two costing about $20,000. A new course of study has been adopted, differing somewhat from the former one and embracing 4 classes below the high school department. All pupils take the same studies till they reach the last two years of the course, when a choice is offered them between 4 courses, including scientific and classical courses, which prepare for college.

The school board of *Omaha* reports a rapid growth in the public schools since 1880. The number of sittings increased from 2,800 to 3,500, but this enlargement scarcely kept pace with the rapidly increasing enrolment. Other buildings, however, nearly completed at date of the report, were expected to afford ample accommodations for all. Ten beautiful, convenient, and durable school-houses, containing 74 rooms, were owned by the board. The revenue of the schools is ample, and under the present laws must continue to be more than enough. The amount derived from fines and licenses alone is sufficient to meet all ordinary expenses of the schools, and the rate of taxation is consequently very low. The course of study, which covers a period of 12 years, including the high school, was modern and progressive, and aimed to combine a practical education with the best possible culture. An evening school was taught during the winter, two teachers being employed. A special teacher of elocution devoted four hours a week to this branch in the five higher grades.

TRAINING OF TEACHERS.

STATE PROVISION FOR NORMAL INSTRUCTION.

The *State Normal School*, Peru, at one time prepared students for college and business as well as teaching, but it is now exclusively engaged in the preparation of teachers. There are two complete courses of study, an elementary of 2 years and a higher of 5. All the branches are pursued from a professional standpoint. Students in the elementary course are given a year's drill in school economy, methods and practice of teaching, under a skilled professional teacher; those who complete the higher course devote a year to the study of psychology, the science of education, and the art of teaching, all of which is reduced to practice in the school room. The year 1882 was the most prosperous one in the history of the institution. There were 318 students preparing to teach, representing 37 counties of Nebraska and 6 other States; 45 were graduated, of whom 10 were from the higher course.

The *Chair of Didactics of the State University*, organized in 1881, presents opportunity for electives in the junior and senior years, embracing the history of education, State and national systems, and school organization, management, and supervision. There were 21 students during the year, under a former State superintendent of instruction.

OTHER NORMAL TRAINING.

The Santee Normal Training School, Santee agency, established by the American Board of Commissioners for Foreign Missions for the purpose of training preachers, teachers, interpreters, and business men and educating the women of the Dakota Nation, furnishes facilities for thorough instruction in the English language and science; physical training and industrial education are also being made prominent. Normal students in the last half of 1882 numbered 4.

Training similar in character was given also at St. Paul's Boarding School for Boys, Yankton Reserve, with 36 pupils, under 5 teachers; at St. Mary's Boarding School for Girls, Santee Reserve, with 35 pupils, under 4 teachers; at St. John's Boarding School for Girls, Cheyenne River Reserve, with 34 pupils, under 3 teachers; and at Hope School for Boys and Girls, Springfield, with 24 pupils, under 2 teachers. All these schools for Indian youth were under the supervision of the Protestant Episcopal bishop of Niobrara. How many of the pupils may be reckoned normal does not appear, but all are trained in school studies and as far as may be in useful industries with a view to elevating and civilizing their people.

Professional instruction for teachers is also given at Doane College and Nebraska Wesleyan University; at Nebraska Conference Seminary, York; in Hastings College, Hastings (organized in 1882 with preparatory and normal departments); and in the Blake School, Beatrice, a select preparatory and normal opened in 1881. Doane College presents a course of 4 years designed to prepare students to be principals of common and high schools and school superintendents, special attention being given to the best methods of acquiring and imparting knowledge, to school organization and discipline, and to State laws concerning education. Nebraska Wesleyan University has a teachers' course of 2 years, which includes all the branches required for a first grade certificate.

TEACHERS' INSTITUTES.

Two kinds of institutes for teachers are provided for by law, one to be organized by the State superintendent and another by county superintendents. County institutes have been more successful and useful than the others, which have been generally attended only by the teachers of the counties in which they were held. For this reason none except county institutes were held during 1882, and the result was, as anticipated, a larger number of institutes and in many cases a larger attendance. The work, however, was hampered by a scarcity of good conductors and of funds. The State superintendent visited 31 counties, delivering lectures and talks to teachers, travelling about 8,000 miles, and endeavoring to awaken popular interest and cause an increased appreciation of the benefits to be derived from good schools. Fifty institutes were held, with an enrolment of 2,251, an increase during the year of 9 institutes and 395 attending.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Statistics of graded schools for 1882 were incomplete, only 28 districts reporting, whereas 42 sent reports the previous year. These statistics show as many as 19 public high schools, with 991 pupils; the enrolment for 1881 was 1,458, 8 more schools reporting. The high school at Omaha, now having about 140 pupils, has grown rapidly during the last few years. That at Lincoln offers 4 different courses of study and fits for college. Courses of 4 years are also provided at Beatrice, Nebraska City, and Red Cloud, and of 3 years at Hastings, Grand Island, and Plattsmouth.

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 corresponding summaries in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Nebraska, Lincoln, has thus far established two of the five colleges contemplated in its organization, viz: a college of literature, science, and the arts, and an industrial college, the latter embracing agriculture, practical science, civil engineering, and the mechanic arts. In the college of literature, science, and the arts are offered classical, literary, and scientific courses of study leading to the degree of bachelor of arts, of science, and of literature. During the first two college years the studies are prescribed, while those of the junior and senior years are largely elective. Drawing, painting, music, modern languages, and didactics form a part of the course.

The other colleges are Doane College, Crete; Nebraska College, Nebraska City; Creighton College, Omaha, and Nebraska Wesleyan University, Fullerton. Late catalogues received from three of these showed classical courses, which covered four years in all, except Creighton College (Roman Catholic), which presents a classical course of six years and a commercial course of four years, besides a preparatory course of two years. Nebraska College sends no late catalogue, but when last heard from its curriculum comprised classical, scientific, literary, and theological studies. Doane College provides also scientific, literary, and normal courses, and includes instruction in music, painting, and drawing. Nebraska Wesleyan University, besides its classical course, offers a scientific one of three years, a Latin-scientific of four, normal, commercial, and musical courses, instruction in painting, drawing, and wax work, and a non-resident course. The latter is intended to meet a want of professional men and women in the West who desire to complete a collegiate course or of those who have done so in fact but not in form. Both sexes are admitted to this as well as to the State University and to Doane College.

Gifts amounting to over $16,000 were received during the year by Doane College and Nebraska Wesleyan University: $7,131 to the former, of which $6,000 was from Thomas Doane, of Charlestown, Mass., for endowment; and $9,000 to the Wesleyan University, from subscription of citizens, to be used for building and endowment.

For statistics of these colleges, see Table IX of the appendix, and for a summary, see the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Brownell Hall, Omaha, a Protestant Episcopal institution, and the only one of collegiate rank that is exclusively for girls in the State, had 33 students in its collegiate department in 1881; it sends no statistics for 1882.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The chief provision for scientific study is found in the Industrial College of the State University, in which agriculture, horticulture, civil engineering, and related subjects are the leading studies. The courses are each six years in length, including 2 of preparatory work. Students in engineering follow a course very nearly coincident during the first two years with the general scientific, while the junior and senior years are largely given to special studies in engineering and the higher mathematics. In the agricultural course prominence is given to the sciences in proportion to the directness of their relation to farming. Two or more agricultural or horticultural studies are pursued during each year. The course in horticulture is intended to give familiarity with plant and tree culture. Students in the agricultural course may be required to labor 2 hours a day for 5 days in the week and are paid from 10 to 15 cents an hour. The farm contains 320 acres, with orchards, vineyards, stock, and other illustrative material.

General courses in science are, as already noted, provided by the State University, Doane College, and Nebraska Wesleyan University, the last also offering a Latin scientific course.

PROFESSIONAL.

Opportunities for *theological* instruction are found in the Nebraska Divinity School, Nebraska City (Protestant Episcopal), which reported 3 students in 1882, and in the Nebraska Baptist Seminary, which was first opened for students in November, 1880. The latter reported in 1882 property worth $16,000, an endowment of $7,000, a good nucleus for a library, 6 teachers, and 111 students.

No schools of *law* report; but lectures in constitutional law formed a part of the course of study at the Nebraska Conference Seminary, York. The University of Nebraska provided similar instruction.

Medical studies are pursued at Omaha Medical College, Omaha, first opened in the fall of 1880, which reports 9 professors and 30 students during the year 1881–'82, of whom 8 were graduated. The 3-year graded course of study is strongly recommended, but diplomas are granted to deserving students who have spent 3 years in study, including 2 full courses of lectures, the last of them in this institution. Chemical laboratory work and a knowledge of medical botany are required. Candidates for admission must have a fair English education. Women are admitted on the same terms as men.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Nebraska Institute for the Deaf and Dumb, Omaha, gives free instruction to deaf-mute residents of the State 7 to 25 years of age who are of sound mind and free from contagious disease; also, to persons younger or older, at the discretion of the authorities. The aim is to give a good common school education, and especially a good command of the English language. The manual alphabet, the sign language, and articulation by means of Bell's system of visible speech are all used. Some of the children were doing well in speech. During the year an oral class was taught for the purpose of cultivating hearing in those who retained the capacity to any extent, and of teaching speech by means of it, with the audiphone as an aid. Their progress was marked, and the class will be continued. Printing, carpentry, needlework, and cookery are taught, and drawing and painting have been introduced to a limited extent. During the two years ending November 30, 1882, there were 120 pupils in the institute, and 94 at date of the report.

EDUCATION OF THE BLIND.

The Nebraska Institution for the Blind, Nebraska City, reports steady and satisfactory growth during 1881 and 1882. The average attendance increased from 21 to 25, and the efficiency of the different departments of the school was materially advanced. Reading, spelling, arithmetic, grammar, analysis, composition, rhetoric, history, physiology, algebra, and geometry were taught, and the pupils, with scarcely an exception, received instruction in vocal or instrumental music or both. Two pianos and two organs were in constant use, two choirs met daily for vocal instruction, and considerable musical talent was being developed by the training given. The industrial department, which for several years has been self sustaining, received a fresh impetus in the last year. The brooms made here bring the highest market price and the cane-seating repairing of the city is done here. The girls have given special attention to various kinds of knitting and crocheting.

STATE REFORM SCHOOL.

A State Reform School was organized in 1881 at Kearney, the legislature having the previous year appropriated $10,000 for the purpose; but no report of its work has been received beyond the fact that the school was in successful operation.

CHIEF STATE SCHOOL OFFICER.

Hon. W. W. W. JONES, *State superintendent of public instruction, Lincoln.*

[First term, January 4, 1881, to January 4, 1883.]

Mr. Jones was reëlected in 1882.

NEVADA.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6-18)	10,533	10,483		50
Enrolled in public schools	8,329	8,158		171
Average number belonging	6,048	5,789		259
Average daily attendance	5,406	5,286		120
Attending private schools	868	836		32
SCHOOL DISTRICTS AND SCHOOLS.				
Number of districts	95	143	48	
Number of same reporting	89	100	11	
Number that voted district tax	11	5		6
Number of public schools	166	213	47	
Number sustained without rate bills	127	148	21	
Ungraded schools	58	77	19	
Graded schools	108	136	28	
High schools	4	6	2	
Average length of term in days	144	146	2	
Volumes in school libraries	524	686	162	
Value of school property	$261,397	$240,137		$21,260
TEACHERS AND THEIR PAY.				
Men teaching	44	54	10	
Women teaching	132	148	16	
Whole number of teachers	176	202	26	
Average monthly pay of men	$99 50	$101 59	$2 09	
Average pay of women	74 76	76 73	1 97	
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$138,640	$182,005	$43,365	
Whole expenditure for same	140,619	154,327	13,708	
SCHOOL FUND.				
Amount of State school fund	*a*$415,000	$564,000	$149,000	

a In 1880.

(From biennial report for 1881 and 1882 of Hon. D. R. Sessions, State superintendent of public instruction.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the management of funds and for perfecting school organization there is a State board of education, consisting of the governor, State surveyor general, and State superintendent of public instruction, the last acting as secretary of the board and exercising general supervision over the school system. For each county there is a superintendent of public schools, with a board of examiners; for each district a board of trustees of 3 to 5 members, according to population.—(Laws of 1879.)

OTHER FEATURES OF THE SYSTEM.

The law provides for free schools for all youth 6–18. Schools are to be divided into Kindergärten, primary, grammar, and high schools in those districts in which the trust-

ees shall deem such grading advisable. The law requires all qualified children between 8 and 14 to attend a public school at least 16 weeks in each school year, 8 of which shall be consecutive, unless otherwise taught.

The schools are supported by the income from the State school fund and a tax of half a mill on the dollar, used only for the payment of teachers; an annual county tax of 15 to 50 cents on $100, to be used at the discretion of local officers for the purchase of sites and furnishing of school buildings and libraries, for paying teachers, or for contingent expenses; when necessary, a district tax sufficient to raise an amount which, with the appropriation for such district, will provide school 6 months. A special tax may also be levied by an affirmative vote of the district for extending the school term or furnishing additional school facilities. The trustees of any district may levy rate bills of tuition for the payment of teachers in a school prolonged beyond the 6 months in which it is free to all. Twenty-five per cent. of the State and county funds are apportioned among the districts in proportion to the number of teachers assigned to each on the basis of 100 census children or fraction thereof to a teacher; the remainder, to the several districts in the county in proportion to the number of children of school age.

To be entitled to any part of the public school moneys, schools must be non-sectarian and must have been taught at least 3 months in the year by teachers duly examined, approved, and employed by legal authority; they must also have used the text books ordered by the State board of education. Teachers, to receive their pay, must have been legally employed, must hold in full force and effect a certificate from the State or county board of examiners, and must have made full reports as required by law. No discrimination in the salaries of teachers is allowed on account of sex.

GENERAL CONDITION.

A comparison with the previous year shows that, while there were more districts, more public schools (both graded and ungraded) and more without rate bills, an increased school term, more teachers at better pay, higher receipts and expenditures, and a larger State school fund, there was nevertheless a considerable falling off in the value of school property and a slight decrease in school population, enrolment, and average attendance.

The State superintendent, in his report for 1881 and 1882, states that, while in some schools there was an advanced and healthy educational condition, in many others he found it quite otherwise; that his efforts to secure the new legislation needed to remedy existing defects in the school system were unavailing; that the State superintendent is really invested with no authority, no one being amenable to him, the most conspicuous duty required of him being to visit schools; and that the State board of education has really little to do with the public schools except to take charge of the public school moneys. While thus pointing out the defects of the school law, the superintendent is nevertheless struck with the attachment the people of the State have shown for the schools in the face of adverse circumstances, and with an improved school law he is hopeful of the future.

The Pacific School Journal of December, 1882, says that Nevada treats her teachers with great liberality, paying the highest salaries of any State in the Union;[1] moreover by paying men and women alike for equal services the State secures some of the ablest teachers on the Pacific coast. The Carson City schools, it is said, were not inferior to the best in California; a model school at Gold Hill was an honor to the city and to the teachers who had made it what it was.

KINDERGARTEN.

Although the law provides for Kindergärten in connection with the public schools, there seems to have been but one established. A Kindergarten department at Carson City was reported in 1881, but for 1882 there is no information from this, nor are any others known to exist in the State.

CITY SCHOOL SYSTEM OF VIRGINIA CITY.

OFFICERS.

Each village, town, or corporate city forms one district, the schools of which are under the control of a board of trustees, which in cities of 1,500 or more registered voters must consist of 5 members, and of 3 in smaller towns.

STATISTICS.

Virginia City, with a population of 10,917, had in 1882 a school population of 2,207, an enrolment of 1,854, an average daily attendance of 1,201, with 27 teachers, and an expenditure of $34,203. The schools were taught 204 days, in 4 buildings, 1 for the

[1] It would seem, however, from a remark in the State report that some payments for educational work are made in scrip worth only 40 cents on the dollar.

primary grade, with 17 rooms; 2 for grammar, with 10 rooms, and 1 for the high school, with 3 rooms, the entire school property being valued at $35,575. There was an estimated enrolment of 342 in private and parochial schools. Compared with 1880 there was a decrease of 352 in school population, of 406 in enrolment, of 75 in average daily attendance, of 5 in teachers, and a shrinkage of $35,925 in the value of school property. Nevertheless, the figures for 1882 indicate a satisfactory state of things as to attendance, the enrolment in the public schools being 84 per cent. of school population, and assuming the children in private and parochial schools to be of school age it would appear that 99.5 per cent. of such youth were in school.—(Return.)

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

No normal schools are reported. According to the law under which the State superintendent, with the consent of the State board of education, annually convenes a State teachers' institute, a meeting was held at Reno, October 27–31, 1882. Seven counties were represented by the leading teachers of the State, Superintendent Bowen, of Washoe County, in the chair. Papers were read by Superintendent Bowen, Miss Ella McNeely, Rev. Geo. W. James, Superintendent C. S. Young, Mrs. H. M. Schofield, and others.—(Pacific School Journal, December, 1882.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Bishop Whitaker's School for Girls, Reno (Protestant Episcopal), reported for 1882 8 professors and instructors, 70 students (26 being in the preparatory, 34 in the collegiate department, and 10 in special and partial courses), a 4-year full course of studies, a scholastic year of 40 weeks, and a library of 280 volumes.—(Return.)

SPECIAL INSTRUCTION.

SCHOOLS FOR THE DEAF AND DUMB AND THE BLIND.

The State provides for the instruction of its deaf-mutes and blind youth at the school at Berkeley, Cal. The State superintendent reported but one deaf-mute remaining from Nevada in 1882. He reports but 7 deaf-mutes and 5 blind of all ages in the State, and speaks of the school at Berkeley as an excellent one, where the pupils, brought up to fill places of usefulness and respectability, are so educated as to suffer the least possible embarrassment from their affliction.—(State report.)

There is no indication of any provision for the feeble-minded. The need of a reformatory school is referred to in the State report.

TRAINING OF ORPHANS.

The State Orphans' Home, Carson City, in its biennial report shows an enrolment of 71 inmates in 1881 and of 57 in 1882. During these 2 years 40 had been discharged, 8 indentured, and 1 had run away. Since its foundation (in 1864) 297 had been sent to the home, 204 discharged, 46 indentured, and 4 had died, leaving 48 remaining December 31, 1882. Instruction is given in the elementary English branches and in vocal music, with evening sessions devoted to moral and religious instruction. The children participate in all the festivals and national holidays and have a picnic each summer, all the expenses, including Christmas presents, being provided for by the children's gift fund. There was a library of 760 volumes, and for the 2 years a State appropriation of $32,500.—(Biennial report, 1881 and 1882.)

CHIEF STATE SCHOOL OFFICER.

Hon. CHARLES S. YOUNG, *State superintendent of public instruction, Carson City.*

[Elected in November, 1882: term, January, 1883, to January, 1887.]

NEW HAMPSHIRE.

SUMMARY OF SCHOOL STATISTICS.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Children of school age (5–15) in 1880	----------	60,899	----------	----------
Enrolled in public schools	63,235	64,349	1,114	----------
Average daily attendance	43,943	43,996	53	----------
Attending private schools	3,562	4,275	713	----------
Youth 5 to 15 out of school	4,405	3,804	----------	601
SCHOOL DISTRICTS AND SCHOOLS.				
Districts, not including special and fractional districts.	2,027	2,021	----------	6
Number of public schools	2,657	2,644	----------	13
Number of graded schools	502	481	----------	21
Number of high schools	60	56	----------	4
Average length of term in days	97.15	96.27	----------	0.88
Number of school-houses	2,214	2,219	5	----------
School-houses unfit for use	233	199	----------	34
Built during the year	20	27	7	----------
Having maps and globes	1,746	1,767	21	----------
Estimated value of school property	$2,113,851	$2,341,679	$227,828	----------
TEACHERS AND THEIR PAY.				
Men teaching	559	477	----------	82
Women teaching	3,026	3,117	91	----------
Whole number of teachers	3,585	3,594	9	----------
Teaching successive terms	1,483	1,436	----------	47
Teachers from normal schools	345	378	33	----------
Average monthly pay of men	$32 63	$36 45	$3 82	----------
Average monthly pay of women	21 77	22 36	59	----------
RECEIPTS AND EXPENDITURES.				
Total income for public schools	$577,489	$584,528	$7,039	----------
Total expenditure for public schools	577,022	578,702	1,680	----------

(From reports of Hon. James W. Patterson, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, a superintendent of public instruction, a board of commissioners of the literary fund, and a board of trustees for the State Normal School; for towns, school committees, and a superintendent of schools in any town which may so elect; for districts, a moderator, a clerk, and a prudential committee. Districts comprising the whole town must and other districts may elect a board of education. Women vote in school meetings and are eligible to all school offices.—(Laws, 1878, 1879, 1881.)

OTHER FEATURES OF THE SYSTEM.

The public schools are sustained mainly from a town tax on polls and ratable estate of $350 for every dollar in the $1,000 of State tax which such towns are required to raise for general purposes; they may raise a larger sum than this, to be assessed in the same way. A literary fund, arising from a tax on the capital stock of banking corporations and from a tax on savings bank deposits, slightly increases a small permanent school fund derived from the proceeds of the sales of public lands, and the proceeds of sales of State lands augment the school fund, though not largely.

The public schools are free to all resident children of school age; and all 8 to 14 are required by law to attend a public or private school or receive instruction at home at least

12 weeks in every year, 6 of which, in the case of a public school pupil, must be consecutive. No child under 16 years of age may be employed in any manufacturing establishment unless he has attended school 12 weeks of the preceding year; none under 14 unless he has attended 6 months or the full term of the school taught in his district the preceding year; none under 12 who has not attended during the whole term; none under 16, unless in vacation, who cannot read and write; and none under 10 may be so employed at all.

The owner or agent of a manufactory employing a child under 16 years of age and uncertified by the school committee as eligible to be employed becomes liable to a fine not exceeding $20 for each offence. Parents or others having the control of children 8 to 14 violating the law are to forfeit $10 for the first and $20 for every subsequent offence. Towns may make by-laws concerning habitual truants and children 6 to 16 years of age not attending school, and require their attendance under a penalty of $10 for each offence or a sentence of 1 year in the State Reform School, and such towns may appoint 3 or more officers to enforce these laws. Teachers to be employed and entitled to receive their pay must present to the prudential committee a certificate of qualification from the school committee of the town in which the school is to be taught, nor is any teacher to receive payment for services unless a certificate of the school committee of the town that the required register of the school has been duly returned is delivered to the prudential committee.—(School law.)

GENERAL CONDITION.

The statistics for 1882 show improvement on the previous year. There was a small increase in the enrolment, in the average daily attendance, in the number in private schools, in the number of school-houses, and in those having maps and globes, and in youth out of school there was a decrease, as well as in school-houses unfit for use. With these gains, there was a decrease in common, graded, and high schools. There were fewer male and more female teachers, making a net gain of 9 teachers. There were fewer teaching successive terms and more from normal schools, with an advance in average pay, especially for men. In income and expenditures there was a slight gain.

The State superintendent says that many of the schools are extremely good but some deplorably bad. Some cities and towns have shown an enlightened liberality in the erection and furnishing of school buildings; others have manifested precisely opposite tendencies. The scholarship of many of the teachers, he says, is too limited and inaccurate. The most serious problem, he thinks, is in the agricultural districts, which are suffering constant depletion of school population from the inclination of youths to seek employment in manufacturing and business centres. Of the 2,644 public schools in the State, 753 enrolled 12 or under 12 scholars, and 310, 6 or under 6.—(State report.)

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

Towns and cities have school committees or boards of education for the control of public schools and may appoint a superintendent. Concord, although without a municipal school system, has a superintendent and a board of education, consisting of 8 members, for a union school district embracing most of the city, and superintending school committees for the other districts; Dover, under a new charter, has a school committee of 2 elected in each ward and 4 by the city council at large, instead of a former board of education; Manchester has a school committee of 2 from each ward, instead of 1, as heretofore reported, and a superintendent of public instruction; Nashua, a board of education and a superintendent of schools; and Portsmouth, a board of instruction.—(State and city reports.)

STATISTICS. *a*

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Concord *b*	13,843	.....	1,178	1,349	37	$24,536
Dover	11,687	2,059	2,029	1,440	46	22,882
Manchester	32,630	*c*5,460	4,095	2,712	78	55,782
Nashua	13,397	.....	2,755	1,841	55	35,521
Portsmouth	9,690	2,260	1,922	1,290	32	21,833

a With the exception of Concord, the official reports used in the compilation of this table do not discriminate as to school statistics between cities and towns bearing the same name, and the figures given therefore relate to the whole town. The same thing is true of the information given under the head of Additional Particulars.

b For the *town* of Concord the State report gives an enrolment of 2,445, an average attendance of 1,867, 87 teachers, and an expenditure of $40,946.

c Census of 1880.

ADDITIONAL PARTICULARS.

Concord for 1881–'82 reports 55 public schools, 53 having maps and globes. There was an increase of 176 in enrolment, of 195 in average daily attendance, and of 14 in teachers. There were 30 school-houses, valued, with other school property, at $183,352, an advance of $17,900 on 1881. Of the 87 teachers employed 3 were teaching for the first time, 48 had taught the same school for more than 1 term, and 12 were from normal schools. Of the 55 schools, 39 were graded.

In the city of Concord, after the primary, intermediate, and grammar courses, there was a high school department, with an English course of 3 years and academic and classical courses of 4 years each. The mixed school, heretofore introduced as an experiment to give instruction in special studies to those who could attend only part of the year, was continued during the winter term with increased attendance.

Instruction in music and drawing was given in all these schools. The superintending committee speak of the school year as having been, in the main, one of order and prosperity.— (State and city reports.)

Dover reports but one legally organized school district, with 41 different public schools, all having maps and globes; of these, 32 were graded schools and 1 a high school. There were 18 school-houses, valued, with other school property, at $141,100. In school population there was a loss of 270, teachers, enrolment, and average daily attendance remaining stationary. The schools reported 71 per cent. of the enrolment in average daily attendance. An evening school was open 12 weeks, averaging 85 pupils a night. The superintendent speaks of the schools as well graded and taught by efficient teachers, but reports the school-houses as needing extensive repairs and alterations.— (City report.)

Manchester, comprising one school district, for 1882 reported 75 different schools, classed as primary, middle, grammar, and high, the last having an English and French, a classical, and a college preparatory course, of 4 years each, and graduating 53. There were evening schools, with an average of 14 teachers and 164 pupils. The training school, opened the previous year, was thought to be adapted to its object. There were 24 school-houses, with 3,645 sittings, valued, with other school property, at $310,075. The work of the truant officer had nearly extinguished truancy in its worst forms and reduced the ratio of absenteeism 6 per cent. during the year. The estimated enrolment in private and parochial schools was 3,200, with an average attendance of 2,178, of whom 1,475 were Irish, 657 French, and 46 Americans. This large number is said to be owing to the extensive system of Roman Catholic parochial schools. As compared with 1881, city schools showed a decrease of 11 in teachers, of 255 in enrolment, of 106 in average daily attendance, and an increase of $1,657 in expenditures and $23,875 in the value of school property. In a general survey of their school system and its results, the school committee say it is gratifying to make so favorable a report, the city having a zealous superintendent, intelligent and faithful teachers, and a system of classification and studies at once elaborate and exacting.— (State and city reports and city return.)

Nashua, constituting 1 school district, had 17 school-houses, valued, with other school property, at $236,891, and 54 public schools, 51 having maps and globes. The schools are classed as high, grammar, middle, and primary, the first two each having 4-year courses, middle grade, 2 years; primary, 3. A special teacher of music gave instruction to the primary, middle, and grammar schools. Evening schools had an attendance of 346, under 17 teachers. As compared with 1881, there was a gain of 149 in enrolment and 3 in teachers, and a loss of 110 in average daily attendance, while expenditure increased $1,529 and the value of school property remained the same.— (State and city reports.)

Portsmouth for 1882 reported 1 school district, with 14 school-houses, valued, with other school property, at $82,600, and 32 public schools, all having maps and globes. The schools were classed as high, grammar, intermediate, and primary. The estimated enrolment in private and parochial schools was 150. There was a decrease of 12 in school population, of 481 in average daily attendance, and of $2,051 in expenditures. The public schools enrolled 85 per cent. of the school population, and adding the 150 in private and parochial schools 91 per cent. of it were under instruction.— (State and city reports and city return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The New Hampshire State Normal School, Plymouth, in 1882 received a State appropriation of $6,750 and one of $1,200 from the city. There were 3 resident and 1 nonresident instructors, with 2 male and 49 female normal students, 10 of whom graduated and engaged in teaching. The full course of study requires 2 years. A certificate is given on the completion of the studies of the first year and a full diploma on the completion of the course. A training school is made up of 100 children, corresponding to the 5 lower grades in a city school. These are graded in groups of 10, each pupil teacher

having a class for 10 weeks and then being transferred to another class. For admission to the normal school, males must be 17 and females 16 years of age; all must declare their intention to fit themselves to teach. The State superintendent remarks that the State, which supports no institutes and only 1 normal school, is doing little for the improvement of its teachers. The attendance on the normal school he says should be twice what it is, no institution in the country being more professional or doing more thorough work. Large numbers are said to go to other States for normal instruction.—(State and city reports and city return.)

TEACHERS' INSTITUTES.

There being no provision by the State for institutes, the teachers maintain their voluntary organizations and support their yearly meetings at their own expense. The State superintendent justly remarks that it does not seem honorable to throw the expense of these institutes upon the poorly paid teachers.

EDUCATIONAL JOURNAL.

There being no educational journal published in this State, information as to its public schools is given in the National Journal of Education, Boston, which has a New Hampshire department.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

By law, any town, by a majority vote, or any district having not less than 100 youth 6–16, by a two-thirds vote, may become a high school district and establish a high school.

In answer to a circular sent out by the State authorities to all the high school districts in the State, some districts failing to report and so accounting for the decrease from last year, only 40 high schools reported for 1882 as against 60 in 1881. This number includes the State Normal School and the Littleton graded school, the latter probably having some properly high school studies. In the 40 schools reported there were 36 male and 61 female teachers, with 1,240 male and 1,648 female students, 1,911 pursuing the higher branches and 1,042 ancient and 329 modern languages. School property was valued at $717,575.—(State report.)

PRIVATE SECONDARY SCHOOLS.

The statistics of 53 of these schools reported for 1882 show 94 male and 67 female teachers, with 1,893 boys and 1,223 girls in attendance; 924 studied ancient and 545 modern languages.—(State report.)

For other statistics of such schools reporting, 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, the only institution in the State for superior instruction, reported in 1882 no changes from 1881. Its departments are academic, scientific, agricultural, and medical, for which last three, see Scientific and Professional Instruction, below. The collegiate standard is high, necessitating an advanced standard of admission, that the college courses may be properly pursued. Graduates of such preparatory schools as have a thorough preparation for college of at least 3 years are admitted without examination on the certificates of their principals that they have mastered the entire requisites for admission, the first three months of the freshman year being probationary, when those proving unfit to go on are dropped. The academic department has a 4-year classical course, with modern languages, mathematics, &c. After 1882 a course in elective studies for the junior and senior years will be provided. This department includes a Latin-scientific course, differing from the full classical course only in the omission of Greek and the substitution of an additional amount of mathematics, sciences, and modern languages.—(Catalogue.)

For statistics of this department, see Table IX of the appendix.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of these institutions reporting, see Table VIII of the appendix; for summaries of them, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *New Hampshire College of Agriculture and the Mechanic Arts*, Hanover, aims to give that practical education to the industrial classes which is needed in active life. Commencing with 1882–'83 the previous 3-year course will be changed to one of 4, with nu-

merous optional studies well adapted to the wants of students who desire a preparation for active life. The college is reported to be in successful operation. Besides a library of about 2,000 volumes of scientific works, a museum of general and applied science, and a chemical laboratory, the college is provided with instruments for practical surveying, the students having the benefit of the philosophical apparatus of Dartmouth College.—(Catalogue.)

The *Chandler Scientific Department of Dartmouth College* in 1881–'82 had 48 students in its 4-year course, and offered an additional year for resident graduates. The course is characterized by a practical scientific tendency and the study of belles lettres through the medium of French and German and by discussions and themes in English. The preparatory studies required are those pursued in the common schools of New England.

The *Thayer School of Civil Engineering*, another department of the college, had 7 students in its 2-year course. This is not only strictly a professional course, but it is essentially a graduate course, though open to any young man of sufficient maturity of mind and mathematical knowledge to satisfy the requirements for admission, which embrace, among other things, a rigid examination in the higher mathematics.

For further information as to these departments, see Table X of the appendix.

PROFESSIONAL.

No schools of *theology* or *law* in New Hampshire are known to this Bureau.

Medical.—The medical department of Dartmouth College in 1882 had 8 professors and 5 lecturers, with 96 students. Applicants for admission must be 18 years of age and, unless matriculates of some regular medical college or graduates of some respectable college, academy, or high school, must be examined as to their fitness to enter upon the study of medicine. For graduation, 2 full courses of lectures, 3 years of professional study under a regular practitioner, evidence of practice in dissection, and a dissertation on some medical subject are required. Besides the regular lectures, there is instruction by daily recitations from December to June.

For further particulars, see Table XIII of the appendix.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

New Hampshire provides for the instruction of its deaf-mutes in the Clarke Institution, Northampton, Mass., and in the American Asylum for the Education of the Deaf and Dumb, Hartford, Conn., the former of which had 1 pupil, the latter 21, from this State in 1882. The blind are taught in the Perkins Institution, Boston, which, while not noting the number of New Hampshire pupils in 1882, shows receipts of $3,620 for blind pupils from the State.

REFORMATORY AND INDUSTRIAL TRAINING.

The State Industrial School, Manchester, had instructed 1,100 inmates since its establishment, and had 111 in 1882, 13 of whom went out on the expiration of their sentences, 11 went to homes provided for them, and 9 were honorably discharged.

In school all are taught the common English branches; out of school the boys work at farming, gardening, chair seating, and shoemaking. Of those discharged 75 per cent. are known to have become orderly and useful citizens.—(Return.)

TRAINING OF ORPHAN AND DEPENDENT CHILDREN.

The institutions for this work are the *Orphans' Home*, Concord, under Protestant Episcopal influence; the *New Hampshire Orphans' Home*, Franklin, a private and non-sectarian institution supported by voluntary contributions; and the *Children's Home*, Portsmouth, which receives orphan, motherless, or otherwise homeless children under 12 years of age, and trains them, without distinction of creed or color, in practical home duties and habits of honesty, truthfulness, purity, and industry, with literary instruction in the public schools. Statistics for all these are wanting for 1882.

EDUCATIONAL CONVENTION.

NEW HAMPSHIRE STATE TEACHERS' ASSOCIATION.

The twenty-ninth annual meeting of the State Teachers' Association was held at Concord, October 20–21, 1882, there being present 300 teachers. Superintendent William E. Buck opened the session with a paper on "Supplementary reading," giving a list of books which he regarded as safe and profitable reading for youth. Prof. E. H. Barlow, principal of the Tilden Seminary, West Lebanon, then read a paper on "A few things worth looking at." He held that the public school system is not meeting the wants of the boys and girls: the intellect is trained at the expense of the feelings and will; skill at handicrafts is not provided for; manual dexterity should be taught in all the

schools. "Shall the State be asked to reëstablish the county institute?" was answered in the affirmative by Professor Quimby, principal of the New Hampshire Conference Seminary, Tilden, who was indorsed by Principal Ham, of Farmington, as expressing the opinion of the entire association. Principal W. A. Robinson, of Franklin, then read a paper on "The town vs. the district system," advocating the former and giving a history of the beneficial effects of the change in Franklin. Next came a discussion on "The present situation and the future of our schools," opened by Colonel Parker, who was followed by Hon. J. W. Patterson, contrasting the school systems of the past and present and predicting what the system of the future will be. The second day's session was opened by the consideration of committee reports and the presentation of the resolutions adopted by the Concord Woman's Christian Temperance Union. These resolutions, urging the association to recommend the introduction into the schools of scientific instruction as to the physiological effects of alcohol, were favorably received. "Language in grammar and high schools" was discussed by Principal Powers, of Nashua, Profs. J. K. Lord and Pollens, of Dartmouth College, Bailey, of Keene, and Parker, of Boston, some favoring and others opposing technical grammar. The discussion was continued by a paper on "Language in the primary schools," from Miss Sprague, principal of the Manchester Training School for Teachers, who offered practical suggestions in regard to the teaching of language in all schools below the grammar grades. The closing paper was on "The high school," by Prof. A. S. Hardy, of Dartmouth College, which, on account of its excellence, was to be incorporated in the State superintendent's report. The officers for the ensuing year were then elected, and thus closed, it is said, one of the most interesting, instructive, and enthusiastic meetings the association ever held.—(Journal of Education.)

CHIEF STATE SCHOOL OFFICER.

Hon. JAMES W. PATTERSON, *State superintendent of public instruction, Concord.*

[Second term, June 21, 1882, to June 23, 1884.]

NEW JERSEY.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–18)	335,631	343,897	8,266	
Number of these enrolled in public schools.	203,542	209,526	5,984	
Average daily attendance	110,052	113,532	3,480	
Enrolled in private and church schools	43,656	44,560	904	
Whole enrolment in all schools	247,198	254,086	6,888	
Children not in school	87,112	89,254	2,142	
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	1,370	1,366		4
Public school buildings	1,585	1,577		8
Number of sittings in these	187,136	189,871	2,735	
Private and church schools	297	261		36
Number of buildings classed as poor	192	184		8
Number classed as medium	300	298		2
Number of good school buildings	509	524	15	
Number classed as very good	584	571		13
Districts with less than 6 months of school.	16	2		14
Districts with 6 to 9 months' school	80	65		15
Districts with 9 months or more	1,274	1,299	25	
Average time of school in days	190	192	2	
Valuation of all public school property	$6,275,067	$6,270,778		$4,289
TEACHERS AND THEIR PAY.				
Men teaching in public schools	926	911		15
Women teaching in public schools	2,560	2,594	34	
Whole number of teachers	3,486	3,505	19	
Average monthly pay of men	$51 07	$56 96	$5 89	
Average monthly pay of women	32 63	33 41	78	
Teachers in private and church schools	577			
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$2,163,919	$2,142,385		$21,534
Expenditure for public schools	2,026,982	1,987,671		39,311

(From reports of Hon. E. A. Apgar, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

The general supervision of the public school system is committed by law to a State board of education, which board elects by ballot every third year a superintendent of public instruction for the State and appoints a superintendent of public schools for each county, the latter subject to the approval of the board of freeholders in the county. For ordinary school districts (which must contain at least 75 children of school age) the county superintendent may appoint 3 trustees at the laying out of the district, the resident voters may elect these or others at the first annual district meeting, and annually thereafter these voters elect one in place of one of the 3 thus first chosen. The district trustees constitute a township board of trustees for each township, and as such meet the

county superintendent semiannually for consultation as to the management of schools. Women residing in a district are eligible to the office of district trustee in it, if over 21 years of age and able to read and write, which qualifications are required of men also. City and town districts (every incorporated city or town constituting but one school district) have elective school boards, boards of education, or boards of school trustees, according to their several charters, the members usually liable to partial annual change. Each district board has a clerk or secretary to record its proceedings, keep accounts, and take an annual census of school children. Besides the above mentioned, there are boards of examination to test the qualifications of applicants for teachers' certificates. These certificates entitle their holders to teach either in any part of the State or in any county or city by the examining authorities of which the certificate is issued.

OTHER FEATURES OF THE SYSTEM.

The public schools are free to all resident children 5 to 18 years of age, regardless of religion, nationality, or color. They are supported by the proceeds of a State school fund, by a State tax equal to $4 for each child of school age, and by additional amounts raised through township taxation. Each district is entitled to at least $200 of the school fund, and districts with 45 or more children get not less than $350, to be apportioned by county superintendents. To secure this aid, districts must provide suitable school buildings and must have maintained a public school for at least 9 months during the preceding school year. To entitle themselves to pay, teachers must hold certificates of qualification and present a duly kept register for the time for which pay is asked. Teachers may suspend pupils from school for cause, but may not administer corporal punishment. The State allows an annual appropriation of $100 for each county teachers' institute and teachers are required to attend the institute held in the county in which they teach. No portion of any school fund may be used for the support of sectarian schools. The county and city superintendents together constitute "The State Association of School Superintendents" and meet annually, as the State board of education may direct. The State offers to any city, town, or township that will raise not less than $3,000 a like sum for the establishment of schools for the training of pupils in industrial and mechanical pursuits, and afterwards an annual contribution equal to that contributed in said locality, not to exceed $5,000. The State also encourages district libraries by giving $20 to any public school which has raised a like amount, with an annual sum of $10 if the district shall have given the same.

GENERAL CONDITION.

The statements of Superintendent Apgar for 1881–'82 indicate a condition of school affairs not materially different from that reported in the preceding year. The percentages of enrolment in public schools and of attendance on both public and private schools were about the same. Against 8,266 additional youth of school age there appears an enrolment of 5,984 more in public schools and of 904 more in private schools, so that on the whole there were 6,888 more youths under instruction, 2,142 more than in the preceding year being reported as not in school. The number of public school buildings is reported as 8 less, but the sittings for pupils were 2,735 more. Private and church schools diminished apparently by 36. Notwithstanding a diminution of expenditure for public schools, the time during which the schools were taught was on an average 2 days greater for the State. The quality of the teaching force seems on the whole to have improved, the number of teachers holding State certificates, which imply a high grade of qualification, being 42 greater, the number holding city certificates being 80 more, and the first grade county certificates 33 more, making a total of 155 more teachers that may reasonably be considered well qualified.

EVENING SCHOOLS.

Free evening schools were held in 8 cities during 1881–'82, with a total enrolment of 5,681, an increase of 805, the average evening attendance being 2,456, an increase of 450. The number of teachers rose from 104 to 116, their average salary being $7.43 a week. The total amount appropriated for evening schools was $8,954.

KINDERGÄRTEN.

For information of schools of this class, see Table V of the appendix; for a summary of their statistics, see a corresponding table in the report of the Commissioner preceding.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

The school interests of each city or town are under the control of school boards, boards of education, or boards of school trustees, elected by the people. A city superintendent is usually the executive officer, and such persons as the board may appoint constitute a city board of examiners.

STATISTICS.[a]

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Bridgeton	8,722	2,237	1,554	963	28	$14,278
Camden	41,659	12,558	8,466	4,512	125	81,152
Elizabeth	28,229	7,858	3,501	2,156	51	37,674
Hoboken	30,999	10,377	5,504	3,214	100	71,041
Jersey City	120,722	47,552	21,151	12,884	329	185,875
Millville	7,660	2,494	2,266	1,068	34	17,821
Newark	136,508	41,498	19,762	12,431	285	254,255
New Brunswick	17,166	6,334	2,382	1,722	45	39,011
Orange	13,207	3,890	1,452	1,001	32	32,737
Paterson	51,031	16,022	10,643	5,824	121	87,483
Plainfield	8,125	2,250	1,278	846	23	22,481
Trenton	29,910	7,776	3,838	2,263	69	49,082

[a] To secure uniformity in comparisons, the figures in this table are taken from the State report for 1881–'82.

ADDITIONAL PARTICULARS.

Bridgeton public schools occupied 6 buildings, with 1,551 sittings for study, valued, with grounds, &c., at $38,000 and reported in good condition. There was room for 588 more than the daily attendance, and yet 642 children of school age in the city attended no school during the year. Private and church schools enrolled 112.

Camden received $93,089 for public school purposes. Its 13 buildings, with 6,505 sittings, were valued, with sites, &c., at $246,300, and were reported to be in very good condition. The enrolment in private schools was 771, and 362 children of school age were in no school. The pay of men averaged $107.50 and that of women was raised from $34.16 to $35.31.

Elizabeth reported primary, grammar, and high schools in good buildings, with 2,569 sittings for study, valued, with sites, &c., at $80,000. The total receipts for school purposes were $44,019. The accommodations being insufficient, the lower classes of the primary department were divided, one half attending in the morning, the other in the afternoon. There were 3 men teaching, at a salary of $140 a month, and 48 women, at $49. The number of children attending private schools was 2,889 and 1,468 were attending no school. The evening school enrolment was 517 and average evening attendance 127, with 8 teachers.

Hoboken in 1882 reported 12 schools, classed as primary, grammar, high, and evening. There was also a Saturday normal class. Drawing was added to the course of study in public schools, and a special teacher was appointed for the same. More room was needed to relieve the overcrowded condition of the schools. The evening school of 4 months enrolled 384 pupils, with an average attendance of 139, and was divided into 6 classes, 2 for boys and 4 for girls. The class for the benefit of Germans unable to speak English was continued. The teachers' monthly convention is said to be a valuable auxiliary to the teachers. The number of pupils in private schools was 1,473 and those attending no school 3,400. School property was valued at $132,500.

Jersey City reported primary, grammar, and high schools and a training class for teachers. The schools were housed in 20 buildings, with 14,443 sittings, and yet 1,309 children had to be refused admission to the schools for want of room. The city superintendent reported that about three-fourths of the children left school as soon as their labor could assist in supporting the families to which they belonged and that 13,201 attended no school during the year. The schools were taught 200 days, the pay of the men teaching in them averaging $131.86 per month; that of women, $30.80. School property was valued at $628,830. French, German, Greek, and Latin were taught in the high and normal schools. There were 13,200 pupils in private schools.

Millville reported primary, grammar, high, and evening schools, taught in 12 buildings, with 1,560 sittings, valued, with sites, &c., at $40,000. The average salary paid to men was $62.50; that to women, $37. Evening schools were taught 38 evenings by 18 teachers, at an average pay of $3.96 a week; the number enrolled was 576, with an average attendance of 228; total appropriation for evening schools, $800. There were 30 children attending private schools and 228 in no school.

Newark in 1882 had 34 school buildings, 6 of them rented, the others owned by the city. The 34 contained 293 class rooms, afforded sittings for 15,723 pupils, and were valued, with sites, furniture, and apparatus, at $907,500. The day schools were 2 industrial, 1 colored, 28 primary, 2 intermediate, 11 grammar, 1 high, and 1 normal, the last using as a training school one of the city schools. The enrolment in these was, for the year, 19,759; the average registration, 14,222; the average attendance, 12,436. The

increase in average enrolment was 400, in average attendance 291. Only 61 pupils were over 18 years of age, and 35 of these were in the city normal school preparing to become teachers. Five evening schools, one of them an evening drawing school, had an attendance of 1,646 pupils. These, with the day pupils, made a total of 21,405 under instruction in the city schools, adding to which 6,000 in private or church schools, it appears that out of the 41,498 children of school age 27,405 were under some school training The teachers employed by the city in its day schools were 17 men, at an average salary of $150.75 a month, and 268 women, at $51 a month. The evening schools were taught 57 evenings, at an average salary of $8 a week, by 36 teachers. The high school had for boys a commercial course of 2 years and classical, scientific, and English courses of 4 years; for girls, a 4-year course in English and Latin studies and a 1-year normal course.

New Brunswick reported graded schools conducted in 6 buildings, with 2,175 sittings, valued, with grounds, &c., at $125,200. There were 4 men teaching, at an average salary of $132.50 a month, and 41 women, at $41.93. About 1,000 children attended private schools and 2,952 were in no school.

Orange reported primary, grammar, and high schools, taught in 4 buildings, with 1,373 sittings, valued, with all other school property, at $100,000. Two men teachers were paid an average of $140 a month and 30 women $46. There were also 2 special teachers for music and drawing. About 1,000 children were in private or church schools and 1,438 in no school.

Paterson reported primary, grammar, high, normal, and evening schools, conducted in 30 buildings, with 8,710 sittings, valued, with sites, &c., at $304,800. There were 10 men employed in teaching, at an average of $108 a month, and 111 women, at $42. Evening schools were held in 9 buildings and had an enrolment of 2,225 pupils, with an average attendance of 949; and for them 63 teachers were employed, with two special teachers of drawing and penmanship. The appropriation for these schools was $2,327. The number of children in private schools was 1,500 and in no school 3,879.

Plainfield had 22 graded schools in 4 buildings, valued, with grounds, &c., at $63,750. The average salary of teachers a month was $80 for men and $59 for women. Music was taught in all; the length of term was 200 days. There were 305 children in private schools and 667 in no school.

Trenton for 1882 reported 58 class rooms in 11 buildings, with 2,632 sittings. One school-house had been built during the year and 10 had a system of ventilation. There were 3 more teachers employed than in the preceding year. Of the whole number 3 were men, with an average monthly pay of $106.66, and 66 women, with $44.86. School property was valued at $150,000. Private schools had an enrolment of 1,002 and 2,691 children were in no school.

TRAINING OF TEACHERS.

NEW JERSEY STATE NORMAL SCHOOL, TRENTON.

This school is under the management of a board composed of 14 trustees and the State superintendent. During the school year there were 233 pupils enrolled, the average attendance being 186. The total number was 3 less than the preceding year, but the average attendance was 5 more. The elementary course covers 2 years, and students, to enter the advanced course, must be familiar with the first year of the elementary course. Instruction was given in elocution, calisthenics, vocal music, drawing, and penmanship throughout both courses. There were 39 graduates in 1882, of whom 25 graduated from the advanced course; all the graduates engaged in teaching.

Graduates of the school (who comprise about 11 per cent. of all the teachers in the State) are permitted to teach without further examination. The school receives $20,000 annually from the State. A model school connected with the institution had an enrolment of 420 pupils, under 24 instructors. It furnishes students of the normal school an opportunity for observation and practice teaching; its course of study is graded from elementary English through high school studies, and boys may be thoroughly prepared in it for any class in college.

FARNUM PREPARATORY SCHOOL, BEVERLY.

This institution receives aid from the State, acts in conjunction with the normal school in preparing teachers for the public schools, and its graduates are received into the senior class of the advanced course of the State normal school. Its departments are primary, intermediate, preparatory, and senior. Instruction is given in music, drawing, and painting, French, and German, and pupils are prepared for business or college. The average attendance during the year was 114.

OTHER NORMAL TRAINING.

The *Newark Normal School* was established in 1879 to prepare teachers for that city. Its course of study covers a year, only graduates from the high school being admitted.

The special studies are mental and moral philosophy, theory and practice of teaching, and critical readings in English literature. The students spend two weeks or more in teaching in the city training school, 3 classes in this school being taught by them entirely. Resident instructors, 8; normal pupils in 1881–'82, 28, of whom 26 engaged in teaching. Three educational journals were taken, drawing and vocal music were taught, and there was a collection of casts, models, and other apparatus.

At *Hoboken*, the normal class heretofore noticed was continued on every Saturday forenoon during the school session. Fifteen graduates received certificates or diplomas. Instruction was given in the studies required for each grade, supplemented by ideas on teaching, plans for organizing schools, and methods of discipline. The registration for the year was 59; the average attendance, 41. The city teachers, forming a society for mutual improvement, met once a month for the discussion of topics connected with their work.

Jersey City continued the instruction given in former years in its high school to pupils that desired to prepare for teaching, and the report of the superintendent indicates that the number of such was 74 for the year. A training school connected with the high school gives opportunity for practice teaching.

TEACHERS' INSTITUTES.

During the year county teachers' institutes were held in the counties of Bergen, Cumberland, Essex, Hudson, Hunterdon, Middlesex, Monmouth, Morris, Passaic, Salem, Somerset, Sussex, Union, and Warren.

At Mount Holly, Burlington County, where many teachers have for several years met the county superintendent, Mr. Edgar Haas, monthly, in a voluntary institute, for systematic studies of an advanced character, an elementary course in English grammar, reading, arithmetic, and practical mensuration was pursued in 1881–'82. A similar association of teachers at Burlington, composed wholly of men, is reported by Superintendent Haas as having done superior work.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State report gives no definite information in regard to high schools in the State. In Elizabeth they were conducted in 3 buildings by 9 teachers, with an average daily attendance of 118, and in Jersey City High School 569 pupils were enrolled, with an attendance of 429 and 87 in the graduating class. High schools were also noted in Hoboken, Millville, Newark, New Brunswick, Orange, Paterson, Phillipsburg, and Plainfield, while there were high school departments also in the State Normal School, Trenton, in the city school system of the same place, and in the Farnum Preparatory School, Beverly.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and schools specially preparatory to college, see Tables IV, VI, and VII of the appendix, and for summaries of the same, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR MEN.

The *College of New Jersey*, Princeton (Presbyterian), in 1882 (the one hundred and thirty-sixth year of its existence), maintained its classical, scientific, and elective courses of former years, with a faculty of 37 members and an enrolment of 541 students. Of these 9 were fellows and 54 graduate and 18 special students. Regular courses of study occupy 4 years. The entrance, promotion, and graduation of students were determined by examination, and the degree of bachelor of arts was conferred only upon students who passed a satisfactory final examination. Thorough graduate courses in biology and palæontology have been established, open to graduates of this and other colleges and leading to corresponding degrees. Attached to the diplomas issued to students in these courses is to be a statement that the degree has been awarded for proficiency in the above sciences. Any candidates for a degree who pass a satisfactory examination may compete for prizes, scholarships, and fellowships offered in the classes or departments with which they are connected. Biblical instruction is given each week by the president and 3 professors.

Rutgers College, New Brunswick, in the one hundred and twelfth year of its existence, reported for 1882 classical, scientific, special, and graduate courses, with a faculty of 15 members and 134 students, 15 of them graduates. The courses for graduation as bachelor of arts and bachelor of science cover 4 years. For higher degrees there are

graduate courses covering 2 to 5 years. French, German, Greek, and Latin enter into the regular A. B. course and Hebrew is offered as an extra study during the senior year for students intending to enter the ministry.

St. Benedict's College, Newark, and *Seton Hall College*, South Orange (both Roman Catholic), reported for 1881–'82 preparatory departments and classical and commercial courses of study; the former had 68 students, and the latter 100. The preparatory department at St. Benedict's embraces only elementary English studies. The standard at Seton Hall has been raised.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

For statistics of schools of this class reporting for 1881, see Table VIII of the appendix, and a summary of it in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Rutgers Scientific School (constituted by act of the legislature the State College of Agriculture and the Mechanic Arts) presented for 1881–'82 full 4-year courses of instruction in civil engineering and mechanics, in chemistry and agriculture, and special courses in chemistry and agriculture covering 2 years, each 4-year course leading to its corresponding degree, while certificates alone are given to those students who pursue to their completion the special 2-year courses.

The *John C. Green School of Science*, connected with the College of New Jersey, Princeton, had 2 courses in general science: one of 4 years, leading to the degree of B. S.; the other, a course of at least a year in special departments of science for students who have received the first degree and are candidates for the degree of M. S. Students in the junior year desiring to devote to certain branches more than the usual time may elect one of 3 courses, which are in (1) mathematics and mechanics, (2) biology and geology, (3) chemistry and mineralogy. The course need not be selected before the close of the first term in the junior year. There is also a select course in physics that may be taken in the senior year by students that have chosen mathematics and mechanics. Then in the Green school there is a 4-year course in civil engineering, which for the first 3 years is the same for all, but in the fourth year may be varied by students showing marked advance in special branches of engineering. A course of 2 to 4 months, according to the preparation of the student, is provided for graduates of the school and special students intending to study medicine.

Stevens Institute of Technology, Hoboken, a school of mechanical engineering, offered in 1881–'82 a full 4-year course, each year divided into 4 terms, the first or preliminary term being devoted to experimental mechanics and shop work. The courses of instruction include mathematics, mechanical engineering and drawing, physics, chemistry, languages, and belles lettres. Admission, promotions, and graduation depend on the passage of examinations.

For statistics of these scientific schools, see Table X of the appendix, and a summary of the same in the report of the Commissioner preceding.

PROFESSIONAL.

Theology is the only professional training reported in 1882. The schools for it were the Theological Seminary, Princeton, the German Theological School of Newark, N. J., Bloomfield (both Presbyterian), Drew Theological Seminary, Madison (Methodist Episcopal), the Theological Seminary of the Reformed Church in America, New Brunswick, and the Diocesan Seminary of Seton Hall College, South Orange (Roman Catholic). The first 4 had full 3-year courses, with preliminary examinations for all who were not college graduates; the German Theological School had a 3-year preparatory course, and the instruction in theology at Seton Hall College was not separated from that of the collegiate course.

For statistics of theological schools, see Table XI of this volume.

SPECIAL INSTRUCTION.

EDUCATION OF DEAF-MUTES AND OF THE BLIND AND FEEBLE-MINDED.

The number of deaf-mutes educated by the State in special schools of other States was 156, number of blind 57, and of feeble-minded 41, and the cost to the State of such instruction was $69,616.

REFORMATORY AND INDUSTRIAL TRAINING.

The *New Jersey State Reform School*, for boys, Jamesburg, reported for 1882 the number of boys that had been in the institution during the year to be 419, embracing some col-

ored, 322 remaining under instruction October 31. They were taught the elementary English branches, with farm and shop work and brick making. The value of all the school property was $40,048 and the value of the farm products for the year $9,689.

The *State Industrial School*, for girls, at Trenton, reported 51 inmates during 1882, their average age being 14½ years. They received instruction in the common English branches; also, in sewing and house work. Particular attention was given to their moral and religious training.

The *Newark City Home*, a reformatory and industrial institution for boys and girls supported by the city, reports 74 received and 72 paroled during the year, leaving at the close of 1882 156 inmates. All are given school instruction, with vocal music; the boys are taught brush making and farming; the girls, tailoring, dressmaking, and plain sewing.

EDUCATION OF ORPHAN AND DEPENDENT CHILDREN.

Among the institutions of this class reporting are the West Jersey Orphanage, Camden, for destitute colored children; the Children's Home, Mount Holly, and the Newark and Paterson Orphan Asylums. These schools seem to be doing good work and are said to be conducted by earnest men and women. For statistics of these and similar institutions, see Table XXII of the appendix.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The New Jersey State Teachers' Association held its twenty-fifth annual meeting at Newark, December 26–27, 1882, President W. L. Dickinson, of Jersey City, in the chair. In his address of welcome the president warmly advocated the proposition that teachers should be men and women of thought and action, stimulating scholars to learn without too much explanation; he thought they should belong to the board of trustees and assert the dignity and importance of their position. Superintendent De Graff presented a paper on "A new departure in teachers' institutes," and offered resolutions that the association request the legislature at its next session to repeal the law for county institutes and establish for each congressional district a school to hold an annual 4-week session for normal training, $500 being given annually to each school. The resolutions were followed by a lively discussion and were finally referred to a committee, to be reported on at the next meeting. The general drift of sentiment appeared to be that normal training in some form was essential to right teaching, even for those who had passed through the school curriculum. The next day Principal Hasbrouck, of the Normal School, dwelt on the need of thoroughness in mental training. Papers were then read on the "Reformation of delinquents" and on "School libraries," followed by State Superintendent Apgar in defence of high schools, with an earnest appeal for retaining the county institute system. The resolutions relative to the system were referred to a committee, to be reported upon at the next meeting. Before adjournment, Randal Spalding, of Mont Clair, was elected president for the ensuing year.

CHIEF STATE SCHOOL OFFICER.

Hon. ELLIS A. APGAR, *State superintendent of public instruction, Trenton.*

[Term, 3 years.]

Mr. Apgar has served by successive reëlections since 1867.

NEW YORK.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5-21)	1,662,122	1,681,161	19,039	
Public school enrolment	1,021,282	1,041,068	19,786	
Average daily attendance	559,399	569,471	10,072	
Attending private or church schools	108,309	115,646	7,337	
Attending academies	31,114	34,171	3,057	
Attending normal schools	5,944	6,152	208	
Attending colleges	6,251	6,496	245	
Attending medical schools	3,069	3,011		58
Attending law schools	603	609	6	
Whole number under instruction	1,176,572	1,207,153	30,581	
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	11,248	11,257	9	
Average school term in days	178	176		2
Volumes in district school libraries	707,155	705,634		1,521
Public school-houses	11,894	11,914	20	
Number built of logs	78	76		2
Frame school-houses	10,073	10,100	27	
Brick or stone school-houses	1,743	1,738		5
Expended for houses, sites, repairs, &c.	$1,467,361	$1,525,426	$58,065	
Estimated value of school property	31,091,630	30,332,291		$759,339
TEACHERS AND THEIR PAY.				
Men teaching in public schools	7,669	7,123		546
Women teaching in public schools	23,157	24,110	953	
Whole number of teachers	30,826	31,233	407	
Number licensed by local officers	28,767	29,087	320	
Licensed by State superintendent	964	963		1
Licensed through normal schools	1,095	1,183	88	
Employed 28 weeks or over	20,731	20,902	171	
Number of institutes held	77	73		4
Teachers attending institutes	13,209	13,231	22	
Average monthly pay of teachers	$42 24	$43 28	$1 04	
INCOME, EXPENDITURE, AND SCHOOL FUND.				
Receipts for public schools	$10,895,765	$11,384,078	$488,313	
Expenditure for public schools	10,923,402	11,422,593	499,191	
Available State school fund	*a*3,276,602	*a*3,247,000		$29,602

a Not including the United States deposit fund, which in 1878 amounted to $4,014,521.

(From reports of Hon. Neil Gilmour, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction, elected by the legislature for a term of 3 years, has general charge of public school interests. Academic, collegiate, and professional training is under the direction of a board of regents of the university. Local

school affairs are in charge of school commissioners elected by the people for 3 years (one for each school commissioner's district) and of district boards of trustees, of 1 or 3 members in ordinary districts and of 3 to 9 members in union districts. Women may hold school offices and vote in school meetings.

OTHER FEATURES OF THE SYSTEM.

Public schools are sustained by the income of a common school fund, of the United States deposit fund, and by State and local taxation. All residents of a district 5 to 21, and non-residents at the discretion of the trustees, are admitted, except Indian youth on reservations, for whom other provision is made. Separate schools for colored children may be established by the school authorities of cities or of union districts, but facilities for instruction equal to those in the schools for white children must be provided in them. Districts, to be entitled to their share of the public school funds, must have sustained a school taught by a qualified teacher for at least 28 weeks the preceding school year, and no public school moneys may be paid to an unqualified teacher. To be legally qualified a teacher must have a normal school diploma or a certificate of qualification from the State superintendent, school commissioner of the district, or school officer of a city authorized by special act to grant a certificate.

Provision is made in the law for district libraries, union or graded free schools with academic departments, teachers' institutes, and State normal schools; also, for the instruction of the deaf and dumb and the blind, for children in orphan asylums, for the care and instruction of idle and truant children, and for the compulsory attendance of children between 8 and 14 on some school for at least 14 weeks in each year, unless instructed at home in the common school branches. The employment during school hours of any child under 14 who has not received this amount of instruction during the year preceding is prohibited under a penalty of $50.

Free instruction in industrial drawing must be provided in all cities and in union and free school districts under special acts, unless such districts are excused by the State superintendent. All State normal schools must teach this branch.— (School laws.)

GENERAL CONDITION.

The statistics show an increase of 19,000 in youth of school age, of more than that number in public school enrolment, and of over 10,000 in average daily attendance, while, with the increased number of students in colleges, academies, normal and law schools, the whole number reported under instruction was over 30,000 greater than the previous year. Nearly half a million of dollars more was expended for public school purposes; more teachers were employed, at an increased average monthly salary; and over $58,000 more were spent for school-houses, school furniture, &c., although the estimated value of all school property was reported less than in 1881. "For many years there has been an annual increase in the number of teachers employed for the full legal term of school," a fact which, the superintendent thinks, shows an increasing interest in educational work, besides furnishing encouragement to teachers. The number of volumes in district libraries has been decreasing year by year, although the sum of $50,000 is annually appropriated for the purchase of books. This amount was in 1881–'82 divided nearly equally between the 744 city and the 11,257 rural school districts, the latter receiving, on an average, a little more than $2 each. The money, however, in a large majority of the rural districts, was used for the payment of teachers, the law authorizing this when the amount is less than $3. The superintendent advises that the annual appropriation for district libraries should be discontinued or else that the law be so amended as to materially improve the libraries.

A new plan was adopted at the last institute examination of teachers which has given general satisfaction. It had previously been required that each applicant for a certificate should pass in all the subjects prescribed. Now, should they fail in any branches, they are to receive credit for those in which they are successful, and are not required to pass an examination in them again, but only in those in which they failed. They must, however, pass in all the subjects within 3 years. The method of granting State certificates on examination, instead of on recommendation, required by a law of 1875, has been productive of much good in raising the standard of teachers' qualifications.

INSTRUCTION OF INDIAN YOUTH.

The report for 1882 gives 1,723 as the number of Indian children of school age in the State, the number of these enrolled in school as 1,169, and the average daily attendance as 645. One new school-house was in process of erection and 2 more were needed. The receipts for the year were $8,595; expenditures, $8,243.

NEW LEGISLATION.

No notice of any important changes in the school code has reached the Bureau except the following: (1) One requiring supervision of teachers' classes in academies and union schools from school commissioners, with some additional provisions as to incorporation of academies; (2) one forbidding the incorporation of collegiate institutions without the approval of the regents of the university; (3) one amending regulations as to admission to the bar of students from law schools or attorneys' offices.

KINDERGARTEN.

For information as to schools of this class, see Table V of the appendix.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

The schools of cities and incorporated villages not under special charters are, like other union school districts, governed by boards of education elected by the people for 3 years, one-third going out each year. A large number of the cities, however, have special school organizations under municipal charters; but all are under the supervision of boards variously styled boards of education, of trustees, or of supervisors, generally elected by the people. Nearly all the larger cities also have superintendents of schools. In New York City the mayor appoints the board, which is composed of 24 commissioners. He also appoints 24 school inspectors, 3 for each of the 8 school districts into which the city is divided. A superintendent of schools and 7 assistant superintendents are appointed by the board, also 5 trustees for each ward.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Albany	90,758	35,411	13,984	9,350	233	$208,783
Auburn	21,924	7,389	3,238	2,284	66	40,133
Binghamton	17,317	4,778	3,000	2,382	75	47,482
Brooklyn	566,663	200,000	*a*92,197	*a*54,894	*a*1,298	1,148,587
Buffalo	155,134	*b*56,000	20,687	15,689	453	316,115
Cohoes	19,416	8,624	3,671	*c*1,604	*d*48	35,286
Elmira	20,541	6,233	3,959	2,874	80	63,677
Hudson	8,670	3,260	1,620	795	22	13,181
Ithaca	9,105	2,780	1,946	1,377	33	30,015
Kingston *e*	8,780	2,779	1,660	1,106	32	36,860
Lockport	13,522	4,000	2,610	1,448	44	30,513
Long Island City	17,129	6,128	4,190	2,138	50	39,917
Newburgh	18,049	6,273	3,376	2,118	55	45,824
New York	1,206,299	397,000	229,847	*f*136,982	3,544	3,558,304
Ogdensburg	10,341	3,728	1,916	1,236	33	21,970
Oswego	21,116	7,996	3,551	2,577	66	47,741
Poughkeepsie	20,207	6,002	3,009	2,046	62	35,853
Rochester	89,366	37,000	13,381	8,788	270	214,179
Rome	12,194	3,129	1,810	1,206	31	16,012
Schenectady	13,655	4,913	2,449	1,602	41	29,404
Syracuse	51,792	19,710	9,447	7,224	187	142,425
Troy	56,747	19,000	8,253	5,367	137	108,688
Utica	33,914	12,521	5,578	*g*3,542	*h*117	76,403
Watertown	10,697	3,348	1,889	1,265	45	30,117
Yonkers	18,892	7,170	3,073	1,778	43	66,654

a Besides the numbers here given, the evening schools enrolled 5,406, had 3,262 in average attendance, and employed 200 teachers.
b Estimated in 1880.
c Including 120 in evening schools.
d Including 17 in evening schools.
e These statistics are for the Kingston school district only; the population of the city in 1880 was 18,344.
f Including 9,786 in corporate and 6,833 in evening schools.
g Including an average attendance of 109 in evening schools.
h Including 7 teachers in evening schools.

ADDITIONAL PARTICULARS.

Among several cities and villages containing 7,500 or more inhabitants, besides those enumerated in the above table, Hornellsville and Middletown had school systems organized under special acts, but no report of their statistics has been received for the year 1882.

Albany reports a new school building finished, with seats for 448 pupils and costing $17,642, and another commenced which will accommodate 600 pupils and cost about $25,000, exclusive of site. The tendency towards a decrease in attendance apparent in

the two previous years was arrested in 1882. While the registry remained about the same as the previous year, the average membership increased by 344 and the average attendance by 364. The half day absences fell off 11,898 and the cases of tardiness 2,794. The experience of individual schools tended to show that the effort to reduce tardiness need not result in an increase of half day absences. There were 650 cases of truancy, though the number of truants was only about 500. An inquiry made by the police, at the instance of the board of education, showed that there were on the streets at one time 28 truants and 132 non-attendants at school between 6 and 16 years of age. The establishment of an ungraded school for such children is recommended.

In December the board, after carefully considering the arguments pro and con, decided to suppress the forenoon and afternoon recesses, allowing a longer intermission at noon and dismissing pupils half an hour earlier in the afternoon. The first and second year classes were allowed 10 minutes of recess during the sessions and individual recesses were given freely on request. At the end of 3 months reports from all the schools as to the practical workings of the plan were so favorable that the new schedule was made permanent. The course of study continued substantially as before. The rehearsal of short quotations was made a part of the daily exercises in all the grades. Drawing continued to be taught with enthusiasm, and the influence of this instruction has already been seen in the workshops and studios of the city. Satisfactory progress in music was made. There was a reduction of about one-half in cases of corporal punishment and this without any increase in the number of suspensions. The schools are learning to do without the infliction of pain as a means of discipline, the proportion of pupils now subjected to it being but 1 in 3,300. The high school reports a year of successful work. A training department for teachers has been added to its curriculum. Of 233 teachers employed (only 24 of them men), 109 were graduates of the high school, 64 of normal schools, and 12 of colleges.

In *Auburn* the schools are graded as primary, grammar, and high, each department occupying 4 years, and the last having two courses, an academic and a classical. No new departures were made during the year in methods of teaching or in school management. Instruction in industrial drawing and in vocal music was given in all grades by special teachers. There was an increase of 124 in the number of pupils enrolled and of 65 in the average number belonging. As in 1880–'81, there was a decreased attendance in the advanced grades, owing to opportunities for employment offered by prosperous business interests. The sanitary condition of the schools was good, but some of the rooms were so crowded that a new building was ordered. The most pressing need of the school system was some suitable provision for the idlers and truants of the community.

Binghamton provides public school accommodations for 3,011 pupils, a few more than the number enrolled, in 9 school buildings, the latter valued, with other school property, at $204,367. The schools were classed as primary, grammar, and high and were taught 195 days.

Brooklyn reports an increase of 2,197 in pupils enrolled and of 12 in teachers employed. The per cent. of average attendance on the number enrolled was 59.5; on the average enrolment it was 88.5. It appears that attendance is kept down by the lack of school accommodations, which have been insufficient for years. While there was room for additional pupils in the higher grammar grades, the primary and lower grammar grades were overcrowded, and to reduce the latter to reasonable numbers and furnish accommodations for the children excluded 15 new primary school buildings were needed. The attendance in evening schools increased during the year, but not so much as that in day schools. Over 8,200 pupils were enrolled during the fall term and 5,406 during the spring term, the average attendance in each being about half these figures. Considering the few years that are spent by a majority of the public school children in school, the superintendent urges the importance of organizing an introductory class for children 5 to 7 years of age, in which such instruction should be given as would awaken a desire for knowledge and create some aptness in its acquirement; also, the adoption of Kindergarten methods in the regular school work of the lower grades. He emphasizes the necessity for a more generous support of the public schools and renews a former recommendation for the establishment of two training schools for teachers.— (City report, 1882.)

In *Buffalo*, with an increase of 2,081 pupils enrolled and of 1,134 in average attendance, under 13 more teachers, there was a decrease of $542 in public school expenditure. The average attendance was greatly lessened by sickness among the pupils, which, in some cases, led to closing the schools. Of the 20,687 pupils attending, only 5,460 were native Americans, 10,301 were Germans, 2,633 Irish, and 2,293 belonged to other nationalities. The system comprised 35 school districts and 55 grammar school buildings, of which 42 were district property, 36 of the latter being built of brick and 6 of wood. The rented buildings were unfit for school purposes, being too small, devoid of sanitary appliances, and ill ventilated. In several districts, moreover, the school accommodations, inferior as

they were, proved inadequate, many children being kept away through the want of room, while others remained out of school on account of the defective sanitary arrangements. The course of study, in the opinion of the superintendent, embraced more studies than can be pursued with advantage, and he thinks the least important subjects should be dropped, securing by this reduction more time for the studies of a practical character. Only 15 or 20 minutes, twice a week, can be given to drawing, and the same length of time, 3 times a week, to writing. More attention was given to the rudiments of music than previously. The German language was studied by about 2,000 pupils in 16 of the district schools and in the high school, under 17 instructors.—(City report.)

Cohoes, with public schools classed as primary, grammar, high, and evening schools, reports 1,983 sittings for study in 8 school buildings, valued, with other public school property, at $93,000. Public schools were taught 203 days during the year. There were about 600 pupils enrolled in private and parochial schools.

The *Elmira* public schools, classed as primary, grammar, and high, are taught in 8 buildings, affording 3,825 sittings for study. Besides the public school attendance above noted, there was an estimated enrolment of 631 pupils in private and parochial schools.

The public schools of *Hudson*, classed as primary, grammar, and high, were taught a term of 203 days in 8 buildings affording seats for 1,416 pupils. The estimated value of all property used for school purposes was $38,500. About 680 pupils were enrolled in private and parochial schools.

Ithaca reports an increase of 77 in youth of school age, of 28 in the number enrolled in public schools, and of 12 in average attendance. There was an increase in the number of days of absence, but diminished tardiness. The sanitary condition of the school buildings received careful attention and great improvements have been made within the last few years in respect to lighting, seating, warming, and ventilating. Very young children are taught reading objectively, the written names being associated with the objects represented by them. In the more advanced grades methods of instruction have improved; in English, pupils are taught to use language correctly before they take up technical grammar; in history, the endeavor is made to awaken a desire to know much more about persons and events than the text books contain; and birthdays of noted authors are set apart for memorizing and reciting choice selections from their writings. In the high school a few minutes each morning and an hour on Friday afternoons are devoted to talks by the pupils, who are expected, when called upon, to give extemporaneously what they have prepared.—(City report.)

The *Kingston* schools report a public school enrolment the same as in 1881, tardiness much less, order generally excellent, and corporal punishment seldom used. Commendable progress was made in drawing and good work was done in vocal music.—(City report.)

Lockport reports primary, grammar, and high schools taught for 194 days in 7 public school buildings affording 2,667 sittings for study and valued, with other property, at $105,000. About 500 pupils were enrolled in private and parochial schools.

Long Island City reports an increased enrolment of 353 in public schools and 9 more pupils in average daily attendance. The teachers showed more earnestness and diligence in their work and greater interest was taken by pupils in their studies. The expense for school books was 50 per cent. less than in previous years, a fact that is given as an indication that the character of teaching had improved.

In *New York* 298 schools under the supervision of the board of education and sharing in the public school funds reported an enrolment of 298,917 pupils, with 138,329 in average attendance, an increase for the year of 14,018 in enrolment and of only 3,769 in average attendance. Of these schools 48 were corporate, including industrial and reformatory schools, orphan asylums, &c.; 27 were evening schools; 2, a normal college and a training department; 1, a nautical school; 103 were grammar, 113 primary, and 4 colored schools. The grammar, primary, and colored schools report an increase for the year of 5,203 pupils in total enrolment, of 3,345 in average enrolment, and of 2,983 in average attendance, 91 per cent. of the average enrolment having attended every session during the year. About 66 per cent. of the pupils belonged to primary grades and 34 per cent. to the grammar schools, the same proportion as during 1881. Only about 26 per cent. of pupils who commence the lowest grammar grade enter the highest. Of the 3,544 teachers in all the schools sharing in public funds, 2,996 belonged to the primary, grammar, and colored schools and the training department, 209 of them being men and 2,787 women. Of 199 licenses to teach conferred during the year, 141 were given to women, of whom 49 were graduates of the Normal College. Provisional certificates, good for 6 months, are usually given to beginners; and, after satisfactory evidence of ability to teach and govern schools, a permanent license is given, which remains in force as long as the teacher retains the position and does good work. Teachers can only be removed for cause after a hearing and on the decision of the city superintendent and two inspectors, from whom an appeal lies to the State superintendent; by this stability in the ten-

ure of office a better quality of instruction is secured than would otherwise be possible. All the public schools improved in reading, the primary schools in spelling also, and nearly all in discipline, writing, and arithmetic. Discipline is carried on without corporal punishment, which is prohibited; pupils are kept so busy that there is little time for disorder or mischief. Only 10 classes out of 2,567, enrolling 20,000 children, or less than one-half of 1 per cent. of the classes, were found, on examination, to be notably deficient in discipline; and this result was obtained without frequent resort to suspension, there having been only 87 cases of this during the year. Marked progress has been made during the past 5 years in drawing, which is by State law a part of the course of study in all city public schools. Of the 2,500 classes examined in 1882, the work of 83 per cent. was excellent; of 15, good; and of 2, either fair or indifferent. The method of teaching music had also improved: there was less memorizing of exercises, with more attention to reading music at sight. Good results are reported in the study of German and French, which are taught in 86 out of the 103 grammar departments — German in 75, French in 11 — 29 special teachers being employed. The law allows the introduction of these branches as optional studies in any grammar department in which they are desired by the parents or guardians of at least 30 pupils. Improvement is reported in the sanitary condition of many of the schools. The means of ventilation were as good as in most public buildings; the modes of egress were, as a rule, ample; and the careful attention given to sanitary matters had favorably affected the health of pupils. Still there were some overcrowded class rooms, principally in the primary departments, showing the necessity for several additional school buildings.

The 27 evening schools, with 18,792 enrolled and 6,833 in average attendance, were divided into senior and junior schools; the former, having an optional course in reading, arithmetic, penmanship, book-keeping, and composition, admit only pupils 16 years old and over; the latter have a graded course in the elementary branches and admit pupils 13 to 18. In all there were classes for the instruction of foreigners learning English. The superintendent reports excellent discipline and instruction and general results fully justifying the expenditure for the support of evening schools. The 48 corporate schools enrolled 27,673 pupils, of whom 9,690 were in average daily attendance, under 204 teachers. Of these, 21 were sustained by the Children's Aid Society and 12 by the American Female Guardian Society. The instruction, which is improving year by year, was reported either excellent or good during 1882 in all the schools of the Children's Aid Society and in all but one of the Female Guardian Society. Classification and methods of instruction now conform to those of the public schools. Thousands of children who would otherwise find it difficult to attend school are instructed, some being able to attend only half a session each day, others even less.

The nautical school gave instruction to 98 boys during the year in the common English branches, as well as in practical seamanship. This school, established 9 years ago for the purpose of teaching seamanship to such young men as wish to become sailors, has proved a success. The demand for its graduates now exceeds the supply.

The board of education has made the enforcement of the compulsory education law one of the duties of the city superintendent, who is assisted in it by 12 agents of truancy. Their work during the year 1882 was satisfactory, both in character and amount. The efficiency of the truancy department increases with time and experience, though the complete enforcement of the law is an impossibility in some wards, inasmuch as the school accommodations are not sufficient for the children who desire to attend. The number of non-attendants placed in school during the year was 882, an increase for the year of 480. Nearly half of these were children of Italian birth or parentage, and about 800 other Italian children were placed in school by their parents, who had been aroused by the measures taken to secure attendance. During the year 2,495 cases of truancy received attention, and 1,617 of these were believed to be corrected, having been reported only once; of 878 who were reported more than once, 345, or 18 per cent. of the total number, were regarded as more or less incorrigible, a large decrease when compared with the returns of the previous year. Twice a year, and oftener if necessary, an examination is made into the condition of children employed in manufactories and other establishments. Employers cheerfully give their assistance in securing the enforcement of the law forbidding the employment of children who have not the certificates required. The good influence of the compulsory education act is shown by the fact that there were 1,764 fewer arrests and commitments of children 8 to 14 during the 5 years after its passage than during the 5 preceding years, a decrease of 29 per cent. The superintendent recommends the establishment of a reform school and three schools for truants or non-attendants, who are to be from them transferred to the public schools on proof of amendment, or, if incorrigible, to the reform school for confinement, discipline, and instruction.— (City report, 1882.)

Oswego.—Public schools, classed as primary, grammar, and high, were taught 194 days in 14 school buildings, capable of seating 3,610 pupils and valued, with other school prop-

erty, at $173,880. Over 1,300 pupils, it is estimated, were attending private and parochial schools.

Poughkeepsie reports a prosperous year in the public schools, progress having been made in all the grades, the most marked being in reading, writing, and drawing. The half day plan for the younger children proved satisfactory, resulting in a continued increase in promotions, good health of the children, and in a reduction of expenses; had it not been adopted, additional buildings must have been provided. The public library is extensively used and received from citizens important gifts both in money and books. There were 33,636 volumes circulated during the year, of which 21,221 were fiction, 6,630 juvenile, and 5,785 miscellaneous.—(City report.)

Rochester reports public schools, classed as primary, grammar, and high, taught 196 days, in 27 buildings, containing accommodations for 13,030 pupils and valued, with other property, at $501,039. There was an estimated enrolment in private and parochial schools of 3,500.

In *Rome* the public schools, classed as primary, grammar, and high, were taught 197 days in 8 buildings, capable of seating 2,000 pupils and valued, with other school property, at $71,000. About 365 pupils attended private and parochial schools.

In *Syracuse* the total public school enrolment was slightly greater than during the previous year. The percentage of attendance on the average number belonging (96) remained about what it had been for a number of years past. Comparing the average number belonging with the enrolment, or the latter with the school population, the figures are not so favorable: only about 80 per cent. of the number enrolled were in average attendance, only a little over 50 per cent. of the youth of school age were enrolled, and only 186 of the whole number were over 16 years of age. More than ample accommodations are provided, there being 1,092 more seats than the average number belonging and 1,430 more than the average daily attendance. Some needed repairs were made in the school buildings; and here, as elsewhere, increased attention has been given to the sanitary condition of the schools, particularly in regard to the care and preservation of the eyesight of pupils. The high school had 483 pupils enrolled, 346 in average attendance, and graduated 45; the department for the training of teachers graduated 23. An ungraded school which had been sustained for 20 years past for the benefit of boys and young men who were employed during the greater part of the year, and which usually enrolled from 50 to 150 pupils, was discontinued in 1882 for want of funds. The evening school would also have been suspended for the same cause but for the generosity of Mr. William A. Sweet, who furnished means to pay the teachers. The school was open 4 months and gave instruction to 30 or 40 young men 4 evenings of the week.—(City report.)

Utica reports 34 public schools, including primary, intermediate, advanced, academic, ungraded, and evening schools, a slight increase in enrolment, and a decrease in the number of cases of tardiness, which amounted to only 1 for each pupil, while 10 years ago there were 3 for each. The results of the year's work are considered very satisfactory. There was a general interest in the cause of education, and the people responded promptly to every demand for the improvement and extension of school facilities. An increase of population had rendered necessary additional school accommodations and a new building had therefore been commenced. The sanitary condition of the schools was satisfactory. The annual examination showed that progress had been made in every department of study and especially in spelling. Two evening schools had 334 pupils enrolled. The academy had 172 in attendance and graduated 42, of whom 26 had completed a 4-year course, 8 one of 3 years, and 8 a normal course of 2 years. The city library was reported in good condition. There was a marked improvement in the choice of books, the call for works of light fiction having been reduced from 68 to 54 per cent.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Eight normal schools have been established by the State, situated at Albany, Brockport, Buffalo, Cortland, Fredonia, Geneseo, Oswego, and Potsdam. An annual allowance of $18,000 is made by the legislature to each school, besides special appropriations, which are granted from time to time. The State superintendent has the supervision of all these schools, the regents of the university being associated with him in the case of that at Albany. These schools enrolled 6,170 pupils during the year, of whom about 3,000 were engaged in normal studies, preparing to teach, and 246 (49 men and 197 women) were graduated. The Albany school has graduated 2,584 pupils since its opening in 1844; the Brockport school, 281 since 1867; Buffalo, 242 since 1871; Cortland, 343 since 1869; Fredonia, 300 since 1868; Geneseo, 204 since 1871; Oswego, 1,060 since 1863, and Potsdam, 235 since 1869, a total of 5,249 graduates since the establishment of the first school in 1844.

In view of the fact that only 1,183 of the 31,233 teachers employed in the State during the year were graduates of the normal schools, the question has been asked whether these schools are worth what they cost. But the State superintendent suggests that in answering this question it should be borne in mind that the many who attend only a few terms and engage in teaching before graduating derive much benefit from their limited course and are far better teachers than they could be without such training; also, that those schools which are taught by persons who are graduates of normal schools are practically subnormal schools, and thus the influence of the system is extended.

To gain admission to these schools pupils must be at least 16 years of age (the Albany school requiring young men to be 18) and have good health and average abilities; they must pass a fair examination in reading, spelling, geography, and arithmetic (as far as the roots), and be able to analyze and parse simple sentences. Each county is entitled to twice as many pupils as it has representatives in the assembly. Appointments are made by the State superintendent, subject to the required examination, on the recommendation of the several school commissioners or city superintendents of schools, whose duty it is to use every reasonable means to secure the selection of suitable candidates. Tuition and the use of text books are free, and to those who remain a full term the amount of fare necessarily paid in travelling is refunded.

Three normal courses of study are arranged, an elementary of 2 years, an advanced English of 2, and a classical of 3, the last two courses requiring a preliminary examination on the first year of the elementary course. The school at Albany provides a single course; the other schools had students in both elementary and advanced courses. Besides the above strictly normal courses of study there are academic departments connected with all these schools, except those at Albany and Oswego. All have schools of practice attached to them, those at Oswego and Fredonia including also Kindergarten departments. The Potsdam school superintendent reports certain changes made during the year in the building, rendering it more convenient, and the beginning of a natural history museum. Methods of teaching geography and grammar were improved, there was a larger enrolment of normal and academic students than ever before in the history of the school; and a demand arose for teachers for union and graded schools, especially for those fitted to teach Latin and Greek, which it was impossible to supply. Greater attention is to be paid hereafter to methods, rendering the school more strictly normal.

OTHER NORMAL TRAINING.

The New York *Normal College* has come safely through the transition from a 3 to a 4 year course of study. By this change it is hoped to reduce the number of graduates until the supply shall be only sufficient to meet the demands of the public schools, besides giving the apprentice teachers an additional year of training. Notwithstanding this lengthening of the course the number of students increased during the year from 1,214 to 1,435. Such was the crowded condition of the college that for the first time in its history the drawing room was used for recitations; and such was the rush for admission to the model department that it became necessary to adopt measures to prevent overcrowding. That the college is doing good work is clearly indicated by the fact that parents are very anxious to have their children in its schools. During the year 1,692 children, mainly residents of the immediate neighborhood, were instructed by 588 pupil teachers, under the careful supervision of a superintendent, a teacher of methods, and 25 critic teachers. Owing to the addition of another year to the course of study there were no graduates in 1882, except 49 of the class of 1881, who chose to take the additional year as post graduates.—(Report of normal college.)

A training department belonging to the Syracuse high school, which gives a year of special study and practice in normal methods, graduated 23 pupils during the year; 8 students were graduated from the 2-year normal course of the Utica high school; and it was decided by the Albany board of education to organize a normal department in connection with the high school course of study of that city. Alfred and St. Lawrence Universities, when last heard from, provided courses of study for those desiring to become teachers, and Elmira College instituted in September, 1882, a teachers' class of 2 years.

Several schools for the training of teachers in Kindergarten work report from New York. Their statistics may be found in Table III of the appendix.

TEACHERS' CLASSES IN ACADEMIES.

Classes for the preparation of teachers are found in 80 academies and union schools. A law of 1877 authorizes the regents of the university to designate those schools in which instruction shall be given in the science and practice of common school teaching. Until 1882 no provision for their supervision had been made, although the want of it had been long felt. The present law provides that each class shall be subject to the visitation of the school commissioner of the district in which the academy or union school is situated; he

is also required to assist in the organization, management, and final examination of the classes, and to report thereon to the regents of the university.

TEACHERS' INSTITUTES.

Teachers' institutes were held during 1882, as in the previous year, in 58 counties; in 1882 they numbered 73 and enrolled 13,231 teachers, a slight increase over the attendance of the previous year. The cost to the State was $16,040.72, or an average of $276.56 for each county and of $1.21 for each teacher. The importance of these institutes is insisted on by the State superintendent and by reports of institute conductors published by him. One says the testimony as to their good results from commissioners, trustees, and patrons of schools is nearly universal. Another says that besides the original purpose of the institute, that of assisting young and untrained teachers, institutes have supplied a need felt by all classes of teachers, afforded a means of disseminating the latest views of teaching, of making general the gains in particular places, of unifying the teaching over wide areas, and of stimulating teachers to increased efforts. Another reports that institutes have resulted in an increased use of improved processes of school work not only in cities and villages, but in country districts, and in a marked increase of teaching power among teachers.

EDUCATIONAL JOURNALS.

Much educational information, very useful to teachers, was furnished in 1882 by the following educational journals: The School Bulletin, organ of the State Teachers' Association, a monthly, in its eighth volume; the School Journal, published weekly at New York City, in its twenty-fourth; the Teachers' Institute, published monthly at the office of the School Journal, in its fourth; the Kindergarten Messenger, published monthly at Syracuse, in its sixth; the Industrial News, published monthly by the Inventors' Institute, Cooper Union, New York City, in its third; the Scientific American, New York City, in its forty-sixth; the Penman's Journal and Teachers' Guide, New York, in its sixth; and The American Missionary, under the American Missionary Association, in its thirty-sixth. The last gives information in regard to the instruction of the colored race, the Indians, and the Chinese, but is specially devoted to the interests of the colored people.

SECONDARY INSTRUCTION.

ACADEMIES AND HIGH SCHOOL DEPARTMENTS.

Reports were received by the regents of the University of New York from 84 academies and 173 academical departments of union schools which were entitled to receive aid from the public school funds, all having an enrolment of 34,257 pupils, under 1,304 teachers, 9,874 of the students being allowed as academical out of 10,175 claimed as such. The academies are incorporated institutions, managed by boards of trustees; the academical departments are a part of the public school system and supported by taxation, but under the visitation and inspection of the board of regents in respect to their educational affairs and sharing equally with academies in the distribution of the literature fund. The conditions under which charters may be granted to academies and academical departments received under visitation were amended by the regents in July, 1882, with a view to raising their standard. The changes, however, refer chiefly to the equipment of the institutions, the old regulations having been made nearly half a century ago, when the State was poor and sparsely populated. Under the new rules academies must possess at least $5,000 above all encumbrances; their debts must not exceed one-third of the value of their property, which must include buildings worth at least $2,000, a library of suitable books, worth at least $500, and apparatus of equal value for instruction in physics, chemistry, and natural history. It must also appear that there is a reasonable prospect that the institution will be suitably supported and that it will be attended by at least 25 academical students.

The regents renew their recommendation to the legislature that measures be taken to increase the amount for distribution among the academies. The income available from the literature fund, $12,000 annually, is increased from the United States deposit fund to the sum of $40,000. This was the amount fixed on in 1840, when there were only 133 academies to participate in the distribution and only 10,881 scholars in attendance, the average amount for each academy in 1840 being $338, while for 1883 it will be only about $155.

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, see the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITY OF THE STATE OF NEW YORK.

This university, which is unique in character, was organized in 1784 and reorganized with enlarged powers and duties in 1787. It is composed of all the colleges, academies, and academic departments of union schools established in the State. The institutions included under the term college are such as are legally incorporated and possess the power to confer collegiate degrees; they include, therefore, colleges of arts, law schools, medical schools, and professional schools of science, but not schools of theology. A law of 1882 provides that hereafter no literary or scientific college shall be incorporated under the general act without the approval of the regents of the university.

The colleges of liberal arts incorporated in the university numbered 22; the instructors in them, 363; the students, 3,769; the graduates of 1882, 503; the whole number graduated from the beginning, 16,631.

The amount of property owned by all the collegiate schools under the regents' care, including schools of law, of medicine, and of pharmacy, as well as those of literature and science, was estimated in 1882 at $22,955,943, exclusive of debts, an increase of $4,432,265 over the valuation of 1881. Adding the property of the academic schools ($3,046,912 over debts in 1882) there was a total of $26,002,855 under the university system of the State. Cornell and Columbia together held property valued at $12,241,768.

LITERARY COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Of this class there were in 1882 connected with the university 17, which, given in the report for 1881 in the order of their age, are arranged alphabetically by their post offices as follows: Alfred University, Alfred; St. Bonaventure's College, Allegany; St. Stephen's College, Annandale; St. Lawrence University, Canton; Hamilton College, Clinton; St. John's College, Fordham; Hobart College, Geneva; Madison University, Hamilton; Cornell University, Ithaca; College of St. Francis Xavier, College of the City of New York, University of the City of New York, Columbia College, and Manhattan College, all in New York City; University of Rochester, Rochester; Union University, Schenectady (with professional schools at Albany), and Syracuse University, Syracuse.

Of the 17 mentioned, 13 were for young men and 4—Alfred, St. Lawrence, Cornell, and Syracuse—admitted young women also. In the whole 17 there were for 1881–'82, under 281 instructors, 3,198 students, of whom 435 were graduated. For the prevailing religious influences, if any, in the several colleges named, see Table IX of the appendix.

Six Roman Catholic colleges—St. Francis College and St. John's College, Brooklyn; Canisius College and St. Joseph's College, Buffalo; St. Louis College, New York City; and the College of our Lady of Angels, Suspension Bridge—and the Collegiate and Polytechnic Institute, Brooklyn (non-sectarian), are placed by the regents' report in the list of academic institutions.

All the colleges gave instruction in French and German, as well as in the traditional Latin and Greek, St. Stephen's, which prepares for a theological course, substituting Hebrew for German. Hobart College, preparing also to some extent for theological study, offered preliminary training in Hebrew, which language was offered, too, at Alfred and Madison Universities and at St. Bonaventure's College, all of which had theological courses. Sanscrit was offered at Cornell University and Columbia College, and Anglo-Saxon at both of these, as well as at Hobart College and Madison and Syracuse Universities. These offers were availed of at Columbia at least, which taught also Danish, Spanish, and Italian, and offered Icelandic. Cornell offered Swedish, Spanish, and Italian.

The College of the City of New York, formerly open only to students from the public schools, was in 1882 opened to all duly prepared male students residing in the city.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of the high grade collegiate schools that go to make up the 22 in the university, 5 are for young women only, namely: Wells College, Aurora; Elmira Female College, Elmira; Ingham University, Leroy; Rutgers Female College, New York City; and Vassar College, Poughkeepsie. All have courses embracing the full 4-year classical curriculum, with French and German (usually optional, instead of Greek), drawing, painting, and music, and they are all well equipped for their work. The requirements for admission at Ingham and Rutgers are considerably lower than at the 3 other institutions, where they are as high as is usual in the better class of colleges for men. The property of Vassar was valued in 1881–'82 at $1,019,572, and it received that year $3,000 for a scholarship fund. Wells College came into possession of $100,000 for endowment, additional to a like sum previously received from the same person (Hon. Edwin B. Morgan) for the same purpose; the gifts of Mr. and Mrs. Morgan to the college aggregate over

$260,000. In these 5 colleges there were for the year 80 instructors and 569 students, of whom 56 were graduated.

Besides the 5 regents' colleges, 21 other schools for young women claim place among those giving superior instruction, for statistics of which, see Table VIII of the appendix.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The United States Military Academy, West Point, established to train skilled officers for the Army, gives this training in a 4-year course, including the study of the English, French, and Spanish languages; international and military law; mathematics; drawing; natural and experimental philosophy; geography, history, and ethics; chemistry, mineralogy, and geology; tactics; civil and military engineering; ordnance and gunnery; and practical military engineering, military signalling, and telegraphy. The examinations are rigid, and students failing any year to reach the standard for promotion are turned back for at least another year of study or discharged. Out of the graduating class of 37 in June, 1882, 11 had been in the academy more than 4 years and 13 of its original members were in the following class. There were 191 students in 1881–'82, under 47 instructors.

The scientific instruction given under the university system of the State comprised (1) courses of general science in 17 collegiate schools belonging to the university, which were of 3 to 4 years in duration and differed from the classical courses mainly in the substitution of French or German for Greek or of both French and German for Latin and Greek, sometimes with mathematics and natural sciences in place of literary studies; (2) courses more specifically scientific, such as the courses of 4 years each at Cornell University in agriculture, in architecture, in mechanic arts, in civil engineering, in analytical chemistry, in chemistry and physics, and in natural history; and the 6 others, also of 4 years, at Columbia College, in mining engineering, civil engineering, metallurgy, geology, analytical and applied chemistry, and architecture. Besides, there were civil engineering courses of 4 years each at Union College, Schenectady; at Syracuse University, Syracuse, and at Rensselaer Polytechnic Institute, Troy, with one of 3 years at the University of the City of New York and a graduate course of 2 years in the College of the City of New York. Columbia College had a school of political science for graduates, with a 3-year course leading to the degree of PH. D.

For statistics of scientific schools, see Table X of the appendix; for a summary of them, a corresponding table in the report of the Commissioner preceding.

PROFESSIONAL.

Theology.— A graduate course in theology of 1 year at St. Lawrence University, Canton (Universalist), and courses of 3 years, meant to follow a collegiate course, were continued in 1881–'82 in connection with St. Bonaventure's College, Allegany (Roman Catholic), and Madison University, Hamilton (Baptist), of the institutions forming a part of the University of the State of New York. Besides these there were the following theological schools: Auburn Theological Seminary, Auburn (Presbyterian); De Lancey Divinity School, Geneva (Protestant Episcopal); Hamilton Theological Seminary, Hamilton (Baptist); Hartwick Theological Seminary,[1] Hartwick (Lutheran); General Theological Seminary of the Protestant Episcopal Church, New York; Union Theological Seminary, New York (Presbyterian); Rochester Theological Seminary, Rochester (Baptist); Christian Biblical Institute, Stanfordville (Christian); St. Andrew's Divinity School, Syracuse (Protestant Episcopal); Seminary of Our Lady of Angels, Suspension Bridge; and St. Joseph's Provincial Seminary, Troy (Roman Catholic). All appear to have had 3-year courses except the Roman Catholic, which mingle collegiate and theological training. Union Theological Seminary, New York, has beyond its 3 years a graduate course of another year.

Law.— Four schools of law connected with the University of the State of New York for 1881–'82 reported to the regents 609 students, under 24 instructors, and 245 graduates, making a total of 2,850 graduates in law since the establishment of the university. These schools are the Albany Law School, Albany, a department of Union University; Maynard-Knox Law School of Hamilton College, Clinton; School of Law of Columbia College, New York; and the department of law in the University of the City of New York. All had, for the year reported, courses of 2 years, covering 35 to 38 weeks each year, for students that had no preliminary legal training, Albany taking off a year for any one that had previously read law for that time. Columbia required an examination for admission of students not shown to be college graduates who seek to get a degree from the law school, this examination being in the literary studies preparatory to the collegiate course. Its subsequent course appears to be exceptionally thorough also.

[1] A German-Lutheran theological school is also connected with Martin Luther College, Buffalo.

Under the laws of New York State, admission to the bar is regulated by the court of appeals, which promulgated amended rules to take effect July 1, 1882. These provide that a person must show his fitness to begin the study of the law by passing the regents' examination, unless he is a college graduate, after which, being over 18 years of age, he must serve a regular clerkship of 3 years in an attorney's office, or 2 years if a college graduate. Time actually spent in a qualified law school in operation 8 months of each year will be accepted in lieu of that required in the clerkship, but "in no case shall an applicant be entitled to admission as an attorney and counsellor without having served a clerkship in the office of a practising attorney of the supreme court for the period of at least 1 year." Vacations of the law school may be utilized in serving the clerkship. On completing his preparation, the applicant must pass an examination in the law, conducted by the judges of the supreme court at a general term or by not less than 3 practising lawyers, of at least 7 years' standing at the bar, appointed by the court.

Medicine.—Out of 17 colleges connected with the university the education in which is in some branch of medical science and the degree from which is a medical degree, 15 reported to the regents for 1881–'82 a total of 258 instructors and 3,127 students, of whom 949 were graduated, making 15,409 graduates since the foundation of these colleges. Of the schools reporting, 7 were "regular;" 2, eclectic; 1, homœopathic; 1, dental; 2, pharmaceutical; and 2, veterinary. One homœopathic college, not reporting to the regents but sending its statistics to this Bureau, adds 21 instructors, 42 students, and 10 graduates to those above given; besides which the Woman's Medical College of the New York Infirmary, not on the regents' list, and yet a high grade school, reports 22 instructors, 41 students, and 9 graduates. The figures of these schools, added to the regents' summary, make 301 instructors, 3,210 students, with 968 graduates for the year and 15,428 from the beginning.

As a rule, these schools continued to require 3 years of study under a medical preceptor and attendance on 2 regular lecture courses covering from 20 to 35 weeks each. This last (which was the highest) requirement as to time was in the medical department of the University of Syracuse, next to which in this respect came the Woman's Medical College of the New York Infirmary, with 34 weeks. Both require preliminary examinations of students that present no evidence of literary qualifications and both have graded courses of 3 years, with examinations at the close of each year for promotion and graduation.

The diplomas of the College of Physicians and Surgeons, Buffalo (eclectic), and the United States Medical College, New York, of the same school of practice, are not recognized by the Illinois State board of health as valid in that State.

SPECIAL INSTRUCTION.

EDUCATION FOR POLITICAL LIFE.

This went forward, as in 1880–'81, at Cornell University, Ithaca, and at Columbia College, New York City; at the former, in a course in history and political science that covered 4 collegiate years, the requirements for entrance being those of the course in arts and course in science combined; at the latter, in a school of political science that covered 3 years from the opening of the fourth collegiate year. The studies at Cornell were for the first 2 years largely in language and history; for the last 2, in American history and in political science, theoretically and historically considered. At Columbia the first 3 years are those of the collegiate course; the remaining 3 embrace subjects proper to a course in political science.

TRAINING IN FINE ARTS.

The *College of Fine Arts, Syracuse University*, continued in 1882 its 4-year courses in architecture, painting, and music, the schedules in which indicate especial thoroughness. Wells College, Aurora, had still its instruction in painting, drawing, and music in its college of fine arts and conservatory of music; Elmira College, in its school of arts of design and school of music; and Rutgers Female College, New York, and Vassar College, Poughkeepsie, in departments of drawing, painting, and music.

The *University of the City of New York* taught painting and drawing in its school of art, under a highly trained instructor, and, in common with Cornell University, Columbia College, and the College of the City of New York, taught architectural, free hand, and mechanical drawing in its civil engineering course.

The *Art Students' League*, New York, is reported to have had 100 different models employed in the life and portrait classes of 1881–'82, starting a still life class in connection with the latter. Its painting class had 77 members; the antique class, 152; the sketch class, 80; the composition class, over 50. The school had a reserve fund of $5,000.

The *American Art School*, New York City, offered instruction in free hand drawing and all branches of painting, including mineral, oil, and water colors, with coloring for photographs; also, in wood carving, etching on linen, and all styles of art needlework.

The *Decorative Art Society*, Buffalo, had classes in drawing, designing, sketching from life, flower tapestry, and china painting, embroidery, and clay modelling.

In the *Misses Osgood's Art School*, New York, instruction was given in painting on silk, satin, and plush with oil and water colors; in object drawing, crayon, landscape and figure painting, painting on china, tapestry, wood carving, &c. The school is open summer and winter, and since its opening to June, 1882, 9,000 lessons are said to have been given. Other statistics are wanting.

The *Woman's Institute of Technical Design*, New York City (established 1881), in 1881–'82 gave instruction to 41 pupils in designing for carpets, wall paper, lace, silk, chintz, calico, oilcloth, linoleum book covers, wood carving, embroidery, &c. A Jacquard loom was used for demonstrating, and it was said that its value to the pupils could not be overestimated. The effort was to make the course of instruction thorough in all its details, its aim being to fit graduates to fill positions in the design room for any branch of industry which they may have pursued in the institute. There were 475 drawings made by the pupils during the school year. A course of adjunct lectures was given by practical workmen in the different designs, which was largely attended by the pupils and their friends. Of the 41 pupils of the institute, 32 received certificates.

TRAINING FOR SEAMANSHIP.

The Nautical School of the Port of New York, meant to train pupils in the elements of an ordinary school course as well as in the science and art of navigating and managing a ship, had in 1882, the ninth year of its existence, 98 pupils, a diminution of 9 from the preceding year. It is housed in the school ship St. Mary's, loaned for the purpose by the United States Government, and spends about 6 months each year in school work and the same in practical seamanship. The demand for graduates from it is said to far exceed the supply.

SPECIAL INSTRUCTION IN MUSIC.

The New York College of Music, incorporated by the State, 1879, in New York City, offered a thorough course of instruction in vocal and instrumental music. The building is adapted to the methods of the institution, permitting separate lessons to be carried on in all departments of music at once, without one disturbing another. The present accommodations and faculty are sufficient for the separate individual instruction of 700 students. Public benefit concerts are to be given by the students for the endowment of a scholarship fund, the benefit of which will be awarded only to pupils of exceptional talent and limited means. Diplomas in art and degrees in music are conferred on the recommendation of the director and faculty, under the authority of the State. The total number of students under instruction at the college in 1881–'82 was 854.

From the Baxter University of Music, Friendship, no information for 1882 has been received, nor any from the Voght Conservatory of Music, New York.

INDUSTRIAL TRAINING.

Cooper Union, New York City, besides 936 in a free scientific course and 60 in a free class of telegraphy, taught 1,227 in its free evening art classes and 711 more continuously in its art schools for women, all meant to prepare for profitable industrial work and in many instances securing it. Two hundred were taught also in a literary class, and as many more in a class in elocution. A free reading room, visited by about 1,500 readers daily for current publications, and a library of the established literature of the language and of books in popular science and knowledge aided still further in the work above indicated.

The *New York Trade School*, occupying a building erected in 1881 by the founder of the school, R. T. Auchmuty, aimed to make efficient and practical mechanics who might become self supporting tradesmen. Instruction was given in bricklaying and sanitary engineering, house, sign, and decorative painting. There were also special courses in mixing colors, in fresco painting, and in polishing and repairing hard wood. During 1881–'82 there were 52 young men instructed in the school.

The *Kitchen Garden Association*, New York, has in that city a school for teaching girls the various branches of household industry by an adaptation of object teaching. The instruction is embodied in 6 lessons, each requiring one month's application. These lessons comprehend the details of chamberwork, sweeping, dusting, and arranging rooms, washing, preparing and cooking meats, and making pastry. The work for the last year is said to have been in every way successful, and through this simple Kindergarten system the children acquire the order and neatness essential to household service. The society has also aided in organizing like schools in various other cities through the agency of a travelling teacher of the system.

The *Workingmen's School*, established by the Society for Ethical Culture at New York

City, combines common school studies with industrial training, laying the foundation of instruction in the Kindergarten and carrying it on in graded courses of 2 years each. In the first 2 years (from 7 to 9 years of age) clay prepared for the purpose is used instead of wood, with suitable tools for the work; from 9 to 11 the children use wood and a small saw; from 11 to 13, the scroll saw, to work in wood at first and later on in zinc. At 13, beginning the seventh school year, the pupils are admitted into the large field of carpentry, with the complete outfit of a workshop. No statistics of the number of youth in training have been received for 1882.

The *Children's Aid Society of New York City*, recognizing that the criminal classes are filled from the neglected and outcast children of the city, has sought by early care and instruction of the young to prevent crime, reasoning that it is more economical to check it in its beginning by care than in its advanced stages by punishment. Some of the results of its labors are that during the 28 years of its existence 1,343,166 lodgings have been furnished, 14,832 wandering boys have been returned to their friends, and 20,720 boys have saved and placed in the bank $55,567; that hundreds of thousands have been trained in its 21 industrial schools or taught in its 13 night schools; and that thousands have been refreshed and restored to health by its Sick Mission and Summer Home. During the year 1881–'82 8,456 boys and 1,058 girls were sheltered, fed, and instructed in the lodging houses, of whom 1,392 were furnished employment and homes in the country and 571 returned to their parents and friends. In the industrial schools there were 9,337 boys and 4,631 girls taught during the year by 89 teachers, with an average daily attendance of 3,676 pupils. In the sewing machine school, instruction was given to 323 girls, while others were taught dressmaking and laundry work. The Italian school had an average attendance of 706 pupils, and through the efforts of the Italian truant officer the streets are gradually being relieved of Italian vagrant children, whose education and industrial training form an important branch of the work of the society.

The *Brooklyn Children's Aid Society* has two industrial schools for children, in which the pupils are not only instructed, but clothed and fed at need; a sewing machine school for girls; an evening school for newsboys; and a kitchen garden for very young children. In the sewing machine school 305 girls received lessons and 723 different children were in the industrial schools.

The *Brooklyn Industrial School Association* in its twenty-eighth annual report gives 1,079 as the number of children in attendance during the year in its 6 schools. Five of these schools were attended by pupils who had homes, the other was for the inmates of the Home for Destitute Children belonging to the association.

The *Industrial School Association of Brooklyn* reported 269 children cared for during 1881–'82 and 216 instructed in reading, writing and sewing in its school.

The *American Female Guardian Society*, New York City, for 1881–'82 had in its 12 industrial schools about 5,221 children too poor to attend the public schools, with an average attendance of more than 1,725, under 50 teachers.

The *House of the Good Shepherd*, Tomkins Cove, trains poor children of either sex for farmwork, for service, or for trades. It had 19 boys and 17 girls.

The *Five Points House of Industry*, New York City, taught 1,078 pupils in 1881–'82, with an average attendance of 377. There were 234 women, 340 boys, and 208 girls in the house. Besides common school studies the boys were taught printing; the women and girls, sewing and housekeeping. Religious training was also a feature of the institution.

The *Hebrew Benevolent Society*, New York City, reports that of 187 inmates in its orphan asylum (for boys) 130 were taught in the public schools and 57 in its home school, that in an industrial school 16 were trained in shoemaking or printing, and that of 115 girls in the female department 105 were taught in city primary and grammar schools and 1 at the Normal College, 9 remaining at the home.

The *General Society of Mechanics and Tradesmen of the City of New York*, in its ninety-eighth year, reports a school prosperous in condition and satisfactory in every branch, with an average attendance higher than for many previous years, but does not give statistics (except of $3,211 expended for salaries and supplies). The school consisted of a male department, in which instruction was given to a large number of young men and boys in free hand, mechanical, and architectural drawing, and of a female department, in which drawing from objects and designing are the principal studies.

Wilson Industrial School, for girls, New York City, in its day schools instructed 200 girls in elementary English branches, while in a kitchen garden they were taught household duties.

The *Industrial School of Rochester* still maintained its benevolent care of the poor and destitute children in the city, training them as far as possible in the simple industries of household life through kitchen garden and sewing instruction classes.

INSTRUCTION OF THE BLIND.

The number of pupils in the New York Institution for the Blind in 1881–'82 was 231. Of these, 22 were dismissed, leaving 209 under instruction at the close of the year. The school is graded, beginning with a Kindergarten and advancing on through a normal training department. Vocal and instrumental music were given, also industrial and physical training. Discipline was maintained without corporal punishment of any kind.

INSTRUCTION OF THE DEAF AND DUMB.

There were 1,333 pupils under instruction in the several institutions for the deaf and dumb during the year, of whom 738 were State pupils and 368 county, besides whom 122 were supported by the State of New Jersey and 105 by parents and friends.

Of the above number, 500 pupils were in the institutions at Washington Heights, New York City, 184 being females and 50 semi-mutes, all taught by 20 teachers, 5 of whom were deaf-mutes and 4 semi-mutes. In addition to school duties here the boys were taught cabinet making and carpentry and the girls baking and dressmaking.

EDUCATIONAL CONVENTIONS.

UNIVERSITY CONVOCATION.

This meeting, first held August 4 and 5, 1863, and since annually continued, consists of such members of the board of regents of the university and such instructors, officers, and trustees of the colleges, academies, and other seminaries constituting the university and subject to the visitation of the regents as may in each year attend. Held under the auspices of the regents and representing their 36 colleges, with some 10,000 students, as well as 266 academies and high schools, with about 30,000 scholars, it aims to advance the standard of education, to harmonize all action looking to this end, and to recommend to the institutions which it represents such action in these directions as may be expedient and lawful. Its session of July 11–13, 1882, was opened with an address from Hon. Henry R. Pierson, chancellor of the university, which showed the prosperity of its various institutions for the year, indicated the high character of its academic principals, and gave statistics of the examinations for certificates in its academic schools from 1866 to 1882, as well as of diplomas issued up to date and for the year. The remainder of the program for the session was as follows: "Libraries and how to use them," by Principal H. C. Kirk, of Phelps Union School; "Methods of instruction in English literature," by Prof. Gilmore, of the University of Rochester; "Theories in science," by Prof. Costin, of St. John's College, Fordham; "Realism and nominalism," by Prof. Wilson, of Cornell University; "French and German in colleges and schools," by Prof. H. S. White, of Cornell; "Regents' examinations," by Principal Bradley, of the Albany High School; "Military drill in colleges and academies," by President Waterbury, of the State Normal School at Albany; "Report on normal training in colleges," by a committee of 3 college professors; "Teaching physical science in academies," by Professor Cooley, of Vassar College; "Classes for instructing common school teachers in academies," by Principal Graves, of Bainbridge Union School; "Should American colleges be open to women as well as to men?" by President Barnard, of Columbia College; with necrological notices of Regent R. S. Hale and Hon. E. B. Morgan, both prominent in State affairs and the latter very liberal to education; of Clarkson Nott Potter, a distinguished lawyer and politician, trustee of Union University; of Prof. J. W. Mears, of Hamilton College, remarkable for his metaphysical researches and ability; of Chancellor Henry P. Tappan, professor for 6 years of moral and intellectual philosophy in the University of the City of New York and subsequently head of the University of Michigan, as well as author of important treatises on education and philosophy; of Principal James P. Harrington, of the Utica Advanced School, said to have been a model teacher; and of Prof. John W. Draper, author of various scientific treatises, of the History of the Intellectual Development of Europe, History of the Conflict Between Science and Religion, and of the Civil War in America. Of Professor Draper other notice will be found in an obituary, further on.

NEW YORK STATE TEACHERS' ASSOCIATION.

This association held its thirty-seventh annual meeting at Yonkers, July 5–7, 1882. In his address of welcome Mr. Smith, the president of the Yonkers board of education found encouragement in the fact that study is made more attractive than formerly, that exertion of the mental powers has become a pleasure. Though the main function of the public school, he said, is to produce facility in a few things rather than give a smattering of many, still the whole mind must be educated. State Superintendent Gilmour responded, saying that the office of education is to elevate and advance labor

and to improve mankind. The State believes that education has a business basis and that he who would teach well must be specially prepared for teaching. President Watkins in his address said that not only intelligent but healthy citizens were demanded of the public schools and it was therefore necessary to diffuse a knowledge of the proper means of bringing up children and to select those studies which would develop the mental powers. The public school must also impart a moral character to its pupils, teaching them to love truth and hate a lie, to cultivate honesty and to be worthy of trust. Mr. Humphrey read the report of the "committee on the condition of education," saying that a marked change has been going on, the most marked being instruction in language rather than in technical grammar; that more culture is given, but that the country schools still come short of what is to be desired; and that there is in these schools a field for real missionary work. The school commissioners too, he thought, are too much under the heel of politicians, and had to make themselves popular by giving certificates where they would "do the most good;" but one real improvement is that the office of institute conductor has been created and made permanent. A report on industrial education was read, which set forth a need of revision in the system of education, that the lower grades of work of the world are shabbily done, that there is a demand for better work and better workmen, that hand labor is a powerful factor in education, and that the public school should prepare for special industrial training. At the close of this report many questions were asked, showing that great interest had been aroused. Mrs. Hunt afterwards dwelt on the need of teaching temperance. United States Senator Warner Miller gave an address on the relation of education to the government, saying that education is one of the four great departments of state government, costing more than any other; that the teacher is a public officer, and as such entitled to a respectable social position. In common with a preceding speaker, the senator advocated industrial schools. Papers were then read on "Teachers' institutes" and on "Limits of oral teaching." Mr. J. A. Nichols was elected president for the ensuing year.

ASSOCIATION OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS.

The school commissioners and superintendents met at Albany January 25, 1882, G. V. Chapin presiding. Out of 135 members only 40 were present. President Chapin delivered an address advocating practical methods of teaching, urging that the child be studied, his capacities ascertained, and the supervision of the schools adapted to develop spirit, energy, and knowledge. Papers on "Examining and licensing teachers" and "The way in which normal schools can best serve the State" were read and discussed at length. In the latter paper Professor Palmer suggested that normal schools should give instruction in class subjects as well as training in methods, for in an examination in Michigan only 2 teachers out of 30 were able to explain what the mental faculties are. Superintendent Sanford proposed that all persons seeking licenses as teachers should at least hold a regents' certificate of academic qualifications.

The following resolutions were adopted: (1) To request a change in the beginning of the school year; (2) to urge the passage of the bill prescribing qualifications for commissioners; (3) to secure a township system; and (4) to foster a professional spirit among the teachers. At the election of officers Mr. Edward Wait was chosen president for the ensuing year, after which the association adjourned, to meet at Little Falls.

NOTEWORTHY BENEFACTIONS.

The returns show gifts received during the year by seven colleges and universities, amounting to $183,480, as follows: To St. Stephen's College about $12,000, for annual expenses and for scholarships, most of it from the Society for Promoting Religion and Learning; to Wells College $100,000, from Edwin D. Morgan; to Hobart College a house and lot, worth about $4,000, and $480 in cash; to Cornell University, from Hon. H. W. Sage, $2,000 for the department of history and political science; to Ingham University $20,000, from various friends, to liquidate indebtedness; to Columbia College $5,000, for the equipment of a department of architecture, but only to be applied to the purchase of models and drawings; and to Syracuse University $40,000, from several friends, to endow a professorship of Greek and ethics.

OBITUARY RECORD.

JOHN W. DRAPER.

Prof. John W. Draper, M. D., LL. D., died at his home, at Hastings-on-the-Hudson, January 4, 1882, in the seventy-first year of his age. Born at St. Helen's, near Liverpool, Eng., in 1811, he came to this country with his family in 1833. In 1836 he graduated in medicine at the University of Pennsylvania; became professor of chemistry and physi-

ology in Hampden Sidney College, Virginia, returning in 1839 to New York, to fill a like position in the University of the City of New York, in which he remained until his death. Dr. Draper's favorite study was chemistry, but his researches embraced a wide range of natural sciences. In spectrum analysis and photography his discoveries were of special value; he was the first to obtain a photographic picture from life, and also the first to secure a photograph of the moon in 1840, ten years before De la Rue, to whom Europeans ascribe the first success. His researches through the spectroscope were the first on this side of the Atlantic. He held the position of president of the Medical Society of New York University for many years. He wrote extensively, and his works have been translated into many languages. Few American books have been published in as many foreign tongues as Dr. Draper's most important literary work, the Intellectual Development of Europe. His Human Physiology has long been a standard work and has passed through many editions and his Chemistry and Natural Philosophy were very popular in the schools.— (Regents' report, 1883; The Congregationalist, January 11, 1882; Scientific American, January 14; The School Journal, January 7, 1882.)

DR. JAMES R. WOOD.

James R. Wood, M. D., one of the foremost of American surgeons, died in New York of pneumonia, in May, 1882, having reached his sixty-sixth year. He was born in New York and there he achieved his reputation and secured great benefits to medical education. He was a graduate of the old medical college at Castleton, Vt. To Dr. Wood were chiefly due the relief of Bellevue Hospital from political management and its establishment on an effective basis and the erection and use of the pathological building of Bellevue as a school to combine clinical with didactic instruction. Even the existence of Bellevue Medical College and the bill giving to medical and surgical institutions the bodies of vagrants for dissection, which spoiled the trade of the resurrectionists, were due to his efforts. Dr. Wood was for several years professor of operative surgery and surgical pathology in Bellevue, and after his resignation of this position was made emeritus professor of surgery. At the time of his death he was connected, for consultation, with a dozen hospitals, asylums, and dispensaries in New York and vicinity. It was said of him during his life by an eminent surgeon that no living surgeon had performed so many capital and minor operations as successfully and that he stood preëminent as a surgeon.— (New Hampshire Sentinel, May 24, 1882.)

CHARLES MURRAY NAIRNE.

Prof. Charles Murray Nairne, M. A., L. H. D., of Columbia College, died in May, 1882, at Warrenton, Va., where he had been residing for some months with a view to restoring his health. He was born in Perth, Scotland, April 15, 1808, and was graduated M. A. at St. Andrew's University, receiving the degree of L. H. D. in 1830. In 1847 he came to this country and settled in Albany, where he taught some years in the female academy. In 1857 he was called to the professorship of moral and intellectual philosophy and English literature in Columbia College, which he filled continuously 25 years. Professor Nairne contributed frequently to the college papers and was the author of several works, the most prominent being Lectures and Orations.— (Boston Journal, May 31, 1882.)

HENRY DRAPER.

Prof. Henry Draper, son of Dr. John W. Draper, died November 20, 1882, of pneumonia, resulting from a severe cold contracted while on a visit to the Rocky Mountains in October. He was born in Prince Edward County, Va., March 7, 1837; but, his father removing soon after to New York, Henry received his early education in the public schools of that city. At the age of 15 he entered the academical department of the university, but did not graduate there. At the end of his sophomore year he entered the medical department of the university, which his father had been prominent in establishing and from which the son took his medical degree in 1858. He at first thought of practising medicine, and received an appointment on the medical staff of Bellevue Hospital, which he held for 16 months; he then decided to abandon practice and give himself to teaching. He was elected professor of physiology in the academical department of the University of the City of New York in 1860 and in 1866 became professor of the same branch in the University Medical School; but, resigning this post in 1873, he taught advanced analytical chemistry in the academical department of the institution. Prof. Henry Draper, with his father, represents one of the double stars in the firmament of scientific celebrities, of which there is now a considerable catalogue. Inheriting not only his father's genius but also his subjects of research, his early education, carefully superintended by his father, was shaped with a view to the pursuits to which his life was devoted. His first scientific investigation, made at the age of 20 and embodied in his graduating thesis at the medical college, was on the functions of the spleen, and was illustrated by microscopic photography, an art then in its infancy. Soon after receiving

his degree he went to Europe, and while there visited the widely known observatory of Lord Rosse and studied his celebrated colossal reflecting telescope. This led him to consider the problem of using reflecting telescopes for the purpose of photographing celestial objects. He constructed one of 15½ inches aperture and with it took a photograph of the moon 50 inches in diameter, the largest ever made. He afterwards constructed an equatorial telescope of 28 inches aperture, designed mainly to photograph the spectra of the stars. It was finished in 1872, after a long series of experiments, and was pronounced by President Barnard to be probably the most difficult and costly experiment in celestial chemistry ever made. Professor Draper was the first to obtain a photograph of the fixed lines in the spectra of stars, and he continued the work until he had obtained impressions of the spectra of more than 100 stars.

When a commission was created by Congress for the purpose of observing the transit of Venus in 1874, Professor Draper, was placed in charge of the photographic department. He spent much time in preparation, for which he declined to receive any compensation. So signal was the success of his disinterested exertions that the commissioners had a gold medal struck in his honor bearing the inscription in Latin "He adds lustre to ancestral glory." In 1878 he went to the Rocky Mountains to observe the total eclipse of the sun, and there successfully photographed the spectrum of the solar corona. For the last two or three years he has been much engaged in the difficult work of photographing nebulæ, and he startled the scientific world by the announcement that he had obtained a fine photograph of the great nebulæ in Orion and of its spectrum. Professor Draper was not a prolific author. He only published one book, but wrote much for the scientific periodicals, giving the results of his work. Probably his most important work was his discovery of oxygen in the sun. It was the result of great sagacity, experimental skill, and an immense amount of labor.— (Popular Science Monthly, January, 1883.)

CHIEF STATE SCHOOL OFFICER.

Hon. NEIL GILMOUR, *State superintendent of public instruction, Albany.*

[Third term, April 7, 1880, to April 7, 1883.]

Then to be succeeded by Hon. William B. Ruggles.

NORTH CAROLINA.

SUMMARY OF EDUCATIONAL STATISTICS.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6–21)	293,780	286,324		7,456
Colored youth of school age (6–21)	174,292	176,836	2,544	
Whole number of school age	468,072	463,160		4,912
White youth in public schools	140,311	144,835	4,524	
Colored youth in public schools	100,405	88,236		12,169
Whole number in public schools	240,716	233,071		7,645
Average attendance of white pupils	*a*87,436	*b*90,805	3,369	
Average attendance of colored pupils	*a*55,384	*b*41,741		13,643
Whole average attendance reported	*a*142,820	*b*132,546		10,274
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts reported	6,240	6,243	3	
Number of public school-houses	3,711	3,857	146	
Number of free schools for whites	*c*3,781	*b*3,578		203
Number of free schools for colored	*c*1,901	*b*1,750		151
Whole number reported as free	*c*5,682	*b*5,328		354
Average time of school in days	46.6	62.5	15.9	
Valuation of public school property	*a*$220,442	*d*$367,671	$147,229	
TEACHERS AND THEIR PAY.				
White men teaching in free schools	2,620	2,427		193
White women teaching	986	1,091	105	
Colored men teaching	1,007	1,159	152	
Colored women teaching	389	496	107	
Whole number of free school teachers	5,002	5,173	171	
Average monthly pay of whites	$22 15	$24 11	$1 96	
Average monthly pay of colored	19 82	19 93	11	
INCOME AND EXPENDITURE.				
Whole receipts for public schools	*e*$528,486	*f*$433,495		
Whole expenditure for public schools	*g*409,659	*f*509,736		
STATE SCHOOL FUND.				
Amount of available State fund	$100,000	$99,250		$750
Estimated whole amount, including portion not available.	431,555	431,555		

a In 87 out of 96 counties.
b In 92 counties.
c In 85 counties.
d In 88 counties.
e Six counties not reporting and 4 only partially.
f Fifteen counties not reporting.
g Seven counties not reporting and 2 only partially.

(From reports of Hon. John C. Scarborough, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the State, the law provides a board of education and a superintendent of public instruction; for counties, boards of education and superintendents; for each district, a school committee of 3.

OTHER FEATURES OF THE SYSTEM.

The public schools are free to all youth 6 to 21 of either race. They are sustained by the income of a State school fund; by at least three-fourths of the proceeds of a State and county poll tax, which under the constitution must not exceed $2; and by an educational tax of 12½ cents on the $100 of property and credits in the State and 37½ cents on every poll. A special tax may be levied annually in each county if the beforementioned tax be insufficient to sustain at least one school in each district for 4 months. The State board of education apportions the school funds to the counties on the basis of school population, ascertained by an annual census, and the county boards to the districts on the same basis, specifying how much is apportioned to white and how much to colored schools, the funds for each being kept separate by the treasurer of the county boards. No branches are taught in the public schools except spelling, defining, reading, writing, arithmetic, grammar, and history of the State and of the United States. Teachers are examined by county superintendents, and if found qualified receive certificates valid for 1 year in the county where issued. Provision is made for holding teachers' institutes in each county or in 2 or more counties combining, and when held the teachers in such county or counties are required to attend. Teachers are also required to make satisfactory reports to the district committees, the committees to the county superintendents, and they to the State superintendent. The schools for the two races are to be kept separate and sectarian or political books are not to be used in the public schools.—(School laws, 1881.)

GENERAL CONDITION.

The condition of the public schools, as shown by the State report for 1881–'82, is that of transition from a very bad state of things to a better one, during which a full and satisfactory report can hardly be expected. Compared with 1880–'81 there was a decrease in white youth of school age and an increase in that of colored; a gain in enrolment of white youth, but in that of colored a loss of nearly three times the gain in the former; while in average daily attendance the decrease of colored youth was four times the increase of the whites. In districts there was an increase of 3 and in public school-houses of 146, the value of school property rising $147,229, while the free schools were fewer by 354: 203 for whites and 151 for colored. As to teachers there was an increase of 364, of whom 105 were white women, 107 colored women, and 152 colored men, as against a decrease of 193 in white male teachers, or a net increase of 171 teachers. School expenditures, although less completely reported, increased $100,077.

The above indicates the state of things following the improved school system authorized by the law of 1881.

Under the old system there had been no county supervision, no provision for teachers' institutes or for adequate school funds. The new law provides for county superintendents, county teachers' institutes, and an increase of taxes from 8⅓ cents to 12½ cents on $100 valuation of property, and also an increase of the poll tax. The State superintendent says that on assuming their office the county superintendents found the school system and the schools in a very bad condition; that, with the people, the school committees, and even the county boards, there was no properly directed interest; that the people demanded a division of districts into smaller ones, each one wanting the school near his house; that half of the districts were without school-houses or money to build them; that the county boards, yielding to the pressure of petitions, divided a district already too small into two, leaving each with funds barely sufficient to support schools four weeks with an ordinary teacher; that confusion reigned supreme and the enemies of public schools increased; and that the larger number of school-houses were in a dilapidated condition or were built without reference either to neatness of appearance or comfort.

Although in an old community a new school system is of slow growth, the State superintendent is hopeful that the needed reforms may be effected, at least after years of patient toil, with the new system improved as experience may suggest, a largely increased corps of well trained teachers from normal schools, and the more enlightened work of the county superintendents. Already under the guidance of the county superintendents many counties have been wisely redistricted, information has been given to the people, teachers have been improved, the best in the old system made better in the new and incompetent ones dropped from the rolls.—(State report.)

KINDERGÄRTEN.

Wilmington reports the Tileston Kindergarten, opened in 1880, having 30 pupils in the principal school and 30 in a branch school. The Kindergarten connected with the Charlotte Female Institute was discontinued in 1881.

For full statistics of this class of schools reporting, see Table V of the appendix.

CITY SCHOOL SYSTEMS.

LEGAL PROVISION.

No special provision for city school systems is contained in the school law. Local officers arrange for schools within their respective jurisdictions, graded schools in townships with 5,000 inhabitants being recognized and a tax for them of one-tenth of 1 per cent. on property and 30 cents on the poll authorized.—(School laws.)

STATISTICS.

Raleigh and Wilmington are the only cities in the State having in 1881–'82 over 7,500 inhabitants, the minimum limit of cities the statistics of which are given in Table II of the appendix. Neither of these cities makes any return for 1881–'82.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The State aids 10 normal schools, 5 of which are for colored teachers. Eight of these were established in 1881, 4 for whites and 4 for colored. The following make report for 1882:

The *University Normal School*, Chapel Hill (1877), held its usual summer session of 5 weeks, with an enrolment of 352, under 13 instructors and 17 lecturers. There is no permanent faculty nor full course of study. State appropriation was $2,000; tuition is free.—(Return.)

Besides this school, the university offers a 2-year teachers' course for young men, embracing not only all the studies required by law, but several others useful to the teacher.—(Catalogue.)

The *State Colored Normal School*, Fayetteville (1877), has a 6-year course, the first 3 years of which are preparatory. It enrolled, in 1882, 123 pupils, under 3 instructors, and graduated 1, who engaged in teaching. The State appropriated $2,000, making tuition free. Its library contained 225 volumes. The increase in attendance was 12 per cent. over that of 1881. Since opening, 280 students have been admitted, of whom 39 have completed the full course of study and received certificates.—(Return, State report, and catalogue.)

The following schools for whites, established in 1881, held summer sessions during June and July:

The *Elizabeth City State Normal School*, Elizabeth City, with $720 State appropriation, had 60 students, under 1 instructor and 8 lecturers, with a model school.

The *Franklin Normal School*, Franklin, with an appropriation of $500 from the State, of $100 from the county, and of $220 from the Peabody fund, had 127 students, under 5 instructors, and a model school.

The *Newton Normal School*, Newton, had an attendance of 200 students, under 3 instructors and 7 lecturers, a model school, and a State appropriation of $500.

Three of the 4 colored schools established in 1881 report by return for 1882, as follows:

The *Franklinton State Normal School for Colored Teachers*, Franklinton, with $700 from the State, had 75 students, under 4 instructors and lecturers, 150 volumes in its library, and a model school.

The *Colored Normal School*, New Berne, with $500 from the State and $200 from the Peabody fund, had 95 students, under 4 instructors and lecturers, and 400 volumes in library, but no model school.

The *State Colored Normal School*, Salisbury, with $500 from the State and $50 from the county, had 65 students and 2 instructors, but no model school this year.

The State superintendent, with the concurrence of the board of education, decided that the colored normal schools should continue their sessions as long as the funds would allow, which proved to be from 4 to 9 months. The colored students seemed to need instruction more in the matter of the text book than in methods.

OTHER NORMAL TRAINING.

The *Whitin Normal School*, Lumberton, reports, for 1882, 80 pupils and 4 instructors, with 4-year courses and a model school.

The *normal department of Shaw University*, Raleigh, had 6 instructors and 133 students. It is estimated that 1,000 of its graduates have engaged in teaching. It has a library of 2,200 volumes and a model school.

Tileston Normal School, Wilmington, sustained not by the American Unitarian Association, as was wrongly said in the report of 1881, but by Mrs. Mary Hemenway, of Boston, Mass., graduated 7 at its commencement June, 1882, one of whom has entered the Massachusetts Institute of Technology.

Wilmington Normal School, under the care of the American Missionary Association, had 244 students, under 7 teachers, including the principal.

An academy was opened at *Kinston* during the year to prepare colored youth of either sex for teaching, so as to meet the coming demand for good teachers of their race.

Graham Normal College, Graham, and St. Augustine's Normal School, Raleigh, furnish no data for 1882.

TEACHERS' INSTITUTES.

Under the provisions of the law of 1881, 123 teachers' institutes were held during 1881 and 1882 in 58 counties, in which 2,260 white and 650 colored teachers were instructed, their usefulness being thereby much increased. Teachers' associations were organized in many of the counties, and through them much information was given to the people.

EDUCATIONAL JOURNALS.

The North Carolina Educational Journal, the official organ of the State Teachers' Association, published monthly at Chapel Hill, issued its first number January 15, 1881, and continues its regular issues, giving to the teachers of the State valuable information.

The Light-House and Tileston Recorder, a monthly journal published at Wilmington by students in the Tileston Normal School at that place, continues its regular issues, giving some general educational information, though mainly devoted to the interests of the normal school.

The publication at Raleigh of the North Carolina Teacher is announced; the paper is to be issued monthly, beginning June, 1883, and will be devoted to progressive education in the State.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No general information as to high schools in the State has reached this Office.

The North Carolina Educational Journal for 1882 mentions one for boys at Laurinburg, with an average attendance of 100, and others at Jonesboro', Summerfield, Gilead, and Catawba. There seems to be an increasing interest in the establishment and work of graded schools. The Journal mentions this class of schools at Goldsboro', Wilson, Franklinton, High Point, Durham, Fayetteville, Raleigh, Salisbury, Greensboro', and Johnson, with Edenton, Readville, New Berne, Louisburg, and Rocky Mount moving in this direction, the last having raised $15,000 for the purpose.

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, and for a summary of the same, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of North Carolina, exclusively for young men, offers classical, philosophical, and scientific courses of 4 years each, which are pursued in subordinate colleges, so called, each of which presents certain schools or studies. Its optional course provides for such students as in proper cases and under special conditions may choose studies out of the regular courses. There are also graduate courses leading to the degrees of PH. D., A. M., and M. S. There was an attendance for the year of 199 in the various departments.—(Catalogue.)

Of the other 8 universities and colleges reported in 1880–'81, only 6 report for 1881–'82. Biddle University, Charlotte, and Davidson College, Davidson College Post Office (Presbyterian); Shaw University, Raleigh (Baptist); Weaverville College, Weaverville (nonsectarian), present classical and scientific courses of 4 years, and all, with the exception of Shaw, preparatory courses, with music, French, and German. Biddle, organized for the instruction of colored male youth, has classical and English preparatory courses of 3 years each. Rutherford College, Rutherford College (non-sectarian), admitting both sexes, arranges its studies under 6 schools, adding military drill and music. Shaw, organized for the instruction of both sexes of colored youth, gives normal, theological, medical, scientific, and musical instruction; while Trinity College, Trinity College (Methodist Episcopal South), arranges its whole course of instruction in 11 schools. Shaw reports an industrial department, in which a large class of young men are receiving instruction in carpentry and furniture making, while most of the young women receive

instruction in dressmaking and the domestic arts. Since its foundation in 1875 this institution has enrolled 947 students, 364 of whom were females; 699 were normal and 214 theological students.—(Catalogues.)

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

For statistics of this class of schools reporting for 1881–'82, see Table VIII of the appendix, and for a summary of them, the report of the Commissioner preceding.

The Estey Seminary building of the Shaw University is said to be the finest school edifice in the State and to have been the first erected of any considerable size devoted exclusively to the education of colored women. It has accommodations for 100 pupils and is named after Dea. Estey, of Brattleboro', Vt., who, with his sons, contributed largely to the building and furnishing of the seminary.—(Catalogue.)

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The scientific course of the State university, covering 4 years and leading to the degree of B. S., includes the studies that relate to the practical pursuits of life, especially agriculture and the mechanic arts. A philosophical course of 4 years is also provided for those wishing to study only one ancient language, which may be either Latin or Greek; it leads to the degree of PH. B. For students whose time and means are limited there is an optional course by which they may obtain purely agricultural instruction in branches deemed of special value. A museum was soon to be opened, with model plows and other agricultural implements, including specimens of the productions of the various soils of the State.—(Catalogue.)

Biddle and Shaw Universities and Davidson College show scientific courses of 4 years, though differing in the studies required, while Trinity College has a course of 3 years. Weaversville has an undefined course as to time, but, like Shaw, offers one for those who wish to pursue English and scientific studies to the exclusion of the classics. Rutherford College in its independent arrangement includes a school of natural science.—(Catalogues.)

PROFESSIONAL.

Theological.—Biddle and Shaw Universities continue to give theological instruction, the former in a course covering 3 years, and the latter in one of 2 years for those who have graduated from the academical department, with an English course for those who have not completed their literary studies. In Trinity College the theological instruction heretofore noted seems to have been discontinued.—(Catalogues.)

For statistics of these departments reporting in 1882, see Table XI of the appendix, and for a summary of them, the report of the Commissioner preceding.

Legal.—The State University continues its legal instruction in a course requiring 2 years of study, of 9 months each, on the completion of which the degree of bachelor of laws is conferred on such students as pass a satisfactory examination. Trinity College, heretofore reporting a 3-year legal course, no longer shows any trace of it.—(Catalogue.)

Medical.—The medical school of the State University offers a full course of study, covering 2 years, the sessions beginning and ending with those of the other departments of the university.—(Catalogue.)

The medical department of Shaw University was opened for instruction in 1882 in two large buildings erected during the year, known as the Medical Dormitory and Leonard Medical Building, the latter on a beautiful site given by the State. This new department is now provided for, and every effort will be used to make this school valuable to the colored people. Its course of study covers 3 years of five months each. It opens with 1 professor and 3 students, all with degrees in letters or science. The property of the school is valued at $35,000.—(Catalogue and return.)

Pharmacy.—The State university offers a course in pharmacy to extend over 2 sessions of 5 months each. Certificates of graduation are to be given to those who pass an approved examination on all the studies of the course. Those who have had 3 years' experience as drug clerks, in addition to the above requirements, are to have a diploma and the degree of graduate of pharmacy.—(Catalogue.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Institution for the Deaf and Dumb and the Blind, Raleigh, reports for the years 1881 and 1882 196 inmates, 105 being deaf-mutes and 91 blind. Of this number 60 were in the colored department, of whom 38 were deaf and 22 blind, this branch of the

school being a mile from the main building. During the two years 31 were admitted and 23 discharged. The State is said to have gathered children not only from good and poor homes, but from the haunts of vice, and it gave the institution $68,000 for the two years. The principal says that successful efforts were made to educate the inmates morally, mentally, and physically. In the department for the blind there was instruction in school studies and industries; in that for the deaf, classes in signs and articulation. In the boys' department, the shoe, broom, and mattress shops were operated successfully, but machinery, the principal says, has so changed the business of shoe and broom making that most of these pupils who attempt to gain a living by hand work at these trades will fail. The call is for land on which to teach them gardening and agriculture. For the females, besides the ordinary industries of sewing, &c., there is a cookery school, with a room fitted up with all the appointments of a well regulated kitchen. The report touches on the inexpediency of having the deaf and blind in the same institution, as there is no interest in common between them and can be no common system for their education.— (Report, 1882.)

EDUCATION OF ORPHANS.

The Orphan Asylum, Oxford, organized and managed by the State Grand Lodge of Masons, is for the education of indigent and friendless but promising orphans between 8 and 12 years of age. There were 187 inmates, of whom 47 were admitted during the year. A large majority of those discharged during the 10 years of its work are prosperous and useful citizens. In addition to the main building, a new one for boys was built and furnished during the year, and another for their dining room was under contract. Receipts for the year, $14,452: $2,000 from the lodge, $5,000 from the State, and the rest from the people, the institution being indorsed by the Protestant denominations of the State.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION OF COUNTY SUPERINTENDENTS.

This body met at Chapel Hill, July 4, 1882, and was in session till the evening of the 7th, George R. McNeill, president, in the chair. Hon. K. P. Battle delivered the address of welcome, which was responded to by the president. There were 11 members present and 7 were added. On the 5th the opening address was made by the president, which was followed by a discussion on "The efficient superintendent," opened by Prof. Newell and continued by several others. Superintendent Duckett read a paper on "Public schools a necessity," which was fully discussed. On the 6th a paper was read by Superintendent Smith on "Our public schools and their critics," said to have contained valuable information as to the school history of the State and excellent suggestions in the line of improvements. This paper led to an extended discussion. "Teachers' institutes" was then presented in a paper by B. F. Grady, and discussed at some length, followed by a report from each county superintendent of his year's work. On the 7th several resolutions were passed looking to the work of the coming year and making the North Carolina Educational Journal the organ of the association, after which, officers for the ensuing year having been elected, the association adjourned. (North Carolina Educational Journal.)

STATE TEACHERS' ASSOCIATION.

This association held its annual session at Chapel Hill, July 7–8, 1882. But a brief account of this meeting is given. It was called to order by President G. T. Winston, who delivered the opening address, giving his views of the common school system of the State. A large number of new members were enrolled. A resolution was passed that the association urge the general assembly to pass a law giving the people the right of voting a tax for the establishment of graded schools or for a longer continuance of other public schools in any town or district desiring the same.

Officers for the ensuing year were elected; county superintendents were urged to organize county teachers' associations and send delegates from them to the next annual meeting of the association, and a resolution was passed that the office of county superintendent is indispensable to the efficient working of the public school system.— (North Carolina Educational Journal.)

STATE COLORED TEACHERS' ASSOCIATION.

An address was issued to the colored teachers of the State calling a convention to meet at Raleigh November 23, 1882, to organize a State Colored Teachers' Association and to consider the merits of organization, the best methods of teaching and school government, educational advancement, harmony of sentiment, and unity of action. The following gentlemen were engaged to attend and present the subjects assigned to them: Hon. J. C. Scarborough, Necessity of organization; Prof. John Duckett, Public schools

a necessity; C. W. Chestnut, Modern methods of school teaching; C. N. Hunter, Popular education; J. O. Crosby, Utility of school apparatus; N. F. Roberts, County teachers' institutes; Prof. H. M. Joseph, Teachers' qualifications. No report of this convention has reached this Office.— (North Carolina Educational Journal.)

COUNTY TEACHERS' ASSOCIATIONS.

The information in regard to these associations shows an increasing interest in them. Brief notices appear in the Educational Journal of meetings in Stanly, Rowan, Wake, and Iredell Counties. The State Teachers' Association at its last meeting urged the organization of them in every county in the State.

CHIEF STATE SCHOOL OFFICER.

Hon. JOHN C. SCARBOROUGH, *State superintendent of public instruction, Raleigh.*
[Third term, January 1, 1881, to January 1, 1885.]

OHIO.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Whites of school age (6–21)	1,039,041	1,056,247	17,206	
Colored of school age (6–21)	24,296	25,074	778	
Whole number of school age	1,063,337	1,081,321	17,984	
Whites in public schools	734,462	741,400	6,938	
Colored in public schools	10,296	9,701		595
Whole number enrolled	744,758	751,101	6,343	
Average monthly enrolment	577,751	589,632	11,881	
Average daily attendance	468,141	483,232	15,091	
Pupils in private schools	30,362	31,021	659	
DISTRICTS AND SCHOOLS.				
Township districts	1,344	1,344		
Subdistricts in these	10,923	10,983	60	
City, village, and special districts	693	708	15	
District divisions in these	791	801	10	
School-houses in township districts	a10,945	10,968	23	
School-houses in city, village, and special districts.	a1,290	1,296	6	
Public school-houses	a12,237	12,264	27	
Rooms for schools below high	15,806	16,234	428	
Rooms for high schools	575	600	25	
Total number of public school rooms	16,381	16,834	453	
School-houses built	432	528	96	
Cost of school-houses built	$649,499	$1,123,688	$474,189	
Value of public school-houses and grounds.	22,103,982	23,610,858	1,506,876	
Average time of school in days	155	155		
TEACHERS AND THEIR PAY.				
Men teaching in public schools	11,453	11,086		367
Women teaching in public schools	12,517	13,049	532	
Whole number of teachers employed	23,970	24,135	165	
Teachers permanently employed	9,617	9,980	363	
Teachers in schools below high	23,196	23,335	139	
Teachers in high schools	774	800	26	
Teachers in colored schools	254	234		20
Teachers in private schools	207	228	21	
Average monthly pay of men	$37 00	$39 00	$2 00	
Average monthly pay of women	28 00	29 00	1 00	
INCOME AND EXPENDITURE.				
Receipts for public schools	$8,129,326	$8,763,781	$634,455	
Expenditure for public schools	8,133,622	8,820,915	687,293	

a So reported.

(From reports and returns of Hon. Daniel F. De Wolf, State commissioner of common schools, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For general supervision of the public schools there is a State commissioner; under him are boards of education for city districts of the first class, city districts of the second class and village districts, township and special districts, and joint subdistricts. To test the qualifications of teachers there are boards of examiners for the State, for counties, and for cities and villages.—(Laws of 1880.)

OTHER FEATURES OF THE SYSTEM.

The public schools, free to all youth of school age (6–21), are sustained from the proceeds of an annual tax of one mill on $1 of all taxable property when no rate is fixed by the legislature, and of 6 per cent. interest on an irreducible common school fund. State funds, to be used only in the payment of teachers, are apportioned by the State auditor to the several counties according to the latest enumeration of youth therein, the county auditor apportioning them to the districts and fractions of districts. Expenses for continuing schools, for providing school-houses and sites, and all other contingent school expenses must be raised by a district tax not to exceed 7 mills on $1, except in Cincinnati, where the limit is 5 mills, and in Cleveland, 4½ mills. Each board of education must establish a sufficient number of schools for the free education of all youth of school age within the district under its control, and, if deemed necessary, may open one or more high schools. Each township board must establish at least one school in every subdistrict under its control. District boards may establish separate schools for colored children; in cities and villages, may provide evening schools; and, in children's homes, orphan asylums, and county infirmaries, may establish schools, for which teachers only are provided by the district. All children between the ages of 8 and 14 must attend the public schools for at least 12 weeks in each school year, 6 of which must be consecutive, unless the child's health, the needs of an indigent parent, brother, or sister, or the distance (2 miles or more) from the nearest school makes such attendance inexpedient, or the child's previous acquirements or its instruction being otherwise provided for make it unnecessary. The employment of any child less than 14 years of age under control of a parent or guardian and not dependent on its own resources is prohibited, unless the child has attended school for at least 12 weeks, nor shall it then be employed for more than 40 weeks unless exempted from compliance with the compulsory law.

Each board determines the text books to be used for three years without change in the schools under its control, and the studies to be pursued, all of which must be in English, unless German is demanded by 75 freeholders who represent 40 pupils entitled to attend such schools. No person may be employed as a teacher in any common school who has not obtained a certificate of moral character and qualifications from an authorized board of examiners, and, if employed, must present such certificate and the required report to receive pay. For district libraries the law allows an appropriation from the contingent fund; for city districts, a tax of one-tenth of a mill on $1 taxable property, except in the city of Cleveland, where it may be 2½ tenths of a mill on $1.—(Laws of 1880.)

GENERAL CONDITION.

The statistical summary for 1881–'82 presents a pleasing contrast to the unfavorable report of the previous year. There is shown a well proportioned advance along the whole line, with the slight exception of a decrease of 595 in enrolment in colored schools and of 20 in the teachers in them. Beginning with an increase of 17,984 in school population, there was a gain of 11,881 in the average monthly enrolment and of 15,091 in the average daily attendance. While in township districts there was no change, the subdistricts in them increased by 60, and in city, village, and special districts there was an increase of 15 and of 10 in their district subdivisions. There was an increase of 29 school-houses and 453 school rooms. Ninety-six more school-houses were built than last year, at an increased expenditure of $474,189, the total value of school property increasing by a million and a half. In teachers permanently employed there was a gain of 363, while $2 was added to the average monthly pay of men and $1 to that of women. The whole receipts for school purposes were $634,455 greater than in 1880–'81, and the expenditures $687,293 greater.

The problem of the advancement of the country schools still engaged the serious attention of the State commissioner. The difficulty of supplying competent teaches is due to the uncertain tenure of the teacher in these schools, where, in a majority of cases, a change is made every 3 months. A very suggestive comparison in the State report shows that it costs more by $2.46 per pupil to educate the children of Ohio than

those of Pennsylvania for the same time. With the same expense per pupil as in Pennsylvania, Ohio would educate her pupils with $1,837,959 less than it now costs. Even leaving out the expense in cities, with their full system of grammar and high schools and their substantial and often costly buildings, it costs $1.10 more per pupil to keep up the country schools of Ohio 30 weeks than it costs the Pennsylvania system in both city and country for the same time. About the same proportion is shown by a comparison with Indiana and Wisconsin. The commissioner repeats the recommendations of last year for new legislation: (1) to place the schools in each township under the management of a single board of education; (2) to make some provision by which teachers of primary and grammar schools may secure the advantages of State certificates; (3) to remove the disadvantage incurred by some localities from the formation of the best portions of a township into special districts.—(State report, 1882.)

KINDERGÄRTEN.

Thirteen schools of this class report for 1881–'82 468 pupils, under 32 conductors and assistants. For further information, see Table V of the appendix to this volume.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

Cities of 10,000 or more inhabitants have boards of education of 1 or 2 members for each ward, while cities of less than 10,000 inhabitants and villages have boards of 3 or 6 members for the whole corporation, with annual change of one-third in either case. Cincinnati has a board consisting of 12 members at large and 25 others, representing as many wards, and Cleveland a board of 18 members, being 1 for each ward.

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	5,702	3,343	2,481	59	$57,710
Bellaire	8,025	3,171	1,500	891	23	16,984
Canton	12,258	5,561	3,149	2,132	56	55,568
Chillicothe	10,938	3,471	1,916	1,485	44	31,349
Cincinnati	255,139	94,165	b32,818	26,525	650	859,397
Cleveland	160,146	58,927	26,990	19,978	517	462,769
Columbus	51,647	16,561	8,433	6,542	166	266,538
Dayton	38,678	12,743	6,198	4,709	135	160,199
Fremont	8,446	2,292	1,076	702	23	18,606
Hamilton	12,122	5,034	2,043	1,525	37	32,576
Ironton	8,857	3,082	1,704	1,275	30	16,348
Lima	7,567	2,908	1,669	1,171	27	21,016
Mansfield	9,859	3,024	2,030	1,537	38	27,620
Newark	9,600	4,069	1,981	1,428	39	23,487
Portsmouth	11,321	3,767	2,962	1,541	44	27,262
Sandusky	15,838	6,300	2,565	2,026	52	48,132
Springfield	20,730	7,322	3,386	2,522	64	80,310
Steubenville	12,093	4,198	1,838	1,768	46	28,236
Tiffin	7,879	3,195	1,323	958	38	18,554
Toledo	50,137	18,686	7,826	5,640	140	179,479
Youngstown	15,435	6,596	3,096	2,062	48	40,256
Zanesville	18,113	6,126	3,031	2,255	71	71,705

a As in some other States, the statistics, both of the table and of the additional particulars following, are taken, for the sake of uniformity, from the tables of the State commissioner's report.
b This does not include the 3,742 enrolled in night schools.

ADDITIONAL PARTICULARS.

Akron had 10 school-houses, with 48 rooms for study, valued, with other school property, at $105,000. The public school enrolment comprised 58.6 per cent. of the youth of school age. Notwithstanding the existence of large factories and workshops, the efficiency of school management is seen in the fact that 43.5 per cent. of the school population was in average daily attendance; the percentage of the enrolment so attending was 71.22.

Bellaire had 5 school buildings, valued, with other school property, at $75,000. The schools enrolled only 47.3 per cent. of the school population and had only 59.4 per cent. of the enrolment in average daily attendance. Fifty-six pupils were enrolled in the high school.

Canton has 10 school buildings, with 47 rooms, valued, with other school property, at $80,000. Compared with the report for 1880–'81, there was an increase of 1,194 in

school population, of 311 in enrolment, and of 155 in average daily attendance. The public schools enrolled 57 per cent. of the pupil youth, and retained 68 per cent. of the enrolment in average daily attendance. There were 70 pupils in the high school. A return reports a night school, with 153 students, and an estimated enrolment of 600 in private and parochial schools.

Chillicothe provides 6 school buildings, with 53 rooms, valued, with other school property, at $150,000. The statistics show 55 per cent. of the school population enrolled in the public schools and 77.5 per cent. of the enrolment in average daily attendance. In school population and attendance the city showed slight gains as compared with 1880–'81, decreasing expenditures by $3,228. A return gives an estimated enrolment of 300 in private and parochial schools.

Cincinnati had in 1881–'82 57 school buildings, with 594 rooms for study, valued, with other school property, at $2,000,000. There were 28 white and 6 colored district schools, 4 white and 2 colored intermediate schools, 1 colored and 2 white high schools, besides intermediate departments in 12 district schools. In white district schools there was an enrolment of 26,561; in district schools for colored, 1,135; in intermediate schools for whites, 5,053; in same for colored, 180; in high schools for whites, 1,183, with 125 graduates; in same for colored, 72 and 7 graduates; in the normal school, 43; in the school for deaf-mutes, 27; in night schools for whites, 3,469; in same for colored, 273; while in private and parochial schools, excluding Kindergärten, business colleges, and higher institutions, there was an enrolment of 17,836. The results obtained in drawing, music, and penmanship are said to have been highly satisfactory. In the white district schools 15,457, or 56 per cent. of the pupils, were taught German; in the intermediate, 1,850, or 35 per cent.; in the high schools, 550, or 44 per cent.; in all, 17,857, or 52 per cent. of the white pupils enrolled in these schools. This instruction was given by 155 teachers of German, at an additional cost of only $2.91 for each pupil taught. If to the enrolment in day schools be added the 3,742 in night schools and the 17,836 in private and parochial schools, an approximate enrolment of 54,396 is obtained, the enrolment in Kindergärten, business colleges, and higher institutions being omitted. The public schools, enrolling only 35 per cent. of the school population, had 81 per cent. of their enrolment in average daily attendance. There was an increase of 6,168 in school population during the year, to meet which a new school building was erected, said to be one of the finest school-houses in the city, and another one of 15 rooms was in process of completion. To 2 buildings 6 rooms each were added, and to 2 others 4 each. The custom of celebrating the birthdays of authors by reading essays on their lives and works and by reciting selections from their writings continued with increasing interest. The memorial days of Garfield, Longfellow, and Webster were among those most effectively celebrated. "Arbor day" was introduced into the schools in 1882 at the request of the American Forestry Congress, then in session in the city. Acting in the spirit of the governor's proclamation calling on all the people of Ohio to devote April 27 to tree planting, the board of education dismissed the schools for 2 days, that teachers and pupils might join in the work. For this purpose 6 acres were set apart and called the "Authors' Grove," where each department of the schools planted a group of trees in memory of some author.—(State and city reports.)

Cleveland had 43 school buildings, with 427 rooms for study, valued, with other school property, at $1,789,194. There seems to have been an effort to provide, as far as possible, for the large increase in school population over 1880–'81, for, with 6,515 more youth of school age, an increase of 2,154 in enrolment and of 2,961 in average daily attendance, there were erected 2 new school buildings, at a cost of $42,800, and 78 more teachers were employed, the aggregate expenditures increasing $42,550. The public schools below the normal were classed as high, grammar, and primary; they enrolled 46 per cent. of the school population and had 74 per cent. of the enrolment in average daily attendance; they were in session 120 days. Vocal music and drawing were taught to all the pupils and 8,829 studied German.

Columbus had 26 school buildings, with 174 rooms for study, valued, with other school property, at $781,784. During the year 1 new building was erected, costing $80,036. There were 89 primary and 52 grammar schools and 1 high school, all taught by 16 male and 150 female teachers. The high school enrolled 573, averaging 499, with an average daily attendance of 479; the grammar schools, with an enrolment of 2,409, an average of 2,077, had 1,963 in average daily attendance; while the primary enrolled 5,451, averaging 4,384, and had 4,100 in average daily attendance. For colored youth of school age, numbering 605 in 1881, separate primary and grammar schools were formerly provided, but the graduates from these since 1874 have been admitted to the high school on equal terms with the whites. This was so much in accordance with public feeling that in February, 1882, the colored schools were closed and the pupils admitted to the white schools of all grades. White and colored youth now attend the same schools within the city limits. The statistics as compared with 1880–'81 show an increase of 662 in school

population, of 419 in enrolment, and of 439 in average daily attendance, requiring 13 additional teachers, and an additional expenditure of $82,761. The superintendent says that the fluctuation in attendance was less than it had been for several years. Schools were in session 195 days and enrolled 51 per cent. of the youth of legal age, having 78 per cent. of the enrolment in average daily attendance. The estimated enrolment in private and parochial schools was 1,800, which, added to the enrolment in public schools, shows 62 per cent. of the youth of school age under instruction.—(State and city reports.)

Dayton had 14 school buildings, with 132 rooms for study, the public school property of the city being valued at $360,000. There were 1 high, 1 normal, 1 intermediate, and 11 district schools, taught by 19 male and 116 female teachers. Instruction in vocal music was given to all the pupils, in drawing to 5,192, and in German to 1,711, special teachers being employed for music and for drawing. The high school numbered 214 pupils at the close of the year and graduated a class of 23 from its 4-year course, making the number of 493 during its history. There was a gain of 1,518 in school population, a loss of 304 in enrolment, and a gain of 39 in average daily attendance, while 5 more teachers were employed and an additional expenditure of $17,385 was incurred. The public schools enrolled only 49 per cent. of the children of school age, but had 76 per cent. of the enrolment in average daily attendance. A return gives 2,027 enrolled in private and parochial schools, which, added to the public school enrolment, shows 65 per cent. of the youth of pupil age under school instruction. The 4 night schools, having been more completely organized than ever before, secured much more favorable results, the attendance consisting largely of Germans. In 2 of these schools in which the ordinary branches were taught there was an enrolment of 246; in the school for freehand drawing, an attendance of 325, and in the school for industrial drawing, 201, a total attendance of 772. The superintendent says that in these drawing schools there seems to be no abatement in the interest manifested by the public, with a very considerable increase of attendance in the industrial drawing school. The teachers employed by the board were of the highest skill.—(State and city reports.)

Fremont reports but slight changes compared with 1880–'81, having 7 school buildings, with 15 rooms for study, valued, with other school property, at $50,000. With about the same attendance as last year, 6 more teachers were employed and $3,656 more expended. Of the school population 47 per cent. were enrolled in the public schools, which held 65 per cent. of the enrolment in average daily attendance. Schools were in session 190 days. The high school closed the year with 52 students and graduated a class of 7 young ladies, having had in all 127 graduates during its history.—(State report.)

Hamilton, with a gain of 139 in school population and a slight increase in attendance, shows 5 school buildings, with 35 rooms for study, the same as in 1880–'81; school property was valued at $150,000. With one more teacher employed, there was a reduction of $5,967 in expenditure. The schools were in session 200 days and registered only 41 per cent. of the youth of school age; but 75 per cent. of the enrolment was in average daily attendance. All the pupils were taught drawing and vocal music, and 858 German. The high school had 85 students at the close of the year and graduated 5.

Ironton advanced a little as compared with 1880–'81, except in enrolment, which was 101 less, employing the same number of teachers and decreasing expenditures by $538. The schools were in session 180 days and enrolled 55 per cent. of the youth of pupil age, with 75 per cent. of the enrolment in average daily attendance. The high school numbered 61 at the close of the year and graduated a class of 14. The report shows 8 school buildings, with 30 rooms, valued, with sites, &c., at $45,000.—(State report.)

Lima, expending for its public schools $5,358 more than in 1880–'81, had, as before, 2 school buildings, with 25 rooms, valued, with sites, &c., at $100,000. The city employed 1 more teacher, gained 348 in school population and 165 in enrolment, and lost 95 in daily attendance. Schools were in session 190 days and enrolled 57 per cent. of the youth of school age and had 70 per cent. of the enrolled in average daily attendance. There were 82 in the high school, which graduated 19.

Mansfield shows a small advance throughout from 1880–'81. Schools were in session 180 days, expenses increased by $1,797, and 6 buildings and other school property were valued at $150,000. The schools enrolled 67 per cent. of the school population. The high school numbered 99 at the close of the year, graduating 18.

Newark reports 2 high, 12 grammar, 22 primary schools, and 1 colored school. For these 37 schools there are 7 school buildings, with 38 rooms for study and sittings for 1,996. Schools were in session 190 days, enrolling 49 per cent. of the school population and holding 72 per cent. of the enrolled in daily attendance. With an increase of 201 in the youth of school age, there was a corresponding increase in attendance. The high school, in numbers, is said to have surpassed anything in its history, having 132 students and graduating 16.—(State and city reports.)

Portsmouth, compared with 1880–'81, shows an increase of 200 in youth of school age and of 747 in enrolment, and a falling off of 364 in daily attendance. The enrolmen

reached 79 per cent. of the school population, while only 52 per cent. of the enrolled were held in daily attendance. The schools, which were in session 190 days, were taught in 6 school buildings, with 43 rooms for study, valued, with sites, &c., at $182,000. The high school numbered 74 at the close of the year, graduating 13.

Sandusky had 9 school buildings, with 44 rooms for study, valued, with sites, &c., at $160,000. Compared with 1880–'81 there were small gains in school population and enrolment, but a loss of 157 in daily attendance. Three more teachers were employed, while expenses were less by $528. Schools, which were in session 200 days, enrolled 41 per cent. of the youth of school age, holding 79 per cent. of the enrolment in daily attendance. The entire number enrolled studied drawing and 868 German. The high school pupils numbered 93 at the close of the year, graduating 23.

Springfield erected 1 new school building during the year at a cost of $20,113, making 10 buildings, with 59 rooms for study, valued, with grounds, &c., at $110,560. It reports 1 high school, with 122 students, and 9 district schools, with 3,264, taught by 64 teachers, including 3 special teachers of music, writing, and drawing. Compared with 1880–'81 there were gains of 970 in youth enumerated, of 252 in enrolment, and of 174 in daily attendance. Schools were in session 185 days and enrolled 46 per cent. of the enumeration, retaining 74 per cent. of enrolment in daily attendance. Instruction in drawing and vocal music was given in all the schools and in German to 363 pupils.—(State and city reports.)

Steubenville shows a falling off of 1,775 in the youth of school age during the year and some decrease in attendance, this last owing, it is said, to the presence of infectious diseases. There were 6 school buildings, valued, with grounds, &c., at $127,000. The want of new school buildings is severely felt. Schools are classed as high, grammar, and primary, the last including a colored school. Schools were in session 200 days, enrolling 44 per cent. of the school population, with a fraction over 96 per cent. of the enrolled in daily attendance. A return gives 632 in private and parochial schools, which shows not quite 59 per cent. of the youth of school age under school instruction.—(State and city reports.)

Tiffin had 5 school buildings, with 25 rooms for study. Compared with 1880–'81 there was a loss of 184 in school population and a slight falling off in attendance, while 8 more teachers were employed and $1,543 less expended. Schools were in session 200 days, registered 41 per cent. of the children of school age, and had 72 per cent. of the enrolment in daily attendance. A return gives the valuation of school property at $75,000 and 700 pupils in private and parochial schools; this enrolment, with that of the public schools, leaves nearly 37 per cent. of the youth of school age unenrolled. Vocal music was taught to all the pupils, drawing to nearly all, and German to 245. The high school pupils numbered 64 at the close of the year, 8 graduating.

Toledo rated its school property, including 23 school buildings, with 118 rooms for study, at $590,000. With an addition of 1,107 to the school population of 1880–'81, there were gains of 149 in enrolment, of 639 in average daily attendance, and of 10 teachers, with an additional expenditure of $27,135. Of the 120 public schools, 2 were high, 6 grammar, 19 intermediate, 33 secondary, 53 primary, and 7 ungraded, all under 14 male and 126 female teachers. The schools were in session 200 days and registered 42 per cent. of the youth of school age, holding 72 per cent. of the enrolment in daily attendance. A return gives 3,000 enrolled in private and parochial schools, which, added to that in public schools, shows 58 per cent. of the school population enrolled. A table in the city report shows that 96½ per cent. of the enrolment were under 16 and over 62 per cent. under 11 years of age. Instruction in vocal music was given to all the pupils, in drawing to nearly all, and in German to 1,649. Out of the 4,116 examined, 3,193 were promoted. The 2 high schools enrolled 186 and had 146 in daily attendance. To meet the large increase in school population, the board made extensive additions to the accommodations and had a building on an original plan in process of erection.—(State and city reports.)

Youngstown, to provide for the large increase in school population and attendance, during the year erected 2 school buildings, making 8 in all, with 47 rooms for study, the entire school property being rated at $250,000. The studies reported indicate the usual primary, grammar, and high schools. Schools were in session 190 days and registered 47 per cent. of the youth of school age, having 67 per cent. of the enrolment in daily attendance. The high school registered 89 at the close of the year, graduating 14.

Zanesville during the year erected 1 school-house, costing $6,361, making in all 18 school buildings, with 67 rooms. With about the same attendance as the previous year, the same number of teachers were employed, while expenditures were more by $18,864. The schools, classed as primary, grammar, and high, were in session 200 days, showing an enrolment of 49 per cent. of the children of school age and 74.4 per cent. of the enrolled in daily attendance.

Summarizing the statistics of the 22 city systems thus briefly noticed, it appears that 44 per cent. of their school population were enrolled in the schools and 33 per cent.

were in average daily attendance; but it would be unjust to consider these figures as discreditable to the city systems of Ohio, since the comprehensive school age of that State, extending most freely the opportunities of instruction to all unmarried persons under 21, is apt to give an erroneous impression when the results of the school system are represented by figures. Nevertheless the attendance is not what the State intended it should be when enacting the law as to compulsory attendance, nor what the superintendent desired to accomplish by his suggestion on page 77 of the 1880 edition of the school laws. In fact, as to percentage of enrolment and of daily attendance the cities as a whole were exactly where they were the year before, but as they increased in population it may properly be inferred that, though relatively no more pupils were taught, absolutely more schooling was done, a fact corroborated by the considerable additions to the teaching force, the accommodations, and necessarily to the expenditures.

TRAINING OF TEACHERS.

PUBLIC NORMAL SCHOOLS.

The State makes no provision for the education of teachers, but normal schools are found in connection with the public school systems of Cincinnati, Cleveland, Dayton, Columbus, and Steubenville.

The *Cincinnati* school was opened in 1868, adding a German department in 1871. During the last session 43 were enrolled in the school, of whom 15 were Germans, and 39 graduated, of whom 12 were Germans. Of the 43 admitted, 37 were from the high schools. During the last session the highest standard of qualification since its organization was attained. The principal urges the advisability of lengthening the course to $1\frac{1}{2}$ or 2 years and of enlarging the practice department so as to include 4 schools instead of 2, which schools, he thinks, should not be from the lowest grades of the system.— (City report.)

The *Cleveland Training School* reported 5 instructors and 41 female students, 34 of whom graduated and engaged in teaching. The full course of study is 1 year of 40 weeks. There is a model school attached.

The *Dayton Normal and Training School* had 4 instructors, with 13 students, and graduated 12, 9 of whom engaged in teaching. The full course is 1 year. Provision is made for the most thorough examination of candidates for graduation, it being regarded of supreme importance that no one shall be graduated unless thought capable of becoming a successful teacher. There is a model school attached.

The normal school in *Columbus* held its 28 sessions on Saturdays, with an enrolment of 97 and an average daily attendance of 71. This school is open to such members of the junior and senior classes in the high school as intend to become teachers and to those already teaching who desire further instruction.

Steubenville, by adding one year to the high school instruction, established during the year a normal and training school to supply trained teachers for its schools. The first class consisted of 13 young ladies.

OTHER NORMAL INSTRUCTION.

The private normal schools reporting for 1882 are (1) *Northwestern Ohio Normal School*, Ada, with 1,420 normal students in a 3-year course and 498 others, in all 1,918, under 36 instructors, graduating 65; (2) *Ashland College Normal Training School*, Ashland, having a 4-year course and open to both sexes; (3) *Ohio Central Normal and Kindergarten Training School*, Fayette; (4) *Geneva Normal School*, Geneva, with 64 students in a 4-year teachers' course and 121 others, in all 185, under 11 instructors; (5) *National Normal University*, Lebanon, showing 1,672 normal students in a $2\frac{1}{2}$-year course, besides 160 others, under 25 teachers, graduating 101; (6) *Mansfield Normal College*, Mansfield, with 170 normal students in a 4-year course and 25 others, in all 195, under 4 instructors; (7) *Western Reserve Normal School*, Milan, which had 116 normal students under 5 instructors; and (8) the *normal department of Mount Union College*, Mount Union, which has a 3-year teachers' course.

Normal departments or teachers' courses also exist in connection with Antioch, Buchtel, Franklin, Hiram, Muskingum, Rio Grande, and Scio Colleges, and Baldwin, Ohio, Ohio Wesleyan, Otterbein, Wilberforce, and Cincinnati Universities; also, in the following academies: Academy of Central College, Atwood Institute, Dague's Collegiate Institute, Fostoria Academy, Geauga Seminary, Hopedale Normal College, Northern Ohio Collegiate Institute, and Western Reserve Seminary.— (Catalogues and returns.)

For statistics of normal schools reporting, see Table III of appendix; for a summary of same, a corresponding table in the report of the Commissioner preceding.

TEACHERS' INSTITUTES.

An institute at the expense of the institute fund may be held in any county where not less than 30 regular teachers shall declare in writing their intention to attend, the managing

committee to enter into bond in twice the amount in the county treasury for such institute and the institute to be held not less than four days. The institute fund is derived from fees of 50 cents from each applicant for examination as a teacher in the county; instead of turning the money into the county treasury, however, city districts may retain in their own treasuries the fees collected from applicants for examination and with the amount hold a district institute; the city failing to hold the annual institute, the money goes to the county.

During the year 95 institutes were held, with an aggregate attendance of 12,078, at a cost of $19,980, a gain of 10 institutes and of 1,406 in attendance over 1881. Five institutes were in session 4 days each; 62, 5 days; while 28 continued 10 and over; 3 reaching 15 and 3 others 20 days, all under 425 instructors.

EDUCATIONAL JOURNALS.

The Teachers' Guide, Mallet Creek, continued through 1882, expiring with the December number. The Ohio Educational Monthly, Salem, continues to be the organ of the State Teachers' Association, furnishing valuable information as to methods of instruction and government and also as to the progress of education in the State and elsewhere, being now in its twenty-third volume. The Vis-à-Vis continues to be published weekly at the State Institution for Deaf-Mutes, Columbus, and was in 1882 in its fifteenth volume.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

High school statistics for 1882 show 600 rooms in use, an increase of 25 over 1881; 546 men and 254 women teaching, a total of 800, an increase of 26; an enrolment of 29,372, a loss of 567; and an average daily attendance of 20,902, a loss of 63. There were 32 more male and 6 fewer female teachers. The average monthly pay of men in township district high schools was increased from $53 to $55, while that of women was reduced from $36 to $28. In city, village, and special districts the pay of men was reduced from $69 to $57, and that of women from $55 to $54. Of the enrolled there were 3,264 more females than males, and of the daily attendants, 3,246 more. The high schools of the State, as reported, graduated 1,125.—(State report.)

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 the same, corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *Ohio State University*, Columbus, reported for 1881–'82 a large increase in students and equipment and a reorganization of the curriculum. It is open alike to both sexes and offers a 2-year preparatory course, affording a fair opportunity for pupils of the common and high schools to enter the university. There are two literary courses and one in science, each of 4 years, called general courses, and four special courses, also of 4 years each. Military drill is required of all male students unless excused on reasonable grounds. The whole number in actual attendance was 340, a gain of 60 over 1880–'81. More accommodations and instructors were needed. With an appropriation from the State of $20,000, a chemical laboratory building was nearly completed. Provision was also made for the immediate erection of three faculty residences, at an aggregate cost of $15,124. The year began under a new organization of the various departments: instead of the previous classification of regular, special, preparatory, and unclassified students, came 4 schools, viz: the school of arts and philosophy, including those studies which enter into the course leading to the degrees of B. A. and PH. B.; the school of science, including studies which enter into the course leading to B.S.; the school of engineering, including the studies which enter into the course leading to the degrees of civil engineer, mechanical engineer, and mining engineer; and the school of agriculture, including the studies leading to the degree of bachelor of agriculture. The total value of endowment and property exceeds $1,000,000.—(Catalogue.)

The *University of Cincinnati* consists of three departments, viz: the school of design, or art department, organized in 1871; the academic, or department of literature and science, organized in 1873; and the observatory, or astronomical department, 1875. The endowment consists of an estate left by Charles McMicken, increased by donations from the Cincinnati Astronomical Society and individuals. It reports a faculty of 14 instructors in the academic and astronomical departments and 8 in the school of design. The course

in this last seems to occupy 5 years; the other regular courses cover 4 years each, with special ones of 1 year and graduate courses of 1 year leading to the degree of M. A., M. SC., or M. L., a similar course of 2 years leading to PH. D. The number of students for the year was 374, of whom 91 were academic, 281 were in the school of design, and 2 were in the observatory.—(Catalogue.)

Ohio University, Athens, shows classical and philosophical preparatory courses of 3 years each, followed by classical and philosophical courses of 4 years each, the last differing from the classical course in substituting French and German for Greek, thus allowing time for considerable attention to be given to the English language in the junior year. Extensive improvements were made during the year in facilities for instruction, and a new building, containing an assembly room and halls for the literary societies, was in course of erection. There were 72 in the preparatory department, under 3 instructors, and 32 in the classical and philosophical courses, there being in the last an equal number of males and females.—(Catalogue and return.)

Of the remaining universities and colleges, 34 reported for 1881–'82. The Miami Valley College has, since the last report, become extinct, while Richmond College, which had been discontinued for some years, was reopened in 1881. All, but the Hebrew Union, St. Xavier, Kenyon, Marietta, Richmond, and Geneva Colleges and Capital, Denison, and Urbana Universities, admit both sexes; all, except the University of Cincinnati, show preparatory courses of 2, 3, or 4 years; all have the usual classical courses of 4 years; all but 7, scientific courses of 4 years; while 8 have philosophical courses of the same length. Twelve show commercial courses; 18, arrangements for normal instruction, previously mentioned under Training of Teachers; while 13, to be mentioned under Professional Instruction, have departments of theology; 1, a department of law; and 2, departments of medicine. St. Xavier, University of Cincinnati, Oberlin, and Ohio Wesleyan continue their 4-year literary courses, that in the last being only for ladies. Five institutions provide elective and select courses, while all give instruction in either German, French, music, or drawing and painting.—(Catalogues and returns.)

For statistics of these institutions 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 YOUNG WOMEN.

Besides the institutions above mentioned, which admit both sexes, there are 10 other colleges designed especially for the superior instruction of young women.

The *Cincinnati Wesleyan College* follows its primary and preparatory courses of 3 and 4 years with classical and scientific courses of 4 years each and confers the degree of A. B. on the completion of the classical and scientific courses and that of A. M. on the completion of a graduate course of 2 years. In 1882 it opened a regular military department.

Mount Auburn Young Ladies' Institute, Cincinnati, aims to complete young ladies' education by giving systematic instruction in domestic art and science to the senior class.

There was an aggregate of 146 professors and instructors and 325 preparatory and 637 collegiate students, with 1,151 in all departments. All, except the Western Female Seminary, begin with preparatory and some also with primary courses of 3 and 4 years, while all have collegiate courses of 4 years each. Some offer special courses and all give instruction in music, drawing, painting, and modern languages.

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, continues its 4 distinct courses of technical study in addition to the regular scientific course of 4 years, viz: in agriculture, and in civil, mining, and mechanical engineering, each of 4 years, the first year being the freshman year of the scientific course. In the department of horticulture and botany instruction is given in lectures connected with laboratory practice and field work. The annual course of lectures to farmers given in January of this year was well attended and the interest of former years fully sustained.—(Catalogue.)

Otterbein College discontinued its old scientific course in 1881 and adopted a philosophical course, enlarged so as to be equal in extent to the classical, substituting French and German for Greek.

The *Ohio Mechanics' Institute*, at Cincinnati, organized in 1881, embraces the department of science and arts, sections of mechanics and engineering, of chemistry and physics, and a school of design.

Scientific courses of 4 years are offered by 29 other universities and colleges, the University of Cincinnati adding a course of 4 years in civil engineering, leading to the degree of C. E.

PROFESSIONAL.

Theological.—The schools of theology existing purely as such and having 3-year courses are Lane Theological Seminary, Cincinnati (Presbyterian); the Union Biblical Seminary, Dayton (United Brethren); the Theological Seminary of the Protestant Episcopal Church, Gambier; and the United Presbyterian Theological Seminary, Xenia. St. Charles Borromeo, Carthagena, reports a course of 8 to 10 years, including studies in philosophy and classics; and St. Mary's Theological Seminary, Cleveland, a course of 5 years; both are Roman Catholic.

The following have theological courses of 3 years: German Wallace College, Berea, (Methodist Episcopal); Capital University, Columbus (Evangelical Lutheran); Oberlin College, Oberlin (Congregational); and Urbana University, Urbana (New Church). Wilberforce University, Wilberforce (African Methodist Episcopal), for colored students, has a course of 4 years, partly literary. Wittenberg College, Springfield (Evangelical Lutheran), and Heidelberg College, Tiffin (Reformed Presbyterian), have courses of 2 years each; while Ohio Wesleyan University, Delaware (Methodist Episcopal), and Hiram College, Hiram (Disciples), show biblical studies in connection with college courses. The 2-year and 3-year courses are meant to follow a collegiate or high school training.—(Catalogues and returns.)

For statistics of theological schools and departments reporting, see Table XI of the appendix, and a summary of it in the report of the Commissioner preceding.

Legal.—The law school of the Cincinnati College had 127 students in its 2-year course for 1881–'82. There appears no advance in requirements for admission or graduation. For admission to the junior class, satisfactory evidence of a regular academic education is sufficient; to the senior class, a satisfactory examination in the studies of the junior year and a certification that the applicant has studied law for one year; for the degree of LL. B., regular admission to the senior class, attendance on the full course of senior lectures, and a satisfactory examination. Graduates having the necessary qualifications of age and citizenship are admitted to the bar of Ohio without further examination. A graduate course is added whenever a sufficient number call for it.—(Catalogue.)

The catalogue of Wilberforce University for 1881–'82 indicates the discontinuance of its law department.

Medical.—The following are the only regular medical schools[1] reporting for 1881–'82: The Cincinnati College of Medicine and Surgery, with 13 professors and 1 demonstrator; the Medical College of Ohio, with 10 professors and 15 assistants; and the Miami Medical College, with 11 professors and 8 assistants, all in Cincinnati; and the Columbus Medical College, with 12 professors and 3 assistants, and the Starling Medical College, with 14 professors and 1 demonstrator, both in Columbus.

The medical department of the Western Reserve University, Cleveland, a combination of the Cleveland Medical College and the medical department of Wooster University, was opened for students in September, 1881, the two bringing to the new institution a new faculty of 16 instructors.

For graduation, all required the usual 3-year course of study under a physician, including 2 regular lecture courses of 20 weeks each year in those at Cincinnati and of 24 in those at Columbus and Cleveland, the last of which courses must be in the college conferring the degree. All, except Columbus Medical College, offer a 3-year graded course, but do not require it. To induce students to pursue it, the Miami Medical College will demand fees for but 2 years of those who complete the 3-year course. The Cincinnati College of Medicine and Surgery announces the plan of giving special operative courses as a new and important feature of the spring session, having for its object the training of physicians and advanced students in making physical examinations of patients and performing operations.

The Eclectic Medical Institute, Cincinnati, with 8 professors and a demonstrator, had courses of 19 and 20 weeks yearly and recommended but did not require a 3-year graded course. For graduation, students must have studied medicine 3 years and attended 2 full courses of lectures, the last of which must have been in this school.

The Physio-Medical Institute, Cincinnati, with 12 professors and 2 assistants, requires 3 full years of study and 2 full courses of lectures of 20 weeks annually.

The Pulte Medical College, Cincinnati (homœopathic), with 10 professors and 3 assistants, and the Homœopathic Hospital College, Cleveland, with 10 professors and 3 assistants—each open to both sexes—continued to require 3 years of study, including attendance on 2-year lecture courses, the last of which must be in the college conferring

[1] Two other medical schools, the Toledo Medical College, Toledo, and Northwestern Ohio Medical College, Toledo, were in process of organization for 1883.

the degree. Both offer a 3-year graded course, but do not require it. The Hospital College offers special courses of instruction in those branches which cannot be conveniently taught in the regular course.

The Cincinnati College of Pharmacy requires attendance on 2 full courses of lectures in a regular college of pharmacy (the last in this college), an experience of 4 years with a qualified pharmacist, and a written examination.

The Ohio College of Dental Surgery requires attendance on 2 courses of lectures in a dental or medical college (the last in this school), a written thesis, a specimen case of artificial dentistry, and a satisfactory examination.

The 6 regular colleges reported for 1881–'82 900 matriculates and 676 graduates; the 1 eclectic, 272 matriculates and 100 graduates; the Physio-Medical Institute, 36 matriculates and 12 graduates; the 2 homœopathic, 208 matriculates and 60 graduates; total, 1,416 matriculates and 848 graduates.

For further statistics of schools of medicine, pharmacy, and dentistry, see Table XIII of the appendix, and for summaries of them, the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

CLEVELAND EDUCATIONAL BUREAU.

This bureau, which is especially to benefit the working classes, provides lectures and publishes pamphlets and books for the people, embodying a large amount of useful information, of which 119,200 had been distributed. The work of the bureau for 1881, under the direction of C. A. Bolton, was so successful that the institution was made permanent and arrangements were made for the second season. During the first season the average evening attendance was from 2,500 to 4,000, the total receipts $5,000. During the second season, in 1882, the average attendance was 4,000 and receipts over $8,000. Among the lecturers were Joseph Cook, John B. Gough, and Governor St. John. General Eaton, United States Commissioner of Education, was present at a meeting and declared that no such work had been done anywhere else in the United States.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The *Ohio Institution for the Education of the Deaf and Dumb*, Columbus, for 1882 reported 513 different pupils, of whom 60 were in school for the first time, and 24 graduated, fairly equipped, it is said, for the duties of life; making 1,945 who had received instruction since the opening of the institution. Its property was valued at $500,000, including a library of 2,000 volumes. Articulation and lip reading were taught, there being 82 semi-mutes in the school. There was an increased interest in the arrangement of the industries taught so as best to fit the pupils to take their places as skilled and successful workmen. The report advises discretion in the selection of trades. Of the 4 now offered, carpentry and shoemaking should be taught to those from the rural towns, as in them there will always be a demand for such labor, while those learning printing and bookbinding must find their work in the larger towns. It was urged that tailoring be added, especially in the interest of the girls.

At a meeting of the *Ohio Deaf-Mute Alumni Association* plans were set on foot by the mutes themselves for the establishment of a home for aged and infirm mutes.

In the *Cincinnati Day School for Deaf-Mutes*, in charge of the city board of education, the enrolment was 27 and average daily attendance 22, under 2 teachers. The falling off from the previous year was due to the action of the legislature, which provided only for the payment of the teachers; previously a portion of the money appropriated for the school had been used to support its pupils for the 5 school days of the week.

The *Ohio Institution for the Education of the Blind*, Columbus, shows for 1882 a total enrolment of 226, an average attendance of 176, and 28 new pupils. Instruction was given in the common and some of the higher English branches, in vocal and instrumental music, in piano tuning, and such other industries as are taught in like institutions.

EDUCATION OF THE FEEBLE-MINDED.

The Ohio Institution for Feeble-Minded Youth, Columbus, suffered during the year for want of room, owing to the fire in 1881, which consumed the central part of the main building. It admits children from 6 to 15 years of age and instructs them in the common school branches. During the year there were 612 inmates, 5 being new ones. The completion of the buildings in process of construction it was hoped would increase the efficiency of the institution.

INDUSTRIAL AND REFORMATORY TRAINING.

The *Boys' Reform School* is located on a farm of 1,210 acres near Lancaster, on which there were 80 acres of vineyard, 8,000 peach trees, 30 acres of garden and nursery, and 400 acres under general tillage. Besides the main building, which is 161 feet long and

3 stories high above the basement, there are family buildings, arranged around the main building and named after the rivers of the State. On the spacious grounds are numerous other buildings, 8 of which are shops for as many trades. The first 10 boys received were from the Cincinnati House of Refuge in 1858, since which there had been received 3,717 boys. In 1882 the average number in the school was 499, of whom 196 received the highest badge, 168 were on leave of absence, 19 were apprenticed, and 9 had employments found for them. The superintendent says that of 45 per cent. released a large number were doing well and promised to become good citizens.— (Annual report.)

The *House of Refuge and Correction*, for boys, Toledo, had 237 inmates during the year, and 731 since opening.

The other institutions of this class heretofore reporting were the *Industrial School and Home*, Cleveland; *Toledo Industrial School; Girls' Industrial Home*, Delaware; *Cincinnati House of Refuge;* and the *House of Refuge and Correction*, Cleveland. All these schools give school, industrial, and religious training.

EDUCATION IN ART.

The *School of Design* in the University of Cincinnati, the *Woman's Art Museum Association*, and the *School of Design* in the Ohio Mechanics' Institute, all at Cincinnati, the *Columbus Art School*, and the *Toledo University of Arts and Trades* give instruction in the various forms of art. The School of Design in the University of Cincinnati, beginning in 1868 with 1 teacher and 30 students, entered upon a thoroughly graded course of instruction in the various departments in 1880–'81, showing in 1881–'82 a faculty of 7, with 300 pupils, most of whom were females; in wood engraving all were girls.

EDUCATION IN MUSIC.

Scientific musical instruction is reported to be given in the College of Music of Cincinnati, the Cincinnati College of Music, Cleveland College of Music, and Oberlin Conservatory of Music, Oberlin College, which last has a course of 3 years for the theory of music and from 3 to 5 years for the various forms of practice. This enrolled for 1881–'82 classes of 75 young men and 312 young women. Statistics of the other schools are wanting for that year, but it is hoped that they may be obtained for 1882–'83.

Another school heard of favorably is Dana's Musical Institute, Warren, Ohio.

EDUCATIONAL CONVENTIONS.

STATE ASSOCIATION.

The Ohio Teachers' Association held its thirty-third annual meeting at Niagara Falls, N. Y., July 5, 6, and 7, 1882. The superintendents' section was called to order by George W. Walker. J. M. Goodspeed, president of the section, gave the inaugural address, urging teachers to exert their influence in favor of legislation for a good school system, and William Hoover, of Dayton, read a paper on "A rational course in mathematics," full of matter that cannot be well condensed.

The general association was called to order by George W. Walker. President J. J. Burns delivered the inaugural address on "The evolution of a common school master;" Mrs. D. L. Williams, of Delaware, Ohio, read a paper on "Young teachers and their calling," followed by one on the same subject by Miss R. P. Cook, of Gallipolis, Ohio, both excellent and practical. These papers were discussed at some length and with much useful suggestion as to studies and methods. W. W. Ross, of Fremont, Ohio, read a long and admirable paper on instruction in history — local, biographical, and general — with information as to books for use in such instruction, as well as to the lessons to be drawn from the study of history. These papers, with the inaugural addresses and a very appropriate memorial address by W. W. Venable, of Cincinnati, on the death of Hon. William Downs Henkle, a former State school commissioner and long editor of The Educational Monthly, occupied the sessions of the association. Of Mr. Henkle there may be found a brief biography in the report from this Bureau for 1881, page 209.

OTHER TEACHERS' ASSOCIATIONS.

The Union Teachers' Association of Trumbull and Portage Counties met December 16, 1882, at Windham, with an excellent program, which was well carried out. O. F. Haymaker discussed industrial education.

The Auglaize County Teachers' Association held its first quarterly meeting at Wapakoneta November 10. Papers were read on "The dignity of the profession," "The scholar's mission," and "Practical education."

The Eastern Ohio Teachers' Association held its twelfth annual meeting at Steubenville December 1 and 2. The program is said to have been good, the papers and discussions spirited, and the attendance large. Commissioner De Wolf discussed the question "Is our American school system doing what it may for the interest of the public?"

The Northeastern Ohio Teachers' Association held its annual meeting at Cleveland December 9. Though the attendance was not as large as usual, the meeting is said to have been one of interest and profit. Superintendent Hinsdale, of Cleveland, discussed the subject of American history in the public schools; Sebastian Thomas, of Lodi, industrial training in German schools, a topic which awakened much interest.

The Southwestern Ohio Teachers' Association held its last session at Middletown April 22. A very fine paper is said to have been read by Mr. A. T. Wiles, of Newport, Ky., on "A course of study for public schools."

The Southeastern Ohio Teachers' Association met at Gallipolis April 28 and 29, but no account of the meeting has come to hand.

OHIO COLLEGE ASSOCIATION.

This association, begun about 20 years ago, is composed of the "presidents and professors of the colleges in the State of Ohio" (constitution, article 3). The governor of the State, the commissioner of common schools, and the president of the State Teachers' Association are members ex officio. After about a dozen years of peaceful life, it was thought necessary to determine what is a college in the State of Ohio. The association knew that no other body could make this definition as well as itself. It was entirely, in the view of its members, a matter of definition. After a year or two of consultation, upon the report of a judicious committee, it was resolved that certain named institutions, 15 in number, were the colleges in the State of Ohio. There might be other institutions which the State officers or the courts of law might call colleges, or even universities, but those named by the association were held to be the only ones in Ohio that were such in fact. Two others have since been added to the list, making 17. Nearly every year some institution presents a claim to membership, but fails of recognition. There has been talk of appointing a committee to investigate and revise the list, but no action has been taken.

At one time the association adopted minimum courses of study for degrees in the colleges connected with it; but having no power to enforce these they have become mere indications of a proper standard without any binding force.—(Letter from a member of the association.)

OBITUARY RECORD.

DR. JOHN PRATT.

Rev. John Pratt, D. D., founder of Denison University, died suddenly at Granville January 4, 1882, in the eighty-second year of his age. He was born in Connecticut, graduated at Brown University in 1827, and was the first president of the Baptist College at Granville, established in 1831 as Granville Literary and Theological Institution, made Granville College in 1832, and entitled to be called Denison University in 1856. He was professor of ancient languages there from 1837 to 1859, and then retired to private life, having given 28 years of untiring, self sacrificing toil to the educational and religious interests of his adopted State and of the college with which he was identified. He is said to have been born a teacher and bred a scholar, true, quick, and keen, with marvellous power to awaken the dormant energies of pupils and to develop their ability for independent thought. As a teacher of Greek and Latin he was reputed to be of remarkably high rank, with few equals and perhaps no superiors when in his prime.

DR. WILLIAM H. MUSSEY.

Dr. William H. Mussey, of Cincinnati, was one of the most distinguished and public spirited citizens of that city. He was born in Hanover, N. H., September 30, 1818, studied medicine in the Ohio Medical College, and graduated in 1848. He subsequently studied 18 months in Paris, and upon returning to this country settled in Cincinnati, where he made a specialty of general surgery. He was vice president of the American Medical Association in 1864 and afterward vice president of the Ohio State Medical Association. He also held various eminent positions in hospitals and colleges. He was commissioned brigade surgeon October, 1861, and lieutenant colonel and medical inspector of the United States Army in June, 1862, and was surgeon general of Ohio for several years. He was also president of the Natural History Society of Cincinnati. As a memorial of his father he founded the Mussey Medical and Scientific Library in Cincinnati and gave several thousand valuable publications to the collection. In 1857 he married Caroline W. Lindsly, of Washington, D. C.—(Boston Journal.)

CHIEF STATE SCHOOL OFFICER.

Hon. D. F. De Wolf, *State commissioner of common schools, Columbus.*

[Term, January, 1881, to January, 1884.]

To be then succeeded by Mr. Le Roy D. Brown.

OREGON.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth 4 to 20 years of age *a*	61,641	65,216	3,575	
Enrolled in public schools	34,498	37,743	3,245	
Average daily attendance	25,196	27,347	2,151	
Attending graded schools	8,918	8,986	68	
Attending private schools	4,823	7,394	2,571	
Number reported as not in school	21,655	21,328		327
SCHOOL DISTRICTS AND SCHOOLS.				
Organized districts	1,037	1,093	56	
Districts reporting	988	1,026	38	
Graded schools reported	52	50		2
Average school term in days	86	90	4	
Number of private schools	186	193	7	
Value of public school property	$657,469	$684,298	$26,829	
TEACHERS AND THEIR PAY.				
Number of men teaching	591	662	71	
Number of women teaching	748	750	2	
Whole number of teachers	1,339	1,412	73	
Teachers in graded public schools	174	182	8	
Teachers with first grade certificates	691	745	54	
Teachers with second grade certificates	648	667	19	
Average monthly pay of men	$42 26	$43 95	$1 69	
Average monthly pay of women	31 72	31 63		$0 09
RECEIPTS AND EXPENDITURES.				
Whole receipts for public schools	$323,301	$338,307	$15,006	
Expenditure for public schools	318,331	346,961	28,630	
STATE SCHOOL FUND.				
Permanent school fund	$625,000			
Available school fund	610,000	$832,522	$222,522	

a The basis for appropriation of public money; the age for admission into public schools is 6 to 21.

(From the report of Hon. L. J. Powell, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

For the general administration of public school affairs there is a State superintendent of public instruction, elected quadriennially by the people. He, the governor, and the secretary of state constitute a State board of education. The local officers are county superintendents of common schools, elected biennially by the voters of the county; district boards of three directors, elected for three years; and a district clerk, elected for one year.

OTHER FEATURES OF THE SYSTEM.

Public school moneys are derived from a State school fund, from a county tax of 4 mills on $1, and from a tax which district meetings, legally called, have the power to levy on all the real and personal property in their districts. District meetings may also make any necessary appropriations for the support of schools. Only districts where schools have been taught three months are entitled to their proportion of the school fund; this restriction, however, is not to apply to a district until the fourth year of its existence. The State superintendent must report to the legislature biennially and county superintendents must report to the State superintendent annually, or be liable to removal; they must also hold quarterly examinations, and applicants rated number 1 at such examinations receive certificates good for two years; those rated number 2 receive certificates for six months. Life diplomas and State certificates, the latter for six years, are given on examination by the State board of education, both being subject to revocation by the board, which also grants certificates of the same force as those granted by county superintendents. High schools must be maintained in districts containing 1,000 youth of school age. In districts containing 10,000 inhabitants, upon petition of 100 residents, one or more of the common schools is to be taught in the German language. Any tax-paying citizen of the State who is 21 years of age is entitled to vote at any school meeting held in the district in which he or she resides.

GENERAL CONDITION.

The report for 1881–'82 indicates progress in all but two items, graded schools and the salary of women teaching, in which the reductions were trivial. The State superintendent says the greatest need of the schools is a more thoroughly trained class of teachers. To secure better supervision also, an increase of salary is recommended for county superintendents. A longer period of school during the year in the county districts is said to be necessary, as in 300 districts out of 1,026 in the State reporting the schools were taught but 3 months, or 60 days, during the year. The superintendent therefore recommends that the minimum school term entitling districts to their share of the school fund be 6 months instead of 3. He favors also an amendment to the law which shall require the levy of a State school tax of 2 mills on the dollar.

CITY SCHOOL SYSTEM OF PORTLAND.

OFFICERS.

The interests of the public schools of Portland are in charge of a board of 3 directors, a clerk, and a city superintendent.

STATISTICS AND ADDITIONAL PARTICULARS.

With an estimated population of 25,000 the superintendent reported the total number of youth of school age in 1881–'82 to be 5,314, including colored and 126 Chinese. Of this number 3,130 were enrolled in the public schools, with an average daily attendance of 2,166. The number of cases of corporal punishment was 96; of suspension, 6. The percentage of tardiness was reported the same as last year. The schools were taught 200 days by 5 men and 51 women. During the year extensive additions were made to the accommodations and the superintendent declares that no school room in the city could be classed as poor. The receipts for all school purposes were $86,245; the expenditures, $118,106. There were 72 pupils graduated in 1882 from the grammar schools, over 65 of whom entered the high school.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The *Oregon State Normal School*, Monmouth, organized in 1882 and made free to 62 State students, offers a subnormal or elementary course of a year, preparatory to the regular normal course, which covers 2 years. The latter includes not only the science and history of education, school methods, hygiene of the school room, school law, &c., but also mathematics, natural and mental science, English language and literature, rhetoric, elocution, music, and book-keeping. Beyond this there is a 2-year course of collegiate studies for such as may desire to prepare for higher work. There is also a commercial course for students preparing for business. Undertaking so much at the outset, the danger is that it may become rather a second rate college than a first rate normal school. Officers and teachers in the first year, 9; pupils, 104, without distinction of normal from others.

Ashland College and Normal School, Ashland, like the preceding formerly a private enterprise, with it, by act of the legislature of 1882, was made a State normal school. It offers

a 3-year normal course, covering 40 weeks each year, with a commercial and a college preparatory course, music, and penmanship. Its normal students have an opportunity for practice teaching in a primary and preparatory school. Teachers for the first year of its recognition by the State, 6; pupils in normal department, 21, besides 49 in the training school and 53 others.

The *collegiate department of the University of Oregon*, Eugene City, furnished for 1882 a 3-year normal course of English studies to a class of 10 students.

OTHER NORMAL TRAINING.

McMinnville College, McMinnville, and *Willamette University*, Salem, in their preparatory departments offered normal instruction, the former in a well arranged teachers' course of 2 years and the latter in one of 3 years. *Santiam Academy*, Lebanon, and *Wasco Independent Academy*, The Dalles, also offered like instruction.

TEACHERS' INSTITUTES.

The State superintendent is required by law to hold a teachers' institute in each judicial district annually, as well as a State institute at some central point. For the year 1881–'82 there were 20 institutes held, attended by 648 teachers, 7 districts not reporting. Teachers are required to attend all institutes held in the counties in which they reside, and for non-attendance without a good excuse the county superintendent may lower the grade or revoke the certificate of such teacher.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

In districts containing 1,000 persons 4 to 20 years of age, the law requires high schools to be maintained at least 6 months in each year, but the State report gives no information regarding such schools. The city superintendent of Portland reported 201 pupils in the high school of that city, of whom 30 graduated: from a 4-year language course, 12; and from a 3-year English course, 18. Of the pupils 121 were girls; there was not a case of tardiness during the year. The only punishment inflicted consisted of 3 suspensions.

OTHER SECONDARY SCHOOLS.

For statistics of private secondary schools and preparatory departments of colleges reporting, see Tables VI 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.

The University of Oregon, Eugene City, in the sixth year of its existence in 1881–'82, continued its preparatory, classical, scientific, and normal courses, the preparatory of 1 year for the normal course and of 2 for the others, the classical and scientific collegiate of 4 years each, and the normal of 3 years. The scientific course differs from the classical mainly in substituting French, German, and mathematics for Latin and Greek. But the collegiate arrangements are still comparatively in their infancy. At least 1 free scholarship is allowed to each county, and it may have another for each member and joint member of the legislature to which the county is entitled. There appear to have been 72 free students holding such scholarships, with 71 other students, 143 in all, in what is called the collegiate department, which included not only 72 college students proper, but also 10 normal students and 61 classical and scientific preparatory; 74 English preparatory students, not counted as collegiate, made a total of 217, all under 7 professors.

Corvallis College, Corvallis; Pacific University, Forest Grove; Blue Mountain University, La Grande; McMinnville College, McMinnville; Christian College, Monmouth; Philomath College, Philomath, and Willamette University, Salem, have preparatory departments, as well as classical and scientific courses of 4 years, except Pacific University, which makes its scientific course 3 years. It has also a 3-year ladies' course. The studies of Corvallis College are divided into 7 schools, that of mathematics covering 4 years, the others of undefined duration. Philomath gives a 4-year ladies' course; Christian, Philomath, and Willamette offer business courses; all three, with Blue Mountain, give instruction in drawing, painting, and music. For statistics of these institutions, see Table IX.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

All the above institutions are open to young women, Willamette University having a well organized woman's college, with a lady dean.

St. Helen's Hall, Portland, for girls only, presented for the year courses in collegiate studies occupying 4 years. Latin and the modern languages were taught, as well as music, drawing, and painting. For statistics, see Table VIII of the appendix.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

In addition to the scientific courses before noted an opportunity is given in the schools of engineering and agriculture at Corvallis College for the study of these sciences, the former offering instruction in drawing, descriptive geometry, and the general principles of civil engineering; the latter, in analysis of soils, modes of drainage, methods of preparing farm buildings, as well as in stock raising, fruit culture, &c. Graduates from these schools are entitled to the degree of B. S.

PROFESSIONAL.

The College of Medicine, a department of Willamette University, located at Portland, is the only professional school reporting for the year 1881–'82. The required course of study is 2 years of 20 weeks each year and an optional preliminary course of 4 weeks' duration annually. A 3-year graded course is recommended but not required. For admission a preliminary examination is required of applicants who are not graduates of a college, academy, or high school, and for graduation the student must have attended 2 full courses of lectures, have completed 3 years of study, have gone through a course of practical anatomy, and have passed a satisfactory final examination. The college in 1881–'82 had a faculty of 11; 29 students were matriculated and 9 graduated.—(Catalogue.)

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Oregon School for Deaf-Mutes, Salem, is a State institution under the management of a board of 9 directors. There were 42 pupils enrolled in 1881 and 1882, representing 12 counties in the State; average attendance, 26. Instruction in the English branches was given (manual method) by 3 teachers, 1 of them a deaf-mute. The school was occupying rented buildings, and consequently had no shops for industrial training, while other needed advantages for comfort and instruction were still wanting.

EDUCATION OF THE BLIND.

The Oregon Institute for the Blind, Salem, which was suspended in 1878, is to be reopened in 1883, the legislature in 1882 having made an appropriation of $8,000 for its support.

REFORMATORY TRAINING.

Mr. W. S. Ladd, a banker in Portland, has given the State $20,000 for the erection of a reform school and will pay all the expenses of maintaining it.

INSTRUCTION OF INDIANS.

The statistics for 1882 show a school population of 906 at the 5 United States Indian agencies in the State. Although there were school accommodations for 340 pupils, the average daily attendance was only 172. The school at Warm Springs agency was taught 11 months, those at Klamath and Siletz 10, and at Grand Ronde 5, at a total cost to the Government of $16,612. There were 381 Indians who could read, 40 having learned during the year. They were taught housekeeping, sewing, carpentry, and gardening, as well as common school studies, by 19 teachers.

The report from the Training School for Indian Youth, at Forest Grove, gives an attendance of 54 boys and 37 girls. The instruction was the same as that given at the agencies, blacksmithing, shoemaking, and farming being added.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The State Teachers' Association held its annual session at Salem, August 21–23, 1882, State Superintendent Powell presiding. The convention was well attended, though the number of teachers present was not given. Among the many interesting subjects was one presented by Dr. Fowler, of New York, advocating more thorough educational work. He recommended the old-fashioned drill course of mathematics, Latin, and Greek, and advised students aspiring to a future life of usefulness to take a full course. The subject of physical geography was treated in an interesting manner with simple illustrations, and

was followed by "Education and the state." An excellent paper, entitled "Necessity for better teachers and how to secure them," advocated normal schools supported by public funds; educational journals, as a valuable means of improvement to the reading teacher; and the encouragement of teachers by better pay, as those vocations which pay best usually attract the best material, and, while millions might be spent on normal schools, their graduates will not remain teachers unless paid to do so. The subjects of "Teachers' examinations," "Science in school," and "Relation of common schools to colleges" were also discussed, after which the association adjourned.

CHIEF STATE SCHOOL OFFICER.

Hon. E. B. McElroy, *State superintendent of public instruction, Salem.*

[Term, September 11, 1882, to January 1, 1887.]

PENNSYLVANIA.

SUMMARY OF EDUCATIONAL STATISTICS.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6–21)	----------	a1,422,377	----------	----------
Enrolled in public schools	931,749	945,345	13,596	----------
Enrolled in private schools and academies. b	26,710	34,624	7,914	----------
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	2,208	2,215	7	----------
Number of free schools in these	18,835	19,183	348	----------
Number of schools graded	7,257	7,812	555	----------
Number with Bible reading b	13,987	13,495	----------	492
Number teaching drawing b	4,916	5,180	264	----------
Number teaching vocal music b	3,999	4,791	792	----------
Number teaching higher branches b	2,240	2,270	30	----------
Number with uniform text books b	14,630	15,118	488	----------
Number for colored youth alone b	66	48	----------	18
Districts having school libraries b	130	160	30	----------
School-houses for free schools b	12,864	12,983	119	----------
School-houses rated as first class b	3,369	3,477	108	----------
School-houses with good furniture b	7,385	8,234	849	----------
School-houses poorly ventilated b	5,861	5,313	----------	548
Value of all public school property	$26,605,321	$28,341,560	$1,736,239	----------
Average time of public schools in days	146.96	153.78	6.82	----------
Private ungraded schools reported b	308	373	65	----------
Private academies and seminaries b	205	199	----------	6
TEACHERS AND THEIR PAY.				
Men teaching in public schools	9,359	9,051	----------	308
Women teaching in public schools	11,993	12,778	785	----------
Whole number of public school teachers.	21,352	21,829	477	----------
Number employed more than 5 years b	7,163	7,308	145	----------
Number employed less than 1 year b	1,644	1,756	112	----------
Graduates of State normal schools b	860	1,019	159	----------
Attended State normal schools b	3,056	3,492	436	----------
Average monthly pay of men	$33 66	$35 12	$1 46	----------
Average monthly pay of women	29 03	28 89	----------	$0 14
Teachers in private schools b	990	1,099	109	----------
RECEIPTS AND EXPENDITURES.				
Receipts for public schools	$8,798,724	$8,637,935	----------	$160,789
Expenditure for public schools	7,994,705	8,263,245	$268,540	----------

a United States Census of 1880. b Not including Philadelphia.

(From reports of Hon. E. E. Higbee, State superintendent of public instruction, for the two years indicated, with returns from the same for each year.)

STATE SCHOOL SYSTEM.

OFFICERS.

The public schools of the State are under the general supervision of a State superintendent of public instruction, with 2 deputies; local supervision is secured through county superintendents, one for each county, and through school directors in independent

school districts within the county, 6 for each district. In consolidated districts (cities or boroughs) there are directors in each ward to look after school property and buildings and the collection and disbursement of taxes in that ward, with a board of controllers composed of all of these directors for all other school matters of the city or borough. Women may hold any of these offices. The State superintendent is appointed by the governor, the senate concurring, every fourth year, and may be removed for sufficient cause by the same functionary at any time; county superintendents may be changed every third year; one-third of the directors in any district, every year. Philadelphia, Pittsburgh, and some other places, under special charters, vary somewhat from these arrangements.

OTHER FEATURES OF THE SYSTEM.

The public schools are free to all children 6–21 years of age, of whatever race or color, residing in a district in which they are taught. To support the system the State contributes $1,000,000 yearly and requires the levy of an annual tax in each school district, which shall not exceed 13 mills on the dollar for instruction and as much more for buildings. The sessions of the schools must cover from 5 to 10 months yearly. School teachers must have certificates of qualification from some recognized school officer and must report monthly to the directors under whom they serve; these directors, annually, to their county superintendent; he to the State superintendent, who, from the city, county, and other reports, prepares for the legislature a condensed statement of free school education for the year, adding information as to academies and colleges that have had aid at one time or another from the State. Ten normal schools under State direction continue to receive State aid, as do 2 schools for the deaf, 1 for the blind, and 1 for the feeble-minded; while graded schools, night schools, and city schools for the deaf come in for their share of the annual State appropriation.

GENERAL CONDITION.

The State report for 1881–'82 indicates fair progress. From the lack of an annual census of children of school age, the proportion of enrolment to the number entitled to instruction cannot be told; but, with 13,596 more pupils in the public schools and not less than 9,000 additional attending academies and other private schools, it is not unlikely that even pace was kept with the growth of school population. Accordingly, Superintendent Higbee estimates that only about 9,883 more youth than previously were without some form of schooling. At almost every point, indeed, there is a gain: 7 more school districts; 348 more free schools; 555 more schools graded; not including Philadelphia, 119 more buildings for free schools, 108 more rated as first class, and 849 more supplied with good school furniture, as well as a considerable increase of teachers who had either had 5 years' experience or had been trained to some extent in the State normal schools. If the statistics of the schools of Philadelphia were added where wanting to those above, the case would appear better still, as there the school buildings are among the best in the State, the teachers well trained in excellent city normal classes, and the appliances for instruction generally superior to those elsewhere. Almost the only thing that seems to be wanting to attain higher success is better pay for teachers; as the superintendent shows, the average pay of teachers in 1882 was only a little more than $200 yearly, not enough, certainly, to secure permanence in school work on the part of the class of teachers most to be desired.

KINDERGÄRTEN.

For the statistics and location of about 30 schools of this class in Pennsylvania, see Table V of the appendix; and for a summary of their statistics, a corresponding table in the report of the Commissioner preceding.

The Sub-Primary School Association of Philadelphia is reported to have established, from October, 1879, to March, 1882, in connection with ward associations in that city, 11 free Kindergärten, sufficing for the instruction of 405 children. Others have been added since that date. The school term is from the first Monday in September to July 1.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

The school government of cities is treated under the heading State School System, Officers. Philadelphia and Pittsburgh continued, under special laws, to have boards of education independent of the ward boards.

Any city of over 5,000 inhabitants may, by vote of directors, elect a school superintendent of skill and experience as a teacher, and 36 cities and boroughs have such superintendents.

STATISTICS. *a*

Cities.	Population, census of 1880.	Public schools. *b*	Enrolment in public schools.	Average number attending school.	Number of teachers.	Expenditure.
Allegheny	78,682	207	9,872	8,354	208	$202,081
Allentown	18,063	56	3,583	2,314	57	63,475
Altoona	19,710	49	3,126	2,494	51	36,813
Bradford	9,197	21	1,558	1,037	26	38,602
Carbondale	7,714	24	1,700	1,086	26	11,633
Chester	14,997	49	2,606	1,691	50	28,907
Columbia	8,312	21	1,431	978	24	17,022
Danville	8,346	27	1,709	1,123	29	11,692
Easton	11,924	44	2,267	1,651	50	52,535
Erie	27,737	104	4,658	3,136	104	69,613
Harrisburg	30,762	97	5,795	3,743	114	95,987
Johnstown	8,380	30	1,695	1,148	31	29,603
Lancaster	25,769	69	3,731	2,584	70	43,534
Lebanon	8,778	30	1,480	1,175	30	17,863
McKeesport	8,212	23	1,434	890	24	28,677
Meadville	8,860	36	1,758	1,273	36	27,641
New Castle	8,418	29	1,657	1,158	33	19,647
Norristown	13,063	44	2,225	1,548	44	34,070
Philadelphia	847,170	2,113	168,786	91,894	2,113	1,493,897
Pittsburgh	156,389	469	23,629	16,570	469	549,138
Pottsville	13,253	49	2,817	1,909	50	34,601
Reading	43,278	144	8,187	5,822	151	100,135
Scranton	45,850	90	9,016	5,993	188	106,404
Shamokin	8,184	26	1,817	1,058	29	21,710
Shenandoah	10,147	28	2,182	1,306	29	21,607
Titusville	9,046	26	1,698	1,196	32	34,277
Wilkes-Barre *c*	23,339	74	4,883	3,087	74	76,406
Williamsport	18,934	65	3,489	2,217	65	40,406
York	13,940	50	2,419	1,786	50	28,177

a For the sake of uniformity these statistics are all taken from the tables of the State report. As no census is taken of the children of school age, information on that point is wanting.
b These figures are believed to be exclusive of night schools, which existed in several cities.
c The educational statistics are for the three school districts of the city.

ADDITIONAL PARTICULARS.

Allegheny had 18 school buildings, valued, with other school property, at $280,000. School accommodations were increased by making additions to several of the buildings, nearly all of which are new, constructed of brick, and in the modern style of architecture. Few cities, it is claimed, are better provided with school-houses than Allegheny. The year is reported as one of substantial progress. Schools were in session 196 days. The enrolment in private and parochial schools was 3,000.—(State and city reports and return.)

Allentown had a high school with a 3-year course, 9 school buildings with 3,700 sittings, and her entire school property was valued at $450,000. The attendance suffered from the prevalence of smallpox, and yet the enrolment was increased by 725. Of the 57 teachers employed 30 were graduates of the city high school, 3 of a State normal school, and 2 held State certificates. A new brick building, with 4 large rooms, to be supplied, like all the others, with the most approved furniture, was nearing completion. Schools were in session 190 days.—(State report and city return.)

Altoona had school sittings for 3,010 and school property valued at $101,260. Compared with 1880–'81, enrolment increased 72. The best school building had but 4 rooms and is poorly heated and ventilated, and from want of room 5 schools of the lowest grades held half day sessions for some part of the year. During the last 8 years the school population had increased 60 per cent., while there had been no increase in the assessed valuation in that time. Schools were in session 187 days. An enrolment of 900 in private and parochial schools was reported.—(State report and city return.)

Bradford in 7 years has increased its school population more than twelvefold and the number of its schools in proportion. Within the last 2 years it has erected 3 school buildings and enlarged another, thus providing for 13 new schools without burdening the district with debt or impairing its credit. In 1881–'82 there were 4 school buildings, with 21 rooms. An increase of 337 in enrolment and of 358 in daily attendance was reported. A uniform salary of $50 a month was paid in all grades below the high, thus securing teachers of experience and culture, the best being selected for the primary grades. Schools were in session 219 days. Private and parochial schools enrolled 400. (State report and city return.)

Carbondale had 8 school buildings, the entire school property being valued at $25,200.

There was a decrease of 121 in enrolment. During the two years covered by the last report an effort was made to relieve the crowded condition of the primary schools by enlarging some of the buildings. The courses of study and grading were rearranged to give a course of 7 years below the high school. Schools were taught 190 days. Private and parochial schools enrolled 198.— (State report and city return.)

Chester had 10 school buildings, with 2,400 sittings, and rated them, with other school property, at $111,000. Attendance was well sustained, with slight gains. The principal change reported is the merging of the colored schools into those for whites without any troublesome results. More school room was needed and a new building was soon to be added. Schools were taught 195 days. There were 300 in private and parochial schools.— (State report and city return.)

Columbia in 1881–'82 had 3 school buildings, valued, with other property, at $28,000. The addition during the year of a new one, with 2 rooms, elegantly furnished and scientifically heated and ventilated, fully met the wants of the school population. Instead of the falling off in attendance reported in 1880–'81 there was an increase of 32 in enrolment. The schools were all furnished with charts and maps. A public school library, begun in 1862 with a donation of $500, had grown to be one of the largest district school libraries in the State. Schools were in session 194 days.— (State report and city return.)

Danville gives an increase of 42 in enrolment and school property valued at $60,000.

Easton reported for its 49 public schools an improved classification and better methods of instruction. The examinations inaugurated as tests of school work presented a gratifying exhibit of faithful teaching and intelligent acquisition. The indications of healthy growth were said to be unmistakable. The teachers employed gave proof of professional skill. A weekly teachers' institute, with a normal class attached, was well attended, but enrolment shows a slight falling off from the previous year.— (State report.)

The *Erie* public school system has enjoyed remarkable growth from an endeavor to keep abreast of the increase of school population. While the increase of the entire population during the last decade was 42 per cent., the enrolment of its schools was 75 per cent. There were 16 school buildings, with 4,800 sittings, valued at $320,700. Among these are 8 fine structures built since 1870. The attendance of 1880–'81 was sustained, the enrolment being only 24 less. The experiment adopted two years ago of carrying some of the natural science topics of the high school into the lower grades through talks of the high school teachers had proved advantageous in making the relations between the different grades more intimate and thus securing better results. The study of German is open to all grades. A mute school is sustained, in which articulation is successfully taught. Schools were in session 190 days. There were 2,000 enrolled in private and parochial schools.— (State report and city return.)

Harrisburg had in 1881–'82 21 school buildings, with 5,701 sittings, valued at $330,973. There was a gain of 128 in enrolment over 1880–'81. Improvements were seen in much of the work done in all the grades. While the teachers were faithful, many had never enjoyed any special training, and a number had but a limited experience. The high schools were more efficient than ever before. Schools were in session 197 days. Private and parochial schools enrolled 450.— (State report and city return.)

Johnstown in 1881–'82 opened its public schools for the first time as city schools, they having been separated from the jurisdiction of the county. The rapid increase of schools, which numbered 30 in 1881–'82, an increase of 3 over 1880–'81, with an increased attendance over any previous year, necessitated the appointment of a superintendent, under whose care a new course of study was being matured. A new high school building, said to be the finest and most suitably arranged of any school building in the county, was built at a cost of $21,000; a high school was then organized, with an attendance of 45 and a course of 3 years. The change in the management is said to have awakened public interest in the schools. School property was valued at $100,000.— (State report and city return.)

Lancaster reported for 1881–'82 school property rated at $204,000. Enrolment gained 290 over the previous year. The number of daily absences was 15 per cent. of the average monthly enrolment. There was one more school, with two more teachers, than in 1880–'81. The superintendent says that the schools are advancing in the extent and thoroughness of their instruction; that the program outlined last year embraces an unusually good course of study for all the grades below the high school; that there is instruction in more practical and scientific subjects; that a city teachers' institute is held, with instruction in the art of teaching; and that a teachers' library of professional works has been established. There were 1,000 enrolled in private and parochial schools.— (State report and city return.)

Lebanon had in 1881–'82 8 school buildings, valued at $75,200. While the statistics show a decrease of 20 in enrolment, the report indicates a gradual advance in several respects. The superintendent is changing the practice of employing young and inexperienced teachers for the primary classes. Moral culture is fostered as a valuable part of

education. Schools were in session 187 days. There were 350 in private and parochial schools.—(State report and city return.)

McKeesport reported in 1881–'82 its first year under a city superintendent. An effort was made to bring all the schools under a uniform course of study. There was an increase of 5 in schools and teachers over the previous year, with a gain of 117 in enrolment. Of the 4 school buildings, 1 was erected and occupied during the year. It is 3 stories high, has 10 rooms, with the conveniences of a first class school building and most approved furniture, costing in all $30,000. A high school, with a 3-year course, was organized during the year, and drawing was successfully introduced into all the schools.

Meadville, in 1881–'82 also making its first report under a city superintendent, had 5 school buildings, with 1,830 sittings, valued at $95,000. The average daily attendance was lessened by diphtheria. With the aid of teachers awake to the necessities of the hour and with professional work at weekly institutes, the superintendent thinks he will be able to make the transition from the old to the new with little friction. The high school has furnished most of the successful and accomplished teachers of the city and adjoining towns.— (State report and city return.)

New Castle reported for 1881–'82 the erection of a new first class school building of 8 rooms. Compared with 1880–'81 enrolment fell off 89. The high school, at first opposed, had come to be regarded as an educational necessity.

Norristown reports 6 fine school buildings, valued at $159,200, but a gain of only 7 in enrolment. Sickness was the principal cause of absence. Monthly teachers' institutes were attended with interest and profit. Drawing was taught in all the grades with good results. In the high school much interest was taken in an association for the study of natural history, called the Agassiz Association. Moral training received attention as part of the school work. Schools were taught 200 days and 300 pupils were enrolled in private and parochial schools.— (State report and city return.)

Philadelphia reports for 1882 38 more schools, as many more normally trained teachers, and $60,114 more expended than the preceding year, yet had 2,251 fewer pupils in average attendance and 491 fewer than in 1881 on the rolls. The average pay of teachers was reduced, in the case of men, $36.22 a month; in that of women, $6.05 a month. In consequence of the falling off in attendance 10 teachers were dismissed.

The normal class of the city high school for young men and the excellent city normal school for young women were continued, preparing all teachers needed for new schools or for vacancies in older ones. Drawing and vocal music received attention as before, with a view to training teachers and pupils. Instruction in the elements of several useful industries was given by Mr. Charles G. Leland to teachers and pupils from the different ward schools at a central city school; and, under the influence of the Philadelphia Public Education Association, instruction in sewing was made a part of the regular training in the normal school. This association also interested itself effectively in an effort to induce the city board of education to obtain for the city schools what they had long needed: the supervision of a skilled superintendent, with at least one assistant. After a protracted and careful consideration of the subject the board decided, April 11, 1882, that skilled specialists in the science of education were necessary to superintend and supervise the schools, and that an amount of money sufficient to begin the organization of a board of superintendents should be included in the estimate of expenses for 1883. The city councils assented and appropriated $15,000 to begin the organization of such a board, which has been since begun by the election of a superintendent and one assistant. The ground for this action appears in the fact that in 1882 there were in the city normal and high schools 1,539 scholars; in grammar schools, 16,124; in intermediate or "secondary" schools, 28,433; in primary, 57,606; and in evening schools, 12,190. Effective supervision of over 500 schools, with more than 2,200 teachers and 115,000 pupils, could hardly have been possible for a central board and ward boards composed of men extensively engaged in business during the ordinary school hours, and it seems amazing that such a system should have been continued to so late a day in the second city of the union.

The evening schools above referred to comprised 23 for men and boys, 12 for women and girls, and 9 for both boys and girls, making 44 in all. Of this number 7 were for colored pupils, 1 was for German and English studies combined, and 1 a school for artisans actually engaged in mechanical pursuits and seeking better qualifications for their work. The instruction in this included geometry, mensuration, penmanship, arithmetic, natural philosophy, and chemistry. The pupils in this school numbered 227. The session for 1882 covered 9 weeks, from October 16 to December 21, against 10 weeks the year before; another session of 2 months, covering January and February, 1883, was to follow this.— (State and city reports, &c.)

Pittsburgh had, in 1881–'82, 56 school buildings, valued, with furniture, at $2,000,000. The prevalence of smallpox reduced the enrolment 851 from 1880–'81. Night schools were open 60 evenings, under 41 instructors and with an average attendance of 826, at

a cost of $5.52 per student. The central high school had academic, normal, and commercial departments, with an aggregate attendance for the year of 253 and 3 graduate students. In the academic department there were 13 instructors and 31 pupils. A class of 30 graduated, two-thirds of whom were girls, nearly all preparing to be teachers in the city. German and mechanical and freehand drawing were taught by special teachers. In the normal department there were 11 instructors and 44 students, of whom 23 graduated. The diploma of this school is, by law, equivalent to a professional certificate. The commercial department, with 3 instructors and 2 assistants, completed its first year with 178 students and a graduating class of 34. Teachers' meetings were well attended and much interest is said to have been taken in the class drills in the several branches of school study. Vocal music was made a school study and taught by the regular teachers. The rapid growth of the city made new school buildings and additions an almost yearly necessity. In the "East End" the increase of average attendance was 160 per cent. in 13 years; that in "South Side," 50 per cent. in 9 years. The increase of accommodations in 1881–'82, at an expense of $29,353, did not keep pace with the increased attendance. In all the new parts of the city there was a demand for more school room.— (City and State reports.)

Pottsville reported 49 public schools in 13 school-houses, with 2,500 sittings, valued at $200,000. Within the year there was added 1 new school building. The enrolment increased 139, and daily attendance 9. The high school had a well graded course of 3 years. Schools were in session 200 days. Private and parochial schools enrolled 200. (State report and city return.)

Reading claims that its schools are better than their reputation and that most of the teachers are doing good work. All except 2 of the school buildings were in good condition, well furnished, and well arranged as to ventilation and light. One 2-story building, with 4 rooms, was erected during the year, and said to be, like all the other new ones, first class. Two others were needed. Enrolment shows an increase of 925 and daily attendance, of 449.

Scranton includes among its public schools 1 for deaf-mutes. During the last 2 years 4 new school buildings were erected and 2 others enlarged, adding 1,100 sittings, at a cost of $17,777, and making in all 30 school buildings, valued, with other school property, at $325,000. Slight gains were made in enrolment and daily attendance, and 18 more teachers were employed, perhaps from more frequent change. Besides improved furniture and apparatus, 20 cabinet organs were placed in the schools. Vocal music was added to the regular studies and taught in all the grades by a special teacher. Drawing, too, was taught in all the grades below the high school. Evening schools were open during the 3 winter months, with an average attendance of 1,075, taught by 46 teachers. Schools were taught 220 days. Private and parochial schools enrolled 2,000.— (State report and city return.)

Shamokin shows 6 school buildings, with 1,860 sittings, valued at $50,000. With 2 more teachers than in 1880–'81, there was a loss of 110 in enrolment. During the last 2 years 5 new primary schools were established. All the school rooms were furnished with approved desks and seats and 17 with fine furniture. A first class building was soon to be erected on a site already purchased. A new feature introduced consisted of having the children in all the grades memorize choice thoughts from some of the best authors. The primary schools were receiving the special attention of the board, as requiring the rarest skill in teachers. Some of the best were employed for them and wages were paid in proportion to experience. Schools were in session 181 days. The superintendent reports 2 years of substantial progress. There were 420 in private and parochial schools.— (State report and city return.)

Shenandoah had 4 school buildings, rated, with other property, at $61,000. There was a gain of 2 teachers, of 99 in enrolment, and of 63 in average attendance. Some substantial progress was made in school buildings. There was marked progress in primary work. The half day system was adopted in the first grade primary schools and was in the hands of the best teaching talent. The general condition of the schools was said to be highly satisfactory. They were in session 184 days.— (State report and return.)

Titusville shows an increase of 216 in enrolment and of 54 in average attendance, retaining nearly 71 per cent. of enrolment in actual attendance, notwithstanding the prevalence of smallpox. The general condition of the schools was better than in 1881. Less machine work was done and more of training children to think.

Wilkes-Barre reports the total statistics of 3 districts within the city limits. There were 16 school buildings, valued, with other property, at $181,872. In addition to the nearly 100 per cent. increase of attendance reported for 1880–'81, there was still a gain on that of 229 in enrolment, with the addition of 6 schools, 6 teachers, and an increase of $10,873 in expenditures. Schools were taught 190 days. There were 1,400 in private and parochial schools.— (State report and city return.)

Williamsport shows 25 school buildings, with 3,485 sittings, valued at $144,325. Enrolment gained 57. The course of study and statistics of the high schools show the or-

dinary grade of studies, with an enrolment for the year of 122 and average attendance of 103. The schools during the session of 9 months are said to have been prosperous. Private and parochial schools enrolled 1,200.— (State report and city return.)

York sustained 50 public schools (with a course of study covering 12 years, giving to the high school 4 years), and 1 evening school; had 10 school buildings, with 2,600 sittings, rated at $140,000. The superintendent says that during 4 months of the year a higher per cent. of attendance than ever was reached, but sickness during the other months greatly reduced the general average. Enrolment gained 140, average attendance losing 24. Increased attention was given to better instruction in the primary grades, the results of which were seen in the precision and accuracy of work in the secondary and grammar schools. Drawing was taught in all the grades, the eclectic system giving the most satisfactory results. The high school, under efficient teachers, did well, and graduated a class of 8. Schools were taught 176 days, and the advance, it is said, was steady, the work efficient. Private and parochial schools enrolled 300.— (State report and city return.)

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The 10 State normal schools are State institutions only as being recognized and in part sustained by the State, the schools being each required to furnish buildings to accommodate 1,000 students and grounds of not less than 10 acres, which has burdened most of them with heavy indebtedness. Students who agree to teach in the common schools receive 50 cents a week and graduates who agree to teach 2 full years in the State schools may receive $50. These schools are not strictly professional, having, besides the normal courses, elementary, scientific, and classical courses. The whole attendance for 1881–'82 was 4,289; of normal students, 3,274: men 1,840, women 1,434; 475 graduated as teachers. The whole number of normal graduates since the recognition of the schools by the State is 1,726: 906 men, 820 women. All the principals of these schools report a year of progress, some the best in the history of the institution. All gave more importance to the professional work, some urging that all else should be dropped.— (State report.)

OTHER NORMAL TRAINING.

The *Normal School for Girls* of the City of Philadelphia and the normal class for boys in the *Central High School* of the same city in 1882 instructed 1,539 pupils in higher studies and in the science and methods of instruction.

At Easton, Meadville, Norristown, and Pittsburgh there were also arrangements for further training of teachers already employed.

The *Brethren's Normal College*, Huntingdon, had for 1881–'82, under 11 instructors, 80 normal students, 55 men and 25 women, and 9 normal graduates, of whom 6 were engaged in teaching. The school year is 42 weeks; course of study not defined.— (Return.)

Lycoming County Normal School, Muncy, had, during the school year of 20 weeks, under 6 instructors, 115 normal students, 89 men and 62 women, in its 3-year course. Of the whole number of graduates 140 were teaching. The graduates of this school were said to be in great demand, commanding the best positions and highest wages paid in the county. During the summer nearly every township was represented, more than one-half of the teachers in the county also being in attendance.— (Catalogue and return.)

Snyder County Normal Institute, Selinsgrove, is a summer school, with sessions of from 8 to 14 weeks, reporting for 1881–'82 12 students.— (Return.)

The *Institute for Colored Youth*, Philadelphia, gives instruction in the theory and practice of teaching to its 3 highest classes. During 1881–'82 there were 163 of these students: 57 men and 106 women.— (Thirteenth annual report.)

The *Philadelphia Training School for Kindergartners* and the *Centennial Kindergarten Training School for Teachers*, Philadelphia, had each a 1-year course of study, the former reporting for the year 28 students, all graduating, and 22 having engaged in teaching; the latter, with 20 students, graduated 19, 15 of whom engaged in teaching. The school year of the former is 34 weeks; that of the latter, 40.— (Returns.)

Swarthmore College, Swarthmore, gives teachers' diplomas to those graduates of the college who have taken as their elective studies the entire course in the theory and practice of teaching, and gives certificates to non-graduates who have done not less than 1 year's work in this department. Three graduated and 2 engaged in teaching.— (Return.)

TEACHERS' INSTITUTES.

Teachers' institutes, as provided by law, were held in all the 69 counties of the State between August, 1881, and January, 1882, 3 being in session 4 days, 60 for 5 days, and 6 for 5½ days. The average attendance of members was 13,078. The largest number of teachers present, 600, was in Schuylkill County; the next largest, 538, was in Lancaster County;

Pittsburgh, York, and Luzerne Counties having, respectively, 400, 445, and 488. There were 522 instructors and lecturers employed, whose pay, with other items, amounted to $31,395. Among other exercises 187 essays were read. There were present 2,457 school directors, 2,277 honorary members, and 33,580 spectators.—(State report.)

The holding of district institutes on two Saturdays in each month is authorized by law, but left discretionary with the board of directors. The two days thus spent are to be considered as part of the 22 days of the teacher's legal month. There were 539 of these institutes held in 1881–'82. The cities of Philadelphia, Pittsburgh, and Altoona have special institute laws.

Local institutes were organized in nearly every county in the State. In 12 counties 192 were held during the year. They are reported as being more popular than the county institutes, as they are conducted by the local teachers and directors and largely attended by the people. They are said to have become one of the powers in educational reform.—(School laws and State report.)

EDUCATIONAL JOURNALS.

The Pennsylvania School Journal, published monthly at Lancaster, was in its thirtieth and thirty-first volumes in 1882, and being the official organ of the department of education it gives much valuable information in regard to educational matters in the State.

The other educational journals were The Chautauquan, at Meadville, in its second and third volumes; The Teacher, Philadelphia, in its fourth volume; the Educational Review, Pittsburgh, successor to The Allegheny Teacher and the Educational Voice, in its first and second volumes; The Pennsylvania Teacher, Pittsburgh, in volume 9 of the old series; The Student, Westtown, in its second and third volumes; and two irregular papers published by the Indian Training School at Carlisle, the Morning Star, and the Eadle Keatah Toh.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Without including Philadelphia, there were 2,270 public schools in which some of the higher branches were taught, a decrease of 30 from the previous year. Of these, 2,133 were in the 66 counties reporting and 137 in the 33 cities and boroughs reporting. As to the condition and progress of these schools the State report gives no information.

For statistics of business colleges, private academies, 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.

The colleges of Pennsylvania in 1882, as given in Table IX of the appendix, numbered 27. Adding the Pennsylvania State College, in which classical collegiate instruction is maintained in connection with training in agriculture and the mechanic arts, the number would be 28. The University of Pennsylvania, Lehigh University, Dickinson, Haverford, and Lafayette Colleges were still the only ones that confined their work strictly to collegiate instruction. The remainder had preparatory courses of 1 to 4 years in duration, with classical collegiate courses of 4 years, except 5 Roman Catholic institutions, where the length of the collegiate courses cannot be clearly determined. For scientifi courses, see Scientific Instruction, following. Haverford and Lafayette Colleges and Lehigh University offer advanced degrees only for higher study, prolonged beyond the collegiate course, instead of conferring them as a matter of course after a certain term of years. At the University of Pennsylvania there was lecture instruction, open to the public, in courses on German literature, on the older English classics, on national economy and civil law, on physics and astronomical physics, on inorganic and organic chemistry, and on classical archæology. The same university also instituted a faculty of philosophy, for the supervision of advanced study in the several departments of literature and science. The courses in this are to cover at least 2 years, are to be open to graduates of this and like institutions, as well as to others evincing a capacity to pursue them, and are to lead to the degree of PH. D. They include history, philosophy, philology, law, mathematics, and almost the whole range of natural sciences. This is true university work, and, under the supervision of intelligent professors, in the heart of a large city, where ample libraries and other aids to study are at hand, it opens opportunity for literary and scientific progress which doubtless will in time draw many eager students. Several other institutions, such as the Western University of Pennsylvania, Allegheny; Muhlenberg College, Allentown; Haverford College, Haverford; Lafayette College, Easton; and Lincoln University, Lincoln, offered graduate instruction, but none on so broad a scale as the above. Commercial courses, too, were offered by most of the Roman

Catholic colleges; some training in art by at least 9; and astronomy, with the aid of observatories, by the Western University of Pennsylvania, Lehigh University, and by Dickinson, Haverford, Washington and Jefferson, and Allegheny Colleges.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Of the colleges for young men or for both sexes, Lebanon Valley, Ursinus, Thiel, Monongahela, Allegheny, Westminster, and Swarthmore admitted young women to equal privileges with young men, as did the State College and the University at Lewisburg, while the University of Pennsylvania opened to them as to others the courses of lectures on literary and scientific subjects referred to above.

Besides these, at least 18 schools and colleges especially for the instruction of young women in studies reaching often much beyond the elementary and sometimes well into the collegiate may be found in Table VIII of the appendix or in the memoranda that follow it.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The agricultural and mechanical instruction at the *Pennsylvania State College*, State College P. O., was continued and improved in 1882, under an able president, with somewhat increased appropriations from the State. The preparation for these specialties is meant to be begun in a general scientific course of 4 years, from which the technical courses branch at the opening of the third year; but the president says that far too many students content themselves with only brief preparatory courses, and altogether fail to reach the purely technical courses.

In at least 13 of the other colleges there were general scientific courses of 3 or 4 years in length, while, for more specific and thorough training, schools of civil, mechanical, and mining engineering were maintained, with chemical or chemical and metallurgical instruction added, in a 3-year course at the Western University of Pennsylvania, Allegheny; in 4-year courses at the Pennsylvania Military Academy, Chester; Lafayette College, Easton; Lehigh University, South Bethlehem, and Swarthmore College, Swarthmore; as well as in 5-year courses at the Towne Scientific School of the University of Pennsylvania, Philadelphia. This last had 4 courses of this character, branching off from the general scientific course at the opening of the third year. The Swarthmore studies were largely elective; and so, to some extent, were the studies at Haverford College. Laboratory and other aids to effective scientific work were common to all the colleges named. Muhlenberg College, Allentown; Dickinson College, Carlisle; and Allegheny College, Meadville, also provided such aids for the study of natural sciences.

The *Wharton School of Finance* in the University of Pennsylvania, founded for the thorough study of the science of business, had only reached its second year in 1882, with 2 regular and 7 special students, but with an apparatus for instruction and a thoroughness of course that must ere long make it an important factor in instruction preparatory to financial work. To enter on its 3-year course one must have a fair approximation to a collegiate training in mathematical, English, and linguistic studies, these last including French and German, with Latin and Greek optional.

The *Franklin Institute*, *Spring Garden Institute*, and *Wagner Free Institute of Science*, all in Philadelphia, continued and in several ways enlarged their very useful work of instructing, in classes or by lectures, persons desirous of fitting themselves properly for industrial occupations. Practice in the elements of the industries to be prepared for supplemented the instruction given in at least the latter two.

Two other institutions came into essentially the same field of work, the *Girard College for Orphans*, which undertakes to train its boys, in workshops connected with the college, in the use of tools and in the first steps in mechanics; and a mining firm at Drifton, Luzerne County, which established an *Industrial School for Miners and Mechanics*, to fit its brighter boys and men to become good machinists and effective mine bosses.

PROFESSIONAL.

Theology.—The statistics and denominational connection of fifteen schools preparing students for the Christian ministry in this State may be found in Table XI of the appendix and a summary of such statistics in the report of the Commissioner preceding. Fourteen of these schools had 3-year courses, meant to be prepared for by at least an academic and if possible by a collegiate course. The remaining school, at Bethlehem (Moravian), had only a 2-year course following a substantially collegiate one at Nazareth Hall. Two others appear in 1882, not termed theological, but practically such, one a biblical elective course at Dickinson College, Carlisle; the other a biblical department at Allegheny College, Meadville; both under Methodist Episcopal influences and both combining the Hebrew of the Old Testament and Greek of the New with studies of an ordinary col-

legiate course, that at Allegheny College giving instruction also in the evidences of christianity, biblical literature, and studies in theism.

Law.—The law department of the University of Pennsylvania, Philadelphia, with a course of 2 years, appears to have been in 1882 the only law school in the State. It provided lectures on the institutes of law; personal relations and personal property; real estate, conveyancing, and equity jurisprudence; practice, pleading, and evidence; and medical jurisprudence. It graduated 37 bachelors of laws in June.

Medicine.—The medical department of the University of Pennsylvania, Philadelphia, the Woman's Medical College of Pennsylvania, and the Medico-Chirurgical College, also in the same city, maintained still in 1882 their regular 3-year graded courses, in the first, of 26 weeks each year, with a free preliminary course of 2 weeks; in the second, of 20 weeks, and in the third, of 24. A preliminary examination in English and in physics was required at the university. Jefferson Medical College, Philadelphia, "regular," continued its old 2-year course of 24 weeks each without any special gradation of its studies and without any preliminary test of qualification for undertaking these studies. The medical staff at the university offered, besides its required 3-year course, a fourth supplemental year; also, 3 terms of graduate instruction covering 7 months. An auxiliary faculty of medicine has also, since 1865, supplemented the ordinary winter course by giving lectures during the spring months on such collateral branches as medical jurisprudence and toxicology, mineralogy and geology, botany, hygiene, comparative anatomy, and zoölogy.

The Hahnemann Medical College of Philadelphia continued to be the only homœopathic school in the State. Its requirements were, as before, 3 years of study under a medical preceptor, attendance on 2 lecture courses of 22 weeks each, and the passing of a final examination. A 3-year graded course was recommended but not required.

Dentistry was taught in 3 schools: The Pennsylvania College of Dental Surgery, the Philadelphia Dental College, and the Department of Dentistry of the University of Pennsylvania, all in Philadelphia and all with 2-year courses of 20 weeks each. The course in the University of Pennsylvania was graded.

Pharmacy.—Philadelphia and Pittsburgh each had a College of Pharmacy, with 2-year courses of 20 weeks each, meant to supplement 4 years of apprenticeship in some reputable pharmacal establishment.

SPECIAL INSTRUCTION.

TRAINING IN ART.

The *Pennsylvania Academy of Fine Arts*, Philadelphia, has its regular school of art, in which classes are trained in drawing, painting, and sketching from life and from models, besides which, art instruction is given in the *Normal Art School*, the *Woman's Industrial Art School*, and in the art department of the *Spring Garden Institute*, in all which there were 2,000 persons studying the various branches of art.

The *Pennsylvania School of Art* adopted for 1882–'83 a schedule of prices for instruction which had previously been gratuitous, the fee for a session of 8 months to be $48, with all privileges; the fee for a single month $8, with like privileges; for the antique class, day and night, $4 a month; and for the life class, $4 a month.

Mr. Charles G. Leland, by the authority of the Philadelphia school board, introduced the teaching of the minor arts into the public schools, by which any child in them may be enabled to perform decorative work in the rudiments of tile painting, leather work, wood carving, sheet metal work, etching, papier mâché work, glass work, pottery, painting, modelling in clay, art needle work, stencilling, illumination, and a number of other industries.

The School of Design for Women, Philadelphia, the School of Design for Women, Pittsburgh, and the Art School at Meadville send no reports for 1881–'82.

TRAINING IN MECHANICS.

Girard College added in 1882 a mechanical department through an appropriation for this purpose by the board of city trusts. The plan of this school includes a complete machine shop in the basement, with 35 work benches, vises, a forge, a full set of machine tools, and an engine. A superintendent was employed, who visited the principal technical schools of the Eastern States and then entered upon the work of this new school. Without any appreciable interference with the usual course of study, 150 to 200 boys, divided into 5 classes, received daily instruction in the use of tools, the properties of materials used in construction, and the proper proportion of parts in machine construction. The pupils are given an opportunity to do practical work and acquire skill in the use of tools. Great interest was manifested by the boys, the work being so attractive that there has been no instance of a pupil reported for idleness or misconduct. Some of the work is said to be exceedingly creditable. The expenses for the year were $6,536.

Training in mechanical handiwork is also given in the *Spring Garden Institute* and instruction preparatory to industrial work in mechanics, chemistry, and engineering was continued in the lectures of the *Franklin Institute*.

TRAINING IN ORATORY.

The National School of Elocution and Oratory, Philadelphia, offers a 1-year course of instruction in elocution, including junior and senior evening courses, and a course in oratory extending through 2 years of 36 weeks each. In addition to the regular course of instruction a series of lectures is given upon a wide range of topics connected with the work of the school. No report for 1881–'82 is at hand.

TRAINING IN MUSIC.

The Musical College and Pennsylvania Normal Music School, Freeburgh, offers instruction in the science and art of music, as well as training for both sexes in all branches of vocal and instrumental music. It is said to be the only institution of the kind in the State. There were 100 preparing to be teachers, and 25 others. There were 20 engaged in teaching. Since its organization in 1870 1,000 pupils have received its instructions. Annual conventions are held in January and are largely attended by musicians from Pennsylvania and other States.

The other musical schools heretofore noted, but from which there are no reports for 1881–'82 are Madam Seiler's School of Vocal Art and Instrumental Music, Philadelphia, and the Philadelphia Conservatory of Music.

EDUCATION OF THE DEAF AND DUMB.

The *Pennsylvania Institution for the Deaf and Dumb*, Philadelphia, reported 23 teachers, including the principal, superintendent, and matron, with 383 inmates during the year, 210 boys and 173 girls, of whom 290 were from the State. During the year 66 were dismissed, 46 having completed the full course, and 61 new pupils were admitted. Since the opening, 2,000 pupils had been educated in this institution, of whom one-third were congenital mutes, a majority of the others having lost their hearing through sickness.[1] Articulation and lip reading were taught, it is said, with encouraging success. A branch for oral instruction was sustained as a day school for city pupils, with an attendance of 48, under 6 teachers. The work done there during the year is reported as eminently successful. The industries of tailoring, shoemaking, and lithography were successfully pursued. By far the largest industry in the institution was dressmaking and sewing, in which 120 girls were taught 2 hours each day, using during the year 12,635 yards of material. Lessons in cookery were given with good results; also, in the laundry. Two legacies were received, one of $5,000, the other of $2,500, the latter for the fund for destitute deaf-mutes. Extensive repairs were made, the buildings and grounds being valued at $500,000, with a library of 5,000 volumes.

The *Western Pennsylvania Institution for the Instruction of the Deaf and Dumb*, Turtle Creek, reported inadequate accommodations for the wants of Western Pennsylvania, there being in 29 counties 239 deaf-mutes of proper school age who have never received instruction and cannot be admitted to the institution for want of room. Provision has been made for the erection of an additional building, at an estimated cost of $160,000. The attendance for the year was 124—77 boys, 47 girls—with 9 instructors, including the principal and matron. Twenty were dismissed and 15 new ones added. Of the 165 inmates since the opening, 59 were born deaf, 39 made so by fevers and 67 by other diseases, nearly all under 3 years of age, the ratio of sex being 3 boys to 2 girls, which is said to be the ratio in all the institutions. Four-fifths of the pupils were taught only the manual system, while 21 were taught orally and in articulation and lip reading, with varied results. No industries have been provided for.

The *Erie School for Deaf-Mutes*, Erie, is a part of the city school system. The articulation method was reported as being successfully taught.

The *Scranton Deaf-Mute School*, Scranton, under the control of the city board of education, reported 1 teacher and 13 pupils, 6 males and 7 females, having instructed 18 since its foundation. The school is graded as primary.

EDUCATION OF THE BLIND.

The *Pennsylvania Institution for the Instruction of the Blind*, Philadelphia, made its fiftieth annual report December, 1882, showing 33 instructors, 28 employés, 27 blind employés and workmen, and 170 pupils, having admitted 1,130 since opening. The literary department comprises elementary, grammar, and high school branches, including scientific training in vocal and instrumental music, a large church organ and piano being provided. The industries were mattress, broom, and brush making, cane seating, carpet weaving,

[1] Of the 3,079 deaf-mutes in the State, 32 were colored.

sewing by hand and machine, and bead work. There were made during the year 11,733 brushes, 28,175 brooms, and 1,783 yards of carpet, which, with other articles, including knitting, sewing, and bead work, were valued at $7,750. Pupils are admitted from 10 to 21 years of age. A Kindergarten department for children between 8 and 10 years of age was much needed. Five graduates have been received by the Pennsylvania University, 4 of whom graduated with honor, the other standing high in his class. There was 1 blind person to each 1,100 of the population of the State. There was a library of 1,500 volumes, containing a full supply of books in raised type. The State appropriation was $43,500; total income, $59,473; expenses, $70,160; and grounds, buildings, and apparatus were valued at $187,000. Information was received through the Philadelphia Evening Telegraph that the institution was to receive $130,000 from the estate of Mrs. Mary Shields, deceased.—(Report and return.)

There are in West Philadelphia the *Pennsylvania Working Home for Blind Men* and the *Pennsylvania Industrial Home for Blind Women*. These homes are for those who, leaving the parent institution and failing to get employment at their trades, do not become self supporting. In the former, 65 men found employment during the year and made 225,000 brooms, besides many brushes. In the latter, 45 females found employment, most of whom it is said would otherwise have been homeless. The future wants of these when old and helpless are provided for by an organized charity called the Pennsylvania Retreat for Blind Mutes and Aged and Infirm Blind Persons.—(Report.)

EDUCATION OF THE FEEBLE-MINDED.

The Pennsylvania Training School for Feeble-Minded Children, Elwyn, reported 403 inmates, the year beginning with 355; 48 were admitted and 48 dismissed, closing the year with the same number as last year. Of these 191 were supported by the State, 50 by New Jersey, 1 by Delaware, 16 by Philadelphia, 67 by parents and guardians, 10 by a free fund, and 20 by the institution. Of the 48 admitted nearly 86 per cent. were residents of the State, from 1 to 21 years of age. In the school department there were 158 pupils and 8 teachers; in the manual, 121; in the asylum and nursery, 76.

The industries taught were mattress and shoe making, caning, farm, garden, and grading work, washing, domestic duties, and sewing. All not physically incapacitated were thus employed, and many, it is said, were trained so as to become very useful. Of the 48 discharged 16 were physically unimproved, 23 improved, and 9 greatly improved; while of the 355 resident at close of the year 193 had mentally improved in the school, 132 remained stationary, and 30 had deteriorated through disease. During the term of 7 years fully 10 per cent. are so improved as to be capable of self care and usefulness. The legislature at its last session appropriated $40,000 for the maintenance of 200 feeble-minded children of the State and $60,000 for 2 additional buildings, to one of which the whole asylum and nursery department were soon to be transferred. These 2 additional buildings, with the present ones, will accommodate 460 pupils. The Pittsburgh and Allegheny Protestant Orphan Asylums have contributed $5,000 as a foundation for 1 perpetual free lodging. It is estimated that 40 per cent. of the inmates will sooner or later be candidates for a life home in the institution, and a "free fund" of $200,000 is being raised to meet this future necessity; of this, $75,000 were secured. The property, including 139 acres of land, was valued at $231,092.—(Reports of the board of public charities and of the institution.)

EDUCATION OF ORPHANS.

Girard College, Philadelphia, reported for December, 1882, a consolidated family of 1,333 persons, of whom 29 were teachers and 1,104 pupils. The year began with 878 pupils, adding 300 during the year and dismissing 71, between the ages of 14 and 18, to begin active life; 3 died. From 150 to 200 boys, in classes of 5, have received regular mechanical instruction in workshops under an experienced teacher, in which the pupils are said to have taken a deep interest. The pupils are grouped into 4 schools, corresponding to the ordinary primary, intermediate, grammar, and high schools. The average cost of maintenance for a boy during the year was $305.92.—(Report of board of trustees.)

The State includes in its public school system homes (which are also schools) for the orphans of Pennsylvania soldiers in the civil war. These homes numbered 18 in 1880, and in 1882 10 reported, with an aggregate of 2,963 inmates, being an increase of 361, the cost for the year being $381,764. Seven of these schools reported to this Bureau 1,691 inmates and 6,518 since their foundation. In addition to thorough training in the common school branches, considerable attention was given to industrial pursuits. By an act of 1878 it was provided that no more children should be admitted to the schools after June, 1882, and that the schools be finally closed June, 1885, for admissions; however, applications continued to come in in 1882, leaving on file 737, rendering it certain that in June, 1885, there will be 1,770 children on the rolls of the schools under 16 years, the

legal age for dismissal. Earnest efforts were being made for a change of the law in view of these facts.— (Pennsylvania School Journal.)

Besides these, 28 other institutions for the care and instruction of orphan and dependent children, maintained by local and general charities, reported for 1882. Ten were in Philadelphia, the others elsewhere in the State. The age for admission ranged from 1 to 16 years. Boys at 18 and girls at 16 were provided with homes or apprenticed to trades, in many cases with an outfit of clothes and $25 in money. Most of them were said to be doing well. There was a general uniformity as to school and industrial training, some using the Kindergarten method.

Of these 28 institutions, 6 were Roman Catholic, 12 non-sectarian, 3 Lutheran, 2 Reformed, 2 Protestant Episcopal, 1 Hebrew, 1 Presbyterian, and 1 Friends. The 28 schools reported 171 teachers; 24 had 1,992 inmates; 23 had had 18,064 since foundation; 21 had incomes for the year aggregating $331,468; and 14 reported 12,759 volumes in their libraries. The printed returns give the dates of opening of these orphan schools as follows: The oldest one, the Orphan Society of Philadelphia, was opened in 1814. From that date to 1850 but 3 others are reported; between 1850 and 1860, 10 more were opened; between 1860 and 1870, 7 more; between 1870 and 1880, 6, including 1 opened during 1880.— (Returns.)

INDUSTRIAL AND REFORMATORY TRAINING.

There are 2 distinctively reformatory institutions in the State, viz: the House of Refuge, Philadelphia, and the Pennsylvania Reform School, Morganza.

The *House of Refuge* originated at a public meeting in Philadelphia held in 1826, called by a number of benevolent gentlemen who recognized the need of a school for erring and neglected children. A society was organized, chartered in March, and funds amounting to about $135,000 were raised. In 1828 suitable buildings were ready, and in December, 1829, the first child was received. In 1850 the department for colored children was opened in separate buildings erected for them. In 1870 separate buildings were erected for white girls on grounds presented by the city of Philadelphia and dedicated in 1872, when the girls were transferred to their spacious and comfortable home. The institution is supported by donations, by the earnings of the inmates, and by annual appropriations from the State and the city of Philadelphia. It is governed by a board of 37 managers chosen annually. The average number of inmates has varied from 550 to 600 annually, and since opening nearly 14,000 have been under its care and discipline. Of these, 8,675 were white boys, 2,719 white girls, 1,534 colored boys, and 843 colored girls. Two-thirds of all these are said to have been restored to society. In the schools the common branches, including drawing, are taught by experienced female teachers. One evening a week is devoted to training in vocal and brass band music. Of those placed in homes during the last 3 years, favorable reports were received in 486 cases, fair in 108, and unfavorable in 87. The library contains 2,890 volumes suited to the minds of children. The average period of retention, heretofore 15 months, was recently extended to 24.

The *Pennsylvania Reform School*, which opened in 1854 on the congregate system, was changed to the family system in 1876, with larger grounds and buildings. The boys and girls, divided into 6 families, are kept entirely separate; each group is brought, as nearly as possible, into the condition of a family and everything suggestive of prison life is avoided. All attend school 4½ hours each school day. The industries are various and every one may learn some trade to follow as an honorable calling in life. By a system of merits inmates may obtain release in 2 years, but only when the managers are assured that they go to good homes and regular employments. The whole number under its care since opening was 4,278: boys, 3,166; girls, 1,112. These were committed at the average age of 13.9. Of the 396 committed during the 2 years covered by the last report, 83 had intemperate fathers; 10, intemperate mothers; 47, illiterate parents; 150, parents who could read and write; 76 had been previously arrested; 8 had parents in prison; and 10, parents in almshouses. The president of the board of managers says that every year brings evidence of the value of this school to the State. Many who without it would have been vicious and criminal are now respectable and industrious men and women. Some of the boys are at the head of the shops where they work.— (Report.)

The aggregate population of the 2 schools for 1882 was 1,431: whites 1,095, colored 336; an increase of 66 in whites and a decrease of 3 in colored as compared with the previous year. The committals of the 2 schools were 498: whites 405, colored 93; three-fourths were boys. The combined receipts from the industries pursued by the inmates for 1882 were $22,942, the House of Refuge earning $17,530 and the Reform School $5,412. The aggregate appropriations from the State for 1881 and 1882 were $183,545, the House of Refuge receiving $103,545 and the Reform School $80,000.— (Report of the board of public charities.)

TRAINING OF INDIANS.

The Indian Training School, Carlisle, in its third annual report for 1882, shows 267 Indian pupils from 24 different tribes at the close of 1881. There were added during the year 126 from 13 different tribes, 6 had died, and 90 had returned to agencies, leaving at the close of the year 296 pupils (boys, 188; girls, 108) from 33 different tribes. In school room work the chief point for the first two years is to learn the English language. The most satisfactory progress for the year was in English speaking, rewards being offered for speaking only English for a week, and then larger ones for a month. Industrial instruction is held to be of equal importance with school work, one-half of every working day being given to each. The 134 apprentices manufactured during the year wagons, harness, tinware, and shoes valued, in Government contract prices, at $6,731; besides this, all repairs were made by them. All the boys not trained in the shops worked the farm, cutting the grain with hand cradles and hay with scythes. The girls make all their own and most of the boys' garments, do all the household sewing by hand and machine, and wash and iron 2,500 pieces every week. Lessons in cookery are given and all the girls are trained in general housekeeping and economy. The superintendent says that no feature of the work is more productive of good results than that of temporary homes with good families during vacations.— (Report of the Commissioner of Indian Affairs.)

TRAINING IN COOKERY.

The Cooking School of the New Century Woman's Club, organized in 1882, while teaching expensive classes, aims to help working women, through cheap evening classes. Courses of 5 and 10 cent lessons were given at the Franklin and Spring Garden Institutes. Free instruction was given in the ward houses of the society for organizing charities. The object of this school is teach how to make the best use of the cheapest materials and to test the comparative nutritiousness of different food materials. To demonstrate the economy of scientific cookery, 25 gentlemen were invited to dine, first on a bill of fare, costing at retail market price, $4.50, or 18 cents each; and then a second dinner on a bill of fare costing $2.25, or 9 cents a guest.

INSTRUCTION IN FARMING.

Farming was taught to children in a recently organized Farm Garden School, Philadelphia, by Mrs. Briant. The object is to give children an idea of farming life, founded on the belief that emigration to the West will solve the problem of overcrowded cities. A trough, 4 feet by 3, filled with earth, represents the farm, where the whole process of raising a crop of corn is illustrated.—(Journal of Education.)

TRAINING OF NURSES.

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.

KITCHEN GARDEN INSTRUCTION.

Classes of this kind are said to have been formed in Philadelphia, of which no official report has been received.

OBITUARY RECORD.

PROF. WILLIAM HENRY ALLEN, M. D., LL. D.

This honored educator was born near Augusta, Me., March 17, 1808, prepared for college at the Maine Wesleyan Seminary, and entered Bowdoin College 1829, from which he graduated in 1833; he was a teacher of Greek and Latin in Oneida Conference Seminary 2½ years; principal of Augusta High School, Maine, in 1836; professor of chemistry and natural philosophy in Dickinson College from 1836 to 1848; professor of philosophy and English literature in the same college from 1848 to 1850, being acting president during part of this time; and was president of Girard College fron 1850 to 1863. After acting as president of the Pennsylvania Agricultural College 4 years he was reëlected in 1867 president of Girard College, which position he held till his death. In 1872 he became president of the American Bible Society, and continued till his death. The degree of doctor of laws was conferred on him by Union College, New York, in 1850, and the same degree by Emory and Henry College, Virginia. He was a frequent contributor to the secular and religious press. He died in Philadelphia, August 29, 1882, in the seventy-fifth year of his age.

CHIEF STATE SCHOOL OFFICERS.

Hon. E. E. HIGBEE, *State superintendent of public instruction, Harrisburg.*

[Term, April, 1881, to April, 1885.]

HENRY HOUCK, *deputy superintendent.*

RHODE ISLAND.

SUMMARY OF EDUCATIONAL STATISTICS.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–15)	53,077	55,832	2,755	
Different pupils enrolled	40,990	41,658	668	
Average number belonging	29,992	30,769	777	
Average daily attendance	26,938	27,467	529	
Per cent. of attendance on average belonging.	89	89		
Enrolled in evening schools	3,930	4,037	107	
SCHOOL DISTRICTS AND SCHOOLS.				
School districts	432	432		
Public school buildings	451	456	5	
Graded schools	536	539	3	
Ungraded schools	294	294		
Public day schools	830	833	3	
Evening schools	42	43	1	
Schools visited by school committee	676	699	23	
Schools visited by school trustees	561	550		11
Average time of school in days	186	184		2
Value of public school property	$1,954,444	$2,064,693	$110,249	
TEACHERS AND THEIR PAY.				
Men teaching in public day schools	180	182	2	
Women teaching in same	920	933	13	
Whole number of teachers in day schools.	1,100	1,115	15	
Whole number of teachers in evening schools.	187	195	8	
Teachers trained in normal schools or colleges.	278	314	36	
Average monthly pay of men	$76 00	$77 44	$1 44	
Average monthly pay of women	41 89	43 53	1 64	
INCOME AND EXPENDITURE.				
Total public school receipts	$582,965	$608,125	$25,160	
Total expenditure	549,937	591,836	41,899	
STATE SCHOOL FUND.				
Permanent available State fund	$240,376	$240,376		

(From reports and returns of Hon. T. B. Stockwell, State commissioner of public schools, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

The general supervision of the public schools is vested in a State board of education; a State commissioner of public schools, chosen annually by the board, acts as its secretary. The school committee of each town consists of 3 residents of the town elected

for 3 years, with annual change of 1. A town may elect a superintendent of schools annually; if it fail to do so, he may be appointed by the school committee. For each district 1 or 3 trustees must be elected annually by the people.

OTHER FEATURES OF THE SYSTEM.

The public schools are free to all resident citizens of the State without regard to age, race, or color. To support schools the sum of $90,000 is paid annually from the income of a permanent school fund and from other money in the treasury, on the order of the commissioner of public schools, the money to be used for the payment of teachers only. No town may receive any part of the State appropriation unless it raise by tax for the support of public schools an equal amount. There is an annual appropriation of $3,000 to purchase works of reference and other apparatus for the schools. Means for the maintenance of evening schools are also provided. Towns may vote such sums as they deem necessary for the support of schools, purchase of sites, erection and repair of school-houses, and maintenance of school libraries. Any town establishing a free public library may appropriate 20 cents on each $1,000 of its ratable property for its support. Towards the maintenance of such library the State board may appropriate annually a sum not exceeding $50 for the first 500 volumes in such library and $25 for every additional 500. The board may also allow $500 annually for teachers' institutes, $500 for aiding in training in industrial art, and $300 for distributing educational journals and other means of promoting education. The training of deaf-mutes, of the blind, and of the feeble-minded is likewise provided for. Any one employing a minor under 15 years of age in work that prevents attendance upon school is subject, together with the parent or guardian of the child, to a penalty of $20 for each offence.

GENERAL CONDITION.

The statistics of the State commissioner's report show that with an increase of 2,755 in youth of school age only 668 more were enrolled in public day schools and 107 more in evening schools. The number of youth of school age not attending any school increased from 12,730 to 13,826 during the year. The average length of the school term fell off 2 days. But as there was an increase of school buildings, of graded schools, of the general public school property, of the number of schools taught, and of the funds for the support of them, the commissioner thinks the showing very good upon the whole. In addition to the 35,055 reported by the school census as attending public schools there were 6,964 in private and church schools. An advance of $1.44 was made in the average monthly pay of men teaching and one of $1.64 in that of women. The commissioner advocates the grading of salaries and deplores the neglect of some of the school officers, remarking that nearly a quarter of the schools outside of the 2 chief cities were not reported as having been visited by them during the year even the minimum number of times required by law. Corporal punishment was permitted in the public schools, but it is seldom inflicted. Training in morals is encouraged.

KINDERGÄRTEN.

For statistics of Kindergärten at Providence, see Table V of the appendix.

SCHOOL SYSTEMS OF CITIES AND TOWNS WITH OVER 7,500 INHABITANTS.

OFFICERS.

These are school committees of 3 or more members, divided into 3 classes for annual change of one-third, with a superintendent chosen either by the people or the committee.

STATISTICS. *a*

Cities and towns.	Population, census of 1880.	Youth of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Lincoln	13,765	3,365	2,142	1,225	38	$34,462
Newport	15,693	3,479	2,096	1,367	47	45,786
Pawtucket	19,030	3,580	3,238	2,087	55	38,463
Providence	104,857	21,300	14,542	10,248	311	248,909
Warwick	12,164	2,396	2,059	1,122	39	13,123
Woonsocket	16,050	3,514	2,187	1,236	40	42,863

a The statistics, except for population, are from the State report. The expenditures include those for evening schools, where there were any, as at Newport, Pawtucket, Providence, and Woonsocket.

ADDITIONAL PARTICULARS.

Lincoln reported 13 school buildings, containing 29 graded and 4 ungraded schools, taught by 7 men and 31 women, with a session of 10 months. The value of school property was $95,000. There were 382 children in private and church schools and 1,336 in no school. One new school-house containing 4 rooms was built during the year.

Newport had 11 school-houses, with 37 graded and 2 ungraded schools. In the evening schools there were 240 boys and 85 girls, taught 60 evenings by 12 teachers, the average attendance being only 123. The total expense of the evening schools was $894. One new building had been erected during the year for day schools. There were 825 pupils in private and church schools and 941 in no school. Music and drawing were taught by special teachers.

Pawtucket in its 18 school-houses had 40 graded and 5 ungraded schools. The 5 evening schools had an enrolment of 655 pupils, taught 12 weeks by 26 teachers. There were 534 private and church schools and 382 in no school. The estimated value of all school property was $174,000. Of the receipts for public schools $5,576 were from the State. Drawing was taught by a special teacher.

Providence reported 51 school buildings, the same number as last year, valued, with sites, furniture, &c., at nearly a million and a half of dollars. All its 246 schools were graded. There were 10 evening schools, an increase of 1, taught a little more than 16 weeks by 106 teachers, with an enrolment of 1,536 boys and 599 girls, an increase of 1,810 over 1881. There were 3,693 pupils in private and church schools and 4,920 in no school. The city superintendent deplores the non-enforcement of the truant law and says truancy is a rapidly growing evil, attributing to this cause the fact that arrests of minors for crimes and misdemeanors amounted to 1,117, or more than 14 per cent. of the arrests for the entire year.

Warwick reported 18 graded and 10 ungraded schools in 18 buildings, valued, with sites, &c., at $36,913. There were 73 in private and church schools and 1,120 in no school. The city superintendent reports that 10 per cent. of all the absenteeism for the State belongs to Warwick and strongly recommends a suitable State truant law.

Woonsocket had 32 graded and 3 ungraded schools in 15 buildings, valued at $150,000. Evening schools, 3 in number, were taught 7⅘ weeks by 11 teachers, with 326 pupils enrolled. There were 645 pupils in private and church schools and 1,392 in no school. The falling off from the grammar schools during the year was 91. The superintendent, in recommending a compulsory school law, says that almost 1,400 children in the city have not attended school a single day for the year, but roam the streets during school hours: the great wrong being done them cannot be corrected unless truant laws shall be enacted by which they can be reached.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOL.

The State Normal School, Providence, requires for admission an examination of all but graduates of high schools. It has a 2-year course, prescribed by the board of education, which high school graduates usually finish in less time. An advanced course is also offered, including Greek, Latin, French, German, mathematics, and natural sciences. Such advanced study may be pursued in connection with the 2-year course, but not to the neglect of authorized common school studies. Observation and practice teaching are introduced in the senior year. The whole number of students during the year was 159, of whom 18 pursued one or more studies of the advanced course. Graduates of the year, 23. Graduates receive State diplomas, which do not, however, entitle them to teach without further examination.

TEACHERS' INSTITUTES.

The State provides institute training for teachers by appropriating $500 annually for that purpose, the institutes to be held under the direction of the commissioner of public schools. Institutes were held in 1882 at Wickford, at Bristol, and at Shannock Mills. Each meeting is said to have been a success, the attendance both of teachers and citizens being unusually full. The commissioner was assisted by Principal Greenough, of the State Normal School, who presented geography and the correct methods of teaching it, and several other branches; also, by Miss Marble, teacher of natural science in the same school, she devoting 2 lessons to mineralogy, showing how it should be taught and studied in the common schools. Nine other speakers and lecturers aided in the work by presenting such topics as the teaching of language, school hygiene, business arithmetic, English composition, English grammar, and common fractions. The superintendent, recognizing the importance of these institutes (they being provided by the State for the benefit of the schools), recommends that the State give the commissioner power to close the schools within such limits as he may determine during the sessions of the institutes.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Full information of this class of schools has been received from the chief cities only. The Rogers High School, Newport, enrolled 140 pupils and had 7 instructors. A graduate course pursued by 11 students was added, requiring attendance at 8 or more recitations each week. Providence High School, with two courses for boys and a special department for girls, had 515 pupils for 1881–'82, with 16 teachers. Bristol, Pawtucket, and Warren maintained high schools and Woonsocket enrolled 97 pupils, under 3 teachers. South Kingston, which had a high school in 1881, makes no report of it for 1882.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academies, and schools preparatory to college, see Tables IV, VI, and VII of the appendix to this volume.

SUPERIOR INSTRUCTION.

BROWN UNIVERSITY.

Brown University, Providence, for young men only, the only institution for superior instruction in the State, offered for 1882 its 3 courses of 4 years each, the first leading to the degree of A. B., the second and third to that of PH. B. The university maintained its usual high standard of instruction, with an enrolment of 263 classical and 7 scientific students, under 17 instructors. The value of the buildings, including grounds, apparatus, and library, amounted to $1,250,000.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The departments of practical science in Brown University for special preparation in the mathematical and physical sciences and their application to industrial arts were continued in 1882. The department of civil engineering occupied 4 years, subject to modification according to the wants and abilities of the students. The physical laboratory is used during the second half year by a limited number of students. Instruction in botany is given by lectures, practical class work, and drawing from nature. The course in agriculture includes chemistry and physics, botany and physiology, and zoölogy and comparative anatomy, with special lectures in agriculture. This course also includes practical instruction in obtaining and preserving specimens and in taxidermy.

PROFESSIONAL.

No professional schools are reported in the State for 1882.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF.

The Rhode Island School for the Deaf, Providence, established in 1877 and under the control of the State board of education, up to December 31, 1882, had had a total attendance of 41, of whom 27 then remained out of 33 present during some part of the year, under 3 instructors. One of the chief aims of the school is to give the pupils command of written language. Another is to teach them to understand speech by watching the movements of the lips of others, an exercise in which they have daily practice. At the suggestion of the State school commissioner, afternoon sessions were established in September, 1882, for the benefit of pupils living out of the city, the 3 teachers taking charge alternately.

INSTRUCTION IN ART.

The Rhode Island School of Design, Providence, in its fourth year, offered courses of systematic training in free hand and mechanical drawing, painting in oil and water colors, and modelling in clay. Instruction was also given in making original designs for tiles, wall paper, jewellery, furniture, carpets, cotton prints, book covers, &c. There were 46 pupils in the first (day) class, 77 in the advanced (day and evening) class, and 43 in the Saturday morning children's class, an increase in all of 16 over 1881. The primary aim is to furnish such instruction in the elements of industrial art as may prepare artisans for the skilful prosecution of their work, as well as enable them and others to become successful art teachers.

INSTRUCTION IN MUSIC.

Greenwich Academy, East Greenwich, for 1882 offered 2 courses of instruction, one in instrumental and vocal music and the other in musical composition and the science of music.

INDUSTRIAL AND REFORMATORY TRAINING.

The Rhode Island State Reform School, Howard, received 148 children committed in 1882 and discharged 179, leaving in the institution 126 boys (of whom 12 were colored), under 14 teachers. The common English branches were taught and the industries of chairmaking, farming, washing, housework, and tailoring. Since the school was established in 1850 as the Providence Reform School, there had been committed 3,273 children 10–18 years of age. After leaving the institution the boys are under the supervision of the school officers, and it has thus been ascertained that two-thirds of them have become useful and orderly members of society. The cost of the school for the year was $17,500 and its earnings were $8,495.— (Return.)

EDUCATIONAL CONVENTION.

STATE INSTITUTE.

The Rhode Island Institute of Instruction held its thirty-seventh annual meeting at Providence January 12–14, 1882, J. Milton Hall presiding. There was a large attendance of teachers from all parts of the State. The exercises opened with an address on arithmetic, followed by addresses and papers on "Growth," "Pronunciation of Latin," "Deep-sea soundings," "Teaching United States history," "Geography," and "Elocution." Superintendent A. P. Marble, of Massachusetts, read an able paper on "Education many sided," which cautioned the teachers against falling into "ruts," against doing the same thing the same way every time, saying that in a general sense there is no best way, every way having its advantages and disadvantages and none being suitable for adoption as an exclusive method. President J. H. Seelye, of Amherst, in his address said we need higher education, and the real outcome of education is not culture alone, but character as well: there is something more than culture in the producing of character; we need the wisest and closest care for the higher schools of learning; but when culture is accomplished there is still a deeper question. President Seelye closed his address with an earnest plea for moral and religious training. Other speakers urged that moral culture and good manners should go hand in hand with intellectual training, Prof. William C. Russel insisting that morality is entirely within the sphere of school teaching. Resolutions were adopted declaring: That the teachers should point out the danger of using intoxicating drinks; that they should discourage the use of tobacco in all its forms, and should, as far as possible, advise their pupils in regard to books and periodicals read out of school; that a truant law is needed for the protection of the common school system; and that the address of Dr. Seelye be indorsed. A few closing remarks were made by the president, after which the meeting adjourned.

CHIEF STATE SCHOOL OFFICER.

Hon. THOMAS B. STOCKWELL, *State commissioner of public schools, Providence.*

Mr. Stockwell has held the place of supervisor and visitor of the State schools, by annual election of the State board of education, since 1874.

SOUTH CAROLINA.

SUMMARY OF EDUCATIONAL STATISTICS.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6–16)		a94, 450		
Colored youth of school age (6–16)		a167, 829		
Whole number of school age		a262, 279		
Whites enrolled in public schools	61, 339	65, 399	4, 060	
Colored enrolled in public schools	72, 119	80, 575	8, 456	
Whole enrolment	133, 458	145, 974	12, 516	
Average daily attendance		101, 816		
SCHOOLS.				
School districts	481	484	3	
Number of schools	3, 057	3, 183	126	
Average term in days	73⅓	80	6⅔	
Free public school-houses	2, 939	2, 781		158
Owned by districts	804	798		6
Houses with grounds inclosed	184	169		15
Houses built during the year	106	105		1
Cost of houses built	$17, 334	$10, 683		$6, 651
Value of school-houses	435, 289	407, 606		27, 683
TEACHERS AND THEIR PAY.				
Men teaching in public schools	1, 904	1, 940	36	
Women teaching in public schools	1, 345	1, 473	128	
Whole number of teachers	3, 249	3, 413	164	
Number of these colored	1, 223	1, 287	64	
Average monthly pay of men	$25 45	$26 00	$0 55	
Average monthly pay of women	24 48	23 97		$0 51
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$452, 965			
Whole expenditure	373, 598	b$378, 886	$5, 288	

a United States Census of 1880. b Incompletely reported.

(From reports and returns of Hon. Hugh S. Thompson and Hon. A. Coward, State superintendents of education, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

The general educational interests of the State are in the hands of a State superintendent of education, elected by the people for 2 years, and of a State board of examiners, composed of the superintendent and 4 others appointed biennially by the governor. Local officers are county school commissioners, elected by the people; a county board of 3 examiners, including the commissioner as chairman, with 2 other members appointed by the State board for 2-year terms; and district boards of 3 trustees, appointed for 2 years by the county boards.

OTHER FEATURES OF THE SYSTEM.

The public schools are sustained from the proceeds of a tax of 2 mills on $1 and a poll tax of $1 on each voter. These funds, under the constitution, are to be distributed to

the several school districts in proportion to the respective number of pupils attending. As this has been construed in some sections of the State to mean enrolment and in others to mean average attendance, the law was amended in 1878 by a provision that after 1882–'83 the basis for apportionment shall be average attendance. There is no general law for district taxation, although local taxes are levied in Charleston and other localities under special laws. The length of the school term in each county is limited by the amount of public money received, notwithstanding the fact that the constitution requires a 6 months' term. Teachers must have certificates of qualification from the State or county board of examiners and must report annually to the board of trustees. County school commissioners must report annually to the State superintendent or forfeit one-fourth of their pay to the school fund.

GENERAL CONDITION.

The statistics show a marked increase in the number of schools, number of teachers, number enrolled, amount of expenditure, and length of the school term; the average of the last, however, was lessened by the diversion of a large part of the school fund to pay claims due for expenses of previous years. The school revenues for 1880–'81 were larger than those reported for any previous year, and the superintendent thought that the amount for 1881–'82 would be still larger, although he had not full returns on this point at the date of his report. A decrease appears in the number and value of school-houses, but the returns relating to these are very imperfect. Comparatively few are owned by the public; most of the schools are taught in churches, residences, &c., of which no accurate reports can be made.

The superintendent has observed a marked improvement in the character and attainments of the teachers, resulting, he thinks, from the higher standard of qualification required for certificates, the gradual increase of salaries and their payment in full each year, and from State normal institutes. These institutes, moreover, have given a great impetus to the cause of education throughout the State, all classes of schools (public and private), academies, colleges, and seminaries having been stimulated by their influence. (State report.)

AID FROM THE PEABODY FUND.

The income of the Peabody fund having been much diminished, the trustees have used the greater part of it in the education of teachers. During the year South Carolina had $5,375; of this Claflin University received $250 for training colored teachers; the public schools, $2,150; and teachers' institutes, $1,400; scholarships at Hampton, Va., cost $250, and scholarships at Nashville, Tenn., $1,325. The latter are held by 7 students from South Carolina at the Nashville Normal College.

CITY SCHOOL SYSTEM OF CHARLESTON.

OFFICERS.

The Charleston public schools, according to a law passed in 1882, are governed by a board of 10 commissioners instead of 8, as formerly. Six of these are to be elected by the people, being one for each school district into which the city is divided. The others are appointed by the governor, two on the recommendation of the board of trustees of the high school and two on that of the trustees of the College of the City of Charleston. The board, as before, chooses a superintendent to assist in the work of supervision and in other respects retains all its former powers and duties.

STATISTICS.

The population of Charleston, according to the Census of 1880, was 49,984; the whole number of children attending public schools in 1882 was 5,904 and the average daily attendance 3,789, under 94 teachers. Six schools were in operation during most of the year, an increase of one since the last report, and $62,144 were expended for them.

ADDITIONAL PARTICULARS.

A new school building was erected, of brick, three stories high, with basement, containing 3 large main rooms and 14 class rooms, besides the necessary cloak rooms. The two colored schools are still suffering from lack of sufficient accommodations, but a plan is in contemplation which will relieve them. The superintendent recommends the establishment of a reformatory school for the education of neglected children, many of whom as young as 12 are now found in the jails.

Of other schools not belonging to the public system but doing important work the Holy Communion Church Institute reports 136 boarding and 110 day pupils; the Central Catholic School for Boys, 376; the Society Street School for Girls, 280; and St. Peter's School for Colored Children, 110. The first named, founded in 1867 by Rev. A. T. Porter

for the benefit of orphan boys, offers greater facilities for instruction than ever, and opened in October, 1882, wholly free from debt.

TRAINING OF TEACHERS.

NORMAL SCHOOLS AND DEPARTMENTS.

Four schools of this class report 325 normal students and 40 graduates during the year, besides 696 students in other courses.

Of these the *Avery Normal Institute*, Charleston (first opened in 1865), with 50 normal pupils, presents courses of 3 and 4 years, the latter with the addition of foreign languages.

The *normal department of Allen University*, Columbia (opened in 1881), with 115 normal pupils, offers a 3-year normal course, including drawing and music, and has a model school attached.

The *normal department of Claflin University*, Orangeburg, organized in 1868, reports 59 normal pupils and 10 graduates, the course covering 3 years and including music and drawing. It has a model school attached.

Fairfield Normal Institute, Winnsboro', first opened in 1869 and mainly supported by the Presbyterian committee of freedmen, at Pittsburgh, Pa., gave instruction to 101 normal pupils. There is a model school attached to the institute and music and drawing are a part of the normal course, but the length of this course is not fixed.

TEACHERS' INSTITUTES.

Teachers' associations have been formed in several counties, and some of these are called teachers' institutes; but only in one county was any attempt made to give the instruction usually imparted in such institutes. This was held during the month of July in Edgefield County, the expenses being defrayed by voluntary contributions from citizens, with $100 from the Peabody fund.

A State institute for white teachers was held in August at Columbia, under the charge of Hon. M. A. Newell, of Maryland, and one for colored teachers was held in Columbia during July, superintended by H. P. Montgomery, of Washington. Good results attended both. The former had 306 members enrolled, representing 22 counties, several students also being from North Carolina; the latter reported about 235 attending.—(State report.)

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State superintendent makes no definite statement as to the existence of public high schools, but says that 4,307 children in the public schools were studying the higher branches. The two schools at Charleston enrolled, respectively, 389 girls and 121 boys. The changes recently made in the management of the school for boys, among others making the study of Latin compulsory and requiring pupils to maintain a standard of at least 50 per cent. in recitations, have worked well.

OTHER SECONDARY SCHOOLS.

For statistics of private academic schools, preparatory schools, and preparatory departments of colleges reporting, see Tables VI, VII, and IX of the appendix, and for summaries, see the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Eight colleges and universities report for the year 1881–'82, as follows: the College of Charleston, Charleston, (non-sectarian); Erskine College, Due West (Associate Reformed Presbyterian); Furman University, Greenville (Baptist); Newberry College, Newberry (Evangelical Lutheran); Claflin University, Orangeburg (Methodist Episcopal); Wofford College, Spartanburg (Methodist Episcopal South); Adger College, Walhalla (Presbyterian), and Allen University, Columbia (Methodist). The last, organized in April, 1881, for colored students, presents primary, intermediate, and classical collegiate departments, besides legal, theological, and normal. The others report courses substantially the same as those of the previous year, all having preparatory and classical departments, although in two, Wofford College and Furman University, the arrangement of studies is that of independent schools, with no fixed time for graduation. Scientific departments are found in 3 and special or partial courses in 4, while 1 had a philosophical, 1 a normal, and 1 an agricultural course. Claflin and Allen Universities admit young women as well as men.

Gifts were reported by Claflin University and Adger and Erskine Colleges as follows:

by Claflin, from individual friends, $1,671; from the Freedmen's Aid Society, $2,000; by Adger, $525; and by Erskine, 350 acres of land from Rev. John Wilson, Monticello, Ark.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Six colleges and seminaries for the superior instruction of young women, 5 of them authorized to confer collegiate degrees, report for 1881–'82 an aggregate of 453 students in regular collegiate classes, besides nearly 200 in other courses. The institutions referred to are Anderson Female Seminary, Anderson; Columbia Female College, Columbia; Due West Female College, Due West; Greenville Female College, Greenville; Walhalla Female College, Walhalla, and Williamston Female College, Williamston.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *South Carolina College of Agriculture and the Mechanic Arts*, Columbia, for white pupils, presents 3 departments of study; regular courses of 4 years, leading to the degrees of B. A. and B. S.; special courses of 2 years; and elective ones, subject to the consent of the faculty. The regular courses are divided, according to the predominant studies, into two principal groups, scientific and literary, in each of which some choice is allowed. The scientific group embraces courses in general science, in engineering, and in agriculture, the studies in all 3 being identical for the first 2 years. About 30 acres of land are available for the illustration of work in the departments of agriculture and horticulture.

Claflin University (for colored students) offers, besides its classical and normal courses, a 3-year course in science and agriculture, especially adapted to the wants of young men that desire a higher education for industrial pursuits. About 150 acres of choice land, mostly under cultivation, are connected with the college. There is also a carpenter's shop for practical instruction. Scientific and industrial education are practically united here, and students may aid materially in defraying their expenses by manual labor on the farm and in the shop.—(Catalogue, 1881–'82.)

PROFESSIONAL.

Theological instruction was offered in Baker Theological Institute, Orangeburg (Methodist Episcopal); in Allen University, Columbia (Methodist), established in 1881 and reporting a 3-year course of study, which includes Greek, Hebrew, and French; and in Benedict Institute, Columbia (Baptist), which reports a 3-year course of study, with 33 students in it. The Theological Seminary at Columbia (Presbyterian), suspended for 2 years, reports encouraging progress made in the work of restoring the endowment; 2 additional professors had been elected and the seminary was to be reopened in September, 1882.

Legal instruction was begun in 1881–'82 by Allen University, Columbia, which reports a course of study extending over 2 years of 33 weeks each and 8 students enrolled, 1 of whom had received a collegiate degree.

Medical.—The Medical College of the State of South Carolina, Columbia (regular), opened in 1833, reports the usual 3-year medical course of study, including 2 courses of lectures of 21 weeks each, with 61 pupils enrolled during the year and 19 graduates.

A department in *pharmacy* has recently been established by the above medical college. The faculty, already elected, comprised a professor of chemistry, one of materia medica and medical botany, one of practical pharmacy, and an assistant in pharmaceutical and practical chemistry.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The South Carolina Institution for the Deaf and Dumb and the Blind, Cedar Springs, founded in 1849, reports 48 deaf and dumb and 12 blind pupils for the year.

The course of instruction for the deaf comprises geography, penmanship, arithmetic, English grammar, history, natural philosophy, biblical and general literature, and articulation, besides such employments as shoemaking, printing, sewing, and household work. The pupils in articulation, commencing in 1879–'80, have made steady progress; they can read quite readily from the lips almost any simple sentence and speak many sentences with sufficient distinctness to be understood with little difficulty.

The blind are taught music, as well as the English branches; also, mattress making, bead and fancy work, broom making, brush making, and chair seating.—(Returns and report.)

EDUCATION OF ORPHANS.

Two institutions for the care and education of orphans report, viz: the Holy Communion Church Institute, Charleston, already noted, and the Thornwell Orphanage, Clinton. The

latter is under the auspices of the Presbyterian Church and is supported by contributions and an endowment of $5,000. Children are received from 6 to 13; they are taught all domestic work, farming, carpentry, and printing, and leave the institution at 16 or 18 years of age. There were 34 children under instruction during the year. The family plan is followed, only 15 or 20 children being kept in a house, a matron and teacher being in charge of each house.

EDUCATIONAL CONVENTIONS.

TEACHERS' ASSOCIATIONS.

The law makes it the duty of county school commissioners to encourage the holding of teachers' associations throughout the State, and two State institutes, one for white and one for colored teachers, were held during the year, as already noted, in which much practical instruction was given and many topics bearing on school work were discussed. (State report, 1882.)

CHIEF STATE SCHOOL OFFICER.

Hon. HUGH S. THOMPSON, *State superintendent of education, Columbia.*

[Third term, January 1, 1881, to January 1, 1883.]

Hon. Asbury Coward was elected his successor in 1882.

TENNESSEE.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth of school age (6–21)	402,580	408,364	5,784	
Colored youth of school age (6–21)	143,295	140,815		2,480
Whole number of school age	545,875	549,179		3,304
White youth in public schools	215,702	207,680		8,022
Colored in public schools	67,766	56,676		11,090
Whole public school enrolment	283,468	264,356		19,112
Average daily attendance, white	139,469			
Average daily attendance, colored	41,040			
Enrolment in private schools	35,054	26,148		8,906
Average daily attendance in these	25,820	16,386		9,434
Pupils in public and private schools	318,522	290,504		28,018
Average daily attendance in both	206,329			
SCHOOLS AND SCHOOL PROPERTY.				
Public schools for white youth	4,338			
Public schools for colored youth	1,270			
Whole number for both races	5,608			
Graded public schools	229	201		28
Consolidated schools	307	167		140
Public school-houses	4,047	3,709		338
Value of public school property	$868,713	$1,186,219	$317,506	
Average time of school in days	70	73	3	
Number of private schools	1,467	869		598
TEACHERS AND THEIR PAY.				
White teachers in public schools	5,542	4,399		1,143
Colored teachers in public schools	1,338	1,288		50
Whole number in public schools	6,880	5,687		1,193
Average monthly pay of teachers	$26 59	$24 65		$1 94
Teachers in private schools	1,528	1,029		499
INCOME AND EXPENDITURE.				
Whole income for public schools	$706,152	$1,125,085	$418,933	
Whole expenditure	638,009	821,883	183,874	
STATE SCHOOL FUND.				
Amount of permanent fund	$2,512,500	$2,512,500		

(From reports of Hon. W. S. Doak and Hon. G. S. W. Crawford, for the two years indicated, with written return from Mr. Crawford for 1880–'81.)

STATE SCHOOL SYSTEM.

OFFICERS.

For general supervision there is a State superintendent of public schools, nominated biennially by the governor and confirmed by the senate. For local supervision a superintendent for each county is chosen by the county court biennially, and in each district the people choose one out of 3 directors annually after the first election of the three. The

law requires State and county superintendents to be persons of literary and scientific attainments and of skill and experience in the art of teaching.

OTHER FEATURES OF THE SYSTEM.

The public schools are free to all youth of school age (6–21), but, as elsewhere at the South, schools for white and colored must be separate. The studies in them include only the ordinary branches, with vocal music, elementary geology of Tennessee, and elementary principles of agriculture, though other and higher branches may be provided for by local taxation or be allowed by special regulations on the payment of tuition fees. The union of public schools with academies and colleges allowed by law facilitates such arrangements. To receive pay from public funds, however, each teacher must hold a certificate of qualification from the county or city superintendent under whom he or she may be employed. The State aids the schools with the annual proceeds of a State fund of over $2,500,000, of a poll tax of $1 on each voter, and of a property tax of a mill on each $1, all distributed on the basis of scholastic population. If from these sources there should not be enough to sustain schools 5 months in the year, the county courts, of their own motion or following a vote of the people, may levy an additional tax to keep them open for that time or longer, the whole amount, however, not to exceed the entire sum raised as State tax. The non-obligatory character of the levy is the point in the system which is especially weak, the counties that most need additional school facilities often being the foremost to reject a proposition which would provide needed school facilities.

GENERAL CONDITION.

The report of school affairs for 1882 is not encouraging. Perhaps from a succession of rapid changes in the office of State superintendent of public schools—an experienced man being retired, his successor dying, and a third coming in after an interval of vacancy—many counties failed to present full returns of school attendance. This was the case in 1881 as well as in 1882, but to so much greater a degree in the latter year as to nearly invalidate the comparisons made between the two. Partly from this cause, partly it would seem from lack of interest in some counties that presented their returns, the figures given indicate a falling off of 19,112 in public school enrolment, of 28 in the number of graded public schools, of 140 in consolidated schools, of 338 in public school-houses, of 1,193 in teachers for public school classes, and of $1.94 in the average monthly pay of teachers. There is no report of average attendance for public schools. Private schools continued to report this item and showed in these reports a good percentage of average attendance on enrolment; but, as in the public schools, there was a large diminution in the enrolment and in the average attendance. Only in the average time of public schools, in the valuation of school property, and in income and expenditures are there any evidences of educational advancement.

AID FROM THE PEABODY FUND.

Tennessee had from this source in 1881–'82 $12,800, namely: $2,300 for public schools, $1,500 for teachers' institutes, and $9,000 for the Normal College, Nashville. This last is an important means of furthering educational interests throughout the South generally by training for progressive school work teachers sent to it from the other States on Peabody scholarships.

KINDERGARTEN.

Only one school of this class in the State is on the list of this Bureau for 1882, the Memphis Kindergarten in the Young Ladies' School of Mrs. F. C. James, and no report from it has been received for 1882. Another formerly existed at the Nashville Academy, but it appears to have been dropped.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

For cities there are boards of education elected by the people. City superintendents are elected by these boards.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Chattanooga	12,892	3,408	2,580	1,548	38	$24,722
Knoxville	9,693	3,044	2,137	1,533	30	16,086
Memphis	33,592	11,200	3,948	2,671	67	44,265
Nashville	43,350	13,160	6,045	4,568	99	89,264

ADDITIONAL PARTICULARS.

Chattanooga reported for 1881–'82 graded schools in 8 buildings containing 37 school rooms. The youth of school age were 2,178 white and 1,230 colored, of which number 1,638 white and 942 colored were enrolled in the public schools, a gain of 246. The schools were taught 164½ days (a gain of 6½ days) by 7 men and 31 women, a gain of 4 teachers. The high school presents a 3-year course, including German and Latin, from which course 14 were graduated in 1882. School property was valued at $39,750. An enrolment of 350 was reported in private and church schools.

Knoxville had its 27 graded schools in 5 buildings, with 1,360 sittings. The schools were taught 189½ days by 5 men and 25 women. The estimated value of school property was $49,200. Private and church school enrolment was 100.

Memphis reported graded schools in 11 buildings, with 67 rooms and 3,200 sittings. The number of white school children was 6,370; of colored, 4,872; white pupils enrolled, 2,171; colored, 1,777. The average attendance of white children was 1,600; of colored, 1,071. The schools were taught 165 days by 9 men and 58 women. The high school for whites enrolled 71 and had an average belonging of 60 and an average attendance of 57. Calisthenics and singing were introduced as a part of the exercises in the public schools.

Nashville divided its schools into primary, intermediate, grammar, and high, the first 3 departments occupying 7 years, the last 1, 3. Thirteen school-houses — the same number reported last year — with 6,000 sittings, were occupied by the city schools. These schools were taught 185 days by 15 men and 84 women, with 2 special teachers, 1 of music and 1 of drawing and penmanship. The school population had decreased 1,352; but notwithstanding this the enrolment increased 200 and average attendance 197. There were 72 boys and 184 girls in the high school taught by 8 teachers. Private and church schools enrolled 500 children. The valuation of public school property was $195,000.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The State Normal College (so called, though no aid was received from the State up to 1882) is a department of the University of Nashville and is supported by university funds, by the Peabody education fund, and by appropriations of the different States for scholarships. It receives from the States students of either sex, who, for admission, must declare their intention to become teachers and pass a satisfactory examination in the common English branches. The course of study, covering 3 years, is strictly professional, and students are required in every study to occupy temporarily the place of teacher and subject themselves to criticism as to the methods they employ. Students completing the full course receive the degree of "licentiate of instruction," and may teach in the public schools of Tennessee and some other States without further examination. An advanced or baccalaureate course of one year, that leads to the degree of B. A., is optional. Twenty-five scholarships of $100 each annually have been established by the State for the training of teachers for its schools. The funds for a number of other scholarships for different States have been supplied by the Peabody fund.

There were 12 other institutions reporting normal departments or normal courses, viz: East Tennessee Wesleyan University, Athens; Humboldt Normal Institute, Humboldt; Warner Institute, Jonesboro'; Knoxville College, Knoxville; Freedman's Normal Institute and Maryville College, both at Maryville; Le Moyne Normal Institute, Memphis; Morristown Seminary, Morristown, and Fisk University, Nashville, both for colored students; Nashville Institute and Roger Williams University, both at Nashville; and Winchester Normal, Winchester. For statistics of such of these schools as report them, see Table III of the appendix; for a summary of these statistics, a corresponding table in the report of the Commissioner preceding.

Fifty scholarships of $50 each were established in 1882 at Fisk University. A normal class of teachers is required to meet the city superintendent monthly or oftener at Nashville, for the discussion of studies and methods of teaching.

SUMMER NORMAL INSTITUTES.

The State Normal Institute at the University of Tennessee, Knoxville, was held in June and July, 1882, and, owing to the death of the president, Rev. W. S. Doak, D. D., was conducted by the vice president, S. H. Lockett. There were 183 attendants, of which number 120 were teachers in public schools. Instruction in the branches taught in these schools was given, while optional courses were offered in languages, botany, physiology, and penmanship. Lectures were delivered on school organization and management, embracing "Public school law," "Rights and duties of teachers," "Grading of city and county schools," "Management and discipline of schools," "Best methods of

school teaching," &c. Some time was also devoted to an explanation of the Roman method of pronouncing Latin. The institute was well organized and successful, the lectures and teaching in the different branches being highly satisfactory.

Two normal institutes for colored teachers were held in June and July, 1882, one at Le Moyne Institute, Memphis, the other at Knoxville. The attendance at the former was 126; at the latter, 44. Instruction was given in the common school branches, and at the examination most of the students obtained good grades. Instructive lectures were delivered, much earnest work was done, and great interest was manifested.

EDUCATIONAL JOURNAL.

The Educational Record, first issued at Nashville in August, 1881, was continued through 1882, but appears to have then ceased. In its place there was proposed the Tennessee Journal of Education, to be conducted by the former State superintendent, Hon. Leon. Trousdale. The Southern Teacher was begun in the latter part of 1882 at Hollow Rock, but soon changed its title to West Tennessee Normal. An educational journal has for many years been published at Columbia, in the interests of the Columbia Athenæum, called The Guardian, and devoted to the cause of female education, especially in that school.

SECONDARY TRAINING.

HIGH SCHOOLS.

The State report does not give statistics of schools of this class, but the cities of Chattanooga, Knoxville, Memphis, and Nashville reported high schools in 1882. All had 3-year courses, which included Latin. The total enrolment was 411 and included both sexes, but whether separately taught or not does not appear, except at Knoxville and Memphis, where they were separate. The State allows academies and colleges unconnected with its school system to teach public school pupils at public school rates, by arrangements to that effect with school officers, and in this way some high school instruction is probably given.

OTHER SECONDARY SCHOOLS.

For information as to business colleges, private academic schools, schools specially engaged in preparing pupils for college, and preparatory departments of universities or colleges, see Tables IV, VI, VII, and IX of appendix. For a summary of the statistics of such schools, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The University of Tennessee, Knoxville, for young men, has subcollegiate courses in classical, scientific, and Latin scientific studies, of undefined length, with collegiate general courses in arts and sciences of 4 years; technical courses in engineering, agriculture, chemistry, and biology, also of 4 years; and special courses, including selections from these, of 2 years each. The collegiate courses all lead to their customary degrees, at graduation, beyond which there are graduate degrees of M. A., PH. D., C. E., and M. D., that require one to two years of resident graduate study. Honor scholarships, with exemption from all university fees, are offered to the student standing first in the third year of any one of the 4 specified courses.

Of the 19 other colleges, 10 were for both sexes and 9 for young men only. Central Tennessee College and Fisk University, both of Nashville, were for colored students. All in the State gave preparatory instruction, with 4-year collegiate courses. Fourteen had scientific courses; 11, commercial; 12, instruction in modern languages; and 10, in the fine arts. Five presented graduate courses and 6 offered normal training.

For statistics of colleges reporting, 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.

Of the 20 colleges and universities in the State 10 admit both sexes, Maryville giving a 4-year ladies' course. Of the 20 on the lists of this Bureau, only 16 reported for 1882. Most of them present courses of from 4 to 7 years and have arrangements for teaching music, drawing, painting, and modern languages.

For statistics of those reporting, 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 State University and Agricultural College, Knoxville, presented in 1882 courses of 4 years each in civil engineering, mechanical and mining engineering, agriculture, and applied chemistry. There were also special courses of 2 years each in practical agriculture and applied mathematics and an English science course. In the first named, students combine class instruction with farm training and are graded and remunerated according to their skill. Scientific courses were offered in 15 other collegiate institutions, while Cumberland University, Lebanon; Vanderbilt University, Nashville; and the University of the South, Sewanee, presented courses in engineering.

For statistics of scientific schools reporting, see Table X of the appendix; for a summary of their statistics, see the report of the Commissioner preceding.

PROFESSIONAL.

Theological instruction was reported in 1882 in full 3-year courses at East Tennessee Wesleyan University, Athens; Central Tennessee College and Vanderbilt University, Nashville (both Methodist); Southwestern Presbyterian University, Clarksville; Fisk University, Nashville (Congregational); and at the University of the South, Sewanee (Protestant Episcopal). Southwestern University offered also 2 years of study in Greek and Hebrew and Vanderbilt a 2-year English course. Cumberland University, Lebanon (Cumberland Presbyterian), gave a 2-year course in theology, including Greek and Hebrew. Burritt College, Spencer (Christian), and Southwestern Baptist University, Jackson, offered biblical instruction, indefinite as to time.

Legal instruction was offered in the law school of Cumberland University, Lebanon; also, in the law departments of Central Tennessee College and Vanderbilt University, both in Nashville. The first named, opened in 1847, offers a 2-year course, which it is said, however, may be completed in 10 months. There were 40 students graduated in 1882 and invited to remain another year free of charge. The second, organized in 1880, has a course of 2 years of 32 weeks each year. There were 11 students graduated in 1882.

The *medical* schools reporting are Meharry Medical Department of Central Tennessee College (for colored students, both sexes), Nashville Medical College (a department of the State University), and the medical departments of Vanderbilt University and the University of Nashville, all offering a 3-year course of study, with 2 courses of lectures of 20 weeks each, except Meharry, which has only 19 weeks.

Dentistry was taught in the Dental School of the University of Tennessee and at Vanderbilt University, each requiring attendance upon 2 lecture courses of 20 weeks each, with approved dental work. Vanderbilt admits women to this department.

Pharmacy is also offered at Vanderbilt, with 3 hours' laboratory work, attendance upon 2 full courses of lectures of about 21 weeks each, and an original thesis for graduation. There were 5 graduates in 1882, who received the degree of PH. G.

For statistics of professional schools, see Tables XI, XII, and XIII of the appendix.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Tennessee School for the Deaf and Dumb, Knoxville, opened for instruction in 1845 and free to all deaf-mute residents of the State of school age, reported 64 boys and 38 girls in 1882, under the instruction of 5 men and 2 women, 3 teachers being deaf-mutes. The common school branches were taught 5 hours each day, one class being taught by the articulation method; printing and shoemaking were also taught, and gardening to some extent. The State appropriated $22,500 for the year. Estimated value of buildings, grounds, &c., $150,000.

EDUCATION OF THE BLIND.

The Tennessee School for the Blind, Nashville, reported 58 pupils for 1881–'82, of which number 8 were colored. Common English and some of the higher branches were taught, also vocal and instrumental music, and training for piano tuning and various other industrial employments was provided. The State appropriated $40,000 for the year. A site and buildings were purchased at a cost of $8,586 for a home for colored pupils. The total expenditures for 1882 were $31,287.

INDUSTRIAL TRAINING.

The Austin School, formerly the Knoxville Industrial School, established by Miss E. L. Austin in connection with the colored public school at Knoxville, reported 314 pupils for 1881–'82 in the sewing school and 114 in the kitchen garden and classes for calisthenics. Two-thirds of the children were under 12 years of age. The school was taught 172 days by 2 teachers and reported fair progress.

EDUCATION OF ORPHANS.

For statistics of all reporting schools and institutions for the care and training of orphan children, see Table XXII of the appendix to this volume; for a summary of these statistics, a corresponding table in the report of the Commissioner preceding.

EDUCATIONAL CONVENTION.

TENNESSEE STATE TEACHERS' ASSOCIATION.

The seventeenth annual session of the State Teachers' Association was held in Morristown, August 17 and 18, 1882, Dr. William A. Smith presiding. The meeting was largely attended, representatives being present from all parts of the State. The subjects presented for discussion were "Morals and religion in school;" "National aid to public schools;" "Teacher's salary;" "Neglect of the plant for the sake of the flower;" "Progressive education;" "Practical education;" "Practical elocution;" and "What is a normal school?" After much discussion, a committee was appointed to examine the present school law, to see what revisions and amendments were necessary to improve the school system, and to bring the matter before the legislature.

OBITUARY RECORD.

DR. W. S. DOAK.

When the governor of Tennessee, in March, 1881, presented to the legislature this respected president of Tusculum College, Greeneville, as his nominee for the State superintendency of public schools, while many regretted the retirement of Hon. Leon. Trousdale, who had served with great fidelity from 1874, all hoped for much success in school work under Dr. Doak. He was known to have displayed great ability as a teacher and college president and to devote himself unsparingly to whatever work he undertook. Such a preparation and such character gave promise of the happiest results for the school system which he was called on to supervise and stimulate; and for some time it seemed that these results would be secured, as he went heartily into his work, planned wisely for it, and made favorable impressions upon most of those with whom he came in contact; but the duties of a superintendent of public schools in a large State like Tennessee, with but one assistant, are laborious and exhausting, and Dr. Doak was past his prime when he undertook them. Long journeys and exacting office work, therefore, soon told on him. Malarious disease, contracted through exposure, could not be shaken off. After a time he went back to his college home at Tusculum, convinced that if his life was to be saved it must be through complete rest for a time from his official duties. But it was too late, and he died there May 23, 1882, after occupying his high office only about 14 months. Dr. Doak was the third college president in lineal succession of his family: his grandfather, of the same name, not only founded the first school west of the mountains (afterward Washington College), but Tusculum College also, in which his son, Dr. Samuel Doak, succeeded him as president, the subject of this sketch, a graduate of the college and of Danville Theological Seminary, Kentucky, following as president from 1867 to 1881.

JOHN MERCHANT STURTEVANT.

For almost 32 years the faithful and efficient principal of the Tennessee School for the Blind, at Nashville, Mr. Sturtevant died there, December 26, 1882, in the fifty-eighth year of his age. Born March 23, 1825, in Mattapoisett, Mass., he was so unfortunate as to lose his sight from the effects of an accident when he was less than 10 years old. But with indomitable will he pursued his studies, first at the Massachusetts School for the Blind in Boston, then at Dartmouth College, New Hampshire (where he graduated in the first third of the class of 1846), and finally at the Bridgewater State Normal School, Mass., where he went to acquaint himself with the best methods of teaching. Returning to the Massachusetts School for the Blind, where he had taught already with much success and where he had succeeded in training a blind deaf-mute to articulate, he resumed his teaching with increased success, and continued it till January, 1851, when he was called to fill the principalship of the school at Nashville, which he subsequently occupied until his death. It was an unpromising work at the beginning, with only a poorly furnished rented building, with few pupils, and with very slender pay. But Mr. Sturtevant engaged in the undertaking with the energy of his noble Puritan ancestor, Miles Standish, and, finding that the legislature had the year before appropriated $4,000 toward the erection of a building for the school, he succeeded in getting an additional $8,000 voted for the purchase of a site and the completion of the building. To this building, on a site purchased from the University of Nashville, the school (then increased to 26 pupils) was transferred in January, 1853, and there it flourished under the judicious

leadership of its new principal till the outbreak of the civil war in 1861. Early in 1862 the school building was taken for a military hospital by the confederate authorities; then for the same purpose by the Federal forces, by whom it was finally destroyed. Such blind orphan children as remained were thus thrown upon the care of the blind principal, and, finding boarding places for them in the country, he supplied them as well as possible with clothing during the remaining years of the war. To secure the means for supporting and clothing these poor wards he twice took long pedestrian journeys, one trip lasting six weeks, pursuing the shifting State authorities and urging on them their duty to these children. To the credit of the authorities it must be said that they promised him at his first visit the means he sought and at the second provided them, he accounting fully, at the conclusion of the war, for every dollar thus obtained and they giving him again an appropriation to revive and carry on the school. With buildings gone, furniture largely destroyed, and pupils scattered, this was a heavy task, but Mr. Sturtevant proved equal to it. He rented new quarters, found and utilized whatever old furniture was left, sent out for scholars, urged the legislature and friends to action, and in 1867 had 16 pupils; in 1869, 37; and in 1871, 40, with a workshop for industrial employment. In 1873 he secured a new site of 7 acres for the school by a generous gift of Hon. John M. Lea and wife, and persuaded the legislature to give $40,000 for the erection of the necessary buildings, on a plan that would admit of indefinite extension. In 1881 he crowned his long labors by obtaining from the legislature the means for enlarging and improving the school and for a separate building for the colored blind. Worn out with long exertion and stricken with paralysis on the very day of his assured success, he died within a year.

CHIEF STATE SCHOOL OFFICER.

Hon. G. S. W. Crawford, *State superintendent of public schools, Nashville.*

[Mr. Crawford filled the unexpired term of W. S. Doak, and was succeeded by Hon. Thomas H. Paine, whose term extends from March 25, 1883, to March 25, 1885.]

TEXAS.

STATISTICAL SUMMARY.[a]

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth 8–14 in counties	118,702	157,955	----------	----------
Colored youth 8–14 in counties	40,849	53,557	----------	----------
Total school population in counties	159,551	211,512	----------	----------
White youth 8–14 in the State	----------	173,942	----------	----------
Colored youth 8–14 in the State	----------	57,510	----------	----------
Total school population reported	----------	[b]295,344	----------	----------
White children enrolled in counties	62,411	99,608	----------	----------
Colored children enrolled in counties	27,964	33,789	----------	----------
Total white pupils enrolled	----------	105,179	----------	----------
Total colored pupils enrolled	----------	37,781	----------	----------
Total public school enrolment	----------	142,960	----------	----------
Average daily attendance	----------	60,259	----------	----------
SCHOOLS.				
White schools in counties	3,007	3,898	----------	----------
Colored schools in counties	858	1,215	----------	----------
Total schools for white children	----------	3,989	----------	----------
Whole number of schools for colored	----------	1,247	----------	----------
Whole number of public schools	----------	5,236	----------	----------
Average term in days	----------	[c]92	----------	----------
TEACHERS AND THEIR MONTHLY PAY.				
Men teaching public schools	----------	3,767	----------	----------
Women teaching public schools	----------	1,270	----------	----------
Whole number of teachers	----------	5,037	----------	----------
Average pay of white men in counties	$35 56	$38 00	----------	----------
Average pay of white women in counties	28 82	29 12	----------	----------
Average pay of white men in cities	----------	72 54	----------	----------
Average pay of white women in cities	----------	40 16	----------	----------
Average pay of colored men in counties	30 14	31 66	----------	----------
Average pay of colored women in counties	32 50	20 00	----------	----------
Average pay of colored men in cities	----------	59 82	----------	----------
Average pay of colored women in cities	----------	27 59	----------	----------
INCOME AND EXPENDITURE.				
Whole reported receipts for public schools	----------	$858,363	----------	----------
Whole expenditure reported	----------	803,850	----------	----------

[a] In 1881 reports were received from only 109 counties; in 1882, 127 out of 166 counties reported, as well as 13 cities, none of which furnished statistics last year. No comparison between the two years, therefore, has been attempted.
[b] Race not reported in all cases.
[c] In counties; in cities, 137.

(From the third biennial report of Hon. O. N. Hollingsworth, secretary of the State board of education.)

STATE SCHOOL SYSTEM.

OFFICERS.

Public schools are under the control of a State board of education, composed of the governor, the secretary of state, and the State comptroller. The board is authorized to appoint some competent person as secretary, who is paid $2,000 a year.

County school affairs are superintended by county judges, who perform the duties usually devolving on county superintendents. The county judge of each county also appoints annually a board of examiners, consisting of 3 well educated citizens, for the examination of teachers.

OTHER FEATURES OF THE SYSTEM.

The funds set apart for the support of public schools are the interest of the public school fund, not more than one-fourth of the general revenue, and a poll tax of $1 on all men 21 to 60 years of age. These funds are distributed to the several counties in proportion to their school population (8 to 14), white and colored. Each race must receive its just proportion of the funds and must share equally in school privileges, but must be taught in separate schools, any mixed school being even forbidden to receive aid from the school funds, as is also any school in which sectarian religion is taught. In cities and towns, if two-thirds of the taxpayers so decide, an additional sum may be raised by local taxation to keep the schools open 10 months, but such tax must not exceed one-half of 1 per cent. on the city property.

GENERAL CONDITION.

The secretary of the State board reports a steady progress in public school affairs. Very little idea as to this can be gained, however, from a comparison of such statistics as are available, on account of the incompleteness of the returns. The records for 1881 were destroyed by a fire that consumed the capitol, but duplicates of them were received from 109 counties, 127 reporting for 1882, out of 166 that maintained schools. Of 45 cities and towns having control of their own schools only 13 sent reports. Such neglect suggests to the State board of education the necessity of a law which shall require reports to be made as a condition of receiving compensation by those whose duty it is to report. County judges complain of great difficulty in getting teachers to make out their term reports in proper form and in due time, and in many instances give this as a reason for the delay in sending their own reports. It is believed also that the law relating to the organization and government of schools by cities and towns is too general in its terms to produce uniformity and to give assurance that the objects of the school law will be carried out; that it, in effect, delegates to the cities and towns the power which the constitution confers on the legislature of having the school funds which are distributed to each county applied as provided by law. The authorities of such cities and towns are under no obligation to report to the board of education the manner in which the schools are organized or in which the State money is applied; consequently the legislature cannot be informed in regard to either. Another subject of complaint is in regard to the uncertainty as to exactly what is meant by the expression "sectarian school" in the constitution. County judges are not furnished with any guide except their own judgment in determining what is or is not a sectarian school, and this will continue to be a source of dissatisfaction until the legislature shall have passed a law defining such a school.

AID FROM PEABODY FUND.

During the year ending October 1, 1882, $17,500 were disbursed by the trustees of this fund in aid of education in this State, as follows: For teachers' institutes, $500; for public schools, $6,900; for educational journal, $200; to Sam Houston Normal Institute, $6,950; and for Nashville scholarships, $2,950.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

The councils or boards of aldermen of cities and towns are invested with exclusive power to maintain, regulate, control, and govern all the public free schools within their limits. Austin, Galveston, Houston, and others of the larger cities have school superintendents.

STATISTICS.

Cities.	Population, census of 1880.	Children of school age.	Enrolment in public schools.	Average daily attendance.	Number of teachers.	Expenditure.
Austin	11,013	1,459	a1,161	a805	25	$14,956
Galveston	22,248	3,698	2,150	1,447	41	26,175
Houston	16,513	2,861	1,796	1,221	29	18,249
San Antonio	20,550	4,006	2,079	1,261	29	15,650

a Pupils of school age.

ADDITIONAL PARTICULARS.

Austin reports 26 schools, maintaining 19 of them for white children and 7 for colored, their average term being 8 months. The schools occupied 9 school-houses, of which 3 belonged to the city. Teachers were paid from $50 to $65 a month; the average rate of tuition for white children was $1.43; for colored, $1.35.

In *Galveston*, public schools were taught 184 days in 9 school buildings, of which 4 were owned and 5 rented, the number of sittings for study being 2,000.

Houston had 29 public schools, classed as primary, grammar, and high, 18 of them for white children and 11 for colored, taught in 12 buildings belonging to the city, 10 of frame and 2 of brick. Teachers were paid from $35 to $122 a month. The average rate of tuition for white pupils was $1.41; for colored, $0.78.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The third annual session of the Sam Houston Normal Institute opened in September, 1881, with 165 students, of whom 130 (4 from each senatorial district and 6 from the State at large) were State students, who were received for one year without expense even for board and lodging. Tuition and books are free to all who attend; but students must pledge themselves to teach in the public schools for as many sessions as they have attended the institute. Applicants for admission must, if young men, be at least 20 years of age, if young women, 18; and they must pass a satisfactory examination in orthography, reading, penmanship, arithmetic, geography, English grammar and composition, and the history of the United States. The full course of study extends over 3 years and comprises an elementary, an advanced, and a graduate year. State certificates, good throughout the State, are granted by the board on recommendation of the faculty; also, first, second, and third class certificates, on the attainment of such proficiency as would secure like certificates from a county board of examiners.

From the State Normal School of Texas for Colored Students, Prairie View, no information has been received for 1882.

OTHER NORMAL INSTRUCTION.

Tillotson Normal Institute, Austin, under the American Missionary Association, having a normal course of 4 years, the completion of which entitles a student to a normal diploma, reports 50 students during the year, under 6 instructors.

The *American Normal School*, Kellyville, organized in 1878, but not chartered, reports assistance to the amount of about $150 received during the year from the State. There was one instructor, but the number of students is not given.

TEACHERS' INSTITUTES.

A much larger number of institutes, or summer normal schools, was held during 1882 than the previous year, and very encouraging reports of the results are given. Teachers of private as well as public schools attended and by their labors contributed to the success of the work. Eighteen institutes were sustained in different parts of the State, and their advantages were generally appreciated, the interest being greatest in the smaller places. The success attending them was considered a strong argument for their maintenance in succeeding years. Still, the class of teachers most in need of the training thus afforded was absent, and it was felt that to be of the greatest use these institutes must reach the rural teachers. It was thought, also, that 6 weeks is too long a term, and sessions of 4 weeks are recommended for the future.

EDUCATIONAL JOURNAL.

The Texas Journal of Education, a monthly published at Austin by Hon. O. N. Hollingsworth, secretary of the State board of education, was devoted to educational subjects generally and gave special information in regard to normal schools and teachers' institutes in 1882.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

No definite information is at hand in regard to public high schools; but from the State report it appears that 227 pupils were instructed in the public schools in algebra, 109 in geometry, and 153 in natural philosophy.

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 the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The collegiate institutions reporting are St. Mary's University, Galveston; Southwestern University, Georgetown; Baylor University, Independence; Salado College, Salado; Mansfield Male and Female College, Mansfield; Austin College, Sherman; Trinity University, Tehuacana; Waco University, Waco; and Marvin College, Waxahachie. All report preparatory departments and collegiate courses of 4 years. While some have the collegiate curriculum arranged in separate schools, all report studies that correspond to the classical course, leading to the degree of A. B.; 3 had scientific courses; 4, commercial; 1, a philosophical; 2, separate courses for young women; 3, courses in theology; and 1, a course in law. Music was taught by 3 and the modern languages by 7. Five admitted both sexes, and 4 of these had 270 young women enrolled in regular collegiate classes, the whole number of undergraduates reported by 8 institutions out of the 9 named being 961. Mansfield Male and Female College does not give the number of collegiate students apart from those in the preparatory department.

Gifts were received during the year by the Southwestern University of $5,000 from citizens of Georgetown, to erect a college chapel, and by Trinity University of $5,000 in notes, payable in 10 annual instalments.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Besides the opportunities for securing a higher education afforded to young women in 5 colleges above noted, 6 institutions are reported exclusively for them, all authorized to confer collegiate degrees, viz: Dallas Female College, Dallas; Young Ladies' School of Southwestern University, Georgetown; Woodlawn Female College, Paris; Nazareth Academy, Victoria; Baylor Female College, Independence; and Ursuline Academy, Galveston. Two of these schools were under the influence of the Methodist Episcopal Church South, 2 under the Roman Catholic, 1 under the Baptist, and 1 reports itself non-sectarian.

A gift was received during the year by the Young Ladies' School of Southwestern University of $600 from citizens of Georgetown, to improve the buildings, and one by Baylor Female College of $5,000 from citizens of Independence and other friends, part of it being in buildings and land, the remainder in money.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The Agricultural and Mechanical College of Texas presents two courses of 3 years each in agriculture and mechanics. All students must enter one of these courses, pay students making their own selection, State students being assigned in accordance with their appointments. Of the latter, 3 are appointed from each senatorial district of the State, one-half of such students being obliged to take an agricultural and the other half a mechanical course of study, to be assigned thereto by the president of the college. Optional courses in the ancient and modern languages are open to students without extra charge. The college tract consists of 2,416 acres of land. The mechanical department comprises carpenter, forge, and vise shops; wood working and metal working machine shops, and one of steam enginery, all thoroughly equipped with the necessary tools and machinery. There were 258 students attending during the year, of whom 93 held State scholarships.

PROFESSIONAL.

Theological instruction is given in the theological department of Baylor University (Baptist), which reports 7 students, under 2 professors; also, in Trinity University (Cumberland Presbyterian) and Waco University (Baptist), some provision is made for the training of young men to the work of the ministry, but the number under instruction in this branch during 1881–'82 was not reported.

Legal instruction was given in Baylor University, though to what extent does not appear clearly from the catalogue at hand. There was, however, a professor of common and statute law and equity jurisprudence, and among the alumni were reported 31 graduates in law.

No *medical* institutions report from this State since the suspension of the Texas Medical College and Hospital, Galveston.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Texas Institution for the Education of the Deaf and Dumb, Austin, organized in 1857, had 110 pupils during 1882, under 7 teachers; the whole number of pupils taught since organization being 243. The branches studied were spelling, reading, writing,

arithmetic, geography, grammar, composition, and history. Pupils were also taught such employments as printing, shoemaking, farming, gardening, care of stock, sewing, crocheting, embroidery, knitting, and household work. The institution owned 57 acres of land, valued with buildings at about $70,000. Out of $27,920 expended during the year, $24,960 were from the State.— (Return.)

EDUCATION OF THE BLIND.

The Texas Institution of Learning for the Blind is a free school maintained by the State for the benefit of blind children of rich and poor alike. Three departments are maintained, literary, musical, and mechanical, the first comprising the elementary English branches with some of the higher. In the musical department instruction is given in vocal music and in the use of various instruments, including the piano, violin, bass viol, cornet, clarionet, and flute. The employments taught are broom, mattress, and pillow making, chair seating, and the tuning of pianos and organs.

EDUCATIONAL CONVENTION.

STATE ASSOCIATION.

The State Teachers' Association which met at Tyler, June 28, 1882, was more largely attended than any previous meeting of the body. Great interest, as well as harmony, characterized the proceedings; interesting papers were read and earnest and forcible speeches delivered on appropriate topics. Galveston was selected as the place for holding the next regular session.

CHIEF STATE SCHOOL OFFICER.

Hon. O. N. HOLLINGSWORTH, *secretary of the State board of education, Austin.*

[Mr. Hollingsworth's term closes in 1883, Hon. B. M. Baker succeeding to the office.]

VERMONT.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–20)	----------	a99,463	----------	----------
Public school enrolment	74,646	74,000	----------	646
Average daily attendance	49,700	47,772	----------	1,928
Per cent. of attendance on enrolment	66.5	64.6	----------	1.9
Attendance in private schools	7,506	7,468	----------	38
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	2,353	2,333	----------	20
Number of public schools	2,561	2,527	----------	34
Average term of schools in days	124	126½	2½	----------
TEACHERS AND THEIR PAY.				
Men teaching in public schools	678	653	----------	25
Women teaching in public schools	3,741	3,723	----------	18
Whole number teaching in same	4,419	4,376	----------	43
Teachers who have attended a Vermont normal school.	576	593	17	----------
Average monthly pay of men	$29 76	$30 52	$0 76	----------
Average monthly pay of women	16 84	18 24	1 40	----------
INCOME AND EXPENDITURE.				
Receipts for public schools	$454,832	b$491,021	$36,189	----------
Expenditure for public schools	447,252	b476,478	29,226	----------
PUBLIC SCHOOL FUND.				
Amount of available school fund	$669,087	$669,087	----------	----------

a United States Census of 1880. b Items not fully reported.

(From biennial report of Hon. Justus Dartt, State superintendent of education, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

The chief educational officer is a State superintendent of education, elected by each biennial general assembly; town superintendents, who report to the selectmen, are elected for 1-year terms; in counties there are examining boards; in districts, moderators, clerks, collectors of taxes, treasurers, 1 or 3 auditors, and prudential committees. In towns where the district system has been abolished there are boards of 3 directors. Any town having a high or central school or schools elects for each such school a prudential committee of 3, with a change of 1 each year. Women have the same right as men to hold district, town, and county school offices and to vote at school elections.

OTHER FEATURES OF THE SYSTEM.

Public schools are sustained by district and town taxation and the income of town school funds and of the United States deposit fund. The interest on the last is apportioned to the towns according to population, while one-half of the town school money, if it does not exceed $1,200, or, if it does, one-third of it, is divided equally among the dis-

tricts of such towns, the remainder to be divided among the districts according to the aggregate attendance of the children of school age during the previous year. Towns failing to assess school taxes forfeit to the county a sum equal to double the amount required to be raised by such tax, to be recovered in the county court. No public money of any town is to be distributed to any school district employing a teacher without the certificate required by law, nor to any district whose register does not contain the certificate of the town superintendent. One or more schools must be maintained in each town for instruction in the common school branches, including freehand drawing, history, and Constitution of the United States, with special training in the geography, history, and government of Vermont. The school year consists of 2 sessions, each session of 10 consecutive weeks.

A school maintained for not less than 30 weeks each year, having 4 or more departments, taught by 4 or more teachers, with an established course of study, and under one principal, must be graded. A district may provide for high school studies if the number of children in it is so great as to require more than one teacher. Contiguous districts may form a union school for the benefit of the older children of such districts. A town may establish one or more high or central schools for advanced pupils in the several districts in the town and for such non-residents as may be admitted. When the tuition charged is not sufficient to pay the expenses, a tax may be assessed on the town to pay the deficiency.

Unless otherwise instructed, every child in good health, between 8 and 14 years of age, must attend a public school at least 3 months in a year, the employment of such a child by a manufacturer being forbidden, unless the child has attended school 3 months during the previous year. Parents, guardians, and employers violating this law are liable to a fine of from $10 to $20.

In counties where there is no normal school a graded school legally organized may establish a department for the instruction and training of teachers, subject to the control of the State superintendent.

Teachers must have legal certificates of qualification and make required reports to district clerks or forfeit the pay they would receive from public school funds. Town superintendents must report annually to the State superintendent and he biennially to the legislature. The State superintendent is required to hold annual county institutes when so requested in writing by 25 teachers in any county, not to exceed a term of 3 days, and, when not so requested, may act upon his own judgment.—(Revised school law.)

GENERAL CONDITION.

According to the census of 1880 the population of Vermont was 332,286; of the 264,052 persons over 10 years of age enumerated there were 12,993 who could not read and 15,837 who could not write. The superintendent reports that the school work of the last 2 years has been largely directed to dissipating this illiteracy by means of improving the common schools. As compared with 1881, there was a decrease of 646 in enrolment, of 1,928 in average daily attendance, of 38 in attendance in private schools, of 20 in school districts, 34 in public schools, and of 43 in teachers. The gains were 17 in teachers who had attended a Vermont normal school, of 76 cents in the monthly pay of men, and of $1.40 in that of women. With this general falling off, there was an increase of $29,226 in expenditures.

The great work to be done is the improvement of the district ungraded schools, which six-sevenths of the scholars of the State attend, most of them attending no other. Among the causes to which the inefficiency of these schools is attributed are the decrease of native-born children, the gathering of the population around business centres, thinly populated rural districts, small schools and young scholars, the employment of cheap teachers, who are too young and totally ignorant of child nature, the neglect of school-houses and all their surroundings, and an indisposition to unite districts and thus secure good schools. With some exceptions the superintendent says the work of the ungraded district schools of the State is not satisfactory.

Thirty years ago there were 70 academies and only 4 graded schools in the State. Since then the academies have decreased and the graded schools have increased and greatly improved, reporting in 1881 10,404 scholars, while in the high schools there were 1,818.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

Burlington has a board of school commissioners of 6, 1 from each of the 5 wards and the city superintendent as president; Rutland, a board of education of 9 members, with a city superintendent.

STATISTICS.

Cities.	Population, census of 1880.	Enrolment in public schools.	Number of teachers.	Expenditure.
Burlington	11,365	1,584	40	$21,906
Rutland	12,149	2,585	65	19,928

ADDITIONAL PARTICULARS.

Burlington reported the general condition of the schools during the year as good. Thoroughness characterized instruction and discipline was easily maintained. The enrolment for every term was greater than that for the corresponding term of the preceding year, the increase for the winter term being 22; for the spring term, 77; for the fall term, 55. The report, though giving no statistics of average daily attendance, says that there was a slight gain in this and in the number of scholars having no absences. Tardiness was reduced 36 per cent. Teachers numbered the same as last year. A special teacher of music was employed. Writing and book-keeping are given particular prominence in the course of study. Great defects in language were found in the grammar schools, and oral lessons were made a part of the instruction in the grammar and intermediate grades. The two ungraded day and evening schools were said to be among the most interesting schools in the city. An important work was done by some of the teachers in arousing an interest among the scholars in good reading.

Rutland for 1881–'82 reported 22 school districts and 45 common schools, enrolling 2,585, under 65 teachers, 5 men and 60 women; 15 of the teachers had attended a Vermont normal school.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

By an act of the general assembly 3 normal schools were established in 1867, at Castleton, Johnson, and Randolph, under the general control of the State superintendent and a board of trustees for each school. Two courses of study were prescribed for each, the first to cover 2 years, the second a year and a half. Each town in the State is entitled to a scholarship in any one of the schools, and for those filled the school receives $12 a half year. The schools are sustained by appropriations from the State, rents of grammar school lands, and tuition fees. State teachers' certificates, good for 5 years, are issued to graduates from the lower course of these schools or graduates from the lower course of a training department of a graded school, and for 10 years to those graduating from the higher course of either.

The *State Normal School*, Castleton, had 4 instructors, 82 normal and 43 other students, and 15 graduates, 9 of whom were teaching. The school, which was in session 40 weeks, had a library of 975 volumes and received from the State $1,936.

The *Johnson State Normal School* had 6 instructors, 122 normal students, and 19 graduates, all engaged in teaching. It reported a school year of 40 weeks, a library of 6,000 volumes, and an appropriation from the State of $1,784.

The *Randolph State Normal School* reported 6 instructors, 270 normal students, and 43 graduates, 42 of whom were teaching. The school year occupied 40 weeks. The library contained 600 volumes, of which 100 were pedagogical works.

All the normal schools gave instruction in drawing, but only in the Johnson school was freehand drawing taught. No special instruction in either vocal or instrumental music was given in any of them.

TRAINING SCHOOL DEPARTMENTS OF GRADED SCHOOLS.

In counties where there is no normal school a training school department for the instruction of teachers may be organized in a legal graded school under the general direction of the State superintendent, the certificates of graduation having the same power as those of normal schools.

TEACHERS' INSTITUTES.

As the law requires, the State superintendent held a teachers' institute, or teachers' association, in every county in the State. Of these no special mention is made, except of those at Chester, Windsor County, and at St. Johnsbury, Caledonia County, which are said to have been of unusual interest; the attendance on the former was 110, and on the latter over 100 teachers. Besides these, up to June, 1882, meetings were held in 43 towns.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

For these schools no statistics have been reported for 1882. In 1881 there were 34 high schools, with 1,818 students, of whom 700 studied Latin or Greek or both, 117 graduated, and 59 fitted for college.

The superintendent suggests that nine-tenths of these scholars would be better fitted for life had they studied science rather than the classics. He considers that, as the necessity of understanding science is imposed on the great majority of scholars, it must come to the front, the demand of the world to-day being for skilled labor.

OTHER SECONDARY SCHOOLS.

For statistics of business colleges, private academic schools, and preparatory departments of colleges, see Tables IV, VI, and VII of the appendix, and for summaries of the same, the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The *University of Vermont and State Agricultural College*, Burlington (non-sectarian), gives instruction in the three departments of arts, applied science, and medicine, all the courses of the first two being open to young women on the same conditions as to young men. The department of arts comprises the usual academic courses in language, mathematics, physical sciences, mental, moral, and political philosophy, rhetoric, literature, and history. Applicants for admission to the academical department without examination must bring certificates from preparatory schools whose courses of study fully meet the requirements of the university and they are on probation during the first term. Valuable additions were made to the museum, library, and chemical laboratory. The graduating class of the engineering department aided in the purchase of a plane table for the use of this department. All male students are required to take part in military drill and instruction 2 hours each week, under an officer of the United States Army, detailed for that purpose.

Middlebury College, Middlebury (Congregational), for young men, confines its instruction to an extended classical course of 4 years. For admission its requirements are essentially the same as those of the State University for the same course. It reports a faculty of 10, with 38 students: 9 seniors, 11 juniors, 9 sophomores, and 9 freshmen. Of 15,000 volumes in the college library 1,000 were added during the year. The college has a productive fund of $140,000, yielding an annual income of $8,000, and property valued at $150,000.

Lewis College, Northfield (non-sectarian), was removed from Norwich to its present location in 1866, and was liberally endowed by Colonel Lewis, whose name it bears. The college, with its scientific courses noted further on, offers courses in science and literature and in arts, the last of which is stated to be a full classical course answering to the usual academic course of the American colleges. Candidates for admission to this course must be at least 15 years of age, must give proof of good moral character, and must be examined in mathematics, English language, geography, history, Latin, and Greek.

SUPERIOR INSTRUCTION OF YOUNG WOMEN.

The Vermont Methodist Seminary and Female College, Montpelier, with a faculty of 10 professors and instructors, is authorized to confer degrees, and, while it admits both sexes to equal advantages, appears to be largely for young women. It is not fully collegiate, but has courses such as belong to a good preparatory school.

For statistics of this class of schools, see Table VIII of the appendix, and for a summary of same, the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State Agricultural College of Vermont*, Burlington, a department of the State university, continues to provide instruction in agriculture and related branches of chemistry, in engineering, and in mining, leading to the degrees of PH. B., C. E., and M. E. A special winter course for young men who cannot leave their farms in summer and autumn is provided if not less than 10 signify their wish to attend. Among other topics treated are stock raising, dairying, fruit culture, road making, farm accounts, and bee culture. There was a large increase in this department during the year, the class in engineering more than doubling.

Lewis College requires for admission to its scientific courses of 4 years each an examination in mathematics, English, geography, history, and Latin, with French, German, or advanced mathematics.

For further statistics, see Table X of the appendix; for a summary of it, a corresponding table in the report of the Commissioner preceding.

PROFESSIONAL.

No theological or legal schools report from Vermont.

The medical department of the University of Vermont, Burlington, reports a faculty of 10 instructors and lecturers, 1 demonstrator, 5 other instructors connected with the Mary Fletcher Hospital, and 8 professors on special subjects. Candidates for graduation must be 21 years of age, must have attended 2 full lecture courses such as are recognized by the American Medical Association, must have studied medicine 3 years with a regular physician or surgeon, must pass a satisfactory examination before the medical faculty and a board of examiners appointed by the State Medical Society, and present a thesis on some medical subject. The Mary Fletcher Hospital, whose grounds adjoin those of the university, affords ample opportunities for clinical study.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEFECTIVE CLASSES.

Vermont continues to educate its deaf-mutes, blind, and feeble-minded in the institutions of other States. From October, 1880, to October, 1882, there were 21 deaf-mutes in the American Asylum at Hartford, Conn., and 4 in the Clarke Institution, Northampton, Mass., at a cost of $7,120; at the Perkins Institution, Boston, 8 blind pupils, at a cost of $4,850; and at the Massachusetts School for Feeble-Minded Children, South Boston, 3, at a cost of $2,317.

REFORMATORY TRAINING.

The Vermont Reform School, Vergennes, in its biennial report shows 631 inmates since opening, 149 boys and 26 girls during the 2 years, 35 of whom were committed and 18 returned. Of the 89 discharged, 18 were pardoned, 32 furloughed, and 26 placed out. In school the ordinary English branches were taught; in industries, housework and sewing were taught to the girls; seating chairs, shoemaking, and farming to the boys. Of the $41,413 expended for the 2 years, the earnings of the boys amounted to $6,535, in addition to the income from the farm. An appropriation of $10,000 was expended in enlarging the boys' department.

EDUCATION OF ORPHAN AND DEPENDENT CHILDREN.

The only institutions for this purpose in the State are in Burlington and both are supported by private contributions:

The *Providence Orphan Asylum* (Roman Catholic) reported 10 instructors, 1,862 inmates since opening, and 46 boys and 52 girls for the year. Children are received from 2 to 10 years of age and after instruction are placed out in good homes. In school they are taught the common school branches, industries, farming, and laundry and general house work.

The *Home for Destitute Children* (non-sectarian) shows 14 instructors, 505 inmates since the beginning, and 40 boys and 24 girls for the year. Receiving children from infancy to 12 years of age, it trains them in the ordinary English branches in school, and in the industries of cane seating, laundry, and general housework. By the charter of the institution no inmates of either sex are retained beyond the age of 18 and frequently they are placed in homes long before. The income of the home was $15,898, in part from a permanent fund of $62,000.

EDUCATIONAL CONVENTION.

TEACHERS' ASSOCIATION.

The thirty-second annual meeting of the Vermont State Teachers' Association was held at Castleton August 9–11, 1882, President J. S. Cilley in the chair. It is said to have been a notable occasion. Castleton is at home with educators, having for 96 years contained one of the prominent educational institutions of the State and for one-half of that time a medical college. "The nobility of work" was the first paper presented. "Institutes and institute work" was then fully discussed. This was followed by illustrations of practical physics in common schools, showing that teachers with mechanical genius may furnish their own apparatus for illustrating the lever, screw, pulley, siphon, atmospheric pressure, and for finding the centre of gravity, &c. The subject of the best methods of teaching language was then considered, followed by a paper showing that since the advent of normal schools illiteracy in the State had decreased,

common schools had advanced under more competent teachers, and pupils were better prepared for life. "Woman's opportunity" then engaged the attention of the association; "Politics in school" came next and was followed by a discussion of school supervision. The closing part of the session was taken up in discussing the State school system. President Hamlin, of Middlebury College, said he had searched the statute books for a system, but had failed to find one, Mr. Emerson exposed the defects of the system, and Professor Goodrich suggested the advisability of taking a sponge and wiping out the semblance of a system, so as to begin anew. Readings and music were among the exercises. Officers for the ensuing year were elected and the association adjourned.

EDUCATIONAL BENEFACTIONS.

GIFTS TO THE UNIVERSITY OF VERMONT.

During the two years 1881 and 1882 the university received the largest individual gifts in its history. In 1881 John P. Howard, esq., of Burlington, gave $50,000, in one payment, for the endowment of the chair of natural history, the surplus above the salary going to enlarge the cabinets and library. In 1882 John H. Pomeroy left by will $20,000, endowing the chair of chemistry. In June, 1882, Hon. J. P. Poland, of St. Johnsbury, and John H. Converse, of Philadelphia, each established a scholarship of $1,000 to pay the tuition of indigent students. Another gentleman, whose name is withheld, gave $1,000 to increase the permanent library fund. Other valuable donations were made to the library, the museums, and chemical laboratory. In addition to all his other benefactions, Mr. Howard has undertaken, at his own expense, the reconstruction of the main college building, at an expense of $40,000.

OBITUARY RECORD.

HON. GEORGE PERKINS MARSH, LL. D.

This eminent scholar, author, statesman, and diplomat was born in Woodstock, Vt., March 15, 1801. Graduating at Dartmouth College in 1820, he studied law at Burlington, Vt., and practised. In 1835 he was elected a member of the supreme executive council of the State. Having studied comparative philology, he printed privately a translation of Rask's Icelandic Grammar in 1838. He was a member of Congress from 1842 to 1849, when he was appointed minister resident at Constantinople; went on a special mission to Greece in 1852; and travelled extensively in Europe, returning to the United States in 1854. He published in 1856 The Camel, His Organization, Habits, and Uses, Considered with Reference to His Introduction into the United States; served as railroad commissioner in Vermont 1857–1859. He delivered in 1859 a course of lectures on the English language (published 1861) at Columbia College, New York, and the winter of 1860–'61 a second course on the same subject before the Lowell Institute at Boston. In 1861 he published a largely annotated edition of the first volume of Wedgewood's Etymology and in 1862 The Origin and History of the English Language. He also wrote Man and Nature, 1864, which was reissued with important additions in 1874 with the title The Earth as Modified by Human Action. On the accession of President Lincoln in 1861, Mr. Marsh was appointed minister to the new Kingdom of Italy, "the first minister to the first king." He followed the Italian government from Turin to Florence and from Florence to Rome. During the twenty-one years of his diplomatic service at the Italian court, his dispatches to the Department of State cover almost every month. They contain a most vivid and trenchant review and narration of contemporary public history and personal anecdote, which prove not only Mr. Marsh's conscientious and able discharge of duty, but to the future scholar and historian will afford an unequalled storehouse of facts recorded in a style rarely equalled in such dispatches. In the later decade of his service no place could have been found more to his mind or the duties of which he could have administered with less fatigue. He was widely known, universally respected, and beloved by every one in the official Roman world from the King down. "There was no American living who had anything approaching the personal prestige with the Italian government that Mr. Marsh enjoyed, and that not for the sake of his Government, but for his own." During all those years of active diplomacy, it is said, he never remitted his scholarly research nor the use of his pen. He was constantly gathering that valuable library which the munificence of a fellow townsman, Hon. Frederick Billings, has given to the university of his own State. His mental faculties were in clear activity to the end; his physical frame alone grew old. He died July 24, 1882, aged 81 years.—(Johnson's Cyclopædia and memorial discourse of S. G. Brown, D. D., LL. D.)

CHIEF STATE SCHOOL OFFICER.

Hon. JUSTUS DARTT, *State superintendent of education, Springfield.*

[Second term, December, 1882, to December, 1884.]

VIRGINIA.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth (5–21)	----------	314, 827	----------	----------
Colored youth (5–21)	----------	240, 980	----------	----------
Whole number of youth of school age	----------	a555, 807	----------	----------
White youth in public schools	162, 087	172, 034	9, 947	----------
Colored in public schools	76, 959	85, 328	8, 369	----------
Total public school enrolment	239, 046	257, 362	18, 316	----------
Average daily attendance (white)	92, 922	97, 997	5, 075	----------
Average daily attendance (colored)	41, 565	46, 907	5, 342	----------
Whole average daily attendance	134, 487	144, 904	10, 417	----------
Whites studying higher branches	7, 530	7, 164	----------	366
Colored studying higher branches	609	665	56	----------
Pupils supplied with free text books	5, 128	5, 014	----------	114
SCHOOLS AND SCHOOL-HOUSES.				
Schools for white pupils	3, 939	4, 062	123	----------
Schools for colored pupils	1, 443	1, 525	82	----------
Whole number of public schools	5, 382	5, 587	205	----------
Number of these graded	234	251	17	----------
Average time of schools in days	117. 5	118. 2	.7	----------
School-houses owned by the districts	2, 683	2, 691	8	----------
School-houses built during the year	285	249	----------	36
Valuation of school property owned by districts.	$1, 199, 333	$1, 346, 657	$147, 324	----------
TEACHERS AND THEIR PAY.				
White teachers in public schools	4, 465	4, 538	73	----------
Colored teachers in public schools	927	1, 059	132	----------
Whole number of teachers	5, 392	5, 597	205	----------
Number of men teaching	3, 208	3, 181	----------	27
Number of women teaching	2, 184	2, 416	232	----------
Average monthly pay of men	$29 18	$29 47	$0 29	----------
Average monthly pay of women	24 92	25 61	69	----------
INCOME AND EXPENDITURE.				
Whole income for public schools	b$1, 335, 984	$1, 345, 542	$9, 558	----------
Whole expenditure for public schools	1, 100, 239	1, 157, 142	56, 903	----------
STATE SCHOOL FUND.				
Amount of permanent fund	$1, 518, 845	----------	----------	----------

a According to the State census taken in 1880; according to the United States Census of 1880 the population between 5 and 21 numbered 585,042.
b Including $221,669, balance on hand from previous year.

(From report of Hon. R. R. Farr, State superintendent of public instruction, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

The State system of free schools is administered (1) by a superintendent of public instruction elected by the general assembly for 4 years, (2) by a State board of education, consisting of the superintendent, the governor, and attorney general, (3) by county su-

perintendents appointed by the board for 4 years and confirmed by the senate, and (4) by district school trustees and subdistrict school directors.

OTHER FEATURES OF THE SYSTEM.

The State schools are free to all persons of school age, but the law requires separate schools for colored pupils. Persons between the ages of 21 and 25 may be admitted on the payment of a tuition fee of $1 a month. The schools are supported by a State fund made up of the annual interest on a literary fund, a capitation tax not to exceed $1 on all voters, and a property tax of not less than 1 nor more than 5 mills on $1, as the general assembly may direct. County and district funds are composed of fines, penalties, and donations and a tax not to exceed 10 cents on $100. Telegraph and railroad companies are liable to a tax for county and school purposes. Cities and towns may levy for the support of public free schools a tax not to exceed 3 mills on $1 and a capitation tax not to exceed 50 cents for all school purposes. A school census is taken every 5 years, and the State funds are apportioned among the counties and cities by the State superintendent on the basis of the number of children of school age shown by this census. School districts, to receive State funds, must provide school-houses, furniture, &c., and show that the schools have been taught 5 months during the year. The common English branches must be taught in every public school, but any district may admit instruction in any branches which qualify pupils for teaching or for college, on the payment of a fee not exceeding $2.50 a month for each pupil. County superintendents are required to hold at least one teachers' institute in their respective counties each scholastic year. Teachers are expected to attend these institutes and are not to lose their pay should the time so occupied cover any part of the school term.

GENERAL CONDITION.

The State school census being taken only once in 5 years, that of 1880 is used for children of school age, but the enrolment and attendance have increased very largely. There were 17 more graded schools, and although fewer school-houses had been built than in 1881 8 more were owned by the districts and the value of school property increased $147,324. The superintendent of public instruction reports progress in nearly every item, but calls attention to the fact that 438 colored schools were taught by white teachers; he says these schools should be taught by competent colored teachers and that many more schools should be opened to accommodate the colored children.

AID FROM THE PEABODY FUND.

The State received $1,000 in 1882 from this source, with the stipulation that it should be used to defray the expenses of teachers' institutes.

KINDERGÄRTEN.

Two schools of this class report for 1882: the American Kindergarten, Richmond, and Portsmouth Kindergarten, Portsmouth. The statistics of these schools will be found in Table V of the appendix.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

All cities of 10,000 inhabitants must and all others may have a city superintendent of schools, appointed by the State board of education and confirmed by the senate. The school affairs of such cities are managed by a board of not more than 3 trustees from each ward.

STATISTICS.

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	25	1,421	1,063	21	$16,894
Danville	7,526	2,108	16	893	515	16	6,335
Lynchburg	15,959	4,907	37	2,182	1,396	34	21,196
Norfolk	21,966	6,695	26	1,524	1,182	26	19,728
Petersburg	21,656	6,382	29	2,106	1,532	31	18,948
Portsmouth	11,390	3,200	14	1,010	575	14	8,999
Richmond	63,600	21,536	138	7,232	5,620	149	76,181

ADDITIONAL PARTICULARS.

Alexandria reported graded schools in 4 buildings, with 1,350 sittings, and an increase of 217 in enrolment and of 142 in average daily attendance, the enrolment being 27.30 per

cent. of the white school population and 36.30 of the colored. There were 140 white pupils and 42 colored studying in the higher grades. School property was valued at $26,500. Private and church schools had an enrolment of 1,100.

Danville reported a decrease of 99 in its enrolment in public schools and an increase of 7 in average daily attendance, with a percentage of 49 of the white school population enrolled and of 37 of the colored. The schools were graded; 9 were for white pupils and 7 for colored, the latter being taught by white teachers. The white schools were open 10 months and the colored 9.

Lynchburg reported 6 school buildings, with 35 rooms and sittings for 1,600. The enrolment had increased 310 and the average attendance 198. There were 57.3 per cent. of the white school population enrolled and 38.3 of the colored, with 102 white pupils and 5 colored studying the higher branches.

Norfolk reported 18 white schools and 8 colored, taught 180 days by 18 white teachers and 8 colored. Seven buildings were reported, with 1,600 sittings. The number of pupils enrolled had fallen off 118 and the average daily attendance 13. The average monthly pay of men teachers was $83.88; of women, $54.13. Value of school property, $60,000. Estimated enrolment in private schools, 4,000.

Petersburg reported an enrolment of 1,039 colored, an increase of 23 over 1881, with an average daily attendance of 784 white pupils and 748 colored. The schools were taught 9 months by 31 white teachers, including a writing master; at an average monthly salary of $86.25 for men and $45.37 for women. The white schools (4 in number) were graded as primary, grammar, and high, and 2 for colored ranked as primary and grammar. The superintendent reports improvement in all the schools.

Portsmouth reported 3 buildings in which 13 primary schools were taught and 1 in which higher mathematics and Latin were taught. The enrolment increased 43, average daily attendance being the same as for 1881. The schools were taught 198 days by 4 men and 10 women (all white), with an average monthly salary of $72.05 for men and $38.05 for women. Estimated enrolment in private schools, 819.

Richmond reported 15 public school buildings (2 of them built during the year), containing in all 138 rooms, with 6,809 sittings, an increase of 260. Notwithstanding the increase of room, the enrolment had fallen off 43 and the average daily attendance 119. The schools were taught 173 days by 134 white teachers and 18 colored, at an average monthly salary of $85.03 for men and $41.38 for women. The per cent. of attendance in the 84 white schools was 93; that in the 54 for colored pupils, 96.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The normal schools reporting for 1881 are the Virginia Normal School, Bridgewater, organized in 1873; Hampton Normal and Agricultural Institute, organized in 1868; St. Stephen's Normal School, Petersburg, organized in 1871; Virginia Normal and Collegiate Institute, Petersburg, established in March, 1882, and Richmond Normal School, organized in 1867. The first named offered a 2-year course of normal training; Hampton, for colored and Indian youth, reported a 3-year normal course, 442 students, and 60 graduates, of whom 47 engaged in teaching; St. Stephen's, for colored youth, under control of the Protestant Episcopal Church, offered a 3-year normal course, with 20 students, of whom 10 were graduated; and the Virginia Institute offered a 3-year normal course, but furnishes no statistics. The legislature appropriated to this much needed institution $100,000 for the erection of suitable buildings and $10,000 annually for its support. The city appropriated $1,400 in 1882 for the Richmond Normal School, which is a part of the public school system of that city. There were 49 (colored) students, with 9 graduates, 8 of whom engaged in teaching.

GENERAL TEACHERS' INSTITUTE.

While the laws of Virginia forbid the use of public money for institute purposes, the agent of the Peabody fund required that the $1,000 given to the State in 1882 from that fund should be devoted to institutes. Three normal institutes were held, at Salem, Farmville, and Petersburg, in August, 1882. The first two of these continued 10 days, the last two weeks, with a total attendance of 307 teachers. Lectures were delivered and instruction was given in the common English branches. Towards the close of the Petersburg institute the Virginia Teachers' Association was formed, having for its object a closer union of teachers, and it is believed that if this is fostered great good will result.

COUNTY INSTITUTES.

Of the counties reporting, 44 held no institute, while 67 held 1 or more, Essex reporting 17, Lynchburg 11, and Alexandria 10. The attendance of teachers was reported good in nearly all the institutes.

EDUCATIONAL JOURNAL.

The Educational Journal of Virginia, Richmond, a useful monthly publication, is devoted to the educational interests of the State, and in 1882 was in its thirteenth volume. The general department was edited by Wm. F. Fox and the official by State Superintendent R. R. Farr.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The State superintendent gives no definite information concerning high schools, but reports 7,164 white pupils and 665 colored studying the higher branches, a decrease of 310. The city of Alexandria reported 1 high school, with 45 pupils; Lynchburg, 3 schools, with 107 pupils, under 4 teachers; and Richmond reported 2 high school buildings, with 14 rooms, 663 sittings for study, and 16 teachers, but did not give the number of pupils.

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. For summaries of their statistics, see the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

UNIVERSITIES AND COLLEGES FOR YOUNG MEN.

The University of Virginia, Albemarle County (non-sectarian), offers free instruction to residents of the State and 14 scholarships, good for one year, to successful candidates from any State at a competitive examination, 3 of these being added by the visitors in 1882. Thorough instruction was given in all the chief branches of learning. The courses of instruction are academical and professional: the former are in 2 departments, literary and scientific; the latter, in the 4 departments of medicine, law, engineering, and agriculture. In the several departments there are 19 distinct schools, from which students may elect their course of study. For 1882 there were reported 326 undergraduates and 24 instructors.

Of the 6 other institutions of this class reporting for 1882, Randolph Macon College, Ashland (Methodist Episcopal), Washington and Lee University, Lexington (non-sectarian), and Richmond College, Richmond (Baptist), arranged their courses of study in separate schools. Emory and Henry College, Emory (Methodist Episcopal), Hampden Sidney College, Hampden Sidney (Presbyterian), and Roanoke College, Salem (Lutheran), all reported preparatory departments and 4-year classical courses. Richmond reported gifts to the amount of $30,000 in 1882, from friends in Virginia, Georgia, and Northern States, for building purposes. Roanoke noted the sum of $4,000 from Northern States for current expenses.

For statistics of the several institutions, see Table IX of the appendix; for a summary of these statistics, the report of the Commissioner preceding.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

For names and full statistics of institutions for the higher education of young women, see Table VIII of the appendix, and a summary thereof in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Scientific instruction was offered in 3 of the regular colleges reporting for 1882: Emory and Henry College, Washington and Lee University, and the University of Virginia. The first had a 3-year course and a 4-year Latin scientific course; the 2 universities, courses in civil engineering and general science, the last named adding schools of agriculture, zoölogy, and botany of 2 to 3 years, with an experimental farm for practical instruction.

The special scientific schools reporting for the year are (1) the Virginia Agricultural and Mechanical College, Blacksburg, organized in 1872, free to resident students, with 1 year of preparatory study and a 3-year scientific course leading to the degrees of graduate in agriculture, graduate in mechanics, and bachelor of arts; (2) Hampton Normal and Agricultural Institute, organized in 1868, for colored students, since opened to Indians also, offering a 4-year course, including elementary studies, agriculture, and engineering; and (3) the Virginia Military Institute, Lexington, founded in 1839, which receives $15,000 annually from the State for the benefit of cadets who are unable to pay

their own expenses, and in which instruction was offered in architecture, civil and mining engineering, mechanical drawing, and natural sciences, in a 4-year course, with a special school of applied science for a graduate course. The Polytechnic Institute, New Market, continued its primary, preparatory, and 2-year scientific courses.

For statistics of institutions of this class, see Table X of the appendix; for a summary of them, the report of the Commissioner preceding.

PROFESSIONAL.

Theological instruction was given at Union Theological Seminary, Hampden Sidney (Presbyterian); Richmond Institute (Baptist); Theological Seminary of the Evangelical Lutheran General Synod South, Salem; and the Theological Seminary of Virginia, Theological Seminary Post Office (Protestant Episcopal). A preliminary examination was required in these schools of candidates not college graduates, and all offered 3-year courses except Richmond, for colored students, which gave 2 years of preparatory study, 3 years of academic, and a 2-year course in theology. For statistics, see Table XI of the appendix to this volume.

Legal instruction was given in the law departments of Richmond College, the University of Virginia, and Washington and Lee University. No examination was required for admission. All offer a 2-year course, which may be completed in one year, but students are advised to take the full course. For statistics, see Table XII of the appendix to this volume.

Medical instruction is given in the medical department of the University of Virginia in a graded course of 2 years, which, however, may be completed in 9 months. This instruction is given in schools of physiology and surgery; anatomy and materia medica; medicine, obstetrics, and medical jurisprudence; and chemistry and pharmacy. The degree of M. D. or a diploma in pharmacy is conferred for satisfactory attainments.

The Medical College of Virginia, Richmond, sends no report for 1882.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The Virginia Institution for the Deaf and Dumb and the Blind, Staunton, reported 101 pupils for the year, receiving instruction in the common school studies, with drawing and painting for the deaf and dumb. In the department for the blind there were 34 pupils studying the common and higher English branches, French, and vocal and instrumental music. The employments taught in the institution were book-binding and printing in raised type, broom making, cabinet making, carpentry, cane seating, mat and mattress making, shoemaking, tailoring, printing, and painting; also, sewing, knitting, and bead work for the girls.

INDUSTRIAL TRAINING.

The *Hampton Normal and Agricultural Institute*, Hampton, for colored and Indian youth, gives the boys industrial training (in connection with school studies) in the saw mill and in wood working, farming, wheelwrighting, blacksmithing, engineering, machine knitting, painting, printing, shoe and harness making, carpentry, and tinning. The girls are taught cookery, sewing, tailoring, and general housework. All receive pay for labor according to proficiency, and a limited number of candidates failing to pass a satisfactory examination for admission to the junior class may be admitted to a students' night class, the members of which work all day at fair wages and by study in the evening fit themselves to enter the following year.

The *Miller Manual Labor School*, Crozet, endowed by the late Samuel Miller, combines industrial training with school studies. Printing, telegraphy, and farming in all its details are taught and a 3-year course in a machine shop is provided. The studies of the school embrace the common English branches, with French, German, Latin, chemistry, engineering, and music. The amount of the permanent fund is $1,200,000, with an income of $65,000 in 1882; expenditures for the year were $95,000. Enrolment, 100 boys, under 8 teachers.

For statistics of orphan asylums reporting, see Table XXII of the appendix to this volume; for a summary of it, the report of the Commissioner preceding.

CHIEF STATE SCHOOL OFFICER.

Hon. RICHARD R. FARR, *State superintendent of public instruction, Richmond.*

[Term, March 15, 1882, to March 15, 1886.]

WEST VIRGINIA.

SUMMARY OF EDUCATIONAL STATISTICS.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
White youth 6 to 21	205,087	208,178	3,091	
Colored youth 6 to 21	8,104	8,420	316	
Whole number of school age	213,191	216,598	3,407	
White youth enrolled	141,319	151,098	9,779	
Colored enrolled	3,884	4,446	562	
Whole public school enrolment	145,203	155,544	10,341	
Per cent. of school age enrolled	68	71	3	
Average attendance	91,266	96,652	5,386	
Per cent. of average attendance on enumeration.	43	45	2	
SCHOOLS.				
Public ungraded schools	3,796	3,920	124	
Public graded schools	93	79		14
Public union schools	12	19	7	
Public high schools	11	10		1
Whole number of public schools	3,912	4,028	116	
Average term in days	98	99	1	
School-houses, frame or log	3,604	3,738	134	
School-houses, brick or stone	100	101	1	
Whole number of public school-houses	3,704	3,839	135	
Number built during the year	167	177	10	
Valuation of public school property	$1,753,144	$1,823,987	$70,843	
TEACHERS.				
Men teaching in public schools	3,079	3,045		34
Women teaching in public schools	1,208	1,315	107	
Whole number of teachers	4,287	4,360	73	
Average monthly pay of men	$27 96	$27 87		$0 09
Average monthly pay of women	28 70	30 64	$1 94	
INCOME AND EXPENDITURE.				
Receipts for public schools	$855,466	$976,682	$121,216	
Expenditure for public schools	761,250	879,820	118,570	
STATE SCHOOL FUND.				
Permanent fund reported	$441,947	$509,305	$67,358	

(From reports and returns of Hon. B. L. Butcher, State superintendent of free schools, for the two years indicated.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of free schools, elected by the people for 4 years, has general control of public school interests; a board of the school fund, composed of the governor, State superintendent, auditor, and treasurer, manages, controls, and invests the public school funds; a board of regents of the State Normal School, comprising the

State superintendent and one person from each congressional district of the State, appointed by the governor, has the government and control of the normal school and its branches; and a board of regents of the West Virginia University, consisting of one person from each senatorial district, manages the affairs of that institution.

Local school interests are supervised by county school superintendents elected by the people for 2 years, by district boards of education, and by subdistrict boards of trustees. A county board of examiners for each county, to examine and license teachers, is composed of the county superintendent, who is ex officio president, and 2 experienced teachers, the latter nominated by the county superintendent and appointed, for terms of one year, by the presidents of district boards. District boards comprise a president and two commissioners elected by the people for terms of 4 years, with provision for a change of one commissioner every two years. The district board appoints 3 trustees for each subdistrict, who hold office for 3 years, 1 going out each year.

ADDITIONAL PARTICULARS.

Public schools are sustained from the proceeds of a State school fund and from district taxation. The State fund is derived from the sale of United States land warrants, an annual tax of 10 cents on the $100, a capitation tax of $1, fines, forfeitures, &c., and the income of such bank stock and United States bonds as may be held by the State. Districts are required to raise a tax sufficient to provide schools at least 4 months in the year, but the amount so levied must not exceed 50 cents on $100; and any districts failing to raise the required tax may not receive their share of the State school fund. The latter is distributed on the basis of the number of youth of school age in the State according to the latest enumeration, the salary of the State superintendent and other expenses of the office being first deducted from the amount. Teachers to be employed in public schools must have a certificate from the proper authorities. These certificates are of 3 grades, determined by the percentage attained on examination. Teachers must keep a daily register and make monthly and term reports to the district board, failing in which they forfeit the balance of pay due them. White and colored children are not allowed to attend the same school, but the law requires the establishment of a school for colored children in every district containing 15 or more colored persons 6 to 21 years old. Provision is made in the system for graded and high schools, teachers' institutes, a State normal school and branches, and a State university.

GENERAL CONDITION.

The statistics show an increase in the number of youth of school age, in public school enrolment and average attendance, in the number of schools taught and the amount of money expended for them, in the value of public school property, and in the amount of the public school fund. The latter had materially increased during the years 1881 and 1882; and the amount of public funds for distribution to the counties arising from the interest on the invested funds, State school tax, and other sources was greater this year than ever before. The average school term throughout the State was one day longer than in 1881 and 10 more school-houses were built during the year. The percentage of enrolment and average attendance based on the enumeration increased during the year, although that of average attendance on enrolment fell off slightly. The latter fact is accounted for partly by the unusually wet winter, which made the numerous streams dangerous for the children to cross, causing also more than the average amount of sickness. Superintendent Butcher says the general approval and generous aid given educational work by members of all professions and callings have been very gratifying. Newspapers and physicians are especially mentioned, the latter for instruction given to teachers in school hygiene and other subjects. A large number of newspapers gave the teachers a column each week, to be edited by the county superintendent or some of the teachers; others gave generously of their space for all educational news.

AID FROM THE PEABODY FUND.

Assistance to the amount of $2,300 was afforded the public school interests from the Peabody fund, The Educational Journal receiving $200, normal schools $1,100, and teachers' institutes $1,000.—(Report of trustees.)

CITY SCHOOL SYSTEM.

WHEELING.

Officers.—A board of education of 3 members from each subdistrict, with a superintendent of the city school district, appointed by the board.

Statistics.—With a total population of 30,737, according to the United States Census of 1880, Wheeling reports for 1882 9,986 youths of school age, 4,881 enrolled, and 4,330 in

average attendance on public schools, under 92 teachers; about 1,000 attended private and parochial schools; 8 public school buildings furnished accommodations for 5,550 children. School property was valued at $240,680 and $90,025 were expended during the year for public school purposes.

Additional particulars.—The year was one of advance in all departments of school work, bringing a better and higher public sentiment regarding the public schools. These were classed as primary, grammar, and high, the latter comprising 490 sittings for study and giving employment to 22 teachers. A fine school building was completed during the year. It was finished throughout in good style, well heated and ventilated, and cost nearly $40,000.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

The regents of the *State Normal School* report for 1881–'82, in the State Normal at Marshall College, Huntington, and its branches at Fairmount, Concord, West Liberty, Shepherdstown, and Glenville, a total enrolment of 617 pupils, of whom 37 were graduated, the average actual monthly enrolment of normal pupils being 321. State appointments to the normal schools for white pupils may be given to 600 persons, divided among the counties according to population. The minimum age for admission is fixed at 13 for girls and 14 for boys. It is the practice to allow persons attending under appointment to teach one term of school each year if they desire to do so.

Storer College, for colored students, enrolled 230 pupils in normal and other departments, 18 of them being State students. For the tuition of the latter, room rent, and books, $630 were appropriated by the State, in accordance with a law passed by the legislature in 1881, which provides that if possible there shall be each year arrangements made with some suitable institution of learning in the State for the training of colored school teachers, the number to be aided bearing the same proportion to the colored population that the number of white State students bears to the white population.

OTHER PROVISION FOR NORMAL TRAINING.

The State is entitled to 6 scholarships in the State Normal College, awarded by the trustees of the Peabody fund. Three of these had been filled at the date of the superintendent's report by appointment through him after a competitive examination of the applicants.

A normal course of 3 years is furnished in *West Virginia College*, Flemington, special attention being given in the first two years to the branches taught in the public schools, the third year to collegiate branches.

TEACHERS' INSTITUTES.

The institutes held during the year were well attended and well taught, and, it is thought, contributed materially to the general improvement going forward in the schools. There were 58 county institutes and 7 district Peabody institutes held (one of the latter being for colored teachers), with a total attendance of 4,699, the average attendance at all being 3,269. The whole expense for county institutes was $1,275; for district institutes, $625.

WEST VIRGINIA SCHOOL JOURNAL.

This journal, published at Concord, Mercer County (in its second volume in 1882), has been found by the State superintendent to be of great service to the educational department. Official papers and announcements appear in it, as well as current information in regard to school affairs and many articles useful to teachers.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Free high schools, according to law, may be established in districts where they are considered necessary, and 10 such were reported in 1882 by the State superintendent, but without statistics, except as to the number of pupils studying different branches. These were: In algebra, 1,429; geometry, 136; philosophy, 348; physiology, 259; physical geography, 213; rhetoric, 91; book-keeping, 74; botany, 301; and German, 303.

OTHER SECONDARY SCHOOLS.

For business colleges and private academic schools, see Tables IV and VI of the appendix; for preparatory departments of colleges, see Table IX; and for summaries, corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN AND FOR BOTH SEXES.

West Virginia University, Morgantown (non-sectarian), heretofore comprising classical, scientific, engineering, and military courses of study, each of 4 years, reports a change made in the arrangement of the studies in 1882 by the board of managers, who, acting upon the unanimous request of the faculty, abolished the curriculum and distributed the course into 10 independent schools, of which 8 are academic and 2 professional. Still the course of study has the same general scope as formerly: the degrees conferred continue to be bachelor of science, bachelor of arts, and bachelor of laws. The change was expected to secure greater freedom in the selection of studies and to result in an elevation of the standard of instruction and attainment. The academic schools as organized are: (1) metaphysics; (2) mathematics; (3) ancient languages; (4) modern languages; (5) English; (6) geology; (7) history; and (8) agriculture, chemistry, and physics. The professional schools are: (1) law and equity and (2) anatomy, physiology, and hygiene. There were 112 students enrolled during the year, all men.

Bethany College, Bethany (Christian), open to both sexes, presents 3 separate complete courses, the classical, the scientific, and the ministerial, leading respectively to the degrees of bachelor of arts, bachelor of science, and bachelor of letters, besides 3 special courses in engineering, physics, and chemistry, for which certificates only are given, and a thorough academic course of 2 years, which is preparatory to the regular collegiate. There is a special arrangement of studies for young women who prefer French and German to Greek, but all courses are open to them.

West Virginia College, Flemington (Free Will Baptist), also open to both sexes, offers in its collegiate department 3 courses, classical, philosophical, and literary, leading to the degrees of A. B., PH. B., and LIT. B. and requiring only 3 years for completion; also, select or partial courses for such as are not candidates for a degree. There is also a conservatory of music, with a 3-year course in piano and vocal music; a military department, affording to the young men physical training and a knowledge of military science; and a normal department, with a 3-year course of study.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF YOUNG WOMEN.

Broaddus Female College, Clarksburg (Baptist), Parkersburg Seminary for Girls, Parkersburg (non-sectarian), and Wheeling Female College, Wheeling (non-sectarian), all authorized to confer collegiate degrees, report over 150 pupils in collegiate classes during 1882. For further statistics, see Table VIII of the appendix, and for a summary, see the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

The *State university* continues, as before the change in the arrangement of its curriculum, to provide facilities for scientific study, the scientific degree conferred being that of B. S. To obtain this, students must have graduated in the schools of metaphysics, modern languages, English, geology and natural history, agriculture, chemistry and physics, and mathematics.

Bethany College presents a scientific course of 4 years, leading to the degree of bachelor of science, and a special course in engineering, for which no specified time is required. The branches included in the special course are land surveying, topographical surveying and drawing, levelling, profiling, mapping, descriptive geometry (with shades, shadows, and perspective), and road and railroad surveying.

For statistics, see Table X of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

PROFESSIONAL.

Theological instruction is given in a 4-year ministerial course in Bethany College (Christian). The course comprises sacred literature, Greek, Latin, mathematics and astronomy, natural science, mental and political philosophy, belles lettres, sacred history, and moral philosophy.

Legal instruction is given in West Virginia University in a 2-year course of study, embracing common, statute, mercantile, constitutional, and international law, and equity. Twelve students were enrolled during 1882 and 2 were graduated.

There is no full *medical* course reported; but the school of anatomy, physiology, and hygiene of West Virginia University aims to teach anatomy thoroughly and practically, providing subjects for dissection, and physiology and hygiene also practically by specimens, drawings, lectures, the use of the microscope, and other means.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB AND THE BLIND.

The West Virginia Institution for the Deaf and Dumb and the Blind, Romney, established in 1870, reports for 1882 an appropriation from the State of $27,000 and grounds and buildings valued at $80,000. There were 98 pupils under instruction, of whom 66 were deaf and dumb and 32 blind.

The deaf and dumb are taught the English language, arithmetic, geography, history, grammar, and drawing; also, the employments of printing, tailoring, shoemaking, carpentry, and cabinet making. Articulation has been taught, but the results were not practical and it was discontinued.

The blind are instructed in the common school branches, higher mathematics, and music, besides mattress and broom making and chair caning.

EDUCATIONAL CONVENTION.

WEST VIRGINIA EDUCATIONAL ASSOCIATION.

The State Association met at Kingwood July 11, 1882, and was called to order by State Superintendent B. L. Butcher. The first subject before the meeting was "What they do in the rural district schools." It was discussed by several members, after which the association listened to an address delivered by Hon. C. J. Faulkner, on "Education." "Teachers' salaries" was the next topic under discussion, in the course of which it was argued that good work cannot generally be expected of poorly paid teachers. In the evening an address of welcome was delivered by Joseph H. Hawthorn, county superintendent of Preston County, to which Mr. T. C. Miller, superintendent of the Fairmount graded schools, responded. The remaining papers read and discussed were "Mental discipline vs. knowledge," "Professional training in normal schools," "Local history," and "School hygiene," the last by Dr. James E. Reeves, of Wheeling, and "Free text books for free schools." W. L. Wilson, president of West Virginia University, gave a talk on the future of that institution, its possibilities, and the place it should occupy in the educational system of the State. After the adoption of resolutions and the election of officers for the ensuing year, the association adjourned, to meet in 1883 at Buckhannon.

CHIEF STATE SCHOOL OFFICER.

Hon. B. L. BUTCHER, *State superintendent of free schools*, ***Wheeling.***

[Term, March 4, 1881, to March 4, 1885.]

WISCONSIN.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4–20)	491,358	495,233	3,875	
Public school enrolment	300,122	303,452	3,330	
Average daily attendance	190,878			
Youth in private and church schools	26,252	20,967		5,285
Attending State normal schools	1,898	1,921	23	
In collegiate and theological schools	2,971	2,223		748
In State charitable and reform schools	966			
SCHOOL DISTRICTS AND SCHOOLS.				
Number of school districts	5,645	5,624		21
Number that lent books to pupils	579	579		
Ungraded State free schools	5,369	5,318		51
Graded, including high schools	474	575	101	
Number of high schools	117	121	4	
Whole number of State free schools	5,843	5,893	50	
Average term of school in days	175.6			
Town and district school libraries	274	305	31	
Houses for State free schools	5,754	5,808	54	
Value of all public school property	$5,522,657	$5,569,962	$47,305	
Number of private and church schools	465	420		45
TEACHERS AND THEIR PAY.				
Number of men teaching	2,721	2,456		265
Number of women teaching	7,198	7,631	433	
Whole number of teachers	9,919	10,087	168	
Average yearly pay of men in cities	$902 82	$964 00	$61 18	
Average yearly pay of women in cities	348 72	349 00	28	
Average monthly pay of men in counties	35 39	38 91	3 52	
Average monthly pay of women in counties	25 21	25 40	19	
Number of teachers in private schools	a852			
INCOME AND EXPENDITURE.				
Whole receipts for public schools	$2,178,219	$2,870,897	$692,678	
Whole expenditure for them	2,279,103	2,132,807		$146,296
EDUCATIONAL FUNDS.				
Public school fund	$2,790,214	$2,790,214		
University fund	226,797			
Agricultural college fund	271,940			
Normal school fund	1,098,467			

a Nineteen counties not reporting.

(From printed reports of Hon. William C. Whitford and Hon. Robert Graham, State superintendents of public instruction, for the two years indicated, with returns from the latter for both years.)

STATE SCHOOL SYSTEM.

OFFICERS.

A State superintendent of public instruction is chosen biennially by the people; there are also county superintendents. Counties with more than 15,000 inhabitants may have two superintendents, and two counties appear to have availed themselves of this provision. Ordinary school districts (which must not include more than 36 square miles) elect, at the first annual meeting of their resident voters, a district school board of 3 members, and each year afterwards one member in place of an outgoing one. Township districts that by popular vote have abolished the district system have boards composed of the clerks of the former school districts, now made subdistricts, such clerks to be chosen by vote of the people of each subdistrict at their annual meetings. These boards elect from their own number a president and vice president, who, with a secretary elected at the same meeting (not necessarily from their own number), constitute an executive school committee, the secretary acting as supervisor of the schools. Free high schools have also boards of 3 members, except in cities not under county superintendents, where the city board acts as the high school board. Women are allowed to hold school offices below the State superintendency.

OTHER FEATURES OF THE SYSTEM.

The schools of the State are free to all the persons residing in the district who are between 4 and 20 years of age. Persons under or over this age may attend by consent of school boards, and children 6 to 15 years of age must, unless excused. The number of children 4 to 20 in each district is ascertained by an annual census taken by the district clerk, who must also report the number taught in the district school or schools during the preceding school year, the number over or under the school age that have been so taught, the time covered by such teaching, the names and wages of the teachers, the text books used, the moneys received and expended for school purposes, and such other facts and statistics as the State superintendent may require. The income of a considerable State school fund is distributed annually only to such towns and districts as send in through their clerks these required reports and show that they have raised towards the support of common schools at least half the amount last apportioned to them from the State fund, besides maintaining schools at least 3 months, and 5 months, if possible. If State funds be thus lost by any town or district through failure of the clerks to make report, the offending clerks are liable to suit for the recovery of the whole amount so lost. The teachers of all schools thus assisted by the State must have certificates of qualification for their work and must keep a daily register to show that work. To aid in acquiring the proper qualifications, there are county teachers' institutes, free high schools, 4 State normal schools, and a State university.

GENERAL CONDITION.

The summaries of items in the State school work, given with great fulness in the State report for 1881, have been so reduced in the report for 1882 that a fair comparison of the two years is rendered difficult. From the figures given, however, it appears that there was progress on the whole. The increase in enrolment in the State free schools was more than five times as great as the increase of the year before, but the average daily attendance is not given for 1882. The 4 State normal schools increased their attendance by 23 students, but in private and church schools and in collegiate and theological seminaries the figures given indicate a falling off of 6,033, so that the whole number under instruction for the year appears to have been considerably less than in 1880–'81. At other points the record is more favorable. Ungraded schools diminished; graded ones considerably increased. The whole number of State free schools was 50 greater, with 54 more houses for them, the valuation of State school property being $47,305 higher; and private and church schools fell off 45. Teachers in State schools were not only more numerous (in some cases, it is true, from changes within the year), but they also upon the whole got better pay.

CHANGES IN THE SCHOOL LAW.

The only changes noted were (1) a requirement that the annual census of children of school age should be taken on the last day of May, instead of the last day of August; (2) that the annual meetings of school districts, formerly in July for those with graded schools and in September for all others, should be in all districts on the first Monday in June; (3) that high schools affording true high school training and having not less than 25 pupils should have the time for State aid extended from 5 to 10 years—all evident improvements.

KINDERGÄRTEN.

For information as to 17 of these institutions in this State, see Table V of the appendix.

SCHOOL SYSTEMS OF CITIES WITH 7,500 OR MORE INHABITANTS.

OFFICERS.

Boards of education, termed in some cases school boards, of differing numbers, but all liable to partial annual change, have charge of city school interests, usually with the aid of city superintendents elected 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.
Appleton	8,005	3,168	1,815	1,183	32	$37,612
Fond du Lac	13,094	5,076	2,039	1,329	40	20,294
Green Bay	7,464	2,681	1,110	704	21	10,978
Janesville	9,018	3,632	1,648	1,144	42	15,817
La Crosse	14,505	4,627	2,675	1,804	46	23,779
Madison	10,324	3,711	1,981	1,605	37	23,679
Milwaukee	115,587	42,094	18,620	12,071	272	173,700
Oshkosh	15,748	6,375	2,392	2,215	54	28,255
Racine	16,031	6,867	2,566	1,812	52	34,365
Sheboygan	7,314	3,440	1,200	726	20	10,849
Watertown	7,883	3,361	1,134	780	22	10,510

a The statistics here given, except of average attendance, are from the city tables in the State report for 1881–'82. They differ in a few cases from those in Table II of the appendix, which are from written returns.

ADDITIONAL PARTICULARS.

All the cities named above had in 1881–'82, as previously, graded courses of instruction, covering usually 10 to 12 years and including high school studies. In most of them pupils are enabled to fit themselves for college.

Appleton reports 7 school buildings, with sittings for 2,000 pupils, containing 30 rooms for school use, all of which were supplied with blackboards, 8 with reading charts, 6 with globes, &c. The cash value of school apparatus was $1,200, or $400 more than last year, but that of sites and buildings was reported less than in 1880–'81. Teachers' meetings, last reported as held semimonthly, were held weekly in 1882. Instead of the 4 private schools of 1881 there were 3, with the same number of teachers, but with 36 fewer pupils.

Fond du Lac reports its 19 school buildings all in good condition, with sittings for 3,800 pupils (1,000 more than in 1881), and its school rooms fewer, but all supplied with blackboards and dictionaries. There is no note of the 12 private schools reported the preceding year. Teachers met for consultation semimonthly. A school library of 282 volumes is reported.

Green Bay had 5 school buildings, as before, with 1,000 sittings, accommodating imperfectly 3 primary grades, 3 intermediate, 3 grammar, and 4 high. The valuation of its best school-house and site was $25,000; that of the 5, with apparatus, $51,900. There were 6 private schools, with 11 teachers and 509 scholars.

Janesville held its 6 graded schools in as many school-houses, with seats for a few more pupils; its 32 or 33 school rooms were all supplied with needful apparatus; value of school property, $67,150. The teachers held meetings twice a month. Three private schools had 265 pupils, under 7 teachers.

La Crosse reported 11 buildings for its public schools (one more than in 1881, with 66 more sittings), its 34 school rooms supplied with blackboards and illustrative apparatus, valued, with sites, buildings, and furniture, including a library of 210 volumes, at $104,330. The teachers met semimonthly. There is no note of the evening school reported in 1881 nor of any private schools.

Madison continued to report 9 school-houses, but rated their seating capacity 264 higher. All were said to be in good condition and well ventilated, with necessary conveniences, their 27 rooms being supplied with school apparatus worth $1,500. The valuation of its best school-house and site was $27,000; that of all, not including furniture or apparatus, $100,000. The schools all had 4 or more departments, and 2 Kindergärten were reported, with 2 teachers and 65 children, whether connected with the city system or not does not clearly appear. The city teachers held meetings once a week. Eight private schools had 180 days of session, under 16 teachers, but the attendance in them is not given.

Milwaukee, with 26 public school buildings, as before, had rebuilt one, and valued its best, with site, at $52,000; it valued all, with sites, furniture, and apparatus, at $705,033. Night schools were held in 47 rooms, under as many teachers. A city normal school, with 2 teachers, had 14 pupils, all in daily attendance for the year. This was soon to be superseded by a State normal school in the city, for which the legislature had made provision. German, as well as music and drawing, entered into the courses of the public schools, all being taught by special teachers. The rooms for city schools numbered 233, well furnished with school apparatus and appliances for aid in study. Two Kindergärten are reported, with 2 teachers and 227 pupils; also, 53 private or church schools, under 216 teachers, with 7,579 scholars.

Oshkosh reports 9 school buildings, with 59 rooms, one building less than in 1881; the rooms the same in number, but with an estimated seating capacity 500 less; its school apparatus about the same as last year and rated at the same sum, $2,500. The entire school property was estimated as worth $146,500.

Racine shows 9 school-houses, with 48 occupied rooms and 2,700 sittings, an increase of 1 in buildings, of 3 in rooms, and of 150 in seats for pupils. Five other rooms were used for recitations only. The rooms appear to have been well supplied with apparatus, valued at $750, besides a library of 1,580 volumes, rated at $500. A return gives $107,000 as the valuation of all school property. The meetings of its teachers were semimonthly. In 9 private or church schools, under 27 teachers, there were 1,061 pupils.

Sheboygan had 6 buildings, with 1,050 seats, as in 1881, and set the same valuation on its school property. Its schools were regularly graded and its 19 rooms all supplied with blackboards and other aids to teaching. The teachers held monthly meetings. Four private schools, under 12 teachers, had an enrolment of 490 pupils; a Kindergarten had 27 pupils.

Watertown had 5 school buildings, with 1,200 sittings, as before reported. Its night school was continued, with 2 more pupils. There was also a Kindergarten, with 25. The apparatus of the 22 city school rooms was rated at $1,500, other school property, including a library of 750 volumes, being estimated at $35,150, not including furniture. Teachers' meetings were held semimonthly. In 4 private schools there were 650 pupils, under 10 teachers.

TRAINING OF TEACHERS.

STATE NORMAL SCHOOLS.

Four seminaries, under a State board of regents of normal schools, have for some years been the agents especially authorized to train young men and women in scientific methods of instruction: one at Platteville, organized in 1866; one at Whitewater, in 1868; one at Oshkosh, in 1871; and one at River Falls, in 1875. All have elementary and advanced normal courses, the 2 together covering 4 years; preparatory instruction for imperfectly trained candidates for admission is likewise provided. All have also primary, intermediate, and grammar departments of regular public schools, which serve as practice schools for the normal classes and to some extent as lower means of preparation for them. The Oshkosh school has also a Kindergarten department for the initiation of its students into that method of instruction. The number of students in the normal departments of these schools in 1881–'82 was 948; in the preparatory, not including the practice schools, 233; in the practice schools, with the Kindergarten, 755. Deducting names counted twice, the whole number was 1,921. Of these, 61 completed the elementary and 31 the advanced course. Superintendent Graham says that 334 graduates of these normal schools and 1,097 that had studied in them without graduating served as teachers in the State schools in 1881–'82. This was almost one-fifth of the whole number required to teach the schools, and, as the proportion of such trained teachers thus employed increases gradually each year, the average quality of the State school instruction must be steadily improved through their influence. Under the law of 1880, another school of this class is about to be established at Milwaukee, with probably greater attendance and at least equally good instruction, so that the beneficial influence of these State agencies for training will be considerably increased. The instruction given in them for the year is highly commended by the regents.

OTHER NORMAL TRAINING.

The *City Normal School of Milwaukee*, established in 1872 to prepare trained teachers for the city schools, continued its good work in 1881–'82, with 14 pupils, under 2 instructors. As before said, it is soon to be superseded by a new State normal school to be established in the city.

The *National German-American Teachers' Seminary*, Milwaukee, reports 44 normal students and 5 graduates, its course of study comprising 3 years.

The *Catholic Normal School of the Holy Family*, St. Francis Station, also reports a 3-year normal course of study, 35 students, and 6 graduates.

Milton and Beloit Colleges and Lawrence and Galesville Universities provide instruction for students intending to teach, the first named preparing for work in high as well as district schools.

INSTITUTES FOR TEACHERS.

Of these temporary normal schools, maintained under State authority and largely with funds provided by the State, 14 were held in the spring and 42 in the summer and fall of 1882, after a special meeting of the conductors appointed and full arrangement of the course of instruction to be given. This instruction, part of a graded course, was largely devoted to the grammar grade of school work, its connection with that of 2 preceding years being kept up by a review of the subjects treated in those years. These institutes were held in 54 counties and superintendent districts and were in session 87 weeks, under 4 regular and 27 assistant conductors. With or without aid from the State most of the other counties or superintendent districts had their regular annual institutes, and 2 held 2 institutes each. In all the institutes 694 males and 2,879 females were enrolled, making a total of 3,573 instructed more or less in normal methods and in the science of teaching.

EDUCATIONAL JOURNAL.

The Wisconsin Journal of Education, conducted by the State superintendent and his assistant at Madison, continued in 1881–'82 its monthly information and discussions respecting current school work. The best of the papers presented at the annual meetings of the State Teachers' Association usually get into its pages, and thus many useful suggestions as to discipline, instruction, &c., are disseminated among teachers and school boards, as the law allows each school district clerk and each town clerk or secretary of a town board of directors to subscribe for the paper out of the school money.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Since 1875 the formation of schools of this class has been encouraged by an offer of State aid to such as should be organized, with not less than 25 pupils prepared to enter on a high school course, in connection with the schools of the State system. The aid to be given was limited to $25,000 annually, which was to be divided among the schools in proportion to the amount expended by each for instruction in high school studies. In consideration of this aid each principal of a participating school appointed after the enactment of the law was to be a graduate of a university, college, or normal school or was to pass an examination in the studies to be pursued. The State aid given was limited at first to 3 years, then to 5, but in 1882 was lengthened to another 5. The number of schools aided has been as follows: In 1876, 20; 1877, 59; 1878, 85; 1879, 88; 1880, 91; 1881, 78; 1882, 98. This last number does not include 6 that were known to exist, but did not report in time to receive their apportionment. The diminution in 1881 is attributed to the fact that the 5-year limit of State aid had been reached by such as had received it at the beginning and that some of them, not knowing of the extension of the time, did not send in their reports.

Of 6,528 pupils enrolled in these schools in 1881–'82, only 367 completed either of the 2 courses of study (English and classical) that had been arranged for them, and only 2,418 had completed such a course in the 7 years since the plan of State aid was inaugurated. The great majority are said to take the easier English course, comparatively few including in it certain optional German studies. Still, the State superintendent expresses a firm belief that these schools have done and are doing an important work, both in supplementing the ordinary common school instruction and in indirectly preparing teachers for the common schools. In this last direction he thinks they can be utilized still further, and makes suggestions which, if carried out, will be likely to add much to their efficiency.

Of high schools not aided by the State there is a list of 23 in the tables of the State report. These had a registration of 1,574, so that, adding 6,528 in the aided schools, at least 8,102 were under high school training in 1881–'82. Both sexes were admitted to the schools of each.

OTHER SECONDARY SCHOOLS.

Only 13 academies and 2 business colleges are reported by the State superintendent in 1882, against 17 of the former and 7 of the latter reported the year before.

For further statistics of business colleges, academic and preparatory schools, and preparatory departments of colleges or universities, see Tables IV, VI, VII, and IX of the appendix, further on, and for summaries of such statistics, corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

Eight institutions classed by this Office as colleges and universities, all but 2 being open to both sexes, send reports for 1882, their names and locations being as follows: Lawrence University, Appleton; Beloit College, Beloit; Galesville University, Galesville; University of Wisconsin, Madison; Milton College, Milton; Racine College, Racine; Ripon College, Ripon; and Northwestern University, Watertown. All except the State University provide preparatory departments; all have classical courses of 4 years and all scientific courses of 4 years, except Beloit, which presents, instead, a course leading to the degree of PH. B., but still gives special attention to the natural sciences and the modern languages. German forms a part of the course, either required or optional, in all but 1, and French in all but 2; Northwestern University makes Hebrew as well as French an optional; and in the State university special provision is made for the study of Scandinavian languages, which are also taught in Milton College. Four colleges make some provision for the preparation of teachers, 3 for business, and 3 for instruction in musical and artistic branches.—(Catalogues.)

Three colleges report gifts received during the year amounting to $32,078. Beloit received $25,000, of which $13,000 were for an observatory, $2,000 for scholarships, and $10,000 for general purposes. Lawrence University had $3,774 from various friends to meet current expenses, and Milton College, $3,304 for endowment.

The State university, with grounds, buildings, and apparatus valued at $1,400,000 and productive funds amounting to $493,790, receives also an annual appropriation from the State and gives tuition free to students residing in the State. In accordance with the law of its organization the university comprises a college of arts and one of letters. Of the professional colleges contemplated only that of law has been established. The college of arts includes a course in general science and special technical departments of agriculture and civil, mining, metallurgical, and mechanical engineering. The college of letters comprises an ancient and a modern classical course. Provision is also made for special students who are not candidates for a degree. They are allowed to take up any study they may be qualified to pursue, but, on admission, must first pass such an examination in the English branches as is required for admission to the freshman class of the general scientific course. Bachelors of arts, letters, and science may continue their studies at the university under direction of the faculty and take appropriate degrees.

The board of regents report for the year satisfactory progress made in all departments, but urge that the funds are becoming insufficient for the growing wants of the institution. The most marked external event in its history during the year was the renovation of University Hall, which was satisfactorily accomplished at an expense of $15,000, the sum granted by the legislature for that purpose. There were 314 students under instruction during 1882 in all departments of the university, 207 of them in regular collegiate classes, of which latter number 49 were women.

For further statistics of colleges and universities reporting, see Table IX of the appendix, and for a summary, see the report of the Commissioner preceding.

In the State superintendent's report a table is given embracing statistics from 13 institutions classed by him as collegiate, including the 8 given above except Galesville University. Six of the 13 are, however, classed by this Office among other than collegiate institutions. The whole enrolment reported to the superintendent was 2,141, of whom 894 were women; 45 of the whole number were candidates for the degree of A. B. and 42 for that of B. S. The value of college buildings (11 reporting this item) was $664,350; that of sites (10 reporting), $127,000. In the college libraries (12 reporting) there were 49,766 volumes, and in society libraries (7 reporting), 7,976.

INSTITUTIONS FOR THE SUPERIOR INSTRUCTION OF WOMEN.

Wisconsin Female College, Fox Lake (including also an academy for young men), Milwaukee College, Milwaukee, and the Academy of Santa Clara, Sinsinawa Mound, report 91 students in regular collegiate classes, the whole enrolment being 437. Kemper Hall, Kenosha, sends no report for 1882. For further statistics, see Table VIII of the appendix, and for a summary, a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Provisions more or less thorough for scientific study are made in all the universities and colleges included in Table IX, all but Beloit College, as already stated, presenting courses of 4 years in general science leading to the degree of B. S., and the State university, in addition to this general course, offering 4 technical courses in agriculture, civil

engineering, mining and metallurgical engineering, and mechanical engineering, each of these requiring 4 years for its completion and leading to the corresponding bachelor's degree. The degrees of civil engineer, metallurgical engineer, mining engineer, and mechanical engineer are conferred on examination after a year of additional study and practice at the university or elsewhere. There were 95 undergraduate students in general and technical scientific studies at the opening of the fall term of 1882.

PROFESSIONAL.

Three *theological* schools, viz, Luther Seminary, Madison (Evangelical Lutheran), Mission House, Franklin (German Reformed), and Nashotah House, Nashotah (Protestant Episcopal), report to the State superintendent a total of 10 instructors, 82 theological students, and 11 graduates, the course of study in each extending over 3 years. The aggregate value of buildings was reported as $119,600; the number of volumes in libraries, 11,000, 968 having been added during the year.

The Seminary of St. Francis of Sales, St. Francis, reports grounds and buildings valued at $100,000, 12 resident professors and instructors, and a 10-year course of study, but does not give the number of students enrolled.

For further statistics, see Table XI of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding,

Legal instruction is provided in the law department of the University of Wisconsin. The method of instruction is that of lectures, with weekly moot court practice, the course requiring two full years for its completion. Applicants for admission must pass an examination in English branches and, unless college graduates, must be at least 20 years of age. Fifty students were enrolled during the year, of whom 9 had received a degree in letters or science, and 25 were graduated at the commencement of 1882.

For further statistics, see Table XII of the appendix, and for a summary, a corresponding table in the report of the Commissioner preceding.

There are no *medical* schools reported.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The *Wisconsin Institution for the Education of the Deaf and Dumb*, Delavan, founded in 1852, during the 31 years of its existence has given instruction to about 600 deaf pupils. Although accurate figures cannot be given, owing to deficiencies in the records, the board of supervisors estimate that over 100 students have completed the full course of study. They consider that no work undertaken by the State has produced more satisfactory results than that of this institution, saying that there are few if any of its pupils who have not been here qualified for some pursuit by which they could gain a livelihood. They recommend a more liberal expenditure on the instructing force in the school proper and in the mechanical departments. In the literary department the common English branches are taught, including drawing and history, with physiology, natural philosophy, and natural history; in the industrial department, shoemaking, cabinet work, printing, baking, and sewing. The institution has a library of 600 volumes; owns 37½ acres of land, the grounds and buildings being valued at $100,000; receives from the State an annual appropriation for its support; and gives tuition and board free to its pupils.—(Return and State report.)

St. John's Deaf-Mute Asylum, St. Francis (Roman Catholic), reporting 48 deaf-mute pupils for 1882, gave instruction in christian doctrine, Bible history, writing, reading, grammar, arithmetic, geography, United States history, articulation, the finger alphabet, and the languages of natural signs; also, in the employments of printing, agriculture, needlework, fancy work, and general housework.—(Return.)

The *Phonological Institute for Deaf-Mutes*, Milwaukee, founded in 1878, is under the care of the Wisconsin Phonological Institute, an association organized for the purpose of propagating the articulate method of instruction. No finger alphabet or other sign language is used. All the elementary branches are taught and the girls also learn needle work. Twenty-four pupils were under instruction during 1882.

For further statistics of deaf-mute schools, see Table XVIII of the appendix, and for a summary, see the report of the Commissioner preceding.

EDUCATION OF THE BLIND.

The Wisconsin Institution for the Education of the Blind, Janesville, supported by the State, having grounds and buildings valued at $155,000 and a library of 1,200 volumes, reports 83 pupils enrolled during the year and 318 since 1850, the year of foundation. The board of supervisors report that there is a large number of blind of proper age in the State, as well as of deaf and dumb, who are not attending school or receiving sys-

tematic instruction of any kind. The school comprises 3 departments, literary, musical, and industrial. In the first the design is to give each pupil a good knowledge of the common branches, and, to those who are qualified, instruction in some of the more practical of the higher English studies. Careful examinations of the classes are made at the middle and close of each term, and scholars are classified according to their daily record combined with the results of the examination. In the music department there are three choral classes and an orchestra; harmony, the New York system of musical notation, the piano, cabinet organ, violin, and other instruments receive attention. The industrial department affords instruction in carpet weaving, cane seating, fancy work, and sewing. The young children obtain from their bead work increased keenness of touch and nimbleness of fingers, which assist them in learning to read and write.

For statistics, see Table XVIII of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

REFORMATORY AND INDUSTRIAL TRAINING.

The *Wisconsin Industrial School for Boys*, Waukesha, under State control, established in 1860, has since had under training nearly 2,000 boys, the number during 1882 being 299, and that of teachers, officers, and assistants 44. Pupils are taught the common English branches, farm work, and the manufacture of boots, shoes, socks, and mittens. The school is divided into primary, intermediate, and senior departments, and is graded as closely as the frequent changes caused by boys going out and coming in will admit. Classes are promoted from one department to another after passing a written examination.—(Report and return.)

The *Wisconsin Industrial School for Girls*, Milwaukee, under private control though aided by the State, takes charge of girls from infancy to 16 years of age, who have committed petty offences or are in danger of falling into vicious ways, teaching them the common English branches, history, and domestic science, besides house and laundry work, common and fine sewing (including the use of the machine), dressmaking, and cookery. Seventy-eight per cent. of the inmates discharged are known to have become orderly and useful members of society. There were 126 present during the year; 78 were committed and 72 discharged. The new building, for which the legislature appropriated $15,000, was expected to be ready for occupancy December 1, 1882.

Another industrial school for girls at Milwaukee, the *Good Shepherd Industrial School*, is under the care of the Roman Catholic Church, though receiving some aid from the county. The same church also sustains three orphan asylums in Milwaukee.

For statistics of reform schools reporting, see Table XXI of the appendix, and for a summary, see the report of the Commissioner preceding; for statistics of orphan asylums, see Table XXII.

EDUCATIONAL CONVENTIONS.

WISCONSIN STATE TEACHERS' ASSOCIATION.

The thirtieth annual session of the Wisconsin Teachers' Association was held at Janesville July 5, 1882. After the opening exercises an address was delivered by Superintendent James MacAlister, of Milwaukee, on "The new education." The address of welcome was given by Mayor Croft, of Janesville, and the reply to it by President Albee, who then delivered his annual address, in which he reviewed the educational field and presented questions to which attention might profitably be directed. The address was referred to a committee for the distribution of topics. Addresses were then read on the "Likeness of character to objects of thought;" "Physical culture in our schools;" Defects in training and testing teachers; "Vocal music in our schools;" one on geography entitled "Too much and too little;" "The danger to mental habits in the knowledge-getting of our schools;" "Shall we teach trades in our public schools?" by President S. H. Peabody, of the Illinois Industrial University; "Some defects in our graded system," and "Notes upon education abroad."

After the election of officers for the ensuing year and other routine business, Professor Marshall gave a description of the geography and scenery of Yellowstone Park and its approaches, when the association adjourned.—(Wisconsin Journal of Education.)

CONVENTION OF CITY AND COUNTY SUPERINTENDENTS.

The city and county superintendents met July 7, 1882, at Janesville, 23 superintendents being present. An address was first read by State Superintendent Graham, in which, after saying that "The child is the most precious thing on earth" and referring to the enlarged possibilities for improved training due to what is called the new education, he proceeded to consider the duty of superintendents in the matter of securing good teachers. Other topics discussed were the "Relation of superintendents to quantity and quality of teachers," "National appropriation for common schools," and

"County libraries." A resolution was adopted declaring the sense of the convention to be that a national appropriation should be made where conditions of illiteracy demand it.—(Wisconsin Journal of Education.)

MEETING OF INSTITUTE CONDUCTORS.

A special meeting of institute conductors was held in Madison in connection with the executive session of the State Teachers' Association in December, 1881, when schemes of work upon the several branches in the third form were presented and determined upon for 1882, and carried out as already mentioned under Training for Teachers, ante, p. 273.

CHIEF STATE SCHOOL OFFICER.

Hon. ROBERT GRAHAM, *State superintendent of public instruction, Madison.*

[Term, 1882 to 1885.]

ALASKA.

GENERAL EDUCATIONAL CONDITION.

Nearly all the available information respecting education in Alaska in 1882 will be found in the accompanying letters, the first addressed to the Commissioner of Education and the second to the Secretary of the Interior. It will be observed that different parts of the country are referred to in the two reports.

LETTER OF REV. SHELDON JACKSON.

THE BOARD OF HOME MISSIONS OF THE PRESBYTERIAN CHURCH
IN THE UNITED STATES OF AMERICA,
23 *Centre Street, New York, December* 31, 1882.

DEAR SIR: The school work of Alaska is still dependent on private benevolence. In the western and southern portions of that vast territory small schools are maintained by the Alaska Commercial Company at St. Paul, St. George, Unalashka, and Kadiak, and a still smaller school by the Russo-Greek Church at Belkovsky. The principal development of school work, however, is in the southeastern section, known as the Alexander Archipelago. In the archipelago there are 7 good English schools, 3 of which have a boarding and industrial department. Of the 7, 6 are maintained at the expense of the board of home missions of the Presbyterian Church. Six of these schools are among the Thlinket and one (Jackson) among the Hydah speaking people.

The Thlinkets are a hardy, self supporting, warlike, superstitious race, whose name is a terror to the civilized Aleuts to the west as well as to the savage Tinneh to the north.

HAINES.

Occupying the extreme northern section of Lynn Channel and the valleys of the Chilkat and Chilkut Rivers is the Chilkat tribe, numbering 988. They are the "middlemen" of their region, carrying goods to the interior and exchanging them for furs, which are brought to the coast and in turn exchanged for more merchandise. Their country is on the highway of the gold-seekers to the interior.

In the summer of 1880 I established a school among them, with Mrs. Sarah Dickinson, a Christian Tongas Indian woman, as teacher. In 1881 the station was enlarged by the arrival of Rev. Eugene S. Willard and family from Illinois and the erection of a teacher's residence and school-house. In 1882 Miss Bessie M. Mathews, of Monmouth, Ill., was sent out to take charge of a boarding department. The school attendance has been about 75.

WILLARD.

Thirty miles up the Chilkat River, in the village of Willard, is a branch school, in charge of Mr. and Mrs. Louie Paul, native teachers, with an attendance of 60.

BOYD.

One hundred miles south of Haines is the Hoonyah tribe, occupying both sides of Cross Sound and numbering 908. In 1881 I erected a school-house and teachers' residence at their principal village on Chichagoff Island, and placed Mr. and Mrs. Walter B. Styles, of New York City, in charge. The station has been named Boyd. During the year Mr. and Mrs. Styles have been transferred to the school at Sitka and the school at Boyd has been temporarily closed.

TSĒK'-NŬK-SÄNK'-Y.

A few miles to the eastward, on Admiralty Island, is the Auk tribe, numbering 340. In their region valuable gold mines have been opened and an American mining village established at Juneau. A summer school is furnished them by Mrs. W. H. R. Corlies.

A few miles to the south, on the mainland, is the Takoo tribe, numbering 269. A summer school was held among them in 1880 by Rev. and Mrs. W. H. R. Corlies, of Philadelphia. In 1882, pressed by the importunities of the leading men of the tribe, Mr. Corlies took up his abode among them and erected school and residence buildings at Tsēk'-nŭk-sänk'-y.

FORT WRANGELL.

Around the mouth of the Stickeen River is the Stickeen tribe, numbering 317. Their principal village is at Fort Wrangell, on an island of the same name.

At this point, in the fall of 1877, I located Mrs. A. R. McFarland, the first white teacher in southeastern Alaska after the transfer. In 1878 Rev. S. Hall Young, of West Virginia, was sent out, and a boarding department for girls established by Mrs. A. R.

McFarland. In 1879 Miss Maggie A. Dunbar, of Steubenville, was sent out, and the erection of a suitable building commenced, which was occupied the following year.

The same year Rev. W. H. R. Corlies and family arrived. Mrs. Corlies opened a school on the beach for visiting Indians and her husband a night school for adults. He also served as missionary physician to the place.

In 1882 Rev. John W. McFarland was added to the teaching force.

The school attendance is from 75 to 90, with 50 girls in the boarding department. During the year the dormitory and school building were destroyed by fire.

JACKSON.

On the southern half of Prince of Wales Island is the Hydah tribe, numbering 788. They are a large and handsome race, with light complexion, and have long been noted for their bravery and ferocity. Terrorizing all the neighboring tribes, they were known as the "bulldogs" of the North Pacific.

On the 22d of August, 1881, I established a mission among them at the village of Howcan, placing Mr. James E. Chapman in charge as teacher. In the spring of 1882, Rev. J. Loomis Gould and family, of West Virginia, were sent to the Hydahs at Jackson. In the fall of that year Miss Clara A. Gould was added to the teaching force. The attendance is from 60 to 90.

SITKA.

On the western coast of Baranoff is the Sitka tribe, numbering 721. Their chief village is at Sitka, the old capital of the Russian possessions in America. It was their political, commercial, religious, and educational centre. As early as 1805 a school was opened at Sitka. It had a very precarious existence, however, until 1820, when it came under the charge of a naval officer, who kept a good school for thirteen years. In 1833 this school fell under the direction of Etolin, who still further increased its efficiency. Etolin was a creole, who raised himself to the highest position in the country, that of chief director of the fur company and governor of the colony. He was a Lutheran and a patron of schools and churches. While governor he erected a Protestant church at Sitka, and presented it with a small organ, still in use.

In 1840, besides the colonial school at Sitka, was one for orphan boys and sons of employés of the fur company, in which were taught reading, writing, arithmetic, grammar, mechanical trades, and religion. The most proficient of the pupils at the age of 17 were advanced to the colonial school and prepared for the navy or priesthood. The number of boarders was limited to 50. The school was in charge of Lieutenant-Commander Prince Maxutoff, assistant governor of the colony. In 1847 the attendance was 52; in 1849, 39; and in 1861, 27.

In 1839 a girls' school of a similar character was established and the number of boarders limited to 40. The course of study comprised the Russian language, reading, writing, arithmetic, household work, sewing, and religion. In 1848 the school numbered 32; in 1849, 39; and in 1861, 26.

In 1841 a theological school was established at Sitka, which, in 1849, was advanced to the grade of a seminary. In 1848 it reported 30 boarders, 12 day pupils, and 12 creoles being educated in Russia. In 1849 the attendance was reported as 28, with 11 others in Russia.

In 1859 and 1860 the common schools at Sitka were remodelled in order to secure greater efficiency. The course of study consisted of Russian, Slavonian, and English languages, arithmetic, history, geography, book-keeping, geometry, trigonometry, navigation, astronomy, and religion. A knowledge of Russian, reading, writing, and the four rules of arithmetic was required for admission. The course extended over five years. The faculty consisted of a principal, who was a graduate of the School of Commercial Navigation; a free pilot, who taught navigation; an employé of the company, who taught book-keeping and commercial branches; one priest and two licentiates, graduates of the University of St. Petersburg. The corresponding school for girls was in charge of a lady graduate of one of the highest female schools in Russia, with 2 male teachers. This made 5 schools at Sitka, 2 for the children of the lower class, 2 for the higher class, and 1 seminary.

About the time of the transfer the teachers were recalled to Russia and the schools suspended. This condition of things lasted until the winter of 1877–'78, when I secured the appointment of Rev. John G. Brady for Sitka, and in April, 1878, a school was opened by Mr. Brady and Miss Fannie E. Kellogg. In December it was discontinued. In the spring of 1880 Miss Olinda Austin was sent out from New York City, and reopened the school April 5 in one of the rooms of the guard-house, with 103 children present. This number increased to 130. Then some of the parents applied for admission, but could not be received, as the room would not hold any more. Miss Austin received the support and substantial assistance of Captain Beardslee, then in command of the United States ship Jamestown, and Lieutenant Symonds, the chief ex-

ecutive officer, who proved themselves warm friends of the enterprise. In July the school was moved to the old hospital building. In November some of the boys applied to the teacher for permission to live at the school-house. At home there was so much drinking, talking, and carousing that they could not study. The teacher said she had no accommodations, bedding, or food for them. But they were so much in earnest that they said they would provide for themselves. Upon receiving permission, 7 Indian boys, 13 and 14 years of age, bringing a blanket each, left their homes and took up their abode in a vacant room of one of the Government buildings. Thus commenced the boarding department of the Sitka school. Soon other boys joined them. One was a boy who, taken out to be shot as a witch, had been rescued by the officers of the Jamestown and placed in the school. Capt. Henry Glass, who succeeded Captain Beardslee in command of the Jamestown, from the first, with his officers, took a deep interest in the school. As he had opportunity he secured boys from distant tribes and placed them in the school, until there are 27 boys in the boarding department.

In February, 1881, Captain Glass established a rule compelling the attendance of the Indian children upon the day school, which was a move in the right direction and has worked admirably. He first caused the Indian village to be cleaned up, ditches dug around each house for drainage, and the houses whitewashed. These sanitary regulations have already greatly lessened the sickness and death-rate among them. He then caused the houses to be numbered and an accurate census taken of the inmates, adults and children. He then caused a label to be made of tin for each child, which was tied around the neck of the child, with his or her number and the number of the house on it, so that if a child was found on the street during school hours the Indian policeman was under orders to take the numbers on the labels and report them, or the teacher each day would report that such numbers from such houses were absent that day. The following morning the head Indian of the house to which the absentee belonged was summoned to appear and answer for the child. If the child was wilfully absent, the head man was fined or imprisoned. A few cases of fine were sufficient. As soon as they found the captain in earnest, the children were all in school. This ran the average attendance up to 230 and 250, one day reaching, with adults, 271. In April Mr. Alonzo E. Austin was associated with his daughter in the school and Mrs. Austin was appointed matron.

Early in 1882 the school met a great loss in the destruction of its building by fire. It is in contemplation to replace the burned building with a substantial two-story frame and increase the corps of teachers.

INDUSTRIAL EDUCATION.

On the completion of the new building a boarding department will be created for girls, so that both sexes may enjoy the advantages of an industrial training. The school attendance has been about 200.

With the increase of public attention to Alaska and the growing interest of the country in the education of Indian children in industrial schools, the time has come to enlarge the industrial department of the school at Sitka.

The nearest school of the kind to Alaska is at Forest Grove, Oreg. But Forest Grove is 1,500 miles distant from Southeastern Alaska and 2,500 miles away, by present routes of travel, from Southwestern Alaska. Then, the resources and character of the two countries are different. Oregon is largely agricultural, while Alaska's agricultural interests are of slight importance. As the object of an industrial training is to enable the boy, upon arriving at manhood, to earn a support that will sustain his family in a civilized way, it is important to train him to utilize the resources of his own country. The resources of Alaska, in addition to the fur-bearing animals, are her vast supply of fish and great forests. Therefore the training school of her children should be on the coast, where they can be taught navigation and seamanship; the handling of boats and sails; improved methods of fishing and handling fish nets; improved methods of salting, canning, and preparing fish for market. With a saw-mill, a carpenter shop, cooper shop, boot and shoe shop, the school should be one in which pupils may be taught both theory and practice under conditions similar to those they will meet when they undertake to support themselves.

The need of such enlargement is urgent.

THE DEVELOPMENT OF ALASKA AND THE EDUCATIONAL QUESTION.

A new era is opening for Alaska. Two years ago gold mines were opened about 160 miles northeast of Sitka, and the mining village of Juneau was established. From these mines gold dust worth $150,000 was taken last season. Rich discoveries were also reported in the valley of the Upper Yukon River. These reports have considerable interest in the mining regions of Arizona and the Pacific coast, and hundreds have, within the past few months, gone to Alaska.

As a mining excitement first opened California, Colorado, and Montana to settlement, so the present movement may be the commencement of the development of Alaska. That

development has already commenced. In addition to the quartz mills and mining interests, trading posts have been established at a number of native villages. The Northwest Trading Company has established extensive works at Killisnoo for the manufacture of fish oil. Four salmon canneries have been established at different points, and several fisheries at others. Extensive cod-fisheries are in operation at the banks, off of the Shumagin Islands, and saw-mills are running at Sitka, Roberts, Klawack, and Jackson.

These changes again bring up the question of education. Shall the native population be left, as in the past, to produce, under the encroachments of the incoming whites, a new crop of costly, bloody, and cruel Indian wars, or shall they be so educated that they will become useful factors in the new development? The native races are partially civilized, industrious, anxious for an education, readily adopt the ways of the whites, and, with the advantages of schools, will quickly, to all intents and purposes, become citizens. To accomplish this requires the sympathy and coöperation of the friends of education throughout the country.

Very respectfully yours,

SHELDON JACKSON.

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

LETTER OF IVAN PETROFF, ESQ.

WASHINGTON, D. C., *February*, 1882.

SIR: In compliance with your kind suggestion, I have the honor to lay before you a communication on the subject of education in Alaska.

A letter on this subject written by the Rev. Sheldon Jackson has already been forwarded to the United States Senate and printed as an executive document, but, as this letter deals almost exclusively with the southeastern section of the Territory, I think that a brief statement concerning the western portion of Alaska, containing the greatest number of semicivilized natives, may be acceptable.

The Innuit tribes inhabiting the coast from Mount St. Elias westward and northward have all long since been brought under the influence of the Greek Catholic Church, and in the principal trading centres, the Kadiak Archipelago, and the Aleutian group of islands a population of mixed blood has sprung up, numbering several thousand, who, under the Russian rule of nearly a hundred years' duration, had made considerable advance in civilization. The actual membership on the islands and the continental coast is now reported at between eight and nine thousand; and of these less than five hundred, nearly all of the mixed or creole class, are able to read and write in their own language, for which an alphabet had been provided and books printed by the Russians. Perhaps 25 per cent. of the number mentioned can also read and write in Russian. The schools formerly maintained by the Russian-American Company have, of course, been discontinued, and the priests of the Russian Church have neglected educational work altogether. At present the only school maintained by the church authorities in the Territory is located at Belkovsky, the central settlement of the sea-otter hunting grounds; but here the attendance is irregular and very small. On the island of Unalashka the Alaska Commercial Company maintains at its own expense a school with a competent Russian and English teacher, an institution which has been conducted for the last two years with the most gratifying success; but, as it owes its existence solely to the liberality of a mercantile firm, there can be no certainty as to its continuation in the future.

On the so-called Fur Seal Islands, the reservation of the Treasury Department, the lessees are obliged, under the terms of the lease, to keep a school on each of the islands of St. Paul and St. George for eight months of the year. This proviso has been faithfully carried out since the year 1870. On the island of St. Paul the teacher is a young native of the island who received his training at the State Normal School of Vermont and graduated from that institution after a constant attendance of seven years. He is now an accomplished gentleman, an excellent musician, and his success in teaching his countrymen has been very satisfactory.

The average daily attendance at the school of St. Paul is reported by the Government agent as 69 and numerous specimens of penmanship and composition testify to the proficiency of the school and scholars. On the island of St. George, with a much smaller population, the average daily attendance is reported as 22.

A small number of boys from Western Alaska receive schooling at San Francisco, Cal., under the supervision of the Russian bishop of the Alaskan diocese. These youths are designed for the church, but the present enlightened and progressive bishop makes them attend the public schools.

This comprises all the educational facilities extended thus far to the inhabitants of Western Alaska.

But very little progress has been made in introducing the English language among the natives of all that vast region west of the meridian of Mount St. Elias. The traders and

fishermen, the only Americans who thus far have gone among them, have found it easier to pick up the peculiar idiom current along the coast than to induce the natives to adopt the English, and it is safe to assert that in all the section referred to the people are as little acquainted with American customs and institutions as they were at the time of their transfer from Russia to the United States.

As efforts are now being made to procure an appropriation for the establishment of schools in Alaska, it is to be hoped that due attention will be paid to the rights and wants of the people who inhabit the more remote regions of the Territory, whence all the revenue is derived which it is proposed to expend for the purpose, but who are not represented in Washington by any advocate of their interests.

The schools now in existence in Southeastern Alaska are maintained and controlled by the Presbyterian Board of Missions, and are necessarily sectarian in their tendency. These schools have the most beneficial effect among the savage tribes coming under their immediate influence, and they are certainly entitled to any assistance it is in the power of Congress to give; but among the seven or eight thousand members of the Russian Church, where the necessity of fostering education is most urgent, such schools would be a failure, owing to the influence of the Russian clergy, who would prevent the attendance of children and youths in schools conducted by Protestant missionaries and their teachers. Such sectarian prejudices are of course to be deplored, but as long as they exist they should be taken into consideration by those who wish to benefit the people by the extension of educational facilities.

With regard to the best mode of spreading knowledge and civilization among these people inhabiting the coasts and islands between Prince William Sound and Unalashka, I would respectfully suggest the establishment of one or two industrial schools, centrally located between these points. The segregation of youths to be instructed from their families I consider essential; the mode of life of these sea-otter hunters is such that no regular school attendance could be secured in any one village or settlement. The families move about in quest of fish and game as the season changes, and all children living with the family necessarily move with it. At first it would be most advisable to collect as pupils for the industrial school the sons of chiefs or headmen of the villages, who would be most influential in demonstrating the benefits of education to their people. At two points in the section of Alaska referred to, the Government already has extensive buildings erected by the military forces once stationed in the Territory. These buildings could be fitted up for educational purposes at comparatively little expense. These points are Rensi, on Cook's Inlet, and St. Paul Harbor, on Kadiak Island. When I visited those places during last summer the buildings were in a good state of repair. There can be no doubt that both natives and creoles (descendants of Russians from native mothers) are possessed of considerable ability and intelligence. Quite a number of the latter class held prominent and responsible positions under the Russian Government, but unfortunately these individuals left for Russia, together with the other officials of the Russian-American Company, shortly after the transfer of the Territory.

My experience in travelling among these people for the last four years has convinced me that schools maintained by the Government, not by the missionaries, will be heartily welcomed and supported by the Christian inhabitants of the western coast and islands and that such institutions will receive every assistance from the trading and fishing firms engaged in business there.

Hoping that in the case of the necessary appropriation being made by Congress this communication may be of some assistance to those who will be charged with the execution of educational projects for Alaska, I remain, very respectfully,

IVAN PETROFF,
Special Agent Tenth Census, for Alaska.

The Hon. SECRETARY OF THE INTERIOR,
Washington, D. C.

SCHOOL ON ST. PAUL'S ISLAND.

At the school for natives on St. Paul's Island, which was under the care of L. H. Atkins as teacher, there was an enrolment of 45 pupils, with an average attendance of 42. During the months of September, October, November, and December school was taught about 20 days each month.

ARIZONA.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6–21)	*a*9,571	*b*10,283	712	
Enrolled in public schools	3,844			
SCHOOL DISTRICTS AND SCHOOLS.				
Districts		98		
Public schools	148			
Valuation of school property	$121,318	$116,751		$4,567
Number of private schools	9			
TEACHERS AND THEIR PAY.				
Male teachers in public schools		44		
Female teachers in public schools		82		
Total public school teachers	102	126	24	
Average monthly pay of men	$84 06			
Average monthly pay of women	68 19			
Private school teachers	15			
INCOME AND EXPENDITURE.				
Total receipts for public schools	$58,768	$101,967	$43,199	
Total expenditure for public schools	44,628	98,268	53,640	

a United States Census of 1880. *b* Territorial school census, May, 1882, probably incomplete.

(From the reports for the years indicated of Hon. Moses H. Sherman, territorial superintendent.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

The school system of Arizona is conducted by a territorial board of education, a superintendent of public instruction, county superintendents, county boards of 3 examiners, and a board of 3 school trustees for each district.

The members of the territorial board of education are the governor, the territorial treasurer, and the superintendent of public instruction. The county probate judge is ex officio county superintendent; in his educational capacity he is the presiding officer of the county board of examiners, his colleagues holding their appointments from the superintendent of public instruction. The territorial superintendent and the boards of school trustees are elected, the first biennially by the Territory at large, the latter annually by the voters of the districts over whose school affairs they have jurisdiction.

The board of education moulds the system and the superintendent administers it. The duties required of the probate judge when acting as county superintendent seem to be of a passive rather than an active kind, the more professional work devolving on the district boards or on the teachers themselves. The county board of examiners grants two kinds of certificates, one good for life, the other for 6 years. The district boards of school trustees exercise full power in local school affairs, subject to the rules and regulations of the territorial board.

OTHER FEATURES OF THE SYSTEM.

Three species of school taxation are provided for by the law: The first, which is obligatory, consists of a territorial tax of .15 of 1 per cent., known as the territorial school fund, and of a county tax of not less than .5 of 1 nor more than .8 of 1 per cent. on taxable prop-

erty, known as the county school fund; the second is a conditional tax, only required of those districts in which the apportionment of the obligatory tax is inadequate to secure 3 months of school; the third is an optional tax, for prolonging the school term beyond the 3-month limit or for building school-houses, voted by the district at a meeting called by the board of trusteees.

The territorial fund is apportioned to the counties on the basis of school population, becoming a part of the county fund, which is distributed among the districts, one-fourth equally and the remainder in proportion to the average school attendance of each district during the preceding 3 months.

GENERAL CONDITION.

The meagre statistics render a comparison of figures impossible, and any statement of the educational condition of the Territory must be based on the conclusions arrived at by the superintendent of public instruction. The schools, though now established on a firm basis, need that general supervision which the law requires of the superintendent, but which the insufficiency of the legislative appropriation will not permit him to give. Nor is the want of general supervision the only hindrance of its kind. The time of the ex officio county superintendent is so constantly taken up by his duties as probate judge that he also lacks opportunity for personal supervision, and finally, from the laxity of the examinations, candidates are in some cases passed who are incompetent. On the other hand, two items of progress are given: the adoption of a uniform system of text books, thereby facilitating the work of the teacher and the progress of the pupil, and the increase in the number of school-houses.

To sum up, it appears that the territorial system has by far too few children and far too wide a territory under its control to do its work either precisely or economically.

SCHOOL SYSTEM OF TUCSON.

STATISTICS.

Tucson has not, strictly speaking, a city system, being school district No. 1 of Pima County. The report of the principal of its one school building shows 6 teachers, including the principal and his assistant, and a special teacher of Spanish and another of vocal music. The regular teachers were paid on the average a monthly salary of $100 and the specials $50. The enrolment in the schools was for the year 281, an increase of 72.

TRAINING OF TEACHERS.

TEACHERS' INSTITUTES.

Whenever a county contains 20 districts a teachers' institute is required by law to be held at least once a year and to continue not less than 3 nor more than 5 days, every public school teacher in the county being required to attend.

Whether the contingency has not arisen or the meetings, if held, have failed to be noticed cannot be determined, as no report or mention of them appears.

SECONDARY AND SUPERIOR INSTRUCTION.

SECONDARY.

The Territory has not as yet made any provision for the instruction of its children beyond the common school course, but the city superintendent of Tombstone speaks of high school studies being taught in his own schools and probably in those of Tucson, Prescott, and Phœnix.

SUPERIOR.

There are no schools of this class, either territorial or private.

Taking advantage of the act of Congress of February 18, 1881, granting public lands for university purposes to the Territories, the superintendent, with the aid of the register of the land office at Prescott, located the seventy-two sections allowed Arizona, securing the most valuable timber lands in the Territory.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. W. B. HORTON, *territorial superintendent of public instruction, Prescott.*

[Term, January 1, 1882, to January 1, 1884.]

DAKOTA.

STATISTICAL SUMMARY.

	1881–'82.
POPULATION AND ATTENDANCE.	
Youth of school age (5–21)	*a*38, 815
Enrolled in public schools	*a*25, 451
SCHOOL DISTRICTS AND SCHOOLS.	
Organized districts	*b*1, 255
Graded schools	*a*41
Ungraded schools	*a*981
School-houses	*c*819
Value of 816 of these	$532, 267
TEACHERS AND THEIR PAY.	
Male teachers	*d*346
Female teachers	*d*687
Whole number of teachers	*d*1, 033
Average monthly pay of men	$33
Average monthly pay of women	26
RECEIPTS AND EXPENDITURES.	
Receipts for public schools	*e*$343, 616
Expenditure for public schools	*e*314, 484

a 16 counties not reporting.
b 13 counties not reporting.
c 20 counties not reporting.
d 17 counties not reporting.
e 24 counties not reporting.

(From the report of Territorial Superintendent W. H. H. Beadle for the school year ending March 31, 1882.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

The system is administered by a superintendent of public instruction, county superintendents, a board of education for every incorporated city, town, or village, and township boards. Biennially appointed by the governor and confirmed by the legislative council, the territorial superintendent exercises the usual duties of general supervision and compilation of statistics. The county superintendent (women being eligible to election) is chosen biennially; he has charge of the county educational interests and is the medium through which the territorial superintendent acts on the subordinate county officers. The township board is composed of a director, clerk, and treasurer, chosen for 3-year terms, one going out annually. It is the duty of this board to provide buildings, employ teachers, regulate the schools, and disburse the funds of the township. The city, town, or village boards of education are governed by special laws.

OTHER FEATURES OF THE SYSTEM.

Taxation is of two kinds: (1) a general tax of $1 on each elector and 2 per cent. on property, to be distributed to districts that maintained 3 months of school during the preceding year, and (2) a local tax, not to exceed 3 per cent. of the taxable property of the district in which it is levied. The general tax, or public fund, as it is called, is increased by penalties of various kinds and is distributed according to the population of school age (5 to 21) in each district.

GENERAL CONDITION.

The statistics of Dakota are not unnaturally incomplete. Educational statistics are primarily dependent on local supervision, and when citizens having neither time nor technical knowledge for compiling statistics are elected supervisors, information will be wanting, the law to the contrary notwithstanding. In Dakota, this more or less general evil is aggravated by a municipal system peculiar for its entire independence of that of the Territory, which is fast removing the more populous places from the superintendent's control.

Though the condition of the Territory relatively to the preceding year cannot be given, some idea of what is being done in the cause of education may be derived from a comparison of the figures at hand for the year under consideration. Of the 33 counties reporting, 29 returned an enrolment of 67 per cent. on their reported school population; 25, as having sittings for 77 per cent. of their children of school age; 17, as having on an average a teacher to every 25 of the enrolment; and 24, as expending $13.04 per pupil enrolled. These figures are by no means discouraging, and, although some of the newly organized counties failed to report, the tendency their statistics might have to depreciate the educational condition would be counterbalanced by the more favorable returns from nearly as many of the oldest counties that have likewise failed to report. One noticeable item in the superintendent's report, however, is the low average pay of teachers in a community where the school year is rarely 5 months.

CITY SCHOOL SYSTEM OF YANKTON.

ADMINISTRATION.

There are no places in Dakota having the requisite population to entitle them to mention here; but it is thought advisable to introduce the statistics of Yankton, the largest place in the Territory and the only city reporting statistics.

As has been previously said the municipal system or systems, for each is of its own kind, are in no way subordinate to the territorial system; thus any incorporated city, town, or village may isolate itself, its only obligation being to report its school population when it desires to obtain its pro rata share of the public fund.

STATISTICS.

Under a board of education, composed of 8, and its secretary, the Yankton system seems to be progressing in everything except school accommodations. The population of the place (3,690) comprised 803 children 6–16; of these, 646 were enrolled. The population of school age (5–21) was 1,186; of this number 738 were enrolled in public and 120 in private schools, and 479 of the public and 100 of the private school enrolment were in average daily attendance. The 10 schools, one of which was a high school, were accommodated in five buildings, containing 571 sittings, and were taught 175 days. School property owned by the city was valued at $14,000, and the expenditure for schools, exclusive of payments for previous indebtedness, was $11,918.

TRAINING OF TEACHERS.

NORMAL SCHOOL.

The Dakota Normal School, Springfield, reports 17 normal and 18 other students in attendance during the last year, and 10 graduates engaged in teaching. The institution has 3 instructors, a model school, a course of 3 years of 36 weeks each, and grants certificates to its graduates authorizing them to teach in the public schools. The school is endowed with twenty sections of public land and received last year an appropriation of $800 from the city of Springfield.

OTHER NORMAL TRAINING.

There is a normal course of 3 years provided in the academic department of the University of Dakota, designed to prepare pupils for teaching either in the common or high schools.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

High schools, though not required by law, have been established in the larger towns. The high school of Yankton, the only one of which statistics are at hand, had 3 teachers, an average membership of 40, and an average attendance of 38 for the year. The course, 4 years in length, is academic in character and had 10 graduates in 1882.

OTHER SECONDARY INSTRUCTION.

The English course of the academic department of the University of Dakota, opened September 1, 1882, had 52 students during its first term in common and high school studies.

SUPERIOR INSTRUCTION.

TERRITORIAL UNIVERSITY.

The University of Dakota opened in September, 1882. A fine two story stone building has already been erected and will constitute a wing of the main building of 3 stories now in course of erection. The academic department only has been established. It has 5 courses: the English, noticed under Secondary Instruction; the normal, also noticed under its appropriate head; the classical; the scientific; and the course in fine arts.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Dakota School for Deaf-Mutes, Sioux Falls, had 11 pupils, under 2 instructors. The inmates were taught agriculture and the common school studies.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. W. H. H. BEADLE, *territorial superintendent of public instruction, Yankton.*
[Third term, 1883 to 1885.]

DISTRICT OF COLUMBIA.

STATISTICAL SUMMARY.

	1879–'80.	1880–'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Population of the District	----------	a177,624	----------	----------
Total school population (6–17)	----------	a43,537	----------	----------
Colored school population (6–17)	----------	a13,945	----------	----------
Total enrolment in public schools	26,439	27,299	860	----------
Colored enrolment in public schools	9,505	9,583	78	----------
Average daily attendance	20,637	20,730	93	----------
Average daily attendance of colored pupils.	6,412	7,292	880	----------
Estimated enrolment in private schools.	5,781	5,000	----------	781
SCHOOLS.				
Rooms for study	368	392	24	----------
Seating capacity	21,526	21,733	207	----------
Average duration of school in days	193	190	----------	3
Value of public school property	$1,206,355	$1,326,888	$120,533	----------
TEACHERS AND THEIR PAY.				
Number of male teachers	34	35	1	----------
Number of female teachers	399	425	26	----------
Total number of teachers	433	460	27	----------
Colored teachers	130	135	5	----------
Average monthly pay of men	$90 16	$91 13	$0 97	----------
Average monthly pay of women	62 24	61 27	----------	$0 97
INCOME AND EXPENDITURE.				
Receipts for public schools	$476,957	$555,644	$78,687	----------
Expenditure for public schools	438,567	527,312	88,745	----------

a United States Census of 1880.

(From reports and returns of Superintendents J. Ormond Wilson and Geo. F. T. Cook for the two years indicated.)

DISTRICT SCHOOL SYSTEM.

OFFICERS.

The absence of suffrage in the District of Columbia places the choice of the 9 members of the board of trustees, which is the educational authority, in the hands of the commissioners of the District. This board annually selects 2 superintendents, who are its chief executive officers, and chooses supervising principals, who act under the supervision of these superintendents; through its committee on teachers the board of trustees also appoints an examining board composed of the 2 superintendents and an undefined number of supervising principals and principals of public schools. To assign each superintendent to his proper sphere of action, the public schools have been formed into 8 divisions, the first four comprising the white schools of Washington, the fifth those of Georgetown, and the sixth the rural schools, over all of which one of the superintendents exercises authority; the seventh and eighth, comprising the colored schools of Washington and Georgetown, are under the control of his colleague.

OTHER FEATURES OF THE SYSTEM.

To support the system Congress makes an annual appropriation, one half of which is taken from the amount raised by local taxation and the other from the public funds of the United States. The school age is 6–17; the schools are all graded, with a few exceptions among the rural schools, and each race is taught by instructors of its own color.

GENERAL CONDITION.

As no statistics have been published for 1882, the comparative standing of the year cannot be determined except as to the items of receipts and expenditures, each in 1882 amounting to $579,312, being increases of $23,668 and $52,000, respectively, over the preceding year. The statistics of the white schools of Washington are given under the following head:

WHITE SCHOOLS OF WASHINGTON.

With a white school population of 27,142, Washington enrolled 17,306, of whom 13,168 were in average daily attendance, under 293 teachers, and had in private schools an enrolment of 5,000. The 54 buildings contained 244 rooms and 14,552 sittings for study. The schools were taught 186 days and instruction in music and drawing was given by special teachers. Compared with the preceding year the gains were 899 in enrolment, 530 in average daily attendance, 35 in teachers, and 115 in sittings for study. The number of days the schools were taught was less by 4.

KINDERGÄRTEN.

For information respecting schools of this kind, see Table V of the appendix.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

Only one of the two city normal schools has reported, the Miner Normal School, for colored pupils; for its statistics, as well as for those of Wayland Seminary and the normal department of Howard University, also for colored persons, see Table III of the appendix. An additional Kindergarten normal school appears in Table III of the appendix under the title of Garfield Kindergarten Training School, having been organized in October, 1882.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

The Washington high school, for whites of either sex, furnishes no statistics for 1881–'82. It has academic and scientific courses, each of 3 years, and a business course of 2, and at the beginning of the year 1882–'83 had 382 students, under 11 instructors, with special teachers of drawing and music.

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; and for summaries of them, see corresponding tables in the report of the Commissioner preceding.

SUPERIOR INSTRUCTION.

COLLEGES FOR YOUNG MEN OR FOR BOTH SEXES.

The 5 institutions for superior instruction are Georgetown College, Georgetown, and Gonzaga College, Washington (both Roman Catholic), and Columbian University, Howard University, and the National Deaf-Mute College; the last 3, in Washington, report themselves non-sectarian. Only one of the above, Howard University, is open to young women as well as men.

Georgetown College provides a preparatory course of 3 years, a classical of 4, and a scientific of 3. The degree of bachelor of arts is conferred on graduates of the regular classical course, which comprises Latin, Greek, French (or some other modern language), mathematics, rational philosophy, physics, mechanics, and chemistry. A graduate course in ethics and natural philosophy leads to the degree of master of arts.

Columbian University has the regular collegiate course of study arranged in 7 schools, viz, English, Greek, Latin, modern languages, mathematics, natural science, and philosophy. By selections from these, courses are formed leading to the degrees of bachelor of arts, bachelor of letters, and bachelor of science. The degree of master of arts is given to students who have been graduated from all the schools and have passed a satisfactory

examination on the studies embraced in them. The university received a valuable gift during the year from Hon. W. W. Corcoran, consisting of a large lot of ground in Washington for the erection of a building to accommodate its collegiate and law departments.

Gonzaga College divides its course of study into 2 departments: the collegiate course proper, including the Greek and Latin classics, and the non-classical, embracing the English language and literature, mathematics, and the natural sciences. Twenty-two students were reported in the collegiate course and 85 in other studies.

Howard University offers collegiate, theological, legal, medical, preparatory, and normal departments, to which all are admitted, irrespective of race, sex, or creed, who are prepared to pursue the studies in which they propose to engage. There is also a literary course, which may be completed in 5 years from the first preparatory, the regular collegiate requiring 7. Fifteen students were reported in regular collegiate classes during 1882, and 32 in preparatory. A gift of $5,000 was received during the year from Hannah S. Toland, of Germantown, for the benefit of the theological department.

The *National Deaf-Mute College*, the collegiate department of Columbia Institution for the Instruction of the Deaf and Dumb, reports an introductory course of 1 year, an undergraduate one of 4 years for the degree of B. A., and select courses of 3 years in science, philosophy, and literature. There were 28 undergraduate students during the year, and 53 in the preparatory department.

For further statistics of colleges, see Table IX of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

SCIENTIFIC AND PROFESSIONAL INSTRUCTION.

SCIENTIFIC.

Georgetown University, Columbian University, and the National Deaf-Mute College reported scientific courses of 3 years each leading to the degree of B. S.

PROFESSIONAL.

Theological.—The theological department of Howard University offered a well organized 3-year course, including Hebrew and Greek. This department is supported entirely by the American Missionary Association and the presbytery of Washington City, but is open to students of all Christian denominations who pass the required examination for admission. Wayland Seminary (Baptist) in its theological department prepares students for the ministry; they devote a part of each day during the entire course to Bible studies.

Legal.—The law departments of Columbian, Georgetown, Howard, and National Universities each gave a 2-year course of legal instruction, leading to the degree of bachelor of laws. Three years of study being required to secure admission to the bar of the District, each school adds a year of graduate study, on the completion of which the degree of master of laws is conferred.

Medical.— The National Medical College of the Columbian University and the medical departments of Georgetown College and Howard University all continued their 3-year graded courses. Georgetown held its sessions 8 months in the year, and the others 5. Howard required for admission an examination in English and Latin and Georgetown held an examination at the close of each term.

The *National College of Pharmacy* required for graduation 4 years of experience in the practice of pharmacy, 2 full courses of lectures of 5 months each, and a course occupying 10 weeks in practical and analytical chemistry.

For statistics of the legal, medical, and pharmaceutical schools, see Tables XII and XIII of the appendix, and for summaries, see the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

The Columbia Institution for the Deaf and Dumb, Kendall Green, near Washington, including the National Deaf-Mute College, reported 111 pupils for 1882, of whom 17 were young women. There were 60 in the primary department. The number of pupils taught articulation had increased, and the result was encouraging. Great benefit is said to have resulted from the active gymnastic exercises, each student being required to spend 4 hours a week in physical training.

EDUCATION OF THE BLIND.

There being no institution for the blind in the District of Columbia, the Government continued in 1882 to make provision for them in the Maryland Institution for the Blind. There were 4 in 1882 from the District receiving instruction in that institution.

REFORMATORY AND INDUSTRIAL TRAINING.

The *Reform School of the District of Columbia* (1869) up to July, 1882, had received 812 boys; 99 were committed during the year and 87 discharged, leaving in the school 143. The average age of boys received since the opening is 13½ years, the oldest being 18 and the youngest 6. A workshop was built in 1882, at a cost of $3,516, and the chair work removed to it, where it is carried on more satisfactorily. Common school studies were pursued and the industries taught were farming, chair caning, shoemaking, and tailoring, by which the boys earned $1,631. The money so earned is paid them on their final discharge from the institution.

The *Industrial Home School* (for both sexes), Georgetown, cared for 116 children during the year, received 47 and discharged 46, of whom 20 were returned to parents and 22 provided with homes. During the year the industries have been reorganized, so that one half attend school in the forenoon, the other in the afternoon. Work is done in the greenhouse, shoe and carpenter shops. Under a special instructor, 171 pairs of shoes were made and 216 repaired, being enough to supply the institution. The new cottage building for girls was furnished and occupied. Considering the limited means at hand, the institution has been successful. The income for the year was $14,691, of which Congress gave $5,000.—(Report.)

CHILDREN'S HOMES AND ORPHAN ASYLUMS.

The *St. Vincent's Female Orphan Asylum*, with an average of 125 children from 6 to 12 years of age, a day school for girls in the same building, with an average of 150 pupils, and the *St. Rose's Female Orphan and Industrial Asylum*, a branch of St. Vincent's, are essentially one institution. St. Vincent's orphan department is supported by the tuition fees of the day school. The orphan girls on leaving this school go to the branch department, where they are trained from 4 to 6 years in the more advanced English studies and in ordinary housework, but mostly in common sewing, dressmaking, and embroidery. By these last industries the institution, with an average of 43 inmates, is made self sustaining. At a suitable age homes are provided for them.

The *St. Joseph's Orphan Asylum for Boys*, with an average of 115 children, is also connected with a boys' day school, with an average attendance of 85, and is entirely supported by it. Children are received from 6 to 12 years of age and placed in homes as soon as possible after reaching 12 years of age. Teachers of these schools receive no salary.

The *Washington City Orphan Asylum*, in its sixty-eighth year, had a family of 139 orphan children, of whom 11 were infants under 1 year old. This infant department has been added during the year and occupies an addition built by Dr. J. C. Hall. No girl is now allowed to leave the institution till 18 years of age, unless it be by adoption in some permanent home. By far the greater part of those who have left have become good men and women and useful citizens. The asylum continues to be managed by the ladies of the city and to depend on the charities of the public.

The *German Protestant Orphan Asylum*, Uniontown, had 33 inmates, a decrease of 8 from the previous year. In the general management, as reported in 1881–'82, no change is noted. Of the 33 inmates 21 attended the public school in Uniontown.

In the Home established by the *National Association for the Relief of Destitute Colored Women and Children* 128 inmates were cared for during the year, of whom 7 were aged women and 128 children. Homes were found for 26 and 35 were received. In the school there has been a marked improvement since it was made a part of the public school system of the District. In the industrial school, where the average age of the workers was 8 years, there were made 104 pairs of stockings and all the bedding and clothing, except the hats and shoes, needed by the institution. The need of a new substantial building was engaging the attention of the association. To this charity Congress appropriated $6,535.

TRAINING OF NURSES.

The Washington Training School for Nurses, after an existence of a little more than 4 years, reported for 1882 7 instructors, 33 pupils, and its first graduating class, consisting of 3 students, who finished the regular 2-year course. Of these 1 continues in the profession and finds ready and remunerative employment.

From its organization this useful institution has been in need of funds to place it on the same foundation as those established in other places, its only income being from membership dues. Still, regular medical courses have been maintained.

SCHOOL OF COOKERY.

The Mission Free School of Cookery and Housework was opened January 1, 1881, with 7 pupils, the object being to give free instruction in cookery to girls, both white and colored, under 18 years of age, who are unable to pay for it.

More recently a ladies' class has been added for those who are able to pay. With the

limited space and means at their control, the committee have not been able to carry out their plans as they would like. Still the success has been more than was expected. It is believed that this good work, so favorably inaugurated in Washington, will greatly increase.

TRAINING IN ART AND MUSIC.

So far as can be ascertained no important change has occurred within the year 1882 in respect to the training in art reported for 1881 in the schools of Mr. W. M. Rouzee, Mr. Edmund C. Messer, Mrs. S. E. Fuller, or Mrs. Imogene R. Morrell, except that in Mr. Rouzee's case at least additional facilities for instruction were secured in a new building, with greater conveniences for effective and pleasant work.

The Washington Conservatory of Music, under the direction of Mr. O. B. Bullard, is believed to have continued its instructions in vocal and instrumental music, as also the School of Music of Mr. Theo. Ingalls King, while the Georgetown Conservatory of Music was added to these in 1882.

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 is 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 is superintendent of the public schools for colored pupils in Washington and Georgetown.

IDAHO.

STATISTICAL SUMMARY.[a]

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (5–21)	[b]9,115	9,650	535	
Number of scholars enrolled	6,080			
Average daily attendance	4,127			
DISTRICTS AND SCHOOLS.				
Number of school districts	167	183	16	
Number of school-houses	100			
Number of schools	115			
Average duration of schools in days	150			
TEACHERS AND THEIR PAY.				
Whole number of teachers employed	175	200	25	
Average monthly pay of men	$65 00	$60 00		$5 00
Average monthly pay of women	50 00	50 00		
INCOME AND EXPENDITURE.				
Receipts for public schools	$54,609	$55,004	$395	
Expenditure for public schools	44,840	46,855	2,015	

[a] Nearly all the statistics here given, whether for 1881 or 1882, are incomplete, several of the counties failing to report in either year.
[b] United States Census of 1880.

(From biennial report and returns of Hon. James L. Onderdonk, territorial superintendent of public instruction, for the two years indicated.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

The territorial controller is ex officio superintendent of public instruction and county auditors are ex officio county school superintendents. Each county has a board of examiners and each district a board of 3 trustees.

OTHER FEATURES OF THE SYSTEM.

The public schools are sustained by the income of an irreducible and indivisible school fund, by a county tax of not less than 2 nor more than 8 mills on the dollar, by moneys arising from legal fines and forfeitures, and by fees paid by teachers for certificates of qualification. The basis of distribution of the school moneys by the territorial treasurer is the number of children of school age (5–21) in each county, according to the last census report. Each county treasurer divides one half of this amount equally among the organized districts in the county, the other half to be apportioned per capita among the several districts in proportion to the children, irrespective of age, except in 2 counties, which have a different arrangement.

Districts may levy special taxes for building or repairing school-houses, and, when the cost of repairs does not exceed $25, the trustees may levy a rate bill, to be collected from such patrons of the school as are able to pay it. No district or teacher is to receive any of the public school money if political or sectarian doctrines have been taught in the schools or books, papers, tracts, or documents of this character have been distributed.

GENERAL CONDITION.

The superintendent of public instruction, in his report for 1881 and 1882, speaks of the continued embarrassments in his work arising from the defects in the school system and lack of funds. Being only an ex officio school officer, with but little time for school work and with no salary as superintendent, his supervision of school interests is imperfect; and the same being true of the county superintendents, their supervision of schools is also defective. He calls attention especially to the absence of any provision for teachers' institutes; to the lack of care in the selection of teachers; to the fact that the pay of teachers was too small to command good ones where most needed; that in many districts the school term was only 3 months; and that he was able to report but 2 graded schools. Under such circumstances, he says, true education is next to an impossibility.

ADVANCED INSTRUCTION.

NORMAL AND SECONDARY SCHOOLS, COLLEGES, ETC.

There are no schools for normal, secondary, superior, or special instruction reported from this Territory.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. James L. Onderdonk, *territorial superintendent of public instruction, Boisé City, Idaho.*

[Second term, February 21, 1881, to February 21, 1883.]

INDIAN TERRITORY.[a]

SUMMARY OF EDUCATIONAL STATISTICS.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Indians of the United States, exclusive of Alaska.	261,851	262,366	515	----------
Youth of school age in the Five Nations.	----------	9,315	----------	----------
Youth of school age among tribal Indians.	38,923	[b]34,662	----------	----------
Enrolled in schools of the Five Nations.	6,183	5,639	----------	544
Enrolled in schools of tribal nations	8,109	8,755	646	----------
Average attendance of Five Nations	[c]3,496	----------	----------	----------
Average attendance of tribal Indians	4,976	5,569	593	----------
Number of Indians who can read, including the Five Nations.	44,478	44,132	----------	346
Number of tribal Indians taught to read during the year.	1,508	1,706	198	----------
SCHOOLS.				
Boarding schools of Five Nations	11	14	3	----------
Day schools of Five Nations	198	199	1	----------
Boarding schools of tribal Indians	68	73	5	----------
Day schools of tribal Indians	106	105	----------	1
Night schools of tribal Indians	----------	2	----------	----------
Whole number of boarding schools	79	87	8	----------
Whole number of day and night schools.	304	306	2	----------
TEACHERS.				
Teachers and employés among tribal Indians.	368	570	202	----------
Missionaries, not counted as teachers	184	210	26	----------
EXPENDITURE FOR SCHOOLS.				
Whole expenditure for education of Indians.	$548,824	$656,417	$107,593	----------

[a] As a matter of convenience all information respecting the education of Indians is, as far as possible, included under this head, except what has been given in regard to missionary work in Alaska, pages 278–282.
[b] An understatement, several tribes not reporting.
[c] All reporting except the Creeks.

(From reports of Hon. Hiram Price, Commissioner of Indian Affairs, for the two years indicated.)

SCHOOL SYSTEMS AMONG THE INDIANS.

OFFICERS.

So far as can be ascertained, the school systems of the Five Nations are nearly the same. The Cherokees have a board of education, consisting of 3 persons of liberal literary attainments, appointed by the principal chief and confirmed by the senate, who appoint to each primary school 3 directors for local supervision. Among the Choctaws, Chickasaws,

Creeks, and Seminoles there are superintendents of public schools, boards of education for general control, and for local supervision trustees who have charge of the schools in the districts into which the territory of each tribe is divided.

Through the Commissioner of Indian Affairs, the Government continues to intrust the educational work among the tribal Indians (except in Alaska) largely to several religious associations.

The schools at Hampton, Va.; Carlisle, Pa.; and at Forest Grove, Oreg., authorized by the Government, continue the training of large numbers of Indian youth of either sex, sent by the chiefs and headmen of various tribes.

OTHER FEATURES OF THE SYSTEMS.

The Cherokees class their public schools as primary and high and provide for a male and female seminary, which are the high schools, and an orphan asylum. The board of education makes the rules for the government and studies of these schools, each of its 3 members having the supervision of 1 of the 3 districts into which the nation is divided. Each one is required to report the number of children of school age (7–21) in his district, number of each sex, their language and nationality, and number of orphans, and to visit semiannually all schools in his district. The board may establish industrial boarding schools. It must examine all applicants for the position of teacher. The school year has 2 terms, one of 20, the other of 16 weeks. Qualifications being equal, preference must be given to the applications of native teachers for places in the primary and high schools. Tuition is free only to children of citizens of the Cherokee Nation. Provision is also made for the establishment and support of asylums for the insane, indigent, blind, and deaf and dumb.

The Choctaws have 6 national schools, of which 2 are academies and 4 seminaries for females, consisting of a specified number of youth from each district. The minor schools are called neighborhood schools, of which previous to 1881 there could be but 2 in a county, and these 8 miles apart. By act of 1881 this was repealed, and all districts including 10 Choctaw children of school age (7–18) are entitled to a neighborhood school.

Among the tribal Indians there is yet no uniform school system, studies and methods of instruction being left with the missions to which the Government has largely committed the work, the teachers employed being paid by the Government.

It is becoming more and more apparent that the best method of training the youth of these tribes is to gather them into large boarding institutions, such as those now in successful operation.

GENERAL CONDITION.

The whole Indian population in 1882, exclusive of Alaska, was 262,366, with a school population of 43,977 as far as reported. There were enrolled in schools of all kinds 14,394, or under 33 per cent. of Indian youth in school. Of these, 5,639 were of the Five Nations and 8,755 of the tribal Indians. In total population there was a gain of 515 over 1881. The enrolment in the Five Nations shows a loss of 544; that of the tribal Indians, a gain of 646 and in average attendance of 593. The number of Indians who could read, including the civilized nations, fell off 346 as reported, while the number taught to read during the year in the uncivilized tribes was 198 higher than the number taught the year before. Among both classes of Indians the number of boarding and day schools slightly increased. There was a considerable increase in the teachers and missionaries having charge of schools. The whole expenditure for Indian education increased $107,593 over 1881.

These figures, with all concurrent reports, indicate a steady advance, especially among the tribal Indians, notwithstanding the usual embarrassments occasioned by the presence of white men.

COMBINED EDUCATIONAL AND INDUSTRIAL TRAINING.

Increased importance is being attached to the agency of industrial boarding schools. They have come to be regarded as the centre of Indian civilization and as doing pioneer work. In each of the reservation boarding schools the girls are trained in all the branches of household industry, in making and repairing garments, in kitchen, laundry, dining room, dormitory, and sewing room work, in doing which they receive as thorough and constant instruction in the art of home-making as in reading and writing the English language. Industrial training for boys is receiving more attention every year. During the last year, in connection with 57 reservation boarding schools, 1,245 acres of land were put under cultivation, and the crop amounted to 8,370 bushels of corn, 3,698 of oats, 11,683 of vegetables, 1,248 of wheat, 154 tons of hay, and other products in proportion. The teaching of trades is rapidly being introduced. Tailoring, blacksmithing, and harness making were already taught in 4 of these schools, shoemaking in 7, carpentry in 10, and raising and care of stock in 15.

The success in industrial training at Carlisle, Hampton, and Forest Grove has greatly stimulated the efforts just mentioned. In these latter schools good work has been accom-

plished during the year. Carlisle numbered 284 pupils from 33 tribes; Forest Grove, 91 from 10 tribes; Hampton, 101 pupils.

At Carlisle and Hampton the apprentices, in addition to the large amount of building, repairing, and furnishing required by the 2 schools, manufactured 253 sets of double harness, 13 wagons and 1 buggy, 2,000 pairs of shoes, and 14,125 articles of tinware. The apprentices to the trades of blacksmith, carpenter, printer, shoemaker, tinsmith, wheelwright, painter, butcher, tailor, saddler, and baker were 183, while the rest of the boys were trained to farm work. During the summer vacation 106 boys and girls were placed in private families, with, it is said, the most satisfactory results. The first graduates from Carlisle, consisting of 37 Sioux from Dakota and 35 from tribes in the Indian Territory, returned to their homes in July, 1882.

Industrial work at Forest Grove is said to have met with unusual success, the blacksmith and shoe shop having netted to the school $772, while the carpenter apprentices put up additions to the buildings and made necessary repairs and furniture for the school rooms. Practical lessons in farming were given. Several of the boys were employed by farmers in harvest fields, where they received the same pay as white men.

During the year 18 boarding school buildings have been opened for the first time among 36,517 Indians of different tribes, and 10 more were to be opened among other tribes in 1883. The Episcopalians have for many years maintained among the Yankton Indians a flourishing boarding school for boys.

The whole number of Indian youth to be educated, exclusive of the Five Nations, is estimated at between 45,000 and 50,000. The cost of maintaining a youth at a reservation boarding school is $150 a year; at a day school, $30.

NORMAL AND SECONDARY TRAINING.

In some of the more advanced schools of the Five Nations normal instruction is given. The seminaries of the Cherokees have normal departments. Hampton school had 30 Indians in its normal classes. The Santee Normal Training School, Santee Agency, Nebr. (Congregational), St. Paul's Boarding School, Yankton Reserve, Nebr. (Protestant Episcopal), and several other schools under the same management give normal training to native teachers.

CHIEF SCHOOL OFFICERS.

These at last advices were reported to be as follows:

FOR THE FIVE NATIONS.

Hon. O. H. BREWSTER, *president of the board of education of the Cherokees, Tahlequah, Ind. Ter.*
Hon. BENJAMIN BIRNEY, *school superintendent of the Chickasaws, Tishomingo, Ind. Ter.*
Hon. EDMUND MCCURTIN, *school superintendent of the Choctaws, Red Oak, Ind. Ter.*
Rev. JOHN MCINTOSH, *school superintendent of the Creeks, Eufaula, Ind. Ter.*
Hon. THOMAS CLOUD, *superintendent of schools for the Seminoles, Wewoka, Ind. Ter.*

FOR OTHER INDIAN SCHOOL WORK.

Gen. S. C. ARMSTRONG, *Hampton Normal School, Hampton, Va.*
Capt. R. H. PRATT, *Training School for Indian Youth, Carlisle, Pa.*
Lieut. M. C. WILKINSON, *Training School for Indian Youth, Forest Grove, Oreg.*

MONTANA.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4–21)*a*	9,479	10,484	1,005	
Enrolled in public schools	5,112	6,054	942	
Average daily attendance *b*	2,800	3,558	758	
DISTRICTS AND SCHOOLS.				
Districts	144	155	11	
Graded school departments	9	9		
Ungraded schools	139	152	13	
Total number of schools	164	189	25	
Average term of schools in days	110	125	15	
Public school-houses erected during the year.	13	11		2
Total number of school-houses	132	143	11	
Valuation of school-houses	$140,250	$140,758	$508	
Private schools	16	10		6
TEACHERS AND THEIR PAY.				
Number of male teachers	59	64	5	
Number of female teachers	118	127	9	
Total number of teachers	177	191	14	
Average monthly pay of men	$79 88	$75 74		$4 14
Average monthly pay of women	57 47	64 20	$6 73	
Average monthly pay of both	62 50	66 26	3 76	
RECEIPTS AND EXPENDITURES.				
Receipts for public schools	$94,551	$104,128	$9,577	
Expenditure for public schools		106,687		

a Basis of distribution of funds; school age, 5 to 21.
b Estimated in 1880–'81, and 3 counties not reporting in 1881–'82.

(From reports and returns for the two years of Hon. R. H. Howey, territorial superintendent of public instruction.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

Educational affairs are managed by a territorial superintendent of public instruction, county superintendents, and district boards of 3 trustees. The first is biennially appointed by the governor and confirmed by the upper branch of the territorial legislature; the others are chosen by the voters of their respective counties or districts, county officers for 2 years, and district boards for 3, with an annual change of 1 member.

ADDITIONAL PARTICULARS.

The schools are supported by money derived from a county tax of not less than 3 nor more than 5 mills on the dollar, from unlimited taxes voted by the districts, from various fines imposed by the courts, and from a fund arising from the sale of town lots previously reserved to provide for the erection and furnishing of school buildings. The county tax and the amount derived from legal penalties are distributed to the districts in proportion to their population 4 to 21 (Indians not under the guardianship of white persons being excluded),

provided the district has maintained school 3 months under a legally qualified teacher; that is, one who has obtained a county superintendent's certificate, which may be of first, second, or third grade.

GENERAL CONDITION.

Though more fortunate than his brethren of the neighboring Territories in securing returns, the superintendent complains of the inaccurate and unintelligible way in which they are made up, and to remedy the evil he recommends that the reporting of statistics be made the business of the district clerk, with a penalty for the neglect of it. So far from being satisfied with the increase of 4 per cent. of enrolment on the population 4–21, the superintendent thinks that a compulsory law and reform schools would prove efficient instruments for increasing the small attendance. He urges the necessity of a high standard of qualification for teachers, a thing impossible of attainment under the present method of certification, and would have non-attendance on teachers' institutes work a revocation of the delinquent's certificate.

The rate of taxation for the year was 3.7 mills, one-tenth of a mill less than the preceding year, but, owing to the increased value of property, the decreased percentage yielded a larger amount than that obtained the year before. The average cost of the schools was also decreased from $3 a month per pupil to $2.45, notwithstanding an average increase of $3.76 in the salaries of 191 teachers.

Steps were being taken to prosecute two settlers who had located on the public school lands or were removing timber from them.

CITY SYSTEM OF HELENA.

STATISTICS.

Although a school district and containing a population of only 3,624, the system of Helena is sufficiently advanced to warrant mention. Under a principal and 10 teachers the schools are all thoroughly graded and apparently thoroughly taught. Vocal music and drawing appear throughout the course and in the grammar grade there is the unusual feature of elementary Latin. In the 3 school buildings, which are valued at $40,000, were 600 sittings to accommodate a school population of 810 children, of whom 584 were enrolled, 424 in average belonging, and 390 in average daily attendance. The schools are furnished with chemical and philosophical apparatus and with the usual appliances of a well appointed school room, while to aid the teacher the library is supplied with educational works and current periodicals. The high school enrolled 41, graduating 1.

TRAINING OF TEACHERS.

NORMAL SCHOOLS.

The only information received concerning instruction of this kind relates to the normal course of the Helena high school, and no mention is made of pupils pursuing it.

INSTITUTES.

During the year county institutes were held in Deer Lodge and Lewis and Clarke Counties, both well attended and satisfactory, many well written papers being read and earnestly discussed. The superintendent complains that neither the law nor his appeals, with a few exceptions, have been of any avail in overcoming the indifference of county superintendents regarding institutes, and that when institutes are called the teachers who need them most invariably stay away.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

Although high schools are a part of the system, that at Helena is the only one of which information has been received. The academic courses are scientific and classical, each of 4 years.

OTHER SECONDARY SCHOOLS.

For statistics of institutions of this class, see Table VI of the appendix, and for a summary, see the report of the Commissioner preceding.

SPECIAL INSTRUCTION.

EDUCATION OF THE DEAF AND DUMB.

One deaf-mute was maintained at the Missouri institution at an expense of $280 for the year.

EDUCATIONAL CONVENTION.

TERRITORIAL TEACHERS' ASSOCIATION.

This association effected a permanent organization at its meeting at Helena on August 1. Although not fully attended, the teaching force of the Territory was fairly represented. The next meeting of the association will be at Deer Lodge.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. R. H. HOWEY, *territorial superintendent of public instruction, Helena.*

[Term, 1881 to 188

NEW MEXICO.

STATISTICAL SUMMARY.[a]

	1880.
POPULATION AND ATTENDANCE.	
Youth of school age	29,255
Number attending school	4,755
Average daily attendance	3,150
SCHOOLS.	
Number of public schools	162
Average term in months	5.6
Public school-houses	46
Number of sittings	5,580
Value of school property	$13,500
TEACHERS.	
Men teaching	128
Women teaching	36
Whole number of teachers	164
Average monthly pay of teachers	$30 67
INCOME AND EXPENDITURE.	
Receipts for school purposes	$32,171
Expenditure for schools	28,973

[a] From the United States Census of 1880, being the latest statistics available.

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

Whatever general officers the Territory of New Mexico may have provided for the schools that it maintains, their duties can be of little importance, since the "sole and entire management, supervision, and control" of the schools are vested in a county board of supervisors and directors composed of 4 members; one of these is the county probate judge ex officio, and the others, elected biennially by the people, must be 5-year residents, heads of families, and owners of real estate.

OTHER FEATURES OF THE SYSTEM.

There is no school tax levied as such, but from the general tax of 1 per cent. one-fourth is reserved for educational purposes and, with a poll tax of $1, is retained in the county treasury to be disbursed at the option of the supervising and directing board.

GENERAL CONDITION.

Education in New Mexico is by no means flourishing. The inhabitants seem to be divided into two hostile parties, the larger of which, composed of the older and Mexican element of the population, desires to perpetuate the existing state of things; the other party demands reform, and not only wants the schools relieved from direct ecclesiastical control, but made non-sectarian. The reforms advocated have thus far made little headway.

As this Territory has no superintendent, reports no statistics, in fact has no territorial system, it is impossible to do more than note the unsatisfactory condition in which its public educational affairs are and probably will for some time continue to remain.

Five private institutions for secondary instruction report for the year, the statistics of which may be found in Table VI of the appendix.

UTAH.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (6 to 18)	42,353	43,303	950	
Enrolled in district schools	26,772	27,216	444	
Average daily attendance	18,682	17,594		1,088
SCHOOLS.				
Number of district schools	395			
Average term of school in days	140	139		1
Valuation of school property	$415,186	$316,462		$98,724
TEACHERS.				
Men teaching in district schools	270	283	13	
Women teaching in district schools	295	296	1	
Whole number of teachers reported	565	579	14	
Average monthly pay of men		$46 43		
Average monthly pay of women		26 03		
INCOME AND EXPENDITURE.				
Total receipts for district schools	$198,876	$188,680		$10,196
Total expenditure for district schools	199,264	185,538		13,726

(From reports and returns of Hon. L. John Nuttall, territorial superintendent of district schools, for the two years indicated.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

A territorial superintendent of district schools, elected for 2 years, has general charge of public school affairs. The local officers are county superintendents, elected by the people for 2 years, and district school trustees, elected for 3 years, with provision for annual change of one. There are also boards for the examination of teachers, comprising 3 members appointed by the county courts.

OTHER FEATURES OF THE SYSTEM.

Public schools are supported from a tax of 3 mills on $1 of ordinary taxable property, from taxation of railroads, sale of estrays, and a special district tax not to exceed 2 per cent. a year. The funds provided by the Territory are disbursed by the superintendent in proportion to the number of children 6 to 18 years of age, according to the annual reports of county superintendents. These officers must visit the schools at least twice in each year, examine the records of trustees, audit their accounts, and see that they are diligent in the discharge of their duties. They must keep accounts with the county treasurers and embody a full statement thereof in their annual reports to the territorial superintendent. District trustees must visit each school in their district at least once during each term, must take an annual census of the youth 6 to 18, and make report to the county superintendent, stating the condition of the schools. All failing to make such report are liable to prosecution on their bonds for neglect of duty, the amount recovered to go to the benefit of district schools. Teachers must report to the trustees at the close of each term. The territorial and county superintendents decide what text books are to be used in the public schools, the territorial superintendent appointing a convention for this purpose.

GENERAL CONDITION.

The statistics show an increase of 950 in youth of school age and of 444 in the number enrolled in public schools, but a decrease of over a thousand in average daily attendance. The estimated value of public school property was reported $98,724 less than for the previous year, the receipts and expenditures for public schools also showing considerable decrease.

TRAINING OF TEACHERS.

NORMAL DEPARTMENT.

The principal provision in this Territory for the training of teachers is made in the normal department of the University of Deseret. The university receives $5,000 each year from the Territory to defray the expenses of 40 normal pupils for tuition, books, and use of apparatus, the incumbents being selected annually by the territorial superintendent from persons nominated by the boards of examination of the several counties. The course of study extends over 1 year, and students completing it receive certificates which authorize them to teach in the common schools of the Territory without further examination. There were 41 normal pupils in attendance during the year and 16 graduates are reported.

TEACHERS' INSTITUTES.

No information has come to hand in regard to the normal institutes held during the year.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS.

There is no information regarding any public high schools in this Territory other than the academic department of the University of Deseret.

ACADEMIES AND SEMINARIES.

For statistics of academies and seminaries reporting, see Table VI of the appendix, and for a summary, see a corresponding table in the report of the Commissioner preceding.

SUPERIOR, SCIENTIFIC, AND PROFESSIONAL INSTRUCTION.

UNIVERSITY OF DESERET.

The University of Deseret is the only institution for superior instruction reporting, and this is a college only in name, its students being all academic and normal. The number in attendance during 1881–'82 was 193, of whom 85 were young women.—(Return.)

There are no institutions for scientific or professional instruction.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. L. JOHN NUTTALL, *territorial superintendent of district schools, Salt Lake City.*

[Term, August, 1881, to August, 1883.]

WASHINGTON TERRITORY.

STATISTICAL SUMMARY.

	1880–'81.	1881–'82.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Youth of school age (4-21)	23,899	----------	----------	----------
Public school enrolment	14,754	----------	----------	----------
Average daily attendance	11,275	----------	----------	----------
SCHOOL DISTRICTS AND SCHOOLS.				
Districts	536	----------	----------	----------
Districts in which schools have been taught.	464	----------	----------	----------
Public school-houses	444	----------	----------	----------
Public school-houses built during the year.	38	----------	----------	----------
Graded schools	10	15	5	----------
Average term in days	100	----------	----------	----------
Estimated value of school property	a$161,309	----------	----------	----------
TEACHERS AND THEIR PAY.				
Men teaching	149	----------	----------	----------
Women teaching	205	----------	----------	----------
Whole number of teachers	b443	----------	----------	----------
Average monthly pay of men	$52 56	----------	----------	----------
Average monthly pay of women	37 50	----------	----------	----------
INCOME.				
Total receipts for public schools	$127,609	----------	----------	----------

a In 1879–'80. *b* Includes 89 the sex of whom is not reported.

(From report of Hon. J. S. Houghton, territorial superintendent of public instruction, for 1881.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

The chief school officers are a territorial superintendent of public instruction, appointed for 2 years by the governor and confirmed by the legislature, and a territorial board of education, composed of the superintendent and one person from each judicial district, appointed by the governor for 2 years. County officers are superintendents, elected by the people for 2 years, and boards of examination for teachers, comprising the county superintendent and 2 teachers chosen by him, who must be holders of the highest grade of certificate. District school affairs are in the hands of a board of 3 directors elected for 3 years, one being changed each year, and a district clerk. Women are eligible to school offices and may vote at school meetings.

OTHER FEATURES OF THE SYSTEM.

Public schools must be taught by qualified teachers at least 3 months during the year; the schools must teach the common English branches in the English language and be open free to all residents 5 to 21 years old. Attention must be given to the cultivation of manners and morals, to the laws of health, physical exercise of the pupils, and to the ventilation and temperature of the school room. Teachers must keep a register and make an annual report to the county superintendent or forfeit the last month's pay. In order to be paid from public money they must hold certificates from the county or territorial

board of examination. The territorial board grants certificates good for 3 years; the county board, those of 3 grades, good for 1, 2, and 3 years, respectively. County superintendents must report annually to the territorial superintendent, failing in which they forfeit $100 of salary. District clerks must take an annual census of the school population and report to the county superintendent. If any clerk fail to take such census he is individually liable to the district for the loss of the apportionment which it would otherwise have received. The schools are supported from the income of a public school fund, an annual tax on property of not less than 3 nor more than 6 mills on the dollar, and the proceeds of certain fines and penalties, all to be apportioned according to the number 4 to 21 years old. District taxes may be raised to furnish additional school facilities at the will of the qualified voters of the district, but they must not exceed 10 mills on the dollar, except in incorporated cities or towns.

GENERAL CONDITION.

The superintendent of public instruction calls attention to the prosperous condition of the schools throughout the Territory and says school districts and school-houses have increased in proportion to the vast increase of population, that a better class of school buildings was reported in the Territory than at any time in its past history, that there had also been a steadily increasing demand for better teachers, and that a great improvement in that direction had been made.

In 1881 the law was so amended as not to require county superintendents to hold institutes and no longer made it the duty of teachers to attend. This has had a bad effect on institute work, and the territorial superintendent recommends that the law be again amended so as to require county superintendents of counties having 10 or more organized districts to hold at least once a year a teachers' institute, requiring all teachers to attend. There were 15 graded schools in the Territory; no other statistics were furnished for 1882.

TRAINING OF TEACHERS.

NORMAL DEPARTMENT OF WASHINGTON UNIVERSITY.

The normal department of the University of Washington Territory, Seattle, offers a 3-year course of normal instruction, including the higher English branches and methods of teaching. There were 23 students in this department and 53 in the training school.

OTHER NORMAL TRAINING.

Whitman College and Seminary, Walla Walla, presents a 2-year normal course in the higher branches of study, with 1 year of preparatory training. Thorough preparation is given in both institutions for teaching in the public schools, and diplomas are conferred on the completion of the courses.

SECONDARY INSTRUCTION.

PUBLIC HIGH SCHOOLS AND OTHER SECONDARY SCHOOLS.

No definite information is at hand in regard to public high schools.

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.

INSTITUTIONS FOR YOUNG MEN AND YOUNG WOMEN.

The University of Washington Territory, Seattle, and Whitman College and Seminary, Walla Walla, open alike to both sexes, offered 4-year classical and 3-year scientific courses. The university gives a full 3-year commercial course, and in the departments of music and art are taught vocal and instrumental music, painting in oil and water colors, crayon work, freehand drawing, and sketching from nature. Both institutions required a preliminary examination for admission to any department and conferred appropriate degrees at the completion of each course.

For statistics of these institutions, see Table IX of the appendix, and for a summary, the report of the Commissioner preceding.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. C. W. WHEELER, *territorial superintendent of public instruction, Olympia.*

[Term, January 5, 1882, to January 5, 1884.]

WYOMING.

STATISTICAL SUMMARY.

	1879–'80.	1880–'81.	Increase.	Decrease.
POPULATION AND ATTENDANCE.				
Number of children of school age (7-21)	4,112	----------	----------	----------
Enrolled in public schools	2,907	2,544	----------	363
Average attendance in public schools	1,920	----------	----------	----------
SCHOOL BUILDINGS AND SCHOOLS.				
Public school buildings	29	----------	----------	----------
Public schools taught	55	55	----------	----------
Valuation of buildings and furniture	$40,500	----------	----------	----------
TEACHERS AND THEIR PAY.				
Men teaching in public schools	31	----------	----------	----------
Women teaching in public schools	39	----------	----------	----------
Whole number of teachers	70	57	----------	13
Average monthly pay of teachers	$60 23	$59 31	----------	$0 92
INCOME AND EXPENDITURE.				
Receipts for schools	$36,161	----------	----------	----------
Expenditure for schools	28,504	----------	----------	----------

(Figures for 1879–'80 from the Compendium of the United States Census for 1880; those for 1880–'81 from message of Governor John W. Hoyt for 1881.)

TERRITORIAL SCHOOL SYSTEM.

OFFICERS.

The territorial librarian continued to be ex officio superintendent of public instruction for the Territory. County superintendents are elected by the people every 2 years, and for each school district boards of 3 trustees are elected for 3 years, with annual change of one.

OTHER FEATURES OF THE SYSTEM.

The public schools are sustained from a poll tax of $2 on each voter, from 2 mills on $1 of all taxable property, and from fines, penalties, and forfeitures. The people may at the annual district meeting vote such tax as they deem necessary to pay teachers, to purchase libraries, build or repair school-houses, and to procure fuel or books for poor children; the sum for a library is not to exceed $100 for any one year. In voting for school officers, in holding office, and in pay for teaching, no discrimination is made between the sexes. Separate schools may be established for colored children when there are 15 or more in a district. A compulsory school law requires parents or guardians to send their children of school age to some public school at least 3 months in each year, or furnish satisfactory reason for absence, under penalty of a fine of $25. County superintendents and district directors may, in their discretion, establish schools of higher grade than the ordinary district school, the studies pursued to be determined by the Territorial Teachers' Institute. This institute must be held annually by the territorial superintendent of public instruction, with the county superintendents and principals of graded schools; it is to continue not less than 4 days nor more than 10. It must also decide upon the books and system of instruction to be used in the Territory.

GENERAL CONDITION.

The system of public schools in the Territory is said to be one of the best. The territorial library had increased in the last two years 1,454 volumes, the present number being 6,667, exclusive of the public documents of the Territory.

An association called "The Wyoming Academy of Sciences, Arts, and Letters" was organized during the year, having for its leading objects "the encouragement of historical and scientific research and the promotion of practical industries in Wyoming."

No statistics of schools are given for 1882, except for the city of Cheyenne, whose public school in 1871 enrolled 60 pupils, and in 1882, 500. The school is graded, and the course of study practical and thorough. There were 8 grades, with a 4-year course in the high school, which included the higher mathematics and classics, general history, English literature, political economy, and the natural sciences. A library belonging to the school numbered 500 volumes, largely representing the best writers. The school has a thorough system of discipline in all its departments, and the method of examination at the end of each term is complete.

CHIEF TERRITORIAL SCHOOL OFFICER.

Hon. JOHN SLAUGHTER, *territorial librarian and ex officio superintendent of public instruction, Cheyenne.*

Mr. Slaughter has acted as ex officio superintendent since 1873. His term of service will expire March 31, 1884.

EDUCATIONAL ASSOCIATIONS AND CONVENTIONS.

NATIONAL EDUCATIONAL ASSOCIATION AND AMERICAN INSTITUTE OF INSTRUCTION.

PROCEEDINGS IN THE GENERAL MEETING.

The fifty-third consecutive annual meeting of the American Institute and the twenty-first annual meeting of the National Educational Association were held conjointly at Saratoga, July 11–14, 1882, the institute on the 11th and 13th and the association the 12th and 14th, with a joint meeting on the evening of the 14th.

Hon. Gustavus J. Orr, president of the association, in his inaugural address referred to the great work before the educators of the country, and said that the proper solution of the educational question will not be reached until the whole subject of government shall be fully explored. The first regular paper was on "The university: its place and work in the American system of education," the next on "Self consciousness in education," both being ably discussed. Superintendent Patterson, of New Hampshire, advocated national aid and offered a resolution that a liberal appropriation on the basis of illiteracy be made from the National Treasury for the support of schools in the several States. A unanimous vote favored this. At the next session of the association "Country schools" and "The foundation principle of education by the state" were the topics treated. The second day's proceedings were taken up with the report of the president of the National Council of Education to the association (in which Mr. T. W. Bicknell gave its origin and objects), with papers on "Secularization of education," "The prize system as an incentive to college students," and "The Delsarte system of expression," followed by memorials of members who died during the year. After the election of officers a joint meeting of the two bodies was held, in which five-minute addresses on educational topics were participated in by Messrs. Patterson, of New Hampshire; J. H. Carlisle, of Wofford College, S. C.; Neil Gilmour, of New York; Henry Barnard; President Tappan, of Kenyon College; G. A. Walton and C. C. Coffin, of Massachusetts.— (Proceedings and Addresses of the National Educational Association.)

DEPARTMENT OF HIGHER INSTRUCTION.

On the afternoon of July 14 the only session of this branch of the association was held. After the annual election of officers the following address was listened to: "The place of original research in a college education," in which Prof. H. J. Wright, of Dartmouth, discussed the question from the German as well as the American standpoint. Mr. Wright deplored the lack of power of independent and progressive intellectual activity in unfamiliar fields of knowledge, found in our colleges. He suggested that the German seminary system would help much towards original research, as these undergraduate courses, with their association in work, awaken interest and enthusiasm, so that the workmanship, constantly subjected to severe and vigilant criticism, becomes finished and mature. Several prominent educators discussed this subject. Prof. John W. Glenn, of Jefferson, Ga., then read an address on "Man the machine or man the inventor; which?" He stated that the main duty of the primary schools is to awaken a consciousness of the creating energy and to develop the ability to use it. He further argued that that education is best which gives the broadest reach to the mental vision, and, arousing most perfectly the activities of intelligent will, links us most closely to the spiritual nature from which we emanated. The suggested topics in this address came up for discussion prior to the final adjournment.

DEPARTMENT OF INDUSTRIAL EDUCATION.

After the usual preliminaries the reading of papers was proceeded with. The topic "Dexterity before skill," presented by Dr. George T. Fairchild, president Kansas State Agricultural College, led to a very animated discussion, Mr. Daniels, of Virginia, maintaining that in all schools teachers should be employed who could give instruction in manual training. Prof. C. M. Woodward, of Washington University, St. Louis, followed with "The function of a manual training school," in which he gave the daily program of the St. Louis school, and, furthermore, stated that the aims of education are to teach language, literature, and mathematics, with a view to making each child a master of the art of verbal expression; to teach mechanical and free hand drawing with natural tints and with the conventions of shade and color, and aim at a mastery of the art of pictorial expression; and to teach the cunning fingers the wonderful power and use of tools, and aim at nothing less than a mastery of the fundamental mechanical

processes. To do all these things while the mind is gaining strength and clearness and materials for thought is the function of a manual training school. Prof. E. L. Youmans, in discussing this paper, referred to the need of this form of education for boys whose tastes do not lead them to purely intellectual pursuits. President White, of Purdue University, ably treated the subject of "The national industrial college: its history, work, and ethics," and Prof. S. R. Thompson, of Lincoln, Nebr., reported the progress of industrial education in 1881–'82. The election of officers closed the session.

DEPARTMENT OF NORMAL SCHOOLS.

The first part of the session was occupied by the appointment of committees; then the president, C. C. Rounds, delivered an address on "Needed changes in the organization and work of the normal school," which led to the appointment of a committee to report at the next meeting on the proper organization and equipment of a normal school. "The true place of the normal school in the educational system," read by Hon. D. L. Kiehle, State superintendent of Minnesota, was discussed by several gentlemen. The normals were maintained to be centres of reformatory influences; the importance of giving professional instructors to the mass of country common schools was emphasized; and the need of educating public sentiment to appreciate right teaching, so that the people may really know a good teacher, was dwelt upon. The good result of teachers' institutes in the South being next considered, the president of the department spoke of the earnestness of the pupils and the high character and ability of the instructors, saying that in this work the North had something to learn from the South.

DEPARTMENT OF ELEMENTARY SCHOOLS.

On the afternoon of the 14th, President John M. Bloss, of Indiana, called this department to order, and, in his inaugural, referred to the problems to be solved in the department of primary education, such as the discovery of the true teacher from among those who have attained the necessary scholarship and the recognition of the fact that the chief purpose of the primary school is to prepare the pupil for the exigencies of life, so that when he leaves the school he may become a useful citizen. In "The relation of memory to elementary education," George P. Brown, president of the Indiana State Normal School, dwelt upon the difference between the mere verbal memory and the complete mastery of the subjects taught in the text books. He said that a rational study of a text book causes activities of soul in the student similar to those experienced by the original discoverer. He would not have less use of text books, but better use of them by better teachers. A paper by Miss Carrie B. Sharp, of Indiana, on "What, how, and how better?" (on better methods of education, so as to cultivate real mental power), was discussed. Then, after the election of officers, the meeting adjourned.

NATIONAL COUNCIL OF EDUCATION.

The second annual meeting of this body was held at Saratoga, commencing July 6, 1882, and continuing by adjourned sessions until the close of the joint meetings of the National Educational Association and the American Institute of Instruction, on July 14. At the first session the purposes and scope of the council were discussed by the members. The report of the committee on pedagogics occupied two sessions of the council. The report of the committee on technical education in public schools, which was discussed at Atlanta in 1881, was ordered to be printed. "High schools as a part of a system of public education" was presented in four papers, viz: (1) "The right of the high school to a place in the system," in which J. L. Pickard, president of Iowa University, said that the high school exists from necessity; (2) "The relation of the high school to the lower grade of schools," in which it was argued that high schools are an incentive to pupils to push forward to higher attainments than can be secured in their own grades; (3) "Its relation to business life, with the true course of its studies," which Dr. Mowry closed with a carefully prepared plan for an English high school course of studies; and (4) "The relation of high schools to schools of technology," in which C. O. Thompson, PH. D., of Massachusetts, said that ample general preparation, such as a high school gives, is requisite to prepare students for either schools of engineering or industrial schools. All these papers were thoroughly discussed. The committee on a graded course of instruction for country schools reported through its chairman, Hon. J. W. Dickinson, of Massachusetts, showing that the ultimate end to be secured by all school exercises is the harmonious development of the faculties of the human mind. "The harmonizing of primary, secondary, and collegiate systems of education" was reported from the committee on university and college education. The committee held that the unity of the great educational course requires that each stage should prepare pupils for the succeeding stage; the high schools should recognize the college as the last of the educational systems and arrange their work accordingly. If this idea of the unity of the educational process be conscientiously acted upon, any want of harmony must soon disappear. Some

amendments were made to the constitution and committees were announced, after which the council adjourned, to meet with the National Association in the week previous to its next annual meeting.— (Journal of Education.)

ANNUAL MEETING OF THE DEPARTMENT OF SUPERINTENDENCE.

A brief meeting of this department was held at Saratoga to elect officers and a member of the National Council of Education. The regular annual meeting was at Washington, D. C., March 21–23, 1882. At the preliminary meeting the subject of national aid formed the basis of discussion, and on motion of General John Eaton the executive committee was instructed "to select a committee on the subject of national aid, to prepare resolutions and present this matter in behalf of this association before a joint meeting of the congressional Committees on Education and Labor." The opening session, on March 22, was devoted to papers on "The information necessary to determine the merits of the heating and ventilation of a school building," by Dr. John S. Billings, U. S. A.; on "The chemical examination of air as applied to questions of ventilation," by Capt. Charles Smart, U. S. A.; on "Obstacles in the way of better primary education," by Hon. H. S. Jones, PH. D., superintendent of schools, Erie, Pa.; and on "Chairs of pedagogy in our higher institutions of learning," by Prof. G. Stanley Hall, PH. D., Cambridge, Mass. Dr. Billings, in his very able paper, spoke of the location and exposure of a school building as being of great importance in connection with its heating and ventilation, and called attention to the deficiencies in the various systems of heating because of the want of sufficient heating surface and the want of some means of control by which a free supply of air may be permitted to enter the building without passing over the heating surface. He also urged that a committee be appointed to take into consideration the subject of systematically recording the health of children and advised that it should suggest forms of records. Dr. Smart gave an account of the amount of carbonic acid in the outside air and in that of buildings, stating how the carbonic acid determination is to be made and what information it furnishes regarding the ventilation of a school room or other apartment. The second session was devoted solely to a discussion of the subject of national aid to education, Rev. A. D. Mayo making the opening address. He was followed by Dexter A. Hawkins, A. M., of Newark, N. J., and by Hon. J. L. M. Curry, LL. D. At the next session the leading topic was "The neglect of education in Alaska," presented by Rev. Sheldon Jackson, in whose paper the state of education before and after the purchase of that country was depicted at length and the need of aid from Congress impressed on the friends of education. Dr. W. W. Godding, superintendent of the Government Hospital for the Insane, read a paper dealing with mistakes in the education of the young as seen from his standpoint. He says sufficient attention is not paid to the temperament of the child, and desires that the mental growth be natural without forcing, as the greatest danger to our civilization to-day lies in the direction of nervous exhaustion. Dr. J. M. Gregory, in "Some fundamental inquiries concerning the common school studies," challenged the propriety of devoting so much time to the seven studies which run all through the lower school years and suggested that the indispensable branches should be those which impart a knowledge of ourselves, physical, mental, and moral, and of the world in which we live. At the fourth session resolutions were adopted in regard to the death of prominent educators. This was followed by a paper, sent by W. T. Harris, LL. D., on improving the qualifications of teachers, which subject was afterwards discussed. Earlier in the session a resolution was adopted that the report of the commission on school buildings in the District of Columbia be furnished the department of superintendence for publication. Adjourned.

NEW ENGLAND ASSOCIATION OF SCHOOL SUPERINTENDENTS.

The semiannual meeting was held in Boston, May 26, 1882, Col. F. W. Parker in the chair. The order of the day was the presentation and discussion of the subject of examinations. First the purpose of examinations was taken up, Superintendent S. A. Bent saying that their primary object was to test the teacher, for, as the teacher so the class. Superintendent S. T. Dutton thought that too much stress might be laid upon the value of examinations as a test of teachers. Oral examinations were declared unsatisfactory by Superintendent M. L. Hawley, of Gloucester, while Superintendent C. Morrill, of Lowell, favored them as giving an insight into the child's mind not obtainable by written questions. Written examinations were discussed by Superintendents O. B. Bruce and E. A. Davis, the former maintaining that they compel original reasoning and serve as a stimulus and useful guide, the latter, though favoring them for certain purposes, arguing that their general tendency is to direct the ambition and energies of pupils toward obtaining high percentages. Superintendents Kimball, of Newton, and Connell, of Fall River, spoke on the systems of marking required to show the child's progress; with the

proper marking, examinations, which are too often mere belittling tests, become broadened and elevated into a means of liberal culture. There was a general discussion of examinations as a basis of promotion. Superintendent Buck, of Manchester, N. H., did not favor the percentage examination as a necessary step for promotion, owing to the evils of nervousness, &c., engendered by this system, Superintendent Cogswell would dispense with uniform examinations and would pass the bright pupils as fast as they were ready, while Superintendent Seaver protested against all arbitrary numerical marking, as it could only be considered relatively. In conclusion Professor Tweed explained one of the reasons why the marking system was introduced, namely, to allay suspicion of favoritism at a time when the high school was considered a peculiarly aristocratic institution.

On October 27, 1882, about 35 of the New England superintendents met again in Boston to discuss educational topics. The subjects of high school graduation exercises and school exhibitions came up, the discussion covering a broad range and bringing out all phases of the question.—(New-England Journal of Education.)

NATIONAL ACADEMY OF SCIENCES.

This body held its sessions in Washington, D. C., commencing April 26, 1882. Many of the leading scientists of the country were present. Papers were read on the "Course of the Gulf Stream since the Cretaceous period," "Notes on the geology of Yucatan," "Desiccation of the Plateau of Mexico," and "On the young stages of a few osseous fishes"—all by Professor Alex. Agassiz. Other papers of general interest were "The relation of rain areas to areas of low pressure," by Elias Loomis; "Preliminary notice of a new dividing engine," by H. A. Rowland; on "Photographs of the spectrum of the nebula in Orion," by Henry Draper; "Theory of concave gratings," by H. A. Rowland; on "The results of the incandescent lamp tests at the Paris Exhibition," by G. F. Barker; "Note on a special form of secondary battery or electric accumulator," by Wolcott Gibbs; and "Some discoveries that enhance the value of the cotton and orange crops," by C. V. Riley.—(Industrial News.)

AMERICAN MEDICAL ASSOCIATION.

The thirty-third meeting of this association was convened at St. Paul, Minn., on June 6, 1882, and continued in session four days. After the usual address of welcome the question of professional ethics was agitated, the secretary announcing that numerous communications had been received protesting against the admission of delegates from the New York Medical Society and condemning its course in reference to the code of ethics. In the annual address First Vice-President Dr. Hooper also referred to the action of the New York Medical Society, and insisted that the broad line of demarcation between the irregular and the true physician should never be obliterated. In the section on medical practice the subjects presented were "Therapeutic action of chlorate of potassium," "Home treatment of pulmonary consumption by general local antisepsis on the basis of strict individualization," and "The use of salicylate of potassa in acute rheumatism and dyspepsia." They were fully discussed. Dr. A. L. Gihon, chairman of the section on State medicine, gave one of the most notable papers of the entire session. In this he laid great stress on making physicians alive to their responsibilities as sanitary guides, on encouraging the formation and development of State boards of health, and through these influencing the legislation of the country to recognize the practical sanitary needs of this advanced age. In the section on surgery and anatomy several papers of interest were presented. One on "Anchylosis of the hip" was discussed at length. In the section on ophthalmology, otology, and laryngology the matter of communicable diseases of the eye received considerable attention. A resolution was adopted that every second meeting be held in Washington. The association adjourned to meet in Cleveland in June, 1883.—(Buffalo Medical and Surgical Journal and Boston Medical and Surgical Journal.)

NATIONAL ASSOCIATION FOR SANITARY AND RURAL IMPROVEMENT.

On July 7–10, 1882, this body met at Greenwood Lake, New York. The secretary, C. F. Wingate, of Brooklyn, spoke of the need of sanitary associations and gave a review of such organizations in the United States and Great Britain. F. B. Hough, of Washington, D. C., advocated the planting of trees as a preventive of malaria and a security against drought. Papers were read in relation to the adornment and sanitary surroundings of farmers' homes; in condemnation of wall papers containing arsenic; on dust and the forms of disease resulting from its effects on the human system. On the second day sewerage and the causes and remedies of malaria were the topics treated. A paper by

Frederick Law Olmstead on the economy of park organizations and the necessity of tree-planting was discussed. Tenement house reform, the necessity of teaching sanitary science in the public schools, and unsanitary cookery filled the remainder of the session. The committee on organization desired that the association should disseminate its principles by the formation of local organizations and the issuing of pamphlets and other publications. The election of officers followed. Adjourned.—(Boston Medical and Surgical Journal.)

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.

The thirty-first annual meeting took place at Montreal the last week of August, 1882. The sessions were characterized as unusually successful, owing to the number of members and distinguished scientists from abroad who were present, as well as to the number of papers presented (256) and the variety of excursions and entertainments planned by the Canadian hosts. The president, Principal J. W. Dawson, F. R. S., of McGill College, in his opening address spoke of the increase in membership since the previous meeting at Montreal, 25 years before, then 400 members, now 2,000, and of the increase in sections. In 1857 there were two sections and a subsection; now nine sections meet simultaneously. A list of deceased members for the year was read; over 169 applicants were elected members, among them the English and European scientists present; and the meeting resolved itself into the various sections. In the evening of the first day, Prof. J. G. Brush, of Yale College, the retiring president, addressed the body on "Mineralogy," instead of reviewing the progress of science during the year, as has heretofore been the custom. In section A—mathematics and astronomy—Prof. J. R. Eastman read Professor Harkness's paper on the transits of Venus, and Dr. Houghton, of Dublin, gave a radical paper on "New views of Mr. George H. Darwin's theory of the evolution of the earth-moon system, considered as to its bearing on the question of the duration of geological time." In opposition to Sir Wm. Thomson and others, the doctor doubted whether the earth or any other planet ever existed in a fluid condition. In section B—physics—Vice-President T. C. Mendenhall spoke of the necessity of spreading an elementary knowledge of physics among educated people in general, and Prof. A. Graham Bell read a paper on the electrical experiments to determine the location of the bullet in the body of President Garfield. He also brought before the section a proposed method of producing artificial respiration by means of a vacuum jacket. Chemical literature and laboratory appliances were treated by Dr. C. Bolton and Mr. E. H. Cook in the chemistry section. Numerous technical papers were presented in the section of mechanical science. Among them "The permeability of the linings of house walls to air," in which Mr. T. H. Baker advocated the old fashioned whitewashed walls, because, hygienically considered, walls should be porous, and wall papers rendered them nearly air tight. In section E—geology and geography—E. Orton, of Ohio, discussed "A source of the bituminous matter in the Ohio black shale," and Dr. John Rae described the various land expeditions undertaken for the exploration of the country between Hudson's Bay and the Arctic Ocean, off the Mackenzie River. Prof. Wm. H. Dall, in the biological section, reviewed the progress of knowledge about the American mollusks. Prof. T. Mehan, State botanist of Pennsylvania, gave his impressions as to variations in nature from his experience in regard to the origin of species. He thought the Darwinian theory could not be controverted. Professor Ward, in "Classification of organisms," tended to show that organic life results from aggregations of matter. In section G—histology and microscopy—the vice president described the progress this section had made since its inception in 1869. Vegetable poisons were practically treated by Prof. J. S. Burrill, of Illinois Industrial University, and "The bacillus of tuberculosis" was discussed by Professor Osler. A scheme of anthropology was presented by Professor Mason in the anthropology section. This paper was to help anthropologists to classify their material. H. Hale Clinton, of Ontario, answered the question "Have the Indians come from Europe?" in the affirmative. In section I—economic science and statistics—the session opened with the usual address by the vice president, E. B. Elliot. He next spoke on international standard time, which subject was fully discussed. Other technical papers were read. In the general department Dr. W. B. Carper gave an interesting lecture on deep-sea temperature and Prof. A. Graham Bell illustrated his system of visible speech.—(Journal of Education and Kansas City Review of Science and Industry.)

NATIONAL EDUCATION ASSEMBLY.

The first annual meeting of this body took place at Ocean Grove, N. J., August 8–9, 1882. This was said to be a meeting of more than ordinary significance, as the majority of the States and Territories were represented by eminent men engaged in or deeply interested in the subject of popular education. The opinion was universally expressed

that the illiterate masses need aid and that the National Government should give it. A practical result of this meeting was the organization of a national education committee to urge on Congress the need of annual aid to supplement the work of the public schools of the various States and Territories, so that illiteracy may be overcome. Letters were read from many prominent men indorsing the object of the meeting. The Commissioner of Education, General John Eaton, gave a stirring address on "The nation the only adequate patron of education," and Dr. H. R. Waite, one on "The relations of illiteracy to suffrage." General James F. Rusling, of Trenton, spoke on the education necessary to the state, and others on the philosophy of education and on the illiteracy of the white people of the South. The evening session was devoted to education in Alaska and the training of Indians. On the second day the education of the colored people, the relation of education to the church, and national aid for illiteracy were taken up. Senator Blair earnestly advocated such aid as will stimulate home effort. Resolutions were adopted in favor of presenting a memorial to Congress in regard to the need of aid from the nation. A constitution for permanent organization was presented and adopted. A letter in regard to the objects of the meeting, from Hon. H. M. Teller, Secretary of the Interior, was read, and after the usual transaction of business the meeting adjourned.— (New-England Journal of Education.)

AMERICAN INSTRUCTORS OF THE DEAF AND DUMB.

The tenth annual meeting was held at the Illinois Institution for the Instruction of the Deaf and Dumb, Jacksonville, August 26–30, 1882, Dr. E. M. Gallaudet presiding. Nearly all the papers bore upon living questions, and the discussions which followed them were pertinent and suggestive. Although the question of articulation came up, less time was given to it than at any other recent conference of instructors of the deaf. The papers covered such subjects as the religious education of deaf-mutes, what deaf-mute instruction in the United States owes to the American Asylum and its early instructors, the physical training of deaf-mutes, the value of experience in our school work, the Grube method of teaching arithmetic, the mental life of deaf-mutes as related to their education and care, deaf-mute education in Minnesota, the preparation of advanced pupils for colleges, the necessity of a more systematic instruction, institution libraries, compulsory education, &c. Many of these papers were freely discussed. After the reading of obituary notices and the usual business arrangements the association adjourned.— (Annals of the Deaf and Dumb and report of the proceedings.)

AMERICAN PHILOLOGICAL ASSOCIATION.

The fourteenth annual session of this association was held at Cambridge July 11–13, 1882, the president, Prof. F. D. Allen, of Cambridge, in the chair. The secretary reported the association in a better financial condition than ever before. The report of the committee, which, in conjunction with a committee of the American Association for the Advancement of Science, presented a memorial to 430 colleges, asking them to abstain wholly from conferring degrees honoris causa, was accepted and the committee continued. In the afternoon session papers were read by Prof. J. B. Sewall, of Braintree, on "Peculiarities of the letters as they appear in early colonial records;" by Prof. C. H. Toy, of Harvard, on "Semitic personal pronouns;" and by Prof. William D. Whitney, of Yale, on "Further words as to surds and sonants" and on "The law of economy." At the evening session President Allen read his annual address, which was on "The influence of the University of Leyden upon modern philology." On the following morning Prof. F. A. March, professor of Anglo-Saxon in Lafayette College, Pennsylvania, read a paper on the early poem of "Beówulf," which he represented as the picture of a singular world. Its characters are strange to us, the action goes on in the midst of a strange nature; some explanation of its strangeness was reached in examining the manner in which its effects on the different senses are presented. The next paper was by Prof. A. C. Merriam, of Columbia College, on "Alien intrusion between article and noun," in which he stated that in most languages only attributive words or phrases are admitted between the article and its noun, but the Greek admits alien words and clauses of all kinds, with the exception of the particles, under the strict application of the law that an attributive must also be present and precede the alien element. Rev. J. Colver Wightman followed with a paper on "The form and significance of the aorist tense in Greek." Other papers for the day were on the quantity of Latin prosody, the influence of Latin syntax on Anglo-Saxon gospels, the use of the phrases "two first" and "first two," and a discussion of surds and sonants. The last day was devoted to papers on "οὐ μὴ with the future prohibitive," "Cyclops," and "The smile of Aphrodite," "Initial P in Gothic and Anglo-Saxon," and "Indo-European case system." The society

pledged itself once more to the cause of bettering English spelling, in which it is supported by the spelling reform associations of this country and Great Britain.—(Boston Daily Advertiser.)

SPELLING REFORM ASSOCIATION.

The sixth annual meeting of the Spelling Reform Association was held at Harvard University, commencing on July 13. The annual reports and letters afforded much encouragement to the members present, showing as they did a deepening interest in the reform. The most important work of the meeting was the adoption of a form of pledge proposed by the secretary and after full discussion adopted by unanimous vote. This form covered the following simplified spellings: to use the forms program, favor, &c.; tho, thru, gard, catalog, ar, giv, definit, &c.; f for ph, t for d or ed final when sounded as t; drop silent e after a short vowel; when a word ends with a double letter omit the last; use all changes recommended by the American Philological Association; use complete phonetic spelling. A choice was given to the signers to declare in favor of any of the above rules. Each person signing the pledge writes after his name the number of the regulations which he intends to follow, to indicate how far he intends to carry out the reform. The action of the Philological Association in pledging itself to the cause of English reform spelling did much to encourage the reformers. The officers for the ensuing year were chosen and the meeting adjourned.— (New-England Journal of Education.)

AMERICAN SOCIAL SCIENCE ASSOCIATION.

The association was called to order at Saratoga, September 4, 1882, by the president, Dr. Francis Wayland, of Yale College, who in his opening address stated that the public mind is disposed as never before to consider the problems of social phenomena with fearless independence. The secretary, F. B. Sanborn, presented his yearly report, which contained a statement of some general considerations and special conditions that make it incumbent on the members of the association to maintain the study of social science in America and which encourage them to think that their studies and labors in former years have not been altogether in vain. On September 5, Dr. W. T. Harris discussed the subject of education in its broadest signification. Miss Alice Fletcher presented an abstract of a paper on "Civilization of American Indians" and Dr. H. L. Wayland one on progressive spelling. Both of these papers were fully discussed. The evening lecture was by Rev. A. D. Mayo, on "State aid to education." He was followed by Professor Goldwin Smith, who spoke briefly on state aid given to education in England and France. He deprecated interference by the General Government in local affairs. Dr. W. T. Harris in reply maintained that under the pending bill in aid of education there need be no fears of interference. On September 6, Dr. Walter Channing, of Boston, spoke on boards of health, and Dr. Henry Baker, secretary of the Michigan board of health, continued the subject. Dr. A. N. Blodgett followed with a paper on the management of chronic inebriates and insane drunkards, which paper was discussed by Professor Wayland, Judge A. P. Peabody, and Rev. I. S. Prime. Dr. E. M. Hunt, of the New Jersey board of health, and Dr. D. F. Lincoln presented papers on sanitation. After the election of officers Miss Clara Barton read a paper on "Relief associations." The opening paper on the following day was by T. Bacon, of Rochester, N. Y., on "Professional ethics," which was briefly discussed in the affirmative. Disfranchisement for crime was treated by Messrs. James F. Colby, of New Haven, and Carroll D. Wright, chief of the Massachusetts bureau of statistics. A paper on "Local government in the West" was read by Mr. Edward W. Bemis, of Springfield, Mass., and Rev. Washington Gladden, of the same city, closed the day with an interesting paper on "Unsocial forces." The last day, September 8, was mainly devoted to reports on factories.— (Journal of Education.)

NATIONAL CONFERENCE OF CHARITIES AND CORRECTIONS.

The report of the proceedings of this body for 1882 has not reached the Bureau.

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	1881–'82	Oct. 1	Sept. 30	7–21	401,002
2	Arkansas	1881–'82	July 1	June 30	6–21	*a*289,617
3	California	1881–'82	July 1	June 30	5–17	216,330
4	Colorado	1881–'82	Sept. 1	Aug. 31	6–21	49,208
5	Connecticut	1881–'82	Sept. 1	Aug. 31	4–16	146,188
6	Delaware	1880–'81	Dec. 1	Nov. 30	6–21	37,285
7	Florida	*d*1881–'82	Oct. 1	Sept. 30	6–21	*c*97,224
8	Georgia	1882	Jan. 1	Dec. 31	6–18	*a*507,861
9	Illinois	1881–'82	July 1	June 30	6–21	1,037,567
10	Indiana	1881–'82	Sept. 1	Aug. 31	6–21	708,596
11	Iowa	1881–'82	Sept. 15	Sept. 15	5–21	604,739
12	Kansas	1881–'82	Aug. 1	July 31	5–21	357,920
13	Kentucky	1880–'81	July 1	June 30	*e*6–20	*c*571,793
14	Louisiana	1881	Jan. 1	Dec. 31	6–18	*c*271,414
15	Maine	1881–'82	Apr. 1	Mar. 31	4–21	213,007
16	Maryland	1881–'82	Sept. 1	July 31	*h*5–20	*c*319,201
17	Massachusetts	1881–'82	May —	Apr. —	5–15	321,377
18	Michigan	1881–'82	Sept. 5	Sept. 4	5–20	538,356
19	Minnesota	1881–'82	Sept. 1	Aug. 31	5–21	*i*315,948
20	Mississippi	1881–'82	Jan. 1	Dec. 31	5–21	444,131
21	Missouri	1881–'82	Apr. —	Apr. —	6–20	748,640
22	Nebraska	1881–'82	Apr. 1	Apr. 1	5–21	165,511
23	Nevada	1881–'82	Sept. 1	Aug. 31	6–18	10,483
24	New Hampshire	1882	.....	.....	5–15	*c*60,899
25	New Jersey	1881–'82	Sept. 1	Aug. 31	5–18	343,897
26	New York	1881–'82	Oct. 1	Sept. 30	5–21	1,681,161
27	North Carolina	1881–'82	Dec. 1	Nov. 30	6–21	463,160
28	Ohio	1881–'82	Sept. 1	Aug. 31	6–21	1,081,321
29	Oregon	1881–'82	Mar. —	Mar. —	*k*4–20	65,216
30	Pennsylvania	1882	.....	.....	6–21	*c*1,422,377
31	Rhode Island	1881–'82	May 1	Apr. 30	*m*5–15	55,832
32	South Carolina	1881–'82	Nov. 1	Aug. 31	6–16	*c*262,279
33	Tennessee	1881–'82	July 1	June 30	6–21	549,179
34	Texas	*o*1881–'82	Sept. 1	Aug. 31	8–14	295,344
35	Vermont	1881–'82	Apr. 1	Mar. 31	5–20	*c*99,463
36	Virginia	1881–'82	Aug. 1	July 31	5–21	555,807
37	West Virginia	1881–'82	July 1	June 30	6–21	216,605
38	Wisconsin	1881–'82	Aug. 31	May 31	4–20	495,233
39	Arizona	1882	Jan. 1	Dec. 31	6–21	10,283
40	Dakota	*d*1881–'82	Apr. 1	Mar. 31	5–21	*a*38,815
41	District of Columbia	1881–'82	July 1	June 30	*m*6–17	*c*43,537
42	Idaho	1881–'82	Sept. 1	Aug. 31	5–21	9,650
43	Montana	1881–'82	Sept. 1	Aug. 31	4–21	10,482
44	New Mexico	1880	.....	.....	7–18	*c*29,255
45	Utah	1881–'82	July 1	June 30	6–18	43,303
46	Washington	1880–'81	Sept. 1	Aug. 31	4–21	23,899
47	Wyoming	1880	.....	.....	7–21	*c*4,112
48	Indian:					
	Cherokees	1881	.....	.....	.....	3,715
	Chickasaws	1881	.....	.....	.....	900
	Choctaws	1881	.....	.....	.....	2,600
	Creeks	1881	.....	.....	.....	1,700
	Seminoles	1881	.....	.....	.....	400

a Several counties made no report of sex.
b For the winter term.
c United States Census of 1880.
d This report is only approximately correct, many counties omitting to make their returns to the superintendent.
e By law of 1882 the school age for the colored race was changed from 6–16 to 6–20.
f For white schools only.
g In 1880.
h This is the age for distribution of school funds; for free attendance it is 6–21 for whites and 6–20 for colored.

the school population; enrolment, attendance, duration of schools, number and pay of teachers, United States Bureau of Education.

SCHOOL POPULATION.					PUBLIC SCHOOLS.			
SEX.		Number under 6 years of age.	Number over 16 years of age.	Number between 6 and 16 years of age.	Number of pupils enrolled during school year.	Average monthly enrolment.	Average daily attendance.	
Male.	Female.							
7	8	9	10	11	12	13	14	
					177,428		114,527	1
*a*147,207	*a*135,172				117,696		56,291	2
108,638	107,692				168,024	116,047	107,177	3
25,026	24,182		11,492	37,716	31,738		18,488	4
					121,185		*b*77,041	5
					29,122		*c*17,439	6
					51,945		24,923	7
*a*252,872	*a*243,901				256,432		164,180	8
526,461	511,106				713,431		452,485	9
362,835	345,761				498,792		305,513	10
					406,947		253,688	11
184,774	173,146				269,945		162,017	12
					*f*238,440		*f*149,226	13
					62,370		*g*45,626	14
					147,988		111,188	15
					159,945		83,189	16
					330,421	265,442	235,739	17
					385,504		*c*263,775	18
					196,643		*b*97,532	19
					*j*237,288	176,897	136,315	20
					492,749		*c*260,540	21
86,395	79,116				115,546		66,027	22
5,039	5,444				8,158		5,286	23
					64,349		43,996	24
					209,526		113,532	25
					1,041,068		569,471	26
235,751	227,409				233,071		132,546	27
552,587	528,734		253,438	827,883	751,101	589,632	483,232	28
33,468	31,748				37,743		27,347	29
*c*707,809	*c*714,568				945,345		*l*611,317	30
28,273	27,559				*n*45,695	*n*33,591	*n*29,390	31
*c*133,003	*c*129,276			*c*262,279	145,974		101,816	32
281,843	267,336				264,356		*j*180,509	33
					142,960		60,259	34
					74,000		47,772	35
282,528	273,279	49,911	121,917	383,979	257,362	187,293	144,904	36
112,715	103,890		48,071	168,534	155,544		96,652	37
251,589	243,644				303,452		*j*190,878	38
					*j*3,844		*g*2,847	39
*a*19,298	*a*17,272				25,451		*c*8,530	40
*c*20,988	*c*22,549		*c*6,026	*c*37,511	*j*27,299	*j*22,061	*j*20,730	41
					*j*6,080		*j*4,127	42
					6,054		3,558	43
					*c*4,755		*c*3,150	44
22,087	21,216				27,216		17,594	45
					14,754		*c*10,546	46
					*c*2,907		*c*1,920	47
								48
					3,048		1,792	
					650		270	
					1,460		1,260	
					799			
					226		174	

i Estimated.
j In 1881.
k This is the age for distribution of school funds; for free attendance it is 6–21.
l Average number of pupils.
m Inclusive.
n Includes evening school reports.
o This report, excepting that of scholastic population, is only approximately correct, many counties and cities failing to make returns to the secretary.

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	.....	.....	79	.....	.....	.....	.....
2	Arkansas	.....	.....	.....	.....	.....	.....	.....
3	California	.....	.....	155.4	(*c*14, 572)			
4	Colorado	.....	.....	100	.....	.....	.....	.....
5	Connecticut	.....	.....	179.66	(12, 899)			
6	Delaware	*gh*512	*gh*150	*h*153	.....	.....	.....	.....
7	Florida	.....	.....	.....	.....	.....	.....	.....
8	Georgia	.....	.....	65	17, 196	16, 108	3, 382	3, 001
9	Illinois	.....	.....	150	(67, 380)			
10	Indiana	.....	.....	133	(12, 852)			
11	Iowa	13, 110	65	142	(*k*15, 098)			
12	Kansas	6, 468	.....	114	.....	.....	.....	.....
13	Kentucky	.....	.....	*g*102	.....	.....	.....	.....
14	Louisiana	.....	.....	100	.....	.....	.....	.....
15	Maine	.....	.....	117	.....	.....	.....	.....
16	Maryland	.....	.....	199	.....	.....	.....	.....
17	Massachusetts	.....	.....	178	(30, 867)			
18	Michigan	.....	.....	148	(20, 577)			
19	Minnesota	.....	.....	98	.....	.....	.....	.....
20	Mississippi	.....	.....	75.5	.....	.....	.....	.....
21	Missouri	8, 537	.....	87	.....	.....	.....	.....
22	Nebraska	3, 269	50	111	.....	.....	.....	.....
23	Nevada	.....	.....	146	(*c*836)			
24	New Hampshire	2, 644	.....	96.27	(4, 275)			
25	New Jersey	*k*3, 495	*k*66	192	(44, 560)			
26	New York	.....	.....	176	(*q*155, 969)			
27	North Carolina	.....	.....	62.5	.....	.....	.....	.....
28	Ohio	16, 834	.....	155	(16, 294)		(2, 343)	
29	Oregon	.....	.....	90.6	(*s*7, 394)			
30	Pennsylvania	.....	.....	153.78	(*t*34, 624)			
31	Rhode Island	833	72	184	(*u*6, 964)			
32	South Carolina	.....	.....	80	.....	.....	*k*1, 516	*k*1, 217
33	Tennessee	.....	.....	73	(26, 148)			
34	Texas	.....	.....	*w*92	.....	.....	.....	.....
35	Vermont	.....	.....	126.5	.....	.....	.....	.....
36	Virginia	.....	.....	118.2	*g*10, 291	*g*10, 906	*g*1, 772	*g*2, 723
37	West Virginia	4, 351	56	99	.....	.....	.....	.....
38	Wisconsin	6, 646	.....	*k*175.6	(20, 967)			
39	Arizona	*g*101	.....	*g*109	.....	.....	.....	.....
40	Dakota	.....	.....	.....	.....	.....	.....	.....
41	District of Columbia	*k*382	*k*13	*k*190	(*gn*5, 000)			
42	Idaho	.....	.....	*k*150	.....	.....	.....	.....
43	Montana	190	0	125	(143)		0	0
44	New Mexico	.....	.....	.....	.....	.....	.....	.....
45	Utah	.....	.....	139	.....	.....	.....	.....
46	Washington	.....	.....	.....	.....	.....	.....	.....
47	Wyoming	.....	.....	.....	.....	.....	.....	.....
48	Indian:							
	Cherokees	.....	.....	180	.....	.....	.....	.....
	Chickasaws	.....	.....	180	.....	.....	.....	.....
	Choctaws	.....	.....	200	.....	.....	.....	.....
	Creeks	.....	.....	180	.....	.....	.....	.....
	Seminoles	.....	.....	180	.....	.....	.....	.....

a For white teachers; for colored teachers the average salary is $21.88.
b Includes 83 of whom the sex is not reported.
c Total number of census children attending private schools.
d The average salary of male teachers in graded schools is $100.97; in ungraded schools, $54.52; for female teachers the salaries are, respectively, $67.39 and $50.02.
e Number employed in winter.
f Number employed in summer.
g In 1880.
h For white schools only.
i Includes 56 colored teachers, sex not reported.
j The average monthly salary for colored teachers is $22.
k In 1881.
l Includes 62 of whom the sex is not reported.
m For white schools in the counties; the average for teachers in graded schools for whites in the cities is $71.25; in public high schools, $88.97.
n Estimated.

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	
.....	.....	2,938	1,626	4,564	.....	(*a*$21 52)		1
.....	.....	1,977	441	*b*2,501	.....	.....	.....	2
.....	.....	1,156	2,621	3,777	.....	$79 67	$64 48	3
.....	.....	270	630	900	721	(*d*)	(*d*)	4
.....	.....	*e*617	*f*2,503	3,120	.....	63 44	35 94	5
.....	.....	*h*222	*h*305	*i*583	.....	*hj*31 49	*hj*27 56	6
.....	.....	678	448	1,126	.....	.....	.....	7
(1,203)		(6,351)		6,351	.....	*g*50 00	*g*30 00	8
698	1,091	8,076	14,225	22,301	19,649	46 86	37 76	9
(608)		7,274	5,985	13,259	.....	*k*38 40	*k*33 20	10
(*k*522)		6,044	16,037	22,081	13,175	35 20	27 46	11
.....	.....	3,342	4,808	*l*8,212	7,262	31 42	24 95	12
.....	.....	4,195	2,715	6,910	.....	(*m*23 87)		13
.....	.....	773	811	1,584	.....	(31 50)		14
.....	.....	(7,797)		7,797	.....	37 39	22 40	15
.....	.....	1,220	1,977	3,197	*n*3,000	*n*40 00	*n*40 00	16
.....	.....	1,079	7,858	8,937	7,571	102 90	34 32	17
130	180	3,887	10,580	14,467	.....	41 56	27 44	18
.....	.....	*e*1,625	*f*3,338	4,963	.....	36 50	28 50	19
.....	.....	(5,253)		5,253	.....	(29 10)		20
.....	.....	6,028	5,776	*o*11,826	.....	44 00	38 00	21
.....	.....	1,862	3,507	5,369	*n*5,000	*n*37 50	*n*29 34	22
.....	.....	54	148	202	.....	101 59	76 73	23
*p*94	*p*67	477	3,117	3,594	3,594	36 45	22 36	24
.....	.....	911	2,594	3,505	.....	56 96	33 41	25
.....	.....	7,123	24,110	31,233	20,902	(43 28)		26
.....	.....	3,586	1,587	5,173	6,243	(*r*24 11)		27
(228)		11,086	13,049	24,135	17,117	39 00	29 00	28
.....	.....	662	750	1,412	.....	43 95	31 63	29
(*t*1,099)		9,051	12,778	21,829	.....	35 12	28 89	30
.....	.....	*v*258	*v*1,052	*v*1,310	*v*1,085	77 44	43 53	31
*k*55	*k*70	1,940	1,473	3,413	.....	26 00	23 97	32
(1,029)		4,083	1,604	5,687	.....	(24 65)		33
.....	.....	3,767	1,270	5,037	.....	(*x*)	(*x*)	34
.....	.....	653	3,723	4,376	.....	30 52	18 24	35
*g*477	*g*1,132	3,181	2,416	5,597	5,587	29 47	25 61	36
.....	.....	3,045	1,315	4,360	4,360	27 87	30 64	37
.....	.....	2,456	7,631	10,087	7,093	*y*38 91	*y*25 40	38
.....	.....	44	82	126	.....	*k*84 06	*k*68 19	39
.....	.....	346	687	1,033	.....	33 00	26 00	40
.....	.....	*k*35	*k*425	*k*460	.....	*k*91 13	*k*61 27	41
.....	.....	(200)		200	.....	60 00	50 00	42
.....	12	64	127	191	200	75 74	64 20	43
.....	.....	*z*128	*z*36	*z*164	.....	(*z*30 67)		44
.....	.....	283	296	579	.....	46 43	26 03	45
.....	.....	149	205	*aa*443	.....	.....	.....	46
.....	.....	*z*31	*z*39	*z*70	.....	(*z*60 23)		47
								48
.....	.....	.....	.....	*bb*102	.....	.....	.....	
.....	.....	.....	.....	*bb*13	.....	.....	.....	
.....	.....	.....	.....	*bb*59	.....	.....	.....	
.....	.....	.....	.....	*bb*28	.....	.....	.....	
.....	.....	.....	.....	*bb*7	.....	.....	.....	

o Includes 22 of whom the sex is not reported.
p In schools corresponding to public high schools only.
q In normal schools, academies, and private schools.
r For white teachers; for colored teachers the average salary is $19.93.
s In private schools of all grades.
t Exclusive of Philadelphia.
u Number between 5 and 15 reported as attending Catholic and select schools.
v Includes evening school reports.
w In the counties; 137 days in cities.
x In the counties the average salary of white male teachers is $38; of white females $29; in the cities the salaries are, respectively, $73 and $40; for colored males in the counties, $32; for colored females, $20; in the cities, respectively, $60 and $28.
y In the counties.
z United States census of 1889.
aa Includes 89 of whom the sex is not reported.
bb Number of schools reported; number of teachers for them is not given.

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*$123,398	$253,398	$138,617
2	Arkansas	269,982	237,353	507,335	9,564
3	California	*d*1,888,381	1,260,844	3,149,225	
4	Colorado	226,850	218,727	455,577	17,954
5	Connecticut	219,303	1,142,621	1,361,924	87,721
6	Delaware				
7	Florida		*g*132,907	*g*132,907	*d*15,195
8	Georgia	*h*441,454	142,720	584,174	
9	Illinois	1,000,000	5,920,461	6,920,461	615,195
10	Indiana				
11	Iowa	463,825	4,851,298	5,315,123	225,907
12	Kansas	0	1,442,039	1,442,039	271,542
13	Kentucky	*h*741,672	*k*384,070	1,125,742	
14	Louisiana	250,000	177,000	427,000	45,235
15	Maine	235,978	681,342	917,320	26,297
16	Maryland	556,660	775,272	1,331,932	70,018
17	Massachusetts		*n*5,564,250	*n*5,564,250	137,465
18	Michigan		2,784,009	2,784,009	*p*626,674
19	Minnesota	237,030	988,811	1,225,841	272,123
20	Mississippi	0	658,221	658,221	
21	Missouri	375,132	2,219,546	2,594,678	595,336
22	Nebraska	88,196	931,049	1,019,245	184,232
23	Nevada		106,250	106,250	*d*51,172
24	New Hampshire	452,041	74,923	526,964	11,133
25	New Jersey	1,342,656	666,479	2,009,135	100,048
26	New York	2,750,000	7,832,695	10,582,695	170,000
27	North Carolina	*t*314,904	*t*21,925	*t*336,829	*u*3,970
28	Ohio	1,589,264	6,168,037	7,757,301	250,432
29	Oregon	141,981	102,811	244,792	59,663
30	Pennsylvania			7,555,934	*h*1,082,000
31	Rhode Island	*v*81,445	*v*470,034	*v*551,479	12,661
32	South Carolina	*as*114,438	*s*338,526	*s*452,965	
33	Tennessee	121,433	671,257	792,690	
34	Texas	*h*533,150			
35	Vermont	119,670	371,351	491,021	
36	Virginia	601,572	489,208	1,090,780	
37	West Virginia	269,522	633,004	902,526	29,050
38	Wisconsin		2,801,119	2,801,119	69,778
39	Arizona				
40	Dakota				
41	District of Columbia		521,908	521,908	1,288
42	Idaho				
43	Montana	0	100,133	100,133	0
44	New Mexico				
45	Utah	63,987	54,822	118,809	2,591
46	Washington	115,323	12,286	127,609	
47	Wyoming				
48	Indian:				
	Cherokees				33,036
	Chickasaws				
	Choctaws				8,473
	Creeks				10,000
	Seminoles				7,500

a From poll tax.
b Items not fully reported.
c Includes expenditure for repairs.
d State apportionment.
e Includes balance on hand from last school year.
f In 1880.
g Amount of county assessments for school purposes.
h State appropriation.
i Salaries of county superintendents only.
j Included in "salaries of teachers" (column 41 of this table).
k Local taxes and subscriptions.
l Includes compensation to commissioners by the State, interest on county surplus bond, &c.
m Buildings, repairs, rents, &c.
n Amount paid for all school purposes from money raised by taxation.

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	
.....	$890	$392, 905	.....	.....	.....	$11, 579	1
.....	13, 257	*b*574, 543	.....	*c*$41, 922	$155	.....	2
.....	23, 047	*e*3, 791, 384	.....	221, 089	83, 679	.....	3
.....	187, 888	661, 419	$25, 513	249, 397	.....	.....	4
$52, 519	61, 586	1, 563, 750	.....	146, 586	12, 552	.....	5
.....	.....	147, 360	.....	.....	.....	*f*2, 300	6
.....	.....	148, 102	.....	.....	.....	.....	7
.....	.....	584, 174	.....	.....	.....	.....	8
0	744, 794	8, 280, 450	125, 473	1, 220, 985	31, 205	*i*74, 841	9
.....	.....	4, 551, 000	.....	($764, 605)	.....	.....	10
.....	17, 229	5, 558, 259	134, 309	648, 080	10, 833	142, 450	11
0	*e*834, 183	*e*2, 547, 764	2, 710	406, 984	27, 383	(*j*)	12
.....	*l*68, 516	1, 194, 258	.....	.....	.....	.....	13
14, 555	.....	486, 790	.....	*m*12, 760	.....	19, 667	14
95, 406	129, 440	1, 168, 463	.....	99, 522	.....	29, 918	15
.....	216, 080	1, 618, 030	0	194, 498	.....	28, 000	16
218, 177	5, 222	*o*5, 925, 114	.....	842, 867	.....	168, 197	17
.....	447, 462	3, 858, 145	221, 938	*q*920, 302	*r*31, 658	(*j*)	18
.....	490, 226	1, 988, 190	.....	394, 856	.....	33, 470	19
300, 000	.....	958, 221	.....	*s*68, 327.	.....	*s*12, 607	20
529, 652	188, 077	*e*4, 277, 876	525, 891	.....	.....	.....	21
5, 893	*e*331, 582	*e*1, 540, 952	.....	297, 262	.....	27, 349	22
.....	24, 583	182, 005	.....	*ct*2, 528	*t*53	.....	23
26, 585	19, 845	584, 527	0	.....	.....	14, 729	24
33, 202	.....	2, 142, 385	.....	366, 333	.....	.....	25
75, 000	556, 383	11, 384, 078	526, 300	1, 525, 426	226, 589	114, 600	26
.....	*t*92, 696	*t*429, 525	.....	*t*74, 712	.....	*t*18, 732	27
.....	756, 048	8, 763, 781	28, 107	1, 204, 589	.....	152, 903	28
19, 585	14, 267	338, 307	11, 376	63, 164	1, 564	8, 575	29
.....	.....	8, 637, 934	.....	1, 229, 232	.....	80, 000	30
10, 950	*v*33, 035	*v*608, 125	1, 446	72, 134	4, 178	10, 292	31
.....	.....	*s*452, 965	.....	10, 683	.....	18, 507	32
.....	149, 630	942, 320	.....	56, 263	.....	15, 800	33
.....	110, 154	*ew*858, 363	.....	*c*21, 903	.....	24, 395	34
.....	.....	491, 021	.....	.....	.....	.....	35
.....	16, 361	1, 107, 141	120, 000	112, 907	1, 804	44, 577	36
0	45, 106	976, 682	33, 189	136, 854	1, 885	22, 942	37
.....	.....	*x*2, 870, 897	.....	332, 304	.....	46, 600	38
.....	.....	101, 967	.....	.....	.....	.....	39
.....	.....	*y*363, 000	.....	.....	.....	*i*8, 616	40
.....	56, 116	579, 312	.....	(176, 079)		7, 380	41
.....	.....	55, 004	.....	.....	.....	.....	42
0	3, 995	104, 128	0	5, 000	2, 500	10, 000	43
.....	.....	*z*32, 171	.....	.....	.....	.....	44
.....	67, 281	188, 681	.....	41, 360	1, 395	1, 500	45
.....	.....	127, 609	.....	*z*4, 385	.....	.....	46
.....	.....	*z*36, 161	.....	.....	.....	.....	47
.....	.....	.....	.....	.....	.....	.....	48
.....	.....	*aa*52, 300	.....	.....	.....	.....	
.....	.....	*aa*33, 550	.....	.....	.....	.....	
.....	.....	*aa*31, 700	.....	.....	.....	.....	
.....	.....	*aa*26, 900	.....	.....	.....	.....	
.....	.....	*aa*7, 500	.....	.....	.....	.....	

o Total of items reported.
p Includes revenue from other funds.
q Includes expenditure for apparatus.
r For libraries only.
s In 1881.
t Several counties failed to report this item.
u This is not included in the total receipts, the interest on the permanent fund being retained in the State treasury until the fund is large enough to make a per capita apportionment.
v Includes income for evening schools.
w As compiled from reports of city and county treasurers; the total State apportionment for the year was $1,105,260.
x Exclusive of income for normal schools.
y 25 counties reporting; it is estimated that a full report would make the total revenue for the year over $500,000.
z United States census of 1880.
aa 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. Salaries of teachers.	Current. Miscellaneous or contingent (includes fuel, light, rent, repairs, &c.).	Total.	Expenditure in the year per capita of the school population. *a*
	1	41	42	43	44
1	Alabama	$375,887	*b*$16,136	$403,602	*c*$1 01
2	Arkansas	388,616	13,255	*e*503,857	*c*1 60
3	California	2,406,781	411,117	3,122,666	*c*13 11
4	Colorado	300,128	77,440	626,965	8 45
5	Connecticut	1,056,268	337,659	1,553,065	9 53
6	Delaware	*d*138,819	*d*64,472	*dg*207,281	*dh*6 39
7	Florida	104,240		*e*133,260	*j*1 37
8	Georgia			*k*584,174	1 15
9	Illinois	4,985,770	2,254,874	8,567,675	7 12
10	Indiana	*m*3,143,529	885,570	4,793,704	*c*5 75
11	Iowa	3,075,870	*n*1,648,216	5,525,449	8 18
12	Kansas	*o*1,296,256	463,552	2,194,175	4 88
13	Kentucky			*p*1,248,524	
14	Louisiana	374,127	34,930	441,484	*c*1 58
15	Maine	($952,394)		1,081,834	5 05
16	Maryland	1,146,558	282,852	1,651,908	4 45
17	Massachusetts	*r*4,144,722	432,589	*c*5,881,124	*c*15 83
18	Michigan	*o*2,193,267	644,064	3,789,291	*c*5 43
19	Minnesota	1,054,523	*t*510,515	1,993,364	*c*5 13
20	Mississippi	*u*644,352	*u*32,472	*u*757,758	*u*1 93
21	Missouri	2,226,610		*e*3,753,224	4 67
22	Nebraska	702,127	331,608	1,358,346	8 10
23	Nevada	*w*70,385	*w*9,356	*e*154,327	*j*14 72
24	New Hampshire	417,016	146,957	578,702	10 55
25	New Jersey	(1,621,338)		1,987,671	5 17
26	New York	7,986,261	1,569,717	11,422,593	6 73
27	North Carolina	*w*374,009	*w*42,283	*w*509,736	1 10
28	Ohio	5,376,087	*z*2,087,335	8,820,914	7 11
29	Oregon	249,378	24,280	346,961	5 19
30	Pennsylvania	4,863,718	2,090,295	8,263,245	*c*5 00
31	Rhode Island	*aa*417,553	*aa*87,679	*aa*591,836	9 00
32	South Carolina	349,696		*bb*378,886	*u*1 32
33	Tennessee	718,921	36,170	827,154	*u*1 17
34	Texas	714,267	43,345	*cc*803,850	
35	Vermont	381,608		*e*476,478	
36	Virginia	896,274	101,580	1,157,142	1 65
37	West Virginia	553,509	*dd*164,630	879,820	3 41
38	Wisconsin	1,437,349	316,554	*ee*2,132,807	4 31
39	Arizona			*v*98,268	*j*9 56
40	Dakota			*ff*314,484	
41	District of Columbia	317,229	78,624	579,312	*u*9 50
42	Idaho			46,855	*j*4 86
43	Montana	80,000	9,188	106,688	8 60
44	New Mexico	*hh*28,002	*hh*971	*hh*28,973	*c*99
45	Utah	119,537	21,746	185,538	*c*3 30
46	Washington	*hh*95,582	*hh*12,648	*hh*112,615	
47	Wyoming	*hh*25,894	*hh*2,610	*hh*28,504	*c*6 93
48	Indian:				
	Cherokees			52,300	
	Chickasaws			33,550	
	Choctaws			31,700	
	Creeks			26,900	
	Seminoles			7,500	

a In estimating these items, only the interest on amount expended under the head of "permanent" (i. e., for sites, buildings, furniture, libraries, and apparatus) should be added to the current expenditure for the year.
b Includes $15,500 spent for normal schools.
c Estimated by the Bureau, 6 per cent. being the rate used in casting interest on permanent expenditure.
d In 1880.
e Items not fully reported.
f In 1879.
g Includes $1,690 expended for colored schools outside of Wilmington.
h Does not include expenditure for books.
i For white schools only.
j An estimate including per capita of total permanent expenditure for the year.
k Amount received from the State and from local taxation for the support of public schools; this amount is largely supplemented by patrons.
l Exclusive of the value of normal school property.
n Total amount expended from tuition revenue.
n Includes salaries of secretaries and treasurers, interest on bonds, &c.
o Includes salaries of superintendents.
p The sum included in this total as public school expenditure for colored schools is the amount raised for them, and may be somewhat greater or less than the actual expenditure.

and Territories, showing the income, expenditure, &c.—Continued.

ANNUAL EXPENDITURE.				Amount of available school fund.	Amount of permanent school fund (including portion not now available).	Estimated real value of sites, buildings, and all other school property.	
Expenditure in the year per capita of pupils enrolled in public schools. *a*	Expenditure in the year per capita of average attendance in public schools. *a*	Expenditure in the year per capita of population between 6 and 16. *a*	Expenditure in the year per capita of population between 6 and 16, including interest on the value of all school property. *a*				
45	46	47	48	49	50	51	
c$2 27	*c*$3 52	.....	.....	*d*$2, 528, 950	.....	$264, 457	1
*c*3 94	*c*8 25	.....	.....	*f*144, 875	*f*$190, 186	254, 218	2
*c*16 88	*c*26 46	.....	.....	1, 989, 400	2, 289, 400	7, 237, 669	3
13 10	22 55	$10 54	$11 00	75, 441	.....	1, 235, 491	4
11 50	19 18	.....	.....	1, 997, 549	1, 997, 549	.....	5
*dh*8 12	.....	.....	.....	*i*495, 749	.....	*i*450, 000	6
*j*2 56	*j*5 34	.....	.....	326, 421	.....	89, 868	7
2 28	3 56	.....	.....	.....	.....	.....	8
10 36	16 33	.....	.....	9, 372, 754	9, 372, 754	*l*17, 994, 176	9
*c*8 17	*c*13 34	.....	.....	9, 207, 412	.....	12, 310, 905	10
12 16	19 50	13 09	14 67	3, 681, 432	3, 732, 174	9, 977, 142	11
6 62	11 02	.....	.....	2, 500, 000	13, 500, 000	4, 796, 368	12
.....	.....	.....	.....	*i*1, 760, 652	.....	2, 395, 752	13
*c*6 89	*c*9 41	.....	.....	1, 139, 867	.....	*q*700, 000	14
7 31	10 59	.....	.....	*d*438, 287	.....	3, 073, 576	15
9 12	17 66	.....	.....	906, 229	.....	2, 900, 000	16
*c*15 40	*c*21 59	$18 30	.....	2, 711, 263	.....	22, 062, 235	17
*c*7 59	.....	.....	.....	3, 262, 322	3, 619, 960	9, 848, 493	18
*c*8 25	.....	.....	.....	5, 295, 101	*u*18, 000, 000	3, 947, 857	19
*u*3 38	*u*4 75	.....	.....	*u*800, 000	.....	.....	20
7 10	.....	.....	.....	9, 036, 602	.....	7, 521, 695	21
11 65	20 40	.....	.....	*v*4, 287, 510	*v*23, 000, 000	2, 234, 464	22
*j*18 92	*j*29 20	.....	.....	564, 000	.....	240, 137	23
11 17	16 35	.....	.....	166, 747	213, 757	2, 341, 679	24
8 47	15 64	.....	.....	*u*1, 452, 720	*u*2, 595, 883	6, 270, 778	25
10 96	20 05	.....	.....	*x*3, 247, 000	*x*3, 247, 000	30, 332, 291	26
2 18	3 88	.....	.....	99, 250	*y*431, 555	367, 671	27
10 24	13 04	9 29	11 00	3, 825, 150	.....	23, 610, 858	28
8 96	12 37	.....	.....	832, 522	.....	684, 298	29
*c*7 52	.....	.....	.....	.....	.....	28, 341, 560	30
12 06	18 29	.....	.....	240, 376	268, 396	2, 064, 693	31
*u*2 80	.....	.....	.....	.....	.....	407, 606	32
*u*2 25	*u*3 53	.....	.....	*u*2, 512, 500	.....	1, 186, 219	33
*c*5 48	*c*13 00	.....	.....	.....	*q*3, 385, 571	.....	34
6 43	9 98	.....	.....	669, 087	.....	.....	35
4 25	7 15	2 36	2 57	.....	*u*1, 518, 845	1, 346, 657	36
4 75	7 66	4 38	5 04	509, 305	509, 305	1, 823, 987	37
7 02	.....	.....	.....	2, 790, 214	.....	5, 569, 962	38
.....	.....	.....	.....	.....	.....	116, 751	39
.....	.....	.....	.....	.....	.....	*gg*532, 267	40
*u*15 16	*u*19 97	*u*10 18	*u*11 96	*d*60, 385	*d*60, 385	*u*1, 326, 888	41
.....	.....	.....	.....	.....	.....	*hh*31, 000	42
15 00	18 00	.....	.....	.....	.....	140, 758	43
*c*6 09	*c*9 20	.....	.....	.....	.....	*hh*13, 500	44
*c*5 25	*c*8 12	.....	.....	.....	.....	316, 462	45
.....	.....	.....	.....	.....	.....	*hh*161, 309	46
*c*9 81	*c*14 85	.....	.....	.....	.....	*hh*40, 500	47
							48
.....	.....	.....	.....	*ii*659, 158	.....	.....	
.....	.....	.....	.....	(*jj*)	.....	.....	
.....	.....	.....	.....	*ii*169, 472	.....	.....	
.....	.....	.....	.....	*ii*200, 000	.....	.....	
.....	.....	.....	.....	(*jj*)	.....	.....	

q In 1878.
r Includes fuel and care of school rooms.
s Total expenditure per capita of population between 5 and 15.
t Includes total expenditure for high schools of $20,000 and for normal schools of $38,000.
u In 1881.
v Estimated.
w Several counties failed to report this item.
x Exclusive of the United States deposit fund.
y As reported for 1881; exclusive of large quantities of swamp lands.
z Includes interest on bonds.
aa Includes evening school reports.
bb Total of items reported.
cc As compiled from reports of city and county treasurer; the total State apportionment for the year was $1,105,260.
dd $50,255 of this are for sheriffs' commissions and delinquent lists.
ee Exclusive of cost of normal schools.
ff 25 counties reporting; it is estimated that a full report would make the total expenditure for the year over $500,000.
gg Value of school-houses only.
hh United States census of 1880.
ii The income derived from these funds is augmented from other sources.
jj Schools supported from general tribal funds.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882; 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	Little Rock, Ark*	J. M. Fish	13,138	6-21	.....	1,769	5,288	.....	90	2,638	a400	180	173
2	Los Angeles, Cal*	J. M. Guinn	11,183	5-17	.....	.....	3,617	0	275	2,098	518	200	192
3	Oakland, Cal	J. C. Gilson	34,555	5-17	.....	.....	8,608	.....	.....	7,262	1,239	.....	209
4	San Francisco, Cal	Andrew J. Moulder	233,959	5-17	.....	.....	55,880	.....	.....	40,752	5,912	208	208
5	San José, Cal	Joseph G. Kennedy	12,567	5-17	.....	.....	3,323	.....	.....	2,422	600	200	195
6	Stockton, Cal	S. P. Crawford	10,282	5-17	.....	.....	2,310	.....	518	2,187	246	200	192
7	Denver, Colo. ($\frac{6}{8}$ of city)*	Aaron Gove	35,629	6-21	.....	.....	a5,700	0	113	4,087	a500	187	186
8	Leadville, Colo*	W. C. Thomas	14,820	6-21	.....	.....	2,084	0	.....	1,533	100	180	140
9	Bridgeport, Conn	H. M. Harrington	29,148	4-16	.....	.....	7,587	.....	125	5,482	503	b200	.....
10	Danbury, Conn	Mortimer A. Warren	11,666	4-16	.....	.....	2,903	.....	77	2,328	92	b196.7	.....
11	Derby, Conn*	G. H. Peck, acting visitor	11,650	4-16	.....	.....	3,333	.....	.....	2,702	36	200	200
12	Greenwich, Conn	Myron L. Mason, secretary	7,892	4-16	.....	.....	1,939	.....	19	1,437	161	b199	.....
13	Hartford, Conn	John Henry Brocklesby, acting visitor	42,551	4-16	.....	.....	9,660	.....	431	7,617	1,453	b196	.....
14	Meriden, Conn	J. H. Chapin, acting visitor	18,340	4-16	.....	.....	4,515	.....	.....	3,230	850	200	195
15	Middletown, Conn	W. U. Pearne, secretary	11,732	4-16	.....	.....	2,712	.....	122	1,978	526	b199	.....
16	New Britain, Conn	Henry E. Sawyer	13,979	4-16	607	.....	3,528	.....	.....	1,857	*817	190	186
17	New Haven, Conn	Samuel T. Dutton	61,388	4-16	2,542	.....	15,374	2,169	.....	13,273	1,600	200	200
18	New London, Conn*	Ralph Wheeler	10,537	4-16	.....	.....	2,090	.....	.....	1,891	40	b196	.....
19	Norwalk, Conn*	John S. Seymour, secretary	13,956	4-16	.....	.....	3,136	.....	.....	2,375	465	b203	.....
20	Norwich, Conn*	J. W. Crary, acting visitor	21,143	4-16	.....	.....	5,073	.....	.....	4,216	385	b196	.....
21	Stamford, Conn	N. R. Hart, chairman school committee	11,297	4-16	.....	.....	2,730	.....	74	1,757	557	b200	.....
22	Waterbury, Conn	M. S. Crosby	20,270	4-16	.....	.....	5,144	.....	41	3,738	596	b198	.....
23	Windham, Conn	George W. Melony, secretary	8,264	4-16	.....	.....	2,018	.....	58	1,293	485	b183	.....
24	Wilmington, Del*	David W. Harlan	42,478	6-21	.....	.....	.....	.....	.....	7,065	.....	203	193
25	Key West, Fla c	J. V. Harris	10,940	6-21	.....	.....	3,416	.....	.....	1,069	*450	200	151
26	Atlanta, Ga	W. F. Slaton	37,409	6-18	.....	.....	10,554	.....	.....	4,752	1,000	200	196
27	Augusta, Ga*	B. Neely	21,891	6-18	0	938	5,628	.....	.....	2,487	a1,236	184	178
28	Columbus, Ga	George M. Dews	10,123	6-18	.....	.....	3,655	0	30	1,548	275	183	178
29	Macon, Ga	B. M. Zettler	12,749	6-18	.....	.....	3,413	.....	.....	1,831	400	180	178
30	Savannah, Ga	W. H. Baker	30,709	6-18	.....	.....	7,745	.....	.....	3,155	600	185	175

31	Belleville, Ill	Emil Dapprich	13,404	6-21			4,774	0		2,127	675	210	198
32	Bloomington, Ill	Sarah E. Raymond	17,180	6-21			8,700	0	90	3,441		180	175
33	Chicago, Ill	George Howland	503,185	6-21		44,777	155,166	0	*d*1,382	*d*68,614	32,000	200	197
34	Decatur, Ill	E. A. Gastman	9,547	6-21		848	3,487	0		2,016		180	175
35	Elgin, Ill	C. F. Kimball	8,787	6-21			2,911	0	47	1,658	676	190	180
36	Freeport, Ill	C. C. Snyder	8,516	6-21		400	2,935	40	170	1,760	460		
37	Galesburg, Ill*		11,437	6-21			*a*4,254	0	108	2,035		180	177
38	Jacksonville, Ill*	D. H. Harris	10,927	6-21		1,360	3,693		256	1,895	1,200	190	188
39	Joliet, Ill*	D. H. Darling	16,149	6-21		1,625	4,641			2,023	650	200	198
40	Moline, Ill*	W. S. Mack	7,800	6-21	0	491	2,016	0	*d*160	*d*1,379	260	180	175
41	Ottawa, Ill	D. R. A. Thorp	7,834	6-21			3,254	0		1,597	273	200	196
42	Peoria, Ill*	Newton C. Dougherty	*e*30,251	6-21		2,504	9,516			4,915	1,580	200	196
43	Quincy, Ill	T. W. Macfall	27,268	6-21		2,964	9,993		78	3,801	1,750	200	196
44	Rockford, Ill	E. H. Conkling, clerk	13,129	6-21			4,658			2,289	780	200	195
45	Rock Island, Ill	S. S. Kemble	11,659	6-21		1,154	3,590		183	2,233	650	180	176
46	Springfield, Ill*	F. R. Feitshans	19,743	6-21						2,792		198	198
47	Evansville, Ind*	John Cooper	29,280	6-21						4,968		200	198
48	Fort Wayne, Ind	John S. Irwin	26,880	6-21		5,590	14,128		98	3,616	3,200	195	192
49	Indianapolis, Ind	H. S. Tarbell	75,056	6-21		4,025	30,888	0	363	13,319	1,053	190	188
50	La Fayette, Ind*	J. T. Merrill	14,860	6-21			6,474			2,986	1,200	200	190
51	Logansport, Ind	John K. Walts	11,198	6-21			3,922			1,962	900	200	194
52	Madison, Ind	J. H. Martin	8,945	6-21			3,858			1,503	750	200	196
53	Richmond, Ind	J. A. Zeller	12,742	6-21			4,975	0	79	2,298	700	180	180
54	South Bend, Ind	James Du Shane	13,280	6-21			5,247			2,064	*570	180	178
55	Terre Haute, Ind	William H. Wiley	26,042	6-21		2,475	9,695	0	278	4,516	1,000	200	197½
56	Vincennes, Ind	Edward Taylor	7,680	6-21			3,842			1,204	700	200	198
57	Cedar Rapids, Iowa	W. M. Friesner	10,104	5-21	750	98	3,848	700	50	2,536	300	180	178
58	Clinton, Iowa	Henry Sabin	9,052	5-21	325	1,126	3,329	225	169	2,203	300	190	184
59	Council Bluffs, Iowa	George L. Farnham	18,063	5-21	395	1,814	6,896	111	77	2,419	200	200	194
60	Davenport, Iowa	J. B. Young	21,831	5-21			*9,309	464	154	4,882	1,200	200	193
61	Des Moines (west side), Iowa	L. W. Parish	*f*22,408	5-21			4,412			2,875	1,000	187	187
62	Dubuque, Iowa	Thomas Hardie, secretary	22,254	5-21			10,531			3,884	2,620	200	198
63	Keokuk, Iowa	W. W. Jamieson	12,117	5-21			4,897			2,461	300	190	186
64	Muscatine, Iowa*	R. B. Huff	8,295	5-21	100	700	2,800			1,500	400	210	210
65	Ottumwa, Iowa	A. W. Stuart	9,004	5-21	255	543	3,042	140	60	2,000	200	190	187
66	Atchison, Kans	Rich. C. Meade	15,105	5-21	1,326	1,273	4,652	174	401	2,516	1,022	180	176
67	Lawrence, Kans	E. Stanley	8,510	5-21	160	757	2,868	36	103	1,935	100	160	159
68	Leavenworth, Kans	Frank A. Fitzpatrick	16,546	5-21			6,641			3,317	1,405	200	198
69	Topeka, Kans	D. C. Tillotson	15,452	5-21			5,561	0	218	3,915	250	177	
70	Covington, Ky	L. E. Baker	29,720	6-20			10,519			3,378	2,560	220	190
71	Lexington, Ky*		16,656	6-20			4,961			2,182	640	260	238
72	Louisville, Ky	George H. Tingley, jr	123,758	6-20			52,892			20,186		210	204
73	Newport, Ky	Alva T. Wiles	20,433	6-20			6,715	0	9	2,825	700	206	202
74	Paducah, Ky	D. C. Culley	8,036	6-21		560	2,096	0	49	968	200	222	205
75	New Orleans, La	William O. Rogers	216,090	6-18			61,456	0	157	24,976	5,000	187	181
76	Auburn, Me	G. T. Fletcher	9,555	4-21			3,055	*g*200	*g*350	*g*1,550	25	180	175

* From Report of the Commissioner of Education for 1881.
a In 1880.
b Average duration of school in days.
c Including Monroe County.
d In day schools only.
e Population of the township; township and city are united in one school district.
f For the entire city.
g Estimated.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882; from replies to inquiries, &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
77	Augusta, Me*	G. T. Fletcher *a*	8,665	4–21	.....	.....	2,342	.....	.....	1,220	200	180	175
78	Bangor, Me	S. P. Bradbury, school agent	16,856	5–21	193	143	5,390	.....	.....	3,072	*150	180	180
79	Bath, Me*	George E. Hughes	7,874	4–21	.....	.....	2,836	.....	.....	1,836	50	195	190
80	Biddeford, Me	James Burrier	12,651	4–21	404	948	4,210	.....	.....	1,874	400	190	184
81	Lewiston, Me	Abner J. Phipps, PH. D	19,083	4–21	668	1,963	6,408	*b*150	*b*208	*b*2,538	500	187½	183
82	Portland, Me	Thomas Tash	33,810	4–21	1,314	3,196	10,973	600	437	6,737	1,200	190	190
83	Rockland, Me*	F. W. Smith, chairman	7,599	4–21	.....	.....	2,186	.....	.....	1,448	0	165	162
84	Baltimore, Md	Henry A. Wise	332,313	6–21	.....	.....	86,961	.....	.....	48,277	14,500	203	202
85	Frederick, Md	D. T. Lakin, secretary of county schools	8,659	6–21	.....	.....	.....	.....	.....	1,055	280	160	150
86	Attleboro', Mass	George A. Adams, chairman school committee.	11,111	5–15	.....	.....	*c*1,991	.....	.....	2,082	60	*d*170	.....
87	Beverly, Mass	.....	8,456	5–15	.....	.....	*c*1,454	.....	.....	1,421	52	*d*192	.....
88	Boston, Mass	Edwin P. Seaver	362,839	5–15	.....	.....	64,426	.....	.....	*e*60,000	7,000	206	203
89	Brockton, Mass*	B. Sanford, secretary	13,608	5–15	.....	.....	*f*2,278	.....	.....	2,444	.....	200	197
90	Brookline, Mass	D. H. Daniels	8,057	5–15	.....	.....	1,346	.....	.....	1,574	150	235	235
91	Cambridge, Mass	Francis Cogswell	52,669	5–15	.....	.....	10,370	.....	.....	9,395	1,752	.....	.....
92	Chelsea, Mass*	J. Kimball	21,782	5–15	.....	.....	3,884	.....	.....	4,433	400	200	195
93	Chicopee, Mass	J. T. Clarke	11,286	5–15	354	.....	2,084	.....	.....	1,475	1,032	200	188
94	Clinton, Mass	J. T. Dame, chairman	8,029	5–15	.....	.....	1,751	.....	.....	1,714	100	200	.....
95	Fall River, Mass*	William Connell, jr	48,961	5–15	.....	.....	*f*9,763	.....	.....	9,363	831	.....	.....
96	Fitchburg, Mass	Joseph G. Edgerly	12,429	5–15	263	.....	2,508	*b*278	*b*101	*b*2,785	0	195	192
97	Gloucester, Mass	M. L. Hawley	19,329	5–15	413	.....	4,119	180	115	4,038	75	200	194
98	Haverhill, Mass	.....	18,472	5–15	.....	.....	*c*3,528	.....	.....	3,420	60	*d*188	.....
99	Holyoke, Mass	Edwin L. Kirtland	21,915	5–15	507	.....	5,017	*b*433	*b*83	*b*3,465	2,149	200	192
100	Lawrence, Mass*	J. L. Brewster	39,151	5–15	.....	.....	7,143	.....	.....	5,791	1,400	200	197
101	Lowell, Mass	Charles Morrill	59,475	5–15	*e*2,000	.....	*e*12,000	1,425	.....	9,938	1,460	200	195
102	Lynn, Mass	O. B. Bruce	38,274	5–15	912	.....	6,482	*b*413	*b*89	*b*6,007	525	200	195
103	Malden, Mass	W. H. Lambert	12,017	5–15	.....	.....	2,477	.....	.....	2,280	400	200	197
104	Marlborough, Mass	W. D. Burdett, chairman	10,127	5–15	.....	.....	2,167	.....	.....	2,365	336	180	180
105	Medford, Mass*	J. A. Hervey	7,573	5–15	.....	.....	*f*1,204	105	115	1,340	40	200	192
106	Milford, Mass	William E. Hatch	9,310	5–15	.....	.....	*c*1,870	.....	.....	2,203	40	*d*180	.....

107	Natick, Mass		8,479	5-15			*c*1,619			1,709		*d*162	
108	New Bedford, Mass*	Henry F. Harrington	26,845	5-15			*f*4,083			*b*4,449	328		
109	Newburyport, Mass	Stephen Collins, secretary school committee	13,538	5-15			2,611			2,216	2,092	207	194½
110	Newton, Mass	John E. Kimball	16,995	5-15			3,458			*b*3,759		200	192
111	North Adams, Mass	A. D. Miner	10,191	5-15			2,348			2,473	12	195	190
112	Northampton, Mass	George B. Drury	12,172	5-15			2,204			2,238	120	175	*g*172
113	Peabody, Mass*	W. G. Sperry, secretary school committee	9,028	5-15			*f*1,730			1,669	30		
114	Pittsfield, Mass*	W. B. Rice	13,364	5-15	282		2,611	306	91	2,783	150	200	200
115	Quincy, Mass*	Sylvester Brown	10,570	5-15			*f*1,948			2,037	65		
116	Salem, Mass		27,563	5-15			*c*4,900			3,464	1,220	*d*204	
117	Somerville, Mass	J. H. Davis	24,933	5-15			5,102			5,576	500	200	191
118	Springfield, Mass	A. P. Stone	33,340	5-15			6,452			6,626	475	200	200
119	Taunton, Mass	W. W. Waterman	21,213	5-15	356		3,867	*b*288	*b*94	*b*4,004	126	195	195
120	Waltham, Mass		11,712	5-15			*c*2,283			2,392	12	*d*183⅝	
121	Westfield, Mass		7,987	5-15			*c*1,389			1,591	65	*d*180	
122	Weymouth, Mass	G. C. Fisher	10,570	5-15			*c*2,040			2,175	20	*d*200	
123	Woburn, Mass	E. H. Davis	10,931	5-15			2,300	267	223	2,428	50	200	200
124	Worcester, Mass	A. P. Marble	58,291	5-15			12,286	1,200	400	11,837	1,500	200	195
125	Adrian, Mich	W. J. Cocker, A. M	7,849	5-20	175	479	2,605			1,446	575	200	190½
126	Ann Arbor, Mich	W. S. Perry	8,061	5-20	239	706	2,721			1,992	200	200	198
127	Bay City, Mich*	I. W. Morley	20,693	5-20			5,953			2,991	500	200	194
128	Detroit, Mich	J. M. B. Sill	116,340	5-20	200	9,584	40,210	*b*200	*b*500	*b*17,272	7,219	200	196
129	East Saginaw, Mich	Joseph C. Jones	19,016	5-20	496	1,385	7,040	0	115	3,476	475	200	189
130	Flint, Mich	M. T. Gass	8,409	5-20			2,443			1,884	127	200	195½
131	Grand Rapids, Mich	A. J. Daniels *h*	32,016	5-20	1,075	1,905	11,298	595	222	6,576	1,000	200	193
132	Muskegon, Mich	C. L. Houseman	11,262	5-20			4,007			2,360	500	200	196
133	Port Huron, Mich	Henry J. Robeson	8,883	5-20			3,300	0		1,875	300	200	196
134	Saginaw, Mich	Cyrus B. Thomas	10,525	5-20	250	455	3,577	0	40	2,072	500	200	192
135	Minneapolis, Minn	O. V. Tousley	46,887	6-21		7,700	17,700	873	605	7,750	800	190	185
136	St. Paul, Minn	B. F. Wright	41,473	6-21						6,725	3,610	200	198
137	Winona, Minn	James McNaughton	10,208	5-21			*2,360	216	107	1,805	220	198	196
138	Vicksburg, Miss	H. T. Moore	11,814	5-21			3,671			1,220	500	180	177
139	Hannibal, Mo*	W. C. Foreman	11,074	6-20		750	3,796		85	2,095	300	195	190
140	Kansas City, Mo	J. M. Greenwood	55,785	6-20			20,018		534	8,442		180	176
141	St. Joseph, Mo	Edward B. Neely	32,431	6-20		2,357	10,837	0	140	4,332	65	200	197
142	St. Louis, Mo	Edward H. Long	350,518	6-20		24,412	106,372	*a*3,159	*b*1,034	*b*53,050	21,000	200	192
143	Sedalia, Mo	D. R. Cully	9,561	6-20		549	3,664		78	2,492		300	180	179
144	Lincoln, Nebr*	J. M. Scott	13,003	5-21			2,965			1,772		100	180	176
145	Omaha, Nebr	H. M. James	30,518	5-21	736	1,200	8,110	199	56	4,118	1,234	201	201
146	Virginia City, Nev	T. B. Gray, county superintendent	10,917	6-21			2,207			1,854	342	204	204
147	Dover, N. H*	Gilman C. Fisher *i*	11,687	5-15	438		2,329	188	150	2,029	90	169	167
148	Manchester, N. H	William E. Buck	32,630	5-15			*f*5,460			*b*4,095	3,260	195	182
149	Nashua, N. H*	S. Arthur Bent	13,397	5-15				201	128	2,606	20	180	
150	Portsmouth, N. H	John Pender, secretary	9,690	5-			2,260			1,910	150		
151	Bridgeton, N. J *j*	J. Moore	8,722	5-18	229	114	2,292	138	24	1,542	170	198	192
152	Camden, N. J	Henry L. Bonsall	41,659	5-18			12,558			8,466	771	210	

* From Report of the Commissioner of Education for 1881.
a Has since become superintendent of schools at Auburn, Me.
b In day schools only.
c Census of 1881.
d Average duration of school in days.
e Estimated.
f In 1880.
g In high school, 197 days.
h Succeeded by I. N. Mitchell, who furnishes the above report.
i Succeeded by Channing P. Folsom.
j These statistics are from a return for the year 1881.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882; from replies to inquiries, &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
153	Elizabeth, N. J	J. Aug. Dix	28,229	5-18			7,858	*a*190	*a*132	*a*3,501	2,850	205	198
154	Hoboken, N. J	David E. Rue	30,999	5-18			10,398	371	47	5,504	1,487	202	200
155	Jersey City, N. J	William L. Dickinson	120,722	5-18			47,552	1,503	380	21,373	13,200	200	200
156	Millville, N. J	J. A. Bolard	7,660	5-18			2,494			1,600	30	215	205
157	Newark, N. J*	W. N. Barringer	136,508	5-18			41,861	227	264	18,626	*b*6,596	210	205
158	New Brunswick, N. J	Henry B. Pierce	17,166	5-18	*c*485	*c*970	6,305	256	81	2,531	1,200	210	201
159	Orange, N. J	U. W. Cutts	13,207	5-18			3,890	70	16	1,659	1,000	205	200
160	Paterson, N. J	E. V. De Graff *d*	51,031	5-18	1,814	150	16,022	*a*953	*a*79	*a*8,418	1,500	200	196
161	Plainfield, N. J	J. Kirkner	8,125	5-18			2,248		54	1,278	300	200	200
162	Trenton, N. J	Cornelius Shepherd	29,910	5-18			7,776			3,838	1,002	200	
163	Albany, N. Y	Charles W. Cole	90,758	5-21	4,225	11,178	35,411	1,193	916	13,984	5,000	205	199
164	Auburn, N. Y	B. B. Snow	21,924	5-21	444	2,218	7,389			3,238	1,200	200	193
165	Binghamton, N. Y	M. W. Scott	17,317	5-21	300	1,378	4,778	253	102	3,000	528	200	195
166	Brooklyn, N. Y	Calvin Patterson	566,663	5-21			*ce*181,083			*a*92,197	*e*50,000	202	202
167	Buffalo, N. Y	J. F. Crooker	155,134	5-21			*ce*56,000			*f*20,687	*e*9,628		
168	Cohoes, N. Y	A. J. Robb	19,416	5-21			8,624			3,671	600	205	203
169	Elmira, N. Y	C. B. Tompkins	20,541	5-21	383	1,618	6,233	176	135	3,959	631	200	193
170	Hudson, N. Y	William P. Snyder	8,670	5-20			3,260	102	56	1,620	680	220	203
171	Ithaca, N. Y	L. C. Foster	9,105	5-21	197	898	2,780	67	181	1,946	75	194	194
172	Kingston, N. Y *g*	Charles M. Ryon	*h*18,344	5-21			2,779			1,660	*e*197		
173	Lockport, N. Y	Arthur A. Skinner	13,522	5-21			*e*4,185	218	324	2,610	500	200	194
174	Long Island City, N. Y*	C. W. Gould	17,129	5-21			5,717			3,837		215	201
175	Newburgh, N. Y*	R. V. K. Montfort	18,049	5-21			*e*5,897			3,325	701	201	200
176	New York, N. Y	John Jasper	1,206,299	5-21			397,000				40,000	202	202
177	Oswego, N. Y	Virgil C. Douglas	21,116	5-21			7,996			3,551	1,318	195	194
178	Plattsburgh, N. Y*	Fox Holden	8,283	5-21			2,160			1,371	80	200	
179	Poughkeepsie, N. Y	Edward Burgess	20,207	5-21	*i*390	*i*1,807	*i*6,002	215	14	3,009	*828	201	198½
180	Rochester, N. Y	S. A. Ellis	89,366	5-21			37,000			13,381	3,500	200	196
181	Rome, N. Y	J. A. Barringer	12,194	5-21	294	695	3,129	195	361	1,810	365	205	197
182	Saratoga Springs, N. Y*	L. S. Packard	8,421	5-21	165	825	2,639	*a*102	*a*510	*a*1,634	319	210	200

183	Syracuse, N. Y	Edward Smith	51,792	5–21	c462	c5,022	19,710			9,447	1,176	197	197
184	Utica, N. Y	A. McMillan	33,914	5–21		3,541	12,521		967	5,578	1,700	200	196
185	Raleigh, N. C*	John Duckett, county superintendent	9,265	6–21			j4,388			j1,778	j250	j200	j196
186	Akron, Ohio*	Samuel Findley	16,512	6–21	0	993	4,719	0	233	3,195	750	200	194
187	Canton, Ohio	J. H. Lehman	12,258	6–21		943	5,561		175	3,139	600	200	194
188	Chillicothe, Ohio	William Richardson	10,938	6–21		961	3,471	0	130	1,916	300	190	187
189	Cincinnati, Ohio	John B. Peaslee	255,139	6–21		20,685	83,812		a1,436	a32,818	16,395	220	200
190	Cleveland, Ohio*	Andrew J. Rickoff k	160,146	6–21		10,993	52,412		411	24,836	9,865	196	195
191	Columbus, Ohio	R. W. Stevenson	51,647	6–21		3,562	16,531	0	174	8,433	1,800	200	193
192	Dayton, Ohio	John Hancock	38,678	6–21		2,468	12,166		a189	a6,198	2,027	200	195
193	Fremont, Ohio*	W. W. Ross	8,446	6–21		561	2,351		82	1,040	450	190	185
194	Hamilton, Ohio	LeRoy D. Brown	12,122	6–21		1,427	5,212	0	95	2,043	1,000	200	
195	Newark, Ohio*	J. C. Hartzler	9,600	6–21	0	1,180	3,889	0	132	1,853	300	190	183
196	Portsmouth, Ohio	J. A. I. Lowes	11,321	6–21			e3,734	0	92	2,262	e200	190	188
197	Sandusky, Ohio	Alston Ellis	15,838	6–21		1,813	6,340		240	2,565	900	200	192
198	Springfield, Ohio*	W. J. White	20,730	6–21		1,558	6,352		187	3,134	b800	195	193
199	Steubenville, Ohio	Henry Ney Mertz	12,093	6–21		2,936	6,435	0		2,380	632	200	196
200	Tiffin, Ohio	J. W. Knott	7,879	6–21		492	3,195	0	102	1,323	700	200	195
201	Toledo, Ohio	John W. Dowd	50,137	6–21			17,579			7,826	3,000	200	195
202	Zanesville, Ohio*	W. D. Lash	18,113	6–21			5,930			3,061	500	200	197
203	Portland, Oreg	T. H. Crawford	17,577	4–20	625		6,021	0		3,258	395	200	200
204	Allegheny, Pa	John Morrow	78,682	6–21						12,561	2,000	200	196
205	Allentown, Pa	L. B. Landis	18,063	6–21			e4,500			3,583	e500	209	194
206	Altoona, Pa	D. S. Keith	19,710	6–21					76	3,126	900	198	187
207	Bradford, Pa	George F. Stone	9,197	6–21						1,581	400	220	219
208	Carbondale, Pa	John J. Forbes	7,714	6–21			2,500			1,780	150	198	190
209	Chester, Pa	Charles F. Foster	14,997	6–21				0		2,509	300	200	195
210	Columbia, Pa	B. G. Ames	8,312	6–21						1,515		198	194
211	Danville, Pa		8,346	6–21						1,709	e75	176	
212	Easton, Pa*	William W. Cottingham	11,924	6–21						2,291			
213	Erie, Pa	H. S. Jones	27,737	6–21			e8,319		258	4,658	2,000	200	195
214	Harrisburg, Pa	L. O. Foose	30,762	6–21				0	110	5,795	450	220	197
215	Johnstown, Pa	T. B. Johnston	8,380	6–21						1,695	820	176	
216	Lancaster, Pa	R. K. Buehle	25,769	6–21						4,500	1,000	200	
217	Lebanon, Pa	J. T. Nitrauer	8,778	6–21		425	2,425		52	1,673	350	187	187
218	McKeesport, Pa	T. F. Newlin	8,212	6–21						1,434	250		
219	Meadville, Pa	Henry R. Roth	8,860	6–21						1,800	195	180	157
220	New Castle, Pa*	S. B. Donaldson	8,418	6–18					60	1,560	40	176	166
221	Norristown, Pa	Jos. K. Gotwals	13,063	6–21		1,350	4,050	0	140	2,225	300	215	200
222	Philadelphia, Pa*	Henry W. Halliwell, secretary l	847,170	6–						102,185		208	208
223	Pittsburgh, Pa*	George J. Luckey	156,389							26,816	bc12,000		
224	Pottsville, Pa	B. F. Patterson	13,253	6–21		c1,500	c4,500		30	2,811	200	200	200
225	Reading, Pa*	Samuel A. Baer	43,278	6–21		c4,000	13,697				960	208	189
226	Scranton, Pa	Joseph Roney	45,850	6–21		c5,000	c15,000		a183	a9,014	2,000	220	220
227	Shamokin, Pa	W. F. Harpel	8,184	6–21		925	2,917		25	1,817	420	198	181
228	Shenandoah, Pa	G. W. Bartch	10,147	6–21		c1,100	a3,400		60	2,182		195	184

* From Report of the Commissioner of Education for 1881.
a In day schools only.
b In 1879.
c Estimated.
d Succeeded by C. E. Meleney, who furnishes the above report.
e For 1880.
f For term ending December 22, 1882.
g These statistics are for the Kingston school district only.
h For the entire city.
i Census of 1877.
j In city and county.
k Succeeded by B. A. Hinsdale.
l Succeeded by James MacAlister, of Milwaukee.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882; from replies to inquiries, &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
229	Titusville, Pa*	R. M. Streeter	9,046	6-21	.....	.....	.....	0	10	1,479	.....	200	200
230	Wilkes-Barre, Pa	A. W. Potter, principal third district	23,339	6-21	.....	.....	.....	.....	.....	5,001	1,400	200	199
231	Williamsport, Pa	S. Transeau	18,934	6-21	.....	860	4,985	0	204	3,489	1,250	189	186
232	York, Pa	W. H. Shelley	13,940	6-21	.....	250	2,650	.....	50	2,350	300	180	176
233	Newport, R. I	George A. Littlefield	15,693	5-16	.....	.....	3,473	a105	a114	a2,146	825	200	194
234	Pawtucket, R. I	Andrew Jencks	19,030	5-	.....	.....	b3,262	.....	.....	3,116	300	200	196
235	Providence, R. I	Daniel Leach	104,857	5-16	.....	.....	22,062	.....	.....	13,140	4,147	200	181
236	Warwick, R. I	J. Torrey Smith	12,164	5-16	.....	.....	2,537	.....	.....	2,050	73	.....	.....
237	Woonsocket, R. I	Eugene E. Thomas	16,050	5-16	.....	.....	2,173	.....	.....	2,824	656	200	192
238	Charleston, S. C	William Simons	49,984	6-16	.....	.....	c12,727	.....	.....	5,904	.....	200	200
239	Chattanooga, Tenn	H. D. Wyatt	12,892	6-21	.....	.....	3,408	.....	d200	2,580	350	180	164½
240	Knoxville, Tenn	Albert Ruth	9,693	6-21	.....	.....	3,044	.....	137	2,137	100	200	189½
241	Memphis, Tenn	Charles H. Collier	33,592	6-21	.....	.....	11,200	.....	.....	3,943	.....	172	165
242	Nashville, Tenn	S. Y. Caldwell	43,350	6-21	.....	3,804	13,160	0	465	6,045	500	195	185
243	Galveston, Tex	W. M. Crow	22,248	6-18	.....	.....	5,108	.....	.....	2,150	.....	196	184
244	Houston, Tex	W. H. Foute	16,513	8-18	.....	.....	2,861	.....	.....	1,796	350	180	172
245	Burlington, Vt*	H. O. Wheeler	11,365	5-20	.....	.....	.....	.....	.....	1,425	1,000	.....	.....
246	Alexandria, Va	W. F. Carne	13,659	6-21	.....	1,361	4,582	78	42	1,520	1,100	193	193
247	Lynchburg, Va	E. C. Glass	15,959	5-21	337	1,371	4,907	0	120	2,182	300	198	196
248	Norfolk, Va	C. S. Blackwell	21,966	5-21	.....	.....	6,917	.....	.....	1,524	4,000	190	180
249	Petersburg, Va*	Richard E. Hardaway	21,655	5-21	275	1,818	7,203	.....	.....	2,083	1,200	190	185
250	Portsmouth, Va	G. F. Edwards	11,390	5-21	298	667	3,210	.....	.....	1,010	*819	.....	198
251	Richmond, Va	E. M. Garnett	63,600	5-21	1,557	5,497	21,536	.....	.....	6,950	b3,500	183	173
252	Wheeling, W. Va	John M. Birch	30,737	6-21	.....	.....	9,986	.....	.....	4,881	1,000	200	196
253	Appleton, Wis	A. H. Conkey	8,005	4-20	.....	.....	3,168	.....	.....	1,815	360	168	.....
254	Fond du Lac, Wis	C. A. Hutchins	13,094	4-20	.....	.....	5,076	124	70	2,039	500	200	200
255	Janesville, Wis	R. W. Burton	9,018	4-20	1,200	225	3,632	300	132	1,638	265	190	180
256	La Crosse, Wis	Albert Hardy	14,505	4-20	.....	.....	4,627	.....	.....	3,088	600	200	196
257	Madison, Wis*	Samuel Shaw	10,324	4-20	.....	.....	3,517	.....	.....	1,925	600	185	180

258	Milwaukee, Wis	William E. Anderson	115,587	4–20	.....	.....	42,094	.....	.....	a18,596	10,470	199	198
259	Oshkosh, Wis	George H. Read	15,748	4–20	.....	.....	6,375	.....	.....	2,392	1,011	200	195
260	Racine, Wis	H. G. Winslow	16,031	4–20	.....	.....	6,867	.....	.....	2,562	1,061	200	200
261	Watertown, Wis*	C. F. Viebahn	7,883	4–20	.....	.....	3,462	.....	.....	1,084	800	200	196
262	Georgetown, D. C*e*	J. Ormond Wilson	108,688	*f*6–17	.....	1,863	27,142	0	457	17,306	5,000	198	186
263	Washington, D. C*e*												

* From Report of the Commissioner of Education for 1881.
a In day schools only.
b In 1880.
c Census of 1877.
d Estimated.
e These statistics are for white schools only; for those in which colored schools are included, see Table I.
f Inclusive.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1882, *&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	Little Rock, Ark*	4	3	2	....	....	9	....	....	....	....	....	....	....	1,750	....	....	....	13	4	12	3	3
2	Los Angeles, Cal*	8	6	....	....	....	14	....	....	1,010	550	120	....	....	1,680	....	....	2	17	1	11	1	2
3	Oakland, Cal	9	6	1	....	....	16	....	....	3,823	2,184	340	....	a48	6,347	....	....	....	73	6	44	3	6
4	San Francisco, Cal	51	16	3	....	....	70	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
5	San José, Cal	....	....	....	....	....	6	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
6	Stockton, Cal	....	....	....	....	....	8	....	....	1,426	340	92	....	....	1,858	....	....	b4	b27	....	....	2	....
7	Denver, Colo. (⅝ of city)*	....	....	....	....	....	7	....	....	....	....	....	....	....	3,000	....	....	....	....	....	....	....	....
8	Leadville, Colo*	....	....	....	....	....	5	....	....	950	360	90	....	....	1,400	....	....	....	15	2	7	2	....
9	Bridgeport, Conn	....	....	....	....	....	14	....	....	....	....	....	....	....	4,384	....	....	....	b84	2	....	1	4
10	Danbury, Conn	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
11	Derby, Conn*	....	....	....	....	....	9	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
12	Greenwich, Conn	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
13	Hartford, Conn	....	....	....	....	....	16	....	....	....	....	....	....	....	6,365	....	....	....	....	....	....	....	....	....
14	Meriden, Conn	....	....	....	....	....	13	....	....	....	....	....	....	....	2,583	....	....	....	....	....	....	....	....	....
15	Middletown, Conn	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
16	New Britain, Conn	....	....	....	....	....	10	....	....	1,236	548	89	....	....	1,873	....	....	....	18	....	14	2	2
17	New Haven, Conn	(30)		1	....	....	31	....	....	5,550	4,200	432	....	....	10,182	....	....	....	....	....	....	....	....
18	New London, Conn*	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
19	Norwalk, Conn*	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
20	Norwich, Conn*	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
21	Stamford, Conn	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
22	Waterbury, Conn	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
23	Windham, Conn	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
24	Wilmington, Del*	....	....	....	....	....	19	....	....	....	....	....	....	....	5,864	....	....	....	....	....	....	....	....	....
25	Key West, Fla c	....	....	....	....	....	*6	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
26	Atlanta, Ga	....	....	....	....	....	9	....	....	....	....	....	....	....	4,800	....	....	....	....	....	....	....	....	....
27	Augusta, Ga*	8	....	....	....	....	8	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
28	Columbus, Ga	(7)		....	....	....	7	....	....	912	370	....	....	....	1,282	....	....	0	15	5	7	....	....
29	Macon, Ga	....	....	....	....	....	8	....	....	....	....	....	....	....	1,420	....	....	....	....	....	....	....	....	....
30	Savannah, Ga	....	....	....	....	....	7	....	....	1,900	1,200	250	....	....	3,350	....	....	....	31	5	16	3	2

31	Belleville, Ill						4			*1,400	*600				*2,000										
32	Bloomington, Ill						10								3,100										
33	Chicago, Ill		(64)		3		67			(53,392)		1,393			54,785			0	674	25	249	17	17	
34	Decatur, Ill		(5)		1		6			1,148	444	192			1,784			0	16	2	7	3	3	
35	Elgin, Ill	5	1	1			7	7	14	1,020	146	90			1,256			0	20	0	3	1	1	
36	Freeport, Ill						6								2,000										
37	Galesburg, Ill*						7								1,900				19		13	1	2	
38	Jacksonville, Ill*	7					7			1,100	300	130			1,530	1,000	2,530		22	1	8	3	3	
39	Joliet, Ill*	6	2	1	0	0	9	*d*4	*d*13	1,600	230	100	0	0	1,930	*d*600	*d*2,530	0	32	0	8	1	2	
40	Moline, Ill*								3	726	296	90		96	1,208	270	1,478		13	1	5		2	
41	Ottawa, Ill		(7)		1		8			(1,650)		200			1,850				16	3	11	3	4	
42	Peoria, Ill*	9	5	1			15								4,306				46	4	25	3	3	
43	Quincy, Ill						9								3,221			1	44	1	9	2	3	
44	Rockford, Ill						*10			1,850	450	200			2,500									
45	Rock Island, Ill	7	3	1			11			1,230	640	116			1,986	430	2,416		20		15	1	3	
46	Springfield, Ill*						6								2,300									
47	Evansville, Ind*						13								5,000									
48	Fort Wayne, Ind		8	1			9	16	25	2,182	1,342	258	190		3,972	3,600	7,572		48	4	35	2	4	
49	Indianapolis, Ind		(27)	1	1		29			(10,200)		540	15		10,755			*b*4	*b*200			7	8	
50	La Fayette, Ind*						6			1,000					1,000			2	17	2	16	6	6	
51	Logansport, Ind						6			1,000	570	90			1,660				19	4	8	1	2	
52	Madison, Ind				0	0	7						0	0	*1,800			1	18	2	8	2	3	
53	Richmond, Ind		(8)	1	0	0	9			(1,928)		117	0	0	2,045			0	29		17	2	2	
54	South Bend, Ind		(6)	1			7			900	800	300			2,000			1	20	4	12	2	2	
55	Terre Haute, Ind		(10)	1	0	0	11			(3,624)		276	0	0	3,900			1	40	8	30	1	5	
56	Vincennes, Ind						4								854									
57	Cedar Rapids, Iowa	4	5				9	2	11	1,511	407	106			2,024	300	2,324		27		10		3	
58	Clinton, Iowa	3	2	1			6			1,011	534	100			1,645				21		11		4	
59	Council Bluffs, Iowa						12	2	14	1,120	450	110			1,680	200	1,880	1	28		10		3	
60	Davenport, Iowa	1	9	1	1	1	13			2,530	1,264	256	18	196	4,264				46	6	21	1	3	
61	Des Moines (west side), Iowa						6								2,414									
62	Dubuque, Iowa						9								3,550			3	34	4	25	3	3	
63	Keokuk, Iowa						8								2,245									
64	Muscatine, Iowa*	3	3	1			7								1,550									
65	Ottumwa, Iowa						3			850	560	90			1,500	200	1,700		14		10		2	
66	Atchison, Kans						5								1,650									
67	Lawrence, Kans						10								1,439			1	12	3	5	1	2	
68	Leavenworth, Kans	4	2	1			7								2,800				24	2	10	2	2	
69	Topeka, Kans		(12)	1			13			(2,787)		90			2,877			1	27	7	9	1	1	
70	Covington, Ky		(5)	1			6								4,000				30	5	27	3	2	
71	Lexington, Ky*																							
72	Louisville, Ky		(27)	2	1		30											*b*21	*b*287			9	9	
73	Newport, Ky						5			1,800	650	60			2,510			1	30	3	9	0	2	
74	Paducah, Ky						5			650	250	65			965			0	9	2	2	1	1	
75	New Orleans, La		(50)	2			52												274	19	100	4	5	
76	Auburn, Me	*e*24	5	1			30			*e*1,300	750	150			2,200				17		12	2	2	
77	Augusta, Me*		26				26								2,000									
78	Bangor, Me						35								4,050									

* From Report of the Commissioner of Education for 1881.
a Used also for day schools.
b In primary and grammar schools.
c Including Monroe County.
d Estimated.
e Includes all rural schools.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882, &c.*—Continued.

	City.	Number of school buildings for—								Number of sittings for study in—								Number of teachers in—					
																		Primary schools.		Grammar schools.		High schools.	
		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.	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
79	Bath, Me*	11	4	1	....	....	16	.....	.....	.....	.....	.....	.....	.....	3,300	.....	.....	....	.....	.....	.....	.....	.....
80	Biddeford, Me	22	3	1	....	....	26	.....	.....	.....	.....	.....	.....	.....	1,835	.....	.....	....	.....	.....	.....	.....	.....
81	Lewiston, Me						29	.....	.....														
82	Portland, Me	14	6	1	....	....	21	.....	.....	4,116	1,736	474	.....	.....	6,326	.....	.....	....	86	5	30	4	8
83	Rockland, Me*	11	....	....	....	....	11	.....	.....	.....	.....	.....	.....	.....	1,700	.....	.....	0	21	2	4	1	2
84	Baltimore, Md	30	20	3	*a*5	*b*8	66	.....	.....	*c*21,025	*c*12,265	1,655	.....	.....	34,945	.....	.....	....	348	33	225	17	19
85	Frederick, Md	....	....	....	....	....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....
86	Attleboro', Mass	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....
87	Beverly, Mass	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....
88	Boston, Mass	100	50	8	1	....	159	.....	.....	23,500	30,567	3,513	150	.....	57,730	.....	.....	....	422	89	531	43	41
89	Brockton, Mass*	....	....	....	....	....	21	.....	.....	.....	.....	.....	.....	.....	2,560	.....	.....	....	.....	.....	.....	.....	.....
90	Brookline, Mass	6	5	1	....	....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	17	1	14	2	2
91	Cambridge, Mass	21	8	1	....	....	30	.....	.....	*d*4,500	*d*4,100	*d*500	*d*24	.....	*d*9,124	.....	.....	....	90	7	90	5	7
92	Chelsea, Mass*	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....
93	Chicopee, Mass	6	5	2	....	....	13	3	16	576	480	120	.....	.....	1,176	1,000	2,176	....	22	....	8	2	2
94	Clinton, Mass	....	....	....	....	....	9	.....	.....	1,064	448	70	.....	50	1,632	100	1,732	....	19	....	8	1	1
95	Fall River, Mass*	....	....	....	....	....	33	.....	.....	.....	.....	.....	.....	.....	7,754	.....	.....	....	.....	.....	.....	.....	.....
96	Fitchburg, Mass	(17)		1	0	0	18	.....	.....	(2,888)		190	0	50	3,128	.....	.....	0	23	3	24	3	2
97	Gloucester, Mass	11	10	1	....	....	22	2	24	1,985	2,064	197	.....	.....	4,246	.....	.....	....	40	1	47	2	3
98	Haverhill, Mass	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	*d*3,045	.....	.....	....	.....	.....	.....	.....	.....
99	Holyoke, Mass	9	3	1	....	2	15	4	19	1,691	700	118	.....	100	2,609	1,750	4,359	....	38	5	18	2	3
100	Lawrence, Mass*	....	....	....	....	....	20	.....	.....	.....	.....	.....	.....	.....	5,000	.....	.....	....	.....	.....	.....	.....	.....
101	Lowell, Mass	(40)		1	....	....	41	.....	.....	4,402	3,253	382	.....	.....	8,037	.....	.....	0	83	8	62	2	8
102	Lynn, Mass	23	6	1	....	....	30	2	32	3,120	2,764	300	.....	.....	6,184	480	6,664	....	54	5	49	3	6
103	Malden, Mass	6	3	1	....	....	10	.....	.....	1,694	720	115	.....	.....	2,529	.....	.....	....	25	....	18	2	3
104	Marlborough, Mass	12	1	....	....	....	13	2	15	1,260	1,200	100	.....	.....	2,560	200	2,760	....	21	1	22	2	1
105	Medford, Mass*	....	....	....	....	....	10	.....	.....	.....	.....	.....	.....	.....	1,500	.....	.....	....	.....	.....	.....	.....	.....
106	Milford, Mass	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....
107	Natick, Mass	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....	.....	.....	.....

108	New Bedford, Mass*						23																		
109	Newburyport, Mass															2,236									
110	Newton, Mass	(12) 4		1		2	19			2,710	1,286	300		100	4,396			0	50	10	12	3	8		
111	North Adams, Mass	11	3	2			16			1,300	800	200			2,300			1	29		8	(3)			
112	Northampton, Mass						26			1,270	695	165	*e*320	90	2,540										
113	Peabody, Mass*																								
114	Pittsfield, Mass*						27								2,313										
115	Quincy, Mass*																								
116	Salem, Mass																								
117	Somerville, Mass						19			2,123	2,800	275			5,203										
118	Springfield, Mass	18	7	1			26	8	34	2,849	2,285	412		235	5,781	500	6,281		57	7	42	3	6		
119	Taunton, Mass	24	5	1		1	31	2	33	2,347	994	200		260	3,801	160	3,961	0	45	4	23	2	2		
120	Waltham, Mass						*d*12								*d*2,238										
121	Westfield, Mass																								
122	Weymouth, Mass																								
123	Woburn, Mass	12	7	1			20	1	21	1,450	1,150	150			2,750	50	2,800		31	3	15	1	3		
124	Worcester, Mass	7	32	1			40			5,730	4,096	502			10,328				109	14	86	5	8		
125	Adrian, Mich						5	5	10						*d*1,613				13		11	2	3		
126	Ann Arbor, Mich	3	2	1			6	3	9	800	550	280			1,630				15		12	6	4		
127	Bay City, Mich*	3	3	1			7			1,760	650	190			2,600				29	1	12	1	5		
128	Detroit, Mich						28								*13,110			1	149	4	92	4	18		
129	East Saginaw, Mich						11	3	14	1,850	936	225	0	110	*f*3,011	425	3,436	0	35	3	15	2	3		
130	Flint, Mich	(6)		1			7			*940	*620	*210			*1,770				16	1	16	1	4		
131	Grand Rapids, Mich	(16)		1			17			3,342	1,865	305			5,512										
132	Muskegon, Mich						9								2,500				34		8	1	2		
133	Port Huron, Mich						5					75			1,500				19		6	1	1		
134	Saginaw, Mich						6	3	9						1,665			1	19	1	7	1	2		
135	Minneapolis, Minn						15								6,100				61	2	70	2	7		
136	St. Paul, Minn	9	7	1		3	*f*17								6,060			3	68	5	43	5	5		
137	Winona, Minn						3	3	6	1,000	736	90			1,826	300	2,126		18		14	1	5		
138	Vicksburg, Miss	(2)					2								1,100										
139	Hannibal, Mo*	2	6				8			(1,590)					1,590				19	6	4				
140	Kansas City, Mo						13								6,400										
141	St. Joseph, Mo	(16)		1			17			2,055	1,315	240			3,610			1	41	4	14	3	2		
142	St. Louis, Mo	(76)		2	1	16	95			32,788	8,992	750	200	3,300	46,030			19	656	62	226	12	15		
143	Sedalia, Mo						5			1,080	600	110			1,790			2	13	3	6	1	1		
144	Lincoln, Nebr*	9	2	1			12			1,600	70	80			1,750										
145	Omaha, Nebr	5	4	1			10			3,070	1,048	110		50	4,278			0	54	2	19	3	3		
146	Virginia City, Nev	1	2	1			4												17	2	6	1	1		
147	Dover, N. H*	9	8	1			18			1,152	630	110		150	2,042	90	2,132		24	2	12	1	2		
148	Manchester, N. H						24								3,645				*g*56	4	12	2	4		
149	Nashua, N. H*						17								*d*2,140										
150	Portsmouth, N. H	3	9	1			13												11	5	14	1	3		
151	Bridgeton, N. J *h*	3	3				6			1,000	500				1,500			1	22	3	2				
152	Camden, N. J						13								6,505										
153	Elizabeth, N. J						5								2,569				28		14	3	6		

* From Report of the Commissioner of Education for 1881.
a For English-German schools.
b For colored schools.
c Including sittings for English-German and colored schools.
d In 1880.
e For ungraded schools.
f Exclusive of those for evening schools, which are apparently the same as those used for day schools.
g Includes 11 teachers of suburban schools.
h These statistics are from a return for the year 1881.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882, &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
154	Hoboken, N. J	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
155	Jersey City, N. J	....	....	....	....	....	22	....	....	....	....	....	....	....	14,443	....	....	....	....	....	....	....	....	....
156	Millville, N. J	....	....	....	....	....	12	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
157	Newark, N. J*	....	....	....	....	....	32	....	....	....	....	....	....	....	15,600	....	....	....	....	....	....	....	....	....
158	New Brunswick, N. J	4	1	1	....	....	6	....	....	1,300	715	160	....	....	2,175	....	....	....	24	1	14	3	3
159	Orange, N. J	3	(1)	....	....	....	4	....	....	924	358	91	....	....	1,373	....	....	....	21	....	8	2	1
160	Paterson, N. J	12	7	1	1	9	30	....	....	(5,828)		108	24	2,750	8,710	....	....	1	97	2	17	1	4
161	Plainfield, N. J	2	1	1	....	....	4	....	....	*450	*350	*200	....	....	*1,000	....	....	....	11	....	7	2	4
162	Trenton, N. J	....	....	....	....	....	11	....	....	....	....	....	....	....	2,632	....	....	....	....	....	....	....	....
163	Albany, N. Y	12	13	1	....	....	26	....	....	....	....	....	....	....	12,145	....	....	....	....	....	....	....	....
164	Auburn, N. Y	3	7	1	....	....	11	3	14	2,018	1,087	270	....	....	3,375	1,200	4,575	....	36	....	23	2	5
165	Binghamton, N. Y	3	5	1	....	....	9	....	....	2,204	622	185	....	....	3,011	....	....	....	43	4	20	2	6
166	Brooklyn, N. Y	*13	*43	*1	....	....	*57	....	....	39,769	22,365	608	....	....	62,742	....	....	....	....	....	....	....	....
167	Buffalo, N. Y	....	....	....	....	....	43	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
168	Cohoes, N. Y	....	....	....	....	....	8	4	12	1,647	280	56	....	418	*a*1,983	....	....	....	31	....	6	*b*3	1
169	Elmira, N. Y	....	2	5	1	....	8	....	....	2,240	1,425	160	....	....	3,825	....	....	....	40	5	31	2	2
170	Hudson, N. Y	6	1	1	....	....	8	....	....	970	230	216	....	....	1,416	....	....	....	16	....	2	3	2
171	Ithaca, N. Y	4	1	1	....	....	6	....	....	992	580	152	....	....	1,724	....	....	....	16	....	12	2	3
172	Kingston, N. Y	....	....	....	....	....	7	....	....	....	....	....	....	....	1,663	....	....	....	....	....	....	....	....	....
173	Lockport, N. Y	5	1	1	....	....	7	....	....	1,134	1,275	258	....	....	2,667	....	....	....	17	....	19	4	4
174	Long Island City, N. Y*	....	....	....	....	....	7	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
175	Newburgh, N. Y*	....	....	....	....	....	6	....	....	1,500	600	250	....	150	2,500	....	....	....	43	3	9	2	3
176	New York, N. Y	(130)		....	....	....	130	....	....	92,344	58,140	....	....	....	150,484	....	....	....	*d*1,842	*d*216	1,142	....	....
177	Oswego, N. Y	7	6	1	....	....	14	....	....	860	2,150	600	....	....	3,610	....	....	....	27	1	33	1	3
178	Plattsburg, N. Y*	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
179	Poughkeepsie, N. Y	(9)		1	....	....	10	....	....	1,586	970	214	....	....	2,770	....	....	....	33	....	22	1	5
180	Rochester, N. Y	14	12	1	....	....	27	....	....	3,810	8,720	500	....	....	13,030	....	....	....	150	11	100	5	4
181	Rome, N. Y	....	....	....	....	....	8	3	11	....	....	....	....	....	2,000	....	....	....	....	....	....	....	....
182	Saratoga Springs, N. Y*	8	3	1	....	....	12	....	....	1,302	304	120	....	....	1,726	....	....	....	21	3	3	2	3

183	Syracuse, N. Y	16	5	1	1	0	23	12	35	5,798	2,426	413	16	0	8,653				105	6	62	4	8
184	Utica, N. Y	16	1	1	0	....	18	5	23	2,156	2,342	192	0	0	4,690	1,000	5,690	....	47	2	54	4	3
185	Raleigh, N. C*						*e*5																		
186	Akron, Ohio*	(7)		1	0	0	8	4	12	1,843	944	200	0	0	2,987			0	32	0	19	1	4
187	Canton, Ohio						7			2,024	630	96			2,750			4	33	6	7	....	3
188	Chillicothe, Ohio	(4)		1	....	....	5			1,141	650	125			1,916			....	20	1	19	2	3
189	Cincinnati, Ohio	(51)		2	....	....	53			28,161	5,154	1,318	60		34,693			65	430	39	83	15	17
190	Cleveland, Ohio*	19	20	2	1	....	42			15,124	6,311	1,003	60		22,498			3	251	7	153	11	18
191	Columbus, Ohio						26								7,980				89	8	53	8	8
192	Dayton, Ohio	(14)		1	....	....	15			4,000	2,000	340	20	400	6,760			3	70	9	34	5	3
193	Fremont, Ohio*	(6)		1	0	0	7			700	300	100	0	0	1,100			0	9	1	6	1	2
194	Hamilton, Ohio						5			1,600	400	175			2,175			2	21	7	4	0	3
195	Newark, Ohio*	(6)			....	....	6			1,400	420	130	*f*45	*g*29	2,024	300	2,324	1	23	1	11	2	2
196	Portsmouth, Ohio						6			1,517	653	150	0	0	2,320			0	26	2	12	2	1
197	Sandusky, Ohio	8	1	1	0	0	10	4	14	2,150	530	160	0	0	2,840	800	3,640	2	30	1	13	0	5
198	Springfield, Ohio*	(10)		1	....	....	11			2,306	600	280			3,186			*h*7	*h*50			3	1
199	Steubenville, Ohio						7								2,150			2	24	2	11	2	2
200	Tiffin, Ohio						5			826	494	137			1,457			....	17	2	8	1	3
201	Toledo, Ohio						*23								*7,000								
202	Zanesville, Ohio*						17											1	27	4	33	3	3
203	Portland, Oreg						6			1,700	950	250			2,900				35	5	16	2	4
204	Allegheny, Pa						18								*i*10,500								
205	Allentown, Pa						9								3,700								
206	Altoona, Pa						*11			2,240	676	94			3,010			....	34	6	8	1	2
207	Bradford, Pa						4	1	5									....	17	....	7	....	2
208	Carbondale, Pa						8			*795	*575	*100			*1,470								
209	Chester, Pa						10								2,400								
210	Columbia, Pa						3											1	19	1	1	....	2
211	Danville, Pa						*i*7								*i*1,794								
212	Easton, Pa*						9																
213	Erie, Pa						16								4,800			2	60	4	37	3	3
214	Harrisburg, Pa						16			4,277	1,162	262			5,701			13	63	10	15	3	7
215	Johnstown, Pa						9																
216	Lancaster, Pa						19																
217	Lebanon, Pa						8																
218	McKeesport, Pa						4																
219	Meadville, Pa						5			880	730	220			1,830				15	....	17	....	5
220	New Castle, Pa*						4								1,700								
221	Norristown, Pa	4	1	1	....	....	6			1,200	812	198			2,210			....	24	3	12	1	3
222	Philadelphia, Pa*	(230)		1	1	....	232			(100,697)		523	965		102,185			*k*61	*k*2,010			17	....
223	Pittsburgh, Pa*	(53)		1	1	....	55															12	9
224	Pottsville, Pa						13								2,500								
225	Reading, Pa*	24		2	....	....	26	11	37	4,350	2,850	351			7,551	1,000	8,551	....	87	....	57	3	6
226	Scranton, Pa						30			5,362	2,167	294		*j*1,707	7,823			3	110	15	46	3	4
227	Shamokin, Pa	5	1		....	....	6	4	10	1,100	700	60			1,860	450	2,310	2	14	5	5	2	....
228	Shenandoah, Pa	(3)		1	....	....	4			1,544	356	110			2,010			....	19	2	4	1	2

* From Report of the Commissioner of Education for 1881.
a Exclusive of those for evening schools, which are apparently the same as those used for day schools.
b Includes superintendent and teacher of music.
c These statistics are for the Kingston school district only.
d Includes teachers in corporate schools.
e For city and county.
f For colored school.
g In the Orphans' Home.
h In primary and grammar schools.
i In 1880.
j Same as those used for day schools.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1882, *&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
229	Titusville, Pa*	....	....	....	....	....	4	....	....	....	....	....	....	....	1,632	....	....	....	....	....	....	....	....	....
230	Wilkes-Barre, Pa	....	....	....	....	....	16	6	22	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
231	Williamsport, Pa	13	11	1	....	....	25	....	....	1,720	1,620	145	....	....	3,485	....	....	2	28	10	22	1	3
232	York, Pa	....	....	....	....	....	10	....	....	....	....	....	....	....	2,600	....	....	....	....	....	....	....	....	....
233	Newport, R. I	6	3	1	0	1	11	....	....	1,344	672	165	0	60	2,241	....	....	0	27	3	10	3	2
234	Pawtucket, R. I	....	....	....	....	....	18	....	....	....	....	....	....	....	2,760	....	....	....	....	....	....	....	....	....
235	Providence, R. I	....	....	....	....	....	*49	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
236	Warwick, R. I	....	....	....	....	....	18	....	....	....	....	....	....	....	1,608	....	....	....	....	....	....	....	....	....
237	Woonsocket, R. I	....	....	....	....	....	14	....	....	1,620	480	85	....	....	2,185	....	....	....	26	3	5	2	1
238	Charleston, S. C	....	....	....	....	....	6	....	....	....	....	....	....	....	....	....	....	....	41	6	45	....	....
239	Chattanooga, Tenn	....	....	....	....	....	7	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
240	Knoxville, Tenn	(4)		1	....	....	5	3	8	500	780	80	....	....	1,360	50	1,410	0	10	3	11	2	4
241	Memphis, Tenn	....	....	....	....	....	11	....	....	....	....	....	....	....	3,200	....	....	....	....	....	....	....	....	....
242	Nashville, Tenn	5	7	1	....	....	13	10	23	4,300	1,400	300	....	....	6,000	1,500	7,500	4	53	7	28	4	3
243	Galveston, Tex	....	....	....	....	....	9	....	....	....	....	....	....	....	2,000	....	....	....	....	....	....	....	....	....
244	Houston, Tex	8	(2)		....	....	10	....	....	....	....	....	....	....	1,445	....	....	4	16	1	6	2	....
245	Burlington, Vt*	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
246	Alexandria, Va	4	4	....	....	....	8	4	12	250	1,000	100	....	....	1,350	1,000	2,350	1	3	4	16	1	....
247	Lynchburg, Va	....	....	....	....	....	6	....	....	....	....	....	....	....	1,600	....	....	....	19	5	6	3	1
248	Norfolk, Va	2	5	....	....	....	7	....	....	700	900	....	....	....	1,600	....	....	....	8	6	14	....	....
249	Petersburg, Va*	5	....	1	....	....	6	*a*20	*a*26	....	....	....	....	....	*b*1,808	....	....	0	17	2	7	....	2
250	Portsmouth, Va	....	....	....	....	....	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
251	Richmond, Va	(13)		2	....	....	15	....	....	(6,146)		663	....	....	6,809	....	....	*c*20	*c*112	....	....	2	14
252	Wheeling, W. Va	....	....	....	....	....	8	*a*4	*a*12	2,760	2,300	490	0	0	5,550	*a*1,000	*a*6,550	0	46	1	29	5	17
253	Appleton, Wis	....	....	....	....	....	7	....	....	....	....	....	....	....	2,000	....	....	....	....	....	....	....	....	....
254	Fond du Lac, Wis	15	1	1	....	....	17	....	....	1,804	716	280	....	....	2,800	....	....	....	....	....	....	....	....	....
255	Janesville, Wis	3	3	....	....	....	6	....	....	....	....	....	....	....	1,815	....	....	....	23	....	8	1	3
256	La Crosse, Wis	....	....	....	....	....	11	....	....	1,462	363	125	....	....	1,950	....	....	....	31	4	6	3	2
257	Madison, Wis*	....	....	....	....	....	9	....	....	....	....	....	....	....	3,480	....	....	....	....	....	....	....	....	....
258	Milwaukee, Wis	(24)		1	1	*d*11	26	56	82	11,418	3,456	325	25	*d*1,500	15,224	....	....	14	156	17	60	6	3

259	Oshkosh, Wis						9						3,000											
260	Racine, Wis	2	6	1			9			*1,670	*1,130	*200			*3,000				38	5	6	2	2
261	Watertown, Wis*						5			700	300	100			1,100				13	2	5	2	
262	Georgetown, D. C *e*																							
263	Washington, D. C *e*					0	54			9,001	5,262	264	25	0	14,552			0	169	16	96	4	5

* From Report of the Commissioner of Education for 1881.
a Estimated.
b In 1879.
c In primary and grammar schools.
d Same as those used for day schools.
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 1882, &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	Little Rock, Ark*	....	....	....	....	7	27	.....	.....	.....	.....	.....	.....	*a*68	60	.....	.....	.....	.....	2,335	1,680
2	Los Angeles, Cal*	....	....	....	....	4	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,098	1,285
3	Oakland, Cal	....	....	1	....	*b*12	*b*124	.....	.....	*c*6,873	*c*4,749	.....	.....	296	260	.....	.....	93	24	7,262	5,033
4	San Francisco, Cal	....	....	....	....	63	624	.....	.....	.....	.....	.....	.....	1,257	.....	.....	.....	.....	.....	40,752	30,827
5	San José, Cal	....	....	....	....	5	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,422	1,590
6	Stockton, Cal	....	....	....	....	*b*7	27	.....	.....	1,609	.....	479	.....	99	.....	.....	.....	.....	.....	2,187	1,390
7	Denver, Colo. (§ of city)*	....	....	....	....	5	62	.....	.....	.....	.....	.....	.....	132	.....	.....	.....	.....	.....	4,087	2,730
8	Leadville, Colo*	....	....	....	....	4	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,533	1,039
9	Bridgeport, Conn	....	....	....	....	3	88	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,482	3,619
10	Danbury, Conn	....	....	....	....	3	46	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,328	*d*1,633
11	Derby, Conn*	....	....	....	....	4	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,702	*d*1,697
12	Greenwich, Conn	....	....	....	....	3	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,437	783
13	Hartford, Conn	....	....	....	....	*d*25	*d*127	.....	.....	.....	.....	.....	.....	670	.....	.....	.....	.....	.....	7,617	*d*4,615
14	Meriden, Conn	....	....	....	....	9	44	.....	.....	.....	.....	.....	.....	52	.....	.....	.....	.....	.....	3,230	1,963
15	Middletown, Conn	....	....	....	....	*d*4	*d*42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,978	*d*1,216
16	New Britain, Conn	....	....	....	....	2	34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,857	1,261
17	New Haven, Conn	....	....	....	....	17	235	.....	.....	.....	.....	.....	.....	597	.....	.....	.....	.....	.....	13,273	8,913
18	New London, Conn*	....	....	....	....	3	38	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,891	*d*1,240
19	Norwalk, Conn*	....	....	....	....	8	34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,375	*d*1,476
20	Norwich, Conn*	....	....	....	....	*d*15	*d*83	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,216	*d*2,808
21	Stamford, Conn	....	....	....	....	*d*7	*d*28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,757	*d*1,152
22	Waterbury, Conn	....	....	....	....	*d*3	*d*55	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,738	*d*2,456
23	Windham, Conn	....	....	....	....	*d*9	*d*20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,293	*d*721
24	Wilmington, Del*	....	....	....	....	1	115	.....	.....	.....	.....	.....	.....	110	.....	.....	.....	.....	.....	7,065	4,392
25	Key West, Fla	....	....	....	....	6	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,069	677
26	Atlanta, Ga	....	....	....	....	8	56	.....	.....	.....	.....	.....	.....	332	.....	.....	.....	.....	.....	4,752	4,465
27	Augusta, Ga*	....	....	....	....	13	26	.....	.....	.....	.....	.....	.....	152	.....	.....	.....	.....	.....	2,487	1,471
28	Columbus, Ga	....	....	....	....	5	22	.....	.....	992	734	556	414	.....	.....	.....	.....	.....	.....	1,548	1,148
29	Macon, Ga	....	....	....	....	4	31	.....	.....	.....	.....	.....	.....	111	89	.....	.....	.....	.....	1,831	1,209

30	Savannah, Ga					8	49							186						3,155	2,776
31	Belleville, Ill					11	31													2,127	1,802
32	Bloomington, Ill						67													3,441	2,451
33	Chicago, Ill			41	9	83	949			55,489	36,634	11,748	9,928	1,377	1,101			4,401	952	73,015	48,615
34	Decatur, Ill					5	26			1,283	915	517	400	216	188					2,016	1,503
35	Elgin, Ill					1	24	17	42	1,386	891	220	156	52	44					1,658	1,091
36	Freeport, Ill					2	31													1,760	1,356
37	Galesburg, Ill*					1	34													2,035	1,414
38	Jacksonville, Ill*					4	33			1,160		615		120						1,895	1,367
39	Joliet, Ill*	0	0	0	0	1	42	10	53	1,707	1,557	243	229	73	66	0	0	0	0	2,023	1,852
40	Moline, Ill*			2		3	20	3	26	971		334		74				126		1,505	971
41	Ottawa, Ill					6	31													1,597	a1,239
42	Peoria, Ill*			3		10	74													4,915	3,674
43	Quincy, Ill					4	56			3,221	1,961	453	302	127	100					3,801	2,363
44	Rockford, Ill					3	52													2,289	2,166
45	Rock Island, Ill					1	38			1,329	908	803	588	101	79					2,233	1,575
46	Springfield, Ill*					7	40							154	128					2,792	2,078
47	Evansville, Ind*					17	110													4,968	4,476
48	Fort Wayne, Ind		3			6	90	45	141	2,525	1,846	923	755	159	141	9	9			3,616	2,751
49	Indianapolis, Ind	1				12	208			c12, 848	c9, 051			459	444	15	15			13,322	9,510
50	La Fayette, Ind*					10	39													2,986	1,610
51	Logansport, Ind					5	29			1,306	872	581	438	75	53					1,962	1,363
52	Madison, Ind	0	0	0	0	5	29							116						1,503	1,065
53	Richmond, Ind	0	0	0	0	2	48			1,604	1,119	602	433	92	72	0	0	0	0	2,298	1,624
54	South Bend, Ind					7	34			1,318	929	602	388	144	117					2,064	1,434
55	Terre Haute, Ind	0	0	0	0	10	75			c4, 267	c3, 068			249	210	0	0	0	0	4,516	3,278
56	Vincennes, Ind					3	17													1,204	
57	Cedar Rapids, Iowa						40	8	48	1,600	1,000	855	469	81	75					2,536	1,544
58	Clinton, Iowa						36													2,203	1,436
59	Council Bluffs, Iowa					1	41	6	48	1,824	897	485	405	110	76					2,419	1,378
60	Davenport, Iowa		1	4		11	71			3,676	2,263	1,242	904	215	162	13	11	313	161	5,459	3,501
61	Des Moines (west side), Iowa.					4	47													2,875	1,796
62	Dubuque, Iowa					10	62													3,884	2,545
63	Keokuk, Iowa*					6	44													2,484	1,819
64	Muscatine, Iowa*					4	30													1,500	1,400
65	Ottumwa, Iowa						26	5	31	1,338	961	584	415	78	64					2,000	1,440
66	Atchison, Kans					6	23													2,516	2,258
67	Lawrence, Kans					5	19			1,328		484		123						1,935	1,437
68	Leavenworth, Kans					4	36			c3, 117	c2, 190			200	175					3,317	2,365
69	Topeka, Kans					9	37			2,079	1,345	1,739	906	97	72					3,915	2,323
70	Covington, Ky					8	59			2,349	1,606	902	714	191	155					3,442	2,475
71	Lexington, Ky*																			2,182	
72	Louisville, Ky		1			(b359)				c19, 509	c13, 197			645	539	32	24			20,186	13,760
73	Newport, Ky					4	41			2,037	1,606	715	567	73	58					2,825	2,231
74	Paducah, Ky					3	12			695	528	219	183	65	48					979	759
75	New Orleans, La					23	379			19,806	11,575	4,952	3,467	218	182					24,976	15,224

* From Report of the Commissioner of Education for 1881.
a Average enrolment.
b Includes special teachers.
c In primary and grammar schools.
d For the winter term.
e Including Monroe County.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882, &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
76	Auburn, Me	*a*5	*a*13	....	....	7	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*b*1, 550	.....
77	Augusta, Me*	....	....	....	....	5	43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1, 220	975
78	Bangor, Me	....	....	....	....	2	80	.....	.....	.....	.....	.....	.....	*c*169	.....	.....	.....	.....	.....	3, 072	*2, 478
79	Bath, Me*	....	....	....	....	8	30	.....	.....	.....	.....	.....	.....	273	.....	.....	.....	.....	.....	1, 836	1, 536
80	Biddeford, Me	....	....	....	....	8	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1, 874	1, 282
81	Lewiston, Me	....	....	....	....	*d*3	*d*59	.....	.....	.....	.....	.....	.....	167	.....	.....	.....	.....	.....	*d*2, 538	*d*1, 705
82	Portland, Me	....	*e*4	....	....	*f*11	128	.....	.....	4, 718	3, 065	1, 595	1, 062	424	285	.....	.....	.....	.....	6, 737	4, 412
83	Rockland, Me*	....	....	....	....	3	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1, 448	1, 130
84	Baltimore, Md	*g*16	*g*67	*h*13	*h*80	79	739	.....	.....	*i*15, 521	12, 274	*i*10, 596	8, 898	*i*1, 570	1, 440	*gi*3, 648	*g*3, 261	*hi*4, 314	*h*3, 305	*i*35, 649	29, 178
85	Frederick, Md	....	....	....	....	3	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1, 055	760
86	Attleboro', Mass	....	....	....	....	5	57	.....	.....	.....	.....	.....	.....	69	.....	.....	.....	.....	.....	2, 082	1, 331
87	Beverly, Mass	....	....	....	....	2	32	.....	.....	.....	.....	.....	.....	131	.....	.....	.....	.....	.....	1, 421	1, 114
88	Boston, Mass	1	3	50	64	*j*183	*j*1, 072	.....	.....	*k*22, 953	19, 810	*k*27, 477	25, 028	*k*1, 952	1, 859	*k*92	90	*k*2, 585	1, 396	*kj*55, 196	*j*48, 298
89	Brockton, Mass*	....	....	....	....	6	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2, 444	1, 792
90	Brookline, Mass	....	....	....	....	3	33	.....	.....	.....	.....	.....	.....	130	.....	.....	.....	.....	.....	1, 574	*k*1, 233
91	Cambridge, Mass	....	....	....	....	*f*13	187	.....	.....	.....	.....	.....	.....	460	403	.....	.....	.....	.....	9, 395	7, 231
92	Chelsea, Mass*	....	....	....	....	4	66	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4, 443	2, 947
93	Chicopee, Mass	....	....	....	....	2	32	15	49	1, 037	554	350	234	88	57	.....	.....	.....	.....	1, 475	845
94	Clinton, Mass	....	....	1	5	2	33	2	37	*k*997	903	*k*401	322	*k*58	54	.....	.....	.....	.....	*k*1, 456	1, 279
95	Fall River, Mass*	....	....	....	....	(*f*193)		.....	.....	.....	.....	.....	.....	371	261	.....	.....	.....	.....	9, 363	5, 845
96	Fitchburg, Mass	0	0	1	0	7	49	.....	.....	1, 208	900	1, 395	963	182	114	0	0	72	43	2, 857	2, 020
97	Gloucester, Mass	....	....	....	....	3	90	4	97	1, 980	1, 632	1, 899	1, 514	159	143	.....	.....	.....	.....	4, 038	3, 289
98	Haverhill, Mass	....	....	....	....	5	78	.....	.....	.....	.....	.....	.....	161	.....	.....	.....	.....	.....	3, 420	2, 406
99	Holyoke, Mass	....	....	7	11	14	70	22	106	2, 575	1, 192	785	506	105	89	.....	.....	622	213	4, 087	2, 000
100	Lawrence, Mass*	....	....	....	....	6	102	.....	.....	.....	.....	.....	.....	*l*220	.....	.....	.....	.....	.....	5, 791	4, 487
101	Lowell, Mass	....	....	5	49	15	202	.....	.....	.....	3, 521	.....	2, 474	.....	346	.....	.....	.....	.....	9, 938	6, 341
102	Lynn, Mass	....	....	3	....	11	109	7	127	3, 138	2, 427	2, 557	2, 087	312	243	.....	.....	124	70	6, 131	4, 827
103	Malden, Mass	....	....	....	....	2	46	.....	.....	1, 285	902	838	586	157	101	.....	.....	.....	.....	2, 280	1, 589
104	Marlborough, Mass	....	....	....	....	3	44	4	51	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2, 365	1, 690

105	Medford, Mass*					6	21								101						1,340	1,164
106	Milford, Mass					3	42								203						2,203	1,475
107	Natick, Mass					4	44								125						1,709	1,315
108	New Bedford, Mass*					(112)									236	223					4,699	3,740
109	Newburyport, Mass					6	36								150						2,216	*m*1,565
110	Newton, Mass			(4)		(87)				*n*3,457	*n*2,539				302	258			100	75	3,859	2,872
111	North Adams, Mass					(41)															2,473	1,473
112	Northampton, Mass					4	52														2,238	1,673
113	Peabody, Mass*					5	38								73						1,669	1,293
114	Pittsfield, Mass*					5	59														2,783	1,774
115	Quincy, Mass*					10	56								154						2,097	1,562
116	Salem, Mass					6	88								173						3,464	2,884
117	Somerville, Mass					8	93								361						5,576	4,005
118	Springfield, Mass			2	7	12	112	15	139	3,183	2,300	2,525	1,811		346	285			572	268	6,626	4,664
119	Taunton, Mass			8	0	14	70	5	89	2,440	1,496	1,405	1,104		159	136			327	237	4,331	2,973
120	Waltham, Mass					6	48								120						2,392	1,707
121	Westfield, Mass					6	48								140						1,591	1,123
122	Weymouth, Mass					8	53								114						2,175	1,650
123	Woburn, Mass					4	49	1	54						*k*120						2,428	1,940
124	Worcester, Mass					19	203			6,726	4,618	4,513	3,257		598	360					11,837	8,235
125	Adrian, Mich					2	27			819	512	477	344		150	118					1,446	974
126	Ann Arbor, Mich					6	31			934	664	565	440		493	318					1,992	1,422
127	Bay City, Mich*					2	46			2,148	1,277	670	405		173	121					2,991	1,803
128	Detroit, Mich					*df*10	*df*261			*o*12,335	8,166	*o*4,882	3,350		770	545			722	*k*121	17,994	12,182
129	East Saginaw, Mich	0	0	2	0	(*f*64)		6	70	2,153	1,716	1,026	743		171	141			126	50	3,476	2,650
130	Flint, Mich					2	36			937	587	782	572		178	126					1,897	1,285
131	Grand Rapids, Mich					7	90			4,100	2,513	1,964	1,357		512	340					6,576	4,210
132	Muskegon, Mich					3	44														2,360	1,489
133	Port Huron, Mich					1	26			1,512		293			70						1,875	
134	Saginaw, Mich					3	28			1,532	1,072	423	296		117	91					2,072	1,459
135	Minneapolis, Minn					4	138														7,750	4,958
136	St. Paul, Minn					13	116														6,725	3,849
137	Winona, Minn					1	37	4	42	993	732	723	548		89	73					1,805	1,353
138	Vicksburg, Miss					3	18														1,220	900
139	Hannibal, Mo*					6	23				951		386								2,095	1,337
140	Kansas City, Mo					10	93														8,442	5,055
141	St. Joseph, Mo					(*f*67)				3,159	2,090	945	669		228	188					4,332	2,947
142	St. Louis, Mo	1	5	24	27	118	929			42,935	27,482	9,387	7,852		660	564	68	47	3,300	1,655	56,350	37,600
143	Sedalia, Mo					6	20			1,675	949	720	520		97	80					2,492	1,549
144	Lincoln, Nebr*					2	28														1,772	
145	Omaha, Nebr			2	0	7	76														4,118	2,906
146	Virginia City, Nev					3	24														1,854	1,201
147	Dover, N. H*			1	3	4	41			1,193	844	572	430		109	89			155	74	2,029	1,437
148	Manchester, N. H			*k*2	*k*12	8	84								233				444	164	4,539	2,876
149	Nashua, N. H*					3	49														2,606	*d*1,951

* From Report of the Commissioner of Education for 1881.
a These are in rural schools.
b Estimated.
c Number registered during fall term.
d Exclusive of evening school reports.
e In Portland school for the deaf.
f Includes special teachers.
g In English-German schools.
h In colored schools.
i Number on roll November, 1882.
j Including special schools for the deaf and licensed minors.
k Average whole number.
l For the first term of the school year ending July 1, 1881.
m For the summer term.
n In primary and grammar schools.
o Includes some duplicate enrolments

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1882, *&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
150	Portsmouth, N. H	....	....	....	....	6	28	.....	.....	.....	.....	.....	.....	156	.....	.....	.....	.....	.....	1,910	*1,771
151	Bridgeton, N. J *a*	....	....	....	....	4	24	.....	.....	1,300	811	242	152	.....	.....	.....	.....	.....	.....	1,542	963
152	Camden, N. J	....	....	....	....	7	118	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8,466	4,512
153	Elizabeth, N. J	....	....	2	4	5	52	.....	.....	*b*3,501	1,524	.....	515	.....	118	.....	.....	517	127	4,618	2,284
154	Hoboken, N. J	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,504	.....
155	Jersey City, N. J	....	....	....	....	17	314	.....	.....	.....	.....	.....	.....	569	.....	.....	.....	.....	.....	*c*15,010	13,685
156	Millville, N. J	....	....	....	....	6	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,600	1,280
157	Newark, N. J*	....	....	....	....	26	255	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	18,626	12,145
158	New Brunswick, N. J	....	....	....	....	4	41	.....	.....	1,545	1,034	776	580	210	129	.....	.....	.....	.....	2,531	1,743
159	Orange, N. J	....	....	....	....	2	30	.....	.....	1,226	665	354	224	79	46	.....	.....	.....	.....	1,659	935
160	Paterson, N. J	1	1	(63)		(187)		.....	.....	*d*8,765	.....	.....	.....	170	.....	20	.....	2,225	949	11,180	5,742
161	Plainfield, N. J	....	....	....	....	2	22	.....	.....	790	.....	377	.....	111	.....	.....	.....	.....	.....	1,278	845
162	Trenton, N. J	....	....	....	....	3	66	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,838	2,263
163	Albany, N. Y	....	....	....	....	24	209	.....	.....	.....	.....	.....	.....	580	.....	.....	.....	.....	.....	13,984	9,350
164	Auburn, N. Y	....	....	....	....	2	64	17	83	2,114	1,400	895	702	229	182	.....	.....	.....	.....	3,238	2,284
165	Binghamton, N. Y	....	....	....	....	6	69	.....	.....	2,143	.....	719	.....	138	.....	.....	.....	.....	.....	3,000	2,382
166	Brooklyn, N. Y	....	....	....	....	(1,498)		.....	.....	68,403	36,184	23,238	18,188	556	522	.....	.....	5,406	3,262	97,603	58,156
167	Buffalo, N. Y	....	....	....	....	*c*43	*c*410	.....	.....	.....	.....	.....	.....	*e*310	.....	.....	.....	.....	.....	*e*20,687	*e*15,689
168	Cohoes, N. Y	....	....	....	14	*f*3	52	18	73	.....	.....	.....	.....	.....	.....	.....	.....	.....	120	3,671	1,604
169	Elmira, N. Y	....	....	....	....	7	73	12	92	1,902	1,270	1,901	1,473	156	131	.....	.....	.....	.....	3,959	2,874
170	Hudson, N. Y	....	....	....	....	3	20	.....	.....	1,174	.....	243	.....	205	.....	.....	.....	.....	.....	1,620	795
171	Ithaca, N. Y	....	....	....	....	2	31	.....	.....	1,198	801	579	464	169	112	.....	.....	.....	.....	1,946	1,377
172	Kingston, N. Y *g*	....	....	....	....	7	25	.....	.....	.....	.....	.....	.....	166	.....	.....	.....	.....	.....	1,687	1,106
173	Lockport, N. Y	....	....	....	....	4	40	.....	.....	1,633	829	688	441	289	178	.....	.....	.....	.....	2,610	1,448
174	Long Island City, N. Y*	....	....	....	....	4	66	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,837	2,179
175	Newburgh, N. Y*	....	....	2	2	7	57	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,325	2,129
176	New York, N. Y	7	31	213	93	436	3,108	.....	.....	*h*192,977	*h*85,173	78,733	43,846	.....	.....	2,264	1,130	18,792	6,833	292,766	136,982
177	Oswego, N. Y	*i*1	....	....	....	3	63	.....	.....	1,695	1,098	1,809	1,311	151	124	*i*145	*i*44	.....	.....	3,800	2,577
178	Plattsburgh, N. Y*	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,371	.....

179	Poughkeepsie, N. Y					*f*2	60			2,135	1,319	786	585	175	142					3,096	2,046
180	Rochester, N. Y					16	254			6,743	4,675	6,613	3,800	425	313					13,781	8,788
181	Rome, N. Y					3	28													1,836	1,206
182	Saratoga Springs, N. Y*					5	27			1,306		235		93					34	1,668	1,097
183	Syracuse, N. Y	2	0	0	0	12	175	47	234	6,201	4,325	2,744	2,537	483	346	19	16			9,447	7,224
184	Utica, N. Y	0	0	1	6	7	110	29	146	2,329	1,636	2,743	1,654	172	143	0	0	334	109	5,578	3,542
185	Raleigh, N. C*					*j*6	*j*17													*j*1,778	*j*1,000
186	Akron, Ohio*	0	0		0	1	55			2,061	1,521	954	833	189	131	0	0	0	0	3,195	2,485
187	Canton, Ohio					*f*11	*f*44			2,190	1,521	721	483	75	56			153	65	3,139	2,125
188	Chillicothe, Ohio					3	42			1,234	1,019	687	568	108	94					2,029	1,681
189	Cincinnati, Ohio	2	1	56	18	177	549			27,696	21,080	5,233	4,312	1,255	1,072	43	37	3,742	2,156	37,969	28,657
190	Cleveland, Ohio*	1	1			22	423			17,131	11,231	6,668	5,031	984	708	53	47			24,836	17,017
191	Columbus, Ohio					16	150			5,451	4,100	2,409	1,963	573	479					8,433	6,542
192	Dayton, Ohio		1	10	2	27	110			4,499	3,212	1,507	1,255	269	230	13	12	772	354	6,970	5,063
193	Fremont, Ohio*	0	0	0	0	2	17			628	408	332	248	80	62	0	0	0	0	1,040	718
194	Hamilton, Ohio					9	28													2,043	1,525
195	Newark, Ohio*					4	36			1,217	811	456	366	106	79	*k*44	*k*23	*l*30	*l*26	1,853	1,305
196	Portsmouth, Ohio	0	0	0	0	4	39			1,517	1,160	653	417	92	72	0	0	0	0	2,262	1,649
197	Sandusky, Ohio	0	0	0	0	3	48	15	66	1,836	1,417	613	509	116	100	0	0	0	0	2,565	2,026
198	Springfield, Ohio*					10	51			*d*3,005	*d*2,236			129	112					3,134	2,348
199	Steubenville, Ohio					6	37			1,698	1,189	529	462	153	117					2,380	1,768
200	Tiffin, Ohio					3	28			822	584	402	302	99	72					1,323	958
201	Toledo, Ohio					15	119							186						7,826	5,641
202	Zanesville, Ohio*					8	63			1,500	1,080	1,411	1,004	150	119					3,061	2,203
203	Portland, Oreg					7	55			2,201	1,569	861	776	196	171					3,258	2,516
204	Allegheny, Pa					16	190													12,561	8,358
205	Allentown, Pa					13	44													3,583	2,314
206	Altoona, Pa					7	44			2,351	1,999	681	609	94	89					3,126	2,697
207	Bradford, Pa						26	6	32	1,181	687	352	310	48	40					1,581	1,037
208	Carbondale, Pa					6	18													1,780	1,358
209	Chester, Pa					0	51													2,509	1,691
210	Columbia, Pa					2	22													1,515	1,077
211	Danville, Pa					4	25													1,709	1,123
212	Easton, Pa*					19	33													2,291	1,688
213	Erie, Pa					9	100													4,658	3,138
214	Harrisburg, Pa					26	85			4,599	2,900	972	669	224	189					5,795	3,758
215	Johnstown, Pa					9	22													1,695	1,148
216	Lancaster, Pa					9	61													4,500	2,584
217	Lebanon, Pa					10	20													1,673	1,175
218	McKeesport, Pa					2	21													1,434	890
219	Meadville, Pa						37													1,800	1,356
220	New Castle, Pa*					5	26													1,560	1,096
221	Norristown, Pa					4	39			1,400	849	666	564	172	135					2,238	1,548
222	Philadelphia, Pa*	3	23			81	2,032			*d*100,697	*d*91,894			523		965				102,185	*d*91,894
223	Pittsburgh, Pa*					64	441							564	457					26,816	17,180
224	Pottsville, Pa					7	43													2,817	1,909
225	Reading, Pa*					3	150	23	176	4,158	3,235	2,429	2,055	324	319					6,911	5,609

* From Report of the Commissioner of Education for 1881.
a These statistics are from a return for the year 1881.
b In primary, grammar, and high schools.
c Average whole number.
d In primary and grammar schools.
e For the term ending December 22, 1882.
f Includes special teachers.
g These statistics are for the Kingston school district only.
h Includes reports of corporate schools.
i In unclassified school.
j For city and county.
k In colored school.
l In the Orphans' Home.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1882, *&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
226	Scranton, Pa	.....	.....	19	27	40	187	.....	.....	6,356	4,273	2,475	1,609	183	105	.....	.....	1,682	1,075	10,696	7,062
227	Shamokin, Pa	.....	.....	.....	.....	9	19	6	34	1,085	617	678	403	54	38	.....	.....	.....	.....	1,817	1,058
228	Shenandoah, Pa	.....	.....	.....	.....	3	25	.....	.....	1,814	1,075	294	177	74	54	.....	.....	.....	.....	2,182	1,306
229	Titusville, Pa*	.....	.....	.....	.....	1	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,479	1,142
230	Wilkes-Barre, Pa	.....	.....	.....	.....	20	57	*a*25	*a*102	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,001	.....
231	Williamsport, Pa	.....	.....	.....	.....	13	53	.....	.....	1,782	1,221	1,585	893	122	103	.....	.....	.....	.....	3,489	2,217
232	York, Pa	.....	.....	.....	.....	10	42	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,559	1,762
233	Newport, R. I	0	0	2	10	8	49	.....	.....	1,257	780	753	477	136	112	.....	.....	325	.....	2,471	1,369
234	Pawtucket, R. I	.....	.....	.....	.....	5	43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,116	2,087
235	Providence, R. I	.....	.....	.....	.....	17	278	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	14,542	10,248
236	Warwick, R. I	.....	.....	.....	.....	12	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,050	1,160
237	Woonsocket, R. I	.....	.....	.....	.....	5	32	.....	.....	2,232	.....	495	.....	97	.....	.....	.....	.....	.....	2,824	1,236
238	Charleston, S. C	2	.....	.....	.....	8	86	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5,904	3,789
239	Chattanooga, Tenn	.....	.....	.....	.....	7	31	.....	.....	.....	.....	.....	.....	60	.....	.....	.....	.....	.....	2,580	1,548
240	Knoxville, Tenn	.....	.....	.....	.....	5	25	2	32	1,079	751	923	675	135	107	0	0	0	0	2,137	1,533
241	Memphis, Tenn	.....	.....	.....	.....	9	58	.....	.....	.....	.....	.....	.....	71	.....	.....	.....	.....	.....	3,948	2,671
242	Nashville, Tenn	.....	.....	.....	.....	15	84	23	122	4,514	3,319	1,275	1,040	256	209	.....	.....	.....	.....	6,045	4,568
243	Galveston, Tex	.....	.....	.....	.....	8	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,150	1,447
244	Houston, Tex	.....	.....	.....	.....	7	22	.....	.....	.....	.....	.....	.....	72	.....	.....	.....	.....	.....	1,796	1,221
245	Burlington, Vt*	.....	.....	.....	.....	3	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,425	.....
246	Alexandria, Va	.....	.....	.....	.....	6	19	20	45	200	200	1,325	818	45	45	.....	.....	.....	.....	1,570	1,063
247	Lynchburg, Va	.....	.....	.....	.....	8	26	.....	.....	1,597	1,028	478	264	107	77	.....	.....	.....	.....	2,182	1,369
248	Norfolk, Va	.....	.....	.....	.....	6	22	72	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,524	1,181
249	Petersburg, Va*	.....	.....	.....	.....	2	26	*a*30	*a*58	.....	.....	.....	.....	109	.....	.....	.....	.....	.....	2,083	1,518
250	Portsmouth, Va	.....	.....	.....	.....	4	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,040	575
251	Richmond, Va	.....	.....	.....	.....	22	126	.....	.....	.....	.....	.....	.....	393	.....	.....	.....	.....	.....	6,950	5,620
252	Wheeling, W. Va	0	0	0	0	6	92	19	117	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,881	4,330
253	Appleton, Wis	.....	.....	.....	.....	8	24	.....	.....	.....	.....	.....	.....	143	.....	.....	.....	.....	.....	1,815	.....
254	Fond du Lac, Wis	.....	.....	.....	.....	3	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,039	1,329

255	Janesville, Wis	----	----	----	----	1	34	------	------	----------	----------	----------	----------	137	------	----------	----------	----------	----------	1,638	1,144
256	La Crosse, Wis	----	----	----	----	7	39	------	------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	2,666	*1,703
257	Madison, Wis*	----	----	----	----	6	30	------	------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	1,925	1,732
258	Milwaukee, Wis	----	2	31	13	*b*82	*b*239	256	577	*c*18,289	9,812	----------	2,167	293	245	14	14	1,626	784	20,222	13,022
259	Oshkosh, Wis	----	----	----	----	7	47	------	------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	2,392	2,215
260	Racine, Wis	----	----	----	----	7	46	------	------	*d*2,455	----------	----------	----------	107	----------	----------	----------	----------	----------	2,562	*1,555
261	Watertown, Wis*	----	----	----	----	4	18	10	32	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	1,084	873
262	Georgetown, D. C*e*	0	3	0	0	20	273	------	------	11,501	8,772	5,512	4,156	268	215	25	25	0	0	17,306	13,168
263	Washington, D. C*e*																				

* From Report of the Commissioner of Education for 1881.
a Estimated.
b These numbers include some duplicates, most of the teachers in evening schools being also employed in day schools; special teachers are also included.
c In district, primary, and branch schools.
d In primary and grammar schools.
e These statistics are for white schools only; for those in which colored schools are included, see Table L.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882, &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.										Principals 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	Little Rock, Ark*	.....	.....	.....	.....	.....	.....	.....	.....	.....	51	$1,500	$150	.....	$630	$1,035	.....	$405	$473
2	Los Angeles, Cal*	.....	.....	.....	.....	.....	.....	.....	.....	.....	39	1,800	.....	*a*$80	*a*80	*b*1,000	$867	800	*b*800
3	Oakland, Cal	.....	.....	.....	.....	(39)		33	.....	24	38	2,400	1,200	.....	1,260	1,800	.....	.....	895
4	San Francisco, Cal	.....	.....	.....	.....	53	42	36	.....	33	.....	4,000	3,000	*a*115	*a*128	*a*189	*a*175	.....	*a*78
5	San José, Cal	.....	.....	.....	.....	.....	.....	.....	.....	.....	39	*b*1,500	.....	.....	.....	*b*1,200	*b*1,200	.....	*b*710
6	Stockton, Cal	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*b*900	.....	.....	*b*900	*b*1,500	.....	.....	*b*900
7	Denver, Colo. ($\frac{5}{6}$ of city)*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,700	.....	.....	1,000	(1,000)		(800)	
8	Leadville, Colo*	.....	.....	.....	.....	.....	.....	.....	.....	.....	49	2,000	.....	.....	720	720	720	720	720
9	Bridgeport, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	Danbury, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	Derby, Conn*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	Greenwich, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	Hartford, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Meriden, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	37	*b*700	.....	.....	*ab*45	1,183	.....	.....	.....
15	Middletown, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	New Britain, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	37	300	.....	.....	.....	.....	650	.....	525
17	New Haven, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	2,700	.....	.....	700	2,000	950	.....	500
18	New London, Conn*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	Norwalk, Conn*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	Norwich, Conn*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	Stamford, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	Waterbury, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	Windham, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	Wilmington, Del*	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	1,600	.....	.....	368	.....	700	.....	490
25	Key West, Fla *c*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	400	.....	.....	.....	.....	.....	.....	.....
26	Atlanta, Ga	.....	.....	.....	.....	.....	.....	.....	.....	.....	42	2,000	.....	.....	500	1,410	.....	.....	550
27	Augusta, Ga*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,500	.....	*a*70	*a*60	.....	.....	.....	.....
28	Columbus, Ga	.....	.....	.....	.....	48	34	.....	.....	.....	.....	1,600	.....	.....	.....	870	.....	.....	475
29	Macon, Ga	.....	.....	.....	.....	.....	.....	.....	.....	.....	35	*b*2,000	.....	.....	.....	*b*720	*b*540	.....	*b*450

30	Savannah, Ga											2,520			420	1,260	810			
31	Belleville, Ill					45	47					*b*1,650				850		750	500	
32	Bloomington, Ill										42	1,400			563		653		371	
33	Chicago, Ill					60	50	40				4,000	3,000		1,221	1,720	1,658		698	
34	Decatur, Ill					57	44	31				1,800				905	563		460	
35	Elgin, Ill	676		2,334		45	52	22			44	1,100			360		450			
36	Freeport, Ill											*b*1,800			*b*380		*b*600		*b*400	
37	Galesburg, Ill*										41	1,600								
38	Jacksonville, Ill*										45			(450)		700	700		450	
39	Joliet, Ill*	*d*600	*d*500	2,623	2,352	48	26	22	0	0	46	1,500			511		600		*a*45	
40	Moline, Ill*	260		1,765							44	1,400			390		488			
41	Ottawa, Ill										38	1,200			440				440	
42	Peoria, Ill*	1,580		6,495		57	38	32			41	2,000		(500)		1,200	800		*b*500	
43	Quincy, Ill											1,600			525		788		529	
44	Rockford, Ill											*b*1,300				*b*1,200	*b*500		*b*360	
45	Rock Island, Ill					45	39	23			41	*b*1,550			*b*540		*b*1,000		*b*540	
46	Springfield, Ill*										44	1,500			*ab*60	*b*1,000			*b*520	
47	Evansville, Ind*														320	1,100	900		350	
48	Fort Wayne, Ind	3,200	2,200	6,816	4,951	38	27	24	9		33	2,500				825	871		448	
49	Indianapolis, Ind						(45)	30	15			*b*3,000	*b*2,000			*b*1,100	*b*1,100	*b*600	*b*600	
50	La Fayette, Ind*										32	1,980		500	500	1,000		500	500	
51	Logansport, Ind					46	37	18			40	1,500			425	538			414	
52	Madison, Ind		600		2,205							1,400				750	700	450	450	
53	Richmond, Ind					39	39	18				1,800			540		630		457	
54	South Bend, Ind					58	24	39			41	1,400		360	360	454	370			
55	Terre Haute, Ind										45	2,500	*e*435			735	750		500	
56	Vincennes, Ind											*b*1,600							*b*500	
57	Cedar Rapids, Iowa	300	250	2,836	1,794	37	46	25			43	1,500					650			
58	Clinton, Iowa										42	1,800			*b*600		600		500	
59	Council Bluffs, Iowa	*d*300	*d*200	2,719	1,578	32	41	25				*b*2,200		*b*550	*b*550		550		550	
60	Davenport, Iowa					49	34	41	11	40	43	1,800			600	1,017	950		543	
61	Des Moines (west side), Iowa.										36	1,600		713	618	1,100	*b*1,100		570	
62	Dubuque, Iowa										36					1,500		750	450	
63	Keokuk, Iowa										50	1,400		*a*50		60		*a*60		
64	Muscatine, Iowa*											*b*1,200		*b*400		(*b*800)		(*b*400)		
65	Ottumwa, Iowa	200	144	2,200	1,584	68	42	32			55	1,500					600		450	
66	Atchison, Kans										75	1,500		*ab*75		*b*1,000	*ab*50			
67	Lawrence, Kans										60	1,000		480	430	493	480		460	
68	Leavenworth, Kans										59	2,400		600	600	750	750	600	600	
69	Topeka, Kans					44	56	36			50	1,000		*a*50	*a*50	*a*70	*a*60	*a*45	*a*45	
70	Covington, Ky										38	1,500				1,150	525		487	
71	Lexington, Ky*																			
72	Louisville, Ky						43	30	24		42	2,400	*f*1,350	650		(1,350)		(600)		
73	Newport, Ky										50	1,600			400	1,000		700	450	
74	Paducah, Ky					59	46	24			54	*a*60			*a*38	*a*80				
75	New Orleans, La					46	29	29				3,000			684	990	846		684	
76	Auburn, Me											*b*1,500			*b*240		*b*900		*b*396	

* From Report of the Commissioner of Education for 1881.
a Monthly salaries.
b These are maximum salaries.
c Including Monroe County.
d Estimated.
e This is the minimum salary.
f For superintendent of German instruction.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1882, *&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.										Principals 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
77	Augusta, Me*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	$425	*a*$125	*a*$325	.....	*a*$1,200	.....	(*a*$350)	
78	Bangor, Me	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(*ac*34)		.....	.....	.....	*a*$370
79	Bath, Me*	.....	.....	.....	.....	.....	.....	.....	.....	.....	45	400	.....	.....	$230	600	$600	.....	390
80	Biddeford, Me	.....	.....	.....	.....	30	38	20	.....	.....	.....	1,300	.....	.....	.....	1,000	.....	.....	405
81	Lewiston, Me	.....	.....	.....	.....	33	37	28	.....	.....	.....	.....	.....	.....	291	*a*1,500	.....	.....	413
82	Portland, Me	.....	.....	.....	.....	48	37	27	.....	.....	38	2,250	.....	(500)		1,400	750	.....	450
83	Rockland, Me*	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	.....	.....	.....	*ac*28	*a*900	.....	.....	*ac*36
84	Baltimore, Md	.....	.....	.....	.....	35	34	40	*d*39	*e*36	37	2,500	1,800	.....	*a*696	*a*1,500	*a*900	*a*900	*a*672
85	Frederick, Md	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(*a*450)		.....	.....	.....	.....
86	Attleboro', Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
87	Beverly, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
88	Boston, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,250	3,780	.....	.....	2,530	2,280	1,890	768
89	Brockton, Mass*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*a*337	*a*950	*a*450	.....	.....
90	Brookline, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,500	.....	.....	.....	.....	.....	.....	.....
91	Cambridge, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*a*2,700	.....	.....	.....	.....	.....	.....	.....
92	Chelsea, Mass*	.....	.....	.....	.....	.....	.....	.....	.....	.....	42	1,800	.....	.....	*a*500	*a*1,700	.....	.....	*f*600
93	Chicopee, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	26	1,600	.....	(400)		.....	500	.....	460
94	Clinton, Mass	.....	.....	.....	.....	47	40	27	.....	.....	.....	.....	.....	.....	*a*400	.....	475	.....	.....
95	Fall River, Mass*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
96	Fitchburg, Mass	0	.....	.....	.....	39	35	21	0	43	34	1,900	.....	.....	360	1,000	.....	.....	380
97	Gloucester, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	2,000	.....	.....	380	*a*1,600	517	.....	.....
98	Haverhill, Mass	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99	Holyoke, Mass	2,149	1,396	6,236	3,396	31	22	18	.....	.....	28	2,000	.....	.....	457	1,125	440	440	483
100	Lawrence, Mass*	.....	.....	.....	.....	.....	.....	.....	.....	.....	45	*a*2,000	.....	.....	*a*550	*a*1,650	*a*650	*a*1,100	*a*500
101	Lowell, Mass	.....	.....	.....	.....	40	35	35	.....	.....	.....	2,400	.....	.....	517	1,700	.....	.....	517
102	Lynn, Mass	510	350	6,641	5,177	58	44	28	.....	23	.....	2,250	.....	.....	450	*a*1,300	*a*700	.....	500
103	Malden, Mass	.....	.....	.....	.....	36	32	20	.....	.....	.....	2,250	.....	.....	550	.....	967	.....	550
104	Marlborough, Mass	336	150	2,701	1,840	.....	.....	.....	.....	.....	.....	.....	.....	.....	324	1,100	850	.....	360

105	Medford, Mass*										43	a900			450	a1,400			525
106	Milford, Mass																		
107	Natick, Mass																		
108	New Bedford, Mass*																		
109	Newburyport, Mass											g200			358	1,000	495		344
110	Newton, Mass						(35)			20		2,700			550	1,700	750		550
111	North Adams, Mass										55	1,700			a500		ac40		
112	Northampton, Mass											1,200							
113	Peabody, Mass*																		
114	Pittsfield, Mass*											1,200			350	1,000	800		370
115	Quincy, Mass*																		
116	Salem, Mass																		
117	Somerville, Mass										40	1,800			556	1,720	656		592
118	Springfield, Mass	475	317	7,101	4,981						39	3,000			608	1,750			575
119	Taunton, Mass	126	78	4,457	3,051	41	31	34		30		1,750			488	1,180	650		450
120	Waltham, Mass																		
121	Westfield, Mass																		
122	Weymouth, Mass																		
123	Woburn, Mass	50	35	2,478	1,975						37	1,800			375	1,000	500		400
124	Worcester, Mass					42	38	28			42	3,000			550	1,671	714	550	517
125	Adrian, Mich					44	34	26			36	1,800							400
126	Ann Arbor, Mich					50	40	36			42	1,800			413		413		325
127	Bay City, Mich*					44	32	24			40	1,700			340	600	570		325
128	Detroit, Mich											a3,300		a825	727	a1,650	a1,200		528
129	East Saginaw, Mich					49	42	28		25	44	2,200				750	550		462
130	Flint, Mich					43	36	32			38	1,200			360		415	a400	365
131	Grand Rapids, Mich											2,000		(538)				1,100	475
132	Muskegon, Mich										39	1,500			450				500
133	Port Huron, Mich											1,500		(a350)			425		a350
134	Saginaw, Mich					54	37	30			45	1,700		750	330	a900	a425		375
135	Minneapolis, Minn											3,200			750	(850)			600
136	St. Paul, Minn											a2,000		a900	a900	a1,450	a1,200		a600
137	Winona, Minn					41	37	18			36	1,600			500				
138	Vicksburg, Miss										36	267		653					
139	Hannibal, Mo*						40								344		720		344
140	Kansas City, Mo											2,400				(a1,125)		(a625)	
141	St. Joseph, Mo					50	37	38			45	2,000			575	(800)		(500)	
142	St. Louis, Mo					46	34	25	9	41		3,500	2,500		1,000	1,900		555	555
143	Sedalia, Mo					63	57	40				1,300				c70		c50	c44
144	Lincoln, Nebr*											a1,000	a540		a400				
145	Omaha, Nebr											3,000			820	1,360	1,016		654
146	Virginia City, Nev															c140			c90
147	Dover, N. H*	90	81	2,119	1,518	35	31	30		25	32	1,500			333	800	468		396
148	Manchester, N. H											a1,500			a450	a1,350			a475
149	Nashua, N. H*											1,000			a390	a1,350	a400		a400
150	Portsmouth, N. H													(a325)		a1,100			a425
151	Bridgeton, N. J h											c100			c35	c90	c45		c40

* From Report of the Commissioner of Education for 1881.

a These are maximum salaries.

b Salary of directors.

c Monthly salaries.

d In English-German schools.

e In colored schools.

f Maximum salary of superintendents of primary schools.

g Salary of secretary.

h These statistics are from a return for the year 1881.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882, &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.										Principals 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
152	Camden, N. J																		
153	Elizabeth, N. J					54	37	20		21	42	$500			$555		$569		$500
154	Hoboken, N. J																		
155	Jersey City, N. J										43	2,600			864	$1,500			400
156	Millville, N. J											450		*ab*$42	*ab*40	*a*67	*a*43		*a*35
157	Newark, N. J*										43	2,250		1,000	700	*b*1,700			*b*550
158	New Brunswick, N. J					43	41	26			40	*c*2,500			*d*588	*d*1,000			457
159	Orange, N. J					35	28	23				*e*2,200			700				525
160	Paterson, N. J										31	*b*2,000		*b*1,200	*b*600	*b*1,200			*b*550
161	Plainfield, N. J										23								
162	Trenton, N. J																		
163	Albany, N. Y										40	2,500			685	1,630			475
164	Auburn, N. Y	1,200	830	4,438	3,114	40	32	26			35	1,800			443		643		407
165	Binghamton, N. Y										36	1,800			455	1,000	775		420
166	Brooklyn, N. Y											*b*5,000	*b*$4,000		*b*1,500	*b*2,700			*b*900
167	Buffalo, N. Y																		
168	Cohoes, N. Y	600	300	4,271	1,904						*f*37	*g*1,500			500		1,000		520
169	Elmira, N. Y	631	474	4,590	3,348	32	41	33			35	1,600				1,450			400
170	Hudson, N. Y										40	800			375		466		400
171	Ithaca, N. Y					50	39	22			42	2,000			420		650		416
172	Kingston, N. Y *h*																		
173	Lockport, N. Y											1,300			600		900		450
174	Long Island City, N. Y*																		
175	Newburgh, N. Y*										38	1,500			690	1,200			483
176	New York, N. Y					(43)						6,500	4,038		1,350	2,625	1,555	$1,500	850
177	Oswego, N. Y					41	39	31	*i*44		40	1,500			430	*b*1,100	461		372
178	Plattsburgh, N. Y*											1,800		500	325		575		300
179	Poughkeepsie, N. Y					40	27	24				*b*1,500			375		467		375
180	Rochester, N. Y					34	34	34				1,800			600	1,350	900		350

181	Rome, N. Y										40	1,200			450	800	450		350
182	Saratoga Springs, N. Y*											1,300			400	750			400
183	Syracuse, N. Y	1,701	1,067	11,148	8,291	41	41	32	16	0		1,800	660		634	1,300	700		414
184	Utica, N. Y	2,315	800	7,893	4,342	35	30	20		15	30	2,300			462	*b*1,800	*b*600		475
185	Raleigh, N. C*														500				
186	Akron, Ohio*					48	44	26	0	0	44	*b*2,000			*b*550		*b*850		*b*550
187	Canton, Ohio					44	33	19			40	2,000			500	883	850		420
188	Chillicothe, Ohio					53	34	24				2,000					850		440
189	Cincinnati, Ohio					48	44	44	29	28	46	3,500		1,893		2,100		1,324	710
190	Cleveland, Ohio*					45	32	24	24		39	3,300	*j*1,834		519		1,000		606
191	Columbus, Ohio					50	46	38				3,000	2,200		700	1,000	1,000	600	600
192	Dayton, Ohio					44	29	29	12	30	37	3,000				1,400	1,380	850	600
193	Fremont, Ohio*					45	35	21			38	2,000			362	500	550		*b*500
194	Hamilton, Ohio	1,000	700	3,043	2,225						45	1,750				800		750	575
195	Newark, Ohio*					43	35		*k*23	*l*26		1,700			*b*400		500		425
196	Portsmouth, Ohio										40								
197	Sandusky, Ohio	940	720	3,505	2,746	47	42	25	0	0	44	2,000			540	1,000			500
198	Springfield, Ohio*					(42)		28				*b*1,800		*b*1,000	*b*1,000	*b*1,000	*b*1,000		513
199	Steubenville, Ohio	632		3,012		48	36	29			42	1,600			550	925	550		428
200	Tiffin, Ohio					39	38	24			37	1,500				900	400		360
201	Toledo, Ohio											*b*2,500		*b*700		*b*900	*b*800		*b*525
202	Zanesville, Ohio*										31	1,500		*b*425	*b*425	550	550		
203	Portland, Oreg					44	37	29			41	1,750				(1, 650)		(775)	
204	Allegheny, Pa										43	*b*2,000	*m*1,266						
205	Allentown, Pa										41	900				*a*53	*a*38		
206	Altoona, Pa					59	44	30			53	1,200			360	496	470	450	360
207	Bradford, Pa										40	1,800			*b*500		500		
208	Carbondale, Pa											300		306	270		315		240
209	Chester, Pa										33	1,200			375		536		460
210	Columbia, Pa											1,400		(*a*34)		*a*70	*a*50		*a*50
211	Danville, Pa																		
212	Easton, Pa*																		
213	Erie, Pa										35	2,200	800				*ab*70		*a*42
214	Harrisburg, Pa					38	27	19			34	1,500		526	392	634	519		400
215	Johnstown, Pa																		
216	Lancaster, Pa											*b*1,500			*b*385	*b*600	*b*440		*b*395
217	Lebanon, Pa										40	500		(300)		416	348		
218	McKeesport, Pa											1,200				*a*70			*a*44
219	Meadville, Pa											1,200					600		500
220	New Castle, Pa*											1,000		(*a*35)		(*a*40)		(*a*35)	
221	Norristown, Pa					35	37	33				1,400			355	700			448
222	Philadelphia, Pa*						(62)	30	37		43				475	1,520	925	(470)	
223	Pittsburgh, Pa*																		
224	Pottsville, Pa											1,600							

* From Report of the Commissioner of Education for 1881.

a Monthly salaries.

b These are maximum salaries.

c The city superintendent is principal of all public schools.

d Salary of vice principals.

e The city superintendent is also principal of the high and grammar schools.

f For day schools only.

g The city superintendent is also principal of the high school.

h These statistics are for the Kingston school district only.

i In unclassified school.

j Salary of male assistants; salary of female assistant, $1,350.

k In colored school.

l In the Orphans' Home.

m Average annual salary of principals.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882, &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.										Principals 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
225	Reading, Pa*	960		7,871								$1,500			$320		$500		$360
226	Scranton, Pa					34	27	18		24		1,800			408	$600	431		394
227	Shamokin, Pa	420	285	2,237	1,343	41	41	19			38	900		$315	306	405	387		
228	Shenandoah, Pa					56	30	18				1,500			*a*33	*a*35	*a*34		
229	Titusville, Pa*										41	*b*1,750			*b*450		*b*650		
230	Wilkes-Barre, Pa										66			*a*50		*a*90		*a*$45	
231	Williamsport, Pa											1,200		(351)		(428)			*b*450
232	York, Pa										40	1,200					450		
233	Newport, R. I											2,000			450	1,200	622		
234	Pawtucket, R. I										45	1,200							
235	Providence, R. I											*b*2,250	*bc*$750		*b*525	*b*1,900	*b*700		*b*700
236	Warwick, R. I										30	200			287	539	400		324
237	Woonsocket, R. I											500			400	1,050	440		
238	Charleston, S. C											1,500		950		*b*2,000	1,000	1,200	600
239	Chattanooga, Tenn											1,500				(*ab*100)		(*ab*50)	
240	Knoxville, Tenn	100	70	2,237	1,603	83	42	27	0	0	51	1,200						(*a*38)	
241	Memphis, Tenn										42	1,650				(*a*85)		(*a*50)	
242	Nashville, Tenn	500	430	6,545	4,998	50	38	30			42	2,160		600	550	1,000	600	600	550
243	Galveston, Tex										41	1,578							
244	Houston, Tex										42	2,000			450				450
245	Burlington, Vt*																		
246	Alexandria, Va	900	800	2,470	1,863							*b*380		(*b*450)		(*b*900)		(*b*700)	
247	Lynchburg, Va					42	30	20				1,220				800		400	450
248	Norfolk, Va	4,000		5,524	4,000						40	1,100			400	1,000	600		
249	Petersburg, Va*	*d*1,200		3,283							54	1,080			405	675			450
250	Portsmouth, Va										41	720							
251	Richmond, Va										41	2,525		1,102		1,125		(*a*43)	
252	Wheeling, W. Va											1,100					*a*38		*a*38
253	Appleton, Wis																		

254	Fond du Lac, Wis										33	500			325	550			375
255	Janesville, Wis											1,500			333				
256	La Crosse, Wis											800				1,100			b500
257	Madison, Wis*											2,000			352		500		
258	Milwaukee, Wis	10,470	8,970	30,692	21,992	58	34	31	14	18		3,000		(800)		1,500		(525)	
259	Oshkosh, Wis											b600			b400		b550		b400
260	Racine, Wis											1,200			b400	b1,100	b800		b400
261	Watertown, Wis*	820		1,904								e1,600			330	650	450		350
262	Georgetown, D. C f					52	37	24	25		45	2,430	1,650		613	1,170	745		250
263	Washington, D. C f																		

* From Report of the Commissioner of Education for 1881.
a Monthly salaries.
b These are maximum salaries.
c Salary of secretary.
d Estimated.
e The superintendent is also principal of the high school.
f The statistics of attendance here given are for white schools of Georgetown and Washington only; the financial statistics are for all the schools, white and colored, of the District of Columbia.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882, &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	Little Rock, Ark*	$1,035	.....	$698	$619	.....	.....	.....	.....	.....	.....	$540	$2,000	$71,000	$5,600	$300	$78,900
2	Los Angeles, Cal*	.....	$1,000	1,000	1,000	.....	.....	.....	.....	.....	$800	.....	22,000	35,000	6,000	1,500	64,500
3	Oakland, Cal	2,700	.....	1,800	1,200	.....	.....	$840	.....	$1,500	1,800	.....	120,225	209,500	($35,750)		365,475
4	San Francisco, Cal	.....	*a*259	*a*163	*a*126	.....	.....	*a*50	*a*$50	*a*135	.....	.....	1,930,000	975,000	195,000	25,000	3,125,000
5	San José, Cal	*b*1,500	.....	*b*1,200	*b*1,000	.....	.....	.....	.....	.....	.....	.....	25,000	100,000	5,000	2,500	132,500
6	Stockton, Cal	*b*2,000	.....	*b*1,700	.....	.....	.....	.....	.....	.....	.....	*b*1,200	.....	.....	.....	1,241	145,137
7	Denver, Colo. (⅔ of city)*	2,000	.....	1,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	450,000
8	Leadville, Colo*	810	.....	720	.....	.....	.....	.....	.....	900	.....	.....	20,000	90,000	3,500	50	113,550
9	Bridgeport, Conn	*b*2,200	.....	.....	*b*800	.....	.....	.....	.....	.....	.....	.....	*c*57,400	*c*85,800	*c*12,575	*c*8,175	*c*163,950
10	Danbury, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	Derby, Conn*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	100,000
12	Greenwich, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	Hartford, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Meriden, Conn	*b*1,500	.....	.....	*b*600	.....	.....	.....	.....	.....	.....	.....	29,000	120,000	14,800	.....	163,800
15	Middletown, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	New Britain, Conn	1,800	.....	.....	585	.....	.....	.....	.....	.....	(1,080)	.....	.....	.....	.....	.....	.....
17	New Haven, Conn	2,700	.....	1,650	900	.....	.....	.....	.....	2,200	2,200	.....	.....	.....	.....	.....	607,100
18	New London, Conn*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	Norwalk, Conn*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	Norwich, Conn*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	Stamford, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	Waterbury, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	Windham, Conn	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	Wilmington, Del*	1,300	1,000	.....	605	.....	.....	.....	.....	.....	.....	.....	(250,000)		(18,000)		268,000
25	Key West, Fla	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,500	10,000	(1,000)		12,500
26	Atlanta, Ga	1,600	1,200	1,410	750	*e*$2,000	.....	.....	.....	.....	.....	.....	75,000	150,000	22,000	5,000	252,000
27	Augusta, Ga*	*a*100	*a*85	.....	.....	.....	.....	.....	.....	.....	.....	*a*85	8,000	16,500	1,250	400	26,150
28	Columbus, Ga	.....	.....	.....	.....	.....	.....	.....	.....	950	.....	.....	10,000	24,500	3,700	*f*1,500	39,700
29	Macon, Ga	*b*1,350	*b*630	*b*630	*b*450	.....	.....	.....	.....	.....	.....	.....	15,000	36,500	4,000	.....	55,500
30	Savannah, Ga	2,250	750	1,200	.....	.....	.....	.....	.....	.....	.....	.....	20,000	75,000	10,000	500	105,500

31	Belleville, Ill													(85, 000)			2, 425	87, 425
32	Bloomington, Ill		788		585									(300, 000)			200	300, 200
33	Chicago, Ill	2, 250		1, 586	1, 050					*b*1, 600	*b*1, 600	*bg*1, 600	1, 126, 635	1, 999, 650	105, 725	224, 800	3, 456, 810
34	Decatur, Ill	1, 300		800	600								20, 000	75, 600	10, 000	1, 000	106, 000
35	Elgin, Ill	800			500								18, 000	20, 000	2, 000	400	40, 400
36	Freeport, Ill	*b*900			*b*650							*h*50	*10, 000	*65, 000	*5, 000	*500	*80, 500
37	Galesburg, Ill*		*b*630	*b*600	*b*475							600	10, 000	120, 000	6, 000	200	136, 200
38	Jacksonville, Ill*	1, 000		700	600								18, 900	131, 000	10, 000	800	160, 700
39	Joliet, Ill*	800			*a*40								10, 000	47, 000	5, 000	500	62, 500
40	Moline, Ill*		675		575			*i*105					12, 000	35, 000	1, 500	700	49, 200
41	Ottawa, Ill	1, 800		1, 000	650									(60, 000)		100	40	60, 140
42	Peoria, Ill*	1, 500		*b*1, 000	*b*750			*ab*40					38, 100	146, 600	15, 000	1, 500	201, 200
43	Quincy, Ill	1, 500		1, 000	700							*j*500	75, 000	125, 000	10, 000	900	210, 900
44	Rockford, Ill	*b*1, 300			600									(127, 398)		3, 261	500	131, 159
45	Rock Island, Ill	*b*1, 050			*b*720					*b*250	*b*270		29, 000	63, 000	7, 000	900	99, 900
46	Springfield, Ill*	*b*1, 450		1, 000	720								40, 000	150, 000	6, 000	1, 500	197, 500
47	Evansville, Ind*	*b*1, 400		*b*900	750					*b*1, 400		*g*1, 000					
48	Fort Wayne, Ind	1, 400		1, 200	663		$750			1, 200	1, 200	800	57, 000	145, 000	19, 000	*k*6, 500	227, 500
49	Indianapolis, Ind	*b*2, 000		*b*1, 000	*b*950	*b*2, 000				*b*1, 400	*b*1, 450		328, 598	529, 320	60, 220	2, 000	920, 138
50	La Fayette, Ind*	1, 500		1, 000	1, 000			250	250		600	900	40, 000	110, 000	15, 000	3, 000	168, 000
51	Logansport, Ind	*b*900			550					*b*700			28, 300	111, 500	5, 550	550	145, 900
52	Madison, Ind	900			600								12, 000	53, 500	15, 000	500	81, 000
53	Richmond, Ind		1, 080	900	630					1, 000			29, 500	62, 300	8, 600	2, 950	103, 350
54	South Bend, Ind	1, 125		495	495							*g*400	21, 000	100, 000	11, 000	2, 000	134, 000
55	Terre Haute, Ind	*l*1, 250			720					*b*900				(228, 105)		1, 825	229, 930
56	Vincennes, Ind		*b*800		*b*650					*b*550		*bg*550	8, 000	30, 000	6, 000	500	44, 500
57	Cedar Rapids, Iowa		900		540							*m*300	30, 000	75, 000	10, 000	500	115, 500
58	Clinton, Iowa		*b*800		650							*b*525	10, 000	60, 000	5, 000	150	75, 150
59	Council Bluffs, Iowa		550		550								25, 000	107, 300	3, 000	1, 000	136, 300
60	Davenport, Iowa	1, 500			900		1, 050	150			1, 000		64, 000	200, 000	26, 000	1, 200	291, 200
61	Des Moines (west side), Iowa.	1, 300			700					900			40, 000	200, 000	7, 000	500	247, 500
62	Dubuque, Iowa	1, 800		1, 000	500							*g*250					168, 000
63	Keokuk, Iowa	1, 200			*a*75			*a*40			(1, 000)						100, 000
64	Muscatine, Iowa*		*b*650	*b*500	*b*650									(80, 000)		(800)	80, 800
65	Ottumwa, Iowa		1, 000		650					600			10, 000	51, 000	4, 000	150	65, 150
66	Atchison, Kans	*b*1, 000			*ab*65								20, 000	60, 000	6, 000	1, 000	87, 000
67	Lawrence, Kans	640			500									(95, 000)	9, 000	200	104, 200
68	Leavenworth, Kans	1, 500		1, 000	700									166, 000	10, 000	2, 000	178, 000
69	Topeka, Kans	1, 000			*a*65								49, 800	120, 000	9, 500	500	179, 800
70	Covington, Ky	1, 500		950	600								86, 000	103, 000	15, 000	500	204, 500
71	Lexington, Ky*												15, 000	25, 000	1, 000		41, 000
72	Louisville, Ky	2, 000		1, 300	700	1, 650						*g*500	208, 090		(667, 054)		875, 144
73	Newport, Ky				700						(620)		70, 000	60, 000	3, 000	500	133, 500
74	Paducah, Ky	*a*60			*a*50								7, 500	25, 000	1, 200		33, 700
75	New Orleans, La	*b*1, 620	*b*1, 500	1, 302	1, 050									(600, 000)	65, 000	2, 500	667, 500

* From Report of the Commissioner of Education for 1881.
a Monthly salaries.
b These are maximum salaries.
c In 1880.
d Including Monroe County.
e Salary of city superintendent, who is also principal of normal school.
f Apparatus, books, &c.
g For teacher of German.
h Maximum monthly salary for teacher of German.
i For three and one-half months.
j For teacher of music and German.
k Apparatus and library.
l This is the minimum salary.
m For teacher of elocution for six months.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882, &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
76	Auburn, Me	*a*$1,300		*a*$800	*a*$600								$5,000	$95,000	$5,000		$105,000
77	Augusta, Me*	*a*1,400			*a*500					$200			2,500	55,000	2,000	$500	60,000
78	Bangor, Me	*a*1,200			*a*500							*a*$600	(118,000)		4,000		122,000
79	Bath, Me*	1,500	$750									500					59,300
80	Biddeford, Me	1,200			625								5,000	85,000	4,500	500	95,000
81	Lewiston, Me	*a*1,700			558		*a*$800			800			(164,200)		10,000	500	174,700
82	Portland, Me	2,000		1,100	600		750			800	($1,400)						336,240
83	Rockland, Me*	*a*1,200			*a*500												50,000
84	Baltimore, Md	2,400	2,208	*a*2,000	*a*1,008					1,200	500		471,957	1,197,167	100,000	40,000	1,809,124
85	Frederick, Md												10,000	17,000	1,500	150	28,650
86	Attleboro', Mass																
87	Beverly, Mass																
88	Boston, Mass	3,330	1,800	1,944	1,194	3,780	1,194			2,820	3,000						7,751,250
89	Brockton, Mass*	*a*1,700			*a*700								18,650	70,200	7,930	800	97,580
90	Brookline, Mass							*a*$156	*a*$106	*a*600	*a*250	*a*550	(116,500)		(5,300)		121,800
91	Cambridge, Mass	*a*2,800								*a*1,700			*c*177,000	*c*380,000	*c*31,000	*c*2,000	*c*590,000
92	Chelsea, Mass*	*a*2,800	*a*1,200	*a*800	*a*800					*a*1,000							398,000
93	Chicopee, Mass	1,500			650						600		4,250	69,600	3,200	1,700	78,750
94	Clinton, Mass	*a*1,600		(*a*500)						*a*480	*a*500		22,000	65,000	9,000	2,000	98,000
95	Fall River, Mass*																
96	Fitchburg, Mass	1,650		950	650					600	600	600	(183,950)		(7,530)		191,480
97	Gloucester, Mass			*a*1,000	592					800	650		27,200	80,400	10,000	2,000	119,600
98	Haverhill, Mass												*c*71,875	*c*197,400			*c*269,275
99	Holyoke, Mass	1,800		1,000	600					700	(700)		43,356	106,047	15,290	3,199	167,892
100	Lawrence, Mass*	*a*2,400		*a*1,100	*a*900		*a*900			*a*600	*a*1,400		72,720	183,614	18,788	10,665	285,787
101	Lowell, Mass	2,000		1,800	750					1,200	(1,200)		(580,631)		10,500	3,000	594,131
102	Lynn, Mass	*a*1,700		*a*1,200	*a*750			*ad*1,000		*a*850	(*ad*1,000)		(492,500)		23,000	5,000	520,500
103	Malden, Mass	1,750		1,200	650					600			52,909	119,600	10,600	1,000	184,109
104	Marlborough, Mass	1,400		600	575								14,100	43,600	7,000	600	65,300
105	Medford, Mass*	*a*2,050		*a*1,000	*a*800			*ae*35		*a*700	*a*120		20,000	80,000	5,000	1,500	106,500

106	Milford, Mass																	
107	Natick, Mass																	
108	New Bedford, Mass*																	
109	Newburyport, Mass	1,700	600											(97,500)				97,500
110	Newton, Mass	2,700			950					1,500	(800)		65,000	340,000	20,000	5,000		430,000
111	North Adams, Mass	*a*1,050			*a*500					*a*300			20,000	80,000	4,000	500		104,500
112	Northampton, Mass	1,200		*a*700	430					1,000			12,500	95,700	10,000	500		118,700
113	Peabody, Mass*	*a*1,400																
114	Pittsfield, Mass*	1,600			466					600			13,400	57,900	6,000	1,000		78,300
115	Quincy, Mass[A]	*a*1,400																*f*119,000
116	Salem, Mass																	
117	Somerville, Mass	2,200		1,500	790					1,330								344,432
118	Springfield, Mass	2,700		1,800	814					1,000	900	900		(549,000)		3,500		552,500
119	Taunton, Mass	1,700		1,200	650					900			20,000	180,000	19,000	1,000		220,000
120	Waltham, Mass												*c*50,000	*c*140,000	*c*6,000	*c*800		*c*196,800
121	Westfield, Mass																	
122	Weymouth, Mass																	
123	Woburn, Mass	*a*1,800			500					500				(180,000)		2,500		182,500
124	Worcester, Mass	2,700		1,225	794					1,500	1,650		226,120	625,600	46,803	9,349		907,872
125	Adrian, Mich	1,200			*a*500						*a*500	*a*600		104,000				104,000
126	Ann Arbor, Mich	1,500		950	500					500	200	500	30,000	100,000	10,000	1,500		141,500
127	Bay City, Mich*		700		450		*a*550				500		35,000	85,000	20,000	6,000		146,000
128	Detroit, Mich	*a*2,000		(623)						1,200	1,050			(774,642)		33,100	4,000	811,742
129	East Saginaw, Mich	1,500		650	662			120		500	600	600	45,000	145,000	16,000	1,000		207,000
130	Flint, Mich	1,000			550						400		21,500	93,500	6,500	1,500		123,000
131	Grand Rapids, Mich	1,750		850	750					1,000	1,000	1,000						425,000
132	Muskegon, Mich		*a*700	*ag*400	*a*675					*a*600		*a*650						100,539
133	Port Huron, Mich		*a*750	*a*600										(87,400)		2,600		90,000
134	Saginaw, Mich	900			500					500	280		10,000	88,000	4,500	500		103,000
135	Minneapolis, Minn	1,800		(850)							1,200			(417,500)		(22,878)		440,378
136	St. Paul, Minn	*a*1,600		*a*1,200	*a*800					*a*1,450	*a*1,000	*a*1,450						379,100
137	Winona, Minn	1,000		700	600					200	800	700	30,000	110,000	6,500	1,000		147,500
138	Vicksburg, Miss												7,000	6,000	1,200	200		14,400
139	Hannibal, Mo*												7,500	26,000	4,900	300		38,700
140	Kansas City, Mo	*a*1,665		*a*1,575	*a*1,013									(331,055)		(25,000)		356,055
141	St. Joseph, Mo	1,300		875	800					1,200	(1,200)		43,800	116,425	12,000	2,000		174,225
142	St. Louis, Mo	2,500		1,550	1,100	2,500		190	130	1,500	1,150		765,027		(2,314,672)			3,079,699
143	Sedalia, Mo			*e*55	*e*50								20,000	60,000	3,000	1,000		84,000
144	Lincoln, Nebr*		*a*540		*a*450								25,000	40,000	4,000			69,000
145	Omaha, Nebr	2,100		1,100	950			300										441,833
146	Virginia City, Nev	*e*150			*e*100									(35,000)			*h*575	35,575
147	Dover, N. H*	1,600			800			200	100	418			20,000	120,150	8,200	950		149,300
148	Manchester, N. H	*a*2,000		*a*1,200	*a*800		*a*1,000											310,075
149	Nashua, N. H*	*a*2,100			540			*ea*40		*a*800				(231,891)		5,000		236,891
150	Portsmouth, N. H	*a*2,100			*a*800							*a*800	13,100	60,000	6,500	3,000		82,600
151	Bridgeton, N. J												10,000	25,000	3,000			38,000
152	Camden, N. J																	246,300

* From Report of the Commissioner of Education for 1881.
a These are maximum salaries.
b For teacher of sewing.
c In 1880.
d The principal of evening schools is also teacher of drawing and penmanship.
e Monthly salaries.
f In 1879.
g One-half time.
h Apparatus and library.
i These statistics are from the return for the year 1881.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882, &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
153	Elizabeth, N. J	$1,400			$542			(*a*$29)					$12,200	$60,400	($7,000)		$79,600
154	Hoboken, N. J										$900						132,500
155	Jersey City, N. J	2,500	$864	$1,200	696								(593,000)		21,900	600	615,500
156	Millville, N. J	*ab*100			*a*46												45,000
157	Newark, N. J*	2,000		*b*1,300	*b*850		$1,000	*ab*40	*a*25	$250	1,000	*c*$550	318,000		(592,000)		910,000
158	New Brunswick, N. J	*d*1,000		800	667								20,000	100,000	5,000	200	125,200
159	Orange, N. J			1,400	650					750	600						100,000
160	Paterson, N. J	*b*1,800			*b*750								27,600		(277,200)		304,800
161	Plainfield, N. J		2,000							400			(60,000)		3,500	250	63,750
162	Trenton, N. J																150,000
163	Albany, N. Y	*b*3,200		1,568	634					1,485	1,200	(*e*)	164,000	575,000	26,710	2,800	768,510
164	Auburn, N. Y	1,400		800	530					700	650		25,000	125,000	14,000	3,300	167,300
165	Binghamton, N. Y	1,700		1,000	520								53,800	140,889	6,867	2,811	204,367
166	Brooklyn, N. Y	*b*3,300			*b*900					*b*1,300	*b*1,200		588,675	4,354,877	155,000	10,000	5,108,552
167	Buffalo, N. Y												123,035	567,350			690,385
168	Cohoes, N. Y			580					100	900			36,500	50,000	5,000	1,500	93,000
169	Elmira, N. Y	1,800		900	575								68,000	(217,800)		30,500	316,300
170	Hudson, N. Y	1,075			500								6,500	28,000	3,000	1,000	38,500
171	Ithaca, N. Y	1,000		700	600					300			19,000	40,000	6,500	1,200	66,700
172	Kingston, N. Y*f*												*g*50,000	*g*90,000	*g*7,000	*g*1,500	*g*148,500
173	Lockport, N. Y	1,800		1,200	600					1,000	600	900	26,000	72,000	5,000	2,000	105,000
174	Long Island City, N. Y*												10,000	55,000			65,000
175	Newburgh, N. Y*	1,800		1,300	733			500	425				30,000	154,000	7,000	1,000	192,000
176	New York, N. Y					$7,500							3,526,200	7,482,500	500,000	275,000	11,783,700
177	Oswego, N. Y	*b*1,200			459			*h*1,000					27,140	131,590	(15,150)		173,880
178	Plattsburgh, N. Y*		800		600								5,000	47,000	4,000	1,000	57,000
179	Poughkeepsie, N. Y	1,800			550					700			23,600	104,405			128,005
180	Rochester, N. Y	1,850		1,275	725							*c*1,000	114,750	353,289	30,000	3,000	501,039
181	Rome, N. Y	1,200			550						500	500	21,000	45,000	4,000	1,000	71,000
182	Saratoga Springs, N. Y*	800			575					850			33,000	34,000	2,000	300	69,300

183	Syracuse, N. Y	2,500		1,200	643						650	1,200	156,000	570,000	30,000	5,000	761,000
184	Utica, N. Y	2,000	750	1,000	750			*b*400	*b*200	*b*1,000	*b*650		89,317	535,887	28,110	1,666	654,980
185	Raleigh, N. C*									200							*i*5,000
186	Akron, Ohio*	*b*1,200			*b*700					*b*800	(*b*800)		70,000	130,000	7,500	700	208,200
187	Canton, Ohio		1,000		625					700		600	(100,000)		12,000	250	112,250
188	Chillicothe, Ohio	*b*1,500		900	775								30,000	100,000	12,000	500	142,500
189	Cincinnati, Ohio	2,600		1,850	1,000	2,200				1,585	1,100	1,433					2,040,000
190	Cleveland, Ohio*	2,200		1,288		*b*2,100				1,850	1,850	*j*750					*k*1,663,035
191	Columbus, Ohio	2,000		1,367	922					1,500	1,500	*c*800	219,100	525,684	28,700	8,300	781,784
192	Dayton, Ohio	2,000		1,400	1,170		1,500	*a*40	*a*40	1,500	(1,500)		103,500	223,800	27,000	11,700	366,000
193	Fremont, Ohio*		*b*760	*b*600	*b*450					*b*500		*bc*600	10,000	40,000	3,000	1,000	54,000
194	Hamilton, Ohio				850					850			15,000	200,000	10,000	1,000	226,000
195	Newark, Ohio*	1,000		900	600						(900)		11,200	75,000	8,800	350	95,350
196	Portsmouth, Ohio																*g*180,000
197	Sandusky, Ohio		1,000		533							*c*475	40,000	125,000	12,000	3,000	180,000
198	Springfield, Ohio*	*b*1,200		900	*b*750				*c*800	1,000	800	1,000	28,670	81,950	8,199	1,000	119,819
199	Steubenville, Ohio	1,400		700	575								20,500	100,300	8,500	500	129,800
200	Tiffin, Ohio		700		487					300							75,000
201	Toledo, Ohio	*b*1,300			*b*900					*b*1,000	*b*500						580,000
202	Zanesville, Ohio*	*b*1,000			*b*600					*b*900		*b*900					200,000
203	Portland, Oreg	(1,750)		(950)							1,100		100,000	153,000	12,000	1,000	266,000
204	Allegheny, Pa			(600)						*b*900		*b*575	300,000	500,000	15,000	5,000	820,000
205	Allentown, Pa	*a*70	*a*45		*a*40												450,000
206	Altoona, Pa	648			450								29,545	67,265	4,560	250	101,620
207	Bradford, Pa		850		600					500	(700)		6,715	24,570	4,081		35,366
208	Carbondale, Pa	1,000			450								3,000	20,000	2,000	200	25,200
209	Chester, Pa		750		575												111,000
210	Columbia, Pa		*a*80		*a*52									23,700	3,900	500	28,100
211	Danville, Pa																60,000
212	Easton, Pa*																219,200
213	Erie, Pa	*b*1,800		815	636					*b*480	(*b*380)						320,700
214	Harrisburg, Pa	1,100	950	800	608						500		500	306,750	21,073	2,650	330,973
215	Johnstown, Pa																100,000
216	Lancaster, Pa	*b*990	*b*660	*b*900	*b*550					*b*500							204,000
217	Lebanon, Pa	765	680										15,600	49,600	8,000	2,000	75,200
218	McKeesport, Pa	*ab*80															53,000
219	Meadville, Pa		*b*800		*b*450									(80,000)	10,000	5,000	95,000
220	New Castle, Pa*	(*a*50)		40)								*a*50					45,000
221	Norristown, Pa	1,400			400					350	300		60,000	85,000	13,500	700	159,200
222	Philadelphia, Pa*	2,400		1,713		2,200											6,003,084
223	Pittsburgh, Pa*																1,900,000
224	Pottsville, Pa																200,000
225	Reading, Pa*	1,400	1,000	900	650						600		(259,700)		19,400	2,500	281,600
226	Scranton, Pa	975	625		575			*l*68	*l*58	600		*m*400					325,000

* From Report of the Commissioner of Education for 1881.
a Monthly salaries.
b These are maximum salaries.
c For teacher of German.
d Salary of vice principal.
e There is also a special teacher of German receiving $760; of chemistry, $400; and of French, $400.
f These statistics are for the Kingston school district only.
g In 1880.
h Salary of teacher in unclassified school.
i For city and county.
j There are also special teachers of German receiving an average salary of $670; teachers of unclassified schools with an average salary of $900, and teachers of elocution and book-keeping receiving respectively $1,500 and $1,000.
k In 1878.
l Evening schools kept open three months.
m For teacher of deaf-mutes.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882, &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
227	Shamokin, Pa	$765	.....	$630	.....	.....	.....	.....	.....	.....	.....	.....	$18,300	$25,000	$6,000	$500	$50,000
228	Shenandoah, Pa	*a*85	.....	.....	*a*$45	.....	.....	.....	.....	.....	.....	.....	7,000	48,300	5,000	700	61,000
229	Titusville, Pa*	.....	*b*$800	.....	*b*600	.....	.....	.....	.....	*c*$600	$400	*d*$850	.....	.....	.....	.....	64,275
230	Wilkes-Barre, Pa	*a*120	.....	*a*65	*a*65	.....	.....	*a*$25	.....	*a*60	.....	.....	.....	.....	.....	.....	181,872
231	Williamsport, Pa	*b*900	.....	.....	*b*540	.....	.....	.....	.....	.....	.....	.....	31,500	98,500	12,000	2,325	144,325
232	York, Pa	1,000	.....	600	450	.....	.....	*a*40	.....	.....	.....	.....	.....	.....	.....	.....	140,000
233	Newport, R. I	3,500	.....	2,000	1,000	.....	.....	*e*75	$100	900	900	.....	25,839	84,300	(18,000)		128,139
234	Pawtucket, R. I	1,500	.....	.....	*b*700	.....	.....	.....	.....	900	.....	.....	.....	.....	.....	.....	174,000
235	Providence, R. I	*b*2,100	*b*1,400	*b*1,600	*b*1,000	*b*$3,000	.....	.....	.....	*b*1,700	.....	.....	.....	.....	.....	.....	*f*1,450,000
236	Warwick, R. I	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(36,500)		(413)		26,913
237	Woonsocket, R. I	1,400	.....	700	525	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	150,000
238	Charleston, S. C	.....	.....	.....	.....	200	.....	.....	.....	900	.....	.....	20,000	105,000	10,000	1,000	136,000
239	Chattanooga, Tenn	(*ab*100)		(*ab*60)		.....	.....	.....	.....	.....	.....	.....	2,750	34,000	3,000	.....	39,750
240	Knoxville, Tenn	(*a*55)		(*a*45)		.....	.....	.....	.....	.....	.....	.....	15,000	31,500	2,700	.....	49,200
241	Memphis, Tenn	(*ab*100)		(*ab*75)		.....	.....	.....	.....	.....	.....	.....	31,500	96,000	11,400	150	139,050
242	Nashville, Tenn	1,700	800	800	750	.....	.....	.....	.....	1,150	(1,100)		48,000	135,000	11,000	1,000	195,000
243	Galveston, Tex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10,000	7,000	3,860	200	21,000
244	Houston, Tex	1,200	.....	1,000	540	.....	.....	.....	.....	.....	.....	.....	20,000	20,000	2,000	250	42,250
245	Burlington, Vt*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
246	Alexandria, Va	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,000	20,000	2,000	500	26,500
247	Lynchburg, Va	1,210	.....	912	600	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60,000
248	Norfolk, Va	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60,000
249	Petersburg, Va*	.....	720	.....	540	.....	.....	.....	.....	.....	.....	675	(52,500)		4,000	500	57,000
250	Portsmouth, Va	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15,500
251	Richmond, Va	1,125	900	(*a*56)		.....	.....	.....	.....	.....	.....	*aq*42	(260,000)		(20,000)		280,000
252	Wheeling, W. Va	1,100	1,100	*a*60	*a*60	.....	.....	.....	.....	.....	.....	*ad*38	51,500	171,609	16,571	1,000	240,680
253	Appleton, Wis	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	15,000	36,000	.....	1,200	52,200
254	Fond du Lac, Wis	1,200	.....	.....	617	.....	.....	.....	.....	.....	.....	.....	22,000	98,700	3,810	800	125,310
255	Janesville, Wis	1,500	.....	.....	*a*58	.....	.....	.....	.....	.....	.....	.....	7,000	59,500	.....	650	67,150
256	La Crosse, Wis	1,200	.....	1,000	550	.....	.....	.....	.....	450	*d*1,100	*h*250	18,000	79,000	5,830	1,500	104,330

257	Madison, Wis*	2,000			500					296			10,000	90,000	9,000	2,000	111,000
258	Milwaukee, Wis	*b*2,500		1,320	733		*b*$1,500			*b*1,200	*b*1,200	*d*981	204,300	446,000	48,154	76,579	705,033
259	Oshkosh, Wis	*b*1,750			*b*550								35,000	100,000	10,000	1,500	146,500
260	Racine, Wis	1,600		700	550								(95,000)		12,000		107,000
261	Watertown, Wis*	1,600		600									12,000	22,000	1,500	500	36,000
262	Georgetown, D. C *j*	1,800		1,100	800		1,350			690	675		181,225	688,235	(73,625)		943,085
263	Washington, D. C *j*																

* From Report of the Commissioner of Education for 1881.
a Monthly salaries.
b These are maximum salaries.
c For teacher of music and French.
d For teacher of German.
e For ten weeks.
f In 1879.
g For teacher of natural science.
h For teacher of gymnastics.
i Apparatus and books of reference.
j The figures relating to school property are from a return for 1881, and for the white schools of Georgetown and Washington only; other figures are for all schools, white and colored, in the District of Columbia.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1882, *&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
1	Little Rock, Ark*		$5,340,000		5	$64				$10,680	$26,700			$37,444	$6,455	$900	
2	Los Angeles, Cal*	$7,574,926	7,574,926			5,026	$6,500			20,625	17,600		$1,409	51,160		2,435	$300
3	Oakland, Cal	28,289,650	28,289,650	2.8	2.8	21,993				75,758	104,572	$1,191	166	203,680	512	(700)	
4	San Francisco, Cal		222,336,400		.95	75,152				490,680	197,528		839	764,199	18,410	6,477	
5	San José, Cal	9,000,000	9,000,000	1	1	25,330				26,100	25,275			76,705			
6	Stockton, Cal		a6,000,000		1.2	30,573				17,670	22,921	(2,368)		73,532	(1,808)		262
7	Denver, Colo. ($\frac{8}{6}$ of city)*	46,000,000	23,000,000	4	8	83					148,605		554	149,242	51,432	2,550	
8	Leadville, Colo*					3,785	0	$0	$0		41,453	0		45,238			
9	Bridgeport, Conn		b11,820,127			6,220	15,925		641		54,000	371	89	77,246	(11,013)		180
10	Danbury, Conn		5,358,496											26,244	13,655	(c33)	
11	Derby, Conn*	12,000,000	3,300,000		3									30,346	2,200	(236)	
12	Greenwich, Conn		b3,639,027											13,749			
13	Hartford, Conn		46,991,833											226,959	50,310	(c1,873)	
14	Meriden, Conn		9,251,717		2.22	0	2,628			6,570	21,606			30,804		482	150
15	Middletown, Conn		6,226,345											30,348		(c1,135)	
16	New Britain, Conn		4,669,354											24,233		(200)	
17	New Haven, Conn		44,189,728		3	26,066			1,385	32,865	151,795	1,865	65,029	279,005	7,305	(3,524)	
18	New London, Conn*		6,450,028											21,327		(c200)	
19	Norwalk, Conn*		5,306,506											37,811		(c160)	
20	Norwich, Conn*		13,349,295											67,297	22,718	(c285)	
21	Stamford, Conn		6,920,103											23,132	1,636	(c23)	
22	Waterbury, Conn		b8,315,041				10,802				45,219		284	56,305	12,013	(c373)	
23	Windham, Conn		b3,800,810				4,238		492		10,083		772	15,585		(c534)	
24	Wilmington, Del*	23,500,000	23,500,000			9,563	1,426			626	69,571	d20,000	482	81,668	d15,790		
25	Key West, Fla e	1,396,194		4		772	662				6,837			8,271		234	
26	Atlanta, Ga	22,000,000	20,000,000											61,000	12,000	2,500	
27	Augusta, Ga*	22,834,620	14,726,542	1.1	1.7	f11,769				f4,221	f26,583	f1,207		f43,780	f3,225	f1,013	
28	Columbus, Ga	4,500,000	4,345,785	2.87	2.97	442	0	0	0	1,950	11,065		2,160	15,617	0	77	0
29	Macon, Ga		8,000,000		2					5,113	17,000	86		22,199		166	

30	Savannah, Ga		*15,242,329							g7,000	g38,000	2,500	1,500	h56,000				
31	Belleville, Ill		1,721,400		18.5	10,655				4,513	45,840	286	35	61,329		420		
32	Bloomington, Ill	10 786,140	3,595,380	5.6	17	0			87	5,112	63,351	135	1,170	69,855	1,784	1,525		
33	Chicago, Ill		125,358,537		9.5		8,175		169,978	147,219	1,195,941	907	18,144	1,540,364	239,502	17,301	330	
34	Decatur, Ill	7,590,000	1,917,961	2.5	10	13,938	4,018	0	245		19,665	0	11	37,877	0	52	0	
35	Elgin, Ill	7,982,216	1,995,554	1.5	6	9,756			44	2,646				12,446	2,363	1,126	40	
36	Freeport, Ill	*4,883,553	*1,627,851			9,450	3,095				(18,825)	249		31,619		200		
37	Galesburg, Ill*	5,393,878	2,696,939		4.5			(360)		4,198	16,000	94		20,652		50		
38	Jacksonville, Ill*	3,000,000	2,398,500		10	1,157	0			3,720	27,805	57	952	33,691	2,287			
39	Joliet, Ill*	5,105,584	2,552,792	4.1	8.2					4,298	18,914	150		23,362	7,446	250		
40	Moline, Ill*					3,512			256	3,947	28,716	231	3	36,665		190		
41	Ottawa, Ill	6,975,588	1,743,897		11.8	0	0	0	0	2,618	20,000	0	0	22,618		59	12	
42	Peoria, Ill*	18,915,333	6,305,111	2.33	7	869	101			9,449	39,643	209	3,566	53,837		962		
43	Quincy, Ill	18,000,000	5,740,000	1.9	6.4	15,490				9,278	34,975	182		59,925	12,690	717		
44	Rockford, Ill		4,004,418							4,735	29,788	128	5,024	39,675	3,999	921		
45	Rock Island, Ill	7,674,006	2,558,002	3.33	10	3,329				3,745	27,947	229	137	35,387				
46	Springfield, Ill*	20,000,000	4,000,000		10					7,735	28,802	517	188	37,242	0	880	0	
47	Evansville, Ind*					24,541				57,974	13,072			95,587	15,000		1,500	
48	Fort Wayne, Ind	11,547,805	11,547,805	2.6	2.6	83,692	4,627			32,388	19,572		11,314	151,593	3,873	1,977	822	
49	Indianapolis, Ind		51,455,965		2	55,290	78,878				110,672	300	31,360	276,500	50,000	3,500	11,305	
50	La Fayette, Ind*	20,000,000	10,000,000			54,472			706	18,599	14,573	5	2,550	90,905	8,500	500		
51	Logansport, Ind		3,800,000		2									*41,463	*1,692	*740	*70	
52	Madison, Ind		*4,000,000			7,430	12,111				13,564	53	38	33,196				
53	Richmond, Ind	i10,600,000	i8,381,005			2,052				24,157	16,533	269	4,262	47,273		2,300	0	
54	South Bend, Ind	15,500,000	5,500,000	.8	2.5	18,425		(16,007)			(12,076)	255	369	47,132		1,798		
55	Terre Haute, Ind		15,000,000		3.4	26,185				33,004	24,387	48	172	83,796	2,018	891		
56	Vincennes, Ind	5,500,000	3,500,000		2.5									*23,000				
57	Cedar Rapids, Iowa	5,500,000	2,000,000	5	14	11,295		(4,479)			30,603	140	35	46,552	1,000	592		
58	Clinton, Iowa	6,000,000	1,600,000		14	6,036	3,195				16,506	164		25,901	14,000	500	600	
59	Council Bluffs, Iowa	12,000,000	3,076,680	5	15.5	18,477		(6,251)			46,659		26	71,393	12,509	2,146	64	
60	Davenport, Iowa	18,000,000	4,498,049	3.25	13	25,483		(9,942)			(52,546)	499	535	89,005	1,611	119	18	
61	Des Moines (west side), Iowa.	13,000,000	4,500,000	4.66	14	13,320		(6,534)			40,945	254	296	61,349	9,494	865		
62	Dubuque, Iowa	a12,885,310	a7,731,186	7	11	3,988	9,752				45,825		105	59,670	7,200			
63	Keokuk, Iowa		3,234,935		9	2,660	0	0	0	5,953	25,838	122	23	34,596				
64	Muscatine, Iowa*	3,302,496	1,651,248	5	11	2,571	986			1,651	18,164		544	23,916	1,050			
65	Ottumwa, Iowa	6,788,823	2,262,941	3.66	11	1,902	3,408				19,133	27	j30,000	54,470	17,256	2,398		
66	Atchison, Kans	6,500,000	2,150,216		10	6,734				3,257	24,736	76		34,803			61	
67	Lawrence, Kans		2,000,000		8	2,724			5,294	2,472	13,188	58	20	23,756		57	k100	
68	Leavenworth, Kans	10,000,000	3,860,000	2	5	4,155		(5,287)			17,999	2,117	337	29,895		175		
69	Topeka, Kans	8,000,000	4,200,000	5	9.5	1,453	4,613				25,502	749	1,590	l33,907	2,130		1,367	
70	Covington, Ky	14,500,000	14,500,000	2.5	2.5	7,663				14,108	41,775	471	141	64,158				
71	Lexington, Ky*		4,964,005															
72	Louisville, Ky	70,029,724	70,029,724	3						62,747	189,558	1,031	186	253,522	8,754			

* From Report of the Commissioner of Education for 1881.
a In 1880.
b In 1881.
c For libraries and apparatus.
d Bonds for building purposes are sold and redeemed by the city council, and no account of them appears in the records of the board of education.
e Including Monroe County.
f These figures are for city and county.
g From appropriation.
h Items not all reported.
i In 1879.
j From sale of bonds.
k Not taken from school fund and not included in school expenditure.
l This is exclusive of receipts on the interest and bond fund, amounting to $26,892.

TABLE II.—*School statistics of cities containing* 7,500 *inhabitants and over, for* 1882, *&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
73	Newport, Ky	$12,000,000	$6,800,000	1.7	3	$415	.....	.....	.....	$9,452	$19,854	$14	$2	$29,737	.....	.....	.....
74	Paducah, Ky	4,000,000	3,500,000	.....	.....	114	.....	.....	.....	4,821	5,363	.....	.....	10,298	.....	$300	.....
75	New Orleans, La	.....	103,975,662	.....	.....	.....	.....	.....	.....	.....	200,000	.....	8,339	208,339	$2,500	1,407	.....
76	Auburn, Me	.....	5,280,000	.....	3	0	$0	$0	$0	5,000	15,000	.....	.....	20,000	.....	.....	.....
77	Augusta, Me*	4,768,828	.....	.....	2.25	2,000	.....	.....	.....	3,587	9,150	185	.....	14,922	.....	1,000	$300
78	Bangor, Me	9,931,231	.....	.....	.....	.....	.....	.....	.....	.....	.....	131	.....	32,690	.....	.....	.....
79	Bath, Me*	.....	.....	.....	.....	.....	.....	.....	.....	4,764	13,250	68	.....	18,082	.....	.....	.....
80	Biddeford, Me	6,000,000	5,500,000	2.66	2.9	0	.....	.....	.....	6,636	16,000	.....	.....	22,636	.....	.....	.....
81	Lewiston, Me	.....	10,338,160	.....	1.93	.....	.....	.....	.....	9,863	24,000	59	.....	33,922	.....	.....	.....
82	Portland, Me	32,642,755	32,642,755	2.5	2.5	.....	.....	.....	.....	19,480	71,664	.....	.....	91,144	6,997	.....	.....
83	Rockland, Me*	3,462,990	3,462,990	2	2	0	0	0	0	3,120	7,580	157	0	10,857	0	0	0
84	Baltimore, Md	247,000,000	247,000,000	.....	.....	.....	.....	.....	.....	168,290	377,451	47,009	1,545	a657,035	62,740	16,044	.....
85	Frederick, Md	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
86	Attleboro', Mass	.....	*b*4,934,941	.....	.....	.....	290	.....	834	.....	32,918	.....	773	*c*34,815	12,882	(*d*45)	
87	Beverly, Mass	.....	*b*8,613,650	.....	.....	.....	147	.....	180	.....	19,325	.....	472	*c*20,124	415	.....	.....
88	Boston, Mass	.....	672,497,962	.....	.....	.....	.....	.....	13,181	.....	1,708,728	12,359	162,537	1,896,805	139,127	60,515	.....
89	Brockton, Mass*	.....	6,100,000	.....	.....	.....	303	.....	324	.....	28,600	.....	.....	29,227	1,100	1,716	.....
90	Brookline, Mass	.....	24,842,800	.....	1.48	.....	.....	.....	.....	.....	36,500	.....	.....	36,500	.....	227	.....
91	Cambridge, Mass	.....	50,575,130	.....	.....	.....	.....	.....	784	.....	177,999	227	.....	179,010	11,466	613	.....
92	Chelsea, Mass*	.....	15,761,537	.....	3.6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
93	Chicopee, Mass	6,870,587	5,152,940	3.1	4.3	0	208	.....	.....	.....	22,425	74	996	23,703	.....	160	76
94	Clinton, Mass	4,976,424	4,976,424	.....	.....	.....	265	.....	.....	.....	19,597	61	23	19,946	.....	718	.....
95	Fall River, Mass*	.....	39,650,761	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*e*83,000	10,229	.....	.....
96	Fitchburg, Mass	.....	10,113,536	.....	3.9	0	238	.....	.....	.....	39,395	37	6	39,676	.....	.....	.....
97	Gloucester, Mass	13,000,000	8,977,559	4	5.75	.....	.....	.....	.....	408	51,245	.....	.....	51,653	7,274	300	.....
98	Haverhill, Mass	.....	*b*10,787,088	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	*c*64,461	12,000	.....	.....
99	Holyoke, Mass	20,000,000	13,374,055	2	3	3,178	.....	.....	.....	.....	40,000	.....	578	43,756	15,461	564	.....
100	Lawrence, Mass*	30,000,000	25,000,000	2.33	2.8	0	0	0	0	0	71,901	132	.....	72,033	15,000	.....	0
101	Lowell, Mass	46,414,411	46,414,411	.....	2.9	0	0	0	0	.....	*f*135,000	470	18,437	153,907	28,168	.....	.....

102	Lynn, Mass	24,456,909	24,456,909	3.9	3.9						93,472		2,977	96,449		1,991		
103	Malden, Mass		10,928,359		3.4						37,250			37,250		425		
104	Marlborough, Mass		*3,562,563		6.6		318		153		25,500			25,971				
105	Medford, Mass*	7,588,276	7,588,276	4	4		122	0	0		29,715	0	0	29,837		300		
106	Milford, Mass		*b*4,620,044											*c*22,315		(*d*61)		
107	Natick, Mass		*b*4,655,066				269				18,050		450	*c*18,769	100	(*d*37)		
108	New Bedford, Mass*		27,115,322											82,266				
109	Newburyport, Mass		7,417,698						675	253	24,000	98		25,026				
110	Newton, Mass	26,335,718	26,335,718	3.6	3.6						93,835			93,835	3,854	700		
111	North Adams, Mass		4,543,834		4					320	18,100	433	183	19,036		100	100	
112	Northampton, Mass	7,851,668	7,851,668	3.33	3.33	140	212		284		26,600	80	310	27,626	2,738	273		
113	Peabody, Mass*		6,813,800				169				22,700		854	23,723				
114	Pittsfield, Mass*	7,414,405	7,414,405				0	0	0		34,700	198	256	35,154	0	375		
115	Quincy, Mass*		7,560,381											33,241				
116	Salem, Mass		*b*23,767,679											*c*33,500	1,953			
117	Somerville, Mass		23,162,200		3.25						102,784	248	507	103,539	17,000	800		
118	Springfield, Mass		34,282,786		2.9						100,703	431	35	101,169		150		
119	Taunton, Mass	20,291,797	15,218,848	2.5	3.25									*45,683	0	500		
120	Waltham, Mass		*b*9,280,264											*c*34,839	140	(*d*10)		
121	Westfield, Mass		*b*5,936,098				136		4,444		20,982		973	*c*26,535	259			
122	Weymouth, Mass		*b*5,591,542											*c*42,400	10,332			
123	Woburn, Mass	8,073,271	8,073,271			120	216				37,750	277	273	38,636				
124	Worcester, Mass	45,959,558	45,504,513	3.78	3.81	0	0	0		0	172,726	175	828	173,729	9,923	1,331	0	
125	Adrian, Mich		3,899,818			332	3,839			3,996	16,219	431	7,043	31,860		118	586	
126	Ann Arbor, Mich	4,768,850	4,768,850	4.3	4.3	4,115	3,354				20,529	5,698	363	34,059	2,714	517	259	
127	Bay City, Mich*		7,773,310		4.7	3,289	1,979				36,673	34	97	42,072		832		
128	Detroit, Mich	87,629,695	87,629,695	2.87	2.87	46,011	47,029	0	0	0	183,831	548	11,930	289,349	45,835	4,529		
129	East Saginaw, Mich	*7,699,655	*7,699,655			4,282	7,972	0	424		48,217	65	591	61,551	8,000	1,717	1,039	
130	Flint, Mich	4,299,550	4,299,550	6.3	6.3	8,353				6,563	22,286	1,503	355	39,060		327	699	
131	Grand Rapids, Mich		18,181,779		7	17,035	13,187				75,585	2,057	22,252	130,116	30,032	2,898	3,674	
132	Muskegon, Mich		4,543,989			5,324				6,574	30,600	95	935	43,528		(2,226)		
133	Port Huron, Mich	3,715,975	3,715,975							3,935	16,000	163		20,098		1,260	250	
134	Saginaw, Mich	4,404,630	4,404,630	5.58	5.58	7,975	4,435			4,229	19,000	65	207	35,911		25	190	
135	Minneapolis, Minn	*46,782,000	*31,188,486		4	17,933	6,756			30,085	119,108	643	1,566	176,091	12,720	2,125		
136	St. Paul, Minn	90,000,000	40,000,000	2.22	5	50,078					154,455	259	45,920	250,712	52,432	4,467		
137	Winona, Minn	8,000,000	4,000,000	2.25	4.5	13,509				4,201	13,291	207	8,824	40,032				
138	Vicksburg, Miss	5,000,000	3,146,000	2.5	4					0	10,000		2,000	12,000		0		
139	Hannibal, Mo*		2,780,000		5	2,525				3,910	14,818			21,253		96		
140	Kansas City, Mo		*g*8,100,000		4	34,659	12,453	8,236	151		113,723	336	68,058	237,616	*h*44,223	2,954		
141	St. Joseph, Mo	16,000,000	11,000,000	4.1	6			2,015		9,977	57,767	291	18	70,068	8,371			
142	St. Louis, Mo	255,930,733	191,948,050	3.33	5	94,040				78,548	696,052	352	66,297	935,289		7,887	13,000	
143	Sedalia, Mo		2,371,649		7	9,754		(4,737)		(17,403)		11		31,905				
144	Lincoln, Nebr*	6,000,000	2,000,000			4,739				6,553	13,799		15,347	40,438	9,960	1,250		
145	Omaha, Nebr	21,577,740	7,192,580			171				14,591	60,741		90,238	165,741	19,448	4,010		
146	Virginia City, Nev				5		12,620	32,594				91	45	45,350		*i*1,212	28	
147	Dover, N. H*	11,363,070	7,575,380	2	3	736	0	0	0	1,379	22,527	6	0	24,648	0	398	20	
148	Manchester, N. H		19,175,408		2.7	2,759	2,060				*f*55,387	207		60,413	4,188			

* From Report of the Commissioner of Education for 1881.
a Includes $62,740 received and expended under direction of inspector of buildings.
b In 1881.
c Total of reported items only.
d For libraries and apparatus.
e Appropriation for day schools, 1880.
f From appropriation.
g In 1879.
h Buildings, repairs, and improvements.
i For furniture and repairs.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for* 1882, *&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
149	Nashua, N. H*		$9,169,414							$17,402	$15,500	$63	$1,101	$34,066			
150	Portsmouth, N. H	$10,000,000	6,119,564							884	20,999	41		21,924			
151	Bridgeton, N. J*a*	4,598,664	3,449,060	1.3	1.8	$2,368	$818	$444	$60	5,834	6,344			15,868		$424	
152	Camden, N. J	*b*22,000,000	*b*12,000,000							40,304	51,750		1,035	93,089		1,330	
153	Elizabeth, N. J	12,000,000	12,000,000	*c*3.6	*c*3.6	490	2,569			33,237	8,213		265	44,774			$177
154	Hoboken, N. J		15,065,800														
155	Jersey City, N. J	90,000,000	60,000,000			0	12,244			155,031	30,945			198,220	$0	0	878
156	Millville, N. J													23,215	5,275	300	
157	Newark, N. J*		*d*82,140,700			6				140,280	67,500		254	208,040		(9,504)	
158	New Brunswick, N. J	10,832,000	5,416,000	1.27	2.54	488				22,051	20,739	531		43,809			
159	Orange, N. J	10,000,000	4,973,000		1					18,822	9,000	446	17	28,285		43	
160	Paterson, N. J	27,000,000	21,515,280			438	0	0	0	52,937	30,728	0	498	84,601	5,216		
161	Plainfield, N. J	8,000,000	4,250,000		6.6	156				8,836	16,299	471	8	25,770		195	97
162	Trenton, N. J	*d*20,000,000	*d*12,933,083							37,320	29,255			66,575	7,800	760	
163	Albany, N. Y	55,410,152	55,410,152			86,115				49,522	156,980	1,253	1,966	295,836	19,268	1,737	1,505
164	Auburn, N. Y	13,129,289	9,846,967	3.28	4.36	2,039	684			12,452	30,000	863	1,660	47,698	4,100	2,387	107
165	Binghamton, N. Y	10,239,916	6,206,010			1,553				10,067	35,200	1,055	665	48,570	4,689	1,200	2,068
166	Brooklyn, N. Y		283,738,317		3.12	45,660				288,667	885,816		67,333	1,287,476	77,182	4,871	1,102
167	Buffalo, N. Y	*b*89,237,320	*b*89,237,320				1,603			*c*82,620	243,378			327,601			1,526
168	Cohoes, N. Y	11,042,757	3,680,919	2.52	7.58	22,175				10,825	27,920	12	433	61,365	2,331	679	269
169	Elmira, N. Y	11,461,312	11,461,312	4.63	4.63	873	12,935				49,327	1,338		64,473		189	174
170	Hudson, N. Y	6,321,425	5,051,140	2.25	2.5	5,760				5,153	7,000	92		18,005	1,895	270	
171	Ithaca, N. Y	6,000,000	2,683,193	2.66	6		728	430		6,481	18,992	1,422	2,095	30,147	6,543	965	
172	Kingston, N. Y*f*	*b*5,475,440	*b*5,475,440			797	461		180		25,077	619	9,726	36,860	(11,523)		309
173	Lockport, N. Y	7,018,287	5,263,730	2.9	3.9	8,630				8,819	21,000	1,983	1	40,433	455	628	706
174	Long Island City, N. Y*		*d*4,681,847			1,257	9,721				35,025			46,003		2,026	
175	Newburgh, N. Y*	17,000,000	8,591,859	2.1	4.2	5				10,594	36,695	493		47,787	1,391	2,028	2,770
176	New York, N. Y	1,644,635,197	1,233,476,398	2.13	2.84						3,558,304			3,558,304	165,293	78,770	
177	Oswego, N. Y		8,806,333		3.8	2,341				12,001	33,641	67	814	48,954		2,169	578

178	Plattsburgh, N. Y*	3,000,000	2,000,000	5	7	149	5,384				11,541	1,172		18,246		259	
179	Poughkeepsie, N. Y		12,151,425		2.2	13,170				11,885	27,249			52,304		251	2,345
180	Rochester, N. Y	85,000,000	36,052,370	1.51	3.58	2,086	0	0	0	36,134	146,480	1,909	28,000	214,609	13,885	838	776
181	Rome, N. Y	7,500,000	3,774,396	1.5	3.05	756				6,147	7,819	512	778	16,012	434		
182	Saratoga Springs, N. Y*	19,201,040	3,840,208	.8	4	12,644				6,057	16,000	109	217	35,027	1,684	443	312
183	Syracuse, N. Y	36,603,241	30,502,071	3.5	3	1	0	0	0	29,570	110,000	1,454	1,400	142,425	20,265		2,728
184	Utica, N. Y	24,000,000	16,890,160	2.3	3.4	16,357				20,108	56,800	904		94,169	1,800	1,693	592
185	Raleigh, N. C*	*g*10,000,000	*g*6,193,596		1.2									*g*10,732			
186	Akron, Ohio*	10,000,000	7,286,300	4.25	6	269			*h*32,000	6,843	45,051	(4,294)		88,457	7,495	0	0
187	Canton, Ohio		5,185,426		5	3,355	470			7,182	31,608		28,873	71,488			
188	Chillicothe, Ohio	15,000,000	5,750,000	1.9	5	8,485			335	5,102	29,393	10	724	44,049		554	1,273
189	Cincinnati, Ohio		161,500,000		3.75	71,755			12,322	137,385	621,201	6,921	6,790	856,374	12,168	9,111	20,568
190	Cleveland, Ohio*	*b*220,941,582	*b*73,647,194	1.5	4.5	3,814				76,210	313,831			*i*399,030	63,285	12,841	
191	Columbus, Ohio	50,000,000	29,958,756	3.5	5.5	24,210		(212)		23,907	162,912	329	33,533	245,103	80,036	659	2,987
192	Dayton, Ohio	40,000,000	23,342,900	3.5	6	33,489	1,768			18,249	130,308	522	1,176	185,512	10,000	1,495	2,995
193	Fremont, Ohio*	3,000,000	2,000,000	4.6	7	2,023	61			3,545	11,339		642	17,610		(59)	
194	Hamilton, Ohio	9,000,000	5,718,825	3.5	5.5	7,792								51,302	0	0	0
195	Newark, Ohio*				4.5	12,705				5,807	26,922	222		45,656			
196	Portsmouth, Ohio	*b*5,000,000	*b*4,694,617											*b*49,108			
197	Sandusky, Ohio	12,000,000	5,000,000	3	7	7,139	620			9,435	34,679	277	11,860	64,010	4,140		
198	Springfield, Ohio*	*d*15,000,000	*d*10,000,000		5.5	16,528	259			4,304	39,565	693	23,299	84,648	13,160	6,702	
199	Steubenville, Ohio		4,729,460		3.5	17,877	64			9,653	16,671	160	187	44,612		197	800
200	Tiffin, Ohio	4,500,000	3,000,000	3.33	5	8,405	40			4,578	16,181		23	29,227			
201	Toledo, Ohio	100,000,000	27,784,250	1.25	4.5	83,759	736			26,369	131,184		26,783	268,831	17,701		
202	Zanesville, Ohio*		7,418,810		5	10,843	555			4,336	33,593		8,082	57,409	5,994	1,232	
203	Portland, Oreg	16,000,000	13,500,000		5	243	3,719	26,039			65,175	1,416	83,715	180,307	81,498	2,714	568
204	Allegheny, Pa		*b*46,000,000		4.7	8,964				14,556	107,412		557	131,489			1,685
205	Allentown, Pa		7,574,990		6.5	3,523			21	5,483	51,706	13	2,386	63,132	(5,399)		
206	Altoona, Pa	6,000,000	2,000,000	6.66	20	6,944				3,318	34,994	80	467	45,803	2,412	460	
207	Bradford, Pa		2,272,911		17	9,072				1,295	39,796	122		50,285	7,932	2,060	
208	Carbondale, Pa	2,220,000	740,000	5	15					1,484	10,000		319	11,803			
209	Chester, Pa		6,436,133		4.5					(28,963)		334	*j*4,892	34,189			
210	Columbia, Pa		2,717,050		3.5	265	2,118	9			10,203	92		12,687		379	50
211	Danville, Pa	*b*2,090,883			10									11,792			
212	Easton, Pa*		*d*9,201,624											57,509			
213	Erie, Pa	25,000,000	17,000,000	6	8	7,937				5,758	56,980	55	1,081	71,811	11,171		
214	Harrisburg, Pa	17,385,906	5,795,302	4.33	13	749	6,588	0	0	0	70,762	73	18,706	96,878	4,515	1,360	0
215	Johnstown, Pa													35,139			
216	Lancaster, Pa		12,000,000		3.5									49,630			
217	Lebanon, Pa	4,500,000	1,500,000	3.33	10	1,975				1,768	13,562	200	125	17,630			
218	McKeesport, Pa		3,782,030		4	13,360					14,425		1,516	29,301	6,669	1,932	
219	Meadville, Pa	7,500,000	2,500,000		14.5	2,414				2,358	24,435	854	595	30,656	2,427		
220	New Castle, Pa*		3,000,000		4.5	642				1,839	12,238	248	15,118	30,085	11,746		
221	Norristown, Pa		6,533,880		5	1,634				3,319	28,811	1,539	33	35,336		206	50
222	Philadelphia, Pa*		543,669,129			755					1,438,094	0		1,438,849	62,662	9,156	
223	Pittsburgh, Pa*		96,721,883			67,948	*e*29,549				469,055		24,202	590,754		8,976	

* From Report of the Commissioner of Education for 1881.
a These statistics are from a return for the year 1881.
b In 1880.
c Includes State tax.
d In 1879.
e From State appropriation.
f These statistics are for the Kingston school district only.
g For city and county.
h From sale of bonds.
i So reported, though the items given amount to but $393,855.
j State appropriation, &c.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882, &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
224	Pottsville, Pa	$10,000,000	$3,951,580	.....	8	$996	.....	.....	.....	*a*$3,091	$31,642	$324	$214	$36,267	$226	.....	$25
225	Reading, Pa*	25,000,000	20,000,000	.....	3	19,670	.....	.....	.....	9,398	65,590	.....	2,300	77,287	8,284	$820	360
226	Scranton, Pa	50,000,000	9,250,000	.....	9.33	34,108	.....	.....	.....	(91,629)		.....	.....	125,737	11,699	861	.....
227	Shamokin, Pa	1,673,475	557,827	8.3	25	14	.....	.....	.....	1,884	13,946	.....	5,873	21,717	3,600	1,216	.....
228	Shenandoah, Pa	3,000,000	1,360,592	.....	13	1,165	.....	.....	.....	2,102	16,480	119	2,245	22,111	.....	1,432	207
229	Titusville, Pa*	.....	.....	.....	15	9,196	*a*$2,502	.....	$330	.....	25,953	203	17,751	55,935	.....	2,155	.....
230	Wilkes-Barre, Pa	20,000,000	3,602,886	.....	.....	3,867	0	$0	0	3,975	52,614	90	217	60,763	575	403	.....
231	Williamsport, Pa	12,500,000	6,903,482	3	5	15,524	4,452	.....	.....	.....	33,339	109	10	*b*37,910	800	451	.....
232	York, Pa	*8,000,000	*6,716,580	.....	3.5	223	0	0	0	3,594	20,618	184	4,343	28,962	10,704	1,244	.....
233	Newport, R. I	.....	16,291,300	.....	1.3	.....	4,793	.....	6,150	350	34,000	338	310	45,941	1,867	283	364
234	Pawtucket, R. I	.....	16,000,000	.....	.....	.....	0	0	0	*a*5,300	*a*35,000	200	.....	40,500	35,000	(200)	
235	Providence, R. I	.....	119,196,200	.....	.....	.....	*a*25,004	.....	.....	1,200	*a*201,377	.....	1,258	228,839	(13,885)		0
236	Warwick, R. I	.....	10,000,000	.....	.....	.....	.....	.....	.....	3,900	6,600	.....	.....	10,500	*c*1,000	*c*500	.....
237	Woonsocket, R. I	11,497,562	8,983,580	.....	.....	1,998	.....	.....	1,314	4,990	30,292	248	50	38,892	(16,613)		.....
238	Charleston, S. C	23,245,947	.....	1.25	.....	.....	.....	.....	.....	.....	.....	.....	.....	61,894	.....	.....	.....
239	Chattanooga, Tenn	.....	5,180,144	.....	5.5	.....	.....	.....	.....	(*d*26,877)		144	.....	27,021	.....	5	.....
240	Knoxville, Tenn	5,200,000	4,113,349	1.75	2.25	11	.....	.....	.....	8,630	6,168	1,197	128	16,134	.....	195	.....
241	Memphis, Tenn	.....	12,672,193	.....	2	527	.....	.....	.....	34,466	20,794	658	15	56,460	.....	.....	.....
242	Nashville, Tenn	25,000,000	16,542,062	.....	4.5	0	0	0	0	3,567	85,697	.....	.....	89,264	.....	560	.....
243	Galveston, Tex	.....	17,000,000	.....	2	0	.....	0	.....	9,954	18,927	10	1,621	30,512	928	2,001	100
244	Houston, Tex	*e*6,000,000	*e*5,000,000	.....	.....	456	8,823	.....	7,000	.....	.....	166	1,804	18,249	.....	903	.....
245	Burlington, Vt*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	18,827	886	.....	.....
246	Alexandria, Va	4,000,000	4,000,000	.....	.....	3,346	.....	.....	.....	4,953	7,200	.....	1,395	16,894	.....	1,266	.....
247	Lynchburg, Va	.....	8,000,000	.....	2.6	102	.....	.....	.....	5,724	14,779	613	.....	21,218	.....	152	.....
248	Norfolk, Va	15,000,000	10,665,627	.66	1	4,158	.....	.....	.....	8,000	11,000	.....	.....	23,158	.....	.....	.....
249	Petersburg, Va*	.....	8,576,967	.....	1.9	25	.....	.....	.....	6,763	10,400	262	50	17,500	.....	.....	.....
250	Portsmouth, Va	.....	3,286,036	.....	.....	374	0	0	0	3,470	5,903	0	0	9,747	.....	72	.....
251	Richmond, Va	45,000,000	40,000,000	1.2	1.4	14,493	.....	.....	180	23,280	56,500	276	722	95,451	.....	640	.....

252	Wheeling, W. Va	25,000,000	16,385,000		7	9,066	0	0	0	59,708	9,387	132	11,483	89,776	33,416	2,125		
253	Appleton, Wis					6,546	1,010				32,657		15,841	56,054	*f*18,651	(4,807)		
254	Fond du Lac, Wis		3,412,120		6.09	2,678				(23,067)			6,379	32,124		340	100	
255	Janesville, Wis	*5,247,847	*3,935,885			15,928				2,284			634	18,846	770	17	1,203	
256	La Crosse, Wis	10,090,000	3,320,057	2.8	8.5	6,607	2,108			1,689	28,000	145		38,549	625	884	9	
257	Madison, Wis*	6,000,000	4,500,000		4									29,008	1,212	(831)		
258	Milwaukee, Wis		62,271,935		2.33	92,106	0	0	0	15,236	213,087	1,240	3	321,672	17,553	*g*16,384		
259	Oshkosh, Wis	12,205,258	6,102,629	2.7	5.4	13,737					33,000		3,027	49,764				
260	Racine, Wis	8,333,120	8,333,120	3.24	3.24	7,259				2,779	25,432	362		35,832	1,982	144		
261	Watertown, Wis*	3,000,000	1,500,000		6.5	4,526	1,445	1,425			8,403	(512)		16,311	885	719	53	
262	Georgetown, D. C *h*	83,782,736	83,782,736			0	0	0	1,288	0	521,908	0	56,116	579,312	171,950	4,129	0	
263	Washington, D. C *h*																	

* From Report of the Commissioner of Education for 1881.
a From appropriation.
b Exclusive of balance on hand from last sch which is largely in uncollected taxes.
c Estimated.
d Taxation and interest.
e In 1879.
f Building and repairing.
g Furniture and repairs.
h These statistics are for all schools, white and colored, in the District of Columbia.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882, &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	Little Rock, Ark*	.....	.....	$1,500	$16,681	.....	$762	.....	.....	.....	.....	.....	$5,574	$31,872	$10 82	$3 77
2	Los Angeles, Cal*	.....	.....	1,500	23,930	$600	2,100	$440	$650	$525	$1,617	$15	3,292	37,403	19 87	7 10
3	Oakland, Cal	.....	.....	2,400	128,565	1,259	8,565	2,698	895	377	4,509	85	5,939	156,504	26 02	4 83
4	San Francisco, Cal	.....	.....	96,400	526,968	8,053	37,448	4,005	2,116	.....	a20,192	1,770	13,635	735,474	22 35	2 83
5	San José, Cal	.....	.....	1,500	33,447	.....	3,500	.....	.....	.....	.....	.....	.....	b51,276	.....	.....
6	Stockton, Cal	.....	.....	.....	28,931	.....	.....	.....	.....	.....	.....	.....	c7,971	38,972	.....	.....
7	Denver, Colo. (five-sixths of city).*	$17,116	.....	3,000	42,938	600	3,280	3,118	187	450	2,294	.....	4,192	131,157	16 82	4 81
8	Leadville, Colo*	.....	.....	2,000	18,000	600	1,000	900	3,500	.....	.....	.....	.....	26,000	.....	.....
9	Bridgeport, Conn	.....	.....	2,200	44,956	.....	2,542	2,599	965	.....	1,940	66	1,644	68,105	(15 55)	
10	Danbury, Conn	.....	.....	.....	18,776	.....	.....	.....	.....	.....	.....	.....	c7,672	40,136	.....	.....
11	Derby, Conn*	.....	.....	.....	21,315	.....	.....	d1,882	.....	.....	1,720	.....	4,148	31,501	.....	.....
12	Greenwich, Conn	.....	.....	.....	10,563	.....	.....	630	.....	.....	1,224	.....	1,157	13,574	13 49	3 85
13	Hartford, Conn	.....	.....	.....	111,404	.....	.....	.....	.....	.....	.....	.....	c60,519	224,106	.....	.....
14	Meriden, Conn	(9,621)		700	26,600	.....	2,340	1,950	.....	.....	.....	.....	650	42,493	(16 42)	
15	Middletown, Conn	.....	.....	.....	19,666	.....	.....	.....	.....	.....	.....	.....	c9,295	30,096	.....	.....
16	New Britain, Conn	.....	.....	300	16,580	300	.....	d1,560	.....	.....	3,500	.....	885	23,325	13 38	4 95
17	New Haven, Conn	1,000	$65,902	2,700	144,769	3,230	9,075	5,759	1,375	.....	5,371	655	18,928	269,593	18 79	4 74
18	New London, Conn*	.....	.....	.....	16,030	.....	.....	d1,281	.....	.....	1,774	.....	3,510	22,795	.....	.....
19	Norwalk, Conn*	.....	.....	.....	21,120	.....	.....	d1,503	.....	.....	1,556	.....	2,433	26,772	.....	.....
20	Norwich, Conn*	.....	.....	.....	43,420	.....	.....	d7,043	.....	.....	4,152	.....	7,199	84,817	.....	.....
21	Stamford, Conn	.....	.....	.....	18,452	.....	.....	.....	.....	.....	.....	.....	c3,021	23,132	.....	.....
22	Waterbury, Conn	.....	.....	.....	27,703	.....	.....	.....	.....	.....	.....	.....	c18,335	58,424	.....	.....
23	Windham, Conn	.....	.....	.....	10,747	.....	.....	.....	.....	.....	.....	.....	c3,507	14,788	.....	.....
24	Wilmington, Del*	.....	.....	1,600	49,599	650	2,595	2,865	1,150	284	7,953	5,764	1,119	73,580	11 66	5 09
25	Key West, Fla	.....	.....	.....	5,832	.....	240	.....	.....	100	186	.....	476	7,068	8 61	.....
26	Atlanta, Ga	.....	0	0	44,810	0	250	850	0	800	2,500	.....	10,000	73,710	10 04	.....
27	Augusta, Ga*	.....	.....	.....	f15,761	f2,138	.....	f462	f975	f212	f616	.....	.....	bf32,480	.....	.....

28	Columbus, Ga	0	0	1,600	10,647	0	225	246	0	80	237	743	77	13,932	10 66	1 40
29	Macon, Ga			2,000	19,074		270	369	20	23	56		404	22,382	17 43	1 08
30	Savannah, Ga				37,000		900	500		500			1,000	39,990		
31	Belleville, Ill	8,581		1,650	18,994		1,690	363			3,822	77	536	36,133		
32	Bloomington, Ill	16,500	1,320	1,400	29,768		2,578	2,349			86		10,679	67,989	12 71	6 40
33	Chicago, Ill	80,955		68,000	637,654	11,860	56,787	36,454	9,918	0	39,223	913	30,238	1,229,435	14 52	3 81
34	Decatur, Ill	900	0	1,800	15,379	0	1,646	1,027	0	0	2,297	0	766	23,867	10 87	3 81
35	Elgin, Ill			1,000	10,119	75	869	719			1,210	30	745	18,236	11 10	3 58
36	Freeport, Ill	(3,360)		1,800	14,621	100	1,600	2,142		400	526	40	1,628	26,417	12 11	4 75
37	Galesburg, Ill*			1,600	15,021		1,195	940		150	1,414	25		20,395	11 75	2 63
38	Jacksonville, Ill*	9,600			20,000								*c*2,000	33,887		
39	Joliet, Ill*			1,500	17,100	250	1,710	870	165	400	1,173		196	31,060	10 04	2 57
40	Moline, Ill*	5,052		1,400	8,827	150	1,095	662			1,663	1	862	19,909	10 53	
41	Ottawa, Ill	0	0	1,200	14,700	100	2,555	1,137	50	194	2,688		182	22,877	*g*12 83	*g*5 57
42	Peoria, Ill*	2,171		(38,169)		678	4,563	3,924		279	3,937			54,683	10 39	3 66
43	Quincy, Ill	3,663		1,600	28,814	548	1,938	1,756	428	420	416	164	2,482	55,636	12 86	3 44
44	Rockford, Ill		5,018		24,276	200	*h*4,243		275		672		70	39,675	11 20	2 06
45	Rock Island, Ill	3,940	625	2,500	18,683		2,809	892	175	193	1,067	30	1,168	32,082	12 18	4 02
46	Springfield, Ill*	268			25,714		2,025	822			3,213		3,259	36,181	11 43	
47	Evansville, Ind*	3,000		2,500	59,660	1,200	546	2,000	250	2,000	9,649	100	300	97,705		
48	Fort Wayne, Ind			7,430	40,610	1,530	3,593	2,137	42	49	1,376	120	1,814	65,373	17 46	3 88
49	Indianapolis, Ind			8,600	140,048	2,842	8,939	6,352		806	6,000	300	20,283	258,975	15 63	4 78
50	La Fayette, Ind*			3,000	26,958	750	2,760	2,500	300	200	1,200	150		46,818	18 60	4 88
51	Logansport, Ind	*5,450		*2,200	*13,800	*300	*1,159	*1,534		*696	*427	*45	*945	*29,058	*12 58	*4 01
52	Madison, Ind	851	1,000	1,200	16,155	830	1,302	750		122	928		2,220	25,358	16 29	5 78
53	Richmond, Ind	0	0	1,800	25,680	300	2,083	1,301	700		1,562	415	1,459	37,600	16 90	4 82
54	South Bend, Ind	5,000		700	15,100	360	1,089	2,042		205	1,950	55	625	28,864	11 01	4 36
55	Terre Haute, Ind			2,500	43,357	1,035	3,140	1,835		194	3,930	200	1,443	60,543	13 98	3 59
56	Vincennes, Ind				(9,850)	*300	*635	*400						*11,185		
57	Cedar Rapids, Iowa	7,450		1,500	16,272	425	1,620	466	85	240	912		2,980	33,542	11 51	4 35
58	Clinton, Iowa			1,800	16,000	125	1,100	750	50	200	525		500	36,150	12 50	2 25
59	Council Bluffs, Iowa	3,850		2,200	22,585	300	3,759	2,036	500		1,384	179	1,438	52,950	17 99	6 96
60	Davenport, Iowa				(53,418)	901	4,663	2,359			3,703	39	1,169	68,000	15 26	3 66
61	Des Moines (west side), Iowa.	3,853		1,600	30,223	470	2,827	1,277	202	848	4,049		3,509	59,217	17 76	7 32
62	Dubuque, Iowa	0	0		35,770	1,500	3,975	4,946		743	3,602		2,507	60,243	14 06	6 78
63	Keokuk, Iowa				24,206	200	2,280	1,613		111	54			*b*34,111		
64	Muscatine, Iowa*				14,885	200		758	580	1,010		755	1,959	21,197		
65	Ottumwa, Iowa	15,740		1,500	11,890	175	1,834	1,006	82	698	1,251		640	54,470	9 30	3 95
66	Atchison, Kans	5,186		1,500	16,750	240		600		200			175	24,712	8 08	
67	Lawrence, Kans	5,464	157	1,000	10,380	300	809	688		59	1,083		689	20,686	7 92	2 52
68	Leavenworth, Kans	10,342		2,400	16,655	200	1,400	758		1,086	1,716		1,006	425,396	8 76	2 70
69	Topeka, Kans	20,384		1,600	20,055	600	2,590	1,719	70	152	1,228		2,323	*33*,834	9 32	3 73
70	Covington, Ky			2,825	35,949	420	2,520	1,077	108	480		(5,560)		48,939	(*g*15 42)	
71	Lexington, Ky*															
72	Louisville, Ky			28,880	168,274	3,150	12,663		2,073		18,458		19,678	261,930	13 15	4 07
73	Newport, Ky	*j*2,920	0	1,600	20,388	320	1,647	1,272	0	0	667	0	541	29,355	9 86	1 99

* From Report of the Commissioner of Education for 1881.
a Repairs and permanent improvements.
b Items not all reported.
c For all incidental or contingent expenses.
d Fuel and incidentals.
e Including Monroe County.
f These figures are for city and county.
g Based on average enrolment.
h Includes amount expended for fuel and insurance.
i This does not include amount paid for indebtedness.
j Interest only.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882, &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	Paducah, Ky			$503	$6,075	$150	$300	$365		$75	$661	$70	$454	$8,953	$8 45	
75	New Orleans, La			4,200	229,006	3,000	13,213	1[illegible]511	$7,946		9,992		6,541	279,316	15 32	$2 77
76	Auburn, Me				14,859		864	1,387			200	560	1,270	19,140		
77	Augusta, Me[x]	$5,036		425	9,500		260	800			2,300	100	75	19,796		
78	Bangor, Me				23,710	1,050	1,376	1,806		700	1,873	209	992	31,716	15 34	
79	Bath, Me*				12,613	400	500	1,357				1,340	902	17,112		
80	Biddeford, Me			1,300	17,365		1,000	1,825		25	900		500	22,915	14 56	3 31
81	Lewiston, Me			(24,705)			1,502	2,478				1,930	2,047	32,662	14 32	4 83
82	Portland, Me			2,250	60,763	700	3,836	4,129	225	0	3,041	1,959	a7,244	91,144	13 60	3 63
83	Rockland, Me*	0		0	9,110		639	774			333			10,856	8 06	1 55
84	Baltimore, Md			11,820	490,780	3,500	20,000	16,290	28,678		10,790	24,670	7,428	692,740	17 22	3 82
85	Frederick, Md															
86	Attleboro', Mass			571	b18,500						775		190	c32,963		
87	Beverly, Mass			60	b16,765						920		1,165	c19,325		
88	Boston, Mass			(1,109,636)		55,994	79,791	d57,593	e4,531		112,963	42,556	46,022	1,708,728		
89	Brockton, Mass*			0	19,136	750	1,400	1,600			2,296	75	555	28,628		
90	Brookline, Mass			2,500	27,423	660	1,460	2,004			939	80	1,675	f36,968	(29 52)	
91	Cambridge, Mass				137,329								g29,602	179,010	18 99	
92	Chelsea, Mass*				(42,729)		3,125	2,895	148			700		49,597	15 11	4 07
93	Chicopee, Mass			1,600	15,436	222	1,257	1,130			1,538	1,258	1,205	23,882	20 16	7 82
94	Clinton, Mass			(14,102)			1,436	1,592	113		1,168	148	669	19,946	11 02	4 01
95	Fall River, Mass*			(74,811)			10,188	5,306			7,292	6,609	1,580	116,015		
96	Fitchburg, Mass	0	$0	1,900	28,762		1,909	3,072		27	1,196	75	2,735	39,676	15 13	4 46
97	Gloucester, Mass			4,000	34,243		2,083	2,540		128	5,211	316	2,132	58,227	11 64	3 77
98	Haverhill, Mass			1,108	b46,000						4,385			c63,493		
99	Holyoke, Mass			1,860	31,474	980	2,235	2,516			946	266	980	57,282	16 66	3 96
100	Lawrence, Mass*	0	0	2,000	56,685	700	3,412	5,934	0	0	3,000		3,170	89,901	13 08	3 61
101	Lowell, Mass	0	0	2,400	104,181		9,916	10,197	227			4,347		h199,317	16 80	7 84

102	Lynn, Mass			2,250	66,642		6,389	5,141			6,196	2,162	5,678	96,449	14 48	5 37
103	Malden, Mass			2,250	27,578		2,156	1,887			993		1,331	36,620	19 68	4 20
104	Marlborough, Mass			888	17,387		1,000	980	250		550	1,129	1,748	23,932	10 81	3 34
105	Medford, Mass*			1,150	21,675		1,481	1,793	0	120	2,300	200	760	29,719	19 60	5 64
106	Milford, Mass			1,500	*b*18,600						907		800	*c*21,868		
107	Natick, Mass			450	*b*17,000						500		450	*c*18,537		
108	New Bedford, Mass*				57,950								*g*20,157	78,107		
109	Newburyport, Mass					200	1,339	1,500			1,000	100		*h*26,407		
110	Newton, Mass				67,633	3,000	4,094	4,934				475	9,145	93,835		
111	North Adams, Mass				14,132						1,609		3,610	19,551	9 59	3 54
112	Northampton, Mass			1,600	18,730		1,116	1,433			1,560	451	240	27,535		
113	Peabody, Mass*				18,644									*i*18,644		
114	Pittsfield, Mass*			1,500	23,165	100	1,425	1,460	125		1,800	1,177	1,138	32,265		
115	Quincy, Mass*			2,000	23,119			1,184			2,342	291	4,465	33,401		
116	Salem, Mass			1,240	*b*66,288						7,885		4,418	*c*81,784		
117	Somerville, Mass				65,037	1,800	3,315	4,318		(7,066)		516	3,687	103,539	16 70	5 17
118	Springfield, Mass			3,000	73,791	1,592	5,793	5,234			9,088	168	2,353	101,169	16 46	5 22
119	Taunton, Mass			1,750	38,387	375	2,615	2,200	300	250	2,500	600	3,464	52,941	13 50	3 50
120	Waltham, Mass			1,440	*b*29,569						1,387		2,085	*c*34,631		
121	Westfield, Mass			516	*b*18,522						995		690	*c*20,982		
122	Weymouth, Mass			1,400	*b*26,000						1,575		1,601	*c*40,908		
123	Woburn, Mass			1,800	25,053		1,900	2,300			4,100	2,019	1,120	38,202	13 84	5 88
124	Worcester, Mass	0	0	3,250	137,983	2,783	6,644	8,307	941	571	7,200	1,161	3,558	183,652	17 15	3 78
125	Adrian, Mich	10,586		1,384	12,347	150	1,112	1,104			1,716		996	30,099	14 10	5 21
126	Ann Arbor, Mich	2,710		1,500	18,766	100	1,252	1,552		425	1,985		1,119	32,899	14 11	4 52
127	Bay City, Mich*	11,470		1,065	16,205		1,850	1,412		200	867		1,178	35,079	9 58	3 05
128	Detroit, Mich			3,300	161,447	3,834	12,802	11,582	559	75	17,154	151	6,011	267,259	13 48	4 94
129	East Saginaw, Mich	5,000		3,800	27,129	1,050	4,259	2,431	300	442	2,500	100	408	58,175	11 67	4 33
130	Flint, Mich	9,412		1,200	13,574	317	1,722	725		653	671	51	856	30,207	11 49	3 78
131	Grand Rapids, Mich	11,520		2,000	55,873	386	5,133	3,462		161	1,798		10,273	127,210	13 45	5 02
132	Muskegon, Mich	6,950		1,500	18,062								*g*5,770	34,508	13 14	3 87
133	Port Huron, Mich				9,960		1,800	1,500		900	500	25		16,135		
134	Saginaw, Mich	5,700		1,700	13,289	200	1,236	1,164		256	1,600	50	800	26,210	10 27	3 61
135	Minneapolis, Minn	17,446	574		(81,532)	1,575	7,652	*j*10,183		1,219	6,106	1,249	1,215	143,596		
136	St. Paul, Minn	10,800	33,500		74,494	2,500	5,200	6,252	2,008	1,010	11,945		11,395	216,003	19 90	4 71
137	Winona, Minn	2,000		1,600	16,913	400	1,454	803			1,923	212	186	*k*35,491	13 69	3 68
138	Vicksburg, Miss	0				180	670	300		120	350		200	*c*1,880		
139	Hannibal, Mo**	137			13,919		723	686	159	218	754		631	17,323	10 22	2 60
140	Kansas City, Mo	68,059			54,779	3,445	3,425	2,418	375				5,233	184,911		
141	St. Joseph, Mo		2,884	2,000	37,290		3,332	1,975	2,275	155	1,886		1,258	61,426	13 32	3 69
142	St. Louis, Mo				595,111	23,979	57,359	13,739	6,215		56,205	4,073	28,587	806,155	16 32	5 06
143	Sedalia, Mo	2,803		1,300	10,493	135	810	790	200		447		170	17,148	7 63	1 65
144	Lincoln, Nebr*	5,000	0	1,180	13,124	125	840	1,327	560	189	303	269	2,792	36,919	13 09	
145	Omaha, Nebr	28,166		5,300	46,823	600	4,742	5,128	1,255	693	3,872	262	10,879	131,178		
146	Virginia City, Nev			2,150	22,750	100	2,500						*l*5,463	34,203	20 73	6 71

* From Report of the Commissioner of Education for 1881.

a Includes $2,916, which is the cost to the city of Portland School for the Deaf.

b Amount raised by taxes for wages of teachers, board, fuel and care of fires and school rooms.

c Total of reported items only.

d Fuel, gas, and water.

e Rent and taxes.

f Exclusive of expense of conducting industrial and evening schools.

g For all incidental or contingent expenses.

h Items not fully reported.

i Amount paid for tuition only.

j Fuel and lights.

k Includes $10,000 loaned to city council.

l Includes expenditure for fuel, rent, insurance, repairs, school books, and other supplies.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882, &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
147	Dover, N. H*	$0	$0	$1,500	$17,178	$0	$1,370	$1,225	.....	.....	$2,168	$60	$697	$24,616	$13 16	$3 84
148	Manchester, N. H	.....	.....	.....	*a*41,171	.....	.....	3,091	.....	.....	1,709	.....	5,624	55,782	*b*13 44	*b*3 53
149	Nashua, N. H*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	33,992	.....	.....
150	Portsmouth, N. H	.....	.....	(16,576)		100	839	2,024	$450	.....	1,050	497	297	21,833	.....	.....
151	Bridgeton, N. J *c*	.....	.....	.....	10,245	.....	459	627	.....	.....	255	856	156	13,022	10 63	2 88
152	Camden, N. J	.....	.....	900	56,781	900	6,807	*d*3,560	.....	.....	5,204	.....	5,670	81,152	12 78	4 91
153	Elizabeth, N. J	.....	.....	4,700	24,925	400	2,462	1,685	1,100	$114	795	2,400	1,081	39,839	12 97	4 40
154	Hoboken, N. J	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
155	Jersey City, N. J	.....	.....		(159,580)		13,500	6,664	1,000	.....	5,832	7,134	3,632	198,220	.....	.....
156	Millville, N. J	.....	.....	500	13,350	.....	650	800	.....	40	1,300	.....	1,000	23,215	10 77	2 96
157	Newark, N. J*	.....	.....	(158,657)		4,500	10,339	4,546	1,356	633	9,366	8,287	10,236	217,424	13 06	4 06
158	New Brunswick, N. J	11,256	1,046	3,500	19,125	200	1,700	930	.....	552	894	336	211	39,750	12 98	2 76
159	Orange, N. J	.....	.....	(19,237)		300	1,261	1,334	.....	.....	2,915	220	812	26,122	20 57	7 31
160	Paterson, N. J	.....	.....	9,800	49,486	1,300	6,232	2,949	350	.....	2,005	4,029	3,234	84,601	10 31	3 50
161	Plainfield, N. J	4,488	.....	2,000	12,306	150	1,263	542	0	0	525	399	516	22,481	16 92	4 02
162	Trenton, N. J	.....	.....	500	33,010	200	2,143	*d*1,300	.....	.....	2,272	.....	1,097	49,082	14 81	3 10
163	Albany, N. Y	.....	.....	2,500	144,450	1,800	7,285	7,889	150	500	12,152	2,946	6,606	208,788	15 72	4 21
164	Auburn, N. Y	.....	.....	1,800	28,510	.....	2,444	1,815	.....	21	2,563	.....	1,436	45,183	13 31	3 62
165	Binghamton, N. Y	.....	.....	.....	29,653	.....	2,805	2,217	.....	262	2,093	18	2,477	47,482	12 45	4 14
166	Brooklyn, N. Y	.....	.....	175,153	646,146	36,255	38,535	23,434	9,460	80	39,094	70,296	26,779	1,148,387	14 81	.....
167	Buffalo, N. Y	.....	.....	2,500	*e*297,842	2,000	.....	5,886	.....	(939)		276	5,146	316,115	.....	.....
168	Cohoes, N. Y	1,545	.....	800	22,447	600	2,079	1,452	250	19	1,349	.....	1,466	35,286	14 49	4 50
169	Elmira, N. Y	8,715	.....	2,000	39,025	900	3,400	2,758	225	195	5,136	45	915	63,677	14 28	4 72
170	Hudson, N. Y	.....	.....	800	8,363	.....	370	449	.....	.....	555	.....	479	13,181	11 54	2 33
171	Ithaca, N. Y	.....	1,649	2,000	14,834	100	1,260	917	67	402	204	453	621	30,015	12 22	2 92
172	Kingston, N. Y *f*	.....	307	.....	18,064	300	1,516	*d*1,235	.....	130	.....	.....	3,476	36,860	16 60	3 08
173	Lockport, N. Y	.....	110	2,100	21,467	350	1,460	1,600	200	15	582	61	779	30,513	16 28	3 48
174	Long Island City, N. Y*	.....	.....	.....	26,385	500	2,700	1,247	5,713	(865)		.....	261	39,697	.....	.....

175	Newburgh, N. Y*			1,500	29,206		1,550	2,138			2,944		1,221	44,757	14 42	3 69
176	New York, N. Y				2,735,222	g98,904	102,550	91,572	27,589		69,816	135,725	52,863	3,558,304	19 97	4 23
177	Oswego, N. Y			800	28,177	700	3,657	2,569		483	5,802	172	2,634	47,741	11 24	6 25
178	Plattsburgh, N. Y*	7,790			9,742		459	935	150	391	829	22	566	21,143		
179	Poughkeepsie, N. Y			1,380	25,543	287	1,856	1,464	190	205	1,183		1,149	35,853	13 10	3 10
180	Rochester, N. Y	0	0	1,800	129,783	1,420	8,391	6,717	407		9,600	216	40,346	214,179	14 76	7 65
181	Rome, N. Y			1,200	11,739		950	850					839	16,012	10 73	2 78
182	Saratoga Springs, N. Y*			1,300	13,691		1,025	1,644			1,487		636	22,222	14 99	4 37
183	Syracuse, N. Y	333	0	5,100	85,895	2,560	5,828	4,312	200	837	8,462	600	5,305	142,425	12 88	3 64
184	Utica, N. Y			2,300	54,110	900	4,368	4,047	125	1,462	3,340	672	994	76,403	15 93	4 49
185	Raleigh, N. C*															
186	Akron, Ohio*	32,000	0	2,000	27,826								h16,907	86,228	12 00	6 80
187	Canton, Ohio			2,000	25,900								h27,667	55,567	13 13	
188	Chillicothe, Ohio			2,000	22,200	125	1,500	800		12	998	79	1,085	30,626	14 39	2 74
189	Cincinnati, Ohio			72,568	461,809	31,576	27,278	13,112	2,180		12,651	700	9,157	672,878	20 35	3 14
190	Cleveland, Ohio*			10,150	276,316	5,532	22,981	10,409	2,027		9,319	769	7,190	420,219	16 83	3 38
191	Columbus, Ohio		26,000	5,200	110,759		14,776	3,473			11,179	176	11,293	266,538	17 72	6 25
192	Dayton, Ohio	13,320	531	6,000	95,665	1,840	6,564	5,733	2,338	356	7,470	116	5,775	160,108	20 08	5 96
193	Fremont, Ohio*			1,500	9,334	100	500						i2,965	14,950	15 09	4 82
194	Hamilton, Ohio	3,384		1,750	20,200	300	2,244	757	0				7,583	36,218	14 39	7 14
195	Newark, Ohio*			1,700	16,881	75	j4,209							22,865		
196	Portsmouth, Ohio				k18,590									k31,397	k12 40	k2 60
197	Sandusky, Ohio	14,247		2,000	22,172	150	1,800	1,900		150	1,200	50	323	48,132	11 93	2 75
198	Springfield, Ohio*	2,430		1,800	35,022	256	3,898	1,730		266	1,306	1,104	1,065	68,739	15 68	4 10
199	Steubenville, Ohio			1,600	20,098	357	1,367	862	147	553	993		1,262	28,236	12 27	3 13
200	Tiffin, Ohio			1,125	13,541								h3,888	18,554	15 31	4 06
201	Toledo, Ohio	77,726		2,500	58,574								k22,978	179,479	10 80	4 90
202	Zanesville, Ohio*			1,200	33,878	300	2,786	1,138	196	189	2,218		3,709	52,840	15 92	3 31
203	Portland, Oreg		34,542	1,960	51,676	3,259	4,365	2,119	613	1,363	1,558		8,731	194,966	21 32	8 74
204	Allegheny, Pa	(52,509)		(111,285)									h14,008	l126,978	13 31	1 68
205	Allentown, Pa	24,996		975	20,196	500	1,696	1,611		63	367	69	672	56,544	9 15	2 11
206	Altoona, Pa	2,847	4,420	1,183	18,911	198	3,117	1,026	318	154	1,004		763	36,813	7 45	2 44
207	Bradford, Pa	8,269			14,703	150	1,300	1,135	35	259	428		2,331	38,602	14 18	5 43
208	Carbondale, Pa		1,786	200	8,362								h2,531	12,879		
209	Chester, Pa				19,489									28,907		
210	Columbia, Pa	328		1,400	8,607	75	589	390	445		279		731	13,273		
211	Danville, Pa													11,692		
212	Easton, Pa*													40,443		
213	Erie, Pa	429		2,200	40,517	702	4,512	4,268		195		630	1,890	66,514	13 61	3 88
214	Harrisburg, Pa	5,577	20,063	1,500	52,557	1,464	4,329	3,183	589	0		187	663	95,987	14 38	2 43
215	Johnstown, Pa													29,603		
216	Lancaster, Pa													43,534		
217	Lebanon, Pa	6,280		500	9,396	200	408	459			426		194	17,863	8 42	1 44
218	McKeesport, Pa	5,829		1,200	8,343	1,249		209	10		695		2,543	28,679	10 72	5 30

*From Report of the Commissioner of Education for 1881.

a Includes total cost of evening schools, amounting to $1,415.

b Per capita in day schools based on average number belonging.

c These statistics are from a return for the year 1881.

d Fuel and lights.

e Includes pay of janitors.

f These statistics are for the Kingston school district only.

g Includes salaries of superintendents and cost of nautical school.

h For all incidental or contingent expenses.

i Expenditure for fuel and miscellaneous objects.

j Includes expenditure for fuel and insurance.

k In 1880.

l Exclusive of amount paid for indebtedness which is incurred by local boards and provided for by the same.

TABLE II.—*School statistics of cities containing 7,500 inhabitants and over, for 1882, &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
219	Meadville, Pa	$3,770		$1,200	$15,253	$1,264	*a*$1,309	$1,475	*b*$1,087					$27,785		
220	New Castle, Pa*	1,961		1,012	9,044	325	808	600	50	$150	$408		$342	26,446		
221	Norristown, Pa	3,150		700	20,495	1,502	1,910	1,015	70	7	1,961	$805	2,198	34,070	$13 60	$6 12
222	Philadelphia, Pa*	0	$0		1,033,638	6,520	105,586	44,977	27,295	746	37,683	89,997	84,872	1,503,052	11 24	4 32
223	Pittsburgh, Pa*	(108,504)		3,000	272,170	5,048	24,571	6,029	1,356	2,534	22,779		13,557	468,524	(20 86)	
224	Pottsville, Pa	*c*7,612		1,599	19,667	500	2,032	1,042	60		490		1,032	34,296		
225	Reading, Pa*	16,800		1,500	50,768	2,180	5,076	1,756	500	128	5,725	241	6,325	100,453	9 59	
226	Scranton, Pa		33,197	1,800	70,088	750	4,959	1,652	415	1,623	4,486		3,847	135,377	10 86	2 51
227	Shamokin, Pa		450	900	12,176	1,293		1,189			655		231	21,710	12 36	3 18
228	Shenandoah, Pa	5,267	115	1,500	8,925	520	839	534	144		598		1,526	21,607	7 98	3 19
229	Titusville, Pa*	26,809	*d*4,682	1,771	14,666	150	1,398	999	237	333	678	73	984	54,926		
230	Wilkes-Barre, Pa	6,088			30,140	1,322	2,793	1,314	30	125	359		3,723	55,872	*e*7 88	*e*3 35
231	Williamsport, Pa			1,200	23,778	1,097	3,187	1,893	85	225	3,801	53	1,740	38,310	11 27	5 44
232	York, Pa		2,871	1,200	18,312	200	1,404	1,306			1,180		899	39,320		
233	Newport, R. I			2,000	32,634		2,234	1,303	75		1,983	225	2,818	45,786	*f*25 44	6 35
234	Pawtucket, R. I	0	0	(25,331)		0	1,800							*g*38,468	12 14	6 33
235	Providence, R. I			3,000	176,641		12,000	12,279	1,575			3,062	14,419	*h*248,624		
236	Warwick, R. I		200	200	10,549	30		800				50	13,329	9 27	78	
237	Woonsocket, R. I				18,740	500	1,834	*i*1,507				3,669		42,863	15 16	6 08
238	Charleston, S. C				51,189			*i*2,831	418		1,150	4,669	1,887	62,144		
239	Chattanooga, Tenn		4,138	1,500	16,131	65	788	326	736	54	363		616	24,722	11 38	1 90
240	Knoxville, Tenn			1,200	12,498		912	317					964	16,086	8 93	1 43
241	Memphis, Tenn			1,500	32,007	1,140	1,430	1,105	2,797	49	2,000		1,637	44,265	12 08	4 03
242	Nashville, Tenn		15,766	4,410	56,585	100	3,742	1,315	463		1,480	400	4,443	89,264	13 35	2 62
243	Galveston, Tex	0	0	1,578	16,813	176	503	246	1,535		1,713		581	26,174	12 71	3 28
244	Houston, Tex	560	500	2,000	12,624			183	476	154	269		570	18,239	11 98	1 35
245	Burlington, Vt*				14,590								*j*4,152	19,628		
246	Alexandria, Va			380	9,335	586	700	490		147			508	13,412		

247	Lynchburg, Va	.....	50	1,103	16,490	138	540	705	188	.....	1,476	74	180	21,096	.....	.....
248	Norfolk, Va	.....	.....	.....	15,195	300	550	883	.....	.....	2,000	600	200	19,728	12 87	3 84
249	Petersburg, Va*	.....	.....	1,080	12,943	250	746	724	200	.....	520	.....	769	17,232	8 58	2 76
250	Portsmouth, Va	.....	.....	.....	7,425	.....	940	.....	(510)	.....	52	.....	.....	8,999	.....	.....
251	Richmond, Va	.....	.....	13,050	50,299	3,315	3,846	2,088	15	368	1,000	112	1,435	76,169	11 27	2 17
252	Wheeling, W. Va	0	0	1,100	42,510	600	1,643	1,440	311	1,612	2,067	380	2,821	90,025	10 07	2 53
253	Appleton, Wis	.....	671	.....	12,783	.....	.....	.....	.....	.....	.....	.....	700	37,612	.....	.....
254	Fond du Lac, Wis	.....	.....	500	13,200	.....	.....	.....	.....	.....	.....	.....	.....	*k*22,000	10 30	.....
255	Janesville, Wis	.....	.....	1,125	10,386	.....	.....	.....	.....	.....	.....	.....	2,312	15,817	10 38	.....
256	La Crosse, Wis	.....	.....	.....	24,554	.....	1,912	717	100	.....	1,950	1,012	1,462	33,225	13 58	4 79
257	Madison, Wis*	.....	.....	.....	16,136	.....	.....	.....	.....	.....	.....	.....	*j*3,950	22,129	.....	.....
258	Milwaukee, Wis	.....	0	10,000	174,722	1,950	12,573	15,236	.....	.....	.....	.....	7,048	*l*221,529	*f*15 09	*f*3 01
259	Oshkosh, Wis	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	28,255	.....	.....
260	Racine, Wis	0	0	1,200	24,778	150	1,280	2,100	.....	.....	1,424	.....	1,307	34,365	12 72	4 39
261	Watertown, Wis*	.....	.....	400	8,018	.....	.....	.....	.....	.....	.....	.....	*j*1,682	11,757	8 40	1 60
262	Georgetown, D. C *m*	0	0	7,380	317,229	2,050	20,151	11,000	20,068	1,955	8,314	3,968	11,118	579,312	15 12	3 66
263	Washington, D. C *m*															

* From Report of the Commissioner of Education for 1881.
a Includes insurance and other expenses.
b Rent and repairs.
c $4,500 paid into the sinking fund, and interest amounting to $3,113.
d For interest only.
e Based on enrolment.
f Exclusive of evening schools.
g This includes some items not specified above, but excludes expenditure for sites and buildings.
h Includes evening school expenditure, amounting to $11,763.
i Fuel and miscellaneous.
j For all incidental or contingent expenses.
k Items not all reported.
l Exclusive of expenditure for permanent objects.
m These statistics are for all schools, white and colored, in the District of Columbia.

Cities containing 7,500 inhabitants and over from which no statistics have been received.

State.	City.	State.	City.	State.	City.	State.	City.	State.	City.
Alabama	Mobile.	Illinois	East St. Louis.	Minnesota	Stillwater.	New York	Yonkers.	South Carolina	Columbia.
Do	Montgomery.	Indiana	Jeffersonville.	New Hampshire	Concord.	North Carolina	Wilmington.	Texas	Austin.
Do	Selma.	Do	New Albany.	New Jersey	Bayonne.	Ohio	Bellaire.	Do	Dallas.
California	Sacramento.	Iowa	Burlington.	New York	Hornellsville.	Do	Ironton.	Do	San Antonio.
Florida	Jacksonville.	Louisiana	Shreveport.	Do	Ogdensburg.	Do	Lima.	Vermont	Rutland.
Illinois	Alton.	Maryland	Cumberland.	Do	Schenectady.	Do	Mansfield.	Virginia	Danville.
Do	Aurora.	Michigan	Jackson.	Do	Troy.	Do	Youngstown.	Wisconsin	Eau Claire.
Do	Cairo.	Do	Kalamazoo.	Do	Watertown.	Rhode Island	Lincoln.	Utah	Salt Lake City.
Do	Danville.	Do	Lansing.						

TABLE III.—PART 1.—*Statistics of public normal schools for* 1882; *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	Rev. Hardie Brown	$7,500	.....	.....	.....	8	164	50	26	68	20
2	Normal School for Colored Teachers	Huntsville, Ala	1875	William H. Councill	*b*2,000	.....	.....	$9 21	3	227	35	33	66	93
3	Lincoln Normal University	Marion, Ala	1873	William B. Paterson	4,000	.....	.....	22 32	5	174	68	60	24	22
4	Tuskegee Normal School	Tuskegee, Ala	1881	Booker T. Washington	2,000	.....	.....	17 00	3	112	63	49	.....	.....
5	Normal department, Arkansas Industrial University.	Fayetteville, Ark	1872	N. P. Gates, A. M.	(*c*)	.....	.....	(*c*)	*d*1	56	47	9	.....	.....
6	Branch Normal College of Arkansas Industrial University.	Pine Bluff, Ark	1875	Joseph C. Corbin, A. M.	*e*15,000	.....	.....	15 00	6	145	32	8	65	40
7	Los Angeles Normal School	Los Angeles, Cal	1882	Charles H. Allen, A. M., principal; C. J. Flatt, vice principal.	*f*50,000	.....	*g*$8,000	.....	.....	.....	.....	.....	.....	.....
8	Normal department of Girls' High School.	San Francisco, Cal	1876	John Swett	0	$0	4,000	.....	3	140	.....	140	....	0
9	California State Normal School	San José, Cal	1862	Charles H. Allen, A. M	30,000	0	0	55 00	17	600	96	452	9	43
10	Normal department, University of Colorado.	Boulder, Colo	.....	Joseph A. Sewall, M. D., LL. D., president.	.....	.....	.....	.....	.....	17	7	10	.....	.....
11	Connecticut State Normal School	New Britain, Conn	1850	Isaac N. Carleton, A. M.	12,000	.....	.....	100 00	9	123	3	120	.....	.....
12	East Florida Seminary	Gainesville, Fla	*h*1853	Edwin P. Cater, A. M., president.	(*i*)	.....	.....	.....	5	155	23	17	59	56
13	Southern Illinois Normal University	Carbondale, Ill	1874	Rev. Robert Allyn, D. D., LL. D.	20,290	.....	.....	45 56	12	407	92	92	132	91
14	Illinois State Normal University	Normal, Ill	1857	Edwin C. Hewett, LL.D., pres't	25,974	.....	.....	54 57	14	*j*764	165	311	146	142
15	Cook County Normal and Training School*k*	Normalville, Ill	1867	D. S. Wentworth *l*	0	*m*15,000	0	*n*27 50	9	714	34	189	178	313
16	Training school department of public schools.	Fort Wayne, Ind	1867	Miss Martha A. Jones	.....	.....	.....	.....	3	9	.....	9	.....	.....
17	Indianapolis Normal School	Indianapolis, Ind	1866	Lewis H. Jones	0	.....	.....	.....	1	39	3	36	.....	.....
18	Indiana State Normal School	Terre Haute, Ind	1870	George P. Brown, president.	20,000	.....	.....	37 00	12	529	219	310	0	0
19	Iowa State Normal School	Cedar Falls, Iowa	1876	J. C. Gilchrist, A. M	8,850	0	0	20 00	7	352	94	251	5	2

20	Normal department of the High School*	Davenport, Iowa	1863	Miss Isabella S. Thompson	0	0			1	18	1	17	0	0
21	Chair of Didactics, State University of Iowa.	Iowa City, Iowa	1873	Rev. Stephen N. Fellows, D.D.					1	29	16	13		
22	Kansas State Normal School *o*	Emporia, Kans	1865	A. R. Taylor, M. A	*p*8, 952				10	402	83	117	80	122
23	Normal department of University of Kansas.	Lawrence, Kans	1876	Rev. P. J. Williams, A. M., D. D., dean.	1, 500				1	53	20	33		
24	Normal department of the Agricultural and Mechanical College.	Lexington, Ky		Maurice Kirby, A. M					2					
25	Eastern State Normal School	Castine, Me	1867	Roliston Woodbury	6, 000			19 00	6	206	83	123		
26	State Normal and Training School	Farmington, Me	1864	Charles C. Rounds	6, 000	0	0	57 14	7	105	11	94	0	0
27	Madawaska Training School	Fort Kent and Van Buren, Me.	1879	Vetal Cyr, B. S	1, 000				2	50	20	30		
28	State Normal and Training School	Gorham, Me	1879	William J. Corthell	6, 333	0	0	52 00	6	137	21	116	0	0
29	Normal Training and Practice Class	Portland, Me	1878	Sarah M. Taylor	0	0	1, 500	0	3	241	0	9	135	97
30	Baltimore Normal School for Colored Teachers.	Baltimore, Md	1864	John Core	2, 000				6	150	7	18	40	85
31	Maryland State Normal School	Baltimore, Md	1866	M. A. Newell	10, 000	0	0	39 00	14	256	24	229	0	3
32	Boston Normal School	Boston, Mass	1852	Larkin Dunton					8	87		87		
33	Massachusetts State Normal Art School	Boston, Mass. (Washington street).	1873	Otto Fuchs	17, 500			102 95	7	130	38	78	1	13
34	State Normal School*	Bridgewater, Mass	1840	Albert G. Boyden, A. M	13, 800			74 25	9	174	50	124	0	0
35	Training School for Teachers*	Cambridge, Mass	1870	Anna C. Sullivan	0	0	*q*3, 380	0	6	20	0	20		
36	State Normal School*	Framingham, Mass	1839	Ellen Hyde	11, 200			120 00	13	90		90		
37	Gloucester Training School for Teachers *r*	Gloucester, Mass	1879	Sarah E. Sprague			*3, 000		2	10		10		
38	State Normal School	Salem, Mass	1854	Daniel B. Hagar, PH. D	15, 094			63 11	13	239	0	239		
39	Westfield State Normal School	Westfield, Mass	1839	Joseph G. Scott	10, 850			80 00	8	136	120	16		
40	Massachusetts State Normal School at Worcester.	Worcester, Mass	1874	E. Harlow Russell	11, 075	0	0	74 33	7	149	8	141	0	0
41	Course in the Science and the Art of Teaching (University of Michigan).*	Ann Arbor, Mich	1879	William H. Payne, M. A					1	71	46	25		
42	Michigan State Normal School	Ypsilanti, Mich	1852	Daniel Putnam (acting)	19, 500			38 00	12	511	121	209	(181)	
43	State Normal School at Mankato	Mankato, Minn	1868	Edward Searing, M. A., pres't	12, 000	0	0	36 00	9	335	116	145	29	45
44	State Normal School at St. Cloud	St. Cloud, Minn	1869	Jerome Allen	12, 000	0	0	47 00	10	326	85	169	32	40
45	State Normal School at Winona	Winona, Minn	1860	Irwin Shepard, A. M., pres't	14, 000			32 00	15	441	76	185	85	95
46	Mississippi State Normal School	Holly Springs, Miss	1870	William B. Highgate, A. M	3, 000	0	0	22 05	3	136	91	45		
47	Tougaloo University	Tougaloo, Miss	1869	Rev. Azel Hatch	3, 000			12 14	12	247	35	21	95	96
48	Missouri State Normal School, third district.	Cape Girardeau, Mo	1873	Richard C. Norton, president	10, 000			44 44	8	225	139	86		
49	Normal College of the University of the State of Missouri.	Columbia, Mo	1849	Miss Grace C. Bibb, dean	(*c*)	0	0	(*c*)	15	83	(83)			

* From Report of the Commissioner of Education for 1881.
a Exclusive of appropriations for permanent objects.
b $500 additional from the Peabody fund.
c Appropriation in common with other departments of the university (see Table IX).
d Aided by university professors.
e Includes cost of new building.
f For the erection of a building.
g By subscription of citizens for site.
h As East Florida Seminary; reorganized as State Normal School in 1880.
i School is supported by interest of funds derived from sale of lands donated by the United States.
j There were also 261 students in the special session for teachers continuing four weeks.
k Connected with this school in 1881 was a Kindergarten normal department, which was transferred to Chicago in 1882.
l Deceased September, 1882; succeeded by Col. Francis W. Parker.
m Includes salary of clerk for county superintendent.
n County appropriation per capita.
o During the year 35 teachers received instruction and training in Kindergarten methods in the Kindergarten department organized April 10, 1882.
p Income from endowment.
q For salaries only.
r These statistics are for the year ending July 1, 1882; the school has since closed.

TABLE III.—PART 1.—*Statistics of public normal schools for* 1882, *&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
50	Lincoln Institute	Jefferson City, Mo	1866	Inman E. Page, A. M.	$16, 000*b*	.....	.....	.....	6	148	(47)		(101)	
51	Missouri State Normal School, first district	Kirksville, Mo	1867	J. P. Blankton, president	10, 000	.....	.....	$20 00	10	481	297	184	.....	.....
52	St. Louis Normal School	St. Louis, Mo	1857	F. Louis Soldan	0	$0	$9, 259	.....	4	68	0	68	0	0
53	State Normal School, second district	Warrensburg, Mo	1871	George L. Osborne, A. M., president.	10, 000	0	0	25 01	11	463	209	186	33	35
54	Chair of Didactics, University of Nebraska	Lincoln, Nebr	1881	Samuel R. Thompson, A. M., professor.	.....	.....	.....	.....	1	21	6	15	.....	.....
55	Nebraska State Normal School	Peru, Nebr	1867	Robert Curry, A. M., PH. D	11, 250	.....	.....	29 24	9	318	124	194	.....	.....
56	Manchester Training School for Teachers	Manchester, N. H	1869	Miss Sarah E. Sprague	.....	.....	.....	.....	1	.....	.....	.....	.....	.....
57	New Hampshire State Normal School	Plymouth, N. H	1871	Henry P. Warren, A. B	*c*6, 750	0	1, 200	97 00	4	51	2	49	0	0
58	Newark Normal School	Newark, N. J	1879	Jane E. Johnson	.....	.....	*1, 490	.....	10	28	.....	28	.....	.....
59	New Jersey State Normal School	Trenton, N. J	1855	Washingt'n Hasbrouck, PH.D	20, 000	.....	.....	.....	20	233	35	198	.....	.....
60	State Normal School*	Albany, N. Y	1844	Rev. Joseph Alden, D. D., LL. D., president. *d*	18, 000	0	0	72 00	13	395	76	199	35	85
61	State Normal and Training School	Brockport, N. Y	1867	Chas. D. McLean, A. M., LL.B.	18, 000	.....	.....	19 23	17	936	129	278	245	284
62	State Normal and Training School	Cortland, N. Y	1869	James H. Hoose	18, 000	.....	.....	36 15	13	498	165	333	.....	.....
63	State Normal and Training School	Fredonia, N. Y	1868	Francis B. Palmer, PH. D	18, 000	.....	.....	31 00	17	580	60	120	169	231
64	State Normal and Training School	Geneseo, N. Y	1871	William J. Milne, PH. D., LL. D	18, 000	.....	.....	.....	17	612	(461)		(*e*151)	
65	Normal College	New York, N. Y	1870	Thomas Hunter, PH. D	0	0	95, 000	.....	36	1, 435	0	*f*1, 435	0	.....
66	State Normal and Training School *g*	Oswego, N. Y	1861	Edw. A. Sheldon, A. M., PH. D.	18, 000	0	0	45 80	15	393	80	313	0	0
67	State Normal and Training School	Potsdam, N. Y	1869	Rev. Thomas J. Morgan, D. D.	18, 000	.....	.....	.....	15	500	130	276	51	43
68	Syracuse Training School	Syracuse, N. Y	1880	George A. Bacon, principal of high school.	.....	.....	(*h*)	.....	*i*12	483	.....	42	*i*261	*i*280
69	University Normal School	Chapel Hill, N. C	1877	Hon. Kemp P. Battle, LL. D., president.	2, 000	0	0	5 68	30	352	175	177	.....	.....
70	Elizabeth City State Normal School	Elizabeth City, N. C	1881	S. L. Sheep	720	.....	.....	12 00	9	60	40	20	.....	.....
71	State Colored Normal School	Fayetteville, N. C	1877	Charles W. Chesnutt	2, 000	.....	*j*200	16 00	3	123	19	17	44	43

72	Franklin Normal School	Franklin, N. C	1881	Frank M. Smith	500	100	*j*220		5	127	77	50		
73	State Colored Normal School	Franklinton, N. C	1881	Moses A. Hopkins	705	0	0	9 40	4	75	37	38	0	0
74	New Berne State Normal School	New Berne, N. C	1881	George H. White	500	0	*j*200	5 00	4	95	30	35	15	15
75	Newton State Normal	Newton, N. C	1881	Nereus C. English	500				10	200	62	78	28	32
76	Plymouth State Colored Normal School*k*	Plymouth, N. C	1881	A. Hicks, jr	500		*j*205		3	91	61	30		
77	State Colored Normal School	Salisbury, N. C		J. O. Crosby	500	50			2	65	23	42		
78	Wilson State Normal School*	Wilson, N. C	1881	Julius L. Tomlinson	500	100	*j*200	2 50	17	200	75	125		
79	Cincinnati Normal School	Cincinnati, Ohio	1868	John Mickleborough			7, 480		9	43	3	40		
80	Cleveland City Normal School	Cleveland, Ohio (72 Prospect street).	1874	Ellen G. Reveley					5	41		41		
81	Dayton Normal and Training School	Dayton, Ohio	1869	Jane W. Blackwood					4	13		13		
82	Geneva Normal School	Geneva, Ohio	1868	James S. Otis, A. M			1, 112	9 36	11	185	28	36	63	58
83	Ashland College and Normal School*	Ashland, Oreg	1879	Rev. Lowell L. Rogers, A. M*l*.	0	0	0	0	4	61	29	32	(*m*)	(*m*)
84	Oregon State Normal School	Monmouth, Oreg	1882	D. T. Stanley, A. M., president	0	0	0	0	7					
85	Pennsylvania State Normal School, sixth district.	Bloomsburg, Pa	1869	Rev. David J. Waller, jr., A.M.	1, 605			6 78	10	240	50	41	78	71
86	Southwestern State Normal School*	California, Pa	1874	George P. Beard, A. M	2, 500			(*n*)	12	525	176	174	87	88
87	State Normal School	Edinboro', Pa	1857	J. A. Cooper, A. M	5, 000	0	0	10 00	14	721	247	264	101	109
88	State Normal School at Indiana	Indiana, Pa	1875	Leonard H. Durling, A. M	*o*9, 000			(*n*)	15	422	132	182	57	51
89	Keystone State Normal School	Kutztown, Pa	1866	Rev. Nathan C. Schaeffer, PH. D.	2, 500	0	0	(*n*)	15	519	342	82	62	33
90	Central State Normal School	Lock Haven, Pa	1877	Albert N. Raub, PH. D	5, 000				11	312	178	134		
91	Pennsylvania State Normal School, fifth district.	Mansfield, Pa	1862	D. C. Thomas, A. M	*p*8, 700	0	0	21 00	10	330	160	170	0	0
92	Pennsylvania State Normal School, second district.	Millersville, Pa	1855	Edward Brooks, A. M., PH. D	5, 000			(*n*)	23	610	323	189	51	47
93	Philadelphia Normal School for Girls*	Philadelphia, Pa. (n. e. cor. 17th and Spring Garden streets).	1848	George W. Fetter			*q*25, 000		28	965		965		
94	Cumberland Valley State Normal School*	Shippensburg, Pa	1873	B. S. Potter, A. M	*r*9, 749	0	0	6 97	10	223	106	73	21	23
95	West Chester State Normal School	West Chester, Pa	1871	Geo. Morris Philips, A. M	5, 000	0	0	17 08	20	391	63	68	141	119
96	Rhode Island State Normal School	Providence, R. I	1871	James C. Greenough, A. M	10, 500	0	0		8	159	13	146		
97	State Normal College, University of Nashville.	Nashville, Tenn	1875	Rev. Eben S. Stearns, D.D., S. T. D., chancellor.	7, 500			28 00	9	175	75	100		
98	Sam Houston Normal Institute	Huntsville, Tex	1879	J. Baldwin	18, 000			80 00	7	225	63	102	35	25
99	State Normal School	Castleton, Vt	1867	Abel Edgar Leavenworth, A. M.	1, 936	*s*120	0	23 50	4	125	32	50	22	21
100	Johnson State Normal School	Johnson, Vt	1867	Edward Conant	1, 784	0	0	14 61	6	122	(122)		0	0
101	State Normal School	Randolph, Vt	1867	Andrew W. Edson, A. M	*2, 146	*120			6	270	87	183		
102	Hampton Normal and Agricultural Institute.	Hampton, Va	1868	Samuel C. Armstrong	*t*10, 329	0	0	20 02	*u*52	*u*501	265	177	35	24

* From Report of the Commissioner of Education for 1881.
a Exclusive of appropriations for permanent objects.
b Of this, $6,000 are for buildings and apparatus and $10,000 regular appropriation for two years.
c $1,750 special appropriation.
d Since succeeded by President Edward P. Waterbury, A. M.
e Besides these, 334 were in the school of practice.
f Normal and academic.
g Connected with this school is a Kindergarten training department under the supervision of Mrs. Clara A. Burr.
h Appropriation in common with the High School.
i In Syracuse High School, of which the training school is a department.
j From Peabody fund.
k These statistics are for the year 1881.
l Succeeded by M. G. Royal, A. M.
m See Table VI.
n Fifty cents a week for normal pupils and $50 to each graduate agreeing to teach two years in the State.
o For the reduction of debt resting upon property.
p $3,700 to students and $5,000 to school.
q In 1880.
r $8,500 of this are apparently for special purposes.
s From rent of land.
t Received annually from the State, being one-third of the income in this State from the congressional grant of land to agricultural colleges.
u For all departments.

TABLE III.—PART 1.—*Statistics of public normal schools for* 1882, *&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
103	Virginia Normal and Collegiate Institute	Petersburg, Va	(*b*)		$100,000*c*									
104	Richmond Normal School	Richmond, Va	1867	Miss M. E. Knowles	320		$1,400		2	49	17	32		
105	Concord State Normal School	Concord, W. Va	1875	James H. French	1,450			$35 00	3	90	49	29	7	5
106	Fairmont State Normal School	Fairmont, W. Va	1869	Miss M. L. Dickey, M. S	2,000			9 00	5	225	130	63	12	20
107	Glenville State Normal School*	Glenville, W. Va	1873	T. Marcellus Marshall	1,333				2					
108	Marshall College, State Normal School	Huntington, W. Va	1867	B. H. Thackston	1,333				3	91	20	45	14	12
109	Shepherd College	Shepherdstown, W. Va	1873	Joseph McMurran, A. M	*d*1,300			*e*3 50	2	67	30	25	7	5
110	West Liberty State Normal School	West Liberty, W. Va	1871	D. T. Williams	868	$0	0	26 25	4	42	20	12	8	2
111	Milwaukee Normal School	Milwaukee, Wis	1872	Lemira W. Hughes		(4,688)		2 15	2	14	2	12	0	0
112	State Normal School	Oshkosh, Wis	1871	George S. Albee, president	17,720			26 00	18	619	159	229	98	133
113	Wisconsin State Normal School*	Platteville, Wis	1866	D. McGregor, A. M	22,703			30 66	14	462	80	135	126	121
114	State Normal School	River Falls, Wis	1875	W. D. Parker, president	14,756	0	0	36 77	12	502	72	108	130	192
115	State Normal School	Whitewater, Wis	1868	J. W. Stearns, LL. D., presid't.	18,682	0	0	34 00	15	459	95	210	76	78
116	Dakota Normal School	Springfield, Dak	1881	G. A. Critchet	(*f*)		800		3	35	3	14	8	10
117	Miner Normal School	Washington, D.C. (17th and Sampson streets).	1877	Martha B. Briggs					3	15	0	15	0	0
118	Normal department of University of Deseret.	Salt Lake City, Utah	1875	John R. Park, M. D	2,500	0	0	60 97	4	41	23	18	0	0
119	Normal department of University of Washington Territory.	Seattle, Wash. Ter		A. J. Anderson, A. M., PH. D., president. *g*						7	0	7		

* From Report of the Commissioner of Education for 1881.

a Exclusive of appropriations for permanent objects.

b Act of incorporation approved March 6, 1882. Normal department is announced to open October, 1883.

c Appropriated by the legislature of 1882 for site and buildings.

d Part returned to State treasury, according to law.

e Per month.

f Twenty sections of land on conditions.

g Succeeded by L. J. Powell, A. M.

TABLE III.—PART 1.—*Statistics of public normal schools for* 1882, *&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	7	5	3	40	.....	.....	.....	.....	*a*$0	×	0	×	×	×	×	0	0	×	×	×	June 14.
2	Normal School for Colored Teachers	4	4	4	40	217	150	10	4	.....	0	0	×	×	0	0	0	0	×	×	×	June 15.
3	Lincoln Normal University	9	9	4	40	200	.....	.....	.....	0	×	0	×	×	×	×	0	0	×	×	×	June 25–28.
4	Tuskegee Normal School	.....	.....	4	36	600	100	6	4	.....	×	0	×	×	0	0	0	0	×	×	×	May, last Thurs.
5	Normal department, Arkansas Industrial University.	0	.....	4	41	(*b*)	(*b*)	.....	.....	0	×	.....	×	×	×	×	×	0	0	×	0	June.
6	Branch Normal College of Arkansas Industrial University.	1	1	4	40	400	50	.....	6	0	×	0	×	×	0	×	0	0	0	×	0	June 6–7.
7	Los Angeles Normal School	.....	.....	3	.....	.....	.....	.....	.....	0	×	.....	×	.....	.....	.....	.....	.....	×	×	×	June 5.
8	Normal department of Girls' High School	125	50	4	42	300	0	50	4	0	×	×	×	.....	×	×	×	0	0	×	×	May 20.
9	California State Normal School	75	70	3	40	1,500	0	80	0	0	×	×	×	0	×	×	×	0	×	×	(*c*)	June, 1st week.
10	Normal department, University of Colorado	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	Connecticut State Normal School	39	22	2	38	1,600	.....	100	3	.....	×	×	×	.....	×	×	×	0	×	×	0	June.
12	East Florida Seminary	3	.....	4	36	.....	.....	.....	.....	(*d*)	.....	.....	×	×	×	×	.....	.....	.....	×	×	
13	Southern Illinois Normal University	9	.....	3, 4	39	8,584	493	1,613	24	*e*0	×	×	×	0	×	×	×	0	0	×	0	June, 2d Thurs.
14	Illinois State Normal University	23	21	3	36	1,400	200	50	2	*e*0	×	×	×	0	×	×	×	0	×	×	0	May 31.
15	Cook County Normal and Training School*	43	41	3	42	424	60	51	4	*g*0	×	×	×	0	×	×	×	×	×	×	*h* ×	June.
16	Training school department of public schools	9	9	1	40	.....	.....	.....	.....	0	×	.....	×	.....	.....	.....	.....	.....	0	×	0	June.
17	Indianapolis Normal School	19	19	1⅓	39	.....	.....	.....	.....	0	×	0	×	0	0	0	0	0	0	×	*i* ×	June.

* From Report of the Commissioner of Education for 1881.

a To normal students.

b Reported with classical department (see Table IX).

c Some counties recognize the diplomas; a few do not.

d One student to each legislator free; others, $20 for English and $30 for classical course.

e To those pledged to teach in the State.

f Connected with this school in 1881 was a Kindergarten normal department; transferred to Chicago in 1882.

g To residents of the county; $30 to others.

h In schools of the county.

i In schools of the city.

TABLE III.—PART 1.—*Statistics of public normal schools for* 1882, *&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.				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.
		White number.	Number who have engaged in teaching.			Number of volumes.	Increase in the last school year.	Number of volumes of pedagogical works.	Number of educational journals and magazines taken.				Vocal.	Instrumental.								
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
18	Indiana State Normal School	30	30	3	39	2,500	.....	100	....	$0	×	.....	×	0	×	×	0	0	×	×	0	June 15.
19	Iowa State Normal School	37	28	4	40	2,000	0	200	....	*a*0	×	.....	×	×	×	×	0	0	×	×	0	June 21.
20	Normal department of the High School*	13	7	1	40	200	.....	50	2	*b*0	×	×	0	0	×	×	0	0	×	×	0	
21	Chair of Didactics, State University of Iowa	15	10	4	37	(*c*)	10	500	5	10–25	×	×	0	0	×	×	0	0	×	(*d*)	0	June 20.
22	Kansas State Normal School *e*	44	40	4	40	1,504	200	30	3	*f*10	×	×	×	×	×	×	0	×	0	×	×	June.
23	Normal department of University of Kansas	4	4	3	40	.....	.....	140	....	0	×	×	×	×	×	×	×	×	0	×	(*g*)	June 6.
24	Normal department of the Agricultural and Mechanical College.	.....	.....	3	....	.....	.....	.....	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 6.
25	Eastern State Normal School	29	27	2	38	900	20	50	3	.....	×	×	×	....	×	×	....	....	×	×	0	May 31.
26	State Normal and Training School	14	14	2	38	1,246	.....	100	3	0	×	×	×	0	×	×	×	×	×	×	0	June 29.
27	Madawaska Training School	8	6	4	40	100	50	10	....	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	×	×	
28	State Normal and Training School	33	31	2	40	1,689	69	516	5	0	×	×	×	0	×	×	×	0	×	×	0	June 29, Jan. 26.
29	Normal Training and Practice Class	8	8	1	40	79	23	79	5	0	×	×	×	0	0	0	×	0	×	×	×	June.
30	Baltimore Normal School for Colored Teachers	.....	.....	4	40	1,200	200	.....	....	10	×	0	×	0	0	0	0	0	×	×	0	June.
31	Maryland State Normal School	38	35	3	39	1,850	.....	125	9	(*h*)	×	×	×	0	×	×	0	0	×	×	×	May, last week.
32	Boston Normal School	58	.....	1	40	.....	.....	.....	.....	0	×	×	×	0	0	0	0	0	×	×	*j*×	June, last week.
33	Massachusetts State Normal Art School	1	.....	4	40	325	30	6	2	10	×	×	×	0	0	0	0	0	×	×	×	June.
34	State Normal School*	52	50	2, 4	38	3,000	50	60	4	*k*0	×	×	×	0	×	×	×	0	×	×	0	June, last Wed.
35	Training School for Teachers*	11	10	1	43	67	5	7	0	*b*0	×	0	×	0	0	0	0	0	×	×	0	July 3.
36	State Normal School*	27	25	2	40	1,618	.....	.....	6	*k*0	×	×	×	0	×	×	×	0	×	×	0	June.
37	Gloucester Training School for Teachers *l*	8	6	1	40	45	.....	.....	....	0	.....	.....	.....	.....	0	0	0	0	×	×	×	June.
38	State Normal School	65	.....	2, 4	40	5,000	.....	.....	6	0	×	0	×	0	×	×	.....	.....	.....	.....	0	Jan. and June.
39	Westfield State Normal School	29	24	2, 4	40	2,500	.....	.....	12	*k*0	×	×	×	0	×	×	×	0	0	×	0	June 27.
40	Massachusetts State Normal School at Worcester.	31	31	2	38	1,900	250	70	4	0	×	×	×	0	×	×	×	0	0	×	0	June.

41	Course in the Science and the Art of Teaching (University of Michigan).*	.....	.....	1	36	.....	.....	200	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	×	0		
42	Michigan State Normal School	85	.....	4	40	4,656	1,500	500	10	*m*10	×	×	×	0	×	×	×	0	×	×	×	June, last Wed.
43	State Normal School at Mankato	28	23	2, 3	32	500	50	42	6	*n*0	×	×	×	0	×	×	×	0	×	×	0	April 19.
44	State Normal School at St. Cloud	21	21	4	38	1,164	50	50	29	*n*0	×	0	×	0	×	×	0	×	×	×	0	May 30.
45	State Normal School at Winona	27	27	3, 4	38	1,500	200	150	20	*n*0	×	×	×	0	×	×	×	0	×	×	0	May 30.
46	Mississippi State Normal School	2	2	4	40	500	90	5	3	*o*0	0	0	×	×	×	×	0	0	0	×	0	June, 1st Thurs.
47	Tougaloo University	.....	.....	3	32	900	.....	23	2	8	0	0	×	×	×	×	×	0	×	×	0	May 31.
48	Missouri State Normal School, third district	25	.....	4	39	1,300	50	60	6	*f*8	×	0	×	×	×	×	×	0	0	×	×	June 1.
49	Normal College of the University of the State of Missouri.	11	8	6	36	(*c*)	(*c*)	100	5	*f*20	×	×	0	0	×	×	×	0	0	×	.....	
50	Lincoln Institute	.....	.....	4	36	800	.....	.....	.....	0	×	.....	×	×	×	×	.....	.....	.....	.....	.....	June 8.
51	Missouri State Normal School, first district	9	8	4	40	500	100	75	15	*f*20	×	0	×	×	×	×	×	0	×	×	×	
52	St. Louis Normal School	33	9	2	40	350	5	25	4	0	×	×	×	0	0	×	0	0	×	×	*j*×	June.
53	State Normal School, second district	44	28	2, 3, 4	40	1,000	450	35	5	*f*16	×	×	×	0	×	×	×	0	×	×	×	June.
54	Chair of Didactics, University of Nebraska	0	.....	(*p*)	....	150	145	150	1	0	×	0	×	×	×	×	×	0	0	0	0	June.
55	Nebraska State Normal School	45	45	2, 5	38	2,000	300	70	18	.....	×	0	×	×	×	×	×	0	×	×	×	June 14.
56	Manchester Training School for Teachers	.....	.....	.....	.....	.....	.....	.....	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June.
57	New Hampshire State Normal School	10	10	2	40	300	30	75	....	0	×	0	×	0	0	×	0	0	×	×	0	June, last Tues.
58	Newark Normal School	28	26	1	42	38	.....	.....	3	*b*0	×	×	×	.....	.....	.....	.....	.....	×	×	*j*×	June, last Wed.
59	New Jersey State Normal School	39	39	3	38	500	50	150	12	0	×	×	×	×	×	×	×	×	×	×	×	June, last Thurs.
60	State Normal School*	63	.....	2	40	500	50	.....	.....	0	×	×	×	0	×	×	.....	0	×	×	×	Jan. and July.
61	State Normal and Training School	27	24	4	40	914	.....	.....	.....	*a*0	×	0	×	×	×	×	×	0	×	×	×	June.
62	State Normal and Training School	26	.....	2, 3, 4	40	9,950	.....	.....	.....	.....	×	×	×	.....	×	×	×	.....	×	×	×	Jan. and June.
63	State Normal and Training School	16	14	2, 3, 4	40	2,200	100	.....	.....	*a*0	×	×	×	×	×	×	×	0	×	×	×	June 30.
64	State Normal and Training School	22	22	2, 3, 4	40	.....	.....	.....	.....	0	×	×	×	×	×	×	×	×	×	×	×	June, 2d Tues.
65	Normal College	*q*0	0	4	40	250	.....	700	4	0	×	×	×	0	×	×	×	×	×	×	0	June, last Thurs.
66	State Normal and Training School *r*	44	34	2, 2, 3	40	575	75	50	10	0	×	×	×	0	×	×	×	×	×	×	×	Jan. and June.
67	State Normal and Training School	20	18	2, 3, 4	40	250	.....	100	8	*a*0	×	×	×	×	×	×	×	0	×	×	×	June, last week.
68	Syracuse Training School	.....	0	1	40	*s*1, 300	.....	.....	.....	*b*0	*s*×	*s*×	*s*0	*s*0	*s*0	*s*×	*s*×	*s*0	*s*0	*s*×	*j*×	Jan. 31, June 30.
69	University Normal School	0	....	.....	5	(*c*)	.....	200	10	0	×	×	×	0	×	×	×	×	×	0	0	July, 3d week.
70	Elizabeth City State Normal School	0	.....	.....	6	.....	.....	.....	.....	0	×	0	0	0	0	0	0	0	×	0	0	
71	State Colored Normal School	1	1	3	36	225	25	50	1	0	×	0	×	0	0	×	0	0	0	×	0	June 22.
72	Franklin Normal School	.....	.....	.....	5	.....	.....	.....	.....	.....	×	.....	×	.....	.....	.....	.....	.....	×	×	.....	
73	State Colored Normal School	0	0	3	32	150	50	5	10	0	×	0	×	×	0	0	0	0	×	×	0	April.
74	New Berne State Normal School	.....	.....	.....	12	100	.....	.....	.....	0	×	0	×	0	0	0	0	0	0	0	0	September.
75	Newton State Normal	.....	.....	.....	5	40	8	10	5	0	×	0	×	.....	.....	×	0	0	×	.....	.....	July 21.
76	Plymouth State Colored Normal School *t*	.....	.....	.....	24	.....	.....	.....	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
77	State Colored Normal School	.....	.....	.....	34	0	.....	0	0	0	0	0	×	0	0	0	0	0	×	0	0	April 19.
78	Wilson State Normal School*	.....	.....	.....	5	0	.....	0	0	0	×	0	×	0	0	×	0	0	×	0	.....	July, 2d Thurs.

* From Report of the Commissioner of Education for 1881.

a To normal students.

b To residents of the city.

c Reported with classical department (see Table IX).

d After two years of successful teaching graduates may receive the degree of "bachelor of didactics."

e During the year 35 teachers received instruction and training in Kindergarten methods in the Kindergarten department, organized April 10, 1882.

f Incidental fee.

g Graduates receive State certificates for five years from State board of education.

h Free to 200 State scholars; $50 to others.

i Receive diplomas after one year's successful teaching.

j In schools of the city.

k To all who comply with the condition of teaching in the schools of Massachusetts; incidental fee, $4.

l These statistics are for the year ending July 1, 1882; the school has since closed.

m Entrance fee.

n To those pledged to teach in the State.

o To State pupils.

p Elective studies only.

q Course of study was raised during this year from a three to a four years' course.

r Connected with this school is a Kindergarten training department under the supervision of Mrs. C. A. Burr.

s From return from Syracuse High School, with which the Training School is connected.

t These statistics are for the year 1881.

TABLE III.—PART 1.—*Statistics of public normal schools for* 1882, *&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
79	Cincinnati Normal School	39	20	1	40	100	.....	.....	4	*a*$0	×	0	×	0	0	×	×	0	×	×	0	June, last week.
80	Cleveland City Normal School	34	34	1	40	.....	.....	25	4	.....	0	0	×	0	0	0	0	0	×	×	0	June.
81	Dayton Normal and Training School	12	9	1	40	140	5	25	1	.....	×	.....	×	.....	.....	.....	.....	.....	×	×	*b* ×	
82	Geneva Normal School	18	12	4	38	470	27	30	4	21	0	0	×	×	×	×	0	0	×	×	0	June, 1st Thurs.
83	Ashland College and Normal School*	3	3	3	36	56	56	15	5	40	×	×	×	×	×	×	0	0	×	×	.....	May 25.
84	Oregon State Normal School	.....	.....	3	40	200	.....	.....	.....	*c*0	×	0	×	×	×	×	0	0	×	×	×	June 21.
85	Pennsylvania State Normal School, sixth district.	34	34	2	42	.....	.....	.....	.....	42	×	×	×	×	×	×	0	0	×	×	*d* ×	
86	Southwestern State Normal School*	28	27	2	42	100	20	.....	.....	52½	×	×	×	×	×	×	0	×	×	×	×	June 29.
87	State Normal School	23	17	2	42	4,300	200	600	25	48	×	×	×	×	0	×	×	×	×	×	×	June, last Thurs.
88	State Normal School at Indiana	35	34	3	42	800	50	.....	4	50	×	×	×	×	×	×	×	×	×	×	×	July.
89	Keystone State Normal School	16	14	2	42	2,398	105	.....	.....	40	×	.....	×	×	×	×	×	0	×	×	×	June 22.
90	Central State Normal School	78	70	2, 4	42	700	240	30	6	50	×	0	×	×	×	×	×	0	×	×	×	June 28.
91	Pennsylvania State Normal School, fifth district.	26	25	3	42	3,000	300	200	5	42	×	×	×	×	×	×	×	0	×	×	×	June 21.
92	Pennsylvania State Normal School, second district.	35	35	2	42	4,000	100	100	.....	60	×	×	×	×	×	×	.....	.....	×	×	×	July 5.
93	Philadelphia Normal School for Girls*	*e*201	*e*135	.....	42	1,500	.....	.....	.....	0	×	×	×	.....	×	×	×	.....	×	×	*b* ×	
94	Cumberland Valley State Normal School*	10	8	3	42	1,325	150	8	5	63	×	×	×	×	.....	×	×	0	×	×	×	July 7.
95	West Chester State Normal School	15	14	3	42	2,550	20	.....	.....	65	×	×	×	×	×	×	×	.....	×	×	×	June, last Thurs.
96	Rhode Island State Normal School	23	21	2, 4	40	1,200	35	100	4	0	×	×	×	0	×	×	×	×	0	×	0	June 29.
97	State Normal College, University of Nashville.	41	41	4	33	*f*10,000	.....	150	.....	0	×	×	×	0	×	×	×	.....	0	×	×	May, last Wed.
98	Sam Houston Normal Institute	73	69	3	34	900	800	105	15	0	×	0	×	0	×	×	.....	.....	×	×	×	June 1.

99	State Normal School	15	9	2, 1½	40	975	400	25	5	24	×	0	0	0	×	×	×	0	×	×	*g* ×	Jan. and June.
100	Johnson State Normal School	19	19	3½	40	600	100	66	5	24	×	×	0	0	0	×	0	0	0	×	×	June, last week.
101	State Normal School	43	42	2, 1½	40	600	100	100	....	24	×	0	0	0	×	×	0	0	0	×	*g* ×	June 24.
102	Hampton Normal and Agricultural Institute	60	47	3	37	2, 443	1, 167	51	15	0	0	0	×	×	×	×	×	×	×	×	0	May.
103	Virginia Normal and Collegiate Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
104	Richmond Normal School	9	8	3	37	300	8	25	....	.....	0	.....	×	0	×	×	.....	.....	0	×	×	June 14.
105	Concord State Normal School	11	8	3	40	.....	.....	.....	4	*h*20	0	0	×	×	0	0	0	0	0	×	0	June 22.
106	Fairmont State Normal School	9	7	3	40	300	100	50	10	*h*21–24	0	0	×	×	×	×	0	0	×	×	0	June 15.
107	Glenville State Normal School*	2	1	3	40	.....	.....	.....	.....	*h*20–24	.....	.....	.....	.....	×	×	.....	.....	×	×	0	July 8.
108	Marshall College State Normal School	4	2	3	40	1, 400	200	.....	2	*h*20	0	0	....	×	0	0	0	×	×	×	0	June 16.
109	Shepherd College	8	.....	3, 4	32	.....	.....	.....	.....	*h*30	0	0	0	0	0	0	0	0	×	×	0	June.
110	West Liberty State Normal School	1	1	3	40	350	50	0	3	*h*20–32	×	×	....	×	0	×	×	×	×	×	0	
111	Milwaukee Normal School	14	13	1	42	69	.....	.....	0	0	×	×	×	0	0	0	0	×	×	×	*b* ×	
112	State Normal School	21	21	4	40	1, 303	129	130	4	*i*0	×	×	×	×	×	×	×	×	×	×	*j* ×	June, 3d Thurs.
113	Wisconsin State Normal School*	5	5	4	40	1, 028	225	128	4	*i*0	×	0	×	0	×	×	×	0	×	×	*j* ×	June, last Thurs.
114	State Normal School	11	7	4	40	1, 270	201	197	6	*i*0	×	0	×	0	×	×	×	×	×	×	*j* ×	June 15.
115	State Normal School	14	13	4	40	1, 043	145	.....	6	*i*0	×	×	×	0	×	×	×	0	×	×	*j* ×	June 22.
116	Dakota Normal School	.....	.....	3	36	.....	.....	.....	.....	15	×	0	×	×	0	0	0	0	×	×	×	June, last Thurs.
117	Miner Normal School	15	15	1	40	.....	.....	.....	4	0	×	×	×	0	0	×	×	0	×	×	×	June, 1st Wed.
118	Normal department of University of Deseret	16	.....	1	40	(*k*)	.....	30	0	*l*40	0	0	0	0	0	0	×	0	0	×	×	June 2.
119	Normal department of University of Washington Territory.	.....	.....	2	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1881.

a To residents of the city.
b In schools of the city.
c To State pupils.
d For two years.
e In 1880.
f Estimated.
g Graduates from the first course receive a State license to teach for five years; from the second, for ten years.
h To those who are not State normal students.
i To normal students.
j After one year of successful teaching and indorsement of the diploma by the State superintendent.
k Reported with classical department (see Table IX).
l Free to those appointed by the Territory.

TABLE III.—PART 2.—*Statistics of private normal schools for* 1882; *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	D. S. Brandon	2	111	22	17	40	32	0	.....
2	Emerson Institute	Mobile, Ala	1873	Miss Emma R. Caughey	9	252	6	16	77	153	.....	10
3	Alabama Baptist Normal and Theological School*	Selma, Ala	1878	Rev. W. H. McAlpine	6	126	37	26	32	31	.....	.....
4	Normal department, Talladega College*	Talladega, Ala	1869	Ira M. Buell, A. M., PH. B	3	48	26	22	.....	.....	2	1
5	Southland College and Normal Institute	Helena, Ark	1864	Miss Henrietta Kitteral	5	284	13	23	127	121	0	.....
6	California Kindergarten Training School	San Francisco, Cal. (64 Silver street).	1880	Kate D. Smith Wiggin	1	15	.....	15	.....	.....	15	15
7	Pacific Kindergarten Normal School	San Francisco, Cal. (cor. Van Ness avenue and Sacramento street).	1876	Miss Emma Marwedel	4	15	.....	15	.....	.....	15	.....
8	Normal School, Colorado College*	Colorado Springs, Colo	.....	E. P. Tenney, president	.....	.....	.....	.....	.....	.....	.....	.....
9	Normal department, Atlanta University	Atlanta, Ga	1867	Charles P. Sinnott	.....	265	(61)		(204)		.....	.....
10	Normal department of Clark University	Atlanta, Ga	1869	Rev. E. O. Thayer, M. A	7	176	80	60	20	16	9	9
11	Evangelical Lutheran Teachers' Seminary	Addison, Ill	1864	E. A. W. Krauss	7	131	131	.....	0	0	13	13
12	Aurora Normal School *a*	Aurora, Ill	.....	Thomas J. Bassett, A. M.	.....	.....	.....	.....	.....	.....	.....	.....
13	Free Training School for Kindergartners	Chicago, Ill. (2300 South Park avenue).	1882	Mrs. Alice H. Putman	.....	.....	.....	.....	.....	.....	.....	.....
14	Free Training School for Kindergartners	Chicago, Ill. (Michigan avenue and 22d street).	1882	Miss Matilda H. Ross	2	32	.....	32	.....	.....	.....	.....
15	Northern Illinois Normal School*	Dixon, Ill	1881	J. B. Dille	13	275	150	125	.....	.....	5	.....
16	Normal department of Eureka College	Eureka, Ill	1855	J. M. Allen, A. M., president	*b*12	319	40	29	160	90	5	3
17	Northern Illinois College and Normal School *c*	Fulton, Ill	.....	A. M. Hansen, A. M., president	.....	.....	.....	.....	.....	.....	.....	.....
18	Morris Normal and Scientific School	Morris, Ill	1878	F. L. Kern	14	250	21	229	.....	.....	13	11
19	Teachers' Training School and School of Individual Instruction.	Oregon, Ill	1879	E. L. Wells	4	119	14	53	34	18	.....	.....
20	Central Normal College*	Danville, Ind	1875	Frank P. Adams	16	847	647	200	.....	.....	107	50
21	Elkhart Normal School	Elkhart, Ind	1882	H. A. Mumaw	10	42	8	15	4	15	0	0

22	Fort Wayne College, normal department	Fort Wayne, Ind	1877	Rev. W. F. Yocum, A. M	6	315	20	18	(277)		3	3
23	Indianapolis Kindergarten Training School	Indianapolis, Ind	1875	Alice Chapin	2	4	.....	4	.....	.....	.....	.....
24	Kindergarten Normal Training School	Indianapolis, Ind	1882	Mrs. E. A. Blaker	1	8	.....	8	.....	.....	.....	.....
25	Central Indiana Normal School	Ladoga, Ind	1876	J. F. W. Gatch	15	685	397	254	23	11	49	33
26	Southern Indiana Normal College	Mitchell, Ind	1880	William E. Lugenbeel	10	477	265	186	21	5	51	39
27	Southern Indiana Normal School	Paoli, Ind	1875	W. T. Gooden	4	150	(150)		.....	.....	5	3
28	Normal department, Spiceland Academy	Spiceland, Ind	1870	Thomas Newlin	(*c*)	30	(30)		.....	.....	5	5
29	Northern Indiana Normal School and Business Institute.	Valparaiso, Ind	1873	H. B. Brown	28	3,420*d*	1, 850*e*	1, 060*e*	*d*320	*d*190	192	151
30	Southern Iowa Normal School and Commercial Institute.	Bloomfield, Iowa	1878	O. H. Longwell, A. B	6	491	286	205	.....	.....	20	14
31	Eastern Iowa Normal School	Columbus Junction, Iowa	1874	Edwin R. Eldridge, president	12	232	50	60	65	57	4	.....
32	Dexter Normal School*	Dexter, Iowa	1879	John Valentine	3	78	4	20	10	44	0	.....
33	Normal department of Upper Iowa University	Fayette, Iowa	1857	C. P. Colegrove, A. M	3	150	80	70	.....	.....	.....	.....
34	Iowa City Academy, normal department	Iowa City, Iowa	1878	G. A. Graves, A. M	4	.....	.....	.....	.....	.....	.....	.....
35	Normal department of Cornell College	Mount Vernon, Iowa	1872	Hamline H. Freer, M. S	(*f*)	(*f*)	(*f*)	(*f*)	(*f*)	(*f*)	.....	.....
36	Normal department of Oskaloosa College	Oskaloosa, Iowa	1875	G. H. Laughlin, A. M	6	.....	.....	.....	.....	.....	.....	.....
37	Whittier College and Normal Institute	Salem, Iowa	1867	Guss Walters	4	122	20	18	40	44	0	0
38	Teachers' Seminary of the German Evangelical Lutheran Synod.	Waverly, Iowa	1878	Rev. George Grossmann	2	36	20	0	16	0	2	2
39	Kansas Normal College and Business Institute*	Fort Scott, Kans	1879	D. E. Sanders	5	133	(29)		(104)		.....	.....
40	Campbell Normal University and Commercial Institute.	Holton, Kans	1882	J. H. Miller, president	7	93	.....	.....	.....	.....	.....	.....
41	Kansas Normal School and Business Institute*	Paola, Kans	1878	John Wherrell	6	1,011	160	129	426	296	13	.....
42	Kentucky Presbyterian Normal School*g*	Anchorage, Ky	1860	Mrs. Daniel P. Young	13	126	.....	2	.....	124	2	1
43	Normal department of Berea College	Berea, Ky	1865	Rev. B. S. Hunting, A. M	8	317	73	65	100	79	.....	.....
44	Glasgow Normal School	Glasgow, Ky	1875	A. W. Mell	11	290	159	131	.....	.....	17	16
45	Kentucky Female Orphan School	Midway, Ky	1849	Samuel P. Lucy, A. M	5	83	0	83	.....	.....	9	.....
46	Normal department, Straight University	New Orleans, La	1869	J. M. McPherron, A. M	3	61	32	29	0	0	22	12
47	Peabody Normal School for Colored Students	New Orleans, La	1877	Miss Julia Kendall	2	34	0	34	0	0	7	4
48	Peabody Normal Seminary*h*	New Orleans, La	1870	Robert Mills Lusher	4	88	0	48	0	40	14	.....
49	Normal department of Maine Central Institute	Pittsfield, Me	1870	O. H. Drake, A. B	6	32	11	21	.....	.....	6	.....
50	Oak Grove Seminary, normal department	Vassalboro', Me	1851	Edward H. Cook, A. B	*i*3	70	37	33	.....	.....	*j*10	*j*8
51	Centenary Biblical Institute, normal department.*	Baltimore, Md. (cor. Fulton and Edmondson aves.).	1872	Rev. J. Emory Round, M. A., pres.	*j*4	96	32	13	43	8	6	1
52	Normal department, Cushing Academy	Ashburnham, Mass	1875	James E. Vose	6	170	12	18	76	64	21	12
53	Kindergarten Normal Class	Boston, Mass. (52 Chestnut street).	1872	Misses Mary J. Garland and Rebecca J. Weston.	7	15	.....	15	.....	.....	10	5
54	Springfield Training School for Kindergartners	Springfield, Mass. (30 Maple street).	1881	Miss Angeline Brooks	4	11	0	11	.....	.....	11	9
55	Normal School, Adrian College	Adrian, Mich	.....	E. G. Walker, M. S	3	34	13	21	.....	.....	.....	.....
56	Detroit Kindergarten Training School	Detroit, Mich	1875	W. N. Hailmann	2	9	.....	9	.....	.....	4	3
57	Normal department of Hillsdale College	Hillsdale, Mich	1855	Rev. De Witt C. Durgin, D. D., president.	*i*13	*k*175	(*k*175)		.....	.....	3	2

* From Report of the Commissioner of Education for 1881.

a A department of Jennings Seminary (Table VI).

b Faculty of Eureka College.

c No separate report for normal department (see Table VI).

d Students in various departments of work are here included.

e Students in beginning, advanced, and review classes are here included, "the student being allowed to enter at any time * * and continue as long as he can."

f Preparatory and normal departments intimately associated; for report, see Table IX.

g Includes report of Bellewood Seminary, with which the Kentucky Presbyterian Normal School is associated.

h Educational authorities failed to make provision for this seminary, and it is to be continued as a private institution after December 11, 1882.

i These also instruct in other departments.

j For all departments.

k Normal and English students.

TABLE III.—PART 2.—*Statistics of private normal schools for* 1882, *&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
58	Normal department of Olivet College*	Olivet, Mich	.....	Rev. Joseph Estabrook, A. M	*a*1	103	(103)		.....	.....	.....	.....
59	Normal department of Rust University *b*	Holly Springs, Miss	1869	Rev. W. W. Hooper, A. M., pres	*c*5	74	53	21	.....	.....	0	.....
60	Iuka Normal Institute	Iuka, Miss	.....	H. A. Dean, A. M., and John Neuhardt, A. M.	7	.....	.....	.....	.....	.....	.....	.....
61	Normal department of Natchez Seminary	Natchez, Miss	1877	Rev. Charles Ayer, president	5	164	80	40	20	24	7	7
62	Normal department of La Grange College	La Grange, Mo	1859	J. F. Cook, M. A., LL. D., president	7	118	28	26	14	50	5	3
63	Santee Normal Training School	Santee Agency, Nebr	1870	Alfred L. Riggs, A. M	16	99	.....	.....	55	44	.....	.....
64	Model Kindergarten and Training Class for Young Ladies.	New York, N. Y. (1455 Broadway).	1880	E. von Briesen	.....	*d*5	.....	*d*5	.....	.....	.....	.....
65	Normal Kindergarten Class*	New York, N. Y. (169 W. 48th street).	1878	Mary L. Van Wagenen	.....	14	0	14	.....	.....	6	6
66	Normal Training School for Kindergarten Teachers.*	New York, N. Y. (7 East 22d street).	1872	Prof. John Kraus and Mrs. Maria Kraus-Bölte.	.....	.....	.....	.....	.....	.....	.....	.....
67	Graham Normal College	Graham, N. C	1881	Rev. D. A. Long, A. M	.....	.....	.....	.....	.....	.....	.....	.....
68	Whitin Normal School	Lumberton, N. C	1876	David P. Allen	4	80	24	9	25	22	.....	.....
69	Shaw University	Raleigh, N. C	1866	Rev. H. M. Tupper, A. M., pres't.	6	133	89	44	.....	.....	.....	.....
70	Tileston Normal School	Wilmington, N. C	1872	Miss Amy M. Bradley	.....	.....	.....	.....	.....	.....	7	.....
71	Wilmington Normal School*	Wilmington, N. C	1865	Miss Anna C. Chandler	6	236	.....	.....	.....	.....	.....	.....
72	Northwestern Ohio Normal School	Ada, Ohio	1871	H. S. Lehr, A. M	36	1,918	1,000	420	322	176	65	36
73	Ashland College Normal School*	Ashland, Ohio	1879	Elder R. H. Miller, president	8	67	52	15	.....	.....	.....	.....
74	Fayette Normal and Business College	Fayette, Ohio	*e*1872	John Ogden, M. A	9	.....	.....	.....	.....	.....	.....	.....
75	National Normal University	Lebanon, Ohio	1855	Alfred Holbrook, president	25	1,832	1,168	504	105	55	101	101
76	Mansfield Normal College	Mansfield, Ohio	1878	L. Leavengood	4	195	90	80	10	15	4	2
77	Western Reserve Normal School	Milan, Ohio	1832	B. B. Hall	6	116	63	53	0	0	0	0
78	Normal department, Mt. Union College*	Mt. Union, Ohio	1846	O. N. Hartshorn, LL. D., president	*f*7	110	(110)		.....	.....	.....	.....
79	Wilberforce University, normal department	Wilberforce, Ohio	.....	Rev. B. F. Lee, D. D., president	*a*1	7	3	4	.....	.....	.....	.....
80	The Brethren's Normal College	Huntingdon, Pa	1876	W. J. Swigart (acting principal)	11	149	55	25	42	27	9	6

81	Lycoming County Normal School	Muncy, Pa	1870	Charles Lose	6	171	89	62	12	8	0	0
82	Centennial Kindergarten Training School for Teachers.	Philadelphia, Pa. (1607 Chestnut st.).	1876	Ruth R. Burritt	1	20	.....	20	.....	.....	19	15
83	Institute for Colored Youth	Philadelphia, Pa. (Bainbridge st., west of 9th).	1837	Fanny Jackson Coppin	7	257	*g*57	*g*106	43	51	.....	.....
84	Kindergarten Training Class*	Philadelphia, Pa. (315 N. 35th st.).	1881	Anna W. Barnard	.....	.....	.....	.....	.....	.....	.....	.....
85	Philadelphia Training School for Kindergartners.	Philadelphia, Pa. (1333 Pine st.).	1878	Mrs. M. L. Van Kirk	5	28	.....	28	.....	.....	28	22
86	Normal department, Swarthmore College	Swarthmore, Pa	1869	Edward H. Magill, M. A	2	(*h*)	(*h*)	(*h*)	(*h*)	(*h*)	3	2
87	Kindergarten Normal Class	Providence, R. I.	.....	Caroline M. N. Alden	.....	.....	.....	.....	.....	.....	.....	.....
88	Avery Normal Institute	Charleston, S. C	1865	Amos W. Farnham	11	306	23	27	94	162	3	2
89	Normal department of Brainerd Institute*	Chester, S. C	1874	Rev. Samuel Loomis	3	40	(40)		.....	.....	.....	.....
90	Normal department of Allen University	Columbia, S. C	1881	J. C. Waters	3	200	50	65	25	60	.....	.....
91	Normal School of Claflin University	Orangeburg, S. C	1868	Rev. Edward Cooke, A. M., S. T. D.	6	100	34	25	28	13	10	9
92	Fairfield Normal Institute	Winnsboro', S. C	1869	Rev. Willard Richardson	5	415	47	54	168	146	27	21
93	The Warner Institute	Jonesborough, Tenn	1875	Yardley Warner	6	109	10	7	50	42	0	.....
94	Knoxville College	Knoxville, Tenn	1875	Rev. J. S. McCulloch, D. D	7	137	36	12	49	40	0	0
95	Freedmen's Normal Institute	Maryville, Tenn	1874	Wm. P. Hastings	6	237	55	34	80	68	3	.....
96	Maryville Normal and Preparatory School	Maryville, Tenn	1878	Henry W. Spray	3	137	14	13	64	46	0	0
97	Normal department of Maryville College*	Maryville, Tenn	.....	William A. Cate, B. S	*a*1	16	8	8	.....	.....	.....	.....
98	Le Moyne Normal Institute	Memphis, Tenn	1872	A. J. Steele	9	265	75	60	60	70	10	9
99	Morristown Seminary	Morristown, Tenn	1881	Rev. J. S. Hill, A. M	3	175	20	33	122	.....	.....	.....
100	Central Tennessee College, normal department	Nashville, Tenn	1866	Rev. John Braden, D. D., president; David Moury, principal.	7	184	102	82	.....	.....	0	0
101	Nashville Normal and Theological Institute	Nashville, Tenn	1866	Rev. Daniel W. Phillips, D. D	10	267	123	90	46	8	7	.....
102	Normal department of Fisk University	Nashville, Tenn	1866	Miss Anna M. Cahill	*a*1	317	89	94	47	87	.....	.....
103	Winchester Normal*	Winchester, Tenn	1878	James W. Terrill, president	(*h*)	(*h*)	.....	.....	.....	.....	.....	.....
104	Tillotson Collegiate and Normal Institute	Austin, Tex	1881	Rev. W. E. Brooks, A. M., pres't	6	50	30	20	.....	.....	.....	.....
105	American Normal School	Kellyville, Tex	1878	C. M. Coppedge	1	.....	.....	.....	.....	.....	.....	.....
106	Virginia Normal School	Bridgewater, Va	1880	D. C. Flory	4	53	35	18	.....	.....	.....	.....
107	St. Stephen's Normal and Theological School	Petersburg, Va	1871	Rev. Giles Buckner Cooke	8	270	8	12	100	150	10	.....
108	Storer College	Harper's Ferry, W. Va	1867	Rev. N. C. Brackett, A. M	8	230	*f*120	*f*110	.....	.....	10	8
109	National German American Teachers' Seminary	Milwaukee, Wis. (643 Broadway).	1878	L. Keller	9	296	23	21	147	105	5	5
110	Catholic Normal School of the Holy Family	St. Francis, Wis	1870	Rev. William Neu, rector	5	85	35	0	50	0	6	6
111	Garfield Kindergarten Training School for Kindergartners.	Washington, D. C. (1811 I street, n. w.).	1882	Mrs. Anna B. Ogden	1	5	0	5	.....	.....	.....	.....
112	Kindergarten Normal Institute	Washington, D. C	1875	Mrs. Louise Pollock and Miss Susie Pollock.	3	9	.....	9	.....	.....	3	3
113	Normal department of Howard University	Washington, D. C	1867	Wiley Lane, A. M	5	139	7	13	83	36	3	2
114	Normal department of Wayland Seminary	Washington, D. C	1865	Rev. G. M. P. King, A. M., pres't	6	130	93	11	18	8	13	8

* From Report of the Commissioner of Education for 1881.

a Assisted by other college professors.

b These statistics, which are for the year 1881, are for the normal department of Shaw University; in 1882 the name of this institution was changed to Rust University.

c These also instruct in other departments.

d In 1881.

e Organized at Worthington in 1872; removed to Fayette in 1881.

g In the high school department.

h No separate report for normal department (see Table IX).

TABLE III.—PART 2.—*Statistics of private normal schools for* 1882, *&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*	.....	32	260	.....	....	3	*a*$4	....	0	×	....	0	0	0	0	0	×	0	May.
2	Emerson Institute	4	32	100	.....	25	2	8	×	×	×	×	0	0	0	0	0	×	0	May.
3	Alabama Baptist Normal and Theological School*	3	32	400	100	6	5	8	....	0	×	×	0	0	0	0	0	×	×	May 27.
4	Normal department, Talladega College*	4	35	(*b*)	.....	20	....	11½	....	0	×	×	×	×	×	0	×	×	0	June 15.
5	Southland College and Normal Institute	3, 4	36	1,200	25	....	3	13⅓	×	.....	×	×	×	×	×	0	×	×	0	April 14.
6	California Kindergarten Training School	1	....	.....	.....	25	5	*c*100	×	.....	×	....	.....	.....	.....	.....	×	×	*d*×	May 28.
7	Pacific Kindergarten Normal School	1	40	150	20	25	2	125	×	×	×	....	0	×	×	×	×	×	(*e*)	July.
8	Normal School, Colorado College*	.....	35	.....	.....	....	....	.....	....	....	....	....	....	....	....	....	....	....	....	
9	Normal department, Atlanta University	.....	....	.....	.....	....	....	.....	....	....	....	....	....	....	....	....	....	....	....	
10	Normal department of Clark University	4	36	.....	.....	....	....	9	×	0	×	....	....	....	....	....	....	....	....	June, 2d Wed.
11	Evangelical Lutheran Teachers' Seminary	5	40	1,000	.....	....	....	0	×	0	×	×	0	×	....	....	×	×	0	June 29.
12	Aurora Normal School *f*	.....	44	.....	.....	....	....	.....	×	×	×	×	×	×	×	0	0	×	0	July 3.
13	Free Training School for Kindergartners	.....	....	.....	.....	....	....	0	....	....	....	....	....	....	....	....	....	....	....	
14	Free Training School for Kindergartners	2	....	.....	.....	....	....	0	....	....	....	....	....	....	....	....	....	×	....	
15	Northern Illinois Normal School*	4	50	1,500	150	20	7	35	×	×	×	×	×	×	×	0	×	×	0	August 10.
16	Normal department of Eureka College	3	40	3,000	.....	100	....	40	×	×	×	×	×	×	×	0	0	×	0	June 12.
17	Northern Illinois College and Normal School *b*	.....	....	.....	.....	....	....	.....	....	....	....	....	....	....	....	....	....	....	....	
18	Morris Normal and Scientific School	3	40	1,500	400	340	7	36–48	×	0	×	×	×	×	×	×	0	×	0	
19	Teachers' Training School and School of Individual Instruction.	.....	52	100	0	25	5	52	0	0	0	×	0	0	0	0	0	0	.....	August 18.
20	Central Normal College*	1, 2, 3	48	2,000	100	25	15	38	×	×	×	×	×	×	×	0	0	×	0	August.
21	Elkhart Normal School	2	50	300	.....	....	6	33	×	0	×	×	0	0	×	0	0	×	0	June 1.
22	Fort Wayne College, normal department	3	42	1,000	.....	50	4	32	×	0	×	×	×	0	0	0	0	×	0	June 21.
23	Indianapolis Kindergarten Training School	1, 2	40	20	5	12	7	100	×	×	×	0	0	0	×	0	×	*g*×	0	June, 3d Friday.

24	Kindergarten Normal Training School	1						100										×		
25	Central Indiana Normal School	3	48	5,000			10	32	×	0	×	×	×	×				×	0	
26	Southern Indiana Normal College	4	47	500	200	75		38	×	0	×	×	×	×	0	0	×	×	0	April 6.
27	Southern Indiana Normal School	3	42					30	×	0	0	×	×	×	0	0	×	×	0	
28	Normal department, Spiceland Academy		40				4	30					×	×	×	0		×	0	June 22.
29	Northern Indiana Normal School and Business Institute.	4	50	4,000	500	300	35	34	×	×	×	×	×	×	×	0	0	×	0	August 10.
30	Southern Iowa Normal School and Commercial Institute.	4	50	800	300	30	10	40	×	×	×	×	×	×	×	0	×	×	0	August 10.
31	Eastern Iowa Normal School	3, 5	40	500		50	8	25–30	×	×	×	×	×	×	×	0	0	×	0	June 20–26.
32	Dexter Normal School*	4	40	300	30	25	6	25	×	0	×	×	0	×	0	0	×	×	0	June.
33	Normal department of Upper Iowa University	3	38					18	×	0	×	×	×	×				0	0	June 21.
34	Iowa City Academy, normal department		36	250			2	30	×	×	0	0	×	×	×	0	0	×	0	
35	Normal department of Cornell College	$h2\frac{1}{2}$	36	400	50	80	10	36	×	×	×	×	×	×	×	0	0	×	0	June 28.
36	Normal department of Oskaloosa College	4	40	(*i*)									×	×		×				
37	Whittier College and Normal Institute	4	42	400	50	10	12	24	0	0	×	×	×	×	×	0	0	×	0	
38	Teachers' Seminary of the German Evangelical Lutheran Synod.	3	40	100		30	2	15	×		×	×	0	×	×	0	×	×	0	June.
39	Kansas Normal College and Business Institute*	3	44	700		20	10	32	×		×	×	×	×				×	0	June 28.
40	Campbell Normal University and Commercial Institute.																			
41	Kansas Normal School and Business Institute*	3	44	2,620	120	80	15	28	×	×		×	×	×	×	0	×	×	0	July 1.
42	Kentucky Presbyterian Normal School *j*	5	39	400	250		3	40	×	×	×	×	×	×	0	×		×		June 5.
43	Normal department of Berea College	4	36	(*i*)				9–12		0	×	×	×	×	×	0	0	×	0	June 20.
44	Glasgow Normal School	$3\frac{1}{2}$	46	3, 000	250	125	10	46	×		×	×	×	×				×	×	June, last Frid'y.
45	Kentucky Female Orphan School	4	40	690	30			*k*110			×	×								
46	Normal department, Straight University	2	32	(*i*)				8	×	0	×	×	0	0	0	0	0	0		May 30.
47	Peabody Normal School for Colored Students	2	40	30				0									0	×	0	
48	Peabody Normal Seminary *l*	3	42	800	50	390	3	0	0	0	×	0	0	0	0	0	×	×	0	
49	Normal department of Maine Central Institute	2	40	600	60			23	×	0		×	×	×	0	0	0	×	0	June 22.
50	Oak Grove Seminary, normal department	3	33	271	10	5	7	$16\frac{1}{2}$–30	×	0	0	×	×	×	×	×	0	×	0	
51	Centenary Biblical Institute, normal department*	4	42					9–$13\frac{1}{2}$	×		×	0						×	0	June, 1st week.
52	Normal department, Cushing Academy	4	36	1, 500	150	70	0	20	×	×		×	×	×	0	0	0	×	0	June 15.
53	Kindergarten Normal Class	1	32					150	×		×							×	×	June, 1st Thurs.
54	Springfield Training School for Kindergartners	1	30					100	×		×							×	×	June.
55	Normal School, Adrian College	2							×											
56	Detroit Kindergarten Training School	1	32					75	×	×	×	0						×	×	
57	Normal department of Hillsdale College	2	38	(*i*)	(*i*)	200	11	$6\frac{1}{2}$, $10\frac{1}{2}$	×	0	×	×	×	×	×		0	×	0	June 17.
58	Normal department of Olivet College*	2, 3, 4	37	(*i*)	(*i*)				×		×				×			×		June, 4th Thurs.
59	Normal department of Rust University *m*	3	36	(*i*)	(*i*)	6	3	$4\frac{1}{2}$	0	0	×	×	0	×	0	0	0	×	0	June 6.
60	Iuka Normal Institute		40					40	×											June 14.

* From Report of the Commissioner of Education for 1881.

a Incidental fee.

b No separate report for normal department (see Table VI).

c There are 6 free or partially free scholarships which are donated to charity Kindergärten.

d In experimental or receiving classes.

e After teaching one year in a Kindergarten they receive a second grade certificate, and after two years a first grade certificate.

f A department of Jennings Seminary (Table VI).

g Diplomas after one year of successful teaching.

h Preparatory normal course; the collegiate normal course is about two years for those who have pursued or passed examination in branches requisite for admission to the college.

i See Table IX.

j Includes report of Bellewood Seminary, with which the Kentucky Presbyterian Normal School is associated.

k For board, books, and tuition for paying students; 23 full beneficiaries and 53 partial beneficiaries maintained during school year 1881–'82.

l Educational authorities failed to make provision for this seminary, and it is to be continued as a private institution after December 11, 1882.

m These statistics, which are for the year 1881, are for the normal department of Shaw University; in 1882 the name of this institution was changed to Rust University.

TABLE III.—PART 2.—*Statistics of private normal schools for* 1882, *&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
61	Normal department of Natchez Seminary	3	34	400	50	....	....	$3	0	.....	×	0	×	0	0	0	0	×	0	May.
62	Normal department of La Grange College	3	35	(*a*)	(*a*)	....	....	40	....	.....	×	×	×	×	....	....	....	×	.....	May 16.
63	Santee Normal Training School	.....	46	40	20	7	2	0	×	0	×	×	0	×	×	0	×	0	0	
64	Model Kindergarten and Training Class for Young Ladies.	1	43	.....	.....	....	....	80, 100	....	.....	×	....	0	0	0	0	....	×	.....	
65	Normal Kindergarten Class*	2	40	.....	.....	....	....	.....	×	0	×	....	....	....	....	....	....	×	(*b*)	June 15.
66	Normal Training School for Kindergarten Teachers*	.....	35	.....	.....	....	....	.....	×	.....	×	....	....	....	×	×	×	×	.....	June 5.
67	Graham Normal College	.....	.....	.....	.....	....	....	.....	....	.....	....	....	....	....	....	....	....	....	....	
68	Whitin Normal School	4	24	475	25	3	3	12–14½	0	0	×	....	....	....	....	....	×	×	0	September 28.
69	Shaw University	3	32	2, 200	.....	25	10	.....	×	0	×	×	×	×	0	×	×	×	0	May 22.
70	Tileston Normal School	.....	.....	.....	.....	....	....	.....	....	.....	....	....	....	....	....	....	....	....	.....	June.
71	Wilmington Normal School*	.....	32	.....	18	....	....	8	×	.....	×	×	0	0	....	....	....	....	....	
72	Northwestern Ohio Normal School	3	51	3, 000	.....	174	20	45	×	×	×	×	×	×	×	×	0	×	0	May 24.
73	Ashland College Normal School*	4	39	.....	.....	....	....	30	×	0	×	×	×	×	×	×	0	×	0	June 28.
74	Fayette Normal and Business College	3	....	.....	.....	....	....	.....	....	.....	×	×	....	....	....	....	....	....	.....	July 19, 20.
75	National Normal University	2½	48	4, 600	100	500	10	38–48	×	×	×	×	×	×	×	0	0	×	0	August 1–3.
76	Mansfield Normal College	4	46	.....	.....	....	4	25	×	.....	×	×	×	×	×	×	....	×	0	May 25.
77	Western Reserve Normal School	4	41	.....	.....	....	....	25	0	0	0	×	×	×	0	0	0	×	0	June 16.
78	Normal department, Mt. Union College*	3	46	.....	.....	....	....	32–40	×	×	×	×	×	×	×	....	....	×	.....	July 20.
79	Wilberforce University, normal department	3	....	.....	.....	....	....	17½	....	.....	×	....	....	....	×	....	×	×	.....	
80	The Brethren's Normal College	2, 4	42	800	100	....	2	42	×	×	×	×	×	×	×	0	0	×	0	June 28.
81	Lycoming County Normal School	3	20	300	30	20	5	16	×	0	×	×	×	×	×	0	×	×	0	September 28.
82	Centennial Kindergarten Training School for Teachers.	1	40	.....	.....	....	4	100	×	.....	×	....	....	....	....	....	×	×	×	May.
83	Institute for Colored Youth	4	....	3, 291	111	....	....	.....	....	.....	....	....	....	....	....	....	....	....	.....	

84	Kindergarten Training Class*	8 mos.						100														
85	Philadelphia Training School for Kindergartners	1	34				6	100	×		×					×	×	×	×			June.
86	Normal department, Swarthmore College	4	40	(a)	(a)			200	×	×	0	0	×	×	×	×	×	×	×	0		June 19.
87	Kindergarten Normal Class																					
88	Avery Normal Institute	3, 4	36	593	156	15	4	13½, 18	×	0	×	×	×	×	0	0	0	×	0			June, last Frid'y.
89	Normal department of Brainerd Institute*								×									×				
90	Normal department of Allen University	3	33					6	×	×	×	×						×	×	0		June.
91	Normal School of Claflin University	3	33	(a)	(a)		6	c12	×	×	×	×	×	×	0	0	×	×	0			June 6.
92	Fairfield Normal Institute		40					0	×	0	×	×	0	0	0	0	×	0	0			June.
93	The Warner Institute		32	50	8	10	4	6	0	0	0	0	0	0	0	0	×	0	0	0		
94	Knoxville College	3, 4	36	500	100	0	2	4½	×	0	×	×	0	0	0	0	×	×	×	0		May 18.
95	Freedmen's Normal Institute	3	38	1, 250	0	12	1	5	0	0	×	×	0	×	0	0	×	×	×	0		May 18.
96	Maryville Normal and Preparatory School	3	36	200	0	0	5	15	0	0	×		×	0	×	0	×	×	×	0		May, 3d Thurs.
97	Normal department of Maryville College*												×	×	×	×						May, last Thurs.
98	Le Moyne Normal Institute	4	37	1, 000	140	75	4	14	×	0	×	×	0	×	×	0	×	×	×	0		June 1.
99	Morristown Seminary	4	36					0	×	×	×	×							×			May 18.
100	Central Tennessee College, normal department	3	36	(a)	(a)		5	9	0	0	×	×	×	×	0	0	×	×	×	0		May 16.
101	Nashville Normal and Theological Institute	3	36	(d)		27	4	9	0	0	×	×	×	×	×	0	0	×	×	0		June 18.
102	Normal department of Fisk University	3, 5	36					10	×	×	×	×	×	×	×		×	×				
103	Winchester Normal*		40					50	×		×	×					×	×				June 8.
104	Tillotson Collegiate and Normal Institute	4	32	450		15	5	20	×		0	×	0	0	0	0		×	0			June.
105	American Normal School		40	30	6		2	50		0	×	×	×	×	0	×	0	0	0			
106	Virginia Normal School	2, 4	40	30	30	0	0	33¼	×	0	×	×	0	0	0	0	0	×	0			June 15.
107	St. Stephen's Normal and Theological School	5	38					0			×	×						×				July 1.
108	Storer College	3, 4	40	3, 200			3	5	×	0	×	×	0	0	0	0	0	×	0			May 30.
109	National German-American Teachers' Seminary	3	40					0	×	×	×	×	0	×	×	×	×	×	0			
110	Catholic Normal School of the Holy Family	3	43					e175	×	0	×	×	0	0	0	×	e	×	0			June 28.
111	Garfield Kindergarten Training School for Kindergartners.	½	22					100	×	0	0	0	0	0	0	0	×	×	0			May 29.
112	Kindergarten Normal Institute	2	40	90	12	50	6	100	×		×						×	×				June, 1st week.
113	Normal department of Howard University	3	35					0	×		×		×	×	×	0	×	×	0			May 30.
114	Normal department of Wayland Seminary	3	32	1, 700					0	0	×	×		×				×				May 23.

* From Report of the Commissioner of Education for 1881.
a See Table IX.
b Are authorized to conduct Kindergärten.
c Including room rent.
d Common with other departments of the institution (see Table XI).
e Tuition and board.

TABLE III.—*Memoranda.*

Name.	Location.	Remarks.
Normal department, North Georgia Agricultural College.	Dahlonega, Ga	No information received.
Rome Normal School	Rome, Ga	Not in existence.
Haven Normal School	Waynesboro' Ga	No information received.
Normal College	Grayville, Ill	Closed.
Elkhart County Normal, Classical, and Training School	Goshen, Ind	No information received.
Normal department of Union Christian College	Merom, Ind	Not a distinct department.
Burlington City Training School	Burlington, Iowa	No information received.
Garden Grove Normal School	Garden Grove, Iowa	Closed.
Normal department of Penn College	Oskaloosa, Iowa	No longer a distinct department.
Normal department, Columbus College	Columbus, Ky	No information received.
West Kentucky Normal School, Murray Institute	Murray, Ky	No information received.
Normal department, New Orleans University	New Orleans, La	No information received.
Normal Practice School	Lewiston, Me	This school was given up about the middle of the year 1882; to be resumed, probably, when the exigency requires it.
St. Catherine's Normal Institute	Baltimore, Md	No information received.
Miss Brooks's Kindergarten Training Class	West Springfield, Mass	See Springfield Training School for Kindergartners, Springfield.
Mr. and Mrs. Hailmann's Training Class for Kindergartners.	Detroit, Mich	See Detroit Kindergarten Training School.
State Normal School	Buffalo, N. Y	No information received.
American Kindergarten Normal School	New York, N. Y	No information received.
Ray's Normal Institute	Kernersville, N. C	No information received.
St. Augustine's Normal School	Raleigh, N. C	No information received.
Ohio Central Normal and Kindergarten Training School.	Fayette, Ohio	Succeeded by Fayette Normal and Business College.
Normal College	Gallipolis, Ohio	Not in existence during 1882.
Lycoming County Normal School	Montoursville, Pa	No information received.
Pine Grove Normal Academy	Pine Grove, Pa	See Pine Grove Normal Academy, Grove City, Table VI; identical.
Snyder County Normal Institute	Selinsgrove, Pa	A summer normal school.
Humboldt Normal Institute	Humboldt, Tenn	No information received.
State Normal School of Texas for Colored Students	Prairie View, Tex	No information received.
Whitesboro' Normal	Whitesboro', Tex	Changed to Texas Normal and Commercial School (see Table IV).
Bennington Training School	Bennington, Vt	No information received.
Valley Normal School (called also Bridgewater Normal School).	Bridgewater, Va	Closed.
Shenandoah Valley Normal School	Strasburg, Va	Not in existence.
Washington Normal School	Washington, D. C	No information received.

TABLE IV.—*Statistics of commercial and business colleges for* 1882; *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	1871	1872	W. Le Roy Broun, LL. D., president.	3	0	12	12	12	0	0	0	0
2	Howard College Business School	Marion, Ala	1842	1842	James T. Murfee, LL.D., pres't	5	0	20	20	20	0	0	0	0
3	Little Rock Commercial College	Little Rock, Ark	1881	1874	Aaron Bales, president	3	1	240	240	224	16	.....	.....	.....
4	Los Angeles Business College	Los Angeles, Cal. (box 920.)	.....	1875	C. W. La Fetra	5	0	65	29	25	4	41	36	5
5	Sacramento Business College	Sacramento, Cal. (716 I street).	0	1872	E. C. Atkinson	3	3	137	102	91	11	35	33	2
6	California Commercial College	San Francisco, Cal	.....	1882	Cyrus N. Andrews, pres't	.....	.....	80	.....	.....	.....	.....	.....	.....
7	Heald's Business College	San Francisco, Cal	.....	1864	F. C. Woodbury, vice pres't	10	5	480	480	417	63	.....	.....	.....
8	Garden City Commercial College*	San José, Cal. (box 490)	0	1861	Hermann B. Worcester	4	2	132	108	102	6	24	15	9
9	Commercial department of Santa Clara College.*	Santa Clara, Cal	1855	1851	Rev. John Pinasco, S. J.	3	0	89	89	89	0	.....	.....	.....
10	Hannum's Hartford Business College	Hartford, Conn	.....	1877	T. W. Hannum	3	.....	165	128	114	14	37	36	1
11	Moore's Business University	Atlanta, Ga	.....	1858	Benjamin F. Moore, pres't	5	.....	257	257	257	.....	.....	.....	.....
12	Commercial department of Hedding College	Abingdon, Ill	1875	1855	Rev. J. S. Cumming, A. M., president.	.....	.....	56	56	48	8	.....	.....	.....
13	College of Commerce, Illinois Wesleyan University.*	Bloomington, Ill	1850	1880	J. George Cross, A. M.	3	.....	262	219	.....	.....	43	.....	.....
14	Western Normal College and Commercial Institute.*a*	Bushnell, Ill	.....	1881	L. F. Moss, M. S.	4	1	125	125	71	54	0	0	0
15	Chicago Athenæum *b*	Chicago, Ill	1873	1871	E. I. Galvin, superintendent	9	2	*c*3,020	1,390	846	544	1,630	1,252	378
16	Commercial course of St. Ignatius College*	Chicago, Ill. (413 West Twelfth street.)	1870	1870	Rev. James M. Hayes	4	0	124	124	124	0	0	.....	.....
17	Souder's Chicago Business College*	Chicago, Ill. (278 West Madison street.)	.....	1872	J. J. Souder	6	.....	380	258	218	40	122	102	20

* From Report of the Commissioner of Education for 1881.

a The figures here given are for the Western Commercial College only, a department of the Western Normal College and Commercial Institute.

b Athenæum Business School is a department of this institution.

c Pupils enter at any time and attend from one to four terms a year.

TABLE IV.—*Statistics of commercial and business colleges for* 1882, *&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
18	Dixon Business College	Dixon, Ill	.....	1881	J. B. Dille	8	4	165	165	125	40	.....	.....	.....
19	Commercial department of Eureka College	Eureka, Ill	1855	1849	J. V. Coombs, A. B	4	....	54	54	40	14	0	0	0
20	Commercial department of Ewing College	Ewing, Ill	.....	.....	Prof. John C. Neal	1	....	.....	.....	.....	.....	.....	.....	.....
21	Western Business College	Galesburg, Ill	1862	1862	J. M. Martin & Bro	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	Jacksonville Business College and English Training School.	Jacksonville, Ill	.....	1866	G. W. Brown	6	2	405	405	371	34	0	0	0
23	Joliet Business College and English Training School.	Joliet, Ill	1866	1866	Prof. Homer Russell	1	2	490	490	400	90	250	250	0
24	Commercial department of McKendree College	Lebanon, Ill	.....	.....	F. F. Roose	1	....	50	50	(50)		.....	.....	.....
25	Commercial department of Mt. Morris College	Mt. Morris, Ill	1879	1879	M. G. Rohrbough	2	0	55	55	48	7	.....	.....	.....
26	Onarga Commercial College	Onarga, Ill	1865	1865	John H. Atwood	2	1	65	65	50	15	0	0	0
27	Parish's Business College and Telegraphic Institute.	Peoria, Ill	.....	1865	A. S. Parish	2	3	126	104	83	21	22	22	....
28	Commercial department of Chaddock College	Quincy, Ill	1877	1857	William Homer Lyon	5	....	128	61	32	29	67	36	31
29	Gem City Business College	Quincy, Ill	0	1870	D. L. Musselman	8	0	580	520	470	50	60	60	0
30	Rockford Business College	Rockford, Ill	.....	1865	G. A. Winans and H. A. Stoddard.	2	2	260	210	150	60	68	60	8
31	Springfield Business College	Springfield, Ill	.....	1864	S. Bogardus	5	....	150	103	100	3	47	40	7
32	Sterling Business and Phonographic College	Sterling, Ill	.....	1878	H. A. Aument	5	....	171	171	143	28	0	0	0
33	Evansville Commercial College	Evansville, Ind. (cor. Third and Main streets).	.....	1850	Edwin J. Wright and J. W. Rank.	3	....	389	280	242	38	109	109	....
34	Fort Wayne Business College	Fort Wayne, Ind	0	1880	C. T. Lipes	2	....	101	40	30	10	61	55	6
35	Granger's Business College	Indianapolis, Ind	.....	.....	Walter L. Granger	.....	.....	.....	.....	.....	.....	.....	.....	.....
36	Indianapolis Bryant & Stratton Business College and Telegraph Institute.	Indianapolis, Ind. (N. Pennsylvania street).	.....	1858	C. C. Koerner	6	2	885	675	630	45	255	240	15
37	Star City Business College	La Fayette, Ind	0	1866	P. W. Kennedy	2	0	115	83	78	5	32	28	4
38	Union Business College	La Fayette, Ind	0	1879	C. M. Robinson and A. O. Reser	4	....	79	52	46	6	27	25	2
39	Hall's Business College	Logansport, Ind	.....	1867	Edwin A. Hall	2	1	a98	58	50	8	40	33	7
40	Commercial department of the University of Notre Dame.*	Notre Dame, Ind	1844	1842	Prof. L. G. Tong, director	15	....	106	.....	.....	.....	.....	.....	.....

41	Richmond Business College and Telegraph Institute.	Richmond, Ind	.....	1860	John K. Beck	2	....	120	75	60	15	62	50	12
42	Terre Haute Commercial College	Terre Haute, Ind. (corner Main and Sixth streets).	.....	1862	W. C. Isbell and H. C. Miller	5	2	280	280	230	50	(*b*)	(*b*)	(*b*)
43	Northern Indiana Commercial College *c*	Valparaiso, Ind	.....	1873	H. B. Brown, president	.....	.....	.....	.....	.....	.....	.....	.....	.....
44	Commercial Institute	Bloomfield, Iowa	.....	1878	O. H. Longwell	*c*4	*c*2	90	90	60	30	.....	.....	.....
45	Elliott's Business College	Burlington, Iowa	.....	1879	G. W. Elliott	7	1	498	418	362	56	80	79	1
46	Clinton Business College*	Clinton, Iowa	.....	1870	W. H. Pearce	2	....	120	81	74	7	39	37	2
47	Davenport Business College*	Davenport, Iowa	0	1865	D. R. Lillibridge and W. H. H. Valentine.	13	....	613	613	593	20	.....	.....	.....
48	Decorah Business College	Decorah, Iowa	.....	1874	John R. Slack	1	2	71	59	55	4	12	12	.....
49	Iowa Business College	Des Moines, Iowa	.....	.....	A. C. Jennings	.....	.....	.....	.....	.....	.....	.....	.....	.....
50	Normal Business College	Des Moines, Iowa	.....	.....	J. M. Pilcher	.....	.....	.....	.....	.....	.....	.....	.....	.....
51	Baylies' Commercial College	Dubuque, Iowa	1859	1858	C. Baylies	4	2	433	290	250	40	200	160	40
52	Hurd's National Business College of Upper Iowa University.*	Fayette, Iowa	.....	1867	H. E. Hurd	2	2	*d*128	128	91	37	.....	.....	.....
53	Iowa City Commercial College*	Iowa City, Iowa	.....	1865	F. R. and J. H. Williams	5	0	130	90	80	10	40	40	.....
54	Peirce's Mercantile College	Keokuk, Iowa	1859	1858	C. H. Peirce	3	1	258	258	250	8	0	0	0
55	Commercial department of Oskaloosa College	Oskaloosa, Iowa	.....	1858	Wm. L. Howe	3	....	42	42	(42)	.....	.....	.....	.....
56	Ottumwa Business College	Ottumwa, Iowa	0	1871	W. D. Strong	2	....	79	79	68	11	27	27	.....
57	Whittier College Normal and Business Institute. *c*	Salem, Iowa	1867	1870	Guss Walters	.....	.....	.....	.....	.....	.....	.....	.....	.....
58	Lawrence Business College*	Lawrence, Kans	.....	1869	V. F. Boor and E. L. McIlravy	3	2	268	218	143	75	50	33	17
59	Western Business College	Topeka, Kans	.....	1867	M. A. Pond	1	....	236	125	108	17	111	106	5
60	Commercial department of Kentucky Military Institute.	Farmdale, Ky	1847	1875	Col. Robert D. Allen	3	....	32	32	32	.....	.....	.....	.....
61	Commercial College of Kentucky University	Lexington, Ky	.....	.....	Wibur R. Smith, president; E. W. Smith, principal.	4	1	230	230	223	7	.....	.....	.....
62	Louisville Bryant and Stratton Business College.*	Louisville, Ky. (80 Main st.)	0	1865	James Ferrier and W. T. Burks.	4	0	260	144	137	7	116	116	.....
63	West Kentucky Normal University and Business College.	Paducah, Ky	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
64	J. W. Blackman's Commercial College	New Orleans, La. (131 Carondelet street).	.....	1862	J. W. Blackman	4	....	68	68	64	4	(*b*)	(*b*)	(*b*)
65	Soulé's Commercial College and Literary Institute.	New Orleans, La. (cor. St. Charles and Lafayette sts.)	1861	1856	Geo. Soulé	9	0	289	289	289	.....	73	73	.....
66	Dirigo Business College and Telegraph Institute.	Augusta, Me. (Water st.)	1867	1865	R. B. Capen	4	1	230	230	147	83	.....	.....	.....
67	Commercial department of Hebron Academy	Hebron, Me	.....	1867	George M. Atwood	1	....	60	60	45	15	.....	.....	.....
68	Portland Business College	Portland, Me	.....	1863	Levi A. Gray	3	....	136	136	123	13	.....	.....	.....
69	Rockland Commercial College	Rockland, Me	.....	1879	G. A. Kilgore and L. A. Barron	5	3	383	205	133	72	178	137	41
70	Oak Grove Commercial College*	Vassalborough, Me	0	1875	Frank A. Appleton	2	1	60	60	46	14	0	0	0
71	Eaton & Burnett's Business College	Baltimore, Md	.....	1878	A. H. Eaton and E. Burnett	11	....	560	.....	.....	.....	.....	.....	.....
72	Sadler's Bryant & Stratton Business College*	Baltimore, Md. (6 and 8 N. Charles street).	.....	1864	W. H. Sadler, president	12	0	578	365	363	2	213	213	.....
73	Bryant & Stratton Commercial School*	Boston, Mass. (608 Washington street).	0	1860	H. E. Hibbard	9	5	494	494	450	44	.....	.....	.....

* From Report of the Commissioner of Education for 1881.
a Also 17 special students in phonography.
b Same students in day and evening schools.
c See report of normal school with which this school is associated, Table III, Part 2.
d Sixty-two were students in penmanship only.

TABLE IV.—*Statistics of commercial and business colleges for* 1882, *&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
74	Comer's Commercial College*	Boston, Mass. (666 Washington street).	.....	1840	Charles E. Comer	7	2	350	.....	.....	.....	.....	.....	.....
75	French's Business College	Boston, Mass. (459 Washington street).	.....	1848	Chas. French, A. M	3	0	148	125	90	35	23	23	.....
76	Sawyer's Commercial College	Boston, Mass. (161 Tremont street).	0	1838	George A. Sawyer	3	1	124	124	96	28	.....	.....	.....
77	Holmes' Commercial College	Fall River, Mass	.....	a1858	Freeman A. Holmes	2	1	565	74	68	6	491	234	257
78	Chickering's Commercial College and School of Business.	Pittsfield, Mass	0	1861	Benjamin Chickering	2	.....	46	31	26	5	15	10	5
79	Hinman's Business College	Worcester, Mass	.....	1880	Albert H. Hinman	3	1	220	140	125	15	80	75	5
80	Commercial department of Battle Creek High School.	Battle Creek, Mich	0	1882	C. W. Stone	1	.....	72	72	56	16	.....	.....	.....
81	Devlin's Bay City Business College	Bay City, Mich	.....	1880	Cyrus H. Devlin	3	1	127	127	95	32	127	95	32
82	The Goldsmith Bryant and Stratton Business University.	Detroit, Mich	.....	1850	W. F. Jewell	8	1	495	360	332	28	135	127	8
83	Mayhew Business College	Detroit, Mich. (156 Jefferson avenue).	0	1859	Ira Mayhew, LL.D	5	2	180	176	140	36	90	62	28
84	Grand Rapids Business College and Practical Training School.	Grand Rapids, Mich	0	1866	C. G. Swensberg	2	.....	225	225	200	25	31	29	2
85	Commercial and telegraphic department of Hillsdale College.	Hillsdale, Mich	1855	1866	Alexander C. Rideout, LL.D	2	.....	211	211	170	41	.....	.....	.....
86	Poucher Business College and Literary Institute.	Ionia, Mich	0	1877	Irvin M. Poucher	2	.....	85	85	63	22	.....	.....	.....
87	Jackson Business College	Jackson, Mich	.....	1871	G. M. Devlin	1	1	85	85	75	10	.....	.....	.....
88	Kalamazoo Business College and Telegraph Institute.	Kalamazoo, Mich	.....	1869	William F. Parsons	2	.....	130	100	80	20	30	20	10
89	Lansing Business College	Lansing, Mich	.....	1867	H. P. Bartlett	1	.....	125	95	70	25	30	20	10
90	Archibald Business College	Minneapolis, Minn	.....	1877	A. R. Archibald	5	1	240	.....	.....	.....	.....	.....	.....
91	Darling's Business College	Rochester, Minn	0	1879	D. Darling	2	1	b206	158	140	18	37	28	9
92	Winona Business College	Winona, Minn	0	1878	R. A. Lambert	1	2	260	143	125	18	117	107	10

93	St. Stanislaus Commercial College*	Bay St. Louis, Miss	1870	1855	Brother Florimond	10	0	120	120	120	0	0	0	0
94	Cooper's Business College (Cooper Institute)	Daleville, Miss	.....	1872	A. C. Cooper	2	0	19	9	9	.....	10	10	....
95	Chambers' Business College	Meridian, Miss	.....	1881	William R. Chambers	3	....	145	105	98	7	40	40	....
96	Southwestern Commercial College (Southwest Baptist College).	Bolivar, Mo	1879	1879	J. M. Leavitt, A. B	5	4	25	.....	.....	.....	.....	.....	.....
97	Bryant's Business College	St. Joseph, Mo	.....	1864	Thomas J. Bryant, A. M., LL. B., president; Henry Coon, M. A., vice president.	2	0	.....	.....	.....	.....	.....	.....	.....
98	Ritner's Commercial College	St. Joseph, Mo	.....	1881	P. Ritner, president	4	....	185	151	130	21	34	30	4
99	St. Joseph Commercial College	St. Joseph, Mo	c1882	1867	Brother Arthemian	9	0	210	210	210	.....	.....	.....	.....
100	St. Joseph Normal Business College*	St. Joseph, Mo	1880	1880	T. C. Chapman	4	....	95	60	45	15	35	22	13
101	Bryant & Stratton Business College	St. Louis, Mo	1861	1854	W. M. Carpenter, M. D	8	1	548	.....	.....	.....	.....	.....	.....
102	Commercial department of St. Louis University	St. Louis, Mo	1832	1829	Rev. R. J. Meyer, S. J., pres't	d17	0	139	139	139	0	0	0	0
103	Franklin Institute	St. Louis, Mo. (s. w. cor. 4th and Market streets).	.....	1877	Frank Chas. Kossak	1	0	25	20	20	0	5	5	0
104	Johnson's Commercial College	St. Louis, Mo. (210 and 212 N. Third street).	1877	1877	John W. Johnson, president	9	0	260	.....	e230	e30	.....	.....	.....
105	Jones' Commercial College	St. Louis, Mo	1849	1841	Jonathan Jones and J. G. Bohmer.	5	0	226	166	140	26	60	60	0
106	Mound City Commercial College	St. Louis, Mo. (210 N. Fourth street).	1861	1859	Thomas A. Rice, A. M., LL. B., president.	7	0	250	155	132	23	95	75	20
107	Commercial department of Stewartsville College.	Stewartsville, Mo	1879	1879	Rev. W. O. H. Perry, A. M., president.	1	0	4	4	4	0	.....	.....	.....
108	Wyman Commercial College	Omaha, Nebr	.....	1882	A. L. Wyman	3	1	160	102	82	20	58	55	3
109	School of Practice*	Fisherville, N. H	.....	f1879	J. H. Larry	4	1	60	60	40	20	.....	.....	.....
110	Bryant & Stratton Business College	Manchester, N. H	.....	1865	William Heron, jr	1	....	79	34	32	2	45	35	10
111	New Hampton Commercial College	New Hampton, N. H	.....	1877	Rev. A. B. Meservey, A. M., PH. D., president.	6	2	135	135	95	40	.....	.....	.....
112	Commercial College *g*	Portsmouth, N. H	.....	1873	Lewis E. Smith	.....	.....	.....	.....	.....	.....	.....	.....	.....
113	Elizabeth Business College	Elizabeth, N. J. (315-323 Jefferson avenue).	1873	1872	James H. Lansley, PH. D	3	2	110	85	53	32	25	25	....
114	Brown's Business College	Jersey City, N. J. (116 Newark avenue).	.....	1879	Buell B. Brown	3	2	140	53	47	6	87	78	9
115	Gaskell's Jersey City Business College*	Jersey City, N. J	.....	1879	Prof. G. A. Gaskell	3	....	100	60	50	10	40	33	7
116	Coleman's Bryant & Stratton Business College.	Newark, N. J	.....	1863	Coleman & Palms	6	1	350	250	215	35	100	91	9
117	New Jersey Business College	Newark, N. J. (764 and 766 Broad street).	.....	1874	C. T. Miller and W. E. Drake	4	....	306	132	111	21	174	164	10
118	Paterson Business College	Paterson, N. J	.....	1876	Geo. W. Latimer	.....	....	125	68	55	13	57	57	....
119	Business College*	Salem, N. J	0	1867	H. P. Davidson, A. M	1	3	19	19	14	5	.....	.....	....
120	Capital City Commercial College	Trenton, N. J	.....	1865	Andrew J. Rider	11	....	h260	160	143	17	100	89	11
121	Folsom's Business College	Albany, N. Y	.....	1857	C. E. Carhart	5	1	248	167	167	.....	81	81	....
122	Claghorn's Bryant & Stratton Commercial School.	Brooklyn, N. Y. (38-44 Court street).	0	1861	Charles Claghorn	4	0	221	.....	.....	.....	.....	.....	.....
123	French's Business and Telegraph College	Brooklyn, N. Y. (16 Court st.)	.....	1868	Geo. W. French, LL. B	2	5	397	277	135	142	120	120	....
124	St. James's Commercial College	Brooklyn, N. Y. (Jay st.)	.....	1880	Brother Benjamin	9	0	225	225	225	0	0	0	0
125	Wright's Business College	Brooklyn (E. D.), N. Y	.....	1873	Henry C. Wright	6	1	378	240	210	30	138	119	19
126	Bryant's Buffalo Business College	Buffalo, N. Y. (451 Main st.)	.....	1852	J. C. Bryant, M. D., & Son	11	1	663	442	419	23	221	207	14

* From Report of Commissioner of Education, for 1881.
a At Taunton; removed to Fall River in 1868.
b Includes 11 students in phonography.
c Date of new charter; original charter dated 1872.
d Whole faculty of collegiate department.
e Number of students in day and evening school.
f Opened at Wilmot, N. H., in 1876.
g This college is associated with Smith's Academy; for report, see Table VI.
h This is the sum of the items given, but the total reported is 329.

TABLE IV.—*Statistics of commercial and business colleges for* 1882, *&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
127	Allen Business College*	Elmira, N. Y	.....	1880	F. M. Allen	4	....	96	84	80	4	12	8	4
128	Elmira Business University	Elmira, N. Y	0	1858	A. J. Warner	5	0	124	107	98	9	17	15	2
129	Commercial department, Fort Edward Collegiate Institute.	Fort Edward, N. Y	1854	1854	Rev. Jos. E. King, D. D., PH. D., president.	8	5	100	100	.....	.....	.....	.....	.....
130	Geneva Business College	Geneva, N. Y	.....	1880	A. E. Mackey	2	....	50	40	34	6	10	10	....
131	Elmwood Commercial and Select School	Glens Falls, N. Y.	.....	.....	J. N. Whipple	3	3	167	167	108	59	.....	.....	.....
132	Kinderhook Academy and Commercial College. *a*	Kinderhook, N. Y	1823	1824	John B. Alexander, A. M.	.....	.....	.....	.....	.....	.....	.....	.....	.....
133	Lima Business College	Lima, N. Y	*b*1832	*c*1876	Carlos B. Ellis	1	....	81	81	57	24	.....	.....	.....
134	Commercial department of the College of St. Francis Xavier.	New York, N. Y. (49 W. Fifteenth st.).	.....	1847	Rev. Samuel H. Frisbee, S. J., president.	3	....	50	50	50	0	.....	.....	.....
135	Metropolitan Business College	New York, N. Y. (36 E. Fourteenth st.).	.....	1873	C. E. Cady	3	....	238	138	132	6	100	99	1
136	Packard's Business College	New York, N. Y. (805 Broadway).	0	1858	S. S. Packard	8	1	411	411	391	20	0	0	0
137	Paine's Business College	New York, N. Y. (62 Bowery, cor. Canal st.).	0	1849	Martin S. Paine	4	2	439	293	263	30	146	134	12
138	Paine's Up-town Business College	New York, N. Y. (1313 Broadway, cor. 34th st.).	0	1872	Martin S. Paine	3	1	371	242	223	19	129	114	15
139	Eastman National Business College*	Poughkeepsie, N. Y	.....	1859	Ezra White	14	....	1, 261	1, 149	1, 143	6	202	197	5
140	Rochester Business University	Rochester, N. Y. (cor. State and Market sts.).	0	1863	Williams & Rogers, proprietors.	7	0	647	520	415	105	127	104	23
141	Taylor & Co's Business College	Rochester, N. Y	.....	1876	A. J. Taylor	3	....	500	225	200	25	275	215	60
142	Bryant & Stratton Business College and Telegraphic Institute.	Syracuse, N. Y. (Grand Opera House).	0	1865	C. P. Meads	3	....	150	75	68	7	75	70	5
143	Troy Business College	Troy, N. Y	1871	1858	Thos. H. Shields	4	....	250	150	143	7	100	95	5
144	Bryant & Stratton Utica Business College	Utica, N. Y	0	1860	H. B. McCreary and Thos. H. Shields.	4	1	221	123	111	12	98	69	29
145	Watertown Business College	Watertown, N. Y	.....	1881	Thos. Powers	3	....	40	27	23	4	13	10	3
146	Akron Business College	Akron, Ohio	.....	1866	O. S. Warner, A. M.	3	....	100	47	44	3	53	46	7

147	Canton Business College*	Canton, Ohio	0	1872	M. W. Oberlin	3	....	87	20	14	6	67	62	5
148	Commercial department of St. Xavier College	Cincinnati, Ohio	1842	1831	Rev. John I. Coghlan, S. J., president.	4	....	132	132	132	.....	.....	.....	.....
149	Hoeg's Private Commercial School *d*	Cincinnati, Ohio (77 W. Sixth st.).	.....	1880	W. R. Hoeg	2	1	60	60	30	30	.....	.....	.....
150	Nelson's Business College	Cincinnati, Ohio (s. e. cor. 4th and Vine sts.).	.....	1856	Richard Nelson, president; A. E. Nelson, principal.	8	2	457	372	372	.....	85	85	.....
151	Spencerian Business College	Cleveland, Ohio (cor. Superior and Seneca sts.).	0	1852	Spencer, Felton & Loomis	11	1	720	470	.....	.....	250	.....	.....
152	Sprague's Law and Business College	Clyde, Ohio	0	1878	Wm. H. Sprague, LL. B	.....	.....	46	29	24	5	17	16	1
153	Capital City Commercial College	Columbus, Ohio	.....	1878	Woodruff, Cooper, & Murray	.....	.....	250	196	170	26	54	35	19
154	Columbus Business College	Columbus, Ohio	.....	1863	Duncan & McClenahan	5	1	329	236	216	20	93	82	11
155	Miami Commercial College	Dayton, Ohio	.....	1860	A. D. Wilt	4	1	250	.....	.....	.....	.....	.....	.....
156	Mansfield Business Institute	Mansfield, Ohio	.....	1881	W. A. Frasier	2	....	25	25	20	5	.....	.....	.....
157	Business department of Mt. Union College*	Mt. Union, Ohio	.....	.....	O. N. Hartshorn, LL. D., pres't	4	....	224	224	.....	.....	.....	.....	.....
158	Oberlin Commercial Institute[e]	Oberlin, Ohio	.....	*e*1880	Uriah McKee	1	1	63	63	50	13	.....	.....	.....
159	Champion City Business College	Springfield, Ohio	.....	1882	F. W. Williss	6	1	194	154	100	54	40	30	10
160	Nelson's Springfield Business College	Springfield, Ohio	.....	1881	R. J. Nelson	4	....	110	50	48	2	60	54	6
161	Van Sickle's Business College	Springfield, Ohio	.....	1871	J. W. Van Sickle, A. M., M. D., PH. D.	1	....	20	10	9	1	10	9	1
162	Toledo Business College	Toledo, Ohio	.....	1868	Matthew H. Davis, B. A	2	1	120	50	45	5	70	62	8
163	Youngstown Business College and Institute of Penmanship.	Youngstown, Ohio (Jewell's block).	.....	1878	Jas. H. Cook	3	1	531	367	(367)		164	117	47
164	Zanesville Business College	Zanesville, Ohio	.....	1866	F. M. Choguill and H. B. Parsons.	3	....	126	81	77	4	45	42	3
165	Portland Business College	Portland, Oreg	0	1866	A. P. Armstrong	3	1	160	90	80	10	70	40	30
166	Allentown Business College	Allentown, Pa	.....	1869	William L. Blackman	2	....	96	74	74	.....	22	17	5
167	Altoona Business College and Phonographic Institute.	Altoona, Pa	0	1879	J. F. Davis	2	1	336	253	175	78	83	60	23
168	Easton Business College	Easton, Pa	.....	1873	Walter P. Gregory	3	....	139	79	60	19	60	47	13
169	Pennsylvania Business College	Harrisburg, Pa	1873	1873	J. N. Currey	2	1	85	85	45	40	22	22	0
170	Wyoming Commercial College*	Kingston, Pa	.....	1863	Rev. L. L. Sprague, A. M	2	....	84	84	84	.....	.....	.....	.....
171	Lancaster Commercial College	Lancaster, Pa	.....	1880	H. C. Weidler	2	....	63	49	39	10	14	12	2
172	Mansfield Business College	Mansfield, Pa	.....	1882	E. D. Westbrook	4	....	140	140	129	11	.....	.....	.....
173	Bryant, Stratton & Smith Business College	Meadville, Pa	.....	1865	A. W. Smith	3	1	218	145	108	37	73	49	24
174	Bryant & Stratton Business College	Philadelphia, Pa. (108 South Tenth st.).	.....	1857	J. E. Soule	11	....	613	.....	.....	.....	.....	.....	.....
175	Crittenden Philadelphia Commercial College	Philadelphia, Pa. (1131 Chestnut st.).	1855	1844	John Groesbeck	9	....	462	.....	.....	.....	.....	.....	.....
176	Peirce College of Business	Philadelphia, Pa. (919 Chestnut st.).	0	1865	Thomas May Peirce, M. A	10	0	730	400	358	42	330	318	12
177	Select Commercial School	Philadelphia, Pa. (1432 Chestnut st.).	.....	1875	C. E. Pond	1	....	37	.....	.....	.....	37	25	12
178	Cochran's Business Night School	Pittsburgh, Pa	.....	.....	C. C. Cochran	3	....	105	.....	.....	.....	105	102	3
179	Curry Institute and Union Business College	Pittsburgh, Pa	.....	1860	James C. Williams	6	4	349	185	.....	.....	164	.....	.....
180	Duff's Mercantile College	Pittsburgh, Pa	1850	1840	P. Duff & Sons	.....	.....	.....	.....	.....	.....	.....	.....	.....
181	Hinman's Pottsville Business College*	Pottsville, Pa	.....	1875	E. C. A. Becker	1	0	.....	.....	.....	.....	.....	.....	.....
182	Foeller's Commercial School*	Shenandoah, Pa	.....	1881	Jos. Foeller, jr	1	....	21	.....	.....	.....	21	18	3

* From Report of the Commissioner of Education for 1881.
a See statistics of Kinderhook Academy (Table VII).
b Charter of Genesee Wesleyan Seminary, with which Lima Business College is associated.
c Date of reorganization.
d The Morse Telegraph Institute is connected with this school.
e As Oberlin Commercial Institute.

TABLE IV.—*Statistics of commercial and business colleges for* 1882, *&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
183	Clark's Commercial College	Titusville, Pa	.....	1881	H. C. Clark	3	1	225	195	170	25	30	25	5
184	Luce's Business College	Union City, Pa	0	1876	Rev. N. R. Luce	2	1	40	25	20	5	15	10	5
185	Williamsport Commercial College	Williamsport, Pa	1865	1865	F. E. Wood	4	1	576	360	320	40	216	186	30
186	Providence Bryant & Stratton Business College.*	Providence, R. I. (283 Westminster st.).	0	1863	Theodore B. Stowell	6	....	275	230	205	25	45	3	42
187	Scholfield's Commercial College	Providence, R. I. (193 Westminster st.).	.....	1846	Albert G. Scholfield	4	1	231	192	154	38	39	39	0
188	Behm's Chattanooga Commercial College	Chattanooga, Tenn	0	1875	Jeremiah Behm	1	....	35	35	34	1	20	20	0
189	Goodman's Business College	Knoxville, Tenn	.....	1881	Frank Goodman, president	3	....	90	90	85	5	0	0	0
190	Knoxville Business College and Telegraphic Institute. *a*	Knoxville, Tenn. (box 354)	0	1880	Joseph Willett Jones	4	....	136	100	96	4	36	36	....
191	Leddin's Business College	Memphis, Tenn	1867	1865	T. A. Leddin	2	....	189	137	134	3	52	52	0
192	Goodman's Business College*	Nashville, Tenn	.....	1865	Frank Goodman	4	....	.....	.....	.....	.....	.....	.....	....
193	Commercial department of Burritt College	Spencer, Tenn	1848	1880	W. H. Sutton	1	....	40	40	30	10	.....	.....	....
194	Mahan's Commercial College	Cleburne, Tex	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
195	Fort Worth Business College	Fort Worth, Tex	.....	1879	F. P. Preuitt	2	1	196	136	145	11	40	40	....
196	Island City Business College	Galveston, Tex	.....	1878	John Joss and J. M. Benish	3	1	174	174	160	14	81	78	3
197	Livingston's Galveston Business College*.	Galveston, Tex	1877	1877	Edward Livingston, A. M	2	1	71	62	51	11	9	9	....
198	Scherrer's Business College	Galveston, Tex	1881	1882	Eugene E. Scherrer	2	....	93	60	51	9	33	33	0
199	Commercial School, Southwestern University*	Georgetown, Tex	.....	.....	R. F. Young, A. M., professor in charge.	....	....	52	.....	.....	.....	.....	.....	....
200	Commercial College of Trinity University	Tehuacana, Tex	1870	1869	William Hudson	1	....	33	33	29	4	.....	.....	....
201	Commercial College and Literary Institute	Thorp's Spring, Tex	1882	1882	Geo. S. Storrs, president	.....	.....	.....	.....	.....	.....	.....	.....	....
202	Waco Business College	Waco, Tex	1882	1881	R. H. Hill	2	....	60	50	50	.....	10	10	....
203	Texas Normal and Commercial School	Whitesboro', Tex	.....	1880	Jas. M. Carlisle	*b*5	....	263	263	135	128	.....	.....	....
204	Queen City Commercial College*	Burlington, Vt	.....	1878	G. W. Thompson	1	1	125	125	107	18	.....	.....	....
205	Minard Commercial School	Waterbury Centre, Vt	1881	1881	A. M. Marsh	3	....	50	50	40	10	.....	.....	....
206	Old Dominion Business College	Richmond, Va	1868	1867	Geo. M. Nicol	1	....	58	35	35	.....	23	23	....
207	National Business College	Wheeling, W. Va	.....	1860	J. M. Frasher & Co	4	....	170	130	102	28	40	33	7
208	Fond du Lac Commercial College*	Fond du Lac, Wis	.....	1866	S. D. Mann	1	1	130	102	60	42	28	20	8

209	Green Bay Business College	Green Bay, Wis.	0	1868	C. A. Murch	2	2	169	169	143	26	112	102	10
210	Silsbee Commercial College	Janesville, W s	1877	1866	J. B. Silsbee	2	1	110	87	79	8	23	19	4
211	La Crosse Business College*	La Crosse, Wis	0	1868	J. L. Wallace	2	0	170	170	165	5	(c)	(c)	(c)
212	Northwestern Business College	Madison, Wis	------	1865	R. G. Deming and J. C. Proctor	3	2	240	218	168	50	22	19	3
213	Charles Mayer's Commercial College	Milwaukee, Wis	------	1876	Charles Mayer	4	1	176	92	72	20	84	74	10
214	Spencerian Business College	Milwaukee, Wis	1870	1863	Robert C. Spencer	3	3	289	200	175	25	89	80	9
215	Dr. Wm. Bayer's Commercial College	Milwaukee, Wis	------	1867	Dr. Wm. Bayer	1	2	90	40	40	0	50	50	0
216	Pio Nono Commercial College	St. Francis Station, Wis	0	1871	Rev. Wm. Neu	5	0	50	50	50	0	0	0	0
217	Spencerian Business College	Washington, D. C. (corner Ninth and D sts. N. W.).	0	1864	Henry C. Spencer	3	2	567	286	213	73	281	221	60

* From Report of the Commissioner of Education for 1881.

a Including commercial department of the University of Tennessee.

b Sex not reported.

c Same students in day and evening schools.

TABLE IV.—*Statistics of commercial and business colleges for* 1882, *&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 in 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.	0	25	10	20	0	18	×	×	×	×	×	×	0	0	0	0	0	×	.....	.....	10	39	....	*a*$0
2	Howard College Business School	0	0	12	15	0	18	×	×	0	×	×	×	×	×	×	0	0	0	(*b*)	.....	8½	40	0	80
3	Little Rock Commercial College	....	42	....	....	....	.....	×	×	×	×	×	0	×	×	×	×	....	×	.....	.....	6	52	12	50
4	Los Angeles Business College	0	5	0	0	10	19	×	×	0	×	0	0	×	×	×	0	0	×	100	25	10–12	40	10	*c*75
5	Sacramento Business College	7	29	0	0	0	19	×	×	0	×	0	0	×	×	×	×	×	×	700	50	12	50	12	*d*75
6	California Commercial College	....	....	....	....	....	.....	×	×	....	×	×	×	×	×	....	....	....	×	.....	.....	.....	.....	....	75
7	Heald's Business College	15	72	25	15	55	20	×	×	....	×	×	....	×	×	×	....	....	×	.....	.....	6–24	52	....	125
8	Garden City Commercial College*	14	21	....	5	....	19	×	×	×	×	×	....	×	×	×	....	....	×	75	.....	11½	46	6	115
9	Commercial department of Santa Clara College*	12	1	5	15	5	18	×	×	×	×	×	×	×	×	×	....	....	×	(*b*)	50	40	44	....	(*b*)
10	Hannum's Hartford Business College	8	....	....	....	....	18–20	×	×	....	×	×	×	....	×	....	....	....	×	.....	.....	4–8	47	8	100
11	Moore's Business University	....	....	....	....	....	23	×	×	0	×	0	0	×	×	0	0	0	0	.....	.....	6	50	....	120
12	Commercial department of Hedding College	....	....	....	....	....	.....	×	×	×	....	....	....	×	×	....	....	....	....	.....	.....	.....	36	....	30
13	College of Commerce, Illinois Wesleyan University.*	88	....	5	....	....	.....	×	×	....	×	....	....	....	×	....	....	....	....	.....	.....	9	40	....	60
14	Western Normal College and Commercial Institute.*e*	6	27	30	12	3	19	×	×	×	×	×	×	×	×	×	×	×	×	200	.....	11½	50	....	50
15	Chicago Athenæum *f*	1164	0	149	123	1	12–45	×	×	×	×	×	0	×	0	0	0	×	0	800	100	9½	*g*40	9½	*h*65
16	Commercial course of St. Ignatius College*	0	0	50	20	0	15	×	×	0	×	×	×	×	×	0	0	0	0	(*b*)	(*b*)	10	40	....	40
17	Souder's Chicago Business College*	20	....	31	....	....	19	×	×	×	×	×	0	×	×	×	×	0	0	.....	.....	12	52	8	32, 80
18	Dixon Business College	61	10	25	....	....	20	×	×	×	×	×	×	×	×	×	×	×	×	1, 000	100	10	40	....	40
19	Commercial department of Eureka College	0	0	32	9	0	19	×	×	×	×	×	×	×	×	×	0	0	0	3, 000	400	10	40	....	34
20	Commercial department of Ewing College	....	....	....	....	....	.....	×	×	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	....	15
21	Western Business College	....	....	....	....	....	.....	×	×	×	×	....	....	....	....	....	....	....	×	.....	.....	12	....	6	.....
22	Jacksonville Business College and English Training School.	15	31	11	....	....	19. 5	×	×	×	×	×	0	×	×	×	×	×	×	700	100	20	42	0	*d*70
23	Joliet Business College and English Training School.	....	....	....	....	....	15	×	×	×	×	×	....	0	×	×	×	....	....	15, 000	.....	11	44	11	50
24	Commercial department of McKendree College	....	....	....	....	....	.....	×	×	×	×	....	....	×	×	....	....	×	....	.....	.....	.....	.....	....	*d*40

25	Commercial department of Mt. Morris College	....	....	10	....	....	20	×	×	×	×	×	....	×	×	×	×	....	....	(*b*)	(*b*)	6	40	....	30
26	Onarga Commercial College	8	0	0	0	0	19	×	×	0	×	....	0	×	×	×	....	×	0	.....	.....	10	40	0	*di*40
27	Parish's Business College and Telegraphic Institute.	8	10	....	....	....	18	....	×	....	×	....	....	×	×	....	×	×	×	.....	.....	.....	50	4	60
28	Commercial department of Chaddock College	16	15	12	8	....	20	×	×	×	×	0	0	×	×	×	×	×	×	(*b*)	(*b*)	9	39	6	49
29	Gem City Business College	....	....	....	....	....	18	×	×	....	×	....	....	×	×	×	....	....	....	100	.....	12	52	6	60
30	Rockford Business College	....	....	....	....	....	18	×	×	×	×	×	....	×	×	×	×	....	....	400	100	6–8	51	6	50
31	Springfield Business College	....	....	....	....	....	.....	×	×	....	×	....	....	×	×	....	....	....	....	.....	.....	6	44	6	.....
32	Sterling Business and Phonographic College	54	....	....	....	....	22	0	×	×	×	0	0	×	×	0	×	×	×	.....	.....	8	52	5	*j*60
33	Evansville Commercial College	....	....	24	....	....	19	....	×	×	×	×	....	×	×	×	....	....	....	.....	.....	4	52	9	*k*45
34	Fort Wayne Business College	....	....	....	....	....	.....	....	×	....	×	×	....	×	×	×	....	....	....	.....	.....	10	40	8	40
35	Granger's Business College	....	....	....	....	....	.....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....
36	Indianapolis Bryant & Stratton Business College and Telegraph Institute.	43	58	108	3	0	19	×	×	×	×	×	×	×	×	×	×	×	×	.....	.....	4–18	52	12	*k*40–150
37	Star City Business College	3	4	0	0	0	16	×	×	0	×	×	×	×	×	×	×	×	×	0	0	(*l*)	40	5	*kl*50
38	Union Business College	11	....	....	....	....	20	×	×	0	×	×	0	×	×	0	0	×	0	0	0	9	40	6	40
39	Hall's Business College	17	....	....	....	....	18. 4	×	×	....	×	....	....	×	×	×	×	×	....	50	.....	6–9	....	6	*m*18, 40
40	Commercial department of the University of Notre Dame.*	40	16	70	12	5	.....	×	×	....	×	....	....	....	×	....	....	×	×	(*b*)	.....	.....	.....	.....	.....
41	Richmond Business College and Telegraph Institute.	....	20	....	....	....	18	×	×	....	×	....	....	×	×	....	....	....	×	.....	.....	5	50	8	*k*40
42	Terre Haute Commercial College	13	38	6	....	....	23	×	×	....	×	×	....	×	×	×	×	×	×	500	.....	10	....	6	*kl*40
43	Northern Indiana Commercial College *n*	....	....	....	....	....	.....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....
44	Commercial Institute	....	....	20	....	....	.....	×	×	×	×	×	×	×	×	×	×	0	×	(*n*)	(*n*)	.....	.....	.....	.....
45	Elliott's Business College	6	....	....	....	....	.....	×	×	....	×	×	....	×	×	....	....	×	....	.....	.....	12	52	4	60
46	Clinton Business College*	....	....	....	....	....	.....	×	×	....	×	....	....	×	×	....	×	....	....	.....	.....	6	46	6	*m*40
47	Davenport Business College*	23	....	65	....	....	18	×	×	×	×	×	×	×	×	0	0	×	....	.....	.....	12	52	4	60
48	Decorah Business College	0	0	0	0	0	19	×	×	....	×	....	....	....	×	×	....	....	....	50	.....	4–6	52	4	*d*25
49	Iowa Business College	....	....	....	....	....	.....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....
50	Normal Business College	....	....	....	....	....	.....	×	×	....	×	....	....	×	×	....	....	....	....	.....	.....	5–12	40	....	32
51	Baylies' Commercial College	8	....	....	....	....	19	×	×	×	×	×	0	×	×	×	×	×	×	260	10	6	52	6	75
52	Hurd's National Business College of Upper Iowa University.*	....	....	....	....	....	18	×	×	....	....	....	....	....	×	....	....	....	....	.....	.....	.....	.....	.....	.....
53	Iowa City Commercial College*	....	....	....	....	....	.....	....	×	....	×	×	....	×	×	....	....	....	....	.....	.....	.....	.....	.....	.....
54	Peirce's Mercantile College	....	78	....	....	....	20	×	×	×	×	....	....	×	×	×	....	×	×	.....	.....	3–9	52	....	*o*35
55	Commercial department of Oskaloosa College	....	....	....	....	....	.....	×	×	×	×	....	....	....	×	×	....	×	×	.....	.....	4–6	....	....	*d*40
56	Ottumwa Business College	....	....	....	....	....	19–20	×	×	×	×	....	....	×	×	....	×	....	....	75	23	9	36	4	*j*45
57	Whittier College Normal and Business Institute. *n*	....	....	....	....	....	.....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....
58	Lawrence Business College*	4	10	....	....	....	17	×	×	....	×	....	....	×	×	×	×	×	×	.....	.....	7	52	6	*d*50
59	Western Business College	....	....	....	....	....	19	0	×	0	×	0	0	×	×	×	×	0	0	.....	.....	6	46	6	*k*50
60	Commercial department of Kentucky Military Institute.	....	....	....	....	....	19	×	×	×	×	×	×	×	×	×	....	×	×	4, 000	.....	20	40	....	100

* From Report of the Commissioner of Education for 1881.
a Fees, $20 per annum.
b See report of classical department (Table IX).
c In day school.
d For commercial course.
e The figures here given are for the Western Commercial College only, a department of the Western Normal College and Commercial Institute.
f Athenæum Business School is a department of this institution.
g In day grammar and shorthand, 50 weeks.
h In book-keeping and penmanship department.
i Average.
j For life scholarship.
k For scholarship.
l Time unlimited.
m For term of six months.
n See report of normal school with which this school is associated (Table III, Part 2).
o Life membership.

TABLE IV.—*Statistics of commercial and business colleges for* 1882, *&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 in 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
61	Commercial College of Kentucky University	....	....	....	....	....	19	....	×	....	×	....	....	×	×	....	....	....	....	.....	.....	3	52	6	*a*$55
62	Louisville Bryant & Stratton Business College*	....	....	....	....	....	18	....	×	....	×	×	....	×	×	....	....	....	....	50	25	5	51	8	50
63	West Kentucky Normal University and Business College.	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
64	J. W. Blackman's Commercial College	....	....	....	....	....	16	....	....	....	....	....	....	....	....	....	....	....	....	150	10	12	52	12	100
65	Soulé's Commercial College and Literary Institute.	2	3	11	27	1	14	×	×	×	×	×	0	×	×	×	0	×	×	1,782	212	12–48	52	12	75–200
66	Dirigo Business College and Telegraph Institute	17	19	....	2	....	20	×	×	×	×	×	×	×	×	....	....	×	×	220	.....	4–6	42	....	35
67	Commercial department of Hebron Academy	....	....	....	....	....	18–20	....	×	×	×	×	....	....	×	....	....	....	....	.....	.....	6	24	....	5
68	Portland Business College	....	....	....	....	....	19	....	×	....	×	×	×	×	×	×	×	....	....	200	.....	.....	48	....	*b*50
69	Rockland Commercial College	23	....	....	3	....	20	×	×	×	×	×	0	×	×	×	×	×	0	600	50	10	{43} {44}	7	80
70	Oak Grove Commercial College*	....	0	14	10	0	18	×	×	×	×	×	×	×	×	×	×	×	0	150	0	8	33	0	30
71	Eaton & Burnett's Business College	....	....	....	....	....	.....	×	×	....	×	....	....	×	×	....	....	×	×	.....	.....	.....	.....	.....	.....
72	Sadler's Bryant & Stratton Business College*	12	0	0	0	0	18½	×	×	....	×	×	....	×	×	....	....	×	....	.....	.....	6–12	50	6	*c*60
73	Bryant & Stratton Commercial School*	0	0	0	0	0	17	×	×	....	×	....	....	×	×	....	....	....	....	0	0	10	....	0	160
74	Comer's Commercial College*	....	....	....	....	....	.....	×	×	×	....	....	....	....	....	....	....	....	....	.....	.....	.....	52	6	.....
75	French's Business College	36	0	1	1	0	18	×	×	0	×	×	×	×	×	×	×	0	0	0	0	12	52	6	140
76	Sawyer's Commercial College	16	0	0	0	0	22	×	×	0	×	×	×	×	×	×	×	×	0	.....	.....	.....	44	.....	120
77	Holmes' Commercial College	....	....	....	....	....	17	×	×	....	×	....	....	×	×	....	×	....	....	.....	.....	11	44	9	.....
78	Chickering's Commercial College and School of Business.	0	0	0	0	0	18–20	×	×	....	×	0	0	×	×	×	0	0	0	0	0	3–6	44	10	*d*40
79	Hinman's Business College	0	0	0	0	0	19	×	×	0	×	0	0	×	×	0	×	0	0	.....	.....	10	42	6	*e*90
80	Commercial department of Battle Creek High School.	0	0	0	0	0	18	×	×	....	×	.....	.....	×	×	.....	.....	.....	.....	.....	.....	9	40	0	20
81	Devlin's Bay City Business College	....	....	....	....	....	19	×	×	×	×	×	0	×	×	×	×	....	....	.....	.....	.....	48	12	*f*50
82	The Goldsmith Bryant and Stratton Business University.	27	0	0	0	0	20	×	×	0	×	0	0	×	×	×	×	×	0	0	0	5–7	52	6	*f*40–60
83	Mayhew Business College	25	32	....	....	....	22	×	×	....	×	....	....	×	×	×	×	×	×	.....	.....	10	44	6	85

84	Grand Rapids Business College and Practical Training School.	....	....	....	....	....	22	×	×	....	×	×	....	×	×	×	×	×	....	.....	.....	.....	52	6	*g*50
85	Commercial and telegraphic department of Hillsdale College.	....	27	....	....	....	23	×	×	×	×	0	0	×	×	×	×	....	×	7,000	.....	6	40	....	*h*30
86	Poucher Business College and Literary Institute	....	....	2	....	....	19	×	×	0	×	×	0	×	×	×	0	0	0	.....	.....	10	40	....	20
87	Jackson Business College	....	....	....	....	....	.....	×	×	....	×	....	....	×	×	....	....	....	....	.....	.....	6	40	....	*f*40
88	Kalamazoo Business College and Telegraph Institute.	....	....	....	....	....	20	×	×	0	×	×	0	×	×	0	×	0	0	.....	.....	9	....	6	50
89	Lansing Business College	....	....	....	....	....	18	×	×	....	×	....	....	×	×	....	....	....	....	.....	.....	10	40	6	30
90	Archibald Business College	....	....	....	....	....	.....	×	×	....	×	×	....	×	×	....	×	×	×	.....	.....	5–10	....	....	*i*50–80
91	Darling's Business College	11	....	....	....	....	20	×	×	0	×	×	0	×	×	×	×	×	0	289	14	4–8	52	5	76
92	Winona Business College	0	0	0	0	0	18	×	×	×	×	×	0	×	×	×	0	0	0	250	0	12	....	6	.....
93	St. Stanislaus Commercial College*	0	0	8	40	0	14	×	×	0	×	×	×	×	×	0	×	0	0	1,200	25	50	40	0	50
94	Cooper's Business College (Cooper Institute)	....	....	....	....	....	17	×	×	....	×	×	....	×	×	×	....	....	×	.....	.....	4	38	5	40
95	Chambers' Business College	0	....	....	....	....	.....	×	×	....	×	....	....	×	×	....	....	....	....	.....	.....	12	52	12	40
96	Southwestern Commercial College (Southwest Baptist College).	....	....	....	....	....	.....	×	×	×	×	×	×	×	×	×	×	×	....	300	.....	9	36	....	60
97	Bryant's Business College	0	0	0	0	0	18	×	×	×	×	....	....	×	×	×	×	....	....	1,000	.....	12	52	6	35
98	Ritner's Commercial College	7	....	....	....	....	10	×	×	×	×	....	....	×	×	×	×	×	....	.....	.....	4	51	12	35
99	St. Joseph Commercial College	12	0	50	0	0	15	×	×	×	×	×	0	×	×	0	×	×	0	1,200	0	10	40	....	24–40
100	St. Joseph Normal Business College*	....	6	....	....	....	19	×	×	×	×	×	0	×	×	×	0	×	×	150	.....	6	48	6	75
101	Bryant & Stratton Business College	0	90	....	....	....	20	×	×	0	×	×	0	×	×	×	0	0	×	.....	.....	6	52	9	60
102	Commercial department of St. Louis University	....	....	....	....	....	.....	×	×	....	×	×	×	....	....	....	....	....	....	(*j*)	(*j*)	4 yrs	41	....	60
103	Franklin Institute	0	0	15	0	0	17	×	×	×	×	×	×	×	×	0	0	0	0	.....	1	10	40	7	40–60
104	Johnson's Commercial College	25	0	24	0	....	.....	×	×	×	×	×	×	×	×	×	×	0	....	0	0	12	52	9	*h*50
105	Jones' Commercial College	47	0	0	0	....	19	×	×	0	×	×	0	×	×	0	×	×	0	180	0	12	52	8	*h*50
106	Mound City Commercial College	....	70	0	0	0	.....	×	×	0	×	×	0	×	×	×	×	0	×	250	.....	12	52	6	10–70
107	Commercial department of Stewartsville College	0	0	0	0	0	20	0	×	0	×	0	0	×	×	×	0	0	0	0	0	*k*4	40	....	*k*30
108	Wyman Commercial College	....	....	5	....	....	20	×	×	0	×	....	0	×	×	×	×	0	....	.....	.....	6–12	52	7	50
109	School of Practice*	12	12	....	....	....	17	×	×	×	×	×	×	×	×	....	....	×	×	.....	.....	10	40	....	40
110	Bryant & Stratton Business College	....	....	....	....	....	19	×	×	....	×	....	....	×	×	....	....	....	....	.....	.....	4	52	9	.....
111	New Hampton Commercial College	....	12	0	6	0	19	×	×	×	×	×	×	×	×	0	×	0	×	4,000	25	.....	40	....	25
112	Commercial College*l*	....	....	....	4	....	17	×	×	×	×	×	×	....	×	....	....	....	....	.....	.....	.....	40	....	.....
113	Elizabeth Business College	4	....	6	11	....	16½	×	×	×	×	×	0	×	×	×	×	×	0	675	.....	.....	40	....	40–140
114	Brown's Business College	9	....	12	....	....	17	×	×	×	×	×	....	×	×	....	....	×	....	.....	.....	10	40	8	80
115	Gaskell's Jersey City Business College*	....	....	....	....	....	18	....	×	....	×	....	....	×	×	....	×	....	....	.....	.....	.....	52	8	.....
116	Coleman's Bryant & Stratton Business College	31	....	36	....	1	22	×	×	....	×	×	....	×	×	×	....	×	×	.....	.....	.....	52	12	*h*40
117	New Jersey Business College	....	....	49	....	....	18	×	×	×	×	....	....	×	×	×	×	×	0	260	25	10–12	40	7	*e*70
118	Paterson Business College	....	....	....	....	....	16	×	×	....	×	....	....	×	×	×	....	....	....	.....	.....	10	40	9	75
119	Business College*	3	....	4	....	....	18	×	×	....	×	....	....	×	×	....	....	×	....	200	.....	30	40	....	50
120	Capital City Commercial College	0	5	2	....	....	17	×	×	....	×	....	0	×	×	×	....	×	....	300	20	10–20	44	6	*e*75
121	Folsom's Business College	....	....	....	....	....	18	×	×	....	×	....	....	×	×	×	....	....	....	0	0	8–12	44	6	*h*100
122	Claghorn's Bryant & Stratton Commercial School.	....	....	....	....	....	.....	×	×	0	×	0	0	×	×	×	×	×	0	.....	.....	12–18	40	0	120
123	French's Business and Telegraph College	....	....	....	....	....	.....	×	×	×	×	×	....	....	....	....	....	....	×	266	51	.....	10	4	.....
124	St. James's Commercial College	46	0	24	0	0	16	×	×	×	×	×	×	0	×	0	0	×	0	1,500	.....	10	40	....	.....

a From Report of the Commissioner of Education for 1881.
a Tuition and incidentals.
b For term of six months.
c Semiannual charge for day school; $30 for evening school.
d For term of 12 weeks.
e In day school.
f For scholarship.
g For commercial course.
h For life scholarship,
i For first 40 weeks.
j See report of classical department (Table IX).
k For course in book-keeping.
l This college is associated with Smith's Academy; for report, see Table VI.

TABLE IV.— *Statistics of commercial and business colleges for* 1882, *&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 in 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
125	Wright's Business College	48	0	53	16	0	16	×	×	0	×	×	×	×	×	×	0	×	0	200	.....	10	40	6	$60–100
126	Bryant's Buffalo Business College	....	....	....	....	....	.....	×	×	0	×	×	0	×	×	0	0	×	0	.....	.....	.....	52	6	.....
127	Allen Business College*	4	10	....	....	....	20	×	×	....	×	....	....	×	×	....	....	×	×	75	10	12	....	5	55
128	Elmira Business University	0	6	0	0	0	21	×	×	×	....	×	....	×	×	×	×	×	×	200	0	.....	48	6	.....
129	Commercial department, Fort Edward Collegiate Institute.	....	8	16	24	6	18	×	×	....	×	×	×	×	×	×	....	....	×	500	100	9	39	....	36–42
130	Geneva Business College	....	....	....	....	....	18	×	×	×	×	×	....	×	×	×	....	....	×	.....	.....	.....	40	6	40
131	Elmwood Commercial and Select School	....	....	....	4	....	.....	×	×	×	×	×	....	×	×	....	....	....	....	.....	15	.....	40	....	50
132	Kinderhook Academy and Commercial College *a*	....	....	1	2	....	15⅔	×	×	....	×	×	....	....	....	×	....	....	....	.....	.....	40	40	....	40
133	Lima Business College	19	....	....	....	....	18	....	×	....	×	....	0	×	×	0	0	×	0	*b*4,000	.....	5	39	0	*c*25
134	Commercial department of the College of St. Francis Xavier.	....	....	....	....	....	.....	×	×	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	62
135	Metropolitan Business College	0	0	....	....	....	18⅝	0	×	0	×	0	0	×	×	×	×	0	0	.....	.....	12	48	8	*d*120
136	Packard's Business College	51	0	30	20	10	17	×	×	0	×	0	0	×	×	×	....	×	0	500	.....	10	44	0	180
137	Paine's Business College	25	0	0	0	0	20	×	×	0	×	×	0	×	0	0	0	×	0	0	0	12	52	12	80–100
138	Paine's Up-town Business College	11	0	0	0	0	21	×	×	0	×	×	0	×	×	0	0	×	0	0	0	12	52	....	80–150
139	Eastman National Business College*	16	84	....	....	....	18	×	×	×	×	×	0	×	×	×	×	×	×	.....	.....	3–4	52	5	*e*50
140	Rochester Business University	0	0	0	0	0	21	×	×	0	×	0	0	×	×	×	×	0	0	0	0	4–12	52	6	100
141	Taylor & Co's Business College	....	....	....	....	....	14–25	×	×	....	×	....	....	×	×	....	....	....	....	.....	.....	3–6	48	12	*cd*100
142	Bryant and Stratton Business College and Telegrahic Institute.	0	12	....	....	....	18	×	×	0	×	0	0	×	×	....	....	....	×	50	.....	12	51	6	*d*75
143	Troy Business College	....	3	2	....	....	17	×	×	....	×	....	....	....	×	....	....	....	×	.....	20	12	52	6	75
144	Bryant & Stratton Utica Business College	10	25	0	0	0	16	×	×	0	×	0	0	×	×	×	....	....	×	.....	.....	3–12	52	6	75
145	Watertown Business College	4	....	....	3	....	22	×	×	....	×	×	....	×	×	×	....	×	....	108	8	5	40	....	25
146	Akron Business College	10	....	....	....	....	21	×	×	×	×	×	×	0	×	×	0	×	0	0	0	6–24	{43–44	{7	35–60
147	Canton Business College*	....	....	7	....	....	17	×	×	×	×	×	....	×	×	....	....	....	....	.....	.....	3	40	8	*f*10–20
148	Commercial department of St. Xavier College	....	15	80	32	....	15	×	×	0	×	×	×	×	×	×	0	0	×	.....	.....	40	42	....	60

149	Hoeg's Private Commercial School *g*	....	45	....	....	....	.....	×	×	....	×	....	....	....	....	....	×	×	.....	.....	3–6	....	10	.....
150	Nelson's Business College	31	0	....	....	....	19	×	×	0	×	0	0	×	×	×	0	×	0	.....	.....	.....	52	6	75
151	Spencerian Business College	75	....	0	0	0	.....	×	×	0	×	0	0	×	×	×	×	×	×	.....	.....	.....	52	6	.....
152	Sprague's Law and Business College	....	....	....	....	....	.....	×	×	....	×	....	....	×	×	×	×	....	....	.....	.....	.....	{42–52	6	.....
153	Capital City Commercial College	....	....	4	....	....	18	×	×	×	×	×	0	×	×	×	×	0	0	200	.....	6	48	6	45
154	Columbus Business College	18	8	....	....	....	18½	×	×	×	×	×	....	×	×	×	....	×	×	500	200	5–10	48	6	45
155	Miami Commercial College	60	....	....	....	....	18	....	....	....	....	....	....	....	....	....	....	....	....	....	....	8–12	52	6	.....
156	Mansfield Business Institute	....	....	4	2	....	12	×	×	....	×	....	....	×	×	....	....	....	....	3,000	100	9	.....	....	*h*36
157	Business department of Mt. Union College*	....	....	....	....	....	.....	×	×	....	×	....	....	×	×	....	....	....	....	.....	.....	.....	.....	....	*c*30
158	Oberlin Commercial Institute*	....	....	....	....	....	20	×	×	....	×	×	....	×	×	....	....	....	....	.....	.....	12	52	....	36
159	Champion City Business College	125	20	....	....	....	23	0	×	0	×	0	0	×	×	0	0	×	×	.....	.....	12	52	....	*c*125
160	Nelson's Springfield Business College	....	....	....	....	....	22	0	×	0	×	0	0	×	×	×	0	×	0	.....	.....	4–8	....	6	.....
161	Van Sickle's Business College	....	....	....	....	....	20	×	×	....	×	....	....	×	×	×	....	....	....	300	200	12	33	6	25
162	Toledo Business College	0	0	12	4	0	19	×	×	0	×	×	0	×	×	0	×	0	0	0	0	6	52	6	60
163	Youngstown Business College and Institute of Penmanship.	11	17	....	....	....	23	×	×	....	×	×	....	×	×	×	×	×	×	.....	.....	12	50	12	40, 75
164	Zanesville Business College	....	....	....	....	....	.....	×	×	×	×	....	....	×	×	×	....	....	....	.....	.....	6	52	3	*c*60
165	Portland Business College	....	....	....	....	....	21	×	×	×	×	×	0	×	×	×	×	0	0	200	25	4–18	52	12	60
166	Allentown Business College	20	....	....	....	....	18½	×	×	×	×	....	....	×	×	×	×	×	....	102	1	6–10	52	8	50
167	Altoona Business College and Phonographic Institute.	90	0	42	0	0	.....	×	×	×	×	×	0	×	×	×	0	×	0	0	.....	15	52	8	(*j*)
168	Easton Business College	5	....	....	....	....	19	×	×	....	×	....	....	×	×	×	×	×	....	.....	.....	12	52	6	*k*40
169	Pennsylvania Business College	0	0	0	0	0	18⅓	×	×	....	×	....	....	×	×	×	....	....	....	325	75	10	40	6	*d*60
170	Wyoming Commercial College*	....	14	....	....	....	22	×	×	....	×	....	....	×	×	×	....	....	×	.....	.....	4	44	....	*c*35
171	Lancaster Commercial College	....	....	....	....	....	18	×	×	×	×	....	....	×	×	×	....	....	....	.....	.....	10	44	8	70
172	Mansfield Business College	7	39	....	....	....	20	×	×	×	×	×	....	×	×	....	....	×	×	.....	.....	4–6	52	....	*l*30, 35
173	Bryant, Stratton & Smith Business College	....	....	....	....	....	18	×	×	×	×	×	×	×	×	×	0	×	×	.....	.....	11	....	6	*e*50
174	Bryant & Stratton Business College	....	....	....	....	....	.....	×	×	....	×	....	....	×	×	....	....	×	....	100	.....	12	52	6	100
175	Crittenden Philadelphia Commercial College	....	....	....	....	....	22	×	×	....	×	....	....	×	×	×	....	×	....	260	.....	6–12	51	7	100
176	Peirce College of Business	....	....	....	....	....	19	×	×	0	×	×	0	×	×	×	0	0	....	98	8	10	42	8½	100
177	Select Commercial School	....	....	....	....	....	21	×	×	....	×	....	....	×	×	....	....	....	....	.....	.....	12	52	12	90
178	Cochran's Business Night School	25	....	....	....	....	18	×	×	×	×	0	0	×	×	0	0	×	0	3,000	.....	8	....	....	*m*5
179	Curry Institute and Union Business College	28	....	18	....	....	18	×	×	×	×	×	....	×	×	×	....	×	....	.....	.....	10	40	10	*d*65
180	Duff's Mercantile College	....	....	....	....	....	16–40	×	×	....	×	....	....	×	×	×	....	....	....	.....	.....	.....	52	5–6	50
181	Hinman's Pottsville Business College*	....	....	....	....	....	20	×	×	0	×	×	....	×	×	....	....	....	....	0	.....	12	52	6	75
182	Foeller's Commercial School*	....	....	....	....	....	20	×	×	×	×	....	....	....	....	....	....	....	....	.....	.....	8	.....	....	.....
183	Clark's Commercial College	5	15	....	....	....	18	×	×	....	×	....	....	×	×	×	×	×	×	23	20	6	52	7	60
184	Luce's Business College	....	....	....	....	....	20	×	×	×	×	×	....	×	×	....	×	....	....	0	0	12	52	12	75
185	Williamsport Commercial College	....	27	40	....	....	19	×	×	×	×	×	0	×	×	×	×	....	×	.....	.....	6	48	8	30
186	Providence Bryant & Stratton Business College*	....	....	....	....	....	.....	×	×	0	×	0	0	×	×	×	0	×	0	.....	.....	11	48	6	100
187	Scholfield's Commercial College	7	....	....	....	....	19	×	×	×	×	×	0	×	×	×	0	×	0	160	1	11	48	8	108
188	Behm's Chattanooga Commercial College	....	....	....	....	....	18	×	×	....	×	....	....	×	×	....	....	....	....	.....	.....	.....	52	12	*k*40
189	Goodman's Business College	....	....	....	....	....	18	×	×	0	×	×	0	×	×	×	×	0	0	.....	.....	9	52	0	*k*50
190	Knoxville Business College and Telegraphic Institute. *n*	0	19	0	0	0	24	×	×	....	×	0	0	×	×	×	×	0	×	0	.....	.....	40	4	55

* From Report of the Commissioner of Education for 1881.
a See statistics of Kinderhook Academy (Table VII).
b Library of Genessee Wesleyan Seminary, with which seminary Lima Business College is associated.
c For commercial course.
d In day school.
e For life scholarship.
f For term of three months.
g The Morse Telegraph Institute is connected with this school.
h For course in book-keeping.
i Average time.
j From $2 to $5 a month for each branch pursued.
k For scholarship.
l Time unlimited.
m Monthly charge.
n Including commercial department of the University of Tennessee.

TABLE IV.—*Statistics of commercial and business colleges for* 1882, *&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 in 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
191	Leddin's Business College	....	....	....	....	....	18	×	×	....	×	....	....	×	×	×	....	....	....	692	.....	12	52	6	$100
192	Goodman's Business College*	....	....	....	....	....	20	....	×	....	×	....	....	×	×	×	×	....	....	.....	.....	6	52	0	*a*50
193	Commercial department of Burritt College	....	....	....	....	....	.....	×	×	....	×	....	....	×	....	....	....	....	....	.....	.....	4	32	....	25
194	Mahan's Commercial College	....	....	....	....	....	.....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....
195	Fort Worth Business College	....	....	....	....	....	16	×	×	×	×	×	....	×	×	×	×	....	....	.....	.....	10	40	10	50
196	Island City Business College	....	....	13	....	....	17	×	×	....	×	×	....	×	×	×	....	....	....	.....	.....	6	....	9	160
197	Livingston's Galveston Business College*	....	....	12	....	....	.....	×	×	....	×	×	....	×	×	×	×	....	....	.....	.....	.....	.....	.....	*b*50
198	Scherrer's Business College	12	3	11	10	0	16	×	×	0	×	0	0	×	×	×	×	×	×	305	15	5-24	51	....	36-60
199	Commercial School, Southwestern University*	....	....	10	....	16	17	×	....	....	....	×	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....
200	Commercial College of Trinity University	0	0	0	0	0	17	×	×	×	....	×	×	....	....	....	....	....	....	.....	.....	.....	40	....	*c*27
201	Commercial College and Literary Institute	....	....	....	....	....	.....	×	×	....	×	....	....	×	×	....	....	....	....	.....	.....	.....	.....	.....	*d*55
202	Waco Business College	....	....	....	....	5	18	×	×	....	×	....	....	....	×	....	....	....	....	.....	.....	4	52	6	50
203	Texas Normal and Commercial School	....	....	....	....	....	.....	×	×	×	....	....	....	....	....	....	....	....	....	0	0	20	40	....	8
204	Queen City Commercial College*	12	....	....	....	....	.....	×	×	....	×	×	....	×	×	....	×	×	....	.....	.....	9	36	....	.....
205	Minard Commercial School	15	....	....	20	....	19½	×	×	....	×	×	×	×	×	....	....	×	....	500	100	9	36	....	40½
206	Old Dominion Business College	....	....	....	....	....	18	×	×	....	×	....	....	×	×	....	×	×	....	552	10	12	26	6	50
207	National Business College	....	....	....	....	....	18	×	×	....	×	....	....	×	×	....	....	....	....	.....	.....	12	....	12	40
208	Fond du Lac Commercial College*	4	0	0	0	0	18	×	×	....	×	×	....	×	×	×	×	×	....	200	25	.....	42	6	40
209	Green Bay Business College	10	0	1	0	0	18	×	×	0	×	×	0	×	×	×	×	×	0	125	15	4-10	51	6	40
210	Silsbee Commercial College	3	10	6	0	0	18½	×	×	×	×	0	0	×	×	×	0	×	×	0	.....	6	50	6	*d*40-60
211	La Crosse Business College*	0	0	0	0	0	15	×	×	×	×	×	0	×	×	0	0	0	0	.....	10	10	40	4	*b*40
212	Northwestern Business College	0	0	15	0	0	19½	×	×	×	×	×	0	×	×	×	×	0	0	0	0	6	40	6	45
213	Charles Mayer's Commercial College	....	....	....	....	....	18	×	×	0	×	×	0	×	×	×	×	×	0	2,000	.....	11	....	10	.....
214	Spencerian Business College	....	....	....	....	....	18½	×	×	0	×	0	0	×	×	×	×	0	0	175	.....	6-12	52	....	85
215	Dr. William Bayer's Commercial College	0	0	0	0	0	19	×	×	0	×	×	0	×	×	×	×	0	0	124	6	12	50	10	80
216	Pio Nono Commercial College	0	0	40	0	0	16	×	×	×	×	×	0	×	×	0	0	0	0	.....	.....	10	42	0	*e*180
217	Spencerian Business College	....	0	0	0	0	17	×	×	×	×	×	0	×	×	×	×	×	0	500	.....	5	40	12	60

* From Report of the Commissioner of Education for 1881.

a For term of six months.

b For life scholarship.

c For five months' tuition.

d For commercial course.

e Includes board.

TABLE IV. — *Commercial and business colleges from which no information has been received.*

Name.	Location.	Name.	Location.
Commercial course in Spring Hill College	Near Mobile, Ala.	Browne's Business College	Brooklyn, N. Y. (304 and 306 Fulton st.).
Business department of St. Mary's College	San Francisco, Cal.		
Pacific Business College	San Francisco, Cal. (320 Post street).	Commercial department of St. Joseph's College	Buffalo, N. Y.
		Commercial department of Wake Forest College	Wake Forest, N. C.
Commercial department of Pacific Methodist College	Santa Rosa, Cal.	Commercial department of Ashland College	Ashland, Ohio.
Evergreen City Business College	Bloomington, Ill.	Nelson's Ladies' Business College	Cincinnati, Ohio.
H. B. Bryant's Chicago Business College and English Training School.	Chicago, Ill. (77, 79, and 81 State street).	Queen City Commercial College	Cincinnati, Ohio (N. W. corner Fifth and Walnut streets).
Metropolitan Business College	Chicago, Ill. (149–153 State street).	Commercial course in St. Vincent's College	Beatty, Pa.
		Commercial department in Trach's Academy	Easton, Pa.
Bowen's Business College and Academy	Des Moines, Iowa.	Greenwich Commercial College	East Greenwich, R. I.
Curtiss Business College	Minneapolis, Minn.	Commercial School in Winchester Normal	Winchester, Tenn.
St. John's Commercial College	St. Joseph, Minn.	Oshkosh Business College	Oshkosh, Wis.
Curtiss Business College	St. Paul, Minn.		
St. Paul Business College and Telegraphic Institute	St. Paul, Minn.		

TABLE IV. — *Memoranda.*

Name.	Location.	Remarks.
Colorado Business College	Denver, Colo	Closed.
Cuthbert Commercial College	Cuthbert, Ga	Not in existence.
Maumee Business College	Fort Wayne, Ind	Succeeded by Fort Wayne Business College.
Allen's Business College	Burlington, Iowa	Closed.
Miller's Great Mercantile College	Keokuk, Iowa	Succeeded by Peirce's Mercantile College.
Mt. Pleasant Business College	Richmond, Iowa	Closed.
Cruzen's Commercial College	Leavenworth, Kans	Closed.
East Maine Conference Seminary Commercial College	Bucksport, Me	Principal writes: "We have only a commercial course; technically we have no business college."
Aylworth's Commercial School	Battle Creek, Mich	Closed.
Battle Creek Business College (C. W. Stone)	Battle Creek, Mich	See commercial department of Battle Creek High School.
Chambers' Business College	Harpersville, Miss	Removed to Meridian.
Great Western Business College	Omaha, Nebr	Succeeded by Wyman Commercial College.
Cady and Walworth's Business College	New York, N. Y	Name changed to Metropolitan Business College.
Knauss' Business College (W. P. Gregory)	Easton, Pa	See Easton Business College.
Commercial department of the State Normal School	Indiana, Pa	Not a distinct department.
Jones Commercial College	Austin, Tex	Succeeded by Austin College (Table VI).
Great Southern Business College	Parkersburg, W. Va	Removed; not found.
Commercial department of the University of Washington Territory	Seattle, Wash. Ter	Not a distinct department.

TABLE V.—*Statistics of Kindergärten for* 1882; *from re*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
1	Kindergarten (Judson Female Institute).	Marion, Ala.	1877	Mrs. Margaret E. Lumpkin.	1	26	3–10	....
2	Kindergarten (William and Emma Austin College).	Stevenson, Ala.	.....	.....	....	....	.....	....
3	Harmon Seminary Kindergarten.	Berkeley, Cal.	.....	Miss Knapp	....	....	.....	....
4	Oakland Free Kindergarten.	Oakland, Cal. (659 Broadway).	1880	Miss Minnie Oviatt.	....	40	3–6	3
5	Pagoda Hill Kindergarten.	Oakland, Cal.	.....	Miss Phelps	....	....	.....	....
6	Miss Boyd's School and Kindergarten.	San Francisco, Cal. (1015 Leavenworth street).	1882	Flora S. Boyd.	1	12	4–12	4½
7	Boys' and Girls' Aid Kindergarten.	San Francisco, Cal. (68 Clementina street).	1882	Mrs. F. H. Gray.	1	50	3–6	5
8	Charity Kindergarten.	San Francisco, Cal. (512 Union street).	1881	Miss Cora Griffin	....	....	2½–5	....
9	Mrs. Colegate Baker's Kindergarten.	San Francisco, Cal. (1608 Van Ness avenue).	1878	Mrs. Charles Gihon.	0	12	3–9	4
10	Free Kindergarten, Art and Work School.	San Francisco, Cal. (corner Pacific and Sansome streets).	1882	Miss Emma Marwedel	(*a*)	50	7–14	(*b*)
11	Free Kindergarten, No. 4.	San Francisco, Cal. (1018 Folsom street).	1880	Gertrude R. Briggs and Mrs. Lloyd.	1	45	3–6	4
12	Haight Street Kindergarten (University College).	San Francisco, Cal. (119 Haight street).	1881	Jessie Curtis	0	12	3–7	5
13	Mrs. Haven's Mission Kindergarten.*	San Francisco, Cal. (corner Eighteenth and Jessie streets).	1881	Louise L. Havens.	3	65	2–8	4½
14	Jackson Street Free Kindergarten.	San Francisco, Cal. (116 Jackson street).	1879	Miss Belle T. Scott.	1	50	3–4½	4
15	Jackson Street Public Kindergarten.	San Francisco, Cal. (116 Jackson street).	1880	Flora van Den Bergh.	....	45	4–6	5

* From Report of the Commissioner of Education for 1881.

plies to inquiries by the United States Bureau of Education.

Number of school days in the week.	Number of weeks in the year.	Occupations of pupils.	Apparatus and appliances.	Effect of the system.
9	10	11	12	13
5	36	Perforating, embossing, paper folding, stick laying, block building, weaving, embroidering, singing, calisthenics, drawing, and study of natural history.	Blocks, sticks, rings, slates, drawing books, colored crayons, and all appliances necessary for a Kindergarten.	Happiest and most satisfactory results physically and mentally.
....	....			
....	....			
5	42	All of Fröbel's occupations...	All modern apparatus and appliances for Kindergarten.	The physical and mental development is wonderful, and a grand opportunity is afforded for moral and religious training.
....	....			
5	47	Rudiments of primary work in connection with Kindergarten gifts. Special attention paid to drawing, sewing, weaving, paper folding, tablets, sticks, and music.	Kindergarten tables and chairs, blackboards, charts, zoölogical and physiological tablets, sticks, slats, drawing books, slates, and materials for sewing, weaving, and modelling.	Most beneficial; the young mind is pleasantly occupied and improved and the body given free and careful exercise.
5	40	Weaving, sewing, drawing, exercises with 1st gift and tablets, making of straw and paper chains, songs, and games.	.....	Marked improvement in the children and beneficial influence on the parents.
....	....			
5	40	All Fröbel's occupations.....	Fröbel's gifts, Kindergarten tables, blackboards, piano, &c.	Develops the physical, moral, and intellectual faculties, in perfect health and beauty, and forms the groundwork of a thorough education.
....	40	Fröbel's occupations.....	The Kindergarten gifts and materials.	Develops the mental faculties through artistic and mechanical labor, improves the manners of the children, and turns natural talent into right directions.
5	40	Fröbel's occupations and exercises with the gifts.	Pictures, plants, blackboard, piano, &c.	Very satisfactory.
5	44	Perforating, sewing, drawing, weaving, modelling, paper folding, paper cutting, and chain making.	Gifts, tables, and seats, piano, plants, and a large sunny room.	Children are further advanced mentally than those who have not received the same training.
5	40	Fröbel's gifts and occupations, object lessons, games, motion songs, dancing, calisthenics, and lessons in German and drawing.	Fröbel's gifts and materials, slates, blackboards, designs for drawing, crayon and water colors, musical charts, educational charts, &c.	Tends to form a graceful figure, cultivates the perceptive faculties, habits of attention and concentration, and induces kindness and generosity of dispositon and general refinement of character.
5	40	Pricking, sewing, drawing, weaving, paper cutting, paper folding, and modelling.	Piano, squared tables, squared blackboard, slates, gifts, and everything essential to a first class Kindergarten.	
5	42	Weaving, sewing, pricking, paper folding, paper cutting, drawing, stick laying, and slat work.	Gifts, tables, benches, pictures, slates, and squared blackboards.	Children are better fitted mentally and morally to begin the hard world of school, having been trained to habits of attention, thoughtfulness, and obedience, accompanied with pleasing and strengthening physical exercise.

a The normal pupils of the Pacific Kindergarten Normal School.

b Two hours weekly.

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
16	Kindergarten of the Little Sisters' Infant Shelter.	San Francisco, Cal. (512 Minna street).	1879	Miss Fannie Temple..	....	45	3–6	4
17	Kindergarten of Young Women's Christian Association.	San Francisco, Cal. (29 Minna street).	1880	Ella F. James	1	50	2½–6	4
18	Kindergarten (Protestant Orphan Asylum).	San Francisco, Cal....	1881	Marcia D. Crane.....	1	48	3–6	3½
19	Ladies' Protection and Relief Society Kindergarten.	San Francisco, Cal....	.....	Miss Hinton	....	....	.....	....
20	Mission Free Kindergarten.	San Francisco, Cal. (Bartlett and Twenty-second streets).	1882	Miss Lily L. Ransom..	2	68	3–7	5
21	Model Kindergarten..	San Francisco, Cal. (1711 Van Ness ave.)	*a*1880	Emma Marwedel	3	40	3–12	3, 5
22	New Silver Street Kindergarten.	San Francisco, Cal. (64 Silver street).	1882	Miss Nora Smith	(*b*)	85	3–5½	4
23	Pioneer Free Kindergarten.	San Francisco, Cal. (corner Market and Seventh streets).	1881	Mrs. F. H. Gray	2	78	3–6	5
24	St. Luke's Free Kindergarten.	San Francisco, Cal. (n. e. corner Polk and Pacific streets).	1882	Mrs. B. M. Briggs	1	45	3½–6	4
25	Silver Street Kindergarten, No. 2.	San Francisco, Cal. (64 Silver street).	1882	Mrs. Mary E. Arnold..	(*b*)	70	3–5½	4
26	South Park Private Kindergarten.	San Francisco, Cal....	.....	Miss Thompson.....	....	....	.....	....
27	Union Street Public Kindergarten.	San Francisco, Cal. (512 Union street).	1881	Anna M. Stovall	0	40	5–6	4
28	Zeitska Institute Kindergarten.	San Francisco, Cal. (922 Post street).	1877	Mrs. F. Taubman	2	30	3–7	3–4

a At San Francisco; first established at Los Angeles in 1876.

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	....	Fröbel's occupations, music, gymnastics, &c.; reading, natural history, spelling, and writing for the advanced class.	The usual Kindergarten materials and a piano.	Very satisfactory.
5	....	Exercises with 1st, 2d, 3d, and 7th gifts, drawing, stick laying, paper folding, weaving, and sewing, accompanied with songs and games.	Kindergarten furniture, gifts, and material for occupations.	Superior to any other system for harmonious training of body and mind.
5	51	Weaving, sewing, pricking, paper folding, stick laying, chain making, tablet laying, drawing, 1st, 2d, and 3d gifts, games, and stories.	Instructive pictures of the various products of the animal, vegetable, and mineral kingdoms, blackboards, &c.	Through the occupations, games, and exercises the muscular system is evenly and carefully developed, and every mental faculty is furnished support and nourishment.
?	....			
5	42	Sewing, weaving, drawing, modelling, stick laying, paper folding, paper cutting, paper twisting, tablet and ring laying, and building with blocks.	Fröbel's gifts and materials for the occupations.	Makes the children vivacious, obedient, attentive, and observing; accustoms them to memorize and reason; and teaches self-control, amiability, self-reliance, and honesty.
5	40	Usual occupations, culture of flowers and vegetables, silk raising, &c.	Usual apparatus, a garden, a palm grove, a playground, cabinets, pictures, sand tables, and appliances for modelling.	Develops muscular strength, self-reliance, and general health, teaches clearness and precision in the use of the hand, leading to skill in art and the mechanics, influences the intellectual, social, and ethical natures and gradually leads the youngest child into the kingdom of righteousness, order, and beauty.
5	44	All of Fröbel's occupations...	A room, 70 x 30 feet, beautifully decorated and furnished, Fröbel's gifts, small collection of minerals, birds, fishes, &c., a piano and other musical instruments.	The children are remarkable for their punctuality and attendance, though coming from the poorest classes only, and the refining and elevating influences affect not only the children but the parents.
5	40	Weaving, sewing, drawing, paper folding, exercises with tablets, sticks, rings, 1st and 2d gifts, chain making, songs, and games.	Sand table, slats, &c.....	Marked mental improvement after the first few months.
5	38	Sewing, weaving, drawing, paper folding, pricking, stick and tablet laying, and building with cubes.	Squared tables, blocks, sticks, tablets, and materials for weaving, drawing, sewing, pricking, &c.	
5	44	All Fröbel's occupations.	Large airy room, completely equipped with furniture and apparatus for a model Kindergarten.	The children are remarkable for their punctuality and attendance, though coming from the lowest classes only, and the refining and elevating influences affect not only the children but the parents.
....	....			
5	43	Usual Kindergarten occupations.	Usual apparatus and appliances.	Harmonious development of the child's three-fold nature.
5	44	Exercises with Fröbel's gifts, practical use of English, French, and German languages, games, &c.	The gifts, picture charts, numerical frames, squared tables, &c.	Makes the little ones sociable, polite, kind, obliging, unselfish, apt in all mechanical occupations, docile, obedient, and calls into action all the finest qualities of their natures.

b The normal pupils of Mrs. Wiggins' training class.

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
29	Kindergarten	San José, Cal. (cor. Empire and 15th streets).	1881	Edith C. Mason	....	25	3–7	3½
30	San José Free Kindergarten.	San José, Cal	1882	Helen D. Barnard	1	45	3–6	3
31	Kindergarten	Bridgeport, Conn. (287 Myrtle avenue).	1872	Miss Hannah W. Terry	3	40	3–7	3
32	Kindergarten (Hartford Female Seminary).*	Hartford, Conn	1880	Alice Flynn and Carrie Morley.	....	40	3–10	3
33	New Britain Kindergarten. *a*	New Britain, Conn. (Camp street).	1880	Miss Annie M. Bowers.	....	18	3–10	3
34	West End Institute Kindergarten.	New Haven, Conn. (99 Howe street).	1875	Miss Mary L. Crossette.	1	22	4–8	4
35	American Kindergarten.	New Milford, Conn. (Elm street).	1875	Mamie C. Wells	....	12	4–14	4½
36	Misses Alcott and Sherwood's Kindergarten.	Stamford, Conn. (13 Prospect street).	1879	Misses Alcott and Sherwood.	....	28	3–10	3½
37	Fröbel Kindergarten*	Wilmington, Del. (901 Washington street).	1880	Thalia L. M. Negendank.	1	14	3–8	3
38	Wilmington Fröbel Kindergarten.	Wilmington, Del. (508 West Tenth street).	1879	Miss Cora H. Rust	1	17	3–7	3
39	Belleville Kindergarten.	Belleville, Ill. (Jackson street).	1874	Miss Anna Trotz	1	92	3	4½
40	Fourth Avenue Kindergarten.	Chicago, Ill. (129 Fourth avenue).	1882	Emma M. Chambers	....	....	3–7	3
41	Fröbel Kindergarten*	Chicago, Ill. (3 East Fortieth street).	1881	Leonore S. Goodwin	....	5	3–5	3
42	Fröbel Kindergarten and School.	Chicago, Ill. (61 Twenty-second street).	1878	Mrs. A. B. Scott	2	40	3–10	3
43	Fröbel Kindergarten, Heimstreet's Classical Institute.	Chicago, Ill. (420 Wabash avenue).	1882	Mesdames Bovée and Digby.	....	21	4–6	3
44	German Kindergarten	Chicago, Ill. (122 South Morgan street).	1873	Miss Mathilde Burmester.	1	25	4–8	4

*From Report of the Commissioner of Education for 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	32	Usual occupations.		
5	....	Sewing, drawing, paper folding, paper cutting, weaving, chain making, and modelling.	Musical instruments (piano, drum, tambourine, triangle), squared blackboards, natural history charts, a garden, 1st, 2d, and 3d, gifts, tablets, shells, &c.	Develops the powers of perception, expression, and invention, encourages individuality, strengthens and gives grace to the body, and trains to manual dexterity.
5	40	Those belonging to Fröbel's system.	All needed under Fröbel's system.	Excellent. In many instances marked and striking.
5	40	.....	Approved and modern apparatus.	
5	40	Weaving, drawing, perforating, block building, modelling, games, songs, and reading.	Fröbel's gifts and materials.	Develops physical, intellectual, and moral faculties in harmony, awakens a desire for knowledge, and cultivates systematic habits.
5	36	Embroidery, drawing, weaving, paper cutting, marching, gymnastics, games, singing, reading, spelling, numbers, geography; also oral lessons in French and botany and other subjects.	Blocks, sticks, rings, weaving and perforating needles, numerical frame, goniograph, piano, &c.	Cultivates patience, perseverance, sociability, and a desire for knowledge.
5	40	Lessons with blocks, perforating, embroidering, embossing, drawing, coloring, and painting.	Blocks, cards, zephyrs, pencils, colored crayons, and paints.	
5	36	The usual Fröbel gifts and occupations, marching, games, gymnastics, &c.	Fröbel's gifts and materials for occupations, slates, blackboard, tables, chairs, piano, &c.	Imparts grace and ease of motion and carriage, cultivates the powers of concentration, application, and readiness to understand and adapt new ideas.
5	36	Sewing, pricking, folding, cutting, drawing, weaving, clay work, peas work, stick laying, ring laying, tablet laying, and block building.	Squared tables, &c.....	Imparts grace and ease, cultivates habits of observation, stimulates the reasoning faculties and carefully nurtures all good impulses.
5	36	All of Fröbel's gifts and occupations, games, songs, calisthenics, &c.	Those used in a Fröbel Kindergarten, plants, pictures, blackboard, minerals, aquarium, piano, &c.	Cultivates habits of attention, observation, thoughtfulness, sociability, kindness and cheerfulness, and is also a superior preparation for advanced school work.
6	40	Fröbel's occupations and gifts, gymnastics, object lessons, singing, and declamation.	The twenty gifts and occupations, Indian clubs, wands, and pictures.	Excellent physical development, and superior preparation for public school.
5	40	Modelling, peas work, sewing, drawing, perforating, object lessons, and games.	Kindergarten tables, chairs, Fröbel's gifts (including the ball, cube, and cylinder, and divisions and subdivisions of the same.)	Develops the physical nature, exercises the powers of observation, and inculcates habits of industry.
5	14	Weaving, drawing, paper folding, sewing, modelling, perforating, gifts, singing, and games.	Balls, gifts, beads, peas, and colored paper.	Develops the child physically, and tends to make him healthy and happy.
5	40	Usual Fröbel occupations.	Fröbel's gifts and occupation material, seeds, and gardening tools, piano, charts for reading and numbers.	Harmonious physical, mental, and moral development.
5	52	Exercises with all the gifts, marching, singing, and gymnastics.	The usual gifts, and a piano.	It awakens the faculties of the mind, and improves and develops them in a wonderful degree.
5	42	All the usual Kindergarten occupations.		

a Statistics are for the year ending June, 1882; the Kindergarten has since suspended.

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils. Number of.	Pupils. Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
45	Misses Grant's Kindergarten.	Chicago, Ill. (247 and 249 Dearborn avenue).	1878	Misses Annie L. and Mary Howe.	2	34	3–9	3
46	Herford Kindergarten, A. M.	Chicago, Ill. (corner Twenty-second and Arnold streets).	1881	Miss Lottie Sammons.	2	50	3–5½	3
47	Herford Kindergarten, P. M.		1882	Miss M. A. Powell....	1	....	.....	....
48	Kindergarten.....	Chicago, Ill. (Temperance Hall, State st., south of 28th).	1882	Misses Bell Reed and Carrie Soper.	....	....	.....	....
49	Kindergarten.....	Chicago, Ill. (1237 State street).	1882	Miss M. E. Foster.....	....	....	.....	....
50	Kindergarten.....	Chicago, Ill. (3347 Forrest avenue).	1882	M. Jennie Calkins	....	....	.....	....
51	Kindergarten, Holland Presbyterian Church.	Chicago, Ill. (corner Erie and Noble sts.).	1881	Miss Kate Skinner....	....	....	.....	....
52	Kindergarten, M. E. Church.	Chicago, Ill. (778 Halstead street).	1881	Miss Eva B. Whitmore	....	....	.....	....
53	Kindergarten (Mrs. Loring's School for Young Ladies).	Chicago, Ill. (2535 Prairie avenue).	1878	Mrs. Alice H. Putnam.	3	40	3–7	3
54	Kindergarten, Twenty-second street, W. C. T. U.	Chicago, Ill. (Thirty-first street and Cottage Grove avenue).	1881	Miss Florence Eberhart.	....	....	.....	....
55	Kindergarten, West Side Young People's C. T. U.	Chicago, Ill. (384 West Randolph street).	1882	Miss Susie Spaids.....	....	....	.....	....
56	Kindergarten, Young Ladies' C. T. U.	Chicago, Ill. (Michigan ave., near 22d st.).	1881	Miss Rebecca Titsworth.	....	....	.....	....
57	Kirkland Kindergarten.	Chicago, Ill. (257 Huron street).	1881	Misses Marie Louise Henry and Hattie A. Brown.	2	35	3–7	3
58	Memorial Kindergarten.	Chicago, Ill. (147 Milton avenue).	1879	Mary W. Jones.....	1	40	3–7	3
59	Memorial Kindergarten, No. 2.	Chicago, Ill. (147 Milton avenue).	1882	Mary W. Jones.....	1	40	3–7	2
60	Pacific Garden Mission Free Kindergarten.	Chicago, Ill. (40 Fourth avenue).	1881	Josephine I. McGuire.	4	92	3–7	3
61	Railroad Chapel Kindergarten.	Chicago, Ill. (1419 State street).	1882	Miss Cora Eberhart...	3	48	3–7	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	40	Modelling, folding, weaving, sewing, drawing, pricking, bead and straw stringing, exercises with the gifts, singing, playing, marching, and care of plants.	Tables, chairs, squared slates, blackboards, drawing books, worsted balls, blocks, sticks, tablets, rings, materials for modelling, weaving, folding, pricking, sewing, and stringing, a piano, plants, and natural history cards.	Imparts manual dexterity and grace in motion, trains the eye and ear, develops the powers of perception, attention, and imagination, and stimulates the memory.
5	....	Perforating, sewing, weaving, paper folding, paper cutting, drawing, modelling, singing, marching, and games.	Balls, beads, sticks, tablets, blocks, and lentils.	Imparts deftness to the hands, and grace and ease to the whole body, teaches accuracy, invention, symmetry of form, harmony of color, and love of the beautiful; cultivates habits of neatness, kindness, forbearance, self-control, and politeness.
....	....			
....	....			
....	....			
....	....			
....	....			
....	....			
5	40	Fröbel's occupations and gifts, movement plays, marching, &c.	Kindergarten tables, chairs, sand tables, plants, piano, &c.	It gives increased physical and mental strength, especially power to observe accurately and skill to execute.
....	....			
....	....			
....	....			
5	40	All of Fröbel's twenty gifts and occupations.	Squared tables, slates, blackboard, and drawing books.	Harmonious development of body and mind. The child becomes strong, graceful, polite, self-dependent, skilful, thoughtful, and constructive.
5	42	Usual Fröbel occupations.....	Usual Kindergarten apparatus.	Excellent preparation for future school work.
5	42	Usual Fröbel occupations.....	Usual Kindergarten apparatus.	Good.
5	40	Fröbel's occupations.....	.....	Imparts elasticity and harmony in movement, promotes health and cheerfulness, awakens the observing powers and a desire for knowledge, and teaches the child the use of surrounding objects and to handle, to combine, and to construct intelligently.
5	40	Perforating, sewing, weaving, paper folding, paper cutting and intertwining, peas work, modelling, drawing, and exercises with the gifts.	1st, 2d, 3d, 4th, 5th, and 6th gifts, representing solids; 7th, 8th, and 9th gifts, representing surfaces; 10th, 11th, and 12th gifts, representing lines; 13th gift, representing the point; materials for the occupations, chairs, and tables.	Promotes health of body and mind, sometimes producing wonderful results.

TABLE V.— *Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
62	Holy Trinity School Kindergarten.	Danville, Ill	1880	Miss Annie G. Galt	....	37	3½–8	4
63	Forestville Public Kindergarten.	Hyde Park, Ill. (cor. Forty-fifth street and St. Lawrence avenue).	1877	Emily G. Hayward	1	44	3–	2
64	Kindergarden department of Illinois Female College.	Jacksonville, Ill	1881	Miss C. J. Marshall	0	30	4–10	4½
65	La Grange Kindergarten.*	La Grange, Ill	1878	Mary F. Fox	....	28	3–9	4
66	Classical School Kindergarten.	Indianapolis, Ind. (Pennsylvania st.)	1882	Nora E. Farquhar	1	25	3–7	3
67	Free Kindergarten, No. 1.	Indianapolis, Ind	1882					
68	Free Kindergarten, No. 2.	Indianapolis, Ind. (282 W. Market street).	1882	Mrs. E. A. Blaker	(a)	45	3–7	3
69	Kindergarten of the Hadley and Roberts Academy.	Indianapolis, Ind. (200 N. Meridian street).	1882	Mrs. E. A. Blaker	0	15	3–7	3
70	Normal Kindergarten.	Indianapolis, Ind. (36 W. Michigan st.).	1875	Alice Chapin	7	45	3–7	3–5
71	North End Kindergarten.	Indianapolis, Ind. (S. E. corner of Illinois and Eighth streets).	1880	Mary L. Aughinbaugh	1	20	3–10	3
72	Mrs. Wynn's Kindergarten.	Indianapolis, Ind. (159 Park avenue).	1880	Mrs. Cynthia C. Wynn	0	15	3–7	4
73	Cedar Rapids Kindergarten.	Cedar Rapids, Iowa (230 Third avenue).	1877	Mrs. C. F. Madeira and Misses Bessie and Lucy Madeira.	3	55	3½–8	3
74	Bloomer School Kindergarten.	Council Bluffs, Iowa (Willow avenue).	1882	Miss Sara Eddy	1	84	5–7	3
75	Des Moines Kindergarten.	Des Moines, Iowa (Ninth street).	1876	Mrs. Lucy B. Collins	2	35	4–7	3
76	Kindergarten School	Manchester, Iowa (Howard street).	1878	Mrs. E. J. Congar	0	25	3–7	5
77	Kindergarten department, State Normal School.	Emporia, Kans. (Twelfth avenue).	1882	Emilie Kuhlmann	....	35	3–8	3

* From Report of the Commissioner of Education for 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	Usual Kindergarten work and primary instruction.	Usual apparatus of a Fröbel Kindergarten.	Develops the child physically and inculcates habits of observation, thought, invention, neatness, and order.
5	40	All the Kindergarten occupations except the 5th, 6th, and 15th gifts.	Usual Kindergarten appliances.	Imparts ease and erectness to the carriage, brightens and exhilarates the whole deportment, and quickens the powers of perception and understanding.
5	40	Weaving, modelling, sewing, games, counting, spelling, reading, &c.	.....	Good.
5	40	All the Kindergarten gifts with the exception of the 6th, 16th, and 17th.	.....	Strengthens the body, forms correct habits of thinking, and employs the awakening mind.
5	36	Fröbel's occupations.....	.....	Good.
5	52	Sewing, weaving, pricking, modelling, drawing, painting, &c.	Those necessary to carry out Fröbel's ideas of child education.	Strengthens the body and mind and puts the child in possession of its faculties.
5	40	Those of Fröbel's system.....	All necessary for a true Kindergarten.	Harmonious development of the child's powers.
5	40	All Kindergarten occupations and gifts, music, gardening, gymnastics, and for the older ones reading, writing, elocution, history, mythology, &c.	All needed appliances and a large playground.	Quickens all the powers of the mind and cultivates freedom, sociability, and happiness in the child.
5	40	Building with cubes, planes, sticks, and rings; drawing, sewing, weaving, paper folding, paper cutting, and modelling.	Cubes, sticks, planes, rings, &c.	Makes the children graceful, polite, and cleanly; develops ideas of number and form, and teaches the use of the faculties in various ways.
5	40	Fröbel's occupations.....	Fröbel's appliances.....	Promotes natural growth of the muscles, awakens perception, cultivates taste in design, and makes children more thoughtful, sympathetic, and happy.
5	40	All Fröbel's occupations, gifts, and games.	Piano, globes, pictures, and all materials necessary, for instruction in a Kindergarten.	Develops harmoniously the physical, mental, and moral powers of the child.
5	40	All Fröbel's occupations and gifts.	Kindergarten chairs and tables, piano, blackboard, pictures, seeds, plants, and Fröbel's gifts and occupations.	Teaches control of the muscles, giving a graceful and dignified carriage and deftness to the hand, trains the senses, develops the faculties of perception and judgment, cultivates a habit of symmetrical arrangement and classification of objects, and leads to correct expression of thought.
5	38	Weaving, paper folding, paper cutting, interlacing, pricking, sewing, drawing, peas work, and modelling.	Gifts 1, 2, 3, 4, 5, 6, 7, 8, and 9, and all necessary appliances.	Develops the hand, head, and heart simultaneously.
5	24	Paper folding, sewing, ring laying, &c.	Cubes, slats, fablets &c.....	Promotes healthy physical and mental growth.
5	40	Weaving, perforating, embroidering, paper folding, peas work, and drawing.	1st, 3d, 4th, 5th, and 7th gifts, rings, sticks, and reading chart.	Develops the powers of body and mind, training to quick perception and cultivating a love for the beautiful.

a The pupils of the Indiana Kindergarten Training School.

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
78	Lawrence Kindergarten.	Lawrence, Kans.....	1874	Miss Georgina Coathupe.	....	20	4–9	3½
79	Kindergarten (College of the Sisters of Bethany.)	Topeka, Kans	1880	Mrs. Ruth Giffin	2	61	3–12	3½
80	Kindergarten (Kentucky Institution for the Blind).	Louisville, Ky.....	1881	Miss Eleanor Beebe ..	0	20	6–12	4
81	Kindergarten of Locquet-Leroy Institute.	New Orleans, La. (280 Camp street).	.....	Mrs. P. P. Lowry	....	24	3–9	3
82	Southern Academic and Kindergarten Institute.	New Orleans, La. (67 Coliseum street, cor. of St. Mary).	1881	Kate C. Seaman	4	70	4–10	3
83	Bates Street Kindergarten.	Lewiston, Me. (34 Nichols street).	1875	Miss Mary H. Irish ...	....	40	4–8	5
84	Kindergarten (Miss Sargent's School).	Portland, Me. (148 Spring street).	1874	Miss Jennie D. Proctor	1	18	3–7	3, 4
85	Carrollton Avenue Kindergarten.	Baltimore, Md. (175 Carrollton avenue).	1881	Miriam Gover	1	11	3–7	3
86	Franklin Square Kindergarten.	Baltimore, Md. (604 W. Fayette street).	.....	.....	....	....	.....	....
87	Kindergarten*.....	Baltimore, Md. (139 W. Biddle street).	1880	Nannie Montgomery Johns.	....	11	3–7	3

* From Report of the Commissioner of Education for 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	50	Weaving, perforating, paper folding, singing, playing, lessons in number and the alphabet, and for the more advanced pupils reading, writing, and arithmetic.	Squared tables, blocks, balls, pegs, tablets, embroidery cards, and materials for weaving and folding.	Trains the eye and hand, strengthens the memory, and develops ideas of number.
5	36	Sewing, weaving, pricking, paper folding, drawing, object lessons, gift lessons, games, singing, reading, writing, spelling, number, &c.	Piano, tables, chairs, blocks, slates, sticks, slats, charts, kitchen garden appliances, balls, tablets, and materials for parquetry.	Strengthens the muscles, cultivates the observing powers, and develops the mental faculties generally.
5	40	Weaving, paper folding, embroidering, modelling, perforating, tablet, stick and ring laying, block building, outline work with cork and wire, bead stringing, cord knotting and braiding, games, slate work, &c.	Materials for weaving, sewing, and modelling, tablets, sticks, rings, balls, 2d, 3d, and 4th gifts, wires and cork cubes, wax, beads, type, and slates for the blind.	Produces the happiest results; the natural and pleasing incentives to effort arouse and interest the dormant minds, make sensitive and skilful the feeble hands, and put body and mind into a healthier condition than former methods have done.
5	36	Lessons in form and color, object lessons in natural history, calisthenics, perforating, embroidering, embossing, weaving, chain making, stick and ring laying, modelling, interlacing, and designing.	Blackboard, tables, chairs, piano, cabinet, blocks, materials for modelling, sticks, rings, and slats.	Develops the muscles, enlarges the chest, and strengthens weak lungs, gives graceful and easy carriage to the body, cultivates the memory, awakens perception, teaches children to examine objects for themselves and to give expression to their ideas, and inculcates lessons of love to God and humanity.
5	40	Modelling, drawing, sewing, weaving, perforating, peas work, stick laying, paper cutting, paper folding, mathematical exercises with blocks, sticks, rings, &c.	Squared tables, chairs, piano, cymbals, triangles, bells, Kindergarten blocks, sticks, rings, and materials for the occupations.	Marked development of mind and body.
5	37½	Block building, sewing, weaving, perforating, paper folding, drawing, singing, reading, writing, games, lessons in number, color, and physiology.	Blocks, slates, materials for sewing, weaving, paper folding, &c.	Excellent.
6	36	Those of a true Kindergarten, where only Fröbel's principles are admitted.	Those necessary for a true Kindergarten.	Superior preparation, both physically and mentally, for future school work.
5	40	Exercises with balls, blocks, tablets, slats, sticks, rings and beads, pricking, sewing, drawing, weaving, interlacing, paper folding, paper cutting, peas work, modelling, songs, and games.	Tables, chairs, blackboard, piano, and all material necessary in the use of Fröbel's gifts.	Makes the children strong, graceful, and easy in their movements, teaches them to observe closely and to express their ideas clearly, and cultivates cheerfulness, gentleness, and unselfishness.
5	33	Weaving, sewing, pricking, building, laying of rings and sticks, drawing, modelling, paper folding, singing, &c.	Fröbel's gifts and materials for the occupations, squared blackboard, colored chalks, piano, and arrangement for the growth of flowers.	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.

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
88	Miss Williams' Kindergarten.	Baltimore, Md. (n. e. corner Park and Eager streets).	1874	E. Otis Williams	1	28	4–6	3
89	Miss Yeates' Kindergarten.	Baltimore, Md. (89 McCulloh street).	1875	Nellie F. Richardson	1	23	5–7	4
90	Zion School Kindergarten.	Baltimore, Md. (N. Gay street).	1874	Anna Brummer	2	20	4–6	4
91	Abby Tolman Memorial Kindergarten.	Boston, Mass. (Tennyson street, Starr King School).	1873	Mary T. Smith	----	25	3–6	3
92	Chardon Court Kindergarten.	Boston, Mass. (Schoolhouse, Chardon Court.)	1880	Ida A. Noyes	1	50	3–5	3
93	Charity Kindergarten, Winchell school-house.	Boston, Mass. (Blossom street).	.....	Mary C. Peabody	----	25	3½–4	3
94	Chauncy Hall Kindergarten.	Boston, Mass. (259 Boylston street).	1874	Lucy Wheelock	1	14	3–7	3, 3½
95	Kindergarten	Boston, Mass. (33 Blossom street).	.....	.....	----	----	.....	----
96	Kindergarten	Boston, Mass. (primary school-house, East street).	.....	.....	----	----	.....	----
97	Kindergarten	Boston, Mass. (schoolhouse, Snelling place).	.....	Mrs. E. L. Sparks	----	----	.....	----
98	Kindergarten*	Boston, Mass. (28 Mt. Vernon street).	1870	Miss Nina Moore	----	7	3–6	3
99	Kindergarten department of Trinity House.	Boston, Mass. (Trinity Church).	1881	.....	----	----	.....	----
100	Kindergarten, North End Industrial Home.*	Boston, Mass. (39 N. Bennett street).	.....	Miss Etta Macy and Miss C. W. Davis.	....	50	3–5	3
101	Kindergarten of Emmanuel Church.	Boston, Mass	1882	.....	----	----	.....	----
102	Kindergarten, old primary schoolhouse.	Boston, Mass. (Hudson street).	.....	.....	----	----	.....	----
103	Kindergarten, Perkins Institution and Massachusetts School for the Blind.*	Boston, Mass	.....	Miss Della Bennett	1	....	.....	....
104	Kindergarten, Quincy school-house.	Boston, Mass. (Tyler street).	.....	.....	----	----	.....	----
105	Kindergarten, Sharp school-house.	Boston, Mass. (cor. Anderson and Pinckney streets).	.....	.....	----	----	.....	----

*From Report of the Commissioner of Education for 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	36	Fröbel's Kindergarten occupations.	Fröbel's gifts, &c.	Excellent.
5	40	Building, exercises with tablets, slats, peas, sticks, rings, thread, perforating, modelling, embroidering, net work, drawing, painting, weaving, intertwining, paper folding, paper cutting, and cardboard work.	Kindergarten tables, blocks, materials for perforating, modelling, sewing, painting, and weaving.	
5	42	Building with blocks, modelling, forming figures with sticks, rings, tablets, slats, &c., weaving, paper cutting, paper folding, gardening, marching, singing, and a variety of games.	All the necessary appliances for the occupations and exercises.	Strengthens the body, promotes ease, grace, elasticity, and firmness of movement, stimulates the mind, cultivates gentleness, friendliness, and sociability, and is an excellent preparation for school work.
5	50	Lessons with 1st, 2d, 3d gifts, tablets, sticks, and rings, weaving, sewing, paper folding, drawing, modelling, bead stringing, and games.	Kindergarten chairs and tables, and the usual materials.	The physical, mental, and moral training is decided in its effects, each child being trained individually; it is not only noticeable in the Kindergarten, but in the home life.
5	40	Sewing, weaving, pricking, stick laying, drawing, gift lessons, color lessons, object lessons, modelling, games, singing, and stories.	Two large rooms, furniture suitable to children, and best possible apparatus.	Promotes physical health, imparts quickness and acuteness in distinguishing objects, and develops the power of expression.
5	....	Block lessons, drawing, sewing, weaving, pricking, stick and ring laying, color lessons, singing, &c.	Materials for occupations and gifts.	Excellent.
5	38	Building, weaving, sewing, painting, folding, drawing, laying figures, and counting with sticks, beans, peas, &c.	Slates, drawing books, painting books, balls, 2d, 3d, 4th, and 5th gifts, and materials for the occupations.	Promotes physical health, develops the mind in an orderly manner, awakening observation and creating a desire for knowledge.
5	28	Fröbel's occupations.....	Fröbel's gifts and materials for occupations.	Healthful.
....	....	Those occupations which tend to awaken and exercise the powers of observation, comparison, combination, invention, memory, reflection, and action.	All means and appliances necessary to the carrying out of this method of instruction.	Most beneficent; no training of primary classes of blind children can attain a high degree of efficiency without its assistance.

TABLE V.— *Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
106	Kindergarten, Warrenton Street Chapel.	Boston, Mass. (10 Warrenton street).	.....	Miss Symonds	....	....	.....	....
107	North Margin Street Kindergarten.	Boston, Mass. (64 N. Margin street).	1878	Anna Spooner	0	25	3–6	3
108	Parmenter Street Kindergarten, No. 1.	Boston, Mass. (Cushman School).	1878	Mrs. Sarah S. Ropes..	1	50	3–5	3
109	Parmenter Street Kindergarten, No. 2.	Boston, Mass. (Cushman School).	1879	Miss Mary E. Cotting	1	53	3–5	3
110	Private Kindergarten.	Boston, Mass. (52 Chestnut street).	1872	Misses Mary J. Garland and Rebecca J. Weston.	3	50	3–5	3
111	Brookline Private Kindergarten.	Brookline, Mass. (Harvard street).	1881	Annie B. Winchester.	2	21	3–7	3
112	Kimball Farm Kindergarten.	Brookline, Mass. (cor. Walter avenue and Tremont street).	1879	Misses Stodder and Cushman.	....	....	.....	....
113	Free Kindergarten* ..	Cambridge, Mass. (36 North avenue).	.....	Nellie M. Colby	1	50	3–5	3
114	Kindergarten.....	Cambridge, Mass. (41 Holyoke street).	.....	.....	....	....	.....	....
115	Kindergarten.....	Cambridge, Mass. (City Building, Brattle square).	.....	.....	....	....	.....	....
116	Private Kindergarten.	Chelsea, Mass. (No. 16 Everett avenue).	1879	Louise De Bacon	....	18	3–9	3
117	Florence Kindergarten.	Florence, Mass. (Pine street).	1876	Miss Carrie T. Haven.	4	80	3–7	3
118	Gloucester Kindergarten.	Gloucester, Mass. (31 Pleasant street).	.....	Miss Adelia B. Shepherd.	2	25	3–7	3, 5
119	Miss Ella M. Rounds' Kindergarten.	Holyoke, Mass. (Temperance Hall).	1882	Miss Ella M. Rounds..	....	....	.....	....
120	Kindergarten.....	Jamaica Plain, Mass. (Green street).	1875	Carrie E. Josselyn	1	50	3–7	3
121	Mrs. Putman's Kindergarten department.	Jamaica Plain, Mass. (Alveston street).	1877	Miss Annie Winchester.	0	6	4–6	3
122	Newtonville Kindergarten.	Newtonville, Mass	1882	Miss Katherine S. Willard.	....	10	3–6	3
123	Kindergarten.....	Northampton, Mass. (20 Main street).	1882	Mary K. Clark.....	1	11	4–	3
124	Mrs. Shaw's Charity Kindergarten.	North Cambridge, Mass. (Reed street).	1879	Mrs. S. L. Cook	....	....	.....	....

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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	40	Usual Kindergarten occupations.	.....	Beneficial.
5	40	Fröbel's occupations.....	All regular Kindergarten gifts and materials.	Trains the child into habits of self-control, makes him graceful in movement, observant and intelligent, and is beneficial in its effect on the moral nature.
5	40	Fröbel's occupations.....	Complete furniture, and all material necessary for a true Kindergarten.	Strengthens physically, awakens interest in self and surroundings, and inculcates a love for truth and the best things in life.
5	36	Fröbel's occupations and gifts.	Usual Kindergarten apparatus.	Healthful.
5	39	Weaving, sewing, stick laying, drawing, building, and designing.	Blocks, colored paper, straws, worsted, needles, beads, planes, slates.	Trains each child individually, developing body and mind harmoniously.
....	....			
5	42	Lessons in color and numbers.	.....	Teaches the child to think quickly, and lays a good foundation for future school work.
....	....			
....	....			
5	40	Fröbel's occupations, gifts, and games, with reading, writing, and arithmetic for the older pupils.	All necessary appliances.	
5	40	Those of a Fröbel Kindergarten.	A commodious building, with grounds for gardening and play, and the usual Kindergarten materials.	
5	40	Usual Kindergarten occupations; also reading and writing.	Well supplied with usual materials.	
....	....			
5	40	Building, drawing, sewing, weaving, laying forms with planes, sticks, and rings, modelling, object lessons, games.	Squared tables, blocks, staffs, rings, table for teaching color, slates, blackboard, &c.	Marked mental and physical development; makes the children more self-reliant, observing, and accurate.
5	38	Weaving, moulding, sewing, &c.	Kindergarten gifts and all necessary appliances.	Very beneficial.
5	36	Usual occupations.....	Those used in a German Kindergarten.	Invigorates the body and awakens the mental faculties, leading to independent thought and action. Knowledge imparted according to this system is received with keen zest, clear perception, and true appreciation.
5	39	Drawing, modelling, dictation exercises, singing, sewing, reading, paper folding and cutting, plays, &c.	Fröbel's gifts and materials for the occupations.	Strengthens the physical and mental natures.

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
125	Bickford Street Kindergarten.	Roxbury, Mass. (23 Bickford street).	1879	Agnes P. Hale	2	75	3½–5½	3
126	Kindergarten	Roxbury, Mass. (933 Albany street).						
127	Kindergarten	Roxbury, Mass. (147 Ruggles street).						
128	Kindergarten, Cottage Place school-house.	Roxbury, Mass. (Rooms 1 and 3).						
129	Howe Primary School.	South Boston, Mass. (Fifth street).						
130	Kindergarten	West Newton, Mass. (Highland street).	1877	Nancy C. Sweetser	1	29	3–7	3
131	Kindergarten	West Springfield, Mass.	1882	Miss Angeline Brooks				
132	Miss Julia Allen's Kindergarten.	Detroit, Mich. (202 Griswold street).	1878	Miss Julia Allen	1	18	4–6	3
133	Kindergarten	Detroit, Mich. (83 Second street).	1881	Miss Maria C. Elder	1	18	3–7	3
134	Kindergarten of the German-American Seminary.	Detroit, Mich. (251 Lafayette street E.)	1869	Minnie Budden		32	3½–6½	4
135	Germania Kindergarten.	East Saginaw, Mich	1876	Laura Ebel	1	65	3½–7	4
136	Second Ward Kindergarten.	Ionia, Mich. (box 417)	1880	Lida A. Brooks	0	60	5–8	5
137	Charity Kindergarten.	Minneapolis, Minn. (near cor. 16th ave. south and 7th sts.).	1880	Mrs. E. R. Holbrook	1	35	3½–7	3
138	Fröbel Kindergarten*	Minneapolis, Minn. (10th street, between 3d and 4th avenues S.)	1879	Elizabeth C. Stephenson.	4	40	3–8	3½
139	Plymouth Charity Kindergarten.	Minneapolis, Minn. (223 12th avenue S.).	1879	Amy B. Fisk	1	38	3–7	3
140	Private Kindergarten*a*	Minneapolis, Minn. (cor. 1st ave. S. and 17th street).	1881	Mrs. E. R. Holbrook	1	15	4–7	3
141	Kindergarten, German American Institute.	St. Paul, Minn. (305 E. 9th street).	1881	Miss Julia Nolte	1	20	3–7	3
142	St. Paul Kindergarten.*	St. Paul, Minn. (36 Iglehart street).	1868	Mrs. M. W. Brown	6	60	3–9	4

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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	....	Weaving, sewing, paper folding, painting, stringing beads, stringing papers and straws, and slate work.	Balls (worsted and wooden), cubes, cylinders, sticks, &c.	Makes the children more receptive and keen to observe, and improves their manners and morals.
....	....			
....	....			
....	....			
....	....			
5	36	Pricking, drawing, sewing, weaving, paper folding, paper cutting, modelling, exercises with the Kindergarten gifts, object lessons, singing, and reciting.	The usual furniture, gifts, materials for the occupations, &c., of a good Kindergarten.	Develops and trains the powers of body and mind naturally and harmoniously.
....	....			
5	32	Modelling, gymnastics, singing, forming geometrical figures with blocks and sticks, and other usual occupations.		
5	40	Usual Kindergarten occupations.	Usual appliances	Very beneficial to the physical and mental natures.
5	48	Fröbel's occupations, sand table work, &c.	Squared tables, chairs, benches, piano, pictures, flowers, sand tables, all the gifts and materials for occupations, lentils, buttons, leaves, &c.	
5	45	Weaving, drawing, perforating, sewing, and other occupations, gymnastics, games, marches, &c.	Tables, benches, a large and well ventilated room, piano, and all material necessary to a Kindergarten.	Turns the natural inclinations of children into right channels, awakens the intellect, harmoniously developing the physical, mental, and moral natures.
5	40	Drawing, sewing, pricking, folding, weaving, &c.	Fröbel's gifts	Strengthens physically and develops the memory.
5	40	All those usual in a Fröbel Kindergarten.	The gifts, consisting of blocks, sticks, rings, &c., materials for the occupations, weaving, drawing, pricking, &c., and all appliances necessary to carry out Fröbel's system.	Insures a healthy physical development, trains the artistic imagination, the scientific mind, and the skilful hand, engenders love for order, neatness, freedom, and justice, without taking the child from its innocent childish sphere.
5	40	Perforating, sewing, weaving, paper folding, interlacing, pasting, modelling, peas work, &c.	Fröbel's gifts, viz, balls, blocks, tablets, sticks, and rings.	Natural and harmonious development of mind and body, and superior preparation for future abstract study.
5	....	Lessons with blocks, sticks, rings, and slates, sewing, weaving, color mixing, and modelling.	Blocks, sticks, slates, rings, balls, bags, bibs, aprons, dishes, tables, &c.	Healthful.
5	40	All used in Kindergärten taught according to Fröbel's method.	All used in a true Kinderdergarten.	Very beneficial.
5	40	Weaving, sewing, mounting, pricking, paper folding, paper cutting, modelling, interlacing, drawing, peas work, and lessons with the gifts.	1st, 2d, 3d, 4th, 5th, and 6th gifts, building blocks, sticks, rings, tablets, and slats.	Strengthens the body, develops the mental faculties, and makes the children happy, independent, unselfish, kind, sympathetic, and grateful.
5	40	Fröbel's gifts, songs, plays, marching, gymnastics, and object lessons.	Tables, chairs, Fröbel's 20 gifts, piano, small museum, and bright sunshiny room.	Superior development of the physical, mental, and moral natures.

a This is held in the morning; Mrs. Holbrook has the Charity Kindergarten in the afternoon.

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
143	Kindergarten department of State Normal School.	Winona, Minn	1880	Mrs. S. C. Eccleston	2	35	3–6	3
144	Kindergarten, Stonewall Female College.	Ripley, Miss	.....	.....	....	....	.....	....
145	Kirkwood Seminary Kindergarten.	Kirkwood, Mo	1877	Mary M. Barr	....	10	5–8	1
146	Ames A. M. Kindergarten.	St. Louis, Mo. (Hebert, between 13th and 14th streets).	.....	Maria A. Kearney	7	*a*183	5–7	....
147	Ames P. M. Kindergarten.	St. Louis, Mo. (Hebert, between 13th and 14th streets).	.....	Dora Langford	4	*a*174	5–7	....
148	Bates A. M. Kindergarten.	St. Louis, Mo. (corner Bates and Collins streets).	1876	Lucretia W. Treat	3	175	4–6½	3
149	Bates P. M. Kindergarten.	St. Louis, Mo. (corner Bates and Collins streets).	1876	Lucretia W. Treat	2	166	.....	2½
150	Blair A. M. Kindergarten.	St. Louis, Mo. (18th street and St. Louis avenue).	.....	Nellie Ferguson	1	....	.....	....
151	Blair P. M. Kindergarten.	St. Louis, Mo. (18th street and St. Louis avenue).	.....	.....	2	....	.....	....
152	Carroll A. M. Kindergarten.	St. Louis, Mo. (corner Carroll and Buel streets).	1875	Sallie A. Shawk	4	90	5–7	3
153	Carroll P. M. Kindergarten.							
154	Charless A. M. Kindergarten.	St. Louis, Mo. (Shenandoah avenue near Gravois Road).	.....	Bettie Werden	2	*a*137	5–7	....
155	Charless P. M. Kindergarten.	St. Louis, Mo. (Shenandoah avenue near Gravois Road).	.....	Eva Hess and Sevilla Brady.	3	*a*145	5–7	....
156	Clay A. M. Kindergarten.	St. Louis, Mo. (corner Bellefontaine and Farrar streets).	1876	Irene F. Wilson	5	120	5–7	3
157	Clay P. M. Kindergarten.	St. Louis, Mo. (corner Bellefontaine and Farrar streets).	1876	Iola M. Gwathmey	2	*a*140	5–7	....
158	Clinton A. M. Kindergarten.	St. Louis, Mo. (Grattan street, between Hickory and Park avenue).	1877	Nellie Fisher	3	70	5–7	3
159	Clinton P. M. Kindergarten.	St. Louis, Mo. (Grattan street, between Hickory and Park avenue).	.....	Agnes Ketchum	2	*a*122	5–7	2½
160	Compton A. M. Kindergarten.	St. Louis, Mo. (Henrietta street).	.....	Ida Jorgensen	2	*a*87	5–7	....

a Enrolment for 1881–'82, including pupils receiving Kindergarten instruction

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	Drawing, sewing, perforating, weaving, paper interlacing, peas work, paper folding, paper cutting, modelling, and all of Fröbel's occupations.	All of Fröbel's gifts, piano, squared tables, and every appliance needed in a genuine Kindergarten.	Marked and wonderful.
....	....			
5	40	Weaving, perforating, sewing, drawing, paper folding and cutting, modelling, exercises with staffs, rings, cubes, balls, and cylinders.	Apparatus and appliances to the amount of $100.	Very healthful; excellent preparation for primary school.
5	40	Fröbel's occupations and exercises with the gifts.	All necessary for the Fröbel Kindergarten.	Cultivates the senses, awakens the child's curiosity, arouses a desire for knowledge, and stimulates to free creative activity.
5	40	Fröbel's occupations and exercises with the gifts.	All necessary for the Fröbel Kindergarten.	Cultivates the senses, awakens the child's curiosity, arouses a desire for knowledge, and stimulates to free creative activity.
5	40	Sewing, cutting, weaving, folding, drawing, peas work, modelling, stick laying, building, exercises on 1st, 2d, 3d, 4th, 5th, 6th, and 7th gifts.	Those introduced by Fröbel in his system of Kindergartening.	Harmonious development of the physical and mental natures.
5	40	Those given by Fröbel.....	Those introduced by Fröbel in his system of Kindergartening.	Harmonious development of the physical and mental natures.
....	....			
....	....			
5	40	Fröbel's occupations.....	Those given by Fröbel.....	Most excellent
5	40	Fröbel's occupations and exercises with the gifts.	Those given by Fröbel.....	Excellent in its effect on the more prominent habits and practices required of the pupil when he enters the primary school.
5	40	Fröbel's occupations and exercises with the gifts.	Those given by Fröbel.....	Excellent in its effect on the more prominent habits and practices required of the pupil when he enters the primary school.
5	40	Fröbel's occupations.....	Usual Kindergarten occupations.	Strengthens and develops the mental faculties and the muscles.
5	40	Fröbel's occupations.....	Usual Kindergarten occupations.	Excellent in every way, strengthening and highly developing.
5	40	Those used by Fröbel	Those used by Fröbel.....	Very good.
5	40	Fröbel's occupations.....	Those used by Fröbel.....	Very remarkable and beneficial.
5	40	Fröbel's occupations.....	Those used by Fröbel.	

only and those receiving primary and Kindergarten instruction.

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils. Number of.	Pupils. Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
161	Divoll A. M. Kindergarten.	St. Louis, Mo. (Dayton street).	1874	Susie M. Simmons	2	*a*170	5–7	3
162	Divoll P. M. Kindergarten.	St. Louis, Mo. (Dayton street, near Garrison avenue).	1875	Kate Sayers	3	70	5–8	2½
163	Eliot A. M. Kindergarten.	St. Louis, Mo	.....	Clara Hubbard.....	5	*a*148	5–7	3
164	Eliot P. M. Kindergarten.	St. Louis, Mo	.....	Clara Hubbard.....	4	*a*130	5–7	2½
165	Everett A. M. Kindergarten.	St. Louis, Mo. (1410 N. 8th street).	1874	Kate H. Wilson.....	1	*a*176	5–7	3
166	Everett P. M. Kindergarten.	St. Louis, Mo. (1410 N. 8th street).	1874	Ida Richeson	1	*a*147	5–7	2½
167	Franklin A. M. Kindergarten.	St. Louis, Mo. (corner 18th st. and Lucas avenue).	1875	Annie E. Harbaugh...	5	*a*164	5–7	3
168	Franklin P. M. Kindergarten.	St. Louis, Mo. (corner 18th st. and Lucas avenue).	1875	Mattie Johnson.....	2	*a*181	5–7	2½
169	Hamilton A. M. Kindergarten.	St. Louis, Mo. (25th and Dixon streets).	1876	Lucretia Nangle.....	2	*a*150	5–7	3
170	Hamilton P. M. Kindergarten.	St. Louis, Mo. (25th and Dixon streets).	1876	Ida R. Bates.....	2	*a*161	4–7	3¼
171	Humboldt A. M. Kindergarten.	St. Louis, Mo. (corner Jackson and Trudeau streets).	.....	Mary E. Thorn	2	166	5–7	3
172	Humboldt P. M. Kindergarten.	St. Louis, Mo. (corner Jackson and Trudeau streets).	.....	.....	3	140	5–7	2½
173	Irving A. M. Kindergarten.	St. Louis, Mo. (19th street and Bremen avenue).	.....	L. T. Newcomb	3	*a*189	5–7	....
174	Irving P. M. Kindergarten.	St. Louis, Mo. (19th street and Bremen avenue).	.....	L. T. Newcomb.....	3	*a*152	5–7	....
175	Jackson A. M. Kindergarten.	St. Louis, Mo. (Maiden Lane).	.....	Mary J. Kincaid.....	2	*a*134	5–7	....
176	Jackson P. M. Kindergarten.	St. Louis, Mo. (Maiden Lane).	.....	Hulda Werth.....	2	*a*104	5–7	....
177	Jefferson A. M. Kindergarten.	St. Louis, Mo. (9th and Wash streets).	1877	Julia Nievergelder....	4	*a*200	5–7	4
178	Jefferson P. M. Kindergarten.	St. Louis, Mo. (9th and Wash streets).	1877	Julia Nievergelder ...	3	*a*193	5–7	3½
179	Lafayette A. M. Kindergarten.	St. Louis, Mo.....	.....	Lina G. Shirley	3	*a*152	5–7	....
180	Lafayette P. M. Kindergarten.	St. Louis, Mo	.....	Lina G. Shirley	3	*a*136	5–7	....
181	Lincoln A. M. Kindergarten.	St. Louis, Mo.....	.....	Carrie M. Hart	5	*a*185	5–7	....

a Enrolment for 1881–'82, including pupils receiving Kindergarten instruction

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, folding, drawing, painting, modelling, singing, lessons in simple geometry, and numbers.		
5	40	Work which, through songs and play, develops the threefold nature of the child.	A large variety of gifts and materials for occupations, tables, chairs, blackboards, &c.	Very gradual and very good.
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.	All necessary for the occupations.	It trains to habits of attention, of self control, of action in concert, and of considerateness toward others.
5	40			
5	40	Folding, weaving, embroidering, drawing, cutting, and modelling.		Strengthens the physical, mental, and moral natures.
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 hand 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 hand to be servants of the will.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Educates the threefold nature of the child.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Educates the threefold nature of the child.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	The games tend to cultivate the sympathy of the child, the object lessons awaken an interest in material nature and in the products of intellect, and the occupations stimulate to free creative activity.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	The games tend to cultivate the sympathy of the child, the object lessons awaken an interest in material nature and in the products of intellect, and the occupations stimulate to free creative activity.
5	40	Pricking, sewing, drawing, intertwining, folding, cutting, peas work, card board modelling, and clay modelling.	1st and 2d gifts, four boxes of divided cubes, tablets, slats, sticks, and rings.	Makes the child graceful, polite, skilful, self-dependent, thoughtful, constructive, and eager for knowledge.
5	40	Pricking, sewing, drawing, intertwining, folding, cutting, peas work, card board modelling, and clay modelling.	1st and 2d gifts, four boxes of divided cubes, tablets, slats, sticks, and rings.	Makes the child graceful, polite, skilful, self-dependent, thoughtful, constructive, and eager for knowledge.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Superior preparation for the next grade of primary work.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Superior preparation for the next grade of primary work.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Harmonious development.

only and those receiving primary and Kindergarten instruction.

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils. Number of.	Pupils. Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
182	Lincoln P. M. Kindergarten.	St. Louis, Mo	.....	Nellie Flynn	3	*a*165	5–7	....
183	Madison A. M. Kindergarten.	St. Louis, Mo	1876	Ida Gilkeson	2	*a*123	5–7	....
184	Madison P. M. Kindergarten.	St. Louis, Mo	1876	Hattie Neil	1	*a*102	5–7	....
185	Maramec A. M. Kindergarten.	St. Louis, Mo. (Maramec street, near Jefferson avenue).	.....	Mary D. Runyan	3	*a*86	5–7	....
186	Mullanphy A. M. Kindergarten.	St. Louis, Mo. (corner 14th and Mullanphy streets).	1879	Lillie I. Park	2	120	5–8	3
187	Mullanphy P. M. Kindergarten.							2½
188	No. 1 School (colored) A. M. Kindergarten.	St. Louis, Mo	.....	Laura Fisher	2	.....	.....	....
189	No. 1 School (colored) P. M. Kindergarten.	St. Louis, Mo	.....	.....	3	.....	.....	....
190	O'Fallon A. M. Kindergarten.	St. Louis, Mo. (16th st. near O'Fallon).	1875	Mary H. Waterman	6	170	5–7	....
191	O'Fallon P. M. Kindergarten.	St. Louis, Mo. (16th st. near O'Fallon).	1876					
192	Peabody A. M. Kindergarten.	St. Louis, Mo. (corner Carroll street and 2d Carondelet avenue).	1876	Maggie Gorman	3	*a*170	5–7	3
193	Peabody P. M. Kindergarten.	St. Louis, Mo. (corner Carroll street and 2d Carondelet avenue).	1876	Mattie Brotherton	4	*a*142	5–7½	2
194	Penrose A. M. Kindergarten.	St. Louis, Mo. (Penrose street bet. Clay and Glasgow aves.).	.....	Mary L. Shirley	2	*a*139	5–7	....
195	Penrose P. M. Kindergarten.	St. Louis, Mo. (Penrose street bet. Clay and Glasgow aves.).	.....	Mary L. Shirley	1	*a*125	5–7	....
196	Pope A. M. Kindergarten.	St. Louis, Mo. (corner Laclede and Ewing avenues).	1877	Lizzie Hart	4	*a*130	5–7	3
197	Pope P. M. Kindergarten.	St. Louis, Mo. (corner Laclede and Ewing avenues).	1877	Lillie Hammerstein	1	*a*99	5–7	2½
198	Rock Spring A. M. Kindergarten.	St. Louis, Mo. (Manchester road).	1876	Mabel A. Wilson	1	74	5–7	3
199	Rock Spring P. M. Kindergarten.	St. Louis, Mo. (Manchester road).	.....	.....	2	*a*74	5–7	....
200	Shepard A. M. Kindergarten.	St. Louis, Mo	.....	Cornelia M. Maury	3	*a*131	.....	....
201	Shepard P. M. Kindergarten.	St. Louis, Mo	.....	Cornelia M. Maury	2	*a*123	.....	....
202	Stoddard A. M. Kindergarten.	St. Louis, Mo	.....	Mamie C. McCulloch	7	*a*185	5–7	....
203	Stoddard P. M. Kindergarten.	St. Louis, Mo	.....	Anna T. Merritt	3	*a*173	5–7	....

a Enrolment for 1881–'82, including pupils receiving Kindergarten instruction

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 occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Harmonious development.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Excellent preparation for later school work.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Cultivates the senses and tends to strengthen and develop the physique.
5	40	Fröbel's occupations and gift exercises.	Usual apparatus and appliances of Fröbel's system.	Develops physically, mentally, and morally.
5	40	Sewing, drawing, perforating, weaving, paper folding, paper cutting, and peas work.	Usual gifts, tablets, sticks, rings, &c.	
....	....	Fröbel's	Those given by Fröbel.	
....	....	Frobel's	Those given by Fröbel.	
5	40	Fröbel's occupations and gift exercises. Fröbel's occupations and gift exercises.	Those used by Fröbel.....	Beneficial.
5	40	Those recommended by Fröbel.	Those used by Fröbel.....	Beneficial.
5	40	Those belonging to Fröbel's system, folding, weaving, &c.	Those used by Fröbel.....	Excellent in every way, strengthening and highly developing.
5	40	Fröbel's	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	Those used by Fröbel.	
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	Sewing, paper folding, paper cutting, drawing, weaving, intertwining, interlacing, slats, modelling, peas work, songs, games, gift exercises, and lunch taking.	Fröbel's first seven gifts, sticks, rings, materials for modelling, perforating, sewing, scrap books, and portfolios for work, and table cloths, plates, &c., for lunch.	Trains the muscles, imparting strength and grace to the body, dexterity to the fingers, elasticity to the step, ability to the eye to detect resemblances and differences, and renders the child thoughtful, observing, attentive, industrious, sympathetic, and self reliant.
5	40	Fröbel's	Those given by Fröbel.....	Trains the muscles, imparting strength and grace to the body, dexterity to the fingers, elasticity to the step, ability to the eye to detect resemblances and differences, and renders the child thoughtful, observing, attentive, industrious, sympathetic, and self reliant.
5	40	Fröbel's	Those given by Fröbel.	
5	40	Fröbel's	Those given by Fröbel.	
5	40	Fröbel's.		
5	40	Fröbel's	Those given by Fröbel.	

only and those receiving primary and Kindergarten instruction.

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
204	Webster A. M. Kindergarten.	St. Louis, Mo. (corner 11th and Jefferson streets).	1875	Nora H. Dorn	4	a209	5–7	3
205	Webster P. M. Kindergarten.	St. Louis, Mo. (1905 Washington street, Carr Place).	1875	Nora H. Dorn	3	a193	5–7	2½
206	Blow A. M. Kindergarten.	South St. Louis, Mo. (cor. 5th street and Loughborough ave.)	1877	Sarah J. Sharpe	2	120	5–7	....
207	Blow P. M. Kindergarten.							
208	Carondelet A. M. Kindergarten.	South St. Louis, Mo. (corner Third and Hurck streets).	1875	Mary F. Choisel	3	a191	5–7	3
209	Carondelet P. M. Kindergarten.	South St. Louis, Mo. (corner Third and Hurck streets).	.....	Sarah S. Martin.....	2	a165	5–7	2½
210	Mrs. M. M. Winfield's Kindergarten.	Ashland, Nebr.....	1881	Mrs. M. M. Winfield .	2	57	3–7	4
211	Kindergarten department of public school.	Carlstadt, N. J	1875	Miss Bertha Kuhn....	....	50	5–6	4
212	Kindergarten of German, English, and French Academy.	Hoboken, N. J. (272 Bloomfield street).	1872	Elisabeth Heuser....	1	12	4–7	5
213	Kindergarten of the Hoboken Academy.	Hoboken, N. J. (Fifth street corner Willow).	1861	Miss L. Luther	3	57	5–7	5
214	Miss M. S. Schmidt's Kindergarten.	Hoboken, N. J. (352 Bloomfield street).	1876	Mathilde Schmidt.....	....	.....	.....	....
215	Fröbelsher Kindergarten.*	Jersey City, N. J. (28 and 30 Sherman avenue).	1877	Rud. C. Tschentscher	1	25	4–6	5
216	Miss Campbell's Kindergarten.	Morristown, N. J. (De Hart street).	1875	Miss E. F. R. Campbell.	2	24	4–7	4
217	Beacon Street School Kindergarten.	Newark, N. J. (10 Beacon street).	1872	Arnold Voget, principal.	3	75	4–7	5

*From Report of the Commissioner of Education for 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	Pricking, sewing, drawing, weaving, interlacing, folding, cutting, peas work, modelling, &c.	Paper, zephyr worsted, card board, 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.	Squared 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.
5	40	Pricking, sewing, weaving, folding, cutting, peas work, clay modelling, singing, games, &c.	Small tables and chairs, plates and cups, fine specimens of peas work, modelling, &c.	Tends to produce an erect carriage, graceful movements, and muscular strength, develops habits of observation and attention, and quickens the perceptive faculties.
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	Fröbel's occupations from 1 to 14.	Blackboard, charts, materials for occupations and object lessons.	Promotes health, and the refining and moral influences affect not only the child, but often the home circle of which it is a part.
5	44	Fröbel's occupations, conversation and singing in German and English, gymnastics, and lessons in reading, writing, and arithmetic.	Fröbel's gifts, blackboard, squared tables and slates, charts for object lessons, and piano.	Very beneficial.
5	44	Fröbel's occupations and gymnastics.	The materials used by Fröbel.	Healthful to body and mind.
5	44	All of Fröbel's occupations ...	Fröbel's materials	Most beneficial.
....	....	Fröbel's occupations.....	Fröbel's appliances.....	
5	44	Gymnastic exercises, marching, singing, object lessons, memorial exercises, weaving, paper folding, perforating, paper cutting, modelling, peas work, &c.	First seven of Fröbel's gifts, slates, pencils, charts, dumb bells, and wands.	Superior to other systems in developing the child physically and mentally.
5	40	Building, stick laying, weaving, embroidering, modelling, cutting and mounting, paper folding, drawing, printing, writing, &c.	All of Fröbel's gifts.....	Excellent
5	46	Building, stick laying, weaving, sewing, drawing, marching, singing, object lessons, and games.	Kindergarten furniture, tables, building blocks, slates, papers, card-board, &c.	Beneficial to body and mind.

a Enrolment for 1881–'82, including pupils receiving Kindergarten instruction only and those receiving primary and Kindergarten instruction.

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
218	German-American Kindergarten.	Newark, N. J. (19 Green street).	1871	Hermann von der Heide, director.	3	65	4–7	4½–5
219	Kindergarten of the First German Presbyterian School.	Newark, N.J. (College Place).	1878	Misses Babeth Guenther and Emma Eckers.	0	50	3–6	5
220	Kindergarten of the Twelfth Ward German-English School.	Newark, N. J. (46 Niagara street).	1874	Miss Mary C. Beyer..	1	50	3–7	5
221	American Kindergarten.*	Paterson, N. J. (167 Van Houten street).	1876	Miss S. M. Storey	2	35	4–15	5
222	Kindergarten.....	Upper Mont Clair, N. J.	.....	Miss Jennie Bolwell ..	....	....	.....	....
223	Kindergarten (Albany Female Academy).	Albany, N. Y. (Pearl street).	1879	Miss Martha H. Vane.	2	30	5–8	3½–4
224	Binghamton Kindergarten.	Binghamton, N. Y. (5 Myrtle avenue).	1880	Annie Belle Hall.....	1	20	4–8	4½
225	Brooklyn Fröbel Kindergarten.	Brooklyn, N. Y. (210 Clinton street).	1877	Misses Mary and Elizabeth P. Sharpe.	1	20	3½–9	3
226	Kindergarten (Christiansen Institute).	Brooklyn, N. Y. (207 Schermerhorn st.).	1874	Miss Klingsöhr, teacher.	....	14	3–7	3
227	Lafayette Kindergarten.	Brooklyn, N. Y. (390 Waverly avenue).	1877	Lena Schroeder.....	1	15	3–8	3
228	Mrs. Curtiss' School and Kindergarten.	Buffalo, N.Y. (1092 Delaware avenue).	1882	Mrs. C. M. Curtiss	1	10	4–7	3–4
229	Jardin des Enfants ...	Buffalo, N.Y. (284 Delaware avenue).	1877	Katharine Chester....	2	27	3–7	3
230	Kindergarten of the Poppenhusen Institute.	College Point, N. Y...	1870	Mina C. Brehm.....	1	106	3–6	5
231	Kindergarten, St. Malachy's Home.	East New York, N. Y.	.....	.....	....	....	.....	....
232	Kindergarten, State Normal and Training School.	Fredonia, N. Y	.....	Miss Mary A. Bemis..	....	....	.....	....

* From Report of the Commissioner of Education for 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	47	Weaving, sewing, modelling, drawing, writing, stick and ring laying, intertwining paper, paper folding, peas work, block building, lessons with tablets, paper cutting, singing, calisthenics and object lessons in German and English.	Squared tables, slates and blackboard, worsted balls, sticks, rings, 2d, 3d, 4th, 5th, and 6th gifts, materials for modelling, weaving, paper folding, sewing, and perforating, tablets, and illustrations for object teaching.	Cultivates correct habits of thought and expression, awakens the senses, makes the child graceful, polite, self-dependent, eager for knowledge, and skilful.
5	46	Singing, writing, drawing, exercises with balls, cubes, cylinders, and tablets, ring and stick laying, weaving, folding, straw and paper work, &c.	All material necessary for the occupations.	Develops the physical, mental, and moral faculties and forms a thorough preparation for elementary school work.
5	50	Object lessons, plays, block building, laying figures with tablets, staffs and rings, drawing, perforating, embroidering, braiding, interlacing, intertwining, peas work, paper folding, and modelling.	All Fröbel's Kindergarten gifts.	Awakens and trains the mind, enabling the little ones to see and appreciate with new delight objects by which they are surrounded.
5	40	Printing, drawing, weaving, perforating, embroidering, paper cutting, paper folding, ring and stick laying, designing, embossing, modelling, writing, calisthenics, pasting, &c.	Drawing cards, blocks, weaving materials, needles, paper, rings, sticks, clay, dumb bells, books, collections of leaves, shells, and stones.	
....	....			
5	38	The usual Kindergarten occupations for the first year for children under six years of age. Between six and eight years, instruction from books is combined with Kindergarten occupations.	Tables, pictures, blocks, straws, and other material used in Kindergärten, piano, books, and blackboard.	Excellent; the children keep their health and buoyancy and gradually acquire a love for books.
5	40	Exercises with gifts, weaving, perforating, embroidering, drawing, designing, modelling, paper folding, classification in the animal and vegetable kingdoms, &c.	Tables, chairs, blocks, weaving material, modelling tools, ruled slates, blackboards, globes, cabinet, &c.	Strengthens the physical and mental powers of the child, especially awakening his perceptive faculties and developing the power of memory, preserves his individuality, and creates in him a love of the beautiful and good.
5	33	Fröbel's occupations and exercises with the gifts.	All necessary appliances ...	Beneficial; strengthens the body and mind.
5	40	Fröbel's Kindergarten occupations, learning alphabet in English and German, and writing.	All Fröbel's gifts	Healthy and natural development in every respect.
5	36	All the usual occupations.....	All necessary appliances....	Good.
5	40	Weaving, modelling, drawing, pricking, embroidering, singing, marching, calisthenics, object lessons, reading, writing, block lessons, &c.	Tables, chairs, charts of animals, birds, and fishes, blocks, marbles, &c.	
5	36	Usual occupations	Usual apparatus.	
5½	46	All of Fröbel's occupations ...	Usual apparatus and appliances.	Excellent in every respect.
....	....			
....	....			

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils. Number of.	Pupils. Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
233	Harlem Kindergarten.	Harlem (New York), N.Y. (207 East 117th street).	1877	Mathilde Becker and Olga Jacobi.	1	64	3½–9	4
234	Free Kindergarten of All Souls Church.	New York, N. Y. (139 West 48th street).	1878	Mary L. Van Wagenen	6	80	2½–8	3½
235	Free Kindergarten of the United Relief Works of the Society for Ethical Culture.	New York, N. Y. (109 West 54th street).	1878	Fanny E. Schwedler..	*a*2	90	3–6	4
236	Hebrew Free Kindergarten.	New York, N. Y. (206 East Broadway).	1881	Ida Mandel.....	2	60	3–7	5
237	Kindergarten and Primary School. *b*	New York, N. Y. (165 West 53d street).	1874	Miss Jennie Bolwell..	1	28	3–9	4
238	Kindergarten, Friends' Seminary.	New York, N.Y. (East 16th street and Rutherford Place).	1878	Sarah M. Harris.....	0	20	3–7	3
239	Kindergarten of Children's Charitable Union.	New York, N. Y. (70 avenue D).	1878	Miss Emma Wissmann	*a*1	143	3–6	4
240	Kindergarten of the Academy of Mt. St. Vincent-on-the-Hudson.	New York, N. Y. (24th ward).	1880	Sister Mary J. St. John....		15	3–8	3
241	Kindergarten of the Academy of the Holy Cross.	New York, N. Y. (343 West 42d street).	1879	Sister M. Helena.....	2	30	3–7	3
242 243	Kindergärten of the Children's Aid Society.	New York, N. Y. (19 East Fourth street).	1879	J. W. Skinner, superintendent.	*c*2	170	.....	4
244	Kindergarten of the Foundling Asylum.	New York, N. Y. (E. 68th and 69th sts., Third and Lexington avenues).	1874	Sister M. Irene, directress.	4	200	3–6	1; 3½
245	Kindergarten of the German-American School of the Nineteenth Ward.	New York, N. Y. (244 and 246 East 52d street).	.....	Miss C. Dellevie.....	1	45	4–7	5

a Also ten volunteers. *b* Closed June, 1882; conductor removed to Upper Montclair, N. J.

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	43	Fröbel's occupations.....	All usually found in a true Kindergarten.	Very satisfactory.
5	36	Those given in a true Fröbel Kindergarten.	Gifts, materials for the occupations, ruled blackboards, and other apparatus necessary for carrying on the work.	Develops the physical and intellectual powers of the child naturally.
5	40	All the usual occupations and gifts, with the exception of the connected slat and the sixth gift.	Tables, chairs, pictures, stuffed birds, and a piano.	Gives control of the body, awakens the observing powers, and imparts dexterity to the hand; also power to analyze and synthetize, and to give expression to thought.
5	40	Singing, object lessons, games, gymnastics, drawing, weaving, sewing, pricking, paper folding, building, laying forms of life, knowledge, and beauty, with rings, sticks, and tablets.	Building blocks, squared slates, tablets, sticks, rings, and materials for sewing, pricking, paper folding, and weaving.	Promotes general health, and awakens the mental faculties naturally, bringing knowledge in a connected form before the mind.
5	40	Ball games, block building, drawing, stick laying, weaving, paper folding, cutting, and pasting, painting, peas work, modelling, and lessons with tablets.	Balls, blocks, slates, sticks, mats, slats, peas, rings, clay, seeds, paints, crayons, scissors, and paste.	Teaches the child to recognize and to respect the rights of others, to be courteous and kind to his elders, makes him thoughtful about the most common objects, thus increasing his own powers of happiness and usefulness to others.
5	40	Weaving, sewing, pricking, paper folding and cutting, paper and slat interlacing, drawing, modelling, singing, and games.	Fröbel's 1st, 2d, 3d, 4th, 5th, 6th, and 7th gifts; connected slats, slates, blackboard, sticks, peas, clay, &c.	Good, both physically and mentally.
5	40	Fröbel's occupations.....	Squared tables and chairs ..	Promotes physical health, quickens the faculties, cultivates habits of neatness, cleanliness, industry, and kindness; and these refining influences extend even to the parents.
5	42	Exercises, with all the gifts ..	Complete apparatus	Most excellent in every respect.
5	40	Fröbel's occupations.....	Charts, blackboards, cases for pupils' work, plants, birds, material for occupations, gifts, &c.	Makes the children healthy, cheerful, and happy, and under a thorough Kindergartener develops the mental faculties in a systematic manner.
5	35	Weaving, modelling, sewing, exercises with blocks, drawing, counting, writing, reading, spelling, and agriculture.	Blocks, sticks, clay, squared tables, blackboards; also ploughs and other appliances for teaching agriculture.	Quickens and develops the mental powers, fitting the child for ordinary school studies; also, teaches use of and how to handle different farming implements.
5	52	Paper folding, weaving, interlacing slats, peas work, drawing, perforating, embroidering, modelling, singing, playing, dancing, and gymnastics.	1st, 2d, 3d, 4th, and 5th gifts.	Renders the child graceful, polite, and intelligent, developing the physical and mental powers systematically.
5	43	Building, weaving, stick laying, paper folding, peas work, pricking, sewing, modelling, exercises with tablets, dumb bells, and slates, object lessons, singing, marching, &c.	.....	

c Number of assistants in the Eighteenth Street Kindergarten only.

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
246	Kindergarten of the training department of Normal College.	New York, N.Y. (Lexington avenue, between 68th and 69th streets).	1877	Helena L. Davis.....	0	34	4–5	4
247	Model Kindergarten and Training Class for Young Ladies.	New York, N. Y. (1455 Broadway).	1880	E. von Briesen.....	6	30	3–7	5
248	Normal Training School for Kindergarteners, Model Kindergarten, Elementary Classes and School Garden.	New York, N. Y. (7 East 22d street).	1872	Prof. John Kraus and Mrs. Maria Kraus-Bölte.	5	60	3–10	3½–4
249	Mrs. Smuller's Kindergarten.	New York, N. Y. (2125 Fifth avenue).	1873	Miss A. M. Smuller...	1	24	3½–7	3
250	Fröbel Kindergarten..	Nyack, N. Y. (Piermont avenue).	1882	Emma F. Wells.....	1	10	4–8	3
251	Nyack Kindergarten..	Nyack-on-Hudson, N. Y. (cor. Second ave. and Gedney street).	1878	Miss Sarah C. Robinson.	....	11	3–12	3
252	Kindergarten of the Oswego State Normal and Training School.	Oswego, N. Y.....	1882	Clara A. Burr.....	1	18	3–5	3
253	Cook's Collegiate Institute Kindergarten.	Poughkeepsie, N. Y. (324 Mill street).	1879	Marion A. Wilson.....	2	22	3–7	4
254	Fröbel Kindergarten..	Rochester, N. Y. (No. 3 Clinton Place).	1880	Lisa E. Marx	1	20	3–7	3
255	Jones Avenue Kindergarten.	Rochester, N. Y	1880	H. Estelle Dudley	1	20	4–8	4
256	Kindergarten, Western New York Institution for Deaf-Mutes.	Rochester, N. Y. (263 North St. Paul st.).	1878	Mrs. Mary H. Westervelt.	6	59	6–12	5½
257	Rochester Kindergarten and School.	Rochester, N. Y. (Christ Church Chapel, East ave.).	1878	Miss Meta C. Brown..	1	35	4–10	3½
258	Kindergarten of the Home for Destitute Children of Seamen.	West New Brighton, box 65 (Staten Island), N. Y.	1874	C. M. Thompson.....	....	30	3–7	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	38	Occupations and gifts of the Fröbel system.	All necessary material.....	
5	42	Fröbel's occupations, games, plays, songs, stories, &c.	Fröbel's gifts, appliances for calisthenics, &c.	Harmonious development; it teaches combination of knowing with doing.
5	38	Fröbel's occupations.....	Fröbel's gifts, seeds, plants, animals, and apparatus for teaching the metric system in the advanced classes.	Harmonious development of all the powers; it teaches combination of knowing with doing, and exerts a wholesome influence in the formation of character, cultivating a love of nature, a love for work, a generous regard for others, and a humane treatment of animals.
5	40	All occupations of Fröbel's system.	Fröbel's gifts, Kindergarten tables, blackboards, slates, charts, pictures, plants, &c.	Tends to make children active, healthy, happy, courteous, and unselfish, teaches accuracy and keenness in observation, independence in thought, and clearness in expression.
....	36	Drawing, perforating, embroidering, paper cutting, interlacing, intertwining, paper folding, peas work, and modelling.	1st, 2d, 3d, 4th, 5th, 6th, 7th, 8th, and 9th gifts.	Cultivates the intellect, the emotions, and the physical activities of the child, producing a development not attainable by any other method.
5	38	Weaving, modelling, drawing, designing, sewing, stick laying, study of natural objects of form and of color, singing, gymnastics, reading, spelling, and writing.	Charts for teaching color, form, natural history, botany, and reading, squared tables, boxes of geometrical forms, balls, books, and pictures.	Natural and harmonious development of the physical and mental powers.
5	40	Modelling, sewing, weaving, perforating, paper folding, and paper cutting.	Fröbel's gifts and the apparatus pertaining to the work.	
5	39	All of Fröbel's occupations.	Fröbel's gifts, piano, Kindergarten tables and chairs, and a room fitted in the most thorough and complete manner.	Trains the powers of observation, invention, and application, without undue pressure upon mind or body.
5	40	Weaving, paper folding, paper cutting, perforating, sewing, paper intertwining, painting, drawing, peas work, and modelling.	The 1st, 2d, 3d, 4th, 5th, and 6th gifts, tablets, slats, sticks, thread, rings, &c.	Equal development of body and mind, awakening all dormant faculties and laying a firm foundation for future life.
5	40	Perforating, sewing, drawing, weaving, paper folding, paper cutting, card board work, and modelling.	Squared tables, blackboards and slates, balls, blocks, sticks, rings, tablets, an organ, mottoes, bust and picture of Fröbel.	
5½	40	Weaving, stick and ring laying, sewing, drawing, designing, and lessons in written language, articulation, habits of animals and plants, &c.	Charts and pictures for teaching natural history and botany, microscope, globe, small museum, representing the animal, vegetable, and mineral kingdoms, and living natural objects.	Children are better developed physically and mentally than before the Kindergarten was established.
5	40	All the occupations of Fröbel's system.	Complete apparatus, with all modern improvements.	The physical, mental, and moral development eminently satisfactory, far exceeding the ordinary methods of education.
5	48	Those used by Fröbel (paper folding, drawing, sewing, care of plants, &c.).	All necessary appliances....	Decidedly beneficial.

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
259	Nursery and Child's Hospital Kindergarten.	West New Brighton, (Staten Island), N.Y.	1877	Mrs. M. A. Du Bois	....	20	5–11	5
260	West New Brighton Charity Kindergarten.	West New Brighton, (Staten Island), N.Y.	1880	Mary A. Boyle	....	20	3–7	4
261	Kindergarten	Wilmington, N.C	1882	Miss Emma McDougall	1	30	.....	...
262	Tileston Kindergarten	Wilmington, N.C. (corner 5th and Ann sts.)	1880	Miss Minnie Bogart	1	30	5–8	4–5
263	Avondale Kindergarten.	Avondale, Ohio (Main avenue).	1882	Margaretta Burnet	1	16	3–8	3
264	Cincinnati Free Kindergarten.	Cincinnati, Ohio (McMicken, head of Elm street).	1880	Mrs. E. Worden	6	200	3–6	3
265	Cincinnati Free Kindergarten.	Cincinnati, Ohio (16 East Front street).	1881	Miss Cox				
266	Kindergarten of the Cincinnati Orphan Asylum.*	Cincinnati, Ohio (Summit avenue, Mount Auburn).	1879	Miss Louise Davis	1	35	3–7	3
267	Mt. Auburn Kindergarten.	Cincinnati, Ohio (Evans street, Mount Auburn).	1878	Kathrine S. Dodd	3	25	3–7	3
268	St. James Place Kindergarten.	Cincinnati, Ohio (7 St. James Place, Walnut Hills).	1882	Ida M. Stevens	2	23	3–7	3
269	Seventh Street Kindergarten.	Cincinnati, Ohio (320 West 7th street).	1876	Helene Goodman	2	36	3–8	3
270	Walnut Hills Kindergarten.	Cincinnati, Ohio (Macmillan street, near Gilbert avenue).	1881	Lizzie Beaman	1	13	3–7	3½
271	East End Kindergarten.	Cleveland, Ohio (1457 Euclid avenue).	1881	Eunice Thomas	1	15	2½–8	3
272	Kindergarten	Cleveland, Ohio (1020 Prospect street).	1878	Florence E. Bucklin	....	11	3–7	3
273	Kindergarten in Miss Mittleberger's School.*	Cleveland, Ohio (429 Prospect street).	1877	Jane W. Hutchinson	0	14	3–8	3, 3½
274	Kindergarten	Columbus, Ohio (464 East Broad street).	.....	Miss Edith Ritson	....	....	.....	....
275	Kindergarten, Franklin County Children's Home.	Columbus, Ohio	1882	Mrs. E. B. Wright	....	44	3–6	2, 3
276	Kindergarten (Institution for the Blind).	Columbus, Ohio	1878	Miss Laura Strother	0	30	8–12	2
277	Kindergarten	Elyria, Ohio (East ave.)	1878	Miss Rosalie M. Hill	1	31	3–7	3

* From Report of the Commissioner of Education for 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	44	Usual occupations	Usual apparatus	
5	47	Fröbel's occupations, gymnastics, games, songs, stories, &c	Fröbel's gifts, plants, animals, &c.	
5	34		Those used in a regular Kindergarten.	Remarkably good.
5	36	Pricking, drawing, sewing, weaving, paper folding, paper cutting, peas work, modelling, stick laying, mathematical exercises with surface and solid forms.	Gifts, materials for occupations, squared tables, blackboard, &c.	Trains the eye and hand, cultivates the affections, and in many ways develops the physical and mental powers.
5	42	Singing, modelling, drawing, card board work, and paper cutting.	Balls, card board, worsteds, clay, drawing books, and paper.	Cultivates a taste for music, sharpens the intellect, awakens and develops the powers of observation, especially in regard to form.
5	44	All of Fröbel's occupations	Tables, chairs, piano, all of Fröbel's gifts, drums, &c.	Very encouraging.
5	36	Weaving, paper folding, sewing, modelling, drawing, lessons with blocks, singing, marching, and games.	All necessary for a well organized Kindergarten.	
5	40	All Fröbel's occupations	All the gifts and appliances recommended by Fröbel.	Trains the eye and ear, renders the child obedient, loving, and gentle, and brings him into close relations with nature.
5	37	All Fröbel's occupations	Fröbel's apparatus	
5	38	Lessons with Kindergarten gifts, weaving, drawing, paper folding and cutting, sewing, perforating, modelling, singing, games, and conversational lessons.	Kindergarten gifts and occupation material, Prang's series of natural history charts, piano, and the usual Kindergarten furniture.	Imparts a fondness for mathematics, makes the child more observing, more logical in thought, self-helpful, and respectful of the rights of others.
5	40	Usual occupations		Satisfactory.
5	38	Sewing, pricking, building, weaving, paper folding, paper cutting, modelling, &c.	Blocks, balls, sticks, peas, materials for modelling, sewing, pricking, weaving, &c.	Symmetrical development of the physical, mental, and spiritual natures.
5	40	Lessons with Fröbel's third and fourth gifts, weaving, sewing, stick and ring laying, modelling, paper folding, singing, object lessons, &c.	Chairs, squared tables, blocks, rings, balls, a cabinet, pictures, flowers, &c.	Very beneficial to physical development, being highly recommended by physicians; also induces thought and general mental growth.
5	52	Fröbel's occupations, and reading and numbers to the advanced class.	Those given by Fröbel	Develops the physical, mental, and moral powers, and lays a firm foundation for future education.
5	40	Weaving, sewing, cork work, modelling, paper folding, and chain making.	Gifts (1st, 2d, 3d, 4th, 5th, and 6th), modelling knives, and weaving needles.	Excellent for blind children; cultivates ease of motion and good manners, and quickens the powers of attention and apprehension.
5	24	Kindergarten games, weaving, pricking, sewing, paper folding, drawing, and modelling.	Low chairs and tables, material for occupations, dishes for lunch, and all appliances necessary for a true Kindergarten.	Harmoniously develops all the faculties of the child.

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of—	
	1	2	3	4	5	6	7	8
278	Kindergarten of Fayette Normal and Business College.	Fayette, Ohio	1876*a*	Mrs. Anna B. Ogden*b*.	....	13	3–7	3
279	Kindergarten in the Ursuline Convent.	Toledo, Ohio (corner Cherry and Erie sts.)	1879	Sister Mary, of St. Caecilia.	1	33	4–10	3
280	Primary School and Kindergarten, Urbana University.	Urbana, Ohio	.....	.....	....	....	.....	....
281	Fröbel Kindergarten	Portland, Oreg. (246 Washington street).	1882	Mrs. Caroline Dunlap.	1	21	3½–8	4
282	Kindergarten (Pennsylvania Training School).	Elwyn, Pa.	.....	Isaac N. Kerlin, M. D., superintendent.	2	40	3–9	4–5
283	Fröbel's Kindergarten, Lutheran Orphans' Home.	Germantown, Pa. (5580 Main street).	1879	Miss Laura C. Hoagland.	0	25	3–9	3
284	Germantown Free Kindergarten.	Germantown, Pa. (Penn street and Patton avenue).	1882	Alice M. Barrett	0	33	3–6	3
285	Germantown Kindergarten.	Germantown, Pa. (103 Price street).	1874	Miss Marianna Gay	2	18	3–7	3
286	Intermediate School and American Kindergarten.	Germantown, Pa. (Chelton avenue near Green street).	1876	Ada M. Smith	3	50	.....	4
287	Kindergarten of Lancaster County Home for Friendless Children.	Lancaster, Pa. (South Ann street).	1880	Miss Orril R. Cole	0	60	4–8	3
288	Miss Bennett's School and Kindergarten.	Philadelphia, Pa. (25 South Nineteenth street).	1874	Anna Bennett	1	19	3–7	2, 4
289	Charity Kindergarten*	Philadelphia, Pa. (New street public school building).	1880	Ella Long and Emma Gibson.	....	35	3–6	3

* From Report of the Commissioner of Education for 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	All Fröbel's occupations and gifts.	Balls, blocks, sticks, material for weaving, modelling, sewing, paper folding, &c.	Children become more orderly, obedient, observing, attentive, kind, affectionate, and loving.
5	40	Drawing, weaving, perforating, embossing, modelling, designing, gymnastic exercises, singing, recitations, and study of the kingdoms of nature.	All necessary appliances for the occupations.	Very good.
....	....			
5	....	Chain making, drawing, sewing, stick laying, pricking, paper folding, paper cutting, parquetry, modelling, weaving, leaf making, and paper lacing.	A bright, cheerful room, a piano, seats and squared tables, 1st, 2d, 3rd, 4th, and 5th gifts, rings, tablets, numeral frame, and materials for all the occupations.	Changes listlessness and indifference into attention, brightness, and a great desire for knowledge.
5	48	Those common to the system.	Those common to the system with such additions as will aid in the development of feeble-minded children.	Gradual development of the nervous system.
5	41	Modelling, weaving, sewing, perforating, staff laying, and exercises with all the gifts of the Kindergarten.	Fröbel's twenty Kindergarten gifts.	Promotes health and strength, and cultivates the inventive faculties.
5	51	Singing, physical exercises, object lessons on color, counting, adding, &c., modelling, sewing, drawing, weaving, perforating, exercises with geometrical forms, &c.	Tables, chairs, Fröbel's 1st, 2d, and 3d gifts, slates, colored crayons, materials for modelling, paper folding, weaving, sewing, &c.	Inculcates habits of cleanliness, order, gentleness, politeness, and helpfulness; imparts skill to the hands, and awakens interest in surrounding objects.
5	40	Playing a variety of games, and work with all of Fröbel's gifts.	All of Fröbel's gifts, seeds, stones, strings, cabinets of curiosities, plants, musical instruments, pictures, tables, chairs, &c.	Imparts grace, agility, and skill in all physical movements, steadiness of nerve, delicacy of touch, accuracy in the use of the senses, clearness of perception, and especially cultivates the inventive powers, the use of language, and a love for the beautiful.
5	44	Weaving, modelling, ring and stick laying, pricking, embroidering, reading, writing, object lessons, &c.	Miss Coe's American Kindergarten gifts and occupations, piano, wands, dumb bells, cabinet of specimens, stuffed birds, Prang's natural history series, cards for object lessons, maps, globes, charts, &c.	
5	40	Fröbel's occupations and gifts	Kindergarten tables, benches, gifts, and materials for occupations.	
5	35	Drawing, sewing, weaving, pricking, paper folding, paper cutting, stick laying, slat interlacing, modelling, ring laying, exercises with geometrical forms (cubes, oblongs, &c.), and other Kindergarten occupations.	Fröbel's gifts, and all other needed appliances.	Good.
6	52	Weaving, sewing, drawing, paper folding, pricking, and modelling.	Fröbel's gifts, consisting of blocks, sticks, slats, rings, balls, &c.	Strengthens the body, develops manual skill, exercises the senses, and employs the awakening mind.

a At Worthington; removed to Fayette in 1881. *b* Since removed to Washington, D. C.

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils. Number of.	Pupils. Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
290	Charity Kindergarten, Lombard Street Day Nursery.*	Philadelphia, Pa. (430 Lombard street).	1878	Miss L. Church	1	18	3–6	3
291	Charles Whitaker Kindergarten.	Philadelphia, Pa. (Reed street below Eighth street, St. Timothy's Protestant Episcopal church).	1882	Ella May Wood	1	31	3½–7	3
292	Eleventh Ward Kindergarten.	Philadelphia, Pa. (St. John and Buttonwood streets).	1882	Florence C. Fräntz	....	24	3–6	3
293	Fifteenth Ward Kindergarten and Day Nursery.	Philadelphia, Pa. (2330 Spring Garden street).	1882	Miss Grace Zieber	0	20	3–7	3
294	Free Kindergarten	Philadelphia, Pa. (Filbert street, above Twentieth).	1880	Ruth R. Burritt	1	20	3–6	3
295	Friends' Kindergarten	Philadelphia, Pa. (15th and Race streets).	1877	Susan T. Comly	2	38	3–7	3
296	Fröbel Kindergarten	Philadelphia, Pa. (1837 Chestnut street).	.....	.....	....	....	.....	....
297	Kindergarten	Philadelphia, Pa. (427 Pine street).	1878	Miss L. Church	1	20	3–6	3
298	Kindergarten, Fifth Ward Association.	Philadelphia, Pa	1881	Miss Florence Briggs	2	50	3–6	3
299	Kindergarten of the Eighteenth and Nineteenth Ward District Association of the Philadelphia Society for Organizing Charity.	Philadelphia, Pa. (116 Diamond street).	1882	Miss J. P. Johnston	0	25	3–6	3
300	Kindergarten of the New Wellesley School.	Philadelphia, Pa	.....	.....	....	....	.....	....
301	Kindergarten, St. Mary Street Home and Day Nursery.*	Philadelphia, Pa., (723 St. Mary street).	1881	Mrs. Susan Lesley	1	30	3–7	3
302	Kindergarten (Southern Home for Destitute Children).	Philadelphia, Pa. (s. e. cor. 12th and Fitzwater streets).	1882	.....	1	20	3–6	3
303	Miss Lehman's Fröbel Kindergarten.*	Philadelphia, Pa. (530 North 19th street).	1879	Emma T. Lehman	....	12	2½–8	3
304	Schleigh Kindergarten	Philadelphia, Pa. (18th street and Girard avenue).	1877	Miss Fannie M. Schleigh.	8	45	3–	5
305	Sixth Ward Kindergarten.	Philadelphia, Pa. (Crown and Race streets).	1880	C. Jessie Buggy	1	28	3–6	3

*From Report of the Commissioner of Education for 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
6	52	Sewing, weaving, drawing, paper folding, and modelling in clay.	Kindergarten chairs and tables, and Fröbel's gifts.	Very beneficial.
5	40	Building with blocks, drawing, sewing, pricking, stick and ring laying, gymnastics, vocal culture, games (illustrating trades, habits of animals, &c.).	Balls (worsted and rubber), 2d, 3d, and 4th gifts, rings, materials for pricking, sewing, and drawing, blackboard, &c.	Develops the child's threefold nature, brightens the dull and strengthens the weak.
5	....	Weaving, sewing, modelling, and drawing.	Colored balls, wooden sphere, cube, and cylinder.	Develops physically, training the hand and eye, develops clearness of perception, and cultivates attention, thought, and understanding.
5	44	The usual Fröbel occupations.	Those ordinarily used	
5	40	Occupations of Fröbel's system.	Those necessary for the perfect development of the child according to Kindergarten principles.	Promotes health, grace, and ease of body, develops quickness of perception, clearness and accuracy in thought, and cultivates truthfulness, gentleness, and love.
5	40	Fröbel's occupations.....	Fröbel's gifts and materials, plants, &c.	Produces sound minds in healthy bodies.
....	....			
5	52	Sewing, drawing, weaving, pricking, paper cutting, paper folding, and modelling.	Fröbel's 1st, 2d, 3d, 4th, 5th, 6th, and 7th gifts.	Lays a foundation for a systematic scientific education.
5	40			
5	....	.....	.....	Very good.
5	52	Sewing, weaving, and clay moulding.	1st gift, six colored balls; 2d gift, sphere, cube, and cylinder; 3d, 4th, 5th, and 6th gifts, large cubes, divided differently; 7th, tablets; 8th and 9th, slats; 10th, sticks; and, 11th, rings.	Harmonious development.
5	40			
5	35	Drawing, weaving, modelling, needlework, paper folding, pricking, paper cutting, building with divided cubes, games and exercises tending to develop the threefold nature of the child.	Blocks, balls, and squared tables.	Natural and harmonious development of the physical, mental, and moral natures, tending to produce wiser and better men and women.
5	40	All used in the Fröbel system.	.....	Very satisfactory; superior to any other system. Children are happy in their work, and develop in mind and body.
6	51	Perforating, bead stringing, drawing, sewing, weaving, paper folding, and modelling.		

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils. Number of.	Pupils. Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
306	Twenty-Ninth Ward Free Kindergarten.	Philadelphia, Pa. (2348 Jefferson street).	1882	Belle Halsall.....	0	25	3–6	3
307	Mrs. Van Kirk's Kindergarten.	Philadelphia, Pa. (1333 Pine street).	1874	Mrs. M. L. Van Kirk..	5	38	3–7	3½–4
308	Pittsburgh Kindergarten.	Pittsburgh, Pa. (36 Sixth street).	1875	Miss M. M. Wilson ...	2	35	3–10	3½
309	Sewickley Academy Kindergarten.*	Sewickley, Pa.....	1878	John Way, jr., superintendent; Miss C. B. Pierson, conductor.	1	23	3–8	3
310	Mrs. L. M. B. Mitchell's School and Kindergarten.	West Philadelphia, (315 N. 35th street).	1877	Anna W. Barnard	1	18	3–7	3
311	Locust Street American Kindergarten.	West Philadelphia, Pa. (4011 Locust street).	1880	Miss Sallie B. Loder ..	1	10	4–10	3½
312	West Philadelphia Kindergarten.	West Philadelphia, Pa. (202 South 41st street).	1876	Miss Mary J. Rider...	1	35	3–12	4
313	Miss Taft's Kindergarten.*	Newport, R. I.....	1881	Miss M. Florence Taft.	0	13	2½–6	3
314	Alden Kindergarten..	Providence, R. I. (91 Prospect street).	1878	Caroline M. N. Alden .	6	50	3–7	4
315	Free Kindergarten ...	Providence, R. I. (Fountain street).	1881	Miss Katharine M. Baker.	1	60	2–6	3
316	Miss Maude Dailey's Kindergarten.	Providence, R. I. (60 Barnes street).	1881	Maude Dailey	2	12	3½–7	2½
317	American Kindergarten.*	Lynchburg, Va. (Church street).	1876	Miss Jannet Cleland..	1	15	4–9	4
318	Portsmouth Primary School and Kindergarten.	Portsmouth, Va. (318 North street).	1876	Miss Virginia S. Staples.	2	33	4–10	5

*From Report of the Commissioner of Education for 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	....	Pricking, sewing, drawing, weaving, paper folding, paper cutting, peas work, and modelling.	Materials for pricking sewing, weaving, and modelling, balls, cubes, rings, sticks, peas, seeds, slates, and slats.	
5	35	Occupations designed by Fröbel.	Kindergarten appliances, piano, cabinet, plants, and an aquarium.	Assists in the natural development of the threefold nature of the child.
5	36	The various occupations devised by Fröbel, conversational lessons, gymnastics, games, &c.	All usual Kindergarten material.	Harmonious and satisfactory development, mental, moral, and physical.
5	38	Usual Kindergarten occupations, with lessons in reading, writing, numbers, and natural history for the advanced classes.	Fröbel's gifts, fountain, plants, &c.	Very good. Superior preparation for future study.
5	40	All of Fröbel's occupations, physical exercises, marching, games, and singing, taught by the tonic sol fa method.	All in general use, including color charts, music cases, &c.	Excellent.
5	36	Weaving, perforating, embossing, stick laying, designing, modelling, singing, calisthenics, games, lessons in color, in form, elementary lessons in spelling, reading, writing, geography, natural history, &c.	Kindergarten tables and chairs, piano, blackboard, color and form charts, globes, curvilinear and rectilinear solids, surface forms, books, slates, &c.	Strengthens physically, and develops the powers of observation and reason.
5	40	Those used in the Fröbel system.	Fröbel's gifts, blackboard, tables, chairs, musical blackboard, modulator, globe, geometrical solids, &c.	Harmonious development of the physical, mental, and moral faculties.
5	36	All of Fröbel's gifts and occupations.	Tables, chairs, blackboards, slates, flowers, and all the Kindergarten gifts.	Excellent.
5	40	Sewing, weaving, peas work, 3d, 4th, 5th, and 6th gifts, paper folding, modelling, drawing, singing, games, gardening, lessons in botany, zoölogy, &c., and for advanced class wood carving, lace making, gymnastics, and lessons in reading, writing, geography, arithmetic, French, and German.	Fröbel's apparatus and appliances, maps, globes, charts, blackboards, pictures, aquarium, books, gardens, and collections of plants, minerals, stones, shells, animals, &c.	Superior development of the physical, mental, and moral natures.
5	40	Weaving, sewing, modelling, drawing, gardening, games and exercises within and out of doors.	The usual gifts and material of a Kindergarten, plants, animals, &c.	Rapid, easy, natural, and harmonious development of the physical, mental, and spiritual nature of the child.
5	34	Singing, marching, conversation, blackboard exercises, Fröbel's occupations and gifts, gymnastic exercises, games, and French.	Tables, chairs, blackboard, natural history charts, plants, slates, piano, Fröbel's gifts, and materials for the occupations.	Strengthens physically and mentally.
5	38	Weaving, modelling, perforating, embroidering, drawing, peas work, lessons in form, also in reading, spelling, arithmetic, and poetry.	Geometrical forms, materials for weaving, globe, animals, and many pictures.	Develops in all directions, especially increasing the powers of observation and thought, and imparting a love for study.
5	40	Music, marching, reading, writing, arithmetic, calisthenics, object lessons, lessons in natural history, and the Bible.	Blackboards, cards, letters, blocks, sticks, balls, pictures, maps, charts, numeral frames, museum, gymnasium, ropes, swings, large box of sand, and a garden with tools for each child.	Decidedly beneficial.

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils.		Number of hours taught daily.
						Number of.	Between the ages of —	
	1	2	3	4	5	6	7	8
319	American Kindergarten.	Richmond, Va. (208 South Third street).	1877	Virginia R. Snyder	1	15	4–10	4
320	Kindergarten	Kenosha, Wis	1879	Frances A. B. Dunning	....	....	3–6	3
321	Kindergarten des Frauenvereins.	La Crosse, Wis. (Fifth street).	1877	Miss Ida Schubert	0	18	3–6	5
322	Madison Kindergarten	Madison, Wis. (Mifflin street).	1880	Miss Emma Jeschka	....	25	3–7	5
323	Private Kindergarten.	Madison, Wis. (corner Mifflin and Fairchild streets).	.....	.....	....	....	.....	....
324	Kindergarten der Nordwest Seite.	Milwaukee, Wis. (Seventh street, between Walnut and Germania).	1874	Miss Carrie Heyd	2	40	3–6	5
325	Kindergarten of the German and English Academy.	Milwaukee, Wis. (643 Broadway).	1874	Miss Helene Weissenborn.	1	35	3–7	4½
326	Milwaukee English Kindergarten.	Milwaukee, Wis. (493 Jefferson street).	1874	Mrs. Chas. H. Clarke	2	25	3–7	3
327 328 329 330 331	Milwaukee Kindergarten system. *a*	Milwaukee, Wis. (909 Grand avenue).	*b*1882	Sarah A. Stewart, general director.	20	600	4–6	3
332	St. Mary's Kindergarten.	Milwaukee, Wis. (corner Jefferson and Ogden streets).	1880	Sister Mary Ernesta, directress.	....	....	2–6	5½
333	South Side Kindergarten.	Milwaukee, Wis. (Greenbush street).	1874	Miss Sophia Holzhaeuser.	2	70	3–7	5
334	Kindergarten department, State Normal School.	Oshkosh, Wis	1880	Fanny C. Colcord	3	45	3–7	3
335	Sheboygan Kindergarten.*	Sheboygan, Wis. (corner Seventh street and New York avenue).	1874	Miss Annie Zaegel	....	20	3–7	5

* From Report of the Commissioner of Education for 1881.
a Including five Kindergärten for 1882.

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, pasting geometrical forms in colored papers, designing, painting, embroidering, peas work, modelling, perforating, paper cutting, exercises with blocks, &c.	Cabinet of curiosities from the three kingdoms of nature, geometrical charts, and color charts.	Rapid development of the senses and healthy activity of body and mind.
5½	40	Sewing, weaving, drawing, building, stick, ring, and tablet laying, book mark work, &c.	.....	Aids materially in physical and mental development.
6	48	Weaving, drawing, paper folding, perforating, sewing, paper interlacing, peas work, modelling, building with blocks, marching, singing, play and object lessons.		
5	50	The usual occupations with the different gifts, calisthenics, declaiming, and singing.	Colored balls, geometrical solids, tablets, sticks, slates, materials for perforating and embroidering, split wood, straw, clay, primers, blackboards, &c.	Imparts health and grace to the body, cultivates the reasoning and observing faculties, develops a sense of beauty in form, color, and sound, and trains the child to habits of order, punctuality, obedience, kindness, and self-control.
6	44	Gymnastics, singing, object lessons, drawing, modelling, paper folding, &c.	A full supply of gifts	Decidedly good.
5	38	Fröbel's occupations and gifts.	Chairs, tables, blackboard, charts, pictures, piano, and museum.	Marked.
5	40	All the occupations and gifts devised by Fröbel.	Gifts, blackboards, chairs, tables, &c.	Tends to promote strength, flexibility, and precision, produces ease, and politeness of manner, awakens discrimination in size, distance, direction, position, number, &c., and cultivates habits of order, neatness, obedience, attention, and of interest in and love for work.
5	44	Building exercises, pricking, singing, sewing, knitting, drawing, games, object lessons, conversational and memorizing exercises, and all Fröbel's occupations, often given in the open air.	Fröbel's gifts, objects for teaching color, form, number, &c.; appliances for calisthenics, musical instruments (drums, flutes, &c.) for drill.	Awakens and develops physically, mentally, morally, and spiritually.
5	40	Weaving, sewing, interlacing, drawing, writing, stick and ring laying, paper folding, modelling, peas work, block building, paper cutting, singing, calisthenics, and games.	Complete set of Fröbel's gifts, material for the occupations, and a piano.	Develops the physique, awakens the perceptive faculties, and benefits both body and mind.
5	37	Perforating, sewing, drawing, weaving, paper folding, paper cutting, peas work, and modelling.	All appliances needed.....	Develops manual skill, freedom and grace of movement, clear perception, habits of attention, self-dependence, and an eagerness for knowledge.
5	50	The occupations belonging to Fröbel's system.	Balls, sphere, cube, and cylinder, building blocks, tablets, slats, sticks, rings, and materials for pricking, embroidering, drawing, weaving, interlacing, peas work, and paper folding.	Improves the health and develops the mind, especially the memory.

[b] Date of the organization of the system in Milwaukee; Milwaukee Normal School Kindergarten, now the Central Kindergarten, was established in 1880.

TABLE V.—*Statistics of Kindergärten for* 1882; *from replies to*

	Name of Kindergarten.	Location.	When established.	Name of conductor.	Number of assistants.	Pupils. Number of.	Pupils. Between the ages of—	Number of hours taught daily.
	1	2	3	4	5	6	7	8
336	Watertown Kindergarten.	Watertown, Wis. (Fourth street).	1877	Miss Ella Koenig	0	40	3–6	6
337	Kindergarten*	Globe, Ariz	1881	Miss Stella A. Morehouse.	....	16	3–10	3
338	Kindergarten, Industrial Home School.	Georgetown, D. C	1880	Mary E. Hatch	....	20	4	3½
339	Bethany Free Kindergarten.	Washington, D. C. (1811 I street).	1880	Mrs. Anna B. Ogden	1	20	3–6	2½–3
340	Capitol Hill Institute and Kindergarten.*	Washington, D. C. (22 Third street southeast).	1877	Miss Cornelia F. Boyden.	3	64	{3–10 / 9–17}	3–4
341	Fröbel Institute and Kindergarten.	Washington, D. C. (1127 Thirteenth street).	1875	Miss Susie Pollock and Miss Catherine Noerr.	3	60	3–12	4½
342	Garfield Kindergarten.	Washington, D. C. (1811 I street).	1882	Mrs. Anna B. Ogden	....	22	.....	.....
343	Iowa Circle Graded School and Kindergarten.*	Washington, D. C. (936 P street).	1879	Dora N. Brown, principal; Kate S. White, Kindergartner.	0	34	4–12	6, 3
344	Kindergarten	Washington, D. C. (1135 Seventeenth street).	1881	Mrs. Olga M. Spier	....	20	4–8	4½
345	National Kindergarten and Primary School.	Washington, D. C. (929 Eighth street).	1874	Mrs. Louise Pollock	3	30	4–10	5
346	Washington Collegiate Institute Kindergarten.	Washington, D. C. (1023 Twelfth st.).	.....	H. N. Douglas	....	....	.....	.....
347	West End Kindergarten and School.	Washington, D. C. (800 Eighteenth st.).	1882	Miss Mary R. Pollock.	....	....	4–12	3½–4½
348	Santa Fé Academy Kindergarten.	Santa Fé, N. Mex	.....	Mrs. S. E. Carpenter	....	....	.....	.....

*From Report of the Commissioner of Education for 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	28	Singing, paper folding, paper cutting, weaving, pricking, embroidering, &c.	Building blocks, slates, hoops, balls, &c.	Very satisfactory.
5	40	Sewing, pricking, weaving, pasting, modelling, folding, cutting, and gardening.	All the gifts, papers, and books belonging to the system.	It makes the child graceful, easy, and polite in his manners, quickens the intellect, especially developing the powers of observation and expression, and its moral effect is incalculable.
5	40	Block building, stick, ring, and tablet laying, peas work, weaving, sewing, perforating, paper folding, modelling, &c.	Ruled slates, blackboard, the different gifts, and material for working.	Beneficial in every way.
5	30	Usual occupations	Usual Kindergarten gifts ...	Tends to awaken perception, cultivates self-control, improves habits relating to proper care of body and mind.
5	40	The 20 Fröbel gifts and occupations.	Usual gifts and appliances of a true Kindergarten, airy rooms, playground, piano for older pupils, dumb bells, maps, charts, blackboards, globes, &c.	Improves the physical condition, awakens and expands the mental faculties, teaches the child to be systematic, thoughtful of others, self-dependent, and polite, and lays a valuable foundation for later school work.
5	40	Those based on Fröbel's principles of education.	Those necessary to a well conducted Kindergarten.	Produces growth and advancement physically and mentally.
....	....	Usual Kindergarten occupations.	Usual Kindergarten gifts ...	
5	40	Weaving, paper folding, sewing, paper cutting and twisting, perforating, drawing, modelling, and peas work.	3d, 4th, 5th, and 6th gifts, tablets, slats, sticks, rings, materials for weaving and perforating, squared tables, slates, and blackboards.	Very beneficial to both body and mind.
5	40			
5	40	All of Fröbel's occupations except pricking and pasting.	Squared tables, slates, blackboards, all the gifts, including balls, sticks, blocks, tablets, staffs, rings, and Mrs. Hailman's 2d gift, materials for the occupations, garden tools, and Prang's natural history cards.	Improves the general health and teaches the child self-government; it is also a superior preparation for subsequent mathematical training.
....	....			
5	36	Fröbel's occupations, with reading, writing, arithmetic, drawing, singing in German and English, &c.	Usual appliances	
....	....			

TABLE V.—*Memoranda.*

Name.	Location.	Remarks.
Kindergarten in the Institution for the Deaf and Dumb.	Berkeley, Cal	Closed.
Charity Kindergarten of the Presbyterian Church.	Oakland, Cal	See Oakland Free Kindergarten; identical.
Silver Street Kindergarten	San Francisco, Cal	The officers of the Public Kindergarten Society, who had control of the original Silver Street Kindergarten, removed their institution to corner Seventh and Market streets, giving it the name of Pioneer Free Kindergarten. At 64 Silver street new schools were opened called New Silver Street Kindergarten and Silver Street Kindergarten No. 2.
Miss Browne's Kindergarten	Chicago, Ill	United with the Kirkland Kindergarten.
Charity Kindergarten	Chicago, Ill. (cor. Chicago avenue and La Salle street).	See Memorial Kindergarten (147 Milton avenue); identical.
Kindergarten (Misses Annie and Mary Howe).	Chicago, Ill	See Misses Grant's Kindergarten.
Kindergarten, Miss Mary J. Holmes' School.	Chicago, Ill	Closed.
Miss Nellie C. Alexander's Kindergarten	Chicago, Ill	Closed.
Parish Kindergarten	Danville, Ill	See Kindergarten, Holy Trinity School; identical.
Kindergarten in Cook County Normal and Training School.	Normalville, Ill	Closed.
Kindergarten (Pettingill Seminary)	Peoria, Ill	Not in existence.
Indianapolis Kindergarten	Indianapolis, Ind	See Normal Kindergarten; identical.
Meridian Hall Kindergarten	Indianapolis, Ind	Suspended.
Kindergarten (Miss L. Tallman)	Boone, Iowa	Closed.
Kindergarten School	Dubuque, Iowa	Not in existence.
Private School and Kindergarten	Topeka, Kans. (347 Jackson street).	Closed.
Miss E. D. Powell's Kindergarten	Louisville, Ky	Closed.
Miss Mary Barton's Kindergarten	Louisville, Ky	Closed.
Kindergarten (Miss B. L. Martin)	Baltimore, Md. (corner Wilson st. and Madison avenue).	Removed; not found.
The New Education Kindergarten	Baltimore, Md. (343 Linden avenue).	Removed; not found.
Normal Kindergarten	Baltimore, Md	Closed.
Kindergarten (Mary W. Mitchell)	Boston, Mass. (West Chester Park).	Removed; not found.
Roxbury Kindergarten	Boston, Mass. (Grove Hall).	Closed.
South End Kindergarten	Boston, Mass. (154 W. Concord street).	Removed; not found.
Brookline Free Kindergarten	Brookline, Mass. (Old Town Hall).	Closed.
Sparks Street Kindergarten	Cambridge, Mass	Closed.
Charity Kindergarten (Brockway Mission School).	Detroit, Mich	Not in existence.
Miss Jennings' Kindergarten	Detroit, Mich	Closed.
Kindergarten (Mrs. Eudora Hailmann)	Detroit, Mich	Closed.
Kindergarten of Elizabeth Aull Female Seminary.	Lexington, Mo	Closed.
Kindergarten department of public schools.	Carson City, Nev	Discontinued.
Private Kindergarten (M. E. Emerson)	Nashua, N. H	Closed.
Kindergarten of the Wykeham Institute	Bergen Point, N. J	Closed.
Kindergarten of the Academy of the Sacred Heart.	Hoboken, N. J	Closed.
Fröbel Kindergarten On the Hill	Brooklyn, N. Y. (46 Greene avenue).	Removed; not found.
Halsey American Kindergarten	Brooklyn, N. Y	Closed.
Kindergarten of the Brooklyn Children's Aid Society.	Brooklyn, N. Y	Not a true Kindergarten; the songs and plays of the system are used but none of the apparatus and appliances.
Miss Jaudon's Kindergarten	New York, N. Y	Closed.
Kindergarten	New York, N. Y. (220 Clinton street.)	Removed.
Kindergarten and Primary School	New York, N. Y. (165 West 53d street.)	Removed to Upper Mont Clair, N. J.
Kindergarten in St. Stephen's Church Home	New York, N. Y	Closed.
Kindergarten der Rochester Realschule	Rochester, N. Y	Closed.
Kindergarten (Charlotte Female Institute)	Charlotte, N. C	Closed.
Kindergarten (Peace Institute)	Raleigh, N. C	Closed.
St. Mary's Kindergarten	Raleigh, N. C	Not a true Kindergarten.

TABLE V.—*Memoranda*—Continued.

Name.	Location.	Remarks.
Kindergarten	Cincinnati, Ohio (166 West 7th street).	Removed to Avondale with name of Avondale Kindergarten.
Miss A. M. Janney's Kindergarten	Columbus, Ohio	Closed; succeeded by Miss Edith Ritson's Kindergarten.
Kindergarten of Ohio Central Normal School.	Fayette, Ohio	See Kindergarten of Fayette Normal and Business College.
Erie Academy Kindergarten	Erie, Pa	Closed.
Kindergarten of Hazzard's Academy	Monongahela, Pa	Temporarily closed.
Elizabeth Y. Webb's Kindergarten	Philadelphia, Pa	Closed.
Kindergarten (Miss Anna Longstreth)	Philadelphia, Pa	Not in existence.
West Chestnut Street Kindergarten	Philadelphia, Pa	Closed.
Sharon Hill Kindergarten	Sharon Hill, Pa	Closed.
Wilkes-Barre Kindergarten	Wilkes-Barre, Pa	Closed.
Kindergarten, Nashville Academy	Nashville, Tenn	Closed.
Milwaukee Normal School Kindergarten	Milwaukee, Wis	Now forms the Central Kindergarten of the Milwaukee Kindergarten system; its statistics are there included.
Georgetown Kindergarten	Georgetown, D. C	Closed.
Kindergarten (Mrs. S. A. Cavis)	Washington, D. C	Closed.
Metropolitan Seminary and Kindergarten	Washington, D. C	Closed; being succeeded by Garfield Kindergarten Training School, Tables III and V.

Kindergärten from which no information has been received.

Name and location.	Name and location.
Kindergarten (Miss D. A. Curtis), Sacramento, Cal.	Mrs. Hoffman's Kindergarten, Buffalo, N. Y. (623 Delaware avenue).
Shipley Street Free Charity Kindergarten, San Francisco, Cal. (146 Shipley street).	Kindergarten of Glens Falls Academy, Glens Falls, N. Y.
Fröbel School and Kindergarten, Chicago, Ill. (cor. Bishop court and Madison street).	Kindergarten, New York, N. Y. (56 W. 55th street).
Kindergarten, Chicago, Ill. (37 Johnson place).	Kindergarten of Mrs. Frederic Jonson's School, New York, N. Y. (13 East 31st street).
Kindergarten, Chicago, Ill. (62 Langley avenue).	Kindergarten of Mrs. Froehlich's School, New York, N. Y. (28 East 50th street).
Kindergarten, Chicago, Ill. (1818 Indiana ave.).	Kindergarten of Moeller Institute, New York, N. Y. (336 West 29th street).
Park Institute Kindergarten, Chicago, Ill. (103 Ashland avenue).	Cottage Kindergarten, Primary and Intermediate Classes, Syracuse, N. Y. (74 James street).
Marion Kindergarten, Marion, Ind. (5th street).	Fröbel Kindergarten, Syracuse, N. Y. (115 Cedar street).
Kindergarten of Louisville Female Seminary, Louisville, Ky. (6 West Chestnut street.).	Kindergarten, Warrenton, N. C.
Mrs. Brown's Kindergarten, Boston, Mass. (Hotel Cluny).	Kindergarten, Pittsboro', N. C.
Kindergarten of the Boston Orphan Asylum, Boston, Mass.	Brooks Kindergarten, Cleveland, Ohio (corner Prospect and Huntington streets).
Free Kindergarten, Cambridge, Mass. (Concord avenue).	Kindergarten Cleveland Academy, Cleveland, Ohio.
Kindergarten (Miss Hutchinson), Cambridge, Mass.	Orange Place Kindergarten, Toledo, Ohio (corner Orange and Huron streets).
Cambridgeport Kindergarten, No. 2, Cambridgeport, Mass. (cor. Windsor and School streets).	Fröbel Kindergarten, Germantown, Pa. (5262 Main street).
Moore Street Kindergarten, No. 1, Cambridgeport, Mass. (76 Moore street).	Fröbel Kindergarten of the Germantown Infant School, Germantown, Pa. (Haines st., near Main).
Fröbel Kindergarten, North Cambridge, Mass.	Kindergarten, Germantown, Pa. (29 Wister street).
Private Kindergarten, Detroit, Mich. (681 Cass avenue).	Charity Kindergarten, Philadelphia, Pa. (22d and Locust streets).
Kindergarten, Minneapolis, Minn. (227 S. 6th st.).	Kindergarten, Philadelphia, Pa. (1802 Wallace st.).
Kindergarten, St. Charles, Mo. (1511 Hubert st.).	Kindergarten, Philadelphia, Pa. (1718 Rittenhouse street).
Kindergarten of Martha Institute, Hoboken, N. J. (corner 6th street and Park avenue).	West Chester Fröbel Kindergarten, West Chester, Pa. (24 South Church street).
Kindergarten of St. Aloysius Academy, Jersey City, N. J.	Kindergarten (Charleston Orphan House), Charleston, S. C.
Miss Alston's Kindergarten, Newark, N. J. (Orchard street).	Williamston Female College Kindergarten, Williamston, S. C.
St. Peter's Kindergarten, Newark, N. J. (21 Livingston street).	Kindergarten, Young Ladies' School, Memphis, Tenn.
Fröbel's Kindergarten, Albany, N. Y. (Elk street).	Kindergarten, Leache-Wood Seminary, Norfolk, Va.
American Kindergarten, Brooklyn, N. Y.	Milwaukee Kindergarten, Milwaukee, Wis. (10th street).
Kindergarten, Brooklyn, N. Y. (591 La Fayette ave.).	
Mrs. R. Goodwin's Kindergarten, Brooklyn, N. Y. (154 Montague street).	
Miss Cora E. Mattice's Kindergarten, Buffalo, N. Y. (224 Jersey street).	

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882; *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 langnages.	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	1874	William Houston, A. M	M. E	3	2	146	93	53	126	18	0	0	0	0	0
2	Trinity Normal School*	Athens, Ala. (box 90)	0	1865	Miss Mary F. Wells	Non-sect	0	2	216	90	126	....	....	....	....	....	....	....
3	Wilcox Female Institute	Camden, Ala	1849	1849	Mrs. Mary A. Boyd	O. S. Pres	1	4	60	18	42	60	12	3	....	....	....	....
4	Carrollton Male and Female Academy.	Carrollton, Ala	1856	1856	T. G. Williams	Non-sect	1	2	57	43	14	52	5	3	5	0	1	0
5	Dadeville Female Institute	Dadeville, Ala	0	1850	Mrs. Alice Baggett	Non-sect	1	1	60	....	60	60	30	2	20	20	0	0
6	Dadeville Seminary	Dadeville, Ala	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....
7	Male High School	Dadeville, Ala	.....	1881	J. Oscar Pinckard	.....	2	....	50	50	....	30	2	....	8	2	....	....
8	Gaylesville High School	Gaylesville, Ala	1876	1871	Rev. Samuel L. Russell, A. M.	Non-sect	2	3	100	56	44	68	29	....	....	....	....	....
9	Greene Springs School	Greene Springs, Ala	0	1847	Henry Tutwiler, LL. D	Non-sect	1	1	30	27	3	30	23	5	....	....	....	....
10	Lowery's Industrial Academy	Huntsville, Ala	1879	1876	Anna L. Lowery	Christ	2	2	105	45	60	65	20	20	....	....	10	....
11	La Fayette Male and Female College.	La Fayette, Ala	0	.....	J. B. Duke and Miss Mary Callahan.	Non-sect	2	2	100	60	40	....	....	....	....	....	....	....
12	Livingston Male Academy	Livingston, Ala	.....	.....	R. B. Callaway	.....	1	....	25	25	....	25	....	....	....	....	....	....
13	Richardson and Cleveland's Academy and Commercial Institute. *a*	Mobile, Ala	.....	.....	David S. Richardson, A. M., superintendent.	.....	6	4	80	80	0	....	....	....	....	....	....	....
14	Hamner Hall	Montgomery, Ala	1860	1861	Rev. George M. Everhart, D. D	P. E	2	5	78	....	78	78	....	37	....	....	....	....
15	Mount Union Seminary	Mount Union, Ala	.....	1880	Rev. C. Jefferson Hammitt	M. E	1	....	56	23	33	56	....	....	....	....	....	....
16	William and Emma Austin College	Stevenson, Ala	1877	1878	A. F. Dix, president	Non-sect	3	2	112	61	51	(112)		0	....	....	....	....
17	Young Ladies' Academy of the Visitation.	Summerville, Ala	.....	1833	Sister M. Stanislaus, superior	R. C	....	....	60	....	60	....	....	....	....	....	....	....
18	Talladega College	Talladega, Ala	1869	1869	George H. Howe	Cong	6	8	290	155	135	256	14	....	....	....	....	....
19	Talladega Male High School*	Talladega, Ala	0	1880	W. M. Bethea	.....	2	....	55	55	....	30	20	....	....	....	....	....
20	Mountain Spring High School *b*	Trinity, Ala	.....	1874	George L. Sampson	P. E	2	....	20	20	....	20	9	5	8	3	2	2
21	Park High School	Tuskegee, Ala	.....	1859	James F. Park, A. M., PH. D	Non-sect	5	0	133	133	0	80	53	12	30	....	8	....
22	Arkadelphia Baptist High School	Arkadelphia, Ark	1876	1875	J. F. Howell	Baptist	1	2	51	23	28	39	12	....	....	....	....	....

23	Austin Institute	Austin, Ark	1880	1873	Cornelius S. Cable	Non-sect	2	....	130	72	58	130	30	....	....	....	....	....
24	Scientific and Normal School	Bentonville, Ark.	0	1882	J. W. Coltrane, A. B	Non-sect	2	2	150	69	81	....	....	....	....	....	2	1
25	Clinton Male and Female Academy	Clinton, Ark	1873	1875	T. L. Cox	....	2	2	140	80	60	122	12	6	4	8	....	....
26	Independent High School*	El Dorado, Ark	....	1881	Rev. J. G. Smyth, A. M.	Non-sect	2	....	50	20	30	45	5	....	2	....	....	....
27	Evening Shade College*	Evening Shade, Ark	1873	1874	Nath. T. Moore	Non-sect	2	1	132	84	48	132	12	0	100	10	0	....
28	Lee High School*	La Grange, Ark	0	1879	G. C. Woodson, A. B	....	1	1	45	25	20	45	0	0	....	6	0	0
29	Arkansas Female College	Little Rock, Ark	1872	1873	Myra C. Warner	Meth	1	6	100	0	100	90	5	5	0	0	0	0
30	Philander Smith College	Little Rock, Ark	....	....	....	M. E	....	....	....	....	....	....	....	....	....	....	....	....
31	Melbourne Academy	Melbourne, Ark	0	1877	M. H. Wilson	Non-sect	1	1	90	50	40	90	7	90	7	....	0	0
32	Monticello Male and Female Institute.	Monticello, Ark.	....	....	Prof. Henry E. Chambers	....	....	....	....	....	....	....	....	....	....	....	....	....
33	Prairie Grove Academy	Prairie Grove, Ark	....	1874	W. E. Rosser	....	1	2	115	56	59	104	11	....	9	....	4	....
34	Quitman College	Quitman, Ark	....	1871	Rev. Jerome H. Quitman	M. E. So.	(6)		138	....	....	....	....	....	....	....	....	....
35	Texarkana Institute	Texarkana, Ark	....	1882	Le Roy Bates, PH. D	M. E	....	....	....	....	....	....	....	....	....	....	....	....
36	Centennial Institute	Warren, Ark	1875	1875	M. D. Houk	Baptist	1	2	55	28	27	46	9	....	....	1	....	....
37	St. Catherine's Academy	Benicia, Cal	....	1850	Sister M. Louisa	R. C	0	10	120	....	120	120	0	0	0	0	0	0
38	St. Mary's Hall*	Benicia, Cal	....	1870	Rev. L. D. Mansfield, A. M., rector.	P. E	2	9	63	3	60	60	7	42	0	0	0	0
39	Litton Springs College*	Geyser Springs, Cal	1863	1870	John Gamble	Presb	7	1	65	65	....	60	20	10	6	....	2	....
40	Convent of Mary Immaculate*	Gilroy, Cal	0	1871	Mother Superior	R. C	....	3	80	30	50	....	....	....	0	0	20	....
41	Gilroy Seminary	Gilroy, Cal	0	1868	Sarah M. Severance	Non-sect	0	4	45	28	17	42	3	0	3	2	0	0
42	College of Notre Dame	Marysville, Cal	1869	1856	Sister Aloysius, S. N. D	R. C	....	6	120	30	90	....	....	....	....	....	....	....
43	Napa Collegiate Institute	Napa City, Cal	1870	1870	A. E. Lasher, A. M	M. E	4	7	183	100	83	100	40	43	10	50	3	4
44	Napa Ladies' Seminary	Napa City, Cal	1872	1861	D. W. Hanna, A. M	Presb	2	10	97	0	97	91	6	16	....	....	....	....
45	Miss Bisbee's School for Young Ladies.	Oakland, Cal	....	1881	Miss S. B. Bisbee	Non-sect	2	4	16	....	16	....	....	3	....	....	....	....
46	Convent of Our Lady of the Sacred Heart.	Oakland, Cal	....	1868	Rev. Mother J. Baptist, superior provincial.	R. C	....	15	115	....	115	100	6	80	....	....	....	....
47	Miss Field's Home School for Young Ladies.	Oakland, Cal	0	1872	Miss Harriet N. Field	Non-sect	5	8	127	0	127	127	18	37	0	0	0	0
48	Hopkins Academy	Oakland, Cal	1870	1871	Rev. Henry E. Jewett, M. A	Cong	6	2	65	65	0	50	15	6	10	4	4	0
49	Sackett School	Oakland, Cal	....	1878	D. P. Sackett, A. M	Non-sect	10	3	100	100	0	78	22	12	11	12	3	....
50	Snell Seminary for Young Ladies	Oakland, Cal. (568 12th st.)	....	1878	Richard B. Snell and Mary E. Snell.	Non-sect	2	10	125	0	125	120	5	30	0	0	0	0
51	Placerville Academy	Placerville, Cal	....	1861	George P. Tindall, A. M	Presb	2	4	122	60	62	....	....	....	4	3	....	....
52	Howe's High School and Normal Institute.	Sacramento, Cal. (6th st., between J and K).	....	1873	Edward P. Howe	Non-sect	1	3	62	32	30	57	5	....	2	....	....	....
53	Sacramento Institute	Sacramento, Cal	....	1876	Brother Genebern	R. C	10	....	300	300	....	200	70	30	....	....	....	....
54	Sacramento Select School	Sacramento, Cal. (L street, near 6th).	....	1871	Mrs. A. C. Curtis	M. E	....	1	118	70	48	118	4	14	7	26	19	30
55	Sacramento Seminary*	Sacramento, Cal	....	1863	Mrs. Hermon Perry	Non-sect	....	9	80	....	80	75	5	10	....	....	....	....
56	St. Joseph's Academy	Sacramento, Cal. (cor. 8th and G streets).	1875	1857	Sisters of Mercy	R. C	0	10	400	0	400	400	0	....	0	0	0	0
57	Young Ladies' Seminary	Sacramento, Cal	....	1862	William S. Hunt	Non-sect	1	2	105	60	45	105	6	6	2	3	1	3
58	Mrs. Colgate Baker's School*	San Francisco, Cal. (1608 Van Ness Avenue).	0	1878	Mrs. Colgate Baker	Non-sect	1	5	58	3	55	47	2	45	1	0	0	0

* From Report of the Commissioner of Education for 1881.

a These figures are for the school year 1881–'82, during which year the school was known as Richardson's Academy; at the opening of the school year 1882–'83 it assumed the name given above.

b These figures are for the year ending June 20, 1882; school since closed permanently.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
59	College of Notre Dame of San Francisco.	San Francisco, Cal	1876	1866	Sister Aloyse of the Cross	R. C	....	24	460	....	460	....	....	....	....	....	....	....
60	Irving Institute	San Francisco, Cal. (1036 Valencia street).	0	1877	Rev. Edward B. Church, A. M	Non-sect	4	4	65	5	60	50	15	15	0	0	0	0
61	Sacred Heart College*	San Francisco, Cal. (s. e. cor. Eddy and Larkin streets).	.....	1874	Rev. Brother Genebern	R. C	23	....	700	700	....	450	150	100	....	....	....	....
62	Trinity School	San Francisco, Cal. (1534 Mission street).	.....	.....	Rev. E. B. Spalding, A. M	P. E	....	....	....	....	....	....	....	....	....	....	....	....
63	University (City) College*	San Francisco, Cal. (Haight street).	1859	1859	Rev. James Matthews, D. D	Presb	3	4	58	44	14	36	22	12	....	....	1	....
64	Urban School	San Francisco, Cal. (Mason and Geary streets).	0	1864	Nathan W. Moore	Non-sect	9	2	83	83	0	13	70	60	23	15	9	1
65	Miss West's School for Girls*	San Francisco, Cal	0	1873	Mary B. West	P. E	....	9	76	6	70	70	6	65	0	0	1	0
66	Madame Zeitska's Institute	San Francisco, Cal. (922 Post street).	0	1862	Madame B. Zeitska, A. M	Non-sect	5	14	160	....	160	160	5	160	5	....	....	....
67	Home Seminary	San José, Cal. (Wilson avenue).	1881	1875	Miss M. S. Castleman	.....	1	5	14	....	14	....	....	....	....	....	....	....
68	Laurel Hall	San Mateo, Cal	.....	1864	L. Manson-Buckmaster	P. E	2	6	40	....	40	....	....	....	....	....	....	....
69	St. Matthew's Hall	San Mateo, Cal	0	1866	Rev. Alfred Lee Brewer, M. A	P. E	12	2	147	145	2	147	36	29	4	3	....	....
70	School of the Holy Cross	Santa Cruz, Cal	1875	1862	Sister Rose Genevieve	R. C	....	8	150	....	150	150	....	12	....	....	6	....
71	California Normal and Scientific School.	Vacaville, Cal	.....	1881	W. J. Stevens, A. M	Non-sect	3	2	105	41	64	56	4	8	2	....	....	....
72	Washington College*	Washington, Cal	1870	1871	S. S. Harmon, A. M. *a*	.....		(5)	72	42	30	....	....	....	10	12	....	....

73	San Joaquin Valley College	Woodbridge, Cal	1882	1878	Rev. D. A. Mobley, A. M., president.	U. B	3	2	68	45	23	18	36	0	9	28		
74	Colorado Seminary	Denver, Colo	1864	1864	Rev. David H. Moore, A. M., D. D., president.	Meth		5	250	130	120				100	70	5	2
75	Wolfe Hall	Denver, Colo		1868	Mrs. Anna Palmer	P. E	3	8	128	0	128	81	10	42				
76	Tillotson Academy	Trinidad, Colo	1880	1880	Henry E. Gordon	Non-sect	1	1	80	35	45	80	4	0	1	0	0	0
77	Academy of the Holy Family	Baltic, Conn		1874	Rev. Mother Carola, superioress.	R. C		8	140		140	100		140				
78	The Curtis School for Boys	Bethlehem, Conn		1875	Frederick S. Curtis, PH. B	Non-sect	1		11	11						1		
79	Golden Hill Institute and Family Boarding School.	Bridgeport, Conn	0	1850	Rev. Guy B. Day, M. A	Non-sect	1	0	12	9	3	12	8	5	4	1	1	0
80	Hillside Seminary	Bridgeport, Conn		1876	Mariana Slade Hopson and Anne J. Stone.	Non-sect	1	6	50	0	50	50	20	15				
81	Morgan School	Clinton, Conn	1870	1872	Dwight Holbrook, A. M	Non-sect	3	6	63	32	31	14	42		2	4	2	
82	Bacon Academy*	Colchester, Conn	1801	1803	George H. Tracy, A. M	Non sect	1		24	8	16	12	18	0	7	0	1	0
83	Elmwood School	Darien, Conn			M. J. Davis													
84	Durham Academy*	Durham, Conn		1842	Rev. Elwell A. Bishop, A. B	Non-sect	1	2	57	27	30		12					
85	Glastonbury Academy*	Glastonbury, Conn	1869	1870	F. H. Brewer		1	1	84	47	37	84	40	10	6	1	4	1
86	Greenwich Academy*	Greenwich, Conn	1827	1827	J. H. Root	Non-sect												
87	Brainard Academy	Haddam, Conn	1839	1839	Rev. E. E. Lewis, school trustee.	Cong												
88	Miss Haines's School for Young Ladies and Girls.	Hartford (Woodside), Conn.		1875	Miss Elizabeth H. Haines	Non-sect	2	8	80		80	80	10	75				
89	Seminary of Mt. St. Joseph	Hartford, Conn	1873	1873	Sister M. Agnes	R. C		12	70		70	70	20	55				
90	Rocky Dell Institute	Lime Rock, Conn		1864	J. H. Hurlburt	P. E	1	2	59	35	24	50	10	13	5			
91	Mrs. Robert H. Griswold's School.	Lyme, Conn		1878	Mrs. Robert H. Griswold	Cong		4	15		15	3		3				
92	Young Ladies' Seminary	Middletown, Conn		1876	Rev. B. A. Smith	Non-sect	1	3	64	30	34							
93	Mystic Valley English and Classical Institute.	Mystic Bridge, Conn	1880	1868	John K. Bucklyn, A. M., LL. D.	Non-sect	2	2	57	39	18	30	27	18	15	4	1	1
94	New Britain Seminary	New Britain, Conn		1870	Lincoln A. Rogers, A. M	Non-sect	4	4	64	38	26	64	7	5				
95	New Canaan Institute	New Canaan, Conn		1873	Mrs. E. F. Ayres	Non-sect		3	40	14	26	40	8	8	1			
96	The Elderage School	New Haven, Conn. (136 Sherman avenue.)		1873	Misses E. C. and S. J. Bangs.	Meth	1	6	35		35							
97	Miss Nott's English and French Family and Day School.	New Haven, Conn		1873	Miss Lydia P. Nott	Non-sect	1	9	60	0	60	60	30	35	0	0	0	0
98	West End Institute	New Haven, Conn		1870	Mrs. Sarah L. Cady	Cong	1	9	90		90							
99	Waramang Academy	New Preston, Conn	0	1852	Gould C. Whittlesey	Non-sect			25	14	11	25	2		0	0		
100	Miss Baird's Institute for Young Ladies and Children.	Norwalk, Conn		1882	Miss N. F. Baird	P. E	3	3	48	6	42	48	4	8				
101	Miss Meeker's School	Norwich, Conn		1869	Miss Henrietta Meeker	Cong	1	4	30		30	30		20				
102	Gildersleeve High School	Portland, Conn		1881														
103	Seabury Institute	Saybrook, Conn		1865	Rev. P. L. Shepard, M. A	P. E	2	2	45	40	5	40	5	3		2		
104	Betts Military Academy	Stamford, Conn	0	1838	James Betts	Non-sect	4		20	20					5	2		
105	School for Boys	Stamford, Conn		1875	H. U. King	Cong	4	1	45	45		27	18	4	15	1	1	1
106	Select Boarding and Day School*	Stamford, Conn		1854	George B. Glendining, A. M	P. E	2		30	30		30	15	10	6		2	
107	English and Classical School*	Stratford, Conn		1847	Frederick Sedgwick, A. M	Non-sect	1	1	18	8	10	18	4	0	1	0	0	0
108	Stratford Academy	Stratford, Conn		1876	E. E. Clark	Non-sect	2	2	22	12	10	22	8	5	4			
109	Stratford Institute for Young Ladies.*	Stratford, Conn		1876	Mrs. E. E. Clark	Non-sect	1	2	12		12	12	1	3				
110	The Gunnery	Washington, Conn	1852	1850	John C. Brinsmade	Non-sect			70	62	8	43	27	21	10	2	1	

* From Report of the Commissioner of Education for 1881.

a Has become principal of Harmon Seminary (see Table VIII).

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
111	St. Margaret's Diocesan School for Girls.	Waterbury, Conn	1875	1875	Rev. Francis T. Russell, M. A., rector.	P. E	3	10	130	....	130	....	....	....	....	....	....	....
112	Wilton Academy	Wilton, Conn	.....	1817	Edward Olmstead	Cong	1	....	22	14	8	22	15	....	6	....	....	....
113	Wilton Boarding Academy	Wilton, Conn	.....	1852	Augustus Whitlock	Non-sect	.....	.....	30	30	....	....	....	....	....	....	....	....
114	Parker Academy	Woodbury, Conn	.....	1851	H. C. Talmage, A. M	.....	1	1	46	28	18	34	12	2	4	1	....	....
115	Wilmington Conference Academy	Dover, Del	1873	1873	R. H. Skinner, A. M., and W. L. Gooding, A. M.	Meth	4	4	120	70	50	100	10	10	8	0	4	0
116	St. John's School for Boys	Faulkland, Del	.....	1880	Rev. Frederick Thompson, M. A.	P. E	4	....	35	35	....	15	15	5	15	16	2	....
117	Felton Seminary	Felton, Del	1867	1866	H. W. Hunt, A. M	Non-sect	1	2	50	15	35	50	0	0	0	0	0	0
118	Georgetown Academy	Georgetown, Del	1812	1812	McKendree Downham	Non-sect	1	1	43	20	23	37	6	....	2	....	....	3
119	Laurel Select School	Laurel, Del	.....	1881	W. B. Tharp	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
120	Milford Seminary	Milford, Del	0	.....	R. E. Maranville, A. M	Non-sect	1	1	55	25	30	40	15	....	4	....	....	....
121	Academy of Newark	Newark, Del	1769	1768	Rev. J. L. Polk, PH. D	Non-sect	3	2	60	30	30	30	25	12	20	20	12	....
122	Smyrna Seminary	Smyrna, Del	.....	1880	Miss M. E. Janvier	.....	....	*a*3	*a*54	*a*12	*a*42	....	....	....	....	....	....	....
123	Friends' School	Wilmington, Del. (4th and West streets.)	.....	1748	Isaac T. Johnson	Friends	1	3	100	55	45	83	17	0	2	1	....	....
124	Rugby Academy	Wilmington, Del	.....	1872	Dr. Samuel W. Murphy, A. M	.....	7	0	98	98	0	98	30	3	12	10	5	....
125	Wilmington Academy	Wilmington, Del	0	1876	James H. Crabb	Non-sect	4	2	98	68	30	98	10	....	....	....	....	....
126	Daytona Institute	Daytona, Fla	.....	1880	Miss Lucy A. Cross	Non-sect	....	3	44	18	26	39	5	2	....	....	....	....
127	Cookman Institute	Jacksonville, Fla	0	1874	Rev. Samuel B. Darnell, B. D.	M. E	3	3	196	92	104	166	30	....	30	....	2	0
128	Florida Military Institute	Jacksonville, Fla	.....	.....	Maj. George B. McClellan	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
129	Convent of Mary Immaculate	Key West, Fla	.....	1868	Mother M. Felicitas, superior.	R. C	....	13	270	....	270	270	....	50	....	....	....	....
130	Florida Institute	Live Oak, Fla	1876	1880	Rev. J. L. A. Fish	Baptist	1	3	117	66	51	115	2	0	2	0	0	0
131	Santa Rosa Academy	Milton, Fla	0	1875	W. J. Bowen	Non-sect	3	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

132	Academy of the Sacred Heart*	Palatka, Fla		1876	Sister M. Josephine, superior	R. C		4	50	20	30	30	20	6				
133	Christ Church School	Pensacola, Fla		1856	Mrs. Mary G. Scott	P. E	1	2	50	20	30		5	11				
134	West Florida Seminary*	Tallahassee, Fla	1851	1857	J. N. Whitner, A. M	Non-sect	1	2	54	20	34	36	19	0	1	0	0	0
135	Limetta Academy	Yellow Bluff, Fla		1878	J. C. Craver, M. D	Non-sect	2	1	48	22	26	40	6	2	3	5	0	0
136	Adairsville High School	Adairsville, Ga		1881	E. B. Earle, A. B	Non-sect	1	1	78	40	38	57	32	34	21	12	33	14
137	Bartow Classical Institute*	Adairsville, Ga		1881	Leonidas C. Dickey, A. M. *b*		2	3	60	34	26	20	40	12	40	11		
138	Cedar Creek High School	Adairsville, Ga		1880	J. D. McCollum	Baptist	2		52	27	25	23	10	34	8	6	3	1
139	Boys' High School	Albany, Ga		1881	Benjamin T. Hunter, A. M	Non-sect	1	1	55	55		55	22		10	2		
140	Sterne's Institute	Albany, Ga		1877	Mrs. A. Sterne	Non-sect		7	80	15	65			50				
141	Mulberry Grove Academy	Antioch, Ga		1881	James P. Mooty	Non-sect	1	1	47	20	27	28	7	5	18		3	
142	Home School for Young Ladies	Athens, Ga		1865	Madam S. Sosnowski and Miss C. Sosnowski.	Non-sect		7	60		60	60	8					
143	Atlanta Baptist Female Seminary	Atlanta, Ga				Baptist												
144	Atlanta Baptist Seminary	Atlanta, Ga	1879	1870	Rev. Joseph T. Robert, LL. D	Baptist	4		113	113								
145	Atlanta Female Institute	Atlanta, Ga	1882	1875	Mrs. Josephine W. Ballard	P. E	3	7	180		180	180	80	100				
146	Storrs School	Atlanta, Ga		1866	Miss Amy Williams	Cong	0	7	325	100	225	325	0	0				
147	Summerville Academy*	Augusta, Ga		1878	S. H. Owens	Non-sect	1	2	40	30	10	40	20	20				
148	Gordon Institute	Barnesville, Ga		1872	Charles E. Lambdin, A. M	Non-sect	3	3	247	144	103	190	57	5	12	3	3	
149	Union Academy	Bartow Iron Works, Ga		1876	James R. Glenn, A. M	Non-sect	1	0	50	26	24	50	4	0	2	1	0	0
150	Jackson Academy	Bellevue, Ga		1840	J. S. McDowell	Presb	1		33	18	15	19	10	5	4	3	1	
151	Blackshear Academy*	Blackshear, Ga	1873	1869	John E. Hanna	Meth	1	1	50	25	25	50	4					
152	Bond's Academy	Bond's Mill, Ga	0	1877	J. E. McDonald	Non-sect	1		33	18	15	29	4	0			2	
153	Boston Academy	Boston, Ga	1881	1882	William B. Fambrough, A. M	Non-sect	1	2	92	43	49	92	12	0	4	0	0	0
154	Butler Female College and Male Institute.	Butler, Ga	1875	1872	Charles A. Carson	Non-sect	2	3	164	77	87	164	32				2	
155	Calhoun Academy	Calhoun, Ga	1850	1850	Rev. J. B. Hillhouse	Non-sect	2	1	61	33	28	61	12		3		3	
156	Mrs. Fields' Select School*	Calhoun, Ga		1880	Mrs. M. E. Fields	Presb		3	64	30	34	52	12		5	2	3	1
157	Camak Academy*	Camak, Ga			A. F. Ware	Non-sect	1	1	75	40	35	49	30	35	20	15	2	2
158	Cherokee High School	Canton, Ga		1882	Miss Diana Duval		0	2	80	35	45							
159	Carroll Masonic Institute*	Carrollton, Ga	1872	1871	H. C. Brown		2	2	137	75	62	100	37	4			50	
160	Carsonville Academy	Carsonville, Ga		1858	Miss Annie Mangham	Meth		1	22	18	4	22		2	0	0	0	0
161	Cartersville High School	Cartersville, Ga		1871	Ronald Johnston		1	1	57	35	22	57	11	2	2		2	2
162	Cartersville Seminary	Cartersville, Ga			Mrs. S. F. Brame			4	100	25	75	100	30	6	8	0	0	
163	Cave Spring Female Seminary of Hearn School.	Cave Spring, Ga		1852	Mrs. Undine B. Lane	Baptist	2	3	64	2	62	62	34	4	7	3		
164	Hearn Manual Labor School	Cave Spring, Ga	1838	1838	J. H. Foster, jr	Baptist	2		48	48		36	12		6	5	4	
165	Cedartown High School*	Cedartown, Ga	0	1876	William J. Noyes, A. B	Non-sect	1	4	157	80	77	157	12	3	1	0	1	0
166	Cedartown Male and Female Academy.	Cedartown, Ga		1877	James C. Harris	Non-sect	1	2	108	46	62	93	15		17		1	
167	St. Joseph's Academy	Columbus, Ga		1862	Mother M. Bonaventure	R. C	1	5	95	35	60							
168	Slade's School for Boys	Columbus, Ga		1866	James J. Slade	Non-sect	1	0	44	43	1	30	27		12	6	3	4
169	Concord Academy	Concord, Ga	1867	1867	J. A. Jarrell													
170	Conyers Male and Female High School.*	Conyers, Ga	0	1858	L. F. Daniell, B. E		1	1	70	40	30	35	28	7	10	2	0	0
171	Corinth Academy	Corinth, Ga			W. M. Robinson	Non-sect	1	1	85	40	45	25	4					
172	Crawford Academy	Crawford, Ga		1868	John F. Cheney	Non-sect	1	1	55	31	24	50	5	0	5	1	2	
173	Central Collegiate Institute	Culloden, Ga		1847	R. J. Strozier	Non-sect	1	1	38	20	18	24	14	0	5	0	2	0
174	Cusseta Academy	Cusseta, Ga	0	1856	W. E. Murphey		1	2	100	48	52	100	25	3	10	5	3	0
175	Howard Normal Institute	Cuthbert, Ga		1870	F. H. Henderson	Non-sect	2		132	76	56	129	3		16		3	

* From Report of the Commissioner of Education for 1881.
a These figures are from the catalogue for 1880–'81.

b Has since gone to Corinth Female College, Corinth, Miss.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
176	Crawford High School	Dalton, Ga	1873	1873	Rev. W. M. Dyer, A. M	Baptist	3	1	90	90	....	63	40	14	35	4	....	....
177	Delbi High School	Danburg, Ga	0	1870	William P. Bradford	Non-sect	1	....	29	19	10	29	2	2	3	2	1	10
178	Decatur High School	Decatur, Ga	1825	1825	B. S. Crane	Non-sect	2	1	90	55	35	23	14	4	1	0	0	0
179	Farmersville Academy	Dirt Town, Ga	0	1856	W. T. Irvine	Non-sect	2	....	80	50	30	77	3	....	3	....	1	....
180	Duluth Academy	Duluth, Ga	.....	1877	T. B. Slade	.....	1	1	49	25	24	49	....	....	....	....	3	....
181	Eastman High School	Eastman, Ga	0	1877	John B. Johnson	Non-sect	1	1	76	34	42	76	14	0	9	0	0	0
182	Elbert Male High School*	Elberton, Ga	0	1830	Thomas C. Carlton	Non-sect	2	....	75	75	....	75	20	....	15	15	0	0
183	Moss Hill Academy*	Ellaville, Ga	.....	1860	John M. Collum	Meth	1	....	34	16	18	24	7	10	7	....	....	1
184	Ellijay Seminary	Ellijay, Ga	0	1874	M. G. Bates, A. M	M. E	1	1	96	51	45	20	15	10	7	3	1	....
185	Fairburn Academy	Fairburn, Ga	1876	1876	T. N. Rhodes	Non-sect	1	2	85	40	45	65	25	....	15	0	3	....
186	Forsyth Male and Female Institute	Forsyth, Ga	1851	1856	W. D. and T. H. Thurmond	Meth	3	1	100	40	60	100	30	70	40	10	1	....
187	Jackson Academy	Forsyth, Ga	1878	1878	William Francis Jackson	Baptist	1	2	108	40	68	108	....	....	....	....	....	....
188	Select School for Girls	Forsyth, Ga	0	1882	R. T. Asbury	.....	1	2	30	....	30	10	20	....	....	....	....	....
189	Fort Valley Female Seminary	Fort Valley, Ga	.....	.....	Mrs. Mary B. Persons	.....	....	3	65	....	65	65	34	5	4	....	2	....
190	Franklin Institute	Franklin, Ga	0	1880	Morgan H. Looney	Non-sect	3	2	150	90	60	140	20	2	6	....	1	....
191	Gainesville College	Gainesville, Ga	1882	1873	Rev. J. J. Methvin	Non-sect	2	3	148	97	51	....	47	10	....	....	....	....
192	Methodist College	Gainesville, Ga	1881	1880	Rev. C. B. La Hatte, president	M. E	3	2	120	51	69	42	27	18	....	....	....	....
193	Oak Grove Academy	Garden Valley, Ga	.....	.....	G. H. Murray	Non-sect	1	1	52	28	24	26	3	1	....	0	....	....
194	Greensboro' Male and Female Co-operative School.*	Greensboro', Ga	.....	.....	George B. Atkisson	.....	1	1	50	30	20	30	20	4	6	....	3	....
195	Miss Porter's High School	Griffin, Ga	0	1873	Miss M. E. Porter	Non-sect	....	3	50	....	50	50	12	3	....	....	....	....
196	Samuel Bailey Male Institute*	Griffin, Ga	1870	1870	Alanson B. Niles	Non-sect	2	1	97	97	....	97	15	....	6	0	3	0
197	Hartwell High School	Hartwell, Ga	0	.....	Morgan L. Parker	Non-sect	2	2	150	80	70	120	30	3	....	....	2	....
198	Hawkinsville Institute	Hawkinsville, Ga	.....	1877	M. T. Hodge	Non-sect	2	3	124	63	61	124	47	17	....	....	7	....
199	Hephzibah High School	Hephzibah, Ga	1860	1861	James A. Carswell, A. M	Baptist	1	2	60	34	26	....	....	....	....	....	3	....

200	Bradwell Institute	Hinesville, Ga. (Walthourville post-office).	1872	1871	S. D. Bradwell	Non-sect	2	2	52	28	24	40	22	....	2	2	2	....
201	Hogansville Academy	Hogansville, Ga	0	.....	James C. Boozer	.....	2	1	134	78	56	125	52	18	32	65	4	6
202	Jasper Institute	Jasper, Ga	0	1879	John W. Henley, A. B	Baptist	1	1	135	60	75	50	15	....	4	....	1	....
203	Auburn Institute*	Jeffersonville, Ga	.....	.....	George R. Glover	Non-sect	1	1	72	37	35	60	12	....	4	....	1	....
204	Middle Georgia College	Jonesboro', Ga	1879	1879	C. A. Key	Non-sect	1	4	235	120	115	200	50	....	75	....	75	....
205	Union High School	Jordan's Store, Ga	.....	1881	Robert B. Brooks	.....	1	1	66	38	28	59	7	....	....	....	....	....
206	Juniper High School*	Juniper, Ga	0	1877	John W. King	Baptist	1	2	105	69	36	90	47	20	6	4	22	3
207	Grooverville Academy	Key, Ga	0	1868	H. C. Ramsey	Non-sect	1	....	29	15	14	25	....	4	1	....	0	0
208	La Grange Seminary	La Grange, Ga	0	1877	O. D. Wagner, A. B	M. E.	1	1	116	53	63	116	....	....	....	....	7	....
209	Meson Academy	Lexington, Ga	1806	1807	Thomas B. Moss	Non-sect	1	1	47	25	22	47	10	3	8	4	3	0
210	Liberty Hill High School	Liberty Hill, Ga	.....	1867	C. A. Stephenson	Baptist	1	....	50	27	23	50	10	....	5	....	....	....
211	Washington Institute	Linton, Ga	1858	1858	Ivy W. Duggan, A. M	Baptist	2	2	130	70	60	130	40	....	20	....	....	....
212	Lewis High School	Macon, Ga	0	1868	W. A. Hodge	Cong	1	3	199	72	127	199	....	....	....	....	....	....
213	Forest Home Institute	Madison, Ga	.....	1870	Mrs. E. Nebhut	Presb	....	2	23	6	17	18	4	1	3	0	0	0
214	Madison Male High School	Madison, Ga	0	1875	E. W. Butler, A. M	Non-sect	1	0	54	54	0	35	19	0	....	....	6	1
215	Temperance Hill High School*	Madison, Ga	.....	1852	W. M. Bearden	Non-sect	1	....	27	15	12	24	3	0	3	0	0	0
216	Kennesaw High School*	Marietta, Ga	.....	1877	A. B. Fortune	Cong	1	....	38	21	17	35	2	....	7	....	10	....
217	Marietta High School (Male)	Marietta, Ga	.....	1882	W. E. Myers	Non-sect	1	....	25	25	....	25	6	....	4	....	....	....
218	Marietta Institute	Marietta, Ga	0	1881	Rev. V. E. Manget	Meth	1	1	111	55	56	87	17	11	....	....	....	....
219	Marshallville High School	Marshallville, Ga	1871	1871	J. W. Frederick	Non-sect	1	1	101	60	41	50	20	....	....	10	2	....
220	Maysville Institute	Maysville, Ga	0	1878	J. L. Caldwell	Non-sect	1	2	110	60	50	110	2	....	....	....	....	....
221	Milner High School*	Milner, Ga	0	1873	Miss Mattie L. Tyus	.....	1	1	57	30	27	....	....	....	....	....	....	....
222	Montezuma Male and Female Institute.	Montezuma, Ga	0	.....	W. A. Dodson	Non-sect	1	2	69	41	28	....	....	....	2	....	1	....
223	Spalding Seminary	Montezuma, Ga	1869	1869	James K. Dykes	Baptist	1	1	36	16	20	36	12	2	6	0	1	0
224	Morganton Academy*	Morganton, Ga	.....	1870	Mrs. O. F. Chastain	.....	....	2	45	30	15	30	2	0	2	2	1	....
225	Stonewall School*	Morven, Ga	0	1875	P. I. Dixon	.....	1	....	21	6	15	21	3	0	0	0	0	0
226	Mountville Academy	Mountville, Ga	1866	1866	W. E. and E. N. Dozier	.....	2	....	50	23	27	40	10	....	10	6	....	....
227	Newnan Male Seminary	Newnan, Ga	.....	1828	Charles L. Moses	Non-sect	2	2	125	125	....	100	25	10	20	....	5	1
228	Newnan Seminary*	Newnan, Ga	1850	1850	Daniel Walker	Non-sect	1	2	81	25	56	64	17	....	17	....	6	2
229	Southern Institute, Male and Female.	Newnan, Ga	1882	1881	William H. Andrews	Non-sect	2	2	81	40	41	60	25	10	0	0	0	0
230	Norcross High School	Norcross, Ga	.....	1873	N. F. Ceoledge, A. M	Non-sect	1	2	94	53	41	70	9	0	4	0	0	0
231	Brinkley Academy*	Norwood, Ga	0	1879	William L. C. Palmer	Non-sect	2	....	65	30	35	40	25	10	5	....	....	....
232	Norwood Academy	Norwood, Ga	.....	1880	Thomas C. Newton	Non-sect	1	2	60	25	35	47	15	0	....	....	....	....
233	Farmers' High School	Owensbyville, Ga	.....	1870	Leonidas Jones	Non-sect	1	1	70	35	35	70	20	0	5	0	0	0
234	Mercer High School	Penfield, Ga	1879	1880	J. W. Ellington	Baptist	1	1	39	18	21	29	10	0	1	0	1	0
235	Houston Male and Female College	Perry, Ga	1853	1853	James H. Nash	Baptist	1	2	65	....	....	....	....	....	....	....	....	....
236	Philomath Institute	Philomath, Ga	.....	1840	E. W. Anderson	Meth	1	....	49	29	20	25	13	....	....	1	1	....
237	Pine Log Masonic Institute	Pine Log, Ga	.....	1869	J. M. Boyd	.....	2	....	77	37	40	77	5	....	5	15	7	....
238	Willis Institute*	Pistol, Ga	.....	1875	Miss Sallie J. Willis	Baptist	....	2	33	10	23	28	5	....	5	....	....	1
239	Powelton Male and Female School.	Powelton, Ga	.....	.....	S. N. Chapman	Non-sect	1	1	50	29	21	50	8	....	1	1	0	0
240	Quitman Academy	Quitman, Ga	.....	.....	S. G. Brinkley	Non-sect	1	4	130	71	59	124	36	0	36	....	6	1
241	Rabun Gap Institute	Rabun Gap, Ga	.....	1873	William A. Curtis	Non-sect	1	....	50	28	22	50	....	....	....	....	....	....
242	Mt. Vernon Institute*	Riddleville, Ga	1859	1858	Rev. John J. Hyman	Baptist	1	2	67	35	32	67	5	3	1	....	....	....
243	Masonic Literary Institute*	Ringgold, Ga	1870	1871	W. T. Laine	Non-sect	1	2	71	41	30	....	15	16	16	....	....	....
244	Rock Mart School	Rock Mart, Ga	.....	1871	S. K. Hoge	.....	1	2	102	48	54	....	....	1	....	1	....	....
245	Idle Wild Academy	Rocky Creek, Ga	.....	1870	W. T. Freeman	Baptist	1	....	33	15	18	33	5	0	3	2	0	3
246	Rome Male High School	Rome, Ga	.....	1870	John M. Proctor	Non-sect	1	....	50	50	....	30	20	....	8	....	2	....

*From Report of the Commissioner of Education for 1881.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
247	Roswell Academy	Roswell, Ga	1840	1840	Charles G. Power		....	....	48	25	23	48	1	....	1	....	....	....
248	Rutledge High School	Rutledge, Ga	.....	1872	T. J. Walker	Non-sect	1	2	95	42	53	95	12	18	3	7	0	....
249	Beach Institute	Savannah, Ga	.....	1866	H. H. Wright, A. M	Cong	1	5	296	126	170	190	6	....	....	....	....	....
250	Savannah Military Academy	Savannah, Ga	.....	1882	Benedict J. Burgess	Non-sect	7	....	85	85	....	85	71	10	....	....	....	....
251	Excelsior Academy	Senoia, Ga	0	1872	F. W. Glover	Baptist	1	3	104	37	67	81	17	0	7	0	1	0
252	N. E. Ware's Business and Literary Institute.	Sharon, Ga	0	1877	N. E. Ware	Non-sect	1	1	56	24	32	41	15	0	5	....	1	....
253	Smyrna Male and Female Academy	Smyrna, Ga	0	1876	W. G. Walker	Non-sect	1	1	61	34	27	61	7	0	1	2	0	0
254	Oak Grove Male and Female Academy.*	Social Circle, Ga	.....	1878	Rev. D. F. C. Timmons	M. E. So	1	....	60	32	28	58	2	14	2	....	....	....
255	Sparta Male and Female Academy	Sparta, Ga	0	1833	D. Q. Abbott, A. M	Non-sect	1	2	73	40	33	73	30	2	13	0	0	0
256	Spring Place High School	Spring Place, Ga	0	.....	A. B. Smith	Non-sect	1	1	63	34	29	42	13	14	9	5	7	3
257	Stilesboro' Institute*	Stilesboro', Ga	1856	1859	John F. Marsh		1	....	95	44	51	....	7	25	6	....	....	....
258	Stone Mountain High School	Stone Mountain, Ga	.....	.....	J. F. McClelland, A. M	Non-sect	1	1	95	45	50	....	....	....	....	....	....	....
259	Sugar Valley Academy	Sugar Valley, Ga	.....	1840	W. M. Janes	Non-sect	1	1	70	39	31	50	20	15	20	30	10	8
260	Sumach Seminary*	Sumach, Ga	.....	1869	E. I. F. Cheyne, A. M	Cumb. Presb.	2	1	150	100	50	150	10	....	12	20	3	....
261	Summerville Academy*	Summerville, Ga	0	1845	Miss M. C. Johnston	Baptist	0	2	85	40	45	85	0	0	0	0	0	0
262	Collinsworth Institute and Le Vert College.	Talbotton, Ga	1838	1837	Rev. John T. McLaughlin, A. M., and P. E. Davant.	Non-sect	2	2	110	50	60	110	20	....	....	....	....	....
263	Society Hill Academy	Taylor, Ga	.....	.....	Miss Ellen Vinson	M. E	0	2	57	29	28	57	....	2	0	0	....	....
264	Tennille High School	Tennille, Ga	.....	1879	T. J. Beck	Baptist	1	2	83	50	33	71	12	8	8	4	4	2
265	R. E. Lee Institute	Thomaston, Ga	1876	1876	George A. Harrison		1	3	196	85	111	196	50	....	....	....	....	....
266	Thomson High School*	Thomson, Ga	0	1874	William B. Fambrough, A.M.a	Meth	2	....	95	43	52	92	3	....	....	....	2	....
267	Toccoa Academy*	Toccoa, Ga	0	1874	Eli Reese Doyle	Non-sect	1	1	45	25	20	30	10	6	1	0	1	0
268	Union Point High School	Union Point, Ga	.....	.....	Robert B. Smith	Non-sect	1	1	54	28	26	54	5	0	10	0	2	....

269	Walthourville Academy	Walthourville, Ga	1823	1823	Miss Minna Montgomery	Non-sect	....	1	23	16	7	23	....	2	0	0	0	1
270	Warrenton Academy*	Warrenton, Ga	1829	1829	J. S. Pierce	Non-sect	1	1	83	40	43	68	15	0	3	0	1	0
271	Washington Female Seminary	Washington, Ga	1800	1793	Mrs. J. I. Ingram	Non-sect	1	2	65	....	65	30	15	20	(20)		1	....
272	Washington Male Academy	Washington, Ga	1783	1827	O. S. Barnett	....	1	....	38	38	....	38	7	....	5	....	....	....
273	Anthon Academy*	Wellborn's Mills, Ga	.....	1873	Walter T. Allen	Non-sect	1	0	30	18	12	30	1	1	4	1	0	0
274	Bethel Academy*	West Point, Ga	0	1860	Frank Ward	Non-sect	1	....	40	25	15	40	13	....	7	1	3	2
275	Dawson Institute	White Plains, Ga	0	1833	J. M. Howell	Non-sect	1	1	42	18	24	....	12	....	....	....	0	....
276	Whitesburg Academy	Whitesburg, Ga	.....	1873	J. H. Barron and E. L. Thomas.	....	2	1	90	46	44	80	10	....	....	....	....	....
277	Excelsior Academy	Zebulon, Ga	.....	1880	John N. Brooks	....	2	1	90	40	50	45	15	30	8	....	....	....
278	German Evangelical Lutheran School.	Addison, Ill	1849	1849	Rev. J. T. Grosse	Ev. Luth	2	1	184	99	85	138	....	184	5	....	5	....
279	Aledo Academy	Aledo, Ill	.....	1874	J. R. Wylie, A. M	Non-sect	1	1	80	37	43	48	17	15	4	3	6	2
280	Jennings Seminary and Aurora Normal School.	Aurora, Ill	1855	1857	Thomas J. Bassett, A. M	M. E	8	5	340	181	159	....	....	....	18	12	1	....
281	Institute of the Immaculate Conception.	Belleville, Ill	1860	1859	Sister Mary Jerome	R. C	....	17	710	285	425	710	....	....	....	....	....	....
282	Bunker Hill Academy	Bunker Hill, Ill	.....	1857	Rev. Samuel L. Stiver, A. M.	Non-sect	1	....	30	15	15	30	5	5	....	....	....	....
283	Ascension School	Chicago, Ill. (418 La Salle avenue).	0	1881	Miss Mary J. Holmes	P. E	4	5	76	35	41	76	5	13	2	....	....	....
284	Chicago Ladies' Seminary	Chicago, Ill. (15 Sheldon street).	.....	1860	Miss Charlotte A. Gregg	Non-sect	2	10	80	....	80	....	19	23	....	....	....	....
285	Convent of the Immaculate Conception.	Chicago, Ill	.....	1873	Sister Borromeo	R. C	....	3	75	40	35	65	10	0	0	0	0	0
286	Dearborn Seminary	Chicago, Ill. (985 Wabash avenue).	.....	1856	Zuinglius Grover, A. M	Non-sect	1	12	154	4	150	....	25	50	....	....	....	....
287	French and English School	Chicago, Ill. (1555 Michigan avenue).	.....	1873	Mlle. Clemence Broussais	Sw'd'g'n	....	4	22	....	22	20	....	22	....	....	....	....
288	German-American Academy of Chicago.	Chicago, Ill. (117 S. Robey street).	1882	1876	Prof. Robert Haentze	Non-sect	3	2	50	30	20	50	18	25	3	1	....	....
289	German Institute	Chicago, Ill	.....	1871	J. C. Stoelke	Non-sect	2	1	175	110	65	....	....	....	....	....	....	....
290	Heimstreet's Classical Institute	Chicago, Ill. (420 Wabash avenue).	.....	1873	C. Heimstreet	....	8	3	65	27	38	44	13	8	11	2	5	3
291	Kirkland School	Chicago, Ill. (275 Huron street).	.....	1875	Miss Elizabeth S. Kirkland	....	3	8	152	48	104	....	....	....	....	....	....	....
292	Mrs. Loring's School for Young Ladies and Children.	Chicago, Ill. (2535 Prairie avenue).	.....	1881	Mrs. Stella Dyer Loring	P. E	2	12	160	....	160	150	10	30	....	....	1	....
293	Lutheran Immanuel School	Chicago, Ill. (16 Brown street).	.....	1855	H. G. L. Paul	Ev. Luth	6	1	667	342	325	667[b]	....	....	....	....	0	0
294	Park Institute	Chicago, Ill. (103–105 Ashland avenue).	.....	1872	Mrs. Alice E. Bates	Non-sect	6	18	224	17	207	134	72	53	7	2	3	1
295	St. Francis Xavier's Academy	Chicago, Ill	1847	1846	Sister Mary Genevieve Granger, superior.	R. C	....	30	200	....	200	....	....	....	....	....	....	....
296	St. Patrick's Academy	Chicago, Ill	0	1860	Brother Adjutor	R. C	10	0	600	600	0	600	....	....	0	0	4	....
297	Danville Seminary*	Danville, Ill	1879	.....	A. B. Chilcoat, sup't	Meth	1	....	....	....	....	....	....	....	....	....	....	....
298	East Illinois College and Normal School.	Danville, Ill	1882	1882	J. V. Coombs and Alex. C. Hopkins.	Non-sect	9	3	....	....	....	....	....	....	....	....	....	....
299	German Lutheran School	Danville, Ill	.....	1864	G. A. Albers	Lutheran	3	....	290	144	146	290	....	90	....	....	....	....
300	St. Theresa's Ursuline Academy	Decatur, Ill	1881	1872	Mother de Pazzi	R. C	....	7	260	100	160	260	....	....	....	....	....	....
301	St. Mary's Training School for Boys	Des Plaines, Ill	.....	.....			....	....	....	....	....	....	....	....	....	....	....	....

*From Report of the Commissioner of Education for 1881.

a Has become principal of Boston Academy, Boston, Ga.

b English and German course.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
302	Dover Academy	Dover, Ill	.....	1882	W. H. Mason, B. S	U. B. in Christ.	....	....	....	....	....	....	....	....	....	....	....	....
303	Teachers' Institute and Classical Seminary.	East Paw Paw, Ill	1869	1856	J. Howard Beitel, B. S	Non-sect	3	2	101	51	50	10	4	87	4	6	1	....
304	Howe Literary Institute	East St. Louis, Ill	1871	1874	Rev. Spencer F. Holt, A. M.	Baptist	2	2	79	38	41	45	11	17	....	....	....	3
305	Elgin Academy	Elgin, Ill	1839	1856	Rev. Alexander G. Wilson, D. D.	Non-sect	1	5	236	122	114	79	26	15	6	....	5	0
306	Fairfield Collegiate Institute	Fairfield, Ill	.....	.....	W. B. Davis	....	....	....	....	....	....	....	....	....	....	....	....	....
307	Friendsville Seminary*	Friendsville, Ill	.....	.....	W. B. Davis	Presb	1	2	29	18	11	29	2	0	0	0	0	0
308	Northern Illinois College and Normal School.*	Fulton, Ill	1866	1866	A. M. Hansen, A. M., president.	Non-sect	5	0	260	180	80	....	....	....	....	....	....	....
309	German-English College	Galena, Ill	1881	1868	Rev. F. Kopp, president	Gr. M. E	6	....	106	86	20	....	....	....	....	....	....	....
310	Monticello Ladies' Seminary	Godfrey, Ill	1838	1838	Miss Harriet N. Haskell	Non-sect	0	13	150	....	150	100	50	70	....	....	....	....
311	The Young Ladies' Athenæum	Jacksonville, Ill	1867	1865	Elmore Chase	Non-sect	5	4	60	....	60	....	10	20	....	....	....	....
312	St. Francis' Academy*	Joliet, Ill	1874	1870	Sister M. Celestine Sontag, O. S. F.	R. C	2	5	35	....	35	35	....	27	....	....	....	....
313	St. Joseph's Seminary	Kankakee, Ill	1874	1865	Sister St. John of Calvary	R. C	....	9	250	....	250	250	....	150	....	....	....	....
314	McDonough Normal, Scientific, and Commercial College.*	Macomb, Ill	1867	1865	Dudman and Kennedy, superintendents.	Non-sect	2	1	150	60	90	150	....	....	5	10	....	....
315	Grand Prairie Seminary, Commercial College, and Conservatory of Music.	Onarga, Ill	1863	1863	Rev. John B. Robinson, A. M., D. D.	M. E	5	4	211	117	94	162	40	9	....	....	3	....
316	St. Francis Xavier's Academy	Ottawa, Ill	1867	1859	Sisters of Mercy	R. C	0	8	175	0	175	175	0	0	0	0	0	0
317	Edgar Collegiate Institute	Paris, Ill	1867	1841	Josiah Hurty, A. M	Presb	2	2	96	69	27	84	24	12	8	4	4	1
318	Peoria German School Association	Peoria, Ill	.....	.....	George Kissel	....	....	....	....	....	....	....	....	....	....	....	....	....
319	Pettengill Seminary	Peoria, Ill	0	1880	Helen M. Stowell Lines	Non-sect	1	5	40	3	37	28	0	20	0	0	0	0

320	Bettie Stuart Institute	Springfield, Ill	1869	1868	Mrs. M. McKee Homes	Non-sect	3	10	147	11	136	105	29	47	....	....	1	....
321	Lee's Academy*	Stockton, Ill. (Loxa P. O.)	0	1871	Thomas J. Lee, A. M	Non-sect	1	....	110	64	46	....	....	....	....	....	7	11
322	Sugar Grove School *a*	Sugar Grove, Ill	0	.....	Frank H. Hall	.....	2	2	....	....	....	....	....	....	....	....	....	....
323	Vermilion Academy	Vermilion Grove, Ill	1875	1874	Cyrus Lindley, A. B	Friends.	1	1	52	36	16	46	6	0	3	0	3	0
324	Institute of Our Lady of the Sacred Heart.	Washington Heights, Ill	.....	1875	Sisters of Notre Dame	R. C	....	15	109	....	109	109	....	48	....	....	....	....
325	Todd Seminary for Boys	Woodstock, Ill	.....	1852	Rev. Richard K. Todd, A. M	Non-sect	2	1	20	20	0	20	2	8	2	3	0	1
326	Sand Creek Seminary	Azalia, Ind	.....	1866	Joseph W. Parker	Friends.	1	1	53	23	30	....	....	....	....	....	....	....
327	Spicewood Graded School	Baker's Corner, Ind	.....	.....	John Pennington	Friends.	1	1	70	40	30	....	....	....	....	....	....	....
328	Bloomingdale Academy	Bloomingdale, Ind	1846	1845	David W. Dennis, A. M	Friends.	1	2	87	40	47	72	15	....	4	....	1	0
329	Dover Hill Academy	Dover Hill, Ind	.....	1869	F. M. Westhafer	.....	3	....	38	18	20	30	....	12	....	11	2	....
330	St. Augustine's School	Fort Wayne, Ind	1846	1840	Sister Superior	R. C	....	10	300	....	300	....	....	....	....	....	....	....
331	German-English Independent School.	Indianapolis, Ind	1859	1859	Carl Pingpank	Non-sect	2	2	60	30	30	....	....	....	....	....	....	....
332	The Hadley and Roberts Academy.	Indianapolis, Ind. (410 N. Pennsylvania st.).	0	1880	Hiram Hadley and Junius B. Roberts.	Non-sect	*b*3	5	223	117	106	176	47	25	15	10	2	....
333	Indianapolis Seminary	Indianapolis, Ind	.....	1876	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....
334	Montezuma Collegiate and Normal Institute.	Montezuma, Ind	.....	.....	George W. Rice, A. M	.....	2	3	214	121	93	....	....	....	....	....	....	....
335	St. Mary's Academy	Notre Dame, Ind	1855	1845	Sisters of the Holy Cross	R. C	....	....	177	....	177	....	....	....	....	....	....	....
336	Central Academy	Plainfield, Ind	1881	1881	Erastus Test, M. D	Friends.	1	2	79	38	41	....	....	....	....	....	....	1
337	Blue River Academy	Salem, Ind	.....	1864	F. R. Albertson	Friends.	1	1	....	....	....	....	....	....	....	....	....	1
338	Spiceland Academy	Spiceland, Ind	1872	1861	Thomas Newlin	Friends.	2	5	376		(376)	....	....	....	....	....	....	....
339	Stockwell Institute	Stockwell, Ind	1860	1860	John G. Laird	Meth	1	3	184	84	100	184	6	....	60	50	10	26
340	St. Paul's Academy*	Valparaiso, Ind	.....	1862	Sisters of Providence	R. C	....	....	202	74	128	....	....	....	....	....	....	....
341	St. Paul's Grammar School*	Valparaiso, Ind	.....	.....	Rev. M. O'Reilly, director	R. C	....	....	43	43	....	....	....	....	....	....	....	....
342	Academic department of Vincennes University.*	Vincennes, Ind	1807	1811	E. A. Haight, A. M., president	Non-sect	2	3	120	45	75	90	30	12	....	....	2	....
343	Union High School	Westfield, Ind	.....	1860	Morris E. Cox, B. S	Friends.	2	2	115	50	65	....	....	....	....	....	0	0
344	St. Mary's Academy	Ackley, Iowa	.....	1876	Sister Mary Evangelista	R. C	....	5	160	70	90	160	....	....	....	....	28	20
345	Ackworth Institute	Ackworth, Iowa	1870	1870	Thomas Armstrong	Friends.	2	....	150	72	78	150	....	....	....	....	....	....
346	Albion Seminary	Albion, Iowa	1874	1874	E. P. Fogg	M. E	3	3	170	80	90	100	30	40	6	0	4	0
347	Jones County Academy	Anamosa, Iowa	.....	1871	Mrs. Col. Springer, A. M	Non-sect	.....	....	58	29	29	....	....	4	....	....	....	....
348	Birmingham Academy	Birmingham, Iowa	1879	1864	J. Wesley Wolf	Non-sect	1	1	34	16	18	28	6	....	2	2	1	2
349	Blairstown Academy	Blairstown, Iowa	1868	1868	John McCarty	Non-sect	2	3	175	100	75	125	25	30	3	12	10	7
350	First German Evangelical School	Burlington, Iowa	.....	1843	Carl Fr. Grüninger	Evan	1	1	120	60	60	100	....	....	....	....	....	....
351	German Evangelical Zion School	Burlington, Iowa	1864	1864	F. G. Klein	Evan	1	1	110	55	55	80	0	110	....	....	....	....
352	The Gordon School	Burlington, Iowa	0	1875	William G. Gordon	Non-sect	1*b*	3	31	11	20	27	4	16	....	....	....	....
353	Coe College	Cedar Rapids, Iowa	.....	1881	Rev. Stephen Phelps, D. D	Presb	6	7	201	79	122	125	50	40	....	....	....	....
354	Evangelical Lutheran Parish School	Clayton Centre, Iowa (P. O. Read).	.....	1862	Rev. F. W. Seifert	Ev. Luth	1	....	65	34	31	....	....	....	....	....	....	....
355	St. Francis' Academy for Young Ladies.*	Council Bluffs, Iowa	.....	1872	Sisters of Charity	R. C	....	....	10	150	....	150	....	....	....	....	....	....
356	Decorah Institute	Decorah, Iowa	.....	1874	J. Breckenridge	.....	5	1	393	217	176	393	0	0	0	0	0	0
357	Denmark Academy	Denmark, Iowa	1843	1843	G. W. Bingham, A. M	Cong	3	3	152	91	61	20	10	15	4	4	1	....
358	Young Ladies' School	Dubuque, Iowa	.....	1873	Miss Harriet H. Horr	Non-sect	1	1	20	....	20	20	....	3	....	....	....	....
359	Danish High School	Elkhorn, Iowa	.....	1878	Rev. Chr. Anker	Luth	4	2	49	32	17	49	0	30	0	0	0	....
360	Epworth Seminary	Epworth, Iowa	1856	1857	Rev. J. B. Albrook, A. M	M. E	6	5	222	119	103	60	12	50	12	25	7	....

* From Report of the Commissioner of Education for 1881.
a This is a work school in the interest of industrial classes; its aim is to educate towards the farm and the workshop.
b Also four temporary special teachers.

TABLE VI.— *Statistics of institutions for secondary instruction for* 1882, *&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
361	Academy of Iowa College	Grinnell, Iowa	1847	1848	Jesse Macy, A. M	Cong	9	1	118	81	37	52	66	....	20	15	22	....
362	Lenox Collegiate Institute	Hopkinton, Iowa	1873	1864	Rev. Samuel Hodge, D. D	Presb	4	2	115	66	49	48	45	22	18	30	17	13
363	Humboldt Academy and Normal School.	Humboldt, Iowa	0	1882	W. M. Martin, A. M	Non-sect	2	0	44	23	21	12	5	0	3	....	....	....
364	Preparatory and Normal School*	Iowa City, Iowa	.....	1879	A. Hull	Non-sect	4	2	150	100	50	100	20	30	10	20	10	....
365	Jefferson Academy*	Jefferson, Iowa	1875	1875	J. S. Dunning, A. M	.....	1	2	137	65	72	137	14	19	14	....	3	....
366	Knoxville Academy	Knoxville, Iowa	.....	1872	W. A. McKee	.....	1	....	80	36	44	....	....	....	....	4	5	....
367	Friends' Academy	Le Grand, Iowa	0	1872	Charles E. Cox, A. B	Friends	1	2	75	39	36	75	....	....	....	2	1	0
368	Lynnville Academy	Lynnville, Iowa	.....	.....	L. M. Jackson	Friends	2	0	57	30	27	....	....	....	....	....	....	....
369	Riverside Institute	Lyons, Iowa	1879	1875	Rev. W. T. Currie, A. M	P. E	1	3	14	8	6	13	1	....	....	....	....	....
370	Western Normal and Business Institute.*	Malvern, Iowa	.....	1881	L. D. Davidson	Non-sect	4	3	115	50	65	....	....	....	8	20	....	....
371	Howe's Academy and Teachers' Institute.*	Mt. Pleasant, Iowa	.....	1844	Seward C. Howe	Non-sect	2	1	228	....	....	....	....	....	....	....	....	....
372	Hazel Dell Academy	Newton, Iowa	0	1856	Darius Thomas, A. M	Non-sect	2	2	113	67	46	113	....	....	....	....	4	....
373	Cedar Valley Seminary	Osage, Iowa	1869	1863	Alonzo Abernethy	Baptist	3	4	150	90	60	....	....	....	....	....	....	....
374	Ottumwa Normal School	Ottumwa, Iowa	.....	1872	Mrs. M. A. Peck	.....	....	....	100	....	....	....	....	....	....	....	....	....
375	Ottumwa Seminary	Ottumwa, Iowa	.....	1873	Mrs. Mary Squire	Non-sect	....	1	19	9	10	....	....	....	....	....	....	....
376	Pleasant Plain Academy	Pleasant Plain, Iowa	1875	1876	I. N. Rich, A. B	Friends	1	1	86	40	46	70	14	2	....	....	....	....
377	German Evangelical Lutheran School.	Sherrill's Mount, Iowa	0	1856	Rev. Andrew Grafelmann	Ev. Luth	1	....	14	4	10	....	....	....	....	....	14	....
378	Troy Academy and Normal	Troy, Iowa	1853	1852	C. E. Foster	.....	2	....	65	30	35	....	....	....	....	....	....	....
379	Tilford Collegiate Academy	Vinton, Iowa	1871	1871	T. F. Tobin	Non-sect	2	3	335	210	125	245	47	70	(76)		9	....
380	Washington Academy	Washington, Iowa	1872	1874	James C. Burns	Non-sect	2	3	123	63	60	36	44	23	44	36	6	....
381	Waukon Seminary	Waukon, Iowa	0	1876	Prof. I. Loughran	.....	1	2	50	23	27	42	5	3	....	....	....	....

382	Ainsworth's Grammar and High School.*	West Union, Iowa	.....	1870	S. S. Ainsworth, A. M.	.....	1	1	99	56	43	94	3	2	4	5	5	2
383	Wilton Academy*	Wilton Junction, Iowa	1880	1880	A. C. Hart, A. M.	Cong.	2	3	130	67	63	87	20	23	8	5	2	0
384	Abilene Academy	Abilene, Kans	.....	.....	S. P. Harrington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
385	Atchison Institute	Atchison, Kans	.....	1870	Mrs. H. E. Monroe	Non-sect	5	5	275	75	200	150	10	40	10	15	5	7
386	The Freedmen's Academy of Kansas.	Dunlap, Kans	.....	.....	Andrew Atchison	A s s o. Presb.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
387	Gould College	Harlan, Kans	.....	1881	A. W. Bishop, A. M., pres't	U. B	3	2	75	48	27	.....	.....	.....	.....	.....	.....	.....
388	Anchorage Classical and Military Institute.*	Anchorage, Ky	.....	.....	V. M. Johnson	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
389	Bellewood Seminary and Kentucky Presbyterian Normal School.	Anchorage, Ky	1876	1860	Mrs. Daniel P. Young	Presb.	3	10	126	.....	126	.....	.....	.....	.....	.....	.....	.....
390	Forest Academy	Anchorage, Ky	1864	1855	J. W. Newman	Non-sect	1	1	59	56	3	20	20	19	3	4	1	0
391	Bracken Academy	Augusta, Ky	.....	1803	Rev. Daniel Stevenson, D. D., president.	M. E.	2	3	81		(81)	.....	.....	.....	.....	.....	.....	.....
392	Union College*	Barboursville, Ky	1880	1880	A. H. Harritt, president	Non-sect	3	2	151	81	70	133	18	0	80	60	43	.....
393	Bardstown Female Academy	Bardstown, Ky	.....	.....	Miss Mary C. Connelly	Presb.	0	6	54	20	34	54	30	4	4	0	0	0
394	Bardstown Male and Female Institute.	Bardstown, Ky	1840	1835	H. J. Greenwell, A. M	Baptist	5	2	94	63	31	70	24	15	20	10	2	0
395	Nazareth Literary and Benevolent Institution.	Near Bardstown, Ky	1829	1814	Mother Helena Tormey	R. C	0	25	120	0	120	120	.....	70	.....	.....	.....	.....
396	Alexander College	Burkesville, Ky	1872	1868	Rev. James P. McMillan	Presb.	1	4	85	30	55	30	28	0	0	0	1	0
397	Calvary Academy	Calvary, Ky	1830	1820	Sister Theodosia, directress	R. C	.....	6	45	.....	45	.....	.....	3	.....	.....	.....	.....
398	Carroll Seminary	Carrollton, Ky	1860	1860	Edmund Longley, jr	M. E. So.	1	2	*a*199	*a*89	*a*110	52	12	0	4	0	3	0
399	Cottage Home College	Cave Spring, Ky	1876	1874	C. P. Shields, A. M.	Non-sect	3	2	61	35	26	22	25	8	1	5	0	0
400	Columbus College	Columbus, Ky	1877	1877	Rev. G. W. Flowers	Non-sect	1	2	60	23	37	60	3	5	17	8	.....	.....
401	Dixon Academy	Dixon, Ky	.....	.....	H. W. Davis	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
402	Elkton High School*	Elkton, Ky	.....	1835	Frank M. Johnson	Christian	2	1	60	30	30	54	6	4	.....	.....	.....	.....
403	Eminence Male and Female Academy. *b*	Eminence, Ky	1862	1860	.....	Baptist	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
404	Kalamont High School	Flemingsburg, Ky	0	1876	Rev. James P. Hendrick	Presb.	1	3	26	21	5	14	12	0	10	0	0	0
405	Greenwood Female Seminary	Frankfort, Ky	.....	1846	Mrs. Mary T. Runyan	Non-sect	.....	1	36	8	28	.....	.....	.....	.....	.....	.....	.....
406	Kentucky Eclectic Institute	Frankfort, Ky	1871	1871	Samuel G. Stevens, A. M	Non-sect	1	3	31	18	13	4	24	10	8	0	2	1
407	St. Aloysius Academy	Frankfort, Ky	0	1868	Sister Vincentia	R. C	.....	2	50	.....	.....	.....	.....	.....	.....	.....	1	.....
408	St. Joseph's Academy	Frankfort, Ky	0	1870	Sister Vincentia	R. C	1	5	95	.....	95	.....	.....	.....	.....	.....	.....	.....
409	United Schools of the Abbey of Gethsemani for Boys.	Gethsemane, Ky	1868	1851	Rt. Rev. B. M. Benedict, abbot.	R. C	2	0	78	78	0	78	0	0	6	0	.....	.....
410	Greenville College for Young Men.	Greenville, Ky	1848	1849	Rev. E. Walter Hall, A. M., president.	Non-sect	3	4	142	70	72	.....	.....	.....	.....	.....	.....	.....
411	Greenville Female College	Greenville, Ky																
412	Harrisburgh High School*	Harrisburgh, Ky	1868	1870	J. W. Parish	Baptist	2	1	83	45	38	50	10	13	8	12	7	.....
413	Owen College *c*	Harrisburgh, Ky	1868	1870	Hon. C. W. Threlkeld, secretary.	Non-sect	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
414	Henderson High School	Henderson, Ky	1877	1869	Miss Mary L. Hodge	Non-sect	.....	2	29	13	16	14	15	.....	2	1	2	.....
415	Hodgenville Seminary*	Hodgenville, Ky	0	1847	George Hamilton	Non-sect	1	1	32	16	16	.....	6	0	2	.....	0	0
416	High School	House's Store, Ky	.....	1881	D. B. Robinson	Christian	1	.....	24	10	14	22	2	.....	2	.....	.....	.....
417	Christian College*	Hustonville, Ky	1860	1860	James B. Dunlap, A. M.	Christian	1	2	75	32	43	67	8	.....	.....	.....	.....	.....
418	Franklin Institute	Lancaster, Ky	1848	1848	Dr. M. L. Bourne	Non-sect	1	2	65	50	15	60	10	0	.....	.....	0	0
419	Lancaster Male Academy	Lancaster, Ky	1840	.....	J. L. Irvine	Non-sect	2	.....	38	38	.....	23	15	.....	7	2	.....	.....
420	Loretto Academy*	Loretto, Ky	1839	1834	.....	R. C	.....	10	40	.....	40	.....	.....	.....	.....	.....	.....	.....

* From the Report of the Commissioner of Education for 1881.
a Including public school department.
b No school held during 1882.
c Suspended for several years; some prospect of its reopening in the near future.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
421	German and English School	Louisville, Ky	.....	1866	William Mueller	.....	2	1	68	43	25	68	....	68	.....	.....	.....	.....
422	Hampton College	Louisville, Ky	1880	1878	L. D. Hampton, president	Non-sect	3	12	200	....	200	200	75	75	.....	.....	.....	.....
423	The Kentucky Home School	Louisville, Ky	1882	1865	Miss Belle S. Peers	P. E	2	9	140	....	140	.....	.....	.....	.....	.....	.....	.....
424	Louisville Collegiate Institute	Louisville, Ky	0	1881	Thomas D. Davidson, PH. D.	Non-sect	1	2	43	0	43	43	7	6	.....	.....	.....	.....
425	Louisville Rugby School	Louisville, Ky	1876	1872	W. N. & A. L. McDonald	Non-sect	5	1	108	108	.....	108	86	22	54	22	5	2
426	Normal and Theological Institute.	Louisville, Ky. (712 West Kentucky street).	1865	1879	Rev. William J. Simmons, A. M., president.	Baptist	3	6	192	94	98	184	8	0	0	0	0	0
427	Marion Academy	Marion, Ky	1867	1867	J. J. Nall	Non-sect	2	1	135	70	65	120	10	1	3	3	1	....
428	Mayfield Seminary	Mayfield, Ky	.....	1877	James M. Quinn	Non-sect	2	3	161	81	80	75	15	40	5	.....	.....	.....
429	Union Academy	Morganfield, Ky	1832	1868	Thomas Posey	.....	1	1	55	29	26	55	27	0	2	0	.....	.....
430	Perry Academy	Mt. Vernon, Ky	.....	.....	Patrick A. Skeahan	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
431	Henry Male and Female College	New Castle, Ky	1851	1850	Benjamin F. Hill	Non-sect	2	2	115	55	60	115	20	4	.....	.....	0	0
432	Bethel Academy	Nicholasville, Ky	1798	1790	A. N. Gordon	Non-sect	2	0	45	45	0	45	28	0	.....	.....	3	0
433	Jessamine Female Institute	Nicholasville, Ky	1852	1854	Miss M. F. Hewitt	Non-sect	....	5	115	12	103	115	8	16	.....	.....	.....	.....
434	Oakland Seminary*	Oakland, Ky	.....	.....	W. H. F. Henry	.....	1	....	50	30	20	45	5	....	5	2	5	2
435	Browder Institute	Olmstead, Ky	1868	1866	D. B. Estes	.....	1	2	88	45	43	69	15	....	7	....	1	....
436	Owenton High School*	Owenton, Ky	1873	1874	Austin Woods	.....	1	3	132	65	67	90	22	20	50	50	10	12
437	Bath Seminary*	Owingsville, Ky	0	1840	H. Turner, A. M.	Christian	2	1	75	30	45	50	25	10	3	20	16	4
438	Garth Female Institute*	Paris, Ky	1875	1875	Charles E. Young	Non-sect	2	4	60	15	45	60	15	8	.....	.....	.....	.....
439	Lockhart's (W. H.) Classical Institute.	Paris, Ky	1870	1870	W. H. Lockhart	Non-sect	1	....	35	35	....	30	20	15	4	2	5	1
440	Princeton Collegiate Institute	Princeton, Ky	1882	1880	Rev. Heman H. Allen, D. D.	Presb	2	4	107	46	61	80	27	....	1	....	....	....
441	Madison Female Institute	Richmond, Ky	1856	1856	Charles P. Williamson	Christian	4	8	115	....	....	....	....	....	....	....	90	....
442	Miss Sevier's School	Russellville, Ky	.....	1864	Miss Elizabeth Sevier	P. E	....	1	30	....	30	.....	.....	.....	.....	.....	.....	.....
443	Sharpsburg Male and Female Academy.	Sharpsburg, Ky	1875	1848	Mrs. Fannie B. Talbot	Presb	....	4	75	30	45	25	....	....	....	....	2	1

444	Fairview Male and Female Seminary.	Simpsonville, Ky	1879	1869	Rev. H. F. Jordan	Baptist	1	2	50	25	25	50	....	....	....	....	....	....
445	West Kentucky Classical and Normal College.	South Carrollton, Ky	1873	1872	E. B. Smith, A. M., president	....	5	3	216	143	73	150	50	25	0	0	0	0
446	Academy of St. Catharine of Sienna.	Springfield, Ky	1840	1822	Mother Regina O'Meara, prioress.	R. C	0	40	70	0	70	70	....	20	....	....	....	....
447	Riverside Male and Female Seminary.	Vanceburg, Ky	1881	1872	Henry K. Taylor	Non-sect	2	4	95	35	60	60	10	10	....	....	....	....
448	Winchester Male and Female High School.	Winchester, Ky	1877	1872	Rev. Daniel B. Ewing, D.D.	Non-sect	2	2	70	30	40	40	30	30	10	15	0	0
449	Baldwin Seminary	Baldwin, La	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
450	Readvilla Seminary	Baton Rouge, La	1859	1849	Mrs. Mary W. Read	M. E	1	5	40	0	40	40	12	20	....	....	....	....
451	Feliciana Female Collegiate Institute.*	Bayou Sara, La. (West Feliciana Parish).	1850	1848	Mrs. Virginia Z. Howell, M.A.	....	1	5	....	....	....	....	....	....	....	....	....	....
452	Coushatta Male and Female Institute.	Coushatta, La	1880	1880	J. W. Pearce	Non-sect	1	3	79	43	36	....	....	....	....	....	....	....
453	Millwood Female Institute	Jackson, La	1870	1866	Miss M. B. McCalmont	Non-sect	0	4	50	7	43	50	2	3	....	....	....	....
454	La Têche Seminary	La Têche, La	....	1875	Rev. W. D. Godman, D. D.	Non-sect	3	3	255	137	118	72	5	....	....	....	1	....
455	St. Hyacinth's Academy	Monroe, La. (Ouachita Parish).	....	1866	Sister Seraphina, superior	R. C	....	5	74	24	50	63	11	12	....	....	....	....
456	Academy for Young Ladies	New Orleans, La. (370 Baronne street).	1870	1882	Mrs. Alice L. Lusher	Non-sect	1	2	51	3	48	51	2	2	2	....	0	0
457	Commercial and Classical Academy for Boys.*	New Orleans, La. (283 St. Charles street).	....	1865	Robert M. Lusher	Non-sect	2	1	60	60	....	60	7	5	7	3	12	2
458	Evangelical Lutheran Progymnasium.	New Orleans, La. (115 Terpsichore street).	....	1866	Rev. Albert F. Hoppe	Ev. Luth	1	....	22	22	....	22	10	20	10	....	2	....
459	Mt. Carmel Convent	New Orleans, La	1839	1836	Mother Theresa	R. C	....	9	88	....	88	88	....	....	....	....	....	....
460	St. Isidore's Institute	New Orleans, La. (3d district).	0	1879	Rev. J. Scherer, C. S. C	R. C	6	....	80	80	....	80	1	80	....	....	....	....
461	St. Mary's Academy	New Orleans, La. (Orleans street).	....	....	Rev. Mother Magdalen	R. C	....	7	154	....	154	....	50	154	....	....	....	....
462	St. Mary's College	New Orleans, La. (corner Poeyfarre & Constancy streets).	1882	1850	Brother Oliver, president	R. C	11	0	225	225	0	225	30	80	36	20	....	....
463	St. Joseph's Day and Boarding Academy for Young Ladies of Color.	Opelousas, La	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
464	Gould's Academy *a*	Bethel, Me	1836	1836	....	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
465	East Maine Conference Seminary	Bucksport, Me	1850	1851	Rev. Morris W. Prince, A.M.	M. E	4	4	245	113	132	88	41	20	34	2	3	....
466	Corinna Union Academy	Corinna, Me	1851	1851	A. M. Burton, A. M	Non-sect	2	1	122	59	63	93	15	4	5	0	....	4
467	Greely Institute*	Cumberland Centre, Me	1859	1868	S. K. Hitchings, B. S	Non-sect	2	1	195	128	67	107	25	14	14	....	3	....
468	Westbrook Seminary and Female College.*	Deering, Me. (Stevens' Plains P. O.).	1831	1833	Rev. J. P. Weston, D. D.	Univ	....	....	....	....	....	....	....	....	....	....	....	....
469	Abbott Family School for Boys at Mt. Little Blue.	Farmington, Me	1870	1844	A. H. Abbott	Non-sect	2	1	30	30	....	20	10	10	10	1	1	....
470	Foxcroft Academy	Foxcroft, Me	1823	1823	Stephen A. Lowell, A. B	Non-sect	2	3	140	62	78	47	17	8	12	....	1	2
471	Freedom Academy	Freedom, Me	1836	1837	S. S. Twombly	Cong	1	1	51	25	26	46	5	....	4	1	....	....
472	Fryeburg Academy	Fryeburg, Me	1792	....	Prof. George H. Ricker, A. M.	Cong	1	5	44	20	24	....	....	....	3	0	....	....
473	Hallowell Classical and Scientific Academy.	Hallowell, Maine	1872	1874	Rev. Almon W. Burr, A. M	Cong	3	4	145	53	92	52	26	22	26	2	5	2

* From Report of the Commissioner of Education for 1881.

a No school during 1882; to be reopened in 1883.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
474	Hampden Academy *a*	Hampden, Maine	1803	1805	Edward W. Temple	Non-sect	1	2	86	40	46	86	30	28	11	....	1	....
475	Hartland Academy *b*	Hartland, Me	1832	1849	James Bradbury, chairman	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
476	Maine Wesleyan Seminary and Female College.	Kent's Hill, Me	1821	1821	Rev. Edgar M. Smith, M. A.	M. E	8	4	294	154	140	40	150	50	50	5	5	2
477	Limington Academy	Limington, Me	1848	1851	William G. Lord, A. M	Non-sect	1	2	156	80	76	....	....	....	8	3	2	....
478	Mattanawcook Academy	Lincoln, Me	1846	1847	A. E. Whitten, A. B	Non-sect	1	5	86	37	49	80	7	....	3	....	....	....
479	Monmouth Academy	Monmouth, Me	1803	1803	W. H. Judkins		1	1	....	....	....	....	....	....	....	....	....	....
480	Lincoln Academy	New Castle, Me	1801	1804	Charles A. Black	Non-sect	1	2	109	60	49	69	20	10	10	0	4	0
481	Norridgewock English and Classical Institute.	Norridgewock, Me	1867	1856	George O. Hopkins, A. M	Non-sect	3	4	124	71	53	86	25	15	21	2	3	5
482	Mrs. Caswell's School	Portland, Me	.....	1882	Mrs. Mary S. Caswell	Non-sect	2	4	39	0	39	34	5	21	2	0	....	....
483	Miss Sargent's Boarding and Day School.	Portland, Me. (148 Spring street).	.....	1876	Miss Ella S. Sargent		2	8	95	25	70	50	10	40	....	....	....	....
484	Berwick Academy*	South Berwick, Me	1791	1793	Sanford Perry Record	Non-sect	1	2	67	29	38	30	23	0	14	0	3	0
485	Franklin Family School	Topsham, Me	1872	1857	D. L. Smith	Non-sect	2	2	33	20	13	24	7	6	4	0	0	0
486	Oak Grove Seminary	Vassalboro', Me	1857	1857	Edward H. Cook, A. B	Friends	*c*3	....	*d*100	54	46	....	....	....	....	....	....	....
487	Eutaw Place School	Baltimore, Md. (438 Eutaw place).	.....	.....	Mrs. Singleton		....	....	....	....	....	....	....	....	....	....	....	....
488	F. Knapp's Institute	Baltimore, Md. (29, 31, and 33 N. Holliday street).	1864	1852	F. Knapp	Non-sect	5	3	300	180	120	....	....	....	....	....	2	....
489	Franklin Square Academy	Baltimore, Md	.....	1879	Miss Jennie Gillman	Non-sect	0	3	40	16	24	40	....	....	....	....	....	....
490	Mt. Royal Institute	Baltimore, Md. (42 Denmead street).	.....	1880	Mrs. John R. McDaniel and Miss N. R. Nowlin.	Non-sect	1	6	23	....	23	*e*23	....	22	....	....	....	....
491	Mt. Vernon Institute	Baltimore, Md. (46 Mt. Vernon place).	1859	1859	Mrs. Mary J. Jones and Mrs. B. Maitland.	P. E	9	7	80	....	80	80	40	80	....	....	....	....

492	Newton Academy	Baltimore, Md. (798 W. Baltimore street).	.....	1844	Thomas Lester	.....	2	....	25	25	....	....	....	....	....	....	....	....	....
493	Oxford School for Boys	Baltimore, Md. (McMechen street, near Madison avenue).	.....	1873	William C. Hynds, A. M.	Non-sect	3	....	30	30	....	30	10	5	5	....	1	....	
494	The Misses Reinhardt's School	Baltimore, Md. (219 Hamilton Terrace).	.....	.....	Misses Reinhardt	.....	1	9	140	....	140	....	....	....	....	....	....	....	....
495	Roland Academy	Baltimore, Md. (253 Hoffman street).	.....	1872	Miss Rebecca McConkey	Non-sect	1	7	70	0	70	70	20	70	....	....	....	....	....
496	St. Francis Academy*	Baltimore, Md	.....	.....	Mary Louisa Noel, mother superior.	R. C	....	....	60	....	60	....	....	....	....	....	....	....	....
497	St. Joseph's Academy (Calvert Hall).	Baltimore, Md. (79 Saratoga street).	.....	1842	Brother Gustavus	R. C	12	....	260	260	....	260	30	150	60	35	15	12	
498	School for Boys	Baltimore, Md. (Garden street, near Biddle).	.....	1864	George G. Carey, A. M.	.....	5	....	66	66	....	....	63	21	....	....	3	1	
499	School for Girls	Baltimore, Md. (71 Bolton street).	.....	1879	Miss F. Grafflin	P. E	....	2	24	10	14	24	....	....	....	....	....	....	....
500	Select School for Girls and Boys	Baltimore, Md. (248 N. Carey street).	.....	1876	Miss H. J. Cadden	Non-sect	....	1	20	10	10	....	....	....	....	....	....	....	....
501	Southern Home School*	Baltimore, Md. (197 N. Charles street).	.....	1842	Mrs. Wilson M. Cary and Miss Cary.	Non-sect	3	7	70	....	70	....	....	....	....	....	....	....	....
502	Miss Yeates' School and Kindergarten.	Baltimore, Md. (89 McCulloh street).	.....	1875	Miss Olivia Yeates	P. E	....	2	35	15	20	35	....	....	....	....	....	....	....
503	Zion School of Baltimore	Baltimore, Md. (N. Gay st.)	1835	1836	Rev. Henry Sheib	Non-sect	8	1	310	200	110	310	0	....	2	5	4	6	
504	Brookeville Academy	Brookeville, Md	1815	1814	Rev. Cleland Kinloch Nelson, D. D.	Non-sect	2	....	44	44	....	44	38	10	....	....	0	0	
505	Mt. St. Joseph's College	Carroll, Md	1876	1879	Brother Alexius	R. C	8	....	50	50	....	38	12	....	....	....	....	....	....
506	Overlea, Home School for Young Gentlemen.	Catonsville, Md	.....	1862	Rev. Geo. W. Ebeling, PH. D.	Ev. Luth	1	....	12	12	....	8	1	12	4	....	2	....	
507	Centreville Academy	Centreville, Md	1792	1793	Rev. Albert G. Harley, sr	Non-sect	2	....	85	85	....	85	14	0	11	0	5	0	
508	Charlotte Hall School	Charlotte Hall, Md	1774	1796	R. W. Silvester, secretary	Non-sect	3	0	75	75	0	60	50	14	5	15	4	4	
509	Holy Trinity School	Churchville, Md	.....	1869	Rev. Edward A. Colburn, A. M.	P. E	1	1	20	14	6	....	....	....	....	....	....	....	....
510	College of St. James Grammar School.	College St. James, Md	1844	1842	Henry Onderdonk, A. M.	P. E	4	1	40	40	....	40	30	8	....	....	3	....	
511	West Nottingham Academy	Colora, Md	1812	1812	George K. Bechtel, A. M	Non-sect	2	0	44	44	0	*c*27	17	....	6	....	2	....	
512	Easton Friends' School	Easton, Md	.....	.....	Elizabeth Lawrence	Friends	....	....	....	....	....	....	....	....	....	....	....	....	....
513	Elkton Academy	Elkton, Md	1812	1812	Thomas L. Graham, A. M.	Non-sect	2	1	67	33	34	47	26	19	3	2	3	1	
514	Patapsco Institute	Ellicott City, Md	.....	.....	Miss Sarah N. Randolph	Non-sect	5	11	100	1	99	100	10	97	....	....	66	....	
515	St. Joseph's Academy*	Near Emmittsburg, Md	1816	.....	Sister Raphael, directress	R. C	....	....	100	....	100	....	....	....	....	....	....	....	....
516	St. John's Literary Institute	Frederick, Md	1848	1819	A. J. Tisdall, S. J.	R. C	2	2	83	58	25	83	....	....	....	....	....	....	....
517	Glenwood Institute	Glenwood, Md	.....	1865	Prof. L. G. Mathews, A. M.	Non-sect	2	....	60	40	20	35	18	12	....	5	....	....	
518	Notre Dame of Maryland, Collegiate Institute for Young Ladies.	Govanstown, Md	1864	1846	Mother Mary Theophila, superioress, SS. DE N. D.	R. C	3	17	150	....	150	....	....	130	....	....	....	....	....
519	Hagerstown Female Seminary and Musical Institute.	Hagerstown, Md	1852	1853	Rev. C. L. Keedy, A. M., M. D.	Luth	3	8	103	....	103	103	....	40	....	....	....	....	....
520	McDonogh School	McDonogh, Md	0	1873	William Allan, A. M.	Non-sect	5	0	50	50	0	50	0	37	....	....	1	0	
521	Briarley Hall	Poolesville, Md	.....	1873	Mrs. M. E. Porter	Non-sect	....	4	20	....	20	....	....	....	....	....	....	....	....

* From Report of the Commissioner of Education for 1881.

a No spring term in 1882.

b No instructors nor students for the year 1882.

c Sex not reported.

d Report of normal department is here included.

e English and scientific.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
522	The Hannah More Academy	Reisterstown, Md	1832	1834	Rev. Arthur J. Rich, A. M., M. D., rector.	P. E	3	5	48	....	48	48	24	16	....	....	....	....
523	St. George's Hall for Boys	Reisterstown, Md	0	1876	Prof. James C. Kinear, A. M.	P. E	4	1	40	40	....	30	12	10	3	2	3	1
524	St. Mary's Female Seminary	St. Mary's City, Md	.....	1844	Miss A. E. Thomas	Non-sect	....	4	30	....	30	30	....	18	....	....	....	....
525	Rockland School for Girls	Sandy Spring, Md	.....	1878	Henry C. Hallowell, A. M.	Non-sect	2	4	42	....	42	42	6	13	1	....	1	....
526	Springfield Institute	Sykesville, Md	.....	1877	Misses Beach	Presb	1	4	70	25	45	50	20	....	0	0	0	0
527	Pen Lucy School for Boys	Waverly, Md	.....	1867	Richard M. Johnston	.....	1	1	18	18	....	18	15	....	6	....	....	....
528	Home School for Girls	Amherst, Mass	.....	.....	Mrs. W. F. Stearns	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
529	Punchard Free School	Andover, Mass	1851	1856	William G. Goldsmith, A. M.	Non-sect	2	2	77	36	41	77	....	21	2	0	0	0
530	Riverside School	Auburndale, Mass	.....	1882	Delia T. Smith	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
531	Family School for Young Ladies	Belmont, Mass	.....	1866	Miss Mary C. Pratt	Non-sect	2	4	20	0	20	20	5	16	0	0	0	0
532	Powers Institute	Bernardston, Mass	0	1858	L. McL. Jackson, A. M.	Non-sect	1	3	132	65	67	....	....	....	20	....	2	....
533	Howe School	Billerica, Mass	1852	1852	Samuel Tucker, A. M.	Non-sect	1	1	49	23	26	47	2	14	1	0	0	0
534	Houghton School	Bolton, Mass	1848	1849	I. G. Stanton	Non-sect	1	....	41	....	....	41	5	3	1	3	0	0
535	Miss Abby H. Johnson's Home and Day School for Young Ladies.	Boston, Mass. (18 Newbury street).	.....	1875	Miss Abby H. Johnson	Non-sect	7	11	55	....	55	55	16	50	....	....	....	....
536	Boston Academy of Notre Dame	Boston, Mass. (Berkeley street).	1865	1864	Sister Marie de St. Denis, S. N. D.	R. C	....	10	60	....	60	....	....	....	....	....	....	....
537	Boston School of Languages	Boston, Mass. (44 Boylston street).	0	1881	C. B. Frye	Non-sect	6	1	200	50	150	....	....	....	6	0	6	0
538	Institute of Languages*	Boston, Mass. (Hotel Pelham).	.....	1870	Arnold A. F. Züllig	.....	1	1	80	5	75	....	80	80	....	....	....	....
539	Mrs. Newhall's School for Girls and Young Ladies.	Boston, Mass. (91 Newbury street).	.....	1879	Mrs. Emily J. F. Newhall	Non-sect	3	5	30	....	30	....	....	....	1	....	....	....

540	Miss Putnam's English and Classical Family and Day School.*	Boston, Mass. (68 Marlborough street).	.....	1866	Miss M. L. Putnam	P. E	2	9	31	....	31	31	30	30	....	....	....	....
541	St. Margaret's School	Boston, Mass. (5 Chestnut street).	0	1875	Miss Edith L. Chase	P. E	1	10	54	....	54	....	....	....	....	....	....	....
542	Mrs. S. H. Hayes' Home and Day School.	Boston, Mass. (68 Chester square).	.....	1872	Mrs. S. H. Hayes	Non-sect	....	13	40	....	40	....	10	30	5	....	2	....
543	Mr. Stone's Classical School for Boys.	Boston, Mass. (78 Marlborough street).	.....	1879	Charles Wellington Stone	.....	3	1	35	35	....	22	13	35	13	....	3	....
544	Thayer Academy	Braintree, Mass. (P. O., South Braintree).	1879	1877	J. B. Sewall, A. M., head master.	Non-sect	5	1	79	37	42	54	25	54	25	0	2	0
545	Hitchcock Free High School*	Brimfield, Mass	1855	1855	Charles H. Cooper, A. M	.....	2	2	116	64	52	52	3	11	3	....	1	....
546	Deerfield Academy and Dickinson High School.	Deerfield, Mass	1876	1878	William Starr Cutting	Non-sect	2	1	66	40	26	52	13	....	4	....	1	....
547	Nichols Academy	Dudley, Mass	1819	1821	H. T. Dawson	Non-sect	2	2	83	52	31	67	13	17	4	6	2	4
548	Partridge Academy	Duxbury, Mass	1829	1845	C. F. Jacobs	.....	1	1	69	32	37	40	29	20	1	1	0	0
549	Home School for Young Ladies	Everett, Mass	.....	1874	Mrs. A. P. Potter	Baptist	1	6	30	....	30	20	(10)		2	....	....	....
550	Lawrence Academy	Falmouth, Mass	1833	1834	S. A. Holton	Non-sect	1	1	38	18	20	38	3	....	1	1	0	0
551	Sedgwick Institute	Great Barrington, Mass	.....	1855	Rev. H. J. Van Lennep, D.D., and E. J. Van Lennep.	Cong	2	3	25	25	....	10	12	5	11	3	2	1
552	Prospect Hill School for Young Women.	Greenfield, Mass	1868	1869	Rev. James C. Parsons	Non-sect	3	5	36	....	36	....	12	28	....	....	....	....
553	Hanover Academy	Hanover, Mass	1862	1812	Frank W. Brett	Non-sect	1	0	31	15	16	25	....	7	0	0	0	2
554	Bromfield School	Harvard, Mass	1875	1876	Selah Howell, A. M	Non-sect	3	1	46	26	20	20	4	30	1	3	0	2
555	Derby Academy	Hingham, Mass	1797	1783	James E. Thomas, A. B	Non-sect	1	3	72	30	42	....	72	....	2	....	2	....
556	The Misses Hill's Boarding and Day School.	Lowell, Mass. (126 Worthen street).	.....	1866	Lucy A. and Katharine A. Hill.	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
557	St. Patrick's Female Academy	Lowell, Mass	.....	1852	Sister Agnes Aloysia	R. C	....	10	120	....	120	....	....	....	....	....	....	....
558	Tabor Academy	Marion, Mass	.....	1877	C. P. Howland	Non-sect	2	0	27	16	11	9	10	0	10	0	0	0
559	Barstow School	Mattapoisett, Mass	1870	1870	Miss Annie H. Delano	Non-sect	....	1	42	13	29	42	....	....	0	0	0	2
560	Eaton Family School	Middleborough, Mass	.....	1854	Amos H. Eaton	Non-sect	1	1	32	24	8	30	6	10	4	6	0	2
561	Admiral Sir Isaac Coffin's Lancasterian School.	Nantucket, Mass	1827	1827	E. B. Fox	Non-sect	1	3	93	48	45	60	33	20	1	1	0	1
562	Friends' Academy	New Bedford, Mass	.....	1812	Andrew Ingraham	Non-sect	3	4	....	....	....	....	....	....	....	....	....	....
563	Consolidated High and Putnam Schools.	Newburyport, Mass	1838	1764 1843 1848	George E. Gay	.....	3	4	280	115	165	200	80	100	20	10	1	1
564	South Berkshire Institute*	New Marlboro', Mass	1855	1856	S. T. Frost, A. M	Cong	2	4	88	56	32	53	22	13	6	1	....	....
565	New Salem Academy	New Salem, Mass	1795	1795	Virgil M. Howard	Non-sect	1	1	22	6	16	16	7	4	3	1	0	0
566	Mt. Hermon School for Boys	Northfield, Mass	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....
567	Northfield Seminary	Northfield, Mass	.....	1879	Harriette W. Tuttle	Non-sect	....	6	125	....	125	....	....	....	....	....	....	....
568	Sawin Academy	Sherborn, Mass	1871	1874	Horace W. Rice	.....	1	1	34	16	18	24	10	4	....	....	....	....
569	Dummer Academy	South Byfield, Mass	1782	1763	Rev. E. G. Parsons, M. A. *a*	Non-sect	1	1	23	14	9	23	5	0	1	....	0	....
570	Family and Day School for Young Ladies.*	Springfield, Mass	.....	1865	Miss Catharine L. Howard	Unitarian	1	6	58	....	58	....	....	....	....	....	....	....
571	Hillside Home	Stockbridge, Mass	.....	1875	Miss Adele Brewer	Cong	1	1	8	1	7	8	....	....	....	....	....	....
572	Waltham New Church School*	Waltham, Mass	.....	1860	Benjamin Worcester	New Ch.	2	6	79	32	47	....	....	....	....	....	....	....
573	Home School	Wellesley Hills, Mass	.....	1882	Mrs. Frances M. Chesbro	.....	....	....	....	....	....	....	....	....	....	....	....	....
574	Wesleyan Academy	Wilbraham, Mass	1824	1825	Rev. G. M. Steele, LL. D	M. E	7	6	400	231	169	200	150	50	50	8	10	....
575	Glen Seminary	Williamstown, Mass	.....	1876	Frances A. and Marcia P. Snyder.	.....	....	3	21	8	13	11	10	8	6	....	....	....

*From Report of the Commissioner of Education for 1881.

a Closed his connection with this academy June 30, 1882.

TABLE VI.— *Statistics of institutions for secondary instruction for* 1882, *&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
576	Highland Military Academy	Worcester, Mass	.....	1856	C. B. Metcalf, A. M., sup't	Non-sect	6	....	50	50	....	50	4	3	2	3	....	....
577	School of Modern Languages	Worcester, Mass	.....	1875	Mrs. Minna V. Fitch	Non-sect	....	4	45	13	32	12	....	45	....	....	....	....
578	Miss Williams' School	Worcester, Mass. (25 Chatham street).	0	1873	Miss Ava Williams	Non-sect	3	5	25	0	25	25	24	25	0	0	0	0
579	Raisin Valley Seminary	Adrian, Mich	.....	1851	William W. White, B. S	Friends	2	2	95	53	42	89	6	....	....	....	1	....
580	Detroit College	Detroit, Mich	1881	1877	Rev. James G. Walshe, S. J., president.	R. C	9	....	157	157	....	59	98	49	21	77	....	....
581	Detroit Female Seminary*	Detroit, Mich	1859	1859	Marcus H. Martin, A. M	Non sect	6	9	271	....	271	221	20	30	....	....	....	....
582	Felician Sisters' Seminary	Detroit, Mich	1882	1882	Sister M. Monica, superior	R. C	....	5	45	....	45	....	....	....	....	....	....	....
583	The Misses Bacon's School for Young Ladies and Children.	Grand Rapids, Mich	.....	1874	Misses Bacon	Non-sect	2	2	40	....	40	40	....	6	....	....	....	....
584	St. Joseph's Academy	Marquette, Mich	.....	1869	Sister M. De. Pazzi	R. C	....	10	230	80	150	230	....	....	....	....	....	....
585	St. Mary's Academy	Monroe, Mich	.....	1845	Sister Mary Justina	R. C	....	....	108	....	108	....	....	....	....	....	....	....
586	Oak Park Seminary	Paw Paw, Mich	.....	.....	Miss Abbie Parker	....	....	....	....	....	....	....	....	....	....	....	....	....
587	Somerville School	St. Clair, Mich	1880	1879	Mrs. Caroline F. Ballentine.	Non-sect	....	7	65	....	65	63	2	10	2	....	....	....
588	Spring Arbor Seminary*	Spring Arbor, Mich	.....	1874	Clark Jones	Fr. Meth.	*a*4	....	143	....	....	....	....	....	....	....	....	....
589	Bethlehem Academy and Parish School.	Faribault, Minn	.....	1865	Sister Mary Gertrude	R. C	....	8	244	110	134	....	....	....	....	....	....	....
590	Shattuck School	Faribault, Minn	1860	1865	Rev. James Dobbin, A.M., B.D.	P. E	9	1	128	128	....	116	12	28	10	6	2	....
591	St. Boniface Academy	Hastings, Minn	.....	1871	Sister M. Cecelia	R. C	....	4	80	....	80	60	....	20	....	....	30	....
592	St. Mary's School	Hokah, Minn	.....	1868	Sister M. C. Borromea, sup'r	R. C	....	6	40	....	40	....	....	....	....	....	....	....
593	Minneapolis Academy	Minneapolis, Minn	0	1879	Chas. Davidson, A. M	Non-sect	3	3	162	103	59	....	....	....	....	40	....	....
594	St. Olaf's School*	Northfield, Minn	1874	1875	Thorbjorn Nilson Mohn	Luth	3	1	92	68	24	83	9	27	9	....	....	....
595	Minnesota Academy	Owatonna, Minn	1877	1877	Israel H. De Wolf, A. M	Baptist	2	3	183	77	106	58	37	20	8	29	5	....
596	Hauge College and Seminary	Red Wing, Minn	1878	1879	I. Eisteinsen	Luth	5	....	75	75	....	....	....	....	....	....	....	....

597	Rochester Seminary and Normal School.	Rochester, Minn	1882	1882	Eugene W. Young, A. B	M. E	2	4	120	60	60	100	5	7	3			
598	German-American Institute	St. Paul, Minn			Mrs. C. Nolte			5										
599	St. Paul Home School*	St. Paul, Minn. (36 Iglehart street).		1856	Mrs. M. W. Brown	Non-sect	1	10	70	23	47	70	17	65	17	20	3	4
600	Gustavus Adolphus College	St. Peter, Minn	1874	1876	Rev. M. Wahlstrom, A. B	S.Ev.Lut	4	1	123	102	21				25			
601	Sauk Centre Academy of Individual Instruction.	Sauk Centre, Minn		1876	D. J. Cogan		3		80	80		80	4					
602	Wesleyan Methodist Seminary	Wasioja, Minn	1873	1873	E. G. Paine, A. M	Wes. M.	2	2	79	49	30	25	10	6	10	5	1	0
603	Methodist District High School	Black Hawk, Miss	1873		E. W. Tarrant, A. M	M. E. So.	1	4	109	40	69	101	20	5	20	5		
604	Blue Mountain Academy	Blue Mountain, Miss		1875	T. B. Winston		2		100	100						6	1	
605	Johnson's Classical School	Booneville, Miss	0	1873	John W. Johnson	Non-sect	1	4	165	80	85	165	15	3	4	3		2
606	Brandon Female College	Brandon, Miss	1845	1840	Miss F. A. Johnson	Non-sect		4	75		75		9	5				
607	Brookhaven Male Academy	Brookhaven, Miss		1875	Emily B. Hunt			2	43	43							3	
608	Waverly Institute	Byhalia, Miss	1880	1880	A. M. Moore	Non-sect	1	4	141	80	61		30	0			1	
609	Carrollton Female College	Carrollton, Miss	1880	1852	T. C. Belsher, A. M., president	Non-sect	1	2	61		61	60	1	0				
610	Tallahatchie College	Charleston, Miss																
611	Columbus District High School*	Chester, Miss		1881	John R. Edmunds	Meth	1	2	90	50	40	55	15	11	12		4	
612	Mt. Hermon Female Seminary*	Clinton, Miss	1873	1875	Sarah A. Dickey	Non-sect		3	180	80	100	180						
613	Corinth Female College	Corinth, Miss	1876	1875	Leonidas C. Dickey, A. M., president.	M. E. So.	2	3	76	34	42	37	39	16	37		1	4
614	Crystal Springs Institute*	Crystal Springs, Miss	1865	1860	Rev. Oscar Newton	Presb	1	3	55	10	45	55	12					
615	Cooper Institute	Daleville, Miss	1873	1865	Rev. J. L. Cooper	Non-sect	6	2	152	103	49	152	74	6				
616	Grenada District High School	Grenada, Miss	0	1857	Thos. J. Newell	M. E. So.	1	5	125	50	75	125	12	6				
617	Harperville College	Harperville, Miss	1881	1875	C. A. Huddleston, A. M., pres't		5	2	117	57	60							
618	Holly Springs Normal Institute	Holly Springs, Miss	1837	1840	A. D. Chesterman		2	3	180	100	80		18					
619	Maury Institute	Holly Springs, Miss		1882	Miss E. D. Watson	Non-sect	1	4	37	10	27	37	14	2				
620	Kosciusko Male and Female Institute.	Kosciusko, Miss	1878	1875	Rev. T. A. S. Adams	M. E. So.	1	3	85	38	47	44	41	11			4	3
621	Kossuth School*	Kossuth, Miss	0	1878	Z. B. Whitehurst and W. L. Skinner.		2	1	93	51	42	40	4					
622	McComb City Academy	McComb, Miss		1872	Mrs. R. A. Jackson			2	72	35	37	72						
623	East Mississippi Female College	Meridian, Miss	1870	1870	Rev. J. W. Adkisson, A. M., president.	M. E. So.	2	3	127		127							
624	Meridian Academy*	Meridian, Miss				M. E	*a*2		100									
625	Cool Springs Academy	Molino, Miss		1882	J. H. Cluyten	Meth	1	1	68	31	37	52	16		9	2		
626	Okolona Female Institute	Okolona, Miss	1856	1856	J. A. Kimbrough	Non-sect	1	3	100	0	100	100	20	10				
627	Okolona Male Academy*	Okolona, Miss	1872	1870		Non-sect	1	2	82	82	0	45	12	0	6	8	1	0
628	Pleasant Hill Masonic Male and Female Institute.	Pleasant Hill, Miss	1867	1867	J. B. Williams	Non-sect	1	5	95	48	47	30	20	0			0	0
629	Pontotoc Male Academy*	Pontotoc, Miss		1856	J. M. Carter	Non-sect	2		57	57		57	5		10		1	
630	Chamberlain-Hunt Academy*	Port Gibson, Miss	1878	1879	J. H. Leckey, A. B		4		72	72		72	21	17	51		1	0
631	Stonewall Female College*	Ripley, Miss		1850	Mrs. M. J. Buchanan													
632	Sardis Male Institute	Sardis, Miss	0	1855	J. A. Rainwater	Non-sect	2	1	75	75		59	18		16	4	8	5
633	Greenwood Normal Institute	Union, Miss		1878	M. A. Westbrook, A. B., and Rev. J. C. Portis.	Non-sect	2	2	107	63	44	25				5	1	
634	Vaiden Male and Female Institute.	Vaiden, Miss		1864	W. M. Chalmers	Non-sect	1	2	75	40	35	75	18	10	4		11	
635	North Mississippi Female College.	Verona, Miss	1870	1870	S. P. Rice	Non-sect	1	3	81	5	76		15					
636	Walthall Male and Female High School.*	Walthall, Miss	0	1877	W. J. Taylor	Non-sect	1	1	59	32	27							

* From Report of the Commissioner of Education for 1881.

a Sex not reported.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
637	Jefferson College	Washington, Miss	1802	1811	Joseph S. Raymond	Non-sect	3	0	54	54	0	40	14	0	8	0	3	0
638	Beth Eden College Institute	Webster, Miss	1878	1878	F. B. Brown	Lutheran	2	1	61	34	27	61	12	0	3	0	2	....
639	Winona Female College	Winona, Miss	1880	1880	Milton E. Bacon	Non-sect	1	4	114	0	114	70	2	2	1	15	0	0
640	Watson Seminary	Ashley, Mo	1847	1855	J. Dielle B. Canton	Non-sect	3	3	150	70	80	....	7	14	....	....	....	....
641	Avalon College[a]	Avalon, Mo	1881	1881	Rev. C. J. Kephart, A. M., president.	U.B.Chr	2	1	98	64	34	70	2	[b]4	12	....	....	....
642	The Kemper Family School	Boonville, Mo	0	1844	T. A. Johnston, A. M.	Non-sect	3	2	60	60	0	....	....	....	....	....	8	....
643	Parrish Collegiate Institute	Bunceton, Mo	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
644	Butler Academy	Butler, Mo	1877	1874	James M. Naylor, A. M	Presb	2	1	125	61	64	89	36	8	....	3	2	2
645	Bellevue Collegiate Institute	Caledonia, Mo	1867	1867	W. D. Vandiver, PH. B., president.	M. E. So.	3	3	146	71	75	80	36	15	(6)		0	0
646	Hooper Institute	Clarksburg, Mo	....	1876	J. N. Hooper	Non-sect	1	1	75	40	35	75	....	....	....	14	4	....
647	Carleton Institute*	Farmington, Mo	1859	1854	Miss Eliza A. Carleton, A. M., president.	M. E.	1	4	133	....	....	....	5	10	....	....	....	....
648	Loretto Academy	Florissant, Mo	1869	....	....	R. C	....	10	75	....	75	....	....	....	....	....	....	....
649	Classical and English School	Glendale, Mo	....	....	E. A. Haight	....	....	....	....	....	....	....	....	....	....	....	....	....
650	Kirkwood Seminary	Kirkwood, Mo	1868	1861	Miss Anna C. Sneed	Non-sect	....	11	110	12	98	64	31	15	....	....	....	....
651	Wentworth Male Academy	Lexington, Mo	1881	1879	Sandford Sellers, M. A	Non-sect	2	0	53	53	0	40	13	3	(10)		2	....
652	McCune College	Louisiana, Mo	1881	1880	A. Slaughter, president	Baptist	3	3	105	47	58	105	30	2	....	3	....	....
653	Marionville Collegiate Institute	Marionville, Mo	1872	1872	John Turrentine, A. M	M. E.	3	2	201	118	83	150	50	....	25	30	0	0
654	Institute of Sacred Heart	Maryville, Mo. (Meramec street).	....	1827	Madame A. M. Niederkorn	R. C	2	21	127	....	127	127	....	127	....	....	....	....
655	Montgomery College*	Montgomery City, Mo	1849	1849	John T. Bibb, B. L., and John W. Perry, A. M.	Non-sect	2	5	130	67	63	90	19	10	14	13	18	11
656	Morrisville Male and Female Collegiate Institute.	Morrisville, Mo	1876	1872	Rev. W. C. Godbey, D. D., president.	M. E. So	3	2	114	68	46	100	14	12	....	....	....	....

657	Neosho Collegiate Institute	Neosho, Mo	1881	1880	Rev. W. C. Montgomery	M. E. So	4	2	98	40	58	50	15	40	....	....	0	2
658	Oak Ridge High School*	Oak Ridge, Mo	1877	1874	W. T. Carrington	....	2	2	112	65	47	112	....	....	....	10	4	6
659	Palmyra Seminary	Palmyra, Mo	1873	1852	Rev. J. S. Dingle, A. M	Non-sect	2	4	103	40	63	103	20	20	....	....	....	....
660	St. Paul's College	Palmyra, Mo	1852	1848	Rev. J. A. Wainwright, A. M., M. D.	P. E	....	....	....	....	....	....	....	....	....	....	....	....
661	Park College*	Parkville, Mo	1878	1875	Rev. John A. McAfee, A. M.	Presb	6	3	155	95	60	55	100	....	....	....	....	....
662	Peirce City Baptist College	Peirce City, Mo	1879	1880	Charles S. Sheffield	Baptist	3	2	71	40	31	....	....	....	....	....	0	0
663	Van Rensselaer Academy	Rensselaer, Mo	....	1853	James Donnelly, A. M	Presb	1	1	57	24	33	43	10	4	2	....	....	....
664	Academy of the Sacred Heart	St. Charles, Mo	....	1820	Mother Rose Conway	R. C	....	30	125	....	125	125	....	30	....	....	....	....
665	St. Charles College	St. Charles, Mo	1838	1837	J. P. Brannock, A. M., president.	M. E. So	2	3	60	45	15	38	10	12	15	10	2	....
666	Academy of the Sacred Heart	St. Joseph, Mo	1856	1853	Superior of Sacred Heart Convent.	R. C	....	12	100	....	100	100	....	20	....	....	....	....
667	Young Ladies' Institute	St. Joseph, Mo	0	1869	Rev. Charles Martin, M. D	Non-sect	2	8	120	....	120	120	20	4	....	....	....	....
668	Mrs. Cuthbert's Seminary for Young Ladies.	St. Louis, Mo. (2324, 2326, 2328 Olive street).	....	1865	Mrs. Eugenia Cuthbert	Non-sect	1	10	118	0	118	....	48	118	....	....	....	....
669	Educational Institute	St. Louis, Mo	0	1879	John Toensfeldt	Non-sect	18	0	240	240	0	240	8	240	....	....	....	....
670	Foster's School	St. Louis, Mo. (corner 16th and Pine streets).	....	1878	Ben. R. Foster	Non-sect	4	1	53	53	....	....	....	....	....	....	....	....
671	German Institute	St. Louis, Mo. (215 S. 3d street).	1857	1856	John Eyser	Non-sect	5	....	215	215	....	215	24	24	....	....	....	....
672	Lutheran High School	St. Louis, Mo	....	1867	Augustus C. Burgdorf	Ev. Luth	2	....	54	54	....	....	....	....	....	....	....	....
673	School of the Good Shepherd	St. Louis, Mo. (2029 Park avenue).	1867	1874	Sister Catharine	P. E	3	12	101	7	94	....	....	....	....	....	....	....
674	Salem Academy	Salem, Mo	....	1872	Wm. H. Lynch, A. M.	Non-sect	2	7	480	245	235	480	....	....	....	25	4	1
675	Sedalia University	Sedalia, Mo	1882	1882	George A. Beattie, president	Presb	4	4	119	....	....	....	....	....	....	....	....	....
676	The Blake School	Beatrice, Nebr	....	1881	Henry N. Blake	....	1	1	111	58	53	111	....	20	....	....	....	....
677	Franklin Academy	Franklin, Nebr	1881	1881	W. S. Hampton	Cong	3	2	109	51	58	29	15	....	7	....	....	....
678	Nebraska Baptist Seminary	Gibbon, Nebr	....	1880	George W. Read	Baptist	4	2	139	64	75	111	28	....	9	....	1	....
679	Hastings College	Hastings, Nebr	1882	1882	J. M. Wilson, principal of normal department.	Presb	....	....	40	....	....	....	....	....	....	....	....	....
680	St. Claire Hall	Lincoln, Nebr	....	1882	Miss Claire F. Link	....	....	....	50	....	....	....	....	....	....	....	....	....
681	Shoenberger Hall	Nebraska City, Nebr	....	....	Rev. R. W. Oliver, D. D	P. E	....	....	20	....	20	....	....	....	....	....	....	....
682	Gates College	Neligh, Nebr	1881	1881	Rev. M. L. Holt	Cong	2	....	66	27	39	56	10	....	10	....	....	....
683	Oakdale Seminary	Oakdale, Nebr	....	1882	Rev. Harvey Wilson	Presb	1	....	26	16	10	25	12	....	....	....	....	....
684	Brownell Hall*	Omaha, Nebr	1867	1863	Rev. Robert Doherty, M. A., rector.	P, E	3	5	79	....	79	....	....	....	....	....	....	....
685	Loomis Select School	Omaha, Nebr	....	1880	Miss L. B. Loomis	P. E	....	4	54	23	31	54	....	....	....	....	....	....
686	St. Catherine's Academy*	Omaha, Nebr	....	1877	Sisters of Mercy	R. C	....	10	124	12	112	120	4	8	....	....	....	....
687	St. Mary Magdalen School	Omaha, Nebr	....	1871	Rev. George J. Glauber	R. C	....	5	281	129	152	....	....	....	....	....	5	4
688	Silver Ridge Seminary	Silver Ridge, Nebr	0	1878	Walter H. Clark	Presb	1	1	20	12	8	20	6	1	4	0	3	0
689	Nebraska Conference Seminary	York, Nebr	1879	1880	Rev. Edward Thomson, A. M., B. D., PH. D., president.	M. E	6	2	145	80	65	113	20	12	20	25	5	....
690	Proctor Academy	Andover, N. H	*d*1874	*d*1874	Wm. Jas. Lloyd	Unitar'n	1	2	66	34	32	21	11	12	2	2	0	0
691	Atkinson Academy	Atkinson, N. H	1791	1789	Bartlett H. Weston	Non-sect	1	1	37	25	12	22	10	5	2	3	....	....
692	Candia Village High School	Candia Village, N. H	0	1878	Austin Powers Foster	F. W. B.	1	0	23	14	9	14	8	1	1	0	6	0
693	Beede Academic and Normal Institute.	Centre Sandwich, N. H	0	1839	Mrs. A. E. R. Beede	Non-sect	0	1	41	20	21	41	0	0	0	0	0	0
694	Chester Academy*	Chester, N. H	1853	1853	W. I. Smith	Non-sect	2	0	40	20	20	25	15	....	4	0	0	0

* From Report of the Commissioner of Education for 1881.
a These statistics are for the year 1881.
b Number in scientific course.
c Closed for the year 1882; to be reopened September 1883.
d Chartered in 1880, and organized in 1881 under its present management.

TABLE VI.— *Statistics of institutions for secondary instruction for* 1882, *&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
695	Stevens High School	Claremont, N. H	.....	1868	Lemuel S. Hastings	Non-sect	1	2	111	52	59	74	37	15	16	5	....	....
696	Colebrook Academy	Colebrook, N. H	1846	1848	Samuel Francis Tower	Non-sect	1	1	90	40	50	75	15	2	5	....	....	....
697	Contoocook Academy*	Contoocook, N. H	1856	1856	Charles M. Sargent	New Ch.	1	1	40	15	25	....	....	....	....	....	0	1
698	Pinkerton Academy	Derry, N. H	1814	1815	Edmund R. Angell, A. M.	Non-sect	1	2	*a*71	*a*33	*a*38	*a*51	*a*20	*a*3	2	0	0	0
699	Franklin Academy	Dover, N. H	1813	1818	John Scales, A. M	.....	1	2	45	25	20	35	10	4	4	6	....	....
700	Conant High School	East Jaffrey, N. H	1868	1869	Benjamin F. Armitage	.....	1	1	50	25	25	....	....	....	....	....	....	....
701	Francestown Academy	Francestown, N. H	1819	1800	Hervey S. Cowell, A. M	Non-sect	3	3	138	72	66	100	25	15	15	3	1	0
702	Gilmanton Academy	Gilmanton, N. H	1794	1797	F. M. McCutchins, A. B	Non-sect	1	2	48	24	24	27	21	4	6	0	0	0
703	Brackett Academy	Greenland, N. H	1823	1824	Miss S. C. Merrill	Non-sect	2	2	50	....	....	....	....	12	....	....	1	1
704	Hampstead High School	Hampstead, N. H	1876	1876	Forrest E. Merrill	Non-sect	1	0	24	12	12	24	2	....	1	1	0	0
705	School for Boys	Holderness, N. H. (P. O., Plymouth).	1878	1879	Rev. Frederick M. Gray	P. E	4	....	55	55	....	24	31	16	27	6	....	1
706	Kingston Academy*	Kingston, N. H	1824	1825	C. H. French	Non-sect	1	....	36	16	20	30	6	30	....	....	....	....
707	Lancaster Academy	Lancaster, N. H	1828	1828	Frank B. Spaulding, A. B	Non-sect	1	....	65	38	27	51	18	4	2	....	....	....
708	Marlow Academy*	Marlow, N. H	.....	1850	Henry O. Hill	.....	1	1	27	9	18	....	....	....	....	....	....	....
709	New Hampton Literary and Biblical Institution.	New Hampton, N. H	1853	1853	Rev. A. B. Meservey, A. M., PH. D.	F. W. B.	5	5	240	160	80	160	50	8	20	2	3	0
710	Northwood Seminary	Northwood Ridge, N. H	1867	1867	J. H. Hutchins, A. M	Free Bp.	1	1	43	21	22	34	6	3	2	....	....	....
711	Pembroke Academy	Pembroke, N. H	1818	1819	Isaac Walker, A. M	Cong	1	1	67	36	31	43	24	6	7	....	2	....
712	Pittsfield Academy*	Pittsfield, N. H	1830	1830	Daniel K. Foster	Cong	1	1	60	35	25	....	....	....	....	....	....	....
713	Miss Morgan's English, French, and German School for Young Ladies.	Portsmouth, N. H	.....	1874	Miss A. C. Morgan	Non-sect	....	5	29	....	29	29	5	29	....	....	....	....
714	Smith's Academy and Commercial College.	Portsmouth, N. H	.....	1873	Lewis E. Smith	.....	3	1	56	44	12	41	29	8	11	7	....	1
715	Raymond High School	Raymond, N. H	.....	1867	John T. Bartlett	Non-sect	1	1	63	43	20	59	4	....	3	....	....	....

716	McGaw Normal Institute	Reed's Ferry, N. H	1849	1849	Elliot Whipple, A. M.	Non-sect	1	2	67	38	29	33	17	3	3	3	0	0
717	Barnard Academy*	South Hampton, N. H		1842	John L. Dearing	Non-sect	1	0	30	15	15	30	0	0	0	0	0	0
718	New Hampshire Conference Seminary and Female College.	Tilton, N. H	1852	1845	Rev. S. E. Quimby, A. M., president.	M. E	7	5	216	94	122	60	53	40	25	4	2	2
719	Simonds Free High School	Warner, N. H	1871	1871	Charles A. Strout, A. B	Non-sect	1	2	59	28	31	49	10	8	3	0	0	0
720	Tubbs' Union Academy	Washington, N. H	1848	1848	Frank P. Newman		1	2	77	36	41	62	6		6	4		3
721	Wolfborough Academy*	Wolfborough, N. H		1878			1	1	25	15	10			6				
722	Blum's School	Belleville, N. J		(b)	Dr. C. W. Blum													
723	Blair Presbyterial Academy	Blairstown, N. J		1848	Henry D. Gregory, A. M., PH. D.	Presb	2	3	72	46	26	35	37	4			4	
724	Gymnasium or Preparatory Department of the German Theological School of Newark, N. J.	Bloomfield, N. J	1871	1869	Rev. Charles E. Knox, D. D., president.	Presb	6		18	18			18	18		0		0
725	Bordentown Military Institute	Bordentown, N. J	0	1881	Col. Samuel E. Rusk				38	38								
726	St. Joseph's Academy	Bordentown, N. J		1873	Sister Mary Stanislaus	R. C		3	45	10	35	35		20				
727	Ivy Hall	Bridgeton, N. J		1861	Rev. Henry Reeves, A. M.	Presb	2	5	40									
728	South Jersey Institute	Bridgeton, N. J	1868	1870	Henry K. Trask, LL. D	Bap	4	6	140	100	40	100	50	25	30	20	7	5
729	Westfield Friends' School	Cinnaminson, N. J			Helen P. Marshall	Friends												
730	Brainerd Institute	Cranbury, N. J	1865	1865	William E. Marshall	Presb	2	0	39	25	14	39	5	0	5	1	0	1
731	The Elizabeth Institute	Elizabeth, N. J. (521 North Broad street).		1861	Miss N. C. Read	Presb		6	60	18	42	60						
732	Misses Hayward's English and French School for Young Ladies.*	Elizabeth, N. J		1869	Misses Julia L. and Amy Hayward.	P. E	1	6	39		39	39	3	39				
733	Jefferson Park Academy	Elizabeth, N. J. (315-323 Jefferson avenue).	1873	1872	James H. Lansley, PH. D	Non-sect	3	2	108	81	27		16	14				
734	Institute of the Holy Angels	Fort Lee, N. J	0	1879	Sister Mary Nonna, superioress.	R. C	0	4	55		55	55		27				
735	Freehold Institute	Freehold, N. J	1844	1844	Rev. A. G. Chambers	Presb	6	0	67	67	0	25	42	0	34	5	7	3
736	Centenary Collegiate Institute	Hackettstown, N. J	1869	1874	Rev. George H. Whitney, D. D., president.	M. E	7	7	220	130	90	90	49	86	30	60	10	2
737	St. Agnes' Hall	Haddonfield, N. J		1878	Rev. T. M. Reilly, B. D., rector.	P. E	1	2	20		20	19	1	7				
738	St. John's Military Academy	Haddonfield, N. J		1865	Rev. W. M. Reilly, B. D., rector.	P. E	6	1	91	91		85	8	12	8			
739	The Home Seminary	Hightstown, N. J	0	1864	Rev. William M. Wells, A. M.	Presb	1	3	56	16	40	56	11	5	0	0	0	0
740	Academy of the Sacred Heart	Hoboken, N. J		1875	Sister Teresa Vincent	R. C	3	8	105	25	80	105	0	50				
741	German-American School	Hoboken, N. J. (106 Bloomfield street).		1871	John A. von Duisburg	Non-sect	1	1	70	45	25	55		70				
742	German, English, and French Academy.	Hoboken, N. J. (272 Bloomfield street).	1873	1868	Frederick H. W. Schlesier	Lutheran	3	2	90	60	30	90	12	90				
743	Hoboken Academy	Hoboken, N. J	1869	1861	Joseph Schrenk		12	4	442	296	146	442				9	1	3
744	Young Ladies' Institute*	Hoboken, N. J. (352 Bloomfield street).		1868	Miss Mathilde Schmidt	Non-sect	4	6	150		150	150						
745	Hopewell Seminary	Hopewell, N. J	0	1866	Miss Elizabeth H. Boggs	Non-sect	1	3	40	15	25	40	0	5	0	0	0	5
746	Jamesburg Institute	Jamesburg, N. J	0	1873	B. B. Seelye	Non-sect	1	1	30	20	10		8	4	2	0	0	0
747	Hasbrouck Institute	Jersey City, N. J. (109 Grand street).	0	1856	Charles C. Stimets	Non-sect	9	4	245	160	85	150	50	60	25	30	6	3

* From Report of the Commissioner of Education for 1881.

ø These figures are for one term of the school year only.

b Organized in 1877 at Newark; removed to Belleville in 1882.

TABLE VI.— *Statistics of institutions for secondary instruction for* 1882, *&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
748	The Misses Wreaks' Boarding and Day School for Young Ladies and Children.	Jersey City, N. J. (124 Mercer street).	.....	1867	Miss Eleanor M. Wreaks	.....	....	....	40	....	....	....	....	....	....	....	....	....
749	Classical and Commercial High School.	Lawrenceville, N. J	.....	1810	Rev. Samuel M. Hamill, D. D.	Presb...	6	0	60	60	0	30	35	11	....	....	....	....
750	Lawrenceville Young Ladies' Seminary.	Lawrenceville, N. J	.....	1835	Rev. R. Hamill Davis, PH. D	Presb...	2	2	22	....	22	....	3	2	....	....	....	....
751	Wayniflete Parsonage School	Madison, N. J	.....	1882	Rev. Walter Wyndeyer	.....	....	....	....	....	....	....	....	....	....	....	....	....
752	Glenwood Institute	Matawan, N. J	1855	1855	Charles Jacobus, A. M	Non-sect	3	2	117	67	50	100	14	17	6	....	1	....
753	Moorestown Academy	Moorestown, N. J	.....	1878	Wilmer P. Leeds	Friends	1	2	70	40	30	....	....	....	....	3	1	....
754	Morris Academy*	Morristown, N. J	.....	1793	Andrew F. West	Non-sect	3	1	42	42	....	17	25	4	25	3	....	....
755	Morristown Seminary	Morristown, N. J	.....	.....	Miss E. Elizabeth Dana	Non-sect	2	9	110	....	110	....	40	50	....	....	....	....
756	St. Hilda's School	Morristown, N. J	.....	.....	Sisters of St. John Baptist	.....	....	....	....	....	....	....	....	....	....	....	....	....
757	Miss Stevenson's French and English Boarding School for Young Ladies and Little Girls.	Morristown, N. J	.....	.....	Miss Louise Stevenson	.....	....	....	....	....	....	....	....	....	....	....	....	....
758	Beacon Street German-American School.	Newark, N. J. (10 Beacon street).	1858	1858	Arnold Voget	Non-sect	4	4	300	160	140	300	....	300	....	....	....	....
759	First German and English Presbyterian School.	Newark, N. J. (35 Morton street).	1860	1860	Rev. John U. Guenther	Presb...	3	2	330	200	130	150	60	20	15	10	6	2
760	German-American Elementary and High Grammar School.	Newark, N. J. (19 Green street).	1856	1856	Hermann von der Heide	Non-sect	3	7	290	160	130	230	0	230	0	0	0	0
761	St. Vincent's Academy	Newark, N. J	.....	1869	Sisters of Charity	R. C	....	5	113	40	73	111	....	20	25	....	6	....
762	Twelfth Ward German-English School.	Newark, N. J	1858	1858	George Haccius	Non-sect	1	2	170	90	80	....	....	....	....	....	....	....
763	Newton Collegiate Institute	Newton, N. J	1852	1848	Joel Wilson	Presb...	2	3	....	....	....	....	....	....	....	....	....	....

764	Park Heights Seminary	Ocean Grove, N. J	.....	1882	Miss Emily A. Rice	Non-sect	....	6	35	....	35	....	4	....	....	....	....	....	
765	St. John's School*	Passaic, N. J	0	1871	Charles W. Stickle, A. M	P. E	3	2	56	35	21	38	11	10	4	2	0	1	
766	Passaic Falls Institute*	Paterson, N. J. (cor. Market and Church streets).	.....	1866	Rev. Joseph C. Wyckoff	Non-sect	2	6	45	8	37	40	10	10	....	....	1	....	
767	Paterson Seminary	Paterson, N. J. (cor. Van Houton and Auburn sts.).	.....	1863	Albert B. Wiggin, A. M	Non-sect	2	2	52	37	15	25	27	7	5	0	0	0	
768	North Plainfield Seminary*	Plainfield, N. J. (box 341)	.....	1876	Miss M. Helen Burrows	Non-sect	2	4	45	15	30	45	13	40	4	....	....	....	
769	Academy of Science and Art	Ringoes, N. J	.....	1876	Cornelius W. Larison, M. D	Non-sect	1	3	17	9	8	....	....	....	....	....	....	....	
770	Seminary at Ringoes	Ringoes, N. J	.....	1870	Anna M. Kieffer	Non-sect	....	3	16	6	10	16	4	....	1	....	....	....	
771	Collegiate Institute*	Salem, N. J	0	1867	H. Page Davidson, A. M	Non-sect	1	4	57	37	20	41	12	5	4	1	....	....	
772	Salem Friends' School	Salem, N. J	.....	.....	Abigail Paul	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
773	"The Heights" Academy	Short Hills, N. J	.....	1880	Rev. Julius D. Rosé, A. M., M. D., PH. D. *a*	P. E	1	3	41	26	15	41	15	15	3	2	2	....	
774	South Orange Academy	South Orange, N. J	.....	.....	Rev. Julius D. Rosé, A. M., M. D., PH. D.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
775	The Summit Military Academy	Summit, N. J	.....	1882	Alfred Newell Fuller, A. B	Non-sect	1	....	8	8	0	8	3	8	8	0	....	....	
776	Woodstown Academy	Woodstown, N. J	.....	.....	A. C. Norris	Friends	1	1	83	43	40	83	3	2	3	....	2	1	
777	Hungerford Collegiate Institute	Adams, N. Y	1864	1864	A. B. Watkins, A. M., PH. D	Non-sect	5	3	207	106	101	....	41	....	25	....	2	3	
778	Albany Academy	Albany, N. Y	1813	1815	James M. Cassety, A. M	Non-sect	9	4	315	315	0	215	100	20	55	0	11	0	
779	Albany Female Academy	Albany, N. Y	1821	1814	Lucy A. Plympton	Non-sect	3	12	*b*192	....	*b*192	41	19	160	2	0	0	0	
780	Christian Brothers' Academy*	Albany, N. Y	1869	1856	Brother Leontine	R. C	8	0	120	120	0	120	20	12	20	....	6	....	
781	Amenia Seminary	Amenia, N. Y	1834	1835	H. Isbell	Meth	2	1	55	25	30	50	5	....	5	....	....	....	
782	Amsterdam Academy	Amsterdam, N. Y	1839	1839	George H. Ottaway, A. B	Non-sect	2	4	60	30	30	60	9	20	2	....	1	....	
783	Ives Seminary	Antwerp, N. Y	1856	1853	Rev. C. E. Hawkins, A. M	M. E	4	6	228	120	108	180	27	21	27	24	8	3	
784	Argyle Academy	Argyle, N. Y	1841	1841	M. H. Bowman, A. B	Non-sect	1	1	70	40	30	70	11	3	11	0	0	0	
785	Cayuga Lake Academy*	Aurora, N. Y	1801	1798	Charles K. Hoyt, A. B	Non-sect	2	2	41	25	16	30	11	1	8	3	1	....	
786	Bedford Academy	Bedford, N. Y	.....	1809	James F. Williams, jr	.....	1	1	61	36	25	54	7	....	3	4	1	0	
787	Genesee Valley Seminary	Belfast, N. Y	1857	1857	Floyd M. Crandall	.....	1	....	48	18	30	28	13	7	2	....	....	....	
788	Union Academy of Belleville	Belleville, N. Y	1824	1822	William C. Joslin, A. B	Non-sect	4	3	96	47	49	80	16	5	6	2	3	1	
789	Binghamton Institute	Binghamton, N. Y	.....	1875	Lillian M. Craig	P. E	1	6	....	....	....	....	....	....	....	....	....	2	
790	Bridgehampton Literary and Commercial Institute.	Bridgehampton, N. Y	1875	1860	Lewis W. Hallock, A. B	Non-sect	2	2	51	35	16	44	7	....	3	....	....	....	
791	Adelphi Academy	Brooklyn, N. Y. (Lafayette avenue).	1869	1869	Stephen G. Taylor, A. M., PH. D	Non-sect	19	18	800	425	375	700	76	....	....	10	5	3	
792	Brooklyn Hill Collegiate Institute	Brooklyn, N. Y. (350 Washington avenue).	.....	1879	Mrs. S. C. Baker	Presb	3	3	23	....	23	....	....	20	....	....	....	....	
793	Chênevière Institute	Brooklyn, N. Y. (153 Schermerhorn street).	.....	1865	Rev. Wm. A. Stamm, A. M., and Madame J. M. Stamm.	Non-sect	1	5	29	....	29	29	....	28	....	....	....	....	
794	Christiansen Institute	Brooklyn, N. Y. (207 Schermerhorn street).	.....	1872	Mrs. E. C. Stacker	.....	....	4	60	....	....	....	....	....	....	....	....	....	
795	College Grammar School	Brooklyn, N. Y. (44 Court street).	0	1849	Rev. Levi Wells Hart	Non-sect	3	0	25	25	0	20	5	3	5	1	0	0	
796	Female Institute of the Visitation	Brooklyn, N. Y. (209 Clinton avenue).	1863	1855	Mother Superioress	R. C	....	15	130	....	130	....	....	....	....	....	....	....	
797	Friends' School	Brooklyn, N. Y. (Schermerhorn street, near Boerum).	.....	1867	Clara Lockwood	Friends	....	6	84	45	39	....	....	10	....	....	....	....	

* From Report of the Commissioner of Education for 1881.

a The Rev. Dr. Rosé became rector of South Orange Academy, South Orange, in September, 1882, having transferred nearly all his pupils from "The Heights" Academy, Short Hills.

b This includes girls in the Kindergarten.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
798	German-American Boarding and Day School for Young Ladies and Children.*	Brooklyn, N. Y. (154 Montague street).	.....	1876	Mrs. R. Goodwin.....	.....	2	8	95	15	80	20	6	95	....	....	....	....
799	Lafayette Academy.....	Brooklyn, N. Y. (149 Lafayette avenue).	.....	1877	Rev. D. Marvin, jr., A. M	P. E	1	1	13	13	....	12	1	3	0	0	0	0
800	Buffalo Practical School	Buffalo, N. Y. (23 W. Swan street).	.....	1875	Herman Poole	.....	1	1	14	14	0	5	0	2	3	6	....	....
801	Heathcote School.....	Buffalo, N. Y	0	1865	Lester Wheeler, A. M.....	P. E	3	1	45	45	0	34	11	6	11	2	1	....
802	Miss Hoffman's School.....	Buffalo, N. Y. (623 Delaware avenue).	.....	.....	Miss Alice Hoffman	.....	....	....	....	....	....	....	....	....	....	....	....	....
803	Canandaigua Academy*	Canandaigua, N. Y.....	1795	1795	Noah T. Clarke, A. M., PH. D.	Non-sect	5	0	150	135	15	130	45	15	25	....	4	1
804	Canisteo Academy.....	Canisteo, N. Y.....	1870	1871	Daniel M. Estee, A. M.....	Non-sect	1	4	128	64	64	30	18	10	5	6	1	....
805	Drew Seminary and Female College.	Carmel, N. Y....	1866	1866	Geo. Crosby Smith, A. M., president.	M. E....	2	6	65	....	65	....	....	....	....	....	....	....
806	Chappaqua Mountain Institute...	Chappaqua, N. Y	1870	1870	S. C. Collins, M. A.....	Friends.	2	4	77	56	21	70	7	34	....	....	3	....
807	Cincinnatus Academy	Cincinnatus, N. Y.....	1857	1857	Myron E. Carmer, A. B	Non-sect	1	2	92	41	51	92	12	....	4	3	....	1
808	Clifton Springs Seminary.....	Clifton Springs, N. Y	1868	1868	Miss C. E. Hahn	P. E	1	5	40	....	40	35	5	10	....	....	1	....
809	Foster School.....	Clifton Springs, N. Y	0	1876	Rev. Geo. Loomis, D. D	Non-sect	3	....	94	0	94	....	..	30	....	....	....	....
810	Clinton Grammar School.....	Clinton, N. Y.....	1815	1813	Rev. Isaac O. Best, A. M.....	Non-sect	3	3	110	110	....	60	50	8	50	4	5	....
811	Houghton Seminary	Clinton, N. Y	1881	1861	A. G. Benedict.....	Presb...	3	8	86	....	86	40	30	16	....	....	....	....
812	Evening Classes of the Poppenhusen Association.	College Point, N. Y	1868	1870	Ferdinand Martens.....	Non-sect	3	....	120	105	15	....	....	....	....	....	....	1
813	Cornwall Collegiate School for Young Ladies.	Cornwall-on-the-Hudson, N. Y.	.....	1877	Rev. Alfred C. Roe.....	Non-sect	2	3	26	0	26	13	4	9	4	0	1	....
814	Cornwall Heights School	Cornwall-on-the-Hudson, N. Y.	.....	1866	Oren Cobb, A. M	.....	4	....	31	31	....	31	20	12	10	2	2	....

815	Delaware Academy	Delhi, N. Y	1819	1819	James O. Griffin	Non-sect	3	5	206	102	104	116	60	30	25	8	3	2
816	Dundee Preparatory School	Dundee, N. Y	1882	1879	John Kline, A. M	Non-sect	2	3	125	60	65	120	18	10	6	1	0	0
817	Aurora Academy	East Aurora, N. Y	1832	1833	Leslie W. Lake		1	2	255	121	134	....	12	26	....	....	....	....
818	Friends' Seminary of Easton	Easton, N. Y	1851	1860	Wilson M. Tylor	Friends.	1	2	86	52	34	86	0	0	0	0	5	0
819	Rural Seminary	East Pembroke, N. Y	1856	1857	Luella E. Scarff	Non-sect	....	2	38	14	24	36	2	3	....	....	....	....
820	Starkey Seminary	Eddytown, N. Y	1848	1842	Oscar F. Ingoldsby, A. M	Non-sect	4	5	153	99	54	112	27	4	9	....	5	....
821	Munro Collegiate Institute	Elbridge, N. Y	1839	1839	Truman K. Wright, PH. D	Non-sect	2	4	115	58	57	....	20	15	6	2	1	0
822	Fairfield Seminary	Fairfield, N. Y	1803	1803	John B. Van Petten	Meth	3	2	51	27	24	40	11	10	5	1	1	0
823	Erasmus Hall Academy	Flatbush, N. Y	1787	1787	Rev. Robert G. Strong	Non-sect	4	6	101	46	55	101	8	23	2	....	....	....
824	S. S. Seward Institute	Florida, N. Y	1846	1843	Mrs. Martha S. Parks	Non-sect	2	3	38	21	17	38	14	4	0	0	0	0
825	Flushing Institute	Flushing, N. Y	.....	.....	E. A. Fairchild	.....	7	....	77	77	....	52	25	30	....	....	....	....
826	St. Joseph's Academy	Flushing, N. Y	1860	1855	Mother M. Teresa	R. C	3	10	120	0	120	110	10	80	....	....	....	....
827	Clinton Liberal Institute	Fort Plain, N. Y	.....	a1831	Charles V. Parsell, A. M., president.	Univ	7	5	151	77	74	41	32	28	5	8	4	....
828	Delaware Literary Institute	Franklin, N. Y	1835	1836	Charles H. Verrill, A. M., PH. D.	Non-sect	4	5	213	106	107	171	42	25	12	5	4	0
829	Ten-Broeck Free Academy	Franklinville, N. Y	1862	1867	T. F. Chapin, A. M	Non-sect	2	3	240	128	112	18	30	3	5	0	0	0
830	Friendship Academy*	Friendship, N. Y	1849	1849	P. Miller, A. M	Non-sect	1	3	85	40	45	75	6	14	2	....	2	2
831	Falley Seminary	Fulton, N. Y	1836	1834	Rev. James Gilmour, A. M	Presb	2	2	55	30	25	50	5	2	1	2	0	0
832	St. Mary's (Cathedral) School	Garden City, N. Y	1877	1877	Miss H. Carroll Bates	P. E	4	3	42	....	42	34	18	25	....	....	....	....
833	St. Paul's (Cathedral) School*	Garden City, N. Y	1877	1877	Rev. T. Stafford Drowne, D. D., acting warden.	P. E	10	....	112	112	....	112	40	....	25	5	4	2
834	Gilbertsville Academy and Collegiate Institute.	Gilbertsville, N. Y	1840	1839	Rev. Abel Wood, A. M	Non-sect	1	3	75	39	36	58	17	2	8	0	2	0
835	Elmwood Commercial and Select School.*	Glens Falls, N. Y	.....	.....	James N. Whipple	Non-sect	2	4	194	109	85	....	....	....	....	....	....	....
836	Glens Falls Academy*	Glens Falls, N. Y	1841	1841	Daniel C. Farr, A. M	Non-sect	1	5	200	75	125	125	25	30	10	....	1	....
837	Goshen Institute*	Goshen, N. Y	0	1840	Joel Wilson	Non-sect	2	3	80	35	45	50	2	10	2	0	0	0
838	Gouverneur Wesleyan Seminary	Gouverneur, N. Y	1826	1829	Martin R. Sackett, A. B	Non-sect	3	3	208	96	112	167	25	16	22	3	2	....
839	Greenville Academy	Greenville, N. Y	1816	1816	Rev. W. F. Albrecht	Non-sect	2	1	74	41	33	40	4	....	4	....	1	....
840	Hartwick Seminary	Hartwick Seminary, N. Y	1816	1815	Rev. James Pitcher, A. M	Luth	4	2	103	68	35	....	....	....	....	....	1	....
841	Mountain Institute	Haverstraw, N. Y	0	1852	Lavalette Wilson	Non-sect	1	1	56	40	16	56	8	4	2	6	2	0
842	Hempstead Institute	Hempstead, N. Y	0	1837	E. Hinds, A. M	Non-sect	2	2	20	20	....	20	....	5	....	....	....	....
843	Academy of Our Lady of Perpetual Help.*	Hogansburg, N. Y	.....	.....	.....	R. C	....	....	....	....	....	....	....	....	....	....	....	....
844	Hudson Academy	Hudson, N. Y	1807	1807	Rev. William D. Perry b	Presb	3	1	84	51	33	51	23	10	2	0	0	0
845	Hudson Young Ladies' Seminary*	Hudson, N. Y	0	1848	Misses Elizabeth and Sophia C. Peake.	Non-sect	1	4	20	0	20	20	2	18	....	....	....	....
846	The Misses Skinner's School for Young Ladies.	Hudson, N. Y	.....	1867	Sarah R. Skinner	Baptist	....	3	50	...	50	....	21	4	....	....	....	....
847	Lansingburgh Academy*	Lansingburgh, N. Y	1796	1797	Charles T. R. Smith, A. M	Non-sect	2	3	78	38	40	64	14	0	5	3	0	2
848	Lawrenceville Academy	Lawrenceville, N. Y	1861	1861	D. D. Van Allen, A. M	Non-sect	1	2	149	70	79	131	18	....	....	....	0	0
849	Le Roy Academic Institute	Le Roy, N. Y	1864	1864	Frank M. Comstock, A.M., C.E.	Non-sect	2	4	165	102	63	165	13	10	0	12	1	0
850	Liberty Normal Institute	Liberty, N. Y	1847	1847	Alva Seybolt	Non-sect	1	1	95	50	45	94	1	....	....	....	0	0
851	Genesee Wesleyan Seminary	Lima, N. Y	1832	1830	Rev. G. H. Bridgman, D. D	M. E	7	5	312	160	152	100	48	26	30	13	6	....
852	Lowville Academy	Lowville, N. Y	1808	1808	William R. Adams, A. M	Non-sect	3	3	250	110	140	200	70	38	12	5	4	3
853	Macedon Academy	Macedon Centre, N. Y	1842	1841	Fred A. White	Presb	1	2	113	50	63	....	....	....	5	....	2	....
854	Franklin Academy	Malone, N. Y	1832	1832	M. E. McClary, A. B	Non-sect	1	1	99	41	58	75	24	0	15	5	4	1

* From Report of the Commissioner of Education for 1881. *a* At Clinton; removed to Fort Plain in 1879. *b* Resigned July, 1882; succeeded by Chas. Van T. Smith.

TABLE VI.— *Statistics of institutions for secondary instruction for* 1882, *&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
855	St. John's Military School	Manlius, N. Y	*a*1869	*a*1869	Rev. John W. Craig, A. B., head master.	P. E	6	0	20	20	0	8	12	5	10	2	....	....
856	Marion Collegiate Institute	Marion, N. Y	1855	1856	C. E. Allen	Non-sect	2	2	115	56	59	83	25	17	5	10	2	4
857	Mechanicville Academy	Mechanicville, N. Y	1861	1861	Mrs. S. E. King Ames, L. L. L.	Non-sect	2	5	125	65	60	87	18	20	8	8	3	2
858	Select Family School	Mechanicville, N. Y	.....	1874	Rev. R. G. Williams	Presb	1	2	35	5	30	....	5	6	4	....	....	....
859	Mexico Academy	Mexico, N. Y	1826	1826	Henry R. Fancher, A. M	Presb	2	3	140	75	65	72	50	18	14	....	....	....
860	Millbrook Academy	Millbrook, N. Y	0	1878	Frances A. Collins	Friends	2	2	47	25	22	47	4	10	0	0	0	0
861	Sherman Academy	Moriah, N. Y	1873	1873	Edward J. Owen, A. M	Non-sect	1	2	154	69	85	124	30	0	0	2	3	0
862	Home School*	Nanuet, N. Y	.....	1878	Martha A. Wight	Non-sect	1	3	17	8	9	17	3	1	....	....	....	....
863	Nassau Academy *b*	Nassau, N. Y	1867	1835	Rev. Leander Hall, A. M	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
864	Gormly Seminary*	Newburgh, N. Y	.....	1875	Misses J. S. Lourie and M. Shiland.	.....	2	6	55	....	55	48	7	4	1	....	1	....
865	Miss Mackie's Boarding and Day School for Young Ladies and Children.	Newburgh, N. Y	.....	1865	Miss Eleanor J. Mackie	Non-sect	1	7	60	....	60	60	12	40	....	....	....	....
866	New Paltz Academy	New Paltz, N. Y	1835	1835	Frederick E. Partington	Non-sect	3	2	75	45	30	60	5	20	2	5	3	2
867	Academy of the Holy Cross	New York, N. Y. (343 W. 42d street).	1858	1858	Sister M. Helena	R. C	1	14	183	33	150	183	....	42	....	....	....	....
868	Miss Ballow's English and French School for Young Ladies.	New York, N. Y. (24 East 22d street).	.....	1848	Miss Ann A. Ballow	.....	6	10	80	....	80	80	....	80	....	....	....	....
869	Miss Chisholm's School for Girls*	New York, N. Y. (718 Madison avenue).	.....	1880	Miss Eliza Taylor Chisholm	Non-sect	0	7	56	16	40	56	10	10	1	0	0	0
870	Mr. Churchill's School	New York, N. Y. (450 Madison avenue).	.....	1877	Marlborough Churchill	P. E	7	0	40	40	0	8	32	32	32	1	....	....
871	The Collegiate School	New York, N. Y. (721 Madison avenue).	.....	1820	Rev. Henry B. Chapin, PH. D.	Non-sect	9	1	90	90	....	49	41	28	25	2	6	....

872	Duane S. Everson's Collegiate School for Boys.	New York, N. Y. (729 6th avenue).	.....	1865	Duane S. Everson, A. M.....	Non-sect	9	2	120	120	....	....	....	....	....	....	10	1
873	English, Classical, and Mathematical School for Boys.	New York, N. Y. (112 W. 38th street).	.....	1868	James H. Morse, A. M.....	.....	4	2	36	36	....	36	36	36	....	2	3	1
874	The Fifth Avenue School for Boys	New York, N. Y. (20 West 59th street).	0	1873	E. A. Gibbens and D. Beach, jr.	Non-sect	9	0	90	90	....	30	60	50	25	15	....	....
875	French and English Boarding and Day School.	New York, N. Y. (711 and 713 Fifth avenue).	.....	1879	Miss Annie Brown.....	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
876	French Protestant Institution	New York, N. Y. (36 East 35th street).	.....	1871	Mlles. F. and M. Charbonnier.	Non-sect	4	12	51	....	51	....	....	....	....	....	....	....
877	Friends' Seminary	New York, N. Y. (corner Rutherford place and E. 16th street).	1861	1860	Benjamin Smith, A. M	Friends.	5	7	139	75	64	134	5	35	5	....	....	....
878	Mrs. Froehlich's School.....	New York, N. Y. (28 East 50th street).	.....	1867	Mrs. Bellina Froehlich.....	.....	13	12	160	10	150	160*c*	....	....	0	0	0	0
879	Miss Gibbons' English and French School for Girls.	New York, N. Y. (55 West 47th street).	.....	1872	Miss Julia Gibbons	.....	2	6	53	3	50	....	....	....	1	....	....	....
880	Holladay's Private School for Boys.	New York, N. Y. (26 West 43d street).	0	1873	Waller Holladay, B. S. C., C. and M. E.	Non-sect	2	0	13	13	0	4	9	4	0	0	....	....
881	Miss Jaudon's Boarding and Day School.*	New York, N. Y. (348 Madison avenue).	.....	1866	Miss Lucy B. Jaudon.....	Presb...	3	8	61	....	61	....	....	....	....	....	....	....
882	Miss J. F. Wreaks' Boarding and Day School for Young Ladies and Children.	New York, N. Y. (52 East 77th street).	.....	.....	Miss J. F. Wreaks	.....	....	....	....	....	....	....	....	....	....	....	....	....
883	John MacMullen's School.....	New York, N. Y. (1262 Broadway).	0	1850	John MacMullen, A. M.....	.....	5	2	25	25	0	20	5	11	0	1	0	0
884	Dr. J. Sachs' Collegiate Institute..	New York, N. Y. (38 West 59th street).	.....	1872	Dr. Julius Sachs	Non-sect	13	1	....	....	....	....	....	....	....	....	....	....
885	The Misses Leeds' School.....	New York, N. Y. (21 East 126th street).	.....	1879	Misses Adeline A. and Nellie A. Leeds.	P. E	....	4	31	10	21	31	....	24	....	....	....	....
886	Mrs. Leopold Weil's School for Young Ladies.	New York, N. Y. (56 West 55th street).	.....	1867	Mrs. Matilda Weil	.....	4	11	90	20	70	90	....	90	....	....	....	....
887	Manhattan Academy*	New York, N. Y. (213 W. 32d street).	.....	1864	Brother Quintinian.....	R. C	10	....	182	182	....	100	20	60	10	....	5	....
888	The Misses Marshall's School.....	New York, N. Y. (250 W. 38th street).	.....	1849	Susanna C. Marshall	Non-sect	....	3	....	....	....	....	....	....	....	....	....	....
889	New York Military Academy.....	New York, N. Y. (Fort Washington).	1854	1854	Jno. B. Hays, M. D., sup't.....	Non-sect	13	0	60	60	0	30	15	50	15	27	12	7
890	Misses Perrin's Young Ladies' School.*	New York, N. Y. (2021 Fifth avenue).	.....	1878	Misses M. F. and A. F. Perrin.	P. E	2	5	64	....	64	64	10	45	6	6	....	....
891	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	5	10	100	....	100	....	....	....	....	....	....	....
892	Madame Roch's School.....	New York, N. Y. (713 Madison avenue).	.....	1877	Madame Adèle Roch.....	Non-sect	2	6	55	10	45	55	10	55	....	....	....	....
893	St. Bridget's Academy.....	New York, N. Y. (313 and 315 East 10th street).	.....	1856	Sister M. Sophia	R. C	8	10	200	30	170	200	25	93	....	....	1	2
894	St. John's School*	New York, N. Y.....	.....	1873	Marie Louise Irving	P. E	....	18	100	(*d*)	100	....	....	....	....	....	....	....

*From Report of the Commissioner of Education for 1881.
a Rechartered and reorganized in 1881.
b School closed during scholastic year ending in 1882; reopened fall of 1882.
c In "English course" and "course in modern languages."
d Boys admitted to Kindergarten and primary classes, 25.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
895	St. Mary's School*	New York, N. Y. (8 East 46th street).	.....	1868	Sister Agnes	P. E	3	14	135	....	135	135	40	135	....	....	....	....
896	St. Matthew's Academy	New York, N. Y. (corner Broome and Elizabeth streets).	.....	.....	Rev. Edmund Bohm, director	Ev. Luth	6	5	320	170	150	280	16	320	16	....	....	....
897	St. Vincent's Free School	New York, N. Y. (Riverdale P. O.).	1849	1876	Elizabeth Kennard	Non-sect	....	4	135	46	89	....	....	....	....	....	....	....
898	Miss Spring's Private School	New York, N. Y. (121 East 36th street).	.....	.....	Miss Spring	.....	....	....	....	....	....	....	....	....	....	....	....	....
899	School for Girls	New York, N. Y. (9 West 39th street).	.....	1872	Anna C. Brackett	.....	....	9	136	....	136	136	112	92	4	....	0	....
900	School for Young Ladies and Children.	New York, N. Y. (47 East 21st street).	.....	.....	Miss S. D. Doremus	.....	....	10	100	....	100	100	90	100	....	....	....	....
901	Suburban Seminary	New York, N. Y. (Boston avenue and 167th st).	.....	1878	Rev. Edwin Johnson	Non-sect	1	5	35	5	30	25	10	7	....	....	....	....
902	Van Norman Institute	New York, N. Y. (315 W. 57th street).	.....	1857	Dr. and Madame Daniel C. Van Norman.	Non-sect	3	10	81	....	....	81	....	....	....	....	....	....
903	William W. Richards' School for Boys.	New York, N. Y. (110 W. 42d street).	0	1877	William W. Richards	Non-sect	8	....	30	30	....	30	30	30	30	....	1	....
904	Chili Seminary*	North Chili, N. Y	1869	1867	Benson Howard Roberts, A. M.	.....	1	2	49	31	18	36	8	5	8	....	1	....
905	Granville Military Academy	North Granville, N. Y	1855	1856	Emerson G. Clark, A. M., C. E.	Non-sect	7	...	60	60	....	48	12	2	6	12	....	....
906	Rockland College	Nyack-on-the-Hudson, N.Y	1878	1874	W. H. Bannister, A. M.	Non-sect	5	7	144	92	52	41	22	36	22	31	6	....
907	Cary Collegiate Seminary	Oakfield, N. Y	1845	1843	Reginald H. Coe	P. E	2	2	238	103	135	....	....	....	5	....	....	....
908	Onondaga Academy	Onondaga Valley, N. Y	1813	1813	Oliver W. Sturdevant	Non-sect	3	5	156	59	97	98	17	39	4	13	1	....
909	Oxford Academy	Oxford, N. Y	1794	1794	James A. Brown, A. M.	Non-sect	2	3	156	88	68	132	24	16	9	4	4	3

910	Pawling Seminary	Pawling, N. Y.	0	1880	D. Young Hoyt	P. E	1	2	30	14	16	30	2	0	4	6		
911	Peekskill Academy	Peekskill, N. Y.	1838	1838	Col. C. J. Wright, A. M	Non-sect	9		132	130	2	60	30	40	10		1	3
912	St. Gabriel's School	Peekskill, N. Y.		1872	Superior of the Sisters of St. Mary.	P. E	2	14	60		60							
913	Evans Academy	Peterborough, N. Y	*a*1853	1853	Willis A. Ingalls, B. S	Non-sect	1	1	74	39	35	47	5	4	3	5	3	
914	Pike Seminary	Pike, N. Y	1856	1856	R. M. Barrus, A. M., A. B	Non-sect	2	2	145	77	68	87	38	20	4		1	
915	Seymour Smith Academy	Pine Plains, N. Y	1879	1879	Rev. Abraham Mattice, A. M.	Non-sect	5	3	130	39	91	46	34	11	10	1	2	0
916	Pompey Academy	Pompey, N. Y	1811	1811	Robert C. Avery		1	3	80	50	30	25	4		4	10		5
917	Starr's Military Institute	Port Chester, N. Y		1854	O. Winthrop Starr, A. M	Non-sect	4		40	40		37	3	2	3			
918	Mrs. Bockée's Seminary for Young Ladies.	Poughkeepsie, N. Y		1866	Mrs. Catharine W. Bockée	Non-sect	2	3	34		34	34	12	23	(5)		1	
919	Classical and Home Institute	Poughkeepsie, N. Y		1879	Miss Sarah V. H. Butler	Non-sect	1	7	43	12	31							
920	St. Mary's School*	Poughkeepsie, N. Y		1879	Sister Teresa Evarista	R. C		5	170		170	170		3				
921	Dr. Warring's Military Boarding School.	Poughkeepsie, N. Y	0	1863	C. B. Warring, PH. D	Non-sect	4	2	60	60		40	20	5	4	3	0	1
922	Pulaski Academy	Pulaski, N. Y	1853	1855	E. M. Wheeler	Meth	2	4	200	96	104	158	60	30	12	23		
923	Chamberlain Institute and Female College.	Randolph, N. Y	1851	1849	Rev. James T. Edwards, A. M., D. D.	M. E	6	5	210	100	110	70	40	33	27	17	4	3
924	Red Creek Union Seminary	Red Creek, N. Y	1839	1840	L. W. Baker	Non-sect	1	3	110	50	60	80	15	15	5	5	0	0
925	Rensselaerville Academy	Rensselaerville, N. Y	1844	1844	Benjamin F. Eaton, A. M	Cong	1	1	76	42	34	76	40	1	6			
926	De Garmo Institute	Rhinebeck, N. Y	0	1864	James M. De Garmo, A. M., PH. D.	P. E	4	5	132	61	71		41	14	8	1	3	1
927	Academy of the Sacred Heart	Rochester, N. Y	1858	1855	Madame Augusta G. Pardow.	R. C		22	60		60	60		60				
928	Miss Cruttenden's English and French Boarding and Day School for Young Ladies.	Rochester, N. Y. (7 and 9 Gibbs street).		1875	Miss Martha Cruttenden	Non-sect	1	8	75		75	75	50	70				
929	Livingston Park Seminary	Rochester, N. Y		1858	Mrs. C. M. Curtis	P. E	1	7	40		40	40	10	20	1		1	
930	Nazareth Academy*	Rochester, N. Y	0	1871	Mary Stanislaus	R. C		11	105		105	90	20	35				
931	Rochester Realschule	Rochester, N. Y. (7 and 9 Mortimer street).		1855	Hermann Pfaeflin		2	5	66	35	31	66				3		
932	St. Peter's Academy	Rome, N. Y		1865	Mother Euphrasia, superior	R. C		10	268	68	200	268		25				
933	Washington Academy	Salem, N. Y	1791	1780	John A. McFarland, A. M	Non-sect	2	7	300	140	160	270	18	12	7	2	2	2
934	Temple Grove Seminary	Saratoga Springs, N. Y	1869	1855	Rev. Charles F. Dowd, A. M	Non-sect	5	8	151	0	151							
935	Saugerties Institute	Saugerties, N. Y	1866	1866	William Wight	Non-sect	1	2	64	28	36	50	8	9	3	0	0	0
936	Sauquoit Academy	Sauquoit, N. Y	1847	1843	E. B. Smith, B. PH	Non-sect	1	4	40	12	28	30	6	4	6		1	
937	Law's Classical School *b*	Shushan, N. Y		1881	F. H. Rich	Presb	1		37	21	16	32	5		5			
938	Holbrook's Military School	Sing Sing, N. Y		1866	Rev. D. A. Holbrook, PH. D	Non-sect	4	0	50	50	0	30	20	15	6	2	2	
939	Mount Pleasant Military Academy.	Sing Sing, N. Y	1830	1830	J. Hoyve Allen, A. M	Non-sect	8	0	80	80	0	69	21	48	12	4	1	2
940	Ossining Institute	Sing Sing, N. Y	0	1867	Rev. C. D. Rice, A. M	Presb	2	7	90		90	90	13	20				
941	Vireün	Sing Sing, N. Y	0	1870	Col. H. C. Symonds	P. E	2		28	27	1	28	12	9		17		13
942	Southold Academy	Southold, N. Y		1867	Lemuel Whitaker, A. B	Non-sect	2	0	39	20	19	35	18		5	0	2	0
943	Griffith Institute and Springville Union School.	Springville, N. Y	1827	1830	E. W. Griffith	Non-sect	1	2	110	50	60	88	22		2			
944	Edgewater Institute	Stapleton (S. I.)		1878	H. Sterzing and Dr. G. Odendall.	Non-sect	3	1	69	32	37	69	0	69		2	1	
945	St. John's School	Syracuse, N. Y		1870	Brother Basil	R. C	7	0	300	300	0	300	0	40				
946	Syracuse Classical School*	Syracuse, N. Y	1867	1867	Wesley Curtis Ginn, A. M	Non-sect	1	4	35	28	7	14	17	13	6	2	4	0
947	Miss Bulkley's School	Tarrytown, N. Y		1859	Miss H. L. Bulkley	Non-sect	2	5	50		50	50	20	40	3		1	

* From Report of the Commissioner of Education for 1881. *a* Rechartered in 1871. *b* These figures are for the year ending June 30, 1882, at which time the school was closed.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
948	Irving Institute	Tarrytown, N. Y	.....	1838	David A. Rowe, A. M	Non-sect	6	....	32	32	....	26	6	4	6	....	....	....
949	Mount Hope Ladies' Seminary	Tarrytown, N. Y	0	1859	Robert Clark Flack, A. M	Non-sect	3	2	15	0	15	15	3	7	0	0	0	0
950	Trinity School	Tivoli, N. Y	.....	1867	Rev. James Starr Clark, S. T. D.	P. E	6	....	62	62	....	25	37	35	20	18	4	1
951	St. Mary's Academy	Troy, N. Y																
952	Troy Academy	Troy, N. Y	1834	1835	T. Newton Willson, A. M	Non-sect	3	1	104	104	0	91	13	0	9	17	3	14
953	Troy Female Seminary	Troy, N. Y	1837	1814	Emily T. Wilcox	Non-sect	1	5	100	0	100	100	30	20	....	....	....	....
954	Oakwood Seminary*	Union Springs, N. Y	1860	1858	Elijah Cook, jr	Friends	2	5	104	55	49	....	26	9	4	5	0	0
955	Utica Female Academy	Utica, N. Y	.....	.....	Mrs. J. C. G. Piatt	Non-sect	3	10	120	....	120	70	50	75	5	....	3	....
956	Walworth Academy*	Walworth, N. Y	1842	1842	J. Carlton Norris	Non-sect	2	2	90	50	40	80	10	....	10	....	....	....
957	Warrensburgh Academy	Warrensburgh, N. Y	1860	1856	L. L. Packard	Non-sect	1	2	126	60	66	116	10	5	5	....	....	....
958	Warwick Institute	Warwick, N. Y	1854	1854	A. G. McAllister, A. M		1	1	55	25	30	39	16	0	4	0	1	2
959	West Winfield Academy	West Winfield, N. Y	1851	1851	Leigh R. Hunt, M. A	Non-sect	2	3	120	65	55	90	20	10	8	....	2	....
960	Alexander Institute	White Plains, N. Y	0	1845	Oliver R. Willis, A. M., PH. D	Presb	5	0	26	26	0	14	12	7	2	3	2	....
961	Whitestown Seminary	Whitestown, N. Y	1845	a1827	Rev. M. Earl Dunham, D.D., PH. D.	Non-sect	3	4	286	166	120	261	20	5	10	0	1	0
962	Middlebury Academy	Wyoming, N. Y	1816	1819	Ida I. Griffith	Non-sect	....	3	75	25	50	20	2	....	....	....	....	....
963	Yates Academy	Yates, N. Y	1840	1841	Loyd Crossett	Non-sect	1	1	70	45	25	25	2	....	....	....	....	....
964	School for Young Ladies and Children.	Yonkers, N. Y	.....	1876	Mrs. K. T. Holbrook	Non-sect	....	....	6	....	6	....	....	....	....	....	....	....
965	Albemarle Academy	Albemarle, N. C	.....	1875	H. W. Spinks, A. M	Non-sect	1	2	127	60	67	107	20	....	....	....	....	....
966	Belvidere Academy	Belvidere, N. C	.....	1840	Geo. W. White	Friends	1	1	63	32	31	60	3	....	....	....	1	....
967	Bingham School	Bingham School, N. C	1864	1793	Maj. Robert Bingham, A. M	Non-sect	6	....	258	258	....	258	150	25	100	....	10	5
968	Brevard Classical School	Brevard, N. C	.....	.....	Prof. Coldtrain	Non-sect	1	1	147	....	....	....	....	....	....	....	0	0
969	Cary High School*	Cary, N. C	.....	1880	Rev. Solomon Pool, D. D	Meth	2	1	70	30	40	50	20	....	....	....	....	....

970	Macon School	Charlotte, N. C	0	1871	W. A. Barrier	Non-sect	2	0	50	50	0	28	15	9	10	3	6	0
971	Buckhorn Academy	Como, N. C	.....	.....	Thomas D. Boone	Non-sect	1	....	20	15	5	20	5	....	5	....	....	....
972	Concord Male High School	Concord, N. C	.....	1881	Robert S. Arrowood	Non-sect	1	1	47	47	....	47	20	....	6	....	1	....
973	Scotia Seminary	Concord, N. C	1870	1870	Rev. Luke Dorland, A. M	Presb	1	9	224	....	224	224	9	....	0	0	0	0
974	Bethel Academy	Davidson College, N. C	.....	1876	Rev. L. K. Glasgow, A. M	Presb	1	1	49	26	23	31	18	18	6	....	2	....
975	Denver Seminary*	Denver, N. C	1874	1873	D. Matt. Thompson, A. M	Non-sect	1	1	112	63	49	112	....	....	....	4	....	....
976	Union High School	East Bend, N. C	1881	1881	T. S. Whittington, A. M	Non-sect	2	....	88	72	16	78	10	0	10	....	0	0
977	Elizabeth City Academy	Elizabeth City, N. C	.....	1878	S. L. Sheep	Non-sect	1	2	75	50	25	60	15	2	5	....	1	....
978	Fremont Institute	Fremont, N. C	.....	1868	Charles G. Dewey, A. B	Non-sect	2	....	140	88	52	136	4	....	....	....	....	....
979	St. Mary's College*	Garibaldi, N. C	.....	1875	Rev. F. Alban, O. S. B	R. C	5	....	32	32	....	32	5	10	....	....	....	....
980	Woodland Academy*	Goldsboro', N. C	.....	1878	Cyrus P. Frazier, A. M	Friends	1	2	75	44	31	....	....	....	8	3	5	1
981	Bennett Seminary	Greensboro', N. C	.....	1874	Rev. Wilbur F. Steele, B. D	M. E	3	2	151	74	77	146	15	....	15	....	....	....
982	Greenville Academy	Greenville, N. C	1793	1798	S. D. Bagley	Non-sect	1	0	33	33	0	25	8	4	7	9	3	2
983	Miss Jones' School	Greenville, N. C	.....	1832	Miss Sallie Ann Jones	Baptist	....	1	18	14	4	18	0	0	0	0	0	0
984	Miss Saunders' Female School	Greenville, N. C	1877	1877	Miss Brit R. Saunders	Non-sect	....	2	33	....	33	33	7	0	5	0	2	0
985	Hayesville Academy	Hayesville, N. C	1871	1871	N. A. Fessenden	Non-sect	2	....	137	76	61	132	5	1	3	....	1	....
986	Hendersonville Male and Female School.	Hendersonville, N. C	.....	1873	L. A. Woodburn	Non-sect	1	1	40	15	25	37	3	....	1	....	....	....
987	Judson College	Hendersonville, N. C	1860	1878	W. A. G. Brown	Baptist	2	1	120	83	37	38	24	0	42	54	35	41
988	Fairfield High School	Hillsboro', N. C	0	1882	Rev. Archibald Currie	Presb	1	....	42	30	12	42	0	0	0	0	0	0
989	Hopewell Academy	Hopewell, N. C	0	1879	Hugh A. Grey	Presb	1	1	63	43	20	40	23	....	15	....	4	....
990	Jonesboro' High School	Jonesboro, N. C	1881	1878	William C. Doub	M. E. So	2	3	92	51	41	92	42	....	12	2	6	2
991	Kinston College	Kinston, N. C	.....	1882	Richard H. Lewis, A. M., M. D	.....	2	4	*b*123	....	*b*123	....	....	....	....	....	....	....
992	Laurel Springs Academy	Laurel Springs, N. C	.....	1876	John B. Hands	.....	1	1	95	50	45	75	5	30	10	5	....	1
993	Somerville Institute	Leasburg, N. C	.....	1840	Rev. Solomon Lea, A. M	M. E. So.	1	1	45	25	20	45	4	2	....	....	....	....
994	Brown Seminary	Leicester, N. C	.....	1880	H. F. Ketron, A. B	M. E	1	1	109	61	48	108	1	....	1	....	1	....
995	Central Institute for Young Ladies	Littleton, N. C	.....	1882	Rev. J. M. Rhodes, A. M	M. E. So.	1	2	37	2	35	....	....	....	....	....	....	....
996	Monroe High School	Monroe, N. C	1875	1875	Miss Jane C. Wade	Non-sect	1	2	75	40	35	75	5	0	0	0	0	0
997	Moravian Falls Academy	Moravian Falls, N. C	1877	1877	Rev. G. W. Greene	Non-sect	4	....	124	83	41	98	26	0	15	0	0	0
998	Mt. Airy High School for Boys	Mt. Airy, N. C	.....	.....	Prof. J. F. Davis, A. M	.....	....	....	....	....	....	....	....	....	....	....	....	....
999	Mt. Pleasant Female Seminary	Mt. Pleasant, N. C	1870	1858	G. F. Schaeffer	Lutheran	1	2	52	12	40	50	2	....	....	....	....	....
1000	New Garden Boarding School	New Garden, N. C	1833	1837	L. L. Hobbs, A. B	Friends	2	2	99	49	50	69	30	....	7	....	....	....
1001	Catawba High and Normal School	Newton, N. C	1853	1851	Rev. J. C. Clapp, A. M., and Rev. J. A. Foil, A. M.	Ref. Ger.	4	4	150	80	70	150	20	10	15	....	....	....
1002	Oak Ridge Literary and Commercial Institute.	Oak Ridge, N. C	0	1850	J. A. and M. H. Holt	Non-sect	4	1	124	100	24	55	34	5	10	5	4	8
1003	Horner School	Oxford, N. C	0	1850	J. H. and J. C. Horner	Non-sect	3	....	94	94	....	17	77	....	....	....	8	....
1004	Oxford Home School	Oxford, N. C	0	1879	Mrs. J. W. Hays	M. E	....	2	23	8	15	23	2	....	....	....	....	....
1005	Yadkin Mineral Springs Institute.	Palmersville (Kirk's Mills), N. C.	0	1875	O. C. Hamilton	Non-sect	2	1	110	71	39	....	17	0	....	....	....	....
1006	Carolina Academy	Pineville, N. C	0	1874	L. Shurley	Non sect	2	....	70	43	27	60	9	....	9	....	0	....
1007	Pittsboro' Scientific Academy*	Pittsboro', N. C	.....	.....	James S. Manning	Non-sect	1	1	50	34	16	....	....	6	4	....	....	....
1008	Raleigh Male Academy	Raleigh, N. C	.....	1878	John J. Fray and Hugh Morson.	Non-sect	3	0	140	140	0	89	51	11	35	10	13	....
1009	Reynoldson Male Institute	Reynoldson, N. C	.....	1855	T. E. Waff	Baptist	1	1	45	35	10	35	10	....	8	....	3	....
1010	Salem Female Academy	Salem, N. C	1866	1804	Rev. J. T. Zorn	Morav'n.	3	12	168	0	168	168	12	25	0	0	0	0
1011	Misses Welfare's Private School*	Salem, N. C	.....	1870	Theo. A. Welfare	Non-sect	....	3	70	30	40	70	....	6	....	....	....	....
1012	Vine Hill Academy	Scotland Neck, N. C	1807	1807	W. H. Ragsdale	Non-sect	2	3	75	35	40	....	....	....	....	....	....	....
1013	Male Academy	Shelby, N. C	.....	.....	Palemon J. King, A. M	.....	....	....	....	....	....	....	....	....	....	....	....	....

* From Report of the Commissioner of Education for 1881.

a As Oneida Seminary; rechartered as Whitestown Seminary in 1845.

b Number enrolled during the first term beginning September 4, 1882.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	Principal.	Religious denomination.	Male instruction.	Female instruction.	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
1014	Summerfield High School	Summerfield, N. C	0	1872	F. S. Blair	Friends	1	2	50	23	27	40	10	....	10	....	....	....
1015	Trap Hill Institute	Trap Hill, N. C	1877	1877	C. W. White, A. M	Meth	2	....	145	102	43	145	18	16	24	30	14	9
1016	Fork Institute	Warrenton, N. C	.....	1869	John Graham	Non-sect	1	....	21	15	6	21	4	....	6	....	....	....
1017	Warrenton Female Institute	Warrenton, N. C	.....	1841	Mrs. M. J. Wilcox	Non-sect	....	3	10	....	10	10	2	2	....	....	....	....
1018	Washington Male and Female Academy.	Washington, N. C	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1019	Franklin District High School	Waynesville, N. C	.....	1880	J. L. Holmes	Meth	1	2	75	40	35	75	5	0	5	0	4	0
1020	Whiteville High School	Whiteville, N. C	0	1866	H. A. McEachern	Non-sect	1	1	50	33	17	40	10	0	5	....	1	2
1021	Cape Fear Academy	Wilmington, N. C	.....	1871	Washington Catlett	Non-sect	2	....	64	64	....	64	12	10	....	....	....	....
1022	Rev. Daniel Morrelle's English and Classical School.	Wilmington, N. C	0	1859	Rev. Daniel Morrelle	P. E.	2	....	20	20	....	11	9	8	....	....	....	....
1023	Winston Male Academy*	Winston, N. C	1860	1860	J. A. Monroe, A. M	Non-sect	3	0	60	60	0	40	20	6	15	6	20	....
1024	The Grange High School	Woodland, N. C	1878	1878	John W. Fleetwood, A. B	Non-sect	1	0	34	34	0	34	4	6	4	0	0	0
1025	Yadkin College*	Yadkin, N. C	1868	1856	Rev. S. Simpson, A. M., pres't	M. P	3	1	80	50	30	30	40	15	....	....	....	....
1026	Albany Enterprise Academy	Albany (P. O., Lee), Ohio	1863	1863	Rev. Thomas J. Furguson	Non-sect	1	2	60	28	32	10	2	0	6	0	0	2
1027	Grand River Institute	Austinburg, Ohio	1832	1831	Prof. J. Tuckerman, A. M., PH. D., president. *a*	Non-sect	4	3	206	100	106	156	50	13	6	0	4	0
1028	Beverly College	Beverly, Ohio	1842	1842	R. J. Smith	.....	1	....	52	28	24	50	7	....	0	6	....	....
1029	Academy of Central College	Central College, Ohio	1842	1840	Rev. George Fraser, D. D.	Presb	2	2	62	36	26	50	12	2	2	....	2	0
1030	Geauga Seminary	Chester Cross Roads, Ohio (Geauga County).	1842	1842	G. L. Ensign, M. A.	Non-sect	1	2	107	52	55	40	....	7	....	10	....	....
1031	Academy of the Sisters of Notre Dame.	Cincinnati, Ohio (East 6th street).	1843	1841	Sister Louise, SS. DE N. D., superior.	R. C	....	16	170	....	170	....	....	....	....	....	....	....
1032	Day School	Cincinnati, Ohio (166 West 7th street).	.....	1881	Misses Storer and Lupton	.....	1	13	65	....	65	....	8	61	....	....	....	....

1033	Madame Frodin's School	Cincinnati, Ohio (15 Morris street, Eden Park).	.....	1881	Madame B. Fredin	Non-sect	1	8	40	4	36	40	....	40	8	0	0	0
1034	Mt. St. Vincent's Academy*	Cincinnati, Ohio (Cedar Grove).	.....	1857	Mother Regina Mattingly	R. C	....	....	....	....	....	....	....	....	....	....	....	....
1035	St. Francis' Gymnasium* *b*	Cincinnati, Ohio	0	1858	Rev. Joseph M. Roesl	R. C	8	....	46	46	....		(46)		(46)		16	4
1036	Clermont Academy	Clermontville, Ohio	0	1839	James K. Parker	Baptist	1	2	55	37	18	31	24	....	5		....	....
1037	Cleveland Academy	Cleveland, Ohio	1865	1866	Isaac Bridgman, A. M	Non-sect	2	4	54	36	18	....	44	6	20	10	1	1
1038	St. Joseph's Academy	Columbus, Ohio	.....	1875	Sister Josephine Ignatius, SS. DE N. D.	R. C	0	12	130	30	100	130	16	86	....	....	....	....
1039	St. Mary's Institute	Dayton, Ohio	1882	1850	Rev. George Meyer	R. C	15	....	200	200	....	200	2	100	10	30	....	....
1040	Ewington Academy	Ewington, Ohio	1857	1857	I. N. McCash, D. S	Non-sect	2	....	47	28	19	47	....	....	....	....	....	....
1041	Fostoria Academy	Fostoria, Ohio	1879	1879	Rev. W. T. Jackson, PH. D	U. B	5	2	195	116	79	108	29	12	24	8	1	....
1042	Gallia Academy*	Gallipolis, Ohio	1811	1810	A. Baird, jr	Non-sect	1	1	150	87	63	....	....	....	....	....	....	....
1043	Harcourt Place Academy*	Gambier, Ohio	.....	1851	John D. H. McKinley, A. M	P. E	4	....	42	42	....	3	39	13	10	2	6	....
1044	Goshen Seminary	Goshen, Ohio	1861	1861	C. M. Riggs	Non-sect	1	1	67	32	35	60	7	8	20	15	5	10
1045	Green Spring Academy	Green Spring, Ohio	.....	1882	Rev. R. B. Moore, D. D	Presb	....	....	....	....	....	....	....	....	....	....	....	....
1046	Harlem Springs College	Harlem Springs, Ohio	1867	1857	John R. Steeves, A. M	Non-sect	3	2	75	40	35	66	5	4	....	....	....	....
1047	Hartford Academic Institute	Hartford, Ohio	1872	1871	John H. J. Rice	Non-sect	1	1	56	26	30	....	....	....	....	5	....	....
1048	Vermillion Institute	Hayesville, Ohio	1845	1846	Rev. S. Diefendorf, D. D	Presb	5	1	90	....	90	....	18	8	....	....	....	....
1049	Hopedale Normal College	Hopedale, Ohio	1879	1852	William Brinkerhoff, LL. D	....	3	2	*c*222	*c*146	*c*76	....	....	....	....	....	....	....
1050	Atwood Institute	Lee, Ohio	1881	1856	Lyman C. Chase, A. M	Fr. W. B	1	3	79	38	41	48	31	40	22	10	5	1
1051	Boarding School of the Visitation	Minster, Ohio	.....	1853	Sister M. Christina, directress.	R. C	....	4	58	....	58	52	10	51	....	....	....	....
1052	New Hagerstown Academy	New Hagerstown, Ohio	1837	1837	J. Howard Brown	....	....	....	35	20	15	....	....	....	....	....	....	....
1053	Northwood Normal and Collegiate Institute.	Northwood, Ohio	1880	1880	Jas. S. Stewart	Non-sect	3	1	30	10	20	26	4	0	....	....	0	....
1054	Pleasantville Collegiate Institute	Pleasantville, Ohio	.....	1882	Rev. J. B. Henry, A. M	Ref'm'd.	3	....	63	30	33	....	....	....	....	....	....	....
1055	Poland Union Seminary	Poland, Ohio	1861	1861	W. H. Tibbals, M. A	Presb	1	2	75	40	35	....	....	....	....	....	....	....
1056	Ursuline Academy for Young Ladies.	St. Martin's, Ohio	1847	1845	Sister M. Ursula, superior	R. C	....	20	58	....	58	58	7	45	....	....	....	....
1057	Starr's Institute	Seven Mile, Ohio	.....	1861	B. Starr, A. M	M. E	1	....	8	8	....	8	2	....	2	....	....	....
1058	Smithville Normal College	Smithville, Ohio	.....	1865	J. B. Eberly, M. A	Non-sect	3	1	189	119	70	....	8	20	....	....	15	20
1059	New Lyme Institute	South New Lyme, Ohio	.....	1879	J. Tuckerman, A. M., PH. D	Non-sect	3	2	260	152	108	203	57	8	30	....	....	....
1060	Springfield Seminary	Springfield, Ohio	1874	1873	Mrs. Ruth A. Worthington	Non-sect	....	4	50	5	45	50	18	37	2	....	....	....
1061	Steubenville Seminary	Steubenville, Ohio	.....	1829	Rev. A. M. Reid, PH. D	Presb	3	9	109	....	109	109	....	12	....	....	....	....
1062	College of Ursuline Sisters	Tiffin, Ohio	1878	1863	Sister Ignatius	R. C	....	8	100	....	100	....	....	....	....	....	....	....
1063	Plains Seminary	Tupper's Plains, Ohio	.....	1860	Morris Bowers	Non-sect	1	1	87	31	56	....	....	....	....	....	....	....
1064	Twinsburgh Institute*	Twinsburgh, Ohio	.....	1828	Samuel Bissell	Presb	1	1	50	....	....	50	....	....	2	....	....	....
1065	Western Reserve Seminary	West Farmington, Ohio	1855	1829	Rev. E. B. Webster, M. A	M. E	....	....	....	....	....	....	....	....	....	....	....	....
1066	Rayen High School	Youngstown, Ohio	1856	1867	M. S. Campbell	Non-sect	2	2	113	37	76	....	113	15	3	0	....	0
1067	Putnam Classical Institute*	Zanesville, Ohio	1836	1835	D. J. Evans, A. M	Presb	2	5	63	0	63	....	....	....	....	....	....	....
1068	Albany Collegiate Institute	Albany, Oreg	1866	1867	Rev. Elbert N. Condit	Presb	2	3	131	68	63	102	29	....	12	7	1	....
1069	Ashland College and Normal School*.	Ashland, Oreg	1879	1873	Rev. Lowell L. Rogers, A. M	M. E	2	3	*d*142	74	68	72	43	27	45	52	2	....
1070	Grace Church Parish School	Astoria, Oreg	0	1866	Miss Marion C. Trenchard	P. E	1	1	24	6	18	24	0	0	....	....	0	0
1071	Notre Dame Academy*	Baker City, Oreg	0	1875	Sister Mary Justina	R. C	....	5	77	....	77	77	0	8	0	0	0	0
1072	La Creole Academic Institute	Dallas, Oreg	1856	1853	S. A. Randle, A. B	Non-sect	2	2	160	72	88	117	5	9	3	7	1	8

* From Report of the Commissioner of Education for 1881.

a Has become principal of the New Lyme Institute, South New Lyme, Ohio.
The name of this institution has since been changed to St. Francis' Ecclesiastical College.

c Number in biennial catalogue.

d Including normal students reported in Table III

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
1073	Grand Ronde Indian Agency Manual Labor, Boarding, and Day School.	Grand Ronde, Oreg	0	1862	Sister Benedict	R. C	1	2	41	21	20	41	0	0	0	0	0	0
1074	Lakeview Institute	Lakeview, Oreg	1882	(*a*)		Presb												
1075	Santiam Academy	Lebanon, Oreg	1854	1854	J. L. Gilbert	M. E	1	2	93	43	50	93						
1076	Oakland Academy	Oakland, Oreg		1880	George T. Russell, LL. B		1	2	88	42	46	86	2	2				
1077	Bishop Scott Grammar School	Portland, Oreg	1870	1870	J. W. Hill, M. D., head master	P. E	6	2	80	80		80	30	10	20	6		
1078	Independent German School*	Portland, Oreg	1870	1870	J. H. H. Maenner	Non-sect	1	1	29	15	14	29	0	29	0	0	0	0
1079	St. Michael's College	Portland, Oreg	1871	1871	Rev. A. J. Glorieux	R. C	3	0	120	120		80	40	20			25	
1080	Academy of the Sacred Heart	Salem, Oreg	1866	1863	Sister Assumption	R. C		11	132		132	109		23				
1081	Sheridan Academy	Sheridan, Oreg	1874	1875	W. T. Van Scoy	M. E	1	2	100	45	55	100	5		5	2		
1082	St. Mary's Academy	The Dalles, Oreg		1863	Sr. Mary Perpetua, superior	R. C		6	130		130	130		20				
1083	Wasco Independent Academy*	The Dalles, Oreg	1860	1861	Thomas M. Gatch, PH. D		2	3	180	77	103	140	40	37				
1084	Umpqua Academy*	Wilbur, Oreg	1857	1854	Henry L. Benson, A. M	M. E	3	2	92	42	50	67	25		8	5	2	
1085	School for Girls*	Allegheny, Pa		1872	Miss Mary Maitland	Non-sect		3	13	2	11	13	9	0			1	
1086	St. Xavier's Academy	Beatty, Pa		1845	Sisters of Mercy	R. C			100		100	100		10				
1087	Beaver College and Musical Institute.	Beaver, Pa	1853	1856	Rev. R. T. Taylor	M. E	3	7	100		100	40	20	25				
1088	Bellefonte Academy	Bellefonte, Pa	1806	1807	Rev. J. P. Hughes	Non-sect	1	3	80	40	40	40	40		20	20		
1089	Bethlehem Academy	Bethlehem, Pa		1857	C. H. Schwartz				31	31								
1090	Bishopthorpe School	Bethlehem, Pa	1871	1868	Miss Fanny I. Walsh	P. E		5	33		33	33	15	31	1			
1091	Mountain Seminary	Birmingham, Pa	1853	1854	L. G. Grier	Presb	2	5	100	45	55	100	30	12	4			
1092	Bristol Seminary	Bristol, Pa		1875	Miss Amelia Merriam	Non-sect		6	38		38	25	10	7				
1093	Fairview Academy	Brodheadsville, Pa		1881	George G. Kunkle, A. M	Lutheran	1	1	78	51	27	76	2	3	2			
1094	Witherspoon Institute*	Butler, Pa	1849	*b*1851	P. S. Bancroft, A. M	Non-sect	2	2	150	71	79	150	50	60				
1095	Penn's Valley Institute*	Centre Hall, Pa		1877	W. P. Hosterman, A. B		1		31	13	18	31	5		2		1	

1096	Chester Academy	Chester, Pa	0	1862	George Gilbert	Non-sect	1	5	112	58	54	101	1	10	1	0	1	0
1097	Maplewood Institute	Concordville, Pa	1870	1862	Joseph Shortlidge, A. M	Friends	11	3	60	40	20	50	10	10	5	....	....	....
1098	Union Academy	Damascus, Pa	1848	1849	Theophilus N. Glover	Non-sect	1	1	55	33	22	50	5	10	2	....	0	0
1099	Darby Friends' School	Darby, Pa	.....	.....	Charles S. Walton	Friends	....	....	....	....	....	....	....	....	....	....	....	....
1100	Chester Valley Academy	Downingtown, Pa	.....	1870	F. Donleavy Long, A. M	Non-sect	2	3	40	40	....	....	....	....	3	2	1	1
1101	Doylestown Seminary	Doylestown, Pa	1876	1868	John Gosman, PH. D	Non-sect	3	4	63	37	26	34	23	6	10	....	....	....
1102	Trach's Academy and Commercial School.	Easton, Pa	.....	1872	R. H. Trach	.....	4	2	131	93	38	100	20	11	8	2	1	....
1103	Eldersridge Classical and Normal Academy.	Eldersridge, Pa	1876	1847	Rev. A. Donaldson, D. D	Non-sect	3	....	65	51	14	40	25	0	20	1	6	....
1104	Erie Academy	Erie, Pa	1817	1823	Alaric Stone, A. M	Non-sect	1	3	85	46	39	....	15	27	6	....	....	....
1105	St. Benedict's Academy	Erie, Pa	1868	1854	Sister M. Gregoria, O. S. B	R. C	....	9	100	....	100	70	....	50	....	....	....	....
1106	Keystone Academy*	Factoryville, Pa	1868	1869	Rev. John H. Harris, A. M	Baptist	7	2	154	87	67	....	....	....	....	....	....	....
1107	Friends' School	Germantown, Pa. (Green and School streets).	.....	1861	Mrs. Sallie J. Ackley	Friends	....	3	55	25	30	55	....	20	....	....	2	....
1108	Glade Academy	Glade, Pa	.....	1881	Mrs. Rev. W. W. Deatrick	Ref'm'd	3	....	57	41	16	....	15	....	3	....	1	....
1109	Greensburgh Seminary	Greensburgh, Pa	1874	1875	Rev. Lucian Cort, A. M	Ref'm'd	3	4	99	48	51	70	29	14	....	....	4	....
1110	Pine Grove Normal Academy	Grove City, Pa	.....	1876	Isaac C. Ketler, A. M	.....	(9)		492	250	242	....	....	....	....	....	....	....
1111	Hollidaysburg Young Ladies' Seminary.*	Hollidaysburg, Pa	1866	1869	Joseph Waugh and Robert S. Hitchcock.	Presb	3	6	70	....	70	50	6	6	....	....	....	....
1112	Abington Friends' School	Jenkintown, Pa	.....	1702	Mrs. Annie L. Croasdale	Friends	....	2	95	36	59	95	....	10	....	....	....	....
1113	Eclectic Institute	Jersey Shore, Pa	1852	1852	James W. Cheney, A. M	Presb	2	1	55	32	23	34	21	....	4	2	0	....
1114	English and Classical School	Johnstown, Pa	0	1878	Helen Magill, PH. D	Non-sect	....	3	41	24	17	13	9	19	0	0	0	0
1115	Martin Academy	Kennett Square, Pa	.....	1873	Lewis W. Brosius	Friends	1	2	63	29	34	63	....	....	....	....	1	....
1116	Pickering Institute*	Kimberton, Pa	0	1880	Rev. J. R. Dimm, A. M	Lutheran	2	2	30	24	6	28	2	....	2	....	1	....
1117	Buckingham Friends' School	Lahaska, Pa	.....	1794	Elizabeth Lloyd	Friends	0	1	37	15	22	37	10	0	....	6	....	....
1118	Langhorne Friends' Institute	Langhorne, Pa	.....	1790	Cassandra H. Rice	Friends	....	2	65	35	30	65	....	3	0	0	0	0
1119	Linden Hall Seminary	Lititz, Pa	1863	1794	Rev. H. A. Brickenstein	Moravi'n	2	9	74	....	74	....	....	....	....	....	....	....
1120	London Grove Friends' School	London Grove, Pa	.....	1868	Emily E. Wilson	Friends	....	1	30	17	13	24	8	6	0	0	0	0
1121	St. Aloysius Academy	Loretto, Pa	1879	1850	Sister M. Gertrude Cosgrave	R. C	....	7	45	....	45	45	....	20	0	0	....	....
1122	Stone Valley Academy	McAlevy's Fort, Pa	0	1862	Samuel Dodds	Non-sect	3	1	79	42	37	....	25	....	2	....	1	....
1123	Juniata Collegiate Institute	Martinsburg, Pa	1859	1859	P. H. Bridenbaugh	Ref'm'd	4	2	148	85	63	91	22	35	15	6	2	4
1124	Swithin C. Shortlidge's Media Academy for Boys.	Media, Pa	.....	1866	Swithin C. Shortlidge, A. M	Non-sect	13	....	100	100	....	70	30	30	30	5	10	2
1125	Greenwood Seminary	Millville, Pa	0	1851	John M. Smith	Non-sect	1	1	70	30	40	....	....	....	0	0	....	....
1126	Hazzard's Academy	Monongahela City, Pa	0	1866	Thomas L. Hazzard, A. M., M. D.	Non-sect	3	4	91	64	27	....	91	91	....	....	7	....
1127	Western Pennsylvania Classical and Scientific Institute.	Mt. Pleasant, Pa	1873	1873	Rev. Leroy Stephens, A. M., president.	Baptist	4	5	147	72	75	112	30	5	15	....	1	....
1128	Laird Institute	Murrysville, Pa	0	1862	J. I. Blackburn	Presb	1	1	40	25	15	....	....	....	2	....	1	....
1129	Nazareth Hall	Nazareth, Pa	1863	1785	Rev. Eugene Leibert	Moravi'n	10	....	69	69	....	69	3	25	3	....	3	....
1130	Union Seminary	New Berlin, Pa	1880	1855	Rev. Aaron E. Gobble, A. M	Ev. Asso	5	1	111	93	18	89	22	12	2	....	....	....
1131	McElwain Institute	New Lebanon, Pa	0	1880	W. H. Dodds, A. B	Non-sect	3	1	102	113	79	88	56	....	12	17	9	16
1132	Newport Academy	Newport, Pa	.....	1880	D. Fleisher	Non-sect	1	....	55	30	25	50	5	....	3	....	....	....
1133	Newville Academy	Newville, Pa	.....	1881	M. F. Zimmerman	Non-sect	1	....	24	....	....	....	....	....	....	....	....	....
1134	Oakland Female Institute*	Norristown, Pa	1845	1847	W. P. Hussey, A. M	Presb	3	4	30	....	30	30	....	8	....	....	....	....
1135	Treemount Seminary	Norristown, Pa	.....	1844	John W. Loch, A. M., PH. D	Non-sect	6	1	62	61	2	46	17	5	6	3	0	1
1136	St. Mary's Preparatory College	North East, Pa	.....	1881	Rev. Jos. M. Schwarz	R. C	9	....	125	125	....	125	125	125	....	....	....	....
1137	North Washington Academy	North Hope, Pa	0	1879	R. D. Crawford	Non-sect	2	2	150	60	90	140	10	....	20	....	0	....
1138	Friends' Select School	Oxford, Pa	.....	1881	Arthur H. Tomlinson	Friends	1	2	46	24	22	46	....	....	....	....	....	....

* From Report of the Commissioner of Education for 1881.

a Not yet organized.

b Reorganized in 1879.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
1139	Oxford Academy	Oxford, Pa	1881	1881	Francis Orr	Non-sect	1	1	53	30	23	28	18	7	4	....	....	....
1140	Parkesburg Academy	Parkesburg, Pa	0	1857	William A. Deering, A. M	Non sect	1	2	36	27	9	26	10	....	10	....	....	....
1141	Perkiomen Seminary	Pennsburg, Pa	0	1875	Charles S. Wieand, A. M	Ref'm'd	3	2	70	50	20	70	10	....	4	1	3	1
1142	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	12	0	160	160	0	....	....	....	....	....	....	....
1143	Agnes Irwin's School	Philadelphia, Pa. (1834 Spruce street).	.....	1866	Agnes Irwin	Non-sect	3	10	50	0	50	....	40	50	....	....	....	....
1144	Aldine Institute	Philadelphia, Pa	.....	1869	Misses Anne C. Webb and Louisiana T. Scott.	Non-sect	3	7	50	....	50	....	....	....	....	....	....	....
1145	Miss Anable's School for Young Ladies.*	Philadelphia, Pa. (1350 Pine street).	.....	1850	Misses Isabella and Harriet I. Anable.	Non-sect	2	9	....	....	....	....	....	....	....	....	....	....
1146	Broad Street Academy*	Philadelphia, Pa. (337 S. Broad street).	.....	1872	Edward Roth, A. M	R. C	7	3	70	70	....	70	....	....	....	....	....	....
1147	Byberry Friends' School	Philadelphia, Pa. (Station O).	.....	1721	Mary J. Hoopes	Friends	....	1	27	13	14	27	0	....	....	....	....	....
1148	Classical Institute	Philadelphia, Pa. (247 S. 13th street).	.....	1837	J. W. Faires, D. D	Non-sect	6	....	65	65	....	4	61	....	61	....	....	....
1149	Friends' Girard Avenue School	Philadelphia, Pa. (Girard avenue and 17th street).	0	1872	Lizzie Pratt	Friends	0	5	120	60	60	120	....	....	0	0	0	0
1150	Friends' School	Philadelphia, Pa. (4th and Greene streets).	.....	.....	Martha Heacock	Friends	....	5	87	47	40	....	....	....	....	....	....	....
1151	Friends' Select School for Boys	Philadelphia, Pa. (820 Cherry street).	0	1833	John H. Dillingham	Friends	2	2	43	43	....	33	10	1	0	0	2	2
1152	Girard College for Orphans	Philadelphia, Pa	1832	1848	A. H. Fetterolf, A. M., PH. D., president.	Non-sect	8	31	1104	1104	0	1104	....	155	....	....	....	....

1153	Mt. St. Joseph Academy	Philadelphia, Pa. (Chestnut Hill).	1858	1858	Sisters of St. Joseph	R. C		12	96			96		96				
1154	Philadelphia Seminary	Philadelphia, Pa. (1325 North Broad street).		1871	Rebecca E. Judkins		3	9	112		112	112	17	107			1	
1155	Rittenhouse Academy	Philadelphia, Pa. (n. e. cor. 18th and Chestnut sts.).	0	1854	De Benneville K. Ludwig	Non-sect	6		46	46					23	4	6	4
1156	R. S. Ashbridge and L. V. Smith's School for Young Ladies and Children.	Philadelphia, Pa. (1833 Chestnut street).		1880	Rachel S. Ashbridge and Lydia V. Smith.	Friends & Presb.	2	3	24		24	22	19	24				
1157	Rugby Academy	Philadelphia, Pa. (1415 Locust street).		1865	Edward Clarence Smith, M.A.		12	5	160	160		80	80	50	50	30	12	6
1158	Schleigh Academy	Philadelphia, Pa. (18th st. and Girard avenue).		1877	Miss Fanny M. Schleigh			8	43	18	25							
1159	School for Young Ladies	Philadelphia, Pa. (4117 Walnut street).		1867	Annie and Sarah Cooper	Friends		7	53		53	36	17	51				
1160	School for Young Ladies	Philadelphia, Pa. (1519 Walnut street).			Margaret S. Gibson	Non-sect	2	6	45		45							
1161	Supplee Institute for Young Ladies.	Philadelphia, Pa. (1713 Spruce street).		1855	Rev. Enoch H. Supplee, A. M.	P. E	1	5	40		40	40	20	40				
1162	Ury House School*	Philadelphia, Pa. (Fox Chase P. O.).		1863	Mrs. Jane Crawford	P. E	4	1	41	41	0	(41)						
1163	West Chestnut Street Boys' Preparatory School.	Philadelphia, Pa. (1707 Chestnut street).		1877	Miss M. B. Cochran	Meth	2	1	9	9		9		9		2		
1164	West Chestnut Street Institute	Philadelphia, Pa. (4035 Chestnut street).		1873	Mrs. Julia A. Bogardus	Presb	1	7	50		50							
1165	West Chestnut Street Seminary	Philadelphia, Pa. (1707 Chestnut street).		1878	Miss M. B. Cochran	Meth	2	6	30		30	30		30				
1166	West Walnut Street Seminary for Young Ladies.*	Philadelphia, Pa. (2045 Walnut street).		1867	Mrs. Henrietta Kutz	Presb	9	5	40		40	40	28	39				
1167	Young Ladies' Academy and Select School for Children.*	Philadelphia, Pa. (1313 Poplar street).		1851	Miss Mary Ann Fisher	P. E		2	51	21	30	51						
1168	St. Ursula's Academy	Pittsburgh, Pa	1871	1870	Sister Marie Alphonse	R. C		11	55		55							
1169	Pleasant Mount Academy	Pleasant Mount, Pa	1881	1877	James H. Kennedy	Non-sect	*a*4		84									
1170	Airy View Academy	Port Royal, Pa	1866	1852	David Wilson	Presb	3	1	60	35	25	44	16	0	20	5	8	0
1171	Selwyn Hall	Reading, Pa		1875	Lot C. Bishop	P. E	3	1	33	33					2	2	4	
1172	Reid Institute	Reidsburg, Pa	1862	1862	C. A. Gilbert, A. M.	Baptist	1	2	79	35	44	76	3		5		1	
1173	Ridley Park Seminary *b*	Ridley Park, Pa		1882	Miss C. J. Taylor			3	21	9	12	15		15		1		
1174	Clarion Collegiate Institute*	Rimersburg, Pa	*c*1859	1858	Rev. J. J. Pennepacker, A. M.	Ref'm'd.	3	1	33	15	18				2			
1175	St. Cecilia's Academy*	Scranton, Pa		1872	Mother M. Francis	R. C		10	325		325	325		10				
1176	School of the Lackawanna	Scranton, Pa		1873	Rev. Thomas M. Cann	Presb	*a*7		80									
1177	Classical department of Missionary Institute.	Selinsgrove, Pa	1859	1858	Rev. J. R. Dimm, A. M	Ev. Luth	3	0	56	44	12				21	1	4	1
1178	Sewickley Academy	Sewickley, Pa	0	1838	John Way, jr., sup't		3	5	107									
1179	Academy of the Holy Child Jesus	Sharon Hill, Pa	1866	1864	Mother Mary Walburga	R. C		8	48		48	48	12	48				
1180	Cheltenham Academy	Shoemakertown, Pa	0	1871	Rev. Samuel Clements, A. M., D. D.	P. E	5	1	62	62			62	22			2	1
1181	George's Creek Academy	Smithfield, Pa	1856	1856	J. M. Hantz, A. M	Baptist	1	1	90	50	40	80	10		3	1	2	
1182	Stewartstown English and Classical Academy.	Stewartstown, Pa	1855	1855	Charles T. Wright, A. M	Non-sect	1		72	33	39	72	3	5				
1183	Sugartown Friends' School	Sugartown, Pa		1882	Louis B. Ambler	Friends												

* From Report of the Commissioner of Education for 1881. *a* Sex not reported. *b* These figures are for four months only. *c* Revised in 1871.

TABLE VI.— *Statistics of institutions for secondary instruction for* 1882, *&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
1184	Toughkenamon Boarding School.	Toughkenamon, Pa	.....	1867	Hanna M. Cope	Friends.	....	4	40	....	40	....	....	....	....	....	....	....
1185	Susquehanna Collegiate Institute	Towanda, Pa	1850	1854	Edwin E. Quinlan, A. M	Presb...	3	4	234	136	98	167	10	22	10	5	....	....
1186	Washington Hall Collegiate Institute.	Trappe, Pa	.....	1830	Abel Rambo, A. M., PH. D	....	2	2	46	27	19	46	7	4	5	....	1	....
1187	Trinity Hall	Washington, Pa	.....	1879	Rev. Samuel Earp, PH. D	P. E	5	2	57	57	....	....	....	....	....	....	....	....
1188	Waterford Academy	Waterford, Pa	1811	.....	Rev. Perry A. Reno, A. M	Non-sect	1	1	103	56	47	....	....	....	....	....	....	....
1189	Peirsol's Academy	West Bridgewater, Pa	.....	1877	S. H. Peirsol	Non-sect	*a*3	....	90	....	....	....	....	....	....	....	....	....
1190	Darlington Seminary for Young Ladies.	West Chester, Pa	.....	1854	Richard Darlington, jr	Friends.	3	4	60	....	60	60	15	20	....	....	....	....
1191	West Chester Friends' Graded School.	West Chester, Pa	.....	.....	Anna Jackson	Friends.	....	....	....	....	....	....	....	....	....	....	....	....
1192	Lucretia M. B. Mitchell's School for Girls.	West Philadelphia, Pa. (315 North 35th street).	.....	1877	Mrs. Lucretia M. B. Mitchell	Friends.	1	4	55	....	55	....	....	40	....	....	....	....
1193	Young Ladies' Seminary	West Philadelphia, Pa. (204 North 35th street).	.....	1880	Miss Edna Spalding	P. E	....	4	15	....	15	15	15	15	....	....	....	....
1194	Westtown Boarding School	Westtown, Pa. (Street Road Station).	0	1799	Jonathan G. Williams, sup't.	Friends.	10	10	224	128	96	40	75	0	4	....	1	....
1195	The Wilkes-Barre Female Institute.	Wilkes-Barre, Pa	1854	1852	Andrew T. McClintock, president.	Presb...	0	5	85	0	85	....	....	....	0	0	0	0
1196	Ladies' Classical Institute	Williamsport, Pa	.....	1865	Sophia E. Wilson	.....	1	3	65	....	65	48	16	1	8	3	2	....
1197	Williamsport Dickinson Seminary	Williamsport, Pa	1848	1848	Rev. Edward J. Gray, A. M., president.	M. E	7	6	303	130	173	138	28	20	3	1	1	....
1198	Family and Day School for Girls.	Newport, R. I	.....	1874	Mrs. Helena L. Gilliat	P. E	....	4	30	5	25	30	6	30	....	....	....	....
1199	Island High School*	New Shoreham, R. I. (Block Island).	.....	1876	Charles E. Perry	Non-sect	1	....	30	16	14	30	6	....	1	....	....	....

1200	Female Academy of the Sacred Heart.	Providence, R. I	1873	1872	Ellen White	R. C	....	16	56	....	56	56	1	56	....	....	....	....
1201	Friends' New England Boarding School.	Providence, R. I	1823	1819	Augustine Jones, A. M	Friends	10	7	226	126	100	135	60	50	20	2	5	6
1202	La Salle Academy	Providence, R. I. (119 Franklin street).	.....	1871	Brother James	R. C	9	....	200	200	....	200	25	32	20	....	16	....
1203	St. Mary's Young Ladies' Seminary.	Providence, R. I. (Bay View, box 866).	1875	1874	Sister Mary Leo	R. C	....	8	50	....	50	30	10	20	10	....	....	....
1204	Polytechnic and Industrial Institute.	Bluffton, S. C	1880	1878	Rev. James D. Robertson	Non-sect	6	4	357	187	170	357	2	....	2	4	1	2
1205	Charleston Female Seminary	Charleston, S. C	.....	1870	Miss Etta A. Kelly	.....	2	11	170	0	170	170	50	....	3	....	1	....
1206	Wallingford Academy	Charleston, S. C	1868	1865	Rev. T. A. Grove	Presb	3	4	612	280	332	601	11	....	11	....	0	....
1207	Brainerd Institute	Chester, S. C	0	1871	Rev. S. Loomis, A. M	Presb	5	3	300	150	150	300	0	0	2	0	....	....
1208	Clinton College	Clinton, S. C	1882	1872	Prof. William S. Lee, A. M	Non-sect	2	2	90	46	44	90	15	10	....	....	....	....
1209	Cokesbury High School	Cokesbury, S. C	.....	1836	Professor Reid	.....	....	....	50	....	....	....	....	....	....	....	....	....
1210	Benedict Institute	Columbia, S. C	0	1870	Rev. C. E. Becker, A. M., president.	Baptist	2	4	239	126	113	177	21	....	1	....	....	....
1211	Penn School	Frogmore, S. C	0	1862	Laura M. Towne	Non-sect	0	9	214	106	108	214	....	0	0	0	0	0
1212	Cooper-Limestone Institute	Gaffney, S. C	.....	1881	H. P. Griffith and R. O. Sams	Baptist	2	4	85	....	85	65	20	10	....	....	....	....
1213	Gowensville Seminary	Gowensville, S. C	0	1859	Rev. Thomas J. Earle	Non-sect	1	1	65	38	27	62	5	0	0	0	0	0
1214	Greenville Military Institute	Greenville, S. C	.....	1878	John B. Patrick	Non-sect	5	....	111	111	....	111	35	10	9	4	10	9
1215	Grove Station Academy	Grove Station, S. C	0	1880	E. T. Kemp	Non-sect	1	1	63	43	20	63	12	2	7	....	2	....
1216	Lexington High School	Lexington, S. C	0	1875	Edwin J. Dreher	Non-sect	1	0	58	26	32	38	20	....	....	5	....	....
1217	Reidville Female College	Reidville, S. C	1857	1857	Robert P. Smith, A. M	Presb	1	3	55	....	55	28	25	13	15	....	....	....
1218	Sumter Institute	Sumter, S. C	.....	1866	Mrs. L. A. Browne and Miss E. E. Cooper.	Presb	....	5	90	....	90	90	15	4	....	....	....	....
1219	Williamston Male Academy	Williamston, S. C	.....	1848	E. K. Hardin	.....	1	....	50	50	....	50	15	....	15	....	4	....
1220	Johnstown Academy*	Williston, S. C	.....	1880	Boynton O'Brien, B. A	Non-sect	2	1	130	74	56	107	26	8	25	34	15	23
1221	King's Mountain Military School	Yorkville, S. C	1881	1855	Col. A. Coward	Non-sect	4	....	43	43	....	43	15	20	....	5	5	4
1222	Yorkville High School	Yorkville, S. C	.....	.....	J. A. Wilson	Presb	2	4	101	45	56	74	18	14	8	5	0	0
1223	Masonic Normal School	Alexandria, Tenn	.....	.....	H. L. W. Gross and J. L. Boon, B. S.	Non-sect	3	2	200	120	80	100	20	....	20	....	....	....
1224	Beech Grove College	Beech Grove, Tenn	1869	1870	J. G. Didiot	Non-sect	1	2	86	55	31	86	12	8	....	....	0	0
1225	Kingsley Seminary	Bloomingdale, Tenn	0	1877	Joseph H. Ketron, A. M	M. E	3	1	117	75	42	93	23	1	23	....	2	....
1226	Sullins College	Bristol, Tenn	1874	1868	Rev. D. S. Hearon, A. M., president.	M. So	2	7	209	....	209	209	25	6	25	....	....	....
1227	Cairo Institute	Cairo, Tenn	0	1869	J. R. Lambert	Non-sect	1	2	100	50	50	100	3	5	....	....	5	....
1228	Milligan College	Cave Spring, Tenn	1882	1868	Josephus Hopwood	Christian	4	4	185	139	46	....	25	11	....	....	....	....
1229	Centreville High School	Centreville, Tenn	1842	1842	J. S. Beecher	Non-sect	1	2	45	18	27	45	2	....	....	1	....	....
1230	Chapel Hill Academy	Chapel Hill, Tenn	1859	1855	S. V. Wall	Non-sect	1	2	110	58	52	85	25	7	....	....	10	....
1231	Charleston High School	Charleston, Tenn	1871	1872	H. Cate	Non-sect	1	1	109	64	45	109	10	0	2	0	....	....
1232	Chatata High School	Chatata, Tenn	1868	1867	M. R. M. Burke	.....	2	1	95	50	45	95	....	....	....	10	....	....
1233	Clarksville Female Academy*	Clarksville, Tenn	1846	1846	John S. Collins, A. B	M. E. So	1	....	60	....	60	60	....	....	....	....	....	....
1234	Cleveland Masonic Institute*	Cleveland, Tenn	1854	1855	Thomas C. Blakeney	Non-sect	1	2	83	38	45	....	12	....	8	....	....	....
1235	Clifton Masonic Academy*	Clifton, Tenn	1856	1856	A. L. Whitaker	Non-sect	1	1	105	50	55	....	....	....	....	....	....	....
1236	Cog Hill Collegiate Institute	Cog Hill, Tenn	1870	1869	W. J. J. Terrell	Non-sect	2	2	116	65	51	116	5	....	....	....	....	....
1237	Tipton Female Seminary	Covington, Tenn	1852	1855	George D. Holmes, A. M	Non-sect	1	3	125	15	110	125	10	0	....	....	....	....
1238	Culleoka Institute	Culleoka, Tenn	.....	1870	W. R. and J. M. Webb	Meth	4	....	172	160	12	172	125	12	....	....	....	....
1239	Hatchie Academy	Durhamville, Tenn	0	1880	Isaac L. Case, A. M	Non-sect	1	0	25	15	10	20	5	0	0	0	0	0
1240	Tennessee Valley College	Evensville, Tenn	.....	.....	Prof. W. E. Stephens	.....	3	3	....	....	....	....	....	....	....	....	....	....

* From Report of the Commissioner of Education for 1881.

a Sex not reported.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
1241	Masonic Institute	Fall Branch, Tenn	.....	1879	E. P. Morgan	Non-sect	1	....	75	35	40	75	....	....	....	....	....	....
1242	Flag Pond Seminary	Flag Pond, Tenn	0	1869	John C. McEwin, A. M.	Baptist	1	1	125	70	55	125	40	20	50	15	5	3
1243	Friendsville Academy	Friendsville, Tenn	1880	1855	W. V. Marshburn, A. B	Friends	1	2	115	60	55	99	6	0	0	0	0	0
1244	Henderson Masonic Male and Female Institute.	Henderson, Tenn	1869	1868	G. M. Savage, A. M., chairman of faculty.	.....	6	3	140	75	65	98	24	18	....	....	....	....
1245	West Tennessee Seminary	Hollow Rock, Tenn	1874	1874	Rev. Joseph J. Losier	M. E	3	....	95	60	35	95	....	....	3	2	....	....
1246	Hollow Springs Academy	Hollow Springs, Tenn	1881	1880	Rev. W. C. Carter	M. E	1	....	61	30	31	61	....	....	....	....	....	....
1247	Odd Fellows' Male and Female College.	Humboldt, Tenn	1871	1872	S. A. Mynders	Non-sect	2	6	458	175	283	279	158	21	....	....	....	....
1248	Sam Houston Academy*	Jasper, Tenn	1855	1856	A. F. Moore	Non-sect	2	2	200	90	110	200	....	0	....	....	....	....
1249	Martin Academy*	Jonesboro', Tenn	.....	a1840	Rev. W. G. Barker	.....	1	2	75	35	40	50	25	....	2	3	2	....
1250	La Grange Female School	La Grange, Tenn	.....	1881	L. H. Milliken	Non-sect	1	11	40	9	31	40	8	0	2	....	....	....
1251	Cumberland University School for Girls.	Lebanon, Tenn	.....	1877	W. J. Grannis, A. M	Cumb. P	2	3	54	....	54	54	5	5	0	0	....	....
1252	Greenwood Seminary	Near Lebanon, Tenn	.....	1852	Mrs. N. Lawrence Lindsley	Non-sect	....	3	32	....	32	32	1	4	....	....	....	....
1253	Masonic Academy	Liberty, Tenn	1879	1869	James F. Turner	Non-sect	1	0	75	35	40	12	3	0	1	0	0	0
1254	Savannah Grove Academy	Long Savannah, Tenn	1875	1875	William F. Anderson	Non-sect	2	1	95	50	45	60	35	....	18	22	14	6
1255	Loudon High School	Loudon, Tenn	1869	1870	Rev. E. J. McCroskey, A. B	Cumb. P	3	2	121	66	55	....	....	....	....	....	3	....
1256	Lynchburg Normal	Lynchburg, Tenn	1855	1855	Charles W. Estill	Non-sect	1	1	89	38	51	89	13	....	....	....	1	....
1257	New Male and Female Institute*	Lynchburg, Tenn	.....	1881	Henry D. Fetzer	.....	7	2	40	18	22	34	6	20	....	....	....	....
1258	Waters and Walling College	McMinnville, Tenn	1879	1870	H. B. Northcut	Christian	2	1	110	90	20	110	....	10	2	0	10	0
1259	Martin Male and Female Academy	Martin, Tenn	0	1876	B. H. Malone	Non-sect	1	2	65	30	35	55	10	....	....	....	4	....
1260	Mason High School	Mason, Tenn	.....	1880	Mrs. E. H. Rives	.....	....	1	30	15	15	20	5	5	6	2	....	....
1261	West Tennessee Seminary*	Mason, Tenn	0	1877	Rev. Charles E. Alexander	M. E	1	1	75	41	34	74	....	....	....	....	....	....
1262	Memphis Institute*	Memphis, Tenn	.....	1879	Lyon G. Tyler, M. A	Non-sect	1	2	75	75	0	55	20	0	5	0	1	0

1263	St. Mary's School	Memphis, Tenn. (352 Poplar st.)		1873	Sisters of St. Mary	P. E	2	7	85		85	85	42	42				
1264	Middleton High School	Middleton, Tenn	1880	1878	James W. Graham		1	2	75	40	35	60	10	2	10		5	
1265	Fairmount	Mont Eagle, Tenn	1872	1873	Silas McBee	P. E	1	5	35		35	35	9	12				
1266	Morristown Female Institute	Morristown, Tenn	0	1853	George H. Cox	Non-sect	3		100		100	70	30					
1267	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
1268	East Nashville Academy *b*	Nashville, Tenn		1880	Mayo Cabell Martin	Non-sect	2	0	30	30		30	15	3				
1269	Montgomery Bell Academy	Nashville, Tenn		1867	J. W. Yeatman, M. A	Non-sect	4	1	140	140		100	40		20	30	0	0
1270	Alpine Academy	Nettle Carrier, Tenn	1879	1880	William P. Smith	Non-sect	1	0	53	25	28	53	1	0	0	0	1	0
1271	Union Seminary *c*	Newbern, Tenn	1881		Prof. S. L. Cockrof	Non-sect												
1272	Holston Seminary	New Market, Tenn	1838	1838	S. P. Fowler, A. M	M. E	2	3	130	75	55	118	12		10	25	3	
1273	Ooltewah Academy	Ooltewah, Tenn	1867	1869	W. S. Johnson		1		108	40	68	108						
1274	Bledsoe Institute*	Orme's Store, Tenn	0	1873	A. C. Muncie	M. E. So	1	1	55	30	25	45			10		5	
1275	Paris Male High School *d*	Paris, Tenn	0	1840	T. H. M. Hunter	Non-sect	1	1	40	40		40	8	0	0	0	3	0
1276	The Mrs. S. H. Welch High School	Paris, Tenn	1877	1869	Mrs. S. H. Welch	Non-sect	1	4	129	60	69	129	6	1	10	20		
1277	Parrottsville High School	Parrottsville, Tenn		1877	J. W. Lucas, M. A., and G. R. Stuart.	Non-sect	3	1	150	92	58	140	10	6	10	5	4	
1278	People's College	Pikeville, Tenn	1872	1872	Rev. W. B. Stradley, A. M	M. E. So	2	2	131	75	56	93	19	2	27	29		
1279	Oak Grove Academy	Pinhook Landing, Tenn	0	1870	T. W. Burke	Non-sect	1	0	108	58	50	108	0	0	0	0	2	0
1280	Giles College	Pulaski, Tenn	0	1854	W. T. Mann, A. B., and W. C. Guthrie, A. B.	Non-sect	2	1	86	86		86	23		1			
1281	Greenville District Seminary	Rheatown, Tenn	1880	1880	Rev. J. C. Wright, A. M	M. E	2	2	164	103	61	125	40		20	50	2	
1282	Lauderdale Institute	Ripley, Tenn	1882	1882	E. H. Randle	M. E. So	1	1	107	63	44	100	5	0			0	0
1283	Madison Academy	Rutledge, Tenn	1840	1840	Miss Laura Lowe	Non-sect	1	1	70	35	35	50	10	17	10	23	17	9
1284	Hardin College*	Savannah, Tenn	1879	1879	H. P. Walker	Non-sect	3	2	130	70	60	125	3	4	5	20	10	
1285	Sequachee College*	Sequachee College, Tenn *e*	1858	1858	Prof. W. E. Stephens, pres't *f*	Non-sect	5	5	145	94	51							
1286	Collegiate Institute	Shelbyville, Tenn	1853	1852	J. T. Fariss	M. E. So	1	5	110	15	95	40	10	10	8	18	1	
1287	Fulton Academy	Smithville, Tenn	1838	1840	J. H. Denton	Non-sect	2	0	130	67	63	112	8	0	0	0	0	0
1288	Nourse Seminary	Sparta, Tenn	1853		James L. Cary		1	2	75	35	40	60	15	2	5			
1289	Tazewell College	Tazewell, Tenn	1840	1842	W. A. Evans, A. M	Non-sect	2	2	120	66	54	99	21	0	10	4	0	0
1290	Union City District High School	Troy, Tenn		1875	R. W. Erwin	M. E. So	2	2	153	82	71		20		5			
1291	Pleasant Grove Seminary	Tyner, Tenn	1880	1874	W. J. Hixson and W. J. Moore	Non-sect	2		105	54	51				0	0	0	
1292	Washington College	Washington College, Tenn	1795	1795	Rev. J. E. Alexander	Presb	2	2	80	38	42	65	15	3				
1293	Watauga Academy*	Watauga, Tenn	1881	1820	L. N. Shoun	Non-sect	2		90	50	40	90	10		5		3	
1294	Powell's Valley Seminary*	Well Spring, Tenn			W. A. Wright, A. B		3	2	170									
1295	University of West Tennessee*	White Haven, Tenn	1868	1874	Horatio N. Rankin, pres't	Meth	3	4	142	142		142						
1296	Woodbury College	Woodbury, Tenn	1858	1859	Lyman B. McCrary, president board of trustees.	Non-sect			75	35	40							
1297	Woolsey College	Woolsey College, Tenn		1875	C. R. Manning	F. W. Bap	1		20	20								
1298	New Hope Academy	Alto, Tex		1882	D. W. Tidwell	M E	1	0	101	75	26						2	
1299	Austin College	Austin, Tex			A. M. C. Nixon, F. S. A., and W. T. Cline.		4											
1300	Texas German and English Academy.	Austin, Tex		1877	Jacob Bickler, A. M	Non-sect	4		118	118		102	16	70	16	9		4
1301	Carlton College	Bonham, Tex		1867	Charles Carlton, president													

* From Report of the Commissioner of Education for 1881.

a Reorganized in 1879.

b These statistics are for the year ending May 24, 1882, up to which time the institution was known as Edgefield School.

c Suspended on account of loss of buildings by fire.

d Suspended in 1882 as a private enterprise; to be resumed after 1882 The statistics above given are for the year 1881.

e Post-office changed from Roberson's Cross Roads.

f Since succeeded by Col. T. F. Sevier.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
1302	St. Joseph's College	Brownsville, Tex	.....	1869	M. C. Butler	R. C	....	....	50	50	....	....	....	....	....	....	....	....
1303	Calvert High School	Calvert, Tex	0	1875	S. S. Munroe	Non-sect	1	2	120	70	50	125	15	5	8	....	5	....
1304	Academy of the Sacred Heart of Mary.	Corsicana, Tex	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....
1305	Davilla Masonic Institute	Davilla, Tex	.....	1874	Milton Ragsdale	Non-sect	2	2	85	45	40	80	15	....	5	10	1	1
1306	Fairfield College	Fairfield, Tex	1857	1856	A. L. Peterman	M. E. So.	2	3	120	54	66	110	10	....	8	30	....	....
1307	Texas Wesleyan College	Fort Worth, Tex	....	.....	.....	M. E	....	....	....	....	....	....	....	....	....	....	....	....
1308	Live Oak Seminary*	Gay Hill, Tex	0	1853	Rev. J. W. Miller, D. D	Presb	1	1	33	15	18	33	5	0	6	4	2	0
1309	Jones' Male and Female Institute	Goliad, Tex	1881	1881	Rev. Charles P. Westbrooks, B. S., president.	Non-sect	1	3	130	55	75	13	....	....	6	4	....	....
1310	Gonzales Male and Female School	Gonzales, Tex	0	1855	J. H. Ranson	Non-sect	1	2	155	75	80	....	....	....	....	....	....	....
1311	Sabine Valley University	Hemphill, Tex	1879	1877	T. G. Arnold	Non-sect	2	1	90	42	48	80	10	0	....	....	0	0
1312	Homer Male and Female High School	Homer, Tex	1880	1880	A. J. Fowler	.....	1	1	200	100	100	....	....	....	....	....	....	....
1313	Walcott Institute	Honey Grove, Tex	1882	1881	J. S. Kendall	Non-sect	3	1	172	90	82	172	20	15	....	....	....	....
1314	Houston Seminary	Houston, Tex	0	1842	Rev. C. W. Campbell, PH. B.	M. E.	1	1	151	50	101	124	....	....	....	....	....	....
1315	Texas Polytechnic College	Houston, Tex	....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....
1316	Alexander Institute	Kilgore, Tex	.....	1873	Rev. Isaac Alexander	M. E. So.	a4	....	90	....	....	....	....	....	....	....	....	....
1317	Lancaster Masonic Institute	Lancaster, Tex	.....	1876	W. E. Clark	Non-sect	1	4	125	60	65	125	4	....	4	....	....	....
1318	East Texas Academic Institute	Leesburg, Tex	0	1880	Maj. John M. Richardson	Non-sect	2	....	107	55	52	107	15	0	15	15	1	....
1319	Bishop Baptist College	Marshall, Tex	0	1881	Rev. S. W. Culver, A. M., president.	Baptist	5	3	298	(298)		....	....	....	....	....	....	....
1320	Wiley University	Marshall, Tex	1882	1873	Rev. W. H. Davis, A. M., president.	M. E.	2	2	282	148	134	266	1	3	8	4	....	....
1321	Mexia Polytechnic Institute	Mexia, Tex	1880	1876	Milton Park	Non-sect	1	3	151	68	83	122	29	....	29	31	4	1
1322	Summer Hill Select School	Omen, Tex	1881	1878	A. W. Orr	Non-sect	3	2	141	78	63	95	14	6	8	3	2	1

1323	Hubbard College	Overton, Tex	1880	1880	J. H. Fitzgerald	Non-sect	1	2	100	40	60	....	....	....	10	12	5	....
1324	Paris School	Paris, Tex	.....	.....	Rev. J. C. Carter	M. E	....	....	....	....	....	....	....	....	....	....	....	....
1325	Pine Hill Academy*	Pine Hill, Tex	0	1865	George F. Ross	Non-sect	1	1	49	25	24	49	....	....	5	0	3	0
1326	Rhea's Mill Academy	Rhea's Mill, Tex	.....	1881	L. Lee Dye, A. B	Non-sect	1	1	64	36	28	64	12	8	3	1	2	....
1327	English-German Academy	Rockdale, Tex	0	1881	G. R. Hamman, B. SC	Non-sect	2	0	54	21	33	54	0	40	....	....	....	2
1328	Alamo German-English School*	San Antonio, Tex	.....	1874	William Schuwirth	Non-sect	1	....	56	34	22	56	....	56	....	....	....	....
1329	German-English School	San Antonio, Tex	1860	1857	William Barbeck	.....	3	3	218	127	91	218	....	218	....	....	....	....
1330	High School for Young Ladies	San Antonio, Tex	.....	1870	Mrs. L. N. Edmonds	P. E	2	2	20	....	20	20	8	2	....	....	....	....
1331	St. Mary's Hall	San Antonio, Tex	.....	1880	Philippa G. Stevenson	P. E	1	11	68	0	68	68	3	7	....	....	....	....
1332	St. Mary's Institute	San Antonio, Tex	0	1852	Father Feith	R. C	12	....	350	350	....	350	....	80	....	....	....	....
1333	Ursuline Convent	San Antonio, Tex	1881	1851	Sister St. Isabel, superioress	R. C	....	13	250	....	250	250	50	100	....	....	....	....
1334	Coronal Institute	San Marcos, Tex	1879	1869	R. O. Rounsavall, A. M	M. E	2	6	231	105	126	....	....	....	....	....	....	....
1335	North Texas Female College	Sherman, Tex	.....	1870	Judge J. M. Owins	M. E. So.	*a*6	....	90	....	90	....	....	....	....	....	....	....
1336	Sherman Female Institute	Sherman, Tex	1879	1879	J. G. Nash, A. M., president	Baptist	2	7	190	....	190	184	15	3	15	....	....	....
1337	District Conference High School	Sulphur Springs, Tex	.....	1877	F. Z. T. Jackson	M. E. So.	2	2	130	60	70	....	....	....	....	....	....	....
1338	Add Ran College	Thorp's Spring, Tex	1873	1873	A. Clark, president	Christian	10	3	401	268	133	....	....	....	....	....	....	....
1339	McIndoes Falls Academy*	Barnett, Vt	1850	1857	George W. Bailey	Cong	3	3	....	....	....	....	....	....	....	....	....	....
1340	Barre Academy	Barre, Vt	1849	1852	John P. Slocum	Cong	5	2	98	52	46	51	40	7	15	5	5	....
1341	Goddard Seminary	Barre, Vt	1863	1870	Henry Priest	Univer	3	5	141	71	70	30	15	12	8	4	6	1
1342	St. Agnes' Hall	Bellows Falls, Vt	.....	1869	Miss Jane Hapgood	P. E	....	5	30	....	30	....	14	18	....	....	....	....
1343	Vermont Episcopal Institute	Burlington, Vt	1857	1860	Henry H. Ross, M. A	P. E	4	1	37	37	0	37	17	8	15	6	....	....
1344	Derby Academy	Derby, Vt	1839	1839	F. F. Whittier	Baptist	1	3	38	40	48	7	6	5	4	....	....	....
1345	Essex Classical Institute	Essex, Vt	*b*1853	1854	William A. Deering, A. M., and A. C. Ferrin, A. B.	Non-sect	2	2	150	73	77	150	50	50	10	10	3	6
1346	New Hampton Institution	Fairfax, Vt	.....	1852	Albert G. Cox, A. M	Baptist	1	1	54	24	30	49	5	0	4	0	0	0
1347	Orleans Liberal Institute	Glover, Vt	1845	1845	D. S. Waterman	Non-sect	1	1	43	20	23	30	15	3	5	2	....	....
1348	Champlain Hall	Highgate, Vt	0	1877	Miss H. Sibyl Swett	P. E	2	1	86	46	40	86	14	....	....	....	....	....
1349	Lamoille Central Academy	Hyde Park, Vt	1857	1857	R. W. Hulburd	Non-sect	1	2	89	39	50	78	20	0	....	....	....	....
1350	Black River Academy*	Ludlow, Vt	1834	1834	Charles G. Farwell, A. M	Baptist	1	4	162	92	70	30	12	....	12	1	2	....
1351	Morgan Academy*	Morgan, Vt	1866	1868	Miss Emma Colburn	Non-sect	....	....	23	10	13	23	....	....	....	....	....	....
1352	Newbury Seminary and Ladies' Institute.	Newbury, Vt	1833	1834	Rev. S. L. Eastman, A. M	Meth	2	4	105	45	60	12	6	3	1	0	2	0
1353	Beeman Academy	New Haven, Vt	1869	1869	Curtis C. Gove, A. M	Non-sect	1	3	101	58	43	65	33	4	4	0	3	0
1354	Caledonia County Grammar School	Peacham, Vt	1795	1797	C. A. Bunker, A. M	Non-sect	1	4	117	58	59	81	36	0	8	0	0	1
1355	Troy Conference Academy	Poultney, Vt	1834	1837	Rev. Chas. H. Dunton, M. A	M. E	5	6	260	160	100	192	60	8	35	6	7	0
1356	Villa Barlow Boarding and Select School of the Sisters of Notre Dame.	St. Albans, Vt	.....	1870	Sister St. Wilfrid	R. C	....	9	260	....	260	200	200	....	....	....	....	....
1357	St. Johnsbury Academy	St. Johnsbury, Vt	1842	1843	Rev. H. T. Fuller, PH. D	Non-sect	5	6	333	188	145	215	118	35	75	30	16	....
1358	Vermont Academy	Saxton's River, Vt	.....	1876	Horace M. Willard, A. M	Baptist	3	4	155	93	62	98	33	50	30	3	4	2
1359	Newton Academy	Shoreham, Vt	.....	.....	C. H. French	Non-sect	1	2	100	50	50	.....	.....	12	.....	.....	.....	....
1360	Green Mountain Perkins Academy.*	South Woodstock, Vt	1848	1848	Irving S. Cook	Univer	3	3	94	51	43	79	15	5	4	....	....	....
1361	Thetford Academy	Thetford, Vt	1819	1819	B. M. Weld, A. M	Cong	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
1362	Leland and Gray Seminary	Townsend, Vt	1834	1835	Cyrus C. Boynton	Baptist	1	4	*c*228	*c*92	*c*136	....	24	6	0	0	0	0
1363	Glenwood Classical Seminary*	West Brattleboro', Vt	1876	1861	Clarence E. Blake, A. M	Non-sect	1	4	72	....	....	....	....	....	3	....	....	....
1364	School of the Bluestone Mission	Abbyville, Va	0	1880	Prof. J. A. Littell	U. P	2	2	316	151	165	316	....	....	....	1	....	....
1365	Abingdon Male Academy	Abingdon, Va	1823	1823	James B. Baker	Non-sect	2	....	50	50	....	50	16	5	10	....	5	....
1366	Academy of the Visitation	Abingdon, Va	1876	1867	Mother Benedicta Fenwick	R. C	....	9	40	....	40	40	7	40	....	....	....	....
1367	Stonewall Jackson Institute	Abingdon, Va	1868	1868	Alexander Q. Holladay	Presb	2	3	60	....	60	60	14	20	....	....	....	....

From Report of the Commissioner Education for 1881. *a* Sex not reported. *b* Reorganized in 1876. *c* Aggregate by terms.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
1368	Alexandria Academy	Alexandria, Va	.....	1880	Wm. H. Greenwell	.....	1	....	60	60	....	55	5	....	....	....	....	....
1369	Clarens Home School	Near Alexandria, Va	.....	1877	Miss Virginia Mason	P. E	2	4	17	0	17	17	7	16	0	0	0	0
1370	Episcopal High School of Virginia	Near Alexandria, Va	.....	1839	L. M. Blackford, M. A	P. E	5	0	94	94	0	94	74	59	20	....	12	3
1371	Potomac Academy	Alexandria, Va	.....	1869	John S. Blackburn	.....	2	....	52	52	....	52	36	18	....	....	....	....
1372	St. John's Academy	Alexandria, Va	0	1833	Richard L. Carne, A. M	R. C	4	0	96	96	0	65	31	1	5	0	1	0
1373	St. Mary's Academy*	Alexandria, Va	.....	1869	Mother M. of the Compassion.	R. C	....	6	85	....	85	....	....	....	....	....	....	....
1374	Mt. Pisgah Academy	Aylett's, Va	.....	1871	Miss F. Page Robinson	Non-sect	0	2	15	0	15	15	5	12	4	3	3	2
1375	Yeates' Lower Free School *a	Belleville, Va	0	1731	A. P. Gomer	Non-sect	1	....	22	13	9	17	5	....	3	....	1	....
1376	Yeates' Upper Free School *a*	Belleville, Va	1803	1731	.....	Non-sect	....	....	....	....	....	....	....	....	....	....	....	....
1377	Bethel Classical and Military Academy.	Bethel Academy, Va	0	1869	Major Albert G. Smith	Non-sect	5	0	80	80	0	45	28	18	....	....	6	....
1378	Abingdon District High School	Bickley's Mills, Va	0	1872	C. C. Fishor	M. E. So.	2	2	126	85	41	126	15	....	12	5	8	1
1379	Bowling Green Female Seminary	Bowling Green, Va	.....	1866	Mrs. W. T. Chandler	M. E. So.	*b*5	....	60	....	60	....	....	....	....	....	....	....
1380	Pantops Academy	Charlottesville, Va	0	1877	Rev. Edgar Woods	Non-sect	3	....	35	35	....	35	30	10	12	....	....	....
1381	Piedmont Female Institute	Charlottesville, Va	.....	1853	Rev. and Mrs. R. K. Meade	P. E	....	8	56	....	56	54	5	24	....	....	....	....
1382	Thyne Institute	Chase City, Va	0	1876	Rev. Jno. A. Ramsay	U. P	2	2	218	....	....	218	0	0	....	....	....	....
1383	Elk Creek Academy	Elk Creek, Va	.....	1869	Ellis W. C. Ward, A. B	M. E	1	2	75	40	35	75	3	4	10	6	0	0
1384	Gordonsville Female College	Gordonsville, Va	.....	.....	J. Wade Shelburne	.....	....	....	....	....	....	....	....	....	....	....	....	....
1385	Herndon Seminary	Herndon, Va	.....	1876	Mrs. M. M. Castleman	P. E	....	3	20	7	13	20	1	4	....	....	....	....
1386	Villanova Academy	Lewinsville, Va	.....	1878	Andrew J. Shipman, A. B	Non-sect	1	1	10	4	6	10	3	....	....	....	....	....
1387	Church School* *c*	Norfolk, Va	.....	1874	Miss Mary E. Rowland	Non-sect	1	4	60	....	60	60	15	26	....	....	....	....
1388	Norfolk Academy	Norfolk, Va	.....	1804	R. W. Tunstall and J. H. Dillard.	.....	3	....	123	123	....	123	90	22	....	....	....	....
1389	Rodman School*	Norfolk, Va	.....	1879	James H. Dillard	.....	1	....	30	30	....	....	....	....	10	2	3	1

1390	Webster Scientific and Literary Institute.	Norfolk, Va	.....	1869	N. B. Webster, A. M	Non-sect	2	....	40	40	....	....	...	....	4	5	....	....
1391	Academy of the Visitation, Monte Maria.	Richmond, Va. (Grace st., between 22d and 23d).	1866	1866	Sister M. Justina Prevost, superior.	R. C	....	10	70	....	70	70	20	45	....	....	....	....
1392	Richmond Institute	Richmond, Va	1876	1867	Rev. Chas. H. Corey, A. M., D. D., president.	Baptist	3	2	124	103	21	116	8	....	2	....	....	....
1393	Suffolk Collegiate Institute*	Suffolk, Va	1872	1872	P. J. Kernodle, A. M	Christian	2	2	96	46	50	....	....	....	....	....	....	....
1394	Suffolk Female Institute*	Suffolk, Va	1880	1869	Sally A. Finney	Meth	.....	6	98	....	98	....	....	....	....	....	....	....
1395	Fairfax Hall	Winchester, Va	.....	1869	Miss Mary E. Billings	Presb	....	9	113	19	94	113	42	41	1	....	....	....
1396	Prince Edward Academy*	Worsham, Va	1875	1874	Rev. Thomas Wharey, D. D	Presb	2	....	27	27	....	27	24	5	24	0	4	0
1397	St. Mary's Academy*	Charleston, W. Va	.....	1871	Sister M. Vincent, directress.	R. C	....	3	55	....	....	....	....	....	....	....	....	....
1398	Academic department of Storer College.	Harper's Ferry, W. Va	1868	1867	Rev. N. C. Brackett, A. M	F. W. B	4	4	231	116	115	....	30	....	....	1	....	....
1399	Morgantown Female Seminary*	Morgantown, W. Va	.....	1869	Mrs. J. R. Moore	.....	....	4	30	....	30	30	8	....	....	....	....	....
1400	Academy of the Visitation[c]	Parkersburg, W. Va	1867	1864	Sister Mary Agnes Myers	R. C	....	10	100	....	100	100	....	10	....	....	....	....
1401	Shelton College[d]	St. Albans, W. Va	.....	.....	P. B. Reynolds	.....	....	....	....	....	....	....	....	....	....	....	....	....
1402	Seguin Collegiate Institute	Wheeling, W. Va	.....	1868	Miss Pauline H. Seguin	Non-sect	1	3	60	....	60	60	4	10	....	....	....	....
1403	Wheeling Female Academy	Wheeling, Mt. de Chantal, W. Va.	.....	1848	Sisters of the Visitation	R. C	....	22	97	....	97	92	18	....	....	....	....	....
1404	Evansville Seminary	Evansville, Wis	.....	1855	J. Emory Coleman	Fr. Meth	2	3	144	88	56	....	15	....	5	1	....	....
1405	Merrille Institute	Fond du Lac, Wis	1869	1866	Ida C. V. Martin	Non-sect	....	3	60	....	60	....	....	....	....	....	....	....
1406	Fox Lake Seminary (Academy)	Fox Lake, Wis	.....	e1875	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....
1407	College of the Mission House*	Franklin, Wis	1868	1860	Rev. H. A. Muehlmeier, D. D.	Ref'or'd	6	0	50	50	0	....	40	....	9	....	8	....
1408	Lake Geneva Seminary	Geneva, Wis	1871	1869	Mrs. Julia A. Lake Warner	Non-sect	3	6	85	18	67	85	7	2	....	....	....	....
1409	Janesville English Academy	Janesville, Wis	0	1880	J. B. Silsbee	.....	2	2	60	45	15	60	0	15	....	....	....	....
1410	St. Lawrence College	Marshfield, Wis	.....	1865	Very Rev. P. Antonius Rotteusteiner.	R. C	11	....	89	89	....	89	63	89	26	60	....	....
1411	German and English Academy	Milwaukee, Wis	1851	1851	I. Keller	Non-sect	9	6	263	146	117	263	....	263	13	....	....	....
1412	Marquette College	Milwaukee, Wis	1864	1881	Rev. Joseph Rigge, S. J	R. C	5	....	86	86	....	31	28	....	27	....	....	....
1413	St. Mary's Convent Day School	Milwaukee, Wis	1869	1850	Sister Mary Ernesta, SS. DE N. D.	R. C	3	17	365	....	365	235	33	120	47	31	49	....
1414	St. Mary's Institute	Milwaukee, Wis	1869	1850	Sister M. F. Seraphica, SS. DE N. D.	R. C	4	18	105	....	105	91	14	36	....	....	....	....
1415	Oconomowoc Seminary	Oconomowoc, Wis	1856	1856	Grace P. Jones	P. E	....	5	25	....	25	22	5	10	0	0	....	0
1416	College and University of the Sacred Heart.	Prairie du Chien, Wis	1881	1880	Very Rev. William Becker, S. J.	R. C	12	....	94	94	....	94	45	10	12	....	60	....
1417	St. Mary's Institute	Prairie du Chien, Wis	1877	1872	Sister M. Seraphia	R. C	....	16	137	....	137	....	....	....	....	....	....	....
1418	The Home School	Racine, Wis	.....	1877	Mary L. Stuart McMurphy	P. E	2	6	78	10	68	72	6	10	0	0	0	0
1419	St. Catharine's Female Academy	Racine, Wis	1874	1866	Sister M. Hyacintha, O. S. D	R. C	2	9	110	....	110	107	3	20	....	....	....	....
1420	Rochester Seminary	Rochester, Wis	1867	1867	A. E. Schaub, A. B	F. W. B	3	2	85	45	40	70	2	12	2	8	1	1
1421	Seminary of St. Francis of Sales	St. Francis Station, Wis	.....	1856	A. Zeininger	R. C	12	....	213	213	....	....	(116)	....	....	....	....	....
1422	University of Our Lady of the Sacred Heart.	Watertown, Wis	1872	1872	Rev. John O'Keeffe, C. S. C	R. C	12	....	100	100	....	95	63	36	30	16	54	7
1423	Carroll College Academy	Waukesha, Wis	1845	1846	W. L. Rankin, A. M	Presb	3	2	98	59	39	15	67	16	4	5	....	....
1424	Dakota College*	Spearfish, Dak	.....	1880	H. H. Gay	Cong	1	0	....	....	....	....	....	....	....	....	0	....
1425	Academy of the Holy Cross	Washington, D. C. (1312 Massachusetts ave.).	1877	1868	Sister M. Perpetua, directress.	R. C	....	10	160	40	120	....	....	....	....	....	....	....

* From Report of the Commissioner of Education for 1881.

a The Yeates' schools are about six miles apart; they have the same board of trustees and are supported by private endowment.

b Sex not reported.

c The name of this institution has since been changed to Private School.

d Suspended for 1882 for reorganization; reopened in 1883.

e Date of organization of the academy for young men, a department of Fox Lake Seminary.

TABLE VI.— *Statistics of institutions for secondary instruction for* 1882, *&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
1426	Academy of the Visitation	Washington, D. C. (Connecticut ave. and L st.).	1853	1850	Sister M. Augustine Dyer	R. C	....	20	....	....	....	....	....	....	....	....	....	....
1427	Arlington Academy	Washington, D. C. (Corcoran building).	.....	1880	Burton Macafee, A. M	.....	3	....	36	36	....	15	12	....	15	....	7	....
1428	Boys' English and Classical High School.	Washington, D. C. (lock box 535).	.....	1868	John W. Hunt, A. M	Sw'd'g'n	1	....	22	22	0	22	15	1	3	2	0	2
1429	Mrs. C. B. Burr's School	Washington, D. C. (1308 H street).	.....	.....	Mrs. C. B. Burr	.....	....	3	40	....	40	....	....	....	....	....	....	....
1430	Emerson Institute	Washington, D. C. (14th st., between I and K).	.....	1852	Charles B. Young	Non-sect	6	....	120	120	....	70	....	25	50	30	15	8
1431	Incarnation Church School	Washington, D. C. (1213 Twelfth street northwest).	.....	1869	Euphemia H. MacLeod	P. E	1	3	31	6	25	31	5	5	....	....	....	....
1432	Mt. Vernon Institute	Washington, D. C. (1530 I street).	.....	1870	Mrs. Charles W. Pairo	P. E	2	4	48	....	48	48	....	48	....	....	....	....
1433	Mt. Vernon Seminary	Washington, D. C. (1100 M street).	.....	1875	Mrs. J. E. Somers	Non-sect	2	8	92	....	92	67	10	45	....	....	2	....
1434	The Norwood Female Institute	Washington, D. C. (1212 and 1214 Fourteenth st.).	.....	1882	Mr. and Mrs. William D. Cabell.	.....	....	....	....	....	....	....	....	....	....	....	....	....
1435	Rittenhouse Academy	Washington, D. C. (306 Indiana avenue).	.....	1840	O. C. Wight	Non-sect	3	0	34	34	0	16	18	0	7	7	0	2
1436	St. Cecilia's Academy	Washington, D. C. (601 East Capitol street).	1877	1868	Sister Mary Ambrose	R. C	....	6	100	....	100	70	30	....	....	....	....	....
1437	St. John's Collegiate Institute	Washington, D. C. (Vermont avenue).	.....	1880	Brother Tobias, president	R. C	8	....	160	160	....	160	20	20	50	40	....	....

1438	Washington Collegiate Institute*	Washington, D. C. (1023 Twelfth street).	.....	1874	Mrs. Z. D. Butcher and Miss M. C. Douglas.	Non-sect	5	7	83	..	83	83	25	15	....	....	....	....
1439	Waverley Seminary	Washington, D. C. (1537 I street).	.....	1878	Miss S. A. Lipscomb	Non-sect	3	7	70	....	70	70	27	2	....	....	....	....
1440	West End Seminary*	Washington, D. C. (1915 H street).	.....	1873	Miss Faust	.....	....	3	25	....	25	....	....	....	....	....	....	....
1441	West Washington School for Girls.	West Washington, D. C. (2928 P street).	1881	1882	Miss Margaret H. Lee	Non-sect	1	3	50	0	50	50	....	30	0	0	0	0
1442	Lewis Collegiate Institute	Lewiston, Idaho	1882	1882	Rev. Levi Tarr, A. M	M. E	1	2	54	30	24	46	8	5	....	....	0	0
1443	Asbury Manual Labor School	Eufaula, Ind. Ter	.....	1845	Rev. Joseph F. Thompson	M. E. So.	*a*3	....	80	....	....	....	....	....	....	....	....	....
1444	Harrell International Institute	Muskogee, Ind. Ter	.....	1881	Theodore F. Brewer	M. E. So.	2	4	110	46	64	108	2	....	....	....	....	....
1445	Spencer Academy *b*	Nelson (Choctaw Nation), Ind. Ter.	1842	1842	O. P. Stark, superintendent	No. Pres	....	....	....	....	....	....	....	....	....	....	....	....
1446	New Hope Female Seminary	Oak Lodge, Ind. Ter	.....	1842	Rev. E. R. Shapard	M. E. So.	*a*4	....	53	....	53	....	....	....	....	....	....	....
1447	Cherokee National Male Seminary.	Tahlequah, Ind. Ter	1850	1850	F. M. English, A. B	Non-sect	2	1	100	100	0	....	....	....	....	....	1	....
1448	Indian University	Tahlequah, Ind. Ter	1881	1880	A. C. Bacone, A. M., president.	Baptist	1	2	68	31	37	50	18	....	....	....	....	....
1449	Chickasaw Male Academy	Tishomingo, Ind. Ter	1844	1845	B. W. Carter	Non-sect	2	0	60	60	0	60	10	....	0	0	0	0
1450	Levering Manual Labor School	Wetumka (Creek Nation), Ind. Ter.	1880	1881	Rev. J. A. Trenchard, A. M	Baptist	2	2	100	50	50	100	....	....	10	10	1	....
1451	St. Vincent's Academy	Helena, Mont	1866	1870	L. B. Palladino	R. C	....	5	85	....	85	50	20	15	....	....	....	....
1452	Holy Family Boarding School	St. Ignatius, Mont	.....	1864	Sister Remi	R. C	....	7	50	....	50	50	....	....	....	....	....	....
1453	St. Nicholas School	Bernalillo, N. Mex	.....	1872	Rev. Brother Gabriel of Mary.	R. C	2	0	130	130	....	45	....	25	15	....	5	....
1454	Academy of the Visitation	Las Cruces, N. Mex	.....	1870	Sister M. Praxedes, superior	R. C	....	7	185	60	125	100	....	....	....	....	....	....
1455	Las Vegas Academy*	Las Vegas, N. Mex	1880	1880	Walter H. Ashley, A. M., M. D	Non-sect	3	2	183	105	78	....	....	....	....	....	....	....
1456	Las Vegas College	Las Vegas, N. Mex	0	1877	Rev. S. Personé, S. J., president	R. C	10	....	264	264	....	252	12	....	6	15	1	....
1457	The Albuquerque Academy	New Albuquerque, N. Mex.	1879	1879	A. S. McPherron	Non-sect	1	3	175	90	85	169	6	0	0	0	1	....
1458	Academy of Our Lady of Light*	Santa Fé, N. Mex	1874	1853	Mother Francisca Lamy	R. C	....	....	300	....	300	....	....	....	....	....	....	....
1459	Christian Brothers' College	Santa Fé, N. Mex	1874	1874	Brother Botulph	R. C	10	....	140	140	....	140	....	....	....	....	....	3
1460	Santa Fé Academy	Santa Fé, N. Mex	1878	1878	J. S. Eastman, A. M., M. D	Presb	1	4	50	27	23	....	....	....	6	....	6	....
1461	Cache Valley Seminary*	Logan, Utah	0	1878	Mrs. C. M. Parks	Presb	1	2	91	61	30	91	0	0	0	0	0	0
1462	St. John's School	Logan, Utah	1873	1873	Miss Ellen M. Thompson	P. E	....	1	42	25	17	....	....	....	....	....	....	....
1463	Wahsatch Academy	Mt. Pleasant, Utah	.....	1875	Rev. Albert R. Crawford, minister in charge.	Presb	....	2	130	60	70	130	....	....	....	....	....	....
1464	Ogden Academy	Ogden, Utah	.....	1880	A. W. Adkinson	M. E	....	2	130	70	60	130	....	....	....	....	....	....
1465	Sacred Heart Academy*	Ogden, Utah	0	1878	Sister Francis	R. C	0	14	225	75	150	200	0	12	8	20	2	5
1466	School of the Good Shepherd	Ogden, Utah	.....	1870	Charles G. Davis	P. E	2	2	168	75	93	168	9	....	1	....	....	....
1467	Brigham Young Academy	Provo City, Utah	1875	1876	Karl G. Maeser	Lat. D. S	6	2	432	225	207	432	....	9	....	2	....	2
1468	Provo Seminary*	Provo City, Utah	.....	1875	George E. Jayne	M. E	2	1	80	40	40	....	....	....	....	....	....	....
1469	Rowland Hall	Salt Lake City, Utah	.....	1871	Miss Lucia M. Marsh	P. E	3	6	104	26	78	104	....	12	....	....	....	....
1470	St. Mark's School	Salt Lake City, Utah	.....	1867	Rev. G. D. B. Miller, A. M	P. E	3	8	439	231	208	423	16	0	5	0	0	0
1471	St. Mary's Academy	Salt Lake City, Utah	0	1875	Sister Superior	R. C	0	20	320	70	250	200	0	60	....	....	....	....
1472	Salt Lake Academy	Salt Lake City, Utah	1878	1878	Edward Benner, A. M	Cong	2	4	222	122	100	....	22	4	2	12	1	....
1473	Salt Lake Collegiate Institute	Salt Lake City, Utah	0	1875	John M. Coyner, PH. D	Presb	2	6	331	162	169	218	20	10	6	5	3	2
1474	Salt Lake Seminary	Salt Lake City, Utah	1871	1870	Rev. Thos. W. Lincoln, A. M	M. E	1	5	165	75	90	135	30	....	5	....	50	....
1475	Tooele Seminary	Tooele, Utah	.....	1871	Rev. J. P. Morris	M. E	1	1	67	41	26	67	....	....	....	....	....	....

* From Report of the Commissioner of Education for 1881.

a Sex not reported.

b Removed from Doaksville to Nelson and suspended for a year for the purpose of erecting new buildings; reopened in November, 1882, in the new building at Nelson.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
1476	Alden Academy	Anacortes (Fidalgo Island), Wash. Ter.	0	1879	Rev. E. O. Tade, A. M	Cong	2	1	37	17	20	a37	4	2	4	0	0	0
1477	Benj. P. Cheney Academy	Cheney, Wash. Ter	1881	1882	Daniel H. Felch, A. M	Non-sect	1	3	201	87	114	199	2	....	....	....	....	....
1478	Colfax Academy	Colfax, Wash. Ter	1881	1878	Miss Leoti L. West	Baptist	....	3	100	50	50	100	0	0	0	0	0	0
1479	Colville Indian Industrial Boarding School for Boys.	Fort Colville, Wash. Ter	.....	1880	Rev. Joseph M. Caruana, S. S	R. C	8	....	40	40	....	40	5	5	30	5	....	....
1480	Holy Angels' College	Vancouver, Wash. Ter	0	1866	Rev. P. Poaps	R. C	5	....	85	85	....	....	....	....	15	25	....	....
1481	St. Paul's School	Walla Walla, Wash. Ter	.....	1872	H. D. Lathrop	P. E	1	7	90	....	90	....	....	....	....	....	....	....
1482	St. Mary's School	Laramie City, Wyo.	.....	1870	Sister Alberta	R. C	....	4	110	50	60	....	....	....	....	....	1	....

a English and normal.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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	.....	.....	53	$10–30	$5,000	.....	(*a*)	.....	.....	January 2.
2	Trinity Normal School*	×	×	×	×	0	0	300	0	9	10,000	.....	.....	.....	40	October 1.
3	Wilcox Female Institute	×	×	×	×	×	×	.....	.....	*b*30	7,000	.....	.....	.....	40	September 3.
4	Carrollton Male and Female Academy.	0	0	×	×	0	0	0	0	1½–4	1,200	$0	$0	$1,200	40	Sept., 3d Monday.
5	Dadeville Female Institute	.....	×	×	×	×	×	0	0	2–5	1,500	0	0	1,000	40	October 1.
6	Dadeville Seminary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	Male High School	×	.....	.....	.....	0	.....	0	.....	25	*c*2,000	.....	.....	.....	36	September 4.
8	Gaylesville High School	.....	×	×	×	0	0	0	.....	13½–31½	1,000	.....	.....	1,500	36	October 2.
9	Greene Springs School	.....	.....	.....	×	×	×	2,000	.....	36–40	.....	0	0	.....	38	October 1.
10	Lowery's Industrial Academy	.....	×	×	×	.....	.....	50	10	0	2,000	.....	.....	.....	40	September 1.
11	La Fayette Male and Female College.	0	0	×	×	0	0	0	.....	25	4,000	.....	.....	.....	36	January 8.
12	Livingston Male Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 2d Monday.
13	Richardson and Cleveland's Academy and Commercial Institute. *d*	.....	×	×	×	.....	.....	.....	.....	45–90	.....	.....	.....	.....	38	September.
14	Hamner Hall	.....	×	×	×	×	×	600	25	*b*50	25,000	0	0	*e*5,600	36	October 2.
15	Mount Union Seminary	.....	.....	.....	.....	.....	.....	.....	.....	10	450	.....	.....	150	40	December 4.
16	William and Emma Austin College	.....	×	×	×	0	0	113	.....	20–50	5,000	0	.....	1,700	40	September.
17	Young Ladies' Academy of the Visitation.	.....	.....	.....	.....	.....	.....	.....	.....	*f*250	.....	.....	.....	.....	.....	October 2.
18	Talladega College	0	×	×	×	×	×	3,000	.....	10	95,000	26,350	1,318	.....	33	October 1.
19	Talladega Male High School*	0	.....	0	0	0	0	.....	.....	50	1,500	.....	.....	.....	40	Sept., 1st Monday.
20	Mountain Spring High School *g*	.....	.....	.....	.....	0	0	0	0	50	4,000	.....	.....	1,000	20	

* From Report of the Commissioner of Education for 1881.
a Rent of 100 acres of land.
b Average charge.
c Grounds and buildings.
d These figures are for the school year 1881–'82, during which year the school was known as Richardson's Academy; at the opening of the school year 1882–'83 it assumed the name given above.
e Income from all sources.
f Includes board.
g These figures are for the year ending June 20, 1882; school since closed permanently.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
21	Park High School	.....	.....	.....	.....	.....	.....	3,000	400	*a*$35	.....	.....	.....	.....	38	September.
22	Arkadelphia Baptist High School	.....	×	×	×	0	0	0	.....	20–40	$1,200	.....	.....	$1,500	40	September 1.
23	Austin Institute	0	0	×	×	0	0	0	.....	20	1,500	$0	$0	200	36	October 2.
24	Scientific and Normal School	.....	×	×	×	0	0	143	.....	20	7,000	.....	.....	.....	36	September 3.
25	Clinton Male and Female Academy	.....	.....	×	×	0	×	500	451	15–25	3,000	.....	.....	1,800	40	September 1.
26	Independent High School*	.....	.....	.....	.....	.....	.....	.....	.....	20–40	*b*1,500	.....	.....	1,000	40	Jan., 2d Monday.
27	Evening Shade College*	0	0	0	0	0	0	0	0	20	5,000	0	0	1,500	20	Sept., 1st Monday.
28	Lee High School*	0	0	0	×	0	0	0	0	25	1,500	0	0	400	40	September 12.
29	Arkansas Female College	×	×	×	×	0	0	200	0	*a*50	25,000	0	0	5,000	40	September 4.
30	Philander Smith College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
31	Melbourne Academy	.....	×	×	×	0	0	0	.....	15–40	3,000	.....	.....	1,000	40	September 4.
32	Monticello Male and Female Institute.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
33	Prairie Grove Academy	.....	×	×	×	.....	×	300	50	18–45	5,000	.....	.....	800	38	September 3.
34	Quitman College	.....	.....	.....	.....	.....	.....	350	.....	.....	6,000	.....	.....	.....	.....	June 8–13.
35	Texarkana Institute	.....	.....	×	×	0	0	.....	.....	20–40	.....	.....	.....	.....	40	September 4.
36	Centennial Institute	0	.....	×	×	0	0	0	.....	20, 30, 40	2,500	.....	.....	.....	40	September 4.
37	St. Catherine's Academy	.....	×	×	×	0	×	400	.....	*c*225	30,000	.....	.....	.....	40	August 1.
38	St. Mary's Hall*	0	0	×	×	0	×	300	.....	40–350	40,000	0	0	3,000	40	August 3.
39	Litton Springs College*	×	×	0	×	×	×	200	.....	360	60,000	.....	.....	12,000	40	August 1.
40	Convent of Mary Immaculate*	0	×	×	×	0	0	.....	.....	*c*200	7,000	.....	.....	1,400	42	August 1.
41	Gilroy Seminary	0	0	0	×	0	×	400	10	40–60	6,000	0	0	1,600	40	August 1.
42	College of Notre Dame	×	.....	×	×	.....	.....	500	.....	*c*250	.....	.....	.....	.....	40	September 4.
43	Napa Collegiate Institute	×	×	×	×	×	×	565	60	50	45,000	.....	.....	16,258	40	July 26.
44	Napa Ladies' Seminary	0	×	×	×	×	×	500	50	30–60	16,000	0	0	.....	40	August 2.
45	Miss Bisbee's School for Young Ladies.	.....	×	×	×	0	0	100	.....	100	27,000	.....	.....	.....	40	July 26.

46	Convent of Our Lady of the Sacred Heart.	×	×	×	×	0	×	1,300	100	*a*c300-350	.....	.....	.....	.....	44	August 7.
47	Miss Field's Home School for Young Ladies.	×	×	×	×	×	×	984	.....	50, 60	.....	0	.....	.....	40	July.
48	Hopkins Academy	×	×	0	×	×	×	300	25	60	50, 000	30, 000	1, 500	.....	40	August 1.
49	Sackett School	×	×	×	×	×	×	.....	.....	80	18, 000	.....	.....	2, 500	40	July 16.
50	Snell Seminary for Young Ladies	.....	×	×	×	×	0	.....	.....	60	25, 000	0	.....	7, 800	40	July 26.
51	Placerville Academy	.....	×	×	×	×	×	500	10	30–50	10, 000	.....	.....	.....	40	August 23.
52	Howe's High School and Normal Institute.	.....	.....	.....	.....	.....	.....	150	10	60	0	.....	.....	.....	52	
53	Sacramento Institute	.....	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	August 1.
54	Sacramento Select School	.....	×	×	.....	.....	.....	.....	.....	12–60	.....	.....	.....	.....	48	Jan. 1. and Aug. 1.
55	Sacramento Seminary*	.....	×	×	×	×	.....	500	.....	*c*340	15, 000	.....	.....	.....	20	August 2.
56	St. Joseph's Academy	0	×	×	×	0	0	2, 000	60	.....	30, 000	0	0	400	36	August 27.
57	Young Ladies' Seminary	0	×	×	×	0	0	0	0	24–48	.....	0	0	1, 650	50	June 1.
58	Mrs. Colgate Baker's School*	0	×	×	×	0	0	625	15	50–150	*d*1, 500	.....	.....	4, 105	40	July 18.
59	College of Notre Dame of San Francisco.	×	×	×	×	×	×	.....	1, 500	*c*260	.....	.....	.....	.....	44	July 18.
60	Irving Institute	0	×	×	×	0	0	500	100	100	.....	.....	.....	7, 000	40	July 31.
61	Sacred Heart College*	×	×	×	×	×	.....	2, 000	.....	.....	.....	.....	.....	.....	45	July 12.
62	Trinity School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
63	University (City) College*	.....	×	.....	×	.....	.....	.....	.....	*a*75	10, 000	.....	.....	.....	42	July 6.
64	Urban School	×	×	×	0	×	×	.....	.....	*a*125	*e*150	0	0	9, 000	44	July 10.
65	Miss West's School for Girls*	0	×	0	×	0	0	50	.....	80–150	.....	.....	.....	7, 250	40	August 1.
66	Madame Zeitska's Institute	.....	×	×	×	×	×	650	50	72–144	20, 000	.....	.....	.....	48	July 18.
67	Home Seminary	.....	×	×	×	0	0	200	10	*c*250–260	4, 000	.....	.....	800	40	August 18.
68	Laurel Hall	×	×	×	×	0	.....	500	.....	*c*300	25, 000	.....	.....	.....	40	August.
69	St. Matthew's Hall	×	×	.....	×	×	×	250	25	*c*375–450	.....	0	0	.....	40	July 21.
70	School of the Holy Cross	×	×	×	×	0	0	240	.....	150	10, 000	.....	.....	3, 897	43	July.
71	California Normal and Scientific School.	.....	×	×	×	×	×	2, 000	50	54	10, 000	.....	.....	2, 500	40	May 20.
72	Washington College*	.....	.....	.....	.....	.....	.....	700	.....	60–100	36, 000	.....	.....	.....	.....	
73	San Joaquin Valley College	0	0	×	×	0	×	600	85	40	10, 000	25, 000	500	2, 000	40	September 10.
74	Colorado Seminary	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
75	Wolfe Hall	×	×	×	×	×	×	500	50	40–60	100, 000	0	0	18, 000	40	September 7.
76	Tillotson Academy	0	×	×	0	0	0	0	0	30	3, 000	0	0	800	38	Sept., 1st Monday.
77	Academy of the Holy Family	.....	×	×	×	0	0	200	.....	20	.....	.....	.....	.....	42	September 4.
78	The Curtis School for Boys	.....	.....	.....	.....	.....	.....	.....	.....	*c*325	.....	.....	.....	.....	40	September.
79	Golden Hill Institute and Family Boarding School.	0	0	×	×	0	×	6, 640	14	80–100	25, 000	0	0	563	40	September 1.
80	Hillside Seminary	.....	×	×	×	×	×	300	.....	50–100	23, 000	.....	.....	.....	36	September 20.
81	Morgan School	.....	×	×	.....	×	×	1, 300	250	0	75, 000	.....	.....	.....	39	Sept., 1st Tues.
82	Bacon Academy*	0	0	×	0	0	×	300	20	18–24	5, 000	32, 000	1, 600	.....	40	Sept., 1st Mon.
83	Elmwood School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
84	Durham Academy*	.....	.....	×	×	×	×	1, 300	100	25–60	5, 000	0	.....	1, 000	40	Sept., 1st Mon.
85	Glastonbury Academy*	0	0	0	0	×	×	400	50	36	9, 900	0	0	1, 500	40	September 1.
86	Greenwich Academy*	.....	×	×	×	×	×	.....	.....	*c*500	.....	.....	.....	.....	40	September 20.
87	Brainard Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	10, 000	2, 400	120	.....	.....	September.

* From Report of the Commissioner of Education for 1881.
a Average charge.
b Grounds and buildings.
c Includes board.
d Excluding house.
e Value of apparatus.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
88	Miss Haines's School for Young Ladies and Girls.	.....	×	×	×	.....	.....	.....	.....	$80, 130	.....	.....	.....	.....	37	September 19.
89	Seminary of Mt. St. Joseph	×	×	×	×	×	×	200	.....	*a*200	.....	.....	.....	.....	40	September 4.
90	Rocky Dell Institute	×	×	0	×	×	×	500	.....	40	.....	.....	.....	$3, 000	40	
91	Mrs. Robert H. Griswold's School	.....	×	×	×	.....	.....	500	.....	*a*300	.....	.....	.....	.....	36	September.
92	Young Ladies' Seminary	.....	×	.....	×	0	0	1, 500	.....	40–60	.....	.....	.....	.....	.....	
93	Mystic Valley English and Classical Institute.	×	×	×	×	×	×	1, 000	.....	50	$10, 000	$0	$0	2, 000	40	August 27.
94	New Britain Seminary	.....	×	.....	.....	.....	.....	.....	.....	40–60	10, 000	.....	.....	.....	40	September.
95	New Canaan Institute	×	×	.....	×	.....	.....	150	20	*a*250	.....	.....	.....	1, 200	39	September 17.
96	The Elderage School	.....	×	0	×	.....	.....	.....	.....	50–70	25, 000	.....	.....	.....	36	Sept., 3d week.
97	Miss Nott's English and French Family and Day School.	.....	×	×	×	0	0	500	20	70–106	.....	0	0	5, 000	38	September 20.
98	West End Institute	.....	×	×	×	.....	.....	.....	.....	45–60	.....	.....	.....	.....	.....	September 28.
99	Waramang Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
100	Miss Baird's Institute for Young Ladies and Children.	×	×	×	×	.....	.....	.....	.....	30–50	.....	.....	.....	.....	40	
101	Miss Meeker's School	×	×	×	×	.....	.....	.....	.....	40–100	.....	.....	.....	.....	38	September 20.
102	Gildersleeve High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	*b*15, 000	.....	.....	.....	.....	
103	Seabury Institute	.....	×	×	×	×	×	100	.....	20–100	25, 000	.....	.....	900	40	September 2.
104	Betts Military Academy	×	×	×	×	0	×	150	0	*a*350	40, 000	0	0	6, 000	38	September.
105	School for Boys	0	×	.....	.....	.....	×	250	.....	100–150	*c*11, 000	.....	.....	.....	38	September 18.
106	Select Boarding and Day School*	.....	.....	.....	.....	.....	.....	.....	.....	50–100	.....	.....	.....	.....	44	September 1.
107	English and Classical School*	0	0	0	0	0	×	.....	.....	26	8, 000	0	0	468	40	Sept., 2d Mon.
108	Stratford Academy	.....	×	.....	×	0	×	300	.....	*a*325	.....	.....	.....	*a*1, 800	40	September 20.
109	Stratford Institute for Young Ladies.*	.....	×	.....	×	.....	.....	.....	.....	48, 60	.....	.....	.....	800	40	September 20.
110	The Gunnery	.....	×	×	×	0	0	.....	.....	30	.....	.....	.....	.....	38	September.

111	St. Margaret's Diocesan School for Girls.	.....	.....	×	×	.....	.....	.....	.....	30–60	.....	.....	.....	.....	40	September.
112	Wilton Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
113	Wilton Boarding Academy	×	×	.....	×	.....	.....	.....	.....	*a*200–275	8, 000	.....	.....	.....	48	
114	Parker Academy	.....	.....	.....	.....	×	×	.....	.....	40, 50	8, 000	.....	.....	1, 300	40	September 4.
115	Wilmington Conference Academy	0	×	×	×	×	×	575	50	40, 45	50, 000	0	0	3, 800	40	September 4.
116	St. John's School for Boys	.....	×	×	×	0	×	1, 000	100	*a*350	30, 000	.....	.....	12, 000	39	September 13.
117	Felton Seminary	0	0	×	×	0	0	100	0	22	.....	.....	0	900	39	August 25.
118	Georgetown Academy	0	0	0	×	0	0	0	0	25–44	2, 000	.....	.....	1, 200	40	September 4.
119	Laurel Select School*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
120	Milford Seminary	×	×	×	×	.....	.....	.....	.....	20–40	.....	.....	.....	500	40	September 1.
121	Academy of Newark	.....	×	×	×	0	×	500	.....	25–45	10, 000	7, 000	.....	.....	40	September 5.
122	Smyrna Seminary	.....	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Sept., 1st Mon.
123	Friends' School	.....	×	0	0	×	×	75	.....	*d*34	.....	.....	500	3, 400	40	September 10.
124	Rugby Academy	×	×	0	0	×	×	2, 000	.....	60	.....	.....	.....	.....	39	September 4.
125	Wilmington Academy	×	.....	×	.....	.....	.....	*200	*50	.....	.....	.....	.....	.....	52	September 4.
126	Daytona Institute	.....	×	.....	×	0	0	200	15	18–36	.....	0	0	550	36	September 27.
127	Cookman Institute	.....	×	×	×	0	0	300	100	*e*1	12, 000	0	0	219	29	October 15.
128	Florida Military Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
129	Convent of Mary Immaculate	×	×	×	×	0	0	595	45	*a*200	40, 000	.....	.....	.....	42	September 4.
130	Florida Institute	0	0	×	×	0	0	300	.....	8	4, 000	0	0	492	35	October 2.
131	Santa Rosa Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
132	Academy of the Sacred Heart*	.....	×	×	×	.....	.....	.....	.....	.....	10, 000	.....	.....	.....	38	September 15.
133	Christ Church School	.....	.....	.....	.....	.....	.....	.....	.....	.....	2, 000	.....	.....	1, 000	36	October 1.
134	West Florida Seminary*	0	0	0	0	0	0	0	.....	6¾	10, 000	40, 000	2, 800	0	44	October, 1st Mon.
135	Limetta Academy	0	×	×	×	0	×	400	20	15–25	.....	.....	.....	.....	38	September.
136	Adairsville High School	×	×	×	×	0	0	50	12	20	1, 500	0	0	1, 000	40	January 1.
137	Bartow Classical Institute*	×	.....	×	×	.....	×	.....	.....	30	1, 500	.....	.....	.....	40	August 17.
138	Cedar Creek High School	×	×	×	.....	0	0	25	11	.....	1, 000	0	0	800	32	January 1.
139	Boys' High School	×	0	0	0	×	×	.....	.....	40	.....	.....	.....	1, 500	40	September 1.
140	Sterne's Institute	×	.....	×	×	0	0	.....	.....	20–60	.....	.....	.....	.....	40	September 10.
141	Mulberry Grove Academy	.....	.....	.....	×	0	0	220	0	.....	550	0	0	808	40	January 30.
142	Home School for Young Ladies	.....	×	×	×	0	×	.....	.....	30–60	.....	.....	.....	.....	40	September 15.
143	Atlanta Baptist Female Seminary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
144	Atlanta Baptist Seminary	.....	.....	×	.....	0	×	675	50	8	20, 000	.....	.....	.....	33	October 2.
145	Atlanta Female Institute	.....	×	×	×	×	×	.....	.....	50	50, 000	.....	.....	15, 000	40	September 3.
146	Storrs School	.....	.....	×	.....	0	0	0	0	*f*1	9, 000	.....	.....	2, 500	40	September 1.
147	Summerville Academy*	0	0	0	0	0	0	0	0	0	5, 000	80, 000	6, 000	0	40	September 15.
148	Gordon Institute	×	×	×	×	×	×	2, 000	.....	40	12, 000	.....	.....	6, 000	40	August 21.
149	Union Academy	0	0	0	×	0	0	0	0	20	300	0	0	600	40	January 1.
150	Jackson Academy	.....	×	×	×	0	0	15	.....	*f*2	2, 500	.....	1, 000	800	40	January 15.
151	Blackshear Academy*	.....	.....	.....	×	0	0	0	.....	20	2, 000	.....	.....	.....	40	January, 1st Mon.
152	Bond's Academy	0	.....	.....	0	0	0	0	0	25–32	200	.....	.....	400	40	February 6.
153	Boston Academy	0	0	0	×	0	0	0	.....	*f*1½–3½	1, 500	.....	.....	.....	38	January.
154	Butler Female College and Male Institute.	×	×	×	×	0	0	0	0	12½	7, 000	0	0	1, 850	40	September.
155	Calhoun Academy	.....	.....	×	×	.....	.....	.....	.....	25	2, 000	.....	.....	900	40	January.
156	Mrs. Fields' Select School*	.....	×	×	×	.....	.....	.....	.....	25	.....	.....	.....	500	40	January 12.

* From Report of the Commissioner of Education for 1881.
a Includes board.
b Amount given to found the school.
c Value of buildings and grounds.
d Average charge.
e Incidental fee; free to all over twelve years of age.
f Charge for a month.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
157	Camak Academy*	×	×	×	×	0	0	0	0	$27	$800	.....	.....	$600	36	January 16.
158	Cherokee High School	.....	×	×	×	0	0	.....	.....	$a1\frac{1}{2}$	700	.....	.....	600	43	October 2.
159	Carroll Masonic Institute*	.....	.....	.....	×	.....	.....	.....	.....	20	4,000	.....	.....	1,200	40	January 4.
160	Carsonville Academy	0	.....	0	.....	0	0	.....	.....	15	250	.....	.....	.....	40	January 8.
161	Cartersville High School	.....	.....	.....	×	0	0	.....	.....	.....	1,600	.....	.....	900	40	January.
162	Cartersville Seminary	.....	×	×	×	0	0	0	.....	30	.....	.....	.....	.....	40	August 20.
163	Cave Spring Female Seminary of Hearn School.	.....	.....	×	×	0	0	100	20	*b*2-4	5,000	.....	.....	1,000	40	August 28.
164	Hearn Manual Labor School	.....	.....	.....	.....	.....	.....	.....	.....	20, 30, 40	10,000	$5,000	$300	1,000	40	September 4.
165	Cedartown High School*	0	×	×	×	×	×	.....	.....	.....	1,800	.....	.....	1,500	38	January 2.
166	Cedartown Male and Female Academy.	×	×	×	×	0	×	.....	.....	20, 30, 40	850	0	.....	1,750	40	January 1.
167	St. Joseph's Academy	.....	.....	×	×	.....	.....	500	.....	.....	25,000	.....	.....	.....	.....	September 11.
168	Slade's School for Boys	.....	.....	.....	.....	×	×	0	0	60	2,000	.....	.....	2,000	40	September 15.
169	Concord Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	*c*300	.....	.....	600	32	January 1.
170	Conyers Male and Female High School.*	0	.....	0	×	0	0	0	0	20	1,500	0	0	0	36	January 10.
171	Corinth Academy	.....	.....	×	×	.....	.....	.....	.....	*d*20	600	.....	.....	600	36	January 1.
172	Crawford Academy	0	0	0	×	0	0	.....	.....	20, 25, 35	1,000	.....	.....	800	40	January 15.
173	Central Collegiate Institute	0	0	×	×	0	0	0	0	25	1,500	0	0	700	40	January 8.
174	Cusseta Academy	×	.....	×	×	0	0	0	.....	*d*25	400	0	0	1,200	40	Jan. and August.
175	Howard Normal Institute	.....	.....	×	×	0	0	500	60	9	1,000	.....	.....	800	32	October.
176	Crawford High School	×	0	0	0	×	×	.....	.....	*b*2	7,500	0	0	1,800	40	August 15.
177	Delhi High School	0	0	×	×	0	0	0	0	15-30	400	0	0	350	41	January 8.
178	Decatur High School	0	0	.....	×	0	0	0	.....	20-40	3,500	0	.....	1,300	40	January, 1st Mon.
179	Farmersville Academy	0	0	0	0	0	0	0	0	*a*2	300	0	0	365	40	November 1.
180	Duluth Academy	0	0	0	0	0	0	0	.....	*d*20	500	.....	.....	560	40	January 1.
181	Eastman High School	0	0	0	×	0	0	0	0	20	3,000	0	0	700	40	July 3.

182	Elbert Male High School*	0	0	0	0	0	0	0	.....	20	2,000	.....	.....	857	32	January 10.
183	Moss Hill Academy*	.....	.....	.....	.....	0	0	.....	.....	30	300	.....	.....	200	40	January 1.
184	Ellijay Seminary	.....	.....	×	.....	0	0	0	.....	15	6,000	0	.....	450	40	July 10.
185	Fairburn Academy	.....	.....	×	×	0	0	0	0	25	2,000	.....	.....	1,000	36	January.
186	Forsyth Male and Female Institute	.....	×	×	×	0	0	0	0	*b*2–3½	*c*2,000	0	.....	2,250	40	January.
187	Jackson Academy	.....	.....	×	×	0	0	0	0	6	900	0	.....	51	30	October 1.
188	Select School for Girls	×	×	×	×	0	×	.....	.....	*b*2–5	.....	.....	.....	.....	.....	January 23.
189	Fort Valley Female Seminary	×	.....	×	×	.....	×	.....	.....	25–30	1,500	.....	.....	.....	40	January 8.
190	Franklin Institute	0	0	×	×	0	0	.....	.....	*b*1–4	5,000	0	0	.....	40	
191	Gainesville College	×	×	×	×	0	0	300	.....	*d*30	15,000	0	0	3,500	40	September 1.
192	Methodist College	.....	×	×	×	.....	×	1,200	600	*d*45	6,000	.....	.....	3,000	40	September 6.
193	Oak Grove Academy	0	0	0	0	.....	.....	.....	.....	18	1,000	.....	.....	500	36	November.
194	Greensboro' Male and Female Co-operative School.*	.....	.....	.....	.....	.....	.....	.....	.....	30	.....	.....	.....	.....	40	Sept., 1st Monday.
195	Miss Porter's High School	.....	.....	×	×	0	0	.....	.....	20–50	.....	.....	.....	1,200	40	January 8.
196	Samuel Bailey Male Institute*	0	0	0	0	0	0	0	0	30	18,000	.....	.....	2,700	40	Aug., last Mon.
197	Hartwell High School	.....	×	×	×	0	0	.....	.....	20–40	2,000	.....	.....	1,800	40	January 10.
198	Hawkinsville Institute	.....	.....	×	×	.....	.....	.....	.....	37½	6,000	.....	.....	3,000	40	January 8.
199	Hephzibah High School	0	0	.....	×	0	×	200	.....	.....	8,000	0	0	.....	40	September.
200	Bradwell Institute	.....	.....	×	×	×	×	420	.....	30	2,000	.....	.....	.....	40	July 6.
201	Hogansville Academy	×	×	×	×	.....	.....	.....	.....	15–35	5,000	.....	.....	.....	40	January.
202	Jasper Institute	.....	.....	×	.....	0	0	0	.....	*d*15	*1,200	0	0	800	40	November.
203	Auburn Institute*	0	0	×	×	0	0	0	.....	20–36	600	.....	.....	1,000	40	January 9.
204	Middle Georgia College	0	0	.....	×	0	0	0	0	*d*27½	5,000	0	0	5,000	40	September 1.
205	Union High School	.....	.....	.....	.....	.....	.....	.....	.....	18	250	.....	.....	635	35	January 2.
206	Juniper High School*	×	×	×	×	×	×	1,000	300	35	6,000	.....	.....	3,675	40	February 15.
207	Grooverville Academy	0	0	0	0	0	0	0	.....	16, 24, 36	500	.....	.....	750	40	Feb., 2d Monday.
208	La Grange Seminary	.....	.....	×	.....	0	0	.....	.....	.....	4,000	.....	.....	107	36	October 1.
209	Meson Academy	.....	.....	.....	×	×	×	200	0	16–32	3,000	2,500	200	900	38	January 9.
210	Liberty Hill High School	.....	.....	.....	×	.....	.....	.....	.....	.....	2,500	.....	.....	400	30	January 1.
211	Washington Institute	0	0	×	×	×	×	.....	.....	15–40	8,000	.....	.....	2,500	40	Jan., 2d Tuesday.
212	Lewis High School	.....	×	×	×	0	×	3,000	1,000	8⅓	12,000	.....	.....	750	34	October 1.
213	Forest Home Institute	×	.....	0	×	.....	.....	150	3	22½	4,000	.....	.....	500	.....	September 1.
214	Madison Male High School	×	0	0	0	0	0	50	0	40	2,000	0	0	1,300	42	September 6.
215	Temperance Hill High School*	.....	.....	.....	.....	0	0	0	0	15	.....	.....	.....	.....	.....	
216	Kennesaw High School*	.....	×	×	.....	.....	.....	.....	.....	6	1,000	.....	.....	.....	36	October 1.
217	Marietta High School (Male)	.....	.....	.....	.....	.....	.....	.....	.....	30, 40, 50	.....	.....	.....	800	40	January 1.
218	Marietta Institute	×	×	×	×	×	.....	.....	.....	10–50	.....	.....	.....	1,200	40	January 8.
219	Marshallville High School	.....	×	.....	×	0	0	75	15	30	3,000	.....	.....	1,600	40	January 8.
220	Maysville Institute	.....	.....	.....	×	0	0	.....	.....	.....	400	.....	.....	.....	36	January 9.
221	Milner High School*	.....	.....	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	32	Jan., 1st Monday.
222	Montezuma Male and Female Institute.	.....	×	×	×	0	0	.....	.....	25, 30, 35	2,000	.....	.....	1,500	40	September.
223	Spalding Seminary	0	0	.....	×	0	0	0	.....	15, 25, 35	3,000	0	0	800	40	August 7.
224	Morganton Academy*	.....	.....	.....	.....	0	0	0	0	10	1,000	0	0	300	40	January 1.
225	Stonewall School*	0	0	0	0	0	0	.....	0	16	200	0	.....	.....	40	January 9.
226	Mountville Academy	.....	0	×	0	0	0	0	.....	18	350	.....	.....	600	33	January 1.
227	Newnan Male Seminary	0	0	0	0	0	.....	300	50	35	4,000	0	0	2,000	40	January.
228	Newnan Seminary*	.....	.....	.....	×	0	0	0	.....	*d*25	1,500	0	0	1,100	40	January 18.

* From Report of the Commissioner of Education for 1881.

a Average monthly charge. *b* Charge for a month. *c* Value of building. *d* Average charge. *e* Value of grounds and buildings.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
229	Southern Institute, Male and Female.	×	×	×	×	0	0	300	50	$15-40	$6,000	$0	$0	$1,200	20	September.
230	Norcross High School	×	.....	×	×	.....	×	0	.....	18-36	1,250	.....	.....	900	36	January 1.
231	Brinkley Academy*	0	0	.....	×	0	0	0	0	*a*20	1,000	.....	.....	900	36	January 9.
232	Norwood Academy	0	0	0	0	0	0	0	.....	*a*20	600	0	0	400	36	January 8.
233	Farmers' High School	0	0	×	×	0	0	0	.....	*a*18	800	0	0	1,200	36	January.
234	Mercer High School	0	0	0	×	0	0	0	0	30	25,000	0	0	600	40	January 14.
235	Houston Male and Female College.	×	×	×	×	×	×	.....	.....	20,40	7,000	.....	.....	2,000	40	
236	Philomath Institute	.....	.....	.....	.....	0	0	.....	.....	25	.....	600	.....	700	40	January 15.
237	Pine Log Masonic Institute	.....	.....	×	×	0	0	0	0	10-30	600	0	.....	1,000	40	January 1.
238	Willis Institute*	.....	.....	×	×	0	0	.....	.....	20	500	.....	.....	600	10	January.
239	Powelton Male and Female School	0	0	0	×	0	0	0	0	*a*20	250	0	0	500	34	January 8.
240	Quitman Academy	×	×	×	×	×	0	0	0	*a*24	2,000	0	0	.....	32	October 2.
241	Rabun Gap Institute	.....	.....	.....	.....	0	0	.....	.....	15	1,000	.....	.....	400	32	July 1.
242	Mt. Vernon Institute*	.....	.....	.....	×	0	0	0	.....	.....	800	.....	.....	.....	40	Jan., 2d Monday.
243	Masonic Literary Institute*	×	.....	×	×	.....	.....	0	.....	10-30	10,000	.....	.....	.....	40	September 1.
244	Rock Mart School	.....	×	×	×	0	0	.....	.....	*a*20	1,400	.....	.....	800	40	January.
245	Idle Wild Academy	.....	×	×	.....	.....	.....	.....	.....	*b*1-4	.....	.....	.....	.....	.....	
246	Rome Male High School	.....	.....	0	0	0	0	.....	.....	30	3,000	0	.....	.....	40	August 28.
247	Roswell Academy	.....	.....	.....	.....	.....	.....	.....	.....	15-30	.....	.....	.....	450	40	October 2.
248	Rutledge High School	.....	.....	×	×	0	0	0	0	*a*25	1,000	.....	.....	900	40	January 1.
249	Beach Institute	.....	.....	×	.....	0	0	15	15	8	10,000	.....	.....	1,056	33	October 1.
250	Savannah Military Academy	×	×	0	0	.....	×	2,500	.....	110	40,000	.....	.....	9,000	34	October 9.
251	Excelsior Academy	0	0	×	×	0	0	0	.....	15, 20 25, 33⅓	1,200	0	0	*c*450	40	August 7.
252	N. E. Ware's Business and Literary Institute.	0	×	×	×	0	0	0	0	16-40	1,000	0	0	700	32	January.

253	Smyrna Male and Female Academy	×	×	×	0	0	0	20	10	25	500	0	0	600	40	October.
254	Oak Grove Male and Female Academy. *	.....	0	×	×	0	0	0	.....	16–32	1,500	.....	.....	.....	40	January.
255	Sparta Male and Female Academy	.....	×	×	×	0	0	0	.....	30–50	3,500	0	.....	.....	40	September 1.
256	Spring Place High School	0	0	0	0	0	0	1,137	217	12–36	3,000	0	0	1,200	40	September 4.
257	Stilesboro' Institute*	.....	.....	.....	.....	.....	.....	.....	.....	15	4,000	.....	.....	800	40	Jan., 2d Monday.
258	Stone Mountain High School	0	0	0	0	0	0	0	.....	$b1\frac{1}{2}$–$3\frac{1}{2}$	d1,500	0	0	1,000	40	January.
259	Sugar Valley Academy	×	×	×	×	0	0	50	10	20–50	1,000	0	0	1,750	40	January 15.
260	Sumach Seminary*	0	0	×	×	0	0	0	0	8	3,000	0	0	600	40	July, 1st Monday.
261	Summerville Academy*	0	0	×	×	0	0	0	0	15–24	.....	0	0	700	40	January.
262	Collinsworth Institute and Le Vert College.	.....	.....	×	×	×	×	500	.....	30	8,000	.....	.....	2,000	40	January.
263	Society Hill Academy	.....	.....	×	0	0	0	.....	.....	15	.....	.....	.....	300	40	
264	Tennille High School	0	.....	×	×	0	0	0	.....	a30	1,500	.....	.....	1,200	40	January 15.
265	R. E. Lee Institute	×	×	×	×	.....	.....	.....	.....	a15	7,000	.....	.....	1,600	52	January 8.
266	Thomson High School*	×	.....	×	×	0	0	.....	.....	25	1,200	.....	.....	.....	36	January.
267	Toccoa Academy*	0	0	0	0	0	0	0	0	15–30	600	0	0	600	40	February 1.
268	Union Point High School	0	0	×	.....	0	0	0	0	.....	300	0	0	850	39	August 8.
269	Walthourville Academy	.....	.....	.....	×	0	0	0	.....	20–28	2,500	0	0	320	40	
270	Warrenton Academy*	0	0	0	0	0	0	0	.....	15–30	3,500	0	.....	1,500	40	January 16.
271	Washington Female Seminary	0	0	×	×	×	0	0	0	a25	5,000	0	0	1,200	40	September 4.
272	Washington Male Academy	.....	.....	.....	.....	.....	.....	.....	.....	$22\frac{1}{2}$–45	1,500	.....	.....	725	40	September 4.
273	Anthon Academy*	0	0	0	0	0	0	0	0	25	500	0	0	500	36	January 1.
274	Bethel Academy*	0	0	0	0	0	0	0	0	16–24	.....	0	0	400	32	February.
275	Dawson Institute	.....	.....	×	×	.....	.....	.....	.....	$b2\frac{2}{5}$	1,200	.....	.....	.....	40	January.
276	Whitesburg Academy	0	0	×	×	0	0	0	.....	20	1,200	.....	.....	1,500	32	January 15.
277	Excelsior Academy	0	0	×	×	0	0	.....	.....	.....	1,200	.....	.....	1,280	32	January 1.
278	German Evangelical Lutheran School.	.....	.....	×	.....	.....	.....	.....	.....	3–6	6,000	978	.....	932	44	April 1.
279	Aledo Academy	0	×	0	0	0	×	250	.....	32	4,500	0	.....	1,376	40	August 28.
280	Jennings Seminary and Aurora Normal School.	0	×	×	×	×	×	2,200	200	$32\frac{1}{2}$	60,000	.....	.....	6,850	44	August 30.
281	Institute of the Immaculate Conception.	×	×	×	×	.....	.....	400	50	24	80,000	.....	.....	3,500	42	September 1.
282	Bunker Hill Academy	.....	×	0	0	×	×	0	.....	a40	10,000	0	0	800	40	September.
283	Ascension School	×	×	×	×	0	×	0	.....	40–80	.....	0	0	3,000	40	September 11.
284	Chicago Ladies' Seminary	0	×	×	×	.....	.....	.....	.....	60–100	.....	.....	.....	.....	40	September.
285	Convent of the Immaculate Conception.	.....	×	×	×	0	0	0	0	5–15	12,000	2,000	1,000	500	40	September 4.
286	Dearborn Seminary	.....	.....	×	.....	0	×	400	.....	a110	.....	0	0	11,000	40	September 11.
287	French and English School	.....	.....	×	×	.....	.....	50	.....	80, 100	.....	.....	.....	.....	40	September 11.
288	German-American Academy of Chicago.	×	×	×	×	0	×	150	50	a68	e1,500	.....	.....	3,000	45	September 1.
289	German Institute	.....	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
290	Heimstreet's Classical Institute	×	×	×	×	.....	.....	632	11	50–300	.....	.....	.....	.....	52	September 1.
291	Kirkland School	×	×	.....	.....	×	×	1,000	.....	40–100	26,000	.....	.....	.....	39	September 15.
292	Mrs. Loring's School for Young Ladies and Children.	0	×	×	×	0	×	250	20	a75	.....	.....	.....	.....	40	September 20.
293	Lutheran Immanuel School	×	×	×	0	0	×	0	.....	8, 9	31,670	0	0	3,993	44	

* From Report of the Commissioner of Education for 1881.

a Average charge.

b Charge for a month.

c Receipts for the last term from tuition fees.

d Grounds and buildings.

e Value of apparatus.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
294	Park Institute	×	×	×	×	0	×	400	.....	$40–150	.....	.....	.....	.....	40	September 13.
295	St. Francis Xavier's Academy	×	×	×	×	×	×	500	.....	a300	$250, 000	.....	.....	$40, 000	40	September 1.
296	St. Patrick's Academy	0	0	×	0	0	0	500	.....	10	50, 000	$0	$0	4, 000	43	September 1.
297	Danville Seminary*	.....	×	×	×	0	0	0	0	32–40	.....	.....	.....	3, 000	45	
298	East Illinois College and Normal School.	×	×	×	×	×	×	500	.....	33	50, 000	.....	.....	.....	48	September 5.
299	German Lutheran School	.....	.....	.....	.....	.....	.....	.....	.....	.....	3, 000	.....	.....	.....	30	April 1.
300	St. Theresas' Ursuline Academy	.....	×	×	×	0	0	200	.....	5	8, 000	1, 500	.....	600	40	September 4.
301	St. Mary's Training School for Boys	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
302	Dover Academy	.....	×	.....	.....	.....	.....	.....	.....	24	.....	.....	.....	.....	39	August 30.
303	Teachers' Institute and Classical Seminary.	.....	×	×	×	×	×	150	25	21–27	1, 500	.....	.....	1, 000	39	September 4.
304	Howe Literary Institute	×	×	×	×	0	.....	.....	.....	20–25	20, 000	.....	.....	950	40	September 1.
305	Elgin Academy	×	×	.....	×	×	×	300	6	21–36	10, 000	0	0	4, 009	36	September 4.
306	Fairfield Collegiate Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
307	Friendsville Seminary*	0	0	0	×	0	×	200	.....	24	.....	.....	.....	.....	36	September.
308	Northern Illinois College and Normal School.*	0	0	×	×	×	×	450	0	32	.....	.....	.....	.....	40	September 4.
309	German-English College	.....	.....	×	×	×	×	1, 000	150	28	10, 000	1, 000	80	1, 500	40	September 10.
310	Monticello Ladies' Seminary	.....	×	×	×	×	×	2, 500	.....	40	200, 000	.....	.....	a40, 000	38	September 21.
311	The Young Ladies' Athenæum	.....	.....	×	×	×	×	400	20	50	15, 000	0	.....	3, 000	36	September.
312	St. Francis' Academy*	.....	×	×	×	0	0	150	40	14	45, 000	16, 000	4, 000	2, 100	40	Sept., 1st Monday.
313	St. Joseph's Seminary	×	×	×	×	.....	.....	400	75	10–30	23, 320	.....	.....	700	45	September 1.
314	McDonough Normal, Scientific, and Commercial College.*	.....	.....	.....	.....	×	.....	.....	.....	36	.....	.....	.....	1, 817	37	
315	Grand Prairie Seminary, Commercial College, and Conservatory of Music.	×	×	.....	.....	×	×	1, 500	.....	24	22, 000	10, 000	600	1, 800	40	Aug., last Tues.

316	St. Francis Xavier's Academy	.....	.....	×	×	0	×	300	100	19	25,000	8,000	480	2,500	40	Sept., 1st Monday.
317	Edgar Collegiate Institute	×	×	×	×	0	×	500	20	30	5,000	.....	.....	2,140	36	September 8.
318	Peoria German School Association	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
319	Pettengill Seminary	0	×	×	×	×	0	26	26	35-60	20,000	0	0	1,282	38	September 15.
320	Bettie Stuart Institute	.....	×	×	×	×	×	500	0	30, 50, 60	40,000	.....	0	5,000	40	September 13.
321	Lee's Academy*	.....	×	0	×	0	0	500	12	30	.....	.....	.....	1,296	41	July, last Monday.
322	Sugar Grove School*b*	.....	.....	.....	.....	.....	.....	.....	.....	21	.....	.....	.....	.....	33	September 18.
323	Vermilion Academy	0	0	0	0	×	×	250	25	15-24	8,000	10,500	840	.....	36	October 3.
324	Institute of Our Lady of the Sacred Heart.	×	×	×	×	.....	.....	300	.....	150	.....	.....	.....	14,980	44	Sept., 1st Monday.
325	Todd Seminary for Boys	.....	×	×	×	.....	.....	650	.....	*a*300	20,000	.....	.....	*a*6,000	40	September.
326	Sand Creek Seminary	.....	.....	.....	.....	.....	×	100	.....	.....	1,500	.....	.....	.....	28	September.
327	Spicewood Graded School	0	0	0	0	0	0	35	35	.....	.....	.....	.....	.....	34	September.
328	Bloomingdale Academy	0	×	0	0	×	×	500	.....	24-30	8,000	10,000	600	1,300	36	Sept., last week.
329	Dover Hill Academy	×	.....	×	×	0	×	.....	.....	$18\frac{3}{8}$	.....	.....	.....	.....	.....	April 1.
330	St. Augustine's School	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Sept., 1st Monday.
331	German-English Independent School.	.....	×	×	.....	.....	.....	.....	.....	.....	15,000	.....	.....	.....	.....	
332	The Hadley and Roberts Academy	×	×	×	×	×	×	200	.....	50-100	.....	.....	.....	7,221	39	September 11.
333	Indianapolis Seminary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
334	Montezuma Collegiate and Normal Institute.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
335	St. Mary's Academy	.....	×	×	×	.....	×	.....	.....	*a*220	.....	.....	.....	.....	40	Sept., 1st Monday.
336	Central Academy	0	×	0	0	0	×	194	.....	24-28	5,500	0	0	1,100	37	September 25.
337	Blue River Academy	0	0	×	0	×	0	.....	.....	$10\frac{3}{8}$-$25\frac{1}{8}$	2,500	0	.....	.....	36	October.
338	Spiceland Academy	0	×	×	0	×	×	2,000	100	.....	.....	.....	.....	.....	40	Sept., 1st week.
339	Stockwell Institute	.....	.....	×	×	0	×	100	.....	28	12,000	.....	.....	1,600	40	September 15.
340	St. Paul's Academy*	.....	×	×	×	.....	.....	*c*400	.....	*a*135	*c*10,000	.....	.....	.....	42	Sept., 1st Monday.
341	St. Paul's Grammar School*	.....	.....	.....	.....	.....	.....	.....	.....	$3\frac{1}{2}$	.....	.....	.....	.....	42	Sept., 1st Monday.
342	Academic department of Vincennes University.*	0	0	×	0	×	×	3,500	.....	10-20	20,000	50,000	4,000	400	39	Sept., 1st week.
343	Union High School	0	0	×	.....	0	×	60	0	*d*20	3,000	7,000	350	1,200	36	September 18.
344	St. Mary's Academy	.....	×	×	×	0	0	360	40	120	25,000	.....	.....	.....	40	Sept., 1st Monday.
345	Ackworth Institute	0	0	0	0	0	×	500	.....	*d*24	6,000	0	0	1,200	36	Sept., 1st week.
346	Albion Seminary	0	×	×	×	0	0	300	25	20-30	5,000	5,000	200	1,500	36	September 5.
347	Jones County Academy	.....	.....	×	×	.....	.....	.....	.....	6	.....	.....	.....	.....	36	September.
348	Birmingham Academy	.....	.....	.....	.....	0	0	60	.....	22-25	2,500	.....	.....	500	42	Sept., 1st Monday.
349	Blairstown Academy	0	×	×	×	×	×	300	25	20	8,000	0	.....	1,600	28	September 1.
350	First German Evangelical School	.....	×	×	×	.....	.....	.....	.....	8	.....	.....	.....	.....	50	
351	German Evangelical Zion School	×	0	×	0	0	0	0	0	$8\frac{1}{4}$	*e*20,000	.....	.....	750	46	August 1.
352	The Gordon School	×	×	.....	×	.....	×	1,000	50	50, 100	7,000	.....	.....	2,300	40	Sept., 2d Monday.
353	Coe College	×	×	×	×	0	×	900	800	25	56,000	50,000	3,500	3,000	36	September 15.
354	Evangelical Lutheran Parish School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
355	St. Francis' Academy for Young Ladies.*	×	×	×	×	.....	.....	.....	.....	10-25	.....	.....	.....	.....	36	Sept., 1st Monday.
356	Decorah Institute	0	×	×	0	×	×	.....	.....	25	.....	.....	.....	3,750	40	Sept., 1st Monday.
357	Denmark Academy	.....	×	×	×	0	×	500	.....	30	20,000	7,000	425	2,400	38	Sept., 2d Tuesday.
358	Young Ladies' School	.....	×	.....	.....	.....	.....	300	.....	60	.....	.....	.....	900	40	Sept., 1st Monday.
359	Danish High School	0	×	×	0	0	×	300	10	112	7,500	2,500	.....	1,768	28	November 1.

* From Report of the Commissioner of Education for 1881.
a Includes board.
b This is a work school in the interest of industrial classes; its aim is to educate towards the farm and the workshop.
c In 1879.
d Average charge.
e Value of church and school.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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	Epworth Seminary	.....	×	×	×	×	×	250	30	$22½, 27	$1,200	$0	$0	$3,600	36	August 31.
361	Academy of Iowa College	0	0	×	×	(*a*)	(*a*)	(*a*)	.....	.....	(*a*)	.....	.....	.....	38	September 10.
362	Lenox Collegiate Institute	×	×	×	×	×	×	1,352	20	30	18,000	14,932	1,035	2,056	37	September 6.
363	Humboldt Academy and Normal School.	.....	.....	.....	.....	0	×	.....	.....	25	.....	0	.....	396	38	September.
364	Preparatory and Normal School*	.....	×	×	×	×	×	100	.....	29	15,000	.....	.....	.....	40	August 15.
365	Jefferson Academy*	×	×	×	×	.....	.....	.....	.....	12–24	5,000	.....	.....	.....	36	Sept., 1st Monday.
366	Knoxville Academy	.....	.....	.....	.....	0	0	0	0	20, 30	.....	.....	.....	.....	40	September 4.
367	Friends' Academy	0	×	0	0	×	0	142	10	19	6,000	0	0	750	38	September.
368	Lynnville Academy	.....	.....	.....	.....	0	0	0	.....	.....	*b*1,500	0	.....	.....	.....	.....
369	Riverside Institute	.....	.....	×	×	×	×	1,000	.....	20, 40	*c*1,000	.....	.....	300	40	September 3.
370	Western Normal and Business Institute.*	×	×	×	×	×	×	500	.....	27	30,000	.....	.....	2,000	44	September.
371	Howe's Academy and Teachers' Institute.*	.....	.....	.....	.....	.....	.....	.....	.....	36	.....	.....	.....	4,000	45	August, last week.
372	Hazel Dell Academy	.....	.....	.....	.....	.....	.....	.....	.....	18–22	2,000	.....	.....	924	36	September.
373	Cedar Valley Seminary	.....	.....	.....	.....	×	×	650	250	20–28	15,000	6,000	420	.....	40	September 10.
374	Ottumwa Normal School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
375	Ottumwa Seminary	.....	×	.....	.....	.....	.....	.....	.....	16, 20	.....	.....	.....	.....	40	September 4.
376	Pleasant Plain Academy	.....	.....	.....	.....	0	×	125	100	*d*20	3,000	.....	.....	.....	36	September 12.
377	German Evangelical Lutheran School.	0	0	0	0	0	0	0	0	.....	.....	.....	.....	.....	16	November 1.
378	Troy Academy and Normal	×	×	×	0	×	×	.....	.....	20	.....	.....	.....	.....	40	September 6.
379	Tilford Collegiate Academy	×	×	.....	×	0	0	200	.....	23	26,000	.....	.....	3,000	34	September.
380	Washington Academy	0	0	×	×	×	×	0	.....	26, 28, 32	20,000	.....	.....	2,100	39	September 1.
381	Waukon Seminary	0	0	0	0	0	0	0	.....	*e*15	.....	.....	.....	.....	.....	.....
382	Ainsworth's Grammar and High School.*	0	0	0	0	0	.....	0	0	20–25	.....	.....	.....	1,500	32	Sept., 1st Monday.
383	Wilton Academy*	.....	×	×	×	0	0	308	273	25	20,000	.....	.....	2,120	38	September 6.

384	Abilene Academy														40	September 1.
385	Atchison Institute	×	×	×	×	×	×	2,000	100	40	17,500					
386	The Freedmen's Academy of Kansas															
387	Gould College				×					21	9,900	7,000	490	1,512		
388	Anchorage Classical and Military Institute.*									*f*200					38	Sept., 1st Monday.
389	Bellewood Seminary and Kentucky Presbyterian Normal School.	×	×	×	×	×	×	300	100	45	30,000				39	September.
390	Forest Academy	×	0	0	0	0				50	5,000			1,200	39	September.
391	Bracken Academy			×	×	0	0	2,000		28–48	10,000				40	September.
392	Union College*			×	×	0				30	16,000	0	0		40	Sept., 1st Monday.
393	Bardstown Female Academy	×	×	×	×	0	×	100		30, 40, 50					40	September 6.
394	Bardstown Male and Female Institute.	×	×	×	×		×	0	0	35	12,000	0	0	3,500	40	September 11.
395	Nazareth Literary and Benevolent Institution.		×	×	×	×	×	3,420		*f*154–176					40	September 4.
396	Alexander College	×	×	×	×	0	0	1,000	25	28	14,000	7,000	500	1,800	39	September 6.
397	Calvary Academy	×	×	×	×			350	20	60					42	September 4.
398	Carroll Seminary	0	0	0	0	0	0			20–40	4,000	0		1,600	40	September 4.
399	Cottage Home College		×	×	×	0	×	300		30	10,000	0	0	1,000	40	September 5.
400	Columbus College	×	×	×	×	0	×			15–40	16,000			1,950	40	September 4.
401	Dixon Academy															
402	Elkton High School*				×	0	0	0		30	1,500			1,200	40	September 1.
403	Eminence Male and Female Academy. *g*										3,000					Aug., last Mon.
404	Kalamont High School	0	0		×		×	*h*2,000		40	10,000	0	0	1,150	38	September 11.
405	Greenwood Female Seminary		×	×	×					30, 40, 50					40	September 4.
406	Kentucky Eclectic Institute	0	×	×	×	0	×	0		60–80	3,500				40	September 4.
407	St. Aloysius Academy	×	×	×	×	0	0	600	50		1,000			310	44	September 4.
408	St. Joseph's Academy		×	×	×	0	0	650	100		9,000			1,000	44	September 4.
409	United Schools of the Abbey of Gethsemani for Boys.	0	0	0	0	0	0	500	0	90	*i*2,500	0	0	2,013	43	September 4.
410	Greenville College for Young Men }															
411	Greenville Female College }		×	×	×	×	×	400		44	40,000				40	September 5.
412	Harrisburgh High School*			×	×	0	×	568	0	40	8,000			3,000	40	September 1.
413	Owen College *j*					0	0	0			2,500					
414	Henderson High School			×		×	×	(*k*)		35	*k*40,000	18,485	863	794	40	September 4.
415	Hodgenville Seminary*	0	0	0	0					32					40	September 1.
416	High School			×		0	0									
417	Christian College*	0	0	×	×	0	0			30	12,000				40	Sept., 1st Monday.
418	Franklin Institute	0	0	×	×	×	×	40	0	20–50	4,000	0	0	1,500	40	September 4.
419	Lancaster Male Academy									*d*35	2,000			900	40	September 1.
420	Loretto Academy*			×	×	0		700							40	September 1.
421	German and English School		×	×		×	×			36–56	25,000				40	September 4.
422	Hampton College		×	×	×	×	×	800	200	150	30,000				36	September 14.
423	The Kentucky Home School			×	×					50–100					39	September 12.

* From Report of the Commissioner of Education for 1881.

a Has the use of those belonging to Iowa College.
b Grounds and buildings.
c Value of apparatus and furniture.
d Average charge.
e Tuition for six months.
f Includes board.
g No school held during 1882.
h Private library of principal.
i Value of building.
j Suspended for several years; some prospect of its re-opening in the near future.
k Connected with public school.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
424	Louisville Collegiate Institute	0	0	×	×	0	0	0	.....	$60	.....	.....	.....	.....	40	September 7.
425	Louisville Rugby School	×	×	0	0	×	×	0	.....	85, 105, 135	.....	.....	.....	$9, 600	40	September 11.
426	Normal and Theological Institute	×	×	×	×	0	0	300	100	9	$17, 000	$0	$0	875	38	September 3.
427	Marion Academy	0	0	×	×	×	×	50	0	15–30	2, 200	0	.....	2, 000	40	September 4.
428	Mayfield Seminary	0	0	×	×	.....	0	.....	.....	25	4, 000	.....	.....	2, 000	40	September 4.
429	Union Academy	0	0	×	×	0	0	0	.....	25–40	4, 000	0	0	*a*765	40	September 4.
430	Perry Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
431	Henry Male and Female College	0	0	×	×	0	×	.....	.....	.....	3, 500	.....	.....	500	40	September 4.
432	Bethel Academy	0	0	0	0	0	0	0	0	50–60	*b*12, 000	1, 500	120	.....	40	Sept., 1st Monday.
433	Jessamine Female Institute	.....	×	×	×	0	0	.....	.....	50	7, 000	.....	.....	.....	40	September 4.
434	Oakland Seminary*	.....	×	0	0	0	.....	150	50	*c*40	4, 000	.....	.....	.....	40	September.
435	Browder Institute	.....	.....	.....	×	0	0	.....	.....	25	2, 500	.....	.....	1, 250	38	September 1.
436	Owenton High School*	×	×	×	×	0	×	.....	0	22–42	3, 000	.....	.....	3, 000	44	August 29.
437	Bath Seminary*	.....	.....	×	×	0	×	150	50	50	5, 000	5, 000	450	2, 000	40	September 9.
438	Garth Female Institute*	×	×	×	×	×	0	0	.....	50	15, 000	0	0	2, 000	40	September 9.
439	Lockhart's (W. H.) Classical Institute.	×	×	×	×	0	0	200	75	40, 60	.....	.....	.....	1, 500	40	September 11.
440	Princeton Collegiate Institute	×	×	×	×	×	×	400	.....	20–40	*b*25, 000	5, 000	350	1, 100	40	September 4.
441	Madison Female Institute	×	×	×	×	.....	.....	.....	.....	15–30	25, 000	.....	.....	6, 000	40	September 11.
442	Miss Sevier's School	.....	×	.....	×	.....	.....	.....	.....	15–35	6, 000	.....	.....	.....	40	September 4.
443	Sharpsburg Male and Female Academy.	.....	.....	×	×	.....	.....	.....	.....	20–40	.....	.....	.....	.....	40	September 4.
444	Fairview Male and Female Seminary.	.....	.....	×	×	.....	×	.....	.....	26	4, 500	.....	.....	1, 200	36	September 4.
445	West Kentucky Classical and Normal College.	.....	.....	×	×	×	×	500	75	40	9, 000	.....	.....	4, 000	40	September 1.
446	Academy of St. Catharine of Sienna	×	×	×	×	0	.....	3, 000	100	*d*50–200	50, 000	.....	.....	.....	43	September 4.
447	Riverside Male and Female Seminary.	.....	×	×	×	×	0	.....	.....	*e*26	5, 000	.....	.....	2, 000	40	September 7.

448	Winchester Male and Female High School.	0	0	×	×	0	.....	0	.....	30, 40, 60	*f*6, 000	0	0	2, 500	40	September 5.
449	Baldwin Seminary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
450	Readvilla Seminary	.....	.....	×	×	.....	.....	200	.....	45	6, 000	.....	.....	.....	36	October 1.
451	Feliciana Female Collegiate Institute.*	.....	×	×	×	.....	.....	.....	.....	30–50	.....	.....	.....	.....	40	September 12.
452	Coushatta Male and Female Institute.	×	0	×	×	0	0	0	.....	27–36	.....	.....	.....	.....	36	October 2.
453	Millwood Female Institute	.....	.....	×	×	0	.....	.....	.....	150	5, 000	.....	.....	2, 000	40	September 4.
454	La Téche Seminary	.....	×	×	×	0	0	550	50	.....	.....	.....	.....	.....	35	January.
455	St. Hyacinth's Academy	.....	.....	×	×	0	0	275	50	20–50	4, 000	.....	.....	.....	40	September 1.
456	Academy for Young Ladies	0	0	0	0	0	0	.....	.....	*e*30	.....	.....	.....	1, 200	43	September.
457	Commercial and Classical Academy for Boys.*	0	0	0	0	0	0	30	6	30	.....	.....	.....	1, 800	43	Sept., 1st Monday.
458	Evangelical Lutheran Progymnasium.	0	0	0	×	0	0	0	0	50	0	0	0	750	40	October 1.
459	Mt. Carmel Convent	.....	.....	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September.
460	St. Isidore's Institute	.....	.....	×	.....	.....	.....	1, 500	.....	10–30	.....	.....	.....	.....	40	September 1.
461	St. Mary's Academy	.....	.....	×	×	.....	.....	75	10	.....	30, 000	.....	.....	.....	.....	September 4.
462	St. Mary's College	×	.....	.....	.....	0	0	2, 000	.....	.....	.....	.....	.....	.....	40	September 1.
463	St. Joseph's Day and Boarding Academy for Young Ladies of Color.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
464	Gould's Academy *g*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
465	East Maine Conference Seminary	×	×	×	×	×	×	1, 900	234	15–24	.....	18, 000	.....	2, 500	38	August 30.
466	Corinna Union Academy	0	0	.....	.....	.....	0	150	.....	*e*3	*b*2, 000	2, 100	126	320	20	Aug., last week.
467	Greely Institute*	.....	.....	.....	×	×	×	500	25	13	.....	20, 800	1, 238	240	33	Sept., 1st Monday.
468	Westbrook Seminary and Female College.*	.....	×	.....	×	×	×	*h*500	.....	.....	*h*8, 000	.....	.....	.....	40	September.
469	Abbott Family School for Boys at Mt. Little Blue.	.....	.....	.....	×	×	×	2, 500	20	*d*250, 350	40, 000	.....	.....	.....	36	September 10.
470	Foxcroft Academy	.....	.....	.....	.....	×	×	.....	.....	12–21	.....	2, 700	140	.....	33	August.
471	Freedom Academy	.....	.....	.....	.....	0	0	0	0	9	800	0	0	200	20	
472	Fryeburg Academy	0	0	×	×	×	×	600	.....	18	25, 000	13, 500	870	800	39	September 6.
473	Hallowell Classical and Scientific Academy.	×	.....	×	×	×	×	100	0	24–30	50, 000	0	0	2, 450	30	September.
474	Hampden Academy *i*	0	0	0	0	×	×	.....	.....	10½–15	.....	0	0	500	22	March 5.
475	Hartland Academy *j*	.....	.....	.....	.....	0	×	0	0	*e*12	5, 000	1, 000	60	0	36	January 1.
476	Maine Wesleyan Seminary and Female College.	0	×	×	×	×	×	4, 000	.....	*e*8	104, 000	40, 000	2, 400	4, 000	39	August 20.
477	Limington Academy	0	×	×	×	×	×	300	25	5½	4, 010	1, 000	60	.....	22	February 20.
78	Mattanawcook Academy	.....	×	×	×	×	.....	.....	.....	15	5, 000	3, 000	.....	.....	30	September 6.
79	Monmouth Academy	.....	.....	×	×	×	0	200	0	3–4½	2, 500	4, 300	250	.....	.....	
80	Lincoln Academy	0	0	0	×	×	×	100	1	14½–23½	4, 000	10, 000	.....	.....	40	September 4.
481	Norridgewock English and Classical Institute.	×	×	×	×	×	×	600	.....	19½–27	10, 000	.....	.....	.....	39	September 4.
482	Mrs. Caswell's School	×	×	×	×	0	0	78	.....	60	.....	.....	.....	2, 300	32	September 18.

*From Report of the Commissioner of Education for 1881.
a For second semester.
b Grounds and buildings.
c For non-residents.
d Includes board.
e Average charge.
f Value of buildings.
g No schools during 1882; to be reopened in 1883.
h In 1879.
i No spring term in 1882.
j No instructors nor students for the year 1882.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
483	Miss Sargent's Boarding and Day School.	×	×	×	×	.....	.....	.....	.....	$60	.....	.....	.....	.....	38	September 10.
484	Berwick Academy*	0	0	0	0	0	0	400	.....	20	$7,000	$10,000	$600	$1,175	40	Aug., last Monday.
485	Franklin Family School	.....	×	.....	×	0	0	450	0	*a*300	5,000	0	0	*a*9,600	41	Sept., 3d week.
486	Oak Grove Seminary	0	×	0	×	×	×	271	10	16½-30	*30,000	0	0	*1,600	33	August 30.
487	Eutaw Place School	.....	×	×	×	.....	.....	.....	.....	40, 50	.....	.....	.....	.....	.....	September 20.
488	F. Knapp's Institute	×	×	×	×	×	×	2,300	.....	20	60,000	.....	.....	.....	44	September 1.
489	Franklin Square Academy	0	×	×	×	.....	.....	.....	.....	*b*30	.....	.....	.....	600	40	September 15.
490	Mt. Royal Institute	.....	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September 20.
491	Mt. Vernon Institute	×	×	×	×	×	×	.....	.....	50–150	.....	.....	.....	.....	40	September 20.
492	Newton Academy	.....	.....	.....	.....	.....	.....	300	.....	60	15,000	.....	.....	.....	40	
493	Oxford School for Boys	.....	×	.....	.....	.....	.....	200	.....	66–126	.....	.....	.....	2,500	40	September 17.
494	The Misses Rhinehardt's School	×	×	×	×	0	0	.....	.....	50–110	.....	.....	.....	.....	39	September 20.
495	Roland Academy	×	.....	.....	.....	0	0	.....	.....	.....	.....	.....	.....	.....	.....	September 20.
496	St. Francis Academy*	.....	.....	×	×	.....	.....	.....	.....	12	.....	.....	.....	.....	.....	
497	St. Joseph's Academy (Calvert Hall).	×	×	×	×	0	×	150,000	0	24–48	.....	.....	.....	.....	42	September 4.
498	School for Boys	×	0	0	0	0	0	0	0	130	.....	.....	.....	.....	40	September.
499	School for Girls	.....	.....	.....	.....	.....	.....	.....	.....	30, 40	.....	.....	.....	.....	40	September 18.
500	Select School for Girls and Boys	.....	×	.....	.....	.....	.....	.....	.....	20	.....	.....	.....	350	40	Sept., 3d week.
501	Southern Home School*	×	×	×	×	×	.....	.....	.....	*a*500	.....	.....	.....	.....	.....	Sept., 3d Wedn'y.
502	Miss Yeates' School and Kindergarten.	.....	×	.....	.....	.....	.....	.....	.....	35, 65	.....	.....	.....	800	40	September.
503	Zion School of Baltimore	×	×	×	0	×	×	500	0	25	.....	.....	.....	.....	40	September.
504	Brookeville Academy	0	0	0	0	0	0	0	.....	40	5,000	0	0	1,500	40	September 15.
505	Mt. St. Joseph's College	.....	×	×	×	0	0	2,500	500	*a*200	40,000	.....	.....	.....	40	September 4.
506	Overlea, Home School for Young Gentlemen.	.....	×	×	×	.....	.....	.....	.....	*a*300	18,000	.....	.....	.....	40	September 13.

507	Centreville Academy	0	0	0	0	0	.....	160	28	0	2,000	.....	800	0	42	October 1.
508	Charlotte Hall School	0	.....	0	0	×	×	2,000	100	30	20,000	0	0	1,600	40	September 4.
509	Holy Trinity School	.....	.....	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	200	40	September 11.
510	College of St. James Grammar School.	.....	.....	.....	×	×	×	8,000	.....	*a*300	50,000	0	0	12,000	42	September 12.
511	West Nottingham Academy	.....	.....	.....	.....	×	.....	135	.....	30–60	7,200	*c*500	.....	.....	40	September 4.
512	Easton Friends' School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
513	Elkton Academy	.....	.....	.....	.....	×	×	.....	.....	32	.....	.....	.....	.....	40	September 4.
514	Patapsco Institute	×	×	×	×	0	0	0	.....	*a*370	20,000	0	0	.....	40	September 15.
515	St. Joseph's Academy*	.....	.....	.....	.....	.....	.....	.....	.....	*a*200	.....	.....	.....	.....	40	Sept., 1st Monday.
516	St. John's Literary Institute	.....	.....	.....	.....	.....	.....	.....	.....	10	1,500	.....	.....	190	.....	September 4.
517	Glenwood Institute	.....	×	×	×	×	×	1,800	140	40	18,000	.....	.....	2,000	40	September 12.
518	Notre Dame of Maryland. Collegiate Institute for Young Ladies.	×	×	×	×	×	×	3,500	75	*a*256	.....	.....	.....	.....	.....	September 4.
519	Hagerstown Female Seminary and Musical Institute.	×	.....	×	×	×	×	600	.....	40	2,000	.....	.....	.....	40	September 1.
520	McDonogh School	×	×	×	×	×	×	1,700	150	0	227,500	705,000	37,000	0	42	August 14.
521	Briarley Hall	×	×	×	×	0	0	50	10	25	10,000	.....	.....	.....	40	September 13.
522	The Hannah More Academy	×	×	×	×	0	0	200	40	40	20,000	4,000	200	.....	39	September 20.
523	St. George's Hall for Boys	×	×	×	×	×	×	400	30	*a*275	30,000	0	0	7,500	40	September 18.
524	St. Mary's Female Seminary	×	×	×	×	.....	.....	200	.....	*a*160	10,000	.....	.....	.....	36	October 1.
525	Rockland School for Girls	.....	×	×	×	0	×	300	25	40	15,000	.....	.....	2,000	38	September 15.
526	Springfield Institute	×	.....	×	×	0	0	0	0	30	7,000	.....	.....	.....	40	September 10.
527	Pen Lucy School for Boys	.....	.....	.....	.....	.....	.....	.....	.....	100	.....	.....	.....	1,500	40	September 15.
528	Home School for Girls	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
529	Punchard Free School	×	×	×	0	×	×	88	2	0	40,000	75,000	4,000	0	39	Aug., last Wedn'y.
530	Riverside School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
531	Family School for Young Ladies	.....	×	×	×	0	0	200	10	60	6,000	0	0	.....	40	September 20.
532	Powers Institute	0	×	×	0	0	×	4,000	200	*d*21	.....	5,600	672	.....	36	September 1.
533	Howe School	0	0	0	0	×	×	200	0	12	10,000	23,000	1,200	500	40	September 4.
534	Houghton School	0	0	0	0	0	×	50	0	*d*12	1,500	12,000	673	0	40	Mar., last Wedn'y.
535	Miss Abby H. Johnson's Home and Day School for Young Ladies.	.....	×	×	×	.....	.....	.....	.....	200	.....	.....	.....	.....	.....	September 27.
536	Boston Academy of Notre Dame	.....	×	×	×	.....	×	1,800	.....	.....	.....	.....	.....	.....	40	September 4.
537	Boston School of Languages	0	0	0	0	0	0	250	.....	200	.....	.....	.....	8,000	40	September 1.
538	Institute of Languages*	.....	.....	.....	.....	.....	.....	.....	.....	60	.....	.....	.....	1,400	34	October.
539	Mrs. Newhall's School for Girls and Young Ladies.	.....	×	.....	.....	.....	.....	.....	.....	200	.....	.....	.....	.....	38	October 1.
540	Miss Putnam's English and Classical Family and Day School.	×	×	×	×	.....	.....	500	.....	50–200	.....	.....	.....	.....	40	September 28.
541	St. Margaret's School	.....	×	×	×	.....	.....	850	.....	50–200	.....	.....	.....	.....	34	September 27.
542	Mrs. S. H. Hayes' Home and Day School.	.....	×	×	×	0	×	*e*1,500	.....	100–200	.....	.....	.....	.....	36	September 28.
543	Mr. Stone's Classical School for Boys.	0	0	0	0	0	0	.....	.....	120	.....	.....	.....	3,515	38	September 25.
544	Thayer Academy	0	0	×	0	×	0	150	50	*d*75	100,000	240,000	12,000	1,200	38	September 14.
545	Hitchcock Free High School*	.....	×	×	.....	×	×	1,502	80	0	10,000	82,667	4,180	0	40	August.
546	Deerfield Academy and Dickinson High School.	0	0	0	0	×	×	1,230	150	*d*6, 8	25,000	48,597	3,043	100	38	September 5.

* From Report of the Commissioner of Education for 1881.
a Includes board.
b Average charge.
c State appropriation.
d To non-residents.
e Private library.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
547	Nichols Academy	0	0	0	0	×	×	700	500	*a*$30	$50,000	$12,000	$1,420	$280	38	September 9.
548	Partridge Academy	0	×	×	0	×	×	200	20	*a*20	.....	25,000	1,200	.....	40	September 1.
549	Home School for Young Ladies	.....	×	×	×	.....	.....	.....	.....	50	.....	.....	.....	.....	38	September 15.
550	Lawrence Academy	.....	.....	.....	.....	×	×	.....	.....	18	2,500	10,000	600	550	36	September 4.
551	Sedgwick Institute	.....	×	.....	×	.....	×	.....	.....	*b*500	20,000	.....	.....	.....	37	September 15.
552	Prospect Hill School for Young Women.	.....	×	×	×	×	×	.....	.....	50–75	.....	.....	.....	.....	36	September 20.
553	Hanover Academy	×	×	×	0	×	×	137	0	26	.....	1,000	50	400	38	September 4.
554	Bromfield School	×	×	×	×	×	×	1,000	70	24, 30	120,000	75,000	3,500	350	38	Sept., 2d Wedn'y.
555	Derby Academy	0	×	×	0	×	×	100	0	*c*26	*2,000	28,000	1,600	600	40	September 1.
556	The Misses Hill's Boarding and Day School.	.....	×	×	×	.....	.....	.....	.....	*b*350	.....	.....	.....	.....	36	
557	St. Patrick's Female Academy	.....	.....	×	×	.....	×	.....	.....	.....	.....	.....	.....	.....	42	September 4.
558	Tabor Academy	0	0	.....	.....	0	×	0	0	24	35,000	0	0	648	38	September.
559	Barstow School	0	0	0	0	0	0	50	3	0	3,500	15,000	.....	.....	40	September.
560	Eaton Family School	×	×	0	×	×	×	.....	.....	40	8,000	.....	.....	.....	38	September 11.
561	Admiral Sir Isaac Coffin's Lancasterian School.	0	0	0	0	×	×	900	100	8	17,000	35,000	2,200	760	40	September 1.
562	Friends' Academy	.....	.....	.....	.....	.....	.....	.....	.....	100–150	.....	.....	.....	.....	39	September.
563	Consolidated High and Putnam Schools.	×	×	×	0	×	×	300	.....	.....	30,000	45,000	2,000	.....	40	September 4.
564	South Berkshire Institute*	×	.....	×	×	0	×	.....	.....	37	10,000	.....	.....	1,126	38	Sept., 2d Tuesday.
565	New Salem Academy	0	0	×	×	0	×	500	0	15–22½	10,000	7,000	350	400	38	August 15.
566	Mt. Hermon School for Boys	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
567	Northfield Seminary	×	×	×	×	0	×	500	.....	100	.....	.....	.....	.....	38	September 9.
568	Sawin Academy	.....	.....	.....	.....	×	×	.....	.....	.....	25,000	19,000	1,300	.....	37	September.
569	Dummer Academy	0	0	0	0	0	0	300	.....	21	6,000	20,000	800	113	39	

570	Family and Day School for Young Ladies.*	.....	×	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
571	Hillside Home	.....	.....	×	.....	.....	.....	.....	.....	40	.....	.....	.....	.....	.....	September.
572	Waltham New Church School*	.....	×	×	×	×	×	.....	.....	60–75	*d*20, 000	*d*13, 000	*d*700	*d*2, 860	36	September 21.
573	Home School	.....	.....	×	×	.....	.....	.....	.....	38	.....	.....	.....	.....	38	September 13.
574	Wesleyan Academy	×	×	×	×	0	×	5, 000	10	18–36	15, 000	0	0	10, 000	38	August 30.
575	Glen Seminary	.....	×	×	.....	.....	.....	.....	.....	50	.....	.....	.....	700	38	September.
576	Highland Military Academy	×	×	.....	.....	×	×	1, 000	.....	*b*350	75, 000	.....	.....	*b*15, 000	38	September 12.
577	School of Modern Languages	.....	×	×	×	.....	.....	400	56	.....	.....	.....	.....	.....	40	September 20.
578	Miss Williams' School	×	.....	×	×	0	0	300	.....	*c*150	.....	.....	3, 500	2, 000	40	September 15.
579	Raisin Valley Seminary	.....	×	0	0	×	×	.....	.....	10	.....	.....	.....	1, 000	40	September 5.
580	Detroit College	.....	.....	.....	.....	×	×	4, 000	150	40	60, 000	0	0	4, 579	41	September 4.
581	Detroit Female Seminary*	.....	×	×	×	×	×	100	25	60	35, 000	0	0	10, 000	40	September 5.
582	Felician Sisters' Seminary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
583	The Misses Bacon's School for Young Ladies and Children.	.....	×	×	×	.....	.....	.....	.....	30–50	.....	.....	.....	.....	40	September.
584	St. Joseph's Academy	.....	×	×	×	0	0	200	50	.....	3, 500	.....	.....	1, 000	40	September 4.
585	St. Mary's Academy	×	.....	×	×	.....	.....	.....	.....	*b*120	.....	.....	.....	.....	44	September 4.
586	Oak Park Seminary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
587	Somerville School	.....	×	×	×	.....	.....	1, 000	233	*b*350	30, 000	.....	.....	13, 000	36	September 13.
588	Spring Arbor Seminary*	.....	.....	.....	.....	.....	.....	.....	.....	12–24	5, 000	.....	.....	1, 358	.....	
589	Bethlehem Academy and Parish School.	×	×	×	×	.....	.....	350	50	*b*175	20, 000	.....	.....	2, 288	40	September 11.
590	Shattuck School	×	.....	×	×	×	×	550	50	*b*350	110, 000	3, 000	240	34, 713	38	September 13.
591	St. Boniface Academy	.....	.....	×	×	0	0	220	50	30	2, 500	.....	.....	900	40	September 4.
592	St. Mary's School	×	×	×	×	0	0	.....	.....	120	.....	.....	.....	.....	46	September 1.
593	Minneapolis Academy	0	0	×	×	×	×	.....	.....	25–31	6, 000	.....	.....	2, 700	36	September 9.
594	St. Olaf's School*	.....	.....	×	×	.....	.....	200	100	30	30, 000	400	.....	2, 662	40	June 30.
595	Minnesota Academy	.....	.....	×	×	0	×	1, 000	25	19–25	8, 000	10, 000	480	1, 835	40	September 5.
596	Hauge College and Seminary	.....	×	×	×	.....	×	.....	.....	25	30, 000	25, 000	2, 500	684	34	September 17.
597	Rochester Seminary and Normal School.	×	.....	×	×	×	×	50	50	27	2, 000	.....	.....	1, 500	39	September 13.
598	German-American Institute	.....	×	.....	.....	.....	.....	.....	.....	50–65	.....	.....	.....	.....	.....	September.
599	St. Paul Home School*	×	×	×	×	×	×	.....	.....	80	9, 000	0	0	8, 500	40	September 4.
600	Gustavus Adolphus College	.....	×	×	×	0	×	1, 200	100	20	30, 000	.....	.....	1, 209	33	September 1.
601	Sauk Centre Academy of Individual Instruction.	0	0	.....	×	0	0	100	40	160	4, 000	.....	.....	5, 000	42	September 1.
602	Wesleyan Methodist Seminary	×	×	×	×	×	×	500	53	*c*18	20, 000	18, 500	1, 800	304	38	September 6.
603	Methodist District High School	.....	.....	×	×	.....	×	100	.....	20, 30, 40	3, 000	.....	.....	2, 500	40	September 4.
604	Blue Mountain Academy	.....	.....	×	.....	.....	.....	72	19	30	5, 000	.....	.....	1, 200	40	September 4.
605	Johnson's Classical School	0	0	×	×	0	0	0	0	20–50	8, 000	0	0	1, 600	40	September 1.
606	Brandon Female College	.....	.....	×	×	×	.....	100	.....	*f*2–5	10, 000	.....	.....	.....	38	September 10.
607	Brookhaven Male Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
608	Waverly Institute	×	×	×	×	0	×	400	0	*c*22½	4, 000	.....	.....	.....	40	September 4.
609	Carrollton Female College	.....	.....	×	×	.....	0	500	20	20–40	10, 000	0	0	.....	40	September 11.
610	Tallahatchie College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
611	Columbus District High School*	.....	.....	.....	×	0	0	100	0	20–40	500	0	0	700	40	January 1.
612	Mt. Hermon Female Seminary*	.....	.....	×	.....	0	0	150	.....	81	10, 000	.....	.....	750	36	October, 1st Mon.
613	Corinth Female College	×	×	×	×	.....	.....	.....	.....	25–50	.....	.....	.....	.....	40	September.

* From Report of the Commissioner of Education for 1881.
a To non-residents.
b Includes board.
c To non-residents; for residents, $6.
d In 1878.
e Average charge.
f Charge for a month.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
614	Crystal Springs Institute*	×	×	×	×	.....	.....	150	.....	$40	$6,000	.....	.....	$2,200	40	September 20.
615	Cooper Institute	0	×	×	×	.....	.....	3,200	50	38	15,000	$0	$0	2,000	38	September 12.
616	Grenada District High School	.....	.....	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
617	Harperville College	.....	.....	.....	.....	.....	.....	400	30	36–43	.....	.....	.....	.....	40	
618	Holly Springs Normal Institute	.....	.....	.....	.....	.....	.....	.....	.....	*a*3	4,000	.....	.....	.....	32	October 1.
619	Maury Institute	.....	×	×	×	0	0	.....	.....	25–50	10,000	.....	.....	.....	40	Sept., 2d week.
620	Kosciusko Male and Female Institute.	.....	.....	×	×	0	0	.....	.....	22–42	5,000	0	0	1,765	40	September 6.
621	Kossuth School*	.....	.....	×	×	0	0	200	0	15–40	1,000	0	0	700	40	Sept., 1st Monday.
622	McComb City Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
623	East Mississippi Female College	0	×	×	×	0	0	600	50	.....	15,000	.....	.....	.....	40	September.
624	Meridian Academy*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
625	Cool Springs Academy	.....	.....	×	×	0	0	22	22	*a*2–3	1,500	0	0	.....	40	October 1.
626	Okolona Female Institute	.....	.....	×	×	0	0	0	0	*b*30	3,000	0	0	1,500	40	September 4.
627	Okolona Male Academy*	0	0	0	0	0	.....	0	0	8–20	3,000	400	.....	500	20	January 1.
628	Pleasant Hill Masonic Male and Female Institute.	.....	×	×	×	0	×	.....	.....	.....	6,000	.....	.....	2,500	40	September 4.
629	Pontotoc Male Academy*	.....	.....	.....	.....	0	0	0	.....	20–40	.....	.....	.....	500	40	Sept., 1st Monday.
630	Chamberlain-Hunt Academy*	0	0	0	0	0	0	2,500	0	20	10,000	40,000	3,800	1,100	40	Sept., 3d Monday.
631	Stonewall Female College*	.....	×	×	×	.....	.....	.....	.....	$31\frac{1}{2}$–$40\frac{1}{2}$	.....	.....	.....	.....	38	Sept., 1st Monday.
632	Sardis Male Institute	×	0	×	0	0	0	200	.....	20, 30, 40	1,000	.....	.....	1,000	40	January 1.
633	Greenwood Normal Institute	×	.....	×	×	.....	×	.....	.....	15–30	800	.....	.....	900	40	September 4.
634	Vaiden Male and Female Institute	.....	.....	×	×	0	0	0	.....	20, 30, 40	25,000	.....	.....	1,500	40	September 1.
635	North Mississippi Female College	×	.....	×	×	0	0	.....	.....	20–50	.....	.....	.....	.....	40	September.
636	Walthall Male and Female High School.*	0	0	0	×	0	0	.....	.....	20–40	.....	.....	.....	.....	40	January.
637	Jefferson College	0	0	0	0	.....	.....	2,500	0	30	30,000	40,000	3,800	1,000	40	September 7.
638	Beth Eden College Institute	0	0	×	0	0	0	600	10	$13\frac{1}{2}$–27	1,000	.....	.....	700	36	August.

639	Winona Female College	0	0	×	×	0	×	150	.....	20–50	6,000	0	0	2,000	40	September.
640	Watson Seminary	.....	.....	×	×	×	×	440	50	22–42	5,000	9,670	675	2,700	40	September 5.
641	Avalon College *c*	0	0	×	×	×	×	100	10	21	15,000	10,000	.....	1,000	39	September.
642	The Kemper Family School	0	0	×	×	×	×	*d*1,200	50	100	10,000	.....	.....	5,854	40	September 14.
643	Parrish Collegiate Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September.
644	Butler Academy	.....	×	0	0	.....	×	240	42	22–26	5,000	.....	.....	1,395	40	September 5.
645	Bellevue Collegiate Institute	×	.....	×	×	×	×	240	100	20, 40	15,000	0	0	2,875	40	September 6.
646	Hooper Institute	0	0	×	×	×	×	500	105	28	3,000	.....	.....	2,000	40	September 3.
647	Carleton Institute*	.....	.....	×	×	.....	×	.....	125	15–25	15,000	.....	.....	.....	38	September 7.
648	Loretto Academy	.....	.....	×	×	.....	.....	700	.....	*e*180	.....	.....	.....	.....	40	September 1.
649	Classical and English School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
650	Kirkwood Seminary	.....	×	×	×	.....	.....	1,000	.....	24–80	30,000	.....	.....	.....	40	September 5.
651	Wentworth Male Academy	0	0	0	0	0	0	0	0	30–40	5,000	0	0	1,700	40	September 5.
652	McCune College	×	×	×	×	×	×	300	10	20–40	20,000	0	0	2,500	36	September 5.
653	Marionville Collegiate Institute	×	0	×	×	0	×	225	100	12¾	10,000	0	0	1,975	36	September 1.
654	Institute of Sacred Heart	.....	×	×	×	.....	×	5,000	100	*e*250	270,000	.....	.....	26,600	40	September 5.
655	Montgomery College*	×	×	×	×	.....	.....	0	.....	27	3,500	.....	.....	.....	36	September 5.
656	Morrisville Male and Female Collegiate Institute.	0	0	×	×	×	×	400	150	20–40	8,000	0	0	2,300	40	September 4.
657	Neosho Collegiate Institute	0	0	×	×	.....	×	0	0	20–40	21,000	.....	.....	1,750	40	September.
658	Oak Ridge High School*	×	×	×	×	×	×	50	.....	32	6,000	.....	.....	1,800	40	Sept., 1st Mon.
659	Palmyra Seminary	.....	.....	×	×	0	0	0	0	25–45	8,000	0	0	2,203	39	September 4.
660	St. Paul's College *f*	.....	.....	×	×	×	0	2,000	50	*e*200	10,000	0	.....	.....	40	Sept., 1st Wed.
661	Park College*	.....	.....	×	×	.....	.....	5,000	1,500	.....	.....	.....	.....	.....	37	September 20.
662	Peirce City Baptist College	.....	.....	×	×	0	0	0	0	18–30	14,000	0	0	1,100	36	September 4.
663	Van Rensselaer Academy	×	×	.....	×	0	0	300	15	30	3,000	0	0	.....	40	September 4.
664	Academy of the Sacred Heart	.....	×	×	×	.....	.....	600	75	150	.....	.....	.....	.....	40	September 1.
665	St. Charles College	.....	.....	×	×	0	.....	800	0	30–41	16,000	23,000	1,040	900	40	September 4.
666	Academy of the Sacred Heart	×	×	×	×	×	×	600	30	150	.....	0	0	.....	40	September 1.
667	Young Ladies' Institute	.....	×	×	×	×	×	.....	.....	*b*45	20,000	0	0	7,000	40	September 4.
668	Mrs. Cuthbert's Seminary for Young Ladies.	.....	×	×	×	×	×	1,500	150	100–150	*g*1,000	.....	.....	16,000	40	September 11.
669	Educational Institute	×	×	×	×	×	×	270	70	40–80	.....	.....	.....	12,000	44	September 4.
670	Foster's School	×	.....	0	×	0	×	400	.....	50–100	.....	.....	.....	3,500	40	September 4.
671	German Institute	×	×	0	0	×	×	2,000	12	24–48	12,000	.....	.....	6,000	40	September 1.
672	Lutheran High School	.....	×	0	0	.....	.....	.....	.....	40	.....	.....	.....	1,400	.....	.....
673	School of the Good Shepherd	.....	.....	.....	.....	.....	.....	.....	.....	30–130	.....	.....	.....	.....	40	September 13.
674	Salem Academy	×	×	×	×	0	×	325	25	16–37	13,000	.....	.....	3,125	40	September 4.
675	Sedalia University	0	×	×	×	0	0	.....	.....	30–54	10,000	.....	.....	.....	39	September 6.
676	The Blake School	×	×	×	.....	0	0	200	50	30	2,500	.....	.....	1,800	40	September 4.
677	Franklin Academy	.....	.....	×	×	0	0	500	100	18, 21	8,500	5,000	500	960	39	September 5.
678	Nebraska Baptist Seminary	.....	×	×	×	0	×	640	.....	19½	21,000	7,000	600	900	39	September 7.
679	Hastings College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	37,000	.....	.....	.....	.....
680	St. Claire Hall	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	September.
681	Shoenberger Hall	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
682	Gates College	.....	.....	.....	.....	0	0	1	.....	15	7,000	0	.....	330	36	September 5.
683	Oakdale Seminary	.....	×	.....	.....	.....	0	0	0	15	500	.....	.....	300	12	September 3.

* From Report of the Commissioner of Education for 1881.
a Charge for a month.
b Average charge.
c These statistics are for the year 1881.
d Private library.
e Includes board.
f Closed for the year 1882; to be reopened September, 1883.
g Value of apparatus.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
684	Brownell Hall*	.....	×	×	×	.....	.....	2,000	.....	$32-60	*a*$10,000	.....	.....	.....	40	September 7.
685	Loomis Select School	.....	×	×	×	0	0	0	.....	24-40	5,000	.....	.....	$1,500	40	September 4.
686	St. Catherine's Academy*	.....	×	×	×	.....	×	.....	.....	.....	.....	.....	.....	.....	42	Sept., 1st Monday.
687	St. Mary Magdalen School	.....	×	×	.....	.....	.....	.....	.....	*b*1	5,000	.....	.....	1,200	42	September 4.
688	Silver Ridge Seminary	0	0	×	×	0	0	150	10	20	1,800	$0	$0	240	30	October 17.
689	Nebraska Conference Seminary	×	×	×	×	×	×	300	100	15-24	15,000	15,000	1,300	1,800	39	September.
690	Proctor Academy	.....	×	.....	×	×	×	.....	.....	18-24	15,000	0	0	.....	36	August 29.
691	Atkinson Academy	0	0	0	0	×	×	1,200	100	24	6,000	6,000	240	250	36	September 1.
692	Candia Village High School	0	0	0	0	0	0	0	0	8	400	0	0	200	24	November.
693	Beede Academic and Normal Institute.	0	0	0	0	0	0	200	.....	12-15	10,000	0	0	300	30	September 1.
694	Chester Academy*	0	0	0	0	0	0	0	0	9-12	.....	.....	.....	250	24	
695	Stevens High School	0	0	0	0	0	×	300	0	*c*21	30,000	10,000	600	250	39	August 30.
696	Colebrook Academy	0	0	0	0	0	×	.....	.....	6-12	1,500	1,000	60	575	20	September 6.
697	Contoocook Academy*	.....	.....	.....	.....	.....	.....	.....	.....	10	3,500	0	0	.....	20	March.
698	Pinkerton Academy	0	0	0	×	0	×	350	0	18	5,000	20,000	1,200	850	40	August 28.
699	Franklin Academy	.....	.....	.....	.....	.....	.....	850	50	20-30	10,000	5,000	.....	.....	40	September.
700	Conant High School	.....	.....	.....	.....	0	0	0	.....	0	0	9,400	564	.....	22	
701	Francestown Academy	×	×	0	×	×	×	350	0	18-21	2,500	10,641	462	1,426	35	August, last week
702	Gilmanton Academy	×	×	×	×	×	×	825	12	18	4,000	10,000	700	500	36	
703	Brackett Academy	0	0	0	0	×	×	110	.....	19	4,000	.....	.....	600	39	September.
704	Hampstead High School	0	0	×	0	0	0	0	0	0	10,000	20,000	1,200	0	36	August 29.
705	School for Boys	.....	×	×	.....	×	0	300	100	*d*250	30,000	.....	.....	*d*7,500	36	September 7.
706	Kingston Academy*	0	0	0	×	×	×	0	.....	15, 18	250	4,000	180	600	30	Sept., 2d Tuesday.
707	Lancaster Academy	0	0	0	0	×	×	.....	.....	22½	5,000	2,000	100	400	39	September 4.
708	Marlow Academy*	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,000	.....	.....	.....	24	August.
709	New Hampton Literary and Biblical Institution.	.....	×	×	×	×	×	4,000	50	20-25	30,000	10,000	600	4,000	40	August 28.

710	Northwood Seminary						×	500		18	5,000				36	September 5.
711	Pembroke Academy	0		×		×	×	350		17¼–21	5,000	14,800		963	37	August 16.
712	Pittsfield Academy*	×	×	×	×	×	×	*c*500			3,500				38	September.
713	Miss Morgan's English, French, and German School for Young Ladies.		×	×	×			1,000		100	20,000				37	September 27.
714	Smith's Academy and Commercial College.	×													40	September 4.
715	Raymond High School					0	0	0		5–10	2,000			250	12	December.
716	McGaw Normal Institute		×		×		×	400	44	15–24	7,000	10,000	525	836	36	August 28.
717	Barnard Academy*	0	0	0	0	0	0	0	0	*f*3	1,000	4,200	200	0	12–14	
718	New Hampshire Conference Seminary and Female College.	×	×	×	×	×	×	600		18¾–40	25,000	35,000	4,000	3,000	39	August 30.
719	Simonds Free High School	0	0	0	×	×	×	185		15, 18	11,000	25,000	1,500	170	39	August 21.
720	Tubbs' Union Academy			×	×	×	×			12	5,000	1,500	90	840	33	August.
721	Wolfborough Academy*															
722	Blum's School		×	×	×					*g*300						September 6.
723	Blair Presbyterial Academy		×	×	×	0		500		40		50,000	3,500	1,600	40	September 5.
724	Gymnasium or Preparatory Department of the German Theological School of Newark, N. J.	0	0	×		×	×	2,000	400	0	15,000	20,000	700	0	36	September 13.
725	Bordentown Military Institute	×		×	×	×	×			*d*300					40	September 13.
726	St. Joseph's Academy		×	×	×	0	0	0	0	2–5	*h*4,000			500	40	September 3.
727	Ivy Hall	×	×	×	×	×	0	1,000	0	*d*250	20,000				38	
728	South Jersey Institute	×	×	×	×	×	×	1,500	100	40–50	75,000	0	0	*d*15,000	40	September 13.
729	Westfield Friends' School															
730	Brainerd Institute	0	0	×	×	0	0	0	0	32	10,000	0	0	900	40	September 3,
731	The Elizabeth Institute	×	×		×	0	×	500		40–80					40	September 20.
732	Misses Hayward's English and French School for Young Ladies*		×		×			200		60–140					39	Sept., 3d week.
733	Jefferson Park Academy	×	×	×	×	×	×		25	40–120	10,000	0			40	September 12.
734	Institute of the Holy Angels		×	×	×	0	0	500	100	*d*200					40	September 4.
735	Freehold Institute	×	×	0	×	×	×	1,500	45	*d*350	40,000	0	0		38	September 12.
736	Centenary Collegiate Institute	×	×	×	×	×	×	1,000	100	42	210,000				39	September 5.
737	St. Agnes' Hall	×	×	×	×	0	0			*d*195–275	6,000				39	September 13.
738	St. John's Military Academy	×	×	×	×	0	0	200		*d*225–275	*h*50,000			*d*15,000	39	September 13.
739	The Home Seminary		×	×	×	×	×	500	0	20–50	8,000	0	0	625	40	September.
740	Academy of the Sacred Heart	×	×	×	×	0	0	600								
741	German-American School		×	×			×	70	10	12–32				1,150	48	
742	German, English, and French Academy.	×	×	×		×	0			20–48	1,600	0	0		40	September 4.
743	Hoboken Academy	×	×	×		×	×			*i*42	27,000	0	0	1,600	44	September.
744	Young Ladies' Institute*	×	×	×	×											
745	Hopewell Seminary	×	×	×	×	×	×	350	30	20–70	16,000	0	0	*d*2,500	35	September 13.
746	Jamesburg Institute			×	×	×	0	0	0	40–60	10,000	0		900	40	September 17.
747	Hasbrouck Institute	×	×	×	×	×	×	200	20	100	30,000			20,000	40	September 18.

* From Report of the Commissioner of Education for 1881.

a Original cost.
b Charge per month.
c To non-residents.
d Includes board.
e In 1879.
f Charge for a term to non-residents.
g Includes board, lodging, tuition, uniform, and various incidentals.
h Grounds and buildings.
i Average charge.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
748	The Misses Wreaks' Boarding and Day School for Young Ladies and Children.	.....	×	×	×	.....	.....	.....	.....	*a*$350–400	.....	.....	.....	.....	40	September 20.
749	Classical and Commercial High School.	×	×	×	×	×	×	.....	.....	75	$40,000	.....	.....	.....	38	September 12.
750	Lawrenceville Young Ladies' Seminary.	.....	.....	×	×	.....	.....	.....	.....	45	8,000	.....	.....	.....	38	September 14.
751	Waynflete Parsonage School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
752	Glenwood Institute	×	.....	.....	×	.....	.....	.....	.....	28–68	10,500	.....	.....	.....	36	September.
753	Moorestown Academy	.....	×	0	0	.....	×	700	.....	24–40	4,500	$3,600	$180	$2,000	40	September 1.
754	Morris Academy*	.....	×	0	0	0	0	7,800	.....	100	20,000	0	0	2,000	37	Sept., 2d Tuesday.
755	Morristown Seminary	.....	×	×	×	0	0	600	75	*a*460	40,000	.....	.....	.....	40	September 22.
756	St. Hilda's School	.....	.....	×	×	.....	.....	.....	.....	*a*225	.....	.....	.....	.....	.....	Sept., last Monday.
757	Miss Stevenson's French and English Boarding School for Young Ladies and Little Girls.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
758	Beacon Street German-American School.	0	×	×	0	0	0	310	.....	12–18	15,000	.....	.....	3,800	46	April 1.
759	First German and English Presbyterian School.	.....	×	×	.....	.....	×	50	10	12	20,000	.....	1,000	3,600	47	April 1.
760	German-American Elementary and High Grammar School.	×	×	×	0	×	×	420	5	9–12	24,600	200	10	5,640	47	April.
761	St. Vincent's Academy	.....	×	×	×	.....	0	.....	.....	.....	.....	.....	.....	.....	40	September 4.
762	Twelfth Ward German-English School.	.....	×	×	0	0	0	.....	.....	10	8,000	.....	.....	1,600	49	April 1.
763	Newton Collegiate Institute	×	×	.....	×	×	×	500	.....	20–50	12,000	0	0	.....	40	September.
764	Park Heights Seminary	×	×	×	×	.....	.....	*b*300	.....	30–50	12,000	.....	.....	.....	39	September 27.
765	St. John's School*	0	×	×	×	0	0	253	15	52	5,000	0	0	1,269	40	September 6.

766	Passaic Falls Institute*	.....	×	×	×	×	×	600	.....	50-96	12,000	.....	.....	3,500	40	September 15.
767	Paterson Seminary	×	×	×	×	0	×	75	25	60	6,500	0	0	2,408	40	September 13.
768	North Plainfield Seminary*	.....	.....	×	×	.....	.....	800	.....	100	.....	.....	.....	.....	40	September 15.
769	Academy of Science and Art	×	×	×	×	×	×	.....	.....	30	8,000	.....	.....	.....	42	August.
770	Seminary at Ringoes	.....	×	×	×	.....	.....	1,000	.....	36	3,000	.....	.....	500	38	September.
771	Collegiate Institute*	×	×	×	×	×	×	200	.....	40, 50	25,000	.....	.....	1,800	40	Sept., 1st Tuesday.
772	Salem Friends' School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
773	"The Heights" Academy	×	×	.....	×	0	0	*b*2,500	100	*a*340	.....	.....	.....	1,200	40	September 12.
774	South Orange Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
775	The Summit Military Academy	.....	×	.....	.....	0	0	0	.....	100	8,000	.....	.....	.....	40	September.
776	Woodstown Academy	×	×	×	×	0	×	500	25	25	8,000	3,000	180	1,000	40	September 11.
777	Hungerford Collegiate Institute	×	×	×	×	×	×	1,000	0	27-40	50,000	0	0	3,429	39	September 5.
778	Albany Academy	0	×	0	0	×	×	226	20	20-88	96,006	*c*3,550	*d*1,040	15,703	40	September 11.
779	Albany Female Academy	.....	.....	×	0	×	×	.....	.....	24-96	60,000	.....	.....	11,000	38	September 6.
780	Christian Brothers' Academy*	.....	×	×	×	×	0	500	0	24-48	50,000	0	0	2,709	40	Sept., 1st Monday.
781	Amenia Seminary	.....	.....	×	×	×	×	600	.....	30	.....	.....	.....	.....	40	September 11.
782	Amsterdam Academy	×	×	×	×	×	×	500	10	*e*40	40,000	.....	.....	3,000	39	September 7.
783	Ives Seminary	×	.....	×	×	×	×	508	4	33	32,161	0	0	2,840	39	
784	Argyle Academy	0	×	0	0	0	0	600	0	24	2,000	0	0	500	40	September.
785	Cayuga Lake Academy*	×	.....	×	×	×	×	3,000	.....	36, 40	.....	5,500	.....	800	40	September 14.
786	Bedford Academy	0	×	×	.....	0	×	0	0	20-48	1,000	0	0	800	40	September 4.
787	Genesee Valley Seminary	.....	.....	.....	×	.....	.....	.....	.....	21	.....	.....	.....	210	39	September 1.
788	Union Academy of Belleville	×	×	×	×	×	×	865	4	*f*24	23,458	27,544	1,500	1,368	39	September 5.
789	Binghamton Institute	.....	×	×	×	.....	×	.....	.....	20-36	.....	.....	.....	.....	40	September 4.
790	Bridgehampton Literary and Commercial Institute.	.....	.....	×	×	×	×	82	.....	30	3,670	.....	.....	923	36	July 2.
791	Adelphi Academy	×	×	0	0	×	×	964	51	40-160	185,766	0	0	58,577	40	September 13.
792	Brooklyn Hill Collegiate Institute	.....	.....	.....	.....	.....	.....	.....	.....	40-120	.....	.....	.....	.....	38	September 20.
793	Chênevière Institute	.....	×	×	.....	0	.....	.....	.....	40-100	15,000	.....	.....	1,400	40	September 22.
794	Christiansen Institute	.....	×	×	.....	.....	.....	.....	.....	24-100	.....	.....	.....	.....	40	September.
795	College Grammar School	×	×	0	0	.....	×	250	.....	70-100	.....	.....	.....	.....	40	September.
796	Female Institute of the Visitation	.....	.....	×	×	.....	.....	800	.....	40-72	.....	.....	.....	.....	40	September 4.
797	Friends' School	.....	×	×	.....	0	0	0	0	40-60	.....	.....	.....	.....	38	
798	German-American Boarding and Day School for Young Ladies and Children.*	.....	×	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	40	September 23.
799	Lafayette Academy	0	×	0	0	0	0	0	.....	48-120	.....	.....	.....	.....	40	September 12.
800	Buffalo Practical School	×	×	×	×	×	×	1,325	.....	100	1,500	.....	.....	1,250	42	September 4.
801	Heathcote School	0	0	0	0	×	×	0	0	40-120	20,000	0	0	5,000	40	September 4.
802	Miss Hoffman's School	.....	×	.....	.....	.....	.....	.....	.....	60, 80	.....	.....	.....	.....	.....	September 5.
803	Canandaigua Academy*	0	×	0	0	×	×	1,200	20	40	18,000	13,000	780	3,900	40	Sept., 1st Thurs.
804	Canisteo Academy	.....	.....	×	×	×	×	400	.....	24	18,000	2,200	140	1,742	39	August 30.
805	Drew Seminary and Female College	×	×	×	×	×	×	3,000	.....	30-100	65,000	0	.....	.....	39	September 13.
806	Chappaqua Mountain Institute	×	×	×	×	×	×	400	.....	*a*235	55,000	.....	.....	.....	40	September 11.
807	Cincinnatus Academy	.....	.....	×	×	×	×	366	1	16½-24	3,983	.....	.....	735	42	August 2.
808	Clifton Springs Seminary	×	×	×	×	0	0	450	50	*a*250	10,000	.....	.....	4,000	40	September.
809	Foster School	.....	×	×	×	.....	×	2,000	100	*a*350	.....	.....	.....	.....	38	September 13.
810	Clinton Grammar School	×	×	×	×	×	×	230	8	38	6,000	.....	.....	1,630	38	September 7.

* From Report of the Commissioner of Education for 1881.
a Includes board.
b Principal's library.
c Also two houses, the value of which is not stated.
d Rents and interest.
e Average charge.
f $2 additional for each language and $1 for each higher study not a language.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
811	Houghton Seminary	.....	×	×	×	×	×	740	.....	$28	$45,000	.....	.....	a$5,063	40	September 15.
812	Evening, Classes of the Poppenhusen Association.	×	×	×	0	0	0	1,300	.....	0	60,000	$55,000	$4,586	0	29	October 1.
813	Cornwall Collegiate School for Young Ladies.	0	×	×	×	0	×	b800	.....	a400	12,000	.....	.....	4,350	40	September 17.
814	Cornwall Heights School	×	×	×	×	×	0	300	.....	a500	20,000	.....	.....	.....	40	September 14.
815	Delaware Academy	×	×	×	×	×	×	1,700	100	c27	32,000	.....	.....	2,700	40	September 1.
816	Dundee Preparatory School	.....	×	.....	×	0	×	300	6	18–30	6,000	0	0	1,900	39	September 12.
817	Aurora Academy*	.....	0	×	×	×	×	776	12	19½	25,000	.....	.....	1,279	39	September 5.
818	Friends' Seminary of Easton*	0	×	0	0	0	×	200	0	15–27	15,000	0	0	1,000	40	September 11.
819	Rural Seminary	0	0	×	.....	0	×	600	.....	18	4,000	.....	.....	300	39	September 10.
820	Starkey Seminary	×	×	×	×	×	×	1,500	.....	c25	22,058	5,000	250	1,875	39	September 4.
821	Munro Collegiate Institute	.....	.....	×	×	×	×	908	40	24	23,815	12,000	720	1,087	40	August 31.
822	Fairfield Seminary	0	×	×	×	×	×	2,000	0	c30	25,000	0	0	1,200	39	September 1.
823	Erasmus Hall Academy	.....	×	.....	×	×	×	2,755	.....	24–100	27,000	6,000	500	.....	40	September 13–15.
824	S. S. Seward Institute	0	×	×	×	0	×	250	70	14–32	20,100	20,000	.....	1,171	40	September 13.
825	Flushing Institute	×	×	×	×	.....	.....	.....	.....	a350	.....	.....	.....	.....	40	September.
826	St. Joseph's Academy	.....	×	×	×	.....	×	2,000	.....	a200	200,000	.....	.....	.....	40	September 4.
827	Clinton Liberal Institute	.....	×	×	×	×	×	2,000	.....	30	85,700	25,000	1,750	3,221	39	September 11.
828	Delaware Literary Institute	.....	.....	×	×	×	×	5,000	0	30	30,000	0	0	7,136	42	September 5.
829	Ten-Broeck Free Academy	.....	.....	.....	×	0	×	680	86	10½–18	24,618	46,654	2,606	859	39	August 29.
830	Friendship Academy*	0	0	0	0	×	×	600	.....	23	10,000	.....	.....	2,500	39	Sept., 1st Monday.
831	Falley Seminary	0	0	×	×	×	×	728	0	18–24	22,800	0	0	460	39	September 4.
832	St. Mary's (Cathedral) School	×	×	×	×	0	0	100	50	60–80	.....	.....	.....	.....	40	September 19.
833	St. Paul's (Cathedral) School*	.....	×	×	.....	.....	.....	.....	.....	50–100	.....	.....	.....	.....	40	Sept., 2d Wed.
834	Gilbertsville Academy and Collegiate Institute.	0	×	×	×	0	×	504	0	c22½	6,258	2,700	168	815	39	August 28.

835	Elmwood Commercial and Select School.*	.....	×	.....	×	.....	.....	160	.....	16–40	6,000	.....	.....	1,850	40	Sept., 1st Monday.
836	Glens Falls Academy*	×	×	×	×	×	×	1,000	350	25–48	12,000	.....	.....	5,000	40	Sept., 1st Monday.
837	Goshen Institute*	0	×	.....	×	×	×	300	.....	28–44	6,000	0	0	1,775	41	Sept., 2d Monday.
838	Gouverneur Wesleyan Seminary	0	0	0	0	×	×	800	10	*c*8	14,122	20,000	1,120	2,641	39	August 29.
839	Greenville Academy	0	0	0	0	0	×	.....	.....	21	.....	.....	.....	784	39	September 3.
840	Hartwick Seminary	×	×	.....	×	×	×	3,000	150	29	35,000	30,000	1,500	.....	39	September 11.
841	Mountain Institute	0	0	0	×	×	0	300	.....	30	4,000	0	0	.....	42	September 5.
842	Hempstead Institute	×	×	×	×	×	×	300	35	*a*200–400	10,000	0	0	*a*6,000	42	September.
843	Academy of Our Lady of Perpetual Help.*	.....	×	×	×	.....	.....	.....	.....	4½–18	.....	.....	.....	.....	40	Sept., 1st Monday.
844	Hudson Academy	0	0	.....	0	×	×	306	70	40	15,620	0	0	1,778	40	September.
845	Hudson Young Ladies' Seminary*	×	×	×	×	.....	.....	.....	.....	*a*250	16,000	0	0	.....	40	Sept., 1st Monday.
846	The Misses Skinner's School for Young Ladies.	.....	×	×	×	0	0	100	0	24–48	7,000	.....	.....	1,370	40	
847	Lansingburgh Academy*	×	×	×	×	×	×	453	0	30	8,873	8,000	585	1,363	40	Sept., 1st Monday.
848	Lawrenceville Academy	0	0	×	×	×	×	367	4	18	5,000	.....	.....	900	39	August 29.
849	Le Roy Academic Institute	×	×	0	×	×	×	1,052	1	30	33,669	8,500	510	2,721	40	September 5.
850	Liberty Normal Institute	0	0	×	×	0	×	300	6	25	1,600	0	0	1,000	40	September 4.
851	Genesee Wesleyan Seminary	×	×	×	×	×	×	4,000	.....	0	73,400	64,000	3,580	.....	39	August 31.
852	Lowville Academy	.....	.....	×	×	×	×	3,200	60	33	25,000	15,000	900	4,500	39	August 1.
853	Macedon Academy	0	0	×	×	×	×	400	6	18–24	3,000	.....	.....	850	39	August 29.
854	Franklin Academy	0	0	×	0	×	×	2,200	400	15–18	70,000	3,000	*d*3,120	1,100	40	July 15.
855	St. John's Military School	×	.....	×	×	0	0	300	.....	*a*400	150,000	.....	.....	8,000	40	September 6.
856	Marion Collegiate Institute	0	0	.....	×	×	×	398	.....	.....	12,000	.....	.....	.....	40	August 30.
857	Mechanicville Academy	×	×	×	×	×	×	279	4	15–21	12,500	.....	.....	3,000	39	September 6.
858	Select Family School	0	×	×	×	0	0	1,000	.....	50	12,000	.....	.....	1,200	40	September 6.
859	Mexico Academy	0	0	0	×	×	×	1,500	20	18–30	15,000	.....	.....	1,975	39	August 21.
860	Millbrook Academy	×	.....	×	×	.....	.....	250	0	30	4,000	0	*e*40	350	39	September 4.
861	Sherman Academy	0	0	0	0	0	×	179	8	*c*12	5,743	30,000	1,800	452	39	September 5.
862	Home School*	.....	×	×	×	.....	.....	.....	.....	*a*225	5,000	.....	.....	.....	40	September 11.
863	Nassau Academy *f*	×	.....	×	×	0	×	.....	.....	18–30	3,500	.....	.....	.....	.....	September 11.
864	Gormly Seminary*	.....	×	×	×	.....	.....	500	.....	24–48	10,000	.....	.....	.....	40	Sept., 3d Wed.
865	Miss Mackie's Boarding and Day School for Young Ladies and Children.	.....	×	×	×	0	×	600	30	.....	.....	.....	.....	.....	40	September 20.
866	New Paltz Academy	.....	×	×	×	×	×	750	150	48–60	8,000	.....	.....	.....	40	September 13.
867	Academy of the Holy Cross	×	×	×	×	×	×	550	.....	.....	.....	.....	.....	.....	42	September 4.
868	Miss Ballow's English and French School for Young Ladies.	.....	.....	.....	.....	.....	.....	.....	.....	75–200	.....	.....	.....	.....	38	September 27.
869	Miss Chisholm's School for Girls*	.....	×	×	.....	0	×	.....	.....	100–200	.....	.....	.....	.....	30	Sept., last Monday.
870	Mr. Churchill's School	×	×	0	0	0	×	.....	.....	150–300	.....	.....	.....	.....	36	September 26.
871	The Collegiate School	×	×	.....	.....	.....	.....	.....	.....	75–250	.....	.....	.....	.....	38	Sept., 3d week.
872	Duane S. Everson's Collegiate School for Boys.	×	×	0	0	0	×	.....	.....	*c*200	.....	.....	.....	.....	36	September 20.
873	English Classical and Mathematical School for Boys.	0	×	.....	.....	.....	.....	.....	.....	200–300	.....	.....	.....	.....	.....	Sept., last week.
874	The Fifth Avenue School for Boys	.....	×	0	0	0	0	0	0	100–300	.....	.....	.....	.....	.....	

* From Report of the Commissioner of Education for 1881.
a Includes board.
b Private library.
c Average charge.
d $3,000 of this came from taxation.
e From general fund of Society of Friends.
f School closed during scholastic year ending in 1882; reopened fall of 1882.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
875	French and English Boarding and Day School.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
876	French Protestant Institution	.....	×	×	×	.....	.....	.....	.....	$200, 275	.....	.....	.....	.....	40	September 28.
877	Friends' Seminary	.....	×	0	0	×	×	100	.....	*a*90	$75,000	$95,000	$5,000	$5,600	38	September 13.
878	Mrs. Froehlich's School	×	×	×	×	0	.....	.....	.....	100–200	.....	0	.....	.....	39	September 20.
879	Miss Gibbons' English and French School for Girls.	.....	×	.....	.....	.....	.....	.....	.....	100–200	.....	.....	.....	.....	38	September 26.
880	Holladay's Private School for Boys	0	0	0	0	.....	.....	0	.....	100–300	.....	.....	.....	.....	37½	Sept., last week.
881	Miss Jaudon's Boarding and Day School.*	.....	×	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
882	Miss J. F. Wreaks' Boarding and Day School for Young Ladies and Children.	.....	.....	×	×	.....	.....	.....	.....	100–175	.....	.....	.....	.....	40	September 27.
883	John MacMullen's School	×	×	0	0	0	0	558	58	40–240	500	0	0	3,172	40	September 15.
884	Dr. J. Sachs' Collegiate Institute	×	×	.....	.....	×	.....	.....	.....	125–225	.....	.....	.....	.....	.....	September.
885	The Misses Leeds' School	.....	×	.....	×	.....	.....	.....	.....	40–100	.....	.....	.....	.....	39	September 26.
886	Mrs. Leopold Weil's School for Young Ladies.	.....	×	×	×	.....	.....	500	50	80–200	.....	.....	.....	.....	40	September 15–20.
887	Manhattan Academy*	.....	.....	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
888	The Misses Marshall's School	×	×	0	0	.....	×	.....	.....	32–120	.....	.....	.....	.....	40	September.
889	New York Military Academy	×	×	×	×	×	×	500	.....	*b*600	.....	.....	.....	30,000	40	September 4.
890	Misses Perrin's Young Ladies' School.*	×	×	×	×	×	×	600	150	50–150	25,000	.....	.....	9,000	39	September 26.
891	Mrs. Roberts and Miss Walker's English and French School for Young Ladies.	.....	×	.....	×	.....	.....	.....	.....	100–200	.....	.....	.....	.....	40	September 25.
892	Madame Roch's School	×	×	×	×	.....	×	.....	.....	80–250	.....	.....	.....	.....	40	September 20.
893	St. Bridget's Academy	×	×	×	×	.....	×	415	65	.....	.....	.....	.....	.....	42	September 4.

894	St. John's School*	×	×	×	×		×			85–100						October 1.
895	St. Mary's School*		×	×	×		×			40–125				18,000	38	September 21.
896	St. Matthew's Academy		×	×			×	100		20–60	32,000			7,000	40	September.
897	St. Vincent's Free School		×	×	×			120		0	30,000				45	September 4.
898	Miss Spring's Private School		×													September.
899	School for Girls		×	×		0	×			100–300					36	October 6.
900	School for Young Ladies and Children.		×							80–200					36	October.
901	Suburban Seminary		×	×	×					*a*60				1,800	40	September 15.
902	Van Norman Institute	×	×	×	×	0	×	1,000		60–250					40	September 28.
903	Wm. W. Richards' School for Boys	×	×	0	0			200	10	150–250					40	September 25.
904	Chili Seminary*		×			0	×	500		24–30	15,904			781	37	Sept., 1st Tuesday.
905	Granville Military Academy	×	×	×	×	×	×	625	25	60	60,000	2,000		10,000	39	September 13.
906	Rockland College	×	×	×	×	×	×	600		70	25,000			7,200	40	September 12.
907	Cary Collegiate Seminary	×	×	0	0			760		21	25,612	20,000		900	39	September 6.
908	Onandaga Academy	0	×	×	×	×	×	1,373	203	27	13,406	1,600	96	1,422	40	August 27.
909	Oxford Academy	0	×	×	×	×	×	1,196		18–24	14,214	7,150	625	1,218	41	August 16.
910	Pawling Seminary	×	×	×	×	0	0	0		30, 40, 50					50	
911	Peekskill Academy	×	×	×	×	×	×	1,000	150	100	70,000			12,000	40	September 14.
912	St. Gabriel's School	×	×	×	×	×	×			40–75					38	September 21.
913	Evans Academy	0	×	0	0	0	×	380	5	9–21	8,500	15,000	1,255	281	40	July 1.
914	Pike Seminary					×	×	488		20	12,713	16,732	1,190	737	40	August 22.
915	Seymour Smith Academy	×	×	×	×	0	×	281	92	24–54	15,233	0	0	2,564	38	September 12.
916	Pompey Academy			×	×	×	×		3	6, 7, 8		700	42	700	40	September.
917	Starr's Military Institute				×			500	50	80	15,000			5,000	40	September 17.
918	Mrs. Bockeé's Seminary for Young Ladies.			×	×		×			*b*300					39	September 13.
919	Classical and Home Institute	×	×	×	×	0				40–120					40	September.
920	St. Mary's School		×	×	×	0	0	500	100	50				900	42	September.
921	Dr. Warring's Military Boarding School.	×	0	×	×	×	×	500	20	60	35,000	0	0	2,400	40	September 15.
922	Pulaski Academy	×	×	×	×	×	×	400	20	30	16,000			2,783	39	
923	Chamberlain Institute and Female College.	×	×	×	×	×	×	1,400	50	21	66,000	40,000	2,200		42	August 28.
924	Red Creek Union Seminary	0	0	0	×	×	×	180	0	24	12,775	0	0	1,569	39	August 21.
925	Rensselaerville Academy		×			×	×	250	13		4,750			700	40	September.
926	De Garmo Institute	×	×	×	×	×	×			40	30,000			3,686	39	September 11.
927	Academy of the Sacred Heart		×	×	×	×	×	1,200	40	*b*200	100,000				40	September 6.
928	Miss Cruttenden's English and French Boarding and Day School for Young Ladies.	×	×	×	×			500		*b*400	30,000				40	September 15.
929	Livingston Park Seminary		×	×	×	0	×	1,500	40	50	40,000			*b*8,000	39	September 20.
930	Nazareth Academy*	×	×	×	×	0	0	400		300	40,000				36	September 1.
931	Rochester Realschule		×	×											42	September.
932	St. Peter's Academy		×	×	×			300							44	September 1.
933	Washington Academy	×	×	×	×	×	×	1,800	10	30	20,000				40	September 4.
934	Temple Grove Seminary			×	×	×	×	*c*700		48	100,000				36	September.
935	Saugerties Institute		×	×	×	0	0			*a*40	6,000			1,300	40	September 1.
936	Sauquoit Academy	×	×	×	×	×	×	200		21–30	2,000				40	September 1.

*From Report of the Commissioner of Education for 1881.

a Average charge.

b Includes board.

c Includes principal's library, containing 500 volumes.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
937	Law's Classical School *a*	0	0	0	0	0	0	.....	.....	$15, 30	$2, 000	.....	.....	$328	38	October 17.
938	Holbrook's Military School	.....	×	.....	×	×	×	200	40	*b*500	25, 000	$0	.....	.....	40	September.
939	Mt. Pleasant Military Academy	×	×	.....	×	0	×	12, 000	15	50	75, 000	0	.....	4, 000	35	September 13.
940	Ossining Institute	.....	×	×	×	×	×	1, 200	.....	30–80	.....	.....	.....	.....	38	September 15.
941	Vireün	0	0	0	0	0	0	0	0	200	15, 000	0	$0	.....	37	September 15.
942	Southold Academy	0	0	×	×	0	.....	200	.....	25	10, 000	0	0	700	40	September.
943	Griffith Institute and Springville Union School.	0	0	×	×	×	×	600	20	15–24	8, 000	12, 000	700	450	42	August 28.
944	Edgewater Institute	.....	×	×	×	×	×	.....	.....	40–100	.....	.....	.....	4, 490	40	September 4.
945	St. John's School	×	×	×	0	0	0	275	80	(*c*)	30, 000	0	0	150	41	September 4.
946	Syracuse Classical School*	0	0	×	×	0	0	500	40	45, 75, 105	*d*10, 000	0	0	3, 350	39	Sept., 2d Monday.
947	Miss Bulkley's School	.....	×	×	×	.....	.....	200	.....	*b*400	.....	.....	.....	.....	40	September 15.
948	Irving Institute	×	×	×	×	×	×	1, 000	.....	*b*500	20, 000	.....	.....	.....	40	September 20.
949	Mount Hope Ladies' Seminary	0	×	×	×	0	0	250	0	40–80	.....	0	0	.....	38	September 25.
950	Trinity School	×	×	×	×	.....	×	400	100	*b*450	40, 000	.....	.....	26, 000	38	September 12.
951	St. Mary's Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
952	Troy Academy	×	×	0	0	0	×	208	21	40–72	16, 232	0	0	4, 385	40	September 1.
953	Troy Female Seminary	0	×	0	0	×	×	1, 520	5	68	75, 000	0	0	5, 000	40	September 20.
954	Oakwood Seminary*	.....	×	.....	×	×	×	550	0	210	22, 400	.....	.....	.....	38	September 21.
955	Utica Female Academy	×	×	×	×	×	×	3, 000	500	*b*600	100, 000	0	0	.....	40	September.
956	Walworth Academy*	×	.....	×	×	×	×	300	.....	21	10, 000	800	48	1, 150	40	Aug., last Tuesday.
957	Warrensburgh Academy	0	0	.....	×	0	×	200	0	24	4, 030	0	0	809	35	September 1.
958	Warwick Institute	×	×	×	0	×	×	1, 520	1, 244	26	9, 247	.....	.....	.....	42	August 28.
959	West Winfield Academy	.....	.....	×	×	×	×	450	.....	24	14, 000	.....	.....	1, 800	40	September 20.
960	Alexander Institute	×	×	.....	×	×	×	3, 000	15	*b*400	20, 000	0	0	8, 000	39	September 13.
961	Whitestown Seminary	.....	×	.....	×	×	×	1, 300	0	*e*30	50, 000	0	0	3, 000	39	August.
962	Middlebury Academy	.....	.....	.....	.....	×	×	808	.....	18–24	.....	2, 500	150	250	28	September 9.
963	Yates Academy	×	×	0	0	×	×	350	.....	12–18	3, 500	.....	.....	510	39	September 11.

964	School for Young Ladies and Children.	×	×	×	×	0	0	.....	.....	75–150	30,000	.....	.....	5,000	40	September.
965	Albemarle Academy	×	×	×	×	0	×	100	.....	15–30	1,000	.....	.....	1,300	40	August 14.
966	Belvidere Academy	0	0	0	0	0	0	0	0	18–20	800	.....	.....	450	36	October.
967	Bingham School	0	×	0	0	0	×	.....	.....	100	25,000	0	0	.....	40	August 1.
968	Brevard Classical School	0	0	0	.....	0	0	0	0	15	300	0	0	.....	20	August 7.
969	Cary High School*	×	×	×	×	0	0	300	.....	20–50	3,000	.....	.....	.....	40	Aug., 2d Monday.
970	Macon School	0	×	0	0	0	0	75	0	40–60	1,400	0	0	1,650	40	September 10.
971	Buckhorn Academy	.....	.....	.....	.....	.....	.....	.....	.....	24–32	500	.....	.....	500	40	September 4.
972	Concord Male High School	.....	.....	.....	.....	0	0	0	0	20–40	600	.....	.....	800	40	September 1.
973	Scotia Seminary	0	0	×	×	0	0	.....	.....	0	30,000	1,500	.....	*f*250	32	November 1.
974	Bethel Academy	.....	.....	.....	.....	0	0	.....	.....	12–32	600	0	0	800	40	January.
975	Denver Seminary*	.....	×	.....	.....	.....	.....	.....	.....	10–40	2,500	.....	.....	.....	38	August.
976	Union High School	0	×	0	0	0	0	0	0	16–35	1,200	0	0	800	40	January 10.
977	Elizabeth City Academy	0	×	×	0	0	×	0	.....	20–35	.....	0	.....	1,200	40	September.
978	Fremont Institute	.....	.....	.....	.....	0	0	0	0	15–20	600	.....	.....	*g*650	40	December 1.
979	St. Mary's College*	.....	.....	×	×	×	.....	300	.....	*b*170	15,000	.....	.....	6,000	43	September 1.
980	Woodland Academy*	.....	×	×	×	0	×	.....	.....	25	2,000	.....	.....	.....	40	August 4.
981	Bennett Seminary	.....	.....	×	×	.....	.....	2,000	.....	0	15,000	.....	.....	.....	40	October 3.
982	Greenville Academy	×	×	×	0	0	0	100	52	*e*16	1,200	0	0	1,200	40	September 1.
983	Miss Jones' School	0	0	0	0	0	0	0	0	15	500	0	0	300	40	August 28.
984	Miss Saunders' Female School	×	×	×	×	0	0	0	0	20	1,000	0	0	600	40	September 1.
985	Hayesville Academy	.....	.....	.....	.....	0	0	125	.....	20	3,000	.....	.....	900	40	August 7.
986	Hendersonville Male and Female School.	0	.....	×	×	.....	.....	.....	.....	.....	2,000	.....	.....	.....	36	August 28.
987	Judson College	×	×	×	×	0	0	317	62	20–30	20,000	0	0	1,600	40	October 2.
988	Fairfield High School	0	0	0	0	0	0	0	0	.....	0	0	0	150	40	August 6.
989	Hopewell Academy	0	0	0	0	0	0	.....	.....	10–30	600	.....	.....	800	20	July 15.
990	Jonesboro' High School	.....	×	×	×	0	0	*h*600	.....	15–60	2,500	0	0	1,800	40	Jan., 2d Monday.
991	Kinston College	.....	.....	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	38	Sept., 1st Monday.
992	Laurel Springs Academy	.....	.....	.....	×	.....	.....	.....	.....	10–40	3,000	.....	.....	300	42	October 1.
993	Somerville Institute	0	0	×	×	×	×	.....	.....	20	500	.....	.....	400	20	February.
994	Brown Seminary	.....	.....	.....	×	.....	.....	.....	.....	10–25	2,000	.....	.....	500	40	August 7.
995	Central Institute for Young Ladies	.....	×	×	×	0	0	300	50	75	5,000	0	.....	.....	40	September 10.
996	Monroe High School	0	0	×	×	0	0	25	25	10–40	5,000	0	0	*i*300	40	January.
997	Moravian Falls Academy	0	0	×	0	0	0	0	0	10–40	1,000	0	0	1,500	40	August 7.
998	Mt. Airy High School for Boys	.....	.....	.....	.....	.....	.....	.....	.....	10–30	.....	.....	.....	.....	40	September 4.
999	Mt. Pleasant Female Seminary	0	.....	×	×	0	0	100	5	12½	2,000	0	0	600	40	August 7.
1000	New Garden Boarding School	.....	×	0	0	×	×	1,000	.....	30	12,000	22,000	600	.....	40	Sept., 1st week.
1001	Catawba High and Normal School	×	×	×	×	×	×	2,000	.....	10–45	15,000	.....	.....	2,500	20	August 7.
1002	Oak Ridge Literary and Commercial Institute.	.....	×	×	×	0	×	500	100	30	3,000	.....	.....	3,500	40	August 1.
1003	Horner School	0	0	0	0	0	0	.....	0	60	10,000	0	0	.....	40	July 24.
1004	Oxford Home School	.....	.....	×	×	.....	.....	.....	.....	10–35	.....	.....	.....	600	40	January.
1005	Yadkin Mineral Springs Institute	.....	.....	×	×	0	0	0	0	10–70	800	0	0	750	40	August 1.
1006	Carolina Academy	0	0	0	0	0	0	0	.....	15–30	400	.....	.....	600	40	August 1.
1007	Pittsboro' Scientific Academy*	0	0	0	0	0	0	.....	.....	30–50	*d*400	.....	.....	.....	40	August.

* From Report of the Commissioner of Education for 1881.

a These figures are for the year ending June 30, 1882, at which time the school was closed.

b Includes board.

c Free to residents of St. John's Parish.

d Grounds and buildings.

e Average charge.

f For music only.

g Including tax.

h Principal's library.

i For 20 weeks' tuition.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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	Raleigh Male Academy	0	.....	0	0	.....	.....	.....	.....	*a*$50	$20,000	.....	.....	$4,800	40	August 28.
1009	Reynoldson Male Institute	0	0	0	0	×	×	0	.....	20–30	1,000	.....	.....	500	40	September 11.
1010	Salem Female Academy	0	×	×	×	×	×	4,500	.....	100	50,000	$0	$0	10,000	40	September.
1011	Misses Welfare's Private School*	.....	×	.....	×	.....	.....	.....	.....	15	.....	.....	.....	.....	40	January.
1012	Vine Hill Academy	.....	.....	.....	.....	0	0	0	.....	30–55	.....	3,000	.....	.....	20	
1013	Male Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
1014	Summerfield High School	0	0	×	×	0	0	.....	.....	20	1,000	0	.....	400	40	
1015	Trap Hill Institute	×	×	×	×	0	×	396	46	25	4,000	.....	.....	2,000	40	August 7.
1016	Fork Institute	0	0	0	0	0	0	.....	.....	40	1,000	.....	.....	700	40	January 15.
1017	Warrenton Female Institute	×	.....	×	×	×	×	2,000	.....	40	10,000	.....	.....	.....	40	September 1.
1018	Washington Male and Female Academy.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
1019	Franklin District High School	0	0	×	×	0	0	0	0	20	1,000	0	0	800	40	August 7.
1020	Whiteville High School	0	0	0	0	0	0	0	0	20–30	1,500	0	.....	1,200	40	August 7.
1021	Cape Fear Academy	.....	.....	.....	.....	.....	×	.....	.....	36–56	.....	.....	.....	2,000	40	October 1.
1022	Rev. Daniel Morrelle's English and Classical School.	.....	.....	×	×	0	×	2,000	.....	45–60	5,000	.....	.....	.....	34	Oct., 1st week.
1023	Winston Male Academy*	×	×	×	0	0	0	100	.....	20–40	7,000	0	0	.....	40	August.
1024	The Grange High School	0	0	0	0	0	0	0	0	15–30	.....	.....	.....	.....	40	September 1.
1025	Yadkin College*	0	0	×	×	.....	.....	.....	.....	30–40	10,000	.....	.....	2,500	40	Aug., 2d Thurs.
1026	Albany Enterprise Academy	×	0	×	×	0	0	×400	40	16	12,000	.....	100	100	36	October 1.
1027	Grand River Institute	0	0	×	×	0	.....	600	25	.....	16,600	12,000	600	2,000	39	August 20.
1028	Beverly College	0	.....	0	.....	×	×	.....	.....	20	500	2,200	175	800	38	August 5.
1029	Academy of Central College	.....	×	×	×	×	×	500	20	20–30	25,000	0	0	800	39	September 6.
1030	Genuga Seminary	×	×	×	×	×	×	.....	.....	15	2,000	.....	.....	1,200	37	August 22.
1031	Academy of the Sisters of Notre Dame.	.....	×	×	×	0	×	.....	.....	.....	.....	.....	.....	.....	44	September 4.
1032	Day School	.....	×	×	×	.....	.....	.....	.....	150	.....	.....	.....	10,000	35	September 20.

1033	Madame Fredin's School	.....	×	×	×	.....	×	600	.....	150	8,000	.....	.....	7,000	35	September 19.
1034	Mt. St. Vincent's Academy*	.....	×	×	×	×	×	4,000	50	*b*150	.....	.....	.....	.....	.....	Sept., 1st Monday.
1035	St. Francis' Gymnasium*c*	.....	×	×	×	×	×	.....	.....	0	7,000	.....	.....	.....	40	Sept., 1st Monday.
1036	Clermont Academy	.....	×	×	×	0	×	200	.....	30	5,000	.....	.....	1,000	36	October 2.
1037	Cleveland Academy	×	×	×	×	×	×	.....	.....	80–100	25,000	.....	.....	4,300	40	September 13.
1038	St. Joseph's Academy	0	×	×	×	0	×	200	.....	20–60	.....	.....	.....	.....	38	September 4.
1039	St. Mary's Institute	×	×	×	×	×	×	2,000	100	.....	.....	.....	.....	.....	40	September 4.
1040	Ewington Academy	.....	.....	.....	.....	.....	.....	.....	.....	20–25	*d*3,775	.....	.....	.....	40	September 4.
1041	Fostoria Academy	×	×	×	×	×	×	725	225	22	41,000	12,000	750	2,000	39	August 29.
1042	Gallia Academy*	.....	.....	.....	.....	.....	.....	600	.....	21	28,000	.....	.....	750	36	
1043	Harcourt Place Academy*	.....	.....	.....	.....	.....	.....	.....	.....	*b*400	10,000	.....	.....	14,795	40	Sept., 1st Wed.
1044	Goshen Seminary	×	.....	×	×	0	0	50	4	35	2,500	.....	.....	975	42	September 11.
1045	Green Spring Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	*d*26,000	.....	.....	.....	.....	
1046	Harlem Springs College	.....	.....	×	×	0	0	250	100	40	6,000	.....	.....	1,500	40	September 5.
1047	Hartford Academic Institute	0	0	.....	.....	.....	.....	60	.....	5–6½	2,500	.....	.....	550	32	August 28.
1048	Vermillion Institute	.....	.....	.....	×	.....	.....	300	.....	25–30	10,000	.....	.....	.....	40	September 6.
1049	Hopedale Normal College	.....	.....	×	×	×	×	1,500	.....	40	40,000	.....	.....	4,000	40	September 5.
1050	Atwood Institute	0	.....	×	×	0	0	250	.....	18	1,500	.....	.....	1,800	33	September 26.
1051	Boarding School of the Visitation	×	×	×	×	.....	×	200	87	*b*88	1,280	1,580	.....	1,350	42	September 4.
1052	New Hagerstown Academy	.....	.....	×	×	.....	.....	100	.....	12–36	.....	.....	.....	.....	40	September 4.
1053	Northwood Normal and Collegiate Institute.	0	0	×	×	×	×	30	.....	22	10,000	0	.....	1,000	32	September 6.
1054	Pleasantville Collegiate Institute	.....	.....	×	×	.....	.....	.....	.....	26	.....	.....	.....	.....	40	
1055	Poland Union Seminary	.....	.....	.....	×	×	×	400	.....	26	10,000	10,000	800	1,600	39	August 24.
1056	Ursuline Academy for Young Ladies.	.....	×	×	×	×	×	4,000	40	*b*200	.....	.....	.....	.....	40	September 1.
1057	Starr's Institute	.....	.....	.....	.....	.....	.....	250	.....	*b*210	3,500	.....	.....	.....	40	September 4.
1058	Smithville Normal College	0	0	0	×	0	×	600	40	25–28	12,000	.....	.....	.....	41	August.
1059	New Lyme Institute	.....	×	×	×	.....	×	300	.....	18–24	15,000	.....	.....	.....	39	August 21.
1060	Springfield Seminary	0	×	0	0	0	×	.....	.....	45,75	30,000	0	0	.....	38	September.
1061	Steubenville Seminary	.....	×	×	×	×	×	3,000	50	24–36	40,000	.....	.....	.....	38	September 13.
1062	College of Ursuline Sisters	.....	×	×	×	×	×	350	.....	20	.....	.....	.....	.....	42	September.
1063	Plains Seminary	0	0	0	0	.....	.....	.....	.....	20	2,000	.....	.....	400	.....	
1064	Twinsburgh Institute*	.....	.....	.....	.....	.....	.....	560	.....	10	.....	.....	.....	.....	40	
1065	Western Reserve Seminary	×	×	×	×	×	×	1,000	50	18–21	18,000	3,076	185	.....	40	August 22.
1066	Rayen High School	0	0	×	.....	×	×	.....	.....	(*e*)	75,000	70,000	5,000	.....	38	September 1.
1067	Putnam Classical Institute*	×	×	×	×	×	×	3,240	200	26–47	4,000	1,000	.....	.....	39	September.
1068	Albany Collegiate Institute	.....	.....	×	×	×	×	1,000	50	25–50	20,000	17,000	1,300	2,000	38	September 12.
1069	Ashland College and Normal School.*	×	×	×	×	×	×	50	20	40	10,000	.....	.....	2,150	40	June 1.
1070	Grace Church Parish School	.....	0	.....	0	0	0	0	.....	20	1,800	0	0	.....	40	September.
1071	Notre Dame Academy*	×	×	×	×	.....	.....	200	25	20–40	.....	.....	.....	.....	42	August, last week.
1072	La Creole Academic Institute	0	×	×	×	×	×	110	10	*a*18	10,000	6,000	450	2,500	36	September 25.
1073	Grand Ronde Indian Agency Manual Labor, Boarding, and Day School.	×	×	×	×	0	0	0	0	0	2,000	0	0	0	42	September 1.
1074	Lakeview Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
1075	Santiam Academy	.....	.....	×	×	0	×	250	50	*f*5–12	8,000	1,870	150	750	.....	September.

* From Report of the Commissioner of Education for 1881.
a Average charge.
b Includes board.
c The name of this institution has since been changed to St. Francis' Ecclesiastical College.
d Grounds and buildings.
e Free to all in township who pass the examination for the higher studies.
f Charge for a term of ten weeks.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
1076	Oakland Academy	×	×	×	×	.....	.....	.....	.....	$9–30	$4,000	.....	.....	.....	36	September.
1077	Bishop Scott Grammar School	×	×	×	×	.....	.....	1,500	.....	40, 60	150,000	.....	.....	.....	40	September 5.
1078	Independent German School*	×	×	×	×	0	0	0	0	20	7,000	$0	$0	$600	40	September 1.
1079	St. Michael's College	.....	.....	×	×	0	×	400	100	36	50,000	.....	.....	3,000	40	September 3.
1080	Academy of the Sacred Heart	×	×	×	×	×	×	.....	.....	40	.....	.....	.....	.....	44	August 28.
1081	Sheridan Academy	.....	×	×	×	.....	.....	.....	.....	*a*7	3,000	.....	.....	1,000	36	September 10.
1082	St. Mary's Academy	.....	×	×	×	.....	.....	150	.....	.....	30,000	.....	.....	.....	40	August, last week.
1083	Wasco Independent Academy *	0	0	×	×	0	×	.....	.....	40	50,000	.....	.....	5,111	40	Sept., 1st Monday.
1084	Umpqua Academy*	×	×	×	×	×	×	300	25	28	4,000	0	.....	1,200	40	September 5.
1085	School for Girls *	0	×	0	0	0	×	.....	.....	80	.....	.....	.....	.....	40	September.
1086	St. Xavier's Academy	0	×	×	×	0	×	2,000	50	*b*208	.....	0	.....	.....	40	September 4.
1087	Beaver College and Musical Institute.	.....	×	×	×	×	×	900	75	30–45	50,000	.....	.....	.....	40	Sept., 2d week.
1088	Bellefonte Academy	0	0	0	0	0	0	40	.....	40	10,000	.....	.....	3,000	40	September 1.
1089	Bethlehem Academy	.....	.....	×	×	.....	.....	.....	.....	40	10,000	.....	.....	.....	44	September.
1090	Bishopthorpe School	.....	×	×	×	0	0	600	175	*b*425	30,000	.....	.....	12,000	40	September 15.
1091	Mountain Seminary	.....	×	×	×	.....	×	1,000	.....	*b*260	30,000	.....	.....	.....	37	September 13.
1092	Bristol Seminary	.....	×	×	×	.....	.....	.....	.....	30, 40	.....	.....	.....	.....	40	Sept., 2d week.
1093	Fairview Academy	.....	.....	×	×	0	.....	.....	150	24–40	2,500	.....	.....	700	42	August 14.
1094	Witherspoon Institute*	.....	×	×	×	0	×	.....	.....	24	6,000	0	.....	.....	42	Sept., 1st Monday.
1095	Penn's Valley Institute*	.....	.....	.....	.....	0	.....	.....	.....	*a*25	3,500	.....	.....	450	20	October.
1096	Chester Academy	×	×	×	×	×	×	500	0	48	15,000	.....	.....	4,400	39	September 11.
1097	Maplewood Institute	×	×	×	×	×	×	3,000	.....	60	35,000	.....	.....	.....	39	September 9.
1098	Union Academy	.....	×	×	×	0	0	0	.....	17–32	*c*4,500	0	0	800	40	Sept., 1st week.
1099	Darby Friends' School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1100	Chester Valley Academy	×	×	×	×	.....	×	.....	600	*b*260	.....	.....	.....	.....	40	September 13.
1101	Doylestown Seminary	×	0	×	×	×	×	400	0	40–60	15,000	0	0	4,000	38	September 11.

1102	Trach's Academy and Commercial School.	.....	.....	.....	×	.....	.....	60	.....	30–75	25, 000	.....	.....	.....	44	August 14.
1103	Eldersridge Classical and Normal Academy.	.....	.....	×	.....	.....	.....	600	30	20–30	3, 500	.....	.....	750	40	September 4.
1104	Erie Academy	0	×	0	0	0	×	0	.....	15–30	50, 000	18, 000	1, 100	2, 200	40	September 4.
1105	St. Benedict's Academy	×	×	×	×	.....	0	300	50	*b*150	*d*39, 000	2, 820	.....	2, 820	40	September 4.
1106	Keystone Academy*	.....	×	×	×	×	×	900	200	30	30, 000	.....	.....	.....	40	August 20.
1107	Friends' School	.....	×	.....	.....	.....	.....	.....	.....	24–50	.....	.....	.....	1, 260	.....	
1108	Glade Academy	.....	×	.....	.....	.....	.....	.....	.....	6–15	.....	.....	.....	325	18	April 15.
1109	Greensburgh Seminary	.....	×	×	×	0	0	600	.....	38	24, 000	.....	.....	2, 500	40	September 6.
1110	Pine Grove Normal Academy	0	0	×	×	.....	×	600	100	24	.....	.....	.....	.....	39	August 14.
1111	Hollidaysburg Young Ladies' Seminary.*	×	×	×	×	×	0	3, 000	22	50	70, 000	0	0	.....	38	September.
1112	Abington Friends' School	×	×	.....	0	0	.....	21	2	*e*12	40, 000	30, 000	1, 200	270	44	September 4.
1113	Eclectic Institute	0	×	×	0	0	×	100	0	20–40	15, 000	.....	.....	.....	39	September.
1114	English and Classical School	0	×	0	0	0	×	.....	.....	30–60	.....	0	0	2, 065	40	September 4.
1115	Martin Academy	.....	×	.....	.....	×	×	.....	.....	9–21$\frac{3}{5}$	3, 000	14, 000	650	538	36	September 19.
1116	Pickering Institute*	0	0	×	×	0	×	12	12	24–42	7, 000	.....	.....	.....	39	September 1.
1117	Buckingham Friends' School	×	×	0	0	0	0	180	25	0	3, 500	8, 500	550	0	40	September 4.
1118	Langhorne Friends' Institute	0	×	0	0	×	×	.....	.....	4–14	2, 600	4, 400	220	550	40	August 27.
1119	Linden Hall Seminary	.....	×	×	×	×	×	2, 400	.....	*b*250	40, 000	.....	.....	.....	40	September 5.
1120	London Grove Friends' School	0	0	0	0	0	×	.....	0	27	2, 000	666	33$\frac{1}{3}$	477	36	Sept., 1st week.
1121	St. Aloysius Academy	×	×	×	×	0	×	500	.....	*b*200	.....	.....	.....	.....	40	
1122	Stone Valley Academy	.....	.....	×	×	0	0	.....	38	19$\frac{1}{2}$–24	.....	0	0	1, 030	38	August.
1123	Juniata Collegiate Institute	0	×	×	×	0	0	350	60	40	20, 000	0	.....	*b*3, 700	40	September 4.
1124	Swithin C. Shortlidge's Media Academy for Boys	×	×	×	×	×	×	2, 500	1, 000	100	40, 000	.....	.....	.....	40	September 12.
1125	Greenwood Seminary	0	0	0	0	0	×	.....	.....	6–12	1, 500	0	0	.....	22	April, 2d week.
1126	Hazzard's Academy	×	.....	0	....	×	×	347	50	10	.....	.....	.....	.....	34	September 1.
1127	Western Pennsylvania Classical and Scientific Institute.	×	×	×	×	×	×	1, 000	200	27–45	30, 000	0	.....	2, 500	39	September 6.
1128	Laird Institute	0	0	0	0	0	0	300	.....	20	.....	.....	.....	400	40	April 25.
1129	Nazareth Hall	×	×	×	×	×	×	5, 000	.....	*b*295	30, 000	.....	.....	.....	40	September 6.
1130	Union Seminary	.....	.....	×	×	×	×	2, 551	50	32, 40	1, 800	.....	.....	1, 180	40	August 16.
1131	McElwain Institute	0	0	×	×	0	0	300	50	24	8, 000	0	0	1, 344	39	August 22.
1132	Newport Academy	.....	.....	.....	.....	0	0	.....	.....	28	.....	.....	.....	600	36	September.
1133	Newville Academy	.....	.....	.....	.....	.....	.....	.....	.....	30	.....	.....	.....	.....	.....	
1134	Oakland Female Institute*	.....	×	×	×	×	×	5, 000	.....	50	100, 000	0	0	.....	40	September 15.
1135	Treemount Seminary	×	×	×	×	×	×	1, 160	10	*b*280	40, 000	.....	.....	.....	40	September 12.
1136	St. Mary's Preparatory College	0	0	×	0	0	0	2, 100	250	*b*200	45, 000	.....	.....	4, 000	44	September 1.
1137	North Washington Academy	×	.....	×	×	0	×	200	50	21	.....	.....	.....	600	39	August 23.
1138	Friends' Select School	0	×	0	.....	×	×	.....	.....	16–22	4, 000	.....	.....	.....	28	September 4.
1139	Oxford Academy	0	0	0	0	0	0	.....	.....	30–50	3, 000	.....	.....	.....	40	September 4.
1140	Parkesburg Academy	.....	×	×	×	0	×	150	.....	38–50	10, 000	0	0	1, 200	40	September 5.
1141	Perkiomen Seminary	.....	.....	×	×	0	0	500	.....	*a*28	15, 000	.....	.....	275	40	September 4.
1142	Academy of the Protestant Episcopal Church.	×	×	×	0	×	×	.....	.....	75–125	.....	.....	.....	.....	.....	
1143	Agnes Irwin's School	0	×	0	0	.....	.....	.....	.....	140–170	.....	0	0	.....	39	September 21.
1144	Aldine Institute	×	×	×	0	.....	×	.....	.....	50–125	.....	.....	.....	.....	39	September 20.

* From Report of the Commissioner of Education for 1881.
a Average charge.
b Includes board.
c Grounds and buildings.
d Convent and school.
e For non-members of the Society of Friends.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
1145	Miss Anable's School for Young Ladies.*	.....	.....	×	×	.....	.....	.....	.....	$80–150	.....	.....	.....	.....	.....	
1146	Broad Street Academy*	.....	×	×	.....	×	×	.....	.....	60–130	.....	.....	.....	.....	40	September 5.
1147	Byberry Friends' School	0	.....	0	.....	0	0	0	0	*a*91½	$2,500	$4,500	$260	$240	38	September 1.
1148	Classical Institute	×	×	0	0	0	0	0	0	100	5,000	0	0	6,000	40	September.
1149	Friends' Girard Avenue School	.....	×	0	0	0	0	0	0	34–60	2,500	0	0	3,500	40	September.
1150	Friends' School	.....	×	.....	.....	0	0	0	0	15–20	.....	.....	.....	.....	40	September 11.
1151	Friends' Select School for Boys	0	×	0	0	×	×	100	.....	48	28,000	.....	.....	1,700	40	September.
1152	Girard College for Orphans	×	×	×	0	×	×	8,180	339	0	2,888,975	9,629,205	931,296	.....	42	September 5.
1153	Mt. St. Joseph Academy	×	×	×	×	.....	×	3,500	100	*b*200	100,000	.....	.....	.....	40	September 4.
1154	Philadelphia Seminary	.....	×	×	×	×	.....	750	150	*b*600	30,000	.....	.....	.....	40	September 13.
1155	Rittenhouse Academy	×	×	0	0	0	×	0	0	60–100	.....	.....	.....	.....	40	September 12.
1156	R. S. Ashbridge and L. V. Smith's School for Young Ladies and Children.	.....	×	×	×	.....	.....	.....	25	70–100	.....	.....	.....	1,600	33	September 25.
1157	Rugby Academy	×	×	.....	.....	×	×	.....	.....	120	.....	.....	.....	19,200	40	September 20.
1158	Schleigh Academy	.....	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	September 18.
1159	School for Young Ladies	.....	×	.....	.....	.....	×	.....	.....	.....	.....	.....	.....	.....	40	September.
1160	School for Young Ladies	.....	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
1161	Supplee Institute for Young Ladies.	.....	×	×	×	×	×	1,200	50	125	.....	.....	.....	.....	40	September 25.
1162	Ury House School*	×	×	×	×	0	0	400	.....	*b*400	.....	.....	.....	.....	37	September 15.
1163	West Chestnut Street Boys' Preparatory School.	.....	×	.....	.....	0	0	.....	.....	50–70	.....	.....	.....	.....	40	September 17.
1164	West Chestnut Street Institute	.....	.....	×	×	.....	.....	.....	.....	50–120	.....	.....	.....	.....	40	September 20.
1165	West Chestnut Street Seminary	.....	.....	.....	.....	0	0	.....	.....	50–120	.....	.....	.....	.....	34	October 1.
1166	West Walnut Street Seminary for Young Ladies.*	×	×	×	×	×	×	1,000	.....	75–125	*c*40,000	.....	.....	.....	39	Sept., 3d Wed.

1167	Young Ladies' Academy and Select School for Children.*	×	×	×	×		×			14–44					43	Sept., 1st Monday.
1168	St. Ursula's Academy		×	×	×	×	×	1,000	30	*b*50*c*	100,000				40	September 4.
1169	Pleasant Mount Academy							300		19½	1,500					
1170	Airy View Academy	×	×	×	×	0	×	600	12	*d*30	10,000	0	0	1,800	40	September 10.
1171	Selwyn Hall	×	×	×	×			300	50	50–350	25,000	0			40	September 6.
1172	Reid Institute		×		×			500	7	25	7,000			900	40	September 5.
1173	Ridley Park Seminary*e*		×		×					25	3,000				40	September 18.
1174	Clarion Collegiate Institute*		×		×		×	100	25	18	8,000				42	August 1.
1175	St. Cecilia's Academy*	×	×	×	×			600							40	September 1.
1176	School of the Lackawanna							1,000		50	25,000					
1177	Classical department of Missionary Institute.	×	×	×	×	×	×	1,000		27–39	25,000	0	0	0	39	August 17.
1178	Sewickley Academy		×	×	×	×	×	100		60	20,000				40	Sept., 1st Monday.
1179	Academy of the Holy Child Jesus.	×	×	×	×	0	×	2,000		*b*300	50,000				42	September 1.
1180	Cheltenham Academy	0	×	×	×	0	0	300		*b*400	60,000				40	September 15.
1181	George's Creek Academy									34	4,000			2,360	38	September 4.
1182	Stewartstown English and Classical Academy.	0	0	0	0	0	0				2,500			750	40	September 4.
1183	Sugartown Friends' School	0	×	0	0	×	×			30	3,060				36	September 1.
1184	Toughkenamon Boarding School	×	×		×			250		*b*160						
1185	Susquehanna Collegiate Institute	×		×	×	×	×	500		*d*30	30,000	0		3,400	40	August 28.
1186	Washington Hall Collegiate Institute.	×	×	×	×	×	×	1,595		*b*200–275	16,000			900	40	September 4.
1187	Trinity Hall							300		*b*400	50,000				40	September 6.
1188	Waterford Academy	0	0	0	0	0	×	250		18, 21					42	August.
1189	Peirsol's Academy									18	3,000					
1190	Darlington Seminary for Young Ladies.	×	×	×	×	×		600	40	50	25,000				40	September 17.
1191	West Chester Friends' Graded School.															
1192	Lucretia M. B. Mitchell's School for Girls.		×	×						60–90					40	September.
1193	Young Ladies' Seminary		×	×	×					60, 80	*f*14,500			2,000	40	September.
1194	Westtown Boarding School	×	×	0	0	×	×	3,600	75	*b*160	150,000	268,311	12,000	17,500	43	
1195	The Wilkes-Barre Female Institute.	×	×				×			60, 80	35,000	5,500	500		40	September.
1196	Ladies' Classical Institute		×		×		×			32–62	10,000				38	September 4.
1197	Williamsport Dickinson Seminary		×	×	×	×	×	2,000		33⅓	100,000				40	September 4.
1198	Family and Day School for Girls			×	×					75–105					34	September 28.
1199	Island High School*	0	0	0	0	0	0	974	68	40				1,040	40	Sept., 1st Monday.
1200	Female Academy of the Sacred Heart.	×	×	×	×	×	×	1,100	50	200	7,500	0	0		40	September 6.
1201	Friends' New England Boarding School.	×	×	×	×	×	×	6,000	100	*b*300	500,000	150,000	8,000		40	September.
1202	La Salle Academy	0		×		0	×	500	200	20	50,000			3,000	40	September 4.
1203	St. Mary's Young Ladies' Seminary.	×	×	×	×		×	1,000	50	*b*205	40,000			6,000	40	September 4.

* From Report of the Commissioner of Education for 1881.
a To members of the Society of Friends; $19 to non-members.
b Includes board.
c Value of building and apparatus.
d Average charge.
e These figures are for four months only.
f Value of grounds and buildings.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
1204	Polytechnic and Industrial Institute.	×	×	×	×	0	0	1,200	.....	$10	$10,000	.....	.....	$6,750	40	October 1.
1205	Charleston Female Seminary	.....	×	×	×	.....	.....	2,000	200	50–100	20,000	.....	.....	10,000	40	October, 1st week.
1206	Wallingford Academy	.....	.....	×	.....	0	0	300	0	2, 4	13,500	$0	$0	538	40	April 1.
1207	Brainerd Institute	×	.....	×	.....	×	×	100	0	0	10,000	0	0	0	36	October 1.
1208	Clinton College	.....	.....	×	×	.....	.....	.....	.....	15–36	2,000	.....	.....	1,600	40	September 4.
1209	Cokesbury High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,000	2,000	.....	.....	.....	.....
1210	Benedict Institute	×	.....	×	×	0	×	1,300	70	8	25,000	.....	.....	938	35	October 1.
1211	Penn School	×	×	×	0	0	0	100	20	0	300	300	18	0	35	October 15.
1212	Cooper-Limestone Institute	.....	×	×	×	×	×	.....	.....	50	35,000	.....	.....	.....	40	September 28.
1213	Gowensville Seminary	0	0	0	0	0	0	0	0	*a*20	800	.....	.....	.....	20	January 1.
1214	Greenville Military Institute	.....	×	.....	.....	.....	.....	.....	.....	36–56	.....	.....	.....	.....	40	September 12.
1215	Grove Station Academy	×	.....	.....	.....	0	0	.....	.....	10–20	500	0	0	600	40	September 4.
1216	Lexington High School	.....	.....	.....	.....	0	0	50	.....	11–30	600	0	0	500	40	September 4.
1217	Reidville Female College	×	.....	×	×	×	×	500	.....	40	20,000	.....	.....	.....	40	September 13.
1218	Sumter Institute	.....	×	×	×	.....	.....	.....	.....	20–50	.....	.....	.....	.....	.....	September.
1219	Williamston Male Academy	.....	.....	.....	.....	.....	.....	.....	.....	16–30	1,200	.....	.....	.....	40	January.
1220	Johntown Academy*	×	×	×	×	×	×	184	72	15–50	1,800	0	0	1,475	40	Jan., 1st Monday.
1221	King's Mountain Military School	×	×	0	0	×	.....	500	25	*b*210	20,000	0	0	.....	42	August 1.
1222	Yorkville High School	0	×	0	×	0	0	0	.....	15–35	5,000	0	0	.....	40	September 1.
1223	Masonic Normal School	×	×	×	×	0	0	.....	.....	20	.....	.....	.....	1,400	40	August 7.
1224	Beech Grove College	×	0	×	×	0	0	200	0	10–40	3,000	0	0	1,200	40	August 7.
1225	Kingsley Seminary	×	×	×	×	0	×	.....	.....	10–20	2,200	.....	.....	800	40	August 7.
1226	Sullins College	0	0	×	×	0	0	300	100	20–40	10,000	.....	.....	4,000	40	August 31.
1227	Cairo Institute	0	0	×	×	0	0	0	.....	*c*2–4	800	.....	.....	.....	40	December 4.
1228	Milligan College	.....	×	×	×	0	×	250	.....	13–27	6,000	.....	.....	1,800	35	September.
1229	Centreville High School	.....	×	×	×	0	0	.....	.....	.....	3,000	.....	.....	.....	20	September 4.
1230	Chapel Hill Academy	.....	0	×	×	0	0	.....	.....	21½–41½	2,500	.....	.....	2,200	40	August 7.

1231	Charleston High School	.....	0	×	×	0	0	0	0	18–20	3,000	0	0	.....	40	August 7.
1232	Chattanooga High School	.....	.....	×	×	.....	.....	.....	.....	15	1,000	.....	.....	500	40	August 1.
1233	Clarksville Female Academy*	.....	×	×	×	0	×	1,000	.....	50	30,000	.....	.....	3,000	40	Sept., 2d Monday.
1234	Cleveland Masonic Institute*	0	0	0	×	0	0	40	.....	$17\frac{1}{2}$	5,000	.....	.....	.....	40	September 1.
1235	Clifton Masonic Academy*	×	.....	×	.....	0	×	75	75	25	3,000	0	0	1,500	40	September 1.
1236	Cog Hill Collegiate Institute	.....	.....	.....	×	0	0	125	100	10–40	3,500	.....	.....	.....	40	August 7.
1237	Tipton Female Seminary	0	0	×	×	0	0	110	.....	24–36	4,000	.....	.....	1,700	40	August.
1238	Culleoka Institute	0	0	0	0	0	0	1,200	100	70	2,500	0	0	5,000	40	August 1.
1239	Hatchie Academy	0	.....	0	.....	.....	.....	250	15	30–50	500	0	.....	600	40	September 4.
1240	Tennessee Valley College	.....	×	.....	×	.....	.....	.....	.....	15–40	.....	.....	.....	.....	40	August 7.
1241	Masonic Institute	.....	.....	.....	.....	0	.....	.....	.....	.....	1,200	250	.....	300	32	September.
1242	Flag Pond Seminary	.....	.....	×	×	0	0	0	.....	*c*1–2	2,000	.....	.....	80	40	August 1.
1243	Friendsville Academy	0	×	×	×	0	×	500	0	15	3,000	.....	.....	650	38	August 21.
1244	Henderson Masonic Male and Female Institute.	×	×	×	×	×	×	500	30	15–50	4,000	.....	.....	3,000	40	September 4.
1245	West Tennessee Seminary	×	.....	.....	×	×	0	100	0	15–30	5,000	.....	.....	.....	40	September 4.
1246	Hollow Springs Academy	.....	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	July 1.
1247	Odd Fellows' Male and Female College.	×	×	×	×	×	×	.....	.....	0	10,000	.....	.....	.....	40	Sept., 1st week.
1248	Sam Houston Academy*	.....	×	×	×	0	0	.....	.....	30	5,000	10,000	.....	.....	20	Aug., 1st Monday.
1249	Martin Academy*	.....	.....	×	×	.....	.....	.....	.....	16	2,000	.....	.....	.....	32	Sept., 1st Monday.
1250	La Grange Female School	.....	.....	×	×	0	0	.....	.....	$c2\frac{2}{3}$–$3\frac{2}{3}$	.....	.....	.....	.....	40	September 1.
1251	Cumberland University School for Girls.	.....	.....	.....	×	(*d*)	(*d*)	0	0	30	5,000	.....	.....	700	40	September 4.
1252	Greenwood Seminary	×	.....	×	×	.....	.....	3,000	20	*b*250, 300	10,000	.....	.....	.....	40	September 4.
1253	Masonic Academy	0	0	0	×	0	0	0	0	5–16	1,000	0	0	500	40	August.
1254	Savannah Grove Academy	.....	.....	×	×	.....	.....	48	6	*a*24	1,000	.....	.....	1,800	40	January 8.
1255	Loudon High School	.....	.....	×	×	0	0	200	.....	10–30	10,000	.....	.....	1,500	40	August 1.
1256	Lynchburg Normal	0	0	×	×	0	0	.....	.....	50	3,000	.....	.....	1,100	40	September 1.
1257	New Male and Female Institute*	×	×	×	×	×	×	40	40	20	1,000	.....	.....	.....	40	August.
1258	Waters and Walling College	0	.....	×	.....	0	0	0	0	*a*20	6,000	0	0	1,200	40	March 5.
1259	Martin Male and Female Academy	.....	.....	.....	×	0	0	0	0	*a*20	2,000	.....	.....	.....	40	September 1.
1260	Mason High School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1261	West Tennessee Seminary*	.....	.....	×	.....	0	×	.....	.....	9	1,000	.....	.....	450	36	Sept., 1st Monday.
1262	Memphis Institute*	0	0	0	0	0	0	.....	.....	50–70	.....	.....	.....	3,150	40	Sept., 1st Monday.
1263	St. Mary's School	×	×	×	×	0	×	.....	.....	50	20,000	.....	.....	.....	40	September 14.
1264	Middleton High School	×	×	×	×	0	0	75	10	15–40	1,500	.....	.....	.....	40	September 3.
1265	Fairmount	.....	.....	×	×	×	0	500	30	60	15,000	.....	.....	.....	40	March 15.
1266	Morristown Female Institute	0	0	0	×	0	0	0	0	$12\frac{1}{2}$–30	2,500	0	0	.....	20	September.
1267	Mt. Pleasant Male and Female Academy.*	×	×	×	×	0	0	0	0	20–50	6,000	0	0	1,500	40	September 1.
1268	East Nashville Academy *e*	0	0	0	0	0	0	0	.....	30–50	2,500	.....	.....	700	40	September 4.
1269	Montgomery Bell Academy	×	0	0	0	×	×	217	200	20–80	60,000	50,000	3,000	4,276	40	September 6.
1270	Alpine Academy	0	0	×	0	0	0	0	0	10–30	500	0	0	500	20	February.
1271	Union Seminary *f*	.....	0	×	×	0	0	.....	.....	16–30	.....	.....	0	.....	40	September 4.
1272	Holston Seminary	.....	0	×	×	0	0	200	6	10–25	10,000	0	0	878	40	August.
1273	Ooltewah Academy	.....	.....	.....	×	.....	.....	.....	.....	10	1,000	.....	.....	400	20	September.

* From Report of the Commissioner of Education for 1881.
a Average charge.
b Includes board.
c Charge for a month.
d Uses that of university.
e These statistics are for the year ending May 24, 1882, up to which time the institution was known as Edgefield School.
f Suspended on account of burning of buildings.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
1274	Bledsoe Institute*	.....	.....	.....	.....	0	0	0	.....	$20	$2,500	.....	.....	.....	40	July 1.
1275	Paris Male High School *a*	0	0	0	0	0	0	0	.....	22	1,500	$0	$0	$1,100	22	September 1.
1276	The Mrs. S. H. Welch High School	.....	.....	.....	.....	.....	.....	.....	.....	20-30	5,000	.....	.....	1,800	40	September 4.
1277	Parrottsville High School	0	0	0	×	0	0	80	0	10-30	2,000	0	0	.....	40	August 2.
1278	People's College	0	0	×	×	0	0	500	200	17½	16,000	0	0	2,227	40	August 7.
1279	Oak Grove Academy	0	0	0	0	0	0	0	0	0	.....	.....	.....	.....	20	
1280	Giles College	0	0	0	0	0	×	.....	.....	44, 54	10,000	.....	.....	2,400	40	
1281	Greenville District Seminary	.....	.....	×	×	0	0	200	50	.....	3,000	.....	.....	1,100	36	August 28.
1282	Lauderdale Institute	.....	.....	.....	.....	0	0	0	0	*b*27½	7,000	0	0	0	40	September 4.
1283	Madison Academy	×	×	×	×	0	0	.....	.....	*b*20	3,000	5,000	300	600	40	August.
1284	Hardin College*	.....	×	×	×	×	×	1,000	.....	40	3,000	.....	.....	2,500	40	September 1.
1285	Sequachee College*	.....	.....	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	
1286	Collegiate Institute	.....	×	×	×	×	×	250	40	20-100	10,000	.....	.....	4,200	40	September 1.
1287	Fulton Academy	0	0	0	0	0	0	0	0	20	550	0	0	500	40	August 7.
1288	Nourse Seminary	.....	.....	×	×	0	0	.....	.....	25	1,500	.....	.....	.....	40	August 6.
1289	Tazewell College	0	0	×	×	0	0	0	.....	12½-31½	3,000	.....	2,500	1,500	36	September 3.
1290	Union City District High School	.....	.....	×	×	0	0	346	50	15-40	8,000	.....	.....	.....	40	August 7.
1291	Pleasant Grove Seminary	.....	.....	.....	×	.....	.....	.....	.....	15	1,500	.....	.....	.....	40	July.
1292	Washington College	0	0	×	×	0	0	.....	.....	12-25	10,000	12,000	500	600	38	September 4.
1293	Watauga Academy*	.....	×	.....	.....	.....	.....	.....	.....	10-20	500	.....	.....	.....	36	
1294	Powell's Valley Seminary*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	Aug., 2d Monday.
1295	University of West Tennessee*	.....	.....	.....	.....	.....	.....	3,000	.....	30	3,000	.....	.....	.....	36	September 1.
1296	Woodbury College	.....	.....	.....	.....	.....	.....	.....	.....	16	8,000	.....	.....	.....	40	
1297	Woolsey College	.....	.....	.....	.....	.....	.....	.....	.....	15-24	400	.....	.....	.....	.....	September.
1298	New Hope Academy	0	0	×	×	0	0	0	0	.....	600	149	.....	45	16	September 24.
1299	Austin College	×	×	×	×	.....	.....	.....	.....	32-80	.....	.....	.....	.....	52	
1300	Texas German and English Academy.	.....	×	×	.....	0	×	.....	15	.....	.....	.....	.....	4,000	40	September 4.

1301	Carlton College			×	×					20–40					36	September.
1302	St. Joseph's College										25,000				42	September 4.
1303	Calvert High School		×	×	×	0	0	0	0	30	2,500	0	0	2,000	40	September 4.
1304	Academy of the Sacred Heart of Mary.															
1305	Davilla Masonic Institute			×	×	0	0	0		30	2,500			2,000	40	September 1.
1306	Fairfield College			×	×					20–50	12,000				40	
1307	Texas Wesleyan College															
1308	Live Oak Seminary*	0		×	0	0	0	0	0	30	5,000	9	0	400	30	October 1.
1309	Jones' Male and Female Institute			×	×	×	0	119	71	18	2,000			1,500	36	September.
1310	Gonzales Male and Female School			×	×	0	0	0			10,000	0		2,000	20	September 4.
1311	Sabine Valley University	0	0	×	×	0	0	0	0	30		0	0	950	40	September 4.
1312	Homer Male and Female High School.										4,000				40	September 1.
1313	Walcott Institute	×	×	×	×	0	0	350	50	15–40	4,000	0	0	2,500	40	September 1.
1314	Houston Seminary	×	×	×	×	0	0	50	50	$8\frac{1}{2}$	7,500	0	0	425	35	October 16.
1315	Texas Polytechnic College															
1316	Alexander Institute															
1317	Lancaster Masonic Institute			×	×					*c*2–4	2,500			1,100		September 4.
1318	East Texas Academic Institute	×		×	×	0	×	*d*1,000		22–52	1,600			1,500	40	
1319	Bishop Baptist College			×	×	×			500	*c*1	25,000					October 1.
1320	Wiley University			×	×	0	0	1,200		*e*9	1,500			*f*1,032	38	September 26.
1321	Mexia Polytechnic Institute		×	×	×			300	10	45	3,000			3,800	40	September 4.
1322	Summer Hill Select School			×	×	×	×	0	0	40	2,700			3,200	38	September 5.
1323	Hubbard College	0	0	×	0	×	×		0	40	2,000				40	September 1.
1324	Paris School															
1325	Pine Hill Academy*	0	0	0	0	0	0	0	0	18	1,000			300	40	October 14.
1326	Rhea's Mill Academy						×	360	38	$17\frac{1}{2}$–35			190	350	40	September 4.
1327	English-German Academy							300	45	40	4,500			1,748	40	September 4.
1328	Alamo German-English School*	×	×	×		0	×	0		22				1,100	47	September 1.
1329	German-English School	×	×	×		0	×	250		22–33	20,000			5,000	40	April 1.
1330	High School for Young Ladies		×	×	×	0	0	500			15,000				39	September 4.
1331	St. Mary's Hall	×	×	×	×			56		40–50					40	September 26.
1332	St. Mary's Institute		×	×	×	×	×	500	50	10–25	30,000				40	September 4.
1333	Ursuline Convent	×	×	×	×		×	500		180					48	September 4.
1334	Coronal Institute		×	×	×	×	×	0		20–50	20,000	0	0	6,500	40	September 4.
1335	North Texas Female College							400			17,500					
1336	Sherman Female Institute	×	×	×	×	×	×	300	50	30, 40, 50	15,000				40	September 3.
1337	District Conference High School		×	×	×	0	×	150		*b*$27\frac{1}{2}$	7,000				40	September 4.
1338	Add Ran College	×	×	×	×	×	×	1,600	30	36	25,000			13,500	35	September 25.
1339	McIndoes Falls Academy*	0	0	0	×	0	0			12–15	3,000	3,000	160		33	August 31.
1340	Barre Academy			×	×	×	×	700		20–30					40	August 30.
1341	Goddard Seminary	0	×	×	×	×	×	1,300	100	30	80,000	12,000	540	2,300	40	August 23.
1342	St. Agnes' Hall		×	×	×	0	0	600		20, 30					40	September 20.
1343	Vermont Episcopal Institute		×	×	×	×	×	300	75	*g*300		0	0		40	September 1.
1344	Derby Academy		×		×			325		16	10,000	2,500	125	1,000	33	September 5.

* From Report of the Commissioner of Education for 1881.

a Suspended in 1882 as a private enterprise; to be resumed after 1882; the statistics above given are for the year 1881.

b Average charge.

c Charge for a month.

d Principal's library.

e Incidental fee.

f From room rent and donations.

g Includes board.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
1345	Essex Classical Institute	.....	.....	×	×	0	×	200	40	$16–20	$6,000	$10,000	$600	$2,000	40	August 29.
1346	New Hampton Institution	0	0	.....	×	×	×	2,800	0	15,18	9,000	2,000	120	500	33	August 29.
1347	Orleans Liberal Institute	.....	×	×	×	.....	×	.....	.....	.....	1,000	800	48	.....	.....	
1348	Champlain Hall	×	×	×	×	.....	.....	.....	.....	22	2,000	.....	.....	600	40	September 4.
1349	Lamoille Central Academy	×	×	.....	×	0	0	300	8	12	2,500	.....	.....	175	33	September 1.
1350	Black River Academy*	×	×	×	×	×	×	150	.....	20	8,000	.....	.....	.....	34	August.
1351	Morgan Academy*	.....	.....	.....	.....	0	.....	.....	.....	1	.....	.....	22	23	10	September.
1352	Newbury Seminary and Ladies' Institute.	×	×	.....	×	×	×	1,000	20	15	10,000	.....	.....	500	32	September 1.
1353	Beeman Academy	0	0	×	×	×	×	100	26	18–24	3,000	10,000	600	1,240	39	August 29.
1354	Caledonia County Grammar School	.....	×	0	×	×	×	.....	.....	12,16	6,000	15,000	900	700	40	September 5.
1355	Troy Conference Academy	.....	×	×	×	×	×	1,140	.....	*a*168	50,000	0	0	5,420	39	September 4.
1356	Villa Barlow Boarding and Select School of the Sisters of Notre Dame.	.....	×	×	×	.....	.....	.....	.....	.....	20,000	.....	.....	.....	40	September 5.
1357	St. Johnsbury Academy	.....	×	.....	×	×	×	8,000	.....	30	125,000	100,000	6,000	7,000	40	August 29.
1358	Vermont Academy	×	×	×	×	×	×	500	.....	24,30	60,000	85,000	5,500	3,500	39	September.
1359	Newton Academy	.....	×	.....	×	.....	.....	.....	.....	12–25	.....	.....	.....	.....	32	September 12.
1360	Green Mountain Perkins Academy.*	.....	×	×	×	×	×	.....	.....	18–22½	12,000	.....	1,370	720	35	Aug., last Wedn.
1361	Thetford Academy	.....	.....	×	×	.....	×	.....	.....	18	.....	.....	.....	.....	36	September.
1362	Leland and Gray Seminary	0	×	×	×	×	×	100	0	*b*24	2,000	1,350	67	1,513	34	August 29.
1363	Glenwood Classical Seminary*	0	0	×	×	×	×	200	6	25	12,000	0	.....	.....	35	September 14.
1364	School of the Bluestone Mission	.....	.....	×	.....	0	0	0	0	0	5,000	.....	.....	.....	36	September.
1365	Abingdon Male Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	15,000	.....	.....	.....	40	August 28.
1366	Academy of the Visitation	.....	×	×	×	×	0	200	50	*a*160	10,000	.....	.....	.....	40	September 4.
1367	Stonewall Jackson Institute	0	×	×	×	0	0	800	40	*b*45	16,000	.....	.....	3,000	40	September 13.
1368	Alexandria Academy	.....	×	×	.....	.....	.....	150	.....	25	.....	.....	.....	1,000	40	September.

1369	Clarens Home School	0	0	×	×	0	0	900	.....	30–190	10,000	.....	.....	1,000	39	September 13.
1370	Episcopal High School of Virginia.	0	0	0	0	0	0	0	.....	90	20,000	0	0	*a*21,950	38	September 27.
1371	Potomac Academy	.....	.....	.....	.....	.....	×	.....	.....	50–70	.....	.....	.....	.....	40	September 20.
1372	St. John's Academy	×	×	0	×	0	×	1,000	0	32–40	9,000	0	0	2,661	43	September 4.
1373	St. Mary's Academy*	.....	×	×	×	.....	.....	.....	.....	24–40	.....	.....	.....	.....	44	September 1.
1374	Mt. Pisgah Academy	.....	×	×	×	0	×	250	37	*a*250	10,000	.....	.....	.....	.....	September 1.
1375	Yeates' Lower Free School*[e]	0	0	0	0	0	0	0	.....	0	500	.....	.....	.....	38	October 1.
1376	Yeates' Upper Free School[c]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1377	Bethel Classical and Military Academy.	0	0	0	0	×	×	1,500	500	60	25,000	.....	4,000	4,500	40	September 13.
1378	Abingdon District High School	.....	.....	×	×	0	0	0	0	*d*1–2½	1,500	.....	.....	1,100	40	September 4.
1379	Bowling Green Female Seminary	.....	.....	.....	.....	.....	.....	.....	.....	.....	10,000	.....	.....	.....	.....	.....
1380	Pantops Academy	0	.....	0	.....	0	0	3,000	.....	50	12,000	.....	.....	1,700	40	September 15.
1381	Piedmont Female Institute	×	×	×	×	0	0	1,500	.....	20–100	10,000	.....	.....	2,200	40	September 15.
1382	Thyne Institute	.....	.....	×	0	0	0	0	.....	0	4,500	0	0	0	36	September 4.
1383	Elk Creek Academy	.....	.....	×	×	.....	.....	.....	.....	25	1,000	.....	250	250	40	September 4.
1384	Gordonsville Female College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1385	Herndon Seminary	.....	.....	×	×	.....	.....	200	.....	*b*15	.....	.....	.....	300	36	September.
1386	Villanova Academy	.....	×	.....	×	.....	.....	.....	.....	25	.....	.....	.....	.....	40	September 5.
1387	Church School*[e]	.....	×	.....	×	.....	.....	180	.....	48	.....	.....	.....	.....	40	September 25.
1388	Norfolk Academy	0	0	0	0	0	0	.....	.....	60–90	25,000	.....	.....	6,000	40	September 26.
1389	Rodman School*	0	0	0	0	.....	.....	.....	.....	*b*60	3,000	.....	.....	1,800	40	September 20.
1390	Webster Scientific and Literary Institute.	.....	×	.....	.....	×	×	3,000	.....	*b*50	10,000	.....	.....	2,000	40	September 20.
1391	Academy of the Visitation, Monte Maria.	×	×	×	×	0	0	5,000	.....	*a*200	50,000	.....	.....	.....	42	September 1.
1392	Richmond Institute	.....	.....	×	.....	0	×	2,700	100	8	30,000	.....	.....	.....	36	October 1.
1393	Suffolk Collegiate Institute*	×	×	×	×	.....	.....	.....	.....	25–50	4,000	.....	.....	.....	40	Sept., 2d Monday.
1394	Suffolk Female Institute*	.....	.....	×	×	0	0	260	.....	30	.....	.....	.....	.....	40	Sept., 2d Monday.
1395	Fairfax Hall	.....	×	×	×	0	0	.....	.....	*b*30	15,000	.....	.....	.....	40	August 29.
1396	Prince Edward Academy*	0	0	0	0	0	0	0	0	50, 60	1,500	0	0	.....	40	Sept., 1st Monday.
1397	St. Mary's Academy*	.....	.....	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	44	Sept., 1st Monday.
1398	Academic department of Storer College.	×	×	×	×	0	0	3,500	.....	*f*10–12	60,000	10,000	500	400	40	October.
1399	Morgantown Female Seminary*	.....	×	×	×	.....	.....	700	.....	16–32	10,000	.....	.....	900	39	Sept., 1st Monday.
1400	Academy of the Visitation*	.....	×	×	×	×	×	500	.....	*a*150	10,000	.....	.....	.....	44	Sept., 1st Monday.
1401	Shelton College[g]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1402	Seguin Collegiate Institute	.....	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	44	August 28.
1403	Wheeling Female Academy	.....	×	×	×	×	×	5,000	.....	*a*210	150,000	.....	.....	.....	.....	September 1.
1404	Evansville Seminary	.....	×	.....	×	.....	×	.....	.....	18–24	20,000	.....	.....	1,500	39	September 5.
1405	Merrille Institute	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	39	September 11.
1406	Fox Lake Seminary (Academy)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1407	College of the Mission House*	0	×	×	×	0	×	2,434	211	*a*100	.....	6,000	280	600	40	Sept., 1st Tuesday.
1408	Lake Geneva Seminary	.....	×	×	×	×	×	400	25	32	55,000	.....	.....	7,500	36	September 13.

* From Report of the Commissioner of Education for 1881.
a Includes board.
b Average charge.
c The Yeates' schools are about six miles apart; they have the same board of trustees and are supported by private endowment.
d Charge for a month.
e The name of this institution has been changed to Private School.
f Tuition and room rent.
g Suspended for 1882 for reorganization; reopened in 1883.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
1409	Janesville English Academy	.....	.....	.....	.....	0	0	0	.....	*a*$30	.....	.....	.....	$250	40	September 1.
1410	St. Lawrence College	×	×	×	×	0	×	1,500	100	130	$40,000	$0	$0	7,800	40	September 6.
1411	German and English Academy	×	×	×	0	0	×	.....	.....	50	30,000	.....	.....	.....	42	September 4.
1412	Marquette College	.....	.....	×	.....	.....	.....	.....	.....	48–60	.....	.....	.....	.....	40	September 4.
1413	St. Mary's Convent Day School	.....	×	×	×	×	×	300	192	6–48	.....	.....	.....	.....	42	September 4.
1414	St. Mary's Institute	×	×	×	×	×	×	1,500	.....	*b*180	*c*100,000	.....	.....	.....	40	September 4.
1415	Oconomowoc Seminary	×	×	×	×	0	0	500	.....	30–50	20,000	.....	.....	.....	40	September 18.
1416	College and University of the Sacred Heart.	×	×	×	×	×	×	3,000	250	50	25,000	0	0	4,000	40	September 5.
1417	St. Mary's Institute	×	×	×	×	.....	×	.....	.....	.....	.....	.....	.....	.....	40	September 4.
1418	The Home School	.....	×	×	×	0	0	2,000	50	30,100	7,000	.....	.....	5,000	39	September.
1419	St. Catharine's Female Academy	×	×	×	×	.....	.....	.....	.....	*b*140	.....	.....	.....	.....	44	September 4.
1420	Rochester Seminary	0	×	×	0	0	×	221	19	18–24	5,000	0	0	775	39	September 5.
1421	Seminary of St. Francis of Sales	.....	×	×	×	0	×	6,200	.....	*b*150	100,000	0	0	*b*30,000	43	September 5.
1422	University of Our Lady of the Sacred Heart.	0	.....	×	×	×	×	4,750	.....	*b*200	.....	.....	.....	.....	42	September 4.
1423	Carroll College Academy	0	0	×	×	×	×	1,100	.....	30	25,000	3,000	200	1,302	40	September 5.
1424	Dakota College*	0	0	0	0	0	0	.....	.....	30	5,000	0	.....	.....	40	Sept., 1st week.
1425	Academy of the Holy Cross	×	×	×	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1426	Academy of the Visitation	.....	×	×	×	×	×	2,500	.....	60–100	.....	.....	.....	.....	40	September 4.
1427	Arlington Academy	×	.....	.....	.....	.....	.....	.....	.....	60–100	.....	.....	.....	2,660	40	September.
1428	Boys' English and Classical High School.	0	0	0	0	0	0	.....	.....	84	.....	.....	.....	2,000	40	September 4.
1429	Mrs. C. B. Burr's School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	39	September 25.
1430	Emerson Institute	.....	×	0	0	0	×	.....	.....	100–120	.....	.....	.....	.....	40	September 13.
1431	Incarnation Church School	0	0	×	×	.....	.....	200	.....	36–65	.....	.....	.....	.....	40	Sept., 2d week.
1432	Mt. Vernon Institute	.....	×	.....	×	.....	.....	400	.....	75–100	.....	.....	.....	.....	40	September 25.
1433	Mt. Vernon Seminary	.....	×	×	×	.....	.....	950	.....	70–100	.....	.....	.....	.....	38	September 28.

1434	The Norwood Female Institute	×	×	×	×					100					40	September 20.
1435	Rittenhouse Academy	0	0	0	0	0	×			100	5,600	0	0	3,358	40	September 11.
1436	St. Cecilia's Academy	×	×	×	×		×			12-48					44	Sept., 1st Monday.
1437	St. John's Collegiate Institute	×	×			×				50					40	September 4.
1438	Washington Collegiate Institute*	×	×	×	×	×	×			40-80					40	Sept., 3d Monday.
1439	Waverley Seminary		×	×	×	0	0	600							40	September 20.
1440	West End Seminary*				×					40-60					40	Sept., 2d Monday.
1441	West Washington School for Girls	0	×	0	×	0	0	0	0	35-60	*d*1,000	0	0	1,900	40	September 13.
1442	Lewis Collegiate Institute	0	0	×	×	0	0	25	25	30-45	20,000	0	0	875	39	November 4.
1443	Asbury Manual Labor School							500			10,000					
1444	Harrell International Institute	0	0		×	0	0	0	0	*e*1½-2½					40	September 4.
1445	Spencer Academy *f*															
1446	New Hope Female Seminary							500			10,000					
1447	Cherokee National Male Seminary					×	×	500	200	0	120,000				36	Sept., 1st Monday.
1448	Indian University				×			300		18				367	36	September 4.
1449	Chickasaw Male Academy	0	0	×	×	0	0	150	0	0	*g*5,000	0	0	0	40	October 2.
1450	Levering Manual Labor School			×	×			200		0	15,000	10,000			44	September 1.
1451	St. Vincent's Academy	×	×	×	×	0	0	150	25	*b*200	12,000			7,000	20	September 4.
1452	Holy Family Boarding School			×				64			7,000	800		3,000	52	
1453	St. Nicholas School*			×	×	0	0	0	0		8,000			800	40	Nov., 1st Monday.
1454	Academy of the Visitation		×	×	×	0	0	120	0	20-50	15,000	0	0	5,000	44	September 4.
1455	Las Vegas Academy*		×	×	×	0	0			20-30	10,000	0		3,000	38	September.
1456	Las Vegas College			×	×	×	×	4,000	500	*b*200	30,000			17,000	42	October 28.
1457	The Albuquerque Academy		×	×	0	0	0	50	6	25	6,000	0	0	1,350	36	September 4.
1458	Academy of Our Lady of Light*									*b*200						November 3.
1459	Christian Brothers' College	×	×	×	×	×		850	100	*b*200					40	November 6.
1460	Santa Fé Academy	0	0	×	×	0	0	100	25	30	1,500	0	0	1,500	34	September 4.
1461	Cache Valley Seminary	0	0	0	×	0	×	0		10				50	40	Sept., 1st Monday.
1462	St. John's School										5,000				40	September 4.
1463	Wahsatch Academy			×	×					6	3,000			100	37	September 15.
1464	Ogden Academy	0	0	0	0					4-8	2,000			150	40	September 4.
1465	Sacred Heart Academy*		×	×	×	0	×	200	20	*b*200	10,000	0	0	*b*6,000	40	September 1.
1466	School of the Good Shepherd									10-25	12,000			1,000	40	September 4.
1467	Brigham Young Academy	×	×	×	×	×	×			24-40	20,000	0	0	7,200	40	August 28.
1468	Provo Seminary*							100		6-64				400	40	September 1.
1469	Rowland Hall	×	×	×	×	0	0	450	89	32-48	15,000			3,800	40	September 4.
1470	St. Mark's School	×	0	×	×	0	×	952	64	20-36	20,000	500	40	1,500	40	September 4.
1471	St. Mary's Academy	×	×	×	×	×	×	2,000	200	4-12		0	0		40	September 1.
1472	Salt Lake Academy		×	×	×	0	0	320	0	32	35,000	0	0	3,000	38	September 4.
1473	Salt Lake Collegiate Institute	0	0	×	×	×	×	200	40	20-40	16,000	0	0	2,700	40	September 4.
1474	Salt Lake Seminary		×	×	×		×			25	60,000			800	39	September 4.
1475	Tooele Seminary			×		0	0			8	1,800			185	38	September.
1476	Alden Academy	0	0	×	×	0	0	450	10	25	500	0	0	300	36	September 5.
1477	Benj. P. Cheney Academy		×	×		0	0	25		30	12,000	0		1,984	36	March 2.
1478	Colfax Academy	×		×	×	0	0	100	50	21	3,500	0	0	1,000	36	September 24.

*From Report of the Commissioner of Education for 1881.
a Average charge.
b Includes board.
c Includes value of convent building.
d Value of apparatus.
e Charge for a month.
f Removed from Doaksville to Nelson, and suspended for a year for the purpose of erecting new buildings; reopened in November, 1882, in the new building at Nelson.
g Value of buildings.

TABLE VI.—*Statistics of institutions for secondary instruction for* 1882, *&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
1479	Colville Indian Industrial Boarding School for Boys.	.....	.....	×	.....	.....	.....	.....	.....	(*a*)	$500	.....	.....	(*a*)	40	September 1.
1480	Holy Angels' College	.....	.....	.....	.....	.....	.....	1,200	60	.....	.....	.....	.....	.....	42	September 3.
1481	St. Paul's School	.....	×	×	×	×	0	1,300	.....	$20–50	15,000	$0	$0	$10,000	38	September 7.
1482	St. Mary's School	.....	.....	×	×	.....	.....	.....	.....	*b*1–1½	2,500	.....	.....	.....	.....	

a Government pays $100 per annum per capita for thirty boys.

b Charge for a month.

List of institutions for secondary instruction from which no information has been received.

Name.	Location.
Germania Institute	Talladega, Ala.
Ursuline Institute of St. John Baptist.	Tuscaloosa, Ala.
Walden Seminary	Little Rock, Ark.
Searcy Female Institute	Searcy, Ark.
St. Joseph's Academy	Oakland, Cal.
Goethe's German School	Sacramento, Cal. (n. e. cor. I and 11th streets).
Sacramento Home School	Sacramento, Cal. (H st., bet. 13th and 14th).
St. Mary's Academy of the Sisters of Loretto.	Denver, Colo.
Golden Hill Seminary	Bridgeport, Conn.
Everest Rectory School	Centreville, Conn.
Kent Seminary	Kent, Conn.
Bulkeley School	New London, Conn.
Hillside School for Boys	Norwalk, Conn.
The Selleck School	Norwalk, Conn.
Boarding and Day School for Young Ladies.	Norwich, Conn.
Our Lady of Perpetual Help.	Putnam, Conn.
Saybrook Seminary	Saybrook, Conn.
Miss Aiken's School	Stamford, Conn.
The Maples; Family School for Young Ladies.	Stamford, Conn.
Alworth Hall	Tyler City, Conn.
Academy of St. Margaret of Cortona.	Winsted, Conn.
Academy of the Visitation	Wilmington, Del.
St. Joseph's Academy	Jacksonville, Fla.
Means High School	Atlanta, Ga.
Ackworth High School	Ackworth, Ga.
Bairdstown Academy	Bairdstown, Ga.
Oak Grove High School	Bartow County, Ga. (17th district).
Brooks Station Academy	Brooks Station, Ga.
Buena Vista High School	Buena Vista, Ga.
Peach Orchard Academy	Buena Vista, Ga.
Lodge Academy	Bullard's, Ga.
Byron Academy	Byron, Ga.
Paris Hill Academy	Cameron, Ga.
The African Methodist Episcopal High School.	Cartersville, Ga.
Wofford Academy	Cass Station, Ga.
Chincapin Grove High School	Chincapin Grove, Ga.
Plenitude Academy	Clinton, Ga.
Cochran High School	Cochran, Ga.
Conyers Female Seminary	Conyers, Ga.
Conyers Male Academy	Conyers, Ga.
Crawfordville Academy	Crawfordville, Ga.
Culloden High School	Culloden, Ga.
Culverton Academy	Culverton, Ga.
Cuthbert Male High School	Cuthbert, Ga.
Dirt Town Academy	Dirt Town, Ga.
Elberton Female Collegiate Institute.	Elberton, Ga.
Mt. Paran Academy	Euharlee, Ga.
Fairmount Academy	Fairmount, Ga.
Fayetteville Seminary	Fayetteville, Ga.
Fort Valley Male Academy	Fort Valley, Ga.
Grantville High School	Grantville, Ga.
Braswell Academy	High Shoals, Ga.
Planters' High School	Hollonville, Ga.
Martin Institute	Jefferson, Ga.
Kingston High School	Kingston, Ga.
La Grange Male High School	La Grange, Ga.
Mount de Sales Academy	Macon, Ga.
Marietta High School for Boys and Girls.	Marietta, Ga.
Johnston Institute	Monroe, Ga.
Monroe Male and Female Academy.	Monroe, Ga.
Liberty Academy	Pine Level, Ga.
Raytown Academy	Raytown, Ga.
Reynolds Academy	Reynolds, Ga.
Rome Military Institute	Rome, Ga.
Sandersville High School	Sandersville, Ga.
Senoia High School	Senoia, Ga.
C. P. Beman School	Sparta, Ga.
Sylvania Academy	Sylvania, Ga.
Excelsior High School	Taylor's Creek, Ga.
Tazewell High School	Tazewell, Ga.
Thomson School for Boys and Girls.	Thomson, Ga.
Fulton High School	Trickum, Ga.
Way Cross High School	Way Cross, Ga.
Wynn's Mills Male and Female Academy.	Wynn's Mills, Ga.
Ursuline Convent of the Holy Family.	Alton, Ill.
Notre Dame Academy	Bourbonnais Grove, Ill.
St. Joseph's Female Academy	Cairo, Ill.
Misses Grant's Seminary	Chicago, Ill. (130 Dearborn ave.).
Sts. Benedict and Scholastica's Select School.	Chicago, Ill.
St. Mary's Institute	Quincy, Ill.
Rich Square School	Lewisville, Ind.
Academy of the Assumption.	South Bend, Ind.
St. Rose's Boarding and Day School.	Vincennes, Ind. (box 303).
St. Joseph's Academy of the Sacred Heart.	Cedar Rapids, Iowa.
Des Moines Collegiate Institute.	Des Moines, Iowa.
St. Joseph's Academy	Dubuque, Iowa.
Iowa City Academy	Iowa City, Iowa.
Kossuth Normal Academy	Kossuth, Iowa.
St. Mary's Female Academy.	Leavenworth, Kans.
St. Ann's Academy	Osage Mission, Kans.
La Rue English and Classical Institute.	Buffalo, Ky.
Ghent College	Ghent, Ky.
Holyoke Academy	Louisville, Ky.
Graves College	Mayfield, Ky.
Maysville Seminary	Maysville, Ky.
Minerva Male and Female College.	Minerva, Ky.
Bethlehem Literary Institution.	St. John (Hardin County), Ky.
Spencer Institute	Taylorsville, Ky.
West Liberty Male and Female Seminary.	West Liberty, Ky.
Collegiate Institute	Baton Rouge, La.
Convent of the Presentation.	Marksville, La.
Day School for Colored Children.	New Orleans, La.
Locquet-Leroy Female Collegiate Institute.	New Orleans, La.
McGrew Institute	New Orleans, La. (271 Harmony st.).
St. Aloysius Academy	New Orleans, La.
St. Mary's School for Colored Girls.	New Orleans, La.
St. Vincent's Academy	Shreveport, La.
Beechwood Academy	Tangipahoa, La.
Somerset Academy	Athens, Me.
China Academy	China, Me.
Lee Normal Academy	Lee, Me.
Litchfield Academy	Litchfield Corners, Me.
Mt. St. Agnes Academy	Baltimore, Md. (Mt. Washington).
Steuart Hall Collegiate and Commercial Institute.	Baltimore, Md. (1028 W. Baltimore street).
Mt. De Sales Academy	Near Catonsville, Md.
Academy of the Visitation	Frederick, Md.
Day and Boarding School for Young Ladies and Children.	Boston, Mass. (West Chester Park).
Otis Place School	Boston, Mass. (5 Otis Place).
Dean Academy	Franklin, Mass.
"The Elms"	Hadley, Mass.

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.
Miss Salisbury's School for Young Ladies.	Pittsfield, Mass.
Willow Park Seminary	Westboro', Mass.
German-American Academy	Detroit, Mich.
School of the Holy Apostles	Mankato, Minn.
Academy of Our Lady of Lourdes.	Rochester, Minn.
Assumption School	St. Paul, Minn.
St. Joseph's Academy	St. Paul, Minn.
Booneville Institute	Booneville, Miss.
Oakland Male and Female College.	Oakland, Miss.
Sardis Institute	Sardis, Miss.
Arcadia College and Academy of the Ursuline Sisters.	Arcadia, Mo.
St. Joseph's Academy	Edina, Mo.
Pilot Grove Collegiate Institute.	Pilot Grove, Mo.
St. Mary's Hall	Virginia City, Nev.
Academy of the Sisters of Mercy.	Manchester, N. H.
Appleton Academy	New Ipswich, N. H.
Coe's Northwood Academy	Northwood, N. H.
Dearborn Academy	Seabrook, N. H.
Trinity Hall	Beverly, N. J.
Hackensack Academy	Hackensack, N. J.
German-American School in the Martha Institute.	Hoboken, N. J. (cor. 6th st. and Park ave.).
St. Aloysius Academy	Jersey City, N. J.
St. Peter's College	Jersey City, N. J.
St. Elizabeth's Academy	Near Madison, N. J. (Convent Station.)
Tallman Seminary	Paterson, N. J. (York ave.).
Pennington Institute	Pennington, N. J.
Union Academy	Shiloh, N. J.
Stevensdale Institute	South Amboy, N. J.
Miss Sarah B. Mathews' School	Summit, N. J.
English, French, and Classical Institute.	Albany, N. Y. (131 Pearl street).
St. Mary's School for Girls	Albany, N. Y.
Alfred University (academic department).	Alfred, N. Y.
St. Elizabeth's Academy	Allegany, N. Y.
Young Ladies' Institute	Auburn, N. Y.
Brooks' Seminary for Young Ladies.	Brooklyn, N. Y.
Lockwood's Academy	Brooklyn, N. Y.
St. Mary's School	Brooklyn, N. Y.
Washington Avenue Institute for Young Ladies and Misses.	Brooklyn, N. Y. (394 Washington ave.).
Parker Union School	Clarence, N. Y.
Leseman's Institute	College Point, N. Y.
Coxsackie Academy	Coxsackie, N. Y.
Dansville Seminary	Dansville, N. Y.
Hamilton Female Seminary	Hamilton, N. Y.
Union Hall Seminary	Jamaica, (L. I.), N. Y.
Monticello Academy	Monticello, N. Y.
Trinity School	New Brighton, (S. I.), N. Y.
M'lle M. D. Tardivel's Institute for Young Ladies.	New York, N. Y. (25 W. 46th st.).
Moeller Institute	New York, N. Y. (336 W. 29th st.).
Murray Hill Institute	New York, N. Y. (1 W. 39th st.).
School for Boys	New York, N. Y. (10 W. 45th st.).
Stern's School of Languages	New York and Brooklyn, N. Y.
Sisterhood of Gray Nuns	Ogdensburg, N. Y.
Villa de Sales, Academy of the Visitation.	Near Parkville, N. Y.
Port Byron Free School and Academy.	Port Byron, N. Y.
Bishop's English and Classical School for Boys.	Poughkeepsie, N. Y.
Pelham Institute	Poughkeepsie, N. Y.
Riverview Academy	Poughkeepsie, N. Y.
Rochester Female Academy	Rochester, N. Y.
St. Andrews' Preparatory Seminary.	Rochester, N. Y. (Broome street).
Boarding and Day School for Young Ladies.	Rye, N. Y.
Rye Seminary	Rye, N. Y.
Sodus Academy	Sodus, N. Y.
Mountain Institute	Suffern, N. Y.
Unadilla Academy	Unadilla, N. Y.
Hartwell's Family School for Boys.	Unionville, N. Y.
Ravenscroft School	Asheville, N. C.
Princeton School	Princeton, N. C.
Washington School	Raleigh, N. C.
Wilson Collegiate Institute	Wilson, N. C.
Friends' Boarding School	Near Barnesville, Ohio.
Madison Seminary	Madison, Ohio.
Ursuline College	Nottingham, Ohio.
Savannah Academy	Savannah, Ohio.
Salem Academy	South Salem, Ohio.
Ursuline Convent of the Sacred Heart.	Toledo, Ohio.
Dague's Collegiate Institute	Wadsworth, Ohio.
St. Mary's Academy for Young Ladies.	Jacksonville, Oreg.
Jefferson Institute	Jefferson, Oreg.
St. Mary's Academy	Portland, Oreg.
St. Paul's Academy	St. Paul, Oreg.
Linden Female Seminary	Doylestown, Pa.
Collegiate Institute	Germantown, Pa.
Friends' Graded School	Germantown, Pa. (Maplewood ave.).
Germantown Day College	Germantown, Pa.
Friends' Central School	Philadelphia, Pa. (s. w. cor. 15th and Race sts.).
Friends' Select School	Philadelphia, Pa. (Germantown ave.).
Lauderbach Academy	Philadelphia, Pa. (108 S. Tenth st.).
Mt. Vernon Seminary and Kindergarten.	Philadelphia, Pa. (1313 Green st.).
Seminary for Young Ladies and Little Girls.	Philadelphia, Pa. (601 N. 18th st.).
S. W. Janney and Sisters' Select School.	Philadelphia, Pa. (1806 Wallace st.).
West Green Street Seminary.	Philadelphia, Pa. (1602 Green st.).
The Bishop Bowman Institute	Pittsburgh, Pa.
St. Mary's Academy	Pittsburgh, Pa.
Home School for Girls	West Philadelphia, Pa. (3511 Hamilton street).
York County Academy	York, Pa.
English, French, and German Boarding School.	Providence, R. I.
Brewer Normal School	Greenwood, S. C.
Chattanooga Female Seminary.	Chattanooga, Tenn.
Dickson Seminary	Dickson, Tenn.
Edwards Academy	Greeneville, Tenn.
Central Tennessee Conference Seminary.	Hollow Rock, Tenn.
Huntington High School	Huntington, Tenn.
Irving College	Irving College, Tenn.
South Normal School and Business Institute	Jonesboro', Tenn.
Lynchburg Male and Female Academy.	Lynchburg, Tenn.
Macedonia Male and Female Institute.	Macedonia, Tenn. (McKenzie P.O.)

List of institutions for secondary instruction, &c.—Continued.

Name.	Location.	Name.	Location.
Miss Higbee's School	Memphis, Tenn.	St. Alphonsus School	Wheeling, W. Va.
Young Ladies' School	Memphis, Tenn.	St. Joseph's Academy	Wheeling, W. Va.
Morristown Male High School	Morristown, Tenn.	St. Mary's School	Wheeling, W. Va.
Branner Female Institute	Mossy Creek, Tenn.	St. John's Female School	Milwaukee, Wis.
Southern Union Normal School.	Newbern, Tenn.	Academy of the Sacred Heart of Mary.	Washington, D. C. (8th and C sts. southwest).
Clear Spring Academy	Rheatown, Tenn.	English and French Boarding and Day School.	Washington, D. C. (1018 17th st. northwest).
Cumberland Institute	Near Sparta, Tenn.	Pinkney Institute	Washington, D. C. (818 Connecticut ave.).
Eaton Institute	Sparta, Tenn.	St. Matthew's Institute	Washington, D. C. (K st., bet. 14th and 15th).
West Texas Conference Seminary.	Austin, Tex.	School for Young Ladies and Children.	Washington, D. C. (908 Twelfth st.).
Ursuline Academy	Laredo, Tex.	Young Ladies' Seminary	Washington, D. C. (1730 Massachusetts ave.).
Linn Flat Academy	Linn Flat, Tex.	Academy of the Visitation	West Washington, D. C. (35th st.).
Alamo Military and Commercial Academy.	San Antonio, Tex.	Collegiate Institute for Young Ladies.	West Washington, D. C. (3100 N st. northwest).
The Grove Academy	The Grove, Tex.	Cherokee Female Seminary	Near Tahlequah, Ind. Ter.
St. Joseph's College and Diocesan Seminary.	Victoria, Tex.	Brigham Young College	Logan, Utah.
Mt. Anthony Seminary	Bennington Centre, Vt.	University of Utah	Salt Lake City, Utah.
Bristol Academy	Bristol, Vt.		
Bell Institute	Underhill, Vt.		
White Rock Female High School.	Near Fork Union, Va.		
Ann Smith Academy	Lexington, Va.		
Leache-Wood Seminary	Norfolk, Va.		
St. Mary's Female Academy	Norfolk, Va.		
Hoover's Select High School	Staunton, Va.		
Landon Female School	Stevensville, Va.		
Academy of the Sisters of St. Joseph.	Clarksburg, W. Va.		
French Creek Institute	French Creek, W. Va.		

TABLE VI.—*Memoranda.*

Name.	Location.	Remarks.
El Dorado High School	Eldorado, Ark	Closed.
Golden Gate Academy	Oakland, Cal	Name changed to Hopkins Academy.
Home Institute	San Francisco, Cal. (218 Eddy street).	Not found.
Trinidad Academy	Trinidad, Colo	Name changed to Tillotson Academy.
The Curtis School for Girls	Bethlehem, Conn	School changed to Curtis School for Boys.
Commercial and Military Institute	Bridgeport, Conn	Closed.
Fitch's Home School	Darien, Conn	Buildings in which this school was originally conducted are now used for a soldiers' home; school is continued under the name of Elmwood School.
Lewis Academy	Southington, Conn	A public high school.
Milton Academy	Milton, Del	Closed.
Brandywine Academy	Wilmington, Del	Not found.
Wyoming Institute of Delaware	Wyoming, Del	Closed.
Limetta Academy	Bay St. Joseph, Fla	See Limetta Academy, Yellow Bluff; identical.
Santa Rosa County Graded Free School.	Milton, Fla	Name of this institution changed to West Florida Institute, which name has in turn been changed to Santa Rosa Academy.
Antioch Academy	Antioch, Ga	Merged in the Mulberry Grove Academy.
Grooverville Academy	Boston, Ga	See Grooverville Academy, Key, Ga.
Brantley High School	Brantley, Ga	A public elementary school.
Franklin Institute	Carnesville, Ga	This institute exists only in name.
Cartersville Female Academy	Cartersville, Ga	Apparently superseded by Cartersville Seminary.
Erwin Street School	Cartersville, Ga	Closed.
The Methodist Episcopal School	Cartersville, Ga	Not known.
Farmers' High School	Houston, Ga	See Farmers' High School, Owensbyville.
Howard Institute	Marietta, Ga	Closed.
Perry Male Academy	Perry, Ga	Closed temporarily.
Camden County Academy	St. Mary's Ga	Closed.
Scarboro' Academy	Scarboro', Ga	Not in existence.

TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
Sharon Business Institute	Sharon, Ga	Superseded by N. E. Ware's Business and Literary Institute.
Philomath Institute	Woodville, Ga	See Philomath Institute, Philomath.
German-American Institute	Chicago, Ill	See German-American Academy of Chicago.
German School of North Peoria	Peoria, Ill	Closed.
Battle Ground Collegiate Institute	Battle Ground, Ind	Suspended; interests are now centered at Montezuma, Ind.
Collegiate Institute	La Grange, Ind	Closed.
Eldora Academy	Eldora, Iowa	Closed.
Lettsville Academy	Lettsville, Iowa	No academy exists here.
Manchester Academy	Manchester, Iowa	Became a public high school in September, 1882.
Oelwein Seminary	Oelwein, Iowa	Closed.
Geneva Academy	Geneva, Kans	Closed.
Calvary Academy	Near Lebanon, Ky	See Calvary Academy, Calvary; identical.
Home School for Girls	Lebanon, Ky	Closed.
Sayre Female Institute	Lexington, Ky	See Table VIII.
Threlkeld Select School	Lexington, Ky	Closed.
Hampton Institute	Louisville, Ky	Name changed to Hampton College.
Preparatory School for Girls	Louisville, Ky	Closed.
Christian Brothers' College	New Orleans, La	See St. Mary's College; identical.
St. Augustine's School	New Orleans, La	Not in existence.
Select School	New Orleans, La	See Evangelical Lutheran Progymnasium; identical.
Eaton Family and Day School	Norridgewock, Me	Name changed to Norridgewock English and Classical Institute.
City of Portland School	Portland, Me	Principal removed.
New Education Seminary	Baltimore, Md. (343 Linden avenue).	Removed; not found.
Pembroke School for Boys	Baltimore, Md	Closed.
School of Letters and Science for Boys.	Baltimore, Md	Closed.
McDonogh School	Owing's Mills, Md	Post-office changed to McDonogh.
English and Classical Institute	Boston, Mass. (40 Cortes street).	Closed.
Leicester Academy	Leicester, Mass	See preparatory schools, Table VII.
St. Croix Valley Academy	Afton, Minn	Not now in existence.
Grove Lake Academy	Grove Lake, Minn	Removed to Sauk Centre and name changed to Sauk Centre Academy of Individual Instruction.
High Forest Methodist Episcopal Seminary.	High Forest, Minn	Closed.
Rochester English and Classical School.	Rochester, Minn	Sold to the principal of Rochester Seminary and Normal School.
St. Louis School	St. Paul, Minn	A parish school only.
Baptist Female College	Hernando, Miss	College no longer in existence; small private school maintained in building.
Iuka Female Institute	Iuka, Miss	Merged in Iuka Normal Institute, Table III.
Starkville Female Institute	Starkville, Miss	See Table VIII.
Southwest Baptist College	Bolivar, Mo	See Table IX.
Mt. Pleasant College	Huntsville, Mo	Buildings destroyed by fire July, 1882.
Bartram's German-English Academy	St. Louis, Mo	A department in Johnson's Commercial College (see Table IV).
St. Patrick's Academy	St. Louis, Mo	Closed.
Sedalia Collegiate Institute	Sedalia, Mo	Suspended.
Pawnee City Academy	Pawnee City, Nebr	Suspended.
English and Classical School	Concord, N. H	Closed.
Hillsborough Bridge Union School and Valley Academy.	Hillsborough Bridge, N. H.	A common district school.
North Conway Academy	North Conway, N. H	Closed.
Kearsarge School of Practice	Wilmot, N. H	Removed to Fisherville.
Wykeham Institute	Bergen Point, N. J	Closed.
English and Classical School	Flemington, N. J	Closed.
Morris Classical Institute	Morristown, N. J	Closed.
Blum's School	Newark, N. J	Removed to Belleville.
Trenton Academy	Trenton, N. J	Buildings rented to city for public school.
German, English, and French Institute.	Brooklyn, N. Y	Name changed to Christiansen Institute.
Juvenile High School	Brooklyn, N. Y	Closed.
Professor Davison's Institute	Brooklyn, N. Y	Removed to Yonkers, N. Y., and opened as a preparatory school. See Table VII.
State Street Academy	Brooklyn, N. Y	Closed.
Chatham Academy	Chatham, N. Y	Closed.
Cottage Seminary	Clinton, N. Y	Closed.
Dwight's Home School for Young Ladies	Clinton, N. Y	Closed.

TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
Deansville Academy	Deansville, N. Y	Closed.
Fergusonville Academy	Fergusonville, N. Y	Closed.
School for Young Ladies and Children (Miss L. Halpin).	Irvington-on-the-Hudson.	Not in existence.
Martin Institute	Martinsburg, N. Y	Closed.
Montgomery Academy	Montgomery, N. Y	Became the academic department of the Union Free School at the beginning of the year 1882.
Classical School	New York, N. Y. (54 West 33d street).	Removed; not found.
Mme. Macé Lefranc's French, German, and English Boarding and Day School.	New York, N. Y	Closed.
Brooks Seminary for Young Ladies	Poughkeepsie, N. Y	Removed to Brooklyn.
German-American Institute	Stapleton, N. Y	Name changed to Edgewater Institute.
Rogersville Union Seminary	South Dansville, N. Y.	No session for 1882–'83; will probably be reopened September, 1883.
Riverside Seminary	Wellsville, N. Y	Buildings burned and school closed.
Candler College	Asheville, N. C	Suspended for want of funds.
Hughes Academy	Cedar Grove, N. C	Closed.
Charlotte Female Institute	Charlotte, N. C	Transferred to Table VIII.
East Bend Academy	East Bend, N. C	Not in existence.
Kinston Collegiate Institute	Kinston, N. C	Ceased to exist.
Bingham School	Mebaneville, N. C	Post-office changed to Bingham School.
Mt. Airy Academy	Mt. Airy, N. C	Superseded by Mt. Airy High School for Boys.
Raleigh High School	Raleigh, N. C	Not in existence.
Sylvan Academy	Snow Camp, N. C	Not in existence.
St. Francis' Gymnasium	Cincinnati, Ohio	Name changed to St. Francis' Ecclesiastical College.
Hopedale Normal School	Hopedale, Ohio	Name changed to Hopedale Normal College.
Lexington Male and Female Seminary	Lexington, Ohio	Closed.
Morning Sun Academy	Morning Sun, Ohio	Closed.
Smithville High School	Smithville, Ohio	Changed to Smithville Normal College.
Northern Ohio Collegiate Institute	South New Lyme, Ohio	Name changed to New Lyme Institute.
Linnean Academy	Harrisburg, Oreg	Closed.
Academy of Mary Immaculate	The Dalles, Oreg	Name changed to St. Mary's Academy.
Eldersridge Academy for Males and Females.	Eldersridge, Pa	See Eldersridge Classical and Normal Academy; identical.
Parkesburg Classical Institute	Parkesburg, Pa	See Parkesburg Academy; identical.
R. S. Ashbridge's School for Girls	Philadelphia, Pa	Superseded by R. S. Ashbridge and L. V. Smith's School for Young Ladies and Children.
Langton Select Academy	Philadelphia, Pa	Closed.
William Penn Charter School	Philadelphia, Pa	Transferred to Table VII.
Cottage Seminary for Young Ladies	Pottstown, Pa	Closed.
Unionville Academy	Unionville, Pa	Superseded by Unionville Public High School.
Miss Smith's Family and Day School	West Chester, Pa	Closed; principal being associate principal in R. S. Ashbridge and L. V. Smith's School for Young Ladies and Children, Philadelphia.
School of St. John the Evangelist	Barrington Centre, R. I	Closed.
Curryton Baptist High School	Hamburg, S. C	Closed.
Yorkville Female College	Yorkville, S. C	Superseded by Yorkville High School.
Kingsley Seminary	Arcadia, Tenn	Post-office changed to Bloomingdale.
Buffalo Institute	Cave Spring, Tenn	Succeeded by Milligan College.
Columbia Normal School	Columbia, Tenn	Closed.
Morristown Female High School	Morristown, Tenn	Superseded by Morristown Female Institute.
Nashville Academy	Nashville, Tenn	Closed, being superseded by Nashville College for Young Ladies; Table VIII.
Oak Hill Institute	Norris Creek, Tenn	Now a public school.
Arlington Academy	Powder Spring Gap, Tenn.	No school now.
Ripley Academy	Ripley, Tenn	Superseded by Lauderdale Institute.
West Tennessee Normal School and Business Institute.	Ripley, Tenn	Not in existence.
Sequachee College	Roberson's Cross Roads, Tenn.	Post-office changed to Sequachee College.
Corsicana Female College	Corsicana, Tex	Not in existence.
East Texas University	Tyler, Tex	Buildings now used by Tyler graded schools.
Rural Home	Pownal, Vt	Closed.
Belle Haven Institute	Alexandria, Va	No session for 1882–'83; to be reopened September, 1883.
Gordonsville Female Institute	Gordonsville, Va	Not in existence.

TABLE VI.—*Memoranda*—Continued.

Name.	Location.	Remarks.
Locust Dale Academy	Locust Dale, Va	Removed to Greenwood Depot and name changed to Greenwood; transferred to Table VII.
Church School	Norfolk, Va	Name changed to Private School.
Albion Academy and Normal Institute	Albion, Wis	Closed; to be reopened September, 1883.
Dupont Academy	Marion, Wis	Not in existence.
Marshall Academy	Marshall, Wis	Not in existence.
The Archer Institute	Washington, D. C	Superseded by The Norwood Female Institute.
Miss Calkins's Select School	Washington, D. C	Principal has left the city.
German and English School	Washington, D. C	A parish school.
Metropolitan Seminary and Kindergarten.	Washington, D. C	Closed.
Osborne Seminary	Washington, D. C	Closed.
St. Matthew's Academy	Washington, D. C	Name changed to Academy of the Holy Cross.
School for Young Ladies	Washington, D. C. (New York ave. near 13th).	See Mrs. C. B. Burr's School; identical.
Spencer Academy	Doaksville, Ind. Ter	Removed to Nelson.
Albuquerque Academy	Albuquerque, N. Mex.	Removed to New Albuquerque.
Rocky Mountain Seminary	Salt Lake City, Utah	Name changed to Salt Lake Seminary.
Whitman Seminary	Walla Walla, Wash. Ter.	Name changed to Whitman College and Seminary, and college work added; see Table IX.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1882; *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	Oak Mound School	Napa, Cal	.....	1873	C. M. Walker	Non-sect.	4	2	8	54	6	2	.....	.....	4	40
2	California Military Academy	Oakland, Cal	0	1865	Rev. David McClure, PH. D.	P. E.	5	.....	.....	.....	.....	.....	9	3	4	40
3	Oakland High School	Oakland, Cal	0	1869	J. B. McChesney, A. M.	Non-sect.	9	.....	.....	a300	14	9	.....	40	3	43
4	St. Helena Academy	St. Helena, Cal	1882	1882	Rev. Lowell L. Rogers, A. M.	Non-sect.	4	10	15	80	0	2	5	.....	4	40
5	Jarvis Hall	Denver, Colo	.....	.....	Charles Hill, head master	P. E.	5	.....	.....	a60	.....	.....	.....	.....	.....	.....
6	Hartford Public High School	Hartford, Conn	0	1638	Joseph Hall, A. M.	Non-sect.	16	100	50	300	12	12	4	55	4	40
7	Collegiate and Commercial Institute.	New Haven, Conn	.....	1836	William H. Russell, A. M.	Non-sect.	15	.....	.....	.....	.....	.....	.....	.....	.....	38
8	Hopkins Grammar School	New Haven, Conn	1660	1664	William L. Cushing, rector	Non-sect.	4	74	20	.....	11–12	18	5	0	5	38
9	Norwich Free Academy	Norwich, Conn	1854	1856	Rev. William Hutchison, A. M.	Non-sect.	8	45	6	145	.....	6	1	18	4	41
10	Connecticut Literary Institution	Suffield, Conn	1833	1833	Martin H. Smith, A. M.	Baptist	9	30	10	140	.....	.....	.....	.....	4	39
11	Woodstock Academy	Woodstock, Conn	1802	1802	William E. Bunten	Cong	3	10	4	16	.....	3	0	0	3	39
12	Academy of Richmond County	Augusta, Ga	1783	1783	George W. Rains, M. D., LL. D., chairman.	Non-sect.	5	17	20	80	12	.....	.....	11	4	40
13	South Georgia Male and Female College.	Dawson, Ga	1882	1881	M. A. McNulty, A.M., president	Non-sect.	9	....	0	a289	.....	.....	.....	.....	5	40
14	Harvard School	Chicago, Ill. (2101 Indiana avenue).	0	1871	J. J. Schobinger and John C. Grant.	Non-sect.	10	26	14	65	.....	3	4	3	5	40
15	Higher School for Boys	Chicago, Ill. (312 Chicago avenue).	.....	1876	Charles N. Fessenden	Non-sect.	6	40	....	35	10	3	.....	.....	.....	40
16	Knox Academy	Galesburg, Ill	1837	1838	George Churchill, A. M	Non-sect.	9	60	40	82	14	18	24	.....	3	38
17	Whipple Academy	Jacksonville, Ill	.....	1869	H. W. Johnston, A. M	Non-sect.	8	25	30	13	.....	.....	.....	.....	2, 3	36

a Whole number of students.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1882, *&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
18	Evangelisch-Lutherisches Collegium.*	Mendota, Ill	1875	1868	Rev. Sigmund Fritschel, D. D	Ev. Luth	4	....	....	*a*19	.....	.....	.....	.....	4	40
19	Morgan Park Military Academy*	Morgan Park, Ill	.....	1873	Edward N. Kirk Talcott	Non-sect.	6	5	2	32	.....	1	0	.....	.....	40
20	St. Francis Solanus College	Quincy, Ill	1873	1860	Rev. P. Anselmus Mueller, O. S. F., president.	R. C	12	21	....	81	10	41	.....	4	6	40
21	Fort Wayne College	Fort Wayne, Ind	1847	1848	Rev. W. F. Yocum, A. M., D. D.	M. E	10	5	19	371	.....	.....	.....	.....	.....	42
22	Indianapolis Classical School	Indianapolis, Ind	1880	1876	Theodore L. Sewall, A. B	Non-sect.	10	....	....	*a*150	8	.....	.....	.....	5	39
23	Burlington University	Burlington, Iowa	1852	1852	Edward F. Stearns, A. M	Baptist	5	3	....	43	.....	1	.....	6	4	38
24	St. John's Academy	Garden Grove, Iowa	.....	1882	Rev. George Frederic Degen, A. M.	P. E	2	4	1	39	.....	.....	.....	.....	.....	37
25	Edward Little High School	Auburn, Me	1870	1870	George C. Purington	Non-sect.	4	35	2	63	15	4	1	11	4	36
26	Hebron Academy	Hebron, Me	1804	1805	W. W. Mayo, A. B	Baptist	5	22	0	61	(*b*)	4	0	4	4	40
27	Houlton Academy	Houlton, Me	1847	1847	Rev. W. S. Knowlton, A. M	Baptist	....	....	....	....	.....	.....	.....	.....	3, 4	33
28	Nichols Latin School	Lewiston, Me	1868	1868	Ivory F. Frisbee, A. B	Free Bap.	4	63	0	2	.....	.....	.....	.....	3	39
29	Maine Central Institute*	Pittsfield, Me	1866	1866	J. H. Parsons, A. B	Free Bap.	6	48	6	174	.....	6	.....	19	4	40
30	Waterville Classical Institute	Waterville, Me	1842	1829	J. H. Hanson, LL. D	Baptist	5	114	0	44	(*b*)	22	0	9	3, 4	40
31	Friends' Elementary and High School.	Baltimore, Md. (Lombard st., near Eutaw).	0	1864	Eli M. Lamb	Friends	17	20	13	351	8	14	6	20	10	40
32	University School for Boys*	Baltimore, Md	.....	1880	W. S. Marston	Non-sect.	3	17	2	1	.....	5	1	.....	.....	36
33	Maupin's University School	Ellicott City, Md	.....	1880	James M. Garnett, M. A., LL. D. *d*	Non-sect.	2	....	....	*a*24	10–20	1	.....	2	(*b*)	39
34	Rockville Academy	Rockville, Md	1805	1808	Cooke D. Luckett	Non-sect.	2	15	11	18	(*b*)	2	2	8	4	42
35	Phillips Academy	Andover, Mass	1780	1778	Cecil F. P. Bancroft, PH. D	Non-sect.	8	158	88	0	(*b*)	38	14	15	4, 3	38½
36	Cushing Academy	Ashburnham, Mass	1865	1875	James E. Vose	Non-sect.	6	14	0	156	14	2	0	20	4	36
37	Chauncy Hall School*	Boston, Mass. (259 Boylston street).	0	1828	William H. Ladd	.....	20		(278)		9	.....	.....	.....	6	41

38	English High School	Boston, Mass		1821	Francis A. Waterhouse, head master.	Non-sect.	16	(413)		(e)				4		
39	Girls' Latin School	Boston, Mass		1878	John Tetlow, A. M	Non-sect.	8	(145)		12	7		2	6	40	
40	Private Classical School	Boston, Mass. (40 Winter street).		1866	G. W. C. Noble	Non-sect.	5	70	5	10	8	1		6	40	
41	Private Classical School	Boston, Mass. (20 Boylston Place).		1868	John P. Hopkinson	Non-sect.	7	(107)	3	10	14			7	37	
42	Public Latin School	Boston, Mass. (Bedford street).	0	1635	Moses Merrill, PH. D., head master.	Non-sect.	14	381	0	0	(b)	28		1	6	40
43	Cambridge High School	Cambridge, Mass		1847	William F. Bradbury, head master.	Non-sect	12	46	370	(b)	18	1	48	2, 4, 5	40	
44	Day and Family School	Cambridge, Mass. (13 Appian Way).		1865	Joshua Kendall		2	7	2	3	12	1				36
45	Public High School	Concord, Mass		1851	William L. Eaton		4	12	3	60	14	4		6	4	39
46	Preparatory department in Home School for Young Ladies.	Everett, Mass		1874	Mrs. A. P. Potter	Baptist	(f)	4	(f)					4	38	
47	Lawrence Academy	Groton, Mass	1793	1793	Nathan Thompson, A. M	Cong	5	6	4	47	(b)	2	0	9	3	39
48	Elmwood Institute*	Lanesborough, Mass			Rev. A. A. Gilbert, A. M											
49	Leicester Academy	Leicester, Mass	1784	1784	C. A. Page, A. M		2	7	3	59		0	0	4	39	
50	Monson Academy	Monson, Mass	1804	1806	George J. Cummings, M. A	Cong	3	3	97	(b)	1		1	4	39	
51	Classical School for Girls	Northampton, Mass		1877	Miss Mary A. Burnham	Cong	15	15	0	53		4	0	0	5	36
52	Allen Home School	Northborough, Mass	0	1882	Edward A. H. Allen, C. E	Non-sect.	6	2	6	7	12	0	1		4	38
53	Mr. Knapp's Home School for Boys.	Plymouth, Mass		1867	F. N. Knapp	Non-sect.	4	5	2	9	10	2	3	2	5	40
54	Arms Academy*	Shelburne Falls, Mass.			Charles D. Seely, A. M		5			a126					4	41
55	Pratt's English and Classical School for Boys.	Shelburne Falls, Mass		1882	H. A. Pratt, A. M		2					2				40
56	St. Mark's School	Southborough, Mass	1865	1865	William E. Peck, acting head master.	P. E	5	56			12	8			6	38
57	Greylock Institute	South Williamstown, Mass.	0	1842	George F. Mills, A. M	Cong	9	18	5	40	12	1	1	0	5	37
58	Springfield Collegiate Institute	Springfield, Mass		1874	Clarence E. Blake, A. M	Non-sect.	7	3	0	40	(b)			2	4	40
59	Edwards Place School	Stockbridge, Mass		1855	Ferdinand Hoffmann	Non-sect.	1	3	3		12	2	1	2	(b)	52
60	Dana Hall School	Wellesley, Mass		1880	Misses Julia A. and Sarah L. Eastman.	Non-sect.	7	7	38			5	0	0	4	38
61	West Newton English and Classical School.	West Newton, Mass	1855	1854	Nathaniel T. Allen	Non-sect.	13	15	12	80	10	0	6	15	8	37
62	Worcester Academy*	Worcester, Mass	1834	1834	Nathan Leavenworth, A. M	Baptist	4	35	4	43	12	6	0	4	4	39
63	Michigan Military Academy	Orchard Lake, Mich	1877	1877	Col. J. Sumner Rogers, superintendent.	Non-sect.	6	10	15	75	(b)	5		2	4	36
64	Smith Academy	St. Louis, Mo	1853	1857	Denham Arnold, A. M	Non-sect.	19	62	63	249	11	8	7	13	6	40
65	Austin Academy	Centre Strafford, N. H.	1830	1830	I. Copp	Non-sect.	2			32						22
66	St. Paul's School	Concord, N. H	1855	1856	Rev. Henry A. Coit, D. D	P. E	20	190	50	25	12	30	6	5	6	38
67	Phillips Exeter Academy	Exeter, N. H	1781	1783	Albert C. Perkins, PH. D	Non-sect.	6	180	6	25	13	42	3	5	4	38
68	Kimball Union Academy	Meriden, N. H	1813	1815	Marshall R. Gaines, A. M	Cong	4	14	6	30	12	7		12	3	39
69	McCollom Institute	Mt. Vernon, N. H	1850	1850	Lucian Hunt, A. M	Non-sect.	4	15	0	28	(b)	0	0	2	4	36
70	Colby Academy	New London, N. H	1837	1836	James P. Dixon, A.M., president	Baptist	9	23	0	112	15	4	0	9	4	37

* From Report of the Commissioner of Education for 1881.

a Whole number of students.

b Not specified.

c These statistics are for the year ending June 14, 1882, up to which time the school was known as Garnett's University School.

d Succeeded in September, 1882, by Prof. Chapman Maupin, M. A.

e Thirteen years for boys and 14 years for girls.

f See Table VI.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1882, *&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
71	Farnum Preparatory School	Beverly, N. J	1856	1856	J. Fletcher Street, A. M	Non-sect.	6	2	1	109	6	0	0	8	10	40
72	Burlington Military College	Burlington, N. J	1846	1846	Rev. E. Maxwell Reilly	P. E	6	18	2	30	10	6	2	12	4	40
73	Peddie Institute	Hightstown, N. J	1866	1869	Rev. John Greene, A. M	Baptist	11	12	6	146	(*a*)	6	.....	2	5	40
74	Stevens High School	Hoboken, N. J	.....	1870	Rev. Edward Wall, A. M	Non-sect.	6	7	40	37	(*a*)	2	14	2	5	35
75	Rutgers College Grammar School.	New Brunswick, N. J.	1770	1770	E. T. Tomlinson, head master	Reformed	6	60	43	.....	.....	.....	.....	.....	5	40
76	Pennington Seminary	Pennington, N. J	1839	1840	Rev. Thomas Hanlon, D. D., president.	M. E	3	20	10	20	.....	8	2	.....	3	40
77	Cazenovia Seminary	Cazenovia, N. Y	1825	1824	Rev. J. D. Phelps, A M	M. E	10	30	5	200	15	12	2	11	4	39
78	Claverack College and Hudson River Institute.	Claverack, N. Y	1779 1854	1779	Rev. Alonzo Flack, PH. D., president.	Non-sect.	*b*35	*c*40	*c*10	*c*217	(*a*)	10	6	12	2, 4	39
79	Fort Edward Collegiate Institute	Fort Edward, N. Y	1854	1854	Rev. Joseph E. King, D. D., PH. D., president.	Non-sect.	13	12	8	220	.....	4	3	.....	3	39
80	Colgate Academy	Hamilton, N. Y	1853	1832	Rev. F. W. Towle, PH. D	Baptist	7	75	15	32	14	16	0	8	4	40
81	Cook Academy	Havana, N. Y	1872	1873	Albert C. Hill, A. M	Baptist	8	.....	.....	.....	14	.....	5	5	4	39
82	Ithaca High School	Ithaca, N. Y	.....	1875	D. O. Barto	.....	5	9	20	125	.....	12	.....	8	4	40
83	Private Preparatory School	Ithaca, N. Y	.....	1876	L. A. Wait	Non-sect.	4	10	30	10	(*a*)	7	15	8	4	40
84	Kinderhook Academy	Kinderhook, N. Y	1823	1824	John B. Alexander, A. M	Reformed	3	5	10	20	9	3	.....	1	4	40
85	Kingston Free Academy	Kingston, N. Y	1795	1773	Francis J. Cheney, A. M	.....	6	7	1	150	.....	2	.....	13	3	42
86	Siglar's Preparatory School	Newburgh, N. Y. (Seminary Place).	0	1863	Henry W. Siglar, M. A	Non-sect.	3	20	1	16	8	3	0	.....	6	38
87	Arnold School	New York, N. Y	.....	1879	Charles A. Miles	Non-sect.	7	20	....	30	8	5	0	0	.....	40
88	Charlier Institute	New York, N. Y. (Central Park).	0	1855	Prof. Elie Charlier, director	Non-sect.	30	50	20	130	7	12	6	20	10	39
89	Columbia Grammar School	New York, N. Y. (333 4th avenue).	.....	1763	R. S. Bacon, M. D., A. M., and B. H. Campbell, A. M.	Non-sect.	15	65	35	135	7–8	15	10	20	8	38

90	De La Salle Institute	New York, N. Y. (48 2d street).	1861	1858	Brother Maurice	R. C	11	56	....	110	8	5	.....	15	8	44
91	New York Latin School	New York, N. Y. (8 E. 47th street).	.....	1874	Virginius Dabney	.....	8	20	5	31	.....	1	.....	1	6	40
92	Preparatory Scientific School	New York, N. Y. (341 Madison avenue).	.....	1872	Alfred Colin	Non-sect.	3	0	10	7	(a)	0	5	2	4	38
93	Private School for Boys	New York, N. Y. (20 W. 43d street).	0	1873	Arthur H. Cutler, A. B	Non-sect.	9	51	2	2	10	4	0	0	8	38
94	School of Mines Preparatory School.	New York, N. Y. (32 E. 45th street).	.....	1882	J. Woodbridge Davis, C. E., PH. D.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
95	University Grammar School	New York, N. Y. (1481 Broadway).	.....	1837	M. M. Hobby and William L. Akin, A. M.	Non-sect.	9	28	8	62	6	0	0	0	(a)	40
96	Mohegan Lake School*	Peekskill, N. Y	.....	1850	W. C. Willcox	Presb	6	4	5	31	10	0	3	5	4	40
97	Cottage Hill School*	Poughkeepsie, N. Y	.....	.....	John Miley	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98	Bradford Mansion School	Rye (P. O., Harrison), N. Y.	.....	1880	Rev. Charles Jewett Collins, A. M.	Non-sect.	4	8	7	9	(a)	.....	.....	3	.....	40
99	Park Institute	Rye, N. Y	.....	1869	Henry Tatlock, M. A	Non-sect.	5	25	5	21	10	0	0	0	6	40
100	Fairview Institute	Saratoga Springs, N. Y.	.....	1872	Otto von Below	P. E	4	5	4	21	8	3	2	2	4	40
101	Union Classical Institute	Schenectady, N. Y	1855	1855	Charles S. Halsey	Non-sect	7	41	9	138	.....	15	.....	21	3	42
102	St. John's School	Sing Sing, N. Y	.....	1869	B. Stuyvesant Gibson, A. M., head master.	P. E	9	10	6	64	10–15	6	.....	.....	6	40
103	De Veaux College	Suspension Bridge, N. Y.	1853	1857	Wilfred Harold Munro, A. M., president.	P. E	7	40	10	9	10	3	1	3	7	40
104	Prof. Davison's Institute *d*	Yonkers, N. Y. (181 Woodworth avenue).	0	1859	Rev. I. S. Davison	Presb	1	8	0	5	.....	5	0	.....	.....	40
105	Rev. M. R. Hooper's Academy for Boys.	Yonkers, N. Y	.....	1867	Rev. M. R. Hooper, M. A., head master.	Non-sect.	5	26	1	49	.....	.....	1	3	.....	40
106	The Yale School	Yonkers, N. Y	.....	1877	Theodore F. Leighton, B. A	.....	4	15	3	7	.....	1	2	.....	.....	40
107	Chickering Classical and Scientific Institute.	Cincinnati, Ohio (George street, bet. Smith and John).	0	1855	W. H. Venable, A. M	Non-sect.	13	30	20	120	6	5	4	.....	11	40
108	Collegiate School	Cincinnati, Ohio (6 W. 4th street).	.....	1803	Rev. J. Babin, A. B	Non-sect.	4	....	....	18	7	.....	.....	.....	10	40
109	Brooks Military Academy	Cleveland, Ohio (Sibley street).	1874	1874	Amos H. Thompson, head master.	Non-sect.	5	20	....	57	11	1	0	0	7	38
110	Collegiate Preparatory School for Young Gentlemen.	Dayton, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
111	Kenyon Grammar School	Gambier, Ohio	.....	1837	H. N. Hills, A. B	P. E	6	45	17	6	13	.....	14	.....	4	38
112	Western Reserve Academy	Hudson, Ohio	.....	.....	Newton B. Hobart, A. M	.....	4	....	....	.....	.....	.....	.....	.....	2, 4	37
113	Ohio Central College	Iberia, Ohio	1854	1849	Rev. John P. Robb, A. M., president.	Non-sect.	4	.....	(77)	.....	.....	.....	.....	.....	4	38
114	Miami Classical and Scientific Training School for Boys.	Oxford, Ohio	.....	1877	Isaiah Trufant, A. M., and B. F. Marsh, A. M.	Non-sect.	5	24	18	32	10	10	2	15	3	40
115	Chambersburg Academy	Chambersburg, Pa	1797	1793	J. H. Shumaker, PH. D	Non-sect.	3	12	6	32	12	4	3	7	4	39
116	Germantown Academy	Germantown, Pa. (School Lane).	1784	1760	William Kershaw, A. M., PH. D.	Non-sect	11	.....	(210)	.....	7	4	4	6	6	40
117	Wyoming Seminary*	Kingston, Pa	1844	1844	Rev. David Copeland, PH. D., D. D.	M. E	14	15	20	155	12	1	2	5	3, 4	40
118	Franklin and Marshall Academy	Lancaster, Pa	.....	1836	Rev. James Crawford, A. M., rector.	Reformed	3	25	....	15	(a)	.....	.....	.....	2	39

* From Report of the Commissioner of Education for 1881.
a Not specified.
b For all departments.
c Includes students reported in Table VIII.
d These figures are for the year ending June 23, 1882, up to which time the school was at Brooklyn.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1882, *&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
119	University Academy	Lewisburg, Pa	1846	1846	William E. Martin, A. M	Baptist	6	43	19	8	.....	14	1	5	3	40
120	Lewistown Academy	Lewistown, Pa	1815	.....	W. H. Schuyler, PH. D	Non-sect.	7	16	1	83	10	3	0	2	7	39
121	Palatinate College	Myerstown, Pa	1868	1868	Rev. George B. Russell, D. D., president.	Reformed	8	45	37	28	14	12	6	8	5	40
122	North Wales Academy and School of Business.	North Wales, Pa. (P. O. box 725).	0	1871	Samuel U. Brunner	Non-sect.	4	3	5	30	10	2	3	4	3	40
123	Fewsmith Classical School*	Philadelphia, Pa. (1008 Chestnut street).	.....	1857	William Fewsmith, M. A	Non-sect.	4	4	7	29	9	4	3	7	3, 4	40
124	The New Wellesley School	Philadelphia, Pa. (2027 Chestnut street).	.....	1882	Miss Elizabeth B. Root, A. B	Non-sect.	6	.....	.....	.....	.....	.....	.....	.....	4	37
125	North Broad Street Select School for Young Men and Boys.	Philadelphia, Pa. (700 N. Broad street).	0	1868	George Eastburn, M. A	Non-sect.	13	38	5	100	10	5	2	9	6	40
126	William Penn Charter School	Philadelphia, Pa. (8 S. 12th street).	1711	1689	Richard M. Jones, M. A., head master.	Friends	8		(135)		.....	5	3	.....	.....	39
127	Preparatory School for Lehigh University.	South Bethlehem, Pa	.....	1878	William Ulrich, PH. D	Non-sect.	5	6	25	38	12	31	.....	.....	4	40
128	West Philadelphia Latin School.	West Philadelphia, Pa. (509 S. 42d street).	.....	1874	J. Morgan Rawlins, A. M	.....	.....	.....	.....	.....	8	.....	.....	.....	.....	40
129	Wilkes-Barre Academy	Wilkes-Barre, Pa	1881	1878	Henry S. Green, A. B	Non-sect.	8	28	25	9	10	6	3	0	7	37½
130	York Collegiate Institute*	York, Pa	1873	1873	Rev. James McDougall, jr., PH. D.	Presb	7	20	5	75	(*a*)	3	2	7	5	40
131	Preparatory School*	Bristol, R. I	.....	.....	Rev. John H. Converse	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
132	Greenwich Academy*	East Greenwich, R. I	1802	1802	Rev. Francis D. Blakeslee, A.M.	M. E	12	.....	.....	b143	.....	.....	.....	.....	3	40
133	Rogers High School	Newport, R. I	0	1873	Frederic W. Tilton	Non-sect.	7	40	4	92	(*a*)	7	0	13	4	40

134	English and Classical School	Providence, R. I. (49 Snow street).	.....	1864	William A. Mowry, A. M., PH. D., and Charles B. Goff, A. M.	.....	14	101	10	164	8	14	2	13	10	39
135	University Grammar School	Providence, R. I	.....	1764	Merrick Lyon, A. M., LL. D., and Emory Lyon, A. M., M. D.	Baptist	4	38	....	24	8	7	.....	8	4	38
136	State Military Academy	Charleston, S. C	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
137	Mt. Zion Institute	Winnsboro', S. C	1773	1777	R. Means Davis	Non-sect.	5	2	3	25	(a)	1	0	3	3	40
138	Manchester College	Manchester, Tenn	1867	1869	James A. Clark	Non-sect.	....	95	....	.....	.....	.....	.....	.....	4	40
139	McTyeire Institute	McKenzie, Tenn	c1870	1871	Rev. E. B. Chappell, B. A., and Granville Goodloe, M. A.	M. E. So.	4	....	....	d171	(a)	6	.....	13	4	40
140	Tullahoma College	Tullahoma, Tenn	1877	1876	Rev. Joseph Duffy	M. E.	5	....	....	d107	7	.....	.....	.....	7	40
141	Burr and Burton Seminary	Manchester, Vt.	1829	1833	John W. Simonds	Cong	4	6	....	74	.....	.....	.....	4	3, 4	37
142	Green Mountain Seminary	Waterbury Centre, Vt.	1862	1869	Miss Lizzie Colley	F. W. Bap	6	8	4	74	(a)	1	0	12	3, 4	36
143	Kenmore University High Sch'l.	Amherst C. H., Va	.....	1872	H. A. Strode	.....	2	.....	.....	.....	.....	2	.....	.....	.....	40
144	Bellevue High School	Bellevue, Va	0	1866	William R. Abbot	P. E	4	30	5	15	12	5	.....	1	6	39
145	Greenwood	Greenwood Depot, Va.	.....	.....	David F. Boyd	.....	4	.....	.....	.....	13	.....	.....	.....	.....	38
146	Norwood High School and College.	Norwood, Va	1872	1865	R. H. Willis, jr	Non-sect.	4	19	8	18	14	2	0	2	(a)	38
147	University School	Petersburg, Va	0	1865	W. Gordon McCabe, A. M	.....	5	50	....	45	12	25	.....	20	6	40
148	Hanover Academy	Taylorsville, Va	.....	1849	Col. Hilary P. Jones, M. A	Non-sect.	4	.....	(36)	.....	14	.....	.....	.....	(a)	38
149	Shenandoah Valley Academy	Winchester, Va	.....	1865	C. L. C. Minor, M. A., LL. D	Non-sect.	5	....	....	.....	12	.....	.....	.....	6	36
150	Wayland University	Beaver Dam, Wis	1855	1855	Rev. N. E. Wood, A. M., B. D	Baptist	8	14	18	56	.....	.....	.....	.....	3	39
151	Berlin High School*	Berlin, Wis	1857	1858	C. M. Gates	.....	14	3	4	90	.....	3	.....	1	4	40
152	Concordia College	Milwaukee, Wis	.....	1881	E. Hamann	Ev. Luth.	5	40	....	.....	.....	.....	.....	.....	.....	42
153	Markham Academy	Milwaukee, Wis	0	1864	Albert Markham	Non-sect.	5	37	20	36	.....	9	.....	1	6	40
154	Racine Academy	Racine, Wis	0	1875	John G. McMynn, A. M	Non-sect.	....	5	6	38	10	3	2	6	4	40
155	Yankton College	Yankton, Dak	1881	1882	Rev. Joseph Ward	Cong	....	.....	.....	.....	.....	.....	.....	.....	.....	.....
156	Columbian College Preparatory School.	Washington, D. C	1821	1821	Otis T. Mason, A. M., PH. D	Non-sect.	5	40	20	5	12	12	5	7	4	38
157	University of New Mexico	Santa Fé, N. Mex	1881	1881	Rev. Horatio O. Ladd, A. M	Evang	5	6	8	84	.....	0	0	.....	4	40

* From Report of the Commissioner of Education for 1881.
a Not specified.
b Enrolment in all classes for the winter term.
c Rechartered in 1882.
d Whole number of students.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1882, *&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	Oak Mound School	×	×	0	240	.....	$50–70	$300	$7,000	.....	.....	$2,800	August 1.
2	California Military Academy	×	×	0	1,500	.....	(360)		80,000	.....	.....	.....	July 17.
3	Oakland High School	×	×	0	400	0	0	.....	40,000	.....	.....	.....	July 10.
4	St. Helena Academy	0	×	0	0	.....	50	120	6,000	.....	$500	2,100	August 1.
5	Jarvis Hall	.....	.....	.....	.....	.....	40–60	*a*350	.....	.....	.....	.....	September 5.
6	Hartford Public High School	×	×	0	.....	.....	*b*60	.....	*c*315,000	.....	0	4,000	April 21.
7	Collegiate and Commercial Institute.	.....	.....	×	2,000	.....	63	*a*400	.....	.....	.....	.....	September 14.
8	Hopkins Grammar School	.....	.....	.....	.....	.....	80	300	.....	.....	.....	.....	September.
9	Norwich Free Academy	×	×	0	10,000	.....	60	.....	78,141	$149,329	9,961	3,000	September 7.
10	Connecticut Literary Institution	×	×	×	1,600	100	36	.....	100,000	40,000	.....	.....	Sept., 1st week.
11	Woodstock Academy	×	×	0	500	0	24–30	150	30,000	5,000	400	700	September 1.
12	Academy of Richmond County	×	×	0	.....	0	19	225	30,000	50,000	3,500	1,800	October 1.
13	South Georgia Male and Female College.	0	0	0	250	100	(125–135)		12,000	0	0	.....	September 4.
14	Harvard School	×	×	0	100	.....	100, 200	.....	18,000	0	0	16,000	September 20.
15	Higher School for Boys	×	×	0	0	.....	100, 150	.....	.....	.....	.....	.....	September 7.
16	Knox Academy	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	25	140–200	(*d*)	(*d*)	(*d*)	2,500	September 7.
17	Whipple Academy	(*e*)	(*e*)	.....	(*e*)	.....	18	.....	(*e*)	(*e*)	(*e*)	(*e*)	September.
18	Evangelisch-Lutherisches College.*	.....	.....	.....	200	.....	.....	.....	2,000	.....	.....	.....	June 29.
19	Morgan Park Military Academy*	0	0	.....	410	10	.....	*a*400	50,000	0	0	.....	Sept., 2d Tuesday.
20	St. Francis Solanus College	0	×	.....	1,480	88	30	150	37,500	.....	.....	.....	September 6.
21	Fort Wayne College	×	×	.....	400	.....	32	*a*147	50,000	0	0	5,000	August 29.
22	Indianapolis Classical School	.....	.....	×	.....	.....	60–100	.....	.....	.....	.....	.....	September 13.

23	Burlington University	×	×	0	600		25	100	30,000	11,000	900		September.
24	St. John's Academy	×	×		100	100	30		5,000			644	September 4.
25	Edward Little High School	×	×	0	100		*b*12	108	40,000			88	September 4.
26	Hebron Academy	×	×	0	500	60	15–21	120	3,000	17,000	1,000	800	August 22.
27	Houlton Academy						16½	100					September 4.
28	Nichols Latin School						27						August 29.
29	Maine Central Institute*	×	×	0	600	40	24	110	40,000			2,500	August.
30	Waterville Classical Institute	0	×	0	50	0	20–24	125	10,000	35,000	2,100	2,200	August 28.
31	Friends' Elementary and High School.	×	×	0	3,000	100	30–100	200	*f*80,000	0	0	20,000	September 5.
32	University School for Boys*	0	0				150			0	0	2,500	September 22.
33	Maupin's University School *g*	0	0	0	125	50	40–100	225	10,000				September 25.
34	Rockville Academy	0	×	0	0		32–52	200	5,000			*h*1,800	September 4.
35	Phillips Academy	×	×	×	2,775		60	350	100,000	211,883	11,823	11,983	September 6.
36	Cushing Academy	×	×	0	1,400	100	20	125	95,000	100,000	7,091	2,502	September 6.
37	Chauncy Hall School*	×	×	×			150–200		*i*100,000				September 14.
38	English High School	×	×	×			(*j*)						September 4.
39	Girls' Latin School			0	450	12	*b*100						September 4.
40	Private Classical School	0	0	×	0		200					14,000	September 18.
41	Private Classical School	0	0	0			200		15,000				September 25.
42	Public Latin School	0	×	×	3,500	199	0		375,000	0	0		September 1.
43	Cambridge High School	×	×	0	3,200		*b*50		100,000		800	200	September 4.
44	Day and Family School	0	×	0			150						
45	Public High School	0	×	0			39		10,000	3,000	150	400	September 4.
46	Preparatory department in Home School for Young Ladies.						(325)						September 12.
47	Lawrence Academy	×	×	×	2,500	3	21–24	160	36,000	33,000	1,650	1,075	August 27.
48	Elmwood Institute*												
49	Leicester Academy	×	×						10,000	50,000	3,000		September.
50	Monson Academy	×	×	0	1,000	2	21–27	175	15,000	22,000	1,000	1,811	August 30.
51	Classical School for Girls	×		×	1,100		80–100	*a*450					September 13.
52	Allen Home School	×	×	0	400	30	100	*k*400	4,000	0	0	900	September.
53	Mr. Knapp's Home School for Boys.			×	3,000	50	(600)		15,000				September.
54	Arms Academy*	×	×				21, 24		*f*20,000				August 29.
55	Pratt's English and Classical School for Boys.						(400)						September 6.
56	St. Mark's School	0	0	×	900	50	(500)						September.
57	Greylock Institute	×	×	×	350	10	100	350	60,000	0	0	5,500	September 14.
58	Springfield Collegiate Institute	×	×	×			100		1,200			2,500	September 4.
59	Edwards Place School				500		500	500				3,000	
60	Dana Hall School	0	0	×	200	60	70	*a*350	35,000			14,900	September 9.
61	West Newton English and Classical School.	×	×	×	1,500	50	100	375	75,000	0	0	10,000	September 19.
62	Worcester Academy*	×	×	×	1,500	0	45	105	100,000	83,500	4,800	1,100	August, last Tues.

* From Report of the Commissioner of Education for 1881.
a Board and tuition.
b For non-residents.
c This includes $260,000 prospective value of buildings now in process of erection.
d In connection with Knox College (Table IX).
e Associated with Illinois College (Table IX).
f Value of grounds and buildings.
g These statistics are for the year ending June 14, 1882, up to which time the school was known as Garnett's University School.
h $800 received from the State for free tuition of 8 pupils.
i In 1879.
j Free to residents.
k Includes incidentals.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1882, *&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
63	Michigan Military Academy	×	×	×	500	....	($350)		$60,000	....	....	$35,000	September 15.
64	Smith Academy	×	×	×	....	....	70–100	....	75,000	....	....	25,000	September 14.
65	Austin Academy	....	....	....	500	....	10	50	2,000	....	....	300	August.
66	St. Paul's School	×	×	×	4,200	220	500	300	250,000	$30,000	$1,000	122,000	Sept., 1st week.
67	Phillips Exeter Academy	0	×	0	640	10	60	250	108,000	220,000	11,000	7,349	Sept., 1st Wednes.
68	Kimball Union Academy	0	×	×	2,000	....	30	200	25,000	30,000	2,000	1,500	
69	McCollom Institute	×	×	0	1,000	0	18, 21	150	5,000	15,000	800	562	September 1.
70	Colby Academy	×	×	×	1,600	100	15–30	....	100,000	81,000	5,056	1,676	September 6.
71	Farnum Preparatory School	×	×	0	50	6	25	175	40,000	20,000	*a*2,400	1,900	September 4.
72	Burlington Military College	×	×	×	2,000	30	(275)		5,000	....	....	....	September 13.
73	Peddie Institute	×	×	×	1,000	100	50	220	125,000	1,000	60	8,000	September 6.
74	Stevens High School	(*b*)	(*b*)	0	0	0	60–150	....	*c*26,000	0	0	5,976	September 18.
75	Rutgers College Grammar School	×	×	×	(*d*)	(*d*)	70	380	25,000	....	....	....	September 16.
76	Pennington Seminary	×	×	....	(*e*)	0	40	....	(*e*)	0	0	(*e*)	Sept., 1st week.
77	Cazenovia Seminary	×	×	×	3,200	50	30	175	75,000	6,000	350	6,000	August.
78	Claverack College and Hudson River Institute.	×	×	×	1,401	1	60	195	*f*61,182	0	0	13,789	September 12.
79	Fort Edward Collegiate Institute	×	×	×	400	100	36	160	80,000	....	....	9,000	September 11.
80	Colgate Academy	×	×	0	1,500	100	30	120	61,500	55,000	3,050	2,583	September.
81	Cook Academy	×	×	×	800	25	8½–15	*g*194	178,618	3,000	150	*g*12,640	September 5.
82	Ithaca High School	0	×	0	1,673	....	30	200	18,300	....	....	820	September 4.
83	Private Preparatory School	0	0	0	0	0	150	350	....	0	0	4,000	September 15.
84	Kinderhook Academy	×	×	×	500	....	40	300	3,000	....	....	1,200	September 5.
85	Kingston Free Academy	×	×	0	1,122	266	36	210	46,642	....	....	376	August 29.
86	Siglar's Preparatory School	×	0	×	475	25	75	*g*400	30,000	0	0	....	September 12.
87	Arnold School	0	0	×	....	....	100–300	....	....	....	....	....	September 25.

88	Charlier Institute	(*h*)	(*h*)	×	4,000	200	100–300	400	500,000				September 18.
89	Columbia Grammar School	×	×	×	0	0	210	0	100,000	0	0	40,000	September.
90	La Salle Institute	×	×	0	2,500	800	24–50		230,000			6,000	September 4.
91	New York Latin School						100–280					9,000	September 18.
92	Preparatory Scientific School	×	×	0	0	0	250,300		*i*1,000	0	0	4,150	September 25.
93	Private School for Boys	0	0	×	300	25	300–500					18,000	September.
94	School of Mines Preparatory School.						300						September.
95	University Grammar School	0	0	0			48–128						September.
96	Mohegan Lake School*	×	×	×	400	25	60	340	30,000	0	0	20,000	September 15.
97	Cottage Hill School*												
98	Bradford Mansion School	×	×	×	250		(500)		40,000				September.
99	Park Institute	×	×	0			80–140	*g*600	25,000			5,600	September 14.
100	Fairview Institute	0	×	×		100	(360–400)		20,000			10,000	September 15.
101	Union Classical Institute	0	×	0	306	6	36	168	20,000	0	0	1,200	September 1.
102	St. John's School	×	×	×	700	100		*g*600					September.
103	De Veaux College	×	0	×	1,500			*g*350	100,000	100,000	6,000		
104	Prof. Davison's Institute*j*	0	0		1,000		120	400		0	0	1,400	September 17.
105	Rev. M. R. Hooper's Academy for Boys.						50–160					6,000	September.
106	The Yale School	0	0		200		130					3,250	September 18.
107	Chickering Classical and Scientific Institute.	×	×	0	300		50–150	250	30,000	0			September 8.
108	Collegiate School	0	0	0			100–180	300					September 18.
109	Brooks Military Academy	×	×	×			125,150		*k*27,000				September 15.
110	Collegiate Preparatory School for Young Gentlemen.												
111	Kenyon Grammar School	0	0	×	(*l*)	(*l*)	60	190	40,000	0	0	3,600	September 4.
112	Western Reserve Academy	×	×				25						August 31.
113	Ohio Central College				200	50	24	95	10,000			600	Sept., 1st Wed.
114	Miami Classical and Scientific Training School for Boys.	×	×	0	10,300	150	40–60	200	200,000	0	0	2,997	September 6.
115	Chambersburg Academy	0	0	0	600	50	50–60	300	20,000	0	0	2,400	September 6.
116	Germantown Academy	×	×	×	250	0	50–100		50,000	0	0	16,000	September 11.
117	Wyoming Seminary*	×	×	0	1,000	15	28	160	150,000	0	0		August 31.
118	Franklin and Marshall Academy	0	0	0	(*m*)	(*m*)	50	200	20,000				September 7.
119	University Academy	0	(*n*)	0	(*m*)	(*m*)	20–30	150	(*m*)	(*m*)	(*m*)		September 7.
120	Lewistown Academy	0	×	0			32–50	200		0	0		September 6.
121	Palatinate College	×	×		1,500		40	200	25,000	0	0	*g*9,000	September 4.
122	North Wales Academy and School of Business.	0	0	0	3,000	120	40	150	10,000			*g*1,200	September 4.
123	Fewsmith Classical School*	×	×		175	15	*o*88					2,728	Sept., 2d Monday.
124	The New Wellesley School	0	0	0	0	0	75	275					September 26.
125	North Broad Street Select School for Young Men and Boys.	×	×	×	300		70–150	250	*i*5,000	0	0	15,500	September 11.

* From Report of the Commissioner of Education for 1881.
a Includes $1,200 from the State.
b Uses that of Stevens Institute of Technology.
c Value of grounds and buildings.
d Has the use of Rutgers College library.
e See Table VIII.
f Includes furniture.
g Board and tuition.
h Uses that of Columbia School of Mines.
i Value of apparatus.
j These figures are for the year ending June 23, 1882, up to which time the school was at Brooklyn.
k Value of buildings and apparatus.
l Uses that of Kenyon College.
m Reported with collegiate department (see Table IX).
n Uses college apparatus.
o Average charge.

TABLE VII.—*Statistics of preparatory schools, including schools for secondary instruction having preparatory departments, for* 1882, *&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
126	William Penn Charter School	.....	.....	.....	.....	.....	$70–120	.....	$50,000	$60,000	$3,000	$11,736	September.
127	Preparatory School for Lehigh University.	.....	.....	×	.....	.....	50–100	$200	.....	.....	.....	5,700	September 4.
128	West Philadelphia Latin School	.....	.....	.....	.....	.....	(300)		.....	.....	.....	.....	September 21.
129	Wilkes-Barre Academy	0	0	0	0	0	80,100	300	*a*2,000	20,000	1,050	4,900	September 12.
130	York Collegiate Institute*	×	×	×	12,000	200	40	160	50,000	75,000	4,500	3,000	Sept., 1st Monday.
131	Preparatory School*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
132	Greenwich Academy*	×	×	×	.....	.....	.....	*b*185	80,000	.....	.....	.....	.....
133	Rogers High School	×	×	×	600	20	*c*60	280	42,000	100,000	5,600	200	September 4.
134	English and Classical School	×	×	×	1,000	.....	60–125	280	100,000	.....	.....	23,990	September 4.
135	University Grammar School	.....	.....	.....	.....	.....	60–125	.....	.....	.....	.....	.....	September 4.
136	State Military Academy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
137	Mt. Zion Institute	0	0	0	0	0	*d*25	150	9,000	.....	*e*1,700	300	September 12.
138	Manchester College	.....	.....	.....	.....	.....	20–80	.....	5,000	.....	.....	.....	.....
139	McTyeire Institute	×	×	0	400	400	40–50	140	9,000	.....	.....	2,700	September 1.
140	Tullahoma College	.....	.....	.....	130	50	12–35	100	2,000	.....	.....	1,750	September 4.
141	Burr and Burton Seminary	×	×	0	1,200	14	18–24	140	25,000	10,000	600	1,200	September 5.
142	Green Mountain Seminary	×	×	0	1,000	100	21	90	20,000	.....	800	.....	August 28.
143	Kenmore University High School	×	0	×	.....	.....	.....	300	.....	.....	.....	.....	September 7.
144	Bellevue High School	0	0	×	4,000	78	(350)		20,000	.....	.....	.....	September 15.
145	Greenwood	.....	.....	.....	.....	.....	75	175	.....	.....	.....	.....	October 1.
146	Norwood High School and College	×	×	×	300	.....	40–120	160	9,000	0	0	2,700	September 20.
147	University School	0	0	×	4,000	500	80	260	10,000	.....	.....	.....	October 1.
148	Hanover Academy	×	×	×	1,000	.....	100	200	15,000	.....	.....	.....	September 27.
149	Shenandoah Valley Academy	.....	.....	×	.....	.....	40–100	.....	14,000	.....	.....	.....	September 15.

150	Wayland University	×	×	0	1,650		26	100	30,000	37,000			September.
151	Berlin High School*	×	×	×	500	100	c15	140	50,000			150	Sept., 1st Mon.
152	Concordia College	0	0		50		20		30,000				September 1.
153	Markham Academy	0	×	0			80,120		16,000	0			
154	Racine Academy	0	0	0	200	0	100	250	6,000	0	0	4,500	September 1.
155	Yankton College												October.
156	Columbian College Preparatory School.	0	0		500	50	80	250	25,000	0	0	4,750	September 13.
157	University of New Mexico	0	0		600	400	30		16,000			950	September 3.

* From Report of the Commissioner of Education for 1881.
a Value of apparatus.
b Board and tuition.
c For non-residents.
d English course free.
e From public school fund.

List of preparatory schools from which no information has been received.

Name.	Location.	Name.	Location.
Berkeley Gymnasium	Berkeley, Cal.	Williston Seminary	Easthampton, Mass.
Allen Academy and Polytechnic Institute	Chicago, Ill. (1832 Michigan ave.).	Adams Academy	Quincy, Mass.
Yale School	Chicago, Ill. (103 Ashland ave.).	Mr. Kinne's School	Ithaca, N. Y.
Roanoke Academy	Roanoke, Ind.	Anthon Grammar School	New York, N. Y.
Bethlehem Academy	Elizabethtown, Ky.	Cumberland Valley Institute	Mechanicsburg, Pa.
West Lebanon Academy	West Lebanon, Me.	"The Hill" School	Pottstown, Pa.
Private Latin School	Boston, Mass.	Grammar School of Racine College	Racine, Wis.

TABLE VII.—*Memoranda.*

Name.	Location.	Remarks.
Santa Barbara College	Santa Barbara, Cal.	No school since close of term in June, 1882; indications are that the college association will disorganize.
Garnett's University School	Ellicott City, Md	Superseded by Maupin's University School.
Family School for Girls	Wellesley, Mass	See Dana Hall School; identical.
Easton Classical and Mathematical School	Easton, Pa.	Closed.
McKenzie College	McKenzie, Tenn	Name changed to McTyeire Institute.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1882; *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	Non-sect	8	3	5	.....	20	70	2	.....	92	....
2	Florence Synodical Female College.*	Florence, Ala	1855	1850	Charles P. Walker, A. M	Presb	8	1	7	2	30	64	15	.....	*a*133	3
3	Huntsville Female College	Huntsville, Ala	1852	1852	Rev. A. B. Jones, A. M	M. E. So	14	2	12	2	48	83	15	.....	146	0
4	Huntsville Female Seminary (Rotherwood Home).	Huntsville, Ala	1829	1829	Mrs. F. R. Ross	Presb	5	2	3	.....	.....	.....	.....	.....	70	....
5	Livingston Academy	Livingston, Ala	1840	.....	Dr. Carlos G. Smith and Miss J. Strudwick Tutwiler.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
6	Judson Female Institute	Marion, Ala	1839	1839	Robert Frazer	Baptist	12	3	9	3	53	76	5	13	147	....
7	Marion Female Seminary	Marion, Ala	1842	1836	W. W. Legaré, A. M	Non-sect	11	3	8	2	.....	45	15	4	*b*100	....
8	Centenary Institute	Summerfield, Ala	1840	1840	Mrs. Josiah Barker	Meth	3	1	2	.....	.....	.....	.....	.....	42	....
9	Synodical Female Institute	Talladega, Ala	1840	1841	Mrs. M. K. Craig	Presb	9	1	8	6	30	50	.....	2	82	....
10	Alabama Central Female College*	Tuscaloosa, Ala	1858	1858	A. K. Yancey, jr	Non-sect	12	2	10	.....	46	87	.....	.....	133	....
11	Alabama Conference Female College.	Tuskegee, Ala	1855	1856	John Massey, LL. D	Meth	10	2	8	.....	40	114	5	1	160	....
12	Young Ladies' Seminary	Benicia, Cal	0	1852	Mrs. Mary Atkins Lynch *c*	Non-sect	12	4	8	.....	48	64	3	1	116	0
13	Harmon Seminary	Berkeley, Cal	0	1882	Mrs. F. W. Harmon	Non-sect	10	5	5	.....	.....	.....	.....	.....	80	....
14	Mills Seminary	Mills Seminary, Cal	1877	1871	Rev. C. T. Mills, D. D	Non-sect	16	4	12	3	46	134	10	0	190	7
15	College of Notre Dame	San José, Cal	1868	1851	Sister Marie Cornelie, sup'r	R. C	19	1	18	22	400	.....	2	1	403	0
16	Hartford Female Seminary	Hartford, Conn	1827	1815	William T. Gage, M. A	Non-sect	10	6	4	.....	.....	.....	.....	.....	80	....
17	Congrégation de Notre Dame	Waterbury, Conn	.....	1869	Rev. Mother St. Gabriel	R. C	20	4	16	2	52	.....	10	10	*b*190	....
18	Lucy Cobb Institute	Athens, Ga	1859	1858	Miss M. Rutherford	Non-sect	17	8	9	4	30	67	21	6	124	15
19	Columbus Female College	Columbus, Ga	1875	1875	G. R. Glenn, A. M	Non-sect	10	4	6	1	20	104	23	5	152	....
20	Georgia Methodist Female College.	Covington, Ga	*d*1852	1852	Rev. W. B. Bonnell, A. M	Meth	9	4	5	2	60	30	10	.....	100	....
21	Andrew Female College	Cuthbert, Ga	1854	1854	Rev. Howard W. Key, A. M	Meth	8	.....	.....	.....	.....	.....	.....	.....	*e*129	....
22	Dalton Female College	Dalton, Ga	1873	1872	Rufus W. Smith, A. M	M. E. So	7	3	4	1	66	109	6	1	182	0

23	Georgia Baptist Seminary for Young Ladies.	Gainesville, Ga	1878	1878	Rev. William Clay Wilkes, A. M.	Baptist	6	2	4	2	65	46	6	2	*b*202	....
24	Griffin Female College	Griffin, Ga	1848	1849	George G. Butler, A. M	Non-sect	7	3	4	2	33	57	.....	.....	90	....
25	La Grange Female College	La Grange, Ga	1846	1846	Rev. John W. Heidt, D. D	M. E. So	10	3	7	1	36	83	2	.....	121	....
26	Southern Female College	La Grange, Ga	1847	1843	I. F. Cox, A. M	Non-sect	10	2	8	2	60	90	8	4	162	....
27	Wesleyan Female College	Macon, Ga	1836	1839	Rev. W. C. Bass, D. D	Meth	13	6	7	2	40	174	29	.....	243	5
28	College Temple	Newnan, Ga	1853	1853	M. P. Kellogg	Non-sect	6	2	4	1	27	62	.....	.....	89	....
29	Rome Female College	Rome, Ga	1856	1856	Rev. J. M. M. Caldwell	Presb	9	3	6	3	.....	.....	.....	4	147	....
30	Shorter College	Rome, Ga	1877	1873	Rev. R. D. Mallary, A. M	Baptist	9	3	6	2	76	83	(10)		169	0
31	Young Female College	Thomasville, Ga	.....	1869	John E. Baker, A. M	Non-sect	4	1	3	1	16	105	.....	.....	121	....
32	Seminary of the Sacred Heart	Chicago, Ill	1870	1858	Madame Genevieve Gauci	R. C	30	0	30	25	20	57	52	11	140	....
33	Woman's College of the Northwestern University.	Evanston, Ill	1869	1869	Jane M. Bancroft, PH. M., dean	M. E	(*f*)	(*f*)	(*f*)	(*f*)	.....	.....	.....	.....	(*f*)	....
34	Knox Seminary	Galesburg, Ill,	.....	1847	Hon. Newton Bateman, A. M., LL. D.	M. E	11	6	5	.....	.....	29	8	.....	*g*166	....
35	Almira College	Greenville, Ill	1859	1855	James P. Slade, A. M	Non-sect	7	....	7	.....	35	41	.....	.....	76	....
36	Highland Hall College for Women	Highland Park, Ill	1876	1876	Nathaniel Butler, jr., A. M	Non-sect	12	3	9	.....	26	33	6	.....	65	....
37	Illinois Female College	Jacksonville, Ill	1863	1847	Rev. W. F. Short, A. M., D. D	M. E	15	1	14	.....	.....	88	64	.....	152	....
38	Jacksonville Female Academy	Jacksonville, Ill	1835	1830	E. F. Bullard, A. M	Presb	9	2	7	.....	.....	83	19	3	105	....
39	St. Mary's School	Knoxville, Ill	*h*1858	1868	Rev. C. W. Leffingwell, D. D., rector.	P. E	12	3	9	.....	.....	60	.....	0	*b*130	1
40	Ferry Hall, Lake Forest University.	Lake Forest, Ill	1857	1869	Rev. D. S. Gregory, D. D	Presb	20	9	11	3	62	34	4	0	*g*111	0
41	St. Angela's Academy	Morris, Ill	1867	1857	Sisters of the Holy Cross	R. C	6	....	6	.....	.....	.....	.....	.....	.....	....
42	Mt. Carroll Seminary	Mt. Carroll, Ill	1852	1853	Mrs. F. A. W. Shimer	Baptist	13	11	2	.....	.....	.....	.....	.....	175	....
43	Rockford Seminary*	Rockford, Ill	1847	1849	Miss Anna P. Sill	Cong. and Presb.	16	3	13	4	60	53	80	8	201	3
44	De Pauw College for Young Women.	New Albany, Ind	1852	1852	Rev. F. A. Friedley, A. M	M. E	8	1	7	2	45	40	44	1	130	....
45	St. Mary's Academic Institute	St. Mary's, Ind	1840	1840	Sister Superior	R. C	25	....	25	.....	.....	.....	.....	7	148	....
46	Immaculate Conception Academy	Davenport, Iowa	1869	1859	Sister Mary Gonzaga	R. C	17	....	17	.....	133	61	38	2	234	....
47	Callanan College	Des Moines, Iowa	1880	1879	Rev. C. R. Pomeroy, D. D	Non-sect	12	2	10	.....	66	27	52	1	*b*351	0
48	St. Agatha's Seminary	Iowa City, Iowa	1861	1859	Sisters of Charity	R. C	11	....	11	.....	.....	.....	.....	.....	311	....
49	College of the Sisters of Bethany.	Topeka, Kans	*i*1861	1862	Rt. Rev. Thomas H. Vail, D. D., LL. D.	P. E	21	4	17	.....	56	57	28	0	*b*183	0
50	Bowling Green Female College	Bowling Green, Ky	1871	1871	George M. Edgar	Non-sect	7	2	5	1	25	50	.....	.....	75	....
51	Clinton College	Clinton, Ky	1874	1874	Amanda M. Hicks	Baptist	10	2	8	4	144	56	0	.....	200	0
52	Caldwell Female College	Danville, Ky	1877	1861	Rev. John Montgomery	Presb	8	1	7	.....	49	41	13	.....	103	....
53	Franklin Female College	Franklin, Ky	1868	1869	Horace H. Epes	Non-sect	8	3	5	2	30	75	10	2	*b*141	0
54	Georgetown Female Seminary	Georgetown, Ky	1829	1846	James J. Rucker, LL. D	Baptist	11	3	8	2	39	76	3	.....	118	0
55	Liberty Female College	Glasgow, Ky	1873	1875	E. W. Elrod	Baptist	7	2	5	2	90	40	0	0	130	0
56	Daughters College	Harrodsburg, Ky	1846	1856	John Aug. Williams	Non-sect	10	2	8	.....	50	.....	6	.....	*b*150	....
57	Bethel Female College	Hopkinsville, Ky	1853	1854	J. W. Rust, A. M., LL. D	Baptist	7	2	5	.....	20	75	.....	4	99	12
58	Hamilton Female College	Lexington, Ky	1870	1870	J. T. Patterson	Christian	14	7	7	1	30	160	6	0	196	0
59	St. Catharine's Female Academy	Lexington, Ky	.....	1831	Sister Lucy, superior	R. C	....	....	....	12	.....	.....	.....	.....	75	....
60	Sayre Female Institute	Lexington, Ky	1856	1854	H. B. McClellan, A. M	Presb	12	5	7	.....	*j*83	85	6	.....	174	....

* From Report of the Commissioner of Education for 1881.

a Includes students in art, language, and music departments.

b Includes other students not separately specified.

c Since deceased; figures given are furnished by John Lynch, A. M., B. L., acting principal.

d As Southern Masonic Female College; chartered as Georgia Methodist Female College in 1882.

e In academic course only.

f See report of Northwestern University (Table IX).

g Includes students in music and art.

h Reorganized under general law in 1882.

i Rechartered in 1870.

j Includes students in primary department.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1882, *&c.*—Continued.

	Name.	Location.	Date of charter.	Date of organization.	President or principal.	Religious denomination.	Corps of instruction.			Instructors in preparatory departments.	Students.					Number of scholarships.
							Total.	Male.	Females.		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
61	Millersburg Female College	Millersburg, Ky	1856	1852	Rev. Geo. T. Gould, A. M., D.D.	M. E. So.	16	7	9	1	35	187	3	7	232	0
62	Mt. Sterling Female College	Mt. Sterling, Ky	1876	1869	Rev. Jos. T. Leonard	Presb	6	3	3	1	75	85	.....	.....	160	....
63	Bourbon Female College	Paris, Ky	1871	1847	A. Sanders	.....	10	3	7	.....	20	80	.....	.....	100	....
64	Kentucky College	Pewee Valley, Ky	1874	1874	Rev. Erastus Rowley, D. D	Non-sect.	6	1	5	2	*a*31	27	2	.....	60	0
65	Logan Female College*	Russellville, Ky	1867	1867	A. B. Stark, LL.D	M. E. So.	6	2	4	1	30	60	.....	.....	90	....
66	Science Hill School	Shelbyville, Ky	1880	1825	Rev. W. T. Poynter, D. D.	M. E. So.	6	3	3	2	33	93	2	0	128	....
67	Stuart's Female College	Shelbyville, Ky	1849	1839	W. H. Stuart	Presb	8	2	6	.....	50	80	2	1	133	....
68	Stanford Female College	Stanford, Ky	1868	1868	Mrs. S. C. Trueheart, A. M	Non-sect.	9	2	7	2	20	65	.....	.....	85	2
69	Cedar Bluff Female College	Woodburn, Ky	1866	1864	Rev. B. F. Cabell	Non-sect.	6	1	5	.....	10	.....	.....	.....	*b*70	0
70	Silliman Female Collegiate Inst'te	Clinton, La	1852	1852	Edwin H. Fay, A. M	Presb	7	1	6	.....	.....	111	.....	.....	111	....
71	Keachi College	Keachi, La	1857	1858	Rev. T. N. Coleman	Baptist	7	4	3	.....	.....	.....	.....	.....	112	....
72	Mansfield Female College	Mansfield, La	1855	1855	Rev. J. Lane Borden	M. E. So.	9	2	7	1	30	57	.....	.....	87	2
73	Minden Female College	Minden, La	1853	1853	George D. Alexander, A. M	Non-sect.	9	2	7	.....	80	30	5	0	115	2
74	St. Catharine's Hall	Augusta, Me	.....	1867	Rt. Rev. Henry A. Neely, D. D., president; Georgianna Mondau, principal.	P. E.	6	1	5	1	16	31	10	.....	57	1
75	Maine Wesleyan Seminary and Female College.	Kent's Hill, Me	1821	1821	Rev. Edgar M. Smith, A. M	M. E	12	8	4	.....	.....	.....	.....	.....	*c*140	....
76	Waterville Classical Institute	Waterville, Me	1842	1829	James H. Hanson, LL. D	Baptist	(*d*)	....	....	(*d*)	(*d*)	40	.....	.....	*d*40	0
77	Baltimore Academy of the Visitation.	Baltimore, Md	1838	1837	Mother Mary Leonard Neale	R. C.	28	....	28	.....	.....	.....	5	10	*b*166	....
78	Baltimore Female College	Baltimore, Md. (Park place).	1849	1848	Nathan Covington Brooks, LL. D.	Non-sect.	11	6	5	.....	8	56	.....	.....	64	26
79	The Misses Norris' School	Baltimore, Md. (32 McCulloh street).	.....	.....	The Misses Norris	Baptist	4	....	4	.....	.....	.....	.....	.....	36	....
80	Burkittsville Female Seminary	Burkittsville, Md	1867	1866	Rev. W. C. Wise	Ev. Luth.	3	1	2	1	16	16	.....	.....	*b*37	....
81	Cambridge Female Seminary	Cambridge, Md	1858	1864	J. F. Baugher, A. M	Non-sect.	5	1	4	.....	12	18	3	1	34	5

82	Lutherville Female Seminary	Lutherville, Md	1853	1853	Rev. J. H. Turner, A. M	Lutheran.	8	3	5	.....	8	59	.....	.....	67	....
83	Abbot Academy	Andover, Mass	1829	1829	Miss Philena McKeen	Non-sect.	15	5	10	.....	26	87	0	0	113	7
84	Lasell Seminary for Young Women.	Auburndale, Mass	1851	1851	Charles C. Bragdon, A. M	M. E	24	9	15	.....	27	93	1	0	151	0
85	Gannett Institute	Boston, Mass	.....	1852	Rev. George Gannett, A. M	Cong	17	8	9	.....	.....	.....	.....	.....	81	....
86	Bradford Academy*	Bradford, Mass	1804	1803	Miss Annie E. Johnson	Non-sect.	11	1	10	.....	27	70	50	.....	147	1
87	The Swain Free School	New Bedford, Mass	1881	1882	Francis B. Gummere, A. B., PH. D.		3	3	....	.....	.....	87	.....	.....	87	....
88	Smith College	Northampton, Mass	1870	1875	Rev. L. Clark Seelye, D. D	Non-sect.	22	11	11	0	0	237	27	1	265	....
89	Wheaton Female Seminary	Norton, Mass	1837	1834	Miss A. Ellen Stanton	Cong	11	1	10	.....	.....	.....	.....	1	99	17
90	Maplewood Institute for Young Ladies.	Pittsfield, Mass	1848	1841	Rev. C. V. Spear, A. M	Cong	10	4	6	.....	.....	60	.....	.....	*b*75	....
91	Mount Holyoke Female Seminary	South Hadley, Mass	1836	1837	Miss Julia E. Ward	Non-sect.	28	....	28	0	0	267	.....	1	268	....
92	Wellesley College	Wellesley, Mass	1870	1875	Miss Alice E. Freeman, PH. D.	Non-sect.	54	9	45	0	0	275	*c*172	3	450	13
93	Michigan Female Seminary	Kalamazoo, Mich	1856	1866	Miss M. H. Sprague	Non-sect.	7	1	6	.....	14	19	6	.....	39	4
94	Young Ladies' Seminary and Collegiate Institute.*	Monroe, Mich	1850	1849	C. C. Wetzell	Non-sect.	6	....	....	.....	.....	.....	.....	.....	52	....
95	St. Mary's Hall*	Faribault, Minn	1866	1866	Rt. Rev. H. B. Whipple, D. D., rector.	P. E	11	2	9	2	.....	.....	.....	.....	120	....
96	Bennet Seminary	Minneapolis, Minn. (10th st. S. and Park avenue).	1871	1870	Misses Kenyon and Abbott	Non-sect.	10	1	9	2	28	80	.....	.....	108	....
97	Blue Mountain Female College	Blue Mountain, Miss	1877	1873	Rev. M. P. Lowrey, D. D	Non-sect.	10	2	8	2	56	72	7	.....	135	....
98	Whitworth College	Brookhaven, Miss	1860	1859	Rev. H. F. Johnson, D. D	Meth	16	4	12	1	40	230	.....	4	274	0
99	Central Female Institute	Clinton, Miss	1853	1853	Rev. Walter Hillman, A. M., LL. D.	Baptist	7	2	5	.....	54	62	3	.....	119	....
100	Franklin Female College	Holly Springs, Miss	1849	1849	Mrs. M. B. Clark	Non-sect.	5	1	4	2	30	50	.....	.....	80	....
101	Meridian Female College	Meridian, Miss	1866	1865	Rev. T. A. Moore	Baptist	7	2	5	2	39	26	15	.....	*b*123	....
102	Chickasaw Female College	Pontotoc, Miss	1852	1852	William V. Frierson	Presb	4	1	3	1	30	45	3	.....	78	....
103	Port Gibson Female College	Port Gibson, Miss	.....	1854	Rev. T. C. Bradford	M. E. So	5	....	....	.....	.....	.....	.....	.....	77	....
104	Starkville Female Institute	Starkville, Miss	1872	1869	Elder T. G. Sellers, A. M	Baptist	7	1	6	.....	120	24	.....	.....	144	....
105	Lea Female College	Summit, Miss	1877	1877	Rev. Charles H. Otken, A. M	Baptist	5	1	4	4	1	40	.....	1	*b*75	....
106	Stephens Female College	Columbia, Mo	1857	1856	R. P. Rider	Baptist	9	2	7	1	63	75	22	.....	160	....
107	Howard College	Fayette, Mo	1859	1859	H. K. Hinde, A. M., M. D	M. E. So	9	3	6	1	*a*75	82	14	.....	172	....
108	Fulton Synodical Female College.	Fulton, Mo	1870	1871	Rev. B. H. Charles	Presb	11	4	7	1	20	109	10	0	139	0
109	St. Louis Seminary	Jennings, Mo	1872	1871	B. T. Blewett, LL. D	Non-sect.	4	1	3	....	.....	.....	.....	.....	30	....
110	Baptist Female College	Lexington, Mo	1855	1855	John F. Lanneau, A. M	Baptist	12	2	10	1	36	90	10	1	137	0
111	The Elizabeth Aull Female Seminary.	Lexington, Mo	1859	1860	Rev. James Addison Quarles, D. D.	Presb	16	2	14	2	53	70	6	0	129	0
112	Hardin Female College*	Mexico, Mo	.....	1873	Mrs. H. T. Baird	Baptist	6	1	5	2	.....	.....	.....	1	108	....
113	Lindenwood College for Young Ladies.	St. Charles, Mo	1853	1830	Rev. Robert Irwin, D. D	Presb	12	3	9	.....	11	73	10	.....	94	....
114	Mary Institute, Washington University.	St. Louis, Mo	1853	1859	C. S. Pennell, A. M	Non-sect.	23	1	22	.....	221	184	0	16	421	....
115	Bishop Whitaker's School for Girls.	Reno, Nev	0	1876	Rt. Rev. O. W. Whitaker, D. D.	P. E	8	2	6	.....	26	34	10	.....	70	....
116	Robinson Female Seminary	Exeter, N. H	1867	1869	Annie M. Kilham	Non-sect.	10	2	8	3	96	47	.....	4	147	....

* From Report of the Commissioner of Education for 1881.
a Includes students in primary department.
b Includes other students not separately specified.
c Number of females in attendance for the year; there were also 154 males included in the total attendance of 294 reported in Table VI.
d For other figures, see preparatory schools (Table VII).
e Eighty of these are in teachers' collegiate course.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1882, *&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
117	New Hampshire Conference Seminary and Female College.	Tilton, N. H	1852	1845	Rev. Silas E. Quimby, A. M	M. E	15	11	4	5	88	63	105	.....	*a*256	1
118	Tilden Seminary	West Lebanon, N. H	1869	1855	E. Hubbard Barlow, A. M	Non-sect	10	1	9	.....	.....	.....	7	.....	82	3
119	Bordentown Female College	Bordentown, N. J	1853	1851	Rev. William C. Bowen, A. M	Non-sect	14	5	9	.....	15	67	8	4	94	....
120	Freehold Young Ladies' Seminary.*	Freehold, N. J	.....	1845	Amos Richardson, A. M	Non-sect	6	2	4	1	10	35	.....	0	45	0
121	Pennington Seminary	Pennington, N. J	1839	1840	Rev. Thos. Hanlon, A. M., D. D	M. E	13	8	5	(*b*)	(*b*)	.....	.....	3	160	20
122	Academy of the Sacred Heart	Near Albany, N. Y. (Kenwood).	1861	.....	Madam E. L. Hogan	R. C	17	....	17	6	20	.....	.....	3	90	....
123	St. Agnes School	Albany, N. Y	.....	1871	Rt. Rev. William Croswell Doane, S. T. D., LL. D.	P. E	22	5	17	.....	.....	.....	.....	.....	200	....
124	Packer Collegiate Institute	Brooklyn, N. Y	1845	1846	Alonzo Crittenden, A. M., PH. D.	Non-sect	31	3	28	.....	504	86	.....	.....	590	41
125	Buffalo Female Academy	Buffalo, N. Y	1851	1851	Rev. Albert T. Chester, D. D	Non-sect	13	3	10	4	69	95	6	.....	*c*170	17
126	Holy Angels' Academy	Buffalo, N. Y	1864	1861	Sister Mary Angela	R. C	8	....	8	8	183	.....	4	.....	187	....
127	Granger Place School	Canandaigua, N. Y	0	1876	Caroline A. Comstock	Non-sect	10	3	7	.....	48	21	26	.....	95	....
128	Claverack College and Hudson River Institute.	Claverack, N. Y	1869	1779	Rev. Alonzo Flack, PH. D	Non-sect	17	6	11	11	200	61	5	1	267	0
129	St. Joseph's Academy	Lockport, N. Y	1866	1866	Sister Emelie	R. C	8	....	8	5	500	85	.....	.....	585	....
130	Academy of the Sacred Heart*	Manhattanville, N. Y	.....	.....	Madame Irene Robinson, superioress.	R. C	....	....	....	.....	.....	.....	.....	.....	200	....
131	Academy of Mount St. Vincent-on-the-Hudson.	New York, N. Y	1865	1847	Mother M. Jerome Ely	R. C	36	6	30	9	.....	45	25	1	*d*206	....
132	Academy of the Sacred Heart*	New York, N. Y. (49 West 17th street).	.....	.....	Madame Mary G. Edwards, superioress.	R. C	....	....	....	.....	.....	.....	.....	.....	135	....
133	School and Classes	New York, N. Y. (46 East 58th street).	.....	1880	Miss Mary Harriott Norris, A. B.	.....	11	2	9	.....	.....	.....	.....	.....	52	....

134	Mrs. S. Reed's Boarding and Day School.	New York, N. Y. (6 and 8 East 53d street).	.....	1864	Mrs. Sylvanus Reed	P. E	18	6	12	2	*e*68	130	.....	2	200	....
135	D'Youville Academy*	Plattsburgh, N. Y	1869	1860	Sister M. H. Lefebvre, sup'r	R. C	12	....	12	8	45	46	50	9	*f*150	....
136	Cook's Collegiate Institute	Poughkeepsie, N. Y	.....	1848	George W. Cook, PH. D	Non-sect	14	3	11	.....	100	65	.....	3	168	....
137	Poughkeepsie Female Academy.	Poughkeepsie, N. Y	1836	1836	Rev. D. G. Wright, S. T. D. rector.	Non-sect	13	8	5	2	39	38	2	4	83	....
138	Asheville Female College	Asheville, N. C	.....	1854	Rev. James Atkins, jr	M. E. So	8	4	4	3	99	60	.....	.....	159	....
139	Charlotte Female Institute	Charlotte, N. C	.....	1857	Rev. Wm. R. Atkinson, A. M	Presb	10	2	8	.....	101	51	23	.....	175	....
140	Greensboro' Female College	Greensboro', N. C	1839	1846	Rev. T. M. Jones, A. M., D. D	Meth	13	2	11	1	11	129	4	4	148	....
141	Davenport Female College*	Lenoir, N. C	1856	1856	Rev. George F. Round, A. M	M. E. So	2	1	1	.....	8	15	1	.....	24	....
142	Wesleyan Female College	Murfreesboro', N. C	1854	*g*1853	E. E. Pasham	M. E. So	.....	.....	.....	.....	.....	.....	.....	.....	.....	....
143	Oxford Female Seminary	Oxford, N. C	1850	1880	F. P. Hobgood	.....	8	2	6	1	28	70	2	.....	100	....
144	Peace Institute	Raleigh, N. C	1857	1872	Rev. R. Burwell, D. D., and John B. Burwell, A. M.	Presb	12	3	9	2	50	.....	11	.....	*d*197	....
145	St. Mary's School	Raleigh, N. C	0	1842	Rev. Bennett Smedes, A. M., rector.	P. E	17	5	12	.....	.....	.....	.....	.....	140	....
146	Simonton Female College	Statesville, N. C	.....	1857	Mrs. E. N. Grant *h*	Non-sect	7	....	7	.....	49	.....	7	1	*d*93	....
147	Thomasville Female College	Thomasville, N. C	1855	1849	H. W. Reinhart	Non-sect	7	2	5	.....	17	62	.....	.....	79	....
148	Bartholomew English and Classical School.	Cincinnati, Ohio	.....	1875	George K. Bartholomew, A. M	P. E	17	5	12	3	52	84	14	.....	150	....
149	Cincinnati Wesleyan College	Cincinnati, Ohio	1842	1842	Rev. W. K. Brown, D. D	M. E	32	11	21	.....	29	68	22	.....	119	....
150	Mt. Auburn Young Ladies' Institute.	Cincinnati, Ohio	.....	1856	H. Thane Miller	Non-sect	12	2	10	.....	.....	.....	.....	.....	70	....
151	Cleveland Seminary for Girls*	Cleveland, Ohio	1853	1854	S. N. Sanford, A. M	P. E	9	3	6	.....	.....	.....	.....	.....	43	....
152	Cooper Academy	Dayton, Ohio	1842	1843	James A. Robert, A. M	Non-sect	9	4	5	.....	98	41	.....	.....	139	....
153	Glendale Female College	Glendale, Ohio	1854	1854	Rev. Ludlow D. Potter, D. D	Presb	11	1	10	.....	17	59	21	0	97	0
154	Granville Female College*	Granville, Ohio	1833	1833	William P. Kerr, A. M	Presb	9	2	7	.....	(68)		23	.....	*i*110	0
155	Young Ladies' Institute	Granville, Ohio	.....	1832	Rev. D. Shepardson, D. D	Baptist	9	2	7	.....	60	45	.....	4	109	....
156	Highland Institute	Hillsborough, Ohio	1860	1857	Miss Eleanor P. Allen	.....	9	2	7	.....	.....	.....	.....	.....	.....	....
157	Hillsborough Female College	Hillsborough, Ohio	1854	1857	Rev. John F. Loyd, A. M	M. E	8	2	6	1	31	23	15	.....	69	....
158	Oxford Female College	Oxford, Ohio	1854	1854	Rev. Robert D. Morris, D. D	Presb	7	3	4	.....	10	51	8	.....	69	....
159	Western Female Seminary	Oxford, Ohio	1853	1855	Miss Helen Peabody	Non-sect	18	....	18	.....	.....	185	.....	.....	185	10
160	Lake Erie Female Seminary	Painesville, Ohio	1856	1859	Miss Mary Evans	Non-sect	23	6	17	.....	28	81	35	.....	144	1
161	St. Helen's Hall	Portland, Oreg	.....	1869	Miss Mary B. Rodney	P. E	13	....	13	.....	25	.....	.....	.....	186	2
162	Allentown Female College	Allentown, Pa	1867	1867	Rev. W. R. Hofford, A. M	Ref'd Ch	6	1	5	.....	29	40	5	.....	74	1
163	Blairsville Ladies' Seminary	Blairsville, Pa	0	1851	Rev. T. R. Ewing	Presb	9	1	8	.....	.....	88	.....	.....	88	....
164	Wilson College	Chambersburg, Pa	1869	1870	Rev. J. C. Caldwell, D. D	Presb	6	1	5	.....	.....	13	.....	.....	60	....
165	Pennsylvania Female College	Collegeville, Pa	1853	1851	J. Warrenne Sunderland, A. M., LL. D., rector.	Non-sect	7	2	5	.....	.....	.....	.....	.....	.....	....
166	French Protestant School	Germantown, Pa	.....	1857	Prof. and Madame Paulin	P. E	13	4	9	.....	.....	.....	.....	.....	62	....
167	Miss Mary E. Stevens's Boarding and Day School for Young Ladies.	Germantown, Pa. (W. Chelton avenue, below Wayne).	.....	1868	Miss Mary E. Stevens	P. E	12	6	6	.....	.....	.....	.....	12	85	....
168	University Female Institute	Lewisburg, Pa	1846	1852	Mrs. Katherine B. Larison	Baptist	12	4	8	.....	37	36	30	.....	103	....
169	Brooke Hall Female Seminary	Media, Pa	.....	1856	Maria L. Eastman	P. E	12	3	9	.....	.....	.....	.....	6	50	....
170	Academy of Notre Dame*	Philadelphia, Pa	.....	.....	Sister Julia, superioress	R. C	.....	.....	.....	.....	.....	.....	.....	.....	155	....

* From Report of the Commissioner of Education for 1881.

a This is the total enrolled in the various departments; the number of different students enrolled is 216.

b See statistics of preparatory schools (Table VII).

c For pupils in the Jardin des Enfants, see Table V.

d Includes other students not separately specified.

e Includes students in primary department.

f This is the total number enrolled in the various departments; the reported total is 105.

g Date of first opening; reopened after several years' suspension in September, 1881.

h Since deceased.

i This includes 19 pupils in primary department.

TABLE VIII.— *Statistics of institutions for the superior instruction of women for* 1882, *&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
171	Chegary Institute*	Philadelphia, Pa. (1527 Spruce street).	.....	1814	Madame D'Hervilly	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
172	Chestnut Street Seminary	Philadelphia, Pa	.....	1850	Misses M. L. Bonney and H. A. Dillaye.	Non-sect.	18	8	10	.....	.....	.....	.....	.....	80	.....
173	Pittsburgh Female College	Pittsburgh, Pa	1854	1854	Rev. I. C. Pershing, D. D	M. E	28	13	15	20	65	43	316	8	432	54
174	Washington Female Seminary	Washington, Pa	1836	1836	Miss N. Sherrard	Presb	10	....	10	1	10	160	.....	.....	170	.....
175	Mrs. Goodwin Watson's English, French, and German Young Ladies' School.	West Philadelphia, Pa. (4111 Walnut st.).	.....	.....	Mrs. Goodwin Watson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
176	Anderson Female Seminary	Anderson, S. C	.....	1880	Lewis M. Ayer	Non-sect.	7	1	6	2	38	40	25	0	103	0
177	Columbia Female College	Columbia, S. C	1854	1857	Rev. Osgood A. Darby, D. D	M. E. So	10	4	6	2	40	83	.....	1	124	.....
178	Due West Female College	Due West, S. C	1859	1860	J. P. Kennedy, A. M	Non-sect.	8	1	7	2	75	94	6	.....	175	.....
179	Greenville Female College	Greenville, S. C	1853	1854	Alexander S. Townes	Baptist	10	3	7	3	91	80	9	.....	180	0
180	Walhalla Female College	Walhalla, S. C	.....	1877	Rev. J. P. Smeltzer, D. D	Ev. Luth.	5	1	4	1	47	40	0	1	88	0
181	Williamston Female College	Williamston, S. C	1875	1872	Rev. S. Lander, A. M., D. D	Non-sect.	10	4	6	1	22	.....	.....	.....	116	.....
182	Athens Female Seminary*	Athens, Tenn	1869	1866	Mrs. Mary W. Sullins	Non-sect	.....	.....	.....	.....	.....	.....	.....	.....	38	.....
183	St. James Hall	Bolivar, Tenn	.....	1874	Rev. J. N. Lee, D. D., rector	P. E	6	1	5	.....	.....	11	.....	2	65	.....
184	Bristol Female College	Bristol, Tenn	1872	1868	Prof. D. C. Wester, A. M	Baptist	5	1	4	2	45	55	.....	.....	100	.....
185	Brownsville Female College	Brownsville, Tenn	1851	1851	P. H. Eager, A. M	Baptist	4	1	3	.....	.....	.....	.....	.....	60	.....
186	Wesleyan Female College	Brownsville, Tenn	1870	1867	Rev. John Williams, A. M	M. E. So	4	1	3	.....	25	28	.....	2	55	.....
187	Bellevue Female College	Collierville, Tenn	1872	1872	Rev. James A. Heard, D. D	Non-sect.	6	1	5	2	39	64	.....	2	105	.....
188	Columbia Athenæum	Columbia, Tenn	1858	1852	Robert D. Smith, A. M	Non-sect.	18	5	13	1	20	.....	15	12	a151	6
189	Columbia Female Institute*	Columbia, Tenn	1835	1835	Rev. George Beckett, S. T. D	P. E	10	2	8	1	35	83	3	.....	125	.....
190	Tennessee Female College	Franklin, Tenn	1856	1856	Mrs. M. E. Clark	Non-sect.	9	0	9	1	20	81	15	2	118	.....
191	Memphis Conference Female Institute.	Jackson, Tenn	1844	1844	Rev. A. W. Jones, A. M., D. D	M. E. So	9	2	7	1	b39	93	21	.....	153	.....
192	Cumberland Female College	McMinnville, Tenn	1850	1850	N. J. Finney, A. M	Cumb. P	5	2	3	.....	63	38	4	.....	105	.....

193	Murfreesboro' Female Institute	Murfreesboro', Tenn	185–	185–	James E. Scobey, A. M	Non-sect.	11	2	9	2	50	.....	.....	.....	140	....
194	Nashville College for Young Ladies.	Nashville, Tenn. (6 Vauxhall street).	1882	1880	Rev. George W. F. Price, M. A., D. D.	M. E. So	15	3	12	.....	.....	200	.....	.....	200	0
195	St. Cecilia's Academy	Nashville, Tenn	1862	1860	Sister Ursula Wildman	R. C	15	0	15	8	20	60	0	0	80	0
196	W. E. Ward's Seminary for Young Ladies.	Nashville, Tenn	1869	1865	Rev. William E. Ward, D. D	Non-sect.	18	2	16	1	35	191	41	5	272	0
197	Martin Female College	Pulaski, Tenn	1872	1873	W. K. Jones	Meth	4	1	3	4	45	65	.....	2	112	0
198	Rogersville Female College	Rogersville, Tenn	1852	1849	Rev. James D. Thomas, M. A	Presb	7	2	5	2	45	52	0	0	97	0
199	Mary Sharp College	Winchester, Tenn	1850	1851	Z. C. Graves, LL. D	Baptist	11	7	4	2	52	83	4	6	c153	0
200	Soule College*	Chapell Hill, Tex	1853	1853	Rev. E. D. Pitts, D. D	M. E. So	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
201	Dallas Female College	Dallas, Tex	1872	1872	Rev. G. J. Nunn	M. E. So	7	3	4	.....	60	65	78	.....	203	....
202	Ursuline Academy	Galveston, Tex	.....	1847	Madame St. Augustine, superioress.	R. C	.....	.....	.....	.....	.....	.....	.....	.....	141	....
203	Young Ladies' School, Southwestern University.	Georgetown, Tex	1875	1840	Rev. Francis Asbury Mood, D. D., regent.	M. E. So	13	9	4	2	45	54	.....	.....	99	....
204	Baylor Female College	Independence, Tex	1846	1846	Rev. John Hill Luther, D. D	Baptist	12	3	9	7	20	99	8	4	131	0
205	Woodlawn Female College	Paris, Tex	1871	1871	P. F. Witherspoon, A. M	Non-sect.	5	1	4	.....	42	54	4	.....	100	....
206	Nazareth Academy	Victoria, Tex	1880	1866	Mother Mary St. Claire	R. C	.....	.....	.....	16	.....	120	.....	2	122	....
207	Vermont Methodist Seminary and Female College.	Montpelier, Vt	1834	1834	Rev. J. D. Beeman, A. M., pres't; E. A. Bishop, prin.	M. E	9	4	5	1	42	50	0	1	93	0
208	Martha Washington College	Abingdon, Va	1853	1858	Rev. E. E. Wiley, D. D	M. E. So	11	3	8	.....	.....	.....	.....	.....	63	0
209	Hollins Institute	Botetourt Springs, Va	1843	1842	Charles L. Cocke, M. A., sup't	Baptist	14	5	9	1	15	115	.....	.....	130	....
210	Albemarle Female Institute	Charlottesville, Va	1855	1856	Rev. Alexander Eubank, A. M	Baptist	8	4	4	2	.....	.....	.....	.....	61	....
211	Montgomery Female College	Christiansburg, Va	.....	1854	Mrs. O. S. Pollock	M. E. So	8	.....	.....	.....	.....	.....	.....	.....	85	....
212	Roanoke Female College*	Danville, Va	1859	1859	S. W. and J. T. Averett	Baptist	8	2	5	1	15	84	4	.....	103	0
213	Edge Hill School	Keswick Depot, Va	.....	1866	Miss M. B. Randolph	Non-sect.	6	0	6	.....	.....	.....	.....	.....	50	....
214	Marion Female College	Marion, Va	1874	1873	Rev. J. J. Scherer, A. M	Lutheran	6	2	4	1	30	66	2	2	100	....
215	Norfolk College for Young Ladies	Norfolk, Va	1880	1880	Rev. R. M. Saunders	Non-sect.	13	5	8	3	113	164	36	4	317	....
216	Southern Female College*	Petersburg, Va	1863	1862	W. T. Davis, A. M	Non-sect.	8	2	6	0	.....	.....	.....	.....	73	0
217	Staunton Female Seminary	Staunton, Va	1870	1870	Rev. James Willis	Ev. Luth	8	2	6	.....	28	39	3	.....	70	....
218	Wesleyan Female Institute	Staunton, Va	1849	1850	Rev. William A. Harris, D. D	Meth	20	(20)		.....	.....	.....	.....	.....	135	3
219	Fauquier Institute	Warrenton, Va	.....	.....	Rev. J. A. Chambliss, D. D	.....	6	1	5	.....	.....	.....	.....	.....	.....	.....
220	Episcopal Female Institute	Winchester, Va	1874	1874	Rev. J. C. Wheat, D. D	P. E	7	2	5	1	26	46	0	0	72	0
221	Valley Female College	Winchester, Va	1874	.....	Rev. John P. Hyde, A. M	M. E. So	7	2	5	1	15	46	2	.....	63	....
222	Broaddus Female College	Clarksburg, W. Va	1877	1871	Rev. Edward J. Willis, LL. B	Baptist	10	2	8	2	25	39	7	.....	71	....
223	Parkersburg Female Seminary	Parkersburg, W. Va	0	1865	Mrs. H. L. Field	.....	4	....	4	.....	.....	.....	.....	.....	42	....
224	Wheeling Female College	Wheeling, W. Va	1848	1850	Miss A. Taylor, A. M	Non-sect.	15	7	8	.....	14	78	14	.....	106	....
225	Wisconsin Female College	Fox Lake, Wis	1855	1856	Helen A. Pepoon	Cong	5	....	5	.....	55	20	7	1	83	....
226	Milwaukee College	Milwaukee, Wis	1853	1851	Charles S. Farrar, A. M	Non-sect.	16	3	13	3	143	27	95	.....	265	0
227	St. Clara Academy	Sinsinawa Mound, Wis	1852	1852	Sister Mary Emily Power	R. C	22	....	22	.....	35	44	.....	3	a89	....

* From Report of the Commissioner of Education for 1881.
a Includes other students not separately specified.
b Includes students in primary departments.
c Includes students in music and art.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1882, *&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	1,500	30	$150	$30	$50–60	$20,000	.....	.....	.....	June 15.
2	Florence Synodical Female College*	×	4	40	1,500	25	160	24	40	30,000	.....	.....	$6,000	June 7.
3	Huntsville Female College	×	5	40	1,125	156	150	26	25, 30	45,000	$0	$0	*a*13,000	May 30.
4	Huntsville Female Seminary (Rotherwood Home)	.....	.....	40	.....	.....	200	40	50	12,000	0	0	.....	June 6.
5	Livingston Academy	×	4	40	.....	.....	*a*170–200	30, 40	50	.....	.....	.....	.....	June 13.
6	Judson Female Institute	×	4	37	3,500	20	158	30–50	60	50,000	.....	.....	12,000	June 14.
7	Marion Female Seminary	×	5	40	250	150	150	30, 40	50	25,000	.....	.....	3,500	June 7.
8	Centenary Institute	×	6	40	.....	.....	125	20	40	25,000	.....	.....	.....	June 20.
9	Synodical Female Institute	×	.....	40	500	5	120	40	50	10,000	.....	.....	.....	June 22.
10	Alabama Central Female College*	×	4	38	.....	.....	150	24–36	60	210,000	.....	.....	.....	June 25.
11	Alabama Conference Female College	×	4	40	1,000	.....	150	20–40	50	60,000	.....	.....	5,500	June 20.
12	Young Ladies' Seminary	0	4	40	*1,000	*100	275	50	50	30,000	0	0	*a*26,000	May 30.
13	Harmon Seminary	....	4	40	700	.....	*a*330	(50–80)		40,000	.....	.....	.....	May 21.
14	Mills Seminary	0	4	40	4,000	100	330	20	20	200,000	.....	.....	.....	May 31.
15	College of Notre Dame	×	.....	45	*2,875	.....	300	.....		.....	0	0	.....	June.
16	Hartford Female Seminary	....	4	40	*b*500	.....	*a*450	(60–120)		*b*40,000	.....	.....	*b*4,500	June 27.
17	Congrégation de Notre Dame	....	.....	40	2,530	.....	*a*200	28–40	60	.....	.....	.....	8,000	July 1.
18	Lucy Cobb Institute	0	.....	40	168	57	150	20	60	*35,000	.....	.....	.....	June 20.
19	Columbus Female College	....	5	38	2,000	.....	165	30	70	40,000	.....	.....	11,500	June 20.
20	Georgia Methodist Female College	×	4	38	500	.....	140	20, 35	50	20,000	.....	.....	3,000	June 20.
21	Andrew Female College	×	5	40	*2,000	.....	.....	.....	.....	10,000	.....	.....	.....	.....
22	Dalton Female College	×	6	40	300	0	125–150	10–30	40	8,000	0	0	3,000	June 21.
23	Georgia Baptist Seminary for Young Ladies	×	4	40	500	120	100	10–30	40–50	7,500	.....	.....	2,200	June 20.
24	Griffin Female College	×	4	40	1,200	.....	150	40	50	4,000	.....	.....	3,600	June 26.
25	La Grange Female College	×	6	39	500	50	135	30	50	50,000	0	0	.....	June 13.
26	Southern Female College	×	4	38	.....	.....	150	30	54	20,000	.....	.....	7,000	June 20.

27	Wesleyan Female College	×	5	40	2,000	275	250	45	70	225,000	50,000	3,000	7,300	July 11.
28	College Temple	×	4	40	1,500	.....	125	20–40	50	25,000	.....	.....	6,000	June 15.
29	Rome Female College	×	4	40	.....	.....	150	*c*30	50	15,000	.....	.....	.....	June 14.
30	Shorter College	×	5	40	.....	.....	180	50	60	120,000	0	0	*7,500	June 27.
31	Young Female College	×	.....	40	.....	.....	175	30	50	*20,000	.....	.....	*2,500	June 26.
32	Seminary of the Sacred Heart	.....	.....	40	2,000	.....	240	30	50	1,000	.....	.....	.....	June 27.
33	Woman's College of the Northwestern University	×	4	37	(*d*)	.....	212¾	48	66	.....	.....	.....	.....	June 20.
34	Knox Seminary	.....	4	39	(*e*)	.....	135	.....	45	(*e*)	(*e*)	(*e*)	.....	June 27.
35	Almira College	0	4	40	1,000	.....	135	35	45	*f* 40,000	.....	.....	1,992	June 15.
36	Highland Hall College for Women	×	4	38	.....	.....	190	40	60	.....	.....	.....	.....	June 13.
37	Illinois Female College	×	4	40	1,000	.....	230	40	40	100,000	.....	.....	.....	June 7.
38	Jacksonville Female Academy	.....	4	38	400	.....	*a*260	50	50	35,000	.....	.....	.....	June 6.
39	St. Mary's School	×	4	40	.....	.....	*a*360	20	40	*75,000	0	0	.....	June 13.
40	Ferry Hall, Lake Forest University	×	6	37	400	0	*a*360	40–60	60	72,500	0	0	8,230	June 27.
41	St. Angela's Academy	.....	.....	40	.....	.....	*a*150	.....	.....	.....	.....	.....	.....	June 26.
42	Mt. Carroll Seminary	×	5	37	5,000	.....	215	30	40	100,000	.....	.....	.....	June.
43	Rockford Seminary*	×	4	38	2,650	50	165	28	36	120,000	16,000	1,100	7,469	June 21.
44	De Pauw College for Young Women	×	3–5	40	1,200	41	176	32	40	30,000	.....	.....	5,100	June 14.
45	St. Mary's Academic Institute	×	.....	42	3,000	.....	*a*180	.....	.....	.....	.....	.....	.....	June 27.
46	Immaculate Conception Academy	.....	.....	43	1,610	160	*a*180	.....	.....	.....	.....	.....	.....	June 28.
47	Callanan College	×	4	36	50	.....	.....	30	36	50,000	0	.....	.....	June 7.
48	St. Agatha's Seminary	×	.....	42	620	80	.....	.....	.....	.....	.....	.....	.....	June.
49	College of the Sisters of Bethany	×	3	36	1,000	50	*a*225–400	.....	.....	150,000	2,000	200	.....	June 6.
50	Bowling Green Female College	×	.....	38	400	.....	160	30	40–60	15,000	0	0	3,000	June 10.
51	Clinton College	×	4	40	500	100	100	30	40	2,000	0	0	3,600	June 7.
52	Caldwell Female College	×	4	40	.....	.....	180	40	50	18,000	.....	.....	33,000	June 13.
53	Franklin Female College	×	4	40	300	25	160	35	50	30,000	0	0	3,900	June 7.
54	Georgetown Female Seminary	×	.....	40	300	0	175	30	40, 60	25,000	0	0	.....	June 13.
55	Liberty Female College	×	4	40	300	100	130	30	40	20,000	0	0	3,500	June 7.
56	Daughters College	×	5	40	3,500	.....	*a*250	50	50	40,000	.....	.....	*a*18,000	June 1.
57	Bethel Female College	×	4	40	400	.....	150	50	50	30,000	.....	.....	4,500	May 31.
58	Hamilton Female College	×	4	40	.....	.....	200	30	60–70	100,000	0	0	4,560	June 5.
59	St. Catharine's Female Academy	.....	.....	40	400	100	300	20	40	100,000	3,000	.....	*g*500	
60	Sayre Female Institute	.....	.....	40	.....	.....	220	50	60	100,000	5,000	*h*1,750	8,000	June 6.
61	Millersburg Female College	×	4	40	1,500	150	160	25–40	50	25,000	0	0	6,700	June 14.
62	Mt. Sterling Female College	×	4	40	.....	.....	200	32	42	10,000	.....	.....	.....	June 12.
63	Bourbon Female College	.....	4	40	.....	.....	160	30	50	5,000	.....	.....	.....	June 13.
64	Kentucky College	×	4	40	500	30	175	40	50	20,000	0	0	8,000	June.
65	Logan Female College*	×	.....	40	1,500	.....	160	30	50	25,000	0	0	.....	June 7.
66	Science Hill School	×	4	39	1,500	.....	200	45	60	20,000	.....	.....	*a*9,000	June 4.
67	Stuart's Female College	×	4	40	500	20	160	32	42, 50	10,000	.....	.....	2,000	June 6, 7.
68	Stanford Female College	×	4	40	700	.....	160	40	50	13,000	.....	.....	6,500	June 14.
69	Cedar Bluff Female College	×	4	40	1,000	100	150	26	40	.....	.....	.....	.....	June 1.
70	Silliman Female Collegiate Institute	×	4	40	325	25	200	20	50	20,500	20,000	1,600	.....	June 20.
71	Keachi College	×	.....	40	200	50	110	35	50	20,000	.....	.....	.....	June 15.
72	Mansfield Female College	×	4	38	1,048	900	150	30, 40	40, 50	25,000	.....	.....	2,700	June 13.
73	Minden Female College	×	.....	40	400	120	150	40	50	16,000	0	0	3,000	June 14.
74	St. Catharine's Hall	0	5	40	500	.....	250	30	36	20,000	0	0	6,000	June 21.

* From Report of the Commissioner of Education for 1881.
a Board and tuition.
b In 1880.
c Average charge.
d See report of Northwestern University (Table IX).
e See report of Knox College (Table IX).
f Includes value of furniture.
g From the city, for poor children.
h Includes $1,450 from rents.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1882, *&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
75	Maine Wesleyan Seminary and Female College	×	4	39	4,000	.....	$120	.....	.....	$104,000	$40,000	$2,400	$4,000	
76	Waterville Classical Institute	×	4	40	50	0	120	.....	$20–24	10,000	35,000	2,100	2,200	June 28.
77	Baltimore Academy of the Visitation	....	.....	42	3,000	.....	.....	$55	75	.....	.....	.....	.....	June 20.
78	Baltimore Female College	×	4	40	3,926	54	*a*260	50	60	62,500	.....	*b*2,500	6,000	June 14.
79	The Misses Norris' School	....	.....	40	.....	.....	*a*350	.....	.....	.....	.....	.....	.....	June 20.
80	Burkittsville Female Seminary	....	5	37	.....	.....	130	16	30	.....	.....	.....	.....	
81	Cambridge Female Seminary	×	.....	41	500	50	200	20–35	40–50	10,000	.....	.....	.....	June 17.
82	Lutherville Female Seminary	....	4	36	.....	.....	140	30–40	60	25,000	.....	.....	.....	June 10–12.
83	Abbot Academy	0	4	36	2,396	35	*a*300	54	54	50,000	12,600	695	7,396	June 8.
84	Lasell Seminary for Young Women	0	4	36	900	50	310	90	90	90,000	0	0	12,000	June 21.
85	Gannett Institute	0	4	36	3,500	100	300	80–125	200	75,000	.....	.....	.....	June 6.
86	Bradford Academy*	0	4	38	2,500	40	260	60	60	206,300	.....	.....	8,800	June 21.
87	The Swain Free School	....	.....	36	300	.....	.....	.....	0	30,000	153,500	8,500	0	
88	Smith College	×	4	36	1,500	.....	250	.....	100	300,000	300,000	.....	.....	June 20.
89	Wheaton Female Seminary	0	4	38	3,800	100	210	45	45	.....	.....	.....	.....	June 27.
90	Maplewood Institute for Young Ladies	0	4	38	1,200	100	240	24	30	75,000	.....	.....	.....	June 27.
91	Mount Holyoke Female Seminary	....	4	38	11,000	181	*a*175	.....	.....	277,200	71,685	4,837	*a*44,231	June 21.
92	Wellesley College	×	4, 5	38	23,000	.....	190	.....	60	.....	.....	.....	.....	June 19.
93	Michigan Female Seminary	0	4	38	1,000	200	*a*175	.....	.....	50,000	.....	.....	7,244	June 21.
94	Young Ladies' Seminary and Collegiate Institute*	....	.....	....	400	.....	.....	(20–80)		10,000	.....	.....	.....	
95	St. Mary's Hall*	....	4	40	*c*800	.....	*a*350	40	50	*c*30,000	.....	.....	.....	June.
96	Bennet Seminary	×	4	36	250	.....	240	35	65	30,000	.....	.....	.....	June 1.
97	Blue Mountain Female College	×	6	40	321	103	120	30	40	14,000	.....	.....	3,400	June 14.
98	Whitworth College	×	4	39	500	.....	120	30	40–50	60,000	0	0	16,000	June 19.
99	Central Female Institute	×	4	40	1,500	100	150	40	50	20,000	.....	.....	5,000	June 28.
100	Franklin Female College	×	.....	40	500	.....	200	30	40	10,000	0	0	.....	June 13.

101	Meridian Female College	×	4	40	.....	.....	150	35	45	4,000	.....	.....	2,500	June.
102	Chickasaw Female College	×	4	37	2,000	.....	100	20-30	40	20,000	.....	.....	.....	June 6.
103	Port Gibson Female College	.....	.....	.....	.....	.....	.....	.....	.....	40,000	.....	.....	.....	June 18-20.
104	Starkville Female Institute	×	.....	40	600	50	125	(20-100)		10,000	.....	.....	6,000	June 22.
105	Lea Female College	×	4	40	.....	.....	165	35	50	10,000	.....	.....	4,000	June 18.
106	Stephens Female College	×	5	39	200	25	160	20	40	35,000	20,000	1,200	.....	June 6.
107	Howard College	×	.....	40	100	.....	140	30	50	10,000	0	0	.....	June 12.
108	Fulton Synodical Female College	×	4	40	500	.....	150	35	50	25,000	0	0	5,000	June 8.
109	St. Louis Seminary	×	4	36	.....	.....	a230	40	60	25,000	.....	.....	5,000	May 17.
110	Baptist Female College	×	6	40	400	.....	160	20-40	50	25,000	.....	.....	.....	June 5.
111	The Elizabeth Aull Female Seminary	×	.....	40	1,600	100	160	20-40	50	17,000	0	0	5,000	June 7.
112	Hardin Female College*	.....	4	40	500	.....	140	30	40	75,000	40,000	.....	d10,000	June 8.
113	Lindenwood College for Young Ladies	×	5	40	2,500	50	200	40	50	50,000	12,000	.....	20,000	June 6.
114	Mary Institute, Washington University	0	5	40	425	25	.....	80	140	150,000	(e)	(e)	(e)	June 15.
115	Bishop Whitaker's School for Girls	0	4	40	280	30	300	40	60	*30,000	.....	.....	.....	.....
116	Robinson Female Seminary	.....	4	37	500	.....	.....	30	30	80,000	176,745	11,658	220	June 13.
117	New Hampshire Conference Seminary and Female College.	×	4	39	600	.....	124	22	36	f25,000	f14,000	f900	f2,880	June 27.
118	Tilden Seminary	0	4	38	1,400	0	255	30	45	60,000	2,000	120	2,000	June 14.
119	Bordentown Female College	×	4	40	600	.....	(240)		a280	35,000	.....	.....	.....	June 14.
120	Freehold Young Ladies' Seminary*	0	4	39	1,200	.....	200	24	44-52	30,000	0	0	.....	June.
121	Pennington Seminary	×	3	40	2,000	0	200	40	40	75,000	0	0	5,000	June 21.
122	Academy of the Sacred Heart	.....	.....	42	2,015	15	200	.....	.....	300,000	.....	.....	.....	June 26.
123	St. Agnes School	0	.....	37	2,050	200	a350	(50-125)		.....	.....	.....	.....	June 8.
124	Packer Collegiate Institute	0	.....	40	4,717	57	475	12	15-25	200,000	31,581	2,037	36,890	June 20.
125	Buffalo Female Academy	0	.....	40	1,237	1	336	32, 48	64-96	81,759	400	16	9,882	June 14.
126	Holy Angels' Academy	.....	.....	40	625	20	150	.....	24	100,000	0	0	11,800	June 29.
127	Granger Place School	0	4	38	1,200	41	a400	57	76	30,000	.....	.....	.....	June 20.
128	Claverack College and Hudson River Institute	×	4	39	1,401	1	195	60	42-60	g61,182	0	0	13,789	June 14.
129	St. Joseph's Academy	×	5	40	625	10	150	0	20	60,000	.....	.....	2,000	June 27.
130	Academy of the Sacred Heart*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
131	Academy of Mount St. Vincent-on-the-Hudson	×	4	42	2,000	150	a295	.....	.....	600,000	.....	.....	.....	June 28.
132	Academy of the Sacred Heart*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
133	School and Classes	.....	.....	.....	1,200	.....	a1,000	300	300	60,000	.....	.....	.....	June 1.
134	Mrs. S. Reed's Boarding and Day School	0	4	30	1,000	.....	650	225	250-300	200,000	.....	.....	.....	June.
135	D'Youville Academy*	.....	7	40	405	.....	120	10	16	12,000	.....	.....	.....	June 26.
136	Cook's Collegiate Institute	0	.....	39	1,500	.....	300	48	60	50,000	.....	.....	.....	June 13.
137	Poughkeepsie Female Academy	0	4	40	2,000	20	250	32	50	21,000	.....	.....	.....	June 14.
138	Asheville Female College	×	4	39	.....	.....	120	16-30	50	18,000	.....	.....	3,000	June 15.
139	Charlotte Female Institute	.....	4	40	.....	.....	a250	40	50	30,000	.....	.....	a14,000	June 11.
140	Greensboro' Female College	×	4	40	2,000	50	100	30	40	.....	.....	.....	.....	May 31.
141	Davenport Female College*	×	.....	40	.....	.....	100	20	30	4,000	.....	.....	.....	.....
142	Wesleyan Female College	×	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
143	Oxford Female Seminary	.....	4	40	600	.....	170	30	40-50	10,000	0	.....	.....	June 7.
144	Peace Institute	0	.....	40	2,000	.....	180	30, 40	50	60,000	.....	.....	.....	June 4.
145	St. Mary's School	.....	5	40	4,000	50	a230	30-40	50-60	.....	.....	.....	.....	June 7.
146	Simonton Female College	0	.....	40	.....	.....	175-225	20	40	15,000	.....	.....	6,500	June 6.

* From Report of the Commissioner of Education for 1881.
a Board and tuition.
b Received annually from the State.
c In 1879.
d Total income from all sources.
e See report of Washington University (Table IX).
f This college is financially associated with New Hampshire Conference Seminary (Table VI).
g Includes furniture.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1882, *&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
147	Thomasville Female College	×	4	40	*a*800	.....	*b*$160	$20–40	$40	$24,000	.....	.....	.....	June 7.
148	Bartholomew English and Classical School	0	6	37	.....	.....	500	110–130	150	30,000	.....	.....	.....	June 7.
149	Cincinnati Wesleyan College	×	4	40	2,000	.....	200–240	50–80	100	250,000	$0	$0	.....	June 13.
150	Mt. Auburn Young Ladies' Institute	....	4	36	500	.....	350	100	150	.....	.....	.....	.....	June 5.
151	Cleveland Seminary for Girls*	×	4	40	200	.....	300	.....	60	100,000	.....	.....	.....	June 16.
152	Cooper Academy	0	4	40	*c*2,500	.....	160	100	100	60,000	0	.....	.....	June 18.
153	Glendale Female College	×	4	40	3,000	100	*b*250	15	20, 25	75,000	0	0	.....	June 14.
154	Granville Female College*	0	4	37	.....	.....	150	15	30	20,000	.....	.....	.....	June 21.
155	Young Ladies' Institute	0	4	37	1,000	.....	180	30	36	25,000	.....	.....	.....	June.
156	Highland Institute	×	4	....	.....	.....	*b*275	30	36, 45	.....	.....	.....	.....	
157	Hillsborough Female College	×	4	40	1,500	.....	140	30	30	50,000	6,000	316	$3,070	June 14.
158	Oxford Female College	×	4	40	300	.....	*b*250	50	50	70,000	.....	.....	3,000	June 8.
159	Western Female Seminary	0	4	38	3,366	194	*b*170	.....	.....	116,000	15,000	1,000	26,131	June 14.
160	Lake Erie Female Seminary	0	4	38	2,000	10	*b*175	.....	.....	150,000	30,000	3,000	20,700	June 21.
161	St. Helen's Hall	....	4	40	600	.....	250	30	50	60,000	.....	.....	.....	June 11.
162	Allentown Female College	×	3	40	400	.....	180	32–36	40–50	28,000	.....	.....	.....	June 22.
163	Blairsville Ladies' Seminary	0	5	38	600	.....	210	20	40	25,000	.....	.....	.....	June 13.
164	Wilson College	×	4	38	1,500	.....	200	60	60	100,000	.....	.....	.....	June 21.
165	Pennsylvania Female College	×	4	40	2,700	.....	160	40	50	50,000	.....	.....	.....	
166	French Protestant School	0	6	40	500	50	*b*500	80–100	.....	50,000	.....	.....	.....	June 15.
167	Miss Mary E. Stevens's Boarding and Day School for Young Ladies.	0	.....	40	1,500	.....	*b*500	80	130	.....	.....	.....	.....	June 16.
168	University Female Institute	×	4	40	.....	50	200	30	46	.....	.....	.....	.....	June 27.
169	Brooke Hall Female Seminary	0	4	38	750	.....	*b*400	.....	.....	60,000	.....	.....	.....	June 14.
170	Academy of Notre Dame*	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
171	Chegary Institute*	....	.....	39	.....	.....	*b*500	80	120	.....	.....	.....	.....	June 20.

172	Chestnut Street Seminary	0	.....	38	2,000	.....	475	.....	125	.....	.....	.....	.....	June.
173	Pittsburgh Female College	×	4	40	738	40	240	44–56	60–80	100,000	1,600	90	19,415	June.
174	Washington Female Seminary	....	4	38	500	.....	250	24	30–40	18,000	.....	.....	.....	June 13.
175	Mrs. Goodwin Watson's English, French, and German Young Ladies' School.	....	4	....	.....	.....	*b*400, 500	70–120	140	.....	.....	.....	.....	June.
176	Anderson Female Seminary	×	5	40	1,237	240	150	35	45	10,000	8,000	500	3,000	June 8.
177	Columbia Female College	....	4	40	.....	.....	150	40	50	40,000	.....	.....	.....	June 20.
178	Due West Female College	×	4	40	500	.....	120	15–21	40	20,000	1,100	.....	5,000	June 29.
179	Greenville Female College	×	5	40	600	200	140	20–30	40–50	20,000	.....	.....	.....	June 21.
180	Walhalla Female College	×	3	40	.....	.....	100	6–11	32	5,000	.....	.....	.....	June 21.
181	Williamston Female College	×	4	40	600	50	120	20	40	12,000	.....	.....	.....	June 22.
182	Athens Female Seminary*	×	4	40	.....	.....	100	18	33	*d*5,000	.....	.....	.....	
183	St. James Hall	0	4	40	500	200	150	40	50	30,000	.....	.....	.....	June 22.
184	Bristol Female College	×	4	40	.....	.....	100	20	40	15,000	.....	.....	.....	June.
185	Brownsville Female College	×	5	40	*a*1,200	.....	134	40	50	30,000	.....	.....	.....	June 17–19.
186	Wesleyan Female College	×	4	40	*a*500	.....	150	40	50	6,000	0	.....	1,800	June 13.
187	Bellevue Female College	×	4	40	.....	.....	140	25	50	7,000	.....	.....	2,200	June 6.
188	Columbia Athenæum	×	.....	40	10,000	500	*b*236	10	50	.....	.....	.....	.....	June 14.
189	Columbia Female Institute*	×	5	40	5,000	120	250	30	60	50,000	.....	.....	.....	June 7.
190	Tennessee Female College	×	5	40	.....	0	140	28	50	10,000	.....	.....	.....	June 6.
191	Memphis Conference Female Institute	×	.....	40	*4,000	.....	160	28–36	50	45,000	.....	.....	.....	June 13.
192	Cumberland Female College	×	4	40	.....	.....	110	30	36, 44	20,000	.....	.....	1,400	May 24.
193	Murfreesboro' Female Institute	×	4	40	125	15	170	32–40	40–50	13,500	.....	.....	3,500	June 6.
194	Nashville College for Young Ladies	....	5	40	.....	.....	200	40	50–70	55,000	0	0	.....	June 6.
195	St. Cecilia's Academy	0	4–6	40	850	.....	150	20	50	90,000	0	.....	3,400	June 20.
196	W. E. Ward's Seminary for Young Ladies	×	5	40	2,500	.....	200	30–40	60	100,000	.....	.....	7,000	June 4.
197	Martin Female College	×	4	40	.....	.....	140	30	50	30,000	30,000	1,800	5,000	June.
198	Rogersville Female College	×	3	40	1,000	0	100	20	30	40,000	0	0	2,460	June 19.
199	Mary Sharp College	×	4	40	1,500	18	135	30	60	20,000	0	0	.....	June 20.
200	Soule College*	×	.....	40	.....	.....	140	(30–50)	.....	.....	.....	.....	.....	June.
201	Dallas Female College	×	.....	40	.....	.....	120	40	50	20,000	.....	.....	4,500	June 13.
202	Ursuline Academy	×	.....	40	.....	.....	*b*200	.....	.....	.....	.....	.....	.....	June 28.
203	Young Ladies' School, Southwestern University	×	4	40	.....	.....	160	35	60	5,000	.....	.....	4,970	June 26.
204	Baylor Female College	×	4	36	175	100	100	36	36	20,000	10,000	1,000	*b*7,000	May 11.
205	Woodlawn Female College	×	3–4	40	.....	.....	120–150	20–30	40–50	6,000	0	0	.....	June 15.
206	Nazareth Academy	×	.....	43	1,003	100	120	24	30	.....	.....	.....	.....	June 29.
207	Vermont Methodist Seminary and Female College	×	3, 4	39	1,000	0	140	30	30	85,000	.....	.....	2,700	June 21.
208	Martha Washington College	×	4	40	1,000	.....	175	40	60	40,000	0	0	.....	June 20.
209	Hollins Institute	....	.....	....	.....	.....	180	25	60	80,000	.....	.....	12,000	June 20.
210	Albemarle Female Institute	×	4	40	2,500	100	210	.....	50	25,000	0	0	3,000	June 20.
211	Montgomery Female College	....	.....	....	350	.....	.....	.....	.....	8,500	.....	.....	.....	June 20–27.
212	Roanoke Female College*	×	4	38	.....	.....	130	36	50	23,000	0	0	3,300	May 31.
213	Edge Hill School	....	4	40	4,000	.....	135	.....	.....	15,000	.....	.....	.....	
214	Marion Female College	×	4	40	150	.....	110	25	45	20,000	.....	.....	1,800	June 6.
215	Norfolk College for Young Ladies	×	5	40	200	.....	170	40, 50	60	60,000	0	0	18,596	June 19.
216	Southern Female College*	×	6	40	1,000	.....	150	30, 40	50	20,000	0	0	.....	June 13.
217	Staunton Female Seminary	×	3	40	400	.....	160	30	40	15,000	.....	.....	.....	June 6.
218	Wesleyan Female Institute	×	2–4	40	.....	.....	*b*230, 280	.....	.....	50,000	.....	.....	.....	June 26.
219	Fauquier Institute	×	.....	36	.....	.....	162	39	48	.....	.....	.....	.....	June.

* From Report of the Commissioner of Education for 1881.
a Private library.
b Board and tuition.
c Includes library of principal.
d Value of grounds and building in 1880.

TABLE VIII.—*Statistics of institutions for the superior instruction of women for* 1882, *&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
220	Episcopal Female Institute	×	4	40	*a*300	0	$200	$30	$40	$18,000	$0	$0	$2,000	June 20.
221	Valley Female College	....	4	40	500	.....	175	25	30, 40	25,000	.....	.....	*b*4,959	June 20–27.
222	Broaddus Female College	×	4	36	.....	.....	150	40	50	10,000	.....	.....	3,000	June 13.
223	Parkersburg Female Seminary	×	.....	40	.....	.....	.....	25	30	.....	.....	.....	.....	June.
224	Wheeling Female College	×	4	40	.....	.....	300	30	50	.....	.....	.....	.....	June 13.
225	Wisconsin Female College	....	4	38	1,120	150	*b*150	28	28	25,000	9,000	670	2,000	June 20.
226	Milwaukee College	×	4	40	3,500	137	*b*350	50	60	*150,000	.....	.....	.....	June 13.
227	St. Clara Academy	....	4	46	970	30	*b*165	.....	.....	.....	.....	.....	.....	July 5.

a Private library of principal.

b Board and tuition.

List of institutions for the superior instruction of women from which no information has been received.

Name.	Location.	Name.	Location.
Tuscaloosa Female College	Tuscaloosa, Ala.	Brooklyn Heights Seminary	Brooklyn, N. Y.
School for Girls	Farmington, Conn.	St. Clare's Academy	Buffalo, N. Y.
Grove Hall	New Haven, Conn.	English, French, and German Boarding and Day School.	New York, N. Y. (13 E. 31st st.).
Young Ladies' Seminary	Windsor, Conn.	English, French, and German School.	New York, N. Y. (222 Madison ave).
Wesleyan Female College	Wilmington, Del.	Chowan Baptist Female Institute.	Murfreesboro', N. C.
Nassau College for Young Ladies.	Fernandina, Fla.	Estey Seminary	Raleigh, N. C.
Hamilton Female College	Hamilton, Ga.	Moravian Seminary for Young Ladies.	Bethlehem, Pa.
Lumpkin Masonic Female College.	Lumpkin, Ga.	Irving Female College	Mechanicsburg, Pa.
Chicago Female College	Morgan Park, Ill.	Pennsylvania Female College.	Pittsburgh, Pa.
Female College of Indiana	Greencastle, Ind.	Cottage Hill College	York, Pa.
Mt. Pleasant Female Seminary.	Mt. Pleasant, Iowa.	State Female College	Memphis, Tenn.
Christ Church Seminary	Lexington, Ky.	Soulé Female College	Murfreesboro', Tenn.
Louisville Female Seminary	Louisville, Ky.	Austin Collegiate Female Institute.	Austin, Tex.
Paducah Female College	Paducah, Ky.	Bryan Female Institute	Bryan, Tex.
Frederick Female Seminary	Frederick, Md.	Goliad College	Goliad, Tex.
Notre Dame Academy	Boston, Mass. (Highlands).	Andrew Female College	Huntsville, Tex.
Columbus Female Institute	Columbus, Miss.	Waco Female College	Waco, Tex.
Union Female College	Oxford, Miss.	Farmville College	Farmville, Va.
Female College	Sardis, Miss.	Petersburg Female College	Petersburg, Va.
Christian Female College	Columbia, Mo.	Richmond Female Institute	Richmond, Va.
Woodland College	Independence, Mo.	Augusta Female Seminary	Staunton, Va.
St. Teresa's Academy	Kansas City, Mo.	Virginia Female Institute	Staunton, Va.
Central Female College	Lexington, Mo.	Kemper Hall	Kenosha, Wis.
Clay Seminary	Liberty, Mo.		
Academy of the Visitation	St. Louis, Mo.		
Ursuline Academy	St. Louis, Mo.		
St. Mary's Hall	Burlington, N. J.		
Athenæum Seminary	Brooklyn, N. Y.		

TABLE VIII.—*Memoranda.*

Name.	Location.	Remarks.
Southern Masonic Female College	Covington, Ga	Changed to Georgia Methodist Female College.
Georgia Female College	Madison, Ga	Buildings burned and college closed.
Houston Female College	Perry, Ga	Now open to both sexes (see Table VI).
Cherokee Baptist Female College	Rome, Ga	Not in existence; succeeded by Shorter College.
Moravian Seminary for Young Ladies.	Hope, Ind	Not in existence.
Independence Female College	Independence, Mo	Not in existence.
Ivy Hall	Bridgeton, N. J	See Table VI.
Howland School	Union Springs, N. Y.	Closed.
Mrs. Goodwin Watson's English, French, and German Young Ladies' School.	Ashbourne, Pa	Removed to West Philadelphia, Pa.

TABLE IX.—*Statistics of universities and colleges for* 1882; *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 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
1	Southern University*	Greensboro', Ala	1856	1859	M. E. South	Prof. J. S. Moore, chairman of faculty.	1	20	.....	.....	.....	.....
2	Howard College	Marion, Ala	1843	1842	Baptist	James T. Murfee, LL. D	....	20	0	15	5	.....
3	Spring Hill College	Near Mobile, Ala	1836	1830	R. C	Rev. John A. Downey, S. J	....	168	.....	110	58	.....
4	University of Alabama	Tuscaloosa, Ala	1820	1831	Non-sect	Burwell Boykin Lewis, LL. D	0	0	0	0	0	0
5	Arkansas College	Batesville, Ark	1872	1872	Presbyterian	Rev. Isaac J. Long, D. D	....	.....	.....	.....	.....	.....
6	Cane Hill College	Boonsboro', Ark	1852	1852	Cumb. Pres	Rev. F. R. Earle, A. M	....	.....	.....	.....	.....	.....
7	Arkansas Industrial University	Fayetteville, Ark	1871	1871	Non-sect	Gen. D. H. Hill, LL. D	7	(327)		.....	.....	.....
8	Judson University	Judsonia, Ark	1871	1875	Baptist	Rev. R. S. James, D. D., LL. D	a5	a48	a62	.....	.....	.....
9	Little Rock University	Little Rock, Ark	.....	1882	M. E	Rev. George W. Gray, D. D	a8	a(110)		.....	.....	.....
10	College of St. Augustine	Benicia, Cal	1868	1867	P. E	Rt. Rev. John H. D. Wingfield, D. D., LL. D.	5	70	.....	17	20	33
11	University of California	Berkeley, Cal	1868	1869	Non-sect	William T. Reid, A. M	0	0	0	0	0	0
12	Pierce Christian College*	College City, Cal	1874	1874	Christian	James C. Keith, A. B	2	.....	.....	8	.....	.....
13	St. Vincent's College	Los Angeles, Cal	1869	1867	R. C	Rev. M. V. Richardson, C. M	....	.....	.....	.....	.....	.....
14	University of Southern California	Los Angeles, Cal	1880	1880	M. E	Rev. M. M. Bovard, A. M	7	106	54	15	50	35
15	St. Ignatius College	San Francisco, Cal. (cor. Hayes st. & Van Ness ave.)	1859	1855	R. C	Rev. Robert E. Kenna, S. J	a27	a783	.....	.....	.....	.....
16	St. Mary's College*	San Francisco, Cal	1872	1863	R. C	Rev. Brother Bettelin	2	60	.....	20	20	.....
17	Santa Clara College	Santa Clara, Cal	1855	1851	R. C	Rev. John Pinasco, S. J	....	153	0	39	114	.....
18	University of the Pacific	Santa Clara, Cal	1852	1852	M. E	Rev. C. C. Stratton, A. M., D. D	11	96	71	11	130	24
19	Pacific Methodist College	Santa Rosa, Cal	1862	1861	M. E. South	Rev. W. A. Finley, A. M., D. D	5	(103)		4	50	49
20	Hesperian College	Woodland, Cal	1869	1861	Christian	A. M. Elston, A. M	2	25	20	9	13	23
21	University of Colorado*	Boulder, Colo	1875	1877	Non-sect	Joseph A. Sewall, M. D., LL. D	....	45	28	27	28	.....
22	Colorado College*	Colorado Springs, Colo	1874	1874	Non-sect	Rev. E. P. Tenney	....	.....	.....	.....	.....	.....
23	University of Denver	Denver, Colo	1864	1880	M. E	Rev. David H. Moore, A. M., D. D., chancellor.	5	130	120	100	70	80

24	Trinity College	Hartford, Conn	1824	1826	P. E	Rev. Thomas R. Pynchon, D. D., LL. D.	0	0	0	0	0	
25	Wesleyan University*	Middletown, Conn	1831	1831	M. E	Rev. John Wesley Beach, D. D., LL. D.						
26	Yale College	New Haven, Conn	1701	1701	Non-sect	Rev. Noah Porter, D. D., LL. D	0	0	0	0	0	0
27	Delaware College*	Newark, Del	1867	1870	Non-sect	William H. Purnell, A. M., LL. D						
28	University of Georgia	Athens, Ga	1785	1801	Non-sect	Rev. P. H. Mell, D. D., LL. D., chancellor.						
29	Atlanta University	Atlanta, Ga	1867	1869	Non-sect	Edmund A. Ware, A. M		(22)				
30	Clark University	Atlanta, Ga	1877	1869	M. E	Rev. E. O. Thayer, A. M	5	10	2	9	3	
31	Bowdon College	Bowdon, Ga	1857	1857	Non-sect	Lucius C. Adamson						
32	Mercer University	Macon, Ga	1837	1838	Baptist	Rev. Archibald J. Battle, D. D						
33	Pio Nono College	Macon, Ga	1876	1874	R. C	Rev. Louis D. Bazin	9	50		(30)		20
34	Emory College*	Oxford, Ga	1836	1837	M. E. South	Rev. Atticus G. Haygood, D. D	2	48				
35	Abingdon College*	Abingdon, Ill	b1855	b1853	Christian	Francis M. Bruner, A. M		52	22	14		
36	Hedding College	Abingdon, Ill	1875	1855	M. E	Rev. Joseph S. Cumming, A. M	3	46	41			
37	Illinois Wesleyan University	Bloomington, Ill	1850	1850	M. E	Rev. W. H. H. Adams, D. D	4	175	100			
38	St. Viateur's College	Bourbonnais Grove, Ill	1874	1865	R. C	Rt. Rev. P. Beaudoin, C. S. V	3	70		(70)		
39	Blackburn University	Carlinville, Ill	1857	1859	Presbyterian	Rev. E. L. Hurd, D. D	2	80	40	30	90	
40	Carthage College*	Carthage, Ill	1870	1870	Lutheran	Rev. J. A. Kunkelman, A. M		52	15			51
41	St. Ignatius College*	Chicago, Ill. (413 W. 12th st.)	1870	1869	R. C	Rev. Thomas O'Neil, S. J	3	70	0	70	0	
42	University of Chicago	Chicago, Ill	1859	1859	Baptist	Rev. Galusha Anderson, S. T. D	1	62	16	62	16	
43	Eureka College c	Eureka, Ill	1855	1853	Christian	J. M. Allen, M. D., A. M		170	80			
44	Northwestern University	Evanston, Ill	1851	1855	M. E	Rev. Joseph Cummings, D. D., LL. D.	8	147	86	71	d158	4
45	Ewing College	Ewing, Ill	1874	1867	Baptist	Rev. John Washburn, A. M., D. D		(67)				
46	Knox College c	Galesburg, Ill	1837	1841	Non-sect	Hon. Newton Bateman, A. M., LL. D.	10	124	65	41	74	e74
47	Lombard University	Galesburg, Ill	1851	1852	Universalist	Rev. Nehemiah White, PH. D		50	36	4	12	70
48	Irvington College	Irvington, Ill	1863	1865	Presbyterian	Rev. Edgar W. Clarke, A. M	a5	34	18	10	5	37
49	Illinois College	Jacksonville, Ill	1835	1830	Non-sect	Rev. Edward A. Tanner, D. D	(f)	(f)		(f)	(f)	(f)
50	Lake Forest University	Lake Forest, Ill	1856	1876	Presbyterian	Rev. Daniel S. Gregory, A. M., D. D.	8	97	7	50	3	51
51	McKendree College	Lebanon, Ill	1834	1828	M. E	Rev. Daniel W. Phillips, A. M		39	31	25	45	
52	Lincoln University	Lincoln, Ill	1865	1866	Cumb. Pres	Rev. A. J. McGlumphy, D. D., LL. D.		156	95			
53	Monmouth College	Monmouth, Ill	1857	1856	United Pres	Rev. J. B. McMichael, D. D	5	(141)		14	44	83
54	Mt. Morris College	Mt. Morris, Ill	1840	g1840	Ger. Baptist	D. L. Miller	8	154	95	4	178	
55	Northwestern College	Naperville, Ill	1865	1861	Evang. Asso	Rev. A. A. Smith, A. M	5	167	43	7	15	
56	Chaddock College	Quincy, Ill	1878	h1876	M. E	John T. Long, LL. D	4	132	68	54	18	
57	Augustana College	Rock Island, Ill	1865	1863	Evang. Luth	Rev. T. N. Hasselquist, D. D	3	65	0	(45)		20
58	St. Joseph's Diocesan College	Teutopolis, Ill	1881	1861	R. C	Rev. P. Michael Richardt, O. S. F	1					
59	Shurtleff College	Upper Alton, Ill	1835	1827	Baptist	Rev. A. A. Kendrick, D. D	3	49	39	16	32	40
60	Illinois Industrial University	Urbana, Ill. (Champaign P. O.).	1867	1868	Non-sect	Selim H. Peabody, PH. D., LL. D., regent.	(i)	(i)	(i)			
61	Westfield College	Westfield, Ill	1865	1865	United Breth	Rev. Samuel B. Allen, D. D		49	37	7	17	
62	Wheaton College	Wheaton, Ill	1861	1855	Non-sect	Charles A. Blanchard		116	100	50		139
63	The Indiana University	Bloomington, Ind	1828	1828	Non-sect	Rev. Lemuel Moss, D. D	3	121	73	(136)		58
64	Wabash College	Crawfordsville, Ind	1834	1833	Presbyterian	Rev. Joseph F. Tuttle, D. D		89		26	35	28
65	Concordia College	Fort Wayne, Ind	1850	1848	Evang. Luth	R. A. Bischoff, director		77		(77)		

* From Report of the Commissioner of Education for 1881.
a Total for all departments.
b Reorganized in 1881 under State law.
c These statistics are for the year 1881.
d Includes students preparing for other collegiate courses.
e In English course.
f Preparatory department is identical with Whipple Academy (see Table VII).
g Reorganized in 1879.
h As Chaddock College; in 1853 as Quincy English and German College.
i See Table X, Part 1.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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
66	Franklin College	Franklin, Ind	1844	1836	Baptist	Rev. W. T. Stott, D. D	....	52	15	30	22	15
67	Indiana Asbury University	Greencastle, Ind	1837	1837	M. E	Rev. Alexander Martin, D. D., LL. D.	4	(219)		(168)		51
68	Hanover College	Hanover, Ind	1833	1827	Presbyterian	Rev. D. W. Fisher, D. D	3	47	24	(71)		.....
69	Hartsville University	Hartsville, Ind	1851	1852	United Breth	Rev. C. H. Kiracofe, A. M	....	45	22	7	60	.....
70	Butler University	Irvington, Ind	1850	1855	Christian	Harvey W. Everest, LL. D	....	36	16	21	.....	.....
71	Union Christian College	Merom, Ind	1859	1860	Christian	Rev. Elisha Mudge	....	(85)		.....	.....	.....
72	Moore's Hill College	Moore's Hill, Ind	1856	1856	M. E	Rev. L. G. Adkinson, A. M	4	40	26	2	64	.....
73	University of Notre Dame du Lac*	Notre Dame, Ind	1844	1842	R. C	Very Rev. Thomas E. Walsh, C. S. C.	18	180	.....	.....	.....	.....
74	Earlham College	Richmond, Ind	1859	1847	Friends	Joseph Moore, LL. D	4	103	77	53	42	83
75	Ridgeville College	Ridgeville, Ind	1867	1867	F. W. B	Rev. Samuel D. Bates, A. M	....	38	37	.....	.....	75
76	St. Meinrad's College	St. Meinrad, Ind	0	1857	R. C	Rt. Rev. Fintan Mundwiler, O. S. B.	....	30	.....	.....	.....	.....
77	St. Bonaventure's College	Terre Haute, Ind	1872	1872	R. C	Rev. M. McEvoy, O. M. C	4	103	100	.....	.....	.....
78	Amity College	College Springs, Iowa	1858	1857	Non-sect	Rev. S. C. Marshall, A. M	....	.....	.....	.....	.....	.....
79	Griswold College	Davenport, Iowa	1859	1859	P. E	Rt. Rev. William Stevens Perry, D. D., LL. D.	2	49	.....	25	24	.....
80	Norwegian Luther College	Decorah, Iowa	1866	1861	Evang. Luth	Rev. Laur. Larsen	....	67	0	63	*a*4	0
81	Drake University	Des Moines, Iowa	1881	1881	Christian	George T. Carpenter, A. M	....	.....	.....	.....	.....	.....
82	University of Des Moines*	Des Moines, Iowa	1865	1866	Baptist	George Dana Purinton, A. M	4	90	45	.....	.....	.....
83	St. Joseph's College	Dubuque, Iowa	.....	1873	R. C	Very Rev. R. Ryan, V. G	....	35	.....	25	10	.....
84	Parsons College	Fairfield, Iowa	1875	1875	Presbyterian	Rev. Thomas D. Ewing, D. D	1	73	50	17	22	84
85	Upper Iowa University	Fayette, Ind	1857	1857	M. E	Rev. John W. Bissell, D. D	10	66	73	30	38	.....
86	Iowa College	Grinnell, Iowa	1847	1848	Cong	Rev. George F. Magoun, D. D	2	102	51	(32)		*b*121
87	Simpson Centenary College*	Indianola, Iowa	1867	1868	M. E	Rev. Edward Lamay Parks, A. M., B. D.	....	64	50	37	77	.....

88	State University of Iowa	Iowa City, Iowa	1847	1855	Non-sect	Josiah L. Pickard, LL. D	0	0	0	0	0	0
89	German College	Mt. Pleasant, Iowa	1873	1873	German M. E	Rev. William Balcke, A. M	....	38	12	.....	.....	.....
90	Iowa Wesleyan University	Mt. Pleasant, Iowa	1855	1852	M. E	Rev. W. J. Spaulding, PH. D	2	80	43	.....	.....	.....
91	Cornell College	Mt. Vernon, Iowa	1857	1853	M. E	Rev. William F. King, D. D	10	198	177	178	122	75
92	Oskaloosa College	Oskaloosa, Iowa	1857	1861	Christian	G. H. Laughlin, A. M	....	59	34	(44)		49
93	Penn College	Oskaloosa, Iowa	1873	1873	Friends	Benjamin Trueblood, A. M	2	*c*62	*c*58	.....	.....	.....
94	Central University of Iowa	Pella, Iowa	1853	1854	Baptist	Rev. George Warren Gardner, D. D.	....	60	40	18	16	66
95	Tabor College	Tabor, Iowa	1866	1866	Cong	Rev. William M. Brooks, A. M	3	51	19	13	21	*d*36
96	Western College	Toledo, Iowa	1856	1857	United Breth	Rev. W. M. Beardshear, A. M	....	(161)		4	22	*e*73
97	St. Benedict's College*	Atchison, Kans	1868	1859	R. C	Rt. Rev. Innocent Wolf, D. D., O. S. B.	2	62	.....	24	38	.....
98	Baker University	Baldwin City, Kans	1858	1858	M. E	Rev. W. H. Sweet, A. M	....	109	89	.....	.....	198
99	Highland University	Highland, Kans	1858	1856	Presbyterian	H. D. McCarty, LL. D., acting	2	65	58	26	15	82
100	University of Kansas	Lawrence, Kans	1863	1866	Non-sect	Rev. James Marvin, A. M., D. D	4	141	96	.....	.....	.....
101	Lane University	Lecompton, Kans	*f*1862	1862	United Breth	N. B. Bartlett, A. M	....	35	30	.....	20	.....
102	Ottawa University*	Ottawa, Kans	1860	1865	Baptist	T. M. Stewart, A. M	1	40	26	.....	.....	.....
103	St. Mary's College	St. Mary's, Kans	1869	1869	R. C	Rev. C. Coppens, S. J	2	81	0	30	15	.....
104	Washburn College	Topeka, Kans	1856	1863	Cong	Rev. Peter McVicar, M. A., D. D	1	37	12	39	10	.....
105	St. Joseph's College	Bardstown, Ky	1824	1819	R. C	Rev. W. P. Mackin	1	*g*100	.....	.....	.....	.....
106	Berea College	Berea, Ky	1865	1858	Non-sect	Rev. E. H. Fairchild, D. D	2	46	24	11	*h*59	.....
107	Ogden College	Bowling Green, Ky	1877	1877	Non-sect	Rev. J. W. Wightman, D. D	.....	.....	.....	.....	.....	.....
108	Cecilian College	Cecilian, Ky	1867	1860	R. C	H. A. Cecil, A. M	3	50	.....	10	10	30
109	Centre College	Danville, Ky	1819	1822	Presbyterian	Ormond Beatty, LL. D	2	67	.....	43	24	.....
110	Eminence College	Eminence, Ky	1856	1857	Christian	W. S. Giltner	*i*1	.....	.....	.....	.....	.....
111	Kentucky Military Institute	Farmdale, Ky	1845	1845	Non-sect	Col. Robert D. Allen, M. D., C. E., superintendent.	2	14	.....	10	4	0
112	Georgetown College	Georgetown, Ky	1829	1831	Baptist	Rev. R. M. Dudley, D. D	2	24	.....	12	12	.....
113	South Kentucky College	Hopkinsville, Ky	*j*1849	*k*1881	Christian	B. C. Deweese, M. A	....	.....	.....	.....	.....	.....
114	Kentucky University	Lexington, Ky	1858	1859	Christian	Charles Louis Loos	1	39	0	24	15	.....
115	Kentucky Wesleyan College	Millersburg, Ky	1860	1866	M. E. South	D. W. Batson, A. M	.....	.....	.....	.....	.....	.....
116	Kentucky Classical and Business College.	North Middletown, Ky	1878	1877	Christian	E. V. Zollars, A. M	2	20	30	.....	.....	.....
117	Central University	Richmond, Ky	1873	1874	So. Presb	Rev. L. H. Blanton, D. D., chancellor.	3	95	.....	65	25	.....
118	Bethel College	Russellville, Ky	1856	1856	Baptist	James H. Fuqua, A. M	3	65	.....	20	15	.....
119	St. Mary's College	St. Mary's, Ky	1837	1821	R. C	Rev. David Fennessy, C. R	.....	.....	.....	.....	.....	.....
120	Louisiana State University and Agricultural and Mechanical College.	Baton Rouge, La	(1853 (1874	1860) 1874)	Non-sect	Col. William Preston Johnston	2	90	.....	52	29	9
121	St. Charles College	Grand Coteau, La	1852	1837	R. C	Rev. John Montillot, S. J	1	19	.....	.....	19	.....
122	Centenary College of Louisiana	Jackson, La	1825	1825	M. E. South	Rev. D. M. Rush, A. M	3	62	.....	(62)		.....
123	College of the Immaculate Conception.*	New Orleans, La	1856	1847	R. C	Very Rev. T. W. Butler, S. J	8	164	.....	.....	.....	*l*123
124	Leland University	New Orleans, La	1870	1874	Baptist	Rev. James F. Morton	*m*5	*m*99	*m*49	.....	.....	.....
125	New Orleans University*	New Orleans, La	1873	.....	M. E	Isaac N. Failor, A. M	1	45	39	.....	.....	68
126	Straight University	New Orleans, La	1869	1870	Cong	Rev. W. S. Alexander, D. D	....	4	8	12	.....	.....

*From Report of the Commissioner of Education for 1881.
a Preparatory normal students.
b Includes 23 preparing for ladies' course.
c Includes students in English and normal course.
d Number preparing for literary course.
e 11 are in teachers' course and 62 in commercial department.
f New charter in 1881.
g Total for all departments.
h Scientific and normal.
i In 1881.
j As an institution for the higher education of women; recently amended so as to admit both sexes.
k Under the amended charter.
l These are in commercial course.
m These statistics are for all departments for the year 1881.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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
127	University of Louisiana	New Orleans, La	1847	1878	Non-sect	Hon. Randell Hunt, LL. D	5	173	0	.....	.....	.....
128	Jefferson College (St. Mary's)	St. James Parish, La. (Convent P. O.).	1861	1864	R. C	Very Rev. J. B. Bigot, S. M	....	*a*85	.....	.....	.....	.....
129	Bowdoin College	Brunswick, Me	1794	1802	Cong	Joshua L. Chamberlain, LL. D	0	0	0	0	0	0
130	Bates College	Lewiston, Me	1863	1863	F. W. Bapt	Rev. O. B. Cheney, D. D	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)
131	Colby University	Waterville, Me	1820	1818	Baptist	Rev. George D. B. Pepper, D. D., LL. D.	0	0	0	0	0	0
132	St. John's College	Annapolis, Md	1784	1789	Non-sect	Rev. John M. Leavitt, D. D	2	21	.....	6	.....	15
133	Baltimore City College*	Baltimore, Md	0	1839	Non-sect	William Elliott, jr	....	.....	.....	.....	.....	.....
134	Johns Hopkins University	Baltimore, Md	1867	1876	Non-sect	Daniel C. Gilman, A. M., LL. D	0	0	0	0	0	0
135	Loyola College*	Baltimore, Md	1853	1852	R. C	Rev. Edward A. McGurk, S. J	....	30	.....	30	.....	.....
136	Washington College	Chestertown, Md	1782	1782	Non-sect	William J. Rivers, A. M	....	.....	.....	.....	.....	.....
137	Rock Hill College	Ellicott City, Md	1865	1857	R. C	Rev. Brother Azarias	6	110	.....	40	10	60
138	St. Charles's College	Ellicott City, Md	1831	1848	R. C	Rev. P. P. Denis, A. M., S. S	....	61	.....	(61)		.....
139	Mt. St. Mary's College	Emmittsburg, Md	1830	1808	R. C	Very Rev. William Byrne, A. M. D. D., V. G.	5	55	0	40	15	.....
140	Frederick College	Frederick, Md	1829	1763	Non-sect	Thomas A. Gatch, A. M	....	*c*42	.....	.....	.....	.....
141	New Windsor College and Female Seminary.	New Windsor, Md	1843	1843	Presbyterian	Rev. A. M. Jelly, D. D	....	7	9	.....	.....	.....
142	Western Maryland College	Westminster, Md	1868	1867	Meth. Prot	Rev. James Thomas Ward, D. D	2	22	9	21	10	.....
143	Amherst College*	Amherst, Mass	1825	1821	Cong	Rev. Julius H. Seelye, D. D., LL. D	0	0	0	0	0	.....
144	Boston College	Boston, Mass	1863	1864	R. C	Rev. Jeremiah O'Connor, S. J	6	110	0	95	.....	1
145	Boston University (College of Liberal Arts).	Boston, Mass	1869	1873	Meth. Epis	Rev. William F. Warren, S. T. D., LL. D.	....	.....	.....	.....	.....	.....
146	Harvard College	Cambridge, Mass	1650	1638	Non-sect	Charles William Eliot, LL. D	0	0	0	0	0	0
147	Tufts College*	College Hill, Mass	1852	1855	Universalist	Rev. Elmer H. Capen, D. D	0	0	0	0	0	.....

148	Williams College	Williamstown, Mass	1793	1793	Non-sect	Franklin Carter, PH. D., LL. D	0	0	0	0	0	0
149	College of the Holy Cross*	Worcester, Mass	1865	1843	R. C	Rev. Edward D. Boone, S.		62				
150	Adrian College*	Adrian, Mich	1859	1859	Meth. Prot	D. S. Stephens, M. A	2	50	28			
151	Albion College	Albion, Mich	1860	1860	Meth. Epis	Rev. L. R. Fiske, D. D., LL. D	7	85	121	25	17	164
152	University of Michigan	Ann Arbor, Mich	1836	1841	Non-sect	James B. Angell, LL. D	0	0	0	0	0	0
153	Battle Creek College	Battle Creek, Mich	1874	1874	7th Day Adv't	Eld. George I. Butler		(584)				
154	Grand Traverse College	Benzonia, Mich	1862	1863	Cong	Charles E. Bailey, sec'y	8	23	36			59
155	Hillsdale College	Hillsdale, Mich	1855	1855	F. W. Baptist	Rev. DeWitt Clinton Durgin, D. D		210	134	47	*d*122	175
156	Hope College	Holland, Mich	1866	1857	Ref. Dutch	Rev. Charles Scott, D. D	3	44	20	40	2	*c*22
157	Kalamazoo College	Kalamazoo, Mich	1855	1855	Baptist	Rev. Kendall Brooks, D. D	1	56	61	35	14	68
158	Olivet College	Olivet, Mich	1859	1858	Cong. & Pres	Rev. Horatio Q. Butterfield, D. D	4	(236)		61		149
159	St. John's College	Collegeville, Minn	1857	1857	R. C	Rt. Rev. Abbot Alexius Edelbrock, O. S. B.		24				
160	Hamline University	Hamline, Minn	1854	1855	M. E	Rev. G. H. Bridgeman, D. D	5	57	39	96		
161	Augsburg Seminary, Greek department	Minneapolis, Minn		1874	Lutheran	Prof. Georg Sverdrup		32		32		
162	University of Minnesota	Minneapolis, Minn	1868	1867	Non-sect	William Watts Folwell, LL. D		68	36	19	52	33
163	Carleton College	Northfield, Minn	1866	1867	Cong	Rev. James W. Strong, D. D	*f*5	*f*97	*f*136	*g*61	27	
164	Mississippi College	Clinton, Miss	1850	1851	Baptist	Rev. W. S. Webb, D. D	1	104		30	40	94
165	Rust University *h*	Holly Springs, Miss	1870	1868	Meth. Epis	Rev. W. W. Hooper, A. M		151	76	129	52	
166	University of Mississippi	Oxford, Miss	1844	1848	Non-sect	Alexander P. Stewart, chancellor	3	92				
167	Southwest Baptist College	Bolivar, Mo	1879	1878	Baptist	Rev. J. R. Maupin, A. M	2	79	75	16	50	88
168	Christian University*	Canton, Mo	1853	1855	Christian	J. C. Reynolds, A. M	2					
169	St. Vincent's College	Cape Girardeau, Mo	1843	1844	R. C	Rev. John W. Hickey, C. M		144		94	50	
170	University of the State of Missouri	Columbia, Mo	1839	1840	Non-sect	Samuel Spahr Laws, A. M., M. D., LL. D.						
171	Grand River College	Edinburg, Mo		1859	Baptist	John E. Vertrees						
172	Central College	Fayette, Mo	1855	1857	M. E. South	Rev. Eugene R. Hendrix, A. M., D. D.	2	77		20	15	42
173	Lewis College	Glasgow, Mo	1865	1866	Meth. Epis	Rev. James C. Hall, A. M		(12)				12
174	Pritchett School Institute	Glasgow, Mo	1868	1866	Non-sect	Rev. J. H. Pritchett, A. M., D. D	2	70	80	42	48	60
175	Lincoln College*	Greenwood, Mo	1870	1869	United Pres	J. A. McKirahan		14	12	14	12	
176	La Grange College	La Grange, Mo	1859	1866	Baptist	J. F. Cook, M. A., LL. D		72	54	67	59	
177	William Jewell College	Liberty, Mo	1849	1852	Baptist	Rev. W. R. Rothwell, D. D		74		40	34	
178	College of the Christian Brothers	St. Louis, Mo	1855	1855	R. C	Brother James, F. S. C						
179	St. Louis University	St. Louis, Mo	1832	1829	R. C	Rev. R. J. Meyer, S. J	7	196	0	91	45	60
180	Washington University	St. Louis, Mo	1853	1853	Non-sect	Rev. Wm. G. Eliot, D. D	(*i*)	(*i*)		(*i*)	(*i*)	(*i*)
181	Drury College	Springfield, Mo	1873	1873	Cong	Rev. Nathan J. Morrison, D. D	2	115	100	35	68	112
182	Stewartsville College	Stewartsville, Mo	1879	1863	Non-sect	Rev. W. O. H. Perry, A. M	2	43	28	9	23	39
183	Central Wesleyan College	Warrenton, Mo	1865	1864	German M. E	Rev. Herman A. Koch, D. D	3	98	15	16	20	77
184	Doane College	Crete, Nebr	1872	1872	Cong	Rev. David B. Perry, A. M		62	69	(45)		
185	Nebraska Wesleyan University	Fullerton, Nebr	*j*1880	*j*1879	M. E	Rev. J. J. Flaherty, A. M., PH. D	2	(46)			6	40
186	University of Nebraska*	Lincoln, Nebr	1869	1871	Non-sect	Rev. Edmund B. Fairfield, S. T. D., LL. D., chancellor.						
187	Nebraska College	Nebraska City, Nebr	1868	1866	Prot. Epis	Rev. John McNamara, D. D	4	74		4		70
188	Creighton University	Omaha, Nebr	1879	1878	R. C	Rev. Thomas H. Miles, S. J	4	253	0			
189	State University of Nevada* *k*	Elko, Nev		1874	Non-sect	John S. Mayhugh, pres't board of regents.	1	(40)				

*From Report of the Commissioner of Education for 1881.
a Total for all departments.
b Preparatory school is identical with Nichols Latin School (see Table VII).
c These are in elementary studies.
d Includes a number preparing for philosophical course.
e In English studies.
f Including English and musical departments, and counting none twice.
g Includes those preparing for literary course.
h These statistics are for the year ending June, 1882, up to which time the institution was known as Shaw University.
i See report of Smith Academy (Table VII).
j At Osceola; removed to Fullerton in 1881.
k Preparatory department only organized.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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
190	Dartmouth College	Hanover, N. H	1769	1770	Cong	Rev. Samuel C. Bartlett, D. D., LL. D.	.....	.....	.....	.....	.....	.....
191	St. Benedict's College	Newark, N. J	1881	1868	R. C	Rev. P. Mellitus Tritz, O. S. B	2	68	.....	22	.....	46
192	Rutgers College*	New Brunswick, N. J	1770	1771	Non-sect	Rev. William H. Campbell, D. D., LL. D.	(a)	(a)	.....	.....	.....	.....
193	College of New Jersey	Princeton, N. J	1746	1746	Presbyterian	Rev. James McCosh, D. D., LL. D	0	0	0	0	0	0
194	Seton Hall College	South Orange, N. J	1861	1856	R. C	Very Rev. James H. Corrigan, A. M.	.....	.....	.....	.....	.....	.....
195	St. Bonaventure's College	Allegany, N. Y	1875	1859	R. C	Very Rev. Fr. Theophilus Pospisilik, O. S. F.	8	59	.....	37	22	.....
196	St. Stephen's College	Annandale, N. Y	1860	1860	Prot. Epis	Rev. Robert B. Fairbairn, D. D., LL. D.	.....	17	.....	17	0	.....
197	Wells College	Aurora, N. Y	1868	1868	Presbyterian	Rev. Edward S. Frisbee, D. D	.....	.....	36	20	16	.....
198	Brooklyn Collegiate and Polytechnic Institute.	Brooklyn, N. Y	1854	1855	Non-sect	David H. Cochran, PH. D., LL. D	23	599	.....	.....	.....	.....
199	St. Francis College	Brooklyn, N. Y	0	1871	R. C	Brother Jerome, O. S. F.	6	205	.....	35	.....	b170
200	St. John's College*	Brooklyn, N. Y	1873	1870	R. C	Rev. A. J. Meyer, C. M.	4	85	0	.....	.....	.....
201	Canisius College	Buffalo, N. Y	1881	1870	R. C	Rev. Martin Port, S. J	5	70	.....	40	30	.....
202	St. Joseph's College	Buffalo, N. Y	.....	1861	R. C	Brother Frank, director	.....	c240	.....	.....	.....	.....
203	St. Lawrence University	Canton, N. Y	1856	1858	Universalist	Rev. Absalom G. Gaines, D. D.	0	0	0	0	0	0
204	Hamilton College*	Clinton, N. Y	1812	1812	Presbyterian	Rev. Henry Darling, D. D., LL. D.	.....	.....	.....	.....	.....	.....
205	Elmira Female College	Elmira, N. Y	1855	1855	Presbyterian	Rev. Augustus W. Cowles, D. D	.....	.....	71	43	13	15
206	St. John's College*	Fordham, N. Y	1846	1841	R. C	Rev. F. Wm. Gockeln, S. J	5	90	.....	90	50	.....
207	Hobart College	Geneva, N. Y	1825	1824	P. E	Rev. Robert Graham Hinsdale, S. T. D.	.....	.....	.....	.....	.....	.....
208	Madison University	Hamilton, N. Y	1846	1820	Baptist	Rev. Ebenezer Dodge, D. D., LL. D.	(d)	(d)	.....	(d)	(d)	.....
209	Cornell University	Ithaca, N. Y	1865	1868	Non-sect	Hon. Andrew Dickson White, LL. D.	0	0	0	0	0	0
210	Ingham University	Le Roy, N. Y	1857	1835	Presbyterian	Rev. Edward B. Walsworth, D. D., chancellor.	.....	.....	31	.....	.....	.....

211	College of St. Francis Xavier*	New York, N. Y	1861	1847	R. C	Rev. Samuel H. Frisbee, S. J	10	276	.....	276	.....	.....
212	College of the City of New York	New York, N. Y	1866	1848	Non-sect	Alexander Stewart Webb, LL. D	11	480	0	134	157	189
213	Columbia College	New York, N. Y	1754	1754	Non-sect	Frederick A. P. Barnard, S. T. D., LL. D., L. H. D.	0	0	0	0	0	0
214	Manhattan College*	New York, N. Y	1863	1853	R. C	Rev. Brother Anthony	20	524	.....	.....	.....	.....
215	Rutgers Female College*	New York, N. Y	1867	1838	Non-sect	Rev. Samuel D. Burchard, D. D	2	.....	40	.....	.....	.....
216	St. Louis College	New York, N. Y	.....	1869	R. C	John P. Brophy	10	50	0	12	38	.....
217	University of the City of New York	New York, N. Y	1830	1830	Non-sect	Rev. John Hall, D. D., chancellor, ad interim.	....	.....	.....	.....	.....	.....
218	Vassar College	Poughkeepsie, N. Y	1861	1865	Non-sect	Rev. Samuel L. Caldwell, D. D	....	.....	80	.....	.....	.....
219	University of Rochester	Rochester, N. Y	1850	1850	Baptist	Martin Brewer Anderson, LL. D	....	.....	.....	.....	.....	.....
220	Union College	Schenectady, N. Y	1795	1795	Non-sect	Rev. E. N. Potter, D. D., LL. D	....	.....	.....	.....	.....	.....
221	College and Seminary of Our Lady of Angels.	Suspension Bridge, N. Y	1863	1856	R. C	Very Rev. Patrick V. Kavanagh, C. M.	....	73	0	.....	.....	.....
222	Syracuse University	Syracuse, N. Y	1870	1871	M. E	Rev. Charles N. Sims, D. D., chancellor.	0	0	0	0	0	0
223	University of North Carolina	Chapel Hill, N. C	1789	1795	Non-sect	Hon. Kemp P. Battle, LL. D	0	0	0	0	0	0
224	Biddle University	Charlotte, N. C	1877	1867	Presbyterian	Rev. Stephen Mattoon, D. D	7	136	0	58	5	73
225	Davidson College	Davidson College, N. C	1837	1837	Presbyterian	Rev. A. D. Hepburn, D. D., LL. D	1	5	.....	5	.....	.....
226	North Carolina College*	Mt. Pleasant, N. C	1859	1859	Evang. Luth	Rev. L. A. Bikle, D. D	1	66	.....	25	12	.....
227	Shaw University	Raleigh, N. C	1875	1866	Baptist	Rev. H. M. Tupper, A. M	....	27	10	27	10	.....
228	Rutherford College	Rutherford College, N. C	*e*1871	*e*1871	Non-sect	Rev. Robert L. Abernethy, A.M., D.D	....	.....	.....	.....	.....	.....
229	Trinity College	Trinity College, N. C	1852	1852	M. E. South	Rev. Braxton Craven, D. D., LL. D*f*	....	.....	.....	.....	.....	.....
230	Wake Forest College*	Wake Forest College, N. C	1834	1834	Baptist	Rev. Thomas Henderson Pritchard, D. D.	1	50	.....	.....	.....	.....
231	Weaverville College	Weaverville, N. C	1873	1874	Non-sect	E. M. Goolsby, M. A	1		(65)		16	28	21
232	Buchtel College	Akron, Ohio	1870	1872	Universalist	Rev. Orello Cone, D. D	4	72	76	13	*g*60	75
233	Ashland College	Ashland, Ohio	1878	1879	Ger. Baptist	Elijah Burgess, A. M., acting	....		(60)		.....	.....
234	Ohio University	Athens, Ohio	1804	1809	Non-sect	William H. Scott	3	41	31	.....	.....	.....
235	Baldwin University	Berea, Ohio	*h*1856	*h*1856	M. E	Aaron Schuyler, LL. D	5	53	29	15	23	44
236	German Wallace College	Berea, Ohio	1864	1864	M. E	Rev. William Nast, D. D	....	41	8	.....	.....	49
237	Hebrew Union College	Cincinnati, Ohio	1874	1875	Hebrew	Isaac Meir Wise	....	32	1	.....	.....	.....
238	St. Joseph's College*	Cincinnati, Ohio	1873	1871	R. C	Rev. P. J. Hurth, C. S. C	6	170	.....	60	110	.....
239	St. Xavier College	Cincinnati, Ohio	1869	1831	R. C	Rev. J. I. Coghlan, S. J	5	*i*217	.....	85	.....	.....
240	University of Cincinnati	Cincinnati, Ohio	1870	1873	Non-sect	Thomas Vickers, B. D., rector	0	0	0	0	0	0
241	Adelbert College of Western Reserve University.	Cleveland, Ohio	1826	1826	Presb. & Cong	Rev. Carroll Cutler, D. D	4	43	20	35	.....	28
242	Farmers' College	College Hill, Ohio	1846	1846	Non-sect	P. V. N. Meyers, A. M	....	14	17	1	24	.....
243	Capital University	Columbus, Ohio	1850	1850	Evang. Luth	Rev. M. Loy, A. M	1	36	.....	23	.....	.....
244	Ohio State University	Columbus, Ohio	1870	1873	Non-sect	Rev. Walter Q. Scott, D. D	(*j*)	(*j*)	(*j*)	.....	.....	.....
245	Ohio Wesleyan University	Delaware, Ohio	1842	1842	M. E	Rev. Charles H. Payne, D. D., LL. D	....	217	94	149	88	*k*74
246	Kenyon College	Gambier, Ohio	1824	1825	P. E	Rev. Wm. B. Bodine, D. D	5	68	.....	46	22	.....
247	Denison University	Granville, Ohio	1832	1831	Baptist	Rev. Alfred Owen, D. D	3	101	.....	35	25	41
248	Hiram College	Hiram, Ohio	1867	1867	Disciples	Burke A. Hinsdale, A. M*l*	2	*m*111	*m*54	6	23	.....

* From Report of the Commissioner of Education for 1881.

a Preparatory department is identical with Rutgers College Grammar School (Table VII).

b Preparing for commercial course.

c Total for all departments.

d See report of Colgate Academy (Table VII).

e As an academy in 1858.

f Deceased November 7, 1882.

g Includes students preparing for philosophical course.

h As Baldwin University; founded in 1845 as Baldwin Institute.

i Includes students in commercial department.

j See Table X, Part I.

k In ladies' literary course.

l Has since been made superintendent of city schools, Cleveland, Ohio.

m Includes all the students in school not in regular college classes.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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
249	Marietta College	Marietta, Ohio	1835	1835	Non-sect	Rev. Israel W. Andrews, D. D., LL. D	2	104	.....	70	34	.....
250	Mt. Union College*	Mt. Union, Ohio	1858	1846	Non-sect	O. N. Hartshorn, LL. D	*a*7	115	40	.....	.....	.....
251	Franklin College	New Athens, Ohio	1825	1825	Non-sect	Rev. George C. Vincent, D. D	....	41	17	.....	.....	.....
252	Muskingum College*	New Concord, Ohio	1837	1837	United Presb	Rev. F. M. Spencer	....	64	25	30	59	.....
253	Oberlin College	Oberlin, Ohio	1833	1833	Cong	Rev. James H. Fairchild	23	437	276	306	*b*407	.....
254	Richmond College	Richmond, Ohio	1835	1843	.....	M. Stahl	....	.....	.....	.....	.....	.....
255	Rio Grande College	Rio Grande, Ohio	1875	1876	F. W. Baptist	Albanus A. Moulton, A. M	....	78	31	2	26	.....
256	Scio College	Scio, Ohio	1866	1865	M. E	E. J. Marsh, A. M., B. D	....	25	26	.....	.....	.....
257	Wittenberg College	Springfield, Ohio	1845	1845	Evang. Luth	Rev. J. B. Helwig, D. D	3	60	10	45	.....	.....
258	Heidelberg College	Tiffin, Ohio	1850	1850	Reformed	Rev. George W. Williard, D. D	6	62	11	16	36	.....
259	Urbana University	Urbana, Ohio	1850	1851	New Church	Rev. Frank Sewall, A. M	3	28	37	35	.....	30
260	Otterbein University	Westerville, Ohio	1847	1847	United Breth	Rev. H. A. Thompson, D. D	1	69	38	52	*c*21	25
261	Wilberforce University	Wilberforce, Ohio	1863	1863	Af. M. E	Rev. Benjamin F. Lee, D. D	....	90	52	11	26	.....
262	Willoughby College	Willoughby, Ohio	1858	1859	M. E	J. C. Ward, principal	0	0	0	0	0	0
263	Wilmington College	Wilmington, Ohio	1875	1870	Friends	James B. Unthank, B. S	....	26	31	21	29	7
264	University of Wooster	Wooster, Ohio	1866	1870	Presbyterian	Rev. Archibald A. E. Taylor, D. D	8	115	61	50	*d*36	90
265	Xenia College	Xenia, Ohio	1850	1850	M. E	W. H. De Motte, LL. D	1	.....	.....	.....	.....	.....
266	Antioch College*e*	Yellow Springs, Ohio	1852	1853	Christian	Rev. D. A. Long, A. M	....	.....	.....	.....	.....	.....
267	Corvallis College	Corvallis, Oreg	1868	1865	M. E. South	B. L. Arnold, A. M	1	.....	.....	.....	.....	.....
268	University of Oregon	Eugene City, Oreg	1876	1876	Non-sect	John W. Johnson, A. M	1	(145)		(61)		*f*84
269	Pacific University and Tualatin Academy.	Forest Grove, Oreg	1854	1854	Evang	Rev. John R. Herrick, D. D	2	58	34	.....	.....	.....
270	McMinnville Baptist College	McMinnville, Oreg	1857	1858	Baptist	Rev. E. C. Anderson, A. M., D. D	1	37	23	.....	.....	60
271	Christian College*	Monmouth, Oreg	1865	1866	Christian	T. F. Campbell, A. M	2	44	36	26	36	.....
272	Philomath College*	Philomath, Oreg	1865	1868	United Breth	Rev. Wayne S. Walker, A. M	....	70	30	27	73	.....
273	Willamette University	Salem, Oreg	1853	1844	M. E	Thomas Van Scoy, A. M., B. D	5	(215)		80	.....	135

274	Western University of Pennsylvania	Allegheny City, Pa	1819	1819	Non-sect	Rev. Henry M. MacCracken, D. D., chancellor.	4	159	.....	43	107	0
275	Muhlenberg College*	Allentown, Pa	1867	1867	Evang. Luth	Rev. Benjamin Sadtler, D. D	5	103	.....	34	.....	.....
276	Lebanon Valley College	Annville, Pa	1867	1866	United Breth	Rev. D. D. DeLong, A. M	1	48	17	13	22	30
277	St. Vincent's College	Beatty, Pa	1870	1846	R. C	Rev. Hilary Pfraengle, D. D., O. S. B., director.	....	.....	.....	.....	.....	.....
278	Dickinson College	Carlisle, Pa	1783	1783	M. E	Rev. James Andrew McCauley, D. D	2	32	2	24	4	6
279	Pennsylvania Military Academy	Chester, Pa	1862	1862	Non-sect	Col. Theodore Hyatt, M. A	....	169	.....	19	150	.....
280	Lafayette College	Easton, Pa	1826	1832	Presbyterian	Rev. Wm. C. Cattell, D. D., LL. D	0	0	0	0	0	0
281	Ursinus College*	Freeland, Pa. (Collegeville P. O.)	1869	1870	Ref. German	Rev. J. H. A. Bomberger, D. D	3	52	.....	.....	.....	.....
282	Pennsylvania College	Gettysburgh, Pa	1832	1832	Evang. Luth	Rev. Milton Valentine, D. D	2	60	.....	50	5	5
283	Thiel College	Greenville, Pa	1870	1870	Evang. Luth	Rev. H. W. Roth, A. M	4	31	6	33	.....	.....
284	Haverford College	Haverford College, Pa	1832	1832	Friends	Thomas Chase, LTT. D., LL. D	0	0	0	0	0	0
285	Monongahela College	Jefferson, Pa	1868	1868	Baptist	Charles S. James, PH. D	....	18	27	8	17	20
286	Franklin and Marshall College	Lancaster, Pa	1853	1853	Reformed	Rev. Thomas G. Apple, D. D	3	38	.....	25	.....	13
287	University at Lewisburg*	Lewisburg, Pa	1846	1847	Baptist	Rev. David J. Hill, A. M	(*g*)	(*g*)	(*g*)	(*g*)	(*g*)	.....
288	Lincoln University	Lincoln University, Pa	1854	1853	Non-sect	Rev. Isaac N. Rendall, D. D	....	82	.....	.....	.....	.....
289	St. Francis College	Loretto, Pa	1858	1851	R. C	Rev. Brother Angelus Laughlin, O. S. F.	....	98	.....	12	27	.....
290	Allegheny College*	Meadville, Pa	1817	1815	M. E	Rev. Lucius H. Bugbee, D. D	3	137	35	172	.....	.....
291	Westminster College	New Wilmington, Pa	1852	1852	United Presb	Rev. E. T. Jeffers, D. D	2	(*h*77)		42	13	*h*22
292	La Salle College	Philadelphia, Pa	1863	1863	R. C	Rev. Brother Romuald	5	100	.....	35	40	.....
293	St. Joseph's College	Philadelphia, Pa	1852	1852	R. C	Rev. Burchard Villiger, S. J	8	180	220	30	.....	.....
294	University of Pennsylvania	Philadelphia, Pa	1755	1748	Non-sect	William Pepper, A. M., M. D., LL. D., provost.	....	.....	.....	.....	.....	.....
295	Catholic College of the Holy Ghost	Pittsburgh, Pa	1882	1878	R. C	Rev. P. W. Power	6	135	0	10	0	125
296	Lehigh University	South Bethlehem, Pa	1866	1866	Prot. Epis	Robert A. Lamberton, LL. D	0	0	0	0	0	0
297	Swarthmore College	Swarthmore, Pa	1864	1869	Friends	Edward H. Magill, A. M	4	86	56	.....	.....	.....
298	Augustinian College of Villanova	Villanova, Pa	1848	1842	R. C	Rev. Joseph A. Coleman, O. S. A	....	.....	.....	.....	.....	.....
299	Washington and Jefferson College	Washington, Pa	*i*1802	*i*1802	Presb	Rev. James D. Moffat, D. D	....	37	.....	30	7	.....
300	Brown University	Providence, R. I	1764	1765	Non-sect	Rev. Ezekiel Gilman Robinson, D. D., LL. D.	....	.....	.....	.....	.....	.....
301	College of Charleston	Charleston, S. C	1785	1785	Non-sect	H. E. Shepherd, A. M	....	.....	.....	.....	.....	.....
302	Allen University	Columbia, S. C	.....	1881	Af. M. E	Rev. James C. Waters, D. D	6	12	24	9	6	.....
303	University of South Carolina*j*	Columbia, S. C	1801	1805	Non-sect	I. M. McBryde, chairman of faculty	....	.....	.....	.....	.....	.....
304	Erskine College	Due West, S. C	1841	1839	Asso. Ref. Presb.	Rev. W. M. Grier, D. D	1	23	.....	16	7	.....
305	Furman University	Greenville, S. C	1850	1851	Baptist	Rev. Charles Manly, D. D	2	35	.....	30	.....	.....
306	Newberry College	Newberry, S. C	1856	1858	Evang. Luth	Rev. G. W. Holland, A. M	2	40	.....	25	10	5
307	Claflin University and South Carolina Agricultural College and Mechanics' Institute.	Orangeburgh, S. C	1869 1872	1870 1874	M. E	Rev. Edward Cooke, A. M., S. T. D	5	169	56	24	.....	.....
308	Wofford College	Spartanburgh, S. C	1851	1854	M. E. South	James H. Carlisle, A. M., LL. D	....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1881.
a Preparatory and normal.
b Preparing for literary course.
c Includes students preparing for philosophical course.
d Preparing for philosophical course.
e Suspended for 1881–'82; reopened in September, 1882.
f Includes 10 normal students.
g See report of University Academy (Table VII).
h Includes normal students.
i Date of charter and organization of Jefferson College; Washington College was chartered and organized in 1806, and the two institutions were united in 1865.
j See report of South Carolina College of Agriculture and Mechanic Arts (Table X, Part 1); this is the only department of the university which has been reorganized, the university having been suspended for several years.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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
309	Adger College	Walhalla, S. C	1877	1877	Presb	Rev. F. P. Mullally, D. D	....	26	.....	18	8	.....
310	East Tennessee Wesleyan University	Athens, Tenn	1867	1868	M. E	Rev. John Fletcher Spence, S. T. D	2	152	58	45	165	.....
311	King College	Bristol, Tenn	1868	1867	Presb	Rev. J. D. Tadlock, D. D	2	39	.....	30	.....	9
312	Southwestern Presbyterian University	Clarksville, Tenn	1875	1875	Presb	Rev. John N. Waddel, D. D., LL. D., chancellor.	0	0	0	0	0	0
313	Hiwassee College	Hiwassee College, Tenn *a*	1850	1849	M. E. South	Rev. John H. Brunner, A. M., D. D	.....	.....	.....	.....	.....	.....
314	Southwestern Baptist University	Jackson, Tenn	1874	1875	Baptist	George W. Jarman, A. M., LL. D	1	30	.....	24	.....	6
315	University of Tennessee; Tennessee Agricultural College.	Knoxville, Tenn	1807 1869	1808 1869	Non-sect	Rev. Thomas W. Humes, S. T. D	*b*3	*b*46	.....	.....	.....	.....
316	Cumberland University	Lebanon, Tenn	1842	1842	Cumb. Presb	Nathan Green, LL. D., chancellor	2	59	.....	.....	.....	.....
317	Bethel College	McKenzie, Tenn	1850	1850	Cumb. Presb	Rev. W. W. Hendrix, D. D *c*	2	15	16	.....	.....	.....
318	Maryville College	Maryville, Tenn	1842	1819	Presb	Rev. P. Mason Bartlett, D. D	4	100	70	46	.....	.....
319	Christian Brothers' College	Memphis, Tenn	1872	1871	R. C	Brother Maurelian	....	146	.....	.....	.....	.....
320	Mosheim Institute	Mosheim, Tenn	1870	1869	Lutheran	Rev. J. C. Barb, A. M	1	94	52	.....	.....	.....
321	Carson College	Mossy Creek, Tenn	1853	1850	Baptist	Rev. N. B. Goforth, D. D	1	93	.....	.....	.....	.....
322	Central Tennessee College	Nashville, Tenn	1866	1866	Meth. Epis	Rev. John Braden, D. D	....	54	63	40	.....	77
323	Fisk University*	Nashville, Tenn	1867	1866	Cong	Rev. E. M. Cravath, M. A	3	39	14	53	.....	.....
324	Vanderbilt University*	Nashville, Tenn	1873	1875	M. E. South	Landon C. Garland, LL. D., chancellor.	0	0	0	0	0	0
325	University of the South*	Sewanee, Tenn	1858	1868	Prot. Epis	Rev. Telfair Hodgson, D. D., vice chancellor.	5	66	.....	.....	.....	.....
326	Burritt College	Spencer, Tenn	1850	1850	Christian	T. W. Brents	....	*d*115	*d*56	36	60	.....
327	Greeneville and Tusculum College	Tusculum, Tenn	1794	1794	Non-sect	Rev. A. M. Doak, A. M	....	(48)		.....	.....	.....
328	Winchester Normal	Winchester, Tenn	1878	1878	Non-sect	James W. Terrill	2	(75)		20	50	0
329	St. Mary's University	Galveston, Tex	1856	1855	R. C	Rev. A. M. Truchard	*d*15	*d*250	.....	.....	.....	.....
330	Southwestern University	Georgetown, Tex	1857	1840	M. E. South	Rev. Francis Asbury Mood, D. D., regent.	1	28	.....	19	9	.....

331	Henderson Male and Female College*.	Henderson, Tex	1870	1873	Non-sect	Lyman Gould, A. M	*d*6	*d*65	*d*71			
332	Baylor University	Independence, Tex	1845	1846	Baptist	Rev. Wm. Carey Crane, D. D., LL. D.	2	35		10	25	
333	Mansfield Male and Female College*.	Mansfield, Tex	1872	1869	Non-sect	Rev. John Collier		*d*186	*d*154	109	121	
334	Salado College	Salado, Tex	1860	1861	Non-sect	Prof. James M. Smith *e*	2	38	34	40		32
335	Austin College	Sherman, Tex	1849	1850	Presb. O. S	Rev. E. P. Palmer, D. D	1	50		25	7	18
336	Trinity University	Tehuacana, Tex	1870	1869	Cumb. Presb	Rev. W. E. Beeson, D. D*f*	2	90	96	8		178
337	Waco University	Waco, Tex	1861	1867	Baptist	Rev. Rufus C. Burleson, D. D., LL. D.	3	(230)		50	100	*g*80
338	Marvin College	Waxahachie, Tex	1873	1872	Non-sect	Rev. L. M. Lewis, A. M., D. D	3	60	80			
339	University of Vermont and State Agricultural College.	Burlington, Vt	1791	1800	Non-sect	Rev. Matthew Henry Buckham, D.D	0	0	0	0	0	0
			1865	1865								
340	Middlebury College	Middlebury, Vt	1800	1800	Cong	Rev. Cyrus Hamlin, D. D., LL. D	0	0	0	0	0	0
341	Randolph Macon College	Ashland, Va	1830	1832	M. E. South	Rev. William W. Bennett, D. D						
342	Emory and Henry College	Emory, Va	1839	1838	M. E. South	Rev. David Sullins, M. A., D. D	3	38				
343	Hampden Sidney College	Hampden Sidney College, Va.	1783	1776	Presb	Rev. J. M. P. Atkinson, D. D						
344	Washington and Lee University*	Lexington, Va	1782	1749	Non-sect	Gen. G. W. C. Lee						
345	Richmond College	Richmond, Va	1840	1832	Baptist	B. Puryear, LL. D., chairman of faculty.						
346	Roanoke College	Salem, Va	1853	1853	Lutheran	Julius D. Dreher, M. A., PH. D	2	31				
347	University of Virginia	University of Virginia, Va	1819	1825	Non-sect	James F. Harrison, M. D., chairman of faculty.						
348	Bethany College*	Bethany, W. Va	1840	1841	Christian	W. K. Pendleton, LL. D	2					
349	West Virginia College*	Flemington, W. Va	1868	1868	F. W. B	Howard N. Ogden, A. B	2	12	15			
350	West Virginia University	Morgantown, W. Va	1867	1867	Non-sect	William L. Wilson	2	40	0	20	10	
351	Lawrence University	Appleton, Wis	1847	1849	Meth. Epis	Rev. E. D. Huntley, D. D., LL. D		80	39	9	53	57
352	Beloit College	Beloit, Wis	1846	1847	Cong. & Presb	Rev. Aaron L. Chapin, D. D., LL. D.	3	154		75	32	47
353	University of Wisconsin	Madison, Wis	1848	1849	Non-sect	Rev. John Bascom, D. D., LL. D				*h*5		
354	Milton College	Milton, Wis	1867	1867	7th Day Bapt.	Rev. Thomas R. Williams, D. D., acting.	7	121	85			206
355	Racine College	Racine, Wis	1852	1852	Prot. Epis	Rev. Albert Zabriskie Gray, A. M., D. D.	8	91		63	28	
356	Ripon College	Ripon, Wis	1851	1863	Cong. & Presb	Rev. Edward H. Merrell, A. M., D. D.	5	(118)		4	51	*i*63
357	Northwestern University	Watertown, Wis	1864	1865	Evang. Luth	Rev. Augustus F. Ernst	1	*j*131	*j*14	55	90	
358	Georgetown College*	Georgetown, D. C	1815	1789	R. C	Rev. James A. Doonan, S. J	3	147		147		
359	Columbian University	Washington, D. C	1821	1821	Non-sect	James C. Welling, LL. D						
360	Gonzaga College	Washington, D. C	1858	1848	R. C	Rev. John J. Murphy, S. J		85		49	36	
361	Howard University	Washington, D. C	1867	1867	Non-sect	Rev. William W. Patton, D. D., LL. D	1	32		32		
362	National Deaf-Mute College	Washington, D. C	1864	1864	Non-sect	Edward M. Gallaudet, PH. D., LL. D	6	40	13	10	0	
363	University of Deseret	Salt Lake City, Utah	1850	1850	Non-sect	John R. Park, M. D	4	108	85	0	0	193
364	University of Washington Territory	Seattle, Wash. Ter	1861	1862	Non-sect	A. J. Anderson, A. M., PH. D*k*		(105)				
365	Whitman College and Seminary	Walla Walla, Wash. Ter	1859	*l*1866	Non-sect	A. J. Anderson, A. M., PH. D		(113)		8	32	73

* From Report of Commissioner of Education for 1881.

a The female department is at Sweetwater, seven miles from Hiwassee College.

b No preparatory department, but a subcollegiate class.

c Since succeeded by W. B. Sherrill, A. B., who furnished this report.

d Total for all departments.

e Resigned June 12; succeeded by Prof. Smith Ragsdall.

f Since deceased.

g Commercial students.

h Preparatory Greek class.

i In English course.

j Academic, normal, and preparatory departments.

k Resigned July 1, 1882; succeeded by L. J. Powell, A. M.

l As an academy; as a college in 1882.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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	4	.....	.....	41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	5	40
2	Howard College	7	8	0	0	63	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
3	Spring Hill College	*a*20	*a*18	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	.....	43
4	University of Alabama	14	14	0	0	173	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	36
5	Arkansas College	*a*4	*a*4	.....	*b*1	95	.....	.....	.....	.....	.....	.....	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	3	40
6	Cane Hill College	2	.....	.....	.....	*a*80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
7	Arkansas Industrial University	9	9	0	0	87	*c*26	*c*8	*c*17	*c*4	*c*12	*c*5	*c*15	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	0	4	39
8	Judson University	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	Little Rock University	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	36
10	College of St. Augustine	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
11	University of California	*d*33	*d*30	*d*3	2	*e*142	38	9	13	4	16	7	13	3	(*e*)	(*e*)	(*e*)	(*e*)	(*e*)	(*e*)	(*e*)	(*e*)	*e*36	3	0	0	4	40
12	Pierce Christian College*	5	8	.....	.....	22	5	0	2	.....	1	.....	0	.....	3	4	2	1	2	.....	0	1	1	0	0	.....	4	32
13	St. Vincent's College	5	5	.....	.....	80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	43
14	University of Southern California	8	7	1	.....	15	4	1	2	.....	2	1	.....	.....	3	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
15	St. Ignatius College	.....	.....	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	.....	41
16	St. Mary's College*	15	12	3	0	79	15	.....	5	.....	5	.....	6	.....	15	.....	17	.....	7	.....	6	.....	.....	3	0	0	4	43
17	Santa Clara College	.....	20	4	0	120	39	0	.....	0	.....	0	.....	0	33	0	26	0	16	0	6	0	.....	.....	.....	0	4	44
18	University of the Pacific	15	15	.....	.....	85	5	1	4	1	2	1	3	1	7	8	11	3	6	4	2	1	25	.....	.....	.....	4	40
19	Pacific Methodist College	4	4	.....	.....	60	.....	.....	2	.....	1	1	1	.....	17	14	11	.....	1	4	3	5	.....	.....	.....	.....	4	40
20	Hesperian College	7	7	.....	.....	49	4	3	6	4	3	2	2	1	4	2	3	2	4	3	2	2	.....	2	.....	.....	4	40
21	University of Colorado*	6	6	0	0	42	(*c*12)		(*c*10)		(*c*8)		(*c*6)		.....	.....	.....	.....	.....	.....	.....	.....	6	0	0	.....	4	39
22	Colorado College*	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	35
23	University of Denver	6	6	0	0	15	4	1	3	0	1	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	6	0	0	.....	4	40
24	Trinity College	12	8	4	.....	84	17	.....	18	.....	19	.....	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	38
25	Wesleyan University*	20	20	0	9	163	*c*46	*c*5	*c*40	*c*1	*c*32	*c*1	*c*29	*c*1	.....	.....	.....	.....	.....	.....	.....	.....	5	3	0	.....	4	38
26	Yale College	42	42	.....	14	*e*692	163	.....	139	.....	160	.....	149	.....	(*e*)	.....	(*e*)	.....	(*e*)	.....	(*e*)	.....	*f*40	41	3	29	4	37
27	Delaware College*	.....	6	2	.....	54	4	7	4	2	0	0	.....	2	15	.....	7	.....	4	0	7	.....	1	1	0	30	4	39
28	University of Georgia	8	8	.....	.....	95	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	48

29	Atlanta University	*a*16	.....	.....	.....	14	....	.....	....	.....	....	.....	....	.....	....	.....	....	.....	....	.....	....	.....	....	.....	....	.....	....	.....	4	....
30	Clark University	3	.....	.....	.....	2	1	...	1	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	36
31	Bowdon College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
32	Mercer University	....	8	.....	.....	102	*c*34	....	*c*24	....	*c*25	....	*c*19	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
33	Pio Nono College	5	8	1	.....	45	15	....	10	....	.....	....	.....	....	10	....	10	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
34	Emory College*	8	.....	.....	4	134	34	....	46	....	33	....	18	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	....	.....	50	4	40
35	Abingdon College*	6	6	.....	.....	2	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
36	Hedding College	5	5	.....	0	44	1	3	1	2	1	2	1	1	10	1	6	4	2	....	3	5	....	1	....	0	4	36
37	Illinois Wesleyan University	8	8	0	3	129	35	15	18	4	13	2	10	2	.....	.....	.....	.....	.....	.....	.....	.....	0	*g*30	....	0	4	39
38	St. Viateur's College	20	.....	.....	.....	100	*c*40	....	*c*25	....	*c*15	....	*c*10	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	....	.....	5	42
39	Blackburn University	10	10	.....	.....	105	3	2	4	2	6	4	2	....	8	4	6	2	8	4	1	4	45	.....	.....	.....	4	38
40	Carthage College*	7	.....	.....	.....	66	6	10	13	4	5	6	4	....	1	....	2	1	2	1	7	2	2	.....	.....	.....	4	35
41	St. Ignatius College*	9	9	0	0	16	7	0	0	0	7	0	2	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	*h*	0	0	4	40
42	University of Chicago	11	11	0	0	59	6	2	8	1	5	3	11	2	6	0	1	0	1	0	1	0	12	0	....	60	4	39
43	Eureka College *h*	5	8	.....	.....	50	12	...	17	8	3	4	6	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
44	Northwestern University	12	12	.....	1	161	16	6	8	1	9	....	12	2	*i*17	*i*18	*i*7	*i*10	*i*8	*i*8	*i*6	*i*4	29	.....	.....	367	4	37
45	Ewing College	4	.....	.....	.....	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	39
46	Knox College *h*	9	9	0	.....	142	21	1	9	1	15	3	8	1	21	7	8	6	5	8	5	1	17	5	.....	.....	4	39
47	Lombard University	9	9	0	3	28	0	1	0	*i*1	1	*i*3	1	0	6	3	3	2	3	1	3	0	.....	.....	.....	.....	4	40
48	Irvington College	.....	.....	.....	0	2	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	37
49	Illinois College	10	10	.....	5	86	7	....	9	....	4	....	3	....	31	....	13	....	11	....	8	....	.....	.....	0	0	4	37
50	Lake Forest University	10	10	0	0	56	8	2	10	6	3	2	1	2	.....	.....	.....	.....	.....	.....	.....	.....	22	0	0	10	4	37½
51	McKendree College	13	11	2	.....	136	9	....	4	1	4	1	4	....	14	15	3	3	3	2	4	5	64	.....	.....	.....	4	40
52	Lincoln University	8	8	0	.....	74	(*i*32)		(*i*21)		(*i*9)		(*i*12)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
53	Monmouth College	13	13	.....	.....	122	24	9	11	4	11	2	16	2	6	13	.....	.....	2	15	3	4	.....	.....	.....	0	4	40
54	Mt. Morris College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
55	Northwestern College	6	.....	.....	.....	87	2	....	3	1	3	....	1	....	9	3	2	....	2	2	1	1	57	.....	.....	.....	4	39
56	Chaddock College	10	7	3	0	52	10	8	4	2	2	2	3	1	2	....	1	2	10	3	.....	.....	2	.....	.....	6	4	39
57	Augustana College	10	9	1	0	67	17	....	12	....	14	....	5	....	1	....	1	....	1	....	.....	.....	16	.....	.....	0	4	38
58	St. Joseph's Diocesian College	....	9	.....	.....	120	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	40
59	Shurtleff College	7	7	.....	*b*3	50	10	....	7	....	3	2	5	2	....	3	4	1	.....	.....	1	2	10	...	0	16	4	39
60	Illinois Industrial University	(*j*)	.....	.....	.....	(*j*)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	4	36
61	Westfield College	6	6	.....	.....	10	....	1	1	1	1	4	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	40
62	Wheaton College	10	10	0	*b*3	29	14	1	....	3	....	5	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	4	39
63	The Indiana University	14	14	2	0	157	*c*49	*c*16	*c*37	*c*8	*c*18	*c*7	*c*17	*c*4	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	....	64	4	40
64	Wabash College	11	11	.....	.....	87	18	....	16	....	9	....	10	....	16	....	8	....	6	....	4	....	.....	.....	.....	60	4	38
65	Concordia College	7	7	.....	.....	130	39	....	30	....	36	....	25	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	41
66	Franklin College	*k*6	*k*6	.....	.....	*k*42	6	....	2	....	4	....	2	....	3	1	2	....	2	....	.....	1	19	.....	.....	.....	4	36
67	Indiana Asbury University	15	13	2	10	239	*i*86	....	*i*35	....	*i*33	....	*i*38	....	.....	.....	.....	.....	.....	.....	.....	.....	47	.....	.....	.....	4	40
68	Hanover College	7	7	0	*5	72	25	4	18	1	7	....	7	1	1	....	1	....	4	2	1	....	0	.....	.....	.....	4	...
69	Hartsville University	4	4	.....	1	35	4	....	3	....	1	....	.....	.....	11	11	2	....	3	....	.....	.....	.....	.....	.....	.....	4	38
70	Butler University	8	8	.....	2	106	17	3	9	7	13	7	7	2	.....	.....	.....	.....	.....	.....	.....	.....	37	4	.....	.....	4	39
71	Union Christian College	7	5	2	0	63	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	.....	4	37
72	Moore's Hill College	8	8	0	0	74	2	3	0	2	4	0	2	1	10	12	3	5	1	5	4	4	13	3	0	.....	4	39
73	University of Notre Dame du Lac*	24	.....	.....	.....	144	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	34	.....	.....	.....	4	41
74	Earlham College	5	5	0	0	55	6	2	2	3	1	3	0	2	4	5	3	2	0	1	1	0	18	2	0	0	4	39

* From Report of the Commissioner of Education for 1881.
a Total for all departments.
b Partially endowed.
c Under classical are included students in scientific course.
d Faculties of colleges of science and of letters.
e For students in scientific department see Table X, Part 1.
f Students in the Yale School of Fine Arts.
g There were also 40 non-resident students pursuing the non-resident course.
h These statistics are for the year 1881.
i Includes students in other collegiate courses.
j See Table X, Part 1.
k Also 1 professor of painting and 1 professor of music with 10 scholars outside of all classes.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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.
							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
75	Ridgeville College	5	3	2	0	32	2	1	2	1	....	....	1	....	9	3	1	....	1	1	1	....	7	2	....	35	4	36
76	St. Meinrad's College	14	14	.....	.....	71	19	....	11	....	18	....	23	....	....	....	....	....	....	....	....	....	....	....	....	....	....	5	42
77	St. Bonaventure's College	6	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
78	Amity College	7	8	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
79	Griswold College	6	6	.....	.....	9	....	....	1	....	2	....	....	....	....	....	....	....	....	....	....	....	2	....	....	....	4	40
80	Norwegian Luther College	10	10	0	0	78	23	....	21	....	15	....	12	....	2	....	....	....	....	....	2	....	2	....	....	....	4	36
81	Drake University	11	.....	2	.....	b323	....	....	....	....	....	....	....	....	a7	....	....	....	....	....	....	....	0	0	0	0	4	40
82	University of Des Moines*	6	6	0	.....	52	4	3	12	6	6	3	3	2	....	....	....	....	....	....	....	....	13	....	....	....	4	39
83	St. Joseph's College	7	7	.....	.....	86	10	....	8	....	15	....	8	....	5	....	3	....	2	....	3	....	26	6	....	....	4	42
84	Parsons College	9	7	2	0	47	5	1	4	0	10	2	0	0	2	5	4	0	0	4	0	0	10	0	0	0	4	36
85	Upper Iowa University	5	5	.....	5	44	4	5	4	....	3	1	4	....	11	3	1	2	....	....	2	....	4	....	....	1	4	38
86	Iowa College	17	16	1	c9	160	10	d19	10	d24	9	d11	14	d14	12	....	1	1	2	1	3	....	29	0	0	12	4	38½
87	Simpson Centenary College*	8	8	.....	.....	62	6	1	5	5	2	3	0	2	4	19	1	2	4	2	2	0	4	0	0	0	4	37
88	State University of Iowa	12	17	.....	.....	272	38	13	28	7	16	11	25	9	42	4	19	7	9	3	9	....	32	....	....	....	4	38
89	German College	3	3	.....	.....	23	2	....	....	....	2	....	1	....	1	2	7	2	....	1	1	....	4	....	....	....	4	40
90	Iowa Wesleyan University	11	11	0	2	159	e37	e23	e18	e14	e9	e5	e15	e9	....	....	....	....	....	....	....	....	28	1	0	0	4	37
91	Cornell College	10	10	0	3	103	10	....	6	3	7	2	3	2	d21	d11	d10	d8	d5	d7	d6	d2	....	0	0	175	4	37
92	Oskaloosa College	11	11	1	1	19	d2	d1	d6	....	d1	d2	d4	d1	....	....	....	....	....	....	....	....	....	2	....	....	4	40
93	Penn College	5	5	0	0	55	6	3	3	1	3	3	2	1	4	6	2	4	2	3	....	3	9	0	0	....	4	38
94	Central University of Iowa	9	9	.....	6	36	6	2	3	2	2	3	3	2	4	1	2	2	....	1	1	....	2	....	....	....	4	36
95	Tabor College	11	9	2	.....	88	7	....	4	2	1	1	1	1	11	12	4	9	4	2	2	1	26	....	....	....	4	39
96	Western College	7	.....	.....	.....	23	7	1	1	....	....	....	....	....	4	4	....	1	1	2	2	....	....	....	....	....	4	....
97	St. Benedict's College*	14	14	.....	.....	54	5	....	14	....	4	....	....	....	....	....	....	....	....	....	....	....	31	....	....	1	4	42
98	Baker University	5	5	0	0	35	9	2	1	0	1	3	....	....	3	1	1	3	3	4	3	1	0	0	0	0	4	38
99	Highland University	7	7	0	0	16	6	1	4	0	0	0	2	1	0	0	0	2	0	0	0	0	0	0	0	0	4	39
100	University of Kansas	15	15	0	0	138	11	6	6	2	4	3	4	2	30	14	16	15	12	5	5	1	2	....	....	.....	4	40
101	Lane University	5	.....	.....	.....	12	....	....	....	....	....	....	....	....	6	1	....	....	....	....	....	5	....	....	....	.....	4	39

102	Ottawa University*	4	4			2	2																				4	40
103	St. Mary's College	9	7	2	0	90	29	0	30	0	*e*23	0	*e*5													3	0	6	44
104	Washburn College	10	10	0		115	4						2	1	4	1	2	1	1	3		1	95				4	4	36
105	St. Joseph's College	15	9																									6	40
106	Berea College	7	7	1		34	2		1		1		1		8	11	1	1		2		3	3				73	4	37
107	Ogden College	*b*4				*b*87																						(*f*)	40
108	Cecilian College	7	6	1		10																						4	40
109	Centre College	6	6		1	85	18		16		18	2	15		4		4		6		2						20	4	40
110	Eminence College	*g*8				*bg*118																							40
111	Kentucky Military Institute	7	9	2	0	75									*d*29		*d*19		*d*5		*d*9		10	3				(*h*)	40
112	Georgetown College	7	7			140																						4, 6	40
113	South Kentucky College	5	5	0	0	90																				0	0	4	40
114	Kentucky University	9	9	0	1	103																				0	0	(*h*)	40
115	Kentucky Wesleyan College	5				74																						4	38
116	Kentucky Classical and Business College.	13	10	3		121							2	9														4	38
117	Central University	7	7			97	19		8		10		2		10		10		5		8		25				30	4	40
118	Bethel College	6			3	69	15		12		10		8		10		8		6									4	40
119	St. Mary's College	12	12			*d*103																						3, 5	42
120	Louisiana State University and Agricultural and Mechanical College.	5	5	0	0	*j*99	24		13		4		7		37		11		2				0	1		0	(*h*)	40
121	St. Charles College	10	9			47	1		4		10				12		17		3						0	0	3	42
122	Centenary College of Louisiana	7	3	4		49	*e*27		*e*12		*e*5		*e*5														4	40
123	College of the Immaculate Conception*	8				14																							42
124	Leland University																												
125	New Orleans University*	4				9	3		2								1			3							4	34
126	Straight University	4	4		0	24	9	2	1	2	5	1	0											4			4	32
127	University of Louisiana	6	6	0	0	77		0		0		0		0		0		0		0		0				0	5	5, 6	38
128	Jefferson College (St. Mary's)	15	15	0	0																							6	42
129	Bowdoin College	14	11	3		147	35		43		28		35						1		2		3				44	4	38
130	Bates College	7	7	3		106	26	2	27	3	18	5	21	2									2	0	0	24	4	38
131	Colby University	9	9	0	2	124	40	2	20	2	23	4	31	0									2	0	0	69	4	36
132	St. John's College	8	8	0	0	51	5		13		2		4										27	0	0	26	4	40
133	Baltimore City College*	13				543																					5	
134	Johns Hopkins University	43	34	9		*k*175																				79	20	*31	
135	Loyola College*	14				70																				0	0	0	4	44
136	Washington College	3				38	12		8		*e*6		*e*8										4				4	40
137	Rock Hill College	8	2	1	0	32	15	0	5	0	4	0	3	0	5	0	0	0	0	0	0	0	0			0	4	42
138	St. Charles's College	12	12	0	0	96	*e*35		*e*33		*e*12		*e*16											0	0	0	4	42
139	Mt. St. Mary's College	11	20	3	0	71	17		13		10		11		7		2		2				9	0	0		4	40
140	Frederick College	3	3	0	0	49																				0	0	(*h*)	42
141	New Windsor College and Female Seminary.	9	7	2		*b*77		17		7				7														4	38
142	Western Maryland College	11	8	3	0	90	12	15	4		11	10	11	8	4	5	1		5	4						0	0	38	3, 4	42
143	Amherst College*	21	21	0	8	339	82		104		69		74				3				5					2	1	100	4	38
144	Boston College	10	10	2	0	111	28	0	32	0	32	0	18	0		0		0	0	0	0	0	0			1	0	20	4	42

* From Report of the Commissioner of Education for 1881.
a Number in normal course.
b Total for all departments.
c Partially endowed.
d Includes students in other collegiate courses.
e Under classical are included students in scientific course.
f Curriculum consists of elective schools or departments.
g These statistics are for the year 1881.
h Not prescribed.
i 27 in classical course and 76 in commercial course.
j Counting none twice, 50.
k Total enrolment, including fellows.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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
145	Boston University (College of Liberal Arts).	17	16	1	.....	97	5	10	8	9	18	13	8	7	....	....	....	....	....	....	....	....	....	19	....	65	4	37
146	Harvard College	56	.....	.....	15	*ab*988	263	....	207	....	209	....	203	....	(*a*)	....	(*a*)	....	(*a*)	....	(*a*)	....	46	*c*52	8	118	4	37
147	Tufts College*	12	11	1	0	63	19	....	15	....	12	....	10	....	3	....	....	....	3	....	....	....	1	0	0	28	4	37
148	Williams College	15	14	1	*d*1	251	69	....	75	....	56	....	49	....	....	....	....	....	....	....	....	....	....	2	0	*e*41	4	38
149	College of the Holy Cross*	18	.....	.....	.....	80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....
150	Adrian College*	9	8	1	.....	53	15	4	12	3	10	2	5	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	39
151	Albion College	11	11	0	0	58	15	6	6	2	3	5	3	3	2	3	4	1	2	0	0	1	....	2	....	0	4	37
152	University of Michigan	44	44	0	0	513	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	13	0	0	(*f*)	40
153	Battle Creek College	15	11	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3, 4	43
154	Grand Traverse College	(*g*)	(*g*)	(*g*)	.....	(*g*)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(*h*)	4	36
155	Hillsdale College	9	13	0	2	190	9	1	2	1	2	2	5	1	*i*35	*i*33	*i*30	*i*21	*i*16	*i*9	*i*8	*i*12	....	3	....	*j*300	4	38
156	Hope College	5	5	.....	.....	28	5	....	2	1	9	....	7	2	1	....	0	1	0	....	0	0	....	.....	.....	1	4	40
157	Kalamazoo College	6	6	0	1	78	9	....	10	6	10	1	4	....	3	3	3	1	2	....	.....	.....	26	.....	.....	.....	4	38
158	Olivet College	13	12	1	.....	93	9	1	8	....	6	1	7	1	6	2	6	....	3	1	3	....	*k*39	.....	.....	.....	4	40
159	St. John's College	23	.....	.....	.....	213	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
160	Hamline University	6	6	0	.....	23	7	6	5	2	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	38
161	Augsburg Seminary, Greek department.	6	6	.....	.....	48	19	....	14	....	7	....	8	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	30
162	University of Minnesota	21	20	1	0	149	10	1	14	3	7	1	8	3	15	7	25	8	5	6	11	11	14	.....	.....	0	4	38
163	Carleton College	9	9	0	.....	59	8	*i*5	5	*i*3	*i*6	*i*2	9	2	6	2	2	4	3	0	1	0	....	1	0	.....	4	37½
164	Mississippi College	6	6	0	0	80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	0	0	(*f*)	40
165	Rust University *l*	5	4	1	.....	51	18	9	5	1	5	0	.....	.....	6	3	2	1	1	0	.....	.....	.....	0	.....	0	4	36
166	University of Mississippi	10	10	0	.....	110	17	....	9	....	5	....	12	....	30	....	12	....	14	....	9	....	.....	2	0	.....	4	39
167	Southwest Baptist College	8	8	.....	.....	49	4	3	2	....	4	2	3	1	4	1	4	1	2	2	1	....	6	.....	.....	2	4	38
168	Christian University*	10	.....	.....	.....	*m*149	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	37
169	St. Vincent's College	12	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	40
170	University of the State of Missouri	*m*36	*m*28	*m*5	.....	*m*591	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	0	0	6	36

171	Grand River College	*m*5				*m*74																						3,4	36
172	Central College	6	6	1	3	91																				1		4	40
173	Lewis College	5	5			52																						4	38
174	Pritchett School Institute	10	8	2		149	10	12	10	15	20	12	18	14										38		2	15	4	40
175	Lincoln College*	4	4	0	0	8	3	3	2															0	0	0	0	4	38
176	La Grange College	7	1																									4	34
177	William Jewell College	6	6			100																						4	40
178	College of the Christian Brothers	*mn*38				*m*300																							
179	St. Louis University	17	14	3	0	95	25		14		8		4		20		10		12		2		0		0	0	6	41
180	Washington University	*o*24	*o*22	*o*2	*op*4	*o*80	10	1	7	3	4	2	2	1	14		10		8		4		13	1	0	30	4	40
181	Drury College	12	12	0	3	43	4	2	3	4	2	1	1	0	3	5	1	4	3	3	0	4		3	0	12	4	40
182	Stewartsville College	3	3	0	0	40	1	1							11	7	6	4	4	3	2	1	0	0	0	0	4	40
183	Central Wesleyan College	7	7	0	2	69	3		7		2		2				4	1	1		1		48		1	1	4	39
184	Doane College	8	8		2	26	9	1	4	2		1			1	1	2	2		1	1	1				3	4	39
185	Nebraska Wesleyan University		9	10		8	1	3				1	2										1			0	3,4	36
186	University of Nebraska*																										4		
187	Nebraska College	4	4		0																						4	40	
188	Creighton University	8	4	4	0																						6		
189	State University of Nevada*q																												
190	Dartmouth College	18				*a*235	63		47		61		64		(*a*)		(*a*)		(*a*)		(*a*)					100	4	38
191	St. Benedict's College	6	3	3																							5	40	
192	Rutgers College*	16	16	0	*r*4	*s*89	16	0	22	0	23		26		(*s*)		(*s*)		(*s*)		(*s*)			2	0	0	4	36
193	College of New Jersey	30	37		12	*a*461	111		93		96		90		(*a*)		(*a*)		(*a*)		(*a*)		18	*a*53	9	65	4	38
194	Seton Hall College	*m*14				*m*100																					4		
195	St. Bonaventure's College	13	14	1		94	15		11		20		*t*15		19		14										6	40	
196	St. Stephen's College	5	5	0	0	42	7		11		8		4										8	4	0	40	4	37
197	Wells College	14	12	2	0	34		10		6		4		2		7		5							0	0	4	40
198	Brooklyn Collegiate and Polytechnic Institute.	14	14	0	0	170																		4	0	0	4	38	
199	St. Francis College					20	15		1		4		0	0											0		6	40	
200	St. John's College*	10	9	1	0	75	*t*25		*t*18		*t*17		*t*15													3	4	42	
201	Canisius College	10	12			140	25		22		14		7		30		31				11						6	42	
202	St. Joseph's College																												
203	St. Lawrence University	8	7	1	4	65	*t*14	*t*8	*t*3	*t*2	*t*11	*t*3	*t*5	*t*7									12	0	0	12	4	40
204	Hamilton College*	13				183	42		64		38		34										2	3	0	36	4	36
205	Elmira Female College	13	13		1	59		20		17		17		5												(*u*)	4	40
206	St. John's College*	24	24			65	20		18		16		11														5,7	42
207	Hobart College	10	10	2	*v*1	72	13		5		19		16		11				5		2		1	0	0	22	4	38
208	Madison University	10	10			94	26		19		22		19										8			62	4	39

* From Report of the Commissioner of Education for 1881.
a For students in scientific department, see Table X, Part 2.
b Includes holders of fellowships.
c Includes candidates for higher degrees.
d Also several partially endowed.
e Also about $70,000 of charitable funds undivided, the income of which is applied to remitting the tution of indigent students.
f Not prescribed.
g College proper not open.
h Scholarships to amount of $13,000 sold.
i Includes students in other collegiate courses.
j Approximately.
k In the ladies' literary course.
l These statistics are for the year ending June, 1882, up to which time the institution was known as Shaw University.
m Total for all departments.
n In 1880.
o Includes report of O'Fallon Polytechnic Institute.
p Partially endowed.
q Preparatory department only organized.
r Three are only partially endowed.
s For students in scientific department, see Table X, Part 1.
t Under classical are included students in scientific course.
u An aid fund of $30,000.
v Four partially endowed.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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
209	Cornell University	44	47	6	1	*a*384	....	....	....	....	....	....	....	....	*b*92	*b*16	*b*75	*b*13	*b*61	*b*10	*b*48	*b*11	35	*c*23	0	0	4	36
210	Ingham University	16	16	3	0	*d*185	....	....	....	....	....	....	....	13	....	....	....	....	....	....	....	....	....	....	....	....	4	40
211	College of St. Francis Xavier*	19	13	6	.....	152	45	....	46	....	24	....	30	....	....	....	....	....	....	....	....	....	....	7	....	17	4	42
212	College of the City of New York	14	34	0	0	349	76	0	59	0	34	0	31	0	76	0	40	0	19	0	14	0	0	0	0	0	5	36
213	Columbia College	14	29	0	1	*e*285	87	....	73	....	61	....	69	....	(*e*)	....	(*e*)	....	(*e*)	....	(*e*)	....	0	4	6	19	4	37
214	Manhattan College*	11	8	3	0	114	52	....	33	....	15	....	14	....	....	....	....	....	....	....	....	....	....	....	....	0	4	43
215	Rutgers Female College*	7	7	2	0	41	....	5	....	5	....	5	....	5	....	....	....	....	....	....	....	....	20	1	....	0	4	38
216	St. Louis College	10	3	7	.....	14	12	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	....	....	....	39
217	University of the City of New York	14	14	6	0	92	11	....	13	....	11	....	10	....	12	....	14	....	13	....	8	....	....	....	3	1	4	38
218	Vassar College	9	9	.....	2	235	....	42	....	30	....	33	....	40	....	....	....	....	....	....	....	....	85	5	....	4	4	38
219	University of Rochester	12	12	.....	4	162	32	....	29	....	29	....	18	....	8	....	5	....	1	....	4	....	36	....	....	28	4	38
220	Union College	*f*18	*f*18	*f*11	*f*4	*f*239	*bf*67	....	*bf*49	....	*bf*52	....	*bf*66	....	....	....	....	....	....	....	....	....	....	*f*5	*f*5	.....	4	37
221	College and Seminary of Our Lady of Angels.	15	14	.....	.....	99	*g*19	....	*g*28	....	*g*25	....	*g*27	....	....	....	....	....	....	....	....	....	....	....	....	0	4	42
222	Syracuse University	8	7	1	1	156	39	0	21	1	15	1	19	0	8	6	17	3	7	5	5	4	5	0	0	3	4	39
223	University of North Carolina	15	14	1	0	*h*113	15	....	21	....	13	....	10	....	(*h*)	....	(*h*)	....	(*h*)	....	(*h*)	....	47	7	....	96	4	40
224	Biddle University	6	6	0	0	23	7	....	3	....	3	....	4	....	2	....	2	....	2	....	0	....	....	....	....	....	4	34
225	Davidson College	7	7	.....	.....	113	29	....	18	....	24	....	19	....	9	....	1	....	2	....	1	....	10	....	....	....	4	40
226	North Carolina College*	5	5	.....	.....	15	8	....	5	....	2	....	0	....	....	....	....	....	....	....	....	....	....	....	....	....	4	40
227	Shaw University	8	8	.....	.....	37	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	32
228	Rutherford College	13	8	5	0	225	*b*43	*b*21	*b*40	*b*18	*b*37	*b*19	*b*16	*b*14	....	....	....	....	....	....	....	....	17	0	0	.....	(*i*)	40
229	Trinity College	5	0	0	0	107	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	4	40
230	Wake Forest College*	8	8	0	0	131	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	10	3–5	40
231	Weaverville College	3	3	.....	.....	22	5	....	3	....	1	....	....	....	9	....	2	....	....	....	....	....	2	....	....	....	4	40
232	Buchtel College	8	8	.....	8	50	3	2	4	....	1	....	2	1	*b*13	*b*11	*b*1	*b*2	1	1	*b*5	*b*3	....	....	....	34	4	39
233	Ashland College	8	8	0	0	21	....	....	3	3	....	....	....	1	7	2	....	....	2	0	2	1	0	0	0	0	4	40
234	Ohio University	5	5	0	0	32	3	1	2	0	3	0	2	....	3	5	2	2	2	2	2	1	2	....	0	.....	4	39
235	Baldwin University	10	10	.....	.....	146	2	....	4	2	5	1	3	1	17	5	8	3	4	3	....	....	88	....	....	.....	4	38

236	German Wallace College	5	4	1	0	52	5	0	4	0	7	0	6	0	9	4	8	0	8	0	1	0	0	0	0		4	40
237	Hebrew Union College																											44
238	St. Joseph's College*	3				8																				0	4	42
239	St. Xavier College	11	14	1		45	16		10		12		7														4	42
240	University of Cincinnati	11	13	0	0	94	*b*18	*b*4	*b*1	*b*3	*b*7	*b*5	*b*11										39	5		3	4	37
241	Adelbert College of Western Reserve University.	9	8	1	4	80	22	4	17	3	21		13														4	38
242	Farmers' College	8	8		*j*2	18											2	4		6	2	2		2			4	42
243	Capital University	7	7			34	12		9		7		6														4	40
244	Ohio State University	(*k*)				(*k*)																			0	0	4	37
245	Ohio Wesleyan University	20	18	2		286	35	*b*32	30	*b*40	22	*b*26	24	*b*19	20	2	16	1	7	2	10						4	37
246	Kenyon College	10	10		5	64	26		16		9		9									4				6	4	37
247	Denison University	8	8		4	61	13		16		3		7		4		2		1		2	13				13	4	39
248	Hiram College	6	6	0	0	40	1	1	3	2					5	4	3	*b*2	*b*6	*b*9	*b*2	*b*2			0		4	39
249	Marietta College	9	6			69	12		15		11		16		7		2		3		2					36	4	38
250	Mt. Union College*	*l*17				221	*g*83	*g*35	*g*42	*g*6	*g*19	*g*4	*g*30	*g*2													4	37
251	Franklin College	9	7	2	0	25	5	0	7	0	0	0	5	2	1	3	0	0	0	1	0	1	0				4	40
252	Muskingum College*	8	8			69	2		13	16	4	6	4						6	7	7	4					6	40
253	Oberlin College	17	17	0	3	430	49	19	41	13	32	14	30	6	0	*m*65		*m*39	*m*1		*m*39			*m*21	*m*61	0	0	102	4	38
254	Richmond College	5	5																								5	40
255	Rio Grande College	4	7	0	0	18	2		2		5		1		4	1					1	2					4	40
256	Scio College	6	8			124																					4	39
257	Wittenberg College*	8			2	87	20	6	22		14	1	6						1		1		16				4	40
258	Heidelberg College	6	6			82	7		12		16	1	4		14	13	3	3	1	2	5	1				(*n*)	4	40
259	Urbana University	5	5			12	4		1						2								5				4	39
260	Otterbein University	6	6	0	4	90	6	1	9	1	7	2	2	1	14	9	9	5	9	5	9	1		0	0	0	4	38
261	Wilberforce University	7	5	2	0	29	4	1	3	2					3	5	3	5	2			1				5	4	42
262	Willoughby College	4	4	0	0	6	4	2																	0	0	4	39
263	Wilmington College					36	3		1	3	3	2	1	0	1	1	1	1	2	0			17				4	39
264	University of Wooster	15	13	2	4	198	23	11	37	2	34	1	16	4	*o*4	*o*8	*o*6	*o*3	*o*2	*o*3	*o*4	*o*5	28	12	0		4	36
265	Xenia College	5	4	1	0																						4	40
266	Antioch College*p*					*q*84																						
267	Corvallis College	4	4			*l*157																					6	40
268	University of Oregon	6				72	*g*14	*g*6	11	0	3	1	4	2			7	3	5	10	2	4				*r*113	4	39
269	Pacific University and Tualatin Academy.	6	6		1	12	2	1	1		2		1	1	1	1		1				1					4	39
270	McMinnville Baptist College	3	2	0	0	2	1		1															0	0		4	40
271	Christian College*	2	6	1	1	80	20	17	15	12	7	5	2	2											0	20	4	40
272	Philomath College*	5	5	0	2	84	6	20	4	4	3	5	1	0	12	14	8	3	1	2	1	0					4	
273	Willamette University	7	7	0	0	18	7	4	1	0	0	1	1	3	0	0	0	0	0	0	0	0		1	0	20	4	40
274	Western University of Pennsylvania	14	14	10	2	52	7		3		7		4		13		8		5		4			1			4	40

* From Report of the Commissioner of Education for 1881.

a Total in all courses.

b Includes students in other collegiate courses.

c Includes 1 licentiate.

d Whole number of students in art, music, and college courses.

e For students in School of Mines, see Table X, Part 2.

f These statistics are for the year 1881.

g Under classical are included students in scientific course.

h For students in scientific department, see Table X, Part 1.

i Not prescribed.

j Partly endowed.

k See Table X, Part 1.

l Total for all departments.

m These are in literary course.

n There are about 1,200 scholarships owned by members of the Reformed Church, which can be had by students of Heidelberg at $40 for three years, or $50 for four years.

o In philosophical course.

p Suspended for 1881–'82; reopened in September, 1882.

q Total enrollment for the fall term.

r In 1880.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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
275	Muhlenberg College*	6	6	.....	3	68	*a*18	....	*a*19	....	*a*17	....	*a*14	....	....	....	....	....	....	....	....	....	....	....	....	32	4	40
276	Lebanon Valley College	8	8	.....	.....	45	7	1	9	....	7	....	4	1	2	....	4	1	1	4	4	....	....	....	....	....	4	40
277	St. Vincent's College	*b*30	.....	.....	.....	*b*308	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
278	Dickinson College	6	6	0	0	93	15	....	18	....	17	....	19	....	5	....	7	....	4	....	5	....	3	0	0	(*c*)	3, 4	39
279	Pennsylvania Military Academy	12	12	0	0	152	....	....	....	....	....	....	....	....	71	....	38	....	35	....	8	....	....	....	....	....	4	38
280	Lafayette College	23	21	2	5	*d*173	46	....	45	....	43	....	34	....	(*d*)	....	(*d*)	....	(*d*)	....	(*d*)	....	....	5	0	0	4	37
281	Ursinus College*	7	.....	.....	.....	21	*a*10	....	*a*4	....	*a*5	....	*a*2	....	....	....	....	....	....	....	....	....	....	....	....	....	4	38
282	Pennsylvania College	7	7	.....	5	111	36	....	24	....	26	....	24	....	....	....	....	....	....	....	....	....	....	1	....	....	4	39
283	Theil College	5	6	.....	2	48	12	4	8	2	8	4	10	....	....	....	....	....	....	....	....	....	....	....	....	10	4	39
284	Haverford College	9	7	2	1	71	7	....	12	....	7	....	6	....	6	....	6	....	4	....	9	....	11	3	0	*e*14	4	37½
285	Monongahela College	5	5	0	0	29	5	4	1	0	4	1	0	2	4	6	0	0	0	0	2	0	0	0	0	0	3, 4	38
286	Franklin and Marshall College	6	6	.....	.....	96	23	....	26	....	22	....	25	....	....	....	....	....	....	....	....	....	....	....	....	....	4	39
287	University at Lewisburg*	7	.....	.....	2	63	*a*22	....	*a*23	....	*a*7	....	*a*5	....	....	....	....	....	....	....	....	....	6	....	....	....	4	40
288	Lincoln University	.....	.....	.....	.....	100	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	....
289	St. Francis College	8	7	1	0	39	6	....	6	....	....	....	....	....	20	....	7	....	....	....	....	....	....	....	....	....	....	44
290	Allegheny College*	8	8	.....	5	108	*f*32	*f*8	*f*26	*f*3	*f*10	*f*3	*f*22	*f*4	....	....	....	....	....	....	....	....	....	....	....	....	4	36
291	Westminister College	8	8	0	0	86	18	2	17	3	16	....	21	1	0	2	1	0	0	2	2	1	....	0	0	0	4	37
292	La Salle College	14	13	1	0	110	20	....	18	....	15	....	10	....	10	....	10	....	12	....	15	....	....	....	....	....	4	44
293	St. Joseph's College	.....	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
294	University of Pennsylvania	15	15	.....	.....	*d*143	38	....	36	....	32	....	24	....	(*d*)	....	(*d*)	....	(*d*)	....	(*d*)	....	*d*13	....	....	*g*50	4	35
295	Catholic College of the Holy Ghost	7	3	2	0	17	0	0	5	0	7	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	6	42
296	Lehigh University	13	17	1	.....	144	2	....	2	....	6	....	....	....	*f*64	....	*f*31	....	*f*24	....	*f*7	....	4	4	....	1	4	43
297	Swathmore College	10	14	4	0	84	2	*f*12	*f*2	*f*8	*f*6	*f*8	7	*f*11	4	0	6	0	5	0	2	0	11	0	0	5	4	40
298	Augustinian College of Villanova	14	10	4	.....	111	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	42
299	Washington and Jefferson College	10	9	1	3	166	45	....	31	....	29	....	31	....	5	....	2	....	1	....	6	....	16	....	....	....	4	38
300	Brown University	17	17	0	3	270	83	....	67	....	60	....	53	....	2	....	4	....	....	....	1	....	....	....	....	100	4	40
301	College of Charleston	9	0	.....	.....	23	10	....	6	....	1	....	6	....	....	....	....	....	....	....	....	....	....	0	0	19	4	36

302	Allen University	6	6		0	16	9								6						1				4	33
303	University of South Carolina *h*																										
304	Erskine College	5	5			50	12		15		9		12				1		1						4	36
305	Furman University	5				52																			3, 5	40
306	Newberry College	6	6	0		28	8		5		5		4								6				4	40
307	Claflin University and South Carolina Agricultural College and Mechanics' Institute.	6	6			17	4		4		2	2	5												4	33
308	Wofford College	7																							4	37
309	Adger College	5	5	0	0	47	15		0		4		7		8		0				2		11		0	0	4	40
310	East Tennessee Wesleyan University	7	6	1	0	30	2		1		2	1	4		3	2	3	1	4	1	6						4	40
311	King College	4	4	0	*i*2	33	14		9		8		2														4	40
312	Southwestern Presbyterian University	6	6	0	0	77																			0	0	0	(*j*)	40
313	Hiwassee College	11	10	1		*b*173																					4	40
314	Southwestern Baptist University	7	7			82																			3		(*j*)	40
315	University of Tennessee; Tennessee Agricultural College.	9	11	0	0	*k*169																				275	4	40
316	Cumberland University	5	5		*i*2	43	16		8		15		4														4	40
317	Bethel College	4	4			42	4						4		16	18											4	39
318	Maryville College	5	9			24	9	1	4		1	1	6						2								4	40
319	Christian Brothers' College					54	12		10		20		12															
320	Mosheim Institute	3	2	1		17	1		4			2	1		1		1	5			1	1				2	4	40
321	Carson College	3	3		0	54	23		15		11		5										0	0	0	0	4	40
322	Central Tennessee College	7	7	0	0	5	1	1			2		1											0	0	0	4	36
323	Fisk University*	7	6	1	0	21	4	2	7	1	1	0	6	0									0		0		4	36
324	Vanderbilt University*		17			240																		11	4	10	4–6	59
325	University of the South*	18	17	1		103	24						25		41						11		2			20	4	40
326	Burritt College	9	9																								4	40
327	Greeneville and Tusculum College	3				24																					4	32
328	Winchester Normal	8	8	0	0	250																		1			(*i*)	40
329	St. Mary's University																											
330	Southwestern University	9	9			155	63		43		9		10		13		12		4		1						4	40
331	Henderson Male and Female College[4]																										4	40
332	Baylor University	8	6	10	*i*2	91	8		10		12		3		17		16		20		5				0	0	3–5	40
333	Mansfield Male and Female College*	8	8	0	0																						4	40
334	Salado College	4	4	0	0	172	23	27	19	24	19	20	6	3									31	0	0	0	5	36
335	Austin College	4				21	12		5		2		2														4	40
336	Trinity University	5	5	0	0	63	8	5	2	1	6	1	1	0	17	8	8	4	1	0	0	1		0	0	31	4	40
337	Waco University	15	15	0	0	209	20	22	12	14	8	7	2	8	16	18	8	6	6	6			56		0	0	4	42
338	Marvin College	9	9			218	*a*39	*a*45	*a*32	*a*33	*a*16	*a*19		*a*4									30	4			4	40
339	University of Vermont and State Agricultural College.	12	11	0	3	*l*59	13	2	12	5	10	1	9	4	(*l*)	(*l*)	(*l*)	0	(*l*)	(*l*)	(*l*)	(*l*)	3	0	0	18	4	38
340	Middlebury College	10				38	9		9		11		9													20	4	38
341	Randolph Macon College	6	6		0	114																					(*m*)	

* From Report of the Commissioner of Education for 1881.

a Under classical are included students in scientific course.

b Total for all departments.

c All students on scholarships.

d For students in scientific department, see Table X, Part 2.

e Whole and partial.

f Includes students in other collegiate courses.

g In 1880.

h See report of South Carolina College of Agriculture and Mechanic Arts (Table X, Part 1); this is the only department of the university which has been reorganized, the university having been suspended for several years.

i Partially endowed.

j Not prescribed.

k Also 10 State appointees (colored) of this university, taught in Fisk University, Nashville, Tenn.

l For students in scientific department, see Table X, Part 1.

m Curriculum consists of elective schools or departments.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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
342	Emory and Henry College	5	5	.....	.....	58	15	....	20	....	14	....	7	....	....	....	....	....	....	....	2	....	....	....	....	....	4	40
343	Hampden Sidney College	6	6	.....	5	59	14	....	15	....	17	....	13	....	....	....	....	....	....	....	....	....	....	....	....	....	4	40
344	Washington and Lee University*	9	1	.....	4	100	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	4	1	9	(*a*)	36
345	Richmond College	7	7	0	2	140	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	0	0	3	(*a*)	39
346	Roanoke College	9	8	1	0	90	*b*25	....	*b*16	....	*b*16	....	*b*14	....	....	....	....	....	....	....	....	....	18	1	.....	.....	4	38
347	University of Virginia	.....	*c*24	.....	.....	*c*326	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	*d*15	(*a*)	.....
348	Bethany College*	6	.....	.....	.....	69	6	4	8	0	5	1	2	0	15	0	3	0	2	2	2	0	17	2	.....	.....	4	37
349	West Virginia College*	11	5	6	0	30	*e*17	*e*13	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	4	40
350	West Virginia University	10	10	0	0	112	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	2	4	41
351	Lawrence University	13	13	0	*f*2	71	3	3	1	0	2	0	6	1	13	13	9	7	5	3	3	2	....	0	0	0	4	38
352	Beloit College	10	9	1	*g*6	67	27	....	20	....	16	....	4	....	....	....	....	....	....	....	....	....	....	....	....	56	4	39
353	University of Wisconsin	31	31	0	0	314	16	5	17	12	23	7	21	11	26	8	25	2	12	3	18	1	102	5	0	10	4	38
354	Milton College	5	5	.....	.....	35	....	....	....	....	....	....	2	....	....	....	....	....	....	....	....	....	....	....	.....	.....	4	39
355	Racine College	.....	6	.....	0	20	3	....	4	....	4	....	2	....	5	....	1	....	1	....	....	....	....	....	0	.....	4	39
356	Ripon College	14	13	1	0	65	3	0	6	1	4	1	1	1	9	18	4	6	2	2	3	0	4	0	0	2	4	39
357	Northwestern University	6	6	.....	.....	31	15	....	3	....	6	....	7	....	....	....	....	....	....	....	....	....	....	....	....	.....	4	40
358	Georgetown College*	5	16	3	.....	91	19	....	15	....	13	....	10	....	7	....	7	....	5	....	4	....	....	11	....	.....	3, 4	42
359	Columbian University	.....	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	4	39
360	Gonzaga College	8	8	.....	.....	22	22	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	9	7	44
361	Howard University	5	5	.....	.....	15	7	....	4	....	4	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	4	35
362	National Deaf-Mute College	9	9	0	0	28	7	....	4	....	3	....	4	....	4	....	2	....	1	....	3	....	....	0*g*	0	0	5	36
363	University of Deseret	.....	.....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	4	40
364	University of Washington Territory	7	.....	.....	.....	21	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	4	39
365	Whitman College and Seminary	5	5	0	0	5	3	....	....	....	....	....	....	....	2	....	....	....	....	....	....	....	....	0	0	.....	3, 4	39

* From Report of the Commissioner of Education for 1881.
a Curriculum consists of elective schools or departments.
b Under classical are included students in scientific course.
c Total for all departments.
d Also a number of alumni scholarships.
e Includes students in other collegiate courses.
f 1 is only partially endowed.
g 1 is fully endowed; 5 partially.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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	$2½–4	1,000	.....	.....	1,000	$100,000	$10,000	$600	$2,000	.....	.....	July 5.
2	Howard College	80	3⅓	*1,200	*300	.....	*500	50,000	0	0	.....	$0	$0	June 13.
3	Spring Hill College	*a*300	.....	8,000	500	300	2,000	.....	.....	.....	.....	0	0	July 23.
4	University of Alabama	.....	.....	6,000	*3,000	*150	.....	*150,000	*b*302,000	*b*24,000	.....	.....	.....	June 21.
5	Arkansas College	*c*30	3	520	150	.....	.....	12,000	8,000	750	2,000	.....	1,500	June 14.
6	Cane Hill College	16–50	2½	100	50	.....	.....	4,000	.....	.....	1,500	.....	.....	June 9.
7	Arkansas Industrial University	(*d*)	3	1,500	400	75	.....	(*e*)	(*e*)	(*e*)	(*e*)	(*e*)	0	June 7.
8	Judson University	.....	.....	500	.....	.....	.....	15,000	.....	.....	*f*2,400	.....	.....	June 21.
9	Little Rock University	27–40	.....	.....	.....	.....	.....	80,000	.....	.....	1,600	.....	.....	
10	College of St. Augustine	*a*350–400	.....	2,500	375	18	410	50,000	.....	.....	1,800	.....	.....	May 24.
11	University of California	(*g*)	4½–7½	20,101	4,000	3,724	.....	805,000	1,600,000	92,000	0	14,000	0	May 29.
12	Pierce Christian College*	50	4	.....	.....	.....	150	10,000	10,000	900	3,000	.....	.....	April 29.
13	St. Vincent's College	30–50	.....	*h*2,000	.....	.....	*h*300	23,200	.....	.....	.....	0	.....	May 31
14	University of Southern California	36–45	5	800	500	150	200	27,000	30,000	2,000	5,500	.....	.....	June 20.
15	St. Ignatius College	30–110	.....	11,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	
16	St. Mary's College*	*a*280	.....	1,000	300	25	1,000	150,000	.....	.....	25,000	0	.....	June 1.
17	Santa Clara College	77	4⅓	10,000	2,000	200	2,000	100,000	25,000	2,000	1,500	0	0	August 7.
18	University of the Pacific	45–69	5	2,250	250	250	1,000	75,000	35,000	2,750	8,250	.....	.....	June 7.
19	Pacific Methodist College	30–70	5	*2,500	.....	.....	800	40,000	.....	.....	5,000	.....	.....	May 24.
20	Hesperian College	60	4–5	300	.....	.....	.....	20,000	25,000	2,000	4,000	.....	.....	
21	University of Colorado*	0	5–7	1,000	75	40	.....	75,000	(*i*)	300	0	17,000	.....	June.

* From Report of the Commissioner of Education for 1881.
a Board and tuition.
b In 1879.
c Average charge.
d Free in all departments of college proper; $30 in preparatory department.
e See Table X, Part 1.
f Total income from all sources.
g To residents of California nothing; to others $50.
h In 1880.
i 60,000 acres of land.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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
22	Colorado College*	$25	$3–7	2,500				$75,000	$17,934	$982	$366			June 2.
23	University of Denver	100	8	800	50	50	200	100,000						June 13.
24	Trinity College	90		19,000		603								
25	Wesleyan University*	75	2½–5	(31,155)		943	0	472,884	560,945	21,406	879	$0	$2,000	June 29.
26	Yale College	140	3½–7	107,000		9,000	25,000		a1,343,538	b64,111	110,582		185,880	June 27.
27	Delaware College*	60		6,000	500	25	3,500	75,000	83,000	4,980	500	0		June 21.
28	University of Georgia	0	3½	*15,000		*340	*8,000	*202,300	130,967	10,000	0			July 18.
29	Atlanta University	18		c5,000				d110,000	d15,000			8,000		
30	Clark University	9	2	1,800		300		100,000			500			
31	Bowdon College													
32	Mercer University			5,000			*4,000	120,000	100,000	7,500				June 27.
33	Pio Nono College	e230			2,000			f50,000						June 20.
34	Emory College*	60	2–4	3,000			2,500	100,000	100,000					June 28.
35	Abingdon College*	30	1½–3½	200	400	20	400	50,000			800			June 1.
36	Hedding College	36	3½	300	200		200	53,000			2,817	0	0	June 7.
37	Illinois Wesleyan University	39	2–4½	3,000	500	500	0	100,000	50,000	4,500	8,000	0	0	June 15.
38	St. Viateur's College	40	4	2,500	500			90,000			8,000			June 21.
39	Blackburn University	35	2	3,000	1,200	155	2,000	80,000	90,000	7,200	3,800			June 12.
40	Carthage College*	26		3,000				c42,900	c36,000	cg7,000	c3,800			May 4.
41	St. Ignatius College*	40		7,000		200	2,000	217,000	0	0	6,500	0	0	June 28.
42	University of Chicago	70	3	10,000				177,500	600			0		June 13.
43	Eureka College h	36	2½–3	3,000				40,000	8,000	640		0		June 7.
44	Northwestern University	45	2–6	25,500	8,200	219		263,500	360,000	21,998	18,000		58,854	June 22.
45	Ewing College	27, 30		500				11,000			*1,600			June 7.
46	Knox College h	45	2	4,500		100	3,000	160,000	125,000	11,000	8,494			June 22.
47	Lombard University	15–33	2–4½	4,400	i500		i550	i53,000	86,000	7,415	1,126			June 21.

48	Irvington College	18	3-4	1,350	200	50	60	50,000	0	0	492	0	0	June 1.
49	Illinois College	18-36	3	8,000	2,000	200	3,000	125,000	125,000	7,000	3,700	.....	1,500	June 7.
50	Lake Forest University	40	2, 3	4,137	.....	100	.....	200,000	100,000	6,000	4,000	.....	5,000	June 27.
51	McKendree College	36-43½	2½-3½	*7,000	*100	.....	*1,500	50,000	35,000	*2,500	*2,700	.....	.....	June 14.
52	Lincoln University	10	*j*2¾	.....	.....	.....	.....	60,000	50,000	4,300	625	.....	.....	June 15.
53	Monmouth College	40	3-4	2,500	500	.....	1,000	67,000	80,000	6,400	6,100	.....	.....	June 19.
54	Mt. Morris College	30	2	12,000	18,000	500	.....	40,000	.....	.....	4,800	.....	.....	June 14.
55	Northwestern College	18	2½	.....	.....	.....	.....	50,000	92,973	5,747	3,095	.....	.....	June 14.
56	Chaddock College	39	3	2,009	438	.....	.....	243,500	.....	.....	7,020	.....	.....	June 20.
57	Augustana College	22½-28½	2	4,600	6,000	100	100	55,000	0	0	2,240	0	0	June 7.
58	St. Joseph's Diocesan College	*e*150	.....	(*k*2,000)				.....	.....	.....	.....	.....	.....	September.
59	Shurtleff College	18, 36	1¾-3	7,076	4,309	105	1,729	30,000	66,243	4,000	4,000	0	.....	June 7.
60	Illinois Industrial University	0	2-4	(*l*)	(*l*)	(*l*)	(*l*)	(*l*)	(*l*)	(*l*)	(*l*)	(*l*)	(*l*)	June 6.
61	Westfield College	24	1½-3	769	260	.....	350	40,000	*30,000	1,500	900	.....	.....	June 7.
62	Wheaton College	30	2¼	2,500	500	10	.....	75,000	32,000	1,800	2,970	.....	.....	June 18.
63	The Indiana University	0	2-4	12,000	2,500	2,000	.....	*160,000	*m*133,477	6,815	1,651	25,000	0	June 13.
64	Wabash College	30	2½	22,000	.....	.....	4,000	*170,000	*210,000	.....	.....	.....	.....	June 27.
65	Concordia College	40	2	5,000	.....	.....	1,000	100,000	.....	.....	.....	.....	.....	July 13.
66	Franklin College	24	2½-3	3,500	500	500	.....	40,000	63,000	4,500	3,000	.....	.....	June 14.
67	Indiana Asbury University	0	2½-5½	6,000	1,500	700	1,500	250,000	250,000	16,000	0	0	0	June 21.
68	Hanover College	.....	.....	*5,000	*c*2,000	.....	*d*4,000	*c*75,000	*c*100,000	.....	.....	.....	.....	.....
69	Hartsville University	18	2	1,100	200	25	.....	20,000	20,000	1,000	700	.....	.....	June 15.
70	Butler University	29	*j*3	2,700	300	150	1,100	80,000	15,000	10,000	3,266	.....	.....	June 13.
71	Union Christian College	.....	.....	1,223	600	128	.....	50,000	50,000	4,000	.....	.....	.....	June 5.
72	Moore's Hill College	36	3	600	.....	100	.....	25,000	20,000	1,200	3,950	0	.....	June 21.
73	University of Notre Dame du Lac*	*e*300	.....	15,000	.....	.....	1,400	.....	.....	.....	.....	.....	.....	June 21.
74	Earlham College	55, 65	3-3½	3,166	.....	85	1,774	80,000	54,000	3,200	5,450	0	0	June 26.
75	Ridgeville College	18	2	163	50	16	.....	20,000	10,000	500	500	.....	10,000	June 7.
76	St. Meinrad's College	30	3	7,000	.....	.....	2,000	*c*150,000	.....	.....	.....	.....	.....	June 28.
77	St. Bonaventure's College	.....	.....	1,736	368	.....	.....	.....	.....	.....	.....	.....	.....	.....
78	Amity College	24	2¾	500	.....	.....	.....	.....	47,000	4,000	1,200	.....	.....	June.
79	Griswold College	40	2½-3	6,500	1,500	.....	.....	150,000	55,000	2,300	300	.....	5,500	June 20.
80	Norwegian Luther College	*n*10, 20	1½	3,700	.....	.....	800	*o*120,000	0	0	528	0	0	June 20.
81	Drake University	30	(*p*)	100	50	.....	.....	20,000	25,000	1,600	.....	.....	.....	.....
82	University of Des Moines*	.....	.....	3,000	.....	.....	.....	50,000	50,000	.....	.....	.....	.....	June 14.
83	St. Joseph's College	*e*190	.....	1,800	300	300	1,500	40,000	.....	.....	8,000	.....	.....	June 21.
84	Parsons College	32, 38	2-4½	1,522	100	62	0	40,000	34,715	3,109	3,535	0	200	June 20.
85	Upper Iowa University	27	2½-3½	2,000	800	300	1,000	40,000	15,000	1,000	5,000	.....	.....	June 21.
86	Iowa College	21-28	2¾-4	6,277	.....	960	1,700	*q*20,000	142,000	11,000	4,382	0	10,000	June 27.
87	Simpson Centenary College*	30	2-4	675	400	75	200	32,000	40,000	2,641	3,375	0	0	June 21.
88	State University of Iowa	10-25	2¾-4	14,000	1,000	500	.....	350,000	216,436	16,488	4,033	*r*25,000	.....	June 20.
89	German College	18	2	300	150	50	250	15,000	16,000	1,300	900	.....	.....	June 14.
90	Iowa Wesleyan University	27	2½-4½	1,809	300	.....	1,000	45,000	50,000	4,000	2,380	0	0	June 21.

*From Report of the Commissioner of Education for 1881.
a University, academical, and art school funds.
b Current income for university, academical, and art departments; from all sources other than tuition.
c In 1880.
d In 1881.
e Board and tuition.
f In 1879.
g Income from all sources other than tuition.
h These statistics are for the year 1881.
i Estimated.
j Average charge.
k Includes volumes in students' libraries.
l See Table X, Part 1.
m Not including lands.
n In preparatory department; free in collegiate department.
o Value of grounds and buildings.
p Average cost about $2.85.
q Value of grounds and apparatus.
r Regular appropriation, $20,000; special, $5,000; $25,000 in addition for buildings.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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
91	Cornell College	$36	$3-4	6,000	500	50	1,000	$140,000	$50,000	$3,000	$11,000	$0	.....	June 28.
92	Oskaloosa College	30	2-4	2,000	300	.....	1,000	50,000	10,000	800	2,500	.....	.....	June 14.
93	Penn College	32	2½-3½	2,000	100	75	400	35,000	0	0	3,400	0	$0	June 20.
94	Central University of Iowa	24	3-3½	3,000	.....	600	.....	25,000	55,000	4,000	.....	.....	.....	June 11.
95	Tabor College	19½-25½	3-3½	4,800	100	150	.....	25,000	30,259	2,311	2,216	.....	352	June 14.
96	Western College	21	2½-3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 28.
97	St. Benedict's College*	60	2.85	4,428	600	.....	617	.....	.....	.....	.....	.....	.....	June 23.
98	Baker University	15, 21	2½-3½	1,200	100	.....	0	25,000	2,500	200	2,900	0	0	June 7.
99	Highland University	25-36	3-3½	5,000	3,000	150	1,000	22,000	0	0	1,875	0	0	June 7.
100	University of Kansas	0	4	6,000	1,780	1,637	.....	257,500	155,000	7,000	.....	30,477	.....	June 6.
101	Lane University	10	3-4	.....	.....	.....	.....	20,000	.....	.....	.....	.....	.....	June 13.
102	Ottawa University*	30	.....	250	50	250	.....	60,000	.....	500	.....	0	.....	June 14.
103	St. Mary's College	30	3½	6,000	200	200	2,000	a75,000	.....	.....	6,000	0	0	
104	Washburn College	30	2½-4	5,500	2,000	300	.....	100,000	65,000	5,400	3,000	0	3,500	June 13.
105	St. Joseph's College	40	4	5,000	.....	.....	2,000	50,000	.....	.....	12,000	.....	.....	
106	Berea College	6-9	1½-	4,000	.....	24	.....	85,000	101,100	3,817	1,237	.....	580	June 20.
107	Ogden College	b10	.....	100	.....	10	.....	20,000	120,000	8,000	.....	.....	.....	June 8.
108	Cecilian College	40	4-4½	1,000	100	20	.....	30,000	.....	.....	c5,000	.....	.....	June 8.
109	Centre College	45	3-5	4,710	.....	229	3,600	70,500	184,000	10,400	2,790	0	10,000	June 21.
110	Eminence College	.....	.....	a1,600	a300	.....	a300	a20,000	.....	.....	a6,500	.....	.....	
111	Kentucky Military Institute	100	5	4,000	1,000	.....	2,000	135,000	0	0	.....	0	0	June 7.
112	Georgetown College	50	2½-4	8,000	2,000	200	2,000	50,000	90,000	5,400	3,700	0	.....	June 8.
113	South Kentucky College	55	3½	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 7.
114	Kentucky University	2	2-4½	12,416	600	121	1,891	130,000	184,127	11,016	1,535	0	0	June 14.
115	Kentucky Wesleyan College	40	3-4	800	.....	.....	2,000	30,000	24,000	1,500	.....	.....	.....	June 13.

116	Kentucky Classical and Business College.	30–50	4	1,000	.....	325	.....	25,000	.....	.....	6,000	.....	.....	June 5.
117	Central University	60	2½–4	5,000	1,000	3,000	500	90,000	100,000	6,000	5,000	.....	30,000	June 13.
118	Bethel College	50	2½	3,000	1,000	.....	1,500	75,000	75,000	4,000	2,500	.....	.....	June 14.
119	St. Mary's College	*c*200	.....	.....	.....	.....	.....	**d*40,000	.....	.....	.....	.....	.....	June 27.
120	Louisiana State University and Agricultural and Mechanical College.	0	5	17,000	3,500	242	0	350,000	318,813	14,556	0	10,000	0	July 4.
121	St. Charles College	*c*250	.....	5,700	500	100	.....	55,000	.....	.....	16,000	0	.....	July 23.
122	Centenary College of Louisiana	40, 60	2½–4	2,000	500	.....	2,000	75,000	.....	.....	4,000	.....	.....	June 6.
123	College of the Immaculate Conception.*	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	July 25.
124	Leland University	.....	.....	*e*1,000	.....	.....	.....	*e*30,000	*e*10,000	*e*600	.....	.....	.....	
125	New Orleans University*	0	.....	*a*500	.....	.....	.....	*a*7,000	.....	.....	.....	.....	.....	May 26.
126	Straight University	8	3	400	100	.....	.....	50,000	0	.....	1,000	0	0	May 29.
127	University of Louisiana	50	5–	6,000	500	1,000	.....	130,000	.....	.....	10,000	10,000	.....	June 15.
128	Jefferson College (St. Mary's)	*c*200	.....	5,000	.....	.....	.....	50,000	.....	.....	.....	.....	.....	July 17.
129	Bowdoin College	75	2⅔–4½	33,500	13,000	284	.....	513,500	315,165	19,554	13,232	0	46,859	July 12.
130	Bates College	36	*f*3	6,883	1,000	1,112	1,600	150,000	162,000	10,950	4,000	.....	24,000	June 28.
131	Colby University	45	2¾	17,763	9,500	573	0	150,000	235,000	12,900	9,000	0	50,000	July 4.
132	St. John's College	*f*75	*g*5	6,000	.....	.....	350	120,000	.....	.....	4,000	8,200	.....	June 28.
133	Baltimore City College*	*h*4	.....	.....	.....	.....	.....	150,000	.....	.....	3,000	.....	.....	June.
134	Johns Hopkins University	80	.....	12,000	.....	.....	.....	437,000	3,000,000	228,000	.....	.....	.....	
135	Loyola College*	60	.....	11,000	2,000	50	.....	100,000	0	0	4,000	0	0	June 29.
136	Washington College	40–60	4	2,000	.....	.....	.....	40,500	27,600	1,734	700	5,375	.....	July 11.
137	Rock Hill College	*c*260	.....	*5,000	100	100	2,000	47,000	0	0	25,000	0	0	June 28.
138	St. Charles's College	*c*180	.....	5,490	800	50	.....	*200,000	.....	.....	.....	0	.....	June 26.
139	Mt. St. Mary's College	.....	*c*6–8	3,000	.....	.....	500	*175,000	.....	.....	30,000	0	0	June 27.
140	Frederick College	25–60	.....	3,000	.....	.....	0	15,000	0	*c*	2,000	800	0	
141	New Windsor College and Female Seminary.	45	4	3,000	500	.....	.....	50,000	.....	.....	.....	.....	.....	June 15.
142	Western Maryland College	35–60	*f*4	(4,000)				35,000	0	0	5,275	*i*6,290	6,290	June 21.
143	Amherst College*	100	3–5	42,000	*j*7,259	*j*368	*j*5,345	*j*400,000	*j*410,778	*j*25,000	.....	.....	*j*150,000	June 28.
144	Boston College	60	6–	20,000	5,000	1,500	4,000	300,000	0	0	8,000	0	.....	June 28.
145	Boston University (College of Liberal Arts).	100	.....	.....	.....	.....	.....	.....	**k*431,009	.....	*8,400	.....	.....	June 6.
146	Harvard College	150	3½–8	202,000	*l*202,000	10,000	*m*23,300	.....	*n*4,511,862	*o*244,656	128,657	.....	338,648	June 27.
147	Tufts College*	100	3	19,126	6,000	485	.....	300,000	600,000	.....	2,000	.....	25,000	June 21.
148	Williams College	90	3–6	20,000	.....	500	9,000	310,000	336,608	22,156	19,476	0	120,000	July 4.
149	College of the Holy Cross*	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June.
150	Adrian College*	*p*9½	2½	3,000	.....	.....	1,000	125,000	80,000	5,000	.....	.....	.....	June 22.
151	Albion College	*b*15	2½	3,500	300	112	.....	75,000	170,000	11,000	*p*6,250	0	0	June 20.
152	University of Michigan	(*q*)	2–6	33,903	8,184	2,700	3,100	681,442	458,656	38,000	62,745	85,000	.....	June 28.

*From Report of the Commissioner of Education for 1881.
a In 1879.
b Incidental fee.
c Board and tuition.
d Value of grounds and buildings.
e These statistics are for the year 1881.
f Average charge.
g Includes fuel, light, and washing.
h To residents; $50 to non-residents.
i Includes $1,090 for permanent objects.
j In 1880.
k Value of assets of the university, independent of property held by trustees of the Rich estate and that received from New England Female Medical College.
l Estimated.
m Libraries of observatory, herbarium, Peabody Museum, and Museum of Comparative Zoölogy.
n For all departments of the university, the college funds alone being $1,174,440.
o College receipts from all sources.
p Incidentals and tuition.
q $20 to students of Michigan; to others $30.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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
153	Battle Creek College			*900				*$60,000						
154	Grand Traverse College	$15	$2	300			0	10,000	$10,000	$750	$300	$0		
155	Hillsdale College	6¾–10½	2–3½	6,050		156		87,009	133,131	10,409	3,427			June 21.
156	Hope College	a15	2½–3	5,560	5,000	730		45,000	83,310	3,757	b1,136	c3,000	$1,100	June 27.
157	Kalamazoo College	18	2½–5	3,199	1,043	139	900	100,000	44,241	2,506	3,343			June 20.
158	Olivet College	21-30	2½	9,000	13,000	1,212		*113,000	*130,028	*7,397	*4,257			
159	St. John's College			3,800				48,890			d20,000			
160	Hamline University	30	2½	2,000		500	0	102,200	84,070	7,500	3,000	0	0	June 14.
161	Augsburg Seminary, Greek department.	25	1½	*1,000			*500	40,000	*50,000					May 7.
162	University of Minnesota	0	2–6	13,500		750	0	250,000	550,000	33,000	0	23,000	0	June 1.
163	Carleton College	24	2½	4,450	750	308	600	98,329	117,427	10,956	6,421	0	12,694	June 14.
164	Mississippi College	30–60	2–3½	2,000	500	328	1,900	30,000	8,000	800	6,550			June 27.
165	Rust University e	4½	2½	600	100	20		5,000	0	0	366			June 6.
166	University of Mississippi	a10	3–5	6,000			1,500	400,000	544,000	32,640	b1,800	10,500		June 28.
167	Southwest Baptist College	25, 30	3	250	250	100		25,000			3,900			May 24.
168	Christian University*	40	½–3½											June 1.
169	St. Vincent's College	f225		5,000	500	50	400	g60,000						
170	University of the State of Missouri.	h20	2½–4	12,377	13,050	204		i150,000	480,000	27,500				June 7.
171	Grand River College	15–35		380				5,000			1,450			
172	Central College	50	3½	2,430	170	200		65,000	110,000	8,800	5,200	0		June 13.
173	Lewis College	35	3–3½	5,000	500			50,000	*9,000	*540	*2,200			June 6.
174	Pritchett School Institute	20–60	4	400	200	100	500	60,000	80,000	5,600	3,000		200	June 6.
175	Lincoln College*	30	3	410		61		1,000	0	0	410			

176	La Grange College	40	3	1,600				30,000						May 8.
177	William Jewell College	40	2–4	4,300	300	420	400	75,000	100,000	5,000	3,400		8,400	June 14.
178	College of the Christian Brothers			*i*30,000				*i*75,000						
179	St. Louis University	60		25,000		100	6,000					0	0	June 27.
180	Washington University	100	4–8	6,000	500		300	750,000	250,000	20,000	70,000	0	30,000	June 14.
181	Drury College	48	3–4	*j*15,000	*j*17,000	2,000	0	102,000	60,000	4,800	3,000	0	5,550	June 14.
182	Stewartsville College	40–50	3	250	25	0	0	6,000	600	100	1,200	0	0	June 14.
183	Central Wesleyan College	22½–36	2½	2,800		125		40,000	27,000	2,100	5,200	0	1,300	June 14.
184	Doane College	14½–21	1½–3½	1,821	*k*2,500	197		38,000	34,425	3,762	1,078			June 21.
185	Nebraska Wesleyan University	24	2½–3	100		75		6,000						June 27.
186	University of Nebraska*			*g*2,700				*g*150,000				28,000		
187	Nebraska College	45	6	1,200				15,000	0	0	*f*7,000	0	0	June 6.
188	Creighton University	0		8,000			250				0	0	0	June 27.
189	State University of Nevada*[l]													
190	Dartmouth College	90	3–4½	55,000			*m*1,450	*i*125,000	*i*500,000	*i*25,000	*i*16,000	*in*1,000	*i*100,000	June 28.
191	St. Benedict's College	60					400							June 22.
192	Rutgers College*	75	3½–7	9,700	3,500	1,300	4,300	400,000	303,129	20,215	3,270		51,313	June 21.
193	College of New Jersey	75	3–6	57,000	5,000	2,000	16,800	750,000	1,208,690	72,800	25,500	0	65,000	June 20.
194	Seton Hall College			3,000				60,000						
195	St. Bonaventure's College	*f*200	5	5,240	270	250	900	205,000			31,960			June 20.
196	St. Stephen's College	*f*225		*2,500	*1,000	*50	*1,200	144,420	4,000	240	0	0	*o*6,100	June 21.
197	Wells College	100	6½	2,000		350	500	300,000	200,000	12,000	7,000			June 20.
198	Brooklyn Collegiate and Polytechnic Institute.	160	8	2,123		12	0	156,691	30,000	1,500	82,000	605	0	June 16.
199	St. Francis College	60	*f*5	600	100		300	120,000		*p*10,000	22,000	0	0	June 26.
200	St. John's College*	60		3,000	1,500	50					8,000			
201	Canisius College	40		12,000	1,000	900	800	100,000						
202	St. Joseph's College			*i*2,000				*i*120,000						
203	St. Lawrence University	30	2½–4½	15,000	2,000		0	125,000						June 26.
204	Hamilton College*	75	2½–4	21,000	4,500	1,000	1,400	420,000	275,131	13,560	9,848	0	31,000	June 29.
205	Elmira Female College	*f*300		2,000			2,000	180,000	96,000	5,400	*f*29,843		30,000	June 16.
206	St. John's College*	*f*300		20,000	1,500	200	2,000	*g*375,000			*g*50,908			June 22.
207	Hobart College	50	3–3½	15,000	4,000	215		91,650	274,154	23,005	4,237		47,965	June 30.
208	Madison University	39	2½	16,300		433	1,000	122,000	515,000	30,397	3,774		50,000	June 21.
209	Cornell University	75	2½–6	43,800	12,500	2,580	0	1,003,562	1,263,999	66,701	13,590	*q*18,700		June 21.
210	Ingham University	*f*260	5	3,000	1,000	75		101,000			12,000	80		June 14.
211	College of St. Francis Xavier*	62		18,000		600	7,000	238,000		1,545	5,634		17,000	June 26.
212	College of the City of New York	0		19,864		562	1,200	267,800				*r*140,000		June 28.
213	Columbia College	150		30,000	3,000	7,000	1,000	1,185,500	4,680,590	211,271	29,225	0	7,000	June 13.
214	Manhattan College*	*f*310		6,509				256,000	0	0	*f*39,238	0	0	June 23.
215	Rutgers Female College*	100–200	8–10	1,200	200	20		180,000			6,000			June 15.
216	St. Louis College	100–250	11											
217	University of the City of New York	0		4,116		48	1,300	329,000	185,000	12,350	0	0	5,000	June 21.

* From Report of the Commissioner of Education for 1881.
a Incidental fee.
b Incidental fees.
c From churches.
d Total income from all sources.
• These statistics are for the year ending June, 1882, up to which time the institution was known as Shaw University.
f Board and tuition.
g In 1879.
h Incidentals and tuition.
i In 1880.
j Including duplicates.
k Estimated.
l Preparatory department only organized.
m In Christian Fraternity's and astronomical libraries.
n Proceeds from sale of land given many years ago.
o Available for annual use.
p From salaries of brothers in parish schools.
q Permanent State fund.
r City appropriation.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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
218	Vassar College	$100	$8	13,657	300	247	.....	$756,516	$298,677	$20,052	$114,828	.....	$124,000	June 13.
219	University of Rochester	75	3–5	19,000	.....	1,100	.....	375,048	423,716	26,670	5,466	.....	66,500	June 20.
220	Union College	.....	.....	(*a*20,000)		.....	*a*2,000	*a*430,000	*a*586,080	*ab*27,815	*a*6,168	.....	*a*100,000	June.
221	College and Seminary of Our Lady of Angels.	*c*250	.....	6,000	.....	.....	.....	227,000	.....	.....	.....	.....	.....	June 27.
222	Syracuse University	60	3¾–5	9,356	2,896	156	.....	271,000	144,000	6,811	13,568	$0	3,000	June 27.
223	University of North Carolina	85	2–3	8,000	2,500	300	16,000	250,000	140,000	8,100	7,100	5,000	5,000	June 7.
224	Biddle University	*d*0	1½	2,000	500	.....	.....	21,000	10,120	424	0	0	.....	June 6.
225	Davidson College	70	1½–2½	3,000	500	.....	6,000	125,000	85,000	6,000	6,500	.....	.....	June 21.
226	North Carolina College*	40	2¼	700	100	.....	1,100	10,000	.....	.....	1,500	.....	.....	May 24.
227	Shaw University	8	1	2,500	500	.....	.....	125,000	5,000	300	.....	.....	300	May 23.
228	Rutherford College	25–40	2	*8,000	*4,000	*200	.....	5,000	.....	.....	2,300	0	0	May 23.
229	Trinity College	45, 60	2–2½	4,527	600	.....	.....	50,000	0	0	.....	.....	.....	June 14.
230	Wake Forest College*	60	2–2½	8,000	300	300	0	45,000	50,000	3,000	6,500	0	10,000	June 7, 8.
231	Weaverville College	34	2	200	75	10	450	8,000	.....	.....	1,150	.....	.....	July 12.
232	Buchtel College	40	3	4,000	.....	.....	.....	152,731	63,929	13,396	4,229	0	34,760	June 20.
233	Ashland College	30	3½	.....	.....	.....	.....	60,000	.....	.....	2,500	0	.....	June 28.
234	Ohio University	0–30	1¾–3½	*a*7,800	.....	100	*2,000	*100,000	.....	*18,662	*2,053	296	.....	June 20.
235	Baldwin University	18	2½	2,500	500	50	550	60,000	80,000	4,000	2,000	.....	.....	June 7.
236	German Wallace College	8–20	1¾–3½	600	75	200	400	53,000	51,000	3,500	475	0	25,000	June 6.
237	Hebrew Union College	0	.....	8,000	200	.....	.....	30,000	25,000	15,000	.....	.....	.....	June 30.
238	St. Joseph's College*	50	.....	2,000	1,000	200	.....	40,000	.....	.....	.....	.....	.....	June 28.
239	St. Xavier College	60	.....	16,000	300	800	5,000	200,000	50,000	4,000	8,000	0	0	June 27.
240	University of Cincinnati	*e*0	.....	.....	.....	.....	.....	.....	.....	.....	600	.....	.....	June 14.
241	Adelbert College of Western Reserve University.	30	3	10,000	.....	.....	.....	320,000	650,000	38,000	2,000	.....	.....	June 20.

242	Farmers' College	3	3	500	.....	.....	2,000	20,000	63,000	4,000	1,200	.....	.....	June 14.
243	Capital University	40	2	4,000	.....	.....	300	50,000	.....	.....	2,000	.....	.....	June 27.
244	Ohio State University	15	2–5	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	(f)	June 20.
245	Ohio Wesleyan University	29	$g2\frac{3}{4}$	12,000	.....	100	.....	231,000	270,000	21,000	9,500	.....	.....	June 28.
246	Kenyon College	75	3	5,000	2,000	200	5,000	30,000	230,000	12,000	15,000	.....	20,000	June 29.
247	Denison University	34	3	14,000	.....	.....	2 000	96,609	303,841	11,468	2,569	.....	23,750	June 28.
248	Hiram College	21–30	$2\frac{1}{2}$	900	150	.....	2,100	35,000	50,000	2,750	2,672	.....	.....	June 15.
249	Marietta College	45	$2–3\frac{1}{4}$	17,306	7,100	536	12,700	130,000	.....	5,769	5,040	.....	46,000	June 27.
250	Mt. Union College*	30	.....	5,000	.....	.....	.....	.....	(516,000)	.....	13,000	.....	.....	July 20.
251	Franklin College	40	$2\frac{1}{2}$–3	.....	.....	.....	3,000	3,000	14,000	800	2,700	0	.....	June 27.
252	Muskingum College*	27, 33	$2\frac{1}{2}$	.....	300	.....	500	20,000	10,000	500	3,500	.....	.....	June 22.
253	Oberlin College	30	$1\frac{3}{4}$–3	*15,000	.....	.....	.....	*400,000	*247,354	*17,655	*h17,248	.....	.....	July 4.
254	Richmond College	33	2	.....	.....	.....	.....	*15,000	.....	.....	1,200	.....	.....	June 14.
255	Rio Grande College	28	$2\frac{1}{4}$	252	.....	29	.....	35,000	*75,000	*750	300	.....	.....	June 7.
256	Scio College	33	2	.....	.....	.....	2,000	10,000	.....	.....	2,000	.....	.....	June 9.
257	Wittenberg College*	30	$2\frac{1}{2}$	7,000	2,000	100	.....	75,000	125,000	7,000	3,500	.....	.....	June 27.
258	Heidelberg College	26	3	5,000	.....	50	.....	25,000	75,000	4,000	1,012	0	.....	June 22.
259	Urbana University	75	4	5,000	.....	50	.....	25,000	60,000	.....	2,500	.....	.....	June 28.
260	Otterbein University	30	$2–2\frac{1}{2}$	1,300	.....	.....	1,600	55,500	70,000	5,200	3,675	.....	.....	June 14.
261	Wilberforce University	30–33	2	4,200	200	20	4,500	60,000	14,000	760	1,198	0	.....	June 20.
262	Willoughby College	20	$3\frac{1}{2}$	1,000	.....	.....	.....	10,000	0	0	120	0	.....	June 21.
263	Wilmington College	39	$2\frac{1}{2}$–4	1,000	150	0	75	25,000	6,000	300	2,100	.....	.....	June.
264	University of Wooster	30, 45	$g2\frac{3}{4}$	6,550	300	750	0	150,000	135,000	9,000	9,000	0	.....	June 20.
265	Xenia College	40	4	.....	.....	.....	.....	10,000	.....	.....	.....	.....	.....	June 14.
266	Antioch College *i*	.....	.....	*a*6,000	*a*1,000	*a*50	*a*350	*a*150,000	*a*80,000	*a*3,000	*a*2,500	.....	.....	
267	Corvallis College	35	3	500	300	50	500	10,000	.....	.....	1,500	.....	.....	June 6.
268	University of Oregon	30, 40	3, 4	*a*500	.....	.....	.....	*a*80,000	63,074	5,582	*j*5,203	1,875	.....	June 14.
269	Pacific University and Tualatin Academy.	30, 45	$3\frac{1}{2}$–$4\frac{1}{2}$	5,000	.....	.....	.....	11,950	83,000	5,400	2,000	.....	.....	June 6.
270	McMinnville Baptist College	20–40	2–3	100	.....	.....	.....	41,500	20,000	2,800	500	.....	25,000	
271	Christian College*	36	$3–3\frac{1}{2}$	220	120	20	.....	12,000	16,000	1,600	500	0	20,000	June.
272	Philomath College*	15–27	.....	*a*800	*a*300	*a*112	*a*100	*a*18,000	*a*17,000	*a*1,700	*a*1,300	.....	.....	June 23.
273	Willamette University	24–52	$3\frac{1}{2}$	2,500	500	.....	450	75,000	27,000	2,200	5,100	.....	10,000	June 14.
274	Western University of Pennsylvania.	80	4	3,000	.....	.....	300	100,000	310,000	13,000	12,000	.....	.....	June 21.
275	Muhlenberg College*	40, 50	2, 3	2,500	500	300	3,500	60,000	116,000	.....	.....	0	32,000	June 23.
276	Lebanon Valley College	40	$3\frac{3}{6}$	1,441	240	100	.....	40,350	20,000	1,000	4,365	.....	.....	June 14.
277	St. Vincent's College	*c*180	.....	16,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	
278	Dickinson College	$6\frac{1}{4}$	3–4	8,183	.....	115	21,042	200,000	190,000	11,000	*k*1,200	0	0	June 28.
279	Pennsylvania Military Academy	*c*500	.....	1,000	.....	.....	.....	125,000	.....	.....	*c*65,000	.....	.....	June 14.
280	Lafayette College	45	$2\frac{1}{2}$	19,424	.....	382	4,650	600,000	.....	14,314	7,269	0	.....	June 27.
281	Ursinus College*	40, 48	.....	*l*10,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 29.
282	Pennsylvania College	50	2–3	8,100	.....	150	12,700	120,000	132,000	6,250	6,700	.....	.....	June 28.
283	Thiel College	49	2	4,575	300	600	1,000	44,000	.....	1,500	2,475	.....	5,000	June 21.
284	Haverford College	*c*425	.....	9,300	1,000	360	4,266	400,000	.....	*8,500	.....	0	.....	June 19.
285	Monongahela College	23, 32	$g2\frac{1}{2}$	330	250	20	0	40,000	15,000	750	1,012	0	.....	June 27.

* From Report of the Commissioner of Education for 1881.
a In 1880.
b Current income from all sources other than tuition, including revenue from the "Nott trust."
c Board and tuition.
d $3 incidental fee.
e To residents; to non-residents, $60.
f See Table X, Part 1.
g Average cost.
h Includes incidentals.
i Suspended for 1881–'82; reopened in September, 1882.
j Tuition, incidental and other fees.
k Tuition and room rent.
l Library of college and private libraries of faculty.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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
286	Franklin and Marshall College	$39	$3½	2,500	1,500	30	8,000	$100,000	$120,000	$6,626	$481	.....	.....	June 21.
287	University at Lewisburg*	36	1½–2½	8,500	.....	.....	1,450	120,000	200,000	.....	.....	.....	.....	June 29.
288	Lincoln University	25	.....	.....	.....	.....	.....	*a*140,000	*a*150,000	4,203	.....	.....	.....	June 5.
289	St. Francis College	*b*175	.....	2,000	.....	.....	.....	.....	.....	.....	.....	$0	.....	June 26.
290	Allegheny College*	45	2½–4	10,000	3,000	.....	3,000	250,000	200,000	9,000	6,500	.....	.....	June 29.
291	Westminister College	6	2½–4	4,000	500	500	1,000	30,000	91,350	5,103	311	0	.....	June 20.
292	La Salle College	80	.....	2,500	1,000	400	4,000	100,000	.....	.....	9,000	.....	.....	June 24.
293	St. Joseph's College	0	.....	5,000	2,000	.....	.....	.....	.....	.....	.....	.....	.....	.....
294	University of Pennsylvania	150	.....	*a*20,000	.....	.....	.....	*a*350,000	*a*425,000	*a*29,311	*a*34,740	.....	.....	June 15.
295	Catholic College of the Holy Ghost	60	.....	1,000	240	330	300	20,000	0	0	6,000	0	$0	June 21.
296	Lehigh University	0	4, 4½	25,000	2,000	7,000	.....	600,000	1,900,000	120,000	0	0	.....	June 21.
297	Swathmore College	*b*450	.....	.....	.....	766	1,200	.....	.....	.....	*b*71,822	.....	.....	June 19.
298	Augustinian College of Villanova	*b*250	.....	*c*15,000	.....	.....	3,000	*c*350,000	.....	.....	.....	.....	.....	June 26.
299	Washington and Jefferson College	24	2¾	5,000	.....	75	4,000	150,000	192,422	12,265	.....	.....	.....	June 20.
300	Brown University	100	3–5	53,522	17,000	598	0	*d*1,250,000	641,217	40,157	33,756	.....	137,468	June 20.
301	College of Charleston	40	5–10	7,000	.....	75	.....	37,000	290,000	10,000	600	*e*2,000	35,400	June 30.
302	Allen University	6	1½	.....	.....	.....	.....	10,000	.....	.....	632	.....	.....	June 14.
303	University of South Carolina *f*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
304	Erskine College	20	2½–3	1,300	500	300	5,000	40,000	78,000	4,600	.....	.....	.....	June 27.
305	Furman University	60–80	.....	1,500	.....	.....	800	50,000	25,000	2,000	4,000	.....	.....	June 20.
306	Newberry College	50	3	5,000	1,000	.....	600	30,000	12,000	700	3,600	.....	.....	June 27.
307	Claflin University and South Carolina Agricultural College and Mechanics' Institute.	3	1–1¾	1,400	1,000	.....	.....	50,000	93,333	*g*6,640	593	.....	.....	June 6.
308	Wofford College	66	1¾–3½	4,000	.....	.....	.....	100,000	.....	.....	.....	.....	.....	June 14.
309	Adger College	40	2½	400	250	20	300	20,000	30,000	.....	1,200	100	30,000	June 20.

310	East Tennessee Wesleyan University.	*h*0	⅛–3	1,500	500	100	2,000	30,000	.....	*2,000	*3,000	.....	.....	May 24.
311	King College	24–50	2–2½	.....	.....	.....	1,000	18,000	15,000	900	1,800	0	0	June 15.
312	Southwestern Presbyterian University.	50	3½–5	2,200	300	.....	1,500	*i*100,000	130,000	7,500	2,000	4,140	.....	June 6.
313	Hiwassee College	12½–20	2¼–2½	2,063	.....	45	.....	21,000	.....	.....	.....	.....	.....	May 18.
314	Southwestern Baptist University	50	2¾	1,815	210	125	700	50,000	65,000	2,500	3,500	.....	.....	June 7.
315	University of Tennessee; Tennessee Agricultural College.	30	2½, 2½	3,815	125	579	1,121	134,749	405,000	24,410	802	0	.....	June 20.
316	Cumberland University	*j*45	1½–4	8,000	.....	.....	.....	40,000	30,000	1,000	2,000	.....	.....	June 6.
317	Bethel College	8–25	2½	750	200	.....	.....	7,000	.....	.....	1,100	.....	.....	June.
318	Maryville College	6–10	2–2½	3,000	500	.....	.....	50,000	13,300	790	1,800	.....	.....	May 31.
319	Christian Brothers' College	.....	.....	3,000	.....	.....	.....	*a*40,000	.....	.....	.....	.....	.....	
320	Mosheim Institute	15–30	1⅝–2½	.....	.....	.....	.....	2,500	.....	.....	235	225	.....	May 18.
321	Carson College	35	2¼	300	200	.....	1,000	50,000	17,000	800	1,600	150	.....	June 5.
322	Central Tennessee College	9	1½	1,500	800	50	0	55,000	6,000	350	1,051	0	0	May 17.
323	Fisk University*	11	2⅓	2,037	300	400	200	200,000	2,284	137	2,405	0	4,410	May 25.
324	Vanderbilt University*	50	4½–5	8,000	.....	.....	.....	600,000	600,000	42,000	6,000	.....	.....	May 31.
325	University of the South*	100	4½	10,000	1,000	.....	500	69,000	5,000	.....	10,000	.....	.....	March 16.
326	Burritt College	30, 40	2–2½	300	150*	.....	400	25,000	.....	.....	3,000	.....	.....	July 13.
327	Greeneville and Tusculum College	16, 20, 24	2–2½	5,000	.....	.....	2,000	*a*30,000	.....	.....	*a*1,800	.....	.....	April 20.
328	Winchester Normal	50	3	300	100	25	.....	10,000	.....	.....	6,000	0	0	August 29.
329	St. Mary's University	.....	.....	*500	*200	*100	.....	*75,000	.....	.....	*20,000	.....	.....	
330	Southwestern University	60	3½	703	1,100	100	221	63,000	.....	.....	7,900	.....	.....	June 26.
331	Henderson Male and Female College.*	30–50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 15.
332	Baylor University	50	3½	2,100	400	250	200	70,000	4,000	400	1,900	0	0	June 5.
333	Mansfield Male and Female College.*	20–60	2½	2,300	800	300	100	50,000	0	0	7,500	180	0	June 16.
334	Salado College	*b*180	3	53	78	47	0	10,000	0	0	5,200	0	0	May 27.
335	Austin College	50	3½	2,000	1,000	.....	.....	20,000	10,000	1,000	2,500	.....	.....	June 13.
336	Trinity University	50	3	50	40	.....	700	40,000	10,000	1,000	3,000	0	.....	June 14.
337	Waco University	50	1⅝–3⅛	3,000	1,500	200	700	37,000	3,000	300	7,500	0	0	June 21.
338	Marvin College	20–50	3	500	300	100	.....	25,000	.....	.....	.....	.....	.....	June 14.
339	University of Vermont and State Agricultural College.	45	2½–4½	19,855	.....	507	.....	245,000	*k*100,000	6,000	3,358	*l*8,130	.....	June 27.
340	Middlebury College	45	2–5	15,000	1,000	100	.....	150,000	140,000	8,000	*m*11,000	0	40,000	July 4.
341	Randolph Macon College	*n*75	2½–4	*o*10,000	.....	.....	.....	60,000	20,000	1,200	.....	.....	.....	June 21.
342	Emory and Henry College	50	2½	10,000	1,000	.....	.....	100,000	.....	.....	5,000	.....	.....	June 14.
343	Hampden Sidney College	60	2⅓–3	3,000	2,000	50	6,000	65,000	110,000	6,500	500	.....	.....	June 14.
344	Washington and Lee University*	50	3–6½	20,000	.....	100	5,000	*i*150,000	*i*150,000	*i*10,000	*i*4,000	.....	*i*2,500	June 21.
345	Richmond College	70–80	2½	6,000	2,000	.....	2,500	200,000	100,000	6,000	5,600	0	2,500	June 21.
346	Roanoke College	50	1⅝–3⅜	16,000	.....	100	1,000	75,000	.....	.....	.....	0	.....	June 13.
347	University of Virginia	75	3–4½	40,000	.....	.....	.....	*a*800,000	.....	.....	.....	.....	.....	June 28.

* From Report of the Commissioner of Education for 1881.

a In 1880.
b Board and tuition.
c In 1878.
d Includes value of library.
e From city.
f See report of South Carolina College of Agriculture and Mechanic Arts (Table X, Part 1); this is the only department of the university which has been reorganized, the university having been suspended for several years.
g Includes rents.
h $15 incidental fee.
i In 1879.
j Average.
k Exclusive of agricultural college funds.
l Income from agricultural college fund.
m Tuition fees and subscriptions.
n For three or more schools.
o Includes students' libraries.

TABLE IX.—*Statistics of universities and colleges for* 1882, *&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
348	Bethany College*	$30, 40	$2–4	.....	*a*2, 000	.....	.....	*a*$130, 000	*a*$30, 000	*a*$2, 000	*a*$3, 200	.....	.....	June 15.
349	West Virginia College*	30	2½–3	600	375	50	.....	15, 000	.....	.....	.....	.....	.....	June 28.
350	West Virginia University	15, 24	3	5, 000	500	100	200	75, 000	110, 000	6, 400	2, 500	$15, 000	.....	June 14.
351	Lawrence University	*b*10½–16½	3–5	10, 000	.....	150	.....	62, 600	69, 000	4, 663	*b*1, 416	0	$0	June 28.
352	Beloit College	36	2–4	11, 000	5, 000	1, 008	1, 009	100, 000	180, 000	19, 000	4, 500	.....	17, 000	June 27.
353	University of Wisconsin	*c*0	2–4	11, 200	.....	800	200	400, 000	493, 790	28, 669	*d*5, 655	44, 780	500	June 21.
354	Milton College	27–33	3	1, 250	.....	.....	800	27, 000	12, 000	455	3, 308	.....	.....	June 27.
355	Racine College	*e*377, 412	.....	8, 000	.....	.....	.....	150, 000	30, 200	2, 200	36, 000	.....	.....	June 27.
356	Ripon College	21, 24	2½	5, 000	1, 000	100	600	65, 000	113, 000	7, 802	1, 362	0	1, 500	June 27.
357	Northwestern University	30¾	2–3	(2, 000)		.....	.....	35, 000	.....	.....	1, 500	.....	.....	August 30.
358	Georgetown College*	*e*300	.....	30, 000	.....	.....	.....	*f*325, 000	.....	.....	.....	.....	.....	June 22.
359	Columbian University	.....	.....	*f*7, 000	.....	.....	.....	*f*275, 000	.....	.....	7, 251	.....	17, 997	June 13.
360	Gonzaga College	40	.....	4, 087	2, 018	65	300	*f*50, 000	.....	.....	.....	0	0	
361	Howard University	0	2	11, 000	.....	.....	.....	500, 000	18, 900	*g*7, 950	0	*h*10, 000	.....	May 31.
362	National Deaf-Mute College	150	.....	2, 500	.....	100	.....	650, 000	.....	.....	.....	.....	.....	May 3.
363	University of Deseret	48	4	2, 826	341	63	0	36, 000	0	0	3, 901	2, 500	0	June 1.
364	University of Washington Territory.	27–39	3½–4	*f*1, 800	*f*800	*f*1, 400	.....	*f*100, 000	*f*5, 000	*f*500	*f*2, 500	*f*1, 250	.....	
365	Whitman College and Seminary	39–48	4–5	126	139	126	0	15, 000	1, 000	100	3, 000	.....	0	June 6.

* From Report of the Commissioner of Education for 1881.
a In 1879.
b Incidentals only.
c To residents of Wisconsin.
d Incidentals and tuition.
e Board and tuition.
f In 1880.
g Includes $5,350 income from real estate.
h Congressional appropriation.
i Territorial appropriation.

TABLE IX.—*Memoranda.*

Name.	Location.	Remarks.
Fort Wayne College	Fort Wayne, Ind	Doing only preparatory and academic work; see Table VII.
Macalester College	Minneapolis, Minn	Not in existence during 1882; may be reopened fall of 1883.
Shaw University	Holly Springs, Miss	Name changed to Rust University.
Western Reserve College	Hudson, Ohio	Removed to Cleveland and name changed to Adelbert College of Western Reserve University.
Ohio Central College	Iberia, Ohio	See Table VII.
Miami Valley College	Springboro', Ohio	Not in existence.
Mercersburg College	Mercersburg, Pa	Closed.
Pittsburgh Catholic College	Pittsburgh, Pa	See Catholic College of the Holy Ghost; identical.
Western University of Pennsylvania	Pittsburgh, Pa	Removed to Allegheny City.
Manchester College	Manchester, Tenn	Reports only preparatory students; see Table VII.
Woodbury College	Woodbury, Tenn	See Table VI.
Shepherd College	Shepherdstown, W. Va.	See report of this college in Table III, Part 1; public normal school.
Holy Angels' College	Vancouver, Wash	See Table VI.

Colleges from which no information has been received.

Name.	Location.	Name.	Location.
St. John's College of Arkansas.	Little Rock, Ark.	Concord College	New Liberty, Ky.
College of Our Lady of Guadalupe.	Santa Ynez, Cal.	Westminster College	Fulton, Mo.
Murray Male and Female Institute and West Kentucky Normal School.	Murray, Ky.	Alfred University	Alfred, N. Y.
		Blue Mountain University	La Grande, Oreg.
		Waynesburg College	Waynesburg, Pa.
		Galesville University	Galesville, Wis.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1882; *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	W. Le Roy Broun, M. A., LL. D.	1	41	0	8	0	81	22	0	31	0	13	0	15	....	3	0
2	Arkansas Industrial University	Fayetteville, Ark.	1871	1871	Gen. D. H. Hill, LL. D	(a)	(a)	(a)	3	0	4	0	....	2	....	2	....	0	....	0	0
3	Colleges of Agriculture, Mechanics, Mining, Engineering, and Chemistry (University of California).	Berkeley, Cal	1868	1869	William T. Reid, A. M	0	0	0	b30	b3	58	17	1	12	0	10	1	16	1	24	....
4	State Agricultural College	Fort Collins, Colo.	1877	1879	Charles L. Ingersoll, M. S	0	....	....	4	0	81	....	....	....	....	....	....	....	....	....	....
5	Sheffield Scientific School of Yale College.	New Haven, Conn	1701	1847	Rev. Noah Porter, D. D., LL. D.	0	0	0	(27)		181	....	....	81	....	53	....	47	....	6	a19
6	Agricultural department of Delaware College.	Newark, Del	1867	1870	William H. Purnell, A. M., LL. D.	3	....	0	3	0	24	6	0	8	0	7	0	3	0	3	0
7	State Agricultural College c	——, 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).	....	....	....	8	....	39	....	....	....	....	....	....	....	....	....	....
9	Southwest Georgia Agricultural College (University of Georgia).	Cuthbert, Ga	1879	1879	Vincent T. Sanford, A. M	d4	130	....	....	....	25	18	....	7	....	....	....	....	....	....	....
10	North Georgia Agricultural College (University of Georgia).	Dahlonega, Ga	1871	1873	Hon. D. W. Lewis	2	(129)		6	....	48	(18)		(13)		(11)		(6)		....	....
11	Middle Georgia Military and Agricultural College (University of Georgia).	Milledgeville, Ga	1879	1880	W. S. Dudley, M. D	5	151	167	5	....	37	....	....	....	....	....	....	....	..	....	....

12	South Georgia College of Agriculture and the Mechanic Arts (University of Georgia).	Thomasville, Ga	1879	1879	Oscar D. Scott	*d*5	171	0	....	.....	14	6	....	8	....	....	....	....	....	....
13	Illinois Industrial University	Urbana, Ill	1867	1868	Selim H. Peabody, PH. D., LL. D., regent.	3	60	11	23	0	262	63	24	72	19	33	16	31	4	10	9
14	Purdue University	La Fayette, Ind	1872	1874	Emerson E. White, A. M., LL. D.	2	142	77	12	0	48	....	....	15	5	8	5	10	5	10	3
15	Iowa State Agricultural College	Ames, Iowa	1869	1869	A. S. Welch, LL. D	3	16	5	17	1	238	99	24	46	11	20	13	17	8	19	7
16	Kansas State Agricultural College	Manhattan, Kans	1863	1863	George T. Fairchild, A. M.	....	....	....	14	.....	307	168	59	34	16	12	7	7	4	5	....
17	Agricultural and Mechanical College of Kentucky.	Lexington, Ky	*e*1865	*e*1866	James K. Patterson, PH. D., F. R. H. S., F. S. A.	2	....	....	11	.....	*d*321	....	....	....	....	....	....	....	....	....	....
18	Louisiana State University and Agricultural and Mechanical College.	Baton Rouge, La	1853 1874	1860 1874	Col. William Preston Johnston.	(*a*)	(*a*)	(*a*)	3	0	52	15	....	11	....	16	....	10	....	0	1
19	Maine State College of Agriculture and the Mechanic Arts.	Orono, Me	1865	1868	M. C. Fernald, A. M., PH. D	....	....	....	9	0	81	19	1	26	0	19	2	13	1	4	1
20	United States Naval Academy	Annapolis, Md	0	1845	Capt. F. M. Ramsay, U. S. N., superintendent.	0	0	0	57	0	247	62	0	57	0	63	0	65	0	0	0
21	Maryland Agricultural College*	College Station, Md.*f*	1856	1859	William H. Parker	....	6	....	7	.....	49	5	....	7	....	12	....	25	....	....	....
22	Massachusetts Agricultural College.	Amherst, Mass	1863	1867	Hon. Paul A. Chadbourne, D. D., LL. D.	....	....	....	7	4	80	35	....	13	....	13	....	19	....	8	8
23	Massachusetts Institute of Technology.	Boston, Mass	1861	1865	Francis A. Walker, PH. D., LL. D.	0	0	0	(*g*43)		219	111	3	56	1	26	3	19	0	297*h*	14
24	Michigan State Agricultural College.	Lansing, Mich	1855	1857	T. C. Abbot, LL. D	0	0	0	12	1	200	83	0	56	0	31	0	29	1	17	2
25	College of Agriculture and Mechanic Arts (University of Minnesota).	Minneapolis, Minn	1868	1867	William W. Folwell, LL. D.	....	(*a*)	(*a*)	(*a*)	(*a*)	(*a*)	....	....	....	....	....	....	....	....	(*a*)	....
26	Agricultural and Mechanical College of the State of Mississippi.	Agricultural College, Miss.	1878	1880	Gen. Stephen D. Lee	4	169	....	10	.....	133	81	....	27	....	16	....	9	....	15	....
27	Alcorn Agricultural and Mechanical College.	Rodney, Miss	1871	1872	Rev. Hiram R. Revels, D. D.	4	105	....	3	.....	143	83	....	30	....	24	....	6	....	....	....
28	Missouri Agricultural and Mechanical College (University of Missouri).	Columbia, Mo	1870	1870	Samuel S. Laws, A. M., M. D., LL. D., president; J. W. Sanborn, B. S., dean.	....	....	....	11	.....	16	11	....	5	....	....	....	....	....	0	0
29	Missouri School of Mines and Metallurgy (University of Missouri).	Rolla, Mo	1870	1871	Samuel S. Laws, A. M., M. D., LL. D., president; Charles E. Wait, C. E., M. E., director.	2	45	15	4	.....	20	....	....	....	....	....	....	....	....	....	1
30	Industrial College of the University of Nebraska.	Lincoln, Nebr	1869	1871	Samuel R. Thompson, A.M., dean.	....	14	....	3	.....	12	3	....	4	....	4	....	1	....	....	....
31	College of Agriculture (University of Nevada).*	Elko, Nev	.....	1874	Hon. John S. Mayhugh, president of board of regents.	(*i*)	(*i*)	(*i*)	....	.....	....	....	....	....	....	....	....	....	....	....	....

* From Report of the Commissioner of Education for 1881.

a Reported with classical department (see Table IX).

b Faculties of colleges of science and of letters.

c Location not fixed and college not organized at last report, 1880.

d For all departments.

e As a department of Kentucky University; rechartered and reorganized in 1880.

f The name of this post office has since been changed to Agricultural College, Md.

g Includes officers of instruction in the School of Mechanic Arts and the Lowell School of Practical Design.

h Includes 57 students in School of Mechanic Arts and 91 in Lowell School of Practical Design.

i Only department organized as yet; statistics reported in Table IX.

TABLE X.— PART 1.— *Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1882, *&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	New Hampshire College of Agriculture and the Mechanic Arts (Dartmouth College).	Hanover, N. H	1866	1866	Rev. Samuel C. Bartlett, D. D., LL. D.	....	....	....		(11)	43	....	....	19	....	12	....	12	....	....	1
33	Rutgers Scientific School (Rutgers College).*	New Brunswick, N. J.	.....	1865	Rev. W. H. Campbell, D. D., LL. D.	(a)	(a)	....	14	0	40	18	....	4	....	8	....	10	....	10	4
34	Colleges of Engineering, Agriculture, Architecture, Mechanic Arts, &c. (Cornell University).	Ithaca, N. Y	1865	1868	Hon. Andrew Dickson White, LL. D.	0	0	0	*b*47	*b*6	*c*90	44	....	19	....	19	....	8	....	0	2
35	United States Military Academy.	West Point, N. Y	.....	1802	Col. Wesley Merritt, Bvt. Maj. Gen., U. S. A., superintendent.	0	0	0	45	.....	242	109	....	43	....	38	....	52	....	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	*b*14	*b*1	77	41	....	17	....	8	....	11	....	*b*47	1
37	Ohio State University	Columbus, Ohio	1870	1873	Rev. Walter Q. Scott, D. D	4	213	30	19	0	110	57	11	15	0	13	2	12	0	....	8
38	State Agricultural College	Corvallis, Oreg	1872	1872	B. L. Arnold, A. M	4	20	....	4	.....	60	17	....	20	....	13	....	10	....	....	....
39	Pennsylvania State College	State College, Pa	1854	1859	George W. Atherton, M. A.	3	41	12	13	0	42	16	0	6	2	7	1	10	0	2	7
40	Agricultural and scientific department (Brown University).	Providence, R. I	.....	1869	Rev. E. G. Robinson, D. D., LL. D.	....	....	....	(*b*)	(*b*)	(*b*)	....	....	....	....	....	....	....	....	....	....
41	South Carolina College of Agriculture and the Mechanic Arts (University of South Carolina).	Columbia, S. C	*d*1801	*d*1805	I. M. McBryde, chairman of faculty.	2	30	....	10	0	127	57	....	45	....	14	....	11	....	24	2
2	Claflin University and South Carolina Agricultural College and Mechanics' Institute.	Orangeburg, S. C.	1869 1872	1870 1874	Rev. Edward Cooke, A. M., S. T. D.	(*b*)	(*b*)	(*b*)	(*b*)	.....	(*b*)	....	....	....	....	....	....	....	....	....	....

43	University of Tennessee; Tennessee Agricultural College.	Knoxville, Tenn.	1807 1869	1808 1869	Rev. Thos. W. Humes, S. T. D.	(b)	(b)	0	(b)	0	(b)	----	----	----	----	----	----	----	----	----	----	----
44	State Agricultural and Mechanical College of Texas.	College Station, Tex.	1871	1876	John Garland James	----	----	----	9	------	258	213	----	32	----	13	----	----	----	----	----	----
45	University of Vermont and State Agricultural College.	Burlington, Vt.	1791 1865	1800 1865	Rev. Matthew H. Buckham, D. D.	0	0	0	----	------	22	10	3	3	0	2	1	1	2	0	0
46	Virginia Agricultural and Mechanical College.	Blacksburg, Va	1872	1872	Thomas N. Conrad, A. M.	7	20	0	8	2	115	60	0	40	0	15	----	----	----	----	12	
47	Hampton Normal and Agricultural Institute.	Hampton, Va	1870	1868	Gen. Samuel C. Armstrong, principal.	9	125	73	41	2	303	95	71	44	30	36	27	----	----	0	----	
48	Agricultural department of West Virginia University.	Morgantown, W. Va.	1867	1867	William L. Wilson	(b)	(b)	0	(b)	0	(b)	----	----	----	----	----	----	----	----	----	0	
49	College of Arts (University of Wisconsin).	Madison, Wis	1848	1849	Rev. John Bascom, D. D., LL. D.	----	----	----	e31	0	b95	26	8	25	2	12	3	18	1	(b)	(b)	

* From Report of the Commissioner of Education for 1881.

a Preparatory department is identical with Rutgers College Grammar School (Table VII).

b Reported with classical department (see Table IX).

c For total number of students in all courses, see Table IX.

d Of the University of South Carolina, of which the South Carolina College of Agriculture and the Mechanic Arts is a department; this department was organized in 1880, after the university had been in suspension for several years.

e Faculty of colleges of arts and letters.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1882, *&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	State Agricultural and Mechanical College	0	.....	4	39	$0	.....	.....	.....	2,500	$100,000	$253,500	$20,280	$0	$0	June 24.
2	Arkansas Industrial University	a661	60	4	40	(b)	(c)	(c)	(c)	.....	150,000	130,000	10,400	1,500	7,500	June 7.
3	Colleges of Agriculture, Mechanics, Mining, Engineering, and Chemistry (University of California).	0	0	4	40	d0	(c)	(c)	(c)	.....	(c)	(c)	(c)	(c)	(c)	May 29.
4	State Agricultural College	.....	.....	4	38	.....	50	30	.....	.....	50,000	(e)	.....	.....	f16,000	
5	Sheffield Scientific School of Yale College	*27	*3	3	37	100,150	5,000	.....	.....	.....	200,000	g665,000	h35,711	16,145	.....	June 27.
6	Agricultural department of Delaware College	c30	0	4	40	60	6,200	2,000	200	(c)	(c)	83,000	4,980	(c)	0	June 20.
7	State Agricultural College i	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	121,400	10,004	.....	.....	
8	Georgia State College of Agriculture and Mechanic Arts (University of Georgia).	.....	.....	4	48	j15	(c)	.....	(c)	(c)	50,000	k242,202	l16,954	0	0	July 18.
9	Southwest Georgia Agricultural College (University of Georgia).	.....	.....	.....	42	j10	.....	.....	.....	.....	.....	(m)	(m)	.....	.....	June 17–20.
10	North Georgia Agricultural College (University of Georgia).	.....	.....	4	40	j10	n500	.....	n500	.....	n20,000	(m)	(m)	.....	.....	June 15.
11	Middle Georgia Military and Agricultural College (University of Georgia).	.....	.....	4	40	j10	3,000	.....	.....	.....	n95,000	(m)	(m)	.....	.....	
12	South Georgia College of Agriculture and the Mechanic Arts (University of Georgia).	.....	.....	4	40	j10	.....	.....	.....	.....	15,000	(m)	(m)	.....	.....	June 27.
13	Illinois Industrial University	0	0	4	36	j22½	13,000	2,800	800	0	400,000	319,000	19,010	j9,900	14,150	June 6.
14	Purdue University	o184	.....	4	38	p14	2,730	.....	404	.....	300,000	340,000	17,000	p1,609	20,000	June 7.
15	Iowa State Agricultural College	0	0	4	37	0	4,920	500	352	.....	1,000,000	637,806	48,136	0	q24,000	Nov. 14.
16	Kansas State Agricultural College	.....	.....	4	39	0	3,500	600	667	300	109,109	361,206	28,424	j467	r16,000	June 13.
17	Agricultural and Mechanical College of Kentucky.	400	0	4	40	20	.....	.....	.....	.....	110,000	165,000	9,900	2,000	17,000	
18	Louisiana State University and Agricultural and Mechanical College.	0	4	3	40	0	c17,000	c3,500	c242	.....	c350,000	c318,313	c14,556	0	c10,000	July 4.
19	Maine State College of Agriculture and the Mechanic Arts.	0	0	4	36	30	4,200	800	53	.....	145,000	131,300	7,700	2,187	1,000	June 27.

20	United States Naval Academy	0	0	*s*4	34	0	22, 297	353	.....	0	1, 357, 390	0	0	0	0	June.
21	Maryland Agricultural College*	.....	.....	4	40	75	.....	.....	.....	1, 500	100, 000	112, 500	6, 975	825	0, 000	June 27.
22	Massachusetts Agricultural College	0	13	4	39	36	2, 200	.....	.....	400	207, 024	240, 045	12, 958	2, 500	.....	June 20.
23	Massachusetts Institute of Technology	0	8	4	34	200	*3, 000	.....	.....	0	315, 721	*267, 000	10, 876	55, 264	.....	May 29.
24	Michigan State Agricultural College	0	0	4	36	0	6, 135	800	400	.....	338, 472	339, 058	23, 734	.....	33, 082	Aug. 14.
25	College of Agriculture and Mechanic Arts (University of Minnesota).	0	0	4	38	0	(*c*)	.....	(*c*)	0	(*c*)	(*c*)	(*c*)	0	(*c*)	June 1.
26	Agricultural and Mechanical College of the State of Mississippi.	.....	.....	4	38	0	1, 200	.....	700	.....	175, 000	113, 575	5, 679	0	*t*120, 000	June 17–20.
27	Alcorn Agricultural and Mechanical College	.....	.....	6	39	0	150	400	.....	.....	43, 000	113, 575	*6, 000	.....	11, 000	June 14.
28	Missouri Agricultural and Mechanical College (University of Missouri).	0	0	2	36	20	1, 000	.....	100	0	130, 000	219, 000	10, 950	.....	.....	June 7.
29	Missouri School of Mines and Metallurgy (University of Missouri).	0	0	3	36	20	1, 500	2, 000	.....	.....	(*c*)	60, 000	3, 000	800	7, 500	June 13.
30	Industrial College of the University of Nebraska.	.....	.....	4	39	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 13.
31	College of Agriculture (University of Nevada)*	.....	.....	.....	.....	0	.....	.....	.....	.....	(*u*)	(*u*)	.....	.....	(*u*)	
32	New Hampshire College of Agriculture and the Mechanic Arts (Dartmouth College).	12	22	3	38	30	2, 000	.....	800	.....	*100, 000	*80, 000	*4, 800	.....	.....	June 28.
33	Rutgers Scientific School (Rutgers College)*	40	0	4	36	*v*0	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	*w*6, 960	June 21.
34	Colleges of Engineering, Agriculture, Architecture, Mechanic Arts, &c. (Cornell University).	128	0	4	36	*x*0	(*c*)	(*c*)	(*c*)	0	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	June 21.
35	United States Military Academy	0	0	4	39	.....	28, 609	2, 421	401	.....	*y*2, 500, 000	.....	.....	0	*z*322, 435	July 1.
36	Agricultural and Mechanical College (University of North Carolina).	96	2	4	40	*aa*85	2, 000	500	50	1, 000	*bb*6, 000	125, 000	7, 500	(*c*)	5, 000	June 7.
37	Ohio State University	0	0	4	37	*j*15	2, 400	.....	337	.....	400, 000	537, 868	31, 622	*j*5, 096	20, 000	June 20.
38	State Agricultural College	60	.....	6	40	0	500	300	50	500	4, 000	60, 000	5, 000	.....	0	June 6.
39	Pennsylvania State College	50	0	4	40	0	3, 500	1, 000	.....	2, 350	451, 616	500, 000	30, 000	0	0	June 28.
40	Agricultural and scientific department (Brown University).	(*cc*)	.....	.....	40	(*cc*)	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	*cc*50, 000	.....	.....	.....	June 20.

* From Report of the Commissioner of Education for 1881.

a 350 beneficiaries, 237 normal students, and 1 honorary appointment from each of the 74 counties.

b Free in all departments of the university proper; students in preparatory department without normal or beneficiary appointment pay $30 per annum and all students pay $5 matriculation fee.

c Reported with classical department (see Table IX).

d To residents of California; others, $50.

e Endowment is the congressional grant to agricultural colleges, amounting, in Colorado, to 90,000 acres, but not yet sold.

f One-fifth of 1 mill tax, amounting to $16,000 for the year 1882.

g This includes a large amount of funds received during the past year from the estate of the late Joseph E. Sheffield, no income from which appears in the column of income given.

h Income from all sources except tuition.

i Location not fixed and college not organized at last report, 1880.

j Incidental fees; tuition is free.

k Entire proceeds of the sale of land scrip, the income of which, $16,954, is, by various acts of the legislature, divided between the State College at Athens and the branches at Cuthbert, Dahlonega, Milledgeville, and Thomasville.

l Entire income of public land scrip fund, which income is divided, as above stated, between the State College at Athens and the branches at Cuthbert, Dahlonega, Milledgeville, and Thomasville.

m See notes on these items given in above report of Georgia State College of Agriculture and the Mechanic Arts.

n In 1880.

o Two students appointed by each of 92 counties under State law; 48 of the students in attendance during this year were thus appointed.

p Matriculation and incidental fees.

q For 1882–'83, $24,000; $3,000 for experiments and $21,000 for buildings.

r For building and library.

s Also two years at sea.

t For two years.

u See report of university (Table IX).

v To State students; $75 to others.

w Income from land grant.

x To State students, to resident graduates, and to students pursuing and intending to complete the prescribed course in agriculture; $75 a year to others.

y Value of grounds and buildings as reported for 1879.

z Congressional appropriation.

aa Except to those receiving scholarships.

bb Value of buildings only.

cc The income of $50,000 which has accrued from the national grant is disbursed at the rate of $100 a scholarship annually, to the extent of the entire annual income.

TABLE X.—PART 1.—*Statistics of schools of science (mining, engineering, agriculture, &c.) endowed with the national land grant, for* 1882, *&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
41	South Carolina College of Agriculture and the Mechanic Arts (University of South Carolina).	.....	5	4	40	*a*$10	27,000	.....	.....	2,200	$200,000	*b*$191,000	*c*$11,500	*a*$1,800	$12,500	June 29.
42	Claflin University and South Carolina Agricultural College and Mechanics' Institute.	.....	.....	3, 4	33	*a*3	(*d*)	(*d*)	.....	.....	(*d*)	.....	(*e*)	.....	.....	June 6.
43	University of Tennessee; Tennessee Agricultural College.	*d*275	.....	4	40	30	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	*d*405,000	*d*24,410	(*d*)	0	June 20.
44	State Agricultural and Mechanical College of Texas.	93	.....	3	39	0	1,100	.....	.....	.....	260,000	204,000	14,280	.....	7,500	June 27.
45	University of Vermont and State Agricultural College.	0	*d*17	4	38	45	(*d*)	.....	(*d*)	.....	(*d*)	.....	*f*8,130	(*d*)	.....	June 27.
46	Virginia Agricultural and Mechanical College	*200	.....	3	42	0	0	0	0	150	100,000	*360,000	21,000	0	0	July 1–4.
47	Hampton Normal and Agricultural Institute..	0	51	3	37	0	2,432	273	1,167	0	407,011	*g*72,000	4,000	0	*h*10,329	May 24.
48	Agricultural department of West Virginia University.	*d*65	.....	.....	41	24	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	June 14.
49	College of Arts (University of Wisconsin)....	.....	*d*10	4	38	0	(*d*)	.....	(*d*)	(*d*)	*d200,000	*f*267,000	*f*15,322	.....	.....	June 21.

* From Report of the Commissioner of Education for 1881.

a Incidental fee; tuition is free.

b Principal of agricultural fund, the income of which is for this institution and the South Carolina Agricultural College at Orangeburg.

c Total income of agricultural fund, which income is divided between this institution and that at Orangeburg.

d Reported with classical department (see Table IX).

e See note on this item in the report given above of the South Carolina College of Agriculture and the Mechanic Arts.

f Agricultural funds only; for university funds, see Table IX.

g Does not include amount arising from sale of congressional land grant.

h Income from land grant.

TABLE X.—PART 2.—*Statistics of schools and of collegiate departments of science (mining, engineering, &c.) not endowed with the national land grant, for 1882; 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.	.....	.....	Rev. E. P. Tenney	....	....	....	1	.....	.....	....	....	....	....	....	....	....	....	....	....
3	State School of Mines.....	Golden, Colo.....	1874	1874	Albert C. Hale, A. M., E. M., PH. D.	....	....	....	8	.....	37	22	....	10	....	4	....	1	....	90	0
4	Storrs Agricultural School.....	Mansfield, Conn...	1881	1881	B. F. Koons, PH. B., M. A.....	....	....	....	4	.....	20	13	....	7	....	....	....	....	....	....	....
5	Agricultural course in Atlanta University. *a*	Atlanta, Ga.....	.....	.....	Edmund A. Ware, A. M.....	....	....	....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....
6	Rose Polytechnic Institute *b*	Terre Haute, Ind .	1874	.....	Charles O. Thompson, A. M., PH. D.	....	....	....	.....	.....	.....	....	....	....	....	....	....	....	....	....	....
7	College of Agriculture (Boston University). *c*	Boston, Mass	.....	.....	Hon. Paul A. Chadbourne, D. D., LL. D.	....	....	....	(10)		11	....	....	....	....	....	....	....	....	....	5
8	School of All Sciences (Boston University). *d*	Boston, Mass	1869	1874	William F. Warren, S. T. D., LL. D., president; John W. Lindsay, S. T. D., acting dean.	....	....	....	(51)		*e*53	....	....	....	....	....	....	....	....	....	....

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 To be opened in March, 1883.

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.

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
9	Lawrence Scientific School (Harvard University).	Cambridge, Mass	1642	1848	Charles W. Eliot, LL. D., president; Henry L. Eustis, A. M., dean.	....	....	....	25	.....	14	3	....	4	....	2	....	5	....	11	....
10	Bussey Institution (Harvard University).	Jamaica Plain, Mass.	.....	1871	Francis H. Storer, S. B., A. M., dean.	....	....	....	7	.....	7	....	....	....	....	....	....	....	....	....	....
11	Worcester County Free Institute of Industrial Science.	Worcester, Mass..	1865	1868	Homer T. Fuller, PH. D., principal.	....	....	....	11	.....	132	25	....	51	....	35	....	21	....	....	....
12	Department of Civil Engineering (University of Michigan).	Ann Arbor, Mich .	.....	.....	James B. Angell, LL. D	....	....	....	(*a*)	.....	(*a*)	....	....	....	....	....	....	....	....	....	....
13	Polytechnic School of Washington University.	St. Louis, Mo	1855	1857	Rev. William G. Eliot, D. D., president; Calvin M. Woodward, A. M., dean.	*b*5	(*b*249)		(*c*)	(*c*)	(*c*)	....	....	....	....	....	....	....	....	*d*101	....
14	Chandler Scientific Department of Dartmouth College.	Hanover, N. H	.....	1852	Rev. Samuel C. Bartlett, D. D., LL. D.	....	....	....	13	.....	60	23	....	18	....	11	....	8	....	....	....
15	Thayer School of Civil Engineering (Dartmouth College).	Hanover, N. H	.....	1871	Rev. Samuel C. Bartlett, D. D., LL. D.	....	....	....	4	.....	4	2	....	2	....	....	....	....	....	....	....
16	Stevens Institute of Technology..	Hoboken, N. J	1870	1871	Henry Morton, PH. D	(*e*)	(*c*)	0	8	3	149	45	....	43	....	43	....	18	....	0	0
17	John C. Green School of Science (College of New Jersey).	Princeton, N. J ...	.....	1873	Rev. James McCosh, D. D., LL. D.	0	0	0	21	0	55	22	....	13	....	14	....	6	....	5	1
18	Cooper Union Free Night Schools of Science and Art.	New York, N. Y ..	1857	1859	George W. Plympton, A. M., C. E., director.	....	....	....	....	36	3,867	....	....	....	....	....	....	....	....	....	....
19	School of Mines of Columbia College.	New York, N. Y ..	1754	1864	Frederick A. P. Barnard, S. T. D., LL. D., L. H. D.	0	0	0	27	1	261	77	....	76	....	72	....	36	....	0	3
20	Scientific department, University of the City of New York.	New York, N. Y ..	1830	1871	Rev. John Hall, D. D., chancellor ad interim.	0	0	0	(*f*)	0	(*f*)	....	....	....	....	....	....	....	....	....	....

21	School of Civil Engineering of Union College.	Schenectady, N.Y.	1795	1845	Rev. E. N. Potter, D. D., LL. D.	....	....	....	(f)	(f)	(f)	....	....	....	....	....	....	....	....	(f)
22	Rensselaer Polytechnic Institute	Troy, N. Y.	1826	1824	Hon. James Forsyth, LL. D.	....	....	....	15	.....	159	83	....	29	....	30	....	17	....	19	....
23	Ohio Mechanics' Institute *g*	Cincinnati, Ohio	1829	1828	Thomas Gilpin	0	0	0	....	.....	.....	.....	....	.....	....	.....	....	.....	....	.....	....
24	Case School of Applied Science	Cleveland, Ohio	1880	1881	John N. Stockwell, PH. D., dean.	....	....	....	6	.....	15	15	....	.....	....	.....	....	.....	....	.....	....
25	Toledo University of Arts and Trades. *h*	Toledo, Ohio	1872	1874	.....	....	....	....	.....	.....	.....	.....	....	.....	....	.....	....	.....	....	.....	....
26	School of Engineering and Chemistry (Western University of Pennsylvania).	Allegheny, Pa	.....	1882	Rev. Henry M. McCracken, D. D.	....	....	....	7	3	16	7	....	4	....	4	....	1	....	*i*26	....
27	Industrial School for Miners and Mechanics.	Drifton, Pa	0	1879	Oswald J. Heinrich, principal.	....	22	....	2	.....	36	22	....	5	....	5	....	4	.....	.....	....
28	Pardee Scientific Department of Lafayette College.	Easton, Pa	1826	1866	Rev. William C. Cattell, D. D., LL. D.	0	0	0	*f*21	*f*2	116	36	....	33	....	32	....	10	.....	.....	(f)
29	Franklin Institute	Philadelphia, Pa	1824	1824	William P. Tatham	....	....	....	3	.....	.....	.....	....	.....	....	.....	....	.....	....	.....	....
30	Spring Garden Institute *j*	Philadelphia, Pa	1851	1852	John Baird	4	158	....	1	2	14	14	....	.....	....	.....	....	.....	....	.....	....
31	Towne Scientific School (University of Pennsylvania).	Philadelphia, Pa	1755	1872	William Pepper, M. D., LL. D. (ex officio).	....	....	....	24	0	137	49	....	42	....	23	....	23	....	33	1
32	Wagner Free Institute of Science	Philadelphia, Pa	1855	1847	William Wagner, LL. D.	....	600	300	8	.....	1,500	.....	....	.....	....	.....	....	.....	....	.....	....
33	Schools of Civil and Mechanical Engineering, Mining, and Metallurgy (Lehigh University).	South Bethlehem, Pa.	.....	.....	Robert A. Lamberton, LL. D.	0	0	0	*f*17	*f*1	*f*118	*f*60	....	*f*31	....	*f*21	....	*f*6	....	.....	....
34	Lewis College*	Northfield, Vt	1834	1834	Col. Charles H. Lewis, LL. D.	....	....	....	5	5	20	10	....	4	....	4	....	2	.....	.....	....
35	School of Civil and Military Engineering (Washington and Lee University).*	Lexington, Va	1782	.....	Gen. G. W. C. Lee	....	....	....	1	.....	*k*6	....	....	.....	....	.....	....	.....	....	.....	....
36	Virginia Military Institute	Lexington, Va	1839	1839	Gen. Francis H. Smith, LL. D.	....	....	....	12	.....	127	51	....	32	....	21	....	23	.....	.....	....
37	Scientific department, University of Virginia.	University of Virginia, Va.	1819	1825	James F. Harrison, M. D., chairman of faculty.	....	....	....	6	.....	28	....	....	.....	....	.....	....	.....	.....	.....	1
38	Polytechnic department of National University. *l*	Washington, D. C.	.....	.....	W. J. Newton, secretary	....	....	....	.....	.....	.....	.....	....	.....	....	.....	....	.....	.....	.....	....

* From Report of the Commissioner of Education for 1881.
a Included in report of the department of literature, science, and the arts (see Table IX).
b In the elementary school of the Polytechnic Institute.
c See report of the undergraduate department of Washington University (Table IX), which includes the college and the Polytechnic Institute.
d Students in Manual Training School of Washington University, which school organized in 1880, has now a faculty of 10 and a course of instruction covering 3 years.
e See report of Stevens High School (Table VII).
f Reported with classical department (see Table IX).
g A department of science and arts was created in 1881 in which instruction is given by lectures on chemical, astronomical, physical, and mechanical topics, and in 1882 the School of Design of the Institute was reorganized on the basis of systematic instruction in the principles of applied science, and will hereafter be known as the School of Technology of Ohio Mechanics' Institute.
h Instruction was suspended in 1877 on account of unproductiveness of endowment funds, and has not yet been resumed.
i These are students in analytical chemistry.
j This report embraces only the mechanical handiwork schools and schools of steam engineering.
k Number attending school of applied mathematics.
l Not fully organized as late as December, 1881.

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	.....	0	750	250	150	.....	$50,000	.....	.....	*a*$947	$19,200	June 1.
4	Storrs Agricultural School	....	....	2	36	25	250	50	100	.....	20,000	.....	.....	500	19,000	June 20.
5	Agricultural course in Atlanta University *b*	(*c*)	....	.....	36	(*c*)	.....	.....	.....	.....	.....	.....	.....	.....	(*d*)	
6	Rose Polytechnic Institute *e*	....	....	.....	.....	.....	*f*900	.....	.....	.....	*f*135,000	*f*$250,000	*f*$15,000	.....	.....	
7	College of Agriculture (Boston University) *g*	....	....	4	39	36	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 20.
8	School of All Sciences (Boston University) *h*	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
9	Lawrence Scientific School (Harvard University)	....	*i*4	1,4	37	150	2,400	.....	.....	.....	.....	765,623	42,886	4,985	.....	June 27.
10	Bussey Institution (Harvard University)	....	....	.....	37	150	2,400	.....	100	.....	.....	210,234	5,516	419	.....	June 27.
11	Worcester County Free Institute of Industrial Science	20	3	3,3½	42	150	1,225	.....	.....	.....	160,000	408,500	21,580	4,025	0	June 28.
12	Department of Civil Engineering (University of Michigan).	....	....	4	40	(*j*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	June 28.
13	Polytechnic School of Washington University	0	*9	4	40	100	(*d*)	(*d*)	.....	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	0	June 14.
14	Chandler Scientific Department of Dartmouth College	0	*k*20	4	38	60	(*d*)	.....	.....	(*d*)	.....	*k*140,000	*k*7,500	*k*1,800	.....	June 28.
15	Thayer School of Civil Engineering (Dartmouth College).	0	0	2	30, 38	60	2,100	.....	.....	.....	*k*11,700	*k*60,000	*k*3,500	*k*360	.....	
16	Stevens Institute of Technology	....	17	4	.....	*m*150	5,000	1,000	100	.....	300,000	500,000	30,000	17,100	0	June 14.
17	John C. Green School of Science (College of New Jersey)	0	0	4	38	120	.....	.....	.....	0	(*d*)	(*d*)	(*d*)	(*d*)	0	June 20.
18	Cooper Union Free Night Schools of Science and Art	....	....	.....	25	0	16,798	2,000	870	.....	*2,000,000	*kn*150,000	*o*43,495	.....	.....	
19	School of Mines of Columbia College	0	0	4	37	200	8,400	.....	.....	0	(*d*)	(*d*)	(*d*)	44,445	0	June 13.
20	Scientific department, University of the City of New York.	....	....	4	38	0	(*d*)	.....	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	0	0	June 21.
21	School of Civil Engineering of Union College	....	....	4	37	.....	(*d*)	(*d*)	.....	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	.....	June.

22	Rensselaer Polytechnic Institute	....	....	4	38	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 13.
23	Ohio Mechanics' Institute *p*	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
24	Case School of Applied Science	....	12	4	37	.....	.....	.....	.....	.....	.....	*1,250,000	.....	750	.....	June 15.
25	Toledo University of Arts and Trades *q*	....	....	.....	.....	.....	.....	.....	.....	.....	.....	*r100,000	.....	.....	.....	.....
26	School of Engineering and Chemistry (Western University of Pennsylvania).	....	....	4	40	80	.....	.....	.....	.....	.....	.....	.....	(*d*)	.....	June 21.
27	Industrial School for Miners and Mechanics	....	....	4	48	0	1,046	150	50	.....	.....	.....	.....	.....	.....	July.
28	Pardee Scientific Department of Lafayette College	....	....	4	37	45,75	(*d*)	.....	(*d*)	(*d*)	(*d*)	.....	(*d*)	(*d*)	0	June 27.
29	Franklin Institute	....	....	.....	.....	.....	16,000	10,000	600	.....	*s94,000	*50,000	*3,000	.....	.....	.....
30	Spring Garden Institute *t*	....	....	2	30	10	12,000	.....	2,000	.....	60,000	.....	.....	782	.....	April 20.
31	Towne Scientific School (University of Pennsylvania)	....	10	5	35	150	(*d*)	.....	.....	.....	(*d*)	(*d*)	(*d*)	(*d*)	.....	June 15.
32	Wagner Free Institute of Science	0	....	.....	30	0	18,000	.....	.....	0	351,000	80,000	8,000	0	0	
33	Schools of Civil and Mechanical Engineering, Mining, and Metallurgy (Lehigh University).	....	....	4	43	0	(*d*)	(*d*)	(*d*)	.....	(*d*)	(*d*)	(*d*)	0	0	June 21.
34	Lewis College*	....	....	4	37	100	4,000	.....	.....	.....	20,000	.....	.....	1,000	.....	June 15.
35	School of Civil and Military Engineering (Washington and Lee University).*	.....	.....	3	36	50	(*d*)	.....	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	(*d*)	.....	June 21.
36	Virginia Military Institute	50	4	4	42	100	5,500	2,000	500	500	300,000	20,000	1,200	7,000	30,000	June 30.
37	Scientific department, University of Virginia	....	5	.....	40	100-200	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 28.
38	Polytechnic department of National University *u*	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	

*From Report of the Commissioner of Education for 1881.

a Incidental fees.

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 To be opened in March, 1883.

f These figures are as reported for the year 1880, and the productive funds then excluded a bequest of $105,000 which had not been placed, up to that time, in the hands of the institute authorities; during 1882 the institute was reported as having an annual income of $30,000, reserved accumulations amounting to $75,000, and an original endowment of over half a million dollars.

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 $20 to residents of Michigan, $30 to non-residents.

k As reported for 1880.

l Value of apparatus.

m To residents of New Jersey; $225 to others.

n For all departments of the institution.

o Receipts from all sources.

p A department of science and arts was created in 1881, in which instruction is given by lectures on chemical, astronomical, physical, and mechanical topics, and in 1882 the School of Design of the Institute was reorganized on the basis of systematic instruction in the principles of applied science, and will hereafter be known as the School of Technology of Ohio Mechanics' Institute.

q Instruction was suspended in 1877 on account of unproductiveness of endowment fund, and has not yet been resumed.

r Includes endowment property.

s Including value of library, estimated at $40,000.

t This report embraces only the mechanical handiwork schools and schools of steam engineering.

u Not fully organized as late as December, 1881.

TABLE X.—*Memoranda.*

Name.	Location.	Remarks.
School of Engineering and Chemistry (Western University of Pennsylvania)	Pittsburgh, Pa	Removed to Allegheny.
New Market Polytechnic Institute	New Market, Va	No information received.

TABLE XI.—*Statistics of schools of theology for* 1882; *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 School	Selma, Ala	1881	1878	Baptist	Rev. W. H. McAlpine	1	.....	.....
2	Theological department of Talladega College	Talladega, Ala	1869	1872	Congregational	Rev. Henry S. DeForest, D. D	2	0	0
3	Institute for Training Colored Ministers	Tuscaloosa, Ala	0	1876	O. S. Presb. So	Rev. C. A. Stillman, D. D	2	.....	.....
4	Pacific Theological Seminary	Oakland, Cal	1869	1869	Congregational	Rev. George Mooar, D. D., dean	2	6	2
5	San Francisco Theological Seminary	San Francisco, Cal	1871	1871	Presbyterian	Rev. W. A. Scott, D. D., LL. D	.....	3	1
6	Franciscan College	Santa Barbara, Cal	.....	1868	Roman Catholic	Very Rev. J. M. Romo, O. S. F., guardian	4	.....	.....
7	Theological School*	Denver, Colo	.....	.....	Prot. Episcopal	Rt. Rev. John Franklin Spalding, D. D.	4	.....	.....
8	Theological Institute of Connecticut	Hartford, Conn	1834	1833	Congregational	Rev. William Thompson, D. D., dean	8	4	5
9	Berkeley Divinity School*	Middletown, Conn	1854	1854	Prot. Episcopal	Rt. Rev. J. Williams, D. D., LL. D., dean	6	1	.....
10	Theological department of Yale College	New Haven, Conn	1701	1822	Congregational	Rev. Noah Porter, D. D., LL. D	(13)		6
11	Gammon Theological School (Clark University) *a*	Atlanta, Ga	.....	.....	Meth. Episcopal	Rev. E. O. Thayer, M. A	.....	.....	1
12	Theological department of Mercer University	Macon, Ga	.....	.....	Baptist	Rev. Archibald J. Battle, D. D	2	.....	.....
13	Theological department of St. Viateur's College*	Bourbonnais Grove, Ill	1874	1865	Roman Catholic	Very Rev. Peter Beaudoin, C. S. V	4	.....	.....
14	Theological department of Blackburn University	Carlinville, Ill	1857	1859	Presbyterian	Rev. E. L. Hurd, D. D	9	.....	1
15	German Theological Class in Carthage College*	Carthage, Ill	.....	.....	Lutheran	Rev. J. A. Kunkelman, A. M	1	.....	.....
16	Chicago Theological Seminary	Chicago, Ill	1855	1858	Congregational	Rev. G. S. F. Savage, D. D., secretary	8	0	*b*7
17	German Theological Seminary	Chicago, Ill (393 Lincoln av)	.....	1881	Evan. Lutheran	Rev. E. F. Giese, A. M	1	.....	.....
18	Presbyterian Theological Seminary of the Northwest.	Chicago, Ill	1856	1859	Presbyterian	Edward L. Curtis, A. B., librarian	5	.....	4
19	Bible department of Eureka College	Eureka, Ill	1855	1864	Christian	J. M. Allen, A. M	1	.....	.....
20	Garrett Biblical Institute	Evanston, Ill	1855	1856	Meth. Episcopal	Rev. William X. Ninde, S. T. D	5	10	4
21	Theological department of German-English College	Galena, Ill	1881	1868	Ger. Meth. Epis	Rev. F. Kopp	*c*6	.....	.....
22	Theological department of Lombard University	Galesburg, Ill	.....	1881	Universalist	Rev. Nehemiah White, PH. D	(7)		.....
23	Swedish-American Ansgari College and Missionary Institute.*	Knoxville, Ill	.....	1875	Evan. Lutheran	J. G. Princell	4	1	0
24	Theological department of McKendree College	Lebanon, Ill	.....	.....	Meth. Episcopal	Rev. D. W. Phillips, A. M	1	.....	.....
25	Wartburg Seminary	Mendota, Ill	1875	1853	Evan. Lutheran	Rev. Sigmund Fritschel, D. D	3	.....	1
26	Baptist Union Theological Seminary	Morgan Park, Ill	1864	1867	Baptist	Rev. G. W. Northrup, D. D., LL. D	(10)		.....
27	Union Biblical Institute	Naperville, Ill	.....	.....	Ev. Association	Rev. R. Yeakel	3	.....	.....
28	Jubilee College *d*	Robin's Nest, Ill	1847	1840	Prot. Episcopal	Rt. Rev. Alexander Burgess, S. T. D	.....	.....	.....
29	Augustana Theological Seminary	Rock Island, Ill	1865	1863	Evan. Lutheran	Rev. T. N. Hasselquist, D. D	3	0	0

30	Concordia Seminary	Springfield, Ill	.....	1874	Evan. Lutheran	Prof. A. Craemer, director	4	.....	.....
31	Theological department of Shurtleff College*	Upper Alton, Ill	1835	1827	Baptist	Rev. A. A. Kendrick, D. D	3	.....	2
32	Wheaton Theological Seminary	Wheaton, Ill	.....	1881	Wesleyan	L. N. Stratton	(5)		.....
33	Biblical department of Indiana Asbury University	Greencastle, Ind	1837	1837	Meth. Episcopal	Rev. Alexander Martin, D. D., LL. D	4	.....	.....
34	Theological department, Union Christian College	Merom, Ind	.....	1879	Christian	Rev. T. C. Smith, A. M. *e*	1	1	.....
35	St. Meinrad's Ecclesiastical Seminary	St. Meinrad, Ind	.....	1860	Roman Catholic	Rt. Rev. F. Mundwiler, O. S. B	5	.....	.....
36	Theological department of Griswold College	Davenport, Iowa	1859	1860	Prot. Episcopal	Rt. Rev. W. Stevens Perry, D. D., LL. D	4	0	3
37	German Presbyterian Theological School of the Northwest.*	Dubuque, Iowa	1871	1856	Presbyterian	Rev. Jacob Couzett, senior professor	3	.....	.....
38	German College	Mt. Pleasant, Iowa	1873	1873	Ger. Meth. Epis.	Rev. William Balcke, A. M	3	.....	.....
39	Bible department of Oskaloosa College	Oskaloosa, Iowa	1857	1872	Christian	G. H. Laughlin, A. M	1	.....	1
40	Kansas Theological School *f*	Topeka, Kans	1874	1874	Prot. Episcopal	Rt. Rev. Thomas H. Vail, D. D., LL. D. (ex officio).	0	0	.....
41	Danville Theological Seminary	Danville, Ky	1854	1853	Presbyterian	Rev. S. Yerkes, D. D., senior professor	3	0	4
42	College of the Bible	Lexington, Ky	1865	1865	Christian	Robert Graham, A. M	3	0	0
43	Kentucky Normal and Theological Institute	Louisville, Ky	1865	1879	Baptist	Rev. Wm. J. Simmons, A. M	(*g*9)		.....
44	Preston Park Theological Seminary	Louisville, Ky	.....	1870	Roman Catholic	Very Rev. George McCloskey	3	.....	.....
45	Southern Baptist Theological Seminary	Louisville, Ky	1876	1859	Baptist	Rev. J. P. Boyce, D. D., LL. D., chairman	5	3	1
46	School of Theology in Bethel College	Russellville, Ky	1856	1856	Baptist	James H. Fuqua, A. M	.....	.....	.....
47	Theological Seminary of the Protestant Episcopal Church in the diocese of Kentucky. *h*	.....	1834	1833	Prot. Episcopal	Rt. Rev. B. B. Smith, D. D., LL. D	0	0	0
48	Theological department, New Orleans University*	New Orleans, La	.....	.....	Meth. Episcopal	Isaac N. Failor, A. M	2	.....	.....
49	Theological department of Leland University	New Orleans, La	.....	.....	Baptist	Rev. James F. Morton	2	.....	.....
50	Theological department of Straight University	New Orleans, La	1869	1870	Congregational	Rev. W. S. Alexander, D. D	1	.....	.....
51	Theological Seminary*	New Orleans, La	.....	.....	Roman Catholic	Rev. J. M. Berromet	1	.....	.....
52	Bangor Theological Seminary	Bangor, Me	1814	1816	Congregational	Rev. Levi L. Paine, D. D	5	.....	4
53	Bates College Theological School	Lewiston, Me	.....	1870	Free Will Bapt	Rev. Oren B. Cheney, D. D	4	.....	1
54	Centenary Biblical Institute*	Baltimore, Md. (Fulton st. and Edmonson ave.).	1867	1872	Meth. Episcopal	Rev. John Emory Round, M. A	*g*4	.....	0
55	Theological Seminary of St. Sulpice and St. Mary's University.	Baltimore, Md	1860	1791	Roman Catholic	Very Rev. A. Magnien, S. S., D. D	8	.....	.....
56	Theological department of Mt. St. Mary's College	Emmettsburg, Md	1828	1808	Roman Catholic	Very Rev. William Byrne, D D	3	0	0
57	Scholasticate of the Congregation of the Most Holy Redeemer, Mt. St. Clement.	Ilchester, Md	.....	1868	Roman Catholic	Rev. George Ruland, C. S. S. R	6	.....	.....
58	Theological department of Western Maryland College.	Westminster, Md	.....	.....	Meth. Protestant	Rev. James Thomas Ward, D. D	.....	.....	.....
59	Woodstock College*	Woodstock, Md	1867	1869	Roman Catholic	Rev. F. James Perron, S. J. *i*	10	0	0
60	Andover Theological Seminary	Andover, Mass	1807	1808	Congregational	Rev. Egbert C. Smyth, D. D	6	9	8
61	Boston University School of Theology	Boston, Mass	1869	1847	Meth. Episcopal	William F. Warren, S. T. D., LL. D	11	2	.....
62	Divinity School of Harvard University	Cambridge, Mass	1650	1819	Non-sect	Charles W. Eliot, LL. D., president; Rev. C. C. Everett, D. D., dean.	7	6	4
63	Episcopal Theological School	Cambridge, Mass	1867	1867	Prot. Episcopal	Rev. George Zabriskie Gray, D. D., dean	5	.....	.....
64	Tufts College Divinity School*	College Hill, Mass	1852	1869	Universalist	Rev. E. H. Capen, D. D. (ex officio)	4	3	1
65	Newton Theological Institution	Newton Centre, Mass	1826	1825	Baptist	Rev. Alvah Hovey, D. D., LL. D	5	*j*1	0

* From Report of the Commissioner of Education for 1881.

a To be fully organized in the fall of 1883, when the building, which is to cost $25,000, will be ready for occupancy and the professorship endowed by Rev. E. H. Gammon will be filled.

b In whole or in part.

c For all departments.

d All instruction suspended for some years; the college exists only in name and in the possession of its library and buildings.

e Resigned June, 1882; since succeeded by Rev. Elisha Mudge.

f This school has only a nominal existence.

g For all departments.

h This institution exists only in name and in the possession of a valuable library and productive funds.

i Since succeeded by Rev. Joseph E. Keller, S. J.

j Also a lectureship of twelve lectures.

TABLE XI.—*Statistics of schools of theology for* 1882, *&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	New Church Theological School*	Waltham, Mass	0	1866	New Church	Rev. S. F. Dike, D. D	0	4	.....
67	School of Theology, Adrian College*	Adrian, Mich	1859	1878	Meth. Protestant	D. S. Stephens, M. A	3	.....	1
68	Theological department of Hillsdale College*	Hillsdale, Mich	1855	1873	Free Will Bapt	Rev. De Witt C. Durgin, D. D	3	1	1
69	Seabury Divinity School	Faribault, Minn	1860	1860	Prot. Episcopal	Rt. Rev. Henry B. Whipple, D. D	6	.....	.....
70	Augsburg Seminary	Minneapolis, Minn	1874	1869	Lutheran	Professor Georg Sverdrup	3	.....	3
71	St. John's Seminary	St. Joseph, Minn	1857	1857	Roman Catholic	Rt. Rev. Abbot A. Edelbrock, O. S. B	.....	.....	.....
72	Natchez Seminary	Natchez, Miss	0	1877	Baptist	Rev. Charles Ayer	5	.....	.....
73	St. Vincent's College and Theological School	Cape Girardeau, Mo	1843	1844	Roman Catholic	Rev. John W. Hickey, C. M	3	.....	.....
74	Jeremiah Vardeman School of Theology in William Jewell College.	Liberty, Mo	1849	1868	Baptist	Rev. W. R. Rothwell, D. D	3	.....	.....
75	Concordia College (Seminary)	St. Louis, Mo	1853	1839	Ev. Lutheran	Rev. C. F. W. Walther, D. D	6	.....	.....
76	Theological department of Central Wesleyan College.	Warrenton, Mo	1864	1864	Meth. Epis	Rev. H. A. Koch, D. D	*a*7	.....	2
77	German Congregational Theological Seminary	Crete, Nebr	1882	1878	German Cong	Rev. William Suess, chairman	2	0	.....
78	German Theological School of Newark, N. J	Bloomfield, N. J	1871	1869	Presbyterian	Rev. Charles E. Knox, D. D	6	0	*b*1
79	Drew Theological Seminary	Madison, N. J	1867	1867	Meth. Epis	Rev. Henry A. Buttz, D. D	6	7	6
80	Theological Seminary of the Reformed (Dutch) Church in America.	New Brunswick, N. J	1784	1785	Ref. Dutch	Rev. David D. Demarest, D. D., secretary.	4	1	4
81	Theological Seminary of the Presbyterian Church	Princeton, N. J	1822	1812	Presbyterian	Rev. William H. Roberts, A. M., registrar.	10	1	7
82	Diocesan Seminary of the Immaculate Conception.	South Orange, N. J	0	1856	Roman Catholic	Very Rev. William P. Salt, A. M., director.	3	0	0
83	St. Bonaventure's Seminary	Allegany, N. Y	1875	1859	Roman Catholic	Very Rev. Fr. Theophilus Pospisilik, O. S. F.	3	.....	.....
84	Auburn Theological Seminary	Auburn, N. Y	1820	1821	Presbyterian	Rev. Samuel M. Hopkins, D. D., senior professor.	5	.....	5
85	Canton Theological School*	Canton, N. Y	1858	1858	Universalist	Rev. I. M. Atwood, D. D	4	1	3
86	De Lancey Divinity School*	Geneva, N. Y	.....	1861	Prot. Episcopal	Rev. James Rankine, D. D., rector	1	.....	1
87	Hamilton Theological Seminary	Hamilton, N. Y	1819	1820	Baptist	Rev. Ebenezer Dodge, D. D., LL. D	5	1	.....
88	Hartwick Seminary, theological department	Hartwick Seminary, N. Y	1816	1815	Lutheran	Rev. James Pitcher, A. M., principal	3	1	1
89	Newburgh Theological Seminary *c*	Newburgh, N. Y	1836	1805	United Presb	J. G. D. Findley, librarian	.....	.....	.....

90	General Theological Seminary of the Protestant Episcopal Church.	New York, N. Y	1822	1820	Prot. Epis	Rev. Eugene Aug. Hoffman, D. D., dean	7	4	3
91	Union Theological Seminary	New York, N. Y	1839	1836	Presbyterian	Rev. Roswell Dwight Hitchcock, D. D., LL. D.	8	3	6
92	Rochester Theological Seminary	Rochester, N. Y	1850	1851	Baptist	Rev. Augustus H. Strong, D. D	10	.....	6
93	Christian Biblical Institute	Stanfordville, N. Y	1870	1870	Christian	Rev. J. B. Weston, A. M	2	4	*b*1
94	Seminary of Our Lady of Angels	Suspension Bridge, N. Y	1863	1856	Roman Catholic	Very Rev. P. V. Kavanagh, C. M	4	.....	0
95	St. Andrew's Divinity School	Syracuse, N. Y	1876	1876	Prot. Episcopal	Rt. Rev. F. D. Huntington, S. T. D	3	.....	.....
96	St. Joseph's Provincial Seminary	Troy, N. Y	.....	1864	Roman Catholic	Very Rev. Henry Gabriels, D. D	6	.....	.....
97	Theological department of Biddle University	Charlotte, N. C	1877	1868	Presbyterian	Rev. Stephen Mattoon, D. D	4	.....	.....
98	Theological department of Shaw University	Raleigh, N. C	1874	1865	Baptist	Rev. H. M. Tupper, A. M	2	2	.....
99	Theological department of German Wallace College.	Berea, Ohio	1864	1864	Meth. Episcopal	Rev. William Nast, D. D	1	0	0
100	St. Charles Borromeo Theological Seminary	Carthagena, Ohio	.....	1864	Roman Catholic	Rev. Godfrey Schlachter, C. P. P. S., director.	8	.....	.....
101									
102	Lane Theological Seminary	Cincinnati, Ohio	1829	1832	Presbyterian	Rev. Henry P. Smith, clerk of faculty	5	1	5
103	St. Mary's Theological Seminary	Cleveland, Ohio	.....	1849	Roman Catholic	Rev. N. A. Moes	4	.....	.....
104	German Lutheran Seminary*	Columbus, Ohio	1830	1830	Ev. Lutheran	Rev. M. Loy	3	.....	.....
105	Union Biblical Seminary	Dayton, Ohio	1871	1871	U. B. in Christ	Rev. Lewis Davis, D. D	4	0	1
106	Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.	Gambier, Ohio	1824	1825	Prot. Episcopal	Rt. Rev. George T. Bedell, D. D	5	.....	4
107	Department of Theology (Oberlin College)*	Oberlin, Ohio	1834	1835	Congregational	Rev. James H. Fairchild, D. D	5	1	2
108	Theological department of Wittenberg College*	Springfield, Ohio	1845	1845	Ev. Lutheran	Rev. S. Sprecher, D. D., LL. D	2	.....	2
109	Heidelberg Theological Seminary	Tiffin, Ohio	1836	1851	Reformed	Rev. J. H. Good, D. D	2	0	2
110	Theological department of Urbana University	Urbana, Ohio	1850	.....	New Church	Rev. Frank Sewall, A. M	5	.....	.....
111	Theological Seminary of Wilberforce University. United Presbyterian Theological Seminary of Xenia.	Wilberforce, Ohio	1863	1853	Af. Meth. Epis	Rev. Benjamin F. Lee, D. D	.....	.....	.....
		Xenia, Ohio	1877	1794	United Presb	Rev. James Harper, D. D	4	2	3
112	Theological Seminary of the United Presbyterian Church.	Allegheny City, Pa	1868	1825	United Presb	Rev. Alexander Clark, D. D	4	1	0
113	Western Theological Seminary of the Presbyterian Church.	Allegheny City, Pa	1844	1827	Presbyterian	Rev. Samuel J. Wilson, D. D., LL. D	5	.....	5
114	Theological course in St. Vincent's College	Beatty, Pa	.....	.....	Roman Catholic	Rt. Rev. Boniface Wimmer, O. S. B	*d*18	.....	.....
115	Theological department of Ursinus College*	Freeland, Pa	1869	1870	Ref. German	Rev. J. H. A. Bomberger, D. D	3	.....	.....
116	Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States.	Gettysburg, Pa	1828	1826	Ev. Lutheran	Rev. Charles A. Stork, D. D	3	3	3
117	Theological Seminary of the Reformed Church in the United States.	Lancaster, Pa	1831	1825	Reformed	Rev. E. V. Gerhart, D. D	3	.....	3
118	Theological department of Lincoln University*	Lincoln University, Pa	1871	1871	Presbyterian	Rev. Isaac N. Rendall, D. D	5	.....	3
119	Meadville Theological School	Meadville, Pa	1846	1844	Unitarian	Rev. Abiel Abbot Livermore	4	5	0
120	Philadelphia Theological Seminary of St. Charles Borromeo.	Overbrook, Pa	1838	1832	Roman Catholic	Rev. William Kieran, D. D., vice rector.	8	1	.....
121	Divinity School of the Protestant Episcopal Church in Philadelphia.	Philadelphia, Pa	1862	1862	Prot. Episcopal	Rev. Daniel R. Goodwin, D. D., LL. D., dean.	5	.....	4
122	Theological Seminary of the Evangelical Lutheran Church at Philadelphia.	Philadelphia, Pa	0	1864	Ev. Lutheran	Rev. C. W. Schaeffer, D. D	.....	5	4
123	Missionary Institute	Selinsgrove, Pa	1858	1856	Ev. Lutheran	Rev. P. Born, D. D., superintendent	2	0	1

* From Report of the Commissioner of Education for 1881.

a In Central Wesleyan College, of which the theological school is a part.

b Partially endowed.

c Instruction suspended in 1878; the seminary exists for the present only in its library and property.

d Number of professors in St. Vincent's Seminary and College.

TABLE XI.—*Statistics of schools of theology for* 1882, *&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	The Crozer Theological Seminary*	Upland, Pa	1867	1868	Baptist	Rev. Henry G. Weston, D. D	4	.....	.....
125	Augustinian Monastery of St. Thomas of Villanova.*	Villanova, Pa	1848	1842	Roman Catholic	Very Rev. Thomas C. Middleton, O. S. A., senior professor.	5	.....	.....
126	Benedict Institute	Columbia, S. C	.....	1870	Baptist	Rev. C. E. Becker, A. M	*a*6	.....	.....
127	Theological department of Allen University	Columbia, S. C	.....	1881	Af. Meth. Epis	Rev. James C. Waters, D. D	2	.....	.....
128	Theological School of Cumberland University*	Lebanon, Tenn	1842	1854	Cumb. Presb	Rev. N. Green, chancellor	3	2	1
129	Nashville Normal and Theological Institute	Nashville, Tenn	0	1865	Baptist	Rev. D. W. Phillips, D. D	*a*8	*a*2	.....
130	Theological course in Fisk University	Nashville, Tenn	1867	1869	Congregational	Rev. E. M. Cravath, M. A	2	.....	.....
131	Theological department of Central Tennessee College.	Nashville, Tenn	1866	1866	Meth. Epis	Rev. John Braden, D. D	3	2	0
132	Theological department of Vanderbilt University	Nashville, Tenn	1872	1875	Meth. Epis. So	L. C. Garland, LL. D., chancellor	6	.....	*b*4
133	Theological department, University of the South*	Sewanee, Tenn	1856	1876	Prot. Episcopal	Rev. Telfair Hodgson, D. D., dean	9	1	.....
134	Theological department of Baylor University	Independence, Tex	1845	1866	Baptist	Rev. William Carey Crane, D. D., LL. D	2	.....	0
135	Theological department of Bishop Bap'ist College	Marshall, Tex	.....	1881	Baptist	Rev. S. W. Culver, A. M	1	.....	.....
136	Union Theological Seminary	Hampden Sidney College, Va.	1867	1824	Presbyterian	Rev. Thomas E. Peck, D. D., professor	4	.....	2
137	Richmond Institute	Richmond, Va	1876	1867	Baptist	Rev. Charles H. Corey, D. D	5	.....	.....
138	Theological Seminary of the Evangelical Lutheran General Synod South.	Salem, Va	.....	1832	Lutheran	Rev. Stephen A. Repass, D. D	2	.....	*c*1
139	Protestant Episcopal Theological Seminary of Virginia.	Theological Seminary, Va	1854	1823	Prot. Episcopal	Rev. Joseph Packard, D. D., dean	6	1	.....
140	Mission House	Franklin, Wis	1868	1862	Reformed	Rev. H. A. Muehlmeier, D. D	*d*6	3	.....
141	Luther Seminary*	Madison, Wis	.....	1876	Ev. Lutheran	Rev. H. A. Preus	3	0	.....
142	Nashotah House	Nashotah, Wis	1847	1845	Prot. Episcopal	Rev. A. D. Cole, D. D	4	2	1
143	Seminary of St. Francis of Sales	St. Francis, Wis	1877	1856	Roman Catholic	Very Rev. A. Zeininger	12	.....	.....
144	Theological department of Howard University	Washington, D. C	1867	1870	Non-sect	Rev. William W. Patton, D. D., LL. D	2	4	1
145	Wayland Seminary	Washington, D. C	.....	1865	Baptist	Rev. G. M. P. King, A. M	1	.....	.....

* From Report of the Commissioner of Education for 1881.

a For all departments.
b In 1880.

c Also one partially endowed.
d Also several tutors.

TABLE XI.—*Statistics of schools of theology for* 1882, *&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 1882.			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 School	45	.....	.....	.....	.....	32	400	.....	50	*a*$10,000	.....	.....	May 30.
2	Theological department of Talladega College	14	0	0	0	3	34	1,000	0	0	5,000	$5,000	$250	May 27–31.
3	Institute for Training Colored Ministers	30	.....	.....	.....	3	43	884	196	125	2,000	.....	*b*3,200	July 1.
4	Pacific Theological Seminary	8	0	3	5	3	36	3,500	500	800	75,000	60,000	3,600	May 10.
5	San Francisco Theological Seminary	4	.....	2	1	3	32	5,000	1,000	1,500	*25,000	89,230	*c2,770	
6	Franciscan College	.....	2	1	.....	.....	.....	1,500	.....	.....	*4,000	0	.....	
7	Theological School*	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
8	Theological Institute of Connecticut	46	.....	.....	7	3	34	27,000	.....	8,000	125,000	.....	.....	May 10.
9	Berkeley Divinity School*	38	0	36	.....	3	38	17,000	.....	.....	.....	.....	.....	
10	Theological department of Yale College	93	13	87	32	3	35	*2,000	.....	.....	*d*415,000	321,031	*e*27,714	May 17.
11	Gammon Theological School (Clark University) *f*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20,000	.....	
12	Theological department of Mercer University	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 27.
13	Theological department of St. Viateur's College*	20	.....	5	.....	5	40	2,000	100	.....	.....	.....	.....	
14	Theological department of Blackburn University	7	.....	.....	2	3	38	(*g*)	(*g*)	(*g*)	.....	.....	.....	June 12.
15	German theological class in Carthage College*	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
16	Chicago Theological Seminary	44	4	33	6	3	32	6,500	.....	500	118,710	327,821	21,308	April 25.
17	German Theological Seminary	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
18	Presbyterian Theological Seminary of the Northwest	15	1	10	3	3	30	9,500	.....	184	300,000	211,960	9,592	April 5.
19	Bible department of Eureka College	19	.....	.....	.....	3	40	(*g*)	.....	.....	(*g*)	(*g*)	(*g*)	June 7.
20	Garrett Biblical Institute	98	.....	31	21	3	34	3,100	.....	100	*h*50,000	*i*300,000	20,000	May 17.

* From Report of the Commissioner of Education for 1881.
a In 1880.
b From contributions of the churches under the care of the General Assembly for the support of this school.
c Estimated annual income.
d In 1879.
e Includes amount received from students' fees, donations, &c.
f To be fully organized in the fall of 1883, when the building, which is to cost $25,000, will be ready for occupancy and the professorship endowed by Rev. E. H. Gammon will be filled.
g Reported with classical department (see Table IX).
h Value of school building.
i In real estate.

TABLE XI.—*Statistics of schools of theology for* 1882, *&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 1882.			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
21	Theological department of German-English College	6	.....	.....	.....	3	38	50	.....	20	.....	.....	.....	June 11.
22	Theological department of Lombard University	4	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....
23	Swedish-American Ansgari College and Missionary Institute.*	23	0	0	.....	.....	34	300	350	46	.....	.....	.....	June.
24	Theological department of McKendree College	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 14.
25	Wartburg Seminary	31	.....	.....	7	3	40	2,200	.....	.....	$10,000	$11,400	$870	June 30.
26	Baptist Union Theological Seminary	93	3	46	24	3	35	14,000	5,000	.....	40,000	150,000	9,000	May 22.
27	Union Biblical Institute	11	.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....
28	Jubilee College *a*	.....	.....	.....	.....	.....	.....	1,500	3,000	.....	15,000	.....	.....	.....
29	Augustana Theological Seminary	25	0	5	9	2	38	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	June 7,
30	Concordia Seminary	115	.....	.....	.....	5	43	800	.....	.....	25,000	.....	.....	.....
31	Theological department of Shurtleff College*	9	.....	4	3	2	36	2,000	.....	150	.....	40,000	1,600	May 30.
32	Wheaton Theological Seminary	10	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....
33	Biblical department of Indiana Asbury University	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	June 21.
34	Theological department Union Christian College	14	.....	.....	.....	3	37	.....	.....	.....	.....	.....	.....	June 5.
35	St. Meinrad's Ecclesiastical Seminary	24	.....	.....	.....	3	42	.....	.....	.....	.....	.....	.....	June 28.
36	Theological department of Griswold College	7	0	2	2	3	36	.....	.....	.....	.....	.....	.....	June 20.
37	German Presbyterian Theological School of the Northwest.*	23	.....	.....	1	.....	.....	.....	.....	.....	14,049	38,611	*c*3,275	
38	German College	22	.....	.....	.....	3	40	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	
39	Bible department of Oskaloosa College	5	.....	.....	3	2, 4	40	.....	.....	.....	.....	10,000	800	June 14.
40	Kansas Theological School *d*	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....
41	Danvillé Theological Seminary	7	0	4	1	3	33	6,000	.....	4	8,500	135,295	9,809	April 20.
42	College of the Bible	57	0	0	6	4	40	600	100	50	.....	10,000	3,000	June 14.
43	Kentucky Normal and Theological Institute	10	.....	.....	.....	.....	38	*e*300	.....	*e*100	*e*17,000	0	*ef*6,000	May 18.
44	Preston Park Theological Seminary	.....	16	.....	2	3	40	8,000	.....	.....	40,000	.....	.....	June 24.
45	Southern Baptist Theological Seminary	94	.....	.....	10	3	40	10,000	3,000	.....	.....	200,000	12,000	May 6.
46	School of Theology in Bethel College	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

47	Theological Seminary of the Protestant Episcopal Church in the Diocese of Kentucky. *g*	0	0	0	0	.....	.....	5,000	.....	.....	0	17,000	1,000	
48	Theological department New Orleans University*	9	.....	.....	.....	3	34	(*b*)	.....	.....	(*b*)	.....	.....	May 26.
49	Theological department of Leland University	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
50	Theological department of Straight University	35	.....	.....	.....	3	32	200	.....	50	(*b*)	.....	.....	
51	Theological Seminary*	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
52	Bangor Theological Seminary	28	1	7	11	3	36	15,500	.....	300	75,000	193,000	12,000	June 6.
53	Bates College Theological School	20	2	9	6	3	36	3,000	.....	75	30,000	(*b*)	(*b*)	July 29.
54	Centenary Biblical Institute*	30	.....	0	0	3	42	.....	.....	.....	30,000	.....	.....	June, 1st week.
55	Theological Seminary of St. Sulpice and St. Mary's University.	170	.....	.....	.....	5½	40	(25,000)		.....	.....	.....	.....	
56	Theological department of Mt. St. Mary's College	17	.....	11	4	4	40	.....	.....	.....	50,000	0	.....	June 27.
57	Scholasticate of the Congregation of the Most Holy Redeemer, Mt. St. Clement.	53	.....	.....	.....	6	46	11,000	550	.....	.....	.....	.....	July 18.
58	Theological department of Western Maryland College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
59	Woodstock College*	110	0	0	0	7	47	40,000	4,000	2,045	65,000	0	0	June 30.
60	Andover Theological Seminary	41	23	55	26	3	40	40,000	15,950	1,051	225,000	825,000	48,000	June 14.
61	Boston University School of Theology	75	17	61	13	3	35	.....	.....	.....	.....	.....	.....	June 6.
62	Divinity School of Harvard University	23	4	16	5	3	38	16,350	.....	98	.....	360,922	*f*25,377	June 27.
63	Episcopal Theological School	19	1	17	8	3	38	3,000	1,000	500	370,000	125,000	6,000	June 20.
64	Tufts College Divinity School*	17	1	3	8	3, 4	39	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	June 15.
65	Newton Theological Institution	60	2	33	15	3	39	17,000	.....	.....	136,835	302,050	19,020	June 13.
66	New Church Theological School*	6	.....	.....	.....	3	28	.....	.....	.....	.....	.....	.....	
67	School of Theology, Adrian College*	18	.....	1	.....	3	39	.....	.....	.....	.....	20,000	1,200	June 23.
68	Theological department of Hillsdale College*	31	3	6	3	3	39	2,000	500	200	(*b*)	35,000	2,500	June 15.
69	Seabury Divinity School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
70	Augsburg Seminary	(18)		.....	5	3	35	.....	.....	.....	40,000	50,000	4,000	June 7.
71	St. John's Seminary	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
72	Natchez Seminary	30	.....	.....	.....	2	36	*300	*300	.....	20,000	.....	.....	May 28.
73	St. Vincent's College and Theological School	7	1	.....	1	.....	40	5,000	500	50	.....	.....	.....	
74	Jeremiah Vardeman School of Theology in William Jewell College.	51	.....	1	1	2	40	(*b*)	(*b*)	(*b*)	.....	40,000	.....	June 14.
75	Concordia College (Seminary)	(107)		.....	34	3	42	(5,250)		.....	*h*150,000	.....	.....	June.
76	Theological department of Central Wesleyan College	32	0	0	4	4	39	3,000	.....	100	(*b*)	(*b*)	(*b*)	June 16.
77	German Congregational Theological Seminary	8	0	0	0	4	38	50	12	20	0	0	0	
78	German Theological School of Newark, N. J	20	0	0	2	3	36	*1,500	*600	*200	14,586	20,675	700	June 13.
79	Drew Theological Seminary	88	0	31	23	3	35	15,000	.....	.....	250,000	250,000	15,000	March 17.
80	Theological Seminary of the Reformed (Dutch) Church in America.	37	0	34	19	3	34	35,184	5,328	1,468	300,000	350,000	18,000	May 16.
81	Theological Seminary of the Presbyterian Church	119	7	115	.....	3	32	38,304	16,000	1,066	374,000	1,019,896	54,348	May 9.
82	Diocesan Seminary of the Immaculate Conception	30	0	24	*i*57	4	40	(*j*)	.....	.....	(*j*)	33,000	1,320	
83	St. Bonaventure's Seminary	*k*57	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	
84	Auburn Theological Seminary	48	.....	32	20	3	36	14,528	3,731	625	200,000	401,954	21,380	May 10.

* From Report of the Commissioner of Education for 1881.

a All instruction suspended for some years; the college exists only in name and in the possession of its library and buildings.

b Reported with classical department (see Table IX).

c Income from all sources.

d This school has only a nominal existence.

e For all departments.

f Total income for the year.

g This institution exists only in name and in the possession of a valuable library and productive funds.

h Prospective value of a new building now in process of erection.

i Number ordained during the year.

j Included in report of Seton Hall College (Table IX), of which this seminary is a department.

k Theological and philosophical.

TABLE XI.—*Statistics of schools of theology for* 1882, *&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 1882.			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
85	Canton Theological School*	14	2	1	4	4	38	8,200	1,000	100	$50,000	$85,000	$5,100	June 29.
86	De Lancey Divinity School*	5	.....	2	.....	.....	52	106	.....	6	.....	44,696	1,888	
87	Hamilton Theological Seminary	46	.....	25	12	3	40	(*a*)	.....	(*a*)	30,000	47,500	2,850	June 20.
88	Hartwick Seminary, theological department	11	.....	.....	3	3	39	(*b*)	.....	(*b*)	(*b*)	(*b*)	(*b*)	June 27.
89	Newburgh Theological Seminary *c*	.....	.....	.....	.....	.....	.....	3,500	225	.....	25,000	.....	.....	.....
90	General Theological Seminary of the Protestant Episcopal Church.	72	1	56	30	3	36	17,311	9,989	287	500,000	252,443	9,038	May 10.
91	Union Theological Seminary	116	9	117	35	3	34	41,000	39,500	1,000	*250,000	*1,000,000	*64,500	
92	Rochester Theological Seminary	77	.....	.....	.....	3	36	19,616	.....	947	123,000	367,419	23,967	
93	Christian Biblical Institute	20	0	0	2	3	34	1,850	225	50	40,000	16,000	1,100	May 2.
94	Seminary of Our Lady of Angels	69	.....	.....	.....	4	42	6,000	.....	.....	250,000	.....	.....	June 27.
95	St. Andrew's Divinity School *	5	.....	.....	.....	3	36	.....	.....	.....	.....	.....	.....	.....
96	St. Joseph's Provincial Seminary	117	.....	.....	*d*18	4½–5	40	8,500	.....	100	200,000	.....	.....	June 27.
97	Theological department of Biddle University	56	.....	.....	2	3	.....	(*e*)	(*e*)	.....	(*e*)	(*e*)	(*e*)	June 6.
98	Theological department of Shaw University	50	.....	.....	.....	.....	32	2,500	.....	200	(*e*)	.....	.....	May.
99	Theological department of German Wallace College	25	1	1	1	3	40	.....	.....	.....	.....	.....	.....	June 6.
100	St. Charles Borromeo Theological Seminary	*f*40	.....	.....	.....	8–10	40	6,500	1,000	50	12,000	0	.....	
101	Lane Theological Seminary	39	1	33	14	3	34	13,500	.....	.....	200,000	260,000	17,000	May 3.
102	St. Mary's Theological Seminary	25	.....	.....	.....	5	42	.....	.....	.....	75,000	.....	.....	.....
103	German Lutheran Seminary*	26	.....	.....	.....	3	40	4,000	.....	.....	.....	.....	.....	June 28.
104	Union Biblical Seminary	32	.....	6	5	3	32	600	.....	.....	20,000	75,000	.....	May 3.
105	Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio.	14	.....	6	3	3	36	7,000	.....	.....	.....	.....	.....	
106	Department of theology (Oberlin College) *	41	.....	29	17	3	38	.....	.....	.....	.....	.....	.....	June 24.
107	Theological department of Wittenberg College*	18	.....	6	10	2	40	2,000	.....	50	.....	.....	.....	.....
108	Heidelberg Theological Seminary	11	0	7	11	2¾	40	2,700	1,000	.....	.....	30,000	1,600	June 21.
109	Theological department of Urbana University	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....
110	Theological Seminary of Wilberforce University	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

111	United Presbyterian Theological Seminary of Xenia	30	.....	30	13	3	28	3,800	1,000	100	10,000	50,000	3,500	March 29.
112	Theological Seminary of the United Presbyterian Church.	29	1	28	11	3	28	3,000	.....	.....	40,000	*g*64,129	5,000	March 30.
113	Western Theological Seminary of the Presbyterian Church.	91	2	.....	34	3	.....	22,443	372	481	*h*75,000	*h*362,369	*h*22,000	
114	Theological course in St. Vincent's College	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
115	Theological department of Ursinus College*	3	.....	.....	.....	3	40	.....	.....	.....	.....	.....	.....	June 29.
116	Theological Seminary of the General Synod of the Evangelical Lutheran Church in the United States.	27	.....	22	11	3	36	11,150	.....	150	40,000	100,000	5,400	June 28.
117	Theological Seminary of the Reformed Church in the United States.	20	.....	17	5	3	37	10,000	.....	30	20,000	70,000	4,000	May 10.
118	Theological department of Lincoln University*	14	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	April 18.
119	Meadville Theological School	17	0	1	2	3	38	15,000	5,000	120	37,000	160,000	7,000	June 14.
120	Philadelphia Theological Seminary of St. Charles Borromeo.	92	.....	.....	.....	9	40	16,000	.....	.....	.....	.....	.....	
121	Divinity School of the Protestant Episcopal Church in Philadelphia.	16	.....	5	10	3	37	7,000	300	.....	.....	.....	.....	June 21.
122	Theological Seminary of the Evangelical Lutheran Church at Philadelphia.	52	.....	40	13	3	30	6,000	2,000	500	*g*40,000	.....	.....	May 16.
123	Missionary Institute	10	0	.....	4	3	39	.....	.....	.....	.....	.....	.....	May 31.
124	The Crozer Theological Seminary*	42	.....	.....	.....	.....	.....	6,000	.....	.....	158,870	244,130	15,000	June 7.
125	Augustinian Monastery of St. Thomas of Villanova*	*i*24	.....	.....	*j*4	.....	42	*g*6,000	.....	.....	.....	.....	.....	June 28.
126	Benedict Institute	33	.....	.....	.....	3	35	*k*1,300	*k*200	*k*70	*k*25,000	*l*22,000	.....	May 30.
127	Theological department of Allen University	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	
128	Theological School of Cumberland University*	16	.....	.....	6	2	40	.....	.....	.....	20,000	2,500	1,500	June 1.
129	Nashville Normal and Theological Institute	73	*m*13	.....	.....	2	36	3,500	.....	.....	8,000	.....	*n*10,049	May 17.
130	Theological course in Fisk University	15	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	
131	Theological department of Central Tennessee College	36	0	2	1	3	36	0	0	0	(*e*)	(*e*)	(*e*)	May 16.
132	Theological department of Vanderbilt University	68	1	.....	9	2, 3	.....	.....	.....	.....	.....	.....	.....	
133	Theological department, University of the South*	19	2	7	7	4	40	.....	.....	.....	30,000	.....	.....	August 5.
134	Theological department of Baylor University	7	.....	.....	.....	3	40	(*e*)	(*e*)	(*e*)	(*e*)	(*e*)	(*e*)	
135	Theological department of Bishop Baptist College	13	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	
136	Union Theological Seminary	50	.....	25	11	3	36	12,000	.....	500	75,000	250,000	15,000	May 2.
137	Richmond Institute	63	.....	.....	8	7	36	2,800	.....	100	30,000	.....	.....	May.
138	Theological Seminary of the Evangelical Lutheran General Synod South.	7	.....	6	2	3	40	500	.....	.....	.....	.....	.....	May 19.
139	Protestant Episcopal Theological Seminary of Virginia	42	0	8	13	3	36	11,000	.....	500	150,000	.....	.....	June 28.
140	Mission House	6	6	9	9	5	32	2,500	154	62	*18,250	*2,000	*200	June 26.
141	Luther Seminary*	44	.....	13	10	3	40	200	100	0	25,000	.....	.....	June 30.
142	Nashotah House	11	.....	1	2	3	39	8,000	1,500	800	95,000	55,000	2,200	June 29.
143	Seminary of St. Francis of Sales	105	.....	.....	.....	10	43	6,200	500	.....	100,000	0	0	June 29.
144	Theological department of Howard University	30	.....	.....	5	3	33	.....	.....	.....	.....	*25,000	.....	May 4.
145	Wayland Seminary	45	.....	.....	4	3	32	.....	.....	.....	*g*40,000	.....	.....	May 25.

* From Report of the Commissioner of Education for 1881.
a In common with that of Madison University, reported in Table IX.
b Reported with academical department (see Table VI).
c Instruction suspended in 1878; the seminary exists for the present only in its library and property.
d Number ordained during the year.
e Reported with classical department (see Table IX).
f Includes 10 students in philosophy and 6 in classics.
g In 1880.
h In 1879.
i Number of scholastics.
j Number ordained as priests during the year.
k Also reported with academical department (Table VI).
l A legacy; not yet productive.
m Pastors' class.
n Total income for the year.

List of institutions from which no information has been received.

Bishop Green Associate Mission and Training School	Dry Grove, Miss.
Theological School of Westminster College	Fulton, Mo.
Theological department of Trinity College	Trinity, N. C.
Biblical department of Ashland College	Ashland, Ohio.
Moravian Theological Seminary	Bethlehem, Pa.
St. Vincent's Seminary	Philadelphia, Pa.
Baker Theological Institute	Orangeburg, S. C.
Theological department of Burritt College	Spencer, Tenn.

TABLE XI.—*Memoranda.*

Name.	Location.	Remarks.
Theological department of Clark University.	Atlanta, Ga	See Gammon Theological School; identical.
Divinity School of Nebraska College	Nebraska City, Nebr	Not in existence.
Bennett Seminary	Greensboro', N. C	Has not a distinct department of theology.
Theological department of Trinity University.	Tehuacana, Tex	Not an organized department.
Norwegian Seminary	Marshall, Wis	Removed from Marshall.

TABLE XII.—*Statistics of schools of law for* 1882; *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 1882.
	1	2	3	4	5	6	7	8	9	10
1	Law School of University of Alabama	Tuscaloosa, Ala	a1832	1873	B. B. Lewis, LL. D	3	.....	25	.....	15
2	Hastings College of the Law, University of California.	San Francisco, Cal	1878	1878	S. Clinton Hastings, dean	2	.....	136	20	36
3	Law department of Yale College	New Haven, Conn	.....	1824	Rev. Noah Porter, D. D., LL. D., president; Francis Wayland, M. A., LL. D., dean.	(16)		85	55	21
4	Law department in University of Georgia	Athens, Ga	1785	1867	Rev. P. H. Mell, D. D., LL. D., chancellor	5	.....	12	7	7
5	Law department of Mercer University	Macon, Ga	1874	1874	Clifford Anderson, chairman of faculty	3	.....	.....	.....	.....
6	Bloomington Law School (Illinois Wesleyan University).	Bloomington, Ill	1853	1874	Reuben M. Benjamin, LL. D., dean	7	.....	35	.....	15
7	Union College of Law of Chicago and Northwestern Universities.	Chicago, Ill	.....	1859	Henry Booth, LL. D., dean	5	0	131	40	53
8	Law department of McKendree College	Lebanon, Ill	.....	1860	H. H. Horner, A. M., dean	1	2	10	2	6
9	Law department of Chaddock College	Quincy, Ill	.....	.....	John T. Long, LL. D	6	.....	18	.....	1
10	Law department, Indiana Asbury University.*	Greencastle, Ind	.....	1861	Rev. Alexander Martin, D. D., LL. D	5	.....	12	.....	.....
11	Law department, University of Notre Dame.*	Notre Dame, Ind	1844	1842	Very Rev. Thomas E. Walsh, C. S. C	4	2	60	.....	4
12	Iowa College of Law (Drake University)	Des Moines, Iowa	1881	1881	George T. Carpenter, A. M	3	9	17	2	4
13	Law department of State University of Iowa.	Iowa City, Iowa	1847	1865	J. L. Pickard, LL. D., president; Lewis W. Ross, A. M., chancellor.	4	4	126	22	131
14	Course of Law in Iowa Wesleyan University.	Mount Pleasant, Iowa	.....	.....	Rev. W. J. Spaulding, PH. D	2	.....	.....	.....	.....
15	Law School, University of Kansas	Lawrence, Kans	.....	1878	Rev. James Marvin, A. M., D. D., president; J. W. Green, A. M., dean.	2	.....	11	.....	7

* From Report of the Commissioner of Education for 1881

a University charter.

TABLE XII.—*Statistics of schools of law for* 1882, *&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 1882.
	1	2	3	4	5	6	7	8	9	10
16	Law department of University of Louisville.	Louisville, Ky	1846	1846	Isaac Caldwell, president; James S. Pirtle, sec'y.	.....	.....	.....	.....	20
17	Law department, Straight University	New Orleans, La	1870	1870	Rev. W. S. Alexander, D. D., pres't, ex officio	4	.....	20	.....	11
18	Law department, University of Louisiana*	New Orleans, La. (box 1915)	1847	1847	Carleton Hunt, LL. D., dean	4	.....	35	.....	.....
19	School of Law of the University of Maryland.	Baltimore, Md	1812	1815	George W. Dobbin, LL. D.	4	.....	64	15	30
20	Boston University School of Law	Boston, Mass	1869	1872	William F. Warren, S.T. D., LL. D., president; Edmund H. Bennett, LL. D., dean.	16	0	176	73	48
21	Law School of Harvard University	Cambridge, Mass	.....	1817	Charles W. Eliot, LL. D., president; C. C. Langdell, LL. D., dean.	10	.....	131	87	23
22	Law department, University of Michigan	Ann Arbor, Mich	.....	1859	Thomas M. Cooley, LL. D., dean	2	3	333	61	170
23	Department of law, University of Mississippi.	Oxford, Miss	*a*1844	1853	Alexander P. Stewart, chancellor	3	3	12	.....	5
24	Law department, State University of Missouri.	Columbia, Mo	1839	1872	S. S. Laws, LL. D., president; Philemon Bliss, LL. D., dean.	4	4	38	4	20
25	St. Louis Law School (Washington University).*	St. Louis, Mo. (1417 Lucas place)	1853	1867	William G. Hammond, LL. D., dean	8	0	70	32	25
26	Law department, Nebraska Wesleyan University.	Fullerton, Nebr	.....	.....	Rev. W. F. Warren, LL. B., dean	4	.....	.....	.....	.....
27	Albany Law School (Union University)	Albany, N. Y	1851	1851	Horace E. Smith, LL. D., dean	7	2	66	.....	55
28	Law School of Hamilton College	Clinton, N. Y	.....	1854	Rev. Henry Darling, D. D., LL. D	2	.....	.....	.....	5
29	Columbia College Law School	New York, N. Y	1754	1858	F. A. P. Barnard, S. T. D., LL. D., L. H. D.	5	0	471	253	160
30	Department of law, University of the City of New York	New York, N. Y	1830	1858	Aaron J. Vanderpoel, LL. D.	6	.....	70	.....	.....
31	Law department, University of North Carolina.	Chapel Hill, N. C	1789	1795	Kemp P. Battle, LL. D	2	.....	18	7	1
32	Law department, Rutherford College *b*	Rutherford College, N. C	1871	.....	Rev. R. L. Abernethy, A. M., D. D	1	1	.....	.....	.....

33	Law School of the Cincinnati College	Cincinnati, Ohio	1819	1833	Jacob D. Cox, LL. D., dean	5	0	127	33	67
34	Law department of Lafayette College	Easton, Pa	.....	1874	William S. Kirkpatrick, A. M., dean	.....	.....	.....	.....	.....
35	Law department, University of Pennsylvania.	Philadelphia, Pa	1755	1790	E. Coppée Mitchell, LL. D., dean	6	.....	122	.....	37
36	Law department of Allen University	Columbia, S. C	1880	1881	D. Augustus Straker, LL. B., dean	2	1	8	1	0
37	Law School of Cumberland University	Lebanon, Tenn	1842	1847	Nathan Green, A. M., LL. D., chancellor	3	.....	59	.....	40
38	Law department, Central Tennessee College.	Nashville, Tenn	.....	1880	Rev. John Braden, D. D., president; E. L. Gregory, dean.	1	4	5	0	0
39	Law department, Vanderbilt University*	Nashville, Tenn	1872	1874	Thomas H. Malone, M. A., dean	4	0	53	13	18
40	School of Law and Equity, Washington and Lee University.*	Lexington, Va	1782	1867	General G. W. C. Lee, president of university.	(5)		20	.....	10
41	Law School, Richmond College	Richmond, Va	1840	1832	B. Puryear, LL. D., chairman of faculty	1	.....	7	.....	7
42	Law School, University of Virginia	University of Virginia, Va	1819	1825	James F. Harrison, M. D., chairman of faculty	2	0	116	.....	38
43	Law department, West Virginia University.	Morgantown, W. Va	*a*1867	1867	William L. Wilson, president	1	0	12	1	2
44	Law department, University of Wisconsin	Madison, Wis	1848	1868	Rev. John Bascom, D. D., LL. D	7	0	50	9	25
45	Columbian University Law School*	Washington, D. C	1821	1864	James C. Welling, LL. D	5	.....	155	11	.....
46	Law department of Georgetown University*	Washington, D. C	1815	1870	Charles W. Hoffman, A. M., LL. D., dean	7	.....	38	9	11
47	Law department of Howard University	Washington, D. C	1867	1870	Rev. William W. Patton, D. D., LL. D.; B. F. Leighton, dean.	4	.....	20	.....	7
48	National University, law department	Washington, D. C	1870	1870	Arthur MacArthur	5	6	105	.....	49

* From Report of the Commissioner of Education for 1881.
a University charter.
b Reported in 1880 as temporarily suspended; no law students appear in the catalogue of the college for 1881-'82.

TABLE XII.—*Statistics of schools of law for* 1882, *&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	2	36	$50	.....	.....	.....	.....	$100,000	$7,000	.....	
2	Hastings College of the Law, University of California	3	40	0	.....	.....	.....	.....	.....	.....	.....	June.
3	Law department of Yale College	*a*2	35	100, 125	8,000	.....	.....	.....	10,000	600	$7,333	June 26.
4	Law department in University of Georgia	1, 2	40	100	(*b*)	.....	.....	(*b*)	.....	.....	.....	July.
5	Law department of Mercer University	1	38	60	.....	.....	.....	.....	.....	.....	.....	
6	Bloomington Law School (Illinois Wesleyan University)	2	36	60	.....	.....	.....	.....	.....	.....	.....	June 13.
7	Union College of Law of Chicago and Northwestern Universities	2	36	75	(*c*)	.....	.....	$0	0	0	8,500	June 14.
8	Law department of McKendree College	2	40	21	.....	.....	.....	.....	.....	.....	.....	June 14.
9	Law department of Chaddock College	2	41	60	.....	.....	.....	.....	.....	.....	.....	June 21.
10	Law department, Indiana Asbury University*	.....	.....	*d*20	.....	.....	.....	.....	.....	.....	.....	
11	Law department, University of Notre Dame*	2	40-42	.....	(*b*)	.....	.....	.....	.....	.....	.....	June 21.
12	Iowa College of Law (Drake University)	2	20	50	(*e*)	.....	.....	.....	.....	.....	.....	
13	Law department, State University of Iowa	1	37	50	3,000	.....	300	.....	.....	.....	.....	June 19.
14	Course of law in Iowa Wesleyan University	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
15	Law School, University of Kansas	2	35	25	30	.....	.....	(*b*)	.....	.....	175	June 6.
16	Law department of University of Louisville	2	34	85	.....	.....	.....	.....	.....	.....	.....	
17	Law department, Straight University	2	30	56	.....	.....	.....	(*b*)	.....	.....	1,120	May 29.
18	Law department, University of Louisiana*	2	.....	100	*f*26,000	.....	.....	*g*10,000	.....	.....	*g*3,000	May.
19	School of Law of the University of Maryland	2	32	100	.....	.....	.....	20,000	.....	.....	6,000	May 25.
20	Boston University School of Law	3	34	125, 75, 50	.....	.....	.....	.....	.....	.....	.....	June 6.
21	Law School of Harvard University	3	37	150	21,000	.....	2,000	.....	296,867	8,991	22,550	June 27.
22	Law department, University of Michigan	2	37	(*h*)	4,120	.....	.....	*i*35,000	(*b*)	(*b*)	13,700	June 28.
23	Department of law, University of Mississippi	2	39	50	.....	.....	.....	(*b*)	.....	.....	600	June 28.
24	Law department, State University of Missouri	2	30	40	700	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	1,520	June 7.
25	St. Louis Law School (Washington University)*	2	33	80	3,343	100	45	30,000	10,000	.....	4,960	June 14.
26	Law department, Nebraska Wesleyan University	2	.....	30	.....	.....	.....	.....	.....	.....	.....	
27	Albany Law School (Union University)	2	38	130	1,150	0	50	30,000	0	0	6,765	May 25.
28	Law School of Hamilton College	2	37	60	5,000	.....	.....	.....	.....	.....	.....	June 28.
29	Columbia College Law School	2	35	100	7,500	.....	.....	(*b*)	(*b*)	(*b*)	43,920	June 13.
30	Department of law, University of the City of New York	2	35	100	.....	.....	.....	.....	.....	.....	.....	May 15.

31	Law department, University of North Carolina	2	40	100	800	.....	100	.....	.....	.....	1,000	
32	Law department, Rutherford College*j*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
33	Law School of the Cincinnati College	2	35	60, 30	2,328	.....	300	.....	.....	*6,000	6,570	May 30.
34	Law department of Lafayette College	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
35	Law department, University of Pennsylvania	2	34	80	.....	.....	.....	.....	.....	.....	.....	June 15.
36	Law department of Allen University	2	33	50	.....	.....	.....	.....	.....	.....	300	June 15.
37	Law School of Cumberland University	1	40	100	*800	.....	.....	.....	.....	.....	.....	June 7.
38	Law department, Central Tennessee College	2	32	30	75	.....	75	(*b*)	(*b*)	(*b*)	50	May 16.
39	Law department, Vanderbilt University*	2	39	100	.....	.....	.....	.....	.....	.....	5,300	May 31.
40	School of Law and Equity, Washington and Lee University*	1, 2	40	50	.....	.....	.....	.....	.....	.....	.....	June 21.
41	Law School, Richmond College	2	39	80	.....	.....	.....	(*b*)	(*b*)	(*b*)	(*b*)	June 21.
42	Law School, University of Virginia	2	40	25–80	3,500	.....	.....	.....	.....	.....	9,000	June 28.
43	Law department, West Virginia University	2	41	15	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)	June 14.
44	Law department, University of Wisconsin	2	38	50, 25	1,400	.....	100	0	0	0	1,800	June 21.
45	Columbian University Law School*	2	35	80	.....	.....	.....	*g*20,000	.....	.....	.....	June 13.
46	Law department of Georgetown University*	2	35	50	.....	.....	.....	.....	.....	.....	.....	June 7.
47	Law department of Howard University	3	37	40	.....	.....	.....	.....	.....	.....	557	May 28.
48	National University, law department	3	34	60, 25	.....	.....	.....	0	0	0	3,258	June.

* From Report of the Commissioner of Education for 1881.
a With graduate course, 4 years.
b Reported with classical department (see Table IX).
c Has access to the library of the law institute containing about 15,000 volumes.
d Fee per session.
e Students have access to private and State libraries.
f State library.
g In 1879.
h Annual fee for residents of Michigan, $30; for non-residents, $50.
i Value of building.
j Reported in 1880 as temporarily suspended; no law students appear in the catalogue of the college for 1881-'82.

TABLE XII.—*Memoranda.*

Name.	Location.	Remarks.
College of Law, Kentucky University	Lexington, Ky	Discontinued.
Law department of Central University	Richmond, Ky	Discontinued.
Law department, Trinity College	Trinity, N. C	No information received.
Law department of Wilberforce University	Wilberforce, Ohio	Not in existence.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1882; *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 1882.
	1	2	3	4	5	6	7	8	9	10
	I.—MEDICAL AND SURGICAL.									
	1. *Regular.*									
1	Medical College of Alabama	Mobile, Ala	1860	1859	William H. Anderson, M. D., dean	9	0	60	2	21
2	Medical department of Arkansas Industrial University.	Little Rock, Ark	1879	1879	P. O. Hooper, M. D	17	0	36	.....	5
3	Cooper Medical College	San Francisco, Cal	1882	1859	L. C. Lane, M. D., president; Henry Gibbons, jr., M. D., dean.	15	0	64	5	12
4	Medical department, University of California	San Francisco, Cal	1868	1872	Robert A. McLean, M. D., dean	(14)		59	.....	15
5	Denver Medical College (University of Denver)	Denver, Colo	1864	1881	H. K. Steele, M. D., dean	15	0	20	0	5
6	Medical department of Yale College	New Haven, Conn	1810	1813	Charles A. Lindsley, M. D., dean	(18)		30	6	2
7	Atlanta Medical College	Atlanta, Ga	1854	1855	H. V. M. Miller, M. D., LL. D., dean	10	0	135	.....	58
8	Southern Medical College	Atlanta, Ga	1879	1879	William Perrin Nicolson, M. D., dean	14	0	123	.....	37
9	Medical College of Georgia (University of Georgia).	Augusta, Ga	1828	1829	George W. Rains, M. D., LL. D., dean	8	0	61	.....	23
10	Chicago Medical College (Northwestern University).*	Chicago, Ill	1859	1859	Nathan Smith Davis, M. D., LL. D., dean	15	0	150	30	45
11	College of Physicians and Surgeons of Chicago	Chicago, Ill	1881	1882	A. Reeves Jackson, A. M., M. D	30	.....	165	25	0
12	Rush Medical College	Chicago, Ill	1837	1843	J. Adams Allen, M. D., LL. D	0	28	584	114	188
13	Woman's Medical College of Chicago	Chicago, Ill	1870	1870	William H. Byford, A. M., M. D	26	.....	83	.....	23
14	Quincy Medical College (Chaddock College)	Quincy, Ill	.....	1882	C. R. S. Curtis, M. D., dean	13	.....	.....	.....	.....
15	Medical College of Evansville	Evansville, Ind	1845	1849	F. W. Achilles, M. D. (sec'y of faculty)	13	1	17	4	11
16	Fort Wayne College of Medicine	Fort Wayne, Ind	1879	1879	W. H. Gobrecht, M. D., dean	8	9	25	.....	10
17	Medical College of Fort Wayne*	Fort Wayne, Ind	1878	1876	H. D. Wood, A. M., M. D., dean	(17)		42	.....	22
18	Central College of Physicians and Surgeons	Indianapolis, Ind	1879	1879	W. S. Haymond, M. D., dean	12	4	44	.....	9

19	Medical College of Indiana (Butler University)	Indianapolis, Ind	1878	1878	R. N. Todd, M. D., dean	16	.....	164	.....	61
20	Iowa College of Physicians and Surgeons	Des Moines, Iowa	1882	1882	J. A. Blanchard, M. D., dean	10	4	.....	.....	.....
21	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.	7	5	162	6	46
22	College of Physicians and Surgeons	Keokuk, Iowa	1849	1849	E. J. Gillett, M. D., LL. D., president; H. T. Cleaver, M. D., dean.	8	2	272	68	121
23	Hospital College of Medicine (Central University).	Louisville, Ky	1874	1874	W. H. Bolling, M. D., dean	10	0	75	10	37
24	Kentucky School of Medicine	Louisville, Ky	1849	1850	William H. Wathen, M. D., dean	13	.....	150	.....	65
25	Louisville Medical College	Louisville, Ky	1868	1869	J. A. Ireland, M. D., dean	8	.....	137	.....	54
26	Medical department of the University of Louisville.	Louisville, Ky	1837	1837	J. M. Bodine, M. D., dean	13	1	196	.....	96
27	Medical department of the University of Louisiana.	New Orleans, La	1835	1834	Tobias G. Richardson, M. D., dean	15	1	217	.....	56
28	Medical School of Maine (Bowdoin College)	Brunswick, Me	1820	1820	Alfred Mitchell, M. D., dean	2	5	104	19	28
29	Portland School for Medical Instruction *a*	Portland, Me	1858	1856	Israel T. Dana, M. D	11	0	19	6	0
30	College of Physicians and Surgeons	Baltimore, Md	1872	1872	Thomas Opie, M. D., dean	10	6	349	.....	153
31	School of Medicine (University of Maryland)	Baltimore, Md	1807	1807	L. McLane Tiffany, M. D., dean	28	.....	191	25	73
32	Woman's Medical College of Baltimore	Baltimore, Md. (126 N. Eutaw st.)	1882	1882	William D. Booker, M. D., dean	13	0	22	8	0
33	College of Physicians and Surgeons	Boston, Mass	1880	1880	T. Haven Dearing, M. D., dean	8	6	31	5	11
34	Harvard Medical School (Harvard University)	Boston, Mass	.....	1782	Calvin Ellis, M. D., dean	(51)		229	114	86
35	Department of Medicine and Surgery (University of Michigan).	Ann Arbor, Mich	1837	1850	Alonzo B. Palmer, M. D., LL. D., dean	19	0	380	48	92
36	Detroit Medical College*	Detroit, Mich	1868	1868	Theo. A. McGraw, M. D	(26)		69	.....	27
37	Michigan College of Medicine	Detroit, Mich	1879	1880	Henry F. Lyster, M. D	16	0	76	3	0
38	Medical department of Minnesota College Hospital.	Minneapolis, Minn	.....	1881	F. A. Dunsmoor, M. D., dean	25	7	62	6	4
39	Medical School of the University of the State of Missouri.	Columbia, Mo	1839	*b*1845	S. S. Laws, A. M., M. D., LL. D., president; Joseph G. Norwood, M. D., LL. D., dean.	8	3	35	0	7
40	Kansas City Medical College	Kansas City, Mo	*c*1881	1869	Edward W. Schauffler, M. D	14	2	41	2	16
41	Medical department of the University of Kansas City.*	Kansas City, Mo	1881	1881	Henry F. Hereford, M. D	20	3	25	7	10
42	Northwestern Medical College of St. Joseph	St. Joseph, Mo	1881	1881	Francis A. Simmons, M. D	11	.....	40	.....	26
43	St. Joseph Medical College *d*	St. Joseph, Mo	1877	1877	Jacob Geiger, M. D., dean	13	1	24	.....	*e*35
44	Missouri Medical College	St. Louis, Mo	1840	1840	T. F. Prewitt, M. D., dean	12	0	*f*235	.....	125
45	St. Louis College of Physicians and Surgeons	St. Louis, Mo	.....	.....	.....	.....	.....	.....	.....	.....
46	St. Louis Medical College	St. Louis, Mo	1841	1842	John T. Hodgen, M. D., dean	9	12	179	.....	29
47	Omaha Medical College	Omaha, Nebr	1881	1881	Robert R. Livingston, M. D., president; George B. Ayres, M. D., dean.	9	5	30	2	8
48	New Hampshire Medical Institution (Dartmouth College).*	Hanover, N. H	1769	1796	Rev. S. C. Bartlett, D. D., LL. D., president; Carlton P. Frost, M. D., dean.	1	12	94	7	29
49	Albany Medical College (Union University)	Albany, N. Y	1839	1838	Thomas Hun, M. D., dean	12	2	172	.....	54
50	Long Island College Hospital*	Brooklyn, N. Y	1858	1860	Samuel G. Armor, M. D., LL. D., dean	(22)		.....	.....	51
51	Medical department, University of Buffalo	Buffalo, N. Y	1846	1847	Thomas F. Rochester, M. D., dean	9	4	173	10	65
52	Bellevue Hospital Medical College	New York, N. Y	1861	1861	Isaac E. Taylor, M. D	(25)		480	.....	163
53	College of Physicians and Surgeons (Columbia College).	New York, N. Y	1807	1807	Alonzo Clark, M. D., LL. D	53	0	543	123	115

* From Report of the Commissioner of Education for 1881.
a This institution does not confer degrees.
b Founded in 1845; reorganized in 1873.
c Under new name; institution originally chartered in 1869.
d Formed by the union of St. Joseph Hospital Medical College and the College of Physicians and Surgeons.
e 14 graduates of St. Joseph Hospital Medical College and 21 graduates of College of Physicians and Surgeons.
f Also a practitioners' class of 24.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1882, *&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 1882.
	1	2	3	4	5	6	7	8	9	10
54	Medical department, University of the City of New York.	New York, N. Y	.....	1841	Charles Inslee Pardee, M. D., dean	27	.....	575	42	213
55	Woman's Medical College of the New York Infirmary.	New York, N. Y. (128 Second avenue).	1864	1868	Emily Blackwell, M. D., dean	0	22	41	2	9
56	College of Medicine of Syracuse University	Syracuse, N. Y	1875	1872	Frederick Hyde, M. D., dean	16	2	42	1	11
57	Medical School (University of North Carolina)	Chapel Hill, N. C	.....	1879	Kemp P. Battle, LL. D., president; Thomas W. Harris, A. M., M. D., dean.	3	.....	12	.....	.....
58	Leonard Medical School (Shaw University)	Raleigh, N. C	1875	1882	Rev. H. M. Tupper, A. M	1	.....	3	3	.....
59	Cincinnati College of Medicine and Surgery	Cincinnati, Ohio	1851	1851	R. C. Stockton Reed, A. M., M. D., dean	9	3	146	5	34
60	Medical College of Ohio	Cincinnati, Ohio	1819	1819	W. W. Seely, M. A., M. D., dean	11	0	342	.....	104
61	Miami Medical College*	Cincinnati, Ohio	1852	1852	John A. Murphy, M. D., dean	20	.....	126	.....	34
62	Medical department of Western Reserve University.	Cleveland, Ohio	(*a*)	(*a*)	W. J. Scott, A. M., M. D., dean	16	0	189	.....	83
63	Columbus Medical College	Columbus, Ohio	1875	1875	D. N. Kinsman, A. M., M. D., dean	9	7	133	.....	59
64	Starling Medical College	Columbus, Ohio	1847	1847	Starling Loving, M. D., dean	13	2	116	2	52
65	Medical department, Willamette University	Portland, Oreg	1853	1866	E. P. Fraser, M. D., dean	10	1	35	.....	9
66	Jefferson Medical College	Philadelphia, Pa	1826	1825	Ellerslie Wallace, M. D., dean	*b*8	.....	569	.....	250
67	Medical department, University of Pennsylvania.*	Philadelphia, Pa	1749	1765	William Pepper, M. D., LL. D., provost	0	43	375	97	115
68	Medico-Chirurgical College of Philadelphia	Philadelphia, Pa	1867	1881	George P. Oliver, A. M., M. D	22	1	27	9	3
69	Woman's Medical College of Pennsylvania	Philadelphia, Pa	1850	1850	Rachel L. Bodley, M. D., dean	(19)		*c*111	1	19
70	Medical College of the State of South Carolina	Charleston, S. C	1832	1832	J. Ford Prioleau, M. D., dean	11	.....	56	.....	19
71	Memphis Hospital Medical College	Memphis, Tenn	1878	1880	W. E. Rogers, M. D., dean	9	0	100	.....	32
72	Medical department of the University of Nashville.	Nashville, Tenn	.....	1850	William T. Briggs, M. D., dean	16	.....	.....	.....	.....

73	Medical department of Vanderbilt University	Nashville, Tenn	1873	1874	Thomas Menees, M. D., dean	16	.....	281	.....	141
74	Meharry Medical Department of Central Tennessee College.	Nashville, Tenn	1866	1876	G. W. Hubbard, M. D., dean	8	5	29	2	8
75	Nashville Medical College (University of Tennessee).	Nashville, Tenn	1876	1877	Duncan Eve, M. D., dean	14	.....	136	.....	69
76	Medical department, University of Vermont	Burlington, Vt	1854	1854	Rev. Matthew Henry Buckham, A.M., D.D	(21)		190	13	85
77	Medical department, University of Virginia	University of Virginia, Va	1819	1825	James F. Harrison, M. D., chairman of faculty.	5	0	52	.....	12
78	Medical department, Georgetown University*	Washington, D. C	1815	1815	F. A. Ashford, M. D., dean	14	0	26	10	6
79	Medical department of Howard University	Washington, D. C	1867	1867	William W. Patton, D. D., LL. D., president; Thomas B. Hood, M. D., dean.	9	.....	93	.....	13
80	National Medical College (Columbian University)	Washington, D. C	1821	1822	A. F. A. King, M. D., dean	17	0	44	9	8
	2.—*Eclectic.*									
81	California Medical College (Eclectic)	Oakland, Cal	1878	1879	D. Maclean, M. D	10	0	32	4	13
82	Georgia Eclectic Medical College	Atlanta, Ga	1877	1877	S. T. Biggers, M. D	4	7	61	8	24
83	Bennett College of Eclectic Medicine and Surgery.	Chicago, Ill. (511–513 State street)	1869	1868	Milton Jay, M. D., dean	14	.....	157	43	41
84	Indiana Eclectic Medical College	Indianapolis, Ind	1880	1880	Harry Taylor, M. D., dean	9	8	24	.....	7
85	Eclectic Medical College *d*	Des Moines, Iowa	.....	.....	.....	.....	.....	.....	.....	.....
86	Eclectic Medical College *d*	Lewiston, Me	.....	.....	.....	.....	.....	.....	.....	.....
87	American Medical College	St. Louis, Mo	1873	1873	Jacob S. Merrell, president board of trustees.	8	2	125	.....	40
88	Eclectic Medical College of the City of New York.	New York, N. Y	1865	1866	Robert Safford Newton, M. D., L. R. C. S., dean.	.....	17	153	18	54
89	United States Medical College	New York, N. Y. (9 E. 12th street).	1878	1878	Robert A. Gunn, M. D., dean	13	.....	83	7	33
90	Eclectic Medical Institute	Cincinnati, Ohio	1845	1843	John M. Scudder, M. D	8	0	272	.....	100
	3.—*Homœopathic.*									
91	Chicago Homœopathic College	Chicago, Ill	1876	1876	R. N. Foster, A. M., M. D	23	3	125	30	38
92	Hahnemann Medical College and Hospital	Chicago, Ill. (2811 and 2813 Cottage Grove avenue).	1855	1859	R. Ludlam, M. D., dean	12	.....	376	12	108
93	Homœopathic medical department, State University of Iowa.	Iowa City, Iowa	1877	1877	J. L. Pickard, LL. D., president; A. C. Cowperthwaite, M. D., PH. D., dean.	3	5	44	3	34
94	Boston University School of Medicine	Boston, Mass. (E. Concord st.)	1869	1873	Rev. William F. Warren, S. T. D., LL. D., pres't; I. Tisdale Talbot, M. D., dean.	29	.....	110	9	34
95	Homœopathic Medical College (University of Michigan).	Ann Arbor, Mich	1874	1875	T. P. Wilson, M. D., dean	7	0	88	3	15
96	Homœopathic Medical College of Missouri	St. Louis, Mo	1857	1858	W. A. Edmonds, A. M., M. D., dean	13	.....	42	3	10
97	New York Homœopathic Medical College	New York, N. Y. (cor. 23d street and 3d avenue).	1859	1859	Timothy F. Allen, M. D., dean	24	0	151	.....	36
98	New York Medical College and Hospital for Women.	New York, N. Y. (213 W. 54th st.)	1863	1863	Mrs. Clemence S. Lozier, M. D., dean	.....	21	42	4	10

* From Report of the Commissioner of Education for 1881.
a Formed in 1881 by the union of Cleveland Medical College, in its fortieth session, and the medical department of Wooster University, in its eighteenth session.
b Number of professors only.
c For the winter term; there were 77 matriculates for the spring term.
d Favored by the National Eclectic Medical Association, but not formally recognized up to close of the year 1882.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1882 *&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 1882. c
	1	2	3	4	5	6	7	8	9	10
99	Pulte Medical College*	Cincinnati, Ohio (corner 7th and Mound streets).	1872	1872	J. D. Buck, M. D., dean	8	2	78	.....	41
100	Homœopathic Hospital College	Cleveland, Ohio	1849	1849	N. Schneider, M. D., dean	18	0	108	.....	54
101	Hahnemann Medical College of Philadelphia	Philadelphia, Pa. (105 Filbert st.)	1848	1848	A. R. Thomas, M. D., dean	20	0	145	.....	57
	II.—DENTAL.									
102	Dental department (University of California)	San Francisco, Cal	.....	1882	C. L. Goddard, A. M., D. D. S., dean	17	6	23	0	8
103	Indiana Dental College	Indianapolis, Ind	1879	1879	Junius E. Cravens, D. D. S., secretary	6	2	36	.....	15
104	Dental department, Iowa State University	Iowa City, Iowa	.....	1882	L. C. Ingersoll, A. M., D. D. S	.....	.....	.....	.....	.....
105	Baltimore College of Dental Surgery	Baltimore, Md	1839	1840	R. B. Winder, M. D., D. D. S., dean	11	10	89	10	47
106	Dental department of the University of Maryland.	Baltimore, Md	1807	1882	Ferdinand J. S. Gorgas, A. M., M. D., D. D. S., dean.	.....	18	.....	.....	.....
107	Boston Dental College	Boston, Mass	1868	1868	John A. Follett, A. M., M. D., dean	20	.....	58	2	18
108	Dental School of Harvard University	Boston Mass	0	1868	Thomas H. Chandler, D. M. D., dean	.....	16	25	.....	3
109	Dental College of the University of Michigan	Ann Arbor, Mich	1874	1874	Jonathan Taft, M. D., D. D. S., dean	8	.....	75	.....	32
110	Kansas City Dental College*	Kansas City, Mo	.....	1881	John K. Stark, dean	16	7	3	.....	.....
111	Missouri Dental College	St. Louis, Mo	a1865	1866	Henry H. Mudd., M. D., dean	12	0	16	4	6
112	Western College of Dental Surgeons b	St. Louis, Mo. (10th street corner of Carr).	1877	1877	C. W. Spalding, D. D. S., M. D., dean	7	.....	6	.....	.....
113	New York College of Dentistry	New York, N. Y. (245 E. 23d st.)	1865	1866	Frank Abbott, M. D., dean	22	0	138	7	30
114	Ohio College of Dental Surgery	Cincinnati, Ohio	1844	1845	Henry A. Smith, D. D. S., dean	7	6	70	.....	38
115	Department of Dentistry, University of Pennsylvania.	Philadelphia, Pa	.....	1878	Charles J. Essig, M. D., D. D. S., dean	6	18	78	.....	48
116	Pennsylvania College of Dental Surgery	Philadelphia, Pa	1854	1855	C. N. Peirce, D. D. S., dean	.....	.....	.....	.....	.....

117	Philadelphia Dental College	Philadelphia, Pa	1863	1863	James E. Garretson, M. D., D. D. S., dean	(28)		138	52
118	Dental department of the University of Tennessee.	Nashville, Tenn	1878	1878	Robert Russell, M. D., D. D. S., dean	7	9	32	12
119	Dental department of Vanderbilt University	Nashville, Tenn	1874	1879	William H. Morgan, M. D., D. D. S., dean	(17)		33	1 14
	III.—PHARMACEUTICAL.								
120	California College of Pharmacy (University of California).*	San Francisco, Cal. (859 Market street).	1872	1872	Emlen Painter, dean	4		47	15
121	Chicago College of Pharmacy	Chicago, Ill. (79 Dearborn street)	1859	1860	N. Gray Bartlett	5	0	168	27
122	Louisville College of Pharmacy	Louisville, Ky	1872	1871	Vincent Davis	3		45	14
123	Class in pharmacy of the medical department of the University of Louisiana.	New Orleans, La			Tobias G. Richardson, M. D., dean				9
124	Maryland College of Pharmacy	Baltimore, Md	1841	1841	Joseph Roberts	5	1	98	17
125	Massachusetts College of Pharmacy	Boston, Mass	1852	1867	Solomon Carter	4	0	102	12
126	School of Pharmacy of the University of Michigan.	Ann Arbor, Mich		1868	Albert B. Prescott, M. D., dean	13	0	100	2 40
127	St. Louis College of Pharmacy	St. Louis, Mo	1866	1865	James M. Good, PH. G., dean	4		102	27
128	Albany College of Pharmacy (Union University).	Albany, N. Y	1881	1881	Jacob S. Mosher, M. D., PH. D., president; Willis G. Tucker, M. D., PH. D., secretary.	3		32	3
129	College of Pharmacy of the City of New York	New York, N. Y. (209–213 E. 23d street).	1831	1829	Ewen McIntyre, PH. G	5	2	341	67
130	Cincinnati College of Pharmacy*	Cincinnati, Ohio (corner 5th and John streets).	1850	1871	H. F. Reum	3	0	95	23
131	Philadelphia College of Pharmacy	Philadelphia, Pa	1822	1821	John M. Maisch, PHAR. D., dean	4	0	387	153
132	Pittsburgh College of Pharmacy*	Pittsburgh, Pa	1878	1878	George A. Kelly	3	0	20	5
133	Department of Pharmacy, Vanderbilt University.*	Nashville, Tenn		1879	N. T. Lupton, M. D., LL. D., dean	5	0	20	8
134	National College of Pharmacy	Washington, D. C	1872	1872	W. G. Duckett	0	4	35	7

* From Report of the Commissioner of Education for 1881. *a* New charter obtained in 1881. *b* Suspended for one year; figures are for the year 1881.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1882, *&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	Medical College of Alabama	3	20	500	.....	.....	$5	$25	$75	$150,000	$0	.....	$3,500	March.
2	Medical department of Arkansas Industrial University.	3	20	.....	.....	.....	5	30	58	12,000	.....	.....	.....	March.
3	Cooper Medical College	3	20	.....	.....	.....	5	40	130	100,000	0	$0	7,159	November.
4	Medical department, University of California.	3	22	.....	.....	.....	5	40	130	*30,000	.....	.....	*5,000	November.
5	Denver Medical College (University of Denver).	3	24	.....	.....	.....	5	30	80	.....	.....	.....	1,500	April 24.
6	Medical department of Yale College	3	34	.....	.....	.....	5	30	125	.....	30,995	1,963	4,195	June 25.
7	Atlanta Medical College	2	24	.....	.....	.....	5	30	75	50,000	.....	.....	.....	March 1.
8	Southern Medical College	2	20	500	*1,000	.....	5	30	75	25,000	.....	.....	5,000	February 27.
9	Medical College of Georgia (University of Georgia).	2	17	5,000	.....	.....	5	30	75	50,000	0	.....	.....	March 1.
10	Chicago Medical College (Northwestern University).*	3	30	.....	.....	.....	5	30	75	a50,000	0	0	9,902	March 28.
11	College of Physicians and Surgeons of Chicago.	3	24	0	.....	.....	5	b30	50	75,000	.....	0	7,000	March 13.
12	Rush Medical College	3	21	.....	.....	.....	5	b30	80	100,000	.....	.....	45,350	March 1.
13	Woman's Medical College of Chicago	3	22	.....	.....	.....	5	20	50	15,000	.....	.....	.....	February 27.
14	Quincy Medical College (Chaddock College).	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	March 22.
15	Medical College of Evansville	3	20	.....	.....	.....	5	25	50	500	.....	.....	1,471	February.
16	Fort Wayne College of Medicine	2	21	.....	.....	.....	5	25	40	.....	.....	.....	.....	March.
17	Medical College of Fort Wayne*	3	24	.....	.....	.....	5	25	40	.....	.....	.....	.....	March 8.

18	Central College of Physicians and Surgeons.	3	22	400	100	.....	5	25	55	*c*4,000	.....	.....	2,226	March 1.
19	Medical College of Indiana (Butler University).	*d*2	20	.....	.....	.....	5	25	40	.....	.....	.....	.....	
20	Iowa College of Physicians and Surgeons	3	22	.....	.....	.....	5	25	*e*50	.....	.....	.....	.....	March 6.
21	Medical department of the State University of Iowa.	2, 3	20	300	.....	25	5	25	30	.....	.....	.....	.....	March 7.
22	College of Physicians and Surgeons	3	20	.....	.....	.....	5	30	*f*20	50,000	.....	.....	11,700	March.
23	Hospital College of Medicine (Central University).	3	20	.....	.....	.....	5	30	75	12,000	.....	.....	6,000	June 27.
24	Kentucky School of Medicine	3	20	.....	.....	.....	5	30	75	.....	.....	.....	.....	June 28.
25	Louisville Medical College	3	21	.....	.....	.....	5	30	75	.....	.....	.....	7,963	March 1.
26	Medical department of the University of Louisville.	3	20	4,000	.....	.....	5	30	85	150,000	.....	.....	.....	March 1.
27	Medical department of the University of Louisiana.	3	21	1,000	2,000	.....	5	30	150	*g*80,000	0	0	21,405	March 28.
28	Medical School of Maine (Bowdoin College).	3	16	4,000	.....	.....	5	20	75	20,000	2,500	140	7,253	July 8.
29	Portland School for Medical Instruction. *h*	3	32	.....	.....	.....	.....	.....	60	*c*500	0	0	1,200	
30	College of Physicians and Surgeons	3	20	.....	.....	.....	5	30	120	75,000	.....	.....	24,000	March.
31	School of Medicine (University of Maryland).	2, 3	22	.....	.....	.....	5	30	120	100,000	.....	.....	.....	March 15.
32	Woman's Medical College of Baltimore	2	30	.....	.....	.....	5	30	85	*c*500	0	0	1,500	May 1.
33	College of Physicians and Surgeons	3	31	.....	.....	.....	5	30	85	*c*6,000	0	0	2,200	May.
34	Harvard Medical School (Harvard University).	3, 4	37	2,000	.....	.....	5	30	200	.....	228,588	12,557	51,416	June 27.
35	Department of Medicine and Surgery (University of Michigan).	3	37	.....	.....	.....	*i*10	10	*i*25	.....	.....	.....	.....	June 27.
36	Detroit Medical College*	3	*j*26	.....	.....	.....	5	25	50	.....	.....	.....	.....	March 8.
37	Michigan College of Medicine	3	26	185	0	35	5	20	50	30,000	0	0	4,500	March 6.
38	Medical department of Minnesota College Hospital.	3	20	190	570	100	5	0	50	*k*100,000	.....	.....	2,350	February 23.
39	Medical School of the University of the State of Missouri.	2	38	300	.....	500	.....	5	50	(*l*)	(*l*)	(*l*)	1,750	June 7.
40	Kansas City Medical College	2	20	.....	.....	.....	5	20	63	10,000	0	0	2,720	March 6.
41	Medical department of the University of Kansas City.*	2, 3	26	.....	.....	.....	5	25	53–73	30,000	.....	.....	1,210	March.
42	Northwestern Medical College of St. Joseph.	2	20	.....	.....	.....	5	25	40	.....	.....	.....	.....	March 1.
43	St. Joseph Medical College *m*	3	20	200	1,500	.....	5	25	50	10,000	0	.....	1,600	February.
44	Missouri Medical College	3	20	.....	.....	.....	5	25	80	.....	.....	.....	.....	March 6.

* From Report of the Commissioner of Education for 1881.
a Value of buildings and apparatus.
b Examination fee.
c Value of apparatus.
d Each candidate for graduation "must file a satisfactory certificate of having studied medicine for at least three years under a regular graduate or licentiate and practitioner of medicine in good standing."
e Including matriculation and dissecting fees.
f For the entire course of instruction.
g Estimated.
h This institution does not confer degrees.
i For residents of Michigan; for non-residents, matriculation fee $25 and annual tax $35.
j Obligatory; also 14 optional.
k Includes value of hospital property.
l Reported with classical department (Table IX).
m Formed by the union of St. Joseph Hospital Medical College and the College of Physicians and Surgeons.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1882, *&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
45	St. Louis College of Physicians and Surgeons.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
46	St. Louis Medical College	3	20	1,200	.....	.....	$5	.....	$90	.....	.....	.....	.....	March 7.
47	Omaha Medical College	3	26	150	200	.....	5	$25	35	$9,000	.....	.....	$1,500	March 28.
48	New Hampshire Medical Institution (Dartmouth College).*	3	a16	1,800	.....	0	5	25	b77,40	40,000	$0	$0	6,645	June 29.
49	Albany Medical College (Union University).	3	20	5,000	.....	.....	5	25	75	67,000	6,000	335	12,000	March 7.
50	Long Island College Hospital*	3	22	.....	.....	.....	5	25	100	.....	.....	.....	.....	
51	Medical department, University of Buffalo.	3	22	1,000	1,500	.....	5	25	100	65 000	0	.....	.....	February 27.
52	Bellevue Hospital Medical College	3	24	0	0	0	5	30	140	.....	0	0	41,612	March.
53	College of Physicians and Surgeons (Columbia College).	3	30	c1,200	.....	.....	5	30	140	c155,000	.....	.....	d11,900	May.
54	Medical department, University of the City of New York.	3	e22	.....	.....	.....	5	30	140	181,500	.....	.....	18,769	
55	Woman's Medical College of the New York Infirmary.	3	34	55	80	.....	5	30	115	23,000	.....	.....	2,208	May 31.
56	College of Medicine of Syracuse University.	3	35	.....	.....	.....	5	25	f100	25,000	0	0	4,000	June 14.
57	Medical School (University of North Carolina).	2	40	500	150	.....	.....	.....	(g)	.....	.....	.....	1,000	
58	Leonard Medical School (Shaw University).	3	20	100	.....	100	5	.....	60	35,000	.....	.....	.....	April.
59	Cincinnati College of Medicine and Surgery.	3	20	.....	.....	.....	5	25	35	.....	.....	.....	.....	
60	Medical College of Ohio	3	20	.....	.....	.....	5	25	75	.....	.....	.....	.....	
61	Miami Medical College*	3	20	.....	.....	.....	5	25	75	.....	.....	.....	9,065	March 9.

62	Medical department of Western Reserve University.	2, 3	24	2,000	1,000	.....	5	30	50	30,000	0	0	10,000	
63	Columbus Medical College	3	24	.....	.....	.....	5	25	20	12,500	.....	.....	*5,000	March 1.
64	Starling Medical College	3	24	2,000	1,000	.....	5	*h*25	40	100,000	.....	.....	.....	February 28.
65	Medical department, Willamette University.	3	20	100	200	.....	5	30	130	7,000	.....	.....	3,000	
66	Jefferson Medical College	3	26	0	0	.....	5	30	140	.....	.....	.....	.....	April 2.
67	Medical department, University of Pennsylvania.	3	*i*22	4,730	3,700	200	5	30	*j*150	300,000	50,000	3,000	50,199	March 15, June 15.
68	Medico-Chirurgical College of Philadelphia.	3	43	207	504	0	5	30	*k*140	*l*7,000	0	0	3,680	March 20.
69	Woman's Medical College of Pennsylvania.	3, 4	23	.....	.....	.....	5	30	105	.....	.....	.....	.....	March 15.
70	Medical College of the State of South Carolina.	3	21	0	0	0	5	30	75	40,000	0	0	3,500	March.
71	Memphis Hospital Medical College	(*m*)	20	300	500	50	5	30	50	1,300	.....	.....	6,000	
72	Medical department of the University of Nashville.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
73	Medical department of Vanderbilt University.	3	20	.....	.....	.....	5	10	75	*100,000	.....	.....	.....	February 23.
74	Meharry Medical Department of Central Tennessee College.	3	20	120	1,200	.....	0	10	30	15,000	1,000	60	400	
75	Nashville Medical College (University of Tennessee).	2	24	(1,000)		.....	5	25	90	50,000	.....	.....	12,000	February 27.
76	Medical department, University of Vermont.	3	17	.....	.....	.....	5	25	70	*12,000	.....	.....	*8,000	June 25.
77	Medical department, University of Virginia.	.....	40	.....	.....	.....	30	15	110	.....	.....	.....	.....	June 28.
78	Medical department, Georgetown University.*	4	32	20	50	1	5	30	100	1,000	0	.....	3,033	May.
79	Medical department of Howard University.	3	22	.....	.....	.....	5	30	0	100,000	2,200	154	2,019	March 6.
80	National Medical College (Columbian University).	3	20	.....	.....	.....	5	30	60, 100, 45	*l*2,000	0	0	.....	March 15.
	2.—*Eclectic.*													
81	California Medical College (Eclectic)	3	24	.....	.....	.....	5	30	120	20,000	.....	.....	3,500	April 26.
82	Georgia Eclectic Medical College	2	20	0	0	0	.....	25	*n*65	7,000	.....	.....	2,700	March 8.
83	Bennett College of Eclectic Medicine and Surgery.	3	26	.....	.....	.....	5	25	50	75,000	.....	.....	7,500	March 20.
84	Indiana Eclectic Medical College	2	20	.....	.....	.....	5	25	40	.....	3,000	.....	1,000	February 18.

* From Report of the Commissioner of Education for 1881.
a Also an optional recitation term of 26 weeks.
b For recitation term.
c In 1880.
d Revenue paid into the college treasury for session ending March, 1880.
e In the regular winter session; the collegiate year embraces a period of nearly 9 months.
f $50 for the third year if $200 have been paid.
g $87.50 for the first year and $50 for the second.
h Final examination fee.
i Compulsory; 14 voluntary.
j For the first and second years; for the third, $110.
k For the first and second years; for third, $100.
l Value of apparatus.
m Two courses of lectures.
n For the course, including demonstrator's ticket.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1882, *&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
85	Eclectic Medical College (Iowa) *a*													
86	Eclectic Medical College (Maine) *a*													
87	American Medical College	3	40	100	10	0		$25	*b*$100			$0	$6,000	June 7.
88	Eclectic Medical College of the City of New York.	3	25	1,300	500	200	$5	30	50	$45,000			9,000	March.
89	United States Medical College	3	22				5	30	75	*c*1,600			3,197	March 6.
90	Eclectic Medical Institute	3	40				75	25	*d*150	80,000	$0		30,000	June 12.
	3.—*Homœopathic.*													
91	Chicago Homœopathic College	3	39	400	1,000		5	*e*25	50	50,000	0	0	5,000	March 1.
92	Hahnemann Medical College and Hospital.	(*f*)	26				5	25	50	75,000			17,500	February.
93	Homœopathic medical department, State University of Iowa.	2, 3	20	300		20	5	25	20				*1,000	March 6.
94	Boston University School of Medicine	3, 4	35	*1,800	*500		5	30	66	*110,000				June 6.
95	Homœopathic Medical College (University of Michigan).	3	36	(*g*)			(*h*)	10	(*h*)	(*g*)	(*g*)			June 28.
96	Homœopathic Medical College of Missouri.	3	20				5	25	50				2,900	
97	New York Homœopathic Medical College.	3	22	0	0	0	5	30	125					March.
98	New York Medical College and Hospital for Women.	3	22	30		9	5	10	60				*2,100	April.
99	Pulte Medical College*	3	23				5	30	70	25,000				March 1.
100	Homœopathic Hospital College	3	22				5	30	60					February 28.
101	Hahnemann Medical College of Philadelphia.	2, 3	22	2,000	1,000		5	30	100, 70	50,000			12,000	March.

	II.—DENTAL.												
102	Dental department (University of California).	2	20	20	40	20	5	30	130	c1,500	0	0	4,240	November 1.
103	Indiana Dental College	1-2	20	.....	.....	.....	5	25	95	i1,500	.....	.....	4,513	March 7.
104	Dental department, Iowa State University.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
105	Baltimore College of Dental Surgery	2	22	0	.....	.....	5	30	100	10,000	.....	.....	8,000	March.
106	Dental department of the University of Maryland.	2	22	.....	.....	.....	5	30	100	.....	.....	.....	.....	.....
107	Boston Dental College	3	32	64	125	.....	5	30	100	.....	0	.....	7,500	March 2.
108	Dental School of Harvard University	3	40	.....	.....	.....	0	0	200,150,50	8,000	0	0	3,500	June 27.
109	Dental College of the University of Michigan.	2,3	23	.....	.....	.....	(h)	10	(h)	.....	.....	.....	.....	March 28.
110	Kansas City Dental College*	3	40	.....	.....	.....	5	20	60	.....	.....	.....	255	March.
111	Missouri Dental College	2	22	.....	.....	.....	5	20	110	c1,000	.....	.....	2,003	March 7.
112	Western College of Dental Surgeons j	2	20	.....	.....	.....	5	0	50	.....	.....	.....	300	March 2.
113	New York College of Dentistry	2	22	.....	.....	.....	5	30	145	.....	.....	0	12,832	March 6.
114	Ohio College of Dental Surgery	2	20	.....	.....	.....	5	25	100	15,000	.....	.....	7,000	March 1-3.
115	Department of dentistry, University of Pennsylvania.	2	.....	4,000	.....	.....	5	30	100	.....	.....	.....	11,657	April 15.
116	Pennsylvania College of Dental Surgery	2	22	.....	.....	.....	5	30	k100	.....	.....	.....	8,000	March 2.
117	Philadelphia Dental College	2	21	.....	.....	.....	5	30	k100	.....	.....	.....	.....	.....
118	Dental department of the University of Tennessee.	2	21	2,000	1,000	3	5	10	75	50,000	0	0	2,700	February 27.
119	Dental department of Vanderbilt University.	2	21	.....	.....	.....	5	30	75	.....	.....	*1,568	*1,500	February 28.
	III.—PHARMACEUTICAL.													
120	California College of Pharmacy (University of California).*	2	25	.....	.....	.....	2½	10	d50	l3,000	.....	.....	1,480	November.
121	Chicago College of Pharmacy	2	20	.....	.....	.....	4	5	40	3,000	300	12	.....	March.
122	Louisville College of Pharmacy	2	20	150	200	13	5	10	30	7,000	.....	.....	1,700	March.
123	Class in pharmacy of the medical department of the University of Louisiana.	2	21	.....	.....	.....	.....	20	40	.....	.....	.....	.....	March 28.
124	Maryland College of Pharmacy	2	18	300	500	25	2	10	58,56	8,000	.....	.....	4,000	March.
125	Massachusetts College of Pharmacy	3	27	3,400	1,600	100	4	10	60	6,000	5,000	300	5,000	April 27.
126	School of Pharmacy of the University of Michigan.	2,3	34	(g)	(g)	(g)	(h)	10	(h)	(g)	(g)	(g)	(g)	June 28.
127	St. Louis College of Pharmacy	4	22	.....	.....	.....	4	5	36-62	c3,500	.....	.....	4,500	March.
128	Albany College of Pharmacy (Union University).	m2	20	.....	.....	.....	3	10	30	.....	.....	.....	888	February 27.
129	College of Pharmacy of the City of New York.	2	22	1,145	700	100	0	10	50	71,000	1,500	60	15,000	March 2.

* From Report of the Commissioner of Education for 1881.
a Favored by the National Eclectic Medical Association, but not formally recognized up to the close of the year 1882.
b Includes matriculation and demonstrator's ticket.
c Value of apparatus.
d For full course.
e Final examination fee.
f Two full courses of lectures.
g Reported with classical department (Table IX).
h Matriculation fee $10 and annual tax $25 to residents of Michigan; to non-residents matriculation fee $25 and annual tax $35.
i Value of apparatus and furniture.
j Suspended for one year; figures are for the year 1881.
k For the course, including demonstrator's ticket.
l Value of grounds and apparatus.
m Four years' apprenticeship required.

TABLE XIII.—*Statistics of schools of medicine, of dentistry, and of pharmacy for* 1882, *&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
130	Cincinnati College of Pharmacy*	2	22	450	800	25	$5	$10	$30	a$1,000	.....	$0	$2,600	March 8.
131	Philadelphia College of Pharmacy	2	20, 18	.....	.....	.....	5	15	36	75,000	$0	0	.....	March 16.
132	Pittsburgh College of Pharmacy*	2	20	.....	.....	.....	4	10	36	a200	0	0	1,100	
133	Department of pharmacy, Vanderbilt University.*	2	20	.....	.....	.....	10	5	50	(b)	.....	.....	.....	February 21.
134	National College of Pharmacy	2	36	250	400	.....	5	0	48	c2,500	0	0	1,951	

* From Report of the Commissioner of Education for 1881.
a Value of apparatus.
b Reported with classical department (see Table IX).
c Value of apparatus and furniture.

TABLE XIII.—*Memoranda.*

Name.	Location.	Remarks.
Cogswell Dental College	San Francisco, Cal.	Does not exist. See dental department, University of California.
Woman's Medical College of the Pacific Coast	San Francisco, Cal.	No information received.
Savannah Medical College	Savannah, Ga.	Suspended.
Dental department of the College of Physicians and Surgeons of Boston	Boston, Mass	Not organized beyond the first year, and further organization postponed for the present.
St. Joseph Hospital Medical College	St. Joseph, Mo	Closed.
St. Louis College of Homœopathic Physicians and Surgeons	St. Louis, Mo.	Succeeded at close of session 1881-'82 by Homœopathic Medical College of Missouri.
Medical department, Shaw University	Raleigh, N. C	See Leonard Medical School; identical.
Medical College of Virginia	Richmond, Va	No information received.

TABLE XIV.—*Summary of examinations for admission to the United States Military and Naval Academies for the year* 1882.

States and Territories.	MILITARY ACADEMY.										NAVAL ACADEMY.									
	Number of candidates.	Number accepted.	Number rejected.								Number of candidates.	Number accepted.	Number rejected.							
			Total.	On what account.									Total.	On what account.						
				Physical disability.	For deficiency in—									Physical disability.	For deficiency in—					
					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.					Reading.	Writing and orthography.	Arithmetic.	Geography.	Grammar.	History.[a]
Alabama	4	3	1	..	..	1	1	..	..	..	1	0	1	..	..	..	..	1	1	..
Arkansas	3	1	2	..	..	1	..	1	1	1	1	1	..	..	..	..	..	..	..	..
California	3	2	1	..	..	..	1	..	..	..	1	1	..	..	..	..	..	..	..	..
Colorado	0	0	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Connecticut	3	2	1	..	..	..	1	..	..	..	2	1	1	1	..	..	..	..	..	..
Delaware	1	0	1	..	..	1	1	..	1	1	..	..	..	..	..	..	..	..	..	..
Florida	2	1	1	..	..	..	1	..	..	..	1	1	..	..	..	..	..	..	..	..
Georgia	6	3	3	..	1	1	3	1	2	1	3	1	2	1	..	1	..	1	1	..
Illinois	8	7	1	..	..	..	..	..	1	..	3	1	2	..	..	2	1	2	2	..
Indiana	9	4	5	1	..	1	3	1	3	2	6	5	1	..	..	1	1	1	1	..
Iowa	3	3	0	..	..	..	..	..	..	..	3	0	3	2	..	1	..	..	1	..
Kansas	1	1	0	..	..	..	..	..	..	..	1	0	1	1	..	..	..	..	..	..
Kentucky	10	8	2	..	1	1	2	..	2	1	10	5	*b*5	3	..	1	1	1	1	..
Louisiana	4	3	1	..	..	..	1	1	1	1	1	0	1	..	..	1	1	1	1	..
Maine	2	2	0	..	..	..	..	..	..	..	1	1	..	..	..	..	..	..	..	..
Maryland	7	4	3	..	..	1	3	..	1	..	1	1	..	..	..	..	..	..	..	..
Massachusetts	2	2	0	..	..	..	..	..	..	..	5	5	..	..	..	..	..	..	..	..
Michigan	5	4	1	1	..	..	..	..	..	..	1	0	1	..	..	1	1	1	1	..
Minnesota	2	2	0	..	..	..	..	..	..	..	2	0	2	..	..	2	2	2	1	..
Mississippi	3	3	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Missouri	9	9	0	..	..	..	..	..	..	..	4	2	2	..	..	2	2	2	2	..
Nebraska	1	1	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Nevada	0	0	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
New Hampshire	0	0	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
New Jersey	2	2	0	..	..	..	..	..	..	..	4	2	2	1	..	..	1	1	..	..
New York	24	17	7	..	..	4	4	1	3	3	14	10	4	1	..	1	3	1	1	..
North Carolina	2	1	1	..	..	1	1	..	1	..	..	..	..	..	..	..	..	..	..	..
Ohio	9	6	3	..	..	2	2	1	1	3	7	4	3	..	..	1	3	3	3	..
Oregon	1	1	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Pennsylvania	16	12	4	..	..	1	3	2	4	1	12	5	7	1	..	1	6	1	3	..
Rhode Island	1	1	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
South Carolina	2	1	1	..	..	..	1	..	..	..	3	0	3	1	..	..	1	1	1	..
Tennessee	10	3	7	..	..	..	6	2	1	3	2	1	1	..	..	..	1	..	..	..
Texas	4	4	0	..	..	..	..	..	..	..	5	2	3	..	..	..	3	2	1	..
Vermont	1	1	0	..	..	..	..	..	..	..	3	1	2	1	..	1	1	1	1	..
Virginia	4	3	1	..	..	..	1	..	1	..	2	2	..	..	..	..	..	..	..	..
West Virginia	2	2	0	..	..	..	..	..	..	..	5	1	4	1	..	..	3	1	..	..
Wisconsin	4	3	1	1	..	..	..	..	..	..	7	4	3	1	..	..	2	..	..	..
Arizona	0	0	0	..	..	..	..	..	..	..	2	1	1	..	..	..	1	1	..	..
Dakota	0	0	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
District of Columbia	1	1	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Idaho	0	0	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Montana	1	0	1	..	..	..	1	..	1	..	1	1	..	..	..	..	..	..	..	..
New Mexico	0	0	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Utah	0	0	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Washington	0	0	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Wyoming	1	0	1	..	..	1	..	..	..	..	1	1	..	..	..	..	..	..	..	..
Foreign	0	0	0	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
At large	10	6	4	..	..	2	3	..	2	..	..	..	..	..	..	..	..	..	..	..
Total	183	129	54	3	2	18	39	10	26	17	115	60	*b*55	15	..	16	34	24	22	..

a Not examined in this branch. *b* Includes 1 withdrawn.

TABLE XV.—PART 1.—*Degrees conferred in* 1882 *by universities, colleges, scientific*

[The following are the explanations of abbreviations used in Part 1 of this table: L. B., Bachelor 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; D. D. S., Doctor of

NOTE.—0 shows that no degrees were

	Institutions and locations.	All classes. All degrees. In course.	All classes. All degrees. Honorary.	Letters. In course, L. B.	Letters. A. B. In course.	Letters. A. B. Honorary.	Letters. A. M. In course.	Letters. A. M. Honorary.
	1	2	3	4	5	6	7	8
1	Agricultural and Mechanical College, Auburn, Ala	12	3	....	4	....	....	....
2	Howard College, Marion, Ala	7	0	....	5	....	....	....
3	Spring Hill College, near Mobile, Ala	8	0	....	4	....	....	....
4	University of Alabama, Tuscaloosa, Ala	*a*15	.....	....	....	....	....	....
5	Arkansas College, Batesville, Ark	6	0	....	6	....	....	....
6	Cane Hill College, Boonesborough, Ark	1	.....	....	....	....	....	....
7	Arkansas Industrial University, Fayetteville, Ark	20	3	2	13	....	....	1
8	University of California, Berkeley, Cal	99	.....	....	6	....	2	....
9	Pierce Christian College, College City, Cal	1	.....	....	....	....	....	....
10	St. Ignatius College, San Francisco, Cal	9	.....	....	4	....	....	....
11	St. Mary's College, San Francisco, Cal	14	.....	....	10	....	2	....
12	Santa Clara College, Santa Clara, Cal	8	.....	....	2	....	....	....
13	University of the Pacific, Santa Clara, Cal	14	1	....	4	....	6	....
14	Pacific Methodist College, Santa Rosa, Cal	8	1	....	1	....	3	....
15	Hesperian College, Woodland, Cal	2	.....	....	....	....	1	....
16	University of Denver, Denver, Colo	5	0	....	....	....	....	....
17	State School of Mines, Golden, Colo	.....	1	....	....	....	....	....
18	Trinity College, Hartford, Conn	23	12	....	17	8	5	2
19	Storrs Agricultural School, Mansfield, Conn	6	.....	....	....	....	....	....
20	Wesleyan University, Middletown, Conn	46	6	....	21	....	25	4
21	Yale College, New Haven, Conn	221	4	....	119	....	4	2
22	Delaware College, Newark, Del	9	2	*f*4	....	....	....	2
23	University of Georgia, Athens, Ga	*g*36	.....	....	....	....	....	....
24	Atlanta University, Atlanta, Ga	2	.....	....	2	....	....	....
25	Mercer University, Macon, Ga	18	.....	....	18	....	....	....
26	Pio Nono College, Macon, Ga	2	.....	....	....	....	2	....
27	Emory College, Oxford, Ga	*j*22	1	....	....	....	....	....
28	Abingdon College, Abingdon, Ill	5	2	*k*5	....	....	....	2
29	Hedding College, Abingdon, Ill	18	4	....	2	....	2	2
30	Illinois Wesleyan University, Bloomington, Ill	37	1	....	3	....	*m*10	....
31	St. Viateur's College, Bourbonnais Grove, Ill	8	.....	....	3	....	5	....
32	Blackburn University, Carlinville, Ill	12	2	....	3	....	....	....
33	St. Ignatius College, Chicago, Ill	4	.....	....	4	....	....	....
34	University of Chicago, Chicago, Ill	22	4	....	13	....	8	1
35	Eureka College, Eureka, Ill	6	.....	....	4	....	1	....
36	Northwestern University, Evanston, Ill	78	4	*f*2	13	....	12	1
37	Ewing College, Ewing, Ill	3	.....	....	....	....	....	....
38	Knox College, Galesburg, Ill	14	.....	....	8	....	....	....
39	Lombard University, Galesburg, Ill	6	1	....	1	....	1	....
40	Illinois College, Jacksonville, Ill	*j*8	2	....	....	....	....	....
41	Lake Forest University, Lake Forest, Ill	6	2	3	1	....	....	1
42	McKendree College, Lebanon, Ill	35	5	....	5	....	6	2
43	Lincoln University, Lincoln, Ill	11	1	....	....	....	*n*7	....
44	Monmouth College, Monmouth, Ill	21	3	....	12	....	....	....
45	Mt. Morris College, Mt. Morris, Ill	11	.....	....	2	....	....	....
46	Northwestern College, Naperville, Ill	8	.....	*s*5	1	....	....	....
47	Chaddock College, Quincy, Ill	10	3	....	3	....	....	2
48	Augustana College, Rock Island, Ill	*t*13	0	....	....	....	....	....
49	Shurtleff College, Upper Alton, Ill	13	3	....	7	....	....	1
50	Illinois Industrial University, Urbana, Ill	*u*34	0	9	1	....	....	....

a These are degrees conferred in the law department only; no report of those conferred in collegiate department.
b Includes 1 honorary degree of M. D.
c Honorary degree of "engineer of mines."
d These are "bachelor of sacred theology."
e Includes 5 "master of laws."
f "Bachelor of literature."
g No report of degrees conferred on students in Franklin College.
h "Bachelor of chemical science."
i "Bachelor of engineering."
j Degrees not specified.
k Two are "master of English literature" and 3 are "mistress of English literature."

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. Doc., 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	
1	....	....	....	4	2	1	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	2	1
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5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	10
2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	11
5	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	12
1	....	....	....	....	....	....	....	....	....	2	....	....	....	1	....	....	1	....	....	....	....	....	13
1	1	1	....	....	....	....	....	....	....	2	....	....	....	....	....	....	....	....	....	....	....	....	14
1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	15
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1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	1	17
6	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	18
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5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	21
*h*2	....	....	....	*i*3	1	....	....	....	....	....	....	....	....	....	....	....	....	23	....	....	7	....	22
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4	....	5	....	....	....	....	....	....	....	4	....	*l*1	....	....	....	....	1	....	....	....	....	1	29
3	....	2	....	....	....	....	....	....	....	*m*2	....	*n*2	....	....	....	....	1	....	....	....	15	....	30
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	31
7	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	*o*2	1	....	....	....	....	....	32
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1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	....	....	....	....	....	34
1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	35
3	....	....	....	....	....	....	....	....	....	6	....	*l*3	....	....	....	....	1	*p*39	....	....	....	2	36
1	....	....	....	....	....	....	....	....	....	....	....	....	....	*q*2	....	....	....	....	....	....	....	....	37
6	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	38
3	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	39
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....	....	....	....	....	....	....	....	....	....	2	....	....	....	....	....	....	1	....	....	....	....	....	41
14	....	4	1	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	6	1	42
....	....	....	....	....	....	....	....	....	....	4	....	....	....	....	....	....	1	....	....	....	....	....	43
9	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	....	....	....	....	....	44
2	....	....	....	....	....	....	....	....	....	7	....	....	....	....	....	....	....	....	....	....	....	....	45
2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	46
5	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	1	....	....	....	1	....	47
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	*o*9	....	....	....	....	....	....	48
....	....	....	....	....	....	....	....	....	....	3	....	....	....	....	....	3	2	....	....	....	....	....	49
13	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	50

l "Master of philosophy."
m Seven in course and 3 on examination.
n Conferred on examination.
o Graduates in theology.
p Includes 2 hospital graduates.
q Diplomas on completion of musical course.
r Includes 1 "mistress of liberal arts."
s "Laureate of English literature."
t Nine are graduates in theology and 4 degrees not specified.
u Includes 11 "full certificates," given to special students.

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

	Institutions and locations.	All classes. All degrees. In course.	All classes. All degrees. Honorary.	Letters. In course, L. B.	Letters. A. B. In course.	Letters. A. B. Honorary.	Letters. A. M. In course.	Letters. A. M. Honorary.
	1	2	3	4	5	6	7	8
51	Westfield College, Westfield, Ill	5	....	....	....	....	2	....
52	Wheaton College, Wheaton, Ill	9	1	*a*5	....	....	3	....
53	Indiana University, Bloomington, Ind	28	....	9	15	....	....	....
54	Wabash College, Crawfordsville, Ind	14	....	....	10	....	....	....
55	Franklin College, Franklin, Ind	6	0	....	2	....	3	....
56	Indiana Asbury University, Greencastle, Ind	48	8	....	33	....	9	2
57	Hanover College, Hanover, Ind	5	14	....	2	....	....	9
58	Hartsville University, Hartsville, Ind	3	....	....	....	....	1	....
59	Butler University, Irvington, Ind	85	6	....	4	....	....	4
60	Purdue University, La Fayette, Ind	10	....	....	....	....	....	....
61	Union Christian College, Merom, Ind	0	....	....	....	....	....	....
62	Moore's Hill College, Moore's Hill, Ind	11	0	....	3	....	1	....
63	University of Notre Dame, Notre Dame, Ind	6	4	....	3	....	....	3
64	Earlham College, Richmond, Ind	3	1	....	2	....	....	1
65	Ridgeville College, Ridgeville, Ind	3	....	....	1	....	....	....
66	Iowa State Agricultural College, Ames, Iowa	25	0	....	....	....	....	....
67	Amity College, College Springs, Iowa	10	....	4	....	....	....	....
68	Griswold College, Davenport, Iowa	5	4	....	....	....	1	1
69	Norwegian Luther School, Decorah, Iowa	11	0	....	11	....	....	....
70	Drake University, Des Moines, Iowa	*f*4	....	....	....	....	....	....
71	Parsons College, Fairfield, Iowa	0	4	....	....	....	....	....
72	Upper Iowa University, Fayette, Iowa	6	2	....	2	....	....	1
73	Iowa College, Grinnell, Iowa	30	2	*g*11	16	....	....	....
74	State University of Iowa, Iowa City, Iowa	233	1	....	20	....	....	....
75	German College, Mount Pleasant, Iowa	2	....	....	1	....	....	....
76	Iowa Wesleyan University, Mount Pleasant, Iowa	28	4	....	7	....	....	2
77	Cornell College, Mount Vernon, Iowa	*h*38	2	....	5	....	....	....
78	Oskaloosa College, Oskaloosa, Iowa	6	....	....	2	....	1	....
79	Penn College, Oskaloosa, Iowa	13	0	....	6	....	2	....
80	Central University of Iowa, Pella, Iowa	1	2	....	1	....	....	....
81	Tabor College, Tabor, Iowa	2	....	....	1	....	....	....
82	Western College, Toledo, Iowa	7	2	....	....	....	2	....
83	St. Benedict's College, Atchison, Kans	2	....	....	....	....	....	....
84	Baker University, Baldwin City, Kans	3	1	....	....	....	....	1
85	Highland University, Highland, Kans	8	2	....	....	....	8	1
86	University of Kansas, Lawrence, Kans	21	....	*j*4	7	....	....	....
87	Lane University, Lecompton, Kans	4	....	....	....	....	....	....
88	Kansas State Agricultural College, Manhattan, Kans	11	0	....	....	....	2	....
89	Ottawa University, Ottawa, Kans	0	....	....	....	....	....	....
90	St. Mary's College, St. Mary's, Kans	3	0	....	3	....	....	....
91	Washburn College, Topeka, Kans	3	0	....	1	....	1	....
92	St. Joseph's College, Bardstown, Ky	1	....	....	....	....	....	....
93	Berea College, Berea, Ky	4	....	....	3	....	....	....
94	Cecilian College, Cecilian, Ky	4	....	....	4	....	....	....
95	Centre College, Danville, Ky	17	3	....	14	....	3	....
96	Eminence College, Eminence, Ky	10	....	....	....	....	6	....
97	Kentucky Military Institute, Farmdale, Ky	19	1	*k*1	7	....	3	....
98	South Kentucky College, Hopkinsville, Ky	5	0	....	....	....	....	....
99	Agricultural and Mechanical College of Kentucky, Lexington, Ky.	6	....	....	3	....	....	....
100	Kentucky University, Lexington, Ky	3	0	....	3	....	....	....
101	Kentucky Classical and Business College, North Middletown, Ky.	11	....	9	1	....	....	....
102	Kentucky Wesleyan College, Millersburg, Ky	5	0	....	3	....	....	....
103	Central University, Richmond, Ky	44	3	....	2	....	....	....
104	Bethel College, Russellville, Ky	6	0	....	5	....	1	....
105	Louisiana State University and Agricultural and Mechanical College, Baton Rouge, La.	2	0	....	2	....	....	....

a These are L. A. (laureate in arts).
b "Master of philosophy."
c Seventeen are ad eundem degrees."
d Includes 2 A. C. ("analytical chemist").
e Graduates in theology.
f Degrees conferred in law school only.

1892 *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	
3	....	....	....	....	....	....	....	....	....	1	....	....	1	....	....	....	....	....	....	....	....	....	51
....	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	52
3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	53
4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	54
1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	55
....	....	....	1	....	....	....	....	....	....	6	....	....	1	....	....	....	3	....	....	....	....	1	56
3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3	....	....	....	....	2	57
1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	58
1	....	....	1	....	....	....	....	....	....	2	....	....	*b*1	....	....	....	*c*78	....	....	....	....	....	59
*d*10	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	60
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7	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	62
2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	1	63
1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	64
1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	65
23	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	66
6	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	67
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3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	....	....	....	....	73
5	....	....	....	3	....	....	....	....	....	12	....	....	....	....	....	....	....	62	....	....	131	1	74
1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	75
21	....	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	1	....	....	....	....	....	76
3	....	....	....	3	....	....	....	....	....	2	....	....	....	....	....	....	2	....	....	....	....	....	77
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5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	79
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1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	81
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*i*2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	83
3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	84
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3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	7	....	86
4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	87
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1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	101
2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	102
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g Diplomas on completion of "ladies' course."
h Includes 25 masters' degrees, but whether in letters or science is not reported.
i "Master of accounts."
j These are normal graduates.
k "Bachelor of English."
l Includes 6 "graduates in commercial course."

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
106	Jefferson College (St. Mary's), Convent, St. James Parish, La.	3	.....	....	....	....	3	....
107	Centenary College of Louisiana, Jackson, La	5	.....	....	2	....	....	....
108	College of the Immaculate Conception, New Orleans, La	8	.....	....	4	....	4	....
109	Straight University, New Orleans, La	11	.....	....	....	....	....	....
110	University of Louisiana, New Orleans, La	*a*65	0	....	....	....	....	....
111	Bowdoin College, Brunswick, Me	56	6	....	28	....	....	6
112	Bates College, Lewiston, Me	49	5	....	26	....	17	1
113	Maine State College of Agriculture and the Mechanic Arts, Orono, Me.	28	.....	....	....	....	....	....
114	Colby University, Waterville, Me	41	0	....	33	....	8	....
115	St. John's College, Annapolis, Md	8	.....	*b*4	4	....	....	....
116	United States Naval Academy, Annapolis, Md	0	0	....	....	....	....	....
117	Johns Hopkins University, Baltimore, Md	24	.....	....	15	....	....	....
118	Loyola College, Baltimore, Md	4	.....	....	4	....	....	....
119	Washington College, Chestertown, Md	8	1	....	8	....	....	1
120	Rock Hill College, Ellicott City, Md	3	1	....	3	....	....	....
121	Mount St. Mary's College, Emmittsburg, Md	22	2	....	9	....	9	....
122	Frederick College, Frederick, Md	0	0	....	....	....	....	....
123	New Windsor College, New Windsor, Md	8	4	*d*7	1	....	....	2
124	Western Maryland College, Westminster, Md	21	0	....	19	....	2	....
125	Amherst College, Amherst, Mass	87	5	....	62	....	25	1
126	Massachusetts Agricultural College, Amherst, Mass	30	0	....	....	....	....	....
127	Boston College, Boston, Mass	18	0	....	18	....	....	....
128	Boston University, Boston, Mass	141	0	....	13	....	8	....
129	Massachusetts Institute of Technology, Boston, Mass	24	0	....	....	....	....	....
130	Harvard University, Cambridge, Mass	310	6	....	182	....	7	2
131	Tufts College, College Hill, Mass	12	.....	....	10	....	1	....
132	Williams College, Williamstown Mass	46	5	....	38	....	8	3
133	College of the Holy Cross, Worcester, Mass	19	.....	....	16	....	3	....
134	Worcester County Free Institute of Industrial Science, Worcester, Mass.	31	0	....	....	....	....	....
135	Adrian College, Adrian, Mich	14	1	....	4	....	2	....
136	Albion College, Albion, Mich	7	0	....	3	....	....	....
137	University of Michigan, Ann Arbor, Mich	435	4	*j*9	39	....	4	2
138	Grand Traverse College, Benzonia, Mich	0	0	....	....	....	....	....
139	Hillsdale College, Hillsdale, Mich	39	4	....	4	....	5	2
140	Hope College, Holland, Mich	14	0	....	8	....	6	....
141	Kalamazoo College, Kalamazoo, Mich	9	1	....	4	....	4	....
142	Michigan State Agricultural College, Lansing, Mich	32	0	....	....	....	....	....
143	Olivet College, Olivet, Mich	*n*18	.....	....	....	....	....	....
144	Hamline University, Hamline, Minn	.....	1	....	....	....	....	1
145	Augsburg Seminary, Minneapolis, Minn	7	.....	....	2	....	....	....
146	University of Minnesota, Minneapolis, Minn	33	0	11	11	....	....	....
147	Carleton College, Northfield, Minn	14	0	1	11	....	1	....
148	Agricultural and Mechanical College of Mississippi, Agricultural College, Miss.	0	0	....	....	....	....	....
149	Mississippi College, Clinton, Miss	5	2	1	1	....	....	....
150	Shaw University, Holly Springs, Miss	0	0	....	....	....	....	....
151	University of Mississippi, Oxford, Miss	27	3	....	12	....	....	....
152	Alcorn Agricultural and Mechanical College, Rodney, Miss	3	.....	....	....	....	3	....
153	Southwest Baptist College, Bolivar, Mo	5	1	....	1	....	....	1
154	Christian University, Canton, Mo	5	.....	2	2	....	....	....
155	St. Vincent's College, Cape Girardeau, Mo	1	6	....	....	1	....	1
156	University of the State of Missouri, Columbia, Mo	84	15	5	7	....	....	....
157	Grand River College, Edinburg, Mo	*m*4	.....	....	....	....	....	....
158	Central College, Fayette, Mo	3	1	....	....	....	2	....

a Degrees conferred in medical department only.
b These are "proficients," a degree conferred on completion of a select course.
c Graduates in theology.
d "Mistress of polite literature."
e Graduate in music.
f 10 are S. T. B. (bachelor of sacred theology), and 3 are graduates in theology.
g Include 5 "bachelor of surgery."
h "Doctor of science."
i "Doctor of dental medicine."
j Includes 1 "master of letters."

1882 *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	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	106
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12	...	2	...	9	....	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	113
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30	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	126
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16	...	...	...	...	...	...	...	...	...	...	...	8	....	*e*1	....	*f*13	...	*g*34	...	...	48	....	128
24	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	129
1	...	*h*1	...	1	1	...	...	...	...	...	...	...	...	...	...	5	....	86	*i*3	....	23	4	130
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	....	...	...	...	...	...	131
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31	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	134
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9	...	3	...	...	...	...	...	...	...	19	....	*k*3	2	...	...	...	....	107	32	740	170	....	137
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28	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	142
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6	...	*p*12	...	*q*21	4	2	....	....	....	....	....	....	....	....	....	....	....	7	....	....	20	15	156
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k Includes 1 master of philosophy.
l "Pharmaceutical chemist."
m These are "master of philosophy."
n Degrees not specified.
o Made priest during the year.
p 3 are "bachelor in pedagogics," 8 "principal of "pedagogics," and 1 "bachelor of domestic art."
q 7 of these are "topographical engineer" and 3 are "surveyor."

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
159	Lewis College, Glasgow, Mo	.....	1	....	....	....	....	....
160	Pritchett School Institute, Glasgow, Mo	1	.....	....	1	....	....	....
161	La Grange College, La Grange, Mo	6	1	....	3	....	....	....
162	William Jewell College, Liberty, Mo	7	.....	....	3	....	3	....
163	St. Louis University, St. Louis, Mo	12	0	....	4	....	3	....
164	Washington University, St. Louis, Mo	28	2	....	3	....	....	....
165	Drury College, Springfield, Mo	3	0	....	1	....	....	....
166	Stewartsville College, Stewartsville, Mo	3	0	*c*1	....	....	....	....
167	Central Wesleyan College, Warrenton, Mo	7	0	....	2	....	....	....
168	Doane College, Crete, Nebr	6	.....	....	2	....	....	....
169	Nebraska Wesleyan University, Fullerton, Nebr	2	0	....	....	....	....	....
170	University of Nebraska, Lincoln, Nebr	14	1	1	4	....	....	....
171	Dartmouth College, Hanover, N. H	135	12	....	57	....	19	8
172	Stevens Institute of Technology, Hoboken, N. J	14	0	....	....	....	....	....
173	St. Benedict's College, Newark, N. J	5	.....	....	....	....	5	....
174	Rutgers College, New Brunswick, N. J	27	.....	....	22	....	....	....
175	College of New Jersey, Princeton, N. J	172	11	....	87	....	80	4
176	St. Bonaventure's College, Allegany, N. Y	6	.....	....	6	....	....	....
177	St. Stephen's College, Annandale, N. Y	8	0	....	4	....	3	....
178	Wells College, Aurora, N. Y	2	.....	....	2	....	....	....
179	Brooklyn Collegiate and Polytechnic Institute, Brooklyn, N. Y	1	0	....	....	....	....	....
180	St. John's College, Brooklyn, N. Y	3	.....	....	3	....	....	....
181	Canisius College, Buffalo, N. Y	*f*7	.....	....	....	....	....	....
182	St. Lawrence University, Canton, N. Y	26	4	....	3	....	7	1
183	Hamilton College, Clinton, N. Y	47	12	....	31	*h*3	11	1
184	Elmira Female College, Elmira, N. Y	8	.....	....	5	....	3	....
185	St. John's College, Fordham, N. Y	12	.....	....	11	....	1	....
186	Hobart College, Geneva, N. Y	42	2	....	12	....	24	2
187	Madison University, Hamilton, N. Y	43	6	....	19	....	9	2
188	Cornell University, Ithaca, N. Y	82	0	*i*5	13	....	....	....
189	College of St. Francis Xavier, New York, N. Y	27	.....	....	22	....	5	....
190	College of the City of New York, New York, N. Y	44	5	....	30	....	....	4
191	Columbia College, New York, N. Y	387	0	....	47	....	6	....
192	Cooper Union Free Night Schools of Science and Art, New York, N. Y.	*k*10	.....	....	....	....	....	....
193	Manhattan College, New York, N. Y	18	.....	....	15	....	3	....
194	Rutgers Female College, New York, N. Y	5	.....	3	2	....	....	....
195	University of the City of New York, New York, N. Y	273	8	....	8	....	1	2
196	Vassar College, Poughkeepsie, N. Y	41	.....	....	39	....	2	....
197	University of Rochester, Rochester, N. Y	32	3	....	17	....	10	....
198	Union University, Schenectady, N. Y	155	11	....	36	1	....	1
199	College and Seminary of Our Lady of Angels, Suspension Bridge, N. Y.	1	.....	....	1	....	....	....
200	Syracuse University, Syracuse, N. Y	73	4	....	21	....	15	....
201	Rensselaer Polytechnic Institute, Troy, N. Y	18	.....	....	....	....	....	....
202	United States Military Academy, West Point, N. Y	0	0	....	....	....	....	....
203	University of North Carolina, Chapel Hill, N. C	32	10	....	18	....	....	3
204	Biddle University, Charlotte, N. C	4	0	....	4	....	....	....
205	Davidson College, Davidson College, N. C	22	.....	....	19	....	....	....
206	Shaw University, Raleigh, N. C	6	.....	....	4	....	2	....
207	Rutherford College, Rutherford College, N. C	13	4	....	8	....	5	....
208	Trinity College, Trinity College, N. C	*f*10	.....	....	....	....	....	....
209	Wake Forest College, Wake Forest, N. C	10	.....	1	7	....	1	....
210	Weaverville College, Weaverville, N. C	.....	1	....	....	....	....	....
211	Buchtel College, Akron, Ohio	11	.....	....	3	....	....	....
212	Ashland College, Ashland, Ohio	3	0	....	....	....	....	....
213	Ohio University, Athens, Ohio	11	.....	....	2	....	2	....
214	Baldwin University, Berea, Ohio	11	2	....	1	....	4	1
215	German Wallace College, Berea, Ohio	8	0	....	6	....	....	....

a Graduates in theology.
b "Engineer of mines."
c "Mistress of liberal arts."
d "Mechanical engineer."
e "Doctor of science."
f Degrees not specified.
g Certificate of proficiency in engineering.
h "A. B. nunc pro tunc."

1882 *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	
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i "Bachelor of literature."
j 22 are LL. B. (cum laude).
k Received the Cooper medal and diploma.
l 5 are "doctor of philosophy," conferred on examination, and 5 are "master of philosophy."
m 3 are "bachelor of painting."

TABLE XV.—PART 1.—*Degrees conferred in*

NOTE.—0 shows that no degrees were

	Institutions and locations.	All classes.		Letters.				
		All degrees.			A. B.		A. M.	
		In course.	Honorary.	In course, L. B.	In course.	Honorary.	In course.	Honorary.
	1	2	3	4	5	6	7	8
216	St. Joseph's College, Cincinnati, Ohio	8	.....	....	....	....	....	....
217	St. Xavier College, Cincinnati, Ohio	8	.....	....	6	....	2	....
218	University of Cincinnati, Cincinnati, Ohio	*b*12	0	1	3	....	....	....
219	Western Reserve University, Cleveland, Ohio	100	3	1	12	....	4	....
220	Farmers' College, College Hill, Ohio	5	1	....	1	....	....	1
221	Capital University, Columbus, Ohio	11	.....	....	5	....	6	....
222	Ohio State University, Columbus, Ohio	10	.....	....	2	....	....	....
223	Ohio Wesleyan University, Delaware, Ohio	53	6	18	25	....	....	2
224	Kenyon College, Gambier, Ohio	16	.....	....	9	....	5	....
225	Denison University, Granville, Ohio	9	1	....	7	....	....	....
226	Hiram College, Hiram, Ohio	7	0	....	....	....	....	....
227	Ohio Central College, Iberia, Ohio	*c*3	.....	....	....	....	....	....
228	Marietta College, Marietta, Ohio	22	3	....	17	....	3	2
229	Mt. Union College, Mt. Union, Ohio	24	3	....	11	....	1	....
230	Franklin College, New Athens, Ohio	19	4	....	6	....	12	1
231	Muskingum College, New Concord, Ohio	7	2	....	1	....	....	1
232	Oberlin College, Oberlin, Ohio	43	4	....	34	....	....	4
233	Scio College, Scio, Ohio	*f*4	.....	....	....	....	....	....
234	Heidelberg College, Tiffin, Ohio	14	.....	....	4	....	4	....
235	Otterbein University, Westerville, Ohio	18	3	....	4	....	9	1
236	Wilberforce University, Wilberforce, Ohio	3	2	....	....	....	....	....
237	Willoughby College, Willoughby, Ohio	0	0	....	....	....	....	....
238	Wilmington College, Wilmington, Ohio	*f*1	0	....	....	....	....	....
239	University of Wooster, Wooster, Ohio	61	6	....	24	....	23	1
240	Xenia College, Xenia, Ohio	*f*1	.....	....	....	....	....	....
241	Corvallis College, Corvallis, Oreg	6	.....	....	2	....	1	....
242	University of Oregon, Eugene City, Oreg	11	.....	....	6	....	....	....
243	Pacific University and Tualatin Academy, Forest Grove, Oreg	3	2	....	2	....	....	....
244	Blue Mountain University, La Grande, Oreg	0	0	....	....	....	....	....
245	McMinnville College, McMinnville, Oreg	0	0	....	....	....	....	....
246	Philomath College, Philomath, Oreg	0	0	....	....	....	....	....
247	Willamette University, Salem, Oreg	13	4	....	1	....	3	....
248	Western University of Pennsylvania, Allegheny, Pa	11	1	....	4	....	3	....
249	Muhlenberg College, Allentown, Pa	28	0	....	17	....	11	....
250	Lebanon Valley College, Annville, Pa	12	2	....	5	....	4	....
251	Dickinson College, Carlisle, Pa	33	5	....	19	....	8	2
252	Pennsylvania Military Academy, Chester, Pa	9	0	....	....	....	....	....
253	Lafayette College, Easton, Pa	66	9	....	30	....	19	2
254	Pennsylvania College, Gettysburgh, Pa	34	2	....	24	....	8	1
255	Thiel College, Greenville, Pa	12	.....	....	9	....	3	....
256	Haverford College, Haverford College, Pa	15	1	....	7	....	2	1
257	Monongahela College, Jefferson, Pa	4	0	....	1	....	1	....
258	Franklin and Marshall College, Lancaster, Pa	26	4	....	23	....	3	....
259	University at Lewisburg, Lewisburg, Pa	11	3	....	4	....	3	....
260	Lincoln University, Lincoln University, Pa	18	1	....	11	....	7	....
261	St. Francis College, Loretto, Pa	7	.....	....	....	....	....	....
262	Allegheny College, Meadville, Pa	26	4	....	20	....	6	3
263	Westminster College, New Wilmington, Pa	26	4	....	22	....	1	2
264	La Salle College, Philadelphia, Pa	4	3	....	4	....	....	3
265	University of Pennsylvania, Philadelphia, Pa	*i*275	3	....	25	....	15	....
266	Wagner Free Institute of Science, Philadelphia, Pa	0	0	....	....	....	....	....
267	Catholic College of the Holy Ghost, Pittsburgh, Pa	0	0	....	....	....	....	....
268	Lehigh University, South Bethlehem, Pa	7	0	....	....	....	....	....
269	Pennsylvania State College, State College, Pa	9	0	....	5	....	....	....
270	Swathmore College, Swathmore, Pa	24	.....	5	13	....	3	....
271	Augustinian College of Villanova, Villanova, Pa	1	.....	....	1	....	....	....
272	Washington and Jefferson College, Washington, Pa	48	6	....	31	....	11	2
273	Brown University, Providence, R. I	63	9	....	48	....	11	3
274	College of South Carolina, Charleston, S. C	2	.....	....	2	....	....	....
275	University of South Carolina, Columbia, S. C	0	0	....	....	....	....	....

a "Master of accounts."
b Includes 3 normal graduates.
c Includes 3 honorary M. D.
d 1 is "engineer of mines" and the other "mechanical engineer."
e Includes 1 degree not named.

1882 *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	
*a*8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	216
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f Degrees not specified.
g "Master of philosophy."
h Includes 1 honorary M. D.
i Includes 7 receiving certificates of proficiency on completion of special courses.

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	Erskine College, Due West, S. C	12	1	....	12	....	....	....
277	Furman University, Greenville, S. C	5	....	....	....	....	3	....
278	Newberry College, Newberry, S. C	12	2	....	5	....	7	....
279	Claflin University and South Carolina Agricultural College, Orangeburg, S. C.	2	1	....	1	....	....	1
280	Wofford College, Spartanburg, S. C	*a*11	0	....	....	....	....	....
281	Adger College, Walhalla, S. C	9	0	....	7	....	....	....
282	East Tennessee Wesleyan University, Athens, Tenn	13	2	....	2	....	3	....
283	King College, Bristol, Tenn	2	2	....	2	....	....	....
284	Southwestern Presbyterian University, Clarksville, Tenn	4	3	....	2	....	2	1
285	Hiwassee College, Hiwassee College, Tenn	15	2	....	9	....	....	1
286	Southwestern Baptist University, Jackson, Tenn	4	5	....	1	....	3	....
287	University of Tennessee, Knoxville, Tenn	96	5	....	3	....	....	....
288	Cumberland University, Lebanon, Tenn	48	1	....	3	....	....	....
289	Bethel College, McKenzie, Tenn	4	....	....	2	....	....	....
290	Maryville College, Maryville, Tenn	5	1	....	5	....	....	....
291	Mosheim Institute, Mosheim, Tenn	3	1	*c*1	1	....	....	1
292	Carson College, Mossy Creek, Tenn	5	3	....	5	....	....	....
293	Central Tennessee College, Nashville, Tenn	9	0	....	....	....	....	....
294	Fisk University, Nashville, Tenn	2	....	....	2	....	....	....
295	University of Nashville, Nashville, Tenn	*d*48	....	*e*40	8	....	....	....
296	Vanderbilt University, Nashville, Tenn	190	....	....	3	....	1	....
297	University of the South, Sewanee, Tenn	13	1	2	3	....	4	....
298	Burritt College, Spencer, Tenn	4	....	....	3	....	1	....
299	Winchester Normal, Winchester, Tenn	1	0	....	....	....	1	....
300	Agricultural and Mechanical College of Texas, College Station, Tex.	11	....	....	....	....	....	....
301	Southwestern University, Georgetown, Tex	11	....	....	8	....	2	....
302	Baylor University, Independence, Tex	5	3	....	3	....	....	....
303	Salado College, Salado, Tex	0	0	....	....	....	....	....
304	Austin College, Sherman, Tex	1	....	....	1	....	....	....
305	Trinity University, Tehuacana, Tex	3	1	....	1	....	....	....
306	Waco University, Waco, Tex	10	....	....	....	....	*i*10	....
307	Marvin College, Waxahachie, Tex	4	....	*j*4	....	....	....	....
308	University of Vermont and State Agricultural College, Burlington, Vt.	106	3	....	10	....	6	....
309	Middlebury College, Middlebury, Vt	14	4	....	10	....	4	....
310	Lewis College, Northfield, Vt	3	3	....	....	....	1	....
311	Randolph Macon College, Ashland, Va	6	1	....	3	....	3	....
312	Virginia Agricultural and Mechanical College, Blacksburg, Va.	11	....	....	....	....	....	....
313	Emory and Henry College, Emory, Va	9	3	....	7	....	....	....
314	Hampden Sidney College, Hampden Sidney College, Va	12	7	....	12	....	....	4
315	Virginia Military Institute, Lexington, Va	21	....	....	....	....	....	....
316	Washington and Lee University, Lexington, Va	21	5	....	7	....	2	....
317	New Market Polytechnic Institute, New Market, Va	3	....	....	1	....	2	....
318	Richmond College, Richmond, Va	9	4	....	2	....	3	....
319	Roanoke College, Salem, Va	10	8	....	8	....	....	8
320	University of Virginia, University of Virginia, Va	67	0	2	4	....	8	....
321	Bethany College, Bethany, W. Va	11	....	....	7	....	....	....
322	West Virginia University, Morgantown, W. Va	14	3	....	7	....	2	....
323	Lawrence University, Appleton, Wis	12	1	....	7	....	....	1
324	Beloit College, Beloit, Wis	12	4	....	8	....	3	1
325	Galesville University, Galesville, Wis	....	3	....	....	....	....	1
326	University of Wisconsin, Madison, Wis	104	4	*p*27	20	....	*q*4	2
327	Milton College, Milton, Wis	4	6	....	1	....	2	2

a Degrees not specified.
b Includes 1 honorary M. D.
c "Mistress of English literature."
d Degrees conferred in the State normal college only.
e "Licentiate of instruction."
f "Bachelor of engineering."
g Graduate in theology.
h These are "mechanical engineer."
i 8 of these are "maid of arts."

1882 *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	276
2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	277
1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	278
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	279
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	280
2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	281
6	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	2	..	..	..	..	..	282
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	283
6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	2	284
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	..	..	..	..	2	285
10	..	..	..	3	..	..	..	..	..	..	..	..	..	..	..	..	2	*b*69	12	..	..	2	286
1[c]	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	1	..	..	..	40	..	287
..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	288
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	289
1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	290
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	..	..	..	..	..	291
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	8	..	..	..	..	292
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	293
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	294
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	295
2	..	..	..	*f*1	..	..	..	..	..	1	..	2	..	..	..	*g*9	..	141	14	5	11	..	296
3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	*g*1	1	..	..	..	..	..	297
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	298
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	299
..	..	..	..	..	..	*h*11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	300
1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	301
..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	3	..	..	..	..	..	302
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	303
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	304
2	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	305
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	306
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	307
..	..	..	..	4	..	..	..	..	..	1	..	..	..	..	..	..	1	85	..	..	..	2	308
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	2	309
2	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	1	..	..	..	..	..	310
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	311
..	..	..	..	..	8	..	..	*k*3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	312
2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	1	313
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	..	..	..	..	..	314
*l*21	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	315
..	..	..	2	..	..	..	..	..	..	..	..	1	..	..	..	..	1	..	..	..	9	*m*4	316
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	317
2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	..	..	..	4	1	318
1	..	..	3	*n*1	..	..	..	..	..	..	..	..	..	..	..	..	..	12	..	..	36	..	319
4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	320
2	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	2	1	321
5	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	322
..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	*o*3	..	..	..	..	..	323
20	..	*r*2	3	..	*s*3	..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	25	2	324
1	..	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	325
																							326
																							327

j M. E. L. (mistress of English literature).
k "Bachelor of mechanic arts."
l These are "graduate Virginia Military Institute."
m 2 are "D. L."
n "Bachelor of scientific agriculture."
o These are "S. T. D."
p Includes 6 "M. L." (master of letters), of which 1 was conferred on examination.
q Includes 1 conferred on examination.
r Conferred on examination.
s "Bachelor of mining and metallurgy."

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
328	Racine College, Racine, Wis	10	2	....	6	....	4	....
329	Ripon College, Ripon, Wis	6	0	....	2	....	1	....
330	Northwestern University, Watertown, Wis	5	.....	....	5	....	....	....
331	Georgetown University, Georgetown, D. C	36	3	....	7	....	3	1
332	Columbian University, Washington, D. C	*c*8	.....	....	....	....	....	....
333	Howard University, Washington, D. C	25	3	....	....	....	....	1
334	National Deaf-Mute College, Washington, D. C	6	1	....	4	....	....	1
335	University of Deseret, Salt Lake City, Utah	0	0	....	....	....	....	....
336	University of Washington Territory, Seattle, Wash. Ter	7	.....	*e*3	1	....	....	....

a These are "S. T. D."
b 5 are "LL. M."
c Degrees conferred in the medical department only.

1882 *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	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	*a*2	...	...	...	...	...	328
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	329
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	330
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	7	...	...	*b*17	1	331
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	...	...	...	...	332
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	*d*5	1	13	...	...	7	1	333
2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	334
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	335
3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	336

d Graduates in theology. *e* 2 are normal graduates, and 1 graduate in commercial course.

TABLE XV.—PART 2.—*Degrees conferred in* 1882 *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	Pacific Theological Seminary, Oakland, Cal	*a*5	4	....	.....	....	....	....	....
2	San Francisco Theological Seminary, San Francisco, Cal	*b*1	.....	....	.....	....	....	....	....
3	Theological Institute of Connecticut, Hartford, Conn	*b*7	.....	....	.....	....	....	....	....
4	Chicago Theological Seminary, Chicago, Ill	6	6	....	.....	....	....	....	....
5	Presbyterian Theological Seminary of the Northwest, Chicago, Ill.	*b*3	.....	....	.....	....	....	....	....
6	Garrett Biblical Institute, Evanston, Ill	*c*21	12	....	.....	....	....	....	....
7	Wartburg Seminary, Mendota, Ill	*b*7	.....	....	.....	....	....	....	....
8	Baptist Union Theological Seminary, Morgan Park, Ill.	*b*24	.....	....	.....	....	....	....	....
9	Danville Theological Seminary, Danville, Ky	*b*1	.....	....	.....	....	....	....	....
10	College of the Bible, Lexington, Ky	*b*6	.....	....	.....	....	....	....	....
11	Preston Park Theological Seminary, Louisville, Ky	*b*2	.....	....	.....	....	....	....	....
12	Southern Baptist Theological Seminary, Louisville, Ky.	*d*10	.....	....	.....	....	....	....	....
13	Bangor Theological Seminary, Bangor, Me	*b*11	.....	....	.....	....	....	....	....
14	Andover Theological Seminary, Andover, Mass	*b*26	.....	....	.....	....	....	....	....
15	Episcopal Theological School, Cambridge, Mass	*e*8	6	....	.....	....	....	....	....
16	Newton Theological Institution, Newton Centre, Mass.	*b*15	.....	....	.....	....	....	....	....
17	Concordia College (Seminary), St. Louis, Mo	*b*34	.....	....	.....	....	....	....	....
18	German Theological School of Newark, N. J., Bloomfield, N. J.	*b*2	.....	....	.....	....	....	....	....
19	Drew Theological Seminary, Madison, N. J	*f*23	9	....	.....	....	....	....	....
20	Theological Seminary of the Reformed (Dutch) Church in America, New Brunswick, N. J.	*b*19	.....	....	.....	....	....	....	....
21	Theological Seminary of the Presbyterian Church, Princeton, N. J.	*b*41	.....	....	.....	....	....	....	....
22	Diocesan Seminary of the Immaculate Conception, South Orange, N. J.	*g*57	.....	....	.....	....	....	....	....
23	Auburn Theological Seminary, Auburn, N. Y	*b*20	.....	....	.....	....	....	....	....
24	Hartwick Seminary, Hartwick Seminary, N. Y	*b*3	.....	....	.....	....	....	....	....
25	General Theological Seminary of the Protestant Episcopal Church, New York, N. Y.	*h*33	3	....	.....	....	....	....	....
26	Union Theological Seminary, New York, N. Y	*b*35	.....	....	.....	....	....	....	....
27	Christian Biblical Institute, Stanfordville, N. Y	*b*2	.....	....	.....	....	....	....	....
28	St. Joseph's Provincial Seminary, Troy, N. Y	*i*18	.....	....	.....	....	....	....	....
29	Lane Theological Seminary, Cincinnati, Ohio	*b*14	.....	....	.....	....	....	....	....
30	Union Biblical Seminary, Dayton, Ohio	*b*5	.....	....	.....	....	....	....	....
31	Theological Seminary of the Protestant Episcopal Church in the Diocese of Ohio, Gambier, Ohio.	6	3	3	.....	....	....	....	....
32	Heidelberg Theological Seminary, Tiffin, Ohio	*b*11	.....	....	.....	....	....	....	....
33	United Presbyterian Theological Seminary of Xenia, Xenia, Ohio.	*b*13	.....	....	.....	....	....	....	....
34	Theological Seminary of the United Presbyterian Church, Allegheny, Pa.	11	11	....	.....	....	....	....	....
35	Western Theological Seminary of the Presbyterian Church, Allegheny, Pa.	*j*35	.....	....	.....	....	....	....	....
36	Theological Seminary of the General Synod of the Evangelical Lutheran Church, Gettysburg, Pa.	*b*11	.....	....	.....	....	....	....	....
37	Theological Seminary of the Reformed Church in the United States, Lancaster, Pa.	*b*5	.....	....	.....	....	....	....	....
38	Meadville Theological School, Meadville, Pa	*b*2	.....	....	.....	....	....	....	....
39	Divinity School of the Protestant Episcopal Church, Philadelphia, Pa.	*b*10	.....	....	.....	....	....	....	....
40	Theological Seminary of the Evangelical Lutheran Church, Philadelphia, Pa.	*b*13	.....	....	.....	....	....	....	....

a 1 received certificate only for partial course.
b Number of graduates reported.
c 9 received diplomas only.
d 6 full graduates and 4 English graduates.
e Number of graduates reported, of whom 6 received the degree of D. B.
f 14 received diplomas only.
g Number who completed the course and received holy orders.
h 30 are graduates for the year and 3 are "D. B."
i Number of priests ordained during the year.
j 34 received the diploma of the institution and 1 a post-graduate diploma.

TABLE XV.—PART 2.—*Degrees conferred in* 1882 *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
41	Missionary Institute, Selinsgrove, Pa	*a*4	.....	....	.....	....	....	....	....
42	Union Theological Seminary, Hampden Sidney College, Va.	*a*11	.....	....	.....	....	....	....	....
43	Richmond Institute, Richmond, Va	*a*8	.....	....	.....	....	....	....	....
44	Theological Seminary of the Evangelical Lutheran Church, Salem, Va.	*a*2	.....	....	.....	....	....	....	....
45	Protestant Episcopal Theological Seminary, Theological Seminary, Va.	*a*13	.....	....	.....	....	....	....	....
46	Mission House School, Franklin, Wis	*a*9	.....	....	.....	....	....	....	....
47	Nashotah House, Nashotah, Wis	2	2	....	.....	....	....	....	....
48	Wayland Seminary, Washington, D. C.	*a*4	.....	....	.....	....	....	....	....
	SCHOOLS OF LAW.								
49	Union College of Law of Chicago and Northwestern Universities, Chicago, Ill.	53	.....	....	.....	....	....	53	....
50	Law department, University of Louisville, Ky	20	.....	....	.....	....	....	20	....
51	School of Law, University of Maryland, Baltimore, Md.	30	.....	....	.....	....	....	30	....
52	Law School of the Cincinnati College, Cincinnati, Ohio.	67	.....	....	.....	....	....	67	....
53	National University, law department, Washington, D. C.	49	.....	....	.....	....	....	*b*49	....
	SCHOOLS OF MEDICINE.								
54	Medical College of Alabama, Mobile, Ala	21	.....	....	21	....	....	....	....
55	Cooper Medical College, San Francisco, Cal	12	.....	....	12	....	....	....	....
56	Atlanta Medical College, Atlanta, Ga	58	.....	....	*c*58	....	....	....	....
57	Southern Medical College, Atlanta, Ga	47	.....	....	*d*47	....	....	....	....
58	Rush Medical College, Chicago, Ill	188	.....	....	188	....	....	....	....
59	Woman's Medical College, Chicago, Ill	23	.....	....	23	....	....	....	....
60	Medical College of Evansville, Evansville, Ind	11	.....	....	11	....	....	....	....
61	Fort Wayne College of Medicine, Fort Wayne, Ind.	*e*16	.....	....	*f*15	....	....	....	....
62	Central College of Physicians and Surgeons, Indianapolis, Ind.	*e*10	.....	....	9	....	....	....	....
63	College of Physicians and Surgeons, Keokuk, Iowa	*g*124	.....	....	*c*122	....	....	....	....
64	Kentucky School of Medicine, Ky	*e*65	.....	....	64	....	....	....	....
65	Louisville Medical College, Louisville, Ky	54	.....	....	54	....	....	....	....
66	Medical department of the University of Louisville, Louisville, Ky.	96	.....	....	96	....	....	....	....
67	College of Physicians and Surgeons, Baltimore, Md	153	.....	....	153	....	....	....	....
68	School of Medicine, University of Maryland, Baltimore, Md.	73	.....	....	73	....	....	....	....
69	College of Physicians and Surgeons, Boston, Mass	11	.....	....	11	....	....	....	....
70	Michigan College of Medicine, Detroit, Mich	20	.....	....	20	....	....	....	....
71	Medical department of Minnesota College Hospital, Minneapolis, Minn.	4	.....	....	4	....	....	....	....
72	Kansas City Medical College, Kansas City, Mo	16	.....	....	16	....	....	....	....
73	Medical department of the University of Kansas City, Kansas City, Mo.	*e*11	.....	....	10	....	....	....	....
74	Northwestern Medical College, St. Joseph, Mo	26	.....	....	26	....	....	....	....
75	St. Joseph Medical College, St. Joseph, Mo	*h*35	.....	....	31	....	....	....	....
76	Missouri Medical College, St. Louis, Mo	125	.....	....	125	....	....	....	....
77	St. Louis Medical College, St. Louis, Mo	29	.....	....	29	....	....	....	....
78	Omaha Medical College, Omaha, Nebr	8	.....	....	8	....	....	....	....
79	Long Island College Hospital, Brooklyn, N. Y	61	.....	....	61	....	....	....	....
80	Medical department, University of Buffalo, Buffalo, N. Y.	65	.....	....	65	....	....	....	....
81	Bellevue Hospital Medical College, New York, N. Y.	163	.....	....	163	....	....	....	....

a Number of graduates reported.
b 15 are "master of laws."
c 1 is ad eundem degree.
d 10 are ad eundem degrees.
e Includes 1 honorary degree.
f 5 are ad eundem degrees.
g Includes 2 honorary M. D.
h St. Joseph Medical College was formed in 1882 by the union of St. Joseph Hospital Medical College and the College of Physicians and Surgeons. The former institution conferred in 1882 14 degrees, of which 2 were honorary, and the latter 21 degrees, of which 2 were honorary.

TABLE XV.—PART 2.—*Degrees conferred in* 1882 *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
82	Woman's Medical College of the New York Infirmary, New York, N. Y.	9	.....	....	9	....	....	....	....
83	Cincinnati College of Medicine and Surgery, Cincinnati, Ohio.	34	.....	....	34	....	....	....	....
84	Medical College of Ohio, Cincinnati, Ohio	104	.....	....	104	....	....	....	....
85	Miami Medical College, Cincinnati, Ohio	41	.....	....	41	....	....	....	....
86	Columbus Medical College, Columbus, Ohio	59	.....	....	59	....	....	....	....
87	Starling Medical College, Columbus, Ohio	52	.....	....	52	....	....	....	....
88	Jefferson Medical College, Philadelphia, Pa	250	.....	....	250	....	....	....	....
89	Medico-Chirurgical College of Philadelphia, Philadelphia, Pa.	3	.....	....	3	....	....	....	....
90	Woman's Medical College of Pennsylvania, Philadelphia, Pa.	19	.....	....	19	....	....	....	....
91	Medical College of the State of South Carolina, Charleston, S. C.	19	.....	....	19	....	....	....	....
92	Memphis Hospital Medical College, Memphis, Tenn	32	.....	....	32	....	....	....	....
93	California Medical College, Oakland, Cal	13	.....	....	13	....	....	....	....
94	Georgia Eclectic Medical College, Atlanta, Ga	24	.....	....	24	....	....	....	....
95	Bennett College of Eclectic Medicine and Surgery, Chicago, Ill.	41	.....	....	41	....	....	....	....
96	Indiana Eclectic Medical College, Indianapolis, Ind	7	.....	....	7	....	....	....	....
97	American Medical College, St. Louis, Mo	40	.....	....	40	....	....	....	....
98	Eclectic Medical College of the City of New York, New York, N. Y.	54	.....	....	54	....	....	....	....
99	United States Medical College, New York, N. Y	*a*36	.....	....	*b*33	....	....	....	....
100	Eclectic Medical Institute, Cincinnati, Ohio	100	.....	....	100	....	....	....	....
101	Chicago Homœopathic College, Chicago, Ill	*c*44	.....	....	*d*42	....	....	....	....
102	Hahnemann Medical College and Hospital, Chicago, Ill.	108	.....	....	108	....	....	....	....
103	Homœopathic Medical College of Missouri, St. Louis, Mo.	10	.....	....	10	....	....	....	....
104	New York Homœopathic Medical College, New York, N. Y.	36	.....	....	36	....	....	....	....
105	New York Medical College and Hospital for Women, New York, N. Y.	10	.....	....	10	....	....	....	....
106	Pulte Medical College, Cincinnati, Ohio	*c*34	.....	....	32	....	....	....	....
107	Homœopathic Hospital College, Cleveland, Ohio	54	.....	....	54	....	....	....	....
108	Hahnemann Medical College of Philadelphia, Pa	57	.....	....	57	....	....	....	....
	SCHOOLS OF DENTISTRY.								
109	Indiana Dental College, Indianapolis, Ind	15	.....	....	.....	15	....	....	....
110	Baltimore College of Dental Surgery, Baltimore, Md	47	.....	....	.....	47	....	....	....
111	Boston Dental College, Boston, Mass	18	.....	....	.....	18	....	....	....
112	Missouri Dental College, St. Louis, Mo	6	.....	....	.....	6	....	....	....
113	New York College of Dentistry, New York, N. Y	30	.....	....	.....	30	....	....	....
114	Ohio College of Dental Surgery, Cincinnati, Ohio	35	.....	....	.....	35	....	....	....
115	Pennsylvania College of Dental Surgery, Philadelphia, Pa.	59	.....	....	.....	59	....	....	....
116	Philadelphia Dental College, Philadelphia, Pa	52	.....	....	.....	52	....	....	....
	SCHOOLS OF PHARMACY.								
117	Chicago College of Pharmacy, Chicago, Ill	27	.....	....	.....	....	27	....	....
118	Louisville College of Pharmacy, Louisville, Ky	14	.....	....	.....	....	14	....	....
119	Maryland College of Pharmacy, Baltimore, Md	17	.....	....	.....	....	17	....	....
120	Massachusetts College of Pharmacy, Boston, Mass	12	.....	....	.....	....	12	....	....
121	St. Louis College of Pharmacy, St. Louis, Mo	27	.....	....	.....	....	27	....	....
122	College of Pharmacy of the City of New York, New York, N. Y.	67	.....	....	.....	....	67	....	....
123	Cincinnati College of Pharmacy, Cincinnati, Ohio	18	.....	....	.....	....	18	....	....
124	Philadelphia College of Pharmacy, Philadelphia, Pa	153	.....	....	.....	....	153	....	....
125	National College of Pharmacy, Washington, D. C	7	.....	....	.....	....	*e*7	....	....

a Includes 2 honorary degrees of "master in surgery" and 1 of "doctor of pharmacy."
b 3 are ad eundem degrees.
c Includes 2 honorary degrees.
d 4 are ad eundem degrees.
e These are "doctor of pharmacy."

TABLE XV.—PART 3.—*Degrees conferred in* 1882 *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	Huntsville Female College, Huntsville, Ala.	9	.....	....	2	....	....	....	7	....	....	....	....
2	Judson Female Institute, Marion, Ala..	*a*12	.....	....	....	....	....	....	....	....	....	....	....
3	Marion Female Seminary, Marion, Ala .	12	.....	....	12	....	....	....	....	....	....	....	....
4	Synodical Female Institute, Talladega, Ala.	*b*1	.....	....	....	....	....	....	....	....	....	....	....
5	Alabama Conference Female College, Tuskegee, Ala.	*c*22	.....	....	....	....	....	....	....	....	....	....	....
6	Young Ladies' Seminary, Benicia, Cal ..	0	0	....	....	....	....	....	....	....	....	....	....
7	Congrégation de Notre Dame, Waterbury, Conn.	0	0	....	....	....	....	....	....	....	....	....	....
8	Wesleyan Female College, Wilmington, Del.	0	0	....	....	....	....	....	....	....	....	....	....
9	Columbus Female College, Columbus, Ga.	*b*13	.....	....	....	....	....	....	....	....	....	....	....
10	Georgia Methodist Female College, Covington, Ga.	0	0	....	....	....	....	....	....	....	....	....	....
11	Andrew Female College, Cuthbert, Ga..	0	0	....	....	....	....	....	....	....	....	....	....
12	Dalton Female College, Dalton, Ga	3	.....	3	....	....	....	....	....	....	....	....	....
13	Georgia Baptist Seminary for Young Ladies, Gainesville, Ga.	10	.....	5	2	....	....	....	....	....	....	....	*d*3
14	Griffin Female College, Griffin, Ga.....	6	.....	....	6	....	....	....	....	....	....	....	....
15	La Grange Female College, La Grange, Ga.	7	.....	7	....	....	....	....	....	....	....	....	....
16	Southern Female College, La Grange, Ga.	*e*20	.....	....	....	....	....	....	....	....	....	....	....
17	Wesleyan Female College, Macon, Ga ..	69	.....	34	35	....	....	....	....	....	....	....	....
18	Rome Female College, Rome, Ga.....	*b*13	.....	....	....	....	....	....	....	....	....	....	....
19	Shorter College, Rome, Ga.....	0	0	....	....	....	....	....	....	....	....	....	....
20	Young Female College, Thomasville, Ga.	6	.....	....	6	....	....	....	....	....	....	....	....
21	Illinois Female College, Jacksonville, Ill.	21	.....	....	....	....	....	5	16	....	....	....	....
22	St. Mary's School, Knoxville, Ill.....	4	.....	4	....	....	....	....	....	....	....	....	....
23	Mt. Carroll Seminary, Mt. Carroll, Ill	*f*11	.....	....	....	....	....	....	....	....	....	....	....
24	Rockford Seminary, Rockford, Ill	*g*16	.....	2	....	....	....	....	....	....	....	....	....
25	De Pauw College, New Albany, Ind	2	.....	....	1	....	....	....	1	....	....	....	....
26	St. Mary's Academic Institute, St. Mary's, Ind.	*h*9	.....	....	....	....	....	....	....	....	....	....	....
27	College of the Sisters of Bethany, Topeka, Kans.	0	0	....	....	....	....	....	....	....	....	....	....
28	Bowling Green Female College, Bowling Green, Ky.	*i*1	.....	....	....	....	....	....	....	....	....	....	....
29	Clinton College, Clinton, Ky.....	0	0	....	....	....	....	....	....	....	....	....	....
30	Georgetown Female Seminary, Georgetown, Ky.	0	0	....	....	....	....	....	....	....	....	....	....
31	Liberty Female College, Glasgow, Ky ..	0	0	....	....	....	....	....	....	....	....	....	....
32	Daughters College, Harrodsburg, Ky....	*j*17	.....	....	....	....	....	....	....	....	....	....	....
33	Bethel Female College, Hopkinsville, Ky.	*b*7	.....	....	....	....	....	....	....	....	....	....	....
34	St. Catharine's Academy, Lexington, Ky.	0	0	....	....	....	....	....	....	....	....	....	....
35	Sayre Female Institute, Lexington, Ky.	*b*16	.....	....	....	....	....	....	....	....	....	....	....
36	Millersburg Female College, Millersburg, Ky.	19	.....	....	2	....	....	....	14	*k*1	....	*l*2	....
37	Mt. Sterling Female College, Mt. Sterling, Ky.	5	.....	....	....	....	....	....	5	....	....	....	....
38	Kentucky College, Pewee Valley, Ky....	6	.....	....	....	....	....	....	6	....	....	....	....
39	Logan Female College, Russellville, Ky.	1	.....	....	....	....	....	....	1	....	....	....	....

a 7 received the title of "full graduate" and 5 are graduates in eclectic course.
b Degrees not specified.
c 19 completed the regular course of the literary department, 2 the English course, and 1 the course in art.
d These are P. M. (proficiency in music).
e 12 diplomas on completion of full Latin course and 8 on completion of English course.
f 1 on completion of normal course, 2 on completion of collegiate course, 7 of musical course, and 1 of course in art; there was also a male graduate in normal course not included in total given above.
g 9 are graduates from the collegiate department, 2 of whom received the degree of B. A., and 7 from the music department.
h 2 "honors post graduate" and 7 conferred on graduates in the literary department.
i With the degree of "graduate."
j 12 with the degree of "alumna" and 5 with "teacher."
k "Maid of philosophy."
l 1 "maid of science" and 1 "mistress of science."

TABLE XV.—PART 3.—*Degrees conferred in* 1882 *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
40	Science Hill School, Shelbyville, Ky	0	0	....	....	....	....	....	....	....	....	....	....
41	Stuart's Female College, Shelbyville, Ky	0	0	....	....	....	....	....	....	....	....	....	....
42	Stanford Female College, Stanford, Ky	3	.....	1	....	....	....	....	2	....	....	....	....
43	Cedar Bluff Female College, Woodburn, Ky.	4	.....	....	1	....	....	....	1	....	....	*a*2	....
44	Silliman Female Collegiate Institute, Clinton, La.	10	.....	....	....	....	....	....	10	....	....	....	....
45	Keachi College, Keachi, La	.....	*b*3	....	....	....	....	....	....	....	....	....	....
46	Mansfield Female College, Mansfield, La.	8	.....	....	7	....	....	....	1	....	....	....	....
47	Minden Female College, Minden, La	5	.....	....	....	....	....	....	5	....	....	....	....
48	St. Catharine's Hall, Augusta, Me	0	0	....	....	....	....	....	....	....	....	....	....
49	Maine Wesleyan Seminary and Female College, Kent's Hill, Me.	*c*8	.....	2	....	....	....	....	....	....	....	....	....
50	Waterville Classical Institute, Waterville, Me.	8	.....	....	....	....	8	....	....	....	....	....	....
51	Abbot Academy, Andover, Mass	0	0	....	....	....	....	....	....	....	....	....	....
52	Lasell Seminary for Young Women, Auburndale, Mass.	(*d*)	.....	....	....	....	....	....	....	....	....	....	....
53	Smith College, Northampton, Mass	37	*e*1	36	1	....	....	....	....	....	....	....	....
54	Wellesley College, Wellesley, Mass	33	.....	26	2	....	....	....	....	....	....	2	*f*3
55	Bennet Seminary, Minneapolis, Minn	4	.....	....	....	....	....	....	....	....	....	*g*4	....
56	Blue Mountain Female College, Blue Mountain, Miss.	*h*4	.....	....	....	....	....	....	....	....	....	....	....
57	Whitworth College, Brookhaven, Miss	17	.....	....	....	....	....	....	15	....	....	....	*f*2
58	Franklin Female College, Holly Springs, Miss.	2	.....	....	1	....	....	....	1	....	....	....	....
59	Meridian Female College, Meridian, Miss.	2	.....	....	....	....	....	....	2	....	....	....	....
60	Union Female College, Oxford, Miss	4	.....	4	....	....	....	....	....	....	....	....	....
61	Chickasaw Female College, Pontotoc, Miss.	*i*2	.....	....	....	....	....	....	....	....	....	....	....
62	Starkville Female Institute, Starkville, Miss.	*h*3	.....	....	....	....	....	....	....	....	....	....	....
63	Lea Female College, Summit, Miss	4	.....	....	....	....	....	....	4	....	....	....	....
64	Stephens Female College, Columbia, Mo.	4	.....	4	....	....	....	....	....	....	....	....	....
65	Howard College, Fayette, Mo	6	.....	....	2	....	....	....	4	....	....	....	....
66	Synodical Female College, Fulton, Mo	10	.....	....	1	....	....	....	....	....	....	*a*9	....
67	St. Louis Seminary, Jennings, Mo	*h*1	.....	....	....	....	....	....	....	....	....	....	....
68	Baptist Female College, Lexington, Mo.	*h*6	.....	....	....	....	....	....	....	....	....	....	....
69	Central Female College, Lexington, Mo.	5	.....	....	....	....	....	....	5	....	....	....	....
70	Elizabeth Aull Female Seminary, Lexington, Mo.	1	.....	....	....	....	....	....	....	....	....	1	....
71	Lindenwood College for Young Ladies, St. Charles, Mo.	11	.....	....	11	....	....	....	....	....	....	....	....
72	New Hampshire Conference Seminary and Female College, Tilton, N. H.	5	.....	....	....	....	....	3	2	....	....	....	....
73	Tilden Seminary, West Lebanon, N. H.	0	0	....	....	....	....	....	....	....	....	....	....
74	Bordentown Female College, Bordentown, N. J.	10	.....	....	....	....	....	....	6	....	....	....	*f*4
75	Pennington Seminary, Pennington, N. J.	11	.....	....	....	....	....	....	11	....	....	....	....
76	Holy Angels' Academy, Buffalo, N. Y	0	0	....	....	....	....	....	....	....	....	....	....
77	Claverack College and Hudson River Institute, Claverack, N. Y.	11	.....	7	....	....	....	....	....	*j*4	....	....	....
78	Greensboro' Female College, Greensboro', N. C.	*h*12	.....	....	....	....	....	....	....	....	....	....	....
79	Thomasville Female College, Thomasville, N. C.	*k*2	.....	....	....	....	1	....	....	....	....	....	....
80	Cincinnati Wesleyan College, Cincinnati, Ohio.	8	.....	2	1	....	....	....	....	....	....	5	....
81	Glendale Female College, Glendale, Ohio.	8	.....	....	8	....	....	....	....	....	....	....	....
82	Hillsboro' Female College, Hillsboro', Ohio.	0	0	....	....	....	....	....	....	....	....	....	....
83	Western Female Seminary, Oxford, Ohio	0	0	....	....	....	....	....	....	....	....	....	....

a "Mistress of science."
b 1 LL. D. and 2 D. D.
c Includes 6 young lady graduates from the scientific course; there were also 8 male graduates in the various courses.
d No degrees conferred; the diploma of the seminary was conferred on 6 graduates, 4 classical and 2 scientific.
e "Doctor of philosophy."
f These are "bachelor of music."
g These are L. S. (laureate of science).
h Degrees not specified.
i With the degree of "graduate."
j These are Ph. B.
k 1 "full graduate."

TABLE XV.—PART 3.—*Degrees conferred in* 1882 *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
84	Lake Erie Seminary, Painesville, Ohio	0	0	....	....	....	....	....	....	....	....	....	....
85	Allentown Female College, Allentown, Pa.	*a*10	....	....	....	....	....	....	....	....	....	....	....
86	Wilson College, Chambersburg, Pa	4	0	4	....	....	....	....	....	....	....	....	....
87	Pittsburgh Female College, Pittsburgh, Pa.	13	....	....	....	....	....	4	*b*4	....	....	....	*c*5
88	Columbia Female College, Columbia, S. C.	17	....	....	9	....	....	....	5	....	....	*d*3	....
89	Greenville Female College, Greenville, S. C.	*e*10	....	....	....	....	....	....	....	....	....	....	....
90	Walhalla Female College, Walhalla, S. C.	5	....	....	*f*5	....	....	....	....	....	....	....	....
91	Williamston Female College, Williamston, S. C.	1	....	....	....	1	....	....	....	....	....	....	....
92	Athens Female Seminary, Athens, Tenn.	0	....	....	....	....	....	....	....	....	....	....	....
93	Wesleyan Female College, Brownsville, Tenn.	3	....	....	....	....	....	....	*g*3	....	....	....	....
94	Bellevue Female College, Collierville, Tenn.	3	....	....	....	....	....	....	3	....	....	....	....
95	Columbia Athenæum, Columbia, Tenn.	*e*13	....	....	....	....	....	....	....	....	....	....	....
96	Tennessee Female College, Franklin, Tenn.	6	....	....	1	....	....	....	3	....	....	....	2
97	Memphis Conference Female Institute, Jackson, Tenn.	*h*24	....	....	2	....	....	....	16	....	....	....	....
98	Cumberland Female College, McMinnville, Tenn.	4	....	....	2	....	....	....	2	....	....	....	....
99	Murfreesboro' Female Institute, Murfreesboro', Tenn.	14	....	....	2	....	....	....	12	....	....	....	....
100	St. Cecilia's Academy, Nashville, Tenn.	0	....	....	....	....	....	....	....	....	....	....	....
101	W. E. Ward's Seminary for Young Ladies, Nashville, Tenn.	41	....	....	41	....	....	....	....	....	....	....	....
102	Martin Female College, Pulaski, Tenn.	5	....	....	....	....	....	....	5	....	....	....	....
103	Rogersville Female College, Rogersville, Tenn.	0	0	....	....	....	....	....	....	....	....	....	....
104	Mary Sharp College, Winchester, Tenn.	14	....	....	....	....	....	....	....	....	....	....	*c*14
105	Dallas Female College, Dallas, Tex	9	....	....	....	....	....	....	9	....	....	....	....
106	Young Ladies' School, Southwestern University, Georgetown, Tex.	*i*7	....	....	....	....	....	....	....	....	....	....	....
107	Baylor Female College, Independence, Tex.	7	....	....	7	....	....	....	....	....	....	....	....
108	Woodland Female College, Paris, Tex.	0	0	....	....	....	....	....	....	....	....	....	....
109	Vermont Methodist Seminary and Female College, Montpelier, Vt.	3	....	....	....	....	....	1	2	....	....	....	....
110	Martha Washington College, Abingdon, Va.	11	....	6	....	....	....	....	....	....	....	5	....
111	Albemarle Female Institute, Charlottesville, Va.	*i*3	....	....	....	....	....	....	....	....	....	....	....
112	Farmville College, Farmville, Va.	0	0	....	....	....	....	....	....	....	....	....	....
113	Marion Female College, Marion, Va	6	....	....	....	....	....	....	....	....	....	6	....
114	Norfolk College for Young Ladies, Norfolk, Va.	5	....	2	3	....	....	....	....	....	....	....	....
115	Southern Female College, Petersburg, Va.	*i*1	....	....	....	....	....	....	....	....	....	....	....
116	Staunton Female Seminary, Staunton, Va.	*a*5	....	....	....	....	....	....	....	....	....	....	....
117	Wesleyan Female Institute, Staunton, Va.	*a*12	....	....	....	....	....	....	....	....	....	....	....
118	Episcopal Female Institute, Winchester, Va.	9	....	9	....	....	....	....	....	....	....	....	....
119	Valley Female College, Winchester, Va.	*a*4	....	....	....	....	....	....	....	....	....	....	....
120	Broaddus Female College, Clarksburg, W. Va.	*a*8	....	....	....	....	....	....	....	....	....	....	....
121	Wheeling Female College, Wheeling, W. Va.	*a*13	....	....	....	....	....	....	....	....	....	....	....
122	Wisconsin Female College, Fox Lake, Wis.	*a*1	....	....	....	....	....	....	....	....	....	....	....
123	Milwaukee College, Milwaukee, Wis.	6	....	....	6	....	....	....	....	....	....	....	....

a Degrees not specified.
b 1 of these is "B. E. L." (bachelor of English literature).
c These are "bachelor of music."
d "Mistress of science."
e With the degree of "graduate."
f "Maid of arts."
g 1 is "mistress of classical literature."
h Includes 6 special diplomas for higher attainments.
i With the degree of "full graduate."

TABLE XVI.—*Statistics of additional public libraries numbering each* 300 *volumes or upwards for* 1882; *from replies to inquiries by the United States Bureau of Education.*

[Explanations of abbreviations: Sch., school; The'l, theological; Pub., public; Coll., college; Soc'y, college society libraries; Soc'l, social; 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	Union Female College Library	Eufaula, Ala				Coll	400						
2	Library of the Institute for Training Colored Ministers.	Tuscaloosa, Ala	W. Sheppard	1876	a Free	Sch	961	100		$0			
3	Boys' and Girls' Aid Society Library.	San Francisco, Cal	Edmond T. Dooley, superintendent of society.	1874	Free		1,500	300		0			$0
4	St. Matthew's Hall	San Mateo, Cal	Rev. Alfred Lee Brewer, principal of school.			Mis	400						
5	Stockton Free Public Library	Stockton, Cal	W. F. Clowdsley	1881	Free	Mis	5,095		29,487		$7,195	$1,798	2,596
6	Fairfield Memorial Library	Fairfield, Conn	Mrs. J. H. Nichols	1876	Sub.		3,000	200		2,500	500		100
7	Library of Rocky Dell Institute	Lime Rock, Conn	Miss Libbie Hurlburt	1865		Sch	500	25				50	
8	Storrs Agricultural School Library	Mansfield, Conn	J. L. Fenn	1881	Free	Sch	300	146		0			
9	Mill Plain Library	Mill Plain, Conn	W. M. Smith	1872	Sub.		2,500	100		0	300		50
10	Laura Andrew's Free Library Association.	Thomaston, Conn	A. J. Hine, secretary	1881	Free		1,000			2,500	157	447	92
11	Warehouse Point Library Association.	Warehouse Point, Conn.	Isaac Schwab	1881	Sub.		562	100		200		115	10
12	Scott Library, Conference Academy.	Dover, Del	J. Carter Townsend	1878	Sub.		750	40		0	50	50	0
13	Florida Institute	Live Oak, Fla	Rev. J. L. A. Fish	1880	Free	Sch	300	50		0	0	0	0
14	Abyssinian Library	Atlanta, Ga	Prof. A. Graves, secretary				2,000						
15	Alpha Library, South Georgia Male and Female College.	Dawson, Ga	Prof. B. C. Adams	1879	Free	Soc'y	300	40					
16	Euterpean Library, South Georgia Male and Female College.	Dawson, Ga	Miss Daisy McNulty	1879	Free	Soc'y	400						
17	Methodist College Library	Gainesville, Ga	Charles O. La Hatte	1881	a Free	Coll	800	120		0			

18	Lewis Public Library	Macon, Ga	W. A. Hodge, secretary	1879	Free	Sch	3,000	800		0			
19	Normal Library	Dixon, Ill	J. B. Dille	1881	Free	Sch	1,500	150		0	0		
20	Library of Morgan Park Military Academy.	Morgan Park, Ill	Ed. N. Kirk Talcott, superintendent.	1876	*a*Free	Sch	400	50		0			
21	Odd Fellows' Library, St. Charles Lodge No. 14, I. O. O. F.	St. Charles, Ill	H. M. Clark	1860	*b*Free		589	40				65	10
22	Princeton Library	Princeton, Ind	Flora Miller	1881	Sub.		1,000	300			400	200	150
23	Boone Public School Library	Boone, Iowa	B. R. Gass, superintendent (ex officio librarian).	1879	Sub.	Sch	800	6				36	
24	The Gordon School Library	Burlington, Iowa	Wm. G. Gordon			Sch	1,000	30					
25	Library of Iowa City Academy	Iowa City, Iowa	Miss Laura M. Graves	1868		Sch	320	20		0			0
26	Library of German College	Mt. Pleasant, Iowa	Geo. B. Addicks, secretary of college.	1875	Free	Coll	360			0			
27	Burlingame School Library	Burlingame, Kans	Carrie E. Doty	1870		Sch	677			0		150	25
28	Freedmen's Academy Library	Dunlap, Kans	Andrew Atchison	1881	Free	Sch	600	70				30	
29	Library of Select School of Gethsemani.	Gethsemane, Ky	Right Rev. B. M. Benedict, abbot.	1862		Sch	399						
30	Library of Hampton College	Louisville, Ky	L. D. Hampton	1878		Coll	2,000	200					
31	The Maysville and Mason County Library, Historical and Scientific Association.	Maysville, Ky	W. D. Hixson	1875	Free	Pub	1,000	150		0	500	17	50
32	Readvilla Seminary Library	Baton Rouge, La	Mrs. W. H. Goodale	1850	Free	Sch	1,000			0	0		0
33	Home Library, Jewish Widows' and Orphans' Home.	New Orleans, La	Rev. Simon L. Weil, superintendent.	1875	*c*Free	A. & R.	500	0		0		50	0
34	Hamlin Library of Hebron Academy.	Hebron, Me	W. W. Mayo, A. B	18—	*d*Free	Sch	500	50		1,000	60	60	0
35	Boys' Home Library	Baltimore, Md. (cor. Calvert and Pleasant sts.).	John H. Lynch, superintendent.	1871	Free	A. & R.	1,600	100		0			
36	Library of F. Knapp's Institute	Baltimore, Md. (29–33 N. Holliday st.).	F. Knapp	1853		Sch	2,600	200					
37	Library of St. James' Home for Boys.	Baltimore, Md. (cor. High and Low sts.)	Brother Hubert	1878		Mis	621	113			68	49	
38	Library of the Museum of Fine Arts	Boston, Mass. (Museum building).	Edward H. Greenleaf	1880	*e*Free	(*f*)	*g*1,204			(*h*)			
39	Southampton Social Library	Southampton, Mass.	E. W. Birge	1880	Sub.	Soc'l	1,245	200		0	175	155	20
40	Battle Creek College Library	Battle Creek, Mich.	Henry Veysey	1878	*d*Free	Mis	990						
41	Library of Detroit Scientific Association.	Detroit, Mich	John C. Holmes	1874	Free	Sci	614	120		0			*i*50
42	Eaton Rapids Public Library	Eaton Rapids, Mich	E. L. Briggs, secretary	1882	(*j*)	Pub	1,000	1,000		0	425	300	*i*125
43	Leslie Lyceum Library	Leslie, Mich. (High school room).	Clara Doty	1881	Sub.		300	100		25	100	75	25
44	Library of Michigan Military Academy.	Orchard Lake, Mich	Col. J. S. Rogers	1877		Sch	640	75					

a Free to students.
b Free to members.
c Free to inmates.
d Free to teachers and pupils.
e For the use of students and employés of museum.
f Books of reference on art subjects.
g Includes pamphlets.
h Appropriations made from time to time by trustees of museum.
i For incidentals only.
j Free and subscription.

TABLE XVI.—*Statistics of additional public libraries numbering each* 300 *volumes or upwards for* 1882, *&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
45	Granite Falls Library	Granite Falls, Minn.	George W. Sargent	1878	Sub.	Mis.	376	63	1,500	.....	$60	$60	$20
46	Library of Hamline University	Hamline, Minn	George S. Innis	1880	Free	Sch.	3,000	.....	850	$1,000	100	100	50
47	Mankato High School Library	Mankato, Minn.	Bruno Bierbauer	1876	Free	Mis.	1,200	400	600	0	150	125	*a*20
48	Library of Gustavus Adolphus College.	St. Peter, Minn.	Prof. S. M. Hill	1876	Free	Coll.	700	.....	.....	0	.....	.....	.....
49	Philomathean Literary Society Library (Cooper Institute).	Daleville, Miss	W. D. Fountain	1865	*b*Free	Mis.	3,058	35	200	.....	156	100	.....
50	Beth Eden Institute Library	Webster, Miss.	K. A. Livingston	1878	Sub.	Sch.	600	15	22	0	.....	.....	.....
51	Southwest Baptist College Library	Bolivar, Mo	A. F. Shinn	1879	Free	Coll.	*c*1,000	100	.....	.....	.....	50	.....
52	Grand River College Library	Edinburgh, Mo	J. E. Brown	.....	Free	Coll.	400	.....	.....	0	0	.....	0
53	Library of Synodical Female College	Fulton, Mo	Rev. B. H. Charles, president of college.	.....	*d*Free	Coll.	350	0	.....	0	0	0	0
54	McCune College Library	Louisiana, Mo	E. A. Armstrong	1881	*d*Free	Coll.	350	0	100	0	0	0	0
55	Morrisville Institute Library	Morrisville, Mo.	T. W. Alton	.....	.....	Sch.	450	75	.....	0	.....	.....	.....
56	Library of Nebraska Institute for the Blind.	Nebraska City, Nebr	J. B. Parmelee	1877	*e*Free	.....	350	35	.....	.....	250	.....	.....
57	Creighton College Library	Omaha, Nebr	William Hoffend	1879	*f*Free	Coll.	4,125	150	.....	0	.....	200	0
58	Library of Institute for the Deaf and Dumb.	Omaha, Nebr	F. L. Reid	1874	.....	.....	750	100	.....	.....	*g*500	250	0
59	Young Men's Christian Association Library.	Concord N. H.	E. F. McIntosh, secretary	1868	*b*Free	Y.M.C.A.	580	379	.....	.....	.....	.....	.....
60	School for Boys	Holderness, N. H. (Plymouth Post Office).	Rev. Frederick M. Gray, principal of school.	1879	Free	Mis.	400	0	.....	.....	.....	.....	.....
61	Bridgeton Library	Bridgeton, N. J	M. C. Elmer	1881	Sub.	Mis.	2,557	407	8,062	.....	1,361	489	494
62	Cream Ridge Circulating Library	Cream Ridge, N. J.	Mrs. E. L. Saterthwaite, sec.	1871	Sub.	.....	300	24	.....	.....	.....	.....	.....
63	Stryker Library	Lambertville, N. J.	Susie B. Hunt	1882	Sub.	Mis.	1,800	200	.....	1,500	400	.....	.....
64	Green Street School Library	Newark, N. J. (19 Green st.).	H. von der Heide, director	1871	Free	Sch.	480	65	0	0	0	50	0

65	Lyceum Library of New Jersey Business College.	Newark, N. J. (764–766 Broad st.).	C. T. Miller, principal of college.	1876	Sub.	Sch	300	50	800	0	50		0
66	Skelton Library *h*	Trenton, N. J. (High school).	Cornelius Shepherd, superintendent public schools.	1879		Sch	1,000	0	0	0	0	0	0
67	Library of Addison Union School.	Addison, N. Y	P. M. Hull	1863	*i*Free	Mis	1,800	100	1,560	0	150	145	40
68	Library of Albany Orphan Asylum	Albany, N. Y. (cor. Robin street and Washington ave.).	Albert D. Fuller	1869	Free	A. & R.	310	10					0
69	Young Men's Association Library.	Alexandria Bay, N. Y	Minnie Davis	1879	Sub.		1,000	0	1,700	0	193	25	96
70	Library of Dryden Academy	Dryden, N. Y	Herbert M. Lovell	1871	Free	Mis	600	18					
71	Easton Circulating Library	Easton, N. Y	Mrs. Lucy P. Allen	1879	Sub.	Mis	372	57	219	0	100	100	
72	Flushing High School Library	Flushing, N. Y	Sherman Williams		Free	Sch	2,000	300		0			
73	Fort Edward Union School Library	Fort Edward, N. Y. (Union school building).	George A. Hoadley		Free	Sch	900	30			50	30	25
74	Library of Lisle Academy	Lisle, N. Y	M. A. Lewis	1868	Free	Sch	375	35	320	0		50	
75	Library of Mechanicville Academy	Mechanicville, N. Y.	Mary K. Ames	1862	Free	Sch	413	5					
76	Library of Mohawk Union Free School.	Mohawk, N. Y	J. H. Walker	1847	Free	Mis	400	25		0	25	30	0
77	Newark Valley Public Library	Newark Valley, N. Y	Miss Elizabeth Spaulding	1881	Sub.	Pub	491	163	1,703		142	160	19
78	Charity Hospital Training School Library.	New York, N. Y. (Blackwell's Island).	Mrs. H. L. Clute, supervising nurse.	1881	*j*Free		600	50		0	(*k*)		
79	Library of Union Free District, No. 2.	Palatine Bridge, N. Y	A. Dillenback, secretary	1857	Free	Mis	812	31		0	50	70	25
80	Library of Vassar Brothers' Institute.	Poughkeepsie, N. Y.	W. G. Stevenson, secretary	1881	Free	Sci	450	74		*l*30,000	*l*2,000	0	0
81	Library of Rhinebeck Free School.	Rhinebeck, N. Y	Theodore S. Barnes	1840	Free	Sch	482	5			21	21	30
82	Library of Ulster Free Academy and Union Free School, No. 2.	Rondout, N. Y	Dr. John A. Weber	1870	Free	Sch	925	35		0	114	94	0
83	Library Schenectady Union School	Schenectady, N. Y. (College st.).	S. B. Howe	1854	Free	Sch	3,002	50				150	100
84	Sherman Union School Library	Sherman, N. Y	J. L. Thayer, secretary	1874	Free	Sch	538	9					120
85	Somers Library	Somers, N. Y	Margaret Patterson	1875	Sub.	Mis	681		689	0	62	18	44
86	Library of Christian Biblical Institute.	Stanfordville, N. Y.	Rev. Alva H. Morrill	1869	Free	The'l	1,850	75		0		50	0
87	Library of Mt. Hope Ladies' Seminary.	Tarrytown, N. Y	Robert C. Flack, A. M	1879	Free	Sch	300	4		0	0	10	0
88	Young Men's Christian Association Free Library.	Utica, N. Y	G. K. Shurtleff, secretary	1878	Free	Y.M.C.A	700	100				330	*m*1,000
89	Library of Waverly High School	Waverly, N. Y	H. H. Hutton, principal of school.	1871	Free	Sch	500	25			35	35	
90	Public School Library	Fayetteville, N. C	Luvenia B. Williams	1877	Sub.	Sch	300	40		0		65	0
91	Library of Hebrew Union College.	Cincinnati, Ohio	Isaac Eubenstein	1875	Free	Mis	8,000	1,000		0		500	260
92	Fostoria Academy Library	Fostoria, Ohio	W. G. King	1879	Free	Sch	800					100	
93	Rio Grande College Library	Rio Grande, Ohio	Thomas E. Peden	1876	*n*Free	Coll	300	100					
94	Corvallis College Library	Corvallis, Oreg	B. J. Hawthorne	1868	Free	Mis	500	50		0	0	0	0

a For incidentals only.
b Free to members.
c 600 books and 400 pamphlets.
d Free to students.
e Free to teachers and pupils.
f Free to professors; part of it to pupils for $1 a year.
g Appropriation for two years.
h A bequest to the board of school trustees by Dr. Skelton.
i Free to residents.
j Free to nurses.
k Contribution of books.
l For all departments of the institute.
m Salary of general secretary.
n Free to students and donors.

TABLE XVI.—*Statistics of additional public libraries numbering each* 300 *volumes or upwards for* 1882, *&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
95	Library of University of Oregon	Eugene City, Oreg	Mark Bailey	1876	.....	Coll	650	0	.....	$0	$0	$0	$0
96	Philomath College Library	Philomath, Oreg	W. S. Walker	1868	Free	Mis	1,400	6	.....	0	0	0	0
97	Euepian Library of Chester Academy.	Chester, Pa	Dora Gilbert	1872	Sub.	Mis	500	47	.....	0	50	48	0
98	Library of Dayton Soldiers' Orphan School.	Dayton, Pa	Elizabeth Ambrose, secretary.	1872	Free	Sch	350	.....	.....	.....	.....	50	.....
99	Library of Jewish Foster Home and Orphan Asylum.	Germantown, Pa. (Mill street).	Rev. N. Rosenau, superintendent.	1874	Free	A. & R	400	25	.....	.....	.....	.....	.....
100	Library of Pine Grove Normal Academy.	Grove City, Pa	Isaac C. Ketler	1877	.....	Sch	1,000	200	.....	.....	.....	.....	.....
101	Library of Laird Institute	Murrysville, Pa	F. L. Stewart, secretary	1865	*a*Free	Sch	600	50	.....	0	.....	.....	.....
102	Library of Excelsior Society (Union Seminary).	New Berlin, Pa	Elmer E. Fetzer	1855	Free	Soc'y	1,362	6	.....	.....	.....	.....	.....
103	Library of Neocosmian Society (Union Seminary).	New Berlin, Pa	M. L. Dunkel	1858	Free	Soc'y	1,200	100	.....	.....	.....	.....	.....
104	Library of Philadelphia Seminary	Philadelphia, Pa. (1325 N. Broad st.).	Miss C. A. Bitting	1871	.....	Sch	1,600	125	.....	.....	.....	.....	.....
105	Library of the School of the Lackawanna.	Scranton, Pa	Rev. Thomas M. Cann	1872	*a*Free	Mis	1,500	50	.....	0	0	100	.....
106	Odd Fellows' Library, Tarentum Lodge, No. 587, I. O. O. F.	Tarentum, Pa	John B. Reed	1870	*b*Free	Mis	743	62	.....	.....	.....	26	5
107	Library of Trinity Hall	Washington, Pa	Rev. Samuel Earp, PH. D	.....	.....	Sch	300	.....	.....	.....	.....	.....	.....
108	Greenville Public Library	Greenville, R. I	Oscar A. Tobey, secretary	1882	Free	Pub	1,500	500	.....	0	350	200	100
109	Burritt College Library	Spencer, Tenn	A. J. Denton	1878	Free	Coll	1,000	.....	.....	.....	.....	.....	.....
110	Walcott Institute Library	Honey Grove, Tex	R. M. Shelton	1881	Sub.	Sch	450	20	.....	0	.....	40	.....
111	Timothean Library of Trinity University.	Tehuacana, Tex	M. C. Johnson	1879	Free	The'l	1,500	500	.....	50	200	150	50
112	Dorset Public Library	Dorset, Vt	Bertha M. Pratt	1871	Sub.	Pub	300	68	.....	0	41	28	2
113	Hartford Library Association	Hartford, Vt	Mrs. E. Morris, secretary	1875	Sub.	.....	500	45	1,675	0	75	88	c10
114	Library of Vermont Reform School	Vergennes, Vt	W. E. Fairbank	1865	*d*Free	A. & R	400	.....	.....	0	.....	50	0

115	Agricultural Library *e*	West Randolph, Vt.	Mrs. J. Hutchinson	1870	Sub.		800	50		0	25	25	0
116	Jackson Institute Library	Abingdon, Va	A. Q. Holladay	1868	Free	Sch	890	12		0			0
117	Library of Beloit High School	Beloit, Wis	W. H. Beach	1869	Free	Sch	1,000	150		0		50	0
118	Burlington School Library	Burlington, Wis	Edward Brady		Free	Sch	450	30			25	25	
119	Mission House Library	Franklin, Wis	J. W. Grosshuesch	1862	*a* Free	The'l	2,649	100		0	0	0	0
120	Library of the National German-American Teachers' Seminary.	Milwaukee, Wis	L Keller	1878	Free	Sch	380						
121	Marquette College Library	Milwaukee, Wis. (cor. Tenth and State streets).	Aloysius Rotter, S. J	1380	*d* Free	Coll	850			0			
122	Sacred Heart College Library	Prairie du Chien, Wis.	Rev. John Hagen, S. J	1880	Free	Coll	2,776	859					
123	Prescott School Library	Prescott, Wis	G. L. Bowman	1857	Free	Mis	487	38	300		30	30	
124	College Library University of Our Lady of the Sacred Heart.	Watertown, Wis	Rev. J. O'Keeffe, C. S. C	1875	Free	Coll	10,000	200		0	0		
125	High School Library	Wausau, Wis	C. D. Abbey, principal of schools.		*f* Free	Sch	300	50		(*g*)		50	
126	Library of the United States Geological Survey.	Washington, D. C	Charles C. Darwin	1882	(*h*)	Sci	7,587	7,587		0			
127	Library of Franklin Academy	Franklin, Idaho	Miss Anna Noble, principal of academy.			Sch	553	3					
128	Library of the Cherokee Male Seminary.	Tahlequah, Ind. Ter.	W. I. Davis, principal of seminary.	1850		Sch	1,500	400				500	12,500
129	Library of the University of New Mexico.	Santa Fé, N. Mex	William M. Berger	1881	Free	Coll	500	150		0		100	0
130	Library of St. Paul's School	Walla Walla, Wash. Ter.	Miss A. A. Buck		Free	Sch	1,200	50		0	0		
131	Whitman College Library	Walla Walla, Wash. Ter.	Prof. Louis F. Anderson, A. B.	1882	*d* Free	Coll	*i*505	505		25	3	25	

a Free to students.
b Free to members of lodge and their families and members of order who pay $1 a year.
c For incidentals only.
d Free to teachers and pupils.
e The Agricultural Library has been united with the Ladies' Library of West Randolph, Vt.
f To students and patrons.
g Supported by city funds.
h For use of members of the survey only.
i 343 books and 162 pamphlets.

TABLE XVII.—*Statistics of training schools for nurses for* 1882; *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 1882.	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	Hartford Hospital Training School for Nurses.	Hartford, Conn.....	1877	1877	Leander Hall	(*a*)	16	4	42	26	2	52	$10 a month for the first year; $14 a month for the second.	Age, 21–35; sound health and a certificate of good moral character.
2	Connecticut Training School for Nurses (State Hospital).	New Haven, Conn.....	1873	1873	Miss Gertrude Barrett	7	23	11	200	70	1½	50	$170 for 18 months.....	Age, 22; good health, good moral character, and common school education.
3	Illinois Training School for Nurses.	Chicago, Ill. (304 Honoré street).	1880	1881	Miss M. E. Hemple ...	*b*2	30	....	.....	6	2	50	$8 a month for the first year; $12 a month for the second.	Age, 21–35; sound health, good moral character, and common school education.
4	Boston City Hospital Training School for Nurses.*	Boston, Mass.....	*c*1880	1878	Mrs. Almira C. Davis.	9	50	9	159	21	2	50	$10 a month for first year; $14 a month for second; $20–$30 head nurses (graduates).	Age, 21–35; satisfactory references of sound health and good moral character.
5	Boston Training School for Nurses (Massachusetts General Hospital).	Boston, Mass.....	1875	1873	Miss Anna C. Maxwell.	....	45	15	222	89	2	50	$10 a month for first year; $14 a month for second.	Age, 25–35; good health and common school education.
6	Training School for Nurses (New England Hospital).	Boston, Mass. (Roxbury district).	*c*1863	1872	Marcia E. Billings	(*a*)	16	7	*d*150	*d*55	1½	50	$1 a week for first 6 months; $2 a week for second 6 months; and $3 a week for last 4 months.	Age, 25–35 preferred; must have satisfactory reference as to character, fitness, and sound health.
7	Training School for Nurses (Northwestern Hospital for Women and Children).	Minneapolis, Minn	.....	1882	Mary S. Whetstone, M. D., acting superintendent.	....	4	....	.....	.....	.....	.....	.....	

8	Training School (Orange Memorial Hospital).	Orange, N. J	0	1882	Miss Anna G. Clement	1	7	0	7	0	2	50	Nothing the first 3 months; $6 a month for the 3 following months; and $12 a month for the remainder of the course.	Age, 20-40; good moral character and common school education.
9	Brooklyn Training School for Nurses (Brooklyn Hospital).	Brooklyn, N. Y. (257 Adelphi street).	.....	1880	Lucy S. Lovejoy	....	17	....	24	7	2	52	$9 a month for the first year; $15 a month for the second.	Age, 22-35; good English education and pleasing manners.
10	New York State School for Training Nurses.*	Brooklyn, N. Y. (46 Concord street).	1871	1873	Mrs. A. H. Wolhaupter.	6	7	7	54	54	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.
11	Training School for Nurses (Brooklyn Homœopathic Hospital).	Brooklyn, N. Y.....	0	1878	Sister Mildred.....	7	12	1	24	8	2	c52	$10 per month for first year; $15 per month for second.	Age, 20-35; sound health, good education, and satisfactory testimonials as to character.
12	Buffalo General Hospital Training School for Nurses.	Buffalo, N. Y.....	0	1878	Miss C. E. Seelye.....	8	18	6	45	11	2	50	$9 a month for the first year; $12 a month for second.	Age 22-35; good health, common school education, and moral character.
13	Charity Hospital Training School.	New York, N. Y. (Blackwell's Island).	1875	1875	Louis L. Seaman, M.D., chief of staff.	15	42	30	166	120	2	52	$10 a month for the first year; $15 a month for second.	Age, 20-35; satisfactory references of good health and moral character.
14	Mount Sinai Training School for Nurses.	New York, N. Y. (852 Lexington avenue).	1881	1881	Miss P. B. Washburne	....	28	0	37	....	2	50	$9 a month for the first year; $15 a month for the second.	Age, 20-35; sound health, good English education, and good moral character.
15	Training School for Nurses (Bellevue Hospital).	New York, N. Y. (426 East 26th street).	1872	1873	Elna P. Perkins	*6	*64	20	168	168	2	50	$9 a month for the first year; $15 a month for the second.	Age, 25-35; satisfactory references from physician and clergyman as to sound health and good moral character, and a good common school education.
16	Training School of New York Hospital.	New York, N. Y. (West 15th street).	0	1877	Z. E. Whitaker	8	26	9	115	61	1½	40	$10, $13, and $16 a month for the first, second, and third 6 months, respectively; graduates, $25.	Age, 25-35; good common school education, sound health, and good moral character.
17	Rochester Hospital Training School for Nurses.	Rochester, N. Y	.....	.....	.....	....	....	....	....	....	....	....	.....	

* From Report of the Commissioner of Education for 1881.
a Lady superintendent and attending physician.
b With a corps of 8 medical lecturers.
c Date of incorporation of hospital.
d Since the formal organization of the school in September, 1872.
e Lecture term, 6 months.

TABLE XVII.—*Statistics of training schools for nurses for* 1882, *&c.*—Continued.

	Name.	Location.	Date of incorporation.	Date of organization.	Superintendent.	Number of instructors.	Present number of pupils.	Graduates in 1882.	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
18	House and Hospital of the Good Shepherd.	Syracuse, N. Y	1873	1872	Mrs. Mary D. Burnham.	....	....	....	....	....	....	....	.....	
19	Training School for Nurses (Cincinnati College of Medicine and Surgery).	Cincinnati, Ohio	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
20	Nurse Training School of the Woman's Hospital.	Philadelphia, Pa. (North College avenue and 22d street).	*a*1861	1863	Huela E. Tyng, physician in charge.	7	26	5	169	80	2	52	After 1 month's probation, $5 a month for 5 months; $10 a month for the next 12 months; $16 a month for the last 6 months.	Age, 21–45; good health, average intelligence, fair education, and good moral character.
21	Training School for Nurses (Hospital for Women).	Charleston, S. C	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
22	Mary Fletcher Hospital Training School for Nurses.	Burlington, Vt	.....	1882	A. J. Willard, A. M., M. D.	6	21	....	.....	....	.....	....	Lodged and boarded in the hospital during their term of service.	Age, 20–40; certificates of sound health and good moral character; also must possess a proficiency in reading, writing, simple arithmetic, and grammatical expression of the English language, and must pay in advance a fee of $10 for the session.

23	Washington Training School for Nurses.	Washington, D. C.....	1877	1877	Mrs. Alice R. Westfall, matron of nurses' home.	7	23	0	40	3	2	21	None.....	Must be 20 years of age or over; good moral character, sound health, and elementary education.

*From Report of the Commissioner of Education for 1881. a Date of incorporation of hospital.

Training schools for nurses from which no information has been received.

Name.	Location.
Mission School of Midwifery.....	St. Louis, Mo.
Philadelphia Lying-in Charity and Nurse School.....	Philadelphia, Pa.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for* 1882; *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.	Talladega, Ala	1860	State	Joseph H. Johnson, M. D.	5	*a*3	48	28	20
2	Arkansas Deaf-Mute Institute *b*	Little Rock, Ark	1868	State	H. C. Hammond, M. A	3	1	73	45	28
3	Institution for the Deaf and Dumb and the Blind	Berkeley, Cal	1860	State	Warring Wilkinson, M. A	8	0	124	77	47
4	Institute for the Education of the Mute and the Blind.	Colorado Springs, Colo	1874	State	P. W. Downing	3	2	43	17	26
5	American Asylum for the Education of the Deaf and Dumb.	Hartford, Conn	1816	B'd of directors	Job Williams, M. A	15	1	210	123	87
6	Whipple's Home School for Deaf-Mutes	Mystic River, Conn	1869	Private	Jonathan Whipple	2	0	13	9	4
7	Georgia Institution for the Deaf and Dumb	Cave Spring, Ga	1846	State	W. O. Connor	5	*c*3	86	51	35
8	Chicago Day Schools for Deaf-Mutes *d*	Chicago, Ill	1875	B'd of educat'n	Philip A. Emery, M. A., D. D	5	2	57	29	28
9	Illinois Institution for the Education of the Deaf and Dumb.	Jacksonville, Ill	1839	State	Philip G. Gillett, A. M., LL. D	29	1	550	311	239
10	Indiana Institution for Educating the Deaf and Dumb.*	Indianapolis, Ind	1844	State	William Glenn, superintendent	18	6	405	224	181
11	Iowa Institution for the Deaf and Dumb	Council Bluffs, Iowa	1855	State	Rev. Alonzo Rogers, sup't	17	3	276	171	105
12	Kansas Institution for the Education of the Deaf and Dumb.	Olathe, Kans	1862	State	W. H. De Motte, LL. D., sup't	7	0	171	89	82
13	Kentucky Institution for the Deaf and Dumb	Danville, Ky	1823	State	David C. Dudley, jr., A. M	9	2	145	78	67
14	Louisiana Institution for the Education of the Deaf and Dumb.	Baton Rouge, La	1852	Trustees	R. G. Ferguson, M. A	4	1	43	25	18
15	Portland Day School for the Deaf	Portland, Me	1876	City	Miss Ellen L. Barton	4	0	26	14	12
16	F. Knapp's Institute *e*	Baltimore, Md	1877	Private	F. Knapp	5	.....	32	20	12
17	Maryland School for the Colored Blind and Deaf-Mutes.	Baltimore, Md. (258 Saratoga street).	1872	State	Frederick D. Morrison, M. A., sup't	2	.....	15	8	7
18	Maryland School for the Deaf and Dumb	Frederick, Md	1867	State	Charles W. Ely, A. M	10	1	89	52	37
19	New England Industrial School for Deaf-Mutes	Beverly, Mass	1879	Trustees	William B. Swett, superintendent	2	0	20	12	8

20	Horace Mann School for the Deaf	Boston, Mass. (63 Warrenton street).	1869	School board	Miss Sarah Fuller	8	0	85	37	48
21	Clarke Institution for Deaf-Mutes	Northampton, Mass.	1867	Pvt. corporat'n	Harriet B. Rogers	12	1	101	53	48
22	Michigan Institution for Educating the Deaf and Dumb.	Flint, Mich	1854	State	F. A. Platt	15	2	264	146	118
23	School of Articulation	Marquette, Mich.	1871	Private	Mrs. A. M. Kelsey	1	0	3	1	2
24	Evangelical Lutheran Deaf-Mute Institute	Norris, Mich.	1874	Ev. Luth. Asso	H. Uhlig	3	0	40	24	16
25	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.	Faribault, Minn	1863	State	J. L. Noyes, A. M., superintendent	8	3	116	63	53
26	Mississippi Institution for the Deaf and Dumb	Jackson, Miss	1853	State	J. R. Dobyns	5	1	70	40	30
27	Missouri Institution for the Education of the Deaf and Dumb.	Fulton, Mo	1851	State	William D. Kerr, A. M	11	1	232	138	94
28	St. Joseph's Institute	Hannibal, Mo	1882		Sisters of St. Joseph					
29	St. Louis Day School for Deaf-Mutes	St. Louis, Mo. (corner 9th and Washington sts.).	1878	School board	Delos A. Simpson, B. A	2	2	47	27	20
30	Nebraska Institute for the Deaf and Dumb	Omaha, Nebr	1869	State	J. A. Gillespie, B. D	8	0	107	70	37
31	Le Couteulx St. Mary's Institution for the Education of Deaf-Mutes.*	Buffalo, N. Y. (125 Edward street).	1854	Sisters of St. Joseph.	Sister Mary Anne Burke	11	0	132	74	58
32	St. Joseph's Institute for Improved Instruction of Deaf Mutes.* *f*	Fordham, N. Y.	1869	B'd of mang'rs	Mary B. Morgan	20	1	239	95	144
33	Institution for the Improved Instruction of Deaf-Mutes.	New York, N. Y. (Lexington ave. bet. 67 & 68 sts.)	1867	Trustees	David Greenberger	14	0	170	92	78
34	Institution for the Instruction of the Deaf and Dumb. *g*	New York, N. Y. (Station M).	1817	Directors	Isaac Lewis Peet, LL. D	20	*h*9	500	316	184
35	Western New York Institution for Deaf-Mutes	Rochester, N. Y.	1876	Trustees	Zenas F. Westervelt	20	0	134	69	65
36	Central New York Institution for Deaf-Mutes	Rome, N. Y	1875	Trustees	Edward Beverly Nelson, B. A	11	5	178	111	67
37	North Carolina Institution for the Deaf and Dumb and the Blind.	Raleigh, N. C	1845	State	Hezekiah A. Gudger, M. A	8	1	114	59	55
38	Cincinnati Day School for Deaf-Mutes	Cincinnati, Ohio	1875	School board	A. F. Wood	2	0	27	17	10
39	Ohio Institution for the Education of the Deaf and Dumb.	Columbus, Ohio.	1829	State	Benj. Talbot, acting sup't	26	7	513	273	240
40	Oregon School for Deaf-Mutes *b*	Salem, Oreg	1870	State	Rev. P. S. Knight, superintendent	3	*i*1	39	19	20
41	Erie Day School	Erie, Pa	1875	School board	Miss Mary H. Welsh	1	0	12	9	3
42	Oral Branch Pennsylvania Institution	Philadelphia, Pa. (17th and Chestnut streets).	1881	Pa. Institution	Miss Emma Garrett	6	0	48	33	15
43	Pennsylvania Institution for the Deaf and Dumb	Philadelphia, Pa	1821	Directors	Joshua Foster	18	2	383	210	173
44	Scranton Deaf-Mute School	Scranton, Pa.	1880	School board	Jacob Mitchell Koehler	1	1	13	6	7
45	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.*	Turtle Creek, Pa.	1876	Trustees	John A. McWhorter	8	2	119	73	46
46	Rhode Island School for the Deaf	Providence, R. I	1877	State board of education.	Katharine H. Austin	3	0	33	16	17
47	South Carolina Institution for the Education of the Deaf and Dumb and Blind.	Cedar Spring, S. C	1849	State	Newton F. Walker, sup't	3	.....	48	17	31
48	Tennessee School for Deaf and Dumb	Knoxville, Tenn	1845	Trustees	Thomas L. Moses	7	.....	102	64	38

* From Report of the Commissioner of Education for 1881.
a These are deaf-mutes.
b These statistics are for the year 1881.
c One of these is a deaf-mute.
d The mute schools of Chicago for 1882 are the Deaf-Mute High School and four primary schools.
e School for hearing youth, with classes for deaf-mutes.
f This institution has three branches, one situated at Fordham, another at Brooklyn (510 Henry street), and another at Throg's Neck. The statistics given are for the three branches.
g A branch institution was opened at Tarrytown in October, 1879.
h Five of these are deaf-mutes.
i This is a deaf-mute.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for* 1882, *&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
49	Texas Institution for the Education of the Deaf and Dumb.	Austin, Tex	1857	Trustees	R. H. Kinney	7	0	110	77	33
50	Virginia Institution for the Education of the Deaf and Dumb and the Blind.*	Staunton, Va	1839	State	Thomas S. Doyle	7	1	96	54	42
51	West Virginia Institution for the Deaf and Dumb and Blind.	Romney, W. Va	1870	State	John Collins Covell, M. D	5	2	66	41	25
52	Wisconsin Institution for the Education of the Deaf and Dumb.	Delavan, Wis	1852	State	John W. Swiler, M. A., supt	10	2	183	107	76
53	Wisconsin Phonological Institute for Deaf-Mutes	Milwaukee, Wis	1878	School board	Prof. Adam Stettner	2	0	24	15	9
54	St. John's Catholic Institution	St. Francis Station, Wis	1876	R. C	Rev. Charles Fessler	3	.....	48	30	18
55	Dakota School for Deaf-Mutes	Sioux Falls, Dak	1880	Territorial	James Simpson, superintendent	1	1	11	8	3
56	Columbia Institution for the Deaf and Dumb	Washington, D. C	1857	Corporate	E. M. Gallaudet, PH.D., LL.D., pres't	12	3	111	94	17
57	National Deaf-Mute College *a*	Washington, D. C	1864	National	E. M. Gallaudet, PH.D., LL.D., pres't	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1881. *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* 1882, *&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.	.....	175	....	0	×	....	....	....	×	0	0	0	500	.....	.....	a$50, 000	a$15, 000	.....	a$18, 848
2	Arkansas Deaf-Mute Institute *b*	2¼	115	1	0	×	....	....	....	×	0	0	0	75	0	107	32, 000	*c*5, 000	.....	.....
3	Institution for the Deaf and Dumb and the Blind	6	252	4	×	×	×	×	×	×	0	0	0	a700	a300	130	a300, 000	a40, 000	.....	a41, 600
4	Institute for the Education of the Mute and the Blind.	7	60	0	×	*d* ×	....	....	....	×	0	0	0	40	0	13½	43, 000	(*e*)	$200	10, 000
5	American Asylum for the Education of the Deaf and Dumb.	.....	2, 303	*f*28	×	×	....	....	....	0	0	0	0	2, 000	.....	26	103, 390	32, 779	394	46, 666
6	Whipple's Home School for Deaf-Mutes	.....	*60	0	*g* ×	×	....	....	....	×	0	0	0	300	.....	32	7, 000	*h*2, 725	3, 290	.....
7	Georgia Institution for the Deaf and Dumb	.....	330	....	0	.....	.....	.....	.....	.....	.....	.....	.....	1, 000	.....	.....	*i*30, 000	*j*15, 000	.....	20, 607
8	Chicago Day Schools for Deaf-Mutes *k*	.....	109	....	×	×	....	....	....	0	0	0	0	0	0	0	.....	5, 000	.....	4, 051
9	Illinois Institution for the Education of the Deaf and Dumb.	5	1, 620	*l*15	×	*m* ×	×	....	....	×	....	×	×	6, 070	312	46	423, 976	85, 000	.....	85, 000
10	Indiana Institution for Educating the Deaf and Dumb.*	5½	1, 395	....	×	*n* ×	×	×	×	0	×	×	0	3, 006	.....	104	458, 110	55, 000	0	54, 831
11	Iowa Institution for the Deaf and Dumb	.....	643	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	473	.....	.....	171, 669	.....	.....	*o*53, 375
12	Kansas Institution for the Education of the Deaf and Dumb.	3½	306	....	×	×	....	....	....	0	0	0	0	500	.....	175	54, 000	25, 000	0	25, 000
13	Kentucky Institution for the Deaf and Dumb	7	810	7	×	×	×	....	....	×	×	×	×	1, 000	0	50	200, 000	27, 000	0	27, 000

* From Report of the Commissioner of Education for 1881.

a These statistics are for both departments of the institution.

b These statistics are for the year 1881.

c For salaries; $150 per capita for support, not to exceed $9,000 per annum.

d Drawing is also taught.

e Institution is supported by ⅛ of a mill tax on taxable property of State.

f Up to the close of 1879.

g Lip-reading is also taught.

h Of this, $2,200 are from New Jersey.

i Value of grounds and buildings.

j In 1880.

k The mute schools of Chicago for 1882 are the Deaf-Mute High School and four primary schools.

l Up to the close of 1880.

m Drawing, painting, and sculpturing are also taught.

n Language (mute), rhetoric, and algebra are also taught.

o $5,000 here included are for buildings.

TABLE XVIII.—*Statistics of institutions for the deaf and dumb for* 1882, *&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.	8	.....	2	×	×	×	×	....	×	0	0	0	350	0	3	$28,000	$10,000	$0	$10,000
15	Portland Day School for the Deaf	.....	37	....	×	×	....	....	....	0	0	0	0	.....	.....	.....	.....	*4,000	.....	.....
16	F. Knapp's Institute *a*	.....	70	....	×	×	×	×	×	....	×	×	×	2,600	80	.....	60,000	1,200	.....	.....
17	Maryland School for the Colored Blind and Deaf-Mutes.	6	115	....	0	×	....	....	....	0	0	0	0	.....	.....	.....	*b*25,000	*b*8,500	.....	*b*8,500
18	Maryland School for the Deaf and Dumb	.....	248	3	*c* ×	*d* ×	×	....	×	0	0	×	0	2,150	.....	10	250,700	25,000	250	26,551
19	New England Industrial School for Deaf-Mutes	3	29	0	×	×	....	....	....	×	0	0	0	250	30	57	11,800	0	0	2,700
20	Horace Mann School for the Deaf	4	205	0	×	×	....	....	....	0	0	0	0	114	0	0	.....	.....	.....	.....
21	Clarke Institution for Deaf-Mutes	.....	212	1	*e* ×	*df* ×	×	×	×	0	×	×	×	956	106	11	90,000	13,527	4,411	28,997
22	Michigan Institution for Educating the Deaf and Dumb.	8	928	4	×	×	....	....	....	0	0	0	×	1,561	0	88	437,122	*g*40,000	400	*g*46,590
23	School of Articulation	2	*15	0	×	×	....	....	....	0	0	0	0	400	0	0	.....	0	*600	*600
24	Evangelical Lutheran Deaf-Mute Institute	6–7	93	0	×	(*h*)	....	....	....	×	0	0	0	0	0	20	12,000	.....	13,167	12,969
25	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.	$5\frac{3}{10}$	315	4	×	×	×	×	....	0	0	×	0	1,200	50	65	200,000	32,000	600	32,000
26	Mississippi Institution for the Deaf and Dumb	6	*i*123	1	×	×	....	×	....	×	0	0	0	700	.....	78	80,000	14,172	535	14,172
27	Missouri Institution for the Education of the Deaf and Dumb.	6	800	4	×	×	×	×	....	0	0	0	0	1,008	0	100	135,500	45,000	0	45,000
28	St. Joseph's Institute	.....	.....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
29	St. Louis Day School for Deaf-Mutes	.....	61	....	0	.....	.....	.....	....	0	0	0	0	0	.....	.....	.....	.....	.....	1,250
30	Nebraska Institute for the Deaf and Dumb	7	173	1	×	*f* ×	....	×	....	0	0	0	0	700	.....	23	61,000	16,000	0	.....
31	Le Couteulx St. Mary's Institution for the Education of Deaf-Mutes.*	5	320	....	×	*d* ×	....	....	....	0	0	0	×	500	50	1	54,000	13,000	*j*13,200	30,000
32	St. Joseph's Institute for Improved Instruction of Deaf-Mutes.*k	.....	338	0	×	×	....	....	....	×	0	0	0	450	50	52	146,914	49,217	916	82,054

33	Institution for the Improved Instruction of Deaf-Mutes.	7	284	0	*c* ×	*df* ×	×	....	....	0	0	×	0	*561	.....	.....	300,000	15,291	5,355	30,814
34	Institution for the Instruction of the Deaf and Dumb. *l*	.....	2,957	*i*87	×	*df* ×	×	×	×	×	0	×	0	3,985	.....	.....	524,000	*m*85,016	*j*57,398	*n*142,414
35	Western New York Institution for Deaf-Mutes	4½	198	0	×	*o* ×	×	....	....	×	0	0	×	550	.....	0	50,000	15,609	*j*25,584	44,774
36	Central New York Institution for Deaf-Mutes	8	231	....	×	×	×	×	....	0	0	0	0	200	75	6½	40,000	42,547	.....	50,420
37	North Carolina Institution for the Deaf and Dumb and the Blind.	8	*349	....	×	×	....	....	....	0	0	0	×	1,400	50	4	*b*100,000	*b*36,000	0	*b*36,000
38	Cincinnati Day School for Deaf-Mutes	.....	*i*66	....	....	×	....	....	....	....	....	....	....	.....	.....	.....	.....	*p*2,000	.....	.....
39	Ohio Institution for the Education of the Deaf and Dumb.	8	1,946	*q*40	×	×	×	×	....	0	0	×	×	2,000	.....	10	500,000	112,000	0	111,892
40	Oregon School for Deaf-Mutes *r*	.....	61	....	0	×	....	....	....	×	....	....	....	.....	.....	.....	1,200	.....	.....	*s*5,190
41	Eric Day School	.....	23	....	×	*d* ×	....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....
42	Oral Branch Pennsylvania Institution	.....	50	....	....	×	....	....	....	....	....	....	....	.....	.....	.....	17,500	.....	.....	.....
43	Pennsylvania Institution for the Deaf and Dumb	5⅝	2,034	14	×	×	×	....	....	0	0	×	×	5,000	.....	2	500,000	78,000	*t*10,261	82,780
44	Scranton Deaf-Mute School	2	18	....	0	×	....	....	....	0	0	0	0	0	0	0	.....	.....	.....	.....
45	Western Pennsylvania Institution for the Instruction of the Deaf and Dumb.*	.....	150	0	×	×	....	×	....	0	0	0	0	100	30	0	.....	*u*86,800	1,452	19,011
46	Rhode Island School for the Deaf	1, 9	41	0	×	*d* ×	....	....	....	0	0	0	×	250	.....	0	*v*500	*w*3,000	0	3,000
47	South Carolina Institution for the Education of the Deaf and Dumb and Blind.	8	175	....	×	×	×	....	....	....	0	0	0	.....	.....	157	*b*35,000	*b*9,000	*b*628	*b*9,616
48	Tennessee School for Deaf and Dumb	6	.....	....	×	×	....	....	....	×	0	0	0	300	50	8	150,000	22,500	.....	.....
49	Texas Institution for the Education of the Deaf and Dumb.	.....	243	6	×	×	....	....	....	×	0	0	0	610	.....	57	70,000	24,960	0	27,920
50	Virginia Institution for the Education of the Deaf and Dumb and the Blind.*	6	530	3	×	*x* ×	×	....	....	0	0	×	0	500	10	41	*b*250,000	*by*33,480	0	*b*32,301
51	West Virginia Institution for the Deaf and Dumb and Blind.	7	196	0	0	*d* ×	....	....	....	0	0	×	0	632	50	25	*b*80,000	*b*27,000	0	*b*27,054
52	Wisconsin Institution for the Education of the Deaf and Dumb.	3 7/10	593	6	×	*d* ×	×	×	....	0	0	×	×	600	150	37½	100,000	34,000	.....	30,888
53	Wisconsin Phonological Institute for Deaf-Mutes	.....	7	....	×	*d* ×	....	....	....	....	....	....	....	.....	.....	.....	*10,000	.....	*1,502	*1,572
54	St. John's Catholic Institution	4	133	....	×	×	....	....	....	×	0	0	0	.....	.....	.....	14,000	0	.....	.....
55	Dakota School for Deaf-Mutes	.....	.....	....	0	×	....	....	....	×	0	0	0	0	0	10	*z*5,000	*aa*3,350	0	1,350
56	Columbia Institution for the Deaf and Dumb	8	446	36	×	×	×	×	×	0	×	×	×	3,000	100	100	700,000	*bb*53,500	*cc*2,178	58,029
57	National Deaf-Mute College *dd*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1881.

a School for hearing youth, with classes for deaf-mutes.

b These statistics are for both departments of the institution.

c Lip-reading is also taught.

d Drawing is also taught.

e Articulation and lip-reading are the basis of instruction in this institution.

f Higher branches also taught.

g For current expenses only.

h Instruction in the common school studies is given in German.

i Up to the close of 1880.

j Income from counties and other sources.

k This institution has three branches, one situated at Fordham, another at Brooklyn (510 Henry street), and another at Throg's Neck. The statistics given are for the three branches.

l A branch institution was opened at Tarrytown in October, 1879.

m $24,169 of this from the State of New Jersey.

n $11,734 for permanent purposes.

o Kindergarten instruction is given, and the higher English branches and Latin, French, and drawing are also taught.

p In 1880.

q Up to the close of 1879.

r These statistics are for the year 1881.

s Includes $1,190 expended for permanent purposes.

t Including scholarships from New Jersey and Delaware.

u Includes $60,000 for new buildings.

v Value of apparatus.

w Also a sum not to exceed $500 may be drawn to defray traveling expenses of indigent pupils.

x Drawing and painting are also taught.

y Includes $3,480 from last year.

z Value of grounds and buildings.

aa Includes $2,000 for building purposes.

bb Congressional appropriation.

cc For board and tuition.

dd An organization within the Columbia Institution; its statistics are there reported. See also Table IX.

TABLE XIX.—*Statistics of institutions for the blind for* 1882; *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	Joseph H. Johnson, M. D.	State	3
2	Arkansas School for the Blind...	Little Rock, Ark	1859	Otis Patten.....	State	11
3	Institution for the Deaf and Dumb and the Blind.	Berkeley, Cal...	1860	Warring Wilkinson, M. A.	State	*f*3
4	Institute for the Education of the Mute and the Blind. *g*	Colorado Spr'gs, Colo.	1874	J. R. Kennedy	State	.....
5	Georgia Academy for the Blind*.	Macon, Ga.....	1852	W. D. Williams, A. M.	State	15
6	Illinois Institution for the Education of the Blind.	Jacksonville, Ill.	1849	Franklin W. Phillips, M. D.	State	32
7	Indiana Institute for the Education of the Blind.	Indianapolis, Ind	1847	W. B. Wilson	State	24
8	Iowa College for the Blind.....	Vinton, Iowa ...	1853	Thomas F. McCune, M. A.	State	34
9	Kansas Institution for the Education of the Blind.	Wyandotte, Kans	1868	George H. Miller..	State	8
10	Kentucky Institution for the Education of the Blind.	Louisville, Ky ..	1842	Benj. B. Huntoon, A. M.	State	25
11	Louisiana Institution for the Education of the Blind and the Industrial Home for the Blind. *o*	Baton Rouge, La.	1871	P. Lane.....	State	*f*3
12	Maryland Institution for the Instruction of the Blind.	Baltimore, Md..	1853	Frederick D. Morrison, M. A.	Corporation.	21
13	Maryland School for the Colored Blind and Deaf-Mutes.	Baltimore, Md., (258 Saratoga st)	1872	Frederick D. Morrison, M. A.	State	3
14	Perkins Institution and Massachusetts School for the Blind.	Boston, Mass	1829	M. Anagnos	Corporation and State.	61
15	Michigan School for the Blind...	Lansing, Mich..	*s*1880	J. F. McElroy, A.M.	State	25
16	Minnesota Institution for the Education of the Deaf and Dumb and the Blind.	Faribault, Minn.	*t*1866	James J. Dow.....	State	11
17	Mississippi Institution for the Education of the Blind.	Jackson, Miss ..	1852	Dr. W. S. Langley.	State	14
18	Missouri School for the Blind....	St. Louis, Mo	1851	John T. Sibley, A. M., M. D.	State	21
19	Nebraska Institution for the Blind.	Nebraska City, Nebr.	1875	J. B. Parmelee	State	7
20	New York State Institution for the Blind.	Batavia, N. Y...	1868	Rev. Albert D. Wilbor, D. D.	State	44
21	New York Institution for the Blind.*	New York, N. Y. (34th st. and 9th avenue).	1831	William B. Wait..	State	*v*38
22	North Carolina Institution for the Deaf and Dumb and the Blind.	Raleigh, N. C...	1849	Hezekiah A. Gudger, M. A., principal.	State	11
23	Ohio Institution for the Education of the Blind.*	Columbus, Ohio.	1837	G. L. Smead, M. A..	State	52
24	Oregon School for the Blind *y*	Salem, Oreg.....	1872	.....	State	.....
25	Pennsylvania Institution for the Instruction of the Blind.	Philadelphia, Pa.	1833	William Chapin, A. M.	Corporation.	61
26	South Carolina Institution for the Education of the Deaf and Dumb and the Blind.	Cedar Springs, S. C.	1855	Newton F. Walker	State	3

*From Report of the Commissioner of Education for 1881.

a Collar and mat making also taught.

b See Table XVIII.

c For both departments.

d Includes balance on hand from last school year.

e Upholstery is also taught.

f Instructors only.

g No blind pupils admitted as late as October, 1882; the legislature of 1881 appropriated $20,000 for additional buildings and furnishings, and the blind were thereafter to be received.

h Music is taught.

i Includes $10,000 for building.

j Up to the close of 1879.

k Cash receipts from the institution.

l Up to the close of 1880.

m In 1880.

n $28,000 here included were for additional buildings.

o These statistics, which are for the year 1880, are the latest received from this institution.

p Value of furniture.

q 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	
0	20	*38	....	*a*×	...	....	....	....	200	50	(*b*)	(*b*)	*cd*$3,848	*c*$18,848	(*b*)	1
19	44	173	×	×	×	*e*×	×	×	750	.....	$20,000	$11,000	0	11,587	$11,788	2
0	31	114	....	....	...	×	....	....	(*b*)	(*b*)	(*b*)	(*b*)	.....	.....	(*b*)	3
....	....	.....	....	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	4
4	61	217	×	×	×	×	*h*×	×	1,000	100	75,000	*i*22,000	375	.....	11,373	5
1	128	*j*605	×	×	×	×	*h*×	×	465	5	157,575	60,100	2,583	62,683	62,503	6
4	128	700	×	....	×	....	....	×	2,070	100	354,617	29,000	*k*210	29,210	28,696	7
8	141	482	×	×	...	×	....	×	1,200	200	250,000	25,300	1,300	31,508	33,425	8
....	53	*l*139	×	....	...	....	(*h*)	....	*m*340	.....	*m*100,000	*n*41,972	0	*n*41,972	*n*41,972	9
8	77	441	×	×	×	×	(*h*)	×	1,200	50	100,000	18,870	.....	28,859	20,084	10
6	23	57	×	×	...	×	*h*×	×	250	40	*p*3,000	*q*10,000	0	6,600	7,200	11
7	66	262	×	....	×	×	(*h*)	×	603	41	339,400	17,000	4,225	25,148	24,614	12
2	17	112	×	×	...	....	....	....	.....	.....	(*b*)	(*b*)	.....	.....	(*b*)	13
20	123	1,055	....	×	×	*e*×	(*h*)	×	*5,383	*793	314,499	30,000	18,865	*r*79,306	*r*69,668	14
0	63	73	×	....	×	....	....	×	1,164	850	105,040	29,800	0	46,158	41,869	15
1	36	76	×	....	×	....	....	×	*425	*25	20,000	(*b*)	0	.....	8,443	16
3	35	.....	×	×	...	*e*×	....	....	490	44	45,000	10,000	0	.....	.....	17
3	90	589	*u*×	...	...	....	....	....	1,500	300	250,000	28,000	0	28,000	26,000	18
....	25	52	×	×	×	....	(*h*)	×	*250	*50	*15,000	*7,800	.....	*7,800	*4,962	19
2	146	509	×	....	×	....	×	....	500	.....	358,565	30,000	0	51,938	42,982	20
....	236	*j*1,306	....	×	×	*e*×	*h*×	×	*w*600	.....	*w*373,634	40,557	*x*41,389	81,946	69,145	21
7	60	.....	×	×	...	×	(*h*)	×	500	50	(*b*)	(*b*)	.....	38,000	(*b*)	22
8	180	1,138	×	×	×	....	*h*×	×	*w*500	.....	500,000	29,681	*x*5,132	34,813	32,950	23
....	....	.....	....	....	....	....	....	....	.....	.....	.....	8,000	.....	8,000	.....	24
27	170	1,130	*u*×	×	×	×	....	×	1,500	.....	187,000	43,500	4,777	59,743	70,160	25
2	12	56	*z*×	×	×	×	(*h*)	....	.....	.....	(*b*)	(*b*)	.....	*c*9,628	(*b*)	26

r Exclusive of subscriptions to printing fund and payment of loans and investments.
s Founded in 1854 as a department of the Michigan Institution for the Deaf and Dumb and the Blind.
t Of the school for the blind; of the institute, 1863.
u Brush making and carpet weaving also taught.
v Number of officers only.
w In 1879.
x Includes income from all sources other than the State.
y The legislature of 1882 made an annual appropriation of $8,000 to this school; no school from 1878 to March, 1883.
z Also brush making.

TABLE XIX.—*Statistics of institutions for the blind for* 1882; *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
27	Tennessee School for the Blind..	Nashville, Tenn.	1846	John M. Sturtevant. *a*	State and corporation.	*b*11
28	Texas Institution of Learning for the Blind.*e*	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	9
30	West Virginia Institution for the Deaf and Dumb and the Blind.	Romney, W. Va.	1870	John C. 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	21

* From Report of the Commissioner of Education for 1881.
a Deceased December 26, 1882; succeeded by Loyal A. Bigelow.
b These figures, which are for 1879, are the latest received from this institution for these items.
c Up to the close of 1879.
d For two years, 1881 and 1882.
e These statistics, which are for the year 1880, are the latest received from this institution.

replies 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	
*b*3	58	*c*222	....	....	....	....	....	....	*b*1, 141	*b*46	*b*$110, 000	*d*$60, 300	.....	*d*$60, 300	*d*$32, 289	27
3	84	*f*485	×	....	×	×	*g*×	×	701	20	75, 000	18, 710	0	18, 710	19, 910	28
2	32	253	×	×	×	×	....	×	200	20	(*h*)	(*h*)	0	*i*34, 680	(*h*)	29
0	32	72	×	×	...	×	(*g*)	....	150	25	(*h*)	(*h*)	.....	.....	(*h*)	30
0	83	318	....	×	×	(*j*)	....	×	1, 200	100	155, 000	8, 800	.....	.....	17, 602	31

f From September, 1874, to close of 1880.
g Music is taught.
h See Table XVIII.
i For both departments.
j Carpet weaving is taught.

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, M. D
3	Indiana Asylum for Feeble-Minded Children	Knightstown, Ind	1879	Dr. John W. White
4	Iowa State Asylum for Feeble-Minded Children.	Glenwood, Iowa.	1876	F. M. Powell, 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	Hillside School for Backward and Feeble Children	Fayville, Mass	1870	Mesdames Knight & Green.
8	Massachusetts School for Idiotic and Feeble-Minded Youth.	South Boston (723 Eighth st.), Mass.	1848	George G. Tarbell, M. D., acting sup't.
9	Minnesota School for Idiots and Imbeciles	Faribault, Minn.	1879	George H. Knight, M.D.
10	New York State Idiot Asylum (Custodial Branch)	Newark, N. Y.	1878	C. C. Warner
11	Idiot Asylum, Randall's Island*	New York, N. Y.	1868	Miss Mary C. Dunphy.
12	New York Asylum for Idiots *k*	Syracuse, N. Y.	1851	Hervey B. Wilbur, M.D.
13	Ohio Institution for the Education of Imbecile Youth.	Columbus, Ohio.	1857	Gustavus A. Doren, M. D.
14	Pennsylvania Training School for Feeble-Minded Children.*	Elwyn, Pa	1852	Isaac N. Kerlin, M. D

* From Report of the Commissioner of Education for 1881.
a In 1879.
b Articulation is taught and Kindergarten instruction also given.
c Instruction in calisthenics and in domestic duties is also given.
d Number dismissed improved up to the close of 1880.
e In 1880.
f Various industries are taught.

for 1882; *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
*a*25	*a*47	*a*31	*a*78	*bc* ×	×	×	×	×	.....	×	×	.....	.....	.....
75	207	146	353	*c* ×	×	×	×	×	×	×	×	410	$60, 000	$60, 000
12	4	8	12	*c* ×	×	×	×	.....	.....	×	×	0	10, 000	10, 000
38	132	76	208	*c* ×	×	×	×	×	.....	×	×	*d*10	*e*24, 000	*e*24, 000
27	(17) 70	62	149	(*f*)	×	×	×	×	×	.....	×	*g*53	31, 748	34, 446
*h*9	46	28	74	(*c*)	×	×	×	×	×	×	×	*i*140	.....	36, 000
9	7	2	9	×	×	×	×	×	×	*j* ×	×	*d*15	.....	.....
16	77	54	131	(*f*)	×	×	×	×	×	.....	.....	.....	24, 000	24, 000
12	27	16	43	(*c*)	×	×	×	×	.....	.....	×	1	.....	8, 500
18	0	140	140	(*f*)	×	×	×	×	.....	.....	.....	1	20, 438	17, 798
*h*2	.....	.....	81	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
67	.....	.....	302	(*f*)	×	×	×	×	.....	.....	.....	*l*750	57, 322	54, 859
109	.....	.....	499	(*c*)	×	×	×	×	×	.....	.....	*m*201	*e*92, 945	*e*92, 945
*a*78	219	136	355	*bf* ×	×	×	×	×	.....	.....	×	*m*458	88, 500	88, 352

g Number dismissed improved up to close of 1881.
h Teachers only.
i Number dismissed improved up to close of 1878.
j Instruction also given in painting, fret sawing, sewing, and physical exercises.
k These statistics are for the year 1881.
l Number dismissed improved up to close of 1879.
m Number dismissed improved up to close of 1877.

TABLE XXI.—*Statistics of reform schools for* 1882; *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	Colorado State Industrial School.	Golden, Colo	State	William C. Sampson ..
3	State Reform School	Meriden, Conn.....	State	George E. Howe .....
4	Connecticut Industrial School for Girls.	Middletown, Conn ..	Private; aided by State.	Charles H. Bond .....
5	Illinois State Reform School	Pontiac, Ill	State	John D. Scouller, M. D .
6	Illinois Industrial School for Girls.	South Evanston, Ill.	Board of trustees	Eliza M. Miller .....
7	Indiana Reformatory Institution for Women and Girls.	Indianapolis, Ind ...	State	Sarah J. Smith.....
8	Indiana Reform School for Boys.	Plainfield, Ind	State	T. J. Charlton.....
9	Iowa Reform School*.....	Eldora, Iowa.....	State	B. J. Miles .....
10	Girls' department of the Iowa Reform School.*	Mitchellville, Iowa .	State	Mrs. L. D. Lewelling, matron.
11	State Reform School	North Topeka, Kans	State	Dr. J. F. Buck .....
12	House of Refuge	Louisville, Ky	Municipal	Peter Caldwell .....
13	Maine State Reform School	Portland, Me	State	Joseph R. Farrington.
14	House of Refuge *c*.....	Baltimore, Md	State, municipal, and private.	Robert Jabez Kirkwood.
15	Female House of Refuge *d*	Baltimore, Md. (cor. Baker and Carey streets).	Board of directors.	Rev. John W. Cornelius.
16	House of the Good Shepherd	Baltimore, Md	State	Rev. John Foley, D. D .
17	House of Reformation and Instruction for Colored Children.*	Cheltenham, Md	State and municipal.	General John W. Horn
18	House of Reformation.....	Boston, Mass	Municipal	Guy C. Underwood *e* ..
19	Marcella Street Home.....	Boston, Mass	Municipal	Hollis M. Blackstone..
20	Penitent Females' Refuge*.....	Boston, Mass	Private	Miss Francis A. Hutchinson.
21	Truant School	Boston, Mass	Municipal	Guy C. Underwood *e* ..
22	Truant School	Cambridge, Mass ...	Municipal	Francis Cogswell .....
23	Truant School	Fall River, Mass....	Municipal	.....
24	State Industrial School for Girls.	Lancaster, Mass	State	N. Porter Broun .....
25	Lawrence Industrial School.....	Lawrence, Mass	Municipal	Robert B. Risk .....
26	House of Reformation for Juvenile Offenders. *d*	Lowell, Mass	Municipal	Lorenzo Phelps.....
27	Truant School*.....	New Bedford, Mass .	Municipal	.....

* From Report of the Commissioner of Education for 1881.
a In 1879.
b Includes seven pupil assistants.

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 after leaving the institution.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	10
1859	*c*19	*c*2	Under 18	Commitment by court	
1881	10	4	10–16	Criminal offences	
1854	12	16	7–16	Committed for all offences except murder in the first degree.	Boys are required to write to the superintendent every six months; if they fail to do so an agent is sent to look after them, and if not doing well they are returned to the school.
1870	5	*b*24	8–16	Truancy, vagrancy, and danger of falling into habits of vice and immorality.	They are frequently visited by an agent and corresponded with.
1871	15	8	10–16	Convicted of crime	None.
1877	1	5	1–18	Begging, want of parental care or guardianship, and danger of leading a vagrant or vicious life.	Provided with homes and employment.
1873	.....	6	Under 16	None	Homes are provided and they are overlooked as long as possible.
1868	3	1	10–17	.....	Superintendent is kept informed of their conduct and surroundings through correspondence.
1868	12	11	8–16	Must be of sound mind and body	Good homes are secured, and the boys are required to report once a month for a year.
1873	1	4	.....	Must be of sound mind and body	Corresponded with and visited.
1881	9	9	8–16	Committed for crime and incorrigibility.	Returned to parents on probation or indentured to farmers.
1865	14	6	7–16	Discretionary with board of directors.	Those taking charge of the children are required to report periodically to the superintendent.
1850	9	8	8–16	Sentenced by courts for any offence not punishable by imprisonment in State prison for life.	Good homes are secured; some boys are indentured during minority, others released on "ticket of leave" and required to report in writing every three months.
1855	15	5	6–18	Incorrigibility, viciousness, vagrancy, larceny, burglary, &c.	Visited by an agent every three months, under whose charge they are.
1866	1	2	Under 18	Vagrancy, incorrigibility, or vicious conduct.	Placed in good homes and their interests guarded by the institution until 21 years of age.
1864	.....	40	3–18	Vagrancy and criminal faults	Homes or employment provided.
1873	15	.....	6–16	For all offences	Homes provided for all who do not return to their parents.
1859	.....	.....	9–17	Vagrancy, incorrigibility, larceny, &c.	
1877	11	11	7–14	Legal pauper residence in Boston.	An agent visits them in their homes and reports to the board of directors their condition, and any measures necessary for their welfare are adopted.
1821	.....	4	12–40	Need of reformation	Allowed to visit the institution and to stay there when out of work, corresponded with, and their welfare in their different situations looked after.
1877	.....	.....	8–15	Truancy and absenteeism	
.....	.....	1	5–15	None	They return to their homes.
1879	.....	.....	.....	Truancy and absenteeism	
1855	2	11	7–17	Commitment by courts	They are under the control of the school until of age.
1874	2	3	8–15	None	
1851	1	0	7–16	.....	Good situations secured and oversight given.
1881	.....	.....	.....	Truancy	

c These statistics are for the year 1881.
d These statistics, which are for 1880, are the latest received from this institution.
e Since succeeded by Col. John C. Whiton.

TABLE XXI.—*Statistics of reform*

	Name.	Location.	Control.	Superintendent.
	1	2	3	4
28	Plummer Farm School	Salem, Mass	Private	Charles A. Johnson
29	Hampden County Truant School	Springfield, Mass	County	R. C. Barrett
30	State Reform School	Westboro', Mass	State	Jos. A. Allen
31	Worcester Truant School	Worcester, Mass	Municipal	B. F. Parkhurst
32	Reform School for Girls*	Near Adrian, Mich	State	Miss Emma A. Hall
33	State Reform School	Lansing, Mich	State	Cornelius A. Gower
34	Minnesota State Reform School	St. Paul, Minn	State	Rev. J. G. Riheldoffer
35	House of Refuge	St. Louis, Mo	Municipal	John D. Shaffer
36	State Reform School	Kearney, Nebr	State	G. W. Collins
37	State Industrial School	Manchester, N. H	State	John C. Ray
38	St. Francis Catholic Protectory	Denville, N. J	Roman Catholic	Sister M. Juliana
39	New Jersey State Reform School	Jamesburg, N. J	State	James H. Eastman
40	State Industrial School for Girls	Trenton, N. J	State	Harriet F. Perry, matron.
41	Newark City Home	Verona, N. J	Municipal	C. M. Harrison
42	House of Shelter *b*	Albany, N. Y. (52 Howard street).	Municipal	Mary L. Dare, matron.
43	House of the Good Shepherd *b*	Brooklyn, N. Y. (Hopkinson ave. and Pacific street).	Roman Catholic	Sister M. Loretto, superior.
44	Catholic Protectory for Boys	Buffalo, N. Y	Roman Catholic	Rev. N. Baker
45	Catholic Protectory for Girls*	Buffalo, N. Y	Municipal	Mother Mary of St. Bernard.
46	New York State Reformatory	Elmira, N. Y	State	Z. R. Brockway
47	Juvenile House of Industry of Brooklyn.	New Lots, N. Y. (East New York).	Municipal	Joseph Wagner, jr.
48	House of the Good Shepherd*	New York, N. Y. (90th st. and East River).		Mother Mary of St. Magdalen, provincial.
49	New York House of Refuge	New York, N. Y. (Randall's Island).	State	Israel C. Jones
50	New York Juvenile Asylum	New York, N. Y. (176th street and 10th avenue).	State and municipal.	Elisha M. Carpenter
51	New York Magdalen Benevolent Society. *b*	New York, N. Y. (7 East 88th street).	Municipal	Mrs. R. P. Hudson
52	Western House of Refuge *b*	Rochester, N. Y	State	Levi S. Fulton
53	Protectorate and Reformatory for Destitute Children.	Utica, N. Y	Roman Catholic	Brother H. Thomas
54	New York Catholic Protectory*	Westchester, N. Y	State and municipal.	Henry L. Hoguet, president.

* From Report of the Commissioner of Education for 1881.
a Provided for by an act of the legislature in 1879, but not opened for reception of pupils until 1881.

schools for 1882, *&c.*—Continued.

Date of establishment.	Number of teachers, officers, and assistants.		Conditions of commitment.		Means taken for the welfare of the inmates after leaving the institution.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	10
1870	2	3	10–16	Some boarders are taken	Corresponded with and visited.
1880	2	3	7–15	Must be convicted of truancy	
1848	12	17	7–17		Agents, supplied by the State, visit them and report their condition twice a year.
1863	.....	1	7–15	Truancy	They are looked after by superintendent of schools and required to attend school regularly.
(*a*)	2	9	7–17	Until 21; granted ticket of leave by board.	Provided with good homes.
1856	18	15	10–16	They must be "juvenile offenders."	
1868	18	4	Under 16	None	They are corresponded with.
1854	15	7	3–16	Must be residents of St. Louis City or County or United States convicts.	Some are indentured, some are returned to their parents, and others take care of themselves.
1881	.....	.....	8–15	Vagrancy and criminal faults	
1854	6	5	8–17	Must be sound in mind and body	Situations are found for them by the superintendent, and they are given a small amount of money and a change of clothing.
1875	.....	6	6–12	Destitution	
1867	15	12	8–16	Commitment by court	They are visited and corresponded with by the superintendent or his assistant.
1871	.....	4	8–16	Committed for any crime except murder or manslaughter.	Homes are secured for them and an effort is made to keep up a correspondence.
1873	7	6	7–18	Commitment by court until of age	They are corresponded with and visits exchanged.
1868	.....	2	No limit.	Homelessness, indigence, &c	Placed in good homes.
1868	.....	36	.....	.....	Placed at service or returned to friends.
1866	.....	12	.....	.....	
1866	.....	1	7–14	They must be Roman Catholic	Situations procured or returned to friends.
1876	42	0	16–30	First offence of felony	Situations are secured for all; they are conditionally released, a monthly correspondence being carried on and general supervision given until they are released from their legal relations.
1854	2	0	5–14	None	
.....	.....	.....	.....	.....	.....
1825	41	32	Under 16	.....	Returned to friends; those indentured are looked after by the institution during minority.
1851	13	43	7–14	Truancy, disobedience, destitution, &c.	About 200 placed in homes at the West yearly; others returned to friends, who furnish reports of their character, &c.
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.
*c*1861	5	2	7–16	Commitment by justices, masters of the poor, or other authorities.	They are visited for a year or two.
1863	48	36	7–16	Transferred by commissioners of public charity and correction of New York City.	Visited and cared for by an agent till their majority, or returned to parents or guardians.

b These statistics, which are for the year 1880, are the latest received from this institution.
c As St. Vincent's Male Orphan Asylum.

TABLE XXI.—*Statistics of reform*

	Name.	Location.	Control.	Superintendent.
	1	2	3	4
55	Cincinnati House of Refuge	Cincinnati, Ohio	Municipal and contributing membership.	Henry Oliver
56	Protectory for Boys	Cincinnati, Ohio	Roman Catholic.	Brother Massaus, superior.
57	House of Refuge and Correction*	Cleveland, Ohio	Municipal	W. D. Paterson
58	Girls' Industrial Home	Delaware, Ohio	State	D. R. Miller
59	State Reform School for Boys	Lancaster, Ohio	State	Charles Douglass
60	House of Refuge and Correction	Toledo, Ohio	Municipal	Almond A. McDonald
61	House of Refuge	Philadelphia, Pa	State, municipal, and private.	J. Hood Laverty
62	Pennsylvania Reform School*	Pittsburgh, Pa. (Morganza).	State	Jerome A. Quay
63	State Reform School	Howard, R. I.	State	Frank M. Howe
64	Vermont Reform School	Vergennes, Vt	State	William G. Fairbank
65	Wisconsin Industrial School for Girls.	Milwaukee, Wis	State and private	Mary E. Rockwell Cobb.
66	Wisconsin Industrial School for Boys.	Waukesha, Wis	State	William H. Sleep
67	Reform School	Washington, D. C.	United States	G. A. Shallenberger

* From Report of the Commissioner of Education for 1881.
a In 1880.

schools for 1882, *&c.*—Continued.

Date of establishment.	Number of teachers, officers, and assistants.		Conditions of commitment.		Means taken for the welfare of the inmates after leaving the institution.
	Male.	Female.	Age.	Other conditions.	
5	6	7	8	9	10
1850	(26)		Under 16	Homelessness, vagrancy, &c	They make monthly reports in person to the house.
1871	(6)				
1869	8	21	9–15	Incorrigibility, vagrancy, and crime.	Good homes in private families provided for them.
1856	35	22	10–16	Commitment by court	The institution keeps a guardianship over them until 21 years of age.
1875	*a*6	*a*7	Under 16	Committed by court for incorrigible or vicious conduct, vagrancy, &c.	Cared for until they are of age or thoroughly reformed.
1828	13	20			They are visited by an agent once a year and their condition carefully examined.
(*b*)	29	13	7–21	Discretionary with board of managers.	Homes are provided for the homeless.
1850	6	8	10–18	Boarders	Supervision of school officers until of age.
1865	7	9	Boys under 16; girls under 15.	Committed by parent or guardian by obtaining certificate from probate court.	Sent to their homes, if they have suitable ones; if not, homes are provided for them.
1875	2	12	Under 16	Destitution, petty offences, danger of leading a vicious and depraved life.	Homes provided in good families, visited, and corresponded with.
1860	32	12	10–16	None	They report to the institution every month by letter.
1869	21	8	8–16	Commitment by United States and District of Columbia courts and president of board of trustees.	None.

b Chartered in 1850 as "House of Refuge;" in 1872 name changed by act of legislature to Pennsylvania Reform School.

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
1	City and County Industrial School*	190	42	119	65	*a*186	*ab*4	*a*161	*a*29	*a*4
2	Colorado State Industrial School	80	0	79	1	77	3	77	3	9
3	State Reform School	234	208	406	.....	379	27	392	14	18
4	Connecticut Industrial School for Girls	55	48	0	181	160	21	169	12	19
5	Illinois State Reform School	140	84	*d*338	0	301	37	308	30	35
6	Illinois Industrial School for Girls	17	19	.....	55	50	5	46	9	9
7	Indiana Reformatory Institution for Women and Girls.	51	61	0	144	136	8	135	9	50
8	Indiana Reform School for Boys	177	*e*183	372	0	321	51	.....	.....	.....
9	Iowa Reform School*	50	30	205	.....	} 240	30	180	90	28
10	Girls' department of the Iowa Reform School.*	.....	.....	.....	65					
11	State Reform School	54	13	72	.....	57	15	71	1	.....
12	House of Refuge	114	75	210	37	178	69	240	7	15
13	Maine State Reform School	30	33	110	.....	107	3	106	4	.....
14	House of Refuge*f*	77	70	240	.....	240	0	229	11	27
15	Female House of Refuge*g*	26	36	.....	58	58	.....	53	5	18
16	House of the Good Shepherd	37	31	.....	193	193	.....	188	5	100
17	House of Reformation and Instruction for Colored Children.*	84	115	203	.....	.....	203	203	.....	8
18	House of Reformation	68	79	98	14	.....	.....	.....	.....	.....
19	Marcella Street Home	341	198	288	100	279	9	270	18	.....
20	Penitent Females' Refuge*	15	11	.....	19	19	.....	17	2	0
21	Truant School	132	81	182	.....	.....	.....	.....	.....	.....
22	Truant School	22	28	41	5	42	4	15	31	0
23	Truant School	7	5	12	.....	.....	.....	.....	.....	.....
24	State Industrial School for Girls	47	37	.....	70	68	2	59	11	3
25	Lawrence Industrial School	12	14	24	0	24	0	24	0	3
26	House of Reformation for Juvenile Offenders.*g*	64	64	102	4	106	0	91	15	0
27	Truant School*	16	.....	18	.....	18	.....	.....	.....	.....
28	Plummer Farm School	13	13	30	0	29	1	30	.....	2
29	Hampden County Truant School	20	7	*d*31	*d*1	32	.....	32	.....	3
30	State Reform School	108	146	133	0	129	4	*ah*78	*ah*15	3
31	Worcester Truant School	17	12	17	0	17	0	17	0	0
32	Reform School for Girls*	36	.....	.....	36	33	3	32	4	10
33	State Reform School	234	181	362	.....	324	38	295	67	.....
34	Minnesota State Reform School	*i*106	*i*97	*i*96	*i*10	*i*100	*i*6	*i*8	*i*98	.....
35	House of Refuge	196	155	195	68	210	53	.....	.....	.....
36	State Reform School	27	.....	28	9	.....	.....	.....	.....	.....
37	State Industrial School	24	29	93	18	110	1	107	4	21
38	St. Francis Catholic Protectory	29	34	71	.....	71	.....	48	23	17
39	New Jersey State Reform School	130	87	322	.....	285	37	276	46	.....
40	State Industrial School for Girls	*9	*j*13	.....	30	25	5	28	2	5
41	Newark City Home	74	72	134	20	144	10	45	109	12
42	House of Shelter*g*	33	.....	2	20	22	.....	21	1	11
43	House of the Good Shepherd*g*	.....	.....	.....	305	305	.....	125	180	22
44	Catholic Protectory for Boys	.....	.....	120	.....	.....	.....	.....	.....	.....
45	Catholic Protectory for Girls*	4	17		14	14	.....	14	.....	3
46	New York State Reformatory	266	248	516	0	500	16	396	120	.....
47	Juvenile House of Industry of Brooklyn	133	157	40	0	38	2	40	.....	4
48	House of the Good Shepherd*	170	210	.....	441	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1881.
a Of those committed during the year.
b Two are Chinese.
c Also civil government.
d Whole number during the year.
e Released on "ticket of leave."
f These statistics are for the year 1881.

schools for 1882, *&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
2	26	1	25	28	20	18	×	×	....	×	....	×	×	×	....	....	....	×	×	2
.....	(31)		120	.....	.....	.....	×	×	....	....	....	c ×	×	.....	.....	.....	.....	.....	.....	3
120	21	40	36	84	51	63	×	×	....	....	....	×	×	×	....	....	....	....	×	4
50	15	25	150	52	188	286	×	×	....	×	....	×	×	....	×	....	×	....	.....	5
.....	4	.....	.....	.....	.....	.....	×	×	....	....	....	×	....	×	....	....	....	×	×	6
95	92	3	27	22	113	118	×	×	....	....	....	×	....	×	....	....	×	....	....	7
.....	.....	.....	.....	.....	.....	.....	×	×	....	....	....	.....	....	×	.....	....	.....	.....	.....	8
.....	3	11	26	.....	.....	.....	×	×	....	....	....	×	×	×	×	....	.....	....	×	9
.....	.....	.....	.....	.....	.....	.....	×	×	....	....	....	×	×	×	.....	....	.....	.....	.....	10
.....	17	.....	15	22	17	32	×	×	....	....	....	×	×	.....	.....	....	.....	.....	.....	11
.....	.....	.....	39	39	61	58	×	×	....	....	....	×	....	×	.....	....	.....	.....	.....	12
.....	.....	.....	.....	.....	.....	.....	×	×	....	×	....	×	×	.....	.....	....	.....	.....	×	13
.....	50	3	80	107	53	100	×	×	....	....	....	×	×	×	.....	....	.....	.....	.....	14
.....	.....	.....	.....	.....	.....	.....	×	×	....	....	....	×	×	.....	.....	....	.....	.....	.....	15
.....	120	73	.....	.....	30	25	×	×	....	....	....	.....	.....	×	.....	....	.....	.....	.....	16
.....	(*a* 47)		35	2	.....	....	×	×	....	....	....	×	×	×	.....	....	.....	.....	.....	17
.....	.....	.....	.....	.....	.....	.....	×	×	....	....	....	×	×	×	.....	....	.....	.....	×	18
.....	.....	.....	8	245	35	43	×	×	....	....	....	×	×	×	.....	....	.....	×	×	19
0	.....	.....	.....	19	0	0	×	×	....	....	....	×	×	×	.....	....	.....	.....	.....	20
.....	.....	.....	.....	.....	.....	.....	×	×	....	....	....	×	×	×	.....	....	.....	.....	×	21
.....	2	4	5	35	5	10	×	×	....	....	....	×	×	×	×	×	×	....	×	22
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	23
.....	5	1	4	60	6	6	×	×	....	....	....	×	×	×	.....	....	.....	.....	.....	24
.....	0	0	.....	24	.....	.....	×	×	....	....	....	×	.....	.....	.....	....	.....	.....	.....	25
.....	.....	.....	*a* 4	*a* 60	.....	4	×	×	....	....	....	×	×	×	.....	....	.....	.....	.....	26
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	27
.....	0	5	.....	24	5	6	×	×	....	....	....	×	....	×	.....	....	.....	.....	×	28
20	0	5	8	22	5	6	×	×	....	....	....	×	×	.....	.....	....	.....	.....	.....	29
.....	0	8	.....	125	8	8	×	×	....	....	....	×	×	×	.....	....	.....	.....	.....	30
7	.....	.....	0	16	1	1	×	×	....	....	....	×	×	.....	.....	....	.....	×	.....	31
24	4	11	8	13	15	23	×	×	....	×	....	×	×	×	.....	....	×	.....	.....	32
.....	.....	.....	.....	.....	75	120	×	×	....	....	....	×	×	×	.....	....	.....	.....	.....	33
.....	*i* 45	*i* 61	*i* 50	*i* 56	*i* 0	*i* 40	×	×	....	....	....	×	×	×	.....	....	.....	.....	.....	34
.....	.....	.....	.....	.....	.....	.....	×	×	....	....	....	×	×	.....	.....	....	.....	.....	×	35
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	36
50	.....	.....	.....	.....	15	25	×	×	....	×	....	×	×	....	×	....	.....	.....	.....	37
.....	.....	.....	.....	.....	.....	.....	×	×	....	....	....	×	....	×	.....	....	.....	.....	.....	38
.....	.....	.....	145	145	177	177	×	×	....	....	....	×	×	×	×	....	.....	.....	.....	39
.....	.....	.....	.....	.....	6	12	×	×	....	....	....	×	....	.....	.....	....	.....	.....	.....	40
.....	(13)		43	9	.....	.....	×	×	....	....	....	×	×	×	.....	....	.....	.....	.....	41
.....	.....	.....	.....	.....	.....	.....	×	×	....	....	....	×	....	×	.....	....	.....	.....	.....	42
.....	.....	.....	.....	.....	40	32	×	×	....	....	....	.....	.....	.....	.....	....	.....	.....	.....	43
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	44
.....	.....	.....	5	9	5	5	×	×	....	....	....	×	.....	.....	.....	....	.....	.....	.....	45
382	(175)		114	227	175	175	×	×	....	....	....	×	....	*k* ×	*l* ×	....	.....	.....	.....	46
.....	.....	.....	.....	.....	.....	.....	×	×	....	....	....	×	×	.....	.....	....	.....	.....	.....	47
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	48

g These statistics, which are for the year 1880, are the latest received from this institution.
h Also 15 unknown.
i For two years ending November, 1882.
j Ten of these indentured.
k Also political economy.
l Moral philosophy.

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
49	New York House of Refuge	775	683	694	117	749	62	.....	.....	.....
50	New York Juvenile Asylum	681	653	650	164	779	35	790	24	132
51	New York Magdalen Benevolent Society. *b*	166	149	.....	58	53	5	.....	.....	.....
52	Western House of Refuge *b*	338	338	465	127	558	34	*c*284	*c*54	*c*37
53	Protectory and Reformatory for Destitute Children.	31	47	109	0	109	0	108	1	8
54	New York Catholic Protectory*	871	820	1,346	667	2,010	3	.....	.....	.....
55	Cincinnati House of Refuge	269	257	187	74	.....	.....	.....	.....	.....
56	Protectory for Boys	.....	.....	120	.....	.....	.....	.....	.....	.....
57	House of Refuge and Correction*	39	60	137	27	.....	.....	.....	.....	.....
58	Girls' Industrial Home	69	70	.....	268	230	38	.....	.....	50
59	State Reform School for Boys	131	168	537	.....	513	24	.....	.....	10
60	House of Refuge and Correction	70	*d*45	187	.....	.....	.....	.....	.....	.....
61	House of Refuge	368	318	467	148	*c*276	*c*92	*cf*330	*cf*28	54
62	Pennsylvania Reform School*	163	185	252	55	255	52	*h*286	*h*7	28
63	State Reform School	148	179	138	0	126	12	125	13	9
64	Vermont Reform School	15	38	70	16	85	1	.....	.....	.....
65	Wisconsin Industrial School for Girls	78	72	25	101	122	4	123	3	.....
66	Wisconsin Industrial School for Boys	88	160	299	.....	294	5	288	11	.....
67	Reform School	99	94	143	.....	55	88	*c*85	*c*14	25

* From Report of the Commissioner of Education for 1881.
a Also astronomy.
b These statistics, which are for the year 1880, are the latest received from this institution.
c Of those committed during the year.
d Employment was secured for 10 of these and 11 were apprenticed.

schools for 1882, *&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**	
.....	.....	.....	0	345	430	430	×	×	.....	.....	.....	×	×	.....	.....	.....	.....	.....	.....	49
327	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	×	×	×	*a* ×	.....	.....	.....	.....	50
.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	×	.....	.....	.....	.....	.....	.....	.....	51
.....	20	43	182	347	89	162	×	×	.....	.....	.....	×	×	×	.....	.....	.....	×	.....	52
.....	.....	.....	.....	.....	72	18	×	×	.....	.....	.....	×	×	.....	.....	.....	.....	×	.....	53
.....	(476)		497	1,040	250	100	×	×	.....	.....	.....	.....	×	×	.....	.....	.....	×	.....	54
.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	×	×	×	.....	.....	.....	.....	×	55
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	56
.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	×	×	×	.....	.....	.....	.....	×	57
.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	×	×	×	.....	.....	.....	.....	.....	58
.....	.....	.....	.....	.....	.....	.....	×	×	×	.....	.....	×	.....	×	.....	.....	×	.....	×	59
.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	×	.....	*e* ×	.....	.....	.....	.....	.....	60
.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	×	×	×	.....	.....	.....	.....	*g* ×	61
27	.....	.....	.....	.....	40	85	×	×	.....	.....	.....	×	.....	.....	.....	.....	.....	.....	×	62
.....	.....	.....	40	98	.....	40	×	×	.....	.....	.....	×	.....	.....	.....	.....	.....	.....	.....	63
.....	7	.....	.....	5	7	12	×	×	.....	.....	×	×	.....	.....	.....	×	.....	.....	.....	64
.....	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	×	×	×	.....	.....	.....	.....	.....	65
.....	(179)		.....	.....	.....	.....	×	×	.....	.....	.....	×	×	.....	.....	.....	.....	.....	.....	66
30	.....	.....	.....	.....	.....	.....	×	×	.....	.....	.....	×	×	×	.....	.....	.....	.....	.....	67

e Also civil government.
f Also 10 unknown.
g Also object lessons.
h Also 14 unknown.

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
1	City and County Industrial School*	....	....	....	....	....	....	....	....	×	....	×	×	....
2	Colorado State Industrial School	×	....	×	....	....	....	....	....	×	....	....	×	....
3	State Reform School	....	....	....	....	....	×	....	....	×	....	×	....	....
4	Connecticut Industrial School for Girls	×	....	....	....	....	....	....	*d* ×	....	....	×	×	×
5	Illinois State Reform School	×	....	....	....	×	....	....	....	×	....	×	....	....
6	Illinois Industrial School for Girls	....	....	....	....	....	....	....	×	....	....	....	×	....
7	Indiana Reformatory Institution for Women and Girls.	×	....	....	....	×	....	....	....	....	....	....	×	....
8	Indiana Reform School for Boys	....	....	....	....	×	×	....	....	×	....	×	....	....
9	Iowa Reform School*	....	....	×	....	....	(*f*)	....	....	×	....	×	....	....
10	Girls' department of the Iowa Reform School.*	×	....	....	....	....	....	....	×	....	....	....	×	×
11	State Reform School	....	....	....	....	....	....	....	....	×	....	×	×	....
12	House of Refuge	....	....	....	....	*g* ×	....	....	....	×	....	×	....	....
13	Maine State Reform School	×	....	....	....	×	....	....	....	×	....	×	×	....
14	House of Refuge *h*	....	....	....	....	....	....	....	....	....	....	....	....	....
15	Female House of Refuge *i*	×	....	....	....	....	....	....	....	....	....	....	×	....
16	House of the Good Shepherd	....	....	....	....	....	....	....	×	....	....	....	....	....
17	House of Reformation and Instruction for Colored Children.*	×	....	....	....	....	....	....	....	×	....	....	×	....
18	House of Reformation	....	....	....	....	....	....	....	....	×	....	....	....	....
19	Marcella Street Home	....	....	....	....	....	....	....	....	....	....	....	....	....
20	Penitent Females' Refuge*	....	....	....	....	....	....	....	....	....	....	....	×	×
21	Truant School	....	....	....	....	....	....	....	....	....	....	....	....	....
22	Truant School	....	....	....	....	....	....	....	....	×	....	....	×	....
23	Truant School	....	....	....	....	....	....	....	....	....	....	....	....	....
24	State Industrial School for Girls	....	....	....	....	....	....	....	....	....	×	....	×	×
25	Lawrence Industrial School	....	....	....	....	....	....	....	....	....	....	....	....	....
26	House of Reformation for Juvenile Offenders. *i*	....	....	....	....	×	....	....	....	×	....	×	....	....
27	Truant School*	....	....	....	....	....	....	....	....	....	....	....	....	....
28	Plummer Farm School	....	....	....	....	×	....	....	....	....	....	×	×	....
29	Hampden County Truant School	....	....	....	....	....	....	....	....	×	....	....	×	....
30	State Reform School	....	....	....	....	×	....	....	....	×	....	....	×	....
31	Worcester Truant School	....	....	....	....	....	....	....	....	....	....	....	×	....
32	Reform School for Girls*	....	....	....	....	....	....	....	×	....	....	×	×	×
33	State Reform School	×	....	....	....	×	....	....	....	....	....	....	....	....
34	Minnesota State Reform School	....	....	....	....	....	*m* ×	....	....	....	....	×	....	....
35	House of Refuge	×	....	....	....	....	....	×	....	....	....	....	....	....
36	State Reform School	....	....	....	....	....	....	....	....	×	....	×	×	....
37	State Industrial School	....	....	....	....	....	....	×	....	×	....	....	....	....
38	St. Francis Catholic Protectory	....	....	....	....	....	....	....	....	....	....	....	....	....
39	New Jersey State Reform School	×	....	....	....	....	....	....	....	*n* ×	....	....	×	....
40	State Industrial School for Girls	×	....	....	....	....	....	....	....	....	....	....	×	....
41	Newark City Home	×	....	....	×	....	....	....	×	×	....	×	×	....
42	House of Shelter *i*	....	....	....	....	....	....	....	×	....	....	....	×	....
43	House of the Good Shepherd *i*	....	....	....	....	....	....	....	....	....	....	....	....	....
44	Catholic Protectory for Boys	....	....	×	....	....	....	×	....	....	....	....	....	....
45	Catholic Protectory for Girls*	....	....	....	....	....	....	....	....	....	....	....	....	....
46	New York State Reformatory	....	....	×	....	....	....	....	....	×	....	....	....	....
47	Juvenile House of Industry of Brooklyn	....	....	....	....	....	....	....	....	....	....	....	....	....
48	House of the Good Shepherd*	....	....	....	....	....	....	....	....	....	....	....	....	....
49	New York House of Refuge	....	....	....	....	....	....	....	....	....	....	....	×	×
50	New York Juvenile Asylum	×	....	....	....	....	....	....	....	×	....	....	×	....
51	New York Magdalen Benevolent Society. *i*	×	....	....	....	....	....	....	....	....	....	....	×	....
52	Western House of Refuge *i*	×	....	....	....	×	....	....	×	×	....	×	×	....
53	Protectory and Reformatory for Destitute Children.	....	....	....	....	....	....	....	....	×	....	×	....	....

*From Report of the Commissioner of Education for 1881.

a Number up to close of year 1879.

b In 1879.

c This for the boys; $180 average annual cost for each inmate of the Magdalen Asylum.

d Also fancy work.

e Includes both penal and reformatory departments.

f Engineering taught.

g Basket making taught also.

h These statistics are for the year 1881.

i These statistics, which are for the year 1880, are the latest received from this institution.

schools for 1882, *&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	
×	....	....	....	×	×	×	×	×	*a*3,121	....	*b*400	.....	$277 44*c*	.....	$44, 900	.....	1
×	....	....	....	....	....	×	....	×	80	....	0	0	224 30	$0 54	12, 785	$38	2
....	....	....	....	....	×	×	....	×	3, 639	80	2, 000	200	100 00	.....	60, 000	16, 000	3
×	....	×	....	×	....	....	....	....	535	66⅔	1, 200	100	156 00	20 00	37, 400	3, 500	4
....	....	....	....	....	....	×	....	×	1, 193	65	1, 200	78	147 00	19 50	33, 807	4, 476	5
....	....	....	....	×	....	....	....	....	180	90	400	160	.....	.....	.....	.....	6
×	....	....	....	×	....	....	....	....	492	82	300	100	*e*132 52	.....	*e*28, 000	*e*2, 600	7
×	....	....	....	....	....	×	....	×	1, 718	95	200	.....	120 00	.....	16, 125	.....	8
....	....	....	....	....	....	×	....	×	801	75	650	40	108 00	.....	32, 000	.....	9
×	....	....	....	×	....	....	....	....	144	....	.....	.....				.....	10
....	....	....	....	....	....	....	....	....	102	....	0	.....	.....	.....	12, 000	.....	11
....	....	....	....	....	....	×	....	....	1, 508	....	600	100	81 61	58 96	20, 158	6, 604	12
×	....	....	....	×	....	....	....	....	1, 711	....	1, 600	.....	.....	.....	*14, 600	*5, 400	13
....	....	....	....	....	....	*g*×	....	×	2, 945	87	1, 500	50	100 00	45 00	53, 000	10, 800	14
×	....	....	....	×	....	....	....	....	268	75	300	50	87 00	.....	5, 473	.....	15
....	....	....	....	×	....	....	....	....	1, 129	66⅔	.....	.....	100 00	75 00	2, 100	1, 500	16
×	....	....	....	....	....	*g*×	....	×	697	....	100	.....	.....	.....	20, 000	1, 200	17
....	....	....	×	....	....	....	....	....	.....	....	*j*700	.....	90 22	.....	12, 056	4, 243	18
....	....	....	....	....	....	....	....	....	880	....	(*k*)	.....	112 38	0	36, 324	0	19
....	....	....	....	×	....	....	....	....	2, 000	....	400	.....	.....	.....	4, 000	300	20
....	....	....	....	....	....	....	....	....	.....	....	.....	.....	90 22	.....	17, 545	.....	21
....	....	....	....	....	....	....	....	....	.....	....	200	50	170 66	.....	4, 520	.....	22
....	....	....	....	....	....	....	....	....	.....	....	.....	.....	.....	.....	1, 000	.....	23
....	....	....	....	×	....	....	....	....	1, 167	70	1, 600	0	.....	0	16, 000	1, 500	24
....	....	....	....	....	....	....	....	....	129	....	650	.....	127 92	58 65	5, 224	1, 642	25
....	....	....	....	....	....	....	....	....	1, 425	25	550	0	100 00	43 00	3, 900	1, 677	26
....	....	....	....	....	....	....	....	....	.....	....	.....	.....	.....	.....	1, 500	.....	27
....	....	....	....	....	....	....	....	....	156	89	765	50	198 14	85 07	5, 944	2, 552	28
....	....	....	....	....	....	....	....	....	49	....	0	.....	.....	.....	4, 644	.....	29
....	....	....	....	....	....	....	....	....	5, 280	....	1, 500	50	.....	.....	3, 500	3, 306	30
....	....	....	....	....	....	....	....	....	273	50	100	0	205 32	0	2, 053	0	31
....	....	....	....	×	....	....	....	....	36	....	75	75	.....	.....	.....	.....	32
×	....	....	....	....	....	×	....	×	2, 704	....	1, 200	0	*l*115 00	.....	*l*35, 500	8, 601	33
....	....	....	....	....	....	×	....	×	573	80	1, 070	.....	186 00	.....	*j*37, 679	.....	34
....	....	....	×	....	....	×	....	....	4, 715	70	600	100	127 75	27 00	34, 000	6, 743	35
....	....	....	....	×	....	....	....	....	43	....	.....	.....	.....	.....	.....	.....	36
....	....	....	....	....	....	×	....	....	1, 100	75	300	100	150 00	.....	17, 500	5, 000	37
....	....	....	....	....	....	....	....	....	.....	....	.....	.....	.....	.....	.....	.....	38
....	....	....	....	....	×	....	....	×	1, 267	75	550	0	148 29	65 48	42, 912	18, 948	39
×	....	....	....	×	×	....	....	....	181	75	220	0	.....	.....	6, 152	1, 133	40
....	....	....	....	×	....	....	....	×	456	....	*b*200	.....	116 60	.....	18, 519	*o*1, 460	41
×	....	....	....	....	....	....	....	....	583	....	425	25	57 25	24 23	2, 883	678	42
....	....	....	....	×	....	....	....	....	3, 385	....	360	50	.....	.....	55, 697	*p*64, 630	43
....	....	....	(*q*)	....	....	×	....	....	.....	....	.....	.....	.....	.....	.....	.....	44
....	....	....	....	....	....	....	....	....	81	....	.....	.....	.....	.....	.....	.....	45
....	(*r*)	....	....	....	....	×	....	×	1, 484	81⅓	4, 500	300	180 00	120 00	90, 000	60, 000	46
....	....	....	....	....	....	....	....	....	3, 301	....	250	50	.....	0	11, 000	0	47
....	....	....	....	....	....	....	....	....	.....	....	.....	.....	.....	.....	55, 729	.....	48
×	....	....	....	×	....	....	....	....	20, 624	73	2, 159	157	157 60	51 30	121, 513	39, 555	49
....	....	....	....	×	....	×	....	×	23, 168	90	900	0	120 00	.....	*s*79, 000	.....	50
×	....	....	....	×	....	....	....	....	.....	....	350	10	102 68	37 29	5, 955	2, 161	51
×	....	....	....	×	....	×	....	×	5, 682	75	1, 150	110	140 92	33 39	85, 721	20, 231	52
....	....	....	....	....	....	....	....	....	.....	....	*500	.....	84 17	.....	10, 000	.....	53

j In 1880.

k Books are furnished inmates from Boston Public Library.

l Cost to the State.

m Also cabinet making, painting, manufacture of toys, and tinware.

n Also brick making and painting.

o Value of farm products.

p Income from all sources.

q Type-setting and electrotyping are taught.

r Moulding, engineering, plumbing and gas-fitting taught.

s Not including house of reception and western agency.

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.	House work.	Knitting.
	1	40	41	42	43	44	45	46	47	48	49	50	51	52
54	New York Catholic Protectory*	....	×	....	....	×	×	....	....	×	....	×	×	×
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	....	....	....	×	....	....	....	....	×	....	....	....	....
60	House of Refuge and Correction	×	....	....	....	....	....	....	....	×	....	×	×	×
61	House of Refuge	×	....	....	×	×	×	....	....	....	....	....	....	....
62	Pennsylvania Reform School*	×	....	....	....	....	....	....	....	×	....	×	×	....
63	State Reform School	....	....	....	....	....	....	×	....	×	....	....	×	....
64	Vermont Reform School	....	....	....	....	×	....	....	....	×	....	....	×	....
65	Wisconsin Industrial School for Girls	×	....	....	....	....	....	....	×	....	....	....	×	....
66	Wisconsin Industrial School for Boys	....	....	....	....	....	....	....	....	×	....	....	....	×
67	Reform School	....	....	....	....	×	....	....	....	×	....	×	....	....

* From Report of the Commissioner of Education for 1881.
a Also glove making.
b Engineering taught.
c In 1879.
d A large proportion of this is for improvements and repairs.

TABLE XXI.—*Memoranda.*

Name.	Location.	Remarks.
Chicago Industrial and Reform School	Chicago, Ill	No information received.
House of the Good Shepherd	Chicago, Ill	No information received.
House of the Good Shepherd	Indianapolis, Ind	No information received.
Indiana House of Refuge	Plainfield, Ind	Name changed to Indiana Reform School for Boys.
Boys' House of Refuge	New Orleans, La	No information received.
Girls' House of Refuge	New Orleans, La	No information received.
St. Alphonsus' House of Mercy	New Orleans, La	No information received.

schools for 1882, *&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	
×	..	....	×	*a* ×	....	×	....	×	16,000	90	.....	.....	$128 32	$17 93	$308,385	$35,376	54
×	(*b*)	....	....	×	....	×	....	×	4,857	....	*c*2,000	.....	.....	.....	*d*47,000	.....	55
....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	56
....	....	....	....	....	....	....	....	....	1,089	....	*c*275	.....	100 68	.....	12,410	.....	57
....	....	....	....	×	....	....	....	....	788	75	1,177	294	120 00	.....	*32,000	.....	58
....	....	....	....	....	....	....	....	....	3,717	....	2,134	*e*50	99 80	.....	43,388	*7,000	59
×	....	....	....	....	....	....	....	....	731	....	*f*250	*f*250	.....	.....	28,861	*g*30,121	60
×	....	....	....	....	....	×	....	×	14,300	66⅔	*30,000	.....	.....	.....	108,459	18,291	61
×	....	....	....	....	....	×	....	*h* ×	3,601	80	323	80	110 82	.....	34,023	2,837	62
×	....	....	....	....	....	....	....	×	3,273	66⅔	300	0	.....	.....	17,500	8,495	63
....	....	....	....	×	....	....	....	....	646	75	.....	.....	120 00	.....	*18,338	4,196	64
×	....	....	....	*e* ×	....	....	....	....	347	78	575	50	130 00	10 00	14,627	1,418	65
....	....	....	....	....	....	×	....	....	1,979	....	680	.....	145 00	.....	47,975	.....	66
....	....	....	....	....	....	×	....	×	812	....	600	50	.....	12 00	34,389	1,739	67

e Also 840 magazines and papers.
f In 1880.
g Income from all sources.
h Also saddlery and harness making, carpet weaving, and painting.

TABLE XXI.—*Memoranda.*

Name.	Location.	Remarks.
Female House of Refuge	Ilchester, Md.	Removed to Baltimore.
Michigan State House of Correction and Reformatory.	Ionia, Mich.	A State prison.
Sheltering Arms	Allegheny, Pa	No information received.
Providence Reform School	Providence, R. I.	Has become the State Reform School, and is located at Howard.
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* 1882; *from replies to inquiries by the United States Bureau of Education.*

PART 1.—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	Catholic Male Orphan Asylum*	Mobile, Ala. (Lafayette st.)	.....	1847	Brother Paulinus	R. C	9	0	820
2	Church Home for Orphan Boys	Mobile, Ala	1871	1879	Sister Harriet, C. D	P. E	.....	3	20
3	Church Home for Orphan Girls	Mobile, Ala	1871	1864	Sister Harriet, C. D	P. E	.....	4	115
4	Protestant Orphan Asylum	Mobile, Ala	1839	1839	Mrs. Laura Ruggles, matron	P. E	.....	3	.....
5	Orphans' Home of the Synod of Alabama*	Tuskegee, Ala	1865	1867	Rev. G. R. Foster	Presb	1	3	a325
6	German Southern Orphan Asylum	Lutherville, Ark	.....	.....	.....	Luth	.....	.....	.....
7	Grass Valley Orphan Asylum	Grass Valley, Cal	.....	.....	.....	.....	.....	.....	.....
8	Los Angeles Orphan Asylum*	Los Angeles, Cal	1869	1856	Sister Scholastica Logsdon	R. C	.....	17	.....
9	Los Angeles Orphans' Home*	Los Angeles, Cal	1880	1880	Miss M. E. McClellan, financial sec'y	Non-sect	1	2	66
10	Ladies' Relief Society	Oakland, Cal	1872	1871	Sarah Edwards Henshaw, secretary	Non-sect	1	5	417
11	Sacramento Protestant Orphan Asylum†	Sacramento, Cal	1867	1867	Mrs. W. H. Hobby, secretary	Non-sect	2	4	b730
12	Boys' and Girls' Aid Society	San Francisco, Cal. (68 Clementina street).	1874	1874	Edmond T. Dooley	Non-sect	4	2	.....
13	Chinese and Japanese Mission of the Methodist Episcopal Church. c	San Francisco, Cal. (916 Washington street).	.....	1871	Rev. Otis Gibson	M. E	4	5	.....
14	San Francisco Roman Catholic Female Orphan Asylum.*	San Francisco, Cal	1858	1852	Sister Stanislaus	R. C	.....	19	3,315
15	Woman's Union Mission to Chinese Women and Children.	San Francisco, Cal	1869	1869	Mrs. Dr. A. W. Loomis	Non-sect	1	1	275
16	Home of Benevolence	San José, Cal	1879	1876	Mrs. Nellie Eyster, secretary	P. E	1	3	300
17	St. John's Orphan Asylum	San Juan, Cal	.....	1871	Sister Carmen Argelaga, superioress	R. C	0	3	.....
18	San Juan Orphan Asylum	San Juan, Cal	.....	.....	.....	.....	.....	.....	.....
19	St. Vincent Orphan Asylum	Santa Barbara, Cal	.....	.....	Sister Phelita McCarty, sister servant	R. C	.....	9	.....
20	Santa Cruz Female Orphan Asylum	Santa Cruz, Cal	1875	1862	Sister Rose Genevieve	R. C	.....	8	950
21	St. Vincent's Female Orphan Asylum	Sonoma, Cal	.....	.....	.....	.....	.....	.....	.....
22	Good Templars' Home for Orphans	Vallejo, Cal	1869	1870	N. Smith, teacher	Non-sect	3	12	651
23	Pájaro Vale Orphan Asylum	Watsonville, Cal	.....	1869	Mr. Curran	R. C	8	.....	.....
24	Bridgeport Protestant Orphan Asylum	Bridgeport, Conn	1868	1868	Miss Lydia R. Ward, president	Non-sect	.....	4	141
25	Hartford Orphan Asylum	Hartford, Conn	1833	1829	Rev. Thomas S. Potwin	Non-sect	2	12	.....

26	St. Catharine's Orphan Asylum	Hartford, Conn	.....	1852	Sisters of Mercy	R. C	.....	5	1,996
27	Middlesex County Orphans' Home*	Middletown, Conn	1877	1877	Mrs. Martha C. Todd Hill, president	Non-sect	0	2	55
28	Home for the Friendless*	New Haven, Conn	1867	1867	Miss Elizabeth W. Davenport, pres't	Non-sect	.....	2	.....
29	New Haven Orphan Asylum	New Haven, Conn	1833	1833	Mrs. Laura A. Kingsley, matron	Non-sect	1	13	1,660
30	St. Francis Orphan Asylum†	New Haven, Conn	1864	1864	Sister Mary Felicite	R. C	0	10	671
31	Home for Friendless and Destitute Children†	Wilmington, Del	1863	1862	Mrs. Isaac Crouch, matron	Non-sect	0	6	634
32	St. Peter's Female Orphan Asylum *d*	Wilmington, Del	1841	.....	Sister Mary Kostka	R. C	.....	9	.....
33	Augusta Orphan Asylum	Augusta, Ga	1852	1854	Mrs. A. E. McKinne	Non-sect	1	7	676
34	St. Mary's Orphan Asylum	Augusta, Ga	1856	1853	Sister Mary Peter	R. C	.....	4	.....
35	Columbus Female Orphan Asylum†	Columbus, Ga	1840	1845	Mrs J. S. Cushman	Non-sect	.....	1	98
36	Orphans' Home, North Georgia Conference*	Decatur, Ga	1873	1871	J. L. Lupo	M. E	1	1	90
37	Appleton Church Home	Macon, Ga	1868	1870	Rt. Rev. J. W. Beckwith, D. D	P. E	0	3	61
38	Orphans' Home, South Georgia Conference	Macon, Ga	1872	1872	Rev. L. B. Payne	M. E. So	1	2	319
39	Episcopal Orphans' Home*	Savannah, Ga	1842	1843	Mrs. Belle A. Reagan, matron	P. E	.....	1	.....
40	Union Society, Bethesda Orphan Home	Savannah, Ga	1750	1740	A. V. Chaplin	Non-sect	2	2	.....
41	German Evangelical Lutheran Orphan Asylum	Addison, Ill	1872	1872	John Harmening	Ev. Luth	2	7	154
42	Orphans' Home of the Missouri Synod	Addison, Ill	.....	.....	John Harmening	Ev. Luth	.....	.....	.....
43	St. Agnes Orphan Asylum*	Belleville, Ill	1879	1879	Rev. L. Hinssen, rector	R. C	.....	7	60
44	Chicago Home for the Friendless	Chicago, Ill. (1926 Wabash avenue).	1869	1859	Miss Louisa C. Holman	Non-sect	1	21	.....
45	Chicago Protestant Orphan Asylum	Chicago, Ill. (2228 Michigan avenue).	1849	1849	Mrs. H. C. Bigelow, matron	Non-sect	.....	19	*3,381
46	St. Joseph's Orphan Asylum*	Chicago, Ill	.....	1849	Sisters of St. Joseph	R. C	.....	14	.....
47	Uhlich Orphan Asylum	Chicago, Ill. (221 Burling street).	1869	1869	Charles Mauermann	Ev. Luth	1	1	500
48	German Catholic Orphan Asylum†	Havelock, Ill	1872	1865	Sister M. Hyacintha	R. C	.....	12	396
49	Illinois Soldiers' Orphans' Home	Normal, Ill	1865	1869	Mrs. Virginia C. Ohr	Non-sect	11	26	1,573
50	Home for the Friendless*	Peoria, Ill. (cor. Main street and Flora avenue).	1876	1875	Mrs. E. D. Hardin	Non-sect	1	2	*e*1,134
51	St. Aloysius Orphan Asylum	Quincy, Ill	1852	1865	Sister M. Eusebia	R. C	.....	5	315
52	Woodland Home for Orphans and Friendless†	Quincy, Ill	1855	1859	Mary Holmes Wood (pres't ex. com.)	Non-sect	.....	.....	.....
53	Evansville Orphan Asylum*	Evansville, Ind	1866	1866	Mrs. Elizbeth Sinzich	Non-sect	.....	.....	550
54	Asylum for Friendless Colored Children*	Indianapolis, Ind	1871	1871	Mrs. A. E. Strattan	Friends	0	6	340
55	Children's Aid Society	Indianapolis, Ind	.....	1881	.....	.....	.....	.....	.....
56	German Protestant Orphan Asylum	Indianapolis, Ind	1867	1873	Mrs. L. Weisgerber	Ger. Prot	1	5	120
57	Indianapolis Orphans' Asylum*	Indianapolis, Ind	1850	1855	Mrs. Hannah T. Hadley, president	Non-sect	1	12	1,935
58	Jeffersonville Orphan Asylum	Jeffersonville, Ind	1876	1877	Mrs. A. McClure, secretary	Non-sect	.....	1	175
59	Indiana Soldiers' Orphans' Home	Knightstown, Ind	1867	1867	Dr. J. W. White	Non-sect	4	4	1,232
60	St. Joseph's Orphans' Manual Labor School	La Fayette, Ind	1877	1876	Rev. John H. Guendling	R. C	4	10	300
61	Children's Home of Madison	Madison, Ind	.....	1882	Mrs. Vina Hall, matron	.....	.....	.....	23
62	Gibson County Orphans' Home	Princeton, Ind	.....	1882	Mrs. Malinda Hallock, matron	.....	.....	3	49
63	St. Joseph's Orphan Asylum and Manual Labor School.	Rensselaer, Ind	1868	1866	Rev. M. Zumbuelte	R. C	1	6	358
64	Home of the Friendless*	Richmond, Ind	1869	1868	Mrs. Sarah A. Iliff Davis	Non-sect	.....	1	1,821
65	Orphans' Home	Richmond, Ind	.....	.....	Mrs. George W. Barnes, secretary	.....	.....	.....	.....
66	Wernle Orphans' Home	Richmond, Ind	1878	1879	John Dingeldey	Ev. Luth	1	3	110

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.
a Up to close of year 1879.
b Up to close of year 1878.
c The central station of this mission, which is at San Francisco, includes a mission school and an asylum for Chinese women and girls; there are branch stations at San José, Oakland, Sacramento, and Chico.
d These statistics are from a return for the year 1881.
e In 1880.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—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
67	Rush County Children's Home*	Rushville, Ind	1879	1879	Jennie Hudelson	Non-sect.	.....	1	55
68	Henry County Children's Home	Spiceland, Ind	1880	1880	Miss Susan Fussell	Friends	.....	4	59
69	St. Ann's Female Orphan Asylum	Terre Haute, Ind	1846	1849	Very Rev. A. Bessonies, V. G	R. C	2	12	978
70	Hamilton County Children's Home	Westfield, Ind	.....	1881	Mrs. Elizabeth Ellis	Christian	1	2	48
71	Decatur County Children's Home	———, Ind	.....	.....	Miss Bonfoy	.....	.....	.....	.....
72	German and English Asylum for Orphans and Destitute Children.	Andrew, Iowa	1862	1863	Rev. J. G. Rembold	Ev. Luth	3	3	275
73	Soldiers' Orphans' Home and Home for Indigent Children.	Davenport, Iowa	1863	1863	S. W. Pierce	Non-sect	5	16	*1,500
74	St. Mary's German Orphan Asylum	Dubuque, Iowa	1879	1879	Rev. Father Cl. Johannes, director	R. C	1	10	100
75	Swedish Orphans' Home	Stanton, Iowa	.....	.....	.....	Ev. Luth	.....	.....	.....
76	Home for the Friendless	Leavenworth, Kans	1869	1868	Mrs. C. H. Cushing, president	Non-sect	.....	4	2,250
77	Evangelical Orphan Asylum (Swedish)	Mariadahl, Kans	.....	.....	.....	Ev. Luth	.....	.....	.....
78	St. Thomas Orphan Asylum	Bardstown, Ky	1850	1850	Rev. Nicholas Ryan	R. C	.....	2	1,000
79	St. Joseph's Orphan Asylum	Cold Spring, Ky	.....	.....	Rt. Rev. A. M. Toebbe	R. C	3	8	.....
80	Covington Protestant Children's Home	Covington, Ky	1880	1882	Mrs. M. E. Shirk	Non-sect	0	6	70
81	Baptist Orphans' Home	Louisville, Ky. (1st st., corner St. Catherine).	1870	1869	Miss M. A. Hollingsworth	Baptist	0	5	389
82	German Baptist Orphan Home	Louisville, Ky. (New Broadway).	1872	1872	John Friedrich Dohrmann	Baptist	1	2	83
83	German Protestant Orphan Asylum	Louisville, Ky. (1912 W. Jefferson street).	1852	1852	C. G. Leonhardt	Non-sect	1	3	955
84	Masonic Widows' and Orphans' Home	Louisville, Ky	1867	1871	J. B. Tharp	Non-sect	†2	†7	.....
85	Orphanage of the Good Shepherd	Louisville, Ky	1869	1870	Susan A. Orr, deaconess in charge	P. E	2	3	107
86	St. Joseph's German Orphan Asylum	Louisville, Ky	1850	1849	Sister M. Valentine	R. C	.....	8	420
87	Kentucky Female Orphan School	Midway, Ky	1847	1849	Samuel P. Lucy	Christian	1	4	.....
88	St. John's Asylum	St. John's Asylum, Ky	1871	1871	Sister M. Gertrude, O. S. B	R. C	3	4	73
89	Cleveland Orphans' Institution†	Versailles, Ky	1870	1875	Mrs. Nannie E. Edwards, matron	Non-sect	.....	3	34
90	Orphans' Home Society *a*	La Têche (Baldwin P. O.), La	1867	1867	W. D. Godman	Non-sect	.....	.....	.....
91	Asylum for Destitute Orphan Boys	New Orleans, La	1824	1824	George Burns	Non-sect	2	6	1,420
92	Jewish Widows' and Orphans' Home	New Orleans, La	1855	1855	N. J. Bunzel	Jewish	2	2	524

93	Louisiana Asylum*	New Orleans, La. (cor. Tonti and Hospital streets).	.....	.....	Mother Theresa	R. C	.....	6	.....
94	Louisiana Freedman's Baptist Orphans' Home*	New Orleans, La. (Seventh district).	1880	1880	Rev. Thomas Peterson	Baptist	1	1	22
95	Mt. Carmel Female Orphan Asylum†	New Orleans, La. (53 Piety street).	1857	1869	Sister Justine, superioress	R. C	.....	10	*b*1, 200
96	Orphanage	New Orleans, La. (40 Liberty street).	0	1881	Lena Saunders	Non-sect	.....	.....	34
97	The Protestant Orphans' Home	New Orleans, La. (7th st.)	1853	1853	Mrs. Mary L. Middlemiss, secretary	Non-sect	.....	3	.....
98	Children's Home	Bangor, Me	1838	1839	Miss Julia A. Sibley, matron	Non-sect	.....	5	400
99	Asylum of Our Lady of Lourdes	Lewiston, Me	1878	1878	Sister Côté, superioress	R. C	.....	1	2, 000
100	Female Orphan Asylum of Portland	Portland, Me	1828	1828	Miss L. B. Johnson, matron	Non-sect	.....	5	350
101	Baltimore Orphan Asylum	Baltimore, Md	1801	1802	Mrs. J. Alex. Shriver, president	Non-sect	1	6	.....
102	Boys' Home	Baltimore, Md. (cor. Calvert and Pleasant streets).	1867	1866	John H. Lynch	Non-sect	2	1	1, 206
103	General German Orphan Asylum†	Baltimore, Md	1860	1860	L. B. Schaefer	Non-sect	1	2	130
104	Hebrew Orphan Asylum of Baltimore†	Baltimore, Md. (Calverton Heights).	1872	1873	Jonas Gabriel	Hebrew	2	7	84
105	Home of the Friendless*	Baltimore, Md. (Townsend st. and Druid Hill ave.).	1854	1854	.....	Non-sect	.....	.....	*b*1, 686
106	Orphan Asylum for Colored Girls*	Baltimore, Md. (Chase st. and Forest Place).	.....	.....	Sisters of Providence	R. C	.....	.....	.....
107	St. James' Home for Boys	Baltimore, Md. (cor. High and Low streets).	1878	1878	Brother Hubert	R. C	3	0	237
108	St. Mary's Female Orphaline School	Baltimore, Md. (70 Franklin street).	1817	1818	Sister Gertrude	R. C	.....	12	.....
109	St. Paul's Orphan Asylum*	Baltimore, Md	1800	1800	Miss L. V. A. Wise, matron	P. E	.....	3	.....
110	St. Vincent's Male Orphan Asylum	Baltimore, Md. (N. Front st.)	1840	.....	Brother Anatole	R. C	7	0	2, 154
111	Baltimore Manual Labor School for Indigent Boys	Catonsville, Md	1840	1840	E. A. Welch	Non-sect	1	4	500
112	Home for Friendless Children of the Diocese of Easton.	Easton, Md	1870	1871	Miss Phillipps	P. E	.....	2	31
113	Loats Female Orphan Asylum	Frederick, Md	1881	1882	Rev. George Diehl, D. D	Lutheran	.....	3	9
114	Baldwin Place Home for Little Wanderers	Boston, Mass	1865	1865	Rev. R. G. Toles	Non-sect	4	5	5, 469
115	Boston Female Asylum	Boston, Mass	1803	1800	Mrs. M. A. Holloway	Non-sect	0	13	1, 000
116	Children's Friend Society*	Boston, Mass. (48 Rutland st.)	1834	1834	Mrs. N. H. Brewster	Non-sect	.....	9	*b*1, 842
117	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	*c*6, 000
118	Church Home for Orphan and Destitute Children	Boston, Mass. (N and 4th sts.)	1858	1855	S. A. C. Bond, secretary of board of trustees.	P. E	.....	2	700
119	House of the Angel Guardian	Boston, Mass. (85 Vernon st., Highlands).	1853	1851	Br. Eusebius, superior	R. C	15	0	6, 752
120	Dr. Martin Luther Orphans' Home†	Boston, Mass. (W. Roxbury)	1871	1871	Adolf Brauer	Ev. Luth	2	1	60
121	St. Vincent's Orphan Asylum*	Boston, Mass. (Camden st.)	1843	1835	Sister M. Vincent, S. S	R. C	.....	13	3, 516
122	Haverhill Children's Aid Society†	Haverhill, Mass	1866	1865	Mrs. R. H. Seeley, president	.....	.....	2	135
123	Protectory of Mary Immaculate	Lawrence, Mass	1875	1868	Sister Painchaud, superioress	R. C	3	23	593
124	St. Mary's Orphanage	Lowell, Mass	.....	1875	Harriet M. Purdy	P. E	.....	1	40
125	Children's Aid Society	Nantucket, Mass	.....	1867	Mrs. Annie Coggshell	Non-sect	.....	2	17
126	New Bedford Orphans' Home	New Bedford, Mass	1843	1840	Miss Celia Brett	Non-sect	.....	3	300
127	Newton Home for Orphan and Destitute Girls	Newton, Mass	.....	1872	Mrs. Rebecca R. Pomroy	Baptist	.....	3	48

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.

a Institution practically suspended since 1874; buildings in process of reconstruction.

b Up to close of year 1879.
c Up to close of 1878.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—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	Massachusetts State Primary School	Palmer, Mass	1855	1855	Gardiner Tufts	Non-sect	24	25	23,867
129	Home for Destitute Children	Roxbury, Mass. (2 Elmo st.)	.....	.....	Miss Sarah J. Davis	.....	.....	.....	.....
130	City Orphan Asylum	Salem, Mass	1868	1866	Sister M. A. Mongeau	R. C	.....	10	912
131	Seamen's Orphan and Children's Friend Society	Salem, Mass	1841	1839	Miss Ellen A. Brown, secretary	Non-sect	0	5	464
132	Children's Home*	Springfield, Mass	1866	1866	Miss M. E. Kimball, matron	Non-sect	.....	3	2,254
133	Orphans' Home, Children's Friend Society*	Worcester, Mass	1849	1849	Miss Tamerson White, matron	Non-sect	.....	5	a811
134	State Public School	Coldwater, Mich	1871	1874	John N. Foster	Non-sect	11	29	1,231
135	Home for the Friendless*	Detroit, Mich	1862	1863	Mrs. W. H. Stevens, cor. secretary	Protestant	.....	3	b4,750
136	St. Anthony's Male Orphan Asylum	Detroit, Mich	1878	1857	Brother Bonifacius, O. S. F	R. C	12	.....	650
137	St. Vincent's Orphan Asylum	Detroit, Mich	1871	1851	Sister M. Stella	R. C	.....	19	1,298
138	Home for the Friendless	East Saginaw, Mich	1870	1870	Mrs. Eunice Doughty, president	Non-sect	.....	6	1,490
139	Children's Home	Kalamazoo, Mich	0	1879	Mrs. Jane A. Dewing	Christian	0	2	80
140	St. Joseph's Orphan Asylum*	Marquette, Mich	.....	1879	Sisters of St. Joseph	R. C	.....	6	.....
141	St. Mary's Orphan Asylum	Monroe, Mich	1855	1859	Sister M. Justenia	R. C	.....	3	120
142	St. Paul Protestant Orphan Asylum	St. Paul, Minn	1865	1865	Ellen F. Young, secretary	Non-sect	1	6	390
143	Lutheran Orphans' Home	Vasa, Minn	.....	.....	Rev. J. P. Svaerd	Ev. Luth	.....	.....	.....
144	D'Evereux Hall	Natchez, Miss	1858	1858	Brother Gontran	R. C	7	0	302
145	St. Mary's Orphan Asylum†	Natchez, Miss	1854	1847	Sister Tatiana	R. C	1	10	468
146	Female Orphan School	Camden Point, Mo	1871	1871	Wiley Mountjoy	Christian	2	4	.....
147	Catholic Protectorate of St. Louis	Glencoe, Mo	0	1872	Brother Leo	R. C	5	.....	309
148	St. Joseph's Roman Catholic Orphan Asylum	Kansas City (McGee P. O.), Mo.	.....	1880	Sister M. Octavia, superior	R. C	5	.....	161
149	Home of the Friendless†	St. Joseph, Mo	1874	1874	Mrs. John A. Dolman	Protestant	.....	.....	700
150	Episcopal Orphans' Home†	St. Louis, Mo	1842	1842	C. V. Burchard	P. E	.....	7	800
151	German Evangelical Lutheran Asylum	St. Louis, Mo. (2612 S. 7th st.)	.....	.....	.....	Ev. Luth	.....	.....	.....
152	German St. Vincent's Orphan Asylum†	St. Louis, Mo. (W. 20th st. bet. O'Fallon and Cass avenues).	1851	1850	Mother Angela	R. C	.....	17	702
153	House of the Good Shepherd (Class of Preservation).	St. Louis, Mo. (17th st., bet. Chestnut and Pine).	1869	1849	Mother Mary of the Sacred Heart	R. C	.....	14	1,328
154	St. Bridget's Half Orphan Asylum	St. Louis, Mo. (2649 Lucas avenue).	1860	1862	Sister M. Seraphine	R. C	1	15	b650

155	St. Joseph's Convent of Mercy	St. Louis, Mo. (23d and Morgan streets).	1857	1856	Rev. Mother De Pazzi	R. C		23	
156	St. Joseph's Male Orphan Asylum*	St. Louis, Mo. (15th st. and Clark ave).	1841	1849	Sister M. Francis	R. C		4	
157	Central Wesleyan Orphan Asylum	Warrenton, Mo	1865	1864	Christian F. Schlinger	Gr. M. E	2	4	165
158	St. Louis Protestant Orphan Asylum	Webster Groves, Mo	1841	1834	Mrs. R. P. Budd, president	Non-sect	1	10	
159	State Orphans' Home*	Carson City, Nev	1869	1870	John H. Mills	Non-sect	1	5	297
160	Orphans' Home*	Concord, N. H	1874	1866	Miss Sarah L. E. Carter	P. E	1	4	80
161	New Hampshire Orphans' Home	Franklin, N. H	1871	1871	Mrs. A. R. Mack	Non-sect	1	5	260
162	Children's Home†	Portsmouth, N. H	1879	1877	Rev. Charles A. Holbrook	P. E	1	3	47
163	Camden Home for Friendless Children*	Camden, N. J	1869	1869	Mrs. M. J. Eastwood, matron	Non-sect		4	*b*150
164	West Jersey Orphanage for Destitute Colored Children.*	Camden, N. J. (n. e. cor. 6th and Mechanic streets).	1874	1875	Jane Price, matron	Non-sect		2	31
165	Children's Friend Society†	Jersey City, N. J	1863	1863	Sarah B. Winchester, matron		0	4	273
166	Union Association of the Children's Home of Burlington County.*	Mount Holly, N. J	1864	1864	Mrs. M. H. Keeler, president	Non-sect	0	4	253
167	Newark Orphan Asylum *c*	Newark, N. J	1849	1848	Mrs. S. M. Van Vleck	Non-sect		8	700
168	Orange Orphan Home†	Orange, N. J	1867	1854	Miss Mary Hubbel	Non-sect		3	144
169	Paterson Orphan Asylum Association*	Paterson, N. J	1864	1863	Miss E. W. Rogers, secretary	Non-sect	1	3	288
170	St. Mary's Orphan Asylum†	Vailsburgh, near South Orange, N. J.		1859	Rev. G. W. Doane	R. C		12	1,900
171	Albany Orphan Asylum	Albany, N. Y. (cor. Washington ave. and Robin st.).	1831	1830	Albert D. Fuller	Non-sect			3,020
172	Orphans' Home of St. Peter's Church	Albany, N. Y	1875	1864	Kate T. Hand, secretary	P. E		1	
173	St. Vincent's Female Orphan Asylum	Albany, N. Y. (106 Elm st.)	1849		Sister Anacaria Hoey	R. C		12	
174	St. Vincent's Male Orphan Asylum	Albany, N. Y	1849	1849	Brother Amphian	R. C	7	0	1,410
175	Cayuga Asylum for Destitute Children	Auburn, N. Y	1852	1852	Mrs. Jane C. Rogers	Non-sect	1		
176	St. Mary's Catholic Orphanage*	Binghamton, N. Y			Mother Mary Stanislaus, superior	R. C		8	
177	Susquehanna Valley Home	Binghamton, N. Y	1870	1869	A. H. La Monte	Non-sect	2	10	723
178	Brooklyn Union for Christian Work	Brooklyn, N. Y	1871	1866	William A. Butler	Non-sect	18	32	*8,000
179	Convent of the Sisters of Mercy*	Brooklyn, N. Y. (273 Willoughby ave.)			Sister M. Teresa, superior	R. C		36	
180	Home for Destitute Children *d*	Brooklyn, N. Y. (Sterling Place, bet. Vanderbilt and Flatbush aves.).	1854	1854	Miss M. K. Battey, matron	Non-sect		3	2,000
181	Orphan Asylum Society of the City of Brooklyn	Brooklyn, N. Y. (Atlantic ave.).	1835	1832	Mrs. J. B. Hutchinson, first directress	Non-sect	2	32	3,785
182	Orphans' Home, Church of the Holy Trinity	Brooklyn, N. Y. (E. D., Graham street, between Montrose and Johnson).	1861	1862	Very Rev. Michael May	R. C		8	148
183	Orphans' House on the Church Charity Foundation of Long Island.	Brooklyn, N. Y. (Albany ave. and Herkimer st.).	1851	1853	Miss P. S. Van Nostrand, secretary	P. E		2	434
184	St. John's Home*	Brooklyn, N. Y	1834	1830	Sister M. Baptista	R. C		10	
185	St. Joseph's Female Orphan Asylum*	Brooklyn, N. Y. (Willoughby ave., bet. Yates and Lewis streets).	1834		Sister Mary Lewis	R. C	0	8	1,409

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.
a Up to close of year 1880.
b Up to close of year 1879.
c The Newark Orphan Asylum Association has several auxiliary societies.
d This home was erected by the Brooklyn Industrial School Association and represents school No. 3 of that association. It is intended as a home for such very poor children as require a home as well as a school.

TABLE XXII.— PART 1.— *Statistics of homes and asylums for orphan or dependent children for* 1882— 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
186	St. Vincent's Home for Homeless and Destitute Boys.	Brooklyn, N. Y. (7 Poplar st.)	1869	1869	Thomas P. Mulligan, secretary	R. C	2	2	2,693
187	Asylum of Our Lady of Refuge	Buffalo, N. Y.	1856	1855	Mother Mary of St. Dominick	R. C		5	386
188	Buffalo Orphan Asylum*	Buffalo, N. Y.	1837	1836	Mrs. M. M. Thomson, matron	Non-sect.	*a*1	*a*8	*b*3,500
189	Church Charity Foundation	Buffalo, N. Y.	1858	1866	Sister Louise, deaconess in charge	P. E		6	
190	Evangelical Lutheran St. John's Orphan Home	Buffalo, N. Y.	1865	1865	Rev. Christian Volz	Ev. Luth.	4	5	213
191	German Roman Catholic Orphan Asylum	Buffalo, N. Y. (Best st.)	1874	1874	Sister Mary Ignatia	R. C		10	411
192	St. Vincent's Female Orphan Asylum	Buffalo, N. Y. (41 Broadway)	1849	1848	Sister Mary Thomas	R. C		10	1,581
193	Ontario Orphan Asylum*	Canandaigua, N. Y.	1863	1864	Mrs. A. S. Beigler	Non-sect.	1	4	490
194	St. Mary's Orphan Asylum	Clifton, N. Y. (Staten Island)	0	1864	Sister M. Everista	R. C		6	
195	Orphan House of the Holy Saviour	Cooperstown, N. Y.	1870	1871	Susan Fenimore Cooper	P. E		5	200
196	St. Mary's Orphan Asylum and School	Dunkirk, N. Y.	1858	1858	Sister M. Anastasia Donovan	R. C		5	280
197	St. Malachy's Home	East New York (L. I.), N. Y.	0	1870	Sister M. Agatha	R. C	1	15	798
198	Southern Tier Orphans' Home	Elmira, N. Y.	1868	1864	Mrs. R. H. Close, matron	Non-sect.	1	13	1,001
199	Hudson Orphan and Relief Association*	Hudson, N. Y.	1846	1843	L. G. Guernsey, sec'y board trustees	Non-sect.			
200	Home of the Friendless	Lockport, N. Y.	1871	1871	Mrs. S. F. Johnson, matron	Non-sect.		6	
201	Wartburg Orphans' Farm School of the Evangelical Lutheran Church.	Mt. Vernon, N. Y.	1869	1866	Rev. G. C. Holls, director	Lutheran	2	5	125
202	Home for the Friendless	Newburgh, N. Y.	1862	1862	Mrs. Hector Craig, first directress	Non-sect.		6	550
203	Colored Orphan Asylum	New York, N. Y. (143d st. and Tenth ave.).	1838	1836	Orville K. Hutchinson	Non-sect.	7	21	2,640
204	Hebrew Orphan Asylum	New York, N. Y. (77th street and Third ave.).	1832	1860	Dr. Herman Baar	Jewish	6	6	1,200
205	Hebrew Sheltering Guardian Society*	New York, N. Y. (57th st., cor. First ave.).			S. Dublon				
206	Home for the Friendless, American Female Guardian Society.	New York, N. Y. (32 East 30th street).	1849	1848	Mrs. H. M. Harris, cor. secretary	Non-sect.	1	18	28,302
207	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	39	2,940
208	Howard Mission and Home for Little Wanderers	New York, N. Y. (40 New Bowery).	1864	1861	Joseph Hague, agent	Non-sect.	1	2	*d*12,000

209	Institution of Mercy*	New York, N. Y. (35 East Houston street).	1854	1846	Mother Mary Elizabeth Callanan	R. C		14	*b*12, 873
210	Ladies' Deborah Nursery and Child's Protectory*	New York, N. Y. (95 East Broadway).	1878	1878	Max S. Davis	Hebrew	4	18	400
211	Ladies' Home Missionary Society (Five Points Mission).	New York, N. Y. (63 Park street).	1856	1850	Rev. Sandford I. Ferguson	M. E	4	9	26, 100
212	Leake and Watts Orphan House	New York, N. Y. (110th st. and Ninth ave.).	1831	1843	Rev. R. M. Hayden	Non-sect	5	23	
213	New York Society for the Prevention of Cruelty to Children.	New York, N. Y. (100 East 23d street).	1875	1875	E. Fellows Jenkins	Non-sect	8		*c*800
214	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, 375
215	Orphans' Home and Asylum of the Protestant Episcopal Church.†	New York, N. Y. (49th st., cor. Lexington ave.).	1859	1851	Mrs. Susan M. Dutilh, first directress	P. E	1	10	1, 093
216	Roman Catholic Orphan Asylum	New York, N. Y. (Madison ave., bet. 51st and 52d sts.).	1852	1868	Sister M. Clotilde	R. C	0	8	*1, 350
217	Roman Catholic Orphan Asylum	New York, N. Y. (Fifth ave., bet. 51st and 52d sts.).	1852	1826	Sister Ann Borromeo	R. C	0	9	3, 613
218	Roman Catholic Orphan Asylum	New York, N. Y. (32 Prince street).	1852	1826	Sister M. Alexandrine	R. C	0	14	
219	St. James' Home*	New York, N. Y. (68 New Chambers street).			Sister Eugenie, sister servant	R. C			
220	St. Joseph's Asylum in the City of New York	New York, N. Y. (Avenue A and 89th street).	1859	1859	Sister Mary Gabriel, superioress	R. C	4	24	1, 618
221	St. Stephen's Home for Children	New York, N. Y. (145 East 28th street).	1875	1868	Sister Frances Xavier, sister in charge	R. C		18	1, 306
222	St. Vincent de Paul Orphan Asylum*	New York, N. Y. (215 West 39th street).	1868	1860	Sister Anacasia, sister servant	R. C		*a*15	*b*321
223	The Sheltering Arms	New York, N. Y. (129th st. and Tenth avenue.)	1864	1864	Rev. Thomas M. Peters, D. D	P. E		7	1, 237
224	The Society for the Relief of Half Orphan and Destitute Children.	New York, N. Y. (67 West Tenth street).	1837	1835	Mrs. Jane M. Campbell	Non-sect	1	20	
225	Oswego Orphan Asylum	Oswego, N. Y	1852	1852	Mrs. Julia Wilcox, matron	Non-sect		2	
226	Roman Catholic Orphan Asylum	Peekskill, N. Y	1876	1876	Rev. Brother Lawrence	R. C	9		377
227	Home for the Friendless of Northern New York	Plattsburgh, N. Y	1874	1874	Mrs. Moss Kent Platt, president	Non-sect		4	107
228	West Chester Temporary Home for Protestant Children.	Pleasantville, N. Y	1880	1880	James W. Pierce			1	223
229	St. Mary's Orphan Asylum*	Port Jervis, N. Y			Sister Mary Colette, sister servant	R. C			
230	Poughkeepsie Orphan House and Home for the Friendless.	Poughkeepsie, N. Y	1852	1847	Mrs. J. N. Farrar, matron	Non-sect	1	8	1, 046
231	Western New York Home for Homeless and Dependent Children.	Randolph, N. Y	1878	1877	J. D. Foote	Non-sect	1	2	179
232	Church Home of the Protestant Episcopal Church	Rochester, N. Y. (Mt. Hope ave.).	1869	1868	Mrs. Catharine E. Mathews, cor. sec	P. E	1	9	
233	New York State Children's Home Association	Rochester, N. Y	1881	1882	Rev. Charles Strong	Non-sect	1	1	
234	Rochester Orphan Asylum	Rochester, N. Y	1838	1837	Mrs. William N. Sage, treasurer	Non-sect	2	10	3, 600

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.
a In 1879.
b Up to close of year 1879.
c The object of this mission is mainly to assist families in their own homes.
d Up to close of year 1880.
e Number of children sheltered in reception rooms, now in operation 2½ years.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—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
235	St. Joseph's German Orphan Asylum	Rochester, N. Y. (48 Andrew street).	1863	1864	Valentine Hetzler	R. C	0	20	*a*276
236	St. Mary's Orphan Boys' Asylum	Rochester, N. Y	1864	1864	Sister M. Xavier	R. C	.....	13	.....
237	St. Patrick's Female Orphan Asylum*	Rochester, N. Y	1845	1841	Sister M. Eulalia	R. C	1	13	1,026
238	Children's Home	Smithfield, N. Y. (P.O. Peterboro').	1872	1871	Philemon Tucker	.....	1	5	248
239	Onondaga County Orphan Asylum	Syracuse, N. Y	1845	1841	Florence Hills	Non-sect	1	16	*2,921
240	St. Joseph's Asylum and House of Providence	Syracuse, N. Y. (Geddes st.)	1877	.....	Sister Mary Magdalen	R. C	.....	11	.....
241	St. Vincent de Paul's Asylum and School*	Syracuse, N. Y	1860	1852	Sister Anacaria Hoey	R. C	.....	11	671
242	St. Vincent's Female Orphan Asylum	Troy, N. Y. (5th and Washington streets).	1863	1848	Sister M. Onésime	R. C	1	9	1,483
243	Troy Catholic Male Orphan Asylum	Troy, N. Y	1864	1852	Brother Immanuel	R. C	14	0	2,204
244	Troy Orphan Asylum	Troy, N. Y. (294 Eighth st.)	1835	1833	Mrs. M. A. Greenman, matron	Non-sect	2	16	1,598
245	House of the Good Shepherd	Utica, N. Y	1872	1872	Mrs. Morris S. Miller, president	P. E	0	4	500
246	Utica Orphan Asylum	Utica, N. Y	1830	1830	Mrs. Cornelia Graham, first directress.	Non-sect	1	15	1,710
247	Thomas Asylum for Orphan and Destitute Indian Children.	Versailles, N. Y	1855	1855	J. H. Van Valkenburg	Non-sect	3	4	.....
248	Jefferson County Orphan Asylum	Watertown, N. Y	1859	1859	George R. Torrey	Non-sect	1	6	.....
249	Society for Relief of Destitute Children of Seamen.	West New Brighton (S. I.), N. Y.	1851	1846	A. M. Drew, matron	Non-sect	1	13	2,019
250	St. Joseph's Male Orphan Asylum*	West Seneca, N. Y	1851	1849	Rt. Rev. John Timon	R. C	2	12	1,238
251	Orphan Asylum	Oxford, N. C	0	1873	J. H. Mills	Non-sect	1	9	715
252	St. James' Home*	Wilmington, N. C	0	1870	Rev. Alfred A. Watson, rector	P. E	.....	3	.....
253	Belmont County Children's Home	Barnesville, Ohio	1877	1880	Joseph Green	Non-sect	4	12	197
254	German Methodist Orphan Asylum	Berea, Ohio	1864	1864	Rev. Philipp B. Weber	M. E	1	5	140
255	The Children's Home*	Cincinnati, Ohio	1864	1864	M. V. Crouse	Non-sect	4	16	5,351
256	Cincinnati Orphan Asylum†	Cincinnati, Ohio	1833	1832	Mrs. A. J. C. Wilson, matron	Non-sect	.....	2	17,300
257	Class of Preservation, Convent of the Good Shepherd.	Cincinnati, Ohio (Bank st.)	.....	1857	Mother M. of St. Joseph David	R. C	.....	5	*610
258	German General Protestant Orphan Asylum	Cincinnati, Ohio (Highland ave., Mt. Auburn).	1849	1850	Christian Jahres	Protestant	.....	2	559

259	New Orphan Asylum for Colored Youth†	Cincinnati, Ohio	1845	1844	Willis Felton	Non-sect	1	2	.....
260	St. Aloysius Orphan Asylum	Cincinnati (Bond Hill), Ohio	1843	1839	Rev. Jerome Kilgerstein	R. C	14	30	1,100
261	Cleveland Protestant Orphan Asylum†	Cleveland, Ohio	1853	1853	A. H. Shunk	Non-sect	1	2	*b*2,548
262	Jewish Orphan Asylum, I. O. B. B	Cleveland, Ohio	1868	1868	Dr. Samuel Wolfenstein	Jewish	6	6	785
263	St. Joseph's Orphan Asylum	Cleveland, Ohio	1863	1862	Miss M. Le. Masson	R. C	.....	23	.....
264	St. Mary's Orphan Asylum	Cleveland, Ohio	1854	1851	Miss M. Le. Masson	R. C	.....	27	.....
265	St. Vincent's Male Orphan Asylum*	Cleveland, Ohio (Monroe st.)	1854	1853	Mother M. Joseph	R. C	1	7	1,597
266	Franklin County Children's Home	Columbus, Ohio	.....	1880	William F. Schatz, M. D	Non-sect	4	18	351
267	St. Joseph's Orphan Asylum	Columbus, Ohio (721 East Friend st.).	.....	1875	Rev. Joseph Jessing	R. C	10	0	*150
268	St. Vincent's Orphan Asylum	Columbus (E. Friend street and Rose avenue), Ohio.	1874	1875	Rev. J. C. Goldschmidt	R. C	2	14	454
269	St. Peter's and St. Joseph's Orphan Asylum	Cumminsville, Ohio	.....	.....	Sisters of Charity	R. C	5	24	.....
270	Montgomery County Children's Home*	Dayton, Ohio	.....	1877	Mary E. Mantz, matron	Non-sect	(14)		905
271	St. Joseph's Orphan Home	Dayton, Ohio	1872	1849	Frank Fahrmeier	R. C	1	1	45
272	Ebenezer Orphan Asylum	Flat Rock, Ohio	1868	1866	J. E. Dreisbach	Ev. Asso	4	3	325
273	Children's Home of Lawrence County	Ironton, Ohio	.....	1874	F. M. LePage	Baptist	1	3	.....
274	Warren County Orphan Asylum and Children's Home.	Lebanon, Ohio	.....	1874	H. J. Dunham	Baptist	0	7	252
275	Morgan County Children's Home	Malta, Ohio	.....	1881	J. H. Barker	Non-sect	2	8	59
276	Washington County Children's Home	Marietta, Ohio	1866	1867	Simeon D. Hart	Non-sect	3	12	704
277	Fairmount Children's Home	Mt. Union, Ohio	1876	1876	John K. Niesz	Non-sect	4	16	601
278	Home for Friendless Children	Mt. Vernon, Ohio	1676	1875	G. W. McWherter	Non-sect	1	1	66
279	Scioto County Children's Home	Portsmouth (lock box 76), Ohio.	0	1877	R. Bell	Non-sect	5	8	357
280	Clarke County Children's Home	Springfield, Ohio	1877	1878	Philip Trout, jr	Non-sect	2	11	253
281	Citizen Hospital and Orphan Asylum	Tiffin, Ohio	1869	1869	Rev. J. L. Bihn	R. C	8	20	385
282	German Evangelical Lutheran Orphans' Asylum	Toledo, Ohio	1860	1860	Charles Beckel	Ev. Luth	3	2	139
283	Protestant Orphans' Home	Toledo, Ohio	1867	1867	Miss J. A. McConnell, matron	Non-sect	1	.....	658
284	Knoop Children's Home*	Troy, Ohio	1878	1880	W. Barnes	Baptist	6	15	169
285	Ohio Soldiers' and Sailors' Orphans' Home	Xenia, Ohio	1870	1870	William L. Shaw	Non-sect	21	88	1,929
286	The John McIntire Children's Home*	Zanesville, Ohio	1880	1866	Alexander Grant, president	.....	.....	.....	.....
287	Children's Home (Ladies' Relief Society)*	Portland, Oreg	1871	1872	Mrs. George Woods, matron	Non-sect	.....	2	320
288	Home for Colored Children (Women's Christian Association of Pittsburgh and Allegheny).*	Allegheny, Pa	1881	1880	Miss Matilda Ware	Non-sect	.....	4	48
289	House of the Good Shepherd	Allegheny (Troy Hill), Pa	1879	1872	Mother Mary of St. Casimir, superior	R. C	.....	.....	400
290	Protestant Orphan Asylum of Pittsburgh and Allegheny.	Allegheny, Pa	1834	1832	Mrs. Lois J. Campbell, secretary	Non-sect	.....	14	3,000
291	St. Joseph's Orphan Asylum†	Allegheny (Troy Hill), Pa	1853	1853	Sister Mary Rosamunda	R. C	1	9	585
292	St. Paul's Orphan Home	Butler, Pa	1868	1867	Rev. P. C. Prugh	Ref. Ch	1	1	117
293	White Hall Soldiers' Orphan School	Camp Hill, Pa	1866	1866	J. Addison Moore, A. M., principal	Non-sect	8	8	1,014
294	Chester Springs Soldiers' Orphan School	Chester Springs, Pa	1868	1868	R. S. Macnamee	Non-sect	8	12	845
295	Dayton Soldier's Orphan School*	Dayton, Pa	1866	1866	Mrs. E. McC. Ambrose	Non-sect	5	8	892
296	Home for the Friendless	Erie, Pa	1871	1871	Miss Mary Myers, matron	Non-sect	1	9	985
297	St. Joseph's Orphan Asylum	Erie, Pa	1882	1866	Sister Ambrosia Power	R. C	4	10	*700
298	Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church.	Germantown, Pa	1860	1859	Charles F. Kuhnle	Lutheran	4	9	490
299	Pauline Home for Children	Germantown (22d ward), Pa	1881	1880	L. H. Kay	.....	0	5	89
300	Harford Soldiers' Orphan School	Harford, Pa	1865	1865	H. S. Sweet	Non-sect	10	10	834

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.

a Up to close of year 1879.
b Up to close of year 1878.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—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
301	Home for the Friendless	Harrisburg, Pa	.....	1872	Mrs. S. A. Rea, matron	Non-sect..	0	4	200
302	Uniontown Soldiers' Orphan School*	Jumonville, Pa	0	1866	Rev. A. H. Waters	Non-sect..	9	9	765
303	Home for Friendless Children of the City and County of Lancaster.	Lancaster, Pa	1860	1859	Mrs. Kate Hamaker, matron	Non-sect..	1	13	1,240
304	Tressler Orphans' Home	Loysville, Pa	1867	1867	Rev. P. Willard	Lutheran	3	2	373
305	McAlisterville Soldiers' Orphan School	McAlisterville, Pa	1864	1864	Col. George F. McFarland	Non-sect..	7	16	2,088
306	Mansfield Soldiers' Orphan School	Mansfield, Pa	1867	1867	V. R. Pratt, principal	Non-sect..	7	11	840
307	Mercer Soldiers' Orphan School	Mercer, Pa	0	1868	J. M. Sherwood, principal	Non-sect..	4	14	877
308	Emaus Orphan House	Middletown, Pa	1828	1820	William A. Croll, principal	Lutheran	1	.....	a200
309	Mt. Joy Soldiers' Orphan School*	Mount Joy, Pa	1864	1865	M. J. Brecht	Non-sect..	4	14	1,168
310	Sisters of the Holy Humility of Mary	New Bedford, Pa	1875	1864	Mother Mary Odile	R. C	0	4	*540
311	Baptist Orphanage†	Philadelphia, Pa	1879	1880	Mrs. Margaret Halliday, matron	Baptist	.....	3	26
312	Bethesda Children's Christian Home	Philadelphia, Pa. (Chestnut Hill).	0	1859	Miss Anna W. Clement	Non-sect..	0	8	1,200
313	Burd Orphan Asylum of St. Stephen's Church	Philadelphia, Pa	1856	1862	Rev. Gideon J. Burton, A. M	P. E	2	6	142
314	Church Home for Children	Philadelphia, Pa. (Angora station).	1856	1856	Mrs. Cooke, matron	P. E	1	9	.....
315	The Educational Home	Philadelphia Pa. (49th st. and Greenway avenue).	1871	1872	Robert Gow and John Holt	P. E	(69)		482
316	Foster Home Association*	Philadelphia, Pa	.....	1839	Sarah R. Davidson	Non-sect..	.....	5	.....
317	Girard College for Orphans*	Philadelphia, Pa	.....	1848	William H. Allen, LL. D., president	Non-sect..	19	40	2,776
318	Home for Destitute Colored Children†	Philadelphia, Pa. (Woodland avenue).	1856	1855	Samuel A. Evans	Non-sect..	1	6	600
319	Jewish Foster Home and Orphan Asylum	Philadelphia, Pa	1855	1855	Rev. N. Rosenau	Hebrew	1	1	.....
320	Lincoln Institution	Philadelphia, Pa. (308 South 11th street).	1866	1866	.....	P. E	(67)		420
321	Newsboys' Aid Society†	Philadelphia, Pa	1879	1879	Lewis A. Hafley	Non-sect..	1	2	106
322	Northern Home for Friendless Children	Philadelphia, Pa. (n. e. cor. 23d and Brown streets).	1854	1854	A. G. Huber	Non-sect..	1	6	4,470
323	Philadelphia Orphan Asylum	Philadelphia, Pa. (64th st. and Lansdowne avenue).	1815	1814	Mrs. Maria Lodor	Non-sect..	1	*14	*1,200

324	Presbyterian Orphanage in the State of Pennsylvania.	Philadelphia, Pa. (Darby Road).	1877	1878	Mrs. M. G. Hodge, secretary	Presb		3	83
325	St. Mary Magdalen de Pazzi's Asylum for Italian Orphan Girls.*	Philadelphia, Pa. (913 S. Seventh street).	0	1876	Mother Maria Giuseppa	R. C		5	18
326	"The Shelter" for Colored Orphans	Philadelphia, Pa. (44th and Haverford streets).	1822	1819	Elizabeth C. Loury, secretary	Friends		4	
327	Soldiers' Orphans' Institute	Philadelphia, Pa		1865	A. G. Huber	Non-sect	6	24	1,020
328	Southern Home for Destitute Children	Philadelphia, Pa. (s. e. cor. 12th and Fitzwater sts.).	1850	1850	Mrs. William M. Singerly, president board of managers.	Non-sect		2	3,358
329	Western Home for Poor Children	Philadelphia, Pa. (41st and Baring streets).	1857	1857	Mrs. Joseph M. Wilson, first directress.	Non-sect		2	990
330	St. Michael's Orphan Asylum*	Pittsburgh, Pa. (South side)	1873	1873	Andrew Stock	Ger. R. C		3	37
331	Benevolent Association Home for Children*	Pottsville, Pa	1873	1873	Chas. H. Wöltjen, treasurer	Non-sect		1	
332	St. Catharine's Female Orphan Asylum	Reading, Pa. (1026 Franklin street).		1872	Sisters of Charity	R. C		4	118
333	Orphans' Home of the Evangelical Lutheran Church.	Rochester, Pa		1841	E. Hupperts, matron	Lutheran		8	142
334	Home for Friendless Women and Children*	Scranton, Pa	1873	1871	Mrs. James Blair, president	Non-sect		8	361
335	St. Patrick's Orphan Asylum	Scranton, Pa	1875	1875	Sister Loretto	R. C		5	200
336	St. Vincent's Orphan Asylum	Tacony, Pa	1856	1857	Sister Mary Regina, superior	R. C	4	15	938
337	Allegheny County Home*	Woodville, Pa	1852	1854	D. C. Hultz	Non-sect	1	3	
338	Bethany Orphan Home	Womelsdorf, Pa	1865	1862	Rev. D. B. Albright	Reformed	2	6	400
339	Children's Home for Borough and County of York.	York, Pa	1865	1865	Samuel Small, president	Non-sect	1	5	292
340	Bristol Home for Destitute Children	Bristol, R. I	1867	1866	Miss Hannah Gartside	Non-sect	0	1	64
341	St. Mary's Orphanage†	East Providence, R. I	1879	1878	Daniel I. Odell	P. E	1	3	
342	Children's Friend Society	Providence, R. I. (47 Tobey street).	1836	1835	Mary A. Talbot, secretary			6	1,385
343	Providence Association for the Benefit of Colored Children.	Providence, R. I. (20 Olive street).	1846	1838	Caroline B. Weeden, rec. secretary	Non-sect		3	*c*500
344	St. Aloysius Orphan Asylum*	South Providence, R. I	1862	1862	Sister Mary Cecilia	R. C	1	12	*a*1,180
345	Holy Communion Church Institute†	Charleston, S. C. (Broad street, cor. Court-House square).	1871	1867	John Gadsden	P. E	9	2	2,100
346	Thornwell Orphanage	Clinton, S. C	1873	1875	Rev. William P. Jacobs	Presb	2	2	54
347	Church Orphans' Home	Memphis, Tenn	1867	1867	Sisters of St. Mary	P. E	0	4	
348	Nashville Protestant Orphan Asylum	Nashville, Tenn	1817	1845	Mrs. H. G. Scovel, secretary	Non-sect	1	4	
349	St. Mary's Orphan Asylum†	Nashville, Tenn	0	1864	Sisters of St. Dominic	R. C		4	*c*800
350	Texas Christian Orphan Home and School	Thorp's Spring, Tex	1882		A. Clark, president board directors	Christian	8	3	
351	Home for Destitute Children	Burlington, Vt	1865	1865	Mrs. Laura A. Hickok, president	Non-sect	1	14	505
352	Providence Orphan Asylum	Burlington, Vt	1866	1854	Sister Catharine	R. C		10	1,862
353	Jackson Orphan Asylum	Norfolk, Va	1856	1856	Mrs. Mary Smith, matron	P. E		2	
354	Norfolk City Female Orphan Asylum*	Norfolk, Va	1805	1811	Mrs. M. F. Mallory, first directress	Non-sect		2	335
355	Portsmouth Orphan Asylum	Portsmouth, Va	1856	1856	R. W. Cridlin	Non-sect	1	3	
356	Richmond Male Orphan Asylum†	Richmond, Va	1846	1846	Joseph R. Gill	Non-sect	2	1	*c*342
357	St. Joseph's Orphan Asylum	Richmond, Va	1868	1834	Sister Mary Rose	R. C		15	759
358	St. Paul's Church Home	Richmond, Va	1861	1860	Mrs. Mary C. Staite	P. E	0	3	
359	St. Mary's Orphan Asylum	Elm Grove, Wis		1859	Ven. Sister Superior Mary Hyacintha.	R. C			

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.
a Up to close of year 1880.
b Instructors, professors, and assistants.
c Up to close of year 1879.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—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
360	Home for the Friendless*	Fond du Lac, Wis	1874	.....	Miss Jones	Non-sect	.....	2	122
361	Cadle Home and Hospital†	Green Bay, Wis	1872	1874	Bishop J. H. Brown	P. E	1	4	500
362	Northwestern Orphans' Home	Green Bay, Wis	1882	1879	Karl E. G. Oppen	Lutheran	3	4	43
363	St. Joseph's Orphan Asylum	Green Bay, Wis	.....	1879	Rev. Norbert Kersten	R. C	1	6	205
364	St. Michael's Male Orphan Asylum	La Crosse, Wis	.....	1875	Rt. Rev. Kilian Flasch	R. C	1	9	136
365	Milwaukee Orphans' Asylum	Milwaukee, Wis	1851	1850	Miss Maria P. Mason, matron	Non-sect	.....	6	1,107
366	St. Joseph's Asylum	Milwaukee, Wis	1860	1864	Sister Camilla O'Keefe	R. C	.....	6	1,113
367	St. Rose's Orphan Asylum	Milwaukee, Wis	1856	1848					
368	St. Casimir Polish Bohemian Orphan Asylum	Polonia, Wis	0	.....	Sister Cajetana	R. C	.....	5	.....
369	Taylor Orphan Asylum	Racine, Wis	1868	1872	Miss Amelia J. Piper, matron	P. E	1	9	108
370	St. Æmelian's Orphan Asylum	St. Francis Station, Wis	1850	1851	Rev. A. Zeininger, pres. b'd trustees.	R. C	1	14	874
371	Wittenberg Orphan Asylum (Norwegian)	Wittenberg, Wis	.....	.....	Rev. E. J. Homme	Ev. Luth	.....	.....	.....
372	German Orphan Asylum	Washington, D. C	1879	1879	A. Killian, matron	Non-sect	.....	1	60
373	National Home for Destitute Colored Women and Children.	Washington, D. C	1863	1863	Eliza Heacock, matron	Non-sect	1	12	883
374	St. Joseph's Orphan Asylum	Washington, D. C	1855	1856	Sisters of the Holy Cross	R. C	1	12	120
375	St. Vincent's Female Orphan Asylum†	Washington, D. C	1828	1826	Sister Mary Blanche	R. C	0	14	3,000
376	Washington City Orphan Asylum	Washington, D. C. (cor. 14th and S streets northwest).	1815	1812	Mrs. J. L. Wright	P. E	1	12	.....
377	Cherokee Orphan Asylum	Cherokee Orphan Asylum, Ind. Ter.	1871	1872	Rev. J. F. Thompson	Non-sect	2	8	1,500
378	Choctaw Orphan School	Doaksville, Ind. Ter	.....	1882	W. B. Robe	N. Presb	1	3	30
379	St. Vincent's Asylum and Industrial Home*	Santa Fé, N. Mex	.....	1865	Sister Cephas, sister servant	R. C	.....	18	.....

*From Report of the Commissioner of Education for 1881.

†From Report of the Commissioner of Education for 1880.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—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	Catholic Male Orphan Asylum*	4–14	17	Contributions	Gardening and tailoring	Placed with well-to-do parties in the city.
2	Church Home for Orphan Boys	10	12–16	Contributions and proceeds of annual bazaar.	Domestic work, gardening, and tailoring.	Good situations, with salary.
3	Church Home for Orphan Girls	10	15	Contributions and proceeds of annual bazaar.	Domestic work, gardening, and sewing.	Good situations, with salary, found.
4	Protestant Orphan Asylum	Under 14	No limit	Contributions	Gardening, housework, and sewing.	
5	Orphans' Home of the Synod of Alabama*	3–13	16	Voluntary contributions	Housework and farming	Homes in good families are found.
6	German Lutheran Orphan Asylum					
7	Grass Valley Orphan Asylum					
8	Los Angeles Orphan Asylum*	1–17	No limit	State appropriation, contributions, and board of inmates.	Sewing and fancy work	Given three full suits of clothing.
9	Los Angeles Orphans' Home*	2–14	14	State appropriation and charity	None	Indentured, adopted, or returned to friends.
10	Ladies' Relief Society	3–10	Boys, 11; girls, no limit.	State appropriation and private contribution.	Gardening, housework, and sewing.	The care that would be taken for a child leaving home.
11	Sacramento Protestant Orphan Asylum†	Under 14		State appropriation, donations, rents, &c.		Adopted, indentured, put out to service, or taken by friends.
12	Boys' and Girls' Aid Society	3–18	No limit	Contributions		Indentured.
13	Chinese and Japanese Mission of the Methodist Episcopal Church.*a*	No limit		Appropriation		
14	San Francisco Roman Catholic Female Orphan Asylum.*	6–14	14	State appropriation	Domestic work and sewing.	Given two full suits of clothing.
15	Woman's Union Mission to Chinese Women and Children.	3–15	No limit	Voluntary contributions	Sewing	If possible, homes are secured for them.
16	Home of Benevolence	1–14	No limit	State appropriation	Domestic work and sewing.	Homes are found for them.

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.

a The central station of this mission, which is at San Francisco, includes a mission school and an asylum for Chinese women and girls; there are branch stations at San José, Oakland, Sacramento, and Chico.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—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
17	St. John's Orphan Asylum	3–14	14	State appropriation and donations.	Domestic work and sewing.	Procure them good situations.
18	San Juan Orphan Asylum					
19	St. Vincent Orphan Asylum					
20	Santa Cruz Female Orphan Asylum	1–	No limit	Appropriation, board of inmates, and pay of pupils.	Dressmaking and preparing for teaching.	A good outfit and situations found; the privilege of returning to the home when ill.
21	St. Vincent's Female Orphan Asylum					
22	Good Templars' Home for Orphans	1–12	14	State appropriation, contributions, and members' dues.		Placed in good homes.
23	Pájaro Vale Orphan Asylum	6–12	14	Appropriation and donations	Domestic work	Good situations are procured for them.
24	Bridgeport Protestant Orphan Asylum	3–12	12	Contributions and bequests		Placed in families.
25	Hartford Orphan Asylum	Under 11	12	By endowment	Domestic work and farming.	Indentured.
26	St. Catharine's Orphan Asylum	3–12	15–16	Contributions		Indentured.
27	Middlesex County Orphans' Home*	No limit	No limit	Voluntary contributions	Domestic work	Placed in good homes.
28	Home for the Friendless*			Contributions	None	
29	New Haven Orphan Asylum	2–10	12	Contributions and a small fund.		Homes are secured, or they are returned to friends.
30	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.
31	Home for Friendless and Destitute Children.†	2–14	14	By endowment and subscription.	None	Apprenticed or placed at service.
32	St. Peter's Female Orphan Asylum *a*	6–8	No limit	Contributions		Good homes are provided.
33	Augusta Orphan Asylum	3	No limit	By endowment	General housework and farm work.	Homes are found.
34	St. Mary's Orphan Asylum	5–11	–16	By contribution	Domestic work and sewing.	Employment in families provided.
35	Columbus Female Orphan Asylum†	1–7	18	By endowment	Cookery, general housework, and sewing.	Good homes are found.

36	Orphans' Home, North Georgia Conference.*	3–12	No limit	Contributions and proceeds of farm.	Domestic work and farming.	None.
37	Appleton Church Home	3–12	18	Endowment and subscriptions	General housework	Provided with good homes and given an outfit of clothing.
38	Orphans' Home, South Georgia Conference.	No limit	No limit	Voluntary contributions and farm.	Domestic work and farming.	Good homes provided, where they are received as members of families.
39	Episcopal Orphans' Home*	3–12	18	Subscriptions	Domestic work and sewing.	A good wardrobe and situations provided.
40	Union Society, Bethesda Orphan Home	6–16	16–20	Subscriptions of members, income from rents, &c.	Farming and trades	Situations provided.
41	German Evangelical Luthern Orphan Asylum.	2–14	14	Voluntary contributions	Farming and gardening and domestic work.	Boys are apprenticed and girls are placed as servants in good families.
42	Orphans' Home of the Missouri Synod					
43	St. Agnes Orphan Asylum*	2–13	13	Contributions		Placed in good Catholic families.
44	Chicago Home for the Friendless	Under 14	No limit	Contributions	General home duties	Adopted or indentured.
45	Chicago Protestant Orphan Asylum	Under 12	No limit	Voluntary contributions		Provided with homes.
46	St. Joseph's Orphan Asylum*	3–12	12	Voluntary contributions	All domestic work	Good homes are provided.
47	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.
48	German Catholic Orphan Asylum†	2–12		Church contributions and pay for half orphans.	Farming	Adopted or apprenticed.
49	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.
50	Home for the Friendless*	No limit	No limit	City appropriation and contributions.		Adopted or furnished with employment.
51	St. Aloysius Orphan Asylum	14	14–15	Contributions from St. Aloysius Orphan Society.		
52	Woodland Home for Orphans and Friendless.†	Under 10		Voluntary contributions		Placed in families.
53	Evansville Orphan Asylum*	1–13	13	County appropriation, contributions, and interest on endowment fund.	Domestic duties	Provided with a good home, two suits of clothing, and a Bible.
54	Asylum for Friendless Colored Children*	Under 12		Appropriation, contributions, and endowment.	General house duties	Educated and placed in good homes.
55	Children's Aid Society					
56	German Protestant Orphan Asylum	Under 14	14	City appropriation and members' dues.		
57	Indianapolis Orphans' Asylum*	Under 12	Under 12	County appropriation, contributions, and endowment.	Domestic work, sewing, and knitting.	Adopted, indentured, given a trade, and given $100 when 21 years of age.
58	Jeffersonville Orphan Asylum	2–14	No limit	County appropriation and public charity.		Adopted or indentured.
59	Indiana Soldiers' Orphans' Home	Under 15	15	State appropriation	None	Placed in good homes.
60	St. Joseph's Orphans' Manual Labor School.	2–12	No limit	Contributions	General usefulness	Placed in good homes.

* From Report of the Commissioner of Education for 1881. † From Report of the Commissioner of Education for 1880. *a* These statistics are from a return for the year 1881.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—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
61	Children's Home of Madison			Subscriptions, donations, members' dues, and appropriation.		
62	Gibson County Orphans' Home	1–16	16	County appropriation		
63	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.
64	Home of the Friendless*			City appropriation and contributions.	General housework and sewing.	Adopted, placed at service, sent to other institutions, or returned to friends.
65	Orphans' Home					
66	Wernle Orphans' Home	2–14	18	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.
67	Rush County Children's Home*	1–16	No limit	Appropriation	Domestic work and farming.	They are to be educated and cared for until 21 years of age.
68	Henry County Children's Home	2–16	16	House provided by county; furniture, beds, &c., by matron; 25 cents paid a day for each child.		
69	St. Ann's Female Orphan Asylum	3–10	No limit	By charity	Domestic duties	None.
70	Hamilton County Children's Home	2–16	16	Amount paid a day for each child, 25 cents; matron furnishes her own house, furniture, &c.	Domestic work, farming, and sewing.	Homes secured.
71	Decatur County Children's Home	2–16	16			
72	German and English Asylum for Orphans and Destitute Children.	2–12	14–15	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.
73	Soldiers' Orphans' Home and Home for Indigent Children.	2–14	Boys, 15; girls, 16.	State and county appropriation.	General domestic work, sewing, carpentry, farming, gardening, cookery, and laundry work.	Returned to parents or friends.

74	St. Mary's German Orphan Asylum	Under 14	15	Contributions		
75	Swedish Orphans' Home					
76	Home for the Friendless	No limit		Appropriation and contributions.	Housework, sewing, and nursing.	Adopted or returned to guardians.
77	Evangelical Orphan Asylum (Swedish)					
78	St. Thomas Orphan Asylum	3–10	13	Contributions and proceeds of farm.	Farming	They are placed on farms.
79	St. Joseph's Orphan Asylum	2–3	18	St. Boniface Orphan Society		Put to trades or on farms.
80	Covington Protestant Children's Home	10				
81	Baptist Orphans' Home	Under 12	No limit	Voluntary contributions	Sewing and dressmaking	Good homes are found.
82	German Baptist Orphan Home	2–12	Girls, 18	Donations	Housework and farming	Indentured until 21.
83	German Protestant Orphan Asylum	Under 12	Boys, 14; girls, 18.	By contributions	Gardening, housework, sewing, and knitting.	Apprenticed to trades, placed on farms, or provided with good homes.
84	Masonic Widows' and Orphans' Home	3–18	No limit	By the Masons of Kentucky	Chair bottoming, printing, shoe making and mending for boys; housework, plain sewing, and fancy work for girls.	Returned to the lodges sending them or placed by direction of said lodges in some congenial home.
85	Orphanage of the Good Shepherd	6–10	18	Voluntary contributions	Engineering, farming, and printing.	Good homes or situations are provided.
86	St. Joseph's German Orphan Asylum	Under 12	13	Church collections		Placed at service.
87	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.
88	St. John's Asylum	1–14	16	By St. John's Orphan Society	General usefulness and domestic work.	They are cared for by the society until of age.
89	Cleveland Orphans' Institution †	4–12	18	By endowment		
90	Orphans' Home Society *a*					
91	Asylum for Destitute Orphan Boys	4–14	15	Permanent fund	None	Placed in good homes.
92	Jewish Widows' and Orphans' Home	No limit	No limit	Members' dues, voluntary contributions, and city appropriations.	Needlework	Good homes secured.
93	Louisiana Asylum*	1–12	18	Public charity	Household duties and sewing.	
94	Louisiana Freedman's Baptist Orphans' Home.*	Under 12		By charity	Sewing and fancy work.	
95	Mt. Carmel Female Orphan Asylum †	5–14	18	Contributions	Laundry work and sewing.	
96	Orphanage	No limit	No limit	Contributions	Domestic work and sewing	In situations to earn a good living.
97	The Protestant Orphans' Home	Under 12	Boys, 12; girls, 18.	City appropriation and contributions.		Placed in homes or returned to parents.
98	Children's Home	Boys, 2–8; girls, 2–12	No limit	State appropriation, contributions, and endowment.	Domestic work and sewing	Furnished with suitable clothing and necessary expenses paid.
99	Asylum of Our Lady of Lourdes	3–18	No limit	Voluntary contributions	None	None.
100	Female Orphan Asylum of Portland	1–10		Annual subscriptions, donations, and invested funds.	Housework, knitting, and sewing.	Adopted or bound out to service.
101	Baltimore Orphan Asylum	4–9	18	Appropriations and contributions.	General housework, knitting, and sewing.	

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.

a Institution practically suspended since 1874; buildings in process of reconstruction.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—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
102	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.
103	General German Orphan Asylum†	3–16	Boys, 14; girls, 16.	Donations and members' dues		Board of trustees has control until of age.
104	Hebrew Orphan Asylum of Baltimore†	4–11	14–15	By contributions	Various useful handicrafts	
105	Home of the Friendless*	No limit		Appropriation, endowment, and subscriptions.	Cookery and needlework.	
106	Orphan Asylum for Colored Girls*					
107	St. James' Home for Boys	9–18	21	Board of inmates and donations.	Boys learn a trade in the city.	Savings are put in savings bank.
108	St. Mary's Female Orphaline School	7–14	14	Voluntary contributions and church collections.	Domestic work and sewing	Sent to industrial school for girls.
109	St. Paul's Orphan Asylum*	3–11	18	Church contributions	Domestic work and sewing	Given good clothing and placed in homes.
110	St. Vincent's Male Orphan Asylum	6–13	13	By charity		Good homes found.
111	Baltimore Manual Labor School for Indigent Boys.	8–16	No limit	Contributions and endowment	Farming	Returned to parents or placed in homes.
112	Home for Friendless Children of the Diocese of Easton.	3–8	18	Appropriations and contributions.	Housework, cookery, laundry work, and sewing.	Good outfit; if remaining in a home three years, receive $50.
113	Loats Female Orphan Asylum	3–18	18	Endowment	Housework and sewing	No special provision.
114	Baldwin Place Home for Little Wanderers.	No limit	No limit	Contributions and interest on endowment.	General domestic duties	Adopted into families.
115	Boston Female Asylum	3–10	14	By endowment	Housework and sewing	Indentured.
116	Children's Friend Society*	1½–12	21	By donations	Sewing and embroidery	Placed in homes and given an outfit of clothing.
117	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.
118	Church Home for Orphan and Destitute Children.	4–8	Boys, 12; girls, —.	Subscriptions and endowment	Housework	Placed in homes or returned to friends.

119	House of the Angel Guardian	6–15	15	Contributions and board of inmates.	Baking, shoemaking, and tailoring.	Placed in good families.
120	Dr. Martin Luther Orphans' Home†	4–14	No limit	Contributions and proceeds of farm.		Places are found where they are under Christian influence.
121	St. Vincent's Orphan Asylum*	3	No limit		General domestic work	Placed in good homes or returned to friends.
122	Haverhill Children's Aid Society†	Under 12		Collections, subscriptions, and endowments.		Placed in homes.
123	Protectory of Mary Immaculate	Boys, 2–12; girls, 2–15.		Contributions, proceeds of fairs, and labor of sisters.	Housework, knitting, and sewing.	
124	St. Mary's Orphanage	Under 6		Contributions and subscriptions.		
125	Children's Aid Society	Under 3		Donations and members' dues	Domestic work	Placed in good homes.
126	New Bedford Orphans' Home	1½–9	12–14	Annual contributions, endowment, &c.	Housework and sewing	Good homes in the country are found.
127	Newton Home for Orphan and Destitute Girls.	5–12	16	Private charity and donations	Housework, knitting, and sewing.	Clothing for one year.
128	Massachusetts State Primary School	Under 16	16	State appropriation	Baking, dressmaking, farming, tailoring, and shoemaking.	Provided with good clothing and home or returned to friends.
129	Home for Destitute Children					
130	City Orphan Asylum	2–12	Boys, 13; girls, no limit.	Contributions and industry of inmates.	Housework and needlework	Placed at trades or in good homes.
131	Seamen's Orphan and Children's Friend Society.	1½–14	Boys, 17; girls, no limit.	Voluntary contributions	Housework and needlework	Placed in homes.
132	Children's Home*	Boys under 8; girls, no limit.	Boys, 8	Contributions and income from fund.	None	Homes found or returned to friends.
133	Orphans' Home, Children's Friend Society.*	2–10	No limit	Voluntary contributions	Domestic work	Adopted or placed in homes.
134	State Public School	3–12	16	State appropriations	General housework, farming, knitting, sewing, and shoemaking	Placed in homes.
135	Home for the Friendless*	2–12	Boys, 10; girls, 13.	Voluntary contributions	None	Homes are found for them.
136	St. Anthony's Male Orphan Asylum	4–12		By contributions	Domestic work and tailoring.	Returned to friends, adopted, or retained at the home.
137	St. Vincent's Orphan Asylum	3–14		Contributions	Domestic work, embroidery, knitting, and sewing.	Situations found, or adopted.
138	Home for the Friendless	Under 12		Private charity and board	None	Provided with homes or sent to State school.
139	Children's Home	2–12	No limit	Private donations	None	None.
140	St. Joseph's Orphan Asylum*	2–16	18	Contributions	Sewing and fancy work	Placed at service.
141	St. Mary's Orphan Asylum			By charity		Placed in good homes.
142	St. Paul Protestant Orphan Asylum	3–		Contributions		
143	Lutheran Orphans' Home					
144	D'Evereux Hall	5–12	12–15	Contributions and labor of inmates.	Farming and market gardening.	Placed with good families or in good situations.

* From Report of the Commissioner of Education for 1881.

† From Report of the Commissioner of Education for 1880.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—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
145	St. Mary's Orphan Asylum †	3–8	15	Bequests and donations	General domestic work	Good homes are found.
146	Female Orphan School	14	.....	Contributions, endowment, and tuition.	General domestic work.	
147	Catholic Protectorate of St. Louis	7–18	18	Voluntary contributions	Farming	Two suits of clothes, promise of a situation, and $50.
148	St. Joseph's Roman Catholic Orphan Asylum.	3–15	.....	Contributions and charities	General domestic work and needlework.	Good homes or employment provided for them.
149	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.
150	Episcopal Orphans' Home †	Under 12	Boys, 12; girls, 18.	Appropriation and contributions.	Domestic work and sewing.	Placed in homes or situations.
151	German Evangelical Lutheran Asylum	.....	.....	.....	.....	.....
152	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.
153	House of the Good Shepherd (Class of Preservation).	4	.....	Contributions and labor of inmates.	Chair caning, sewing, and laundry work.	Returned to friends or placed in situations.
154	St. Bridget's Half Orphan Asylum	4–16	16–17	Contributions	Sewing, &c	Given two suits of clothing when possible.
155	St. Joseph's Convent of Mercy	3–	No limit	Contributions, industry of inmates, and pay of hospital patients.	General housework and sewing.	Good situations found.
156	St. Joseph's Male Orphan Asylum*	5–12	12–14	Contributions	Shoemaking and printing.	Placed in homes.
157	Central Wesleyan Orphan Asylum	3–18	Boys, 16; girls, 18.	Contributions	Farming and housework	Girls placed at service in families, boys with farmers or mechanics.
158	St. Louis Protestant Orphan Asylum	.....	.....	By endowment and collections	Farming and housework	Adopted or indentured; receive $50 and two suits.
159	State Orphans' Home*	Under 14	18	State appropriation	Farming, housework, and sewing.	Adopted or indentured.
160	Orphans' Home*	1–10	Boys, 12; girls, 18.	Contributions and endowment	Gardening, housework, and sewing.	Good situations found.
161	New Hampshire Orphans' Home	3–14	.....	Voluntary contributions	Farming and housework	Adopted into families.

162	Children's Home†	4–14	16	Contributions and board of inmates.	None	Placed in families.
163	Camden Home for Friendless Children*	3–10	No limit	Voluntary contributions	None	Indentured until of age.
164	West Jersey Orphanage for Destitute Colored Children.*	3–12	No limit	By contributions	Farming and general housework.	Indentured and given two suits of clothing; $25 to be given at the age of 18 to 21.
165	Children's Friend Society†	4–10	12	Voluntary subscriptions	Sewing	None.
166	Union Association of the Children's Home of Burlington County.*	3–12	12	Voluntary contributions	None	Good outfit; $30 to boys, $25 to girls.
167	Newark Orphan Asylum *a*	2–10		Appropriation, contributions, and endowment.	Housework and sewing	Adopted, placed in homes, or returned to friends.
168	Orange Orphan Home†	2–10	12	Contributions, donations, and board of children.	None	Homes found in good families.
169	Paterson Orphan Asylum Association*	3–10	No limit	Contributions	Housework and gardening.	Given homes in families or placed at trades.
170	St. Mary's Orphan Asylum†	2–12	No limit	Contributions and pension	Farming and sewing	
171	Albany Orphan Asylum	3–12	14	Appropriation, contributions, and endowment.	Housework, gardening, and sewing.	Adopted, returned to friends, or indentured to farmers.
172	Orphans' Home of St. Peter's Church	Under 14	16	By contributions	Housework and sewing	Adopted or placed at service, and provided with suitable clothing.
173	St. Vincent's Female Orphan Asylum	2–12		County appropriation	Domestic work and sewing	Placed in homes or with friends.
174	St. Vincent's Male Orphan Asylum	2–13	14	County appropriation	Farming and gardening.	
175	Cayuga Asylum for Destitute Children	2–12	No limit	Appropriations, contributions, and interest on funds.	Domestic work, sewing, and gardening.	Given a suit of clothing.
176	St. Mary's Catholic Orphanage*					
177	Susquehanna Valley Home	2–14	16	County appropriation	Domestic work, sewing, farming, and shoe mending.	Homes provided or children indentured.
178	Brooklyn Union for Christian Work	–12		Voluntary contributions	Sewing and domestic work to girls.	Suitable employment found.
179	Convent of the Sisters of Mercy*					
180	Home for Destitute Children *b*	2–12		Donations, subscriptions, &c	None	Adopted or placed at service.
181	Orphan Asylum Society of the City of Brooklyn.	3–12	12	Appropriation, contributions, and endowment.	Domestic work, sewing, &c.	Homes found.
182	Orphans' Home, Church of the Holy Trinity.	2–12	14	By charity		Placed in homes or returned to friends.
183	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.
184	St. John's Home*	2–14	14	Appropriation and contributions.	Baking, carpentry, and engineering.	Provided with situations.
185	St. Joseph's Female Orphan Asylum*	3–11	16	Voluntary contributions, bequests, &c.	Domestic duties and sewing.	Transferred to industrial school; some provided with situations.
186	St. Vincent's Home for Homeless and Destitute Boys.	7–16		Contributions	None	None.
187	Asylum of Our Lady of Refuge	No limit		Contributions, donations, and labor of inmates.	General domestic work, knitting, and sewing.	Returned to friends or situations procured.

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.
a The Newark Orphan Asylum Association has several auxiliary societies.
b This home was erected by the Brooklyn Industrial School Association and represents school No. 3 of that association. It is intended as a home for such very poor children as require a home as well as a school.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—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
188	Buffalo Orphan Asylum*	Under 12	14	Board of children, contributions, and endowment.	General housework, knitting, and sewing.	Placed in homes.
189	Church Charity Foundation	No limit		Appropriation, contributions, and endowment.	Housework and sewing	Adopted and indentured.
190	Evangelical Lutheran St. John's Orphan Home.	2–12	17–18	Appropriation, contributions, and proceeds of farm.	Farming, housework, knitting, and sewing.	Privilege of returning to the home when sick or out of employment.
191	German Roman Catholic Orphan Asylum	2–14	12–18	County appropriations, contributions, proceeds of fair, &c.	Chair caning, sewing, knitting, and needlework.	Placed in good families; bonds of $500 required as guarantee.
192	St. Vincent's Female Orphan Asylum	5–14	No limit	Appropriation, collections, &c.	Sewing	Placed in good homes.
193	Ontario Orphan Asylum*	Under 12	12	Contributions and interest on fund.	Gardening, housework, and sewing.	Homes found or returned to county house.
194	St. Mary's Orphan Asylum	3–15		By labor of inmates		
195	Orphan House of the Holy Saviour	Boys, 2–7; girls, 2–12.	No limit	Contributions and board of children.	Dressmaking, housework, and gardening.	Good homes carefully sought for them.
196	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.
197	St. Malachy's Home	3–10		County appropriation, contributions, and board of children.	Housework and sewing	Placed in homes.
198	Southern Tier Orphans' Home	16	16	Voluntary contributions	Housework and gardening	Given suitable clothing and provided with situations.
199	Hudson Orphan and Relief Association*	2–12	14–16	Donations, endowment, &c	None	Indentured.
200	Home of the Friendless	Under 16		Contributions and county appropriations.		Placed in homes.
201	Wartburg Orphans' Farm School of the Evangelical Lutheran Church.	6–10		Voluntary contributions	General domestic work, sewing, farming, gardening, and printing.	If deserving, they are allowed to return to the home when sick or out of employment.
202	Home for the Friendless	Boys, 2–12	Boys, 12; girls, 14.	Voluntary contributions	Housework	Placed in homes and given clothing.
203	Colored Orphan Asylum	2–10	12	Board of inmates, contributions, and endowment.	Housework, sewing, and gardening.	Sent to friends, indentured, or placed at service.
204	Hebrew Orphan Asylum	5–11	14	City appropriation and subscriptions.	Printing and shoemaking	Suitable situations are found.

205	Hebrew Sheltering Guardian Society*					
206	Home for the Friendless, American Female Guardian Society.	Boys, 2–10; girls, no limit.	No limit	Appropriation, contributions, and legacies.	Domestic work and sewing.	Apprenticed or adopted into good families and regularly visited by officers of the home.
207	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.
208	Howard Mission and Home for Little Wanderers. *a*	2–	No limit	Voluntary contributions	Sewing	Placed in good Christian homes.
209	Institution of Mercy*	2 and over	14	Appropriations, donations, and labor of inmates.	Laundry work and sewing.	Placed in good homes, clothed, and have privilege of returning.
210	Ladies' Deborah Nursery and Child's Protectory.*	2–14	16	Contributions and city tax	Sewing	Boys placed at trades.
211	Ladies' Home Missionary Society (Five Points Mission).			Appropriation, contributions, and city tax.	Sewing	Given a good outfit and looked after.
212	Leake and Watts Orphan House	3–12	14	Endowment	General household duties.	Indentured to trades or returned to friends.
213	New York Society for the Prevention of Cruelty to Children.	Limit, 16	No limit	Contributions, donations, and members' dues.	None.	
214	Orphan Asylum Society of the City of New York.*	2–10	12	Endowment and contributions	None	Returned to friends.
215	Orphans' Home and Asylum of the Protestant Episcopal Church.†	3–8	12–14	Contributions and endowment	Household duties and sewing.	Homes are found.
216	Roman Catholic Orphan Asylum	4–9	No limit	Charitable contributions	Housework and sewing	Returned to friends or placed in homes.
217	Roman Catholic Orphan Asylum	4–9	No limit	Charitable contributions	None	Returned to friends or placed in homes.
218	Roman Catholic Orphan Asylum	5–9	No limit	Charitable contributions	Housework and sewing	Returned to friends.
219	St. James' Home*					
220	St. Joseph's Asylum in the City of New York.	3	Boys, 13; girls, 16.	Appropriation, 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.
221	St. Stephen's Home for Children	3–14	14	Appropriation and contributions.	Domestic work and use of sewing machine.	Good homes are found.
222	St. Vincent de Paul Orphan Asylum*	4–10	Boys, 12; girls, 18.	Charitable contributions	General housework and use of machine.	Situations found.
223	The Sheltering Arms	4–10	13–14	Contributions, board of inmates, endowment, and appropriations from excise fund.	General housework and sewing.	Returned to friends.
224	The Society for the Relief of Half-Orphan and Destitute Children.			Voluntary contributions		Returned to friends or put in homes.
225	Oswego Orphan Asylum	2–14	14	Appropriations, contributions, interest on fund, &c.		
226	Roman Catholic Orphan Asylum	10–15		Contributions	Domestic work, farming, shoemaking, and tailoring.	Placed at service.

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.

a The object of this mission is mainly to assist families in their own homes.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—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
227	Home for the Friendless of Northern New York.	Boys, under 12; girls, under 16.	No limit	Appropriations and contributions.		Indentured.
228	Westchester Temporary Home for Protestant Children.	2–16	16	Appropriation		
229	St. Mary's Orphan Asylum*					
230	Poughkeepsie Orphan House and Home for the Friendless.	2–10	12	Appropriation, contributions, and endowment.		
231	Western New York Home for Homeless and Dependent Children.	Under 16	16	Contributions	None	Placed in homes or with friends.
232	Church Home of the Protestant Episcopal Church.	No limit	No limit	Board of inmates, donations, and subscriptions.	Gardening, housework, knitting, sewing, &c.	Placed at service or with friends.
233	New York State Children's Home Association.	Under 18	No limit	Contributions and taxation		Placed in homes.
234	Rochester Orphan Asylum	Under 12	No limit	City and county appropriation and contributions.	Household duties	Adopted into families.
235	St. Joseph's German Orphan Asylum	Under 14		Appropriations, contributions, &c.	Domestic work, knitting, sewing, embroidery, &c.	
236	St. Mary's Orphan Boys' Asylum	3–14		Contributions, &c		Placed at trades.
237	St. Patrick's Female Orphan Asylum*	2–14		Contributions, donations, &c	Housework, sewing, &c	Adopted or returned to friends.
238	Children's Home	2–16	16	County appropriation		
239	Onondaga County Orphan Asylum	2–12	14	Appropriations and endowment.	Housework and sewing	Returned to friends or placed in good homes or at trades.
240	St. Joseph's Asylum and House of Providence.	2–12		City and county appropriation		
241	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.
242	St. Vincent's Female Orphan Asylum	3–12	No limit	City and county appropriations.	General domestic work, dressmaking, and sewing.	Placed in situations or good homes.

243	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.
244	Troy Orphan Asylum	3–10	14	Appropriation, contributions, &c.	Housework, gardening, and sewing.	Placed in good homes or returned to friends or indentured.
245	House of the Good Shepherd	Under 12		Appropriation, contributions, endowment, and board.	General domestic work and gardening.	Placed in homes or at trades.
246	Utica Orphan Asylum	2–14	14	By endowment	Housework and farming	Returned to friends or placed in homes.
247	Thomas Asylum for Orphan and Destitute Indian Children.	2–16	16	State appropriation	House duties, sewing, fancy work, broom making, and farming.	Some placed at service in families.
248	Jefferson County Orphan Asylum	2–16	16	County appropriation and endowment.	Housework and sewing	Homes found.
249	Society for Relief of Destitute Children of Seamen.	2–10	14–18	Contributions and donations	Gardening, housework, and sewing.	Placed at service or returned to friends.
250	St. Joseph's Male Orphan Asylum*	3–12	14	Appropriation and contributions.	Farming and printing	Adopted or given to friends.
251	Orphan Asylum	8–12	14	By contributions	Domestic work and sewing.	Adopted or placed in situations.
252	St. James' Home*	No limit	No limit	By contributions	Sewing	None.
253	Belmont County Children's Home	Under 16	16	Taxation	House and farm work	Homes in families.
254	German Methodist Orphan Asylum	2–14	No limit	Contributions of the German Methodists.	Farming, gardening, and sewing.	Good homes are found.
255	The Children's Home*	Under 15	No limit	Contributions	None	Placed in homes.
256	Cincinnati Orphan Asylum†	1–13	No limit	Contributions and endowment	Housework, knitting, and sewing.	Adopted or indentured.
257	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.
258	German General Protestant Orphan Asylum.	2–12	14	Donations, endowment, and dues	Housework, knitting, sewing.	Bound out to responsible parties.
259	New Orphan Asylum for Colored Youth†	Under 16	18	By donations	None	None.
260	St. Aloysius Orphan Asylum	1–12	16	Voluntary contributions	General domestic work, sewing, tailoring, farming, shoemaking, and baking.	Indentured and regularly visited.
261	Cleveland Protestant Orphan Asylum†	Under 10		Contributions and endowment		Adopted into good families.
262	Jewish Orphan Asylum, I. O. B. B	5–12	14–15	Donations and members' dues	Gardening and shoemaking.	Homes secured.
263	St. Joseph's Orphan Asylum	3–12		Charitable contributions and industry of inmates.	Plain sewing	Sent to St. Mary's for further education.
264	St. Mary's Orphan Asylum	6–15		Annual fair and labor of inmates	Household duties and needlework.	
265	St. Vincent's Male Orphan Asylum*	3–11	14	Collections and contributions	Domestic work, sewing, and gardening.	Returned to friends or placed in families.
266	Franklin County Children's Home	Under 16		Taxation	General housework, gardening, knitting, and sewing.	Indentured or adopted.
267	St. Joseph's Orphan Asylum	3–14	21	Self supporting	Type setting and printing.	Situations found.

* From Report of the Commissioner of Education for 1881.

† From Report of the Commissioner of Education for 1880.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—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
268	St. Vincent's Orphan Asylum	2–14	No limit	Voluntary contributions	Gardening, shoemaking, and tailoring.	Placed in good families.
269	St. Peter's and St. Joseph's Orphan Asylum	4–	.....	Contributions	General housework, knitting, and sewing.	
270	Montgomery County Children's Home*	Under 14	16	Appropriations by State and county.	Household duties and sewing.	Homes found for them.
271	St. Joseph's Orphan Home	1–18	18	Members' dues and proceeds of festivals.	.....	None.
272	Ebenezer Orphan Asylum	2–10	16	Contributions, endowment, and proceeds of farm.	Farming, housework, and sewing.	Employment is found.
273	Children's Home of Lawrence County	2–16	16	Appropriations	Knitting and sewing	Good homes found or trades given.
274	Warren County Orphan Asylum and Children's Home.	Under 16	16	County tax and donations	.....	An outfit and home.
275	Morgan County Children's Home	Under 16	16	County appropriation	.....	Placed in homes.
276	Washington County Children's Home	Under 16	16	By taxation	General housework and farming.	Adopted or indentured.
277	Fairmount Children's Home	Under 16	18	Appropriations	House duties and farming.	Indentured or adopted.
278	Home for Friendless Children	1–12	No limit	By charity	.....	Adopted into families.
279	Scioto County Children's Home	2–16	16	County taxation	Domestic work and gardening.	Given an outfit of clothing.
280	Clarke County Children's Home	Under 16	16	County taxation	Gardening and housework	Homes secured.
281	Citizen Hospital and Orphan Asylum	2	.....	Labor of inmates	Housework and farming	Clothing and money given.
282	German Evangelical Lutheran Orphans' Asylum.	2–14	14–18	Members' dues, contributions, and proceeds of farm.	Housework and farming	Clothing given and employment provided.
283	Protestant Orphans' Home	Boys under 12; girls, no limit.	.....	By subscriptions	.....	Adopted or returned to friends.
284	Knoop Children's Home*	Under 16	16	By taxation	Farming, housework, and sewing.	General oversight is given.

285	Ohio Soldiers' and Sailors' Orphans' Home.	3–15	16	State appropriation	Domestic work, dressmaking, carpentry, farming, gardening, plumbing, tinning, printing, shoemaking, tailoring, telegraphy, engineering, and wood carving.	Homes are found, good outfit and money given accordingly as each has contributed to the net earnings.
286	The John McIntire Children's Home*	3–12	No limit	By endowment	None	Indentured until of age.
287	Children's Home (Ladies' Relief Society)*	Under 12	Boys, 12	Contributions	None	Adopted or taken by parents.
288	Home for Colored Children (Women's Christian Association of Pittsburgh and Allegheny).*	2–11		Contributions, collections, and board of children.	Domestic work and school duties.	Placed in good homes.
289	House of the Good Shepherd	4–	No limit	Charity and labor of inmates	House and laundry work, machine and hand sewing.	Given an outfit.
290	Protestant Orphan Asylum of Pittsburgh and Allegheny.	Boys, under 10; girls, under 12.	Boys, 14; girls, no limit.	Contributions and endowment	Housework and sewing	Indentured or returned to friends.
291	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.
292	St. Paul's Orphan Home	4–16	21	Charitable contributions.	Farming, gardening, housework, printing, and shoemaking.	Business callings found, homes or trades provided.
293	White Hall Soldiers' Orphan School	Under 16	16	State appropriation	Farming, gardening, and housework.	Sent to friends.
294	Chester Springs Soldiers' Orphan School	Under 16	16	State appropriation	Farming and housework	Returned to friends.
295	Dayton Soldiers' Orphan School*	3–16	16	Appropriations	Domestic work, sewing, knitting, farming, gardening, and shoemaking.	Situations found.
296	Home for the Friendless	Under 12		Voluntary contributions	General housework and sewing.	Employment or permanent homes provided.
297	St. Joseph's Orphan Asylum	2–12	14	Contributions and labor of Sisters.	Dressmaking and tailoring.	Placed in good families; if not properly treated, can return to asylum.
298	Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church.	3–10		Contributions	General housework, cane seating, and gardening.	Suitable homes found.
299	Pauline Home for Children	2–16	16	Voluntary contributions and weekly allowance from guardians of the poor.		Placed in homes.
300	Harford Soldiers' Orphan School	6–16	16	State appropriation	Farming and housework	None.
301	Home for the Friendless	5–18	18	Voluntary contributions	General housework, sewing.	Adopted or bound out.
302	Uniontown Soldiers' Orphan School*	Under 16	16	State appropriation	Blacksmithing, domestic work, sewing, knitting, and shoemaking.	
303	Home for Friendless Children of the City and County of Lancaster.	4–		State appropriation		Indentured according to law.
304	Tressler Orphans' Home	5–13		Appropriation and contributions.	Farming and housework	Given to friends or put to trades.

*From Report of the Commissioner of Education for 1881.

†From Report of the Commissioner of Education for 1880.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—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
305	McAlisterville Soldiers' Orphan School	Under 16	16	State appropriation	Farming, gardening, housework, sewing, and shoemaking.	Given the supervisory care of the institution.
306	Mansfield Soldiers' Orphan School	6–16	16	Appropriations		
307	Mercer Soldiers' Orphan School	5–15	16	State appropriation	Farming, gardening, general housework, and sewing.	
308	Emaus Orphan House	5–12	15	By endowment	Domestic economy and horticulture.	Good situations secured.
309	Mount Joy Soldiers' Orphan School*	6–16	16	Appropriation	Domestic work and baking.	Given education and homes secured.
310	Sisters of the Holy Humility of Mary	2–14	18	Industry of the community	Domestic work, knitting and sewing.	Placed in families or returned to friends.
311	Baptist Orphanage†	3–10	No limit	Contributions, legacies, &c	General housework, sewing, &c.	None.
312	Bethesda Children's Christian Home	2–8	14	Voluntary contributions	General house duties	Suitable employment or homes secured.
313	Burd Orphan Asylum of St. Stephen's Church.	4–8	18	Endowment	Embroidery, housework, sewing, &c.	Given an outfit of clothing, $25, and a trade or profession.
314	Church Home for Children	3–		Contributions and endowment	Housework	Outfit of clothing and situation provided.
315	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.
316	Foster Home Association*	Boys, 3–9; girls, 3–6	Boys, 12; girls, 16.			Endeavor to find homes.
317	Girard College for Orphans*	6–10	18	By endowment	Working in iron, baking, carpentry, gardening, and shoemaking.	Given an outfit of clothing worth $50 and indentured to trades.
318	Home for Destitute Colored Children†	3–12	No limit	Contributions and endowment	None	Indentured until 18 years of age.
319	Jewish Foster Home and Orphan Asylum	4–10	14	Contributions.		

320	Lincoln Institution	Under 9	No limit	State appropriations, contributions, and labor of inmates.	Trades and other employments.	Provided with situations.
321	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.
322	Northern Home for Friendless Children	3–12	No limit	By contributions and appropriations.	Mechanical drawing, &c.	Indentured.
323	Philadelphia Orphan Asylum	Boys, under 6; girls, under 8.	Boys, 12; girls, 14.	Donations, endowment, and subscriptions.		Bound for a term of years, with privilege to learn a trade.
324	Presbyterian Orphanage in the State of Pennsylvania.	3–10	12–14	Voluntary contributions		Suitable homes found.
325	St. Mary Magdalen de Pazzi's Asylum for Italian Orphan Girls.*	3–13	18	Contributions	Sewing, &c	Placed in homes or returned to friends.
326	"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.
327	Soldiers' Orphans' Institute	5–16		Appropriation	Housework, sewing, making artificial flowers, mechanical drawing, wood and iron work.	Find situations when 16 years old.
328	Southern Home for Destitute Children	2–12		Contributions	None	Adopted or placed in homes.
329	Western Home for Poor Children	Under 10	12–14	Contributions and interest on endowment and board.	Housework and sewing	Indentured or returned to friends.
330	St. Michael's Orphan Asylum*	Under 12	14	Contributions and endowment		Indentured until 21.
331	Benevolent Association Home for Children.*	4–12	No limit	Voluntary contributions	None	Indentured.
332	St. Catherine's Female Orphan Asylum	2–12	No limit	Voluntary contributions	General housework and sewing.	Comfortable homes provided.
333	Orphans' Home of the Evangelical Lutheran Church.	Under 10	No limit	Church contributions	Gardening and general housework.	Return to friends, remain in the home, or go to service.
334	Home for Friendless Women and Children.*	Under 16	No limit	Voluntary contributions		Indentured or provided with good homes.
335	St. Patrick's Orphan Asylum	4–8	No limit	Contributions, &c		Placed in good families.
336	St. Vincent's Orphan Asylum	1–12	Boys, 12; girls, 18.	Contributions	Housework and sewing	Indentured or returned to friends.
337	Allegheny County Home*	No limit		County tax	None	Indentured and furnished with two suits of clothing.
338	Bethany Orphan Home	6–13	No limit	Church contributions	Gardening, farming, housework, and sewing.	Indentured.
339	Children's Home for Borough and County of York.	3–11	9–16	Board of soldiers' orphans paid by State, donations, and subscriptions.	General house duties and sewing and farming.	Bound in families until 18, then given $25 and two suits of clothing; soldiers' orphans returned to mothers at 16.
340	Bristol Home for Destitute Children	2½–10	Boys, 21; girls, 18.	Contribution and endowment	None	Suitable homes provided.
341	St. Mary's Orphanage†	Under 12	12	Contributions and subscriptions.	Housework and sewing	Homes found or placed at service.
342	Children's Friend Society	Under 12	No limit	By contribution and bequests		Homes found for them.
343	Providence Association for the Benefit of Colored Children.	3–8	No limit	Contributions and income from invested funds.	Housework and sewing	Placed in families or returned to friends.

*From Report of the Commissioner of Education for 1881.

†From Report of the Commissioner of Education for 1880.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—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
344	St. Aloysius Orphan Asylum*	3–14	Boys, 13; girls, no limit.	Voluntary contributions	Sewing, &c	Placed in homes or at trades.
345	Holy Communion Church Institute†	10–18	No limit	Board and donations	Drawing	Assisted in college.
346	Thornwell Orphanage	6–13	16–18	Contributions, endowment, and labor of inmates.	Domestic work, laundry work, sewing, bracket sawing, farming, painting, and printing.	Assisted in finding situations.
347	Church Orphans' Home	Under 14		Church contributions	Domestic work, laundry work, and sewing.	Good homes are provided.
348	Nashville Protestant Orphan Asylum	Boys, under 10; girls, no limit.		Donations and subscriptions	Domestic work and ordinary school duties.	Adopted or placed in good homes.
349	St. Mary's Orphan Asylum*	3–12	12	Contributions and county appropriation.	Domestic work	Homes found or returned to friends.
350	Texas Christian Orphan Home			By contributions	Agricultural and mechanical.	
351	Home for Destitute Children	1–12	18	Contributions and endowment	General housework and cane seating.	Clothing and $25 from those to whom indentured.
352	Providence Orphan Asylum	2–10		Voluntary contributions	Domestic work, sewing, and farming.	Placed in good homes.
353	Jackson Orphan Asylum	4–9	16	Contributions	Sewing and knitting	Given an outfit of clothing and indentured.
354	Norfolk City Female Orphan Asylum*	2–12	18	Contributions and interest on fund.	Household duties and sewing.	Placed at service.
355	Portsmouth Orphan Asylum	5–12		Endowment	Domestic work, gardening, care of stock, &c.	Bound out in good homes.
356	Richmond Male Orphan Asylum†	5–14		Contributions and donations	Cigar making	Apprenticed.
357	St. Joseph's Orphan Asylum	4 and 12		By charity	Domestic work, sewing, and use of machine.	

358	St. Paul's Church Home	5–10	18	By endowment	Domestic work, sewing, knitting, fancy needle-work, &c.	Good outfit of clothing and a home.
359	St. Mary's Orphan Asylum	No limit		Industry of Sisters of Notre Dame.		
360	Home for the Friendless*	No limit	No limit	By contributions		Placed in homes.
361	Cadle Home and Hospital†	No limit	No limit	By contributions	Housework and sewing	Adopted into good homes.
362	Northwestern Orphans' Home	Under 12	15	Voluntary contributions	Kitchen and laundry work, sewing, farming, and gardening.	
363	St. Joseph's Orphan Asylum	Under 16		Donations, board of inmates, proceeds of farm, &c.	Domestic work, garden-ing, and sewing.	An outfit and home.
364	St. Michael's Male Orphan Asylum	2–12	12–13	By private charity	All common school branches.	
365	Milwaukee Orphans' Asylum	2–10	Boys, 12; girls, 14.	By contributions		Adopted, indentured, or returned to friends.
366	St. Joseph's Asylum	2–8	12	Supported from St. Rose's Asy-lum.	Sewing, knitting, making of rag carpets, &c.	
367	St. Rose's Orphan Asylum	5–12	No limit	Voluntary contributions	General domestic duties, sewing, embroidering, &c.	Situations are found for them.
368	St. Casimir Polish Bohemian Orphan Asy-lum.	Girls, no lim-it; boys, under 12.	Girls, no lim-it; boys, 13.	Collections		Provided with good homes.
369	Taylor Orphan Asylum	Under 12		Endowment	Domestic work, farming, sewing, and care of stock.	Adopted or situations found.
370	St. Æmilian's Orphan Asylum	1–14	16	Contributions and donations	Gardening	
371	Wittenberg Orphan Asylum (Norwegian)					
372	German Orphan Asylum	2–14		Voluntary contributions		Placed in homes or at trades.
373	National Home for Destitute Colored Women and Children.	3–12	12	Appropriation, contributions, and members' dues.	Housework, knitting, and sewing.	Good homes secured.
374	St. Joseph's Orphan Asylum	5–14	14	Contributions and school		Homes found for them.
375	St. Vincent's Female Orphan Asylum †	5–12	16	Bequests, donations, and pro-ceeds from fairs.	General domestic duties	Given an outfit of clothing and a trade.
376	Washington City Orphan Asylum	Under 14	Boys, 14; girls, 18.	Endowment	Domestic work, sewing, stenography, and type writing.	
377	Cherokee Orphan Asylum	8–18		Domestic work, sewing, farm-ing, and printing.	None	
378	Choctaw Orphan School	6–12	Boys, 18; girls, 16.	Appropriation	Housework, farming, and sewing.	
379	St. Vincent's Asylum and Industrial Home.*					

* From Report of the Commissioner of Education for 1881.

† From Report of the Commissioner of Education for 1880.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—Continued.

	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—							
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.		Number of volumes.	Increase in the last school year.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		32	33
1	Catholic Male Orphan Asylum*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
2	Church Home for Orphan Boys	.....	.....	.....	11	.....	11	.....	9	2	11	.....	.....	10	10	10	.....	.....		.....	.....
3	Church Home for Orphan Girls	.....	.....	.....	.....	39	39	.....	33	6	39	.....	.....	36	30	30	.....	5		.....	.....
4	Protestant Orphan Asylum	.....	$3,000	$3,000	25	23	48	.....	42	6	11	37	0	38	15	20	0	1		.....	.....
5	Orphans' Home of the Synod of Alabama*	.....	3,187	2,917	11	13	24	.....	22	2	10	13	1	16	11	12	.....	.....		200	.....
6	German Lutheran Orphan Asylum	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
7	Grass Valley Orphan Asylum	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
8	Los Angeles Orphan Asylum*	$0	30,097	29,756	0	90	90	.....	.....	.....	22	65	a3	88	88	88	50	10		.....	.....
9	Los Angeles Orphans' Home*	0	2,667	2,721	13	18	31	0	22	9	3	20	a8	24	24	24	24	24		0	0
10	Ladies' Relief Society	62,000	6,000	5,500	.....	.....	.....	.....	.....	.....	.....	.....	.....	(b)	(b)	(b)	(b)	(b)		.....	.....
11	Sacramento Protestant Orphan Asylum†	.....	11,240	9,368	(98)		98	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		c300	.....
12	Boys' and Girls' Aid Society	0	7,144	6,265	52	8	59	1	7	53	9	23	2	57	25	40	.....	31		1,400	300
13	Chinese and Japanese Mission of the M. E. Church d	.....	12,565	10,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	40	.....	50		120	.....
14	San Francisco Roman Catholic Female Orphan Asylum*	20,000	38,559	36,580	.....	380	380	.....	90	290	70	276	e34	380	350	300	.....	.....		.....	.....
15	Woman's Union Mission to Chinese Women and Children	0	1,000	1,000	33	13	.....	.....	.....	.....	14	.....	.....	46	46	35	35	46		0	.....
16	Home of Benevolence	.....	4,000	3,500	16	22	38	0	38	.....	3	35	.....	38	29	20	20	0		50	.....
17	St. John's Orphan Asylum	0	8,658	10,660	.....	60	30	30	30	30	1	29	4	34	20	25	.....	6		.....	.....
18	San Juan Orphan Asylum	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
19	St. Vincent Orphan Asylum	.....	.....	.....	.....	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
20	Santa Cruz Female Orphan Asylum	.....	6,521	6,369	.....	70	70	.....	70	.....	10	22	.....	70	70	70	50	27		.....	.....
21	St. Vincent's Female Orphan Asylum	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
22	Good Templars' Home for Orphans	1,232	21,757	21,980	83	42	125	0	81	44	22	103	0	100	60	89	.....	.....		281	0
23	Pájaro Vale Orphan Asylum	0	9,185	8,956	112	0	112	0	.....	.....	13	97	e2	.....	.....	.....	.....	.....		.....	.....
24	Bridgeport Protestant Orphan Asylum	14,457	3,479	2,482	16	16	32	0	16	16	5	27	0	32	31	25	0	0		.....	.....
25	Hartford Orphan Asylum	100,000	12,000	12,000	43	23	62	4	.....	.....	.....	.....	.....	(b)	(b)	(b)	(b)	(b)		500	50
26	St. Catharine's Orphan Asylum	.....	.....	.....	.....	30	30	0	28	2	6	8	1	25	25	25	20	25		200	.....
27	Middlesex County Orphans' Home*	0	1,999	1,382	13	3	16	.....	10	6	1	15	0	(b)	(b)	(b)	(b)	(b)		0	0
28	Home for the Friendless*	2,000	3,734	3,385	.....	.....	.....	.....	.....	.....	.....	.....	.....	(b)	(b)	(b)	(b)	(b)		.....	.....
29	New Haven Orphan Asylum	40,000	13,884	13,629	71	50	113	8	64	57	10	61	4	112	112	112	112	112		1,000	.....
30	St. Francis Orphan Asylum†	0	7,000	7,000	67	72	139	0	134	5	61	78	0	114	114	114	114	114		0	.....

31	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	.....
32	St. Peter's Female Orphan Asylum*f	0	.....	.....	....	57	57	.....	.....	.....	57	....	....	45	45	35	.....	.....	.....	.....
33	Augusta Orphan Asylum	g250,000	g105,662	g101,305	54	30	84	.....	75	9	15	69	....	36	37	26	.....	.....	600	.....
34	St. Mary's Orphan Asylum	.....	1,000	.....	....	21	21	.....	.....	.....	10	11	....	19	19	19	.....	.....	.....	.....
35	Columbus Female Orphan Asylum†	19,500	1,400	1,400	....	15	15	.....	15	....	11	4	....	15	11	11	....	1	.....	.....
36	Orphans' Home, North Georgia Conference*	0	4,000	.....	13	10	23	0	23	0	10	13	0	19	19	15	0	0	.....	.....
37	Appleton Church Home	.....	.....	2,000	1	22	23	0	23	0	18	5	....	21	20	20	0	0	.....	.....
38	Orphans' Home, South Georgia Conference	600	4,800	2,085	16	19	35	.....	35	....	20	14	1	28	20	15	....	7	.....	.....
39	Episcopal Orphans' Home*	c1,100	.....	c1,800	0	22	22	0	22	....	15	7	0	22	22	22	0	0	0	.....
40	Union Society, Bethesda Orphan Home	.....	7,000	7,000	36	....	36	.....	34	2	.....	.....	....	34	30	24	.....	.....	.....	.....
41	German Evangelical Lutheran Orphan Asylum	.....	7,332	6,305	62	41	102	1	.....	....	33	70	....	93	93	93	.....	.....	.....	.....
42	Orphans' Home of the Missouri Synod	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
43	St. Agnes Orphan Asylum*	.....	1,300	1,300	22	18	40	.....	.....	.....	22	17	1	22	22	22	.....	.....	.....	.....
44	Chicago Home for the Friendless	.....	21,751	21,713	45	20	64	1	25	40	25	35	6	40	30	50	25	65	.....	150
45	Chicago Protestant Orphan Asylum	.....	17,158	16,693	120	50	168	2	.....	.....	30	140	....	80	80	35	.....	.....	.....	.....
46	St. Joseph's Orphan Asylum*	0	.....	.....	108	150	258	.....	246	12	30	95	....	.....	.....	.....	.....	.....	0	.....
47	Uhlich Orphan Asylum	3,000	6,000	6,000	45	25	70	.....	65	5	23	47	....	54	40	30	20	15	80	.....
48	German Catholic Orphan Asylum†	0	32,062	31,631	50	46	96	0	.....	.....	16	80	0	76	76	76	0	0	0	0
49	Illinois Soldiers' Orphans' Home	0	44,688	50,036	145	144	289	.....	269	20	55	234	....	273	273	273	273	273	1,722	.....
50	Home for the Friendless*	1,100	200	704	2	3	5	0	4	1	3	2	0	5	4	4	0	0	100	100
51	St. Aloysius Orphan Asylum	.....	.....	3,000	36	28	64	.....	33	31	8	56	....	60	60	60	48	.....	.....	.....
52	Woodland Home for Orphans and Friendless†	.....	.....	.....	4	6	10	.....	.....	.....	4	5	....	10	10	10	10	10	.....	.....
53	Evansville Orphan Asylum*	2,000	4,832	4,532	33	35	46	22	67	1	24	43	1	23	36	23	....	23	.....	.....
54	Asylum for Friendless Colored Children*	3,000	.....	3,000	42	17	0	59	59	0	11	47	1	28	44	44	44	0	0	0
55	Children's Aid Society	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
56	German Protestant Orphan Asylum	.....	.....	.....	28	26	54	0	.....	.....	.....	.....	1	42	.....	.....	.....	42	.....	.....
57	Indianapolis Orphans' Asylum*	h19,925	.....	11,138	159	86	.....	.....	241	4	23	203	19	150	150	150	150	150	0	.....
58	Jeffersonville Orphan Asylum	.....	.....	.....	15	16	31	0	.....	....	10	21	0	(b)	(b)	(b)	(b)	(b)	0	0
59	Indiana Soldiers' Orphans' Home	0	24,000	24,000	98	56	154	.....	.....	....	82	72	0	122	122	114	38	154	275	0
60	St. Joseph's Orphans' Manual Labor School	.....	7,000	7,000	100	....	100	.....	.....	....	40	60	....	100	100	70	....	100	200	50
61	Children's Home of Madison	.....	.....	.....	(23)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
62	Gibson County Orphans' Home	.....	.....	.....	16	8	24	.....	24	....	10	14	....	(b)	(b)	(b)	(b)	(b)	.....	.....
63	St. Joseph's Orphan Asylum and Manual Labor School	.....	2,989	3,032	2	40	42	.....	42	....	14	28	....	35	28	21	....	42	250	.....
64	Home of the Friendless*	.....	1,353	1,353	i22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
65	Orphans' Home	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
66	Wernle Orphans' Home	0	6,000	6,000	63	47	110	.....	110	....	60	50	....	84	84	65	....	40	.....	.....
67	Rush County Children's Home*	.....	.....	.....	20	10	22	8	.....	.....	.....	.....	....	25	25	14	....	25	.....	.....
68	Henry County Children's Home	.....	.....	.....	19	14	29	4	33	....	....	18	....	27	27	16	16	....	100	.....
69	St. Ann's Female Orphan Asylum	.....	5,000	5,000	....	151	151	.....	96	55	93	58	0	124	54	124	....	35	70	.....
70	Hamilton County Children's Home	.....	.....	.....	16	15	31	.....	.....	.....	5	14	2	30	16	16	....	31	.....	.....
71	Decatur County Children's Home	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
72	German and English Asylum for Orphans' and Destitute Children.	0	1,900	1,870	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
73	Soldiers' Orphans' Home and Home for Indigent Children	.....	(j)	.....	90	100	190	0	190	....	10	180	0	180	180	180	180	190	1,200	.....
74	St. Mary's German Orphan Asylum	.....	.....	.....	27	36	62	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.
a Number of destitute or abandoned children.
b Children attend public school.
c In 1879.
d The central station of this mission, which is at San Francisco, includes a mission school and an asylum for Chinese women and girls; there are branch stations at San José, Oakland, Sacramento, and Chico.
e Number of abandoned children.
f These statistics are from a return for the year 1881.
g In 1880.
h Includes value of real estate.
i Sex not reported.
j $100 per capita for support and special appropriations for improvements and furniture.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—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
75	Swedish Orphans' Home	.....	.....	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
76	Home for the Friendless	$0	$4,200	$3,975	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	250	40
77	Evangelical Orphan Asylum (Swedish)	.....	.....	.....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
78	St. Thomas Orphan Asylum	.....	1,500	1,500	90	....	90	.....	90	....	50	40	....	50	30	30	....	30	500	.....
79	St. Joseph's Orphan Asylum	.....	.....	.....	60	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
80	Covington Protestant Children's Home	.....	.....	.....	21	20	41	.....	.....	.....	3	32	.....	.....	.....	.....	.....	.....	.....	.....	.....
81	Baptist Orphans' Home	30,000	6,000	6,000	10	23	33	0	33	0	10	23	0	15	15	15	0	1	500	.....
82	German Baptist Orphan Home	.....	1,719	1,203	11	21	.....	.....	.....	.....	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
83	German Protestant Orphan Asylum	25,671	9,418	8,464	40	44	84	0	0	84	44	40	0	68	68	68	50	68	85	35
84	Masonic Widows' and Orphans' Home	†123,573	*a*26,635	*a*21,087	72	*b*83	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
85	Orphanage of the Good Shepherd	2,000	5,051	4,800	32	....	32	.....	26	6	14	15	....	32	32	32	.....	.....	400	.....
86	St. Joseph's German Orphan Asylum	25,000	6,000	5,500	53	44	97	0	88	9	48	48	1	.....	.....	.....	.....	.....	.....	.....
87	Kentucky Female Orphan School	120,000	8,099	9,588	0	83	83	0	83	....	20	55	....	.....	.....	73	....	51	675	30
88	St. John's Asylum	.....	.....	.....	1	29	30	0	30	0	19	11	0	30	30	30	30	30	150	15
89	Cleveland Orphans' Institution†	*c*75,000	*c*5,000	*c*3,000	....	26	26	.....	26	....	16	10	....	24	15	16	.....	.....	.....	.....
90	Orphans' Home Society *d*	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
91	Asylum for Destitute Orphan Boys	100,000	.....	.....	54	0	54	0	30	24	30	24	0	54	54	54	0	0	300	.....
92	Jewish Widows' and Orphans' Home	21,091	25,307	29,792	62	53	115	.....	20	95	34	81	....	87	87	87	25	62	455	0
93	Louisiana Asylum*	.....	.....	.....	....	72	.....	.....	.....	.....	72	.....	.....	72	72	72	.....	.....	.....	.....
94	Louisiana Freedman's Baptist Orphans' Home*	.....	400	500	4	5	0	9	9	....	3	6	....	4	4	4	.....	.....	25	.....
95	Mt. Carmel Female Orphan Asylum†	.....	.....	.....	....	150	150	.....	.....	.....	150	.....	.....	150	150	150	.....	.....	.....	.....
96	Orphanage	.....	1,123	609	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
97	The Protestant Orphans' Home	7,000	10,000	8,000	36	51	87	.....	.....	.....	.....	.....	.....	64	64	64	.....	.....	.....	.....
98	Children's Home	42,300	4,500	4,500	10	26	36	.....	.....	.....	20	16	....	30	26	....	0	....	400	0
99	Asylum of Our Lady of Lourdes	.....	.....	.....	112	118	.....	.....	.....	.....	9	.....	....	215	200	170	.....	.....	.....	.....
100	Female Orphan Asylum of Portland	34,000	4,359	3,188	....	34	33	1	24	10	6	20	....	25	22	20	.....	.....	.....	.....
101	Baltimore Orphan Asylum	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
102	Boys' Home	10,000	11,900	11,875	84	....	84	.....	40	44	24	40	....	84	84	84	.....	..	1,200	200
103	General German Orphan Asylum†	.....	.....	.....	50	36	(86)		.....	.....	29	57	0	60	60	60	60	60	75	35
104	Hebrew Orphan Asylum of Baltimore†	22,000	6,000	7,000	16	22	38	0	24	14	16	22	0	20	20	20	....	1	156	24

105	Home of the Friendless*				80	60	140	0						140	140	140					
106	Orphan Asylum for Colored Girls*					34															
107	St. James' Home for Boys	6,608	16,191	17,115	36		36		33	3	18	16		36	36	36			612	113	
108	St. Mary's Female Orphaline School	2,500	8,000	8,000		145	145				120	25		145	145	145		12	500	100	
109	St. Paul's Orphan Asylum*		3,000	3,000		25	25				5	19	1	23	23	23		10		25	
110	St. Vincent's Male Orphan Asylum	0		3,000	42		42		42		42			42	42	42			2,500	150	
111	Baltimore Manual Labor School for Indigent Boys	75,000		4,000	46		46				4	20		46	46	46			100		
112	Home for Friendless Children of the Diocese of Easton	6,000	1,191	1,046	0	19	19		19		1	18		18	13	13					
113	Loats Female Orphan Asylum	*e*17,300	2,500	2,500		9	9		9			9		9	9	4	0	0	0	0	
114	Baldwin Place Home for Little Wanderers	57,000	21,000	21,000	69	38	102	5	107		53	54	0	107	60	50					
115	Boston Female Asylum	225,000	15,500	15,500	0	85	85	0	42	43	10	61		73	73	73	0	73	0	0	
116	Children's Friend Society*	40,000			22	35	54	3	28		7	50		30	30	30	30	30			
117	Children's Mission to the Children of the Destitute in the City of Boston.	*f*50,000	10,077	8,713	(28)		28														
118	Church Home for Orphan and Destitute Children	75,000	10,000	10,000	50	50	100				33	67		(*g*)	(*g*)	(*g*)	(*g*)	(*g*)			
119	House of the Angel Guardian	0	32,155	32,147	206	0	206	0			58	100		198	198	198	0	3			
120	Dr. Martin Luther Orphans' Home†		4,000	6,000	21	12	32	1					0	31	31	31	31	150			
121	St. Vincent's Orphan Asylum*					149	149	0						135	120	120		3			
122	Haverhill Children's Aid Society†	7,000			7	6	13														
123	Protectory of Mary Immaculate		5,300	5,500	36	62	98		21	77	65	21	3	61	50	43		60			
124	St. Mary's Orphanage				17					1	5	10	2	14	12	10					
125	Children's Aid Society			600		4	4		4			4		4	4	4					
126	New Bedford Orphans' Home	78,369	4,127	3,778	12	16	28		22	6	4	14		20	16	16	20	20			
127	Newton Home for Orphan and Destitute Girls	4,000	2,761	3,000		19	19	0	19		2	13	3	19	8	8	4				
128	Massachusetts State Primary School	0	58,486	58,485	315	156	438	33						391	376	351	0	34	514		
129	Home for Destitute Children																				
130	City Orphan Asylum	0	8,000	8,000	42	41	83	0	52	31	57	26	0	65	48	48	0	0			
131	Seamen's Orphan and Children's Friend Society	40,000	5,755	4,214	12	46	56	2						(*g*)	(*g*)	(*g*)	(*g*)	(*g*)			
132	Children's Home*	*h*14,856	*h*7,341	*h*5,226	24	22	46	0			6	14	0	(*g*)	(*g*)	(*g*)	(*g*)	(*g*)			
133	Orphans' Home, Children's Friend Society*	16,000	3,205	3,197	16	14	30	0	30	0	2	28	0	25	25	15	25	25	165	41	
134	State Public School	0	48,362	47,779	263	48	302	9	143	168	26	110	0	301	290	301	60	25	1,100	300	
135	Home for the Friendless*	0			56		56										0	0	0		
136	St. Anthony's Male Orphan Asylum		4,186	4,242	94		93	1			58	36		86	86	86			200	25	
137	St. Vincent's Orphan Asylum	0	8,000	8,000	26	132	158	0	*i*103	*i*29	81	77	0	100	50	30		5	800	300	
138	Home for the Friendless	1,500	2,413	2,317	29	22	50	1	12	39	1	27	1	(*g*)	(*g*)	(*g*)	(*g*)	(*g*)			
139	Children's Home	0				14	14							14	14	14	0	0	0	0	
140	St. Joseph's Orphan Asylum*		2,000	2,000	20	43	63		63		10	53		63	63	63					
141	St. Mary's Orphan Asylum					12	12		12		1	10		11	10	10					
142	St. Paul's Protestant Orphan Asylum	11,000	3,000	3,000	25	10	35	0	19	16	2	33		30	30	30					
143	Lutheran Orphans' Home				(33)																
144	D'Evereux Hall	0	4,000	4,000	41	0	41	0	12	29	27	14	0	37	37	37	0	12	1,000	40	
145	St. Mary's Orphan Asylum†		3,895	4,134		73					39	32		67	67	63	68	25			
146	Female Orphan School	10,000	10,000	10,000		85	85				20	30		85	85	85		50	200		
147	Catholic Protectorate of St. Louis	0			52		52		51	1	8	18	0	50	50	50	0	50	300		
148	St. Joseph's Roman Catholic Orphan Asylum					40	40		35				2	25	20	20	0	0			
149	Home of the Friendless†				9	11	20	0											0		

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.
a For two years.
b There are, besides, 14 widows in the home.
c In 1879.
d Institution practically suspended since 1874; buildings in process of reconstruction.
e Value of real estate belonging to the asylum is $53,000.
f In 1878.
g Children attend public school.
h Includes report of the Springfield Home for Friendless Women.
i 26 not accounted for.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—Continued.

	Name	Amount of permanent fund.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—							
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.		Number of volumes.	Increase in the last school year.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		32	33
150	Episcopal Orphans' Home†	$20,000	$6,000	$6,000	20	30	50	0	....	....	....	....	....	20	20	20	....	....		0	.....
151	German Evangelical Lutheran Asylum	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
152	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
153	House of the Good Shepherd (Class of Preservation)	.....	.....	.....	....	121	121	.....	30	91	63	43	....	121	121	101	....	121		.....	.....
154	St. Bridget's Half Orphan Asylum	.....	.....	.....	....	103	103	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
155	St. Joseph's Convent of Mercy	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
156	St. Joseph's Male Orphan Asylum*	.....	.....	.....	250	....	.....	.....	.....	.....	30	220	....	250	80	80	80	....		0	.....
157	Central Wesleyan Orphan Asylum	.....	2,679	2,783	18	14	32	0	1	31	19	13	....	25	25	15	....	....		.....	.....
158	St. Louis Protestant Orphan Asylum	.....	.....	.....	.....	.....	96	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
159	State Orphans' Home*	.....	.....	*a*17,000	29	19	48	0	....	....	5	43	0	48	47	44	0	0		760	30
160	Orphans' Home*	*b*1,500	2,326	2,156	9	17	26	.....	.....	.....	11	15	....	24	16	16	.....	.....		250	.....
161	New Hampshire Orphans' Home	11,000	4,000	3,000	19	15	33	1	30	4	15	11	....	24	16	22	....	30		420	9
162	Children's Home†	.....	1,903	1,730	8	10	18	.....	18	....	0	18	0	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)		.....	.....
163	Camden Home for Friendless Children*	.....	2,043	2,043	21	9	30	.....	.....	.....	.....	.....	.....	16	16	12	20	.....		.....	.....
164	West Jersey Orphanage for Destitute Colored Children*	*b*1,000	3,621	*d*3,283	10	6	.....	16	.....	.....	.....	.....	.....	16	16	16	.....	.....		.....	.....
165	Children's Friend Society†	0	.....	5,000	17	22	39	0	11	28	8	30	1	35	35	30	0	0		575	20
166	Union Association of the Children's Home of Burlington County.*	1,000	2,200	1,577	18	6	24	0	24	0	5	19	0	17	15	16	0	0		50	0
167	Newark Orphan Asylum *e*	49,940	16,555	9,700	56	42	98	.....	47	51	37	61	....	82	36	82	50	70		400	.....
168	Orange Orphan Home†	2,000	*a*6,208	*a*3,399	18	23	39	2	....	....	3	36	2	25	25	12	....	18		260	.....
169	Protestant Orphan Asylum Association*	22,661	7,214	7,139	(64)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		850	250
170	St. Mary's Orphan Asylum†	0	.....	.....	100	100	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
171	Albany Orphan Asylum	90,000	29,280	28,247	153	81	234	0	....	....	70	164	....	218	170	170	....	....		310	10
172	Orphans' Home of St. Peter's Church	1,375	1,735	1,295	0	17	17	.....	13	4	10	7	....	17	17	17	....	....		.....	.....
173	St. Vincent's Female Orphan Asylum	.....	23,542	22,790	....	278	278	.....	82	196	81	197	....	232	165	190	....	....		30	.....
174	St. Vincent's Male Orphan Asylum	.....	9,834	9,775	122	0	122	0	31	91	32	90	0	114	90	90	0	64		375	37
175	Cayuga Asylum for Destitute Children	23,000	5,880	6,023	59	28	79	8	....	....	11	56	0	70	50	54	30	70		330	.....
176	St. Mary's Catholic Orphanage*	.....	7,760	6,914	54	48	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		.....	.....
177	Susquehanna Valley Home	0	9,909	9,909	78	16	87	7	94	0	12	38	1	85	85	70	....	....		.....	.....
178	Brooklyn Union for Christian Work	6,000	‡4,000	‡4,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....		10,000	.....

179	Convent of the Sisters of Mercy*	.....	70,233	64,355	....	297	.....	.....	.....	.....	24	76	....	138	138	138	0	138	230	.....	10
180	Home for Destitute Children*f*	.....	*g27,000	*g27,000	94	77	171	0	.....	.....	24	76	....	138	138	138	0	138	230	.....	10
181	Orphan Asylum Society of the City of Brooklyn	59,250	45,594	32,659	198	112	310	0	102	208	49	261	....	279	182	279	279	310	.....	.....	.....
182	Orphans' Home, Church of the Holy Trinity	82,099	13,117	12,486	45	29	74	.....	74	.....	24	50	....	69	69	69	.....	.....	.....	.....	.....
183	Orphans' House on the Church Charity Foundation of Long Island.	15,000	.....	.....	42	33	75	0	50	25	37	38	0	75	50	50	....	0	1,700	300	
184	St. John's Home*	.....	.....	.....	630	....	630	.....	235	395	....	.....	....	460	398	398	460	460	375	70	
185	St. Joseph's Female Orphan Asylum*	.....	.....	.....	0	562	559	3	.....	.....	125	357	....	410	400	410	0	0	.....	.....	
186	St. Vincent's Home for Homeless and Destitute Boys	0	7,727	7,689	43	....	43	.....	.....	.....	.....	.....	....	43	43	43	.....	.....	0	.....	
187	Asylum of Our Lady of Refuge	.....	.....	.....	....	22	21	1	20	2	4	14	....	20	20	20	.....	.....	.....	.....	
188	Buffalo Orphan Asylum*	*a*35,000	22,879	15,954	58	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
189	Church Charity Foundation	23,000	8,000	6,900	21	27	48	.....	45	3	24	24	....	43	39	43	13	.....	.....	.....	
190	Evangelical Lutheran St. John's Orphan Home	0	8,788	8,832	38	36	74	0	22	52	47	27	....	71	71	71	8	74	1,000	50	
191	German Roman Catholic Orphan Asylum	0	16,853	16,400	59	30	89	0	.....	.....	10	79	0	80	59	59	24	.....	0	.....	
192	St. Vincent's Female Orphan Asylum	.....	11,160	10,330	....	68	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
193	Ontario Orphan Asylum*	27,250	5,484	4,738	55	17	69	3	.....	.....	.....	.....	.....	58	72	72	0	0	120	.....	
194	St. Mary's Orphan Asylum	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
195	Orphan House of the Holy Saviour	0	4,467	4,456	38	53	90	1	91	0	12	76	3	70	49	49	....	91	.....	.....	25
196	St. Mary's Orphan Asylum and School	.....	3,987	3,883	7	18	25	.....	10	15	3	22	....	25	18	18	18	3	250	.....	
197	St. Malachy's Home	0	13,038	13,038	78	71	149	0	27	122	13	98	0	116	98	98	13	4	370	20	
198	Southern Tier Orphans' Home	2,000	4,735	4,678	24	16	38	2	39	1	10	25	5	29	29	29	0	40	80	.....	
199	Hudson Orphan and Relief Association*	69,415	10,862	6,939	44	23	67	.....	40	27	28	42	0	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	.....	.....	0
200	Home of the Friendless	600	4,853	4,519	(38)		35	3	30	8	1	31	0	30	30	30	0	0	.....	.....	
201	Wartburg Orphans' Farm School of the Evangelical Lutheran Church.	0	6,000	6,000	32	27	59	.....	0	59	59	.....	.....	59	59	59	59	59	800	25	
202	Home for the Friendless	21,102	4,249	4,055	30	19	49	0	24	25	2	28	0	30	30	43	0	49	.....	.....	
203	Colored Orphan Asylum	161,878	34,322	25,903	175	118	.....	293	290	3	90	189	14	245	290	121	0	293	600	50	
204	Hebrew Orphan Asylum	200,000	40,000	40,000	210	120	330	.....	.....	.....	110	.....	.....	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	1,200	50	
205	Hebrew Sheltering Guardian Society*	.....	14,066	14,356	65	58	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
206	Home for the Friendless, American Female Guardian Society.	0	*h*85,676	*h*86,978	86	78	164	.....	.....	.....	.....	.....	0	.....	90	90	72	.....	280	30	
207	Hospital of New York Society for the Relief of the Ruptured and Crippled.	.....	41,499	41,499	89	84	173	.....	44	129	19	46	1	.....	.....	.....	.....	.....	650	30	
208	Howard Mission and Home for Little Wanderers *i*	0	19,058	18,388	1	0	1	0	1	....	1	.....	.....	1	1	1	.....	.....	.....	.....	
209	Institution of Mercy*	0	25,064	24,847	....	206	206	.....	68	138	27	115	0	160	100	160	50	206	300	25	
210	Ladies' Deborah Nursery and Child's Protectory*	0	17,580	17,552	109	90	199	0	.....	.....	18	161	....	(*c*)	(*c*)	(*c*)	(*c*)	(*c*)	.....	.....	
211	Ladies' Home Missionary Society (Five Points Mission)	0	28,659	17,976	22	43	65	0	6	59	8	17	0	(*j*)	(*j*)	(*j*)	(*j*)	(*j*)	2,300	37	
212	Leake and Watts Orphan House	.....	.....	.....	89	58	147	.....	98	49	147	.....	.....	139	127	125	15	147	1,000	.....	
213	New York Society for the Prevention of Cruelty to Children.	0	16,615	16,993	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
214	Orphan Asylum Society of City of New York*	.....	.....	.....	101	65	166	0	156	10	103	63	....	166	166	166	....	166	.....	.....	
215	Orphans' Home and Asylum of the Protestant Episcopal Church.†	.....	17,914	17,038	67	74	141	0	.....	.....	.....	.....	.....	100	85	70	0	141	589	89	

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.
a In 1879.
b In 1880.
c Children attend public schools.
d Including payment of mortgage of $2,400.
e The Newark Orphan Asylum Association has several auxiliary societies.
f This home was erected by the Brooklyn Industrial School Association and represents school No. 3 of that association. It is intended as a home for such very poor children as require a home as well as a school.
g This money is used for support of 6 industrial schools and home for destitute children.
h Includes report of 12 industrial schools and of a branch home at Oceanport, N. J.; a new chapel has been built, the cost of which is included.
i The object of this mission is mainly to assist families in their own homes.
j Average attendance in day school 430.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphans or dependent children for* 1882—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
216	Roman Catholic Orphan Asylum	$0	(*a*)	(*a*)	....	374	373	1	100	274	93	281	....	374	374	374	....	10	.....	.....
217	Roman Catholic Orphan Asylum	0	*b*$104, 828	*b*$100, 933	425	0	425	0	178	247	105	320	0	400	309	350	....	127	.....	.....
218	Roman Catholic Orphan Asylum	0	(*a*)	(*a*)	....	155	155	0	16	139	76	79	0	140	140	140	....	....	360	0
219	St. James' Home[c]	.....	6, 640	4, 355	3	53	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
220	St. Joseph's Asylum in the City of New York	60, 000	40, 172	30, 449	199	144	343	0	57	286	79	232	....	235	235	235	....	4	225	.....
221	St. Stephen's Home for Children	.....	43, 525	43, 525	239	266	504	1	478	27	187	318	....	498	408	408	53	10	250	.....
222	St. Vincent de Paul Orphan Asylum*	.....	15, 736	14, 239	51	97	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
223	The Sheltering Arms	59, 385	26, 311	25, 158	73	86	159	.....	40	119	5	95	0	142	142	142	142	159	560	80
224	The Society for the Relief of Half Orphan and Destitute Children.	.....	.....	.....	110	76	186	.....	.....	.....	.....	.....	.....	168	135	135	.....	.....	.....	.....
225	Oswego Orphan Asylum	.....	.....	.....	19	13	31	1	.....	.....	4	.....	.....	29	29	29	.....	.....	200	.....
226	Roman Catholic Orphan Asylum	0	(*a*)	(*a*)	75	....	75	.....	10	65	44	31	....	50	50	50	....	53	230	0
227	Home for the Friendless of Northern New York	0	4, 311	3, 932	16	22	38	.....	.....	.....	7	30	0	28	22	7	0	0	.....	.....
228	Westchester Temporary Home for Protestant Children	.....	6, 741	4, 543	49	16	54	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
229	St. Mary's Orphan Asylum*	.....	5, 342	6, 291	38	35	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
230	Poughkeepsie Orphan House and Home for the Friendless	.....	7, 047	6, 818	21	19	40	0	3	37	3	17	2	27	22	22	4	.....	.....	.....
231	Western New York Home for Homeless and Dependent Children.	0	6, 182	6, 148	13	2	14	1	15	....	2	5	8	15	15	8	8	....	.....	.....
232	Church Home of the Protestant Episcopal Church	7, 142	4, 894	4, 614	(43)		42	1	.....	.....	2	.....	0	.....	.....	.....	.....	43	.....	.....
233	New York State Children's Home Association	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
234	Rochester Orphan Asylum	23, 183	13, 952	13, 542	74	25	94	5	10	89	8	49	23	79	79	79	....	79	950	100
235	St. Joseph's German Orphan Asylum	.....	22, 572	21, 850	33	56	89	0	30	59	47	42	....	60	50	44	....	4	2, 110	114
236	St. Mary's Orphan Boys' Asylum	.....	9, 132	9, 000	130	0	130	0	125	5	90	40	....	100	100	100	50	100	.....	.....
237	St. Patrick' Female Orphan Asylum*	.....	6, 359	6, 083	1	69	68	2	68	2	15	50	0	62	42	42	0	0	.....	.....
238	Children's Home	7, 000	3, 000	3, 136	27	9	32	4	27	9	4	19	....	34	24	30	.....	.....	250	.....
239	Onondaga County Orphan Asylum	57, 000	15, 000	13, 000	93	48	133	8	91	50	25	80	1	120	120	120	10	2	352	24
240	St. Joseph's Asylum and House of Providence	.....	*10, 409	*10, 337	*81	*24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
241	St. Vincent de Paul's Asylum and School*	0	.....	.....	....	101	101	.....	27	74	76	25	....	95	95	95	95	....	.....	.....
242	St. Vincent's Female Orphan Asylum	0	15, 150	15, 001	0	151	151	0	147	4	28	123	....	135	135	135	0	1	200	0
243	Troy Catholic Male Orphan Asylum	0	27, 709	27, 130	267	0	266	1	60	207	42	197	....	220	183	196	0	115	315	4

244	Troy Orphan Asylum	56,793	14,352	13,620	54	50	103	1	53	51	11	64	....	97	97	97	....	97	.....	.....
245	House of the Good Shepherd	9,000	4,149	4,124	20	19	39	0	26	13	4	19	0	13	12	13	0	22	.....	.....
246	Utica Orphan Asylum	144,931	13,621	15,709	70	50	113	7	100	20	8	98	0	110	53	53	....	....	669	0
247	Thomas Asylum for Orphan and Destitute Indian Children	.....	*9,580	*9,249	53	51	.....	c104	....	....	55	49	....	102	98	84	....	74	.....	.....
248	Jefferson County Orphan Asylum	*26,000	*6,000	*4,500	16	8	19	5	....	9	....	....	....	20	24	24	....	....	.....	.....
249	Society for Relief of Destitute Children of Seamen	*50,000	*10,050	*11,148	68	35	103	.....	47	56	16	75	....	96	90	90	....	103	.....	.....
250	St. Joseph's Male Orphan Asylum*	.....	6,232	5,840	104	....	103	1	....	....	21	66	3	87	70	70	15	7	72	.....
251	Orphan Asylum	1,025	14,452	14,033	73	81	154	0	154	0	50	100	4	154	154	100	....	154	200	50
252	St. James' Home*	0	1,200	850	40	45	85	0	....	....	....	....	....	85	85	85	....	85	300	.....
253	Belmont County Children's Home	.....	.....	9,068	43	25	63	5	....	4	....	21	2	61	61	43	0	0	0	0
254	German Methodist Orphan Asylum	1,000	6,500	4,400	20	18	38	.....	37	1	21	17	....	38	38	38	....	38	425	50
255	The Children's Home*	3,607	13,156	13,156	401	316	717	.....	....	....	38	....	....	(d)	(d)	(d)	(d)	(d)	400	.....
256	Cincinnati Orphan Asylum†	100,000	10,000	10,000	88	68	156	.....	....	....	....	22	70	0	d75	....	....	....	200	30
257	Class of Preservation, Convent of the Good Shepherd	0	955	4,887	0	50	50	0	7	43	10	35	0	45	45	45	0	0	320	0
258	German General Protestant Orphan Asylum	58,851	25,529	25,479	46	51	97	0	1	96	62	35	0	75	75	60	60	0	0	0
259	New Orphan Asylum for Colored Youth†	0	1,200	.....	13	9	.....	22	22	....	13	7	2	....	....	....	....	....	.....	.....
260	St. Aloysius Orphan Asylum	35,000	17,000	15,000	120	110	230	.....	228	2	50	180	1	200	170	170	100	100	.....	.....
261	Cleveland Protestant Orphan Asylum†	e50,000	9,135	8,910	(54)		.....	.....	....	....	....	....	....	....	....	....	....	....	e1,000	.....
262	Jewish Orphan Asylum, I. O. B. B	150,000	44,000	40,000	168	122	290	0	259	31	52	238	0	290	290	290	120	8	800	50
263	St. Joseph's Orphan Asylum	.....	.....	.....	....	109	109	0	109	....	45	64	....	89	60	60	....	....	.....	.....
264	St. Mary's Orphan Asylum	.....	.....	.....	....	102	102	0	102	....	30	72	....	102	102	102	....	....	.....	.....
265	St. Vincent's Male Orphan Asylum*	9,127	17,770	9,287	216	....	216	.....	....	....	144	72	....	200	90	100	....	....	125	25
266	Franklin County Children's Home	0	23,374	21,640	101	36	f120	f16	135	2	15	70	4	107	72	107	....	....	150	.....
267	St. Joseph's Orphan Asylum	.....	.....	*9,000	72	0	72	0	50	22	....	....	....	(d)	(d)	(d)	(d)	12	3,000	.....
268	St. Vincent's Orphan Asylum	0	12,000	12,000	94	101	194	1	65	130	97	98	0	175	130	110	....	195	300	30
269	St. Peter's and St. Joseph's Orphan Asylum	.....	.....	.....	200	150	350	0	....	....	100	150	....	300	250	250	....	6	300	.....
270	Montgomery County Children's Home*	.....	.....	12,326	75	35	.....	.....	....	....	....	....	....	....	....	....	....	....	.....	.....
271	St. Joseph's Orphan Home	18,000	.....	.....	7	11	18	.....	....	....	9	9	....	15	15	12	....	....	0	.....
272	Ebenezer Orphan Asylum	4,000	6,000	5,725	36	24	60	.....	55	5	20	40	....	45	45	45	....	3	360	5
273	Children's Home of Lawrence County	.....	.....	.....	21	6	27	.....	27	....	5	14	....	(d)	(d)	(d)	(d)	(d)	.....	.....
274	Warren County Orphan Asylum and Children's Home	.....	.....	.....	35	10	45	0	41	4	2	24	....	30	30	30	0	....	150	.....
275	Morgan County Children's Home	.....	.....	8,254	21	21	42	0	39	3	....	23	....	22	20	12	....	....	.....	.....
276	Washington County Children's Home	0	.....	.....	52	27	72	7	79	....	4	54	1	54	25	15	10	54	100	76
277	Fairmount Children's Home	0	11,457	11,457	100	30	124	6	90	40	30	60	4	100	80	66	....	....	325	10
278	Home for Friendless Children	.....	.....	1,000	10	5	15	.....	....	....	....	....	....	....	....	....	....	....	.....	.....
279	Scioto County Children's Home	.....	6,535	5,401	34	30	64	0	43	21	27	37	0	50	20	50	....	64	0	0
280	Clarke County Children's Home	.....	.....	8,000	58	12	59	11	65	5	5	30	g35	50	50	40	....	50	50	3
281	Citizen Hospital and Orphan Asylum	.....	*2,000	*2,000	80	98	178	.....	89	89	40	50	10	75	75	75	....	3	.....	.....
282	German Evangelical Lutheran Orphans' Asylum	0	2,753	2,383	23	16	39	0	14	25	28	11	0	30	30	25	0	0	40	0
283	Protestant Orphans' Home	.....	4,826	4,080	25	14	35	4	....	....	6	24	....	(d)	(d)	(d)	(d)	(d)	.....	.....
284	Knoop Children's Home*	.....	11,530	11,336	42	36	61	17	78	0	6	53	0	66	66	51	0	0	.....	0
285	Ohio Soldiers' and Sailors' Orphans' Home	0	146,251	132,634	436	241	672	5	643	34	129	459	....	625	625	625	0	625	1,226	.....
286	The John McIntire Children's Home*	.....	.....	.....	....	....	.....	.....	....	....	....	....	....	....	....	....	....	....	.....	.....
287	Children's Home (Ladies' Relief Society)*	0	4,075	2,035	14	9	23	0	....	....	0	2	0	13	13	6	13	0	92	0
288	Home for Colored Children (Women's Christian Association of Pittsburgh and Allegheny).*	.....	1,595	1,877	30	18	0	48	....	....	15	29	4	20	12	12	....	....	.....	.....

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.
a See Roman Catholic Orphan Asylum numbered 217 of this table.

b These amounts are the total receipts and expenditures of the four institutions under the control of the board of managers of the Roman Catholic Orphan Asylum in the City of New York.
c All Indians.

d Children attend public school.
e In 1878.
f Race of 1 not reported.
g Number of abandoned children.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—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
289	House of the Good Shepherd	$0	$12,000	$12,000	....	100	100	0	80	20	10	12	....	14	12	12	....	....	.....	.....
290	Protestant Orphan Asylum of Pittsburgh and Allegheny	200,000	18,447	15,515	82	90	172	0	.....	.....	.....	.....	0	145	82	82	28	172	400	20
291	St. Joseph's Orphan Asylum†	.....	8,431	7,327	90	86	176	0	160	16	76	100	0	130	130	130	....	2	.....	.....
292	St. Paul's Orphan Home	500	6,000	6,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
293	White Hall Soldiers' Orphan School	.....	.....	35,000	138	104	242	.....	.....	.....	121	121	0	225	200	200	200	150	450	50
294	Chester Springs Soldiers' Orphan School	0	.....	.....	125	63	188	0	.....	.....	125	63	....	180	180	180	160	170	1,000	12
295	Dayton Soldiers' Orphan School*	15,000	28,500	28,500	90	92	182	0	182	0	75	107	....	182	182	182	182	182	350	0
296	Home for the Friendless	5,000	3,815	3,578	33	32	65	.....	50	15	15	50	....	52	56	56	25	62	360	40
297	St. Joseph's Orphan Asylum	0	6,800	6,000	45	75	119	1	120	0	75	45	6	.....	.....	.....	.....	.....	.....	.....
298	Orphans' Home and Asylum for the Aged and Infirm of the Evangelical Lutheran Church.	29,664	a11,260	10,685	55	22	77	.....	77	....	28	49	....	76	52	52	20	77	1,080	30
299	Pauline Home for Children	.....	.....	1,827	11	10	21	.....	6	15	1	5	0	7	7	7	7	0	0	0
300	Harford Soldiers' Orphan School	.....	37,000	37,000	120	117	237	0	237	0	10	50	0	237	237	237	237	237	300	125
301	Home for the Friendless	4,000	1,500	1,500	0	b18	18	0	18	0	1	17	0	18	18	18	18	18	150	.....
302	Uniontown Soldiers' Orphan School*	.....	25,000	25,000	102	89	187	4	191	....	.....	.....	....	191	191	191	191	.....	.....	.....
303	Home for Friendless Children of the City and County of Lancaster.	3,000	11,469	8,494	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
304	Tressler Orphans' Home	0	12,000	12,000	86	51	137	0	137	.....	.....	.....	....	137	137	137	137	137	800	.....
305	McAlistervillo Soldiers' Orphan School	0	27,000	27,000	135	104	239	.....	239	....	119	120	0	239	239	239	....	239	700	200
306	Mansfield Soldiers' Orphan School	.....	.....	.....	114	81	195	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	400	.....
307	Mercer Soldiers' Orphan School	.....	40,000	40,000	176	115	291	.....	291	....	85	110	0	291	291	280	224	50	300	75
308	Emans Orphan House	(c)	8,000	3,000	16	13	29	.....	27	2	28	1	....	28	23	23	.....	.....	200	.....
309	Mt. Joy Soldiers' Orphan School*	.....	45,000	.....	168	124	288	4	292	.....	.....	.....	.....	292	292	292	292	292	500	200
310	Sisters of the Holy Humility of Mary	0	.....	.....	4	31	35	0	18	17	.....	.....	....	30	28	28	0	2	3,050	50
311	Baptist Orphanage†	.....	3,391	3,663	10	8	18	0	13	5	1	17	....	10	9	9	0	14	.....	.....
312	Bethesda Children's Christian Home	30,000	9,000	9,000	75	70	145	0	72	73	73	72	0	145	145	145	0	0	200	0
313	Burd Orphan Asylum of St. Stephen's Church	400,000	17,108	16,790	....	60	60	.....	50	10	25	35	....	60	60	60	30	60	4,000	.....
314	Church Home for Children	.....	d14,070	d12,554	(98)		98	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
315	The Educational Home	30,000	e35,699	e32,339	220	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	e600	.....
316	Foster Home Association*	.....	.....	.....	50	50	100	0	.....	.....	.....	100	....	100	100	100	0	0	0	.....

317	Girard College for Orphans*	9,383,437	867,879	433,383	878	....	878	.....	....	....	(878)		....	....	....	....	....	....	7,902	375
318	Home for Destitute Colored Children†	29,642	3,222	3,534	(30)		.....	30	....	....	....	....	....	....	....	....	....	....	.....	.....
319	Jewish Foster Home and Orphan Asylum	.....	10,233	10,200	32	16	.....	.....	....	....	5	41	....	48	48	48	48	....	350	.....
320	Lincoln Institution	25,000	*e*42,311	*e*41,424	100	....	.....	.....	....	....	....	....	....	.....	.....	.....	.....	....	1,500	.....
321	Newsboys' Aid Society†	.....	3,646	3,645	22	....	22	.....	....	....	....	....	0	....	....	....	....	....	0	0
322	Northern Home for Friendless Children	.....	.....	.....	124	12	.....	.....	....	....	....	....	....	136	136	89	89	136	1,256	48
323	Philadelphia Orphan Asylum	230,000	15,500	14,000	41	52	93	0	....	....	....	....	0	85	85	85	....	....	550	50
324	Presbyterian Orphanage in the State of Pennsylvania	600	7,000	6,000	30	30	60	0	46	14	....	....	0	60	60	60	60	60	.....	.....
325	St. Mary Magdalen de Pazzi's Asylum for Italian Orphan Girls.*	0	.....	.....	....	12	12	.....	....	12	12	....	....	12	12	12	....	....	.....	.....
326	"The Shelter" for Colored Orphans	.....	8,989	7,212	36	28	0	64	....	0	....	....	0	....	....	....	....	....	.....	.....
327	Soldiers' Orphans' Institute	0	.....	.....	168	131	299	.....	....	....	....	....	....	299	299	299	299	299	2,765	123
328	Southern Home for Destitute Children	.....	14,794	14,794	....	....	.....	.....	....	....	....	....	....	....	....	....	....	....	.....	.....
329	Western Home for Poor Children	15,000	4,100	5,054	45	30	75	0	....	....	28	47	....	46	46	46	....	....	223	.....
330	St. Michael's Orphan Asylum*	.....	4,275	4,751	14	6	20	.....	....	20	13	7	....	17	17	17	0	3	.....	.....
331	Benevolent Association Home for Children*	0	749	753	9	3	12	0	4	8	1	8	....	(*f*)	(*f*)	(*f*)	(*f*)	(*f*)	250	.....
332	St. Catherine's Female Orphan Asylum	.....	.....	.....	....	37	37	.....	27	10	12	25	....	35	35	35	....	7	.....	.....
333	Orphans' Home of the Evangelical Lutheran Church	.....	.....	.....	5	23	28	.....	18	10	22	6	....	19	23	16	....	....	.....	.....
334	Home for Friendless Women and Children*	.....	.....	.....	18	20	38	.....	7	31	27	10	1	22	9	9	....	....	.....	.....
335	St. Patrick's Orphan Asylum	.....	.....	.....	17	23	40	.....	....	....	5	33	2	26	22	15	....	....	.....	.....
336	St. Vincent's Orphan Asylum	.....	163,815	163,763	86	80	.....	.....	....	....	42	124	....	122	122	122	....	2	.....	.....
337	Allegheny County Home*	.....	*g*72,338	*g*72,057	17	5	22	.....	....	....	....	....	....	....	....	....	....	....	.....	.....
338	Bethany Orphan Home	0	6,000	6,000	32	23	55	0	50	5	10	45	0	55	55	55	0	6	200	50
339	Children's Home for Borough and County of York	.....	4,529	3,606	30	16	46	0	43	3	10	36	0	46	40	40	....	46	.....	.....
340	Bristol Home for Destitute Children	8,750	675	675	4	2	6	0	6	0	0	5	1	4	4	4	0	0	275	25
341	St. Mary's Orphanage†	.....	1,297	1,136	8	12	20	.....	....	....	4	7	....	10	10	10	....	....	.....	.....
342	Children's Friend Society	.....	11,000	11,000	35	56	91	.....	....	....	....	....	....	76	45	50	....	....	.....	.....
343	Providence Association for the Benefit of Colored Children	20,575	3,846	3,709	10	21	.....	31	....	....	....	13	....	27	20	....	....	27	.....	.....
344	St. Aloysius Orphan Asylum*	25,000	13,000	12,780	120	100	220	0	97	123	40	160	20	190	190	150	60	220	580	60
345	Holy Communion Church Institute†	0	24,699	28,936	125*h*	0	125	.....	125	....	15	42	0	206	206	206	28	....	.....	.....
346	Thornwell Orphange	25,000	5,300	2,900	14	20	34	.....	34	....	21	13	....	34	34	34	....	34	893	67
347	Church Orphans' Home	0	2,200	1,900	10	30	40	0	....	....	32	8	....	30	25	15	....	....	.....	.....
348	Nashville Protestant Orphan Asylum	.....	*3,583	*2,757	10	29	39	0	39	....	10	28	1	....	....	....	....	0	.....	.....
349	St. Mary's Orphan Asylum†	.....	5,000	5,000	40	58	98	0	....	....	....	....	....	75	50	60	15	50	200	40
350	Texas Christian Orphan Home and School	8,000	.....	.....	....	....	.....	.....	....	....	....	....	....	....	....	....	....	....	.....	.....
351	Home for Destitute Children	62,000	*i*15,898	*i*15,898	40	24	62	2	....	....	....	....	0	42	25	28	0	34	.....	.....
352	Providence Orphan Asylum	0	5,000	5,000	46	52	98	0	98	0	48	50	....	52	46	46	0	0	380	26
353	Jackson Orphan Asylum	.....	.....	.....	0	12	12	0	12	0	....	....	....	12	12	12	0	0	.....	.....
354	Norfolk City Female Orphan Asylum*	*j*120,000	*k*2,500	*l*500	....	....	.....	.....	....	....	....	....	....	....	....	....	....	....	.....	.....
355	Portsmouth Orphan Asylum	24,000	1,700	1,600	7	4	11	.....	11	....	....	11	....	11	11	11	....	....	100	100
356	Richmond Male Orphan Asylum†	50,000	5,500	4,682	50	....	50	.....	....	....	10	40	....	45	40	37	....	....	.....	.....
357	St. Joseph's Orphan Asylum	.....	.....	.....	....	67	67	.....	63	4	60	7	....	45	40	37	....	....	235	.....
358	St. Paul's Church Home	.....	.....	.....	0	33	33	0	30	3	4	28	0	22	22	22	0	0	0	0
359	St. Mary's Orphan Asylum	.....	.....	.....	0	18	18	0	....	....	....	....	....	....	....	....	....	....	.....	.....
360	Home for the Friendless*	.....	682	661	1	1	1	1	....	....	....	....	....	....	....	....	....	....	.....	.....
361	Cadle Home and Hospital†	.....	.....	.....	1	3	4	0	4	....	....	4	....	(*f*)	(*f*)	(*f*)	(*f*)	(*f*)	.....	.....

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.
a This does not include the value of large quantities of provisions and clothing donated in kind.
b Also 12 old ladies in the home.
c 500 acres of land.
d In 1881.
e In 1860.
f Children attend public school.
g These figures are for all departments of the home.
h Also 81 day pupils.
i For two years.
j In 1879.
k From Howard Association.
l For salary of matron and teacher.

TABLE XXII.—PART 1.—*Statistics of homes and asylums for orphan or dependent children for* 1882—Continued.

	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.															Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—							
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.	Number of volumes.	Increase in the last school year.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
362	Northwestern Orphan Asylum	.....	$2,077	$2,048	17	17	32	2	7	27	19	15	....	25	25	20	20	25	.....	.....
363	St. Joseph's Orphan Asylum	.....	3,535	3,527	40	39	*a*72	*a*6	*a*5	*a*73	23	25	....	63	63	63	....	3	.....	.....
364	St. Michael's Male Orphan Asylum	.....	*1,445	*1,189	54	....	53	1	10	44	54	....	....	54	35	34	14	....	.....	.....
365	Milwaukee Orphans' Asylum	.....	6,059	4,789	32	20	52	.....	22	30	....	3	49	40	30	30	....	52	300	12
366	St. Joseph's Asylum	$0	6,000	8,000	0	167	167	0	105	62	85	82	0	157	150	150	0	2	50	.....
367	St. Rose's Orphan Asylum																			
368	St. Casimir Polish Bohemian Orphan Asylum	0	.....	.....	42	....	42	.....	....	42	42	.....	.....	.....	.....	.....	.....	.....	2,000	.....
369	Taylor Orphan Asylum	148,488	10,206	8,963	23	15	38	0	7	31	9	28	1	29	21	21	0	29	205	5
370	St. Æmilian's Orphan Asylum	4,000	616	6,873	104	....	102	2	....	6	2	96	6	91	70	91	40	....	.....	.....
371	Wittenberg Orphan Asylum (Norwegian)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
372	German Orphan Asylum	0	7,563	3,445	19	14	33	.....	....	33	8	25	0	25	25	20	20	33	149	.....
373	National Home for Destitute Colored Women and Children.	0	6,785	6,785	64	*b*42	0	112	112	0	36	67	3	74	53	53	74	74	.....	.....
374	St. Joseph's Orphan Asylum	.....	.....	.....	102	....	102	.....	12	90	50	52	....	90	60	60	.....	.....	.....	.....
375	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
376	Washington City Orphan Asylum	.....	.....	14,875	69	71	140	0	.....	.....	.....	.....	.....	100	70	70	....	4	.....	.....
377	Cherokee Orphan Asylum	19,000	19,000	14,000	72	76	.....	.....	148	....	143	5	....	120	140	147	100	148	74	2
378	Choctaw Orphan School	.....	5,500	.....	15	15	.....	30	.....	.....	.....	.....	.....	30	30	30	.....	.....	200	.....
379	St. Vincent's Asylum and Industrial Home*	.....	.....	.....	*c*55	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* From Report of the Commissioner of Education for 1880.
† From Report of the Commissioner of Education for 1881.
a Race and parentage of 1 not reported.
b Also 6 old women.
c Sex not reported.

TABLE XXII.—PART 2.—*Statistics of infant asylums for* 1882.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of nurses and other employés.		Total number of inmates received since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
1	Little Sisters' Infant Shelter*	San Francisco, Cal. (512 Minna street).	1874	1874	Mrs. Jane Temple, matron	Non-sect	.....	6	.....
2	St. Joseph's Infant Orphan Asylum	San Francisco, Cal. (210 Hayes st.).	.....	.....	Sisters of Charity	R. C	.....	12	.....
3	Sisters of the Holy Family	San Francisco, Cal.	.....	.....	Sisters of the Holy Family	R. C	.....	.....	.....
4	Chicago Foundlings' Home	Chicago, Ill. (114 South Wood street).	1872	1871	George E. Shipman, M. D	Non-sect	0	28	3,500
5	Infant Asylum	Chicago, Ill. (cor. Superior and La Salle streets).	.....	.....	Sister M. Julia, sister-servant	R. C	.....	.....	.....
6	St. Vincent's Infant and Foundling Asylum*	Louisville, Ky	1868	.....	Sister Charlesetta	R. C	.....	13	780
7	St. Vincent's Infant Asylum	New Orleans, La. (Magazine street).	.....	.....	Sister Mary Agnes, sister servant	R. C	.....	14	.....
8	St. Elizabeth's Home for Colored Infants	Baltimore, Md. (St. Paul st.).	1882	1876	Rev. Mother Winifrido	R. C	.....	2	200
9	St. Vincent's Infant Asylum	Baltimore, Md. (cor. Townsend and Division streets).	1857	1856	Sister Maria	R. C	2	25	3,200
10	Boston North End Mission (nursery department)*	Boston, Mass. (201 North st.)	1867	1873	Rev. Samuel T. Frost	Baptist	0	2	*a*300
11	Day Nursery†	Boston, Mass. (39 N. Bennet street).	.....	.....	Miss P. G. Adam, directress	.....	.....	*b*7	100
12	Massachusetts Infant Asylum*c*	Boston, Mass. (Boylston Station).	1867	1867	Miss Elizabeth Clapp, matron	Non-sect	.....	*d*10	*a*916
13	House of Providence†	Detroit, Mich. (187 Elizabeth street).	1572	1869	Sister M. Ellen	R. C	1	11	1,118
14	Woman's Hospital and Foundlings' Home†	Detroit, Mich	1869	1869	Emily F. Wells, M. D	Non-sect	.....	.....	1,133
15	Babies' Nursery*	Albany, N. Y. (562 Clinton avenue).	.....	.....	Mrs. E. A. Vine, matron	.....	.....	.....	.....
16	The Brooklyn Nursery	Brooklyn, N. Y. (188 Prospect Place).	(*e*)	1871	Mrs. Eugenie Warner, matron	Non-sect	0	12	1,054

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.
a Up to the close of 1879.
b Includes 3 Kindergarten teachers.
c There is a branch asylum at West Medford.
d In 1879.
e Incorporated in 1871 as the "Flatbush Avenue Industrial School and Nursery"; in 1872 name changed to "The Brooklyn Nursery."

TABLE XXII.—PART 2.—*Statistics of infant asylums for* 1882—Continued.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of nurses and other employés.		Total number of inmates received since foundation.
							Male.	Female.	
	1	2	3	4	5	6	7	8	9
17	Day Nursery of the Brooklyn Children's Aid Society*	Brooklyn, N. Y. (139 Van Brunt st.).	.....	1881	Richard D. Douglass	Non-sect.	.....	1	152
18	Home Nursery of the Industrial School Association*	Brooklyn, N. Y. (Sterling Place between Flatbush and Vanderbilt avenues).	1855	1855	Mrs. Gertrude L. Vanderbilt, secretary	Non-sect.	.....	.....	.....
19	Sheltering Arms Nursery (Protestant Episcopal Church).	Brooklyn, N. Y. (157 and 159 Dean street).	1873	1870	Mrs. J. B. Cooper, in charge	Non-sect.	0	12	*a*1, 250
20	Buffalo Widows' and Infants' Asylum	Buffalo, N. Y. (126 Edward street).	1852	1848	Sister M. Clarence Walker	R. C	0	12	3, 926
21	Fitch Crèche	Buffalo, N. Y.	.....	1880	Miss Caroline Sheppard, matron	Non-sect.	.....	6	*b*4, 000
22	St. Vincent's Infant Orphan Asylum	Buffalo, N. Y.	.....	.....	.....	.....	.....	.....	.....
23	The Day Nursery and Babies' Shelter	New York, N. Y. (243 W. Twenty-second street).	1881	1873	Sister Catharine	P. E	.....	4	246
24	Foundling Asylum of the Sisters of Charity	New York, N. Y. (175 Sixty eighth st., bet. Third and Lexington avenues).	1869	1869	Sister M. Irene, superioress	R. C	.....	21	14, 125
25	New York Infant Asylume*	New York, N. Y. (Sixty-first st. and Tenth avenue).	1865	1871	Mrs. Margaret Ennever, matron	Non-sect.	0	149	1, 865
26	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)	Mrs. M. A. Du Bois, first directress	Non-sect.	*e*10	*e*54	*f*18, 912
27	Shelter and Baby Nurseries (American Female Guardian Society). *g*	New York, N. Y.	.....	.....	.....	.....	.....	.....	.....
28	Virginia Day Nursery	New York, N. Y. (251 East Houston street).	.....	.....	Mrs. A. R. Brown, superintendent New York City Mission.	.....	.....	3	.....
29	Day Home	Troy, N. Y.	1862	1858	Mrs. Sarah S. McConihe, president	Non-sect.	.....	3	2, 500
30	Day Nursery for Children	Philadelphia, Pa. (2218 Lombard street).	1873	1863	Mrs. W. A. Ingham, directress	Non-sect.	.....	.....	.....
31	Lombard Street Day Nursery†	Philadelphia, Pa. (430 Lombard street).	0	1878	Mrs. M. J. Woods, matron	Non-sect.	.....	3	230
32	Northern Day Nursery	Philadelphia, Pa. (923 N. Seventh street).	.....	.....	Miss M. E. Addams	.....	.....	.....	.....

33	Philadelphia Home for Infants*	Philadelphia, Pa. (4618 Westminster avenue).	1873	1873	Mary Spencer, matron	Non-sect.	0	8	716
34	St. Mary Street Home and Day Nursery	Philadelphia, Pa. (723 St. Mary street).	.....	.....	Mrs. Susan Lesley	.....	.....	.....	.....
35	St. Vincent's Home	Philadelphia, Pa. (Corner Eighteenth and Wood sts.).	.....	.....	Sister Mary Joseph, sister servant	R. C	.....	11	.....
36	St. Vincent's Infant Asylum†	Milwaukee, Wis	.....	1877	Sister Simeon, sister servant	R. C	.....	9	.....
37	St. Ann's Infant Asylum	Washington, D. C. (2350 K street).	1863	1860	Sister Agnes Relihan	R. C	2	14	1,773

*From Report of the Commissioner of Education for 1881.
†From Report of the Commissioner of Education for 1880.
a Also 2,608 in the "Day Nursery," while that department was maintained.
b Up to close of year ending in February, 1882.
c Includes report of country home at Mt. Vernon.
d Includes country branch at West New Brighton, Staten Island.
e In 1878.
f Number up to close of year 1878.
g Report included in that of the American Female Guardian Society, Part 1 of this table.

TABLE XXII.—PART 2.—*Statistics of infant asylums for* 1882—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	Kindergarten industries.	Adopted or returned to friends.
2	St. Joseph's Infant Orphan Asylum	.....	.....	.....	.....	
3	Sisters of the Holy Family	.....	Need of care while mothers are at work, sickness, and poverty.	.....	.....	
4	Chicago Foundlings' Home	1 month	Desertion	By voluntary contributions	.....	Adopted in families.
5	Infant Asylum	.....	.....	.....	.....	
6	St. Vincent's Infant and Foundling Asylum *	.....	.....	Charity	.....	
7	St. Vincent's Infant Asylum	.....	.....	.....	.....	
8	St. Elizabeth's Home for Colored Infants	.....	.....	Chiefly by contributions	.....	
9	St. Vincent s Infant Asylum	.....	.....	Contributions, fairs, &c	.....	
10	Boston North End Mission (nursery department),*	2–5	Foundlings or children needing care while mothers are at work or sick.	Voluntary contributions	.....	Returned to friends.
11	Day Nursery †	1½–5	Need of care while parents are sick or at work.	Private charity	Those of the Kindergarten.	
12	Massachusetts Infant Asylum *a*	Under 9 months.	Destitution or desertion	Endowment, State appropriation, and contributions.	.....	Adopted or returned to friends.
13	House of Providence†	Under 5	Abandoned	Contributions	.....	Adopted or transferred to St. Vincent's Orphan Asylum.
14	Woman's Hospital and Foundlings' Home†	.....	.....	Contributions and board of children.	.....	Adopted or returned to mothers.
15	Babies' Nursery*	.....	.....	.....	.....	
16	The Brooklyn Nursery	Under 3	Poverty, destitution, or friendlessness.	Contributions and city appropriations.	.....	Bound out to some trade, profession, or employment, and supervision maintained over them.
17	Day Nursery of the Brooklyn Children's Aid Society.*	Under 5	.....	Contributions and small payments from the children's parents.	.....	
18	Home Nursery of the Industrial School Association.*	2–5	.....	Voluntary contributions	.....	
19	Sheltering Arms Nursery (Protestant Episcopal Church).	Under 7	Poverty or neglect	Principally by voluntary contributions.	.....	
20	Buffalo Widows' and Infants' Asylum	.....	.....	Contributions, collections, and appropriations from counties and towns.	.....	

21	Fitch Crèche	.....	Need of care while mothers are at work.	Endowment, contributions, and children's fees.	.....	
22	St. Vincent's Infant Orphan Asylum	.....	.....	.....	.....	
23	The Day Nursery and Babies' Shelter	1–6	.....	Donations, board of children, and appropriation.	.....	
24	Foundling Asylum of the Sisters of Charity.	.....	.....	Contributions and per capita allowance from city.	Those of the Kindergarten.	Homes provided for them in the West and supervision maintained over them.
25	New York Infant Asylum* *b*	2 yrs. & under.	Foundlings and other infants needing care.	Contributions and per capita allowance from city.	.....	Adopted or bound out or indentured when of suitable age to some profession, trade, or employment.
26	Nursery and Child's Hospital of the City of New York. *c*	4 yrs. & under.	Freedom from contagious disease and payment of board.	By appropriations and contributions.	Sewing and housework.	Returned to friends, adopted, sent to other institutions, or to the West.
27	Shelter and Baby Nurseries (American Female Guardian Society). *d*	.....	.....	.....	.....	
28	Virginia Day Home	Under 5	Children of poor industrious women whose work calls them from home.	Private contributions	.....	
29	Day Home	3–15	Children of the poor and vicious in need of care.	Contributions and interest on bequests.	Sewing and domestic work; the kitchen garden as given by Miss Huntington is carried on.	
30	Day Nursery for Children	Under 8	Children of poor industrious women whose work calls them from home.	Donations and subscriptions..	Those of the Kindergarten.	
31	Lombard Street Day Nursery†	.....	.....	Contributions, subscriptions, rents, and pay for care of children.	Those of the Kindergarten.	
32	Northern Day Nursery	Under 8	Children of working women.	.....	.....	
33	Philadelphia Home for Infants*	2 yrs. & under.	Need of protection.....	Voluntary contributions.....	.....	Transferred to other homes, adopted, or returned to friends.
34	St. Mary Street Home and Day Nursery.....	.....	.....	.....	.....	
35	St. Vincent's Home	.....	.....	.....	.....	
36	St. Vincent's Infant Asylum†	.....	Homelessness.....	Donations and board of inmates.	.....	
37	St. Ann's Infant Asylum	.....	.....	Appropriation and charity....	.....	

* From Report of the Commissioner of Education for 1881.

† From Report of the Commissioner of Education for 1880.

a There is a branch asylum at West Medford.

b Includes report of country home at Mt. Vernon.

c Includes country branch at West New Brighton, Staten Island.

d Report included in that of the American Female Guardian Society, Part 1 of this table.

TABLE XXII.—PART 2.—*Statistics of infant asylums for* 1882—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*	a$2,000	$7,352	$5,118	15	12	.....	.....	.....	.....	.....	.....	.....	(b)	(b)	(b)	(b)	(b)	.....	.....
2	St. Joseph's Infant Orphan Asylum	.....	.....	.....	(300)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	Sisters of the Holy Family	.....	.....	.....	(100)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	Chicago Foundlings' Home	0	5,985	5,985	30	18	48	.....	.....	.....	.....	.....	48	.....	.....	.....	.....	.....	.....	.....
5	Infant Asylum	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	St. Vincent's Infant and Foundling Asylum*	.....	.....	5,000	.....	200	200	0	.....	.....	100	40	60	.....	.....	.....	.....	.....	.....	.....
7	St. Vincent's Infant Asylum	.....	.....	.....	(200)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	St. Elizabeth's Home for Colored Infants	0	1,300	1,300	7	11	.....	18	18	0	.....	.....	18	.....	.....	.....	.....	.....	.....	.....
9	St. Vincent's Infant Asylum	.....	9,000	9,000	53	67	.....	.....	120	.....	10	50	60	.....	.....	.....	.....	.....	.....	.....
10	Boston North End Mission (nursery department)*	2,500	8,000	.....	15	17	30	2	9	23	2	12	3	.....	.....	.....	.....	.....	.....	.....
11	Day Nursery†	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(b)	(b)	(b)	(b)	(b)	.....	.....
12	Massachusetts Infant Asylum c	39,441	22,032	21,986	(125)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	House of Providence†	0	3,800	3,791	21	12	32	1	33	0	7	5	21	.....	.....	.....	.....	.....	.....	.....
14	Woman's Hospital and Foundlings' Home†	0	.....	.....	5	3	8	0	8	0	.....	4	1	.....	.....	.....	.....	.....	.....	.....
15	Babies' Nursery*	.....	2,126	2,061	8	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	The Brooklyn Nursery	0	17,561	16,246	12	19	30	1	31	0	2	4	0	.....	.....	.....	.....	.....	.....	.....
17	Day Nursery of the Brooklyn Children's Aid Society*	0	578	578	7	7	14	0	0	14	.....	3	.....	.....	.....	.....	.....	.....	.....	.....
18	Home Nursery of the Industrial School Association*	.....	.....	.....	13	20	33	0	13	20	0	13	0	.....	.....	.....	.....	.....	.....	.....
19	Sheltering Arms Nursery (Protestant Episcopal Church)	d13,000	*4,902	*4,527	33	18	51	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	Buffalo Widows' and Infants' Asylum	0	14,989	14,989	50	101	151	0	.....	.....	100	51	0	.....	.....	.....	.....	.....	.....	.....
21	Fitch Crèche	.....	2,584	2,209	(e330)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	St. Vincent's Infant Orphan Asylum	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
23	The Day Nursery and Babies' Shelter	9,785	f5,914	f5,798	9	12	21	0	.....	.....	2	16	.....	.....	.....	.....	.....	.....	.....	.....
24	Foundling Asylum of the Sisters of Charity	.....	245,951	254,121	863	751	1,564	50	.....	.....	.....	.....	1,614	(b)	(b)	(b)	(b)	(b)	.....	.....
25	New York Infant Asylum* g	.....	56,512	61,183	122	116	232	6	136	102	0	10	4	.....	.....	.....	.....	.....	.....	.....
26	Nursery and Child's Hospital of the City of New York h	i50,000	*157,805	*149,187	(*656)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

27	Shelter and Baby Nurseries (American Female Guardian Society).*j*																				
28	Virginia Day Nursery		2,500																		
29	Day Home	35,000	3,088	3,084	112	134	240	6	30	216	0	76	0	(*k*)	(*k*)	(*k*)	(*k*)	(*k*)			
30	Day Nursery for Children		†2,328	†1,334	(†119)									(*b*)	(*b*)	(*b*)	(*b*)	(*b*)			
31	Lombard Street Day Nursery†	0	1,949	1,793	(*l*145)		45	0					1	(*b*)	(*b*)	(*b*)	(*b*)	(*b*)			
32	Northern Day Nursery																				
33	Philadelphia Home for Infants*				28	6		1													
34	St. Mary Street Home and Day Nursery																				
35	St. Vincent's Home				(40)																
36	St. Vincent's Infant Asylum†		2,966	2,966	(39)																
37	St. Ann's Infant Asylum		*m*5,000		65	50	111	4			9	12	94								

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.
a In 1879.
b Kindergarten instruction given.
c There is a branch asylum at West Medford.
d Exclusive of real estate and furniture.
e Number in the institution, December, 1882.
f Including $1,352 for building fund.
g Includes report of country home at Mt. Vernon.
h Includes country branch at West New Brighton, Staten Island.
i In 1878.
j Report included in that of the American Female Guardian Society, Part I of this table.
k School studies are pursued and much attention paid to moral training.
l Average daily attendance.
m From appropriation.

TABLE XXII.—PART 3.—*Statistics of industrial schools for* 1882.

	Name.	Location.	Year of incorporation.	Year of organization.	Superintendent.	Religious denomination.	Number of teachers.		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. (2301 Wentworth avenue).	1864	1867	Rev. W. C. Willing, chaplain	Non-sect	.....	1	1,800
3	St. Mary's Training School	Des Plaines, Ill	1882	1863	Brother Teliow	R. C	5	0	412
4	Girls' Industrial School (Woman's Christian Home Mission).	Peoria, Ill	1876	1875	Mrs. E. D. Hardin, president	Non-sect	.....	*27	*a*1, 800
5	Busy Bee	Richmond, Ind	.....	1867	Martha Valentine	Friends	.....	22	*b*560
6	Mission Industrial School	Lexington, Ky	1876	1875	Miss Mary E. Harrison	Non-sect	.....	21	1,000
7	House of the Good Shepherd	Near Newport, Ky	1876	1866	Mother M. of St. Scholastica, superior	R. C	0	16	2, 240
8	Maine Industrial School for Girls*	Hallowell, Me	1872	1875	E. Rowell, manager	Non-sect	1	3	130
9	St. Luke's Sewing School	Portland, Me	0	1864	H. V. W. Barrett	P. E	.....	10	1, 200
10	Industrial School for Colored Girls*	Annapolis, Md	.....	1878	William Harwood	Non-sect	.....	2	.....
11	St. Joseph's House of Industry†	Baltimore, Md	1866	1866	Sister Josepha	R. C	.....	9	500
12	St. Mary's Industrial School for Boys*	Carroll, Md	1866	1866	Brother Alexius	R. C	10	.....	1, 592
13	Industrial School for Girls	Boston, Mass. (Dorchester district).	1854	1854	Mrs. J. B. Clark	Non-sect	.....	2	.....
14	Industrial Schools (Boston North End Mission)*	Boston, Mass. (201 North st.)	1865	1867	Rev. Samuel T. Frost	Baptist	0	14	.....
15	North End Industrial Home*	Boston, Mass. (39 N. Bennet st.)	0	1879	Mrs. L. E. Caswell	Non-sect	5	9	*c*600
16	Vacation Industrial School	Brookline, Mass	.....	1880	Mr. Hildreth	.....	1	.....	60
17	Detroit Industrial School*	Detroit, Mich	1859	1857	Mrs. C. Van Husan, president	Non-sect	.....	*d*3	.....
18	Industrial School	Kalamazoo, Mich	.....	.....	.....	.....	.....	.....	.....
19	St. Paul's Industrial School for Boys	Clontarf, Minn	0	1880	Brother Benedict, O. S. F	R. C	3	0	23
20	The Southern Christian Institute of Mississippi	Edwards Depot, Miss	1875	1881	Jephthah Hobbs	Disc. of Ch.	1	.....	.....
21	Blind Girls' Industrial Home	St. Louis, Mo	1878	.....	Mrs. F. O. Spruance	.....	.....	.....	.....
22	Girls' Industrial Home	St. Louis, Mo. (710 N. 19th st.)	1858	1854	Mrs. John S. Thomson, president	Non-sect	.....	.....	4, 000
23	Industrial School (St. Joseph's Convent of Mercy)	St. Louis, Mo	1857	1856	Rev. Mother De Pazzi	R. C	.....	.....	.....
24	Industrial Schools (Children's Friend Society)	Albany, N. Y	1863	1856	Agnes Pruyn, treasurer	Non-sect	.....	4	5, 000
25	Brooklyn Industrial School Association and Home for Destitute Children.	Brooklyn, N. Y. (Sterling Place, between Flatbush and Vanderbilt avenues).	1854	1854	Gertrude L. Vanderbilt, cor. sec	Non-sect	0	11	.....
26	Eastern District Industrial School	Brooklyn, N. Y. (141 South 3d street).	c'54	1854	Miss Mary E. Whittelsey	Non-sect	0	1	*4, 200

27	Industrial Schools (Children's Aid Society)*	Brooklyn, N.Y. (61 Poplar st.)	1866	1866	R. D. Douglass	Non-sect	0	5	9,580
28	St. Joseph's Academy and Industrial School*	Lockport, N. Y	1866	1866	Sister Emelie	R. C		4	2,500
29	Children's Aid Society Industrial Schools	New York, N. Y	1855	1854	John W. Skinner	Non-sect	(137)		a100,000
30	Five Points House of Industry	New York, N. Y. (155 Worth street).	1854	1851	William F. Barnard	Non-sect	1	7	34,053
31	Industrial Home of the Hebrew Orphan Asylum	New York, N. Y	1860	1869	Dr. H. Baar	Jewish			
32	Industrial School of St. Augustine's Chapel	New York, N. Y. (105, 107, 109 East Houston street).		1870	Rev. Arthur C. Kimber	P. E		40	
33	Industrial Schools of the American Female Guardian Society.	New York, N. Y. (29 East 29th street).	1849	1854	Mrs. C. C. North, president	Non-sect		92	b69,758
34	St. Joseph's Industrial Home†	New York, N.Y. (East 81st st.)	1858	1869	M. M. Gertrude	R. C		12	b1,906
35	St. Vincent's Industrial School	New York, N.Y. (343 West 42d street).	1856	1856	Sister Mary Helena	R. C	0	8	
36	Wilson Industrial School for Girls and Mission	New York, N.Y. (125 St. Mark's place).	1854	1853	Miss Anna W. Kirkwood, principal of school.	Non-sect		4	†3,000
37	Industrial School of the Sisters of Mercy	Rochester, N. Y							
38	The Industrial School of Rochester	Rochester, N. Y	1857	1856	Mrs. Lewis H. Morgan, treasurer	Non-sect	0	3	
39	Rochester Home of Industry	Rochester, N. Y	1872	1872	Mother Hieronymo	R. C	0	6	387
40	House of the Good Shepherd	Tomkins Cove, N. Y	1870	1866	Rev. E. Gay, jr., president	P. E	1	1	350
41	Our Lady of the Woods Select School[4]	Near Carthage, Ohio		1878	Mother M. of St. Joseph David, provincial superior.	R. C	0	3	50
42	Industrial School and Home (Children's Aid Society).	Cleveland, Ohio	1865	1865	William Sampson	Non-sect		2	f1,100
43	St. Luke's Sewing School	Marietta, Ohio	1871	1870	Miss S. McFarland	P. E		6	†500
44	Warren Street Sewing School, No. 3	Marietta, Ohio	1876	1876	C. A. Ewing	Presb		2	
45	Toledo Industrial School	Toledo, Ohio	1875	1874	Miss Mary C. Dickinson, president board of managers.	Non-sect		1	
46	Forest Grove Indian Training School	Forest Grove, Oreg	1880	1880	H. J. Minthorn	Non-sect	0	3	180
47	Training School for Indian Youth	Carlisle, Pa		1879	Lieut. R. H. Pratt, U. S. A	Non-sect	e9	e12	459
48	House of Industry Colored School	Philadelphia, Pa	1848	1848	Jane S. Street	Friends		3	
49	Industrial Home for Girls g	Philadelphia, Pa. (762 South 10th street).	1859	1858	Fanny H. Dickson, secretary	Non-sect		1	650
50	Pennsylvania Working Home for Blind Men	West Philadelphia, Pa. (3518 Lancaster avenue).	1874	1875	H. L. Hall	Non-sect			111
51	The Austin School	Knoxville, Tenn			Emma L. Austin	Non-sect	1	3	
52	Miller Manual Labor School h	Batesville, Va	1874	1878	C. E. Vawter, M. A		8		126
53	Miss Newton's School	Norfolk, Va. (Brambleton)							
54	Good Shepherd Industrial School	Milwaukee, Wis	1878	1878	Mother Mary St. Bernard	R. C		4	395
55	Industrial Home School†	Georgetown, D. C	1872	1864	Leverett Barnes	Non-sect	3	2	936
56	Roman Catholic Industrial School	Bernalillo, N. Mex				R. C			

* From Report of the Commissioner of Education for 1881.
† From Report of the Commissioner of Education for 1880.
a Estimated.
b Up to the close of the year 1879.
c Number of children; there have also been 200 men and women.
d In 1880.
e Including all departments.
f Since the year 1876.
g From a return for the year 1881.
h Post office address changed to Crozet, Va.

TABLE XXII.—PART 3.—*Statistics of industrial schools for* 1882—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*	.....	Not eligible for public schools.	Endowment	Sewing, knitting, crocheting, and housework.	
3	St. Mary's Training School	8–14	.....	By contributions	Carpentry, farming, gardening, shoemaking, and tailoring.	
4	Girls' Industrial School (Woman's Christian Home Mission).	6–15	Poverty and need of instruction.	Voluntary contributions	Sewing and knitting	Adopted or placed in homes.
5	Busy Bee	4–	.....	Contributions	Needlework, knitting	
6	Mission Industrial School	8–15	Must not beg on the street.	Voluntary contributions	Sewing, dressmaking, and general housework, under the "kitchen garden" system.	
7	House of the Good Shepherd	3–15	.....	Contributions and labor of inmates.	Sewing, embroidery, knitting, lace making, and general housework.	
8	Maine Industrial School for Girls*	7–15	Friendlessness or waywardness.	State appropriation and donations.	Housekeeping and sewing	Homes in families found or returned to friends.
9	St. Luke's Sewing School	6 and over	.....	Contributions	.....	
10	Industrial School for Colored Girls*	6 and over	.....	Contributions, subscriptions, and proceeds of entertainments and public school fund of the State.	Sewing, housework, waitress's work, cooking, and washing.	Placed at service.
11	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.
12	St. Mary's Industrial School for Boys*	8–16	.....	Appropriations, contributions, labor of inmates, and endowment.	Farming, gardening, printing, shoemaking, blacksmithing, carpentry, tailoring, basket making, baking, and bottle covering.	Indentured, furnished homes, or returned to friends.
13	Industrial School for Girls	6–10	Of good character	Annual subscriptions and donations.	Household work	Placed at service.
14	Industrial Schools (Boston North End Mission).*	No limit	Good behavior	Donations, proceeds of fair, &c.	Sewing	Placed in homes.

15	North End Industrial Home*	18 months to 70 years.	Need of employment and care.	Subscriptions, collections, private charity, &c.	There are 16 departments of work in the home, including laundry, sewing rooms, the boys' workshop, printing office, cooking school, kitchen garden, &c.	Placed at service.
16	Vacation Industrial School*	12		By contributions	Carpentry	
17	Detroit Industrial School		Poverty	Contributions and donations	House duties, sewing, and knitting.	Provided with situations.
18	Industrial School					
19	St. Paul's Industrial School for Boys	12		Self supporting	Farming and shoemaking	
20	The Southern Christian Institute of Mississippi.	6	Must be colored	Donations from the North		
21	Blind Girls' Industrial Home			Industry of inmates of State Institute for the Blind.	Sewing, knitting, making tatting, bead work, &c.	
22	Girls' Industrial Home		Extreme destitution	Private donations	Sewing and housework	
23	Industrial School (St. Joseph's Convent of Mercy).	9–		Contributions	Cooking, housework, and sewing	
24	Industrial Schools (Children's Friend Society).	4–14		Voluntary contributions		Girls are put out to service.
25	Brooklyn Industrial School Association and Home for Destitute Children.		Poverty	Church contributions	Sewing and general housework.	
26	Eastern District Industrial School	2–12		By charity	Sewing	Suitable homes are found for them and constant supervision had over them.
27	Industrial Schools (Children's Aid Society).*	Under 15	Unable to attend public school.	Voluntary contributions	Sewing, knitting, and kitchen garden work.	Placed in good families.
28	St. Joseph's Academy and Industrial School.*			By charity	Fancy needlework and plain sewing.	
29	Children's Aid Society Industrial Schools		Destitution	Appropriations and contributions.	Hand and machine sewing, printing, crocheting, lace making, buttonhole making, cutting, darning, housework, kitchen and chamber work. There are kitchen garden classes.	Homes provided when possible, and constant oversight given.
30	Five Points House of Industry	2½–13		Appropriation and contribution.	House duties and type setting.	
31	Industrial Home of the Hebrew Orphan Asylum.		Desire to learn trades	Appropriation from Hebrew Orphan Asylum.	Printing and shoemaking	Situations found.
32	Industrial School of St. Augustine's Chapel.		Must attend Sunday school.	Church appropriation	Hand and machine sewing, embroidery, &c.	
33	Industrial Schools of the American Female Guardian Society.	Boys, under 10; girls, under 14.	Destitute, homeless, or neglected.	Appropriations from school fund and contributions.	Sewing and general house duties	Good homes are secured.
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.	

* From Report of the Commissioner of Education for 1881.

† From Report of the Commissioner of Education for 1880.

TABLE XXII.—PART 3.—*Statistics of industrial schools for* 1882—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
35	St. Vincent's Industrial School	12–		Self-supporting	Domestic work and sewing	
36	Wilson Industrial School for Girls and Mission.	5–	Unable to attend public school.	Private contributions	Sewing and kitchen garden work	Provided with situations.
37	Industrial School of the Sisters of Mercy					
38	The Industrial School of Rochester	2-12		Board of children, contributions, and income.	General house duties	Adopted, put in homes, or returned to friends.
39	Rochester Home of Industry	12–		Industry of inmates	Dressmaking, tailoring, machine sewing, shoe fitting, millinery, crocheting, knitting, embroidery, and laundry work.	Places are procured for them and control retained over them.
40	House of the Good Shepherd		Destitution	Voluntary contributions	Housework and farming	
41	Our Lady of the Woods Select School*	5-15	Good moral character.	By tuition fees	Domestic work, dressmaking, plain sewing, embroidery and fancy work.	
42	Industrial School and Home (Children's Aid Society).	4-16		Voluntary contributions	Farming and general house duties.	Homes are found on farms.
43	St. Luke's Sewing School	6	Necessity	Contributions	Plain sewing.	
44	Warren Street Sewing School, No. 3	6-14		Contributions and industry of inmates.	Sewing.	
45	Toledo Industrial School			Voluntary contributions	House duties and sewing.	
46	Forest Grove Indian Training School	8-18	Good health	Appropriation	Blacksmithing, carpentry, joiner and cabinet work, wagon making, farming, printing, housework, and sewing.	
47	Training School for Indian Youth	10-18		Appropriation	Blacksmithing, baking, carpentry, tinning, tailoring, harness making, shoemaking, printing, wagon making, farming, all kinds of domestic work and sewing.	
48	House of Industry Colored School	6		Private contributions of friends.	Sewing	Placed in situations.
49	Industrial Home for Girls a	10–		Voluntary contributions	Housework and sewing.	
50	Pennsylvania Working Home for Blind Men.		Good character and blindness.	Private contributions and State aid.	Broom, brush, mattress, and carpet making and cane seating.	

51	The Austin School	.....	Children of the colored race desiring industrial training.	Contributions.....	Carpentry, housework, sewing, and cooking.	
52	Miller Manual Labor School.....	10–14	Poverty and residence in the county.	By a permanent endowment fund given by the late Samuel Miller, of Lynchburg, Va.	Printing, telegraphy, and three years in a machine shop.	
53	Miss Newton's School	.....	.....	.....	.....	
54	Good Shepherd Industrial School.....	No limit	.....	Board, donations, tuition, industry of inmates.	Domestic duties, plain and fancy sewing, tailoring, and chair caning.	
55	Industrial Home School †	6–14	.....	Appropriation and labor of inmates.	General domestic work, gardening, carpentry, sewing, shoemaking, and tree-box making.	Placed in families.
56	Roman Catholic Industrial School.....	.....	.....	.....	.....	

*From Report of the Commissioner of Education for 1881. †From Report of the Commissioner of Education for 1880. *a* From a return for the year 1881.

TABLE XXII.—PART 3.—*Statistics of industrial schools for* 1882—Continued.

	Name.	Amount of permanent fund.	Income.	Expenditure.	Present inmates.														Library.	
					Sex.		Race.		Parentage.		Orphanage.			Instruction; number taught—						
					Male.	Female.	White.	Colored.	Native.	Foreign.	Orphans.	Half orphans.	Foundlings.	Reading.	Writing.	Arithmetic.	Drawing.	Music.	Number of volumes.	Increase in the last school year.
	1	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1	Sewing School, Union for Home Work†	.....	a$18,004	a$14,347	.....	103	103	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	300	.....
2	Burr Mission Industrial School*	.....	.....	3,070	67	59	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
3	St. Mary's Training School	$0	57,078	56,810	128	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	600	0
4	Girls' Industrial School (Woman's Christian Home Mission).	.....	*a1,115	*a940	.....	300	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	Busy Bee	.....	.....	.....	25	80	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	Mission Industrial School	0	175	175	0	125	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	House of the Good Shepherd	0	0	.....	0	81	.....	.....	.....	.....	63	18	.....	.....	.....	.....	.....	.....	.....	.....
8	Maine Industrial School for Girls*	.....	7,255	4,835	.....	39	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	b700	b125
9	St. Luke's Sewing School	0	40	75	.....	175	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	Industrial School for Colored Girls*	.....	c362	.....	.....	107	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	132	132
11	St. Joseph's House of Industry†	.....	.....	.....	.....	45	.....	.....	.....	.....	40	5	.....	.....	.....	.....	.....	.....	400	50
12	St. Mary's Industrial School for Boys*	.....	35,133	55,371	411	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,100	30
13	Industrial School for Girls	39,497	4,508	5,056	.....	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	200	.....
14	Industrial Schools (Boston North End Mission)*	0	a10,631	a8,986	.....	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
15	North End Industrial Home*	0	8,000	8,000	350	250	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
16	Vacation Industrial School*	.....	200	200	60	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
17	Detroit Industrial School*	.....	6,000	6,000	(d75)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
18	Industrial School	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
19	St. Paul's Industrial School for Boys	e80,000	.....	.....	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	The Southern Christian Institute of Mississippi	0	.....	.....	(175)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
21	Blind Girls' Industrial Home	65	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
22	Girls' Industrial Home	2,000	4,227	3,972	.....	64	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	.....
23	Industrial School (St. Joseph's Convent of Mercy).	0	.....	.....	.....	f25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	.....
24	Industrial Schools (Children's Friend Society)	*16,000	*2,356	*2,615	(102)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
25	Brooklyn Industrial School Association and Home for Destitute Children.	22,500	g27,931	26,600	(h1,079)		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	75	.....
26	Eastern District Industrial School	0	*12,255	*10,011	84	48	.....	.....	.....	.....	20	71	.....	.....	.....	.....	.....	.....	200	50

27	Industrial Schools (Children's Aid Society)*	0	3,000	3,000	375	328						40							200	20
28	St. Joseph's Academy and Industrial School*	0	800			200													625	10
29	Children's Aid Society Industrial Schools		‡86,489	86,489	9,337	4,631													2,811	
30	Five Points House of Industry	0	65,124	63,904	340	208					6	89							1,000	
31	Industrial Home of the Hebrew Orphan Asylum				22		22													
32	Industrial School of St. Augustine's Chapel		600	600		550														
33	Industrial Schools of the American Female Guardian Society.		(*j*)	(*j*)	(5,521)														*k*1,450	
34	St. Joseph's Industrial Home†		60,758	60,629	195	378					30	150								
35	St. Vincent's Industrial School					*95													917	
36	Wilson Industrial School for Girls and Mission		9,000	9,000		350					4	10							200	50
37	Industrial School of the Sisters of Mercy																			
38	The Industrial School of Rochester	20,000	6,000	6,000	37	24					4	26								
39	Rochester Home of Industry	0	7,830	7,830	0	75					8	23							0	0
40	House of the Good Shepherd		*12,422	*12,422	30	20					35	15								
41	Our Lady of the Woods Select School*	0	2,500	2,500	0	24					2								100	25
42	Industrial School and Home (Children's Aid Society).		*9,703	*7,020	36	17													200	200
43	St. Luke's Sewing School					61														
44	Warren Street Sewing School, No. 3	0	13	12							8									
45	Toledo Industrial School	500	1,390	984	30	35														
46	Forest Grove Indian Training School	0	(*l*)		90	60					10	15							150	50
47	Training School for Indian Youth	0	67,365	67,365	255	138													605	385
48	House of Industry Colored School				58	83					10	30								
49	Industrial Home for Girls *m*		3,082	3,007		*h*47														
50	Pennsylvania Working Home for Blind Men		50,742	50,906	66														200	75
51	The Austin School		1,426	1,426	(*h*480)															
52	Miller Manual Labor School	1,200,000	65,000	*n*95,000	100	0														
53	Miss Newton's School																			
54	Good Shepherd Industrial School	0	9,795	9,715	0	97					40	45								
55	Industrial Home School†	0	5,682	4,402	51	30					3	49							300	150
56	Roman Catholic Industrial School																			

*From Report of the Commissioner of Education for 1881.

† From Report of the Commissioner of Education for 1880.

a For all departments of work.

b In 1879.

c From contributions only.

d Average attendance.

e This amount was donated by Mr. Keegan, of Chicago, Ill.

f Average daily attendance.

g This does not include money raised for a new building.

h Whole number for the year.

‡ Amount used for industrial schools out of the the general income of the society.

j Included in report from this society, Part 1 of this table.

k In 1880.

l $200 per capita per annum.

m From a return for the year 1881.

n Much of this in buildings from accumulated income.

TABLE XXII.—*List of homes and asylums for orphan and dependent children, infant asyums, and industrial schools from which no information has been received.*

Name.	Location.
PART 1.—HOMES AND ASYLUMS FOR ORPHAN OR DEPENDENT CHILDREN.	
Ladies' Protection and Relief Society.	San Francisco, Cal.
Pacific Hebrew Orphan Asylum and Home Society.	San Francisco, Cal.
St. Boniface Orphan Asylum.	San Francisco, Cal.
San Francisco Protestant Orphan Asylum.	San Francisco, Cal.
St. Vincent's Male Orphan Asylum.	San Rafael, Cal.
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. (146 Quincy street).
Nursery and Half Orphan Asylum.	Chicago, Ill. (175 Burling street).
Jacksonville Orphan Home (Lutheran).	Jacksonville, Ill.
Protestant Deaconess's Orphan Home.	Jacksonville, Ill.
Home for the Friendless	Springfield, Ill.
Colored Orphan Asylum	Evansville, Ind.
Ladies Auxiliary Orphan Asylum Society.	Evansville, Ind.
St. Vincent's Male Orphan Asylum.	Vincennes, Ind.
Kansas Orphan Asylum	Leavenworth, Kans.
Protestant Orphan Asylum	Leavenworth, Kans.
Presbyterian Orphans' Home Society of Louisville.	Louisville, Ky.
St. Vincent's Orphan Asylum	Louisville, Ky.
Convent of the Good Shepherd	New Orleans, La.
Half Orphan Asylum	New Orleans, La.
Newsboys' Lodging Home	New Orleans, La.
Poydras Female Orphan Asylum.	New Orleans, La.
St. Joseph's German Orphan Asylum.	New Orleans, La. (Josephine and Laurel streets).
St. Louis Female Orphan Asylum.	New Orleans, La.
St. Mary's Catholic Orphan Boys' Asylum.	New Orleans, La.
Bath Military and Naval Orphan Asylum.	Bath, Me.
Orphans' Home	Bath, Me.
Christ Church Asylum	Baltimore, Md.
Henry Watson Children's Aid Society.	Baltimore, Md.
Johns Hopkins Colored Orphan Asylum.	Baltimore, Md. (206, 208 Biddle street).
Kelso Orphan Home	Baltimore, Md.
St. Anthony's Asylum	Baltimore, Md.
St. James' Home for Homeless Children.	Baltimore, Md.
St. Peter's Asylum for Female Children.	Baltimore, Md. (252 Myrtle av).
Protestant Episcopal Orphan Asylum.	Frederick, Md.
Boston Asylum and Farm School for Indigent Boys.	Boston, Mass.
House of Providence	Holyoke, Mass.
Shaw's Asylum for Mariners' Children.	Jamaica, Plain, Mass.
Home for Young Women and Children.	Lowell, Mass.
New England County Home for Orphan and Homeless Children.	Winchendon, Mass.
PART 1.—HOMES AND ASYLUMS, &c.—Continued.	
Ladies' Protestant Orphan Asylum.	Detroit, Mich.
St. Vincent's Orphan Home	East Saginaw, Mich.
Jackson Home for the Friendless and Industrial School.	Jackson, Mich.
German Orphan Asylum	St. Paul, Minn.
St. Joseph's Orphan Asylum	St. Paul, Minn.
Evangelical Lutheran Orphans' Home and Asylum.	Des Pères, Mo.
Home for the Friendless	Hannibal, Mo.
Mission Free School	St. Louis, Mo.
St. Mary's Female Orphan Asylum.	St. Louis, Mo. (Tenth and Biddle streets).
Southern Methodist Orphan Home.	St. Louis, Mo.
Nevada Orphan Asylum	Virginia City, Nev.
Orphan Asylum	Manchester, N. H.
St. Mary's Female Orphan Asylum.	Jersey City, N. J.
St. Michael's Orphan Asylum	Jersey City, N. J.
Home for the Friendless	Newark, N. J.
St. Peter's Asylum	Newark, N. J.
St. Joseph's Orphan Asylum.	Paterson, N. J.
Children's Home	Trenton, N. J.
Davenport Female Orphan Institute.	Bath, N. Y.
Brooklyn Howard Colored Orphan Asylum.	Brooklyn, N. Y.
Orphan Home	Brooklyn, N. Y.
Catholic Home	Buffalo, N. Y.
St. Mary's Orphan Asylum	Canandaigua, N. Y.
St. John's Orphan Asylum	Greenbush, N. Y.
St. Johnland	Long Island, N. Y.
Children's Home	Newburgh, N. Y.
St. Vincent's Home for Homeless Boys of all Occupations.	New York, N. Y. (53–55 Warren st.).
Union Home and School	New York, N. Y.
St. John's Orphanage	Ogdensburg, N. Y.
St. Margaret's Home	Red Hook, N. Y.
Home for the Friendless and Female Guardian Society.	Cincinnati, Ohio.
Bethel Union	Cleveland, Ohio.
Orphans' Home	Dayton, Ohio.
Children's Home of Butler County.	Hamilton, Ohio.
Orphan Home	Newark, Ohio.
St. Vincent's Orphan Asylum	Toledo, Ohio.
Pittsburgh and Allegheny Home for the Friendless	Allegheny, Pa. (Ridge Hill).
Church Home	Lancaster, Pa.
Home for the Friendless	Lancaster, Pa.
Aimwell School Association	Philadelphia, Pa. (Cherry street near Tenth).
Union Temporary Home	Philadelphia, Pa. (n. e. cor. Sixteenth and Poplar streets).
St. Paul Roman Catholic Orphan Asylum.	Pittsburgh, Pa. (Tannehill st.).
Emlen Institution	Warminster, Pa.
Home for Friendless Children	Wilkes-Barre, Pa
Home for Friendless Children	Williamsport, Pa.
Orphans' Farm School	Zelienople, Pa.
Home for Friendless and Destitute Children.	Newport, R. I.
Charleston Orphan House	Charleston, S. C.
Hebrew Orphan Society	Charleston, S. C.
Palmetto Orphan Home	Columbia, S. C.
Canfield Orphan Asylum	Memphis, Tenn.
Leath Orphan Asylum	Memphis, Tenn.
St. Peter's Orphan Asylum	Memphis, Tenn.
St. Joseph's Orphan Asylum	San Antonio, Tex.
Fredericksburg Female Orphan Asylum.	Fredericksburg, Va.

TABLE XXII.—*List of homes and asylums for orphan, &c.*—Continued.

Name.	Location.	Name.	Location.
PART 1.—HOMES AND ASYLUMS, &c.—Continued.		PART 3.—INDUSTRIAL SCHOOLS—Continued.	
Lynchburg Female Orphan Asylum.	Lynchburg, Va.	Railroad Mission Industrial School.	Chicago, Ill.
Friends' Asylum for Colored Children.	Richmond, Va.	Industrial School, House of the Good Shepherd.	New Orleans, La.
St. Vincent's Roman Catholic Orphan Asylum.	Wheeling, W. Va.	Industrial School	New Orleans, La.
St. Joseph's Orphan Asylum	Fond du Lac, Wis.	St. Elizabeth's House of Industry.	New Orleans, La.
St. Francis' Female Orphan Asylum.	Sparta, Wis.	Boys' Industrial School	St. Paul, Minn.
The Church Orphanage	Washington, D. C. (525 Twentieth street N. W.)	Girls' Industrial School	St. Paul, Minn.
Chickasaw Orphan School	Chickasaw Nation, Indian Ter.	St. Joseph's Industrial School	Albany, N. Y.
PART 2.—INFANT ASYLUMS.		Industrial School of the Sisters of Mercy.	Brooklyn, N. Y. (Willoughby st. cor. Classon av.).
Day Nursery, Union for Home Work.	Hartford, Conn.	St. Paul's Industrial School.	Brooklyn, N. Y. (Congress and Clinton streets).
Infant Foundling Asylum	Covington, Ky.	St. Mary's Academy and Industrial School.	Buffalo, N. Y.
St. Mary's Infant Asylum	Boston, Mass. (Bowdoin st., Dorchester district).	Industrial School of the East Liberty Branch of the Young Women's Christian Association of Pittsburgh and Allegheny.	East Liberty, Pa.
New York Foundling Asylum Society.	New York, N. Y.	Pennsylvania Industrial Home for Blind Women.	Philadelphia, Pa. (3929 Locust st.).
PART 3.—INDUSTRIAL SCHOOLS.		West Philadelphia Industrial School of the Immaculate Conception.	Philadelphia, Pa. (Thirty-ninth and Pine streets).
Industrial Home, or Home for the Friendless.	Savannah, Ga.	Girls' Industrial Home	Knoxville, Tenn.
Home Industrial School	Chicago, Ill.	School of the Good Shepherd	Lawrenceville, Va.
		St. Rose's Industrial School	Washington, D. C.

TABLE XXII.—*Memoranda.*

Name.	Location.	Remarks.
ORPHAN HOMES AND ASYLUMS.		
Female Orphan Asylum	San Juan, Cal.	See St. John's Orphan Asylum; identical.
Holy Cross School	Santa Cruz, Cal	See Santa Cruz Female Orphan Asylum; identical.
St. John's Orphan Asylum	Covington, Ky	See St. John's Asylum; identical.
Asylum of St. Casimir for Polish Children	Detroit, Mich	Incorporated as Felician Sisters' Seminary (see Table VI).
St. Vincent's Male Orphan Asylum	Detroit, Mich	Not in existence.
House of the Good Shepherd	Brooklyn, N. Y	See Reform School. (Table XXI).
Montefiero Widow and Orphan Benefit Society.	New York, N. Y	Not educational.
Morgan County Children's Home	McConnelsville, Ohio	See Malta.
INDUSTRIAL SCHOOLS.		
Sugar Grove Normal and Industrial School	Sugar Grove, Ill.	See Sugar Grove School. (Table VI).
Industrial School of the United Relief Works of the Society for Ethical Culture.	New York, N. Y	Not an industrial school in the sense defined by the Office; i. e., a school for training boys and girls to some trade or handicraft.
Knoxville Industrial School	Knoxville, Tenn	See The Austin School; identical.

TABLE XXIII.—*Statistics of educational benefactions for* 1882; *from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
The Trustees of the John F. Slater Fund.	Incorporated under the laws of the State of New York.	John F. Slater	Norwich, Conn
UNIVERSITIES AND COLLEGES.			
Arkansas Industrial University.	Fayetteville, Ark.	B. H. Stone	Fayetteville, Ark.
		D. Appleton & Co	New York, N. Y.
		Dr. J. F. Simonds	Fayetteville, Ark.
University of California	Berkeley, Cal	Mrs. Mark Hopkins	San Francisco, Cal.
		H. D. Bacon	Oakland, Cal.
		Various persons	
University of Southern California.	Los Angeles, Cal.	Capt. W. H. Johnson	Santa Barbara, Cal.
		D. M. Berry and others	Los Angeles, Cal.
University of the Pacific	Santa Clara, Cal		
University of Denver	Denver, Colo	Various persons	
Trinity College	Hartford, Conn	Charles H. Northam	Hartford, Conn
Atlanta University	Atlanta, Ga	Tuthill King	Chicago, Ill
		J. H. Cassedy	New York, N. Y.
		Hon. William E. Dodge	
		Various persons	
Clark University	Atlanta, Ga	Various persons	
		Rev. E. H. Gammon	Chicago, Ill
		Bishop Warren and others.	
Mercer University	Macon, Ga	J. B. Hoyt	Stamford, Conn
Hedding College	Abingdon, Ill	Various persons	Illinois
Illinois Wesleyan University	Bloomington, Ill	Various persons	
Blackburn University	Carlinville, Ill	Dr. Julius S. Tyler	Kankakee, Ill
		Rev. Dr. Moffat	Canada
Eureka College	Eureka, Ill		
Northwestern University	Evanston, Ill	Hon. John Evans	Denver, Colo.
		William Deering, esq	Evanston, Ill
		Various persons	
Knox College	Galesburg, Ill		
Lombard University	Galesburg, Ill	Various persons	
Illinois College	Jacksonville, Ill		
Lake Forest University	Lake Forest, Ill		
McKendree College	Lebanon, Ill		
Monmouth College	Monmouth, Ill	Various churches	
Northwestern College	Naperville, Ill		

replies to inquiries by the United States Bureau of Education.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$1,000,000	.....	.....	.....	.....	.....	.....	The general object of this benefaction "is the uplifting of the lately emancipated population of the Southern States, and their posterity, by conferring on them the blessings of Christian education."
	.....	.....	.....	$25	.....	.....	For prize for best essay.
	.....	.....	.....	25	.....	.....	For prize for highest standing in four-year course in mathematics.
75	.....	.....	.....	25	.....	.....	For prize for best reader in preparatory department.
	.....	.....	.....	.....	.....	$20,000	Gift of Leutze's painting, "Washington at Monmouth," valued at $20,000.
	.....	$25,000	.....	.....	.....	34,750	$25,000 for an art and library building, on condition that the State appropriate $25,000 for the same purpose; also 1,410 volumes of valuable books and works of art, valued at $34,750.
80,285	.....	.....	.....	.....	.....	.....	
	$535	.....	.....	.....	.....	.....	For the dental department.
.....	.....	.....	.....	.....	.....	.....	Gift of a collection of specimens from the South Sea Islands.
.....	.....	.....	.....	.....	.....	.....	Donation of a hundred volumes to the library.
5,000	5,000	.....	.....	.....	.....	.....	To pay indebtedness.
50,000	.....	50,000	.....	.....	.....	.....	For buildings and apparatus.
125,000	75,000	.....	$50,000	.....	.....	.....	$75,000 for general fund and $50,000 for professorship.
	.....	.....	.....	5,000	.....	.....	For the King scholarship fund.
	.....	.....	.....	5,000	.....	.....	For the Cassedy scholarship fund.
19,045	.....	.....	.....	5,000	.....	.....	For the Dodge scholarship fund.
	4,045	.....	.....	.....	.....	.....	Donations for the college year 1881–'82, for general purposes and aid of indigent students.
	6,000	.....	.....	.....	.....	.....	For general purposes and purchase of books.
	.....	5,000	20,000	.....	.....	.....	$20,000 for endowment of a professorship in theology and $5,000 for a building for the theological department.
41,000	.....	.....	.....	.....	.....	.....	
	.....	10,000	.....	.....	.....	.....	For a building for the theological department.
1,000	.....	1,000	.....	.....	.....	.....	For philosophical and chemical apparatus.
6,000	6,000	.....	.....	.....	.....	.....	For payment of debt, on condition that the trustees secure pledges for the total indebtedness.
20,000	20,000	.....	.....	.....	.....	.....	For payment of debt.
30,300	.....	.....	.....	.....	.....	30,000	Gift of a cabinet worth $30,000.
	.....	.....	.....	.....	.....	300	Books worth $300.
1,200	.....	.....	.....	.....	.....	.....	Purpose not specified.
	25,000	.....	.....	.....	.....	.....	For liquidation of debt.
100,000	25,000	.....	.....	.....	.....	.....	For liquidation of debt.
	50,000	.....	.....	.....	.....	.....	For liquidation of debt.
6,000	.....	.....	.....	.....	.....	.....	Purpose not specified.
2,000	.....	.....	.....	.....	.....	.....	Purpose not specified.
40,000	.....	.....	.....	.....	.....	.....	Purpose not specified.
15,000	9,625	.....	5,000	.....	.....	375	$5,000 for a lectureship, $375 for library fund, and $9,625 for scholarships and current expenses.
300	.....	.....	.....	.....	.....	.....	Purpose not specified.
18,000	.....	.....	.....	.....	.....	.....	Purpose not specified.
919	.....	.....	.....	.....	.....	.....	Purpose not specified.

TABLE XXIII.—*Statistics of educational benefactions for* 1882; *from replies*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Chaddock College	Quincy, Ill.	Mr. and Mrs. Howard J. Vickars. Mr. and Mrs. Chas. Chaddock.	Adams, Ill Astoria, Ill
Augustana College	Rock Island, Ill	Churches of Augustana, Swedish Lutheran Synod.	
Shurtleff College	Upper Alton, Ill.	Various persons	
Westfield College	Westfield, Ind		
Wheaton College	Wheaton, Ill.		
Indiana Asbury University	Greencastle, Ind.	Hon. W. C. De Pauw Various persons	New Albany, Ind.
Union Christian College	Merom, Ind.	Various persons	
Griswold College	Davenport, Iowa.	Theo. M. Davis Miss C. L. Wolfe	New York, N. Y. New York, N. Y.
Drake University	Des Moines, Iowa	General F. M. Drake Various persons	Centerville, Iowa
Parsons College	Fairfield, Iowa	Various persons	
Upper Iowa University	Fayette, Iowa		
Simpson Centenary College	Indianola, Iowa	Various persons	
German College	Mt. Pleasant, Iowa		
Iowa Wesleyan University	Mt. Pleasant, Iowa		
Cornell College	Mt. Vernon, Iowa	Various persons	
Penn College	Oskaloosa, Iowa	Mrs. Eddy Francis White Various persons	New York, N. Y. Baltimore, Md
Central University of Iowa	Pella, Iowa	H. C. Curtis E. G. Barker Various others	Atlantic, Iowa Winterset, Iowa
Tabor College	Tabor, Iowa	Various persons	
Western College	Toledo, Iowa	W. R. Morley Others	Brush Creek, Iowa
Baker University	Baldwin City, Kans.	Collections from churches Other sources	
Washburn College	Topeka, Kans		New England

to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$20,000	.....	$10,000	.....	.....	.....	.....	Gift of a fine improved farm near Quincy, valued at $10,000.
	.....	10,000	.....	.....	.....	.....	For additional buildings.
15,190	$15,190	.....	.....	.....	.....	.....	For maintenance of an institution giving general Christian culture, and specially for fitting young men to be useful as Lutheran ministers.
4,000	4,000	.....	.....	.....	.....	.....	For general purposes.
9,200	.....	.....	.....	.....	.....	.....	Purpose not specified.
8,000	8,000	.....	.....	.....	.....	.....	For general fund; $3,000 in land and $5,000 in cash.
	300,000	.....	.....	.....	.....	.....	On condition that the citizens of Putnam County shall furnish the necessary grounds and the friends of the institution $150,000, Hon. W. C. De Pauw has agreed to give now to the university $300,000, and provides in his plans for a future expenditure to aggregate $1,000,000.
	.....	2,460	.....	$220	$350	$10,846	Of the $2,460, $1,000 is the value of a piano given by Mrs. Clem Studebaker, $1,000 were from Hon. W. C. De Pauw for completion of chemical and philosophical laboratories, and $460 the value of furniture and apparatus donated; $220 were for prizes; $350 for needy students; $10,000 for general endowment fund of library, and $846 value of various books for library and money for museum; the whole of these donations belong to the year 1881–'82, and there were besides various gifts of books, specimens, apparatus, &c., of which no money value is given.
313,876	.....	.....	.....	.....	.....	.....	.....
3,800	.....	.....	3,800	.....	.....	.....	Endowment of biblical chair.
5,500	.....	.....	.....	3,000	.....	.....	For scholarships.
	2,500	.....	.....	.....	.....	.....	For current expenses.
25,000	20,000	.....	.....	.....	.....	.....	For general endowment, interest only to be used.
	5,000	.....	.....	.....	.....	.....	For general endowment, interest only to be used.
5,950	5,950	.....	.....	.....	.....	.....	For general endowment.
5,000	5,000	.....	.....	.....	.....	.....	For endowment fund.
3,278	3,278	.....	.....	.....	.....	.....	For payment of debt.
600	.....	.....	.....	.....	.....	.....	Purpose not specified.
900	.....	.....	.....	.....	.....	.....	Purpose not specified.
18,000	.....	18,000	.....	.....	.....	.....	For building purposes.
3,050	550	.....	.....	.....	.....	.....	For permanent endowment.
	.....	500	.....	.....	.....	.....	For enlarging college campus.
	2,000	.....	.....	.....	.....	.....	For temporary endowment.
56,000	56,000	.....	.....	.....	.....	.....	For professorships and general purposes.
6,118	(6,118)		.....	.....	.....	.....	For endowment, current expenses, and erection of a hall.
8,000	.....	2,600	.....	.....	.....	.....	For main building.
	.....	5,400	.....	.....	.....	.....	For main building.
8,250	1,250	.....	.....	.....	.....	.....	For general support.
	7,000	.....	.....	.....	.....	.....	For payment of debts and improvement of school property.
16,000	16,000	.....	.....	.....	.....	.....	For endowment fund.

TABLE XXIII.—*Statistics of educational benefactions for* 1882; *from replies*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Berea College	Berea, Ky	Many friends	
Central University	Richmond, Ky	S. P. Walters	Richmond, Ky
		Rev. R. W. Landis, D. D.	Danville, Ky
		Mrs. Rebecca Shearer (deceased).	
Straight University	New Orleans, La	Various persons	
Tulane University	New Orleans, La	Paul Tulane	Princeton, N. J.
University of Louisiana	New Orleans, La	Louis Bush	
		Mrs. Dr. J. F. Borde and others.	
Bowdoin College	Brunswick, Me	Rev. Dr. Field	Bangor, Me
		Rev. Dr. D. R. Goodwin	Philadelphia, Pa
		Mrs. John C. Dodge	Boston, Mass
		John Patton	Bath, Me
Bates College	Lewiston, Me	Various persons	
Mt. St. Mary's College	Emmittsburg, Md	Cardinal McCloskey	
		Rev. Edward Martin	Brantford, Conn
		J. J. Turner	Baltimore Md.
		Chevalier J. D. Keiley	Brooklyn, N. Y.
		Gen. James M. Coale	Liberty, Md
		A. Keagy	
		Many others	
Boston College	Boston, Mass	Robert Morris	Boston, Mass
Boston University	Boston, Mass		
Harvard University	Cambridge, Mass	Edward Russell	
		Administrator of Miss Martha C. Derby.	
		Anonymous friend	
		Executors of John Amory Lowell.	
		Executors of Chas. Sumner.	
		Alexander Agassiz	
		H. H. Hunnewell	
		A. Agassiz	
		Sidney Bartlett	
		A friend	
		H. P. Kidder	
		Various persons	
		Various persons	
		Henry Villard	
		Member of the bar	
		Many others	
		Various persons	
		Anonymous friend	
		Robert N. Toppan	
		George W. Wales	
		Various persons	
		Various persons	

to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$18,374	$18,374						$12,034 for endowment fund and $6,340 for current expenses.
35,000	26,000						For endowment fund.
						$5,000	Value of library of 3,000 volumes.
	4,000						For endowment fund.
2,000					$2,000		For aid to students and furnishing buildings.
288,700	288,700						To found the university.
350				$350			Medal for composition in French.
							Many books.
3,000					1,500	1,500	$1,500 for library and $1,500 to aid students.
20,000							Purpose not specified.
38,782	10,000						For liquidation of debt.
	1,000						
	1,000						
	1,000						
	1,000						
	1,000						
	23,782						
							A library of 1,000 volumes.
7,140							Purpose not specified.
				125			To increase the scholarship founded by him.
				5,000			To found a scholarship.
			$90,000				For a new professorship in the law school.
		$20,000				20,000	$20,000 to be added to the Massachusetts fund for the botanic garden, and $20,000, "three-quarters of the income of which shall from time to time be applied to the purchase of books for the library, and the other one-quarter be added yearly to the principal."
						17	A final payment on the Sumner book fund; also a deed of an undivided half interest in one hundred and sixty acres of land in Wisconsin.
		1,000					For the botanic garden fund.
		1,000					For the botanic garden fund.
		5,000					For the endowment of a physical laboratory.
		5,000					
		2,000					
		2,000					
		8,000					
	1,622						For endowment of divinity school.
						5,000	To establish a fund of which the income shall be used for the purchase of books for the law school.
						5,000	
343,603						15,230	
	510						For the endowment of the dental school.
		135,000					For a new building for the law school.
				150			For a prize in political science.
						200	For books for the library.
	3,330						For the current expenses of the observatory.
	450						To aid in publishing the University Bulletin.

TABLE XXIII.—*Statistics of educational benefactions for* 1882; *from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &C.—Cont'd.			
Harvard University—Cont'd.	Cambridge, Mass ...	Anonymous friend	
		Dante Society	
		R. H. McDonald	
		Various persons	
		Through Wm. Gray, treas.	
		Frederick L. Ames	
		Various persons	
		John Hargreaves	Liverpool, Eng
		Committee of arrangements for the Greek play.	
		Hon. E. D. Morgan	
Williams College	Williamstown, Mass.	Various persons	
Albion College	Albion, Mich		
University of Michigan	Ann Arbor, Mich ...	Dr. J. U. Eckel	San Francisco, Cal ..
Grand Traverse College	Benzonia, Mich	L. Bailey and wife	Benzonia, Mich
Hillsdale College	Hillsdale, Mich	Various persons	
Hope College	Holland, Mich	Garret Kouwenhoven	Newtown, N. Y
		A friend	New York, N. Y
		Various others	
Kalamazoo College	Kalamazoo, Mich ...	Various persons	
Carleton College	Northfield, Minn.	Mrs. E. S. Bartlett	Slatersville, R. I
		Rev. J. Whitney (dec'd)	Newton, Mass
		David Whitcomb	Worcester, Mass.
		Various persons	Dorchester, Mass ...
		E. W. Bryant	St. Louis, Mo
		Ezra Farnsworth	Boston, Mass
		T. Hudson and wife	Kalamazoo, Mich ...
		Mrs. E. W. Blatchford	Chicago, Ill
		Rev. E. M. Williams	Minneapolis, Minn ..
		Various persons	
Mississippi College	Clinton, Miss	Various persons	
Southwest Baptist College	Bolivar, Mo	D. T. Young	
		A. J. Hunter	
Central College	Fayette, Mo	Robert A. Barnes	St. Louis, Mo.
Lewis College	Glasgow, Mo.	Mrs. E. Lewis	St. Louis, Mo.
		R. E. Lewis	St. Louis, Mo.
		Misses Rebecca and Annie Lewis.	St. Louis, Mo.
La Grange College	La Grange, Mo		
Washington University	St. Louis, Mo.	G. Conzelmann	St. Louis, Mo.
		Ralph Sellew	St. Louis, Mo.
Drury College	Springfield, Mo	John C. Whitin	Whitinsville, Mass.
		F. B. Knowles	Worcester, Mass.
		G. Henry Whitcomb	Worcester, Mass.
		Charles Fairbanks	London, Eng
		C. S. Greeley	St. Louis, Mo.
		S. M. Edgell	St. Louis, Mo.
		Many others	

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
	.....	.....	$500	.....	.....	.....	To increase the salary of the professor of entomology.
	.....	.....	.....	.....	.....	$50	For the purchase of books on Dante.
	.....	.....	.....	.....	.....	20	For the purchase of books for the French department.
	$1,499	.....	.....	.....	.....	.....	Subscriptions for Chinese instruction.
	300	.....	.....	.....	.....	.....	For lectures on political economy.
	.....	$10,000	.....	.....	.....	.....	For the new building for the medical school.
	.....	5,600	.....	.....	.....	.....	For the new building for the medical school.
	.....	.....	.....	.....	.....	.....	A picture by "Old Crome," framed in oak from a tree associated with the English ancestors of the Boston Mathers.
	.....	.....	.....	.....	.....	.....	A grand piano.
	.....	90,000	.....	.....	.....	.....	Gift of a dormitory valued at $90,000.
$186,000	59,837	.....	36,163	.....	.....	.....	$17,250 for general fund, $36,163 for Garfield professorship, and $42,587 for various purposes.
4,000	.....	4,000	.....	.....	.....	.....	To erect an astronomical observatory.
50	.....	.....	.....	.....	.....	50	For the homœopathic medical college; annual contribution to the Eckel museum.
.....	.....	.....	.....	.....	.....	.....	A gift of 80 acres of land, to be disposed of at the discretion of the secretary.
1,878	1,878	.....	.....	.....	.....	.....	To increase permanent endowment; income alone to be expended.
37,350	13,000	.....	.....	.....	.....	.....	Of these amounts, $12,102 are for endowment fund, $22,250 to pay a debt, and $2,998 for current expenses.
	10,000	.....	.....	.....	.....	.....	
	14,350	.....	.....	.....	.....	.....	
3,430	3,430	.....	.....	.....	.....	.....	For current expenses.
	5,000	.....	.....	.....	.....	.....	For general purposes.
	3,025	.....	.....	.....	.....	.....	
	500	.....	.....	.....	.....	.....	
	125	.....	.....	.....	.....	.....	
24,796	.....	.....	.....	.....	.....	500	Books valued at $500.
	.....	1,000	.....	.....	.....	.....	For a ladies' hall.
	.....	1,000	.....	.....	.....	.....	
	.....	2,500	.....	.....	.....	.....	
	.....	2,000	.....	.....	.....	.....	
	.....	9,146	.....	.....	.....	.....	
700	700	.....	.....	.....	.....	.....	For salaries of teachers.
2,000	.....	.....	.....	.....	.....	.....	Purpose not specified.
20,000	.....	.....	20,000	.....	.....	.....	To endow the Mary Evans Barnes chair of English.
10,000	.....	10,000	.....	.....	.....	.....	For the purchase of new buildings.
3,500	.....	.....	.....	.....	.....	.....	Purpose not specified.
20,000	.....	20,000	.....	.....	.....	.....	For Manual Training School buildings.
18,546	5,000	.....	.....	.....	.....	.....	For general purposes.
	1,100	.....	.....	.....	.....	.....	
	200	.....	.....	.....	.....	.....	
	2,000	.....	.....	.....	.....	.....	
	500	.....	.....	.....	.....	.....	
	500	.....	.....	.....	.....	.....	
	9,246	.....	.....	.....	.....	.....	

TABLE XXIII.—*Statistics of educational benefactions for* 1882; *from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &C.—Cont'd.			
Central Wesleyan College	Warrenton, Mo	G. Niedringhaus	St. Louis, Mo
		Albert Hausmann	St. Louis, Mo
		Mrs. E. Dreyer	Wyandotte, Kans.
		Various persons	
Doane College	Crete, Nebr.	Thomas Doane	Charlestown, Mass.
		Other persons	
Nebraska Wesleyan University	Fullerton, Nebr.	Various persons	
Dartmouth College	Hanover, N. H.	Various persons	
St. Stephen's College	Annandale, N. Y.	Society for Promoting Religion and Learning in the State of New York.	
		Mrs. E. L. Aspinwall	
		Cornelius Vanderbilt	
Wells College	Aurora, N. Y.		
Hobart College	Geneva, N. Y.	Edwin B. Morgan	
		Mrs. Amelia Cuthbert.	Geneva, N. Y.
Cornell University	Ithaca, N. Y.	Hon. H. W. Sage	Ithaca, N. Y.
Ingham University	Le Roy, N. Y.	Wm. Lampson	
		N. B. Keeney	
		Schuyler C. Wells	
		T. Foreman	
		C. F. Prentice	
		T. Lathrop	
		Several others	
Columbia College	New York, N. Y.	F. A. Schermerhorn	New York, N. Y.
University of Rochester	Rochester, N. Y.	Charles Pratt	
		Col. Wm. H. Harris	
		Various persons	
Syracuse University	Syracuse, N. Y.	John Slayback	New York, N. Y.
		Mrs. W. P. Abbott	New York, N. Y.
		O. H. P. Archer	New York, N. Y.
Shaw University	Raleigh, N. C.	Various persons in the North.	
Buchtel College	Akron, Ohio	J. R. Buchtel	Akron, Ohio
		Louisa E. Forbes	Port Washington, Ohio.
		Charlott Robson	Newport, Ky.
		Samuel Grandin	Tidioute, Pa.
		A. B. and A. E. Johnson	Mingo, Ohio
		Various persons	
St. Xavier College	Cincinnati, Ohio		
Adelbert College of Western Reserve University	Cleveland, Ohio	Amasa Stone	Cleveland, Ohio
		George Mygatt	Cleveland, Ohio

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
	.....	.....	.....	.....	$100	.....	Aid to theological students.
	.....	.....	.....	.....	25	.....	
$300	.....	$105	.....	.....	.....	.....	For a sciopticon and astronomical lantern slides.
	.....	.....	.....	.....	.....	.....	Gifts amounting to $70 and donations to the library and museum.
	$6,000	.....	.....	.....	.....	.....	For endowment.
7,131	1,131	.....	.....	.....	.....	.....	For endowment.
9,000	(9,000)		.....	.....	.....	.....	For buildings and endowment on condition that the university be located at Fullerton.
35,000	.....	.....	$35,000	.....	.....	.....	To found the Webster professorship.
	9,500	.....	.....	.....	.....	.....	
12,000	500	.....	.....	.....	.....	.....	For annual expenses and scholarships.
	500	.....	.....	.....	.....	.....	
	1,500	.....	.....	.....	.....	.....	
100,000	.....	.....	.....	.....	.....	.....	Purpose not specified.
4,480	4,480	.....	.....	.....	.....	.....	For general endowment fund; $480 in cash and a house and lot valued at $4,000.
2,000	2,000	.....	.....	.....	.....	.....	For department of history and political science.
20,000	(20,000)		.....	.....	.....	.....	To liquidate indebtedness and purchase residence for president.
5,000	.....	5,000	.....	.....	.....	.....	For furnishing models, drawings, &c., for department of architecture.
	.....	.....	.....	.....	.....	.....	$10,000 on subscription; purpose not specified.
	2,500	.....	.....	.....	.....	.....	On salary account.
14,079	1,000	279	.....	$300	.....	.....	$1,000 for various purposes; $279 for grading expenses, and $300 for Townsend prize.
	.....	.....	20,000	.....	.....	.....	To endow a professorship of Greek and ethics, to be called the Wm. Penn Abbott professorship.
40,000	.....	.....	10,000	.....	.....	.....	
	.....	.....	10,000	.....	.....	.....	
15,000	.....	.....	.....	.....	.....	.....	Purpose not specified.
	1,500	.....	.....	.....	.....	.....	For permanent fund; real estate valued at $1,500.
	.....	.....	.....	1,000	.....	.....	For scholarship fund.
7,132	.....	.....	.....	1,000	.....	.....	For scholarship fund.
	.....	.....	.....	1,000	.....	.....	For scholarship fund.
	.....	.....	.....	1,000	.....	.....	For scholarship fund.
	1,632	.....	.....	.....	.....	.....	For general endowment fund.
50	.....	.....	.....	50	.....	.....	Gold medals, valued at $50.
601,000	450,000	150,000	.....	.....	.....	.....	For the removal of Western Reserve College from Hudson to Cleveland, Ohio, on condition that the name be changed to Adelbert College of Western Reserve University, and that the citizens of Cleveland give a suitable site for building; $150,000 to be expended in buildings and $450,000 to be added to permanent endowment.
	.....	.....	.....	.....	.....	$1,000	For any purpose designated by the president (applied to furnish books for the library in the department of German language and literature).

TABLE XXIII.—*Statistics of educational benefactions for* 1882; *from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &C.—Cont'd.			
Capital University	Columbus, Ohio		
Kenyon College	Gambier, Ohio	Mrs. Bliss	Columbus, Ohio
Marietta College	Marietta, Ohio	Truman Hillyer Various persons	Columbus, Ohio
Mount Union College	Mount Union, Ohio	Citizens of Alliance and Mount Union.	
Rio Grande College	Rio Grande, Ohio	Mrs. P. Wood	Rio Grande, Ohio
Otterbein University	Westerville, Ohio	Various persons	
Wilberforce University	Wilberforce, Ohio	Bishop J. P. Campbell	Philadelphia, Pa
Wilmington College	Wilmington, Ohio	Various persons	
University of Oregon	Eugene City, Oreg	Henry Villard	New York, N. Y
Pacific University and Tualatin Academy.	Forest Grove, Oreg	J. C. Whitin	Whitinville, Mass
McMinnville College	McMinnville, Oreg	Many persons	
Willamette University	Salem, Oreg	Various persons	
Muhlenberg College	Allentown, Pa	E. Jonathan Deininger, esq. Various persons	Reading, Pa
Lafayette College	Easton, Pa	Trustees of college Other friends	
Thiel College	Greenville, Pa	Rev. G. W. Critchlow, M. A. Samuel J. and Abbie Beck John Bacher Rev. J. Ash and D. Welty Mrs. Lydia Kniess Contributions from churches.	
University at Lewisburg	Lewisburg, Pa	William Bucknell	Philadelphia, Pa
Lincoln University	Lincoln University, Pa.	Reuben J. Flick, esq	
Westminster College	New Wilmington, Pa		
Catholic College of the Holy Ghost.	Pittsburgh, Pa	J. E. Downing	Allegheny, Pa
Swarthmore College	Swarthmore, Pa	Samuel Willetts	New York, N. Y
Washington and Jefferson College.	Washington, Pa	Prof. Samuel Jones	Washington, Pa
Erskine College	Due West, S. C	Rev. John Wilson	Monticello, Ark
Claflin University	Orangeburg, S. C		
Adger College	Walhalla, S. C		
King College	Bristol, Tenn		
Hiwassee College	Hiwassee College, Tenn.	Dr. L. T. Watson Hon. D. M. and S. A. Key.	Springfield, Mo Chattanooga, Tenn
Southwestern Baptist University.	Jackson, Tenn		
University of Tennessee; Tennessee Agricultural College.	Knoxville, Tenn		
Bethel College	McKenzie, Tenn	Various persons	
Maryville College	Maryville, Tenn		

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$10,000	$10,000						For general purposes.
10,000							Purpose not specified.
1,150			$625				Additional for professorship.
	525						For general purposes.
18,500		$18,500					For removing indebtedness incurred in the erection of a boarding hall.
1,000	1,000						For current expenses.
24,300	24,300						For payment of debt.
1,000			1,000				For the beginning of endowment of a theological chair.
2,400	2,400						For current expenses.
50,000							Purpose not specified.
				$1,314			For the Benedict scholarship fund.
12,211							Purpose of $5,897 not specified.
							Purpose of bequest of $5,000 not specified.
							Contributions from many persons for a college building.
10,000	10,000						For endowment for support of teachers.
			2,000				For endowment of the German professorship.
2,000							Contributions to the library and mineralogical cabinet.
16,600	12,000						For current expenses.
	4,600						For current expenses.
				500			To found scholarships.
				500			
				500			
9,800				500			
				500			
				7,300			
9,000				9,000			For free scholarships.
20,000							Purpose not specified.
12,000	12,000						For general endowment.
100						$100	Books for pupils' library.
45,000				25,000			$25,000 for five scholarships, and $20,000, purpose not specified; the $20,000 is a fifth part of a bequest of $100,000 to be paid in annual instalments.
4,720				4,720			Eighty shares of Pennsylvania Railroad stock, valued at $4,720, to endow two prizes, one classical and one in physics and chemistry; interest only to be used.
							A gift of 350 acres of land in Arkansas.
3,671							$2,000 from Freedmen's Aid Society and $1,671 from various other persons; purpose of benefactions not specified.
525							Purpose of gift not specified.
500		500					For repairs.
125		125					For repairs.
10,500	10,500						For endowment.
500	500						For the laboratory of the dental department.
3,500	3,500						For payment of debt.
2,500	2,500						For current expenses.

TABLE XXIII.—*Statistics of educational benefactions for* 1882; *from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
UNIVERSITIES, &c.—Cont'd.			
Southwestern University	Georgetown, Tex	Dudley H. Snyder John T. Snyder Thos. S. Snyder Various others	Georgetown, Tex Georgetown, Tex Georgetown, Tex Georgetown, Tex
Trinity University	Tehuacana, Tex		
Waco University	Waco, Tex		
University of Vermont and State Agricultural College.	Burlington, Vt	John N. Pomeroy Anonymous Hon. L. P. Poland John H. Converse	Burlington, Vt St. Johnsbury, Vt Philadelphia, Pa
Middlebury College	Middlebury, Vt	Rev. Thos. A. Merrill, D. D. Various persons	
Hampden Sidney College	Hampden Sidney College, Va.	Rev. Dr. R. McIlwaine Prof. Walter Blair Capt. H. S. Reynolds	 Hampden Sidney College, Va. Norfolk, Va
Richmond College	Richmond, Va		
Roanoke College	Salem, Va	Various persons	
Lawrence University	Appleton, Wis	Various persons in Wisconsin.	
Beloit College	Beloit, Wis	Mrs. J. S. Herrick Many persons	Madison, Wis
University of Wisconsin	Madison, Wis	C. C. Washburn	La Crosse, Wis
Milton College	Milton, Wis		
Columbian University	Washington, D. C	W. W. Corcoran	Washington, D. C
Howard University	Washington, D. C	Executors of F. B. Schoals Hannah S. Toland	 Germantown, Pa
University of Washington Territory.	Seattle, Wash	Mr. Henry Villard	New York, N. Y
SCHOOLS OF SCIENCE (*mining, engineering, agriculture, &c.*).			
State School of Mines	Golden, Colo		
Storrs Agricultural School	Mansfield, Conn	Augustus Storrs	New York, N. Y
Sheffield Scientific School of Yale College.	New Haven, Conn	Joseph E. Sheffield (dec'd.)	
State College of Agriculture and Mechanic Arts.	Orono, Me	Hon. Abner Coburn	Skowhegan, Me
Massachusetts Institute of Technology.	Boston, Mass		
Worcester County Free Institute of Industrial Science.	Worcester, Mass	Hon. Stephen Salisbury P. L. Moen, esq	Worcester, Mass Worcester, Mass
Stevens Institute of Technology.	Hoboken, N. J	Various persons	

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
		$1,750					To erect a college chapel.
$5,500		1,750					
		500					
		1,500					
5,000							Purpose not specified; in notes payable annually for ten years.
20,000	$20,000						For endowment.
			$20,000				To endow a professorship of chemistry.
						$1,000	To increase the library fund.
23,000					$1,000		A scholarship, the income of which is to pay the tuition of indigent students.
					1,000		A scholarship, the income of which is to pay the tuition of indigent students.
				$1,500			A legacy of $1,500, the income to be divided among four members of the sophomore class for prizes in elocution.
3,430							Donations to the amount of $1,930; purpose not specified.
			100				This amount paid in 1882 towards the salary of a chair of English language and literature for which Dr. McIlwaine and Professor Blair have undertaken to pay $100 each annually for five years, and Captain Reynolds $1,000 per annum for the same term.
650			50				
			500				
30,000		30,000					Mostly for building.
4,000	4,000						For current expenses.
3,774	3,774						For current expenses.
		13,000					For an observatory.
25,000	10,000			2,000			$2,000 for scholarships and $10,000 for general purposes.
15,000		15,000					For an observatory.
3,304	3,304						For endowment.
30,000		30,000					For purchase of property.
							A bequest of $6,000; purpose not specified.
11,000					5,000		The interest to be given to students in the theological department, belonging to the Presbyterian denomination.
3,000							Purpose not specified.
1,000		1,000					For apparatus.
175							Purpose not specified.
500,000	500,000						Approximate amount which this school receives for endowment by the will of its founder.
300						300	For library.
500							Donor and purpose not specified.
		1,000					For apparatus.
1,150						150	For books.
							Donations of models, tools, &c.

TABLE XXIII.—*Statistics of educational benefactions for* 1882; *from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF SCIENCE—Cont'd.			
Vassar Brothers' Institute	Poughkeepsie, N. Y.	Mr. T. J. Vassar	
Spring Garden Institute	Philadelphia, Pa	Various persons	
Wagner Free Institute of Science.	Philadelphia, Pa		
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.	New York, N. Y.
Institute for Training Colored Ministers.	Tuscaloosa, Ala	Edmund H. Payton	Jersey City, N. J.
Pacific Theological Seminary.	Oakland, Cal.	Moses Hopkins	San Francisco, Cal.
		Mrs. Whitin	Whitinsville, Mass.
		Various persons	
Theological Seminary of Connecticut.	Hartford, Conn	Roland Mather	
		Rev. John Wood and wife	
		Alumni	
Chicago Theological Seminary.	Chicago, Ill.	J. W. Scoville	Chicago, Ill.
		Various persons	
Presbyterian Theological Seminary of the Northwest.	Chicago, Ill.	Hon. Cyrus H. McCormick.	Chicago, Ill.
		Mrs. Sarah A. Collins (deceased).	Chicago, Ill.
Garrett Biblical Institute	Evanston, Ill		
Wartburg Seminary	Mendota, Ill	G. M. Spillmeyer	Lostant, Ill
Baptist Union Theological Seminary.	Morgan Park, Ill		
College of the Bible	Lexington, Ky	Various persons	Kentucky
Bangor Theological Seminary	Bangor, Me	Various persons	
Newton Theological Institute	Newton, Mass	Hon. J. Warren Merrill	Cambridge, Mass
German Theological School of Newark, N. J.	Bloomfield, N. J		
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.	Mrs. Isabella Brown	Baltimore, Md
		George S. Green	Trenton, N. J.
		A member of Rev. Dr. Paxton's church.	New York, N. Y.
		A friend	New York, N. Y.
		John H. Scribner	New York, N. Y.
		First Church in Philadelphia.	Philadelphia, Pa.
		Through Rev. John De Witt, D. D.	Philadelphia, Pa.

replies to inquiries by the United States Bureau of Education — Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$40,000	.....	$40,000	.....	.....	.....	.....	A building and site valued at $35,000 and $5,000 as a repair fund.
5,200	.....	.....	.....	.....	.....	.....	Purpose not specified.
.....	.....	.....	.....	.....	.....	.....	Numerous specimens of natural history.
	.....	.....	.....	$16,658	.....	.....	For annual scholarships.
	$21,436	.....	.....	.....	.....	.....	For general purposes.
	.....	.....	.....	.....	$2,848	.....	For beneficiary fund for colored students.
	.....	.....	.....	.....	4,461	.....	For beneficiary fund for Indian students.
91,330	.....	.....	.....	.....	.....	.....	$34,911 for specific purposes.
	2,325	.....	.....	.....	.....	.....	For endowment.
	.....	6,720	.....	.....	.....	.....	For Indian girls' building.
	250	.....	.....	.....	.....	.....	For new workshop fund.
	.....	.....	.....	.....	.....	$508	For Armstrong library fund.
	929	.....	.....	.....	.....	.....	For pastor's salary.
	284	.....	.....	.....	.....	.....	For Butler school.
1,200	1,200	.....	.....	.....	.....	.....	For teacher's salary.
100	100	.....	.....	.....	.....	.....	For general purposes.
56,000	50,000	.....	.....	.....	.....	.....	For endowment; toward a fund of $100,000.
	5,000	.....	.....	.....	.....	.....	
	1,000	.....	.....	.....	.....	.....	
11,938	.....	.....	.....	10,000	.....	.....	For 5 scholarships or for the general fund; to be called "the William Thompson memorial fund."
	.....	.....	.....	1,000	.....	.....	First contribution to the "William Thompson Fellowship."
	.....	.....	.....	.....	.....	938	For the alumni alcove in the seminary library.
42,938	.....	.....	$10,000	.....	.....	.....	For professorship of elocution.
	.....	.....	.....	.....	.....	.....	Purpose of $32,938 not reported.
76,700	.....	.....	75,000	.....	.....	.....	For professorships.
	.....	.....	.....	1,700	.....	.....	For scholarships.
7,360	.....	.....	.....	.....	.....	.....	Donor and purpose not specified.
371	371	.....	.....	.....	.....	.....	For endowment.
27,000	27,000	.....	.....	.....	.....	.....	For endowment.
15,000	15,000	.....	.....	.....	.....	.....	For endowment, that young men may be educated for the ministry.
1,500	.....	.....	.....	.....	.....	.....	Small balances from former bequests.
600	600	.....	.....	.....	.....	.....	To pay for a course of lectures.
9,044	6,544	.....	2,000	500	.....	.....	For payment of debt, professorship, and scholarship; there were also contributions for current expenses.
50,000	.....	.....	50,000	.....	.....	.....	For professorship.
	.....	300	.....	.....	.....	.....	For painting and repairing Brown Hall.
	.....	.....	.....	12,000	.....	.....	To found the George S. Green Hebrew fellowship.
	.....	.....	.....	.....	2,500	.....	
16,000	.....	.....	.....	.....	350	.....	
	.....	.....	.....	.....	300	.....	
	.....	.....	.....	.....	.....	200	To purchase books for the library.
	.....	350	.....	.....	.....	.....	To procure new and repair old furniture.

TABLE XXIII.—*Statistics of educational benefactions for* 1882; *from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
SCHOOLS OF THEOLOGY—Cont.			
Auburn Theological Seminary.	Auburn, N. Y		
General Theological Seminary of the Protestant Episcopal Church.	New York, N. Y.	Rev. C. W. Rankin, rector St. Luke's Church.	Baltimore, Md
Union Theological Seminary.	New York, N. Y.		
Rochester Theological Seminary.	New York, N. Y.		
Christian Biblical Institute	Stanfordville, N. Y.	Various persons	
Lane Theological Seminary	Cincinnati, Ohio		
Heidelberg Theological Seminary.	Tiffin, Ohio		
Theological Seminary of the United Presbyterian Church.	Allegheny, Pa	J. Purdy	Mansfield, Ohio
Meadville Theological School.	Meadville, Pa	Various persons	
Union Theological Seminary.	Hampden Sidney College, Va.		
Mission House	Franklin, Wis	Church contributions	
Nashotah House	Nashotah, Wis	Rev. Josiah P. Tustin, S. T. D.	Cambridge, Mass
SCHOOL OF LAW.			
Union College of Law of the Chicago and Northwestern Universities.	Chicago, Ill	Callaghan & Co O. H. Horton Faculty of Law College	Chicago, Ill
SCHOOLS OF MEDICINE, DENTISTRY, AND PHARMACY.			
Cooper Medical College	San Francisco, Cal	Prof. Levi Cooper Lane	San Francisco, Cal.
College of Physicians and Surgeons of Chicago.	Chicago, Ill	T. J. Hutton T. R. Cruse	Fergus Falls, Minn. Wappinger's Falls, N. Y.
Minnesota College Hospital	Minneapolis, Minn	Hon. E. S. Jones Harvey Brown A. C. Rond Corsey & Co Various persons	Minneapolis, Minn.
Leonard Medical School	Raleigh, N. C	The Leonard family	Hampden, Mass
Medico-Chirurgical College of Philadelphia.	Philadelphia, Pa	Wm. Wood & Co Lentz & Co	New York, N. Y. Philadelphia, Pa.
INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN.			
Mills Seminary	Mills Seminary, Cal.	Mrs. Wm. E. Dodge	New York, N. Y.
Lucy Cobb Institute	Athens, Ga	Citizens Gen. H. R. Jackson George I. Seney	Athens, Ga Savannah, Ga. New York, N. Y.
Georgia Baptist Seminary	Gainesville, Ga		
Wesleyan Female College	Macon, Ga	George I. Seney	New York, N. Y.
Rome Female College	Rome, Ga		

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$31,733	$1,032	.....	$29,718	$983	.....	.....	For general purposes, professorship, and scholarship.
20,500	.....	$18,000	.....	.....	.....	.....	For building.
	.....	.....	.....	2,500	.....	.....	To endow the Bishop Whittingham scholarship.
100,000	.....	.....	.....	.....	.....	.....	Purpose not specified.
100,000	95,000	.....	.....	5,000	.....	.....	For general purposes and scholarships.
4,000	4,000	.....	.....	.....	.....	.....	For current expenses.
25,000	.....	25,000	.....	.....	.....	.....	For new buildings and furnishings.
200	.....	.....	.....	.....	.....	.....	Donor and purpose not specified.
5,000	.....	.....	.....	5,000	.....	.....	For two scholarships.
5,000	5,000	.....	.....	.....	.....	.....	For endowment, beneficiary fund, and books for library.
25,000	.....	.....	.....	25,000	.....	.....	For scholarships.
5,287	5,287	.....	.....	.....	.....	.....	For general purposes.
.....	.....	.....	.....	.....	.....	.....	Gift of 850 volumes to library.
	.....	.....	.....	100	.....	.....	Annual prize for best scholarship in senior class.
175	.....	.....	.....	50	.....	.....	Annual prize for best thesis in senior class.
	.....	.....	.....	25	.....	.....	Annual prize for best scholarship in junior class.
100,000	.....	100,000	.....	.....	.....	.....	Building and lot to be used as a college of medicine forever. If diverted from such purpose, to become property of the city.
	.....	.....	.....	100	.....	.....	Annual prize for best examination.
125	.....	.....	.....	25	.....	.....	Anatomical prize.
5,000	5,000	.....	.....	.....	.....	.....	Chiefly for hospital support.
20,000	20,000	.....	.....	.....	.....	.....	For the medical education of the colored race.
.....	.....	.....	.....	.....	.....	.....	Anatomical plates.
.....	.....	.....	.....	.....	.....	.....	Aspirator.
2,500	.....	.....	.....	2,500	.....	.....	For scholarship.
	.....	.....	.....	.....	.....	.....	Purpose of gifts amounting to $3,500 not reported.
18,000	.....	.....	.....	.....	.....	.....	Purpose of gift of $500 not specified.
	.....	.....	.....	.....	.....	.....	Purpose of gifts amounting to $14,000 not specified.
.....	.....	.....	.....	.....	.....	.....	Small donations to help educate orphan girls.
125,000	($125,000)		.....	.....	.....	.....	Building, endowment, and equipment.
1,500	.....	.....	.....	.....	$1,500	.....	To aid in education of a daughter of a Presbyterian minister.

TABLE XXIII.—*Statistics of educational benefactions for* 1882; *from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SUPERIOR INSTRUCTION OF WOMEN—Continued.			
Shorter College	Rome, Ga	Alfred Shorter	Rome, Ga
Highland Hall College for Women.	Highland Park, Ill	Elisha Gray	Highland Park, Ill
St. Mary's School	Knoxville, Ill		
Rockford Seminary	Rockford, Ill		
De Pauw College for Young Women.	New Albany, Ind	W. C. De Pauw F. A. Friedley	New Albany, Ind New Albany, Ind
Mansfield Female College	Mansfield, La	Various persons	
Maine Wesleyan Seminary and Female College.	Kent's Hill, Me	S. R. Bearce (deceased) Ammi S. Loring	Lewiston, Me Yarmouth, Me
Abbot Academy	Andover, Mass	Various persons	
The Swain Free School	New Bedford, Mass.	William W. Swain (dec'd)	New Bedford, Mass.
Smith College	Northampton, Mass.		
Mt. Holyoke Female Seminary.	South Hadley, Mass.		
Howard Female College	Fayette, Mo	Moses W. Payne	Hamburg, Iowa
Synodical Female College	Fulton, Mo	Rev. B. H. Charles (president).	Fulton, Mo
New Hampshire Conference Seminary and Female College.	Tilton, N. H	Irah E. Chase, M. D Mrs. Sarah M. Currier (deceased).	Haverhill, Mass North Haverhill, Mass.
St. Joseph's Academy	Lockport, N. Y		
Cincinnati Wesleyan College	Cincinnati, Ohio	Dr. C. G. Hussey Various persons	Pittsburgh, Pa
Lake Erie Female Seminary	Painesville, Ohio	Jared Murray Classes of 1878 and 1880 and members of other classes.	Concord, Ohio
St. James Hall	Bolivar, Tenn	Various persons	Boston, New York, and Philadelphia.
Murfreesboro' Female Institute.	Murfreesboro', Tenn	James M. Haynes	Murfreesboro', Tenn
St. Cecilia's Academy	Nashville, Tenn	Mrs. Lucie Bedford	Nashville, Tenn
Young Ladies' School of Southwestern University.	Georgetown, Tex	Citizens	Georgetown, Tex
Baylor Female College	Independence, Tex	G. B. Davis Capt. T. C. Clay Miss E. C. Moore Collections by agents	Independence, Tex Independence, Tex Independence, Tex
Vermont Methodist Seminary and Female College.	Montpelier, Vt	Various persons	
Marion Female College	Marion, Va	Various persons	
Wisconsin Female College	Fox Lake, Wis	Mr. Roberts Mrs. A. Kingman	Pittsburgh, Pa Boston, Mass

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$45,000					$45,000		$40,000 in stocks and bonds, $5,000 in cash; to pay teachers and educate poor girls.
800							Purpose not specified.
5,000		$5,000					For stone chapel.
312							Donor and purpose not specified.
1,450	$700						For general purposes.
	750						To furnish supplies and for general expenses.
400							Purpose not specified.
20,000	13,000						For endowment; also donations to library.
	7,000						
935		135	$215	$585			For building, chair of literature, and to complete a scholarship of $1,000.
							W. W. Swain, of New Bedford, Mass., left his homestead, land, and personal securities under his will for founding and maintaining a free school; vested in trustees and to be used at their discretion for purpose named.
48,000	3,000	30,000		5,000		$10,000	$3,000 were for music department, $30,000 for art building, $10,000 for art collections, and $5,000 for scholarship fund.
7,065					7,000		$7,000 for "education fund" and purpose of $65 not specified.
2,300		2,300					Value of house and lot adjoining college, given to enlarge building and grounds.
2,000		2,000					For improvements and apparatus.
1,100	100			1,000			For endowment. Scholarship to aid indigent students.
500							Donor and purpose not specified.
75,000	10,300						For liquidation of indebtedness and repairs.
	64,700						
700					(500)		To be added to fund for education of needy students and increase of library and apparatus.
						200	Pictures, books, and furniture from classes and individuals.
1,500	1,500						For general purposes.
500	500						Money value of the use of property allowed the school by the owner.
2,000		2,000					For new building.
600		600					To improve the buildings.
5,000	(5,000)						College buildings and land and cash for endowment.
3,000	3,000						Pledged for endowment fund; about one-fifth paid.
3,000		3,000					For building.
250							Purpose of gift of $250 not specified. 150 books for library.

TABLE XXIII.—*Statistics of educational benefactions for* 1882; *from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
PREPARATORY SCHOOLS.			
St. Helena Academy	St. Helena, Cal	John Lewelling John Allyn Mrs. H. E. Neinberger Various others	
Phillips Academy	Andover, Mass	Lady Elizabeth Sumner Buckley-Mathew-Fleming, deceased. Anonymous	London, Eng
Cushing Academy	Ashburnham, Mass	Joseph Fairbanks A. T. Lowe, M. D	Fitchburg, Mass Boston, Mass
Monson Academy	Monson, Mass		
St. Paul's School	Concord, N. H		
Colby Academy	New London, N.H	James P. Colgate Various others	Yonkers, N. Y
Peddie Institute	Hightstown, N. J	Hon. William Bucknell	Philadelphia, Pa
Cazenovia Seminary	Cazenovia, N. Y		
Cook Academy	Havana, N. Y		
Fairview Institute	Saratoga Springs, N. Y.	J. B. Erhardt	New York, N. Y
Wilkes-Barre Academy	Wilkes-Barre, Pa	J. W. Hollenback W. L. Conyngham H. B. Hillman E. P. Darling J. H. Swayer	Wilkes-Barre, Pa
Manchester College	Manchester, Tenn		
Wayland University	Beaver Dam, Wis		
Concordia College	Milwaukee, Wis	Ev. Lutheran congregations.	Ill., Minn., Wis., & Dak.
Markham Academy	Milwaukee, Wis	John C. Spencer	Wilwaukee, Wis
University of New Mexico	Santa Fé, N. Mex		
INSTITUTIONS FOR SECONDARY INSTRUCTION.			
Greene Springs School	Greene Springs, Ala	Joel E. Mathews	Dallas County, Ala
Mt. Union Seminary	Mt. Union, Ala		
Talladega College	Talladega, Ala	Benjamin De Forest R. B. Graves Various persons	Hartford, Conn Morristown, N. J
Southland College	Helena, Ark		
Prairie Grove Academy	Prairie Grove, Ark	Citizens	Prairie Grove, Ark
Hopkins Academy	Oakland, Cal	Moses Hopkins	San Francisco, Cal
St. Joseph's Academy	Sacramento, Cal	Mrs. Murray	
St. Matthew's Hall	San Mateo, Cal	Mrs. J. S. Hager Mrs. George C. Perkins J. L. Miner	San Francisco, Cal Alpena, Mich
San Joaquin Valley College	Woodbridge, Cal		
Wolfe Hall	Denver, Colo	Miss Catharine L. Wolfe Miss Cammon	New York, N. Y Geneva, N. Y
Tillotson Academy	Trinidad, Colo	Rev. G. J. Tillotson Various persons New West Education Commission.	Wethersfield, Conn. Chicago, Ill

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$4,520	$600 300 2,620	$1,000					To establish and maintain the academy.
26,000				$1,000 25,000			To pay tuition; income only to be used. The $25,000 subject to annuity at present.
400		325				$75	For telescope and books for library; also from various persons of Ashburnham contributions to museum and library.
220	200				20		For general purposes and scholarships.
5,000	5,000						For general fund.
12,000	(12,000)						House for president and money for payment of debt.
400						400	For library, pictures, &c.
5,000	5,000						For endowment.
2,425							Donor and purpose not specified.
							Astronomical charts, globe, and maps.
20,000	20,000						For general fund; notes at 6 per cent. payable in cash within five years.
160							Donor and purpose not specified.
70,000	70,000						For endowment; a residuary bequest of $50,000 here included is not yet available.
14,000							Purpose not specified.
20				20			Value of a gold medal called the Spencer prize in declamation.
10,400	(10,400)						For buildings and general uses of the university.
							A fine telescope.
25	25						To pay teacher's salary.
27,000				5,000 1,000			Purpose of gift of $21,000 not specified. For scholarships. For scholarships.
1,000							Donor and purpose not specified.
2,000		2,000					For building.
50,000	50,000						For liquidation of debt, $20,000, and general endowment $30,000; conditioned on the raising of a like amount for the Pacific Theological Seminary, which institution is under the same board of trustees. The condition was complied with.
20					50		Purpose not specified.
400					100		For two medals for department and scholarship, respectively. For three medals.
		250					For a telescope.
232		232					For apparatus.
2,000	1,500 500						For general purposes.
1,700		700					Toward new building.
	1,000						For teachers' salaries.

TABLE XXIII.—*Statistics of educational benefactions for* 1882; *from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Mystic Valley English and Classical Institute.	Mystic Bridge, Conn	G. A. Slack	Boston, Mass.
Gildersleeve High School	Portland, Conn	Sylvester Gildersleeve	
St. John's School for Boys	Faulkland, Del		
Cookman Institute	Jacksonville, Fla	Various persons	
Mulberry Grove Academy	Antioch, Ga	Various persons	Antioch, Ga
Home School for Young Ladies	Athens, Ga		
Storrs School	Atlanta, Ga		
St. Joseph's Academy	Columbus, Ga	John McCarthy (deceased)	Columbus, Ga.
Howard Normal Institute	Cuthbert, Ga	American Missionary Association.	
Jennings Seminary and Aurora Normal School.	Aurora, Ill	Various persons	
Chicago Athenæum	Chicago, Ill		
German-American Academy	Chicago, Ill	School Association of the German-American Academy.	Chicago, Ill
St. Mary's Training School for Boys.	Des Plaines, Ill		
Elgin Academy	Elgin, Ill	Mrs. J. A. Carpenter	
German-English College	Galena, Ill		
Young Ladies' Athenæum	Jacksonville, Ill		
Vermilion Academy	Vermilion Grove, Ill		
Bloomingdale Academy	Bloomingdale, Ind	Friends' Quarterly Meeting	Bloomingdale, Ind.
Central Academy	Plainfield, Ind	Various persons	
Union High School	Westfield, Ind	Various persons	
Albion Seminary	Albion, Iowa	Various persons	Marshall Co., Iowa.
Birmingham Academy	Birmingham, Iowa	James Corry and others	
Coe College	Cedar Rapids, Iowa	Mrs. T. M. Sinclair and citizens. John Sinclair	Cedar Rapids, Iowa. New York, N. Y.
Denmark Academy	Denmark, Iowa	Mrs. C. W. Perkins J. W. Field Henry Fairbanks	Hartford, Conn Boston, Mass St. Johnsbury, Vt.
Danish High School	Elk Horn, Iowa		
Lenox Collegiate Institute	Hopkinton, Iowa	Mrs. Sinclair	Cedar Rapids, Iowa.
Humboldt Academy and Normal School.	Humboldt, Iowa	Citizens	Humboldt, Iowa
Friends' Academy	Le Grand, Iowa	Citizens	Le Grand, Iowa. Marshalltown, Iowa
Cedar Valley Seminary	Osage, Iowa	Various persons	
Gould College	Harlan, Kans		
Kentucky Normal and Theological Institute.	Louisville, Ky	American Baptist Home Mission Society.	New York, N. Y. (Temple Court).
Jessamine Female Institute	Nicholasville, Ky	Citizens	Jessamine Co., Ky.
Princeton Collegiate Institute	Princeton, Ky	Various persons	Hopkinsville, Ky. Louisville, Ky Owensboro, Ky Princeton, Ky
Academy of St. Catharine of Sienna.	Springfield, Ky	Various persons	
St. Hyacinth's Convent	Monroe, La	Young Catholic Friends' Society.	Monroe, La
Evangelical Lutheran Progymnasium.	New Orleans, La	Congregations of the Southern District of the Evangelical Lutheran Synod.	Missouri, Ohio, and other States.

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$100						$100	Books for library.
15,000	$15,000						To found an academy.
							A gift of books for library.
2,600		$2,600					To aid in erecting building.
150		150					For repairing and enlarging the academy.
							Books for library.
50							Donor and purpose not specified.
700							Purpose not specified.
80	80						For teachers' salaries.
1,500		1,500					For reroofing, renovating, and refurnishing the school building.
2,335							Purpose not specified.
700	700						To elevate the standard of the school.
16,972							Purpose not specified.
300		300					For reseating school rooms.
300							Purpose not specified.
4,000							Purpose not specified.
160							Purpose not specified.
100		100					For repairing building.
470		400				70	$400 for building and $70 for library and apparatus.
2,000	2,000						For general endowment.
2,000		2,000					For erection of a boarding hall on condition that $1,500 be raised and building erected within one year. Conditions were met.
225	225						To relieve distress from fire.
20,000	(20,000)						For building and endowment.
300							Purpose not specified; to be used as trustees find necessary.
522	522						For liquidation of debt.
160							Purpose not specified.
400		400					For repairs on building.
300	300						For general purposes.
4,500	3,500	500				500	$3,000 for liquidation of debt, $500 for building, $500 for apparatus and library, and $500 for endowment.
3,800							Purpose not specified.
2,500	2,500						To pay teachers.
3,000		3,000					For new buildings.
9,000	(9,000)						To pay for property and improvements, and for endowment; income of portion for endowment is to be used only for professors' salaries.
500							Purpose not specified.
100					$100		For education of indigent children.
300					300		To educate scholars as clergymen and teachers.

TABLE XXIII.—*Statistics of educational benfactions for* 1882; *from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Peabody Normal Seminary	New Orleans, La	Various persons	
Corinna Union Academy	Corinna, Me	A. M. Burton, principal, students of academy.	
Fryeburg Academy	Fryeburg, Me	Mrs. Valeria G. Stone	Malden, Mass.
Hallowell Classical and Scientific Academy.	Hallowell, Me	Mr. Clapp Miss S. A. Parsons	Bath, Me Hallowell, Me.
Lincoln Academy	Newcastle, Me	Miss Hattie S. Dixon	Damariscotta, Me
Thayer Academy	Braintree, Mass	Pupils and friends	
Nichols Academy	Dudley, Mass		Pawtucket, R. I
Bromfield School	Harvard, Mass		
Tabor Academy	Marion, Mass	Mrs. Elizabeth Tabor	Marion, Mass.
Wesleyan Academy	Wilbraham, Mass		
Minnesota Academy	Owatonna, Minn		
Hauge College and Seminary	Red Wing, Minn	Citizens	Red Wing, Minn.
Gustavus Adolphus College	St. Peter, Minn	J. P. Thelander and others	
Wesleyan Methodist Seminary.	Wasioja, Minn	Various persons	
Cooper Institute	Daleville, Miss	Various sources	
Cool Springs Academy	Molino, Miss	W. A. Robertson Various others	Molino, Miss.
Avalon College	Avalon, Mo	Various persons	Northwest Missouri and elsewhere.
Butler Academy	Butler, Mo	Citizens	Butler, Mo.
Bellevue Collegiate Institute.	Caledonia, Mo	Members of Methodist churches and citizens.	Caledonia, Mo
Wentworth Male Academy	Lexington, Mo	S. G. Wentworth	Lexington, Mo.
Marionville Collegiate Institute.	Marionville, Mo	Various persons	
Morrisville Male and Female Collegiate Institute.	Morrisville, Mo	Various persons	
Lutheran High School	St. Louis, Mo		
Salem Academy	Salem, Mo		
Nebraska Baptist Seminary	Gibbon, Nebr		
Nebraska Conference Seminary.	York, Nebr	Various persons	
Proctor Academy	Andover, N. H		
Gilmanton Academy	Gilmanton, N. H	Obadiah Wheelock	Philadelphia, Pa.
School for Boys	Holderness, N. H	Various persons	
New Hampton Literary Institute.	New Hampton, N. H.	Hon. G. G. Fogg Oliver Chase	Concord, N. H. Sandwich, N. H.
New Hampshire Conference Seminary and Female College.	Tilton, N. H		
The Simonds Free High School.	Warner, N. H	Hon. John Foster Citizens Pupils of school	Boston, Mass Warner, N. H. Warner, N. H.
Blair Presbyterial Academy	Blairstown, N. J	Hon. John I. Blair	
South Jersey Institute	Bridgeton, N. J	Hon. Wm. Bucknell	Philadelphia, Pa.
Centenary Collegiate Institute.	Hackettstown, N. J.	George I. Seney George J. Ferry M. H. Gillette Various persons	New York, N. Y.

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$1,500	$1,500						From local contributions for general support; also $3,200 from Peabody fund.
20						$20	In books for library.
10,000							Purpose not specified.
3,400	3,000						For general purposes.
	400						
							Webster's Unabridged Dictionary.
							A gift of piano from pupils and friends.
6,000						6,000	For observatory and library.
300							For best good of the school.
2,500	1,650	$850					$1,650 for support of school and piano valued at $850.
4,800							$4,000 on condition of six-per cent. annuity during life of donors.
350							Purpose not specified.
1,400		1,400					For erection of new hall.
1,303							Purpose not specified.
3,000	3,000						For endowment.
							Books for library.
1,650		1,500					Value of grounds, buildings, and furnishings supplied by W. A. Robertson to found a school for the benefit of the public.
							$150 donated by merchants of Louisville.
8,000	8,000						For endowment; interest only to be used.
250		250					For apparatus.
900		900					For building and improvements.
2,500		2,500					For erection of building for boarding department.
2,000		2,000					For payment of debt on building.
300	300						To aid faculty.
500							Donor and purpose not specified.
							A donation of 25 volumes to library.
8,000	8,000						For endowment and general expenses.
3,000	3,000						For endowment.
1,200		1,200					For completion of boarding hall.
75				$75			For prizes; the interest to be used after five years.
11,000							Purpose not specified.
2,000	2,000						For general purposes.
32,000					$1,000		$1,000 to aid indigent females, and purpose of remainder not specified.
		150					
325		100					For chemical and physical apparatus.
		75					
15,000	15,000						$700 per annum to principal; remainder to general purposes.
100						100	For library.
	15,000						
36,000	4,000						For payment of debt.
	4,000						
	13,000						

TABLE XXIII.—*Statistics of educational benefactions for* 1882; *from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Moorestown Academy	Moorestown, N. J.		
German American Elementary and High Grammar School.	Newark, N. J.	Various persons	
Paterson Seminary	Paterson, N. J	Rev. S. Bourne Miss S. W. Doremus A. B. Wiggin	Paterson, N. J
Albany Boys' Academy	Albany, N. Y.	Various persons	Albany, N. Y
Union Academy of Belleville.	Belleville, N. Y	Various residents	Belleville, N. Y.
Adelphi Academy	Brooklyn, N. Y	John Gibb	Brooklyn, N. Y.
Delaware Academy	Delhi, N. Y	H. K. Thurber Citizens	New York, N. Y. Delhi, N. Y.
Clinton Liberal Institute	Fort Plain, N. Y	Miss Gage Various persons	Hudson, N. Y.
Ten Broeck Free Academy	Franklinville, N. Y	Various persons	
Hudson Academy	Hudson, N. Y	Trustees of Academy	Hudson, N. Y.
Macedon Academy	Macedon, N. Y.	Fred. A. White Various persons	Marion, N. Y
St. John's Military School	Manlius, N. Y.		
Millbrook Academy	Millbrook, N. Y.	E. W. Lane N. G. Swift	Poughkeepsie, N. Y. Milbrook, N. Y
Peekskill Academy	Peekskill, N. Y		
Pompey Academy	Pompey, N. Y.	Citizens	Pompey, N. Y
Law's Classical School	Shushan, N. Y	James Law	
Southold Academy	Southold, N. Y.	Citizens	Southold, N. Y
Bingham School	Bingham, N. C	Various persons	Boston, Mass
Scotia Seminary	Concord, N. C.	E. A. Graves Various persons	Morristown, N. J
Bennett Seminary	Greensboro', N. C		
Brown Seminary	Leicester, N. C.	Freedmen's Aid Society Bishop Warren	
New Garden Boarding School	New Garden, N. C		
Albany Enterprise Academy	Albany, Ohio	Various persons	
Academy of Central College	Central College, Ohio	Alvin Wright Various persons	Columbus, Ohio
Hartford Academic Institute.	Hartford, Ohio	Citizens	Hartford, Ohio
Poland Union Seminary	Poland, Ohio	George P. Miller (deceased)	Poland, Ohio
New Lyme Institute	So. New Lyme, Ohio	Judge Wm. S. Deming	So. New Lyme, Ohio.
Indian Industrial School	Carlisle, Pa	Various persons	
Eldersridge Classical and Normal Academy.	Eldersridge, Pa	Dr. James McCann	Pittsburgh, Pa
English and Classical School	Johnstown, Pa	Cambria Iron Company	Johnston, Pa
Friends' School	London Grove, Pa	Friends' Yearly Meeting	Philadelphia, Pa.
Western Pennsylvania Classical and Scientific Institute.	Mt. Pleasant, Pa	Various persons	
Friends' Select School	Oxford, Pa	Friends' Yearly Meeting Friends' Yearly Meeting	Philadelphia, Pa. Baltimore, Md
Westtown Boarding School	Westtown, Pa		
Friends' New England Boarding School.	Providence, R. I	Mrs. Hannah J. Bailey	Winthrop, Me

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$150							Purpose not specified.
280		$280					For payment of mortgage.
34				$34			Gifts of books to be awarded by teachers and a committee, and library books to be property of the school.
1,072		1,072					To fit up chemical work room for students.
500	$500						For a "Garfield memorial fund."
1,000		1,000					A Steinway grand piano, valued at $1,000. Also various additions to the library and museum.
2,150		1,000 1,150					For improvement of academy and grounds.
4,000	1,000	 3,000					For general purposes and gymnasium.
150						$150	For books and apparatus.
100						100	For books for library.
250		100 150					For desks in school room.
50,000							Purpose not specified.
20		20					Cash and gymnasium apparatus.
35		35					To purchase arms.
500		500					For repairs on building.
							Use of building, together with fuel for use of school.
275	200	25				50	For general purposes, books for the library and gymnastic apparatus.
1,700					$1,700		To be loaned to indigent students to pay board, especially such as expect to teach; such students must furnish their own books, clothing, &c.
10,259		8,000		2,259			For building. For scholarships.
650					650		To aid indigent students and for furniture.
50	25 25						For teacher's salary.
22,000	(22,000)						For endowment and improvement of building.
200					200		To aid indigent students.
1,500		1,000 500					For young ladies' boarding hall, on condition that amount necessary to finish it be raised.
100	100						To pay teacher.
6,000	6,000						Real estate valued at $6,000 for endowment.
5,500	5,500						$1,100 per annum for five years to pay teachers' salaries.
7,243	7,243						For various purposes.
							30 volumes to the library.
300							Purpose not specified.
75		75					For text books and apparatus.
3,000	3,000						Furnishing rooms, books, and cash.
300		150 150					To purchase apparatus.
26,000							Purpose not specified.
1,000	1,000						For engravings, busts, and photographs of works of old masters in carbon, for instruction.

TABLE XXIII.—*Statistics of educational benefactions for* 1882; *from*

Organization to which instrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Benedict Institute	Columbia, S. C	Mrs. B. A. Benedict	Pawtucket, R. I
Penn School	Frogmore, S. C	Mrs. J. H. Towne Misses Towne and Murray. Mrs. R. C. Lincoln	Boston, Mass Boston, Mass
Milligan College	Cave Spring, Tenn	Various persons	
West Tennessee Seminary	Hollow Rock, Tenn		
Lynchburg Normal	Lynchburg, Tenn	J. Motlon (deceased)	Lynchburg, Tenn
Lauderdale Institute	Ripley, Tenn	John Y. Barber Various persons	
New Hope Academy	Alto, Tex	D. W. Tidwell (principal)	Alto, Tex
Jones Male and Female Institute.	Goliad, Tex	Capt. A. C. Jones Mrs. A. C. Jones	Beeville, Tex Beeville, Tex
Houston Seminary	Houston, Tex	Texas M. E. Conference	
Bishop Baptist College	Marshall, Tex	Mrs. C. C. Bishop Various persons	New York, N. Y
Wiley University	Marshall, Tex	Freedmen's Aid Society of M. E. Church.	
Rhea's Mill Academy	Rhea's Mill, Tex	W. Miller	
German-English School	San Antonio, Tex	Proceeds of school fair The Volksfest committee.	
Coronal Institute	San Marcos, Tex		San Marcos, Tex
Goddard Seminary	Barre, Vt	Stevens Calef (deceased)	Providence, R. I
Vermont Academy	Saxton's River, Vt	Lawrence Barnes Julius J. Estey Jacob Estey Levi K. Fuller Dr. Alva Woods	 Providence, R. I
Leland and Gray Seminary	Townshend, Vt	Various persons	
Stonewall Jackson Institute	Abingdon, Va	D. Appleton & Co	New York, N. Y
Storer College	Harper's Ferry, W. Va.	Free Will Baptist Home Mission and Woman's Mission.	Harper's Ferry, W. Va.
Lake Geneva Seminary	Geneva, Wis	Various persons	
Rochester Seminary	Rochester, Wis	From students	
Lewis Collegiate Institute	Lewiston, Idaho	Various persons	Lewiston, Idaho
Harrell International Institute.	Muscogee, Ind. Ter		
Albuquerque Academy	New Albuquerque, N. Mex.	New West Education Commission. Citizens	Chicago, Ill Albuquerque, N. Mex
School of the Good Shepherd	Ogden, Utah	Various persons in the East.	
Ogden Academy	Ogden, Utah	Various persons	
Brigham Young Academy	Provo City, Utah	Elder Abraham O. Smoot	Provo, Utah
Rowland Hall	Salt Lake City, Utah		
St. Mark's School	Salt Lake City, Utah	Various persons	
Salt Lake Academy	Salt Lake City, Utah		

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$25,000							Purpose not specified; interest only to be used.
200					$150		For education of freedmen's children.
							These ladies give their services and each pays one teacher.
					50		For education of freedmen's children.
2,400		$2,400					For building.
300		300					For improvement of property.
250		250					A lot valued at $250 for school building.
5,000		1,000					For building on condition that the institute be under the charge of the Southern M. E. Church.
		4,000					
149		149					$49 cash and lumber, nails, &c., worth $100, for building.
125		115					For boarding hall.
		10					
442		442					Fitting up building.
10,000		5,000					For a girls' boarding hall.
		5,000					
3,523	$1,823	1,700					For building, repairs, and payment of teachers.
30		30					A clock valued at $30.
1,914	1,414						For general purposes.
	500						
1,250		1,250					For addition to building.
1,000	1,000						For permanent endowment.
13,000							Purpose of gift of $3,000 not specified.
							Purpose of gift of $3,000 not specified.
							Purpose of gift of $3,000 not specified.
							Purpose of gift of $3,000 not specified.
							Purpose of gift of $1,000 not specified.
340	340						For general purposes.
							A small box of books.
2,500	2,500						For payment of teachers.
							The Higley Herbarium, consisting of 1,200 specimens, and the Wells C. Lake collection from D. J. Lake, of Lake Forest, Ill., consisting of about 3,000 specimens of coin, fossils, minerals, &c., and small additions to the museum from other sources were received during the year.
30		30					For improvements and repairs.
5,000	(5,000)						For erection of building and maintaining the school. A large part of the gifts was in land.
8,200		8,200					To erect school building on condition that $10,000 be raised.
1,800				$1,800			For teacher's salaries and scholarships.
1,500				1,500			Given chiefly by a system of scholarships of $40 each.
500		500					For building.
2,500		2,500					For building. The academy was also given an organ by the school board.
12,000							Purpose not specified.
6,363				6,363			In scholarships.
12,100		12,100					For building.

TABLE XXIII.—*Statistics of educational benefactions for* 1882; *from*

Organization to which intrusted.		Benefactor.	
Name.	Location.	Name.	Residence.
1	2	3	4
INSTITUTIONS FOR SECONDARY INSTRUCTION—Continued.			
Salt Lake Collegiate Institute	Salt Lake City, Utah	Home Mission Board	
Salt Lake Seminary	Salt Lake City, Utah	Missionary Society Woman's Home Missionary Society.	
Tooele Seminary	Tooele, Utah	M. E. Mission	Tooele, Utah
Benj. P. Cheney Academy	Cheney, Wash. Ter.	B. P. Cheney	Boston, Mass
INSTITUTIONS FOR THE DEAF AND DUMB AND THE BLIND.			
American Asylum for the Education of the Deaf and Dumb.	Hartford, Conn		
Maryland Institution for Instruction of the Blind.	Baltimore, Md	Estate of Thomas Armstrong. Estate of Henry Watson.	
New England Industrial School for Deaf-Mutes.	Beverly, Mass	Various persons	
Horace Mann School for the Deaf.	Boston Mass	Prof. and Mrs. A. G. Bell. Sir Moses Montefiore Various friends	Washington, D. C. London, Eng
Institution for the Improved Instruction of Deaf-Mutes.	New York, N. Y		
New York Institution for the Blind.	New York, N. Y	Simeon Abrahams, deceased. Caroline Goff, deceased. Catherine P. Johnson, deceased.	
TRAINING SCHOOLS FOR NURSES.			
Connecticut Training School for Nurses.	New Haven, Conn		
Illinois Training School for Nurses.	Chicago, Ill	Various persons	Chicago, Ill
Orange Memorial Hospital Training School for Nurses.	Orange, N. J	Various persons	
Mount Sinai Training School for Nurses.	New York, N. Y	Various persons	
New York Training School for Nurses (Bellevue Hospital).	New York, N. Y	Various persons	
Nurse Training School of the Woman's Hospital.	Philadelphia, Pa	Various persons Anna T. Scott	
INSTITUTIONS FOR FEEBLE-MINDED CHILDREN.			
Illinois Asylum for Feeble-Minded Children.	Lincoln, Ill		
Massachusetts School for Idiotic and Feeble-Minded Youth.	South Boston, Mass.	A friend A lady, by Richard C. Greenleaf. Sir Moses Montefiore, by A. A. Marcus.	

replies to inquiries by the United States Bureau of Education—Continued.

Benefactions.							Object of benefaction and remarks.
Total.	Endowment and general purposes.	Grounds, buildings, furniture, and apparatus.	Professorships.	Fellowships, scholarships, and prizes.	To aid indigent students.	Library and museum.	
5	6	7	8	9	10	11	12
$1,500	$1,500						For current expenses.
9,000	4,000	$5,000					$5,000 in cash from the Woman's Home Missionary Society for building, and the whole amount of $9,000 given to establish college.
225							Yearly appropriation from the society.
12,000		12,000					Buildings, grounds, and equipment.
1,000		1,000					To provide illustrations for books and school rooms.
1,215	999 216						Used for general expenses.
3,000		3,000					For shop fund.
390							Purpose of gift of $350 not specified. Purpose of gift of £5 not specified. Purpose of gifts amounting to $16 not specified.
8,638							Donor and purpose not specified.
6,941							Purpose of $2,249 received during the year from estate of Simeon Abrahams is not specified. Legacy of $4,162 from estate of Caroline Goff. Legacy of $530 from estate of Catherine P. Johnson.
13,000		13,000					For nurses' home.
1,020	(1,020)						Donations of money to support the school and build nurses' home.
800							Purpose not specified.
3,951							Purpose not specified.
6,373	6,373						For general purposes.
155	95			$60			For general purposes and scholarship.
316	316						Bequests and donations for ordinary expenses.
306	50 250 6						For general purposes.

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882; *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.					
School Songs (with music), No. 1. Primary. By H. W. Fairbank	S. R. Winchell & Co	Chicago, Ill	16mo		Paper, $0 10
Gardenier's Pleasant Songs for Pleasant Places	Normal Publishing House	Danville, Ind			15
History of Architecture in all Countries, from the Earliest Times to the Present Day. By James Fergusson. Illustrated. 2 vols.	S. E. Cassino & Co Dodd, Mead & Co	Boston, Mass New York, N. Y	Roy. 8vo	1,300	14 00
The History of Wood-Engraving in America. By W. J. Linton. Illustrated	Estes & Lauriat	Boston, Mass	Large 4to		7 50
Hints for Pupils in Drawing and Painting. By Helen M. Knowlton	Houghton, Mifflin & Co	do	16mo		1 00
An Illustrated Dictionary of Words Used in Art and Archæology. By J. W. Mollett. Illustrated.	do	do	4to	4+350	5 00
Orthophony; or, Vocal Culture. Founded upon Dr. James Rush's "Philosophy of the Human Voice." Compiled and edited by W. and Rev. Francis T. Russell. New edition. Illustrated.	do	do	12mo	16+302	1 25
Artistic Singing. By Sabrina H. Dow	Lee & Shepard	do	16mo	3–115	1 00
Parisian Art and Artists. By Henry Bacon. Illustrated	James R. Osgood & Co	do	12mo	3–239	3 00
Walter Smith's Drawing for Public Schools:					
Primary Teacher's Manual	L. Prang & Co	do			75
Teacher's Manual. Books 1 and 2	do	do			50
Teacher's Manual. Books 3 and 4	do	do			50
Art and Nature in Italy. By Eugene Benson	Roberts Bros	do	16mo	188	1 00
The Graphic Arts: Treatise on the Varieties of Drawing, Painting, and Engraving in Comparison with Each Other and with Nature. By Philip Gilbert Hamerton.	do	do	Sq. 12mo	20+508	2 00
Hopes and Fears for Art. By William Morris	do	do	16mo	6+217	1 25
Introductory Lessons in Drawing and Painting: Self-Instructive. By Marion Kemble. Illustrated.	S. W. Tilton & Co	do	8vo	62	50
Fac-Similes of Examples in Delineation, Selected from the Masters for the Use of Students in Drawing. By C. H. Moore. Portfolio, including text, and 16 quarto plates.	Moses King	Cambridge, Mass			5 00
Philosophy of Landscape Painting. By Wm. M. Bryant	St. Louis News Co	St. Louis, Mo	12mo	8+282	1 50
Song Wave. By H. S. Perkins, H. J. Danforth, and E. V. De Graff	D. Appleton & Co	New York, N. Y	8vo		80
The History of Art in Ancient Egypt. By Georges Perrot and C. Chipiez. Translated and edited by Walter Armstrong, B. A. 2 vols. Illustrated.	A. C. Armstrong & Son	do	8vo		15 50
Dumas' Art Annual: Illustrated Record of the Exhibitions of the World, 1882. 250 original drawings reproduced in fac-simile.	J. W. Bouton	do	8vo	15+291 +300–324	Paper, 1 25
United States Art Directory and Year-Book. Compiled by S. R. Koehler	Cassell, Petter, Galpin & Co	do	8vo	6+146	Paper, 50
Painting on China. By Ja. C. Beard. A handbook of practical instruction in the decoration of hard porcelain. 4 colored illustrations.	Dick & Fitzgerald	do	Sq. 12mo	95	1 00
Titian, His Life and Times. By J. A. Crowe and G. B. Cavalcaselle. 2 vols. Illustrated.	Dodd, Mead & Co	do	8vo		7 50
A Group of Etchers; with Text. By S. G. W. Benjamin	do	do	Folio		15 00
A B C of Gothic Architecture. By J. H. Parker	E. P. Dutton & Co	do	4to	265	1 20

The Architectural History of the City of Rome. By J. H. Parker. Abridged from Parker's "Archæology of Rome," for the use of students.	do	do	12mo	251	2 00
History of Ancient Art. By F. von Reber. Illustrated	Harper & Bros	do	8vo		3 50
A History of Wood-Engraving. By G. E. Woodberry. Illustrated	do	do	Square 8vo	221	3 50
A Guide to Collodio-Etching. By B. Hartley. Illustrated. 6 plates	Industrial Publishing Co	do		48	1 00
Curtis' Keynote and Music Drill. Parts 1, 2, and 3	Ivison, Blakeman, Taylor & Co.	do			18; 24; 30
Model and Object Drawing-Book A. By G. G. White	do	do			15
Model and Object Drawing-Book B. By G. G. White	do	do			15
Object and Design Drawing-Book 11. By G. G. White	do	do			18
Light and Shade Drawing-Book 12. By G. G. White	do	do			25
Orthographic Projection. By G. G. White	do	do			18
Progressive Music Lessons. By G. B. Loomis. Book 4	do	do			50
White's Teacher's Guide to Drawing:					
Part 1 (Primary)	do	do			50
Parts 2 and 3 (Grammar)	do	do			50
How to Paint in Water Colors. By Lavinia Steele Kellogg	E. L. Kellegg & Co	do	Sq. 16mo	2+38	Paper, 40
The Graphic Arts. By Philip Gilbert Hamerton	Macmillan & Co	do	4to	16+384	35 00
A Primer of Art. By John Collier. Illustrated	do	do	18mo	8+88	30
Hand-Book No. 2 to Bartholomew's National System of Industrial Drawing. By William N. Bartholomew. To accompany drawing-books 5 to 13 inclusive and supplementary books A, B, and C. New edition. Illustrated.	Potter, Ainsworth & Co	New York, N. Y / Chicago, Ill.	Sq. 12mo	3-303	80
Art Hand-Books. Edited by Susan N. Carter:					
VII. Sketching in Water Colors. By T. Hatton	G. P. Putnam's Sons	New York, N. Y	Sq. 16mo		50
VIII. Drawing in Black and White. By Susan N. Carter. Illustrated	do	do	16mo	5+55	50
The Art of Voice Production. By A. A. Patton	do	do	16mo	106	1 00
A B C of Gothic Architecture. By J. H. Parker. 200 wood cuts	Scribner & Welford	do	16mo		1 25
The Architectural History of the City of Rome. By J. H. Parker. Illustrated	do	do	12mo		2 40
Architecture: Classic and Early Christian. By T. Roger Smith and John Slater. Illustrated.	do	do	12mo	272	2 00
Art Text-Books. A new series of illustrated text books of art education. Edited by E. J. Poynter, R. A.:					
1. Painting	do	do			2 00
2. Painting: English and American. By H. W. Buxton	do	do			2 00
3. Architecture: Classic and Early Christian. By T. R. Smith	do	do			2 00
4. Architecture: Gothic and Renaissance. By T. R. Smith	do	do			2 00
5. Sculpture: Antique, Egyptian, and Greek. By G. Redford	do	do	12mo	15+276	2 00
Elementary History of Art, Architecture, Sculpture, Painting, and Music. By N. d'Anvers. Second edition. Illustrated.	do	do	12mo	24+672 / +101	4 50
Every-Day Art. By L. Foreman Day. Illustrated	do	do	12mo		3 00
Florence: Its History, the Medici, Scholars, Architecture, Painting, Sculpture, &c. By Charles Yriarte.	do	do	Folio	350	20 00
Handbooks of Practical Art:					
No. 1. Art Work in Earthenware. By H. B. Wheatley and P. H. Delamotte. 64 illustrations.	do	do	8vo		1 00
No. 2. Art Work in Gold and Silver: Mediæval. By H. B. Wheatley and P. H. Delamotte. 40 illustrations.	do	do	8vo		1 00
The History of Antiquity. By Prof. Max Duncker. 6 vols	do	do	8vo		50 00
Japan: Its Architecture, Art, and Art Manufactures. By Christopher Dresser. Illustrated.	do	do	8vo	467	10 00
The Principles of Gothic Ecclesiastical Architecture. By M. H. Bloxam. Illustrations. 3 vols.	do	do	Cr. 8vo		9 00

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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
ARCHÆOLOGY, FINE ARTS, AND MUSIC—Continued.					
Progressive Lessons in Drawing By Benj. H. Coe. Complete in 54 studies. 54 plates.	John Wiley & Sons	New York, N. Y	16mo		$0 60
Fergusson's History of Architecture in all Countries from the Earliest Times to the Present Day. Illustrated. 2 vols.	R. Worthington	do	Roy. 8vo		14 00
The Diadem of School Songs. By Wm. Tillinghast. New issue	C. W. Bardeen	Syracuse, N. Y	12mo	160	50
McGranahan & Lafferty's Juvenile Class and Concert	John Church & Co	Cincinnati, Ohio			25
Realm of Song. By G. F. Root	do	do			75
Forbriger's First School Year in Drawing	Jones Bros. & Co	do			60
Giffe's Little Songs for Little Singers	G. D. Newhall & Co	do			25
Explanation and Application of Elements and Rules of Perspective. By Christina Sullivan. Specially adapted for class instruction. Illustrated.	P. G. Thomson	do	12mo	95	90
BIBLIOGRAPHY AND LITERATURE.					
A Rational Classification of Literature for Shelving and Cataloguing Books in a Library. By Frederic Beecher Perkins. Revised edition.	Francis, Valentine & Co	San Francisco, Cal	8vo	57	50
The Teachers' and Students' Library. By G. Dallas Lind and others	T. S. Denison	Chicago, Ill	8vo	532	3 00
Literature Manuals:					
English Literature. By Stopford Brooke. American edition, revised by Frank Gilbert.	Fairbanks, Palmer & Co	do	18mo	214	40
American Literature. By Frank Gilbert	do	do	18mo	118	50
Development of English Literature and Language. By Prof. Alfred H. Welsh, M. A. Two vols.	S. C. Griggs & Co	do	8vo	20+506 / 6+560	5 00
John Greenleaf Whittier: His Life, Genius, and Writings. By W. Sloane Kennedy.	S. E. Cassino	Boston, Mass	8vo	311	1 50
Pebbles, Pearls, and Gems of the Orient. Compiled by C. D. B. Mills	G. H. Ellis	do	12mo	10+238	1 50
Hudson's Complete Shakespeare. The people's edition. Edited by Rev. H. N. Hudson, A. M. Six vols.	Estes & Lauriat	do	12mo		9 00
Macaulay's Complete Works. The people's edition. Six vols. Illustrated.	do	do	12mo		9 00
American Classics for Schools:					
Selections from Hawthorne's Works. Illustrated	Houghton, Mifflin & Co	do			60
Selections from Longfellow's Works. Illustrated	do	do	16mo	95	60
American Men of Letters. Edited by Charles Dudley Warner:					
Vol. II. Noah Webster. By H. E. Scudder	do	do	12mo	6+302	1 25
Vol. III. Henry D. Thoreau. By F. B. Sanborn	do	do	12mo	8+324	1 25
Vol. IV. George Ripley. By O. B. Frothingham	do	do	16mo	6+321	1 25
Vol. V. James Fenimore Cooper. By Prof. T. R. Lounsbury	do	do	16mo	6+306	1 25
American Prose: Hawthorne, Irving, Longfellow, Whittier, Holmes, Lowell, Thoreau, Emerson. With introductions and notes by the editor of "American Poems." Holiday edition. With steel portraits.	do	do	8vo	8+424	3 00

American Statesmen. Edited by John T. Morse, jr.:						
Vol. I. John Quincy Adams. By John T. Morse, jr	do	do	16mo	6+315		1 25
Vol. II. Alexander Hamilton. By Henry Cabot Lodge	do	do	16mo			1 25
Vol. III. John C. Calhoun. By Dr. H. von Holst	do	do	16mo			1 25
Vol. IV. Andrew Jackson. By Prof. Wm. Graham Sumner	do	do	16mo	6+402		1 25
Vol. V. John Randolph. By Henry Adams	do	do	16mo			1 25
Aspects of Poetry. By J. Campbell Shairp. Lectures delivered at Oxford	do	do	16mo	10+401		1 50
Modern Classics:						
No. 22. The Seasons. By James Thomson. Illustrated	do	do	16mo	78+102+88+94		75
No. 23. The Pleasures of Hope and Favorite Poems, by Thomas Campbell; The Pleasures of Memory, by Samuel Rogers. Illustrated.	do	do	16mo	92+94+94		75
No. 24. Shakespeare's Songs and Sonnets: Favorite Poems, By Leigh Hunt. Illustrated.	do	do	16mo	94+104+110		75
No. 25. Favorite Poems. By George Herbert, William Collins, John Dryden, Andrew Marvell, and Robert Herrick. Illustrated.	do	do	16mo	110+92+94		75
No. 27. Favorite Poems. By Charles Kingsley, Owen Meredith, and Edmund Clarence Stedman. Illustrated.	do	do	16mo	94+108+96		75
No. 29. Oliver Cromwell. By Thomas Carlyle; A Virtuoso's Collection and Legends of the Province House. By Nathaniel Hawthorne.	do	do	16mo	112+108+109		75
No. 30. The Story of Iris, and Favorite Poems. By Oliver Wendell Holmes; Health: Five Sermons to Working People. By John Brown, M. D.	do	do	16mo	108+102+94		75
The Poets and Poetry of Europe. By Henry Wadsworth Longfellow. New edition, revised and enlarged.	do	do	8vo	22+921		5 00
Whittier Leaflets. Compiled by Josephine E. Hodgdon	do	do	12mo			60
Age of Fable; or, Beauties of Mythology. By Thomas Bullfinch. New enlarged and illustrated edition. By E. E. Hale.	Lee & Shepard	do	8vo	472		2 50
Human Life in Shakespeare. By Henry Giles. With introduction by J. Boyle O'Reilly. New edition.	do	do	16mo	288		1 50
On the Classification of Books. By Lloyd P. Smith. A paper read before the American Library Association.	Library Bureau	do	8vo	70		1 25
Familiar Quotations. By J. Russell Bartlett. Eighth edition	Little, Brown & Co	do	12mo			3 00
Shakespeare's Complete Works. Edited, with a critical biography, by Wm. Michael Rossetti. Illustrated.	D. Lothrop & Co	do	8vo	126+1008		3 50
An Index to Periodical Literature. By W. F. Poole, LL. D. Third edition	James R. Osgood & Co	do	Roy. 8vo	27+1442		15 00
Round-Table Series of Literature Lessons. By Kate Sanborn. 25 authors	do	do			Each,	25
Short Sayings of Great Men. By S. Arthur Bent. With historical and explanatory notes.	do	do	8vo	610		3 00
The Great Epics of Mediæval Germany: An Outline of their Contents and History. By Prof. George Theodore Difpold.	Roberts Bros	do	16mo	26+323		1 50
The Art of Oratory; System of Delsarte. From the French of M. L'Abbé Delaumosne, by Frances A. Shaw. Illustrated.	Edgar S. Werner	Albany, N. Y	12mo	20+170		2 00
Considerations on the Causes of the Grandeur and Decadence of the Romans. By Baron Chas. de S. Montesquieu. New translation, with introduction and notes, by Jehu Baker.	D. Appleton & Co	New York, N. Y	12mo	526		2 00
The Rhymester; or, The Rules of Rhyme. By Tom Hood. Edited, with additions, by Arthur Penn.	do	do	16mo	208		1 00
The England of Shakespeare. By Edwin Goadby	Cassell, Petter, Galpin & Co	do	32mo	192		50

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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
BIBLIOGRAPHY AND LITERATURE—Continued.					
English School Classics for Classes in English Literature, Reading, Grammar, &c. Edited by eminent English scholars.	Clark & Maynard	New York, N. Y			Per doz. $1 20
Hand-Book of Mythology: The Myths and Legends of Ancient Greece and Rome. By E. M. Berens. Illustrated from antique sculptures.	do	do	16mo	4+330	90
School Editions of Shakespeare's Plays. By Brainerd Kellogg, A. M. With notes, examination papers, and plan of preparation:					
Merchant of Venice, Julius Cæsar, King Lear, Macbeth, Hamlet, Tempest.	do	do			Each, 30
A Text-Book on English Literature. By Brainerd Kellogg, A. M.	do	do	12mo	478	1 44
The Philosophy of Style. By Herbert Spencer. Also, The Mother Tongue, by Alex. Bain.	J. Fitzgerald & Co	do	8vo	42	Paper, 15
English Men of Letters. Edited by John Morley:					
Charles Lamb. By Alfred Ainger	Harper & Bros	do	12mo	10+182	75
Richard Bentley. By R. C. Jebb	do	do	12mo	12+221	75
Charles Dickens. By Adolphus W. Ward	do	do	12mo	8+222	75
Thomas Gray. By Edmund W. Grosse	do	do	12mo	10+223	75
Jonathan Swift. By Leslie Stephen	do	do	12mo	10+205	75
Laurence Sterne. By H. D. Traill	do	do	12mo	8+173	75
Thomas Babington Macaulay. By Ja. Cotter Morrison	do	do	12mo	5+183	75
The Making of England. By J. R. Green. With maps	do	do	8vo	22+434	2 50
A Manual of Historical Literature. By Chas. Kendall Adams	do	do	Cr. 8vo	40+665	2 50
Old Greek Education. By J. P. Mahaffy	do	do	16mo	10+144	75
Shakespeare's Plays. Edited, with notes, by William J. Rolfe, A. M. Illustrated:					
Comedy of Measure for Measure	do	do	Sq. 16mo	176	60
Comedy of the Merry Wives of Windsor	do	do	Sq. 16mo	5-173	60
Love's Labor's Lost	do	do	Sq. 16mo	5-173	60
Comedy of the Two Gentlemen of Verona	do	do	Sq. 16mo	3-158	56
Tragedy of Timon of Athens	do	do	Sq. 16mo	3-176	56
Troilus and Cressida	do	do	Sq. 16mo	3-222	56
History of King Henry the Sixth. Parts 1, 2, and 3	do	do	Sq. 16mo	5-164 5-183 5-172	Each, 56
Brink's Early English Literature	Henry Holt & Co	do			2 25
Prose and Poetry of Europe and America	P. J. Kenedy	do	8vo	600	3 00
The Books of All Time: A Guide for the Purchase of Books. Compiled by F. Leypoldt and Lynds E. Jones.	F. Leypoldt	do	24mo	80	Paper, 10
Dante Gabriel Rossetti: A Record and Study. By W. Sharpe	Macmillan & Co	do	12mo	8+432+17	3 00
Sacred Books of the East. Edited by F. Max Müller:					
Vol. XIV. Sacred Laws of the Áryas. Translated by Georg Bühler. Part 2. Vâsishtha and Baudhâyana.	do	do	8vo	45+360	2 75

Vol. XVIII. Pahlavi Texts. Translated by E. W. West. Part 2	do	do	8vo	31+484		3 25
Short History of French Literature. By Geo. Saintsbury	do	do	12mo	12+390		2 25
Shakespeare's Plays. Edited, with notes, by William J. Rolfe. Illustrated. Troilus and Cressida.	George Munro	do	Sq. 16mo	3-222	Paper,	40
Little Gems of Literature for Memorizing	Potter, Ainsworth & Co	do	16mo	103		36
The Best Reading. Second Series. A priced and classified bibliography of the more important English and American publications for the five years ending December, 1881. Edited by Lynds E. Jones.	G. P. Putnam's Sons	do	12mo	4+119		1 00
Of English Literature in the Reign of Victoria, with a Glance at the Past. By Henry Morley.	do	do	12mo	50+361		2 00
History of English Prose Fiction from Sir Thomas Malroy to George Eliot. By Bayard Tuckerman.	do	do	12mo	7+331		1 75
Morocco. By Edmondo de Amicis. Translated by C. Rollin-Tilton. Illustrated.	do	do	12mo	6+374		2 00
Studies in Early English Literature. By Emelyn W. Washburne	do	do	8vo	225		1 50
Thomas Carlyle: A History of the First Forty Years of His Life, 1795–1835. By Ja. Anthony Froude, M. A. 2 vols. in one.	Chas. Scribner's Sons	do	8vo	22+353+402		1 50
Chaucer for Children. By Mrs. H. R. Haweis	Scribner & Welford	do	8vo			2 50
English Catalogue of Books. An alphabetical list of works published in the United Kingdom and of the principal works published in America. Vol. 3, 1872–1880. By Sampson Low.	do	do	8vo	564		16 80
The English Catalogue of Books for 1881	do	do	8vo		Paper,	2 00
Familiar Studies of Men and Books. By Robert L. Stevenson	do	do	12mo	397		2 40
German Culture and Christianity. By James Gostwick	do	do	8vo	16+503		6 00
German Life and Literature. By A. H. Japp	do	do	8vo			3 50
A History of English Literature. By Dr. J. Scherr	do	do	12mo			1 75
The Mythology of the Aryan Nations. By Sir George W. Cox	do	do	8vo			4 50
Skizzen zur Geschichte der deutschen Literatur, nebst einer Einleitung zur Geographie und Geschichte des deutschen Reichs.	E. Steiger & Co	do	16mo	1+39		40
China. By Robert K. Douglas. An account of Chinese life, customs, and government. Illustrated.	E. & J. B. Young & Co	do	12mo	6+400		1 50
Essays on Educational Reformers. By Robert Herbert Quick	C. W. Bardeen	Syracuse, N. Y.	12mo	23+331		2 00
Question-Book of Literature. By Albert P. Southwick	do	do	16mo	35	Paper,	10
Question-Book of Mythology. By Albert P. Southwick	do	do	16mo	32	Paper,	10
Question-Book of Rhetoric. By Albert P. Southwick	do	do	16mo	32	Paper,	10
Studies in English Literature. By M. W. Smith. Including selections from the five great classics, Chaucer, Spenser, Shakespeare, Bacon, and Milton, and a history of English literature from the earliest times to the death of Dryden in 1700.	Van Antwerp, Bragg & Co	Cincinnati, Ohio	12mo	427		1 20
The Maya Chronicles. Edited by Daniel G. Brinton, M. D	D. G. Brinton	Philadelphia, Pa	8vo	279		3 50
Manual of English Literature. By N. K. Royse. For use of schools of advanced grades.	Cowperthwait & Co	do	12mo	634		1 75
The Legendary History of Rome. Translated from the original text of Livy. By George Baker, A. M. Illustrated.	Gebbie & Co	do	Folio			7 50
Dictionary of Mythology	J. B. Lippincott & Co	do	18mo			50
An Epitome of Modern European Literature. By Mrs. Frances C. Henderson. Second edition.	do	do	12mo	415		1 50
Foreign Classics for English Readers. Edited by Mrs. M. O. W. Oliphant:						
Schiller. By James Sime, M. A.	do	do	16mo	8+214		1 00
Tasso. By E. J. Hasell	do	do	16mo	8+211		1 00
Beecher's Oratory	National School of Elocution and Oratory.	do				25

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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
BIBLIOGRAPHY AND LITERATURE—Continued.					
Introduction to the Study of English Literature and Literary Criticism. By James Baldwin.	John E. Potter & Co	Philadelphia, Pa	12mo	10+598	$2 50
"Calais-Moralé," or Fifty Years' Gleanings in the Sea of Readings. By W. H. Wesson.	J. W. Randolph & English	Richmond, Va	12mo	288	1 00
DICTIONARIES AND ENCYCLOPÆDIAS.					
A Dictionary of the Anonymous and Pseudonymous Literature of Great Britain. By Samuel Halkett and Rev. John Laing. Vol. 1.	Lockwood, Brooks & Co	Boston, Mass	8vo	870	10 50
Hensleigh Wedgwood's Contested Etymologies in the Dictionary of Rev. W. W. Skeat.	James R. Osgood & Co	do	12mo		2 50
A Dictionary of English Synonymes and Synonymous or Parallel Expressions. By Richard Soule.	Soule & Bugbee	do	12mo	8+456	3 50
English and Chinese Dictionary. By Rev. I. M. Condit	American Tract Society	New York	12mo	134	75
The Orthoëpist. By Alfred Ayres. Twelfth edition, revised and enlarged. School edition.	D. Appleton & Co	do	16mo	3–208	50
Metcalf & De Garmo's Dictionary Work for Schools	A. S. Barnes & Co	do			25
Carleton's Classical Dictionary	George W. Carleton & Co	do			75
The Encyclopædic Dictionary. By Robert Hunter. Vol. I. Illustrated	Cassell, Petter, Galpin & Co	do	4to	4+384	3 00
Collier's Cyclopædia of Commercial and Social Information and Treasury of Useful and Entertaining Knowledge. By Nugent Robinson.	P. F. Collier	do	4to	650	4 00
American Additions to Chambers' Encyclopædia. In 4 volumes	S. W. Green's Son	do	8vo	704 2+704 2+800 2+960	10 00
Library of Universal Knowledge; A reprint of the last (1880) Edinburgh and London edition of Chambers' Encyclopædia. In 15 volumes.	do	do	8vo	800	Cloth, 15 00
Encyclopædia Britannica. Ninth edition. Vol. XIV. Kas to Lon	Samuel L. Hall	do	8vo	868	5 00
A Concise Etymological Dictionary. By Walter Skeat	Harper & Bros	do	12mo		1 25
Domestic Cyclopædia. By T. S. Goodholme. New cheap edition. Illustrated	Henry Holt & Co	do	8vo	652	2 50
Universal Self-Instructor: An Epitome of Forms and Manual of General Reference. Illustrated.	T. Kelly	do	4to	750	6 00
Chambers' Cyclopædia of English Literature. 2 vols	P. J. Kenedy	do	8vo	1400	4 00
Anglo-Saxon Dictionary. Based on the MSS. collection of the late Jos. Bosworth. Edited and enlarged by T. Northcote Tollier. Part 1, A–Fir. Part 2, Fir–Hwi.	Macmillan & Co	do	4to	8+288 289–576	Each, 3 75
Compendious Dictionary of the French language. By Gustave Masson. American edition.	do	do	12mo	33+416	1 60
An Etymological Dictionary of the English Language. By Rev. Walter W. Skeat, M. A. Part 4. Oxford, Clarendon Press.	do	do	4to		2 50

The People's Cyclopædia of Universal Knowledge. By W. H. De Puy, D. D. In 2 vols. Vol. 2.	Phillips & Hunt	do	8vo	1,100		6 50
Dictionary of Dates. By Joseph Haydn. 17th edition	G. P. Putnam's Sons	do	8vo			9 00
Dictionary of Books relating to America. By Jos. Sabin. Parts 81 and 82. (Parkman to Pennsylvania.)	J. Sabin's Son	New York, N. Y. (24 Park Place).	8vo	201-392	Paper,	5 00
English Dictionary. By James Stormonth. New edition	Scribner & Welford	New York, N. Y	12mo			3 00
Spon's Encyclopædia of the Industrial Arts, Manufactures, and Commercial Products. Edited by Chas. G. W. Lock. Division 5; from photography to woolen manufactures.	E. & F. N. Spon	do	8vo			7 00
German and English Vocabulary for Conversational Exercises	E. Steiger & Co	do	12mo	2+56		40
The Clarendon Dictionary. By W. Hand Browne and S. S. Haldeman	University Pub. Co	do	16mo	372		45
Chambers' Etymological Dictionary of the English Language. Edited by Andrew Findlater. New edition thoroughly revised.	R. Worthington	do	12mo	8+600		1 25
The Great Index of Biographical Reference. By Lawrence B. Phillips. Second edition.	do	do	8vo	16+1036		3 75
A Pronouncing Dictionary of the English Language, and Cyclopædia of Useful Information. Edited by Charles H. Craig, LL. D.	do	do	12mo			1 25
The American Phonographic Dictionary. By Elias Longley. Containing the correct and actual shorthand forms for all the useful words in the English language, also many foreign terms and two thousand geographical names.	Robert Clarke & Co	Cincinnati, Ohio	12mo	16+368		2 50
Reporter's Shorthand Dictionary. By Elias Longley. Containing blank lines opposite all words in the English language, enabling writers of all systems of shorthand to put on record the peculiar word forms they employ.	do	do	12mo	4+368		2 50
Treasury of General Knowledge. By Celia Doerner. Parts 1 and 2	Van Antwerp, Bragg & Co	do				58; 65
Lippincott's Gazetteer of the World. New edition, with a series of supplementary tables, based upon the most recent census returns.	J. B. Lippincott & Co	Philadelphia, Pa	8vo	2680		12 00
Supplement to Lippincott's Gazetteer of the World.	do	do	8vo	200		2 50
The Pocket Manual; or, Our Writers' and Travellers' Ready Reference Book for Every Day Use. Edited by Rev. J. M. Heron.	W. B. Stewart & Co	do	32mo	3-160		50
EDUCATION.						
Eclectic Shorthand. By J. G. Cross. Third edition, revised and completed	S. C. Griggs & Co	Chicago, Ill	12mo	228		2 00
Doty's Rules and Hints for Teachers	S. R. Winchell & Co	do				10
One Thousand Ways of One Thousand Teachers. By A. C. Mason	do	do				1 50
School Expositions. By R. H. Holbrook	Normal Pub. House	Danville, Ind				1 00
Philosophic Elocution. By Ja. J. Vance. A treatise on the structure, development, and cultivation of the voice.	Cushings & Bailey	Baltimore, Md	12mo	12+242		1 50
Pantomimes; or Wordless Poems. For elocution and calisthenic classes. By Mary T. Magill. Illustrated.	J. S. Cushing & Co	Boston, Mass	Sq. 16mo	80		1 00
Supplementary Reading for Primary Schools. By Francis W. Parker and Louis H. Marvel. First book, revised edition.	R. S. Davis & Co	do	12mo	8+128		30
Supplementary Reading for Primary Schools. By Francis W. Parker and Louis H. Marvel. Second book, revised edition.	do	do	12mo	128		30
Monoyer's Sight Test. (Mounted)	Ginn, Heath & Co	do				35
Same. (Unmounted)	do	do				15
First Principles of Household Management and Cookery. By Maria Parloa. A text-book for schools and families. New enlarged edition.	Houghton, Mifflin & Co	do	18mo	12+176		75
Conversation; its Faults and its Graces. Compiled by Andrew P. Peabody, D. D., LL. D. New edition. Illustrated.	Lee & Shepard	do	32mo	152		50

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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.					
Graded Supplementary Readers. By Prof. B. F. Tweed:					
First year, No. 7	Lee & Shepard	Boston, Mass			Per doz., $0 48
Second year, No. 8	do	do			Per doz., 48
Third year, No. 9	do	do			Per doz., 48
Hand-Book of Light Gymnastics. By Lucy B. Hunt. Illustrated	do	do	16mo	87	50
Hints and Helps to Those who Write, Print, or Read. By Benjamin Drew. New edition.	do	do	16mo	131	50
The Premium Speaker. By George M. Baker	do	do			1 00
The Reading Club and Handy Speaker. Edited by George M. Baker:					
No. 10	do	do	16mo	96	50
No. 11	do	do			50
No. 12	do	do			50
Young Folks' Speaker. Compiled by Carrie Adelaide Cooke. Illustrated	D. Lothrop & Co	do	12mo	3–311	1 00
Billy Blew-Away's Alphabetical, Orthographical, and Philological Picture-Book for Learners.	James R. Osgood	do	Obl. 24mo		75
Familiar Allusions. Handbook of Miscellaneous Information. By C. G. and W. A. Wheeler.	J. R. Osgood & Co	do	12mo	6+584	3 00
The Art of Knitting. By Lucretia P. Hale. Illustrated	S. W. Tilton & Co	do	8vo	4+103	Paper, 75
The Intermediate Speaker. Edited by J. H. Gilmore	H. A. Young & Co	do	16mo	167	75
Outlines of Educational Doctrine. By W. H. Payne	Chas. Humphrey	Adrian, Mich	8vo	6+80	Paper, 60
American College Directory and Universal Catalogue. Edited by C. H. Evans. Vol. 4, 1882.	C. H. Evans & Co	St. Louis, Mo	8vo	168	Paper, 1 00
Appleton's Students' Library, 34 volumes on subjects in Science, History, Literature and Biography. Sold in sets only.	D. Appleton & Co	New York, N. Y	8a. 18mo		Per set, 20 00
The Modern Stenographer. By George H. Thornton. 1 vol	do	do	12mo		1 25
Text-Book of Phonography. By Mr. and Mrs. D. L. Scott-Browne. New presentation of Pitman's system, with additions by the best stenographers. In 2 parts. Part 1.	D. L. Scott-Browne	do	12mo	8+88	1 00
Burnz' Phonic Shorthand for Schools, Business Writing and Reporting. By Eliza B. Burnz.	Burnz & Co	do	12mo	1 20	1 00
Pro and Con of Spelling Reform. By O. E. Vaile. Edited by Eliza B. Burnz	do	do	12mo	16	Paper, 10
Short-Hand Legible as the Plainest Writing, and Requiring no Teacher but the Book, with a Simplified System of Verbatim Reporting. By Rev. W. E. Scovil. 10th American edition, edited and revised by W. E. Scovil, jr.	H. Campbell & Co	do	16mo	18+126	1 50
Popular Readings. Mrs. Anna Randall Diehl. Second series	G. W. Carleton & Co	do	12mo		1 50
The Shakspere Reading Book. Seventeen plays abridged for the use of schools and public readings. By H. Courthope Bowen. Illustrated.	Cassell, Petter, Galpin & Co	do	8vo	432	1 25
Young Catholic Series:					
Grammar School Speller	Catholic Publication Soc'y Co.	do			75
History of the World	do	do			1 50

The Training of Children. By H. H	Christian Union	do	16mo	35	Paper,	15
Index of the Best Readings and Recitations. By J. E. Frobisher	College of Oratory and Acting	do	16mo	23	Paper,	10
Perfection School Speaker	A. T. B. De Witt	do	16mo	96	Paper,	10
Recitations and Readings, No. 14. Edited by W. B. Dick	Dick & Fitzgerald	do	16mo			50
Outlines for the Little Ones to Color. By B. T. Pym	E. P. Dutton & Co	do	4to		Paper,	50
A Word to the Wise: Hints on Current Improprieties of Expression in Writing and Speaking. By Parry Gwynne. 17th thousand, revised.	do	do	24mo	72		25
An Introduction to the History of Educational Theories. By Oscar Browning	Harper & Bros	do	16mo	8+199		75
Household Economy. Published by the Kitchen Garden Association. A manual for use in schools.	Ivison, Blakeman, Taylor & Co	do	12mo	8+145		42
Manson's Model Speller	do	do			Per doz.,	64
Manson's Economic Speller	do	do			Per doz.,	64
New Spencerian Compendium of Penmanship. Part 7	do	do				50
Morality in Public Schools. By Rev. J. M. Wilson	Macmillan & Co	do	16mo	38	Paper,	20
A Military System of Gymnastic Exercises and a System of Swimming. By Edward S. Farrow. For the use of cadets of the United States Military Academy and military colleges. Illustrated.	Metropolitan Pub. Co	do	12mo	63+20	Paper,	1 00
Boys' and Girls' Temperance Text-Book. By H. L. Reade. Illustrated	Nat. Temp. Soc. & Pub. House	do	16mo	3-64		20
Readings and Recitations, No. 4. Edited by Miss L. Penney. For use in schools	do	do	12mo	120	Paper,	25
MacIntosh's White Sunlight of Potent Words	New York School of Elocution and Oratory.	do				25
Practical Elocution	do	do				1 25
Kindergarten Homes for Orphans and other Destitute Children: A new way to ultimately dispense with prisons and poor-houses. The plans of Mrs. Elizabeth Thompson.	The Oahspe Pub. Assoc	do	12mo	128		1 00
Ninety-Nine Choice Readings and Recitations, No. 3. Compiled by J. S. Ogilvie	J. S. Ogilvie & Co	do	4to	30	Paper,	10
Ninety-Nine Choice Readings and Recitations, No. 5. Compiled by J. S. Ogilvie	do	do	4to	31	Paper,	10
Popular Prose Readings. By Kate Thorn	do	do	12mo		Paper,	25
Elgas' New Series English Readers:						
School and Home Primer	F. R. Pustet & Co	do				06
First Reader	do	do				25
Progressive Second Reader	do	do				50
Progressive Third Reader	do	do				75
The First Book of Knowledge. By F. Guthrie	G. P. Putnam's Sons	do	16mo	130		1 00
A Book of Brief Every-Day Topics. By J. G. Holland. First series. New edition.	Charles Scribner's Sons	do	16mo	12+367		1 25
A Book of Brief Every-Day Topics. By J. G. Holland. Second series	do	do	16mo	12+370		1 25
History of the Elementary School Contest in England. By Francis Adams	Scribner & Welford	do	8vo			2 40
Sheldon & Co.'s Modern School Readers:						
First Reader	Sheldon & Co	do				24
Second Reader	do	do				38
Third Reader	do	do				53
Fourth Reader	do	do				77
Fifth Reader	do	do				1 08
Das öffentliche Schulwesen der Stadt New York. By Dr. Hartwig Gercke	E. Steiger & Co	do	8vo	2+48	Paper,	30
Higgins' Franklin Composition and Exercise Blanks	Taintor Bros., Merrill & Co	do				1 80
Introductory Treatise on Elocution. By M. Bailey. New edition	do	do	12mo	4+60		50
Wyatt's School Register	University Publishing Co	do				14
Bailey's Class Record and Note-Book	C. W. Bardeen	Syracuse, N. Y.				50
Keller's Monthly Report Cards	do	do			Per hund.,	25

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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.					
Primary Helps: No. 1 of a New Series of Kindergarten Manuals. By W. N. Hailmann. 15 plates.	C. W. Bardeen	Syracuse, N. Y.	8vo	29	$0 75
Question Book of Theory and Practice of Teaching. By Albert P. Southwick	do	do	16mo	32	Paper, 10
Scholar's Diary. By E. F. Strong	do	do			Per doz., 1 00
School Bulletin Publications:					
Education as a Department of Government. By Warner Miller	do	do	12mo	12	Paper, 15
Limits of Oral Teaching. By J. W. Dickinson	do	do	12mo	8	Paper, 15
Systematic Plant Record for the use of Classes in Botany. By Lucien M. Underwood.	do	do	12mo		Paper, 30
Some Practical Aspects of Industrial Education	do	do	12mo	12	Paper, 15
School-Room Classics:					
The New Education. By J. M. D. Meiklejohn	do	do	16mo	35	10
A Small Tractate of Education. By John Milton	do	do	16mo	26	10
Winne's Regents' Examination Record	do	do			1 00
Eclectic Manual of Phonography. By Elias Longley. A complete guide to the acquisition of Pitman's "Phonetic Shorthand" without or with a teacher. New and revised edition.	Robert Clarke & Co	Cincinnati, Ohio	12mo	141	75
Eclectic Primary Copy-Book	Van Antwerp, Bragg & Co	do			Per doz., 98
Eclectic Question Book	do	do			58
Eclectic Map Case No. 1. 7 maps	do	do			50 00
Eclectic Common School Map Case No. 3. 3 maps	do	do			20 00
Exhibition Dialogues. By W. H. Venable. 30 numbers	do	do			Per doz., 98
McGuffey's Revised Eclectic Primer	do	do			Paper, 1 00
Oxford Copy-Book	do	do			Per doz., 70
Adam's Advanced Spelling-Book	J. H. Butler	Philadelphia, Pa			30
Worcester's Spelling-Books:					
Primary Speller	do	do			17
New Primary Speller	do	do			18
Pronouncing Speller	do	do			25
New Pronouncing Speller	do	do			25
Comprehensive Speller	do	do			23
Elementary Speller	do	do			17
Business Standard Copy-Books:					
Primary Course. 3 numbers	Cowperthwait & Co	do			Per doz., 98
Common School Course. 4 numbers	do	do			Per doz., 1 20
Business Forms	do	do			Per doz., 1 20
A Manual of Elocution and Reading. By Edward Brooks	Eldredge & Bro	do	12mo	438	1 50
Primary Phonography. By Ida C. Craddock. Introduction to Pitman's System of Phonetic Shorthand.	J. B. Lippincott & Co	do	12mo	2+86	1 50

Best Things from Best Authors. Vols. 1, 2, 3	National School of Elocution and Oratory.	do			Each,	1 50
Elocutionary Charts:						
1. Analysis of Principles	do	do				4 00
2. Table of Vocal Exercises	do	do				2 00
The Elocutionists' Annual, No. 10. Edited by Mrs. J. W. Shoemaker	do	do	16mo	3-200	Paper,	35
Modern First Reader	H. I. Gourley	Pittsburgh, Pa				22
Modern Second Reader	do	do				50
Modern Third Reader	do	do				60
Modern Grammar School Reader	do	do				90
Washington School Records:						
No. 1	Wm. Ballantyne & Son	Washington, D. C				1 50
No. 2	do	do				1 50

ENCYCLOPÆDIAS.

(See Dictionaries.)

FINE ARTS.

(See Archæology, Fine Arts, and Music.)

GENERAL SCIENCE.

Astronomy. By William H. Christie. American edition, revised by Prof. Colbert.	Fairbanks, Palmer & Co	Chicago, Ill	18mo	140		50
Tables for the Determination, Description, and Classification of Minerals. By Ja. C. Foye. Second edition, revised.	Jansen, McClurg & Co	do	12mo	85		1 00
Studies in Science and Religion. By C. Frederic Wright	Warren F. Draper	Andover, Mass	12mo	16+390		1 50
Student's Guide in Quantitative Analysis. By H. Carrington Bolton, PH. D.	S. E. Cassino & Co	Boston, Mass	12mo			1 50
Chemistry of Cooking and Cleaning. Ellen H. Richards	Estes & Lauriat	do	16mo	10+90		60
The Stars and the Earth. With an introduction by Thomas Hill, D. D., LL. D.	Lee & Shepard	do	24mo	88		50
Adolph Strecker's Short Text-Book of Organic Chemistry. By Dr. Johannes Wislicenus. Translated and edited, with extensive additions, by W. H. Hodgkinson, PH. D., and A. J. Greenaway, F. I. C.	D. Appleton & Co	New York, N. Y	8vo	790		5 00
Essays on the Floating Matter in the Air, in Relation to Putrefaction and Infection. By John Tyndall, F. R. S.	do	do	12mo	18+338		1 50
Le Conte's Elements of Geology. Revised and enlarged edition. Illustrated.	do	do	8vo			4 00
Myth and Science. (International Scientific Series.) By Tito Vignoli	do	do	12mo	10+330		1 50
Popular Science Monthly. Bound volumes XX and XXI	do	do				3 50
Science and Culture, and other Essays by Prof. T. H. Huxley	do	do	12mo			1 50
A Treatise on Chemistry. By H. E. Roscoe, F. R. S., and C. Schorlemmer, F. R. S. Vol. III. The Chemistry of the Hydrocarbons and their Derivatives, or Organic Chemistry. Part I.	do	do	8vo			5 00
The World's Foundations, or Geology for Beginners. By Agnes Giberne. Illustrated.	Robert Carter & Bros	do	12mo	8+326		1 50
Moses and Geology. By Samuel Kinns, PH. D., F. R. S. Illustrated	Cassell, Petter, Galpin & Co	do	8vo	500		3 00
The Evolutionist at Large. By Grant Allen	J. Fitzgerald & Co	do	8vo	50		15
Geological Sketches at Home and Abroad. By Archibald Geikie	do	do	8vo	52	Paper,	15
Lectures on Evolution, with an Appendix on the Study of Biology. By Thomas H. Huxley.	do	do	8vo	48	Paper,	15
Six Lectures on Light. By John Tyndall. Illustrated	do	do	8vo	50	Paper,	15
Popular Astronomy. By Simon Newcomb. Fourth edition, revised. With maps and illustrations.	Harper & Bros	do	8vo	16+578		2 50

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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.					
Elementary Chemical Arithmetic. By Sidney Lupton. With 1,100 problems.	Macmillan & Co	New York, N. Y	16mo	12+286	$1 40
Fifty Years of Science. By Sir John Lubbock	do	do	8vo	90	75
Text-Book of Geology. By Archibald Geikie. Illustrated	do	do	8vo	11+971	7 50
Alcohol and Science. By W. Hargreaves, M. D. With colored plates	Nat. Temp. Soc. and Pub. House.	do	12mo	366	1 50
The Chemistry of the Farm. By R. Warington	Orange Judd Co	do	12mo	120	1 00
Astronomy Corrected. By H. B. Philbrook	J. Polhemus	do	12mo	55	50
Astronomy for the Use of Schools and Academies. By J. A. Gillet and W. J. Rolfe. Colored plates and illustrations.	Potter, Ainsworth & Co	do	12mo	10+405	1 44
Chapters on Evolution. A Popular History of Darwinism and Allied Theories of Development. By Andrew Wilson, PH. D. 300 plates.	G. P. Putnam's Sons	do	8vo	275	2 50
Easy Star Lessons. By Richard A. Proctor. Illustrations and star maps	do	do	12mo	229	2 50
School Atlas of Astronomy. By Alex. Keith Johnston. A complete series of illustrations of the heavenly bodies comprised in 21 plates. New enlarged edition with an elementary survey of the heavens, by Rob. Grant.	do	do	8vo	71	4 50
The Order of the Sciences. By Charles W. Shields, D. D	C. Scribner's Sons	do	12mo	103	75
Modern Applications of Electricity. By E. Hospitalier. Translated and enlarged by Julius Maier. Illustrated.	Scribner & Welford	do	8vo	463	6 40
The Actual Lateral Pressure of Earth Work. By B. Baker. Illustrated. Van Nostrand's Science Series, No. 56.	D. Van Nostrand	do	18mo		50
Manual of Blowpipe Analysis, Qualitative and Quantitative; with a Complete System of Determinative Mineralogy. By H. B. Cornwall. Illustrated.	do	do	8vo	318	2 50
Sewer Gases: Their Nature and Origin, and How to Protect our Dwellings. By Adolfo de Varona, M. D. Second edition, revised and enlarged. Illustrated. Van Nostrand's Science Series, No. 55.	do	do	24mo	145	50
Astronomy, Spherical and Physical. By Prof. W. A. Norton. New edition, revised and remodelled (1882).	John Wiley & Sons	do	8vo		3 50
First, Second, and Third Appendices to Dana's System of Mineralogy	do	do	8vo		2 00
Third Appendix to the Fifth Edition of Dana's Mineralogy. By Prof. E. S. Dana.	do	do	8vo	14+134	1 50
Quantitative Analysis. The Student's Guide to "Fresenius' Quantitative Analysis." By H. C. Bolton.	do	do	8vo	127	1 50
The Structure of Cotton Fibre in its Relations to Technical Applications. By F. H. Bowman. Plates.	do	do	8vo		4 00
Electricity. By Rob. M. Ferguson. New edition, revised by J. Blyth. Illustrated.	R. Worthington	do	12mo		1 50
Familiar Science Studies. By R. A. Proctor. Illustrated	do	do	12mo	8+422	2 25
Mineral Analysis. By George G. Groff, A. M., M. D. Second edition	Science and Health Publishing Company.	Lewisburg, Pa			40

Facts and Fancies in Modern Science. By J. W. Dawson. Illustrated. Crozer Lectures for 1881.	American Baptist Publishing Society.	Philadelphia, Pa	12mo	238		1 25
Introduction to the Practice of Commercial Organic Analysis. By Alfred H. Allen. 2 vols.	P. Blakiston, Son & Co	do	8vo	360; 561	3 50;	5 00
Systematic Hand-Book of Volumetric Analysis. By Francis Sutton. Illustrated. Fourth edition.	do	do	8vo	471		5 00
J. H. Appleton's Quantitative Analysis	Cowperthwait & Co	do				1 46
Astronomy for Schools and General Readers. By Prof. Isaac Sharpless and Prof. G. M. Philips. Illustrated.	J. B. Lippincott & Co	do	12mo	303		1 25
Practical Microscopy. By George E. Davis, F. R. M. S. Illustrated. Second edition.	do	do	8vo			2 50
Griffin's Chemistry	Sower, Potts & Co	do				75
Biogen; a Speculation on the Origin and Nature of Life. By Elliott Coues. Abridged from a paper on the "Possibilities of Protoplasm."	Judd & Detweiler	Washington, D. C	8vo	27	Paper,	10
Saturday Lectures, delivered under the auspices of the Anthropological and Biological Societies of Washington:						
Introductory Address. By Maj. J. W. Powell	do	do				
Scientific and Popular Views of Nature Contrasted. By Prof. T. Gill	do	do	8vo	24	Paper,	10
What is Anthropology? By Prof. Otis T. Mason	do	do				
Contrasts of the Appalachian Mountains. By J. W. Chickering, jr	do	do	8vo	16	Paper,	10
Outlines of Sociology. By Maj. J. W. Powell	do	do	8vo	25	Paper,	10
Little-Known Facts About Well-Known Animals. By Prof. C. V. Riley	do	do	8vo	32	Paper,	10
Paul Broca and the French School of Anthropology. By Dr. Robert Fletcher.	do	do	8vo	32	Paper,	10
Deep-Sea Explorations. By Prof. Wm. H. Dall	do	do				
How We See. By Dr. Swan M. Burnett	do	do				
Same. In 1 vol	do D. Lothrop & Co	do Boston, Mass	8vo	4+185	Paper,	75

GEOGRAPHY.

Rand, McNally & Co.'s Indexed Atlas of the World. Sixth edition. Maps and diagrams.	Rand, McNally & Co	Chicago, Ill	Folio	6+904		25 00
Rand, McNally & Co.'s Indexed County and Township Map of Alabama. Folded map.	do	do	16mo	30		60
Rand, McNally & Co.'s Indexed County and Township Map of Iowa. Folded map.	do	do	16mo	36		60
Rand, McNally & Co.'s Indexed County Map of Louisiana. Folded map	do	do	16mo	22		60
Rand, McNally & Co.'s Indexed County and Township Map of New York. Folded map.	do	do	16mo	118		1 00
Rand, McNally & Co.'s Indexed County and Township Map of Oregon. Folded map.	do	do	16mo	14		60
Rand, McNally & Co.'s Indexed County and Township Map of Pennsylvania. Folded map.	do	do	16mo	134		1 00
Rand, McNally & Co.'s Indexed County and Township Map of Texas. Folded map.	do	do	16mo	49		1 00
Rand, McNally & Co.'s New Enlarged Scale Railroad and County Map of Texas. Folded map.	do	do	16mo			75
Rand, McNally & Co.'s Indexed County Map of Washington Territory. Folded map.	do	do	16mo	11		60
Rand, McNally & Co.'s Indexed Map of British Columbia. Folded map	do	do	24mo	10		60

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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
GEOGRAPHY—Continued.					
Method in Geography. By C. S. Howard	American School Book Company.	St. Louis, Mo			$0 30
Geographical Reader. Compiled and edited by James Johonnot. Illustrated.	D. Appleton & Co	New York, N. Y	12mo		1 25
McNally's System of Geography for Schools. Revised by James Monteith and S. T. Frost, including Frost's "Geography Outside of Text-Books." Maps and illustrations.	A. S. Barnes & Co	do	4to	2+141	1 50
Swinton's Introductory Geography	Harper & Bros	do			64
Introductory Geography in Readings and Recitations. By William Swinton. Illustrations and maps.	Ivison, Blakeman, Taylor & Co.	do	8vo	4+116	55
Science Ladders: No. 1. Forms of Land and Water. An illustrated geographical reader. By N. D'Anvers.	Geo. P. Putnam's Sons	do	16mo	67	50
Scribner's Geographical Reader and Primer. Illustrated	Chas. Scribner's Sons	do	12mo	6+282	60
Philips' Handy Atlas of the Counties of England	Scribner & Welford	do	12mo		1 40
Philips' Handy Atlas of the Counties of Ireland	do	do	12mo		1 40
Philips' Handy Atlas of the Counties of Scotland. 32 maps	do	do	12mo		1 40
Philips' Handy Atlas of the Counties of Wales	do	do	12mo		1 40
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Maury's New Geographical Series:					
Elementary Geography. By M. F. Maury. Illustrated	do	do	Sq. 8vo	104	63
Manual of Geography. By M. F. Maury. Illustrated. Revised	do	do	Folio	136	1 48
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The World: Historical and Actual. By Frank Gilbert. With charts and reference tables of history, finance, commerce, and literature, from B. C. 1500 to the present time. Illustrated.	Fairbanks, Palmer & Co	Chicago, Ill	4to	718	6 50
The History of Louisiana from the Earliest Period. By François Xavier Martin. To which is appended "Annals of Louisiana from the close of Martin's 'History,' 1815, to the Commencement of the Civil War, 1861" by J. F. Condor.	James A. Gresham	New Orleans, La	8vo	500	5 00
The History of Mexico from the Earliest Ages to the Present Time. By John Frost. Illustrated.	Armand Hawkins	do	8vo	700	4 00
The Germanic Origin of New England Towns. By Herbert B. Adams	Johns Hopkins University	Baltimore, Md	8vo	57	40

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Caverly's Indian Wars of New England	J. H. Earle	....do				2 00
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Young Folks' History of the Netherlands. By Alexander Young. Illustrated	....do	....do	16mo			1 50
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History of the Papacy during the Reformation. By Rev. M. Creighton, 2 vols.	....do	....do	8vo	{ 24+453 / 20+555	}	10 00
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Wars of the Jews. By Flavius Josephus. Translated by W. Whiston. Illustrated.	....do	....do	8vo	4+535–858		1 00
Works of Flavius Josephus. Translated by William Whiston. Illustrated	....do	....do	8vo	6+858		3 00
History of Presbyterianism in New England. By Alex. Blaikie	Alex. Moore	....do	12mo	512		2 00
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Gesta Christi; or, a History of Humane Progress under Christianity. By C. L. Brace. Second edition. 1 vol.	A. C. Armstrong & Son	....do	8vo	500		2 50

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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.					
Hallam and May's Constitutional History of England, 1485 to 1871. Each work in 2 vols. Complete in 4 vols.	A. C. Armstrong & Son	New York, N. Y.			$5 00
History of the War in the Peninsula and in the South of France, from 1807 to 1814. By General Napier (from the author's last revised edition). Maps, index, &c. 5 vols.	do	do			7 50
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Constitutional History and Political Development of the United States. By Simon Sterne.	do	do	12mo	10+323	1 25
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The Russian Empire: Its Origin and Development. By S. B. Boulton	do	do	32mo	192	Paper, 25
History of the World from the Earliest Period to the Present Time. By John MacCarthy. For schools and colleges.	Catholic Publication Society Co.	do	12mo	5-603	1 50
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Part 2. Mediæval and Modern	Clark & Maynard	do			1 15
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The History of Ancient Egypt. 2 vols. Illustrated	do	do	8vo		6 00
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A Brief History of the Kingdom of Ireland; from the Earliest Times to the Union with Great Britain. By Chas. G. Walpole. Maps.	do	do	12mo	32+423	1 75

The Constitutional History of England, from 1760 to 1860. By C. Duke Yonge.	....do	....do	4to	115	Paper,	25
Eras and Characters of History. By Rev. Wm. R. Williams	....do	....do	12mo	3+286		1 50
Egypt under its Khedives; or, The Old House of Bondage under New Masters. By Edwin De Leon. Illustrated.	....do	....do	4to	44	Paper,	20
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Manual of Greek Historical Inscriptions. By C. L. Hicks	....do	....do	8vo	28+372		2 75
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Historical Outline of the English Constitution, for Beginners. By David Watson Rannie.	....do	....do	12mo	8+180		1 00

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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.					
Biography and Typography of William Caxton, England's First Printer. By William Blades. Second edition. Illustrated.	Scribner & Welford	New York, N. Y	12mo	12+387	$2 00
Brief History of the Indian People. By W. W. Hunter	do	do	12mo		1 40
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A History of Our Own Times. By Justin McCarthy. 4 vols	do	do	Cr. 8vo		2 40
History of Rome. By W. Ihne. 5 vols	do	do	8vo		30 00
History of the Church of England. By W. N. Molesworth	do	do	8vo		3 00
Historical Epochs, with System of Mnemonics. By E. A. Fitz-Simon	Taintor Bros., Merrill & Co	do	12mo	3—70	50
New United States History. By C. F. Holmes	University Pub. Co	do			1 00
History of the English People. By J. R. Green. Vol I	Useful Knowledge Pub. Co	do	18mo	471	37
Ecclesia Anglicana: History of the Church of Christ in England from the Earliest to the Present Times. By Rev. A. C. Jennings.	T. Whittaker	do	12mo	502	2 25
History of Palestine from the Patriarchal Age to the Present Time. By John Kitto.	R. Worthington	do	12mo		1 25
Livy's Legendary History of Rome. From the founding of the city by Romulus to 390 B. C. Translated from the original text by George Baker, A. M. Illustrated.	do	do	Folio	2+173	7 50
Suetonius' "Lives of the Twelve Cæsars." Translation of Alexander Thomson, M. D., revised and corrected. Illustrated.	do / Gebbie & Co	do / Philadelphia, Pa	8vo	10+533	3 75
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Demosthenes. By S. H. Butcher. 6th vol. of "Classical Writers." Edited by Prof. J. R. Green.	do	do	16mo		60

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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.					
Die Anna-lise. A German play by Herman Hersch. With translation and directions for learning to read German. By C. F. Krech, A. M.	D. Appleton & Co	New York, N. Y	12mo		$1 00
Errors in the Use of English. By W. B. Hodgson, LL. D. American revised edition.	do	do	12mo	6+246	1 50
Graded Instruction in English. By Orville T. Bright. For use of teachers	do	do	12mo		45
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New Method of Learning the French Language. By F. Berger	do	do	12mo	6+138	1 00
Selections from the Poems of Ovid, with notes. By J. L. Lincoln, LL. D	do	do	12mo		1 25
Studies in Language. By J. H. Stickney	do	do	12mo		25
A Vergilian Dictionary. By Henry S. Freize	do	do	12mo		1 00
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Sullivan's English Grammar	Benzinger Bros	do			25
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Stories from the Greek Tragedians. By Prof. Alfred J. Church. Illustrated	do	do	12mo		1 50
Stories from Virgil. By Prof. Alfred J. Church. Illustrated	do	do	12mo		1 50
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German by Practice. By L. R. Klemm. Edited by W. D. Whitney	do	do	12mo	12+305	1 10
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Origin and History of the English Language. By Hon. Geo. P. Marsh	....do	....do		16+574		2 00
Horace. Translated into English verse by Sir Theodore Martin. 2 volumes	Scribner & Welford	....do	8vo			8 40
Stories from Livy. By Rev. A. J. Church. 16 illustrations	....do	....do	12mo			2 00
Patterson's Elements of Grammar with Exercises	Sheldon & Co	....do				60
Ahn-Henn's Latin Series:						
Key to First, Second, and Third Latin Books	E. Steiger & Co	....do				40
Practical and Easy Latin Method	....do	....do				1 80
First and Second Latin Readers. In one volume	....do	....do				1 50
New Latin Manual. First course	....do	....do				60
New Latin Manual. Second course	....do	....do				80
New Latin Manual. Third course	....do	....do				80
Second Latin Reader	....do	....do	12mo	6+184		90
German and English Vocabulary for Conversational Exercises. By C. A. Schlegel.	....do	....do				40
Cæsar's Civil War. By B. Perrin, Ph. D	University Publishing Co	....do	12mo			90
Gildersleeve's Fifth Book of Cæsar. (Gallic War)	....do	....do				28
Gildersleeve's New Latin Primer	....do	....do				87
A Comparative German Primer. By C. T. Eben	B. Westermann & Co	....do	24mo	64	Paper,	25
First Lines of English Grammar. By Goold Brown. New revised edition; arranged to form a series of language lessons, by Henry Kiddle.	Wm. Wood & Co	....do	12mo	156		25
Institutes of English Grammar. By Goold Brown. New revised edition; with exercises in analysis, parsing, and construction, by Henry Kiddle.	....do	....do	12mo	345		50
Latin in High Schools. By H. P. Emerson	C. W. Bardeen	Syracuse, N. Y				25
First Latin Lessons. By Irene Holbrook	Van Antwerp, Bragg & Co	Cincinnati, Ohio	12mo	81		50
Mickleborough and Long's Language Exercises. Parts 1 and 2	....do	....do				15; 20
Teachers' Edition. Parts 1 and 2	....do	....do	12mo	43+45+84		50

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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.					
Powell's Language Series:					
How to Talk	Cowperthwait & Co	Philadelphia, Pa			$0 49
How to Write	do	do			84
A Latin Book. By George Stuart	Eldredge & Bro	do	16mo	199	1 00
A Latin Grammar. By Thos. Chase	do	do	12mo	313	1 35
A Latin Reader. By George Stuart. With notes and a lexicon	do	do	16mo	231	1 00
Ovid's Metamorphoses. Selections from the fifteen books, with notes and lexicon by George Stuart.	do	do	16mo	420	1 35
French Syntax. On the basis of Edward Mätzner. By James A. Harrison	J. E. Potter & Co	do	12mo		2 50
Manual of the German Language. By Augustin Knoflach	do	do	12mo	119	75
LAW.					
A Compendium of American Criminal Law. By Robert Desty	S. Whitney & Co	San Francisco, Cal	16mo	25+713	3 00
An Essay on the Growth of Law. By Morris M. Cohn	Callaghan & Co	Chicago, Ill	12mo	9+181	1 50
Treatise on the Law of Damages. By J. G. Sutherland. Vol. II	do	do	8vo	59+661	6 00
Questions for Law Students on Bispham's Equity. By Wm. W. Farwell	The Chicago Legal News Co	do	16mo	75	5 00
The Student's Legal Analysis. By Melbourne H. Ford	E. B. Meyers & Co	do	16mo	19+255	1 50
Outlines of Criminal Law, for Use of Students. By Emlin McClain	Emlin McClain	Iowa City, Iowa	8vo	8+115	Paper, 1 50
Fraudulent Conveyances: Treatise upon Conveyances made by Debtors to Defraud Creditors. By Orlando Franklin Bump. Third edition.	Cushings & Bailey	Baltimore, Md	8vo	69+705	6 50
Course of Business Training in Commercial Law. By A. H. Eaton	Eaton & Burnett	do	12mo	11+183	1 50
Pleading and Practice in Courts of Common Law. By J. Prentiss Poe. Vol. II: Practice.	King Bros	do	8vo	33+898	7 00
A Treatise on the Law of Mortgages of Real Property. By Leonard A. Jones. 2 vols.	Houghton, Mifflin & Co	Boston, Mass	8vo	Each, 250	13 00
American Law Studies; or, Self-Preparation for Practice in the United States. By John C. Reed.	Little, Brown & Co	do	8vo	47+763	6 00
Commentaries on the Law of Agency as a Branch of Commercial and Maritime Jurisprudence. By Jos. Story. Ninth edition, revised, with additions by C. P. Greenough.	do	do	8vo	47+674	6 00
Elementary Law. By Wm. C. Robinson	do	do	12mo	34+379	2 50
Introduction to American Law. By Timothy Walker, LL. D. Designed as a first book for students. Eighth edition, revised by M. Frederic Force.	do	do	8vo	24+816	6 00
On the Law of Insurance. By John Wilder May. Second edition	do	do	8vo		6 00
On the Law of Libel and Slander. By William Blake Odgers. First American edition, with notes by Melville M. Bigelow.	do	do	8vo		6 00
Treatise Adapted to the Law and Practice of the Superior and Inferior Courts in Criminal Cases. By Franklin Fiske Heard. Second edition, revised.	do	do	8vo	31+686	6 00

Treatise on the Law of Estoppel. By Melville M. Bigelow. Third edition	ditto	ditto	8vo			6 00
Treatise on the Law of Husband and Wife. By James Schouler	ditto	ditto	8vo	68+659		6 00
Treatise on the Law of Private Corporations. By Victor Morawetz	ditto	ditto	8vo			6 00
A Treatise on the Law of the Domestic Relations. By James Schouler. Third edition.	ditto	ditto	8vo	76+727		6 00
Treatise on the Law of Trusts and Trustees. By Jairus Ware Perry. Third edition, with notes and references to recent cases, by G. F. Choate. 2 vols.	ditto	ditto	8vo	135+579 14+707		12 00
Commentaries for the Use of Students at Law and the General Reader. By Sir W. Blackstone. Obsolete and unimportant matter being eliminated, by Marshall D. Ewell.	Soule & Bugbee	ditto	16mo	12+611		2 50
A Concise Treatise on the Principles of Equity Pleading, with Precedents. By Franklin Fiske Heard.	ditto	ditto	8vo	12+217		2 50
A Treatise on the Law of Subrogation. By H. N. Sheldon	ditto	ditto	8vo	368		3 50
Law of Conveyancing. By W. B. Martindale	Wm. H. Stevenson	St. Louis, Mo	8vo	700		6 00
A Treatise on the Organization, Custody, and Conduct of Juries, including Grand Juries. By Seymour D. Thompson and Edwin G. Merriam.	ditto	ditto	8vo	52+782		6 50
The Law of Usages and Customs. By J. D. Lawson	F. H. Thomas & Co	ditto	8vo	610		5 50
A Treatise on the Law of Contracts of Married Women. By John Francis Kelly.	F. D. Linn & Co	Jersey City, N. J	8vo	6+573		6 00
General Index to Wait's "Actions and Defences"	W. Gould & Son	Albany, N. Y	8vo	550		3 75
On Infancy and Coverture. By Ransom H. Tyler. Second edition	ditto	ditto	8vo			6 25
The Business Man's Commercial Law and Business Forms Combined. By J. C. Bryant, M. D. Edited by G. W. Clinton.	J. C. Bryant	Buffalo, N. Y	8vo	263		2 00
L L. L.; or, Fifty Law Lessons, Embracing all the Technical Points of Business Law. By Arthur B. Clark.	D. Appleton & Co	New York, N. Y	12mo	6+201		1 25
The Principles of the Law: An Examination of the Law of Personal Rights, to discover the Principles of the Law, as ascertained from the Practical Rules of the Law, and harmonized with the Nature of Social Relations. By A. J. Willard.	ditto	ditto	8vo	429		2 50
The Laws authorizing the Incorporation of Clubs, Societies, and Associations for Literary, Library, Social, Recreative, and Sporting Purposes; also, the Statutes Applicable to Voluntary Unincorporated Associations, Clubs, &c. Compiled by W. L. Snyder.	Baker, Voorhis & Co	ditto				50
Treatise on the Law and Practice of Voluntary Assignments for the Benefit of Creditors. By Alexander M. Burrill. Fourth edition, revised and enlarged by G. L. Sterling.	ditto	ditto	8vo	47+825		6 50
Treatise on the Law of Negotiable Instruments. By John W. Daniell. New revised edition. 2 volumes.	ditto	ditto	8vo	990; 980		13 00
A Text-Book on Commercial Law. By Salter S. Clark	Clark & Maynard	ditto	12mo	314		1 00
Laws Relating to Religious Corporations. By Rev. Sandford Hunt. Revised edition.	Phillips & Hunt	ditto	12mo	313		1 25
Divorce and Divorce Legislation, with Special Reference to the United States. By Theodore D. Woolsey, D. D., LL. D. Second edition, revised.	Chas. Scribner's Sons	ditto	12mo	2+328		1 75
Der Geist unserer Gesetze. By Chas. Wehle	E. Steiger & Co	ditto	12mo	2+40	Paper,	30
Commissioners' and Conveyancers' Manual. By Charles Hall Adams	G. W. Ball	Saratoga Springs, N. Y	8vo	538		5 50
Students' Guides to "Williams on the Law of Real Property," "Williams on the Law of Personal Property," "Smith on the Law of Contracts." By H. W. Purkis. 3 vols.	T. & J. W. Johnson & Co	Philadelphia, Pa	Each, 12mo	120; 128; 108	Each,	1 00
A Commentary on the Law of Contracts. By Francis Wharton. 2 volumes.	Kay & Bro	ditto	8vo	15+811 4+660		12 00
Principles of Equity. By George Tucker Bispham. Third edition	ditto	ditto	8vo	83+649		6 50

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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—Continued.					
Elements of the Laws. By T. L. Smith. New revised edition, designed as a text book.	J. B. Lippincott & Co	Philadelphia, Pa	12mo		$1 50
A Treatise on the Law of Stock Brokers. By Arthur and George Biddle	do	do	8vo	445	5 00
Adjudged Words and Phrases: Collection of Adjudicated Definitions of Terms used in the Law, with Reference to Authorities. By C. H. Winfield.	W. F. Murphy's Sons	do	12mo	104	1 50
Institutes of Common and Statute Law. By John B. Minor. Third edition, revised and corrected. 2 volumes.	J. W. Randolph & English	Richmond, Va	8vo	48+731 47+1185	15 00
LITERATURE.					
(See Bibliography and Literature.)					
LOGIC.					
(See Philosophy and Logic.)					
MATHEMATICS.					
Bagot's Manual of Plane Surveying	Normal Publishing House	Danville, Ind			1 00
Greenleaf's Mathematical Series:					
Brief Course in Arithmetic, Oral and Written	R. S. Davis & Co	Boston, Mass		4+188	38
Complete Arithmetic, Oral and Written	do	do	16mo	6+368	75
First Lessons in Numbers, Oral and Written	do	do	16mo	4+124	22
Byerly's Integral Calculus	Ginn, Heath & Co	do			2 15
Byerly's Syllabus of Theory of Equations	do	do			10
Elements of Algebra. By G. A. Wentworth	do	do	12mo	16+510	1 40
Five-Place Logarithmic and Trigonometric Tables. By G. A. Wentworth	do	do	4to	71	45
Multiplication and Division Table. Containing the Products of Numbers between 1 and 100. By Leonard Waldo. Second edition.	do	do	8vo	8	Paper, 25
Plane and Solid Geometry and Trigonometry. By G. A. Wentworth	do	do			1 55
Plane and Spherical Trigonometry. By G. A. Wentworth	do	do			85
Plane and Spherical Trigonometry, with Tables. By G. A. Wentworth	do	do			1 25
Plane Trigonometry. By G. A. Wentworth	do	do	12mo	80	Paper, 35
Plane Trigonometry, with Tables. By G. A. Wentworth	do	do			65
A Practical Arithmetic. By G. A. Wentworth and Rev. T. Hill	do	do	12mo	16+351	1 00
Meservey's Book-Keeping, Single Entry	Thompson, Brown & Co	do	12mo	100	60
Meservey's Blanks for Book-Keeping, Single Entry	do	do			50
Elementary Algebra. By Seaver & Walton	W. Ware & Co	do			90
G. E. Seymour's Method in Book-Keeping	American School Book Co	St. Louis, Mo			1 00

Barnes' New Mathematics:					
First Lessons in Arithmetic	A. S. Barnes & Co	New York, N. Y			28
Practical Arithmetic	do	do			60
Advanced Arithmetic	do	do			60
Elements of Algebra. By Jos. Ficklin. For grammar and high schools, academies, &c.	do	do	16mo	296	1 25
Number Lessons, after Grube Method	do	do			10
Illustrated Table-Book and First Lessons in Numbers. New edition	Catholic Publication Society Co.	do	16mo	3—102	20
Complete Graded Arithmetic. By J. B. Thomson. Oral and written	Clark & Maynard	do	12mo	400	86
First Lessons in Arithmetic. By J. B. Thomson. Oral and written. Illustrated.	do	do		144	36
Harper's First Book in Arithmetic	Harper & Bros	do	12mo		30
Harper's Second Book in Arithmetic	do	do	12mo		60
Elements of Geometry. By Prof. Simon Newcomb	Henry Holt & Co	do			1 60
Elements of Plane and Spherical Trigonometry. By Prof. Simon Newcomb	do	do	8vo	6+164	1 50
Elements of Plane and Spherical Trigonometry. By Prof. Simon Newcomb. With logarithmic and other mathematical tables.	do	do	8vo	6+104	2 00
Elements of Plane Geometry and Trigonometry. By Prof. Simon Newcomb. With four-place logarithmic and trigonometric tables.	do	do	12mo	8+335	1 40
Graphic Algebra; or, Geometrical Interpretation of the Theory of Equations of One Unknown Quantity. By A. W. Phillips and W. Beebe. Illustrated.	do	do	8vo	156	2 00
Key to Algebra for Schools. By Prof. Simon Newcomb	do	do	12mo		1 20
Key to Newcomb's College Algebra. By Prof. Simon Newcomb	do	do	12mo	283	1 75
Logarithmic and other Mathematical Tables. By Prof. Simon Newcomb	do	do			1 40
A School Algebra. By Prof. Simon Newcomb	do	do	12mo	7+279	1 20
Elementary Treatise on Conic Sections. By Charles Smith	Macmillan & Co	do	12mo	10+339	1 60
Geometrical Exercises for Beginners. By Samuel Constable	do	do	16mo	2+142	90
Great Giant Arithmos: A Most Elementary Arithmetic. By Mary Steadman Aldis. Illustrated.	do	do	16mo	216	75
Mathematical Papers. By W. Kingdon Clifford. Edited by Rob. Tucker, with introduction by H. J. Stephen Smith.	do	do	8vo	69+658	8 00
On the Theory of Determinants. By Thomas Muir	do	do	16mo	6+240	2 25
Treatise on Elementary Trigonometry. By Rev. J. B. Lock	do	do	16mo	272	1 10
Treatise on Marine Surveying. By Rev. J. L. Robinson. For the use of younger naval officers.	do	do	16mo	16+307	2 00
Practical Arithmetic. By Malcolm MacVicar	Taintor Bros., Merrill & Co	do	12mo	317	75
Linear Associative Algebra. By C. S. Peirce. New edition	D. Van Nostrand	do	4to		4 00
Price's Plane and Spherical Trigonometry	Jas. H. Barhyte	Schenectady, N. Y			2 00
First-Year Arithmetic: Teachers' Manual and First-Year Text Book. By J. H. Hoose. Based upon Pestalozzi's System of Teaching Elementary Numbers.	C. W. Bardeen	Syracuse, N. Y	16mo	61+156	50
First-Year Text Book of Primary Arithmetic: for Pupils in the First Grade, First Year of Public Schools. By J. H. Hoose. Based upon Pestalozzi's System of Teaching Elementary Numbers. Pupils' edition.	do	do	16mo	156	35
A Manual of Mensuration for Common and High Schools. By Henry H. Hutton.	do	do	16mo	158	50
Elementary Arithmetic. By Wm. J. Milne	Jones Bros	Cincinnati, Ohio	12mo	205	40
Test Problems in Algebra. By H. B. Furness, G. W. Smith, and J. H. Bromwell.	Van Antwerp, Bragg & Co	do	12mo	153	60
Worked Examination Questions in Plane Geometrical Drawings. By F. E. Hulme. With plates.	Henry Carey Baird & Co	Philadelphia, Pa	8vo		3 75

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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
MATHEMATICS—Continued.					
Butler's Elements of Plane Geometry	E. H. Butler & Co	Philadelphia, Pa			$0 63
Seaver & Walton's Franklin Arithmetics:					
Primary	J. H. Butler	do			20
Elementary	do	do			35
Key to Elementary	do	do			25
Written	do	do			75
Key to Written	do	do			75
Metric System	do	do			15
Elementary Algebra	do	do			90
Walton's Arithmetical Table	do	do			Per hun., 7 20
Walton's Key to Arithmetical Table. Parts 1 and 2	do	do			28, 40
Walton's Primary Arithmetic	do	do			18
Walton's Intellectual Arithmetic	do	do			30
Walton's Practical Arithmetic	do	do			68
Walton's Key to Practical Arithmetic	do	do			18
Walton's Manual and Key	do	do			54
Walton's Written Arithmetic	do	do			80
Walton's Key to Written Arithmetic	do	do			80
Walton's Metric System	do	do			15
Walton & Cogswell's Arithmetical Problems	do	do			18
Walton & Cogswell's Arithmetical Problems. With key	do	do			54
Walton & Cogswell's Arithmetical Charts	do	do			Per set, 2 00
Arithmetical Charts. By F. W. Parker. 50 numbers	Cowperthwait & Co	do			Per set, 6 00
The Crittenden Commercial Arithmetic and Business Manual. By J. Groesbeck. New revised and enlarged edition.	Eldredge & Bro	do	12mo	410	1 35
Answers to Counting-House Arithmetic. By W. H. Sadler	W. S. Fortescue & Co	do			2 00
MECHANICS AND PHYSICS.					
Elements of Physics. By Alfred P. Gage. For high schools and academies. Illustrated.	Ginn, Heath & Co	Boston, Mass	12mo	11+414	1 25
Concepts and Theories of Modern Physics. By J. B. Stallo	D. Appleton & Co	New York, N. Y	12mo	313	1 75
The Modern Applications of Electricity. By E. Hospitalier. Translated and enlarged by Julius Maier. Illustrated.	do	do	8vo		4 50
Introductory Course of Natural Philosophy. For use of high schools and academies. Edited from Ganot's "Popular Physics," by William G. Peck. Revised by Levi S. Burbank and Ja. I. Hanson. Revised edition. Illustrated.	A. S. Barnes & Co	do	12mo	8+530	1 50
An Introduction to Natural Philosophy. By Denison Olmsted and E. S. Snell. Third revised edition, by Rodney G. Kimball. Illustrated.	Collins & Bro	do	8vo	14+495	3 12

Engineers' and Mechanics' Pocket Book. By C. H. Haswell. Forty-first edition, revised and enlarged.	Harper & Bros	do	12mo			3 00
Hand-Book of the Polariscope and its Practical Application. By H. Landolt. Adapted from the German by D. C. Robb and V. H. Veley, with appendix by I. Steiner. Illustrated.	Macmillan & Co	do	8vo	15+262		3 75
Uniplanar Kinematics of Solids and Fluids. By G. M. Minchin	do	do	12mo	8+266		1 99
First Book in Natural Philosophy. By J. A. Gillet and W. J. Rolfe. Illustrated.	Potter, Ainsworth & Co	do	12mo	6+191		1 08
Rudiments of Civil Engineering. By H. Law and G. R. Burnell	Scribner & Welford	do	12mo			2 60
On the Economical use of Gas Engines for the Production of Electricity. By W. E. Ayrton.	E. & F. N. Spon	do	8vo	15		20
Experimental Researches into the Properties and Motions of Fluids, with Theoretical Deductions Therefrom. By W. Ford Stanley. Illustrated.	do	do	8vo	550		6 00
Pocket Book of Useful Formulæ and Memoranda for Civil and Mechanical Engineers. By Guilford L. Molesworth. Twenty-first edition, revised and enlarged.	do	do	32mo	744		2 00
Simple Hydraulic Formulæ. By T. W. Stowe. With 9 plates	do	do	8vo	82		2 50
The Storage of Electricity. By Silvanus P. Thompson	do	do	8vo	20		20
Useful Tables for Engineers and Architects. Compiled by J. E. Hilton. No. 1: Scantlings of Beams.	do	do	8vo	6	Paper,	40
The Elements of Field Fortifications. By J. B. Wheeler. For the use of cadets of the United States Military Academy. Illustrated.	D. Van Nostrand	do	12mo	295		1 75
Elements of Wave Motion Relating to Sound and Light. By P. S. Michie. Illustrated. For use of cadets of the United States Military Academy.	do	do	8vo			5 00
The Theory of the Gas Engine. By Dugald Clerk. Van Nostrand's Science Series, No. 62.	do	do	24mo	164		50
Supplement and Key to Elementary Mechanics. By Prof. De Volson Wood	John Wiley & Sons	do	12mo			1 50
Southwick's Natural Philosophy	C. W. Bardeen	Syracuse, N. Y				10
History of the Water Supply of the World. By T. J. Bell	P. G. Thomson	Cincinnati, Ohio	8vo	134		75
MEDICINE, SURGERY, AND SANITARY SCIENCE.						
The Diseases of the Pancreas. By A. R. Thomas, J. C. Morgan, and others	Duncan Bros	Chicago, Ill	8vo			50
The Ophthalmoscope: Its Theory and Practical Uses. By C. H. Vilas, M. D	do	do	12mo	160		1 00
Text Book of the Diseases of Children. By T. C. Duncan, M. D. Third edition	do	do	8vo	1,006		6 00
Physiology of Children. By S. P. Hedges, M. D	Fairbanks, Palmer & Co	do	12mo	182		1 50
Physiology of Women. By Mrs. Sarah H. Stevenson, M. D	do	do	12mo	230		1 50
An Index of Comparative Therapeutics. By Samuel O. L. Potter, M. D. Second edition.	Gross & Delbridge	do	12mo	270		2 00
Treatise on Antiseptic Medication; or, Déclat's Method. By Nicholas Francis Cooke.	do	do	12mo	120		1 00
Essentials of Vaccination. By W. A. Hardaway	Jansen, McClurg & Co	do	12mo	2+126		1 00
Report to County Superintendents, School Boards, and Teachers on Vaccination of School Children. By J. H. Rauch, M. D.		Springfield, Ill	8vo			20
Prescription Writing. By F. H. Gerrish, M. D. Fourth edition, with appendix. For use of medical students who have never studied Latin.	Loring, Short & Harmon	Portland, Me	32mo	55		50
The Domain of Physiology; or, Nature in Thought and Language. By T. Sterry Hunt. Second revised edition.	S. E. Cassino	Boston, Mass	12mo	2+28	Paper,	25
How to Make the Best of Life. By J. Mortimer Granville, M. D	do	do	16mo	96		50
Currents and Counter Currents in Medical Science. By Oliver Wendell Holmes, M. D. With other addresses and essays.	Houghton, Mifflin & Co	do	12mo	406		2 00

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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.					
Percussion Outlines. By E. G. Cutler, M. D., and G. M. Garland, M. D. With plates.	Houghton, Mifflin & Co	Boston, Mass	8vo	6+66	$1 50
Two Hard Cases: Sketches from a Physician's Portfolio. By W. W. Godding, M. D.	do	do	18mo	257	1 00
Microscopical Diagnosis. By Dr. Charles H. and Louisa R. Stowell. 9 plates and illustrations.	Geo. S. Davis	Detroit, Mich	8vo	250	3 00
The Vest Pocket Anatomist. By C. H. Leonard, M. D. Eleventh revised edition.	Illustrated Medical Journal Co.	do	16mo	82	75
Pocket Therapeutics and Dose Book. By Morse Stewart, M. D. Third edition, revised and enlarged.	G. D. Stewart & Co	do	32mo	240	1 00
Laws of Health, for the Use of Schools and Self-Instruction. By B. C. Faust, M. D. Edited by S. Wolfberg. Translated and improved by Hermann Kopp.	H. Kopp & Co	Brooklyn, N. Y	24mo	7+37	Paper, 25
The Brain and its Functions. By J. Luys, M. D. With illustrations. International Scientific Series.	D. Appleton & Co	New York, N. Y	12mo		1 50
Diseases of Memory. By Th. Ribot. Translated from the French by William Huntington Smith. International Scientific Series.	do	do	12mo	209	1 50
The Nervous System. Ninth volume of "Health Primers"	do	do	Sq. 16mo		40
Physical Education; or, The Health Laws of Nature. By Felix L. Oswald, M.D.	do	do	12mo		1 00
The American Homœopathic Pharmacopœia. Compiled by Boericke & Tafel.	Boericke & Tafel	do Philadelphia, Pa.	8vo	4+524	3 50
Electricity in Surgery. By John Butler, M. D	do	New York, N. Y. Philadelphia, Pa.	12mo	112	1 00
The Human Ear and its Diseases. By W. H. Winslow, M. D. Illustrated	do	New York, N. Y. Philadelphia, Pa.	8vo	3-526	4 50
Insanity and its Treatment. By Samuel Worcester, M. D. Lectures on the treatment of insanity and kindred nervous diseases.	do	New York, N. Y. Philadelphia, Pa.	8vo	462	3 50
Ophthalmic Therapeutics. By George S. Norton, M. D. Second edition, rewritten and revised, with additions. Introduction by T. F. Allen, M. D.	do	New York, N. Y. Philadelphia, Pa.	8vo	342	2 50
Treatise on Diseases of the Eye. By Henry C. Angell, M. D. For use of students and general practitioners. Sixth edition.	do	New York, N. Y. Philadelphia, Pa.	12mo	24+404	3 00
The Throat in its Relation to Singing. By Whitfield Ward	Brentano's Literary Emporium	New York, N. Y	8vo	65	25
The Simple Ailments of Horses. By W. F	Cassell, Petter, Galpin & Co	do	12mo	240	1 50
Hereditary Traits, and other Essays. By R. A. Proctor	J. Fitzgerald & Co	do	8vo	60	Paper, 15
For Girls: A Special Physiology. By Mrs. E. R. Shepherd. Illustrated	Fowler & Wells	do	12mo	214	1 00
Hints and Remedies for the Treatment of Common Accidents and Diseases. Compiled by Dawson W. Turner. Revised and enlarged edition.	Macmillan & Co	do	16mo	6+186	50
Temperance Physiology. By J. Guthrie, D. D	National Temperance Society and Publishing House.	do	16mo	283	Paper, 50

Cerebral Hyperæmia: A Consideration of some Views of Dr. W. A. Hammond. By Charles E. Buckley, M.D.	G. P. Putman's Sons	do	16mo	129		1 00
Chronic Bronchitis: Its Forms and Treatment. By J. Milner Fothergill, M. D. Illustrated.	do	do	8vo	160		1 50
The Experimental Method in Medical Science. By John C. Dalton, M. D. Second course of the Cartwright lectures of the Alumni Association of Physicians and Surgeons, New York.	do	do	12mo	108		1 25
First Aid to the Injured. By P. Shepherd. Revised and added to by Bowditch Morton, M. D. Illustrated.	do	do	Sq. 24mo	10+88		50
Manual of Diseases of the Skin. By L. Duncan Bulkley, M. D	do	do	16mo	312		1 25
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Contributions to Practical Gynecology. By S. Ja. Donaldson, M. D. Illustrated.	J. H. Vail & Co	do	8vo	2+134	Paper,	1 25
Microscopical Morphology of the Animal Body in Health and Disease. By C. Heitzmann, M. D. 380 illustrations.	do	do	8vo	900		7 00
A Practical Treatise on Electro-Diagnosis in Diseases of the Nervous System. By A. Hughes Bennett, M. D. Plates.	do	do	8vo	176		2 25
On Asthma: Its Pathology and Treatment. By Henry Hyde Saltor, M. D., F. R. S.	W. Wood & Co	do	8vo	284		1 25
On Concussion of the Spine, Nervous Shock, and other Obscure Injuries of the Nervous System in their Clinical and Medico-Legal Aspects. By John Eric Erichsen, F. R. S. New revised edition.	do	do	12mo	344		2 25
Diseases of the Ear in Children. By Anton v. Troeltsch. Translated by J. Orne Green.	do	do	8vo	165		1 50
Diseases of the Spinal Cord. By Byron Bramwell, M. D., F. R. C. E. Illustrated	do	do	8vo	300		5 00
Illustrations of Dissections. By G. Viner Ellis, M. D., and G. H. Ford. Second edition. 2 vols.	do	do	8vo	233; 226	Each,	1 25
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An Index of Surgery. By C. B. Keetley. For use of senior students and others.	do	do	8vo	328		50
Indigestion and Biliousness. By J. Milner Fothergill, M. D	do	do	12mo	8+320	Paper,	10
International Encyclopædia of Surgery. Edited by J. Ashhurst, jr., M. D. In 6 vols. Vols. I and II. Illustrated.	do	do	8vo	717; 754	Each,	6 00
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The Pharmacopœia of the United States of America. Sixth decennial revision.	do	do	8vo	42+488		4 00
Practical Laboratory Course in Medical Chemistry. By John C. Draper, M. D., LL. D.	do	do	Obl. 12mo	6+71		1 00
Practical Medical Anatomy. By Ambrose L. Ranney, A. M., M. D.	do	do	8vo	22+339		1 25
Studies in Pathological Anatomy. By Francis Delafield, M. D. Vol. I. 93 plates	do	do	8vo	127		20 00
Sympathetic Diseases of the Eye. By Ludwig Mauthner, M. D. From the German, by Warren Webster, M. D., and James A. Spaulding, M. D.	do	do	12mo	220		2 00

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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.					
Question Book of Physiology. By Albert P. Southwick	C. W. Bardeen	Syracuse, N. Y.	16mo	33	Paper, $0 10
Clinical Lectures on Diseases of the Nervous System. By Thomas Buzzard, M. D. Illustrated.	P. Blakiston, Son & Co	Philadelphia, Pa.	8vo	16+466	5 00
Clinical Lectures on Diseases of the Urinary Organs. By Sir Henry Thompson, M. D. Sixth English edition. Illustrated.	do	do	8vo	175	Paper, 75
On Diseases and Injuries of the Eye. By J. R. Wolfe, M. D. With colored plates and engravings.	do	do	8vo	452	7 00
The Diseases of Women: Their Pathology, Diagnosis, and Treatment. By Grailey Hewitt, M. D. Third edition. Illustrated.	do	do	8vo	22+751	Paper, 1 50
Elements of Dental Materia Medica and Therapeutics, with Pharmacopœia. By T. Gaddes and J. A. Stocken. Fourth edition.	do	do	16mo		2 50
Hand-Book of Ophthalmic Practice. By Charles Higgins. Second edition revised.	do	do	16mo	116	50
Health Hints from the Bible. By a physician	do	do	12mo	248	50
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Manual and Atlas of Medical Ophthalmoscopy. By W. R. Gowers, M. D. Second edition. With colored plates.	do	do	8vo	384	6 00
Manual of Dental Anatomy, Human and Comparative. By C. S. Tomes. Second edition. Illustrated.	do	do	8vo	440	4 25
A Manual of Diseases of the Eye. By C. Macnamara. Fourth edition. With colored plates and woodcuts.	do	do	12mo	540	4 00
A Manual of Midwifery. By Alfred Meadows, M. D. Third American edition, with additions from the fourth London edition. Illustrated.	do	do	8vo	494	2 00
Our Homes. By Henry Hartshorne, M. D. American Health Primers	do	do	24mo	149	30
On Ovarian and Uterine Tumors: Their Diagnosis and Treatment. By T. Spencer Wells, M. D. Illustrated.	do	do	8vo	530	7 00
Physicians' Hand-Book Series:					
Sore Throat: Its Nature, Varieties, and Treatment. By Prosser James, M. D. Fourth edition, enlarged. Colored plates and illustrations.	do	do	12mo	318	Paper, 75
Practice of Midwifery. By D. Lloyd Roberts, M. D. 95 illustrations	do	do	12mo	317	75
Practical Lessons in Gynæcology. By Heywood Smith, M. D. Illustrations.	do	do	12mo	205	75
The Physician's Prescription Book. By Jonathan Pereira, M. D. Sixteenth edition.	do	do	32mo	286	1 00
Practical Exercises in Physiology. By J. Burdon Sanderson, M. D. Illustrated.	do	do	8vo	75	1 12
A Practical Treatise in Operative Dentistry. By J. Taft, M. D. Illustrated. Fourth edition, revised.	do	do	8vo		4 25

A Practical Treatise on the Diseases of Children. By J. Forsyth Meigs, M. D., and W. Pepper, M. D. Seventh edition, revised and enlarged.	....do	....do	8vo	1,055		6 00
Quiz Compends: No. 1. Questions on Human Anatomy. By Samuel O. L. Potter, M. D. 63 illustrations.	....do	....do	16mo	3–139		1 00
The Throat and the Voice. By J. Solis Cohen, M. D. New cheap edition. Illustrated.	....do	....do	24mo	159	Paper,	30
Treatise on Aural Surgery. By H. MacNaughton Jones, M. D. Second edition, revised and enlarged. Illustrated.	....do	....do	12mo	344		2 75
An Index of Physiology. By L. Ashley Faught	W. H. Hoskins	....do	12mo	122		50
Diseases of Women; including their Pathology, Causation, Symptoms, Diagnosis, and Treatment. By Arthur W. Edis.	H. C. Lea's Son & Co	....do	8vo			3 00
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Manual of Organic Materia Medica. By J. M. Maisch. For use of students, druggists, pharmacists, and physicians. Illustrated.	....do	....do	12mo			2 75
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The Principles and Practice of Surgery. By John Ashhurst, jr., M. D. Third revised edition. Illustrated.	....do	....do	8vo	1,060		6 00
A System of Human Anatomy. By Harrison Allen, M. D. Illustrated	....do	....do	4to	700		21 00
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Treatise on Human Physiology. By J. C. Dalton, M. D. For use of students and practitioners of medicine. Seventh edition. Illustrated.	....do	....do	8vo	722		5 00
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Practical Treatise on Diseases of the Skin. By Louis A. Duhring, M. D. Third, thoroughly revised, edition. Illustrated.	....do	....do	8vo			6 00
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Animal Analysis, for Use in Schools and Colleges. By B. W. Evermann	Jansen, McClurg & Co	Chicago, Ill	12mo	128		75
Flowers of the Field and Forest. Illustrations by Isaac Sprague. Text by Rev. A. B. Hervey.	S. E. Cassino & Co	Boston, Mass	4to			6 00
Hand-Book of Invertebrate Zoölogy. By W. K. Brooks	....do	....do	8vo	400		3 00
The Naturalist's Assistant. By J. S. Kingsley. Illustrated	....do	....do	12mo	225		1 50

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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
NATURAL HISTORY—Continued.					
Synopsis of the North American Lichens. Vol. I: Comprising the Parmeliacei, Cladoniei, and Cœnogoniei. By Prof. Edward Tuckerman.	S. E. Cassino & Co	Boston, Mass	8vo		$3 50
Vegetable Histology. By D. P. Penhallow	do	do	8vo		1 00
The Coues Check List of North American Birds. With a Dictionary of the Etymology, Orthography, and Ortheöpy of the Scientific Names. Revised to date, and entirely rewritten.	Estes & Lauriat	do	Roy. 8vo	165	3 00
Guides for Science Teaching:					
No. 7. Worms and Crustacea. By Prof. Alpheus Hyatt. Illustrated	Ginn, Heath & Co	do	16mo	68	Paper, 35
Seaside Studies in Natural History. By Elizabeth C. and Alexander Agassiz. New edition. Illustrated.	Houghton, Mifflin & Co	do	8vo	12+157	3 00
Field Botany. By Walter P. Manton. Illustrated	Lee & Shepard	do	32mo	41	50
Taxidermy Without a Teacher. By Walter P. Manton. Second edition, revised and enlarged. Illustrated.	do	do	24mo	3–56	50
Birds'-Nesting: A Hand-Book of Instruction in Gathering and Preserving the Nests and Eggs of Birds for Purposes of Study. By Ernest Ingersoll. Illustrated.	G. A. Bates	Salem, Mass	12mo	14+110	1 25
Ants, Bees, and Wasps. A Record of Observations on the Habits of the Social Hymenoptera. By Sir John Lubbock, Bart., M. P., F. R. S. 5 colored plates and illustrations. International Scientific Series.	D. Appleton & Co	New York, N. Y	12mo	20+448	2 00
Wild Animals and Birds. By Dr. Andrew Wilson. Illustrated	Cassell, Petter, Galpin & Co	do	4to		2 50
Treatise on the Cultivation, History, and Family Characteristics, &c., of the Rose. By H. B. Ellwanger.	Dodd, Mead & Co	do	16mo	2+293	1 25
Facts and Fiction of Zoölogy. By Andrew Wilson	J. Fitzgerald & Co	do	8vo	65	15
Botany: Morphological and Physiological. By Julius Sachs. Edited, with appendix, by Sidney H. Vines. Second edition. Illustrated.	Macmillan & Co	do	8vo	12+980	8 00
Colors of Flowers, as Illustrated in the British Flora. By Grant Allen. Illustrated.	do	do	16mo	7+119	1 00
A Dictionary of Economic Plants. By John Smith	do	do	8vo	9+457	3 50
Geological Sketches at Home and Abroad. By Archibald Geikie, LL. D. Illustrated.	do	do	12mo	10+332	1 75
Hand-Book of Vertebrate Dissection. By H. Newell Martin, D. SC., M. D., M. A., and Wm. A. Moale, M. D. Part 2: How to Dissect a Bird.	do	do	12mo		60
Nature and Natural History in the Frozen Zone. Illustrated	Thos. Nelson & Sons	do	12mo		1 25
Nature and Natural History in the Temperate Zones. Illustrated	do	do	16mo	3–249	1 25
Injurious Insects of the Farm and Garden. By Mrs. Mary Treat. Illustrated.	The Orange Judd Co	do	12mo	288	2 00
Science Ladders. By N. d'Anvers:					
No. 3. Vegetable Life: An Illustrated Natural History Reader	G. P. Putnam's Sons	do	16mo	6+78	50
No. 5. Lowest Forms of Water Animals. Illustrated	do	do	Sq. 16mo		50
Illustrated Natural History for Young People. By Rev. J. G. Wood. New edition	Geo. Routledge & Sons	do	Sq. 8vo	3–229	1 25

Zoölogical Notes. By Arthur Nicols	Scribner & Welford	do	8vo			3 60
Question Book of Botany. By Albert P. Southwick	C. W. Bardeen	Syracuse, N. Y	16mo	40	Paper,	10
Elements of Forestry. By Franklin B. Hough. Illustrated	Robert Clarke & Co	Cincinnati, Ohio	12mo			2 00
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Unbound, per hundred blanks	do	do				60
Text-Book of Botany. By K. Prantl	J. B. Lippincott & Co	Philadelphia, Pa	8vo			1 62
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Philosophical Classics for English Readers. Edited by Wm. Knight, LL. D.: No. 5. Kant. By William Wallace	J. B. Lippincott & Co	Philadelphia, Pa	12mo			1 25
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Cyclopædia of Political Science, Political Economy, and of the Political History of the United States. By the best American and English writers. Edited by J. J. Lalor. In 3 vols. Vol. I: Abdication–Duty.	Rand, McNally & Co	Chicago, Ill		900		
The Mind of Mencius; or, Political Economy Founded upon Moral Philosophy. The original text, classified and translated, with notes and explanations, by Rev. E. Faber. From the German, with notes and emendations by Rev. Arthur B. Hutchinson.	Houghton, Mifflin & Co	Boston, Mass	8vo	16+293		3 50
The Historical, Political, and Diplomatic Writings of Niccolo Machiavelli. From the Italian, by Christian E. Detmold. 4 vols.	James R. Osgood & Co	do	8vo	41+420; 464; 488; 472		15 00
The Social Law of Labor. By William B. Weeden	Roberts Bros	do	12mo	8+315		1 50
The Relation of Political Economy to the Labor Question. By Carroll D. Wright.	A. Williams & Co	do	16mo	53		60
Capital and Population. By Frederick B. Hawley	D. Appleton & Co	New York, N. Y	12mo			1 50

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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
POLITICAL AND SOCIAL SCIENCE—Continued.					
The Origin of Civilization and the Primitive Condition of Man, Mental and Social Condition of Savages. By Sir John Lubbock, Bart., M. P., F. R. S. Fourth edition, with additions. Illustrated.	D. Appleton & Co	New York, N. Y	8vo		$5 00
Political Institutions. Part 5 of "The Principles of Sociology." By Herbert Spencer. The concluding portion of Vol. II.	do	do	12mo	8+229-686	1 50
The Principles of Sociology. By Herbert Spencer. Vol. II: Containing Ceremonial Institutions and Political Institutions, complete.	do	do	12mo		2 00
Political History of Recent Times, 1816–1875, with special reference to Germany. By Wm. Müller. Revised and enlarged by the author. Translated, with an appendix covering the period from 1876–1881, by Rev. John P. Peters.	Harper & Bros	do	12mo	10+696	3 00
History of American Politics. By Alex. Johnston. Second edition, revised and enlarged.	Henry Holt & Co	do	16mo	314	1 00
John Stuart Mill. By Alex. Bain	do	do	12mo	14+201	1 25
Money. By G. M. Wiston	B. Homans	do	8vo	350	2 00
The Growth of English Industry and Commerce. By W. Cunningham. With charts.	Macmillan & Co	do	8vo	14+492	3 00
The State in Relation to Labor. By W. Stanley Jevons	do	do	12mo	7+166	1 00
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The Development of Constitutional Liberty in the English Colonies of America. By Eben G. Scott.	do	do	8vo	16+334	2 50
Economic Tracts. Publications of the Society for Political Education:					
No. 5. Political Economy in One Lesson. By Alphonse Courtois. Translated by Washington C. Ford.	do	do	12mo	22	Paper, 10
No. 6. Money and its Substitutes. By Horace White	do	do	12mo	30	Paper, 10
The Library of Political Education. Second series:					
I. History of Political Economy in Europe. By Jérôme Adolphe Blanqui. Translated by Emily J. Leonard.	do	do	8vo	628	6 75
II. Money and the Mechanism of Exchange. By W. Stanley Jevons	do	do	8vo	402	
III. On Liberty. By John Stuart Mill	do	do	8vo	204	
A Hand-Book to the Industries of the British Isles and the United States. By G. Phillips Bevan.	Scribner & Welford	do	16mo		1 80
The Political History of England to 1881. By A. H. D. Ackland and C. Ransome. Chronologically arranged.	do	do	12mo		2 40
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Conversations on the Principal Subjects of Political Economy. By W. Elder.	Henry Carey Baird & Co	Philadelphia, Pa	8vo	316	2 50

Elements of Political Economy, with Especial Reference to the Industrial History of Nations. By Rob. Ellis Thompson.	Porter & Coates	do	12mo	3-419	1 50
Political Economy. By Rob. Ellis Thompson	do	do	12mo		1 50
THEOLOGY.					
The Book Opened; or, An Analysis of the Bible. By Alfred Nevin, D. D.	J. E. Sherrill	Indianapolis, Ind	12mo	341	1 50
The Book of Enoch. By Rev. G. H. Schodde. Translated from the Ethiopic. With introduction and notes.	Warren F. Draper	Andover, Mass	12mo	8+278	1 75
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The One Religion; Truth, Holiness, and Peace Desired by the Nations and Revealed by Jesus Christ. By John Wordsworth. Bampton Lectures for 1881	E. P. Dutton & Co	do	8vo	20+372	3 50

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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.					
Oriental Religions. By John Caird and others	J. Fitzgerald & Co	New York, N. Y	4to	57	Paper, $0 15
The Gospel of Mark. Triple comparison. Arranged for use in schools and classes.	Fords, Howard & Hulbert	do	16mo	100	Paper, 15
Indirect Testimony of History to the Genuineness of the Gospels. By F. Huidekoper. Third edition.	D. G. Francis	do	12mo	16+226	1 00
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New Testament. Translated out of the Greek; being the version set forth 1611, compared with the most ancient authorities, and revised 1881. American revised edition; with the readings and renderings preferred by the American Committee of Revision incorporated into the text.	American Baptist Publishing Society.	Philadelphia, Pa	24mo	30+495		25

TABLE XXIV.—*Publications, educational, historical, &c., for* 1882, *&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 Gospel according to St. Mark. Comparative edition. Maps and illustrations.	American Sunday School Union.	Philadelphia, Pa	12mo	99	Paper, $0 06
Pictorial Commentary on the Gospel According to Mark. With the texts of the authorized and revised versions, edited by Rev. Edwin W. Rice. With maps and illustrations.	do	do	12mo	219	1 00
Commentary on the Epistle to the Romans. By Chas. Hodge, D. D. New edition, revised.	H. B. Garner	do	8vo	716	2 75
The Apocryphal New Testament. 1 vol. Illustrated	Gebbie & Co	do	Roy. 8vo		1 50
New Testament. Translated out of the original Greek. Comparative edition. New edition.	Porter & Coates	do	12mo	690	1 50
Complete Analysis of the Bible. By J. T. Wheeler. Illustrated	Thayer, Merriam & Co	do	8vo	900	3 50
Old Testament Ethics. By Rev. W. A. Jarrel	Rev. W. A. Jarrel	Greenville, Tex	12mo	275	1 50
Commentary on Mark. By Rev. W. A. Campbell	Presbyterian Publishing Co	Richmond, Va	16mo	6+384	1 00

TABLE XXV.—*Improvements in school furniture, apparatus, ventilation, &c., patented in the United States in the year* 1882.

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Wallis, C. I	Memphis, Ala	265,193	Device for holding the fingers in writing.
Burgess, H	Berkeley, Cal	264,236	Pencil sharpener.
Courter, H. F	Gilroy, Cal	264,932	Apparatus for teaching music.
Jackson, P. H	San Francisco, Cal	265,322	Ventilator.
Shattuck, A., and C. J. Thorn.	Santa Rosa, Cal	268,135	Adding machine.
Merrill, A. H	Cromwell, Conn	255,649	Music holder.
Jopson, G. W	Meriden, Conn	259,164	Calipers.
Eades, J. A	Middletown, Conn	266,792	Attachment for raising and lowering desks.
Schevenell, L	Athens, Ga	258,254	Pen holder.
Bartholomew, M. M	Belleville, Ill	255,910	Stenographic machine.
Crary, C. W	Chicago, Ill	258,518	Adding machine.
Winter, Mary E	Galesburg, Ill		
Erling, P. R	Chicago, Ill	263,776	Pencil sharpener.
McDonough, T	Chicago, Ill	268,512	Educational globe.
McDonough, T	Chicago, Ill	254,229	Tellurian.
McLane, G. A	Chicago, Ill	253,538	Map rack.
Woodruff, L. B	Chicago, Ill	252,410	Calipers.
Henderson, G. N	Decatur, Ill	261,603	Tellurian.
Fiske, B. A	Naperville, Ill	255,272	Pen holder.
Plumb, F	Streator, Ill	256,591	Adding machine.
Webber, M. N	Fort Wayne, Ind	264,381	Siphon.
Stockman, G. W	Indianapolis, Ind	260,060	Air cooling apparatus.
Moore, W. E	Thorntown, Ind	254,360	Ventilator.
Clark, A. L	Dubuque, Iowa	266,098	Protector for the edges of book covers.
De Roberts, C	Red Oak, Iowa	266,111	Inkstand.
Cassner, P	Gould, Kans	268,183	Ventilator.
Hensley, G. W	Lawrence, Kans	259,390	Writer's hand support.
McKinley, F. F	Wellington, Kans	263,558	School desk and seat.
Fischer, J. G	Flemingsburg, Ky	255,270	Adding machine.
Bouchet, M	Louisville, Ky	251,823	Adding machine.
McCrery, T. M. and J. R	Sulphur Lick, Ky	264,548	Tellurian.
Wentworth, E. P	Cape Elizabeth, Me	257,117	Writing tablet.
Robinson, E. B	Deering, Me	254,569	Music leaf turner.
Jennison, G. H	Foxcroft, Me	269,425	Protection for the corners of books.
Dutton, J	Norway, Me	254,940	Book rest attachment for school and other desks.
Hergenroeder, C. W	Baltimore, Md	263,904	Adding machine.
		265,602	Music leaf turner.
Jennings, R. S	Baltimore, Md	254,981	Air cooling apparatus.
Murray, W. W	Baltimore, Md	259,837	Book support.
Spicer, J	Taylor's Island, Md	263,236	Tellurian.
Shumway, B. M	Chicopee Falls, Mass	263,602	Calipers and dividers.
Lothrop, C. M	East Walpole, Mass	254,094	Blackboard eraser.
Putnam, F. E	Lowell, Mass	251,942	Sheet music holder.
Whitney, A. D. F	Milton, Mass	257,630	Alphabet blocks.
Warfield, O. D	Springfield, Mass	267,290	Calipers.
Clark, E. E	Worcester, Mass	256,462	Ellipsograph.
Martora, J. J	Albion, Mich	255,004	Cyclometer.
Stacy, S. C	Tecumseh, Mich	263,613	Writing tablet.
Braastad, J. G	St. Paul, Minn	265,744	Pantograph.
Dinsmoor, G	Kirksville, Mo	258,721	School desk.
Gould, J	Chatham, N. J	262,221	Arithmetical frame.
Reiman, R	Egg Harbor, N. J	265,443	Automatic siphon.
Pope, R. W	Elizabeth, N. J	268,431	Combined pen cleaner and paper weight.
Wagner, H	Elizabeth, N. J	262,191	Device for teaching arithmetic.
Goetz, A	Hoboken, N. J	257,315	Lead and crayon holder.
Heeseder, W	Hoboken, N. J	254,215	Gymnastic apparatus.
Dougherty, G. H	Jersey City, N. J	269,778	Lead pencil.
Knox, G. L	Jersey City, N. J	261,729	Parallel ruler.
Foerster, H	Newark, N. J	258,225	Calipers.
Powell, G. M	Vineland, N. J	268,432	Polyscope.
Maxstadt, F. W	Albany, N. Y	257,825	Siphon.
Brown, M. W	Brooklyn, N. Y	254,984	Writing tablet.
Brownell, W. H	Brooklyn, N. Y	257,285	Artist's box.
		257,653	Easel.
Gardham, J	Brooklyn, N. Y	260,473	Surveying instrument.
Lamb, W. F	Brooklyn, N. Y	261,000	Adjustable easel.
Lipman, C. C	Brooklyn, N. Y	266,169	Letter copying book.
Peard, J	Brooklyn, N. Y	268,275	School desk.
Saunders, J	Brooklyn, N. Y	264,197	Siphon.
Smith, E. C	Brooklyn, N. Y	256,062	Calipers.
Whitman, S	Brooklyn, N. Y	254,081	Air cooling and purifying apparatus.
Cutler, A	Buffalo, N. Y	262,009	Inkstand bracket.
Drake, T. J	Gasport, N. Y	260,956	Compass alidade.

TABLE XXV.—*Improvements in school furniture, apparatus, &c.*—Continued.

Name of patentee.	Residence.	Number of patent.	Title of patent.
1	2	3	4
Birch, J. S	New York, N. Y	267, 134	Lead and crayon holder.
Blunck, G	New York, N. Y	266, 754	Parallel ruler.
Boman, C. W	New York, N. Y	256, 961	Lead and crayon holder.
Buscall, C	New York, N. Y	251, 829	School desk.
Hafner, H	New York, N. Y	264, 768	Inkstand.
Royce, G. W	Englewood, N. J		
Hasbrouck, F. S	New York, N. Y	256, 856	Writing tablet.
Heilprin, A	New York, N. Y	253, 043	Music leaf turner.
Hoffman, J	New York, N. Y	259, 759	Lead and crayon holder.
Kelly, W. H	New York, N. Y	252, 041	Rotary blotter.
Kraus, S	New York, N. Y	267, 545	Pen holder.
Liddell, W	New York, N. Y	264, 716	Music leaf turner.
Pitt, W. A	New York, N. Y	268, 822	Ventilation.
Reckendorfer, J	New York, N. Y	264, 564	Lead pencil.
Schwenniger, A. B	New York, N. Y	264, 572	Apparatus for teaching arithmetic.
Senn, J	New York, N. Y	269, 724	Lead pencil.
Snelling, W. C	New York, N. Y	257, 775	Adding machine.
Stafford, M. B	New York, N. Y	266, 546	Ventilation.
Townsend, T. C	New York, N. Y	252, 546	Blotter.
Van Kirk, A. E	New York, N. Y	259, 441	Combined artist's case and easel.
Hill, G. W	Olean, N. Y	256, 142	Surveying instrument.
Faber, E	Port Richmond, N. Y	255, 961	Pen holder.
Schrag, P	Port Richmond, N. Y	262, 836	Combined pencil sharpener and holder.
Robbins, De G	Rochester, N. Y	267, 256	Ventilator.
Campbell, C. D	Bellefontaine, Ohio	250, 975	Copying book.
Wheatley, H. D	Centreville, Ohio	260, 071	Music leaf turner.
Doubleday, A	Cincinnati, Ohio	251, 705	Combined ink fountain and pen holde..
Holland, J	Cincinnati, Ohio	269, 290	Pen.
Livingston, H. S	Cincinnati, Ohio	259, 562	Cyclometer.
Smith, J. G	Cleveland, Ohio	256, 396	Calendar inkstand.
Cott, C. M	Columbus, Ohio	265, 247	Writing tablet.
Rankin, R. F	Columbus, Ohio	268, 824	Hydrocarbon burner.
Silcott, O. F	Felicity, Ohio	254, 168	Book protector.
Henkel, G. H	Middletown, Ohio	264, 695	Inkstand.
Smead, I. D	Toledo, Ohio	261, 879	Apparatus for heating and ventilating buildings.
Smith, W. E	Berwick, Pa	261, 776	Ink well.
Wetmore, J. W	Erie, Pa	255, 227	Pen holder.
Patterson, A	Idlewood, Pa	255, 885	Thermo-electric battery.
Miller, G. C	Johnstown, Pa	257, 736	Inkstand.
Brown, E	Philadelphia, Pa	261, 905	Pyrometer.
Le Bar, J	Slatington, Pa	267, 902	Folding slate.
Mallatt, F. W	Slatington, Pa	268, 252	School slate.
Rappold, A., and E. Leith	Titusville, Pa	260, 414	Setting retorts for heating sulphuric acid.
Cross, A. T	Providence, R. I	263, 392	Lead and crayon holder.
Blackwell, E. D	Montpelier, Vt	256, 958	Writing pen.
Galloway, W. L., and G. V. Wood.	Smithville, Va	263, 449	Inkstand.
Küstermann, G	Green Bay, Wis	256, 223	Lead and crayon holder.
Stedwell, M	Watertown, Dak	255, 545	Clip for holding books open.
Rogers, S	Dayton, Wash	256, 742	Writing implement
Gibson, E. T	Fort Washakie, Wyo	253, 368	Tracing desk.
O'Connor, J. L	Toronto, Ontario, Canada.	266, 189	Copying book.
Kullrich, F. F	Berlin, Germany	254, 986	Pencil sharpener.
Illfelder, J	Fürth, Bavaria, Germany.	256, 802	Lead and crayon holder.
Rudholzner, G	Reichenhall, Bavaria, Germany.	267, 940	Tellurian.
Schubert, F	Zürich, Switzerland	256, 245	Spring back for books.

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